Lane Community College℠

PTECC (Professional Technical Education Coordinating Committee)
PROGRAM ADVISORY COMMITTEE SELF EVALUATION

Program Committee Name:	GRAPHIC DESIGN
Advisory Committee Members	
Division Chair:	Rick Williams
Committee Chair:	Thomas Rubick
Advisory Chair	(Stephen Stanley), with Lois Von Hippel
Committee Review Date and Time:	May 16, 2006 at 7:30 a.m.

Rating Scale: E=Excellent   ME=Meets Expectations   NI=Needs Improvement
        NA=Not Applicable   +*=Performance deemed exemplary by Committee

E

1. Committee Accomplishments

1 A.   *1) Describe your advisory committee and what types of businesses or organizations are represented in your committee. 2) How many are in your committee? 3) How often do you meet?*

The Graphic Design Advisory Committee is comprised of twelve individuals representing the professional community and the Lane staff. One of the members is a student who represents those in the second year of our program.

Our professional members work in the fields of advertising, design, education, web design, publishing, and printing. Five of them are graduates of Lane's graphic design program. There are six women and six men. One of the members has a partial disability.

The committee meets once a term (three times a year).

1 B.   *What are 3-5 outcomes that have been accomplished by your committee?*

1) The committee was instrumental in designing and implementing the program's Competency Based Curriculum in 1993. Since that time it has played a crucial role in updating the Master Competency List for the program. The Graphic Design Program was recently recognized by its Accreditation Team as an exemplary example of assessment at Lane.

2) This year the committee was heavily involved in a major restructuring of the production and computer courses in the program. Five courses were eliminated, three were modified, and four were created. The advisory committee was particularly valuable in updating our competency list and in building a new sequence from the ground up.

3) The committee has been involved in the content and scope of the community professional survey that the program started conducting in 1992. It was the committee's suggestion, in 2002, to transfer this survey to the program's web site.

1 C.   *How did your advisory committee help with achieving those goals?*

1. The committee provides valuable feedback on plans for the program. This input is both informal (within the meetings themselves) and formal, through surveys and reviews of program materials. Several plans have been improved greatly by this process and others have been postponed or rejected after this scrutiny.

2. Many improvements in the program over the years have come out of the meetings themselves including the creation of the Introduction to Graphic Design career course and the decision to drop paste-up from the program.

1 D. *Describe your committee efforts in developing and generating community support.*

The committee members have served as ambassadors to the community in promoting the explaining the program to their peers. They have also helped shape outreach programs such as the career survey, the program's website, and the program's marketing efforts.

1 E. *What do you think are the committee members' strengths and weaknesses?*

The greatest strengths the members bring are their enthusiastic support of the program and their expertise as working professionals.
The key weakness is their limited availability.

E | **2. Committee Involvement in Planning and Design**

2 A. *What is the committee's involvement for keeping your program "state of the industry?"*

The two R's: Review and Recommend. The committee's input is sought on all major decisions that affect the program. They are also encouraged to bring up suggestions of their own.

One mechanism for soliciting input between meetings has been the E-mail Survey. Members have been polled on a number of issues over the years, including choice of software for instruction, the viability of state-provided employment information, and marketing.

2 B. *What staff development does the committee suggest your staff needs to meet future program skill needs?*

Since 1993 the committee has called for additional contracted faculty in the graphic design program. At our next meeting we will be discussing a college budget proposal—the elimination of the Administrative Specialist position in the Art Department—that would have indirect but significant impact on the program.

2 C. *What is your committee's involvement in planning and design of the program?*

As indicated above, the committee is involved in all major planning of the program.

ME | **3. Gender, Disability Adaptation, and Diversity**

3 A. *How has your committee encouraged gender balance and diversity in your program student population?*

The program has always had more female students than male. This year 27 of the 31 students in the second year of the program are female. 40% of our program instructors are women and we stress the accomplishments of female designers in both our studio and lecture courses.

