

**Orchard Ridge Campus  
Graphic Arts Program  
Status Report**

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October, 1996**

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# Orchard Ridge Campus Graphic Arts Program Status Report

## Introduction

The intention of this report is to provide information on the current status of the Orchard Ridge Campus Graphic Arts Program. This information may assist in determining future directions of the Program. This report includes data and information accrued since the last major report, *Graphic Arts Program Needs Assessment* (March, 1993).

## Enrollment Trends

The Graphic Arts Program includes courses with two different prefix codes, GCA (Graphics/Commercial Arts) and GRA (Graphics). As indicated in Figure 1, Trends in Annual Student Credit Hours for GCA and GRA Courses by Prefix Code, for the ten years from the 1986-87 through 1995-96 there has been a decrease in student credit hours (SCH's) in GCA courses of 59.4% and in GRA a decrease of 63.6%. The percent change over the past 5 years in GCA and GRA, respectively, are - 45.3% and 0 %.

Over the three-year period, 1993-94 through 1995-96 the duplicated head counts in both GCA and GRA decreased from 461 to 339 a change of -26.5% (Figure 2). Although over this three year period the Fall head count decline was 8.3%, an examination of the four-year Fall head count, including Fall 1996, indicates a more drastic change of -35.6%. The three-year trend for Winter is down 32.8%. The three-year Spring decline is 60.4%.

A total of thirteen different GCA and GRA courses generated head counts (HC's) during the 1993-94 academic year (Figure 3 & Figure 4)<sup>1</sup>. A total of fourteen different GCA and GRA courses generated HC's during the 1995-96 academic year. No HC's have been generated during the Summer sessions of the three academic-year period ending Spring 1996.

## Trend Comparison: College Head Count vs. GCA & GRA Head Count

The college **10-year** head count percent change (1986-87 through 1995-96) was a gain of 6.1%. The duplicated GCA and GRA head count percent change during the same period was a loss of 59.8% (Figure 5).

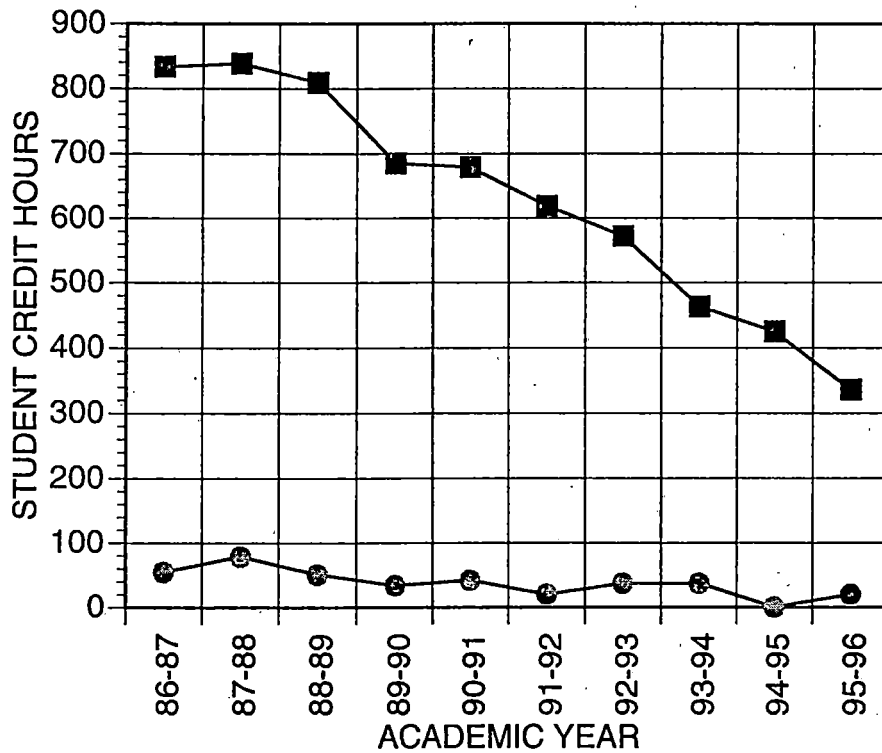
The college **5-year** head count percent change ((1991-92 through 1995-96) was a loss of 10.7%. The duplicated GCA and GRA head count percent change during

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<sup>1</sup> Compiled from six-day head count reports per term by course and section

FIGURE 1

**Trends in Annual Student Credit Hours for GCA and GRA Course by Prefix Code  
(Academic Year 1986-87 through 1995-96)**



**Percent Change:**  
 GCA 5-Yr.....-45.3%  
 GCA 10-Yr...-59.4%  
 GRA 5-Yr..... 0  
 GRA 10-Yr....-63.6%

Acad. Yr.	GCA	GRA
86-87	833	55
87-88	838	79
88-89	809	51
89-90	685	34
90-91	679	42
91-92	619	20
92-93	572	37
93-94	463	37
94-95	425	0
95-96	336	20

