

# *GRD curriculum review*

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*Winter 2007*

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*A. Catalog course descriptions*

## GRAPHIC DESIGN

### Associate of Applied Science - (GRD.AAS)

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.

#### Major Requirements

		Credits
<u>GRD 1100</u>	Graphic Design	3
<u>GRD 1120</u>	Typography in Design	3
<u>GRD 1150</u>	Applied Design I	3
<u>GRD 1200</u>	Professional Procedures	3
<u>GRD 1210</u>	Rendering Techniques	3
<u>GRD 1300</u>	Color	3
<u>GRD 1320</u>	Digital Font Design	3
<u>GRD 1450</u>	Applied Design II	3
<u>GRD 1750</u>	Computer Design I	4
<u>GRD 1850</u>	Digital Illustration I	4
<u>GRD 1950</u>	Computer Design II	4
<u>GRD 2350</u>	Studio Projects	3

#### Required Supportive Courses

<u>ART 1510</u> •	Basic Drawing (or equivalent studio art course)	3
<u>ENG 1350</u> •	Business Communication	3
or		
<u>ENG 1510</u> •	Composition I	3
<u>PHO 1700</u>	Beginning Digital Photography	4
<u>SPE 1290</u> •	Interpersonal Communication	3
or		
<u>SPE 1610</u> •	Fundamentals of Speech	3

#### Recommended Electives

<u>ACC 1500</u>	Fundamental Accounting	3
<u>BUS 1210</u>	Starting and Operating a Small Business	3
<u>GRD 1401-4</u>	Field Experience	1 - 4
<u>GRD 2401-4</u>	Special Computer Projects	1 - 4
<u>GRD 2450</u>	Portfolio Preparation	3
<u>GRD 2850</u>	Digital Illustration II	4
<u>MKT 2010</u>	Advertising	3
<u>PHO 1220</u> •	Fundamentals of Photography	3

See Graduation Requirements for an Associate in Applied Science Degree.

• Course may be used to meet General Education requirements.

## (GRD) GRAPHIC DESIGN

### GRD 1100..... 3 Credits Graphic Design

This course covers the fundamental organizational skills for graphic design and the use of commercial art tools that are essential in the graphic and commercial art profession. The study of color begins and some typographical design is included. Course/lab fees.

### GRD 1120..... 3 Credits Typography in Design

This course covers the fundamentals of letterforms, their differences of style and character and how they are employed in Graphic Design. Emphasis is on developing the skills needed to indicate letterforms in the marker medium. Course/lab fees.

### GRD 1150..... 3 Credits Applied Design I

**Prerequisite:** GRD 1100, GRD 1120 or consent of the instructor.

This course covers typography (including "type spacing") and other graphic elements in the design of small space ads, book jacket covers and public service ads. Accompanying computer demonstrations will show how some of these elements are produced electronically. Course/lab fees.

### GRD 1200..... 3 Credits Professional Practices

**Prerequisite:** GRD 1100.

The course is a continuation of studies begun in GRD 1100, Graphic Design, which is to learn the skills necessary to organize compositional content found in all graphic and commercial art. Projects range from a Time magazine cover to a 4-page brochure on Macintosh products. Course/lab fees.

### GRD 1210..... 3 Credits Rendering Techniques

**Prerequisites:** GRD 1100, GRD 1120.

The course covers the production of marker renderings as used in client presentations in the mass communications industry. Emphasis is on bold, crisp, direct technique. Course/lab fees.

### GRD 1300..... 3 Credits Color

**Prerequisite:** GRD 1100, GRD 1200.

The student will advance to more complex uses of color as a design device and a marketing tool and how color choice impacts upon the human optical system. Warm and cool color systems and the emotional reactions they produce are studied. Course/lab fees.

### GRD 1320..... 3 Credits Digital Font Design

**Prerequisite:** GRD 1120 or consent of instructor.

This course introduces students to the basic structures of electronic letterforms—their differences of style and character and how they are employed in Graphic Design—from both a traditional and digital perspective. Emphasis is on developing the skills needed to indicate, design and manipulate letterforms—in both traditional and electronic media from computer generated fonts. Course/lab fees.

### GRD 1401-4 ..... 1-4 Credits Field Experience

**Prerequisite:** Consent of instructor.

Work experience is arranged at an appropriate job location providing the student with an opportunity to apply skills and refine techniques in the actual work environment. Student self-assessment and supervisory evaluations will be the basis for determining student performance. A minimum of 45 hours of work experience will be required for each hour of credit earned.

### GRD 1450..... 3 Credits Applied Design II

**Prerequisite:** GRD 1150.

**Corequisite:** GRD 1320.

This course covers the designing of typical commercial projects, which may include a software package, incentive program, catalog, logos and a storyboard, with emphasis on effective visual impact. Accompanying computer demonstrations will show how some of these elements are produced electronically. Course/lab fees.

### GRD 1750..... 4 Credits Computer Design I

**Prerequisite:** GRD 1450 or consent of instructor.

This course provides students with an introduction to the computer techniques used by professional graphic designers in the creation of catalogs, campaigns, posters, logos, newsletters, business graphics and similar publications. The course covers how to design and apply grids for consistent professional layouts. Students will be introduced to the use of electronic peripherals, such as scanners and printers, to prepare their work correctly for reproduction. Course/lab fees.

### GRD 1850..... 4 Credits Digital Illustration I

**Prerequisite:** GRD 1450 or consent of instructor.

This course covers the techniques employed by professional designers and illustrators in the creation of digitally generated illustrations. These techniques include application of Bezier curves, gradients, auto tracing and other image manipulation tools, importation of external images and preparation for artwork output for processing by service bureaus and printers. Prior Macintosh experience is recommended but not required. Course/lab fees.

### GRD 1950..... 4 Credits Computer Design II

**Prerequisite:** GRD 1750 or consent of instructor.

This course continues to expand the computer skills and techniques developed in Computer Design I. Advanced professional techniques used by graphic designers in the creation of catalogs, campaigns, posters, logos, business graphics and similar publications are demonstrated. The course will cover the design and application of grids for consistent professional layouts. Course/lab fees.

### GRD 2220..... 3 Credits Digital Font Design

**Prerequisite:** GRD 1120.

This course will explore the formal and expressive qualities of type while presenting the conventional sequencing of multi-page typographical layout and communication. Projects will address the design and mutability of type within both a manual and digital context. Course/lab fees.

### GRD 2350..... 3 Credits Studio Projects

**Prerequisite:** GRD 1450.

This course will involve the student in the production of an advertising campaign to promote a new product. Topics include the design of a logo, package, introductory newspaper ad, television commercial with storyboard and magazine announcement. Course/lab fees.

### GRD 2401-4 ..... 1 - 4 Credits Special Computer Projects

**Prerequisites:** GRD 1850 and GRD 1950 or consent of instructor.

This course builds upon the skills of GRD 1850 and GRD 1950 by introducing the student to advanced techniques or additional software designed for very specific graphic design functions. Projects may range from advanced layout grids, traps and chokes to conversion of black-and-white or color images into vector-based art. The student may then edit the resulting image in accordance with their own creativity and the project's specific goals. Course/lab fees.

### GRD 2450..... 3 Credits Portfolio Preparation

**Pre- or Corequisite:** GRD 2350 or consent of instructor.

This course introduces students to a variety of professionally acceptable portfolio techniques. It will focus on how to analyze the content requirements of their individual portfolios in order to structure them for each specific employment interview. Students will be shown how to organize and script their presentations to gain the maximum impact from a minimum number of pieces. Course/lab fees.

### GRD 2850..... 4 Credits Digital Illustration II

**Prerequisite:** GRD 1850 or consent of instructor.

This course covers advanced techniques employed by professional designers and illustrators in the creation of digitally generated illustrations. Students are introduced to the execution and control of more intricate digital maneuvering of curves, gradient meshes, auto tracing, importing external images and other image manipulation tools. Course/lab fees.

## DATA ANALYSIS

### CORE REVIEW

#### A. CATALOG COURSE DESCRIPTION

*Coordinator: Complete this form after reviewing the Catalog Course Data Collection forms from members of your Discipline/Program on all of the courses listed in the Catalog.*

*Please also attach a photocopy of all program requirements and course descriptions in the catalogue.*

List every course that is listed in the catalog. Check where revision is indicated or no revisions seem necessary. Please, add lines where needed.

	Revision needed	No Revision necessary
Course Number <u>GRD1100</u>	<u>X</u>	___
Course Number <u>GRD1200</u>	<u>X</u>	___
Course Number <u>GRD1150</u>	<u>X</u>	___
Course Number <u>GRD1200</u>	<u>X</u>	___
Course Number <u>GRD1210</u>	<u>X</u>	___
Course Number <u>GRD1300</u>	<u>X</u>	___
Course Number <u>GRD1320</u>	<u>X</u>	___
Course Number <u>GRD1401-4</u>	<u>X</u>	___
Course Number <u>GRD1450</u>	<u>X</u>	___
Course Number <u>GRD1750</u>	<u>X</u>	___
Course Number <u>GRD1850</u>	<u>X</u>	___
Course Number <u>GRD1950</u>	<u>X</u>	___
Course Number <u>GRD2220</u>	<u>X</u>	___
Course Number <u>GRD2350</u>	<u>X</u>	___
Course Number <u>GRD2401-4</u>	<u>X</u>	___
Course Number <u>GRD2450</u>	<u>X</u>	___
Course Number <u>GRD2850</u>	<u>X</u>	___

## CATALOG COURSE DESCRIPTION REVIEW SUMMARY:

*The following concerns were indicated for many of the GRD course descriptions:*

*Objectives of the courses were not clearly stated in many of the course descriptions and/or were often unclear (i.e. GRD 1200 established specific types of products rather than stating the topics and or concepts that the student would be exposed to).*

*The courses descriptions as a whole were generally considered to be outdated, especially in the areas of technology (i.e. scanners not used in GRD1750).*

*Outdated terminology: "Visual communication" and/or "visual solutions" could be terms to infuse into course descriptions rather than outdated terms such as "commercial art". In some cases the courses offered exposed students to the appropriate techniques and/or technology but the course title and course description did not clearly define this (i.e. GRD1750 where "In design" software is actually used but described as "reproduction peripherals") which leads concerns to this update in technology to only be an instructor initiative/choice.*

*Course titles as a whole need to be reviewed so as to show a clearer progression through the program. More clarity is needed as to which courses are considered to be beginning and those that are advanced courses. Prerequisites are listed for a considerable number of GRD courses with no clear sequence or clarity within the course titles and/or descriptions as to why one must build upon the other.*

*GRD 1320 and GRD2220 are identical titles and prerequisites but have different course descriptions.*

*It was indicated that GRD1320 be four credits or divided into two separate courses. The same four credit recommendation was made for the field experience courses.*

