ACAP

Austin Competency Analysis Profile

Vector Graphic Design in Adobe Illustrator

Conducted

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What's Inside **?**

ACAP Overview

What are Austin Competency Analysis Profiles (ACAPs)?

The ACAP (Austin Competency Analysis Profile) initiative comes from the Instructional Development Services of Instructional Resources and Technology at Austin Community College. This initiative is ACC's primary source for Competency-Based Curriculum development, providing a connection between our academic and workforce programs and the needs of business and industry.

The ACAP is a process for analyzing an occupation or field of study to develop curriculum. The product is a list of competencies and skills that has been developed and validated by subject matter experts from within the occupation or field of study. This list will be used to develop programs that equip our students for degree completion, transfer or jobs.

How is an Austin Competency Analysis Profile used?

Each ACAP identifies the occupational, academic, and/or employability skills (or competencies) needed to be successful relative to a topic or field of study. The ACAP not only lists the competencies but also clusters those competencies into broader units and details the knowledge, skills, and attitudes (competency builders) needed to perform each competency.

Educational institutions may add as many units, competencies, and/or competency builders as desired to reflect local needs, trends, and specialties. Local advisory committees are actively involved in the identification and verification of additional items when appropriate faculty members or training developers then formulate their courses of study using the varied contents of the ACAP. Learning outcomes are monitored using appropriate forms of assessment.

Student Competencies

The following student competencies have been identified and verified by a panel of subject matter experts. This panel of experts has determined that these skills will adequately prepare students for completion, career or transfer. The *Competencies* are grouped into units. *Competency Builders* are included to help identify the knowledge, skills and attitudes students need to perform each competency. These *Competencies* and *Competency Builders* are designed to be the basis for curriculum development to ensure administrator, faculty, staff and student input that is relative and meaningful to the students.

Key Terms:

Competency–an observable and measurable behavior that has a definite beginning and end; can be performed within a limited amount of time; consists of two or more competency builders; and leads to a product, service, or decision.

Competency Builders–the skills, knowledge, and attitudes (written in measurable terms) needed to perform a given competency.

Entry Level–position of employment that requires no previous experience, but may require some training and/or specific skills, knowledge, or attitudes.

Units: Vector Graphic Design in Adobe Illustrator

Unit 1: Graphic Design Concepts and Processes
Unit 2: Project Production in Illustrator
Unit 3: Communication
Unit 4: Career Preparation

Competencies:
Vector Graphic Design in Adobe Illustrator

Unit 1: Graphic Design Concepts and Processes

Competency 1.1   Apply color theory to select appropriate colors for design work

Competency Builders:
1.1.1   Describe basic theories of use of color
1.1.2   Differentiate between RGB, CMYK, and spot/Pantone colors
1.1.3   Justify choice of specific colors in design work
1.1.4   Adhere to colors associated with established brand

Competency 1.2   Apply typography for design

Competency Builders:
1.2.1   Define typographic terminology and specifications
1.2.2   Identify major classifications of typefaces
1.2.3   Describe characteristics of the various families of typefaces
1.2.4   Identify the anatomical aspects of type
1.2.5   Select appropriate typographic metrics when typesetting (i.e. kerning and tracking)
1.2.6   Describe characteristics of well-designed typographic work
1.2.7   Create custom font
1.2.8   Manipulate typeface
1.2.9   Maintain the integrity of typeface
1.2.10 Combine complementary typefaces within a project
1.2.11 Justify typography selections

Competency 1.3   Apply the fundamentals of layout

Competency Builders:
1.3.1   Define terminology specific to digital and print design
1.3.2   Explain principles of organization, composition, and information hierarchy (e.g. Grid)
1.3.3   Select appropriate layout for design

Competency 1.4 Establish design process

Competency Builders:
1.4.1   Identify appropriate platform(s) for output
1.4.2   Conduct quality assurance of output for appropriate platform(s)
1.4.3   Organize and archive all relevant documents, materials and revisions (e.g. naming conventions, version)
1.4.4   Reflect the project goals, scope and budget in the design brief, storyboard
1.4.5   Review design brief or storyboard with all relevant team members and clients
1.4.6   Make oral, written, and visual presentations
1.4.7   Secure approval from all relevant team members and clients