Source: OCC, Office of Institutional Planning & Analysis, ACS-6 Report

FIGURE 2

### Annual Trends - GCA & GRA Head Counts

	93-94	94-95	95-96	96-97
Fall	180	181	165	116
Winter	228	156	153	
Spring	53	40	21	

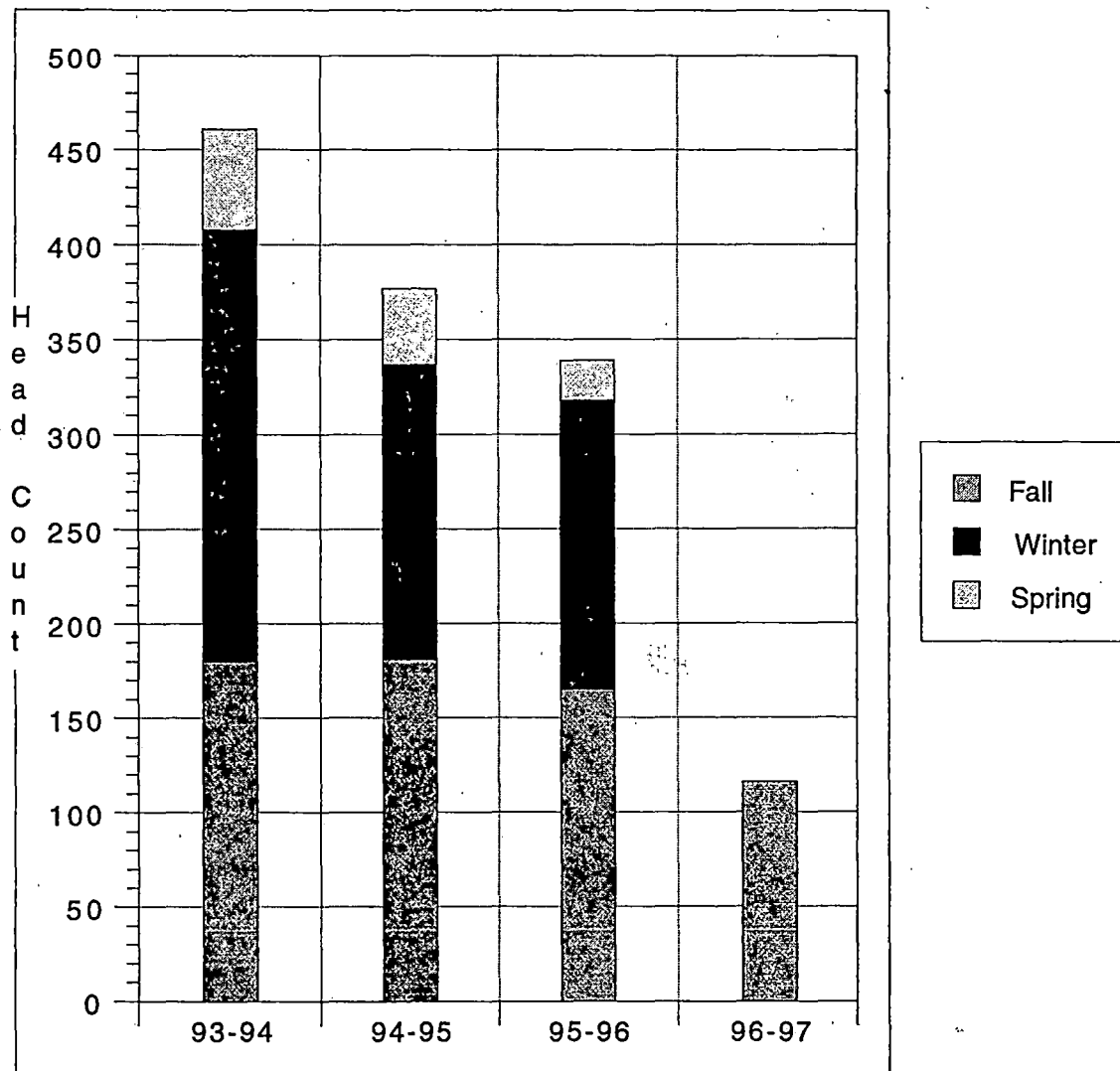
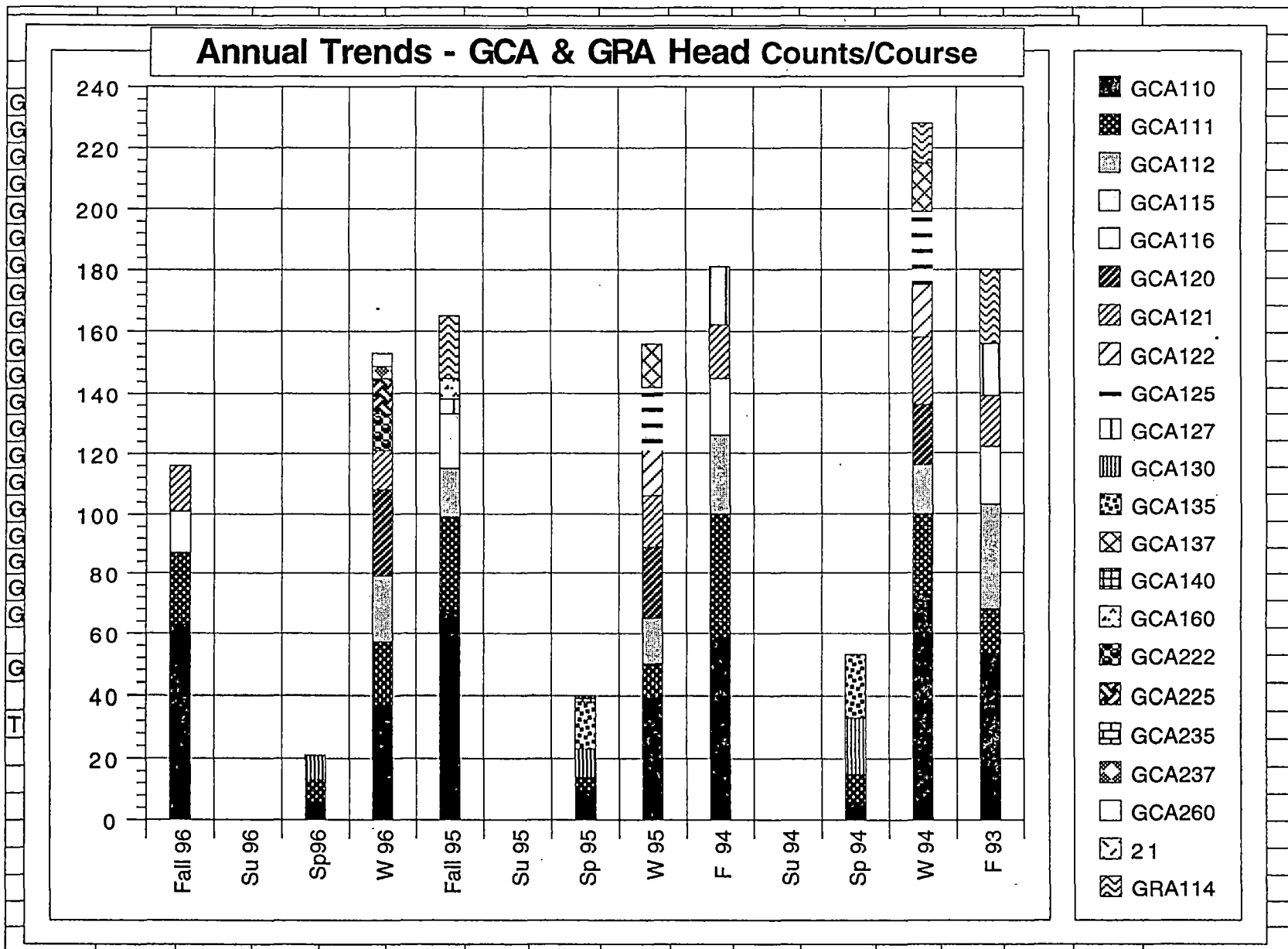


