# Western Nevada College

## Graphic Design

# Program Review Report
## 2017-2022

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|---|---|
| **Program Name:** | Graphic Design |
| **Degrees:** | Associate of Arts Pathway<br>Associate of Applied Science<br>Certificate of Achievement |
| **Academic Division:** | Professional & Applied Technology (PAT) |
| **Years Reviewed:** | 2017-2022 |
| **Date of Previous Review:** | 2016 |
| **Program Responsible Person:** | Jayna Conkey, MFA<br>Professor of Graphic Design |
| **Program Review Team:** | Dr. Georgia White, Director<br>Professional & Applied Technology<br><br>Jayna Conkey<br>Graphic Design Professor |
| **Internal Reviewer:** | Rachel Stiff, Art Professor<br>Western Nevada College |
| **External Reviewer:** | Monica Maccaux,<br>Assistant Professor, Director of Graphic Design<br>University of Nevada, Reno |

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# Part 1: Program Overview

## A. Brief Program Description/Summary

The Graphic Design Program at Western Nevada College offers Certificate and Associate level courses through onsite and online instruction. Students now have the choice to earn the Certificate of Achievement, Associate of Applied Science Degree or the Associate of Arts Degree online. The Program prepares students for entry-level positions and also provides students the opportunity to transfer with junior standing to a four-year college or university for a bachelor's degree within the NSHE system.

## B. College and Program Mission:

| College Mission | Program Mission |
|---|---|
| WNC contributes to solutions for the 21st century by providing effective educational pathways for the students and communities of Nevada. | **Certificate of Achievement**<br>The Graphic Design Certificate of Achievement will provide basic knowledge and skills necessary to enter the graphic design field and provide credits for possible transfer to other colleges and universities within the NSHE system.<br><br>**Associate of Applied Science**<br>The Associate of Applied Science degree in Graphic Design will provide employment-related knowledge and skills necessary for entry-level positions in the Graphic Design field.<br><br>**Associate of Arts Pathway**<br>To meet higher educational and professional goals, the Associate of Arts pathway in Graphic Design will provide knowledge and skills to prepare the student for transfer to other colleges and universities within the NSHE system. |

## C. College and Program Goals:

| College Core Themes, Objectives, and/or Key Performance Indicators | Program Goals and Student Learning Outcomes |
|---|---|
| **CORE THEMES:**<br>• Transfer Education<br><br>• Professional Education<br><br>• Lifelong Learning | The mission of the Program Certificate and AAS Degree links to the Professional Education and Lifelong Learning Core Themes. The mission of AA Degree pathway links to the Transfer Education Core Theme.<br><br>**Program Goal 1:** Apply technical skills in current design technologies.<br><br>**Program Goal 2:** Identify and apply design concepts.<br><br>**Program Goal 3:** Develop a portfolio of work demonstrating design skills. |

**College and Program Goals (continued)**

| College Core Themes, Objectives, and/or Key Performance Indicators | Program Goals and Student Learning Outcomes |
|---|---|
| **OBJECTIVES:**<br><br>*Access*<br><br><br><br>*Success*<br><br><br>*Close the Achievement Gap*<br><br><br>*Workforce* | <br><br>***Access:*** Certificate, AAS Degree and AA pathway are available online and on site. Dual credit opportunity with Carson High School.<br><br>***Success:*** Program scaffolds student skill development to build a professional portfolio.<br><br>***Close the Achievement Gap:*** Rubrics in all assignments. Labs provided with TA, Updated Certificate requirements.<br><br>***Workforce:*** Program Advisory Board includes representatives from industry and UNR. Degrees linked to workforce needs.<br><br>**Student Learning Outcomes:**<br>**#1** Identify and apply terminology, concepts, principles, and practices from the range of topics important to the field.<br><br>**#2** Implement design principles, operate design software, and build projects.<br><br>**#3** Integrate knowledge and skills to analyze and evaluate designs<br><br>**#4** Develop a portfolio that demonstrates design skills |

## D. Short Description:

### a. 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 Design 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 a Certificate of Achievement. In 2019, the Program began to offer an Associate of Arts Pathway for students wishing to transfer to an NSHE four-year college or university with junior standing towards bachelor's degree. The Program partners with the University of Nevada, Reno's Graphic Design BFA degree and Nevada State College/Truckee Meadows Community College's Graphic Arts and Media Technology 3+1 BA degree. The Program also provides instruction for those already in the industry who are in need of upgrading skills and knowledge. Courses in the Graphic Design Program teach concepts applied to the many areas of graphic design including type design, advertising design, web design, and animation. Class projects are designed to help students build professional portfolios to either market themselves for employment or to use when transferring to four-year college or university programs.

The previous program review noted the student demand for online courses. Beginning in the Fall of 2017, WNC students have been able complete the entire Graphic Design AAS Degree, AA Pathway, and Certificate online. Since the last Program Review in 2016, the Program also went through a major overhaul, including a name change from Graphic Communications to Graphic Design. Courses were deleted, new courses were added, and names of remaining courses were changed. This overhaul updated curriculum to current standards and also aligned WNC's Graphic Design Program with new Baccalaureate degree offerings from the University of Nevada, Reno and Truckee Meadows Community College (granted through Nevada State College). The new name change and new course offerings were updated in the catalog year beginning the Fall of 2019.

### b. Concerns or Trends Affecting the Program

The most significant trend and concern affecting the Program is the number of students opting for the AA Pathway instead of the AAS Degree. The number of AAS degrees granted is dropping and may give the Program a low-yield appearance. The number of students enrolling in graphic design courses remains robust but numbers of AA Pathway enrollments and graduation rates are difficult to calculate because WNC does not specify which AA emphasis any AA degree student has earned. As stated earlier, the AA pathway has become the degree of choice. Students are opting to go on to a baccalaureate degree to be more competitive in the job market. The minimum qualification for graphic design positions is a baccalaureate degree.

Another trend and concern affecting the Program is Dual Credit. While this builds FTE, the quality of student coursework needs to be monitored. High school instructors need to have their students follow the same curriculum to meet the objectives of courses that receive dual credit (GRC 116 and GRC 200). Beginning the Fall of 2022, the Graphic Design Professor will serve as a "Lead" to provide instructional materials and guidance to high school graphic design instructors who deliver dual credit courses. Dual credit courses shall include equivalent readings, activities, and assignments. Standard rubrics and designated assessment artifacts will be used to ensure alignment.

The pandemic created another unanticipated outcome. High school students have proven to be unprepared for college level coursework, either onsite or online. The number of students failing graphic design classes in the Spring of 2022 was markedly higher than ever seen before. Members of the Graphic Design Advisory Board who are high school teachers say that when the pandemic hit and schools shut down, they were unable to maintain the rigor needed for students to complete coursework successfully. The ramifications of the pandemic, due to shut downs and social distancing measures, lingered on for over a year and a half and still continues. High school teachers said many of their students simply "checked out." Even so, high school students were moved forward to the next grade level, or graduated, regardless of incomplete or unsatisfactory work and low attendance rates. High school teachers claim their students are at least a year behind and unprepared for college-level work.

Another trend affecting the Program is to remain current with UNR and TMCC/NSC's degree requirements to ensure WNC AA pathway students can transfer smoothly into those baccalaureate programs. It will be important to continue to work closely with both institutions as graphic design curriculum continually changes.  UNR's acceptance rate into the BFA Program is about 50%. WNC's Graphic Design Program curriculum and standards have been created to make students competitive.

The website design industry has changed significantly since the last program review and graphic design programs that offer web design courses have migrated from code-based curriculum to more modern template curriculum choices. The program has required two web design courses that provide enough time to teach code-based programs, GRC 175 (Web Design I) and GRC 275 (Web Design II). To bring the Program up to current standards, GRC 175 (Web Design I) curriculum needs to be updated with this new curriculum and GRC 275 (Web Design II) should be removed from the Program because it is no longer needed due to the structure of the new curriculum. This course has experienced low enrollment and periodic cancellations because students have other options for those credits. Students can take a required art history course instead to fulfill baccalaureate core requirements.

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 graphic design courses present the optimum situation for students to do this.

Finally, lab costs continue to be somewhat of a challenge.  The required Adobe Creative Cloud software is expensive. NSHE has worked out an arrangement with Adobe and each institution pays a discounted fee. That being said, WNC software and hardware costs have been mitigated by online course offerings but this means students have to pay for these expenses themselves.   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.  Perkins Grants have generously covered additional costs for printers.

### c. Significant Changes or Needs in the Next Five Years

To better serve our certificate or degree-seeking students, the Program will need to remain current in both industry and academic requirements to ensure WNC AA pathway students can transfer smoothly into NSHE baccalaureate programs. It will be important to continue to work closely with UNR and TMCC/NSC as graphic design curriculum continually changes. Similarly, it will be vital to include dual credit institutions with curricular changes and updates. In terms of equipment, the Cedar labs will require computer upgrades, a color laser printer for students to produce quality projects and annual software upgrades.

### d. Program Student Learning Outcome/Required Course Curriculum Map:

There are two matrices mapping program level student learning outcomes to required courses. Each shows the degree to which each course addresses each outcome (Exhibits A and B):

- **Exhibit A:**  AA Pathway and AAS Degree Student Learning Outcomes by Course - page 15
- **Exhibit B:**  Certificate Student Learning Outcomes by Course - page 16

## E. Degrees and/or Certificates Offered:

- Associate of Arts Pathway - 60 credits
- Associate of Applied Science in Graphic Design - 60 credits
- Certificate of Achievement in Graphic Design - 30 credits

## F. Niches Served:

The Graphic Design Program serves a wide range of business niches in the community. Graphic design students have been hired by International Game Technology, CustomInk, SWIFT Communications, the Nevada Department of Transportation, the Sparks Tribune, local video game and graphic design companies including RainyGames in the UK. NSHE also created a partnership with MGM Resorts and the Program has graduated students from Las Vegas and Maryland. Courses in the Program also provide enhanced skills for professional development and job upgrades.

The Nevada State Board of Education developed a Dual Credit Program with NSHE institutions. Dual credit is a program that allows high school students to earn both college and high school credits simultaneously. Each high school in the WNC service area determines which WNC courses can also count as high school credit. High school students that successfully complete approved WNC courses may have the college credit also apply towards high school graduation. Since the Fall of 2019, 88 students have earned dual credit for GRC 116 from Carson High School.

The Program now fulfills requirements for the AA Pathway in Graphic Design. Students can now take 12 units of graphic design courses. New to the 2022-2023 Academic Program Guide is a section (below) showing graphic design as a transfer pathway. Certificate Requirements were also updated to accommodate AA student needs. Institutionally, graphic design courses also fulfill the Associate of General Studies, Fine Arts and Humanities Requirement (3 credits).

## Associate of Arts
### WNC DEGREES AND ASSOCIATED TRANSFER PROGRAMS

Anthropology

Art

Art History

Communication Studies

Community Health Sciences

Counseling

Criminal Justice

Dance

Elementary Education

English

French

Geography

History

Human Development & Family Studies

Journalism

Music

Nursing

Philosophy

Political Science

Psychology

Secondary Education

Social Work

Sociology

Spanish

Speech Pathology

Theatre

Women's Studies

**SOCIAL WORK MAJOR PATHWAY**

This transfer pathway is designed to meet WNC Associate in Arts degree requirements with a concentration in social work, preparing students to transfer at the junior level to a four-year college to earn a bachelor's degree in social work.

| | |
|---|---|
| ENG 101 and 102 | 6 units |
| MATH 120 or higher | 3 units |
| Fine arts course | 3 units |
| Humanities course | 3 units |
| Science course | 3 units |
| Social Science course | 3 units |
| US and Nevada constitutions course | 3 units |
| BIOL 100 | 3 units |
| CPD 116 | 3 units |
| ECON 100 | 3 units |
| HDFS 201 | 3 units |
| PSY 101 | 3 units |
| SOC 101 | 3 units |
| SW 101 and 250 | 6 units |
| Electives/university social work program requirements | 12 units |

### TRANSFER PATHWAY EXAMPLES

**GRAPHIC DESIGN MAJOR PATHWAY**

This transfer pathway is designed to meet WNC Associate in Arts degree requirements with a concentration in graphic design, preparing students to transfer at the junior level to a four-year college to earn a bachelor's degree in graphic design.

| | |
|---|---|
| ENG 101 and 102 | 6 units |
| MATH 120 or higher | 3 units |
| Humanities course | 3 units |
| Science courses | 6 units |
| Social Science course | 3 units |
| US and Nevada constitutions course | 3 units |
| ART 100 or 101 or 141 | 3 units |
| ART 260 and 261 | 6 units |
| GRC 116, 200, 210, and 220 | 12 units |
| Electives/university graphic design program requirements | 15 units |

**CRIMINAL JUSTICE MAJOR PATHWAY**

This transfer pathway is designed to meet WNC Associate in Arts degree requirements with a concentration in criminal justice, preparing students to transfer at the junior level to a four-year college to earn a bachelor's degree in criminal justice.

| | |
|---|---|
| ENG 101 and 102 | 6 units |
| MATH 120 or higher | 3 units |
| Fine arts course | 3 units |
| Humanities course | 3 units |
| Science courses | 6 units |
| US and Nevada constitutions course | 3 units |
| Foreign Language – 4 semesters | 14 units |
| CRJ 104, 106, 211, 222 and 234 | 15 units |
| Electives/university social work program requirements | 7 units |

**EDUCATION MAJOR PATHWAY**

This transfer pathway is designed to meet WNC Associate in Arts degree requirements with a concentration in education, preparing students to transfer at the junior level to a four-year college to earn a bachelor's degree in education.

| | |
|---|---|
| ENG 101 and 102 | 6 units |
| Math 126 | 3 units |
| Humanities course | 3 units |
| Fine Arts course | 3 units |
| US and Nevada constitutions course | 3 units |
| Science | 6-12 units |
| *Elementary Education:* | |
| EDU 201, 203, 210 | 9 units, |
| MATH 122 and 123 | 6 units |
| *Secondary Education:* | |
| EDU 202 | 3 units |
| Electives/university education program requirements | 15-27 units |

**PSYCHOLOGY MAJOR PATHWAY**

This transfer pathway is designed to meet WNC Associate in Arts degree requirements with a concentration in psychology, preparing students to transfer at the junior level to a four-year college to earn a bachelor's degree in psychology.

| | |
|---|---|
| ENG 101 and 102 | 6 units |
| Math 120 or higher | 3 units |
| Fine Arts course | 3 units |
| Humanities course | 3 units |
| US and Nevada constitutions course | 3 units |
| ENV 101 | 3 units |
| Science course | 3 units |
| Foreign Language, 4 semesters | 14 units |
| PSY 101, 233 or 234, 240, 241, 261 | 15 units |
| Electives/university psychology program requirements | 7 units |

**Don't see a pathway for your intended transfer program? WNC counselors can work with you to create one!**

Students who have taken graphic design courses in the Program have earned AAS, AA, AGS, and AS degrees as well as certificates of achievement.  Students who have chosen the AA Pathway have transferred to UNR, TMCC, UNLV and the Rocky Mountain College of Art and Design.

# Part 2:  Program Effectiveness

## A. Evidence of Effectiveness

### a. Course Scheduling/Enrollment History Report:
Data from Exhibit C shows courses have been scheduled to allow students to complete the AAS Degree and AA Pathway within two years and the Certificate within18 months.  As stated earlier in this report, the Program changed the degree requirements beginning the Fall of 2019. These changes were negotiated through NSHE's Common Course Numbering process with other NSHE institutions, most notably TMCC and UNR who were creating their own Baccalaureate degrees. Changes to the degree requirements included the following:  GRC 116 replaced GRC 103, GRC 200 replaced GRC 156, GRC 210 replaced GRC 144, GRC 220 replaced GRC 283, and GRC 282 replaced GRC 188.  MKT 210 was added and GRC 109 was removed.  These changes are reflected in Exhibit C.

All courses are offered each semester with the exception of GRC 220 (offered in the Fall) and GRC 210 (offered in the Spring). The dual credit sequence may put students on a different track. The Graphic Design Professor is working with counseling to direct students in the most efficient path to graduation. Occasionally independent studies are offered to assist students in degree completion.

**Exhibit C:**  Program Requirements - Scheduling/Enrollment History Report - page 17

### b. Summary Data Sheet:

**Exhibit D:**  Summary Data Sheet - page 18

Downward trends in the Associate of Applied Science (AAS) data reflects the major change to the Program that took place in the Fall of 2019 when students began to choose the Associate of Arts (AA) Pathway instead of the AAS degree. For the first time in Northern Nevada, the AA Pathway gives students the opportunity to pursue a baccalaureate degree, the industry-standard in the graphic design field. UNR and TMCC (through Nevada State College) began to offer baccalaureate degrees creating competition for AAS students seeking the same employment opportunities as those with bachelor's degrees.  The graphic design courses continue to have robust enrollments. In 2020, when the institution experienced a downward trend due to the pandemic, graphic design enrollment increased. The viability of the Program needs to be measured not only on the AAS degrees granted, but also on course enrollments by students earning the AA Pathway degree. As stated previously, the difficulty lies in the fact that the AA pathway data for graphic design majors is not easily identified. WNC no longer allows for specifications within an AA degree (what the student emphasized when earning the AA degree). Data for students who earn the AA pathway is rolled into the overall AA data for the institution.

From FY 2017-18 to FY 2021-22, AAS Program majors enrolled by academic year declined slightly from 55 to 41. As expected in the previous program review,  AAS degrees awarded by fiscal year experienced a downward trend from nine in FY 2018 to seven in FY 2022.  (In 2016 the Program awarded 14 AAS degrees.)  Certificates enrolled increased from six in FY 2017-18 to eleven in FY 2021-22, but certificates awarded remained low, with two or three granted each year, and a high of five in FY 2022. It is important to understand the Certificate can serve as a scaffold, a measure of student success as progress is made toward the AAS or AA degree. All students who earn an AAS Degree have met Certificate requirements and have the opportunity to earn this extra credential if they know to apply for it.  The Program can address this issue by notifying students of this opportunity.

Data on first-term persistence rates for new, post-secondary AAS graphic design seeking students or new, post-secondary AAS Graphic Design degree seeking students, reflects excellent rates ranging from 75% in the Fall 2017 up to 80% in the Fall of 2021. Retention rates remain a challenge, hovering in the 40% range from the Fall of 2016 to the Fall of 2020. Graduation rates for new, post-secondary, degree-seeking students within 150% of expected time by entering semester were down to 20% (WNC overall rates were 25%). Again, it is important to note this data does not include AA pathway students. The pandemic may have impacted these numbers as well.

Success rates for AAS Program majors in all courses by academic year (ABCS grades/total) fluctuated slightly up and down beginning at 74% in 2017 then dipping down to 68% in 2021-22. Success rates for AAS Program majors in Program requirements by academic year dropped from 87% in FY 2017-18 to 71% in 2021-22. There were no major changes to the Program that would have impacted these numbers, but it may be that when the pandemic hit WNC in the middle of the Spring 2020 semester and all on-site courses and labs were forced online, success rates took a downward turn. After mid-March, only essential personnel were allowed on campus. The next Fall (2020) when the campus did open, on site course enrollments were capped to adhere to social distancing practices.

In spite of the pandemic, success rates for AAS Program majors in program requirements by course remained high, in the 70% - 92% range; the three exceptions were GRC 210 - Type 1 (62%) , GRC 116 - Introduction to Digital Art & Design (69%), and GRC 200 - Design Thinking & Methodologies (68%). Curriculum continues to be evaluated and redesigned when necessary to improve success rates while still meeting course objectives. Fortunately, the Program had online courses available during the shut-down due to the pandemic and students were able to move forward with their education. The Program continues to experience higher enrollment numbers in online course offerings than on site course offerings.

While success rates are tied to the Program, as mentioned earlier in this document under "Concerns or Trends Affecting the Program," there are high school students who have been unprepared for college-level work. In the past year, the Program has experienced a higher number of "disappearing students" — those who simply stop coming to class or stop participating in online courses. The rigorous nature of online curriculum may prove to be a challenge for students who are not prepared for college-level quality work. Professional graphic design standards are adhered to in all curriculum throughout the program and college courses may be a wake-up call for students who graduated from high school, regardless of the quality of their work or quantity of their participation.

