

Solano Community College  
*Graphic & Interactive Design*

**Associates Degree**

# **LMI Report\*** **& Program Narrative**

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\*This is a Career Technical Program.  
The core requirements and major classes for the Associates Degree  
exactly match the requirements for the Certificate.

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# Labor Market Analysis for Program Modification

## Graphic and Interactive Design Occupations

### Solano College

Prepared by Bay Region Center of Excellence for Labor Market Research

May 2024

#### Recommendation

Based on all available data, there appears to be an “undersupply” of Graphic and Interactive Design workers compared to the demand for this cluster of occupations in the Bay region and in the North Bay sub-region (Marin, Napa, Solano, Sonoma counties). There is a projected annual gap of about 4,244 students in the Bay region and 256 students in the North Bay Sub-Region.

#### Introduction

This report provides student outcomes data on employment and earnings for TOP 1030.00 - Graphic Art and Design programs in the state and region. It is recommended that these data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at colleges in the state and region, as well as to outcomes across all CTE programs at Solano College and in the region.

This report profiles Graphic and Interactive Design Occupations in the 12 county Bay region and in the North Bay sub-region for Program modification (substantial change) at Solano College.

- Marketing Managers (11-2021):** Plan, direct, or coordinate marketing policies and programs, such as determining the demand for products and services offered by a firm and its competitors, and identify potential customers. Develop pricing strategies with the goal of maximizing the firm’s profits or share of the market while ensuring the firm’s customers are satisfied. Oversee product development or monitor trends that indicate the need for new products and services.

Entry-Level Educational Requirement: Bachelor’s degree  
 Training Requirement: None  
 Percentage of Community College Award Holders or Some Postsecondary Coursework: 13%
- Web Developers (15-1254):** Develop and implement websites, web applications, application databases, and interactive web interfaces. Evaluate code to ensure that it is properly structured, meets industry standards, and is compatible with browsers and devices. Optimize website performance, scalability, and server-side code and processes. May develop website infrastructure and integrate websites with other computer applications.

Entry-Level Educational Requirement: Bachelor’s degree  
 Training Requirement: None  
 Percentage of Community College Award Holders or Some Postsecondary Coursework: 23%

design following web and accessibility standards, and may analyze web use metrics and optimize websites for marketability and search engine ranking. May design and test interfaces that facilitate the human-computer interaction and maximize the usability of digital devices, websites, and software with a focus on aesthetics and design. May create graphics used in websites and manage website content and links.

Entry-Level Educational Requirement: Bachelor's degree

Training Requirement: None

Percentage of Community College Award Holders or Some Postsecondary Coursework: 23%

- **Commercial and Industrial Designers (27-1021):** Develop and design manufactured products, such as cars, home appliances, and children's toys. Combine artistic talent with research on product use, marketing, and materials to create the most functional and appealing product design.

Entry-Level Educational Requirement: Bachelor's degree

Training Requirement: None

Percentage of Community College Award Holders or Some Postsecondary Coursework: 20%

- **Graphic Designers (27-1024):** Design or create graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. May use a variety of mediums to achieve artistic or decorative effects.

Entry-Level Educational Requirement: Bachelor's degree

Training Requirement: None

Percentage of Community College Award Holders or Some Postsecondary Coursework: 25%

## Occupational Demand

**Table 1. Employment Outlook for Graphic and Interactive Design Occupations in Bay Region**

Occupation	2022 Jobs	2027 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Marketing Managers	23,382	24,259	876	4%	10,394	2,079	\$68	\$94
Web Developers	3,979	4,443	463	12%	1,777	355	\$34	\$53
Web and Digital Interface Designers	11,183	12,031	848	8%	5,020	1,004	\$29	\$63
Commercial and Industrial Designers	1,664	1,698	34	2%	625	125	\$38	\$52
Graphic Designers	10,545	10,308	-237	-2%	4,424	885	\$25	\$37
<b>Total</b>	<b>50,754</b>	<b>52,738</b>	<b>1,984</b>	<b>4%</b>	<b>22,240</b>	<b>4,448</b>	<b>\$47</b>	<b>\$71</b>

Source: Lightcast 2024.1

Bay Region includes: Alameda, Contra Costa, Marin, Monterey, Napa, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano and Sonoma Counties

**Table 2. Employment Outlook for Graphic and Interactive Design Occupations in North Bay Sub-region**

Occupation	2022 Jobs	2027 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Marketing Managers	1,275	1,301	26	2%	533	107	\$48	\$71
Web Developers	268	268	0	-0%	89	18	\$26	\$43
Web and Digital Interface Designers	491	491	0	0%	184	37	\$23	\$37
Commercial and Industrial Designers	220	221	1	1%	82	16	\$27	\$41
Graphic Designers	1,287	1,242	-45	-3%	531	106	\$19	\$30

Occupation	2022 Jobs	2027 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
<b>Total</b>	<b>3,540</b>	<b>3,523</b>	<b>-17</b>	<b>0%</b>	<b>1,419</b>	<b>284</b>	<b>\$31</b>	<b>\$47</b>

Source: Lightcast 2024.1

North Bay Sub-Region includes: Marin, Napa, Solano, Sonoma Counties

### Job Postings in Bay Region and North Bay Sub-Region

**Table 3. Number of Job Postings by Occupation for latest 12 months (May. 2023 - Apr. 2024)**

Occupation	Bay Region	North Bay
Marketing Managers	17,320	17,320
Web Developers	5,527	5,527
Web and Digital Interface Designers	3,908	3,908
Commercial and Industrial Designers	2,226	2,226
Graphic Designers	1,297	1,297

Source: Lightcast

**Table 4a. Top Job Titles for Graphic and Interactive Design Occupations for latest 12 months (May. 2023 - Apr. 2024) Bay Region**

Title	Bay	Title	Bay
Product Managers	1,847	Graphic Designers	343
Back End Software Engineers	883	Front End Software Engineers	330
Product Designers	766	UX Researchers	314
Marketing Managers	640	Marketing Product Managers	309
Back End Engineers	553	UX Designers	300
Principal Product Managers	513	Directors of Marketing	266
Product Marketing Managers	483	Front End Developers	234
Directors of Product Management	461	Technical Product Managers	213
Front End Engineers	384	Platform Product Managers	198

Source: Lightcast

**Table 4b. Top Job Titles for Graphic and Interactive Design Occupations for latest 12 months (May. 2023 - Apr. 2024) North Bay Sub-Region**

Title	North Bay	Title	North Bay
Product Managers	1,847	Graphic Designers	343
Back End Software Engineers	883	Front End Software Engineers	330
Product Designers	766	UX Researchers	314
Marketing Managers	640	Marketing Product Managers	309
Back End Engineers	553	UX Designers	300
Principal Product Managers	513	Directors of Marketing	266
Product Marketing Managers	483	Front End Developers	234
Directors of Product Management	461	Technical Product Managers	213
Front End Engineers	384	Platform Product Managers	198