Competency 1.5   Collaborate with peers to design and create the product that meets the clients' requirements

Competency Builders:
1.5.1   Contribute to team with ideas, suggestions, and efforts
1.5.2   Complete personal share of tasks necessary to complete a project
1.5.3   Encourage team members by listening and responding appropriately to their contributions
1.5.4   Build on individual team members' strengths
1.5.5   Resolve differences for the benefit of the team
1.5.6   Take personal responsibility for accomplishing goals
1.5.7   Challenge existing procedures, policies, or authorities responsibly
1.5.8   Convey job information to allow others to see its applicability and relevance to tasks
1.5.9   Include appropriate team members and project stakeholders in the evaluation Process

Unit 2: Project Production in Illustrator

Competency 2.1   Use Illustrator tools to create graphics

Competency Builders:

2.1.1 Set up work area (e.g. change preferences, reset, create multiple art boards, and save work space)

2.1.2 Use the select, direct select, advanced select and align tools to modify objects (e.g. distribute objects, work with groups, select colors or apply selection techniques)

2.1.3 Create and edit shapes (e.g. change stroke width and alignment, change stroke into an object, modify vector points, use the scissor, or the eraser tool)

2.1.4 Use eye dropper for formatting (e.g. type, color, stroke, or attributes)

2.1.5 Apply live trace to convert raster to vector images including advanced options

2.1.6 Create, edit and manipulate paths by using outline and preview modes

2.1.7 Use pathfinder (e.g. compound path, merging shapes, dividing shapes)

2.1.8 Transform objects (e.g. shear objects or change perspective)

2.1.9 Use perspective grid tool (e.g. mock up 3D objects)

2.1.10 Draw with the pen, brush and pencil tool (e.g. build a curve, split a path or assemble the parts)

2.1.11 Use the color and paint features (e.g. edit a swatch, create color, create color groups, edit color, create swatch library or create gradients)

2.1.12 Use live paint tool (e.g. bucket)

2.1.13 Work with type (e.g. import a plain text file, format type, outline text, use touch type tool to manipulate type)

2.1.14 Apply effects (e.g. edit an effect, create a revolved object, use blend tool, or map a symbol to the 3D artwork)

2.1.15 Apply appearance attributes and graphic styles (e.g. add another fill, add quick drops, apply transparency or slice content)

2.1.16 Work with symbols (e.g. create symbols, copy and edit symbol sets or spray symbol instances)

2.1.17 Define terminology specific to illustrator

2.1.18 Use masking tools (clipping masks)

2.1.19 Identify keyboard shortcuts

2.1.20 Use illustrator tools to choose colors

2.1.21 Create custom pattern

2.1.22 Use guides and grids for positioning

2.1.23 Use the layers panel for organization and efficiency (e.g. grouping objects)

2.1.24 Apply Gradient Mesh to an object (Advanced Skill)

Competency 2.2 Optimize the usage of Illustrator with other Adobe applications

Competency Builders:
2.2.1   Place a Photoshop file
2.2.2   Mask an image
2.2.3   Use a raster image as the template
2.2.4   Optimize raster images that are placed in Illustrator
2.2.5   Replace a linked image in Illustrator
2.2.7   Combine Illustrator graphics with other Adobe applications (e.g. edit Illustrator smart objects and type in Photoshop, copy and paste Illustrator shapes into InDesign files)
2.2.8   Determine when to embed or link Illustrator artwork in other Adobe applications

Competency 2.3 Manage File Types

Competency Builders:
2.3.1   Identify file types and purpose
2.3.2   Identify exporting options for print and digital (e.g. svg)
2.3.3   Describe characteristics and use of file types (e.g. eps, PDF, or gif)
2.3.4   Manage file compatibility (e.g. software versions, operating systems)
2.3.5   Resolve compatibility issues (e.g. breaking PDF when importing into Illustrator)

