Cecil College
ACADEMIC PROGRAM REVIEW AND PROGRAM ASSESSMENT

*Updated: June 18, 2015*

# ART DEPARTMENT
# Graphic Design Program Review

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## Executive Summary

The Associate of Arts in Graphic Design degree program enables students to meet statewide general education requirements while engaging in intensive artistic study. The Fine Arts Program educates and trains students to become innovative and creative thinkers in the field of art and design. The instructors are practicing artists that act as mentors to guide and support students. Students in the Graphic Design Program graduate with advanced artistic skills and transfer to art programs at major four-year colleges, universities and art schools. Graduates who transfer often report that they are very well prepared to pursue a Bachelor of Fine Arts degree (BFA) in a variety of disciplines.

The Art Program plays a large role in the regional community through the hosting of First Friday exhibitions, summer camps, and artist workshops. The Elkton Station Gallery is part of the Elkton Arts and Entertainment District in Cecil County serving students and the community. The Gallery hosts eight exhibitions each year and draws artists and audiences from surrounding communities. The Art Program organizes art sales in conjunction with the student shows at the Elkton Station Gallery. Art students create work and help organize the sales. The funds raised are used to support the students through art awards, workshops, and conferences. Working closely with local galleries such as The Palette & The Page and the Cecil County Arts Council have provided exhibition and internship opportunities for students as they continue their education in the arts. In addition, a collaborative effort with the Continuing Education Program has successfully developed summer camp programs often staffed by advanced Cecil College art students.

The Program faces the challenge of keeping well-equipped studio facilities, technology and educational tools. There are three student Mac Mini computers and one faculty computer in the studio. There is a need for technical support to update and maintain computers and digital equipment. In addition to computers, the Program needs cameras for students to photograph their work and build portfolios. A photographing set-up or use of the labs is needed for art students. In addition, students need access to digital tablets and software.

The Program is facing several challenges. The program has a need for part-time studio staff at the North East Campus to assist in the maintenance of studio equipment. This position includes organizing materials, tracking inventory of supplies, and maintaining the classroom workspace and equipment. Another challenge is the division of art disciplines on separate campuses. Offering 2-D as well as 3-D courses on both campuses would create a unified program and connect art students in all of the art disciplines. In addition, the reopening of the Milburn Stone Gallery on the North East Campus will enhance the cultural enrichment of the Program and help bridge this divide. However, maintaining two galleries requires significantly more hours that are currently allotted for the Art Gallery Representative position. Previously, the Elkton Station Gallery was considered part of the faculty teaching load, which significantly increased the number of available work hours for the Art Gallery Representative.

Overall, the program as a whole continues to grow and lay the foundation for students to pursue the Bachelor of Fine Arts degree. The College Art Association and the National Association of Schools of Art and Design recognize that the BFA is the professional degree in the field of visual

art and design and is intended to prepare students to pursue a professional practice on a global level. Evidence of the employment opportunities available to graduates of Arts programs is found in the U.S. House of Representatives House Resolution #51 introduced February 13, 2014, which acknowledges the important contribution of the arts to our nation's economy. Findings from the National Arts Index show 95,000 nonprofit arts organizations and 800,000 more arts businesses, 2.1 million artists active in the workforce, and $153 billion in consumer spending. In addition, the number of college arts degrees continues to rise steadily. Reasons for this include an increase in design degrees along with the appeal to college students of double-majors combining arts with humanities, social sciences, and physical sciences. The STEM to STEAM movement, which includes the arts along with science, technology, engineering and math, has increased awareness of the importance of the arts. The goal of STEAM is to foster the true innovation that comes with combining the mind of a scientist or technologist with that of an artist or designer. The House of Representatives encourages the development of a STEM to STEAM council of representatives of artists, designers, education and business leaders, and federal agencies in order to facilitate a comprehensive approach to incorporate art and design into the Federal STEM programs. This movement has been widely adopted by institutions, corporations, and individuals.

Students who earn an Associate of Arts in Graphic Design at Cecil College demonstrate an understanding and appreciation of the arts and the relationships between the arts, sciences, and humanities that define who we are and inform the art that we make. The Art Program continues to encourage cultural enrichment, innovative thinking and creative problem solving.

# Program Description

The Associate of Arts in Graphic Design provides the foundation coursework and studio expertise that parallels the first two years of study of a Bachelor of Arts (BA) or a Bachelor of Fine Arts (BFA) in Art and Design. Students create an artistic portfolio of work to transfer to a college, university or art school. The program prepares students with an intensive studio-based curriculum stressing the development of artistic techniques and critical thinking skills. Students study a variety of art disciplines preparing them for continued study in art and design, initial employment or career advancement in the following fields: fine art, arts administration, art education, art therapy, graphic design, curatorial studies, advertising, fashion design, and interior design. The Graphic Design Program prepares students for further study in subjects including animation, drawing, painting, ceramics, digital media, graphic design, illustration, painting, photography, printmaking or sculpture. Students should consult with art faculty early in their academic program to determine which electives will best meet their needs.

The Graphic Design Program offers a cooperative learning environment with outstanding faculty and studios for developing artwork in a variety of media. With a foundation of traditional and contemporary drawing and painting techniques, students develop technical skills required to handle drawing and painting materials with confidence and to translate creative concepts into finished works. Core requirements and program electives help build competency through introductory and advanced studio work. Conceptual development is emphasized as students move from skill-based problem solving to a more creative and self-directed body of work.

Upon completion of the program students will...

- Demonstrate the ability to express ideas creatively.
- Demonstrate an understanding of the formal elements and principles of two and three-dimensional design.
- Demonstrate solid skills and competency in a wide range of art media and techniques.
- Demonstrate the ability to solve visual problems in a manner that reflects individual creativity, technical expertise and an understanding of historical and contemporary art.
- Demonstrate the ability to write and speak with clarity, to think critically and analytically, and to express one's ideas about personal artistic vision and the vision of others.
- Demonstrate an understanding and appreciation of arts and the relationships between the arts, sciences, and humanities that define who we are and inform the art that we make.
- Demonstrate a work ethic that reflects a dedication to process and the intelligent development of a personal aesthetic.
- Use the critique process and self-reflection for developing fine art portfolios and exhibitions in a professional manner.
- Complete the Associate of Arts degree in art in preparation for transfer to a four-year college/university art program.

