

Major Highlights

Program Dashboard

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CRC Follow-Up

Graphic Design Major Highlights February 2007

Overview

The information contained within this binder represents supporting reports and data associated with the CRC's review of the Graphic Design program. These documents are intended to provide a historical perspective, as well as an idea of current and future issues which may impact the short and long term viability of the curriculum.

Major Highlights

- During academic year 2005-06 four out of the seven Program Dashboard measures under performed when compared to established benchmarks. Specifically, sections filled to capacity, percent of completed sections, student withdrawal rate as well as student incomplete rate fell below established trouble scores. On the other hand, percent of minority students exceeded the established benchmark.
- On average, Graphic Design sections have ranged between 71% and 81% of capacity over the last three years, compared to 83% college-wide. In other words, between 29% and 19% of available seats have been left unfilled. The college-wide benchmark for this measure ranges from a trouble score of 75% to a target of 90%. In 2005-06 Graphic Design fell into the red zone e.g. below the trouble score on this measure.
- Over the last three years (2003-04 to 2005-06) a growing percentage of Graphic Design sections have been canceled. Specifically, in 2003-04 97% of sections were completed, while in 2005-06 only 71% of offered sections were completed e.g. not canceled. The college-wide benchmark for this measure ranges from a trouble score of 75% to a target of 90%.
- Based on a three year rolling average, Graphic Design courses have seen a decline in both credit hour and headcount enrollment (2000-01 to 2005-06).
- Graphic Design courses have consistently attracted a relatively high percentage of minority students when compared to college-wide averages and regional demographic characteristics. The college-wide benchmark for this measure ranges from a trouble score of 16.9% to a target of 18.8%. As a result, minority student enrollment in French courses exceeds the established benchmark.
- Over the last three years student withdrawals from Graphic Design courses have exceeded the college-wide average. In 2005-06, nearly 30% (N = 112) of students withdrew from Graphic Design courses, exceeding the college-wide trouble score of 15%.
- The proportion of students receiving an incomplete has consistently remained above the college-wide average. During 2005-06 4.2% of students received an incomplete, while the college-wide trouble score on this measure is 3%. However, it's worth noting that the number of students receiving an incomplete has declined over the past three years.

- Generally, between 61% and 65% of students successfully complete Graphic Design courses with a grade of "C" or higher which is slightly lower than the college-wide student success rate. However, this falls within the benchmark range of 60% (trouble score) to 75% (target).
- When taking into consideration all seven Program Dashboard measures along with their relative weights and benchmarks, the Graphic Design program has experienced a declining overall dashboard score over the last three years. The current CRC review offers the opportunity to identify specific actions that can be taken in order to avoid further decline.
- Since its inception as a degree granting program in September 2000, a total of 70 Associate degrees have been awarded in the 62 credit hour Graphic design program.
- Employment opportunities within those occupations most closely related to Graphic design are expected to see modest growth over the next five years (2005 to 2010). The highest paying occupation (Commercial and Industrial Designers) is expected to see a real decline in the number of jobs, however employment opportunities are expected resulting from the need to replace current workers. Furthermore, the most abundant employment opportunities are anticipated within the "Graphic Designers" classification.
- The Graphic Design program has an established program assessment plan with five Learning Outcomes and one Benchmark and Assessment Method for each Outcome. However, the plan lacks a time table for implementation. Furthermore, there is no evidence that assessment activities are being conducted.

Oakland Community College Program Dashboard

The purpose of the program dashboard is to provide a data driven tool designed for the systematic and objective review of all curriculum offerings. Based on a common set of measures which apply to all programs/disciplines the program dashboard facilitates the systematic identification of well performing as well as ailing curriculum so early intervention (triage) efforts can be undertaken.

In a rapidly changing economic and competitive environment it is necessary if not imperative to continually review curriculum offerings annually. Dashboard reports are a useful tool for monitoring program performance. In addition, they allow for an integrated approach for collecting, presenting, and monitoring data to meet long and short-term programmatic decision-making needs. As in an airplane, the dashboard consists of a wide variety of indicator lights to provide the "pilot" information about the overall performance of the highly complex machine.

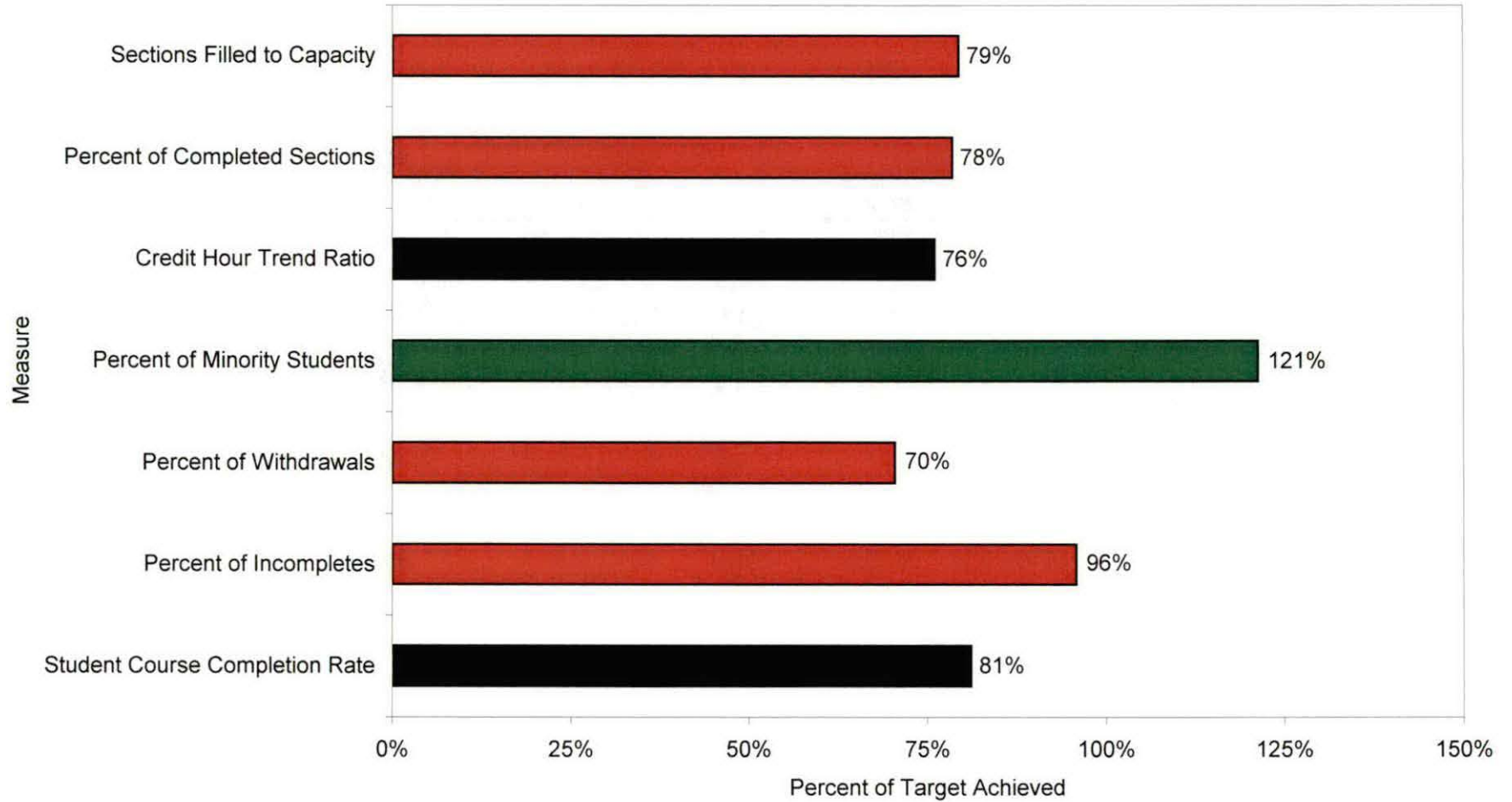
Oakland Community College Program Dashboard Report 2005-06

Graphic Design GRD Dashboard Score: 8.19

Measures	Benchmarks			Percent of Target Achieved	Weight	Weighted Score
	Current Score	Trouble Score	Target Score			
Sections Filled to Capacity	71.4%	75.0%	90.0%	79.3%	18.0%	1.43
Percent of Completed Sections	70.6%	75.0%	90.0%	78.4%	14.2%	1.11
Credit Hour Trend Ratio	0.95	0.71	1.25	76.0%	15.3%	1.16
Percent of Minority Students	22.8%	16.9%	18.8%	121.3%	6.1%	0.74
Percent of Withdrawals	29.6%	15.0%	0.0%	70.4%	12.0%	0.84
Percent of Incompletes	4.2%	3.0%	0.0%	95.8%	7.9%	0.76
Student Course Completion Rate	60.8%	60.0%	75.0%	81.1%	26.5%	2.15

Oakland Community College Percent of Target Achieved 2005-06

Graphic Design GRD



Program Dashboard

Prefix GRD
 Title Graphic Design

	2005-06	Program 2004-05	2003-04	College Wide 2005-06
Sections Filled to Capacity	71.4%	81.3%	79.3%	83.2%
Percent of Completed Sections	70.6%	75.6%	97.1%	86.6%
Headcount Trend Ratio	0.95	0.98	1.07	1.02
Credit Hour Trend Ratio	0.95	0.97	1.08	1.02
Percent of Minority Students	22.8%	27.2%	26.9%	27.9%
Percent of Withdrawals	29.6%	23.8%	24.4%	17.8%
Percent of Incompletes	4.2%	5.6%	6.9%	1.6%
Student Course Completion Rate	60.8%	64.8%	64.7%	68.2%
Dashboard Score	8.19	8.8	9.2	

Sections Filled to Capacity

Prefix GRD
 Prefix Title Graphic Design

	2005-06	2004-05	2003-04
Total Students	380	408	534
Total Capacity	532	502	673
Sections Filled To Capacity	71.4%	81.3%	79.3%

Definition:

The percent of all available seats which are filled on the terms official census date. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:

Total number of sections (credit courses only) that are filled to their designated capacity e.g. allocated seats divided by the total number of available seats in all sections throughout the academic year (July 1 through June 30). In other words, how many sections are filled to their capacity on the sections 1/10 day out of all sections? Include sections that are more than filled / overflowing in calculation.

