

Oklahoma City Community College

Program Review Self Study Year: 2012-2013

Division of Arts and Humanities

Associate in Applied Science in Graphic Communications (006)

Options: Photography/Digital Imaging

Multimedia

Print Media

Prepared by: Randy Anderson

I. Introduction

This section should reference the general process of the review and any unique features of the review (such as the use of outside consultants or conducting the review in relation to an accreditation visit).

If the program has been reviewed previously, this section should include a brief summary of prior recommendations and how they were addressed.

1. There is a high ratio of adjunct faculty to full-time faculty within the program. Currently, we have a 14:1 ratio. The graphic communication adjunct faculty are high quality and bring current experience from the industry to their instruction. In order to grow the program, an additional faculty person would be needed to offer more day courses and provide student advisement and administrative responsibilities.

Recommendation: Request funding for an additional full-time faculty member.

Action: Request for funding has been made yearly.

Results: Funding has not been approved.

2. There is a lack of available daytime instructors. Our adjunct instructors work in the field and most have daytime positions. As a result they are utilized to teach evening classes. This problem causes us to schedule a greater number of classes in the evening, creating a low availability for open labs. We are not fully utilizing our

classroom availability in the daytime. We could offer more day classes if we had an instructor available. This would probably result in program growth because we could offer more classes.

Recommendation: Request funding for an additional full-time faculty member.

Action: Request for funding has been made yearly. Funding has not been approved.

Results: Funding has not been approved.

3. There is limited instruction in basic design principles. An Introduction to Graphic Design course needs to be added to the Print Media Emphasis.

Recommendation: Meet with Curriculum Committee to add Introduction to Graphic Design to the Print emphasis curriculum.

Action: Introduction to Graphic Design has been added to the Print Media and Multimedia emphases curriculum.

Results: All Graphic Communications students taking the program's final Portfolio Preparation and Presentation course in the fall, spring and summer semesters created a portfolio and presented this portfolio to the instructor. Portfolio pieces were examined by program faculty according to an established rubric. The rubric results for the effective use of compositional elements to create an original design or image showed 89% of the portfolio students met this student learning outcome for FY08, 85% of the portfolio students met this student learning outcome for FY09, 89% of the portfolio students met this student learning outcome for FY10, 89% of the portfolio students met this student learning outcome for FY11 and 100% of the portfolio students met this student learning outcome for FY12. The Student Outcomes assessment goals were met or exceeded from FY08 -FY12.

4. The photography industry has moved to a digital environment, and it is necessary to incorporate more digital photography training in the Photography emphasis for graduates to be competent in the industry.

Recommendation: Evaluate the course needs of the Photography emphasis and develop courses necessary for industry training.

Action: After an evaluation of the courses needed for this program, Digital Photography II, Advertising Photography, Portrait Photography and Photojournalism were developed and added to the Photography/Digital Imaging emphasis.

Results: The results from the Spring 2012 Advisory board Meeting Program Questionnaire show that 100% of the Advisory Board members rated how well the Graphic Communications program prepares students for the work force as good or excellent. In addition, the enrollment for the Photography/Digital Imaging emphasis has increased from 65 in FY08 to 98 in FY12.

5. The lack of a specific minimum camera requirement for the digital photography class limits instruction on camera operation and function. Students are not receiving adequate instruction on the skills needed to gain employment in the industry. Point

and shoot cameras do not have all of the controls needed for professional training.

Recommendation: Evaluate impact on digital photography enrollment if a specific minimum camera requirement was established

Action: After an evaluation it was decided to not change the camera requirement for the Digital Photography class. However, a digital SLR camera requirement was added to Digital Photography II, Advertising Photography, Portrait Photography and Photojournalism courses.

Results: The results from the Spring 2012 Advisory board Meeting Program Questionnaire show that 100% of the Advisory Board members rated how well the Graphic Communications program prepares students for the work force as good or excellent. In addition, the enrollment for the Photography/Digital Imaging emphasis has increased from 65 in FY08 to 98 in FY12.

6. QuarkXPress is being replaced by InDesign in the industry. The Advisory committee has advised that it should be removed from the program. There are also technical problems associated with the server license.

Recommendation: Meet with Curriculum Committee to delete GCOM 1043 QuarkXPress.

Action: GCOM 1043 QuarkXPress was deleted from the Print Media emphasis curriculum.

Results: The results from the Spring 2012 Advisory board Meeting Program Questionnaire show that 100% of the Advisory Board members rated how well the Graphic Communications program prepares students for the work force as good or excellent.

7. Employment needs in the multimedia industry are changing. The Advisory committee has recommended changing the multimedia emphasis to a Web Design emphasis. The committee indicates that most of the employment opportunities in that field are in web design.

Recommendation: Recruit additional Advisory Committee members in the multimedia industry to evaluate the employment trends and opportunities in the community to determine if the program needs to be shifted to a Web Design emphasis.

Action: It was determined that was not the best course of action to change the Multimedia emphasis to a Web Design Emphasis. Computer Science has a Web Design & Development emphasis and this would be a duplication of curriculum. After the Fall 2012 Advisory Board meeting, the advisory board made recommendations for curriculum changes to the multimedia emphasis that will made during the Fall 2013 semester.

Results: Pending

8. The desks and carpet in classroom 1C1 are becoming worn and are in need of replacement. The desks are over seven years old. They were designed for smaller computers. The newer computers protrude from the front of the desk, creating

potential for equipment damage or personal injury. The carpet has been damaged due to water leaks in the ceiling. The water leaks have been repaired.

The instructional design of classroom 1C2 makes it difficult for students to follow demonstrations. The screen is placed to the side of the room, requiring students to look away from their monitors for demonstrations.

Recommendation: Request budgeting for new desks and carpet in 1C1, and improve instructional layout of 1C2.

Action: A budget request was made and approved for new desks and chairs for 1C1 AH. It improved the classroom environment. Carpet was not approved. Future budget requests for carpet will be made. The budget request for 1C2 AH has been made but not approved. The layout of 1C2 is not the best but it is functional. Future budget request will be made for 1C2 as well.

Results: Funding has not been approved.

II. Executive Summary

The Executive Summary will include the program's connection to the institution's mission, program objectives, and the strengths and areas for improvement of the program. It will also include the key findings and recommendations of the internal or external reviews with regard to the Program Review Principles and Program Review Criteria.

The Graphic Communications is a successful AAS program with an excellent full time program coordinator Randy Anderson and Mac Technician Cathy Bowman. The program has always worked to meet the needs of the industry, community, and students. The current program faculty members and Advisory Board are doing an excellent job in keeping the quality high to help students be successful in meeting their goals to graduate and get a job in the field or transfer, to take a class or two to improve their skills, or to take courses as electives as part of other programs.