# Program History

The Art Department at Cecil College began in the early 1970's with six credit classes aimed primarily at self-enrichment. The department consisted of one full-time art faculty, Michael Ayres, MFA, along with several adjuncts. In the mid 1970's a second full-time faculty member, Carol White, MFA was hired. In the late 1970's the Art Department, along with the Theater Program was housed in the "Arts Center", a converted elementary school in Elkton, MD. The space contained three dedicated art studios, a slip casting room, kiln room, several offices, and a stage with various theater spaces. When the lease was not renewed after two years the department moved back to the North East campus where it had two studios and a kiln room on the first floor of the Arts & Sciences Building. By this time the department consisted of one full-time faculty member, Carol White, with 7-8 adjuncts teaching 1 to 4 classes each.

For two years in the 1980's, while renovations were completed, the department worked out of a doublewide trailer behind the Arts & Sciences building. Upon the completion of renovations to the A&S building, the department moved into a double sized studio room, with kiln and storage rooms, on the second floor of the A&S building. This studio could be split into two spaces by way of a folding wall. The department also had a small studio space across the hall. By 2000, because of enrollment increases, the program was able to more than double the available studio space by the addition of a large room adjacent to the initial studio. This configuration of studio spaces allowed for a sense of community and open sharing of ideas for both students and faculty.

During this time, due to student interest, more courses were developed to the point of thirty-four course offerings. Degree programs in Drawing and Painting, Ceramics and Graphic Design were added to the department offerings.

In 2005, with the opening of the Elkton Station Building, administration moved all ceramics classes to that site. Because it was requested that other courses be offered in Elkton, the Sculpture, 3-D Design and Art Glass classes were also relocated there, effectively making Elkton Station the 3-D Art campus and the North Campus the 2-D Art Campus. In the spring of 2009 a second full-time faculty member, Lauren Vanni, MFA was added.

# Degree History

As enrollment steadily increased more courses were developed and added to the department's offerings. Students were expressing more interest in transferring into four-year art programs and were doing so through the General Studies degree program or without acquiring an Associate Degree. It became apparent that Cecil should have an art degree program. To fill that need, three art options to the Arts and Sciences transfer degree were developed: Drawing/Painting, Graphic Design, and Pottery/Ceramics. The program's first graduate in 2003 earned all three degrees. In 2011, certificates in Ceramics and Drawing/Painting were added and the existing degrees were updated. Changes to the Graphic Design degree included the addition of Professional Portfolio Production as a requirement for any art major. This course prepares students to transfer to a four-year program equipped with a professional image portfolio of work and written documentation. It also requires students to complete a Capstone Exhibit, a professional exhibit demonstrating a cohesive body of work in one of Cecil's galleries. The Graphic Design degree was again revised in 2013 in adherence to College Readiness and Completion Act, which required all Associate of Arts degrees to total sixty credits. These degree changes are awaiting approval from the state. In 2013, an Associates of Fine Arts (AFA) was written as another option for students interested in pursuing a Bachelor of Fine Arts at a four-year college or university. The degree was officially sent to MHEC for approval in April 2015. The degree options are currently being revised to include areas of concentration.

Cecil College Mission Statement

"Cecil College is a comprehensive, open-admission, learner-centered institution. The College provides career, transfer, and continuing education coursework and programs that anticipate and meet the dynamic intellectual, cultural and economic development challenges of Cecil County and the surrounding region. Through support services and a technologically enriched learning environment, the College strives to empower each learner with skills, knowledge, and values needed for college preparation, transfer to four-year institutions, workforce entry or advancement, and personal enrichment. Further, Cecil College promotes an appreciation of cultural diversity, social responsibility, and academic excellence."

<div align="right">CC Strategic Plan 2010-15</div>

Cecil College Strategic Plan

The Strategic Plan focuses on four strategic initiatives:
1. Emphasis on student completion
2. Increasing opportunities for Bachelors and Higher Degree Programs in Cecil County
3. Create workforce opportunities related to federal government expansion regionally and nationally, especially regarding base realignment and closure (BRAC)
4. Becoming a regional leader in incorporating innovative technology for learning

Cecil College's Graphic Design Program supports the mission of the College as well as the initiatives outlined in the Strategic Plan by providing a wide range of courses in a variety of art disciplines. The Program fosters the development of knowledge, skills, and abilities essential for students to transfer to four-year colleges and university art programs. The Program offers a learner-centered curriculum focused on student success and achievement. The Program maintains and equips two art studios that empower students with the skills and techniques needed to communicate visually and creatively. Recent revisions to the art degrees made pathways to the Associate of Arts degree clearer for students. The addition of the AFA will allow for greater flexibility for art students. The Art Program encourages students to challenge old perspectives from fresh angles of vision, offer original interpretations of familiar ideas, and become the innovators for the future.

## Faculty Profile

The Art Department is composed of two full-time faculty members and a number of part-time faculty members. The regular load for the full-time faculty is 30 credit hours each academic year. As a result, a number of the art courses are required to be taught by part-time adjuncts. The number of part-time faculty members teaching art courses varies from five to eight. Below is a listing of faculty who taught in the Program over the last five years.

| Faculty Member | Credentials | Courses Taught | Committee Participation | Other College Activities | Status |
|---|---|---|---|---|---|
| Carol White | MFA | ART 105, 110, 140, 230, 240, 150, 160, 161, 163, 164, 165, 166, 167, 169 | Curriculum Design, Supervisor, Served as art department coordinator, Summer Bridge Program committee | Artist, Educator | Full Time |
| Lauren Vanni | MFA M.Ed. | ART 101, 130, 160, 169, 169, 179, 194, 196, 260, 261, 291, 292, 293 | Academic Affairs, Senate, Studio and Gallery Supervisor, Work-study Supervisor, Curriculum Design | Artist, Educator | Full Time |
| Mark Donohue | MFA | ART 130, 230, 140, 240, 231, 232 | | Artist, Educator | Adjunct |
| Amanda Kamen | MFA | ART 101, 130 | | Artist, Educator | Adjunct |
| Sharon Gallagher | BA | ART 101, 130, 141, 242 | FAC 101 Certificate in On-Line Teaching | Artist, Author, Educator | Adjunct |
| Michael Kalmbach | MFA | ART 130 | | Artist, Curator, Director of the Creative Vision Factory in DE, Educator, Founder of the New Wilmington Arts Association | Adjunct |
| Joseph Netta | MFA | ART 140, 167, 152, 182, 201, 101 | | Artist, Educator, Studio Manager | Adjunct |
| Kevin Lehman | MFA | ART 152, 182, 201, 167 | | Artist, Educator, Owner of Kevin Lehman Studios in Lancaster, PA | Adjunct |
| Judith Owen | Ph.D. | ART 231 | | Artist, Educator | Adjunct |