One-Tenth Day data shows the capacity filled numbers at approximately 3 weeks after the Fall and Winter terms begin; and 1 week after the Summer I and II terms begin. This data will not provide additional enrollment data if the sections begin after the one-tenth day.

While a section may only have a few students enrolled in it the college is able to designate some sections as 'full' so that they are not cancelled (per OCCFA Master Agreement). Therefore some disciplines may show low fill capacity rates, and the college never cancelled the sections or condense the students into fewer sections offering the same course.

Percent of Completed Sections

Prefix GRD
Prefix Title Graphic Design

	2005-06	2004-05	2003-04
Active Sections	24	31	34
Cancelled Sections	10	10	1
Total Sections	34	41	35
Percent of Completed Sections	70.6%	75.6%	97.1%

Definition:

Of all offered sections, the percent of sections that are completed (not cancelled). Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session, after grades are posted.

Methodology:

Annually, the total number of offered credit sections that are completed. Formula = number of completed credit sections divided by the total number of offered credit sections. In other words, the percent of these sections that are not cancelled.

Headcount Trend Ratio

Prefix GRD
Prefix Title Graphic Design

	2005-06	2004-05	2003-04
Headcount Year 1	455	447	440
Headcount Year 2	534	455	447
Headcount Year 3	413	534	455
Headcount Year 4	390	413	534
Headcount Period 1	467	479	447
Headcount Period 2	446	467	479
Headcount Ratio	0.95	0.98	1.07

Definition:

Trend in student headcount based on a three year rolling average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term. (Note: this measure is not used in the calculation of the Program Dashboard score since it parallels trends depicted in Credit Hours.)

Methodology:

In order to establish a meaningful enrollment statistic which applies to large as well as small disciplines/programs a "ratio" was calculated based on a three year rolling average of student headcount.

The formula used to calculate this measure involves three simple steps:

- a. $\text{Year 1} + \text{Year 2} + \text{Year 3} / 3 = \text{Period 1}$
- b. $\text{Year 2} + \text{Year 3} + \text{Year 4} / 3 = \text{Period 2}$
- c. $\text{Period 2} / \text{Period 1} = \text{Ratio}$

If the ratio is greater than "1" this means there has been an enrollment increase. On the other hand, if the ratio is less than "1" this translates into an enrollment decline. The larger the number the larger the enrollment increase. Likewise, the lower the number the greater the enrollment decline.

Credit Hour Trend Ratio

Prefix GRD
Prefix Title Graphic Design

	2005-06	2004-05	2003-04
Credit Hour Year 1	1,478	1,449	1,426
Credit Hour Year 2	1,759	1,478	1,449
Credit Hour Year 3	1,307	1,759	1,478
Credit Hour Year 4	1,243	1,307	1,759
Credit Hour Period 1	1,515	1,562	1,451
Credit Hour Period 2	1,436	1,515	1,562
Credit Hour Ratio	0.95	0.97	1.08

Definition:

Trend in student credit hours based on a three year rolling average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:

In order to establish a meaningful enrollment statistic which applies to large as well as small disciplines/programs a "ratio" was calculated based on a three year rolling average of student credit hours.

The formula used to calculate this measure involves three simple steps:

- a. $\text{Year 1} + \text{Year 2} + \text{Year 3} / 3 = \text{Period 1}$
- b. $\text{Year 2} + \text{Year 3} + \text{Year 4} / 3 = \text{Period 2}$
- c. $\text{Period 2} / \text{Period 1} = \text{Ratio}$

If the ratio is greater than "1" this means there has been an enrollment increase. On the other hand, if the ratio is less than "1" this translates into an enrollment decline. The larger the number the larger the enrollment increase. Likewise, the lower the number the greater the enrollment decline.

Percent of Minority Students

Prefix GRD
Prefix Title Graphic Design

	2005-06	2004-05	2003-04
Minority Students	53	62	73
Total Students	232	228	271
Percent of Minority Students	22.8%	27.2%	26.9%

Definition:

The percent of students who are minority. Minority status is self-reported by the student and includes: African American, Asian, Hispanic, Native American Indian and Other. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:

Percentages are based on those students enrolled on the terms official census date (one tenth day) and excludes missing data.

Percent of Withdrawals

Prefix GRD
Prefix Title Graphic Design

	2005-06	2004-05	2003-04
Total Withdrawals	112	94	74
Total Grades	378	395	303
Percent of Withdrawals	29.6%	23.8%	24.4%

Definition:

The percent of students who withdraw from their course after the term begins. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:

Percent of withdrawals is derived by dividing the total number of student initiated withdrawals by the total number of grades and marks awarded throughout the academic year. The Withdrawal-Passing (WP), and Withdrawal-Failing (WF) are considered Withdrawals (W). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), and Not Reported (NR).

Percent of Incompletes

Prefix GRD
Prefix Title Graphic Design

	2005-06	2004-05	2003-04
Total Incompletes	16	22	21
Total Grades	378	395	303
Percent of Incompletes	4.2%	5.6%	6.9%

Definition:

The percent of students who receive an incomplete in their course. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:

Percent of incompletes is derived by dividing the total number of incompletes by the total number of grades and marks awarded throughout the academic year. The Continuous Progress (CP) grade is considered an Incomplete (I). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), and Not Reported (NR).

Student Course Completion Rate

Prefix GRD
Prefix Title Graphic Design

	2005-06	2004-05	2003-04
Successful Grades	230	256	196
Total Student Grades	378	395	303
Student Course Completion Rate	60.8%	64.8%	64.7%

Definition:

The percent of students who successfully complete a course with a grade of "C" or higher.
Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:

Student success rates are based on end of session data after all grades have been posted. Data includes grades from the entire academic year (Summer II, Fall, Winter, and Summer I). The following grades/marks are excluded from the calculation: Audit (AU), Not Attended (N) and Not Reported (NR).

Program Assessment Plan

Graphic Design

Statement of Purpose

To provide students the professional skills and knowledge required for a career in the Graphic Design and/or Advertising Design fields. Students will learn how to develop visual communication solutions for clients from the initial creative concept to the finished design using both traditional and/or computer-generated techniques.

Catalog Description

This program provides professional and technical training in the creation of both graphic and advertising design, from the initial creative concepts to both traditional and computer-generated executions, as it is applied in the commercial art profession. Emphasis is on developing the skills necessary to execute a well-rounded portfolio. This may contain advertisements or a series of advertisements which constitute an advertising campaign, posters, brochures, TV story boards and animatics rendered in rough and/or comprehensively finished visuals along with demonstration of the student's computer skills and program literacy.

Graduates may be employed in advertising agencies, design studios, corporate art departments, newspapers, magazines, TV station's graphics departments and printing businesses. Graduates may also be self-employed as practicing graphic designers.

Program Assessment Plan

Graphic Design

Learning Outcomes

GRD Students will demonstrate an understanding of and ability to weld disparate visual elements into an acceptable graphic solution to meet their clients' demands.

Benchmark	Assessment Method	Timeline
1. 90% of the GRD students will achieve "C" or higher in GRD 1150, GRD 1450 and GRD 2350 final projects requiring the organization of disparate visual elements. This trio of classes comprises of the true "core" of the Applied Design Group. The other classes are basic "skill" support classes.	Successful completion of each of the above final course capstone projects plus a written final exam.	
2.		
3.		
4.		
5.		

Program Assessment Plan

Graphic Design

Learning Outcomes

The GRD student will demonstrate sufficient competency in producing preliminary layouts, "comps" (tighter, more comprehensive layouts) and acceptable skills in the indication of necessary pictorial elements (generally with markers) for preliminary client approval.

Benchmark	Assessment Method	Timeline
1. In GRD 1210, 85% of the students will receive a "C" or higher on course projects dealing specifically with acquiring "marker indication skills" according to the project grading sheet.	Acceptable completion of the final performance (exam) GRD 1210 course project.	
2.		
3.		
4.		
5.		

Program Assessment Plan

Graphic Design

Learning Outcomes

The GRD 1120 And GRD 1320 students will demonstrate and understanding of the effective use of Type and type attributes (font, weight, style etc.) in the successful communication of ideas (learning to make type "talk").

Benchmark	Assessment Method	Timeline
1. 85% will earn "C" or higher, (with tight professional execution).	Ongoing and widely varying course projects culmination in in-class finals.	
2.		
3.		
4.		
5.		

Program Assessment Plan

Graphic Design

Learning Outcomes

The GRD students will demonstrate the required level of computer literacy with the basic graphic software used in the profession. Currently Adobe's InDesign (GRD 1750) and Illustrator (GRD 1850) from Adobes' Creative Suite 2.

