January 29, 2004

To: Jack Buss, Chair, Program Review Committee

From: Barbara Loveland

Copy To: Jeff Ek, Lee Meadow, David Nicol, Chris Vodry

Subject: Visual Design and Web Media Program Review

The following is information for the Visual Design and Web Media (VISD) Program Review:

Budget

Surveys	$400
Student Wage Support	$300
Document Printing	$200
Total	$900

Program Review Panel

Barbara Loveland, College of Business, VISD Faculty, Program Review Chair
Jeff Ek, College of Business, VISD Program Coordinator and Faculty
Curt Ellis, College of Business, VISD Faculty
Linda Powell, College of Business, VISD Faculty
Alison Stone, College of Business, VISD Faculty
Kathleen VanDeMark, College of Business, VISD Faculty
Ted Walker, College of Arts and Sciences, Humanities Faculty
Martin Schoenborn, College of Business, VISD Program Alumni

Purpose

To provide the University, College of Business, and Visual Design and Web Media Program with current data relevant to the VISD A.A.S and B.S. degree programs for the purpose of evaluating the curriculum, course content, and the program's contribution to the Michigan employment market. The information gathered for this review process will be one method used to provide a basis for informed decisions regarding resource allocations, technology acquisitions, and the future direction of the program.

Activity Schedule

Graduate Survey	March 27, 2004
Student Survey	March 27, 2004
Industry Survey	March 27, 2004
Evaluation of Facilities	April 30, 2004
Evaluation of Curriculum	April 30, 2004
Labor Market Analysis	April 30, 2004
Faculty Perceptions	April 30, 2004

Questions for BS in VISD program Panel

) The following questions or requests for information are the result of our discussion concerning specific statements or material within the BS in VISD Program Review Panel document. The page number containing the material upon which the question is based is cited prior to the question.

8.2 How does the current VISD program differ from the VC program at Kendall?

Response Below are the Course Requirements for the KCAD VC – Print Media BFA followed by the Course Requirements for the KCAD VC – Multimedia Design BFA. The Ferris VISD program course requirements are located on pages 8.5 and 8.6 of the VISD Program Review document.

The chart on Page 3 shows comparisons between Ferris VISD and KCAD VC.

Kendall Visual Communication – Print Media B.F.A.

Course Requirements

Major Studio Core (69)
KCDS 142 Design Drawing I (3)
KCDS 143 Design Drawing II (3)
KCVC 112 Graphics Studio I (3)
KCVC 113 Design and Color (3)
KCVC 120 Intro.Visual Comm. (3)
KCVC 122 Graphics Studio II (3)
KCVC 214 Typography I (3)
KCVC 220 Typography II (3)
KCVC 222 Graphics Studio III (3)
KCVC 225 Professional Practices/VC (3)
KCVC 230 Intro. Multimedia (3)
KCVC 310 Concept Development (3)
KCVC 317 Web Design I (3)
KCVC 340 Production Processes (3)
KCVC 311 Branding: Identity/Promo. (3)
KCVC 312 Advertising Design' (3)
KCVC 313 Package Design (3)
KCVC 315 Publication Design (3)
KCVC 440 Digital Prepress (3)

KCVC 450 Senior Seminar (3)
KCVC 461 Portfolio Production (3)
KCVC 462 Portfolio Thesis Project (3)
KCVC 463 Portfolio: Digital Promotion (3)
KCFR 100 Kendall Experience (0)

Art History (12)
KCAH 111 Western Art History I (3)
KCAH 112 Western Art History II (3)
KCAH 320 History/Advertising Art (3)
KCAH Art History Elective (3)

Liberal Arts and Sciences (30)
KCHU 120 Writing Studio (3)
KCHU 121 Public Speaking (3)
Science Elective (3)
Math Elective (3)
Elective (3)
Humanities Elective (3)
Humanities Elective (3)
(Upper Level)
Social Science Elective (3)
Social Science Elective (3)
(Upper Level)
KCSS 320 Contemporary Issues (3)

Studio Electives (9)
Studio Electives (9)
(Open or KCVC electives)

KCFR 100 Kendall Experience (0)

Kendall Visual Communication – Multimedia Design B.F.A. Course Requirements

Major Studio Core (63)
KCDS 142 Design Drawing I (3)
KCDS 143 Design Drawing II (3)
KCVC 112 Graphics Studio I (3)
KCVC 113 Design and Color (3)
KCVC 120 Introduction to VC (3)
KCVC 122 Graphic Studio II (3)
KCVC 214 Typography I (3)
KCVC 225 Professional Practices/VC (3)
KCVC 230 Intro.Multimedia (3)
KCVC 231 Digital Sound Production (3)
KCVC 232 3D Modeling (3)
KCVC 235 Authoring I (3)
KCVC 317 Web Design I (3)
KCVC 318 Web Design II (3)
KCVC 335 Authoring II (3)
KCVC 345 Video Production I (3)
KCVC 355 Animation I (3)
KCVC 445 Interactive Production (6)
KCVC 465 Multimedia Portfolio (6)

Studio Electives (15)
5 Studio Electives (15)
Open or KCVC Electives)

KCFR 100 Kendall Experience (0)

Art History (12)
KCAH 111 Western Art History I (3)
KCAH 112 Western Art History II (3)
KCAH 320 History/Advertising Art (3)
KCAH Art History Elective (3)

Liberal Arts and Sciences (30)
KCHU 120 Writing Studio (3)
KCHU 121 Public Speaking (3)
Science Elective (3)
Math Elective (3)
Humanities Elective (3)
Humanities Elective (3)
Humanities Elective (3)
(Upper Level)
Social Science Elective (3)
Social Science Elective (3)
(Upper Level)
KCSS 320 Contemporary Issues (3)

Ferris VISD Program Compared to Kendall VC Program

		Ferris VISD	Kendall VC	Kendall VC
Program Name		Visual Design and Web Media	Visual Communications Print Media	Visual Communications Multimedia Design
Degree(s)		AAS and BS	BFA	BFA
College		Business	Kendall	Kendall
Department		Marketing	Design and Illustration	Design and Illustration
Credit Hours	Major (VISD/VC)	69	69	63
	Art History	6	12	12
	Gen Ed/Liberal Art	31-32	30	30
	Business	15	0	0
	Electives	3	9	15
	TOTAL	124-125	120	120
Professional experience or internship required.		6 credit hours (Design Application classes)	None	None
Tuition/fees		$6115/semester	$10,374/semester	$10,374/semester
Faculty	FTE	6	5	2
	Part time	1 (fall semester)	0	0
	Adjunct	0	20+	7
Faculty load		12 credit hours	9 credit hours	9 credit hours

Ferris VISD	Kendall VC
Design media such as publication design, advertising, packaging, and exhibit design are taught in an integrated manner	Design media are taught independent of each other
Courses are required to be taken in sequence	Suggested course sequence, but not required
Course content builds on previous courses and there is much faculty coordination between classes	Courses are taught independently of others
Junior and Senior assignments are multi-faceted and complex	Difficult to achieve since many classes are composed of sophomores, juniors, and seniors. Some students may not have taken prerequisites.
Cap on all but Design Application class is 20	Cap on class size is 15 or less.
No portfolio review for acceptance to AAS program. Rigorous portfolio review at the end of the Sophomore year for acceptance into BS program	Portfolio review for acceptance to VC Program.
One course is devoted to portfolio preparation	Three courses devoted to portfolio preparation
Required attendance in all VISD classes	For most VC classes, attendance is optional
Full time faculty work as a team to develop course content and outcomes	Many adjuncts who have little or no guidance or accountability to common outcomes
Students have access to studios only during class time (except seniors). Students have access to computer labs when there isn't a class, and limited hours on Fridays and Sundays. No lab hours Sat.	Students have access to studios and computers 8 – midnight, Monday through Friday, limited hours on Saturdays, and noon til midnight on Sundays.

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Who are your competitors and how are their programs similar and different from your program?

Response Our competitors are Kendall, Western, Grand Valley, Central Michigan and to a lesser degree, Michigan State and Center for Creative Arts. We thought it best to ask a panel member, Martin Schoenborn, who has direct contact with many graduates from design programs in Michigan, to address this question. Below is his response:

I've been the portfolio screener at Square One Design since 1998. Students come in and show their work to me and, if it's good, I pass it on to the owners and they make the decision to schedule a follow-up interview. I've reviewed portfolios from Ferris, Western, Grand Valley, Kendall and several out of state schools.

Here are my thoughts on Ferris and two local competitors:

Ferris State University:
Presentation is a big thing. I'm still amazed by the degree of polish the FSU senior portfolios have when they're presented. The creative thinking and thought process is very important to me as the portfolio reviewer.

I think the Ferris students who were in the program during the FSU/KCAD merger handled it very well. It was a confusing and difficult time for all involved. It's time to put that all behind the program and get refocused on what the program does best – teach the students to be great thinkers and designers.

Grand Valley State University:
Gaining ground! I feel that Grand Valley really gained some ground during the FSU/KCAD merger. A lot of prospective, incoming students decided to go to Grand Valley instead of Ferris because they were fearful of program confusion (my cousin is one of them)!

Grand Valley has two big flaws that I can see. ONE: I don't believe they teach their students how to be great thinkers and problem solvers. Most of the GVSU student work reflects heavy handed teacher involvement. Almost all the portfolios look exactly the same. TWO: I don't get the feeling that they have any focus on teaching "business" to the students.

I feel this is where Ferris has the edge on Grand Valley. Ferris teaches students to be free thinkers and problem solvers in the business of design.

Kendall:
I really don't know where to begin here! I still think people see Kendall and Ferris as two totally different schools! I think this might be by design, but it adds confusion. For this review I'm going to treat them as two different schools.

As a general rule at Square One Design we don't review many portfolios from Kendall. It's been viewed as a waste of time. The students tend to be extremely disorganized. The projects in the portfolios generally don't have an application focus - they tend to be more like individual pieces of art. The art is often very good, but as a designer who works with companies who need their projects to increase sales and product awareness, single pieces of art don't work.

I feel that Ferris has a huge edge on Kendall in every direction in the real design world.

0.07   **What is the date of the Unit Action? How many of these requests have been met?**

Response   The action plan was created Fall 2001
The last two items have not been completed. They are:
• Additional VISD classroom
- Existing furniture, individual table lamps, chairs, and files reconfigured for a design and drawing lab
- Internet connection ports along back wall for student laptops
- Student accessibility 8am-12pm with monitored student work study
• "Dirty Room"
- Layout tables
- Existing matte cutters and tables
- Large spray booth (vented through exterior wall)

These two areas would be used as workspace for students (primarily freshman through juniors) to craft and construct projects outside of class time. Currently, students have to find their own space to complete these tasks. The space they find is not adequate and quality suffers.

0.10   **Please discuss attrition in your program and the role of the portfolio in**
0.14   **determining advancement into the Junior year of the program.**

Response   Portfolio review is a common means of determining a student's skill level within graphic design programs. Students entering the Ferris VISD program are not required to present a portfolio to gain entrance but are expected to create one during the first two years while completing an associate's degree. During this two-year period faculty have assisted students in developing skills in visual composition, typography, photography, and drawing as well as increasing aesthetic taste and interest in a career in design. Faculty members are then better equipped to make acceptance decisions for the Baccalaureate degree. Students applying for acceptance in the BS Degree program must have an overall GPA of 2.0 and a VISD course GPA of 2.75. In addition, they develop 10-12 boards displaying their best projects and a website highlighting their technical ability. This portfolio is shown and discussed during a formal presentation to the VISD faculty. Questions are asked concerning design, concept, craftsmanship, areas of interest, and career hopes and aspirations.

This process achieves two purposes: for the student it guides him/her into, or out of, the VISD BS degree program and ultimately a career path that best suites him/her. For the VISD program, Baccalaureate candidates are a select group of designers ready to take on a rigorous junior and senior level VISD courses. These courses center on personalized attention and an in-house internship program housed within the Design Project Center. As graduates they are well prepared and sought after within the profession.

0.12   **Is the required purchase of Laptop computers starting in 2005 an official**
7.2   **policy of the program? Describe the rationale for this requirement. Do you**
        anticipate that this will help alleviate some of the concerns expressed about
        inadequate technical support and the unavailability of necessary software in
        the computer lab at the beginning of the semester?

Response No, it is not official at this time. It is highly recommended that juniors and seniors
        purchase laptops. When students are required to maintain their own Macintosh
        hardware and software, a deeper understanding of how the technology works is
        achieved. Students with their own design tools are not hindered or limited by College of
        Business lab hours and holiday weekends. If this is something we require then support
        should be provided in a limited amount to help with student computer concerns, much
        like the service Residential Network Support (RNS) has supplied MS Windows users in
        the past.

        Even with a laptop requirement for upper level students, teaching labs will still be
        necessary and will require the same amount of set-up and maintenance as the current
        labs.

0.13   **Please elaborate on the advantages and disadvantages of this program being**
1.1   **housed in a College of Business. What knowledge or skills not available to**
        students in the programs of your competitors are acquired through your
        location in a College of Business?

Response Advantages:
        • Visual Design is part of marketing so exposure to this is important.
        • Design is a business, which works with other businesses so the location is logical.
        • Students are exposed to the business of design and how design fits/influences business
        • Required business courses provide a basic understanding of marketing skills and
        principles, management skills and functions, professional selling skills.
        • The business school environment exposes VISD students to people who are similar to
        those who may be clients and for whom they may be working in the future.
        • Students gain understanding of business terms and practices related to their
        professional function within an organization such as, focus groups; audience definition;
        marketing strategy; establishing and meeting communication tool criteria; business
        rationale for communication solutions; utilizing documentation tools such as time
        sheets, schedules, price quotes, etc.
        • We have set up a prototype business within the College of Business (Design Project
        Center) where students work with real clients, vendors, deadlines, budgets, and criteria.
        • Students can see the relationship among subjects as they relate to design, i.e.
        advertising, branding, information design, promotional materials, public relations,
        packaging, etc.
        • There could be an opportunity to learn how design supports the business plan of an
        organization.
        • Business relationships are explored in the upper level VISD classes through
        communication planning of collateral sales and marketing tools for a small hypothetical
        business. This would not happen without the business background.

Disadvantages:
• It is difficult to find the program. Visual Design programs are generally located within art departments.
• We have no "art creation" or "dirty" room.
• There are few art school influences or inspiration from other artistic disciplines other than art history classes.

0.17 **Please elaborate on your plans for accreditation and its value to the program.**

Response The American Institute of Graphic Arts (AIGA), in conjunction with National Association of Schools of Art and Design (NASAD) has begun to develop accreditation standards for design programs in colleges. This would identify those programs which "prepare students adequately for the rigors of today's professional requirements".

At the time these requirements are complete, we, as a faculty, will review them and adjust our curriculum to adhere to the standards. The VISD faculty has an opportunity to make an inquiry about the status of this directive when we visit the national AIGA office in October while in New York with 37 VISD majors.

Meeting accreditation standards sponsored by nationally recognized graphic design and education organizations will benefit VISD students and ensure that the Ferris program is preparing them adequately. It will be a recruiting asset as well as a valuable addition to a graduate's résumé when seeking employment or applying for graduate school.

4.24 **How does web design in your program differ from web design offered by other programs on campus?**

Response Other programs may provide training for the technology used to create web pages but the VISD program provides web design training from a designer's perspective. The technology is taught but emphasis is placed on how the page looks and feels. Designers are able to create Websites and pages that have an appropriate visual presence, communicate the message and provide ease in navigation. Designers have image making skills that allow them to create visually stunning Websites.

4.37 **Are "design management" and "communication design" courses that are currently offered in the College of Business or are you suggesting that new courses in this area be created?**

Response No specific courses exist within the COB that address the role of design within business or design as business. The classes we suggest would be new or adaptations of existing classes. Instructors for "Design Management" and "Marketing Communication/Design as a Marketing Tool" classes should be professionals who have worked in the design field. (Often these people have no advanced degrees) This first-hand knowledge of the relationships of design to these marketing and management functions is what is necessary for the VISD students to learn. General marketing and management skills, while good to know, do not make the connection between design and business that is needed. We also suggest that a class be available for COB students to learn the important role good design plays in business.

7.1 **In view of the age cited for many of the computers described on this page, do you encounter difficulties in running up to date software?**

Response   Current or up-to-date software runs on our machines; however, there are a number of problems. They are:

1. Because of slower processor speeds and memory, executing a technique in an application is slower and fewer applications can be running simultaneously. Both of these areas are crucial to be able to finish projects properly.
2. Our software applications are hosted on a Macintosh server at Swan. Students connect via a student network ID to access use of a particular application. Because of older machines, the ability to connect quickly and without error, render and process quickly and without error, and save documents quickly and without error is constantly in jeopardy.
3. Although it is hard to predict exactly when, there is a time in the near future when the age of our machines will prohibit use of up-to-date software.

7.2 **Are there any health related implications of the use of spray adhesives in areas such as hallways, and in residence halls?**

Response   Spray adhesives are extremely dangerous when used indoors and not in a contained, ventilated area (such as a spray booth or hood) because:

1. The contents are under extreme pressure, are extremely flammable and vapor may cause a flash fire.
2. The vapor contains cyclohexane, methaypentane, isobutane and dimethyl, all of which are toxic.
3. This product is recommended from the manufacturers not to be used unless good ventilation is possible. They warn: do not use in confined areas, prolonged breathing of vapors causes nausea and dizziness. Avoid eye and skin contact and lists suggested first aid on the can.
4. Other than the health hazards, fallout from spray adhesives is a sticky mess. Whatever surface it lands on becomes sticky gathering dirt and bacteria. Once it has dried and is combined with dust and dirt it becomes extremely hard to clean. More toxic chemicals in the form of Acetone have to be used to remove the fallout.
5. Used in unprotected areas such as residence halls creates an environment that is unhealthy and costly for custodians to clean.

9.1 **How would you resolve the problem cited concerning the difficulty of finding the VISD program on the University web site?**

Response
1. Embed META tag keywords and description into the VISD website, the COB website, the Ferris State University website.
2. Make sure that Alt tags are embedded into all images used in these three websites.
3. Provide a direct link to the VISD website on one of the primary or secondary pages of the Ferris State University website.
4. Separate META tag data (primarily keywords) and differentiate them from the data used by the Visual Communication program at Kendall.
5. Provide a link on the Kendall website to the VISD program at Big Rapids.
6. Encourage Admissions counselors at FSU to point prospective students to the VISD website.
7. Pay for search engine visibility embedding of our URL into major search

engines like Google, Yahoo, etc.

8. Change the name to "Visual Communication" which is a much more recognizable program name.

12.1 Are there any obstacles to implementation of the curriculum requests that you have made? If so, please explain.

Response There may be possible obstacles with us reclaiming our last program name "Visual Communication". We were strongly encouraged to change our name on this campus when we merged our program with Kendall, and we don't know who may have problems with us changing it back.

The Design Project Center and Design Application classes have been in question because they require a smaller teacher-to-student ratio to be successful. Essentially, VISD faculty serve as art directors in a working studio of 20 inexperienced designers. Many times the instructor is required to be two places at the same time. Assisting students with production concerns in Big Rapids and meeting with students, clients and printers in Grand Rapids is not possible with only one instructor.

12.2 Are there any obstacles to implementation of the recommendations concerning recruiting that you have made? If so, please explain.

Response There are some obstacles as to the implementation as far as faculty participation. We are all fulltime faculty and see our primary responsibility as keeping up with our rapidly evolving field and teaching that information to our students. We are all willing to participate with recruiting, as time allows, but cannot do it alone.

The largest obstacle is funding. We must have funding to design and produce materials that represent our program in a professional manner. We cannot go into schools and career centers and compete with Grand Valley, Kendall, Michigan State, Center for Creative Arts, who have beautiful, full-color print material and CD's promoting their programs and we do not.

MEMORANDUM

DATE: November 17, 2004

TO: Academic Senate

FROM: Academic Program Review Council

RE: Recommendations for:

> Associate of Applied Degree in Visual Design and Web Media
> Bachelor of Science Degree in Visual Design and Web Media

CC: Barbara Loveland, Richard Hansen, David Nicol, Thomas Oldfield, Michael Harris

IDENTITY OF PROGRAMS REVIEWED:

AAS Degree in Visual Design and Web Media
BS Degree in Visual Design and Web Media

RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:

We recommend that these programs be Continued

CATALOG ENTRIES:

Why Choose Visual Design and Web Media?

The Visual Design and Web Media degrees are based on the creation, production and organization of visual information for web, digital, electronic, print and new media productions. It is the combination and application of design and digital/electronic technology to communicate ideas. By working with imagery, type, color and animation, the student creates and manages the production of web and print communications designed to inform, educate or persuade a specific audience through print and web applications.

The Visual Design and Web Media programs at Ferris will

- Link traditional design concepts with current digital/ electronic technology
- Offer areas of concentration in web, computer animation, interactive systems, print, 3-D and package, and environmental design
- Integrate business and marketing courses within a digital design curriculum providing its graduates with a broader range of skills

AAS Degree in Visual Design and Web Media

Get a Great Job

Graduates of the Visual Design and Web Media associate degree program may obtain entry-level positions in the workplace as web designers, print designers, art directors, creative directors and web site developers.

Admission Requirements

APRC Recommendations concerning:
AAS Degree in Visual Design and Web Media
BS Degree in Visual Design and Web Media

Applicants must present evidence of graduation from high school or the GED. To enter The Visual Design and Web Media Associate degree (A.A.S.) Program in Business, applicants are expected to have a minimum of a 2.5 GPA (on a 4.00 scale) and meet one of the following: ACT math score of 17 or higher OR an ACT reading score of 17 or higher.

Graduation Requirements

The Visual Design and Web Media program at Ferris leads to an associate in applied science degree. Graduation requires a minimum 2.0 GPA in the major courses and overall.

Students wishing to apply for the bachelor's degree in Visual Design and Web Media must complete the associate degree with a minimum 2.75 GPA in the major courses and a minimum 2.0 GPA overall. They must also successfully pass the portfolio review.

BS Degree in Visual Design and Web Media

Get a Great Job

Graduates of the Visual Design and Web Media bachelor degree program enter the workplace as web designers, print designers, art directors, creative directors and web site developers. The program has a 98.9 percent placement rate of its graduates.

Admission Requirements

The Visual Design and Web Media bachelor degree program ladders from the Visual Design and Web Media associate degree program or equivalency. All candidates must complete the course requirements of the first two years with a minimum 2.75 GPA in the major courses and a minimum 2.0 GPA overall. They must also successfully pass the portfolio review.

Graduation Requirements

The Visual Design and Web Media program at Ferris leads to a bachelor of science degree. Graduation requires a minimum 2.75 GPA in the major courses and a minimum 2.0 GPA overall. A total of 124/125 credit hours must be completed (A.A.S. and B.S.) for graduation.

BACKGROUND INFORMATION OBTAINED FROM THE ACADEMIC PROGRAM REVIEW PROCESS:

CRITERIA SUMMARY BASED ON CONCLUSIONS OF THE PROGRAM PANEL:

- **Centrality to FSU Mission**
  Ferris State University will be a national leader in providing opportunities for innovative teaching and learning in career-oriented, technological and professional education.
  - The graduates of these programs are ready to work at a number of places of employment, including advertising agencies, print and web design studios, corporate design groups, and environmental design groups.
  - Students experience new ways of learning skills through a variety of projects, freshman through senior years, assigned by faculty who have many combined years of professional experience.
  - The Design Application Class is an innovative structure for the senior VISD students. It offers the VISD Seniors a professional design studio experience and space. This space is set up and run as much like a professional design office as possible with a staff of part-time administration and design staff. They have the opportunity to work with actual outside clients who have deadlines and budgets to which the student designers must adhere. Students work as designers and project managers within the Design Project Center
  - Students learn state of the art software which is sometimes more current than what is used in the industry.

APRC Recommendations concerning:
AAS Degree in Visual Design and Web Media
BS Degree in Visual Design and Web Media

- **Uniqueness and Visibility of the VISD Program**
  - o The location of the VISD program within the Marketing Department in the College of Business (COB) provides students with the unique opportunity to learn business skills required for working within a design business, as well as with business clients. Employers are extremely interested in our students as a result of this business background.
  - o The Design Project Center, as part of the Design Application class, creates a very unique opportunity for students. Other design programs in colleges and universities do not have this situation available to undergraduate degree students.
- **Service to the State, Nation, World**
  - o Graduates are ready to work in the profession and many want to stay in Michigan as employees and residents.
  - o Graduates are highly skilled and knowledgeable and are capable of filling higher than entry-level positions. Higher pay equals more tax dollars.
  - o Graduates will contribute to both large and small businesses to provide them with communication tools for marketing their products and/or services to their customers locally, regionally, nationally, and worldwide.
  - o VISD Project Center students provide design services at production cost, for non-profit organizations whose state funding has been cut.
  - o The VISD program trains graduates who are artists with employable skills and who will contribute to American and international commerce and society.
  - o VISD seniors, through Design Project Center assignments, have created marketing communication materials for American companies/clients with international customers and audiences.
- **Demand by Students**
  - o The failed attempt to merge the program with that at Kendall in 2000 and a subsequent name change appear to have resulted in a decline in student enrollment in these programs between 2000 (164) and 2003 (131).
  - o Ferris VISD graduates are teaching in three Michigan Vocational Technical Centers and direct students to these programs.
  - o The demand for the VISD program by high quality students is improving. Students have higher ACT scores and there are more Honors program students each year (third highest number in the University for Fall 2004).
  - o Some students who initially enroll in other Ferris programs discover that they want a more creative career and transfer into VISD, pursue a dual major, or seek an associate degree in VISD.
  - o There is great interest from graduates for continuing education classes in print and web software and advanced design classes offered by the Ferris VISD program, online and/or based in Grand Rapids.
- **Demand for, Placement of, and Average Salary of Graduates**
  - o According to the 2004-2005 Occupational Outlook Handbook overall employment of designers is expected to increase 36% or more through the year 2012. Individuals with little or no formal education in design will find it very difficult to establish and maintain a career in the occupation. Graphic design is projected to provide the most new jobs.
  - o Ferris has a quality design program with an established reputation with Michigan employers. Employers who have hired Ferris graduates contact the faculty of this program first when scheduling interviews.
  - o Some VISD graduates entering the workforce are more technologically advanced than the design firms and agencies they are hired by. They serve as consultants on upgrading the firm's computer technology and software, and are involved in training others in the firm on the latest technology.
  - o An entry level designer can expect to start at around $31,000 per year. The graduate survey results show a salary range between $25,000 and 100,000 with an average salary between $40,000 and $50,000.
- **Service to Non-majors**
  - o Nine courses in the VISD program are open to any student in the University who might be interested in a creative or computer graphics class to fulfill an elective requirement: Drawing, Design I, Design II, Design Survey, Computers in Digital Media, Digital Illustration and Layout, Digital Imaging, Web Tools and Techniques, and Advanced Web Design.

APRC Recommendations concerning:
AAS Degree in Visual Design and Web Media
BS Degree in Visual Design and Web Media

- o VISD faculty teach service courses that fulfill course requirements of other program majors or are of interest to students in Advertising, Public Relations, TV Production, Printing Technology, or Technical Communications: Desktop publishing and Advertising Layout and Production.
- o VISD faculty teach two sections of a course at Ferris Grand Rapids that fulfills a program requirement for majors in the Animation program.

- **Quality of Instruction**
  - o The quality of instruction is high as is indicated by student and alumni surveys. The faculty have extensive experience in the field.

- **Facilities and Equipment**
  - o The Visual Design and Web Media program (VISD) currently utilizes three classrooms, two computer labs, and the Design Project Center, a design office dedicated to senior students who provide design services to a variety of on-campus and off-campus clients. The program provides printing services to students and has limited numbers of cameras, laptops and other design tools available for checkout.
  - o One classroom is dedicated as senior studio space and has 16 tables, 16 chairs, 16 two-drawer lateral files, 2 four-drawer lateral files, 24 shelf units, five large flat file units, a light table, teaching station, and projector. The adjoining Design Project Center contains a conference table, desk L-unit, 8 chairs, 8 shelf units, 8 two-drawer lateral files, a computer, color laser printer, black and white laser printer, phone, fax machine and a design resource library to support this activity. Wireless connectivity to servers and the Internet should be in place by fall 2004.
  - o Another classroom has 20 drawing tables, stools, lamps, 6 large flat file units, shelves, 2 light tables, a sink and a small area that can be used by a few students for cutting and mounting work to boards. This room does not have a teaching station or projector.
  - o The third classroom has 12 tables and chairs, 12 shelf units, 4 flat file units, light table, a teaching station and projector.
  - o All three of the classrooms have rails and cork strips used to display student work.
  - o One computer lab has 20 Macintosh G4 computers that are 4 years old and is available to all sophomore, junior, and senior level Visual Design students. There is one scanner and one black and white laser printer in this lab. There is a teaching station and projector.
  - o Another computer lab has 27 G4s and one G3 Macintosh computers that are 5+ years old. This lab is designated as our entry-level lab and serves Visual Design freshmen, as well as students from other curricula such as Advertising and Public Relations, through the VISD service courses provided for these programs. There is one scanner and one black and white laser printer in this lab. There is a teaching station and projector.
  - o One color laser printer and one tabloid black and white laser printer are available to VISD students who use the two computer labs and classrooms.
  - o Design software used by the program is the most current version. This is achieved by purchasing software maintenance from software development companies that provide automatic updates as they are released for a period of two years. Software maintenance is a very cost effective way to keep titles current but it requires a budgeted biannual financial commitment
  - o The panel indicates that the VISD program does not have adequate computer lab support. Technical support is provided by the Business Technology Consortium, which consists of one shared full time technician and one part-time student technician. The VISD program is just one of several areas that they support. Technicians are not able to devote the time needed to solve problems that arise daily.
  - o The primary source of funding/support that has purchased computers, software, scanners, cameras, drawing tables, desks, chairs, and other furniture for the Visual Design program has been the Carl Perkins Vocational Education grant. There is no guarantee that these funds will be available from year to year and many times are not. A student fee was initiated beginning in the fall of 2003 and each semester $100 was collected from each student. This was used to pay for all VISD printing costs and maintenance and allowed for some software updates. That fee was not approved by the administration this year. Students pay for prints with a prepaid debit card for each print they make. While this covers the cost of paper, toner, and maintenance of the two printers in BUS 108, it does not support software upgrades or the cost of consumables and maintenance for the printers in the Design Project Center.

APRC Recommendations concerning:
AAS Degree in Visual Design and Web Media
BS Degree in Visual Design and Web Media

- **Library Information Resources**
  - o FLITE has a very limited and outdated collection of books and periodicals directly related to the field of Visual Communication, typography, graphic design, packaging, environmental design, exhibit design marketing communication, advertising, and digital/web design. In 2004, every member of the VISD faculty made a donation to the university and specified it be used to purchase current books for the Library. A book list is being developed for the library staff.
  - o Funds from the Design Project Center account are used to purchase 5 design magazine subscriptions that are housed on a mobile cart in the senior classroom.
  - o Limited design and production resources are housed in the Design Project Center.
- **Faculty**
  Composition and Qualifications
  - o There are six full-time VISD faculty. Four are tenured; two are on tenure track. One faculty position serves as Program Coordinator (half time).
  - o Four of the current 6 VISD faculty have earned a Masters degree since being hired by Ferris. Post-graduate degrees are not the norm for successful design careers, but are required in academia.
  - o Adjunct faculty are used on a very limited i.e., only when there are more sections offered than can be covered by full time faculty.
  - o Areas of faculty expertise cover fine art, print design, packaging design, environmental design, web and interactive design, and marketing communication planning.
  Professional and Scholarly Activities
  - o The visual design field rapidly evolves and, as a faculty, the faculty continually look for ways to stay current with design trends and technology through literature reviews, contact with alumni and other design professionals, by doing professional work, by using sabbatical leaves, and through professional development
  - o The VISD faculty annually attends print design, digital design, and design education conferences sponsored by leading design organizations.
- **Administrative Effectiveness**
  - o Student trips to Chicago and New York have been financially supported.
  - o The COB supported the establishment of the Design Project Center and provided the furniture, carpeting, and senior student access during non-class time.
  - o The panel believes that the university administration has, in the past, shown a misunderstanding of the program by looking at titles and brief descriptions of courses and compared these to similar course titles in other programs. From these they have assumed a redundancy in course offerings. The panel states that the VISD program is the only degree program offered with creative visual degrees. VISD faculty all have creative degrees and focus on the teaching of conceptual design where the other programs, such as Graphic Arts and TV Production, focus on the production and more technical areas of their fields.
  - o The panel believes that there is not a clear understanding by the administration of the learning curve for software programs and updates for VISD faculty. A major time commitment must be made by the individual faculty member to learn the software, technically, and then to apply it for solving communication problems for student assignments.
  - o The panel indicates that financial support for computer hardware and software for the VISD program is not budgeted. All money in the past has come from the Perkins Grant, which is not guaranteed on an annual basis. (Apple Macintosh computers and specialized software are the industry standard for the profession and are required in the VISD program.)
  - o The evidence presented in the panel report suggests that adequate technical support staff has not been provided.
  - o It is the view of the panel that low student-to-faculty ratios they deem necessary for effective teaching in this program are not always supported. It is their view that a large amount of individual attention must be given to accommodate the creative efforts of each student. Too many students in a class allows for inadequate one-on-one interaction between faculty and students to develop each student's particular solution to a design problem.

APRC Recommendations concerning:
AAS Degree in Visual Design and Web Media
BS Degree in Visual Design and Web Media

o The aborted merger of the Visual Communication BS degree with the BFA Visual Communications degree at Kendall has created lingering problems for the program. The panel indicates that there has been no communication regarding the relationship between the FSU VISD program and the KCAD Visual Communication program which leads to confusion among prospective students for either program.

COST INFORMATION:

According to the 2001-2002 report from institutional research:

Total cost per SCH

AAS Degree in VISD	**$165.25**
BS Degree in VISD	**$253.49**

Total program cost

AAS Degree in VISD	**$10,080.35**
BS Degree in VISD	**$16,223.31**

ASSESSMENT OF THE PROGRAM BY THE ACADEMIC PROGRAM REVIEW COUNCIL:

OBSERVATIONS:

- The Degree Program Cost Document for 2001-2002 published by Institutional Research and Testing lists all programs; 2 year, 4 year, graduate, and professional degrees in the same table.
- The AAS in Visual Design and Web Media program ranks 165/229 in programs at the University based on **total cost per student credit hour** ranked from high to low.
- The BS in Visual Design and Web Media program ranks 37/229 at the University based on **total cost per student credit hour** ranked from high to low.
- The AAS in Visual Design and Web Media program ranks 163/229 in programs at the University based on **total program cost** ranked from high to low.
- BS in Visual Design and Web Media program ranks 115/229 at the University based on **total program cost** ranked from high to low (The BS in Visual Design and Web Media program is in effect a two year upper division degree rather than a four year BS program which influences the total cost data).
- There are 6 full time faculty for these programs (one serves as a half time coordinator).
- The cap on most VISD courses is 20 students.
- According to the Administrative Program Review, the capacity of the AAS program is 120 students.
- According to the Administrative Program Review, the capacity of the BS program is 80 students.
- The enrollment in the program:

	1997	1998	1999	2000	2001	2002	2003	2004
AAS	100	106	100	121	99	95	96	87
BS	29	36	42	43	46	42	35	50

- The number of on campus graduates in the program:

	1998	1999	2000	2001	2002	2003	2004
AAS	11	20	23	21	16	33	32
BS	11	13	14	15	15	17	10

APRC Recommendations concerning:
AAS Degree in Visual Design and Web Media
BS Degree in Visual Design and Web Media

- The Administrative Program Review states that 5.25 FTE were assigned to this program in the Fall of 2003.
- The Administrative Program Review states that .92 FTE were assigned overload/supplemental in the Fall of 2003.
- The graduate survey was sent to 180 graduates. A total of 86 surveys were returned for a 47 % return rate.
- The employer survey was sent to 76 employers. A total of 10 surveys were returned for a 13 % return rate.
- A survey was administered to 110 students. A total of 102 surveys were returned for a 93 % return rate.
- The Faculty survey was sent to 37 faculty. A total of 14 surveys were returned for a 38 % return rate.

STRENGTHS OF THE PROGRAM
- The faculty is enthusiastic and well qualified
- The program and faculty are recognized and well respected by the business community
- Graduates are in high demand
- The educational experience for students has been carefully and thoughtfully designed
- There is a distinctive blending of creative and artistic endeavors with the business culture
- The on campus internship involving external customers is a positive feature of the program

THE ACADEMIC PROGRAM REVIEW COUNCIL HAS THE FOLLOWING COUNCERNS:
- The program appears to have a problem with respect to visibility and identity which may be having an impact on the recruitment of students
- The rigor and subjective nature of the portfolio required for admission to the BS program may deprive qualified students of the opportunity to complete a degree in this program
- The age of the computers and limitations on technical support may have implications concerning the quality of instruction that the faculty in this program are able to provide
- The lack of a ventilated facility has the potential for causing health problems in students and has the potential for the University to be held in violation of OSHA regulations

THE ACADEMIC PROGRAM REVIEW COUNCIL RECOMMENDS THAT THE FOLLOWING STEPS BE TAKEN TO IMPROVE THE PROGRAM:
- The program faculty should act on their recommendation to change the name of the program to Visual Communication
- The program faculty should work in conjunction with the University Web Master to insure that an effective Web Page for the program is easily located by prospective students
- University Marketing and Advancement, the College of Business, and the Marketing Department should develop strategies to identify appropriate target audiences and effectively market this program.
  - o The program faculty should involve the students in this program in the implementation of the marketing plan
- The program faculty should reevaluate the rationale behind the rigorous portfolio review required for admission into the BS program and the implications with respect to enrollment
- The program faculty, the College of Business, and the University should review the policies and practices concerning the use and service of alternative platform computers and explore methods by which the needs of students requiring these types of computers can be met
  - o The program faculty, the College of Business, and the University should develop a plan for scheduled replacement of computers in programs that use alternative platform models
- The program faculty and the College of Business should implement their proposal to make the purchase of laptop computers by Junior and Senior level students mandatory
- The program faculty should investigate the possibility of obtaining gifts of hardware and software from constituents and business contacts that they have developed

APRC Recommendations concerning:
AAS Degree in Visual Design and Web Media
BS Degree in Visual Design and Web Media

- The program faculty should consider making the Design Center more of a profit generating entity which could help resolve some of the financial concerns cited by the panel.
- The program faculty and the College of Business must find a mechanism of by which a properly ventilated space is made available to students in the program

TABLE OF CONTENTS

PLANNING DOCUMENTS

January 29, 2004

(due date additions April 15, 2004)

To: Jack Buss, Chair, Program Review Committee

From: Barbara Loveland

Copy To: Jeff Ek, Lee Meadow, David Nicol, Chris Vodry

Subject: Visual Design and Web Media Program Review

The following is information for the Visual Design and Web Media (VISD) Program Review:

Budget

Surveys $400
Student Wage Support $300
Document Printing $200
Total $900

Program Review Panel

Barbara Loveland, College of Business, VISD Faculty, Program Review Panel Chair
Jeff Ek, College of Business, VISD Program Coordinator and Faculty
Curt Ellis, College of Business, VISD Faculty
Linda Powell, College of Business, VISD Faculty
Alison Stone, College of Business, VISD Faculty
Kathleen VanDeMark, College of Business, VISD Faculty
Ted Walker, College of Arts and Sciences, Humanities Faculty
Martin Schoenborn, College of Business, VISD Program Alumni

Purpose

To provide the University, College of Business, and Visual Design and Web Media Program with current data relevant to the VISD A.A.S and B.S. degree programs for the purpose of evaluating the curriculum, course content, and the program's contribution to the Michigan employment market. The information gathered for this review process will be one method used to provide a basis for informed decisions regarding resource allocations, technology acquisitions, and the future direction of the program.

Activity Schedule

Graduate Survey . . . . .March 27, 2004
Student Survey . . . . .March 27, 2004
Industry Survey . . . . .March 27, 2004
Evaluation of Facilities . . . . .April 30, 2004
Evaluation of Curriculum . . . . .April 30, 2004
Labor Market Analysis . . . . .April 30, 2004
Faculty Perceptions . . . . .April 30, 2004

VISUAL DESIGN AND WEB MEDIA PROGRAM EVALUATION PLAN

Degrees Awarded
Associate in Applied Science
Bachelor of Science

Program Review Panel
Barbara Loveland, College of Business, VISD Faculty, Program Review Panel Chair
Jeff Ek, College of Business, VISD Program Coordinator and Faculty
Curt Ellis, College of Business, VISD Faculty
Linda Powell, College of Business, VISD Faculty
Alison Stone, College of Business, VISD Faculty
Kathleen VanDeMark, College of Business, VISD Faculty
Ted Walker, College of Arts and Sciences, Humanities Faculty
Martin Schoenborn, Designer, Square One Design, VISD Program Alumni

Purpose
To provide the University, College of Business, and Visual Design and Web Media Program with current data relevant to the VISD A.A.S and B.S. degree programs for the purpose of evaluating the curriculum, course content, and the program's contribution to the Michigan employment market. The information gathered for this review process will be one method used to provide a basis for informed decisions regarding resource allocations, technology acquisitions, and the future direction of the program.

Data Collection Techniques
1. Surveys were sent to graduates' email addresses with a link to the on-line survey. Graduate surveys were also sent through US mail to parents' homes, employers' addresses and graduates' homes (if known) to those whose email address was unknown with an option of either mailing back hard copy or filling out on-line survey.

2. Employer surveys were all sent through U.S. mail with an option to return the hard copy survey or enter an internet address for the on-line survey.

3. Student evaluations were all done on-line during designated class times.

4. Faculty/staff/administrator perceptions of the program were emailed with a link to the on-line survey.

5. Advisory Committee submitted surveys as Employers or Alumni either on-line or with hard copy surveys

6. Labor Market Analysis information was taken from current market indicators

7. Evaluation of facilities and equipment was accomplished by doing a review of the adequacy of classroom/studios and computer facilities.

8. Curriculum evaluation was based on market demands for our graduates, literature reviews, and feedback from graduates, advisory board members, working professionals, and current students.

Schedule of Events

Activity	Team Leader	Target Date
Coordination	Loveland	September 10, 2004
Survey Development	Stone	March 20, 2004
Survey Data Analysis	VanDeMark	June 15, 2004
Survey Data Graphics	Stone	July 20, 2004
Evaluation of Facilities	Ek	July 20, 2004
Program Productivity and Cost	Ek	July 20, 2004
Enrollment Trends	Ek	July 20, 2004
Evaluation of Curriculum	Powell	July 20, 2004
Labor Market Analysis	Ellis	July 20, 2004
Program Overview	Loveland	July 20, 2004
Program Review Formatting	Stone	August 27,2004
Conclusions/ Recommendations	Powell	August 23,2004
Printing/Reproduction	Ellis	August 30, 2004
Assembly	VanDeMark	September 6, 2004
Delivery to Council	Loveland	September 10, 2004

VISUAL DESIGN AND WEB MEDIA PLANNING DOCUMENT

Submitted by the VISD Faculty

November 11, 2003

Significant Areas of Success

VISD Placement
- Excellent Job placement rate with BS graduates; excellent jobs not just service positions.
- Students with our associates degree have been very successful in getting into prestigious schools including the University of Michigan and Rhode Island School of Design
- Students that choose not to continue beyond the Associates degree have found good jobs and in some cases bested candidates with 4-year degrees from other universities.

VISD Curriculum
- Well-developed, yet flexible to stay current
- Each succeeding class builds on learned skills and knowledge – faculty works as a team
- Four years of design classes
- Business classes
- Students are exposed to print, digital, environmental, and packaging design so they may select an area of interest to develop
- Integrated course material, which utilizes a number of media within a project so students gain experience, understanding, and appreciation for comprehensive application of design ideas
- Offers employers graduates who are ready to work with skills and knowledge, which exceed expectations.

VISD Design Application Class
- Innovative and entrepreneurial
- Public relations from 2003 River Bank Run
- Established physical space for Design Project Center
- Expanded senior student access to facilities
- Fosters team work
- Allows flexible time periods for working on real projects
- Provides effective professional environment for clients as well as a recruitment and retention tool
- Functions as design office with phone, FAX, computer, printers, work area, reference area and conference area
- Student to faculty ratio (small class size and team teaching approach) allows us to take on high quality projects for major clients such as Marigold Lodge (Herman Miller), River Bank Run, and Gazelle Sports
- Experience for students provides opportunities, which prepare them for employment needs

VISD Marketing
- Day of Discovery - The faculty and students of the VISD program plan, direct, and execute this annual recruiting event. The college and program host this event for visiting students of area high schools and vocational education centers

- The placement of FSU VISD graduates in viable graphic and web design positions communicates well with current and prospective students

VISD Partnerships

- VISD Faculty serve on Advisory Boards for the Kent, Grand Traverse, Careerline and Mecosta County Career/Technical Graphic Design Programs
- Articulation improvements with Community Colleges and other design programs is under discussion with Muskegon Community College, Northern Michigan Community College and Grand Rapids Community College

VISD Technology

- Computer labs are provided with the latest design software applications and up to date hardware
- A number of laptops are provided to aid students in instruction outside of the designated computer laboratory hours including holidays and breaks
- The Visual Design Faculty and Business/Technology Consortium representative write grant proposals to receive funding from outside sources to equip VISD computer laboratories
- Student fee of $100 per semester to cover printing and extended technology needs
- Faculty members are constantly reviewing software and subject matter for introduction into current classes

Needs

- VISD Curriculum changes
- Continue to evaluate curriculum and build on programs strengths
- Develop testing instruments for incoming freshmen to facilitate placement at appropriate level in technology based courses and give credit for relevant experience
- Offer design and design technology courses to the rest of the university population as seats become available in existing sections and opening additional sections as needed
- Build more flexibility into student scheduling by offering all or most freshmen courses both fall and winter semesters
- Reintroduce the "Technology Certificate". Courses that would be included in the certificate are:
    - VISD 116 Computers in Visual Media
    - VISD 126 Computer Graphics
    - VISD 216 Digital Imaging
    - VISD 226 Web Tools & Techniques
    - VISD 228 Principles of Web Design.

    As technology changes constantly in our profession, former students, alumni, and other students in our programs needing computer and web instruction would find these courses viable for current and future growth.