*It was described that upon graduation many OCC GRD students are leaving the program with no clear direction on how to build a strong portfolio. A broad based portfolio that is both traditional and web based is a standard requirement for those entering the work force and/or continuing onto a four year program. Presently, this important link is missing because neither GRD2450 nor the field experience courses are mandatory.*

*B. Syllabus review*

## DATA ANALYSIS

### CORE REVIEW

#### B. SYLLABUS REVIEW, (CONTINUED)

*Coordinator: After reviewing the Data Analysis forms on all the courses in the Discipline/Program, please summarize your analysis of whether or not there are course syllabi in your Discipline/Program that need revision due to inconsistencies or omissions, or other issues.*

#### SYLLABUS REVIEW SUMMARY:

*The syllabi for the Graphic Design program were collected on courses currently being offered this winter semester, as well as, from previous semesters. This form of collection was necessary for two reasons:*

- A. Not every course was offered this current semester (Winter '07)*
- B. This gave the ability to summarize a larger body of information than if just one instructor's syllabus was reviewed.*

*One syllabus was used for more than one course (ex. INT1150, INT1450 & INT2350 all used the identical syllabus with all three course numbers listed at the top).*

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*As a whole the syllabi were vague and did not clearly identify basic course information, a few such examples are:*

- ADA Notification for many syllabi provided the fact that this type of assistance is available but did not provide contact or location information.*
- Textbook information was minimal (no ISBN or publisher information was provided).*
- The materials supply list, though mentioned, was not included with the syllabi.*
- No breakdown of assignments (ex. by quantity, name and course points toward overall grade that correlated with a semester calendar)*
- Catalog course descriptions and semester calendars were not included.*
- Program and faculty instructor location specifics were not indicated.*



**DATA ANALYSIS FOR: GRD1100**

Course Number

**CORE REVIEW**  
**B. SYLLABUS REVIEW**

<b>Course Number</b>	<b>Number of Sections</b>	<b>Percent of Inclusion</b>
<b>Mandatory Items (per FMA and Federal Law)</b>		
ADA Notification	<b>2</b>	<b>100%</b>
Course Goals	<b>2</b>	<b>100%</b>
Grading Standards and Practices	<b>2</b>	<b>100%</b>
Tentative Schedule of Assignments and Tests	<b>2</b>	<b>0%</b>
<b>Recommended Items (per Academic Senate)</b>		
Course Name and Number	<b>2</b>	<b>100%</b>
Instructor, Office Location, Method of Contact	<b>2</b>	<b>50%</b>
Office Hours	<b>2</b>	<b>50%</b>
Available Assistance	<b>2</b>	<b>0%</b>
Course Catalog Description with Prerequisites	<b>2</b>	<b>0%</b>
General Education Attributes (where pertinent)	<b>2</b>	<b>n/a</b>
Required Books and Supplies	<b>2</b>	<b>100%</b>
List of Supportive Materials (where available)	<b>2</b>	<b>100%</b>
Evaluation/Testing System & Policies	<b>2</b>	<b>0%</b>
Attendance Policy	<b>2</b>	<b>100%</b>
Safety Instructions	<b>2</b>	<b>n/a</b>
Disclaimer Allowing for Reasonable Revisions	<b>2</b>	<b>100%</b>
<b>Optional Items</b>		
Semester Meeting Times & Room	<b>2</b>	<b>50%</b>
Teaching/Learning Strategies	<b>2</b>	<b>100%</b>
Applicable Forms Pertinent to Course	<b>2</b>	<b>0%</b>
Reference to Student Policies in OCC Catalog	<b>2</b>	<b>0%</b>
Policy on Use of Computing Resources	<b>2</b>	<b>0%</b>
Description of Required Computing Skills	<b>2</b>	<b>100%</b>
Policy on Plagiarism	<b>2</b>	<b>50%</b>
Student Bill of Responsibilities	<b>2</b>	<b>0%</b>

**Coordinator: Use a separate sheet for each course.**

**DATA ANALYSIS FOR: GRD1120**

Course Number

**CORE REVIEW**

**B. SYLLABUS REVIEW**

<b>Course Number</b>	<b>Number of Sections</b>	<b>Percent of Inclusion</b>
<b>Mandatory Items (per FMA and Federal Law)</b>		
ADA Notification	<b>1</b>	<b>0%</b>
Course Goals	<b>1</b>	<b>100%</b>
Grading Standards and Practices	<b>1</b>	<b>100%</b>
Tentative Schedule of Assignments and Tests	<b>1</b>	<b>0%</b>
<b>Recommended Items (per Academic Senate)</b>		
Course Name and Number	<b>1</b>	<b>100%</b>
Instructor, Office Location, Method of Contact	<b>1</b>	<b>0%</b>
Office Hours	<b>1</b>	<b>0%</b>
Available Assistance	<b>1</b>	<b>0%</b>
Course Catalog Description with Prerequisites	<b>1</b>	<b>0%</b>
General Education Attributes (where pertinent)	<b>1</b>	<b>n/a</b>
Required Books and Supplies	<b>1</b>	<b>0%</b>
List of Supportive Materials (where available)	<b>1</b>	<b>0%</b>
Evaluation/Testing System & Policies	<b>1</b>	<b>0%</b>
Attendance Policy	<b>1</b>	<b>100%</b>
Safety Instructions	<b>1</b>	<b>n/a</b>
Disclaimer Allowing for Reasonable Revisions	<b>1</b>	<b>100%</b>
<b>Optional Items</b>		
Semester Meeting Times & Room	<b>1</b>	<b>0%</b>
Teaching/Learning Strategies	<b>1</b>	<b>100%</b>
Applicable Forms Pertinent to Course	<b>1</b>	<b>0%</b>
Reference to Student Policies in OCC Catalog	<b>1</b>	<b>0%</b>
Policy on Use of Computing Resources	<b>1</b>	<b>0%</b>
Description of Required Computing Skills	<b>1</b>	<b>0%</b>
Policy on Plagiarism	<b>1</b>	<b>100%</b>
Student Bill of Responsibilities	<b>1</b>	<b>0%</b>

**Coordinator: Use a separate sheet for each course.**

**DATA ANALYSIS FOR: GRD1150**

Course Number

**CORE REVIEW**  
**B. SYLLABUS REVIEW**

<b>Course Number</b>	<b>Number of Sections</b>	<b>Percent of Inclusion</b>
<b>Mandatory Items (per FMA and Federal Law)</b>		
ADA Notification	<b>1</b>	<b>100%</b>
Course Goals	<b>1</b>	<b>100%</b>
Grading Standards and Practices	<b>1</b>	<b>100%</b>
Tentative Schedule of Assignments and Tests	<b>1</b>	<b>0%</b>
<b>Recommended Items (per Academic Senate)</b>		
Course Name and Number	<b>1</b>	<b>0%</b>
Instructor, Office Location, Method of Contact	<b>1</b>	<b>0%</b>
Office Hours	<b>1</b>	<b>0%</b>
Available Assistance	<b>1</b>	<b>0%</b>
Course Catalog Description with Prerequisites	<b>1</b>	<b>0%</b>
General Education Attributes (where pertinent)	<b>1</b>	<b>n/a</b>
Required Books and Supplies	<b>1</b>	<b>100%</b>
List of Supportive Materials (where available)	<b>1</b>	<b>0%</b>
Evaluation/Testing System & Policies	<b>1</b>	<b>0%</b>
Attendance Policy	<b>1</b>	<b>100%</b>
Safety Instructions	<b>1</b>	<b>n/a</b>
Disclaimer Allowing for Reasonable Revisions	<b>1</b>	<b>100%</b>
<b>Optional Items</b>		
Semester Meeting Times & Room	<b>1</b>	<b>0%</b>
Teaching/Learning Strategies	<b>1</b>	<b>100%</b>
Applicable Forms Pertinent to Course	<b>1</b>	<b>0%</b>
Reference to Student Policies in OCC Catalog	<b>1</b>	<b>0%</b>
Policy on Use of Computing Resources	<b>1</b>	<b>0%</b>
Description of Required Computing Skills	<b>1</b>	<b>0%</b>
Policy on Plagiarism	<b>1</b>	<b>100%</b>
Student Bill of Responsibilities	<b>1</b>	<b>100%</b>

**Coordinator: Use a separate sheet for each course.**

**DATA ANALYSIS FOR: GRD1200**

Course Number

**CORE REVIEW**  
**B. SYLLABUS REVIEW**

<b>Course Number</b>	<b>Number of Sections</b>	<b>Percent of Inclusion</b>
<b>Mandatory Items (per FMA and Federal Law)</b>		
ADA Notification	<b>1</b>	<b>100%</b>
Course Goals	<b>1</b>	<b>100%</b>
Grading Standards and Practices	<b>1</b>	<b>100%</b>
Tentative Schedule of Assignments and Tests	<b>1</b>	<b>100%</b>
<b>Recommended Items (per Academic Senate)</b>		
Course Name and Number	<b>1</b>	<b>100%</b>
Instructor, Office Location, Method of Contact	<b>1</b>	<b>0%</b>
Office Hours	<b>1</b>	<b>0%</b>
Available Assistance	<b>1</b>	<b>0%</b>
Course Catalog Description with Prerequisites	<b>1</b>	<b>0%</b>
General Education Attributes (where pertinent)	<b>1</b>	<b>n/a</b>
Required Books and Supplies	<b>1</b>	<b>100%</b>
List of Supportive Materials (where available)	<b>1</b>	<b>0%</b>
Evaluation/Testing System & Policies	<b>1</b>	<b>0%</b>
Attendance Policy	<b>1</b>	<b>100%</b>
Safety Instructions	<b>1</b>	<b>n/a</b>
Disclaimer Allowing for Reasonable Revisions	<b>1</b>	<b>100%</b>
<b>Optional Items</b>		
Semester Meeting Times & Room	<b>1</b>	<b>0%</b>
Teaching/Learning Strategies	<b>1</b>	<b>100%</b>
Applicable Forms Pertinent to Course	<b>1</b>	<b>0%</b>
Reference to Student Policies in OCC Catalog	<b>1</b>	<b>0%</b>
Policy on Use of Computing Resources	<b>1</b>	<b>0%</b>
Description of Required Computing Skills	<b>1</b>	<b>0%</b>
Policy on Plagiarism	<b>1</b>	<b>100%</b>
Student Bill of Responsibilities	<b>1</b>	<b>0%</b>

