

Quinsigamond Community College
Internal Program Review

Applied Arts: Computer Graphic Design for
Print and Internet Publishing

Program

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Coordinator

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Introduction

“America’s economy has undergone wrenching change as markets have become global and foreign competition has intensified. New information processing and communication technologies have altered jobs in very dramatic ways. Businesses have responded by decentralizing, downsizing, shedding layers of management, and increasing their expectations for worker skills and flexibility. This response has had two profound impacts on community colleges. First, they have taken lead responsibility for producing the highly skilled and motivated ‘renaissance technicians’ demanded by employers in all economic sectors (usually credentialled as associate in applied science degrees)...Second, community colleges have become the chief institutions in this country for reskilling tens of millions of adults already in the workforce.”
-From *Community Colleges and Urban Development*, Henry G. Cisneros, Secretary of Housing and Urban Development, December 1996.

Introduction

During the 1999-2000 academic year, Quinsigamond Community College Division of Academic Affairs will initiate an unprecedented review of curricular offerings. As part of QCC’s commitment to meeting the diverse educational needs of central Massachusetts, this Internal Program Review (IPR) process will actively engage QCC faculty and administrators with their colleagues in business/industry and healthcare, higher education, and K-12 public education. It will serve the singular purpose of strengthening the teaching/learning process by insuring that all of QCC’s curricular offerings respond specifically to regional workforce development needs and reflect state-of-the-art currency in instructional design, methodology, and assessment of student achievement.

External agents such as the New England Association of Schools and Colleges and the Massachusetts Board of Higher Education continue to demand greater institutional accountability. It is increasingly common for these bodies to impose questionable measures of quality (i.e., loan default rates, retention rates, etc.) to determine the effectiveness of an institution. QCC’s Internal Program Review will demonstrate this College’s commitment to insuring the success of every student by engaging in a proactive process of assessing curricular rigor and relevance. (See attachments A and B for examples of expectations mandated by external agencies)

Goals of Internal Program Review

- Maximizing support for teaching/learning
- Enhanced support of faculty
- Better facilities
- Increased use of technology
- Top-of-the-line equipment
- “Benchmarking” quality of QCC programs
- Establishing “Currency” of programmatic offerings
- Projecting future program trends/needs

Key Features of the Review Process Will Include

- A thorough environmental scan of the local/regional labor market in order to benchmark and fine tune program goals and content to insure the best match with the educational and employment needs of the region, both now and in the future

- An in-depth review of program goals, curriculum structure, and course requirements in light of industry requirements and standards
- Identification of the core or “umbrella” employment competencies and the career/technical competencies
- The development of measurable program objectives, and relevant assessment strategies
- An examination of key institutional supports, such as informational/technology resources, student support services, facilities, and program financing to assure both faculty and students have access to high quality, state-of-the-art resources and services
- A review of faculty needs, credentials, and other related staffing requirements
- A thorough analysis of student outcomes over the most recent five-year period
- An identification of future program goals or strategies to enhance program quality
- Determination of program growth potential (i.e., new certificate or degree options)
- Establishment/enhancement of program advisory committees so that membership represents a balance of perspectives, including representation from business and/or labor, community-based organizations, four-year colleges and universities, K-12 public education, and current students or program graduates.
- Provision of standardized orientation and training for Advisory Committee members to insure their understanding of their role and responsibilities.

The Process

Every certificate and degree program offered by the College will participate in the Internal Review Process. It is projected that approximately 4-6 programs will be engaged in program review during any given semester. The instructional deans within the Division of Academic Affairs in conjunction with faculty coordinators have developed the recommended schedule for the review cycle. To the extent possible, scheduling has been coordinated with projected timetables for those programs that undergo regular external program evaluations or re-accreditation processes.

Faculty members, both full and part-time, will be invited to participate in the IPR. The faculty member designated as IPR project manager in his or her area will receive an appropriate reduction in course load to support the process and insure its timely completion. A program review consultant will facilitate the overall process with each of the teams and will be primarily responsible for insuring that the faculty teams have the supports and resources necessary to complete the IPR. Instructional deans will serve as a key resource to the faculty teams, as well.

In addition, the College will commit significant institutional resources to support this endeavor. These include the following:

- **Administrative Support**
In order to assist faculty with the research, compilation, and analysis of the data necessary to complete the IPR, a number of administrators will be available for technical assistance. These will include:
 - a) Deans (or appropriate designees) in Enrollment Services, Marketing/Public Relations, Administration/Finance, Human Resources, Affirmative Action/Minority Affairs
 - b) Dean of Institutional Research (Environmental scan/institutional data)

- c) Dean, Center for Continuing Education (non-credit to credit options; new opportunities for program development; new opportunity for career ladder options).
- Financial Resources
Financial resources have been budgeted to support the IPR in the following areas as needed:
 - a) Industry consultants to develop program goals and define student outcomes based on industry skill standards.
 - b) Instructional design consultants to work with faculty in rewriting program objectives, revamping instructional delivery methods and assessment strategies as requested.
 - c) Faculty externship program to provide a unique opportunity for faculty to gain valuable hands-on experience in industry. Faculty externs will receive a course reduction in order to complete the externship with local employers or other appropriate settings [approximately 8 hours per week for one semester]. Selection preference will be given to applicants from programs undergoing the IPR in the following semester. Upon completion of the externship, faculty will be asked to write an analysis of findings relevant to curriculum and programmatic directions. Up to ten faculty members will be eligible to apply for the Faculty Industry Externship program each academic year.

Programs completing the IPR process will utilize this set of guidelines in preparing their analyses and recommendations. The final document will consist of a comprehensive written document highlighting the program's strengths and defining strategies for program enhancement. This document will serve as the program's rationale for future funding requests and will include related supporting materials and /or program statistics. It will be submitted to the Division Deans and will have an audience at every level of the College. This audience will include:

- Academic Affairs Staff
- Academic Affairs Committee
- Enrollment Services, especially Admissions
- President's Staff
- QCC Board of Trustees
- College Community
- External constituency (NEASC, BHE, etc.)

The Internal Program Review

The IPR is divided into four discrete, but interrelated components.

- **Section I** focuses on a competitive analysis based upon regional labor market demand, and other external influences driving community college program development and curricular revision.
- **Section II** concentrates on a thorough analysis of program curricula, instructional methodologies, assessment strategies and faculty resources.
- **Section III** provides an opportunity to identify the resources available to support student learning and analyze their utilization by students and faculty in the program. These resources can include, but are not necessarily limited to informational resources, integration of technology, facilities and equipment, learning support services, and program finances.
- **Section IV** is an executive summary of the IPR that summarizes the program's highlights and recommendations for sustaining and enhancing program quality.

The process of engaging in in-depth program review is both a challenging and rewarding one. The Office of Academic Affairs anticipates that working in a collegial manner, we will discover areas in our approach that will be enhanced through experience. We encourage on-going input and suggestions from everyone involved in the process.

SECTION I: Competitive Analysis and Regional Labor Market Demand

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1. Market Influences

- A. Identify the types of employers that have hired graduates of this program within the last 5 years. Please identify the specific occupations (and job titles, if possible) for which program graduates are prepared for.

Response:

The Applied Arts Program has an Internship/Externship Coop as a 6-credit component in the fourth semester of the curriculum. The Experienced Based Education Department of the college helps students with their placement preparing them with seminars on resume writing, interviewing skills, and matching with potential employers. The following statistics reflect the paid and unpaid placement of program graduates from 1995 through Spring Semester 2000. Since the inception of the Applied Arts Program as a computer based graphic design career field of study, in the last five years placement of externs through the Experienced-based Education Coop has resulted in Quinsigamond Community College graduates holding professional positions in over 75% of the Graphic Design, Prepress and Printing Industries in Central Massachusetts.

The obtainable statistics through EBE are for the period September (Fall Semester 1999) and January (Spring Semester 2000). In the Fall Semester 1999, there were 14 placements with 10 receiving permanent placement and 4 in process. In Spring Semester 2000, 25 were placed with 20 receiving permanent placement and 5 in process. Below are listed the Coop placements for the years 1995 – 2000.

1995 to 1996

Comp Associates, Inc - Prepress (scanning and file management) (3)
Farrar Press - Prepress (color separation and printing)
Quinsigamond College - Graphic Designer (3)
Sentinal Enterprise (Thompson News) - Advertisement Layout
Checkerboard - Graphic Designer
E.B. Luce - PhotoShop color correction
Advertising Associates - Graphic Designer (2)
Donovan Group - Advertisement Layout
Worcester Phoenix Magazine - Graphic Designer
Norton Company - Graphic Designer
Oxford High School - Computer Lab Instructor
Surabian Advertising - Graphic Designer (2)
Dubois Patch, Inc. - Photographer
Alarm Graphics - Computer Signage
Rand Whitney Container Corp. - Computer Silkscreen Designer
Graphics Plus - Graphic Designer
Spag's Supply Co. - Photo Lab Manager

1997 to 1998

Quinsigamond Community College - Graphic Designer (4)
AGI - Graphic Designer
Stonebridge Press - Advertisement Designer
Color Design Digital Imaging - Prepress and Digital Press Operator
Bagdon Advertisers - Graphic Designer
WCCA (Channel 13) - Video Production and Editing
Shrewsbury Public Access Connection - Video Production and Editing
Junior Achievement - In-house Graphic Designer

Corporate Graphics - Graphic Designer
Curry Printing & Copy Center - Prepress and Digital Press Operator
Atlas Distributing - Graphic Designer (2)
Essential Salon Products, Inc. - Graphic Designer, Troubleshooting
The Worcester Phoenix - Graphic Designer (2)
Peddler Publishing - Graphic Designer
College of the Holy Cross Graphic Arts Dept. - Graphic Designer and Lab Manager
LaVigne Printing - Prepress and Printing

1998 to 1999

Quinsigamond Community College - Graphic Designer (3)
United Way of Central Massachusetts - In-house Graphic Designer
Village Photo - Photographer
Leveillee Sign - Computer Signage
Matthew Griffin Multimedia - Animation and Video Editing
Surabian Advertising, Inc. - Graphic Designer (3)
U.Mass Medical Ctr., Biomedical Media Dept. - Graphic Designer
Fantasia Designs - Graphic Designer
American Printing & Envelope - Prepress and Troubleshooting
Allmerica Financial - Graphic Designer
College of the Holy Cross-Graphic Arts Dept. - Graphic Designer and Lab Manager
Rotmans - Web Page Maintenance
Central Massachusetts Housing Alliance - Graphic Designer
Advertising Associates - Graphic Designer

1999 to 2000

Design Services - Graphic Designer
Atlas Distributing - Graphic Designer
Us Four Guys Productions - Web Page Design
Surabian Advertising - Graphic Designer (3)
Morgan Construction Co - Graphic Designer
Freelance Graphic Artist - Graphic Designer
MIT, Visiting Graph Arts Assistant - Graphic Designer
High Speed Video - Computer Non- Linear Video Editing
Currie Management Consulting - Prepress and Troubleshooting
Graphic Design Consultants - Production Intern
Atlas Distributing - Graphic Designer
Furniture.Com - Web Page Designer
Flexcon - Graphic Designer

B. List the specific knowledge and skill requirements for employment in this field.

Response:

The Applied Arts Program at Quinsigamond is a multi-faceted computer based program designed for students seeking a design career in the Central Massachusetts Graphic Arts Industry, which includes printing and electronic publication, prepress and preflight technologies, advertising and corporate identity promotion, (*New curriculum*) website production and maintenance with multimedia and animation.

Graphic artists utilize computer based technologies to produce designs, symbols, typography, illustrations and photography for use in print and electronic publications to help communicate ideas to a world wide market. Web publishers, newspapers, magazines, ad agencies and manufacturers all use in-house or freelance designers in the promotion and sales of their products.

The Applied Arts degree prepares majors for career opportunities in the traditional print industry as well as (*New curriculum*) Internet based electronic publishing. The electronic publishing career industries include Web page and site designers for business, advertising, entertainment and public service. Students will also learn to create digital video and animation for use in Internet, corporate and educational markets.

Occupations in which our graduates are currently employed:

1) Computer Graphic Design:

- Advertising Agencies
- Corporate Identity Promotion - In-house Graphic Designer
- Newspaper Advertising & Publications
- Publishers - In-house Graphic Designer
- Graphic Design Agencies
- Printing Industry - In-house Graphic Designer
- Manufactures - In-house Graphic Designer
- Public and Community Organizations - In-house Graphic Designer

2) Photography:

- Production Photographer for food products and various consumer products
- High school Yearbook Photographer
- Corporate Identity and yearly report photographer
- Photo retouching – color correction and manipulation
- Production specialist – development and printing
- Photo Promotional and Reproduction sales

3) Prepress and Preflight:

- Software Specialist - File preparation
- High Resolution Scan Operator
- Color Specialist - Electronic Platemaker
- Internet File Specialist
- Digital Printing
- Software Troubleshooting

4) Educational Computer Lab Manager

5) Web page and Web site Designer / Maintainer / Administrator

C. Using relevant labor statistics indicate whether employment opportunities in this field are expected to increase or decrease over the next 3-5 years. Please cite the sources that you have used to make these predictions. (Note: It is easier for Admissions and Marketing Departments to refer to these predictions if they can quote the source)

Response:

1) **Developing the information Technology Industry Cluster;** Worcester's Blueprint for Success in the New E-economy. Developed by the Worcester InfoTech Project Task Force 2000. (14 page document)

The foundation of a strategy to build an informational industry cluster rests upon three basic assumptions: bandwidth availability, an educated and talented informational technology workforce, and a favorable entrepreneurial environment.

Trained Workforce: According to a United States Department of Commerce report, the growth rate for computer systems analysts, computer scientists, and computer engineers will have topped

100% for the decade ending 2006. That translates into more than 1.3 new information technology workers needed to fill job openings and replace workers leaving the field in that time. This number does not include the needed installation technicians, designers, and call center personnel, and other professional and non-professional support personnel. Between 1983 and 1998, the number of informational technology workers grew at six times the nations job growth rate.

As a reaction to this serious impediment to growth, information technology companies have had to resort to recruiting foreign nationalists using 115,000 annual allocation of H-1B visas in only six months and to place software and development work off shore in Ireland, Russia, India, and Israel.

The availability of a trained workforce is not only a necessity in an economic development strategy; it also provides an opportunity for growth in educational services. To meet the needs of an ever-changing technology environment and need to have workers precisely trained for their job positions, worldwide training expenditures by the business sector now total over 50 Billion. Opportunities for the expansion of information technology degree programs, K-12 and vocational school curriculum development, certification and non-certification technical training programs, informational technology research and development, and distant learning applications fit well into Worcester's economic and educational framework. Capitalizing on these educational and training needs builds the intellectual assets of the community in informational technology and provides the necessary component for industry growth. (Page 3)

Support Services: Individuals and organizations that support the expansion of telecommunications applications, information technology services, Internet-related technologies make up this classification of businesses. Support Service businesses include systems integrators, **web site developers and designers**, hardware and software installers and consultants (page 4).

Job Creation: The average annual wage in the informational technology industry is over \$52,000 as compared with the average annual income in Worcester in 1998 of \$32,178.

Currently, direct information technology jobs in the Commonwealth are 5.2% of the workforce. This percentage is expected to increase to 13% in the next five years. Worcester's information technology jobs are estimated to be less than 2% of the approximately 99,000 workers. If Worcester equaled the current and future percentages in the Commonwealth, there would be 5100 to 12,900 information technology jobs filled in the City.

Outcome 1. 7,500 – 10,000 new jobs created in the Informational and Internet- related Technologies cluster over the next five years. (Page 5)

Work Force Development and Community Education: Of the entire range of economic variables influencing the growth in the telecommunications and Internet- related industries, an educated work force ranks as number one. The challenge is to assist in the creation of programs that will provide degree and non-degree educational and training opportunities for high school, vocational school, technical school, community college, and college and university graduates in the informational and Internet- related Industry.

The value of knowledge of Information and Internet-related Technologies cannot be over emphasized. Community education consists of supplying information to citizens, business, and public officials about the workings of the Task Force, applications of Information Technologies in their homes and work life, Internet applications, and best practices. (Page 8)

2). **21st Century Skills for 21st Century Jobs** - A Report of the U.S. Department of Commerce, U.S. Department of Education, U.S. Department of Labor, National Institute of Literacy, and the Small Business Administration. January 1999

The U.S. economy is projected to generate nearly 19 million new jobs over the period from 1996 to 2006. Computer skills are considered baseline requirements for a majority of these jobs.

Information Technology jobs has risen 45% since 1986. For many businesses Information Technologies account for 75% of all new equipment investments. Desktop publishing specialists will see an increase in job demand of 74% from 1996 - 2006, and is one of the top 10 fastest growing job markets in the U.S. economy. (Pg.5)

3) **Business Review & Forecast** Telegram & Gazette Newspaper. February, 2000

The Internet Economy Specialized Software is among 2,412 software companies generating \$9.1 Billion in revenues and 551 Internet companies with revenues of 1.6 billion in Massachusetts. Providers of online marketing, Web design and other e-commerce services account for 29% of those 551 companies or 142 companies.

The Telecommunications and Informational Technology revolution is a big tidal wave that is moving towards Worcester. In 1999, \$1.4 billion in venture capital flowed into the state spreading among 144 companies, including 91 million in Central Massachusetts. Making the state second only to California.

Informational Technologies will produce labor demand for an additional 6000 to 10,000 high skilled high wage jobs in Central Massachusetts in the next 5 years (2000 to 2006)

4). **Central Massachusetts Regional Report:** Projected Job Growth. Division of Employment and Training 1996.

Occupations:	Current jobs	Projected jobs 2006	new jobs
Photographers	150	160	10
Artists/Commercial Artists	800	920	120
Printing Industry	1,290	1,430	170

*Informational Technologies was not a category in 1996

*Computer Graphics, Advertising, Prepress, Preflight, web or Internet was not a category in 1996.

- A. Review and analyze the most recent five years of institutional data to determine whether graduates of this program have found employment in their field and/or transferred to a related four-year program in their field within one year of graduation

Response:

- B. Identify the institutions to which students have transferred in the last three years.

Response:

Framington State College
 Worcester State College
 Fitchburg State College
 Westfield State College
 Salam State College
 University Of Massachusetts – Lowell
 University Of Massachusetts - Amherst
 University Of Massachusetts - Boston
 University Of Massachusetts – Dartmouth
 Massachusetts College of Art – Boston
 Clark University

Savannah College of Art

C. Summary and Analysis: Market Influences

Response:

The last six years have seen spectacular advances in personal computer technologies and sophistication of computer design software. This has fueled a market expansion in Computer Graphic Design Industries due to increased productivity. The Print and Prepress industry have been revolutionized requiring a highly skilled completely computer literate labor force.

The Applied Arts Program has been on the cutting edge technologically providing a computer based curriculum for students seeking career opportunities in Central Massachusetts Computer Graphic Design Industries. The next challenge is to adjust the curriculum to encompass the high demand market for Internet based Website Design. The expanding and rapid growth of the Internet based Information Technology Industry in Central Massachusetts estimates a need for 1500 to 3000 Website designer, maintainers, and administrator jobs over the next 5 years.

Section I-cont.

2. Programmatic Currency

A. Describe how the program maintains curricular currency.

Response:

The Applied Arts Program with a major in Computer Graphic Design was started in 1993. The current curriculum was based on a traditional transfer Graphic Design curriculum. The unique career aspect of the program is that all course content is taught directly on the computer. All student assignments are completed on the computer using nine current software design packages. These software packages are industry standards and were recommended by our Advisory Committee at the onset of the Program. Over the past seven years these software programs have been kept current as well as an upgrade in Macintosh Power PC computer hardware with printer and scanner technology simulating Industry standards.

In 1997, a full-time Learning Resource Manager was hired to oversee and maintain the APA Computer Teaching/Lab and to assist with curriculum and technology integration, tutoring and Instruction. Adjunct Faculty who work in the local Computer Graphics Industry teach several of the Applied Arts Program courses.

The Applied Arts Program has had a 6 credit experienced based component. Students were placed in job settings and work in the industry for 15 – 20 hours per week. The direct feedback from employers is an essential part of keeping our students technical and conceptual skills current. Employer demand is the main reason we are moving to electronic publishing for Internet Website Design courses.

In the last three years, I have taken Professional Development trips to other Community Colleges with successful dynamic Computer Graphic Design Programs and studied their curriculum, course content and technology. Santa Fe Community College in Gainesville, Florida and Valencia Community College in Orlando, Florida have been the primary examples in my research. I have tried to mirror the APA Program at Quinsigamond after the best features of these successful programs.

B. Explain the existing mechanisms that allow for regular input from local employers or other relevant sources.

Response:

The existing mechanisms that allow for regular input from local employers and other relevant sources starts with the Applied Arts Program Advisory Committee. This committee consists of local and regional Employers, APA Graduates, and full and part time faculty from the college and Freelance designers.

The most successful component for industry input has been the Applied Arts Program 6 credit Experienced-based Internship/Externship Coop course offered in the last semester before graduation. Students are placed in job settings and work in the industry for 15 – 20 hours per week. The direct feedback from employers is an essential part of keeping our students technical and conceptual skills current.

Adjunct Faculty who work in the local Computer Graphics Industry teach many of the Applied Arts Program courses and their professional input is essential for curriculum development.

- C. Describe how this input affects the program. (Note: It is helpful with our accreditation processes if you can include some specific examples of input that have led to recent changes in the program.)

Response:

Employer demand is the main reason we are adding and updating 9 core courses in the Applied Arts Program curriculum to electronic publishing and Internet Website design. Students expecting to compete in the highly technical Computer Graphic Design Industry must have marketable job skills. The Experienced-based Education Coop places between 18 and 25 students each year directly into the Central Massachusetts Computer Graphic Design Industry. Course content and curriculum is constantly being adjusted and upgraded to keep our students competitive based on employer demand.

- D. Describe ways that the College could support program faculty's incorporating more area industry input.

Response:

The Applied Arts Program could benefit from more dynamic interaction and initiative from Associate and Administrative Deans combined with more release time for faculty to make direct potential employer contacts. These off campus contacts would facilitate attracting and familiarizing new Informational Technology and Internet based Industries with Quinsigamond's specialized career programs.

- E. Summary and Analysis: Currency

Response:

The Applied Arts Program with a major in Computer Graphic Design was started in 1993. The current curriculum was based on a traditional transfer Graphic Design curriculum. The unique career aspect of the program is that course content is taught directly on the Macintosh Power PC computer technology. All student assignments are completed on the computer using nine current software design packages. These software packages are industry standards and were recommended by our Advisory Committee at the onset of the Program. Over the past seven years these software programs have been kept current as well as an upgrade in computer hardware with printer and scanner technology equivalent to Industry standards.

The Applied Arts Program has had a 6 credit experienced based component. Students are placed in job settings and work in the industry for 15 – 20 hours per week. The direct feed back from employers is an essential part of keeping our students technical and conceptual skills current. Employer demand is the main reason we are moving to electronic publishing for Internet Website Design courses. Employer demand is the main reason we are adding and updating 9 core courses in the Applied Arts Program curriculum to electronic publishing and Internet Website Design. Students expecting to compete in the highly technical Computer Graphic Design Industry must have marketable job skills. The Experienced based Education Coop places between 18 and 25 students each year directly into Computer Graphic Design Industry. Course content and curriculum is constantly being adjusted to keep our students competitive based on employer demand.

In 1997, a full-time Learning Resource Manager was hires to maintain the Computer Teaching Lab and to assist with curriculum and computer hardware and software integration. Adjunct Faculty who work in the local Computer Graphics Industry teaches many of the Applied Arts Program courses.

The Applied Arts Program Advisory Committee consists of local and regional Employers, Graduates of the program, Faculty from other colleges as well as Quinsigamond, and Freelance designers.

The currency of the Applied Arts Program could be enhanced by more interaction and initiative from Associate and Administrative Deans in making direct employer contacts to attract and familiarize new industry with the Quinsigamond's specialized career programs.

Section I-cont.

3. The Pipeline: OCC Feeders

- A. Identify all feeders, both actual and potential, (i.e. sources of applicants) to the program. Please include any potential “customized” feeders the College might be able to develop.

Response:

High Schools and Voc-Ed High Schools, Job Market (retraining), Non-Traditional students, Four Year College Transfers (attracted by the career aspect of the Program), Mass Rehab and Retraining Programs.

- B. List all articulation agreements currently in place in this program (i.e., agreements with local secondary schools, community-based organizations, proprietary schools, etc.).

Response:

Burncoat High School, Milford High School, Auburn High School

- C. Do program faculty regularly collaborate with their peers in local high schools, four-year colleges and universities, business and industry or community-based organizations on such activities as curriculum development, work-based learning, or professional development? Please cite examples from the last three years.

Response:

APA Program faculty regularly collaborate with their peers in local high schools, four-year colleges and universities, business and industry or community-based organizations on curriculum development, work-based learning. APA Program faculty have participated in Articulation meetings with several area High Schools over the past two years. Two meetings with the Communications Department Head at Fitchburg State College to discuss an articulation agreement. A meeting with the Dean of Arts at Worcester State College to consult on technology integration and software curriculum development.

- D. Explain the mechanisms in place within the program to insure that students who have been granted credit through articulation agreements transition smoothly into the OCC program. In what ways could the College increase its support in these areas?

Response:

Admissions Office handles all Articulating students and they are given credit for courses that have been agreed upon by the Program.

- E. Explain the program’s involvement with the area Tech Prep consortia, if relevant.

Response:

A new administrator is now in place to address the Tech Prep consortia and the Applied Arts Program will be developing several such agreements over the next year.

- F. Summary and Analysis: The Pipeline: OCC Feeders

Response:

The Applied Arts Program draws a large student population from local area and regional High Schools and Vok-Ed High Schools, the Job Market (retraining), from a large pool of Non-Traditional students, some Four Year College Transfers are attracted by the career aspect of the Program and several students from Mass Rehab and Retraining Programs

The Applied Arts Program has several articulation agreements with local and regional High Schools: Burncoat High School, Milford High School, And Auburn Regional High School. Faculty collaboration with peers in local high schools and four-year colleges and universities is limited due to the specialized nature of the Applied Arts Curriculum which restricts the number of schools with similar fields of study but there have been on going discussions and Articulation meetings with several area High Schools and a meeting with the Head of the Communications Department at Fitchburg State College and Worcester State College to discuss articulation agreements and curriculum and technology integration.

The Applied Arts Program is very active with local and regional business and industry on curriculum development through our Advisory Committee and student EBE Coop.

This summer 2000, the Applied Arts Faculty are participating in a Faculty Externship Program to facilitate work-based learning and professional development.

Students who have been granted credit through articulation agreements transition smoothly into the QCC program through the Admissions Office, which handles the transfer of all courses credit transfer as has been agreed upon by the Applied Arts Program and the participating high school. We have experienced no difficulties in the area of articulation.

Section I-cont.

4. Role of the Program Advisory Committee

A. Is there an active(meets at least once a year) advisory committee for this program?

Response:

Yes, there is an active Applied Arts advisory committee for this program?

B. If yes, what is the composition of the advisory committee? How are appointments made to the committee?

Response:

The Applied Arts Program Advisory Committee consists of local and regional Employers, Graduates of the program, Faculty from other colleges as well as Quinsigamond, and Freelance designers. Invitations are made to local Design. Prepress and Printing firms to send a representative to serve on their companies behalf. Referrals and recommendations are accepted.

Applied Arts Advisory Board Members

1) Joe Grimes, Owner
Systems and Software
101 Grove Street
Worcester, MA 01606
08 - 752 - 8930

9)Mr. Paul Leone, Art Director
Worcester Publishing LTD.
172 Sherwsbury Street
Worcester, MA 01604
508 -755 - 8004

2)Will Cloutier, Owner
Comp Associates, Inc.
80 Webster Street
Worcester, MA 01603
508 - 754 - 1179

10)Thomas Miglionico, Designer
Worcester Publishing LTD.
172 Sherwsbury Street
Worcester, MA 01604
508 -755 - 8004

3)Barry Berggren, Vice President
E.B. Luce Corporation
74 Chilmark Street
Worcester, MA 01604
508 -757 - 6361

11)Mike Surabian, Media Director
Creative Out Put Services
100A June Street
Worcester, MA 01602
508 - 752 - 6404

4)David Maki, Photographer Owner
Picture Place
387 Park Avenue
Worcester, MA 01610
508 - 755 - 7402

12)Mary Newman, Freelance Designer
Computer Lab Tech
.P.O. Box 199 01068
Oakham, MA
508 - 882 - 3455

5)Kimberly Pierce, Production Manager
The Worcester Pheonix
314 Washington St.
Auburn, MA. 01501
508 - 832 - 9800 x 3018

13)John Solaperto, Educational Manager
Quinsigamond Community College
Applied Arts Program
Box 256
508 - 854 - 4566

6)John Christy, Art Director
Vision Studios
390 Main St. Suite 935

14)Dorothy Thursby, Artist/Educator
Quinsigamond Community College
Applied Arts Program

Worcester, MA 01608
508 - 755 - 2711

Box 298
508 - 854 - 4566

7)Ms. Sandra Taylor, Art Director
Heinrich Ceramic Decal
150 Goddard Memorial Drive
Worcester, MA. 01603

15) Carol Woodman, Web Designer
Allmerica - Station N 266
440 Lincoln Street
Worcester, MA 01653
508 - 855 - 2420

8)Stephen LaJeunesse, Owner
La Grafix
339 West Boylston St.
West Boylston, MA. 01583
508 - 852 - 6300

16)Ralph Kimball, Production Manager
Lavigne Press, Inc.
10 Copperage Drive
Worcester, MA 01603
508 - 799 - 4467

17) Professor George Fitch, Coordinator Applied Arts Program,
Quinsigamond Community College, Box 69, 854 - 4327

C. Explain the roles and responsibilities of this committee

Response:

The Applied Arts Advisory committee plays an important role in building a strong foundation of corporate and community involvement in the Program. Advisory committee members serve as program ambassadors in the community. They provide regular feedback regarding changing skill requirements and other workplace demands that have bearing upon the curriculum. The members provide technical expertise for classroom instruction and faculty and staff development purposes. The members offer opportunities for our student Coop and Internship/Externship Program as well as Faculty Externship opportunities. An important role the Applied Arts Advisory committee is their input regarding employment outlooks and trends in the Computer Graphic Design Industries. Many local industries have hired program graduates and provide the program with an independent and unbiased sounding board.