# Program Curriculum

## Graphic Design
## Associate of Arts

General Program Information: 410-287-1000 or information@cecil.edu

The Associate of Arts in Graphic Design provides the foundation coursework and studio expertise that parallels the first two years of study of a Bachelor of Arts (BA) or a Bachelor of Fine Arts degree (BFA) in Art and Design. Students create an artistic portfolio of work to transfer to a college, university or art school. The program prepares students with an intensive studio-based curriculum stressing the development of artistic techniques and critical thinking skills. Students study a variety of art disciplines preparing them for continued study in Art and Design, initial employment or career advancement in the following fields: fine art, arts administration, art education, art therapy, digital art, graphic design, curatorial studies, advertising, fashion design, and interior design. The Graphic Design track prepares students for further study in subjects including animation, digital media, graphic design, illustration, or photography. Students should consult with art faculty early in their academic program to determine which electives will best meet their needs.

The computer literacy requirement will be met throughout the course work in the degree program.

| | *General Education Requirements* | *General Education Code* | *Credits* |
|---|---|---|---|
| ART101 | Fundamentals of Design I | H | 3 |
| ART 130 | Drawing I | H | 3 |
| ART 141 **or** | Survey of Art History | H | 3 |
| HST 141 | Survey of Art History | I | |
| EGL 101 | Freshman Composition | E | 3 |
| EGL 102 | Composition and Literature | H | 3 |
| MAT | Math Elective | M | 3 |
| SCI | Science Electives[1] | S | 7 |
| SOC SCI | Social Science Electives[2] | SS | 6 |
| | *Program Requirements* | | |
| ART 110 | Color | H | 3 |
| ART 140 | Painting I | H | 3 |
| ART 152 **or** ART 160 **or** ART 201 | Sculpture Beginning Ceramics Three-Dimensional Design | H | 3 |
| ART 293 | Professional Portfolio Production | | 3 |
| VCP 101 | Photography I | | 4 |
| VCP 116 | Digital Imaging I | | 2 |
| VCP 117 | Digital Imaging II | | 2 |
| VCP 118 | Digital Imaging III | | 4 |
| | *Program Electives* | | *Select 5 Credits* |

[1] At least one course must include a corresponding lab.
[2] Courses must be from two different disciplines.

| ART 105 | Illustration, Materials and Techniques |   | 3 |
|---------|----------------------------------------|---|---|
| ART 152 | Sculpture | H | 3 |
| ART 160 | Beginning Ceramics | H | 3 |
| ART 161 | Ceramics/Japanese Raku |   | 1 |
| ART 162 | Ceramics/Color Clay |   | 1 |
| ART 163 | Ceramics/Masks and Self Portraits |   | 1 |
| ART 164 | Ceramics/Small Sculpture |   | 1 |
| ART 165 | Ceramics/Polymer Clay Jewelry |   | 1 |
| ART 166 | Ceramics/Egyptian Paste |   | 1 |
| ART 183 | Digital Illustration I |   | 4 |
| ART 201 | Three-Dimensional Design | H | 3 |
| ART 230 | Drawing II | H | 3 |
| ART 231 | Portrait Drawing |   | 3 |
| ART 232 | Figure Drawing |   | 3 |
| ART 291 | Portfolio Production I |   | 1 |
| ART 292 | Portfolio Production II |   | 2 |
| VCP 119 | Digital Imaging IV |   | 4 |

*Total Credits Required in Program: 60*

The following are the courses associated with the Graphic Design Program:

ART101 **Fundamentals of Design I (H)** is an introductory study of composition and principles of two-dimensional design. Projects deal with the organization of the graphic elements (line, shape, value, texture, color and space) into effective, unified designs, whether in fine or commercial arts, photography or everyday life. An introduction to color theory is included. This course is valuable for persons anticipating a career in art, photography, media technology, or education. 3 credits

ART130 **Drawing I (H)** introduces students to basic drawing concepts, techniques, materials, and the development of observational skills. The course focuses on descriptive value, composition, visual and spatial relationships, linear and aerial perspective, volumetric forms, subject and content using a variety of black and white media. The course includes vocabulary development, critical analysis activities, and reference to historic and contemporary models of drawing. Emphasis is on observational drawing. 3 credits

ART141 **Survey of Art History (H)** is a survey course, which explores art forms and aesthetic intentions from prehistory to the present. The course of study parallels the development of Western Civilization and emphasizes the relationship of art forms to that development. Major emphasis is on painting, sculpture, and architecture. The course may include museum trips. 3 credits   3 credits

EGL 101 **Freshman Composition (E)** teaches students the skills necessary to read college-level texts critically and to write effective, persuasive, thesis-driven essays for various audiences. The majority of writing assignments require students to respond to and synthesize texts (written and visual) through analysis and/or evaluation. Students also learn how to conduct academic research, navigate the library's resources, and cite sources properly. The course emphasizes the revision process by integrating self-evaluation, peer response, small-group collaboration, and

individual conferences. Additionally, students are offered guided practice in appropriate style, diction, grammar, and mechanics. Beyond completing multiple readings, students produce a minimum of 7,500 words, approximately 5,000 words of which are finished formal writing in four-five assignments, including a 2,000-word persuasive research essay.