    These courses could also aid the Ferris Web Initiative to provide computer and web instruction to faculty and staff on campus
- A strong marketing effort to recruit freshmen and retain enrolled VISD students:
- Emphasize firm establishment of VISD Program on the Big Rapids campus that has been successful for 30 years a Associates degree and 15 years as a Bachelors degree and is here to stay
- TV commercial created by students
- Newspaper ad created by students
- Billboards created by students

- Stronger FSU Web Site presence
- Easy to find
- Comprehensive program information
- Define differences between KCAD VC Program and FSU VISD Program

VISD Technology
- Maintain state-of-the-art computer labs and software
- Encourage individual laptop ownership at junior and senior levels
- Investigate process/procedure for software accessibility

Suppliers and Manufacturers
- Leasing program from the university and the VISD Program
- Maintain classrooms that are technology friendly by providing wireless networking and plenty of easily assessable outlets for powering laptops

VISUAL DESIGN AND WEB MEDIA UNIT ACTION PLAN

Department: Marketing

College/Unit: Business

Division: Visual Design and Web Media

Plan title: Remodel, add classrooms and equipment for student accessibility and diverse education models

Department Priority:

College/Unit Priority:

Concise Description of Plan: Remodel, re-configure three classrooms and Design Application project center; add classroom and attached work areas to facilitate creative learning (e.g. team building skills, enhanced creative feedback, cooperative learning, allowing students to easy and frequent access to computers labs, dirty room, and instruction). For each creative laboratory special furniture, equipment, and technology is needed:

BUS 309

- Carpeting
- Wall display mounts and gutters
- Senior student accessibility (key access with binding rules)

BUS 309a (Design Application Project Center) must be attached to senior classroom

- Senior student accessibility (Since the project center functions as a design office for seniors enrolled in Design Application class, the room should be accessible to each of them with an assigned key or electronic card key, 8am-12pm. Because of the expensive equipment, the room would be kept locked except during class.)
- G4 Laptop and carrying case for client presentations (could be taken to client's site for project presentations)
- Power Mac G4 with flat screen
- Complete set of software for both computers: Quark, Photoshop, Illustrator, Freehand, FilemakerPro, Director, Premier, GoLive (or Dreamweaver), 3-D program, Adobe Type Manager Deluxe, Fontographer, Netscape, Flash, Adobe Type Library. (Freehand and FilemakerPro were purchased for our use at Kendall and may be transferred back to FSU, if still current?)
- Black and white Laser printer (11x17 format)
- Color Tektronix printer (11 x 17 format)
- Conference table (seats 6)
- 8 conference chairs
- White 4' x 4' marker board
- FAX Machine (with separate phone line)
- Phone (separate line)
- Kodak carousel slide projector
- Portable projector and case (could be taken to client's site for project presentations)
- Desk(s) and table for workstation and printers/FAX machine
- Lateral file cabinets to house job files, paper swatch books, printed samples (two 48", 4 drawer units)
- Shelves for books, job binders, magazines (one 48'" wide, tall unit or two 24" wide, tall units)

- Two flat file units and base (five drawers each, 35" x 46")
- Coat hooks for client use
- Mobile caddy with drawers for office supplies

BUS 311
- Carpeting
- Projection system
- Wall display mounts and gutters

BUS 313
- Carpeting
- Wall display mounts and gutters
- White board
- Bulletin board
- Rearrangement of existing projection system

BUS ?
- Existing furniture, individual table lamps, chairs, and files reconfigured for design and drawing lab
- Internet connection ports along back wall for student laptops
- Student accessibility 8am-12pm with monitored student work study

BUS ? (Dirty room)
- Layout tables
- Existing matte cutters and tables
- Large spray booth (vented through exterior wall)

What value does this plan university?

This classroom reconfiguration and expansion facilitates VISD program growth from an associate to bachelor degree program. Creating a competitive design and media-learning environment with other bachelor degrees across the state. This plan would position the four-year bachelor degree Visual Design and Web Media Program at FSU near the top of the competitive ladder in relationship to other design curriculums across the state.

How does this plan support the strategic plan?

This plan supports strategic direction three: Foster highly responsive academic opportunities that address student and employer needs and compete successfully with other public and for-profit universities.

The proposed facilities would equip labs that simulate work environments matching design studios found in business and industry today. "Team based projects are becoming more prevalent in the information/interactive design environment. Problem solving has moved to a larger scale...Designers have to make sure they understand how to work in that environment." (VISD Literature Review 2002) In addition, The Design Application project center provides senior students with internship experience increasing their employability upon graduation.

Student designers need access to the specialized labs in the VISD program just as students in other programs have access to FLITE after hours. "Students working at home or in separate labs no longer can reap the rewards of the comradeship and constant feedback from others regarding their work in progress." (VISD Literature Review 2002) This plan provides such access to labs and classrooms in the College of Business by providing responsible student docents and "user friendly" guidelines.

Expected out comes

- Classroom configurations will allow for in-house internships at the senior level.
- Program will grow with completion of professional studio space.
- A safe working environment will be provided for all students.
- Student will have a place to meet, collaborate and work in teams.

Program/Department: Visual Design & Web Media AAS/Marketing Department

Purposes of Administrative Program Review:

1. to make deans and department heads/chairs aware of important quantitative and qualitative information about the programs in their colleges
2. to make the Vice President for Academic Affairs' Office aware of important quantitative and qualitative programmatic information from across the University
3. to document annual information that will be useful in the University's accreditation efforts
4. to provide information for the Academic Program Review Council to use in its deliberations

Please provide the following information:

Enrollment

	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Tenure Track FTE			See B.S. in VIS COMM	See BS in VISD	See BS in VISD
Overload/Supplemental FTEF					
Adjunct/Clinical FTEF (unpaid)					
Enrollment on-campus total*			55	87	96
Freshman			41	52	48
Sophomore			12	26	35
Junior			1	7	9
Senior			3	2	4
Masters					
Doctoral					
Pre-Professional Students					
Enrollment off-campus*	0	0	0	0	0
Traverse City					
Grand Rapids					
Southwest					
Southeast					

*Use official count (7-day)
If there has been a change in enrollment, explain why:

Capacity:
Estimate program capacity considering current number of faculty, laboratory capacity, current equipment, and current levels of S&E.
                    120 students

What factors limit program capacity? Number of faculty, lab capacities

Financial

Expenditures*	FY 99	FY 00	FY 01	FY 02	FY 03
Supply & Expense			See B.S. Degree	See B.S. Degree	See B.S. Degree
Faculty Prof. Development					
General Fund					
Non-General Fund					
UCEL Incentives					
FSU-GR Incentives					
Equipment					
Voc. Ed. Funds					
General Fund					
Non-General Fund					
UCEL Incentives					
FSU-GR Incentives					

*Use end of fiscal year expenditures.

If you spent UCEL and FSU-GR incentive money for initiatives/items other than faculty professional development and equipment, what were they? Explain briefly. Please also include amounts spent on each initiative/item.

Revenues	FY 99	FY 00	FY 01	FY 02	FY 03
Net Clinic Revenue					
Scholarship Donations					
Gifts, Grants, & Cash Donations					
Endowment Earnings					
Institute Programs/Services					
In-Kind					

Other

	AY 98/99	AY 99/00	AY 00/01	AY 01/02	FY 02/03
Number of Graduates* - Total				0	15
- On campus				0	15
- Off campus				0	0
Placement of Graduates				86%	N/A
Average Starting Salary				$25-25,400	
Productivity - Academic Year Average				See bs degree	See bs degree
- Summer					
Summer Enrollment				9	5

* Use total for full year (S, F, W)

1. a) Areas of Strength:
- Alumni of program continue to be published in national award publications
- Program, student recognition through regional and national awards
- Faculty have been, and are, practicing professionals
- Application of current hardware and software is well integrated throughout curriculum
- Students are exposed to practicing professionals through guest lectures, seminars and site visitations
- "Real-world" assignments directly related to the profession
- Emphasis on both conceptual and technical skills
- Portfolio preparation and presentation
- Creative program in business school setting

b) Areas of Concern and Proposed Action to Address Them:
- No support for development of real-time on-line courses to be implemented - release time
- Limited technical support to maintain computer workstations - hardware and software
- Limited financial support from the University. Program depends on Voc Ed grants for equipment.
- Money is needed to enable faculty to develop innovative approaches to teaching and developing new curriculum to address high-end aplicaitons of technology

2. Future goals (please give time frame)
- To develop on-line courses and on-line assisted courses - 2004
- Laptop computers will be required equipment of all Visual Design and Wed Media Students - 2005
- Attain accreditation by AIGA, American Institute of Graphic Arts - 2005
- Open up first semester and VISD courses to non-VISD majors - 2005
- Provide service courses and continuing education courses for the University - 2005
- Development of a Masters degree program - 2006

3. Other Recommendations:
- Continued investment in high-end equipment and software
- Design library or section in FLITE

4. Does the program have an advisory committee?   Yes

   a) **If yes, when did it last meet?**   April 2003, during portfolio review day

   b) **If no, why not? By what other means do faculty receive advice from employers and outside professionals?**

   c) **When were new members last appointed?**
   Winter 2003

   d) **What is the composition of the committee (how many are alumni, workplace representatives, academic representatives)?**
   Committee comprised of 8 members, 2 academic reps and 6 workplace representatives, 4 of which are alumni

   e) **Please attach the advisory committee charge, if there is one.**

5. Does the program have an internship or other cooperative or experiential learning course? Yes, a one-year "internal" internship through the design application courses in the senior year of the program. All students in their senior year are supported in an internal internship program working in the project center

   a) **If yes, is the internship required or recommended?** Required

   b) **If no, what is the reason for not requiring such an experience?**

   c) **How many internships take place per year? What percentage of majors has internships?**
   All students in senior-level classes complete an internal internship while completing their design

center courses, working for actual outside clients.

6. Does the program offer courses through the web? Yes

    a) **Please list the web-based (fully delivered through the internet) courses the program offered last year?**

    b) **Please list the web-assisted (e.g., WebCT) courses the program offered last year.**
    VISD 114, 116, 126, 216, 226 228, 210, 299, and 316

7. What is unique about this program?

    a) **For what distinctive characteristics is it known in the state or nation?** The program is recognized through national awards given to students for photography and design. Alumni are recipients of regional and national awards as well. Work is published in "Print", "How" and "Step by Step" professional journals' awards annual issues. This lends credibility to the program, validates the level of quality instruction in design. In addition, the VISD program is unique in that it resides in a College of Business and not a traditional art college. This gives the student a solid foundation of skills a designer needs to function in the "real-world corporate setting". Students from other universities don't have these skills and have to acquire them on their own.

    b) **What are some strategies that could lead to (greater) recognition?** Annual Day of Discovery for students to visit campus, talk with FSU Alumni working as designers to learn more about the career path and Ferris' VISD program is working very well. VISD faculty are tracking student recruitments from this event.

8. Is the program accredited? By whom? If not, why? When is the next review. In the planning process for trying to obtain accreditation by the AIGA, American Institute of Graphic Arts.

9. What have been some major achievements by students and/or graduates of the program? By faculty in the program?
- Several students, alumni and faculty have won Addy Awards for their work
- Several alumni have been published in trade magazines
- This past October, Visual Design and Web Media faculty members and Western Michigan University School of Art alumni Linda Powell and Curtis Ellis were selected by their alma mater to be inducted as members of 100 Art Alumni. Their selection by the school's Alumni Centennial Committee was an important component of WMU's Centennial Celebration. Powell and Ellis were honored for their distinguished actions and accomplishments in the visual arts. The selection criteria for 100 Art Alumni included excellence and recognition in professional practice, teaching, application of art to other professions and the enrichment of the cultural environment through critical thinking or actions involving visual arts leadership.
- Kathlen VanDeMark of the Visual Design and Web Media Program has had her paintings "Moondog Had a Big Heart" and "Strength of Blue Horses" juried for exhibition into the 5th International Women of the West Fine Art Show running Sept. 5-21 in Dubois, Wyo. The internationally know naturalist and artist Laney judged the exhibition, which is an official event of the Jackson Hole Fine Arts Festival

10. Questions about Program Outcomes Assessment (attach additional sheets, if necessary):

    a) **What are the program's learning outcomes?** Visual Design and Web Media students must demonstrate the following: knowledge of current designers and design trends, understanding of design history, theory skills, composition skills, understanding of the Macintosh computer platform, mastery of design programs and their application, visual problem solving skills, critical thinking skills, ability to adapt with new technology, excellent craftmanship

    b) **What assessment measures are used, both direct and indirect?** Individual projects, tests and quizzes, practicum's, sophomore portfolio review, senior portfolio review

c) **What are the standards for assessment results?** Student portfolios are reviewed and assessed by working designers, sophomore portfolios are reviewed by an advisory board including faculty for acceptance into the junior and senior year of the program

d) **What were the assessment results for 2002-03?** 18 students out of 35 passed portfolio examination and were accepted into the junior year of the program

e) **How will / how have the results been used for pedagogical or curricular change?** Adjustments will be made in course contact hours and course descriptions

11. Questions about Course Outcomes Assessment:

    a) **Do all multi-sectioned courses have common outcomes?** Yes

    b) **If not, how do you plan to address discrepancies?**

    c) **Do you keep all course syllabi on file in a central location?** Yes, in the Department Office

*If you have questions about the outcomes assessment portions of this survey, please contact Laurie Chesley (x2713).

Form Completed by Jeffrey Ek, Program Coordinator/H. Lee Meadow, Head, Marketing Department
                                        Name and Title

Reviewed by Dean_____
                                Name and Date

Program/Department: Visual Design & Web Media B.S./Marketing Department

Purposes of Administrative Program Review:

1. to make deans and department heads/chairs aware of important quantitative and qualitative information about the programs in their colleges
2. to make the Vice President for Academic Affairs' Office aware of important quantitative and qualitative programmatic information from across the University
3. to document annual information that will be useful in the University's accreditation efforts
4. to provide information for the Academic Program Review Council to use in its deliberations

Please provide the following information:

Enrollment

	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Tenure Track FTE			1.5	3	5.25
Overload/Supplemental FTEF			1.5	1	.92
Adjunct/Clinical FTEF (unpaid)					
Enrollment on-campus total*				21	35
Freshman					
Sophomore					
Junior				15	13
Senior				6	20
Masters					
Doctoral					
Pre-Professional Students					
Enrollment off-campus*				0	0
Traverse City					
Grand Rapids					
Southwest					
Southeast					

*Use official count (7-day)

If there has been a change in enrollment, explain why:

Capacity:
Estimate program capacity considering current number of faculty, laboratory capacity, current equipment, and current levels of S&E.
      80 students*

*This number is based on two full sections of junior and senior-level courses.

What factors limit program capacity? Number of faculty, lab capacities

Financial

Expenditures*	FY 99	FY 00	FY 01	FY 02	FY 03
Supply & Expense					
Faculty Prof. Development					
General Fund				$1,284	$6,816
Non-General Fund					$1,482
UCEL Incentives					$411
FSU-GR Incentives					$221
Equipment					
Voc. Ed. Funds				$30,000	
General Fund				$18,942	$3538**
Non-General Fund				$6,347	
UCEL Incentives				$790	
FSU-GR Incentives				$710	

*Use end of fiscal year expenditures.   **printers for VISD classrooms

If you spent UCEL and FSU-GR incentive money for initiatives/items other than faculty professional development and equipment, what were they? Explain briefly. Please also include amounts spent on each initiative/item.

Revenues	FY 99	FY 00	FY 01	FY 02	FY 03
Net Clinic Revenue					
Scholarship Donations					
Gifts, Grants, & Cash Donations					
Endowment Earnings					
Institute Programs/Services				$150	
In-Kind					

Other

	AY 98/99	AY 99/00	AY 00/01	AY 01/02	AY 02/03
Number of Graduates* - Total				0	0
- On campus				0	0
- Off campus				0	0
Placement of Graduates				0	0
Average Starting Salary				0	0
Productivity - Academic Year Average				295.74	330.01
- Summer					
Summer Enrollment					9

* Use total for full year (S, F, W)

1. a) Areas of Strength:
- Alumni of program continue to be published in national award publications
- Program, student recognition through regional and national awards
- Faculty have been, and are, practicing professionals
- Application of current hardware and software is well integrated throughout curriculum
- Students are exposed to practicing professionals through guest lectures, seminars and site visitations
- "Real-world" assignments directly related to the profession
- Emphasis on both conceptual and technical skills
- Portfolio preparation and presentation

b) Areas of Concern and Proposed Action to Address Them:
- Limited technical support to maintain computer workstations - hardware and software

- Limited financial support from the University. Program depends on Voc Ed grants for equipment. Program is basically 99% funded with Voc Ed funds to purchase equipment and software. This is a positive thing if funding remains consistent.
- Money is needed to enable faculty to develop innovative approaches to teaching and developing new curriculum to address high-end aplicaitons of technology
- No support for real-time on-line courses to be implemented

2. Future goals (please give time frame)
- To develop on-line courses and on-line assisted courses - 2004
- Laptop computers will be required equipment of all Visual Design and Wed Media Students - 2005
- Attain accreditation by AIGA, American Institute of Graphic Arts - 2005
- Open up first semester and VISD courses to non-VISD majors - 2005
- Provide service courses and continuing education courses for the University - 2005
- Development of a Masters degree program - 2006

3. Other Recommendations:
- Continued investment in high-end equipment and software
- Design library or section in FLITE

4. Does the program have an advisory committee?   Yes

a) **If yes, when did it last meet?**   April, 2003 during portfolio review day

b) **If no, why not? By what other means do faculty receive advice from employers and outside professionals?**

c) **When were new members last appointed?**
Winter 2003

d) **What is the composition of the committee (how many alumni, workplace representatives, academic   representatives)?** Committee comprised of 8 members, 2 academic reps and 6 workplace representatives, 4 of which are alumni

e) **Please attach the advisory committee charge, if there is one.**

5. Does the program have an internship or other cooperative or experiential learning course? Yes, a one-year "internal" internship through the design application courses in the senior year of the program – All students in senior year are supported in an internal internship program working in the design center

a) **If yes, is the internship required or recommended?**   Required

b) **If no, what is the reason for not requiring such an experience?**

c) **How many internships take place per year? What percentage of majors has internships?**
All students in senior-level classes complete an internal internship while completing their design center courses working for actual outside clients.

6. Does the program offer courses through the web?

a) **Please list the web-based (fully delivered through the internet) courses the program offered last year?**

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awards annual issues – This lends credibility to the program and validates the level of quality instruction in design. In addition, the VISD program is unique in that it resides in a College of Business and not a traditional art college. This gives the student a solid foundation of skills a designer needs to function in the "real-world corporate setting". Students from other universities don't have these skills and have to acquire them on their own.

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b) **What assessment measures are used, both direct and indirect?** Individual projects, tests and quizzes, practicum's, sophomore portfolio review, senior portfolio review – At the senior level, students have to combine design skills with business and marketing skills within their required internship as they deal with actual clients

c) **What are the standards for assessment results?** Student portfolios are reviewed and assessed by working designers, sophomore portfolios are reviewed by an advisory board including faculty for acceptance into the junior and senior year of the program

d) **What were the assessment results for 2002-03?** 15 students out of 26 passed portfolio examination and were accepted into the junior year of the program - job placement is high for graduates of the program

e) **How will / how have the results been used for pedagogical or curricular change?** Course contact hours changes have given better time allotment for course project completion.

11. Questions about Course Outcomes Assessment:

a) **Do all multi-sectioned courses have common outcomes?** Yes

b) **If not, how do you plan to address discrepancies?**

c) **Do you keep all course syllabi on file in a central location?** Yes, in the Department office

*If you have questions about the outcomes assessment portions of this survey, please contact Laurie Chesley (x2713).

Form Completed by <u>Jeffrey Ek, Program Coordinator/H. Lee Meadow, Head, Marketing Department</u>
<div align="center">Name and Title</div>

Reviewed by Dean   _____
<div align="center">Name and Date</div>

1

PROGRAM OVERVIEW

VISUAL DESIGN AND WEB MEDIA PROGRAM OVERVIEW

The Visual Design Profession

Few people are aware of the vastness of the effect of the visual design profession upon our daily lives. Almost everything we see and touch in the commercial arena has also been touched by a visual design professional. It may be a billboard along the highway, an exhibit, advertising, identity systems, packaging, a book cover and the type layout inside, a web site, an educational CD, a brochure, or a newspaper. All these and many more items, have been influenced by the knowledge, techniques and skills of a graphic designer.

The National Association of Schools of Art and Design (NASAD) Standards provides the most comprehensive statement regarding our profession: "Graphic design is the profession that plans and executes the design of visual communication according to the needs of audiences and contexts for which communication is intended. Graphic designers apply what they have learned about physical, cognitive, social, and cultural human factors to communication planning and the creation of appropriate form that interprets, informs, instructs, or persuades. Graphic designers use various technologies as a means for creating visual form and as an environment through which communication takes place.

"Graphic designers plan, analyze, create, and evaluate visual solutions to communication problems. Their work ranges from the development of strategies to solve large scale communications problems, to the design of effective communication products, such as publication, computer programs, packaging, exhibitions, and signage"

The profession is one which involves the organization of visual information. Designers use electronic as well as traditional artistic mediums. It is this combination of technology and art which is used to communicate ideas for clients. By working with color, type, imagery, and sound, the graphic designer creates and manages the production of communication pieces designed to communicate a particular message which may inform and/or persuade a specific audience.

The Nature of the Visual Design and Web Media (VISD) Program

The VISD Program at Ferris State University provides an intense curriculum within a combined academic and professional environment. It is one of the few design programs in the nation within a college of business, which exposes students to business and marketing practices. These are integral components of the business of design. The content and direction of our program encourages practical application of traditional and contemporary techniques in conjunction with strong conceptual thinking and problem-solving.

The visual design profession has been revolutionized by the invention of electronic imaging, computer-generated animation and advances in media applications. This technology has increased the career and employment opportunities for visual design graduates. Graduates from the VISD Program at Ferris enter careers in print, environmental, package, signage, exhibit, interactive media, and web site design.

A Brief History

Prior to 1989, the VISD Program had been a two-year, associate degree program in Commercial Art. Beginning in the fall of 1989, the four-year Bachelor of Science Degree Program began with the first baccalaureate graduates in Spring 1990 from the Visual Communication Program, as well as graduates in the Associate in Applied Arts Degree Program. This has continued for the past fifteen years

After the purchase of Kendall College of Art and Design in the fall of 2000, the Ferris administration decided to combine the Ferris Visual Communication (VC) Program with Kendall's Visual Communication Program in Grand Rapids. After one semester, it was decided that as soon as the three year commitment to the enrolled Ferris VC students was honored,

the baccalaureate program in Big Rapids would be reopened as Visual Design and Web Media (VISD). Therefore, in 2002, the junior level of the new VISD Program was maintained in Big Rapids on the FSU campus while the seniors in the Visual Communication Program were housed in Grand Rapids in the KCAD facility. By fall 2003, all Visual Design and Web Media students were back in Big Rapids where we are now, located in the College of Business as before the Kendall move. (More details on how this affected the curriculum for the Ferris VISD Program is discussed in the Curriculum Evaluation, Section 8, of this report.)

VISD's Value to the University

- The program offers both an associate's degree and a bachelor's degree.

- The VISD program attracts honor students (third highest within University) which contributes to enrollment and raises the intellectual calibre of students who attend FSU.

- Students not going on to the VISD bachelor's program feed into other University programs.

- Graduates from VISD provide a very positive impression on the businesses for which they work which is a positive reflection on the University.

- The program utilizes state of the art hardware and teaches state of the art skills which reflect positively on the University.

- Students and faculty in the program have developed recruiting tools and identities for programs within the University (Architectural Technology, Facility Management Programs, Honor Program, SLA, Ferris Pride).

- VISD faculty are active in recruitment of students to the program which contributes to enrollment numbers.

- Students and alumni have gained professional recognition from West Michigan Advertising Federation by winning many ADDY Awards and other design awards which reflects positively on Ferris.

Value to the State

- Graduates are ready to work in the profession and many want to stay in Michigan as employees and residents.

- Graduates are highly skilled and knowledgeable and are capable of filling higher than entry-level positions. Higher pay equals more tax dollars.

- Graduates will contribute to both large and small businesses to provide them with communication tools for marketing their products and/or services to their customers.

- VISD Project Center students provide design services at production cost, for non-profit organizations whose state funding has been cut.

Value to the Nation

- The program creates graduates who are artists with employable skills and who will contribute to American commerce and society.

Benefits to Students

- Faculty teach critical thinking skills.

- VISD offers a strong foundation of design principles.

- Design Application class, housed in the College of Business, shows the practice of design as it relates to business.

- Required business classes offer VISD students an opportunity to understand the relationship between design and business.

- Consecutive classes build on preceding classes allowing the students to see relevance to their learning.

- The program gives them a working knowledge and skills for production of communication tools they have designed – electronic and print.

- Design Project Center provides an internship during the senior year. Students are involved with real clients.

- Students graduate with a minimum of one professionally produced communication piece in their portfolio.

Goals of the Program

- Prepare graduates to be ready to work at their level of expertise and training (AAS/BS degree)

- Provide students with a broad foundation and expose them to many design related experiences so that they can build a career based on their area of interest within the field.

- Expose students to a broad background in areas of design outside the graphic design discipline such as product design, architecture, interior design, fine art, and art history so graduates are inspired to continue to learn about a broad spectrum of subjects.

- Encourage a well-rounded selection of general education classes in liberal arts and sciences.

- Expose students to be proficient in both print and electronic design, giving them an opportunity after Graduation, to specialize in their area of interest.

- Increase seniors' practical design, production, and business experience through the Design Project Center.

- Give each senior a real design experience with exposure to clients, deadlines, budgets, and production vendors, and a piece that is actually produced and used by its intended audience.

- Give students the fundamental interpersonal skills necessary to function successfully in their job.

- Instill honesty and an understanding of ethical practice in every student.

- Provide classrooms and work environments conducive to learning.

- Create a classroom for each level of the program for use as their own studio space.

- Provide state of the art technology and software to students at every level in the program.

- Maintain an appropriate balance of conceptual and technical training to prepare students for employment.

- Increase enrollment in the program while maintaining high calibre students.

- Create higher visibility of the program on the Ferris web site with easy access to program information.

- Create more awareness of the VISD program state-wide through recruiting efforts.

2

GRADUATE FOLLOW-UP SURVEY

GRADUATE FOLLOW-UP SURVEY

The Graduate survey shown on the following two pages was mailed to 180 graduates from the BS degree program in Visual Communication (VC) since its inception in fall 1989. The program, now named Visual Design and Web Media (VISD), graduated its first class Spring 2004. Graduates with the AAS degree in VC and VISD were not surveyed for two reasons: many transfer to other programs and complete their degree work in that program, and mailing addresses for these students are difficult to find.

Graduates had the option of completing the survey electronically or traditionally. The surveys were emailed and mailed to alumni in April 2004. They were asked to return their completed survey electronically or in an enclosed postage-paid envelope by May 15, 2004.

A total of 86 responses (47%) were returned. General information collected indicates that 91% of the respondents are employed in the design field. The majority work in a design studio (25%),in-house design group (19%) or advertising agency (17%). Others do free-lance work, specialize in environmental graphics, web design or publishing.

Most respondents felt that they were *Extremely well* prepared (76%) or *Well* prepared (19%) to work in the graphic design field.

Analysis of additional data collected from graduates is shown in the figures and tables that follow in this section. *Considerations* are provided when there are factors that may have influenced graduates' responses to questions on the survey and *Recommendations* are sometimes suggested by VISD faculty based on their interpretation of the data collected.

Questions 16 – 21 on the *Graduate* survey required individual responses. Summaries of those responses are included at the end of this section. A complete list of individual responses is included in Section 13 (Appendix)

SAMPLE GRADUATE FOLLOW-UP SURVEY LETTER

Dear Visual Communication Alumni,

Every five years, Ferris State University requires academic programs to prepare a report which defines successes and needs for improvement. In addition to other types of research, we are asking our current students, alumni, employers, selected FSU faculty and administration to evaluate our program. This is accomplished through individual surveys.

In an effort to reach as many graduates as possible, we are sending a survey by email and to all addresses we have on file. If you receive more than one alumni survey, please respond only once.

We encourage you to respond on-line at www.ferris.edu/visd/alumni as it will allow us to analyze data more efficiently. But you may return the written survey in the enclosed envelope if you prefer that method.

If you are also an employer, we would like you to respond to the employer survey in addition to the alumni survey. It is available on-line at www.ferris.edu/visd/employer

Please submit your answered questionnaire(s) by April 30, 2004. Thank you for taking the time to assist us with our Program Review.

We also encourage you to update your alumni file. Email linda_powell @ferris.edu with current information about your address, job, and family. This information is used to keep in touch with you about developments in the program, reunions, and job opportunities.

Sincerely,

Barbara Loveland

VISD GRADUATE SURVEY

As part of the Visual Design and Web Media (VISD) program (previously Visual Communication) review process, we are assessing alumni perceptions of the VISD program. Please assist us by responding to the following questions regarding the VISD program and students. We have sent a copy of this survey to all of the addresses we have listed for you, please complete one via mail or web. Please email <linda_powell@ferris.edu> and update your alumni information.

Return your completed survey in the Business Reply envelope provided by May 6, 2004 or respond on the web at <www.visd.ferris.edu/surveys/graduate> All responses will be kept confidential. Thank you for your response.

1. Indicate the year you graduated from FSU. (Check appropriate year)

____ 1990   ____ 1997

____ 1991   ____ 1998

____ 1992   ____ 1999

____ 1993   ____ 2000

____ 1994   ____ 2001

____ 1995   ____ 2002

____ 1996   ____ 2003

2. Are you currently working in the design profession?

____ Yes   ____ No

3. Within what type of organization are you working?

____ Advertising

____ Design studio

____ Web design

____ Environmental graphics

____ Freelance

____ In-house design in corporation

____ Newspaper

____ Publishing

____ Other_____

4. What is your professional title?

____ Graphic Designer

____ Art Director

____ Creative Director

____ Project Manager

____ Production Manager

____ Web Designer

____ Web Developer

____ Other_____

5. Your first professional salary after graduation from FSU was:

____ Under $25,000

____ $26,000 – 30,000

____ $31,000 – 35,000

____ $36,000 – 40,000

____ $41,000 – 45,000

____ $46,000 – 50,000

____ Over $50,000

6. Your current salary is:

____ Under $25,000

____ $26,000 – 30,000

____ $31,000 – 35,000

____ $36,000 – 40,000

____ $41,000 – 45,000

____ $46,000 – 50,000

____ $51,000 – 60,000

____ $61,000 – 75,000

____ $76,000 – 100,000

____ Over $100,000

7. How well did the Visual Communication Program at FSU prepare you for this field?

____ Extremely well

____ Well

____ Not wel

Use the following rating scale in your responses:
1= Weak   2= Somewhat weak   3= Somewhat strong
4= Strong   NA= Not applicable

8. In your opinion, what are the strengths and weaknesses of the Visual Communication program at FSU?

Page layout	1	2	3	4	NA
Basic computer training	1	2	3	4	NA
Basic design training	1	2	3	4	NA
Advanced computer training	1	2	3	4	NA
Advanced design training	1	2	3	4	NA
Computer labs	1	2	3	4	NA
Extracurricular activities	1	2	3	4	NA
Faculty	1	2	3	4	NA
Creative image development techniques	1	2	3	4	NA
Problem-solving training	1	2	3	4	NA
Technical support	1	2	3	4	NA
Typography	1	2	3	4	NA
Development of creative expression	1	2	3	4	NA
Design Application (real projects) class	1	2	3	4	NA
Other _____	1	2	3	4	NA

Use the following rating scale in your responses:
1= Definitely no   2= Maybe no
3= Maybe Yes   4= Definitely yes

9. To be employed within your organization, which of the following skills/abilities does a graduating design student need?

Written & oral communication skills	1	2	3	4
Drawing skills	1	2	3	4
Illustration skills	1	2	3	4
Print design background	1	2	3	4
Print production skills	1	2	3	4
Web design skills	1	2	3	4
Web development skills	1	2	3	4
Concept development abilities	1	2	3	4
Business management knowledge	1	2	3	4
Business marketing knowledge	1	2	3	4
Written communication skills	1	2	3	4
Verbal communication skills	1	2	3	4
Other _____	1	2	3	4

Use the following rating scale in your responses:
1= Definitely no   2= Maybe no
3= Maybe yes   4= Definitely yes

10. What knowledge and skills do you predict will be needed within the graphic design profession in the next five years?

Print design	1	2	3	4
Print production	1	2	3	4
Web design	1	2	3	4
Web development	1	2	3	4
Interactive design and development	1	2	3	4
Other _____	1	2	3	4

11. Based on your classroom learning experiences, what class section size is optimal for the greatest student learning opportunities in design studio classes?

____ fewer than 10 students

____ 10 – 15 students

____ 16 – 20 students

____ More than 20 students

____ Other_____

Use the following rating scale in your responses:
1= Definitely no   2= Maybe no
3= Maybe Yes   4= Definitely yes

12. Would you be interested in pursuing a graduate degree in design from FSU?

If located in Big Rapids	1	2	3	4
If located in Grand Rapids	1	2	3	4
On-line	1	2	3	4

13. Would you be interested in taking continuing education, certificate program classes from FSU?

If located in Big Rapids	1	2	3	4
If located in Grand Rapids	1	2	3	4
On-line	1	2	3	4

Use the following rating scale in your responses:
1= Definitely no   2= Maybe no
3= Maybe Yes   4= Definitely yes

14. If yes to Question 14, what areas would interest you?

Print design software	1	2	3	4
Print production software	1	2	3	4
Web design computer software	1	2	3	4
Web development software	1	2	3	4
Database software	1	2	3	4
Three-dimensional rendering software	1	2	3	4
Video editing software	1	2	3	4
Advanced design classes	1	2	3	4
Other _____	1	2	3	4

15. Which location is more advantageous for our program?
(Choose one)

_____ Located in the College of Business in Big Rapids, MI

_____ Located in a College of Business in Grand Rapids, MI

_____ Located in a College of Fine Arts in Big Rapids, MI

_____ Located in a College of Fine Arts in Grand Rapids, MI

16. What could be done to make this program more effective in preparing students for future trends in the visual communication profession?

17. What should the VISD program be doing to promote our program?

18. What would be the best way to recruit students to our program?

19. Would you be willing to participate in a VISD recruit/promotion campaign brainstorming session.

_____Yes   _____No   _____Maybe

20. What should we be doing to retain the best students for our program?

21. What is your opinion of the new name for the program? (VISD; (Visual Design and Web Media)

FIGURE 1: STRENGTHS/WEAKNESSES OF VISUAL DESIGN AND WEB MEDIA AS PERCEIVED BY GRADUATES

FIGURE 1: CONTINUED

■ Strong ▨ Somewhat strong ■ Somewhat weak ■ Weak
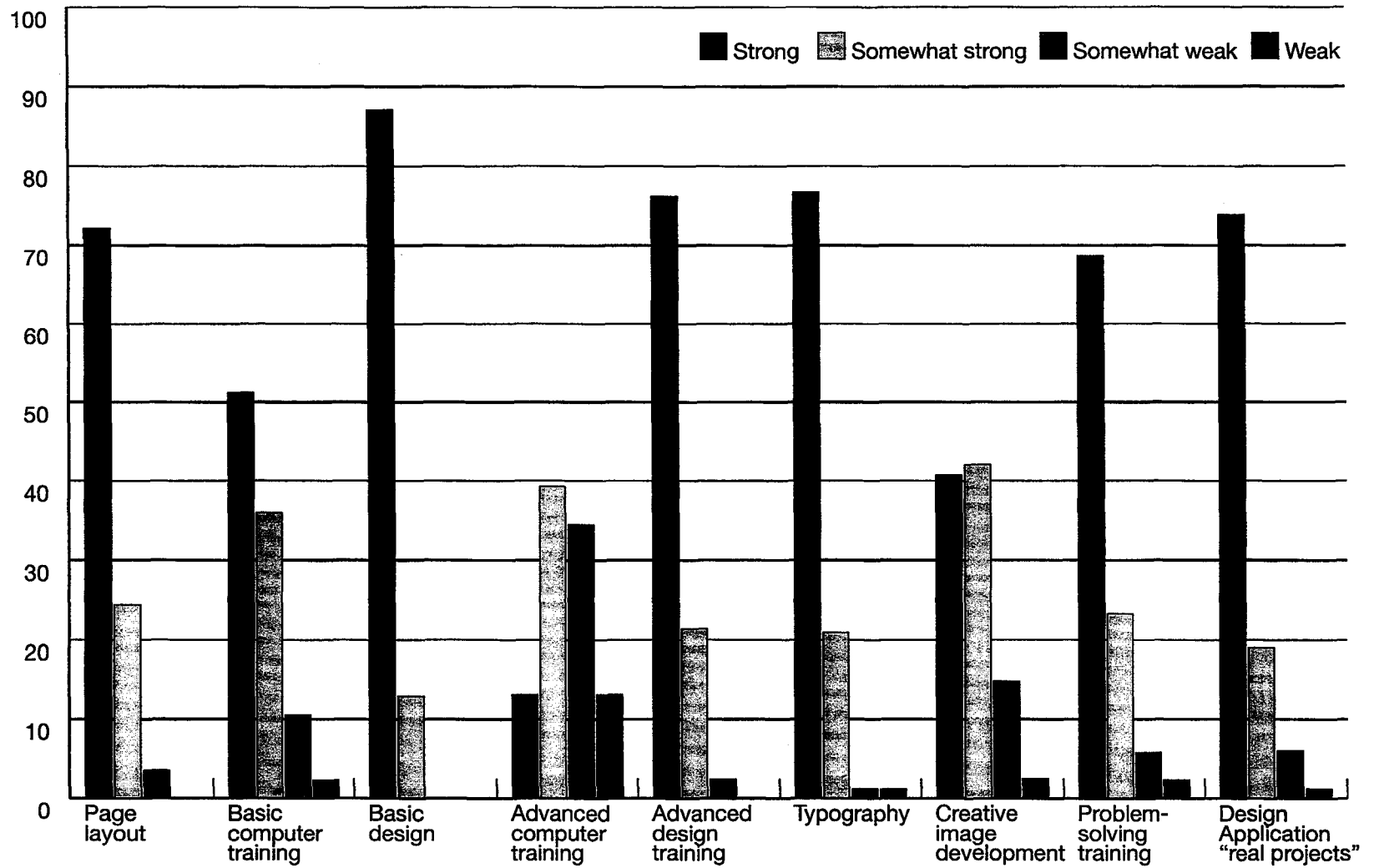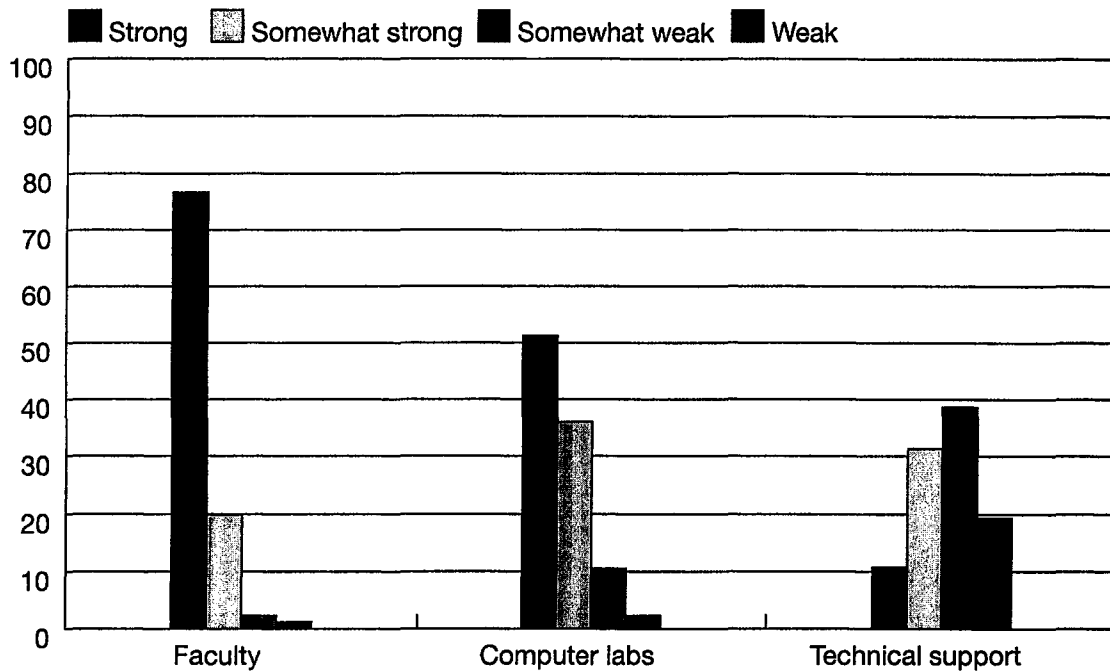

In Question 8 graduates were asked to rate the strengths and weaknesses of 12 different aspects of the VC/VISD Program.

The figures on pages 2.6 and 2.7 indicate the strengths far exceed the weaknesses. Over 90% of graduates indicated that *Page layout, Basic design, Advanced design, Typography, Problem-solving, Design Application*, and *Faculty* were *Strong* or *Somewhat strong.*

Advanced computer training was rated a strength by about half of the graduates and a weakness by the other half. There is no way to tell from the survey, but this may relate to the year the respondent graduated from the program.

Technical support in the computer labs was rated a weakness by 58% of graduates.

Recommendations:

- Flexibility in curriculum to accommodate ever-changing technology
- Commitment by College of Business and FSU administrators for full-time, trained Macintosh Technical Support professionals available to faculty as well as students.
- Faculty release time and training in advanced computer technology
- Faculty new hires with emphasis in advanced computer technology

FIGURE 2: SKILLS/ABILITIES A GRADUATING DESIGN STUDENT NEEDS TO BE EMPLOYED WITHIN YOUR ORGANIZATION
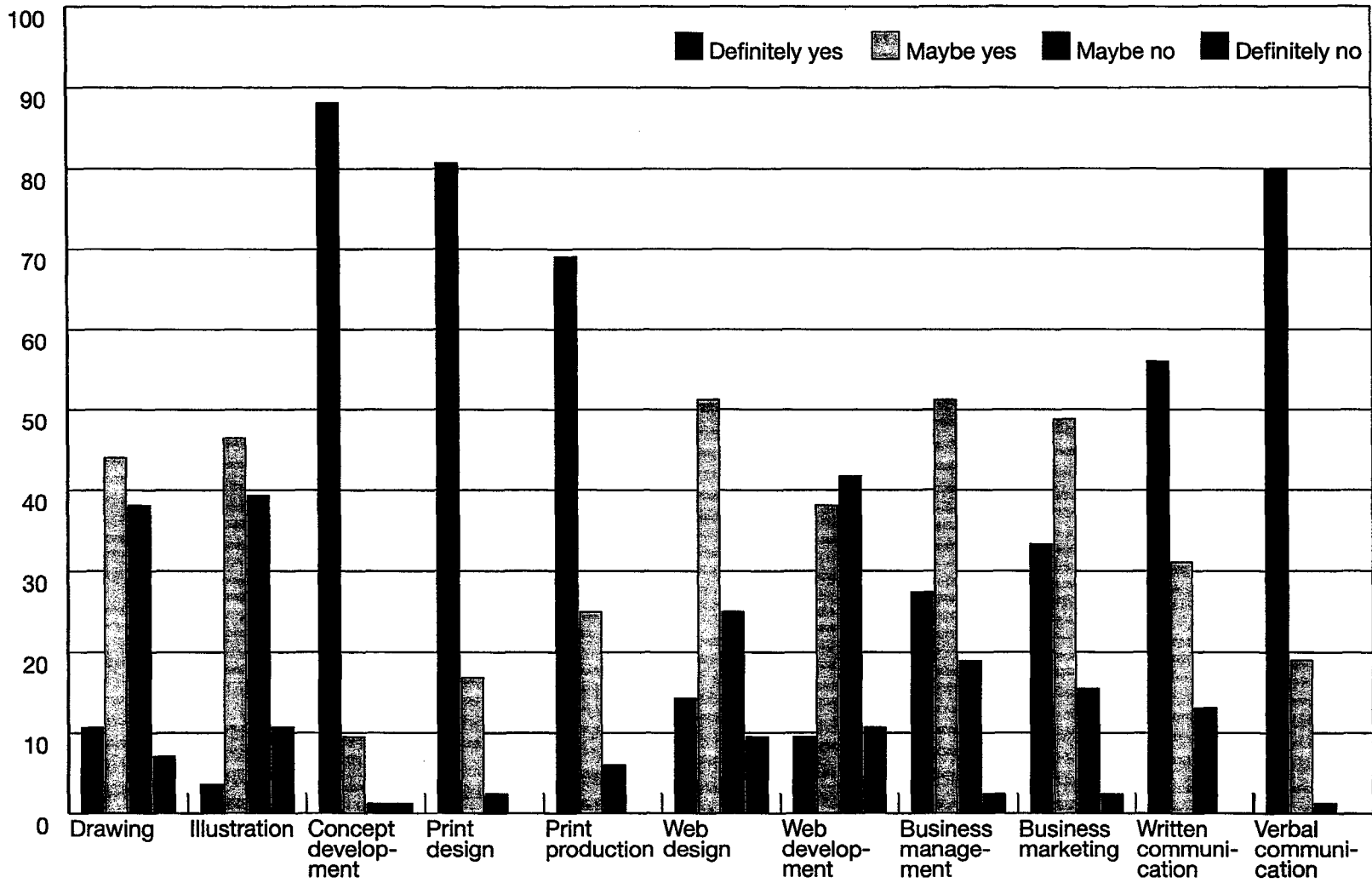
Figure 2 shows the importance of a variety of skills necessary for graduating design students to be employed by organizations similar to the ones in which our graduates work.

Concept development, *Print design*, *Print production*, and *Verbal communication* rated highest with over 94% of respondents indicating *Definitely yes* or *Maybe yes*.

Written communication, Marketing and *Management* also rated high with over 78% indication of *Definitely yes* or *Maybe yes*.

65% of respondents said yes to Web design but less that 50% indicated Web development was necessary. Drawing and Illustration also rated close to 50% in the *Yes* catogories.

Consideration

• Lower ratings for *Web development, Drawing*, and *Illustration* may be due to specialized training for web developers and illustrators which is not offered in most graphic design programs, including ours.

TABLE 1: INTEREST IN GRADUATE DEGREE IN DESIGN FROM FSU

	N=	Definitely yes	Maybe yes	Maybe no	Definitely no
If located in Big Rapids	81	1.2%	21%	19.8%	58
If located in Grand Rapids	83	19.3%	43.3%	14.4%	22.9%
Online	81	21%	50.6%	13.6%	14.8%

Table 1 indicates a high degree of interest in a graduate degree in design offered by the Ferris VISD program either in Grand Rapids or online. Fifteen graduates said *Definitely yes* to interest in a graduate study in Grand Rapids and 17 graduates said *Definitely yes* to an online option.

TABLE 2: INTEREST IN CONTINUING EDUCATION CERTIFICATED PROGRAM CLASSES IN DESIGN FROM FSU

	N=	Definitely yes	Maybe yes	Maybe no	Definitely no
If located in Big Rapids	81	2.5%	14.8%	17.3%	65.4%
If located in Grand Rapids	84	19%	39.3%	14.3%	27.4%
Online	81	24.7%	48.1%	12.3%	14.8%

TABLE 2.1: AREAS OF INTEREST IN CONTINUING EDUCATION

	N=	Definitely yes	Maybe yes	Maybe no	Definitely no
Print design software	61	39.3%	26.2%	18%	16.4%
Print production software	62	19.4%	32.3%	29%	19.4%
Web design software	64	46.9%	42.2%	7.8%	3.1%
Web development software	67	34.3%	43.3%	11.9%	10.4%
Database software	63	6.3%	15.9%	28.6%	49.2%
3-D rendering software	64	17.2%	31.3%	25%	26.6%
Video editing software	66	16.7%	36.4%	21.2%	25.8%
Advanced design classes	69	55.1%	42%	0	2.9%

Tables 2 and 2.1 indicate great interest in continuing education classes in design offered by the Ferris VISD program in Grand Rapids or online. Sixteen graduates said *Definitely yes* to the Grand Rapids location and 20 graduates said *Definitely yes* to online.

Areas of strong interest in continuing education are *Print design software, Web design software* and *Web development software*.

Over 55% of respondents indicated that they were definitely interested in *Advanced design classes* (37 respondents!) with 28 more possibly interested.

Considerations

- Strong interest in *Web design software* and *Web development software* may indicate that more design firms are now designing for the web and print designers are interested in acquiring web design and development skills.

- Strong interest in *Print design software* is probably due to more complex design software and recent upgrades to all the major design programs. As design firms convert to the new Macintosh operating system and software, designers are required to reeducate themselves. Often, employers will pay for training and personal development for their employees.

- Strong interest in *Advanced design classes* is a surprise. Designers may want a refresher course for job advancement or to update their portfolio. Many job postings (see Section 6, *Job Postings*) require 2 – 5 years of experience and additional courses in design may give graduates the qualifications for those higher paying jobs with more responsibility.

Recommendations

- Consider offering continuing education courses in Grand Rapids and/or online.

- Explore the possibility of a graduate degree offered in Grand Rapids and/or online. This could be a design (MS) degree or a MBA degree.

SUMMARY OF INDIVIDUAL RESPONSES TO GRADUATE SURVEY QUESTIONS

On the *Graduate Follow-up Survey* question 16 asked *what could be done to make this program more effective in preparing students for future trends in the visual design profession.* The following suggestions were mentioned most often.