FIGURE 3

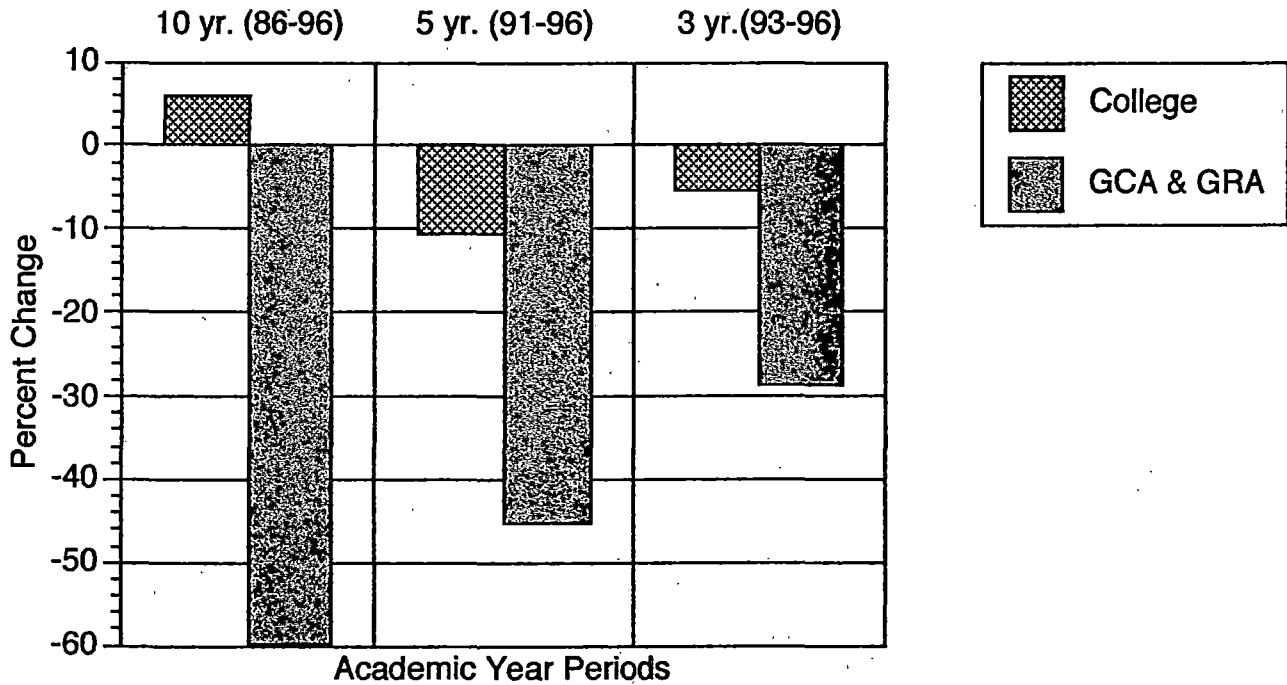




the same period was a loss of 45.3%.

The college 3-year head count percent change(1993-94 through 1995-96) was a loss of 5.5%. The duplicated GCA and GRA head count percent change during the same period was a loss of 28.8%.

**Figure 5**  
**College vs. GCA & GRA Percent Change in**  
**Head Count for Specified Time Intervals**



**Campus Head Count Compared To GCA & GRA Duplicated Head Count**

The Orchard Ridge Campus head count over the past three academic years (1993-96) has decline by 6.1 % compared to the duplicated GCA & GRA % change of -28.8% over the same time interval.

**Five-Year SCH Trends For Selected Disciplines At O. R. Campus Compared to GCA & GRA<sup>2</sup>**

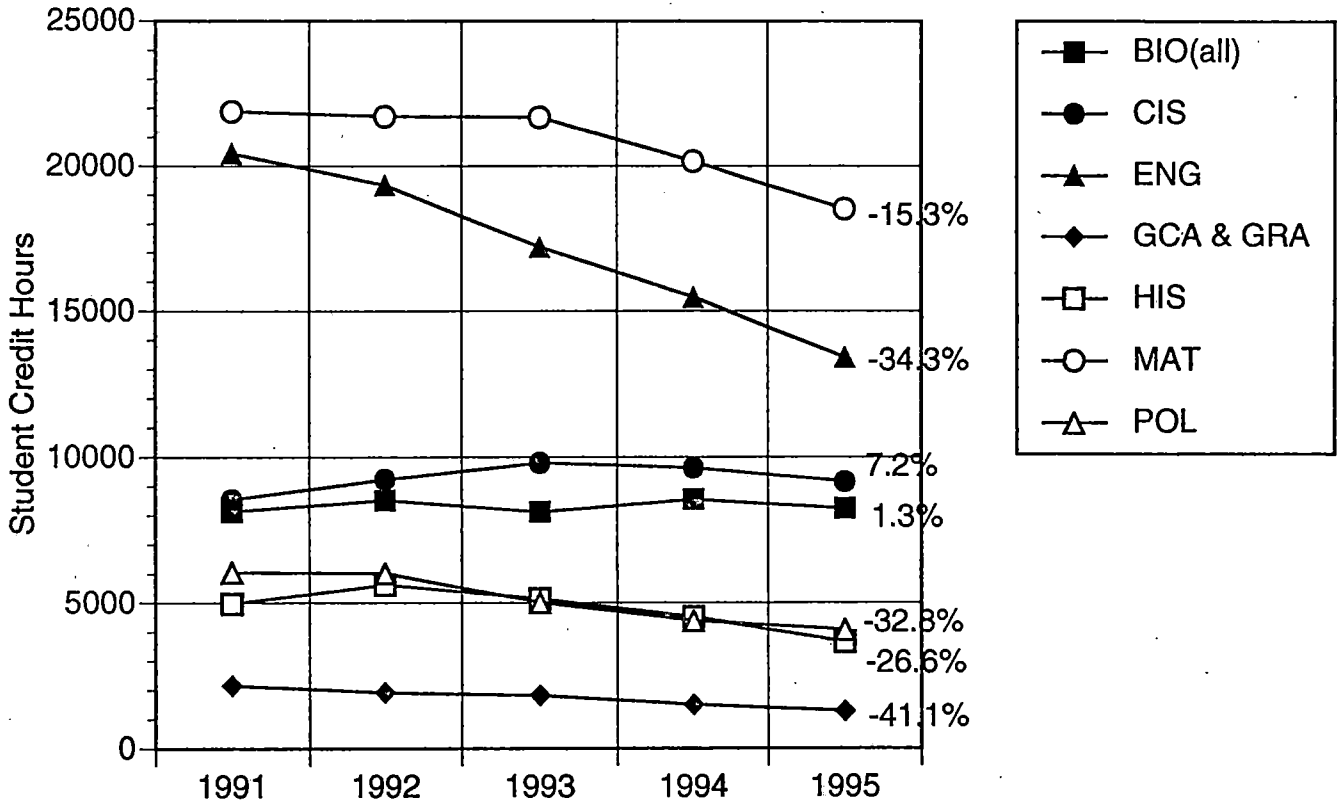
A comparison of the five-year SCH's trends for seven selected disciplines including GCA & GRA combined as one discipline can be found in Figure 6. The five years represented are 1991 through 1995. Indicated in the chart is the percent change over the period for each discipline.

<sup>2</sup>Source is "Year Cost Study By Campus"



FIGURE 6

Five-Year SCH Trends For Selected Disciplines, OR



	1991	1992	1993	1994	1995
BIO(all)	8135	8524	8119	8553	8240
CIS	8555	9242	9803	9639	9167
ENG	20432	19345	17192	15480	13417
GCA & GRA	2163	1917	1817	1500	1277
HIS	4969	5623	5142	4521	3647
MAT	21877	21713	21684	20167	18524
POL	6054	6015	5013	4380	4068

The disciplines and their percent change are CIS(+7.2%), BIO(+1.3%), MAT (-15.3%), HIS(-26.6%), POL(-32.8%), ENG(-34.3%) and GCA & GRA combined (-41.1%). MAT and ENG at the Orchard Ridge Campus have been consistently number one and two in highest SCH's generation over the five year period. In 1995, 55%(27 disciplines) of the 49 O.R. disciplines generated fewer SCH's than the Graphic Arts Program. Of the seven compared disciplines, the Graphic Arts Program had the lowest SCH's generation over the five years.

### **SCH's Trends At Selected Community Colleges In Programs similar To GSC And GRA<sup>3</sup>**

As indicated in Figure 7, during the 8 years from 1988-89 through 1995-96 while OCC was undergoing a loss in SCH's of 58%, Macomb Community College had a loss of 15% and Washtenaw Community College a gain of 172%. For the only three years for which information is available for Henry Ford Community College (1990-91 through 1992-93), the percent change at Henry Ford CC was a gain of 17% compared to a 16% decrease in the comparable OCC program for the same period.

