Western Nevada College

GRAPHIC COMMUNICATIONS

Program Review Report

2011-2016

Program Name:	Graphic Communications
Degrees:	Associate of Applied Science Certificate of Achievement
Academic Division:	Career & Technical Education (CTE)
Years Reviewed:	2011-2016
Date of Previous Review:	2010
Program Responsible Person:	Jayna Conkey, MFA Professor of Graphic Communications
Program Review Team:	Georgia White, Director Career & Technical Education
	Jayna Conkey Graphic Communications Professor
	Jennifer Smith Part-Time Instructor/Graphic Communications, WNC
	Suzanne Pipho WNC Graphic Communications Student
Internal Reviewer:	Susan Priest, Professor Western Nevada College
External Reviewer:	Megan Schlegel, Senior Art Manager International Game Technology (IGT)

GRC Logo designed by WNC GRC Student Melessa Camilon - 2016
EDITOR: Carter Schleicher, C.W.B.

Contents

1. Program Description
A. College and Program Mission..... 4
B. College and Program Goals..... 4
C. Short Description..... 5
i. Unique Characteristics..... 5
ii. Concerns or trends affecting the program..... 5
iii. Significant changes or needs in the next five years..... 6
D. Student Learning Outcomes/Required Course Matrix..... 6
E. Degrees and/or Certificates Offered..... 6
F. Niches Served..... 6
2. Quality of Program
A. Evidence of Effectiveness..... 6
i. Course Scheduling/Enrollment History Report..... 6
ii. Summary Data Sheet..... 7
iii. Systematic Assessment Five-Year Assessment Plan..... 8
B. Evidence of Satisfaction..... 9
C. Certification/Licenses..... 9
D. Enrollment Trends..... 9
E. Need for the Program..... 11
F. Curriculum Review Summary..... 11
G. Findings and Recommendations..... 12

Exhibits:

Exhibit A: Student Learning Outcomes/Required Course Matrix
AAS Degree, ISLO's and Gen Ed SLO's (if applicable) by Course..... 13
Exhibit B: Student Learning Outcomes/Required Course Matrix
Certificate, ISLO's and Gen Ed SLO's (if applicable) by Course..... 14
Exhibit C: Student Learning Outcomes/Required Course Matrix
AAS Degree, GRC Program Learning Outcomes by Course..... 15
Exhibit D: Student Learning Outcomes/Required Course Matrix
Certificate, GRC Program Learning Outcomes by Course..... 16
Exhibit E: Program Requirements-Scheduling/Enrollment History Report... 17
Exhibit F: Elective Choices - Scheduling/Enrollment History Report..... 20
Exhibit G: Summary Data Sheet *(and supporting data)*..... 21
Exhibit H: Five-year Assessment Plan..... 28
Exhibit I: Evidence of Satisfaction..... 34
Exhibit J: Enrollment Trends..... 35
Exhibit K: Curriculum Review Report..... 41
Exhibit L: Curriculum Committee Response..... 77
Exhibit M: External Reviewer Final Report..... 81
Exhibit N: Internal Reviewer Final Report..... 86

1. PROGRAM DESCRIPTION

A. College and Program Mission:

College Mission	Program Mission
Western Nevada College inspires success in our community through opportunities that cultivate creativity, intellectual growth and technological excellence, in an environment that nurtures individual potential and respects differences.	***Certificate of Achievement*** The purpose of the Graphic Communications Certificate of Achievement is to provide basic knowledge and skills necessary to enter the graphic communications field. ***Associate of Applied Science*** The Associate of Applied Science (AAS) degree in Graphic Communications will provide employment-related knowledge and skills necessary to succeed in the graphic communications field. The degree will meet educational criteria for employment and prepare the student for possible transfer to other colleges and universities to meet higher educational and professional goals.

B. College and Program Goals:

College Goals	Program Goals and Outcomes
Improve student success in program completion and graduation rates.	**GOAL:** Provide oversight for Graphic Communications Program. **Outcome:** Improve retention and graduation rates. **Outcome:** Review articulation of Graphic Communication Courses within NSHE.
Ensure institutional excellence in teaching, programs and services.	**GOAL:** Assess Program. **Outcome:** Assess program and student learning outcomes for Certificate and AAS degree. **Outcome:** Update curriculum as the industry evolves.
Embrace our college's many communities and respond to their diverse needs.	**GOAL:** Focus on outreach and job placement in the WNC service area. **Outcome:** Continue to work on Career and Technical Education Agreements with area high schools. **Outcome:** Promote the Program by creating and distributing promotional materials, attending career fairs, and exhibiting GRC Student work. **Outcome:** Assist students with employment/placement.

C. Short Description:

i. Unique Characteristics

To meet the needs of students in the community and to aid in furthering the growth and development of Northern Nevada's workforce, the Graphic Communications Program (Program) provides an industry-standard education for students who are interested in entry-level positions in the graphic design field with an Associate of Applied Science degree. The Program also provides training for those who need general skills in graphic design with the Certificate of Achievement. Additionally, those who are already in the industry, but are in need of upgrading skills and knowledge in current software, enroll in our classes. Courses in the Graphic Communications Program teach concepts applied to many areas of graphic communications including graphic design, advertising design, web design, and animation. Class projects are designed to allow students to build professional portfolios to market themselves for employment.

ii. Concerns or Trends Affecting the Program

The most significant trend affecting the Program is student demand for online courses. The availability of online classes and degrees has made service areas obsolete. In Nevada, Great Basin College has a Bachelors of Applied Science degree in Graphic Design that is available completely online and the College of Southern Nevada offers many of their Graphic Communications courses online. Additionally, there are many institutions nationwide that offer online degrees in this field. Since the last GRC Program Review in 2010, WNC's Graphic Communications Program has addressed the demand for online education by building online courses for the entire Program. Beginning in the Fall of 2017, WNC students can complete the entire Graphic Communications AAS Degree online.

Competition within the state includes the University of Nevada's School of Journalism which created a "Visual Design" track that includes the following courses: JOUR 107 "All Things Media-Foundations ", JOUR 108 "All Things Media- Design," JOUR 207 "All Things Media- Words and Numbers, and JOUR 208 "All Things Media-Images and Sounds." Other journalism courses are offered at the 300 and 400 level. UNR's Art Department is in the process of hiring a full-time graphic design professor to build a Bachelor's degree program in Graphic Design beginning the Fall of 2017. We are working closely with the Art Department to coordinate efforts in hopes of having many of our GRC courses transfer to UNR. The next year or two may result in changes to WNC 's GRC Program if coordination can occur between the institutions.

The shift from print to digital media continues. While students still need to have core design skills, they must also be able to build designs for multiple platforms. The challenge for a two-year program is to give students these core design skills and training in new software techniques that increase in complexity. The Adobe software used in the field updates every few months.

Many companies employ designers who work remotely and this is a trend that is happening more now than ever. It is imperative that students know how to work independently and have the ability to troubleshoot issues quickly as they arise. Interestingly enough, the online GRC courses present the optimum situation for students to do this.

Finally, lab costs continue to be somewhat of a challenge. The required Adobe Creative Suite software became more expensive when the company changed how they do business. Instead of purchasing copies of software outright, Adobe has buyers pay a monthly or annual fee and download the software which is not permanently installed on the computer. Buyers no longer own the software outright. NSHE has worked out an arrangement with Adobe and each institution pays a discounted fee. That being said, software and hardware costs have been mitigated by online course offerings. Online students are required to have a computer and purchase the software themselves if they choose not to complete the coursework in one of WNC's computer labs. At the time of the last Program review, the GRC Program ran classes in three separate computer labs at the High Tech Center. Since then, the Program has moved to the main campus and now requires one computer lab. Additionally, Perkins Grants have generously covered additional costs for computers and printers.

iii. Significant Changes or Needs in the Next Five Years

The most significant change in the next five years will be the potential impact of UNR's proposed graphic design degree on WNC's GRC Program. Many of our students have expressed the desire to earn a 4-year degree in graphic design and some have moved out of state in pursuit of the degree. If UNR's graphic design program comes to fruition, it will be important for WNC to work closely with them. Also, WNC needs to work with other 4-year NSHE institutions. One option that has already been discussed is the possibility of a 3 + 1 bachelors degree in animation/video with Nevada State College. To best serve our students, the Program will likely need to evolve with new courses and/or modified curriculum to enable them to matriculate to 4-year institutions seamlessly while still offering the skills necessary for those who want to enter the workforce with the AAS Degree. Additionally, the industry is constantly evolving and the Program will need to evolve with it. Additional training will be needed for instructors to keep abreast of trends and current software will need to be upgraded regularly to keep up with rapidly evolving technologies.

D. Student Learning Outcomes/Required Course Matrix:

There are four matrixes mapping student learning outcomes to required courses. Each matrix shows the degree to which each course addresses each outcome (Exhibits A, B, C and D):

- **Exhibit A:** AAS Degree, Instituitional Student Learning Outcomes by Course - page 13
- **Exhibit B:** Certificate, Institutional Student Learning Outcomes by Course - page 14
- **Exhibit C:** AAS Degree, GRC Program Learning Outcomes by Course - page 15
- **Exhibit D:** Certificate, GRC Program Learning Outcomes by Course- page 16

E. Degrees and/or Certificates Offered:

- Associate of Applied Science in Graphic Communications - 60 credits
- Certificate of Achievement in Graphic Communications - 30 credits

F. Niches Served:

The GRC Program serves a wide range of business niches in the community. To date, SWIFT Communications has hired over 25 WNC GRC graduates. GRC students have also been hired by International Game Technology, CustomInk, the Nevada Department of Transportation, the Sparks Tribune, smaller design studios, and state agencies. Courses in the Program also provide enhanced skills for professional development and job upgrades.

The Nevada State Board of Education developed Career and Technical Education (CTE) Standards for Graphic Design and worked with WNC faculty and area high schools to help high school students earn college credit. By taking 3 years of high school design courses and passing an exam, area high school students have been earning WNC credit for the following courses: GRC 103, 183, 156 and 175.

Institutionally, Graphic Communications courses fulfill the Associate of General Studies, Fine Arts and Humanities Requirement (3 credits). GRC 183 is an elective requirement for the Computer Information Technology AAS Degree.

2. QUALITY OF PROGRAM

A. Evidence of Effectiveness

i. Course Scheduling/Enrollment History Report:

Data from Exhibits E and F shows courses have been scheduled in a manner as to allow students to complete the AAS Degree within two years and the Certificate within18 months.

- **Exhibit E:** Program Requirements - Scheduling/Enrollment History Report - page 17
- **Exhibit F:** Elective Choices - Scheduling/Enrollment History Report Page - page 20

ii. Summary Data Sheet:

Exhibit G: Summary Data Sheet - page 21

Graduation rates for AAS degrees and certificates increased slightly in 2015 and 2016. In the Spring of 2011, 10 students graduated with an AAS Degree and in 2016, 14 AAS degrees were granted. Certificates issued have been fairly low with one or two granted each year, although there was a spike in 2015 with 5 certificates granted. All students who earn an AAS Degree could also earn the Certificate because they have met the requirements. It is important to note that students interested in transfering to a four year institution will often pursue an AA degree path. WNC no longer allows for specifications within an AA degree. This would account for some difference between course enrollment and certificate and degree completers.

Although the GRC Program experienced a slight increase in graduation rates, the headcount of declared majors and the headcount of students enrolled in GRC on site courses by year decreased steadily. The headcount for AAS degree majors in the Fall of 2013 totaled 58 then steadily decreased to 35 in the Fall of 2016. Certificate majors dropped from 5 to 2 in that same period. The headcount of students enrolled in GRC on site courses dropped from 460 in 2010-11 to 314 in 2015-16. Data on AAS majors by location shows on site numbers in Carson decreasing from 49 to 26, Fallon decreasing from 6 to 2, Douglas decreasing from 3 to 1, and Fernley decreasing from 1 to 0. Certificates in Carson remained about the same ranging from 4 in 2013 to a peak of 8 in the Spring of 2015 then back down to 2 in the Fall of 2016. The decrease in numbers by location may be attributed to the addition of new online GRC courses added in the Spring of 2015. The Program experienced an increase in the headcount of declared majors in online enrollment beginning with a total of 14 in the Spring of 2015 and ending with a total of 31 in the Fall of 2016.

Five-year success rates for on site courses averaged 85.4% and two-year success rates for online courses averaging 75%. (The first online courses taught were GRC 156 and GRC 175 in the Spring of 2015, and more GRC courses have been added each semester since then.) Five-year success rates for women remained steady averaging between 80-84%, and the five-year success rates for men and minorities were pretty much the same at 78-81% and 81-84%, respectively.

Successful course completion rates rose from 84% in 2011-12 to 92.3 % in 2012-13, then remained between 88 and 92 from 2013-2015. In 2015-2016, the success rates dropped down to 75.9%. This was the year when online GRC courses began to be offered. Overall, on site course completion rates are slightly higher than online course completion rates, with the exception of GRC 183 and GRC 179. Those courses experienced higher online success rates than the same on site courses. The success rates for the online versions of GRC 175, GRC 188 and GRC 275 proved to be more of a challenge due to the rigorous nature of the curriculum. To increase success rates in these courses and other online offerings, curriculum is continually being evaluated and redesigned when necessary to improve success rates while still meeting the course objectives. Also, the Program faculty member earned Quality Matters Certification (Applying the QM Rubric) and is working with other GRC instructors to modify online content to meet QM standards. For GRC 275, the prerequisite has now been hard-flagged, so students cannot enroll in that course before taking GRC 175. The Program has experienced higher enrollment in online course offerings than on site course offerings.

Annual FTE of students taught remained fairly steady starting with 5.7 in 2010-11, then dipped down to 4.3 in 2014-15, and rose to 4.6 in 2015-16. Data shows second year courses experience lower FTE than first year courses with 4th semester courses being the lowest (GRC 179, 275, 283, and GRC 294). This attrition rate is typical as students move through the program and advanced courses become more challenging due to the complexity of the curriculum.

Enrollment at the institution as a whole has dropped and the WNC President has formed an ad hoc Recruitment and Retention Committee to address this issue. The Program faculty member has been working to improve retention and graduation rates as well. Course curriculum has been updated, online courses have been added and the curriculum

for online classes is currently under review to determine whether workloads for multiple GRC courses typically taken at the same time are too rigorous. Also, her outreach efforts have doubled. Promotional materials have been created and are being distributed, she attends career fairs, and has exhibited GRC student work locally.

Data on student credit hours, FTE faculty, and workload ratios could not be addressed because institutional research was unable to provide it. Institutional Research stated they still need to provide data for administrative program reviews plus complete their other duties. They stated that they hoped to be able to provide faculty data for program reviews for the next year.

iii. Systematic Assessment:

Exhibit H: Five-year Assessment Plan attached to report - page 28

Annual assessment findings in the past five years include reviewing curriculum in required courses, changing the degree requirements, and updating all syllabi to include the Institutional Learning Outcomes and General Education Learning Outcomes (where applicable). Two courses were removed from the elective requirements for the Program: ART 115 Beginning Clay Sculpture and ART 127 Watercolor 1 because there were other elective requirements that better fit the skills required for graphic designers. Also, to help students who matriculate to UNR, the classes that remain as electives fulfill UNR's Silver Core Requirements.

The last Program Review was in 2010. Outcomes from that report included tracking graduates and researching the possibility of a baccalaureate degree in graphic communications. As stated earlier in this document, over 25 of our graduates have been hired by SWIFT Communications in Carson City. GRC students have also been hired by International Game Technology, CustomInk, the Nevada Department of Transportation, Vital Signs, the Sparks Tribune, state agencies and small businesses in the area. Outside of Nevada students have pursued bachelor degrees in California, Arizona and Washington and have gained employment at Microsoft and Pottery Barn. UNR's proposed baccalaureate degree in graphic design may be the next option for our students.

The following outcomes were also assessed from the 2010 GRC Program Review:

Outcome #1: Students will be able to demonstrate knowledge of color, design and typography. Using both exams and projects, students were graded on color, design and typography concepts in GRC 109 and GRC 144. Students understood color but several design concepts and typography principles needed to be reinforced. Students were given a second exam in each class and assignments on these concepts were added to the introductory GRC 103 class.

Outcome #2 Students will understand and implement current technologies. Software and curriculum were updated and projects were revised to reflect current trends.

Outcome #3 - Students will build both print and digital portfolios for entry level employment or entry into a baccalaureate program. Student portfolios were graded by professionals in the industry using the rubric developed by WNC faculty and the GRC Advisory Committee (example on page 33).

In 2012, using this new grading rubric, we found student portfolios, websites and resumes needed improvement. Spelling errors and the low number of page layout projects were noted. The goal for the plan was to increase the portfolio percentages by category from the Spring 2012 portfolio class. GRC instructors added three more page-layout projects to GRC 144, GRC 156 and GRC 283 and spelling errors were more heavily weighted in grading in all GRC courses. The following results were reported:

Spring 2013 Portfolio Ratings Results (see rubric on page 33):
Portfolio Website: 89.7% (up from 87% in 2012)
Portfolio Samples: 90.5% (up from 88% in 2012)
Resume: 92% (up from 84% in 2012)
Oral Presentation: 90% (remained the same)

The next five-year assessment plan will be to assess each of the three program outcomes and associated student learning outcomes in specific courses. As a one-person program, the faculty member has identified a sampling of courses that reflect the progress of the student throughout the program - GRC 103, GRC 144, GRC 283 and GRC 294. The the first three assessments of GRC 103, GRC 144 and GRC 283 are formative measures, and the fourth assessment, GRC 294, (portfolio) is a summative measure. GRC 103 was identified as an introductory course and will be assessed to determine what students are grasping at a beginning level. As the second level of assessment, GRC 144 and 283 will assess student progress, and GRC 294 (portfolio) is the capstone class and will be used to assess the outcome of the Program. These courses were chosen to represent the AAS Program but they are also courses that might be transferable and reflective of students going on into the workplace and those who wish to transfer to a bachelors degree. Ongoing assessments within each class in the program will also take place. All course learning outcomes are tied other GESLOs and ISLOs. This information will also be fed into overall program decisions. Updated program and student learning outcomes are public and available on the WNC website. All GRC course outlines and syllabi have updated student learning outcomes.

B. Evidence of Satisfaction:

Exhibit I: Evidence of Satisfaction - page 34
Course evaluation data from the Fall of 2012 to the Spring of 2015 on Questions #12 and #16 was gathered from the following courses: GRC 103, 109, 144, 156, 175, 179, 183, 188, 275, 283 and 294. Question #12 reads: "Met your educational needs;" Question #16 reads: "Effectiveness of the course." Overall, the ratings for question #12 are 85% Excellent and 9% commendable. The ratings for Question #16 are 85% Excellent and 7.5% Commendable. Satisfactory and Unsatisfactory averaged about 4% each.

Beginning the Fall of 2015, the questions in the course evaluations changed. Data was gathered from the Fall 2015 and Spring 2016 on the following two questions: Question12 - *Overall, the instructor has been an effective teacher*, and Question 13 - *The instructor created an effective learning environment*. Question 12 had an overall rating of 85% excellent and 8-10% commendable. Question 16 had the same ratings of 85% overall excellent and 7-8% commendable.

Institutionally, one of the strengths found from data in the 2016 Noel-Levitz Student Satisfaction Survey reflected the excellent quality of instruction students receive in most of their classes. Institutionally, instructors are effective and overall evaluations of GRC professors demonstrate this. According to the 2014 Community College Survey of Student Engagement data, the academic quality of WNC had ratings of 32% excellent and 56.7% good. Students meeting educational objectives as a result of their enrollment at WNC showed 40.9% strongly agree, and 49.8% agree.

C. Certifications/Licenses:

The GRC faculty member is exploring the possibility of offering Skills Certificates in the Program. Adobe software has an Adobe Certified Associate Certificate (ACA). This has become an industry-recognized national certification program for design professionals. It is offered for individual applications including Adobe Photoshop, Illustrator, Dreamweaver, Flash and InDesign. The GRC Program currently teaches all these applications. The Graphic Communications Professor did complete the Adobe Certified Associate training and passed the exam in Adobe Photoshop CS3 in March of 2010. This has not been pursued since then due to the extra workload placed on the one faculty member to develop the online GRC AAS degree. There is also the question of finding part-time instructors who teach this software to be certified and how the certification classes and the exam fees will be paid for.

D. Enrollment Trends:

Exhibit J: Enrollment Trends - page 35

a. What student demographic and enrollment trends are most notable?

According to data provided by the WNC Office of Institutional Research, a steady decrease in overall enrollment is observed. A total of 58 AAS declared majors and 5 certificate seekers in the Spring of 2013 dropped to 36 AAS declared majors and 6 certificate seekers in the Fall of 2016. As stated earlier in this document, the number of AAS Degrees awarded rose slightly from 10 in 2013 to 14 in 2016. From 2011-2016, degrees awarded to women range from 40% to 50%, degrees awarded to men range from 45-60%. Minorities dropped from 30% in 2011 to 21.4% in 2016. Demographic trends on headcounts of declared majors show males and females being between 50 and 59%, respectively, but minority averages are lower between 18% - 28%.

b. What groups constitute the Program's main demographic?

Data on GRC degrees and certificates awarded by race/ethnicity for each year, GRC degrees and certificates awarded by gender for each year, headcount of enrollment by ethnicity each year and headcount of enrollment by gender each year could not be provided by Institutional Research. Information taken from five-year data showing GRC success rates by race/ethnicity (below) shows percentage rates ranging from 74.8 - 85.6%. Again, demographic trends on headcounts of declared majors show male and female being close (between 50 and 59%) but minority averages are lower between 18% - 28%.

Five-year GRC success rates by race/ethnicity

American Indian/ Alaska Native	Asian	Black	Hispanic	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
74.8%	79.8%	76%	82.3%	80.9%	79.9%	83.4%	85.6%

c. What efforts have been made by the Program to recruit students?

At every opportunity, the GRC professor makes presentations to area high schools, open houses and other events on campus and in the WNC service area. We actively recruit students who earn CTE credit. In 2015, we showcased GRC student work in an exhibition at the main campus and in the Spring of 2017 that exhibition was displayed in downtown Carson City at the Capital City Arts Initiative. The plan is to move the exhibition to Silver Stage High School in Silver Springs later in semester. We have created updated promotional materials for the Program that includes the certificate/degree requirements, the suggested course sequence, examples of student work, and quotes from students about their experiences with the Program and where they gained employment (example of brochure below).

d. What initiatives have been undertaken to increase FTE?

The largest and most time-consuming initiative was to build out all 12 GRC courses online to give students the opportunity to complete the entire AAS degree online by the Fall of 2017. In doing so, all curriculum has been redesigned to remain current with the industry. Overall, the online courses have experienced higher enrollments than on site courses.

e. What initiatives have been undertaken to improve student retention?

The GRC professor serves as the advisor for all GRC students on GRC degree requirements and makes recommendations on which classes to take each semester. She also assists students with other issues they might have to help get them through the Program in a timely manner. The suggested course sequence is listed on all syllabi in every GRC course in the Program. That being said, students typically don't adhere to prerequisites and this has created some problems, especially for GRC 275 - Advanced Web Design. The prerequisite for GRC 275 will be hard-flagged beginning Spring 2017. In terms of lower enrollment in GRC 179 (Multimedia Design & Production) and GRC 294 (Professional Portfolio), these advanced courses are taken in the final semester of the Program. Curriculum in those courses is being reviewed to improve student success rates.

E. Need for the Program:

Nevada was hit hard with the recession, but Tesla Motors and Switch have been good for Nevada's economic recovery. The major employers in the graphic design field include graphic design and digital media companies, advertising agencies, newspapers, magazine and book publishers, and printing businesses. Opportunities will be best for graphic designers with a bachelor's degree and knowledge of computer design software, especially website design and digital media.

According to the 2016 High Demand Occupation Analysis Report from the Governor's Office of Economic Development, an analysis for Washoe, Storey, Lyon, Carson City and Douglas counties shows a total of 513 graphic design jobs, 312 web developer jobs, 69 art director jobs, 27 desktop publishers, and 137 media and communications jobs. The most current national information available on the US Department of Labor, Bureau of Labor Statistics website is from 2015 and reflects a median pay for graphic designers is $46,900 per year and the typical entry-level education is a Bachelor's degree. In Nevada, there were 1,630 jobs available.

The Nevada Department of Training and Rehabilitation (DETR) - Workforce Informer's 10-Year Occupational Employment Projection (2012-2022) data projects a total of 1,663 to 1,831 jobs (increase of 12.1%) for graphic design; 5,831 to 6,419 jobs (increase of 10.1%) for art and design workers; 20,092 to 22,278 jobs (increase of 10.9%) for art, design, entertainment, sports and media occupations; 599 to 662 for multimedia and animation artists; 795 to 976 (increase of 22.6%) for web developers.

F. Curriculum Review Report:

On November 18, 2016, the Curriculum Committee voted to approve the Graphic Communications Certificate and AAS Degree Curriculum Review Reports. The curriculum review report describes how the GRC Program has maintained relevancy and currency by upgrading software, updating curriculum to reflect current trends, and creating online courses. The report shows the Program has a clear sequence of offerings and provides evidence that the courses are scheduled in such a manner as to allow the students to complete the Program within the time of two years for a degree and 18 months for a certificate. All GRC course outlines are up to date and include institutional learning outcomes and general education outcomes where appropriate. The WNC website is up to date with the current mission statements and student learning outcomes for both the AAS Degree and Certificate and it has links to updated course outlines for all GRC courses. Updates have been sent to the marketing department and the academic program guide will be updated the Fall 2017.

- **Exhibit K:** Curriculum Review Report - page 41
- **Exhibit L:** Curriculum Committee's Response to the Curriculum Review Report - page 77

G. Findings and Recommendations:

- **Exhibit M:** External Reviewer Final Report - page 81
- **Exhibit N:** Internal Reviewer Final Report - page 86

WNC's Graphic Communications Program graduates emerge with relevant skills and gain employment. Student satisfaction and instructor engagement is extremely high. The entire GRC AAS degree will be available online beginning the Fall of 2017. The next step for the Program will be to create a pathway for WNC students wishing to transfer into the University of Nevada, Reno's new BA in Graphic Design. The Program Review Team, Internal and External reviewers recognized areas of need and offer the following recommendations:

1. Change the name of the Program from Graphic Communications to Graphic Design to align with Nevada high school curriculum and UNR BA degree.
2. Continue to work on outreach efforts with local area high schools.
3. Continue ongoing course-level and program level assessment.
4. Continue to coordinate efforts with UNR's Art Department and the new graphic design faculty member to create an AA pathway for students wishing to pursue the BA in Graphic Design.
5. Provide information about certificate requirements in all GRC course syllabi.
6. Update software in the computer labs/classroom 2x/year - in line with the start of the Fall and Spring semesters and purchase a large-format printer.

For Online Courses:

1. Address low student success rates in online courses by evaluating and revising the curriculum and mentoring faculty who are teaching online.
2. Review and update each course design to incorporate Quality Matters (QM) guidelines including closed-captioning.
3. Develop a GRC orientation for online classes with short description of what is required and the 'tools' a student needs to be successful.
4. Create template in Canvas with consistent navigation, instructor contact information, and designate an alternate contact (in the event that students' questions and concerns are not addressed by instructor.