- More real projects with real clients (real world experience)
- More web and interactive classes
- Stay current with computer technology and software

On the *Graduate Follow-up Survey* question 17 asked *what should the VISD program be doing to promote our program.* The following suggestions were mentioned most often.

- Promote to high schools: visits and through print and web
- High school student visits to campus
- Target the Detroit area

On the *Graduate Follow-up Survey* question 18 asked *what would be the best way to recruit students to our programs.* The following suggestions were mentioned most often.

- Open house to educate students/parents/teachers about the program
- High school college nights and career days
- Direct mail to high school art teachers
- Personal interaction with potential students (including VISD faculty, alumni, students)

On the *Graduate Follow-up Survey* question 20 asked *what should be be doing to retain the best students for our program.* The following suggestions were mentioned most often.

- Professor expertise and passion
- Great technology and computer lab hours
- Screen incoming freshmen (take fewer, retain more)

On the *Graduate Follow-up Survey* question 21 asked *what is your opinion of the new name for our program.*

Answers varied greatly. Many graduates wanted to go back to Visual Communication. Others thought VISD was descriptive. Some thought Web Media in the name was "too technical" and limiting, or would be obsolete as soon as "the next big thing arrives". Many felt the name wasn't as important as the curriculum and quality of the program.

A more complete list of comments from graduates is included in the *Appendix*.

3

EMPLOYER FOLLOW-UP SURVEY

EMPLOYER FOLLOW-UP SURVEY

The Employer survey shown on the next three pages was distributed to 76 Employers where Visual Communication (VC) graduates with a BS Degree currently work or have worked in the past 14 years. Most of these employers are in the West Michigan area but some are out-of-state.

The program now named Visual Design and Web Media (VISD) graduated it's first class Spring 2004. Due to the name change when referencing past graduates VC will be used, when referencing our program today VISD will be used.

The surveys were mailed to employers in April 2004. They were asked to return their completed survey electronically or in an enclosed postage-paid envelope by May 15, 2004. A total of 10 responses (13%) was received. Many employers have hired one Ferris graduate but some have hired more than one — from two to four. This reinforces the fact that we have received many phone calls requesting Ferris graduates to apply for open positions because an employer has been very satisfied with a Ferris graduate already employed within their business.

Analysis of the data collected from Employers is shown in the tables and bar chart that follow in this section. Considerations are provided when there are factors that may influence employers' responses to questions on the survey and Recommendations are sometimes suggested by the VISD faculty based on their interpretations of the data collected.

Several questions on the survey required individual responses. Those responses are included in this section.

SAMPLE EMPLOYER FOLLOW-UP SURVEY LETTER

Dear Employer,

Every five years, Ferris State University requires academic programs to prepare a report which defines successes and needs for improvement. The Visual Design and Web Media Program (formerly Visual Communication) will be reviewed this year.

In addition to other types of research, we are asking our current students, alumni, employers, selected FSU faculty and administration to evaluate our program. This is accomplished through individual surveys.

We encourage you to respond on-line at www.ferris.edu/visdsurvey/employer as it will allow us to analyze data more efficiently. However, you may return a written survey in the enclosed envelope if you prefer that method.

Please submit your answered survey by April 30, 2004. Thank you for taking the time to assist us with our Program Review.

Sincerely,

Barbara Loveland

VISD EMPLOYER SURVEY

As part of the Visual Design and Web Media (VISD) program, previously Visual Communication (VC), review process we are assessing employer perceptions of the VISD program. Please assist us by responding to the following questions regarding the VISD program and graduates.

Return your completed survey in the Business Reply envelope provided by May 6, 2004 or respond on the web at <www.visd.ferris.edu/surveys/employer>. All responses will be kept confidential. Thank you for your response.

Use the following rating scale in your responses:
1= Never   2= Seldom   3= Occasionally   4= Always

1. Your firm works primarily in:

Print design	1	2	3	4
Print production	1	2	3	4
Web design	1	2	3	4
Web development	1	2	3	4
Publishing	1	2	3	4
Advertising	1	2	3	4
Environmental graphics	1	2	3	4

Other _____

2. Circle which software programs are used within your organization and rate the degree of usage following the above scale.

QuarkXPress (circle which version 4 5 6)	1	2	3	4
Adobe InDesign	1	2	3	4
Adobe Illustrator	1	2	3	4
Adobe Photoshop/ImageReady	1	2	3	4
Adobe GoLive	1	2	3	4
Adobe LiveMotion	1	2	3	4
Macromedia Freehand	1	2	3	4
Macromedia Dreamweaver	1	2	3	4
Macromedia Flash	1	2	3	4
Macromedia Fireworks	1	2	3	4
Office FileMaker Pro	1	2	3	4
Apple FinalCut Express	1	2	3	4
Other _____	1	2	3	4

3. Check which software platform your organization is currently using.

___OS 9 ___OS X Jaguar ___OS X Panther ___Windows

4. In the last 3 years, approximately how many FSU VC graduates have you interviewed?

5. In the last 3 years, approximately how many FSU VC graduates have you hired?

6. Was the Ferris VC graduate(s) hired by your firm adequately prepared for the workplace?

_____Yes _____ No

Use the following rating scale in your responses:
1= Weak   2= Fair   3= Good   4= Excellent   NA= Not applicable

7. What skill level in the following areas have these employees had?

Computer	1	2	3	4	NA
Thinking	1	2	3	4	NA
Problem-solving	1	2	3	4	NA
Design/layout	1	2	3	4	NA
Print production	1	2	3	4	NA
Web design	1	2	3	4	NA
Web development	1	2	3	4	NA
Other media design _____	1	2	3	4	NA
Other media production _____	1	2	3	4	NA
Typography	1	2	3	4	NA
Color	1	2	3	4	NA
Business	1	2	3	4	NA
Presentation	1	2	3	4	NA
Work ethic	1	2	3	4	NA
Written communication	1	2	3	4	NA
Verbal communication	1	2	3	4	NA

8. How would you rate the preparation of the VC graduates from FSU's program to graduates from similar programs at other schools?

___Better prepared ___About same ___Less prepared

Comments:

Use the following rating scale in your responses:
1= Weak 2= Fair 3= Good 4= Excellent NA= Not applicable

9. During the interview process, what impressed you about Ferris graduates and rate your impression?

Appearance	1	2	3	4	NA
Portfolio print work	1	2	3	4	NA
Portfolio digital media	1	2	3	4	NA
Presentation skills	1	2	3	4	NA
Communication skills	1	2	3	4	NA
Résumé	1	2	3	4	NA
Production knowledge	1	2	3	4	NA
Knowledge of design principles	1	2	3	4	NA
Other _____	1	2	3	4	NA

10. How would you rank the graduate's knowledge of the following types of software programs?

Page layout	1	2	3	4	NA
Animation	1	2	3	4	NA
Illustration	1	2	3	4	NA
Image manipulation	1	2	3	4	NA
Other media _____	1	2	3	4	NA
Word processing	1	2	3	4	NA
Web design/development	1	2	3	4	NA

11. Check which additional skills/abilities are expected in your organization for entry level designers?

____ Programming (HTML)

____ Storyboarding

____ Illustrative

____ 3-D

____ Database

____ Presentation

____ Other

12. Starting salary in your organization for a graduate from a graphic design program is:

____ Below $20,000 ____ $36,000 – 40,000

____ $21,000 – 25,000 ____ $41,000 – 45,000

____ $26,000 – 30,000 ____ $46,000 – 50,000

____ $31,000 – 35,000

13. If your organization develops websites, which of the following skills is a designer required to know?

____ Design

____ Typography

____ Concepting

____ Programming (HTML)

____ Web layout programs

____ Web animation

____ On-line database

____ Other

Use the following rating scale in your responses:
1= Weak   2= Somewhat weak   3= Somewhat strong
4= Strong   DK= Don't know

14. In your opinion, rate the strengths or weaknesses of the FSU VC/VISD program?

Page layout	1	2	3	4	DK
Basic computer training	1	2	3	4	DK
Basic design training	1	2	3	4	DK
Advanced computer training	1	2	3	4	DK
Advanced design training	1	2	3	4	DK
Computer labs	1	2	3	4	DK
Extracurricular activities	1	2	3	4	DK
Faculty	1	2	3	4	DK
Image development techniques	1	2	3	4	DK
Problem-solving training	1	2	3	4	DK
Technical support	1	2	3	4	DK
Typography	1	2	3	4	DK
Other _____	1	2	3	4	DK

15. Which location is more advantageous for our program? (Choose one)

_____ Located in the College of Business in Big Rapids, MI

_____ Located in a College of Business in Grand Rapids, MI

_____ Located in a College of Fine Arts in Big Rapids, MI

_____ Located in a College of Fine Arts in Grand Rapids, MI

16. Are there any prevailing or developing industry or market trends that you believe might have an impact upon this program?

17. Would you add any specific courses to the VISD curriculum? (See attached program check sheet for current curriculum)

_____Yes   _____No

If yes, please list.

18. What could be done to make this program more effective in preparing students for coming trends in this profession.

TABLE 1: RATING OF SOFTWARE PROGRAMS USED BY ORGANIZATION

	N=	Always	Occasionally	Seldom	Never
QuarkXPress	10	60%	0	20%	20%
Adobe InDesign	10	40%	20%	20%	20%
Adobe Illustrator	10	80%	20%	0	0
Adobe Photoshop/ImageReady	10	70%	20%	0	10%
Adobe GoLive	9	0	33.3%	0	66.7%
Adobe LiveMotion	9	0	0	10%	80%
Macromedia Freehand	9	22.2%	33.3%	44.4%	10%
Macromedia Dreamweaver	9	22.2%	44.4%	33.3%	10%
Macromedia Flash	9	33.3%	44.4%	11.1%	11.1%
Macromedia Fireworks	9	0	22.2%	22.2%	55.6%
Filemaker Pro	9	22.2%	0	0	77.8%
Apple FinalCut Express	9	0	0	0	100%

Total percent, occasionally, does not add to 100% due to rounding error.

Table 1 on page 3.6 illustrates question 2 which asked employers which software their company primarily uses? Table 1 shows 60% of respondents use *QuarkXPress Always* for page layout with *InDesign* following closely with 40% *Always* and 20% *Occasionally.* 80% *Never* use *Adobe LiveMotion* and 100% *Never* use *Apple FinalCut Express.* Respondents either used *FileMakerPro Always,* about 22% or *Never* almost 80%. More responding employers, (100%) *Always* or *Occasionally* use *Adobe Illustrator* rather that *Macromedia Freehand,* (about 55%) as a drawing/illustration program.

Considerations

- Due to the low response, it is difficult to draw conclusions from such a small number. Reasons for low response numbers may included:
  - a. Utilized only U.S. Mail to distribute surveys
  - b. More of an effort required to respond online
  - c. Some employers are also alumni and may have thought to answer both surveys would be redundant or time-consuming.

Recommendations

- Continue to teach *Adobe Illustrator* as the primary illustration program, but introduce student to *Macromedia Freehand.*

- Continue to monitor professional use of *QuarkXPress* and *Adobe InDesign.* Focus on *QuarkXPress,* but introduce students to *InDesign.*

- Discontinue teaching *Adobe LiveMotion* and focus on *Macromedia Flash.*

TABLE 2 : RATING OF VISD GRADUATES' SKILLS BY THEIR EMPLOYERS

	N=	Strong	Somewhat strong	Somewhat weak	Weak
Computer	6	66.7%	33.3%	0	0
Thinking	6	66.7%	33.3%	0	0
Problem-solving	6	33.3%	66.7%	0	0
Design/layout	6	66.7%	16.7%	16.7%	0
Print production	6	33.3%	50%	16.7%	0
Web design	6	16.7%	33.3%	16.7%	33.3
Web development	4	0	50%	25%	25%
Typography	6	50%	50%	0	0
Color	6	50%	50%	0	0
Business	6	16.7%	33.3%	50%	0
Presentation	6	50%	33.3%	16.7%	0
Work ethic	6	66.7%	16.7%	0	16.7%
Written communication	6	16.7	66.7	16.7	0
Verbal communication	6	50	33.3	16.7	0

Total percent, occasionally, does not add to 100% due to rounding error.

Table 2 on page 3.8 illustrates responses to question 7 which asked employers to rate the skill level in various areas that Ferris graduates who are employed at their firm have.

The table indicates that 100% of the respondents rated students skills in *Computer, Thinking, Problem-solving, Typography* and *Color* as *Strong* or *Somewhat strong*. Over 80% rated *Design/layout, Presentation,* and *Verbal communication* as *Strong* or *Somewhat strong*. Lowest ratings were *Web design, Web development,* and *Business* showing 50% of respondents indicating *Somewhat weak* or *Weak.*

Considerations

- Prior to 2004 graduates there was no emphasis on web skill development in the program. This may account for the employers' rating of *Web design* and *Web development* as *Somewhat weak* or *Weak.*

- Due to the low response, it is difficult to draw conclusions from such a small number. Reasons for low response numbers may be:
  - a. Utilized only U.S. Mail to distribute surveys
  - b. More of an effort required to respond online
  - c. Some employers are also alumni and may have thought to answer both surveys would be redundant or time-consuming.

Recommendations

- More specific marketing and management business classes offered to VISD students. These should be developed to relate design to business and business to design.

- Ensure future grads have adequate web skills by requiring demonstration of competence in this media. This might be accomplished by a web site requirement in Senior portfolios.

TABLE 3: RATING OF VC GRADUATES' SOFTWARE KNOWLEDGE BY THEIR EMPLOYERS

	N=	Excellent	Good	Fair	Poor
Page layout	8	18%	68%	14%	0
Animation	3	9%	34.6%	39.7%	16.7%
Illustration	8	32.7%	55.4%	9.9%	2%
Image manipulation	8	38%	48%	12%	2%
Word processing	8	43.4%	44.4%	11.1%	1%
Web design/development	6	10.9%	51.5%	30.7%	6.9%

Total percent, occasionally, does not add to 100% due to rounding error.

In Question 10 Employers were asked to rank VC graduates' knowledge of types of software. Table 3 indicates employers' rating of graduates knowledge of *Page layout, Illustration, Image manipulation* was 100% as *Excellent* and *Good*. Weakest software knowledge was in *Animation* almost 67% *Fair* and about 33% *Fair,* but 50% in the *Good* category in *Web design/development.*

Considerations
- 2004 was the first graduation class with the opportunity to focus on web design
- Low number of returned surveys

Recommendation
- Reinforce software knowledge and encourage students to maintain high levels of skills for their professional aspirations.

FIGURE 1: STRENGTHS AND WEAKNESSES OF THE VC PROGRAM AS PERCEIVED BY EMPLOYERS.
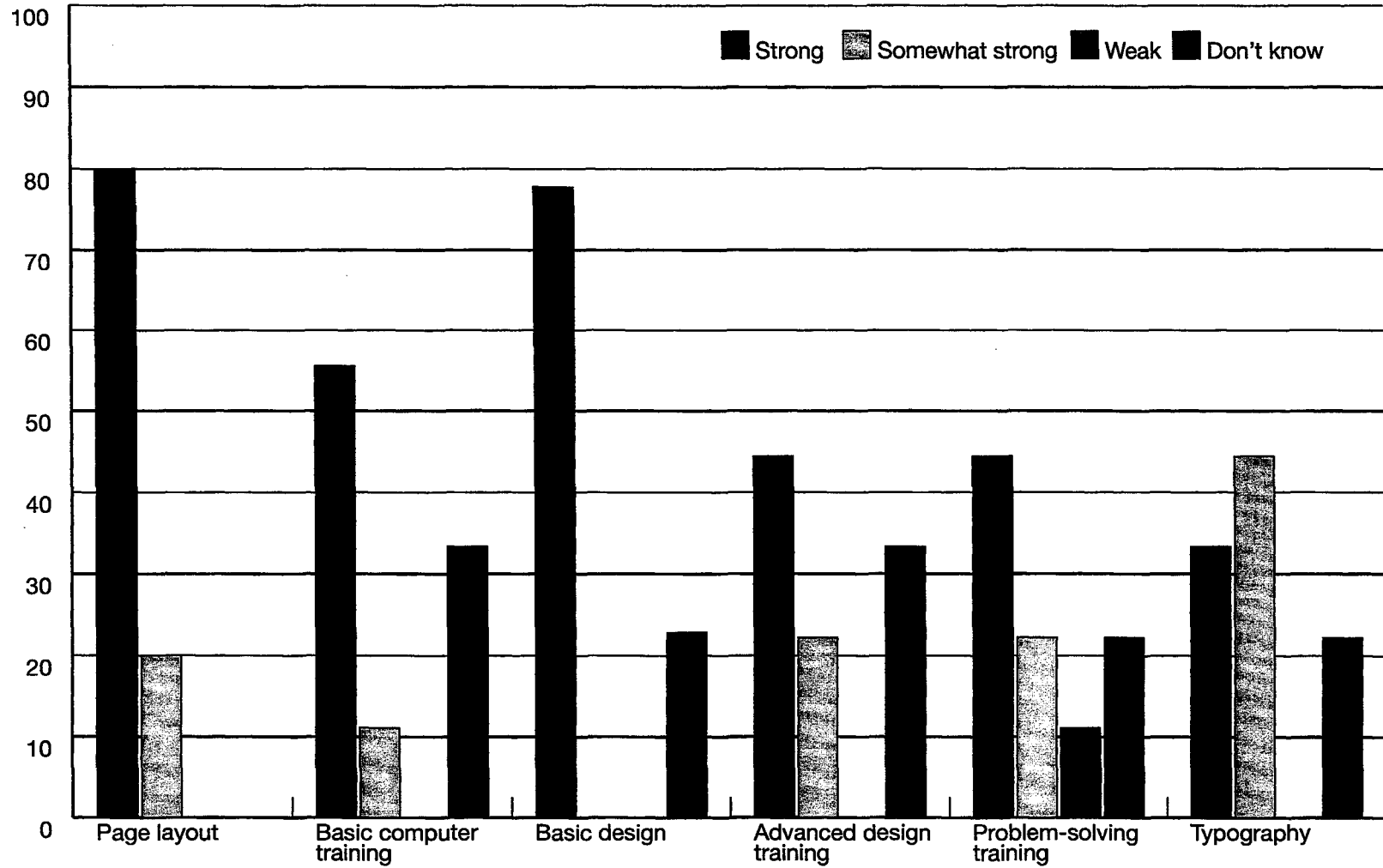
Figure 1 illustrates question 14 which asks employers to rate the strengths or weaknesses of the FSU VC/VISD program. 100% of respondents rate *Page layout* as *Strong* or *Somewhat strong. Basic computer training, Basic design, Advanced design training* and *Typography* are rated as *Strong* or *Somewhat strong* with the remainder charts as *Don't know. Problem solving training* has 68% as *Strong* or *Somewhat strong* with the only showing of *Weak* as 11%.

Recommendation

- Get more employers to participate in curriculum planning to become acquainted with the training of our students.

INDIVIDUAL RESPONSES TO EMPLOYER FOLLOW-UP SURVEY QUESTIONS

Question 8. How would you rate the preparation of the VC graduates from FSU's program to graduates from similar programs at other schools?

- We often see students and their portfolios from MSU, WMU,EMU, Wayne etc. Not one student from these other programs approaches the level of preparedness that FSU VISD provides. It is a very disappointing and discouraging condition to realize these students have wasted time and money to no real end.

- Excellent portfolio presentations—well prepared to interview and discuss their classroom work.

- Your program outshines all others in the area hands down. Your grads are prepared and talented!

Question 13. If our organization develops websites, which of the following skills is a designer required to know?

- We are not primarily a web design organization. We design sites when they are needed but we sub out the heavy duty programming work to other businesses. There are too many amateur web designers out there—we often have to re-design an existing site to compliment the clients' existing design.

Question 16. Are there any prevailing or developing industry or market trends that you believe might have an impact upon this program?

- More emphasis on web design.

- Design research, design management, business prep courses

- E-communications/e-newsletters, presentations with animation, web design

- Web design is not the strong leader it once was—software has made this very accessible. Intelligent problem-solving, creative thinking, a sense of curiosity about the world—that's going to make a huge difference in a design graduate.

Question 17. Would you add any specific courses to the VISD curriculum?

- Required student internships @ a design office or corporate design dept.

- Class on solving computer technical issues.

- More humanities, in-depth of Great Books, history, Western Civilization, business ethics, publication organization.

Question 18. What could be done to make this program more effective in preparing students for coming trends in this profession?

- This program introduces rigor where none exists in other programs. It is hard, it is demanding, it can be devastating, exhilarating and a universe full of work. Internships would help. Keep on doing what you are doing with the brilliant minds of your talented faculty. It matters so much to see how well prepared your graduates are—they set high standards inspired by you. A story: Last week, a young woman in our building told us her boyfriend was about to graduate from the graphic design program at MSU. He was despondent because he felt as if he did not know anything about this industry. He had part time teachers who were local designers, but could not teach. There was no continuity, no interest, no demands, no rigor—so he spent a small fortune and hasn't a clue about his major and chosen profession.

4

STUDENT FOLLOW-UP SURVEY

STUDENT FOLLOW-UP SURVEY

The student survey shown on the following two pages was completed electronically by the 110 currently enrolled Visual Design and Web Media (VISD) students during one of their VISD class periods. This was done in April 2004.

A total of 102 (93%) responses were collected, 93% of currently enrolled VISD majors.

Freshmen: N=41

Sophomores: N=31

Juniors: N=15

Seniors: N=15

N= is used to indicate the number of respondents per question. When the number is less than 102 one or more respondents did not answer the question.

Analysis of the data collected from VISD students is shown in the tables and bar charts that follow in this section.

Considerations are provided when there are factors that may have influenced students' responses to questions on the survey and *Recommendations* are sometimes suggested by VISD faculty based on their interpretation of the data collected.

The last 5 questions on the survey (37-41) required individual responses. Summaries of those responses are included at the end of this section. A complete list of responses is included in the *Appendix.*

VISD STUDENT SURVEY TO BE ON WEB ONLY

As part of the Visual Design and Web Media (VISD) program review process, we are assessing student perceptions of the VISD program. Please assist us by responding to the following questions regarding your experiences.

All responses will be kept confidential. Thank you for your response.

1. What level are you in the VISD Program?

_____ Freshman   _____ Sophomore

_____ Junior   _____ Senior

Circle the appropriate number for each statement below based on the following scale:

1= Poor   2 = Fair   3= Good   4= Excellent
DK= Don't know   NA= Not applicable

2. Quality of general education courses
at FSU   1   2   3   4   DK   NA

3. Quality of University library books/periodicals
in graphic design subjects 1   2   3   4   DK   NA

4. Helpfulness of the College of Business
staff   1   2   3   4   DK   NA

5. Availability and willingness of my program
advisor to help me   1   2   3   4   DK   NA

6. Quality of the VISD faculty 1   2   3   4   DK   NA

7. Quality of classroom facilities for
VISD students   1   2   3   4   DK   NA

8. Availability of computer labs for
VISD students   1   2   3   4   DK   NA

9. Quality of computer hardware available to
VISD students   1   2   3   4   DK   NA

10. Quality of computer software available to
VISD students   1   2   3   4   DK   NA

11. Quality of technical support for
computer labs   1   2   3   4   DK   NA

12. Fairness of grading in my VISD
classes   1   2   3   4   DK   NA

13. Quality of AIGA student design
organization   1   2   3   4   DK   NA

Circle the appropriate number for each statement below based on the following scale:

1= Poor   2 = Fair   3= Good   4= Excellent
DK= Don't know   NA= Not applicable

How adequate has your training in the VISD program been in helping you understand and apply the principles and practice of the graphic design profession?

14. Basic design principles   1   2   3   4   DK   NA

15. Application of design principles
                                1   2   3   4   DK   NA

16. Drawing   1   2   3   4   DK   NA

17. Basic computer knowledge/skills
                                1   2   3   4   DK   NA

18. Intermediate computer knowledge/skills
                                1   2   3   4   DK   NA

19. Typography   1   2   3   4   DK   NA

20. Photography   1   2   3   4   DK   NA

21. Non-computer image creation techniques
                                1   2   3   4   DK   NA

22. Computer-aided image creation techniques
                                1   2   3   4   DK   NA

23. Web design   1   2   3   4   DK   NA

24. Interactive design   1   2   3   4   DK   NA

25. Print design   1   2   3   4   DK   NA

26. Environmental graphics/signage
                                1   2   3   4   DK   NA

27. Problem-solving skills   1   2   3   4   DK   NA

28. Creative skills   1   2   3   4   DK   NA

29. Presentation skills   1   2   3   4   DK   NA

30. Research skills   1   2   3   4   DK   NA

31. Professionalism and ethics 1   2   3   4   DK   NA

Circle the appropriate number for each statement below based on the following scale:

1= Poor   2 = Fair   3= Good   4= Excellent
DK= Don't know   NA= Not applicable

How effective have the courses you have taken at FSU been in developing your skills in the following areas?

32. Written communication   1 2 3 4 DK NA

33. Verbal communication   1 2 3 4 DK NA

34. Marketing   1 2 3 4 DK NA

35. Management   1 2 3 4 DK NA

36. What was the most influential factor is selecting FSU's VISD program?

_____ Reputation

_____ Friend's recommendation

_____ Teacher's recommendation

_____ Alumni recommendation

_____ Employer recommendation

_____ It was the only program related to art at FSU

_____ Other _____

37. Describe two strengths of the VISD program at Ferris.

38. Describe two weaknesses of the VISD program at Ferris.

39. Describe what you think would be an effective way to attract high school students to come to FSU's VISD program?

40. Would it be advantageous for the FSU program to be located in Grand Rapids?

_____ Yes

_____ No

_____ Not sure

Why or why not?

41. Do you think the name of the program, Visual Design and Web Media, is descriptive of what you are learning?

_____ Yes

_____ No

Why or why not?

TABLE 1: RATING OF SERVICES, FACILITIES, AND FACULTY BY VISD STUDENTS

	N=	Excellent	Good	Fair	Poor
Quality of general education courses at FSU	100	18%	68%	14%	0
Quality of University library books/periodicals in graphic design subjects	78	9%	34.6%	39.7%	16.7%
Helpfulness of the College of Business staff	101	32.7%	55.4%	9.9%	2%
Availability and willingness of my program advisor to help me	100	38%	48%	12%	2%
Quality of VISD faculty*	99	43.4%	44.4%	11.1%	1%
Quality of classroom facilities for VISD students*	101	10.9%	51.5%	30.7%	6.9%
Availability of computer labs for VISD students*	102	16.7%	29.4%	36.3%	17.6%
Quality of computer hardware available to VISD students*	101	19.8%	34.7%	26.7%	18.8%
Quality of computer software available to VISD students*	99	45.5%	38.4%	9.1%	7.1%
Quality of technical support for computer labs*	100	4 %	18%	46%	32%
Fairness of grading in my VISD classes*	101	20.8%	51.5%	22.8%	5%
Quality of AIGA student design organization**	54	20.4%	68.8%	9.3%	5.6%

Total percent, occasionally, does not add to 100% due to rounding error.
*See Figures 1 – 7 for breakdown by class level in VISD program.
**AIGA student design organization only available to sophomore, junior, senior VISD students.

Table 1 on page 4.4 is a summary of questions 1-13 on the *VISD Student Survey*. Students were asked to rate a variety of services offered by the University and the College of Business, classroom and computer facilities, and VISD faculty issues. The percentages represent all levels in the program — freshmen through seniors.

On seven of the questions (noted with *) separate graphs are shown, giving a breakdown by class level. These represent items where responses by class level may vary due to different experiences — each class level works with different faculty members; freshmen don't work in one of the computer labs, where sophomores, juniors, and seniors have access to both; and each class level works with different computer programs. (See Figures 1 – 7)

Ninety-eight percent of respondents rated *Quality of VISD faculty* as *Excellent* or *Good*. Eighty-six percent rated *Availability and Willingness of my program advisor to help me* as *Excellent* or *Good* and more than 88% rated the *Helpfulness of College of Business staff* as *Excellent* or *Good*.

On the other end of the scale was *Quality of University Library Books/periodicals in graphic design subjects* with more than 56% of VISD students indicating *Fair* or *Poor*. *Availability of Computer Labs* was rated lower with almost 54% providing *Fair* or *Poor* ratings.

The weakest rating was *Quality of Technical Support for Computer Labs*. More than 78% of all students gave an overall rating as *Fair* or *Poor*.

Recommendations

- Work with the library to build a quality library of graphic design and related books and periodicals.

- Look at computer lab use by VISD students and structure hours around demand, ie. fewer hours at the beginning of the semester, more hours near the end.

- Increase technical support for Macintosh computers on campus.

FIGURE 1: QUALITY OF THE VISD FACULTY (BY GRADE LEVEL)
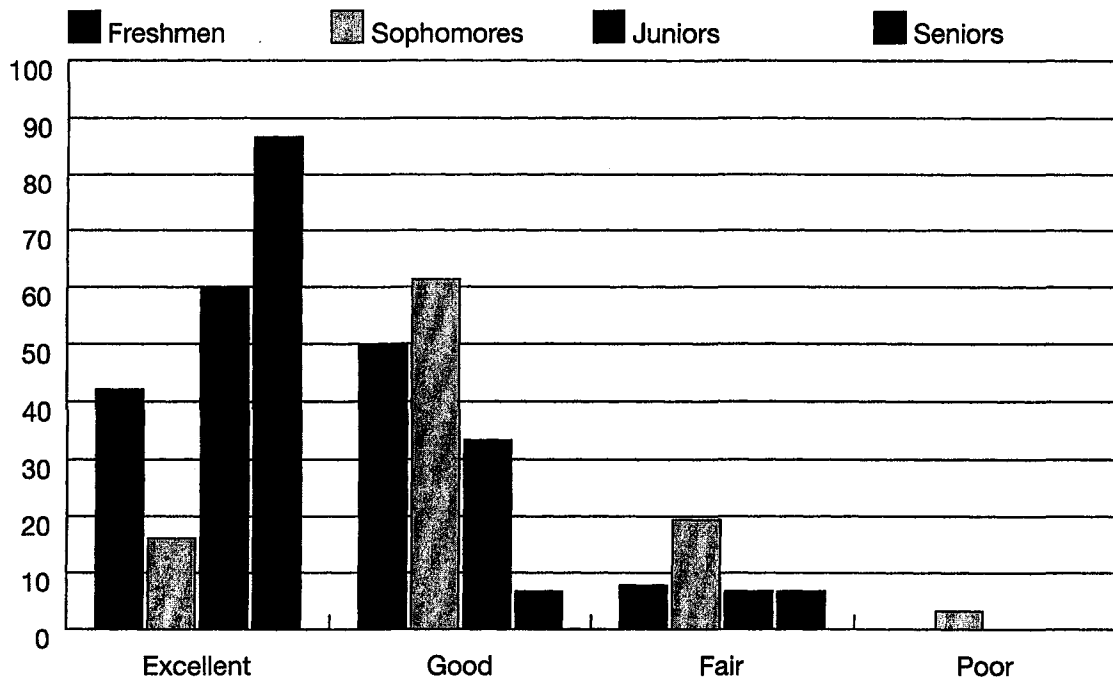
Figure 1 indicates a high percentage of all levels of VISD students rated the *Quality of the VISD Faculty* as *Excellent* or *Good* – more than 93% of both Juniors and Seniors, almost 80% of Sophomores and 92% of Freshmen. Sophomores were the only level that showed over 20% in the *Fair* and *Good* categories.

FIGURE 2: QUALITY OF CLASSROOM FACILITIES FOR VISD STUDENTS (BY GRADE LEVEL)
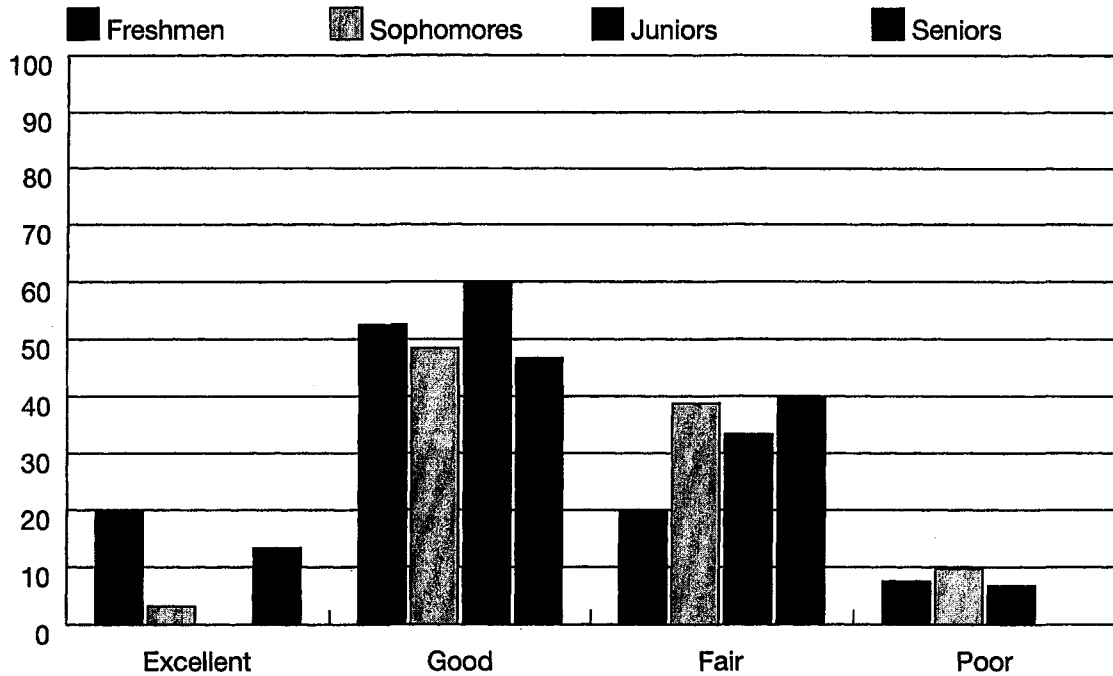
Figure 2 indicates VISD students' perceptions of the classrooms are more in the *Good* and *Fair* ranges. Almost 90% of Seniors, over 90% of Juniors, almost 90% of Sophomores and over 70% of Freshmen responded in these categories. Almost 10% of Sophomores and over 7% of Freshmen indicated *Poor* quality of classroom facilities, while over 13% Seniors and 20% of Freshmen rated the classrooms as *Excellent.*

FIGURE 3: AVAILABILITY OF COMPUTER LABS FOR VISD STUDENTS (BY GRADE LEVEL)
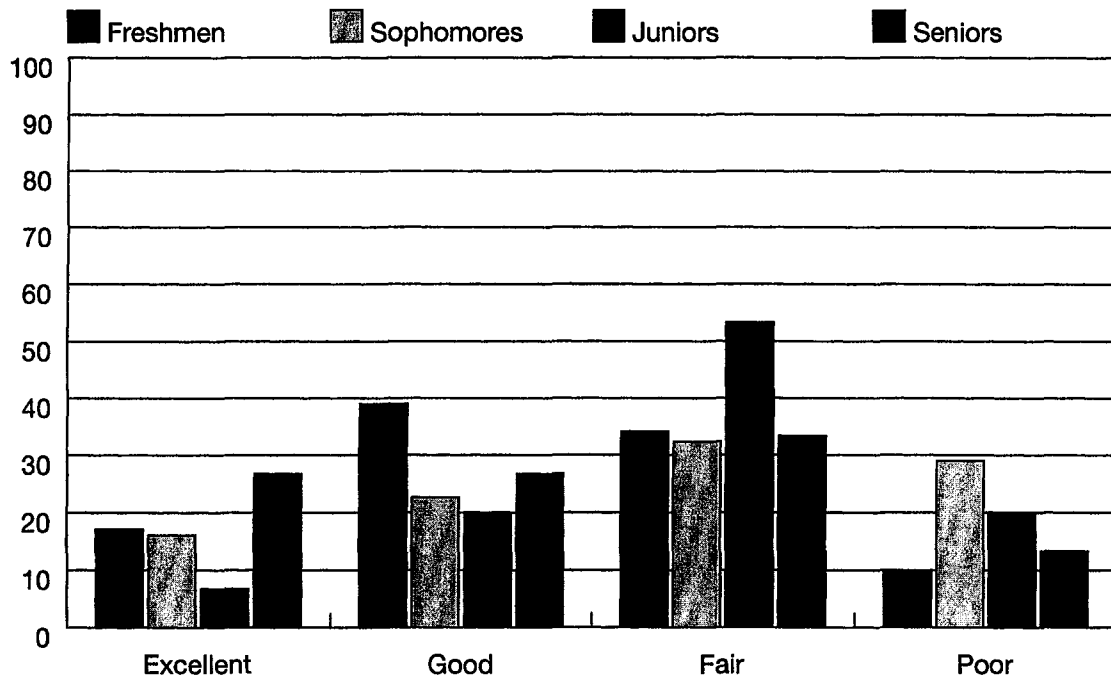
Figure 3 indicates a high percentage of students rated computer lab availability as only *Good* or *Fair* – over 70% of Freshmen and Seniors, 70% of Juniors and 60% of Seniors. Almost 30% of Sophomores indicated computer lab availability as *Poor.*

Considerations

- All students rely primarily on the computer lab for printing regardless of whether they own their own laptops or they use the computers in the labs.

- Many times printing is required for projects during night hours when the labs are closed.

- Often the completion of projects cannot be accomplished during computer lab hours.

Recommendations

- 24 hour printing labs

- Printers in classrooms

- Require laptops of all students at the Junior and Senior levels with adequate electrical outlets and network access in the classrooms

FIGURE 4: QUALITY OF COMPUTER HARDWARE AVAILABLE TO VISD STUDENTS (BY GRADE LEVEL)
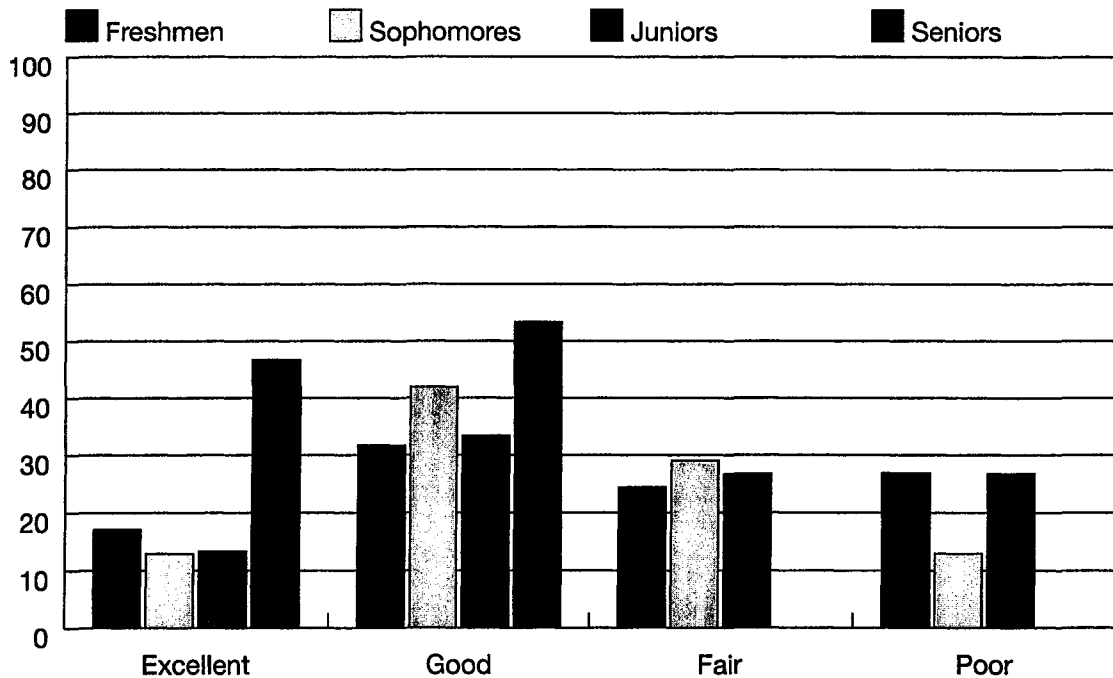
Figure 6 indicates 100% of Seniors rated the *Quality of Computer Hardware Available* to VISD Students as *Excellent* or *Good*. Freshmen, Sophomores, and Juniors responses were close to 50% *Excellent* or *Good* and 50% *Fair* or *Poor*.

Consideration

- Seniors are least likely to use the computer labs since more have their own laptops and peripherals—their *Excellent* or *Good* perception of the labs may not be accurate.

Recommendations

- Upgrade equipment in both computer labs including computers, monitors, mice, printers, scanners.

- Maintain equipment on a timely basis.

FIGURE 5: QUALITY OF COMPUTER SOFTWARE AVAILABLE TO VISD STUDENTS (BY GRADE LEVEL)
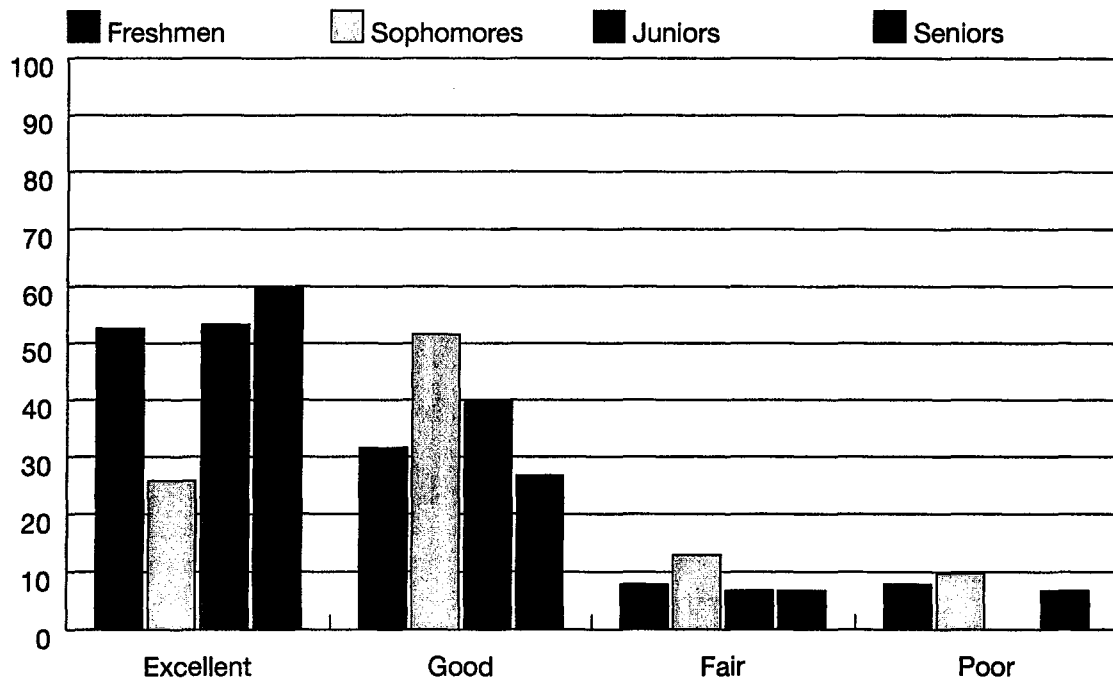
Figure 5 indicates Freshmen, Juniors, and Seniors responded most positively with more than 50% *Excellent* ratings and Sophomores responded with more than 50% *Good* ratings. All levels indicated *Fair* ratings to some degree and Freshmen, Sophomores and Seniors gave small percentage ratings as *Poor*.

Consideration

- Computer labs are usually not equipped with required software at the beginning of each semester as the hard drives are cleared each semester.

Recommendations

- Provide a means for students to purchase necessary software for their own computers through the University

- Have computer labs up and running with required software by the beginning day of classes each semester

FIGURE 6: QUALITY OF TECHNICAL SUPPORT FOR COMPUTER LABS USED BY VISD STUDENTS (BY GRADE LEVEL)
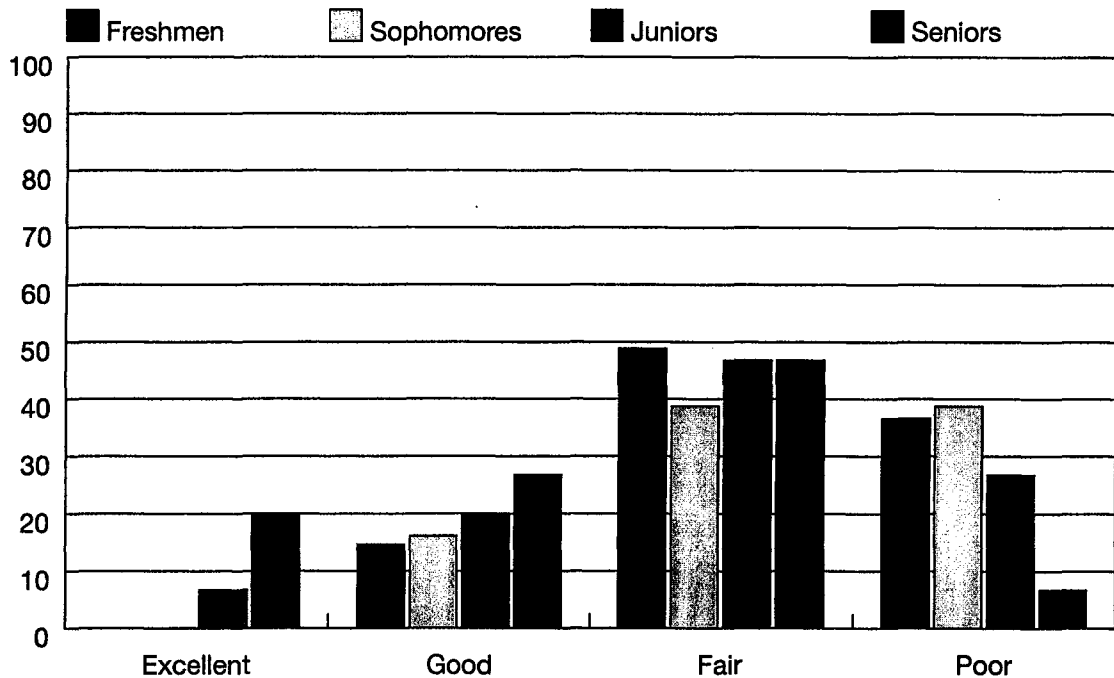
Figure 6 indicates most students in the VISD Program think the *Quality of Technical Support for Computer Labs* is only *Fair.* Nearly 50% of Freshmen, Juniors, and Seniors rated this item as *Fair* and nearly 40% of Freshmen and Sophomores rated it *Poor.*

Consideration

- Freshmen and Sophomores rely most heavily on University support for computer labs. Juniors and Seniors are more likely to have their own computers for project development and completion.

Recommendations

- More Macintosh computer expert technicians on FSU staff for support

- Hire an independent Macintosh Computer support company, on contract, to service equipment and answer questions for FSU Macintosh lab users as well as students who own their own computers.