Strengths

1. The number of enrolled students and graduates of the Graphic Communications program has remained steady. Enrollment has averaged 277 GCOM students a year for the last five years and an average of 19 students have graduated each year for the last five years.
2. The program has a positive reputation in the community for graphic communication training. We receive frequent requests from community employers for student interns and graduates to fill their employment needs. The number of graduates working in the field has increased. Institutional Effectiveness has provided support data obtained via surveys of OCCC Graphic Communications graduates from years 2008 -2011.
3. The Graphic Communications labs and studio are up-to-date. The GCOM program offers three fully equipped Macintosh classroom/labs. Each contains 20 state-of-the-art student computers, scanners, software and networked printers. Students are provided with high quality color printing for portfolio assignments and high quality black and white copies of other assignments. The classrooms have projectors so all students can work hands-on while instructors demonstrate software operations. Computers are replaced on a three-year rotation and software is replaced as it is upgraded in the industry. In addition to the Mac labs, the GCOM program has a photography studio. All necessary lighting equipment, photography equipment and backdrops are available for students to use.
4. The Graphic Communications Advisory Committee is comprised of dedicated, interested professionals who understand the mission of the College and the Graphic Communications Program and are vital in keeping the Graphic Communication program abreast of technological advancements, training needs, and success of students in the field.
5. Faculty members are well qualified and all are working or have worked for many years in the graphic communications industry. They are committed to high standards of excellence and provide appropriate, current, and real-world training for students. They are concerned with students' ability to compete in the marketplace and assist them in job counseling and placement. The overall quality of instruction is high due to the close interaction between faculty and students.
6. Curriculum is updated based on input from the Advisory Board, the results from the Student Outcomes Assessment and General Education Assessment to ensure that the program remains current with industry needs. Upon completion of the program, students have the skills and knowledge necessary to perform competently in an entry-level position in graphic communications.
7. Program faculty are actively involved in and dedicated to strengthening communication and commitment with cooperative Career Technology Centers. We currently have cooperative agreements with Francis-Tuttle Technology Center, Metro Technology Center, Moore-Norman Technology Center, and Mid-America Technology Center. There is good communication between faculty of the Technology Centers and the GCOM program at OCCC.

Recommendations/Areas of Improvement

This program has very few areas that need improvement. Randy Anderson does such a good job of hiring excellent people and creating appropriate curriculum, that the Graphic Communications program has very few problems related to student or instructor or equipment problems. There are some things that could help the program to improve.

1. Request funding for an additional full-time faculty member. We have requested this in the past. Overall, this is a small program and the programs with more students have priority.
2. Adjust Graphic Communications curriculum so that half of the major credit hours are shared in each emphasis. The adjusted Core major classes are Image Editing: Photoshop I, Image Editing: Photoshop II, Electronic Publishing: InDesign I, Introduction to Graphic Design, and Portfolio Preparation and Presentation. Randy Anderson will meet with Curriculum Committee to make these program changes.
3. To determine feasibility of certificates, we will use surveys and/or focus groups to determine student need and possible number of certificates to be conferred. If it is determined that certificates are feasible, GCOM faculty will meet with the Curriculum Committee to add Certificates to the Graphic Communications program.
4. Requests will be made for new carpet in 1C1 and 1C2 to make it more effective for students and instructors.

To grow much more, another faculty member is needed to enable more daytime classes and a more effective use of the classroom resources. We have occasionally used the Mac classrooms during the day for computer assisted writing classes, but most instructors do not want to use Macs. To really be efficient in the use of these classrooms, we need daytime instructors. The other items are more doable and should be accomplished in the next year or two. This outstanding small program does everything correctly; the advising of majors is excellent. It is simply an all-around super program.

III. Analysis & Assessment

This section will include a complete review and analysis of the Program Review Criteria based on the internal or external team's review. It will also assess developments since the last program review in the context of the current recommendations of the internal review and any recommendations.

A. Centrality of the Program to the Institution's Mission

An assessment and written analysis as to the centrality of the program to the institution's mission and in the context of the institution's academic plan are required. The purpose of the mission of an institution is to indicate the direction in which the institution is going now and in the future. The mission defines the fundamental reason for the existence of the institution.

Together with the planning principles and goal statements, the mission reveals the philosophical stance of the institution with respect to education and learning while at the same time providing a framework for the maintenance of institutional integrity and development.

Describe how the program is central to the institution's mission:

The Graphic Communications program provides high quality training in course offerings and level of instruction. This training will prepare the student for entry-level employment in the graphic arts and photographic industry. OCCC wants students to be successful and this program helps students to achieve that goal.

B. Vitality of the Program

Vitality of the program refers to the activities and arrangements for insuring its continuing effectiveness and efficiency. To maintain its vitality and relevance, a program must plan for the continuous evaluation of its goals, clientele served, educational experiences offered, educational methods employed, including the effective incorporation of technology, and the use of its resources. This vital principle or force can best be observed by examining the past and present initiatives to insure the vitality of the faculty, students, and program.

1. List Program Objectives and Goals

The Graphic Communications Program has the following goals and objectives:

1. Offer a high quality of training in course offerings and level of instruction. This training will prepare the student for entry-level employment in the graphic arts and photographic industry. Students are prepared in the following areas: Graphic Design, Electronic Publishing, Digital Image Editing, Prepress Production, and Computer Illustration. They may also elect to be trained in the areas of Multimedia Design or Photography/Digital Imaging.
2. Provide the facilities, equipment, and software necessary for quality instruction and student lab experience.
3. Provide retraining for community/industry persons on a part or full-time basis.
4. Offer a two-year Associate in Applied Science Degree.
5. Maintain a committed advisory board for evaluating and advising faculty on training and curriculum. The Graphic Communications Advisory Board meets twice a year to evaluate the Graphic Communications Program and to provide input on changes. The Advisory Board consists of individuals who work in the profession in private industry.

6. Maintain a committed faculty consisting of people who have real-world experience, are dedicated to high standards of excellence, are willing to continually evaluate all aspects of the program and make necessary changes. They will also advise and assist students in employment opportunities.

2. Quality Indicators

Quality indicators may vary by institutional mission; however, institutions should measure the efforts and quality of their programs by: faculty quality, ability of students, achievements of graduates of the program, curriculum, library, access to information technology resources including efficiencies and improved learner outcomes through appropriate use of this technology and appropriate use of instructional technology to achieve educational objectives, special services provided to the students and/or community, and other critical services.

As appropriate, institutions should evaluate the program against industry or professional standards utilizing internal or external review processes. Institutions must provide specific documentation of student achievement. Such documentation should include programs outcomes assessment data consistent with the State Regents' *Assessment Policy*. Program quality may also be reflected by its regional or national reputation, faculty qualifications, and the documented achievements of the graduates of the programs. This includes a program self review that provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission and how it relates to Higher Learning Commission Criteria and Components listed below:

- a. The program's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible. List of the student learning outcomes.