Benchmark	Assessment Method	Timeline
1. In GRD 1750 and GRD 1850, 85% of the students will receive a "C" or higher on Adobe's own course projects dealing specifically with the acquisitions of the program basics. Advanced GRD 1320 and GRD 1950 classes also use this software in the execution of their projects. Same results – 85 % receive a "C" or higher.	Course projects and timed tests from GRD 1750, GRD 1850, GRD 1320 and GRD 1950.	
2.		
3.		
4.		
5.		

Program Assessment Plan

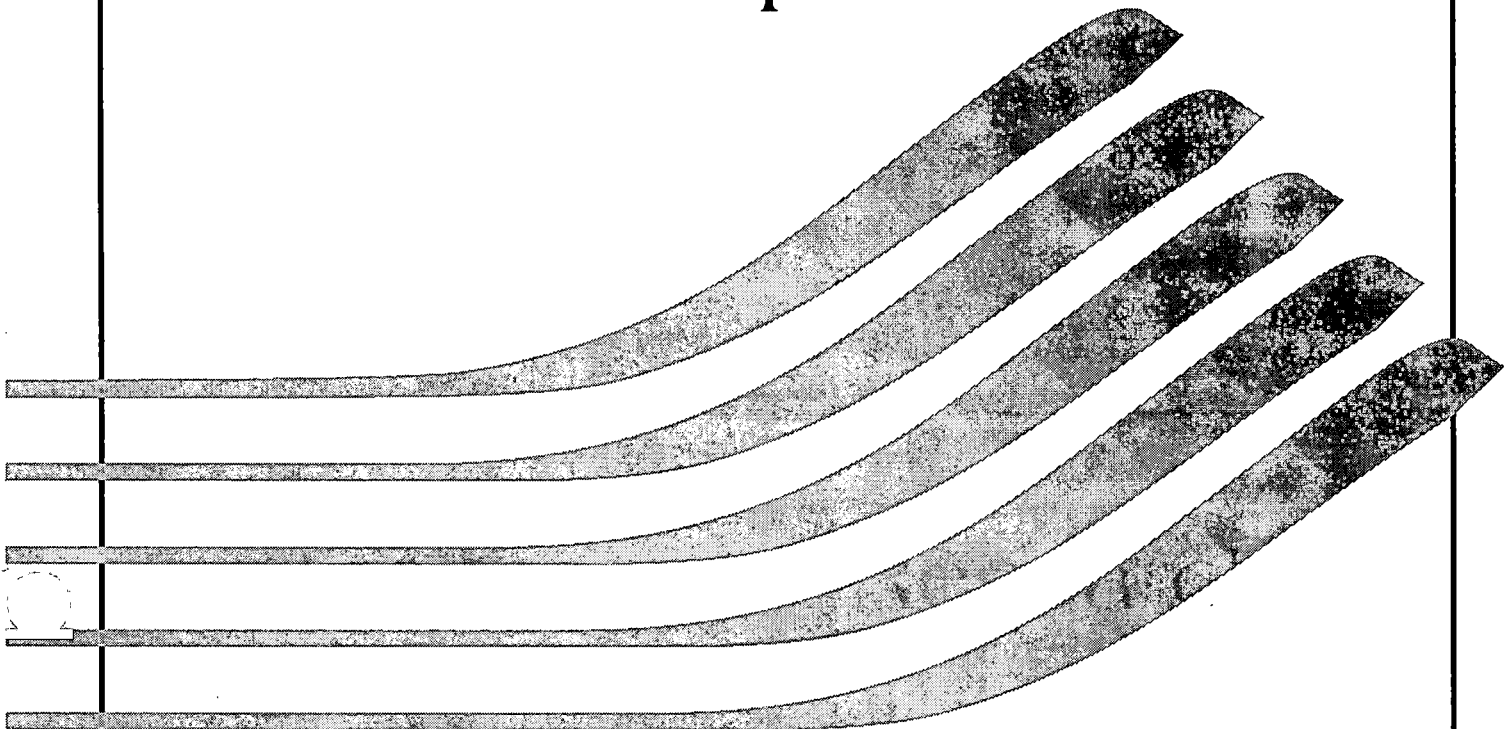
Graphic Design

Learning Outcomes

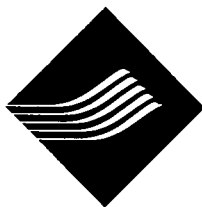
The GRD students will demonstrate sufficient knowledge of generally accepted principles of color.

Benchmark	Assessment Method	Timeline
1. In GRD 1300, 85% of the student will receive a "C" or higher on course projects dealing specifically with color values and commercial color applications.	Acceptable completion of the GRD 1300 final exam project and a written test.	
2.		
3.		
4.		
5.		

Institutional Research Report



**Graphic Design
Degree and Credit Hour Trends Reports
for
Curriculum Review Committee**



**OAKLAND
COMMUNITY
COLLEGE**

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GRD Rate of Change

College-Wide Ten-Year Trend



OAKLAND
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Degree Trends Report
Graphic Design
GRD
2005-06

Prepared by:
Oakland Community College
Office of Institutional Research
December 19, 2006

**Oakland Community College
Degree Trends Report
Graphic Design (GRD)
1996-97 through 2005-06**

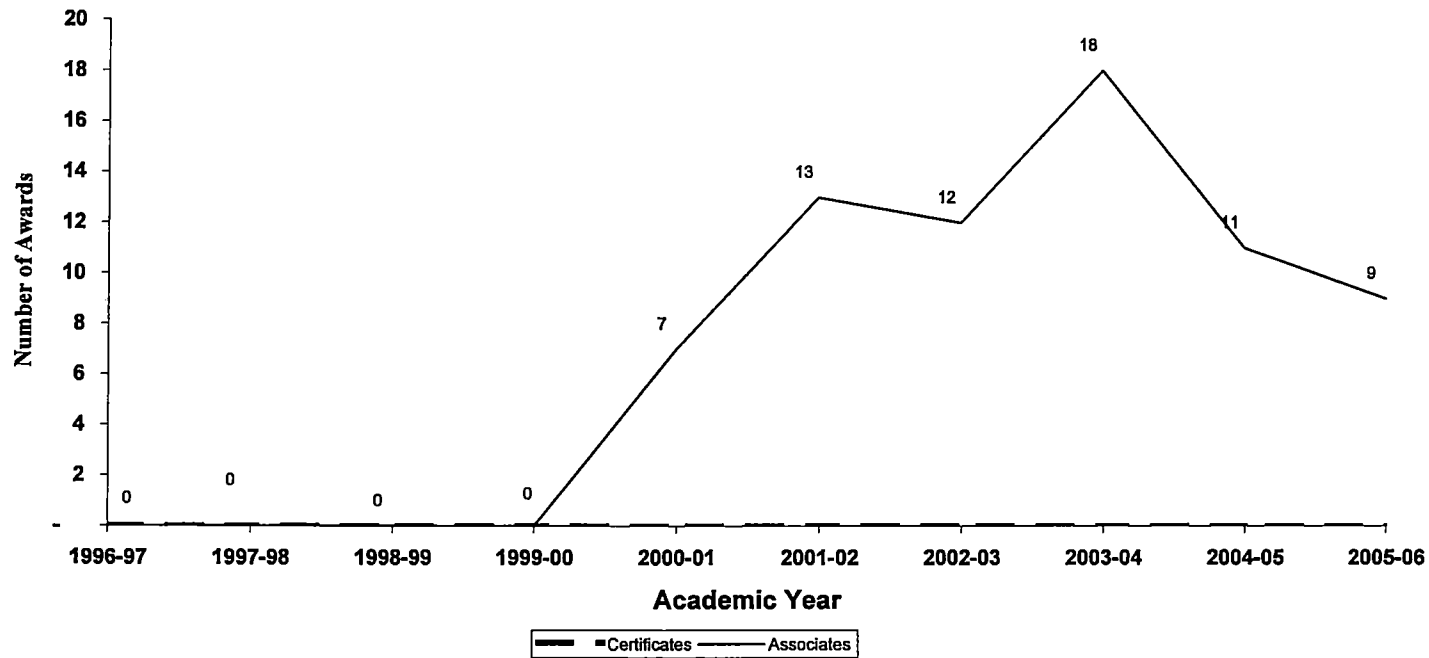
The Degree Trends Report is developed by the Office of Institutional Research based on data compiled from official college records which are submitted to the State of Michigan for the IPEDS (Integrated Post-Secondary Education System) Annual Degrees Conferred Report. The Degree Trends Report examines trends of OCC degrees, based on specific programs. The standard format offers information about certificates and associate degrees awarded. In the event that a given program offers only a certificate or an associate degree, information describing the other type of award will not be shown.

Trends over a specified period of time are illustrated by the following graphs for Graphic Design (GRD)

- Ten-year trend showing the annual awards conferred in Graphic Design
- Rate of change in annual awards conferred in Graphic Design
- The three-year Moving Mean for annual awards conferred in Graphic Design
- Ten-year trend in awards conferred collegewide.

Questions regarding this report can be forwarded to the Office of Institutional Research at (248) 341-2123.