Success rates for AAS Program majors in program requirements by minority status (five years combined) were 72% for Historically Underserved (HUR) Minority students and 79% for Non-Historically Underserved Minority students. Success rates for AAS Program majors in requirements by minority status and year decreased for Historically Underserved Minority students from 88% to 67% and decreased for Non-Historically Underserved Minority students from 87% to 73%.

The Program leadership continues to work to improve retention and graduation rates. Beginning the Fall of 2022, the Graphic Design Professor will serve as the lead instructor to work with area high schools dual credit instructors to make ensure course curriculum is aligned. Curriculum in all courses continues to be updated, and the curriculum for online classes is currently under review to understand workloads for multiple online graphic design courses typically taken at the same time. Due dates will be revisited and coordinated to help improve results. Students are informed about the rigor and expectations of the courses in the syllabi, in the introductions in Canvas and during the first week of class. Promotional materials have been updated.

## c. Systematic Assessment:

**Exhibit E:** Five-year Assessment Plan attached to report - page 22

Annual assessments were guided by the Five-Year Assessment Plan from the 2016 Graphic Design Program Review.

**2017-2018 Assessments:**

**Program Outcome #1:   Apply technical skills in current design technologies**
In the Fall of 2017, Program Outcome #1 was assessed in GRC 103 (Introduction to Computer Graphics).  A survey was conducted via Canvas on the following Typography concepts:  Identify which classification a given typeface falls under, identify type families, define leading, tracking, and kerning, and know the maximum number of typefaces to use in a publication. The following color theory questions were included:  Identify the two color spaces for design and when they are used, identify the 6 color harmonies, and identify the 4 basic principles of design.

Most of the assessment threshold and targets were met at 80%. (Two original 2016 assessments were below the threshold of 70% so this was an improvement.)  The color harmonies and color spaces showed improvement, but identifying Oldstyle Serif, Slab Serif and Modern serif typefaces still confuses students.  The target was met with 70% of students achieving 70% on assessment but while these assessment results were positive, the Program added type classifications to multiple graphic design courses, resulting in much improved understanding of these classifications. This measure should still be reassessed.

**Program Outcome #3:  Develop a portfolio of work demonstrating design skills**
In the Spring 2018, Program Outcome #3 was assessed in GRC 294 (Professional Portfolio). Student portfolios were reviewed, evaluated, then graded by professionals in the industry using a rubric and outcomes developed by WNC faculty and the Graphic Design Advisory Board.  On May 7, 2018, Students participated in portfolio reviews with professionals from the industry (R&S Offset - Minden,  IGT - Reno, and SWIFT Communications - Carson City). Each student had an individual meeting with each reviewer. After each review, each reviewer recorded their findings in Canvas using a grading rubric and outcome for that individual student.  The target was 70% of students achieve 70% on assessment.  Both the target and threshold were met with 80% of the students receiving at least 80% on assessments. A total of 8% exceeded expectations and 75% met expectations.

**2018-2019 Assessment:**

**Program Outcome #2:  Identify and apply design concepts**
In the Fall 2018, Program Outcome #2 was assessed in GRC 283 (Electronic Imaging II). This was a second-year graphic design course. Students were to apply terminology, concepts, and principles to evaluate and analyze other student assignments using either discussions in Canvas or during onsite critiques. The target was 70% of students achieve 70% on the assessment. All students participated and were graded and evaluated using rubrics and outcomes in Canvas. Results indicated the target was met with 83% meeting expectations (17% did not meeting expectations). This course was removed and replaced with GRC 220 when the Program was overhauled.

**2019-2020 Assessments:**

**Program Outcome #1:  Apply technical skills in current design technologies**
In the Spring of 2020, Program Outcome #1 was assessed in GRC 210 (Type 1).  For their final project, students applied design principles and technical skills learned over the course of the semester to build a trifold brochure. This was the equivalent of a final exam. Students applied typography techniques, layout techniques, design principles and InDesign/Photoshop skills. The target was 70% of students achieving 70% on the assessment. A total of 70% of students met expectations and 15% exceeded expectations while 15% did not meet expectations. Guidelines for this assignment were revised and, for online classes, new tutorial videos were created (with closed captioning) resulting in much improved assignments and better understanding of key concepts.

**Program Outcome #3:   Develop a portfolio of work demonstrating design skills**
In the Spring of 2020, Program Outcome #3 was assessed in GRC 294 (Professional Portfolio). On May 6, 2019 students presented their final portfolios demonstrating design and oral presentation skills to representatives from International Game Technology who used Canvas to complete the rubric and outcome for each student. The target met was at least 70% of students achieved 70% on the assessment.  Both assessment targets and thresholds were met with 80% of students earning at least 80% on assessments. A total of 60% exceeded expectations and 40% met expectations.

**2020-2021 Assessment:**

**Program Outcome #2:  Identify and apply design concepts**
In the of Fall 2020, Program Outcome #2 was assessed in GRC 220 (Graphic Design 1). Students were given discussion assignments (critiques) where they evaluated other student work.  In each critique, students were required to address specific questions provided by the instructor and use the language of graphic design in their responses. In Canvas, a rubric with outcomes was implemented to determine success rates.  A total of 64% met expectations and 18% exceeded expectations, a total of 82%. The target was reached at 80%.  The discussions/critiques and rubrics are effective in meeting assessment goals.

**2021-2022 Assessment:**

**Program Outcome #3:  Develop a portfolio of work demonstrating design skills**
In the Spring of  2022**,** Program Outcome #3 was assessed once again in GRC 294 (Professional Portfolio).
This time, students collected all their best work, refined it, then compiled it into a pdf portfolio.  Student portfolios were assessed using a rubric and outcomes developed by WNC faculty and the Graphic Design Advisory Board. Target results were met (at least 70% students achieved 70%).  NOTE: This was the smallest enrollment in GRC 294 Portfolio class with a total of six students. The majority of Graphic Design students are earning the AA degree. GRC 294 is required for the AAS degree, not the AA pathway. This number will likely continue to drop. This assessment went well, but in the future, assessment of the Program Learning Outcome #3 may need to be administered in GRC 220 as well as GRC 294 with adjusted portfolio standards. (Students in GRC 220 also build a pdf portfolio as their final project.)

## B. Evidence of Satisfaction:

Students who have completed degrees have successfully transferred to institutions within the state and out of state. In 2019, WNC'S Graphic Design Program ranked #4 in the Top 5 Online Associate in Multimedia Design Programs in the U.S. from The Best Colleges.org.

https://www.thebestcolleges.org/rankings/online-associate-multimedia-design/

**THE BEST COLLEGES**

**TOP ONLINE**
**— COLLEGES —**

TheBestColleges.org
**2019**

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**4**  **Western Nevada College**
CARSON CITY, NV
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| GRADUATION RATE | ONLINE ENROLLMENT | RETENTION RATE | DEFAULT RATE |
| --- | --- | --- | --- |
| 17% | 11% | 57% | 20% |

WNC offers a graphic communications program, an innovative online associate degree in multimedia design. This associate in applied science degree can be completed in two years and includes 42 credits of coursework on art, web design, and computer graphics and 18 credits of general education requirements.

This program is ideal both for those who want to immediately enter the workforce and for those who want to continue their studies in a bachelor's degree program. Students learn many foundational skills that can lead directly to employment in website design, print design, animation, and digital video. The curriculum also includes courses on web design, computer graphics, and digital media that are crucial in any bachelor's program. Courses are delivered online, on-campus, and in a hybrid format; online coursework can be accessed through Canvas. WNC is accredited by the Northwest Commission on Colleges and Universities.

In 2022, WNC'S Graphic Design Program ranked #9 in the Best Online Graphic Design Certificae Programs in the U.S. from the Successful Student Navigating Education Organization:

https://successfulstudent.org/online-graphic-design-certificate-programs/

*"We have ranked the best online Graphic Design Certificate Programs in the U.S.*

*This ranking is designed for online students to make informed decisions for choosing an online certificate program in graphic design. There are online Graphic Design Certificate options at universities and community colleges across the U.S.*

*An online certificate program has a high graduation rate typically, given its short duration. The courses are specialized for graphic design in particular. As a strategy, those students who are interested in graphic design, but want to get a degree in a different field, such Computer Science or even Business Administration, an online certificate may accomplish professional aspirations for working in Graphic Design.*

*Depending on what the aspiring student wants to do, an online certificate in Graphic Design by itself may be sufficient to accomplish a range of professional goals. Certificates are also strategic to get for working professionals to expand their skill sets and get a competitive advantage."*

**9. Western Nevada College**

Carson City, Nevada

Western Nevada College offers the online Certificate in Graphic Design.

In 2020, a WNC Graphic Design student designed the State of Nevada's specialty license plate commemorating the 100th anniversary of the women's suffrage movement. An award ceremony was promoted on local news stations in Las Vegas and Reno as well the *Las Vegas Review Journal*, the *Reno Gazette journal*, and the *Nevada Appeal*. The license plate is available for purchase at the Nevada Department of Motor Vehicles.

In 2020, the Graphic Design Professor and advisor for the Graphic Design Program received the Nevada Board of Regents' Excellence in Teaching Award. https://www.wnc.edu/regents-recognize-conkey-with-teaching-award/

> *"Exceptional praise from her students, colleagues and administrators has underscored the kind of work Graphic Design Professor Jayna Conkey has done at Western Nevada College. Regents from the Nevada System of Higher Education agreed with her peers' and students' fervent commendations, recognizing Conkey with the 2020 Regents' Teaching Award. WNC has recognized her dedication and commitment to the college during the past two decades. She has been teaching at WNC since 2000 and received the Outstanding WNC Faculty of the Year Award in 2018. She also received the WNC President's Award for the 2010-11 and 2003-04 school years. She has worked feverishly to keep the graphic design program relevant for students seeking professional careers and made the associate degree program more accessible for working and rural students by becoming one of the first programs at WNC to convert to an online format.  "Professor Conkey embodies excellence in the faculty member's role in post-secondary education through a student-focused approach, active member of the WNC community, artist and contributions to NSHE's strategic goals," said WNC Professional and Applied Technology Director Dr. Georgia White."*

Course evaluation data from the Fall of 2017 to the Spring of 2022 on Questions #12 and #13 was gathered from the following courses:  GRC 116, 175, 200, 210, 220, 275, 282, and 294.  Question #12 reads: *"Overall, the instructor has been an effective teacher."* Question #13 reads: *"Overall, the instructor created an effective learning environment."*  Ratings for question #12 averaged 85% for Strongly Agree and Agree. The ratings for Question #13 averaged 80.5% for Strongly Agree and Agree.

Due to the pandemic, normal cycles for running national satisfaction surveys on campus, specifically the Noel-Levitz Student Satisfaction Survey and the Community College Survey of Student Engagement, were disrupted. The most current Noel-Levitz data is from 2016, while the most current Community College Survey of Student Engagement is from 2018.  One of the strengths found from data in the 2016 Noel-Levitz Student Satisfaction Survey reflected the excellent quality of instruction students received in most of their classes.  Institutionally, instructors are effective and this is demonstrated in overall evaluations of graphic design instructors. According to the 2018 Community College Survey of Student Engagement data, the overall academic quality of WNC rated 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:

There are no special certifications or accreditations available to the program.

## D. Enrollment Trends:

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

WNC is now identified as a Minority Serving Institution. According to data provided by the WNC Office of Institutional Research and stated earlier in this review, a steady decline in AAS degree seekers is observed. A total of 55 AAS declared majors in the Spring of 2018 dropped to 41 AAS declared majors in the Spring of 2022. (AAS degree seekers may be switching to the AA Pathway when they learn about it.) The number of AAS Degrees awarded decreased from 9 in 2018 to 7 in 2022.  In five years combined data, more women than men were successful in program requirement courses (women success rates are at 85% and men are at 66%)  The point difference in men versus women is -19.5. (See Exhibit D - page 18).

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

AAS Program majors in Program requirements by minority status, five years combined reflects a 7.8 point difference with Historically Underserved (HUR) Minority students at 72% and Non-Historically Underserved minority at 79%. (See Exhibit D - page 18).

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

At every opportunity, the Graphic Design Professor makes presentations to area high schools and other events on campus and in the WNC service area. The Program actively pursues dual credit opportunities with high school students statewide. As stated previously under *Niches Served*, since the Fall of 2019, 88 students have earned dual credit for GRC 116 from Carson High School. Promotional materials, including the graphic design brochure, have been updated with current certificate/degree requirements, suggested course sequences, and examples of student work. For the past four years, the Program has worked closely with Capital City Arts Initiative (CCAI) to host an annual graphic design student exhibition in downtown Carson City. Each year the exhibition (and Program) receives positive press and promotion from *Carson Now* and the *Nevada Appeal* as well as CCAI's website and promotional fliers mailed throughout Northern Nevada. Graphic Design student work is also exhibited annually in WNC's Student Art Show.

**d. What initiatives have been undertaken to increase FTE?**

Since the Fall of 2017, students have had the opportunity to earn the AAS degree, AA Pathway and/or the certificate completely online. Overall, online courses have experienced higher enrollments than on-site courses. The Program also works with area high schools to offer dual credit opportunities for high school students who can earn credit for GRC 116 and GRC 200. The largest and most time-consuming initiative has been to redesign curriculum in all graphic design courses to remain current with the industry and to align with UNR's BFA program. Lectures and/or new tutorial videos needed to be made (all videos have been closed captioned). In the past year, WNC's Perkins College Credit Co-ordinator, Greg Sly, took part in several high school events and spoke to students and parents regarding all Professional and Applied Technology Programs. This increased the exposure of WNC's programs including Graphic Design. The Graphic Design Professor also promotes the Program giving presentations to area middle and high schools.

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

Students are advised each semester by the Graphic Design Professor in order to help them graduate in a timely manner. The Program understands the best way to retain students is to interact with them—especially with online courses. Instructors in the Program respond to student questions quickly so they not left hanging. Giving prompt feedback is essential to keep students motivated and gives them confidence to move forward. All courses and curriculum are assessed and updated to improve student success rates.

*Examples of student comments from online courses:*

*"Class is well laid out with stated goals at the beginning of each lesson. The instructor gives valuable feedback and responds quickly. Instructions for assignments are clear and thorough and include instructional videos as well as examples."*

*"Having assignments for the week due on Monday was helpful, because that way I could get them submitted on Friday and not have to worry about due dates as much. Also, the teacher was very detailed and specific during instructional videos, which really helped me learn the new platforms for the assignments. Including multiple student examples was also appreciated, since I could get a very good idea of what she wanted me to do, and get inspiration."*

# E. Need for the Program:

The major employers in the graphic design field include graphic design and multimedia agencies, advertising, publishing, public relations and other specialized design services.

According to the 2022 High Demand Occupation Analysis Report from the Nevada Governor's Office of Economic Development (GOED), an analysis for Carson City, Douglas, Lyon, Storey, and Washoe counties (for 2020) shows a total of 385 graphic design jobs. (Statewide, the total was 1,732 for 2020). The report also notes a typical entry-level education requires a bachelor's degree. Other Northern Nevada data shows employment data for the following: Art Directors (108 jobs), Web Development and Digital Interface Designers (176 jobs), All Other Designers (88 jobs).

Statewide data for the same positions shows: Art Directors (654 jobs), Web Development and Digital Interface Designers (1096 jobs), all Other Designers (335 jobs). (see GOED data page 63).

The most current national information available on the US Department of Labor, Bureau of Labor Statistics website is from May 2021and reflects a median pay for graphic designers at $50,710 per year and the typical entry-level education needed is a Bachelor's degree. WNC has established an AA pathway so students can successfully complete the first two years of the baccalaureate degree. In Nevada, there were between 808 - 2080 jobs available according to their data. (see Bureau of Labor Statistics data on page 64).

Ten-Year Industry and Occupational Projections data from the Nevada Department of Training and Rehabilitation (DETR) ranging from 2018-2028 data shows an increase of 18.15% in graphic design jobs (2,523 to 2,981). Data for advertising, marketing and public relations shows an increase of 16.67% (from 6,149 to 7,174 jobs); advertising and promotions managers show an increase of 15.77% (241 to 279 jobs);  marketing managers shows an  increase of 17.85% (1,832 to 2,159 jobs); arts, design entertainment, sports and media shows an increase of 14.89% (25,664 to 29,485 jobs); art and design workers shows an increase of 13.72% (6,635 to 7,545 jobs);  and art directors show an increase of 10.34% (522 to 576 jobs).  (see DETR data page 62).

The previous Program Review took place in 2016. One outcome from that report included researching the possibility of a baccalaureate degree in graphic communications.  Beginning in 2016, UNR created a graphic design program and subsequently built a BFA degree. WNC's Graphic Design Professor served on that search committee and also participated in curriculum reviews and subsequent adoption of courses through the common course numbering process. Students from the Program have made the successful transition up to UNR to earn their baccalaureate degree.  At the same time UNR was creating their degree, Truckee Meadows Community College was also creating a BA 3+1 degree that is granted through Nevada State College. WNC AA pathway students and AAS students have the opportunity to transfer to their program as well.

## F. Curriculum Review Report:

On August 12, 2022, the Curriculum Committee voted to approve the Graphic Design AAS Degree and Certificate Curriculum Review Reports. The curriculum review report describes how the Graphic Design 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 course outlines are up to date and include student learning outcomes.

- **Exhibit F:**  Curriculum Review Report/Response - page 24

## G. Internal and External Reviewer Reports:

- **Exhibit G:**  External Reviewer Final Report - page 49
- **Exhibit H:**  Internal Reviewer Final Report - page 51

## H. Findings and Recommendations:

**a.  A Five-Year Action Plan outlining major goals, projects, and/or priorities within the program for the next five years.**

- **Exhibit I:**  Five-Year Action Plan - page 55

**b.  A Five-Year Assessment Plan outlining program-level student learning outcome assessment plans that ensures 1) all program-level outcomes are assessed within the next five-year period and 2) meaningful findings from those assessments are applied to the program.**

- **Exhibit E:**  Five-Year Assessment  Plan - page 22

**c.  Program needs and/or opportunities for support, including budgetary requests, hiring recommendations, and recommended collaborations with internal and external partners.**
.
1.  Work with high school teachers who offer dual credit to ensure proper curriculum requirements are met.
2.  Procure a new color laser printer to replace the old one.
3.  Procure new computers for the graphic design lab.

**d.  Program successes and recommended action to continue or expand those successes.**

Student satisfaction and instructor engagement is extremely high throughout the Graphic Design Program.  The entire AAS degree is available online and students now have the opportunity to transfer to 4-year baccalaureate programs—many students have earned their baccaulareate degrees already.  The Graphic Design Professor continues to engage in professional development opportunities to further program curriculum design and development.

Actions include:
1.  Continue to coordinate with dual credit high school instructrors.
2.  Continue ongoing course-level and program level assessment.
3.  Continue to coordinate efforts with UNR's Graphic Design Program to maintain AA pathway for students wishing to pursue the BFA in Graphic Design.
4.  Provide information about certificate requirements in all graphic design course syllabi and encourage students to apply for the certificate of achievement as a stackable credential, whether they are earning an AAS or the AA Pathway.
5.  Update software/hardware in the computer labs.