3 B. *How does your committee assist students with special needs to successfully reach program outcomes?*

1. We have installed wheel-chair accessible tables in the classroom.
2. We regular work with Disability Services to accommodate students.

ME | **4. Program Demand / Enrollment**

4 A. *1) What does your committee think of regional projections and how are you dealing with this? 2) What does your committee say about these and local needs?*

The accuracy of state projections and employment data has been a key concern of the program over the past few years, as has the lack of consistent and equitable use of that data. Several years ago when the college decided to combine the graphic design and the multimedia programs into one brochure, the committee felt strongly that the data for the two careers (especially in terms of pay and job availability) did not conform to reality.

The committee unanimously urged the administration to 1) conduct an investigation on the accuracy of the OLMIS data, 2) set clear guidelines on how programs should use that data in the catalog and in marketing materials, 3) set up a system for policing the use of this data, and 4) provide $1500 to $2000 to improve the college's computer system (Banner) so that programs like graphic design could conduct their surveys online.

4 B. *Describe the enrollment trends and capacity in your program?*

From a peak of about 225 graphic design majors in 2000, the program has shrunk to some 150 in 2005-06. This downward trend mirrors the enrollment pattern of the college in general and can be traced to a number of factors, especially severe increases in tuition and fees.

A more important number to the program is the amount of students who apply for the second year of the program. This figure held remarkably constant at about 35 from 1989 to 2004 when it dropped to 18. With aggressive marketing it soared to 42 in 2005. This year it appears to have leveled out again at 32.

ME	

5. Placement / Employment

5 A. *How would your committee rate the exit math, writing, and interpersonal skills of students who complete your program?*

We haven't discussed this formally but I suspect that they would say that they are only marginally higher than the entry level math, writing, and interpersonal skills of students who enter our program. The competency level of students in these areas is abysmal and far beyond our ability to significantly influence in the classroom.

5 B. *How does your committee know that the students are graduating with the appropriate skills and level needed by the employers?*

1. Many of our committee members, as noted before, are graduates of our program.
2. Many work at businesses that have taken Cooperative Education interns from our program.
3. Several work at institutions that have hired a number of our graduates over the years, especially Funk/Levis Design, Poppie Advertising, and IP/Koke.

5 C. *How does your committee follow-up with your graduates or transfers?*

There is no formal system for committee members to follow up with graduates or transfers. Once upon a time, Lane conducted surveys of students one year after graduation. This information was somewhat skewed, but it still was valuable in providing rough placement rates.

Informally, the Program Coordinator (yours truly) also uses the Email Survey tool with graduates. Graduates have been polled on a number of topics, including evaluation of the effectiveness of the program, hiring procedures in the marketplace, and the value of timed in-class projects.

5 D. *1) What are the outcomes (placement rate, transfer, etc.) of those students who participate in your program? 2) How is your advisory committee involved?*

In those Golden Times mentioned above, we used to receive yearly reports on these outcomes, broken out by program. Then they were all compiled into a difficult to use, college wide report. In the past couple of years, however, neither Mary Jo Workman (Administrative Coordinator of the Arts Division) recall seeing this information. I have a call into Sylvia Sandoz of IRAP and will pass along any information I receive.

NI	

6. Secondary / Postsecondary Connections

6 A. *1) How does your program connect with high schools? 2) Is your committee involved?*

1) We participate in college-sponsored events such as the Career Fair held last March.
2) We have articulation agreements with some of the high schools in the district.
3) We provide career and program information on our web site.
The advisory committee does not participate in any of these activities.

7. Questions for the PTECC Interview Committee

7 A. *1) What questions do you have for us? 2) How can we support you?*

2. Suggestions for support:
a. Share innovations or approaches that have enabled other committees to be more effective and more successful.
b. Provide guidelines on what programs can do to survive the Budget Storms that are forecast for 2007-08.