CALIFORNIA COMMUNITY COLLEGES
AND
MONTEREY PENINSULA
COMMUNITY COLLEGE DISTRICT

#87-0550
### Graphics/Video Curriculum Improvement

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**FUNDING CATEGORY & AWARD**

- Grant  = $22,532

**ELIGIBLE PROGRAM**

- B --- Improving Teaching Abilities

**PROJECT CATEGORY**

- Curriculum Model

**PROJECT PRODUCT**

- Video Tapes

**PROJECT TOPIC #1**

- Graphics

**PROJECT TOPIC #2**

- Vocational Education

**ACADEMIC SUBJECT**

- Graphics Arts

**PROJECT DIRECTOR**

- Jane Miller, Instructor

**PROJECT SUPERVISOR**

- Philip Nash, Dean Institutional Planning

**PROPOSAL DESCRIPTION**

The purpose of this project is to complete four videotapes that explain the processes involved in creating a piece of printed material. The tapes will proceed step-by-step from the genesis of an idea to idea sketches comprehensives, typesetting, mechanical are and printing processes.
EDUCATIONAL PROGRAM:
This proposal specifically address one of the programs identified in Section 84381 of the Educational Code: Programs for improving the teaching abilities of faculty members. The project represents a consortia effort by Monterey Peninsula College and the twenty-college Bay Area Television Consortium.

PROBLEM:
When teaching a complex professional subject such as Graphic Arts, teachers have limited access to current visual materials for presentation to students. Increasing numbers of students want to pursue a career in graphic arts, as it is one of the few fields in which artists can make a living. Current materials are not adequate to provide the necessary information for students to initially understand the processes. As a result students are often confused and ill informed about Graphic Arts as a career choice. The purpose of this project is to create four (4) videotapes that explain the processes involved in creating a piece of printed material. The tapes will proceed step-by-step from the genesis of an idea to idea sketches, comprehensives, typesetting, mechanical art and printing processes.

POPULATION SERVED:
Videotapes and printed samples produced will be used by instructors in Graphic Art programs in Bay Area Colleges. This population will be expanded as requested by other colleges.

BASIC AGENDA ADDENDUM:
This project address the goal of promoting excellence in community college programs, services and employees.

OBJECTIVES:
The basic objective is to improve the comprehension of the graphic design process for students throughout the Bay Area. The secondary objective is to improve the teaching of graphic arts instructors throughout the Bay area. In addition it will improve comprehension for graphic arts users in the 20 bay area colleges.

ACTIVITIES:
A planning group will set design criteria plan sequences for the tape and outline the steps the video will take. A series of four video tapes will be produced to outline the specific stages a
piece of graphics will take from it's inception as an idea until its emergence as print. A post production rough cut evaluation will determine the final state of the tape. A brochure will be created to advertise the video and the Consortium will be responsible for dissemination.

IMPACT AND TRANSFERABILITY:
With the involvement of the Bay Area Consortium there is an excellent opportunity for cooperative activity and sharing of results. The involvement of the design community will give the tapes a high degree of professional accuracy and relevance.

EVALUATION:
Evaluation will be by instructors, administrators and graphics professionals. This balance assures that the product will be educationally balanced and will meet the professional standards of the industry.

DISSEMINATION:
A brochure advertising the tapes will be distributed statewide. Members of the Consortium will receive copies of the tape and printed piece. Tapes will be provided for review by the Consortium. The consortium will duplicate the tapes at cost for any California Community College.
1. Specific Educational Program Being Addressed

EDUCATIONAL PROGRAM OR SERVICE ADDRESSED

This project is addressed to the needs of community college students in the Graphic Arts. It address specifically Section 84381 of the Education Code: *Efforts to improve traditional instructional programs.*

The series of video tapes produced by this project will provide students in vocational Graphic Arts programs with a vital comprehensive view of the entire Graphic Design process. There are hundreds of Graphic design students who every year begin their study of this complex process, bewildered and confused as to the content of a graphics career, what it leads to, and where they fit into the process. This will be the first series of tapes created clear up student confusion.

This proposal has been developed jointly by Monterey Peninsula College and the Bay Area Television Consortium, with the assistance of De Anza College. The Consortium is itself a cooperative project involving twenty community colleges utilizing media to provide alternative instructional services. A list of these colleges accompanies the proposal as Appendix No. 2. The Consortium, in turn, works closely with the two other video consortia in California, sharing appropriate materials and instructional techniques developed by local colleges.

1. Monterey Peninsula College District is submitting the proposal along with it's co-sponsors: The Bay Area Television Consortium and all of the districts cooperatively participating in Consortium projects. Monterey Peninsula College will serve as fiscal agent and will maintain overall supervisory responsibility.

2. Monterey Peninsula College will direct the project in concert with the Bay Area Consortium. The Consortium will utilize its personnel and resources as well as the staff of Monterey Peninsula College and De Anza College, to implement each of the activities involved.
(3) The planning and evaluation of the project will be accomplished by a team composed of faculty, administrators, and graphic art professionals, in concert with identified members of the Bay Area Consortium.