Source: Lightcast

## Industry Concentration

**Table 5. Industries hiring Graphic and Interactive Design Workers in Bay Region**

Industry - 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2022)	Jobs in Industry (2023)	% Change (2022-23)	% Occupation Group in Industry (2023)
Custom Computer Programming Services	4,849	5,768	19%	10%
Software Publishers	3,347	3,806	14%	7%
Web Search Portals and All Other Information Services	3,282	3,274	0%	6%
Corporate, Subsidiary, and Regional Managing Offices	2,386	2,279	-4%	5%
Computer Systems Design Services	2,396	2,344	-2%	5%
Media Streaming Distribution Services, Social Networks, and Other Media Networks and Content Providers	2,312	2,491	8%	4%
Data Processing, Hosting, and Related Services	1,861	2,367	27%	4%
Graphic Design Services	1,715	1,420	-17%	3%
Interior Design Services	1,578	1,530	-3%	3%
Administrative Management and General Management Consulting Services	1,233	1,438	17%	2%

Industry - 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2022)	Jobs in Industry (2027)	% Change (2022-27)	% Occupation Group in Industry (2023)
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Source: Lightcast 2024.1

**Table 6. Top Employers Posting Graphic and Interactive Design Occupations in Bay Region and North Bay Sub-Region (May. 2023 - Apr. 2024)**

Employer	Bay	Employer	North Bay
Google	625	Google	625
Meta	588	Meta	588
Walmart	527	Walmart	527
Tiktok	489	Tiktok	489
Apple	446	Apple	446
Capital One	400	Capital One	400

Source: Lightcast

### Educational Supply

There are twelve community colleges in the Bay Region issuing 184 awards on average annually (last 3 years ending 2021-23) on TOP 1030.00 - Graphic Art and Design. In the North Bay Sub-Region, there are three community colleges that issued 28 awards on average annually (last 3 years) on this TOP code.

There is one four-year institution in the Bay Region issuing 20 Bachelor's degrees on average annually (last 3 years ending 2020-22) on CIP 50.0409- Graphic Design, but there are no four-year institutions in the North Bay Sub-Region issuing Bachelor's degrees on this CIP code.

**Table 7a. Community College Awards on TOP 1030.00 - Graphic Art and Design in Bay Region**

College	Subregion	Associate Degree	High unit Certificate	Low unit Certificate	Total
Deanza	Silicon Valley	20	4	5	29
Diablo Valley	East Bay	12	4	0	16
Foothill	Silicon Valley	21	3	5	29
Laney	East Bay	4	3	1	8
Las Positas	East Bay	3	0	1	4
Los Medanos	East Bay	14	1	0	15
Marin	North Bay	1	0	2	3
Mission	Silicon Valley	11	6	0	17
Napa	North Bay	11	0	0	11
Ohlone	East Bay	3	1	0	4
San Francisco	Mid-Peninsula	6	5	23	34
Santa Rosa	North Bay	6	4	4	14
<b>Total</b>	<b>-</b>	<b>112</b>	<b>31</b>	<b>41</b>	<b>184</b>

Source: Data Mart

Note: The annual average for awards is 2019-20 to 2021-22.

**Table 7b. Bachelor's Degree Awards on CIP 50.0409- Graphic Design in Bay Region**

College	Subregion	Bachelor's degree	Total
San Jose State University	Silicon Valley	20	20

Source: Data Mart

Note: The annual average for awards is 2019-20 to 2021-22.

## Gap Analysis

Based on the data included in this report, there is a labor market gap in the Bay region with 4,448 annual openings for the Graphic and Interactive Design occupational cluster and 204 annual (3-year average) awards for an annual undersupply of 4,244 students. In the North Bay Sub-Region, there is also a gap with 284 annual openings and 28 annual (3-year average) awards for an annual undersupply of 256 students.

## Student Outcomes

**Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 1030.00 - Graphic Art and Design**

Metric Outcomes	Bay All CTE Program	Solano College All CTE Program	State 1030.00	Bay 1030.00	North Bay 1030.00	Solano College 1030.00
Students with a Job Closely Related to Their Field of Study	74%	68%	54%	60%	90%	NA
Median Annual Earnings for SWP Exiting Students	\$53,090	\$36,844	\$29,175	\$37,797	\$30,781	\$27,287
Median Change in Earnings for SWP Exiting Students	24%	27%	28%	22%	39%	59%
Exiting Students Who Attained the Living Wage	54%	54%	36%	36%	36%	NA

Source: Launchboard Strong Workforce Program Median of 2018 to 2021.

## Skills, Certifications and Education

**Table 9. Top Skills for Graphic and Interactive Design Occupations in Bay Region (May. 2023 - Apr. 2024)**

Skill	Posting	Skill	Posting
Marketing	11,761	Go-to-Market Strategy	3,402
Product Management	10,120	Software Engineering	3,387
New Product Development	6,327	JavaScript (Programming Language)	3,274
Computer Science	5,773	Scalability	3,230
User Experience (UX)	5,334	Product Roadmaps	3,085

Skill	Posting	Skill	Posting
Project Management	4,799	Application Programming Interface (API)	2,705
Agile Methodology	4,185	Prototyping	2,685
Product Marketing	3,816	Data Analysis	2,658
Product Strategy	3,469	Business To Business	2,629
Product Design	3,429	Artificial Intelligence	2,600

Source: Lightcast

**Table 10. Certifications for Graphic and Interactive Design Occupations in Bay Region (May. 2023 - Apr. 2024)**

Certification	Posting	Certification	Posting
Master Of Business Administration (MBA)	2,723	Agile Certification	31
Valid Driver's License	183	Certified Scrum Product Owner	28
Project Management Professional Certification	142	Salesforce Certification	22
Enterprise Desktop Administrator (Microsoft Certified IT Professional)	78	Product Certification	21
Security Clearance	55	Certified Scrum Master	21
Functional Skills Qualification	50	Microsoft Certified Professional	19
Bachelor Of Science In Business	41	Top Secret-Sensitive Compartmented Information (TS/SCI Clearance)	19
Software Development Engineer in Test	36	Certified In Production And Inventory Management	18
Project Management Certification	36		

Source: Lightcast

**Table 11. Education Requirements for Graphic and Interactive Design Occupations in Bay Region**

Education Level	Job Postings	% of Total
High school or GED	278	1%
Associate degree	312	1%
Bachelor's degree & higher	24,920	98%

Source: Lightcast

Note: 44% of records have been excluded because they do not include a degree level. As a result, the chart above may not be representative of the full sample.