EGL 102 **Composition and Literary Forms** introduces the students to the genres of fiction, poetry, and drama in order to gain a fuller understanding and appreciation of these literary forms. Several brief compositions and a term paper will be assigned

**Math Elective**

**Science Elective**

**Social Science Elective**

ART 110 **Color** is a studio course which serves as an introduction to the varied relationships and qualities of color in regard to the visual world. Assignments explore both physical and psychological aspects of color theory. This course is valuable for anyone interested in the fine/commercial arts, or anyone interested in understanding how color can affect our behavior and observations. 3 credits

ART 140 **Painting I** (H) introduces students to various approaches to painting in oils in the studio. It is intended for the beginning painter with little or no background in painting. Technical skills are developed through demonstrations, structured assignments, lectures, and critiques

ART152 **Sculpture (H)** is a studio course, which introduces students to the basic materials and techniques used in creating sculptural forms. Particular attention is paid to the development of form recognition and comprehension in the third dimension. Basic shapes encountered in daily activities are used as the building blocks in the development and construction of more complex sculptural forms. Starting with projects using both additive and subtractive methods, the basic human structure will be explored. Projects using both realistic and free-form concepts will be considered. 3 credits

ART160 **Beginning Ceramics (H)** introduces the student to processes, tools, and aesthetics of ceramic forms, both functional and sculptural. Students explore various hand building, wheel throwing, decorating, glazing, and firing techniques. Studio performance concerning technical, aesthetic, and skill development is stressed. 3 credits

ART201 **Three-Dimensional Design (H)** is a studio course that introduces students to various aspects of three-dimensional design. Students deal with the application of design concepts to three-dimensional problems. Individual creative approaches to materials and techniques are encouraged. 3 credits   Pre-requisite: ART101.

ART293 **Professional Portfolio Production** enables art majors who have completed 18 credit hours of art courses to concentrate on creating a Capstone Portfolio of artwork, images, and

written documentation to prepare for application to a transfer institution and/or for personal or career goals. With guidance from an instructor, students create a cohesive body of work to produce a professional portfolio and a capstone art exhibit that is presented to the community. Pre-requisite: EGL101. 3 credits

VCP 101 **Photography I** introduces the art and craft of photography. Students learn digital camera operation, digital scanning and print production. Emphasis is placed on visual thinking and visual communication. Students complete weekly lab assignments in addition to class activities to produce a portfolio of fine black and white and color photographs.

VCP 116 **Digital Imaging I** introduces the student to the creation and manipulation of electronic imagery. Students learn to import digital images; scan film, prints, and artwork; create and manipulate images; prepare images for use in web documents; and make archival inkjet prints with *Adobe Photoshop.*

VCP 117 **Digital Imaging II** students learn to make composite artwork by working with masks and layers and to create a Web photo gallery and animated GIF's in Photoshop. Adobe InDesign is introduced along with basic graphic design concepts. Students produce a portfolio of work including: a retouched image, a special effects image, a magazine cover, business cards, letterhead, CD disk insert, and five personal project prints.

VCP 118 **Digital Imaging III** advances the student's graphic design capabilities by using Adobe Illustrator and Adobe InDesign, two advanced professional graphic design programs to combine words and images on the printed page in order to provide real-world skills essential for graphic design careers. Students will create and manipulate images, and combine graphics such as text into page layouts. Students will learn the process of creating professional business cards, brochures and logos from concept to print. 4 credits Prerequisite: VCP 117

ART 105 **Illustration, Materials and Techniques** is a studio course which introduces students to a variety of materials and techniques appropriate for use in the field of illustration. Topics may include: charcoal, graphite pencil, color pencil, pastel, inks, markers, scratchboard, various paints, printmaking techniques, collage and airbrush. Previous experience in drawing is highly recommended before enrolling for this course. 3 credits

ART 161 **Japanese Raku** is a short course which introduces students to contemporary approaches and historical background of Raku. Students will learn basic techniques used to construct, glaze and fire Raku pottery. Previous experience in clay is recommended.

ART 162 **Ceramics/Color Clay** is a studio course which introduces the student to a wide potential for the use of color clay bodies. The course will cover the creation of various color clay bodies, forming techniques, and use in jewelry, sculpture, and functional ware. 1 credit

ART 163 **Ceramics/Masks and Self Portraits** is a studio course on the design and creation of clay masks and self-portraits. The course explores the development of the mask in relationship to its historical use in rituals and ceremonies of various cultures. The course also focuses on the creation of the self-portrait as a symbolic and psychological statement.

Art 164 **Ceramics/Small Sculpture** is a studio course designed to expose students to a variety of techniques for creating small sculpture from clay. Along with the technical aspects of working with clay, firing and non-firing methods of completing the sculptures are discussed.

ART 165 **Ceramics/Polymer Clay Jewelry** is a studio course dealing with the newest form of clay. Polymer clay, which is hardened in a simple toaster oven, is best known under the trademark of Sculpey and Fimo. Emphasis is on learning basic jewelry-making techniques such as caning, marbleizing, millefiori, surface design texturing, and bead formation. Sculpture applications will also be discussed. 1 credit

ART 166 **Ceramics/Egyptian Paste** is a studio course dealing with the self-glazing Egyptian paste clay body, best known by the scarabs and small turquoise sculpture of ancient Egypt. The course covers the preparation of clay bodies and various forming techniques, such as press molding and hand building that are most appropriate to the material. The course also covers the development of personal symbols and images to be used in designs.

ART 183 **Digital Illustration I** teaches traditional illustration methods combined with computer illustration techniques to enable students to learn contemporary professional illustration practices. Emphasis is placed on creative concept development, composition, design, research, workflow, drawing techniques for hand and computer, and portfolio production. Topics include: fine art illustration, still life illustration, product illustration, book illustration, and editorial illustration. Previous drawing experience is preferred.

ART 230 **Drawing II** (H) Builds on Drawing I by concentrating on long-term assignments in the studio. It is intended for those students with previous experience in drawing. Emphasis is on experimentation with materials and individual expression. Students will study approaches taken by various artists to develop a series of related works.

ART 231 **Portrait Drawing** is an introductory class exploring basic mechanical and expressive components of portraiture. Emphasis is on solid structure and disciplined characterization. Instruction deals with form and structure in the first half of the course and with expression and characterization in the second. Previous drawing experience is highly recommended before enrolling in this course. 3 credits

ART 232 **Figure Drawing** is an introductory course in drawing the human figure. The first half of the course emphasizes accuracy in proportion and achieving solid form and structure while the second half deals with characterization. Projects will deal with the form and structure of the body as well as subjective aspects of the pose. Previous drawing experience is highly recommended before enrolling in this course. 3 credits

ART291 **Portfolio Production I** provides an opportunity for advanced art students to concentrate on building portfolios in individual areas of interest to further their educational, career and personal goals. Students will create a focused body of artwork to produce a portfolio.
  Pre-requisite: EGL101. 1 credit

ART292 **Portfolio Production II** provides an opportunity for advanced art students to concentrate on building an in-depth portfolio in individual areas of interest to further their educational, career and personal goals. Students will create a focused body of artwork to produce a portfolio.   Pre-requisite: EGL101. 2 credits

VCP 119 **Digital Imaging IV** introduces the student to web page design. Students use *Adobe Photoshop, Dreamweaver*
and *Flash* to conceive and create effective web sites that are easy to use and that meet the demands of the target market.