Competency 2.3   Produce design comps/prototypes

Competency Builders:
2.3.1   Combine Illustrator graphics with other Adobe applications (e.g. edit Illustrator smart objects and type in Photoshop, copy and paste Illustrator shapes into Indesign files)
2.3.2   Meet defined design specifications and/or adhere to brand guidelines
2.3.3   Portray the desired concept, message and image accurately
2.3.4   Adhere to color rules on color scheme for legibility and readability
2.3.5   Ensure that color usage meets print or digital specifications
2.3.6   Create multiple rough comps
2.3.7   Refine rough comps in iterations
2.3.8   Create designs to scale and ratio

Unit 3: Communication

Competency 3.1   Communicate effectively and professionally

Competency Builders:

3.1.1   Interpret information from a variety of sources (e.g. client, stakeholders, etc.)

3.1.2   Select appropriate information to be communicated

3.1.3   Communicate information to others through a variety of modes (e.g. oral, written, graphic, pictorial or multimedia methods)

3.1.4   Convey information into the chosen format (e.g. e-mail, list serves, word processor, or other computer based communication functions)

Competency 3.2   Collaborate with clients and stakeholders in a professional manner

Competency Builders:

3.2.1   Interact with colleagues and clients

3.2.2   Refer to initial design communications from planning stage as needed

3.2.3   Notify appropriate persons about problems and observations

3.2.4   Coordinate tasks with team members

3.2.5   Make oral, written, and visual presentations

3.2.6   Apply strategies for interacting with difficult personalities

Competency 3.3   Coordinate with team members and clients

Competency Builders:

3.3.1   Articulate design decisions to peers

3.3.2   Interpret the design decisions / point-of-view of others

3.3.3   Incorporate changes and feedback recommended by clients and team members into the final design

3.3.4   Prepare notes and instructions for peers working on other elements of a project

3.3.5   Utilize variety of collaboration techniques (i.e. email, webinars)

3.3.6   Establish timelines and production schedules

Unit 4 Career Preparation

Competency 4.1   Present a professional portfolio for digital and print

Competency Builders:

4.1.1   Arrange and refine projects for inclusion in a portfolio
4.1.2   Create a digital portfolio (e.g. personal website, Dribbble, Behance, Squarespace)
4.1.3   Articulate the elements of the portfolio and personal skills effectively
4.1.4   Create a business card and/or leave-behind with a clear call-to-action
4.1.5   Include a professional resume with portfolio
4.1.6   Follow up with potential employers via email

Competency 4.2   Identify industry requirements for employment

Competency Builders:

4.2.1   Identify current events, trends, skills, attitudes and behaviors pertinent to the industry and relevant to the professional development of the student
4.2.2   Research current salaries for desired field related to the region
4.2.3   Identify opportunities to gain experience (internships, pro-bono work, volunteer work, etc.)
4.2.4   Participate in professional organizations (e.g. AIGA, Graphic Artists Guild, etc.)
4.2.5   Participate in networking opportunities (e.g. LinkedIn, Dribbble, local events)

Competency 4.3   Maintain currency in technical areas

Competency Builders:

4.3.1   Identify resources for technology updates
4.3.2   Identify professional conferences and trend setters in the field
4.3.3   Review various media for technical updates (tutorials, webcasts, podcasts, books, etc.)

Competency 4.4   Prepare for interviews

Competency Builders:

4.4.1   Develop interview skills
4.4.2   Practice mock interviews
4.4.3   Review job description and requirements
4.4.4   Develop questions for interviewers
4.4.5   Research company/employer
4.4.6   Prepare a professional resume

4.4.7 Prepare customized cover letter

4.4.8 Customize examples of work to present and/or discuss

4.4.9 Choose professional or appropriate dress

4.4.10 Approach interview with a balance of confidence and humility

Glossary

ACAP–_Austin Competency Analysis_ Profile–a well-established job analysis process unique to Austin Community College involving business, industry, labor, and community agency representatives from throughout the Austin area.

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Competency Builders–the skills, knowledge, and attitudes (written in measurable terms) needed to perform a given competency.

SME–_Subject Matter Expert_–incumbent worker in a given occupation that is knowledgeable about the job.

Sources

1. Job descriptions for Illustrators, Vector Graphic Design Artists,Graphic Designers on job search websites, such as Indeed, Monster or Linkedin

2. Syllabi and course description for ACC **GRPH 1359 Vector Graphics for Production**

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