We thank you for your tireless dedication to your profession, students and the community as you’ve created, maintained and improved the outstanding quality of the Graphic Design program.

Your presentations were also thoughtful, thorough, well organized and engaging.

This response contains 5 sections: 1) Commendations, 2) areas for further consideration, 3) suggestions/observations, 4) response to recommendations/areas of SAC needs and 5) Closing comments.

1. Commendations
   • Connection with and reliance on AIGA regarding the use of new technology
   • Participation in the ‘eco-conscious design movement’
   • AIGA campaign ‘Design for Good: A movement to ignite, accelerate and amplify design-driven social change
   • Work on Technical Skills Assessment
   • Extensive use of the assessment/feedback/program improvement loop as evidenced by changes in courses, addition of courses, deletion of courses, incorporation of portfolios etc.
   • Clear summary presentation of assessment results and how these are used
   • Use of feedback from: students, transfer institutions, graduates, Co-op education sites, and your advisory committee to inform program and curricular improvements
   • Through the incorporation of a Perkins advisor working to help students better understand the rigors of the program, resulting in a 30% increase in retention
   • Responsiveness to requests from management, such as the expansion of course offerings: the increase in seats available for both first and second year classes
   • Development and use of a grading rubric for assessing student projects
   • The alignment of Core Outcomes with degree and certificate student learning outcomes
   • Curricular changes based on educational initiatives such as international/global learning and service learning
   • Acknowledgement of and efforts to level the playing field between “Digital Natives” vs “Digital Immigrants”
   • The quality of background and on-going professional development of your full time faculty
• Changes to instructor qualifications to address previous concerns over limited industry experience by some part time faculty
• Faculty participation in professional organizations: AIGA, Type Directors Club, AIGA dMob, the Oregon Design Educators organization
• Faculty written and published text book used in GD 120
• The incorporation of presentations by two former students
• The development of long-term relationships by your students through the cohort model, which permits students to work together and learn from one another.
• The development of and inclusion of Graphic Design Standards Manuals in student portfolios
• The use of internships for students
• Required capstone class that is individualized to meet each students needs
• Transfer opportunities with PSU
• Use of state-of-the art technology, thus preparing students for the real world of graphic design

2. Areas for further consideration

In your report you noted, “We are highly concerned about the current practice of other PCC campuses adding sections at will, as observed in the Art Department, without consideration of the affect it has on an entire program.” We acknowledge the recommendation from your advisory committee and the SAC, “that further expansion to other campuses not be pursued.” We, to, are concerned by this apparent lack of coordination across the district. We urge that your Department Chair, SAC Chair and your Division Dean organize a meeting with your relevant counter parts across the district to discuss this. Other multi-campus SACs utilize a structure known as “The Leaders Group” to discuss matters like this. One such group that has been effective in the past is the Math Leaders Group.

In your report you noted, “We have experienced frustration with the decreased local technical control over our computer labs,” which has resulted in delays in getting software upgrades installed along with the limited support for Macintosh computers. We acknowledge your frustration and suggest that your Department Chair, Division Dean and Dean of Instruction meet to further discuss this with the intent of clarifying your needs and presenting them to campus TSS staff.

You noted that, “we have had limited formal contact with our Advisory Committee.” While we agree, it is pointless to call an Advisory Committee together without relevant information to discuss. We urge you to find ways to regularly engage your committee, not just to meet the State’s requirements of regular meetings, but for them to provide on-going guidance
and feedback to you and your program. We appreciate that absent meetings, you have reached out individually to your members, seeking their input.

During the presentation, it was noted that many graduates seek employment with businesses while some develop their own businesses. *It was suggested that you consider reviewing PCC’s Business Administration course offerings and adding relevant ones as program electives. Additionally, we suggest you inform students of the Small Business services through CLIMB.*

3. **Suggestions and Observations**

We noted in section 6B, regarding the Library, you stated, “While the Library currently has some graphic design publications, there are more we would like them to have available. We are working on compiling a list to submit for consideration.” *We suggest you work with Chau Hoang-Fossen, the person from the Library assigned as subject area liaison to Graphic Design. She may be reached at choang@pcc.edu or 971-722-6111 ext 3427. Additionally, you could submit requests to the Library by completing the form at: [http://www.pcc.edu/library/contact/purchase-request-form](http://www.pcc.edu/library/contact/purchase-request-form)*

4. **Recommendations**

Recommendations which require additional funding:

1. Drop Ceilings
   We would like assurance that the planned remediation of the ceiling noise issues will remain as scheduled in the Ct bond remodel. We request that sound insulating drop ceilings be installed in Ct 101, 109 and the work/classroom space between the two rooms with the objective of reducing the noise level of the ventilation system of the Ct building. The suggestion of only installing carpet in the rooms is not an acceptable solution to remedy the issue.  