NOTE: The following data could not be provided by institutional research due to their excessive workload:

- **GRC Degrees and Certificates awarded by race/ethnicity for each year.**
- **GRC Degrees and Certificates awarded by gender for each year.**
- **Headcount Enrollment by ethnicity each year.**
- **Headcount Enrollment by gender each year.**
- **Total student credit hours taught each year.**
- **% Credit Hours Taught by Full-time Faculty each year.**
- **% Credit hours taught by part-time faculty each year.**
- **% Credit hours consumed by non-majors each year.**
- **Student FTE for each year.**
- **FTE Full -time Faculty for each year.**
- **FTE Part-time Faculty for each year.**
- **Student Credit Hours/FTE Faculty for each year.**
- **FTE Students Taught/FTE Faculty for each year.**

Exhibit "A"

Associate of Applied Science in Graphic Communications
Institutional Learning Outcomes by Course:

Graphic Communications Associate of Applied Science

Institutional Student Learning Outcomes Matrix

Upon completing the Graphic Communications program, students will be able to:

Outcomes	
1	Identify & apply terminology, concepts, principles, and practices from the range of topics important to the field (ISLO1/GE1)
2	Implement design principles, operate design softare, and build projects (ISLO7)
3	Integrate knowledge and skills to analyze and evaluate designs (ISLO6) (GE6)
4 *	Apply knowledge and skills and demonstrate competency in the work environemnt (ISLO6) (GE6)
5	Develop a portfolio demonstrating design skills (ISLO7)

Required Courses		Outcomes				
Course #	Name	1	2	3	4	5
ART 100	Visual Foundations	3	1	3	1	1
ART 101	Drawing I	3	1	3	1	1
GRC 103	Introduction to Computer Graphic	3	3	3	1	2
GRC 109	Color and Design	3	3	3	1	2
GRC 144	Electronic Layout & Typography	3	3	3	1	2
GRC 156	Design with Illustrator	3	3	3	1	2
GRC 175	Web Design I	3	3	3	1	2
GRC 179	Multimedia Design & Production	3	3	3	1	3
GRC 183	Design with Photoshop	3	3	3	1	2
GRC 188	Web Animation I	3	3	3	1	2
GRC 244	Electronic Layout & Typography I	3	3	3	1	2
GRC 275	Web Design II	3	3	3	1	2
GRC 283	Electronic Imaging II	3	3	3	1	2
GRC 290	Internship in Graphic Communica	3	3	3	3	3
GRC 294	Professional Portfolio	3	3	3	3	3

Assign a value to which each outcome is represented in each required class: 1 = slightly, 2 = moderately, 3 = significantly

* Outcome #4 only for GRC 290 - Internship Course

Exhibit "B"
Certificate in Graphic Communications
Institutional Learning Outcomes by Course:

Graphic Communications Certificate

Institutional Student Learning Outcomes Matrix (including General Education SLO's where applicable).

Upon completing the Graphic Communications Certificate, students will be able to:

Outcomes	
1	Identify and apply terminology, concepts, principles, and practices from the range of topics important to the field(ISLO1) (GE1)
2	Implement design principles, operate design software and build projects (ISLO7)
3	Integrate knowledge and skills to analyze and evaluate designs (ISLO6) (GE6)

Required Courses		Outcomes		
Course #	Name	1	2	3
ART 100	Visual Foundations	3	1	3
GRC 103	Introduction to Computer Graphics	3	3	3
GRC 109	Color and Design	3	3	3
GRC 144	Electronic Layout & Typography	3	3	3
GRC 156	Design with Illustrator	3	3	3
GRC 175	Web Design I	3	3	3
GRC 183	Design with Photoshop	3	3	3

Assign a value to which each outcome is represented in each required class: 1 = slightly, 2 = moderately, 3 = significantly

Exhibit *"C"*
Associate of Applied Science in Graphic Communications
GRC Program Learning Outcomes by Course:

Associate of Applied Science in Graphic Communications

Student Learning Outcomes Matrix

Upon completing the AAS in Graphic Communications Program, students will be able to:

Outcomes	
1	Apply technical skills in current design technologies
2	Identify and apply design concepts
3	Develop a portfolio of work demonstrating design skills

Required Courses		Outcomes		
Course #	Name	1	2	3
ART 100	Visual Foundations	1	3	1
ART 101	Drawing 1	1	3	1
GRC 103	Introduction to Computer Graphics	3	3	3
GRC 109	Color and Design	3	3	3
GRC 144	Electronic Layout & Typography	3	3	3
GRC 156	Design with Illustrator	3	3	3
GRC 175	Web Design I	3	3	3
GRC 179	Multimedia Design & Production I	3	3	3
GRC 183	Electronic Imaging	3	3	3
GRC 188	Web Animation I	3	3	3
GRC 244	Electronic Layout & Typ II	3	3	3
GRC 275	Web Design II	3	3	3
GRC 283	Electronic Imaging II	3	3	3
GRC 290	Internship in Graphic Communicati	3	3	3
GRC 294	Professional Portfolio	3	3	3

Assign a value to which each outcome is represented in each required class: 1 = slightly, 2 = moderately, 3 = significantly

Exhibit "D"
Certificate in Graphic Communications
GRC Program Learning Outcomes by Course:

Certificate in Graphic Communications

GRC Program Student Learning Outcomes Matrix

Upon completing the Certificate in Graphic Communications Program, students will be able to:

Outcomes*	
1	Have a working knowledge appropriate to graphic communications.
2	Meet the WNC requirements for general education for the Certificate of Achievement.
3	Can successfully represent themselves to a potential employer.

Required Courses		Outcomes								
Course #	Name	1	2	3	4	5	6	7	8	9
ART 100	Visual Foundations	3	3	1						
GRC 103	Introduction to Computer Graphics	3	1	3						
GRC 109	Color and Design	3	1	3						
GRC 144	Electronic Layout & Typography	3	1	3						
GRC 156	Design with Illustrator	3	1	3						
GRC 175	Web Design I	3	1	3						
GRC 183	Design with Photoshop	3	1	3						
Assign a value to which each outcome is represented in each required class: 1 = slightly, 2 = moderately, 3 = significantly										

*** Outcomes must be measurable**

Exhibit "E"

GRC AAS and Certificate
Program Requirements - Scheduling/Enrollment History Report
(also Attachment "B" in the Curriculum Review Report)

Scheduling History Summary
(Data used from Scheduling/Enrollment History Report Provided by Institutional Research -see next page)

First Semester	Fall 2011	Sp 2012	Fall 2012	Sp 2013	Fall 2013	Sp 2014	Fall 2014	Sp 2015	Fall 2015	Sp 2016
ART 100 3 credits	X	X	X	X	X	X	X	X	X	X
ART 101 3 credits	X	X	X	X	X	X	X	X	X	X
GRC 103 3 credits	GRC 118	GRC 118	X	X	X	X	X	X	X	X
GRC 109 3 credits	X	X	X	X	X	X	X	X	X	X
Second Semester										
GRC 144 3 credits	X		X		X		X	X		X
GRC 156 3 credits		X		X	X	X	X	X	X	X
GRC 175 3 credits	X	X	X	X	X	X	X	X	X	X
GRC 183 3 credits	X	X	X	X	X	X	X	X	X	X
Third Semester										
GRC 188 3 credits	X		X		X		X		X	X
GRC 283 3 credits	X		X		X		X		X	
Fourth Semester										
GRC 179 3 credits		GRC 181		X		X		X		X
GRC 275 3 credits										
GRC 294 3 credits		X		X		X		X		X
Program Elc 3 credits	X	X	X	X	X	X	X	X	X	X

GRC 118 was replaced with GRC 103 Fall 2012
GRC 181 was replaced with GRC 179 Spring 2013

*this does not include general education courses or program electives.
** pink courses are certificate requirements

Graphic Communications Program Review
Program Requirements Scheduling/Enrollment History Report
GRC Courses

WNC GRC Total Enrollment in Classes by Location, Instruction Mode, Day of Week, Time of Day																					
CLASS	CLASS TITLE	LOCATION	DAY	START	END	Fall 2011	Spr 2012	Sum 2012	Fall 2012	Spr 2013	Sum 2013	Fall 2013	Spr 2014	Sum 2014	Fall 2014	Spr 2015	Sum 2015	Fall 2015	Spr 2016	Sum 2016	GRAND TOTAL ENROLLED
GRC 103	Intro Computer Graphics	CARSON	MW	17:30:00	18:45:00	0	0	0	15	0	0	20	0	0	22	15	0	20	0	0	92
GRC 103	Intro Computer Graphics	CARSON	S	8:00:00	12:45:00	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
GRC 103	Intro Computer Graphics	CARSON	TTH	17:30:00	18:45:00	0	0	0	0	21	0	0	21	0	0	0	0	0	0	0	42
GRC 103	Intro Computer Graphics	FALLON	T	19:00:00	21:45:00	0	0	0	0	0	0	0	0	0	6	0	0	0	0	0	6
GRC 103	Intro Computer Graphics	FALLON	W	16:00:00	18:45:00	0	0	0	15	0	0	11	0	0	0	0	0	0	0	0	26
GRC 103	Intro Computer Graphics	WEB		0:00:00	0:00:00	0	0	0	0	0	0	0	0	0	0	0	0	0	30	0	30
GRC 109	Color and Design	CARSON	M	19:00:00	21:45:00	0	0	0	0	0	0	0	0	0	21	12	0	0	0	0	33
GRC 109	Color and Design	CARSON	T	19:00:00	21:45:00	0	23	0	18	21	0	19	20	0	0	0	0	0	0	0	101
GRC 109	Color and Design	CARSON	TH	18:00:00	20:45:00	17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	17
GRC 109	Color and Design	WEB		0:00:00	0:00:00	0	0	0	0	0	0	0	0	0	0	0	0	24	22	0	46
GRC 118	Comp Graphics/Print Media	CARSON	TTH	17:30:00	18:45:00	21	21	0	0	0	0	0	0	0	0	0	0	0	0	0	42
GRC 118	Comp Graphics/Print Media	FALLON	W	16:00:00	18:45:00	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	20
GRC 119	Comp Graphics/Dig Media	CARSON	MW	17:30:00	18:45:00	0	14	0	0	0	0	0	0	0	0	0	0	0	0	0	14
GRC 119	Comp Graphics/Dig Media	CARSON	T	19:00:00	21:45:00	24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	24
GRC 144	Elect Layout & Typography	CARSON	M	19:00:00	21:45:00	23	0	0	20	0	0	19	0	0	0	0	0	0	0	0	62
GRC 144	Elect Layout & Typography	CARSON	T	19:00:00	21:45:00	0	0	0	0	0	0	0	0	0	19	0	0	0	0	0	19
GRC 144	Elect Layout & Typography	WEB		0:00:00	0:00:00	0	0	0	0	0	0	0	0	0	0	13	0	0	15	0	28
GRC 156	Computer Illustration I	CARSON	M	19:00:00	21:45:00	0	25	0	0	21	0	0	20	0	0	0	0	0	0	0	66
GRC 156	Computer Illustration I	CARSON	T	17:30:00	20:15:00	0	0	0	0	0	0	0	0	0	0	0	0	0	14	0	14
GRC 156	Computer Illustration I	CARSON	TTH	16:00:00	17:15:00	0	0	0	0	0	0	15	0	0	0	0	0	0	0	0	15
GRC 156	Computer Illustration I	FALLON	W	16:00:00	18:45:00	0	19	0	0	15	0	0	9	0	0	0	0	0	0	0	43
GRC 156	Computer Illustration I	WEB		0:00:00	0:00:00	0	0	0	0	0	0	0	0	0	27	16	0	0	16	0	59
GRC 175	Web Design & Publishing I	CARSON	MW	17:30:00	18:45:00	0	0	0	0	17	0	0	19	0	14	9	0	0	0	0	59
GRC 175	Web Design & Publishing I	CARSON	TTH	17:30:00	18:45:00	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14
GRC 175	Web Design & Publishing I	CARSON	W	19:00:00	21:45:00	0	18	0	16	0	0	0	0	0	0	0	0	0	0	0	34
GRC 175	Web Design & Publishing I	FALLON	M	16:00:00	18:45:00	0	0	0	0	0	0	11	0	0	0	0	0	0	0	0	11
GRC 175	Web Design I	FALLON	MTWTH	9:00:00	11:00:00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	4
GRC 175	Web Design & Publishing I	WEB		0:00:00	0:00:00	0	0	0	0	0	0	0	0	0	0	6	0	16	15	0	37
GRC 175	Web Design I	WEB		0:00:00	0:00:00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10	10
GRC 179	Multimed Design & Prod I	CARSON	TH	17:30:00	20:15:00	0	0	0	0	19	0	0	15	0	0	21	0	0	0	0	55
GRC 179	Multimed Design & Prod I	WEB		0:00:00	0:00:00	0	0	0	0	0	0	0	0	0	0	0	0	0	14	0	14
GRC 181	Digital Video I	CARSON	TH	17:30:00	20:15:00	0	24	0	0	0	0	0	0	0	0	0	0	0	0	0	24
GRC 183	Electronic Imaging	CARSON	MW	17:30:00	18:45:00	23	13	0	0	0	0	0	0	0	0	0	0	0	0	0	36
GRC 183	Electronic Imaging	CARSON	T	19:00:00	21:45:00	0	0	0	0	0	0	19	21	0	12	18	0	0	18	0	88
GRC 183	Electronic Imaging	CARSON	TTH	17:30:00	18:45:00	0	0	0	21	16	0	0	0	0	0	0	0	0	0	0	37
GRC 183	Electronic Imaging	FALLON	T	19:00:00	21:45:00	0	0	0	0	0	0	0	0	0	0	0	0	4	6	0	10
GRC 183	Electronic Imaging	FALLON	TH	19:00:00	21:45:00	0	0	0	0	0	0	0	0	0	10	0	0	0	0	0	10
GRC 183	Electronic Imaging	FALLON	W	19:00:00	21:45:00	0	0	0	0	0	0	0	0	0	0	8	0	0	0	0	8
GRC 183	Electronic Imaging	WEB		0:00:00	0:00:00	0	0	0	0	0	0	0	0	0	0	0	0	12	0	0	12
GRC 188	Web Anim & Interactiv I	CARSON		0:00:00	0:00:00	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
GRC 188	Web Anim & Interactiv I	CARSON	MW	17:30:00	18:45:00	20	0	0	13	0	0	0	0	0	0	0	0	0	0	0	33
GRC 188	Web Anim & Interactiv I	CARSON	W	19:00:00	21:45:00	0	0	0	0	0	0	21	0	0	14	0	0	11	0	0	46
GRC 188	Web Anim & Interactiv I	WEB		0:00:00	0:00:00	0	0	0	0	0	0	0	0	0	0	0	0	0	8	0	8
GRC 244	Elect Layout & Typgrph II	CARSON		0:00:00	0:00:00	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
GRC 275	Web Design/Publishing II	CARSON		0:00:00	0:00:00	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
GRC 275	Web Design/Publishing II	CARSON	M	19:00:00	21:45:00	0	18	0	0	0	0	9	0	0	13	0	0	0	0	0	40
GRC 275	Web Design/Publishing II	CARSON	W	19:00:00	21:45:00	0	0	0	0	18	0	0	5	0	0	9	0	0	0	0	32
GRC 275	Web Design/Publishing II	WEB		0:00:00	0:00:00	0	0	0	0	0	0	0	0	0	0	0	0	10	5	0	15
GRC 283	Electronic Imaging II	CARSON		0:00:00	0:00:00	0	0	0	0	0	0	0	0	0	0	5	0	0	0	0	5
GRC 283	Electronic Imaging II	CARSON	T	19:00:00	21:45:00	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11
GRC 283	Electronic Imaging II	CARSON	TTH	17:30:00	18:45:00	0	0	0	13	0	0	14	0	0	12	0	0	0	0	0	39
GRC 283	Electronic Imaging II	WEB		0:00:00	0:00:00	0	0	0	0	0	0	0	0	0	0	0	0	17	0	0	17
GRC 294	Professional Portfolio	CARSON		0:00:00	0:00:00	0	0	0	0	0	0	0	0	0	1	0	0	3	0	0	4
GRC 294	Professional Portfolio	CARSON	M	19:00:00	21:45:00	0	0	0	0	0	0	0	0	0	0	0	0	0	13	0	13
GRC 294	Professional Portfolio	CARSON	MW	17:30:00	18:45:00	0	10	0	0	15	0	0	11	0	0	0	0	0	0	0	36
GRC 294	Professional Portfolio	CARSON	T	17:30:00	20:15:00	0	0	0	0	0	0	0	0	0	0	12	0	0	0	0	12

Graphic Communications Program Review
Program Requirements Scheduling/Enrollment History Report
ART 100, 101 Required Courses

WNC ART Requirements for GRC Total Enrollment in Classes by Location, Instruction Mode, Day of Week, Time of Day																					
CLASS	CLASS TITLE	LOCATION	DAY	START	END	Fall 2011	Spr 2012	Sum 2012	Fall 2012	Spr 2013	Sum 2013	Fall 2013	Spr 2014	Sum 2014	Fall 2014	Spr 2015	Sum 2015	Fall 2015	Spr 2016	Sum 2016	GRAND TOTAL ENROLLED
ART 100	Visual Foundations	CARSON	MW	8:00:00	12:30:00	0	0	0	0	0	0	0	0	15	0	0	0	0	0	0	15
ART 100	Visual Foundations	CARSON	MW	10:00:00	12:15:00	20	19	0	19	13	0	16	15	0	15	0	0	20	20	0	157
ART 100	Visual Foundations	CARSON	MW	13:00:00	15:15:00	0	0	0	0	0	0	15	15	0	15	14	0	15	15	0	89
ART 100	Visual Foundations	CARSON	MW	16:30:00	18:45:00	0	0	0	0	0	0	0	13	0	0	0	0	0	0	0	13
ART 100	Visual Foundations	CARSON	MW	17:30:00	19:45:00	0	0	0	0	0	0	0	0	0	0	15	0	0	19	0	34
ART 100	Visual Foundations	CARSON	T	16:30:00	19:15:00	0	13	0	0	0	0	0	0	0	0	0	0	0	0	0	13
ART 100	Visual Foundations	CARSON	T	16:30:00	21:00:00	14	0	0	0	0	0	15	0	0	0	0	0	0	0	0	29
ART 100	Visual Foundations	CARSON	T	17:30:00	22:00:00	0	0	0	0	0	0	0	0	0	15	0	0	0	0	0	15
ART 100	Visual Foundations	CARSON	TTH	8:00:00	12:30:00	0	0	0	0	0	20	0	0	0	0	0	0	0	0	0	20
ART 100	Visual Foundations	CARSON	TTH	10:00:00	12:15:00	16	16	0	15	14	0	15	14	0	15	15	0	19	0	0	139
ART 100	Visual Foundations	CARSON	TTH	18:00:00	20:15:00	0	0	0	0	0	0	0	0	0	0	0	0	19	0	0	19
ART 100	Visual Foundations	CARSON	TWTH	10:00:00	13:00:00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	18	18
ART 100	Visual Foundations	CARSON	TWTH	12:00:00	15:00:00	0	0	0	0	0	0	0	0	0	0	0	20	0	0	0	20
ART 100	Visual Foundations	CARSON	W	16:30:00	21:00:00	0	0	0	12	13	0	0	0	0	0	0	0	0	0	0	25
ART 100	Visual Foundations	FALLON	MW	13:00:00	15:15:00	0	16	0	0	14	0	0	0	0	15	0	0	13	0	0	58
ART 101	Drawing I	CARSON	MTWTH	14:30:00	16:45:00	0	0	11	0	0	0	0	0	0	0	0	0	0	0	0	11
ART 101	Drawing I	CARSON	MW	14:30:00	16:45:00	0	0	0	0	0	0	20	16	0	20	16	0	19	17	0	108
ART 101	Drawing I	CARSON	MW	15:00:00	17:15:00	21	19	0	20	20	0	0	0	0	0	0	0	0	0	0	80
ART 101	Drawing I	CARSON	MW	17:30:00	19:45:00	19	18	0	18	19	0	18	13	0	17	18	0	17	0	0	157
ART 101	Drawing I	CARSON	TH	13:00:00	17:30:00	0	0	0	0	0	0	0	0	0	20	0	0	18	13	0	51
ART 101	Drawing I	CARSON	TTH	10:00:00	12:15:00	20	19	0	19	19	0	20	20	0	0	20	0	0	20	0	157
ART 101	Drawing I	FALLON	MW	9:00:00	11:15:00	0	0	0	0	0	0	0	0	0	0	0	0	9	0	0	9
ART 101	Drawing I	FALLON	MW	13:00:00	15:15:00	16	0	0	12	0	0	11	12	0	0	11	0	0	14	0	76

Graphic Communications Program Review
Elective Choices - Scheduling/Enrollment History Report

Exhibit "F"

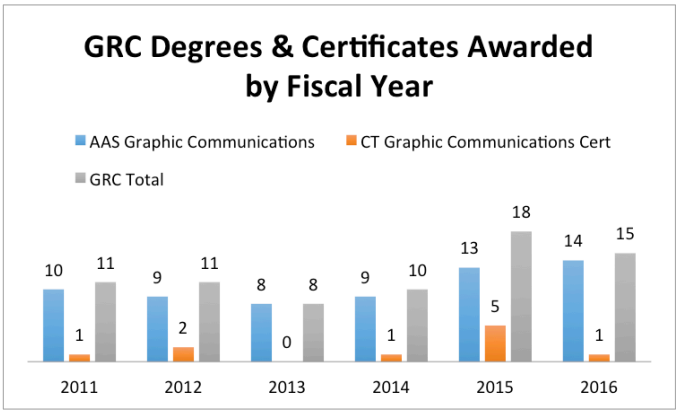
GRC - Elective Choices - Total Enrollment in Classes by Location, Instruction Mode, Day of Week, Time of Day																					
CLASS	CLASS TITLE	LOCATION	DAY	START	END	Fall 2011	Spr 2012	Sum 2012	Fall 2012	Spr 2013	Sum 2013	Fall 2013	Spr 2014	Sum 2014	Fall 2014	Spr 2015	Sum 2015	Fall 2015	Spr 2016	Sum 2016	GRAND TOTAL ENROLLED
ART 124	Beginning Printmaking	CARSON	MW	10:00:00	12:15:00	0	0	0	0	20	0	0	16	0	0	0	0	0	0	0	36
ART 124	Beginning Printmaking	CARSON	TTH	9:00:00	13:30:00	0	0	0	0	0	0	0	0	4	0	0	0	0	0	0	4
ART 124	Beginning Printmaking	FALLON	MW	9:00:00	11:30:00	0	0	0	0	15	0	0	0	0	0	0	0	0	0	0	15
ART 127	Watercolor I	CARSON	T	13:00:00	15:45:00	0	0	0	0	0	0	0	12	0	0	0	0	0	0	0	12
ART 127	Watercolor I	CARSON	TH	13:00:00	15:45:00	12	0	0	10	0	0	12	0	0	15	8	0	15	13	0	85
ART 127	Watercolor I	CARSON	TH	14:00:00	16:45:00	0	15	0	0	13	0	0	0	0	0	0	0	0	0	0	28
ART 127	Watercolor I	CARSON	TTH	13:30:00	16:15:00	0	0	13	0	0	10	0	0	0	0	0	0	0	0	0	23
ART 127	Watercolor I	DOUGLAS	T	19:00:00	21:45:00	16	14	0	14	9	0	16	11	0	8	8	0	15	15	0	126
ART 127	Watercolor I	FALLON	M	9:00:00	11:45:00	0	15	0	0	0	0	0	0	0	0	0	0	0	0	0	15
ART 127	Watercolor I	FALLON	T	9:00:00	11:45:00	0	0	0	0	0	0	0	0	0	12	10	0	0	0	0	22
ART 127	Watercolor I	FALLON	TH	9:00:00	11:45:00	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	16
ART 127	Watercolor I	FALLON	TH	13:00:00	15:45:00	0	0	0	0	0	0	0	0	0	0	0	0	0	9	0	9
ART 135	Photography I	CARSON	M	17:30:00	20:15:00	15	8	0	14	15	0	12	0	0	11	0	0	0	0	0	75
ART 135	Photography I	CARSON	MW	17:00:00	19:15:00	0	0	0	0	0	0	0	0	0	0	0	0	0	9	0	9
ART 135	Photography I	CARSON	T	17:30:00	20:15:00	0	0	0	0	0	0	0	13	0	0	13	0	12	0	0	38
ART 141	Intro Digital Photography	CARSON		0:00:00	0:00:00	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
ART 141	Intro Digital Photography	CARSON	MW	14:30:00	16:45:00	0	0	0	20	20	0	18	19	0	15	13	0	18	19	0	142
ART 141	Intro Digital Photography	CARSON	MW	19:00:00	21:15:00	24	22	0	9	9	0	20	10	0	9	10	0	0	0	0	113
ART 141	Intro Digital Photography	CARSON	TTH	14:30:00	16:45:00	24	21	0	0	0	0	0	0	0	0	0	0	0	0	0	45
ART 141	Intro Digital Photography	CARSON	TTH	19:00:00	21:15:00	0	0	0	0	0	0	0	0	0	0	0	0	12	14	0	26
ART 141	Intro Digital Photography	FALLON	MW	19:00:00	21:15:00	0	0	0	0	0	0	0	0	0	18	0	0	16	4	0	38
ART 141	Intro Digital Photography	FALLON	TH	19:00:00	21:45:00	21	19	0	0	17	0	9	0	0	0	0	0	0	0	0	66
ART 141	Intro Digital Photography	FALLON	TTH	19:00:00	21:15:00	0	0	0	0	0	0	0	0	0	0	6	0	0	0	0	6
ART 141	Intro Digital Photography	FALLON	W	19:00:00	21:00:00	21	19	0	0	17	0	9	0	0	0	0	0	0	0	0	66
ART 160	Art Appreciation	CARSON	MW	11:00:00	12:15:00	0	0	0	0	0	0	20	0	0	0	0	0	0	0	0	20
ART 160	Art Appreciation	CARSON	MW	13:00:00	14:15:00	20	20	0	19	0	0	0	0	0	0	0	0	0	0	0	59
ART 160	Art Appreciation	CARSON	T	13:00:00	15:45:00	0	0	0	0	0	0	0	0	0	19	15	0	20	20	0	74
ART 160	Art Appreciation	CARSON	T	18:00:00	20:45:00	0	0	0	0	20	0	0	16	0	0	0	0	0	0	0	36
ART 160	Art Appreciation	FALLON	T	13:00:00	15:45:00	0	16	0	0	0	0	0	0	0	0	0	0	0	0	0	16
ART 160	Art Appreciation	FALLON	TH	13:00:00	15:45:00	0	0	0	0	0	0	0	0	0	0	0	0	15	0	0	15
ART 160	Art Appreciation	WEB		0:00:00	0:00:00	0	0	0	0	0	0	35	0	0	34	36	19	35	36	24	219
ART 211	Ceramics I	CARSON	MW	10:00:00	12:15:00	0	0	0	0	0	0	0	0	0	0	0	0	0	17	0	17
ART 211	Ceramics I	CARSON	MW	16:00:00	18:15:00	0	0	0	0	0	0	16	14	0	16	15	0	15	0	0	76
ART 211	Ceramics I	CARSON	MWTH	10:00:00	13:00:00	0	0	7	0	0	12	0	0	14	0	0	0	0	0	0	33
ART 211	Ceramics I	CARSON	TTH	10:00:00	12:15:00	0	0	0	0	0	0	16	14	0	16	16	0	16	0	0	78
ART 211	Ceramics I	CARSON	TTH	13:00:00	15:15:00	0	0	0	12	15	0	0	0	0	0	0	0	0	0	0	27
ART 211	Ceramics I	CARSON	TTH	16:00:00	18:15:00	17	11	0	0	15	0	0	0	0	0	0	0	0	15	0	58
ART 211	Ceramics I	CARSON	W	12:30:00	17:00:00	16	14	0	15	0	0	0	0	0	0	0	0	0	0	0	45
ART 231	Painting I	CARSON	T	13:00:00	17:15:00	15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15
ART 231	Painting I	CARSON	T	13:00:00	17:30:00	0	15	0	0	12	0	12	14	0	0	16	0	5	11	0	85
ART 231	Painting I	CARSON	T	17:30:00	22:00:00	0	0	0	12	0	0	0	0	0	0	0	0	0	0	0	12
ART 231	Painting I	FALLON	MW	9:00:00	11:15:00	12	0	0	12	0	0	7	0	0	0	0	0	0	0	0	31
ART 231	Painting I	FALLON	MW	10:00:00	12:15:00	0	0	0	0	0	0	0	11	0	0	4	0	0	7	0	22
ART 260	Survey Art History I	CARSON	T	18:00:00	20:45:00	0	0	0	0	0	0	0	0	0	19	0	0	18	0	0	37
ART 260	Survey Art History I	WEB		0:00:00	0:00:00	32	30	0	30	0	0	0	0	0	0	0	0	0	0	0	92
ART 261	Survey of Art History II	CARSON	T	18:00:00	20:45:00	0	0	0	0	0	0	0	0	0	0	0	0	0	13	0	13
ART 261	Survey of Art History II	WEB		0:00:00	0:00:00	31	29	0	28	0	0	0	0	0	0	0	0	0	0	0	88