(4) Materials and Concepts developed within this project will be shared with all of the colleges participating in the Consortium and, upon request, with additional community colleges throughout California.

BASIC AGENDA ADDENDUM

This proposal, representing cooperative activity among several colleges to improve instruction in the area of Graphic Arts, corresponds directly with the first objective within the Governors Basic Agenda Addendum, 1987: To improve excellence in community college programs, services and employees through the joint effort of the State and the community college system.
2. Specific Problems Being Addressed

SPECIFIC PROBLEM

Graphic Design programs are essentially vocational in nature and are increasingly popular with students who need to make a living in an art related field. The ever escalating need for printed materials in our society speaks to the need for more people to create these materials. The greatest flaw in the teaching of this popular subject is the difficulty of instructors to make clear the complexity of the process, and to clearly communicate to students the many jobs and opportunities that are open to them. Frequently, after a semester of an intensive Graphic Design experience a student will still feel that "the process is hazy to me", or "I still don't understand why we must do (learn) this or that process."

The purpose of this project is to create four (4) video tapes that explain the processes involved in creating a piece of printed material. The tapes will proceed step-by-step from the genesis of an idea to idea sketches, comprehensives (dummies), typesetting, mechanical and printing processes.

Although teachers try to explain the processes as clearly as they can by a series of examples and by taking the students on field trips to printing facilities, and typesetting facilities, there are so many steps and so much information to understand that students often become confused and discouraged. Efforts of teachers to solve the problem is limited by the following factors:

1. Individual teachers availability to materials and to schedule field trips to professional typographers and printers.
2. Teachers must repeat this process year after year with no carryover.
3. It is not possible, in a classroom situation to demonstrate all stages of the process from conceptualization through printing.

Most teachers make a valiant attempt to give students as much information as possible, but the very nature of graphic design is complicated, and many process are unavailable to students. Unfortunately, it is impossible for students to observe processes that are carried on in the private sector by professionals working with clients and graphics technicians. Therefore, without the ability to view the entire process, the student is confused as to how the parts fit together and the individual importance of each step.

Ideally each student could spend several weeks following a professional graphic artist through the steps it takes to create a project. If this were feasible it would be the best answer to the problem, but of course it is a highly impractical solution. A series of video tapes that follow the path of a piece of graphic art from idea to printed piece is the next best solution. Using the expertise of design professionals, typographers and printers, a high quality set of videotapes
will be designed and produced that will provide a lasting solution to this problem.
3. Population To Be Served

POPULATION SERVED

Both students and instructors in graphic arts programs will be served by this project. Materials and techniques developed by this cooperative project will initially benefit the twenty colleges in the Bay Area Consortium, but will be available to all community colleges in the state.
OBJECTIVES

The primary objective of this project is to make key graphic arts processes and procedures accessible to students and their instructors. The videotapes will outline all the steps a printed piece must follow from its "idea" inception to its completion as an actual piece of printed material. By following one piece of art through all these stages the student, teacher, and graphics user will finally have a comprehensive overview that makes sense.

A future objective is to provide these materials to the additional community colleges within the state that do not participate in Consortium activities. The number of persons served, instructors and students, will grow as other colleges adopt the tapes for their use.

1. ESTABLISH PLANNING MEETINGS
   The project will use the following timeline and budget. In July establish planning meetings, determine resources and begin planning design workshop with production personnel. In September and October a series of 35mm slides will be shot of the proposed project to construct a rough working script and storyboard that will be the focus of the November design workshop.

2. ORGANIZE DESIGN WORKSHOP
   A design workshop will take place in early November. The workshop will include members of the Consortium, administrators, graphic design professionals and instructors. The design group includes ten persons with a budget of $225.00. The purpose of the workshop is to set design criteria for the tapes, to plan the video sequences and to outline the production stages.

3. PREPRODUCTION
   Preproduction will take place in December and January. It will consist of creating the storyboards, scripts and graphics that will create the basis for the video shoot.

4. PRODUCTION
   Actual production of the Video will begin in February through March. Costs related to the pre-production and shooting of the video will total $10,013.

5. POST PRODUCTION AND FORMATIVE EVALUATION
   A rough cut edit will be prepared in late February and March. A rough cut evaluation meeting will be attended by selected consortium members, members of local graphic design professional organizations, and instructors. The purpose of this meeting is to evaluate the rough cut video and to determine the final edit script. The cost of this meeting is $225.
6. FINAL EDIT AND DISSEMINATION
    Final Edit of tapes will take place in May and June. Duplication, printing and dissemination of material will take place throughout June. Duplication will be handled through the Bay Area Consortium at no cost if tapes are provided by institutions requesting them.
5. Workplan Narrative

ACTIVITIES This project will be conducted over the course of a year and involves a series of activities related to the creation of the four videotapes. As the purpose of the tapes is to improve comprehension and understanding of processes not normally available to students and teachers, it is necessary to involve the use of professionals in the design and evaluation. Each activity will help to enhance the production of the tapes and create a high quality instructional product. Considered in sequence, however, each activity is related directly to one of the process objectives stated above.