**e.  Proposed program changes or adjustments, including but not limited to changes in program student learning outcomes, recommended curriculum changes or adjustments, changes to degrees/certificates offered, opportunities for program expansion or streamlining, proposed changes to program modality (e.g., offering distance learning or expanding online offerings), etc.**

1.  To bring the Program up to current standards, GRC 175 (Web Design I) curriculum needs to be updated  and GRC 275 (Web Design II) should be removed.
2.  Add ART 124 - Beginning Printmaking and ART 214 - Introduction to Book Arts to suggested ART course requirements.
3.  Monitor number of AAS degrees granted each fiscal year to determine the viability or need of the degree.
4.  Move the Graphic Design Program to the Liberal Arts Division. Graphic Design studies are blended with a range of liberal arts courses and are typically housed under Liberal Arts or Fine Arts Departments - TMCC Graphic Arts and Media Technology Program is housed in their Liberal Arts Division, not their Technical Sciences Division (their version of PAT).  Also, Graphic Design at UNR is housed in the  Art Department

**Exhibit "A"**

**Graphic Design Associate of Arts Pathway and Associate of Applied Science Degree**
**Student Learning Outcomes by Course:**

| Graphic Design |
|---|
| Associate of Art Pathway/Associate of Applied Science Degree |
| Program Student Learning Outcome/Required Course Curriculum Map |

| Outcomes | |
|---|---|
| 1 | Identify & apply terminology, concepts, principles, and practices from the range of topics important to graphic design |
| 2 | Implement design principles, operate design softare, and build projects |
| 3 | Integrate knowledge and skills to analyze and evaluate designs |
| 4 * | Apply knowledge and skills and demonstrate competency in the work environemnt |
| 5 | Develop a portfolio demonstrating design skills |

| 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 116* | Introduction to Digital Art & Design | 3 | 3 | 3 | 1 | 2 |
| GRC 175 | Web Design I | 3 | 3 | 3 | 1 | 2 |
| or ART 260* | Survey of Art History I | 3 | 1 | 3 | 1 | 1 |
| GRC 200* | Design Thinking & Methodologies | 3 | 3 | 3 | 1 | 2 |
| GRC 210* | Type I | 3 | 3 | 3 | 1 | 2 |
| GRC 220* | Graphic Design I | 3 | 3 | 3 | 1 | 3 |
| GRC 282 | Motion Graphics for Video | 3 | 3 | 3 | 1 | 2 |
| GRC 275 | Web Design II | 3 | 3 | 3 | 1 | 2 |
| or ART 261* | Survey of Art History II | 3 | 1 | 3 | 1 | 1 |
| GRC 294 | Professional Portfolio | 3 | 3 | 3 | 3 | 3 |
| MKT 210 | Marketing Principles | 3 | 3 | 3 | 3 | 1 |
| | | | | | | |
| | | | | | | |

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

**Courses with an * are required for the Associate of Arts Pathway for transfer to UNR.**

**Graphic Design Certificate of Achievement**

**Program Student Learning Outcome/Required Course Curriculum Map**

| Outcomes | |
|---|---|
| **1** | Identify & apply terminology, concepts, principles, and practices from the range of topics important to graphic design |
| **2** | Implement design principles, operate design software, and build projects |
| **3** | Integrate knowledge and skills to analyze and evaluate designs |
| **4** | Apply knowledge and skills and demonstrate competency in the work environment |
| **5** | Develop a portfolio demonstrating design skills |

| Required Courses | | Outcomes | | | | |
|---|---|---|---|---|---|---|
| **Course #** | **Name** | **1** | **2** | **3** | **4** | **5** |
| ART 100 | Visual Foundations | 3 | 1 | 3 | 1 | 1 |
| or ART 101 | Drawing I | 3 | 1 | 3 | 1 | 1 |
| GRC 116 | Introduction to Digital Art & Design | 3 | 3 | 3 | 1 | 2 |
| GRC 200 | Design Thinking & Methodologies | 3 | 3 | 3 | 1 | 2 |
| GRC 210 | Type I | 3 | 3 | 3 | 1 | 2 |
| GRC 220 | Graphic Design I | 3 | 3 | 3 | 1 | 3 |
| **Choose 6 units from the following:** | | | | | | |
| ART 260 | Survey of Art History I | 3 | 1 | 3 | 1 | 1 |
| ART 261 | Survey of Art History II | 3 | 1 | 3 | 1 | 1 |
| GRC 175 | Web Design I | 3 | 3 | 3 | 1 | 2 |
| GRC 282 | Motion Graphics for Video | 3 | 3 | 3 | 1 | 2 |
| MKT 210 | Marketing Principles | 3 | 3 | 3 | 3 | 1 |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

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

# Exhibit "C"
## Program Requirements - Scheduling/Enrollment History Report

**Graphic Design AAS, AA Pathway 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 pages)*

| First Semester | Fall 2017 | Sp 2018 | Fall 2018 | Sp 2019 | Fall 2019 | Sp 2020 | Fall 2020 | Sp 2021 | Fall 2021 | Sp 2022 |
|---|---|---|---|---|---|---|---|---|---|---|
| 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 116*  3 credits (prev. GRC 103)* | X | X | X | X | X | X | X | X | X | X |
| English Course   3 credits | X | X | X | X | X | X | X | X | X | X |
| Math Course   3 credits | X | X | X | X | X | X | X | X | X | X |
| **Second Semester** | | | | | | | | | | |
| ART Elective   3 credits | X | X | X | X | X | X | X | X | X | X |
| GRC 200*  3 credits (prev. GRC 156) | X | X | X | X | X | X | X | X | X | X |
| GRC 210*  3 credits (prev. GRC 144) | | X | | X | | X | | X | | X |
| English Course  3 credits | X | X | X | X | X | X | X | X | X | X |
| Elective  3 credits | X | X | X | X | X | X | X | X | X | X |
| **Third Semester** | | | | | | | | | | |
| GRC 220*  3 credits (prev. GRC 283) | X | X | X | X | X | X | X | X | X | X |
| GRC 175    3 credits | X | X | X | X | X | X | X | X | X | X |
|  or ART 260*  3 credits | X | X | X | X | X | X | X | X | | X |
| GRC 282   3 credits  (prev. GRC 188) | X | | X | | X | X | X | X | X | X |
| Science Course   3 credits | X | X | X | X | X | X | X | X | X | X |
| Elective  3 credits | X | X | X | X | X | X | X | X | X | X |
| **Fourth Semester** | | | | | | | | | | |
| GRC 275 3 credits | X | X | | X | X | X | | | | X |
|  or ART 261*  3 credits | X | X | X | | X | X | | X | | X |
| GRC 294  3 credits | | X | | X | X | X | | X | | X |
| MKT 210   3 credits | X | X | X | X | X | X | X | X | X | X |
| US + Nevada Const.  3 credits | X | X | X | X | X | X | X | X | X | X |
| Elective  3 credits | X | X | X | X | X | X | X | X | X | X |

Beginning Fall 2019 per the Common Course Numbering agreement with other NSHE institutions, GRC 116 replaced GRC 103, GRC 200 replaced GRC 156, GRC 210 replaced GRC 144, GRC 220 replaced GRC 283, and GRC 282 replaced GRC 188. MKT 210 was added and GRC 109 was removed.

* Courses recommended for AA pathway to UNR or TMCC/NSC

## WNC Program Review Metrics - Associate of Applied Science Graphic Design

### AAS Program Majors Enrolled by Academic Year



| | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 |
|---|---|---|---|---|---|
| | 55 | 39 | 37 | 34 | 41 |

% Change from prior year

| | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 |
|---|---|---|---|---|---|
| | 22% | -29% | -5% | -8% | 21% |

### AAS Degrees Awarded by Fiscal Year



| | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|---|---|---|---|---|---|
| | 9 | 5 | 6 | 3 | 7 |

% Change from prior year

| | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|---|---|---|---|---|---|
| | 13% | -44% | 20% | -50% | 133% |
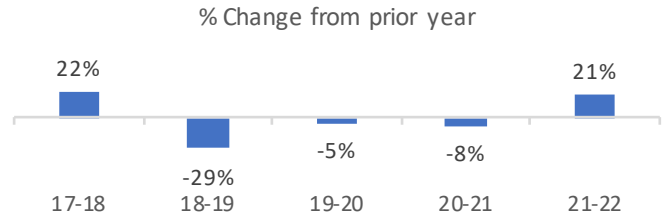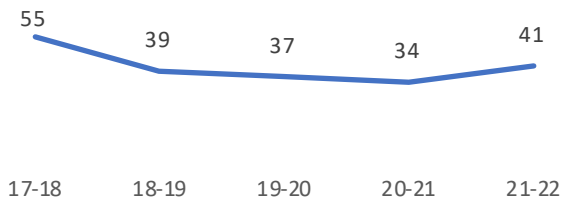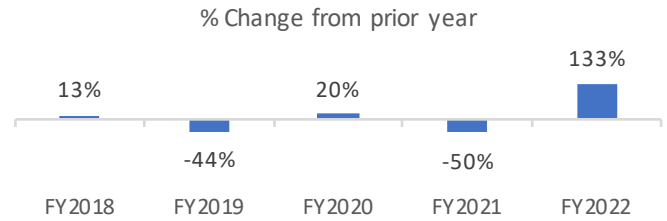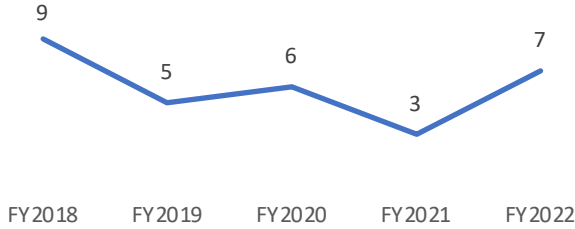
### Majors Enrolled by Degree Level



| | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 |
|---|---|---|---|---|---|
| CT | 6 | 4 | 13 | 13 | 11 |
| AAS | 55 | 39 | 37 | 34 | 41 |

■ AAS ■ CT
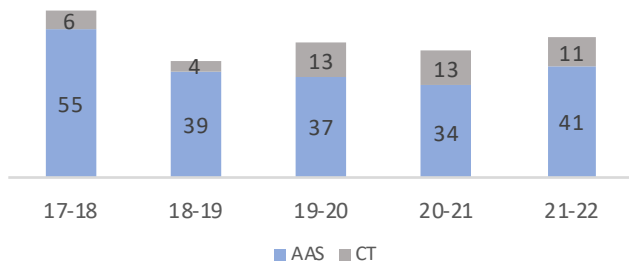
### Degrees and Certificates Awarded
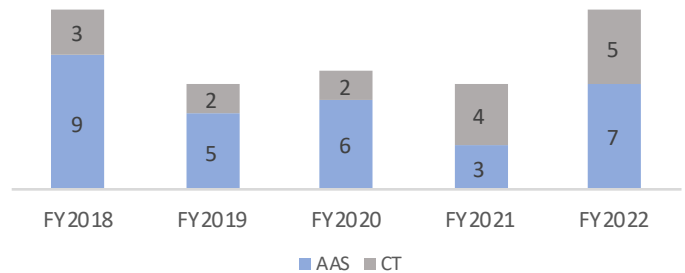


| | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|---|---|---|---|---|---|
| CT | 3 | 2 | 2 | 4 | 5 |
| AAS | 9 | 5 | 6 | 3 | 7 |

■ AAS ■ CT

### First-term Persistence and First-year Retention Rates for New, Post-secondary, AAS Graphic Design Degree-seeking Students by Entering Semester

| Entering Semester | Program Size | % of Overall | Persistence Rates | | Retention Rates | |
|---|---|---|---|---|---|---|
| | | | Program | Overall | Program | Overall |
| Fall 2021 | 10 | 5% | 80% | 69% | 40% | 53% |



| | Fall 17 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 |
|---|---|---|---|---|---|
| | 75% | 60% | 80% | 70% | 80% |



| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|---|---|---|---|---|---|
| | 43% | 25% | 40% | 40% | 40% |
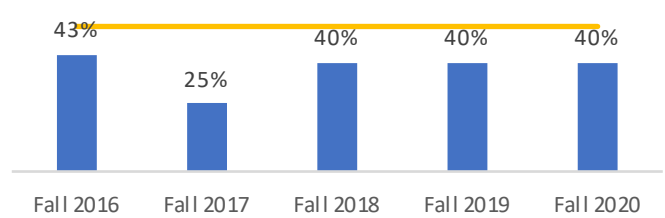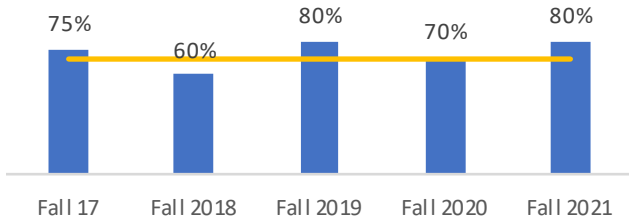
### Graduation Rates for New, Post-secondary, Degree-seeking Students within 150% of Expected Time by Entering Semester

| Entering Semester | Program Size | % of Overall | Graduation Rates | |
|---|---|---|---|---|
| | | | Program | Overall |
| Fall 2018 | 5 | 3% | 20% | 25% |



| | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 |
|---|---|---|---|---|---|
| | 36% | 60% | 14% | 38% | 20% |
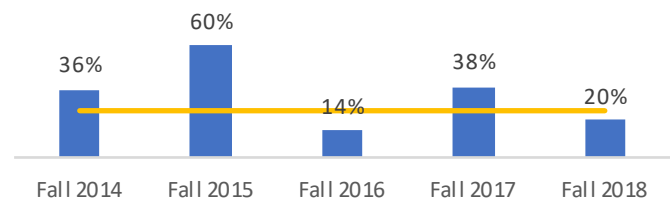
## Program Review Metrics - AAS Graphic Design Course Success Rates

### AAS Program Majors in All Courses by Academic Year
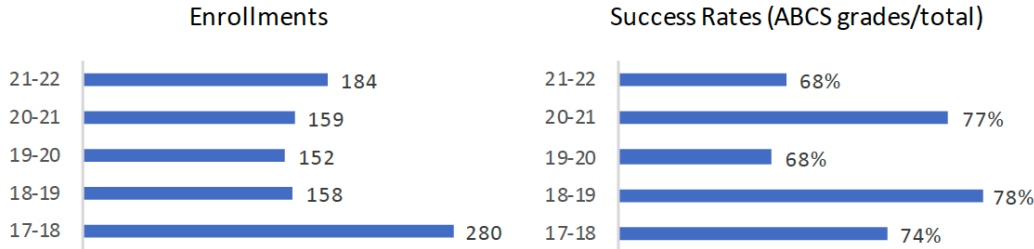
| Enrollments | | Success Rates (ABCS grades/total) | | Point Difference 20-21 Success Rate vs. Earliest 3-yr Avg |
|---|---|---|---|---|
| 21-22 | 184 | 21-22 | 68% | |
| 20-21 | 159 | 20-21 | 77% | -4.9 |
| 19-20 | 152 | 19-20 | 68% | |
| 18-19 | 158 | 18-19 | 78% | |
| 17-18 | 280 | 17-18 | 74% | |

### AAS Program Majors in Program Requirements by Academic Year
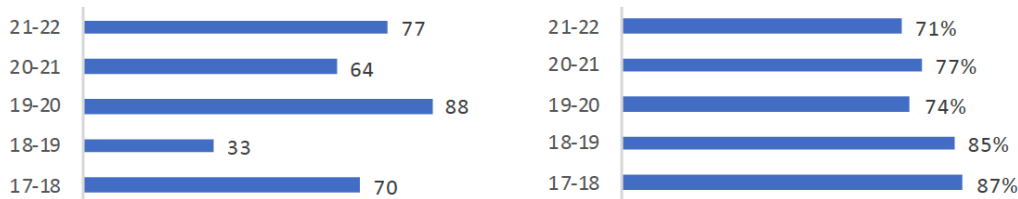
| | | | | Point Difference vs. Early 3-yr Avg |
|---|---|---|---|---|
| 21-22 | 77 | 21-22 | 71% | -9.2 |
| 20-21 | 64 | 20-21 | 77% | |
| 19-20 | 88 | 19-20 | 74% | |
| 18-19 | 33 | 18-19 | 85% | |
| 17-18 | 70 | 17-18 | 87% | |

### AAS Program Majors in Program Requirements by Course, 17-18 to 20-21

| | | | |
|---|---|---|---|
| ART 100 | 58 | ART 100 | 86% |
| ART 101 | 56 | ART 101 | 79% |
| GRC 116 | 36 | GRC 116 | 69% |
| GRC 175 | 43 | GRC 175 | 70% |
| GRC 200 | 28 | GRC 200 | 68% |
| GRC 210 | 21 | GRC 210 | 62% |
| GRC 220 | 17 | GRC 220 | 82% |
| GRC 275 | 24 | GRC 275 | 92% |
| GRC 282 | 17 | GRC 282 | 82% |
| GRC 294 | 32 | GRC 294 | 84% |
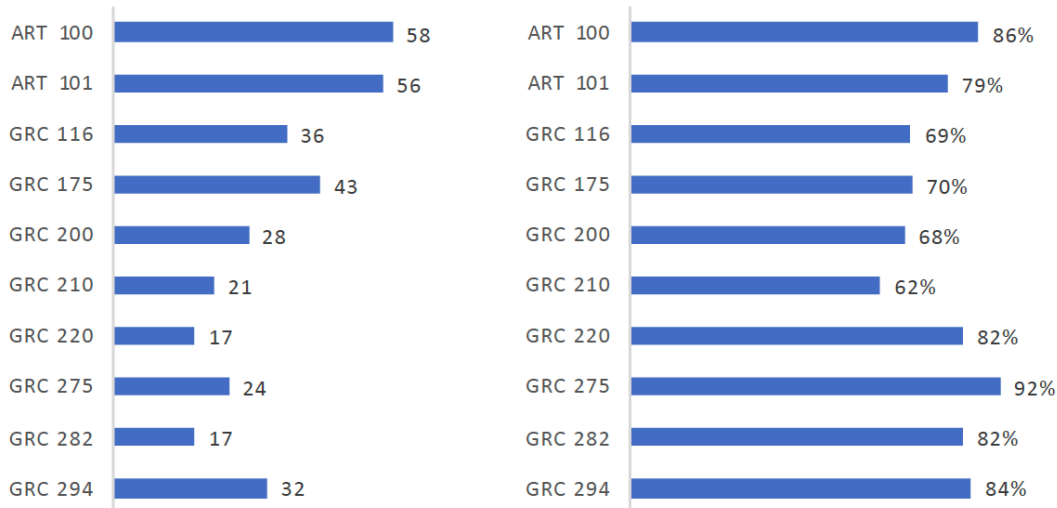
### AAS Program Majors in Program Requirements by Gender, Five Years Combined
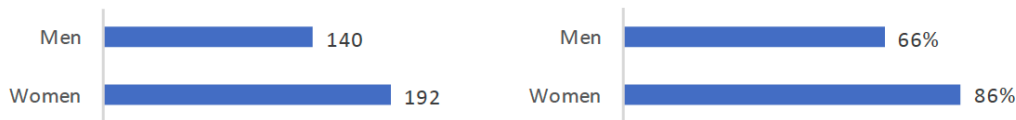
| | | | | Point Difference Men vs. Women |
|---|---|---|---|---|
| Men | 140 | Men | 66% | -19.5 |
| Women | 192 | Women | 86% | |

## AAS Program Majors in Requirements by Gender and Course, Five Years Combined
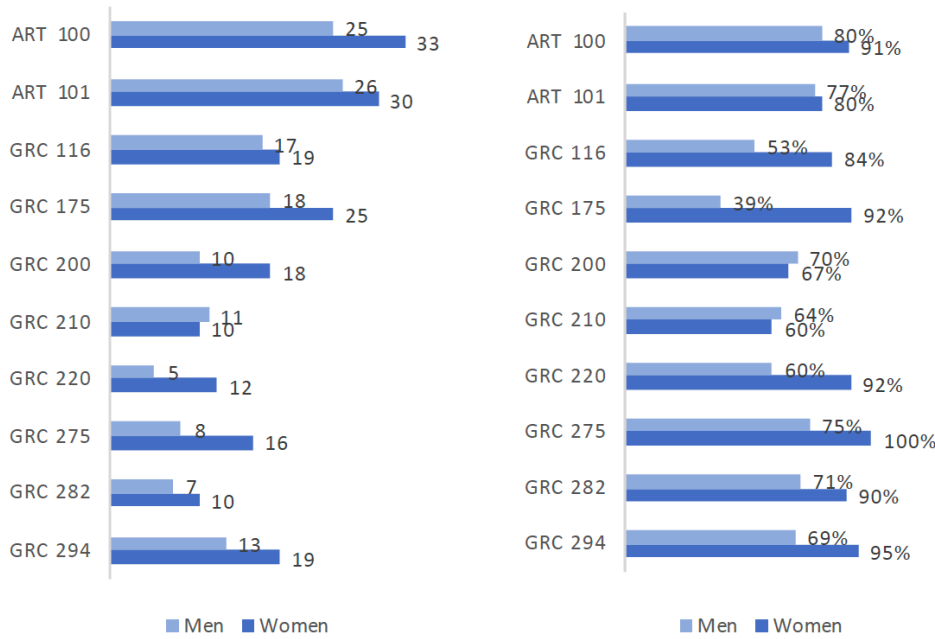
**Point Difference Men vs. Women**

| Course | Men | Women |
|--------|-----|-------|
| ART 100 | 25 | 33 |
| ART 101 | 26 | 30 |
| GRC 116 | 17 | 19 |
| GRC 175 | 18 | 25 |
| GRC 200 | 10 | 18 |
| GRC 210 | 11 | 10 |
| GRC 220 | 5 | 12 |
| GRC 275 | 8 | 16 |
| GRC 282 | 7 | 10 |
| GRC 294 | 13 | 19 |