Exhibit "G" SUMMARY DATA SHEET

2016-2017 PROGRAM REVIEW REPORT Graphic Communications AAS Degree and Certificate							
DEGREES/CERTIFICATES AWARDED:	2011	2012	2013	2014	2015	2016	
AAS Degree	10	9	8	9	13	14	
Certificate	1	2	0	1	5	1	
Totals:	11	11	8	10	18	15	
Degree/Certificate trends under Exhibit J							
HEADCOUNT DECLARED (Majors):	Fall 2013	Spr 2014	Fall 2014	Spr 2015	Fall 2015	Spr 2016	Fall 2016
AAS	58	57	56	47	38	39	36
Certificate	5	7	6	10	11	6	2
Totals	63	64	62	57	49	45	38
HEADCOUNT DECLARED MAJORS BY LOCATION	Fall 2013	Spr 2014	Fall 2014	Spr 2015	Falll 2015	Spr 2016	Fall2016
Carson - AAS Degree	49	50	50	40	29	29	26
Carson - Certificate	4	7	6	8	7	6	2
Online - AAS Degree	12	5	17	20	29	28	30
Online - Certificate	2	2	2	4	8	2	1
Fallon - AAS Degree	6	8	7	5	3	2	2
Fallon - Certificate	1	0	0	1	1	0	0
Douglas - AAS Degree (no certificates)	3	0	2	0	0	0	1
Fernley - AAS Degree (no certificates)	1	0	0	0	0	0	0
HEADCOUNT STUDENTS ENROLLED IN GRC COURSES BY YEAR	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	
Students enrolled in GRC Courses	460	405	348	350	332	314	
SUCCESSFUL COURSE COMPLETION BY YEAR	2011-12	2012-13	2013-14	2014-15	2015-16		
All GRC Classes (Average)	81.0%	92.3%	88.6%	91.9%	75.9%		
TWO-YEAR GRC Online (Web): 75% NOTE: The first online class began Spring 2015.							
Five-Year GRC Traditional: 85.4%							
FTE STUDENTS TAUGHT	2010-11	2011-12	2012-13	2013-14	2014-2015	2015-16	
Student FTE	5.7	4.7	4.5	4.3	4.5	4.6	
STUDENT CREDIT HOURS, FTE FACULTY, WORKLOAD RATIO DATA COULD NOT BE FURNISHED BY INSTITUTIONAL RESEARCH							

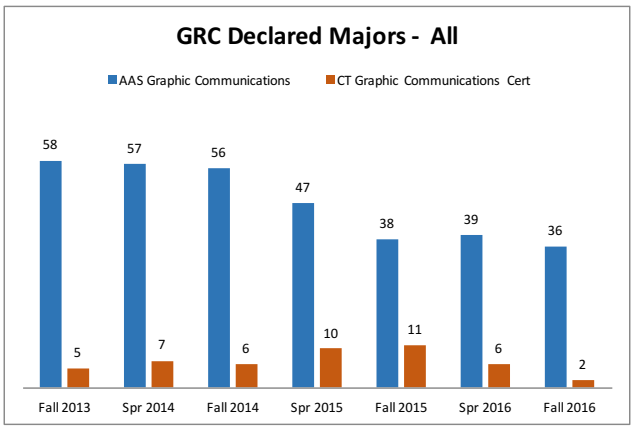
Exhibit "G" Data:

GRAPHIC COMMUNICATIONS (GRC) DEGREES/CERTIFICATES AWARDED:



GRC Degrees and Certificates of Achievement by Fiscal Year							
Degree	**Description**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**
AAS	Graphic Communications	10	9	8	9	13	14
CT	Graphic Communications Cert	1	2	0	1	5	1
	TOTAL:	11	11	8	10	18	15

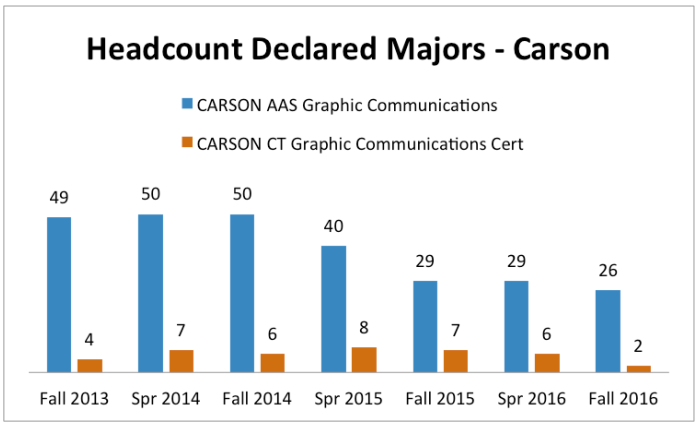
GRC HEADCOUNT DECLARED MAJORS:

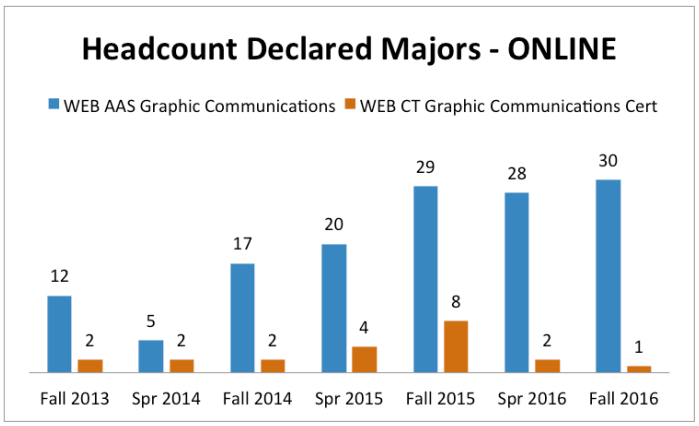


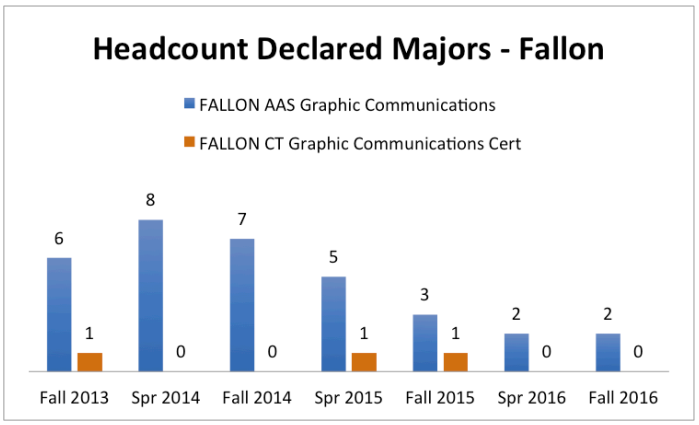
GRC Declared Majors Enrolled as of October 15 or March 15 by Semester								
Degree	Declared Major	Fall 2013	Spr 2014	Fall 2014	Spr 2015	Fall 2015	Spr 2016	Fall 2016
AAS	Graphic Communications	58	57	56	47	38	39	36
CT	Graphic Communications Cert	5	7	6	10	11	6	2
	TOTAL:	63	64	62	57	49	45	38

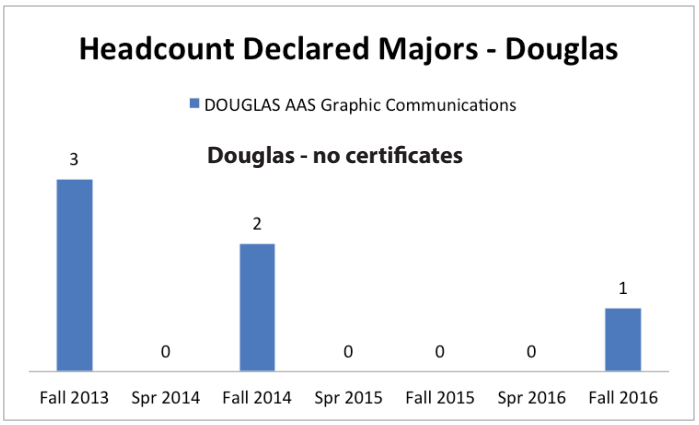
Exhibit "G" Data (continued):

GRC HEADCOUNT DECLARED MAJORS BY LOCATION (Enrolled as of October 15 or March 15 by semester.)
Carson, Online, Fallon, Douglas, Fernley. None reported for Silver Springs or Yerington.









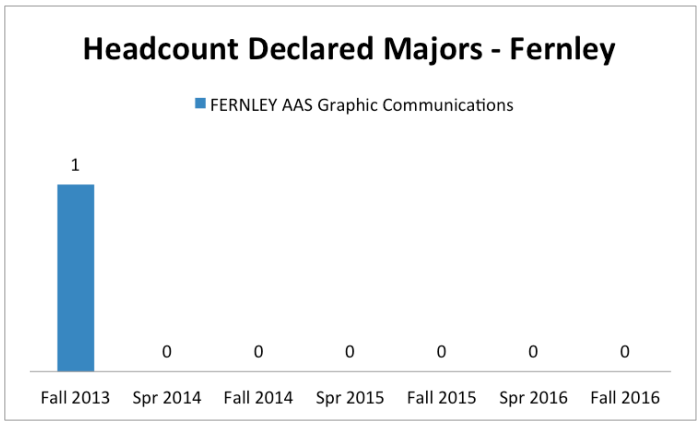


Exhibit "G" Data (continued):
GRC HEADCOUNT: Course/Semester/Year

Headcount: GRC Students Enrolled by Course by Year

Subject	Catalog No	Title	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
GRC	103	Intro Computer Graphics	0	0	51	60	49	52
GRC	109	Color and Design	15	40	39	39	33	46
GRC	118	Comp Graphics/Print Media	54	72	27	13	3	0
GRC	119	Comp Graphics/Dig Media	80	55	16	14	3	0
GRC	144	Elect Layout & Typography	27	23	20	19	32	15
GRC	156	Computer Illustration I	46	44	36	44	43	32
GRC	175	Web Design & Publishing I	48	38	41	37	32	46
GRC	179	Multimed Design & Prod I	0	0	19	15	21	14
GRC	181	Digital Video I	26	24	0	0	0	0
GRC	183	Electronic Imaging	59	36	37	40	48	42
GRC	185	Computer Animation I	1	0	0	0	0	0
GRC	188	Web Anim & Interactiv I	31	27	15	25	15	19
GRC	244	Elect Layout & Typgrph II	0	1	0	0	0	0
GRC	256	Computer Illustration II	0	0	0	0	0	0
GRC	275	Web Design/Publishing II	23	24	19	19	23	15
GRC	283	Electronic Imaging II	36	11	13	14	17	17
GRC	294	Professional Portfolio	14	10	15	11	13	16
		Totals:	460	405	348	350	332	314

Headcount: GRC Students Enrolled by Course and Semester

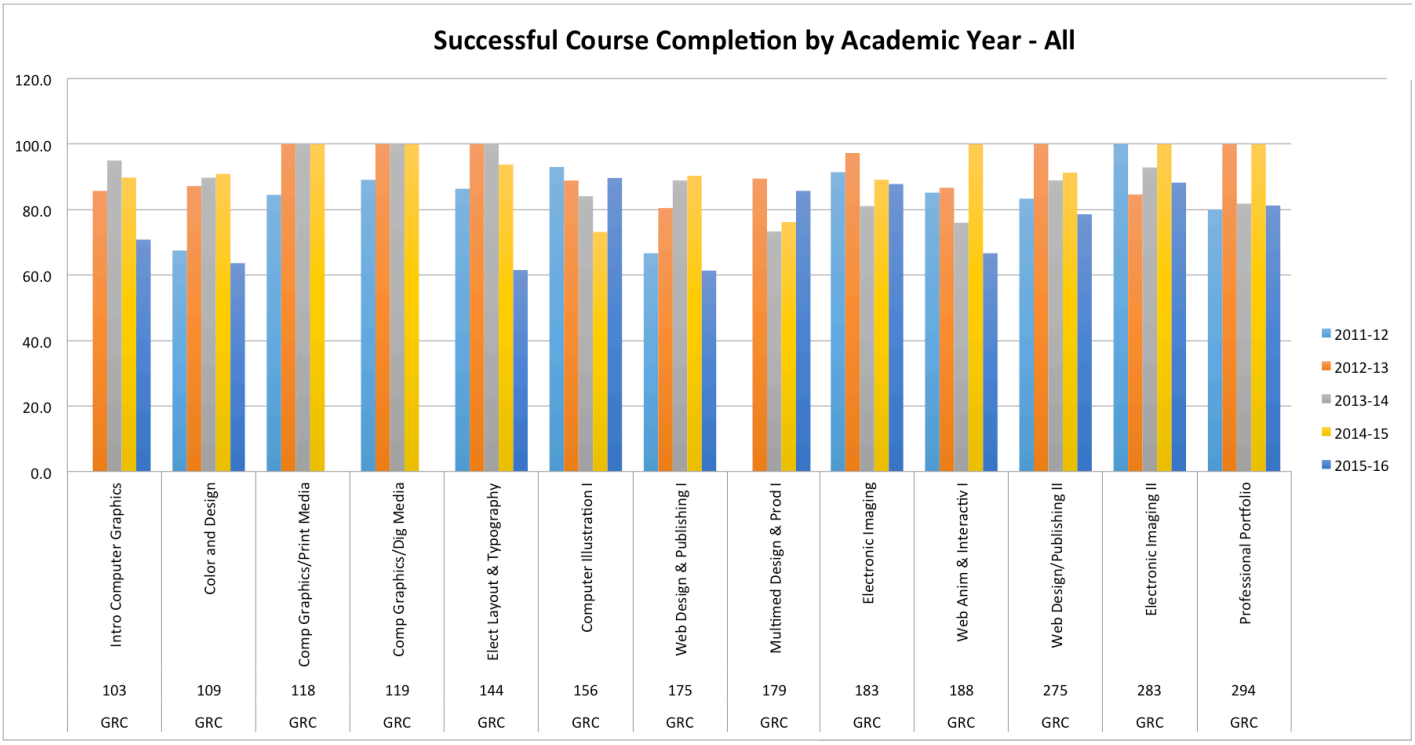
Subject	Catalog No	Title	Fall 2011	Spr 2012	Sum 2012	Fall 2012	Spr 2013	Sum 2013	Fall 2013	Spr 2014	Sum 2014	Fall 2014	Spr 2015	Sum 2015	Fall 2015	Spr 2016	Sum 2016	Fall 2016 Prelim
GRC	103	Intro Computer Graphics	0	0	0	30	21	0	31	21	8	28	16	5	20	30	2	19
GRC	109	Color and Design	17	23	0	18	21	0	19	20	0	21	12	0	24	22	0	26
GRC	118	Comp Graphics/Print Media	41	21	10	0	0	27	0	0	13	0	0	3	0	0	0	0
GRC	119	Comp Graphics/Dig Media	24	14	17	0	0	16	0	0	14	0	0	3	0	0	0	0
GRC	144	Elect Layout & Typography	23	0	0	20	0	0	19	0	0	19	13	0	0	15	0	0
GRC	156	Computer Illustration I	0	44	0	0	36	0	15	29	0	27	16	0	14	16	2	16
GRC	175	Web Design & Publishing I	14	18	6	16	17	8	11	19	7	14	15	3	16	15	15	12
GRC	179	Multimed Design & Prod I	0	0	0	0	19	0	0	15	0	0	21	0	0	14	0	0
GRC	183	Electronic Imaging	23	13	0	21	16	0	19	21	0	22	26	0	16	24	2	17
GRC	188	Web Anim & Interactiv I	20	0	7	13	0	2	21	1	3	14	0	1	11	8	0	10
GRC	256	Computer Illustration II	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GRC	275	Web Design/Publishing II	0	19	5	0	18	1	9	5	5	13	9	1	10	5	0	12
GRC	283	Electronic Imaging II	11	0	0	13	0	0	14	0	0	12	5	0	17	0	0	16
GRC	294	Professional Portfolio	0	10	0	0	15	0	0	11	0	1	12	0	3	13	0	0

Exhibit "G" Data (continued):

GRC SUCCESSFUL COURSE COMPLETION BY YEAR:

(Percent Grade with C- or above/total enrolled after removing audits, incompletes and missing grades):

GRC Course Success Rates by Academic Year - All

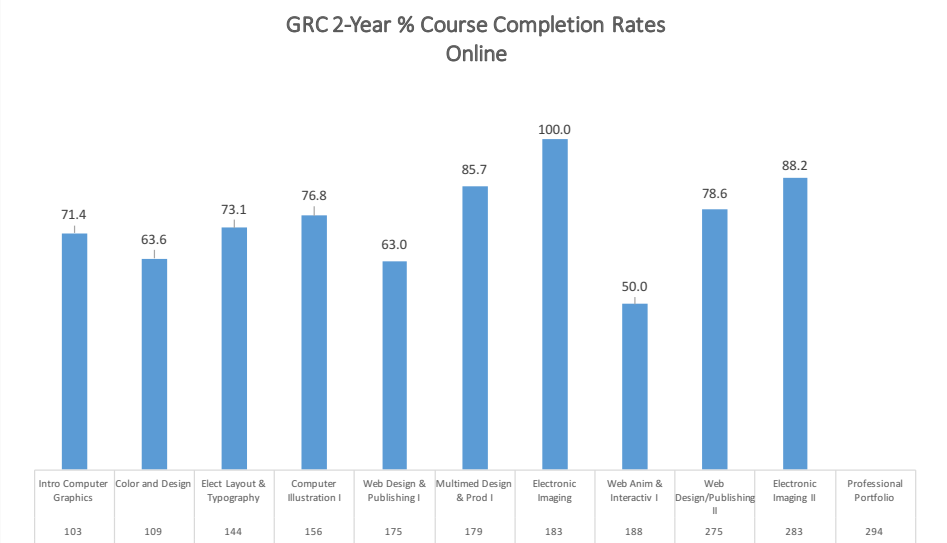


WNC Course Success Rates by Academic Year (Fall,Spring, Summer)										
(Total students with C-, and above, P, or S gades/total enrolled after removing audits, incompletes and missing gades. Must have at least a total of 10 students enrolled)										
Subject	Catalog No	Title	2011-12	2012-13	2013-14	2014-15	2015-16	Total_Enrolled		
GRC	103	Intro Computer Graphics		85.7	95.0	89.8	70.8	206		
GRC	109	Color and Design	67.5	87.2	89.7	90.9	63.6	195		
GRC	118	Comp Graphics/Print Media	84.5	100.0	100.0	100.0		114		
GRC	119	Comp Graphics/Dig Media	89.1	100.0	100.0	100.0		88		
GRC	144	Elect Layout & Typography	86.4	100.0	100.0	93.8	61.5	106		
GRC	156	Computer Illustration I	93.0	88.9	84.1	73.2	89.7	193		
GRC	175	Web Design & Publishing I	66.7	80.5	88.9	90.3	61.4	188		
GRC	179	Multimed Design & Prod I		89.5	73.3	76.2	85.7	69		
GRC	183	Electronic Imaging	91.4	97.3	81.1	89.1	87.8	196		
GRC	188	Web Anim & Interactiv I	85.2	86.7	76.0	100.0	66.7	100		
GRC	275	Web Design/Publishing II	83.3	100.0	88.9	91.3	78.6	98		
GRC	283	Electronic Imaging II	100.0	84.6	92.9	100.0	88.2	72		
GRC	294	Professional Portfolio	80.0	100.0	81.8	100.0	81.3	65		
		AVERAGE:	84.3	92.3	88.6	91.9	75.9	1690.0	Total Enrolled	

Exhibit "G" Data (continued):

GRC SUCCESSFUL COURSE COMPLETION RATES:

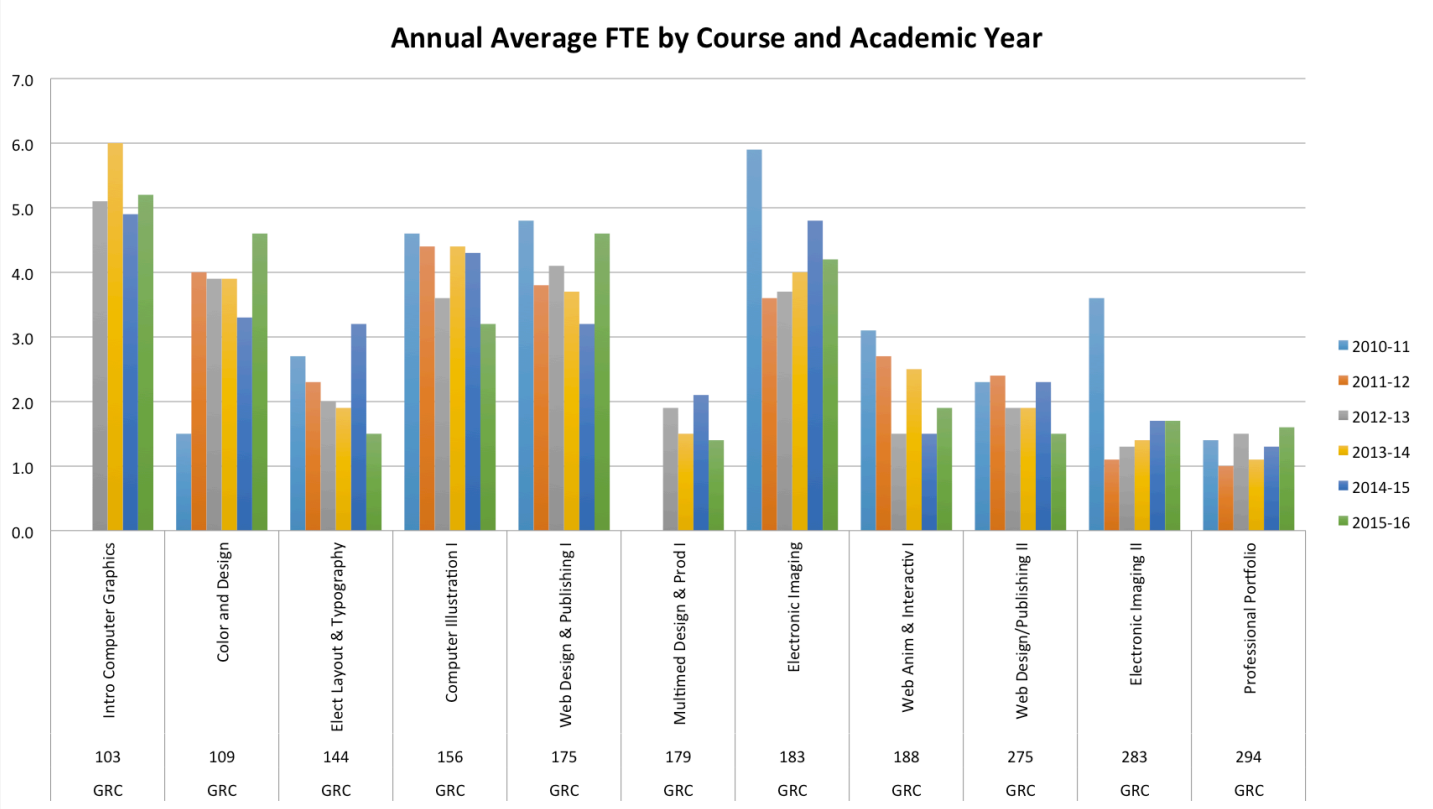
GRC Successful Course Success Rates - Two Years Online/ Five Years On Site



GRC Course Success Rates - Five Years by Mode of Instruction								
(Total students with C- and above, P, or S grades/total enrolled after removing audits, incompletes and missing grades. Must have at least a total of 10 students enrolled.)								
Division	Subject	Catalog No	Title	Online	In Person	Total Enrolled		
Career & Technical Ed	GRC	103	Intro Computer Graphics	71.4	88.2	206		
Career & Technical Ed	GRC	109	Color and Design	63.6	83.4	195		
Career & Technical Ed	GRC	144	Elect Layout & Typography	73.1	96.3	106		
Career & Technical Ed	GRC	156	Computer Illustration I	76.8	89.1	193		
Career & Technical Ed	GRC	175	Web Design & Publishing I	63.0	81.0	188		
Career & Technical Ed	GRC	179	Multimed Design & Prod I	85.7	80.0	69		
Career & Technical Ed	GRC	183	Electronic Imaging	100.0	88.6	196		
Career & Technical Ed	GRC	188	Web Anim & Interactiv I	50.0	84.8	100		
Career & Technical Ed	GRC	275	Web Design/Publishing II	78.6	90.5	98		
Career & Technical Ed	GRC	283	Electronic Imaging II	88.2	94.5	72		
Career & Technical Ed	GRC	294	Professional Portfolio		89.2	65		
			AVERAGE:	75.0	85.4	1488	(TOTAL Enrolled)	