Student Learning Outcomes

Upon completion of the Graphic Communications program, students will be able to:

1. Demonstrate the understanding of the technical skills in graphic communications including:
 - a. Software knowledge specific to emphasis (page-layout, drawing, photo-editing, web-design and animation software)
 - b. Equipment knowledge specific to emphasis (computers, scanners, printers, and photographic equipment)
2. Demonstrate the understanding of the principles of composition in graphic communications including:
 - a. Design/Photography appropriate to project and purpose
 - b. Effective use of compositional elements to create an original design or image
3. Demonstrate the understanding of the production skills in graphic communications including:
 - a. Proper production for commercial output
 - b. Production with attention to detail

Program Output

Students enrolled in the Portfolio Preparation and Presentation class will be administered a Graphic Communications survey. Seventy five percent will rate the training received at Oklahoma City Community College as good or better.

On an annual basis, the Graphic Communications advisory board will evaluate by means of an anonymous questionnaire whether the GCOM program is meeting the needs of employers in the Oklahoma City metropolitan area and recommend any program changes.

Student Learning Outcomes Output Schedule (FY 13 - FY 17)

- | | |
|-------|--|
| FY 13 | (1b) Technical expertise in a variety of equipment used in the graphic arts industry (3b) Production with attention to detail |
| FY 14 | (1a) Technical expertise in software used in the graphic communications industry (3a) Proper production for commercial output |
| FY 15 | (2a) Design/Photography appropriate to project and purpose (2b) Effective use of compositional elements to create an original design or image |
| FY 16 | (1b) Technical expertise in a variety of equipment used in the graphic arts industry |

(3b) Production with attention to detail

FY 17 (1a) Technical expertise in software used in the graphic communications industry
(3a) Proper production for commercial output

Well defined the criteria for measurement and how the criteria were used in the program.

Student Learning Outcomes

All Graphic Communications students taking the program's final Portfolio Preparation and Presentation course in the fall, spring and summer semesters will create a portfolio and present this portfolio to the instructor. Portfolio pieces will be examined by program faculty according to an established rubric.

Student Learning Outcome (1a)

Print Emphasis

Eighty percent of students will demonstrate technical expertise in page layout, drawing, and photo-editing software used in the graphic communications industry by scoring a minimum of "2" or Satisfactorily meets the student learning outcome on the program rubric.

Multimedia Emphasis

Eighty percent of students will demonstrate technical expertise in web-layout, web-animation, drawing, page layout, and photo-editing software used in the graphic communications industry by scoring a minimum of "2" or Satisfactorily meets the student learning outcome on the program rubric.

Photography/Digital Imaging Emphasis

Eighty percent of students will demonstrate technical expertise in page layout and photo-editing software used in the graphic communications industry by scoring a minimum of "2" or Satisfactorily meets the student learning outcome on the program rubric.

Student Learning Outcome (1b)

Print/Multimedia Emphases

Eighty percent of students will demonstrate technical expertise in the use of computers, printers, and storage devices by scoring a minimum of "2" or Satisfactorily meets the student learning outcome on the program rubric.

Photography/Digital Imaging Emphasis

Eighty percent of students will demonstrate technical expertise in the use of cameras, lighting equipment, computers, printers, monitor calibrators, and storage devices by scoring a minimum of "2" or Satisfactorily meets the student learning outcome on the program rubric.

Student Learning Outcome (2a)

Print/Multimedia Emphases

Eighty percent of students will demonstrate an understanding of design appropriate to project and purpose by scoring a minimum of "2" or Satisfactorily meets the student learning outcome on the program rubric.

Photography/Digital Imaging Emphasis

Eighty percent of students will demonstrate an understanding of photography appropriate to project and purpose by scoring a minimum of "2" or Satisfactorily meets the student learning outcome on the program rubric.

Student Learning Outcome (2b)

Print/Multimedia Emphases

Eighty percent of students will demonstrate an understanding in the effective use of design elements and typography to create an original design by scoring a minimum of "2" or Satisfactorily meets the student learning outcome on the program rubric.

Photography/Digital Imaging Emphasis

Eighty percent of students will demonstrate an understanding in the effective use of framing, composition, and lighting to create an original image by scoring a minimum of "2" or Satisfactorily meets the student learning outcome on the program rubric.

Student Learning Outcome (3a)**Print/Multimedia Emphases**

Eighty percent of students will demonstrate expertise in the proper production for commercial output by scoring a minimum of "2" or Satisfactorily meets the student learning outcome on the program rubric.

Photography/Digital Imaging Emphasis

Eighty percent of students will demonstrate expertise in the proper production for image output by scoring a minimum of "2" or Satisfactorily meets the student learning outcome on the program rubric.

Student Learning Outcome (3b)**Print/Multimedia Emphases**

Eighty percent of students will demonstrate production expertise with attention to detail in producing projects without typographical errors by scoring a minimum of "2" or Satisfactorily meets the student learning outcome on the program rubric.

Photography/Digital Imaging Emphasis

Eighty percent of students will demonstrate production expertise with attention to detail in producing images that have been properly retouched and finished by scoring a minimum of "2" or Satisfactorily meets the student learning outcome on the program rubric.

Program Outputs

Students enrolled in the Portfolio Preparation and Presentation class will be administered a Graphic Communications survey to evaluate the instruction they received.

The GCOM Advisory board will evaluate the program by an anonymous questionnaire and make program recommendations.

Program Outputs Measurements

Seventy-five percent of the students enrolled in the Portfolio class will rate the training received at Oklahoma City Community College as good or very good.

The GCOM Advisory board will evaluate the program by an anonymous questionnaire and make program recommendations.

The evaluation, results, and recommendations based on the criteria used.

The FY12 Assessment measured:**Student Learning Outcome (2a)**

Upon completion of the Graphic Communications program, students were able to:
Demonstrate an understanding of design/photography appropriate to project and purpose.

Student Learning Outcome (2b)

Upon completion of the Graphic Communications program, students were able to:
Demonstrate an understanding in the effective use of compositional elements to create an original design or image.

Measurement used for Student Learning Outcome Assessment

All Graphic Communications students taking the program's final Portfolio Preparation and Presentation course in the fall, spring and summer semesters of FY12 will create a portfolio and present this portfolio to the instructor. Portfolio pieces will be examined by program faculty

according to an established rubric.

Student Learning Outcome (2a)

Print/Multimedia Emphases

Eighty percent of students will demonstrate an understanding of design appropriate to project and purpose by scoring a minimum of "2" or Satisfactorily meets the student learning outcome on the program rubric.

Photography/Digital Imaging Emphasis

Eighty percent of students will demonstrate an understanding of photography appropriate to project and purpose by scoring a minimum of "2" or Satisfactorily meets the student learning outcome on the program rubric.

Student Learning Outcome (2b)

Print/Multimedia Emphases

Eighty percent of students will demonstrate an understanding in the effective use of design elements and typography to create an original design by scoring a minimum of "2" or Satisfactorily meets the student learning outcome on the program rubric.

Photography/Digital Imaging Emphasis

Eighty percent of students will demonstrate an understanding in the effective use of framing, composition, and lighting to create an original image by scoring a minimum of "2" or Satisfactorily meets the student learning outcome on the program rubric.