■ Men ■ Women

| Course | Men | Women | Point Difference |
|--------|-----|-------|------------------|
| ART 100 | 80% | 91% | -10.9 |
| ART 101 | 77% | 80% | -3.1 |
| GRC 116 | 53% | 84% | -31.3 |
| GRC 175 | 39% | 92% | -53.1 |
| GRC 200 | 70% | 67% | 3.3 |
| GRC 210 | 64% | 60% | 3.6 |
| GRC 220 | 60% | 92% | -31.7 |
| GRC 275 | 75% | 100% | -25.0 |
| GRC 282 | 71% | 90% | -18.6 |
| GRC 294 | 69% | 95% | -25.5 |

■ Men ■ Women

## AAS Program Majors in Program Requirements by Minority Status, Five Years Combined

**Point Difference Non-HUR vs HUR**

| Status | Count |
|--------|-------|
| HUR Minority | 74 |
| Non-HUR Minority | 258 |

| Status | Percent | Point Difference |
|--------|---------|------------------|
| HUR Minority | 72% | |
| Non-HUR Minority | 79% | 7.8 |

## AAS Program Majors in Requirements by Minority Status and Year

**Point Difference Non-HUR vs HUR**

| Year | HUR Minority | Non-HUR Minority |
|------|--------------|------------------|
| 21-22 | 18 | 59 |
| 20-21 | 12 | 52 |
| 19-20 | 20 | 68 |
| 18-19 | 8 | 25 |
| 17-18 | 16 | 54 |

■ HUR Minority ■ Non-HUR Minority

| Year | HUR Minority | Non-HUR Minority | Point Difference |
|------|--------------|------------------|------------------|
| 21-22 | 67% | 73% | 6.2 |
| 20-21 | 33% | 87% | 53.2 |
| 19-20 | 80% | 72% | -7.9 |
| 18-19 | 88% | 84% | -3.5 |
| 17-18 | 88% | 87% | -0.5 |

■ HUR Minority ■ Non-HUR Minority
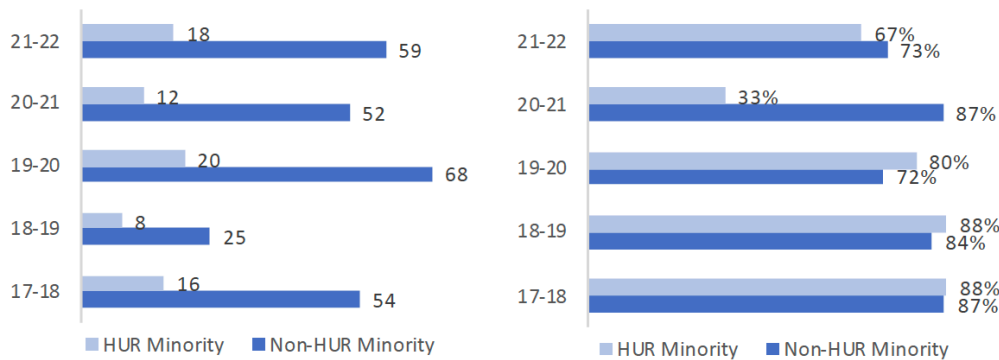
# Documentation on Program Review Metrics

## Program Majors Enrolled by Academic Year

This is a unique headcount of all declared majors in the program as of 12/1 for fall, 5/1 for spring and 8/25 for summer semesters.  Students are considered to be enrolled even if they have W grades as a result of withdrawing from one or all of their classes.

## Degrees Awarded by Fiscal Year

This is the total number of awards (degrees and/or certificates) in this program during a fiscal year defined as summer, fall, and spring semesters. A fiscal year begins July 1 and ends June 30.

## Program Majors Enrolled by Major and Degrees Awards by Award Major

These headcounts and award counts are the same as above but provide the detail by specific majors or degree and certificate levels within the program.

## First-term Persistence and First-year Retention Rates for New, Post-secondary, Degree-seeking Students by Entering Semester

The first-term persistence rate is calculated as the percentage of AAS program majors enrolling in higher education for the first time after graduating from high school or after enrolling elsewhere after high school graduation and who continue to be enrolled the next spring or receive any award during their entering fall semester by entering fall semester. Students in the cohort may include students enrolled at WNC previously as high school students. Students must be enrolled as of October 15 and as a program major to be included. Other metrics include the most recent entering semester for the calculation, the number of students in the program (Program Size), the relative size of the program (% of Overall) to all AAS degree-seeking students in the cohort, the most recent persistence rate, and the overall persistence rate for all new, post-secondary AAS degree-seeking students entering during the most recent fall semester.  All data include both part-time and full-time students and students who are first-year in college as well as transfer students. Additional information can be found by exploring the Persistence and Retention Rates Dashboards in WestNet.

The first-year retention rate is calculated on the same population of students defined above as the percentage who continue to be enrolled the next fall semester or receive any award during their first year prior to the next fall semester. The overall retention rate is for all new, post-secondary AAS degree-seeking students entering during the most recent fall semester available for this calculation.

## Graduation Rates for New, Post-secondary, Degree-seeking Students

The 150% graduation rate is calculated on the same population above as the percentage who receive an award within 150% of the time required to normally complete that award - a skills preparation certificate within one year, a Certificate of Achievement within a year and one-half, an Associate degree within three years or a Bachelor's degree within six years.  The overall graduation rate is for all new, post-secondary AAS degree-seeking students entering during the most recent fall semester available for this calculation and includes both part-time and full-time students. Additional information can be found by exploring the Graduation Rates Dashboard in WestNet.

## Course Success Rates for Program Majors in Courses

This is calculated as the percentage of program majors who received a C- or higher grade, including a P or S grade in their classes during summer, fall, and spring semesters of a given year.  Data include all enrollments in group classes with a final grade, including incompletes, audits, and withdrawals, as of the end of the semester.  Excluded are independent study, field study and clinical nursing classes. Course success rates are provided for the most recent five years and the rate for the most recent year is compared to the earliest three-year average to assess any improvements over time as a measure of the difference in percentage points. Additional information is provided comparing course success rates for men and women and for historically underserved minority students (HUR) and non-HUR students. HUR students include those identifying as Native American/Alaska Native, Black, Hispanic, Pacific Islander/Native Hawaiian, and two or more ethnicities.  These comparisons are to help identify potential achievement gaps between these major groups.  Additional information can be found by exploring the Course Success Dashboard in WestNet.

# Exhibit "E"
## 5-Year Assessment Plan

List program learning outcomes below 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. Add or remove rows as necessary for your program.

| Outcomes | Year 1 2022-23 | Year 2 2023-24 | Year 3 2024-25 | Year 4 2025-26 | Year 5 2026-27 | Means of Assessment |
|---|---|---|---|---|---|---|
| **Insert Year:** | | | | | | |
| **1. Assess Program Outcome #1 Apply technical skills in current design technologies** (*Student Learning Outcome #2: Implement design principles, operate design software, and build projects.* | X (GRC 116) | | X (GRC 210) | | | Students will be given competency-based assignments and exams then graded and evaluated using rubrics and outcomes in Canvas. (GRC 116, 210). (Type Classifications) |
| **2. 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, and Student Learning Outcome #3: Integrate knowledge and skills to analyze and evaluate designs* | | X (GRC 220) | | X (GRC 220) | | 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 220) |
| **3. Assess Program Outcome #3 Develop a portfolio of work demonstrating design skills** (*Student Learning Outcome #5 Develop a portfolio that demonstrates design skills* | X (GRC 294 or GRC 220) | | X (GRC 294 or GRC 220) | | X (GRC 294 or GRC 220) | Student portfolios will be reviewed and graded and using a rubric and outcomes developed by WNC faculty and the graphic design advisory board. |
| | | | | | | |

**Program Review Five-Year Assessment Plan**

**Comments/Reflections**:

**Name of Program: Graphic Design Program AAS**
**Review Period: AY 22/23**

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

**ASSOCIATE OF APPLIED SCIENCE Mission:** The Associate of Applied Science degree in Graphic Design will provide employment-related knowledge and skills necessary for entry-level positions in the Graphic Design field.

**CERTIFICATE OF ACHIEVEMENT Mission:** The Graphic Design Certificate of Achievement will provide basic knowledge and skills necessary to enter the graphic design field and provide credits for possible transfer to other colleges and universities within the NSHE system.

**ASSOCIATE OF ARTS PATHWAY Mission:** To meet higher educational and professional goals, the Associate of Arts pathway in Graphic Design will provide knowledge and skills to prepare the student for transfer to other colleges and universities within the NSHE system.

**Program Learning Outcomes:**
- Identify and apply terminology, concepts, principles, and practices from the range of topics important to the field.
- Implement design principles, operate design software, and build projects.
- Integrate knowledge and skills to analyze and evaluate designs.
- Develop a portfolio that demonstrates design skills

| Met | 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.**

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 Design 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 a Certificate of Achievement. In 2019, the Program began to offer an Associate of Arts Pathway for students wishing to transfer to an NSHE four-year college or university with junior standing towards bachelor's degree. The Program partners with the University of Nevada, Reno's Graphic Design BFA degree and Nevada State College/Truckee Meadows Community College's Graphic Arts and Media Technology 3+1 BA degree. The Program also provides instruction for those already in the industry who are in need of upgrading skills and knowledge. Courses in the Graphic Design Program teach concepts applied to the many areas of graphic design including type design, advertising design, web design, and animation. Class projects are designed to help students build professional portfolios to either market themselves for employment or to use when transferring to four-year college or university programs. The lead faculty member enrolls in educational enrichment opportunities every year to remain current in industry standards and improve the Program.

The most significant trend affecting the Program, as noted in the previous program review, are the new Graphic Design Baccalaureate degree opportunities granted through the University of Nevada, Reno and Truckee Meadows Community College (through Nevada State College). To ensure that WNC students could transfer seamlessly to either institution, the lead faculty member worked closely with both institutions as they built their programs. She served on the search committee to hire UNR's Graphic Design Professor, collaborated on curriculum development, and worked through the common course numbering process with both institutions throughout their degree construction phases. Once in place, the WNC Program was overhauled; this included the Program name change (from Graphic Communications to Graphic Design). New courses were added, some were revised and some were removed. The final updated program requirements were implemented for the Fall 2019 catalog. In addition to the AAS and Certificate, WNC students can choose the AA Pathway, allowing them to transfer to either institution's baccalaureate program. The bachelor's degree is the industry-standard, entry-level, minimum qualification for graphic design positions. Now, AAS degree seeking students have to compete with students who have earned a bachelor's degree for the same jobs. Most students are now opting for the AA pathway and this has resulted in a decline of AAS degrees granted. The challenge for the Program is the AA Pathway does not designate a Graphic Design emphasis, so those students are not counted toward the Program numbers.

Another trend affecting the Program since the last program review has been the student demand for online courses. Beginning in the Fall of 2017, all courses were built online using the Canvas platform and include student learning outcomes, assessment rubrics and closed captioning. WNC students have been able complete the entire Graphic Design AAS Degree, AA Pathway, and Certificate online.

**[Met]**  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.**

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

[Met]        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.**

The courses in the Graphic Design Program are scheduled in a manner to allow a student to complete the AAS or AA Pathway 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 Data "Attachment C."

[Met]        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 review, review process, and those involved in the review.**

None

Met        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.**

The AA and AS program reviews were completed in 2021, and those programs include general education courses for the Graphic Design Program. The AS program review was completed by Rachelle Bassen, Smriti Bhattarai, and Martin Schmidt in 2021. The AA program review was completed by Tim Mayo and Ana Casareto in 2021.

Met        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).**

The catalog information on the website for the Graphic Design Program Certificate and degree requirements were updated in the Fall of 2021 and all information remains current. All course outlines are up to date with current course titles, course descriptions and linkages to WNC Student Learning Outcomes where applicable. The mission for the AAS degree, AA Pathway 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 AAS Degree, AA Pathway and Certificate requirements.

Met        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.)**

All course outlines include Student Learning Outcomes. GRC 175 and GRC 294 course outlines needed to be updated to remove General Education Learning Outcomes, previously required by the institution. ART 141 SLO's needed to be revised as well. All course outlines including updated versions of GRC 175, GRC 294 and ART 141 are attached to this report.

Met        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.**

The Graphic Design 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 or AA Pathway, 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. 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 200 and GRC 220).

[Met]       Partially Met       Not Met

Comments: None

General Recommendations by Curriculum Committee: None

*Geraldine Pope*
_____
Curriculum Committee Chair Signature

8/18/22
_____
Date

# Graphic Design Program

## Suggested Course Sequence
## A.A.S. Degree in Graphic Design

### ASSOCIATE OF APPLIED SCIENCE DEGREE

| TOTAL REQUIREMENTS | 60 UNITS |
|---|---|

| PROGRAM REQUIREMENTS | | 36 UNITS |
|---|---|---|
| ART 100* | Visual Foundations | 3 |
| ART 101* | Drawing 1 | 3 |
| GRC 116* | Introduction to Digital Art and Design | 3 |
| GRC 175 | Web Design 1 or ART 260* Survey of Art History I | 3 |
| GRC 200* | Design Thinking and Methodologies | 3 |
| GRC 210* | Typography 1 | 3 |
| GRC 220* | Graphic Design I | 3 |
| GRC 282 | Motion Graphics for Video | 3 |
| GRC 275 | Web Design II or ART 261* Survey of Art History II | 3 |
| GRC 294 | Professional Portfolio | 3 |
| MKT 210 | Marketing Principles | 3 |
| Any other ART class (Recommend ART 141* ) | | 3 |

| GENERAL EDUCATION REQUIREMENTS | 24 UNITS |
|---|---|
| English/Communications Requirement: *Recommend ENG 101* and 102** | 6 |
| Mathematics Requirement: *Recommend Math 120* or higher* | 3 |
| Science Requirement | 3 |
| U.S. and Nevada Constitution Requirement | 3 |
| General Electives | 9 |

*A list of all courses filling general education requirements for the Associate of Applied Science degree can be found on the Associate of Applied Science page.*

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**GRAPHIC DESIGN - Suggested Course Sequence**
*Note: Sequence based on enrollment that begins with the fall semester.
Some courses may not be taught each semester.*

| FIRST SEMESTER | Completed | THIRD SEMESTER | Completed |
|---|---|---|---|
| ART 100* | 3 ☐ | GRC 220* | 3 ☐ |
| ART 101* | 3 ☐ | GRC 175 or ART 260* | 3 ☐ |
| GRC 116* | 3 ☐ | GRC 282 | 3 ☐ |
| English Course | 3 ☐ | Science Course | 3 ☐ |
| Math  Course | 3 ☐ | Elective | 3 ☐ |
| **SECOND SEMESTER** | **Completed** | **FOURTH SEMESTER** | **Completed** |
| ART Elective | 3 ☐ | GRC 275 or ART 261* | 3 ☐ |
| GRC 200* | 3 ☐ | GRC 294 | 3 ☐ |
| GRC 210* | 3 ☐ | MKT 210 | 3 ☐ |
| English Course | 3 ☐ | U.S. and Nevada Constitution | 3 ☐ |
| Elective | 3 ☐ | Elective | 3 ☐ |

## Suggested Course Sequence
## Certificate in Design

### CERTIFICATE OF ACHIEVEMENT

| TOTAL REQUIREMENTS | 30 UNITS |
|---|---|

| PROGRAM REQUIREMENTS | | 21 UNITS |
|---|---|---|
| ART 100 | Visual Foundations | |
| or ART 101 | Drawing I | 3 |
| GRC 116 | Introduction to Digital Art and Design | 3 |
| GRC 200 | Design Thinking and Methodologies | 3 |
| GRC 210 | Typography I | 3 |
| GRC 220 | Graphic Design I | 3 |

| Choose 6 units from the following: | | |
|---|---|---|
| ART 260 | Survey of Art History I | 3 |
| Art 261 | Survey of Art History II | 3 |
| GRC 175 | Web Design I | 3 |
| GRC 282 | Motion Graphics for Video | 3 |
| MKT 210 | Marketing Principles | 3 |

| GENERAL EDUCATION REQUIREMENTS | 9 UNITS |
|---|---|
| English/Communications Requirements | 3 |
| Mathematics Requirement | 3 |
| Human Relations | 1-3 |
| Elective | 0-2 |

*A list of all courses filling general education requirements for the Certificate of Achievement can be found on the Certificate of Achievement page.*

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**GRAPHIC DESIGN - Suggested Course Sequence**

| FIRST SEMESTER | Completed | SECOND SEMESTER | Completed |
|---|---|---|---|
| ART 100 or ART 101 | 3 ☐ | GRC 210 | 3 ☐ |
| GRC 116 | 3 ☐ | GRC 220 | 3 ☐ |
| GRC 200 | 3 ☐ | Program Elective | 3 ☐ |
| Program Elective | 3 ☐ | General Education Course | 6 ☐ |
| General Education Course | 3 ☐ | | |

## Attachment "B"

# Graphic Design Program

**Graphic Design AAS, AA Pathway 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 pages)*

| First Semester | Fall 2017 | Sp 2018 | Fall 2018 | Sp 2019 | Fall 2019 | Sp 2020 | Fall 2020 | Sp 2021 | Fall 2021 | Sp 2022 |
|---|---|---|---|---|---|---|---|---|---|---|
| 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 116* 3 credits (prev. GRC 103)* | X | X | X | X | X | X | X | X | X | X |
| English Course 3 credits | X | X | X | X | X | X | X | X | X | X |
| Math Course 3 credits | X | X | X | X | X | X | X | X | X | X |
| **Second Semester** | | | | | | | | | | |
| ART Elective 3 credits | X | X | X | X | X | X | X | X | X | X |
| GRC 200* 3 credits (prev. GRC 156) | X | X | X | X | X | X | X | X | X | X |
| GRC 210* 3 credits (prev. GRC 144) | | X | | X | | X | | X | | X |
| English Course 3 credits | X | X | X | X | X | X | X | X | X | X |
| Elective 3 credits | X | X | X | X | X | X | X | X | X | X |
| **Third Semester** | | | | | | | | | | |
| GRC 220* 3 credits (prev. GRC 283) | X | X | X | X | X | X | X | X | X | X |
| GRC 175 3 credits | X | X | X | X | X | X | X | X | X | X |
| or ART 260* 3 credits | X | X | X | X | X | X | X | X | | X |
| GRC 282 3 credits (prev. GRC 188) | X | | X | | X | X | X | X | X | X |
| Science Course 3 credits | X | X | X | X | X | X | X | X | X | X |
| Elective 3 credits | X | X | X | X | X | X | X | X | X | X |
| **Fourth Semester** | | | | | | | | | | |
| GRC 275 3 credits | X | X | | X | X | X | | | | X |
| or ART 261* 3 credits | X | X | X | | X | X | | X | | X |
| GRC 294 3 credits | | X | | X | X | X | | X | | X |
| MKT 210 3 credits | X | X | X | X | X | X | X | X | X | X |
| US + Nevada Const. 3 credits | X | X | X | X | X | X | X | X | X | X |
| Elective 3 credits | X | X | X | X | X | X | X | X | X | X |

Beginning Fall 2019 per the Common Course Numbering agreement with other NSHE institutions, GRC 116 replaced GRC 103, GRC 200 replaced GRC 156, GRC 210 replaced GRC 144, GRC 220 replaced GRC 283, and GRC 282 replaced GRC 188. MKT 210 was added and GRC 109 was removed.