Exhibit "G" Data (continued):
GRC FTE by Course and Academic Year

GRC Annual Average FTE by Course and Academic Year (fall, spring, summer)



GRC Annual Average FTE by Course and Academic Year (fall, spring, summer)													
Division	Subject	Catalog No	Title	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	AVERAGE PER CLASS PER YEAR		
Career & Technical Ed	GRC	103	Intro Computer Graphics	0.0	0.0	5.1	6.0	4.9	5.2	3.5		
Career & Technical Ed	GRC	109	Color and Design	1.5	4.0	3.9	3.9	3.3	4.6	3.5		
Career & Technical Ed	GRC	144	Elect Layout & Typography	2.7	2.3	2.0	1.9	3.2	1.5	2.3		
Career & Technical Ed	GRC	156	Computer Illustration I	4.6	4.4	3.6	4.4	4.3	3.2	4.1		
Career & Technical Ed	GRC	175	Web Design & Publishing I	4.8	3.8	4.1	3.7	3.2	4.6	4.0		
Career & Technical Ed	GRC	179	Multimed Design & Prod I	0.0	0.0	1.9	1.5	2.1	1.4	1.2		
Career & Technical Ed	GRC	183	Electronic Imaging	5.9	3.6	3.7	4.0	4.8	4.2	4.4		
Career & Technical Ed	GRC	188	Web Anim & Interactiv I	3.1	2.7	1.5	2.5	1.5	1.9	2.2		
Career & Technical Ed	GRC	275	Web Design/Publishing II	2.3	2.4	1.9	1.9	2.3	1.5	2.1		
Career & Technical Ed	GRC	283	Electronic Imaging II	3.6	1.1	1.3	1.4	1.7	1.7	1.8		
Career & Technical Ed	GRC	294	Professional Portfolio	1.4	1.0	1.5	1.1	1.3	1.6	1.3		
			AVERAGE PER YEAR:	5.7	4.7	4.5	4.3	4.5	4.6			

Five-Year Academic Assessment Plan

PROGRAM NAME: **Graphic Communications** **SUBMISSION DATE: 2/13/2017**

List the program outcomes and/or student learning outcomes and briefly describe the means of assessment for each one. Insert an **X** in the column of each year that the outcome will be assessed. **Three Program Outcomes: (1)** Apply technical skills in current design technologies (ISLO7), **(2)** Identify and apply design concepts (ISLO1, ISLO6, ISLO7, GE1, GE6), **(3)** Develop a portfolio of work demonstrating design skills (ISLO7)

Outcomes	Year 1	Year 2	Year 3	Year 4	Year 5	Means of Assessment
Insert Year:	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	
Assess Program Outcome #1 Apply technical skills in current design technologies (*Student Learning Outcome #2: Implement design principles, operate design software, and build projects (ISLO7)*	X (GRC 103)		X (GRC 144)			Students will be given competency-based assignments and exams then graded and evaluated using rubrics and outcomes in Canvas. (GRC 103, 144).
Assess Program Outcome #2 Identify and apply design concepts *(Student Learning Outcome #1: Identify and apply terminology, concepts, principles, and practices from the range of topics important to the field (ISLO1, and Student Learning Outcome #3: Integrate knowledge and skills to analyze and evaluate designs (ISLO6)*		X (GRC 283)		X (GRC 283)		Students will apply terminology, concepts, and principles to evaluate and analyze other student assignments using discussions in Canvas or in class critiques. They will be graded and evaluated using rubrics and outcomes in Canvas. (GRC 283)
Assess Program Outcome #3 Develop a portfolio of work demonstrating design skills *(Student Learning Outcome #5 Develop a portfolio that demonstrates design skills (ISLO1, ISLO6, ISLO7)*	X (GRC 294)		X (GRC 294)		X (GRC 294)	Student portfolios will be reviewed and graded and evaluated by professionals in the industry using a rubric and outcomes developed by WNC faculty and the GRC advisory committee. (GRC 294).
Examples of Rubrics and Outcomes on following pages						

Five-Year Academic Assessment Plan

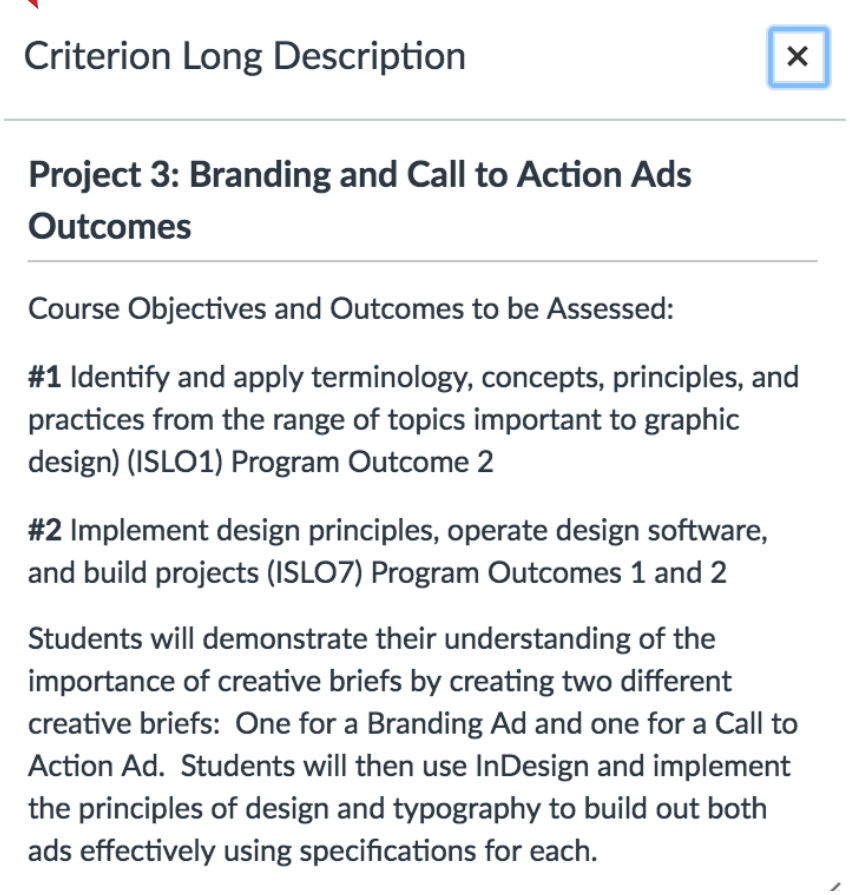
Comments/Reflections:

Signature, Direct Supervisor **Date**

Signature, Vice President **Date**

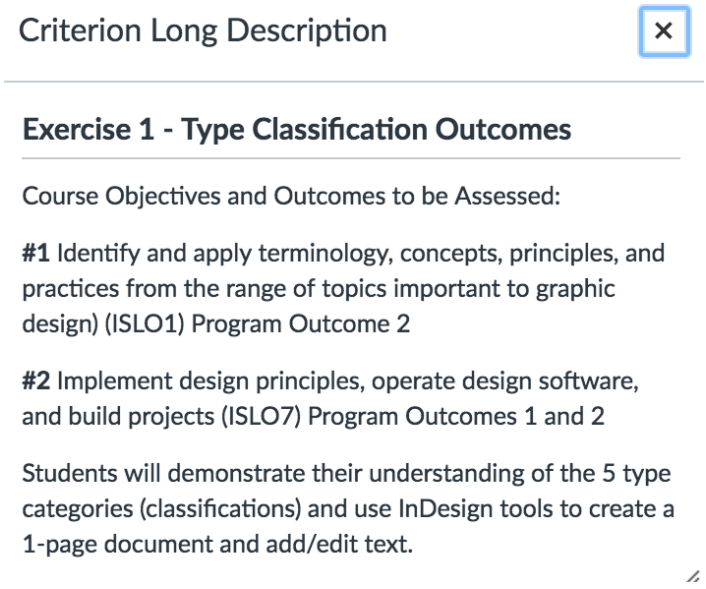
Example of GRC 103 Assignment Rubric and Outcomes:

Project 3: Branding and Call to Action Ads				
Criteria	**Ratings**			**Pts**
2 Creative Briefs Submitted answering all questions	Full Marks 10 pts	One or more criteria not fulfilled or incomplete. 0 pts		10 pts
Branding Ad: CMYK, 6x9", 0p9 bleed, 1p0 Margins, max 2 typefaces, 3 colors, at least 1 image edited in Photoshop.	Full Marks 5 pts	No Marks 0 pts		5 pts
Branding Ad - Overall design: All information included, used alignment, repetition, contrast, information grouped, used correct layout structure, type scaled proportionately.	Excellent Design, All Criteria Fulfilled 10 pts	No Marks 0 pts		10 pts
Call to Action Ad: CMYK, 6x9", .0p9 bleed, 1p0 Margins, max 2 typefaces, 3 colors, at least 1 image edited in Photoshop	Full Marks 5 pts	No Marks 0 pts		5 pts
Call to Action Ad: Overall Design: All information included, used alignment, repetition, contrast, information grouped, used correct layout structure, type scaled proportionately.	Excellent Design, All Criteria Fulfilled 10 pts	No Marks 0 pts		10 pts
Spelling	Full Marks 10 pts	One or more spelling errors 0 pts		10 pts
Project 3: Branding and Call to Action Ads Outcomes view longer description threshold: 3 pts	Exceeds Expectations 5 pts	Meets Expectations 3 pts	Does Not Meet Expectations 0 pts	--
				Total Points: 50



Example of GRC 144 Assignment Rubric and Outcomes:

Exercise 1: Type Classifications (1)				
Criteria	**Ratings**			**Pts**
Spelling	No Errors 5 pts	One or more spelling errors 0 pts		5 pts
Letter Sized (81/2" x 11") document, One Column, All margins 3/4", One text frame extending to all margins, 7 type categories, 30 point size for category name, font name 18pt size, arial regular typeface and all capital letters for the font name.	Full Marks 8 pts	One or more criteria missing. 0 pts		8 pts
Typed all 7 Classification Categories and used the correct typeface for each.	7 Classification Categories and 7 Correct Typefaces for each 7 pts	Less than 7 Classification categories and less than 7 correct typefaces 4 pts	Less than 5 classification categories or less than 5 correct typefaces 0 pts	7 pts
Exercise 1 - Type Classification Outcomes view longer description threshold: 3 pts	Exceeds Expectations 5 pts	Meets Expectations 3 pts	Does Not Meet Expectations 0 pts	--
				Total Points: 20



Example of GRC 144 Exam Rubric and Outcomes:

Quiz #1 Principles of Typography

Criteria	Ratings			Pts
Quiz #1 Principles of Typography Outcomes view longer description threshold: 3.0 pts	Exceeds Expectations 5.0 pts	Meets Expectations 3.0 pts	Does Not Meet Expectations 0.0 pts	--
				Total Points: 0.0

Criterion Long Description

Quiz #1 Principles of Typography Outcomes

Course Objectives and Outcomes to be Assessed:

#1 Identify and apply terminology, concepts, principles, and practices from the range of topics important to graphic design) (ISLO1) Program Outcome 2

Students will identify type classifications, type families, the rules of typography, and type measurement systems.

Example of GRC 283 Critique Rubric and Outcomes:

Critique Rubric

Criteria	Ratings			Pts
Feedback given to at least 5 students addressing assigned criteria. Final design uploaded.	Feedback given to at least 5 students addressing assigned criteria. Final design uploaded. 15 pts		No feedback given or design not uploaded 0 pts	15 pts
Critique Project 3 Ad Design view longer description threshold: 3 pts	Exceeds Expectations 5 pts	Meets Expectations 3 pts	Does Not Meet Expectations 0 pts	--
				Total Points: 15

Critique Project 3 Ad Design

Course Objectives and Outcomes to be Assessed:

#3 Integrate knowledge and skills to analyze and evaluate designs (ISLO6) Program Outcome 2

Critique 5 other student designs addressing the following questions:

1. Is there a clear message, attention-grabbing headline, incentive, call to action?
2. Is there a Clean Layout: Appropriate Imagery, type choices, clean design and copy treatment?
3. Does this design solicit strong feelings, desire or interest toward product or service?
4. Did the student use typographic techniques that create emphasis such as varying type size, weights, color, underscores, mixing typefaces, all caps, small caps, etc?
5. Did the student stretch or squish the type?

Example of GRC 294 Portfolio Rubric and Outcomes (new rubric):

Portfolio Review (1)

Criteria	Ratings				Pts
Portfolio Samples	Portfolio contains 12+ functioning portfolio samples (or groups of samples), exceptional creativity, exceptional ideas, wide range of technical skill, wide range of ideas. Original backgrounds, photos and graphics. 100.0 pts	Portfolio contains 12+ functioning portfolio samples or group of samples, Good creativity, some unique ideas, medium range of work, medium range of technical skill. 85.0 pts	Portfolio contains 12+ functioning portfolio samples or group of samples, artwork lacks variety, some unique ideas, good organization, medium range of technical skill. 75.0 pts	Portfolio contains less than 12 functioning portfolio samples or groups of samples. Ideas lack quality, not unique or unresolved, low range of work, low range of technical skill, artwork lacks variety, artwork is unoriginal. 69.0 pts	100.0 pts
Portfolio Website	Web site provides immediate access to student work. Demonstrates a master of navigation design, is fully compliant with current web-standards, is designed using a consistent visual identity, and contains all portfolio materials including resume. 100.0 pts	Web site provides quick access to student work, demonstrates a consistent navigational approach, and is compliant with current web standards 85.0 pts	Web site provides access to student work and attempts to organize portfolio sections through navigational choices 75.0 pts	Web site does not showcase student's work, and does not make any visible attempt to organize work through site navigation. No web site presented 69.0 pts	100.0 pts
Resume	Document is error-free, consistently formatted, and displays the student's visual identity. In addition, exemplary resumes present a hierarchy of information that places the most professionally relevant information first. 100.0 pts	Document is error-free, consistently formatted, and displays the students visual identity. 85.0 pts	Document is error-free, consistently formatted, but does not display the students visual identity. 75.0 pts	Document is not relevant to the student's professional goals, contains errors, or is inconsistently formatted. Lacks important information. No resume submitted. 69.0 pts	100.0 pts
Demo Reel	Excellent overall design, (including sound, graphics and pacing). Graphics made by artist and showcased appropriately. 100.0 pts	Good overall design (including sound, graphics and pacing). Graphics made by artist and showcased appropriately. 85.0 pts	Overall design needs work (sound, graphics, pacing). Needs more examples of personal work. 75.0 pts	Incomplete or no demo reel. 69.0 pts	100.0 pts
Oral Presentation	Length of presentation was acceptable, the presentation was organized, transitions were easy to follow and flowed smoothly, regular eye contact was made, professional attire was worn. 100.0 pts	Length of presentation acceptable, presentation organized, transitions somewhat easy to follow and somewhat smooth, regular eye contact, professional attire worn. 85.0 pts	Presentation was too long or too short. Presentation was somewhat organized and transitions somewhat smooth, sporadic eye contact with some ares of audience, professional attire worn but needs refinement 75.0 pts	Presentation too long or too short,disorganized and difficult to follow, no eye contact, casual attire. Unprepared. 65.0 pts	100.0 pts
GRC 294 Portfolio Review Outcomes view longer description threshold: 3.0 pts	Exceeds Expectations 5.0 pts	Meets Expectations 3.0 pts	Does Not Meet Expectations 0.0 pts		--

Total Points: 500.0

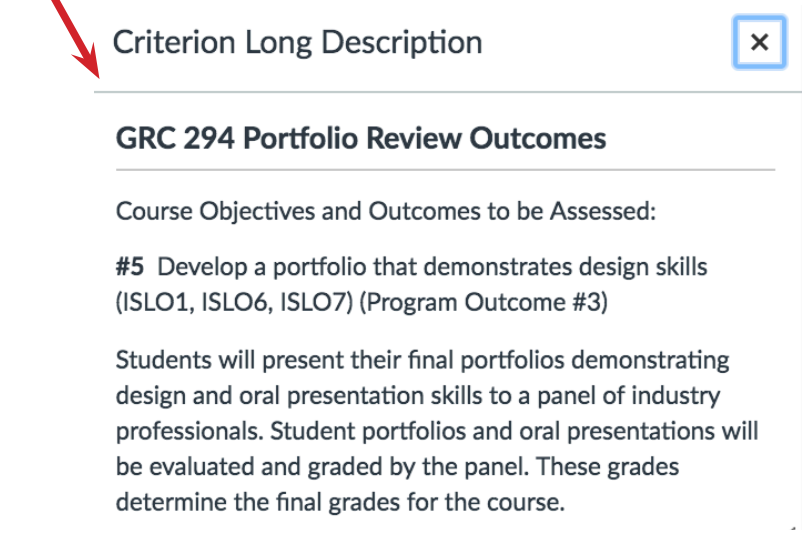


Exhibit "I" Evidence of Satisfaction - Course Evaluation Data

Graphic Communications Student Course Evaluation Data 2012-2015:
GRC 103, 109, 144, 156, 175, 179, 183, 188, 275, 283, 294

Question 12: Met your educational needs					
	Excellent	Commendable	Satisfactory	Un-satisfactory	Total
2012	85%	10%	5%	0%	100%
2013	84%	8%	4%	4%	100%
2014	85%	8%	4%	3%	100%
2015	85%	9%	3%	3%	100%

Question 16: Overall, I rate the effectiveness of this course:					
	Excellent	Commendable	Satisfactory	Un-satisfactory	Total
2012	85%	7%	4%	4%	100%
2013	84%	8%	4%	4%	100%
2014	85%	7%	4%	4%	100%
2015	85%	8%	4%	3%	100%

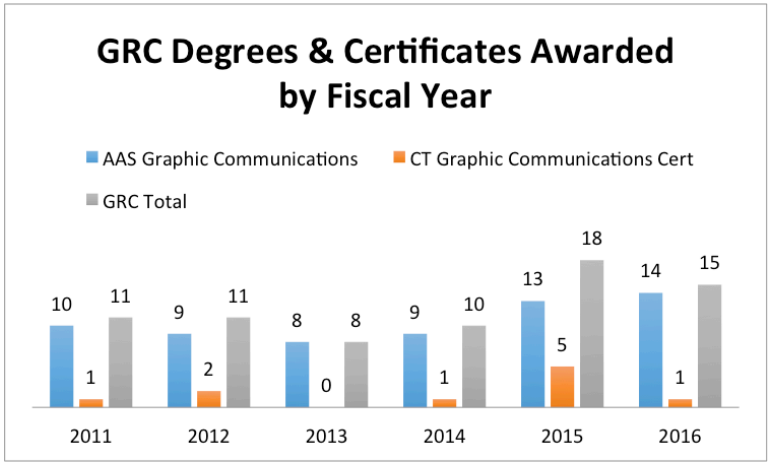
Graphic Communications Student Course Evaluation Data.
NOTE: Beginning 2015-2016, evaluation questions were revised. The table below shows the revised version of Question 12 for GRC 103, 109, 144, 156, 175, 179, 183, 188, 275, 283, 294

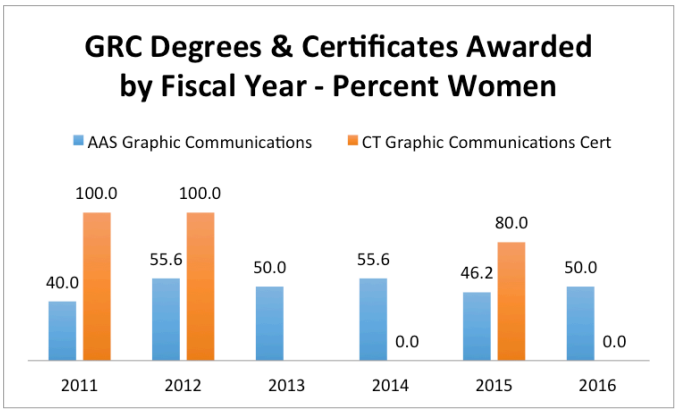
Question 12: Overall, the instructor has been an effective teacher							
	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Does not Apply	Total
2015	70%	25%	3%	0%	2%	0%	100%
2016	67%	16%	6%	2%	9%	0%	100%

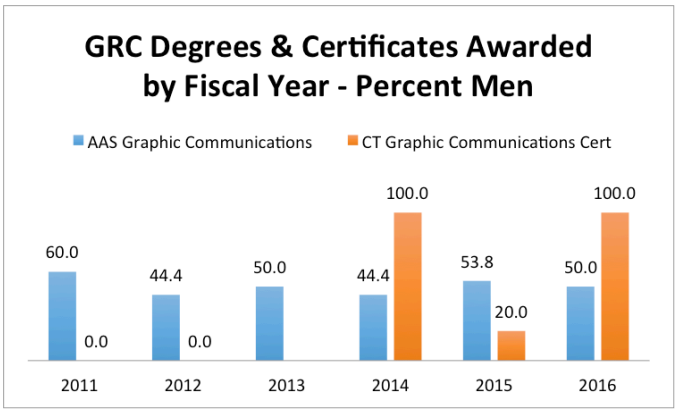
Question 13: The instructor created an effective learning environment							
	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Does not Apply	Total
2015	67%	27%	2%	3%	1%	0%	100%
2016	60%	23%	6%	2%	9%	0%	100%

Exhibit "J" Data: Enrollment Trends

GRC Degrees/Certificates Awarded Data







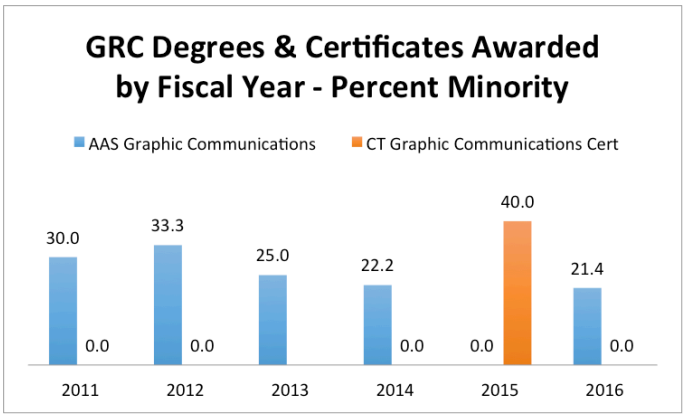
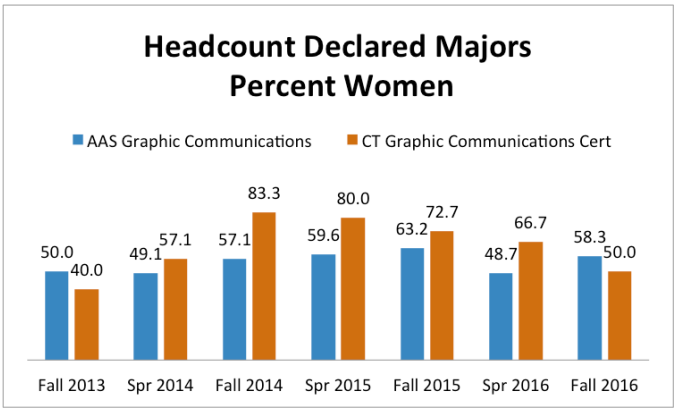
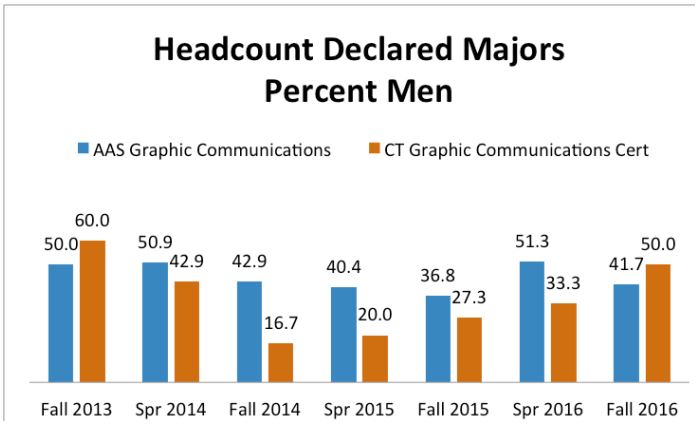


Exhibit "J" Data: Enrollment Trends (continued):

GRC Headcount Declared Majors: Women, Men, Minority





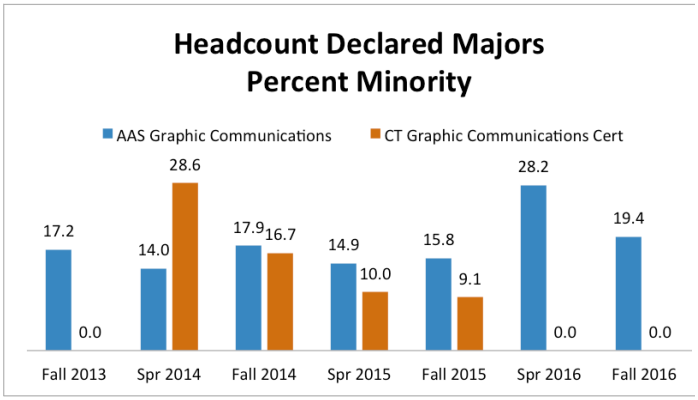
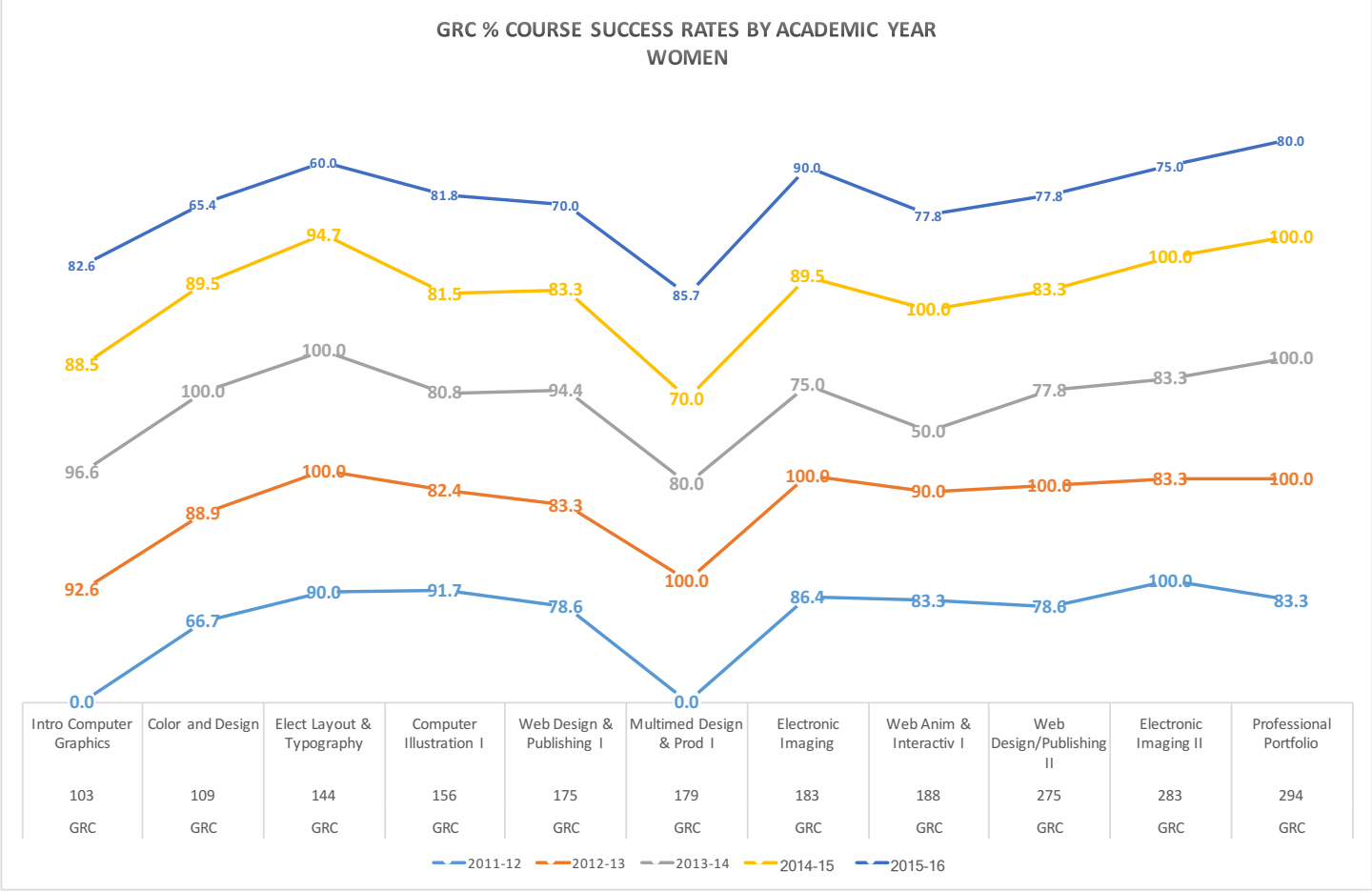