**Coordinator: Use a separate sheet for each course.**

**DATA ANALYSIS FOR: GRD1210**

Course Number

**CORE REVIEW**  
**B. SYLLABUS REVIEW**

<b>Course Number</b>	<b>Number of Sections</b>	<b>Percent of Inclusion</b>
<b>Mandatory Items (per FMA and Federal Law)</b>		
ADA Notification	<b>1</b>	<b>100%</b>
Course Goals	<b>1</b>	<b>0%</b>
Grading Standards and Practices	<b>1</b>	<b>100%</b>
Tentative Schedule of Assignments and Tests	<b>1</b>	<b>0%</b>
<b>Recommended Items (per Academic Senate)</b>		
Course Name and Number	<b>1</b>	<b>100%</b>
Instructor, Office Location, Method of Contact	<b>1</b>	<b>0%</b>
Office Hours	<b>1</b>	<b>0%</b>
Available Assistance	<b>1</b>	<b>0%</b>
Course Catalog Description with Prerequisites	<b>1</b>	<b>0%</b>
General Education Attributes (where pertinent)	<b>1</b>	<b>n/a</b>
Required Books and Supplies	<b>1</b>	<b>0%</b>
List of Supportive Materials (where available)	<b>1</b>	<b>0%</b>
Evaluation/Testing System & Policies	<b>1</b>	<b>0%</b>
Attendance Policy	<b>1</b>	<b>100%</b>
Safety Instructions	<b>1</b>	<b>n/a</b>
Disclaimer Allowing for Reasonable Revisions	<b>1</b>	<b>100%</b>
<b>Optional Items</b>		
Semester Meeting Times & Room	<b>1</b>	<b>0%</b>
Teaching/Learning Strategies	<b>1</b>	<b>100%</b>
Applicable Forms Pertinent to Course	<b>1</b>	<b>0%</b>
Reference to Student Policies in OCC Catalog	<b>1</b>	<b>0%</b>
Policy on Use of Computing Resources	<b>1</b>	<b>0%</b>
Description of Required Computing Skills	<b>1</b>	<b>0%</b>
Policy on Plagiarism	<b>1</b>	<b>100%</b>
Student Bill of Responsibilities	<b>1</b>	<b>0%</b>

**Coordinator: Use a separate sheet for each course.**

**DATA ANALYSIS FOR: GRD1300**

Course Number

**CORE REVIEW**  
**B. SYLLABUS REVIEW**

<b>Course Number</b>	<b>Number of Sections</b>	<b>Percent of Inclusion</b>
<b>Mandatory Items (per FMA and Federal Law)</b>		
ADA Notification	<b>1</b>	<b>0%</b>
Course Goals	<b>1</b>	<b>100%</b>
Grading Standards and Practices	<b>1</b>	<b>100%</b>
Tentative Schedule of Assignments and Tests	<b>1</b>	<b>0%</b>
<b>Recommended Items (per Academic Senate)</b>		
Course Name and Number	<b>1</b>	<b>100%</b>
Instructor; Office Location, Method of Contact	<b>1</b>	<b>0%</b>
Office Hours	<b>1</b>	<b>0%</b>
Available Assistance	<b>1</b>	<b>0%</b>
Course Catalog Description with Prerequisites	<b>1</b>	<b>0%</b>
General Education Attributes (where pertinent)	<b>1</b>	<b>n/a</b>
Required Books and Supplies	<b>1</b>	<b>0%</b>
List of Supportive Materials (where available)	<b>1</b>	<b>0%</b>
Evaluation/Testing System & Policies	<b>1</b>	<b>0%</b>
Attendance Policy	<b>1</b>	<b>100%</b>
Safety Instructions	<b>1</b>	<b>n/a</b>
Disclaimer Allowing for Reasonable Revisions	<b>1</b>	<b>100%</b>
<b>Optional Items</b>		
Semester Meeting Times & Room	<b>1</b>	<b>0%</b>
Teaching/Learning Strategies	<b>1</b>	<b>100%</b>
Applicable Forms Pertinent to Course	<b>1</b>	<b>0%</b>
Reference to Student Policies in OCC Catalog	<b>1</b>	<b>0%</b>
Policy on Use of Computing Resources	<b>1</b>	<b>0%</b>
Description of Required Computing Skills	<b>1</b>	<b>0%</b>
Policy on Plagiarism	<b>1</b>	<b>100%</b>
Student Bill of Responsibilities	<b>1</b>	<b>0%</b>

**Coordinator: Use a separate sheet for each course.**

**DATA ANALYSIS FOR: GRD1320**  
Course Number

**CORE REVIEW**  
**B. SYLLABUS REVIEW**

<b>Course Number</b>	<b>Number of Sections</b>	<b>Percent of Inclusion</b>
<b>Mandatory Items (per FMA and Federal Law)</b>		
ADA Notification	<b>1</b>	<b>100%</b>
Course Goals	<b>1</b>	<b>100%</b>
Grading Standards and Practices	<b>1</b>	<b>100%</b>
Tentative Schedule of Assignments and Tests	<b>1</b>	<b>0%</b>
<b>Recommended Items (per Academic Senate)</b>		
Course Name and Number	<b>1</b>	<b>100%</b>
Instructor, Office Location, Method of Contact	<b>1</b>	<b>100%</b>
Office Hours	<b>1</b>	<b>100%</b>
Available Assistance	<b>1</b>	<b>0%</b>
Course Catalog Description with Prerequisites	<b>1</b>	<b>0%</b>
General Education Attributes (where pertinent)	<b>1</b>	<b>n/a</b>
Required Books and Supplies	<b>1</b>	<b>100%</b>
List of Supportive Materials (where available)	<b>1</b>	<b>100%</b>
Evaluation/Testing System & Policies	<b>1</b>	<b>100%</b>
Attendance Policy	<b>1</b>	<b>100%</b>
Safety Instructions	<b>1</b>	<b>n/a</b>
Disclaimer Allowing for Reasonable Revisions	<b>1</b>	<b>100%</b>
<b>Optional Items</b>		
Semester Meeting Times & Room	<b>1</b>	<b>100%</b>
Teaching/Learning Strategies	<b>1</b>	<b>100%</b>
Applicable Forms Pertinent to Course	<b>1</b>	<b>0%</b>
Reference to Student Policies in OCC Catalog	<b>1</b>	<b>0%</b>
Policy on Use of Computing Resources	<b>1</b>	<b>0%</b>
Description of Required Computing Skills	<b>1</b>	<b>0%</b>
Policy on Plagiarism	<b>1</b>	<b>100%</b>
Student Bill of Responsibilities	<b>1</b>	<b>0%</b>

**Coordinator: Use a separate sheet for each course.**

**DATA ANALYSIS FOR: GRD1401-4**

Course Number

**CORE REVIEW**  
**B. SYLLABUS REVIEW**

Course Number	Number of Sections	Percent of Inclusion
<b>Mandatory Items (per FMA and Federal Law)</b>		
ADA Notification	No Syllabus available	
Course Goals		
Grading Standards and Practices		
Tentative Schedule of Assignments and Tests		
<b>Recommended Items (per Academic Senate)</b>		
Course Name and Number		
Instructor, Office Location, Method of Contact		
Office Hours		
Available Assistance		
Course Catalog Description with Prerequisites		
General Education Attributes (where pertinent)		
Required Books and Supplies		
List of Supportive Materials (where available)		
Evaluation/Testing System & Policies		
Attendance Policy		
Safety Instructions		
Disclaimer Allowing for Reasonable Revisions		
<b>Optional Items</b>		
Semester Meeting Times & Room		
Teaching/Learning Strategies		
Applicable Forms Pertinent to Course		
Reference to Student Policies in OCC Catalog		
Policy on Use of Computing Resources		
Description of Required Computing Skills		
Policy on Plagiarism		
Student Bill of Responsibilities		

**Coordinator: Use a separate sheet for each course.**



**DATA ANALYSIS FOR: GRD1450**

Course Number

**CORE REVIEW**  
**B. SYLLABUS REVIEW**

<b>Course Number</b>	<b>Number of Sections</b>	<b>Percent of Inclusion</b>
<b>Mandatory Items (per FMA and Federal Law)</b>		
ADA Notification	<b>1</b>	<b>100%</b>
Course Goals	<b>1</b>	<b>100%</b>
Grading Standards and Practices	<b>1</b>	<b>0%</b>
Tentative Schedule of Assignments and Tests	<b>1</b>	<b>0%</b>
<b>Recommended Items (per Academic Senate)</b>		
Course Name and Number	<b>1</b>	<b>0%</b>
Instructor, Office Location, Method of Contact	<b>1</b>	<b>0%</b>
Office Hours	<b>1</b>	<b>0%</b>
Available Assistance	<b>1</b>	<b>0%</b>
Course Catalog Description with Prerequisites	<b>1</b>	<b>0%</b>
General Education Attributes (where pertinent)	<b>1</b>	<b>n/a</b>
Required Books and Supplies	<b>1</b>	<b>100%</b>
List of Supportive Materials (where available)	<b>1</b>	<b>0%</b>
Evaluation/Testing System & Policies	<b>1</b>	<b>0%</b>
Attendance Policy	<b>1</b>	<b>100%</b>
Safety Instructions	<b>1</b>	<b>n/a</b>
Disclaimer Allowing for Reasonable Revisions	<b>1</b>	<b>100%</b>
<b>Optional Items</b>		
Semester Meeting Times & Room	<b>1</b>	<b>0%</b>
Teaching/Learning Strategies	<b>1</b>	<b>100%</b>
Applicable Forms Pertinent to Course	<b>1</b>	<b>0%</b>
Reference to Student Policies in OCC Catalog	<b>1</b>	<b>0%</b>
Policy on Use of Computing Resources	<b>1</b>	<b>100%</b>
Description of Required Computing Skills	<b>1</b>	<b>0%</b>
Policy on Plagiarism	<b>1</b>	<b>100%</b>
Student Bill of Responsibilities	<b>1</b>	<b>0%</b>

**Coordinator: Use a separate sheet for each course.**

**DATA ANALYSIS FOR: GRD1750**

Course Number

**CORE REVIEW****B. SYLLABUS REVIEW**

<b>Course Number</b>	<b>Number of Sections</b>	<b>Percent of Inclusion</b>
<b>Mandatory Items (per FMA and Federal Law)</b>		
ADA Notification	<b>2</b>	<b>100%</b>
Course Goals	<b>2</b>	<b>100%</b>
Grading Standards and Practices	<b>2</b>	<b>100%</b>
Tentative Schedule of Assignments and Tests	<b>2</b>	<b>0%</b>
<b>Recommended Items (per Academic Senate)</b>		
Course Name and Number	<b>2</b>	<b>100%</b>
Instructor, Office Location, Method of Contact	<b>2</b>	<b>50%</b>
Office Hours	<b>2</b>	<b>50%</b>
Available Assistance	<b>2</b>	<b>0%</b>
Course Catalog Description with Prerequisites	<b>2</b>	<b>0%</b>
General Education Attributes (where pertinent)	<b>2</b>	<b>n/a</b>
Required Books and Supplies	<b>2</b>	<b>100%</b>
List of Supportive Materials (where available)	<b>2</b>	<b>100%</b>
Evaluation/Testing System & Policies	<b>2</b>	<b>0%</b>
Attendance Policy	<b>2</b>	<b>100%</b>
Safety Instructions	<b>2</b>	<b>0%</b>
Disclaimer Allowing for Reasonable Revisions	<b>2</b>	<b>100%</b>
<b>Optional Items</b>		
Semester Meeting Times & Room	<b>2</b>	<b>50%</b>
Teaching/Learning Strategies	<b>2</b>	<b>100%</b>
Applicable Forms Pertinent to Course	<b>2</b>	<b>50%</b>
Reference to Student Policies in OCC Catalog	<b>2</b>	<b>0%</b>
Policy on Use of Computing Resources	<b>2</b>	<b>50%</b>
Description of Required Computing Skills	<b>2</b>	<b>50%</b>
Policy on Plagiarism	<b>2</b>	<b>100%</b>
Student Bill of Responsibilities	<b>2</b>	<b>0%</b>