FIGURE 7: FAIRNESS OF GRADING IN VISD CLASSES (BY GRADE LEVEL)
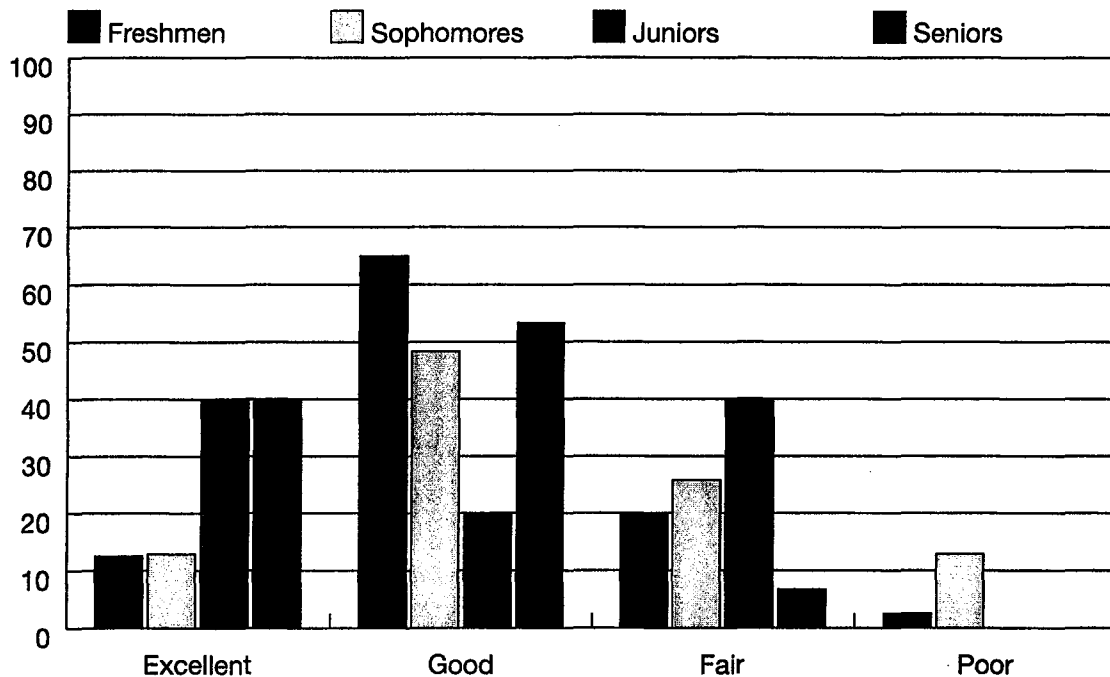
Figure 7 indicates VISD students' perceptions of *Fairness of Grading in VISD Classes* are rated lowest at the Sophomore level – almost 13% *Excellent,* almost 50% *Good,* about 25% *Fair,* and almost 13% *Poor.* 65% of Freshmen rated fairness of grading as *Good,* while 40% of Juniors rated *Fair.*

Considerations

- There could be several reasons for the variance of scores from the four different levels of VISD students on this item including the following:

  a. There are seven different VISD faculty members being rated

  b. Many of the VISD course projects are graded on subjective elements, such as creativity, concept, design development, and color. Measurement tools for evaluation do not exist. There may be unclear, or at times, seemingly inconsistent evaluation.

Recommendation

- The VISD faculty may need to work at developing clear, easy to apply, and easy to understand grading methods for their courses and/or the program.

TABLE 2: QUALITY OF TRAINING RATING WITHIN THE VISD PROGRAM

	N=	Excellent	Good	Fair	Poor
Basic design principles*	102	59.8%	39.2%	1%	0
Application of design principles*	102	49%	49%	2%	0
Drawing*	99	9.1%	33.3%	48.5%	9.1%
Basic computer knowledge/skills*	101	34.3%	54.5%	9.9%	2%
Intermediate computer knowledge/skills*	102	18.6%	55.9%	23.5%	2%
Typography*	75	42.7%	48%	6.7%	2.7%
Photography*	72	11.1%	55.5%	29.2%	4.2%
Non-computer image creation*	94	25.5%	52.1%	19.1%	3.2%
Computer aided image creation*	101	22.8%	64.4%	11.9%	1%
Web design*	101	6.9%	46.5%	35.6%	10.9%
Interactive design*	85	3.5%	43.5%	38.8%	14.1%
Print design*	94	37.2%	48.9%	11.7%	2.1%
Environmental graphics/signage*	79	10.1%	50.6%	35.4%	3.8%
Problem-solving skills*	101	30.7%	54.5%	12.9%	1.9%

Total percent, occasionally, does not add to 100% due to rounding error.
*See Figures 8 – 21 for breakdown by class level in VISD program.

TABLE 2: CONTINUED

	N=	Excellent	Good	Fair	Poor
Creative skills*	102	41.2%	55.9%	2.9%	0
Presentation skills*	101	37.6%	57.4%	4%	1%
Research skills*	97	22.7%	46.4%	25.8%	5.2%
Professionalism and ethics*	97	29.9%	61.9%	8.2%	0
Written communication*	96	17.7%	53.1%	28.1%	1%
Verbal communication*	98	24.5%	59.2%	15.3%	1%
Marketing*	73	13.7%	61.6%	21.9%	2.7%
Management*	67	7.5%	67.2%	22.4%	7.5%

Total percent, occasionally, does not add to 100% due to rounding error.
*See Figures 22 – 25 for breakdown by class level in VISD program.

Figures 8 – 25 are separate graphs giving a breakdown by class level to questions 14 – 31 on the *Student* survey.

These represent items where responses by class level may vary due to different experiences or areas of concentration in course work—for example a Senior would be studying problem-solving techniques and Freshmen would not.

**FIGURE 8: QUALITY OF TRAINING IN BASIC DESIGN PRINCIPLES
(BY GRADE LEVEL)**
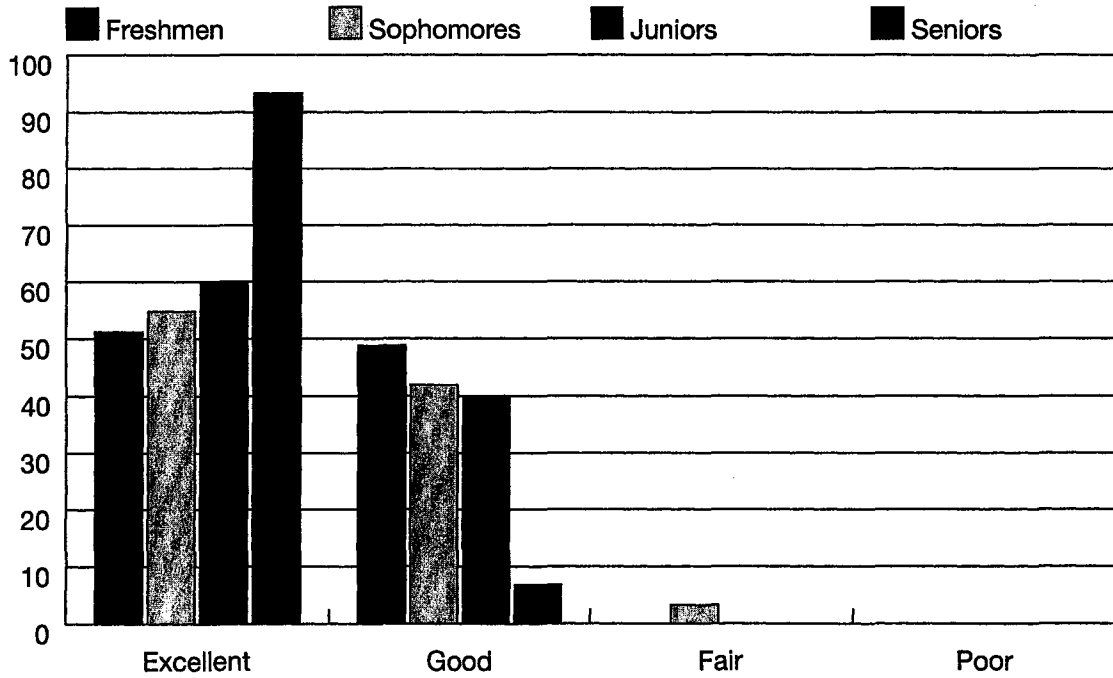
Figure 8 indicates a majority of students from all levels in the VISD Program rated the *Quality of Training in Basic Design Principles* to be *Excellent* or *Good* – 100% of Freshmen, Juniors, and Seniors; and 96% of Sophomores.

FIGURE 9: QUALITY OF TRAINING IN APPLICATION OF DESIGN PRINCIPLES (BY GRADE LEVEL)
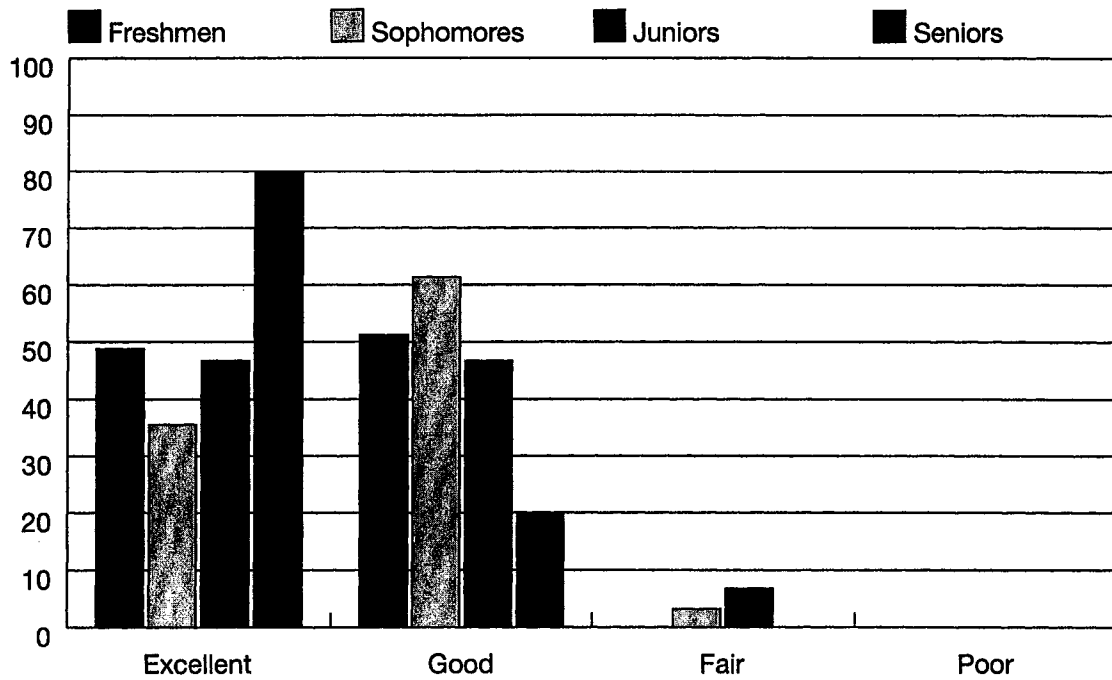
Figure 9 indicates high percentages of all levels in the VISD Program rated the *Quality of Training in Application of Design Principles* to be *Excellent* or *Good* – 100% of Freshmen and Seniors, almost 97% of Sophomores, and more than 93% of Juniors.

FIGURE 10: QUALITY OF TRAINING IN DRAWING (BY GRADE LEVEL)

■ Freshmen ▦ Sophomores ■ Juniors ■ Seniors
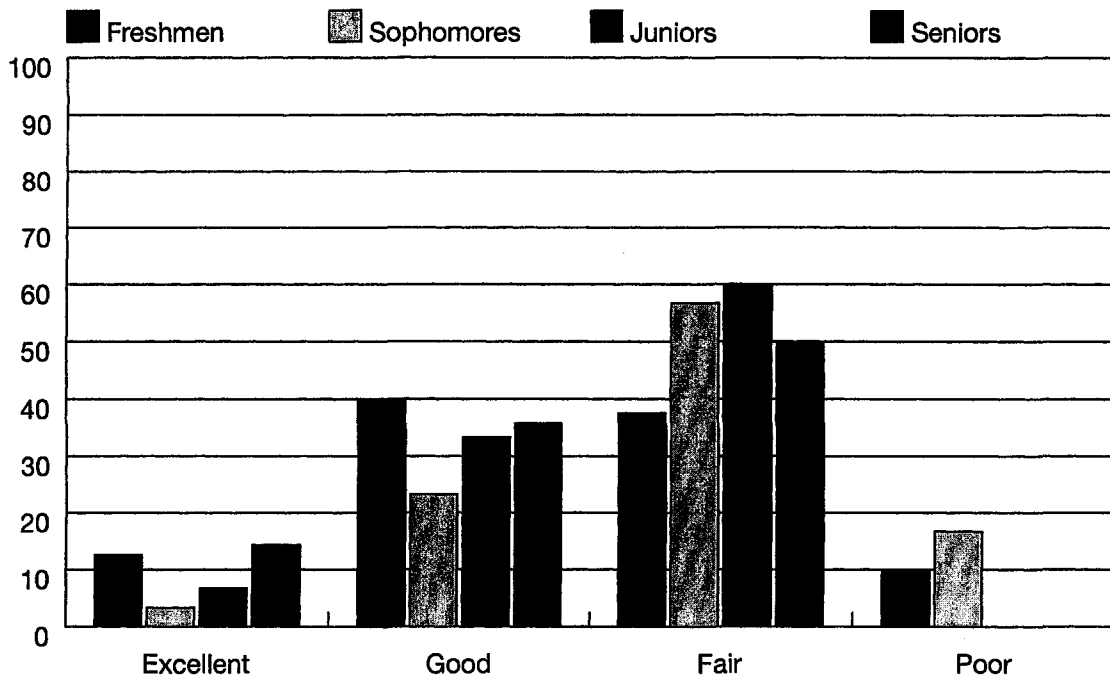
Figure 10 indicates high percentages of VISD Students rated *Quality of Training in Drawing* as *Good* or *Fair*. 56% of Sophomores, 60% of Juniors, and almost 50% of Seniors rated this item *Fair* while 16% of Sophomores indicated *Poor*.

Considerations

- Students have only one drawing class in the current curriculum

- Drawing skills may not be required for employment (see Section 2, Figure 2, page 2.8)

Recommendation

- Drawing skills taught should be specifically those required for designers, such as sketching and appropriate media.

FIGURE 11: QUALITY OF TRAINING IN BASIC COMPUTER KNOWLEDGE AND SKILLS (BY GRADE LEVEL)
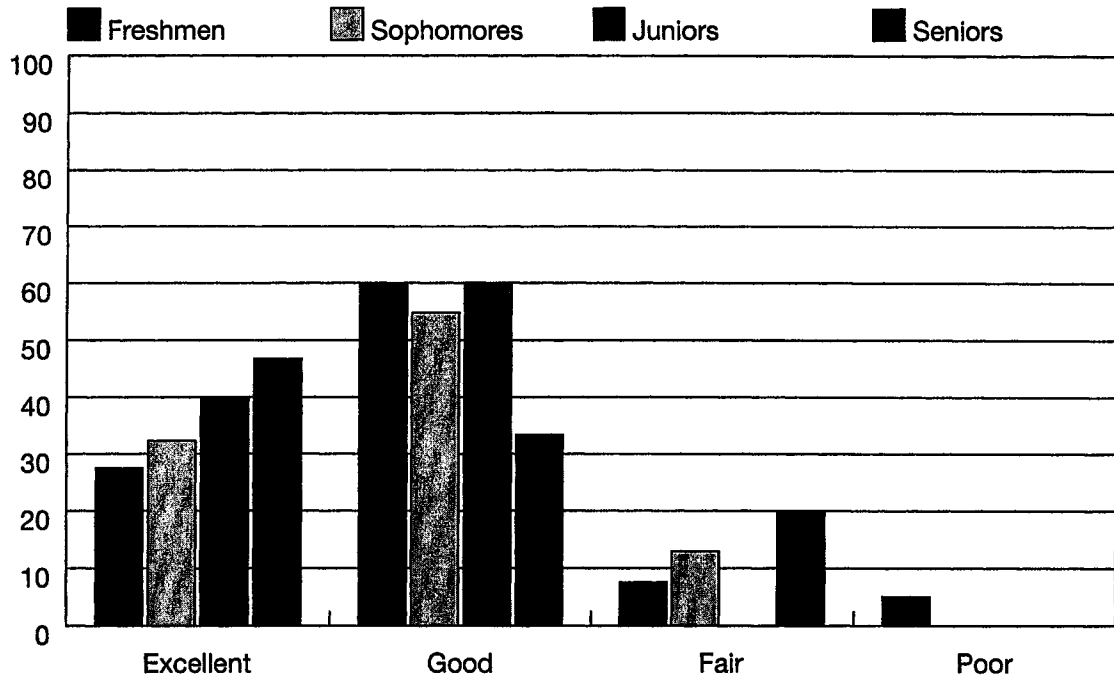
Figure 11 indicates indicates nearly 60% Freshman, Sophomore, and Junior levels rated the *Quality of Training in Basic Computer Knowledge and Skills* as *Good.* Almost 50% of Seniors rated this item as *Excellent.*

FIGURE 12: QUALITY OF TRAINING IN INTERMEDIATE COMPUTER KNOWLEDGE AND SKILLS (BY GRADE LEVEL)
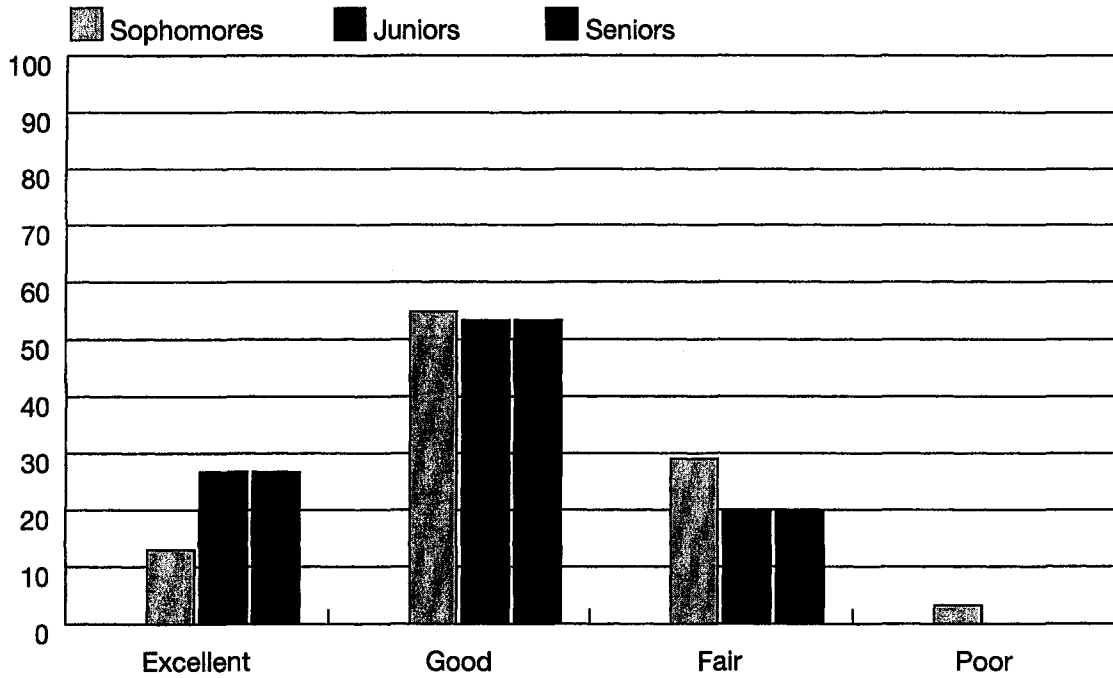
Figure 12 indicates nearly 50% of each VISD level rated the *Quality of Training in Intermediate Computer Knowledge and Skills* as *Good.* Only Sophomores had a small percentage of *Poor* ratings – 3%.

Consideration

- Sophomores are only beginning to learn and utilize intermediate computer skills

FIGURE 13: QUALITY OF TRAINING IN TYPOGRAPHY (BY GRADE LEVEL)
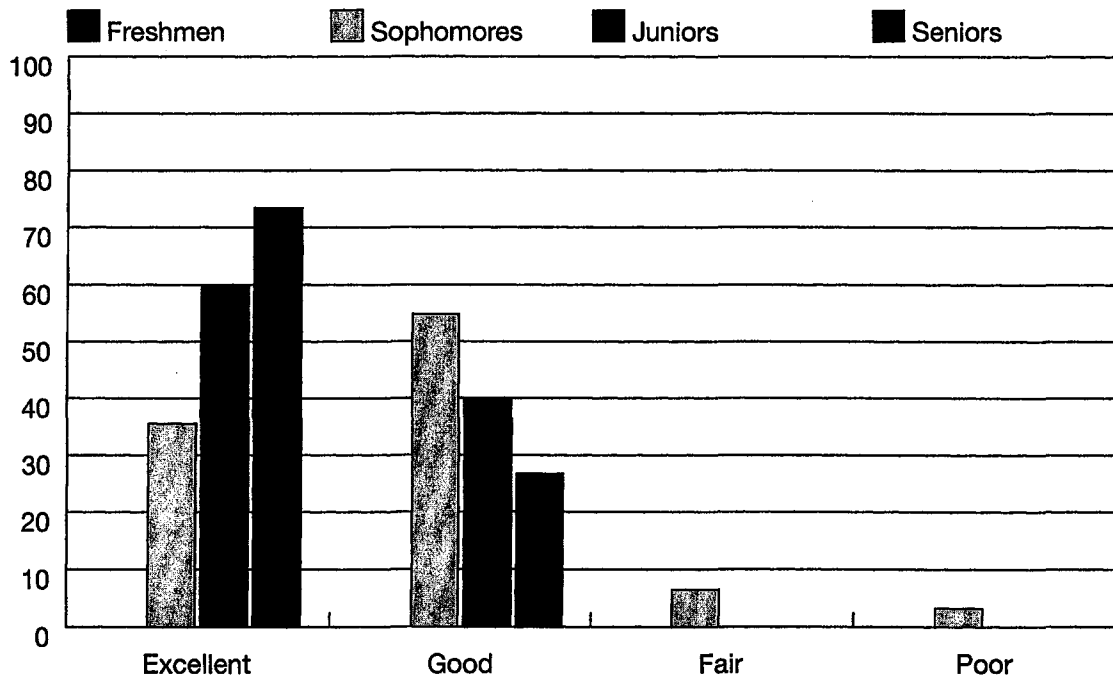
Figure 13 indicates highest ratings from Juniors and Seniors in the *Excellent* and *Good* categories at 100% for both levels.

Consideration

- Sophomores are only being introduced and beginning to work with typography while Juniors and Seniors are much more aware of using typography in application for design solutions.

FIGURE 14: QUALITY OF TRAINING IN PHOTOGRAPHY (BY GRADE LEVEL)
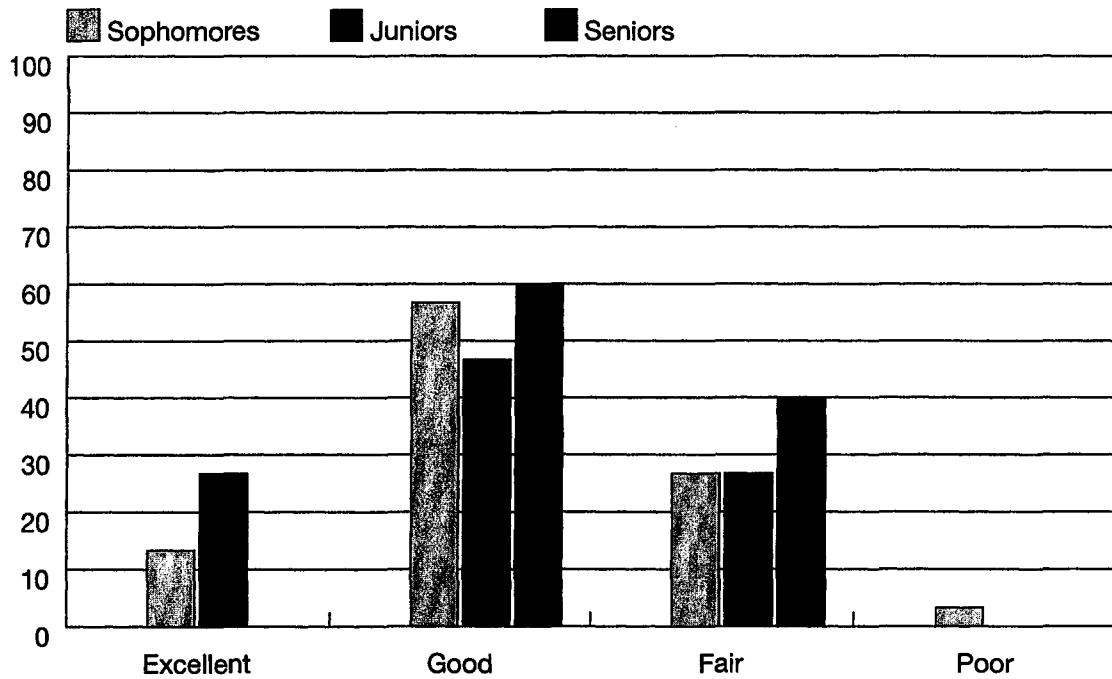
Figure 14 indicates the highest ratings of the *Quality of Training in Photography* for Sophomore, Junior, and Senior levels are in the *Good* category. Sophomores' rating for *Excellent* and *Good* totaled over 13% and Juniors combined *Excellent* and *Good* categories totaled almost 75%. 60% of Seniors rated this item as *Good* and 40% as *Fair.*

Considerations

- Freshmen have not had the photography class

- Only one photography class is offered in the VISD Curriculum.

FIGURE 15: QUALITY OF TRAINING NON-COMPUTER AIDED IMAGE CREATION TECHNIQUES (BY GRADE LEVEL)
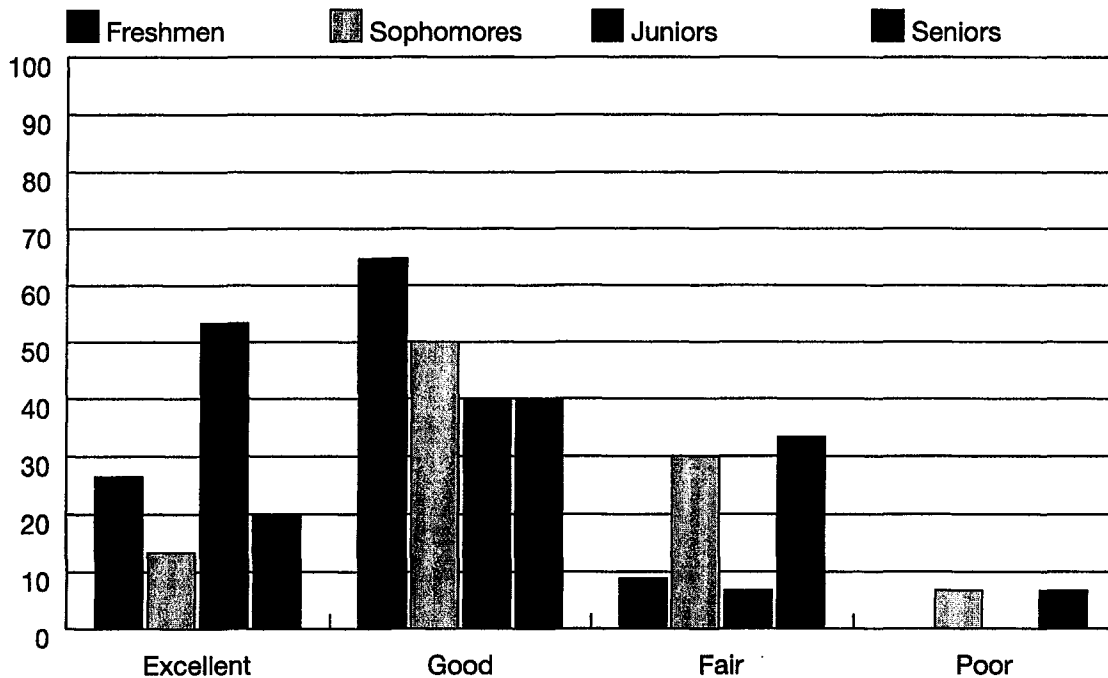
Figure 15 indicates 90% of Freshmen and more than 90% of Juniors rated the *Quality of Training of Non-computer Aided Image Creation Techniques* as *Excellent* or *Good*. 40% of Sophomores and Seniors rated this item *Fair* or *Poor*.

Considerations

- Freshmen are exposed to non-computer aided image creation in their drawing and design classes

- Some Juniors may elect to take VISD329, a class directed toward developing conventionally hand created imagery. This class was reinstated from the former curriculum this past winter semester as an elective.

Recommendation

- Require every design class to incorporate some project activity that requires non-computer generated imagery.

FIGURE 16: QUALITY OF TRAINING IN COMPUTER-AIDED IMAGE CREATION TECHNIQUES (BY GRADE LEVEL)
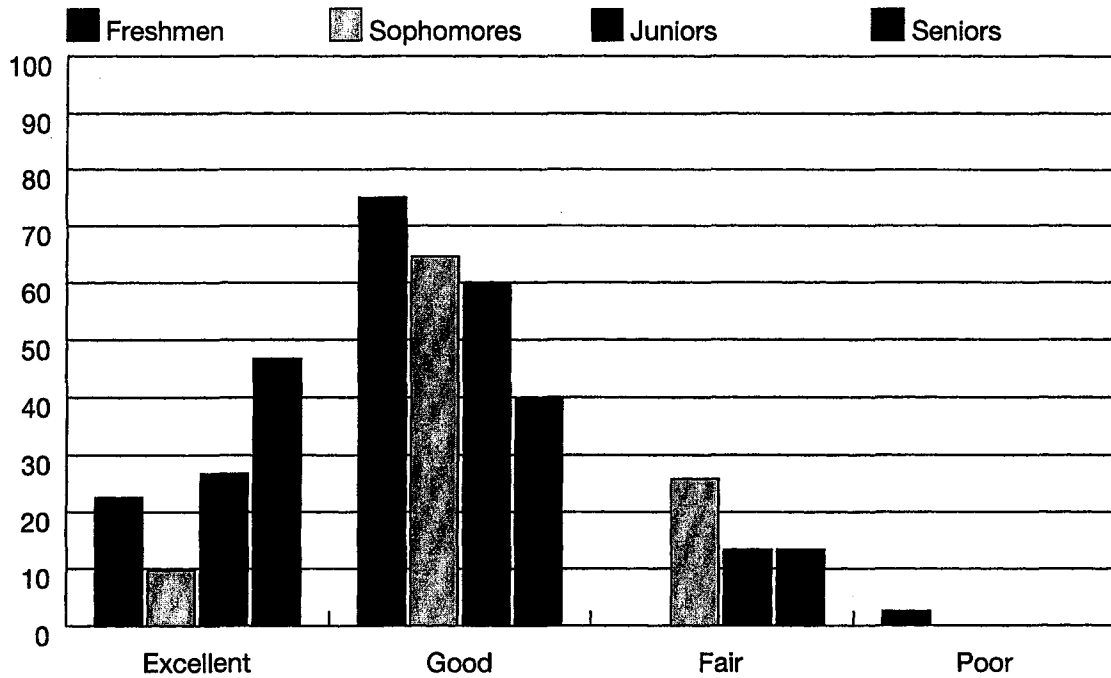

Figure 16 indicates over 95% of Freshmen, almost 75% of Sophomores, and more than 85% of Juniors and Seniors rated *Quality of Training in Computer-Aided Image Creation Techniques* as *Excellent* or *Good*. About 25% of Sophomores rated this item *Fair*.

Consideration

- More Juniors and Seniors have had opportunities to utilize imagery for their design projects than Freshmen and Sophomores.

FIGURE 17: QUALITY OF TRAINING IN WEB DESIGN (BY GRADE LEVEL)
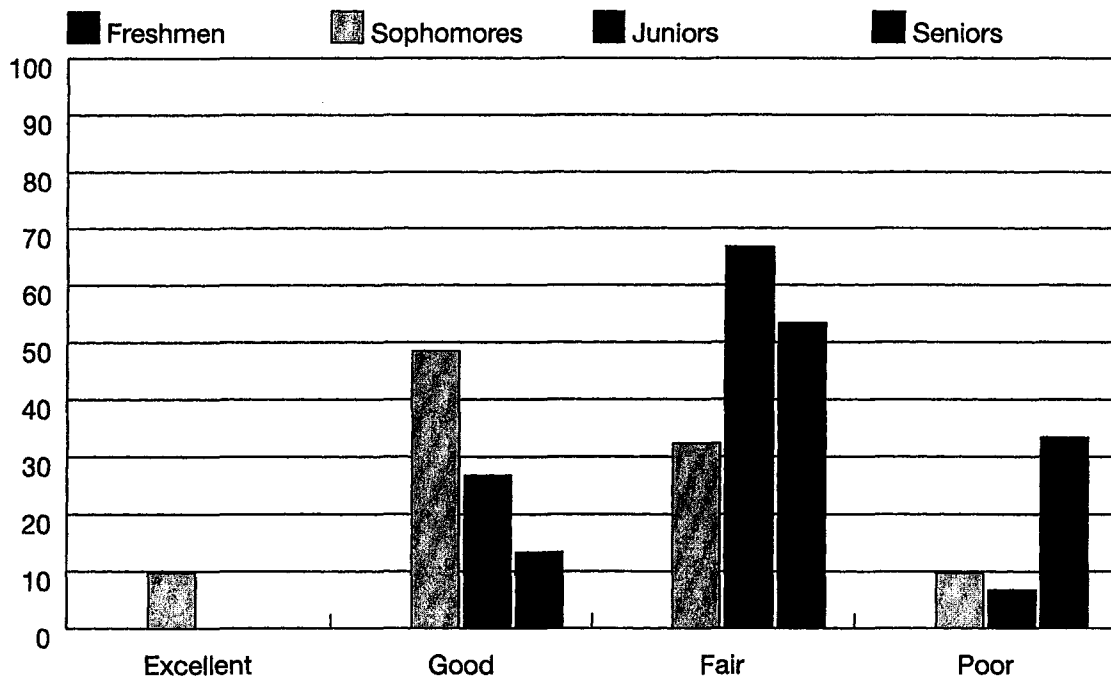
Figure 17 indicates almost 60% of Sophomores rated the *Quality of Training in Web Design* as *Excellent* or *Good*, while more than 86% of Seniors rated this item *Fair* or *Poor*. Almost 70% of Juniors rated this item as *Fair*.

Recommendations

• Focus on design for digital media rather than programming.

• Provide for more opportunities to utilize this media in project activity.

FIGURE 18: QUALITY OF TRAINING IN INTERACTIVE DESIGN (BY GRADE LEVEL)
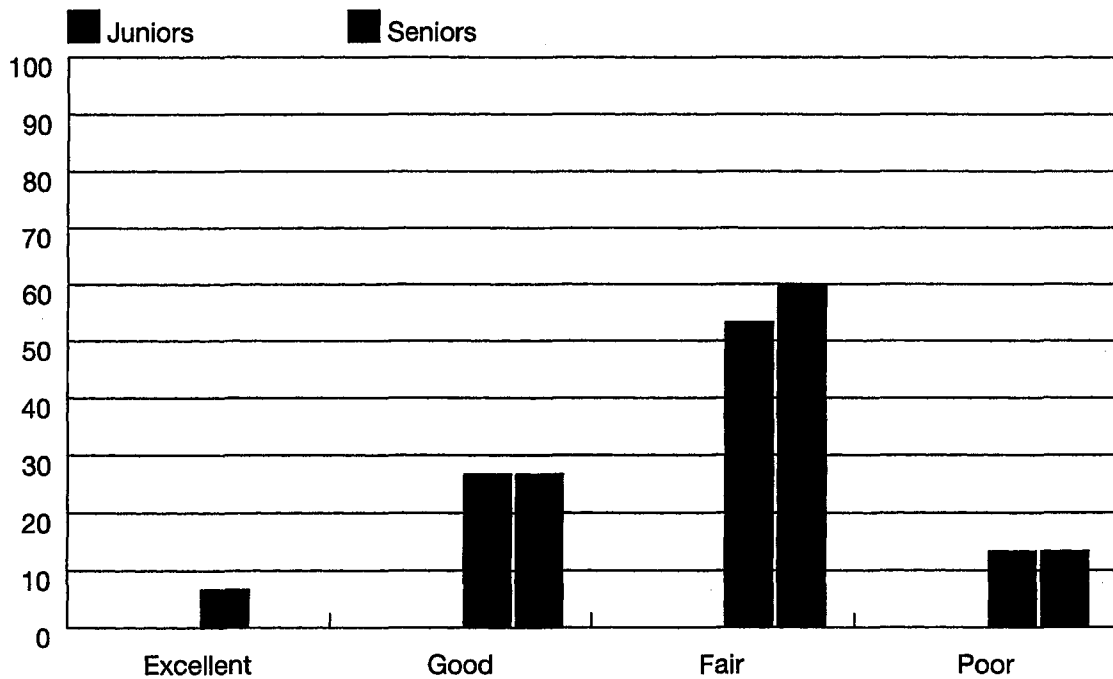

Figure 18 indicates slightly more than 30% of Juniors indicated the *Quality of Training in Interactive Design* was *Excellent* or *Good*. About 25% of Seniors rated this item as Good. About 70% of Juniors and Seniors rated this item as *Fair* or *Poor*.

Consideration

* Freshmen and Sophomores do not have much training in interactive design.

Recommendation

* Provide more in-depth training and use of interactive design as an appropriate media for certain types of communication problems.

FIGURE 19: QUALITY OF TRAINING IN PRINT DESIGN (BY GRADE LEVEL)
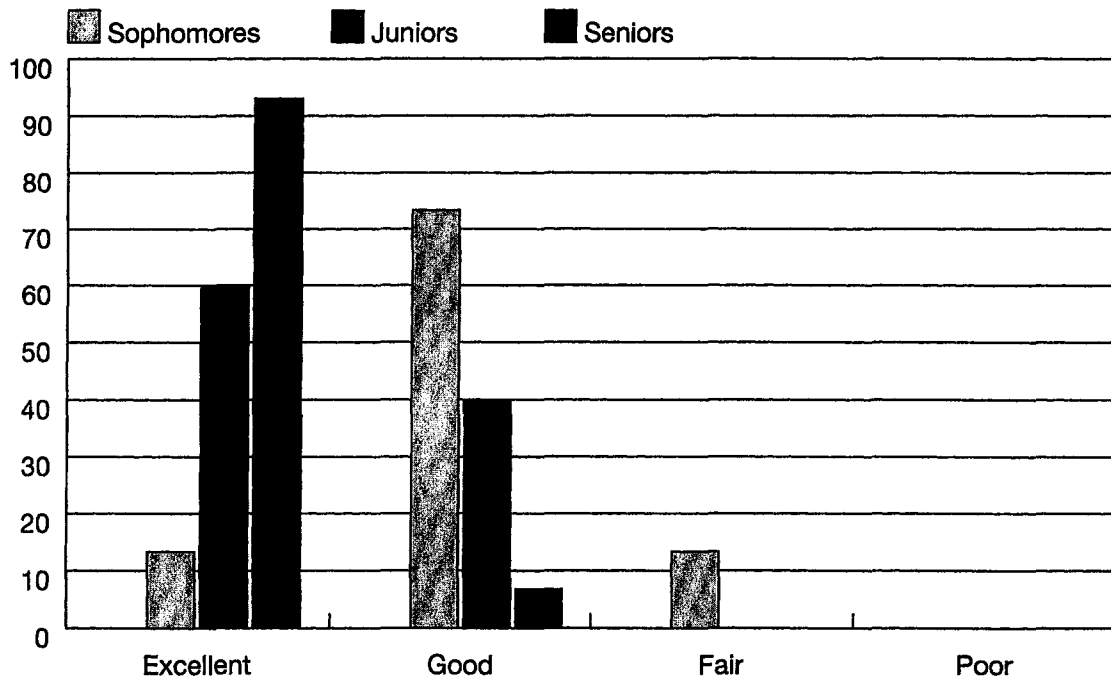

Figure 19 indicates almost 95% of Seniors and 60% of Juniors indicate the *Quality of Training in Print Design* as *Excellent*. 40% of Juniors and almost 75% of Sophomores provided a *Good* rating. About 13% of Sophomores rated this item as *Fair*.

**FIGURE 20: QUALITY OF TRAINING IN ENVIRONMENTAL GRAPHICS AND SIGNAGE
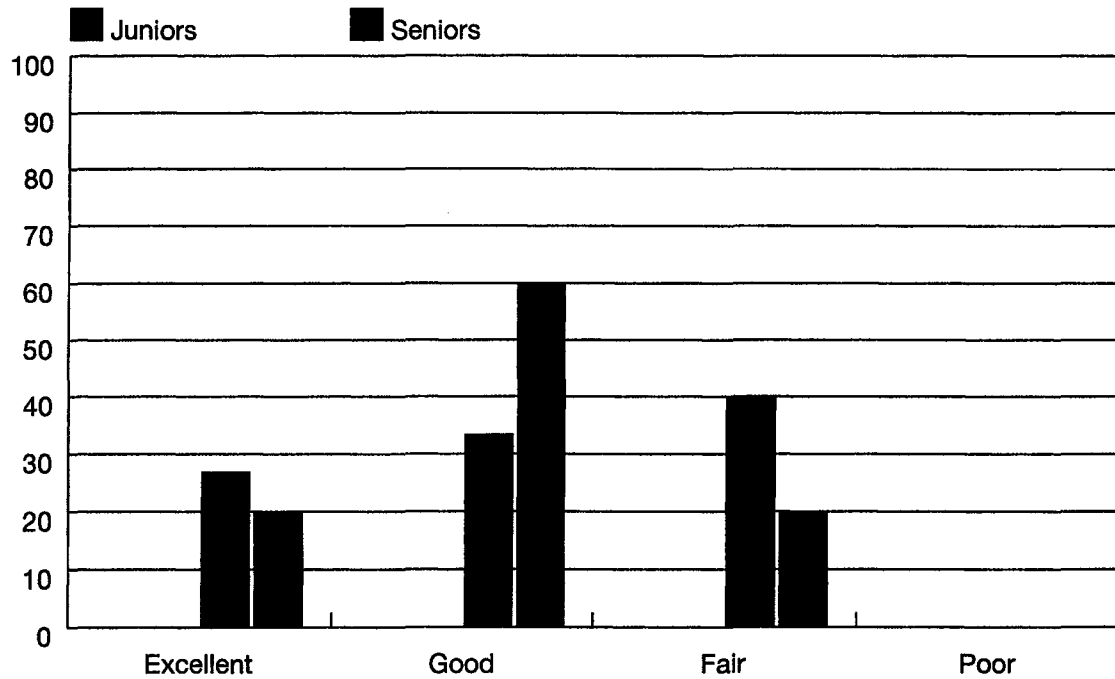(BY GRADE LEVEL)**

Figure 20 indicates over 25% of Juniors and 20% of Seniors indicate a rating of *Excellent* for *Quality of Training in Environmental Graphics and Signage*. 33% of Juniors and 60% of Seniors rated this item as *Good*. 40% of Juniors and 20% of Seniors provided a rating of *Fair*.

Considerations

- Freshmen and Sophomores do not study environmental graphics and signage
- Juniors are introduced to environmental graphic design during their winter semester
- Seniors have a thesis project which includes designing environmental and signage elements

FIGURE 21: QUALITY OF TRAINING IN PROBLEM-SOLVING SKILLS (BY GRADE LEVEL)
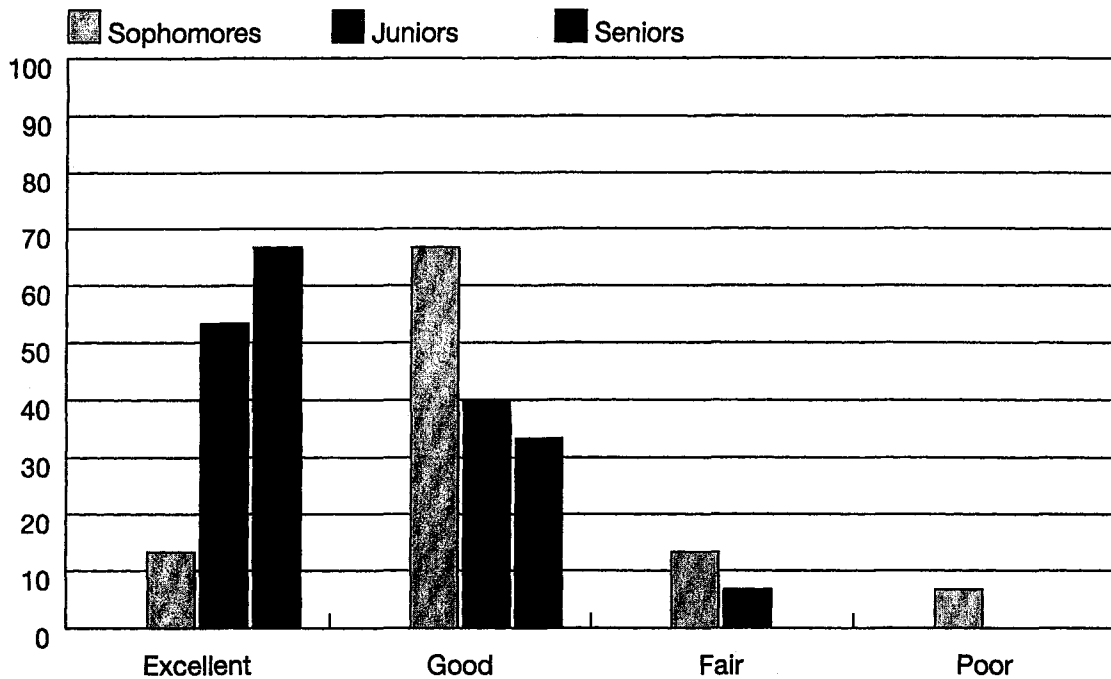

Figure 21 indicates highest percentages in *Excellent* and *Good* ratings for *Quality of Training in Problem Solving Skills* – 80% of Sophomores, 94% of Juniors and 100% of Seniors reported in these top categories.

Consideration

- Freshmen are not focused on problem-solving projects. Their training at this point in the curriculum is learning computer and hand skills.

FIGURE 22: QUALITY OF TRAINING IN CREATIVE SKILLS (BY GRADE LEVEL)
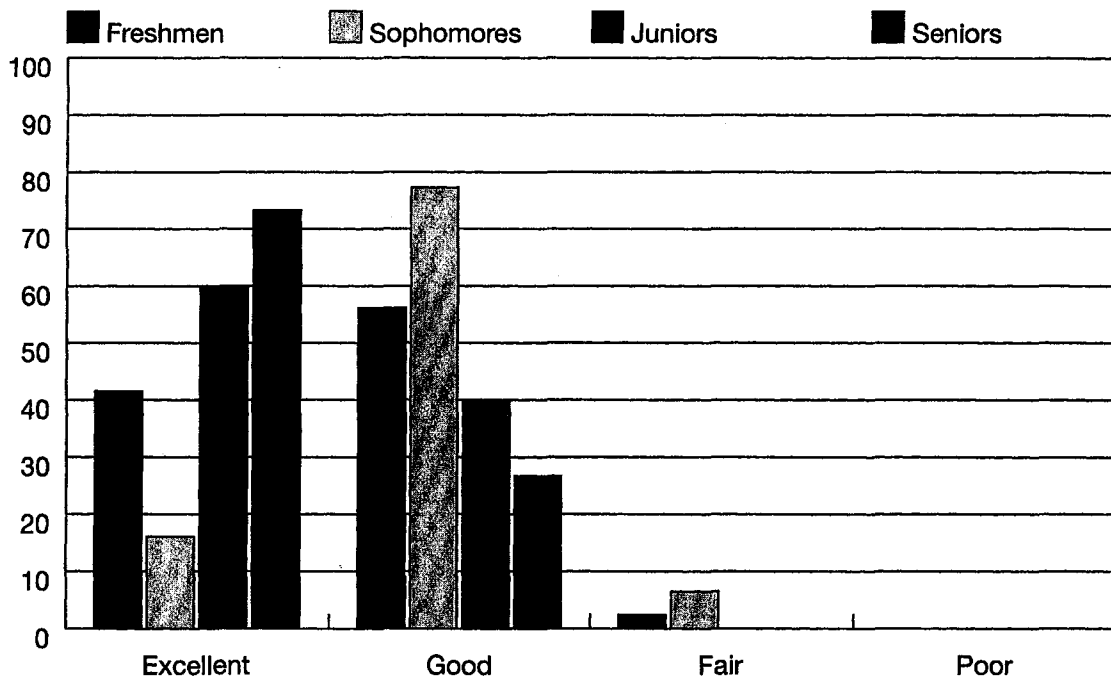

Figure 22 indicates 100% ratings in *Excellent* or *Good* from Seniors and Juniors, and 97% of Freshmen. 75% of Sophomores indicated a *Good* rating.