Dean Ron Griffith at Schoolcraft C.C. remarked that their comparable program, Computer Graphics Technology, is a constant struggle from an enrollment standpoint.

Programs at Washtenaw, Macomb, Lansing and Schoolcraft Community Colleges are computer intensive.

### **Load Trends For GCA And GRA Faculty For 1993-94 Through 1995-96<sup>4</sup>**

There are two full-time faculty involved in the Graphic Arts Program. For the three academic years examined (1993-94 through 1995-96) they collectively had faculty SCH's loads of 1347, 1235 and 966 respectively (Figure 8). The SCH's load decline was 28.3% over this period. An examination of SCH's load trends for only the fall terms over the past four years ending Fall, 1996 shows a percent decline of 39%.

If the "percent of expected SCH's" is equal to the actual SCH's generated per term divided by expected SCH's at 100% efficiency(Fall & Winter Terms = 300 SCH's, Spring = 150 SCH's with a 12/12/6 load) times .100, then the percent of expected SCH's by year and term can be viewed in Figure 9.

One faculty member has declined in percent of expected SCH's in the Fall Term

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<sup>3</sup>Sources are faxes and phone conversations with respective college representatives.

<sup>4</sup>Compiled from Faculty Load Report Sheets

FIGURE 7

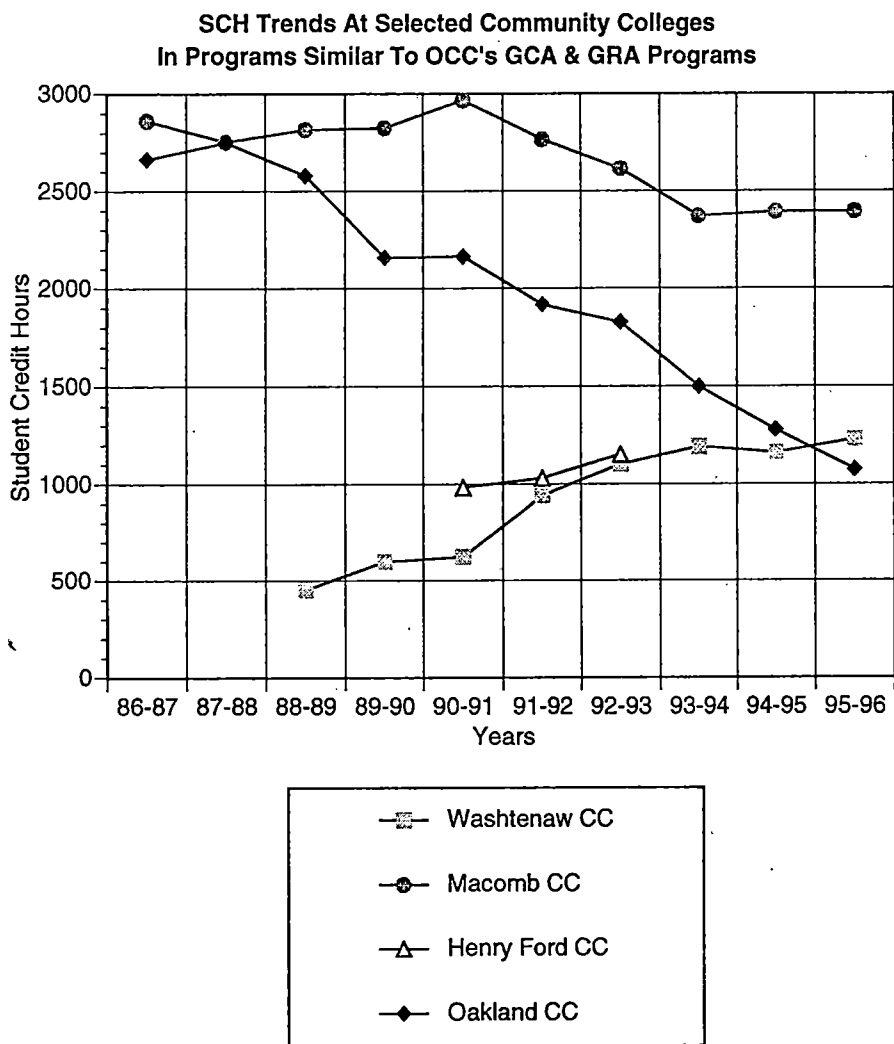


FIGURE 8

Graphic & Commercial Arts - Faculty Loads										
Gordon McGowan - SCH's					Hugh Ritchie - SCH's					
	93-94	94-95	95-96	96-97		93-94	94-95	95-96	96-97	
Fall	291	282	234	210	Fall	279	282	195	138	
Winter	270	303	183		Winter	327	231	252		
Spring	57	86	66		Spring	123	51	36		
Total	618	671	483	210	Total	729	564	483	138	
Faculty SCH Load Totals/ Yr. =						1347	1235	966		