## Statistical Data

Cecil College
Program Review - Graphic Design - AGRZ
Degree
Enrollment

|  | Total Enrollment |
|---|---|
| FY 2009/2010 | 26 |
| FY 2010/2011 | 24 |
| FY 2011/2012 | 22 |
| FY2012/2013 | 19 |
| FY2013/2014 | 14 |

- Many students transfer before obtaining the Graphic Design degree.  Also, many art students graduate with a General Studies degree and transfer rather than pursing the AA in Graphic Design.  The recent reduction to 60 credits and conversations with Advising should help students who wish to transfer to an art program find the correct path to the AA in Graphic Design.

**CECIL COLLEGE**
REAL STUDENTS. REAL SUCCESS.

Cecil College
Program Review - Graphic Design - AGRZ
Degree
Number of Degrees Awarded

|  | Total Degrees |
|---|---|
| FY 2009/2010 | 1 |
| FY 2010/2011 | 3 |
| FY 2011/2012 | 3 |
| FY2012/2013 | 0 |
| FY2013/2014 | 0 |
| Total | 7 |

Cecil College
Program Review - Graphic Design - AGRZ
Degree
Number of Degrees Awarded to Pell Recipients

|  | Total Degrees | Pell Recipients | % of Total |
|---|---|---|---|
| FY 2009/2010 | 1 | 0 | 0% |
| FY 2010/2011 | 3 | 1 | 33% |
| FY 2011/2012 | 3 | 0 | 0% |
| FY2012/2013 | 0 | 0 | 0% |
| FY2013/2014 | 0 | 0 | 0% |
| Total | 7 | 1 | 14% |

**CECIL COLLEGE**
REAL STUDENTS. REAL SUCCESS.

Cecil College
Program Review - Graphic Design - AGRZ
Degree
Full-time/Part-time Students

| | | Total Enrollment | Full-Time | % of Total | Part-Time | % of Total |
|---|---|---|---|---|---|---|
| FY 2009/2010 | Summer 2009 | 4 | 0 | 0% | 4 | 100% |
| | Fall 2009 | 23 | 17 | 74% | 6 | 26% |
| | Spring 2010 | 22 | 16 | 73% | 6 | 27% |
| FY 2010/2011 | Summer 2010 | 5 | 1 | 20% | 4 | 80% |
| | Fall 2010 | 17 | 13 | 76% | 4 | 24% |
| | Spring 2011 | 14 | 10 | 71% | 4 | 29% |
| FY 2011/2012 | Summer 2011 | 3 | 0 | 0% | 3 | 100% |
| | Fall 2011 | 14 | 10 | 71% | 4 | 29% |
| | Spring 2012 | 16 | 7 | 44% | 9 | 56% |
| FY 2012/2013 | Summer 2012 | 4 | 0 | 0% | 4 | 100% |
| | Fall 2012 | 14 | 12 | 86% | 2 | 14% |
| | Spring 2013 | 13 | 8 | 62% | 5 | 38% |
| FY 2013/2014 | Summer 2013 | 0 | 0 | 0% | 0 | 0% |
| | Fall 2013 | 10 | 4 | 40% | 6 | 60% |
| | Spring 2014 | 12 | 5 | 42% | 7 | 58% |

# CECIL COLLEGE
REAL STUDENTS. REAL SUCCESS.

*The number of declared majors that transferred with a minimum 15 credits*

**Cecil College**
**Program Review - Graphic Design - AGRZ**
**Students starting in FY 2009-2010 and completed 15-29 credits that Transferred Out (Headcount)**

**Type of Higher Institutions**

| In-State Transfer | | Out-of-State Transfer | |
|---|---|---|---|
| 2-year institution | 4-year institution | 2-year institution | 4-year institution |
| 0 | 0 | 1 | 0 |

| In-State Transfer | | Out-of-State Transfer | |
|---|---|---|---|
| Public | Private | Public | Private |
| 0 | 0 | 1 | 0 |

**Top 10 Higher Education Institutions where Cecil College Students**

| In-State | Out-of-State |
|---|---|
| | OAKLAND COMMUNITY COLLEGE | 1 |

**Students starting in FY 2011-2012 and completed 15-29 credits that Transferred Out (Headcount)**

**Type of Higher Institutions**

| In-State Transfer | | Out-of-State Transfer | |
|---|---|---|---|
| 2-year institution | 4-year institution | 2-year institution | 4-year institution |
| 0 | 0 | 0 | 1 |

| In-State Transfer | Out-of-State Transfer |
|---|---|
| | |

# CECIL COLLEGE
REAL STUDENTS. REAL SUCCESS.

| Public | Private |
|---|---|
| 0 | 0 |

| Public | Private |
|---|---|
| 1 | 0 |

Top 10 Higher Education Institutions where Cecil College Students

| In-State | Out-of-State |
|---|---|
| | UNIVERSITY OF DELAWARE   1 |

**Students starting in FY 2012-2013 and completed 15-29 credits that Transferred Out (Headcount)**

Type of Higher Institutions

| In-State Transfer | | Out-of-State Transfer | |
|---|---|---|---|
| 2-year institution | 4-year institution | 2-year institution | 4-year institution |
| 0 | 0 | 0 | 1 |

| In-State Transfer | | Out-of-State Transfer | |
|---|---|---|---|
| Public | Private | Public | Private |
| 0 | 0 | 1 | 0 |

Top 10 Higher Education Institutions where Cecil College Students

| In-State | Out-of-State |
|---|---|
| | MILLERSVILLE UNIVERSITY OF PENNSYLVANIA   1 |