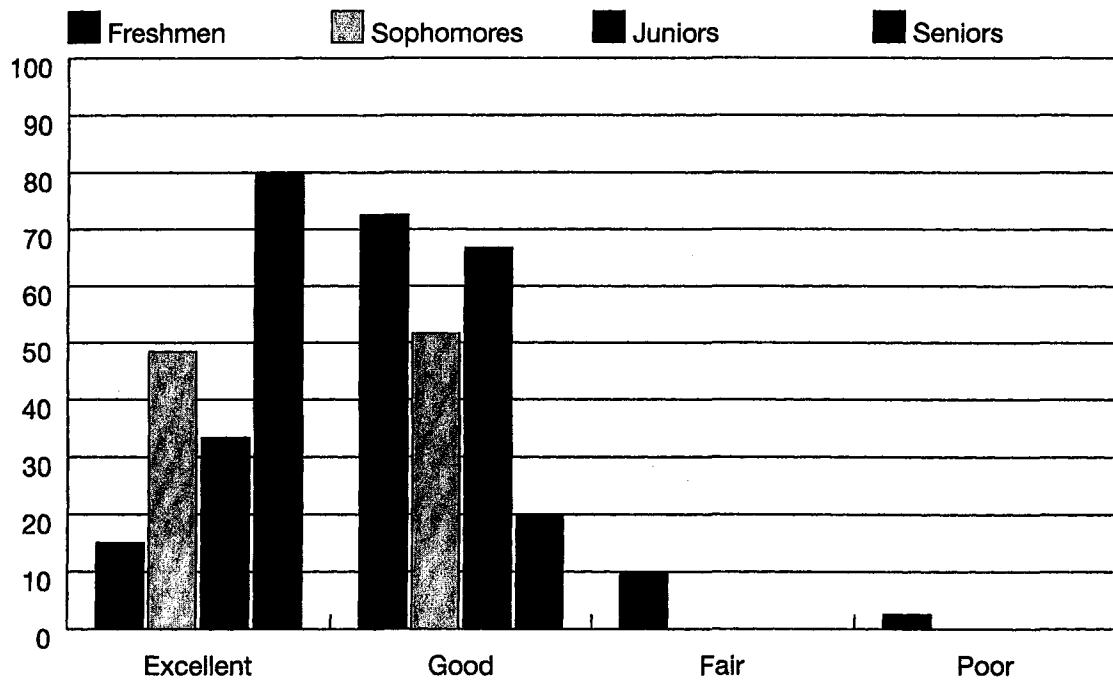**FIGURE 23: QUALITY OF TRAINING IN PRESENTATION SKILLS (BY GRADE LEVEL)**

Figure 23 indicates 100% of Seniors, Juniors, and Sophomores and over 97% of Freshmen rated *Quality of Training in Presentation Skills* as *Excellent* or *Good*.

FIGURE 24: QUALITY OF TRAINING IN RESEARCH SKILLS (BY GRADE LEVEL)
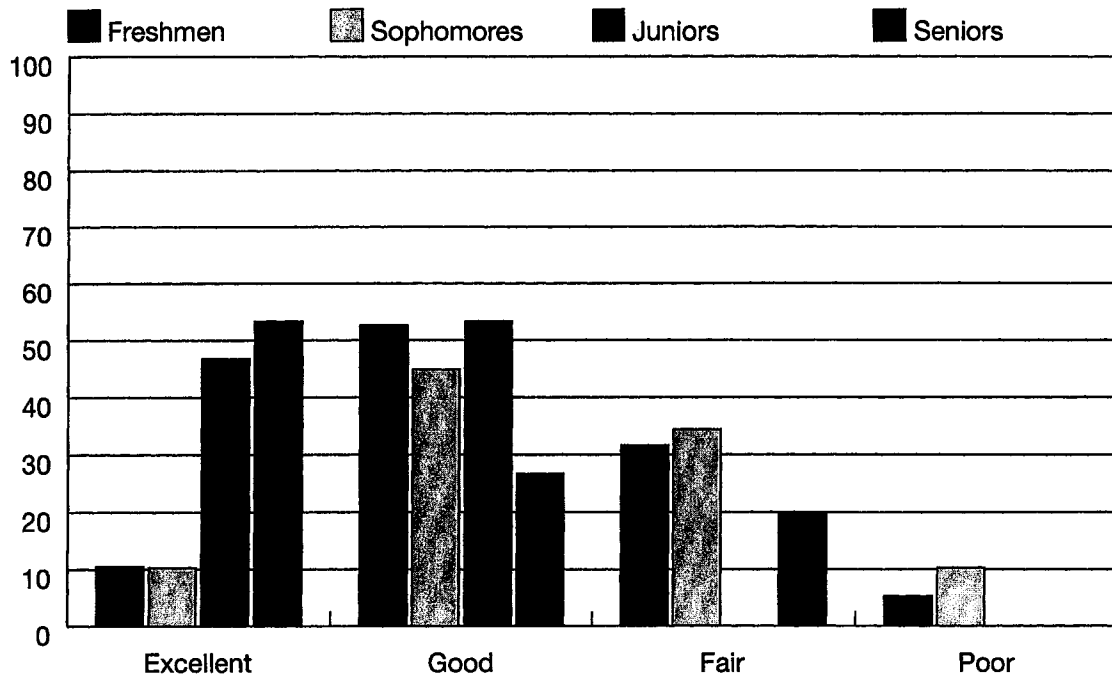
Figure 24 indicates 100% of Juniors rated *Quality of Training in Research Skills* as *Excellent* or *Good*. 80% of Seniors gave *Excellent* or *Good* ratings. Freshmen and Sophomores indicated mostly *Good* or *Fair* – over 75% and almost 80% respectively. Ratings of *Poor* were given by a little over 5% of Freshmen and slightly over 10% by Sophomores.

Recommendation
- Teach and develop more research skills in Freshmen and Sophomore levels.

FIGURE 25: QUALITY OF TRAINING IN PROFESSIONALISM AND ETHICS (BY GRADE LEVEL)
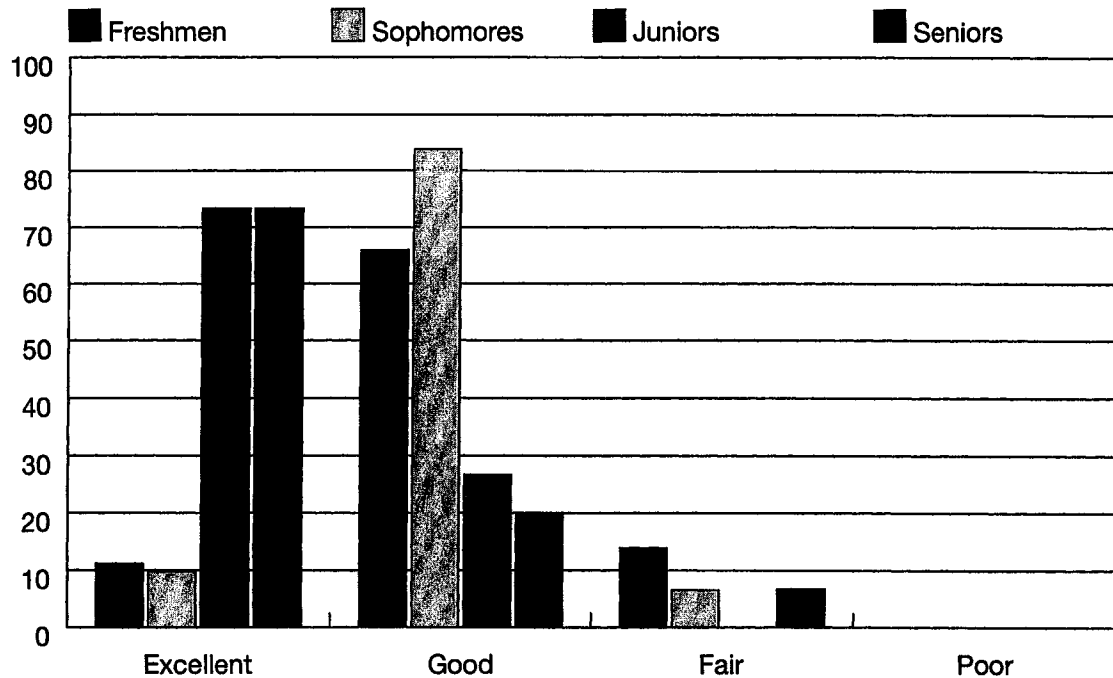
Figure 25 indicates a clear rating of *Excellent* and *Good Quality of Training in Professionalism and Ethics* by 100% of Juniors and Seniors. Freshmen and Sophomores provided *Good* ratings by indicating almost 66% and close to 84% respectively in this category.

Consideration

- Those students who go on to the Baccalaureate Program (Juniors and Seniors) are exposed to more and trained more directly in professionalism and ethics through their contact with clients and other professional, design-related people in the field.

Figures 26 – 29 show a breakdown by class level of VISD student responses to questions 32-35 on the survey. This question asks how effective courses taken at Ferris have been in developing skills in *Written communication, Verbal communication, Marketing,* and *Management.*

FIGURE 26: EFFECTIVENESS OF FERRIS COURSE WORK IN DEVELOPING WRITTEN COMMUNICATION SKILLS (BY GRADE LEVEL)
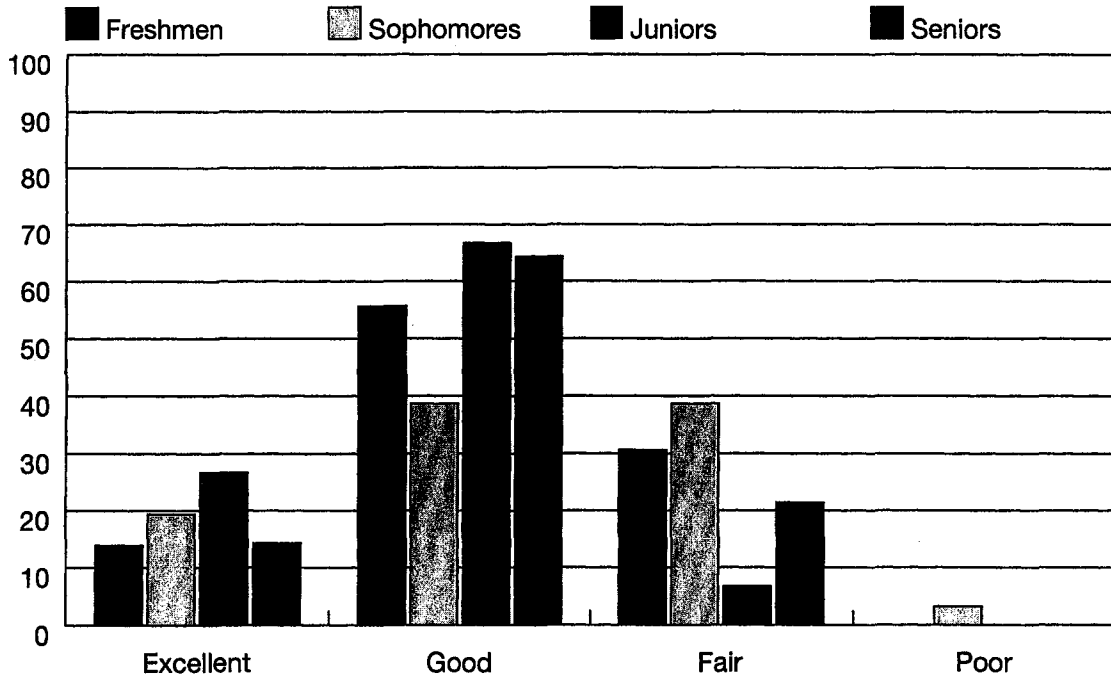
Figure 26 indicates the highest percentages are in the *Good* category – almost 50% of Freshmen, nearly 40% of Sophomores, close to 67% of Juniors, and 60% of Seniors indicated this. *Excellent* ratings were lower percentages –12% of Freshmen, 20% of Sophomores, 27% of Juniors, and 14% of Seniors.

Recommendations

- VISD students should be advised to take general education classes which require development of writing skills.

- Require reviews by the Writing Center of written components of assignments at all levels

FIGURE 27: EFFECTIVENESS OF FERRIS COURSE WORK IN DEVELOPING VERBAL COMMUNICATION SKILLS (BY GRADE LEVEL)
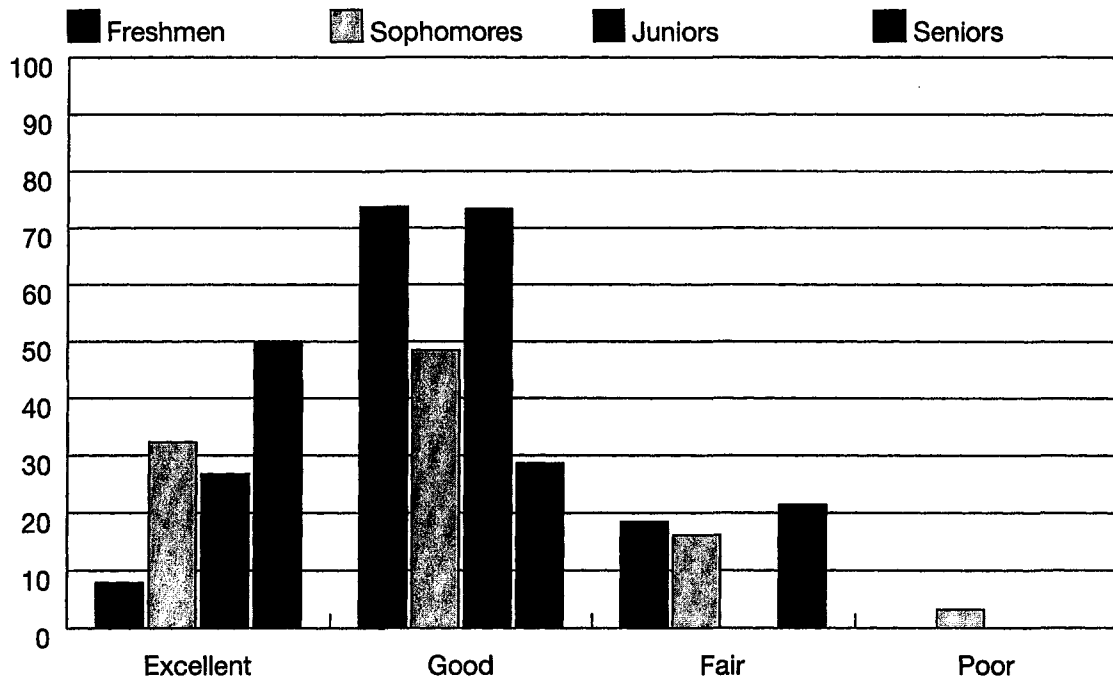
Figure 27 indicates highest scores in the Good category by Freshmen and Juniors at almost 75%. 47% rated *Effectiveness of Ferris Course Work in Developing Verbal Communication Skills* as *Excellent* and 20% rated this item as *Fair*.

Recommendation

- Advise students to enroll in other classes with an emphasis on developing verbal skills.

FIGURE 28: EFFECTIVENESS OF FERRIS COURSE WORK IN DEVELOPING MARKETING SKILLS (BY GRADE LEVEL)
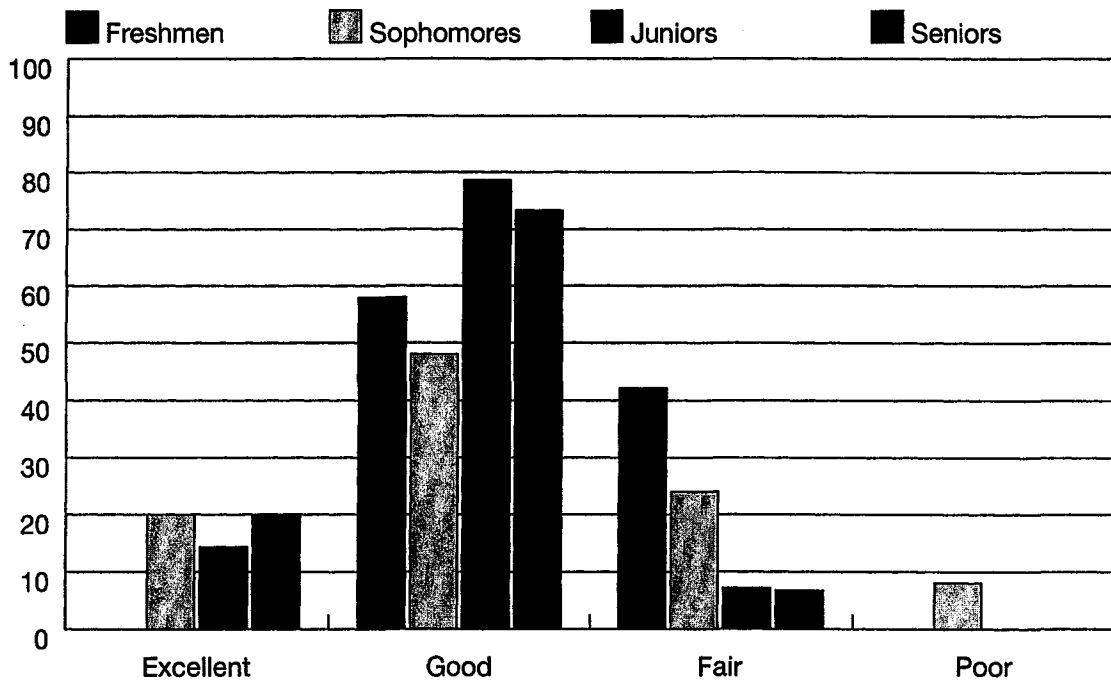
Figure 28 indicates most students in VISD level rated the *Effectiveness of Ferris Course Work in Developing Marketing Skills* as *Good*– almost 58% of Freshmen, 48% of Sophomores, close to 80% of Juniors, and almost 75% of Seniors. 20% of Sophomores and Seniors and about 14% of Juniors rated this item *Excellent*.

Recommendation

- In order for students to understand the relevance of marketing to communication design, a marketing course for VISD students would be an excellent and useful substitution for general marketing principles in their Ferris business education.

FIGURE 29: EFFECTIVENESS OF FERRIS COURSE WORK IN DEVELOPING MANAGEMENT SKILLS (BY GRADE LEVEL)
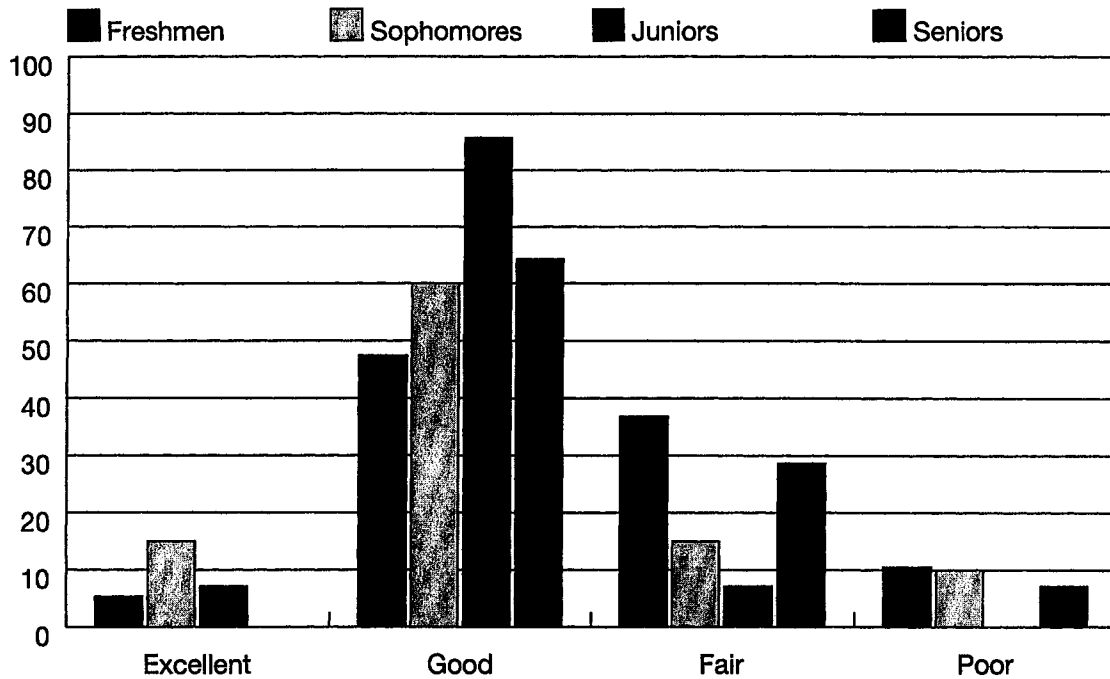
Figure 29 indicates most students in each VISD level rated the *Effectiveness of Ferris Course Work in Developing Management Skills* as *Good* – almost 50% of Freshmen, 60% of Sophomores, Over 85% of juniors, and almost 65% of Seniors. About 50% of Freshmen, 25% of Sophomores, and about 32% of Seniors rated this item as *Fair* or *Poor*.

Recommendation

- In order for VISD students to understand the relationship of management to communication design, "design management" and "communication design" are business courses that would be an excellent and useful substitution for general management in their Ferris business education.

FIGURE 30: WHAT WAS THE MOST INFLUENTIAL FACTOR IN SELECTING FSU'S VISD PROGRAM

28.1% Reputation

6.7% Friend's recommendation

8.9% Alumni recommendation

23.6% Teacher's recommendation
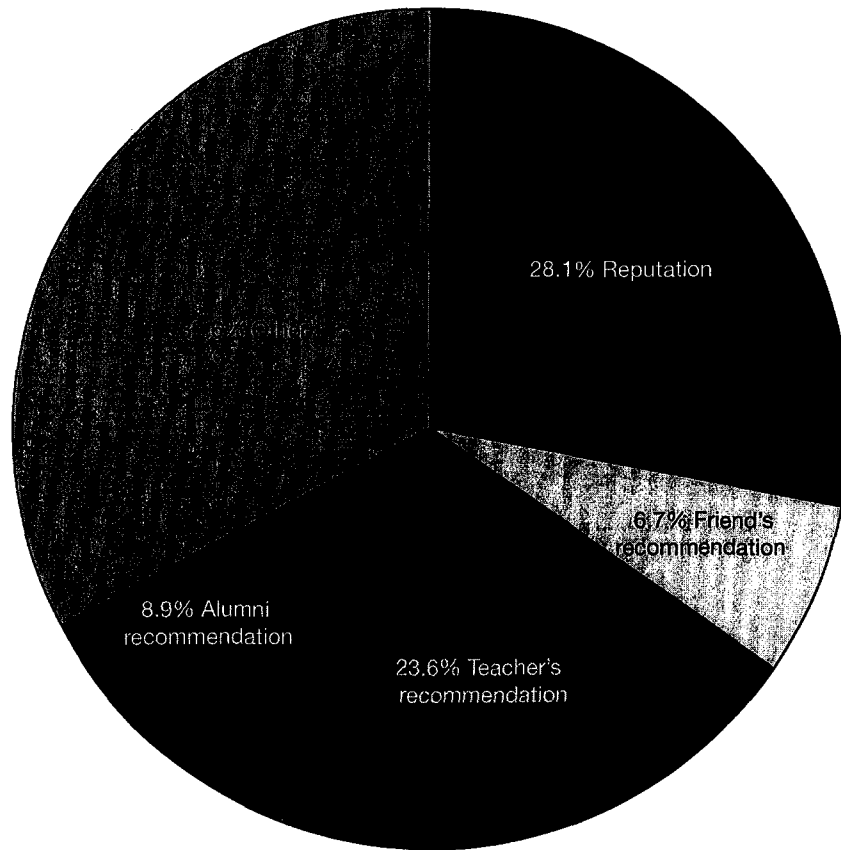
Figure 30 indicates 28% of VISD students attend Ferris State University's VISD Program because of the program's reputation. Almost 40% of the VISD students come to the program through recommendations from teachers, FSU VISD alumni or a friend. Some of the other factors were "close to home", "parent/brother/sister went there", "transferred from another major".

Recommendations

- Maintain high-level of training that provides a good background for the VISD graduates. This includes the Design Application class where students are involved in working with real clients and budgets, designing communication tools that will be used in the real world of business and non-profit organizations.

- Increase mailing list to target high school art teachers and counselors to send their students to us for training to be communication designers.

SUMMARY OF INDIVIDUAL RESPONSES TO STUDENT FOLLOW-UP SURVEY QUESTIONS

On the Student Follow-up Survey question 17 asks students to describe the two strengths of the VISD Program a Ferris. The following lists two Freshmen, Sophomore, Junior and Senior responses.

Freshman:

- I think the program helps you with real life
- You get good one-on-one with your professors

Sophomore:

- Brings in real designers for us to interact with
- Student to teacher ratio is good

Junior:

- Gets students ready for real world environment
- High standards. Excellent teachers with good backgrounds

Senior:

- The VISD program has a very practical mindset. It is art with a practical purpose.
- The professors are extremely helpful in developing one's talents and abilities.

A complete list of student responses is included in the *Appendix*.

5

FACULTY/ADMINISTRATOR/STAFF FOLLOW-UP SURVEY

FACULTY/STAFF/ADMINISTRATOR FOLLOW-UP SURVEY

The Faculty/Staff/Administrator survey and Visual Design and Web Media (VISD) Curriculum sheet shown on the following pages was distributed to a total of 37 Ferris faculty, staff, or administrators through a VISD survey website. This online survey was sent to a targeted group which included all College of Business Marketing department faculty (20) and, in addition, 17 were sent to Ferris employees who have worked with VISD students on actual projects that have been designed and produced. The survey was conducted in April 2004.

A total of 14 responses (38%) were completed online and submitted via internet. Nearly 57% of the respondents have had VISD students in class and/or have worked with them on an actual project. N= is used to indicate the number of respondents per question. When the number is less than 14, one or more respondents did not answer the question.

Analysis of the data collected from faculty, staff, and administrators is shown in the 3 tables that follow in this section. *Recommendations* are sometimes suggested by VISD faculty based on their interpretations of the data collected.

Three questions on the survey required individual responses. Summaries of those responses are included at the end of this section.

FACULTY/STAFF/ADMINISTRATOR FOLLOW-UP SURVEY

Dear Ferris Faculty Member,

The Visual Design and Web Media Program (formerly Visual Communication) will be part of the Academic Program Review process this year.

In addition to other types of research, we are asking our current students, alumni, employers, and selected FSU faculty and administration to evaluate our program. This will be accomplished through individual surveys.

We encourage you to respond on-line at www.ferris.edu/visdsurvey/faculty as it will allow us to analyze data more efficiently. However, you may return a written survey in the enclosed envelope if you prefer that method.

Please submit your answered survey by April 30, 2004. Thank you for taking the time to assist us with our Program Review.

Sincerely,

Barbara Loveland

VISD FACULTY/ADMINISTRATOR SURVEY

As part of the Visual Design and Web Media (VISD) program review process, we are assessing faculty and administration perceptions of the VISD program. Please assist us by responding to the following questions regarding the VISD program and students.

Return your completed survey in an interoffice envelope to Jeff Ek, Business 302, by May 6, 2004 or respond on the web at <www.visd.ferris.edu/surveys/faculty_adm> All responses will be kept confidential. Thank you for your response.

1. I am: ___ Faculty   ___ Staff   ___ Administrator

2. I have had VISD student(s) in my classes.
___ Yes   ___ No   ___ Not sure

Use the following rating scale in your responses:
1= Weak   2= Somewhat weak   3= Somewhat strong
4= Strong   NA= Not applicable

3. Curriculum assessment as it addresses the following topics: (curriculum check sheet attached)

Written and oral communication skills

1	2	3	4	NA

Technology/computer skills   1   2   3   4   NA

Design skills   1   2   3   4   NA

Professionalism   1   2   3   4   NA

Presentation skills   1   2   3   4   NA

Marketing exposure   1   2   3   4   NA

4. Your perception of VISD students in the following categories:

Creativity   1   2   3   4   NA

Critical thinking   1   2   3   4   NA

Technology/computer skills   1   2   3   4   NA

Organizational skills   1   2   3   4   NA

Attention to detail   1   2   3   4   NA

Professionalism   1   2   3   4   NA

Presentation (oral/appearance/product)
1   2   3   4   NA

Quality of their work   1   2   3   4   NA

5. Your perceptions of the program in the following categories:

Facilities(classroom studios and computer labs)
1   2   3   4   NA

Faculty qualifications   1   2   3   4   NA

Faculty commitment to the program & students
1   2   3   4   NA

Administrative support of the program
1   2   3   4   NA

Please comment on the following: (If you need additional room, use the back side)

6. What is your general perception of VISD students?

7. What are the strengths of the VISD program?

8. How could the VISD program be improved?

9. Which location is more advantageous for VISD students? (Choose one)

____ Located in the College of Business in Big Rapids, MI

____ Located in a College of Business in Grand Rapids, MI

____ Located in a College of Fine Arts in Big Rapids, MI

____ Located in a College of Fine Arts in Grand Rapids, MI

TABLE 1: PERCEPTION OF THE VISUAL DESIGN AND WEB MEDIA CURRICULUM BY FSU EMPLOYEES

	N=	Strong	Somewhat strong	Somewhat weak	Weak
Written and oral communication skills	12	41.7%	50%	0	8.3%
Technology/computer skills	12	91.7%	8.3%	0	0
Design skills	12	100%	0	0	0
Professionalism	13	58.3%	30.8%	15.4%	0
Presentation skills	11	27.3%	54.5%	18.2%	0
Marketing exposure	13	7.7%	58.3%	30.8%	7.7%

Table 1 indicates that more that 85% of the faculty/staff/administration respondents indicated *Strong* or *Somewhat Strong* in all categories except marketing exposure and presentation skills.

Design and Technology/Computer Skills were rated the highest with 100% responding *Strong.*

Recommendation

- Develop Marketing class(es) and communication class(es) tailored to the graphic design profession and incorporate into VISD curriculum.

TABLE 2: PERCEPTION OF THE VISUAL DESIGN AND WEB MEDIA STUDENTS BY FSU EMPLOYEES

	N=	Strong	Somewhat strong	Somewhat weak	Weak
Creativity	13	92.3%	7.7%	0	0
Critical thinking	13	38.5%	46.2%	15.4%	0
Technology/computer skills	13	76.9%	7.7%	0	0
Organizational skills	13	15.4%	76.9%	7.7%	0
Attention to detail	12	58.3%	41.7%	0	0
Professionalism	13	53.8%	30.8%	15.4%	0
Presentation(oral/appearance/ product)	13	30.8%	53.8%	15.4%	0
Quality of their work	12	83.3%	16.7%	0	0

Table 2 indicates that 85% of the faculty/staff/administration respondents indicated *Strong* or *Somewhat strong* in all categories being evaluated.

Critical Thinking, Organizational Skills, Professionalism, and *Presentation* where the only categories with *Somewhat weak* or *Weak* ratings.

Creativity, Technology/computer Skills, Attention to detail, and *Quality of their work* were rated the highest with 100% of respondents indicating *Strong* or *Somewhat strong*.

Recommendations

- Faculty could assign exercises to address, critical thinking and organization skills.
- More attention given to those students requiring growth in professionalism and presentation.

TABLE 3: PERCEPTION OF THE VISUAL DESIGN AND WEB MEDIA PROGRAM BY FSU EMPLOYEES

	N=	Strong	Somewhat strong	Somewhat weak	Weak
Facilities, classroom studios/ computer labs	13	15.4%	84.6%	0	0
Faculty qualifications	12	85.7%	14.3%	0	0
Faculty commitment to the program and students	12	85.7%	7.1%	7.1%	0
Administrative support	13	7.7%	61.5%	30.8%	0%

Table 3 indicates that more that 93% of the respondents indicated *Facilities, Faculty Qualifications* and *Faculty Commitment to the program and students* was *Strong or Somewhat strong.*

The weakest rating is noted for *Administrative Support* of the program with over 30% indicating *Somewhat weak.*

Recommendation
- Identify areas where administrative support could be stronger.

SUMMARY OF INDIVIDUAL RESPONSES TO SURVEY QUESTIONS

VISD Students

Faculty/staff/administrators were asked to give their general perceptions of VISD students. Fifty-seven percent of the respondents have had VISD students in class or have worked with them on a project through the Design Application class or on campus design jobs.

The following perceptions were mentioned most often:

- Their enthusiasm and professionalism shines through
- Consistently impressed by their maturity
- Motivated, creative, focused
- Awesome, they do incredible work
- Talented, hard working
- Among the best students

Strength of the VISD Program

Respondents were asked to list the strengths of the program. All responses relate to the VISD faculty.

- Faculty experience and dedication
- Strong faculty involvement and commitment
- Demanding curriculum, strong preparation for the "real world"
- Superb faculty

How could the VISD program be improved?

Respondents were asked to suggest ways to improve the VISD program.

- Support for technology
- Greater support from administration, professional development funding
- COB needs to do more to publicize the program

A complete list of responses is included in the *Appendix*.

6

LABOR MARKET ANALYSIS

LABOR MARKET ANALYSIS

Designers held about 532,000 jobs in 2002, which represents an increase in the United States labor pool of 36 percent over the past eight years. For these jobs to be filled and held by competent and qualified designers, the United States Department of Labor underlines the importance on the quality of design education, problem solving, and computer-aided design skills.

Employers are requiring an ever-higher level of business sophistication and aesthetic savvy from young graduates. Designers must be knowledgeable about sociological and economic trends so that they can participate in corporate executive decisions in companies that often have an international reach.

Add to this the fact that this profession continues to be propelled by new technology and rapidly diversifying markets, which contribute to the field of graphic design changing radically. The end result is that digital and interactive design are revolutionizing the design world; the Internet and World Wide Web are generating an array of entirely new design disciplines, training requirements, and job opportunities.

Significant points from the United States Department of Labor Bureau of Labor Statistics are that:

- Nearly one-third of all designers were self-employed—almost five times the proportion for all professional and related occupations. In 2002, a large proportion of designers were self-employed and did freelance work—full time or part time—in addition to holding a salaried job in design or in another occupation.

- Creativity is crucial in all design occupations; most designers need a bachelor's degree, and candidates with a master's degree hold an advantage.

- Keen competition is expected for most jobs, despite average projected employment growth, because many talented individuals are attracted to careers as designers.

Job Outlook

Despite an estimated 36 percent increase of overall employment for all design occupations through the year 2012, designers in most fields are expected to face keen competition for available positions. Individuals with little or no formal education in design, as well as those who lack creativity and perseverance, will find it very difficult to establish and maintain a career in the occupation. Because of the rapidly expanding market for Web-based information, graphic designers are projected to provide the most new jobs.

Earnings

Median annual earnings for graphic designers were $36,680 in 2002. The middle 50 percent earned between $28,140 and $48,820. The lowest 10 percent earned less than $21,860, and the highest 10 percent earned more than $64,160.

Training, Other Qualifications, and Advancement

Creativity is crucial in all design occupations. People in this field must have a strong sense of the esthetic—an eye for color and detail, a sense of balance and proportion, and an appreciation for beauty. Designers also need excellent communication and problem-solving skills. Despite the advancement of computer-aided design, sketching ability remains an important advantage in most types of design. A good portfolio—a collection of examples of a person's best work—often is the deciding factor in getting a job.

A bachelor's degree is required for most entry-level design positions, except for floral design and visual merchandising. Formal training for some design professions also is available in 2- and 3-year professional schools that award certificates or associate degrees in design.

Graduates of 2-year programs normally qualify as assistants to designers, or they may enter a formal bachelor's degree program. The curriculum in these schools includes art and art history, principles of design, designing and sketching, and specialized studies for each of the individual design disciplines, such as garment construction, textiles, mechanical and architectural drawing, computerized design, sculpture, architecture, and basic engineering. A liberal arts education or a program that includes training in business or project management, together with courses in merchandising, marketing, and psychology, along with training in art, is recommended for designers who want to freelance. Employers increasingly expect new designers to be familiar with computer-aided design software as a design tool.

Graphic designers use computer software to develop the overall layout and production design of magazines, newspapers, journals, corporate reports, and other publications. The need for up-to-date computer and communications equipment is an ongoing consideration for many designers, especially those in industrial and graphic design. An increasing number of graphic designers are developing material for internet web pages, computer interfaces, and multimedia projects.

Individuals in the design field must be creative, imaginative, and persistent and must be able to communicate their ideas in writing, visually, and verbally. Because tastes in style and fashion can change quickly, designers need to be well read, open to new ideas and influences, and quick to react to changing trends. Problem-solving skills and the ability to work independently and under pressure are important traits. People in this field need self-discipline to start projects on their own, to budget their time, and to meet deadlines and production schedules. Good business sense and sales ability also are important, especially for those who freelance or run their own business.

Beginning designers usually receive on-the-job training and normally need 1 to 3 years of training before they can advance to higher-level positions. Experienced designers in large firms may advance to chief designer, design department head, or other supervisory positions. Some experienced designers open their own firms.

EMPLOYMENT PROJECTIONS

Occupational Outlook Handbook, 2004-05 Edition

| U.S. Department of Labor | Bureau of Labor Statistics | Bulletin 2540 |
http://www.bls.gov/oco/print/ocos090.htm

Designers

Significant Points

- Nearly one-third of designers were self-employed—almost five times the proportion for all professional and related occupations.

- Creativity is crucial in all design occupations; most designers need a bachelor's degree, and candidates with a master's degree hold an advantage.

- Keen competition is expected for most jobs, despite average projected employment growth, because many talented individuals are attracted to careers as designers.

Nature of the Work

Designers are people with a desire to create. They combine practical knowledge with artistic ability to turn abstract ideas into formal designs for the merchandise we buy, the clothes we wear, the Web sites we use, the publications we read, and the living and office space we inhabit. Designers usually specialize in a particular area of design, such as automobiles, industrial or medical equipment, home appliances, clothing and textiles, floral arrangements, publications, web sites, logos, signage, movie or TV credits, interiors of homes or office buildings, merchandise displays, or movie, television, and theater sets.

The first step in developing a new design or altering an existing one is to determine the needs of the client, the ultimate function for which the design is intended, and its appeal to customers or users. When creating a design, designers often begin by researching the desired design characteristics, such as size, shape, weight, color, materials used, cost, ease of use, fit, and safety.

Designers then prepare sketches or diagrams—by hand or with the aid of a computer—to illustrate the vision for the design. After consulting with the client, a creative director, or a product development team, designers create detailed designs, using drawings, a structural model, computer simulations, or a full-scale prototype. Many designers use computer-aided design (CAD) tools to create and better visualize the final product.

Designers sometimes supervise assistants who carry out their creations. Designers who run their own businesses also may devote a considerable amount of time to developing new business contacts, examining equipment and space needs, and performing administrative tasks, such as reviewing catalogues and ordering samples. The need for up-to-date computer and communications equipment is an ongoing consideration for many designers, especially those in industrial and graphic design.

Design encompasses a number of different fields. Many designers specialize in a particular area of design, whereas others work in more than one area.

Graphic designers plan, analyze, and create visual solutions to communications problems. They use a variety of print, electronic, and film media and technologies to execute a design that meets clients' communication needs. They consider cognitive, cultural, physical, and social factors in planning and executing designs appropriate for a given context. Graphic designers use computer software to develop the overall layout and production design of magazines, newspapers, journals, corporate reports, and other publications. They also produce promotional displays and marketing brochures for products and services, design distinctive logos for products and businesses, and develop signs and signage systems—called environmental graphics—for business and government. An increasing number of graphic designers are developing material for internet web pages, computer interfaces, and multimedia projects. Graphic designers also produce the credits that appear before and after television programs and movies.

Merchandise displayers and window dressers, or visual merchandisers, plan and erect commercial displays, such as those in windows and interiors of retail stores or at trade exhibitions. Those who work on building exteriors erect major store decorations, including building and window displays and lights. Those who design store interiors outfit store departments, arrange table displays, and dress mannequins. In large retail chains, store layouts typically are designed corporately, through a central design department. To retain the chain's visual identity and ensure that a particular image or theme is promoted in each store, designs are distributed to individual stores by e-mail, downloaded to computers equipped with the appropriate design software, and adapted to meet the size and dimension requirements of each individual store.

Set and exhibit designers create sets for movie, television, and theater productions and design special exhibition displays. Set designers study scripts, confer with directors and other designers, and conduct research to determine the historical period, fashion, and architectural styles appropriate for the production on which they work. They then produce sketches or scale models to guide in the construction of the actual sets or exhibit spaces. Exhibit designers work with curators, art and museum directors, and trade-show sponsors to determine the most effective use of available space.

Working Conditions

Working conditions and places of employment vary. Designers employed by manufacturing establishments, large corporations, or design firms generally work regular hours in well-lighted and comfortable settings. Designers in smaller design consulting firms, or those who freelance, generally work on a contract, or job, basis. They frequently adjust their workday to suit their clients' schedules and deadlines, meeting with the clients during evening or weekend hours when necessary. Consultants and self-employed designers tend to work longer hours and in smaller, more congested, environments.

Designers may transact business in their own offices or studios or in clients' homes or offices. They also may travel to other locations, such as showrooms, design centers, clients' exhibit sites, and manufacturing facilities. Designers who are paid by the assignment are under pressure to please clients and to find new ones in order to maintain a steady income. All designers sometimes face frustration when their designs are rejected or when their work is not as creative as they wish. With the increased speed and sophistication of computers and advanced communications networks, designers may form international design teams, serve a geographically more dispersed clientele, research design alternatives by using information on the Internet, and purchase supplies electronically, all with the aid of a computer in their workplace or studio. Graphic designers usually work regular hours, but may work evenings or weekends to meet production schedules.

Employment

Designers held about 532,000 jobs in 2002. Approximately one-third were self-employed. Employment was distributed as follows:

212,000	Graphic designers
104,000	Floral designers
77,000	Merchandise displayers and window trimmers
60,000	Interior designers
52,000	Commercial and industrial designers
15,000	Fashion designers
12,000	Set and exhibit designers

Salaried designers worked in a number of different industries, depending on their design specialty. Graphic designers, for example, worked primarily in specialized design services;

newspaper, periodical, book, and directory publishers; and advertising and related services. Floral designers were concentrated in retail florists or floral departments of grocery stores. Merchandise displayers and window trimmers were dispersed across a variety of retailers and wholesalers. Interior designers generally worked in specialized design services or in retail furniture stores. Most commercial and industrial designers were employed in manufacturing or architectural, engineering, and related services. Fashion designers generally worked in apparel manufacturing or wholesale distribution of apparel, piece goods, and notions. Set and exhibit designers worked primarily for performing arts companies, movie and video industries, and radio and television broadcasting.

In 2002, a large proportion of designers were self-employed and did freelance work—full time or part time—in addition to holding a salaried job in design or in another occupation.

Training, Other Qualifications, and Advancement

Creativity is crucial in all design occupations. People in this field must have a strong sense of the esthetic—an eye for color and detail, a sense of balance and proportion, and an appreciation for beauty. Designers also need excellent communication and problem-solving skills. Despite the advancement of computer-aided design, sketching ability remains an important advantage in most types of design, especially fashion design. A good portfolio—a collection of examples of a person's best work—often is the deciding factor in getting a job.

A bachelor's degree is required for most entry-level design positions, except for floral design and visual merchandising. Esthetic ability is important in floral design and visual merchandising, but formal preparation typically is not necessary. Many candidates in industrial design pursue a master's degree to increase their chances of selection for open positions.

Formal training for some design professions also is available in 2- and 3-year professional schools that award certificates or associate degrees in design. Graduates of 2-year programs normally qualify as assistants to designers, or they may enter a formal bachelor's degree program. The Bachelor of Fine Arts degree is granted at 4-year colleges and universities. The curriculum in these schools includes art and art history, principles of design, designing and sketching, and specialized studies for each of the individual design disciplines, such as garment construction, textiles, mechanical and architectural drawing, computerized design, sculpture, architecture, and basic engineering. A liberal arts education or a program that includes training in business or project management, together with courses in merchandising, marketing, and psychology, along with training in art, is recommended for designers who want to freelance. Employers increasingly expect new designers to be familiar with computer-aided design software as a design tool.

The National Association of Schools of Art and Design accredits more than 200 post-secondary institutions with programs in art and design. Most of these schools award a degree in art, and some award degrees in industrial, interior, textile, graphic, or fashion design. Many schools do not allow formal entry into a bachelor's degree program until a student has successfully finished a year of basic art and design courses. Applicants may be required to submit sketches and other examples of their artistic ability.

Individuals in the design field must be creative, imaginative, and persistent and must be able to communicate their ideas in writing, visually, and verbally. Because tastes in style and fashion can change quickly, designers need to be well read, open to new ideas and influences, and quick to react to changing trends. Problem-solving skills and the ability to work independently and under pressure are important traits. People in this field need self-discipline to start projects on their own, to budget their time, and to meet deadlines and production schedules. Good business sense and sales ability also are important, especially for those who freelance or run their own business.

Beginning designers usually receive on-the-job training and normally need 1 to 3 years of

training before they can advance to higher level positions. Experienced designers in large firms may advance to chief designer, design department head, or other supervisory positions. Some designers leave the occupation to become teachers in design schools or in colleges and universities. Many faculty members continue to consult privately or operate small design studios to complement their classroom activities. Some experienced designers open their own firms.

Job Outlook

Overall employment of designers is expected to increase 36 percent or more for all occupations through the year 2012 as the economy expands and consumers, businesses, and manufacturers continue to rely on the services provided by designers. However, designers in most fields—with the exception of floral design—are expected to face keen competition for available positions. Many talented individuals are attracted to careers as designers. Individuals with little or no formal education in design, as well as those who lack creativity and perseverance, will find it very difficult to establish and maintain a career in the occupation.

Among the design specialties, graphic designers are projected to provide the most new jobs. Demand for graphic designers should increase because of the rapidly expanding market for web-based information and expansion of the video entertainment market, including television, movies, video, and made-for-Internet outlets.

Earnings

Median annual earnings for graphic designers were $36,680 in 2002. The middle 50 percent earned between $28,140 and $48,820. The lowest 10 percent earned less than $21,860, and the highest 10 percent earned more than $64,160. Median annual earnings in the industries employing the largest numbers of graphic designers were as follows:

$39,510   Advertising and related services
$38,710   Specialized design services
$31,800   Printing and related support activities
$31,670   Newspaper, periodical, book, and directory publishers

The American Institute of Graphic Arts reported 2002 median annual earnings for graphic designers with increasing levels of responsibility. Staff-level graphic designers earned $40,000, while senior designers, who may supervise junior staff or have some decision-making authority that reflects their knowledge of graphic design, earned $55,000. Solo designers, who freelanced or worked under contract to another company, reported median earnings of $55,000. Design directors, the creative heads of design firms or in-house corporate design departments, earned $85,000. Graphic designers with ownership or partnership interests in a firm or who were principals of the firm in some other capacity earned $93,000.

Related Occupations

Workers in other occupations who design or arrange objects, materials, or interiors to enhance their appearance and function include artists and related workers; architects, except landscape and naval; engineers; landscape architects; and photographers. Some computer-related occupations, including computer software engineers and desktop publishers, require design skills.

Sources of Additional Information Disclaimer:

Links to non-BLS Internet sites are provided for your convenience and do not constitute an endorsement.

For general information about art and design and a list of accredited college-level programs, contact: National Association of Schools of Art and Design, 11250 Roger Bacon Dr., Suite 21, Reston, VA 20190. Internet: http://nasad.arts-accredit.org

For information about graphic, communication, or interaction design careers, contact: American Institute of Graphic Arts, 164 Fifth Ave., New York, NY 10010. Internet: http://www.aiga.org

JOB DESCRIPTIONS AND SALARY SURVEY

AIGA | AQUENT SURVEY OF DESIGN SALARIES 2004

Position Descriptions

Owner, partner, principal
An owner, partner, principal holds an equity position and has major business responsibility for a firm having employees.

Creative/design director
A creative director or design director is the creative head of a design firm, advertising agency or an in-house corporate design department. In all of these areas, key responsibilities can include the development of graphic design, advertising, communications and industrial design publications.

Art Director
The art director establishes the conceptual and stylistic direction for design staff and orchestrates their work, as well as the work of production artists, photographers, illustrators, prepress technicians, printers, and anyone else who is involved in the development of a project. The art director generally selects vendors and, if there isn't a creative director on staff, has final creative authority.