* Courses recommended for AA pathway to UNR or TMCC/NSC

# 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

| Division | Course | Title | Location | Mode | Day | Days/Week | Fall 2017 | Spr 2018 | Sum 2018 | Fall 2018 | Spr 2019 | Sum 2019 | Fall 2019 | Spr 2020 | Sum 2020 | Fall 2020 | Spr 2021 | Sum 2021 | Fall 2021 | Spr 2022 | Sum 2022 | Total Enrolled |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Prof & Applied | GRC 103 | Intro Computer Graphics | CARSON | In person | MW | 2 | 0 | 0 | 0 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| Prof & Applied | GRC 103 | Intro Computer Graphics | CARSON | In person | MW | 2 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Prof & Applied | GRC 103 | Intro Computer Graphics | WEB | Online | | Online | 23 | 0 | 0 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 44 |
| Prof & Applied | GRC 103 | Intro Computer Graphics | WEB | Online | | Online | 0 | 28 | 0 | 0 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 51 |
| Prof & Applied | GRC 109 | Color and Design | WEB | Online | | Online | 0 | 12 | 0 | 0 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 |
| Prof & Applied | GRC 109 | Color and Design | WEB | Online | | Online | 21 | 0 | 0 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 |
| Prof & Applied | GRC 116 | Intro Digital Art and Design | CARSON | In person | | N/A | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 29 | 0 | 0 | 25 | 0 | 0 | 54 |
| Prof & Applied | GRC 116 | Intro Digital Art and Design | CARSON | In person | | N/A | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 34 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 34 |
| Prof & Applied | GRC 116 | Intro Digital Art and Design | CARSON | In person | M | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 10 |
| Prof & Applied | GRC 116 | Intro Digital Art and Design | CARSON | In person | MW | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| Prof & Applied | GRC 116 | Intro Digital Art and Design | CARSON | In person | W | 1 | 0 | 0 | 0 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |
| Prof & Applied | GRC 116 | Intro Digital Art and Design | WEB | Online | | Online | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 0 | 0 | 29 | 0 | 0 | 16 | 0 | 0 | 65 |
| Prof & Applied | GRC 116 | Intro Digital Art and Design | WEB | Online | | Online | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 | 0 | 0 | 28 | 0 | 0 | 17 | 0 | 72 |
| Prof & Applied | GRC 144 | Elect Layout & Typography | WEB | Online | | Online | 0 | 13 | 0 | 0 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 |
| Prof & Applied | GRC 156 | Design With Illustrator | WEB | Online | | Online | 0 | 11 | 0 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |
| Prof & Applied | GRC 156 | Design With Illustrator | WEB | Online | | Online | 13 | 0 | 0 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 |
| Prof & Applied | GRC 175 | Web Design I | CARSON | In person | MW | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 0 | 0 | 11 |
| Prof & Applied | GRC 175 | Web Design I | CARSON | In person | MW | 2 | 0 | 0 | 0 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 |
| Prof & Applied | GRC 175 | Web Design I | CARSON | In person | T | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Prof & Applied | GRC 175 | Web Design I | WEB | Online | | Online | 13 | 0 | 0 | 6 | 0 | 0 | 18 | 0 | 0 | 11 | 0 | 0 | 12 | 0 | 0 | 60 |
| Prof & Applied | GRC 175 | Web Design I | WEB | Online | | Online | 0 | 5 | 0 | 0 | 10 | 0 | 0 | 12 | 0 | 0 | 16 | 0 | 0 | 9 | 0 | 52 |
| Prof & Applied | GRC 179 | Multimed Design & Production | WEB | Online | | Online | 0 | 18 | 0 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 |
| Prof & Applied | GRC 183 | Design With Photoshop | CARSON | In person | M | 1 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Prof & Applied | GRC 183 | Design With Photoshop | WEB | Online | | Online | 0 | 12 | 0 | 0 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 |
| Prof & Applied | GRC 183 | Design With Photoshop | WEB | Online | | Online | 0 | 0 | 0 | 18 | 0 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 |
| Prof & Applied | GRC 188 | Web Animation I | CARSON | In person | T | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Prof & Applied | GRC 188 | Web Animation I | WEB | Online | | Online | 15 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| Prof & Applied | GRC 200 | Design Thinking Methodologies | CARSON | In person | | N/A | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 34 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 34 |
| Prof & Applied | GRC 200 | Design Thinking Methodologies | CARSON | In person | | N/A | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 0 | 0 | 25 | 0 | 55 |
| Prof & Applied | GRC 200 | Design Thinking Methodologies | WEB | Online | | Online | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 0 | 0 | 15 | 0 | 0 | 12 | 0 | 41 |
| Prof & Applied | GRC 200 | Design Thinking Methodologies | WEB | Online | | Online | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 0 | 0 | 17 | 0 | 0 | 11 | 0 | 0 | 40 |
| Prof & Applied | GRC 210 | Typography I | WEB | Online | | Online | 0 | 22 | 0 | 0 | 0 | 0 | 0 | 28 | 0 | 0 | 22 | 0 | 0 | 0 | 0 | 72 |
| Prof & Applied | GRC 220 | Graphic Design I | WEB | Online | | Online | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 4 |
| Prof & Applied | GRC 220 | Graphic Design I | WEB | Online | | Online | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 0 | 0 | 15 | 0 | 0 | 19 | 0 | 0 | 47 |
| Prof & Applied | GRC 275 | Web Design II | WEB | Online | | Online | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 3 | 0 | 0 | 13 | 0 | 0 | 9 | 0 | 28 |
| Prof & Applied | GRC 275 | Web Design II | WEB | Online | | Online | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 11 |
| Prof & Applied | GRC 282 | Motion Graphics for Video | WEB | Online | | Online | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 0 | 0 | 11 | 0 | 0 | 8 | 0 | 0 | 31 |
| Prof & Applied | GRC 282 | Motion Graphics for Video | WEB | Online | | Online | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 0 | 13 | 0 | 0 | 10 | 0 | 30 |
| Prof & Applied | GRC 283 | Electronic Imaging II | WEB | Online | | Online | 10 | 0 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |
| Prof & Applied | GRC 283 | Electronic Imaging II | WEB | Online | | Online | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Prof & Applied | GRC 294 | Professional Portfolio | WEB | Online | | Online | 0 | 14 | 0 | 0 | 7 | 0 | 0 | 6 | 0 | 0 | 4 | 0 | 0 | 6 | 0 | 37 |
| Prof & Applied | MKT 210 | Marketing Principles | CARSON | In person | MW | 2 | 0 | 0 | 0 | 0 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |
| Prof & Applied | MKT 210 | Marketing Principles | CARSON | In person | MW | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 10 |
| Prof & Applied | MKT 210 | Marketing Principles | CARSON | In person | T | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |
| Prof & Applied | MKT 210 | Marketing Principles | CARSON | In person | Th | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Prof & Applied | MKT 210 | Marketing Principles | CARSON | In person | TTh | 2 | 0 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 0 | 30 |
| Prof & Applied | MKT 210 | Marketing Principles | SLVRSPRNGS | In person | | N/A | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Prof & Applied | MKT 210 | Marketing Principles | SLVRSPRNGS | In person | | N/A | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Prof & Applied | MKT 210 | Marketing Principles | SLVRSPRNGS | In person | | N/A | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Prof & Applied | MKT 210 | Marketing Principles | WEB | Online | | Online | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 0 | 0 | 30 | 0 | 60 |
| Prof & Applied | MKT 210 | Marketing Principles | WEB | Online | | Online | 20 | 0 | 0 | 28 | 0 | 0 | 32 | 0 | 0 | 29 | 0 | 0 | 27 | 0 | 0 | 136 |
| Prof & Applied | MKT 210 | Marketing Principles | WEB | Online | | Online | 0 | 14 | 0 | 0 | 17 | 0 | 0 | 32 | 0 | 0 | 26 | 0 | 0 | 14 | 0 | 103 |

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

| Division | Course | Title | Location | Mode | Day | Days/Week | Fall 2017 | Spr 2018 | Sum 2018 | Fall 2018 | Spr 2019 | Sum 2019 | Fall 2019 | Spr 2020 | Sum 2020 | Fall 2020 | Spr 2021 | Sum 2021 | Fall 2021 | Spr 2022 | Sum 2022 | Total Enrolled |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Liberal Arts | ART 100 | Visual Foundations | CARSON | In person | MW | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 0 | 0 | 12 | 0 | 21 |
| Liberal Arts | ART 100 | Visual Foundations | CARSON | In person | MW | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 0 | 0 | 10 |
| Liberal Arts | ART 100 | Visual Foundations | CARSON | In person | MW | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |
| Liberal Arts | ART 100 | Visual Foundations | CARSON | In person | MW | 2 | 0 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |
| Liberal Arts | ART 100 | Visual Foundations | CARSON | In person | MW | 2 | 10 | 0 | 0 | 15 | 0 | 0 | 9 | 0 | 0 | 12 | 0 | 0 | 0 | 0 | 0 | 46 |
| Liberal Arts | ART 100 | Visual Foundations | CARSON | In person | MW | 2 | 12 | 0 | 0 | 14 | 0 | 0 | 16 | 0 | 0 | 12 | 0 | 0 | 0 | 0 | 0 | 54 |
| Liberal Arts | ART 100 | Visual Foundations | CARSON | In person | Th | 1 | 0 | 18 | 0 | 0 | 0 | 0 | 0 | 13 | 0 | 0 | 0 | 0 | 13 | 0 | 0 | 31 |
| Liberal Arts | ART 100 | Visual Foundations | CARSON | In person | TTh | 2 | 0 | 0 | 0 | 0 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |
| Liberal Arts | ART 100 | Visual Foundations | CARSON | In person | TTh | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 0 | 0 | 0 | 31 |
| Liberal Arts | ART 100 | Visual Foundations | CARSON | In person | TTh | 2 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| Liberal Arts | ART 100 | Visual Foundations | FALLON | In person | M | 1 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |
| Liberal Arts | ART 100 | Visual Foundations | FALLON | In person | M | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |
| Liberal Arts | ART 100 | Visual Foundations | FALLON | In person | MW | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 5 |
| Liberal Arts | ART 100 | Visual Foundations | FALLON | In person | MW | 2 | 13 | 13 | 0 | 0 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 29 |
| Liberal Arts | ART 100 | Visual Foundations | FALLON | In person | MW | 2 | 0 | 0 | 0 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 24 |
| Liberal Arts | ART 100 | Visual Foundations | WEB | Online | | Online | 0 | 58 | 0 | 0 | 51 | 0 | 0 | 27 | 0 | 0 | 30 | 0 | 29 | 30 | 0 | 196 |
| Liberal Arts | ART 100 | Visual Foundations | WEB | Online | | Online | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 0 | 0 | 20 | 0 | 0 | 18 | 64 |
| Liberal Arts | ART 100 | Visual Foundations | WEB | Online | | Online | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 0 | 0 | 14 | 0 | 42 |
| Liberal Arts | ART 100 | Visual Foundations | WEB | Online | | Online | 30 | 0 | 0 | 51 | 0 | 0 | 54 | 0 | 0 | 61 | 0 | 0 | 29 | 0 | 0 | 225 |
| Liberal Arts | ART 101 | Drawing I | CARSON | In person | MW | 2 | 0 | 0 | 0 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 24 | 0 | 0 | 24 |
| Liberal Arts | ART 101 | Drawing I | CARSON | In person | MW | 2 | 19 | 0 | 0 | 0 | 0 | 0 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 39 |
| Liberal Arts | ART 101 | Drawing I | CARSON | In person | MW | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 0 | 0 | 0 | 0 | 0 | 32 |
| Liberal Arts | ART 101 | Drawing I | CARSON | In person | MW | 2 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |
| Liberal Arts | ART 101 | Drawing I | CARSON | In person | T | 1 | 0 | 0 | 0 | 16 | 0 | 0 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 |
| Liberal Arts | ART 101 | Drawing I | CARSON | In person | T | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 | 0 | 0 | 0 | 0 | 0 | 20 | 0 | 34 |
| Liberal Arts | ART 101 | Drawing I | CARSON | In person | Th | 1 | 0 | 11 | 0 | 0 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 41 |
| Liberal Arts | ART 101 | Drawing I | CARSON | In person | Th | 1 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 |
| Liberal Arts | ART 101 | Drawing I | CARSON | In person | TTh | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |
| Liberal Arts | ART 101 | Drawing I | CARSON | In person | TTh | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 0 | 0 | 0 | 0 | 13 |
| Liberal Arts | ART 101 | Drawing I | CARSON | In person | TTh | 2 | 0 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 0 | 0 | 23 | 0 | 0 | 37 |
| Liberal Arts | ART 101 | Drawing I | CARSON | In person | TTh | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Liberal Arts | ART 101 | Drawing I | WEB | Online | | Online | 28 | 0 | 0 | 28 | 0 | 0 | 28 | 0 | 0 | 30 | 0 | 0 | 58 | 0 | 0 | 172 |
| Liberal Arts | ART 101 | Drawing I | WEB | Online | | Online | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Liberal Arts | ART 101 | Drawing I | WEB | Online | | Online | 0 | 30 | 0 | 0 | 30 | 0 | 0 | 27 | 0 | 0 | 59 | 0 | 0 | 56 | 0 | 202 |
| Liberal Arts | ART 141 | Intro Digital Photography | CARSON | In person | M | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 0 | 0 | 8 | 0 | 0 | 16 | 0 | 43 |
| Liberal Arts | ART 141 | Intro Digital Photography | CARSON | In person | M | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 0 | 0 | 18 |
| Liberal Arts | ART 141 | Intro Digital Photography | CARSON | In person | MW | 2 | 20 | 0 | 0 | 19 | 0 | 0 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 59 |
| Liberal Arts | ART 141 | Intro Digital Photography | CARSON | In person | MW | 2 | 0 | 17 | 0 | 0 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 36 |
| Liberal Arts | ART 141 | Intro Digital Photography | CARSON | In person | TTh | 2 | 14 | 0 | 0 | 19 | 0 | 0 | 11 | 0 | 0 | 11 | 0 | 0 | 17 | 0 | 0 | 72 |
| Liberal Arts | ART 141 | Intro Digital Photography | CARSON | In person | TTh | 2 | 0 | 15 | 0 | 0 | 11 | 0 | 0 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 41 |
| Liberal Arts | ART 141 | Intro Digital Photography | CARSON | In person | W | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 0 | 0 | 0 | 0 | 0 | 11 |
| Liberal Arts | ART 141 | Intro Digital Photography | FALLON | In person | MW | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 0 | 7 |
| Liberal Arts | ART 141 | Intro Digital Photography | FALLON | In person | TTh | 2 | 0 | 0 | 0 | 6 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Liberal Arts | ART 141 | Intro Digital Photography | FALLON | In person | TTh | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Liberal Arts | ART 141 | Intro Digital Photography | FALLON | In person | TTh | 2 | 0 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Liberal Arts | ART 141 | Intro Digital Photography | FALLON | In person | TTh | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Liberal Arts | ART 141 | Intro Digital Photography | FALLON | In person | TTh | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Liberal Arts | ART 141 | Intro Digital Photography | FALLON | In person | TTh | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Liberal Arts | ART 141 | Intro Digital Photography | WEB | Online | | Online | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 0 | 0 | 28 | 0 | 0 | 58 |
| Liberal Arts | ART 141 | Intro Digital Photography | WEB | Online | | Online | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Liberal Arts | ART 141 | Intro Digital Photography | WEB | Online | | Online | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 0 | 0 | 30 | 0 | 56 |
| Liberal Arts | ART 260 | Survey Art History I | WEB | Online | | Online | 0 | 30 | 0 | 29 | 0 | 0 | 0 | 30 | 0 | 0 | 28 | 0 | 0 | 30 | 0 | 147 |
| Liberal Arts | ART 260 | Survey of Art History I | WEB | Online | | Online | 17 | 0 | 0 | 29 | 0 | 0 | 39 | 0 | 0 | 29 | 0 | 0 | 37 | 0 | 0 | 151 |
| Liberal Arts | ART 261 | Survey of Art History II | WEB | Online | | Online | 11 | 0 | 0 | 19 | 0 | 0 | 13 | 0 | 0 | 17 | 0 | 0 | 0 | 0 | 0 | 60 |
| Liberal Arts | ART 261 | Survey of Art History II | WEB | Online | | Online | 0 | 0 | 0 | 0 | 0 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |
| Liberal Arts | ART 261 | Survey of Art History II | WEB | Online | | Online | 0 | 19 | 0 | 0 | 9 | 0 | 0 | 19 | 0 | 0 | 29 | 0 | 0 | 25 | 0 | 101 |

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 | 0 | 20 | 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 | 12 | 0 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| ART 127 | Watercolor I | CARSON | In person | TH | 14:00:00 | 16:45:00 | 12 | 15 | 0 | 10 | 13 | 0 | 0 | 0 | 0 | 15 | 8 | 0 | 15 | 13 | 0 | 85 |
| ART 127 | Watercolor I | CARSON | In person | TTH | 13:30:00 | 16:15:00 | 0 | 0 | 13 | 0 | 0 | 13 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 |
| ART 127 | Watercolor I | DOUGLAS | In person | T | 19:00:00 | 21:45:00 | 16 | 14 | 0 | 14 | 9 | 0 | 0 | 16 | 11 | 8 | 8 | 0 | 15 | 15 | 0 | 23 |
| ART 127 | Watercolor I | FALLON | In person | M | 9:00:00 | 11:45:00 | 0 | 15 | 0 | 15 | 0 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 126 |
| ART 127 | Watercolor I | FALLON | In person | T | 9:00:00 | 11:45:00 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 10 | 0 | 0 | 0 | 0 | 15 |
| 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 | 22 |
| ART 135 | Photography I | CARSON | In person | M | 17:30:00 | 20:15:00 | 15 | 8 | 0 | 14 | 15 | 0 | 12 | 12 | 0 | 11 | 0 | 0 | 0 | 0 | 0 | 16 |
| 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 | 13 | 0 | 12 | 0 | 0 | 75 |
| ART 141 | Intro Digital Photography | CARSON | In person |  | 0:00:00 | 0:00:00 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| ART 141 | Intro Digital Photography | CARSON | In person | MW | 14:30:00 | 16:45:00 | 24 | 0 | 0 | 20 | 20 | 0 | 18 | 18 | 19 | 15 | 13 | 0 | 18 | 19 | 0 | 38 |
| 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 | 1 |
| ART 141 | Intro Digital Photography | CARSON | In person | TTH | 14:30:00 | 16:45:00 | 0 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 142 |
| ART 141 | Intro Digital Photography | CARSON | In person | TTH | 19:00:00 | 21:15:00 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 0 | 0 | 12 | 14 | 0 | 113 |
| ART 141 | Intro Digital Photography | FALLON | In person | MW | 19:00:00 | 21:15:00 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 4 | 0 | 45 |
| 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 | 26 |
| 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 | 38 |
| 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 | 6 |
| 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 | 66 |
| 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 | 20 |
| ART 160 | Art Appreciation | CARSON | In person | T | 18:00:00 | 20:45:00 | 0 | 0 | 0 | 0 | 20 | 0 | 0 | 16 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 59 |
| 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 | 74 |
| 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 | 36 |
| 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 | 36 | 35 | 36 | 24 | 16 |
| 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 | 15 | 17 | 0 | 15 |
| ART 211 | Ceramics I | CARSON | In person | MW | 16:00:00 | 18:15:00 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 16 | 14 | 16 | 15 | 0 | 15 | 0 | 0 | 219 |
| ART 211 | Ceramics I | CARSON | In person | MWTH | 10:00:00 | 13:00:00 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |
| ART 211 | Ceramics I | CARSON | In person | TTH | 13:00:00 | 15:15:00 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 16 | 14 | 16 | 16 | 0 | 16 | 0 | 0 | 76 |
| ART 211 | Ceramics I | CARSON | In person | TTH | 16:00:00 | 18:15:00 | 17 | 11 | 0 | 12 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 0 | 33 |
| 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 | 78 |
| 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 | 16 | 0 | 0 | 0 | 27 |
| ART 231 | Painting I | CARSON | In person | T | 13:00:00 | 17:30:00 | 0 | 15 | 0 | 12 | 12 | 0 | 12 | 14 | 0 | 0 | 16 | 0 | 5 | 11 | 0 | 58 |
| ART 231 | Painting I | CARSON | In person | T | 17:30:00 | 22:00:00 | 0 | 0 | 0 | 12 | 0 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 45 |
| ART 231 | Painting I | FALLON | In person | MW | 9:00:00 | 11:15:00 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 15 |
| ART 231 | Painting I | FALLON | In person | MW | 10:00:00 | 12:15:00 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 0 | 0 | 7 | 0 | 0 | 85 |
| 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 | 0 | 0 | 0 | 18 | 0 | 0 | 12 |
| ART 260 | Survey Art History I | WEB | Online or Lecture Capture |  | 0:00:00 | 0:00:00 | 32 | 30 | 30 | 30 | 0 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 31 |
| 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 | 22 |
| 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 Design AAS Degree, AA Pathway and Certificate

# Course Outlines
# Program Requirements

**Number of Credits:**  3

**Transferability of Course within Nevada:**  This course transfers as GRC 116

**Prerequisites:** Basic Computer Skills

I.        **Course Description**

Introduction to Digital Art & Design will introduce students to the Adobe Creative Cloud Software (Illustrator, InDesign, Photoshop and Acrobat). Students will explore design ideation, process, and effective design thinking and analysis as it relates to Graphic Design. Students will produce design exercises and projects that will increase their technical fluency in industry-standards for Graphic Design software applications

II.        **Course Objectives and Linkage to Student Learning Outcomes**

**Course Objectives**

Understand the basics of Adobe Creative Suite: time will be spent in Illustrator, InDesign, Photoshop and Acrobat, with corresponding projects/exercises for each program, and a final project incorporating skills learned in all four programs at the end of the semester. Design ideation, process, and analysis will be achieved through various lectures on how to concept, execute, and arrive at a design idea, using the software and skills learned. Students will demonstrate basic skills on how to approach a design problem with creative thinking and technical skills.