**Coordinator: Use a separate sheet for each course.**

**DATA ANALYSIS FOR: GRD1850**  
Course Number

**CORE REVIEW**  
**B. SYLLABUS REVIEW**

<b>Course Number</b>	<b>Number of Sections</b>	<b>Percent of Inclusion</b>
<b>Mandatory Items (per FMA and Federal Law)</b>		
ADA Notification	<b>2</b>	<b>100%</b>
Course Goals	<b>2</b>	<b>100%</b>
Grading Standards and Practices	<b>2</b>	<b>100%</b>
Tentative Schedule of Assignments and Tests	<b>2</b>	<b>50%</b>
<b>Recommended Items (per Academic Senate)</b>		
Course Name and Number	<b>2</b>	<b>100%</b>
Instructor, Office Location, Method of Contact	<b>2</b>	<b>100%</b>
Office Hours	<b>2</b>	<b>100%</b>
Available Assistance	<b>2</b>	<b>0%</b>
Course Catalog Description with Prerequisites	<b>2</b>	<b>0%</b>
General Education Attributes (where pertinent)	<b>2</b>	<b>n/a</b>
Required Books and Supplies	<b>2</b>	<b>100%</b>
List of Supportive Materials (where available)	<b>2</b>	<b>100%</b>
Evaluation/Testing System & Policies	<b>2</b>	<b>100%</b>
Attendance Policy	<b>2</b>	<b>100%</b>
Safety Instructions	<b>2</b>	<b>n/a</b>
Disclaimer Allowing for Reasonable Revisions	<b>2</b>	<b>100%</b>
<b>Optional Items</b>		
Semester Meeting Times & Room	<b>2</b>	<b>100%</b>
Teaching/Learning Strategies	<b>2</b>	<b>100%</b>
Applicable Forms Pertinent to Course	<b>2</b>	<b>50%</b>
Reference to Student Policies in OCC Catalog	<b>2</b>	<b>0%</b>
Policy on Use of Computing Resources	<b>2</b>	<b>100%</b>
Description of Required Computing Skills	<b>2</b>	<b>100%</b>
Policy on Plagiarism	<b>2</b>	<b>50%</b>
Student Bill of Responsibilities	<b>2</b>	<b>0%</b>

**Coordinator: Use a separate sheet for each course.**

**DATA ANALYSIS FOR: GRD1950**

Course Number

**CORE REVIEW**  
**B. SYLLABUS REVIEW**

<b>Course Number</b>	<b>Number of Sections</b>	<b>Percent of Inclusion</b>
<b>Mandatory Items (per FMA and Federal Law)</b>		
ADA Notification	<b>No Syllabus available</b>	
Course Goals		
Grading Standards and Practices		
Tentative Schedule of Assignments and Tests		
<b>Recommended Items (per Academic Senate)</b>		
Course Name and Number		
Instructor, Office Location, Method of Contact		
Office Hours		
Available Assistance		
Course Catalog Description with Prerequisites		
General Education Attributes (where pertinent)		
Required Books and Supplies		
List of Supportive Materials (where available)		
Evaluation/Testing System & Policies		
Attendance Policy		
Safety Instructions		
Disclaimer Allowing for Reasonable Revisions		
<b>Optional Items</b>		
Semester Meeting Times & Room		
Teaching/Learning Strategies		
Applicable Forms Pertinent to Course		
Reference to Student Policies in OCC Catalog		
Policy on Use of Computing Resources		
Description of Required Computing Skills		
Policy on Plagiarism		
Student Bill of Responsibilities		

**Coordinator: Use a separate sheet for each course.**

**DATA ANALYSIS FOR: GRD2350**

Course Number

**CORE REVIEW**  
**B. SYLLABUS REVIEW**

<b>Course Number</b>	<b>Number of Sections</b>	<b>Percent of Inclusion</b>
<b>Mandatory Items (per FMA and Federal Law)</b>		
ADA Notification	<b>1</b>	<b>100%</b>
Course Goals	<b>1</b>	<b>100%</b>
Grading Standards and Practices	<b>1</b>	<b>100%</b>
Tentative Schedule of Assignments and Tests	<b>1</b>	<b>0%</b>
<b>Recommended Items (per Academic Senate)</b>		
Course Name and Number	<b>1</b>	<b>0%</b>
Instructor, Office Location, Method of Contact	<b>1</b>	<b>0%</b>
Office Hours	<b>1</b>	<b>0%</b>
Available Assistance	<b>1</b>	<b>0%</b>
Course Catalog Description with Prerequisites	<b>1</b>	<b>0%</b>
General Education Attributes (where pertinent)	<b>1</b>	<b>n/a</b>
Required Books and Supplies	<b>1</b>	<b>100%</b>
List of Supportive Materials (where available)	<b>1</b>	<b>0%</b>
Evaluation/Testing System & Policies	<b>1</b>	<b>0%</b>
Attendance Policy	<b>1</b>	<b>100%</b>
Safety Instructions	<b>1</b>	<b>n/a</b>
Disclaimer Allowing for Reasonable Revisions	<b>1</b>	<b>100%</b>
<b>Optional Items</b>		
Semester Meeting Times & Room	<b>1</b>	<b>0%</b>
Teaching/Learning Strategies	<b>1</b>	<b>100%</b>
Applicable Forms Pertinent to Course	<b>1</b>	<b>0%</b>
Reference to Student Policies in OCC Catalog	<b>1</b>	<b>0%</b>
Policy on Use of Computing Resources	<b>1</b>	<b>0%</b>
Description of Required Computing Skills	<b>1</b>	<b>0%</b>
Policy on Plagiarism	<b>1</b>	<b>100%</b>
Student Bill of Responsibilities	<b>1</b>	<b>0%</b>

**Coordinator: Use a separate sheet for each course.**

**DATA ANALYSIS FOR: GRD2401-4**

Course Number

**CORE REVIEW  
B. SYLLABUS REVIEW**

<b>Course Number</b>	<b>Number of Sections</b>	<b>Percent of Inclusion</b>
<b>Mandatory Items (per FMA and Federal Law)</b>		
ADA Notification	<b>No Syllabus available</b>	
Course Goals		
Grading Standards and Practices		
Tentative Schedule of Assignments and Tests		
<b>Recommended Items (per Academic Senate)</b>		
Course Name and Number		
Instructor, Office Location, Method of Contact		
Office Hours		
Available Assistance		
Course Catalog Description with Prerequisites		
General Education Attributes (where pertinent)		
Required Books and Supplies		
List of Supportive Materials (where available)		
Evaluation/Testing System & Policies		
Attendance Policy		
Safety Instructions		
Disclaimer Allowing for Reasonable Revisions		
<b>Optional Items</b>		
Semester Meeting Times & Room		
Teaching/Learning Strategies		
Applicable Forms Pertinent to Course		
Reference to Student Policies in OCC Catalog		
Policy on Use of Computing Resources		
Description of Required Computing Skills		
Policy on Plagiarism		
Student Bill of Responsibilities		

**Coordinator: Use a separate sheet for each course.**

**DATA ANALYSIS FOR: GRD2450**

Course Number

**CORE REVIEW**  
**B. SYLLABUS REVIEW**

<b>Course Number</b>	<b>Number of Sections</b>	<b>Percent of Inclusion</b>
<b>Mandatory Items (per FMA and Federal Law)</b>		
ADA Notification	<b>No Syllabus available</b>	
Course Goals		
Grading Standards and Practices		
Tentative Schedule of Assignments and Tests		
<b>Recommended Items (per Academic Senate)</b>		
Course Name and Number		
Instructor, Office Location, Method of Contact		
Office Hours		
Available Assistance		
Course Catalog Description with Prerequisites		
General Education Attributes (where pertinent)		
Required Books and Supplies		
List of Supportive Materials (where available)		
Evaluation/Testing System & Policies		
Attendance Policy		
Safety Instructions		
Disclaimer Allowing for Reasonable Revisions		
<b>Optional Items</b>		
Semester Meeting Times & Room		
Teaching/Learning Strategies		
Applicable Forms Pertinent to Course		
Reference to Student Policies in OCC Catalog		
Policy on Use of Computing Resources		
Description of Required Computing Skills		
Policy on Plagiarism		
Student Bill of Responsibilities		

**Coordinator: Use a separate sheet for each course.**

**DATA ANALYSIS FOR: GRD2850**

Course Number

**CORE REVIEW**  
**B. SYLLABUS REVIEW**

<b>Course Number</b>	<b>Number of Sections</b>	<b>Percent of Inclusion</b>
<b>Mandatory Items (per FMA and Federal Law)</b>		
ADA Notification	<b>No Syllabus available</b>	
Course Goals		
Grading Standards and Practices		
Tentative Schedule of Assignments and Tests		
<b>Recommended Items (per Academic Senate)</b>		
Course Name and Number		
Instructor, Office Location, Method of Contact		
Office Hours		
Available Assistance		
Course Catalog Description with Prerequisites		
General Education Attributes (where pertinent)		
Required Books and Supplies		
List of Supportive Materials (where available)		
Evaluation/Testing System & Policies		
Attendance Policy		
Safety Instructions		
Disclaimer Allowing for Reasonable Revisions		
<b>Optional Items</b>		
Semester Meeting Times & Room		
Teaching/Learning Strategies		
Applicable Forms Pertinent to Course		
Reference to Student Policies in OCC Catalog		
Policy on Use of Computing Resources		
Description of Required Computing Skills		
Policy on Plagiarism		
Student Bill of Responsibilities		

**Coordinator: Use a separate sheet for each course.**



Faculty Sign-Off Form\*

For Curriculum Review of Program:

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I approve the Curriculum Review Report as written by the Faculty Program Review Coordinator.

