

Fayetteville Technical Community College

Detailed Assessment Report 2015-2016 Advertising and Graphic Design *As of: 7/26/2016 11:11 AM EST*

Mission / Purpose

The Advertising and Graphic Design curriculum is designed to provide students with knowledge and skills necessary for employment in the graphic design profession, which emphasizes design, advertising, illustration, and digital and multimedia preparation of printed and electronic promotional materials with the use of computer programs such as the Adobe Creative Suite 6 Master Collection multimedia design software.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Reporting Findings, and Action Plans

SLO 1: Students will analyze problems and make critical decisions

Students will analyze problems and make critical decisions to devise solutions that best serve client needs to promote products, services, or ideas.

Relevant Associations:

General Education/Core Curriculum Associations

- 2 Use critical thinking to analyze problems and make logical decisions.
- 4 Demonstrate quantitative competencies.
- 5 Demonstrate computer literacy.

Institutional Goals Associations

- 1 Respond to student and community needs through measurable goals.
- 2 Establish a culture of quality customer service.

Strategic Objectives Associations

FTCC

- 19 Increase Work-Based Learning and intern work opportunities for students.

Related Measures

M 1: Students will analyze client needs to provide viable solutions

WHAT: Students will analyze client needs to produce a variety of concepts that represent situation-appropriate form and content.

WHY: Novice designers often select compositional elements and styles that reflect personal preferences, rather than considering client stipulations and target audience. They also fail to consider the appropriateness of design when applied to industry-standard aspect ratios. Drawing Fundamentals class presents an excellent opportunity to cultivate purposeful, product-related conceptualization and visualization skill-sets without the distraction of computer processes.

HOW: Drawing Fundamentals students will be challenged with no less than 3 drawing projects where client stipulations and target audience are essential considerations. Each project will require a variety of visualizations with the most viable concept completed for presentation, critique, and grading using multiple rubrics. At least one of these projects will include a graded component where the compositional proportions must demonstrate adherence to industry-standard aspect ratios associated with selected applications such as print media Standard Advertising Units, business cards, or other collateral materials.

WHEN: Situational projects will be dispersed throughout a 16-week fall (first semester) drawing class.

WHO: Final grading will be by the Instructor using associated rubrics provided to students as the project begins. At an intermediate stage, at least one classroom peer/instructor critique will be conducted to maximize input and to provide editing guidance.

Source of Evidence: Project, either individual or group

Target:

Upon completion of all situation-specific projects, an analysis will be conducted to determine if students have demonstrated quantifiable improvements in visualization and conceptualization skills related to client needs. 80% of students will improve grades on situational projects, comparing lowest to highest score, by at least 10 percentage points.

Reporting Finding (2015-2016) - Target: Met

After submission, projects were evaluated using the rubric provided and grades were recorded in Blackboard. A peer/instructor critique followed each completion.

Results show that of the 13 course completers, 11 submitted all 3 projects with quantitative requirements.

Those 11 students were used to compare each individual's lowest grade to highest, with roughly 82% showing significant improvement of greater than 10 percentage points.

Connected Documents

[121 projects selected](#)

[GRD 121 Grades](#)

[Rubric from Weeks 12,13 GRD 121 project](#)

[Rubric from Weeks 1-3 GRD 121 project](#)

[Rubric from Weeks 15, 16 GRD 121 project](#)

SLO 2: Students will demonstrate competence using industry-standard software

Students will demonstrate competence using industry-standard software to create a comprehensive project that represents a notable level of sophistication and flexibility.

Relevant Associations:

General Education/Core Curriculum Associations

- 2 Use critical thinking to analyze problems and make logical decisions.
- 5 Demonstrate computer literacy.

Institutional Goals Associations

- 2 Establish a culture of quality customer service.
- 4 Focus on workforce preparedness to support economic development.

Strategic Objectives Associations

FTCC

- 19 Increase Work-Based Learning and intern work opportunities for students.

Related Measures

M 2: Students will demonstrate competence using industry-standard software

WHAT: Students will demonstrate competence using industry-standard software to create a comprehensive project that combines advanced techniques from at least 2 different programs.

WHY: Too often, portfolio presentations demonstrate isolated skill-sets that may be perceived by potential employers as one-dimensional. The ability to successfully combine advanced techniques from multiple computer-based resources represents a highly desirable level of sophistication and flexibility.

HOW: The Instructor will identify and demonstrate a variety of computer-based manipulations or effects that may be used in, or enhanced by another software. Advanced students will visualize and, with instructor approval, complete a portfolio-quality product that will showcase multiple, advanced skills.

WHEN: Illustration II class, 8 week/fall 2015 (third semester).

WHO: The final evaluation will be conducted by the Instructor using a grading rubric provided to students at the beginning of the project. The evaluation process will be augmented by a presentation event with peer/instructor critique.

Source of Evidence: Project, either individual or group

Target:

Upon completion of a comprehensive project combining advanced techniques from different software, evaluations will be reviewed to determine if students have demonstrated sufficient competence to merit inclusion in a student portfolio.

80% of students will create a work of sufficient quality to be included in a student portfolio, as determined by scoring at least 90/100 by instructor evaluation.

Reporting Finding (2015-2016) - Target: Met

After submission, projects were evaluated using the rubric provided and grades were recorded in Blackboard. Of 11 students that submitted the Mesh project selected to test this competency, 9 or nearly 82% scored at least 90/100.

Connected Documents

[Rubric from GRD 132 mesh project
vector+raster sample/description/grades](#)

SLO 3: Students will communicate more effectively in professional and academic environments

Students will communicate more effectively in professional and academic environments by exploring and recognizing variations in classical design theory related to a variety of related disciplines.

Relevant Associations:

General Education/Core Curriculum Associations

- 1 Communicate effectively using the conventions of American Standard English in professional and academic environments.
- 2 Use critical thinking to analyze problems and make logical decisions.
- 3 Demonstrate socialization skills that support cultural awareness and a global perspective.

Institutional Goals Associations

- 1 Respond to student and community needs through measurable goals.
- 2 Establish a culture of quality customer service.
- 4 Focus on workforce preparedness to support economic development.

Strategic Objectives Associations

FTCC

- 19 Increase Work-Based Learning and intern work opportunities for students.

Related Measures

M 3: Students will demonstrate an enhanced understanding of variations in classical design theory

WHAT: Students will use all possible resources to explore, document, and prepare a written report on similarities and variations in terminology, emphasis, and application related to classical 2-dimensional design theory. Sources will be cited, and analysis included where practical. Upon conclusion, all report contents will be made available via Blackboard for students to peruse.

WHY: Visual design-related disciplines share a reasonably common language that is typically billed as Principles and Elements of Design (or Art). It should be expected that, while similar, there are variations that might inhibit communications between creative groups. Graphic Designers are likely to collaborate with photographers, illustrators, fine artists, digital media specialists, or others in related fields. Some familiarity with typical differences in perception and application of design language is conducive to effective communications.

HOW: As the report is assigned, the Instructor will provide research suggestions, a starter list of resources, and a rubric that clarifies areas of major interest and grading criteria. Emphasis will be on variations related to principles. Supplemental computer resources may be provided as needed, but students are generally expected to research and complete findings out of class.

WHEN: Graphic Design I class, 8 weeks, fall 2015 (first semester).

WHO: Feedback will be solicited from student peers as final reports are made available. A final evaluation of each report will be made by the Instructor based on various criteria and weighted components.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

Upon completion of a research project designed to enhance communications between design professionals, evaluations will be reviewed to determine if students have demonstrated sufficient understanding of variations in design language. 80% of students will have researched and reported the topic satisfactorily, as determined by scoring at least 80/100 on a grading rubric.

Reporting Finding (2015-2016) - Target: Met

After submission, projects were evaluated using the rubric provided and grades were recorded in Blackboard. Out of 12 that submitted the project for grading, 10 students (83%) scored at least 80/100.

Connected Documents

[project intro and grades](#)

[Rubric from GRD 141 project](#)

[sample design theory project](#)

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Students will learn the importance spell-check.

Part of the reason that those three students fell below the required 77% level of competency was due to a failure to use "spell check" before the final printing process. In the future, students will be told that any project that is found with a typo will receive an automatic "F" for that project. After an F or two, students will learn very quickly that they MUST USE THE SPELL CHECK UTILITY in whatever software program that they happen to be using.

Established in Cycle: 2008-2009

Implementation Status: Finished

Priority: High

Implementation Description: Portfolio class professional critique that takes place in GRD 280 in the spring of 2010.

Projected Completion Date: 04/2010

Responsible Person/Group: Faculty responsible for teaching GRD 280

Additional Resources: None.

Assess Oral Communication via Oral Presentation Rubric

Assessments are made in the Advertising and Graphic Design curriculum when the students present verbally their creative design projects through design critiques. The determination of their success is made thru the use of a relative Oral Presentation Rubric, breaking down the student's ability to communicate their reasoning for the design approach they implemented for said assignment.

Established in Cycle: 2011-2012

Implementation Status: Finished

Priority: High

Measureable Supplement to Student Oral Communication Skills

Background: I include a peer (student) critique component in several studio classes. Students express positive and constructive opinions of other student projects (current and archived). Students assume the role of Art Director or "the viewing public". The component is designed to reduce instructor bias, to provide fresh insight, and to reinforce various aspects of a successful design. Students must use associated terminology, and the development of some ability to express such an opinion intelligently may be critical to future career roles.

Intent: While I have used a peer-critique component for years (mention of this practice is currently included in my syllabi where appropriate; see attachment), I will further develop criteria and improve instruction (starter rubric attached) so this component is more thorough and more easily measured.

Established in Cycle: 2013-2014

Implementation Status: Finished

Priority: High

Implementation Description: Oral peer-critique component of selected classes to be formalized by finalization of appropriate criteria, improvement of instruction, and selection of measurement standards.

Projected Completion Date: 08/2014

Responsible Person/Group: David Sholter

Additional Resources: none

Connected Documents

[167 critique rubric](#)

[167 peer critique on syl](#)

Analysis Questions and Analysis Answers

What were the strengths of your assessment process?

The strengths of these processes is that they provided structure to content improvements that may not have been introduced otherwise.

What were the weaknesses of your assessment process?

Finding 1: Adapting existing projects to this initiative was not ideal as the initial introduction to client stipulation occurred early in the class, with the other 2 suitable projects occurring much later. Also, existing projects provided an uneven basis to assess improvement as difficulty and application were not adequately designed to be cumulative.

Finding 2: Too few of the works were selected for inclusion in portfolio and so grading criteria should have included a weighted evaluation by our Portfolio Instructor.

Finding 3: Some sources were suggested to students at the start with an expectation that they would easily find multiple sources as the instructor had experienced. Late in the project, it became apparent that the proprietary database contents on this subject varied more than ordinarily expected.

What was learned as a result of your assessment process?

Finding 1: Drawing instruction for design students is necessarily different from a traditional approach and to that end, an

inclusion of quantitative and other stipulations may be successfully introduced as basic skills.

Finding 2: Multiple app approaches to capstone projects should be more thoroughly exploited. There are opportunities here to develop earlier introductions.

Finding 3: Alternate approaches to classical design theory is a worthy subject for discussion but inadequate resources presently exist to support a heavily weighted project.

How will what was learned impact the direction and emphasis of your academic or support unit?

Finding 1: GRD 121 projects will be edited for 2016FA to adjust the timing and complexity of projects with client stipulation/quantitative requirements.

Finding 2: A multiple app project will be designed for Illustration 1 beginning 2017SP and the project used for this assessment improved.

Finding 3: Alternate classical design resources will be more carefully cataloged. The project will remain in Discussion Board format.

Annual Report Section Responses

Program Review (Academic Units)

Attached is the most recent academic program review.

Connected Document

[2014 AGD Program Review](#)

Advisory Comm. Minutes (Academic Units)

All academic programs have associated Advisory Committees that provide community input on program direction and outcomes.

Connected Document

[2016 AGD advisory committee minutes](#)

End Of Year Reports (VPs, AVPs, Deans)

Strategic Plan (2015-2020) and other related documents

Connected Documents

[2016 Grad Survey](#)

[Strategic Plan 2015-2020](#)

2015FA: GRD 121 PROJECTS WITH CALCULATIONS

Week 3: Winery/Coffee Shop Composition

Attached Files: [wine sketch.png](#) (198.438 KB)
[wine.png](#) (93.032 KB)

Required aspect ratio: 2:3.

A local winery needs a stylized composition to use on a poster for their annual wine-tasting event. The image will have a generic wine bottle, glass, and a bunch of grapes. Using reference photos, sketch various compositions that combine those 3 elements in different ways, using only basic shapes. Present at least 4 different arrangements in pencil, all on a single sheet of drawing paper.

OR

A local Coffee Shop needs a stylized composition to use on their sign and front window (and probably to become their logo). The image will have a generic coffeepot, cup, and a noosh (some sort of pastry that goes with coffee). Using reference photos, sketch various compositions that combine those 3 elements in different ways, using only basic shapes. Present at least 4 different arrangements in pencil, all on a single sheet of drawing paper.

Choose your ONE best composition, and finish neatly using a black marker. Only a "woodcut" style of shading is allowed, with a simple, alternating pattern of black and white preferred. Rely on lines only where absolutely necessary.

Erase all pencil, and present your composition for grading.

The attached example was rendered on a computer, but is generally the right idea. Yours will be in YOUR style. The shading in the grapes is "woodcut" style.

Weeks 12,13: Create a Negative Space composition

Attached Files: [landscape neg space project.jpg](#) (449.438 KB)
[portrait negative space proj.jpg](#) (807.548 KB)

Collect as many negative space compositions as you need to select a final best 5 or so. These are expected to be original compositions, so be prepared to stack kitchen chairs, drape a coiled garden hose over your step ladder in the garage, or find an interesting vine-like plant. It is advisable to create a snapshot of the original composition using your phone (as a show of good faith).

Using 11X17 paper or poster board, create a pleasing "Mondrian" pattern of rectangles. Experiment with several possible arrangements and then crop/transfer your desired portions of the original images by tracing or using graphite paper. You may arrange the compositions as landscape or portrait, depending on your choices. Leave 1/2 inch white margins all around the 11X17 except the bottom which is 3/4 inch, and create gutters between each that are at least 1/2 inch. Allow the white spaces in your compositions to flow into the gutters/margins (don't "box" the compositions in with lines).

Be sure to plan the overall layout first so you may plan aspect ratios and calculate percentages of enlargement or reduction. I will introduce a PS-79 proportion calculator in class, so be sure to take advantage of that resource to minimize waste.

Build Content ▾ Assessments ▾ Tools ▾ Partner Content ▾

Discover Content 1

Weeks 14-16: Stylization and other translations

Attached Files: [DEER-1.jpg](#) (303.073 KB)
[DEER-2.jpg](#) (301.519 KB)

Check out the attached examples. There will scores of other examples provided in class as well. We won't be creating finished logos at first; this exercise is designed to introduce essential conceptualization and visualization skills. Strive to simplify light and shadow, to interpret essential shapes, and to experiment with different approaches/styles so that your finished marker-on-paper images demonstrate a variety of possible solutions. Your images should be useful as templates for vector illustration projects in a later class. Think ahead to devise possible business applications that may be appropriate for your various stylizations.

Your best interpretation will be combined with type indications, and otherwise adapted to a rough "business card" presentation with an aspect ratio of 2:3.5.

2015 FA GRD 121 GRADES

GRD 121 Drawing Fundamentals I 0001FA

Announcements

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Groups

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Guest and Observer Access

Properties

Quick Setup Guide

Grade Center : Full Grade Center

When screen reader mode is on, the Grade Center data appears in a simplified grid. You cannot freeze columns or edit inline, making it easier to navigate using the keyboard. To enter a grade, access a cell's contextual menu and click **View Grade Details**. When screen reader mode is off, click on the Grade Center page. To enter a grade: click the cell, type the grade value, and press the Enter key to submit. Use the arrow keys or the tab key to navigate through the Grade Center. [More Help](#)

Create Column Create Calculated Column Manage Reports Filter

Move To Top Email

Sort Column By: Layout P

Grade Information Bar: Grade Type: Override Grade | Points Possible: 100.00 | Displayed As: Score | Visible to Users: Yes

Last Name	First Name	Username	Student ID	Last Access	Availability	Class Grade	Total	Basic Shapes E	Week 3: Wriery	Weeks 4, 6, 1-P	Weeks 6,7, 2-P	Weeks 8, 9, Dr	Weeks 10, 11: E	Weeks 12,13: C	Weeks 14-16: S
				December 7, 2015	Unavailable	91.26%	728	100.00	77.00	93.00	91.00	94.00	700.00	90.00	95.00
				September 28, 2015	Unavailable	--	--								
				December 11, 2015	Unavailable	72.86%	585	100.00	90.00	90.00	94.00	91.00	90.00	90.00	90.00
				December 8, 2015	Unavailable	83.75%	677	100.00	94.00	76.00	90.00	72.00	97.00	79.00	97.00
				October 19, 2015	Unavailable	89.00%	721	100.00	94.00	94.00	94.00	90.00	90.00	98.00	74.00
				September 10, 2015	Unavailable	--	--								
				November 30, 2015	Unavailable	85.07%	691	100.00	94.00	93.00	94.00	90.00	77.00	97.00	78.00
				December 7, 2015	Unavailable	86.86%	707	100.00	92.00	76.00	94.00	94.00	94.00	91.00	98.00
				December 1, 2015	Unavailable	88.28%	713	100.00	91.00	91.00	96.00	97.00	94.00	79.00	98.00
				September 30, 2015	Unavailable	73.51%	612	100.00	96.00	96.00	90.00	98.00	70.00	90.00	70.00
				December 8, 2015	Unavailable	73.12%	595	100.00	90.00	94.00	79.00	74.00	92.00	90.00	78.00
				October 27, 2015	Unavailable	67.77%	574	100.00	76.00	90.00	98.00	92.00	71.00	71.00	70.00
				October 27, 2015	Unavailable	92.04%	740	100.00	93.00	90.00	94.00	94.00	97.00	98.00	94.00
				October 12, 2015	Unavailable	87.82%	714	100.00	90.00	90.00	98.00	93.00	95.00	90.00	92.00
				December 8, 2015	Unavailable	86.19%	698	100.00	75.00	91.00	96.00	91.00	91.00	98.00	70.00
					Unavailable	--	--								

Selected Rows: 9

Move To Top Email

Rubric 2 from GRD 121 projects with proportional stipulations

Rubric Detail

Select [Grid View](#) or [List View](#) to change the rubric's layout. [More Help](#)

Name: **Negative Space-Scaling Wheel** Exit 1 of 2 >

Type: **Used for Grading**

Grid View | List View

	Novice	Competent	Proficient
Visual Interest	24 (24%) Shapes too basic/composition not stimulating.	32 (32%) Shapes/crop good but need refinement.	40 (40%) Interesting shapes, crop.
Finish	18 (18%) Craft carelessly rendered.	24 (24%) Craft needs improvement.	30 (30%) Carefully rendered.
Variety	6 (6%) Subjects too similar.	8 (8%) Some variety.	10 (10%) Different subjects.
Margins/Alleys	6 (6%) Not as required	8 (8%) Mostly accurate	10 (10%) Accurate
Proportion Calculations	6 (6%) Carelessly configured	8 (8%) Mostly functional and pleasing	10 (10%) Well considered and successful

Name: **Negative Space-Scaling Wheel** Exit 1 of 2 >

Type: **Used for Grading**

Rubric 1 from GRD 121 projects with proportional stipulations

Rubric Detail

Select **Grid View** or **List View** to change the rubric's layout. [More Help](#)