D. If possible, cite examples of how committee input has had an impact on the program over the last 3-5 years.

Response:

The main discussion at the last two meeting was about incorporating Web Page Design into the curriculum as rapidly as possible. The various software packages best to facilitate Web Page Design and prepress trouble shooting. Question and discussions as to how the Print industry is rapidly changing and incorporating electronic and Internet web based publishing into a new career track.. As a result of those discussions the Applied Arts Program has completely rewritten its curriculum to incorporate 9 new and revised courses in electronic publishing and Internet web based production.

E. Summary and Analysis: Role of the Program Advisory Committee

Response:

The Applied Arts Program Advisory Committee consists of local and regional Employers, Graduates of the program, Faculty from other colleges as well as Quinsigamond, and Freelance designers. Invitations are made to local Design. Prepress and Printing firms to send a

representative to serve on their companies behalf. Referrals and recommendations are accepted. The following is a list of the present Applied Arts Advisory Committee:

Applied Arts Advisory Board Members

1) Joe Grimes, Owner
Systems and Software
101 Grove Street
Worcester, MA 01606
08 - 752 - 8930

2) Will Cloutier, Owner
Comp Associates, Inc.
80 Webster Street
Worcester, MA 01603
508 - 754 - 1179

3) Barry Berggren, Vice President
E.B. Luce Corporation
74 Chilmark Street
Worcester, MA 01604
508 - 757 - 6361

4) David Maki, Photographer Owner
Picture Place
387 Park Avenue
Worcester, MA 01610
508 - 755 - 7402

5) Kimberly Pierce, Production Manager
The Worcester Phoenix
314 Washington St.
Auburn, MA. 01501
508 - 832 - 9800 x 3018

6) John Christy, Art Director
Vision Studios
390 Main St. Suite 935
Worcester, MA 01608
508 - 755 - 2711

7) Ms. Sandra Taylor, Art Director
Heinrich Ceramic Decal
150 Goddard Memorial Drive
Worcester, MA. 01603

8) Stephen LaJeunesse, Owner
La Grafix
339 West Boylston St.
West Boylston, MA. 01583
508 - 852 - 6300

17) Professor George Fitch, Coordinator Applied Arts Program,
Quinsigamond Community College, Box 69, 854 - 4327

9) Mr. Paul Leone, Art Director
Worcester Publishing LTD.
172 Sherwsbury Street
Worcester, MA 01604
508 - 755 - 8004

10) Thomas Miglionico, Designer
Worcester Publishing LTD.
172 Sherwsbury Street
Worcester, MA 01604
508 - 755 - 8004

11) Mike Surabian, Media Director
Creative Out Put Services
100A June Street
Worcester, MA 01602
508 - 752 - 6404

12) Mary Newman, Freelance Designer
Computer Lab Tech
.P.O. Box 199 01068
Oakham, MA
508 - 882 - 3455

13) John Solaperto, Educational Manager
Quinsigamond Community College
Applied Arts Program
Box 256
508 - 854 - 4566

14) Dorothy Thursby, Artist/Educator
Quinsigamond Community College
Applied Arts Program
Box 298
508 - 854 - 4566

15) Carol Woodman, Web Designer
Allmerica - Station N 266
440 Lincoln Street
Worcester, MA 01653
508 - 855 - 2420

16) Ralph Kimball, Production Manager
Lavigne Press, Inc.
10 Copperage Drive
Worcester, MA 01603
508 - 799 - 4467

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Section I-cont.

5. Competition, Marketing Strategies, and Enrollment Projections

- A. Identify the program's primary competitors. Describe the process utilized and/or the rationale to determine the list of competitors.

Response:

The Applied Arts Program with a field of study in, "Computer Graphic Design for Print and Internet Publishing" at Quinsigamond Community College is the only two year Associate in Science degree of its kind in Central Massachusetts. The program's primary competitors are Clark University, Assumption College, Anna Maria College and Holy Cross College all offer courses in Computer Graphics and Web Design. Clark University and Assumption College offer Certificate Programs in Graphic and Internet Technologies. The problem in Central Massachusetts is the lack of part-time faculty with the skills capable of teaching sophisticated computer software programs and integrating them with course or curriculum concepts. I am the only full-time Instructor teaching in this area at any of the 11 Colleges in Worcester. The average professional salary in these industries far exceeds a traditional Professor's salary at any of the area colleges and creates a training dilemma beyond the administrative scope of educational pedagogy.

- B. Identify QCC's program strengths and market niche with respect to these competitors.

Response:

The Applied Arts Program at Quinsigamond is a multi-faceted computer based program designed for students seeking a design career in the Central Massachusetts graphic arts industry, which includes printing and electronic publication, advertising and corporate identity promotion, prepress and preflight technologies, website production and maintenance with multimedia and animation.

The Applied Arts degree prepares majors for career opportunities in the traditional print industry as well as Internet based electronic publishing. The electronic publishing career industries include web page and site designers for business, advertising, entertainment and public service. Students will also learn to create digital video and animation for use in Internet, corporate and educational markets. Graphic artists use computer based technologies to produce designs, symbols, typography, illustrations and photography for use in print and electronic publications to help communicate ideas to a world wide market. Web publishers, newspapers, magazines, ad agencies and manufacturers all use in-house or freelance designers in the promotion and sales of their products.

Students matriculating into the program find a traditional design curriculum completely integrated with the most current computer software and hardware technologies. All assignments in the Applied Arts designated courses are done utilizing advanced Macintosh computer systems with the latest in digital photography, scanning and printing technologies.

Upon completion of the program requirements students will have spent over 1600 hours on the computer. Industry recognized standards for computer generated publications are the foundation for proficiency in the following design and Internet based software programs: Adobe PhotoShop, Adobe Illustrator, Adobe PageMaker, Adobe Dimensions, Adobe GoLive, Adobe ImageReady and Adobe ImageStyler, Quark- XPress, and Fractal Painter.

In addition to work in the classroom/lab learning environment students go on field trips to leading advertising agencies, printing and publishing facilities, web providers, multimedia and video producers.

- C. Explain the specific marketing strategies the College has employed with respect to this program over the last three to five years.

Response:

The Applied Arts Program has been a “High Demand” program for the last five years. High demand in this regard refers to more students applying than can be accepted each year. This being the case there has been no designated marketing strategy employed. Most students hear about the program through the Admissions office visiting various High schools or strictly by word of mouth due to the programs excellent reputation in the academic and business community

- D. Describe how program faculty work with the admissions officers to recruit students into the program.

Response:

Program faculty work with the admissions officers to recruit students into the program. Faculty always talk to interested students referred by the Admissions office about program specifics. The faculty interview between 40 to 70 students each Spring Semester to recommend and help select the 20 full-time day enrolled students accepted for each new academic year.

- E. Is the need for this program expected to grow or decline over the next five years? Please base your response on specific data.

Response:

Careers in electronic publishing and website design, maintenance and administration are expected to reach a demand of 1500 to 3000 jobs in the Central Massachusetts over the next 5 years according to the Telegram and Gazette’s “Informational Technologies Report” dated February, 2000. Student demand increases with each academic year and that trend is expected to continue for the foreseeable future. This year the program had 81 applications for the 20 full-time day slots. Student and Industry demand has been increasing for the last five years and is expected to explode with the Informational Technology career revolution.

Section I-cont.

- F. Based on analysis of information proposed for this section, prepare enrollment projections for the next five years. Please describe what you believe is the optimum program size.

Response:

The Applied Arts Program can only accept 20 full-time day program enrolled students per academic year based on facilities limitations. The APA program only has one Lab/Classroom in which to conduct classes. The classroom/lab is completely booked six days a week with classes being conducted or lab access time being made available to the students. The program does accept night students but they have to drop into empty full-time day slots to graduate.

The Applied Arts Program enrollment projections for the next five years will remain steady. The APA program accepts 20 full-time day students per academic year. The combined first and second year program enrolled students total is 40 with around 40 night program enrolled students or approximately 80 day and night program enrolled students per academic year.

If an additional classroom lab were made available the full-time day enrollments would double to 80 and the night program could provide full-time course offerings. The night program could enroll 40 students for a total of 120 full-time APA program enrolled students per academic year. This would be the ideal size to meet the expanding student and market demands.

- G. Summary and Analysis: Competition, Marketing Strategies, and Enrollment Projections

Response:

The Applied Arts Program at Quinsigamond Community College is the only two year degree Computer Graphic Design Program of its kind in Central Massachusetts. The Applied Arts Program at Quinsigamond is a multi-faceted computer based program designed for students seeking a design career in the Central Massachusetts graphic arts industry, which includes printing and electronic publication, advertising and corporate identity promotion, prepress technologies, website production and maintenance with multimedia and animation.

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Students matriculating into the program find a traditional design curriculum completely integrated with the most current computer software and hardware technologies. All assignments in the Applied Arts designated courses are done utilizing advanced Macintosh computer systems with the latest in digital photography, scanning and printing technologies.

Upon completion of the program requirements students will have spent over 1600 hours on the computer. Industry recognized standards for computer generated publications are the foundation for proficiency in the following design and Internet based software programs: Adobe PhotoShop,

Adobe Illustrator, Adobe PageMaker, Adobe Dimensions, Adobe GoLive, Adobe ImageReady and Adobe ImageStyler, Quark- XPress, and Fractal Painter.

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Section I-cont.

H. Based on analysis of information proposed for this section, prepare enrollment projections for the next five years. Please describe what you believe is the optimum program size.

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Section I-cont.

6. Opportunities for Program Expansion

A. Are there other directions this program might evolve in order to sustain currency and quality? Consider the following categories, but feel free to include other categories in your responses:

- New certificate options within the program
- New concentrations within the program
- Different career ladder options within the program
- New associate degree program possibilities
- Development of modularized courses
- Continuing/professional education in the field (i.e., CEU's, prep for recertification, etc.)
- Distance education course development
- More proactive job placement/ support post-graduation
- Other...

Response:

The Applied Arts Program is limited to teaching all program core courses in one designated classroom /lab. This only allows the program to conduct the educational and curriculum demands for twenty full-time day students. Due to these space constraints the program has been severely restricted in its ability to grow or offer alternative certificate or program options. The complete

overhaul of the program curriculum to encompass electronic publishing and Internet website production will create increased student demand for a larger selection of program course offerings and for the APA program to expand into larger facilities. If an additional classroom/lab were allocated the program could undertake significant evolution in currency and quality in the following categories.

1) New certificate options within the program

The Applied Arts Program could expand its evening and day offerings to create a Certificate in Web Page Design, Maintenance and Administration. Design would be a secondary concern. The main focus of the certificate would be on various Internet research and business systems that are used to maintain and administrate existing office Websites. This certificate could be offered for different programs with strong Informational Technology curriculum components. Administrative Office Management and Computer Informational Services are two programs whose students might benefit from such a certificate option.

2) New concentrations within the program

The Applied Arts Program in Computer Graphic Design has just completed a comprehensive overhaul of the existing print based curriculum with the addition and revision of 9 course offerings to encompass electronic publishing and Internet website production. The field of study will now be called "Computer Graphic Design for Print and Internet Publishing."

3) Different career ladder options within the program

As the Informational Technology Industries expand into the Central Massachusetts Market, the Applied Arts Program was designed to expand with it. Two new two-year career options could be introduced in the next several years. The first would be in the area of "Multimedia and Animation" and the second would be in "Photography for Digital Imaging."

4) Continuing/professional education in the field (i.e., CEU's, prep for rectification, etc.)

The Applied Arts Program is limited in its ability to respond to the numerous requests to offer courses to continuing and professional education in the field due to the constraints of its limited classroom/lab and available faculty. If additional faculty and facilities were forthcoming the program could meet the increased demand in the areas of Computer Graphic Design, Prepress and Printing which require constant retraining and upgrading of technical skills. The new technologies of Internet and Web publishing could also be addressed as part of continuing and professional education in the field.

5) Distance education course development

Distant Learning on new and sophisticated Internet technologies that eventually will find their way into the Applied Arts Program delivers course content. Distant learning will be especially relevant in the new curriculum areas of electronic publishing and website design. The delivery of Computer Graphic Design curriculum in the Applied Arts Program will require an increase in full-time and Part-time faculty working closely with technical support assistants to successfully deliver the degree of computer hardware and software sophistication distant learners would require to complete course content over the Internet.

The Applied Arts curriculum teaches proficiency in 10 major design software programs on top end Macintosh computer systems. Students would be required to purchase or already own sophisticated personal computer hardware and software systems. This is not an insurmountable obstacle but may not reach the type of student who looks to the community college to provide inexpensive educational training for career opportunities.

The Applied Arts Program could provide a limited distant learning curriculum designed to appeal to students or professionals looking for either an introduction to the field of Computer Graphic Design or to provide retraining and skill upgrades in Internet publishing through Continuing Education courses.

6) More proactive job placement/ support post-graduation

The Applied Arts Program curriculum has had a strong proactive job placement component as part of the 6 credit Experienced Based Education Internship Coop course. With the addition of the new Website Design courses and the new focus in the field of study to include Internet Publishing, the 6 credit Experienced Based Education Internship Coop course has been eliminated from the existing curriculum and will be replaced with a strong post-graduation support mechanism which may take the form of a 3-6 credit Internship Coop course offered after students have completed their degree requirements.

B. Summary and Analysis: Opportunities for Program Expansion

Response:

The Applied Arts Program is limited to teaching all program core courses in one designated classroom /lab. This only allows the program to conduct the educational and curriculum demands for twenty full-time day students. Due to these space constraints the program has been severely restricted in its ability to grow or offer alternative certificate or program options. The complete overhaul of the program curriculum to encompass electronic publishing and Internet website production will create increased student demand for a larger selection of program course offerings and for the APA program to expand into larger facilities. If an additional classroom /lab were allocated the program could undertake significant evolution in currency and quality in the following categories.

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SECTION II: Curriculum, Instruction, Assessment, and Faculty

Section II: Curriculum, Instruction, Assessment, and Faculty

1. Foundations of the Program

- A. Describe the rationale for offering this degree with respect to environmental scan information (job outlook) and its unique niche in its particular employment sector.

Response:

The last six years have seen spectacular advances in business and personal computer technologies and continued refinement and upgraded sophistication of computer design software. This has fueled a market expansion in the Computer Graphic Design industries nationwide due to increased productivity. The Print and Prepress industry have experienced a revolution in electronic and digital technologies requiring a highly skilled computer literate labor force. The United States labor statistic sees an increase labor market demand increase of 75% for Desktop publishers over the next 5 years.

The Applied Arts Program at Quinsigamond Community College is the only two-year degree Computer Graphic Design Program of its kind in Central Massachusetts. The program is on the cutting edge providing working competencies in advanced electronic and digital design technologies providing a computer based curriculum for students seeking career opportunities in Central Massachusetts Computer Graphic Design Industries. Graduates of the program are employed in over 80% of all Graphic Design, Prepress and Printing Industries in Central Massachusetts.

The revised Applied Arts Program curriculum in Computer Graphic Design for Print and Internet Publishing now addresses the high demand market of electronic publishing and Internet based Website Design. The expanding and rapid growth of Internet Information Technology Industries in Central Massachusetts estimates demand for a highly skilled computer trained work force of 1500 to 3000 Website designer, maintainer, and administrator over the next 5 years.

The Applied Arts Program has evolved into a multi-faceted computer based program designed for students seeking a design career in the central Massachusetts graphic arts industry, which includes printing and electronic publication, advertising and corporate identity promotion, prepress technologies, website production and maintenance with multimedia and animation.

The Applied Arts degree is a unique blend of traditional design curriculum completely integrated with the most current computer software and hardware technologies. This innovative curriculum prepares majors for career opportunities in the traditional print industry as well as Internet based electronic publishing. The electronic publishing career industries include web page and site designers for business, advertising, entertainment and public service. Students will also learn to create digital video and animation for use in Internet, corporate and educational markets.

Graphic artists use computer based technologies to produce designs, symbols, typography, illustrations and photography for use in print and electronic publications to help communicate ideas to a world wide market. Web publishers, newspapers, magazines, ad agencies and manufacturers all use in-house or freelance designers in the promotion and sales of their products.

Students matriculating into the program find that all assignments in the Applied Arts designated courses are done utilizing advanced Macintosh computer systems with the latest in digital photography, scanning and printing technologies. Upon completion of the program requirements students will have spent over 1600 hours on the computer. Industry recognized standards for computer generated publications are the foundation for proficiency in the following design and Internet based software programs: Adobe PhotoShop, Adobe Illustrator, Adobe PageMaker, Adobe Dimensions, Adobe GoLive, Adobe ImageReady and Adobe ImageStyler, Quark- XPress, and Fractal Painter.

In addition to work in the classroom/lab learning environment students go on field trips to leading advertising agencies, printing and publishing facilities, web providers, multimedia and video producers.

The Applied Arts Program curriculum has had a strong proactive job placement component as part of the 6 credit Experienced Based Education Internship Coop course. Students are placed in job settings and work in the industry for 15 – 20 hours per week. The direct feed back from employers is an essential part of keeping our students technical and conceptual skills current. The addition of new Website Design courses and the new focus in the field of study to include Internet Publishing created a need to remove the 6 credit Experienced Based Education Coop (internship/externship) course from the existing curriculum and place it in a post-graduation support position. It will take the form of a 3-6 credit Coop course offered in the summer semester after students have completed their degree requirements.

B. List degree or certificate objectives in measurable terms.

Response:

The Applied Arts Program is an Associate in Science Degree with a field of study in “Computer Graphic Design for Print and Internet Publishing.”

Program Objectives prepare graduates to:

- 1) Achieve graphic art computer competencies to produce designs, symbols, typography, illustrations and photography for use in print and electronic publications.
- 2) Achieve graphic art computer competencies to communicate ideas for promotion and sales of products in the global marketplace of print and Internet publications for newspapers, magazines, ad agencies and manufacturers.
- 3) Achieve graphic art computer competencies in electronic and digital design technologies for career opportunities in the computer graphic design industry.
- 4) Achieve graphic art computer competencies in electronic and digital design technologies for career opportunities in the print and prepress industry.
- 5) Achieve graphic art computer competencies in electronic and digital design technologies for career opportunities in Internet publishing industries as website designers using multimedia and animation.
- 6) Transfer to bachelor degree programs at colleges and universities with related fields of study.

C. Define expected graduation competencies or student outcomes. Your response should include reference to general education outcomes, employability or “umbrella competencies”, and career-related competencies or technical skills.

Response:

Upon completion of the Applied Arts Program curriculum requirements in the field of study, Computer Graphic Design for Print and Internet Publishing, students will have spent over 1600 hours on the computer. The curriculum provides a progressive framework of courses that increase student computer hardware and software competencies to meet Quinsigamond’s general education core curriculum goals for measurable proficiencies in Technology Applications and Electronic

Resources. The curriculum also provides a progressive framework of courses that use weekly critiques and peer review of design projects that meet general education core curriculum goals for measurable proficiencies in Oral Communication and Teamwork.

Definable student outcomes and graduation competencies:

- 1) Students achieve computer graphic design proficiencies based on measurable industry Recognized standards for computer generated print and Internet publications in the following software programs: Adobe PhotoShop, Adobe Illustrator, Adobe PageMaker, Adobe Dimensions, Adobe GoLive, Adobe ImageReady, Adobe ImageStyler, and Quark Xpress.
- 2) Students achieve computer hardware proficiencies in Macintosh computer systems and periphery hardware such as scanners, printers, portable and internal storage drives 35mm SLR and digital camera operation and compact disk formatting.
- 3) Students achieve computer hardware and software proficiencies in Internet and Intranet networking and navigation.
- 4) Students develop a professional portfolio of printed and electronic materials reflecting computer graphic design proficiencies that meet industry standards for career placement.
- 5) Students are required to take two Art Theory Electives that meet general education core curriculum goals for measurable proficiencies in written communication skills and multiple and diverse cultural perspectives.
- 6) Students are required to take a college level math elective that meets the general education core curriculum goals for measurable quantitative proficiencies.

Students are strongly encouraged to participate in a post-graduation 3-6 credit Internship Cooperative provided by the Experienced Based Education Department. Coop Career placement in the computer graphic design industry allows Applied Arts graduates opportunities for learning outside the classroom as they gain important job site skills and experience.

D. Describe how the program supports the College's mission and purposes

Response:

The Applied Arts Program curriculum reflects the goals and objectives of the Quinsigamond Community College Mission to create and develop programs of educational relevancy that serve the diverse needs of Central Massachusetts by providing affordable, accessible, and high quality programming leading to transfer, career, and lifelong learning. The program reflects The College's vision to mold a technologically literate, yet humane, citizenry, able to thrive, not just survive, in the world as global village.

The Applied Arts Program curriculum integrates academic, career, and technology training goals in computer graphic design incorporating these with the colleges core curriculum goals of academic integrity, communication skills, computational, technological and analytical skills competencies.

E. Summary and Analysis: Foundations of the Program

Response:

The last six years have seen spectacular advances in business and personal computer technologies and continued refinement and upgraded sophistication of computer design software. This has fueled a market expansion in the Computer Graphic Design industries nationwide due to increased productivity. The Print and Prepress industry have experienced a revolution in electronic and digital technologies requiring a highly skilled computer literate labor force. The United States labor statistics see an increase labor market demand increase of 75% for Desktop publishers over the next 5 years.

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The Applied Arts degree is a unique blend of traditional design curriculum completely integrated with the most current computer software and hardware technologies. This innovative curriculum prepares majors for career opportunities in the traditional print industry as well as Internet based electronic publishing. The electronic publishing career industries include web page and site designers for business, advertising, entertainment and public service. Students will also learn to create digital video and animation for use in Internet, corporate and educational markets.

Graphic artists use computer based technologies to produce designs, symbols, typography, illustrations and photography for use in print and electronic publications to help communicate ideas to a world wide market. Web publishers, newspapers, magazines, ad agencies and manufacturers all use in-house or freelance designers in the promotion and sales of their products.

Students matriculating into the program find that all assignments in the Applied Arts designated courses are done utilizing advanced Macintosh computer systems with the latest in digital photography, scanning and printing technologies. Upon completion of the program requirements students will have spent over 1600 hours on the computer. Industry recognized standards for computer generated publications are the foundation for proficiency in the following design and Internet based software programs: Adobe PhotoShop, Adobe Illustrator, Adobe PageMaker, Adobe Dimensions, Adobe GoLive, Adobe ImageReady and Adobe ImageStyler, QuarkXPress, and Fractal Painter.

In addition to work in the classroom/lab learning environment students go on field trips to leading advertising agencies, printing and publishing facilities, web providers, multimedia and video producers.

The Applied Arts Program curriculum has had a strong proactive job placement component as part of the 6 credit Experienced Based Education Internship Coop course. Students are placed in job settings and work in the industry for 15 – 20 hours per week. The direct feed back from employers

is an essential part of keeping our students technical and conceptual skills current. The addition of new Website Design courses and the new focus in the field of study to include Internet Publishing created a need to remove the 6 credit Experienced Based Education Coop (internship/externship) course from the existing curriculum and place it in a post-graduation support position. It will take the form of a 3-6 credit Coop course offered in the summer semester after students have completed their degree requirements.

The Applied Arts Program is an Associate in Science Degree with a field of study in “Computer Graphic Design for Print and Internet Publishing.”

Program Objectives prepare graduates to:

- 1) Achieve graphic art computer competencies to produce designs, symbols, typography, Illustrations and photography for use in print and electronic publications.
- 2) Achieve graphic art computer competencies to communicate ideas for promotion and sales of products in the global marketplace of print and Internet publications for newspapers, magazines, ad agencies and manufacturers.
- 3) Achieve graphic art computer competencies in electronic and digital design technologies for career opportunities in the computer graphic design industry.
- 4) Achieve graphic art computer competencies in electronic and digital design technologies for career opportunities in the print and prepress industry.
- 5) Achieve graphic art computer competencies in electronic and digital design technologies for career opportunities in Internet publishing industries as website designers using multimedia and animation.
- 6) Transfer to bachelor degree programs at colleges and universities with related fields of study.

Upon completion of the Applied Arts Program curriculum requirements in the field of study, Computer Graphic Design for Print and Internet Publishing, students will have spent over 1600 hours on the computer. The curriculum provides a progressive framework of courses that increase student computer hardware and software competencies to meet Quinsigamond’s general education core curriculum goals for measurable proficiencies in Technology Applications and Electronic Resources. The curriculum also provides a progressive framework of courses that use weekly critiques and peer review of design projects that meet general education core curriculum goals for measurable proficiencies in Oral Communication and Teamwork.

Definable student outcomes and graduation competencies:

- 1) Students achieve computer graphic design proficiencies based on measurable industry recognized standards for computer generated print and Internet publications in the following software programs: Adobe PhotoShop, Adobe Illustrator, Adobe PageMaker, Adobe Dimensions, Adobe GoLive, Adobe ImageReady, Adobe ImageStyler, and QuarkXpress.
- 2) Students achieve computer hardware proficiencies in Macintosh computer systems and periphery hardware such as scanners, printers, portable and internal storage drives 35mm SLR and digital camera operation and compact disk formatting.
- 3) Students achieve computer hardware and software proficiencies in Internet and Intranet networking and navigation.
- 4) Students develop a professional portfolio of printed and electronic materials reflecting computer graphic design proficiencies that meet industry standards for career placement.

5) Students are required to take two Art Theory Electives that meet general education core curriculum goals for measurable proficiencies in written communication skills and multiple and diverse cultural perspectives.

6) Students are required to take a college level math elective that meets the general education core curriculum goals for measurable quantitative proficiencies.

Students are strongly encouraged to participate in a post-graduation 3-6 credit Internship Cooperative provided by the Experienced Based Education Department. Coop Career placement in the computer graphic design industry allows Applied Arts graduates opportunities for learning outside the classroom as they gain important job site skills and experience.

The Applied Arts Program curriculum reflects the goals and objectives of the Quinsigamond Community College Mission to create and develop programs of educational relevancy that serve the diverse needs of Central Massachusetts by providing affordable, accessible, and high quality programming leading to transfer, career, and lifelong learning. The program reflects The College's vision to mold a technologically literate, yet humane, citizenry, able to thrive, not just survive, in the world as global village.

The Applied Arts Program curriculum integrates academic, career, and technology training goals in computer graphic design incorporating these with the colleges core curriculum goals of academic integrity, communication skills, computational, technological and analytical skills competencies.

Section II-cont.

2. Description of Curriculum

A. Include the current curriculum for each of the options within the program.

Response:

APPLIED ARTS CURRICULUM

Associate in Science

Computer Graphic Design for Print and Internet Publishing

First Year – First Semester	Credits
APA 111 Color & Design 1	3
APP 121 Graphic Design 1	3
APA 151 Digital Drawing 1	3
APA 161 Digital Photography	3
ENG 101 English Composition and Literature 1	<u>3</u>
	15
<u>First Year - Second Semester</u>	
APA 112 Color & Design 2	3
APA 122 Graphic Design 2	3
APA 152 Digital Drawing 2	3
APA 181 Website Design 1	3
*Art Theory Elective (1,5,6)	3
ENG 102 English Composition and Literature 2	<u>3</u>
	18
<u>Second year - First Semester</u>	
APA 221 Advertising Design (1,2,5)	3
APA 271 Typography for Print and Electronic Publishing	3
APA 262 Photographic Illustration	3
APA 282 Website Design 2	3
*Art Theory Elective (1,5,6)	<u>3</u>
	15
<u>Second Year – Second Semester</u>	
APA 254 Graphic Production Processes (4)	3
APA 285 Webmaster Production Processes (1,2,4,5,6)	3
Math Elective (3)	3
**Liberal Arts Elective	3
**Liberal Arts Elective	<u>3</u>
	15
Total credits required for degree 63	
<u>Post-Graduation (Summer Semester)</u>	
APA 299 Publication Design & Production Cooperative (Extern/Internship) (1,2,4,5)	3-6

*ART 101 Art Appreciation, ART 111 History of Art 1, ART 112 History of Art 11, ART 121 Contemporary Art, ART 211 History of Graphic Design.

** May not have an ART designation

The APA Program is a “High Demand Program” and restricts day class offerings to full-time Program enrolled APA day students.

The APA Program teaches sophisticated design software packages. Course content is kept current with software upgrades in each new academic year. There is a three-year time limit for students to take sequential courses that are prerequisites in the program curriculum. Students will then be required to pass software proficiency tests to advance in program course offerings.

B. For each course in the curriculum, provide a description, statement of goals, major topics covered, primary texts or materials, and instructional technology used. (Please refer to the attached format.)

Response:

APA 111 COLOR AND DESIGN I

In this course the student explores two dimensional visual design fundamentals while studying the theory and application of color and light. The student will understand color theory applications as they relate to two- dimensional design and space. The student will also use the computer to create and manipulate drawn images while acquiring a working knowledge of Macintosh operating systems and Adobe Illustrator software.

Upon successful completion of this course, the student will understand line, value and color theory applications as they relate to two-dimensional design and space. The students will acquire a working knowledge of the Macintosh computer operating, systems and Adobe Illustrator software.

Prerequisites: Applied Arts Majors

No. of credit hours: 3

No. of contact hours: 4

A. Purpose and Goals of the Course

- 1) To understand line, value and color theory applications as they relate to two-dimensional design and space
2. To develop a working knowledge of design elements; unity, balance, texture, etc., based on an understanding of their relationship to successful pictorial composition.
3. To explore the basic concepts of design and to help facilitate the translation of art ideas into computer generated images.
4. To develop a familiarity with art terminology. Students will be tested on art terms and should be able to evaluate design images during reviews and critiques using the correct terminology.
5. To use the Macintosh Computer and the Adobe Illustrator software.