Yes  No

Comments: (Attach additional sheets if necessary)

Name (printed) GORDON McGEOWAN

Signature Gordon McGeowan

Date Apr 16, 2007

\* This form is to be copied by and distributed to all faculty within the Program to ensure awareness and participation.

***C. Enrollment trends and student retention***

## DATA ANALYSIS

### CORE REVIEW

#### C. ENROLLMENT TRENDS AND STUDENT RETENTION

*Coordinator: The Dashboard report on your Discipline/Program will collect the necessary data in regard to Enrollment Trends and Student Retention. Use this form to review that data in the following areas. Please also attach Dashboard Data.*

---

Enrollment (Use the Dashboard data on Average Section Size, Sections Filled to Capacity, Percent of Completed Sections, Percent Change in Headcount, and Percent Change in Credit Hours to discuss this area.)

*The statistics for the 2005-2006 showed that 4 of the 7 program dashboard measures under performed when compared to established college benchmarks.*

*Areas of concern are:*

- 1. Sections Filled to Capacity*
- 2. Percent of Completed Sections*
- 3. Student Incompletes*
- 4. the Student Withdrawal Rate*

*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.*

*Measures within the Dashboard data report identify a decline in both credit hour and headcount enrollment.*

- *"Sections Filled to Capacity" statistics reveal that nearly 30% of available seats in GRD courses have been left unfilled.*
- *Specifically in 2005-2006, almost 30% of the GRD courses were cancelled.*

Minority Students (Use the Dashboard data on Minority Students to discuss this area.)

*Graphic Design has consistently attracted a high number of minority students (as compared to the college average and is the one area that exceeded or met the college-wide benchmark.*

## DATA ANALYSIS

CORE REVIEW –continued–

### C. ENROLLMENT TRENDS AND STUDENT RETENTION

Student and Course Success (Use the Dashboard data on Percent of Withdrawals, Percent of Incompletes, and Student Course Completion Rate to discuss this area.)

*Over the last three years nearly 30% of students withdrew from Graphic Design courses. This is twice the college-wide established trouble score of 15%.*

*Student Incompletes were 4.2% which was higher than the college-wide established trouble score of 3%*

*61% to 65% of students have been successfully completing GRD courses. This is a slightly lower score than the college-wide student success rate but does fall within the college benchmark range.*

---

### ENROLLMENT TRENDS AND STUDENT RETENTION REVIEW SUMMARY:

*See attached Dashboard Data on the following pages of this section*

## 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.

## 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	



**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

### 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 Title      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.

Cancelled

Formula =  
 Total

## 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. Year 1 + Year 2 + Year 3 / 3 = Period 1
- b. Year 2 + Year 3 + Year 4 / 3 = Period 2
- c. Period 2 / Period 1 = 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).



OAKLAND  
COMMUNITY  
COLLEGE

**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**

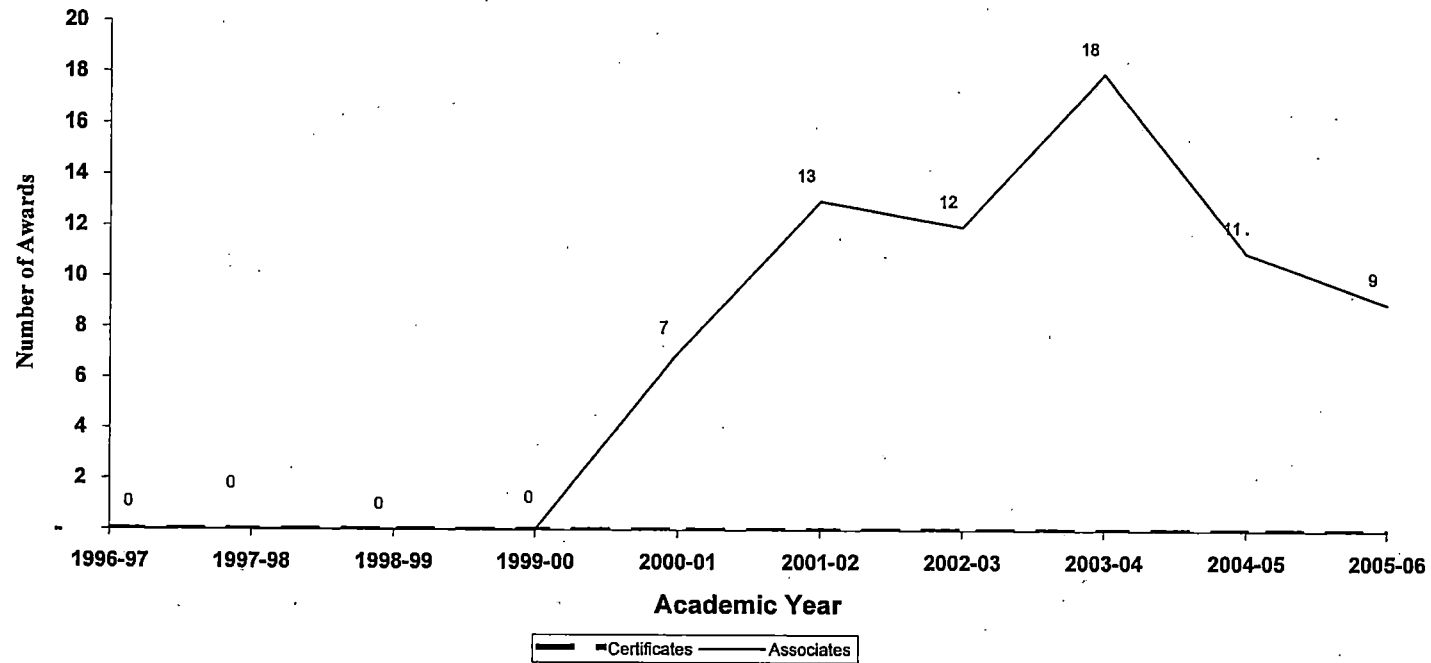
The Degree Trends Report is developed by the Office of Institutional Research based on data compiled from official college records which are submitted to the State of Michigan for the IPEDS (Integrated Post-Secondary Education System) Annual Degrees Conferred Report. The Degree Trends Report examines 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.

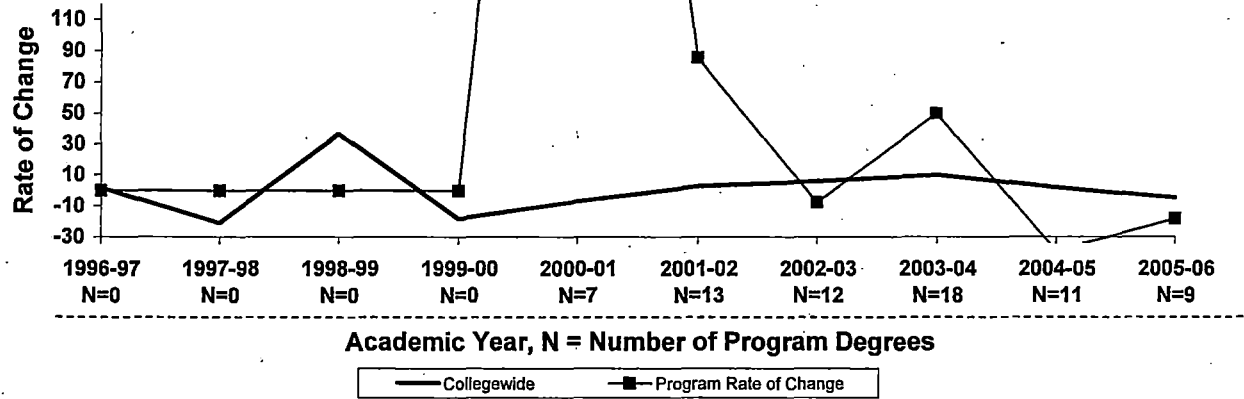
**Oakland Community College  
Associate Degrees and Certificates Awarded  
Graphic Design  
1996-97 through 2005-06**



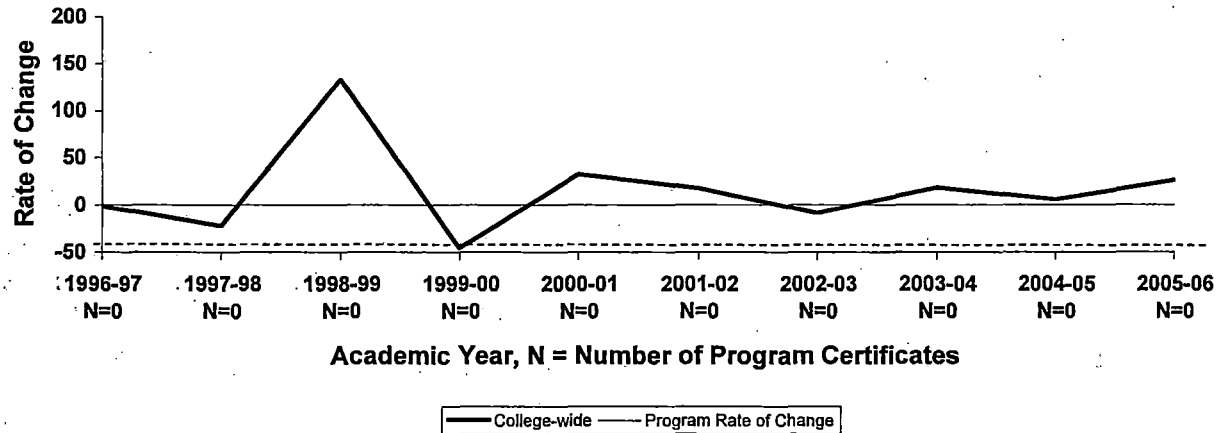
<u>Academic Yr.</u>	<u>Certificates</u>	<u>Associates</u>
1996-97	0	0
1997-98	0	0
1998-99	0	0
1999-00	0	0
2000-01	0	7
2001-02	0	13
2002-03	0	12
2003-04	0	18
2004-05	0	11
2005-06	0	9