Exhibit "J" Data: Enrollment Trends (continued):

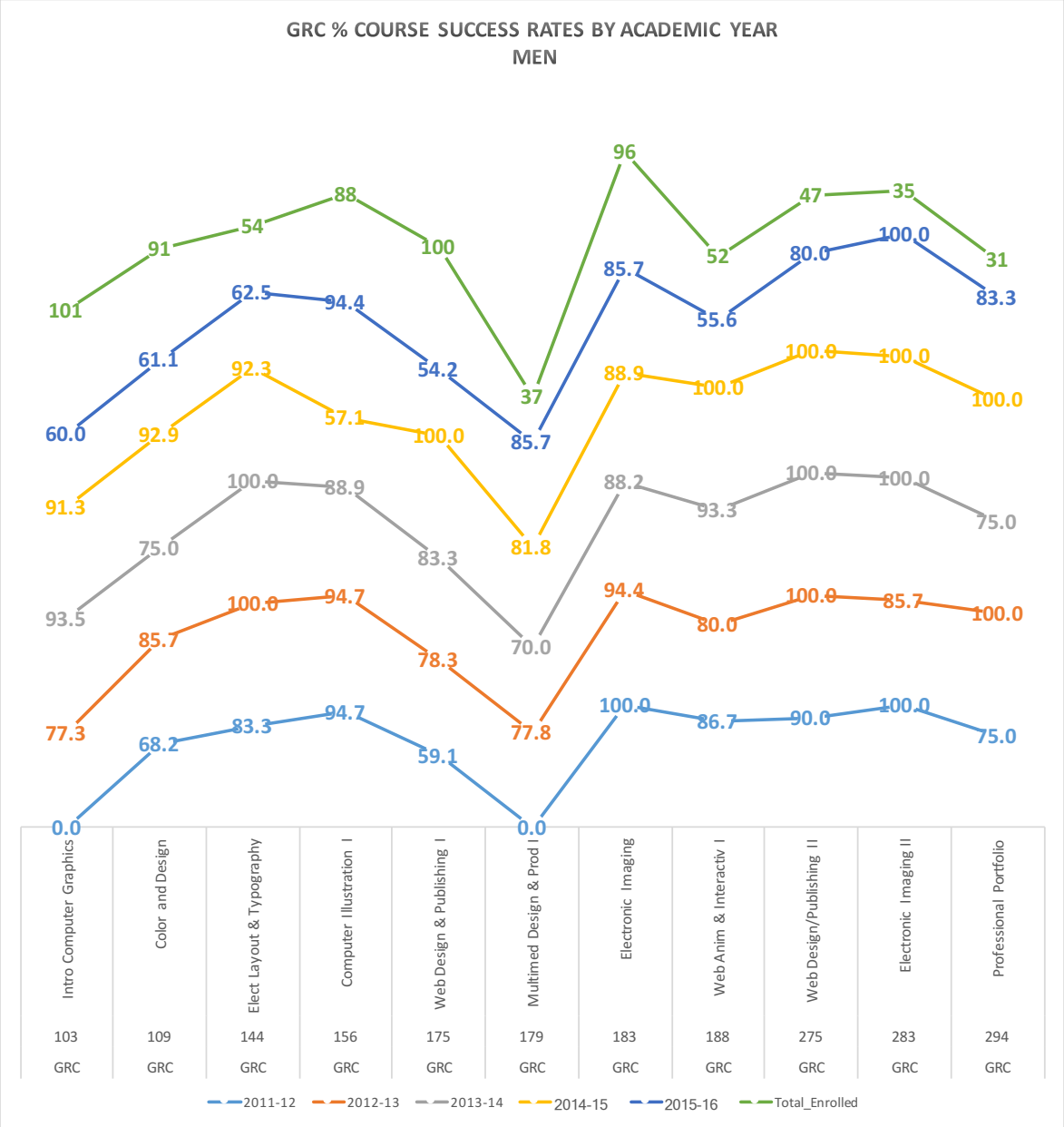
GRC Course Success Rates by Academic Year - Women



GRC Course Success Rates by Academic Year (fall, spring, and summer) -- for Women									
(Total students with C- and above, P, or S grades/total enrolled after removing audits, incompletes and missing grades. Must have at least a total of 10 students enrolled.)									
Division	Subject	Catalog No	Title	2011-12	2012-13	2013-14	2014-15	2015-16	Total_Enrolled
Career & Technical Ed	GRC	103	Intro Computer Graphics		92.6	96.6	88.5	82.6	105
Career & Technical Ed	GRC	109	Color and Design	66.7	88.9	100.0	89.5	65.4	104
Career & Technical Ed	GRC	144	Elect Layout & Typography	90.0	100.0	100.0	94.7	60.0	52
Career & Technical Ed	GRC	156	Computer Illustration I	91.7	82.4	80.8	81.5	81.8	105
Career & Technical Ed	GRC	175	Web Design & Publishing I	78.6	83.3	94.4	83.3	70.0	88
Career & Technical Ed	GRC	179	Multimed Design & Prod I		100.0	80.0	70.0	85.7	32
Career & Technical Ed	GRC	183	Electronic Imaging	86.4	100.0	75.0	89.5	90.0	100
Career & Technical Ed	GRC	188	Web Anim & Interactiv I	83.3	90.0	50.0	100.0	77.8	48
Career & Technical Ed	GRC	275	Web Design/Publishing II	78.6	100.0	77.8	83.3	77.8	51
Career & Technical Ed	GRC	283	Electronic Imaging II	100.0	83.3	83.3	100.0	75.0	37
Career & Technical Ed	GRC	294	Professional Portfolio	83.3	100.0	100.0	100.0	80.0	34
			AVERAGE:	80.6	83.4	84.2	84.4	84.3	756

Exhibit "J" Data: Enrollment Trends (continued):

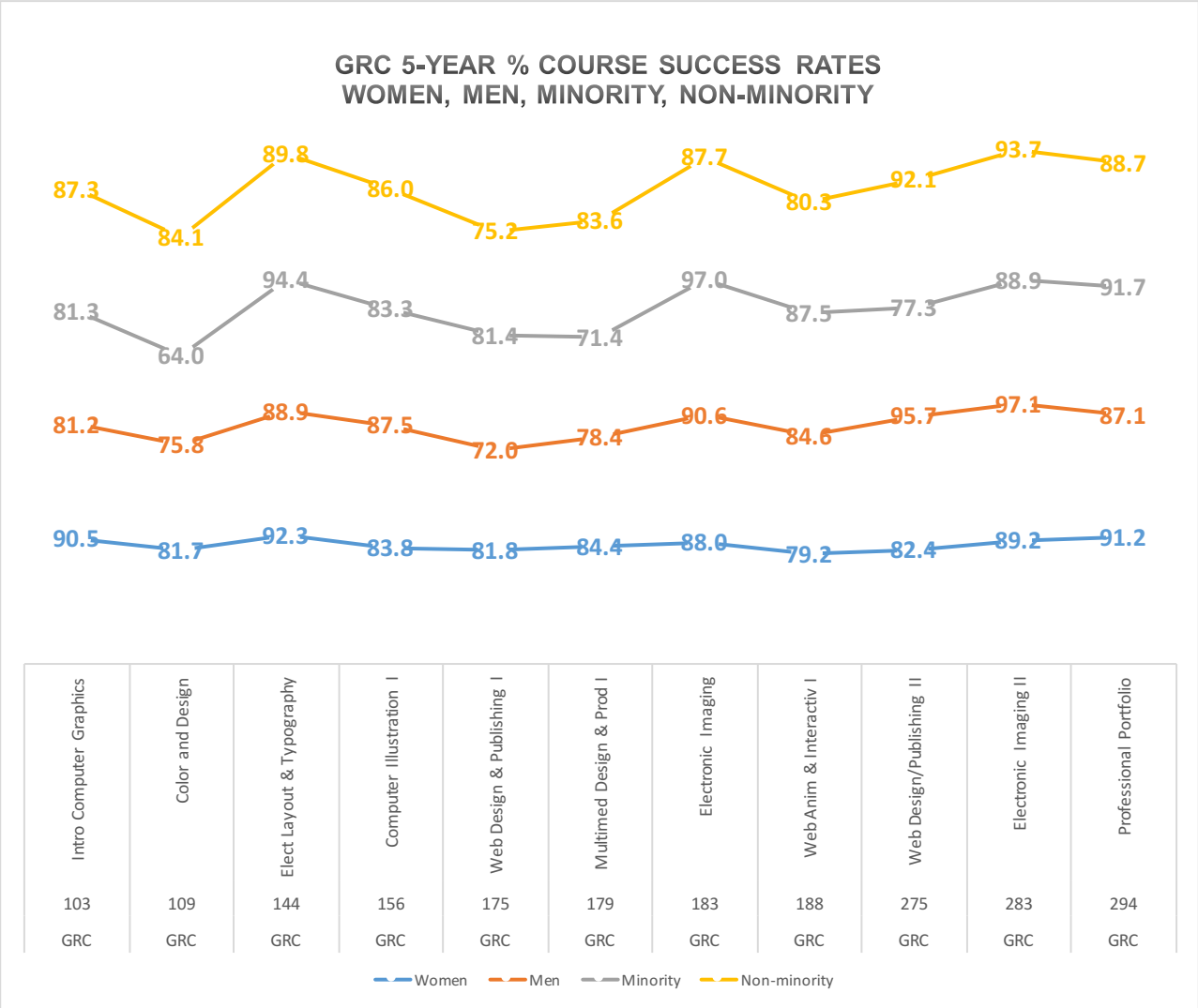
GRC Course Success Rates by Academic Year - Men



GRC Course Success Rates by Academic Year (fall, spring, and summer) -- for Men									
(Total students with C- and above, P, or S grades/total enrolled after removing audits, incompletes and missing grades. Must have at least a total of 10 students enrolled.)									
Division	Subject	Catalog No	Title	2011-12	2012-13	2013-14	2014-15	2015-16	Total_Enrolled
Career & Technical Ed	GRC	103	Intro Computer Graphics		77.3	93.5	91.3	60.0	101
Career & Technical Ed	GRC	109	Color and Design	68.2	85.7	75.0	92.9	61.1	91
Career & Technical Ed	GRC	144	Elect Layout & Typography	83.3	100.0	100.0	92.3	62.5	54
Career & Technical Ed	GRC	156	Computer Illustration I	94.7	94.7	88.9	57.1	94.4	88
Career & Technical Ed	GRC	175	Web Design & Publishing I	59.1	78.3	83.3	100.0	54.2	100
Career & Technical Ed	GRC	179	Multimed Design & Prod I		77.8	70.0	81.8	85.7	37
Career & Technical Ed	GRC	183	Electronic Imaging	100.0	94.4	88.2	88.9	85.7	96
Career & Technical Ed	GRC	188	Web Anim & Interactiv I	86.7	80.0	93.3	100.0	55.6	52
Career & Technical Ed	GRC	275	Web Design/Publishing II	90.0	100.0	100.0	100.0	80.0	47
Career & Technical Ed	GRC	283	Electronic Imaging II	100.0	85.7	100.0	100.0	100.0	35
Career & Technical Ed	GRC	294	Professional Portfolio	75.0	100.0	75.0	100.0	83.3	31
			AVERAGE:	78.9	80.7	83.5	80.1	81.2	732.0

Exhibit "J" Data: Enrollment Trends (continued):

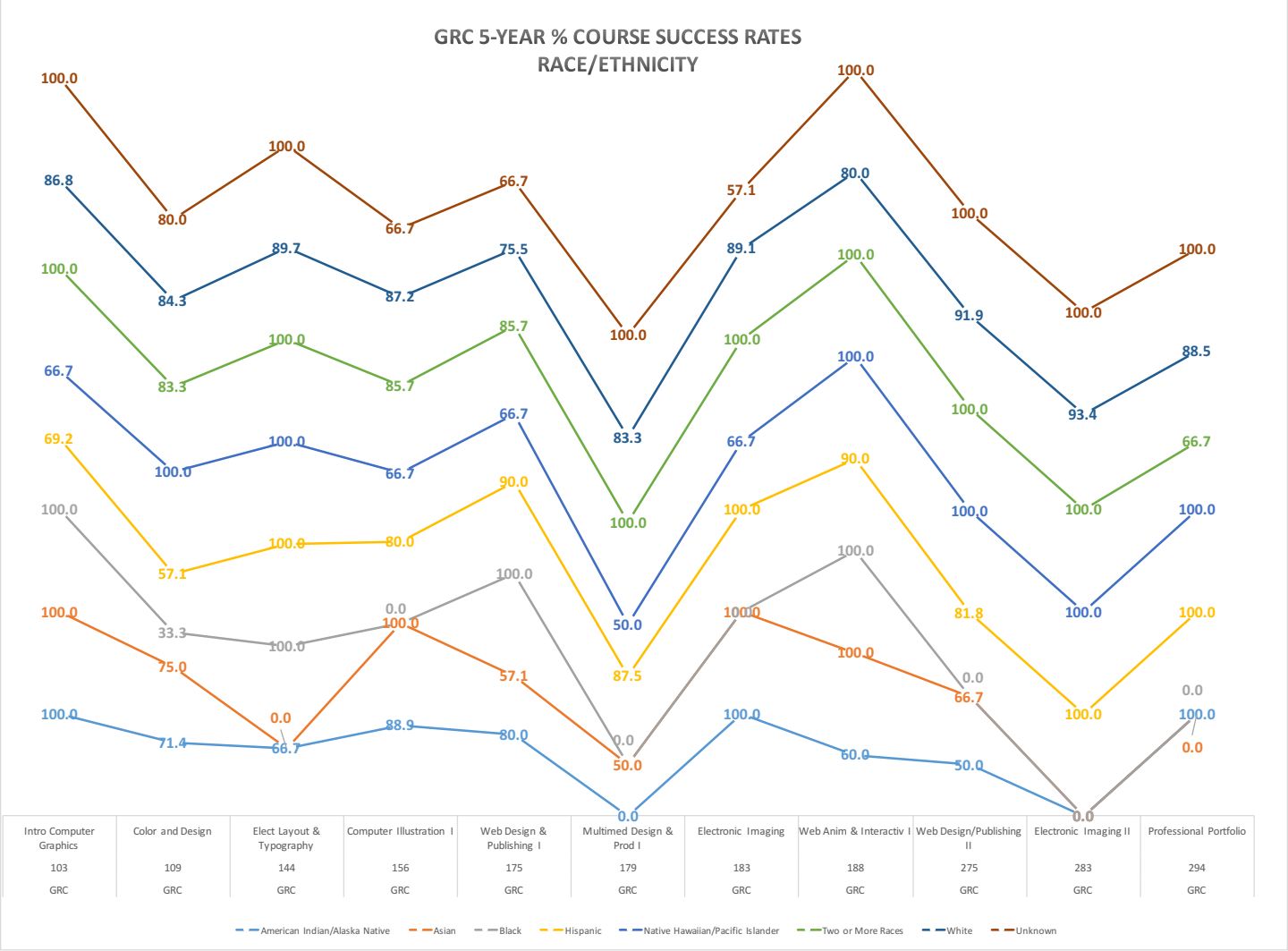
GRC Course Success Rates - Five Years for Women, Men, Minority, Non-minority Students



GRC Course Success Rates - Five Years for Women, Men, Minority, and Non-minority Students							
Division	Subject	Catalog No	Title	Women	Men	Minority	Non-minority
Career & Technical Ed	GRC	103	Intro Computer Graphics	90.5	81.2	81.3	87.3
Career & Technical Ed	GRC	109	Color and Design	81.7	75.8	64.0	84.1
Career & Technical Ed	GRC	144	Elect Layout & Typography	92.3	88.9	94.4	89.8
Career & Technical Ed	GRC	156	Computer Illustration I	83.8	87.5	83.3	86.0
Career & Technical Ed	GRC	175	Web Design & Publishing I	81.8	72.0	81.4	75.2
Career & Technical Ed	GRC	179	Multimed Design & Prod I	84.4	78.4	71.4	83.6
Career & Technical Ed	GRC	183	Electronic Imaging	88.0	90.6	97.0	87.7
Career & Technical Ed	GRC	188	Web Anim & Interactiv I	79.2	84.6	87.5	80.3
Career & Technical Ed	GRC	275	Web Design/Publishing II	82.4	95.7	77.3	92.1
Career & Technical Ed	GRC	283	Electronic Imaging II	89.2	97.1	88.9	93.7
Career & Technical Ed	GRC	294	Professional Portfolio	91.2	87.1	91.7	88.7
			AVERAGE:	84.5	81.1	81.3	83.6

Exhibit "J" Data: Enrollment Trends (continued):

GRC Successful Course Success Rates - Five years by Race/Ethnicity



GRC Course Success Rates - Five Years by Race/Ethnicity													
(Total students with C- and above, P, or S grades/total enrolled after removing audits, incompletes and missing grades. Must have at least a total of 10 students enrolled.)													
				Minority Students						Non-minority			
Division	Subject	Catalog No	Title	American Indian/Alaska Native	Asian	Black	Hispanic	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown	International	Total Enrolled
Career & Technical Ed	GRC	103	Intro Computer Graphics	100.0	100.0	100.0	69.2	66.7	100.0	86.8	100.0		206
Career & Technical Ed	GRC	109	Color and Design	71.4	75.0	33.3	57.1	100.0	83.3	84.3	80.0		195
Career & Technical Ed	GRC	144	Elect Layout & Typography	66.7		100.0	100.0	100.0	100.0	89.7	100.0		106
Career & Technical Ed	GRC	156	Computer Illustration I	88.9	100.0		80.0	66.7	85.7	87.2	66.7		193
Career & Technical Ed	GRC	175	Web Design & Publishing I	80.0	57.1	100.0	90.0	66.7	85.7	75.5	66.7		188
Career & Technical Ed	GRC	179	Multimed Design & Prod I	0.0	50.0		87.5	50.0	100.0	83.3	100.0		69
Career & Technical Ed	GRC	183	Electronic Imaging	100.0	100.0		100.0	66.7	100.0	89.1	57.1		196
Career & Technical Ed	GRC	188	Web Anim & Interactiv I	60.0	100.0	100.0	90.0	100.0	100.0	80.0	100.0		100
Career & Technical Ed	GRC	275	Web Design/Publishing II	50.0	66.7	0.0	81.8	100.0	100.0	91.9	100.0		98
Career & Technical Ed	GRC	283	Electronic Imaging II	0.0			100.0	100.0	100.0	93.4	100.0		72
Career & Technical Ed	GRC	294	Professional Portfolio	100.0			100.0	100.0	66.7	88.5	100.0		65
			AVERAGE:	74.8	79.8	76.0	82.3	80.9	79.9	83.4	85.6		1488.0

Exhibit K: Curriculum Review Report

Curriculum Review Report

Graphic Communications Program

November 18, 2016

1. Provide the mission statement and student learning outcomes for this academic program.

ASSOCIATE OF APPLIED SCIENCE

Mission:
The Associate of Applied Science degree in Graphic Communications will provide employment-related knowledge and skills necessary to succeed in the graphic communications field. The degree will meet educational criteria for employment and prepare the student for possible transfer to other colleges and universities to meet higher educational and professional goals.

Student Learning Outcomes: Associate of Applied Science in Graphic Communications graduates are expected to research design problems, demonstrate technical skills, implement design concepts, work collaboratively, and perform successful presentations.

CERTIFICATE OF ACHIEVEMENT

Mission:
The purpose of the Graphic Communications Certificate of Achievement is to provide basic knowledge and skills necessary to enter the graphic communications field.

Student Learning Outcomes:
Graphic Communications certificate program graduates should acquire basic skills and perform tasks necessary for employment or career enhancement.

2. Explain how this instructional program has maintained the relevancy and currency of its curriculum in response to substantive changes in its discipline or occupational field.

In 2010, a total of 63 credits were required for the AAS Degree in Graphic Communications (45 program-specific credits and 19 general education credits). In 2012, NSHE required all 2-year degrees be a maximum of 60 credits. To eliminate the extra 3 credits, GRC 118 and GRC 119 (6 credits) were dropped and replaced with GRC 103. The curriculum from GRC 118 and 119 was updated and incorporated into GRC 103. This decision was made as a result of careful consideration and feedback from the GRC Advisory Board, GRC students, and Ron Marston, GRC Professor at Truckee Meadows Community College, *(Note: GRC 103 had been a requirement for the program but eliminated in 2005 and split into 118 and 119.)*

In 2012, after discussions with the GRC Advisory Board and Dennis Mead and Brian Geurin, both from International Game Technology, GRC 181B (Digital Video) was replaced with GRC 179 (Multimedia Design and Production) to enhance student animation skills and to market student portfolios. Additionally, GRC 275 (Web Design II) was made a requirement for the AAS Degree due to the complexity of coding skills needed to create and maintain websites. One class did not give enough time to cover these skills.

In 2015, two course titles in the GRC program were changed: The course title for GRC 156 **"Computer Illustration"** was changed to **"Design with Illustrator"** and the course title for GRC 183, **"Electronic Imaging"** was changed to **"Design with Photoshop."** This was a system-wide change (due to common course numbering). These titles are beneficial for students who were looking for classes covering specific software.

Also, in the Spring of 2015, to address the need for more online courses offered by Western Nevada College, the Graphic Communications Program scheduled it's first online course, GRC 156. The goal was to have the entire AAS Degree available online by the Spring of 2017. Since then, all 12 courses required for the degree have been built online using the Canvas platform. In doing so, all GRC curriculum has been updated to current industry standards

to help students acquire current skills and achieve their goals. Additionally, all assignments have updated grading rubrics. Building this many courses online was a major undertaking, taking 2-years including summers and weekends. To assist students and make online courses easy to navigate and understand, all online GRC courses follow the same navigational format. The final course needed for students to complete the entire degree online is ART 101. Gil Martin, WNC Art Professor, is building this as a one of his sabbatical projects and the course should be offered in the Fall of 2017. ART 100 is being taught for the first time the Fall 2016 and was built by Connie Peng, WNC Adjunct Faculty.

Finally, in the Fall of 2015, the Program moved from the High Tech Center to the main Carson campus to give students more access to equipment and faculty and improve the Program's presence at WNC. The High Tech Center had limited hours available to WNC students (2:30-9:45 Monday through Thursday). WNC students were not allowed in the High Tech Center because it is located on the Carson High School Campus where the buildings are locked during school district hours.

3. Provide evidence that the program has a clear sequence of offerings. Please attach the sequence of offerings to this report.

The Graphic Communications Program has a clear sequence of offerings. See **"Attachment A."**

4. Provide evidence that courses are scheduled in such a manner as to allow students to complete the program within the time of two years for a degree, 18 months for a certificate of achievement, and nine months for a certificate of completion.

The courses in the Graphic Communications Program are scheduled in a manner to allow a student to complete the AAS within two years and the Certificate within one year. **"Attachment B"** provides a summary of the Scheduling/ Enrollment History Program Requirements Report from Institutional Research "**Attachment C."** Summer courses are not listed in **"Attachment B"** because they are not offered. An exception was the Summer of 2016 when WNC was awarded a STEM grant. The GRC Program scheduled a GRC 175 Web Design course in Fallon. A total of 4 people enrolled in person and 10 students enrolled online.

Also noted in **"Attachment B,"** and as stated earlier in this report, in the Fall of 2012, GRC 118 and 119 were replaced with GRC 103. When the number of credits was reduced by 3, this had an effect on scheduling and the suggested course sequence for GRC 144. GRC 144 was originally offered in the Fall only and was moved to the Spring only. This transition happened between the Fall 2015 and Spring 2015.

The Scheduling/Enrollment History for the Elective Choices is represented in **"Attachment D."** The following Fine Art courses are not listed in Attachment D because they have not been offered since before Fall 2011: ART 115, ART 216, and ART 245.

Since 2010, the suggested course sequence for the AAS Degree has been published in all syllabi in every GRC course every semester.

5. Excluding the current review, explain any program reviews of required or recommended program courses completed within the last three years. Include the year of the review, review process, and those involved in the review.

The last Program Review was in 2010. All syllabi have been updated to include the Institutional Learning Outcomes and General Education Learning outcomes where applicable.

The 2011-2012 GRC Annual Academic Program Assessment Plan was completed by Jayna Conkey, Graphic Communications Professor; Jennifer Mauldin, GRC Instructor; Brian Geurin, International Game Technology; and Sherri Kelley, Technology Teacher, Carson High School. The goal was to assess and revise the grading rubric for GRC 294B (Portfolio Class) to more accurately asses skills necessary for entrance into the industry.