B. Course Requirements

- 1) *Attendance* - students should attend all classes because instruction is based on prior class discussion. Student must make arrangements with the instructor on how to obtain class information and assignments.
- 2) *Lab time* - Students will be expected to work on specific assignments during and outside of class (20 hours of lab time is provided each week).
- 3) *Class time* - is divided between lecture, discussion and studio/lab periods. Lectures and discussion present perceptual and conceptual theory, while the studio/lab allows students the

opportunity to apply this knowledge technologically using Macintosh computer systems and Adobe Illustrator Software. Lectures will include review of textbook material and Adobe Illustrator instruction. Critiques will allow class participation in viewing and discussion of artwork and design concepts.

4) *Professionalism* - This course is structured as a working computer graphics environment. Regarding this standard a certain attitude of professionalism is required. The time in class will be used effectively and wisely with respect for your peers. Assignments not submitted on deadline will not be accepted. You will receive a "0" for the particular project. Missing three critiques will result in a failing grade for the course. Exceptions will be considered.

5) *Testing and Critiques* - The student must submit all assignments exploring the concepts covered in modules 1 - 4 for grading. A complete list of assignments will be available for review. No late assignments will be accepted. Students must keep current assignments in a folder available for viewing on due date in case of absence. A portfolio of all works and final statement will be submitted at the end of term for review.

C. Desired Student Outcomes

- 1) Demonstrate a clear understanding of concepts presented (i.e. appropriate presentation of work itself).
- 2) Participation in class (working in the studio classroom and participation in reviews and discussions).
- 3) Participation in critiques (an intelligent verbal presentation and discussion of the work submitted for grading).
- 4) A final exam, portfolio of all assignments and final statement will be submitted at the end of term for review.
- 5) The quality and consistency of the work submitted determine grades.

D. Course Outline

MODULE 1	Introduction to Macintosh computer operating system. Chapter 1 Design Process (pg 1 - 16)
MODULE 2	Introduction to Adobe Illustrator: Shape & Drawing Tools Chapter 2 Unity (pg 17 - 40) Chapter 3 Emphasis/Focal Point (pg 41 - 54) Chapter 4 Scale (pg 55- 70) - Computer Quiz -
MODULE 3	Illustrator: Transformation Tools, Measuring /Guides Chapter 5 Balance (pg 71- 94) Chapter 6 Rhythm (pg 95 - 106)
MODULE 4	Adobe Illustrator: Line Qualities, Filters, Compound Paths. Chapter 7 Line (pg 107- 128) Chapter 8 Shape/Volume (pg 129- 149) Mid-term quiz on Chapters 1- 5-Computer Quiz-
MODULE 5	Adobe Illustrator: Gradients, Patterns Chapter 9 Texture (pg 151-163) Chapter 12 Value (pg 211- 222) Final Portfolio due Final Exam Chapters 1 - 13/Computer Information

E. Methods of Evaluation

- 1) The (5) five assignments in the five (5) modules will each be worth 20 points, for a total of 100 points.
- 2) Presentation and verbal explanation of your work in critiques will be graded on a scale of 0 - 10. There are 5 scheduled critiques for a total of 50 possible points.
- 3) Class participation is worth 25 points. Working in the studio classroom and participation in reviews and discussions. How helpful you are toward your peers and the demonstrating of a cooperative and open attitude.
- 4) Final exam is worth 25 point for a total of 200 pts.
- 5) Work may be redone at any time to replace the original score, provided something was turned in on the original due date

TEXT REQUIRED: Design Basics 4th ed., David A. Lauer, HBJ

APA 121 GRAPHIC DESIGN I

This course is an introduction to design fundamentals and their conversion into graphic communicative forms. The student will study advertising and related commercial print media. The course emphasis is on problem solving by design, the visualization of problems and their solutions, and the correlation of forms with their content, function, and context. All design problems and their solutions will be facilitated using Macintosh computer systems in conjunction with Adobe PageMaker 6.5 software.

Upon successful completion of the course, the student will understand the importance of the relationship between formal design and the other visual components of layout, graphic presentation, photography and illustration. The student will acquire a working knowledge of Macintosh operating systems and Adobe PageMaker 6.5 software.

Prerequisites: Applied Arts Students

No. of credit hours: 3

No. of contact hours: 4

A. Purpose and Goals of the Course

1. To understand basic design elements and their importance in graphic presentation.
2. To understand the principles of structure as they apply to advertising design and layout.
3. To learn the relationship between formal design and the other components of layout: i.e. photography, type, drawing and illustration.
4. To learn the developmental process from thumbnail sketch to a finished mechanical.
5. To become involved in class critiques as a participant and to work with group criticism.
6. To become exposed to numerous forms of graphic design. Discussions about what makes a good layout, and analysis of professional layouts.
7. To gain a working knowledge of Macintosh computer systems and PageMaker software.

B. Course Requirements

1) *Attendance* - students should attend all classes because instruction is based on prior class discussion. Student must make arrangements with the instructor on how to obtain class information and assignments.

2) *Lab time* - Students will be expected to work on specific assignments during and outside of class (20 hours of *lab time* is provided each week).

3) *Class time* - is divided between lecture, discussion and studio/lab periods. Lectures and discussion present perceptual and conceptual theory, while the studio/lab allows students the opportunity to apply this knowledge technologically using Macintosh computer systems and Adobe PageMaker software. Individual direction and evaluation is provided with weekly group critiques. *Professional electronic portfolio development is emphasized.*

4) *Professionalism* - This course is structured as a working computer graphics environment. Regarding this standard a certain attitude of professionalism is required. The time in class will be used effectively and wisely with respect for your peers. Assignments not submitted on deadline will not be accepted. You will receive a 'O' for the particular project. Missing three critiques will result in a failing grade for the course. Exceptions will be considered.

5) *Testing and Critiques* - The student must submit all assignments exploring the concepts covered in modules 1 - 4 for grading. A complete list of assignments will be available for review. No late assignments will be accepted. Students must keep current assignments in a folder available for viewing on due date in case of absence. A portfolio of all works and final statement will be submitted at the end of term for review.

C. Desired Student Outcomes

- 1) Demonstrate a clear understanding of concepts presented (i.e. appropriate presentation of work itself).
- 2) Participation in class (working in the studio classroom and participation in reviews and discussions).
- 3) Participation in critiques (an intelligent verbal presentation and discussion of the work submitted for grading).
- 4) Portfolio of all assignments and final statement will be submitted at the end of term for review.
- 5) The quality and consistency of the work submitted determine grades.

D. Course Outline

Module 1	Intro to the Macintosh Computer operating system Intro to using a Local area Network (LAN) Intro to Adobe PageMaker 6.52 software Chapters 1-5 Graphic Design Basics Chapters 1-3 PageMaker workbook Project: Logo
Module 2	Chapters 6 & 7 Graphic Design Basics Chapters 4&5 PageMaker Workbook Project: Business card/letterhead
Module 3	Chapter 8 Graphic Design Basics Chapters 6&7 PageMaker Workbook Project: Ad Layout
Module 4	Review Chapters 1-9 Graphic Design Basics Project: Newsletter

1) Methods of Evaluation

- 1) The (4) four assignments in the four (4) modules will each be worth 20 points, for a total of 80 points.
- 2) Presentation and verbal explanation of your work in critiques will be graded on a scale of 0 - 10
There are 4 scheduled critiques for a total of 20 possible points
- 4) Class participation is worth 10 points. Working in the studio classroom and participation in reviews and discussions. How helpful you are toward your peers and the demonstrating of a cooperative and open attitude.

5) Work may be redone at any time to replace the original score, provided something was turned in on the original due date

APA 151 Digital Drawing I

This course is designed to develop an understanding of perception through observational techniques as well as drawing from imagination. Emphasis is on the consideration of line, shape, form, texture, movement, and space in developing stylistic awareness. Upon successful completion of the course, the student will be able to establish an understanding and control of line value usage as a means of exploring drawing surface and the illusion of three dimensional space, form and volume.

The student will learn to use the computer to create and manipulate digitally drawn images, while acquiring a working knowledge of Macintosh operating systems and Fractal Design software.

Prerequisites: Applied Arts Majors

No. of credit hours: 3

No. of contact hours: 4

A. Purpose and Goals of the Course

- 1) To develop an understanding and sensitivity to digital drawing materials and tools.
- 2) To establish an understanding and control of line and value usage as a means of exploring drawing surface and the illusion of three dimensional space, form, and volume.
- 3) To develop perceptual acuity, conceptual capacities, and hand control through disciplinary exercises and assignments.
- 4) To explore various media and methods of composition while obtaining a basic visual vocabulary.
- 5) To gain a working knowledge of Macintosh computer systems and Fractal Design software.

B. Course Requirements

- 1) *Attendance* - students should attend all classes because instruction is based on prior class discussion. Student must make arrangements with the instructor on how to obtain class information and assignments.
- 2) *Lab time* - Students will be expected to work on specific assignments during and outside of class (20 hours of *lab time* is provided each week).
- 3) *Class time* - is divided between lecture, discussion and studio/lab periods. Lectures and discussion present perceptual and conceptual theory, while the studio/lab allows students the opportunity to apply this knowledge technologically using Macintosh computer systems and Fractal Painter software. Individual direction and evaluation is provided with weekly group critiques. *Professional electronic portfolio development is emphasized.*
- 4) *Professionalism* - This course is structured as a working computer graphics/ photographic environment. Regarding this standard a certain attitude of professionalism is required. The time in class will be used effectively and wisely with respect for your peers. Assignments not submitted on deadline will not be accepted. You will receive a 'O' for the particular project.
- 5) *Testing and Critiques* - The student must submit all assignments exploring the concepts covered in modules 2 - 6, for grading. A complete list of assignments will be available for review. No late assignments will be accepted. Students must keep current assignments in a folder available for viewing on due date in case of absence. A final portfolio of all works and final statement will be submitted at the end of term for review. Missing three (3) critiques will result in a failing grade for the course.

C. Desired Student Outcomes

- 1) Demonstrate a clear understanding of concepts presented (i.e. appropriate presentation of work itself).
- 2) Participation in class (working in the studio classroom and participation in reviews and discussions).
- 3) Participation in critiques (an intelligent verbal presentation and discussion of the work submitted for grading).
- 4) The student must submit all assignments exploring the concepts covered in modules 2 - 6, for grading. A complete list of assignments will be available for review. No late assignments will be accepted. Students must keep current assignments in a folder available for viewing on due date in case of absence. A final portfolio of all works and final statement will be submitted at the end of term for review.
- 1) Completion of the 5 drawing modules required. Completion of the 5 assigned drawings and 10 variations. Grades are determined by the quality of the specific drawings submitted.
- 6) *The quality and consistency of the work submitted determine grades.*

D. Course Outline

- MODULE 1 Introduction to Macintosh computer operating systems.
- MODULE 2 Fractal Painter Software program operations. Creating three dimensional illusions on a flat surface with accuracy and visual persuasiveness. Subject still life.
- MODULE 3 Continuation of computer software usage. Proportional considerations exploring complex planes and space. Subject landscapes.
- MODULE 4 Continuation of computer digital software manipulation. Line/value considerations. Compositional variations and media exploration. Color introduced. Subject portraiture.
- MODULE 5 Sketching techniques, gesture drawing, and structural analysis. Subject figure studies.
- MODULE 6 Digital effects in producing expressive and imaginative drawing effects. Stylistic development with focus on portfolio presentation and display. Subject imaginative.
- FINAL EXAM: Portfolio review final exam schedule

E. Methods of Evaluation

- 1) The (5) drawing assigned will each be worth (10) points, for a total of (50) points.
- 2) The (10) variations will each be worth (5) points for a total of (50) points.
- 3) The (5) drawings plus (10) attendant printed variations required are worth a total of 100 points.
- 4) Presentation and verbal explanation of your work in critiques will be graded on a scale of 0 - 5. There are 5 scheduled critiques for a total of 25 possible points.
- 5) Class participation is worth 25 points. Working in the studio classroom and participation in reviews and discussions. How helpful you are toward your peers and the demonstrating of a cooperative and open attitude.
- 6) A total of 150 points are possible in a grading scale of 1 - 150 points.

APA 161 DIGITAL PHOTOGRAPHY

An exploration of the artistic, theoretical, technical and career aspects of photography. Study of the camera with the computer and digital imagery. The relationship of light, composition, film usage, computer manipulation, scanning and resolution to the final digital print. Students must have access to a Single Lens Reflect (SLR) 35mm camera or medium to high-resolution digital camera.

Upon successful completion of the course, the student will understand how to use the manual controls of any 35mm SLR camera and digital camera. To use computer technology to scan, digitize and manipulate images, and prepare for professional display, while acquiring a working knowledge of Macintosh operating systems and Adobe PhotoShop software.

Prerequisites: Applied Arts Majors or Instructors permission **No. of credit hours: 3**

No. of contact hours: 4

A. Purpose and Goals of the Course

- 1) To understand the function of the major controls on your camera.
- 2) To understand the relationship between lighting effects and the proper film exposure.
- 3) To learn to take good quality photographs.
- 4) To learn how to use the computer to scan, digitize and manipulate images.
- 5) To create black and white digital prints from your negatives.
- 6) To display your photographs in a professional portfolio.
- 7) To gain a working knowledge of Macintosh computer systems and Adobe PhotoShop software.

B. Course Requirements

- 1) *Attendance* - students should attend all classes because instruction is based on prior class discussion. Student must make arrangements with the instructor on how to obtain class information and assignments.
- 2) *Lab time* - Students will be expected to work on specific assignments during and outside of class (20 hours of *lab time* is provided each week).
- 3) *Class time* - is divided between lecture, discussion and studio/lab periods. Lectures and discussion present perceptual and conceptual theory, while the studio/lab allows students the opportunity to apply this knowledge technologically using Macintosh computer systems and Adobe PhotoShop software. Individual direction and evaluation is provided with weekly group critiques. *Professional electronic portfolio development is emphasized.*
- 4) *Professionalism* - This course is structured as a working computer graphics/ photographic environment. Regarding this standard a certain attitude of professionalism is required. The time in class will be used effectively and wisely with respect for your peers. Assignments not submitted on deadline will not be accepted. You will receive a 'O' for the particular project.
- 5) *Testing and Critiques* - Students will submit their work for critiques and grading at the determined time for module. Two (2) photographs covering the material assigned in each of the six- (6) modules are required for a total of (12) twelve digital images at the Final Exam. Missing three critiques will result in a failing grade for the course. Exceptions will be considered.

C. Desired Student Outcomes

- 1) Demonstrate a clear understanding of concepts presented (i.e. appropriate presentation of work itself).
- 2) Participation in class (working in the studio classroom and participation in reviews and discussions).
- 3) Participation in critiques (an intelligent verbal presentation and discussion of the work submitted for grading).
- 4) Completion of the 12 photographic prints required. Grades are determined by the quality of the specific photographs submitted.
- 5) *The quality and consistency of the work submitted determine grades.*

D. Course Outline

- MODULE 1 Introduction to Macintosh computer operating systems. Learning the controls of the camera. Introduction to Adobe PhotoShop software. Subject still life. Two Black and White photos required.
- MODULE 2 Adobe PhotoShop software program operations explored. Scanning negatives and developing to a CD. Subject Architecture. Two Black and White photos required.
- MODULE 3 Adobe PhotoShop software program operations explored continuation of computer digital software manipulation. Composition and tonal variations. Subject landscapes. Two Black and White photos required.
- MODULE 4 Adobe PhotoShop software program operations explored continuation of computer digital software manipulation Lighting effects and films. Subject portraits. Two Black and White photos required.
- MODULE 5 Adobe PhotoShop software program operations explored continuation of computer digital software manipulation. Lighting effects and staging. Subject figure studies. Two Duotone photos required.
- MODULE 6 Digital effects and Design. Profession presentations and display. Subject hand coloring old photographs. Two colorized Black and White family photos required.

FINAL EXAM: final exam schedule. Final critique of all 12 photographs.

E. Methods of Evaluation

- 1) The (12) twelve photographic prints assigned will each be worth 10 points, for a total of 120 points.
- 2) Presentation and verbal explanation of your work in critiques will be graded on a scale of 0 - 5. There are 6 scheduled critiques for a total of 30 possible points.
- 3) Class participation is worth 25 points. Working in the studio classroom and participation in reviews and discussions. How helpful you are toward your peers and the demonstrating of a cooperative and open attitude.
- 4) A total of 175 points are possible in a grading scale of 0 - 175 points.

ENG 102 English Composition & Literature II

In this course, the student will study various types of imaginative literature. Included will be themes of contemporary concern, including those of women, African Americans, Asian Americans, Native Americans, and Latinos/Latinas, among others. To ensure that the student is exposed to, and has a critical grasp of, the major literary genres, several in-class and out-of-class writing assignments of diverse length and rhetorical complexity are required. The student will write at least two in-class essays or essay examinations of increasing length and complexity, or develop a semester-long reader response journal to be checked periodically by the instructor (minimum 1000 words). The student will also write at least three out-of-class interpretive essays, each analyzing a different selection representing the dominant literary genres (minimum 1500 words). The student will also write one longer, more ambitious critical evaluation, encompassing at least one mode of literary criticism (for example, psychological, historical, sociological, feminist, New Criticism, or any recognized mode of criticism the instructor deems appropriate). The length of the critical paper is minimally 1000 words; it requires correct annotation and

bibliographic documentation in the MLA style. The minimum writing requirement for this course is 3500 words. The student will understand the basic criteria for good literature, become familiar with text selections representing a sample of the best authors, commit this to cohesive written discourse, and understand the basics of literary research.

Prerequisite: ENG 101

A. Purpose and Goals of the Course

Upon completion of this course, the student should be able to:

- 1) Reflect in critical essays the ability to recognize, pose, probe, but not necessarily resolve, Interpretive literary questions in one of the various literary genres discussed.
- 2) Reflect in a critical essay the ability to recognize generic, thematic, and stylistic qualities of individual pieces in one of the various literary genres discussed.
- 3) Recognize and use literary terms in both written and oral presentations.
- 4) Use library and critical sources.
- 5) Document researched information and compile a research paper.
- 6) Write analytical literary essays, each developing a thesis.
- 7) Participate in and sustain oral as well as written critiques.

B. Course Outline

- 1) Examining the Short Story
- 2) Writing Critical Essays
- 3) Interpreting Poetry
- 4) Exploring Drama
- 5) Examining Plays
- 6) Writing Research Papers

C. Text

- 1) A current dictionary of the English Language.
- 2) Steps to Writing Well by Jean Wyrick, 4th edition, New York: Holt, Rinehart, & Winston, Inc. 1999.

D. SOFTWARE AND INSTRUCTIONAL TECHNOLOGY USED (if appropriate)

Appropriate Audio-Visual materials

APA 112 COLOR AND DESIGN II

Study and investigations of the usage of form, line, volume, and void as they apply to the two-dimensional illusionistic space combined with the further study of the theory and application of color and light. the student will understand the further usage of color theory applications as they relate to two-dimensional form and space.

Upon successful completion of this course, the student should understand line, value and color theory applications as they relate to two-dimensional design and spatial relationships. Students should have a basic working knowledge of the Macintosh Computer, System 8 and the Adobe Illustrator Program and be able to apply design concepts to computer generated images.

Prerequisites: Color and Design I

No. of credit hours: 3

No. of contact hours: 4

A. Purpose and Goals of the Course

1. To further explore system software, learn to use the Macintosh Computer, System 8 and the Adobe Illustrator Program.
2. Develop a working knowledge of design elements; unity, balance, texture, etc., based on an understanding of their relationship to successful pictorial composition, color and spatial considerations.
3. Exercises are designed to explore the basic concepts of design and to help facilitate the translation of art ideas into computer generated images.
4. Further develop a familiarity with art terminology. Students will be tested on art terms and should be able to evaluate design images using correct terminology.
5. Color relationships as it appeals to design and color concepts.

B. Course Requirements

- 1) *Attendance* - students should attend all classes because instruction is based on prior class discussion. Student must make arrangements with the instructor on how to obtain class information and assignments.
- 2) *Lab time* - Students will be expected to work on specific assignments during and outside of class (20 hours of *lab time* is provided each week).
- 3) *Class time* - is divided between lecture, discussion and studio/lab periods. Lectures and discussion present perceptual and conceptual theory, while the studio/lab allows students the opportunity to apply this knowledge technologically using Macintosh computer systems and Adobe Illustrator software. Individual direction and evaluation is provided with weekly group critiques. *Professional electronic portfolio development is emphasized.*
- 4) *Professionalism* - This course is structured as a working computer graphics environment. Regarding this standard a certain attitude of professionalism is required. The time in class will be used effectively and wisely with respect for your peers. Assignments not submitted on deadline will not be accepted. You will receive a 'O' for the particular project. Missing three critiques will result in a failing grade for the course. Exceptions will be considered.
- 5) *Testing and Critiques* - The student must submit all assignments exploring the concepts covered in modules 1 - 7 for grading. A complete list of assignments will be available for review. No late assignments will be accepted. Students must keep current assignments in a folder available for viewing on due date in case of absence. A final exam, portfolio of all works and final statement will be submitted at the end of term for review.

C. Desired Student Outcomes

- 1) Demonstrate a clear understanding of concepts presented (i.e. appropriate presentation of work itself).
- 2) Participation in class (working in the studio classroom and participation in reviews and discussions).
- 3) Participation in critiques (an intelligent verbal presentation and discussion of the work submitted for grading).
- 4) A final exam, portfolio of all assignments and final statement will be submitted at the end of term for review.
- 5) The quality and consistency of the work submitted determine grades.

D. Course Outline

MODULE 1 Chapter 12 - Value / Chapter. 13 - Color - (pgs 224-233)

	Adobe Illustrator Tools - Color Palettes/ Updates to 7.0 Color - Matching Color to Value
MODULE 2	Chapter 11 - Illusion of Motion Adobe Illustrator - Layers Color - Color and Size Perception
MODULE 3	Adobe Illustrator - Overlapping Colors/Dividing Objects Chapter 10 - Illusion of Space 2-d (pgs 166 - 175) Chapter 13 - Color - (pgs 234-243) Color - Warm and Cool Relationships, Color Perception
MODULE 4	Adobe Illustrator - Compound Paths/Masking - Type Chapter 10 - Illusion of Space 2-d poster (pgs 176 - 181) Chapter 13 - Color - (pgs 244-247) Color - Complementary Mixtures
MODULE 5	Adobe Illustrator - Guides Chapter 10 - Illusion of Space 3-d / 1pt (pgs 180- 199) Chapter 13 - Color - (pgs 248-249) Color - Subtraction / Reversed Grounds
MODULE 6	Adobe Illustrator - Drop Shadows Chapter 11 - Illusions of Space - 3-d / 2pt (pgs 184 - 197) Chapter 13 - Color - (pgs 250-251)
MODULE 7	Chapter 13 - Color - (pgs 252-255) Color - Color Mixtures Final Portfolio and Statement due Final exam -

E. Methods of Evaluation

- 1) The (7) five assignments in the five (7) modules will each be worth 20 points, for a total of 140 points.
- 2) Presentation and verbal explanation of your work in critiques will be graded on a scale of 0 - 5. There are 7 scheduled critiques for a total of 35 possible points.
- 3) Mid Term test is worth 30 points
- 4) Class participation is worth 20 points. Working in the studio classroom and participation in reviews and discussions. How helpful you are toward your peers and the demonstrating of a cooperative and open attitude.
- 5) Final exam is worth 25 point for a total of 150 pts.
- 6) Work may be redone at any time to replace the original score, provided something was turned in on the original due date

Required Text: Design Basics 4th ed., David A. Lauer, HBJ

APA 122 GRAPHIC DESIGN 2

The further study of design fundamentals and their conversion into graphic communicative forms. Study of Typography and its effective usage in design, the visualization of communication problems and their solutions, and the correlation of type forms with content, function, and context. All design problems and their solutions will be facilitated using advanced Macintosh computer systems in conjunction with PageMaker software.

Upon successful completion of the course, the student will further understand the alliance between formal design and typography and its relationship to the components of layout, photography and illustration. The student will utilize Macintosh operating systems and PageMaker software.

Prerequisites: Graphic Design 1

No. of credit hours: 3

No. of contact hours: 4

A. Purpose and Goals of the Course

- A) To further explore design elements and their importance in graphic presentation.
- B) To understand the principles of color theories as they apply to advertising design and layout.
- C) To learn the interrelationship between formal design and typography.
- D) To further explore creative processes from thumbnail sketch to a finished mechanical.
- E) To differentiate type style for appropriate application.
- F) To develop professional skill in copy fitting while retaining legibility.
- G) To further develop a working knowledge of Macintosh computer systems and the use of page layout programs, specifically the PageMaker 6.52 software package.

B. Course Requirements

- 1) *Attendance* - students should attend all classes because instruction is based on prior class discussion. Student must make arrangements with the instructor on how to obtain class information and assignments.
- 2) *Lab time* - Students will be expected to work on specific assignments during and outside of class (20 hours of *lab time* is provided each week).
- 3) *Class time* - is divided between lecture, discussion and studio/lab periods. Lectures and discussion present perceptual and conceptual theory, while the studio/lab allows students the opportunity to apply this knowledge technologically using Macintosh computer systems and Adobe PageMaker software. Individual direction and evaluation is provided with weekly group critiques. *Professional electronic portfolio development is emphasized.*
- 4) *Professionalism* - This course is structured as a working computer graphics environment. Regarding this standard a certain attitude of professionalism is required. The time in class will be used effectively and wisely with respect for your peers. Assignments not submitted on deadline will not be accepted. You will receive a 'O' for the particular project. Missing three critiques will result in a failing grade for the course. Exceptions will be considered.
- 5) *Testing and Critiques* - The student must submit all assignments exploring the concepts covered in modules 1 - 4 for grading. A complete list of assignments will be available for review. No late assignments will be accepted. Students must keep current assignments in a folder available for viewing on due date in case of absence. A portfolio of all works and final statement will be submitted at the end of term for review.

C. Desired Student Outcomes

- 1) Demonstrate a clear understanding of concepts presented (i.e. appropriate presentation of work itself).
- 2) Participation in class (working in the studio classroom and participation in reviews and discussions).
- 3) Participation in critiques (an intelligent verbal presentation and discussion of the work submitted for grading).
- 4) Portfolio of all assignments and final statement will be submitted at the end of term for review.
- 5) The quality and consistency of the work submitted determine grades.

D. Course Outline

MODULE 1 Review MacOS and PageMaker 6.52 Software.

Read/Review chapters 3–5 & read chapter 10 Graphic Design Basics
Chapter 9 & 10 & projects A&B: ATC PM workbook.
Design logos using color. Apply to letter head and business card layouts.

MODULE 2 Read/Review chapters 7-9 Graphic Design Basics
Chapter 11-14 & projects C&D: ATC workbook.
Ad Layouts: 4 roughs, 2 comps

MODULE 3 Read Chapter 11 Graphic Design Basics
Chapter 15-17 & project E: ATC workbook.
Tri-Fold project

MODULE 4 Review Chapters 9-11
Chapter 18 ATC workbook.

E. Methods of Evaluation

- 1) The (4) four assignments in the four (4) modules will each be worth 20 points, for a total of 80 points.
- 2) Presentation and verbal explanation of your work in critiques will be graded on a scale of 0 - 10
There are 4 scheduled critiques for a total of 20 possible points
- 4) Class participation is worth 10 points. Working in the studio classroom and participation in reviews and discussions. How helpful you are toward your peers and the demonstrating of a cooperative and open attitude.
- 6) Work may be redone at any time to replace the original score, provided something was turned in on the original due date

APA 152 Digital Drawing 2

This is an introduction to digital drawing of paraline and perspective concepts using freehand and computer based applications of three-dimensional theories. Emphasis is on the application of artistic concepts combining freehand techniques with 3-D software design systems for the proper understanding of parallel, angular, and perspective concepts.

Upon successful completion of the course, the student will be able to use freehand and software design applications of three-dimensional theories to render drawings with speed, accuracy, legibility, and order. The student will use the computer to create and manipulate drawn images utilizing Macintosh operating systems with Adobe Dimensions and PhotoShop software.

Prerequisites: Digital Drawing 1

No. of credit hours: 3

No. of contact hours: 4

A. Purpose and Goals of the Course

- 1) Understand that descriptive drawing is a universal graphic language for accurate rendering of 3-D physical objects.
- 2) Use freehand techniques with computer technology to render drawings with speed, accuracy, legibility, and order.
- 3) Acquire an understanding of 3-D perceptual theories.
- 4) Prepare drawings that include delineation of size by measured dimensions.
- 5) Illustrate through drawings a working knowledge of perspective theories and techniques.
- 2) Gain a working knowledge of Macintosh computer systems with Adobe PhotoShop and Dimensions software.

B. Course Requirements

- 1) *Attendance* - students should attend all classes because instruction is based on prior class discussion. Student must make arrangements with the instructor on how to obtain class information and assignments.
- 2) *Lab time* - Students will be expected to work on specific assignments during and outside of class (20 hours of *lab time* is provided each week).
- 3) *Class time* - is divided between lecture, discussion and studio/lab periods. Lectures and discussion present perceptual and conceptual theory, while the studio/lab allows students the opportunity to apply this knowledge technologically using Macintosh computer systems and Fractal Painter software. Individual direction and evaluation is provided with weekly group critiques. *Professional electronic portfolio development is emphasized.*
- 4) *Professionalism* - This course is structured as a working computer graphics/ photographic environment. Regarding this standard a certain attitude of professionalism is required. The time in class will be used effectively and wisely with respect for your peers. Assignments not submitted on deadline will not be accepted. You will receive a 'O' for the particular project.
- 5) *Testing and Critiques* - The student must submit all assignments exploring the concepts covered in modules 1 - 4, for grading. A complete list of assignments will be available for review. No late assignments will be accepted. Students must keep current assignments in a folder available for viewing on due date in case of absence. A final portfolio of all works and final statement will be submitted at the end of term for review. Missing three (3) critiques will result in a failing grade for the course.