*The number of declared majors that transferred with a minimum 30 credits*

**Cecil College**

**Program Review - Graphic Design - AGRZ**

**Students starting in FY 2009-2010 and completed 30+ credits that Transferred Out (Headcount)**

Type of Higher Institutions

| In-State Transfer | |
| --- | --- |
| 2-year institution | 4-year institution |
| 0 | 0 |

| Out-of-State Transfer | |
| --- | --- |
| 2-year institution | 4-year institution |
| 0 | 2 |

| In-State Transfer | |
| --- | --- |
| Public | Private |
| 0 | 0 |

| Out-of-State Transfer | |
| --- | --- |
| Public | Private |
| 0 | 2 |

Top 10 Higher Education Institutions where Cecil College Students

| In-State | | Out-of-State | |
| --- | --- | --- | --- |
| | | MINNEAPOLIS COLLEGE OF ART AND DESIGN | 1 |
| | | CAMPBELL UNIVERSITY | 1 |

**CECIL COLLEGE**
REAL STUDENTS. REAL SUCCESS.

Cecil College
Program Review - Graphic Design - AGRZ
Degree
First-time Students in the Fall Semester who Enrolled in the Next Fall Semester

|  | Number of First Time Students Enrolled in Fall | Number of Students Enrolled in the Next Semester | % of Total |
|---|---|---|---|
| FY 2009/2010 | 10 | 7 | 70% |
| FY 2010/2011 | 5 | 3 | 60% |
| FY 2011/2012 | 3 | 2 | 67% |
| FY2012/2013 | 4 | 1 | 25% |
| FY2013/2014 | 2 | 0 | 0% |

Cecil College
Program Review - Graphic
Design - AGRZ
Degree
First-time Students Who Have Completed 30
College Level Credits or more

|  | Total First-time Students | Students WHO HAVE NOT COMPLETED College-Level Credits | % of Total | Students Who Have Completed 15 College-Level Credits or less | % of Total | Students Who Have Completed 16-29 College-Level Credits or more | % of Total | Students Who Have Completed 30 College-Level Credits or more | % of Total |
|---|---|---|---|---|---|---|---|---|---|
| FY 2009/2010 | 10 | 1 | 10% | 2 | 20% | 1 | 10% | 6 | 60% |
| FY 2010/2011 | 6 | 2 | 33% | 1 | 17% | 2 | 33% | 1 | 17% |
| FY 2011/2012 | 8 | 1 | 13% | 3 | 38% | 1 | 13% | 3 | 38% |
| FY2012/2013 | 7 | 1 | 14% | 4 | 57% | 1 | 14% | 1 | 14% |
| FY2013/2014 | 3 | 1 | 33% | 2 | 67% | 0 | 0% | 0 | 0% |
| TOTAL | 34 | 6 | 18% | 12 | 35% | 5 | 15% | 11 | 32% |

# CECIL COLLEGE
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## Program Evaluation History- Associate Degree

### Student Profile – Five-Year History

Cecil College
Program Review - Graphic Design - AGRZ
Degree
Students by Gender

| | Total Enrollment | Female Student | % of Total | Male Students | % of Total |
|---|---|---|---|---|---|
| FY 2009/2010 | 26 | 11 | 42% | 15 | 58% |
| FY 2010/2011 | 24 | 11 | 46% | 13 | 54% |
| FY 2011/2012 | 22 | 14 | 64% | 8 | 36% |
| FY2012/2013 | 19 | 12 | 63% | 7 | 37% |
| FY2013/2014 | 14 | 11 | 79% | 3 | 21% |

Cecil College
Program Review - Graphic Design - AGRZ
Degree
Students by Ethnicity

| | Total Enrollment | African-American | % of Total | American Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races | % of Total | Unknown | % of Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| FY 2009/2010 | 26 | 1 | 4% | 0 | 0% | 0 | 0% | 2 | 8% | 22 | 85% | 0 | 0% | 1 | 4% |
| FY 2010/2011 | 24 | 2 | 8% | 0 | 0% | 0 | 0% | 1 | 4% | 21 | 88% | 0 | 0% | 0 | 0% |
| FY 2011/2012 | 22 | 2 | 9% | 0 | 0% | 0 | 0% | 5 | 23% | 15 | 68% | 0 | 0% | 0 | 0% |
| FY2012/2013 | 19 | 2 | 11% | 0 | 0% | 0 | 0% | 4 | 21% | 13 | 68% | 0 | 0% | 0 | 0% |
| FY2013/2014 | 14 | 2 | 14% | 1 | 7% | 0 | 0% | 2 | 14% | 9 | 64% | 0 | 0% | 0 | 0% |

**CECIL COLLEGE**
REAL STUDENTS. REAL SUCCESS.

Cecil College
Program Review - Graphic Design - AGRZ
Degree
Students by
Age

| | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31-40 | % of Total | 41-50 | % of Total | 51 and over | % of Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| FY 2009/2010 | 26 | 24 | 92% | 1 | 4% | 1 | 4% | 0 | 0% | 0 | 0% |
| FY 2010/2011 | 24 | 20 | 83% | 2 | 8% | 2 | 8% | 0 | 0% | 0 | 0% |
| FY 2011/2012 | 22 | 21 | 95% | 0 | 0% | 1 | 5% | 0 | 0% | 0 | 0% |
| FY2012/2013 | 19 | 19 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY2013/2014 | 14 | 14 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

# General Education Objectives

## Written communication
As part of each class, written assignments are required. These may include critiques, gallery reviews, technical analysis, research on artists, and artist statements. Writing is most heavily emphasized in the art history courses.

## Oral communication
Students must participate in critiques, which consist of aesthetic, technical, and conceptual discussions. In most classes, students must present research on a chosen topic or an artist lecture about their work.

## Scientific Reasoning
Students use scientific reasoning in general education courses.

## Technological Competence
Students use digital cameras and computer software to edit images and create work. Capstone students are required to create a digital portfolio for transfer to four-year institutions.

## Critical Analysis and Reasoning
Students critically analyze and evaluate their work as well as the work of professional artists and classmates. Throughout the art-making process, students engage in creative problem solving, visualization, and kinesthetic thinking. Students develop intuition, reasoning, imagination, and dexterity into unique images of expression and communication. The analysis and synthesis of ideas though the process of creating helps students develop productive habits of the mind.

## Information literacy
Students engage in professional and personal research in developing their body of work.

## Enhanced awareness of ethics, cultural diversity, artistic expression, health-and-wellness issues, and the physical and social environment
Through College art exhibits, local art events and arts outreach participation students are exposed to a variety of cultural and ethical situations. Students become aware of health and wellness issues in relationship art materials and supplies.