Name: **Winery Art-Ratio** Exit 1 of 2 >

Type: **Used for Grading**

Grid View | List View

	Novice	Competent	Proficient
Arrangement	18 (18%) Too spread out/too tight. Eye movement constrained. Careless negative space.	24 (24%) Arrangement basically sound with refinements needed.	30 (30%) Arranged carefully. Eye flows easily. Negative spaces well-considered.
Shapes	18 (18%) Use of basic shapes not evident or unrefined.	24 (24%) Shapes seem close with refinements needed.	30 (30%) Use of basic shapes evident with appropriate refinements.
Finish	18 (18%) Little/no use of Black/white pattern. Relies on line excessively. Clutter. Carelessly rendered.	24 (24%) Some use of black/white contrast. Use of line may be excessive. Craft needs improvement.	30 (30%) Alternating pattern of black/white.
Aspect Ratio	6 (6%) Neglected	8 (8%) Adaptable	10 (10%) Purposeful

Name: **Winery Art-Ratio** Exit 1 of 2 >

Type: **Used for Grading**



Rubric 3 from GRD 121 projects with proportional stipulations

Rubric Detail

Select [Grid View](#) or [List View](#) to change the rubric's layout. [More Help](#)

Name: **Stylized Images for card**

Exit

1 of 2



Type: **Used for Grading**

Grid View

List View

	Novice	Competent	Proficient
Variety	6 (6%) Too similar in style and/or content	8 (8%) Some variety in style and/or content	10 (10%) Variety of styles, subjects
Viability	18 (18%) Difficult to read/recognize. usage not described/associative.	24 (24%) Readable, but with difficulty. Selection potentially suitable/association plausible.	30 (30%) Selected carefully, easy to read. Seems entirely viable/associative.
Shapes/Lines	18 (18%) Too many/too little/shapes lack refinement. Relies on line/monoline excessively.	24 (24%) Shapes seem close with refinements needed. Lines minimal but could become shapes.	30 (30%) Shapes refined, well chosen. Lines converted to shapes.
Finish/Function	18 (18%) Craft carelessly rendered/aspect ratio incorrect.	24 (24%) Craft needs improvement/aspect ratio adaptable	30 (30%) Carefully rendered/aspect ratio well-used

Name: **Stylized Images for card**

Exit

1 of 2



Type: **Used for Grading**

Rubric from GRD 132 project: vector mesh with raster finish

Rubric Detail			
<i>Select Grid View or List View to change the rubric's layout. More Help</i>			
Name: Gradient Mesh			Exit
Grid View	List View		
	Novice	Competent	Proficient
value to portfolio	18 (18%) too elementary to impress viewer	24 (24%) sufficiently challenging to impress viewer, but with noticeable problems	30 (30%) sufficiently challenging and apparently successful
mesh structure	12 (12%) possibly twisted/overlapping mesh lines, uncontrolled mesh. candidate for editing or do-over.	16 (16%) non-fatal issues with construction, application of mesh	20 (20%) carefully constructed, edited
shapes	12 (12%) uncontrolled, careless, otherwise unrealistic shapes	16 (16%) some refinement desirable	20 (20%) shapes carefully rendered
colors, modeling	12 (12%) colors unrealistic. modeling flat. colors/values show distracting degree of checkerboard texture	16 (16%) colors plausible. modeling acceptable. some checkerboard texture, not overwhelming	20 (20%) colors carefully chosen, modeling 3-dimensional. smooth color/value transitions
on time	0 (0%)	0 (0%)	10 (10%)
Name: Gradient Mesh			Exit

What a Mesh

Some of you have already experimented with gradient mesh, perhaps creating your very own pepper.

We can't all show peppers in our portfolio so this time, create an original.

Get warmed up using the coffeepot template (attached) and by following my classroom demonstration. A finished coffeepot and wireframe example are also shown.

When you feel that you have sufficient mesh savvy, dump the coffeepot, come up with a subject of your own, and get to work.

Your initial turn-in will be a SINGLE portfolio-quality selection of your own rendering, in AI layers, beautifully finished featuring the gradient mesh tool.

THEN, place your Mesh-terpiece into Photoshop (probably as a Vector Smart Object) that features an appropriate, raster, copyright-free photographic background. Be careful to match the light direction at least and don't stray beyond your skills to correct color temperature and other differences. Alterations like smart blur may be lightly added to insure a more natural setting. Finish with a cast shadow (home-made?), reflected color/shapes from the setting, or any other touches to make it seem NOT put-together.

Logo you didn't!

Last Name	First Name	Username	Student ID	Last Access	Availability	course grade	Going Primitive	Shady Charact	Gradient Mesh	Logo Project	Con
				er 6, 2015	Unavailable	91.20%	94.00	96.00	92.00	84.00	90.0
				ber 9, 2015	Unavailable	92.40%	86.00	100.00	94.00	87.00	95.0
				er 13, 2015	Unavailable	97.00%	98.00	100.00	100.00	93.00	94.0
				ber 11, 2015	Unavailable	77.60%	82.00	82.00	76.00	73.00	75.0
				er 13, 2015	Unavailable	94.20%	96.00	88.00	91.00	96.00	100.
				er 12, 2015	Unavailable	93.80%	100.00	94.00	94.00	89.00	92.0
				er 7, 2015	Unavailable	91.60%	86.00	96.00	90.00	88.00	98.0
				er 23, 2015	Unavailable	92.80%	96.00	94.00	92.00	87.00	95.0
				er 12, 2015	Unavailable	89.80%	88.00	100.00	92.00	75.00	94.0
				er 13, 2015	Unavailable	92.20%	92.00	88.00	96.00	91.00	94.0
				ber 7, 2015	Unavailable	79.20%	75.00	82.00	80.00	77.00	82.0

AI Mesh with copyright-free raster: project intro, grades, examples

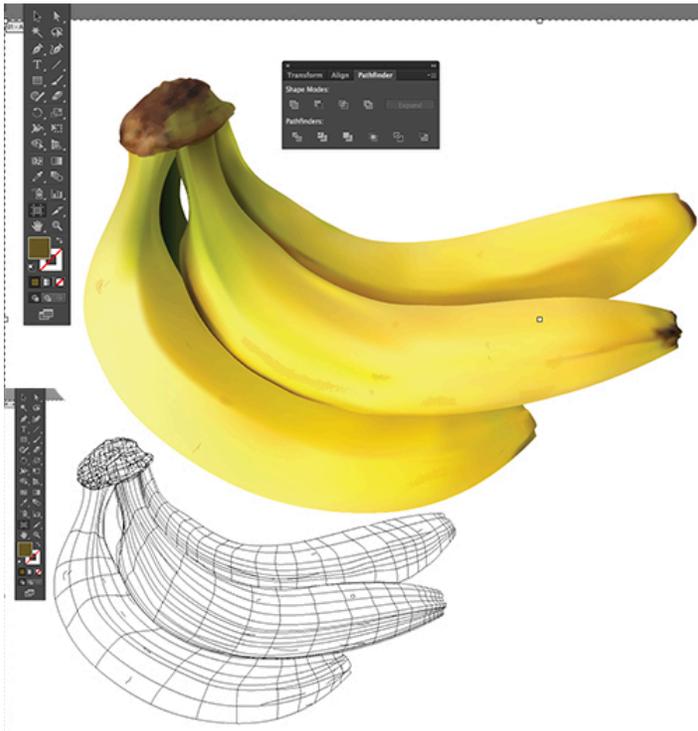


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- Prep for your Discussion Board: "I Feel Listless"

Week 4, Part 1: Reflection on Design Principles

Build Content | Assessments | Tools | Partner Content | Discover Content

Objectives

This week reviews the Principles of Design and provides students with an opportunity to discuss:

- alternative design principles suited to specific design disciplines.
- alternative design principles suited to personal preference.

Assignment

Students will:

- Examine various websites that discuss Principles of Design
- Note differences in the lists and prepare a discourse on the subject
- Post their findings on "I Feel Listless" Discussion Board

Prep for your Discussion Board: "I Feel Listless"

This might seem more like a Project, but your findings and opinions are of substantial interest to your classmates, so post this to the Discussion Board, "I Feel Listless". Be sure to respond to at least one other post or your best efforts won't even be graded.

Let's get started:

Back in your Week 1, Part 2 Assignment (under the heading Principles), I suggested that our list of Design Principles is a matter of opinion. Other experts (and more than a few wannabees) offer a different list of Principles.

Since you know more about this than most people, it's time to get a second opinion.

Conduct an online search of "art design principles" articles. Look them over, make some notes. You may try a few other keywords (principles of art, principles of design) hoping to find more to scan.

Some principles that you feel strongly about will be ignored on another list. Some list-makers will add a principle or 2 that you may be tempted to adopt. Sometimes, the list is different from ours because it's for web, interior design, or Industrial design (although the principles shouldn't be substantially different, should they?). Sometimes, you'll suspect the writer is a smart-sounding fraud.

Then, organize your thoughts into categories, maybe:

- which principles seem to make (nearly) everyone's list
- which principles are new to you and:
 - seem valid/important/worth saving
 - seem invalid/unimportant/ignorable

You may conclude with your own list of Design Principles.

Organize your thoughts into 4 or 5 paragraphs that come close to a coherent report. Include a few links. When I read your post, I should at least feel strongly that: (1) you looked at several sources, and (2) you understand our list of principles well enough to compare to others.

project intro and grades: Alternate Classical Design theory

Grade Information Bar

Sort Columns By: Layout Position | Order

LastName	First Name	EXAM 2	Week 4	Project: Line as	Project 5,6-1: 6	DB Weeks 5,6-4	EXAM 3	Week 7, Part 1	Project 7-2: Co	Project 8-1: Sp	Project 8-2: Mo	FI
		95.00	93.00	95.00	96.00	100.00	100.00	100.00	94.00	93.00	100.00	92
		95.00	92.00	94.00	100.00	90.00	90.00	100.00	97.00	97.00	100.00	90
		90.00	90.00	95.00	100.00	100.00	100.00	96.00	100.00	100.00	100.00	10
		95.00	90.00	97.00	95.00	85.00	100.00	90.00	87.00	94.00	100.00	82
		75.00	89.00	97.00	100.00	75.00	100.00	100.00	91.00	97.00	100.00	65
		90.00	87.00	88.00	97.00	90.00	100.00	83.50	87.00	87.00	100.00	82
		65.00	85.00	100.00	100.00	90.00	95.00	100.00	100.00	100.00	100.00	82
		65.00	84.00	79.00	86.60	85.00	80.00	83.50	91.00	90.00	100.00	75
		50.00	82.00	79.00	86.60	75.00	100.00	83.50	78.00	96.00	100.00	42
		90.00	81.00	79.00	96.00	90.00	75.00	83.20	82.00	94.00	100.00	88
		78.00	88.00	84.00	86.80	80.00	95.00	100.00	79.00	80.00	100.00	62
		60.00	56.00	82.00	86.80	80.00	25.00	100.00	82.00	82.00	80.00	42

Selected Rows:

Move To Top | Email

Rubric from GRD 141 project: alternate principles list

Rubric Detail

Select **Grid View** or **List View** to change the rubric's layout. [More Help](#)

Name: **I Feel Listless** Exit Save

Grid View | **List View**

Show Descriptions Show Feedback

Confirmation of Known Principles	(20%)
<input type="radio"/> Novice 12 (12%) points	
<input type="radio"/> Competent 16 (16%) points	
<input checked="" type="radio"/> Proficient 20 (20%) points	
Addition of New Principles	(15%)
<input type="radio"/> Novice 9 (9%) points	
<input type="radio"/> Competent 12 (12%) points	
<input checked="" type="radio"/> Proficient 15 (15%) points	
Discovery of Rename/ Known Principles	(3%)
<input checked="" type="radio"/> Novice 3 (3%) points	
<input type="radio"/> Competent 4 (4%) points	
<input type="radio"/> Proficient 5 (5%) points	
Citations	(12%)
<input checked="" type="radio"/> Novice 12 (12%) points	
<input type="radio"/> Competent 16 (16%) points	
<input type="radio"/> Proficient 20 (20%) points	
Organization/Clarity of Presentation	(8%)
<input type="radio"/> Novice 6 (6%) points	
<input checked="" type="radio"/> Competent 8 (8%) points	
<input type="radio"/> Proficient 10 (10%) points	
Grammar/Spelling, etc.	(8%)
<input type="radio"/> Novice 6 (6%) points	
<input checked="" type="radio"/> Competent 8 (8%) points	
<input type="radio"/> Proficient 10 (10%) points	
Response to Post	(16%)
<input type="radio"/> Novice 0 (0%) points	
<input checked="" type="radio"/> Competent 16 (16%) points	
<input type="radio"/> Proficient 20 (20%) points	

Raw Total: 82.00 (of 100.0)
Change the number of points out of 100.0 to:

Feedback to Learner

For the toolbar, press ALT+F10 (PC) or ALT+FN+F10 (Mac).



Use more of the resources I listed for you!

Design Theory Variations by Joy Bryant

I found five design principle lists from the following:

https://www.getty.edu/education/teachers/building_lessons/principles_design.pdf ,

<http://char.txa.cornell.edu/language/principl/principl.htm> ,

<http://www.projectarticulate.org/principles.php> ,

<http://nwrain.net/~tersiisky/design/principles.html> , and

<http://thecooponline.com/2012/08/20/art-appreciation-the-principles-of-design/>.

The lists are similar because they all include Emphasis and Balance. Getty has nine principles, Char.txa has five principles, project articulate has six principles, Nwrain has five principles, and Coop has seven principles.

The most unique list is Coop's. It contains two interesting principles: Dominance and Economy. The idea of Dominance is to draw attention to a specific thing and the idea of Economy is to avoid visual clutter.

Aside from these two words all the lists are relatively similar. However each list does displays a individual manner of thinking. If you click on the getty link you will see a very organized list. Each principle with its example and definition. The entire page is a somber black and white. There are nine principle making it the biggest list I found which shows how much work, organization, and planning the artist who created getty puts in to their work. In contrast Nwrain only has five principles with their definitions and repeated geometric examples. The page has black, white, yellow, red, and blue, which hints that art can be done by most any one with repeated practice. Right after listing their principle the artist even compare making art to writing a sentence. So each list and its level complexity depends on the artist their idea of how art should be done.

All in all I found Harmony to be the most important principle because there is nothing more unappealing than a piece that does not look like it belongs all together somehow. The least

important principle is emphasis because even if a piece does not have a focal point if your eye is carried through the piece it can still be exceptional.

RUBRIC DETAIL

The Rubric Grid lists **Criteria** (rows) for measuring **Levels of Achievement** (columns)

Add Row Add Column Rubric Type: <input type="text" value="Percent"/> <input type="checkbox"/> Show Criteria Weight			
Criteria ↕	Levels of Achievement ↔		
	poor ▼	average ▼	excellent ▼
Understanding of project ▼	Percent <input type="text" value="60"/> Unable to state purpose of project abc ✓	Percent <input type="text" value="80"/> Understanding of project acceptable abc ✓	Percent <input type="text" value="100"/> Excellent expression of the spirit of the project abc ✓
visual interest ▼	Percent <input type="text" value="60"/> Unable to express design strengths/weaknesses abc ✓	Percent <input type="text" value="80"/> Description of design strengths/weaknesses acceptable abc ✓	Percent <input type="text" value="100"/> Able to express design aspects to high degree abc ✓
technical aspects ▼	Percent <input type="text" value="60"/> Unable to express technical strengths/weaknesses abc ✓	Percent <input type="text" value="80"/> Description of technical strengths/weaknesses acceptable abc ✓	Percent <input type="text" value="100"/> Able to express technical aspects to high degree abc ✓

Final Exam: 10%

Participation: 10%

Methods of Evaluation:

- 1) Examinations (announced) may be administered periodically to reinforce terminology/concepts, as a device to monitor student progress and the efficacy of classroom instruction, and to provide a foundation for practical applications.

All examinations are constructed in a fashion where students must associate a question with the correct response (example: multiple choice, true/false). Exams will not require students to analyze or evaluate (example: opinion or research-based response/essay).

This method was chosen because the terms and concepts associated with this class are fairly standardized within design-based disciplines.

Quizzes (unannounced) of a similar construction may also be administered.

- 2) Projects will be assigned to facilitate the practical application of classroom knowledge, to reinforce terminology/concepts, and as a device to monitor student progress and the efficacy of classroom instruction.

Projects will be evaluated by the instructor and whenever practical, critiqued by classmates. Samples of previous student works and evaluation criteria will be provided to students as each project is assigned. Since aspects of creative efforts are highly subjective, peer critique is useful to reduce instructor bias and to provide additional observations/opinions to supplement the learning process.

- 3) Class participation will be evaluated primarily from the percentage of class meetings attended with adjustments to that grade based upon student classroom performance using criteria such as (but not limited to): student contributions/apathy, use/misuse of class time and other resources, and behavioral or safety-related issues.

This method was chosen because additional information, clarifications, or other enhancements often occur in the dynamics of a creative environment where such advantages are lost to absentees or denied to students in a less disciplined setting.

COURSE CONCERNS/GRADE APPEALS: Students have the right to inquire about academic issues or issues related to the classroom environment. Inquiries should be directed to the following persons, in the following order:

COURSE INSTRUCTOR:

Dave Sholter

sholterd@faytechcc.edu

(910) 678-9841

Fayetteville Technical Community College

Academic Program Review

ADVERTISING & GRAPHIC DESIGN

Current Version Originally Published

Spring 2014

Last Revised: January 2, 2014

Proponent: Vice President for Academic and Student Services

Available online at:

http://www.faytechcc.edu/institutional_effectiveness/handbookmanualplans.aspx

Fayetteville Technical Community College

P.O. Box 35236

Fayetteville, North Carolina 28303-0236

(910) 678-8400

Fayetteville Technical Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees, diplomas and certificates. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Fayetteville Technical Community College.

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

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X-1 Mission

The mission of Fayetteville Technical Community College (FTCC) is to serve our community as a learning-centered institution to build a globally competitive workforce supporting economic development. FTCC promotes the growth of the whole person in a caring environment that encourages strong ethical values, personal integrity, and a sense of responsibility to the needs of society.

X-2 Purpose of Review

The purpose of program review is to strengthen department programs and increase department efficiencies and effectiveness. The review assesses and critically evaluates a program's stated outcomes and use of supporting resources to measure if the program is fulfilling its goals and adequately supports the College mission. The process necessitates documenting successful and unsuccessful efforts, identifying future needs, and verifying compliance with accreditation and college standards. The results of the review process will serve as a tool for continuous program improvements and will impact the institutional and program-level planning and budgeting activities. Program review becomes the baseline measurement of where the program is right now, where program managers would like for it to be in the next one to five years and planned achievement targets, qualitative and quantitative measurements, analysis of those measurements to report findings, and projected action plans and dates for reaching those future objectives. Program review is not intended to replace formal assessment activities in the WEAVE Assessment Management System and is intended to provide additional support and quantitative/qualitative evidence to further support the outcomes and findings housed in WEAVE.

X-3 Overview of Program Review Process

1. The Program Review Process (PRP) begins with a Program Self-Study. The Department Chair organizes a team to conduct the Self-Study. The team must include the Department Chair (or Program Coordinator), all full time faculty members regularly teaching program courses and at least one part-time faculty member that has taught in the program for two or more semesters. All required historical statistical and numerical data will be provided by the Human Resources, Workforce Development, and Institutional Effectiveness (HR/WFD/IE) Office.
2. Teams shall use the current electronic version of the Program Review Self-Study template (Fill-in form P-1). Supplemental information and supporting documentation is highly encouraged to adequately support the program review findings.
3. A full Self-Study shall be submitted to the Chief Academic Officer (CAO) every three (3) years with annual updates submitted by March 15 of the academic year

during the subsequent two years. Timely submission and quality of analysis will be addressed as part of the Department Chair/Program Coordinator's annual performance appraisal.