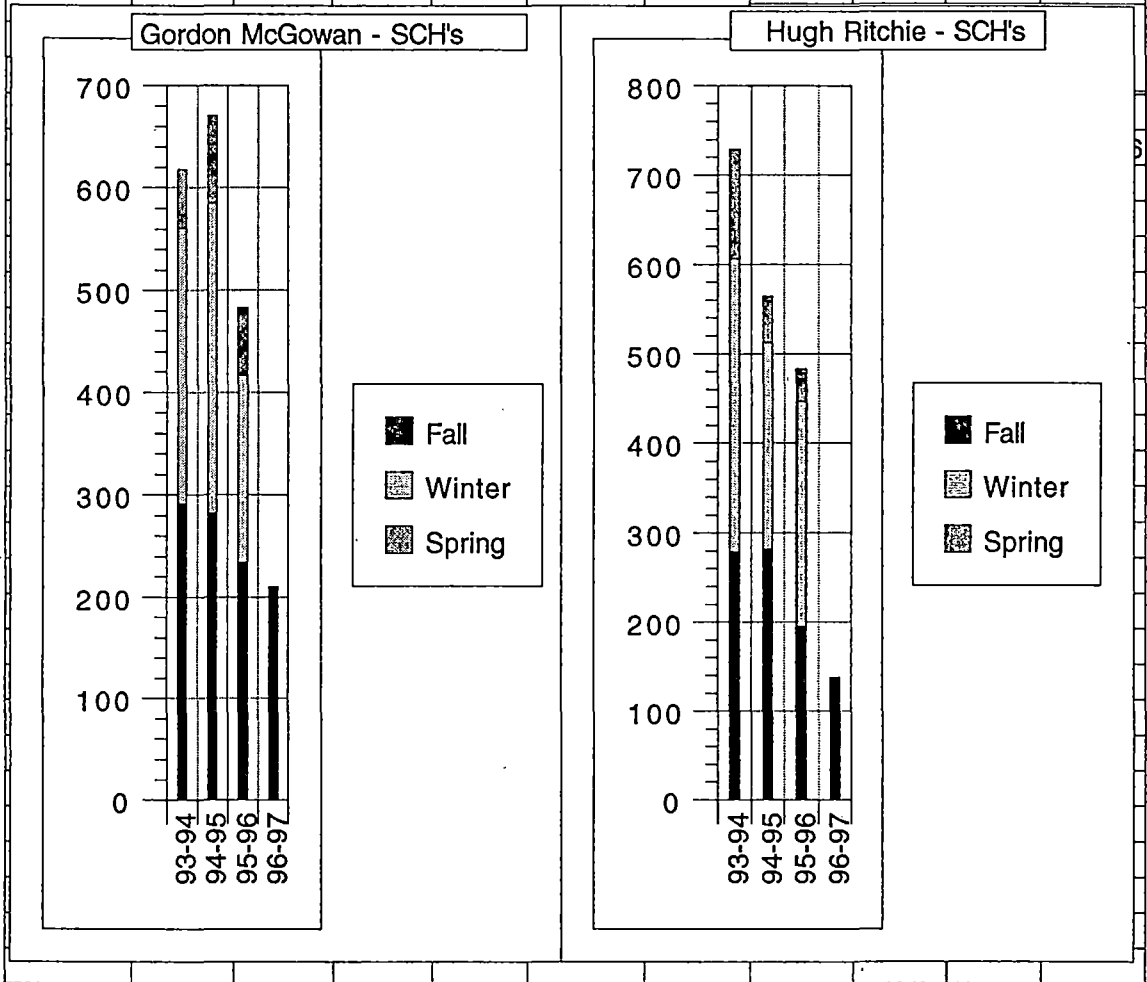
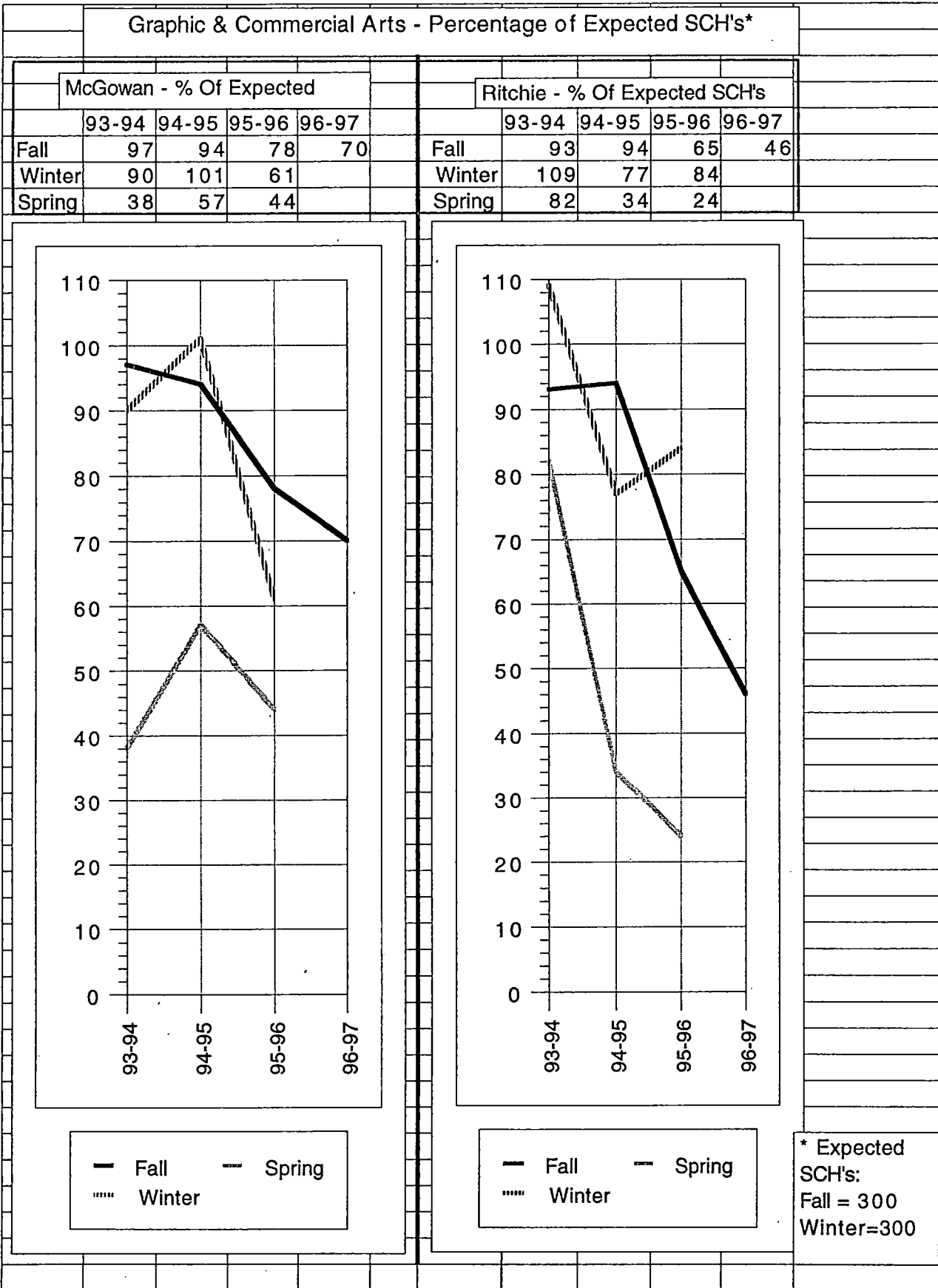


FIGURE 9



during the past four years ending Fall 1996 from 97% to 70%. The other faculty member has declined from a high of 94% to 46%. For the three year period ending 1995-96 the percent of expected SCH's for one faculty member for the Spring Terms dropped from 82% to 24%. For the other faculty member for the same time period the percent of expected SCH's were 38%, 57% and 44%.

One faculty member did not make minimum load during Spring, 1996. The same faculty member had to bump Fine Arts faculty members on the O.R. Campus out of part of their loads(2 sections) to make his 12 credit hour load.

### **Commercial Arts Program (GCA & GRA) Five Year Cost Study Trends<sup>5</sup>**

The "Year Cost Study" form used includes lab fees collected, other revenue, direct costs, indirect costs, DO costs and net amount (All money collected minus all costs). The figures for the Commercial Arts Program are given in Figure 10. Over the five-year period of the study(1990-91 through 1994-95) lab fees collected increased by 152% from \$3595 to \$9040 in the face of an SCH's percent loss of 41.1% during the same period. "Other revenues" during this same period declined by 15.4%.

Direct costs during this period increased by \$23,149 (14.2%). Indirect costs decreased by \$ 4,936 (5.5%). DO cost decreased by \$2,285 (4.5%). The net amount changed over this period of time from a -\$46,223 to -\$95,822 (107%). The total revenues in 1995 (\$223,747) exceeded the direct costs (\$186,506) by \$37,241 (20%).

A comparison of net amount changes in seven O.R. Campus disciplines, including the Graphic Arts Program is illustrated in Figure 11 for the same five-year period. Of the seven programs, only MAT has a positive net amount for all five years. POL has a positive net amount in only the first year of the five year program. The other five disciplines are consistently negative in their net amounts for all 5 years.

CIS consistently had the greatest net deficit of the seven disciplines. English was second in the level of its net deficit in four of the five years. In 1995 the order of greatest net amount deficit for the 6 selected disciplines was as follows CIS> ENG> GCA & GRA> HIS> BIO> POL. In 1995 29 OR. Campus Disciplines had negative net amounts and 24 had positive net amounts.