   *This need has been captured in the preliminary Bond planning documents. I have every expectation that it will continue to be a priority, however, to ensure it remains so, I urge that you work with your Division Dean to have ongoing representation on the CT Building Bond Planning Committee. We recommend that your Division Dean work with FMS to explore the possibilities of adjusting the HVAC system to minimize noise.*

2. Instructor Microphones
   Until the ceilings can be quieted, we are requesting instructor microphones for the classrooms. *As this represents a one-time expense, we recommend you work with your Division Dean to price these items and request margin dollars for their purchase.*

3. Increase Library Books/Publications
   We recommend building a larger and more current selection of graphic design books and publications at the PCC library. We will assess the current PCC library collection, gather recommendations for graphic design books and publications
from the SAC, and make purchase suggestions to the library. *We support this recommendation and as needed will urge the Library to expend some of their resources on this.* *(Please see comment in section 3 for more details.)*

Recommendations which do not require additional funding:

1. **Apply Methods of Design for the Web**
   We recommend revising the course GD 260 Digital Imaging II to include industry required online and web design methodologies into the present curriculum. This is needed to maintain a current curriculum and help our students have the expanded skills set required in the job market. Nathan Savage will apply for Curriculum development funding to develop this course revision. *This is a great idea and at the heart of providing students in CTE programs relevant education, training, and real world experiences. We support this recommendation.*

2. **Incorporate Mobile Platforms**
   Many print publications and documents (like this one!) are now being presented in a digital format. We recommend adding course content in interactive design for hand-held mobile devices to the current curriculum. Design for mobile environments (iPads, Smart phones) is a logical extension of the print work students are doing. The Combined applications course could best address the multiple software programs utilized in this work. *We support this recommendation and ask that you evaluate both the short and long term financial implications relative to equipment and software for this.*

3. **Concentrate Program Entry Points**
   We recommend and propose two defined entry points (Summer and Fall terms) into the Graphic Design Program. By doing this we hope to create cohort learning groups to help students better succeed in the program. Current research indicates cohort learning models build a stronger support network, improve the educational experience for adult learners and can lead to increased retention and completion. *The idea of cohort learning groups is a sound one, which we support. Would the practical implication of doing this be reduced access for our students? In other words, will fewer students be permitted to enroll in the program each year compared to your current enrollment practices? Might there be an introductory course or two that could precede admission to the program, thereby giving students a taste of the program and an opportunity to see what things are like before entry?*

4. **Improving Assessment**
   We recommend all graphic design faculty create course and project rubrics in order to clearly define expectations and consistently assess student work. We will build a library of rubrics that will be available to all faculty and provide mentoring and support for instructors in this process. *This is an excellent recommendation, which we support.*

5. **Size of Program**
   We recommend that enrollment targets be determined by what best supports program quality, retention and job placement and not by the fact that we could
fill more seats. We recommend that the current program size of 48-72 first year students and 48 second year students be maintained. *We support the idea of establishing enrollment limits in this manner, along with the first and second year numbers you propose.*

We do not recommend expanding graphic design courses to other campuses just because the classes would fill. A single-campus program supports students better by providing accessibility to consistent equipment, promoting cohort support and having access to instructors in one place. *We concur.*

We recommended that Ceu and Community education courses be developed to meet the high demand of people who seek a shorter term, less career-focused design education. *We concur.*

**5. Closing Comments**

It was immediately obvious to us that you take great pride in your program and have dedicated countless hours to continuously improve your offerings. Your enthusiasm was infectious and no doubt plays a significant role in the success of your students.

In closing, we want to thank you for a very thoughtful Program Review and engaging presentation.

Administrative Response submitted by Jeff S. Triplett on behalf of the Deans of Instruction and Dean of Academic Affairs.

Birgitte Ryslinge  
Jeff Triplett  
Craig Kolins  
Scott Huff  
Kendra Cawley

Admin Response Graphic Design 1/18/2013