4. Upon submission of the full 3-year program review, the departmental Program Review Team will meet to prepare a presentation of their self-assessment findings and recommendations to the CAO, AVP for Curriculum Programs, and the appropriate Academic Program Dean. The presentation must include the Self-Study Team's recommendations for continuous improvement and required program support to implement those improvements. These recommendations shall be considered during future budgets and personnel decisions. Department Chairs/Program Coordinators shall submit necessary budget decision packages (see fill-in forms E-5, E-6, E-28, E-15, F-2, I-11, and O-1).
5. The remainder of this publication reflects items that must be included in the program review and mirror the contents of the program review fill-in form (P-1).

X-3.1 Program Description, Policies, and Affiliations **(Self-Study Team's assessment)**

A. Provide a description of the program.

The Advertising and Graphic Design curriculum is designed to provide students with knowledge and skills necessary for employment in the graphic design profession which emphasizes design, advertising, illustration, and digital and multimedia preparation of printed and electronic promotional materials.

Students will be trained in the development of concept and design for promotional materials such as newspaper and magazine advertisements, posters, folders, letterheads, corporate symbols, brochures, booklets, preparation of art for printing, lettering and typography, photography, and electronic media.

Graduates should qualify for employment opportunities with graphic design studios, advertising agencies, printing companies, department stores, a wide variety of manufacturing industries, newspapers, and businesses with in-house graphics operations. (NCCCS Curriculum Standard, Curriculum Description)

B. Discuss how the program supports the College in fulfilling its mission. List your program's mission, targeted future goals and objectives and how those goals/objectives are linked to the College's Institutional Goals and Strategies located in the FTCC Strategic Plan.

The mission of FTCC Advertising and Graphic Design is to provide quality, career-centered instruction and guidance to a diverse student population seeking entry into the field of graphic design, or a related profession.

FTCC Advertising and Graphic Design supports the College in its mission to:

(1) Serve our community as a learning-centered institution.

(1): Advertising and Graphic Design is a dynamic environment. Software capabilities change every few years, customer needs vary greatly and original, functional solutions are elusive. By necessity, our students must be prepared to adapt, and so teaching strategies that stimulate critical thinking from multiple perspectives, and that lead to a variety of creative solutions, are preferred. Lecture-based strategies are employed in this curriculum but are largely confined to introductory elements such as terminology, essential principles, computer capabilities/limitations, and the like. AGD students are introduced to essential skills and information by a variety of delivery methods such as live demonstrations, videos, traditional text, E-text, and internet tutorials. Case-method and discussion are often integral to project development, and students are encouraged to use collaborative learning where practical. From a variety of situational platforms, students are encouraged to find alternate solutions (within a stipulated framework), to justify their judgments, and to share findings with peers. Rubrics are increasingly used to clarify key objectives and to quantify evaluations and, when practical, instructor/peer critique permits varied and immediate feedback during the presentation of completed projects.

(2) Build a globally competitive workforce.

(2): AGD students are instructed in established and trending advertising strategies, and in techniques using modern, industry-standard hardware and software. Students are encouraged to stay aware of developments in the field (i.e.: to seek out resources such as Adobe Exchange), and to network with other design professionals.

(3) Support economic development.

(3): AGD graduates enter the workforce to have a direct and immediate impact on our local economy. As visual communicators for various businesses, our former students create awareness, enhance credibility, and generally stimulate sales. FTCC AGD graduates have been employed by The Fayetteville Observer, M.J. Soffe, Fayetteville Technical Community College, Fayetteville State University, Fort Bragg MWR Marketing, Paraglide, Cumberland County Library System, CityView Magazine, Southern Regional Health Education Center, Systel, the Cape Fear Valley Health System, the City of Fayetteville, numerous printing firms, and others. Some former students are self-employed in the field (or a related field, i.e.: photography), or supplement an alternate career choice by creating their own marketing

materials (i.e.: advertising, brochures, folders, business card, website, corporate identity).

FTCC Advertising and Graphic Design supports the College in its institutional goals to:

(1) Respond to student and community needs through measurable goals.

(1): To respond to student needs, AGD Faculty strive to specify realistic and relevant learning outcomes to educational offerings, and continue to devise and improve grading rubrics that clarify and support those objectives. Various instructional strategies and delivery systems are employed. Student feedback is sought where practical. To respond to community needs, guidance is sought from former graduates and other local professionals in the discipline in order to better prepare students to respond to the expectations and needs of the community. Efforts are continually made to detect emerging trends in equipment needs, techniques, and the like in an attempt to posture the program proactively.

(2) Focus on workforce preparedness to support economic development.

(2): AGD students train on state-of-the-art equipment and learn cutting-edge techniques. Students become familiar with, and are involved in group projects to assume, various roles within an advertising organization, and otherwise prepare to facilitate the execution of marketing objectives, strategies, and tactics that businesses rely upon to effectively communicate the worth of their products, services, and ideas to consumers.

(3) Provide a comprehensive educational program committed to quality instruction and learning focused on student success.

(3): AGD students experience a progressive accumulation of skill-sets that are strategically positioned to permit students to appreciate the total worth of individual efforts. In example, a student of traditional drawing is encouraged to realize that these skills will be parlayed into refinements that will benefit the creation of original computer-derived illustrations. Those illustrations will be used to enhance the attractiveness and communicative value of a more comprehensive product where image, type, and other devices may be skillfully combined, and so on. As graduation approaches, students are further encouraged to select skill-sets appropriate to the task at hand, and to apply those with appropriate taste and judgment to satisfy a stated objective.

(4) Plan, provide, and maintain educational facilities which will enhance student learning, achievement, and development.

(4): AGD students enjoy clean, modern, functional facilities and surroundings. Our environment is often presented as a showcase for visitors and prospective students.

(5) Provide a positive image through marketing and public relations.

(5): Advertising and Graphic Design students and faculty support various School activities by providing high-quality promotional materials. Examples include: designs for School-sponsored events such as the FTCC Heart Walk, Spring Fling/Fall Festival, and

theater performances and other artistic presentations. Where practical, such projects are incorporated into assignments to support classroom objectives. Not-for-profit agencies like the U.S. Army Fisher House have also been accepted as real-world clients. FTCC ADG Faculty designed the FTCC and Cumberland County seals, and the IPASS design. These products ultimately reflect favorably upon, and enhance the credibility of FTCC.

C. Beyond general College admission policies, list any special requirements pertaining to program admission (i.e. passing a background check, GPA requirement, etc.).

There are no special requirements for admission to FTCC Advertising and Graphic Design beyond general College admissions requirements.

D. List articulation or other such agreements that the program currently has with other community colleges or four-year institutions. Briefly describe the details of such agreements, including when the agreements were last reviewed, updated and approved by the partnering colleges.

FTCC Advertising and Graphic Design prepares students for entry-level positions in the workplace and is not generally designed to prepare students for transfer to a senior institution. Several of our students have successfully transferred to Fayetteville State University, some to East Carolina University, and at least one to Methodist University. The number of AGD Core Curriculum courses deemed acceptable for transfer varies according to the admissions policy of each institution, and whether the student presents a portfolio of works that demonstrate sufficient evidence of technical and creative prowess. All courses are generally accepted in transfer to similar programs within the North Carolina Community System, and insufficient documentary evidence exists to determine whether community colleges outside NCCCS accept FTCC AGD courses in transfer. Anecdotal evidence from relocated former students suggests that transfer of AGD credits to community colleges outside NCCCS is not problematic. Since 2003, FTCC AGD has enjoyed an articulation agreement with Franklin University, located in Columbus, Ohio. The agreement offers an opportunity for our students and graduates to complete a Bachelor of Science degree from Franklin University's distance-education degree-completion program. AGD DC has contacted Franklin to offer any assistance, as the agreement is overdue for review/update, and was informed that Franklin is temporarily shorthanded in that department and will soon coordinate with FTCC AGD to complete the update. More recently, FTCC AGD has entered into the preliminary stages of an agreement with Fayetteville State University to participate in a dual-enrollment arrangement. The details of that arrangement are yet to be determined. A copy of the Franklin agreement and FSU letter of intent is attached to the Appendices portion of this document (Attachments A: Articulation and Dual Enrollment Documents).

E. List specific linkages or partnerships the program has with local businesses, community or civic organizations, K-12 schools, etc. Briefly describe the nature of such partnerships. Include relevant contact information for partnering businesses, organizations, etc.

FTCC Advertising and Graphic Design maintains an informal arrangement with Arts Council Fayetteville/Cumberland County to provide support for an annual presentation of prospective graduates/show of graphic design. Contact: Robert Pinson, Operations Director 910-323-1776, Ext. 229.

The Department has recently received offers for Internship opportunities with the following: (1) ARRAY Magazine, AnneMarie Ziegler (Publisher/Owner), contact: 910-224-1536. (2) 219 Group Advertising and Marketing, contact: Richard Howard 910-483-4749, and (3) Fayetteville Fireantz, contact: Richard Edge, 910-321-0123.

In the recent past, prospective graduates annually presented their works to High School students at 71st High School shortly after their Senior Show was concluded. The presentation arrangement was a fixture of our capstone Portfolio class until last year, when our 71st High School sponsor and contact left the Cumberland County School System. It is anticipated that a similar arrangement can be made for future spring

semester classes, and possibly expanded.

X-3.2 Program Curriculum

(Self-Study Team's assessment)

A. List the program's approved plan of study. Provide the suggested sequence of course numbers, titles, and credits.

Advertising and Graphic Design Required Credits: 65, AAS degree

Fall Semester 1

ACA Elective: 1 credit

ART111 Art Appreciation: 3 credits

GRD141 Graphic Design I: 4 credits

ART131 Drawing: 3 credits

GRD110 Typography: 3 credits

GRD151 Computer Design Basics: 3 credits

Total: 16 credits

Spring Semester 1

ENG111 Writing and Inquiry: 3 credits

GRD131 Illustration: 2 credits

GRD142 Graphics Design II: 4 credits

GRD152 Computer Design Tech: 3 credits

GRD265 Digital Print Production: 3 credits

Total: 15 credits

Summer Semester 1

COM-120 Intro Interpersonal Com: 3 credits

or

COM231 Public Speaking: 3 credits

Major Elective: 3 credits

Total: 6 credits

Fall Semester 2

GRD153 Computer Design Tech I: 3 credits

GRD241 Graphic Design III: 4 credits

PSY150 General Psychology: 3 credits

Math Pick: 3 credits

Major Elective: 2 credits

Total: 15 credits

Spring Semester 2

GRD242 Graphic Design IV: 4 credits

GRD271 Multimedia Design: 2 credits

GRD280 Portfolio Design: 4 credits

Major Elective: 3 credits

Total: 13 credits

B. State the specific student learning outcomes and graduation competencies of the program. Describe them in measurable terms including discussion of the department approved metrics/rubrics used to assess those competencies. Include references to the program's general education outcomes and career-related skills. For example, link program outcomes to the approved FTCC General Education Competencies located on the College's Human Resources, Workforce Development and Institutional Effectiveness website.

The Learning Outcomes/Graduation Competencies of the AGD curriculum are to:

1. Know and understand the impact of graphic communications on a global society.

(1): Related to FTCC General Education Core Competency: demonstrate socialization skills that support cultural awareness and a global perspective.

2. Demonstrate an ability to understand and express technical, communicative, and aesthetic strategies.

(2): Related to FTCC General Education Core Competency: communicate effectively using the conventions of American Standard English in professional Academic Environments.

3. Analyze a variety of graphic design ideas and use appropriate graphic applications for the task.

(3): Related to FTCC General Education Core Competencies: use critical thinking to analyze problems and make logical decisions, and demonstrate quantitative competencies, and demonstrate computer literacy.

4. Demonstrate industry-standard skills, techniques, and manipulation of tools and equipment necessary for visual communications.

(4): Related to FTCC General Education Core Competencies: use critical thinking to analyze problems and make logical decisions, and demonstrate quantitative competencies and demonstrate computer literacy,

5. Interpret and incorporate formal principles and elements of design into digital compositions.

(5): Related to FTCC General Education Core Competencies: use critical thinking to analyze problems and make logical decisions, and demonstrate quantitative competencies.

6. Undertake and complete graphic projects from concept through production.

(6): Related to all FTCC General Education Core Competencies.

7. Compile, maintain, and present a digital portfolio of best works reflecting knowledge, techniques, and creativity.

(7): Related to FTCC General Education Core Competencies: use critical thinking to analyze problems and make logical decisions, and demonstrate quantitative competencies, and demonstrate computer literacy.

C. How does the curriculum ensure that it is and/or remains relevant to students in the 21st century and the expected challenges and opportunities they will face upon graduation?

An important step in remaining relevant to students is to be certain that AGD Faculty are communicating effectively. Increasingly, students have become accustomed to frequent and abbreviated interactions through personal digital devices. By emphasizing, and imparting communication skills, students are encouraged to gain confidence in their ability to understand and express professional ideas. Aside from personal growth, effective communication skills are vital in this field if advertising messages and interactions with associates/clients are to succeed.

Traditional AGD students are generally a product of our increasingly computer-based culture and expect to use these tools often. Fortunately, Graphic Design is immersed in cutting-edge technology. To maintain relevancy, the Department must maintain the latest hardware and software, and AGD Faculty must continue to discover and utilize a variety of modern educational delivery methods to include video tutorials, E-texts, and references to online resources. This is also important as students must become accustomed to a process of continuous self-learning, and become adept at maintaining their professional edge by exploiting all possible resources.

Faculty must also encourage a sense of community and common language. ADG Faculty share starter paths, such as twitter.com/AdobeCare and [LinkedIn.com](https://www.linkedin.com/), and encourage students to discover and share new avenues through which to promote collaboration with a global network of creative and business associates.

D. Describe the methods (formal and/or informal) used to ensure continued program currency. How the faculty is involved in the process to maintain program currency? How is the program advisory committee involved? How have outside consultants been used?

It has since become a long-standing practice for AGD Faculty to maintain currency through self-learning. Fortunately, an exceptional number of resources are available online. Some are for-pay, many are not, but even free resources offer variety and are of adequate quality. Examples include: Adobe Education Exchange, an online community format that shares teacher resources (such as lesson plans) and offers a range of professional development materials. Business professionals offer concepts and best practices via Adobe Marketing Cloud Resource Center (typically a webcast format). Video tutorials are ubiquitous. By continually seeking out and sharing online materials, AGD Faculty are able to sample software and hardware updates, learn fresh approaches to educational delivery, and discover emerging design styles and techniques. AGD Faculty search for fresh resources regularly, although the bulk of this research is piecemeal and not systematically recorded. Some AGD Faculty purchase training videos or subscribe to training services at personal expense; all AGD Faculty privately subscribe to Adobe Creative Cloud in anticipation of FTCC's immanent upgrade to that latest software suite.

One of the main functions of our Advisory Committee is to provide guidance to Faculty from the perspective of a professional in the field, particularly from a regional perspective, and are a primary asset on issues of currency.

E. What changes have been made to the curriculum program of study during the past three years? Why were these changes made? Did the changes result in anticipated outcomes originally driving the change?

In the Fall of 2011, the A30100 program was moved from the Dean of Business Programs to the Dean of CTGE, now Arts & Sciences. The program was placed under the overall supervision of the Chair of Fine Arts as a component of what is now the Departments of Fine, Performing, and Graphic Arts.

Effective Fall 2012, selected GRD classes (primarily drawing and design fundamentals) that could be taught in a Transfer setting were replaced with ART equivalents to increase transferability options for AGD students. Art History requirements were also added.

At the end of the year, it was realized that modifications were needed to alleviate overloads to those replacement ART sections and to restore balance to Faculty Teaching loads.

At present, those modifications are successful, with GRD students now having the option of career-centered, or transferable versions of design fundamentals and of two photography classes.

F. What curriculum changes are currently being considered? Why?

The only catalog change for 2015 will be an additional option where students may select either a career-centered, or a transferable drawing class. Both versions share similar considerations and course content, with the GRD version more closely aligned to visualization skills preparatory to computer vector illustration, the visual conveyance of various concepts to a supervisor or client, and other practical applications such as the creation of storyboards for multimedia applications.

Spring semester II classes have been re-aligned to create a more streamlined and consolidated environment for students to prepare for entry into the workplace.

Future changes may include isolating the most critical skills from classes that are presented separately, and consolidating those skills into fewer required courses, to provide space for additional supplementation in web design and multimedia.

G. List members of the program's advisory committee (if one exists). Include names, titles, and backgrounds, how long members have served, and any criteria used by the program leadership to select members.

At present, all having served at least 3 years except Mr. Rodriguez (2 years), the Advertising and Graphic Design Advisory Committee members are:

Victor Forrester / Instructor / Dept. Chair / FTCC
PO Box 35236
Fayetteville, NC 28302
910-678-8231

David Sholter / Instructor / FTCC
PO Box 35236
Fayetteville, NC 28302
910-678-9841

Frank Galluccio / Instructor / FTCC
PO Box 35236
Fayetteville, NC 28302
910-678-9839

Mr. Carlos Rodriguez / Digital Specialist / Carlton Hubbard Photo
3619 Sycamore Dairy Rd, Fayetteville, NC 28303
910-487-4443

Ms. Danielle Fennern / Creative Services / The Fayetteville Observer
PO Box 849
Fayetteville, NC 28302
910-323-4848 ext. 289

Mr. Ryan Harrell / Creative Director / Arc Design
PO Box 15
Fayetteville, NC 28302
910-221-5357

Ms. Pam Patton / Administrative Assistant / Beasley Broadcast Group, Inc.
508 Person Street
Fayetteville, NC 28303
910-486-2010

Ms. Marla Travis / Graphic Artist / L3 Communications
No Info

AGD Advisory Committee should ideally consist of a mix of successful area professionals that represent a variety of related interests (i.e.: someone in the printing industry, another from web or multimedia, one from publishing, etc.). We also prefer to mix professionals that are former graduates with those not generally associated with

FTCC. Benefits of the latter mix are: former graduates are familiar with the program's structure and strengths/weaknesses with additional insight from regional employment experiences, while those not familiar with the FTCC AGD program are more likely to introduce an entirely different perspective.

H. How often does the advisory committee meet? Describe how active the committee is as issues are discussed related to the program. Identify how meetings are conducted and how recommendations are put forward for consideration of approval. Attach a copy of the last advisory committee meeting minutes as supporting documentation.

Ideally, the Advisory Committee assembles at least annually with an informal "working lunch" scenario preferred. Hard copies of essential documents are provided to all present such as: FTCC Mission and General Education Core Competencies, ADG Mission, Graduation Competencies, and the current AGD Education Plan. Minutes from previous meeting(s), and a list of committee members and their titles are also provided. The Department Chair welcomes members, introductions are made, and minutes from the previous meeting are read. Minutes are approved, old business is resolved, and new business is introduced. Observations and recommendations are solicited and discussed.

Minutes of that Spring 2014 meeting are attached to the Appendices portion of this document (Attachment B: Advisory Committee Minutes).

I. What specific issues or concerns have been addressed by the advisory committee during the past three years? Describe any activities the department has used over the last 3 years suggested by the committee related to keeping the curriculum current. Relate how effective the committee is at communicating its concerns and how the advisory committee's effectiveness might be improved.

In 2013, the AGD Chair reported that it was becoming increasingly challenging to keep the present committee intact, or to assemble an effective quorum. 2010-11, 11-12, and 12-13 AGD committee minutes further indicated that the focus was on maintaining the committee members. This was reviewed by the A30100 DC and his Supervisor in Fall 2013.

It was decided to combine the AGD and AFA committees for the Spring 2014 meeting. In 2014, AGD Faculty attended the AFA Committee meeting to explore the feasibility of consolidating all into a Departments of Fine, Performing, and Graphic Arts Advisory Committee.

Currently the new A30100 DC is working with his supervisor to create a more active and effective AGD Advisory Committee, or to secure adequate ADG representation within a consolidated committee. It should be noted that current AGD committee members Danielle Fennern and Ryan Harrell have been responsive, and that Bruce Sykes, Owner of Allegra Printing in Fayetteville, has expressed interest. Current DC is optimistic that a viable AGD Advisory Committee can be assembled.