### **Occupational Outlook**

"Demand for graphic artists will be strong as producers of information, goods and services put even more emphasis on visual appeal in product design."(*Occupational Outlook Handbook*)

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<sup>5</sup>Source is a compilation 5 years of "Year Cost Study by Campus" (ID=BGT076)

FIGURE 10

	Lab Fees	Other Revenue	Direct Cost	Indirect Cost	DO Cost	Net	SCH's
90-91	3595	253823	163357	89725	50559	-46223	2037
91-92	3745	243134	172595	93306	51536	-70558	1857
92-93	3530	230874	178377	91435	46235	-81643	1716
93-94	2805	203397	172702	89460	38349	-94310	1389
94-95	9040	214707	186506	84789	48274	-95822	1277

### Commercial Arts 5 Year Cost Study Trends

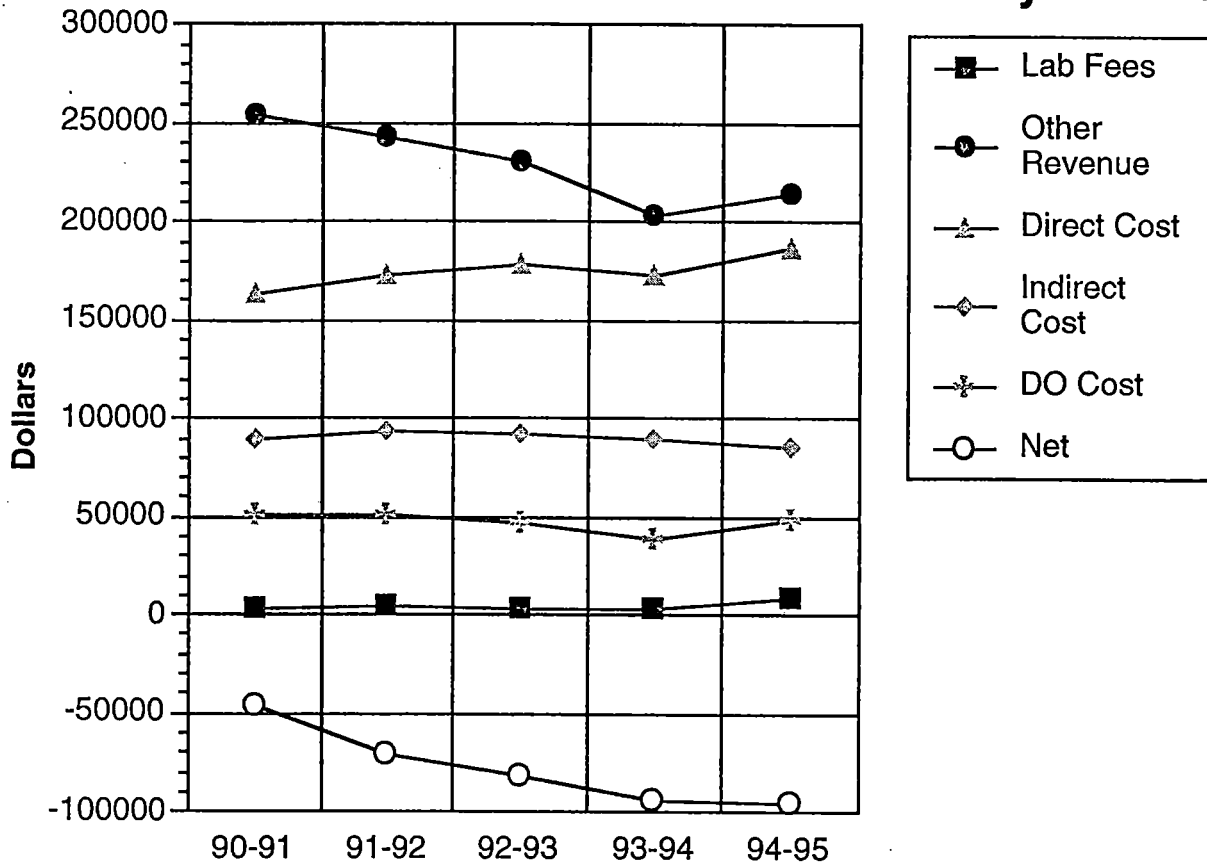
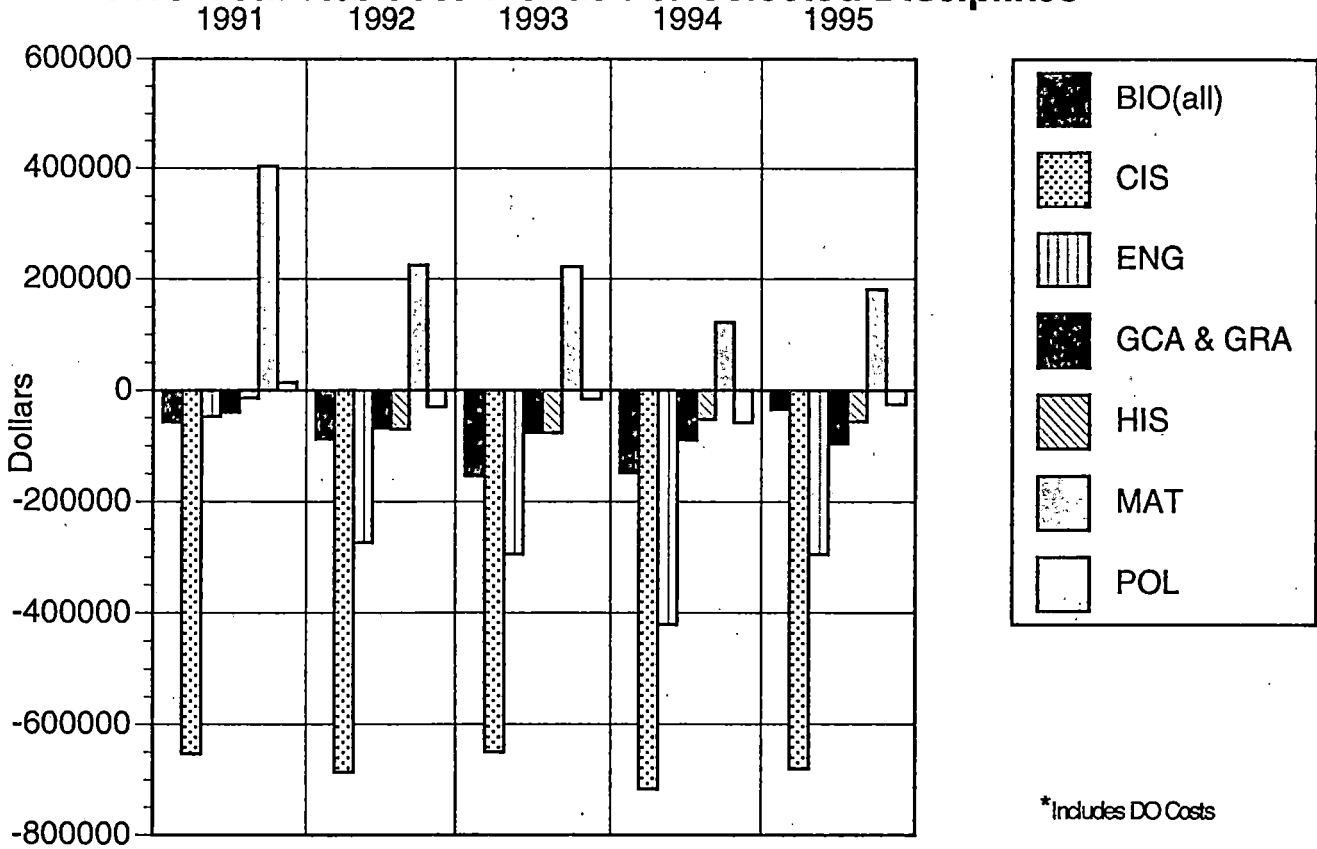