**Student Learning Outcomes**

1.   Identify and apply terminology, concepts, principles, and practices from the range of topics important to graphic design (SLO1)
2.   Implement design principles, operate design software, and build projects (SLO7)
3.   Integrate knowledge and skills to analyze and evaluate designs (SLO6)

**Prepared by:  Jayna Conkey**

**Number of Credits:  3**

**Transferability of Course within Nevada:  This course transfers as GRC 200**

**Prerequisites:  GRC 116**

**I.        Course Description**

Design Thinking & Methodologies will build upon skills and processes learned in GRC 116, Introduction to Digital Art & Design. Adobe Creative Cloud Software (Illustrator, InDesign, Photoshop and Acrobat) will be further investigated, and more advanced techniques will be explored. Students will broaden their techniques for ideation, process, and effective design thinking and analysis. Students will produce studio design exercises and projects that will increase their technical fluency in Graphic Design industry-standard software applications. This class will increase conceptual thinking and improve technical skillsets.

**II.        Course Objectives and Linkage to Student Learning Outcomes**

Adobe Creative Suite (Illustrator, InDesign, and Photoshop) will continue to be explored, with more advanced tools and techniques introduced. Design ideation, process, and analysis will be further investigated and applied to projects and exercises. Students will demonstrate more advanced skills on how to approach a design problem with creative thinking and technical skills, and be able to execute these ideas with professional processes and understanding.

**Student Learning Outcomes**

1.  Identify and apply terminology, concepts, principles, and practices from the range of topics important to graphic design (SLO1)
2.  Implement design principles, operate design software, and build projects (SLO7)
3.  Integrate knowledge and skills to analyze and evaluate designs (SLO6)

**Prepared by:  Jayna Conkey**

**Number of Credits:  3**

**Transferability of Course within Nevada:  This course transfers as GRC 210**

**Prerequisites:  GRC 116**

## I.       Course Description

Typography 1 will introduce you to designing with type for graphic design. Readings outline the historical context of letter forms, while studio-based projects focus on practical analysis, visual and conceptual interaction of type and image, and the creative exploration of type as a formal element.

## II.      Course Objectives and Linkage to Student Learning Outcomes

Understand the basics of typography: kerning, leading, rag left, hyphenation, color. Work with vocabulary of visual, print and typographic terms. Develop design and artistic sensibilities; become increasingly articulate in discussion about typography, design and visual communication. Increase awareness of professional practice in graphic design. Create portfolio pieces that demonstrate effective use of typography; demonstrate accompanying applied design and layout skills.

**Student Learning Outcomes**

1.  Identify and apply terminology, concepts, principles, and practices from the range of topics important to graphic design (SLO1)
2.  Implement design principles, operate design software, and build projects (SLO7)
3.  Integrate knowledge and skills to analyze and evaluate designs (SLO6)

**Prepared by:  Jayna Conkey**

**Number of Credits:  3**

**Transferability of Course within Nevada:  This course transfers as GRC 220**

**Prerequisites:  GRC 116, GRC 200**

I.    **Course Description**

Principles and language of graphic design. This course will further develop an understanding of visual communications theories, processes and methods using current industry technologies. Students should already be proficient with Adobe InDesign, Illustrator and Photoshop. The focus will be on advancing the student's ability, using research and thumbnails, to come up with a wide variety of solutions to a particular visual problem. Students will produce solutions to assigned graphic design projects.

II.    **Course Objectives and Linkage to Student Learning Outcomes**

Demonstrate proficiency in layout and typography. Identify and define formal design principles and visual vocabulary and apply them in the analysis and creation of visual compositions. Identify and define concepts related to digital graphics and technologies. Identify and use recommended strategies for effective and efficient visual communication and work flow.

**Student Learning Outcomes**
1. Identify and apply terminology, concepts, principles, and practices from the range of topics important to graphic design (SLO1)
2. Implement design principles, operate design software, and build projects (SLO7)
3. Integrate knowledge and skills to analyze and evaluate designs (SLO6)

**Prepared by:  Jayna Conkey**

**Number of Credits:  3**

**Transferability of Course within Nevada:  This course transfers as GRC 282**

**Prerequisites: None**

I.        **Course Description**

The principles of visual design and color, animation and sound design applied to motion graphic design. Emphasis on how to design projects that combine text, graphics, animation, audio and video. Hands-on projects using multi-media authoring software.

II.        **Course Objectives and Linkage to Student Learning Outcomes**

Demonstrate proficiency in computer software used in motion graphics. Provide instruction and opportunities for students to create motion graphics content for their professional portfolios.

**Student Learning Outcomes**
1. Identify and apply terminology, concepts, principles, and practices from the range of topics important to video motion graphics (SLO1)
2. Implement design principles, operate video motion graphics software, and build motion graphics content (SLO7)
3. Integrate knowledge and skills to analyze and evaluate designs (SLO6)


**Prepared by:  Jayna Conkey**

**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 116 and GRC 200 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**

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 (SLO1)

☐       Implement design principles, operate design software, and build projects (SLO7)

☐       Integrate knowledge and skills to analyze and evaluate designs (SLO6)

*Prepared by Jayna Conkey*

**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 the Student Learning Outcome (ISLO) that the objective meets. Objectives without this information are not linked to 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 (SLO1)

☐    Implement design principles, operate design software, and build projects (SLO7)

☐    Integrate knowledge and skills to analyze and evaluate designs (SLO6)

**Prepared by:  Jayna Conkey**

**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 the Student Learning Outcome (SLO) that the objective meets. Objectives without this information are not linked to 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 (SLO1)

- Implement design principles, build projects, and operate design software (SLO7)

- Integrate knowledge and skills to analyze and evaluate designs (SLO6)

- Develop a portfolio that demonstrates design skills (SLO7)

**Prepared by:  Jayna Conkey**

# ART 100 – Visual Foundations Course Outline

## General Information

- **Name:** Visual Foundations
- **Division:** Liberal Arts
- **Discipline:** Art
- **Units (Credits):** 3.00

## I. Catalog Course Description

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

## II. Course Objectives and Linkage to General Education Program

The information in the parentheses after a course objective refers to the specific general education (GE) learning outcome

that the objective meets. Objectives without this information are not linked to WNC's general education program. Upon

completion of the course students will have demonstrated they can:

- Demonstrate working knowledge of key design concepts, principles, themes, and major content areas needed to explain and solve design problems. (GE 1)

- Locate, evaluate, and appropriately use information from multiple resources to complete design projects. (GE 4)

- Use critical thinking and creativity to select and apply design principles and ideas suitable for solving significant contemporary or enduring problems. (GE 6)

- Utilize various art media.

- Appreciate the relationship between form and content.

- Expand their sense of experimentation and imagination.

# ART 101 – Drawing 1 Course Outline

## General Information

- **Name:** Drawing I

- **Division:** Liberal Arts

- **Discipline:** Art

- **Units (Credits):** 3.00

## I. Catalog Course Description

Develops drawing skills through practice with a broad variety of drawing tools and techniques. 1 hour lecture/4 hours

studio per week.

## II. Course Objectives and Linkage to General Education Program

The information in the parentheses after a course objective refers to the specific general education (GE) learning outcome

that the objective meets. Objectives without this information are not linked to WNC's general education program. 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. (GE 1)

- Locate evaluate, and appropriately use information from multiple resources to complete drawing projects. (GE 4)

- Use critical thinking and creativity to select and apply recognized drawing techniques suitable for solving significant contemporary or enduring problems. (GE 6)

# ART 260 – Survey of Art History I Course Outline

## General Information

- **Name:** Survey Art History I
- **Division:** Liberal Arts
- **Discipline:** Art
- **Units (Credits):** 3.00

## I. Catalog Course Description

Surveys art of the western world from prehistoric times through the Gothic Period.

## II. Course Objectives and Linkage to General Education Program

The information in the parentheses after a course objective refers to the specific general education (GE) learning outcome

that the objective meets. Objectives without this information are not linked to WNC's general education program. 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. (GE 1)

- Present substantially error-free prose suitable in style and content to the purpose of the document and the audience. (GE 2)

- Locate, evaluate, and appropriately use information from multiple resources to complete projects and papers. (GE 4)

- 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.

# ART 261 – Survey of Art History II Course Outline

## General Information

- **Name:** Survey of Art History II
- **Division:** Liberal Arts
- **Discipline:** Art
- **Units (Credits):** 3.00

## I. Catalog Course Description

Surveys art of the western world from the Renaissance to the present.

## II. Course Objectives and Linkage to General Education Program

The information in the parentheses after a course objective refers to the specific general education (GE) learning outcome

that the objective meets. Objectives without this information are not linked to WNC's general education program. 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. (GE 1)

- Present substantially error-free prose suitable in style and content to the purpose of the document and the audience. (GE 2)

- Locate, evaluate, and appropriately use information from multiple resources to complete projects and papers. (GE 4)

- 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.

# MKT 210  – Marketing Principles Course Outline
## General Information

- **Name:** Marketing Principles
- **Division:** Professional & Applied Technology
- **Discipline:** Marketing
- **Units (Credits):** 3.00

## I. Catalog Course Description

Covers the problems of manufacturers, wholesalers, and retailers in the marketing of goods and services. Students will

develop a plan applying the marketing principles.

## II: Course Objectives

Upon completion of this course, students will develop a plan towards applying the marketing principles of:

- Use strategic planning and the marketing process in understanding specific marketing environments.
- Determine market segmentation for targeting and positioning the product.
- Research information for a new product idea.
- Prepare a group project for cost, pricing, distribution, and promotion of a product.

## III: Course Linkage

This class meets a requirement of the following: AAS- Management Emphasis, and Retail Management Certificate of

Achievement

MKT 210 (Marketing Principles) addresses the following Student Learning Objectives of ensuring that students will:

- Know the subject matter to a level that is appropriate for the emphasis of their degree.
- Have developed the managerial and personal skills essential for success within the current business environment.

**Number of Credits:  3**

**Transferability of Course within Nevada:  This course transfers as ART 141**

**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.

This course is an introduction to digital photography capture, processing and basic editing software. It is geared toward informing students in the many ways we can make photographs; by seeking them out, framing them, forming them, extracting them, building them, and finally sequencing and presenting them. It will introduce students to the theory and practice of photography. A major emphasis is placed on the development of a strong conceptual foundation from which to approach the making and understanding of photography as an art form. This knowledge will be achieved through photographic assignments, lectures of relevant works, and critiques.

**II.        Course Objectives and Linkage to Student Learning Outcomes**

Course objectives are what each student is expected to learn about photography. The information in the parentheses after a course objective refers to the specific Student Learning Outcome (SLO) that the objective meets.

**Student Learning Outcomes**

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

1.  Demonstrate working knowledge of key photo concepts, principles, and themes, to solve specific photography problems. (SLO1)

2.  Locate evaluate, and appropriately use information from multiple resources to complete photo projects. (SLO4)

3.  Use critical thinking and creativity to select and apply recognized photo techniques suitable for solving significant contemporary or enduring problems.  (SLO6)

**Prepared by:  Jayna Conkey**

# Exhibit "G"
## External Reviewer Final Report

**External Reviewer Report Template for Academic Program Reviews**

The following is an optional template for internal and external reviewer reports. Reports including the same content in different formats are welcomed. Internal and external reviewer reports should be completed and shared with the academic program **within one month** of receiving the written academic program review.

| | |
|---|---|
| **Internal or External Reviewer Report?** | External Reviewer Report |
| **Reviewer Name, Title, and WNC Department or External Organization** | Monica Maccaux, Assistant Professor/Director of the Graphic Design Program UNR |
| **Date of Reviewer Report** | 8/26/22 |
| **Name of WNC Academic Program Reviewed** | Graphic Design Program |
| **Program Strengths** | The program strengths are that students have the option for online learning, it interfaces with UNR's BFA which increases ease in transferability between institutions, and the Graphic Design Professor, Jayna Conkey, has a strong relationship and comradery with the UNR Graphic Design professor. They share updates, curriculum, and Professor Conkey serves on the UNR Graphic Design BFA Portfolio review every Spring, and the Graphic Design Professor from UNR serves on WNC's Graphic Design Advisory Board; thus sharing ideas to strengthen student learning, numbers, and growth. Jayna Conkey is an advocate for her students, encouraging them to research and push their ideas so they can continue on to a BFA degree at UNR. Graphic Design students graduate with relevant skills that are applicable to today's workforce and are prepared to continue their studies. Student learning outcomes and course assessment is continually revisited and is a large focus for successful student learning and design output of projects for their portfolios. The program now has an AA pathway, which allows students to transfer to a 4-year institution. |
| **Program Weaknesses** | Some of the weaknesses are that the AAS degree is detracting from the AA pathway degree. It seems like it is a disservice to the students as it won't seamlessly allow them to transfer into a 4-year institution. The AAS degree seeking students will not get far in the workforce compared with their AA pathway classmates. The AA degree is the gold standard for moving on to a 4-year degree program.<br><br>Another weakness is the dual credit/CTE initiative, in that it is watering down the education that these students are receiving on the high school level, thus not preparing them well enough for college and they get behind in their skillsets because of this. The sequencing of CTE does |

| | not work with the current model and degree plans in 2 or 4-year institutions, causing students to fall behind and be left out of consistent, on-going learning once arriving at said 2 or 4-year institutions. |
|---|---|
| **Strategies and Recommendations for Next Steps:** Consider plans, projects, curriculum changes, opportunities for internal and/or external collaboration, assessment ideas, and resources that could benefit the program and student success. | Consider removing the AAS degree. Industry does not support this in the field of Graphic Design and does not prepare students for the workforce. Also, remove web design courses overall, as they are typically offered in the 3rd or 4th year of a Graphic Design 4-year degree. More skills are necessary before a web class can be taught and truly grasped. Move the Graphic Design program from the Professional and Applied Technology Division to Liberal Arts. The PAT division is the technology division and is meant for 2-year degrees (such as an AAS degree). The program needs to be on par with the other AA pathway degrees in Liberal Arts. Classes in the Liberal Arts intertwines with the Graphic Design coursework, and it would be a better fit for these students and trajectory of their studies. In terms of resources, a need for Mac computers for the computer labs/classrooms, along with a laser printer. |
| **OPTIONAL:** Additional Feedback for Academic Program and/or Regarding Review Process | WNC's program is a strong feeder for UNR and is appreciated for their collaboration in curriculum, and preparation of their students. We like getting WNC students because they are well-prepared and excited to get their 4-year degree, and with the help and dedication of WNC, are a delight to work with. |

**Exhibit "H"**
**Internal Reviewer Final Report**

| | |
|---|---|
| **Internal Reviewer Report** | The 2017-2022 GRC program review report prepared by Professor Jayna Conkey is incredibly thorough. An immense amount of time and effort to interpret data and create a coherent narrative is evident. The report addresses many of the major shifts in the program in recent years, many of which are inherently tied to the current state of higher education, pre and post pandemic. The review illustrates how the GRC Program mission successfully aligns to that of the college. Students who wish to obtain the Graphic Design AAS, AA Pathway or Certificate of Achievement are effectively guided through educational pathways that provide them with necessary skills for employment or for transfer to other colleges and universities within the NSHE system. Program goals and student learning outcomes are clearly illustrated. Dual Enrollment students make up a significant part of WNC's enrollment. The Graphic Design program provides students the opportunity to earn dual credit for GRC 116. This opportunity entices students, making it more likely that they continue with WNC to earn their Associate of Arts degree. By creating and sustaining assessment of student learning outcomes in every course Professor Conkey ensures institutional excellence. The data collected from assessment is then used to make improvements to assignments, instructions, lectures and demonstrations. As program lead, Professor Conkey builds community and helps to set collective priorities with other institutions within NSHE including TMCC and UNR. By serving as lead instructor to work with area high schools dual credit instructors Professor Conkey ensures that curriculum, course outlines and outcomes are maintained. By supporting high school dual credit instructors, the program can be promoted increasing visibility and building recruitment. |
| **Reviewer Name, Title, and WNC Department** | Rachel Stiff, Fine Art Professor, Liberal Arts<br>Western Nevada College |
| **Date of Reviewer Report** | August, 2, 2022 |
| **Name of WNC Academic Program Reviewed** | Graphic Design |
| **Program Strengths and Recommendations for next steps** | **Mission.** The Professional and Applied Technology division's mission statement is: "WNC prepares students for professional and technical careers through transfer, professional and lifelong learning programs." Professor Conkey's teaching and the program she has built aligns with this mission. At the start of the semester students are asked to assume the role of a graphic designer. This mindset creates context helping students to visualize their future in the professional field.<br><br>**Courses.** Each class in the Graphic Design program is designed to prepare students for the profession or to pursue a baccalaureate degree at a four-year institution. Assessment of course, program and WNC student learning outcomes is the foundation to these phenomenal courses. Evaluation rubrics for assignments along with assignment instruction and relation to learning outcomes ensure students know exactly what is being asked of them and how to meet the criteria. Graphic Design and its role in visual communications is an |

ever evolving, essential part of life in the 21st century. The Graphic Design curriculum evolves continuously to meet the workforce needs.

**Online Accessibility.** Prior to the pandemic and the push for online learning, Professor Conkey recognized the high demand for online courses and degrees. Since the Spring of 2017, WNC students have had the opportunity to earn the AAS degree completely online. The program includes over 145 closed captioned video tutorials for 10 Graphic Design courses. Professor Conkey continues to update these online courses and videos as software updates and curriculum changes.

**Educational and Professional Pathways.** Historically, students have shown an interest in obtaining a bachelor's degree at UNR in graphic design. It wasn't until 2017 when UNR created a Graphic Design position that students were able to pursue this pathway. Professor Conkey served on the hiring committee to ensure that the new faculty member would work with community colleges in designing a seamless pathway for students to transfer into the new four-year program. Professor Conkey continues to work Monica Maccaux as UNR's Bachelor of Fine Arts (BFA) Graphic Design degree evolves. Professor Conkey represents and speaks for WNC students as curricular decisions are being made. As a result, changes were made to the WNC's AAS program and a new AA pathway was created for students wishing to transfer to UNR. This was possible by 2019.