X-3.3 Faculty

(Self-Study Team's assessment)

- A. For the past three (3) academic years, provide the total number of sections, by course number, run by the program and the percentage of those that were taught by full-time faculty members.

Advertising & Graphic Design Core Courses Offered by Semester (Fall 2010-Fall 2013)

	2010FA	2011SP	2011SU	2011FA	2012SP	2012SU	2012FA	2013SP	2013SU	2013FA
GRD-110	2	*	*	2	*	*	2	*	*	2
GRD-121	2	*****	*****	2	1	*****	2	*****	*****	*****
GRD-131	*****	1	1	*****	1	1	*****	1	*****	*****
GRD-132	*****	*****	*****	1	*	*	1	*	*	1
GRD-141	3	1	***	2	2	***	2	1	***	3
GRD-142	**	1	**	**	1	**	**	1	**	**
GRD-151	4	1	1	2	1	1	3	2	1	2
GRD-152	1	2	*****	1	1	*****	*****	3	*****	*****
GRD-153	1	1	*****	1	*****	*****	1	*****	*****	1
GRD-167	*****	2	1	*****	1	1	*****	1	1	*****
GRD-168	1	*	*	1	*	*	1	*	*	1
GRD-220	1	*****	*****	*****	*****	*****	*****	*****	*****	*****
GRD-241	1	*	*	1	*	*	1	*	*	1
GRD-242	**	1	**	**	1	**	**	1	**	**
GRD-263	**	2	**	**	1	**	**	1	**	**
GRD-265	**	2	**	**	1	**	**	2	**	**
GRD-271	**	2	**	**	1	**	**	1	**	**
GRD-280	**	1	**	**	1	**	**	1	**	**
GRD-282	1	****	1	1	****	1	1	****	1	1
GRD-285	*****	*****	1	*****	*****	1	*****	*****	1	*****

*Core Course offered during the Fall Term.

**Core Course offered during the Spring Term.

***Core Course offered during the Fall and Spring Terms.

****Core Course offered during the Summer and Fall Terms.

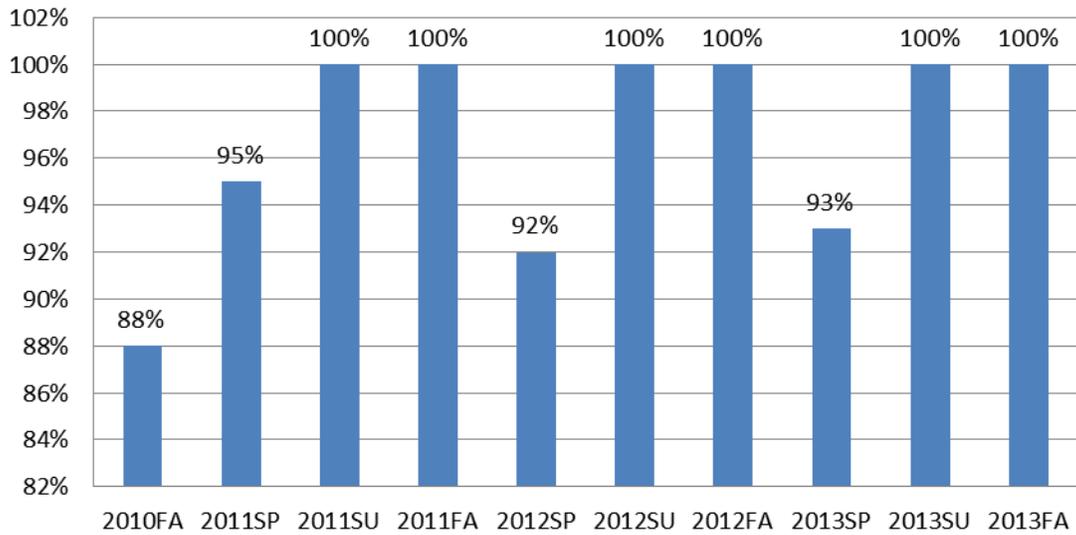
*****Core Course offered during the Summer Semester.

*****Core Course offered during the Spring and Summer Terms.

*****Core Course not offered based upon course sequencing and student education plans.

*****Core Course no longer offered.

Percentage of Advertising & Graphic Design Core Courses Taught by Full-Time Faculty (Fall 2010-Fall 2013)



For the past 3 academic years, AGD has run:

- 8 sections of GRD 110- 100% by full-time faculty
- 7 sections of GRD 121- - 86% by full-time faculty
- 5 sections of GRD 131-- 100% by full-time faculty
- 3 sections of GRD 132-- 100% by full-time faculty
- 15 sections of GRD 141- 100% by full-time faculty
- 3 sections of GRD 132- 100% by full-time faculty
- 18 sections of GRD 151- 83% by full-time faculty
- 8 sections of GRD 152- 100% by full-time faculty
- 7 sections of GRD 167- 100% by full-time faculty
- 4 sections of GRD 168-- 100% by full-time faculty
- 1 section of GRD 220- 100% by full-time faculty
- 4 sections of GRD 241- 100% by full-time faculty
- 3 sections of GRD 242- 100% by full-time faculty
- 4 sections of GRD 263- 100% by full-time faculty
- 5 sections of GRD 265- 100% by full-time faculty
- 4 sections of GRD 271- 75% by full-time faculty
- 3 sections of GRD 280- 100% by full-time faculty
- 7 sections of GRD 282- 100% by full-time faculty
- 3 sections of GRD 285- 100% by full-time faculty

B. Define the criteria used to determine faculty qualification to teach in the program. List any degree requirements, as well as relevant certification, licensure, and experience used to evaluate candidates during the hiring process.

As per the NCCCS, Faculty in the A30100 program must have a minimum of an Associate degree in the field of Graphic Design.

C. Are all faculty (full-time and part-time) appropriately credentialed and qualified to teach in the program? Please explain and provide a list of faculty (including their rank, length of service, highest degree, areas of specialization, and relevant experience).

All Faculty (part-time/full-time) are appropriately credentialed and qualified to teach in the A30100 program.

David Sholter, Department Chair, effective July 1, 2014
B.A. Visual Arts, Fayetteville State University, 1990
6 years prior experience: U.S. Army Graphics Specialist, lead designer private firm, freelance designer.

Frank Galluccio, Instructor
M.Ed. Instructional Media, Utah State University, 1983
5 years prior experience, FTCC Media Services.

Victor Forrester, Instructor, former Department Chair
B.F.A. Fine Arts, East Carolina University, 1985
5 years prior experience in various roles for advertising and marketing concerns.

Joe Talarico, Adjunct Instructor
M.S. Multimedia Technology, California University of Pennsylvania, 2005
2 years prior experience, FTCC Media Services; 7 subsequent years experience with same employer.

Richard Howard, Adjunct Instructor
A.A.S Advertising and Graphic Design, Fayetteville Technical Community College, 2007
4 years prior experience: Web Designer, 291 Group Fayetteville NC; 6 subsequent years experience with same employer.

D. Are all faculty, including adjuncts, evaluated on a periodic basis? If so, what is the schedule for the process? Is the program up-to-date on the completion of faculty evaluation? Why or why not? What have been the general findings of the evaluations?

Faculty in the A30100 program are evaluated annually. Teaching observations are performed during the Fall semester. The DC reviews the Teaching Observation with the Instructor which is then submitted to the DC's Supervisor. A Teaching Observation is executed and reviewed on the DC by his Supervisor. Additionally, all Faculty are reviewed via the E-32 form which involves a more thorough examination of the employee as a whole. Three objectives and the processes projected to accomplish are submitted and either adjusted or approved by the Supervisor. These are reviewed at the end of the Spring semester. There is a minimum of 30 hours of professional development required for each Faculty member. This is recorded on the P-14 document. Finally, there are student evaluations conducted each semester. All student evaluations are reviewed by the Supervisor and any issues are documented. We are currently in the Fall, 2014 semester and just beginning to execute the Teaching Observations. The E-32s have been initiated and results will be documented as allowed. The P-14s are filled in as Faculty complete the various professional development activities they pursue. A30100 Faculty strive to set goals which are both challenging and obtainable. The goals are designed to enhance the program and serve the students in the most efficient and beneficial manner.

E. Describe full-time faculty participation in professional development opportunities. Explain how professional development contributes to the overall effectiveness of the program. Provide a list of faculty and their professional development experiences for the past three (3) years.

AGD Faculty participate in FTCC Professional Development opportunities as available, and as conflicting demands permit. Faculty unable to attend may expect colleagues to share a synopsis of the presentation and copies of handouts, etc. via Groupwise. Faculty also receive online educational resources such as Magna Enewsletters: Faculty Focus. It should be noted that AGD Faculty frequently search printed and video tutorials, review trends and strategies, and otherwise engage in a continual process of self-learning that may not systematically recorded. Highlights of Faculty professional development activities are attached to the Appendices portion of this document (Attachment C: Faculty Professional Development).

F. Describe full-time faculty research initiatives, conference or other presentations, and publishing ventures. Explain how faculty research projects contribute to the overall effectiveness of the program. Provide a list of faculty, their research projects, and presentations/publications.

AGD faculty are not typically active in formal, traditional academic research initiatives or publishing ventures.

X-3.4 Resources and Support Services

(Self-Study Team's assessment)

A. Does the program use labs, unique classroom spaces such as clinical sites, or specialized equipment or supplies? If so, please provide details.

AGD operates 2 computer labs located in the Virtual College Center. VCC 124 features 24 student stations equipped with 27" iMac desktop computers, and supported by assorted printers and other peripherals. VCC 125 is similar, with 25 student stations. In addition, the department maintains 2 traditional drawing table classrooms (VCC 122 and 127) and a well-equipped photographic studio in VCC 126.

B. Are the spaces and supplies mentioned above adequate in meeting the needs of the program and its students? Indicate the strengths and limitations of the resources provided. Please include recommendations for how their provision could be improved.

The total space is adequate, but the Department is currently considering plans to use the space more efficiently and to serve a greater variety of needs. During Fall and Spring semesters, computer resources are increasingly strained. As once-traditional GRD classes are upgraded to emphasize digital techniques, they require computer access. High School Connection classes occupy 10 contact hours of lab space during prime weekday hours. Fine Art offerings that seek support from these facilities currently include ART 171 (Computer Art I), ART 264 (Digital Photography I), and ART 266 (Videography I). Future ART demand is expected to increase.

As large class sizes present an unfavorable instructor-to-student ratio that is especially problematic during process-driven instruction, and given that so many stations are concentrated into 2 labs, it seems feasible to convert one of the drawing table classrooms into a third computer lab (or mini-lab to accommodate smaller sections (<15 students) that are a poor fit for one of the larger labs). This may be accomplished most efficiently by relocating a small number of existing stations (perhaps 5) so as to reduce the number of new stations required to achieve a functional third lab. Under that plan, new purchases to finish out a third computer lab will be around 10 stations

C. Does the program receive support services from the Library, Information Technology, Student Development, or any other offices or departments? Please list the service providers and their contributions to the program. Be sure to include other academic departments that contribute to the success of the program.

Library support to the Department has been commendable. AGD faculty and students now have online access to a substantial library of publications and anticipate further access to a limited number of specialized publications, and to copyright-free images for student design projects, and to supplement educational delivery products. Library Services has also extended valuable guidance to the department on practical considerations concerning copyright issues. The department also works closely with MIS and the FTCC Print Shop with notable success.

D. Are the support services mentioned above adequate in meeting the needs of the program and its students? Indicate the strengths and limitations of the services provided. Please include recommendations for how services could be improved.

The support services mentioned above are adequate for AGD needs. Library and Print Shop services in particular show marked improvement over previous years. AGD uses industry-standard iMac computers that are not familiar to most MIS instructional lab techs. MIS has assigned tech Billy Whitehead to act as a liaison between AGD and MIS (de facto Apple tech). Mr. Whitehead has been notably responsive and competent, but MIS may consider that another tech be designated to cross-train, as practical, with Mr. Whitehead to avoid any disruption or loss of that expertise.

E. Does the program anticipate needing any non-routine budget allocations during the next three years? If so, please provide details. For example, will more faculty be required based on enrollment projections or will inadequate or outdated equipment or classroom space need to be replaced or improved?

ADG completed an upgrade to computer lab hardware in 2011 and are not anticipating any non-routine budget expenditures in the next 3 years.

AGD will coordinate with MIS Instructional Labs Supervisor Hyon Vanleeuwne to monitor the performance of our current machines, warranty issues, and the availability of funds.

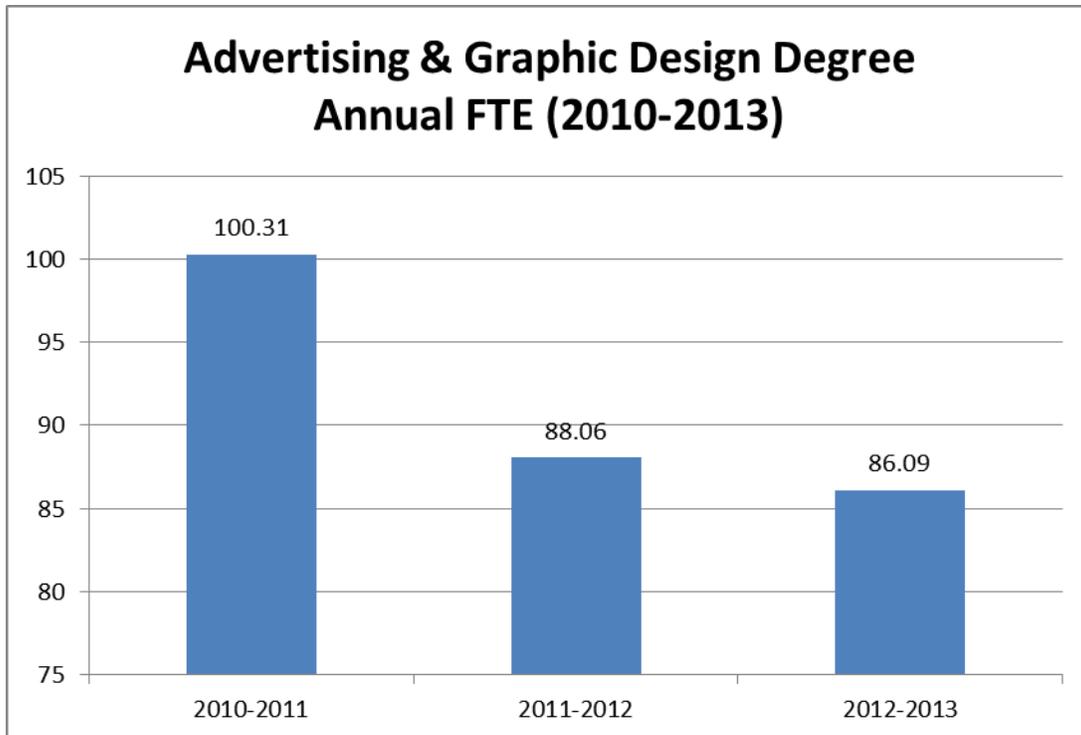
Leadership will be advised immediately as a replacement decision is determined.

F. Please describe your relationship with the FTCC Grants Department. Please describe all activities your department has engaged in to receive grants during the past three (3) years.

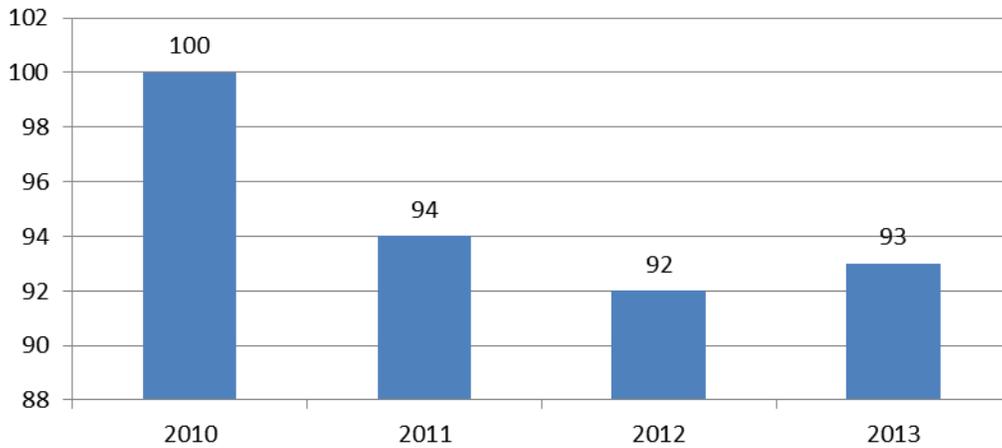
ADG has not sought grants in the past 3 years. The Grants Department has recently been consulted about the process to seek funds required to complete an additional computer lab if the action is approved.

X-3.5 Enrollment, Recruitment, and Outcomes Assessment

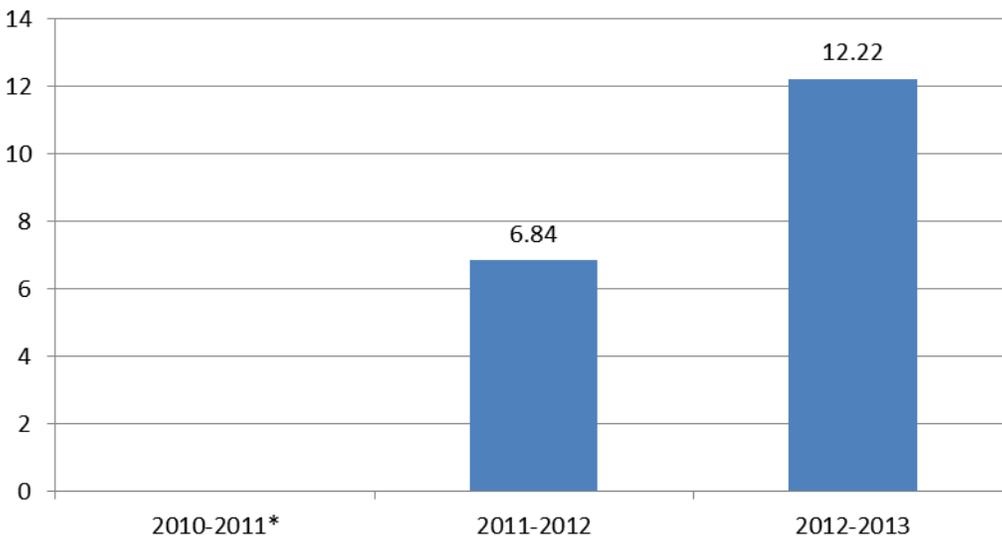
- A. Analyze the number of FTE generated by courses in the program for the past three (3) academic years. What are the specific causes for upward and downward trend lines?



Advertising & Graphic Design Degree Enrollment by Fall Term (Fall 2010-Fall 2013)

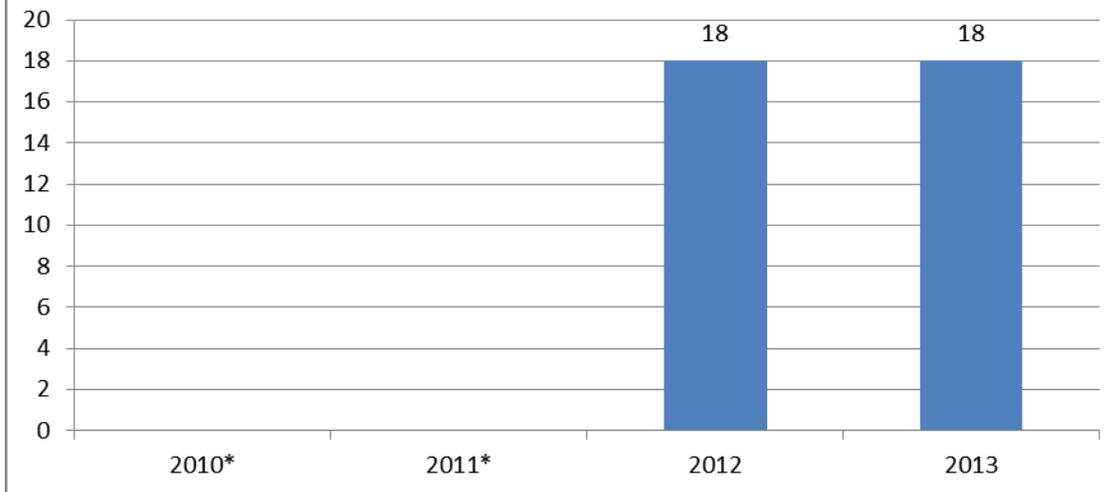


Advertising & Graphic Design Certificate Annual FTE (2010-2013)



*There was no data available within the NCCCS Data Warehouse.

