

# ACADEMIC PROGRAM REVIEW: GRAPHIC DESIGN PROGRAM 2017-2018

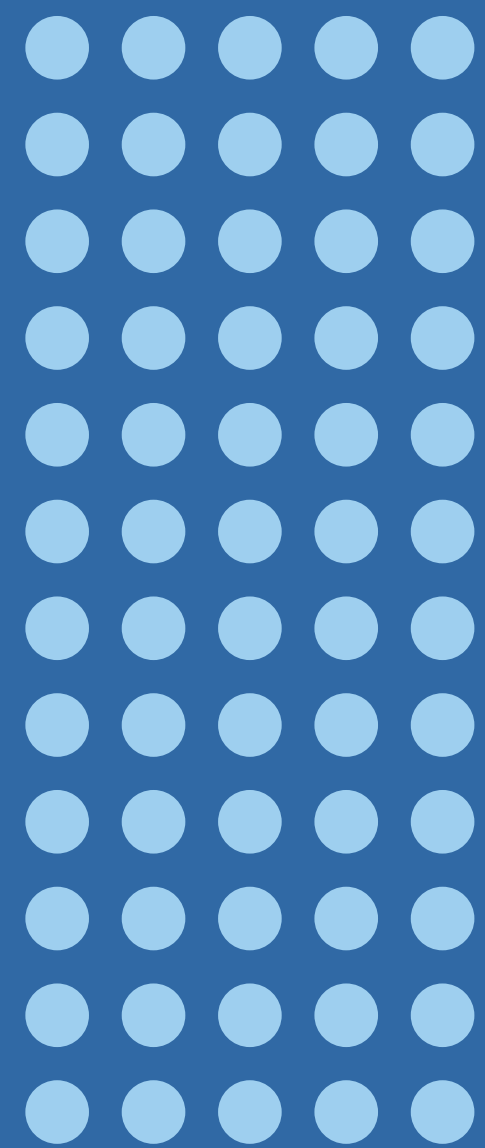
## Who are our students? How do they fare in the program? How do they fare in the field?

The data depicted below were obtained from IRAP for the years 2012-2016 (a five year period) and by surveying the students who completed the capstone course (Art 223: Graphic Design 3), during those same years, as to their employment status after completion.

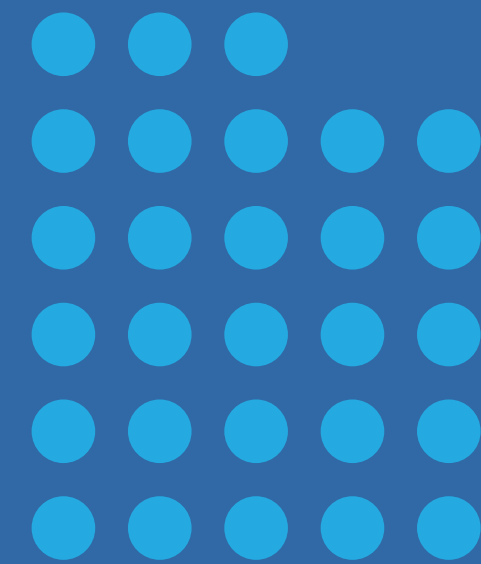
The data show that on average:

Retention and Completion Data:

**60** students took Intro to Graphic Design per year, demonstrating their interest in the graphic design program



**28** students applied to the graphic design program each year

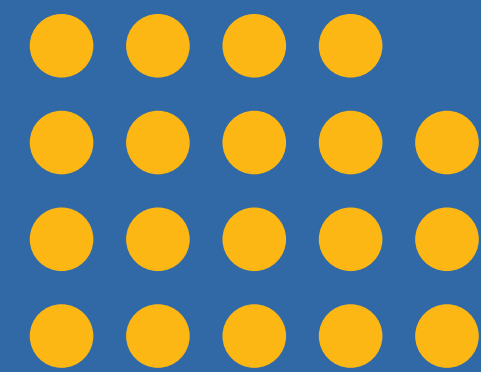


**22** students were accepted into the program annually (this number is determined by physical seats available)

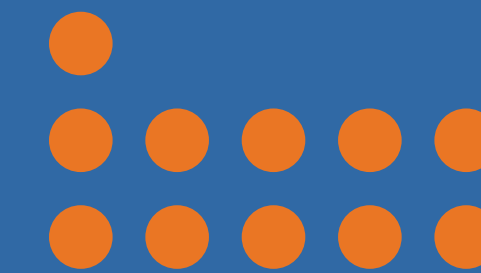


The data shows that our students are:  
**60%** female  
**17%** non-white  
**34** years old (avg.)