FIGURE 11

**Five-Year Net Cost Trends For Selected Disciplines\***



\*Includes DO Costs

BIO(all)	-57230	-87781	-154475	-148336	-34495
CIS	-653059	-686222	-650289	-716838	-680495
ENG	-47556	-273584	-294621	-420675	-294621
GCA & GRA	-39815	-67867	-76780	-89428	-95822
HIS	-14426	-70135	-76491	-52606	-56073
MAT	404337	224703	222193	122333	180873
POL	13991	-29844	-16287	-58448	-25553



The national projected demand for new artists and commercial artists starting with 272,647 workers in 1992 is 63,841 additional new jobs through the year 2005. This is a projected growth for this occupation of +23%. Average growth from 1993 - 2005 in all occupations in the USA is +25% (*Discover, #94*).

The Michigan outlook for commercial artists starts with a 1992 work force of 6,775. Projected growth through the year 2005 is 7.9%. The projected number of yearly job openings 160 in the State of Michigan. Forty openings will be due to growth and 120 due to replacement. (MOIS).

The expectation continues that job competition will be keen with talented individuals having an advantage. (*Graphic Arts Program Needs Assessment & Vocational Biographies*).

Computer skills will continue to be either essential or very important for job placement.

In Michigan, commercial artists earned an average annual income between \$25,152 and \$36,372 in 1995. These salaries are comparable to the national salaries (MOIS).

### **Projected Capital Funds Requirement**

A dedicated 25 station Macintosh computer laboratory would be required plus an open laboratory of Macintosh (8500 or greater) stations with software like that in the dedicated laboratory. The dedicated 25 station laboratory would be used to teach the newly planned Graphics and Computer Arts Program which includes both a 67 C.H. degree of Associate in Applied Science and a 45 C.H. Certificate. The courses having significant computer utilization content would include revised courses GCA 110, GCA112, GCA 120, GCA122. Courses requiring total computer scheduling are the new courses GCA 175, Introduction to Computer Graphics, and GCA185. Fundamentals of Computer Illustration. These six computerized classes are major requirements of the revised program.

The list of capital items required to furnish the 25 station dedicated laboratory is as follows:

25 student Macintosh computer systems, 8500 with min. of 48 meg. RAM and 2 GB hard drive with external 2 GB Jazz removable cartridge drive and a minimum	
of 17 inch color computer screen & keyboard.....	\$150,000
1 Faculty station as above.....	\$ 6,000
31 computer tables(\$400 ea.).....	\$ 12,400

26 Computer chairs(\$200 ea.).....	\$ 5,200
Additional hardware(networked color laser printer, networked B&W laser printer, scanners, Viz-Cam, digitizers, digital camera, Proxima projector).....	\$ 35,000
Adobe's Classroom-in-a-Box.....	\$ 6,000
Other required software.....	\$ 10,000
Total.....	\$224,600

These capital items could be phased in over two or three years.

### **Instructional (lab supply) Increase & Paraprofessional Assistance**

Lab supply amounts would increase for color laser toner.....	\$4,000 / yr.
B & W Toner for laser printer.....	\$2,000 / yr.
Projector bulbs(\$450 ea.).....	\$1800 / yr.
Paper, color laser.....	\$ 600 / yr.
Total.....	\$8,400 / yr.

Hopefully an existing paraprofessional would partially be assigned to the dedicated Mac lab.

### **Any Conditions Causing Or Tending To Cause A Negative Impact On The Graphic Arts Program**

A number of factors have tended to have or have had a negative impact upon the Graphic Arts Program. They include the following:

- 1 The revision of the Photography Program caused some loss of students in GCA 110, 112, 115, 160 and 114.
- 2 Failure to make major computerization additions to the program in a timely fashion.
- 3 A past absence of a sense of vibrancy, enthusiasm and need for staying at the "cutting edge" in the field.
- 4 Inadequate Program marketing.
- 5 Insufficient recent faculty participation in Graphic Arts Technology training, workshops, seminars, national and local organization meetings and sabbatical

participation.

### **Any Conditions Causing Or Tending To Cause A Positive Impact On The Graphic Arts Program**

A number of factors have tended to have or have had a positive impact upon the Graphic Arts Program. They include the following:

1 A Graphic Arts Program faculty member's, Gordon McGowan's, efforts this year to make a major revision and upgrade to the Graphic Arts Program (see Appendix A). This change will better prepare our students to meet an ever more competitive marketplace. This will be done to a great extent by computerization.

The courses having significant computerization would include revised courses GCA 110, GCA112, GCA 120, GCA122. Courses requiring total computer scheduling are the new courses GCA 175, Introduction to Computer Graphics, and GCA185. Fundamentals of Computer Illustration. These six computerized classes are major requirements of the revised program. The program would include both an Associate in Applied Science degree (67 credit hours) and a new Certificate component (45 credit hours).

Two additional new Program courses would include Advanced Marker Rendering and Portfolio Presentation

Mr. McGowan attended and presented to the O.R. Campus Curriculum Committee at its first meeting of the year (Sept. 1996) completed New Course Initial Assessment Forms and course revision forms. At that meeting the Curriculum Committee provided directions that Mr. McGowan should follow. Mr. McGowan has indicated to me his plans to reach the College Curriculum Committee in November, 1996.

2 Mr. McGowan has strengthened his computer teaching ability by teaching Continuing Education computer courses.

3 Mr. McGowan is planning to attend Adobe's "Train the Trainer" program at their headquarters.

4 Extension of the ongoing Intern Program with J. Walter Thompson has been made.

5 Mr. McGowan has worked out a short-term "Field Internship" for Advertising Design students with Schade Design, a local company.

6 The program, through its recommended electives will feed the Digital Imaging course, Fundamentals of Photography course and the new Interactive Media course.

- 7 All indicators push the Macintosh system for the program.
- 8 Mr. McGowan is collaborating with Mr. Khal Hanna on high school presentations of the Program. (May call for a quality leave-behind brochure explaining the program and how it applies to the real world of commercial art.
- 9 Plans to introduce computers early on in the Program to entice students and enhance retention.

### **Relevant Information From Last Needs Study**

As pointed out in the 1993 Needs Assessment, over the ten years of 1981-1992 GCA and GRA enrollment head count declined by 41.3% and 64.9% respectively. In the three years following that ten year study (1993- 1996), the duplicated head count dropped again from 461 to 339 a change of -26.5%. The past four-year Fall head count , including Fall 1996, indicates an even more drastic change of -35.6%.

I have not been able to find evidence of an active meeting advisory committee, as indicated in the Needs Assessment. However some isolated discussions with some advisors have been cited by faculty.

Occupational outlook sources basically make the same statement, as in the Needs Assessment, that the market remains highly competitive and that opportunities exist for the highly talented.