Senior designer
The senior designer is responsible for conceptualization and design of solutions from concept to completion. In some firms, a senior designer directs the work of one or more junior designers, who generate comps and create layouts and final art. In some cases, senior designers do not manage staff but are designated "senior" because of their authority in design decision-making.

Designer
A designer is responsible for conceptualization and design of graphic applications such as collateral material, environmental graphics, books and magazines, corporate identity, film titling, and multimedia interfaces, from concept to completion.

Entry-level designer
An entry-level designer is one to two years out of school and requires mentoring in all aspects of design conception and implementation.

Solo designer
A freelance or self-employed design professional works independently of a company and has no employees.

Print production artist
A print production artist has a working understanding of layout, type and color, and is able to take instructions from a designer to create a complete layout, working proficiently in Quark, Photoshop, and Illustrator. Responsibilities also include producing final files that image properly to film.

Print production manager
A print production manager is responsible for managing the process (bids, scheduling, production and delivery) of producing publications, from concept through production, including photography, separations, and four-color press work as well as digital production. Print production managers are strong project managers, managing multiple jobs simultaneously. In some cases, a proficiency in Quark, Illustrator, and Photoshop is desirable in this role.

Web designer

Web designer
A web designer determines and develops the look and feel for sites, and is responsible for site navigation design and visual execution.

Web developer (front-end/interface systems)
A front-end developer uses HTML/JavaScript/ASP/ColdFusion and other tools to develop static and dynamic web pages.

Web producer, senior producer, executive producer
A web producer organizes web development teams and ensures adherence to budget, schedule and design of website development.

Content developer
A content developer is also known as a web writer or editor. He or she is responsible for the production and repurposing of text/graphic/audio content on sites.

Marketing manager, new business manager, director
A marketing or new business professional is responsible for seeking business opportunities, developing proposals and marketing the firm's practices.

DESIGN PROFESSION SALARIES

2003 Compensation	Total Compensation (median)
Owner, partner, principal	$100,000
Creative/design director	$85,000
Art Director	$65,000
Senior designer	$55,000
Designer	$41,200
Entry-level designer	$31,000
Solo designer	$55,000
Print production artist	$40,000
Print production manager	$52,500
Web designer	$50,000
Web developer (front-end/interface systems)	$55,000
Web producer, senior producer, executive producer	$65,000
Content developer	$55,000
Marketing manager, new business manager, director	$75,000

Above data from the *Aquent Survey of Design Salaries 2004,* published by American Association of Graphic Artists (AIGA).

JOB LISTINGS

Graphic Design Jobs

Job No: 3902

Title: Design Managers
Location: Geneva, Switzerland
Salary: $100-130,000, depending upon experience (160-180,000 Swiss francs)
Description: Our $50 billion global client company creates and builds brands that improve consumer's lives starting with the discovery of unmet needs. Products are in categories of Personal and Beauty, House and Home, Health & Wellness, Baby & Family and Pet Nutrition and Care. One of the company's core competencies is a fast growing world-class design management organization that reports to the CEO. Design managers who are passionate about design and have the leadership qualities to sell ideas in a winning and positive manner will do well here. All design is done by outside design firms to briefs developed by design managers working with R&D and marketing. This is an opportunity for real and responsible design decision-making as this organization evolves.

Job No: 3900

Title: Package Design Managers
Location: Midwest, USA
Salary: $60,000-130,000, depending upon experience
Description: Our $50 billion client company creates and builds brands that improve consumer's lives starting with the discovery of unmet needs. A core competency is a world-class design organization that reports to the CEO. Design leaders with their own way of thinking and doing will find an opportunity here for real and responsible design decision-making as this organization evolves.

Job No: 3897

Title: Design Director
Location: Boston area
Salary: $70,000-90,000 base
Description: Our client, a design consultancy whose projects range from branding and identity to print and interactive is looking for a Design Director. This person will be responsible for the creative direction, quality, client satisfaction and profitability of projects under his or her direction. Will also set the standard for strategic thinking and creativity, participate and conduct brainstorming sessions as well as write creative briefs, and present design concepts to clients.

The company is growing and ability to direct the activities of and motivate designers and project managers, interactive producers and outside creative from start to finish is essential. Also participate in hiring.

Must be equally proficient and interested in brand, print and interactive striving to raise the bar of design excellence, searching for new processes to develop smart and timeless solutions for the clients. Keep current with client industry-specific news, be comfortable and proficient in time management and budgetary issues, and participate in billing and collection.

Job No: 3894

Title: Design Director
Location: New York, NY
Salary: $90,000 - $100,000 range, depending on experience
Description: Our client is a pioneering firm in the world of corporate identity and communications. Their client roster reads like a "Who's Who" list of corporate America, and they pride themselves in the close partnerships they develop with them. With the understanding that communications aren't just "about the company, they are the company," they develop strongly branded experiences for their clients' audiences (customers, shareholders, employees, etc) in physical structures, advertising, print communications, and online. Their classic large corporate identity programs run the full spectrum - from new names and logos to signage

systems and vehicles. They are looking for a design director to work on one of their major accounts.

Job No: 3893

Title: Senior Project Manager- Print Advertising
Location: Amsterdam (EEU citizens only, please)*
Salary: ? 45.000 per year inclusive of 8% holiday pay
Description: Our client is an international agency with offices in Portland, New York, Amsterdam, London and Tokyo. Their key strength is brand building and understanding cultural trends. As a result, they have made well know brands part of the shared cultural landscape. There are approximately 150 employees in Amsterdam. To join this environment you must have energy, enthusiasm and team spirit. You also need to be self- motivated, willing to take on responsibility, be well organized, pay attention to detail and able to co-ordinate and communicate in difficult circumstances. Previous experience in similar creative environment is preferred.

Job No: 3882

Title: Creative Director of Branding and Packaging
Location: New England small city
Salary: Depends upon experience
Description: A person of vision, exceptional talent and intelligence is needed to lead a graphics team with the creative juice and understanding of how graphic design enhances packaging communications and/or merchandising strategy. Able to absorb and translate the strategic approach developed by strategists and lead the designers in the hands-on development of concepts that are responsive to the overall program goals. Be an excellent project manager, sensitive to budget and deadlines and able to motivate and lead other designers. Our client is a leading multi-disciplinary successful established, well-known design firm with blue chip national and global clientele. Clients are makers of personal care, tools, office, and do-it-yourself products, and sometimes food and beverages.

To ensure your consideration for this position, please put job number in subject line and customize your resume to reflect requirements and experiences called for in the position description. Also customize your cover letter to include information asked for in Candidate Information on our website. Many, many thanks for your cooperation.

Job No: 3848

Title: Production Services & Operations Manager
Location: Los Angeles
Salary: $100-130K + bonus
Description: Need a talented individual with excellent managerial, administrative, organizational and communication skills to lead the Production Services team within a larger corporate MarComm department. While you will be a key player and part of the management team of this marketing communications department, you will be the employee of an outsourcing company and manage their team of production, editorial, technical and administrative personnel. Given the nature of this relationship, we need a manager with exceptional communication and customer service skills; capable of balancing the needs of the production services team while maintaining a customer focus that ensures highly quality and cost-effective delivery of services.

The role encompasses all duties related to departmental leadership and process management, including team planning, forecasting, metric reporting, process mapping, efficiency engineering, etc. Candidates should have experience with process reengineering and change management. Corporate experience mandatory, six-sigma ideal. You will use your expert client relationship management skills to maintain a partnership with the corporate client and proactively develop team, production and technology improvements to meet their demands.

You must also be an excellent and compassionate people manager, brining a mature and

steady personality to the day-to-day relationship with both your staff and clients, and act as the champion of quality and accountability for the department.

Job No: 3766
Title: Art Directors, POS (Wine & Spirits)
Location: Northern California
Salary: Base salary DOE + bonus and relocation
Description: World-class winery is on the hunt for image-conscious POS Art Directors with 3-5 years experience in wine or distilled spirits. This is an ideal opportunity for designers looking to make a lifestyle change.

With vineyards throughout the heart of wine country, our client is within a 90-minute drive of downtown San Francisco, Sierra Nevada, Yosemite National Park and the Pacific Ocean. Urban transplants to the area cite quality of life, a revitalized downtown, affordable housing, and easy access to skiing, boating and hiking as key benefits. An excellent place to raise a family or simply settle down to a more relaxed pace. For those who experience withdrawal living too far from the urban sprawl, the East Bay is only a 45-minute commute with shuttle vans available during rush hours.

Over the past six and a half decades, this winery has become a leader in the art and science of grape growing and winemaking; and in the distribution and marketing of wines worldwide. Their portfolio of products reflects the wide variety of choices demanded by today's consumer, in every style, category and price range.

POS Art Directors are responsible for designing many projects simultaneously from inception through production. Assignments are a wide range of POS projects and collateral materials for many wine brands. Collaborate with marketing, the internal photo studio, structure department and mechanical department. Art Directors must excel at both idea generation and execution (i.e., strong computer skills), and possess exceptional typographic skills, color sense and experience art directing photo shoots. Some exposure to copywriting is desirable.

While our client has a strong preference for candidates from wine, beer and distilled spirits industries, candidates with experience working on POS projects for other image-conscious consumer products are encouraged to apply. Such industries include cosmetics, personal care, fashion, confectionary, tobacco and some luxury items.

Job No: 3840
Title: Interaction Designer
Location: Pacific Northwest
Salary: $65,000 - $80,000 (depending on experience)
Description: World-class and pioneering design consulting firm needs an accomplished interaction designer with 4-5 years of experience to join their "A-List" team. Work on a wide range of projects, primarily but not limited to consumer electronics with embedded screens and displays (handhelds like cell phones, PDAs, etc.) and other consumer products and appliances. Only looking for candidates with significant experience dealing with interaction issues related to hard product, where the alignment of software and hardware is key to a successful interface. If you have worked only on web sites or software applications, this is not the right job. Expertise in standard graphic design software required (Illustrator & Photoshop). Proficiency in Director (Lingo), Flash (Action Script) and HTML would be extremely helpful.

The designer can have roots in either industrial design or graphics. A background in cognitive psychology or human factors is also possible, provided that you have strong visual design skills. Must have significant experience participating in user research and/or working with usability experts. Passionate about the field and keep up with the latest trends in technologies and interaction design   like ambient intelligence and gesture-based interaction. Any experience managing client relationships, project budgets, schedules and freelancers are an added bonus.

Cultural fit is as important as the skills and talent you bring to the table. No big egos! You must understand and value collaboration and fit into the collective consciousness of the studio. Will consider candidates from anywhere. If you have the talent and desire, let us know who you are.

Email resume (PDF or Word doc only) to jragaza@ritasue.com. Put "#3840" in the subject line of your email. Include a cover letter in the body of your email, outlining your interest, availability and whether relocation would be necessary. Also send 5-7 samples of relevant work (web site or PDF preferred, otherwise

Interactive Designers
San Francisco
$50-80k
Very edgy agency, which specializes in the youth market product range, is looking to grow their pool of talent in the interactive realm. If you have several years under your belt and can design very cool online graphics for sports and gaming technology this could be your gig. Send a resume to rita@rga-joblink.com

Interactive Designer
San Francisco
$50-70
Design sites that grab your viewer and don't let go. This agency wants a designer online who can relate to the products 15-30 year olds buy. The clients are sports, tech and music related, the work is sharp. Really sharp. Send resumes to rita@rga-joblink.com

Art Director
Connecticut
$65-75
Remember when there used to be all those great little design companies that provided really nice branding solutions for big companies? Well, there are a few left. This small friendly group works with the big corporations on strategic visuals. They design CI, and print, and now they want to add a full time person to help out with the Web solutions. They have more work than they can handle. The right candidate will have 4 plus years in interactive, with possibly a print background. You will be designing promotional sites, and some ecom. You do need to know some html and flash in order to show your work to clients. Nice people and good quality work. What more can you ask for?

Senior Interface Designer
Australia
$75-85k
80-85 American Go on an Adventure! Senior User Interface Designer for small consultancy in Australia, which designs high-tech hand-held devices. Must have excellent concept work with Information architecture for web, software, and/ or product. Relocation is not included in package.

Associate Creative Director
California
$90-110k
Be the steward for a really cool brand. Oversee the online design for a great online presence. Candidate must have a great approach to concept and be able to look at the big picture when it comes to promoting this company. Your book should consist of online branding and advertising efforts for fun or playful products. Send resumes to rita@rga-joblink.com

Executive Creative Director
Philadelphia
$140-175
Very sharp agency is growing and needs a strong mentor and manager for their creative online

group. The work is clean and corporate in content. Agency is over 7 years old and has weathered the .com storm well. If you have 8+ years of experience and an online work to show send a resume to rita@rga-joblink.com

Creative Director
Philadelphia
$115-125k
Interactive Agency is growing and needs a strong hands-on director with 5+ years of experience in interactive. The clients are corporate, but the work is rather warm and accessible. Candidates should possess excellent skills in the area of usability and interface development. Send resumes to rita@rga-joblink.com

Online Group Creative Director
San Francisco
$140-175k
Very sharp agency with edgy cool clients needs a hands-on Creative guru. You must have at least 8 years of experience and strong management skills in the area of Web design and promotion. This is a mid-size agency with lots of guts. Your work should definitely have the wow factor going for it. The client base for this agency promotes mainly products that appeal to the 15-30 year old active male and female. The work needs to have a sense of energy and urgency to it. Send resumes and samples to rita@rga-joblink.com

Creative Director
West Coast
$150-175
Prestigious Branding Firm is looking for a strong conceptual leader to do hands-on design and management for a multidisciplinary consultancy. The appropriate candidate should have 15 years of experience and a deep understanding of branding strategy. You may have grown into managing brands online, but at one time you worked mainly in the Corporate Identity and Print world. Now manage the whole package with some broadcast identity thrown into the mix. The right candidate is passionate about design, has a positive attitude and shows the proper amount of respect for team members. The company services top accounts, with a West Coast edge to even the most corporate of work. The Creative Director needs to have B2B experience in tech realm. Send resumes to rita@rga-joblink.com

Design Director
New York, NY
$80-100k
Well-known Branding giant needs to grow its interactive capabilities. Candidate should have at least 5+ years of working on Branding online solutions. The work is refined, but fresh not stuffy. An understanding of CI would be a big help. Hands-on design, client contact and the ability to direct others are required.

User Interface Designer
Philadelphia
$30-40
Designer who has some experience and interest in Site architecture and usability factors. Should be able to design and redesign site maps and work out logical page layouts for various web sites. Client is an interactive agency with tight deadlines.

Usability Specialist
New Jersey
$50-70hr
Corporation needs a senior consultant to review Internet, intranet, and extranet for human factors issues. Work with designers to address usability factors. Strong corporate in-house design group, with good resources and nice people. Could go full time.

Senior Packaging Designer
New York, NY
$75-90k
Packaging Studio is looking to add a strong designer to their group. You should have 6+ years of experience designing consumer-packaged goods. The look is a bit lighter and more elegant than the rest of the pack. Food and beverage experience necessary.

Design Director
Connecticut
$90-115
Hands-on creative, needed for small packaging design firm, with big clients! They are growing and want someone who is ready to grow with them. Design and help manage the creative group. Most clients are food-packaging corporations. Their design work is lovely and so are the people who work there. No egos, allowed. Candidate should have 6+ years of experience in the consumer-packaging realm

Creative Director / Retail
Midwest
$100 000 +
Take the creative point in development of a graphic design studio within a leading retail design architecture office. While in position as the creative authority and expert in the graphic design area firm wide, including EGD programs, there will be an emphasis on leading development of new services in branding for specialty retail clients. To be successful you must be able to operate in a multi-disciplinary environment, with a wide range of clients, as part of a diverse leadership team. Experience in retail programs is required; environmental graphics desirable. E-mail resume, with client list and samples if possible, directly to jacqz@rga-joblink.com.

Packaging Design Director
Wisconsin
$65-80k
Really wonderful consultancy with a great working environment needs another leader for their mid-size packaging design firm. Service top of the line clients while living in a great place to raise a family. 5+ years of experience. Your book should consist of packaging and branding work for a mix of food and consumer goods companies.

Design Director
Singapore
$90-115k
A Canadian Brand Consulting Company is starting a Singapore office and offering a terrific fresh opportunity to join a company with sharp strategic thinking, fresh concept design and significant career growth opportunities. They are seeking hands-on creative individual with 7 to 10 years experience in both consumer packaging and corporate design to maintain the standard of excellence and general design direction that will reinforce their competitive advantage. The right person must be able to provide insight, leadership, professionalism and dedication to create enthusiastically satisfied clients. S/he will direct, mentor, and motivate design staff to ensure they are prepared to effectively develop creative solutions that support the company's business needs. Has the ability to assess existing and potential strategies and executions, develop proposals and briefing documents for internal and external purposes. S/he will manage and oversee the design services to ensure the creative output meets or exceeds the standards that this company has achieved. S/he must be able to develop, manage and promote systems and protocols to optimize efficient use of the studio to increase profitability. Candidate will report directly to the VP Design Strategy, and will have a direct relationship with company employees, clients, vendors, ad agencies and research firms.

Design Director
Seattle
$90-115k
Small branding/packaging Consultancy in Seattle needs a hands-on Design Director. This person should possess a very clean almost European style-packaging book. A Design Diplomat who can present and impress clients is a necessity. Your background may include software packaging, or a mixed bag of consumer packaged goods, but the look should be understated and refined.

Packaging and Print Designers
Pennsylvania
$60-90k
Packaging and Design Consultancy south of Philadelphia needs a New Design Director. The company focus is fortune 500 clients, but the work is diverse and lively. A background in consumer goods packaging is a necessity. Manage, Mentor and Design with a talented staff in this mid-size firm.

Designer
New York, NY
$40-55
Mid-size busy consultancy is ready to add a junior to mid-level packaging designer. Your book must exhibit experience designing for big brands. 2+ years of experience is necessary for this position. The company is great, and the clients are top of the line.

Packaging Senior
Chicago
$65-75
A company with an amazing packaging portfolio is expanding their ranks in Chicago. Their work is a great combo of color, form, and function. They service fortune 500 companies and provide them with great branding solutions. Join a terrific group and design mass-market goods, with better than mass market looks. 4+ years of experience necessary. Strong computer design skills and an innovative portfolio are required.

Senior Packaging Designer
Chicago
$60-80
Really great little consultancy outside Chicago. They service the top fortune 500/100 companies in the Midwest. The packaging work is sharp, and the office environment is great. Lots of client contact and hands-on design for well-known food brands.

Design Director
Connecticut
$80-115
Surprisingly Fresh packaging design is needed for this private label design firm. Manage process and be hands-on developing programs that deliver strategic works of art. You must have a sense of humor and a light touch. The whole idea is to elevate the private brand to a new level.

Design Manager/Designer
Midwest
$60-80
Work with a large design consultancy, known for its great client relationships. In other words these are not replacements but additional job listings, because they just keep getting more work. The projects range from personal care to food packaging. The work is strongly strategic and well researched before arriving at design solutions. You will manage and be hands on. Experience with large projects/corporations is necessary.

Art Director
New York, NY
$60-100K
Join the new business ventures team of the most amazing, fun, environmental design group around. The work is print, highly conceptual, lots of proposals, variety that will extend from retail stores, to restaurants, banks, an on. Send your resume to marion@rga-joblink.com

Sr. Designer
New York, NY
$75K
Join this amazing creative group of major magazine publisher. You will be handling multibook advertising, and corporate imaging for three brand new lifestyle and entertainment magazines. Prior experience with magazine promotion not necessary. A strong and varied portfolio is. Send your resume to marion@rga-joblink.com

Art Director
New York, NY
$85K
Join this hot entertainment agency to work on collateral, brochures and ads for a major cable channel. The work is design oriented, directed to the trade. Previous entertainment experience not needed, but the ability to work with Photoshop, product shots a must. Email resume to marion@rga-joblink.com

Sr Designer/Art Director
New York, NY
$64-70
Rare opportunity to join the promotional design department of a major cable organization serving several popular cable networks. Design, art direct posters, collateral, promotional pieces. Must be able to chew gum and skip rope simultaneously. Email your resume to marion@rga-joblink.com

Designer
New York, NY
$54-60K
Magazine promotion designer. Join the corporate design group for major magazine publisher. Wonderful projects, great group, hi-visibility. Some magazine experience is preferred. Email resume to marion@rga-joblink.com

Design Director
New York, NY
$open
Major agency's branding division has just landed a huge tobacco account. We are looking for a Design Director who can manage a group of people and run a project. The client would prefer that the position begin as freelance, but don't let that stop you if you are not in that position. MUST have tobacco experience. Email your resume to marion@rga-joblink.com

Design Director
New York, NY
$85-95
An opportunity to push the envelope as far as it will go. This exceptional design consultancy, with a solid corporate base, is moving into several new, wonderful areas of entertainment, media, cultural institutions, and publishing. We are looking for someone whose work has a definitive edge, very concept driven, out of the box. You will be in a position to drive the design to heights. This person must be smart, articulate, and able to represent the company and sell ideas. Email your resume to marion@rga-joblink.com

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EVALUATION OF FACILITIES AND EQUIPMENT

EVALUATION OF FACILITIES AND EQUIPMENT

The Visual Design and Web Media program (VISD) currently utilizes three classrooms, two computer labs, and one resource room. The program provides printing services to students and has limited numbers of cameras, laptops and other design tools available for checkout. Every effort is made to provide adequate labs, the latest computers, design software and as much access to them as possible.

Business 309 is a classroom dedicated as senior studio space. The adjoining resource room, Business 309A, is also used by VISD seniors as a design project center where students meet with real clients and provide design services to the university, local community and West Michigan businesses and non-profit organizations. This room contains a computer, color laser printer, black and white laser printer, phone, fax machine and a design resource library to support this activity. Wireless connectivity to servers and the Internet should be in place by fall 2004.

Business 311 has 20 drawing tables, lamps, a sink and a small area that can be used by a few students for cutting and mounting work to boards. This room does not have a teaching station or projector. This room is used primarily by freshmen for design and drawing classes and space is limited during regular business hours for students to work on projects.

The classroom, Business 313, is used by sophomores and juniors for instruction and critique. It has a teaching station and projector. All three of the classrooms have rails and cork strips used to display student work.

Ferris State University's VISD program, like the industry, is very dependent on technology. The computer platform predominantly used by the design industry is the Apple Macintosh. The Visual Design program currently uses two computer labs. Business 109 lab has 20 Macintosh G4 computers that are 4 years old and is available to all sophomore, junior, and senior level Visual Design students. There is one scanner and one black and white laser printer in this lab.

Business 110 has 27 G4s and one G3 Macintosh computers that are 5+ years old. This lab is designated as our entry-level lab and serves Visual Design freshmen, as well as students from other curricula such as Advertising and Public Relations, through the VISD service courses provided for these programs. There is also one scanner and one black and white laser printer in this lab.

VISD students print regularly in color and black and white to proof projects, produce final comps for critiques and to create final mounted work for their portfolios. One color laser printer and one tabloid black and white laser printer are available to VISD students using Business 109 and 110 and are located behind the student service counter in Business 108. There are 8 low-resolution digital cameras and 3 digital video cameras that are 4+ years old available for checkout at this location.

The program provides 10 laptops ranging from 2 to 5 years old that are available for student checkout. These laptops are used by students at all levels and are in high demand.

All design software used by the program is the most current version. This is achieved by purchasing software maintenance from software development companies that provide automatic updates as they are released for a period of two years. Software maintenance is a very cost effective way to keep titles current but it requires a budgeted biannual financial commitment.

Technical support is provided by the Business Technology Consortium, which consists of one shared full time technician and two part time student technicians. The VISD program is just one of several areas that they support, and even though they are hard working and diligent, supporting 70 student computer workstations and 6 faculty workstations, in addition to all of their other responsibilities, places great demand on them.

The VISD program does not have adequate computer lab support. Technicians are not able to devote the time needed to solve problems that arise daily. In most situations student technicians are the primary support for the VISD program and because they are learning as they go, response time is not what it should be.

Faculty and students rely on computers and hardware that are working well all the time but especially during the hour and fifty minutes used for classroom instruction. When computers, servers and scanners are unavailable it stalls the educational process and this is too often the case.

The primary source of funding/support that has purchased computers, software, scanners, cameras, drawing tables, desks and chairs for the Visual Design program has been the Carl Perkins Vocational Education grant. There is no guarantee that these funds will be available from year to year and many times are not. A student fee was initiated beginning in the fall of 2003 and each semester $100 is collected from each student. This is used to pay for all VISD printing costs and maintenance and allows for some software updates.

Goals for the VISD program's facilities include increased accessibility to labs, dedicated lab space for each level of the program (freshmen through senior) and a much needed space to spray, mount and craft projects. Students have limited access to computer labs and classrooms after regular business hours and don't have any space to use spray mount and cut, so they end up using spray adhesives in hallways, residence halls and outside, which affects the quality of their craft. Access to labs is also restricted during holidays, football games and at the end of the semester because the budget has been depleted. These are important work times for VISD students and space should be made available.

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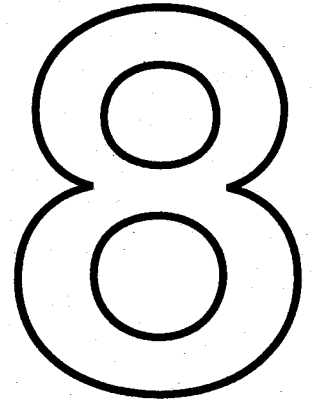
CURRICULUM EVALUATION

CURRICULUM REVIEW

The Visual Design and Web Media (VISD) two-year Associate in Applied Science degree curriculum is for students who are interested in exploring career possibilities in Visual Communication, Graphic Design, or Digital Media disciplines. In addition, it serves as a 2+2 to ladder into alternative Ferris State University degree programs such as Advertising, Public Relations, Television Production, and Technical Communications to name a few. The VISD four-year Bachelor of Science degree curriculum is for students who are interested in full-time undergraduate study leading to entry-level professional employment in Visual Communication, Graphic Design, Web Design or Digital Media disciplines.

Students in the VISD program take core studio courses throughout all four years, supported by Marketing and other Business courses. In addition, we consider general education to be an essential part of the education of a professional designer, and so require all students to take a substantial number of general education courses offered by other departments throughout the university.

The First Year: Discovery

All VISD students participate in the same first-year program, which provides a broad base in fundamental design processes and techniques, principles of composition, color theory, and ideation methods. Students learn new ways of seeing, understanding, and recording familiar objects. Basic computer hardware, peripherals, internet applications and programs (page layout, illustration, and photo manipulation) are part of the first-year experience.

The Second Year: Expanding Skills

VISD students expand their skills by learning and applying the terminology and basic principles of design and composition to typography, and photography used in print and web applications. Exploration of unique ways of combining words and images for effective communication is encouraged in Typography. Photography encourages new ways of seeing while learning the basics of creating film and digital images. Computer skills are enhanced with courses in image manipulation, page layout, HTML, and web authoring.

Successful completion of the first two years of courses required in the VISD program culminates in the completion of a print and digital portfolio and an Associate in Applied Science degree. Students electing to continue in the VISD bachelor degree program must have a 2.75 in their VISD courses and present a print and digital portfolio of their work to a Portfolio Review panel of Visual Design faculty. The student portfolio is reviewed to assess skill level mastery.

The Third Year: Concentration and Development

The junior year courses begin to pose increasingly complex design problems similar to those faced by professional designers. These require students to use their creative, technical, and theoretical skills. Marketing principals are utilized to define the audience and solve the communication problem in an appropriate manner for that audience. Team projects are introduced to expose students to the skills necessary for group activities and develop the interpersonal skills necessary to communicate and relate to each other for the good of a common goal. Computer skills are enhanced, through the use of page layout, illustration, photo manipulation, and web authoring software as appropriate, to produce design solutions. Computer courses focus on flash animation, advanced web techniques, and digital prepress.

The Fourth Year: Integration and Application

In the senior year, primary emphasis of the studio experience is on design application and portfolio preparation which consists of both individual and team projects. Projects are multifaceted and require analysis, concept development, communication planning, and integration of media such as advertising, packaging, environmental design, exhibit design, and digital media to appropriately solve a design problem.

Design Michigan Exhibition
STA 100 (3 years)
AIGA Posters exhibit (2 years)
Women in Design exhibit (3 years)
Bienále of Graphic Design, Brno, (3 years, including a gold medal)
IABC Gold Quill award
AIGA Packaging exhibit
NY Art Directors Exhibition (5 years)
AIGA Just Type exhibit
AIGA Design Leadership Award to Herman Miller design team
Smithsonian Institute National Museum of Design Collection
Herman Miller Outstanding Employee award
Herman Miller Outstanding Team award
AIGA Invitations Only exhibit
Graphic Design in America exhibition, Walker Art Center
ADDY Awards (10 years)
Kendall/Ferris Faculty exhibit
Western Michigan University Centennial Celebration: 100 School of Art Alumni honoree

O. Professionally Related Community Activities (1996 – present)
Art direction of communication projects for the following community
activities/organizations:
Big Rapids Community Foundation fund-raising brochure
Chamber of Commerce billboards
Big Rapids Library identity program
Black River Bistro identity
Canadian Lakes Property Owner's Corporation identity program
Hospice of Big Rapids Christmas card
Grand Rapids American Marketing Association conference promotions (2 years)
MS&R Architects library capabilities brochure
Gretchen's Landing services brochure, postcards, and stationery system
Reckley Associates overview brochure
ReThink retail store identity program
American Spinal Research Organization logo and stationery
Creative Benefits presentation folder, stationery, and overview brochure
Impact Fab logo and stationery
K&M Fabricators sculpture division promotional brochure
Children's Assessment Center bookmarks/posters/bus cards (2 years)
Children's Assessment Center 10th anniversary fundraising event
Children's Assessment Center overview brochure and trade show exhibit
Village Belles Realty identity program
Green Genie identity program
Blackpoint Classic Wooden Boats web site
Gilson Graphics identity program
K&D Accessories identity program

Gazelle Sports events calendar (3 years)
5/3rd River Bank Run theme, logo, promotional materials (2 years)
Reeds Lake Run logo, promotional materials
Reeds Lake Triathelon logo, promotional materials
RunGazelle.com running club identity program
Grand Rapids Bridge Run identity program (2 years)

P. Submission Date
August 2004

VITA | ALISON STONE

VITA 2004

A. Personal Data

Name: **Alison Griswold Stone**
Rank: Assistant Professor
Tenure Status: No
Tenure Track: Yes
College: Business
Department: Marketing
Teaching Experience:

2002 to present	Ferris State University Level: Freshmen, Sophomore *Areas of involvement:* Typography, Typographics, Computers in Visual Media, Computer Graphics in Visual Media.
2001 to 2002	Ferris State University, One-year temporary Level: Freshmen, Sophomore *Areas of involvement:* Typography, Typographics, Computers in Visual Media, and Computer Graphics in Visual Media.
1996	Kendall College/Ferris State University, Instructor *Area of involvement:* QuarkXPress

B. Education Background

2004	MS in Career and Technical Education Ferris State University
1990	BS in Visual Communication Ferris State University

C. Experience Other Than Education

Summer 2003	Fairly Painless Advertising, Holland, MI Freelance Graphic Designer *Responsibilities:* Production and layout for Spartan Stores, Spartan Brand Packaging
2000 – 2001	Fairly Painless Advertising, Holland, MI *Responsibilities:* Graphic Designer, Digital Asset Manager, Production for Herman Miller, SQA, Sligh, Spartan, Three Chairs, Butch's, Holland Area Arts Council, Boys and Girls Club of Holland, Johnson Controls, Whirlpool
1996	Kendall College/Ferris State University, Grand Rapids, MI *Responsibilities:* Instructor for introduction class in a design/multi- media series
1995 – 2000	Stone Design, Grand Rapids, MI *Responsibilities:* Freelance Design and Production for Fairly Painless Advertising, Felder Communications, Hunsberger/Stap, Big Event Studios, Biggs and Gilmore, Wagner Communications, Dominion Automotive, Spectrum Health, Forest Hills Public Schools

1992 – 1995	Mendenhall and Leistra, Grand Rapids, MI
	Responsibilities: Art Director, Account Supervisor, Macintosh Systems Supervisor for Dominion Automotive, TargetTech, SaraLee
1990 – 1992	Inwords, Inc., Grand Rapids, Michigan
	Responsibilities: Junior Art Director for Blue Cross and Blue Shield, Logie mayoral campaign, East Hills Athletic Club, Grand Rapids Ballet Company
Summer 1987, 1988, 1989	Office of Public Affairs, Publications Ferris State University,
	Responsibilities: Art Department Assistant and Designer FSU Annual Report 1989

D. Professional Memberships

2001 – present	American Institute of Graphic Arts (AIGA), National American Institute of Graphic Arts (AIGA), Chicago Chapter
Formerly	Society of Typographic Artists West Michigan Ad Club

E. Professional Meetings Attended:

Meetings not attended on a regular basis, AIGA closest meeting in Chicago. See Professional Growth for attendance at events and conferences sponsored by this organization.

F. Papers Presented

G. Publications

H. Other Research Activities

Computer Software programs: Adobe Illustrator, Adobe Photoshop, Adobe ImageReady, Adobe GoLive, Macromedia Dreamweaver, QuarkXPress, Word, Excel, PowerPoint, Keynote, OSX, OSX Jaguar, OSX Panther

I. Consulting

J. Professional Growth Activities

2004	Online Pedogogy lecture
2004	Summer 2004 Art History Study Abroad to Rome, Florence, Paris
2004	ADDY Awards Show, Grand Rapids
2003	Alison Popp, BBK, web design lecture
2003	Scott Osborne, Fairly Painless Advertising, advertising lecture
2003	Seek Design Conference, Paula Schuer keynote speaker, NIU, DeKalb, IL
2003	Creative Smack Down panel discussion Bagel Beanery Branding Session, Grand Rapids
2003	Martin Venesky, Professor, California College of Arts and Crafts lecture, GVSU
2003	2002, 2001 Mead Annual Report Show

2002	Visual Communication Career Day, Kendal College of Art and Design
2002	Pave Your Way Student Design Conference, MSU East Lansing, MI
2002	Dana Arnette, VSA Partners speaker, MSU East Lansing
2002	Creative Smack Down panel discussion, topic "What are employers looking for when hiring graphic designers and what's it like working for an agency", The Polishing Center, Grand Rapids
2002	AIGA Future/History, Design Education Conference, Chicago
2002	Lilly North Conference, Ferris State University
2001	Cheryl Bell, Fairly Painless Advertising, logo design lecture
2001	Lana Rigsby, Rigsby Design lecture
2001	Completed Preparing for Your First Semester WEBCT course
2001	Completed the new faculty orientation workshops hosted by the Center for Teaching, Learning, and Faculty Development

K. Institutional Services Performed

University-Wide

Substance Abuse and Health Prevention Committee, secretary

College-Wide

| 2002 | College of Business Dawg Days faculty representative |
| 2002-2003 | First Impressions table |

Department-Wide

2004	Coordinator AIGA Student trip to New York City
2004	Program Review Committee, document layout and production
2001-2004	Arranged for AIGA Student Group guest lectures
2002-2003	Coordinator Spring Student Gallery and Reception
2003	Coordinator AIGA Student weekend trip to Chicago
2001-2004	AIGA Student Group Advisor
2002	VISD Facilities Review Committee
2002-2003	Portfolio Review Senior Visual Commutation
2003-2004	Coordinator of Student Exhibit, Spring 2003
2001-2003	Coordinator VISD Day of Discovery student recruitment event

Coordinator VISD Sophomore Portfolio Review Committee

| 2001-2003 | Coordinator VISD Sophomore Portfolio Prep Day |

VISD Student Recruitment Individual Tours

L. Reading of Related Professional Materials

Communication Arts, HOW, CYMK, Step, Print
AIGA Design Business and Ethics, Trace AIGA Journal, AIGA Educators Resource
Various books on: Design, Typography, Software Programs, Color, Leadership, Assessment, Education

VITA | KATHLEEN VANDEMARK

<center>Vita</center>

A. Name: Kathleen G. VanDeMark
   Faculty Rank: Assistant Professor
   Tenure Status:
   Tenure Track: Yes
   Years of Teaching Experience: 7

B. Education Background
   1972   Bachelor of Fine Arts Michigan State University
          Graduated with Honors
          Major: Art Practice (Painting, drawing, printmaking)
          Minor: Art Practice (ceramics, jewelry, sculpture)
          Major: Education: Art Education K-12
   2001   Masters Curriculum and Instructions Degree at Ferris State University

C. Prior Experience not in Education
   2000-2001   Board Member Artworks, Humanities Council of Mecosta County
   1996-1999   Ferris State University: Director of Exhibitions Rankin Center Gallery
   1990   Traverse City Arts Council: Hung "History of the Body" for Exhibit
   1987   UICA Grand Rapids: Hung "History of the Body" for Exhibit
   1974-1976   Bloomfield Open Hunt Club: Groomed Hunter-Jumpers and Dressage
               Horses

D. Professional Memberships
   AIGA, American Institute for Graphic Arts
   Michigan Museums Association

E. Professional Meetings Attended
   2002   AIGA Conference Chicago, October 10-12
   1998   Michigan Museums Association Annual Meeting Kalamazoo
   2003   AIGA Student Conference Northern Illinois University,

F. Papers Presented

G. Publications
   "The Priestess" Two illustrations for John Cullen's poem "The Priestess"

   "A History of the Body" Five illustrations for Linda Nemec Foster's poetry
   Published by Alan Cornblum Coffee House Press Minneapolis Minnesota 1987

   "The Baba Yaga Poems" One cover illustration for Linda Nemec Foster's poetry
   Published by Ridgeway Press 1989

   "Heart Association" Twelve illustrations and visual text hand-made book for
   exhibition in University of Michigan Handbook Exhibition in the rare book
   collections of the Graduate Library James Fox director and curator

G. Publications (continued)

"The Nature Company" Commercial Catalog and store chain: collection of baby animal illustrations for clothing line 1992

Logo of Midwest Dressage Association's August Midland Show 1992

Cover for Magazine of the Traverse City Arts Council's fall preview of Exhibitions 1990

Series of Butterflies from Nature reprinted by Xerox Copy for Sara's Flowers retail outlet

H. Other Research Activities

2002 Purchased an etching and woodblock printing press

2003 Added copperplate drypoint

I. Consulting

Area consultant for fiber work: spinning, sources for fiber, sheep husbandry

Area consultant of artists and galleries: networking to match artists with galleries and exhibitions.

J. Professional Growth Activities

Maintain a permanent studio for painting, drawing and woodblock print-making twenty hours weekly spent in studio time

Subscribe to Art in America, Art News, and a British publication Modern Painters, The New American Painter and Art Calendar

Each semester I choose an artist to research and follow up this research by attending an Exhibition displaying this artists work

Maintain a small herd of shetland sheep and angora goats which supply me with my raw fiber for my fiber arts

Work in series defined by the mediums: Heart Series resulting in twelve large oil paintings dates 1996-1999, Native American wearing blanket series resulted in fifteen large watercolor paintings dating 1994-1999, Trade Horses series resulted in five large watercolor paintings and two large oil triptychs (this series is on-going at this time), Animal skull series part of portal series (this series is on-going at this time), Jimmy Carter: The political War Years series of twelve inch by twelve inch panels depicting purple hearts and text dedicated to the past president, and The Metamorphosis of Debutantes series of twelve inch by twelve inch panels depicting human heart silhouettes and butterflies with women's dresses from the Oscar Night Presentation.

Stocked a printing studio in my home, accommodating relief and drypoint techniques.

K. Seminars, Training Programs, conducted for Business and Industry

L. Professional Presentations

Exhibitions:
Ann Arbor Art Center, Print Exhibition May 21-June 20
Arts Council of White Lake, White River Gallery, May 1-31, 2004

24th Annual National Print Exhibition, May 21-June 30, Fort Wayne, Indianna
All Michigan Print Exhibition, Alma College 2003
All Michigan All Media Midland Exhibition 2003
International Painting Exhibition: Women of the West Dubois Wyoming 2003
4 Women, Exhibition VanSingle Performance Center Grand Rapids 2003
Kendall-Ferris Faculty Exhibition 2003
Tribute to Georgia Okeefe, Juror: Cindy Ford, Grand Rapids, Michigan 2002
Contemporary Icons, Juror: Joseph Green, Holland, Michigan 2001
5 Women in Exhibition: Rankin Center Gallery, Ferris State University 2001
All Michigan Painting Exhibition, Juror: George Liebert,
 Painter, Instructor, Chicago Institute of Art 2001
Muskegon Art Museum 72nd Annual Regional 2000
Oakland University National Women's Exhibition 2000
Artworks Gallery Regional Exhibition 2000
Anna Howard Shaw: Induction Celebration Exhibition 2000
Kendall Faculty Exhibition 1999 FSU
Michigan Annual 26 The Art Center, Mt. Clemens
Muskegon 71st Regional Exhibition All Media 1999
Kendall Faculty Exhibition October 1998
Ann Arbor Arts Council "All American" All Media Exhibition 1998
Michigan Annual 25 The Art Center, Mt. Clemens
Paint Creek All Michigan Competition 1998
Muskegon Art Museum 70th Annual Regional 1998
University of Michigan Handmade Book Exhibition 1998
Exotics: Botanicals by Michigan Artists Alfred Berkowitz Gallery 1997
Michigan Annual 24 The Art Center, Mt. Clemens
8 Women Artists Group Show FSU 1997
Art Center Battle Creek 18th Annual Competition 1997
Regional 69 Muskegon Art Center 1997
Ferris-Kendall Faculty Show 1997
Holland Area Arts Council 10th Annual 1998
3rd Stone Gallery Group Show 1997
Ferris-Kendall Faculty Show 1996
Salon de Refusée UICA Grand Rapids 1996
Michigan Annual 23 The Art Center, Mt. Clemens
All Michigan/All Media Krasal Art Center Juror: Arnold Klein 1995
The Art of Healing UICA Grand Rapids Juror: Marge Kruper 1994
All Michigan/All Media Krasal Art Center Juror: Joyce Sommers 1994
Michigan Annual 22 The Art Center, Mt. Clemens 1994
UICA Grand Rapids Juror: Gilda Snowden 1994
Holland All Michigan/All Media, Juror: George Liebert 1993

One Woman Exhibitions:

Michigan Council for the Arts and UICA "A History of the Body" 1987
Traverse City Arts Council "A History of the Body" 1987
Moonscat Davis Design Gallery 1981

M. Institutional Services Performed

University-wide committees: Ferris State University Renaissance Committee, The
Rankin Center Gallery Advisory Board

N. Recognition and Honors

The Virginia Gerber $1500.00 Award of Execlence in Painting, 2000

"A History of the Body" illustrations for the National Archives

Ferris State University High Honors Masters in Education

Michigan State University, Suma Cum Laude Bachelor of Fine Arts

O. Professionally Related Community Activities

Chairperson for All Michigan Painting Exhibition: Artworks, Big Rapids May-July 2001

Juror for Mecosta County Humanities Council: Artworks Exhibitions

Juror: Kendall College of Art and Design: 1999 Scholastic Arts Awards and Exhibition

Judged Art Exhibit for Spring Time in Paris 1997-1998

Demonstrated fiber arts of carding, spinning and crocheting Mecosta County Fair 1996-1997

Illustrated Cover for the Mecosta County Council for the Arts yearly publication

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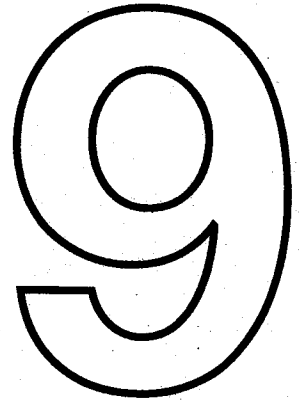
ENROLLMENT TRENDS

ENROLLMENT TRENDS

The data from the College of Business Enrollment Profile Report reflects that prior to the failed merger with Kendall and the program's name change in 2000, enrollment numbers were on a steady increase. After the change of name to Visual Design and Web Media and the confusion surrounding the relationship to Kendall, enrollment numbers have moderately decreased.

This is not unlike the enrollment decrease that took place in 1994-95 when a restructuring plan was announced that would combine Visual Communication, Technical Communication, Technical Illustration and Television Production. This plan never reached fruition due to lack of validity and insight into the diversity of the existing program directions, but hurt enrollment because it was unclear to prospective students of the program's future. The Visual Communication faculty worked very diligently during that time to dispel rumors of program closure through letters, calling campaigns, and on-site visits to high schools. Enrollment again increased when students realized the quality design program that they were seeking was continuing.

This same uncertainty exists now because of the failed merger of programs with Kendall and is being combated with the same techniques (letters, calling campaigns, and on-site school visits to high schools) and with an additional recruiting event, *Day of Discovery,* where high school art teachers and career tech center instructors are invited to bring 5 of their "best and brightest" design students to the Ferris campus and visit with Visual Design faculty, alumni, current students and administrators. This event is beginning to get the word out, especially to those teachers and instructors who help students make decisions about college, and about the Visual Design and Web Media program at Ferris.

Information about the VISD program is difficult to find on the Ferris' website. Words such as "art, "design", "graphics" go to a search list which displays "Kendall College of Art and Design" as the first several links and *Visual Design and Web Media* is far down the list. If cost is an issue, students may turn to Central, MSU, Western or other state schools, not realizing that Ferris offers a more afforable, reputable program within the College of Business—which is not where they would ordinarily look for a design program. This could certainly lower the VISD program's prospective student numbers.

COLLEGE OF BUSINESS
ENROLLMENT PROFILE
Fall Semester

Program	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	% Chg
Advertising	92	84	66	71	78	77	87	63	61	66	8.2%
E-Commerce	0	0	0	0	0	0	0	0	1	2	
Marketing	175	157	166	141	148	91	136	144	117	118	0.9%
Music Industry Management	0	1	10	15	35	49	59	99	116	113	-2.6%
Professional Golf Management	329	280	262	287	290	293	297	298	286	281	-1.7%
Pre-Professional Golf Management	0	0	0	0	0	37	37	58	25	40	60.0%
Professional Tennis Management	70	69	65	73	74	71	69	75	59	50	-15.3%
Public Relations	46	38	38	34	33	39	55	64	69	64	-7.2%
Retailing	26	20	16	16	17	17	5	3			
Retailing (A.A.S.)	15	10	4	4	2	6	2				
Sales	65	39	36	33	39	43					
➤ Visual Design and Web Media	35	36	36	29	36	42	43	46	41	35	-14.6%
➤ Visual Design & Web Media (A.A.S.)	80	70	84	100	106	100	121	99	95	96	1.1%
➤ Pre-Visual Design & Web Media	0	0	0	0	0	1	0	0	1	1	
E-Commerce Certificate	0	0	0	0	0	0	0	0	1		
MKT DEPARTMENT TOTALS	933	804	783	803	858	866	911	949	872	866	-0.7%
ON CAMPUS TOTALS	2213	1986	1851	1836	1963	2068	2155	2280	2042	#REF!	#REF!
MS.ISM	69	63	69	109	118	37	34	47	61	28	-54.1%
MBA										11	
GRADUATE TOTALS	69	63	69	109	118	37	34	47	61	39	-36.1%
B.S. Degree	40	57	56	36	31	53	46	41	42	44	4.8%
AEAS DEPARTMENT TOTALS	40	57	56	36	31	53	46	41	42	44	4.8%
B.S. Degree	0	0	15	61	52	91	78	54	44	51	15.9%
Certificates	0	0	0	0	0	0	0	0	12	1	
CIS DEPARTMENT TOTALS	0	0	15	61	52	91	78	54	56	52	-7.1%
B.S. Degree	143	137	100	86	102	105	119	103	97	92	-5.2%
Certificate									7	1	
MGT DEPARTMENT TOTALS	143	137	100	86	102	105	119	103	104	93	-10.6%
B.S. Degree	13	21	8	25	27	25	12	4	5		#####
MKT DEPARTMENT TOTALS	13	21	8	25	27	25	12	4	5	0	#####
UNDECLARED TOTALS	36	58	29	52	66	40	40	30	40	46	15.0%
OFF CAMPUS TOTALS	301	336	277	369	396	351	329	279	308	274	-11.0%
COLL. of BUS. TOTALS	2514	2322	2128	2205	2359	2419	2484	2559	2350	#REF!	#REF!