## Methodology

Occupations for this report were identified by use of job descriptions and skills listed in O\*Net. Labor demand data is sourced from Lightcast occupation and job postings data. Educational supply and student outcomes data is retrieved from multiple sources, including CCCCO Data Mart and CTE Launchboard.

## Sources

O\*Net Online

Lightcast

CTE LaunchBoard [www.calpassplus.org](http://www.calpassplus.org)

Launchboard

Statewide CTE Outcomes Survey

Employment Development Department Unemployment Insurance Dataset

Living Insight Center for Community Economic Development

Chancellor's Office MIS system

## Contacts

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# ITEM 1. PROGRAM GOALS & OBJECTIVES

Identify the goals and objectives of the program. The stated goals and objectives of the program must be consistent with the mission of the community colleges as established by the Legislature in Education Code section 66010.4. Often, colleges will include the program level Student Learning Outcomes (SLOs) in this section that identify the program's goals and objectives.

Based upon the program goals, objectives appropriate to these goals, and program design consistent with these objectives, the determination is made as to whether the proposed program is appropriate to the mission of the local college and community college system. For example, a program must be directed at the appropriate level for community colleges—that is, it must not be directed at a level beyond the certificate or the first two years of college. Similarly, a program must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. The program may not be primarily avocational or recreational. The statement of goals and objectives serves to define the degree over time and is one of the major factors in determining whether future changes to the degree are considered substantial or nonsubstantial for Chancellor's Office review purposes.

## CTE

If the certificate program goal selected is "Career Technical Education (CTE)," then the statement must include the main competencies students will have achieved that are required for a specific occupation. The statement must, at a minimum, clearly indicate the specific occupation(s) or field(s) the program will prepare students to enter and the basic occupational competencies students will acquire.

## Not intending to transfer

For programs designed for the student not intending to transfer, community colleges may develop degree majors or areas of emphasis that meet community needs and reflect the educational philosophy of the faculty in a discipline or disciplines. The required courses may not be aligned with requirements for transfer, but they may represent a cohesive package of courses in an area of study. If the certificate program goal selected is "Other – Designed to Meet Community Needs," then the statement must, at a minimum, explain in detail how the degree was designed to meet community needs in accordance with the community college mission. Describe how the degree embodies a pattern of learning experiences that are focused on specific capabilities or knowledge areas.

## Transfer or CTE and Transfer

If the Certificate program goal selected is "Transfer" or "Career Technical Education (CTE) and Transfer," then the statement must, at a minimum, include the preparation of students for one or more baccalaureate majors. Courses required for the certificate are specifically designed as transferable courses so students are prepared for an area of study at a baccalaureate institution. Describe how these courses will meet the lower division requirements of a major at baccalaureate institutions. List the baccalaureate institutions that students will be able to transfer to upon completion of the program.

# ITEM 1: PROGRAM GOALS & OBJECTIVES

Solano Community College's Graphic Design Certificate of Achievement is a professional certificate in the area of graphic design. Our AA (revised) will have the exact same pathway as the CTE certificate, plus the GE requirements.

New emphasis pathways are currently being developed within the area of graphic design, digital illustration, and animation. In accordance with the Solano College mission to help students achieve their educational, professional, and personal goals, the graphic design certificate would allow students to transform their lives with career and technical education through a certificate program that targets employment opportunities within the creative workforce sector in Solano County and beyond. As the sole community college within our county, Solano College must grow the program to keep up with the needs of this rapidly changing industry.

This program also seeks to provide educational opportunities for underserved demographics within our community by providing affordable education that is applicable towards creative occupations. Many of our students currently attend private/for-profit institutions for creative educational needs. We see a need for this kind of education within Solano County to provide transferable skills at a local institution.

## Core competencies achieved through this Associates Degree:

**Visual literacy:** Students will learn to evaluate, conceptualize and produce creative works

**Communication Competency:** Students will effectively communicate ideas and information through written, oral and artistic representations.

### Career and Technical Skills:

Students will utilize industry-standard equipment and applications required of these career pathways. Students will demonstrate effective workplace behaviors such as appropriate communication, professionalism, decision-making, and time management.

Graphic designers create visual concepts, physically or digitally, to communicate ideas that inspire, inform and captivate consumers. **Career titles within the creative industry include:**

Production Designer, UI/UX Designer, Visual Designer, Creative/Art Director, Multimedia/Marketing Designer, Web Designer, Multimedia Designer, Motion Graphics Designer, Package Designer, Textile and Industrial Designer, and Exhibition Designer.

## CTE and Transfer:

Solano Community College has an established relationship with UC Davis, San Jose State, and Sacramento State, where the large majority of our students transfer. In particular, we have worked to maintain articulation with UC Davis so that students can transfer three of their required courses for articulated credit.

Many students transfer to SF State or Sonoma State as well.

## ITEM 2: CATALOG DESCRIPTION

**The catalog description must be entered exactly as it will appear in the college catalog. The description must also:**

- Convey the certificate's goal(s) and objectives; suggest how they differ from the goals and objectives of other programs
- Provide an overview of the knowledge and skills that students who complete the requirements must demonstrate (student learning outcomes)
- List all prerequisite skills or enrollment limitations
- Suggest some caveats that students must be aware of where job market data or other factors are documented in the proposal. These warnings must be as clearly conveyed in the catalog description as possible. The catalog description needs to mention any risks, such as occupations that are inherently competitive or low-salaried and/or occupational areas where inexperienced graduates are not generally hired.

**If the certificate program goal selected is "Career Technical Education (CTE)," then the description must list the potential careers students may enter upon completion.**

If applicable, reference accrediting and/or licensing standards including an explanation of any departures from the standards. In some occupations, while there is no legal requirement for a license to practice, there is a widely recognized certification provided by a professional association. For example, the American Massage Therapy Association certifies massage therapists; the California Association of Alcohol and Drug Abuse Counselors certify counselors in that field. In these cases, the Chancellor's Office expects that the description will specify whether the program will fully prepare completers for the recognized professional certification.

The description must also convey what students may expect as an outcome. The catalog description represents a commitment to the student. Exaggerated statements must not be included. For a program designed with scaffolds among program awards, ensure the catalog description describes but does not overstate this relationship. Assertions of transfer applicability as well as career applicability must be reasonable and capable of being documented.

## ITEM 2: CATALOG DESCRIPTION

### Program Description:

The Associates Degree in Graphic and Interactive Design provides foundational skills in graphic design, digital imaging, and interactive media. Students develop their creativity and communication skills through a diverse mix of projects, utilizing industry-standard software and equipment. This major is ideal for those without a previous college degree, preparing students either for further study at a 4-year institution or direct entry into the design field. Students are encouraged to consult with Digital Media Arts faculty to tailor their educational path to their career goals.