Summary of the Student Learning Outcome Assessment Results

24 Graphic Communication students' portfolios were reviewed. The results show 100% of the students demonstrated an understanding of design/photography appropriate to project and purpose by scoring "2" or above on the rubric, and 100% of the students demonstrated an understanding in the effective use of compositional elements to create an original design or image by scoring "2" or above on the rubric.

Recommendations

We have met or exceeded our goals for FY12. This year the assessment rubric will be evaluated to determine its effectiveness in assessing student outcomes. The results of the evaluation will determine if any changes in the rubric will be required.

Program Outputs

Students enrolled in the Portfolio Preparation and Presentation class will be administered a Graphic Communications survey to evaluate the instruction they received.

On an annual basis, the Graphic Communications advisory board will evaluate by means of an anonymous questionnaire whether the Graphic Communications program is meeting the needs of employers in the Oklahoma City metropolitan area and recommend any program changes.

Measurement used for Program Outputs Assessment

Seventy-five percent of the students enrolled in the Portfolio class will rate the training received at Oklahoma City Community College as good or very good.

The GCOM Advisory board will evaluate the program by an anonymous questionnaire and make program recommendations.

Summary of the Program Outputs Assessment Results

24 Graphic Communications surveys were reviewed. The results indicate that 96% of the portfolio students rate the training received in the Graphic Communications program as good or very good. The survey also shows that 96% of portfolio students rated the quality of advising in the degree program as good or very good, and 96% of portfolio students rated the quality of course content as good or very good.

13 Graphic Communications Advisory Board Questionnaires were reviewed. The results indicate that 100% agree that the Graphic Communications program is meeting the needs of employers in the Oklahoma City metropolitan area, and 100% rated the overall effectiveness of the Graphic Communications program as satisfactory or better.

Recommendations

We have met or exceeded our goals for FY12. I recommend that we continue to use our current Graphic Communications survey and Advisory Board Questionnaire to collect additional data. It was determined to pilot a new more detail rubric for FY13. This is being done to better define skills used in each Student Learning Outcome.

General Education requirements represent just over sixty percent of each Associate of Science or Associate of Arts degree, making the careful assessment of these broad competencies OCCC considers essential for all graduates very important.

Strategy:

The General Education Committee will create six interdisciplinary teams with members from multiple divisions. Each team will consist of five members with two members specifically teaching in one of the General Education Core Areas. Also, at least one team member will be a representative of the General Education Committee.

Twice a year these teams will evaluate one hundred artifacts from students having attained at least 36 hours of General Education Courses from OCCC. Reports, recommendations, and actions created from the General Education Assessment Process will be stored on the General Education Committee Website.

Evidence should be presented that shows a systematic review of the curriculum is conducted regularly. This review should indicate how the general education competencies are being met:

General Education Assessment Plan

Objective:

To assess and recommend actions for the general education component of Oklahoma City Community College's curriculum.

Method:

Developed rubrics will provide common criteria for assessing "artifacts" gathered from various courses. Artifacts may include but are not limited to recorded performances, PowerPoint Presentations, essays, lab reports, research projects, service-learning projects, or any assignment preexisting in a faculty's course.

Nevertheless, the underlying principle of this method is (1) to reduce the intrusive nature of assessment within faculty courses, (2) to create a real environment of student performances within a classroom setting instead of a contrived environment of a forced examination (i.e. CAAP exams not counting for a classroom grade), and (3) to collect artifacts already designed and administrated by our professional faculty at OCCC.

Data Collection:

The Office of Institutional Effectiveness will identify each semester students completing at least 36 credit hours in General Education Courses.

The General Education Core

General Education at Oklahoma City Community College is an integral component of each student's experience. Every student receiving an Associate Degree (AAS, AA, or AS) must complete at least one course from each of the following areas, indicating a general understanding of that area.

- I. Human Heritage, Culture, Values
- II. Public Speaking
- III. Writing
- IV. Social Institutions
- V. Mathematical Methods
- VI. Scientific Methodology

Program Response to General Education Assessment Data

Provide Evidence that shows a systematic review of the curriculum is conducted regularly. This review should indicate how the general education competencies are being met.

Graphic Communications curriculum is reviewed annually by the Student Outcomes Assessment, Graduate Survey, and Student Input on Instruction. In addition, the Graphic Communications Advisory Board meets in the Fall and Spring semesters to review curriculum and recommend changes when required. General education competencies are reviewed annually by the procedures stated above.

Graphic Communications software courses include writing, mathematical methods and critical thinking general education components. GCOM 2803 Portfolio Preparation and Presentation and GCOM 2853 Multimedia Portfolio Production include writing and critical thinking components. GCOM 1223 Advertising Layout, GCOM 2323 Publication Design and GCOM 2353 Applied Graphic Art include writing, public speaking, mathematical methods and critical thinking components. Project presentations were added to the GCOM 2353 Applied Graphic Art class curriculum in response to the general education assessment data for public speaking.

b. The program values and supports effective teaching.

Faculty Performance Review and Evaluation

Faculty will be evaluated on the basis of the established standards of performance and objectives established in the person's contract and any subsequent memorandums of agreement established for the position/person. Faculty are defined as employees who primarily perform teaching and instruction-related duties and who are employed on the basis of a written contract setting forth the duties to be performed and the compensation to be paid. The performance appraisal for each faculty member will be conducted by the Division Dean or Director as appropriate.

Course and Faculty Evaluation

The Student Input on Instruction process is a means of gathering student perceptions of instruction at the college. The results are intended to be used by faculty as means of identifying ways to improve instruction. A copy of the questionnaire may be found in the appendix of this document. Up to three (3) questions, unique to the course or section, may be created for inclusion as optional questions. The forms and supportive instructions will be available to students online during the 8th, 9th, or 10th week of 16-week courses or the 5th or 6th week of eight-week courses.

c. The program creates effective learning environment.

The GCOM program offers three fully equipped Macintosh classroom/labs. Each contains 20 state-of-the-art student computers, scanners, software and networked printers. Students are provided with high quality color printing for portfolio assignments and high quality black and white copies of other assignments. The classrooms have projectors so all students can work hands-on while instructors demonstrate software operations. Computers are replaced on a three-year rotation and software is replaced as it is upgraded in the industry.

In addition to the Mac labs, the GCOM program has a photography studio. All necessary lighting equipment, photography equipment, and backdrops are available for students to use in the studio.

The carpets in classrooms 1C1 and 1C2 are worn and are in need of replacement. The carpet in classroom 1C1 has been damaged due to water leaks in the ceiling. The water leaks have been repaired. The carpet in classroom 1C2 has been worn due to the chairs.

d. The program's learning resources support student learning and effective teaching.

The Graphic Communications program includes print, multimedia and photography. Faculty and librarians work well together. The librarians continue to update and improve resources supporting the program.