Advertising & Graphic Design Certificate Enrollment by Fall Term (Fall 2010-Fall 2013)



*There was no data available within the NCCCS Data Warehouse.

FTE generated by ADG in past years to include 2010-2011 remained close to 100, but the credits required for an AGD AAS degree were near or above 75 credits during that time. Subsequent to a SACS recommendation to reduce the number of AAS required credits, our requirements were reduced by roughly 14%, from 76 to 65, and FTE adjusted accordingly.

B. Identify the program's primary competitors. Beyond general College-wide advertising, what concrete marketing strategies have been used by the Department to promote the program and attract students that might otherwise enroll elsewhere? What exceptional program characteristics could be leveraged to distinguish the program from competing programs (e.g., faculty credentials, unique course offerings, work-based or other innovative learning opportunities, and so on)? In what ways does the program faculty work with the admissions staff to recruit students for the program?

Primary competitors to FTCC Advertising and Graphic Design (in local proximity) include Fayetteville State University and Methodist University.

Fayetteville State University offers a Bachelor of Arts in Visual Arts with a concentration in Digital Art, a Bachelor of Science in Art Education with a concentration in Digital Art, and a Minor in Visual Arts.

Core Curriculum Courses are: ART 222 Advanced Drawing, ART 226 Typography, ART 250 Digital Photography, ART 330 Computer Imaging in Visual Art (desktop publishing, software unspecified), ART 352 Commercial Art (introductory: array of subjects), ART 391 Computer Graphics in Fine Arts, and ART 481 Computer Design Multimedia (based: PowerPoint and Macromedia).

Based on a prima facie examination of course descriptions, FSU BA candidates with a maximum concentration in Digital Art are exposed to drawing, typography, photography, an introduction to desktop publishing, and an overview of imaging techniques and multimedia. In comparison to FTCC AGD, the entire FSU digital art/graphic design experience (with the exception of multimedia*) may be considered roughly equivalent to our introductory three semesters (a completed "first year"). Based on tuition alone, completion of the FSU's BA in Digital Art costs approximately \$11,000. (based on full-time yearly tuition of \$2,742.76: uncfsu.edu/bursar, 2014-15 tuition and fees) *FSU's multimedia course, ART 481 is based on PowerPoint and Macromedia (an obsolete software) and should not be compared to our GRD 271 (Multimedia) which combines Adobe's industry-standard software: Photoshop, Illustrator, Dreamweaver, and Flash.

Methodist University offers a Bachelor of Fine Arts with a concentration in Graphic Design. MU's Graphic Design concentration is a recent addition to the university's Department of Art, with their first graduates appearing spring, 2014. Core Curriculum Courses are: AGD 200 Graphic Design Studio 1 (2-D design), AGD 201 Typography, AGD 202 Imaging (raster, i.e.: Photoshop), AGD 203 Foundations 3-D Design (sculpture, environmental and architectural design), AGD 300 Graphic Design Studio II (intermediate principles, vocabulary, problem-solving), AGD 301 BFA Portfolio Review (seminar-style, prep for portfolio), AGD 302 Imaging for Graphic Design (portrait, product photography), 303 Graphic Design Studio III (advanced creative solutions, nebulous course description), AGD 304 Internship, AGD 305 Imaging for Graphic Design III (animation, motion graphics, website), AGD 400 Graphic Design Studio IV (message/media relationships, intro to video), AGD 401 Graphic Design Workshop (capstone class, designing/placing media for real-world client) AGD 402 Senior Exhibit, and AGD 403 (not shown in course descriptions).

Graduates of FSU's Graphic Design concentration have not been generally competitive with FTCC ADG graduates for regionally available entry-level graphic design positions, but for students in a position to seek a Bachelors-level education in

graphic design, the FSU program competes with us for applicants.

Graduates of MU's Graphic Design concentration are potentially viable competitors for regionally available entry-level graphic design positions, but at a cost of approximately \$115,000 to complete the BFA degree (based on commuting day students, tuition only: MU Home>>Financial Aid, Basic Fees), MU seems unlikely to affect the number of applicants to FTCC AGD.

Graphic Design students attending Fayetteville Technical Community College enjoy a substantial economic advantage over competing institutions, and in time spent preparing to enter the workforce. FTCC AGD faculty average over 20 years experience as educators and FTCC AGD is well established, having offered a degree in the field continuously since 1985. We use industry-standard hardware and software situated in modern, comfortable, and well-equipped labs. Since becoming part of FTCC's Departments of Fine, Performing, and Graphic Arts, our students seeking increased transferability now have better-coordinated access to equivalent Fine Art courses, and the opportunity to share facilities enhances a spirit of community with fellow students in related creative disciplines.

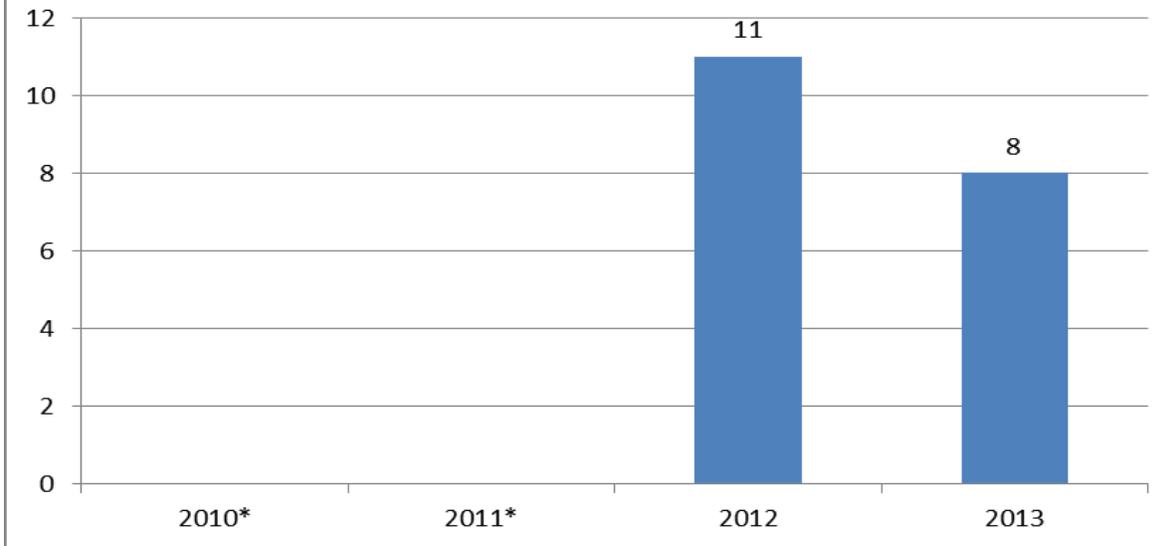
For all of nearly thirty years, FTCC AGD has presented prospective graduates to the business community and public during a capstone event generally entitled "Annual Portfolio Review". For approximately the past 10 years, FTCC ADG has exceeded traditional expectations for a "senior show" and taken the initiative to showcase the FTCC AGD program at various prominent locations in downtown Fayetteville, during the area's annual Dogwood Festival. As a Dogwood Festival Sanctioned Event, the Portfolio Review generates press coverage via Internet and print, and was the subject of a feature article in City View Magazine.

Collaborative efforts by Fine Arts, Graphic Design, Media Services, and the FTCC Print Shop recently produced a promotional booklet for distribution to area High School art educators, prospective students at FTCC Open House Events, and our Annual Graphic Design Portfolio Review. Future strategies may include a series of posters intended to enhance awareness and credibility of FTCC's Departments of Fine, Performing, and Graphic Arts (wholly or individually). The posters idea would target High School Art Departments primarily, with additional exposure at our Annual Portfolio Show, FTCC open house events, etc.

FTCC AGD is also a frequent destination for tours of FTCC facilities by High School students, offers demonstrations as requested by FTCC Recruiters, and is active in the High School Connections program.

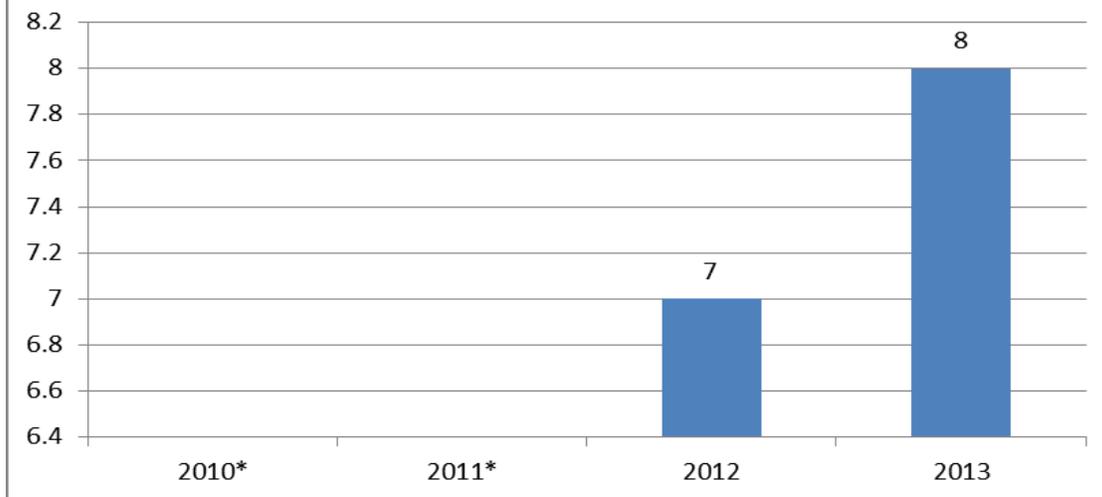
C. Provide the number of students who graduated with a major or minor from the program in the past three years.

Advertising & Graphic Design Degree Graduates (2010-2013)



*There was no data available within the NCCCS Data Warehouse.

Advertising & Graphic Design Certificate Graduates (2010-2013)

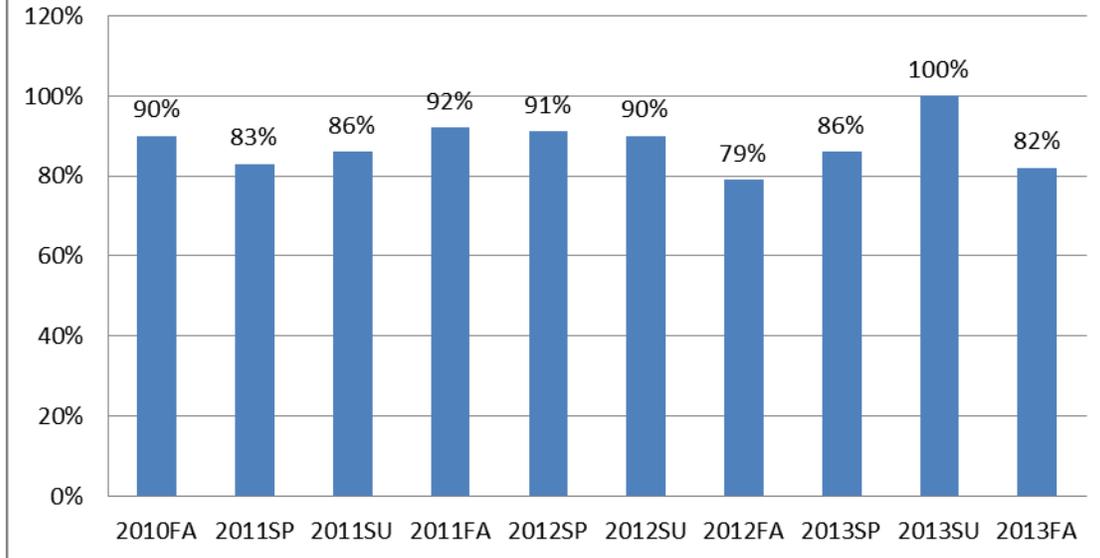


*There was no data available within the NCCCS Data Warehouse.

There were 30 AAS graduates from Advertising and Graphic Design during the years 2011 through 2013, and 27 Certificate graduates. Graduate information was not available from NCCCS Data Warehouse for year 2011; FTCC resources report 11 AAS graduates and 12 certificates for year 2011. 57 additional A30100HSC certificates were earned during the years 2011-13 (2011=21, 2012=19, 2013=17).

D.Does the program have a retention plan? If so, please describe retention efforts. List all instructors with their retention rates for the past 3 Semesters. What efforts are made to address faculty members with a retention rate that is less than the program's overall retention rate and the overall FTCC retention rate? What efforts are made to capitalize on the successes of those instructors with a retention rate higher than the Program retention rate?

Advertising & Graphic Design Core Course Average Retention Rate by Semester (Fall 2010-Fall 2013)



Advertising & Graphic Design Core Course Retention by Instructor (Fall 2010-Fall 2013)

	2010FA	2011SP	2011SU	2011FA	2012SP	2012SU	2012FA	2013SP	2013SU	2013FA
Forrester, Victor B.	92%	79%	*	93%	84%	*	80%	84%	*	82%
Galluccio, Frank M.	83%	80%	86%	88%	90%	83%	80%	87%	100%	79%
Haycraft, Elizabeth A.	100%	**	**	**	**	**	**	**	**	**
Howard, Richard A.	*	88%	*	*	93%	*	*	77%	*	*
Sholter, David R.	90%	88%	87%	97%	98%	94%	78%	88%	100%	85%
Talarico, Joseph C.	*	95%	*	*	*	*	*	*	*	*
Walters, Anne M.	100%	**	**	**	**	**	**	**	**	**

*Did not teach core course

**Terminated employment

The Department does not have a formal retention plan. Informally, continuing efforts include reinforcement of the sense of community through individual Faculty interaction with students, and by emphasizing participation in Advertising and Design Club activities. FTCC AGD retention rates (semester-by-semester) seem within College norms and rate variations between AGD Faculty seem unremarkable, and so attention may be given to reducing attrition over the course of the program.

AGD is demanding. Students are inundated with technical and artistic instruction, a constant demand for creative solutions, tight deadlines, precision standards and other pressures that combine to stress unprepared students. Military families relocate. A near-capacity freshman class is reduced substantially by graduation. This is not a new trend, but losing any student unnecessarily is intolerable.

At present, retention efforts are focused on developing a strategy to insure that as many first-semester students as possible are correctly registered for beginning fall semester classes. Inexperienced students that register themselves or are advised by individuals unfamiliar with AGD registration conventions often fail to register for classes that may not be offered for another year. Typically, an affected student realizes the situation only after classes have started, and soon after considering the prospect of lingering on for an additional year, may decide not to continue. Current DC examined freshman registrations at the start of 2014 summer vacation and discovered that far less than half were correctly registered and on track to complete the program in 2 years. Nearly all (but 1) were corrected over a period of weeks involving scores of Emails and phone calls.

To reduce this occurrence, possible tactics may include: bold, simple, department-specific registration instructions/caveats that may accompany existing early correspondence (mail, Email, counseling-related documents, etc.), flyer-sized reminders next to each registration computer, an "All at Fay" Groupwise message, and others.

E. Does the program lead to certification or licensure exams? If so, please list the exams. What were the pass rates of graduates for the past three years?

FTCC Advertising and Graphic Design does not lead to certification or licensure exams.

F. If the program prepares students for the labor force, provide an overview of the relevant local, state and national job market. Include potential careers and whether job growth is expected in those areas. Address how program outcomes relate to the skills employers seek in those areas.

Regional demand for graphic designers, 2013-2018, is expected to increase 11% (EMSI, FTCC Economic Overview & Program Gap Analysis, Chapter 3: Program Gap Analysis, Page 46).

State-wide demand for graphic designers, 2013-2018, is expected to increase 4% according to the Division of Research and Statistics; North Carolina Department of Commerce, Labor and Economic Analysis statistics (EMSI, Occupations by Location, Graphic Designers in United States, Page 2).

National demand for graphic designers, 2012-2022, is expected to increase 7% according to the United States Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook.

A copy of the relevant portion of that Handbook information is attached to the Appendices portion of this document (Attachment D: United States Department of Labor: projected graphic design growth).

It is unclear whether these projections are based on traditional print-based graphic

design positions or include entry-level web and multimedia opportunities. Individual US Department of Labor projections for web designers and for multimedia specialists indicate an increased demand of 22% and 7% respectively, so it seems likely that growth projections for graphic design are print-based. Traditional career opportunities include employment with print shops, newspaper and magazine publishers, in-house graphics operations, and the like. FTCC ADG program outcomes are specifically designed to develop the creative and technical skills that employers in those businesses expect, and while growth in those areas is positive, it is not robust. Adjustments are needed to improve student confidence in web and multimedia skills to increase employment prospects.

G. What is the process for assessing student outcomes and competencies (e.g., student portfolios, written or verbal comprehensive exams, senior or master's theses, review by faculty panel, or capstone projects)? Attach any relevant assessment templates.

Evaluation of student outcomes and competencies are finally determined by the submission of a student portfolio, and by the presentation of those works. Assessment of student competency may be supplemented by an assessment of works/presentation by area professionals when practical using the same criteria.

Updated for 2015SP to include a digital presentation requirement, criteria associated with the capstone Portfolio include:

Content of Works

- criteria include: aesthetic/design validity, communicative relevancy, appropriateness, variety, originality

Presentation of Works

-Traditional media

- criteria include: size, trim, mounting, color saturation, value contrast, resolution, paper quality, flow

- Digital media

- criteria include: resolution/clarity, accessible, navigable, flow

Peripheral Materials

-Business Card

-Resume

- criteria include: form, balance restrained/creative, essential components, type choice to

include voice and readability, stock, trim

Station Presentation

criteria include: book quality/accessible/navigable, peripheral display:
thin/busy/balanced

Personal Presentation

- criteria include: personal interaction, professional interaction, appropriate dress

Confederate Value

- criteria include: role, creative contribution, practical contribution

H. Detail the last formal assessment plan completed by the program. Summarize the results. With the goal of improving student learning outcomes, what changes to the program are/were suggested after analysis of the data outcomes, findings and action planning related to the assessment? How are these improvements being implemented? Please indicate how much progress has been made and what needs further attention.

Tip: Some potential changes are different program admission requirements, incorporating internships or work-based learning experiences, varying instructional methods, enhancing student assessment strategies, integrating technology, better coordinating faculty efforts, and seeking external program accreditation.

The last formal assessment of AGD was a 2011-12 Program Review. Improvements to student retention involved improving faculty-student interaction and generally cultivating a sense of community. That initiative was deemed successful, as student participation in Ad Club activities improved. Community continues to be a priority.

Direction/emphasis of AGD at that time centered around the merging of Fine Art and Graphic Design, and with a goal of generally maximizing transferability. At present, the Fine Art and Graphic Design amalgamation is successful on several levels, and the transferability initiative has been modified to increase transfer options, while retaining the original work-centered core of AGD.