The resulting rubric will more accurately assess student skills:

Criteria	Ratings				Pts
Portfolio Samples	Portfolio contains 12+ functioning portfolio samples (or groups of samples), exceptional creativity, exceptional ideas, wide range of technical skill, wide range of ideas. Original backgrounds, photos and graphics. 100.0 pts	Portfolio contains 12+ functioning portfolio samples or group of samples, Good creativity, some unique ideas, medium range of work, medium range of technical skill. 85.0 pts	Portfolio contains 12+ functioning portfolio samples or group of samples, artwork lacks variety, some unique ideas, good organization, medium range of technical skill. 75.0 pts	Portfolio contains less than 12 functioning portfolio samples or groups of samples. Ideas lack quality, not unique or unresolved, low range of work, low range of technical skill, artwork lacks variety, artwork is unoriginal. 69.0 pts	100.0 pts
Portfolio Website	Web site provides immediate access to student work. Demonstrates a master of navigation design, is fully compliant with current web-standards, is designed using a consistent visual identity, and contains all portfolio materials including resume. 100.0 pts	Web site provides quick access to student work, demonstrates a consistent navigational approach, and is compliant with current web standards 85.0 pts	Web site provides access to student work and attempts to organize portfolio sections through navigational choices 75.0 pts	Web site does not showcase student's work, and does not make any visible attempt to organize work through site navigation. No web site presented 69.0 pts	100.0 pts
Resume	Document is error-free, consistently formatted, and displays the student's visual identity. In addition, exemplary resumes present a hierarchy of information that places the most professionally relevant information first. 100.0 pts	Document is error-free, consistently formatted, and displays the students visual identity. 85.0 pts	Document is error-free, consistently formatted, but does not display the students visual identity. 75.0 pts	Document is not relevant to the student's professional goals, contains errors, or is inconsistently formatted. Lacks important information. No resume submitted. 69.0 pts	100.0 pts
Demo Reel	Excellent overall design, (including sound, graphics and pacing). Graphics made by artist and showcased appropriately. 100.0 pts	Good overall design (including sound, graphics and pacing). Graphics made by artist and showcased appropriately. 85.0 pts	Overall design needs work (sound, graphics, pacing). Needs more examples of personal work. 75.0 pts	Incomplete or no demo reel. 69.0 pts	100.0 pts
Oral Presentation	Length of presentation was acceptable, the presentation was organized, transitions were easy to follow and flowed smoothly, regular eye contact was made, professional attire was worn. 100.0 pts	Length of presentation acceptable, presentation organized, transitions somewhat easy to follow and somewhat smooth, regular eye contact, professional attire worn. 85.0 pts	Presentation was too long or too short. Presentation was somewhat organized and transitions somewhat smooth, sporadic eye contact with some ares of audience, professional attire worn but needs refinement 75.0 pts	Presentation too long or too short,disorganized and difficult to follow, no eye contact, casual attire. Unprepared. 65.0 pts	100.0 pts
GRC 294 Portfolio Review Outcomes view longer description threshold: 3.0 pts	Exceeds Expectations 5.0 pts	Meets Expectations 3.0 pts	Does Not Meet Expectations 0.0 pts		--
					Total Points: 500.0

The 2012-2013 Graphic Communications Annual Academic Program Assessment Plan was completed by Jayna Conkey, Graphic Communications Professor; Jennifer Mauldin, GRC Instructor; Brian Geurin, International Game Technology; and Keigh Cox, SWIFT Communications. Using the new grading rubric, we found student portfolios, websites and resumes needed improvement. Spelling errors and the low number of page layout projects were noted. The goal for the plan was to increase the portfolio percentages by category from the Spring 2012 portfolio class. GRC instructors added three more page-layout projects to GRC 144, GRC 156 and GRC 283 and spelling errors were more heavily weighted in grading in all GRC courses. The following results were reported:

Spring 2013 Portfolio Ratings Results:
Portfolio Website: 89.7% (up from 87% in 2012)
Portfolio Samples: 90.5% (up from 88% in 2012)
Resume: 92% (up from 84% in 2012)
Oral Presentation: 90% remained the same.

6. Excluding the current review, explain any review of general education or related course instruction completed within the last three years. Include the year of the review, review process, and those involved in the review.

General Education has been involved in a review and updating process that started in June 2014. The General Education Committee, Stephanie Arrigotti, Brigitte Dillet, Mary Gillespie, Eissiel Lamas, Chad McCully, Cheryl Pawluk (recorder) Ryan Stryeffeler (chair) Danna Sturm, Richard Arrigotti, and Bob Wynegar approved new General Education Student Learning Outcomes in Fall 2014. The College developed and approved a related set of Institutional Student Learning Outcomes, with the approval coming from Strategic Planning for Institutional Excellence (SPFIE).

Part of the review process has been the implementation of a review of the Gen Ed courses to align the courses with the newly developed GESLOs for the AA and AS degrees. All of these courses are also Gen Ed courses for the AAS degree. The majority of the courses completed the alignment of the course outlines by May 2016.

An assessment of the course outlines to measure the frequency of use of specific GESLOs was conducted in April 2016. The assessment report resulted in a revision of the GESLOs. The revised GESLOs are now completely aligned with the ISLOs.

The Graphic Communications course outlines have been updated to include institutional and general education outcomes where appropriate. All GRC courses offered at Western Nevada College are current with NSHE Common Course Numbering.

7. Describe the status of the catalog information pertinent to this program (when it was last updated, for example).

The catalog information on the website for both the Graphic Communications Program AAS and Certificate degree requirements was updated early in the Fall 2016 semester. All course outlines are up to date with current course titles, course descriptions and linkages to Institutional Student Learning Outcomes and General Education Student Learning Outcomes, where applicable. The mission for the AAS degree and the mission for the Certificate are up to date. Also, the suggested course sequences for both the AAS degree and certificate have been updated.

The Academic Program Guide is also up to date for the A.A.S. Degree and Certificate requirements, but the suggested course sequence for the Certificate in Graphic Communications is missing. Also, the previous course titles for GRC 156, 175, and 183 are listed in the Certificate Requirements. These need to be updated to the current titles. (They are up to date in the A.A.S. Degree Requirements.) The Marketing Department has been notified and they will make these changes for the next Academic Program Guide (2017-2018).

The following GRC courses no longer offered were deactivated and deleted from the website:

GRC 118 Computer Graphics - Print Media
GRC 119 Computer Graphics - Digital Media
GRC 125 Graphics Software
GRC 181 Digital Video I
GRC 185 Computer Animation I
GRC 281 Digital Video II

8. Attach the course outlines for all courses required or recommended for this program, excluding general education courses. (Note: Course outlines refer to the generic course outline required for each course, not the course syllabus developed by an instructor for a specific section of the course.)

Course outlines have been updated to include the Institutional Learning Outcomes and General Education Learning Outcomes, if applicable. They are attached to this report.

9. Provide evidence that the program teaches students how to locate and use appropriate resources necessary to remain current in the field of study pertinent to the program, including library resources, technical manuals, professional journals, and Internet materials.

The Graphic Communications Program is project-driven. The final goal for students is to develop a portfolio of work for entry into the job market. Over the course of 2 years for the AAS degree, students have an average of 50 projects, each requiring initial research before the design process can begin. Students spend approximately 30% of their time researching the Internet, library resources, technical manuals, and professional journals.

Additionally, students are required to subscribe to Lynda.com for additional training on software, creative skills and business skills. Students earn certificates of completion for completing Lynda tutorials. Also, due to the steady rise in information graphics (Infographics), many design projects are data-driven. Students are required to gather data for at least two large-scale Infographic projects in two separate classes (GRC 156 and GRC 283).

Attachment "A"

Graphic Communications Program
October 1, 2016

Suggested Course Sequence
A.A.S. Degree in Graphic Communications

First Semester (15 credits)

ART 100	3 credits
ART 101	3 credits
General Education Course	3 credits
GRC 103	3 credits
GRC 109	3 credits

Second Semester (15 credits)

General Education Courses	6 credits
GRC 144	3 credits
GRC 156	3 credits
GRC 183	3 credits

Third Semester (15 credits)

General Education Courses	6 credits
GRC 175	3 credits
GRC 188	3 credits
GRC 283	3 credits

Fourth Semester (15 credits)

General Education Course	3 credits
GRC 179	3 credits
GRC 275	3 credits
GRC 294	3 credits
Program Elective	3 credits

Suggested Course Sequence
Certificate in Graphic Communications - 30 credits

First Semester (15 credits)

General Education Courses	3 credits
ART 100	3 credits
GRC 103	3 credits
GRC 109	3 credits
GRC 183	3 credits

Second Semester (15 credits)

General Education Courses	6 credits
GRC 144	3 credits
GRC 156	3 credits
GRC 175	3 credits

Attachment "B"

Graphic Communications Program
October 1, 2016

Attachment "B" Curriculum Review Report
Graphic Communications Program A.A.S. and Certificate
October 1, 2016

Scheduling History Summary (Data used from Scheduling/Enrollment History Report Provided by Institutional Research -see next page)

First Semester	Fall 2011	Sp 2012	Fall 2012	Sp 2013	Fall 2013	Sp 2014	Fall 2014	Sp 2015	Fall 2015	Sp 2016
ART 100 3 credits	X	X	X	X	X	X	X	X	X	X
ART 101 3 credits	X	X	X	X	X	X	X	X	X	X
GRC 103 3 credits	GRC 118	GRC 118	X	X	X	X	X	X	X	X
GRC 109 3 credits	X	X	X	X	X	X	X	X	X	X
Second Semester										
GRC 144 3 credits	X		X		X		X	X		X
GRC 156 3 credits		X		X	X	X	X	X	X	X
GRC 175 3 credits	X	X	X	X	X	X	X	X	X	X
GRC 183 3 credits	X	X	X	X	X	X	X	X	X	X
Third Semester										
GRC 188 3 credits	X		X		X		X		X	X
GRC 283 3 credits	X		X		X		X		X	
Fourth Semester										
GRC 179 3 credits		GRC 181		X		X		X		X
GRC 275 3 credits										
GRC 294 3 credits		X		X		X		X		X
Program Elc 3 credits	X	X	X	X	X	X	X	X	X	X

GRC 118 was replaced with GRC 103 Fall 2012
GRC 181 was replaced with GRC 179 Spring 2013

*this does not include general education courses or program electives.
** pink courses are certificate requirements

Attachment "C" Scheduling/Enrollment History Report Provided by Institutional Research

WNC Total Enrollment in Classes by Location, Instruction Mode, Day of the Week and Time of Day

CLASS	CLASS TITLE	LOCATION	MODE	DAY	START	END	Fall 2011	Spr 2012	Sum 2012	Fall 2012	Spr 2013	Sum 2013	Fall 2013	Spr 2014	Sum 2014	Fall 2014	Spr 2015	Sum 2015	Fall 2015	Spr 2016	Sum 2016	GRAND TOTAL ENROLLED
ART 100	Visual Foundations	CARSON	In person	MW	8:00:00	12:30:00	0	0	0	0	0	0	0	0	0	15	0	0	0	0	0	15
ART 100	Visual Foundations	CARSON	In person	MW	10:00:00	12:15:00	20	19	0	19	13	0	16	15	0	15	0	0	20	20	0	157
ART 100	Visual Foundations	CARSON	In person	MW	13:00:00	15:15:00	0	0	0	0	0	0	15	15	0	15	14	0	15	15	0	89
ART 100	Visual Foundations	CARSON	In person	MW	16:30:00	18:45:00	0	0	0	0	0	0	13	0	0	0	15	0	0	0	0	13
ART 100	Visual Foundations	CARSON	In person	MW	17:30:00	19:45:00	0	0	0	0	0	0	0	0	0	0	15	0	0	0	0	34
ART 100	Visual Foundations	CARSON	In person	T	16:30:00	19:15:00	0	13	0	0	0	0	0	0	0	0	0	0	0	0	0	13
ART 100	Visual Foundations	CARSON	In person	T	16:30:00	21:00:00	14	0	0	0	0	0	15	0	0	0	0	0	0	0	0	29
ART 100	Visual Foundations	CARSON	In person	T	17:30:00	22:00:00	0	0	0	0	0	0	0	0	0	15	0	0	0	0	0	15
ART 100	Visual Foundations	CARSON	In person	TTH	8:00:00	12:30:00	0	0	0	0	0	0	20	0	0	0	0	0	0	0	0	20
ART 100	Visual Foundations	CARSON	In person	TTH	10:00:00	12:15:00	16	16	0	15	14	0	0	15	0	15	15	0	19	19	0	139
ART 100	Visual Foundations	CARSON	In person	TTH	18:00:00	20:15:00	0	0	0	15	0	0	0	0	0	0	0	0	19	0	0	19
ART 100	Visual Foundations	CARSON	In person	TWTH	10:00:00	13:00:00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	18	18
ART 100	Visual Foundations	CARSON	In person	TWTH	12:00:00	15:00:00	0	0	0	0	0	0	0	0	0	0	0	20	0	0	0	20
ART 100	Visual Foundations	CARSON	In person	W	16:30:00	21:00:00	0	0	0	12	13	0	0	0	0	0	0	0	0	0	0	25
ART 100	Visual Foundations	FALLON	In person	MW	13:00:00	15:15:00	0	16	0	0	14	0	0	0	0	15	0	0	13	0	0	58
ART 101	Drawing I	CARSON	In person	MTWTH	14:30:00	16:45:00	0	0	11	0	0	0	0	0	0	0	0	0	0	0	0	11
ART 101	Drawing I	CARSON	In person	MW	14:30:00	16:45:00	0	0	0	0	0	0	20	16	0	20	16	0	19	17	0	108
ART 101	Drawing I	CARSON	In person	MW	15:00:00	17:15:00	21	19	0	20	20	0	0	0	0	0	0	0	0	0	0	80
ART 101	Drawing I	CARSON	In person	MW	17:30:00	19:45:00	19	18	0	18	19	0	18	13	0	17	18	0	17	0	0	157
ART 101	Drawing I	CARSON	In person	TH	13:00:00	17:30:00	0	0	0	0	0	0	0	0	0	20	0	0	18	13	0	51
ART 101	Drawing I	CARSON	In person	TTH	10:00:00	12:15:00	20	19	0	19	19	0	20	20	0	0	0	0	0	20	0	157
ART 101	Drawing I	FALLON	In person	MW	9:00:00	11:15:00	0	0	0	0	0	0	0	0	0	0	11	0	9	0	0	9
ART 101	Drawing I	FALLON	In person	MW	13:00:00	15:15:00	16	0	0	12	0	0	11	12	0	0	11	0	0	14	0	76
GRC 103	Intro Computer Graphics	CARSON	In person	MW	17:30:00	18:45:00	0	0	0	15	0	0	20	0	0	22	15	0	20	0	0	92
GRC 103	Intro Computer Graphics	CARSON	In person	S	8:00:00	12:45:00	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
GRC 103	Intro Computer Graphics	CARSON	In person	TTH	17:30:00	18:45:00	0	0	0	0	21	0	0	21	0	0	0	0	0	0	0	42
GRC 103	Intro Computer Graphics	FALLON	In person	T	19:00:00	21:45:00	0	0	0	0	0	0	0	0	0	6	0	0	0	0	0	6
GRC 103	Intro Computer Graphics	FALLON	In person	W	16:00:00	18:45:00	0	0	0	0	15	0	11	0	0	0	0	0	0	0	0	26
GRC 103	Intro Computer Graphics	WEB	Online or Lecture Capture		0:00:00	0:00:00	0	0	0	0	0	0	0	0	0	0	0	0	0	30	0	30
GRC 109	Color and Design	CARSON	In person	M	19:00:00	21:45:00	0	0	0	0	0	0	0	0	0	21	12	0	0	0	0	33
GRC 109	Color and Design	CARSON	In person	T	19:00:00	21:45:00	0	23	0	18	21	0	19	20	0	0	0	0	0	0	0	101
GRC 109	Color and Design	CARSON	In person	TH	18:00:00	20:45:00	17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	17
GRC 109	Color and Design	WEB	Online or Lecture Capture		0:00:00	0:00:00	0	0	0	0	0	0	0	0	0	0	0	0	24	22	0	46
GRC 118	Comp Graphics/Print Media	CARSON	In person	TTH	17:30:00	18:45:00	21	21	0	0	0	0	0	0	0	0	0	0	0	0	0	42
GRC 118	Comp Graphics/Print Media	FALLON	In person	W	16:00:00	18:45:00	20	0	0	0	0	0	0	0	0	21	12	0	0	0	0	20
GRC 119	Comp Graphics/Dig Media	CARSON	In person	MW	17:30:00	18:45:00	0	14	0	0	0	0	0	0	0	0	0	0	0	0	0	14
GRC 119	Comp Graphics/Dig Media	CARSON	In person	T	19:00:00	21:45:00	24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	24
GRC 144	Elect Layout & Typography	CARSON	In person	M	19:00:00	21:45:00	23	0	0	20	0	0	19	0	0	0	0	0	0	0	0	62
GRC 144	Elect Layout & Typography	CARSON	In person	T	19:00:00	21:45:00	0	0	0	0	0	0	0	0	0	19	0	0	0	0	0	19
GRC 144	Elect Layout & Typography	WEB	Online or Lecture Capture		0:00:00	0:00:00	0	0	0	0	0	0	0	0	0	0	13	0	0	15	0	28
GRC 156	Computer Illustration I	CARSON	In person	M	19:00:00	21:45:00	0	25	0	0	21	0	0	20	0	0	0	0	0	0	0	66
GRC 156	Computer Illustration I	CARSON	In person	T	17:30:00	20:15:00	0	0	0	0	0	0	0	0	0	0	0	0	14	0	0	14
GRC 156	Computer Illustration I	CARSON	In person	TTH	16:00:00	17:15:00	0	0	0	0	0	0	15	0	0	0	0	0	0	0	0	15
GRC 156	Computer Illustration I	FALLON	In person	W	16:00:00	18:45:00	0	19	0	0	15	0	0	9	0	0	0	0	0	0	0	43
GRC 156	Computer Illustration I	WEB	Online or Lecture Capture		0:00:00	0:00:00	0	0	0	0	0	0	0	0	0	27	16	0	0	16	0	59
GRC 175	Web Design & Publishing I	CARSON	In person	MW	17:30:00	18:45:00	0	0	0	0	17	0	0	0	0	14	9	0	0	0	0	59
GRC 175	Web Design & Publishing I	CARSON	In person	TTH	17:30:00	18:45:00	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14
GRC 175	Web Design & Publishing I	CARSON	In person	W	19:00:00	21:45:00	0	18	0	16	0	0	0	0	0	0	0	0	0	0	0	34
GRC 175	Web Design & Publishing I	FALLON	In person	M	16:00:00	18:45:00	0	0	0	0	0	0	11	0	0	0	0	0	0	0	0	11
GRC 175	Web Design I	FALLON	In person	MTWTH	9:00:00	11:00:00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	4
GRC 175	Web Design & Publishing I	WEB	Online or Lecture Capture		0:00:00	0:00:00	0	0	0	0	0	0	0	0	0	0	6	0	16	15	0	37
GRC 175	Web Design I	WEB	Online or Lecture Capture		0:00:00	0:00:00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10	10
GRC 179	Multimed Design & Prod I	CARSON	In person	TH	17:30:00	20:15:00	0	0	0	0	19	0	0	15	0	0	21	0	0	0	0	55
GRC 179	Multimed Design & Prod I	WEB	Online or Lecture Capture		0:00:00	0:00:00	0	0	0	0	0	0	0	0	0	0	0	0	0	14	0	14
GRC 181	Digital Video I	CARSON	In person	TH	17:30:00	20:15:00	0	24	0	0	0	0	0	0	0	0	0	0	0	0	0	24
GRC 183	Electronic Imaging	CARSON	In person	MW	17:30:00	18:45:00	23	13	0	0	0	0	19	0	0	0	0	0	0	0	0	36
GRC 183	Electronic Imaging	CARSON	In person	T	19:00:00	21:45:00	0	0	0	0	0	0	0	21	0	12	18	0	0	18	0	68
GRC 183	Electronic Imaging	CARSON	In person	TTH	17:30:00	18:45:00	0	0	0	21	16	0	0	0	0	0	0	0	0	0	0	37
GRC 183	Electronic Imaging	FALLON	In person	T	19:00:00	21:45:00	0	0	0	0	0	0	0	0	0	0	0	0	4	6	0	10
GRC 183	Electronic Imaging	FALLON	In person	TH	19:00:00	21:45:00	0	0	0	0	0	0	0	0	0	10	0	0	0	0	0	10
GRC 183	Electronic Imaging	FALLON	In person	W	19:00:00	21:45:00	0	0	0	0	0	0	0	0	0	0	8	0	0	0	0	8
GRC 183	Electronic Imaging	WEB	Online or Lecture Capture		0:00:00	0:00:00	0	0	0	0	0	0	0	0	0	0	0	0	12	0	0	12
GRC 188	Web Anim & Interactv I	CARSON	In person		0:00:00	0:00:00	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
GRC 188	Web Anim & Interactv I	CARSON	In person	MW	17:30:00	18:45:00	20	0	0	0	13	0	0	0	0	0	0	0	0	0	0	33
GRC 188	Web Anim & Interactv I	CARSON	In person	W	19:00:00	21:45:00	0	0	0	0	0	0	21	0	0	14	0	0	11	0	0	46
GRC 188	Web Anim & Interactv I	WEB	Online or Lecture Capture		0:00:00	0:00:00	0	0	0	0	0	0	0	0	0	0	0	0	0	8	0	8
GRC 244	Elect Layout & Typgrph II	CARSON	In person		0:00:00	0:00:00	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
GRC 275	Web Design/Publishing II	CARSON	In person		0:00:00	0:00:00	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
GRC 275	Web Design/Publishing II	CARSON	In person	M	19:00:00	21:45:00	0	18	0	0	0	0	9	0	0	13	0	0	0	0	0	40
GRC 275	Web Design/Publishing II	CARSON	In person	W	19:00:00	21:45:00	0	0	0	0	18	0	0	5	0	0	9	0	0	0	0	32
GRC 275	Web Design/Publishing II	WEB	Online or Lecture Capture		0:00:00	0:00:00	0	0	0	0	0	0	0	0	0	0	0	0	10	5	0	15
GRC 283	Electronic Imaging II	CARSON	In person		0:00:00	0:00:00	0	0	0	0	0	0	0	0	0	0	5	0	0	0	0	5
GRC 283	Electronic Imaging II	CARSON	In person	T	19:00:00	21:45:00	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11

Attachment "C" Continued Scheduling/Enrollment History Report Provided by Institutional Research

WNC Total Enrollment in Classes by Location, Instruction Mode, Day of the Week and Time of Day

CLASS	CLASS TITLE	LOCATION	MODE	DAY	START	END	Fall 2011	Spr 2012	Sum 2012	Fall 2012	Spr 2013	Sum 2013	Fall 2013	Spr 2014	Sum 2014	Fall 2014	Spr 2015	Sum 2015	Fall 2015	Spr 2016	Sum 2016	GRAND TOTAL ENROLLED
GRC 283	Electronic Imaging II	CARSON	In person	TTH	17:30:00	18:45:00	0	0	0	13	0	0	14	0	0	12	0	0	0	0	0	39
GRC 283	Electronic Imaging II	WEB	Online or Lecture Capture		0:00:00	0:00:00	0	0	0	0	0	0	0	0	0	0	0	0	17	0	0	17
GRC 294	Professional Portfolio	CARSON	In person		0:00:00	0:00:00	0	0	0	0	0	0	0	0	0	1	0	0	3	0	0	4
GRC 294	Professional Portfolio	CARSON	In person	M	19:00:00	21:45:00	0	0	0	0	0	0	0	0	0	0	0	0	0	13	0	13
GRC 294	Professional Portfolio	CARSON	In person	MW	17:30:00	18:45:00	0	10	0	0	15	0	0	11	0	0	0	0	0	0	0	36
GRC 294	Professional Portfolio	CARSON	In person	T	17:30:00	20:15:00	0	0	0	0	0	0	0	0	0	0	12	0	0	0	0	12

Attachment "D" Scheduling/Enrollment History for Elective Choices Report Provided by Institutional Research

WNC Total Enrollment in Classes by Location, Instruction Mode, Day of the Week and Time of Day