The librarian recently met with Professor Anderson and Cathy Bowman to discuss usage and new developments in the GCOM area. These observations are used to decide on new materials to be purchased, as well as supporting the GCOM program review process. Some of the specifics noted are: a need to look for new materials on e-publishing of books; designing for mobile devices; and photography, especially composition and light.

In an extra collaboration this year, students may work on a Library "Banned Books Week" project in one GCOM class.

Library Print and Online Resources

The Library's array of resources --both online and in other formats --continues to grow and evolve. All of the online resources are available to students --anytime, anyplace. The Library has about 113,000 items --including books, ebooks, DVDs, videos and online films. Items supporting the Graphic Communications program are located in call number areas:

QA 76.76-76.8 Desktop publishing, incl. Illustrator, InDesign
TR 1-1050 Photography
Z 243-286 Graphic design, incl. typefaces, production, history
NC 997-1003 Commercial art

The relevant book collection is substantial, especially in the photography area. The entire GCOM area has been reviewed. Old and ragged books were weeded in conjunction with faculty. The AV area still needs to be weeded of old training videos. The Library is in the process of updating and adding new materials.

The OCCC now has several means providing visual resources in support of coursework. For instance, recently the Library began subscribing to the Image Quest Images Database, a searchable source of 3+ million, copyright cleared images of all sorts, to be used for student and faculty projects. The Library for several years has provided access to *Films on Demand*, an online streaming video service, via the Library website. *FoD* is multi-disciplinary. Its thousands of complete films, as well as convenient short clips, are searchable by discipline, topic and title. Feedback has been positive.

Now when someone needs information from periodical articles, that person is most likely to use Library's comprehensive online article databases such as EbscoHost. For example, Ebsco includes in pdf form the articles in *Print: America's Graphic Design Magazine*. In addition the Library retains some subscriptions to GC-related print periodicals, though it turns out that many print GC titles have ceased publication since the previous program review.

Library Instructional Resources

The value of excellent research collections, whether online or in print, depends also on whether or not students are aware of and have the skills to use them. Experience shows that typical students are not aware of resources available, but instead are "looking around on the Internet" with often very limited success.

Many students enroll in the one credit hour Success in College and Life course, in which they receive instruction in doing academic research. The librarians also teach class sessions in a wide variety of subject areas. Sessions are usually hands on, held either in the Library's instruction area or in the students' regular classroom, but flexibility is key. And as always, librarians staffing the Library Assistance desk answer informal student questions and provide one-on-one instruction.

In summary...

Overall, the Library has 76 computers for student research, online coursework, etc. More than half of these are set up with DVD players and headphones. The building now has wireless access throughout. From the Library's web page students both on- and off-campus can use the catalog of books and DVD/videos, search for quality information in many online article databases, link to tutorials and make online requests.

Librarians are committed to supplying the right resources for Graphic Communications and helping students and faculty use them well. The Library has a strong budget and responds to faculty requests or suggestions about useful resources. Neither is expected to change.

e. The institution's curricular evaluation involves alumni, employers, and other external constituents who understand the relationship among the course of study, the currency of the curriculum, and the utility of the knowledge and skills gained.

OCCC has established specific curriculum patterns for transfer programs leading to the Associate in Arts (A.A.) or Associate in Science (A.S.) degrees. Describe program coordination efforts, partnerships and relationships with transfer institutions.

Graphic Communications is an A.A.S. program. Even though we are not a transfer program, students have transferred to other universities to seek a baccalaureate degree. The general education classes taken at OCCC transfer but most of the major classes do not. However, the training the students received from OCCC gives them an advantage in the studies taken at the university.

- f. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

An important aspect of keeping the curriculum relevant and ensuring students are adequately prepared for employment is the Graphic Communications Advisory Board. The Graphic Communications Advisory Board meets in the Fall and Spring semesters to evaluate the Graphic Communications Program and to provide input on changes. The committee consists of individuals who work in the graphic communications profession in private industry and instructors from the Career Technology Centers.

Advisory board members are chosen to represent a variety of design and production (for print, photography and multimedia) areas within the industry. Members are rotated on a regular basis to ensure different viewpoints and areas of expertise. Members are chosen as a result of recommendations from committee members and faculty.

Advisory board members are also requested to fill out written questionnaires pertaining to standards in software, hardware, training needs, agenda items, and general comments so that all members have an opportunity to express opinions on all issues.

Information obtained from meetings and questionnaires is summarized and analyzed by program faculty, and recommendations are forwarded through appropriate academic channels. These recommendations and the action taken are subsequently reviewed at the next advisory committee meeting.

To facilitate job placement, committee members are involved in arranging field trips, internship placements, and guest speakers, as well as in evaluating student portfolios.

Minutes of meetings are maintained and distributed to committee members, to the Dean of Arts & Humanities, and to the Vice President of Academic Affairs, and are kept on file in the Division Office for inspection by interested parties. The advisory members list and the minutes of meetings are attached.

In addition, program faculty are actively involved in and dedicated to strengthening communication and commitment with cooperative Career Technology Centers. We currently have cooperative agreements with Francis-Tuttle Technology Center, Metro Technology Center, Moore-Norman Technology Center, and Mid-America Technology Center. There is good communication between faculty of the Technology Centers and the GCOM program at OCCC.

3. Minimum Productivity Indicators

The following are considered to be the minimum standards for degree program productivity (averaged over five years). Programs not meeting these standards may be identified for early review as low producing programs. Institutions will be notified of programs not meeting either one of the two standards listed below and other quantifiable measures in this section.

- a. Number of degrees conferred (averaged over five years, minimum standard: AA/AS/AAS 5)

Number of degrees in Graphic Communications conferred:

FY2008: Photography/Digital Imaging 4, Multimedia 7, Print Media 8, Total 19

FY2009: Photography/Digital Imaging 7, Multimedia 5, Print Media 8, Total 20
FY2010: Photography/Digital Imaging 1, Multimedia 2, Print Media 11, Total 14
FY2011: Photography/Digital Imaging 9, Multimedia 2, Print Media 11, Total 22
FY2012: Photography/Digital Imaging 7, Multimedia 4, Print Media 9, Total 20

The five year average for all emphases is 19.

- b. Number of majors enrolled (averaged over five years, minimum standard: AA/AS-25 AAS-17)

Total of program majors:

FY2008: Photography/Digital Imaging 65, Multimedia 100, Print Media 81, Total 246
FY2009: Photography/Digital Imaging 114, Multimedia 89, Print Media 77, Total 280
FY2010: Photography/Digital Imaging 115, Multimedia 81, Print Media 91, Total 287
FY2011: Photography/Digital Imaging 105, Multimedia 81, Print Media 102, Total 288
FY2012: Photography/Digital Imaging 98, Multimedia 99, Print Media 88, Total 285

The five year average for Photography/Digital Imaging, Multimedia and Print Media are:

Digital Photography: 99.4
Multimedia: 90
Print Media: 87.8
Total: 277.2

4. Other Quantitative Measures

- a. The number of courses taught exclusively for the major program for each of the last five years and the size of classes for each program level listed below:

The total of 1000 level Graphic Communications courses taught, and average class size:

FY2008: Courses taught: 19, Average class size: 10.7
FY2009: Courses taught: 31, Average class size: 18.9
FY2010: Courses taught: 30, Average class size: 16.5
FY2011: Courses taught: 27, Average class size: 17.9
FY2012: Courses taught: 25, Average class size: 18

This equals to a 32% increase in 1000 level courses taught and a 68% increase in 1000 level class size from FY2008 to FY2012.