**19** students completed the capstone course, Graphic Design 3, annually, where portfolio and resumé are developed



**11** students per year (60%) showed completion of an award



### Initial Discoveries:

We found this final figure to be the big surprise of the self-study. We did not expect a 60% completion rate from students we knew had all but completed their degrees. We suspect that a primary explanation for this phenomenon can be found in our employment data for the same group (see below): students who've been hired straight from their internships, prior to graduation, may not complete the one or two remaining courses to finish their degree since they already have a robust portfolio and polished resumé, completed in the capstone class. We will need to study this issue further to confirm our suspicions.

A further area of investigation will involve determining if the same cohort that did not obtain a degree simply did not apply for graduation despite having finished all of their courses. Lane is a school that requires students to apply for their degree, and some may not follow through, even though they are qualified.

### Next steps:

Our external reviewer, Peter Hoefler, Faculty Chair, Visual Communications, Chemeketa Community College, Salem, Oregon, had some excellent suggestions/examples of how to facilitate completion, drawn from his experiences at his institution: provide students with regular reminders about completion dates; consider using faculty in an advisory capacity since faculty have close contact with students and greater opportunities than professional advisors to remind students, in a timely fashion, of program processes and requirements.

In addition, knowing that we have room to improve graduation rates has led us to query students on a regular basis about their progress in the GD program. We've also begun to remind students that it benefits the GD program and Lane to have them complete their degrees or certificates. We are confident that the loyalty of our GD students will translate into better completion numbers. As the self study proves, information is power.

We are excited to move to the implementation stage to work on program refinement and improvement, as we clarify and revise our course outcomes and work to align graduation rates with our robust employment rates.

For more information on the Graphic Design Program at Lane Community College, please visit our website at:

[lanecc.edu/mediaarts/graphicdesign](http://lanecc.edu/mediaarts/graphicdesign)

### How do we determine our program outcomes?

A startling discovery made in the process of determining what our current outcomes are for the graphic design program and if they are current or congruent with the industry today, was that many of the key courses in the program had course approval forms that dated from the mid 1980s! Some good news was the additional discovery of a hard copy document that showed all of the competencies for every course in the degree program dated to 2004. After determining its

provenance, we used that master list of literally hundreds of competencies, well organized under areas of study, to craft them into outcomes. This served the purpose of determining, to the best of our ability, what our outcomes currently are. Of course the next step will be to bring together the faculty and ask the questions, are these still current? And what should our outcomes look like going forward?

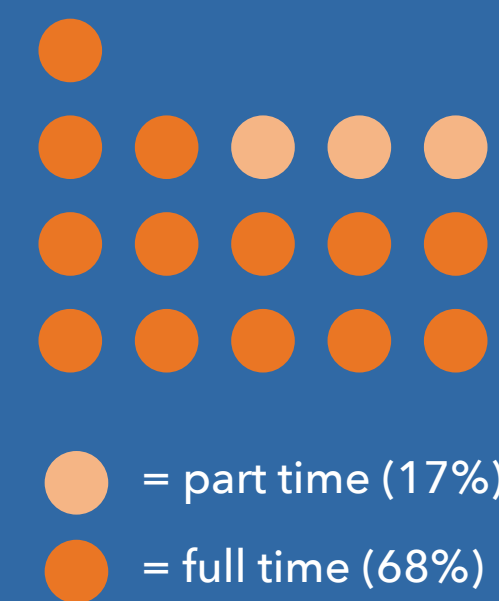
### How do we teach to an everchanging technology?

This question turned out to be the easiest one to answer (another surprise). After interviewing our advisory board and top area professionals (as well as graduates of the program who have been working in the field for a while), the general answer came back: for now, you don't need to, really. This is because aside from the need for more education on GIF animation

and social media ad design (both relatively easy things and already being added to our curriculum), the software (Adobe Creative Suite) and design fundamentals are much the same. Employers want graduates with strong design skills and open and flexible attitudes towards learning new things on the job.

Employment Info:

**85%** of those who completed the capstone course **found employment in the field** within one year of completion.



**14%** of those who completed the capstone course **became design leaders\*** within five years of completion.