The Certificate of Achievement can be obtained upon completion of the 24-unit major. The Associate in Arts Degree can be obtained by completing the 24-unit major, General Education, and electives as needed to complete a minimum of 60 units. All courses for this major must be completed with a minimum grade of C or a P if the course is taken on a Pass/No Pass basis.

### **At the completion of the Graphic & Interactive Design Associates Degree, students will be able to:**

- Employ and document a structured design process to develop design solutions, working both individually and collaboratively.
- Select the appropriate tools, materials and processes for a range of design contexts and media platforms
- Develop and maintain a professional portfolio of work.
- Analyze and discuss the merits of design work using relevant concepts and terminology.

# ITEM 3: PROGRAM REQUIREMENTS

*(Sample Layout Below)*

## ITEM 3. PROGRAM REQUIREMENTS

Requirement	Course # (ex. ART 001)	Course Title	Units	Sequence (ex. Yr. 1, Fall)
Core Courses				
List A				
List B				
List C				
List A Courses (If <u>Applicable</u> )				
List B Courses (If <u>Applicable</u> )				
List C Courses (If <u>Applicable</u> )				
<b>Major Total</b>				

PROPOSED SEQUENCE:		
Year	Semester	Units
Year 1	Fall	
Year 1	Spring	
Year 1	Summer	
Year 2	Fall	
Year 2	Spring	

## ITEM 3: PROGRAM REQUIREMENTS

<b>Certificate Requirements:</b>		
Course Number	Course Name	Units
<b>Required Courses (12 Units)</b>		
DMA 09	Introduction to Digital Design	3
DMA10	Graphic Design 1	3
DMA 15	Typography	3
ART 07	Design - Color	3
<b>Graphic Design Emphasis (6 units)</b>		
ART 06	Design Principles in 2 Dimensions	3
Choose ONE (Drawing or Photography)		
PHOTO 29	Introduction to Photography	3
OR		
ART 14	Introduction to Drawing	
<b>UI/UX Emphasis (6 units)</b>		
DMA 62	UI/UX 1 Beginning	3
DMA 63	UI/UX 2 Intermediate	3
<b>Electives</b>		
DMA 011	Graphic Design 2	3
DMA 020	Introduction to Digital Illustration	3
DMA 021	Advanced Digital Illustration Techniques	3
DMA 031	Introduction to Animation	3
DMA 032	2D Animation	3
DMA 033	3D Animation & Modeling	3
DMA 040	Motion Graphics	3
DMA 100	Design Bootcamp	1
DMA 101	Adobe Illustrator Bootcamp	1
DMA 102	Adobe Photoshop Bootcamp	1

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**ITEM 3: PROGRAM REQUIREMENTS**

DMA 103	Portfolio & Publication Bootcamp	1
DMA 101	Digital Illustration Bootcamp	1
DMA 120	Animation Bootcamp	1
DMA 130	Digital Textiles Bootcamp	1
Total Units	24	

## ITEM 3: PROGRAM REQUIREMENTS

*The following shows a proposed course sequence for 2 semesters (for students with previous AAs, returning students, or those who desire to go straight into workforce. The second table shows the contrasting four semester sequence with AA required general ed courses.*

<b>PROPOSED COURSE SEQUENCE: Graphic Design CERTIFICATE (2 semesters)</b>		
<b>Course Number</b>	<b>Course Name</b>	<b>Units</b>
<b>YEAR 1 / Fall</b>		
Required Course	ART 07: Design - Color	3
Graphic Design Emphasis	ART 06: Design Principles in 2 Dimensions	3
Graphic Design Emphasis	ART 14: Introduction to Drawing	3
Required Course	DMA 09: Introduction to Digital Design	3
<b>YEAR 1 / Spring</b>		
Required Course	DMA 10: Graphic Design 1	3
Required Course	DMA 15: Typography	3
Elective	DMA Elective: (Suggested: DMA 11: Graphic Design 2)	3
Elective	DMA Elective	3

*Proposed Course Sequence for Certificate in 4 semesters  
(alongside AA requirements, if a student wanted to get  
both the AA and CTE Certificate.*

<b>PROPOSED COURSE SEQUENCE - AA, Graphic Design Emphasis (4 semesters)</b>		
<b>Course Number</b>	<b>Course Name</b>	<b>Units</b>
<b>YEAR 1 / Fall: 15 units</b>		
Required Course	ART 07: Design - Color	3
Graphic Design Emphasis	ART 06: Design Principles in 2 Dimensions	3
General Ed	Area E - Social and Behavioral Studies	3
General Ed	ENGL 001 - College Composition	3
General Ed	LR 010 - Information Skills for College and Beyond	3
<b>YEAR 1 / Spring: 15 Units</b>		
Graphic Design Emphasis	ART 14 Introduction to Drawing OR PHOTO 29 Introduction to Photography	3
Required Course	DMA 15: Typography	3
General Ed	Area B - Quantitative and Analytical Thinking	3
General Ed	Area D - Arts and Humanities	3
General Ed	Local District Requirement - Health and Kinesiology	3
<b>YEAR 2 / Fall: 15 Units</b>		
General Ed	Area F - Cross Cultural Studies	3
Required Course	DMA 09: Introduction to Digital Design	3
Required Course	DMA 10: Graphic Design 1	3
General Ed	ELECTIVE ((as needed to reach 60 units)	3
DMA Elective	DMA Elective	3
<b>YEAR 2 / Spring: 15 Units</b>		
General Ed	Area C - Natural Sciences	3
DMA Elective	DMA Elective (suggested: DMA 11:Graphic Design 2)	3
General Ed	Area B - Communication/ Critical Thinking	3
General Ed	ELECTIVE (As needed to reach 60 units)	3
General Ed	ELECTIVE (As needed to reach 60 units)	3

## ITEM 4. MASTER PLANNING

Given the stated goals and objectives, this discussion addresses the role the proposed program will fulfill in the college's mission and curriculum offerings, the placement of the proposed program in the district master plan, and how the program is appropriate to the objectives and conditions of higher education and community college education in California by confirming to statewide master planning (pursuant to Title 5 sections 55130(b)(6) and 55130(b)(7)).

This discussion may include some history of the program proposal origins, a description of the program purpose, and/or the program's relevancy for the region and college including related community support.

The proposal must demonstrate a need for the program that meets the stated goals and objectives in the region the college proposes to serve with the certificate. Furthermore, a proposed new certificate must not cause undue competition with an existing program at another college. Need is determined by multiple factors, including the master plan of the college or district and accreditation standards. Colleges are required to periodically review curriculum through "program review," during which the faculty and administrators review the program requirements and related course content in consultation with appropriate advisory groups. Program review is a planning process whereby academic departments determine the future needs and goals of their educational programs. Both new and revised curriculum must reflect the fulfillment of this planning requirement.