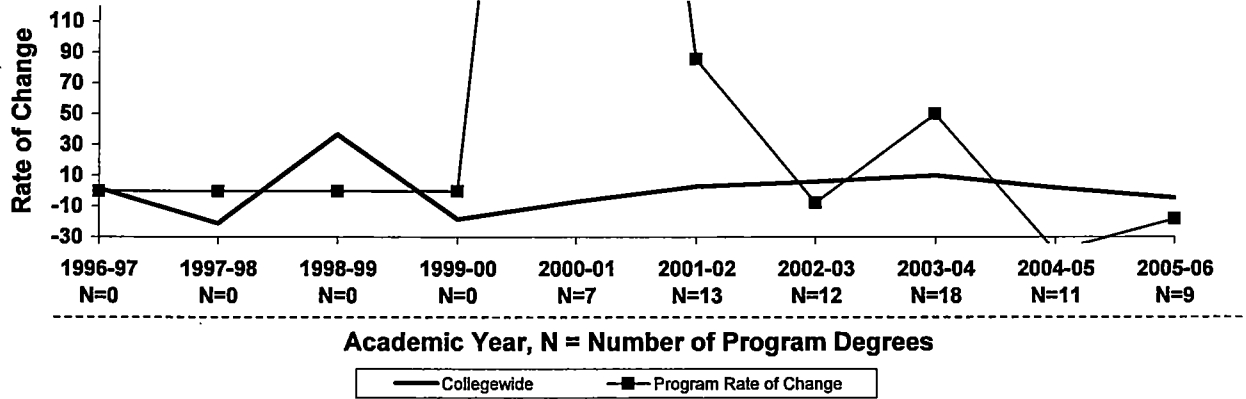
**Oakland Community College
Associate Degrees and Certificates Awarded
Graphic Design
1996-97 through 2005-06**



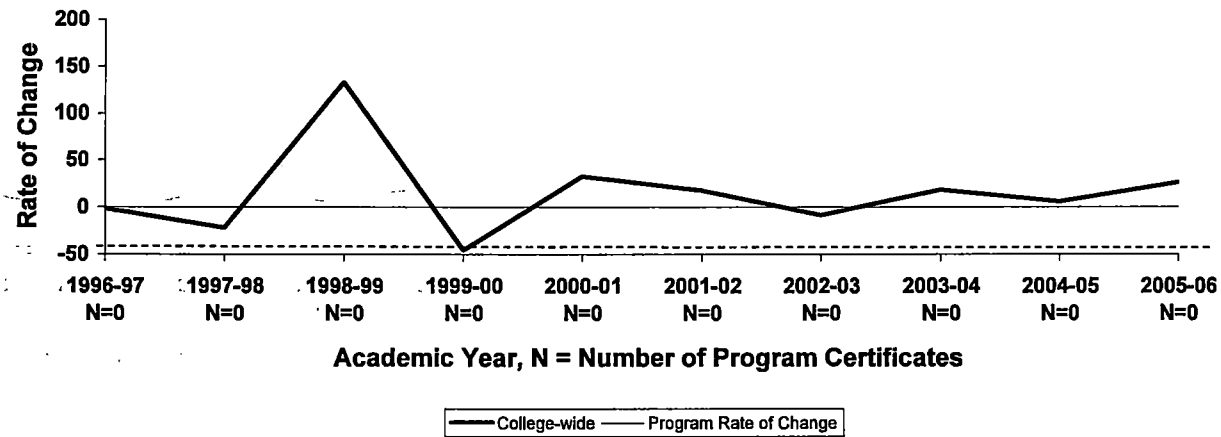
<u>Academic Yr.</u>	<u>Certificates</u>	<u>Associates</u>
1996-97	0	0
1997-98	0	0
1998-99	0	0
1999-00	0	0
2000-01	0	7
2001-02	0	13
2002-03	0	12
2003-04	0	18
2004-05	0	11
2005-06	0	9

**Oakland Community College
Rate of Change in Annual Awards
College-Wide
1996-97 through 2005-06**

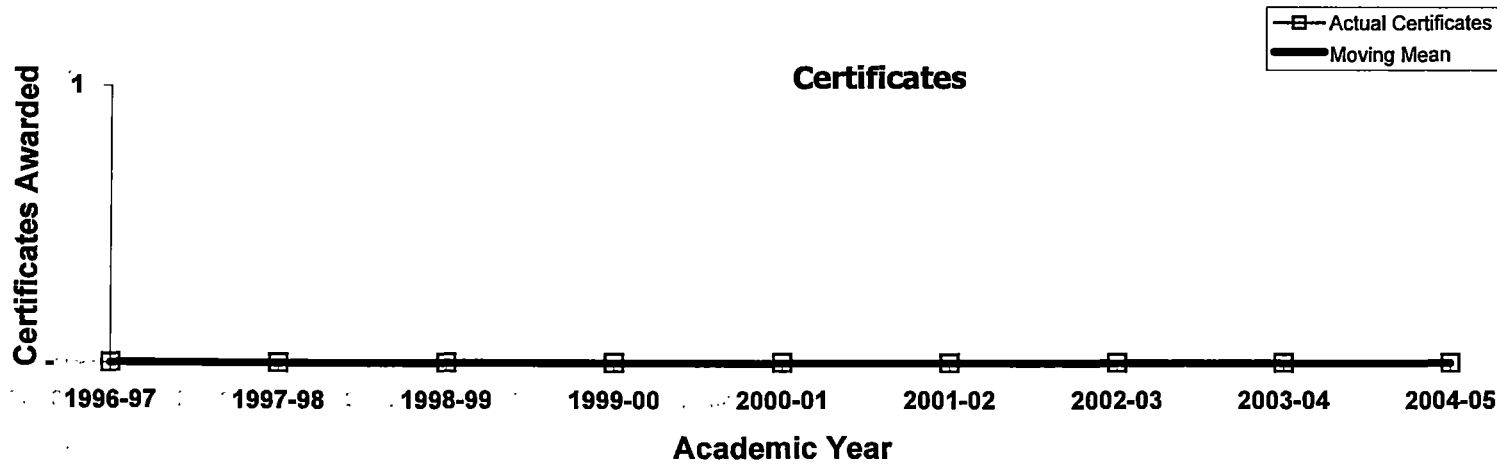
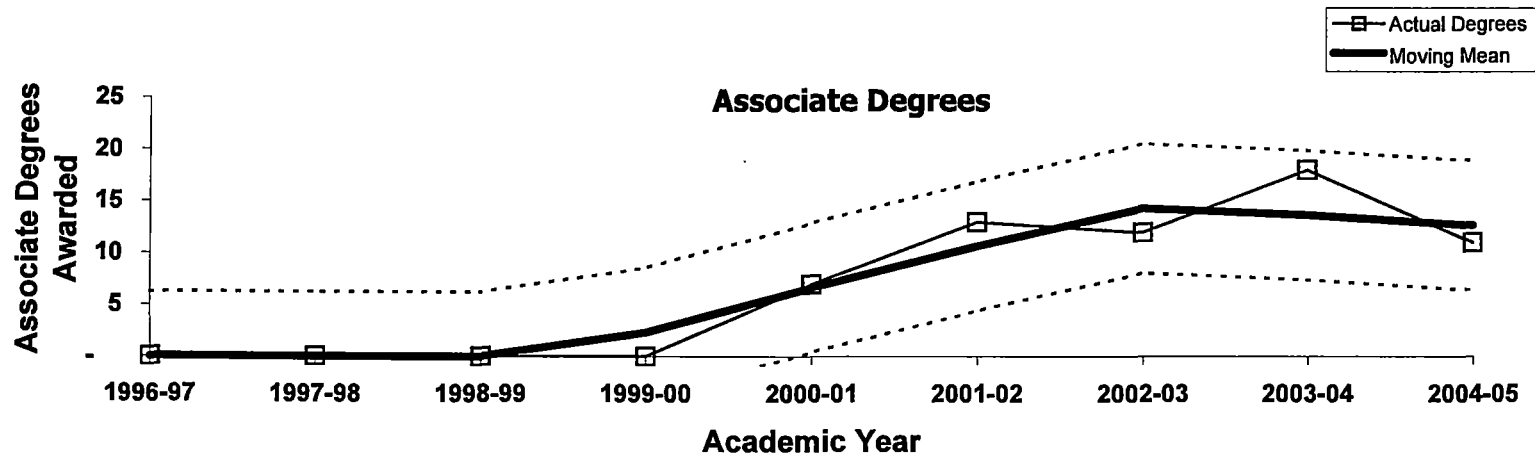
Associate Degrees