Other issues included: maintaining hardware/software currency (accomplished), improving the stability and maximizing the effectiveness of our Advisory Committee (rebuilding effort is underway), and ever-present concerns about economic conditions and subsequent effects on enrollment and demand for graduates. Furniture problems were also noted. Computer lab chairs have been repaired and are serviceable. Chairs in traditional studio rooms remain deteriorated and are becoming a liability. Plans to replace them will proceed immediately as suitable replacements and a vendor are selected, and as the number of replacements is determined (contingent on whether one of the traditional rooms is approved for conversion to digital lab space).

X-3.6 Constituency Satisfaction

(Self-Study Team's assessment)

A. What inquiries have been taken in the past three (3) years to determine the level of satisfaction from current students, alumnae, employers, and other relevant groups? Describe the data collected by the program and how it relates to issues such as learning outcomes, employability, and preparation for life after college.

Annual surveys are conducted to ascertain:

- Alumni graduate satisfaction with the quality of instruction in the AGD program area, the overall quality of the AGD academic program, and about various College services and entities.
- Employer satisfaction
- Alumni graduate confidence in abilities related to FTCC Core Competencies

The general Alumni Graduate Survey contains elements that serve to generally alert Faculty about student perception of content and delivery of AGD educational offerings and similarly, as an indicator of faculty-student communication. These perceptions may also suggest whether changes/improvements in a given year are positive.

The Employer Satisfaction survey is a more detailed analysis that is a far more useful tool in determining whether AGD Faculty are satisfying stated learning outcomes and graduation competencies, imparting life-skills, and generally preparing our students to flourish in various work environments.

The FTCC Core Competency survey is a less specific, but useful indicator of student confidence in areas that promote professional competence, an ability to cope with life-challenges, and with general employability.

B. What were the results of these inquiries based upon the faculty review and analysis of the reported data? Please attach any relevant reports, survey analysis instruments, etc. How has the program responded to suggestions for improvement or findings of dissatisfaction? (Note: The Director of Institutional Effectiveness will provide available trend charts related to job placement rates, employer surveys, graduate surveys, current student surveys and related at the time the program review is released).

Alumni Graduate Satisfaction data, collected from 2009-13, reports that over the period, an average of 94.14% of graduates were satisfied with AGD instruction and 90.1% with the overall program.

Employer Satisfaction data, collected from 2011-13 (no respondents 2009-10), reports that over the period, employers expressed an average satisfaction with ADG graduates of 88.9%.

Student Confidence in abilities related to FTCC Core Competencies data, collected 2011-2013 (no respondents 2009-10), reporting 100% satisfaction.

AGD finds job placement rates to be singularly disturbing. While anecdotal evidence suggests that our most promising graduates are finding employment in design, initiatives to enhance that process must be devised and initiated.

Relevant surveys are attached to the Appendices portion of this document (Attachments F: Constituency Satisfaction Surveys).

X-3.7 Appraisal and Direction for the Future

A. What are the projected enrollments for this program for the next three years?

AGD Fall enrollments for the past 2 years have averaged 93 students and AGD Fall and Spring enrollments have historically remained close in numbers by year. Based on these trends, combined Fall and Spring enrollments for the next 3 years are expected to average 180 students.

B. Are there opportunities to expand this program (e.g., increase enrollments, add new concentrations, offer distance-learning courses, or increase assistance to graduates of the program with job placement support during program attendance and after graduation)? Please explain. What resources would be required to expand the program successfully?

An effort to recruit artistically inclined students from area high schools is a worthwhile long-term investment. AGD Faculty believe that the pathway to those students is to create awareness and establish credibility with area high school art educators as they are individuals in a uniquely key position to influence art-related educational/career decisions.

AGD AAS graduates may earn one additional AGD certification, but that certification requires taking the same courses contained within the degree program, with the exception of a single elective course. The certification is valid, but was originally designed to provide an opportunity for working professionals to upgrade skills using the latest software, for students in closely related majors to broaden their design experience, or for business persons to understand the creation of marketing materials. Faculty will investigate the practicality of adding another certification designed to supplement the AAS, probably with emphasis on web development and multimedia. This will enhance employment prospects for graduates as the certification will highlight value-added skills.

Apprenticeship opportunities become available periodically, and Faculty must do a better job of communicating the value of these opportunities. It is reasonable to consider that if Faculty can successfully fill apprenticeship offers, more may follow.

C. As you reflect on this program review, how would you describe the current health and vitality of the program? What are its strengths? What are some untapped opportunities? Are you optimistic about its future? Why?

In several key respects, Fayetteville Tech's Graphic Design program is remarkably healthy. Students enjoy an enviable educational environment, enrollments are sustainable and periodically near-capacity. Student and employer satisfaction is positive, and FTCC AGD graduates account for greater than 73% of the region's "completers" available to compete for employment opportunities in graphic design (EMSI, FTCC Economic Overview & Program Gap Analysis, Chapter 3: Program Gap Analysis, Page 18). Compared with many areas in North Carolina, the local economy is boosted by our military presence.

With adjustments to enhance visibility and skill-sets for our graduates, and with a fresh awareness of the critical challenges in today's job market, we are optimistic that this program will continue to fulfill its potential as an asset to the region.

D. As you reflect on the assessment of student learning outcomes, measures of constituency satisfaction, deliberations of faculty or advisory committees, or any other indicators of program efficiency and effectiveness, what areas require the most immediate attention? What are the program's existing weaknesses and possible threats? Please explain.

Two areas require immediate attention: creating enhanced web and multimedia opportunities, and improving employment prospects. The two are partly intertwined, but will be addressed separately.

As traditional print-based graphic design evolved to include an expectation of web and multimedia skills, this department responded to integrate the appropriate industry-standard software into our AAS education plan, as our Advisory Committee recommended. In any plan, something has to come last and those skill-sets are introduced in the latter semesters of the program. In contrast, two software programs are introduced beginning with the first semester, a third in the second semester, and these are woven into many projects. Two of the software are used in web and multimedia as well. There is a comparatively thick comfort zone. Web and multimedia are competently introduced, but with little time left and graduation impending, students ultimately lack the depth of experience in web and multimedia to compete aggressively for those more demanding, and better-paying "full service" positions. This must be improved or we risk being perceived as a provincial, print-only program.

Some regional businesses will continue offer traditional 9-to-5 positions for an in-house designer. Requirements for a unique understanding of the business or for fast turnaround preclude the option to outsource. Otherwise, the trend is for businesses independent of those needs to outsource. It encourages competition and saves the costs of offering benefits. Too many of our graduates become discouraged when employment opportunities are not easily discovered in traditional sources, like classified

ads. Faculty must communicate more clearly that for the foreseeable future, many employers are not inclined to advertise for designers. Determined graduates self-promote and use all possible resources, primarily internet, to make their services available. Graduates must cultivate contact with regional designers and otherwise remain alert for opportunities. Faculty will strive to communicate this trend more effectively and to devise additional resources to facilitate suitable student marketing and networking strategies, or risk losing opportunities to place our graduates prominently in the workplace.

E. What specific initiatives are planned as a result of this program review? How will the program take advantage of the strengths and opportunities and also and redress weaknesses and threats?

Previously, the three major GRD classes offered during the fifth (graduation) semester were controlled independently by three different instructors. This created a drag on efficiency at a critical time. Current DC has re-assigned all three classes to a single instructor, in the same classroom, with the potential to better coordinate the capstone Portfolio Class with Multimedia Design I, and to provide an additional opportunity to integrate web in a consolidated effort to maximize the self-promotion efforts of prospective graduates and to provide additional opportunities to work with less familiar software. An individual internet marketing requirement will no longer be optional for the capstone class.

Plans for additional promotional materials to specifically target high school art educators will proceed.

A working Advisory Committee will be completed either in whole, or as part of a consolidated Arts Committee. Chair will recruit candidates, clarify issues, and coordinate meetings. An independent committee will be convened as soon as practical with a target of Spring 2015, or a graphic design component within a consolidated committee will meet as determined by the Fine Arts Chair.

F. What is the anticipated timetable for completing these initiatives? Who will be involved? Who will take the leadership role during these initiatives?

Victor Forrester will coordinate Graphic Design IV, Multimedia and Portfolio, and integrate additional web strategies during Spring 2015 semester. A review by AGD Chair and recommendations for adjustments will follow as that Spring semester ends, and before Contract B 2015 vacation begins.

The content and general form of additional promotional materials will be coordinated between the Design and Fine Arts Chairs, with design and production by AGD Chair. Visualization of the strategy will be accomplished during Fall 2014 semester with an initial product ready for distribution by mid-Spring semester, well ahead of High School graduation. Concurrent efforts will be made by AGD Chair to establish high school art contacts.

AGD Chair will initiate discussion concerning augmenting web and multimedia experience, to include possible additional classes to supplement web and multimedia resources for graphic design students. Faculty discussion and inquiries to area professional will begin immediately with advisory committee involvement as soon as practical. A finding of practicality will be targeted for Spring 2015 with a model suitable for review by supervisors ready by early summer. A final, approved version will be completed before Fall 2015 Curriculum Committee meeting to be approved for inclusion in 2016 catalog.

ADG Chair will consult with Faculty and coordinate with Fine Arts Chair, and will contact

various FTCC entities (Admissions and Registrar in particular) to develop measures designed to insure that Semester 1 AGD students are correctly registered. A strategy must be implemented before Fall 2015 registration begins.

G. Please provide any long term major resource planning.

Long-term, major resource requirements will only involve the periodic upgrade of hardware. A determination by the Department of the number of machines required, and an MIS determination of an appropriate date is not yet available, but may be estimated at \$120,000-150,000.

H. Conclusions.

As a work-based component of the Departments of Fine, Performing, and Graphic Arts, AGD provides technological balance, a range of assets, and the means to promote visibility and to nourish credibility. The Department also embodies FTCC's commitment to serve the community, to embrace technology, and to provide an educational environment that is conducive to student success.

Today's challenges are numerous: despite a comparatively rarified local economy, businesses are timid about growth and hiring. The technological demands needed to compete for entry-level employment strain our capacity to prepare students adequately in two years. Encroachment by competing institutions, and by graduates outside our region, threaten to diminish our advantages.

As a long-standing asset to FTCC, the Graphic Design program has weathered economic adversity and technological revolution, and has reinvented itself numerous times. Each test has inspired innovations and appreciable improvements.

X-4 Appendices

List of Attachments

Please indicate any supplemental materials submitted with this review document.

Attachments A: Articulation and Dual Enrollment Documents

FRANKLIN UNIVERSITY - DIGITAL COMMUNICATION
BS Degree Completion Transfer Guide
 122 Semester Credit Hours
 Effective Fall 2002 - Fall 2003

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

PART A - ASSOCIATE'S DEGREE OR EQUIVALENT

To enter the Fayetteville Technical Community College/Franklin University program, you must meet one of the following admissions criteria:

- Associate's Degree in: **or** Other AA, AS, or AAS degree **or** Completion of 60 semester/90 quarter credit hours and a 2.5 GPA

Advertising & Graphic Design
 Business Administration
 -Electronic Commerce
 Internet Technologies

PART B - BRIDGE COURSES

The following courses are required to be taken at Fayetteville Technical Community College if not previously completed.

General Education Bridge

Franklin Competency Requirement

Community College Equivalent

- | | |
|--|--|
| <input type="checkbox"/> English..... | ENG 111 Expository Writing & 112 Argument-Based Research |
| <input type="checkbox"/> Speech..... | COM 120 Interpersonal Communication or 231 Public Speaking or ENG 115 Oral Comm |
| <input type="checkbox"/> Business/Technical Writing..... | BUS 260 Business Communication |
| <input type="checkbox"/> Statistics..... | BUS 228 Business Statistics or MAT 151 Statistics I or 155 Statistical Analysis |
| <input type="checkbox"/> Science Course..... | select from courses in the Science academic discipline at your community college |
| <input type="checkbox"/> Social/Behavioral Science Course..... | select from courses in anthropology, sociology, psychology, history, economics, or political science |
| <input type="checkbox"/> Humanities Course..... | select from courses in the Humanities or History academic disciplines at your community college |
| <input type="checkbox"/> Introduction to Databases..... | CIS 152 Database Concepts & Applications or 54 Database Utilization |
| <input type="checkbox"/> Introduction to Spreadsheets..... | CIS 120 Spreadsheet I |
| <input type="checkbox"/> Intro to Presentational Software..... | CIS 169 Business Presentations |
| <input type="checkbox"/> Gen. Ed Electives (13 sem/20 qtr hrs.)..... | select from non-developmental courses in any general education discipline at your community college |

Digital Communication Bridge

(select one of the following options)

Web Development Track

- | | |
|---|--|
| <input type="checkbox"/> Introduction to UNIX..... | CIS 246 Operating System-UNIX |
| <input type="checkbox"/> Computer Science I..... | CSC 134 C++ Programming & 234 Advanced C++ |
| <input type="checkbox"/> WWW Design & Implementation..... | ITN 160 Principles of Web Design & CSC 160 Intro to Internet Programming |
| <input type="checkbox"/> Marketing..... | MKT 120 Principles of Marketing |
| <input type="checkbox"/> Principles of Graphics Design..... | GRD 141 Graphic Design I |

E-Marketing Track

- | | |
|---|--|
| <input type="checkbox"/> Principles of Finance..... | BUS 225 Business Finance |
| <input type="checkbox"/> Financial Accounting..... | ACC 120 Principles of Accounting I |
| <input type="checkbox"/> Principles of Management..... | BUS 137 Principles of Management |
| <input type="checkbox"/> WWW Design & Implementation..... | ITN 160 Principles of Web Design & CSC 160 Intro to Internet Programming |
| <input type="checkbox"/> Marketing..... | MKT 120 Principles of Marketing |
| <input type="checkbox"/> Principles of Graphics Design..... | GRD 141 Graphic Design I |

Fayetteville Technical Community College

ASSOCIATE VICE PRESIDENT FOR LEARNING TECHNOLOGIES

MEMORANDUM

TO: Dr. Larry B. Norris
President

THRU: Dr. JC Basnight *JCB*
Vice President for Academic and Student Services

FROM: Bob Ervin *BE*
Associate Vice President for Learning Technologies

Ed Jackson *EJ*
Associate Vice President for Curriculum Programs

DATE: March 17, 2003

SUBJECT: Articulation Agreement between FTCC and Franklin University

*Line add all
to Articulation agreement list
and put in file
Need update on all
articulation agreements
for follow up to SAPP to
send to B Copeland to
EJ
BE/24/03*

Franklin University, located in Columbus Ohio, is a member of the eArmyU program offering degrees at a distance for the US Army. Franklin University has developed a plan to offer students an opportunity to apply their associate degree to a Bachelor's degree. This articulation is open to all FTCC students and graduates.

Franklin has proposed an agreement with FTCC leading to seven (7) Bachelor's degrees. A copy of each degree map is attached. The total degree requirement at Franklin is 124 semester hours. A minimum of 40 hours must be taken with Franklin. This means that FTCC students can complete their associate degree and additional hours at FTCC toward their Bachelor's degree. This will range from 8 to 23 hours depending on the AAS degree hours.

The appropriate Dean and Divisional/Department Chair have reviewed each of the proposed degree maps. Their recommendation is that FTCC enter into this articulation agreement with Franklin University.

Request your signature on the articulation agreement as indicated.

Attachment
as

Attachment B: Advisory Committee Minutes

FAGA Advisory Board Minutes May 2, 2014 12:00 p.m. HOS 615

Members present: Victor Forrester (F), Frank Galluccio (F), David Sholter (F), Michael Romagano (F), Lydia Stewart (S), Phoebe Hall (F), Katie Herring (S), Socorro Hernandez-Hinek (F) Dennis Johnson (F)

Members absent: Dudley Cash (F), Clark Craver (Retired Faculty), Silvana Foti (F), Soni Matin (F), Deborah Martin-Mintz (S), Robin Teas (F), Paul Wilson (F)

I. Approval of Minutes:

Sean McDaniel began the meeting by stating that instead of having the committee members read the minutes from last year's meeting he would emphasize the main ideas which are as follows:

- Number of students in the General Fine Arts and the Music Degree Program which had just opened up last fall.
- Dennis Johnson talked about the Theatre, The Glass Menagerie which was directed by Phoebe Hall, plans to take the plays to Fort Bragg and also upcoming children's play.
- Monica Szabo-Neste (Music Adjunct) talked about the difficulties encountered when you start a new program and also the frustration of trying to get everything that you need because you are not equipped to run that program. Sean McDaniel also talked about the difficulty of running a program with part-time people.
- Sean McDaniel talked about the changes in the Graphic Arts and that they are now part of our Division and how that process was initiated. Sean talked about the new computers in the graphic arts labs and the new computers for the Graphic Arts faculty, Dennis Johnson and Charles Lawson.
- Sean McDaniel talked about his proposed promotion as Division Chair which was supported by Dean Hubert.
- There was a discussion regarding dual enrollments with FSU and the progress of proposals. There is one already in place for Visual Arts and we are trying to get one for Drama and Music as well.
- There was a discussion regarding new faculty we need to run the programs and Robin Teas being appointed as the new Gallery Director.
- There was a discussion about the idea of a new Broadcasting and Production Technology Degree. Sean McDaniel also mentioned and that we already have the facilities to run the program and that the community has responded favorable to the idea of this new degree.

Motion was made to approve the minutes. Motion was approved by the committee.

II. Review of Old Business:

A. Discussion of open items

1. FSU Dual Enrollments

The Dual Enrollments or Dual Degrees is pending and has not been exactly resolved. However, everyone agrees that they are needed and we are still working together to help make them happen. The main benefit of dual enrollment is the financial aid issue and that the students can take classes either at FTCC or FSU. One committee member (Lydia Stewart) asked why a student who is enrolled at FTCC would want to take classes at FSU. Sean McDaniel replied because in the case of music classes FTCC doesn't have the facilities for instrumental classes. We could do voice maybe keyboarding but we couldn't do guitar or wind instrumental classes.

Broadcasting and Production Technology Degree

Sean McDaniel has spent the last year completing the paperwork for this program and also making connections for the degree. These connections include people who represent Cumulus, Beasley, and Mid-South Sports. To give an example of how this would work Sean McDaniel said that Mid-South Sports broadcast the local high school games. We would partner with them and could actually broadcast games through radio and television. This is beneficial to the companies because they would get FTCC interns - students that they would train to do a lot of the work. The companies could also expand more because they would have more visibility and open up more opportunities. A committee member asked the question that if members of the community could establish some type of collaboration would they be able to get events videotaped. Sean responded that was correct. He stressed that it would be open to anybody which is the whole point. He further explained that we are training students to work in the industry. It benefits the student to do more variety of work because of the additional experience they would receive. Committee member asked that if an event is videotaped is this live or is this something that goes on a production schedule. Sean McDaniel responded that it would depend on the event and the availability. Committee member asked about the status of the program. Sean responded that the paperwork has been submitted and that he has received many letters of support for the program. If the paperwork has been done correctly it will be sent to Raleigh for their approval. The target date to open the program is Fall 2015.

B. Review of status of action items

1. New Music Faculty

We have just recently hired Daniel Pappas as a full-time music instructor. Sean McDaniel explained that Beth Black was here for 30 years teaching full-time. However, she only taught music appreciation and a few music history classes – never applied music or music theory classes. When Ms. Black retired two years ago Sean used her vacant position to hire Chuck Lawson who taught visual arts classes. However, Chuck Lawson will be leaving - will not return in the fall because his wife got a new position in Pennsylvania. Sean McDaniel mentioned that Tom Morley who taught Philosophy classes passed away last year which meant that position opened up and Sean is able to use Mr. Morley's position to hire a full-time art instructor.

2. **Department Chair Status**

Sean McDaniel's status as Department Chair not Division Chair has not changed.