Students not only earn a degree they gain employment as a result of being part of the Graphic Design program. Here are a few quotes from WNC graduates which can be found on a student designed brochure which outlines the certificate and degree requirements for the Graphic Design Program:

*"Thanks to the graphic design program, I discovered a creative skill I never knew I had. While I was in school, I became a Web Designer for CC Communications in Fallon. I perform web maintenance and edit content on local and out-of- state client websites. I also design web banners and print media. I'm always learning something new!"*

*"The graphic design program at WNC is great for anyone wanting to work in the creative field. The valuable skills I learned helped me land my dream job at IGT! Work hard and dream big! If your dreams don't scare you, then they aren't big enough!"*

**Recommendation.** Add ART 124 Beginning Printmaking and/or ART 214 Intro to Book Arts to list of recommended art courses.

The basic components of graphic design include the elements of art and most designs utilize the principles of art. For example, any graphic design will include line, shape, style, color, font and layout. Like most aspects of design, graphic design can be replicated by inputting these elements and letting artificial intelligence do the rest. Without question, software and algorithms have their place in graphic design. They can be very helpful to new designers in search of inspiration who simply need a rough logo to tailor.

Historically, Graphic Design and the Fine Arts have been intrinsically tied and often housed in the same department. Students learn hands-on foundations and how to draw in the art studio, informing their work greatly. The Graphic Design Program requires ART 100 Visual Foundations and ART 101 Drawing I. Students also learn about Art History beginning with Prehistory and ending with Contemporary trends of today. In the AAS and AA Pathway Course Degree Requirements, out of 60 credits there are 3 credits listed as an Elective. "Any Other Art Class" is listed with a recommendation for ART 141.

To date, we haven't come across AI designers that can adapt or differentiate cultural nuances in design. We need human designers to understand more abstract concepts and how they fit into the message of the project. The first designers to use technology to help realize their designs were printmakers using matrices, early printmaking methods and most famously the letterpress. Modern hiring strategies often look for candidates with a background in the arts because these folks possess creativity. The further strengthen the Graphic Design Program, I recommend adding to the Catalog the options for students to take either ART 124 Beginning Printmaking and/or ART 214 Intro to Book Arts in addition to ART 141. In these two courses students will put use skills they are learning in their program and develop hands-on abilities setting them apart from AI designers. Graphic design by human designers, specifically provides a creative visual outlet that enhances every brand experience whether it's looking at web design, product packaging, signs, website or book covers.

**Recommendation.** Consider the viability of the Graphic Design AAS degree.

Employers hire graphic designers who hold bachelor's degrees. An associate degree can lay the foundation for one of these degrees, however the AAS degree has different course work requirements than that of the baccalaureate programs. When students enroll in the AAS and later transfer to earn a BFA or BA they will have to backfill courses taking them longer to graduate.

Individuals interested in becoming graphic designers can increase their employability by completing Bachelor of Arts, Bachelor of Science or Bachelor of Fine Arts degree programs in graphic design. These programs provide an artistic and technical foundation for entry-level design positions. Upon completion of a bachelor's degree in graphic design, students seeking to further develop their skills and portfolios or teach at the postsecondary level can enroll in graduate-level programs in graphic design.

It may not be in the best interest of WNC students to get an AAS when minimum requirements for entry level position is a bachelor's degree. There are two institutions that offer a bachelor's degree within 30 miles of WNC. Students need to know the reality of the job market and be guided through an educational pathway that enables them to achieve their career goals.

| | |
|---|---|
| | **Recommendation.** Consider moving the Graphic Design Program to the Liberal Arts Division.<br><br>Graphic Design is "integrative" and connects to the many disciplines in the Liberal Arts Division. The AA pathway falls under Liberal Arts and is becoming more desirable than the AAS degree. |

# Exhibit "I"
## 5-Year Action Plan

**Program Review Five Year Action Plan**

**PROGRAM NAME:** Graphic Design

**SUBMISSION DATE:** 8/25/22

List major program goals, projects, and/or priorities below. Insert an **X** in the column of each year in which that goal or project will be worked on and/or achieved. In the last column, indicate how you will assess the success or completion of that goal. Please note that there is no minimum or maximum number of goals. Remove or add rows as necessary.

| Goal or Project | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Means of Assessment |
|---|---|---|---|---|---|---|
| Insert Year: | 2023 | 2024 | 2025 | 2026 | 2027 | |
| 1. Work with high school instructors who deliver dual credit courses (GRC 116 and GRC 200) to ensure curriculum aligns. (Program Goal 1) Apply technical skills in current design technologies. (Program Goal 2) Identify and apply design concepts. | X | X | X | X | X | Program instructor serves as affiliate instructor for Co-Teaching model for high schools who currently offer GRC 116 and GRC 200 for dual credit. |
| 2. Remove GRC 275 from certificate and degree requirements. (Program Goal 1) Apply technical skills in current design technologies | X | | | | | GRC 275 will be removed from degree requirements by the 2023-2024 catalog year. Students will enroll in ART 261 instead. |
| 3. Update Cedar lab/classroom software and computers. Purchase color laser printer. (Program Goal 1) Apply technical skills in current design technologies. | X | | | | | Work order requests will be submitted through Director of PAT. Color printer requested from Perkins May, 2022. New computers installed in Cedar lab over summer, 2022. |
| 4. Continue to coordinate degree requirements and align curriculum with UNR and TMCC/NSC. (Program Goal 1) Apply technical skills in current design technologies. (Program Goal 2 Identify and apply design concepts, (Program Goal 3) Develop a portfolio of work demonstrating design skills), Program Mission - WNC Transfer Education Core Theme. | X | X | X | X | X | Program instructor will coordinate with UNR and TMCC/NSC faculty annually year on updates/changes. |

## Program Review Five Year Action Plan

| | | | | | |
|---|---|---|---|---|---|
| 5. Monitor number of AAS degrees granted each fiscal year to determine the viability or need of the degree. | X | X | X | X | Program instructor will monitor number of AAS degrees and work with WNC administration to determine the viability or need of the degree. |
| 6. Move the Program from Professional and Applied Technology Division to the Liberal Arts Division. | x | | | | Program instructor will work with administration to determine the feasibility of moving the Program. |

**Comments/Reflections (consider timeline for goals, resources needed, etc.):**

# Appendix

# Data used from 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

| Division | Course | Title | Location | Mode | Day | Days/Week | Fall 2017 | Spr 2018 | Sum 2018 | Fall 2018 | Spr 2019 | Sum 2019 | Fall 2019 | Spr 2020 | Sum 2020 | Fall 2020 | Spr 2021 | Sum 2021 | Fall 2021 | Spr 2022 | Sum 2022 | Total Enrolled |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Prof & Applied | GRC 103 | Intro Computer Graphics | CARSON | In person | MW | 2 | 0 | 0 | 0 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| Prof & Applied | GRC 103 | Intro Computer Graphics | CARSON | In person | MW | 2 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Prof & Applied | GRC 103 | Intro Computer Graphics | WEB | Online | | | 23 | 0 | 0 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 44 |
| Prof & Applied | GRC 103 | Intro Computer Graphics | WEB | Online | | | 0 | 28 | 0 | 0 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 51 |
| Prof & Applied | GRC 109 | Color and Design | WEB | Online | | | 0 | 12 | 0 | 0 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 |
| Prof & Applied | GRC 109 | Color and Design | WEB | Online | | | 21 | 0 | 0 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 |
| Prof & Applied | GRC 116 | Intro Digital Art and Design | CARSON | In person | N/A | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 29 | 0 | 0 | 25 | 0 | 0 | 54 |
| Prof & Applied | GRC 116 | Intro Digital Art and Design | CARSON | In person | N/A | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 34 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 34 |
| Prof & Applied | GRC 116 | Intro Digital Art and Design | CARSON | In person | M | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 10 |
| Prof & Applied | GRC 116 | Intro Digital Art and Design | CARSON | In person | MW | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| Prof & Applied | GRC 116 | Intro Digital Art and Design | CARSON | In person | W | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 0 | 0 | 13 |
| Prof & Applied | GRC 116 | Intro Digital Art and Design | WEB | Online | | | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 0 | 0 | 29 | 0 | 0 | 16 | 0 | 0 | 65 |
| Prof & Applied | GRC 116 | Intro Digital Art and Design | WEB | Online | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 | 0 | 0 | 28 | 0 | 0 | 17 | 0 | 72 |
| Prof & Applied | GRC 144 | Elect Layout & Typography | WEB | Online | | | 0 | 13 | 0 | 0 | 0 | 0 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 |
| Prof & Applied | GRC 156 | Design With Illustrator | WEB | Online | | | 0 | 11 | 0 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |
| Prof & Applied | GRC 156 | Design With Illustrator | WEB | Online | | | 13 | 0 | 0 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 |
| Prof & Applied | GRC 175 | Web Design I | CARSON | In person | MW | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 0 | 0 | 11 |
| Prof & Applied | GRC 175 | Web Design I | CARSON | In person | MW | 2 | 0 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 |
| Prof & Applied | GRC 175 | Web Design I | CARSON | In person | T | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Prof & Applied | GRC 175 | Web Design I | WEB | Online | | | 13 | 0 | 0 | 6 | 0 | 0 | 18 | 0 | 0 | 11 | 0 | 0 | 12 | 0 | 0 | 60 |
| Prof & Applied | GRC 175 | Web Design I | WEB | Online | | | 0 | 5 | 0 | 0 | 10 | 0 | 0 | 12 | 0 | 0 | 16 | 0 | 0 | 9 | 0 | 52 |
| Prof & Applied | GRC 179 | Multimed Design & Production | WEB | Online | | | 0 | 18 | 0 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 |
| Prof & Applied | GRC 183 | Design With Photoshop | CARSON | In person | M | 1 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Prof & Applied | GRC 183 | Design With Photoshop | WEB | Online | | | 10 | 0 | 0 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 |
| Prof & Applied | GRC 183 | Design With Photoshop | WEB | Online | | | 0 | 12 | 0 | 0 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 |
| Prof & Applied | GRC 188 | Web Animation I | WEB | Online | | | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Prof & Applied | GRC 188 | Web Animation I | WEB | Online | | | 15 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| Prof & Applied | GRC 200 | Design Thinking Methodologies | CARSON | In person | N/A | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 34 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 34 |
| Prof & Applied | GRC 200 | Design Thinking Methodologies | CARSON | In person | N/A | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 0 | 0 | 25 | 0 | 55 |
| Prof & Applied | GRC 200 | Design Thinking Methodologies | WEB | Online | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 0 | 0 | 15 | 0 | 0 | 12 | 0 | 41 |
| Prof & Applied | GRC 200 | Design Thinking Methodologies | WEB | Online | | | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 0 | 0 | 17 | 0 | 0 | 11 | 0 | 0 | 40 |
| Prof & Applied | GRC 210 | Typography I | WEB | Online | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 0 | 0 | 22 | 0 | 0 | 22 | 0 | 72 |
| Prof & Applied | GRC 220 | Graphic Design I | WEB | Online | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 4 |
| Prof & Applied | GRC 220 | Graphic Design I | WEB | Online | | | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 0 | 0 | 15 | 0 | 0 | 19 | 0 | 0 | 47 |
| Prof & Applied | GRC 275 | Web Design II | WEB | Online | | | 0 | 13 | 0 | 0 | 3 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 9 | 0 | 28 |
| Prof & Applied | GRC 275 | Web Design II | WEB | Online | | | 5 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |
| Prof & Applied | GRC 282 | Motion Graphics for Video | WEB | Online | | | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 0 | 0 | 11 | 0 | 0 | 8 | 0 | 0 | 31 |
| Prof & Applied | GRC 282 | Motion Graphics for Video | WEB | Online | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 0 | 13 | 0 | 0 | 10 | 0 | 30 |
| Prof & Applied | GRC 283 | Electronic Imaging II | WEB | Online | | | 0 | 0 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 17 |
| Prof & Applied | GRC 283 | Electronic Imaging II | WEB | Online | | | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Prof & Applied | GRC 294 | Professional Portfolio | WEB | Online | | | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Prof & Applied | GRC 294 | Professional Portfolio | WEB | Online | | | 0 | 14 | 0 | 0 | 7 | 0 | 0 | 6 | 0 | 0 | 4 | 0 | 0 | 6 | 0 | 37 |
| Prof & Applied | MKT 210 | Marketing Principles | CARSON | In person | MW | 2 | 0 | 0 | 0 | 0 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |
| Prof & Applied | MKT 210 | Marketing Principles | CARSON | In person | MW | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 10 |
| Prof & Applied | MKT 210 | Marketing Principles | CARSON | In person | T | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |
| Prof & Applied | MKT 210 | Marketing Principles | CARSON | In person | Th | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Prof & Applied | MKT 210 | Marketing Principles | CARSON | In person | TTh | 2 | 0 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 0 | 30 |
| Prof & Applied | MKT 210 | Marketing Principles | SLVRSPRNGS | In person | N/A | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Prof & Applied | MKT 210 | Marketing Principles | SLVRSPRNGS | In person | N/A | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Prof & Applied | MKT 210 | Marketing Principles | SLVRSPRNGS | In person | N/A | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Prof & Applied | MKT 210 | Marketing Principles | WEB | Online | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 0 | 0 | 30 | 0 | 0 | 0 | 0 | 60 |
| Prof & Applied | MKT 210 | Marketing Principles | WEB | Online | | | 20 | 0 | 0 | 28 | 0 | 0 | 32 | 0 | 0 | 29 | 0 | 0 | 27 | 0 | 0 | 136 |
| Prof & Applied | MKT 210 | Marketing Principles | WEB | Online | | | 0 | 14 | 0 | 0 | 17 | 0 | 0 | 32 | 0 | 0 | 26 | 0 | 0 | 14 | 0 | 103 |

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

| Division | Course | Title | Location | Mode | Day | Days/Week | Fall 2017 | Spr 2018 | Sum 2018 | Fall 2018 | Spr 2019 | Sum 2019 | Fall 2019 | Spr 2020 | Sum 2020 | Fall 2020 | Spr 2021 | Sum 2021 | Fall 2021 | Spr 2022 | Sum 2022 | Total Enrolled |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Liberal Arts | ART 100 | Visual Foundations | CARSON | In person | MW | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 0 | 0 | 12 | 0 | 21 |
| Liberal Arts | ART 100 | Visual Foundations | CARSON | In person | MW | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 0 | 0 | 10 |
| Liberal Arts | ART 100 | Visual Foundations | CARSON | In person | MW | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |
| Liberal Arts | ART 100 | Visual Foundations | CARSON | In person | MW | 2 | 0 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |
| Liberal Arts | ART 100 | Visual Foundations | CARSON | In person | MW | 2 | 10 | 0 | 0 | 15 | 0 | 0 | 9 | 0 | 0 | 12 | 0 | 0 | 0 | 0 | 0 | 46 |
| Liberal Arts | ART 100 | Visual Foundations | CARSON | In person | MW | 2 | 12 | 0 | 0 | 14 | 0 | 0 | 16 | 0 | 0 | 12 | 0 | 0 | 0 | 0 | 0 | 54 |
| Liberal Arts | ART 100 | Visual Foundations | CARSON | In person | Th | 1 | 0 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 0 | 0 | 31 |
| Liberal Arts | ART 100 | Visual Foundations | CARSON | In person | TTh | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |
| Liberal Arts | ART 100 | Visual Foundations | CARSON | In person | TTh | 2 | 0 | 0 | 0 | 0 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |
| Liberal Arts | ART 100 | Visual Foundations | CARSON | In person | TTh | 2 | 17 | 0 | 0 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 31 |
| Liberal Arts | ART 100 | Visual Foundations | CARSON | In person | TTh | 2 | 6 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| Liberal Arts | ART 100 | Visual Foundations | FALLON | In person | M | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |
| Liberal Arts | ART 100 | Visual Foundations | FALLON | In person | M | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |
| Liberal Arts | ART 100 | Visual Foundations | FALLON | In person | MW | 2 | 0 | 13 | 0 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 29 |
| Liberal Arts | ART 100 | Visual Foundations | FALLON | In person | MW | 2 | 13 | 0 | 0 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 24 |
| Liberal Arts | ART 100 | Visual Foundations | WEB | Online | | Online | 0 | 58 | 0 | 0 | 51 | 0 | 0 | 27 | 0 | 0 | 30 | 0 | 0 | 30 | 0 | 196 |
| Liberal Arts | ART 100 | Visual Foundations | WEB | Online | | Online | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 0 | 0 | 20 | 0 | 0 | 18 | 64 |
| Liberal Arts | ART 100 | Visual Foundations | WEB | Online | | Online | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 0 | 0 | 14 | 0 | 42 |
| Liberal Arts | ART 100 | Visual Foundations | WEB | Online | | Online | 30 | 0 | 0 | 51 | 0 | 0 | 54 | 0 | 0 | 61 | 0 | 0 | 29 | 0 | 0 | 225 |
| Liberal Arts | ART 101 | Drawing I | CARSON | In person | MW | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 24 | 0 | 0 | 24 |
| Liberal Arts | ART 101 | Drawing I | CARSON | In person | MW | 2 | 19 | 0 | 0 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 39 |
| Liberal Arts | ART 101 | Drawing I | CARSON | In person | MW | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 32 |
| Liberal Arts | ART 101 | Drawing I | CARSON | In person | MW | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |
| Liberal Arts | ART 101 | Drawing I | CARSON | In person | MW | 2 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 |
| Liberal Arts | ART 101 | Drawing I | CARSON | In person | T | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 34 |
| Liberal Arts | ART 101 | Drawing I | CARSON | In person | T | 1 | 0 | 0 | 0 | 0 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 0 | 41 |
| Liberal Arts | ART 101 | Drawing I | CARSON | In person | Th | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 |
| Liberal Arts | ART 101 | Drawing I | CARSON | In person | Th | 1 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |
| Liberal Arts | ART 101 | Drawing I | CARSON | In person | TTh | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 0 | 0 | 0 | 0 | 13 |
| Liberal Arts | ART 101 | Drawing I | CARSON | In person | TTh | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 0 | 0 | 23 | 0 | 0 | 37 |
| Liberal Arts | ART 101 | Drawing I | CARSON | In person | TTh | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Liberal Arts | ART 101 | Drawing I | WEB | Online | | Online | 28 | 9 | 0 | 20 | 19 | 0 | 18 | 21 | 0 | 14 | 13 | 0 | 23 | 7 | 0 | 172 |
| Liberal Arts | ART 101 | Drawing I | WEB | Online | | Online | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Liberal Arts | ART 101 | Drawing I | WEB | Online | | Online | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 30 | 59 | 0 | 58 | 56 | 0 | 202 |
| Liberal Arts | ART 141 | Intro Digital Photography | CARSON | In person | M | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 0 | 0 | 8 | 0 | 0 | 16 | 0 | 43 |
| Liberal Arts | ART 141 | Intro Digital Photography | CARSON | In person | M | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 0 | 0 | 18 |
| Liberal Arts | ART 141 | Intro Digital Photography | CARSON | In person | MW | 2 | 20 | 17 | 0 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 59 |
| Liberal Arts | ART 141 | Intro Digital Photography | CARSON | In person | MW | 2 | 0 | 0 | 0 | 0 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 0 | 0 | 36 |
| Liberal Arts | ART 141 | Intro Digital Photography | CARSON | In person | TTh | 2 | 14 | 0 | 0 | 19 | 0 | 0 | 11 | 0 | 0 | 11 | 0 | 0 | 17 | 0 | 0 | 72 |
| Liberal Arts | ART 141 | Intro Digital Photography | CARSON | In person | TTh | 2 | 0 | 15 | 0 | 0 | 11 | 0 | 0 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 41 |
| Liberal Arts | ART 141 | Intro Digital Photography | CARSON | In person | W | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 0 | 0 | 0 | 0 | 0 | 11 |
| Liberal Arts | ART 141 | Intro Digital Photography | FALLON | In person | MW | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 7 | 0 | 0 | 7 |
| Liberal Arts | ART 141 | Intro Digital Photography | FALLON | In person | Th | 2 | 0 | 0 | 0 | 6 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Liberal Arts | ART 141 | Intro Digital Photography | FALLON | In person | TTh | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 0 | 0 | 0 | 0 | 6 |
| Liberal Arts | ART 141 | Intro Digital Photography | FALLON | In person | TTh | 2 | 0 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Liberal Arts | ART 141 | Intro Digital Photography | FALLON | In person | TTh | 2 | 0 | 0 | 0 | 0 | 7 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Liberal Arts | ART 141 | Intro Digital Photography | FALLON | In person | TTh | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Liberal Arts | ART 141 | Intro Digital Photography | WEB | Online | | Online | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 0 | 0 | 28 | 0 | 0 | 58 |
| Liberal Arts | ART 141 | Intro Digital Photography | WEB | Online | | Online | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Liberal Arts | ART 141 | Intro Digital Photography | WEB | Online | | Online | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 0 | 0 | 30 | 0 | 56 |
| Liberal Arts | ART 260 | Survey Art History I | WEB | Online | | Online | 17 | 0 | 0 | 29 | 0 | 0 | 39 | 30 | 0 | 29 | 0 | 0 | 0 | 0 | 0 | 147 |
| Liberal Arts | ART 260 | Survey Art History I | WEB | Online | | Online | 11 | 0 | 0 | 19 | 0 | 0 | 13 | 0 | 0 | 29 | 0 | 0 | 37 | 0 | 0 | 151 |
| Liberal Arts | ART 261 | Survey of Art History II | WEB | Online | | Online | 0 | 0 | 0 | 0 | 0 | 16 | 0 | 0 | 0 | 17 | 0 | 0 | 0 | 0 | 0 | 60 |
| Liberal Arts | ART 261 | Survey of Art History II | WEB | Online | | Online | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |
| Liberal Arts | ART 261 | Survey of Art History II | WEB | Online | | Online | 0 | 19 | 0 | 0 | 9 | 0 | 0 | 19 | 0 | 0 | 29 | 0 | 0 | 25 | 0 | 101 |