The total of 2000 level Graphic Communications courses taught, and average class size:

FY2008: Courses taught: 18, Average class size: 14.4
FY2009: Courses taught: 22, Average class size: 23
FY2010: Courses taught: 24, Average class size: 17.8
FY2011: Courses taught: 24, Average class size: 21
FY2012: Courses taught: 23, Average class size: 19.2

This equals to a 22% increase in 2000 level courses taught and a 33% increase in 2000 level class size from FY2008 to FY2012.

- b. Student credit hours by level generated in all major courses that make up the degree program for five years.

The total of credit hours generated by 1000 level Graphic Communications courses:

FY2008: 1248

FY2009: 1680

FY2010: 1380

FY2011: 1437

FY2012: 1401

This equals to a 12.3% increase in generated 1000 level credit hours from FY2008 to FY2012.

The total of credit hours generated by 2000 level Graphic Communications courses:

FY2008: 1023

FY2009: 1485

FY2010: 1248

FY2011: 1500

FY2012: 1317

This equals to a 28.7% increase in generated 2000 level credit hours from FY2008 to FY2012.

c. Direct instructional cost for the program for the review period.

Oklahoma City Community College (OCCC) offers online courses (computer based/Internet) which allow students the freedom from attending regularly scheduled course meeting times while still earning college credit. Online courses are similar to traditional, on campus courses in that they have a regular class schedule, assignment due dates, and the expectation of student interaction. OCCC has committed resources for the creation of specialized resources for online students with the goal of increasing student success. These resources include a customized section of the OCCC website to assist them as they progress in their academic studies via distance and an orientation to the College's Learning Management System. We also provide virtual tutoring in the Math and Communication labs in addition to 24-7 tutor support through GradeResults to further customize and personalize online students' education. The cost of these initiatives and efforts totals \$55,000.00. The cost of 24-7 technology support for student and faculty support those working within the learning management system is \$65,000.00.

Technology use in the classroom continues to expand to meet the needs of our students. 150 of our classrooms are equipped with permanent multimedia equipment with the availability of mobile carts to increase the number of high tech classrooms to 100%. The cost incurred with this multiyear effort was \$1.22 Million. Faculty members are continuing to utilize student response systems, SmartBoards, slates and are implementing the use of iPads within the classroom. OCCC continues to support the utilization of technology in the classroom so faculty can continue to engage students. The use of iPads in the classroom is a new effort on campus and the cost thus far has only been \$50,000.00. The Center for Learning and Teaching offers multiple learning opportunities for faculty related to strategies for incorporating technology into instruction effectively as well as the use of the College's Learning Management System, Moodlerooms. The CLT team has strategically worked to meet the needs of our 157 full-time faculty as well as the 500 adjunct faculty members. They support them through organized workshops, online training modules, and individual faculty consultations conducted via phone, Skype, email, or in person. The consultations focus on the use of the college's LMS as well as the choosing of instructional technology to match learning objectives.

d. The number of credits and credit hours generated in the degree program that support the general education component and other major programs including certificates.

The number of general education credit hours generated in the Graphic Communications program:

Photography/Digital Imaging: General Education credits: 92, Generated Credit Hours: 273

Multimedia: General Education Credits: 73, Generated Credit Hours: 219

Print Media: General Education Credits: 48, Generated Credit Hours: 144

These results do not include the 3 hours of approved general education electives. When added, the values may overstate the amount of hours accumulated if a GCOM major took gen ed electives without the expectation it was to be applied to this program.

e. A roster of faculty members including the number of full-time equivalent faculty in the specialized courses within the curriculum.

Faculty members are well qualified and all are working or have worked for many years in the graphic communications industry. They are committed to high standards of excellence and provide appropriate, current, and real-world training for students. They are concerned with students' ability to compete in the marketplace and assist them in job counseling and placement. The overall quality of instruction is high due to the close interaction between faculty and students.

Full-time Faculty:

Randy Anderson

Adjunct Faculty :

Konrad Eek
Teresa Bragg
Michael Scalf
Martin Milner
Robert Meyers
Samuel Teague
Phillip Grimes
Stephen Pursley
Mitzi Massey
Neal Hettinger
April Jackson
Tracy Ferguson
Charles Rushton
Rick Allen Lippert

The number of FTE faculty in major courses:

GCOM-2003: FY2010: 0.6, FY2011: 0.7, FY2012: 0.6
GCOM-2053: FY2010: 0.1, FY2011: 0.1, FY2012: 0.1
GCOM-2103: FY2010: 0.0, FY2011: 0.0, FY2012: 0.4
GCOM-2153: FY2010: 0.1, FY2011: 0.2, FY2012: 0.2
GCOM-2163: FY2010: 0.1, FY2011: 0.1, FY2012: 0.1
GCOM-2253: FY2010: 0.1, FY2011: 0.1, FY2012: 0.1
GCOM-2323: FY2010: 0.1, FY2011: 0.1, FY2012: 0.1
GCOM-2353: FY2010: 0.1, FY2011: 0.1, FY2012: 0.1
GCOM-2363: FY2010: 0.1, FY2011: 0.1, FY2012: 0.1
GCOM-2773: FY2010: 1.5, FY2011: 1.3, FY2012: 1.4
GCOM-2783: FY2010: 0.3, FY2011: 0.3, FY2012: 0.3
GCOM-2793: FY2010: 0.4, FY2011: 0.3, FY2012: 0.3
GCOM-2803: FY2010: 0.3, FY2011: 0.2, FY2012: 0.3
GCOM-2813: FY2010: 0.3, FY2011: 0.2, FY2012: 0.2
GCOM-2833: FY2010: 0.1, FY2011: 0.1, FY2012: 0.1
GCOM-2843: FY2010: 0.1, FY2011: 0.1, FY2012: 0.1
GCOM-2853: FY2010: 0.2, FY2011: 0.1, FY2012: 0.1

Program Average:

FY2010: 4.5 FTE Faculty
FY2011: 4.1 FTE Faculty
FY2012: 4.6 FTE Faculty

f. If available, information about employment or advanced studies of graduates of the program over the past five years.

Institutional Effectiveness has provided support data obtained via surveys of OCCC Graphic Communications graduates from years 2008 -2011.

FY2008: 19 GCOM graduates were surveyed with 7 graduates responding. 14.3% of the responding graduates transferred to another college and 33% were working in a job related to their education.