If any expenditure values were entered in proposal fields #12-13 (as discussed in Section One of this Guide), then please explain the specific needs for facilities and equipment in this section. Note what is already available, what is planned or in some stage of development, and what would need to be acquired after approval in order to implement the program. Programs that require new facilities, major renovation to existing facilities, or an expenditure of over \$100,000 in district and state funds for equipment must submit an itemized matrix that details program costs and anticipated revenue (either public or private), both for the initial year of operation and in the near future years.

If applicable, this section may also be used to justify program objectives or the inclusion of a given course as a requirement. Similarly, low-unit (fewer than 18 semester or 27 quarter units) and high-unit programs must be addressed in this section by providing a rationale for the additional unit requirements (e.g.; mandate, law, baccalaureate requirement, etc.). Finally, if the selected program goal is "Other – Designed to meet local community needs," then a description of the community or other need leading to the program development is required.

Similarly, for a program with a selected goal of "Career Technical Education (CTE)," whenever a program is to be offered in close cooperation with one or more specific employers, a discussion of the relationship must be provided. For example, an employer's facilities may be used to provide the training, or the program may be structured to meet training needs of a specific employer. The proposal must include an explanation of how the open enrollment requirements for California community college courses (California Code of Regulations, Title 5, § 51006 and §§ 58100-58108) will be observed in this context.

It is not necessary to repeat information covered elsewhere in the proposal, as long as the proposal includes a cross-reference to a page number or section number. If reference is made to appended meeting minutes, then corresponding section(s) in the minutes must be highlighted in the attachment.

## ITEM 4: MASTER PLANNING

### The history of this Program

The revised Graphic Design Associates Degree was created by Rachel Smith, who is currently the sole full time instructor of graphic design and digital media at Solano Community College.

We serve all of Solano County. Currently, there is no similar certificate at this institution. Similar certificates exist at surrounding colleges such as: Napa Valley College, Santa Rosa Junior College and Diablo Valley College.

### Relationship to the District Master Plan:

Solano's Mission as a college is to "to educate a culturally and academically diverse student population drawn from our local communities and beyond. We are committed to student learning and achievement and to helping our students achieve their educational, professional, and personal goals.

In order to achieve their goals in design, returning students who wish to change careers would benefit greatly from the updated changes to our graphic design degree, and the new curriculum options that it would provide. As noted on page 5 of the Labor Market Report generated for this proposal, there is a large labor market gap in the Bay region with an undersupply of students in this area. By training students for occupations that align with their artist and professional goals, we are committing our institution to enrich our communities by providing skilled workers for local jobs.

### Similarly, in Chapter 4 of the Solano College master plan, page 25 (*attached*):

"As jobs and vocations require more problem solving skills and interaction with technology, adult workers may need to seek additional education. To meet this need, SCC will be preparing the next generation of workers while simultaneously training and retraining current workers."

Graphic Design jobs, including User Interface/User Experience designers, Art Directors, and Visual Designers, are all careers that would require additional training for adult workers. Additionally, for students who want to pursue this as a career and/or transfer to a 4 year school, this would give them a strong foundational education for starting out in the field. Also according to the master plan (Chapter 4 page 23), employment growth as well as affordable and readily available housing will drive growth, attracting residents from nearby counties. The greatest housing growth is expected within Vallejo, Fairfield, and Vacaville. (1) Between 2010 and 2050, the Solano County job growth rate is forecast to average two percent each year, compared to a 1.6 annual average growth rate for California overall. (2)

1) Association of Bay Area Governments (ABAG). San Francisco Bay Area Population, Household and Job Forecasts: Projections and Priorities 2009.

2) California Department of Transportation (CDOT). Long-Term Socio-Economic Forecasts by County.

## **Educational Master Plan Goals, and this Certificate**

This updated AA and CTE Certificate option support the educational master plan of our college in multiple ways.

### **GOAL A: DEVELOP WORKFORCE-READY CAREER AND TECHNICAL GRADUATES**

#### **A.10 Provide continuing education opportunities where such training is most likely to advance individual careers and strengthen the regional workforce.**

Graphic design skills can help students by giving them transferable skills if they would like to strengthen or advance their existing careers.

#### **A.11 Incorporate relevant national certifications into curriculum to ensure employability of career and technical graduates.**

The certificate of achievement, while not a nationally ranked certificate, provides students with a comparable award that they would be able to receive at all other surrounding community colleges.

#### **C.2 Align curriculum with that of feeder high schools.**

Currently our graphic design course, Introduction to Digital Design, is articulated at 5 different high schools in the Solano County. The schools are all listed below:

- Vallejo High School
- Vintage High School
- New Technology High School
- Buckingham Charter
- Benicia High School

Students who take the aligned course at their high school, and register as students at Solano College, are able to receive college credit for Introduction to Digital Design, which is our feeder course into the program, and a prerequisite, in our new revision, to Graphic Design 1.

#### **C.3 Align and coordinate curriculum with college and university programs; develop and support innovative transfer routes, such as Transfer Model Curriculum.**

The transfer model curriculum for Graphic Design has been reviewed, and is currently in process at the state level (as of 2023, the TMC is closed for vetting and efforts are underway to determine the legitimacy of a TMC for Graphic Design).

#### **C.5 Create and provide students with model pathways to guide them to program Completion.**

This certificate's updated requirements will better facilitate program completion, by ensuring that students have access to the courses in a clear pathway, allowing them to take all classes in sequence. Additionally, the certificate expands the options for students to take Digital Media Arts elective that more closely align with their career interests, and include newer specialties like UI/UX and animation.

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## ITEM 5. ENROLLMENT

This item should justify the number of projected students or “annual completers” to be awarded the degree each year after the program is fully established as entered into the CCC Curriculum Inventory proposal field (discussed in sub-section one of this Guide). The justification must include either:

**(A) Enrollment Data**

**(B) Survey**

In the case of a survey, the survey questionnaire, a description of the population surveyed, and survey results must be included.

If the associate degree program goal selected is “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,” then the enrollment and completer projections must be compared to the net annual labor demand projection entered into the CCC Curriculum Inventory field and stated in the Labor Market Information and Analysis provided as Supporting Documentation.

The data must demonstrate adequate demand for the completer projections.

Please see Labor Market Information under Item 4: Master Planning, for more information regarding this program and how it relates to future job projections in Solano County.