Objective 1:
Establish Planning Meetings
ACTIVITY:
Project director, project coordinator, identified members of the Bay Area Television Consortium and the De Anza College video team will meet to initiate overall planning. Participants in the design workshop will be named

Objective 2:
Organize a design workshop
ACTIVITY:
This objective will be accomplished with graphic design instructors joined by members of the Consortium, graphics professionals and members of the video team. This design group will determine the direction of the video and assign priorities for sequences. No special equipment will be required for this stage.

Objective 3:
Preproduction
ACTIVITY:
The most time consuming activity in this project will be the shooting of the videotapes. As this process will be a lengthy one, the project co-ordinator will be responsible to create a clear and concise storyboard to accurately delineate the stages the project will follow. After the design team has carefully structured the series of tapes, the project co-ordinator with the help of a photo team will design and shoot a series of slides that will assist the video team in shooting this very complicated process.

Objective 4:
Production
ACTIVITY:
The resultant video tapes will be between ten and twelve minutes long. It is likely that the material will be organized into four parts. Part one, the design segment, concerned with the designer/client relationship, and the design of the artwork. Part two, the mechanical or pre press stage concerned with creating the art
boards to be sent to the printer. Part three, the printed stage, where the print shop actually creates the final product. And part four, which will illustrate the relationship that the first three parts play to new computer graphic technologies. Included here will be desktop publishing and design applications of computers.

These tapes will follow the progress of a single piece of Design (Art) through each stage of the process. The final piece of art produced will accompany the tape so that the student can see the actual printed material. Monterey Peninsula College staff will coordinate and manage this activity working in tandem with the De Anza College Television Center and their award winning staff. The facilities of De Anza college will be utilized during this phase of the cooperative project. All print material will be disseminated by the consortium. Tapes will be duplicated by the Bay Area Consortium.

Objective 5:
Post production and Evaluation
ACTIVITY:
A rough cut evaluation will be scheduled for participating members of the Consortium, instructors of Monterey Peninsula College, De Anza College, Foothill College, administrators and graphics professionals. During this meeting the participants will view a rough cut of the video and give their suggestions for improvement of the finished tapes. The suggestions will be recorded on an evaluation form which will address specific areas of the tapes.

Participants will have the opportunity to answer questions and register their opinions on a printed form. There will also be sufficient time for them to ask oral questions, and to give verbal opinions. This input will be collected and used to improve the tapes and to correct any problems. At this point there will be a final editing of the tapes.

Objective 6:
Final Edit and Dissemination
ACTIVITY:
The final edit will be performed by members of the video team from De Anza College with the assistance of the staff from Monterey Peninsula College. Dissemination of materials will be accomplished by members of the Consortium. A mailer will be created by the graphics department at Monterey Peninsula College announcing the availability of the tapes. Tapes will be duplicated by the Consortium on receipt of a blank tape from the requesting college. Tapes will be available for preview by application to the Consortium.
6. Expected Outcomes

EXPECTED IMPACT AND TRANSFERABILITY

The planning and execution of the project will involve Monterey Peninsula College staff, members of the Consortium and graphic design professionals. This full range of participation guarantees a product that will be balanced educationally. This cooperative spirit will help to insure that the project has statewide accessibility. The consortium has a close working relationship with three other television consortia. These consortia meet regularly to exchange ideas and information. They share ideas, and this spirit of cooperation insures any project that they are involved in will have wide impact.

This project focuses on a singular area of instruction, that of Graphic Design, it is a project that will be extremely valuable. It will assist teachers in a vocational program with growing enrollments. It will help students to understand the graphic design and printing process, and to make intelligent choices as to their part in that process. It will link new technology with old technology by presenting the place computer graphics holds in the graphic design sequence. Finally it will give students, graphics users, and teachers the chance to see and review the processes. This carefully designed and executed project will improve the education of graphic design students, now and in the future. The sequential nature of the tapes encourages the potential for updating the material, and for providing an ongoing educational process.
7. Evaluation Plan

EVALUATION PLAN

The procedures and processes of the project will be evaluated by faculty, administrators, and professional graphic artists. It is important to recognize that all three groups have different but equally valid concerns where evaluation is concerned. Instructors are important to pacing and to the pedagogical "sense" of the project. Professionals will assure that the project is current and technically accurate. Administrators and advisory members of the Consortium will evaluate the completion of the design objectives.

Evaluation data will be collected throughout by the project coordinator utilizing questionnaires, personal interviews and observation of program activities. Although the primary focus of all such evaluation will be concerned with the achievement of project objectives, process evaluation will determine the extent to which the program has been conducted in a manner consistent with plans set forth by the Design Workshop.
8. Dissemination Plan

INFORMATION FOR DISSEMINATION

A brochure announcing the creation of the project will be sent to community colleges statewide. Duplication of the four (4) videotapes will be done at no charge for requesting colleges, if a blank tape has been received by the Consortium. Each tape will be accompanied by a printed copy of artwork featured in the videotape. The tapes and printed material will be available to the Chancellor's office for review or demonstration purposes.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]