C. Desired Student Outcomes

- 1) Demonstrate a clear understanding of concepts presented (i.e. appropriate presentation of work itself).
- 2) Participation in class (working in the studio classroom and participation in reviews and discussions).
- 3) Participation in critiques (an intelligent verbal presentation and discussion of the work submitted for grading).
- 4) The student must submit all (7) assigned drawings exploring the concepts covered in modules 1 - 4, for grading. A complete list of assignments will be available for review. No late assignments will be accepted. Students must keep current assignments in a folder available for viewing on due date in case of absence. A final portfolio of all works and final statement will be submitted at the end of term for review.
- 1) The student will be graded on the seven (7) finished works submitted in modules 1 - 4, a total of (7) portfolio images will be submitted for grading.
- 6) *The quality and consistency of the work submitted determine grades.*

D. Course Outline

MODULE 1	Accurate pictorial renderings and dimensional representations of constructed geometric objects, created using paraline techniques. (2 finished works submitted)
MODULE 2	Accurate pictorial renderings and dimensional representations of simple and complex objectives using freehand and mechanical perspective techniques. This includes one-point and two-point perspective references to architectural and landscapes settings. (2 finished works submitted)
MODULE 3	Further exploration of perspective techniques. Assignments will include combining freehand architectural and typographic forms, Interiors in color. (2 works submitted)
MODULE 4	Accurate pictorial renderings and dimensional representations of the human form in an imaginative architectural setting. Full-color rendering in both free

hand and computer techniques. Introduction of perspective theories for proper measuring of relative size/space relationships. (1 finished work submitted)

Final Exam A final critique and evaluation of individual students portfolio.

E. Methods of Evaluation

- 1) The (2) drawing assigned in module 1 will each be worth (12.5) points, for a total of (25) points.
- 2) The (2) drawing assigned in module 2 will each be worth (12.5) points, for a total of (25) points.
- 3) The (2) drawing assigned in module 3 will each be worth (12.5) points, for a total of (25) points.
- 4) The drawing submitted in module 4 will be worth 25 points.
- 5) Class participation is worth 25 points. And will be added to your total from the module assignments.
- 6) A total of 125 points are possible in a grading scale of 1 - 125 points.

APA 181 WEBSITE DESIGN 1

In this course students will gain an understanding of the various aspects of a well-designed website. Students learn to plan, design, launch and maintain a complete website with creative interfaces, text formatting, and graphic images, with functional site organization and links for navigation. Website design programming will be implemented using Adobe Go-Live software.

Upon successful completion of the course, the student will be able to plan, design, launch and maintain a complete website while acquiring a working knowledge of Macintosh operating systems and Adobe GoLive Website programming software.

Prerequisites: Color and Design 1,
Intro. To Digital Photography,
Graphic Design 1.

No. of credit hours: 3

No. of contact hours: 4

A. Purpose and Goals of the Course

- 1) To acquire a working vocabulary of Internet terminology.
- 2) To acquire a functional knowledge of navigating and searching the World Wide Web.
- 3) To understand the processes involved in planning, organizing and launching a well-designed website.
- 4) To understand the effective usage of page templates, tables, file formats, links, text and graphics in creating a well-designed website.
- 5) To understand the technical processes of creating and maintaining a functioning website.
- 6) To gain a working knowledge of Macintosh computer systems and Adobe GoLive Website programming software.

B. Course Requirements

- 1) *Attendance* - students should attend all classes because instruction is based on prior class discussion. Student must make arrangements with the instructor on how to obtain class information and assignments.
- 2) *Lab time* - Students will be expected to work on specific assignments during and outside of class (20 hours of *lab time* is provided each week).
- 3) *Class time* - is divided between lecture, discussion and studio/lab periods. Lectures and discussion present perceptual and conceptual theory, while the studio/lab allows students the opportunity to apply this knowledge technologically using Macintosh computer systems and

Adobe GoLive Website programming software. Individual direction and evaluation is provided with weekly group critiques. *Professional electronic portfolio development is emphasized.*

4) *Professionalism* - This course is structured as a working computer graphics environment. Regarding this standard a certain attitude of professionalism is required. The time in class will be used effectively and wisely with respect for your peers. Assignments not submitted on deadline will not be accepted. You will receive a 'O' for the particular project. Missing three critiques will result in a failing grade for the course. Exceptions will be considered.

5) *Testing and Critiques* - Individual students are tested on sourcing and downloading websites in Module 1 and tested on Internet terminology in Module 2. Students must submit printed hardcopy of website development in Module 3 and 4 for design critiquing. The Final Exam will preview individual student websites for functionality and design.

C. Desired Student Outcomes

- 1) Demonstrate a clear understanding of concepts presented (i.e. Test on sourcing and downloading websites in Module 1. Test on Internet terminology in Module 2).
- 2) Appropriate presentation of work itself (i.e. submit printed hard copy of website development in Module 3 and 4, for design critiquing)
- 3) Participation in class (i.e. working in the studio classroom and participation in reviews, discussions, and critiques).
- 4) Completion of final website (i.e. preview of individual student websites for functionality and design).
- 5) *The quality and consistency of the work submitted determine grades.*

D. Course Outline

MODULE 1 The World Wide Web (the Internet, modems, browsers, URLs). How to search the Internet (directories, search engines, downloading, sourcing). *Downloading test.* Macintosh operating systems and a tour of GoLive website programming software. Pages 6 - 40.

MODULE 2 What are web pages? Things to know before you begin a web site (servers, hosting a site, domain names and web addresses). *Terminology test.* GoLive Classroom in a Book. Lesson 1. Working with Text (Designing the web page, adding and formatting text, creating lists, line breaks, tables and color) Pages 43-73.

MODULE 3 GoLive Classroom in a Book. Lesson 2. Designing the interface and navigation. (Laying out web pages, creating a new website, adding files, home page, and dynamic components). Pages 77 - 114. *Printout for critiquing.*

MODULE 4 GoLive Classroom in a Book. Lesson 3. Graphic definitions and preparing images. (Links, opening a site, graphic links, anchors, hypertext links, actions, image maps). Pages 119 - 152. *Printout for critiquing.*

MODULE 5 GoLive Classroom in a Book. Lesson 8. Site Management. (Importing, exporting, correcting errors, managing folders, adding new pages). Pages 275 - 314.

FINAL REVIEW Preview individual student website for functionality and design.

E. Methods of Evaluation

- 1) Test on sourcing and downloading websites in Module 1 is worth (10 points).

- 2) Test on Internet terminology in Module 2 is worth (10 points).
- 3) Printed hard copy of website development in Module 3 for design critiquing worth (15 points).
- 4) Printed hard copy of website development in Module 4 for design critiquing worth (15 points).
- 5) Completion of final website is worth (40 points).
- 6) Class participation is worth (10 points) and will be added to your total from the module assignments.
- 7) A total of 100 points are possible in a grading scale of 1 - 100 points.

***ART THEORY ELECTIVE (Two ART electives in this area are required)**

Students may choose from any of the following Art Theory Electives: *ART 101 Art Appreciation, ART 111 History of Art 1, ART 112 History of Art 11, ART 121 Contemporary Art, ART History of Graphic Design.

Included is a sample course recommended by the Applied Arts Program because of its pertinent content and because as all Art Theory Electives it meets the general education core curriculum goals for measurable proficiencies in written communication skills and multiple and diverse cultural perspectives.

ART 211 History of Graphic Design

This survey course explores chronologically the historical aspects of graphic design from the invention of writing and alphabets in early culture to the digital revolution within the global village. With selected references, it will investigate the origins of type, the graphic Renaissance and other eras including Art Nouveau, Bauhaus and Postmodernism. Through the use of slides and lecture, this course will illustrate the impact of graphic design as a vital component in the history of diverse cultures. It intends to increase the knowledge and ability of the individual to better comprehend the communicative impact that graphic forms and communications provide.

Upon successful completion, the student will be able to identify basic concepts and movements in graphic design, the relationship of Fine Art, design art, photography and emerging technology in graphic and visual communications.

Prerequisites: English Comp & Lit 1

No. of credit hours: 3

No. of contact hours: 3

A. Purpose and Goals of the Course

- 1) To acquaint the student with terms and basic principles of graphic communication as they relate to style and concept in divergent forms in graphic design movements.
- 2) To appreciate these principles at work throughout various art and design movements and historical periods.
- 3) To become familiar with and identify aspects of the graphic design arts and visual communications as they relate to the underlying social, political, and cultural influences.
- 4) To further develop critical thinking and written communication skills by the creation of a research paper and visual project.
- 5) To enhance the student's oral communication abilities by the presentation of research project.

B. Course Requirements

- 1) *Attendance* - students should attend all classes because instruction is based on prior class discussion. Student must make arrangements with the instructor on how to obtain class information and assignments. More than three absences will result in a lowering of class grade.
- 2) Read all assigned materials, participate in class discussion and critiques, work on assignments during and outside of class, submit research papers and course projects, and complete all assigned materials.
- 3) Quizzes, testing and presentation - The student must read required material exploring the concepts covered in the modules. There will be 5 quizzes covering each module and a comprehensive final exam.
- 4) Completion of a research project. A five-page paper is required with an accompanying visual/oral presentation.

C. Desired Student Outcomes

- 1) Demonstrate a clear understanding of concepts presented in modules 1-5
- 2) Participation in class discussions; performance in quizzes and final exam
- 3) Written and oral presentation of research project

REQUIRED TEXTBOOKS: Philip B. Meggs. A History of Graphic Design third edition

D. Course Outline

TOPICAL OUTLINE:

- | | |
|-----------------|---|
| Module 1 | Introduction to graphic design:
The visual message
The invention of writing
Alphabets and illuminated manuscripts
The Asian influence
Quiz #1 |
| Module 2 | The graphic Renaissance:
The origins of European typography and design for printing
The illustrated book
Quiz #2
Assignment paper/project |
| Module 3 | The Industrial Revolution:
The impact of industry on visual communications
Typography in the industrial age
Photography as a tool in communications
The arts and crafts movement
Art Nouveau
Quiz #3 |
| Module 4 | The Modernist era:
Design in the first half of the 20 th century
Influence of Modern Art
New language of form
Bauhaus and New Typography
The Modern movement in America
Quiz #4
Paper/project due |
| Module 5 | The Age of Information:
Graphic Design within the global village
The International Style in typography |

The New York school
Corporate identity and visual systems
Postmodernism
The digital revolution

Review /presentations

Final exam (comprehensive)

E. Method of Evaluation

1. 4 quizzes, 25 pts. each = 100 points;
- 2 Final exam = 60 points
3. 1 research paper/project: 5 pages typed with oral / visual presentation 25 points
4. Class attendance and participation =15 points
5. Total - 200 points possible

Each student's total number of accumulated points determines class grade.

ENG 102 English Composition & Literature II (EN 152)

In this course, the student will study various types of imaginative literature. Included will be themes of contemporary concern, including those of women, African Americans, Asian Americans, Native Americans, and Latinos/Latinas, among others. To ensure that the student is exposed to, and has a critical grasp of, the major literary genres, several in-class and out-of-class writing assignments of diverse length and rhetorical complexity are required. The student will write at least two in-class essays or essay examinations of increasing length and complexity, or develop a semester-long reader response journal to be checked periodically by the instructor (minimum 1000 words). The student will also write at least three out-of-class interpretive essays, each analyzing a different selection representing the dominant literary genres (minimum 1500 words). The student will also write one longer, more ambitious critical evaluation, encompassing at least one mode of literary criticism (for example, psychological, historical, sociological, feminist, New Criticism, or any recognized mode of criticism the instructor deems appropriate). The length of the critical paper is minimally 1000 words; it requires correct annotation and bibliographic documentation in the MLA style. The minimum writing requirement for this course is 3500 words. The student will understand the basic criteria for good literature, become familiar with text selections representing a sample of the best authors, commit this to cohesive written discourse, and understand the basics of literary research.

Prerequisite: ENG 101

A. COURSE GOALS/OUTCOMES

Upon completion of this course, the student should be able to:

- 1) Reflect in critical essays the ability to recognize, pose, probe, but not necessarily resolve, interpretive literary questions in one of the various literary genres discussed.
- 2) Reflect in a critical essay the ability to recognize generic, thematic, and stylistic qualities of individual pieces in one of the various literary genres discussed.
- 3) Recognize and use literary terms in both written and oral presentations.
- 4) Use library and critical sources.
- 5) Document researched information and compile a research paper.
- 6) Write analytical literary essays, each developing a thesis.
- 7) Participate in and sustain oral as well as written critiques.

B. TOPICAL OUTLINE

- 1) Examining the Short Story
- 2) Writing Critical Essays
- 3) Interpreting Poetry
- 4) Exploring Drama
- 5) Examining Plays
- 6) Writing Research Papers

C. TEXTS

- 1) A current dictionary of the English Language
- 2) Steps to Writing Well by Jean Wyrick, 4th edition, New York: Holt, Rinehart, & Winston, Inc. 1999.

D. SOFTWARE AND INSTRUCTIONAL TECHNOLOGY USED (if appropriate)

Appropriate Audio-Visual materials

APA 221 Advertising Design

An introduction to the fundamentals of advertising and how the creative concept combines words and images in effective communication. Emphasis will be on the development of an advertising campaign for the student portfolio. All design problems and their solutions will be facilitated using advanced Macintosh computer systems in conjunction with Quark Express software.

Upon successful completion of the course, the student will understand the computer design processes of developing and executing advertising ideas through visual models. The student will acquire a working knowledge of Macintosh operating systems and Quark Express software.

Prerequisites: Graphic Design I, II

No. of credit hours: 3

No. of contact hours: 4

A. Purpose and Goals of the Course

- 1) To understand the processes involved in creating a professional portfolio through the skillful integration of software programs.
- 2) To understand through visual models how to analyze a product, its design problems and their relationship to sales objectives and marketing approach.
- 3) To understand the importance of design and the computer in the advertising field.
- 4) To combine words and images that are persuasive and believable.
- 5) To solve technical problems involved in advertising preparation and execution.
- 6) To develop professional skill in designing a group of projects within the limitations set by an art director.
- 7) To further understand the working relationship between designers, illustrators and the advertising industry.
- 8) To gain a working knowledge of Macintosh computer systems and QuarkXpress software.

B. Course Requirements

- 1) *Attendance* - students should attend all classes because instruction is based on prior class discussion. Student must make arrangements with the instructor on how to obtain class information and assignments.
- 2) *Lab time* - Students will be expected to work on specific assignments during and outside of class (20 hours of lab time is provided each week).
- 3) *Class time* - is divided between lecture, discussion and studio/lab periods. Lectures and discussion present perceptual and conceptual theory, while the studio/lab allows students the opportunity to apply this knowledge technologically using Macintosh computer systems and the integration of design software programs in conjunction with Quark Xpress software. Individual direction and evaluation is provided with group critiques. Professional print and electronic portfolio development is emphasized. Visiting lectures by Design professionals and field trips to their places of business are structured to enhance the educational experience.
- 4) *Professionalism* - This course is structured as a working computer graphics environment. Regarding this standard a certain attitude of professionalism is required. The time in class will be used effectively and wisely with respect for your peers. Assignments not submitted on deadline will not be accepted. You will receive a 0 for the particular project. Missing three critiques will result in a failing grade for the course. Exceptions will be considered.
- 5) *Testing and Critiques* - The student must submit all assignments exploring the concepts covered in modules 1 - 3 for grading. A complete list of assignments will be available for review. No late assignments will be accepted. Students must keep current assignments in a folder available for viewing on due date in case of absence. A final portfolio of all works and final statement will be submitted at the end of term for review.

C. Desired Student Outcomes

- 1) Demonstrate a clear understanding of concepts presented (i.e. appropriate presentation of work itself).
- 2) Participation in class (working in the studio classroom and participation in reviews and discussions).
- 3) Participation in critiques (an intelligent verbal presentation and discussion of the work submitted for grading).
- 4) A final portfolio of all assignments will be submitted at the end of term for review.
- 5) The quality and consistency of the work submitted determine grades.

D. Course Outline

- **MODULE 1** Review Macintosh computer operating system. Introduce QuarkXpress Software operations. Discussions of different advertising campaigns and design problems that relate to them. Newspaper redesign and market effect. Black and white verses Color relationships. (two newspaper redesigns)
- **MODULE 2** QuarkXpress layout techniques. Integration of software programs. Investigation of the relationship between good design and good sales, market vs. design trends. Type as form. Ad campaigns in book and corporate identity /trademark design.(two designs)
- **MODULE 3** Advertising Design project - Incorporating illustrations, photography and typography. Writing and editing text. Creating with color.

Focus is on presenting a form/content relationship based on a stylistic theme.
Magazine article (3 page spread)

- FINAL PORTFOLIO REVIEW : As indicated during the final exam schedule

E. Methods of Evaluation

- 1) The (5) five assignments in the three (3) modules will each be worth 20 points, for a total of 100 points.
- 2) Presentation and verbal explanation of your work in critiques will be graded on a scale of 0 - 20. There are 3 scheduled critiques for a total of 60 possible points.
- 3) Class participation is worth 40 points. Working in the studio classroom and participation in reviews and discussions. How helpful you are toward your peers and the demonstrating of a cooperative and open attitude.
- 4) A total of 200 points are possible in a grading scale of 0 - 200 points.

TEXT REQUIRED: Against the Clock Series, Prentice Hall Publications:
QUARKXPRESS 4: AN INTRODUCTION TO ELECTRONIC MECHANICALS

APA 272 Typography for Print and Electronic Publication

This course introduces the student to the concept of typographic form and design. It will cover fundamental concepts of typography from a theoretical, historical and technological context. Emphasis is on typographic compositional principals, spacing, and effective typographic expression as it applies to layout and page systems. Emphasizes basic letterform design, typesetting and construction. Sequential projects explore formal aspects of type and its use as visual and verbal communication in print and electronic formats.

The student will gain an understanding of the vocabulary and usage of typography, measurement systems and compositional principals as it applies to two dimensional design concepts while gaining a working knowledge of Macintosh operating systems and Adobe design software. Upon successful completion of the course the student should be able to utilize design principles in manipulating letterforms as design elements.

Prerequisites: Graphic Design 1, Color and Design 1

No. of credit hours: 3

No. of contact hours: 4

A. Purpose and Goals of the Course

- 1) Learn to use the Macintosh Computer and accompanying Adobe software programs as they relate to typography.
- 2.) Develop a working knowledge of letterform design; based on vocabulary measurement systems, type as image and visual hierarchy.
- 3) Experimental projects are designed to explore the basic concepts of type design and to integrate concepts of visual communication ideas into computer generated images.
- 4) Develop a familiarity with typographical vocabulary with a student test on vocabulary.
- 5) Develop an understanding of typography from subjective esthetic and objective analysis.

B. Course Requirements

- 1) *Attendance* - students should attend all classes because instruction is based on prior class discussion. Student must make arrangements with the instructor on how to obtain class information and assignments.
- 2) *Lab time* - Students will be expected to work on specific assignments during and outside of class (20 hours of *lab time* is provided each week).
- 3) *Class time* - is divided between lecture, discussion and studio/lab periods. Lectures and discussion present perceptual and conceptual theory, while the studio/lab allows students the opportunity to apply this knowledge technologically using Macintosh computer systems and Adobe PhotoShop software. Individual direction and evaluation is provided with weekly group critiques. *Professional electronic portfolio development is emphasized.*
- 4) *Professionalism* - This course is structured as a working computer graphics/ photographic environment. Regarding this standard a certain attitude of professionalism is required. The time in class will be used effectively and wisely with respect for your peers. Assignments not submitted on deadline will not be accepted. You will receive a 'O' for the particular project.
- 5) *Testing and Critiques* - The student must submit all assignments exploring the concepts covered in modules 1 - 5, for grading. A complete list of assignments will be available for review. No late assignments will be accepted. Students must keep current assignments in a folder available for viewing on due date in case of absence. A final portfolio of all works and final statement will be submitted at the end of term for review.

C. Desired Student Outcomes

- 1) Demonstrate a clear understanding of concepts presented (i.e. appropriate presentation of work itself).
- 2) Participation in class (working in the studio classroom and participation in reviews and discussions).
- 3) Participation in critiques (an intelligent verbal presentation and discussion of the work submitted for grading).
- 4) The student must submit all assignments exploring the concepts covered in modules 1 - 5, for grading. A complete list of assignments will be available for review. No late assignments will be accepted. Students must keep current assignments in a folder available for viewing on due date in case of absence. A final portfolio of all works and final statement will be submitted at the end of term for review.
- 5) Completion of the 10 assignments required. Grades are determined by the quality of the specific designs submitted.
- 6) *The quality and consistency of the work submitted determine grades.*

D. Course Outline

MODULE 1	Basics of Typography. A typographic overview. Historical classifications and Basic vocabulary. Origins of the alphabet. Measurement systems. Using grids.
MODULE 2	Designing with text type Wordspacing and letterspacing. Type arrangements. Creating emphasis type arrangements.
MODULE 3	Designing with display type. Selecting display type optical considerations. Display initials. Modifying and distorting type. Typographic color
MODULE 4	Typographic skills comping type copyfitting preparing copy and speccing type.
MODULE 5	Solving design problems. Relationship of print Vs web type design. Legibility Vs readability.

FINAL EXAM Portfolio Review and Statement: As indicated in final exam schedule.

E. Methods of Evaluation

- 1) The (10) ten assignments will each be worth 10 points, for a total of 100 points.
- 2) Presentation and verbal explanation of your work in critiques will be graded on a scale of 0 - 5. There are 5 scheduled critiques for a total of 25 possible points.
- 3) Class participation is worth 25 points. Working in the studio classroom and participation in reviews and discussions. How helpful you are toward your peers and the demonstrating of a cooperative and open attitude.
- 4) Final exam is worth 50 points A total of 200 points are possible in a grading scale of 0 - 200 points.

APA 262 Photographic Illustration

Exploration of the photographic and illustrative processes and procedures of computer based design. Problems deal with modifying photographic imagery to create original illustrative compositions and styles with an emphasis on concept. Imagery is manipulated through graphic software applications to explore the fundamentals of print and electronic media production. All photo design problems and their solutions will be facilitated using advanced Macintosh computer systems in conjunction with Adobe PhotoShop software.

Upon successful completion of the course, the student will be able to apply and utilize the objectives of photography and digital drawing to the production of computer modified illustrations. The student will acquire a working knowledge of Macintosh operating systems and PhotoShop software.

Prerequisites: Intro to Digital Photography

No. of credit hours: 3

No. of contact hours: 4

A. Purpose and Goals of the Course

- 1) To understand computer software processes to prepare a finished photograph for stylistic manipulation.
- 2) To understand the relationship of photography and the computer in the illustrative field.
- 3) To apply creative computer processes to enhance illustrative design and graphic statement.
- 4) To combine photography and digital drawing to the production of computer modified illustrations.
- 5) To understand the visual relationship between the photograph and stylistic design as they relate to illustrative media.
- 6) To gain a working knowledge of Macintosh computer systems and PhotoShop software.

B. Course Requirements

- 1) *Attendance* - students should attend all classes because instruction is based on prior class discussion. Student must make arrangements with the instructor on how to obtain class information and assignments.
- 2) *Lab time* - Students will be expected to work on specific assignments during and outside of class (20 hours of *lab time* is provided each week).
- 3) *Class time* - is divided between lecture, discussion and studio/lab periods. Lectures and discussion present perceptual and conceptual theory, while the studio/lab allows students the opportunity to apply this knowledge technologically using Macintosh computer systems and

Adobe GoLive Website programming software. Individual direction and evaluation is provided with weekly group critiques. *Professional electronic portfolio development is emphasized.*

4) *Professionalism* - This course is structured as a working computer graphics environment. Regarding this standard a certain attitude of professionalism is required. The time in class will be used effectively and wisely with respect for your peers. Assignments not submitted on deadline will not be accepted. You will receive a 'O' for the particular project.

5) *Testing and Critiques* - The student must submit all 10 photo-Illustration assignments with elements exploring the concepts covered in modules 1 - 2 - 3 - 4, a completed portfolio of the 10 acetate covered photo-illustrations will be submitted for grading. Missing three critiques will result in a failing grade for the course. Exceptions will be considered.

C. Desired Student Outcomes

1) Demonstrate clear understanding of concepts presented and appropriate presentation of work itself.

2) Completion of 10 assigned Photo - Illustrations (i.e. Final exam preview of individual student work graded on functionality and design).

3) Participation in class (i.e. working in the studio classroom and participation in reviews, discussions, and critiques).

4) *The quality and consistency of the work submitted determine grades.*

D. Course Outline

MODULE 1	Review Macintosh computer operating system. Introduce PhotoShop Software operations. Discussions of different Digital printing mediums. Photographic distortions to convey strong emotions: depression, loneliness and isolation, violence and fear. Thresholding and high contrast. Newspaper illustrations. Black and white. Black and white with spot color, duotone, Duotone with spot color. <i>4 illustrations</i>
MODULE 2	Creative PhotoShop software techniques, photo-composite. Juxtapositioning imagery. Solarization, posterization and texture exploration. Size distortion and creating a surreal and magic real image. Full color illustrations. <i>2 illustrations</i>
MODULE 3	Photographic illustrations using halftones, screens, tints and high contrast. Photography and typography. Creating a photo-montage, based on Cubist and Pop styles, <i>2 Illustrations</i>
MODULE 4	Photographic illustration using time changes portraying visual progressions to convey positive attitudes. Magazine article page layout using two illustrations on an interrelated subject. <i>2 illustrations</i>
FINAL EXAM	Portfolio review of individual student for functionality and design.

E. Methods of Evaluation

1) Each of the ten- (10) photo-illustrative assignments in each of the 4 modules will be worth 10

points, for a total of 100 points in a scale of 120 points.

2) The additional 20 points will counted for participation in the 4 critiques, class attendance and class participation.

3) A total of 120 points in a scale of 0 - 120 points.

APA 282 WEBSITE DESIGN 2

In this course students advance their understanding of the various aspects of a well-designed website. Students plan, design, launch and maintain a complete website with creative interfaces using frames, forms, style sheets, text formatting and animated graphics with functional site organization using links for navigation. Website design programming is implemented using Adobe GoLive software with an introduction to Adobe ImageStyler and ImageReady.

Upon successful completion of the course, the student will advance their ability to plan, design, launch and maintain a complete website while acquiring a working knowledge of Macintosh operating systems and Adobe GoLive Website programming software.

Prerequisites: WEBSITE DESIGN 1

No. of credit hours: 3

No. of contact hours: 4

A. Purpose and Goals of the Course

- 1) To further understand the processes involved in planning, organizing and launching a well-designed website.
- 2) To further understand the effective usage of page templates, tables, file formats, links, text and graphics in creating a well-designed website.
- 3) To further understand the technical processes of creating and maintaining a functioning website.
- 4) To understand the technical processes of animating graphics.
- 5) To understand the function and processes of creating business forms and style sheets in website design.
- 6) To gain a complete working knowledge of Macintosh computer systems and Adobe GoLive Website programming software.
- 7) To introduce Adobe ImageStyler and ImageReady software programs as they pertain to Website programming.

B. Course Requirements

- 1) *Attendance* - students should attend all classes because instruction is based on prior class discussion. Student must make arrangements with the instructor on how to obtain class information and assignments.
- 2) *Lab time* - Students will be expected to work on specific assignments during and outside of class (20 hours of *lab time* is provided each week).
- 3) *Class time* - is divided between lecture, discussion and studio/lab periods. Lectures and discussion present perceptual and conceptual theory, while the studio/lab allows students the opportunity to apply this knowledge technologically using Macintosh computer systems and Adobe GoLive Website programming software. Individual direction and evaluation is provided with weekly group critiques. *Professional electronic portfolio development is emphasized.*
- 4) *Professionalism* - This course is structured as a working computer graphics environment. Regarding this standard a certain attitude of professionalism is required. The time in class will be used effectively and wisely with respect for your peers. Assignments not submitted on deadline will not be accepted. You will receive a 'O' for the particular project. Missing three critiques will result in a failing grade for the course. Exceptions will be considered.
- 5) *Testing and Critiques* - Individual students will submit printed hard copy of enhanced website development from their websites in Module 1 and Module 2 for critiquing and grading. Students will be graded on screen for functionality and design of their websites in Module 3 and 4. There

will be a final exam on screen preview (module 5) of individual student websites for functionality and design.

C. Desired Student Outcomes

- 1) Demonstrate clear understanding of concepts presented and appropriate presentation of work itself (i.e. submit printed hard copy of expanded website development in Module 1 and 2, for design critique)
- 2) Completion of developed states and final website (i.e. previewing of individual student websites for functionality and design in module 3, 4 and 5).
- 3) Completion of final website (i.e. Final exam preview of individual student websites for functionality and design).
- 4) Participation in class (i.e. working in the studio classroom and participation in reviews, discussions, and critiques).
- 5) *The quality and consistency of the work submitted determine grades.*

D. Course Outline

- MODULE 1 Review and further exploration of Macintosh operating systems and GoLive Classroom in a Book. Lesson 1. Working with Text (Designing the web page, adding and formatting text, creating lists, line breaks, tables and color) Pages 43-73. *Critique Print out of expanded website design features for grading.*
- MODULE 2 Review and further study GoLive Classroom in a Book. Lesson 2 and Lesson 3. Designing the interface and navigation. (Laying out web pages, creating a new website, adding files, home page, and dynamic components). Graphic definitions and preparing images. (Links. opening a site, graphic links, anchors, hypertext links, actions, image maps). Pages 77 - 152. *Design critique of print out of expanded website features.*
- MODULE 3 Working with Frames - Animation. GoLive Classroom in a Book. Lesson 4 and 5. (Creating, adding and moving a Frame set). Animation (rollovers, floating boxes, actions). Introduction to Adobe ImageStyler software. A Quick tour of ImageStyler. Pages 7-20. *Review critique website on screen.*
- MODULE 4 Forms - Style Sheets. GoLive Classroom in a Book. Lesson 4 and 5. Pages 211-271. Introduction tutorial to Adobe ImageReady software. *Review critique website on screen*
- MODULE 5 Further exploration of GoLive Classroom in a Book. Lesson 8. Site Management. (Importing, exporting, correcting errors, managing folders, adding new pages). Pages 275 - 314. . *Review critique website on screen.*
- FINAL EXAM Preview individual student website *on screen* for functionality and design.

E. Methods of Evaluation

- 1) Printed hard copy of website development in Module 1 for design critiquing worth (15 points).
- 2) Printed hard copy of website development in Module 2 for design critiquing worth (15 points).
- 3) Preview on screen website development in Module 3 for design critiquing and functionality worth (15 points).
- 4) Preview on screen website development in Module 4 for design critiquing and functionality worth (15 points).