## 5A. Enrollment Headcount Data, Digital Media Arts, 2021-2023

<b>REQUIRED COURSES (12 units)</b>		<b>2023</b>	<b>2023</b>	<b>2022</b>	<b>2022</b>	<b>2021</b>	<b>2021</b>
Course	Course Title	Annual # of Sections	Annual Enrollment Total	Annual # of Sections	Annual Enrollment Total	Annual # of Sections	Annual Enrollment Total
ART 7	Design - Color	2	52	2	52	2	
DMA 09	Intro to Digital Design	2	40	2	40	2	
DMA 10	Graphic Design 1	4	80	4	80	2	
DMA 15	Typography	2	36	2	36	2	
<b>Graphic Design EMPHASIS (6 Units)</b>		<b>2023</b>	<b>2023</b>	<b>2022</b>	<b>2022</b>	<b>2021</b>	<b>2021</b>
Course	Course Title	Annual # of Sections	Annual Enrollment Total	Annual # of Sections	Annual Enrollment Total	Annual # of Sections	Annual Enrollment Total
ART 6	Design Principles in 2D	2	48	2	48	2	48
ART 014	Introduction to Drawing	4	100	4	96	4	98
PHOTO 29	Introduction to Photography	2	100	2	92	2	90
<b>UI/UX EMPHASIS (6 Units)</b>							
Course	Course Title	Annual # of Sections	Annual Enrollment Total	Annual # of Sections	Annual Enrollment Total	Annual # of Sections	Annual Enrollment Total
DMA 062	UI/UX Design 1	0	N/A	New course - 0	N/A	New course - 0	N/A
DMA 063	UI/UX Design 2	0	N/A	New course - 0	N/A	New course - 0	N/A

*Continued on next page*

<b>DIGITAL MEDIA ARTS ELECTIVES (6 Units)</b>		<b>2023</b>	<b>2023</b>	<b>2022</b>	<b>2022</b>	<b>2021</b>	<b>2021</b>
Course	Course Title	Annual # of Sections	Annual Enrollment Total	Annual # of Sections	Annual Enrollment Total	Annual # of Sections	Annual Enrollment Total
DMA 20	Intro to Dig Illustration	2	40	2	40	2	
DMA 21	Advanced Digital Illustration Techniques	2	22	2	24	2	23
DMA 11	Graphic Design 2	2	30	2	36	2	30
DMA 100	Design Bootcamp	2	36	1	22	1	22
DMA 031	Introduction to Animation		N/A	1	23	1	24
DMA 032	2D Animation	0	N/A	New course - 0	N/A	New course - 0	N/A
DMA 033	3D Animation and Modeling	0	N/A	New course - 1	N/A	New course - 1	N/A
DMA 040	Motion Graphics	0	N/A	New course - 0	N/A	New course - 0	N/A
DMA 101	Adobe Illustrator Bootcamp	0	N/A	1	22	1	23
DMA 102	Adobe Photoshop Bootcamp	0	N/A	1	22	1	23
DMA 110	Digital Illustration Bootcamp	2	30	1	23	1	25
DMA 103	Portfolio and Publication Bootcamp	0	N/A	0	N/A	0	N/A
DMA 120	Animation Bootcamp	2	36	2	20	1	23
DMA 130	Digital Textiles Bootcamp	2	36	2	20	1	23



## 5A: Student Headcount

The preceding tables show estimated fill rates for the last 3 years for all related courses.

Data shows that while enrollment overall across the college has decreased during the last ten years, the classes required for this Certificate have consistently filled for the last three years. According to the April 2023 LMI Report prepared for Solano College, there appears to be an “undersupply” of Graphic Design works compared to the demand for this cluster of occupations in the Bay Region and in the North Bay sub-region (Marin, Napa Solano, and Sonoma counties). There is a projected annual gap of about 2,286 students in the Bay region, and 109 students in the North Bay Sub-Region.

This report profiles graphic design and graphic design related occupations in the 12 county Bay region and in the North Bay sub-region for a proposed new program at Solano College. Looking at the occupational demand.

### Occupational Demand

As shown in Table 1, below: there is a projected 12% increase in web development jobs, a projected 8% increase in Web and Digital Interface Designer Jobs, and a slight decrease in Graphic Design positions (-2%).

#### Occupational Demand

**Table 1. Employment Outlook for Graphic and Interactive Design Occupations in Bay Region**

Occupation	2022 Jobs	2027 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Marketing Managers	23,382	24,259	876	4%	10,394	2,079	\$68	\$94
Web Developers	3,979	4,443	463	12%	1,777	355	\$34	\$53
Web and Digital Interface Designers	11,183	12,031	848	8%	5,020	1,004	\$29	\$63
Commercial and Industrial Designers	1,664	1,698	34	2%	625	125	\$38	\$52
Graphic Designers	10,545	10,308	-237	-2%	4,424	885	\$25	\$37
<b>Total</b>	<b>50,754</b>	<b>52,738</b>	<b>1,984</b>	<b>4%</b>	<b>22,240</b>	<b>4,448</b>	<b>\$47</b>	<b>\$71</b>

Source: [Lightcast](#) 2024.1

Bay Region includes: Alameda, Contra Costa, Marin, Monterey, Napa, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano and Sonoma Counties

In the North Bay sub-region (Table 2, below): **the overall average 5 year change is 0% in terms of % change in demand.**

**Table 2. Employment Outlook for Graphic and Interactive Design Occupations in North Bay Sub-region**

Occupation	2022 Jobs	2027 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Marketing Managers	1,275	1,301	26	2%	533	107	\$48	\$71
Web Developers	268	268	0	-0%	89	18	\$26	\$43
Web and Digital Interface Designers	491	491	0	0%	184	37	\$23	\$37
Commercial and Industrial Designers	220	221	1	1%	82	16	\$27	\$41
Graphic Designers	1,287	1,242	-45	-3%	531	106	\$19	\$30

Among the number of job postings from May 2023 to April 2024 (Table 3, below), there were 1, 297 postings for graphic design jobs, 5,527 for Web Developers, and 3,908 for Web and Digital Interface Designers.

**Table 3. Number of Job Postings by Occupation for latest 12 months (May. 2023 - Apr. 2024)**

Occupation	Bay Region	North Bay
Marketing Managers	17,320	17,320
Web Developers	5,527	5,527
Web and Digital Interface Designers	3,908	3,908
Commercial and Industrial Designers	2,226	2,226
Graphic Designers	1,297	1,297

Source: [Lightcast](#)

## Community Colleges that have Graphic Design CTE programs (see following tables 7A & 7B)

Solano College is not represented in this Labor Market report under the Solano County colleges issuing certificate awards in graphic design, and currently there are only two competing institutions offering awards in this area, Santa Rosa and Napa Valley College. The current certificate is incomplete - thus, our students going on to careers in graphic design get the AA in Graphic Design and Illustration. Progress has been made in this regard during the sole full time faculty member's sabbatical, and all courses were moved over to DMA (Digital Media Arts).