## Program Strengths

### Faculty
- The list of faculty and their credentials demonstrates a remarkable collection of talent and professional experiences. All faculty members are professional artists and bring that individualized expertise into the classroom giving students the best possible education and resources.

### Studios
- Our program maintains and supports 2-D and 3-D studios and equipment on two campuses. This provides students with hands-on learning opportunities.

### Curriculum
- The curriculum of the program provides a firm foundation for art students as they continue their academic and artistic studies. The AA in Graphic Design prepares students for transfer into a BA or BFA program in any art and design discipline. The program also provides the skills required for initial employment in the art field. Courses are also available as non-credit personal enrichment options.

### Class Size
- Small class size is a major strength of our program. The majority of classes have twelve or less students ensuring essential one-on-one time with instructors.

### Art Gallery
- The re-opening of the Milburn Stone Gallery provides an opportunity for students to exhibit work in North East. In addition, it creates visibility and public awareness of the Art Program and connects students in all art disciplines.
- The Elkton Station Gallery is part of the Elkton Arts and Entertainment District serving students and the community.
- The Elkton Station Gallery hosts eight gallery exhibits a year open to the public and is a participant in the Elkton Arts Loop. These exhibits bring in artists, community members, parents and students. Students can meet professional artists and attend artist talks and workshops.
- In April 2015, Cecil College's Elkton Station Gallery was a **recipient of *The Project of the Year* for "First Friday's in Elkton"** by the Tourism Committee.
- Students present work in two student exhibitions a year. These exhibits have consistently been recognized for their technical and aesthetic quality.
- Opening receptions have grown in attendance for the student exhibits, which is an indication that the Program is reaching parts of the community that were not previously aware of the arts at Cecil.
- Gallery and student art sales continue to increase. Proceeds from the art sales are used to support art awards, workshops and conferences for art students.

- The Faculty Choice Awards and the juried Art Club Award recognize artistic excellence at the student exhibits and fosters confidence in young artists to continue to pursue their goals.

### Partnerships
- Relationships with local galleries and arts organizations have opened internship, exhibition, and employment opportunities for students. Some organizations include:
  - The Palette & The Page
  - Oxford Arts Alliance
  - Cecil County Arts Council
  - Art Space on Main
- Faculty visits to local high schools and relationships with CCPS have strengthened the Program. The Program plans to increase the frequency of visits to high schools.
- Campus visits from four-year universities and art schools show students a clear path to the BFA degree after graduation. They also provide valuable portfolio review experience for students. Some schools that have visited include:
  - Moore College of Art & Design
  - University of Delaware

### Community Outreach
- In addition to the gallery exhibits, students participate in the following:
  - Art Club
  - Art Sales
  - Unity in the Community Day at Cecil College
  - Summer art camps at Cecil College

## Program Weaknesses

### Facilities
- Lack of adequate space to grow, student complain of cramped space
- Separation of art disciplines between campuses
- Limited gallery storage and preparation space at Elkton
- No gallery storage space at North East
- Need better access to digital equipment especially portfolio students that have class at Elkton Station
- No designated space for students to work on sculpture

### Advising
- More collaboration with advising to better direct and educate students interested a career in the arts.
- The faculty needs time to do more advising so students have the updated information in regards to degree programs and transfer opportunities to four-year colleges/universities or art schools.

**Articulation Agreements**
- Need to develop official articulation agreements. All three of the AA tracks will transfer to a BFA or BA degree, but students need to see the clear pathway to the professional degree in art and design. The department is waiting on official approval of the AFA to initiate articulation agreements.

**Staffing/Budget**
- Staff hours are needed to effectively assist students and maintain the art studios and galleries.
- Support for student exhibits and First Friday events will help increase the visibility of the Program and encourage community and student engagement.
- Need support staff for the Drawing and Painting studio

**Support for the Milburn Stone Gallery** - The closing of the NE gallery was major loss for the Art Program. It re-opened in spring 2015 with two student art exhibits. In order to continue a successful re-opening, the Program will need:
- Support for additional gallery staff hours to plan and organize exhibits
- Collaboration with the theatre to plan opening receptions for the public
- Proper area for preparing work for installations
- Proper area for reception table
- Support for adequate space and lighting
- Marketing efforts to re-engage the community

**Advisory Council**
The Program has an informal Advisory Council that does not hold regular meetings.


# Program Opportunities

- Utilize galleries on both campuses to show student artwork.
- Develop articulation agreements with four-year colleges/universities and art schools.
- Re-evaluate studio facilities and bring new technologies into the classroom.
- Further collaborate with VCP to open the labs and equipment to art majors and explore electronic portfolios and websites.
- Better market career and transfer opportunities for this degree program.
- Develop a Program website and gallery website to highlight the Art Program and student work.
- Collaborate with VCP to design and create an Arts Annual brochure that includes all of the art disciplines.

## Program Threats

- Lack of articulation agreements with four-year colleges/universities and art schools
- Students pursuing the BFA express confusion between programs and departments. For instance, perceived separation of digital vs. traditional media and two Graphic Design degree offerings. Additional confusion arises in areas of photography, illustration, and animation.
- Separation of art disciplines between campuses
- Region lacks a positive perception of the value of higher education and artistic study
- Current economic situation is negatively impacting employment opportunities
- Limited space for development of courses and programs
- No professional website and booklet highlighting student work and degree offerings
- Pathways to the BFA in Graphic Design is not clear to students
- Need support for faculty for program recruitment, expansion, and further curriculum development including:
  - Visits and collaboration with public and private schools
  - Developing articulation agreements
  - Developing more internship programs
  - Further collaboration with local organizations
  - Continued community outreach
  - Expanded student engagement

# Other Program Information

### Advisory Council/Board

- The department utilizes a variety of professional artists and educators as advisors for the program. The arts faculty consists of practicing artists and meets to discuss the Program and courses.