- 5) Completion of final website graded for design critiquing and functionality is worth (30 points).
- 6) Class participation is worth (10 points) and will be added to your total from the module assignments.
- 7) A total of 100 points are possible in a grading scale of 1 - 100 points.

APA 282 WEBSITE DESIGN 2

In this course students advance their understanding of the various aspects of a well-designed website. Students plan, design, launch and maintain a complete website with creative interfaces using frames, forms, style sheets, text formatting and animated graphics with functional site organization using links for navigation. Website design programming is implemented using Adobe GoLive software with an introduction to Adobe ImageStyler and ImageReady.

Upon successful completion of the course, the student will advance their ability to plan, design, launch and maintain a complete website while acquiring a working knowledge of Macintosh operating systems and Adobe GoLive Website programming software.

Prerequisites: WEBSITE DESIGN 1

No. of credit hours: 3

No. of contact hours: 4

A. Purpose and Goals of the Course

- 1) To further understand the processes involved in planning, organizing and launching a well-designed website.
- 2) To further understand the effective usage of page templates, tables, file formats, links, text and graphics in creating a well-designed website.
- 3) To further understand the technical processes of creating and maintaining a functioning website.
- 4) To understand the technical processes of animating graphics.
- 5) To understand the function and processes of creating business forms and style sheets in website design.
- 6) To gain a complete working knowledge of Macintosh computer systems and Adobe GoLive Website programming software.
- 7) To introduce Adobe ImageStyler and ImageReady software programs as they pertain to Website programming.

B. Course Requirements

- 1) *Attendance* - students should attend all classes because instruction is based on prior class discussion. Student must make arrangements with the instructor on how to obtain class information and assignments.
- 2) *Lab time* - Students will be expected to work on specific assignments during and outside of class (20 hours of *lab time* is provided each week).
- 3) *Class time* - is divided between lecture, discussion and studio/lab periods. Lectures and discussion present perceptual and conceptual theory, while the studio/lab allows students the opportunity to apply this knowledge technologically using Macintosh computer systems and Adobe GoLive Website programming software. Individual direction and evaluation is provided with weekly group critiques. *Professional electronic portfolio development is emphasized.*
- 4) *Professionalism* - This course is structured as a working computer graphics environment. Regarding this standard a certain attitude of professionalism is required. The time in class will be used effectively and wisely with respect for your peers. Assignments not submitted on deadline will not be accepted. You will receive a 'O' for the particular project. Missing three critiques will result in a failing grade for the course. Exceptions will be considered.
- 5) *Testing and Critiques* - Individual students will submit printed hard copy of enhanced website development from their websites in Module 1 and Module 2 for critiquing and grading. Students will be graded on screen for functionality and design of their websites in Module 3 and 4. There

will be a final exam on screen preview (module 5) of individual student websites for functionality and design.

C. Desired Student Outcomes

- 1) Demonstrate clear understanding of concepts presented and appropriate presentation of work itself (i.e. submit printed hard copy of expanded website development in Module 1 and 2, for design critique)
- 2) Completion of developed states and final website (i.e. previewing of individual student websites for functionality and design in module 3, 4 and 5).
- 3) Completion of final website (i.e. Final exam preview and grading of individual student websites for technical proficiency, functionality and design, verbal communication and editorial content).
- 4) Participation in class (i.e. working in the studio classroom and participation in reviews, discussions, and critiques).
- 5) *The quality and consistency of the work submitted determine grades.*

D. Course Outline

- MODULE 1 Review and further exploration of Macintosh operating systems and GoLive Classroom in a Book. Lesson 1. Working with Text (Designing the web page, adding and formatting text, creating lists, line breaks, tables and color) Pages 43-73. *Critique Print out of expanded website design features for grading.*
- MODULE 2 Review and further study GoLive Classroom in a Book. Lesson 2 and Lesson 3. Designing the interface and navigation. (Laying out web pages, creating a new website, adding files, home page, and dynamic components). Graphic definitions and preparing images. (Links. opening a site, graphic links, anchors, hypertext links, actions, image maps). Pages 77 - 152. *Design critique of print out of expanded website features.*
- MODULE 3 Working with Frames - Animation. GoLive Classroom in a Book. Lesson 4 and 5. (Creating, adding and moving a Frame set). Animation (rollovers, floating boxes, actions). Introduction to Adobe ImageStyler software. A Quick tour of ImageStyler. Pages 7-20. *Review critique website on screen.*
- MODULE 4 Forms - Style Sheets. GoLive Classroom in a Book. Lesson 4 and 5. Pages 211-271. Introduction tutorial to Adobe ImageReady software. *Review critique website on screen*
- MODULE 5 Further exploration of GoLive Classroom in a Book. Lesson 8. Site Management. (Importing, exporting, correcting errors, managing folders, adding new pages). Pages 275 - 314. *Review critique website on screen.*
- FINAL EXAM Preview individual student website *on screen* for functionality and design.

E. Methods of Evaluation

- 1) Printed hard copy of website development in Module 1 for design critiquing worth (15 points).
- 2) Printed hard copy of website development in Module 2 for design critiquing worth (15 points).
- 3) Preview on screen website development in Module 3 for design critiquing and functionality worth (15 points).
- 4) Preview on screen website development in Module 4 for design critiquing and functionality worth (15 points).
- 5) Completion of final website graded for design critiquing and functionality is worth (30 points).
- 6) Class participation is worth (10 points) and will be added to your total from the module assignments.

7) A total of 100 points are possible in a grading scale of 1 - 100 points.

APA 254 GRAPHIC DESIGN PRODUCTION PROCESSES

Introduction to the processes of reproduction techniques from layout to finished mechanical resulting in the printed product. Concentration on graphic printing mediums, their limitations, and reasons for choice of a particular format. In - depth work with the preparation of camera -ready computer layout, enlargement and reduction; color separation, trapping, advanced typesetting, type specing and stripping. All design problems and their solutions will be facilitated using advanced Macintosh computer systems in conjunction with Quark Xpress 4 software.

Upon successful completion of the course, the student will understand the computer design processes of prepress and reproduction required to facilitate the printed product. The student will acquire a working knowledge of Macintosh operating systems and QuarkXpress 4 software

Prerequisites: Graphic Design I, II

No. of credit hours: 3

No. of contact hours: 4

A. Purpose and Goals of the Course

- 1) To understand the processes involved in preparing a finished mechanical for printing.
- 2) To understand the importance of the relationship of design, illustration ,photography, and the computer in the graphic communication field.
- 3) To learn the language of graphic production and prepress concepts.
- 4) To apply printing processes to specific projects.
- 5) To develop technical and design skills utilizing the graphic mediums.
- 6) To develop professional skills and technical expertise in designing a group of projects within the limitations set by an art director.
- 7) To understand the working relationship between designers, photographers, prepress professionals, illustrators and printers.
- 8) To gain a working knowledge of Macintosh computer systems and technical proficiency in QuarkXpress software.

B. Course Requirements

- 1) *Attendance* - students should attend all classes because instruction is based on prior class discussion. Student must make arrangements with the instructor on how to obtain class information and assignments.
- 2) *Lab time* - Students will be expected to work on specific assignments during and outside of class (20 hours of lab time is provided each week).
- 3) *Class time* - is divided between lecture, discussion and studio/lab periods. Lectures and discussion present perceptual and conceptual theory, while the studio/lab allows students the opportunity to apply this knowledge technologically using Macintosh computer systems and the integration of design software programs in conjunction with Quark Xpress software. Individual direction and evaluation is provided with group critiques. Professional print and electronic portfolio development is emphasized.. Visiting lectures by Design professionals and field trips to their places of business are structured to enhance the educational experience.

4) *Professionalism* - This course is structured as a working computer graphics environment. Regarding this standard a certain attitude of professionalism is required. The time in class will be used effectively and wisely with respect for your peers. Assignments not submitted on deadline will not be accepted. You will receive a '0' for the particular project. Missing three critiques will result in a failing grade for the course. Exceptions will be considered.

5) *Testing and Critiques* - The student must submit all assignments exploring the concepts covered in modules 1 - 3 for grading. A complete list of assignments will be available for review. No late assignments will be accepted. Students must keep current assignments in a folder available for viewing on due date in case of absence. A final exam and portfolio of all works and final statement will be submitted at the end of term for review.

C. Desired Student Outcomes

- 1) Demonstrate a clear understanding of concepts presented (i.e. appropriate presentation of work itself).
- 2) Participation in class (working in the studio classroom and participation in reviews and discussions).
- 3) Participation in critiques (an intelligent verbal presentation and discussion of the work submitted for grading).
- 4) A final print, including separations with digital portfolio of all assignments will be submitted at the end of term for review.
- 5) The technical quality and consistency of the work submitted determine grades.

D. Course Outline

- **MODULE 1** Review Macintosh computer operating system. Introduce QuarkXpress 4 software operations. Discussions of different printing and prepress terminology and techniques. Basic mechanical preparations. Managing workflow.

- **MODULE 2** Quark Express layout techniques. Structuring layouts. Camera ready preparations. Introduction to process color systems. Text and graphic relationships.

- **MODULE 3** Computer design projects - incorporating illustrations, photography and typography. Focus is on advanced typesetting, proper file preparation, creating finished mechanicals and color separations.

- **MODULE 4** Managing output. Further explorations of advanced layout, prepress, and typesetting techniques into the creation of final project.

FINAL PORTFOLIO /Exam: As indicated during the final exam schedule

E. Methods of Evaluation

- 1) The completed (9) nine assignments in modules 1- 2- 3 be worth 10 points, for a total of 90 points.
- 2) The final project in module 4 will be worth 20 points.
- 3) Class participation is worth 5 points and will be counted as points added to y total from the assignments.
- 4) Mid term paper/project is worth 15 points

5) Final exam is worth 20 points. A total of 150 points are possible in a grading scale of 1 - 150 points.

TEXT REQUIRED: Against the Clock Series, Prentice Hall Publications:
QUARKXPRESS 4: ADVANCED ELECTRONICMECHANICALS

APA 285 WEBMASTER PRODUCTION PROCESSES

In this course students master the production processes of a well-designed website. Students plan, design, launch and maintain a complete business website environment with creative interfaces using frames, forms, style sheets, text formatting, advanced graphics, animation and multimedia with functional site organization using links for navigation,. Website design programming will be implemented using Adobe GoLive software in conjunction with Adobe ImageStyler, ImageReady and PhotoShop.

Upon successful completion of the course students will master the production processes of a well-designed website. Students plan, design, launch and maintain a complete business website environment with advanced graphics, animation and multimedia, while mastering Macintosh operating systems and Adobe GoLive, ImageStyler, ImageReady and PhotoShop Website programming software.

Prerequisites: Website Design 1,
Website Design 2, Photographic Illustration

No. of credit hours: 3

No. of contact hours: 4

A. Purpose and Goals of the Course

- 1) To master the design and technical knowledge of advanced website production processes.
- 2) To integrate conceptual and technological theories of website design through interactive team collaboration.
- 3). To master the processes involved in planning, organizing and launching an advanced multimedia business website.
- 4) To understand the effective usage of page templates, tables, forms, style sheets, file formats, links, text and graphics in a business website environment.
- 5) To understand the technical processes of creating and maintaining advanced graphics, animation and multimedia for a business website environment.
- 6) To master a working knowledge of Macintosh computer systems and Adobe GoLive, ImageStyler, ImageReady and PhotoShop Website programming software.

B. Course Requirements

- 1) *Attendance* - students should attend all classes because instruction is based on prior class discussion. Student must make arrangements with the instructor on how to obtain class information and assignments.
- 2) *Lab time* - Students will be expected to work on specific assignments during and outside of class (20 hours of *lab time* is provided each week).
- 3) *Class time* - is divided between lecture, discussion and studio/lab periods. Lectures and discussion present perceptual and conceptual theory, while the studio/lab allows students the opportunity to apply this knowledge technologically using Macintosh computer systems and Adobe GoLive, ImageStyler, ImageReady and PhotoShop Website programming software. Website. Individual direction and evaluation is provided with weekly group critiques. *Professional electronic portfolio development is emphasized.*
- 4) *Professionalism* - This course is structured as a working computer graphics environment. Regarding this standard a certain attitude of professionalism is required. The time in class will be

used effectively and wisely with respect for your peers. Assignments not submitted on deadline will not be accepted. You will receive a 'O' for the particular project. Missing three critiques will result in a failing grade for the course. Exceptions will be considered.

5) *Testing and Critiques* - Individual students will submit printed hard copy of advanced website development from their websites in Module 1 and Module 2 for critiquing and grading. Students will be graded on screen for functionality and design of their websites in Module 3 and 4. There will be a final exam on screen preview (module 5) of individual student websites for functionality and design.

C. Desired Student Outcomes

- 1) Demonstrate clear understanding of concepts presented and appropriate presentation of work itself (i.e. submit printed hard copy of advanced website development in Module 1 and 2, for design critique)
- 2) Completion of developed states and final website (i.e. previewing of individual student websites for functionality and design in module 3 and 4).
- 3) Completion of final website (i.e. Final exam preview of individual student websites for functionality and design).
- 4) Participation in class (i.e. working in the studio classroom and participation in reviews, discussions, and critiques).
- 5) *The quality and consistency of the work submitted determine grades.*

D. Course Outline

- MODULE 1 Review and mastering of Macintosh operating systems and GoLive Classroom in a Book. Lesson 1. Working with Text (Designing the web page, adding and formatting text, creating lists, line breaks, tables and color) Pages 43-73.
Critique Print out of advanced website design features for grading.
- MODULE 2 Review and mastering GoLive Classroom in a Book. Lesson 2 and Lesson 3. Designing the interface and navigation. (laying out web pages, creating a new website, adding files, home page, dynamic components). Graphic definitions and preparing images. (links. opening a site, graphic links, anchors, hypertext links, actions, image maps). Pages 77 - 152. *Critique Print out of advanced website design features for grading.*
- MODULE 3 Working with Frames - Animation. Mastering GoLive Classroom in a Book. Lesson 4 and 5. (Creating, adding and moving a frame set). Animation (rollovers, floating boxes, actions). Adobe ImageStyler software. *Reveiw critique of website on screen.*
- MODULE 4 Business Forms - Style Sheets. GoLive Classroom in a Book. Lesson 6 and 7. Pages 211- 271. Multimedia using Adobe PhotoShop and ImageReady software (sound, movies and Shockwave) *Reveiw critique of website on screen*
- MODULE 5 Multimedia, Video stream and Reel Video. Mastering GoLive Classroom in a Book. Lesson 8. Site Management. (importing, exporting, correcting errors, managing folders, adding new pages). Pages 275 -314.
- FINAL EXAM Preview individual student website for grading based on functionality and design.

E. Methods of Evaluation

- 1) Printed hard copy of website development in Module 1 for design critiquing worth (15 points).
- 2) Printed hard copy of website development in Module 2 for design critiquing worth (15 points).

- 3) Preview on screen website development in Module 3 for design critiquing and functionality worth (15 points).
- 4) Preview on screen website development in Module 4 for design critiquing and functionality worth (15 points).
- 5) Completion of final website graded for design critiquing and functionality is worth (30 points).
- 6) Class participation is worth (10 points) and will be added to your total from the module assignments.
- 7) A total of 100 points are possible in a grading scale of 1 - 100 points.

APA 299 PUBLICATION AND DESIGN CO-OP

This Extern/Internship is offered for directed credit in the Applied Arts program. It provides a work experience in accordance with the terms of an Extern/Internship contract developed between the instructor and the students. Students enrolled in this course will be placed in a professional work environment by the instructor or Co-op office.

Upon successful completion of the course, the student will have acquired professional work experience in the Computer Graphic Design Industry while obtaining on site skills and proficiencies.

Prerequisites: Successful completion of
APA course work.

No. of credit hours: 3

No. of contact hours: 15 -20 per week

2) Purpose and Goals of the Course

- 1) To place graduates of the Applied Arts Program in a working computer graphic design or production workplace environment.
- 2) To gain onsite experience using program skills in an industry setting for 15-20 hours per week.
- 3) To translate workplace experiences into career skills and onsite workplace competencies.
- 4) To develop a professional portfolio based on workplace competencies and skills.
- 5) To develop through workplace experiences enhanced critical thinking and speech communication skills.
- 6) To develop a greater appreciation of workplace professionalism as it relates to career skill enhancement.

B. Course Requirements

1) **ASSIGNMENTS:** Take varied forms, depending on the type of design and production work the student is given and the level professionalism the client expects. The APA design faculty member reviews placement assignments.

2) **STUDENT/FACULTY INTERACTION** takes place before, during and after the extern/intern works in the field. This includes:

- A) Initial interview of interest in the program and application.
- B) Portfolio review and discussion of strengths and goals which the student would like to attain.
- C) Follow-up discussion on portfolio interview with the company. Signing of the contract and arrangement of hours (15 to 20 per week.).
- D) First class with externs/interns to discuss expectations.
- E) Advisement scheduled through appointments on campus or by telephone with the extern during the semester.

- F) On site visit around “midterm” by the APA faculty co-ordinator to observe the student placement; survey workplace conditions; talk to the job coordinator and to answer questions.
- G) End-of the semester contact to send in evaluation and to advise the student about the final work place portfolio.
- H) Final “class” at Quinsigamond, to review extern’s work place portfolio/journal with APA faculty members.

C. Desired Student Outcomes

- 1) Demonstrate clear understanding of concepts presented and appropriate presentation of assigned job site work.
- 2) Completion of assigned work.
- 3) Participation in worksite place for 15-20 hours per week.
- 4) *The quality and consistency of the work submitted determine grades.*

E. Methods of Evaluation

PRODUCTS to be evaluated for grading include:

- 1) Samples of work done in extern/intern program such as printed brochures, illustrations, mechanicals, website designs, technical journal outlining prepress or production specifications(i.e. digital equipment operator, scanner, etc.) and any other situations the student worked on.
- 2) Narrative outlining workplace competencies and educational experiences

- F. Describe the rationale for the course sequence in the program. A rationale of course sequence should be provided for the specific program related courses, the general education courses, electives, etc.

Response:

The first semester of the Applied Arts Program has program enrolled students taking four foundation courses combined with a college level English Composition and Literature 1. The four Applied art courses introduce students to basic design concepts and ground them immediately in the working functionality of Macintosh operating software and Adobe PhotoShop, Illustrator, PageMaker and Painter application software. Since all assignments are done on the computer the curriculum integrates concepts of graphic design, basic design, an introduction to the principles of color, digital drawing, photography, and Internet technologies to facilitate the translation of foundation art topics into computer generated images for print and electronic publishing. Students are introduced to art and computer software terminology as participants in class critiques and learn communication skills by interacting with the instructor and fellow students’ in-group criticism of completed assignments.

The second semester continues with more advanced design technology concepts with a curriculum of progressive course content intended to move students into adeptness and skill of computer graphic design proficiencies for print and Internet publishing. As they complete the second semester, there is a progression in the degree of difficulty of the courses offered for students to acquire expertise in the program.

The third semester introduces students to QuarkXpress, GoLive, ImageStyler and ImageReady software through course work in Advertising Design, Typography, Photographic Illustration, and advanced Website design. These courses allow students to analyze products and their typography and design problems while relating them to sales objectives and marketing approaches. Students gain an understanding of the working relationship between designers, illustrators and advertising as it relates to print and Internet publishing.

The final semester focuses on an integration and mastery of all design software and hardware technologies as they relate to the production processes in print and Internet publishing. Students develop professional skills in designing group projects within the limitations set by an Art Director to prepare for preflight and printing. They learn to integrate conceptual and technological theories of Internet and website design through interactive team collaboration, while mastering the processes involved in planning, organizing and launching an advanced multimedia business website. Upon graduation the Applied Arts student has achieved measurable proficiencies in nine major design software packages as well as Macintosh Operating systems software and computer CPU, scanner, printer, monitor, storage, and networking hardware. Upon completion of the program students will have developed a professional portfolio of printed and electronic materials reflecting computer graphic design proficiencies that meet industry standards for career placement in the print and Internet design and publication industry.

Upon graduation Applied Arts majors can either enter the computer graphic design job market or matriculate to a four year school to continue their education goals. Experienced based education offers a Co-op course **APA 299 Publication Design and Production Co-op**. This post graduation experience places graduates of the Applied Arts Program in a working computer graphic design or production workplace environment to gain onsite experience using program skills in an industry setting for 15-20 hours per week. This allows students to translate workplace experiences into career skills and onsite workplace competencies.

The English Composition and Literature 1, course is part of their college level **English sequence** designed to provide essential aspects of competency in the areas of written communication and formal discourse. With the acquisition of these skills, students will possess the fundamental tools necessary to compose coherent written material. Students interested in working in the area of editorial and copyright documentation are encouraged to select a technical writing course as a liberal arts program elective. This additional English course assists students in developing writing skills with a specific focus on precise documentation, and the development of memoranda, business letters, proposals, and research progress reports. Several courses in the Applied Arts program require students to prepare written editorial content to support their design programs and projects.

The two required **Art Theory Electives** are part of the 21 liberal art credits requires for completion of the Associate of Science degree. Students can choose from several ART designated art theory courses: *ART 101 Art Appreciation, ART 111 History of Art 1, ART 112 History of Art 11, ART 121 Contemporary Art, ART History of Graphic Design. All Art Theory Electives meet the general education core curriculum goals for measurable proficiencies in written communication skills and multiple and diverse cultural perspectives.

The **Mathematics elective requirement** provides essential skills in quantitative analysis and logical and systematic reasoning. The foundations in computation skills are integral to understanding the application of software programs used in the computer graphic design industry.

The program requires two **Liberal Arts electives** without APA or ART designations. The program suggests students take electives in **Psychology** (Psychology of Interpersonal Relations or Human Relations in Organizations) and **Speech Communication Skills** to assist students in developing effective strategies for working with co-workers with an awareness of the dynamics of communication and group process in a variety of interpersonal situations.

I have included a list of course objectives as they relate to the sequence of course requirements to accentuate the integrative and comprehensive interaction of course content within the Applied Arts curriculum

First Year – First Semester

Credits

APA 111 Color & Design 1

3

APP 121 Graphic Design 1	3
APA 151 Digital Drawing 1	3
APA 161 Digital Photography	3
ENG 101 English Composition and Literature 1	<u>3</u>

APA 111 Color and Design 1: Course Objectives

- 1) Learn to use the Macintosh Computer operating software and the Adobe Illustrator software.
- 2) Develop a working knowledge of design elements; unity, balance, texture, etc., based on an understanding of their relationship to successful pictorial composition.
- 3) Exercises are designed to explore the basic concepts of design and to help facilitate the translation of art ideas into computer generated images.
- 4) Develop a familiarity with art terminology. Students will be tested on art terms and should be able to evaluate design images during reviews and critiques using the correct terminology.

APA 121 Graphic Design 1: Course Objectives

- 1) To understand basic design elements and their importance in graphic presentation.
- 2) To understand the principles of structure as they apply to advertising design and layout.
- 3) To learn the relationship between formal design and the other components of layout; i.e. photography, type, drawing and illustration.
- 4) To learn the developmental processes from thumbnail sketch to a finished mechanical.
- 5) To become involved in class critiques as a participant and to work with group criticism.
- 6) To become exposed to numerous forms of graphic design. Discussions about what makes a good layout, and analysis of professional layouts.
- 7) To gain a working knowledge of Macintosh computer systems and PageMaker software.

APA 151 Digital Drawing 1: Course Objectives

- 1) To develop an understanding and sensitivity to digital drawing materials and tools.
- 2) To establish an understanding and control of line and value usage as a means of exploring drawing surface and the illusion of three dimensional space, form, and volume.
- 3) To develop perceptual acuity, conceptual capacities, and hand control through disciplinary exercises and assignments.
- 4) To explore various media and methods of composition while obtaining a basic visual vocabulary.
- 5) To gain a working knowledge of Macintosh computer systems and Fractal Design software.

APA 161 Digital Photography: Course Objectives

- 1) To understand the function of the major controls on your camera.
- 2) To understand the relationship between lighting effects and the proper film exposure.
- 3) To learn to take good quality photographs.
- 4) To learn how to use the computer to scan, digitize and manipulate images.
- 5) To create black and white digital prints from your negatives.
- 6) To display your photographs in a professional portfolio.
- 7) To gain a working knowledge of Macintosh computer systems and Adobe PhotoShop software.

First Year - Second Semester

APA 112 Color & Design 2	3
APA 122 Graphic Design 2	3
APA 152 Digital Drawing 2	3
APA 181 Website Design 1	3
*Art Theory Elective (1,5,6)	3
ENG 102 English Composition and Literature 2	<u>3</u>
	18

APA 112 Color and Design 11: Course Objectives

- 1) Learn to use the Macintosh Computer, System 7 and the Adobe Illustrator Program.
- 2) Develop a working knowledge of design elements; unity, balance, texture, etc., based on an understanding of their relationship to successful pictorial composition, color and spatial considerations.
- 3) Exercises are designed to explore the basic concepts of design and to help facilitate the translation of art ideas into computer generated images.
- 4) Develop a familiarity with art terminology. Students will be tested on art terms and should be able to evaluate design images using correct terminology.

APA 122 Graphic Design 2: Course Objectives

- 1) To further explore design elements and their importance in graphic presentation.
- 2) To understand the principles of color theories as they apply to advertising design and layout.
- 3) To learn the interrelationship between formal design and typography.
- 4) To further explore creative processes from thumbnail sketch to a finished mechanical.
- 5) To differentiate type style for appropriate application.
- 6) To develop professional skill in copy fitting while retaining legibility.
- 7) To gain a working knowledge of Macintosh computer systems and PageMaker software.

APA 152 Digital Drawing 11: Course Objectives

- 1) Understand that descriptive drawing is a universal graphic language for accurate rendering of 3-D physical objects.
- 2) Use freehand techniques with computer technology to render drawings with speed, accuracy, legibility, and order.
- 3) Acquire an understanding of 3-D perceptual theories.
- 4) Prepare drawings that include delineation of size by measured dimensions.
- 5) Illustrate through drawings a working knowledge of perspective theories and techniques.
- 3) Gain a working knowledge of Macintosh computer systems with Adobe PhotoShop and Dimensions software.

APA 181 Website Design 1: Course Objectives

- 1) To acquire a working vocabulary of Internet terminology.
- 2) To acquire a functional knowledge of navigating and searching the World Wide Web.
- 3) To understand the processes involved in planning, organizing and launching a well-designed website.
- 4) To understand the effective usage of page templates, tables, file formats, links, text and graphics in creating a well-designed website.
- 5) To understand the technical processes of creating and maintaining a functioning website.
- 6) To gain a working knowledge of Macintosh computer systems and Adobe GoLive Website programming software.

Second year - First Semester

APA 221 Advertising Design (1,2,5)	3
APA 271 Typography for Print and Electronic Publishing	3
APA 262 Photographic Illustration	3
APA 282 Website Design 2	3
*Art Theory Elective (1,5,6)	<u>3</u>
	15

APA 221 Advertising Design: Course Objectives

- 1) To understand the importance of design and the computer in the advertising field.
- 2) To combine words and images that are persuasive and believable.
- 3) To solve technical problems involved in advertising preparation and execution.

- 4) To develop professional skill in designing a group of projects within the limitations set by an Art Director.
- 5) Understand the working relationship between designers, illustrators and advertising.
- 6) To gain a working knowledge of Macintosh computer systems and Quark Express software.

APA 271 Typography for Print and Electronic Publishing: Course Objectives

- 1) Learn to use the Macintosh Computer and accompanying Adobe software programs as they relate to typography.
- 2.) Develop a working knowledge of letterform design; based on vocabulary measurement systems, type as image and visual hierarchy.
- 3) Experimental projects are designed to explore the basic concepts of type design and to integrate concepts of visual communication ideas into computer generated images.
- 4) Develop a familiarity with typographical vocabulary with a student test on vocabulary.
- 5) Develop an understanding of typography from subjective esthetic and objective analysis.

APA 262 Photographic Illustration: Course Objectives

- 1) To understand computer software processes to prepare a finished photograph for stylistic manipulation.
- 2) To understand the relationship of photography and the computer in the illustrative field.
- 3) To apply creative computer processes to enhance illustrative design and graphic statement.
- 4) To combine photography and digital drawing to the production of computer modified illustrations.
- 5) To understand the visual relationship between the photograph and stylistic design as they relate to illustrative media.
- 6) To gain a working knowledge of Macintosh computer systems and PhotoShop software.

APA 282 Website Design 2: Course Objectives

- 1) To further understand the processes involved in planning, organizing and launching a well-designed website.
- 2) To further understand the effective usage of page templates, tables, file formats, links, text and graphics in creating a well-designed website.
- 3) To further understand the technical processes of creating and maintaining a functioning website.
- 4) To understand the technical processes of animating graphics.
- 5) To understand the function and processes of creating business forms and style sheets in website design.
- 6) To gain a complete working knowledge of Macintosh computer systems and Adobe GoLive Website programming software.
- 7) To introduce Adobe ImageStyler and ImageReady software programs as they pertain to Website programming.

Second Year – Second Semester

APA 254 Graphic Production Processes (4)	3
APA 285 Webmaster Production Processes (1,2,4,5,6)	3
Math Elective (3)	3
**Liberal Arts Elective	3
**Liberal Arts Elective	<u>3</u>
	15

Total credits required for degree 63

APA 254 Graphic Design Production Processes: Course Objectives

- 1) To understand the basic processes to prepare a finished mechanical for printing.
- 2) To understand the importance of photography and the computer in the graphic field.
- 3) To learn the language of graphic production.
- 4) To apply printing processes to specific projects.

- 5) To develop technical and design skills utilizing the graphic mediums.
- 6) To develop professional skill in designing a group of projects within the limitations set by an Art Director.
- 7) Understand the working relationship between designers, illustrators and printers.
- 8) To gain a working knowledge of Macintosh computer systems and Quark Express software.