There are 13 community colleges in the Bay Region issuing 182 awards on average annually (last 3 years ending 2019-20) on TOP 1030.00 - Graphic Art and Design. In the North Bay Sub-Region, there are three (3) community colleges that issued 25 awards on average annually (last 3 years) on this TOP code.

There are a six (6) other CTE educational institutions in the Bay Region issuing 73 awards on average annually (last 3 years ending 2019-20) on CIP 50.04 – Graphic Design. There are two (2) other CTE educational institution in the North Bay Sub-Region issuing seven (7) awards on average annually (last 3 years) on this TOP code.

**It should be noted that, of the students at Solano to receive Bachelor's Degrees in Graphic Design and related occupations, a large percentage go on to UC Davis and CSU Sacramento in the Yolo County region - neither of which are listed in the tables above (Yolo County). UC Davis has the only Design program within the UC System, and our current full-time faculty (Rachel Smith) has connections with the faculty there, often writing recommendations and guiding students towards the best mentors in the program (Glenda Drew, Visual Communications Professor, among them). Educational requirements for Graphic Design occupations often request a minimum of a Bachelors' Degrees.**

### Gap Analysis:

Based on the data included in this report, there is a labor market gap in the Bay region with 4,448 annual openings for the Graphic and Interactive Design occupational cluster and 204 annual (3-year average) awards for an annual undersupply of 4,244 students. In the North Bay Sub-Region, there is also a gap with 284 annual openings and 28 annual (3-year average) awards for an annual undersupply of 256 students.

**Table 7a. Community College Awards on TOP 1030.00 - Graphic Art and Design in Bay Region**

College	Subregion	Associate Degree	High unit Certificate	Low unit Certificate	Total
De Anza	Silicon Valley	11	5	8	24
Diablo Valley	East Bay	7	2	0	9
Foothill	Silicon Valley	19	5	2	26
Laney	East Bay	5	5	1	11
Las Positas	East Bay	3	0	2	5
Los Medanos	East Bay	10	2	0	12
Marin	North Bay	0	0	1	1
Mission	Silicon Valley	12	5	0	17
Monterey	SC-Monterey	5	1	1	7
Napa	North Bay	6	0	0	6
Ohlone	East Bay	2	0	0	2
San Francisco	Mid-Peninsula	9	6	29	44
Santa Rosa	North Bay	5	7	6	18
<b>Total</b>		<b>94</b>	<b>38</b>	<b>50</b>	<b>182</b>

Source: Data Mart

Note: The annual average for awards is 2017-18 to 2019-20.

**Table 7b. Other CTE Institutions Awards on CIP 50.04 – Graphic Design in Bay Region**

College	Subregion	Associate Degree	Bachelor's degree	Total
California College of the Arts	Mid-Peninsula	0	35	35
Dominican University of California	North Bay	0	4	4
FIDM-Fashion Institute of Design & Merchandising-San Francisco	Mid-Peninsula	3	0	3
Notre Dame de Namur University	Mid-Peninsula	0	3	3
Pacific Union College	North Bay	0	3	3
San Jose State University	Silicon Valley	0	25	25
<b>Total</b>		<b>3</b>	<b>70</b>	<b>73</b>

Source: Data Mart

Note: The annual average for awards is 2017-18 to 2019-20.

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## **ITEM 6. PLACEMENT OF PROGRAM**

### **PLACE OF PROGRAM IN CURRICULUM, SIMILAR PROGRAMS**

#### **Answer the following questions:**

1. Does the program replace any existing programs on the college's inventory? Provide relevant details if this program is related to the termination or scaling down of another program.
2. What related programs are offered by the college?
3. If no similar program exists in college's inventory, please provide brief justification for its addition.

**1. Does the program replace any existing programs on the college's inventory? Provide relevant details if this program is related to the termination or scaling down of another program.**

- This program is a change to an existing program. Our current Graphic Design and Illustration degree is the same pathway that was in the Art department. These changes support updates to the industry and technical requirements for the major.

**2. What related programs are offered by the college?**

- There are no other similar programs offered by the college. Some of the DMA courses are included in the Art degree, and the Photo Illustration Certificate of Achievement, but there is no other similar program.

**3. If no similar program exists in college's inventory, please provide brief justification for its addition.**

- We have had the same graphic design pathway for several years, and our program has grown - in 2021 we established our own department, DMA, which is now independent from the Art department. Particularly since the pandemic, students have had difficulties getting through our degree due to the high amount of required classes. The new degree pathway allows for considerable more flexibility, allows students to focus on more technically oriented classes, and creates an easier path towards graduating and transfer - which is a must in a post-COVID educational landscape.

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## ITEM 7: SIMILAR PROGRAMS

Describe all similar programs offered by colleges within commuting distance of the college, commonly known as the “college service area.” A brief description of each program is required. Pages from other colleges’ catalogs may be included as additional attachments to the proposal in the CCC Curriculum Inventory. Similarities and differences need to be described, and justification for a program of this type and in this region needs to be provided. In most instances, a college proposing a new program needs to make a convincing case that the existing capacities at other colleges are insufficient to meet the demand.

If the proposed program has a different emphasis than similar programs at other colleges, targets a different market, demonstrates state-of-the-art offerings, or for a number of reasons will be a stronger program, documentation and/or explanation need to be provided.

The college needs to provide evidence that faculty affiliated with the program proposal have been in communication with faculty offering similar programs at other community colleges, as well as with transfer institutions (if applicable). The college also must demonstrate how such communication helped to design the proposed program.

When two or more colleges in the same region are seeking approval for new programs of a similar kind at or near the same time, evidence of collaboration is especially important. Generally, competition between districts is not an issue for transfer programs, nor is redundancy of offerings, since every college is presumed to have the right to offer a range of transfer majors. For transfer programs, the main reason for considering programs in neighboring colleges is to compare the program requirements.

**Solano College is the only community college within Solano County. This report focuses on 3 community college near service area, Napa Valley College, DVC, and Santa Rosa Junior College.**

NOTE: As part of this research during her sabbatical, Instructor Rachel Smith compiled a list of public facing course outlines and programs from colleges within the Bay region. Available here:

[https://docs.google.com/spreadsheets/d/1qQc7\\_RpVFRF10d0-dG0Z96IgNdO-XHTnZKNYOVvBtB0/edit](https://docs.google.com/spreadsheets/d/1qQc7_RpVFRF10d0-dG0Z96IgNdO-XHTnZKNYOVvBtB0/edit)

## **Napa Valley College Graphic Design AA**

The Napa Valley College Campus is 17 minutes drive from Solano College. Napa Valley College has an AA in graphic design. Details below: this program is similar to ours, but is higher in unit value and includes an art history component as a GE requirement.