III. Discussion of new business

A. Open Discussion

1. **Current number of Fine Arts Students**

Sean McDaniel explained that the General Fine Arts program is when you get a little bit of everything – student does not want to concentrate in one particular area such as dance or music. Also, this program is one that doesn't have pre-requisites which has benefited the program. Sean said that the counselors are the ones who put students in the program. A student says that they want to learn how to paint the counselor will automatically put them in the General Fine Arts Program. Sean also further explained that the number of 54 is not correct –about 27 could be in the Visual Arts Program.

2. **Drama Program** The Drama Program has 39 students and that is almost double of what it was last year.

3. **Music Program** – The Music Program has 21 which are outstanding.

4. **Graphic Arts** Sean McDaniel doesn't have the numbers of Graphic Arts students listed but it is approximately 120.

5. **Gallery** Sean McDaniel explained that Robin Teas is not here today because she is at a workshop. He commented that she runs the Gallery and that they have had very good shows. We just recently had a glass show which was outstanding and currently there is a faculty show. David Sholter, Graphic Arts Instructor, has been doing the posters for the shows.

6. **The Theatre** The Auditorium has been renovated and now has a color scheme (not random anymore) and seats have been updated. There is the same number of seats but the way they are arranged has provided more stage space. Also, there is an area now designated for the orchestra for when we have musicals.

7. **The CAA changes** – Sean McDaniel commented that this is where the UNC system gets together and decides what we can teach and can't teach. He further explained that what is hurting us is that they decided that there were certain classes they would qualify for a humanities and fine arts requirement which is almost on every degree program that we have at FTCC. They decided that Art Appreciation and Art History I and II, Music Appreciation and another Music History class are the only Humanities and Fine Arts classes that are included. This means that no Humanities classes, no drama classes and almost every art class are not included. Committee member (Lydia Stewart) asked about the Dance Appreciation class. Sean McDaniel responded that the Dance Appreciation class is safe because he put that on the General Fine Arts program as a requirement. These changes deal with the Associate in Arts and Associate in Science. Sean McDaniel commented that they have completely eliminated some classes such as Wood Design Two and Museum studies which we have never taught at FTCC. However, they eliminated Portfolio Resume which should be our capstone in Visual Arts and also Women in Art History. Sean McDaniel also said that these changes have applied to the other degrees but the AFA degrees will be addressed sometime in the fall and that he has requested to be on that state committee.

Meeting was adjourned at 1:00 p.m.

The date and time for next meeting has not been determined at this time.

Attachments C: Faculty Professional Development

EMPLOYEE PROFESSIONAL DEVELOPMENT
Fayetteville Technical Community College

Employee Name: DAVID R SHOLTER **FACULTY**
 Job Title: INSTRUCTOR (30 hours required annually)
 Department: ADVERTISING AND GRAPHIC DESIGN **STAFF**
 Reporting Period: THRU FEB/2012 (12 hours required annually)

PROFESSIONAL DEVELOPMENT ACTIVITIES

These are primarily activities considered to be continuing professional education related to one's career field. They also indicate how the individual relates their career field to supporting the larger academic community. These activities can include the preparation of articles and books; attending or presenting at conferences, seminars, webinars, and workshops; membership in professional organizations; holding office in professional and academic organizations; and/or attaining educational advancement.

Title of Conference/Seminar/Webinar/Workshop/Activity	Date mm/dd/yyyy	On/Off Campus Contact Hours	CEU/CEC Credits Awarded	Role
LEAD ADVISOR FTCC NTHS	02/23/2012	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 50		<input type="checkbox"/> Attendee <input checked="" type="checkbox"/> Presenter
CREATED INSTRUCTIONAL VIDEO FOR GRD 263 COURSE	06/15/2011	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 6		<input type="checkbox"/> Attendee <input checked="" type="checkbox"/> Presenter
CORE TRAINING CS4 VISUAL COMMUNICATIONS	05/01/2011	<input type="checkbox"/> On <input checked="" type="checkbox"/> Off 21		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
ADOBE CS5 WEBINAR REVIEW	01/06/2012	<input checked="" type="checkbox"/> On <input checked="" type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
MEMBER TECHNOLOGY COMMITTEE	/ /	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 8		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
SUPPORT STUDENT DESIGN SHOW: DOGWOOD FESTIVAL	04/ / 2011	<input type="checkbox"/> On <input type="checkbox"/> Off 5		<input type="checkbox"/> Attendee <input checked="" type="checkbox"/> Presenter
	/ /	<input type="checkbox"/> On <input type="checkbox"/> Off		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
	/ /	<input type="checkbox"/> On <input type="checkbox"/> Off		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
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	/ /	<input type="checkbox"/> On <input type="checkbox"/> Off		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Subtotal Page 1		90		

Name: Victor Forrester

Program: Advertising & Graphic Design A30100

Title of Course/Program/Conference	Date	Number of Contact Hours	Was this program on campus or off campus?	Did this program provide recognized continuing education credit? If so, how much?	Did you present this event?
Interactive Activities w/ Clickers	10/13/10	.5	On	No	No
Portfolio Organization	10/13/10	.5	On	No	No
Podcasting	10/13/10	.5	On	No	No
Blackboard to Lighten Load	10/13/10	.5	On	No	No
Using Social Media in Class	10/13/10	.5	On	No	No
IPASS – Advisory/Design	09/01/10	15	On	No	No
Sandhills Heart Walk Activities	10/09/10	4	Off	No	No
United Way Campaign w/ Eldon Meacham	10/13/10	5	On	No	No
Instructional Think Tank	10/01/10	2	On	No	No
FTCC Campus Tours	11/04/10	1	On	No	No
CCA Parent Night	3/10	3	On	No	No
Senior Port Folio Show	04/16/10	5	Off	No	No
	Total hrs	37.5			

EMPLOYEE PROFESSIONAL DEVELOPMENT
Fayetteville Technical Community College

Employee Name: VICTOR FORRESTER **FACULTY** (30 hours required annually)
 Job Title: INSTRUCTOR
 Department: ADVERTISING AND GRAPHIC DESIGN **STAFF** (12 hours required annually)
 Reporting Period: THRU MARCH/2013

PROFESSIONAL DEVELOPMENT ACTIVITIES

These are primarily activities considered to be continuing professional education related to one's career field. They also indicate how the individual relates their career field to supporting the larger academic community. These activities can include the preparation of articles and books; attending or presenting at conferences, seminars, webinars, and workshops; membership in professional organizations; holding office in professional and academic organizations; and/or attaining educational advancement.

Title of Conference/Seminar/Webinar/Workshop/Activity	Date mm/dd/yyyy	On/Off Campus Contact Hours	CEU/CEC Credits Awarded	Role
INSTRUCTIONAL THINK TANK COMMITTEE MEETING	10/23/2012	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 2		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
INSTRUCTIONAL THINK TANK COMMITTEE MEETING w/ KENDALL	11/15/2012	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 1		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
FTCC AD CLUB SUPERVISOR/FOOD SALE/FALL FESTIVAL	10/01/2012	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 5		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
INSTRUCTIONAL THINK TANK NEWS LETTER	10/25/2012	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 6		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
FTCC AD CLUB SUPERVISOR/FOOD SALES/SPRING FLING	02/20/2013	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 2		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
SUPPORT STUDENT DESIGN SHOW: DOGWOOD FESTIVAL	04/11/2012	<input type="checkbox"/> On <input checked="" type="checkbox"/> Off 5		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
INSTRUCTIONAL THINK TANK PHOTOGRAPHY	11/19/2012	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 1		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
ELEMENTARY BEHAVIOR PRINCIPLES WEBINAR	08/16/2012	<input type="checkbox"/> On <input type="checkbox"/> Off 1		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
HIGH SCHOOLS CONNECTIONS TOUR	10/30/2012	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 1		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
HIGH SCHOOLS CONNECTIONS OPEN HOUSE	02/ /2012	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 5		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
SUPERVISORY MEETING	12/06/2012	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 1.5		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
INSTRUCTIONAL THINK TANK COMMITTEE MEETING	01/29/2013	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 1		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
SCD CONFERENCE MEETING w/ DEAN	02/19/2013	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 1.5		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
MEETING w/ LONNIE GRIFFIN ON PROMOTIONAL	02/19/2013	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off .5		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
APP MAN IPAD BASICS WEBINAR	03/01/2013	<input type="checkbox"/> On <input type="checkbox"/> Off		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
CENGAGE.BRAIN.COM TUTORIAL/INSTRUCTOR TRAINING CS6	01/05/2013	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 4		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
	/ /	<input type="checkbox"/> On <input type="checkbox"/> Off		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
ADVERTISING & GRAPHIC DESIGN CHAIR DUTIES ...	09/ /2012	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
OVER THE YEAR - STARTING 09/12 TO 03/13	03/ /2013	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 100+		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
	/ /	<input type="checkbox"/> On <input type="checkbox"/> Off		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
	/ /	<input type="checkbox"/> On <input type="checkbox"/> Off		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
	/ /	<input type="checkbox"/> On <input type="checkbox"/> Off		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Subtotal Page 1		133		

EMPLOYEE PROFESSIONAL DEVELOPMENT
Fayetteville Technical Community College

Employee Name: Frank Galluccio **FACULTY**
 Job Title: Faculty (30 hours required annually)
 Department: Advertising & Graphic Design **STAFF**
 Reporting Period: Spring 2012 (12 hours required annually)

PROFESSIONAL DEVELOPMENT ACTIVITIES

These are primarily activities considered to be continuing professional education related to one's career field. They also indicate how the individual relates their career field to supporting the larger academic community. These activities can include the preparation of articles and books; attending or presenting at conferences, seminars, webinars, and workshops; membership in professional organizations; holding office in professional and academic organizations; and/or attaining educational advancement.

Title of Conference/Seminar/Webinar/Workshop/Activity	Date mm/dd/yyyy	On/Off Campus Contact Hours	CEU/CEC Credits Awarded	Role
WORLD VIEW - Globalizing the Community College Curriculum	2/8/2012	<input type="checkbox"/> On <input checked="" type="checkbox"/> Off 10		<input checked="" type="checkbox"/> Attendee <input checked="" type="checkbox"/> Presenter
Prepare for WORLD VIEW presentation	2/11/2012	<input checked="" type="checkbox"/> On 5 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Prepare for WORLD VIEW presentation	2/2/2012	<input checked="" type="checkbox"/> On 4 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Prepare for WORLD VIEW presentation	2/5/2012	<input type="checkbox"/> On 6 <input checked="" type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Prepare for WORLD VIEW presentation	2/6/2012	<input checked="" type="checkbox"/> On 4.5 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Prepare for WORLD VIEW presentation	2/7/2012	<input type="checkbox"/> On <input checked="" type="checkbox"/> Off 6.5		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Student Appeals Community <i>Committee</i>	10/5/2012	<input checked="" type="checkbox"/> On 2 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Student Appeals Community <i>Committee</i>	2/15/2012	<input checked="" type="checkbox"/> On 3 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Online Standards Workshop	1/9/2012	<input checked="" type="checkbox"/> On 1 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Division Meeting	1/11/2012	<input checked="" type="checkbox"/> On 2.5 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Online training courses (on-going)	2/12/2012	<input checked="" type="checkbox"/> On 22 <input checked="" type="checkbox"/> Off 12		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
/ /		<input type="checkbox"/> On <input type="checkbox"/> Off		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
/ /		<input type="checkbox"/> On <input type="checkbox"/> Off		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
/ /		<input type="checkbox"/> On <input type="checkbox"/> Off		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
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/ /		<input type="checkbox"/> On <input type="checkbox"/> Off		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
/ /		<input type="checkbox"/> On <input type="checkbox"/> Off		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
/ /		<input type="checkbox"/> On <input type="checkbox"/> Off		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Subtotal Page 1		78.5		

Attachment D: United States Department of Labor: projected graphic design growth

The screenshot shows the Bureau of Labor Statistics Occupational Outlook Handbook page for Graphic Designers. The page features a red header with the Department of Labor logo and the Bureau of Labor Statistics name. Below the header is a navigation menu with options like Home, Subjects, Data Tools, Publications, Economic Releases, and Studies. A secondary navigation bar includes links for OOH Home, Occupation Finder, OOH FAQ, OOH Glossary, A-Z Index, and OOH Site Map. The main title is 'OCCUPATIONAL OUTLOOK HANDBOOK' in large white letters on a dark blue background. Below this, the category 'Arts and Design >' is shown, followed by the occupation title 'Graphic Designers'. A horizontal menu allows users to view different sections: Summary (selected), What They Do, Work Environment, How to Become One, Pay, and Job Outlook. The 'Summary' section is expanded, showing a table of 'Quick Facts: Graphic Designers' with various statistics and their 2012-22 projections.

UNITED STATES DEPARTMENT OF LABOR A to Z

BUREAU OF LABOR STATISTICS

Home ▾ Subjects ▾ Data Tools ▾ Publications ▾ Economic Releases ▾ Studies ▾

OOH HOME | OCCUPATION FINDER | OOH FAQ | OOH GLOSSARY | A-Z INDEX | OOH SITE MAP

OCCUPATIONAL OUTLOOK HANDBOOK

Arts and Design >

Graphic Designers

Summary | What They Do | Work Environment | How to Become One | Pay | Job Outlook

Summary

Quick Facts: Graphic Designers	
2012 Median Pay ?	\$44,150 per year \$21.22 per hour
Entry-Level Education ?	Bachelor's degree
Work Experience in a Related Occupation ?	None
On-the-job Training ?	None
Number of Jobs, 2012 ?	259,500
Job Outlook, 2012-22 ?	7% (Slower than average)
Employment Change, 2012-22 ?	17,400

Attachments F: Constituency Satisfaction Surveys

Advertising & Graphic Design Degree Comparison Chart Alumni Graduate Survey					
QUESTIONS	2009 11 Respondents	2010 3 Respondents	2011 11 Respondents	2012 9 Respondents	2013 4 Respondents
1. Quality of instruction in program area courses	90.9%	100%	90.9%	88.9%	100%
2. Quality of instruction in other courses	90.9%	100%	90.9%	88.9%	100%
3. Overall quality of academic program	90.9%	100%	81.8%	77.8%	100%
4. Quality of Academic Advising (Faculty Academic Advising)	90.9%	100%	100%	87.5%	75%
5. Quality of Admissions (entering College)	90.9%	100%	100%	87.5%	75%
6. Quality of Registration Process	90.9%	66.7%	90.9%	66.7%	100%
7. Quality of One Stop Shop	***	***	***	75%	50%
8. Quality of WebAdvisor	90.9%	66.7%	90.9%	88.9%	100%
9. Counseling Information Desk – Lobby of Student Center	90.9%	66.7%	90%	83.3%	100%
10. Quality of Financial Aid Services	88.9%	50%	80%	85.7%	50%
11. Quality of Counseling Services	90%	100%	88.9%	100%	100%
12. Quality of Student Activities	90.9%	100%	90%	100%	100%
13. Quality of Campus Security	90.9%	100%	80%	85.7%	100%
14. Quality of Cashiering Services (Administration Building)	90.9%	100%	81.8%	100%	100%
15. Quality of Success Center Services and Resources	81.8%	100%	100%	100%	100%
16. Quality of Career Center Services	90.9%	100%	100%	100%	100%
17. Quality of Media Services	90.9%	66.7%	100%	85.7%	100%
18. Quality of the Library	90.9%	100%	90.9%	87.5%	100%
19. Quality of Internet Access/Computing Services	90.9%	66.7%	100%	77.8%	100%
20. Quality of Blackboard System for online class	90.9%	66.7%	81.8%	77.8%	100%

delivery					
21. Overall quality of the College	90.9%	100%	72.7%	100%	100%
Average Satisfaction Rate	1806/20 = 90.3%	1750/20 = 87.5%	1801.5/20 = 90.07%	1844.7/21 = 87.84%	1950/21 = 92.85%

***Questions were not asked

Job Placement Rates for Advertising & Graphic Design Degree

Year	# Graduates	# Graduates Continuing Education	# Graduates Not Seeking Employment	# Graduates Unable to Locate	# Graduates Available to Work	# Graduates Working	% of Available Graduates Working	# Available Graduates Who are <u>NOT</u> Employed but looking	% of Graduates Working <u>in</u> Cumberland County (<i>Hand counted surveys</i>)	% of Graduates Working <u>Outside</u> Cumberland County (<i>Hand counted surveys</i>)	% of Working Graduates in a Curriculum-Related Job (<i>Hand counted surveys</i>)	Salaries Reported (Curriculum-Related/ Full-time) (<i>Averages only those working in career field</i>)	SALARY AVERAGE (ANNUAL)
2009	*	*	*	*	*	*	*	*	*	*	*	*	*
2010	*	*	*	*	*	*	*	*	*	*	*	*	*
2011	*	*	*	*	*	*	*	*	*	*	*	*	*
2012	11	0	0	8	3	3	100%	0	66.7%	33.3%	33.3%	0	***
2013	8	1	0	0	7	5	71.4%	2	100%	0%	40%	1	\$17,000

*No respondents
 ***No reported salary

Advertising & Graphic Design Degree Comparison Chart Employer Survey					
QUESTIONS	2009 0 Respondents	2010 0 Respondents	2011 1 Respondents	2012 6 Respondents	2013 2 Respondents
1. Please mark the response that most closely reflects your overall opinion of FTCC graduates employed by your organization using the scale below: Very Satisfied – Satisfied – Dissatisfied – Very Dissatisfied – N/A					
a) Specific job-related knowledge	100%	*	100%	100%	100%
b) Specific job-related skills	100%	*	100%	100%	100%
c) Oral communication skills	(-100%)	*	100%	100%	100%
d) Written communication skills	100%	*	100%	100%	100%
e) Problem solving skills	100%	*	100%	100%	100%
f) Organization and planning	(-100%)	*	(-100%)	(-100%)	100%
g) Quality of work	100%	*	100%	100%	100%
h) Overall job preparation	100%	*	100%	100%	100%
i) Socialization skills	***	*	(-100%)	(-100%)	100%
j) Quantitative skills	***	*	100%	100%	100%
k) Computer skills	***	*	100%	100%	100%
2. Based on your experience with hiring FTCC graduates or students, would you consider hiring more?	100%	*	100%	100%	100%
Average Satisfaction Rates	700/12 = 77.7%	*	1000/12 = 83.33%	1000/12 = 83.33%	1200/12 = 100%

*No respondents

***Questions were not asked

Advertising & Graphic Design Degree Core Competencies Questions

*No respondents

QUESTIONS	2009 0 Respondents	2010 0 Respondents	2011 11 Respondents	2012 1 Respondents	2013 4 Respondents
4a. I feel confident in my ability to communicate effectively in speaking, writing, reading and listening.	*	*	100%	100%	100%
4b. I feel confident in my ability to think critically when analyzing problems and making decisions.	*	*	100%	100%	100%
4c. My cultural awareness and socialization skills have prepared me for the changing global environment of the 21st century.	*	*	100%	100%	100%
4d. I feel confident in my ability to use and process quantitative information.	*	*	100%	100%	100%
4e. I consider myself to be computer literate.	*	*	100%	100%	100%

Advertising & Graphic Design/Digital Graphics Certificate Comparison Chart Alumni Graduate Survey					
QUESTIONS	2009 0 Respondents	2010 0 Respondents	2011 1 Respondents	2012 4 Respondents	2013 2 Respondents
1. Quality of instruction in program area courses	*	*	100%	100%	100%
2. Quality of instruction in other courses	*	*	100%	75%	100%
3. Overall quality of academic program	*	*	100%	100%	100%
4. Quality of Academic Advising (Faculty Academic Advising)	*	*	100%	100%	50%
5. Quality of Admissions (entering College)	*	*	100%	100%	50%
6. Quality of Registration Process	*	*	100%	75%	100%
7. Quality of One Stop Shop	*	*	***	75%	50%
8. Quality of WebAdvisor	*	*	100%	75%	100%
9. Counseling Information Desk – Lobby of Student Center	*	*	100%	75%	100%
10. Quality of Financial Aid Services	*	*	100%	75%	50%
11. Quality of Counseling Services	*	*	100%	100%	100%
12. Quality of Student Activities	*	*	100%	100%	100%
13. Quality of Campus Security	*	*	100%	100%	100%
14. Quality of Cashiering Services (Administration Building)	*	*	100%	100%	50%
15. Quality of Success Center Services and Resources	*	*	100%	100%	100%
16. Quality of Career Center Services	*	*	100%	100%	100%
17. Quality of Media Services	*	*	100%	100%	100%
18. Quality of the Library	*	*	100%	100%	50%
19. Quality of Internet Access/Computing Services	*	*	100%	100%	50%
20. Quality of Blackboard	*	*	100%	75%	100%