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

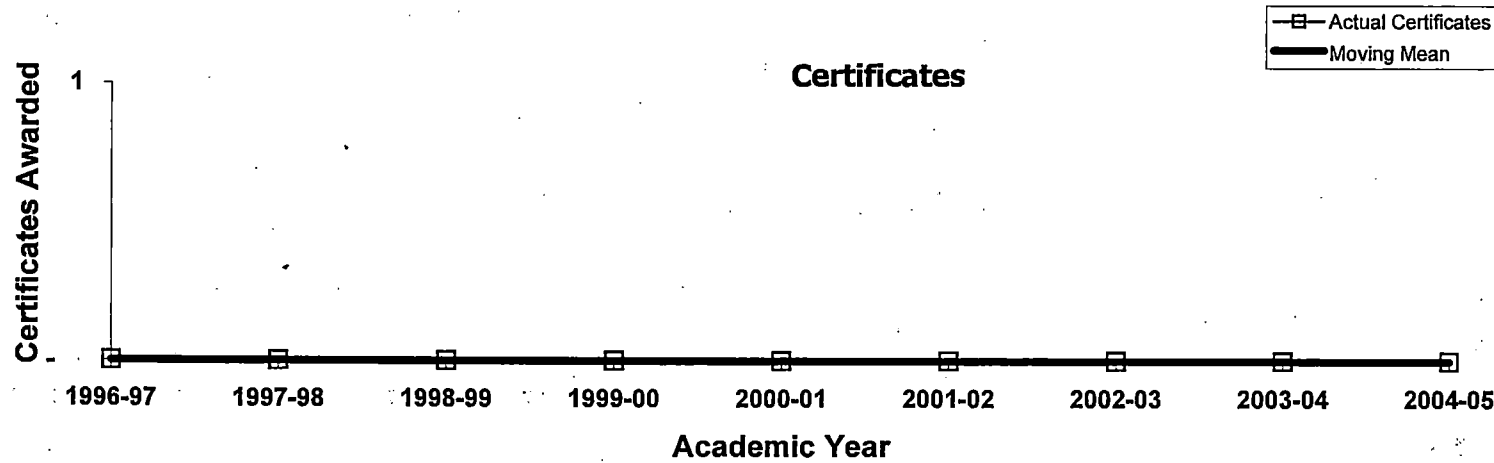
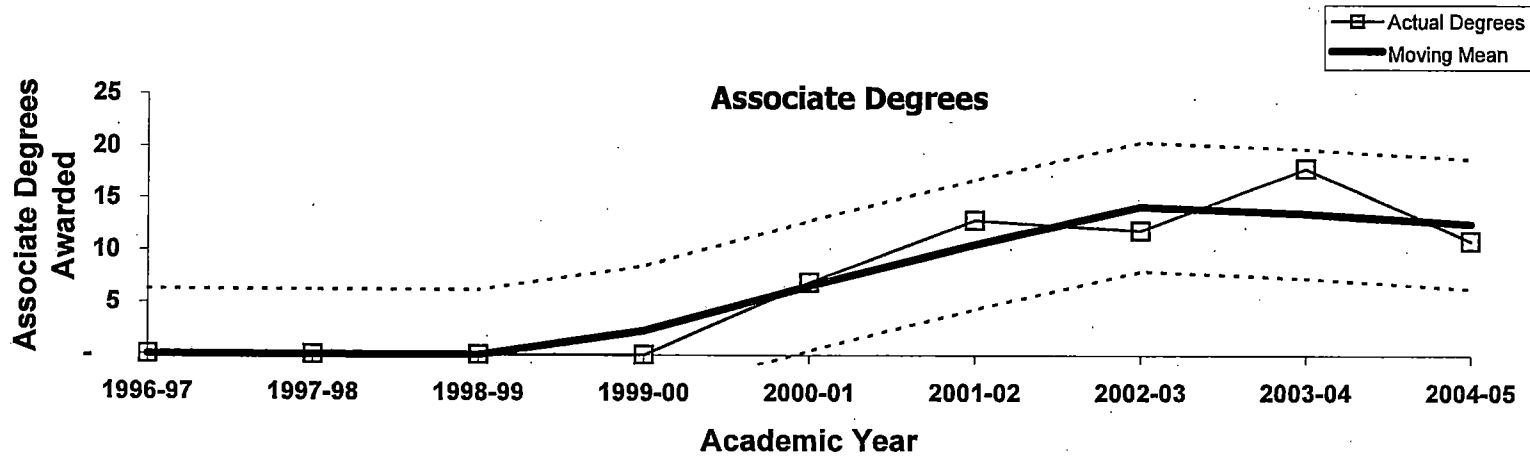
**Associate Degrees**



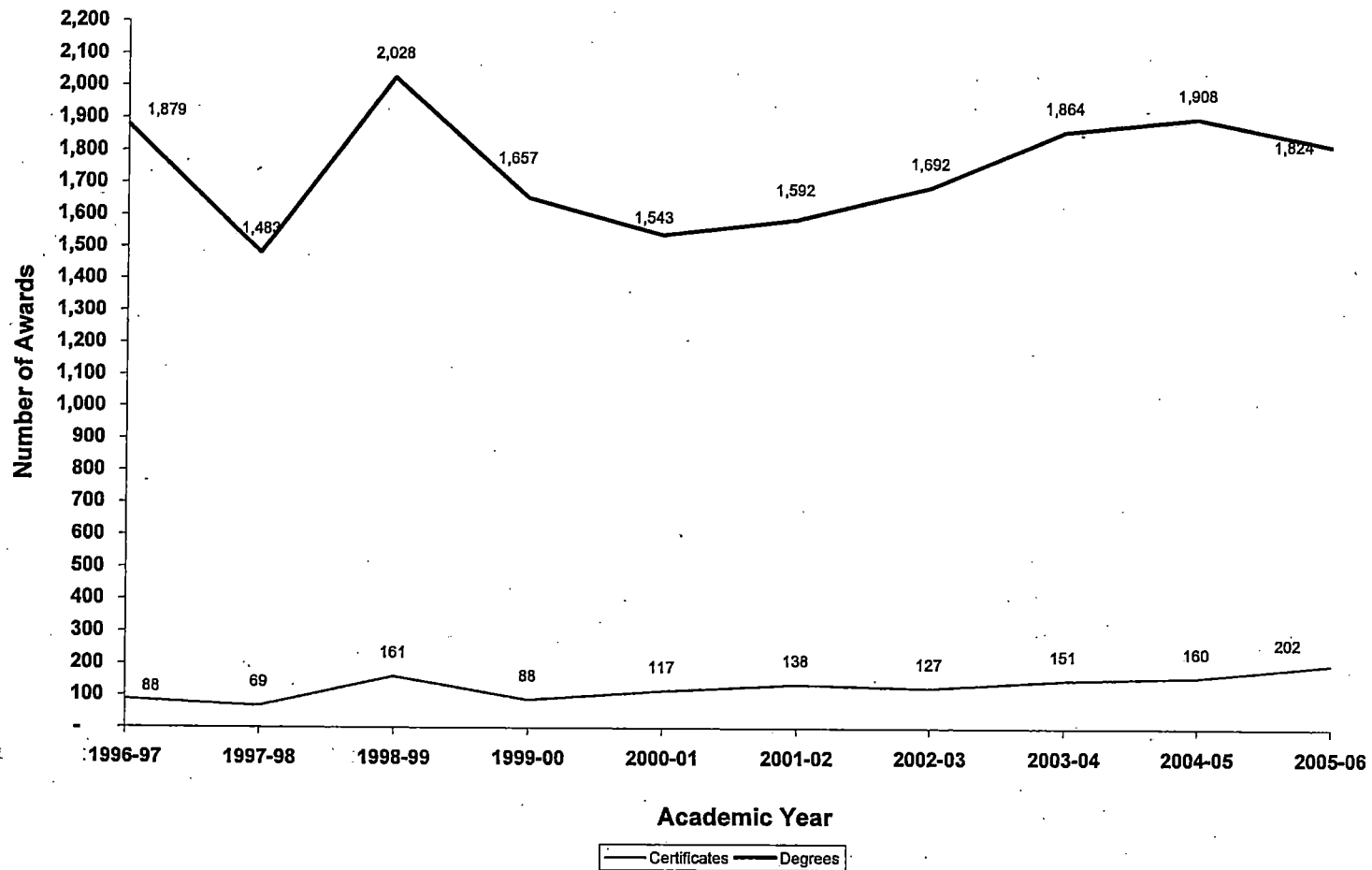
**Certificates**



**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  
COMMUNITY  
COLLEGE

**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.

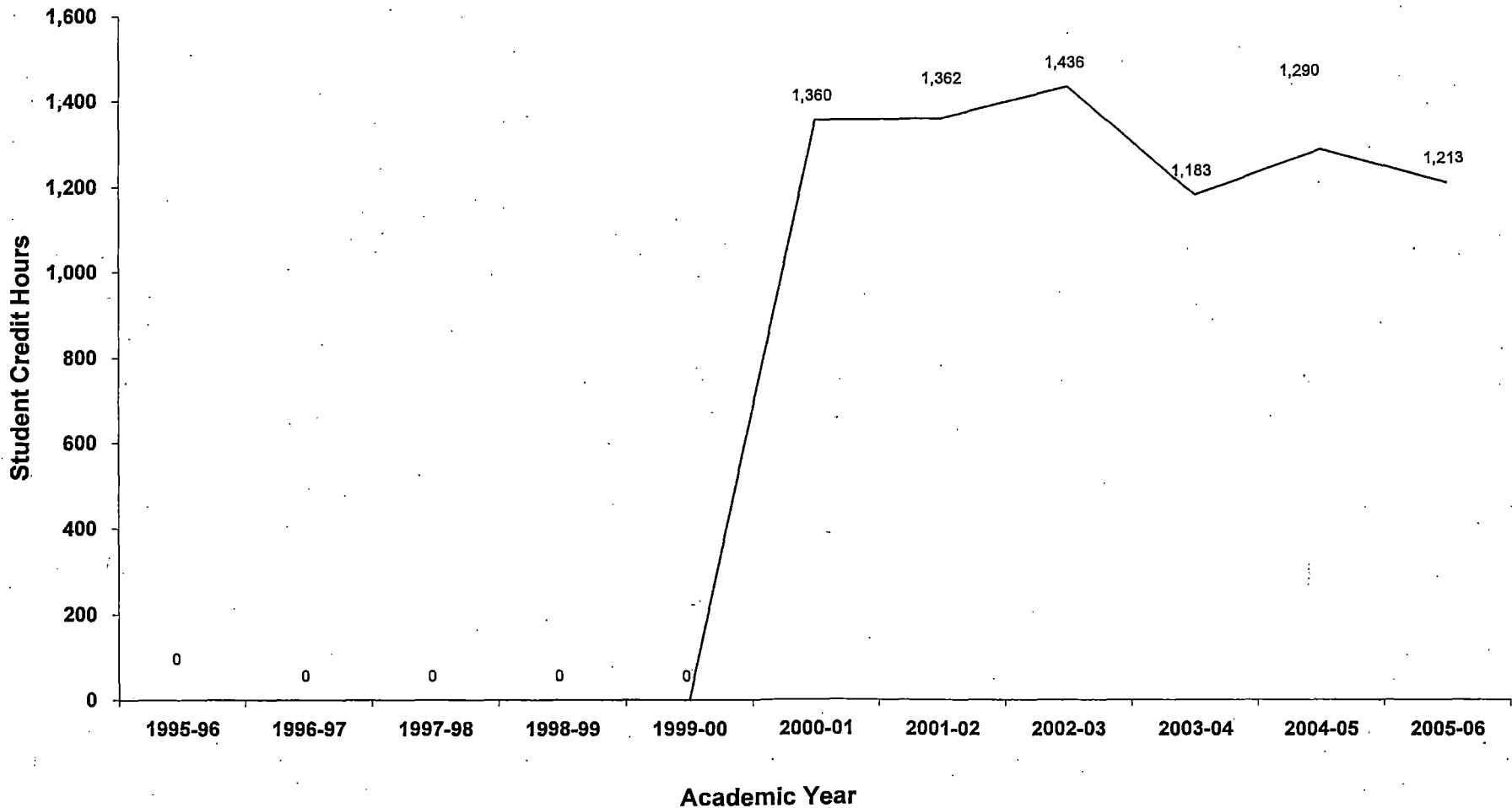
Trends over a specified period of time are illustrated by the following graphs for Graphic Design.