**Napa Valley Graphic Design AA description on next page.**

# NAPA VALLEY COLLEGE (Napa County)

## DIGITAL ART AND GRAPHIC DESIGN: AA DEGREE

Search...



### 2023-2024 CATALOG

Navigate this section:



This degree provides lower division major preparation courses for students interested in pursuing transfer to a BA or BFA program in graphic design or digital art. Students pursuing this degree option must work with a counselor to develop an education plan that meets the current transfer requirements for the school of their choice.

### CAREER OPPORTUNITIES

User Experience/Visitor Services (visitors to physical and online places), Data/Information Designer, Public Relations, Media/Communications/Marketing, Digital Designer (websites, apps, interactivity), Graphic Designer (publications, online, signage), Art Director, Creative Director, 2D and 3D Animator (storyboard artist, concept artist, character design, backgrounds and textures artist, model making, visual sequences), lighting, Visual Effects, Special Effects, Set Designer, Textile Designer, Product Designer, Packaging Designer, Industrial Designer, Transportation Designer, Toy Designer, Illustrator, Interior Design, Landscape Designer, Event Designer/Stylist, Stylist, Advertising, Graphic Novelist, Cartoonist, Scientific Illustrator, Sustainability Designer, Entertainment Designer, Environmental Designer.

### PROGRAM LEARNING OUTCOMES

1. Critically evaluate and understand the aesthetic, cultural, and political development of design in historic and contemporary cultures.
2. Translate ideas into images and designs.
3. Create and present finished images and graphics for professional applications based on principles of effective design and communication while working independently and collaboratively.
4. Evaluate and critique graphic design work and receive criticism from others.

### DEGREE REQUIREMENTS

<b>Required Core Courses (15 units)</b>		
<a href="#">ARTS-101</a>	2D Foundations	3
<a href="#">ARTS-110</a>	Fundamentals of Drawing	3
<a href="#">ARTH-105</a>	History of Western Art: Prehistoric Through Medieval	3
<a href="#">ARTH-106</a>	History of Western Art: Renaissance to Contemporary	3
<a href="#">DART-101</a>	Graphic Design Foundations	3
<b>Required Electives: List A (6 units)</b>		
Complete 2 of the following courses:		6
<a href="#">ARTS-102</a>	3D Foundations	
<a href="#">DART-120</a>	Introduction to Digital Art	
<a href="#">DART-140</a>	Drawing & Typography	

## **DIABLO VALLEY COLLEGE (Contra Costa County)**

We contacted Joann Deming in 2021 and 2022 to discuss our plans. DVC as several low unit options, in subjects including animation, graphic design, digital illustration and UI/UX.

DVC is 30 minutes away, and has far more course offerings and robust program/certificate offerings than Solano College, but serves a different service area, being in Contra Costa County. The AA in Graphic Design is as follows (as is the certificate).

**Diablo Valley CTE certificate (and AA; the requirements, plus the GE, are the same for both, are included on the next page).**

## Associate in arts degree Graphic design

Students completing the program will be able to...

- A. combine appropriate aesthetic form and content to create evocative and engaging work.
- B. create appropriate typographic solutions for a variety of design situations.
- C. demonstrate proficiency with computers, software and production processes.
- D. select appropriate tools, materials and processes for a range of media products.
- E. work collaboratively within a creative team.
- F. critically evaluate and discuss the merits of various creative ideas.
- G. develop a professional portfolio of work.

This degree program provides students with a strong foundation in the fundamental aspects of graphic design and digital art. Students develop creativity and ideation skills, learn the theories of communication design and apply this to a wide range of design situations. The program is hands-on, integrating conceptual design studies with traditional and digital tools and production methods. The program goal is to provide the skills necessary to enter this growing, professional field.

Some examples where students might find employment using their design and illustration skills might include website design and development, design and illustration of electronic magazines and books, design of interactive marketing presentations, interactive learning products, scientific visualizations, etc. Advanced students have the opportunity to complete professional career preparation courses that deal with specific business issues relevant for designers, illustrators, and digital artists.

DVC graphic design students who intend to transfer must consult with a program advisor to select appropriate courses and are advised to select either General Education Option 2 (IGETC) or Option 3 (CSU GE). General Education Option 1 (DVC General Education) is appropriate for students who do not intend to transfer.

To earn an associate in arts degree with a major in graphic design, students must complete each course used to meet a major requirement with a "C" grade or higher. Degree requirements can be completed by attending classes in the day, evening, online or a combination of those. Some courses may satisfy both major and general education requirements; however, the units are only counted once.

These are the required courses for the certificate in Graphic Design at DVC.



<i>major requirements:</i>		<i>units</i>
ART-105	Introduction to Drawing .....	3
ARTDM-105	Introduction to Digital Imaging .....	3
ARTDM-117	Digital Illustration .....	3
ARTDM-171	Web Design I .....	3
ARTDM-172	User Experience Design for Web and Mobile Devices.....	3
ARTDM-190	Digital Media Projects.....	3
ARTDM-214	Introduction to Graphic Design .....	3
ARTDM-224	Typography.....	3
<b>total minimum units for the major</b>		<b>24</b>

# SANTA ROSA JUNIOR COLLEGE

## Graphic Design AA

31.5 units

Differences: no classes from ART area, all classes under GD

Santa Rosa College is 1 hour commute away, 53.7 miles, so not within our direct service area.

The requirements for the Graphic Design program are:

- Complete 31.5 units from
  - Graphic Design Major Requirements

<b>Graphic Design Major Requirements - complete 31.50 units</b>		
<a href="#">CS 70.11A</a>	Adobe Photoshop 1	3.00
<a href="#">CS 71.11</a>	Adobe Illustrator 1	3.00
<a href="#">CS 72.11A</a>	Adobe InDesign 1	3.00
<a href="#">GD 15</a>	History of Graphic Design	3.00
<a href="#">GD 20</a>	Introduction to Typography and Letterforms	3.00
<a href="#">GD 51</a>	Introduction to Graphic Design	3.00
<a href="#">GD 53</a>	Design Techniques in Illustrator	3.00
<a href="#">GD 54</a>	Principles of Layout and Design	3.00
<a href="#">GD 60</a>	Creating the Professional Portfolio	1.50
<a href="#">GD 62</a>	Color Theory for Designers	1.50
Complete any combination totaling <b>at least 4.50 units</b> from the following:		
<b>Course</b>	<b>Description</b>	<b>Units</b>
<a href="#">BMK 51</a>	High Tech Selling and Pursuing a Sales Career	3.00
<a href="#">GD 57</a>	Getting It Printed: Digital Prepress and Print Production	3.00
<a href="#">GD 65</a>	Business Skills for Creatives	1.50
<a href="#">GD 90</a>	Designing the User Experience	3.00
<a href="#">GD 145</a>	Package Design	1.50