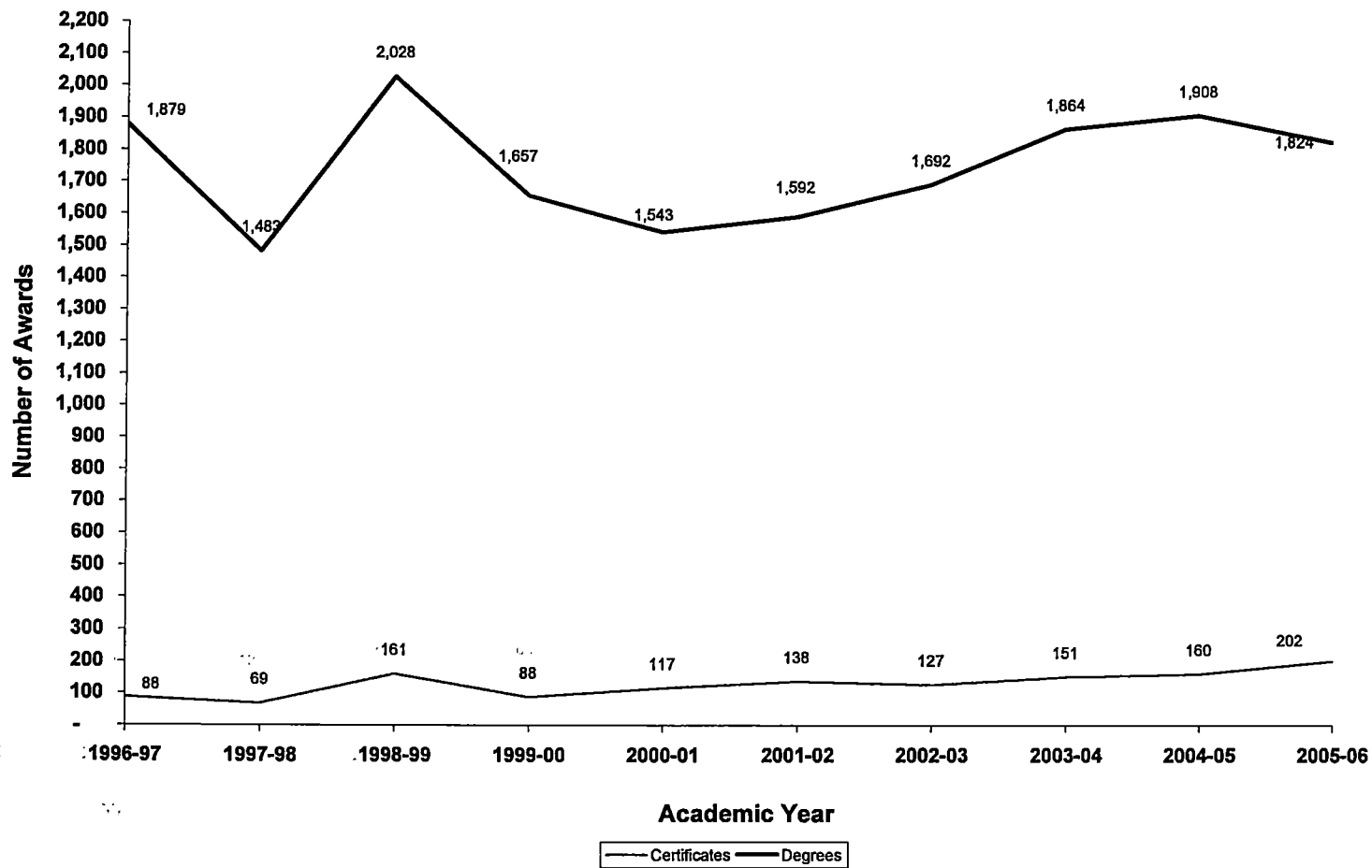
Certificates



**Oakland Community College
 Three Year Moving Mean in Annual Awards
 Graphic Design
 1996-97 through 2004-05**



**Oakland Community College
Associate Degrees and Certificates Awarded
College-Wide
1996-97 through 2005-06**





OAKLAND
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**Credit Hour Trends Report
Graphic Design
GRD
2005-06**

Prepared by:
Oakland Community College
Office of Institutional Research
December 19, 2006

**Oakland Community College
Credit Hour Trends Report
Graphic Design
1995-96 through 2005-06**

Each year the Office of Institutional Research prepares the Credit Hour Trends Report, based on data submitted to the State of Michigan in the annual ACS-6 (Activities Classification Structure) process. This report is based on each course section's official count date (1/10th Day). The Credit Hour Trends Report examines annual (July 1 - June 30) enrollment trends of OCC disciplines, based on course prefix codes.

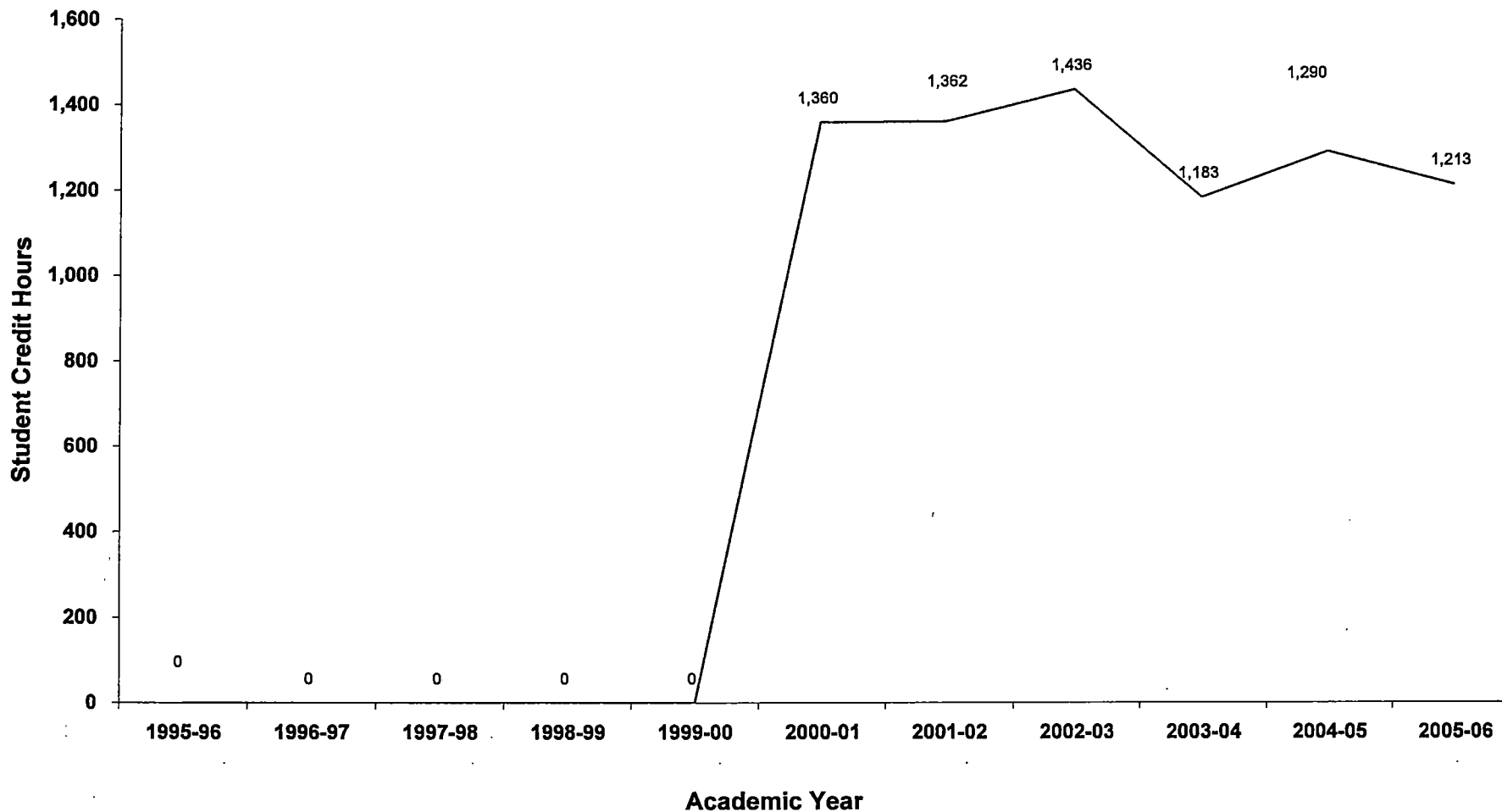
Trends over a specified period of time are illustrated by the following graphs for Graphic Design.

- Graph depicting ten-year trend in student credit hours generated by Graphic Design
- Graphs depicting three-year moving mean and rate of change in student credit hours for Graphic Design.
- Ten-year trend in annual credit hours generated Collegewide.

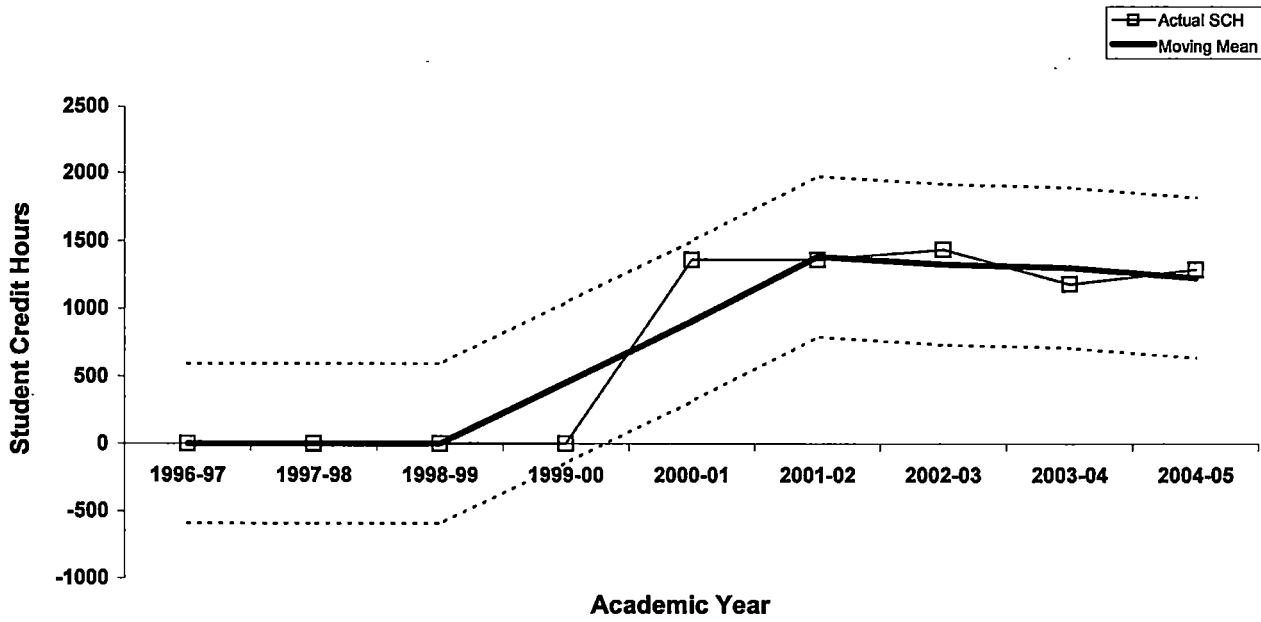
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**Oakland Community College
Ten-Year Trend in Student Credit Hours
Graphic Design
1995-96 through 2005-06**