Source: Admissions Office - Form MBWC002A (7th Day Count)

COLLEGE OF BUSINESS
ENROLLMENT PROFILE
Winter Semester

Program													
Advertising	128	90	77	69	75	79	77	74	61	60	65	#REF!	8.3%
Public Relations	58	36	36	34	38	35	41	52	69	64	61	#REF!	-4.7%
E-Commerce	0	0	0	0	0	0	0	0	0	3	2	#REF!	-33.3%
Marketing	168	132	107	118	90	94	84	129	139	124	117	#REF!	-5.6%
Music Industry Management	0	0	3	10	17	41	47	61	96	108	103	#REF!	-4.6%
Pre-Professional Golf Management	0	0	0	0	43	27	32	28	43	22	32	#REF!	45.5%
Professional Golf Management	364	311	285	251	239	249	263	257	256	257	240	#REF!	-6.6%
Professional Tennis Management	63	63	64	58	64	69	64	62	64	45	45	#REF!	0.0%
Retailing	32	24	22	16	18	19	13	6	2	0	0	#REF!	
Sales	89	55	34	37	40	43	41	0	0	0	0	#REF!	
Retailing (A.A.S.)	15	11	8	4	2	4	5	0	0	0	0	#REF!	
➤ Pre-Visual Communication	0	0	0	0	0	5	6	5	8	0	5	#REF!	
➤ Visual Design & Web Media	37	39	31	33	27	36	40	43	41	39	31	#REF!	-20.5%
➤ Visual Design & Web Media (A.A.S.)	89	0.3	62	72	84	82	90	97	89	79	89	#REF!	12.7%
MKT DEPARTMENT TOTALS	1043	761.3	729	702	737	783	803	814	868	801	790	#REF!	-1.4%
ON CAMPUS TOTALS	2461	1999	1773	1716	1730	1820	1971	1994	2030	1867	#REF!	#REF!	#REF!
GRADUATE TOTALS	56	62	69	73	112	96	32	56	71	37	36	#REF!	-2.7%
AFES DEPARTMENT TOTALS	38	52	54	55	46	45	43	43	40	44	38	#REF!	-13.6%
CIS DEPARTMENT TOTALS	0	0	13	26	40	60	57	71	53	66	43	#REF!	-34.8%
MGT DEPARTMENT TOTALS	155	142	182	95	93	93	99	101	109	116	95	#REF!	-18.1%
MKT DEPARTMENT TOTALS	0	13	19	25	23	28	18	7	2	0	0	#REF!	
UNDECLARED TOTALS	65	43	44	54	71	44	41	32	25	18	25	#REF!	38.9%
OFF CAMPUS TOTALS	314	312	381	328	385	366	290	310	300	281	237	#REF!	-15.7%
COLL. of BUS. TOTALS	2775	2311	2154	2044	2115	2186	2261	2304	2330	2148	#REF!	#####	#REF!

Source: Admissions Office - Form MBWC002A (7th Day Count)

10

PROGRAM PRODUCTIVITY AND COSTS

VISUAL DESIGN AND WEB MEDIA PRODUCTIVITY AND COSTS

The Visual Design and Web Media program (VISD) is, by nature, time intensive and requires a tremendous amount of faculty and student contact. In order for a graduate to be employed they must demonstrate what they can do through the creation of a professional design portfolio. This requires countless hours of student and faculty interaction to produce and every student's portfolio is unique.

The program is labor intensive throughout, but especially with upper classmen because faculty instruct, as art directors for individual student projects. Traditional tests that can be graded and assessed easily cannot be given.

There is not a set solution to visual communication problems and students, guided by faculty, determine which of many directions is best.

VISD faculty meet with individual students and groups critiquing, giving feed back, responding to revisions and assessing performance. Design courses are not successful with larger sections because of this and are also limited in size by the number of design workstations the program can provide.

Lab time is used for hands-on access to design application with faculty assistance. Expensive Macintosh computers and software can only be provided and maintained in small numbers.

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by Course Prefix within College and Department

Prefix	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Business													
Marketing													
RETG	2002-03	261.00	498.00	501.00	999.00	1.00	1.75	1.75	1.75	261.00	284.57	286.29	570.86
RFIM	2000-01	0.00	0.00	318.00	318.00	0.00	0.00	2.08	1.04			152.91	305.82
RFIM	2001-02	43.00	324.00	280.00	604.00	0.27	2.43	1.63	2.03	161.93	133.24	172.03	297.59
RFIM	2002-03	35.00	352.00	0.00	352.00	1.23	2.27	0.00	1.14	28.51	155.04		310.09
VISC	1998-99	4.00	1,629.00	1,219.00	2,848.00	1.00	7.99	7.99	7.99	4.00	203.88	152.57	356.45
VISC	1999-00	0.00	1,501.00	1,198.00	2,699.00	0.00	7.92	7.33	7.63		189.52	163.44	353.97
VISC	2000-01	0.00	1,640.00	1,241.00	2,881.00	0.00	6.00	6.73	6.36		273.33	184.40	452.63
VISC	2001-02	0.00	844.00	768.00	1,612.00	0.00	7.34	5.20	6.27		114.93	147.58	256.94
VISC	2002-03	0.00	247.00	250.00	497.00	0.00	2.08	1.82	1.95		118.73	137.25	254.75
VISD	2001-02	0.00	501.00	429.00	930.00	0.00	3.67	2.62	3.14		136.64	163.57	295.74
VISD	2002-03	0.00	867.00	765.00	1,632.00	0.00	4.96	4.93	4.95		174.72	155.22	330.01

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CONCLUSIONS

The following is a list of conclusions drawn from the information collected for this Program Review. The conclusions are fall into four major categories *Curriculum, Facilities/Technology, Faculty,* and *Recruiting.*

Curriculum

- Ferris has a quality design program with an established reputation with employers.

- Students and graduates are satisfied with their training. They feel they are strong in basic design, design principles, problem solving, creative skills, and presentation skills.

- Preparation for print design is definitely a strength as evidenced by ratings from students, alumni, and employers.

- If we are going to make a commitment to teach web design, we have to strengthen that area of the program. There were quite a few comments from graduates about a weakness in this aspect of the program and qualified faculty. Since we've only concentrated on this area in the last two years, we may be already addressing these concerns. We may have to offer more course options so students can specialize in print or web, rather than trying to do both.

- All groups surveyed expressed the importance of "real world" experience, either through the Design Project Center or internships. So that an adequate number of projects can be taken on, two instructors need to be assigned to accomplish this in the Design Application class. It is equivalent to running a design business with 15 – 20 inexperienced designers. There are numerous advantages to keeping this training on campus: internship experience without losing a semester, internship experience inclusive of the entire design process, guidance from creative directors with extensive professional experience, public relations and exposure for the program and university locally and regionally, an aspiration for VISD students in lower levels of the program.

- Students and graduates expressed the importance of exposure to design professionals, design studios and ad agencies.

- Employers, graduates, and students feel that being located within the College of Business benefits graduates of VISD.

- Some students, and especially graduates suggested that specialized business classes for VISD students would be beneficial in helping students understand the relationship of design to business and business to design.

- "Web Media" in the name of the program implies that this program focuses on web design, when, in fact, the program focuses on design for all media. The program may attract students who are only interested in web design or web development and they will conclude the program doesn't meet their expectations. On the other hand, the name of the program may sound too technical to others and, if they aren't interested in focusing on web design, they may choose another program or university. They will have missed an opportunity to get exactly what they wanted – a broad based graphic design education.

- There is great interest from graduates for continuing education classes in print and web software and advanced design classes offered by the Ferris VISD program, online and/or based in Grand Rapids.

Facilities/technology

- In order to be successful and to attract students, the VISD program needs to stay current with technology.

- Student facilities/technology are perceived as weak by students and some graduates. Hardware and equipment is getting old and is broken down. Technical support is weak and not timely. Computer lab hours are limited, especially at the end of the semester when there is high demand. Access to studios during non-class time is only available to seniors. Students do not have an area to do "dirty work" required for some classes such as spray paint, spray glue, cutting, mounting, and printmaking.

- As more VISD students purchase their own laptop computers, extension cords in the classrooms connecting laptops to electrical and network outlets are strung across the floors and hang from the ceilings posing a danger to students and visitors.

Faculty

- Students, faculty/staff/administrators, and graduates mentioned that strong teamwork by faculty is a strength of the VISD program

- The program has a qualified, dedicated faculty with professional experience in the field. This was evident as shown in student surveys, graduate surveys, and faculty/staff surveys. In a few cases it was mentioned that faculty must stay on top of technology and current software.

Recruiting

- The quality of students in the VISD program is improving. Students have higher ACT scores and there are more Honors program students each year (third highest number in the University for Fall 2004), but the number of incoming students has decreased slightly. However the number of students retained in the program has increased.

- The Ferris VISD program is a well-kept secret. We are doing a great job, but no one knows it. We became more visible when we were housed in the Kendall building in Grand Rapids, but that opportunity is gone. The program must be marketed, promoted, made visible, and easy to find when high school students are shopping for colleges.

- It has been noted (see page 9.1) that in the past, each new administration has come up with a reorganization plan to merge VISD with other programs, or with Kendall, for various reasons. These attempts have never worked, and, in fact, in each case have hurt the growing enrollment in the VISD program because of mishandling of the situation (i.e. closing the VC program while trying to merge it with TV Production, so interested students couldn't register).

Listed below are technology and service needs that were requested, but not provided, for the students at the beginning of Fall semester 2004.

- New printing procedure not operational
- Font library not installed
- One faculty printer down
- Student user accounts not set up
- Airport set up but not working
- Printer in Design Project Center not working (service request in Spring 2004)
- FSU I-Mail faculty accounts not set up

See the email below to all VISD faculty that was received from technical support at 5:20 pm on the Friday before classes were schedule to begin at 8 am the next Monday. Faculty expected the computer labs and Design Project Center to be set up and ready as requested.

	08/27/04 05:20 PM	To	Jeffrey A Ek/FSU@FERRIS, Curtis E Ellis/FSU@Ferris, Alison Stone/FSU@FERRIS, Linda
		cc	Barbara J Loveland/FSU@Ferris, Kathleen G Vandemark/FSU@FERRIS
		Subject	Status Report

User accounts are not configured for Network Home Directories, please use the student account. Account Information again is "student" and password "student".

Ikon printing is not currently configured, however you will be able to print to the 7700. The 8150 will not be available. As the setup for the Ikon system proceeds I will keep you posted.

Airport access has been disconnected, you may get an airport signal but you will not be able to connect to the network, please use your wired connections.

I will be re-visiting these issues as time allows. If you have any questions please let me know.

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RECOMMENDATIONS

The following is a list of recommendations based on the conclusions drawn from the information collected for this Program Review. The recommendations fall into four major categories *Curriculum, Facilities/Technology, Faculty,* and *Recruiting.*

Curriculum

- Rename the program to better describe the curriculum. Remove "Web Media" from the name because it is one-sided and too specific. "Visual Communication" is the faculty's recommendation because it is the recognized name for similar programs at other universities and will reconnect the Ferris program with our established reputation with employers.

- Enhance and expand the capstone experience for VISD seniors by retaining the Design Project Center, Director position, and Design Application courses that support it. Offer every VISD BS graduate experience with real projects involving client contact, concept development, presentation, and production experience resulting in a piece that is produced and used for its intended audience.

- Require marketing and management classes tailored to the Visual Communication profession.

- Consider and research a curriculum for continuing education classes online or in Grand Rapids.

- Explore options for a graduate program to be offered by the VISD program in Grand Rapids and/or online.

- Seek funding to bring in practicing professionals as speakers.

- Review the VISD curriculum annually and make changes on an as-needed basis to stay current with the rapidly evolving and growing design profession.

Facilities/technology

- Develop and obtain funding for a 5-year technology plan that is not dependent on the Perkins grant.

- Promote a customer-service approach to students' technology needs:
  - a. A black and white laser printer and scanner in every VISD classroom and computer lab.
  - b. Extended student access to classrooms, computer labs, and equipment during non-class time, during semester and spring breaks, and on weekends (including during football games).
  - c. Macintosh technical support by qualified fulltime technician(s) for student labs and faculty.
  - d. Student Macintosh support (software and peripherals) through the FSU Student and Administration Technology Services.
  - e. Classrooms with additional electrical and networking capabilities.

- Enhance the Design Project Center (DPC) as an entrepreneurial design office with ongoing support for faculty release time to direct and manage design project activity. Provide state of the art computer hardware and software in the DPC.

- Add one dedicated VISD classroom so that each level of the program has one classroom that is tailored to their needs and accessible only to them.

- Provide a space for students to use art materials such as spray paint, spray mount, cutting boards light tables that meets OSHA requirements.

- Establish a software licensing program for VISD students tailored to each level of the program.

- Require all VISD juniors and seniors to purchase a Macintosh laptop computer.

Faculty

- Support professional development to the degree necessary for faculty to stay current in the rapidly evolving field of visual communication, including financial support and/or release time for courses, conferences, research, professional memberships, trade journals, etc.

- As FTE and adjunct openings become available, hire new faculty with strong skills in advanced design technology as well as strong concept development and design skills.

- Assign faculty to classes in their area of expertise.

Recruiting

- Establish a direction for a quality print and web campaign directed to high school and tech center art teachers and students in the state and region. Hire qualified professionals to implement the campaign, involving students from the Design Project Center when appropriate.

- Develop a specialized mailing list that includes public and private high school and tech center art teachers in order to direct recruiting materials to the right audience.

- Invest in recruiter(s) with in-depth knowledge of our program to promote VISD to high school counselors, art teachers, potential students and parents. Involve VISD faculty, alumni, and current students when appropriate.

- Establish a recruiting budget and qualified personnel resources for on campus recruiting events.

- Open and promote VISD freshmen-level classes to non-majors when space allows as a way to generate interest and attract students to the program.

- The administration needs to make a commitment to retain and support the VISD program within the College of Business – its curriculum, faculty, facilities, technology, and recruiting efforts.

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APPENDIX

INDIVIDUAL RESPONSES FROM GRADUATES

GRADUATE FOLLOW-UP SURVEY INDIVIDUAL RESPONSES

Question 17: What could be done to make this program more effective in preparing students for future trends in the visual communication profession?

A better understanding of the general billing practices.

A web software class, NOT HTML.

Add an optional 5th year of advanced studies.

At least one course in business management.

Big Rapids was too shut off from the rest of the world.

Continue preparing students with pre-press skills.

Continue to focus on design basics.

Continue to meet and talk with current industry professionals.

Continue and increase real world experience.

Direct-to-plate training. More production training

More advanced computer training.

Expose them to ALL facets of communication design.

Extensive Flash training. Extensive web development training and web design.

Faculty that is stronger in teaching web design, development, and technical issues.

Focus on specific business needs and how design can meet those needs.

Greater emphasis in the history of design.

Greater thinking and problem solving skills.

Having professors that know design software extensively.

I was well prepared for my first job.

I felt most of the mistakes I made after graduating were from a production standpoint.

I would have liked to have learned more about web design.

I would like to see more technical support.

Background classes on computer structure.

Internship opportunities. Opportunities to visit design offices.

Internships.

Keep bringing in design professionals. Tours of design studios helped.

Keeping instructors up to date with the design work.

Knowing the trends is nice, but anyone can reproduce a trend. It is problem solving and concepting that are important.

Lectures by designers in the profession.

Make business classes tailored to how a design agency works.

Make sure they are fast as well as creative designers.

Make sure they understand about networking.

More exploration about the types of jobs that are available.

More exposure to influential and current design trends.

More focus on web. (at least when I went through)

More hands on computer knowledge without all the exercises coming out of books.

More interaction with design firms/advertising agencies.

More participation from professionals in the field would help keep students and faculty current.

More real projects with clients/designers/alumni.

More training on getting files prepared for print.

Need to get involved with web design. Some assignments with very quick turnaround.

Possibly more of an emphasis on technology.

Possibly week internships for students to see what goes on in a real studio/agency

Prepare students for web design.

Production skills are always key.

Stronger/broader training in computer programs.

Study current pop culture. And know the past fads.

Teach them to be well rounded with their skills.

Teaching to future trends is not the way to go!

The only thing I was a bit unprepared for was working with printers with things like proofs.

The students should be exposed to more web programs.

Understanding all the different media options available.

You guys are already doing it.

Question 18: What should the VISD program do to promote our program?

Advertise in design magazines.

Better/more marketing pieces

Brochure designed by the VISD seniors.

Continued work with high school programs, perhaps having alumni working in local areas visiting schools.

Create a promotional catalog/web site.

Educate high school counselors about the program.

Focus on digital and print design to promote the program.

Go to area high schools or send information to art teachers.

Going to high schools rather than having high school students come to Ferris.

Have a much stronger marketing program for students at the high school level.

Have the students design eye-catching posters to promote the program.

Have summer or weekend seminars on design and web media for high school students.

Highlight success stories of past graduates.

How fun it is to be designing instead of studying.

More advertising? Billboards, ads, radio, TV

I do not see any advertising for the program anywhere.

Keep on teaching the way you are (Barb and Linda are doing a great job). We have a reputation.

Keep turning out great alumni. They are your ambassadors.

Make vocational centers more aware of your program.

More of what you are doing. I think serious graphic design students know about Ferris and its VISD program.

Obviously bringing the program, even though temporarily, to Grand Rapids helped the program be known.

Online student tour. Interactive and really complete.

Organizing internship programs with design/web firms in places outside of immediate area.

Participation in regional and national portfolio events could create recognition for the program.

Portfolio review Day is a great way to promote the program.

Possibly put together a promotional piece, visit art classes.

Presentation in high school art/design programs.

Promote in high school art classes.

Promote the graduate success rate.

Promoting to design/art classes in high schools

Provide high school art teachers and counselors with information and materials to be distributed.

Recruit! Hit the high school tech centers and art classes.

Recruiters/reps speaking in the tech centers.

Self-marketing in papers, magazines and such.

Send information to art teachers in high schools.

Sending educated, well prepared design students into the tech centers and high schools.

Sending fliers to high schools, making promotional pieces to hand out at seminars.

Show all the opportunities. Many people don't know what they are.

Statistics that show job higher placement for graduates.

Taking on more high profile class/professional projects like the River Bank Run.

Travel to schools in the area and southeast Michigan. Promote the class structure.

Visit community colleges. Share success stories of alumni.

Web presence, print promo sent to high schools.

You're doing it. I have already referred people there.

Question 19: What would be the best way to recruit students to our program?

Advertising at places where high school teens hang.

Better informing high schools about the program.

Build reputation.

Direct mail to art classes and printing classes at high schools.

Direct mail, posters, any type of creative "trinket".

Have more high school days at Ferris.

Have more representatives at high school career days and send out more direct mail pieces to high schools.

Hire a recruiter/promoter for the program.

Hands on workshops and opportunities for high school students to experience aspects of the program.

Hold an open house in Grand Rapids and invite schools.

I like how you are inviting the brightest students that are interested from high schools to come to Day of Discovery.

I would promote the BS degree of the program. That's one of the reasons I attended.

I would strongly recommend against a portfolio review of high school student work.

Inform people about what VISD is. The name is not clear.

Interactive promotions or e-mail blasts.

Invite high school students to an educational fair.

Invite students to open houses. Show work done by current students.

Hard sell the idea of getting paid to be creative.

Let kids know that the program exists and tell them what it's about. Everyone thinks that Kendall is the only good program.

Offer scholarship money.

Outreach to high schools.

Personal visitations to the university.

Physical information such as posters, fliers, mailings.

Possibly an interactive presentation geared to high school students.

Promote that students are not getting just an art education.

Promoting the Design Application classes as a big advantage because it is a benefit to the program.

Promotional materials created for high schools.

Proof of better placement, pursuit, and success.

Run an ad in Communication Arts in the spring issue.

Say how much fun and how rewarding the program can be.

Send a representative to high schools and community colleges.

Develop a CD and send it to high schools.

Send current juniors and seniors to the vocational centers.

Talking first hand to other students, faculty, and alumni.

Well-designed promo materials that explain how you are taught to solve problems.

Word of mouth and quality of student work.

Question 20: What should we be doing to retain the best students for our program?

Better facilities. Fun environment to learn.

Challenge them.

Constantly challenge them. Connect with their passion.

Continue with the sophomore portfolio review

Continue with your dedication to the students

Don't let up!

Encouragement! Continuously show them what the end product can be.

Exactly what you have been doing. It works!

Find some way to help with the cost of the program.

Good location, good equipment.

Hold on to the ones that love it, encourage them a lot.

I love that you involve students with real projects.

I think you're doing it.

Keep the demand for good work high.

Keep the high expectations and sophomore portfolio review.

Keep the program competitive with other design schools.

Keep the quality of the program as high as it was when I was there.

Make it exciting and as close to "real-world" experience as possible.

More positive reinforcement to those with high ability.

More student evaluations/constructive criticism.

Offer incentives or tuition breaks.

Prove you have the best faculty and facilities.

Small classes. Real projects.

They did a fine job in my days.

Question 21: What is your opinion of the new name for the program, VISD?

An improvement if the curriculum has changed along with it.

Bad. Media should not be in the name of the program.

Could mean separate programs.

Could use some work.

Great, it's about time. There was not enough web design when I was there.

I'm a VC grad, so of course I prefer it.

I actually liked the Visual Communication title.
I already know the name change is a ploy to get more students.
I believe web media should be in its own department.
I like "Visual Design" but not "Web Media".
I like it.
I like Visual Imaging Technology myself.
I preferred Visual Communication.
I still like VC. It's simple but covers everything.
I think it works.
The new name is more definitive.
I think Visual Communication says it all (print and web)
I think Visual Communication covered it.
If it indeed does have more web-based classes, it's okay.
It's fine.
It's just okay.
It almost could be two programs rather then one.
It's okay but may put too much emphasis on the web.
Not sure what VISD stands for.
Probably a necessary change, more encompassing.
Seems to lean away from the print focus of the program.
Sounds fine but web media might pigeonhole you.
Thought there were two different degrees?!
Visual and Electronic Communications would be better.

INDIVIDUAL RESPONSES FROM EMPLOYERS

VISD EMPLOYER FOLLOW-UP SURVEY INDIVIDUAL RESPONSES

Question 8. How would you rate the preparation of the VC graduates from FSU's program to graduates from similar programs at other schools?

- We often see students and their portfolios from MSU, WMU,EMU, Wayne etc. Not one student from these other programs approaches the level of preparedness that FSU VISD provides. It is a very disappointing and discouraging condition to realize these students have wasted time and money to no real end.

- Excellent portfolio presentations-well prepared to interview and discuss their classroom work.

- Your program outshines all others in the area hands down. Your grads are prepared and talented!

Question 13. If our organization develops websites, which of the following skills is a designer required to know?

- We are not primarily a web design organization- We design sites when they are needed but we sub out the heavy duty programming work to other businesses. There are too many amateur web designers out there-we often have to re-design an existing site to compliment the clients' existing design.

Question 16. Are there any prevailing or developing industry or market trends that you believe might have an impact upon this program?

- More emphasis on web design.

- Design research, design management, business prep courses

- E-communications/e newsletters, presentations with animation, web design

- Web design is not the strong leader it once was-software has made this very accessible. Intelligent problem solving, creative thinking, a sense of curiosity about the world-that's going to make a huge difference in a design graduate.

Question 17. Would you add any specific courses to the VISD curriculum?

- Required student internships @ a design office or corporate design dept.

- Class on solving computer technical issues.

- More humanities, in-depth of Great Books, history, Western Civilization, business ethics, publication organization.

Question 18. What could be done to make this program more effective in preparing students for coming trends in this profession?

- This program introduces rigor where none exists in other programs. It is hard, it is demanding, it can be devastating, exhilarating and a universe full of work. Internships would help. Keep on doing what you are doing with the brilliant minds of your talented faculty. It matters so much to see how well prepared your graduates are- They set high standards inspired by you. A story; Last week, a young woman in our building told us her boyfriend was about to graduate from the graphic design program at MSU. He was despondent because he felt as if he did not know anything about this industry. He had part time teachers who were local designers, but could not teach. There was no continuity, no interest, no demands, no rigor- so he spent a small fortune and hasn't a clue about his major and chosen profession.

INDIVIDUAL RESPONSES FROM STUDENTS

STUDENT FOLLOW-UP SURVEY INDIVIDUAL RESPONSES

Question 38: Describe two strengths of the VISD program at Ferris.

Small classes, able to work closely with everyone.

Teachers know the software.

It provides real world skills in dealing with clients and how things really work.

Small group of students and teachers so everyone knows each other.

Some very nice teachers who are helpful

Good software selection, but crappy computers.

Knowledgeable teachers. Computer facilities.

Barb and Linda in the Application class. This class gives real life experience.

Extreme hands on creation of design projects.

Gets you ready for the work world.

Most professors seem to be excited about what they are teaching.

In depth application of the skills learned.

The professors.

It seems very broad, allowing students to go into web or print.

Professors have been part of the Graphic design profession.

Strong network of professors.

The encouragement. The joint hands-on and computer aspect of the program.

The passion professors have for their subject matter.

You get a very good education in the design area.

The school is well respected.

You take business classes and art classes so you are prepared to work.

Available computer labs and good assignments.

Barb and Linda's Design Application class.

Brings in real designers for us to interact with.

Career-oriented classes and first hand client work.

Easy for anyone to learn even with no computer skills. The individual assignments really help to understand what is being taught.

Emphasis on business aspects. Good higher level teachers.

Excellent one-on-one training.

Fast paced. Good professors.

Friendly environment. Professors have strong backgrounds.

Good design element and principle instruction.

Good equipment, computer labs and overall resources.

Good teachers. Enough time to work on projects.

Great program professors.

Has a couple of teachers who really know their stuff.

Helps students develop a strong portfolio be the end of the senior year.

High standards. Excellent teachers with good backgrounds in the field.

Sophomore portfolio review.

The program helps you with real life interaction with real clients in the senior year.

It has the latest computer software available.

It is probably one of the best programs offered at Ferris as far as preparing students to be professional.

Job placement.

Kathleen and interesting projects.

Personal help.

Professional and knowledgeable professors,

Professionalism. Business focus.

Professors really know their stuff. They seem to have a love for the field and it shows through their teaching.

Real clients

Senior portfolio review.

Real life clients come in and work and you are world ready when you graduate.

Reputation and how demanding the instructors are.

Software education.

Instructors.

Some great teachers and a good work environment.

Strong verbal and speech skills. Research skills.

Student-to-teacher ratio. Friendliness of the faculty.

The enthusiasm and willingness to teach by the instructors.

The faculty is very helpful when you need their help.

The faculty is very outstanding. They work together.

The faculty and their willingness to help out any student.

The hands-on approach is awesome and the fact that we have VISD classes our Freshman year, unlike some other programs.

The professors are extremely helpful in developing one's talents and abilities.

The professors know what they are talking about and have a lot of experience in this field.

The projects relate to those done by designers in the real world. The professors have been there.

The teachers and staff are one of the strengths of the program; it wouldn't be the same without them.

The teachers really push you to your limit.

The technology. The staff.

The VISD program really has a lot of equipment available.

The VISD program has a very practical mindset. It is art with practical purpose.

The VISD program is up to date with software and has an effective way of teaching.

The willingness to get the students ready for the job field and assignments related to jobs you will have.

The emphasis on presentation and professionalism.

They do a great job of staying on target as to what the major is.

They give you real client experience, which is very valuable. The program is tough they challenge you.

Great job placement.

Good one-on-one with your professors.

Up to date software and friendly, considerate faculty.

Very hands on and it is related to real life situations.

Very heavy learning. I learn a lot every year,

Very helpful in the presentation department.

Good placement rate.

Very skilled staff.

Well known and some of the best professors in the state.

Wonderful instructors, great creative learning skills.

Question 39: Describe two weaknesses of the VISD program at Ferris.

There is always something wrong with the computer.

Unfair printing charges.

Poor advisors in the program.

The web portion of the program is very weak.

Computer/printing problems.

The $100 for computer labs.

Crappy computers.

Some teachers aren't up to speed on today's technology.

All the professors I've had that teach computer related classes don't seem to know much.

Computer hardware is slow and needs to be updated.

Computer labs. It seems like something is always broken.

Grading seems to be based on favoritism.

Knowledge of web design applications.

Often experience problems with the computer lab.

Paying a print fee for a printer that goes down often.

Subjective grades. No effective grading system.

The drawing class.

The computers/scanners not working.

The Typography teacher's teaching skills.

The web design. This part of the program was just starting when I went through.

An inability to be flexible with scheduling.

Computer efficiency in the labs.

Computer hardware not up to where it should be.

Computer lab hours and after class help in computer labs.

Computer lab hours!

Computer labs have trouble all the time but that's computers for you.

Computer labs. Professor knowledge of computer programs.

Computer labs.

Computers run slow or freeze up a lot. Printers break down a lot as well.

Don't get job related experience.

Going to FSUS. Computers are slow in the lab.

I feel that we did not learn enough about web design.

I feel the web training is really weak.

I think the web side of the program is a little weak. Go to two tracks.

I was in 309 and we desperately need some better system for laptops. The rats nest of cords is dangerous.

In my experience, I wish we had more of an opportunity to learn web design programs in depth.

Inconsistency of grading the student's projects.

Lab and office hours.

Lab facility hours and printer maintenance.

Lab hours. No help in the lab.

Lack of consistent grading scales.

Lower level class faculty doesn't always seem to be helping kids develop good, realistic projects

Many computer hardware and server problems.

Need to have more web-based classes. Drop general ed requirements.

None.

Not enough focus for digital designers.

Not enough publicity to high schools.

Quality of the computer program teaching we receive.

Printing problems.

Poor technical support for the computers.

Poor technical support.

Seems a couple of teachers pick favorites.

Some Profs are intimidating and seem unwilling to help at times.

Some teachers show favoritism.

Teaching isn't always pushed to its full potential.

The availability of the lab hours and broken scanners.

The classes are very stressful.

The computer labs are limiting. the labs do not open till noon and close at 10 on most days.

The computer labs, simply put...suck. The computers are terrible and barely run.

The computers keep kinking out on us and the network is down half the time.

The freshman year.

The lab hours, lab printers/scanners being down often.

The lack of time to do some of the projects and the computer lab and printing problems.

The outdated hardware is the most obvious weakness the program has.

The printers don't always work and the computers don't always let you log on, so why are we paying the lab fee?

The web design instruction is very poor...I don't feel comfortable having "web media" on my degree.

Too strict attendance policy and bad lab hours.

Very strict freshman year and a lot of work to take in from every teacher at once.

Web aspect needs to be improved.

Web design.

Web design professors.

INDIVIDUAL RESPONSES FROM FACULTY/STAFF/ADMINISTRATION

VISD FACULTY/ADMINISTRATOR FOLLOW-UP SURVEY INDIVIDUAL RESPONSES

Question 6. What is your general perception of VISD students?

- Staff member: Hard working and dedicated. Scared and overworked.
- Administrator: Their enthusiasm and professionalism shines through.
- Faculty: VISD students generally know the career field
- Faculty: I am consistently impressed by their maturity
- Faculty: Quality program
- Staff member: Very motivated, creative, focused on their career choice
- Administrator: A good bunch of folks! Their oral skills and presentation skills need polishing.
- Faculty: Awesome, they do incredible work and we are proud of them.
- Faculty: Students appear to be well rounded and semi-professional
- Faculty: Talented hard working and creative group
- Faculty: They are seeking a way to use their creativity and art "sense" to make a living.
- Faculty: I have found them to be among the best students I've had the pleasure to meet at FSU

Question 7. What are the strengths of the VISD program?

- Staff member: Prepares the student for the real world work environment
- Administrator member: Creativity and passion
- Faculty: Strong ties to the industry.
- Faculty: Strong applied skills approach and orientation
- Faculty: Faculty experience and dedication.
- Faculty: I admire the competency and the dedication of its administrative and classroom personnel.
- Faculty: The strong involvement and commitment of the faculty members.
- Faculty: The Profs, the demanding curriculum, and the strong preparation for the "real world"
- Faculty: superb faculty; decent facilities being in the COB

Question 8. How could the VISD program be improved?

- Staff member: The program needs to specialize more.
- Administrator member: Respond in a timelier manner to queries
- Faculty: Support for technology
- Faculty: Greater support from administration, professional development funding
- Faculty: More interaction with marketing faculty-maybe a mkgt faculty lecture somewhere
- Faculty: I would like to see the students more dynamic in their presentations
- Faculty: The COB needs to do more to publicize the program.
- Faculty: To ensure a more productive long-term career, more business core exposure would be warranted.
- Faculty: Have the students do more "real world" work right on campus.

Team projects involve cooperation with university, non-profit, or business clients, and faculty functioning as creative directors. The client agrees to participate as an information source, consultant, and project critic. All members of the team work on some aspect of a complex problem that is defined in conjunction with the client. Individual initiative and self-pacing are essential, but frequent team meetings and client reviews keep each student and the team accountable. The experience of working with real clients, real deadlines, real budgets, and the production process is an excellent base for these soon-to-graduate seniors providing them with a simulation of the work place.

The last semester of the senior year focuses on design application, project production, and portfolio preparation and the development of professional presentation and interviewing skills.

A Time of Change

The past six years have been active ones for the Visual Design Program. Since our last program review, The Bachelor of Science program merged with the Visual Communication program at Kendall (a recommendation of the Ferris Visual Communication faculty and the 1998 program review council). The Kendall and Ferris faculty spent many hours together creating a curriculum that combined the best aspects of both programs. The Ferris transition began in the fall of 1999 with Ferris Juniors and Seniors housed in the Applied Technology Center while the fourth floor of the Kendall building was being enlarged to accommodate the additional number of students. By winter 2000 semester we were integrated fully into the new Kendall space, but there were already rumors that the administration wanted to separate the two programs again. By the end of the 2000/2001 year we were in the transition back to the Ferris campus, which was completed by Fall 2003.

The Ferris design faculty took this opportunity to review the entire four-year curriculum and revise it to meet the following goals:

- Rename the program to avoid confusion between the Kendall and Ferris Visual Communication programs.

- Enhance the digital media aspect of the program

- Separate instruction of concept design and computer technology

- Integrate the instruction of computer hardware and software in stages from beginning to advanced to more realistically reflect professional use.

- Use and develop the strengths of the existing faculty

Since the last program review, the following general changes have been made to both the AAS degree and BS degree:

- Changed the name of the program to Visual Design and Web Media to differentiate the Ferris and Kendall programs by name

- Updated many course names and descriptions to more clearly communicate course content

- Reviewed and updated content for all technology courses to be current

- Changed two and four credit hour VISD courses to three credit hours so that all courses carry the same weight and importance in the curriculum

The following changes have been made to the Associate of Applied Science degree:

- Reduced minimum required credit hours from 66 to 61

- Deleted VISD122 Drawing II

- Combined VISD212 Photography and 216 Electronic Imaging

- Combined VISD212 Photography and 216 Electronic Imaging
- Deleted VISD222 Imagemaking
- Added VISD228 Principles of Web Design
- Changed BUS221 Principles of Economics from a requirement to a recommended Social Awareness elective

The following changes have been made to the Bachelor of Science degree:

- Reduced required credit hours from 130 to 124/125.
- Changed ENGL311 Adv Technical Writing to ENGL325 Adv Business Writing
- Added PREL240 Public Relations Principles
- Added VISD329 Interpretive Image Development as a VISD elective
- Changed VISD328 Advanced Web Design to a VISD elective

Curriculum and course requirements of the current two-year AAS degree in Visual Design and Web Media and the four-year BS degree in Visual Design and Web Media are included in this doument on pages 8.5 and 8.6.

Ongoing Curriculum Review and Revisions

The visual design field rapidly evolves and, as educators, we must keep our program current with design trends and technology innovations in order to make our graduates competitive when seeking jobs. We, as a faculty, continually look for ways to improve the curriculum through related literature reviews, contact with alumni and other design professionals, by doing professional work ourselves, and through professional development. We have made a commitment as a team to review the curriculum often, keep it as flexible as possible, and change it when necessary.

VISD Students Are Prepared to Move On

Preparation of a print portfolio and web-based portfolio is required for the VISD AAS degree. Sophomores may apply for acceptance in the VISD BS degree program by presenting their portfolio to a faculty review board, or apply to a BFA program at another school. Their portfolio prepares them to be competitive if they choose to seek employment at this point.

BS degree graduates are prepared to enter the professional design world often at a level beyond entry level. Feedback from employers indicates that Ferris VISD graduates are ready to "hit the ground running". They are given projects to handle on their own from start to finish and are trusted to meet with and present to clients, develop concepts, meet with vendors and prepare files for production. Often, when an open position is available, employers who have hired Ferris graduates, contact us first to interview someone with the same educational background.

Feedback from alumni indicates they feel comfortable and confident as new hires. As they get to know coworkers with comparable degrees from other universities, they realize they are better prepared and are able to take on more responsibilities and advance quickly.

The VISD BS degree curriculum goes far beyond teaching design and technology. Other factors that help prepare Ferris VISD graduates to be critical thinkers, technologically adept, and well rounded are:

- Realistic communication problems to solve
- Marketing and business courses
- State-of-the-art software that meets (often exceeds) the industry standard

- Instruction/practice in presentation (visual and verbal)

- Actual projects through Design Application classes including all phases of the design process from establishing project criteria through preparing files for production

- Participation in the operation of the Design Project Center, a functioning design studio within the VISD program

- Preparation of a print portfolio and a web-based portfolio

- Design of a personal identity system, including a letter of introduction, résumé, and "shortfolio"

- Participation in Senior Portfolio Day where students present their portfolio to 4 – 8 design professionals

Feedback from design professionals and alumni is solicited annually through phone conversations, email correspondence, and personal contact and many of their suggestions are incorporated into the curriculum and course content.

Faculty Composition and Qualifications

There are six full-time VISD faculty. Four are tenured; two are on tenure track. One faculty position serves as Program Coordinator (half time). Adjunct faculty are used on a very limited basis, only when there are more sections offered than can be covered by full time faculty. Areas of faculty expertise cover fine art, print design, packaging design, environmental design, web and interactive design, and marketing communication planning.

Included in this section is an overview chart of faculty qualifications and experience (page 8.22) and a complete vita for each faculty member.

VISUAL DESIGN AND WEB MEDIA ASSOCIATES DEGREE PROGRAM April 21, 2003

FIRST YEAR			Cr. Hrs.
First Semester			
VISD	110	Design I	3____
VISD	116	Computers in Visual Media	3____
VISD	109	Drawing for Media Application	3____
ENGL	150	English I	3____
____	___	MATH 115 (Note 1) or Free Elective	3____
			15 total credit hours
Second Semester			
VISD	120	Design II	3____
VISD	126	Digital Illustration and Layout	3____
VISD	114	Design and Digital Media Survey	3____
COMM	105	Interpersonal Communication	OR
COMM	121	Fundamentals of Public Speaking	3____
ARTH	___	Art History Elective	3____
			15 total credit hours

SECOND YEAR			Cr. Hrs.
First Semester			
VISD	210	Typography	3____
VISD	216	Digital Imaging	3____
VISD	226	Web Tools and Techniques	3____
ENGL	250	English II	3____
____	___	Lab Science Elective (Note 2)	4____
			16 total credit hours
Second Semester			
VISD	228	Web Design Application	3____
VISD	299	Typographics	3____
ECON	221	Principles of Economics I	3____
ARTH	___	Art History Elective	3____
MKTG	231	Professional Selling	3____
			15 total credit hours

61 CREDIT HOURS REQUIRED FOR A.A.S. DEGREE

NOTES
1) MATH 115 or MATH 115 proficiency is needed for graduation. If proficiency, select free elective.
2) Choose from: ASTR, BIOL, CHEM, GEOG 111, GEOG 121, GEOL, PHYS, or PHSC.

Applicants for the Visual Design and Web Media B.S. degree must complete the A.A.S. degree with a cumulative grade point average of 2.00 or better, a cumulative grade point average of 2.75 or better in all courses taken in the major, and successfully pass the Portfolio Review. All transfer students are required to have the equivalency of the Ferris State University A.A.S. degree in Visual Design and Web Media and successfully pass the portfolio review. All Visual Communication and Web Media baccalaureate degree students must maintain a cumulative grade point average of 2.75 in the 300 and 400 level Visual Communication and Web Media courses.

VISUAL DESIGN AND WEB MEDIA DEGREE BACHELOR OF SCIENCE PROGRAM

April 21, 2003

THIRD YEAR   Cr. Hrs.

First Semester

VISD	310	Communication Design I	3____
VISD	312	Production Techniques	3____
VISD	316	Web Animation	3____
ENGL	325	Advanced Writing for Business	3____
MKTG	321	Principles of Marketing	3____
____	__	Free Elective	3____

18 total credit hours

Second Semester

VISD	320	Communication Design II	3____
VISD	326	Production Seminar	3____
VISD	328	Advanced Web Design	OR
VISD	329	Interpretive Image Development	3____
MGMT	301	Applied Management	3____
____	__	Science Elective (Note 3)	3-4____

15/16 total credit hours

FOURTH YEAR   Cr. Hrs.

First Semester

VISD	410	Visual Communication I	3____
VISD	412	Design Application II	3____
VISD	414	Design Seminar	3____
____	__	Social Awareness Elective	3____
____	__	Cultural Enrichment Elective (Note 4)	3____

15 total credit hours

Second Semester

VISD	420	Visual Communication II	3____
VISD	422	Design Application II	3____
VISD	499	Portfolio	3____
PREL	240	Public Relations Principles	3____
____	__	Social Awareness Elective (Note 5)	3____

15 total credit hours

123/124 CREDIT HOURS REQUIRED FOR B.S. DEGREE

NOTES
3) Choose from: ASTR, BIOL, CHEM, GEOG 111, GEOG 121, GEOL, PHYS, or PHSC.
4) Select 200-level elective or higher from COMM 231, ENGL 322, FREN, GERM, HIST, HUMN, LITR, MUSI, SPAN or THTR.
5) Select 300/400 level elective in ANTH, GEOG, PLSC, PSYC or SOCY.

All Visual Communication and Web Media baccalaureate degree students must maintain a cumulative grade point average of 2.75 in the 300 and 400 level Visual Communication and Web Media courses.
check sheets

SAMPLE SYLLABI

VISD116 | COMPUTER GRAPHICS

VISD116 COMPUTERS IN VISUAL MEDIA

Professor: Alison Stone
Office: College of Business – BUS 302
Office Hours: Tuesday 12:00-4:00 or by appointment
Phone: 591-2442
Email: stonea@ferris.edu

Objectives

The objective of this course is for you to gain basic understanding in: the Macintosh computer, bitmap-based, photo manipulation program Adobe Photoshop; vector-based, image creation program Adobe Illustrator; page layout/document program QuarkXPress; web page layout program Macromedia Dreamweaver; type management software FontBook and scanning.

Requirements

Each student will arrive on time and ready to learn. The full class time will be used for lectures, projects, quizzes, work sessions, and technical demonstrations.

The VISD attendance policy is as follows: attendance will be taken for each class period, attendance is mandatory, three (3) absences will lower the final grade by one (1) full letter grade, six (6) absences will result in failure of the course. In cases of illness, a call or email before the scheduled class time is required. Absences during tests, quizzes and project due dates will require a doctors excuse. Tardiness may be recorded as an absence.

Out of respect for the instructor and fellow students, the use of cell phones, beepers, and similar devices is prohibited in the classroom. Reading personal email, chat rooms, and online gaming is prohibited during class.

All academic and behavioral policies, in the Ferris Student Handbook will be adhered to.

Evaluation

Students must complete every assignment and meet the required due date. Two (2) points will be deducted for a missed due date and time.

Project grading is based on these factors: all directions followed, turned in on-time, level of quality shown in execution, experimentation and creativity. Points will be deducted when these factors are not met.

The final grade for the course will be based on projects, quizzes, attendance, and individual participation in discussions and critiques. The Ferris grading scale will be used.

Grading Weights: Projects 5-10 Points, Quizzes 10-25 Points

Supplies

• 1 1/2" Black View Binder (clear plastic outer sleeve) and section tabs

• Two 100MB Macintosh formatted zip disks or 128MB+ USB Flash Drive

VISD210 | TYPOGRAPHY

VISD 210 **Typography**

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INSTRUCTOR
Alison Stone
Office: BUS 302, phone: 591-2442, email: stonea@ferris.edu
Office hours: Tuesdays 12:30 to 4:30 pm or by appointment

REQUIRED READING
Print, Communication Arts and How magazines

SUPPLIES

Sketch/Notebook	Black core board 15 x 20	X-acto knife, blades	Pens, pencils, markers
1 1/2" Black 3-ring View Binder		Spray mount	Dictionary, Thesaurus
Tracing paper	Color paper*	Acrylic brayer (roller)	
Layout paper	Cutting surface	Zip disk(s)	

Wait to purchase until project is assigned requiring this supply.

OBJECTIVES
Students will gain knowledge in the fundamental principles of typography, where type is regarded as an image that serves a variety of communicative purposes. Projects will draw upon design principles and production techniques already learned as they incorporate issues of form and meaning, hierarchy, legibility and readability, structure and composition. This typography course is instrumental in developing skills for subsequent courses. Students use both traditional materials and design tools as well as computers. Lectures, discussion, research, and critiques will also be used in learning "real world" planning and presenting of projects.

REQUIREMENTS
Students will be required to meet with me during office hours for input and critique. Class time is limited and will be supplemented with office visits.

Students must carry a sketch/notebook with them at all times. Ideas, notes and samples are to be kept, recording your new knowledge of typography. In addition to or instead of a black 3-ring binder is required. Class handouts, notes, assignment sheets, thumbnails are to be organized into tabbed sections. Plain loose-leaf paper, 3-hole punched maybe used and substituted for the sketchbook when these ideas are placed in the binder. Research pertaining to several projects will be assigned and is also to be included.

> "Ideas and creativity come from what you know. A designer's role is to be aware
> of everything. You can pull out of your head, only what is in there."
>
> Kris Clemons, Gerhardt & Clemons, Inc.

All assignments must be submitted by the required deadline at the beginning of class. Late work will not be accepted.

The VISD attendance policy is as follows: attendance will be taken for each class period, attendance is mandatory, three (3) absences will lower the final grade by one (1) full letter grade, six (6) absences will result in failure of the course. In cases of illness, a call or email before the scheduled class time is required. Absences during tests, quizzes, presentations and project due dates will require a doctors excuse. Tardiness or leaving class early may be recorded as an absence.

EXPECTATIONS
I expect that each student will arrive eager and be prepared to learn and participate in this course, which is fundamental to the design profession. Graphic design is a highly competitive profession whether you are in advertising, web design, corporate in-house or a design agency. Type design and layout is what you will be doing. Developing the knowledge base and skills to compete is necessary, exciting and rewarding.

I expect that each student will understand that as graphic designer we are always doing work for others, solving someone else's problem. This differs from the fine artist that works for him or herself. As communicators our responsibility lies with whom we are communicating to. This concept requires developing the ability to think beyond yourself and what you like as a designer, to what is needed to solve the problem.

EXPECTATIONS (CONTINUED) As the professor, I only work with what you bring to the project. Your ideas, your word lists, your thumbnails and roughs—with these I help you formulate or reformulate concepts and layouts. I expect that you will be prepared with the assigned thumbnails, roughs or final for each project and participate in input and critique.

I expect that all students will bring necessary materials to each class.

BASIS FOR GRADING Grading will be based on following the project criteria and the quality of the solution attained by creative development shown in all stages of the design process. In addition, selection and application of type, image, and color employing the principles of composition in creating a unique solution to the final project —total 100 points per assignment.

Quizzes given at specified times during the semester —total 100 points.

Sketchbooks/binders to be discussed/reviewed —25 points.