APA 285 Webmaster Production Processes: Course Objectives

- 1) To master the design and technical knowledge of advanced website production processes.
- 2) To integrate conceptual and technological theories of website design through interactive team collaboration.
- 3). To master the processes involved in planning, organizing and launching an advanced multimedia business website.
- 4) To understand the effective usage of page templates, tables, forms, style sheets, file formats, links, text and graphics in a business website environment.
- 5) To understand the technical processes of creating and maintaining advanced graphics, animation and multimedia for a business website environment.
- 6) To master a working knowledge of Macintosh computer systems and Adobe GoLive, ImageStyler, ImageReady and PhotoShop Website programming software.

Post-Graduation (Summer Semester)

APA 299 Publication Design & Production
Cooperative (Extern/Internship) 3

APA 299 Publication Design and Production Co-op: Course objectives

- 1) To place graduates of the Applied Arts Program in a working computer graphic design or production workplace environment.
- 2) To gain onsite experience using program skills in an industry setting for 15-20 hours per week.
- 3) To translate workplace experiences into career skills and onsite workplace competencies.
- 4) To develop a professional portfolio based on. workplace competencies and skills
- 5) To develop through workplace experiences enhanced critical thinking and speech communication skills.
- 6) To develop a greater appreciation of workplace professionalism as it relates to career skill enhancement.

G. Explain how the general education components are integrated with the department specific courses.

Response:

The Applied Arts curriculum provides a progressive sequence of courses that use weekly critiques and peer review of design projects that meet general education core curriculum goals for measurable proficiencies in Oral Communication and Teamwork has designated general education components for measurable proficiencies in written communication skills, critical thinking, oral communication and teamwork, and multiple and diverse cultural perspectives. **APA 221 Advertising Design** (1,2,5) **APA 254 Graphic Production Processes** (4), (1,2,4,5,6) Students are strongly encouraged to participate in a post-graduation 3-6 credit Internship Cooperative provided by the Experienced Based Education Department. Coop Career placement in the computer graphic design industry allows Applied Arts graduates opportunities for learning outside the classroom as they gain important job site skills and experience.

Several courses in the Applied Arts curriculum can be taken as designated honors courses for students interested and excepted into the college **Honors Degree Program**.

Students are required to take two **Art Theory Electives** *ART 101 Art Appreciation, ART 111 History of Art 1, ART 112 History of Art 11, ART 121 Contemporary Art, ART History of Graphic Design are designated to enhance student written communication skills and to provide them with multiple and diverse cultural perspectives.

The English Composition and Literature 1and 2, courses are part of their college level **English sequence** designed to provide essential aspects of competency in the areas of written communication and formal discourse. With the acquisition of these skills, students will possess the fundamental tools necessary to compose coherent written material. Several courses in the Applied Arts program require students to prepare written editorial content to support their design programs and projects **APA 221 Advertising Design** and **APA 285 Webmaster Production Processes**.

The two required **Art Theory Electives** are part of the 21 liberal art credits requires for completion of the Associate of Science degree. Students can choose from several ART designated art theory courses: All Art Theory Electives meet the general education core curriculum goals for measurable proficiencies in written communication skills and multiple and diverse cultural perspectives.

The **Mathematics elective requirement** provides essential skills in quantitative analysis and logical and systematic reasoning. The foundations in computation skills are integral to understanding the application of software programs used in the computer graphic design industry.

The program requires two **Liberal Arts electives** without APA or ART designations. The program suggests students take electives in **Psychology** (Psychology of Interpersonal Relations or Human Relations in Organizations) and **Speech Communication Skills** to assist students in developing effective strategies for working with co-workers with an awareness of the dynamics of communication and group process in a variety of interpersonal situations.

H. Does the curriculum incorporate “writing across the curriculum”? Provide an illustration, if applicable.

Response:

APA 221 Advertising Design and APA 285 Webmaster Production Processes both require students to do research and write articles for publication in their design projects. The articles are graded for grammar, spelling and content.

I. Describe how the program meets the QCC philosophy of “high tech, high touch, high quality”.

Response:

The Applied Arts Program maintains the most sophisticated Computer Graphics Lab at a two-year college in Central Massachusetts. Students spend 1600 hours doing assessments directly on the computer. They graduate with measurable proficiencies in eight major design programs and are prepared for careers in both the print and Internet publishing. They can matriculate to several private and state colleges and universities. The program has maintained “high demand” status for the last five years with an average of fifty qualified students applying for the twenty full-time slots. The program curriculum reflects the goals and objectives of the Quinsigamond Community College Mission to create and develop programs of educational relevancy that serve the diverse needs of Central Massachusetts by providing affordable, accessible, and high quality programming leading to transfer, career, and lifelong learning. The program reflects The College’s vision to mold a technologically literate, yet humane, citizenry, able to thrive, not just survive, in the world as global village.

The Applied Arts Program curriculum integrates academic, career, and technology training goals in computer graphic design incorporating these with the colleges core curriculum goals of academic integrity, communication skills, computational, technological and analytical skills competencies.

- J.** Does the program structure provide students with at least one elective choice? If no, is it possible to revise the curriculum so that there is at least one elective? Please explain your response.

Response:

The Applied Arts Program is an Associate of Science Degree and maintains the required 21 Liberal Arts electives required for accreditation. There are two free electives and two Art Theory electives that offer several choices based on student goals and preferences.

- K.** Summary and Analysis: Description of Curriculum

Response:

The first semester of the Applied Arts Program has program enrolled students taking four foundation courses combined with a college level English Composition and Literature 1. The four Applied art courses introduce students to basic design concepts and ground them immediately in the working functionality of Macintosh operating software and Adobe PhotoShop, Illustrator, PageMaker and Painter application software. Since all assignments are done on the computer the curriculum integrates concepts of graphic design, basic design, an introduction to the principles of color, digital drawing, photography, and Internet technologies to facilitate the translation of foundation art topics into computer generated images for print and electronic publishing. Students are introduced to art and computer software terminology as participants in class critiques and learn communication skills by interacting with the instructor and fellow students' in-group criticism of completed assignments.

The second semester continues with more advanced design technology concepts with a curriculum of progressive course content intended to move students into adeptness and skill of computer graphic design proficiencies for print and Internet publishing. As they complete the second semester, there is a progression in the degree of difficulty of the courses offered for students to acquire expertise in the program.

The third semester introduces students to QuarkXpress, GoLive, ImageStyler and ImageReady software through course work in Advertising Design, Typography, Photographic Illustration, and advanced Website design. These courses allow students to analyze products and their typography and design problems while relating them to sales objectives and marketing approaches. Students gain an understanding of the working relationship between designers, illustrators and advertising as it relates to print and Internet publishing.

The final semester focuses on an integration and mastery of all design software and hardware technologies as they relate to the production processes in print and Internet publishing. Students develop professional skills in designing group projects within the limitations set by an Art Director to prepare for preflight and printing. They learn to integrate conceptual and technological theories of Internet and website design through interactive team collaboration, while mastering the processes involved in planning, organizing and launching an advanced multimedia business website. Upon graduation the Applied Arts student has achieved measurable proficiencies in nine major design software packages as well as Macintosh Operating systems software and computer CPU, scanner, printer, monitor, storage, and networking hardware. Upon completion of the

program students will have developed a professional portfolio of printed and electronic materials reflecting computer graphic design proficiencies that meet industry standards for career placement in the print and Internet design and publication industry.

Upon graduation Applied Arts majors can either enter the computer graphic design job market or matriculate to a four year school to continue their education goals. Experienced based education offers a Co-op course **APA 299 Publication Design and Production Co-op**. This post graduation experience places graduates of the Applied Arts Program in a working computer graphic design or production workplace environment to gain onsite experience using program skills in an industry setting for 15-20 hours per week. This allows students to translate workplace experiences into career skills and onsite workplace competencies.

The English Composition and Literature 1, course is part of their college level **English sequence** designed to provide essential aspects of competency in the areas of written communication and formal discourse. With the acquisition of these skills, students will possess the fundamental tools necessary to compose coherent written material. Students interested in working in the area of editorial and copyright documentation are encouraged to select a technical writing course as a liberal arts program elective. This additional English course assists students in developing writing skills with a specific focus on precise documentation, and the development of memoranda, business letters, proposals, and research progress reports. Several courses in the Applied Arts program require students to prepare written editorial content to support their design programs and projects.

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The **Mathematics** elective requirement provides essential skills in quantitative analysis and logical and systematic reasoning. The foundations in computation skills are integral to understanding the application of software programs used in the computer graphic design industry.

The program requires two **Liberal Arts** electives without APA or ART designations. The program suggests students take electives in Psychology (Psychology of Interpersonal Relations or Human Relations in Organizations) and Speech Communication Skills to assist students in developing effective strategies for working with co-workers with an awareness of the dynamics of communication and group process in a variety of interpersonal situations.

The Applied Arts curriculum provides a progressive sequence of courses that use weekly critiques and peer review of design projects that meet general education core curriculum goals for measurable proficiencies in Oral Communication and Teamwork. The program curriculum has designated general education components for measurable proficiencies in written communication skills, critical thinking, oral communication and teamwork, and multiple and diverse cultural perspectives. **APA 221 Advertising Design** (1,2,5) **APA 254 Graphic Production Processes** (4), **APA 285 Webmaster Production Processes** (1,2,4,5,6)

***insert**

Students are strongly encouraged to participate in a post-graduation 3-6 credit Internship Cooperative provided by the Experienced Based Education Department. Coop Career placement in the computer graphic design industry allows Applied Arts graduates opportunities for learning outside the classroom as they gain important job site skills and experience.

Several courses in the Applied Arts curriculum can be taken as designated honors courses for students interested and excepted into the college **Honors Degree Program**. Several courses in the

Applied Arts program require students to prepare written editorial content to support their design programs and projects **APA 221 Advertising Design** and **APA 285 Webmaster Production Processes**. These two courses both incorporate “writing across the curriculum” requiring students to do research and write articles for publication in their design projects. The articles are graded for grammar, spelling and content.

Section II-cont.

3. Relevance of Curriculum, Instructional Methodologies, and Assessment Strategies

- A.** Based on the analysis of regional labor market needs, evaluate the current **curriculum** strengths and identify those areas that you believe require enhancement. For example, if the scan information suggests strong computer skills, please show how the program addresses that indicator.

Response:

The Applied Arts Program has just upgraded it’s curriculum by the revision of three courses and the addition of 6 new courses to better prepare students for career opportunities in new job market trends of Internet publishing and Website design. The curriculum is now in place for an expansion of the course offerings to meet the demands of the new Internet technology based economy. That being said, the Applied Arts Program maintains the most sophisticated Computer Graphics Lab at a two-year college in Central Massachusetts. Students spend 1600 hours doing assessments directly on the computer. They graduate with measurable proficiencies in eight major design programs and are prepared for careers in both the print and Internet publishing. They can matriculate to several private and state colleges and universities. The program has maintained “high demand” status for the last five years with an average of fifty qualified students applying for the twenty full-time slots. The program curriculum reflects the goals and objectives of the Quinsigamond Community College Mission to create and develop programs of educational relevancy that serve the diverse needs of Central Massachusetts by providing affordable, accessible, and high quality programming leading to transfer, career, and lifelong learning. The program reflects The College’s vision to mold a technologically literate, yet humane, citizenry, able to thrive, not just survive, in the world as global village.

The Applied Arts Program curriculum integrates academic, career, and technology training goals in computer graphic design incorporating these with the colleges core curriculum goals of academic integrity, communication skills, computational, technological and analytical skills competencies.

- B.** Summarize **the instructional methodologies** utilized in the program. What are the strengths and challenges of these methodologies?

Response:

The Applied Arts Program utilizes a variety of instructional methodologies to enhance student learning. All program specific courses are taught in the Applied Arts computer Lab/Classroom, with each student assigned a computer. Course concepts are actualized through assignments done directly on the computer. Students learn art concepts and design software programs through direct application on the computer. 30 hours of Lab time is provided each week in addition to class time. The program has a Learning Resource Manager who maintains the lab and tutors students on software intricacies and course content difficulties. We provide Lab assistants and student tutors who also interact on course content and software and hardware problems. They assist students

with scanning, printing and network difficulties. There is never a time in class or in the lab when a student does not have access to direct assistance with course content or technology problems.

Instruction is an interactive hands on collaboration between teacher and student and student and student. Students are encouraged to interact and collaborate on course assignment as well as work independently. Students are taken on field trips to various print and production industries. Professional speakers and graduated students are invited to class to review portfolios and give demonstrations.

Students are offered opportunities to take Independent Study options in specialty areas in which they would like to gain additional proficiencies. The Co-op provides experiential hands on interactive learning experience unique for preparing career-orientated students for direct employment opportunities.

- C. Provide recommendations for additional methodologies that would enhance students' learning. More specifically, are there additional ways in which instructional technology could enhance students' learning? Please explain your answer, and include how the College might support these efforts.

Response:

The Applied Arts is a successful program and only need be expanded to offer addition course offerings to a larger number of program enrolled students. An additional Lab/Classroom would allow for an increase of course offerings to accommodate 40 full-time program enrolled day students and 40 full and part-time program enrolled night students.

- D. Describe how the required courses best provide students with the skills, knowledge, and abilities to be successful in their chosen career field.

Response:

All course content is directly related to specific computer graphic design proficiencies, competencies, and skills for career placement or matriculation, while providing a stimulating interactive educational environment that promotes integrative experiential collaborative learning.

- E. Please provide an **assessment** plan detailing the methodologies used for on-going student assessment and final outcome assessment.

Response:

Student assessment is based upon student competencies achieved in each course. Students are given assignments based on course content reflecting the goals and objectives for each specific course. These competencies are based on several established evaluation criteria. All APA courses are structured as classroom/Lab experiences with a three-credit designation but requiring four contact hours. Class time is divided into two components, with the lecture and presentation of art and design theory complimented by technical information and finally a period for students to integrate the didactic with the experiential application of theory. Therefore student comprehension of didactic concepts is evaluated in the quality of the work presented for grading. Assigned projects have to reflect a keen understanding of concepts presented, they have to be precisely reflect the assignment perimeters for technical competencies, and they have to be done on time. Student assignments must reflect professional standards for portfolio development and presentation.

Student verbal mastery of art design theory and technological concepts are obtained through numerous critiques in which they present their work for peer and instructor comment and

evaluation, this allows students to gain proficiencies in verbal and communication skills in APA course content. Class participation is assigned a grade value as well as working in the studio classroom, participation in reviews and discussions, and how helpful students are toward their peers and their demonstration of a cooperative and open attitude.

This is an example of a typical APA course evaluation (**APA 121 Digital Drawing 1**):

- 1) The (5) drawing assigned will each be worth (10) points, for a total of (50) points.
- 2) The (10) variations will each be worth (5) points for a total of (50) points.
- 3) The (5) drawings plus (10) attendant printed variations required are worth a total of 100 points.
- 4) Presentation and verbal explanation of your work in critiques will be graded on a scale of 0 - 5. There are 5 scheduled critiques for a total of 25 possible points.
- 5) Class participation is worth 25 points. Working in the studio classroom and participation in reviews and discussions. How helpful you are toward your peers and the demonstrating of a cooperative and open attitude.
- 6) A total of 150 points are possible in a grading scale of 1 - 150 points.

The Applied Arts curriculum provides a progressive sequence of APA courses that use weekly critiques and peer review to meet general education core curriculum goals for measurable proficiencies in Oral Communication and Teamwork. These proficiencies are measured as career preparation for job placement in a series of APA Capstone courses. These courses also contain measurable assessments for designated general education component proficiencies in written communication skills, critical thinking, oral communication and teamwork, and multiple and diverse cultural perspectives. Capstone courses are listed below with an example of APA 285 Webmaster Production Processes course assessment procedures for student outcomes

APA 221 Advertising Design

APA 254 Graphic Production Processes

APA 285 Webmaster Production Processes

Assessment criteria (APA 285 Webmaster Production Processes)

- 1) *Attendance* - students should attend all classes because instruction is based on prior class discussion. Student must make arrangements with the instructor on how to obtain class information and assignments.
- 2) *Lab time* - Students will be expected to work on specific assignments during and outside of class (20 hours of *lab time* is provided each week).
- 3) *Class time* - is divided between lecture, discussion and studio/lab periods. Lectures and discussion present perceptual and conceptual theory, while the studio/lab allows students the opportunity to apply this knowledge technologically using Macintosh computer systems and Adobe GoLive Website programming software. Individual direction and evaluation is provided with weekly group critiques. *Professional electronic portfolio development is emphasized.*
- 4) *Professionalism* - This course is structured as a working computer graphics environment. Regarding this standard a certain attitude of professionalism is required. The time in class will be used effectively and wisely with respect for your peers. Assignments not submitted on deadline will not be accepted. You will receive a 'O' for the particular project. Missing three critiques will result in a failing grade for the course. Exceptions will be considered.
- 5) *Testing and Critiques* - Individual students will submit printed hard copy of enhanced website development from their websites in Module 1 and Module 2 for critiquing and grading. Students will be graded on screen for functionality and design of their websites in Module 3 and 4. There will be a final exam on screen preview (module 5) of individual student websites for functionality and design.

Assessment methodology (APA 285 Webmaster Production Processes)

- 1) Demonstrate clear understanding of concepts presented and appropriate presentation of work itself (i.e. submit printed hard copy of expanded website development in Module 1 and 2, for design critique)
- 2) Completion of developed states and final website (i.e. previewing of individual student websites for functionality and design in module 3, 4 and 5).
- 3) Completion of final website (i.e. Final exam preview and grading of individual student websites for technical proficiency, functionality and design, verbal communication and editorial content).
- 4) Participation in class (i.e. working in the studio classroom and participation in reviews, discussions, and critiques).
- 5) *The quality and consistency of the work submitted determine grades.*

Students are strongly encouraged to participate in a post-graduation 3-6 credit Internship Cooperative provided by the Experienced Based Education Department. Coop Career placement in the computer graphic design industry allows Applied Arts graduates opportunities for learning outside the classroom as they gain important job site skills and experience to gage their technical and computer graphic design competencies.

F. Describe the strengths and challenges of each of the assessment methodologies listed above.

Response:

Students are successfully prepared to enter the computer graphic design industry as a career or to matriculate to Colleges with similar four-year programs.

G. Provide recommendations for additional methodologies to evaluate student achievement.

Response:

There are no recommendations at this time for additional methodologies to evaluate student achievement.

Section II-cont.

H. Has this program been evaluated by an external **accreditation** organization within the last five years?

Response:

The Applied Arts Program has not been “specifically” evaluated by an external accreditation organization within the last five years?

I. If yes, please provide name of organization and date of last accreditation review. Did the program meet all of the accreditation requirements? If no, please explain. Attach the summary of the accrediting team’s recommendations.

Response:

- J.** If the program has not been evaluated externally, list that the College should pursue. (E.g., industry certifications, professional associations, etc.)

Response:

I know of no relevant or appropriate professional accreditation or licensure for this program.

- K.** What changes, if any, might need to be considered to foster enhanced?
Consider the following, but you need not limit your response:

- change in admission requirements
- inclusion of an internship or other work-based learning experience
- introduction of 1 or 2 electives to allow students to self-select learning opportunities
- development of a capstone course to synthesize the learning experience
- better integration of technology applications
- specific instructional aides/software etc.
- more coordination of faculty efforts, including the possibility of more full-time faculty

Response:

All of the above have been successfully addressed or are incorporated into the successful functioning of the Applied Arts curriculum and attest to its success as a career program.

- L.** Summary and Analysis: Relevance

Response:

The Applied Arts Program has not been evaluated by an external **accreditation** organization within the last five years. I know of no relevant or appropriate professional accreditation or licensure for this program. Program quality has been successfully addressed and all aspects of enhancement are incorporated into the successful functioning of the Applied Arts curriculum and attest to its success as an excellent Computer Graphic Design Career Program.

Section II-cont.

4. Program Growth Opportunities

- A. In your opinion, would it be beneficial to develop a common core curriculum among related career programs? (E.g., computer education, business, administrative support, electronics, etc.) Please explain your answer.

Response:

The advent of an Informational Technologies economy will require a new understanding of the interrelationship of several Internet based career fields. The Computer Informational Science Program and the Administration Office Management Program will both require some sort of Website Design, Management and Administration course focus within their majors or as options or certificates. An expansion of the Applied Arts Program Faculty and curriculum could eventually support Website Production course offerings in other programs. The career focus of Website Design should remain in the Applied Arts Program. Courses in Website Management and Administration may have crossover potential or may be better served within the specific CIS and AOM Program areas. This is an area the new Dean of Technology should investigate and research as the Informational Technology economy emerges.

- B. Describe, in detail, all potential areas for program growth. Include, but do not limit your response to the following:

- Career Ladder Potential
- New Degree or Certificate Options
- Professional/Continuing Education Opportunities
- Professional Recertification Preparation/Testing
- Flexible Delivery Options
- Distance Learning Course Development

Response:

The Applied Arts Program is limited to teaching all program core courses in one designated classroom/lab. This only allows the program to conduct the educational and curriculum demands for twenty full-time day students. Due to these space constraints the program has been severely restricted in its ability to grow or offer flexible delivery options, alternative certificate or program options. The complete overhaul of the program curriculum to encompass electronic publishing and Internet website production will create increased student demand for a larger selection of program course offerings and for the program to expand into larger facilities. If an additional classroom/lab were allocated the program could undertake significant evolution in currency and quality in the following categories as well as **flexible delivery options**.

The Applied Arts Program could expand its evening and day offerings to create a **new certificate option** in Web Page Design, Maintenance and Administration. Design would be a secondary concern. The main focus of the certificate would be on various Internet research and business systems that are used to maintain and administrate existing office Websites. This certificate could be offered for different programs with strong Informational Technology curriculum components. Administrative Office Management and Computer Informational Services are two programs whose students might benefit from such a certificate option. Offering a few basic Continuing Education WebPage Design courses may effect **Career Ladder Potential** leading students into career interest in the Applied Arts Program.

The Applied Arts Program in Computer Graphic Design has just completed a comprehensive overhaul of the existing print based curriculum with the addition and revision of 9 course offerings to encompass electronic publishing and Internet website production. The field of study will now

be called “Computer Graphic Design for Print and Internet Publishing.” As the Informational Technology Industries expand into the Central Massachusetts Market, the Applied Arts Program was designed to expand with it. Two new two-year **degree career options** could be introduced in the next several years. The first would be in the area of “Multimedia and Animation” and the second would be in “Photography for Digital Imaging.”

The Applied Arts Program is limited in its ability to respond to the numerous requests to offer courses to continuing and professional education in the field due to the constraints of its limited classroom/lab and available faculty. If additional faculty and facilities were forthcoming the program could meet the increased demand in the areas of Computer Graphic Design, Prepress and Printing which require constant retraining and upgrading of technical skills. The new technologies of Internet and Web publishing could also be addressed as part of continuing and professional education in the field for **Professional Recertification Preparation/Testing**.

Distant Learning on new and sophisticated Internet delivery technologies could eventually find ways to deliver the Applied Arts Program course content. Distant learning could be especially relevant in the new curriculum areas of electronic publishing and website design. The delivery of Computer Graphic Design curriculum in the Applied Arts Program will require an increase in full-time and Part-time faculty working closely with technical support assistants to successfully deliver the degree of computer hardware and software sophistication distant learners would require to complete course content over the Internet. The Applied Arts curriculum teaches proficiency in 10 major design software programs on top end Macintosh computer systems. Students would be required to purchase or already own sophisticated personal computer hardware and software systems. This is not an insurmountable obstacle but may not reach the type of student who looks to the community college to provide inexpensive educational training for career opportunities.

The Applied Arts Program could provide a limited distant learning curriculum designed to appeal to students or professionals looking for either an introduction to the field of Computer Graphic Design or to provide retraining and skill upgrades in Internet publishing through Continuing Education courses.

C. Summary and Analysis: Program Growth Opportunities

Response:

The advent of an Informational Technologies economy will require a new understanding of the interrelationship of several Internet based career fields. The Computer Informational Science Program and the Administration Office Management Program will both require some sort of Website Design, Management and Administration course focus within their majors or as options or certificates. An expansion of the Applied Arts Program Faculty and curriculum could eventually support Website Production course offerings in other programs. The career focus of Website Design should remain in the Applied Arts Program. Courses in Website Management and Administration may have crossover potential or may be better served within the specific CIS and AOM Program areas. This is an area the new Dean of Technology should investigate and research as the Informational Technology economy emerges.

The Applied Arts Program is limited to teaching all program core courses in one designated classroom/lab. This only allows the program to conduct the educational and curriculum demands for twenty full-time day students. Due to these space constraints the program has been severely restricted in its ability to grow or offer flexible delivery options, alternative certificate or program options. The complete overhaul of the program curriculum to encompass electronic publishing and Internet website production will create increased student demand for a larger selection of program course offerings and for the program to expand into larger facilities. If an additional classroom/lab were allocated the program could undertake significant evolution in currency and quality in the following categories as well as **flexible delivery options**.

The Applied Arts Program could expand its evening and day offerings to create a **new certificate option** in Web Page Design, Maintenance and Administration. Design would be a secondary concern. The main focus of the certificate would be on various Internet research and business systems that are used to maintain and administrate existing office Websites. This certificate could be offered for different programs with strong Informational Technology curriculum components. Administrative Office Management and Computer Informational Services are two programs whose students might benefit from such a certificate option. Offering a few basic Continuing Education WebPage Design courses may effect **Career Ladder Potential** leading students into career interest in the Applied Arts Program.

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The Applied Arts Program could provide a limited distant learning curriculum designed to appeal to students or professionals looking for either an introduction to the field of Computer Graphic Design or to provide retraining and skill upgrades in Internet publishing through Continuing Education courses.

Section II-cont.

5. Student and Program Assessment (Review relevant data over last five year period.)

Student Statistical Data

- A. What have been the incoming students' average scores on QCC placement tests each year for the last five years?

Response:

Information not available.

- B. What are the graduating students' average college GPAs over the last five years? GPAs in major courses? Please describe the additional measures of central tendencies; i.e. median, mode, etc.

Response:

Graduating students' average college GPAs over the last five years: 1995 – 3.1; 1996 – 3.52; 1997 – 3.65; 1998 – 3.64; 1999 – 3.68. Median score 3.52

- C. If relevant, how have students performed during their field placements or related work-based learning experience?

Response:

Students have performed in the above average to exceptional on all field placements with an 80% job placement to permanent placement ratio over the last five years.

- D. Indicate the number of students who have transferred to a four-year program, if applicable

Response:

1995 – 5; 1996 – 3; 1997 – 4; 1998 – 5; 1999 – 1

- E. Track the average earnings of program graduates each year for the three years immediately following graduation.

Response:

3 year information not available, but this year Spring Semester 2000, 20 students received permanent employment of the 25 EBE Coop externs placed. The average salary for APA graduates is \$23,500 with the top students being offered 32,000.

Program Statistical Data

- F. Provide a summary of the program's enrollment patterns over the last five years.

Response:

Statistics are only available for 1999 and 2000. 1999 - 72 applicants 38 accepted. 2000 - 81 applicants 38 accepted.

- G.** Indicate the program retention rate over the same period. Note: Consider two cohorts: Fall to Spring (same year); Fall to following Fall (one year).

Response:

Since there is an interview selection process we have an extraordinary retention rate. 1999 29 APA program enrolled 28 still in program after one year.

- H.** Determine the average number of semesters it takes for students to complete the program.

Response:

The great majority of full time day program enrolled students take 4 full semesters with a small minority taking 5 semesters.

Section II-cont.

- I.** Define **indicators of program quality**. Describe specific strategies used to assess the success of the program in achieving its stated objectives.

Response:

The main indicators of program quality. are student GPA, student high job placement and number of transferring students. Student GPA, student high job placement and number of transferring students, reflects specific strategies used to assess the success of the program in achieving its stated objectives again.

- J.** Summary and Analysis: Program Assessment

Response:

The major complains of this study is the difficulty in securing informational statistics. The College has just switched to the CARS computer system and the archived information is not available at this time. It is unfortunate because the Program is in grate shape with a 96% retention rate, a five year student GPA average of 3.52, 80% placement rate with students occupying permanent placement in 75% of a Central Massachusetts Computer Graphic Design Industries, with 35% matriculation rate among graduating students.

Section II-cont.

6. Faculty

- A. Is the current faculty able to adequately address the instructional needs of all courses, both general and specialty, in the program?

Response:

The Applied Arts Program is in the process of hiring an additional full-time faculty member. If that process is successful then current faculty would be able to adequately address the instructional needs of all courses specific to the APA designated courses within the program.

- B. Is institutional support for upgrading faculty credentials required? If yes, please explain the kind of upgrade required and approximate cost associated with the upgrade?

Response:

Institutional support for upgrading faculty credentials is required each year. The Applied Arts Program teaches nine major design software packages and these software programs are constantly being upgraded. This requires faculty to upgrade their skills constantly through Professional Development funding or direct compensation when such funds are not available total \$3,000.00 per year.

- C. Over the last five years, what has been the ratio between full-time and part-time faculty within this program?

Response:

One full-time faculty coordinating the program and teaching 4-day courses and one DCE course, the Learning Resource Manager teaches one-day course and one DCE course. Three part-time

instructors are teaching APA courses for a total of six courses. ART designated courses are taught by several different part-time Instructors depending on the offerings and semester. 1 to 4 APA courses; 1 to 7 APA and ART.

D. Should the College employ additional full- or part-time faculty in this discipline? Provide a detailed rationale.

Response:

The College is in the process of hiring an additional full-time Instructor to start Fall 2000. Part-time faculty is nearly impossible to find due to the complexity of the curriculum and the technical expertise required. I have included a detailed rationale for hiring an additional full-time faculty with a scheduling rationale covering the complexity of collective bargaining agreements that will require program offerings to include an additional course to be taught in the second year of the agreement. The scheduling also includes a proposed expansion of the program in the second year (Fall 2001).

The Applied Arts schedule of APA courses without expansion of the program for the next two years. The Learning Resource Manager would continue to teach one required 3-credit APA course as part of his job description for the next year. The second year, under the new contract, (Fall 2001 –Spring 2002) the Learning Resource Manager would either teach an ART designated course each semester or work on other projects to fulfill the 9 hour teaching designation in his job description. This could include research of constantly evolving software, research of multimedia technology for the curricular development of a new APA option in Multimedia and Animation, research new concepts of Website development for the APA website and student interaction with other College wide programs.