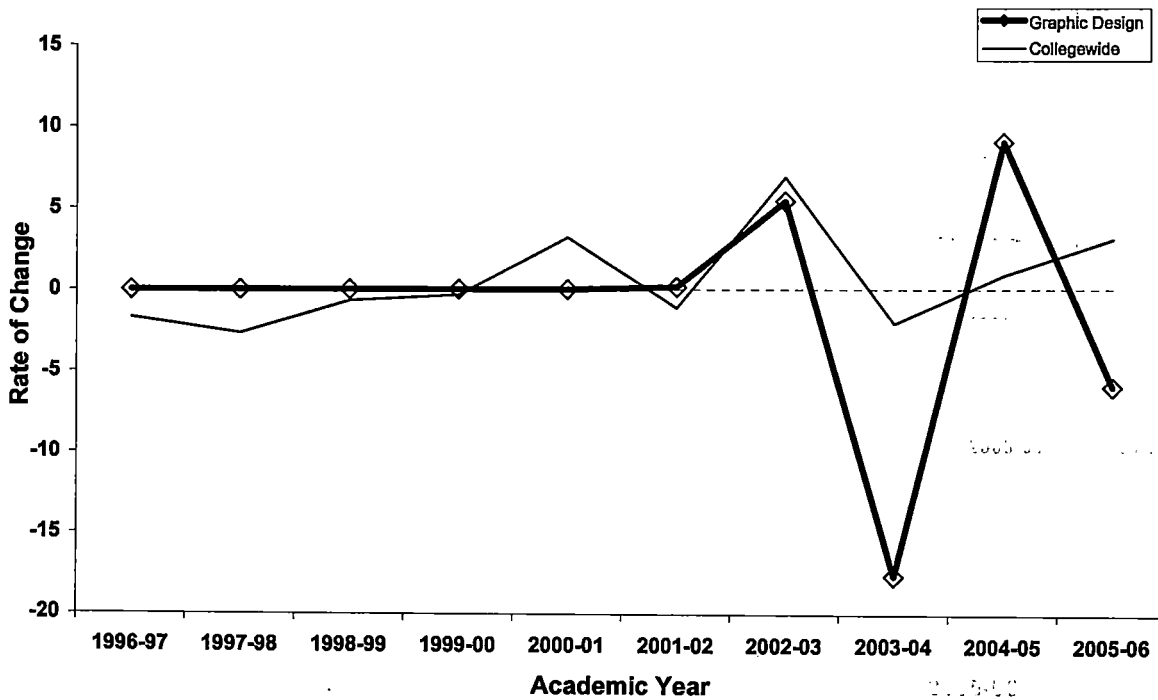
	1995-96 SCH	1996-97 SCH	1997-98 SCH	1998-99 SCH	1999-00 SCH	2000-01 SCH	2001-02 SCH	2002-03 SCH	2003-04 SCH	2004-05 SCH	2005-06 SCH	5-Year % Change	10-Year % Change
Graphic Design	0	0	0	0	0	1,360	1,362	1,436	1,183	1,290	1,213	-10.8	--
College Wide Totals	451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892	487,597	7.6	8.1



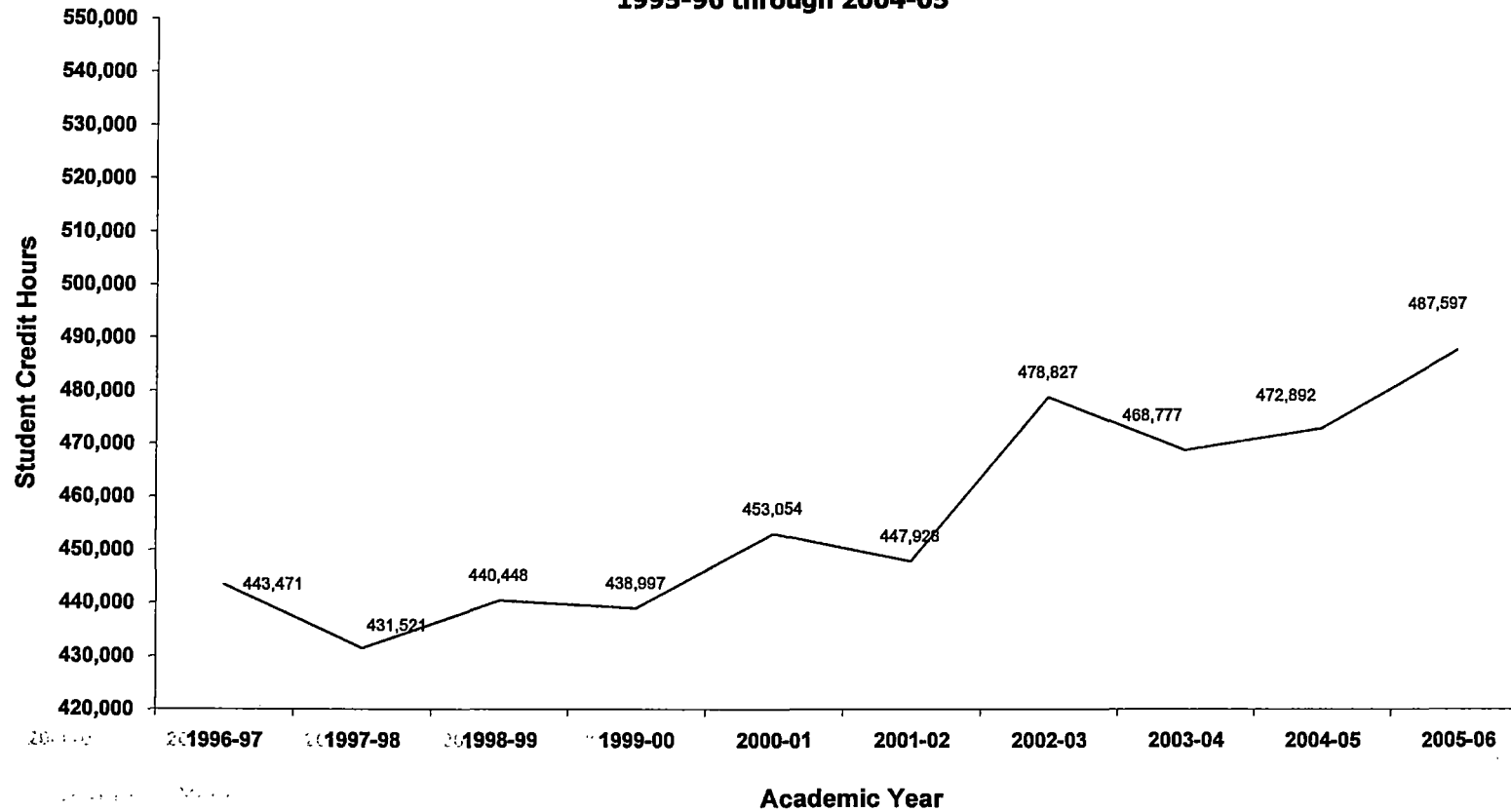
**Oakland Community College
Three-Year Moving Mean
Graphic Design
1996-97 through 2004-05**



Rate of Change in Student Credit Hours 1996-97 through 2005-06



**Oakland Community College
Ten-Year Trend in Student Credit Hours
College-Wide
1995-96 through 2004-05**



1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
443,471	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892	487,597

Occupational Projections (2005 – 2010)

The following projections are for those occupations most closely associated with this program. However, the extent to which specific OCC programs lead to jobs reflected within a given Standard Occupational Code (SOC) is dependent upon the way in which the U.S. Department of Labor groups specific occupations.

Occupational projections are presented at the "Detailed Standard Occupational Code" (N = 749) level according to the U.S. Department of Labor.

Projections are subject to change based on emerging economic, political and social forces.

These projections reflect the four county region of Oakland, Macomb, Livingston and Wayne counties.

Projections are based on data from 24 major data sources, including the U.S. Department of Commerce, Bureau of Labor Statistics (BLS), Internal Revenue Service (IRS), and Census data. To forecast occupational demand at the county level, BLS data are regionalized and adjusted for emerging technological changes, the age of workers by occupation, and other factors affecting occupational demand.

This information was obtained from CCbenefits Inc. Community College Strategic Planner (CCSP).

Data presented in the following tables include:

- Base Year: Current number of jobs in 2005.
- Five Year: Number of projected jobs in 2010.
- New Jobs: Projected number of new jobs between 2005 and 2010.
- Replacement Jobs: Projected number of replacement jobs between 2005 and 2010.
- % New Jobs: Percent of projected new jobs in 2010 using 2005 as the base year.
- % Replacement Jobs: Percent of projected replacement jobs in 2010 using 2005 as the base year.
- % New and Replacement Jobs: Percent of projected new and replacement jobs in 2010 using 2005 as the base year.
- Earnings: Average annual earnings within the SOC code in 2005.