There is even a stronger requirement, then that stated in the Needs Assessment, for developed computer skills. We are a rare institution in this area, in that our Graphic Arts Program is not computerized.

The following statement from the needs assessment has even more impact today:

**"Graphics and commercial art programs in the Sate of Michigan that are most successful at integrating computer graphics into their curricula are those with strong financial and philosophical support for those ventures, and typically have highly involved advisory committees."**

### **Recommendations**

The Graphic Arts Program is at a crucial stage in its existence. Its problems include:

- an inordinate decline in its student population
- the absence of a highly involved advisory committee

- the absence of significant marketing activities
- a reluctance to recognize the need for Program change and react positively and rapidly to that need
- the inadequate and slow pace of Graphic Arts Program faculty retraining, particularly as related to computerization
- stiff competition with neighboring Programs
- the seeming lack of the spirit of vibrancy and vanguardism as related to local, state, or national Graphic Arts Programs

Some recommendations:

- 1 First and foremost, there should be rapid program and course revision with intimate advisory committee interaction and input.
- 2 A rigid time-line should be established for completion of the required steps for program and course revision and the approval of new courses and the approval of the proposed certificate program.
- 3 The advisory committee should include at least seven active members, including at least three newly invited members. They should meet periodically as a group, rather than by phone or meetings with individuals.
- 4 A detailed minimum and optimum skills list for the degree program and for the certificate program should be established. Organizational, state, and national skills lists should be scrutinized and where appropriate incorporated into our skills list.
- 5 The discipline and department should establish a strong marketing strategy to assist in counteracting the enrollment decline. The strategy should involve innovative methods of prospective student contact and college faculty interacting with high school faculty.
- 6 New ideas represented by new adjunct faculty is strongly desired, even in view of the present low enrollment problem
- 7 Intensive training of faculty is mandatory. The faculty should, in terms of computerization, become the foremost trainer of trainers. Sabbaticals, courses, workshops, voluntary summer or spring work in computerized facilities for training purposes should be included in this endeavor.
- 8 It should not be enough to be just one program in the crowd. Vanguardism should be the goal.
- 9 If the faculty in the discipline and in the department are able to positively respond to the above recommendations, a strong financial and philosophical support should be forthcoming from the campus and college for this venture.

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Vocational Biographies . Graphic Designer, U-3-20 D.O.T.:141.061-018. (1991)

## **Supplemental References**

Bergeron, Jack, Prof. Computer Graphics, Washtenaw Community College, Fax & Phone

Bertoia, Roger, Dean, Washtenaw Community College, Phone

Griffith, Ron, Dean, Schoolcraft Community College, Phone Conversation

McClenden, Kirk, Professor, Henry Ford Community College, Phone Conversation

Meador, William, Prof. Graphic Design Tech., Macomb Community College, South Campus, Fax & Phone

Stearns, Barry, Dean, Lansing Community College

**Appendix A**

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***Graphic & Computer  
Arts Program***

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**Major Revision**

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## RATIONALE (draft)

The Orchard Ridge commercial art faculty are submitting a major revision and upgrade of the Graphic and Commercial Art program in order to better prepare our students to meet an ever more competitive marketplace. One of the major forces driving this need is the increasing use of computers in the advertising and design professions, which was initially driven by changes in the printing industry. Feedback from advertising agencies, design studios, other employers, students and graduates reinforce the need for these computer-centered revisions. Our advisory committee has strongly supported these changes. Additional course modifications will result in a 65-70% computer-driven program. Currently, the program consists of two choices: the Advertising Design Option and the Illustration Option. We would eliminate the Illustration Option portion and fold its two illustration courses into what is now the Advertising Design Option.

We are requesting permission to add four new courses, drop one (technologically outdated), and change our present list of "Additional Major Requirements" to a list of "Recommended Electives". These changes will give us a 67 credits program.



## NEW CATALOG DESCRIPTION

This program provides professional and technical training in the creation of both graphic and advertising design, from the initial creative concept to a computer-generated execution, as it is applied in the commercial art profession. Emphasis is on developing the skills necessary to execute a portfolio which contains advertisements, or a series of advertisements which constitute an advertising campaign, posters, brochures, TV story boards rendered in rough and/or comprehensively finished visuals which include indications of typography, photography, and style of illustration.

Graduates may be employed in advertising agencies, design studios, corporate art departments, newspapers, magazines, TV stations and printing businesses.

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## Changes to GCA Program

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### **Graphic and Commercial Art / Advertising Option**

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Oakland Community College • Orchard Ridge

1. The Program Title will be changed to GRAPHIC & COMPUTER ARTS.
2. The Illustration Option will be eliminated. Except for the two core illustration courses, the other Major Requirements are redundant. There is currently insufficient demand for this Option as a separate component. GCA 127: Advertising Illustration will remain as a Major Requirement. GCA 237: Advanced Advertising Illustration will become a Recommended Elective.
3. All references to the Communication Arts and Technology Department have been eliminated. This department no longer exists.
4. New Course: Introduction to Computer Graphics added to Major Requirements.
5. New Course: Fundamentals of Computer Illustration added to Major Requirements.
6. New Course: Advanced Marker Rendering added to Major Requirements.
7. New Course: Portfolio Presentation added to Recommended Electives.
8. The addition of three of the above new courses to Major Requirements will elevate that total to 45 credits. The roster of Additional Major Requirements will be replaced by a roster of Recommended Electives. The student may then choose to enhance (expand) their technical training (experience) from that roster.
9. GRA 114: Camera and Platemaking eliminated. New technology renders this course irrelevant. Its keylining and ratio computation section will be melded (blended) into GCA112: Introduction to Letterforms.
10. GCA 222: Typography in Advertising, in addition to its current media, will introduce (add) some hands-on computer operation in solving typography problems.
11. Asterisks indicating the courses required for a certificate have been added to Introduction to Computer Graphics, Fundamentals of Computer Illustration, and Advanced Marker Rendering.

12. The Additional Major Requirements courses in AVM, CAD, DRT, and RET will not be transferred to the Recommended Electives roster. These courses have rarely been selected by GCA students. We feel they are not relevant in today's market.
13. As structured above, Major Requirements will total 45 credits for a Certificate and 67 credits for an Associate in Applied Science degree.

### Major Requirements

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GCA 110	Fund / Graphics	3
GCA 111	Perspective Drwg	3
GCA 112	Intro / Letterforms	3
GCA 115	Fund / Adv Design	3
GCA 120	Adv Graphic Desgn	3
GCA 121	Marker Rendering	3
GCA 127	Illustration	4
GCA 130	Color	3
GCA 222	Typography in Adv	3
GCA 225	Advert Design	3
GCA 235	Adv Advrtg Design	3
GCA 221	Adv Markr Rndrg	3
GCA 175	Intro/ Comptr Graphics	4
GCA 185	Fund /Comptr Illustr	4

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45

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### Recommended Electives

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GCA 000	Special Projects	1- 4
GCA 145	Portfolio	2
GCA 237	Adv Illustr	3
GCA 160	Airbrushing	3
GCA 260	Adv Airbrush	3
PHO 122	Fund / Photog	3
PHO 170	Beginn Digital Photo	4
GCA 140	Field Experience	1-4

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### General Ed Requirements

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ART 151	Basic Drawg	3
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Required Gen Ed Courses 19

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