The Program Coordinator would continue teaching 3 – 3 credit APA courses per semester with two course release time per year for the first semester and in the second year (Fall 2001 –Spring 2002), with the new contract in place, teach 4 APA courses each semester.

A new full-time Instructor would teach 4 – 3 credit APA courses the first year and in the second year, under the new contract, would teach 4 – 3 credit APA courses and one ART designated course.

APA Faculty can crossover and teach any of the numerous ART designated courses offered each semester, especially ART courses that are part of the required APA curriculum (Art Theory Electives). The Applied Arts Program offers two evening courses each semester and a new full-time instructor could teach evening APA courses as part of their full-time load.

The Applied Arts Program schedule of courses with expansion of the course offerings in the second year (Fall Semester 2001). I have approached the scheduling as if all APA full-time Faculty will teach 5 courses. Expansion would take place in the Fall Semester 2001. With the expanded offerings, the Learning Resource Manager position would have an increase in responsibility that would require seriously looking at elimination of the present assigned teaching of one 3-credit APA course from his job description. If the Applied Arts Program expanded I would expect my release time as Coordinator of the Program to be the standard 3 courses per year.

1) **APPLIED ARTS CURRICULUM:** The Applied Arts course offering and teaching schedule for Fall Term 2000 and Spring Term 2001, day classes with no program expansion for the next two years.

Fall Semester 2000 – Freshman Class offerings

APA 111 Color & Design 1 – (3) credit – New full-time Instructor

APA 121 Graphic Design 1 – (3) credit – Learning Manager

APA 151 Digital Drawing 1 – (3) credit - New full-time Instructor

APA 161 Digital Photography – (3) credit – Program Coordinator

Fall Semester 2000 – Sophomore Class offerings

APA 221 Advertising Design – (3) credit - New full-time Instructor
APA Photographics – (3) credit - Program Coordinator
APA Illustration– (3) credit - Program Coordinator
APA 254 Print and Production Processes – (3) credit - New full-time Instructor

Spring Semester 2001 – Freshman Class offerings

APA 112 Color & Design 2 - (3) credit – New full-time Instructor
APA 122 Graphic Design 2 – (3) credit - Learning Manager
APA 152 Digital Drawing 2 – (3) credit - Program Coordinator
APA 181 Website Design 1 – (3) credit - Program Coordinator
Art History Elective - (ART History of Graphic Design) - (3) credit – New full-time Instructor

Spring Semester 2001 – Sophomore Class offerings

APA 299 Print Production and Processes Co-op - (6) credit – New full-time Instructor
APA 181 Website Design 1 – (3) credit - Program Coordinator

1) APPLIED ARTS CURRICULUM (Continued): Second year scheduling of the Applied Arts course offerings and teaching schedule for Fall Term 2001 and Spring Term 2002, day classes with no program expansion in second year.

Fall Semester 2001 – Freshman Class offerings

APA 111 Color & Design 1 – (3) credit - New full-time Instructor
APA 121 Graphic Design 1 – (3) credit - New full-time Instructor
APA 151 Digital Drawing 1 – (3) credit – Program Coordinator
APA 161 Digital Photography – (3) credit - Program Coordinator
(2) ART Art Theory Electives – (3) credits each - Learning Manager and New full-time Instructor

Fall Semester 2001 – Sophomore Class offerings

APA 221 Advertising Design – (3) credit - New full-time Instructor
APA 271 Typography for Print and Electronic Publishing - (3) credit – New full-time Instructor
APA 262 Photographic Illustration - (3) credit - Program Coordinator
APA 282 Website Design 2 - (3) credit – Program Coordinator

Spring Semester 2002 – Freshman Class offerings

APA 112 Color & Design 2 - (3) credit – New full-time Instructor
APA 122 Graphic Design 2 – (3) credit - New full-time Instructor
APA 152 Digital Drawing 2 – (3) credit - New full-time Instructor
APA 181 Website Design 1 – (3) credit - Program Coordinator
(2) Art History Electives - (3) credits each – Learning Manager and New full-time Instructor

Spring Semester 2002 – Sophomore Class offerings

APA 254 Print Production and Processes - (3) credit – New full-time Instructor
APA 285 WebMaster Production Processes– (3) credit - Program Coordinator
APA 181 Website Design 1(for non-majors) – (3) credit - Program Coordinator

2) APPLIED ARTS CURRICULUM: The Applied Arts course offering and teaching schedule for Fall Term 2001 and Spring Term 2002, day classes with program expansion the second year. Expansion takes place Fall 2001- Spring 2002 (offerings for 40 program enrolled day students requiring two sections of each course)

Fall Semester 2001 – Freshman Class

APA 111 Color & Design 1 – (3) credit - New full-time Instructor
APA 111 Color & Design 1 – (3) credit - New full-time Instructor
APA 121 Graphic Design 1 – (3) credit - TBA

APA 121 Graphic Design 1 – (3) credit - TBA
APA 151 Digital Drawing 1 – (3) credit - New full-time Instructor
APA 151 Digital Drawing 1 – (3) credit - TBA
APA 161 Digital Photography – (3) credit - Program Coordinator
APA 161 Digital Photography – (3) credit - Program Coordinator

*Fall Semester 2001 – Sophomore Class offerings **

APA 221 Advertising Design – (3) credit - New full-time Instructor
APA 271 Typography for Print and Electronic Publishing - (3) credit – New full-time Instructor
APA 262 Photographic Illustration - (3) credit - George Fitch
APA 282 Website Design 2 - (3) credit – George Fitch

** These offerings would not double the first year but ever year there after.*

Spring Semester 2002 – Freshman Class offerings

APA 112 Color & Design 2 - (3) credit – New full-time Instructor
APA 112 Color & Design 2 - (3) credit – New full-time Instructor
APA 122 Graphic Design 2 – (3) credit - TBA
APA 122 Graphic Design 2 – (3) credit - TBA
APA 152 Digital Drawing 2 – (3) credit - New full-time Instructor
APA 152 Digital Drawing 2 – (3) credit - TBA
APA 181 Website Design 1 – (3) credit - Program Coordinator
APA 181 Website Design 1 – (3) credit - Program Coordinator
Art History Elective (ART History of Graphic Design) - (3) credit New full-time Instructor

*Spring Semester 2002 – Sophomore Class offerings **

APA 254 Print Production and Processes - (3) credit – New full-time Instructor
APA 285 WebMaster Production Processes– (3) credit - Program Coordinator

** These offerings would not double the first year but every year there after.*

The hiring of an additional full-time instructor will benefit the Applied Arts Program and provide a consistent approach to scheduling and curriculum delivery as the program expands to meet the demand for the anticipated increased Informational Technology careers.

E. Describe how adjunct faculty is integrated into the existing program.

Response:

Because of the technologic complexity of the curriculum it requires extensive training and development of part-time faculty to familiarize them with integrating course content with software proficiencies. The job market is so demanding and well paid that educators with Masters degrees are hard to find and educators from the industry are non-existent.

F. Describe how all faculty members contribute to curriculum development and overall program cohesiveness.

Response:

As coordinator, I am completely responsible for course content and curriculum development. Input is welcomed but rarely offered by part-time faculty who have limited responsibilities for curriculum development. I administer through interactive dialogue and consultation all aspects of overall program cohesiveness. If a part-time faculty is interested in introducing new course material or courses, I will work directly with them to fit the perimeters of the program curriculum.

G. Does the current level of program support staff meet the needs of the program faculty? Please explain your answer.

Response:

The current program support staff meet the needs of the full-time and part-time instructors and the students. Instruction takes place in the Applied Arts Classroom/Lab which is overseen by the Educational Resource Manager. The functioning of the Lab hardware and software, the intranet, scanning and printing all function for student instruction. Students are offered tutors and assistance during class and lab. The position of Learning Resource Manager, who oversees all aspects of the computer lab and curriculum delivery, is an essential part of Applied Arts Program success.

H. Summary and Analysis: Faculty

The Applied Arts Program is in the process of hiring an additional full-time faculty member. If that process is successful then current faculty would be able to adequately address the instructional needs of all courses specific to the APA designated courses within the program.

Institutional support for upgrading faculty credentials is required each year. The Applied Arts Program teaches nine major design software packages and these software programs are constantly being upgraded. This requires faculty to upgrade their skills constantly through Professional Development funding or direct compensation when such funds are not available, for a total of \$3,000.00 per year.

Over the last five years, the ratio between full-time and part-time faculty within the Applied Arts Program has varied. At present, there is one full-time faculty teaching 4-day courses and one DCE course, the Learning Resource Manager teaches one-day course and one DCE course. Three part-time instructors are teaching APA courses for a total of six courses. ART designated courses are taught by several different part-time Instructors depending on the offerings and semester. 1 to 4 APA courses; 1 to 7 APA and ART.

The College is in the process of hiring an additional full-time Instructor to start Fall 2000. Part-time faculty is almost impossible to find due to the complexity of the curriculum and the technical expertise required. Because of the technologic complexity of the curriculum it requires extensive training and development of part-time faculty to familiarize them with integrating course content with software proficiencies. The job market is so demanding and career professionals so well paid that trained part-time educators with advanced degrees (Masters) are hard to find and educators with industry experience are non-existent.

Adjunct faculty are integrated into the existing program through training and development of teaching methodologies. Because of the technologic complexity of the curriculum it requires extensive training and development of part-time faculty to familiarize them with integrating course content with software proficiencies. As coordinator, I am completely responsible for course content and curriculum development. Input is welcomed but rarely offered by part-time faculty who have limited responsibilities for curriculum development. I administer through interactive dialogue and consultation all aspects of overall program cohesiveness. If a part-time faculty is interested in introducing new course material or courses I work directly with them to fit the perimeters of the program curriculum.

The current program support staff meet the needs of the full-time and part-time instructors and the students. Instruction takes place in the Applied Arts Classroom/Lab which is overseen by the Educational Resource Manager. The functioning of the Lab hardware and software, the intranet, scanning and printing all function for student instruction. Students are offered tutors and assistance during class and lab. The position of Learning Resource Manager, who oversees all aspects of the computer lab and curriculum delivery, is an essential part of Applied Arts Program success.

SECTION III: Institutional Support and Other Program Resources

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1. Program Supports

(Please note: Use this section to reflect upon what institutional supports would be useful and why.)

- A. List program marketing and recruitment strategies employed over the last two years? In your opinion, are they appropriate to sustain strong enrollment?

Response:

Recruitment strategies of students for all programs is coordinated by the Admissions Office. Requests for information about all College programs, including viewbooks, catalogs, and applications are sent from that office. The Admissions Office also conducts many programs and events during the year to reach out to prospective students. Among them are:

Scheduled visits each fall to all high schools in our designated service area by a representative from the Admissions Staff, who is sometimes accompanied by interested faculty members.

High school seniors and sometimes juniors are encouraged to meet with the college representatives during the visit. Program information and applications are distributed at that time, and high school guidance counselors are updated on our programs and requirements. Participation in many college and career fairs held at schools and other places, where college staff members reserve information tables for presentations to visiting prospects.

Visitations to area middle and elementary schools, where there are some formal programs in place to encourage early consideration of a college education.

On-campus visits by prospective students from schools and agencies, usually consisting of presentations and a tour of the campus.

Individual campus tours for prospects, usually identified for a particular program.

Special programs on campus to bring students in to learn about going to college in general.

Open houses and information sessions by programs are offered throughout the year.

Newspaper ads are run specifying upcoming registrations and information sessions.

Quinsigamond Community College provides an environment where equal opportunity and diversity are an integral part of recruitment. The Admissions Office responds to community and individuals needs by making presentations at various Worcester Public School Parents Groups. These include:

Chandler Street Elementary School Parents Group

Union Hill School Parents Group

Harlow Street School Parents Group

Clark Street School Parents Group

Grafton Street School Parents Group

Elm Park Community School Parents Group

Belmont Street School Parents Group

Goddard School Parents Group

Worcester Arts Magnet School Parents Group

Chandler Magnet School Parents Group

Piedmont Collaborative Education and Job Fair provides an opportunity for residents of Piedmont and surrounding neighborhoods to access information about furthering their education or employment opportunities. Planning Committee: QCC/Comm. Relations. & Admissions; Piedmont Crime Prevention Team; City Works/Worcester Community Action Council; Worcester Family Ties Network; Worcester, County Food Bank; Worcester Public Schools; Adult Retraining/Worcester Vocational; Worcester. Community Connections; Project Excel/WCAC; and Friendly House

Choice Program (An annual event sponsored by QCC-Admissions Office) is geared towards prospective college students who are 17 years of age and older and who have not yet committed

themselves to the idea of pursuing post-secondary education. The Choice Program also includes information on cost of attending college and availability of financial aid.

The Admissions Office responds to community and individuals needs by making presentations at various Worcester locations:

YWCA Teen Parents Program
Grafton Job Corps
Great Brook Valley housing authority residents group
Centro Las Americas Latino Festival
Bilingual class at South High School

To my knowledge there have been no significant Applied Arts Program marketing strategies employed over the last two years. All marketing has been through the Admissions Office recruitment programs at local High Schools and Job Fairs. The Applied Arts Program has an excellent reputation in the regional business community and among APA graduates working in the local Computer Graphic Design Industry. Word of mouth and High School recruitment have kept the program in “High Demand” status for the last five years with waiting lists averaging sixty students per year for the twenty available full-time day slots. This year 81 students applied for the 20 full-time slots.

B. Provide recommendations for new or additional strategies.

Response:

Expand the Applied Arts Program and market concepts built around promoting the College’s Informational Technologies approach to Internet and Web E-commerce occupational and career training programs. Market Quinsigamond as the College on the cutting edge of the Informational Technology revolution poised to transform the economy of Worcester.

C. Does the program have sufficient linkages with business, community-based organizations, other colleges and universities, or K-12 public schools? Please explain and cite specific examples, if possible.

Response:

The Applied Arts Program has linkages to over 50 local and regional businesses who employ APA students through the Experienced Based Education Coop externship component of the program. The Applied Arts Advisory committee has a membership of fifteen business and community leaders. All the local and regional High Schools are aware of the Applied Arts Program. Student Interns working in-house from the Applied Arts Lab do free design work for several community organizations each year. Our graduating APA majors matriculate to several State Colleges and Universities each year.

D. Provide suggestions for improved program linkages.

Response:

Improved program linkages can be obtained through more opportunities for the Applied Arts Faculty to become visible “out” making contacts in the business community. The Faculty Externship programs a positive example of linkage promotion; also release time to get off campus during business hours to visit local high tech industries and make contacts would be a great benefit. Release time would allow APA Faculty to attend more community business and technology task force meetings, and form additional program linkages with local political and economical interests (special community projects, grant writing, etc.).

E. Does the program have appropriate equipment to meet the instructional demands of the program?

Response:

The Applied Arts Program has state of the art Macintosh computer hardware and design software. The Classroom/Lab accommodates 20 student computer workstations and two-student computer scanning, printing, image capture, and Internet access workstations. The Applied arts classroom/Lab is scheduled for upgrading next year. The expansion of the program is essential to meet student and industry demand. An additional fully equipped computer classroom/lab would allow the program to meet the increased student and market demand.

F. If no, provide a list of required equipment purchases or upgrades.

Response:

These are the latest figures on costs for educational equipment and supplies, computer hardware, software and supplies for expansion of the Applied Arts Program and updating the existing Classroom/Lab.

1) Expansion of the Applied Arts Program by providing a 20 student computer workstation Classroom/ Lab. This would expand the Applied Arts Program enrolled student population from the 40 full-time day to 80 full-time day enrolled students, and allow for a full-time night program of 20 additional students.

A) *Educational- Computer classroom/ Lab furniture:* Providing a room adjacent to the Applied Arts Lab (372A) to become a designated or at least shared Applied Arts classroom/ lab. The cost to furnish the lab for 20 student electronic publishing computer workstations is itemized below:

20 Computer table work stations	15,000.00
2 modular table work stations for scanning, printing, video capture, demonstrations, and Lab assistant work area	4,500.00
24 student task chair	5,000.00
Digital projection podium and screen	3,000.00
Incandescent lighting and Window shades	5,000.00

Total furnishings... \$32,500.00

B) *Educational- Digital Photography/ Lab furniture:* The darkroom is obsolete and the intention is to go completely digital in the Fall Semester 2000. The space now occupied by the Learning Managers office and the darkroom will become a lighting effects area for production digital photography workstations. The construction can be done in house. It will require opening the space up and installing 3 lighting effects work areas.

Construction costs.....	2000.00
3 Tables and 5 task chairs.....	2500.00
3 lighting effects stations.....	1500.00
Over head light grid and wiring	4000.00
Track lighting and light stands	1500.00
Model stand	500.00

Replacing darkroom with lighting effects area..... \$12,000.00

C) Computer hardware: Computer equipment for Classroom/Lab with 20 student work stations plus two open stations for scanning, printing, video capture, demonstrations and lab assistant. This lab can have multiple functions:

- * To handle the expansion of core course offerings in the Applied Arts curriculum and to share with other programs as an open computer designated classroom.
- * To handle the advanced multimedia and electronic publishing (Internet and Web) aspects of the new Program option.
- * To offer courses to Programs outside the Applied Arts Curriculum (i.e. Design Technologies for Office Management Majors), this depends on scheduling availability.
- * When available to be used as an open Lab for student use.

Computer Hardware requirements for new classroom/lab:

20 costumed configured Power Macintosh 400MHz Power PC G4

- 400MHz PowerPC G4 - 1MB L2 cache
- 256MB SDRAM - 1 DIMM
- 10GB Ultra ATA drive
- Apple Studio Display (16" viewable)
- Zip drive
- DVD-RAM drive with DVD-Video
- RAGE 128 Pro card - 16MB SDRAM
- Ultra SCSI PCI card & cable adapter
- Three Year AppleCare Protection Plan - Power Mac + Display
- Three FireWire ports plus Cables
- Mac OS 9

Subtotal \$3,400.00 X 20 = \$68,000.00

2- Power Macintosh G4 500 MHz. (2) student workstations for interface with course content (i.e. Video capture, Scanning, Printing, and video output)

500MHz PowerPC G3 with 1MB L2 cache US English

DVD-ROM drive & DVD-VIDEO

10/100BASE-T Ethernet Built-in

384MB SDRAM - 2DIMMs

Zip drive

USB Keyboard

RAGE 128 graphics card with 16MB SDRAM

Two 10GB Ultra2 SCSI (10000 rpm) &

single-channel SCSI card + RAID

Apple Stdio Display (24"viewable)

One Year Kit-PowerMac G3

Student workstations: 2 @ 6,000.00 = \$12,000

Upgrade to Apple server Intranet for both classroom....\$5,600.00

3 - Power Book • 500MHz PowerPC G3 with 1MB L2 cache

- 128MB SDRAM - 1 SO DIMM
- 18GB Ultra ATA drive
- Extra AC Power Adapter
- Extra Lithium-Ion Rechargeable Battery
- Three Year AppleCare Protection Plan - PowerBook G3
- DVD-ROM drive with DVD-Video
- 56K modem
- 10/100BASE-T Ethernet
- Two FireWire ports
- AC Power Adapter • Battery • Mac OS 9

Subtotal \$4,300.00 X 2 = \$8,600.00

Additional Computer Hardware accessories:

28 -wacom 12' electronic drawing tablets	12,000.
2 - high-resolution flatbed scanners	5,000.
1 - Tektronix Color Laser printer	5,000.
2 -Tektronix wax printer	6,000.
2 -Canon Ink jet printer	6,000.
1 – Kodak Dye Sub Photo Printer	7,000.
2 – Cannon Digital Video Camcorder	5,000.
2 - Epson Powerlite 5350 Projectors	10,400.
5 – Digital still cameras	8,000.

Total Computer Hardware accessories..... \$64,400.00

D) New computer software: computer software to support the curriculum of the Applied Arts Program. New classroom/ lab Software 20 user licenses with maintenance and concurrency (automatic upgrades and unlimited users).

Adobe PhotoShop 5.5	5060
Adobe Illustrator 9.0	2940
Adobe InDesign 6,5	6180
Adobe Go live 5,0	2300
Adobe ATM Delux	920
Adobe Acrobat 4.0	1320
QuarkXpress 4.4	2260
Painter 6.0	2240
Macromedia Flash	1940
Quicktime Pro(50 user)	1500
Final Cut pro Promo	3750
(3 user licenses for video capture)	

Total new Classroom/Lab software... \$30,410.00

E) Computer supplies: New Computer classroom/Lab.

Printing material for professional Portfolio	
Development to print 4500 student assignment per year...	\$6000.00
Textbook on Design and software manuals	500.00
Audio visual and CD ROM teaching aids	750.00
Portable storage, DVD tapes, CD's, Zip disks, etc.	1000.00

Total computer supplies..... \$8250.00

Computer Classroom/Lab furnishing.....	32,000
Lighting Effects Area.....	12,000
Computer Hardware.....	94,000
Additional Computer Hardware.....	64,000
Computer Software.....	30,410
Computer Supplies.....	8250

Total costs new computer classroom/Lab..... \$ 241,760.00

2) These are the latest figures on costs for educational equipment and supplies, computer hardware, software and supplies for upgrading the existing Applied Arts Program Classroom/Lab.

A) Computer Hardware: Computer Hardware to upgrade existing 20-computer Classroom/Lab workstations:

- 20- 400MHz PowerPC G4 Macintosh Computers
- 400MHz PowerPC G4 - 1MB L2 cache
- 256MB SDRAM - 1 DIMM
- 10GB Ultra ATA drive
- Zip drive
- DVD-RAM drive with DVD-Video
- RAGE 128 Pro card - 16MB SDRAM
- Ultra SCSI PCI card & cable adapter
- Three Year AppleCare Protection Plan - Power Mac + Display
- Three FireWire ports • Mac OS 9
- Subtotal \$2,900.00 X 20 = \$58,000.00

- 2 - Power Macintosh G4 500 MHz. (2) student workstations for interface with course content (i.e. Video capture, Scanning, Printing, and video output)
- 500MHz PowerPC G4 - 1MB L2 cache
- 384MB SDRAM - 2 DIMMs
- 27GB Ultra ATA drive
- Apple Studio Display (19.8" viewable)
- Zip drive
- DVD-RAM drive with DVD-Video
- 2 RAGE 128 cards-Pro & PCI - 16MB each
- Ultra SCSI PCI card & cable adapter
- Three Year AppleCare Protection Plan - Power Mac + Display
- Three FireWire ports • Mac OS 9
- Subtotal \$6,000.00 X 2 = 12,000.00

Total Computer Hardware to upgrade existing Lab..... \$70,000.00

B) Upgraded computer software: computer software to support the curriculum of the Applied Arts Program. Existing classroom/ lab Software. (30 user licenses)

Adobe PhotoShop 5.5	7590
Adobe Illustrator 9.0	n/c
Adobe InDesign 6,5	6180
Adobe Go live 5,0	2300
Adobe ATM Delux	920
Adobe Acrobat 4.0	1320
QuarkXpress 4.4	n/c
Painter 6.0	n/c
Macromedia Flash	1940
Quicktime Pro(50 user)	1500
Final Cut pro Promo	3750
(3 user licenses for video capture)	
Total software to upgrade existing Classroom/Lab	\$25,500.00

C) Computer supplies: To sustain existing Computer classroom/Lab. Printing material for professional Portfolio

Development to print 4500 student assignment per year...	\$6000.00
Textbook on Design and software manuals	500.00
Audio visual and CD ROM teaching aids	750.00
Portable storage, DVD tapes, CD's, Zip disks, etc.	1000.00
Total computer supplies.....	\$8250.00

Upgrade Computer hardware.....	\$70,000
Upgrade Computer software.....	\$25,500
Computer supplies.....	8,250

Total Cost upgrade existing Computer Classroom/Lab..... \$103,750.00

Total to expand and upgrade existing program computer equipment \$345,510.00

G. Summary and Analysis: Program Supports

Response:

Recruitment strategies of students for all programs is coordinated by the Admissions Office. Requests for information about all college programs, including viewbooks, catalogs, and applications are sent from that office. The Admissions Office also conducts many programs and events during the year to reach out to prospective students. Among them are:

Scheduled visits each fall to all high schools in our designated service area by a representative from the Admissions Staff, who is sometimes accompanied by interested faculty members.

High school seniors and sometimes juniors are encouraged to meet with the college representatives during the visit. Program information and applications are distributed at that time, and high school guidance counselors are updated on our programs and requirements.

Participation in many college and career fairs held at schools and other places, where college staff members reserve information tables for presentations to visiting prospects.

Visitations to area middle and elementary schools, where there are some formal programs in place to encourage early consideration of a college education.

On-campus visits by prospective students from schools and agencies, usually consisting of presentations and a tour of the campus.

Individual campus tours for prospects, usually identified for a particular program.

Special programs on campus to bring students in to learn about going to college in general.

Open houses and information sessions by programs are offered throughout the year.

Newspaper ads are run specifying upcoming registrations and information sessions.

Quinsigamond Community College provides an environment where equal opportunity and diversity are an integral part of recruitment. The Admissions Office responds to community and individuals needs by making presentations at various Worcester Public School Parents Groups. These include:

Chandler Street Elementary School Parents Group

Union Hill School Parents Group

Harlow Street School Parents Group

Clark Street School Parents Group

Grafton Street School Parents Group

Elm Park Community School Parents Group

Belmont Street School Parents Group

Goddard School Parents Group

Worcester Arts Magnet School Parents Group

Chandler Magnet School Parents Group

Piedmont Collaborative Education and Job Fair provides an opportunity for residents of Piedmont and surrounding neighborhoods to access information about furthering their education or employment opportunities. Planning Committee: QCC/Comm. Relations. & Admissions; Piedmont Crime Prevention Team; City Works/Worcester Community Action Council; Worcester Family Ties Network; Worcester, County Food Bank; Worcester Public Schools; Adult Retraining/Worcester Vocational; Worcester. Community Connections; Project Excel/WCAC; and Friendly House

Choice Program (An annual event sponsored by QCC-Admissions Office) is geared towards prospective college students who are 17 years of age and older and who have not yet committed

themselves to the idea of pursuing post-secondary education. The Choice Program also includes information on cost of attending college and availability of financial aid.

The Admissions Office responds to community and individuals needs by making presentations at various Worcester locations:

YWCA Teen Parents Program

Grafton Job Corps

Great Brook Valley housing authority residents group

Centro Las Americas Latino Festival

Bilingual class at South High School

To my knowledge there have been no significant Applied Arts Program marketing strategies employed over the last two years. All marketing has been through the Admissions Office recruitment programs at local High Schools and Job Fairs. The Applied Arts Program has an excellent reputation in the regional business community and among APA graduates working in the computer graphic design industry. Word of mouth and High School recruitment have kept the program in "High Demand" status for the last five years with waiting lists approaching sixty students per year for the twenty available full-time day slots. The Applied Arts Program should be expanded and market concepts built around promoting the College's Informational Technologies approach to Internet and Web E-commerce career programs. Market Quinsigamond as a College on the cutting edge of the Informational Technology revolution poised to transform the e-commerce economy of Worcester.

The Applied Arts Program has linkages to over 50 local and regional businesses who employ APA students through the Experienced Based Education externship Coop course component in the curriculum. The Applied Arts Advisory committee has a membership of fifteen businesses and community leaders. All the local and regional high schools are aware of the Applied Arts Program and many are working on articulation agreements. Student interns working in-house from the Applied Arts Lab do free design work for community organizations. Our graduating APA majors matriculate to several State Colleges and Universities.

Providing more opportunities for the Applied Arts Faculty to become visible "out" making contacts in the business community would benefit the marketing and linkage concept of the College. Linkages can be facilitated through the Faculty Externship Program, release time to get off campus during business hours to visit local high tech industries and make contacts, attend more community business and technology task force meetings, and network with local political and economical interests (special community projects, grant writing, etc.).

The Applied Arts Program has state of the art Macintosh computer hardware and design software. The APA Classroom/Lab accommodates 20 student computer workstations and two-student computer scanning; printing, image capture, and Internet access workstations. The APA Classroom/Lab is scheduled for upgrading next year. The expansion of the program is essential; to meet student and industry demand. Enclosed are the latest figures on costs for educational equipment and supplies, computer hardware, software and supplies for expansion of the Applied Arts Program by providing a 20 student computer workstation classroom/ lab and updating the existing APA classroom/lab. This would expand the Applied Arts Program enrolled student population from 40 full-time day students to 80 full-time day enrolled students, and allow for a full set of night program course offerings for additional students. Listed below is a summary of the classroom and equipment needs to upgrade and expand the APA offerings:

1) Educational- Computer classroom/ Lab furniture: Providing a room adjacent to the Applied Arts Lab (372A) to become a designated or at least shared Applied Arts classroom/ lab.

2) Educational- Digital Photography/ Lab furniture: The darkroom is obsolete and the intention is to go completely digital in the Fall Semester 2000. The space now occupied

by the Learning Managers office and the darkroom will become a lighting effect area for production digital photography workstations. The construction can be done in house. It will require opening the space up and installing 3 lighting effects work areas.

3) *Computer hardware*: Computer equipment for Classroom/Lab with 20 student work stations plus two open stations for scanning, printing, video capture, demonstrations and lab assistant. This lab may have multiple functions:

- *A) To handle the expansion of core course offerings in the Applied Arts curriculum and to share with other programs as an open computer designated classroom.
- *B) To handle the advanced multimedia and electronic publishing (Internet and Web) aspects of the new Program option.
- *C) To offer courses to Programs outside the Applied Arts Curriculum (i.e. Design Technologies for Office Management Majors), this depends on scheduling availability.
- *D) When available to be used as an open Lab for student use.

Upgrade Computer hardware.....	\$70,000	
Upgrade Computer software.....	\$25,500	
Computer supplies.....	8,250	
Total cost upgrade existing Computer Classroom/Lab.....		\$103,750.00
<u>Total to expand and upgrade existing program computer equipment</u>		<u>\$345,510.00</u>

Section III-cont.