Note: Percent change figures must be interpreted carefully since they are based on actual number of jobs. In some cases the actual number of jobs may be quite low, thereby giving a misleading picture if only the percentage was considered.

Graphic Design Related Occupations (2005 to 2010)

SOC Detail Group

SOC Code	Name	Base Year	Five Year	New Jobs	Rplmnt Jobs	% New Jobs	% Rplmnt	% New & Rplmnt	Earnings
27-1019	Artists and Related Workers, All Other	808	854	46	72	6.0%	9.0%	15.0%	\$32,490
27-1021	Commercial and Industrial Designers	3,846	3,777	-69	252	-2.0%	7.0%	5.0%	\$72,550
27-1024	Graphic Designers	3,609	3,831	222	232	6.0%	6.0%	13.0%	\$47,486
Totals:		8,263	8,462	199	556				

Graphic Design Related Occupations
SOC Detail Definitions

SOC Code 27-1019

Name Artists and Related Workers, All Other

Definition

All artists and related workers not listed separately.

Examples

Art Appraiser, Calligrapher, Inker and Opaquer

SOC Code 27-1021

Name Commercial and Industrial Designers

Definition

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.

Examples

Body Stylist, Color Consultant, Jewelry Designer

SOC Code 27-1024

Name Graphic Designers

Definition

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.

Examples

Catalogue Illustrator, Graphic Artist, Layout Artist



OAKLAND
COMMUNITY
COLLEGE

**GRAPHIC ARTS DESIGN
STUDENT EVALUATION
WINTER 2007**

**Prepared for:
Letyna Roberts
Manager of State and Federal Programs**

Prepared by:
Stephanie Wren
Research Analyst
Office of Institutional Research
(248) 232-4528
April 2007

OAKLAND COMMUNITY COLLEGE
GRAPHIC ARTS DESIGN
STUDENT EVALUATION
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GRAPHIC ARTS DESIGN
STUDENT EVALUATION
WINTER 2007

Purpose

The purpose of the study was to compile the data for a summary report of the Graphic Arts Design program for the PROE/Curriculum Review process. The final results will be forwarded to Letyna Roberts, Manager of State and Federal Programs, for distribution.

Methodology

Survey responses were collected from 102 students. The survey gathered feedback from the students on issues such as the courses offered in the program, student satisfaction with the program, and the quality of instruction. The items were rated 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). Mean responses for each item were calculated and the results are presented below.

**OAKLAND COMMUNITY COLLEGE
GRAPHIC ARTS DESIGN
STUDENT EVALUATION
WINTER 2007**

Results

	Question	Mean
1	My program of study at Oakland Community College is meeting my expectations.	3.7
2	The courses offered in my program of study are preparing me for the workforce.	3.8
3	I would like to change my current program of study because of academic reasons.	2.0
4	I would like to attend another institution because of dissatisfaction with my current program of study at Oal	2.3
5	I am satisfied with the quality of the instructors in my program of study.	3.7
6	I feel that the instructors are knowledgeable about the course subject-matter.	4.2
7	I am satisfied with the course offerings in mu current program of study at Oakland Community College.	3.4
8	My instructors help me to understand how useful my program of stdy can be in the real-world.	3.9
9	My instructors make the course subject-matter seem interesting.	3.7
10	I am informed about what is happening in my program.	3.4
11	I think the department is committed to student success in the program.	3.8
12	I am satisfied with my program of study.	3.7
	Overall	3.5

- The students indicated that they would not change their current program of study for academic reasons or attend another institution because of dissatisfaction with the program at OCC as evidenced by a mean score of 2.0 and 2.3 respectively.
- The student responses typically ranged between neutral and agree.
- The students are somewhat neutral with respect to their satisfaction with the program as evidence by a mean score of 3.7 on item 12.
 - Comparatively,
 - The students were less satisfied with the course offerings in the program as noted by their mean response of 3.4.
 - And, the students felt that the instructors were knowledgeable about the course subject-matter as noted by a 4.2 mean response.

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If there is one thing you could change about the program, then explain what it is and how it would enhance the program:

Open-Ended Responses:

1. (For) GRD, (have) more good examples for work or projects.
2. (Have) better instruction and better classes.
3. (Have) less painting, please, and more graphic work, not (necessarily?) computer programs, but graphics is such a large field. There are way more things to do than just work with paints and shapes. It's making me apathetic about something I once loved.
4. (Have) more basic classes open all year. Don't just offer a class we need once and expect everyone to get in it.
5. (Have) more computer based projects that reflect real-world assignments.
6. (Have) more computer classes for the graphic design.
7. (I need) more classes offered throughout semesters. (For) example, two of my required GRD classes ran at the same time. I was unable to take one of the courses until (the) following year, which postponed my graduation by a whole school year.
8. (I need) some kind of aid for expenses for all materials used in graphic classes (such as) paints, paper, and pencils. (It) becomes difficult to keep supplies that I need on hand at all times.
9. (I want) cheaper art supplies. I have spent about the same amount on tuition as supplies.
10. (I want) more computer work sooner.
11. (I want) more different classes. Some classes should be worth less credits.
12. (I want) more night time classes to be offered, and also more variety of classes in the summer.
13. (I wish that we would) be given an estimate for the cost of materials at the start of the semester, so that we can better plan for expenses.
14. (I would like it) if there could be more than one of the same class offered, rather than just one choice.
15. (I would need a) time expansion device so I can have more time to finish these projects.
16. (Incorporate the) use of modern technologies to streamline the process. (Provide) ideas and programs for what to do after "X" years of college.
17. (OCC should) offer an ADOBE certification program.
18. (Provide) help finding a career after graduation.
19. A more positive attitude and sense of achievement is needed in classes.
Attitude is very important to success, but I believe there is a poor attitude in some classes.
20. Add some real world experiences to the coursework so the student will better be able to make a connection from classes to (the) real world.
21. Do more (of) what the graphic design companies, (and) advertisement (personnel?) are doing today, since I know a lot (of them) want to go to the Internet.
22. For what I am interested in, for a career, there aren't enough supportive classes such as Flash, or Dreamweaver oriented classes.
23. Have a different teacher who knows what we are doing.

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Open-Ended Responses (continued):

24. Have more classes offered at different times of the day. It seems like most of the graphic design programs are offered at night. We want more day and afternoon classes.
25. I am changing careers and I am frustrated by the limited courses.
26. I am only in the basic course so maybe it will change
27. I am satisfied with the whole program, in general!
28. I don't like how some classes are only offered one semester but I understand why. It just is inconvenient when one gets cancelled because not enough sign up. It can throw off a student's schedule.
29. I guess it has to do with teacher-to-teacher communication but I can't explain it. (There seems to be a) homework overload for students attending full time or more.
30. I love Prof. McGovern, but we need to bring the program up-to-date and have a larger variety of instructors to guide us.
31. I think the professors should work closer with students having difficulty in the classes. I've noticed that my professor seems to disregard those students who find it difficult to keep up with class assignments.
32. I think there should be more classes relating to current graphic design, specifically computer work. There is a lot of emphasis on painting, markers, hand lettering, and things that aren't often used any longer, in the field.
33. I think there should be more graphic design classes offered during Summer I and II.
34. I think you could offer a more diverse program. Break it down into subcategories (like) media design, advertising, print, and cartoon.
35. I want more class availability, different days and times. It would help by getting us through the program quicker and (we would be) graduating sooner.
36. I wish I could change the fact that some classes are only offered one semester in the year and when not enough students sign up it gets cancelled. That can throw off a schedule by over a year.
37. I would add Web design to the program. I think having Print/Web courses would fully prepare us for the workforce.
38. I would include a tour of a real agency and allow the students to ask questions of designers.
39. I would like more classes with computers, less with classes done by hand. I would also like to see the supply fee lowered. Since the class provides no materials or supplies, I still have to go out and buy supplies.
40. I would like more computer classes that have to do with graphic design.
41. I would like more instructors. When taking art classes, it helps (to) learn from different perspectives. Having only one main instructor teach most courses limits students from getting different ideas and expectations.
42. I would like more use of projectors for movies and presentations to use my eyes more for developing ideas. In this class I am learning but I think there is good potential from learning from the display to generate new and better ideas.

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Open-Ended Responses (continued):

43. I would like to (have had) some computer work for graphic design as my introductory art class was near(ly) identical to this.
44. I would like to get more input about my work. I would love if I could talk to all of the Graphic teachers and figure out my style with more than one person grading.
45. I would like to have a professor who is more positive about this degree.
I want (to) leave here feeling ready to get a job of what I'm studying.
46. I would like to see a course or a portion of a current course include information about printing in more detail, so we (could) know more about what it takes to send something to print and how it's done.
47. I would like to see more graphics/Web classes. I like GRD 1100, but I am more interested in Web-generated content since most things are now digital.
48. If a class is only offered one semester a year, and not enough students sign up, it should still continue because not having it can screw up a student's schedule by a year or more.
49. If there could be more in-class demonstrations, that would help me tremendously.
50. If there were more class days and times available, meaning more than one option of a course day and time, that would be more flexible for work schedules.
51. In the Photographic Technology program we need a better digital program. Advanced is not advanced. For the Graphic Design program, tedious painting and penciling classes could, perhaps, be redesigned for the digital workflow.
52. It would help those trying to get back in the workforce, needing to refresh/learn graphics programs, Indesign, Illustrator, and Photoshop.
53. Make a Dreamweaver/Flash class a part of the curriculum, as it seems that most graphic designers are expected to do Website work as well.
54. Maybe (have) speakers coming in to speak about the field of graphic design. (Have us) be able to get hands on, in a real workplace.
55. Maybe (have) speakers coming in to talk about the field of graphic design so we (could) get an idea of what it is really like.
56. Maybe I'm not far enough into the program, but I feel there should be a class that links some of the programs we're learning to use together to create projects, just like the real world.
57. Most graphic design posit
58. Move GRD classes to a less-centered building. Carrying supplies is extremely tiring.
59. My instructor is teaching me very important concepts of design; however, I need to learn more with computers.
60. N/A
61. None
62. Not one GRD school is painting their graphics, so why the (expletive) are we? Painting is outdated. We should start on the computer, because that is what professionals use. They don't (expletive) paint.
63. Offer a greater variety of classes, such as advertising design, industrial design, logo design, etc.
64. Offer some graphic design courses at Highland Lakes.