CLASS	CLASS TITLE	LOCATION	MODE	DAY	START	END	Fall 2011	Spr 2012	Sum 2012	Fall 2012	Spr 2013	Sum 2013	Fall 2013	Spr 2014	Sum 2014	Fall 2014	Spr 2015	Sum 2015	Fall 2015	Spr 2016	Sum 2016	GRAND TOTAL ENROLLED
ART 124	Beginning Printmaking	CARSON	In person	MW	10:00:00	12:15:00	0	0	0	0	20	0	0	0	16	0	0	0	0	0	0	36
ART 124	Beginning Printmaking	CARSON	In person	TTH	9:00:00	13:30:00	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0	4
ART 124	Beginning Printmaking	FALLON	In person	MW	9:00:00	11:30:00	0	0	0	0	15	0	0	0	0	0	0	0	0	0	0	15
ART 127	Watercolor I	CARSON	In person	T	13:00:00	15:45:00	0	0	0	0	0	0	0	0	12	0	0	0	0	0	0	12
ART 127	Watercolor I	CARSON	In person	TH	13:00:00	15:45:00	12	0	10	0	0	0	12	0	0	15	8	0	15	13	0	85
ART 127	Watercolor I	CARSON	In person	TH	14:00:00	16:45:00	0	15	0	0	13	0	0	0	0	0	0	0	0	0	0	28
ART 127	Watercolor I	CARSON	In person	TTH	13:30:00	16:15:00	0	0	13	0	0	10	0	0	0	0	0	0	0	0	0	23
ART 127	Watercolor I	DOUGLAS	In person	T	19:00:00	21:45:00	16	14	0	14	9	0	16	16	11	8	8	0	15	15	0	126
ART 127	Watercolor I	FALLON	In person	M	9:00:00	11:45:00	0	15	0	0	0	0	0	0	0	0	0	0	0	0	0	15
ART 127	Watercolor I	FALLON	In person	T	9:00:00	11:45:00	0	0	0	0	0	0	0	0	0	12	10	0	0	0	0	22
ART 127	Watercolor I	FALLON	In person	TH	9:00:00	11:45:00	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	16
ART 127	Watercolor I	FALLON	In person	TH	13:00:00	15:45:00	0	0	0	0	0	0	0	0	0	0	0	0	0	9	0	9
ART 135	Photography I	CARSON	In person	M	17:30:00	20:15:00	15	8	0	14	15	0	12	0	0	11	0	0	0	0	0	75
ART 135	Photography I	CARSON	In person	MW	17:00:00	19:15:00	0	0	0	0	0	0	0	0	0	0	0	0	0	9	0	9
ART 135	Photography I	CARSON	In person	T	17:30:00	20:15:00	0	0	0	0	0	0	0	0	13	0	0	0	12	0	0	1
ART 141	Intro Digital Photography	CARSON	In person		0:00:00	0:00:00	1	0	0	0	0	0	0	0	0	0	13	0	0	0	0	38
ART 141	Intro Digital Photography	CARSON	In person	MW	14:30:00	16:45:00	0	0	0	20	20	0	18	19	0	15	13	0	18	19	0	142
ART 141	Intro Digital Photography	CARSON	In person	MW	19:00:00	21:15:00	24	22	0	9	9	0	20	10	0	9	10	0	0	0	0	113
ART 141	Intro Digital Photography	CARSON	In person	TTH	14:30:00	16:45:00	24	21	0	0	0	0	0	0	0	0	0	0	0	0	0	45
ART 141	Intro Digital Photography	CARSON	In person	TTH	19:00:00	21:15:00	0	0	0	0	0	0	0	0	0	0	0	0	12	14	0	26
ART 141	Intro Digital Photography	FALLON	In person	MW	19:00:00	21:15:00	0	0	0	0	0	0	0	0	0	18	0	0	16	4	0	38
ART 141	Intro Digital Photography	FALLON	In person	TH	19:00:00	21:45:00	21	19	0	0	17	0	9	0	0	0	0	0	0	0	0	66
ART 141	Intro Digital Photography	FALLON	In person	TTH	19:00:00	21:15:00	0	0	0	0	0	0	0	0	0	0	6	0	0	0	0	6
ART 141	Intro Digital Photography	FALLON	In person	W	19:00:00	21:00:00	21	19	0	0	17	0	9	0	0	0	0	0	0	0	0	66
ART 160	Art Appreciation	CARSON	In person	MW	11:00:00	12:15:00	0	0	0	0	0	0	20	0	0	0	0	0	0	0	0	20
ART 160	Art Appreciation	CARSON	In person	MW	13:00:00	14:15:00	20	20	0	19	0	0	0	0	0	0	0	0	0	0	0	59
ART 160	Art Appreciation	CARSON	In person	T	13:00:00	15:45:00	0	0	0	0	0	0	0	0	0	19	15	0	20	20	0	74
ART 160	Art Appreciation	CARSON	In person	T	18:00:00	20:45:00	0	0	0	0	20	0	0	0	16	0	0	0	0	0	0	36
ART 160	Art Appreciation	FALLON	In person	T	13:00:00	15:45:00	0	16	0	0	0	0	0	0	0	0	0	0	0	0	0	16
ART 160	Art Appreciation	FALLON	In person	TH	13:00:00	15:45:00	0	0	0	0	0	0	0	0	0	0	0	0	15	0	0	15
ART 160	Art Appreciation	WEB	Online or Lecture Capture		0:00:00	0:00:00	0	0	0	0	0	0	35	0	0	34	36	19	35	36	24	219
ART 211	Ceramics I	CARSON	In person	MW	10:00:00	12:15:00	0	0	0	0	0	0	0	0	0	0	0	0	0	17	0	17
ART 211	Ceramics I	CARSON	In person	MW	16:00:00	18:15:00	0	0	0	0	0	0	16	14	0	16	15	0	15	0	0	76
ART 211	Ceramics I	CARSON	In person	MWTH	10:00:00	13:00:00	0	0	7	0	0	12	0	0	14	0	0	0	0	0	0	33
ART 211	Ceramics I	CARSON	In person	TTH	10:00:00	12:15:00	0	0	0	0	0	0	16	14	0	16	16	0	16	0	0	78
ART 211	Ceramics I	CARSON	In person	TTH	13:00:00	15:15:00	0	0	0	12	15	0	0	0	0	0	0	0	0	0	0	27
ART 211	Ceramics I	CARSON	In person	TTH	16:00:00	18:15:00	17	11	0	0	15	0	0	0	0	0	0	0	0	15	0	58
ART 211	Ceramics I	CARSON	In person	W	12:30:00	17:00:00	16	14	0	15	0	0	0	0	0	0	0	0	0	0	0	45
ART 231	Painting I	CARSON	In person	T	13:00:00	17:15:00	15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15
ART 231	Painting I	CARSON	In person	T	13:00:00	17:30:00	0	15	0	0	12	0	0	12	14	0	16	0	0	5	11	85
ART 231	Painting I	CARSON	In person	T	17:30:00	22:00:00	0	0	0	12	0	0	0	0	0	0	0	0	0	0	0	12
ART 231	Painting I	FALLON	In person	MW	9:00:00	11:15:00	12	0	0	12	0	0	0	7	0	0	0	0	0	0	0	31
ART 231	Painting I	FALLON	In person	MW	10:00:00	12:15:00	0	0	0	0	0	0	0	0	11	0	0	4	0	7	0	22
ART 260	Survey Art History I	CARSON	In person	T	18:00:00	20:45:00	0	0	0	0	0	0	0	0	0	19	0	0	18	0	0	37
ART 260	Survey Art History I	WEB	Online or Lecture Capture		0:00:00	0:00:00	32	30	0	30	0	0	0	0	0	0	0	0	0	0	0	92
ART 261	Survey of Art History II	CARSON	In person	T	18:00:00	20:45:00	0	0	0	0	0	0	0	0	0	0	0	0	0	13	0	13
ART 261	Survey of Art History II	WEB	Online or Lecture Capture		0:00:00	0:00:00	31	29	0	28	0	0	0	0	0	0	0	0	0	0	0	88

Graphic Communications AAS Degree and Certificate

Course Outlines Program Requirements

Course Outline
Art 100 Visual Foundations
Revised 8/17/16

Number of Credits: 3
Transferability of this Course: This course is designed to apply toward a WNC degree and/or transfer to other schools within the Nevada System of Higher Education, depending on the degree chosen and other courses completed. It may transfer to colleges and universities outside Nevada. For information about how this course can transfer and apply to your program of study, please contact a counselor.
Prerequisites: None

I. Course Description

Explores visual forms and contemporary concepts through a variety of media, presentations and discussions.

II. Course Objectives and Linkage to Student Learning Outcomes

The information in the parentheses after a course objective refers to either the specific general education (GE) learning outcome or the Institutional Student Learning Outcome (ISLO) that the objective meets. Objectives without this information are not linked to either general education or institutional student learning outcomes.

- Demonstrate working knowledge of key design concepts, principles, themes, and major content areas needed to explain and solve design problems. (GE1) (ISLO1)
- Locate, evaluate, and appropriately use information from multiple resources to complete design projects. (GE4) (ISLO4)
- Use critical thinking and creativity to select and apply design principles and ideas suitable for solving significant contemporary or enduring problems. (GE6) (ISLO6)
- Utilize various art media
- Appreciate the relationship between form and content.
- Expand their sense of experimentation and imagination.

Prepared By: Jayna Conkey

Course Outline
ART 101 Drawing I
Revised 8/17/16

Number of Credits: 3
Transferability of this Course: This course is designed to apply toward a WNC degree and/or transfer to other schools within the Nevada System of Higher Education, depending on the degree chosen and other courses completed. It may transfer to colleges and universities outside Nevada. For information about how this course can transfer and apply to your program of study, please contact a counselor.
Prerequisites: None

I Course Description

Develops drawing skills through practice with a broad variety of drawing tools and techniques. One hour lecture/four hours studio per week.

II. Course Objectives and Linkage to Student Learning Outcomes

The information in the parentheses after a course objective refers to either the specific general education (GE) learning outcome or the Institutional Student Learning Outcome (ISLO) that the objective meets. Objectives without this information are not linked to either general education or institutional student learning outcomes.

Upon completion of this course, students will have demonstrated they can:

- Demonstrate working knowledge of key drawing concepts, principles, themes, and major content areas to solve specific drawing problems. (GE1) (ISLO1)
- Locate, evaluate, and appropriately use information from multiple resources to complete drawing projects. (GE4) (ISLO4)
- Use critical thinking and creativity to select and apply recognized drawing techniques suitable for solving significant contemporary or enduring problems. (GE6) (ISLO6)

Prepared By: Jayna Conkey

Course Outline
GRC 103 Introduction to Computer Graphics
Revised May 24, 2016

Number of Credits: 3
Transferability of Course within Nevada: Non-transferable for an NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.
Prerequisites: Basic Computer Skills

I. Course Description

Introduces processes involved in the creation and reproduction of graphic design for print and digital media. Covers graphic communications history, design theory, software applications, production processes, printing processes, and job opportunities. Presents a hands-on overview of a variety of graphic design software.

II. Course Objectives and Linkage to Student Learning Outcomes

The information in the parentheses after a course objective refers to either the specific general education (GE) learning outcome or the Institutional Student Learning Outcome (ISLO) that the objective meets. Objectives without this information are not linked to either general education or institutional student learning outcomes.

Upon successful course completion, the student will have demonstrated they can:

- Identify and apply terminology, concepts, principles, and practices from the range of topics important to graphic design (ISLO1) (GE1)
- Implement design principles, operate design software, and build projects (ISLO7)
- Integrate knowledge and skills to analyze and evaluate designs (ISLO6) (GE6)

Prepared by: Jayna Conkey

Course Outline
GRC 109 Color and Design
Revised May 24, 2016

Number of Credits: 3
Transferability of Course within Nevada: Non-transferable for an NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.
Prerequisites: Basic Computer Skills

I. Course Description

Teaches color theories, color technologies and the application of color in art and design. Intermediate two-dimensional design problems focus on the compositional, optical and psychological aspects of visual communications.

II. Course Objectives and Linkage to Student Learning Outcomes

The information in the parentheses after a course objective refers to either the specific general education (GE) learning outcome or the Institutional Student Learning Outcome (ISLO) that the objective meets. Objectives without this information are not linked to either general education or institutional student learning outcomes.

Upon successful course completion, the student will have demonstrated they can:

- Identify and apply terminology, concepts, principles, and practices from the range of topics important to color theory (ISLO1) (GE1)
- Implement design principles, operate design software, and build projects (ISLO7)
- Integrate knowledge and skills to analyze and evaluate designs (ISLO6) (GE6)

Prepared by: Jayna Conkey

Course Outline
GRC 144 Electronic Layout & Typography
Revised May 24, 2016

Number of Credits: 3
Transferability of Course within Nevada: Note: Non-transferable for an NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.
Prerequisites: Basic Computer Skills; GRC 103 Recommended

I. Course Description

Introduces electronic page layout software with an emphasis on typographic layout and design.

II. Course Objectives and Linkage to Student Learning Outcomes

The information in the parentheses after a course objective refers to either the specific general education (GE) learning outcome or the Institutional Student Learning Outcome (ISLO) that the objective meets. Objectives without this information are not linked to either general education or institutional student learning outcomes.

Upon successful course completion, the student will have demonstrated they can:

- Identify and apply terminology, concepts, principles, and practices from the range of topics important to graphic design (ISLO1) (GE1)
- Implement design principles, operate design software, and build projects (ISLO7)
- Integrate knowledge and skills to analyze and evaluate designs (ISLO6) (GE6)

Prepared by: Jayna Conkey

Course Outline
GRC 156 Design with Illustrator
Revised May 24, 2016

Number of Credits: 3
Transferability of Course within Nevada: Note: Non-transferable for an NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.
Prerequisites: Basic Computer Skills; GRC 103 Recommended

I. Course Description

Offers an introductory/intermediate class in the creation and execution of designs and illustrations in the electronic environment. Focuses on Adobe Illustrator Vector-Draw software, including the tools and techniques required to produce professional-level artwork.

II. Course Objectives and Linkage to Student Learning Outcomes

The information in the parentheses after a course objective refers to either the specific general education (GE) learning outcome or the Institutional Student Learning Outcome (ISLO) that the objective meets. Objectives without this information are not linked to either general education or institutional student learning outcomes.

Upon successful course completion, the student will have demonstrated they can:

- Identify and apply terminology, concepts, principles, and practices from the range of topics important to graphic design (ISLO1) (GE1)
- Implement design principles, operate design software, and build projects (ISLO7)
- Integrate knowledge and skills to analyze and evaluate designs (ISLO6) (GE6)

Prepared by: Jayna Conkey

Course Outline
GRC 175 Web Design I
Revised May 24, 2016

Number of Credits: 3
Transferability of Course within Nevada: Note: Non-transferable for an NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.
Prerequisites: Basic computer skills; GRC 103 and GRC 183 recommended.

I. Course Description

Introduction to authoring for the World Wide Web using industry standard software applications. Topics covered include planning, designing and building a Web site, aesthetics, creating and optimizing computer graphics for Web, information architecture, navigation and interactivity, Web publishing, Web hosting and site management.

II. Course Objectives and Linkage to Student Learning Outcomes

The information in the parentheses after a course objective refers to either the specific general education (GE) learning outcome or the Institutional Student Learning Outcome (ISLO) that the objective meets. Objectives without this information are not linked to either general education or institutional student learning outcomes.

Upon successful course completion, the student will have demonstrated they can:

- Identify and apply terminology, concepts, principles, and practices from the range of topics important to web design (ISLO1) (GE1)
- Implement design principles, operate design software, and build projects (ISLO7)
- Integrate knowledge and skills to analyze and evaluate website designs (ISLO6) (GE6)

Prepared by: Jayna Conkey

Course Outline
GRC 179 Multimedia Design and Production I
Revised May 24, 2016

Number of Credits: 3
Transferability of Course within Nevada: Note: Non-transferable for an NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.
Prerequisites: Basic Computer Skills; GRC 103 recommended

I. Course Description

Overview of multimedia design and development. Emphasis on how to design real world interactive projects that combine text, graphics, animation, audio, video, and more. Hands-on projects using popular multimedia authoring software for publishing online.

II. Course Objectives and Linkage to Student Learning Outcomes

The information in the parentheses after a course objective refers to either the specific general education (GE) learning outcome or the Institutional Student Learning Outcome (ISLO) that the objective meets. Objectives without this information are not linked to either general education or institutional student learning outcomes.

Upon successful course completion, the student will have demonstrated they can:

- Apply terminology, concepts, principles, and practices from the range of topics important to animation (ISLO1) (GE1)
- Implement design principles, operate design software, and build projects (ISLO7)
- Integrate knowledge and skills to analyze and evaluate designs (ISLO6) (GE6)

Prepared by: Jayna Conkey

Course Outline
GRC 183 Design with Photoshop
Revised May 24, 2016

Number of Credits: 3
Transferability of Course within Nevada: Note: Non-transferable for an NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.
Prerequisites: Basic computer skills; GRC 103 is recommended.

I. Course Description

Teaches an intermediate class in the application of computer graphics software to create and edit digital images and designs with raster/paint software (Adobe Photoshop).

II. Course Objectives and Linkage to Student Learning Outcomes

The information in the parentheses after a course objective refers to either the specific general education (GE) learning outcome or the Institutional Student Learning Outcome (ISLO) that the objective meets. Objectives without this information are not linked to either general education or institutional student learning outcomes

.
Upon successful course completion, the student will have demonstrated they can:

- Identify and apply terminology, concepts, principles, and practices from the range of topics important to graphic design (ISLO1) (GE1)
- Implement design principles, operate design software, and build projects (ISLO7)
- Integrate knowledge and skills to analyze and evaluate designs (ISLO6) (GE6)

Prepared by: Jayna Conkey

Course Outline
GRC 188 Web Animation I
Revised May 24, 2016

Number of Credits: 3
Transferability of Course within Nevada: Note: Non-transferable for an NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.
Prerequisites: Basic Computer Skills and GRC 103 or consent of instructor

I. Course Description

Continues advanced web site design. The second in a sequential set of courses that focus on advanced design theories in relation to the Internet and applications for animating web sites. Exercises will focus on advanced visual design and the creation of animation, as well as related concepts and practices.

II. Course Objectives and Linkage to Student Learning Outcomes

The information in the parentheses after a course objective refers to either the specific general education (GE) learning outcome or the Institutional Student Learning Outcome (ISLO) that the objective meets. Objectives without this information are not linked to either general education or institutional student learning outcomes.

Upon successful course completion, the student will have demonstrated they can:

- Identify and apply terminology, concepts, principles, and practices from the range of topics important to animation (ISLO1) (GE1)
- Implement design principles, operate design software, and build projects (ISLO7)
- Integrate knowledge and skills to analyze and evaluate designs (ISLO6) (GE6)

Prepared by: Jayna Conkey

Course Outline
GRC 275 Web Design II
Revised May 24, 2016

Number of Credits: 3
Transferability of Course within Nevada: Note: Non-transferable for an NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.
Prerequisites: GRC 175

I. Course Description

Offers advanced web page design using industry-standard applications. Topics include CCS layout, advanced site building features, site management, interactivity, and customization.

II. Course Objectives and Linkage to Student Learning Outcomes

The information in the parentheses after a course objective refers to either the specific general education (GE) learning outcome or the Institutional Student Learning Outcome (ISLO) that the objective meets. Objectives without this information are not linked to either general education or institutional student learning outcomes.

Upon successful course completion, the student will have demonstrated they can:

- Identify and apply terminology, concepts, principles, and practices from the range of topics important to web design (ISLO1) (GE1)
- Implement design principles, operate design software, and build projects (ISLO7)
- Integrate knowledge and skills to analyze and evaluate designs (ISLO6) (GE6)

Prepared by: Jayna Conkey

Course Outline
GRC 283 Electronic Imaging II
Revised May 24, 2016

Number of Credits: 3
Transferability of Course within Nevada: Note: Non-transferable for an NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.
Prerequisites: GRC 103, GRC !83, GRC 144 and GRC 156 or consent of instructor

I. Course Description

Studies advanced applications of graphics software to build design projects. Covers layout and typography as well as pixel and vector-based software.

II. Course Objectives and Linkage to Student Learning Outcomes

The information in the parentheses after a course objective refers to either the specific general education (GE) learning outcome or the Institutional Student Learning Outcome (ISLO) that the objective meets. Objectives without this information are not linked to either general education or institutional student learning outcomes.

Upon successful course completion, the student will have demonstrated they can:

- Identify and apply terminology, concepts, principles, and practices from the range of topics important to graphic design (ISLO1) (GE1)
- Implement design principles, operate design software, and build projects (ISLO7)
- Integrate knowledge and skills to analyze and evaluate designs (ISLO6) (GE6)

Prepared by: Jayna Conkey

Course Outline
GRC 290 Internship in Graphic Communications
Revised May 24, 2016

Number of Credits: 3
Transferability of Course within Nevada: Note: Non-transferable for an NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.
Prerequisites: Completion of 21 units of GRC classes and consent of instructor

I. Course Description

Provides supervised work experience within a selected graphic communications business, dependent upon student's selected major emphasis. Designed to apply knowledge to real on-the-job situations in a program designed by a company official and a faculty advisor. Available to students entering their last semester of instruction for the Graphic Communications associate degree. Contact department advisor for application, screening and required skills evaluation.

II. Course Objectives and Linkage to Student Learning Outcomes

The information in the parentheses after a course objective refers to either the specific general education (GE) learning outcome or the Institutional Student Learning Outcome (ISLO) that the objective meets. Objectives without this information are not linked to either general education or institutional student learning outcomes.

Upon successful course completion, the student will have demonstrated they can:

- Identify and apply terminology, concepts, principles, and practices from the range of topics important to graphic design (ISLO1) (GE1)
- Implement design principles, operate design software, and build projects on the job (ISLO7)
- Integrate knowledge and skills to analyze and evaluate designs (ISLO6) (GE6)
- Apply knowledge and skills and demonstrate competency in the work environment (ISLO6) (GE6)

Prepared by: Jayna Conkey

Course Outline
GRC 294 Professional Portfolio
Revised May 24, 2016

Number of Credits: 3
Transferability of Course within Nevada: Note: Non-transferable for an NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.
Prerequisites: Minimum of 21 credits of GRC design/production classes and consent of instructor

I. Course Description

Focuses on the development of a portfolio for employment in the graphic communications field. Professional and legal requirements will be explored.

II. Course Objectives and Linkage to Student Learning Outcomes

The information in the parentheses after a course objective refers to either the specific general education (GE) learning outcome or the Institutional Student Learning Outcome (ISLO) that the objective meets. Objectives without this information are not linked to either general education or institutional student learning outcomes.

Upon successful course completion, the student will have demonstrated they can:

- Apply terminology, concepts, principles, and practices from the range of topics important to graphic design (ISLO1) (GE1)
- Implement design principles, build projects, and operate design software (ISLO7)
- Integrate knowledge and skills to analyze and evaluate designs (ISLO6) (GE6
- Develop a portfolio that demonstrates design skills (ISLO7)

Prepared by: Jayna Conkey

Graphic Communications A.A.S. Degree

Course Outlines
Elective Choices

Course Outline
ART 124 Beginning Printmaking
Revised 8/17/16

Number of Credits: 3
Transferability of this Course: This course is designed to apply toward a WNC degree and/or transfer to other schools within the Nevada System of Higher Education, depending on the degree chosen and other courses completed. It may transfer to colleges and universities outside Nevada. For information about how this course can transfer and apply to your program of study, please contact a counselor.
Prerequisites: None

I Course Description

Introduces printmaking processes emphasizing relief, intaglio, lithographic, and screen processes.

II. Course Objectives and Linkage to Student Learning Outcomes

The information in the parentheses after a course objective refers to either the specific general education (GE) learning outcome or the Institutional Student Learning Outcome (ISLO) that the objective meets. Objectives without this information are not linked to either general education or institutional student learning outcomes.

Upon completion of this course, students will have demonstrated they can:

- Demonstrate working knowledge of key printmaking concepts, principles, themes, and major content areas to solve specific printmaking problems. (GE1) (ISLO1)
- Locate evaluate, and appropriately use information from multiple resources to complete printmaking projects. (GE4) (ISLO4)
- Use critical thinking and creativity to select and apply recognized printmaking techniques suitable for solving significant contemporary or enduring problems. (GE6) (ISLO6)

Prepared By: Jayna Conkey

Course Outline
ART 135 Photography I
Revised 8/17/16

Number of Credits: 3
Transferability of this Course: This course is designed to apply toward a WNC degree and/or transfer to other schools within the Nevada System of Higher Education, depending on the degree chosen and other courses completed. It may transfer to colleges and universities outside Nevada. For information about how this course can transfer and apply to your program of study, please contact a counselor.
Prerequisites: None

I Course Description

Introduces black and white photography and the 35mm camera. The course is designed as a beginning or refresher class in understanding photo taking and darkroom procedures. Student must provide a 35mm camera.

II. Course Objectives and Linkage to Student Learning Outcomes

The information in the parentheses after a course objective refers to either the specific general education (GE) learning outcome or the Institutional Student Learning Outcome (ISLO) that the objective meets. Objectives without this information are not linked to either general education or institutional student learning outcomes.

Upon completion of this course, students will have demonstrated they can:

- Demonstrate working knowledge of key photography concepts, principles, themes, and major content areas to solve specific photography problems. (GE1) (ISLO1)
- Locate evaluate, and appropriately use information from multiple resources to complete photography projects. (GE4) (ISLO4)
- Use critical thinking and creativity to select and apply recognized photography techniques suitable for solving significant contemporary or enduring problems. (GE6) (ISLO6)

Prepared By: Jayna Conkey

Course Outline
ART 141 Introduction to Digital Photography
Revised August 16, 2016

Number of Credits: 3
Transferability of this Course: This course is designed to apply toward a WNC degree and/or transfer to other schools within the Nevada System of Higher Education, depending on the degree chosen and other courses completed. It may transfer to colleges and universities outside Nevada. For information about how this course can transfer and apply to your program of study, please contact a counselor.
Prerequisites: None

I. Course Description

Introduction to photographic techniques. Topics include exposure, camera controls, digital printing, file management. Exploration of creative possibilities and thematic modes of photography; working in series.

II. Course Objectives and Linkage to Student Learning Outcomes

The information in the parentheses after a course objective refers to either the specific general education (GE) learning outcome or the Institutional Student Learning Outcome (ISLO) that the objective meets. Objectives without this information are not linked to either general education or institutional student learning outcomes.

Upon completion of this course, students will have demonstrated they can:

- Demonstrate working knowledge of key photo concepts, principles, themes, and major content areas to solve specific photography problems. (GE1) (ISLO1)
- Locate, evaluate, and appropriately use information from multiple resources to complete photo projects. (GE4) (ISLO4)
- Use critical thinking and creativity to select and apply recognized photo techniques suitable for solving significant contemporary or enduring problems. (GE6) (ISLO6)

Prepared By: Jayna Conkey

Course Outline
ART 160 Art Appreciation
Revised 8/17/16

Number of Credits: 3
Transferability of this Course: This course is designed to apply toward a WNC degree and/or transfer to other schools within the Nevada System of Higher Education, depending on the degree chosen and other courses completed. It may transfer to colleges and universities outside Nevada. For information about how this course can transfer and apply to your program of study, please contact a counselor.
Prerequisites: None

I Course Description

This course studies art, artists and art media of various historical periods to develop the student's capacity to evaluate and appreciate them.

II. Course Objectives and Linkage to Student Learning Outcomes

The information in the parentheses after a course objective refers to either the specific general education (GE) learning outcome or the Institutional Student Learning Outcome (ISLO) that the objective meets. Objectives without this information are not linked to either general education or institutional student learning outcomes.

Upon completion of this course, students will have demonstrated they can:

- Demonstrate a working knowledge of key art concepts, principles, themes, and major content areas to explain and appreciate art forms from different times and cultures. (GE1) (ISLO1)
- Locate, evaluate, and appropriately use information from multiple resources to complete art projects and papers. (GE4) (ISLO4)
- Use critical thinking and creativity to select and apply recognized methods suitable for understanding significant or enduring aesthetic problems. (GE 6) (ISLO6)
- Appreciate individual artworks and the underlying aesthetic, cultural, philosophical and social influences that affected the artists who created them.

Prepared By: Jayna Conkey

Course Outline
ART 211 Ceramics I
Revised August 16, 2016

Number of Credits: 3
Transferability of this Course: This course is designed to apply toward a WNC degree and/or transfer to other schools within the Nevada System of Higher Education, depending on the degree chosen and other courses completed. It may transfer to colleges and universities outside Nevada. For information about how this course can transfer and apply to your program of study, please contact a counselor.
Prerequisites: None

I Course Description

Offers a beginning studio course in ceramic construction and decoration. Lecture and laboratory methods are used to give special attention to the development of individual students skills. Uses potter's wheels. One hour lecture and four hours studio per week.

II. Course Objectives and Linkage to Student Learning Outcomes

The information in the parentheses after a course objective refers to either the specific general education (GE) learning outcome or the Institutional Student Learning Outcome (ISLO) that the objective meets. Objectives without this information are not linked to either general education or institutional student learning outcomes.

Upon completion of this course, students will have demonstrated they can:

- Demonstrate working knowledge of key concepts, principles, themes, and major content areas to solve specific ceramic problems. (GE1) (ISLO1)
- Locate evaluate, and appropriately use information from multiple resources to complete ceramic projects. (GE4) (ISLO4)
- Use critical thinking and creativity to select and apply recognized ceramic techniques suitable for solving significant contemporary or enduring problems. (GE6) (ISLO6)

Prepared By: Jayna Conkey

Course Outline
ART 216 Sculpture I
Revised August 16, 2016

Number of Credits: 3
Transferability of this Course: This course is designed to apply toward a WNC degree and/or transfer to other schools within the Nevada System of Higher Education, depending on the degree chosen and other courses completed. It may transfer to colleges and universities outside Nevada. For information about how this course can transfer and apply to your program of study, please contact a counselor.
Prerequisites: None

I Course Description

Offers fundamentals of sculpture using plaster, wood and other materials.

II. Course Objectives and Linkage to Student Learning Outcomes

The information in the parentheses after a course objective refers to either the specific general education (GE) learning outcome or the Institutional Student Learning Outcome (ISLO) that the objective meets. Objectives without this information are not linked to either general education or institutional student learning outcomes.