2. Academic Supports

A. Are there sufficient instructional/research resources to support student learning in this program?

Response:

Quinsigamond has provided sufficient instructional/research resources to support student learning in the Applied Arts Program. Quinsigamond has implemented a campus-wide 'acquire/retire' replacement cycle maintaining and upgrading a centralized network, instructional technology capabilities, and desktop management systems to state of the art specifications. It also plans to complete the CARS conversion process to provide college-wide integrated student record and administrative systems. The creation of an Academic Computing Center with expanded classroom/laboratory capabilities, and extended hours of operation benefits all students. As a challenge to explore the technology classroom of the future. Quinsigamond's plans to complete its library automation as a Center for Information Literacy providing technological access to the library collection, electronic journals and commercial data bases.

Since the inception of the Applied Arts Program an annual budget of \$1250.00 has been allocated for software text books, user manuals, video demonstrations, video training, and CD ROM training and tutorials. We currently have texts, manuals, video and CD ROM educational material on every software program we teach and others covering course subjects. The burden is that they are out of date as the software is upgraded and require annual replacements.

- B.** Provide a list of recommended library acquisitions. (i.e., subscriptions to professional journals, newsletters or periodicals, electronic media, and/or additional reference materials or books, etc.)

Response:

The Applied Arts Program is only seven years old and has not found the resources to stock the library with the current volumes of text offerings in this ever changing technological revolution that is effecting both the print industry and the electronic publishing industry.

The library needs to acquire new texts on the following subjects:

- Computer Graphic Design
- Web Page Design,
- E-Commerce,
- E- Business,
- Distant Learning,
- Internet Site development,
- Software manuals,
- New Design texts in general,
- Digital Photography,
- Multimedia,
- CD ROM development,
- Gaming,
- Animation,
- 3-D imaging,
- Extensive volumes on digital printing, prepress and preflight
- Print processes using computer based technologies
- Informational Technologies
- General and specific Art History subjects
- Typography for print and electronic publishing

- C.** Are there sufficient technology resources, specifically software and hardware resources? Are these resources available and accessible to students? To faculty?

Response:

The Applied Arts Program has state of the art Macintosh computer hardware and 7 major design software programs. The lab is scheduled for upgrading next year (2001). The APA Classroom/Lab accommodates 20 student computer workstations and two-student computer scanning; printing, image capture, and Internet access workstations. The Applied Arts Program has state of the art computer technology with current software technology resources that are available and accessible to students and APA faculty. Thirty hours of open lab time is available to APA enrolled students each week. The lab is equipped with Macintosh 8600 and 9600 Power PC computer hardware technology. Students have access to the Internet and use the lab Intranet to store files, access course materials, make scans, and print portfolio materials.

The following software is available in the lab and taught in the course curriculum:

- Adobe PhotoShop 5.5
- Adobe Illustrator 9.0
- Adobe InDesign 6,5
- Adobe Go live 5,0
- Adobe ATM Delux
- Adobe Acrobat 4.0
- QuarkXpress 4.4
- Painter 6.0

- D. Provide a list of recommended technology acquisitions (i.e., software, hardware, PC projection units, etc.)

Response: *see Section III: Institutional Support and Other Program Resources (F.)

2. Program Supports

- E. Does the Individualized Learning Center provide ample academic support services for students in the program?

Response:

The Individualized Learning Center provides Art image and Art history slide catalogues and assorted video teaching aids as academic support for students in the APA program.

- F. Provide recommendations for improved academic support services.

Response:

The APA Lab has localized the majority of the academic support materials necessary for student individualized learning experiences. The holdings in the Individualized Learning Center for the Applied Arts Program could be doubled or tripled over the next two years to provide more tutorial experiences for APA students with currency the top priority for advancing technologies.

- G. Summary and Analysis: Academic Supports

Response:

Quinsigamond provides sufficient instructional/research resources to support student learning in the Applied Arts Program. Quinsigamond has implemented a campus-wide 'acquire/retire' replacement cycle maintaining and upgrading a centralized network, instructional technology capabilities, and desktop management systems to state of the art specifications. It also plans to complete the CARS conversion process to provide college-wide integrated student record and administrative systems. The creation of an Academic Computing Center with expanded classroom/laboratory capabilities, and extended hours of operation benefits all students. As a challenge to explore the technology classroom of the future. Quinsigamond's plans to complete its library automation as a Center for Information Literacy providing technological access to the library collection, electronic journals and commercial data bases.

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The Applied Arts Program is only seventh years old and has not found the resources to stock the library with the current volumes of text offerings in this ever changing technological revolution that is effecting both the print industry and the electronic publishing industry.

The library needs to acquire new texts covering subjects on Computer Graphic Design, Web Page Design, E-Commerce, E- Business, Distant Learning, Internet Site development, Software manuals, New Design texts in general, Digital Photography, Multimedia, CD ROM development, Gaming, Animation, 3-D imaging, anything that has to do with printing, prepress, preflight and

print processes using computer based technologies, any thing on Informational Technologies, general Art History subjects and typography, etc., etc., etc.

The Applied Arts Program has state of the art Macintosh computer hardware and 7 major design software programs. The lab is scheduled for upgrading next year (2001). The APA Classroom/Lab accommodates 20 student computer workstations and two-student computer scanning; printing, image capture, and Internet access workstations. The Applied Arts Program has state of the art computer technology with current software technology resources that are available and accessible to students and APA faculty. Thirty hours of open lab time is available to APA enrolled students each week. The lab is equipped with Macintosh 8600 and 9600 Power PC computer hardware technology. Students have access to the Internet and use the lab Intranet to store files access course materials, make scans, and print portfolio materials. The following software is available in the lab and taught in the course curriculum:

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- Adobe Illustrator 9.0
- Adobe InDesign 6,5
- Adobe Go live 5,0
- Adobe ATM Delux
- Adobe Acrobat 4.0
- QuarkXpress 4.4
- Painter 6.0

***See Section III: Institutional Support and Other Program Resources (F.)**

The Individualized Learning Center provides Art image and history slide catalogues and video teaching aids as academic support for students in the program. The APA Lab has localized the majority of the academic support materials necessary for student individualized learning experiences. The holdings in the Individualized Learning Center for the Applied Arts Program could be doubled or tripled over the next two years to provide more tutorial experiences for APA students with currency the top priority for advancing technologies.

Section III-cont.

3. Student Supports

A. How do? your students explore career opportunities and prepare to access them

Response:

Students explore career opportunities and prepare to access them through the **Experienced-Based Education Department**, which has in the past conducted a six credit Externship/Internship Coop through the Applied Arts curriculum in the last semester of study for students before graduation. The Experienced-Based Education program at Quinsigamond is founded on the premise that learning derived through life experiences can be assessed and, as such, may be recognized by an award of academic credit. The central principle that underlies such an assessment is that what the learner knows is more important than the method by which the knowledge is gained. One component of experience-based education included in this curriculum is a Cooperative Work Experience in a program relevant position. Through this experience, the student is able to develop an appreciation of the relevance of the curriculum to the world of work. The student also gains valuable experience that may be a significant factor in attaining full-time employment.

The College has an active **Job Placement Office**. Through this office students receive assistance with resume writing, resource skills and securing employment. In addition to listing of positions on the bulletin board, the Placement Office is actively involved in On-Campus Recruiting and Career Fairs in Worcester. The students are provided with “employment experience” through cooperative education and internship experiences.

B. Provide recommendations for enhancing students’ career exploration and planning.

Response:

Student career exploration and planning could be enhanced through the development of a three credit Liberal Arts course that prepares students through course work directed toward their specific career area. The course would cover resume writing, interview skills, proper body language and dress, and the actual going out on interviews in their chosen career area the semester before the Coop course begins.

C. Are current student support services adequate to support the teaching and learning process?

Consider:

- Counseling Services
- Disability Services
- Health/Wellness Center
- Transfer Information
- Other Services (as listed in QCC catalog)

Response:

Student support services are excellent in confirming the teaching and learning process. My interaction with student support services has found the various departments always finding ways to benefit and support student needs and help them achieve success in the Quinsigamond College environment. The Applied Arts Program has a close relationship with following College services because many of our student as a general population have strong ties or come to us directly as referrals from these services categories:

Counseling Services

The Applied Arts Program student Interns design all the Colleges support services brochures. The counseling services “When You Need Someone to Listen” brochure reflects the caring and compassionate nature of their mission: QCC is committed to full access for all individuals. The purpose of support educational services is to help students with emotional or psychiatric disabilities achieve their personal and educational goals while at Quinsigamond.

Services offered are as follows:

- Advocacy,
- Individual and group support
- Accommodations and adjustments to academic obstacles,
- Academic planning and resource development
- Assistance with admissions and course selection
- Tutoring, proctoring
- Crisis intervention
- Referrals
- Skill assessment and training
- Instruction in study skills and learning strategies
- Monitoring and follow-up

All services are confidential. Services are provided in accordance with section 504 of the Rehabilitation Act of Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act.

Disability Services

The College provides services in accordance with section 504 of the Rehabilitation Act of Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act.

Emotional/Psychiatric disabilities include but are not limited to:

- Anxiety disorders
- Depression
- Bipolar disorders
- Panic Attacks
- Post-traumatic stress disorders
- Schizophrenia
- Schizo-affective Disorders

Academic Advising

All Applied Arts Program enrolled students (50 students per Academic year) are advised by faculty or the Learning Resource Manager within the APA Program.

Financial Aid and Transfer

Quinsigamond has the most affordable tuition in the Massachusetts Community College system. Quinsigamond Community College has Joint admissions agreements with all four University of Massachusetts campuses and seven Massachusetts state colleges. Quinsigamond Community College offers the following Financial programs:

- Tuition Advantage Program 33% reduction in tuition
- Commonwealth Transfer Compact
- Transfer (Articulation) Agreements
- The Smart Choice, Individual Focus, Nationwide success
- Cost savings

D. Provide recommendations for additional services that would be beneficial to your students.

Response:

I have no recommendations for additional services that would be beneficial to APA students.

E. Summary and Analysis: Student Supports

Response:

Students explore career opportunities and prepare to access them through the Experienced-Based Education Department, which conducts a six credit Externship/Internship Coop through the Applied Arts curriculum for students in their last semester before graduation. The Experienced-Based Education program at Quinsigamond is founded on the premise that learning derived through life experiences can be assessed and, as such, may be recognized by an award of academic credit. The central principle that underlies such an assessment is that what the learner knows is more important than the method by which the knowledge is gained. One component of experience-based education included in this curriculum is a Cooperative Work Experience in a program relevant position. Through this experience, the student is able to develop an appreciation of the relevance of the curriculum to the world of work. The student also gains valuable experience that may be a significant factor in attaining full-time employment.

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Recommendations for enhancing students’ career exploration and planning is in the development of a three credit Liberal Arts course that prepares students through course work directed toward their specific career area. The course would cover resume writing, interview skills, proper body language and dress, and the actual going out on interviews in their career area the semester before the Coop course begins.

Current student support services that support the teaching and learning process

- Counseling Services
- Disability Services
- Health/Wellness Center
- Transfer Information

Student support services are excellent in confirming the teaching and learning process. My interaction with student support services has found the various departments always finding ways to benefit and support student needs and help them achieve success in the Quinsigamond College environment. I have no recommendations for additional services that would be beneficial to our students.

Section III-cont.

4. Physical Facilities

- A. Are the current physical facilities sufficient from an instructional perspective? If no, explain and provide recommendations.

Response:

The current physical facilities are completely sufficient from an instructional perspective. The Applied Arts Program has state of the art Macintosh computer hardware and design software. The APA Classroom/Lab accommodates 20 student computer workstations and two-student computer scanning; printing, image capture, and Internet access workstations. The APA Classroom/Lab is scheduled for upgrading next year.

The expansion of the program is essential; to meet student instructional and industry workforce demand by providing a new 20 student computer workstation classroom/ lab and updating the existing APA classroom/lab. This would expand the Applied Arts Program enrolled student population from 40 full-time day students to 80 full-time day enrolled students, and allow for a full set of night program course offerings for additional students. Listed below is a summary of the classroom and equipment needs to upgrade and expand the APA offerings:

- B. Are the current physical facilities sufficient from a competitive perspective? If no, explain and provide recommendations.

Response:

The simple fact is that the faculty and staff could not achieve the level of technical proficiency in our students without the state of the art APA Classroom/Lab. It contributes directly to the successful outcome of student job and career placement. The program has an excellent reputation in the business community and among APA graduates working in the local Computer Graphic Design Industry. Word of mouth and high school recruitment have kept the program in “High Demand” status for the last five years with waiting lists averaging sixty students per year for the twenty available full-time day slots. Last year 73 students applied and this year the application ratio was 81 students applying for 20 full-time day slots. This demonstrates increasing student demand.

The Applied Arts Program should be expanded and market concepts built around promoting the College’s Informational Technologies approach to Internet and Web E-commerce career programs. Market Quinsigamond as a Community College on the cutting edge of the Informational Technology revolution poised to transform the E-commerce economy of Worcester.

- C. Given enrollment projections, will additional classrooms or laboratories be required? If yes, please specify the requirements.

Response:

The Applied Arts Program has been a “high demand” program for the last four years, interviewing an average of 45-50 qualified students each year for the twenty full-time day seats. With a more dynamically interactive marketing strategy the APA Program could easily accommodate an additional 20 full time day enrolled students. This would require a addition APA Classroom/Lab and a designated space to create lighting effects for digital photography.

1) *Educational- Computer classroom/ Lab*: Providing a room adjacent to the Applied Arts Lab (372A) to become a designated or at least shared Applied Arts classroom/ lab.

2) *Educational- Digital Photography/ Lab*: The darkroom is obsolete and the intention is to go completely digital in the Fall Semester 2000. The space now occupied by the Learning Managers office and the darkroom will become a lighting effect area for production digital photography workstations. The construction can be done in house. It will require opening the space up and installing 3 lighting effects work areas.

3) *Computer hardware*: Computer equipment for Classroom/Lab with 20 student work stations plus two open stations for scanning, printing, video capture, demonstrations and lab assistant. This lab may have multiple functions:

*A) To handle the expansion of core course offerings in the Applied Arts curriculum and to share with other programs as an open computer designated classroom.

*B) To handle the advanced multimedia and electronic publishing (Internet and Web) aspects of the new Program option.

*C) To offer courses to Programs outside the Applied Arts Curriculum (i.e. Design Technologies for Office Management Majors), this depends on scheduling availability.

* D) When available to be used as an open Lab for student use.

D. Summary and Analysis: Physical Facilities

Response:

The current physical facilities are completely sufficient from an instructional perspective. The Applied Arts Program has state of the art Macintosh computer hardware and design software. The APA Classroom/Lab accommodates 20 student computer workstations and two-student computer scanning; printing, image capture, and Internet access workstations. The APA Classroom/Lab is scheduled for upgrading next year.

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*C) To offer courses to Programs outside the Applied Arts Curriculum (i.e. Design Technologies for Office Management Majors), this depends on scheduling availability.

* D) When available to be used as an open Lab for student use.

Section III-cont.

5. Program Financing

- A. Has the program’s funding been sufficient over the last five years? Please explain your response.

Response:

The Applied Arts Program’s funding has been sufficient over the last five years. The APA funding has been sufficient to maintain upgrades and currency in both computer hardware and software. The APA Computer Classroom/Lab is updated every three to five years and software is updated each year. This is a costly but necessary requirement to keep student job skills competitive with the constant technological equipment rentals and/or maintenance, etc. advances in the Computer Graphic Design field and Internet Website Development and Design.

- B. Provide an analysis of the cost of this program. Be sure to include ALL costs. (For example, costs associated with instructional salaries, space, lost opportunity costs, equipment rentals and/or maintenance, etc.)

Response:

- 1) Instructional yearly salaries:
One full-time Professor – 43,000.00
One full-time Learning Resource Manager – 30,000.00
One part-time Instructor (3 courses per semester) – 6,000.00
03 Lab technician (night and day) – 6,000.00
Total instructional salaries – \$85,000.00
- 2) Space:
The Applied Arts Program is limited to one classroom/Lab. The space is allocated not rented. There is no direct rental or special maintenance cost associated with this designated space of approximately 700 square feet.
- 3) Lost opportunity costs:
The Applied Arts Program offers courses and supervised lab time from 8AM till 10PM, 4 nights a week. Friday the APA classroom/Lab is open from 8AM till 5PM. The lab is also open on Saturday for student use from 9AM till 1PM. These are the exact times that the College is open to the public. The APA classroom/lab is utilized for the maximum hours that are possible for student instruction and lab usage. The APA classroom usage for instruction and open access to the APA lab is based on the exact hours the College is open to the public, thus there are no lost opportunity costs involved in the APA Program.
- 4) Equipment rentals and/or maintenance, etc.
The APA classroom/lab was upgraded 3 years ago at a cost for computer hardware, printers, scanners, cameras etc. and software for a cost of..... \$161,000.00
The upgrade time frame is every 3-5 years. The annual cost for the above mentioned equipment divided over the five years is ... \$32,000.00
- 5) Annual APA budget for educational and computer supplies is \$6,410.00
Analysis of the annual cost of this program:

Instructional salaries –	85,000.00
Annual equipment rentals and/or maintenance:	32,000.00
Educational and computer supplies is	<u>6,410.00</u>
Total annual APA costs	\$123,410.00

C. Based on your enrollment projections, are there projected increases or decreases in the budgetary requirements of this program over the next five years?

Response:

The APA program has 38 full-time day program enrolled students and 20 part-time night program enrolled students. This is a consistent figure since 40 is the maximum full-time enrolled students the program can enroll in each academic year and 20 is the maximum part-time night students the program can enroll depending on their pace toward program completion. It must be understood there is no way for night students to graduate unless they eventually become full-time day students. These students are in the night program by choice due to full-time employment or are students who did not get accepted into the day program. Night enrolled students have to be accepted into the program because all APA course offerings are restricted to program enrolled students.

All APA night program enrolled students know this up front and understand the night courses are limited in specific course offerings, requiring students to attend the summer sessions and eventually they are required to drop into full-time day status. This requires frequent over subscribing of advanced APA classes with students doubling up on computers. Last semester courses limited to 20 were oversubscribed with 27 students in each of the four third semester courses. This process is confusing and difficult on students and instructors, but student demand is so great and industry demand so consistent that students are determined to overcome any obstacles to graduate. The process could be simplified with the addition of one additional APA designated classroom/lab.

The APA program is a “high demand” program. This year 81 students applied for the 20 full-time day slots. These numbers will continue to increase, it is my suggestion that the program expand to accommodate the student and industry demand. Adding an additional classroom/lab would increase the enrollments to 80 full-time day and 40 full-time night students. This would provide for an APA Night Program, which could offer all the courses, needed for graduation. This is an increase from 40 to 120 full-time enrolled students with an increase of APA budget costs of...

Analysis of the present annual cost of the APA program:

Instructional salaries –	85,000.00
Equipment rentals and/or maintenance:	32,000.00
Educational and computer supplies is	<u>6,410.00</u>
Total APA costs	\$123,410.00

Divided by 60 APA program enrolled students. Equals cost per student.....\$2,057.00

Analysis of the “Expanded APA Program” annual cost:

*Instructional salaries –	127,000.00
Equipment rentals and/or maintenance:	64,000.00
Educational and computer supplies is	<u>12,820.00</u>
Total APA costs	\$223,820.00

* reflects an additional APA full-time faculty

Divided by 120 APA program enrolled students. Equals cost per student.....\$1,860.00

D. Summary and Analysis: Program Financing

Response:

The Applied Arts Program’s funding has been sufficient over the last five years. The APA funding has been sufficient to maintain upgrades and currency in both computer hardware and software.

The APA Computer Classroom/Lab is updated every three to five years and software is updated each year. This is a costly but necessary requirement to keep student job skills competitive with the constant technological equipment rentals and/or maintenance, etc. advances in the Computer Graphic Design field and Internet Website Development and Design.

- E. Provide an analysis of the cost of this program. Be sure to include ALL costs. (For example, costs associated with instructional salaries, space, lost opportunity costs, equipment rentals and/or maintenance, etc.

Response:

- 1) Instructional yearly salaries:

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- 5) Space:

The Applied Arts Program is limited to one classroom/Lab. The space is allocated not rented. There is no direct rental or special maintenance cost associated with this designated space of approximately 700 square feet.

- 6) Lost opportunity costs:

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- F. Based on your enrollment projections, are there projected increases or decreases in the budgetary requirements of this program over the next five years?

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*Instructional salaries –	127,000.00
Equipment rentals and/or maintenance:	64,000.00
Educational and computer supplies is	<u>12,820.00</u>
Total APA costs	\$223,820.00

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SECTION IV: Executive Summary of Findings

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Briefly summarize the program highlights and recommendations for program improvement (2-4 pages). Provide a summary of action steps that prioritize what needs to be done with an estimated timeline for completion.

The last six years have seen spectacular advances in business and personal computer technologies and continued refinement and upgraded sophistication of computer design software. This has fueled a market expansion in the Computer Graphic Design Industries nationwide due to increased productivity. The Print and Prepress industry have experienced a revolution in electronic and digital technologies requiring a highly skilled computer literate labor force. The United States labor statistic sees a labor market demand increase of 75% for Desktop publishers over the next 5 years.

In addition, the Telecommunications and Informational Technology revolution has arrived and is a tidal wave that is moving towards Worcester. In 1999, \$1.4 billion in venture capital flowed into the state spreading among 144 companies, including 91 million in Central Massachusetts. Making the state second only to California. This expanding and rapid growth of Internet and Information Technology Industries in Central Massachusetts estimates demand for a highly skilled computer trained work force of 1500 to 3000 Website designer, maintainer, and administrator over the next 5 years. The average annual wage in the Informational Technology Industry is over \$52,000 as compared with the average annual income in Worcester in 1998 of \$32,178.

This explosion in the Informational Technology Industry, combined with my sabbatical research exploring Web Page design software with curriculum integration, and now the 200 hours invested in program review have resulted in a major APA Program curricular revamping, with four courses revamped and five new courses introduced. The Applied Arts Program field of study is now called, "Computer Graphic Design for Print and Internet Publishing."

Computer Graphic artists utilize computer based technologies to produce designs, symbols, typography, illustrations and photography for use in print and electronic publications to help communicate ideas to a world wide market. Web publishers, newspapers, magazines, ad agencies and manufacturers all use in-house or freelance designers in the promotion and sales of their products.

The Applied Arts Program at Quinsigamond Community College is the only two-year degree Computer Graphic Design Program of its kind in Central Massachusetts. The program is on the cutting edge, providing working competencies in advanced electronic and digital design technologies supplying a computer based curriculum for students seeking career opportunities in Central Massachusetts Computer Graphic Design Industries. Graduates of the program are currently employed in over 75% of all Graphic Design, Prepress and Printing Industries in Central Massachusetts.

The Central Massachusetts Graphic Arts Industry includes printing, prepress and preflight technologies, advertising and corporate identity promotion. The revised Applied Arts Program curriculum in Computer Graphic Design for Print and Internet Publishing now addresses the high demand market of electronic publishing and Internet based Website design. The APA degree prepares majors for career opportunities in the traditional print industry as well as Internet based electronic publishing. The electronic publishing career industries include Web page and website production with multimedia and animation designing Internet sites for business, advertising, entertainment and public service.

The curriculum provides a progressive framework of courses that increase student computer hardware and software competencies to meet Quinsigamond's general education core curriculum goals for measurable proficiencies in Technology Applications and Electronic Resources. The curriculum also provides a progressive framework of courses that use weekly critiques and peer review of design projects that meet general education core curriculum goals for measurable proficiencies in Oral Communication and Teamwork.

Upon graduation students will have spent over 1600 hours on the computer with the following definable student outcomes and graduation competencies:

- 1) Students achieve computer graphic design proficiencies based on measurable industry recognized standards for computer generated print and Internet publications in the following software programs: Adobe PhotoShop, Adobe Illustrator, Adobe PageMaker, Adobe Dimensions, Adobe GoLive, Adobe ImageReady, Adobe LiveMotion, and QuarkXpress.
- 2) Students achieve computer hardware proficiencies in Macintosh computer systems and periphery hardware such as scanners, printers, portable and internal storage drives, 35mm SLR and digital camera operation and compact disk formatting.
- 3) Students achieve computer hardware and software proficiencies in Internet and Intranet networking and navigation.
- 4) Students develop a professional portfolio of printed and electronic materials reflecting computer graphic design proficiencies that meet industry standards for career placement.
- 5) Students are required to take two College level English Composition and Literature courses as well as two Art Theory Electives that meet general education core curriculum goals for measurable proficiencies in critical thinking, written communication skills, and multiple and diverse cultural perspectives.
- 6) Students are required to take a college level math elective that meets the general education core curriculum goals for measurable quantitative proficiencies.

The Applied Arts Program curriculum reflects the goals and objectives of the Quinsigamond Community College Mission to create and develop programs of educational relevancy that serve the diverse needs of Central Massachusetts by providing affordable, accessible, and high quality programming leading to transfer, career, and lifelong learning. The program reflects The College's vision to mold a technologically literate, yet humane, citizenry, able to thrive, not just survive, in the world as global village. The Applied Arts Program with a technologically computer based career curriculum reflecting the goals and objectives of the Quinsigamond Community College Mission has established a consistent retention rate of over 90% of program enrolled students graduating with a median GPA of 3.52.

The program transfer rate sees 30% of our graduates matriculating to state colleges and universities. There are four-year programs at Framington State College, Fitchburg State College, Westfield State College, and Salem State College, Massachusetts College of Art and all the University of Massachusetts campus. Students are strongly encouraged to participate in a post-graduation 3-6 credit Internship Cooperative provided by the Experienced Based Education Department. Coop Career placement in the computer graphic design industry allows Applied Arts graduates opportunities for learning outside the classroom as they gain important job site skills and experience. This year 20 students received permanent employment of the 25 placed. The average salary for APA graduates is \$23,500 with the top students being offered 32,000.

Occupations in which our graduates are currently employed:

1) Computer Graphic Design: Advertising Agencies. Corporate Identity Promotion - In-house Graphic Designer. Newspaper Advertising & Publications. Publishers - In-house Graphic

Designer. Graphic Design Agencies. Printing Industry - In-house Graphic Designer.
Manufactures - In-house Graphic Designer. Public and Community Organizations - In-house
Graphic Designer

2) Photography: Production Photographer for food products and various consumer products
High school Yearbook Photographer. Corporate Identity and yearly report photographer. Photo
retouching – color correction and manipulation. Production specialist – development and printing
Photo Promotional and Reproduction sales

3) Prepress and Preflight: Software Specialist - File preparation. High Resolution Scan Operator
Color Specialist - Electronic Platemaker. Internet File Specialist. Digital Printing. Software
Troubleshooting

4) Educational Computer Lab Manager. Grade, middle and high schools, College level.

5) Web page and Web site Designer / Maintainer / Administrator

In 1997, a full-time Learning Resource Manager was hired to oversee and maintain the APA
Computer Teaching/Lab and to assist with curriculum and technology integration, tutoring and
Instruction. Adjunct Faculty who work in the local Computer Graphics Industry teach several of
the Applied Arts Program courses. The program has had a “high demand” status for the last four
years with an average of 60 qualified students applying for the 20 full-time day slots. This year as
of April 15, 81 students had applied for the 20 full-time day slots. As of July 1, the list of students
applying is now over 100.

Recommendations for program improvement with a summary of action steps that prioritize what needs to
be done and when.

1) The Applied Arts Program should be expanded to meet student instructional and industry
workforce demand by providing a new 20 student computer workstation classroom/ lab and
updating the existing APA Classroom/Lab. This would expand the Applied Arts Program enrolled
student population from 40 full-time day students to 80 full-time day enrolled students, and allow
for a full set of night course offerings for and additional 40 night program enrolled. This would
double student enrollments.

Physical Facilities Requirements:

A) An additional Applied Arts Computer Classroom/ Lab: An additional designated or at
least shared Applied Arts classroom/ lab.) With 20 student work stations plus two open
stations for scanning, printing, video capture, demonstrations and lab assistant. This lab
may have multiple functions:

* To handle the expansion of core course offerings in the Applied Arts
curriculum and to share with other programs as an open computer designated
classroom.

*To handle the advanced multimedia and electronic publishing (Internet and
Web) aspects of the new Program option.

*To offer courses to Programs outside the Applied Arts Curriculum (i.e. Design
Technologies for Office Management Majors), this depends on scheduling
availability.

B) Digital Photography Lighting Effects Area: A lighting effects area for production
digital photography workstations replacing the existing dark room.

2) Applied Arts Program marketing concepts should be built around promoting the College’s
Informational Technologies approach to Internet and Web based e-commerce career programs.
Market Quinsigamond as a College on the cutting edge of the Informational Technology
revolution poised to transform the economy of Worcester.

3) Providing more opportunities for the Applied Arts Faculty to become visible “out” making
contacts in the business community would benefit the marketing and linkage concept of the
College. Linkages can be facilitated through the Faculty Externship Program, release-time to get
off campus during business hours to visit local high tech industries and make contacts, attend

more community business and technology task force meetings, and network with local political and economical interests (special community projects, grant writing, etc.).

- 4) The currency of the Applied Arts Program could be enhanced by a more proactive interaction and initiative from Associate and Administrative Deans in making direct employer contacts to attract and familiarize new industry with the Quinsigamond's specialized career programs.
- 5) The College library needs to acquire new texts and audio and video covering subjects on Computer Graphic Design, Web Page Design, E-Commerce, E- Business, Distant Learning, Internet Site development, Software manuals, New Design texts in general, Digital Photography, Multimedia, CD ROM development, Gaming, Animation, 3-D imaging, Prepress, preflight and print processes using computer based technologies, any thing on Informational Technologies, general Art History subjects and typography, etc., etc., etc.
- 6) The CARS computer system be programmed to track statistics that are relevant to program accreditation, review and relevancy.
- 7) The College make an investment in the expansion of the Applied Arts Program through industry contacts, grant writing and foundation support.

A) Expand APA program with an additional Classroom/Lab... \$241,750.00

B) Upgrade existing Computer Classroom/Lab

Upgrade Computer hardware... \$70,000

Upgrade Computer software... \$25,500

Computer supplies... 8,250

Total cost upgrade Classroom/Lab... \$103,750.00

C) **Total to expand / upgrade APA Program ... \$345,510.00**

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