System for online class delivery					
21. Overall quality of the College	*	*	100%	100%	100%
Average Satisfaction Rate	*	*	2000/20 = 100%	1925/21 = 91.66%	1750/21 = 83.33%

***Questions were not asked

*No respondents

Job Placement Rates for Advertising & Graphic Design/Digital Graphics Certificate

Year	# Graduates	# Graduates Continuing Education	# Graduates Not Seeking Employment	# Graduates Unable to Locate	# Graduates Available to Work	# Graduates Working	% of Available Graduates Working	# Available Graduates Who are <u>NOT</u> Employed but looking	% of Graduates Working <u>in</u> Cumberland County (<i>Hand counted surveys</i>)	% of Graduates Working <u>Outside</u> Cumberland County (<i>Hand counted surveys</i>)	% of Working Graduates in a Curriculum-Related Job (<i>Hand counted surveys</i>)	Salaries Reported (Curriculum-Related/ Full-time) (<i>Averages only those working in career field</i>)	SALARY AVERAGE (ANNUAL)
2009	*	*	*	*	*	*	*	*	*	*	*	*	*
2010	*	*	*	*	*	*	*	*	*	*	*	*	*
2011	*	*	*	*	*	*	*	*	*	*	*	*	*
2012	7	0	0	5	2	2	100%	0	50%	50%	0%	0	***
2013	8	1	0	0	7	5	71.4%	2	80%	20%	40%	1	\$17,000

*No respondents
 ***No reported salary

Advertising & Graphic Design/Digital Graphics Certificate Comparison Chart Employer Survey					
QUESTIONS	2009 0 Respondents	2010 0 Respondents	2011 0 Respondents	2012 0 Respondents	2013 0 Respondents
1. Please mark the response that most closely reflects your overall opinion of FTCC graduates employed by your organization using the scale below: Very Satisfied – Satisfied – Dissatisfied – Very Dissatisfied – N/A					
a) Specific job-related knowledge	*	*	*	*	*
b) Specific job-related skills	*	*	*	*	*
c) Oral communication skills	*	*	*	*	*
d) Written communication skills	*	*	*	*	*
e) Problem solving skills	*	*	*	*	*
f) Organization and planning	*	*	*	*	*
g) Quality of work	*	*	*	*	*
h) Overall job preparation	*	*	*	*	*
i) Socialization skills	*	*	*	*	*
j) Quantitative skills	*	*	*	*	*
k) Computer skills	*	*	*	*	*
2. Based on your experience with hiring FTCC graduates or students, would you consider hiring more?	*	*	*	*	*
Average Satisfaction Rates	*	*	*	*	*

*No respondents

Advertising & Graphic Design/Digital Graphics Certificate Core Competencies Questions

QUESTIONS	2009 0 Respondents	2010 0 Respondents	2011 1 Respondents	2012 4 Respondents	2013 2 Respondents
4a. I feel confident in my ability to communicate effectively in speaking, writing, reading and listening.	*	*	100%	100%	100%
4b. I feel confident in my ability to think critically when analyzing problems and making decisions.	*	*	100%	100%	100%
4c. My cultural awareness and socialization skills have prepared me for the changing global environment of the 21st century.	*	*	100%	100%	100%
4d. I feel confident in my ability to use and process quantitative information.	*	*	100%	100%	100%
4e. I consider myself to be computer literate.	*	*	100%	100%	100%

*No respondents

**ADVISORY COMMITTEE
ADVERTISING AND GRAPHIC DESIGN
FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE**

05/13/16 COMMITTEE MINUTES:

This committee met this day as planned. The following is a summary of our discussion.

Members present: David Sholter, Frank Galluccio, Victor Forrester, Joe Fallon, Sara Smith, Devon Wilson

Members absent: Joyce R. Fuller, Felix Monarca, Jim Pittman

In lieu of minutes, members were advised that this department was formerly part of Fine Arts and had participated in a broader assembly of interest. Therefore, a dedicated Advertising and Graphic Design Advisory Committee had not been convened in recent years.

David Sholter provided each member present with a list of our current committee members, their titles and contact information, and asked that any corrections be reported as soon as possible. That list will be attached to these minutes. The meeting was then convened.

Sara Smith agreed to act as Committee Chair and David Sholter agreed to act as Secretary for this initial meeting.

It was agreed that further elections be deferred until next meeting as half of the Community members were not present.

Sara Smith asked David Sholter to describe the purpose of this committee and to suggest possible topics for future discussion by this committee.

David Sholter and other faculty discussed some of the ways this committee can benefit our department and the business community, and described some of its limitations. Members viewed a hard copy of the FTCC Advisory Committee Handbook and were asked to view the handbook at their leisure using the following web address:

https://r2w.faytechcc.edu:8443/r2w/api/report?c=r2w_enterprise&f=/InstitutionalEffectiveness/HandbooksManuals&r=FTCC_InstitutionalEffectiveness_HandbooksManuals_AdvisoryCommitteeHandbook&token=chVibGljOnBhc3N3b3Jk

After clarifying that all topics will be discussed further by all members, David Sholter presented, and members briefly discussed the following "starter" topics:

First: Members were informed that out of 3 full-time instructors, 2 will retire this year. Members were then asked to consider what qualifications should be recommended for their replacements?

David Sholter stated that since our program is career-oriented (rather than designed for transfer to a senior institution), the current minimum qualification requires a BA or BFA in a closely-related field, and that for those undergraduate candidates, experience will certainly be a large consideration. Some discussion followed and all were encouraged to continue their considerations toward a later meeting.

Second: After describing our major hardware/other equipment assets, members were asked to consider any recommendations to reduce or supplement those capabilities.

Third: A similar discussion about software.

Fourth (lastly): Following a review of local schools offering similar/more advanced degrees, members were asked to consider the current and future value of our program to the community. Members viewed a hard copy of our Advertising and Graphic Design ACADEMIC PROGRAM REVIEW and were advised

that as we meet online in near-future, a .rtf attachment containing relevant portions of that document will be provided.

Being no further business, David Sholter motioned to adjourn, Sara Smith seconded. There was no discussion and the motion passed unanimously.

David Sholter
Acting Advisory Committee Secretary

Advisory Committee Fayetteville Technical Community College **Department of Advertising and Graphic Design**

Faculty Members:

David Sholter
Chair, FTCC Design Dept
PO Box 35236
Fayetteville, NC 28303
(910) 678-9841

Victor Forrester
Instructor, FTCC Design Dept
PO Box 35236
Fayetteville, NC 28303
(910) 678-8231

Frank Galluccio
Instructor, FTCC Design Dept
PO Box 35236
Fayetteville, NC 28303
910-678-9839

Community Members:

Joe Fallon
Graphic Designer, 219 Group
102 Person Street Suite D
Fayetteville NC 28301
(910) 483-4749

Joyce R Fuller (Ricci)

Graphic Design Educator (ret), FTCC

3381 Hawthorne Street

Hope Mills NC 28348

Felix Monarca

Senior Designer, Janus Research Group

201 Hay Street Suite 306

Fayetteville NC 28301

(910) 261-8775 (cell)

Jim Pittman

Owner, FastSigns

2807 Raeford Road

Fayetteville NC 28303

(910) 678-8111

Sara Smith

Art Director, F&B Publications

208 Rowan Street

Fayetteville NC 28301

(910) 484-6200

Devon Wilson

Graphic Designer, ARRAY Magazine

PO Box 20051

Fayetteville NC 28312

(980) 277-2913

Extract from the 2016 Graduate Survey-IE Office

Please indicate your level of agreement with the following statements:

a. I feel confident in my ability to communicate effectively in speaking, writing, reading and listening.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	441	70.2	70.8	70.8
	Agree	177	28.2	28.4	99.2
	Disagree	2	.3	.3	99.5
	Strongly Disagree	3	.5	.5	100.0
	Total	623	99.2	100.0	
Missing	System	5	.8		
Total		628	100.0		

b. I feel confident in my ability to think critically when analyzing problems and making decisions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	442	70.4	71.4	71.4
	Agree	173	27.5	27.9	99.3
	Disagree	1	.2	.2	99.5
	Strongly Disagree	3	.5	.5	100.0
	Total	619	98.6	100.0	
Missing	Don't Know	2	.3		
	System	7	1.1		
	Total	9	1.4		
Total		328	100.0		

c. My cultural awareness and socialization skills have prepared me for the changing global environment of the 21st century.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	423	67.4	69.0	69.0
	Agree	181	28.8	29.5	98.5
	Disagree	5	.8	.8	99.3
	Strongly Disagree	4	.6	.7	100.0
	Total	613	97.6	100.0	
Missing	Don't Know	9	1.4		
	System	6	1.0		
	Total	15	2.4		
Total		628	100.0		

d. I feel confident in my ability to use and process quantitative information.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	415	66.1	67.2	67.2
	Agree	198	31.5	32.0	99.2
	Disagree	3	.5	.5	99.7
	Strongly Disagree	2	.3	.3	100.0
	Total	618	98.4	100.0	
Missing	Don't Know	3	.5		
	System	7	1.1		
	Total	10	1.6		
Total		628	100.0		

e. I consider myself to be computer literate.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	407	64.8	66.0	66.0
	Agree	191	30.4	31.0	96.9
	Disagree	13	2.1	2.1	99.0
	Strongly Disagree	6	1.0	1.0	100.0
	Total	617	98.2	100.0	
Missing	Don't Know	1	.2		
	System	10	1.6		
	Total	11	1.8		
Total		628	100.0		

Fayetteville Technical Community College

STRATEGIC PLAN 2015-2020



“Serve our community as a learning-centered institution to build a globally competitive workforce supporting economic development”

**P.O. Box 35236
2201 Hull Road
Fayetteville, North Carolina 28303-0236
www.faytechcc.edu**



FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

P.O. BOX 35236 • FAYETTEVILLE, NORTH CAROLINA 28303-0236

September 21, 2015

Dear Friends of Fayetteville Technical Community College:

Fayetteville Technical Community College (FTCC) weaves a multifaceted pattern of positive influence that is far reaching and widely encompassing throughout the greater communities we serve. FTCC's uniqueness is reflected in a number of ways ranging from the educational perspective that opens its doors to all who seek hope, opportunity, and a brighter tomorrow via intellectual growth and job success by offering meaningful educational opportunities which changes lives for the better. Manifestation of this goal is reflected in the most recent college commencement in which we graduated our largest class of 1,985 students who launched their lives to more positive outcomes and possibilities.

FTCC is one of the largest employers in Cumberland County, which provides an outstanding place to work in an atmosphere that bolsters beauty, diversity, encouragement, and respect. In addition, FTCC's graduates and staff engage in our communities, across the nation, and internationally by contributing their skills, talents, volunteer time, and leadership skills through many avenues which fuels economic prosperity and service. The spiraling effect of all these combined characteristics is impressive and certainly something to celebrate. However, in our quest to resist the status quo and to continue to pursue greater excellence, we re-examine ourselves and how we serve others, setting our sights for more impressive achievement and higher benchmarks for successful service.

The 2015-2020 Strategic Plan centers on institutional goals which universally revolve around four primary areas: establishment of measurable goals in response to meeting student and community needs; establishment of a culture reflecting quality customer service; sustainability of excellent fiscal responsibility, accountability, and stability; and continued support of economic development through a greater focus on workforce preparedness. We approach these institutional goals with passion, enthusiasm, and expectation of a greater awareness of ourselves as a structured unit—openly recognizing our strengths and shortcomings—and responding by developing, implementing, and monitoring our executions to measure results.

The outcome of our efforts will, in turn, result in greater service to our students and others whom we serve through our College mission. Embracing teamwork with positive interactions which build on the strengths of each individual's talents will position us to achieve success and will enhance the educational experience to make it more meaningful and productive.

I welcome you to the next phase of our journey and thank you for your continued enthusiasm, support and engagement!

Sincerely,

A handwritten signature in cursive script, reading "J. Larry Keen".

J. Larry Keen, Ed.D.
President

**FTCC Institutional Goals
2015-2020**

- 1. Respond to student and community needs through measurable goals**
- 2. Establish a culture of quality customer service**
- 3. Ensure fiscal responsibility, accountability and financial stability**
- 4. Focus on workforce preparedness to support economic development**

Institutional Goals were originally adopted by the FTCC Board of Trustees, on September 16, 2013 and reaffirmed the goals on September 21, 2015.

Institutional Goal: 1 Respond to student and community needs through measurable goals

1. FTCC will increase graduation rates to 25% by 2018.
2. Increase headcount enrollment by 3% annually.
3. Increase gainful employment (employment in field of study) of students.
4. Meet or exceed the NCCCS Performance Measures goals.
5. Achieve 90% satisfaction rate on all surveys and course evaluations.

Strategies:

- Promote student successes and College Best Practices with a targeted goal of 50+ information releases and/or presentations annually (2)
- Use the Educational TV channel to provide timely information/programming to the community (2)
- Partner with community organizations to connect students to potential employers (3)
- Engage stakeholders to develop and expand College funding opportunities melding community and student needs. (1, 2, 3)
- Align the FTCC Foundation, Inc. goals and outcomes to support the College. (2, 3)
- Reduce the number of students testing into developmental classes. (1, 2)
- Administer student course evaluations to assess the satisfaction rates for course and programs of study. (1, 5,)
- Administer an annual non-returning student survey to assess the reasons for not continuing studies at FTCC. (1, 5,)
- Administer an annual graduate survey to assess satisfaction rates for courses and programs of study. (1, 5,)
- Improve assessment plans with documented evidence of outcomes. (1)
- Create and administer a professional development program to support academic quality for student success. (1-5)

- Promote the use of research such as Economic Modeling Specialists International (EMSI) studies to identify and benchmark successes at FTCC as well as other colleges that could be replicated. (1-5)
- Maintain memberships in relevant professional organizations and groups. (1-5)
- Promote faculty-staff engagement in public relations, community service, and College activities. (1, 2, 3, 5)
- Encourage faculty and staff to complete higher levels of relevant education and/or degree completion. (1, 2)
- Encourage Return to Industry Training. (1, 2)
- 100% of new instructors will successfully complete the Excellence in Teaching course prior to teaching their first class. (1, 5)
- More clearly define and articulate expectations for the role of instructional leaders. (1, 5)
- Create an effective Instructional Leaders course. (1, 5)
- Standardize blackboard shells to ensure more active learning for students. (1, 5)
- Increase Work-Based Learning and intern work opportunities for students (1, 2, 3)
- Provide a safe and secure learning environment. (5)

Institutional Goal: 2 Establish a culture of quality customer service

1. Success of our students is our number one priority
2. Competition for services requires that we maintain the highest standards and responsiveness to the needs of our customers and stakeholders.
3. Create a welcoming and service oriented culture delivering support with minimal referrals.
4. Achieve 90% satisfaction rate on customer service survey.
5. Consistency of service and information will be maintained across the College.

Strategies:

- Explore the development of an Excellence in Service (EIS) course. (1-5)
- Ensure that faculty and staff understand their individual responsibility to provide high quality customer service. (1-5)
- Provide well maintained and safe campuses demonstrating our pride in FTCC. (4)
- Resolve customer needs with minimal referral to others. (3)
- Answer the phone within 3 rings. (1-5)
- Educate all employees on functions and activities of College departments to minimize referrals. (2)
- Incorporate advanced technology that can help to eliminate or reduce on-campus visits and lines. (1, 4, 5)
- Triage lines to move customers to appropriate College locations quickly. (3, 4)
- Ensure signage is visible, adequate and accurate directing visitors to correct locations. (3, 4)
- Require all hiring managers to include one or more interview questions focused on customer service. (1-5)
- Create and implement incentive program to recognize employees that excel in providing customer service. (1-5)
- Conduct annual surveys of faculty, staff and students to provide data related to the College climate and customer service/support. (4)

- Create and deliver professional development classes to educate employees on quality customer services standards and expectations. (1-5)
- Continue to refine the two FTCC website portals. One website is focused for students, ensuring it remains user-friendly and focused to student needs while the other website is focused for internal faculty/staff use and required mandatory reporting elements under the Higher Education Act and other local, State and Federal legislation requirements. (1, 3)
- Promote equal employment opportunities in all aspects of the hiring process. Ensure one DDI targeted selection STAR criteria evaluates customer service orientation of all prospective candidates. (2, 3, 5)
- Include quality customer service and support as a measured item on annual performance appraisals. (5)
- Provide adequate training to employees to ensure the Continuity of Operations (Safety) and Emergency Preparedness Plan can be implemented quickly and accurately in times of emergency. (2)

Institutional Goal: 3 Ensure fiscal responsibility, accountability and financial stability

1. Plan and prepare annual budgets that enable the College to be responsive to community needs.
2. Maximize strained resources by enhancing productivity and accountability.
3. Focus resources on the core mission of teaching by strategically budgeting funds in areas that result in the greatest return on investments.
4. Streamline operations with a focus on efficiencies.
5. Monitor current spending and forecast future funding requirements to sustain financial stability.
6. Institute a data-driven decision process based through assessment of needs.

Strategies:

- Submit accurate budget decision packages in a timely manner to support division operations and support an institutional goal related to the request for funding. Initial decision packages will be submitted annually in May. (1-6)
- Ensure appropriate communication among affected areas. (1, 2, 4)
- Monitor monthly budget reports and submit a budget reconciliation mid-year. (2, 4, 5, 6)
- Consistently review the salary plan and hiring scale to keep salaries for staff and faculty comparable to market. (1-6)
- Communicate with all levels of the College to stay abreast of the future needs of the community and forecast future funding needed to meet these needs. (1-6)
- Standardize technology across the campus to reduce maintenance cost and maximize replacement parts. (2, 4)
- Cascade technology when replacements are made to reduce cost. (2, 4)
- Communicate the College's needs to the FTCC Foundation. (2)
- Create an effective grant and external funding program. (3)

Institutional Goal: 4 Focus on workforce preparedness to support economic development

1. Strengthen economic development in the College's service area.
2. Establish an effective job placement office.
3. Expand veterans support services.
4. Analyze Academic Programs to modify program/course offerings to meet employer needs.

Strategies:

- Align curriculum and continuing education programs of instruction/course offerings with reported needs of employers, as reflected in the annual employer survey. (4)
- Expand student use of Career Coach and Internship.com during the admissions, registration and advising processes. (1)
- Analyze Academic Advisory Committee data, retention and graduation trends by program, GAP studies, Labor Market information by program area, and annual employer surveys. (1-5)
- Enhance outreach to business/industry to understand and define existing and future workforce training needs. (1)
- Expand the use of customized industry training funds. (1, 3, 4)
- Engage with the Economic Alliance in the recruitment, expansion and retention of businesses. (1, 4)
- Seek additional funding for the NC Military Business Center to better engage businesses winning government contracts and providing post-contract assistance. (1, 3)
- Create career pathways for students and graduates to engage with employers to include defense contractors. (2, 3)
- Promote and solicit scholarship and funding opportunities that parallel employer needs and student curriculum. (1-4)
- Continue enhancements to support services and academic programs to meet the changing needs of the military and veteran students. (3)

Approved FTCC Board of Trustees on September 21, 2015