FY2009: 19 GCOM graduates were surveyed with 7 graduates responding. 42.9% of the responding graduates transferred to another college and 42.9% were working in a job related to

their education.

FY2010: 15 GCOM graduates were surveyed with 10 graduates responding. 20% of the responding graduates transferred to another college and 77.8% were working in a job related to their education.

FY2011: 22 GCOM graduates were surveyed with 7 graduates responding. 42.8% of the responding graduates transferred to another college and 83.3% were working in a job related to their education.

- g. If available, information about the success of students from this program who have transferred to another institution.

N/A

5. Duplication and Demand

- a. Demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data.

The number of enrolled students and graduates of the Graphic Communications program has remained steady. Enrollment has averaged 277 GCOM students a year for the last five years and an average of 19 students have graduated each year for the last five years.

Occupational data for 2010 to 2020 from the Bureau of Labor Statistics shows a 13% increase in demand for graphic designers, 13% increase for photographers, and 8% increase for multimedia artists. Graphic designers have a median yearly income of \$43,000. Photographers have a median annual income of \$29,000 and Multimedia artists have a median annual income of \$58,000.

The entry-level education for a graphic designer and multimedia artist is a Bachelor's degree. Graphic Communication graduates are being hired for entry-level graphic production positions with an Associate in Applied Science degree. The entry-level education for most photographers is a high school diploma or equivalent. Photojournalists, industrial, and scientific photographers often need a bachelor's degree. Many photographers take classes or earn a degree to improve their skills and employment prospects.

- b. Demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data.

The program has a positive reputation in the community for graphic communication training. We receive frequent requests from community employers for student interns and graduates to fill their employment needs.

The number of graduates working in a job related to their education has increased. The results for graduates working in a job related to their education from the graduate survey are:

FY2008: 19 GCOM graduates were surveyed with 7 graduates responding. 33% were working in a job related to their education.

FY2009: 19 GCOM graduates were surveyed with 7 graduates responding. 42.9% were working in a job related to their education.

FY2010: 15 GCOM graduates were surveyed with 10 graduates responding. 77.8% were working in a job related to their education.

FY2011: 22 GCOM graduates were surveyed with 7 graduates responding. 83.3% were working in a job related to their education.

- c. Demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting.

None

- d. Indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community.

Graphic Communications faculty organizes student and faculty photography exhibits throughout the year when the gallery is available. There have been several Digital Photography and Digital Photography II student exhibits and two adjunct faculty exhibits during the last three years.

- e. The process of program review should address meeting demands through alternative forms of delivery.

The Graphic Communications program offers one online section each of Image Editing: Photoshop I and Electronic Publishing: InDesign I. Both classes have been popular and enrollment has been good since they were first offered. In addition, we have offered History of Photography at the Museum of Art.

6. Effective Use of Resources

The resources used for a program determine, in part, the quality of the educational experiences offered and program outcomes. Resources include financial support (state funds, grants and contracts, private funds, student financial aid); library collections; facilities including laboratory and computer equipment; support services; appropriate use of technology in the instructional design and delivery processes; and the human resources of faculty and staff. The efficiency of resources may be measured by cost per student credit hour; faculty/student ratio; and other measures as appropriate. The effective use of resources should be a major concern in evaluating programs. The resources allocated to the program should reflect the program's priority consistent with the institution's mission statement and academic plan.

The GCOM program offers three fully equipped Macintosh classroom/labs. Each contains 20 state-of-the-art student computers, scanners, software and networked printers. Students are provided with high quality color printing for portfolio assignments and high quality black and white copies of other assignments. The classrooms have projectors so all students can work hands-on while instructors demonstrate software operations. Computers are replaced on a three-year rotation and software is replaced as it is upgraded in the industry.

In addition to the Mac labs, the GCOM program has a photography studio. All necessary lighting equipment, photographic equipment and backdrops are available for students to use.

The effective use of these resources leads to the success of the students in the courses. It is easy to see what a difference having state-of-the-art equipment has on the GCOM classes and students.

IV. Program Review Recommendations

This section is a description of recommendations that have been made as a result of the review and of actions that are planned to implement these recommendations. Recommendations should be clearly linked and supported by the information and analyses that were articulated in the previous sections and should contain a realistic strategy for implementation of any changes.

A. Describe the strengths of the program identified through this review.

1. The number of enrolled students and graduates of the Graphic Communications program has remained steady. Enrollment has averaged 277 GCOM students a year for the last five years and an average of 19 students have graduated each year for the last five years.
2. The program has a positive reputation in the community for graphic communication training. We received frequent requests from community employers for student interns and graduates to fill their employment needs. The graduate survey data from Institutional Effectiveness revealed the number of GCOM graduates working in the field has increased from 33% in FY2008 to 83% in FY 2011.
3. The Graphic Communications labs and studio are up-to-date. The GCOM program offers three fully equipped Macintosh classroom/labs. Each contains 20 state-of-the-art student computers, scanners, software and networked printers. Students are provided with high quality color printing for portfolio assignments and high quality black and white copies of other assignments. The classrooms have projectors so all students can work hands-on while instructors demonstrate software operations. Computers are replaced on a three-year rotation and software is replaced as it is upgraded in the industry. In addition to the Mac labs, the GCOM program has a photography studio. All necessary lighting equipment, photographic equipment and backdrops are available for students to use.
4. The Graphic Communications Advisory Board is comprised of dedicated, interested professionals who understand the mission of the College and the Graphic Communications Program and are vital in keeping the Graphic Communication program abreast of technological advancements, training needs, and success of students in the field.
5. Faculty members are well qualified and all are working or have worked for many years in the graphic communications industry. They are committed to high standards of excellence and provide appropriate, current, and real-world training for students. They are concerned with students' ability to compete in the market place and assist them in job counseling and placement. The overall quality of instruction is high due to the close interaction between faculty and students.
6. Curriculum is updated based on input from the Advisory Board, the results from the Student Outcomes Assessment and General Education Assessment to ensure that the program remains current with industry needs. Upon completion of the program, students have the skills and knowledge necessary to perform competently in an entry-level position in graphic communications.
7. Program faculty are actively involved in and dedicated to strengthening communication and commitment with cooperative Career Technology Centers. We currently have cooperative agreements with Francis-Tuttle Technology Center, Metro Technology Center, Moore-Norman Technology Center, and Mid-America Technology Center. There is good communication between faculty of the Technology Centers and the GCOM program at OCCC.