- 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.

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

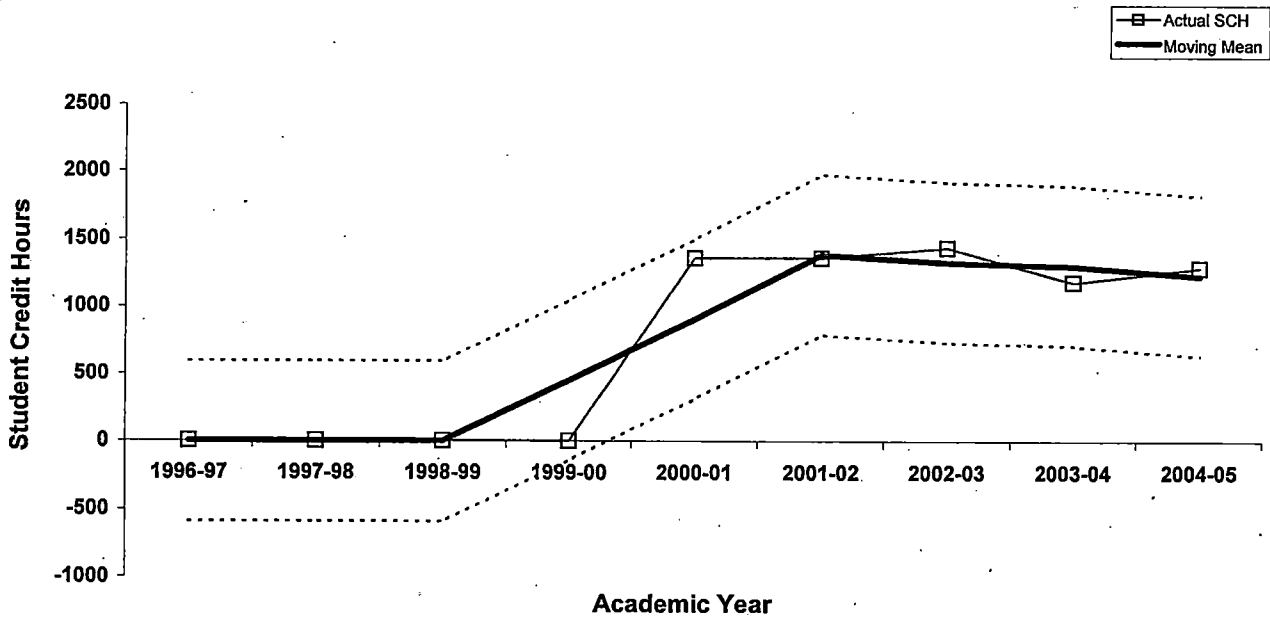
**Oakland Community College  
Ten-Year Trend in Student Credit Hours  
Graphic Design  
1995-96 through 2005-06**

	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



45

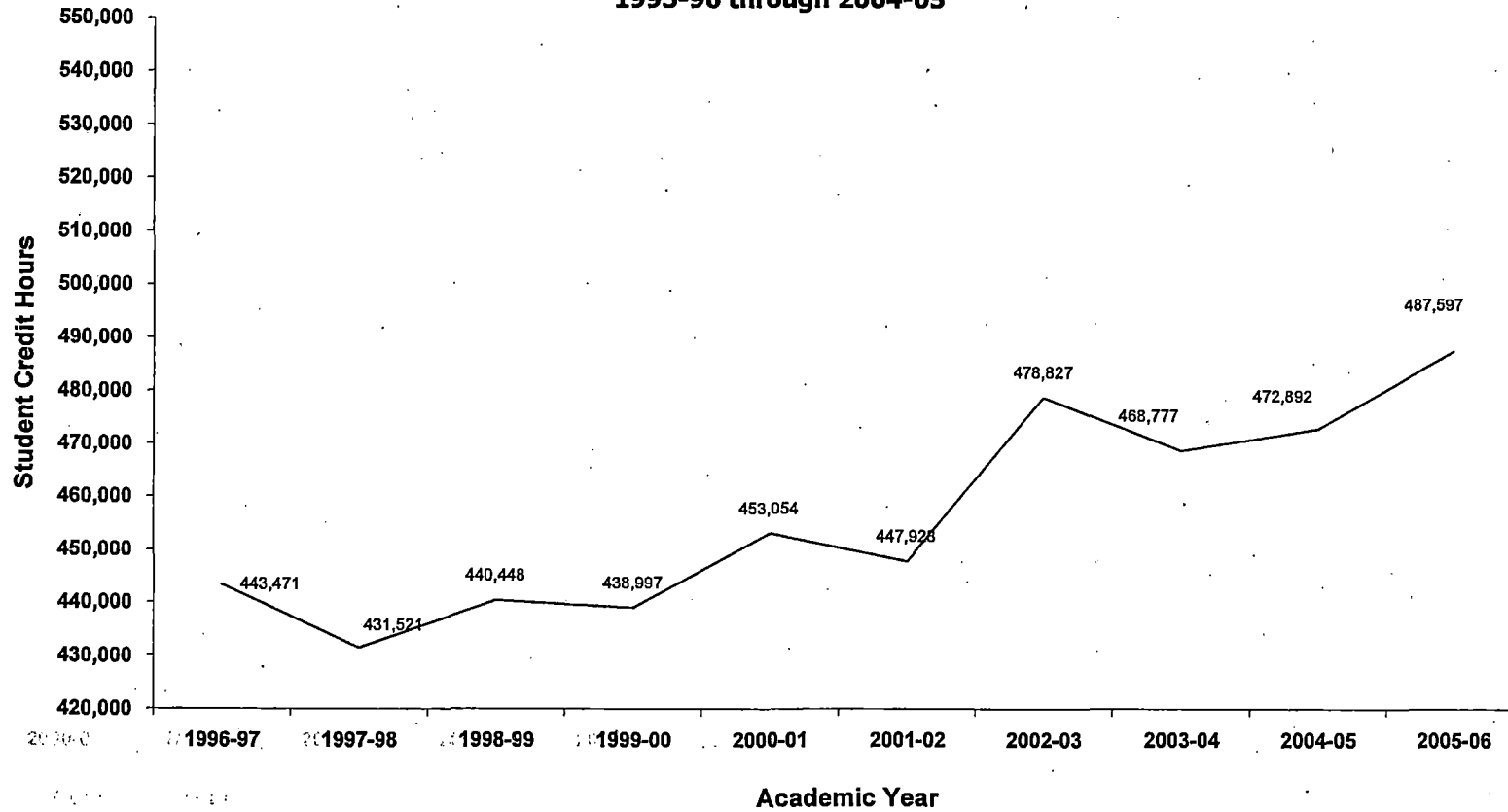
Oakland Community College  
 Three-Year Moving Mean  
 Graphic Design  
 1996-97 through 2004-05



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

*D. Discipline/program needs and resources*

## DATA ANALYSIS

### CORE REVIEW

#### D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES

*Coordinator: Please summarize the needs, resources, and curriculum actions indicated on the Data Collection forms.*

What resources or services does your Discipline/Program need?

- *Display cases/Web page at/in OCC (ex. Web page or display in or near classroom) that is dedicated to displaying student work. This would provide information for potential students to "view" the program.*
- *Expressed need for Internet capability in D201 and an Elmo unit in D203.*

*(Information does not or may not reflect the view of the entire discipline since no information has yet been provided by full time faculty member of the Discipline, therefore this was information gathered from the adjunct faculty only.)*

What curriculum revisions or development does your Discipline/Program see as beneficial to instruction?

- *Special course developed that would*
  - *use Adobe Photoshop and is specifically offered only for Graphic Designer students*
- OR
- *incorporates Adobe InDesign, Photoshop and Illustrator*
- *More emphasis in courses offered for typography (this can be from basic to advanced courses)*
- *Create courses on Web development and Animation.*

*(Information does not or may not reflect the view of the entire discipline since no information has yet been provided by full time faculty member of the Discipline, therefore this was information gathered from the adjunct faculty only.)*

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#### DISCIPLINE/PROGRAM NEEDS AND RESOURCES REVIEW SUMMARY:

*Technology within the classroom (facilities) and the curriculum itself needs to be updated /created.*

*E. Input from internal and external community*

## DATA ANALYSIS

### E. INPUT FROM INTERNAL & EXTERNAL COMMUNITY

*Coordinator: After reviewing the Data Collection forms on all the courses in the Program, along with the collated data summary, please analyze and summarize these findings.*

#### Faculty Perceptions of Occupational Programs Analysis

*The need for updating in one or all of the following areas:*

- *technology in the classroom*
- *course titles, course descriptions, and/or courses offerings (ex. Web design does not currently exist)*

*More comments and committee assessment rating information can be seen in the P.R.O.E.'s report (program review of occupational evaluation).*

#### Student Perception of Occupational Programs Analysis

*Concern was expressed in the following areas:*

- *No Course offerings that are providing education in current and "happening" areas of technological based fields to practice Graphic Design (ex. Web design).*
- *Excessive dollar investment for art supplies at a local art store (not available at the bookstore to be able to pay for using financial aid money)*
- *Limited instruction in the areas of technology (computer courses)*
- *Difficulty in finishing program within a "reasonable" time frame due to cancelled course sections and lack of clarity for offerings.*

*More comments and committee assessment rating information can be seen in the P.R.O.E.'s report (program review of occupational evaluation).*



## DATA ANALYSIS

### E. INPUT FROM INTERNAL & EXTERNAL COMMUNITY - *continued*-

#### Advisory Committee/Industry Perceptions of Occupational Programs Analysis

*The graphic designers of the committee viewed examples of student work and received both the Graphic Design Program outline and all course descriptions. Here are some of the observations that were specifically discussed in the meeting were:*

- *According to current course titles and descriptions, it appeared that students were receiving limited and/ or out-of-date instruction.*
- *Strengthened instruction in the area of typography needs to be addressed.*
- *The program did not appear strong in the areas of technology such as:*
  - *Necessary current tools of the industry. Specifically mentioned were: Photoshop, Illustrator, and InDesign (Quark).*
  - *Program/Course offerings did not address related GRD positions such as web design or interactive technologies (animation).*
- *The course titles and/ or course descriptions did not provide a clear building block/ program structure. With so many prerequisites and/ or co-requisites, how does one class build upon another? Do they need to have that many prerequisites and/ or co-requisites?*

*More comments and committee assessment rating information can be seen in the PROE's report.*

#### INPUT FROM THE INTERNAL AND EXTERNAL COMMUNITY REVIEW SUMMARY

*See PROE summary report*

*F. Comparable courses/programs and Trends*

## DATA ANALYSIS

### F. COMPARABLE COURSES/PROGRAMS AND TRENDS

*Coordinator: Please use the data from the Comparable Courses/Programs and Trends Data Collection form to answer the following questions:*

1. Discuss how your program serves transferring students.

*See the following attached pages within this section, F. These pages provide information on the specific GRD courses and their transferability to the following schools:*

- *Grand Valley State University*
- *Michigan State University*
- *Eastern Michigan University*
- *Wayne State University*
- *Oakland University*
- *College for Creative Studies*

2. Discuss the program's current articulation agreements. If your program does not transfer, discuss how the courses and/or program serve our students.