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Open-Ended Responses (continued):

65. Perhaps, have slightly less homework, though I'm sure having this much work will prepare us more for the workplace.
66. Perhaps, include a course in Dreamweaver/Flash as a part of the GRD curriculum, since, apparently, a lot of people expect graphic designers to know how to build Websites.
67. Provide help finding employment after graduation.
68. Some courses have to be updated, Typography, for example. (Hire) new instructors.
69. Talk about more real life jobs/experiences in the workforce.
(Give) more detail of what it's like. (Tell) where to go and what to look for, and explain the projects with more purpose.
70. The amount of wasted supplies in (the) Graphic Design class is outrageous, for the amount of money these supplies cost.
71. The program has to be updated, especially for classes like Typography and Applied Design.
72. The program needs to be updated.
73. There could be more than one of each class offered. Some supplies could be supplied by the school.
74. There is nothing.

75. They need to get more teachers and get up to date.
76. They need to get new teachers, if they can, for Graphic Design, and in some ways, update.
77. Update this program, please! McGowen's Fundamentals are great and can be combined with real world design, printing, and publishing experiences. We need more guidance!
78. We don't need (?) classes like rendering tech. We are in the 21st century and still design (by) hand. What is the computer for?
79. We got books and we don't even use them. We could learn more if we used the books some time.



OAKLAND
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**GRAPHIC ARTS DESIGN
FACULTY EVALUATION
WINTER 2007**

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Letyna Roberts
Manager of State and Federal Programs**

Prepared by:
Stephanie Wren
Research Analyst
Office of Institutional Research
(248) 232-4528
April 2007

OAKLAND COMMUNITY COLLEGE
GRAPHIC ARTS DESIGN
FACULTY EVALUATION
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GRAPHIC ARTS DESIGN
FACULTY EVALUATION
WINTER 2007

Purpose

The purpose of the study was to compile the data for a summary report of the Graphic Arts Design program for the PROE/Curriculum Review process. The final results will be forwarded to Letyna Roberts, Manager of State and Federal Programs, for distribution.

Methodology

Survey responses were collected from three faculty members. The survey gathered feedback from the faculty responses on issues such as the courses offered in the program, faculty satisfaction with student preparation for the program, and the quality of instruction. The items were rated 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). Mean responses for each item were calculated and the results are presented below.

**OAKLAND COMMUNITY COLLEGE
GRAPHIC ARTS DESIGN
FACULTY EVALUATION
WINTER 2007**

Results

1	The program of study in which I teach at Oakland Community College is meeting my expectations as a faculty mem	4.0
2	The courses offered in the program are preparing the students for the workforce.	3.7
3	The program can be more challenging academically for the students.	4.7
4	The program can be more competitive with other institutions that offer similar programs.	3.7
5	I am satisfied with the quality of instruction provided to the students in this program.	4.0
6	My fellow faculty members in the program are knowledgeable about the course subject-matter.	4.7
7	I am satisfied with the course offerings in this program.	3.0
8	I feel that the program has a focus on real-world application.	4.0
9	I feel that the students are prepared for the rigors of the program.	2.3
10	I am informed about what is happening in this program.	3.3
11	Opportunities are available for me to make suggestions for improvements in this program.	4.3
12	I think the department has a commitment of student success in the program.	4.7
	Overall	3.9

- The instructors seem to feel as if the students are not prepared for the rigors of the program as noted by a 2.3 mean response to item nine.
- And, the instructors feel that the program can be more challenging for the students as noted by a 4.7 mean response to item ten.
- Most notable: the instructors tend to strongly agree that the program can be more challenging for the students academically given a mean response of 4.7 on item three.

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GRAPHIC ARTS DESIGN
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If there is one thing you would like to change about the program, then explain what it is and how it would enhance the program?

1. Update course descriptions and terminology. (Courses should be) objective oriented and use words that excite or market the course better. Add Web design courses since most of the world uses the Internet/computers. I believe Web classes would draw more students to OCC.



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**GRAPHIC ARTS DESIGN
ADVISORY COMMITTEE EVALUATION
WINTER 2007**

**Prepared for:
Letyna Roberts
Manager of State and Federal Programs**

Prepared by:
Stephanie Wren
Research Analyst
Office of Institutional Research
(248) 232-4528
April 2007

OAKLAND COMMUNITY COLLEGE
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ADVISORY COMMITTEE EVALUATION
WINTER 2007

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OAKLAND COMMUNITY COLLEGE
GRAPHIC ARTS DESIGN
ADVISORY COMMITTEE EVALUATION
WINTER 2007

Purpose

The purpose of the study was to compile the data for a summary report of the Graphic Arts Design program for the PROE/Curriculum Review process. The final results will be forwarded to Letyna Roberts, Manager of State and Federal Programs, for distribution.

Methodology

Survey responses were collected from three advisory committee members. The survey gathered feedback from the advisory committee on issues such as the whether the courses were preparing the students for the workforce, the advisory committees input regarding decision making within the program, and the direction of the program. The items were rated 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). Mean responses for each item were calculated and the results are presented below.

OAKLAND COMMUNITY COLLEGE
GRAPHIC ARTS DESIGN
ADVISORY COMMITTEE EVALUATION
WINTER 2007

Results

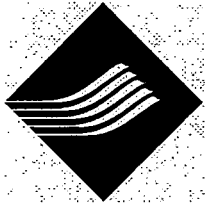
Question	Mean
The program at Oakland Community College is meeting the expectations of the advisory committee.	2.7
The courses offered are preparing the students for the workforce.	2.0
The advisory committee is informed about the program.	3.0
The advisory committee has substantial input into decision-making within the program.	2.7
The advisory committee is satisfied with the direction of the program.	2.3
Overall	2.5

- The advisory committee appears to be neutral or in disagreement with their role and input in the program. This is evidenced by the mean responses of 3.0 or less on the items listed above.

OAKLAND COMMUNITY COLLEGE
GRAPHIC ARTS DESIGN
ADVISORY COMMITTEE EVALUATION
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If there is one thing the committee would like to change about the program, then explain what it is and how it would enhance the program.

1. Add web design courses and update the course descriptions as well as course titles.
2. Establish a more hierarchical structure of classes centered on basic fundamentals (i.e. Graphic Design, Typography, color) and allow for more detail and complexity in the coursework as students progress each semester. Courses need to be more clearly defined and more focused.
3. My feeling is that a two-year program should give an introduction to the different areas of GD, more Web and how it applies to the real world. A basic ad course that allows them to understand the difference between a G. designer and an Art director (would enhance the program).



OAKLAND
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COLLEGE

Curriculum Review Committee

Graphic Design Review
April 13, 2007

Michelle Pergeau Faculty Interior Design
Gordon McGowan Faculty Graphic Design

Recommendations:

- After catalogue course review faculty agree that ALL courses need revision. CRC recommends that this be done next year and taken through the College Curriculum Committee.
- Students need to understand how to progress through the program. Course revision might assist in developing of a sequential plan.
- Recommend that GRD 2450 (Portfolio Preparation) be mandatory so students get experience. An additional portfolio course could move the program into an extended degree. Also consider the portfolio to be completed throughout the program and then a capstone course.
- GRD 1320 and GRD 2220 (Digital Font Designs) same titles but different courses. Changes to be taken to College Curriculum Committee.
- GRD 2220 has not been offered and should be off the college books or a revised course and title.
- There appears a need to update program in the use of technology for current commercial art industry.
- Schedule notes need to state software being used. Can we use software titles in catalogue description? Check with College Curriculum Committee. Might not want to do this due to needing to do minor revisions if changes (not real-time). Better placed in Schedule notes.
- Syllabi needs consistent template. Recommend using RO template.
- Supply List should be attached to syllabi.
- Is there a need for a Certificate program or Certificate of Achievement versus a degree?
- GRD 1750 (Computer Design I), 1850 (Digital Illustration I), 1950(Computer Design II) and advanced illustrator course 2350(Studio Projects) (1450 pre-req required) might be a Certificate of Achievement.
- Schedule notes should state additional fees required over course fee and covered by Financial Aid. Appears additional supplies need that OCC Bookstore does not carry.
- Need displays cases for viewing of student work.
- Need internet access in D201 and D203.

- Create a course specific to Graphic Design Photoshop or incorporate Adobe InDesign, Photos Shop and Illustrator.
- Faculty recommends a greater typography emphasis.
- Consider a course on Web Development and Animation. Graphic Design might consider an interdisciplinary course with the CIS and or CAD discipline.
- CRC recommends another mini review in Winter 2008 to review implementation of CRC recommendations.