Upon completion of this course, students will have demonstrated they can:

- Demonstrate working knowledge of key concepts, principles, themes, and major content areas to solve specific three-dimensional design problems. (GE1) (ISLO1)
- Locate evaluate, and appropriately use information from multiple resources to complete three-dimensional design projects. (GE4) (ISLO4)
- Use critical thinking and creativity to select and apply recognized three-dimensional techniques suitable for solving significant contemporary or enduring problems. (GE6) (ISLO6)

Prepared By: Jayna Conkey

Course Outline
ART 231 Painting I
Revised 8/17/16

Number of Credits: 3
Transferability of this Course: This course is designed to apply toward a WNC degree and/or transfer to other schools within the Nevada System of Higher Education, depending on the degree chosen and other courses completed. It may transfer to colleges and universities outside Nevada. For information about how this course can transfer and apply to your program of study, please contact a counselor.
Prerequisites: None

I Course Description

Offers a beginning course in oil and/or acrylic painting. Introduces concepts and develops skills for the production of quality paintings. One hour lecture and four hours studio per week.

II. Course Objectives and Linkage to Student Learning Outcomes

The information in the parentheses after a course objective refers to either the specific general education (GE) learning outcome or the Institutional Student Learning Outcome (ISLO) that the objective meets. Objectives without this information are not linked to either general education or institutional student learning outcomes.

Upon completion of this course, students will have demonstrated they can:

- Demonstrate working knowledge of key painting concepts, principles, themes, and major content areas to solve specific painting problems. (GE1) (ISLO1)
- Locate, evaluate, and appropriately use information from multiple resources to complete painting projects. (GE4) (ISLO4)
- Use critical thinking and creativity to select and apply recognized painting techniques suitable for solving significant contemporary or enduring problems. (GE6) (ISLO6)

Prepared By: Jayna Conkey

Course Outline
ART 245 Digital Media I
Revised 8/17/16

Number of Credits: 3
Transferability of this Course: This course is designed to apply toward a WNC degree and/or transfer to other schools within the Nevada System of Higher Education, depending on the degree chosen and other courses completed. It may transfer to colleges and universities outside Nevada. For information about how this course can transfer and apply to your program of study, please contact a counselor.
Prerequisites: At least one art studio course, such as Visual Foundations, Beginning Photography, Drawing, etc.

I Course Description

Introduces concepts and practices of computer art and related media with an emphasis on contemporary experimental applications.

II. Course Objectives and Linkage to Student Learning Outcomes

The information in the parentheses after a course objective refers to either the specific general education (GE) learning outcome or the Institutional Student Learning Outcome (ISLO) that the objective meets. Objectives without this information are not linked to either general education or institutional student learning outcomes.

Upon completion of this course, students will have demonstrated they can:

- Demonstrate working knowledge of key digital media concepts, principles, themes, and major content areas to solve specific digital media problems. (GE1) (ISLO1)
- Locate evaluate, and appropriately use information from multiple resources to complete digital media projects. (GE4) (ISLO4)
- Use critical thinking and creativity to select and apply recognized digital media techniques suitable for solving significant contemporary or enduring problems. (GE6) (ISLO6)

Prepared By: Jayna Conkey

Course Outline
ART 260 Survey of Art History I
Revised 8/17/16

Number of Credits: 3
Transferability of this Course: This course is designed to apply toward a WNC degree and/or transfer to other schools within the Nevada System of Higher Education, depending on the degree chosen and other courses completed. It may transfer to colleges and universities outside Nevada. For information about how this course can transfer and apply to your program of study, please contact a counselor.
Prerequisites: None

I Course Description

This course surveys art of the Western World from prehistoric times through the Gothic Period.

II Course Objectives and Linkage to Student Learning Outcomes

The information in the parentheses after a course objective refers to either the specific general education (GE) learning outcome or the Institutional Student Learning Outcome (ISLO) that the objective meets. Objectives without this information are not linked to either general education or institutional student learning outcomes.

Upon completion of this course, students will have demonstrated they can:

- Demonstrate working knowledge of key concepts, principles, themes, and major content areas of Art History needed to explain and solve discipline-specific problems. (GE1) (ISLO1)
- Present substantially error-free prose suitable in style and content to the purpose of the document and the audience. (GE2) (ISLO2)
- Locate, evaluate, and appropriately use information from multiple resources to complete projects and papers. (GE4) (ISLO4)
- Interpret and appreciate individual artworks from different times and cultures and the underlying aesthetic, cultural, philosophical and social influences that affected the artists who created them.

Prepared By: Jayna Conkey

Course Outline
ART 261 Survey of Art History II
Revised 8/17/16

Number of Credits: 3
Transferability of this Course: This course is designed to apply toward a WNC degree and/or transfer to other schools within the Nevada System of Higher Education, depending on the degree chosen and other courses completed. It may transfer to colleges and universities outside Nevada. For information about how this course can transfer and apply to your program of study, please contact a counselor.
Prerequisites: None

I. Course Description

This course surveys art of the Western World from the Renaissance to the present.

II. Course Objectives and Linkage to Student Learning Outcomes

The information in the parentheses after a course objective refers to either the specific general education (GE) learning outcome or the Institutional Student Learning Outcome (ISLO) that the objective meets. Objectives without this information are not linked to either general education or institutional student learning outcomes.

Upon successful completion of this course, students will have demonstrated they can:

- Demonstrate working knowledge of key concepts, principles, themes, and major content areas of Art History needed to explain and solve discipline-specific problems. (GE1) (ISLO1)
- Present substantially error-free prose suitable in style and content to the purpose of the document and the audience. (GE2) (ISLO2)
- Locate, evaluate, and appropriately use information from multiple resources to complete projects and papers. (GE4) (ISLO4)
- Interpret and appreciate individual artworks from different times and cultures and the underlying aesthetic, cultural, philosophical and social influences that affected the artists who created them.

Prepared By: Jayna Conkey

Exhibit L: Curriculum Committee's Response to the Curriculum Review Report

Curriculum Review Report
Prepared by Curriculum Committee

Name of Program: Associate of Applied Science in Graphic Communications
Review Period: 2011-2016

1. Provide the mission and outcomes for this educational program below.

Met X Partially Met Not Met

Comments: None

2. Explain how this educational program has maintained the relevancy and currency of its curriculum in response to substantive changes in its discipline or occupational field.

Met X Partially Met Not Met

Comments: None

3. Provide evidence that the program has a clear sequence of offerings. Please attach the sequence of offerings to this report.

Met X Partially Met Not Met

Comments: None

4. Provide evidence that courses are scheduled in such a manner as to allow students to complete the program within the time specified below.

Degree Program: two years

Met X Partially Met Not Met

Comments: None

5. Excluding the current review, explain any program reviews of required or recommended program courses completed within the last three years. Include the year of the review, review process, and those involved in the review.

Met X Partially Met Not Met

Comments: None

6. Excluding the current review, explain any review of general education or related course instruction completed within the last three years. Include the year of the review, review process, and those involved in the review.

Met X Partially Met Not Met

Comments: None

7. Describe the status of the catalog information pertinent to this program (when it was last updated, for example).

Met X Partially Met Not Met

Comments: None

8. Attach the course outlines for all courses required or recommended for this program, excluding general education courses. (Note: Course outlines refer to the generic course outline required for each course, not the course syllabus developed by an instructor for a specific section of the course.)

Met X Partially Met Not Met

Comments: None

9. Provide evidence that the program teaches students how to locate and use appropriate resources necessary to remain current in the field of study pertinent to the program, including library resources, technical manuals, professional journals, and Internet materials.

Met X Partially Met Not Met

Comments: None

General Recommendations by Curriculum Committee:

Curriculum Committee Chair Signature

1-17-17

Date

Curriculum Review Report
Prepared by Curriculum Committee

Name of Program: Certificate of Achievement in Graphic Communications
Review Period: 2011-2016

1. Provide the mission and outcomes for this educational program below.

Met X Partially Met Not Met

Comments: None

2. Explain how this educational program has maintained the relevancy and currency of its curriculum in response to substantive changes in its discipline or occupational field.

Met X Partially Met Not Met

Comments: None

3. Provide evidence that the program has a clear sequence of offerings. Please attach the sequence of offerings to this report.

Met X Partially Met Not Met

Comments: None

4. Provide evidence that courses are scheduled in such a manner as to allow students to complete the program within the time specified below.

Degree Program: one year

Met X Partially Met Not Met

Comments: None

5. Excluding the current review, explain any program reviews of required or recommended program courses completed within the last three years. Include the year of the review, review process, and those involved in the review.

Met X Partially Met Not Met

Comments: None

6. Excluding the current review, explain any review of general education or related course instruction completed within the last three years. Include the year of the review, review process, and those involved in the review.

Met X Partially Met Not Met

Comments: None

7. Describe the status of the catalog information pertinent to this program (when it was last updated, for example).

Met X Partially Met Not Met

Comments: None

8. Attach the course outlines for all courses required or recommended for this program, excluding general education courses. (Note: Course outlines refer to the generic course outline required for each course, not the course syllabus developed by an instructor for a specific section of the course.)

Met X Partially Met Not Met

Comments: None

9. Provide evidence that the program teaches students how to locate and use appropriate resources necessary to remain current in the field of study pertinent to the program, including library resources, technical manuals, professional journals, and Internet materials.

Met X Partially Met Not Met

Comments: None

General Recommendations by Curriculum Committee:

Curriculum Committee Chair Signature

1-17-17
Date

Exhibit M: External Reviewer Final Report

Western Nevada College - Graphic Communications Program Review

Prepared by Megan Schlegel, External Reviewer

Sr. Art Manager, Ignite Studio IGT, Reno NV

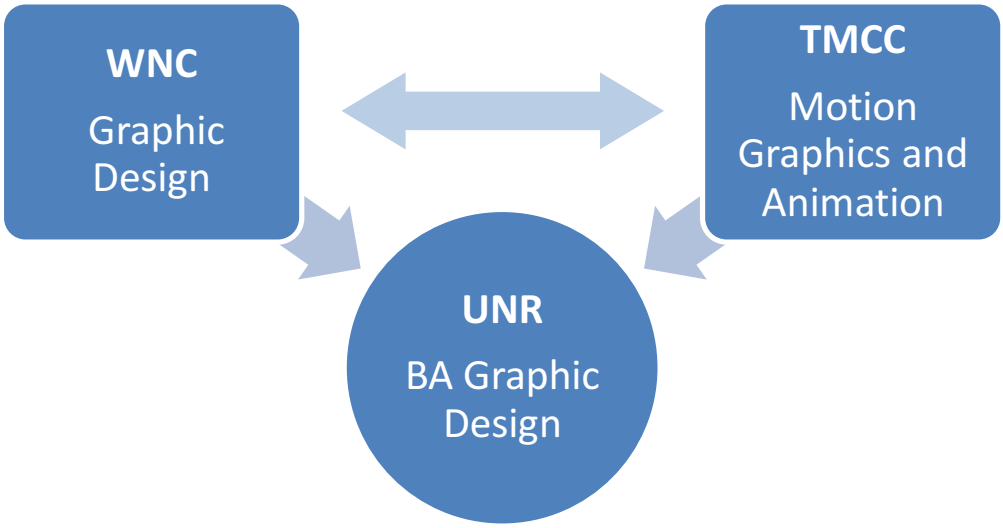
4/21/17

High Level Successes

- WNC's goal to provide seamless transition to UNR's BA in Graphic Design
- WNC Graphic Communications grads emerge with relevant skills and gain employment
- Student satisfaction is extremely high
- Instructor engagement is extremely high
- WNC provides flexible models for non-traditional students

Coordination between WNC and UNR

- **<u>Going Well</u>**
  - Goal to provide seamless transition for students from WNC' AAS to UNR's new BA in Graphic Design. WNC will need to create an AA in Graphic Design.
  - Jayna Conkey maintains a strong relationship with UNR's Art Department Chairperson Rebecca Bogart and participated in recruiting UNR's new Graphic Design professor Monica Maccaux.



WNC Graphics Communications grads gain employment

- **<u>Going Well</u>**
  - Students emerge with entry-level professional level portfolio, graphics software toolkit, and familiarity with Design peer review process – all relevant and necessary skills for working as a Design professional.
    - *"She's taught me to use design elements in my favor. More so, to use language to explain and expand upon my design decisions."*

- Jayna shares opportunities and brings local experts for portfolio reviews
    - *"Jayna is awesome at funneling opportunities. She's done a lot for me."*

- **Current Challenges**
    - Career fairs haven't provided real opportunities. Students prefer online career search engines – Indeed, Monster, and Craigslist
    - Student awareness of local and regional job opportunities is limited to agency, web, and print graphics. Opportunities exist to expand awareness and preparation for creative careers in video, games, and app development.

Current Awareness	Emerging Opportunities
Advertising/Marketing Artist	Game Artist – 2D, 3D, Motion Graphics
Web Designer	App Developer – iOS and Android dev tools
Traditional Print Artist	Web Developer – familiarity with scripting and coding
	Technical Game Artist – familiarity with standard engines
	Video Production Artist

Instructor Engagement

- **Going Well**
    - Jayna Conkey is a passionate advocate and champion for students – a promoter of education and career preparedness! She is her students' preferred advisor and trusted mentor.
        - *"Jayna was very helpful in and out of class and really took her time to show each student attention and was always available for questions."*
        - *"Jayna is The Program! She is passionate about her students' success."*
- **Current Challenges**
    - Jayna Conkey is an instructor with profound positive influence, yet balancing heavy teaching responsibilities with program oversight may be unsustainable. What are Jayna's career goals, vision for herself and the program and how can WNC support Jayna to maximize this potential?
        - Continue focus on teaching? If so, how can WNC support her efforts?
        - Move into a Program Director role? If so, could Jayna's course load be reduced to allow her to expand program oversight and modeling for instructors?

Online Program – a flexible model for non-traditional students

- **Going Well**
    - The entire Graphics Communication Program will be available online by Fall 2017. This is a tremendous feat – expanding access to education and enrollment by removing geographic and transportation barriers!
        - *"Offering online classes is helpful for people with odd work schedules or live far away. Video classes at alternative sites is also helpful."*
- **Current Challenges**

- Students reported that online classes frequently require more time and effort. Critical context for learning and assignments – easily shared in traditional classrooms - is more difficult to gather while working remotely.
- Students reported difficulty reaching online instructor for Web Design II by email. Student attempts to reach out went unanswered for 30+ days.
    - *<u>Recommendation:</u> Should students have questions or concerns that aren't addressed by instructor, designate alternate contact.*
- When working remotely, students maintain graphics hardware and software at home. They view this as being equivalent to textbook expenses and take advantage of software suite discounts.
- Instructor video lessons must be transcribed and include captions. This requirement adds tens of hours to video lesson per semester – potentially stressing instructor bandwidth.
    - *<u>Recommendation:</u> Allow instructors to focus on creation of original content and supporting students in real-time. Identify external post-production transcription and captioning service.*
- 15 to Finish
    - Fulltime enrollment @ 15 credits/semester is achievable for traditional students, living in a dorm room on campus, receiving support from parents. Full-time enrollment model isn't ideal for many non-traditional college students who are working & supporting families while completing coursework.
    - "Stressful"
    - *<u>Recommendation:</u> Provide alternative roadmaps/timelines to success*

Facilities and Tools

- **<u>Going Well</u>**
    - On a scale of 1 – 10, with 1 being 'poor' and 10 being 'excellent', students give the graphics lab a 9.5 rating.
- **<u>Current Challenges</u>**
    - In the graphics lab, students reported software compatibility conflicts. Most common issue is that students are running more recent software versions on home computer. When they transfer assignments into the lab, they save work in an older version knowing that the lab is running legacy versions. This is a common industry challenge and one that we learn to work around.
        - *<u>Recommendation:</u> Ideally, graphics lab software ia updated 2x per year – in line with the start of the Fall and Spring semesters.*

Opportunities

- **Intro to 3D Modeling and Animation**
    - Adding introductory courses in industry standard 3D modeling and animation software – 3DStudio Max or Maya – would make WNC the only institution in Northern Nevada offering this opportunity to college students.
        - *"I was looking for a program to study 3D but it doesn't exist."*
        - *"I want to learn level design and work for Blizzard. I will move to California to study 3D."*
        - *Recommendation: Add two semesters of 3DStudio Max to WNC online course offerings. I believe you'll find students – aspiring to work as Game Artists and Motion Graphics Artists - enrolling from Northern Nevada, California, and beyond.*

- **Elective Courses**
    - Traditional printing, traditional photography, ceramics, and sculpture seem more appropriate for a Fine Art curriculum or community/continuing education than professional prep program. Elective coursework may be a unique opportunity to pursue specialized skills relevant in the workplace.

Current	Graphics Professional Equivalent (Wishlist)
Ceramics/Sculpture	3D Modeling w/3DSMax, Maya, or ZBrush
Traditional Photography	Digital Photography and Intro to Adobe Photoshop
Traditional Printing	Digital inkjet printing & 3D Printing
--	Game Design
--	Storyboarding and Sequential Art

- **Collaboration and Teamwork**
    - Professional creative development is rarely accomplished individually – there is rarely a solo 'genius' responsible for solving a creative problem. More likely, creative development involves combining team member efforts and complimentary skillsets.
    - Learning to work together, share responsibilities, build upon and improve ideas are valuable practices in professional preparation.
        - *Recommendation: Coursework/assignments that includes some degree of collaboration and working as a team to solve a design challenge. Include introduction to file organization and sharing*

- **Hardware Wishlist**
    - Large format inkjet printer
        - For student presentations and Art Shows
    - Cintique Monitors or tablets

        - Industry-standard digital Artist tools provide for greater precision and artistry than a mouse
    - 3D Printer

- **Self-promotion and online portfolio**
    - Hiring managers screen high volumes of applications. Most are unlikely to spend several minutes watching a demo reel.
        - Recommendation: Replace demo reel with an online portfolio. Key characteristics of an effective online portfolio:
            - Organized and easily navigable
            - Captivating thumbnail images that inspire audience to click, explore, and learn more about you!
            - Be clear about your original work and give credit to other Artists you collaborated with
            - Favorite site for Artists
                - Squarespace.com - about $100/year + $29/year for a domain name
            - Favorite examples
                - http://markryden.com/index.html
                - http://carriekanda.com/
                - http://erinfusco.com/
                - http://meganschlegel.com/

- **Program Management**
    - General Education would benefit from improved organization
        - "Teachers are great but organization of classes could be improved."
        - *Recommendations: Create a template with consistent layout and font, instructor contact information, and designate alternate contact (in the event that students' questions and concerns aren't addressed by instructor)*

Exhibit N: Internal Reviewer Final Report

Graphic Communications Program Review, WNC
Internal Reviewer Report

Summary

On Friday April 21, 2017, fifteen people met throughout the day to give feedback on the Graphic Communications AAS program (GRC)at Western Nevada College (WNC). Most of the discussion was centered on the self-study report prepared by Jayna Conkey, the full-time faculty member in charge of overseeing the GRC program at WNC. Over lunch, the internal and external reviewers talked with current and former GRC students and asked them a set of questions. Finally, at the end of the day, the group was joined by Scott Morrison, VPASA , to share thoughts and comments.

The work of the internal reviewer began well before the meeting date of April 21, 2017. On more than one occasion, Susan Priest and Jayna Conkey met to review draft documents of the self-study to clarify language and improve assessment observations. Jayna Conkey not only wrote the entire report, she sought out feedback early on in the process, and created graphs and charts to interpret raw data provided by Institutional Research.

Program Strengths and Weaknesses

1. **People teaching in the GRC program**

   Jayna Conkey provides superlative oversight and teaching passion to Western's GRC program. By creating and sustaining assessment of student learning outcomes in every course, Jayna ensures institutional excellence. (see pages 30-33 of the program review document.) During their last semester in the GRC program, students take a portfolio class where business professionals from the community evaluate their work. Not only does Jayna Conkey organize and oversee this activity, she has created a signature assessment of these portfolios that is completed by GRC faculty after the work has been graded (page 33). It is clear that the GRC program engages in ongoing assessment of student learning because initial reviews of portfolios led to changing the requirements in all courses to include a more checks on grammar and spelling.

   This signature assignment also demonstrates the advantages students have who graduate with an AAS from Western's program in Graphic Communications. These students have been given vital feedback from industry professionals. Clearly, students who graduate from this program get jobs. Students who gathered to give feedback to internal and external reviewers had this to say about Jayna Conkey's teaching and support:

   - *It has been amazing how much Jayna has put into this program. Jayna is passionate about student success and strict at making sure we get everything done.*
   - *I graduated last year. I came back to support Jayna; I was able to find a job right after graduation.*

- *She helps after hours and is willing to give her all.*
- *Jayna is very compassionate about students; she wants to see everyone succeed.*
- *Jayna knows her stuff. If she doesn't know something, she will ask…She does her research.*

Jayna Conkey is one of the greatest strengths of the GRC program at Western Nevada College. However, WNC, should do more to support her work overseeing coordination and assessment efforts at WNC. During the spring semester 2017, the same semester final program review meeting, Jayna Conkey stepped in and took over the teaching of more than one online class, when a part-time instructor had dropped the ball. One suggestion would be to give Jayna Conkey a course-load reduction for oversight activities. Furthermore, she was not given enough support during the program review process from staff and faculty at WNC.

Given the demand for online courses, and the all-encompassing work of overseeing the GRC program, Jayna needs more support recruiting and retaining qualified online instructors.

RECOMMENDATION: In addition, WNC needs to give more support to the vetting and training of part-time instructors. Would professionals in the field who have MFA's, like Meagan Schlegel, consider teaching one online course per semester?

2. Quality of GRC Program

Rigorous courses and quality assessment of the program are hallmarks of the GRC program. Exhibits A-D demonstrate that students who take all the required courses for either the AAS or the Certificate program will have been exposed to all the program learning outcomes, as well as all the institutional learning outcomes. Furthermore, exhibits E-F demonstrate that courses have been scheduled so that students can't complete their degree and/or certificate program in a timely manner. But it is the clear plan for assessing student learning, summarized on pages 8-9, and documented in exhibit H (pages 28-34), of the program review document, illustrate superior assessment plans and practices. WNC's GRC program exemplifies the best practices when it comes to systematic assessment of student learning outcomes.

The big shifts between the last program review, in 2010, and the current program review, in 2016-2017, have been moving the location of where courses are taught and the advent of online courses. As of Fall 2017, students will be able to take all their required classes for the GRC program online. This provides the necessary flexibility for students who are working part-time and those who have families. Students mention that Jayna Conkey has intervened with online GRC classes when there have been problems.

- *In Web 2 design class there was an issue getting in touch with the instructor. Issue was resolved with the help of Jayna.*

One of the challenges mentioned by students in the GRC program was the quality of online general education courses:

- *So many discrepancies with online courses and the way courses are set up make it frustrating for students that with a program director it could help streamline how courses are presented. More consistency and a better balance load for faculty could help with accountability. Frustration is high.*

Most students do not seek out counselors for advice; they either self-advise or talk with Jayna Conkey. There is a suggested sequence of courses for students to take published on the website ; students expressed a desire to have more than just two-year sequences published and recommended.

RECOMMENDATION: Perhaps the GRC program can spearhead options for students who are not able to complete their AAS on the two-year cycle.

3. Degree(s) & Skills Achievement

Students in the GRC program are provided feedback from industry professionals. In GRC 294, every student's final portfolio is evaluated and graded by industry professionals. What an outstanding opportunity for students in this program. Moreover, GRC faculty can take the feedback students get to improve what is being taught to students.

Students not only achieve degrees, they gain employment as a result of being part of the GRC program. It is their professional portfolios, not just their degree that becomes their ticket. Despite some trends toward decreased enrollment overall, the GRC program should be commended for a steady number of graduates (page 22), ranging from 11-18 over the past five years. There are many more graduates who complete an AAS degree than complete a certificate.

Certificate completion could be increased, if more effort was made to inform students in the program that they could get credit for certificate completion on their way to completing an AAS. This challenge is compounded by the fact that many students self-advise.

RECOMMENDATION: Perhaps all GRC faculty (full-time and part-time) can put information about certificate and degree completion in their course syllabi.

There has been an excellent marketing brochure created to recruit new students to the program. Also, Jayna Conkey has reached out to those at UNR who are establishing a bachelors degree in graphic design. This means WNC students have someone trying to make all their options viable for the future whether they want immediate employment or they are seeking to transfer to a four-year program.

The biggest challenge for the GRC program is deciding how best to alter degree marketing and achievement to face the needs of those students who may be transferring to UNR or other four-year schools to earn a BA in Graphic Design.

RECOMMENDATION: Because the AAS is not a transfer degree, and the trend is moving towards students needing a BA in Graphic Design in order to get competitive jobs, it would be helpful to create a "graphic design" pathway for the Associate of Arts transfer degree. There would need to be a way of counting those "degrees" for the GRC program.

4. Facilities & Equipment

Change to teaching at the main Carson campus at WNC from Carson High School was a great move. The GRC now has greater visibility on the main campus, and GRC faculty member has a greater sense of community. The issue is that the computers in the lab are required to be updated only by computing services, and only once a year. This is a severe limitation for both instructors and students. Necessary updates to GRC programming software needs more updating for students to remain current and complete their assignments in the labs.

Another challenge for the GRC program is not having a large inkjet printer for printing student work. The external reviewer also suggested having a 3D printer and the use of Cintique monitors/tablets for students.

RECOMMENDATION: Purchase an inkjet printer and update computer software a minimum of twice a year.

Strategies for Improvement: The following suggestions all come out of the reflections and recommendations of the GRC program's strengths and weaknesses.

1. Develop AA with Graphic Design emphasis.

2. Switch program requirements to include development of an online portfolio.

3. Recruit a variety of qualified online instructors.

4. Continue excellent assessment of courses and program. Keep up the great work of demonstrating continuous assessment and improvement. The GRC program is a model for the rest of the college.

5. Ensure that Computing Services update computers in lab more than once a year so faculty and students are able to use necessary updates to software programs.

6. Purchase Inkjet printer to print student work.

7. Make recommendations to the VPASA, General Education and Distance Education Committees, to improve the oversight of quality online General Education courses.

8. Market certificates and degrees in all course syllabi.

9. Publish three-year course sequence for GRC program and degrees.

Evaluation of the Internal Review Process & Self-Study Process:

The GRC self-study process was severely constrained by the ability of the institution to provide Jayna Conkey with relevant data. Page twelve of the GRC program review document details the list of reports that were not available because Institutional Research did not have enough resources to provide necessary data. In the 2010 program review, Jayna Conkey was provided more support from Institutional Research.

Furthermore, there was not enough support from the Program Assessment and Review Committee (PARC.) I am disappointed that the excellent work of Jayna Conkey was made more challenging because there are not enough resources to support the process. I was impressed throughout, how much work Jayna did to interpret data and create a coherent narrative. She was open to feedback and had her work completed in a timely fashion so that this internal reviewer could provide feedback.

This is not intended to be a blame game, but I think WNC, as an institution, needs to look at the program review process for those faculty members who are not part of a team. There needs to be more support given. Also, it seems clear that Institutional Research is stretched beyond their limit.

Respectively Submitted,
Susan Priest (June 4, 2017)