*At this time there are no transfer/articulation agreements at any Colleges or Universities.*

3. Discuss employment opportunities for students in both the current and future job market.

*The outlook for new jobs within the Graphic Design field from 2005 to 2010 appears to have some favorable growth projected at around 13%. This statistic included new jobs and replacement positions within the projected numbers.*

4. Discuss the changes that will be made in your program in response to current/future employer expectations and market trends.

*This report is being presented by a member of the Fine and Performing Arts department (which includes Graphic Design).*

### COMPARABLE COURSES/PROGRAMS AND TRANSFER REVIEW SUMMARY:

*See following pages within this section*

**Grand Valley**

GRD 1300 COLOR ART GENERAL CREDIT AND PORTFOLIO REVIEW REQ  
 GRD 1320 DIGITAL FONT DESIGN ART GENERAL CREDIT AND PORTFOLIO REVIEW GRD 1401  
 FIELD EXPERIENCE ART 417 PRACTICUM: GRAPHIC DESGN  
 GRD 1402 FIELD EXPERIENCE ART 417 PRACTICUM: GRAPHIC DESGN  
 GRD 1403 FIELD EXPERIENCE ART 417 PRACTICUM: GRAPHIC DESGN  
 GRD 1404 FIELD EXPERIENCE ART 417 PRACTICUM: GRAPHIC DESGN  
 GRD 1450 APPLIED DESIGN II CAP GENERAL CREDIT  
 GRD 1750 COMPUTER DESIGN I CS GENERAL CREDIT  
 GRD 1850 DIGITAL ILLUSTRATION I CS GENERAL CREDIT  
 GRD 1950 COMPUTER DESIGN II CS GENERAL CREDIT  
 GRD 2220 DIGITAL FONT DESIGN CAP GENERAL CREDIT  
 GRD 2350 STUDIO PROJECTS CAP GENERAL CREDIT  
 GRD 2401 SPECIAL COMPUTER PROJECT CS GENERAL CREDIT  
 GRD 2402 SPECIAL COMPUTER PROJECT CS GENERAL CREDIT  
 GRD 2403 SPECIAL COMPUTER PROJECT CS GENERAL CREDIT  
 GRD 2404 SPECIAL COMPUTER PROJECT CS GENERAL CREDIT  
 GRD 2450 PORTFOLIO PREPARATION ART 415 SENIOR PROJECT: GD/ILL  
 GRD 2850 DIGITAL ILLUSTRATION II ART GENERAL CREDIT

**MSU-no transfers****EMU**

GRD 1100 Graphic Design	Summer 2003	ART	165	Graphic Design/Non-Major
GRD 1100 Graphic Design	Fall 2000	FA	165	Graphic Design/Non-Major
GRD 1120 Typograph in Design	Summer 2003	ART	000	General Transfer Credit
GRD 1120 Typograph in Design	Fall 2000	FA	000	General Transfer Credit
GRD 1150 Applied Design I	Winter 2007	CMT	000	General Transfer Credit
GRD 1150 Applied Design I	Summer 2005	INDT	000	General Transfer Credit
GRD 1150 Applied Design I	Fall 2000	INDT	000	General Transfer Credit
GRD 1200 Professional Practices	Summer 2003	ART	000	General Transfer Credit
GRD 1200 Professional Practices	Fall 2000	FA	000	General Transfer Credit
GRD 1210 Rendering Techniques	Winter 2007	CMT	000	General Transfer Credit
GRD 1210 Rendering Techniques	Summer 2005	INDT	000	General Transfer Credit
GRD 1210 Rendering Techniques	Fall 2000	INDT	000	General Transfer Credit
GRD 1300 Color	Summer 2003	ART	122	Two-Dimensional Design
GRD 1300 Color	Fall 2000	FA	122	Two-Dimensional Design
GRD 1320 Digital Font Design	Summer 2003	ART	000	General Transfer Credit
GRD 1320 Digital Font Design	Fall 2001	FA	000	General Transfer Credit
GRD 1401 Field Experience	Summer 2003	AACR GEN		General Credit
GRD 1401 Field Experience	Fall 2001	AACR GEN		General Credit
GRD 1402 Field Experience	Summer 2003	AACR GEN		General Credit
GRD 1402 Field Experience	Fall 2001	AACR GEN		General Credit
GRD 1403 Field Experience	Summer 2003	AACR GEN		General Credit
GRD 1403 Field Experience	Fall 2001	AACR GEN		General Credit
GRD 1404 Field Experience	Summer 2003	AACR GEN		General Credit
GRD 1404 Field Experience	Fall 2001	AACR GEN		General Credit
GRD 1450 Applied Design II	Spring 2007	CMT	121	Graphic Communication
GRD 1450 Applied Design II	Fall 2001	INDT	121	Graphic Communication
GRD 1750 Computer Design I	Summer 2003	ART	000	General Transfer Credit
GRD 1750 Computer Design I	Fall 2000	FA	000	General Transfer Credit
GRD 1850 Digital Illustration I	Winter 2007	INDT	000	General Transfer Credit
GRD 1850 Digital Illustration I	Summer 2005	INDT	000	General Transfer Credit
GRD 1850 Digital Illustration I	Fall 2000	INDT	000	General Transfer Credit
GRD 1950 Computer Design II	Spring 2007	CMT	207	Photographic Reproductn
GRD 1950 Computer Design II	Fall 2001	INDT	207	Photographic Reproductn

GRD 2220 Digital Font Design	Winter 2007	CMT 000	General Transfer Credit
GRD 2220 Digital Font Design	Summer 2005	INDT 000	General Transfer Credit
GRD 2220 Digital Font Design	Fall 2000	INDT 000	General Transfer Credit
GRD 2350 Studio Projects	Fall 2000	MKTG 000	General Transfer Credit
GRD 2401 Special Computer Projects	Fall 2001	AACR GEN	General Credit
GRD 2402 Special Computer Projects	Fall 2001	AACR GEN	General Credit
GRD 2403 Special Computer Projects	Fall 2001	AACR GEN	General Credit
GRD 2404 Special Computer Projects	Fall 2001	AACR GEN	General Credit
GRD 2450 Portfolio Preparation	Summer 2003	ART NOCR	No Subject Area Equivalency
GRD 2450 Portfolio Preparation	Fall 2001	FA NOCR	No Subject Area Equivalency
GRD 2850 Digital Illustration II	Winter 2007	CMT 000	General Transfer Credit
GRD 2850 Digital Illustration II	Summer 2005	INDT 000	General Transfer Credit
GRD 2850 Digital Illustration II	Fall 2001	INDT 000	General Transfer Credit

**Wayne State**

GRD1100	GRAPHIC DESIGN	AGD1XXX
GRD1120	TYPOGRAPHY IN DESIGN	AGD1XXX
GRD1150	APPLIED DESIGN I	AGD1XXX
GRD1200	PROFESSIONAL PRACTICES	AGD1XXX
GRD1210	RENDERING TECHNIQUES	AID3310
GRD1300	COLOR	ADE1210
GRD1320	DIGITAL FONT DESIGN	AGD1XXX
GRD1401	FIELD EXPERIENCE	AGD1XXX
GRD1402	FIELD EXPERIENCE	AGD1XXX
GRD1403	FIELD EXPERIENCE	AGD1XXX
GRD1404	FIELD EXPERIENCE	AGD1XXX
GRD1450	APPLIED DESIGN II	AGD1XXX
GRD1750	COMPUTER DESIGN I	AIN1XXX
GRD1850	DIGITAL ILLUSTRATION I	AIA1610
GRD1950	COMPUTER DESIGN II	AIN1XXX
GRD2220	DIGITAL FONT DESIGN	AGD2XXX
GRD2350	STUDIO PROJECTS	AGD2XXX
GRD2401	SPECIAL COMPUTER PROJECTS	AIN2XXX
GRD2402	SPECIAL COMPUTER PROJECTS	AIN2XXX
GRD2403	SPECIAL COMPUTER PROJECTS	AIN2XXX
GRD2404	SPECIAL COMPUTER PROJECTS	AIN2XXX
GRD2450	PORTFOLIO PREPARATION	
GRD2850	DIGITAL ILLUSTRATION II	AIA2XXX

**Oakland University**

GRD	1100	Graphic Design	3	Yes	SA 130 Introduction of Graphic Design	none
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**College for Creative Studies doesn't have course by course equivalencies available**

## 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
<b>Totals:</b>		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



***G. Outcomes assessment***

## DATA ANALYSIS

### G. OUTCOMES ASSESSMENT

*Coordinator: Complete this form after reviewing your most recent Program Assessment Plan. Obtain the most recent copy of your Program Assessment Plan from the Office of Assessment & Effectiveness. Please attach it your review.*

1. How have you used the findings from your Program Assessment to improve your program?

*No information provided at this time.*

2. What revisions to your Program Assessment Plan would you suggest?

*No information provided at this time.*

3. Discuss the SAGE findings that apply to the instruction in your Program. Obtain these findings from the Office of Assessment & Effectiveness.

*No information provided at this time.*

### OUTCOMES ASSESSMENT REVIEW SUMMARY:

*No information available for report*

# 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.	
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# 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.	
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# 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.	
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# 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.	
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*GRD curriculum review*

*Winter 2007*

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*Respectively submitted by:*

*Michelle Pergeau*

*Faculty member of the Fine and Performing Arts Department*