| Advisory Member | Credentials | Contact Information |
|---|---|---|
| Carol White | MFA, Maryland Institute College of Art<br>Post MFA work, MICA<br>BA, University of Delaware<br>AA, Harford Jr. College | Cecil College<br>1 Seahawk Drive<br>North East, MD 21901<br>410-287-6060 ext. 340 |
| Lauren Vanni | MFA, University of Delaware<br>M.Ed. Arcadia University<br>BFA Arcadia University<br>PA and DE K-12 Teaching Certificate | Cecil College<br>Elkton Station Campus<br>107 Railroad Ave.<br>Elkton, MD 21921<br>410-287-6060 ext. 636 |

| Mark Donohue | MFA, University of Delaware Professor at Cecil and Gloucester County College | Cecil College |
|---|---|---|
| Sharon Gallagher | Doctoral Work BFA | Cecil College |
| Michael Kalmbach | MFA, University of Delaware Artist, Curator, Director of the Creative Vision Factory in Delaware, Founder of the New Wilmington Arts Association | The Creative Vision Factory 617 N. Shipley St. Wilmington, Delaware 19801 302-397-8472 thecreativevisionfactory@gmail.com |
| Joseph Netta | MFA, Pennsylvania State University | Cecil College |
| Kevin Lehman | MFA, University of the Arts Artist, Owner of Kevin Lehman Studios in Lancaster, PA | Kevin Lehman's Pottery 560 South Prince Street Lancaster, PA 17603 kevin@klpottery.com or by phone: 717-509-7547 |
| Mitch Lyons | MFA, Internationally recognized artist, lecturer, teacher | P.O. Box 40  New London, PA 19360-0040 USA |
| Maggie Creshkoff | MFA, Artist, Local Business Owner | 2068 Jacob Tome Hwy  Port Deposit, MD 21904-1347 ph: 410-658-3959 backlog.pottery@gmail.com |

# Adequacy of Available Technology

The department needs adequate computers, photographic equipment and a space to create and photograph artwork for:
- Students to develop portfolios for transfer and careers
- Critical part of the training of an AA in Graphic Design
- Public relations for Program materials and art exhibits
- Need assistance with professional website design for the Program

# Adequacy of Facilities

An increase in space and visibility is necessary to support and expand the program.

Studios
- Drawing and painting studio equipped with easels and materials and supplies
- Graphic Design students share the Drawing and Painting studio. The studio has limited availability for art students to complete required assignments in the studio because classes are scheduled the majority of the time. A dedicated space for graphic design students is requested.

- Classroom studio also acts as gallery preparation and storage for the galleries. This results in an overly cramped workspace for classes, lack of storage space for classroom materials, and an unprofessional educational atmosphere. Frames are often damaged because they are unable to be properly stored.
- Two part-time staff members to help maintain the Elkton studios, the Elkton Station Gallery, and the Milburn Stone Gallery. Additional staffing and staff hours needed.
- No sculpture studio or equipment

Galleries
- Attractive gallery space for art shows with ample natural light at Elkton Station
- Reopening of the gallery at Northeast campus has increased exhibition opportunities for students and the Art Program's visibility
- Limited storage and preparation space for gallery at Elkton
- No storage and preparation space for gallery at North East

The Gallery reopened, but did so without the lobby hanging space, which constituted approximately one-third of the previous available space. In addition, the gallery preparation area in the Theatre is no longer available for use by the Art Program. Additional gallery storage space is needed for pedestals to show three-dimensional work. Administrative support is requested to address this storage issue.

## Articulation Agreements

Students can use ARTSYS to see the transferability of art courses to participating four-year institutions. Students report smooth transitions to four-year institutions and art schools. The art program is seeking administrative support for articulation agreements in the arts. Faculty has approached University of Delaware, University of the Arts, Arcadia University, and Moore College of Art and Design, but time restraints have postponed any movement on these. In addition, the Program is waiting on official approval of the AFA to move forward with articulations.

## Program Goals and Objectives

| Goal(s) | Timetable for Completion | Required resources | Obstacles to Completion (if any) |
|---|---|---|---|
| Offer the AFA to students with a statewide program designation | Dependent upon State timetables | Administrative support and state approval | Decision from the state |
| Develop articulation agreements | Dependent upon the state approval of revised degree program | Administrative support and state approval | Decision from the state, time restraints |

| Revise degree to reflect areas of concentration | December 2015 | Faculty collaboration | Time restraints on faculty |
|---|---|---|---|
| Expand studio art facilities to include 2-D and 3-D on both campuses | Ongoing | Administrative support, Funding, adequate space | Funding, physical space |
| Continue to increase enrollment | Ongoing | Administrative support, Funding | Funding, physical space |
| Increase the visibility of the Program through the gallery at North East campus | Current | Part-time support help, Funding, Collaboration with Theatre and Marketing | Proper gallery and storage space, budget |
| Expand collaboration efforts with public and private schools | Current | Administrative support for faculty time | Time restraints on faculty |
| Better market career opportunities and collaborate with VCP to design and create an Arts Annual brochure that includes all of the art disciplines | April 2016 | Funding for marketing materials. Department support. Initial estimate from Marketing for adding pages to the current VCP annual was around $325 for four pages and $626 for eight pages. To create a separate 20 page Arts Annual the estimate is $1,892. Part-time staff hours needed. | Funding, time restraints to get all information to Marketing, staff hours |

## Recommendations
- To address program needs for expanded development, support of the following as part of the faculty credit load:
  - Program reports and Curriculum development
  - Development of articulation agreements
  - Recruitment and retention
  - Scheduling and Personnel Management
  - Fiscal management

- o Community outreach
- o Gallery and Studio maintenance
- Financially support the re-opening of the Gallery at the North East campus with appropriate staff hours
- Increase Studio Staff budget
- Carefully document graduates, enrollment, and transfer students
- Expand art offerings at both campuses
- A functioning computer and projector in all art studios (AS231, ES117, ES 126) for credit art courses
- Collaborate more closely with the VCP department. This collaboration will help the art students access the technology they need and will help visual communication students get the art courses they need to transfer to a BFA program at four-year schools in art disciplines.
- Create an internship course for art students
- Develop new courses such as Typography
- Revive the ART 168 ART Glass: Stained and Fused class in collaboration with Art Space on Main
- Redesign ART 272 Silk-Screening into a general printmaking class
- Work on developing online versions of some art courses

## Approvals

Signature of Division Chair _____ Date _06/29/2015_

Signature of the Chair of the _Anand Patel_ Date _06/19/2015_
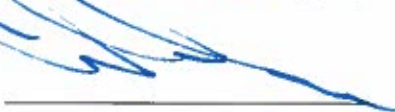Academic Affairs Committee

Signature of the Dean of _____ Date _6-30-15_
Academic Programs

Signature of the Chief _____ Date _6-30-15_
Academic Officer