# Data used from Program Review Metrics Provided by Institutional Research.

| Major Degr | Major Program | AY | HDCT |
|---|---|---|---|
| AAS | Graphic Design | 16-17 | 45 |
| AAS | Graphic Design | 17-18 | 55 |
| AAS | Graphic Design | 18-19 | 39 |
| AAS | Graphic Design | 19-20 | 37 |
| AAS | Graphic Design | 20-21 | 34 |
| AAS | Graphic Design | 21-22 | 41 |

| AY | % Chg |
|---|---|
| 17-18 | 22% |
| 18-19 | -29% |
| 19-20 | -5% |
| 20-21 | -8% |
| 21-22 | 21% |

| Major Degree | AY | HDCT |
|---|---|---|
| AAS | 16-17 | 45 |
| CT | 16-17 | 6 |
| AAS | 17-18 | 55 |
| CT | 17-18 | 6 |
| AAS | 18-19 | 39 |
| CT | 18-19 | 4 |
| AAS | 19-20 | 37 |
| CT | 19-20 | 13 |
| AAS | 20-21 | 34 |
| CT | 20-21 | 13 |
| AAS | 21-22 | 41 |
| CT | 21-22 | 11 |

| | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 |
|---|---|---|---|---|---|
| AAS | 55 | 39 | 37 | 34 | 41 |
| CT | 6 | 4 | 13 | 13 | 11 |

Degrees awarded

| DEGREE | | FY2017 | FY2018 | FY2019 | FY2020 | FY2021 | FY2022 |
|---|---|---|---|---|---|---|---|
| AAS | Graphic Design | 8 | 9 | 5 | 6 | 3 | 7 |

| FY2018 | FY2019 | FY2020 | FY2021 | FY2022 |
|---|---|---|---|---|
| 13% | -44% | 20% | -50% | 133% |

Degrees Awarded by Degree

| | FY2018 | FY2019 | FY2020 | FY2021 | FY2022 |
|---|---|---|---|---|---|
| AAS | 9 | 5 | 6 | 3 | 7 |
| CT | 3 | 2 | 2 | 4 | 5 |

First Term Persistence

| Major Degr | Fall 17 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2021 |
|---|---|---|---|---|---|---|
| AAS | 75% | 60% | 80% | 70% | 80% | 10 |
| Overall | 69% | 69% | 69% | 69% | 69% | 212 |

First year retention

| Major Degr | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2020 Cohort |
|---|---|---|---|---|---|---|
| AAS | 43% | 25% | 40% | 40% | 40% | 10 |
| Overall | 53% | 53% | 53% | 53% | 53% | 195 |

150% Graduation Rate

| Major Degr | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2018 Cohort |
|---|---|---|---|---|---|---|
| AAS | 36% | 60% | 14% | 38% | 20% | 5 |
| Overall | 25% | 25% | 25% | 25% | 25% | 194 |

Course Success Rates

| Major Degr | Major Program | Academic Year | Enrollment | SUCCESS | DWFUI | AUDITS | SUCCESS | DWFUI | AUDITS | Earliest 3yr | Difference |
|---|---|---|---|---|---|---|---|---|---|---|---|
| AAS | Graphic Design | 17-18 | 280 | 206 | 69 | 5 | 74% | 25% | 2% | 73% | -4.9 |
| AAS | Graphic Design | 18-19 | 158 | 124 | 30 | 4 | 78% | 19% | 3% | | |
| AAS | Graphic Design | 19-20 | 152 | 103 | 43 | 6 | 68% | 28% | 4% | | |
| AAS | Graphic Design | 20-21 | 159 | 122 | 30 | 7 | 77% | 19% | 4% | | |
| AAS | Graphic Design | 21-22 | 184 | 126 | 58 | 0 | 68% | 32% | 0% | | |

| Academic Y | Major Degree | Major Program | Course | Enrollment | SUCCESS | DWFUI | AUDITS | SUCCESS | DWFUI | AUDITS |
|---|---|---|---|---|---|---|---|---|---|---|
| 5 YRS | AAS | Graphic Design | GRC 294 | 32 | 27 | 4 | 1 | 84% | 13% | 3% |
| 5 YRS | AAS | Graphic Design | GRC 282 | 17 | 14 | 3 | 0 | 82% | 18% | 0% |
| 5 YRS | AAS | Graphic Design | GRC 275 | 24 | 22 | 2 | 0 | 92% | 8% | 0% |
| 5 YRS | AAS | Graphic Design | GRC 220 | 17 | 14 | 2 | 1 | 82% | 12% | 6% |
| 5 YRS | AAS | Graphic Design | GRC 210 | 21 | 13 | 7 | 1 | 62% | 33% | 5% |
| 5 YRS | AAS | Graphic Design | GRC 200 | 28 | 19 | 9 | 0 | 68% | 32% | 0% |
| 5 YRS | AAS | Graphic Design | GRC 175 | 43 | 30 | 10 | 3 | 70% | 23% | 7% |
| 5 YRS | AAS | Graphic Design | GRC 116 | 36 | 25 | 9 | 2 | 69% | 25% | 6% |
| 5 YRS | AAS | Graphic Design | ART 101 | 56 | 44 | 12 | 0 | 79% | 21% | 0% |
| 5 YRS | AAS | Graphic Design | ART 100 | 58 | 50 | 8 | 0 | 86% | 14% | 0% |
| | | | | 332 | | | | | | |

| Academic Y | Major Degree | Program Major | Gender | Enrollment | SUCCESS | DWFUI | AUDITS | Success | Pnt Diff M - F |
|---|---|---|---|---|---|---|---|---|---|
| 5 YRS | AAS | Graphic Design | Women | 192 | 165 | 25 | 2 | 86% | -19.5 |
| 5 YRS | AAS | Graphic Design | Men | 140 | 93 | 41 | 6 | 66% | |

Program Requirements by Course and Gender

| Academic Y | Major Degree | Major Program | SUBJECT | Course | GENDER | Enrollment | SUCCESS | DWFUI | AUDITS | GRC 294 | GRC 282 | GRC 275 | GRC 220 | GRC 210 | GRC 200 | GRC 175 | GRC 116 | ART 101 | ART 100 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 5 YRS | AAS | Graphic Design | ART | GRC 294 | Women | 19 | 18 | 0 | 1 | 95% | 90% | 100% | 92% | 60% | 67% | 92% | 84% | 80% | 91% |
| 5 YRS | AAS | Graphic Design | ART | GRC 294 | Men | 13 | 9 | 4 | 0 | 69% | 71% | 75% | 60% | 64% | 70% | 39% | 53% | 77% | 80% |
| 5 YRS | AAS | Graphic Design | ART | GRC 282 | Women | 10 | 9 | 1 | 0 | 90% | | | | | | | | | |
| 5 YRS | AAS | Graphic Design | ART | GRC 282 | Men | 7 | 5 | 2 | 0 | 71% | | | | | | | | | |
| 5 YRS | AAS | Graphic Design | GRC | GRC 275 | Women | 16 | 16 | 0 | 0 | 100% | | | | | | | | | |
| 5 YRS | AAS | Graphic Design | GRC | GRC 275 | Men | 8 | 6 | 2 | 0 | 75% | | | | | | | | | |
| 5 YRS | AAS | Graphic Design | GRC | GRC 220 | Women | 12 | 11 | 1 | 0 | 92% | | | | | | | | | |
| 5 YRS | AAS | Graphic Design | GRC | GRC 220 | Men | 5 | 3 | 1 | 1 | 60% | | | | | | | | | |
| 5 YRS | AAS | Graphic Design | GRC | GRC 210 | Women | 10 | 6 | 3 | 1 | 60% | | | | | | | | | |
| 5 YRS | AAS | Graphic Design | GRC | GRC 210 | Men | 11 | 7 | 4 | 0 | 64% | | | | | | | | | |
| 5 YRS | AAS | Graphic Design | GRC | GRC 200 | Women | 18 | 12 | 6 | 0 | 67% | | | | | | | | | |
| 5 YRS | AAS | Graphic Design | GRC | GRC 200 | Men | 10 | 7 | 3 | 0 | 70% | | | | | | | | | |
| 5 YRS | AAS | Graphic Design | GRC | GRC 175 | Women | 25 | 23 | 2 | 0 | 92% | | | | | | | | | |
| 5 YRS | AAS | Graphic Design | GRC | GRC 175 | Men | 18 | 7 | 8 | 3 | 39% | | | | | | | | | |
| 5 YRS | AAS | Graphic Design | GRC | GRC 116 | Women | 19 | 16 | 3 | 0 | 84% | | | | | | | | | |
| 5 YRS | AAS | Graphic Design | GRC | GRC 116 | Men | 17 | 9 | 6 | 2 | 53% | | | | | | | | | |
| 5 YRS | AAS | Graphic Design | GRC | ART 101 | Women | 30 | 24 | 6 | 0 | 80% | | | | | | | | | |
| 5 YRS | AAS | Graphic Design | GRC | ART 101 | Men | 26 | 20 | 6 | 0 | 77% | | | | | | | | | |
| 5 YRS | AAS | Graphic Design | GRC | ART 100 | Women | 33 | 30 | 3 | 0 | 91% | | | | | | | | | |
| 5 YRS | AAS | Graphic Design | GRC | ART 100 | Men | 25 | 20 | 5 | 0 | 80% | | | | | | | | | |

| Course | GRC 294 | GRC 282 | GRC 275 | GRC 220 | GRC 210 | GRC 200 | GRC 175 | GRC 116 | ART 101 | ART 100 |
|---|---|---|---|---|---|---|---|---|---|---|
| Women | 19 | 10 | 16 | 12 | 10 | 18 | 25 | 19 | 30 | 33 |
| Men | 13 | 7 | 8 | 5 | 11 | 10 | 18 | 17 | 26 | 25 |

| Academic Y | Major Degree | Program Major | Minority St | Enrollment | SUCCESS | DWFUI | AUDITS | Success |
|---|---|---|---|---|---|---|---|---|
| 5 YRS | AAS | Graphic Design | Non-HUR M | 258 | 205 | 49 | 4 | 79% |
| 5 YRS | AAS | Graphic Design | HUR Minor | 74 | 53 | 17 | 4 | 72% |

| Major Degr | Major Program | RACE | Academic Y | Enrollment | SUCCESS | DWFUI | AUDITS | AUDITS | | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| AAS | Graphic Design | Non-HUR Minority | 17-18 | 54 | 47 | 7 | 0 | | 87% | 54 | 25 | 68 | 52 | 59 | 87% | 84% | 72% | 87% | 73% |
| AAS | Graphic Design | HUR Minority | 17-18 | 16 | 14 | 1 | 1 | | 88% | 16 | 8 | 20 | 12 | 18 | 88% | 88% | 80% | 33% | 67% |
| AAS | Graphic Design | Non-HUR Minority | 18-19 | 25 | 21 | 3 | 1 | | 84% | | | | | | | | | | |
| AAS | Graphic Design | HUR Minority | 18-19 | 8 | 7 | 1 | 0 | | 88% | | | | | | | | | | |
| AAS | Graphic Design | Non-HUR Minority | 19-20 | 68 | 49 | 16 | 3 | | 72% | | | | | | | | | | |
| AAS | Graphic Design | HUR Minority | 19-20 | 20 | 16 | 4 | 0 | | 80% | | | | | | | | | | |
| AAS | Graphic Design | Non-HUR Minority | 20-21 | 52 | 45 | 7 | 0 | 0 | 87% | | | | | | | | | | |
| AAS | Graphic Design | HUR Minority | 20-21 | 12 | 4 | 5 | 3 | 0 | 33% | | | | | | | | | | |
| AAS | Graphic Design | Non-HUR Minority | 21-22 | 59 | 43 | 16 | 0 | 4 | 73% | | | | | | | | | | |
| AAS | Graphic Design | HUR Minority | 21-22 | 18 | 12 | 6 | 0 | 4 | 67% | | | | | | | | | | |

Program Requirements

| Academic Y | Major Degree | Major Program | Enrollment | SUCCESS | DWFUI | AUDITS | Success | DWFUI | AUDITS | Earliest 3yr | Difference |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 17-18 | AAS | Graphic Design | 70 | 61 | 8 | 1 | 87% | 11% | 1% | 81% | -9.2 |
| 18-19 | AAS | Graphic Design | 33 | 28 | 4 | 1 | 85% | 12% | 3% | | |
| 19-20 | AAS | Graphic Design | 88 | 65 | 20 | 3 | 74% | 23% | 3% | | |
| 20-21 | AAS | Graphic Design | 64 | 49 | 12 | 3 | 77% | 19% | 5% | | |
| 21-22 | AAS | Graphic Design | 77 | 55 | 22 | 0 | 71% | 29% | 0% | | |

# DETR Data

Home / Industry and Occupational Projections

# Industry and Occupational Projections

| State | Region | Area Type | Area | Period | Industry Type | Industry Level | Industry |
|---|---|---|---|---|---|---|---|
| Nevada ▾ | NV ▾ | State ▾ | Nevada ▾ | NV 2018-2028 Long-Term Pr... ▾ | NAICSCODE ▾ | Totals ▾ | 000000, Total, All Industries ▾ |

| Occupation Type | Occupation Level | Occupation |
|---|---|---|
| SOC 2010 Code ▾ | (All) ▾ | (Multiple values) ▾ |

## Employment Projections by Industry and Occupation

| Area | Period | Industry Code & Title | Occupation Code & Title | Base Year Employment | Projected Employment | Numeric Change | % Change | Annual Openings Due to Growth | Annual Openings Due to Replacement | Total Annual Openings |
|---|---|---|---|---|---|---|---|---|---|---|
| Nevada | NV 2018-2028 Long-Term Projections | 000000 - Total, All Industries | 112000 - Advertising, Marketing, Promotions, Public Relatio | 6,149 | 7,174 | 1,025 | 16.67% | | | 692 |
| Nevada | NV 2018-2028 Long-Term Projections | 000000 - Total, All Industries | 112011 - Advertising and Promotions Managers | 241 | 279 | 38 | 15.77% | | | 28 |
| Nevada | NV 2018-2028 Long-Term Projections | 000000 - Total, All Industries | 112021 - Marketing Managers | 1,832 | 2,159 | 327 | 17.85% | | | 210 |
| Nevada | NV 2018-2028 Long-Term Projections | 000000 - Total, All Industries | 270000 - Arts, Design, Entertainment, Sports, and Media Occ | 25,664 | 29,485 | 3,821 | 14.89% | | | 3,440 |
| Nevada | NV 2018-2028 Long-Term Projections | 000000 - Total, All Industries | 271000 - Art and Design Workers | 6,635 | 7,545 | 910 | 13.72% | | | 809 |
| Nevada | NV 2018-2028 Long-Term Projections | 000000 - Total, All Industries | 271011 - Art Directors | 522 | 576 | 54 | 10.34% | | | 65 |
| Nevada | NV 2018-2028 Long-Term Projections | 000000 - Total, All Industries | 271024 - Graphic Designers | 2,523 | 2,981 | 458 | 18.15% | | | 320 |

# GOED Data

...ada (Carson City, Douglas, Lyon, Storey, and Washoe) High Demand Occupation Analysis: 6-Digit SOC

| Description | Score | Rank | 2020 Jobs | Jobs Above or Below National Average | Avg. Hourly Earnings | Typical Entry Level Education | Work Experience Required | Typical On-The-Job Training |
|---|---|---|---|---|---|---|---|---|
| Web Developers and Digital Interface Designers | 1.1 | 21 | 176 | (217) | $28.33 | Associate's degree | None | None |
| Graphic Designers | 0.9 | 123 | 385 | (142) | $24.64 | Bachelor's degree | None | None |
| Art Directors | 0.8 | 225 | 108 | (62) | $30.35 | Bachelor's degree | 5 years or more | None |

...emand Occupation Analysis: 6-Digit SOC

| Description | Score | Rank | 2020 Jobs | Jobs Above or Below National Average | Avg. Hourly Earnings | Typical Entry Level Education | Work Experience Required | Typical On-The-Job Training |
|---|---|---|---|---|---|---|---|---|
| Web Developers and Digital Interface Designers | 1.0 | 38 | 1,096 | (659) | $31.24 | Associate's degree | None | None |
| Graphic Designers | 0.9 | 145 | 1,732 | (621) | $25.11 | Bachelor's degree | None | None |
| Art Directors | 0.8 | 262 | 654 | (108) | $31.38 | Bachelor's degree | 5 years or more | None |

# Bureau of Labor and Statistics Data

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## OCCUPATIONAL OUTLOOK HANDBOOK

Search Handbook  [Go]

# Graphic Designers

PRINTER-FRIENDLY

| Summary | What They Do | Work Environment | How to Become One | Pay | Job Outlook | State & Area Data | Similar Occupations | More Info |

## Summary

| Quick Facts: Graphic Designers | |
|---|---|
| 2021 Median Pay ❓ | $50,710 per year<br>$24.38 per hour |
| Typical Entry-Level Education ❓ | Bachelor's degree |
| Work Experience in a Related Occupation ❓ | None |
| On-the-job Training ❓ | None |
| Number of Jobs, 2020 ❓ | 254,100 |
| Job Outlook, 2020-30 ❓ | 3% (Slower than average) |
| Employment Change, 2020-30 ❓ | 7,300 |
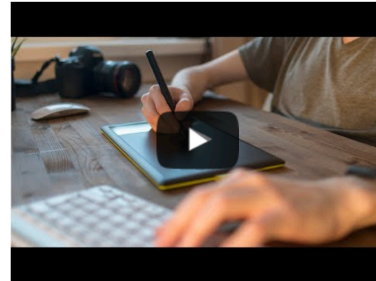
### What Graphic Designers Do

Graphic designers create visual concepts, using computer software or by hand, to communicate ideas that inspire, inform, and captivate consumers.

### Work Environment

Many of these workers are employed in specialized design services, publishing, or advertising, public relations, and related services industries.

### How to Become a Graphic Designer

Graphic designers usually need a bachelor's degree in graphic design or a related field. Candidates for graphic design positions should have a portfolio that demonstrates their creativity and originality.

### Job Outlook

Employment of graphic designers is projected to grow 3 percent from 2020 to 2030, slower than the average for all occupations.

Despite limited employment growth, about 23,900 openings for graphic designers are projected each year, on average, over the decade. Most of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

**Geographic profile for Graphic Designers:**

States and areas with the highest published employment, location quotients, and wages for Graphic Designers are provided. For a list of all areas with employment in Graphic Designers, see the Create Customized Tables function.

Employment of graphic designers, by state, May 2021



Employment
- 60 - 710
- 880 - 2,080
- 2,230 - 4,950
- 5,000 - 28,940

Blank areas indicate data not available.