B. Describe the concerns regarding the program that have been identified through this review.

1. With the increase in students and credit hours being taken, it is becoming a necessity to add daytime classes. Classrooms are fully scheduled in the early evenings and late evening classes are difficult to fill. We can only grow the program by adding daytime classes. Our adjunct instructors work in the field and most have daytime positions. As a result they are utilized to teach evening classes. It is difficult find qualified Adjunct instructors for daytime classes, which limits the number of daytime classes that can be offered. An additional full-time faculty person will be required to consistently schedule daytime classes and fully utilize classroom space and resources.
2. This Program Review Self Study has disclosed that only three classes are shared in all emphases. Half of the major credit hours should be shared in each emphasis. Courses required for each emphasis needs to be adjusted to meet this requirement.
3. Graphic Communications has a low increase in completion. Not all students are seeking a degree. Students may take classes for personal improvement, to get additional training for their job or as an elective for another program. In addition, some Graphic Communications graduates come back to take classes in the other emphases. Certificates should be offered to reward students who complete the major curriculum for an emphasis.
4. The carpet in classroom 1C1 is worn and is in need of replacement. The carpet has been damaged due to water leaks in the ceiling. The water leaks have been repaired.
5. The carpet in classroom 1C2 is worn and is in need of replacement. The carpet has been worn due to the chairs.

C. Develop a list of recommendations for action that addresses each of the identified concerns and identify planned actions to implement recommendations.

1. Request funding for an additional full-time faculty member.
2. Adjust Graphic Communications curriculum so that half of the major credit hours are shared in each emphasis. The adjusted Core major classes are Image Editing: Photoshop I, Image Editing: Photoshop II, Electronic Publishing: InDesign I, Introduction to Graphic Design, and Portfolio Preparation and Presentation. I will meet with Curriculum Committee to make these program changes.
3. To determine feasibility of certificates, we will use surveys and/or focus groups to determine student need and possible number of certificates to be conferred. If it is determined that certificates are feasible, we will meet with the Curriculum Committee to add Certificates to the Graphic Communications program.
4. Request budgeting for new carpet in 1C1.
5. Request budgeting for new carpet in 1C2.

D. Provide institutional recommendations as the result of the program review and planned actions to implement recommendations.

1. Request funding for an additional full-time faculty member. A new full time faculty member for the Graphic Communications program has been requested for several years. It would benefit the program and the use of the classrooms. Unfortunately, the much larger programs or General Education gateway areas such as instructors for English Composition I and II have taken priority for the limited funds available.
2. Adjust Graphic Communications curriculum so that half of the major credit hours are shared

in each emphasis. The adjusted Core major classes are Image Editing: Photoshop I, Image Editing: Photoshop II, Electronic Publishing: InDesign I, Introduction to Graphic Design, and Portfolio Preparation and Presentation. I will meet with Curriculum Committee to make these program changes. This is the responsibility of the faculty.

3. To determine feasibility of certificates, we will use surveys and/or focus groups to determine student need and possible number of certificates to be conferred. If it is determined that certificates are feasible, we will meet with the Curriculum Committee to add Certificates to the Graphic Communications program. The faculty must create the curriculum forms for the new certificates and then take them to the Curriculum Committee. They are a great idea and, generally, they should be an asset to the College and Complete OCCC.
4. Request budgeting for new carpet in 1C1. It is always difficult to get funding for classroom renovations and new furniture, but Arts and Humanities will make the requests in good faith.
5. Request budgeting for new carpet in 1C2. It is always difficult to get funding for classroom renovations and new furniture, but Arts and Humanities will make the requests in good faith.

Appendix

Program Curriculum

Program Requirements

Minimum Required Hours

| |
|----|
| 61 |
|----|

| Major Courses | | |
|----------------------|--|--------------|
| Prefix & Number | Course Title | Credit Hours |
| GCOM 1023 | Introduction to Graphic Design (MM & PM) | |
| GCOM 1053 | Electronic Publishing: InDesign I (MM, PM, & P/DI) | |
| GCOM 1133 | Introduction to Macintosh (P/DI) | |
| GCOM 1153 | Digital Photography (P/DI) | |
| GCOM 1183 | Computer Drawing: Illustrator (MM & PM) | |
| GCOM 1223 | Advertising Layout (PM) | |
| GCOM 2053 | Electronic Publishing: InDesign II (PM) | |
| GCOM 2153 | Digital Photography II (P/DI) | |
| GCOM 2163 | Photojournalism (P/DI) | |
| GCOM 2253 | Advertising Photography (P/DI) | |
| GCOM 2323 | Publication Design (PM) | |
| GCOM 2353 | Applied Graphic Art (PM) | |
| GCOM 2363 | Portrait Photography (P/DI) | |
| GCOM 2773 | Image Editing: Photoshop I (MM, PM, & P/DI) | |
| GCOM 2783 | Image Editing: Photoshop II (MM, PM, & P/DI) | |
| GCOM 2793 | Web Page Design I (MM) | |
| GCOM 2803 | Portfolio Preparation and Presentation (PM & P/DI) | |
| GCOM 2813 | Web Page Animation: Flash I (MM) | |
| GCOM 2833 | Web Page Design II (MM) | |
| GCOM 2843 | Web Page Animation: Flash II (MM) | |
| GCOM 2853 | Multimedia Portfolio Production (MM) | |
| JB 1103 | Audio Production (MM) | |
| JB 2643 | Video Production (MM) | |
| | | |
| | Print Media option (PM) | 30 hours |
| | Multimedia option (MM) | 36 hours |
| | Photography/Digital Imaging option (P/DI) | 30 hours |
| | | |

General Education Courses

| Prefix & Number | Course Title | Credit Hours |
|-----------------|---|--------------|
| ENGL 1113 | English Composition I (MM, PM, & P/DI) | 3 |
| ENGL 1213 | English Composition II (MM, PM, & P/DI) | 3 |
| HIST 1483 | U.S. History to the Civil War --OR | |
| HIST 1493 | U.S. History Since the Civil War (MM, PM, & P/DI) | 3 |
| POLSC 1113 | American Federal Government (MM, PM, & P/DI) | 3 |
| Gen Ed | General Education Elective (MM, PM, & P/DI) | 3 |
| HUM | Humanities Electives (MM, PM, & P/DI) | 3 |
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| | | 18 total |

| Support Courses | | |
|-----------------|--|-----------------|
| Prefix & Number | Course Title | Credit Hours |
| APPM 1223 | Mathematics for Technical Careers I --OR | |
| BUS 1323 | Mathematics for Business Careers --OR | |
| MATH | Any 1000 Mathematics Course (PM, & P/DI) | 3 |
| | | |
| | Elective Courses Selected from any GCOM, ART, CAD, | |
| | JB, FVP, or MU prefix. (PM, & P/DI) | 9 |
| | | 12 credit hours |
| | | |
| APPM 1223 | Mathematics for Technical Careers I --OR | |
| BUS 1323 | Mathematics for Business Careers --OR | |
| MATH | Any 1000 Mathematics Course (MM) | 3 |
| | | |
| | Elective Courses Selected from any GCOM, ART, CAD, | 3 |
| | JB, FVP, or MU prefix. (MM) | |
| | | 6 credit hours |
| | | |

| Life Skills Courses | | |
|---------------------|-----------------------------|--------------|
| Prefix & Number | Course Title | Credit Hours |
| SCL 1001 | Success in College and Life | 1 |
| | | |

6/6/12