Text assignments —25 points.

Attendance will be reviewed and where applicable negatively impact the final grade.

FSU grading scale will be used.

ADDITIONAL INFORMATION Plagiarism will result in a zero points for that project. Ideas for projects are often generated by viewing others work, however, coping is not accepted. Please ask if there is a question regarding this.

All work, on any project, is to be done entirely by the student, unless prior authorization has been given.

Students are required to remain in the class until the class is excused. Students leaving early may be marked absent. Students sleeping during class will also be marked absent and asked to leave.

Student work area (desk) is to be cleaned thoroughly before leaving class.

Food is not to be brought in to the lecture or lab setting.

When using a computer during class time only materials pertaining to the class may be worked on or viewed. No cell phones or pagers are to be on during class time.

During project presentations students will be required to dress professionally.

All academic and behavioral policies, as spelled out the Ferris Student Handbook, will be adhered to.

I reserved the right to make needed and appropriate adjustments to this syllabus.

Instructor

Barbara Loveland
Office 304 College of Business
Office Hours By Appointment and Wednesdays, 11:00p.m. – 3:00p.m.
E-mail Address Barbara_Loveland@ferris.edu
Phone Number 231.591.2960

Course Description

Students apply design knowledge and skills to projects which explore the conception,
development, and communication of specific ideas and messages to an audience.

Objectives

1.) Students learn methods to develop design concepts beyond "first level" thinking.
2.) Students develop competency in discussing visual solutions.
3.) Students develop and refine presentation skills.
4.) Students reach a level of maturity in terms of their graphic representation.
5.) Through thorough investigation (sketching) and evaluation of variations (discussion),
students develop a sense of appropriateness of their ideas for application to design problems.
6.) Students will apply skills and knowledge learned in all preceeding coursework.

Requirements

1.) Projects and particular phases of projects (research, sketches, roughs, finals) must be completed by the
established deadlines. Projects will not be accepted after due dates.
2.) Criteria for projects should be followed with few exceptions which should be discussed with the instructor
prior to the due date.
3.) Solutions to communication problems must incorporate thoughtful, unique, and appropriate content,
design, and copy.
4.) Three-ring binder with tabs to hold research, exercises, assignments, sketches, computer studies, etc.
(Sketches done in sketch books must be photocopied at high quality or torn form sketchebook
and included.)

Materials/Supplies

1.) Necessary conventional sketching materials to visualize and develop concepts for projects
such as tracing paper, loose leaf paper, pencils, pens, brushes, paints, inks.
2.) Appropriate storage/back-up disks for work accomplished on the computer
3.) A Macintosh laptop computer is highly recommended.

Textbook

No textbook is required. However, design publications such as *Print* Magazine, *Communication Arts*
(CA) Magazine, *MacWorld* Magazine, *Print* Annuals, *CA* Annuals, and other publications as well as web
sites such as www.aiga.org dealing with current design issues should be reviewed monthly.

Grading

Grades are based on: attendance; creativity and quality of concept, concept development, composition,
imagery development, color application, typography development, and execution of design solution;
meeting deadlines; and craft.

Grades are earned by students based on the following scale:

A, A–	Excellent. Exceeds expectations for most requirements and grading criteria
B+, B, B–	Good. Successfully meets all requirements and exceeds requirements in some areas
C+, C, C–	Average. Accomplishes minimum level of requirements.
D+, D, D–	Poor. Does not meet minimum requirements in some areas
F	Failing. Fails to successfully meet minimum requirements in most areas and fails to meet most grading criteria

Attendance Policy

This class begins to prepare students for working as professionals. Therefore, every class session has required/on-time attendance. Absences and late arrivals must be prearranged or the professor must be notified prior to class time by sending an e-mail message or by calling and leaving a message. It is not acceptable to send word through a classmate.

VISD Attendance Policy is as follows:

• Attendance will be taken for each class period.

• Three (3) absences will lower the final grade by one (1) full letter grade.

• Six (6) absences will result in failure of the VISD310 course.

• In case of illness, an email or call is required reporting your absence before the scheduled class time.

• Absences during project due or presentation dates will require a doctor's excuse.

• Tardiness or leaving class early, without being excused, will be recorded as an absence.

Special Events

At various times during the year guest lecturers, performances, and/or exhibits may be available to us on relatively short notice. Your attendance at these events is expected.

Studio Policies

During class times:

• No hats are to be worn

• No headsets are to be used

• Only materials pertaining to VISD310 course work can be worked on or viewed.

Additional Information

• Plagiarism will result in a failing grade for a project. Ideas for projects are often generated by viewing other work or "things" that inspire. However, copying is not acceptable. If you have questions about your work or a colleague's, please ask about it.

• Professional dress is required for formal presentations. No denim, no short skirts, no low cut or sleeveless tops, no tight slacks. Males should wear a clean, pressed shirt with dress slacks – tie, sweater, or jacket is optional. Females should wear dress slacks or skirt (at least to the top of knees) with a clean, pressed blouse, sweater, or jacket.

Note

The instructor reserves the right to make changes in the course syllabus at any time during the semester. Students will be notified if changes are necessary.

VISD412 | DESIGN APPLICATION 1

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Instructor

Linda Powell

E-mail: Linda_Powell@ferris.edu

Telephone: 591-2960

Office: BUS 304/309A

Office Hours: Wednesday, 11am – 3pm, or by appointment

Description

Students in Design Application will apply acquired creative, design, technical, and production skills and knowledge to actual projects with the intent that the projects will be produced.

Student responsibilities will vary based on the complexity of the communication problem(s) assigned. Participants in this class should be aware that we have made a professional commitment to our clients and that they, as designers, must be dedicated to the execution of an appropriate and high quality design solution.

Experiences and responsibilities might include:

• assisting a design director

• working within a team

• analysis of criteria and constraints

• client meetings

• development of concept, sketches and proposal

• development and presentation of prototypes

• revisions and corrections

• obtaining production estimates

• paper/materials selection

• preparation of electronic files and necessary documentation for production

• determining production specifications and communicating them to production vendor

• on-site quality control of production

Objectives

1. Gain practical experiences in preparation for job applications.

2. Solve a client's communication problem.

3. Work within design constraints of criteria such as time, budget, quantities, and production method.

4. Meet with clients to establish criteria and give presentations.

5. Diplomatically negotiate with clients regarding subjective opinions/decisions.

6. Communicate information to and interact with representatives from service bureaus, paper companies, printers, production houses, and other related professionals regarding production specifications and methods and quality standards.

7. Experience the production process through observation and application to projects which have been designed.

8. Learn troubleshooting techniques and methods when circumstances change or difficulties arise.

9. Learn to work effectively as a team member.

10. Become proactive and take responsibility for assignments.

Requirements

1. Meet commitments for project sketching and development. If adequate progress has not been made within 2 weeks, the project will be reassigned.

2. Initiate and complete research as necessary on assigned projects.

3. Work well individually or as part of a team as required on assigned projects.

4. Submit weekly time sheets (from the previous week) due every Tuesday at 12:00 pm.

5. Meet with client or designate to determine criteria.

6. Write meeting agendas and follow-up memos restating accomplishments and decisions made during the meeting.

7. Maintain a job ticket for each project containing project records including status, time sheets, contact reports, meeting notes, memos, agendas, project schedule, sketches, disks, specifications, and costs.

   Sketches must be loose-leaf and filed in the job ticket. (no personal sketchbooks).

   So that all team members have access to the job ticket, it must remain in room 309 when not with the design team during meetings with other team members, design directors, clients, or printers.

8. Establish and maintain project schedule and milestones for project completion.

9. Complete all assigned project phases of assigned projects from concept through pre-production electronic files.

10. Function as an assistant when called upon to do so for a design director on particular projects.

11. Determine appropriate production method for assigned projects and execute electronic file for production.

12. Use scheduled class time for Design Application project work and/or team meetings.

13. Take initiative to develop project in a positive direction.

14. Have note-taking materials at all meetings and record decisions and required actions.

15. Work additional time outside class to complete assignments in order to meet project deadlines.

16. Maintain record keeping forms.

Equipment/Supplies

- The purchase of a laptop computer and software as specified by the VISD program is highly recommended.

- Paper and writing tool for note taking

- Zip cartridges and/or CDR disks as appropriate

- Loupe

- Schaedler precision rulers

- Calculator

- Pantone Process to Solid guide or Pantone Color Formula guide

- 8 1/2 x 11 tracing pad and paper for sketching

- Other materials necessary for the design and production of assigned projects

Grading

Grades will be based on

- Initiative

- Quality of design concept and execution based on criteria

- Responsibility

- Resourcefulness

- Meeting criteria of assigned projects

- Production skills

- Client relationship

- Record keeping, i.e. status reports, time sheets, project costs, etc.

- Communication with team members, instructors, and client

- Contributions to project(s) as a team player

The following grade scale will be used for assignments:

A, A–	Excellent. Exceeds expectations for most requirements and grading criteria
B+, B, B–	Good. Successfully meets all requirements and exceeds requirements in some areas.
C+, C, C–	Average. Accomplishes minimum level of requirements.
D+, D, D–	Fair. Does not meet minimum requirements in some areas.
F	Poor. Fails to successfully meet minimum requirements in most areas or fails to turn in the assignment.

Attendance

Attendance during class meeting times is mandatory. Group project activity should be coordinated and/or executed during these times.

Students will be working as professionals with clients, vendors, team members, and faculty advisors. Meetings with these people should be scheduled well in advance and attended by all students involved in the project.

If a scheduled meeting must be changed for any reason, all participants should be notified as early as possible.

Classroom Policies

• Students are expected to conduct themselves in a professional manner.

• No hats may be worn in class, or at client/vendor meetings.

• Students are expected to dress professionally for all client and vendor meetings and presentations.

• Students must agree to, and sign a Design Project Center Use contract to have access privileges to the Design Project Center and 309 studio during non-class times.

• No personal guests are allowed in the classroom studio or project center at any time.

Note

The instructors reserve the right to make changes in the course syllabus at any time during the semester. Students will be notified if changes are necessary.

FACULTY QUALIFICATIONS

OVERVIEW OF VISD FACULTY QUALIFICATIONS

Faculty	Undergraduate degree	Graduate degree	Education experience	Professional experience
Jeff Ek	BS in Visual Communication, Ferris State University	MS in Education, Ferris State University	Ferris State University 7 years	graphic designer and web designer/developer 12 years
Curt Ellis	BA in Psychology, Greenville College BFA in Graphic Design, Western Michigan University	MFA in Graphic Design, University of Michigan	Ferris State University 10 years	art director and web designer/developer 15 years
Barbara Loveland	BFA in Graphic Design, Western Michigan University	MS in Education, FSU Ferris State University	Ferris State University 15 years	full-time creative director and designer 15 years
Linda Powell	BS in Graphic Design, Western Michigan University	MS in Design Education, Western Michigan University	Ferris State University 13 years	full-time creative director and designer 17 years
Alison Stone	BS in Visual Communication, Ferris State University	MS in Education, Ferris State University	Ferris State University 3 years	full-time graphic designer 12 years
Kathleen VandeMark	BFA Michigan State University	MS in Education, Ferris State University	Ferris State University 7 years	practicing fine artist 15 years

VITA | JEFF EK

VITA

Name: Jeffrey Ek
Rank: Assistant Professor

Tenure/Non-Tenure: Tenure

Department or Division: Marketing Department - Visual Design and Web Media

Teaching Experience Areas of Involvement (in teaching)
Summer 2001 – Present
Coordinator, Visual Design and Web Media Program

1999 – Present
Ferris State University, Assistant Professor:
Computers in Visual Media, Computer Graphics, Web Design, Image Making, Electronic Imaging, Digital Imaging, and Photography

1998 –1999
Ferris State University, Adjunct Instructor:
Graphics for Television, Set Design, Electronic Imaging

Education Background
2001
Master of Science in Career Technical Education
Ferris State University

1995
Bachelor of Science in Visual Communication
Ferris State University

1987
Associate in Applied Science in Commercial Art
Ferris State University

Prior Experience not in Education
1988-1999
Media Production Graphic Designer
Ferris State University

1992-1999
Freelance Designer
Publications, Web Development & Packaging design

Professional Memberships
American Institute of Graphic Arts (AIGA)

Professional Meetings Attended.
How Design Conference Atlanta 2000
Lilly North Conference Lake Arrowhead 2000
How Design Conference San Francisco 2001

Papers Presented

Publications

Other Research Activity

Consulting
    Beltech Inc.
    Michigan Motion X-ray
    University Advancement and Marketing at Ferris State University
    Design consultant for Lerner Financial Group
    Growth Finance Corporation
    Logic Plus
    Ferris State University, Articulation Office
    Ferris State University, Katke Golf Course
    Freelance Graphic Artist, 1992-2001

Professional Growth Activities
Contracted by Ferris State University's Advancement Office to design and develop web content 2000 to present.
Contracted by Ferris State University's Governmental Relations and General Counsel department to design identity series.
Contracted by Lerner Financial Group Incorporated for design consulting.
Attended the Critical Thinking Workshop held by Ferris State University.
Completed the Facilitating Student Learning Program presented by the Center for Teaching, Learning, and Faculty Development at Ferris State University.
Completed in its entirety the new faculty orientation workshops hosted by the Center for Teaching, Learning, and Faculty Development.

Reading of related professional materials
Lynda.com
Communication Arts
E-Media
Dynamic Graphics
Publish
Interactive
Graphics

Seminars Training Programs, etc., Conducted for Business and Industry
Yearly training of Ferris Web Developers in digital imaging and web graphics though the Ferris Web Initiative.
Presented Print and Web sessions at Ferris' Summer University 2001 for faculty and staff.

Professional Presentations, Speeches, etc.
Present twice yearly on Digital Imaging for the MOISD Monday Night Technology Program.

Institutional Service Performed
Strategic Marketing Committee
Presidential Inauguration Committee
Futures Conference presentation on digital media
Pathways Conference Panelist
Academic Senate Senator
Student Life Committee
Programmatic Marketing Committee.

Volunteer for the College of Business First Impressions table.
Serve as a judge of authenticity in the 2001 Annual Spaghetti Bridge Competition hosted by
Ferris State University.

Recognition and Honors
1995 Addy Award

Professionally Related Community Activities
Serve on the Mecosta/Osceola Intermediate School District Graphic Arts Advisory Board.
Chair Technology committee for RCCN

**Educational Background to document graduate course work in the field of Visual Design
sufficient to support doctoral level preparation.**

Teaching Experience sufficient to document doctoral level expertise.

Documented Practical Experience

Consulting Experience
    Consulting experience ties to teaching in the classroom as follows:
    Art direction and development of web pages for actual clients using student in groups. By
    combining instruction with the practical application of serving a real client the worth of what is
    learned becomes elevated to the student.

Scholarly Activity

Prepared
August 2004

VITA | CURT ELLIS

I.**Curriculum Vitae**

Name: Curt Ellis

Rank: Associate Professor

Tenure/Non-Tenure: Tenure

Department or Division: College of Business/Marketing Department, Ferris State University, Big Rapids, Michigan

Teaching Experience: Areas of Involvement (in teaching)

2004: Greenville College, Adjunct Professor of Digital Media: DM399 Advanced Web Graphics
1995-2004: Ferris State University, Associate Professor of Visual Communication and Visual Design and Web Media: Design I, Design II, Drawing I, Drawing II, Design Survey, Typography, Typographics, Introduction to Computers in Visual Media, Computer Graphics, Electronic Imaging, Digital Imaging, Principles of Web Design, Introduction to Computers in Visual Media, Web Tools & Techniques, Web Animation, (non-majors), Computer Graphics, Digital Imaging, Multimedia Production
1997-2000: Spring Arbor University, Instructor (Adjunct): Art Appreciation (Advanced Degree Completion Program)
1995: Western Michigan University, Instructor (Adjunct): ART545 Masters capstone course in Graphic Design program.
1993: University of Michigan, Teaching Assistant (Grader): Design History
1990-1991: Ferris State University, Instructor (Full Time Temporary): Design 1, Design 2, Design 3, Production 1, Production 2, Production 3
1989: Spring Arbor College, Instructor (Adjunct): Graphic Design, Typography

B. **Education Background**

1995: MFA, The University of Michigan, Major: Design, Cognate/Minor: Painting
1989: BFA, Western Michigan University, Major: Graphic Design
1983: BA, Greenville College, Major: Psychology

C. **Professional Experience**

2003-present: Innovative Software Solutions, Web Developer, Grand Rapids, Michigan
1994-1995: Florists' Transworld Delivery, Art Director, Southfield, Michigan

1989-1990: Herman Miller, Inc, Staff Graphic Designer, Zeeland, Michigan
1988-1989: UpJohn, Inc, Contract Graphic Designer, Portage, Michigan
1986-1988: Magee Design, Design Assistant, Jackson, Michigan
1984-1986: ProServ Television, Assistant to the President, Production Assistant, Commercial Traffic Coordinator, Dallas, Texas
1984-1986: ProServ Television, Personal Assistant to the CEO, Public Relations Assistant, Washington, District of Columbia

D. **Professional Memberships**

American Institute of Graphic Arts
American Center for Design
Society of Typographic Arts

E. **Professional Meetings Attended**

1997: American Center for Design
1989: Society of Typographic Arts

F. **Exhibitions**

1997-2002: Ferris State University/Kendall College of Art and Design Faculty Exhibition
1996-1998: Ferris State University Student Visual Communication Exhibition
1995: The University of Michigan Master of Fine Arts Graduation Exhibition
1993: The University of Michigan Master of Fine Arts Works-In-Progress Exhibition
1989: Western Michigan University Bachelor of Fine Arts Graduation Exhibition

G. **Publications**

2004-present: Glass Corner Greenhouses, Company Website, Grand Rapids, Michigan
2003-present: The Peppermint Press, Company Graphics and Website, Grand Rapids, Michigan
2003-present: Innovative Software Solutions, Company Graphics and Website, Grand Rapids, Michigan
2003-present: Kalamazoo Plant Growers Association, Company Website, Kalamazoo, Michigan
2003-present: Innovative Software Solutions, Company Website, Picas© and Epicas© Interface and Web Design, Grand Rapids, Michigan

2003: Highland Advertising Group, Various Web Badges and Banners, Grand Rapids, Michigan
2003: TechPrep Articulation Website, Ferris State University
1991-1992: "Florist Magazine", Florist Transworld Delivery monthly magazine
1991: "Herman Miller Collection Poster," Print Magazine Regional Design Annual
1990: "Herman Miller Collection Poster," Print Magazine Regional Design Annual

H. Other Research Activity

1997-2004: Extensive: Related to the study of Web Design at Ferris State University
1995-1997: Extensive: Related to the study of Graphic Design at Ferris State University
1991-1995: Extensive: Related to Masters thesis at The University of Michigan (Readability: Making Text Read Easily)

I. Consulting

2003-present: The Peppermint Press, Graphic and Web Design
2003-present: Innovative Software Solutions, Graphic and Web Design
2003: Highland Advertising Group, Various Web Badges and Banners, Grand Rapids, Michigan
2003: TechPrep Articulation Website, Ferris State University
2002: Springcrest Dentistry for Children, Identity and Web Design
2001: Michigan Academy of Pediatric Dentistry Association, Web Design
2001: International Fellowship Church, Identity and Signage
2000: Bridgeway Community Church, Identity and Signage
1998: Spring Arbor College Art Department Curriculum Review
1997: Grand Rapids First Church of the Nazarene, Identity and Collateral Material
1990: Armstrong Associates Identity
1990: Jesse Dalman State Congressional Campaign

J. Professional Growth Activities

2004: Blackboard Online Course Development, Greenville College, Greenville, Illinois
1999-2004: WebCT Online Course Development, Ferris State University, Big Rapids, Michigan
2004: Sabbatical Leave, Greenville College Adjunct Professor of Web Design, Greenville, Illinois

2003-2004: Sabbatical Leave, Innovative Software Solutions, Grand Rapids, Michigan

2002-2003: Ferris Employee Leadership Development Program, Big Rapids, Michigan

2001: Teach What You Test: Test What You Teach, Ferris State University Faculty Summer Institute, Big Rapids, Michigan

2001: HOW Design Conference, San Francisco, California

2000: HOW Design Conference, Atlanta, Georgia

2000: Critical Thinking, Ferris State University Faculty Summer Institute, Big Rapids, Michigan

2000: Are You History?, Ferris State University, Big Rapids, Michigan

2000: Adobe Demystifying the Web, Southfield, Michigan

1999-2001: Xpedx Paper and Annual Report Show, Grand Rapids, Michigan

1999: Web Page Design Conference, National Seminars Group, Grand Rapids, Michigan

1999: Javascript Workshop, National Seminars Group, Grand Rapids, Michigan

1999: HTML Basics Workshop, National Seminars Group, Grand Rapids, Michigan

1999: PhotoShop Unleashed, Grand Rapids, Michigan

1999: Technical Topics—Using Internet, Ferris State University Faculty Summer Institute, Ferris State University, Big Rapids, Michigan

1999: General Internet, Ferris State University Faculty Summer Institute, Ferris State University, Big Rapids, Michigan

1999: WebCT, Ferris State University Faculty Summer Institute, Ferris State University, Big Rapids, Michigan

1999: WebCT, Ferris State University Faculty Winter Institute, Ferris State University, Big Rapids, Michigan

1995-1998: Carpenter Paper and Annual Report Show, Grand Rapids, Michigan

1997-1998: Focus 2 Tour and Presentation, Grand Rapids, Michigan

1997-1998: Hanon-McKendry Tour and Presentation, Grand Rapids, Michigan

1997-1998: SQA Tour and Presentation, Grand Rapids, Michigan

1997-1998: Herman Miller, Inc Tour and Presentation, Grand Rapids, Michigan

1997-1998: SquareOne Design Tour and Presentation, Grand Rapids, Michigan

1989: The Graphic Art of Bradbury Thompson, Cranbrook Academy of Art, Bloomfield Hills, Michigan

1988: Oxbow Summer Workshop in Monoprints, Sagatuck, Michigan

1987-present: Reading of related professional materials published by Print Magazine, Communication Arts, MacWorld, Wired, ID, U&lc, Émigré, Fast Company, HOW, Step-by-Step, ArtNews, American Artist, Graphis,

Metropolis, Wall Street Journal, Computer Shopper, Aribrare

K. **Professional Presentations, Speeches, etc.**

2002-2004: Day of Discovery, Ferris State University, Big Rapids,
Michigan
1995-2001: Autumn Adventure, Ferris State University, Big Rapids,
Michigan
2001: Human Computer Interaction, Ferris State University, Big Rapids,
Michigan
2000: All Roads Lead to Ferris, Ferris State University, Big Rapids,
Michigan
1999-2000: Newago County Career Technical Center College Fair,
Newago, Michigan
1999: WebCT Show and Tell, Ferris State University, Big Rapids, Michigan

L. **Institutional Services Performed**

2003: Student Orientation Faculty Panelist, Ferris State University, Big
Rapids, Michigan
2002-2003: College of Business Curriculum Committee, Ferris State
University, Big Rapids, Michigan
2002-2003: Web Developer for "TechPrep/Pathways" website, Associate
Vice President of Academic Affairs, Ferris State University, Big Rapids,
Michigan
2001-2002: Web Developer for "Day of Discovery", Visual and Web Media
Program, College of Business, Ferris State University, Big Rapids, Michigan
2001: Faculty Summer Registration Assistant, College of Business, Ferris
State University, Big Rapids, Michigan
2000-2001: Visual Design and Web Media Curriculum, College of
Business, Ferris State University, Big Rapids, Michigan
1999-2000: Web Page Design Consultant, College of Business, Ferris
State University, Big Rapids, Michigan
2000: E-Commerce Committee, College of Business, Ferris State
University, Big Rapids, Michigan
2000: FLITE Library Art Selection Committee, Ferris State University, Big
Rapids, Michigan
1999: Strategic Marketing Planning Committee, College of Business, Ferris
State University, Big Rapids, Michigan
1996-1999: Faculty Sponsor/Advisor to "Students In Design", Visual
Communication Program, College of Business, Ferris State University, Big
Rapids, Michigan
1995-1999: Faculty Chair of VISC Student Gallery Show, Visual
Communication, College of Business, Ferris State University, Big Rapids,
Michigan

1998: Computer Utilization Committee, College of Business, Ferris State University, Big Rapids, Michigan

M. Recognition and Honors

2003: Elected member of the 100 Art Alumni, Western Michigan University, Kalamazoo, Michigan

1992-1995: Academic Scholar, The University of Michigan, Ann Arbor, Michigan

1993: Teaching Assistant Scholarship, The University of Michigan, Ann Arbor, Michigan

1991: National Recognition in Print Magazine's Regional Design Annual, Rockville, Maryland

1990: National Recognition in Print Magazine's Regional Design Annual, Rockville, Maryland

1989: Presidential Scholar, GPA 3.95, Western Michigan University, Kalamazoo, Michigan

1979: Graduated 39 in class of 1100, Ben Davis High School, Indianapolis, Indiana

1978: American Legion Indiana Boys' State Attendee, Indiana State University, Terre Haute, Indiana

1978: Wabash College Learn About Business Scholarship, Wabash College, Crawfordsville, Indiana

II. Educational background to document graduate course work in the field of marketing sufficient to support terminal degree level preparation.

The description, "terminal degree," has been substituted for "doctoral" because a Masters of Fine Arts degree is considered equal to or comparable to a Ph.D. for studio artists.

Additionally, I found the two HOW Design Conferences (2000 and 2001) contained multiple breakout sessions that were either new or supportive education. I have been able to introduce and implement the topics and techniques presented in the seminars. A list by title of the seminars that I attended is included after the graduate course work that I completed at Western Michigan University and The University of Michigan.

The following specific courses are presented to document graduate course work in the field of Design and Marketing sufficient to support terminal degree level participation and completion.

Course work taken as part of the BFA in Graphic Design from Western Michigan University and the MFA in Design (Graphic Design) from the University of Michigan are:

Masters level course work taken at Western Michigan University:
1. ART500 Internship 1, 3 credits (1988)
2. ART500 Internship 2, 6 credits (1989)
3. ART545 Graphic Design, 6 credits (1988, 1989)
4. ART521 Myth and Ritual in Fine Arts, 3 credits (1987)
5. ART521 History of 20th Century Design, 3 credits (1988)
6. ART589 History of 20th Century 1900-1945, 3 credits (1988)
   24   Total credits

Masters level course work taken at The University of Michigan:
1. ART419 Color, 3 credits (1992)
2. ART425 Art Seminar-Design Criticism, 3 credits (1995)
3. HIST ART520 Fundamentals of Museum Practice, 3 credits (1994)
4. ARCH587 Furniture Design, 3 credits (1993)
5. ART663 Painting, 12 credits (1993, 1994, 1995)
6. ART671 Graphic Design, 12 credits (1992, 1993)
7. ART672 Graphic Design, 6 credits (1993)
8. ART771 Graphic Design, 6 credits (1994)
9. ART704 Critical Issues in Design, 3 credits (1992)
10. ART772 Graphic Design, 3 credits (1995)
11. ART773 Graphic Design, 3 credits (1993)
12. HIST ART773 Problems in 20th Century Art, 3 credits (1993)
    60   Total credits

Seminars that I attended at the 2000 HOW Design Conference in Atlanta, Georgia are listed:

Basic Web Design (3 hours)
Advanced Web Design (3 hours)
Trends Influencing the 21st Century (2 hours)
Paper Show (2 hours)
Creating a Webby Award Winning Site in the New Renaissance (1.5 hours)
Designing for Broadband (1.25 hours)
Animated Web Design (1.25 hours)
Keeping Up with Emerging Technology (1.25 hours)
Future Trends in User Interface Design (1.25 hours)
David Carson Presentation (1.5 hours)
Student Showcase (2 hours)
Designing Interface Products (1.25 hours)
Changing the Creative Process Using Digital Photography (1.25 hours)
How Technology Transforms Communication (1.25 hours)
The Vision Thing: Design for the Digital Revolution (1.25 hours)
Designing Edutainment Sites (1.25 hours)

Seminars that I attended at the 2001 HOW Design Conference in San Francisco, California are listed:

Design and Culture (1.5 hours)
Building a Challenger Brand (1 hour)
Building Ideas (1 hour)
Primo Angeli Presentation (1 hour)
David Carson Presentation (1.5 hours)
Student Showcase (2 hours)
Incorporating Design and Usability into Your Web Site (1 hour)
Designing Within a Corporation (1 hour)
Color Trends: Where They Come From and Where They're Going (1 hour)
Self-Promotion Online (1 hour)
Building a Business Case for Design (1 hour)
Maintaining Your Integrity (1 hour)
Web Aesthetics (1 hour)
I Didn't Know PhotoShop Could Do That (3 hours)
Paper and Vendor Show (2.5 hours)
Networking in San Francisco (3 hours)
Finding Meaning in the Design Age (1 hour)
Pluralism: Merging Disciplines (1 hour)
Flash™: Making the Invisible Visible (1 hour)
Inspiration, Theme and Concept in New Media Design (1 hour)
Art and Online Design (1 hour)
Tours of San Francisco Web Design Studios and Firms (5 hours)

III. Teaching experience sufficient to document terminal degree level expertise

Curriculum development activities include the following: participation in the academic program review of the Visual Communication degree program; participation in the academic merger of the Visual Communication degree programs at Ferris State University and Kendall College of Art and Design; committee member participant in developing a new curriculum in a web page design track for a new program in E-Commerce or E-Business; advising decisions regarding computer software and hardware purchases for the Visual Communication program; advising protocol and procedure development for computer usage in the College of Business as committee member of the Computer Utilization Committee.

Course development activities include the following: the implementation of an online reference component to courses in the Visual Communication program including Design 1, Design Survey, Computer Graphics, Digital Imaging, and Multimedia Production; the documentation of an established protocol of equitable student evaluation for all courses in the two-year associates program

in Visual Communication; the development of required objectives, concepts, and technical skills with the application of "real-life" projects; the development of courses for an online certificate or degree in Visual Communication.

Courses taught include the following: Art Appreciation, Two-Dimensional Design, Typography, Typographics, Design I, Design II, Drawing I, Drawing II, Introduction to Computers, Computers in Visual Media, Design Survey, Digital Imaging, Multimedia Production, and Computer Graphics.

Teaching techniques include the following: the emphasis of academic and scholarly pursuits by lectorial presentation of facts and knowledge related to studio design practices; team approaches to studio design practices; design methodology through brainstorming and conceptual development; production of comprehensives; linear, cyclical, and branching methodologies of studio design practice; emphasis on student written and spoken presentations of research findings; utilization of video, LCD, slide transparencies; the navigation, search, and retrieval of online databases and search engines online for presentation; procurement of guest speakers and lecturers for related topics to course outlines; the organization and attendance of field trips; the development and writing of project sheets or job tickets for student projects; the use of WebCT to supply, support, and reference course content including a spread sheet of reported and calculated grade scores, URLs, image and image map references, and both static and dynamic web pages for support to course content; traditional and digital technical demonstrations of applications.

IV. Documented Practical Experience

Additional to writing curriculum for a new program, updating and improving course and program content, and implementing and developing multiple methodologies to present course content to students in Visual Communication and Visual Design and Web Media Programs, current activities include the following: learning new technical skills with graphics software application upgrades; learning new system software and hardware upgrades; researching and learning new graphics software applications to support new technologies in the Visual Communication profession; and learning technical skills and terminology while migrating to web page design technologies.

Work experience outside of teaching includes learning and sharing knowledge of WebCT with faculty and students; service as a faculty sponsor to "Design Work," the Visual Communication Professional Business Organization; working with publishers to create online courses in Visual Communication.

V. Consulting Experience

Consulting experience relates professionally to students in the classroom in the following ways: working professionally for clients helps clarify and brings into focus the importance of projects given to students in the classroom; working professionally for clients and through vendors establishes positive rapport with other professionals in the field and establishes networking opportunities for students in the classroom; working professionally for clients gives me insight of new and advancing technological changes in the market.

VI. Scholarly Activity

Scholarly activities include the research of new delivery methods of course content. With advancement of web technologies and software applications that provide techniques to deliver information, most of my scholarly pursuits have been integrated with authoring, graphics, and animation programs and the new web software application WebCT to explore new ways of delivering content. WebCT is an acronym for Web Course Tools and was developed by faculty at the University of British Columbia. It allows faculty to deliver course materials and content via web pages. My personal goal for any student enrolled in one of my classes is to feel challenged, motivated, encouraged, and most importantly treated equitable with regard to evaluations and judgments by me, the instructor. WebCT technology allows me to deliver content in a new, sophisticated, and interesting way. Students respond enthusiastically to courses that utilize WebCT as an integral component. WebCT technology can be used for both primary and secondary reference. Primary reference could be defined as a live online course delivery system. Secondary reference could be defined as a support mechanism (like a textbook) to traditional courses. Additional scholarly activities currently include dialog with textbook publishers to explore potential interests, audiences, and markets for online courses and textbooks that document the findings of this new online delivery system. Finally, pursuit of scholarly endeavors exists while nested within the scope of working professionally in graphic and web design. Textbook knowledge of CSS, DHTML, HTML, animation, kinetic graphics, optimization formats, and digital prepress publishing become clearer while working for industry.

Prepared
Fall, 2004

VITA | BARBARA LOVELAND

VITAE

Personal Data
 Name – Barbara Loveland
 Rank – Assistant Professor
 Tenure/ Non-Tenure – Tenure, 1996
 Department or Division – College of Business, Marketing Department
 Years of Teaching Experience – 15 (full-time)

B. Education Background
 1976 – Bachelor of Fine Arts Degree, Western Michigan University,
  Graphic Design and Printmaking

 1998 – Master of Science Degree, Ferris State University,
  Career and Occupational Education, Highest Distinction

 2002 – Certificate of Completion, sessions.edu
  QuarkXpress on-line course

C. Experience in Education
 1974/1975
  Fall and Winter Semesters, Instructor
  Foundation Level Design Course, Department of Art,
  Western Michigan University

 1976/1977
  Design Center Coordinator, Department of Art,
  Western Michigan University
  I worked with design faculty and undergraduate and graduate design
  students to complete design projects for real application.

 1987 Design Direction of Senior Level Graphic Design Students at Western
 Michigan University to design and create 500 feet of window covering/display for
 the Herman Miller Showroom at the International Design Center in New York

 1989 – 2002
  Assistant Professor, Visual Communication Program
  Ferris State University

 2002 – Present
  Assistant Professor, Visual Design and Web Media Program
  Ferris State University

Experience Not in Education
 1973 – 1974   Production Artist, A.D. Johnson Engraving Company

1974 – 1976   Production Assistant, Design Center, Department of Art,
         Western Michigan University

1977 – 1980   Graphic Designer, Herman Miller, Inc.

1978 – Three weeks in England working as photographer and audio
         coordinator for films about two women artists

1980 – 1989   Senior Communications Manager, Herman Miller, Inc.

1984   Worked in Milan, Italy for two weeks, with color expert, Clino Castelli, to
develop new color, fabric, and finish options for Herman Miller product lines.

2004   Designer/Consultant, Herman Miller, Inc.

D. Professional Memberships
American Institute of Graphic Artists, National
American Institute of Graphic Artists, Chicago Chapter
Society of Environmental Graphic Designers

E. Professional Meetings/Conferences Attended
1987, 1989, 1991 – *American Institute of Graphic Arts* Conference
1990, 1991, 1992 – *American Center for Design* Student Conference
1993 – *Society of Environmental Graphic Designers* Conference
1996 – *ACD Living Surfaces, Design for the Internet* Conference
1996 – *Strategic Design* Conference
1999 – *ACD Living Surfaces, Ubiquitous Computing* Conference
2000 – *HOW Design Conference*
2002 – AIGA Chicago, Design Education Conference, *Future History*
2004 – AIGA Chicago Design Carnival

F. Papers Presented
None

G. Publications (Juried)
1978, 1980, 1983 – Women in Design, Chicago
1978,1984 – AIGA *Communication Graphics*
1979 – AIGA *Covers*
1979, 1980, 1981 – *BRNO/CSSR* – International Exhibition Publication
1979,1980,1981,1985,1986 – *Creativity*
1979, 1981,1984 – *Communication Arts*
1980 – International Association of Business Communicators *Design Annual*
1981,1982,1985 – *STA (Society of Typographic Artists) 100*
1981, 1985 – *Graphis Posters*
1982, 1983, 1985, 1987, 1988, 1989 – *Print Regional Design Annual*
1982, 1985 – Art Directors Club *Annual*
1984 – AIGA *Posters*
1985 – AIGA *Design Leadership Award* to Herman Miller

1985 – Calligraphy in the Graphic Arts (Society of Scribes)
1985 – *Interiors* Magazine Brochure and Binder Competition
1985 – *Typography 6,* Type Directors Club
1985/86 Edition – *Graphis Annual*
1986 – Printing Industries of America
1988/89 Edition – *Print Casebooks 8,* Environmental Graphics
1989 – Society of Publication Designers
1991 – *Print's Best Corporate Communications*

H. Other Research Activity

1998 – Masters Degree field study (The Feasibility of a Design Management Program at Ferris State University)
2000 – Sabbatical Leave (What do our graduates need to know for today's professional design workplace?)
2000 – Proposal for Visual Communications Honors Program at Kendall
2002 – Literature Review for VISD Program
2004 – Program Review

I. Consulting

1989/1990 – Herman Miller, Inc., D.J. DePree Memorial
1992/1993 – University Advancement, Ferris State University, Identity
1996 – Present – Gretchen's Landing, print collateral Gretchen Vereeke, client
2001 – *Preserve the Dunes, Inc.,* newsletter Georgia Boerma, client
2002 – Covert Township, newsletter Barbara Maddox-Rose, client
2003 – Herman Miller, Inc., Marigold Lodge
2004 – Herman Miller, Inc., Marigold Lodge

J. ConsultingProfessional Growth Activities

1989, 1990 through 2003 – *Mead Annual Report Show*
1994 – *National Women's Art Museum* Site Visit, Washington, D.C.
1994 – *Museum of Contemporary Art* Site Visit, Chicago
1994 – *Smithsonian Institution* Site Visit
1998 – American Center for Design *Living Surfaces* Conference, Chicago
1998 – *Balthazar Korab, Photographer* Lecture
1998 – *Eames Demetrious, Director, Eames Office* Lecture
1998 – *Mimi Cooper, Colorist* Lecture
1999 – *Reading Dynamics* Seminar
1999 – *WebCT Training,* FSU Summer Institute
1999 – *Ticino Valley, Switzerland,* Smithsonian Study Tour
1999 – *Critical Thinking,* FSU Summer Institute
2001 – *Sabbatical Leave*
2001 – *Lana Rigsby, Designer* Lecture
2002 – *Peter Lawrence,* moderator, Design Management Institute, panel discussion
2002 – *Advertising: Behind the Glitz and Glamour* Seminar

2000, 2001, 2002, 2003 – *Outsiders* Art Exhibit
2002 – *Dale Chihuly, Artist* Blown Glass Exhibit, Garfield Arboretum,Chicago
2002 – *QuarkXpress* Software Program, on-line class
2002 – *WebCT* Training, FSU
2002 – *Jon Henderson, Former Hallmark Cards Creative Resource Director*,
Lecture, KCAD Career Day
2003 – *Dale Chihuly, Artist* Blown Glass Exhibit, Meijer Gardens, Grand Rapids
2003 – *Creative Smackdown,* Panel Discussion and Brain Storming Session,
Grand Rapids

Ongoing – Reading of professional periodicals and journals: *Print* Magazine,
Communication Arts Magazine, American Institute for Graphic Arts *In Form,*
@issue

K. Seminars, Training Programs, etc., conducted for Business and Industry
None

L. Professional Presentations, Speeches, etc.
1981 – Women in Design, Chicago, IL
1982 – Atlanta College of Art and Design, Atlanta, GA
1984 – Juror, Indiana Art Directors Club Competition
1986 – Juror, AIGA Communications Graphics Show
1988 – Herman Miller Graphic Design Discussion Panel, Central Michigan
University
2004 – FSU Honors Program, "What We Do, How We Do It, and Why We Do It"

M. Institutional Services Performed
University-Wide Committee
University Sign System Committee

1992 – 2004 Art directed students who designed:
University College posters (7)
University Honors Program logo, stationery, and sweatshirt
FSU International Festival t-shirts and posters
FSU Faculty/Staff Journal, *Insider*
FSU Center for International Studies logo and t-shirt
FSU Architecture Program poster
FSU Facilities Management Program poster
FSU Commencement banners
FSU Tennis Camp t-shirts
FSU SLA logo and manual formats
FSU International Recruiting brochure
FSU Select Sixty logo
Racquet and Fitness Center graphics
FSU Architectural Technology Recruiting Brochure
College-Wide Committees

COB Scholarship Committee
COB Post Tenure Policy and Procedures Committee
COB Distinguished Business Lecturer Committee
COB Distinguished Business Lecturer Committee, Chair
COB Promotion/Merit Committee, Co-chair
COB Promotion/Merit Committee

Art directed student teams who designed:
COB Information brochure
COB International Opportunities brochure

Department-Wide Committees
Marketing Promotion and Merit Committee
Marketing Tenure Review Committees: Collins, Ellis,
Ek (chairperson),VanDeMark

Art directed student teams who designed:
Hospitality Management Gala Event invitations and program covers (3 years)

Program Committees
FSU/KCAD Visual Communication Merger Committee
KCAD Curriculum Development Committee
Autumn Adventure (6 years)
Student Exhibit Juror
Recruiting (annually)
VC Program Review
Semester Conversion Committee
Faculty Search Committee (6 positions)
VISD Curriculum Development Committee
VISD Recruiting Event – "Day of Discovery"

Art directed student teams who designed:
VC Recruiting brochure
VC Student Exhibit invitations
VC Multimedia/Digital Recruiting tool
VC Alumni newsletter (2 issues)
VC project forms
VC Alumni Reunion invitation
VISD Recruiting Event invitation and nametags (Day of Discovery)
VISD Design Application capabilities brochure

N. Recognition and Honors
1984 – Outstanding Employee – Herman Miller, Inc.

1985 – AIGA Design Leadership Award to Herman Miller, Inc.
1995/1996 Distinguished Teacher Award, Runner-up with Distinction –
    Ferris State University

1996 – 97 Distinguished Teacher Award, Runner-up – Ferris State University

1997 – Kendall/Ferris Faculty Exhibit

Collections: Grand Rapids Art Museum
          Smithsonian Institution National Museum of Design Collections
          Museum of Modern Art, New York

O. Professionally Related Community Activities

Art directed students who designed communication materials for nonprofit
organizations, community activities and businesses, 1992 – 2004:
• American Spinal Research Organization logo and stationery system
• Big Rapids Chamber of Commerce billboards
• Big Rapids Community Foundation brochure
• Big Rapids Community Library logo and stationery system
• Bridge Run promotion materials (2 years)
• Canadian Lakes Property Owners Association identity program
• Children's Assessment Center bookmarks
• Children's Assessment Center Ten Year Anniversary Celebration event
invitation, program, and silent auction art work identification system
• Children's Assessment Center overview brochure and trade show exhibit
• Creative Benefits presentation folder
• FifthThird River Bank Run 2003 and 2004 identity program, billboard, and
training materials
• Gazelle Sports events calendar (3 years)
• Gretchen's Landing services brochure, postcards, note cards, and stationery
• Hospice of Big Rapids Christmas card
• Impact Fab logo and stationery
• K & M Fabricators sculpture division brochure
• Reckley Associates, Architects overview brochure
• Reeds Lake Run 2003 promotional campaign
• Reeds Lake Triathlon 2003 promotional campaign
• ReThink retail store identity program
• runGazelle.com on-line running club identity
• Schaub Cabinet Hardware advertising program and web site
• Sheila Hart, Voice Artist promotional materials
• Village Belles Realty sign
• West Michigan American Marketing Association conference materials (2 years)

Submission Date
August 2004

VITA | LINDA POWELL

VITA

A. Personal Data
Name: **Linda Powell**
Rank: Associate Professor
Tenure/Non-Tenure: Tenure
College: Business
Department: Marketing
Program: Visual Communication
Teaching Experience:

Fall Semester 1989	Western Michigan University Level: Seniors Involvement: Graphic Design, Environmental Graphic Design
1991 – present	Ferris State University Level: Sophomore/Junior/Senior levels Areas of Involvement: Graphic Design, Identity Design, Promotion Design, Publication Design, Packaging, Environmental Design, Imagemaking, Print Production, Digital Pre-press, Design Application, the Business of Design

B. Education Background

1968	BS in Graphic Design, Western Michigan University
1970	MS in Graphic Design, Western Michigan University

C. Experience Other Than Education

1968 –1972	Assistant to the Director of the Design Center Department of Art at Western Michigan University
1972 – 1973	Graphic Designer, Westburg Klaus Associates, Minneapolis, Minnesota *Responsibilities:* Design and development of corporate identity programs and architectural signage. Clients included Loyola-Notre Dame University library, Baltimore MD; University of Wisconsin bookstore, Madison WI; Watergate hotel, Alexandrea VA; Minneapolis Art Institute, Minneapolis MN.
1973 –1976	Design Center Coordinator Department of Art, Western Michigan University *Responsibilities:* Office manager, graphic designer, advisor to senior level and graduate students on design and production of projects
1976 – 1991	Herman Miller Inc., Zeeland, MI Graphic Designer, 1976 – 1979 *Responsibilities:* Design, development and production of marketing communications collateral, corporate communication materials, environmental graphics, and employee communication materials.

Manager, Corporate Communications Design and Development, 1979 – 1984
Responsibilities: Consultation with clients to establish requirements for communications projects. Assignment of projects to designers and monitoring
of progress throughout concept, development, and production. Conceptual development of communication programs. Responsible for activities of print purchasing department – policies, procedures, vendor selection, timely delivery of high quality products. Preparation and administration of departmental plan and operating budget. Supervision of five employees.

Senior Communications Manager/Graphic Designer: 1984 – 1991
Responsibilities: Development of Marketing Communication strategy. Design development and direction of communication programs. Communication plans and design of materials for product introductions, major sales and marketing events, corporate programs, marketing programs, and events. Establishment of and accountability for communication budgets. Identification and direction of appropriate external resources – designers, illustrators, photographers, and writers. Supervision of four graphic designers.

Fall 1998	Graphic Designer and Project Manager, Herman Miller SQA (eight weeks)
	Activities: Herman Miller Brand Strategy Project: Project coordinator and design team member for the visual development of logotypes for Herman Miller, and their relationship to products, consulting services, and subsidiaries.
Fall 1998	Graphic Designer, Square One Design, Grand Rapids, MI (eight weeks)
	Activities: Concept development for Herman Miller Store Wall Street Journal ad campaign. Design development for Limerick Chair brochure. Design team member for *Things That Matter* campaign for Herman Miller – newspaper ads, book series, product ads, product literature.
Winter 1999	Integrated Marketing Resources, Grand Rapids, MI (twelve weeks)
	Activities: Scanning transparencies and reflective art, electronic manipulation and retouching of imagery, electronic pre-press operations.

D. Professional Memberships

1968 – present	American Institute of Graphic Arts, National
	American Institute of Graphic Arts, Chicago chapter
Formerly	American Center for Design (32 years)
	Design Management Institute (8 years)
	Museum of Modern Art (15 years)
	Women in Design (6 years)

E. Professional Meetings Attended
No meetings attended on a regular basis since professional organizations that I belong to are based in Detroit, Chicago and New York. See Professional Growth activities section for seminars and conferences sponsored by these and other design organizations.

F. Papers Presented
None

G. Publications (Juried)
Design in Michigan Journal, 1978
Communication Arts Annual, 1978, 1980
Creativity, 1979, 1980, 1981, 1983, 1984, 1987, 1988, 1990, 1991, 1992
TDC-28, 1981 (Typography 3)
Print's Regional Design Annual, 1981, 1982, 1983, 1985, 1992
Graphis Posters, 1981
Publication Design, 1982
Calligraphy in the Graphic Arts, 1982, 1985
Interiors Magazine Brochure and Binder Competition, 1985
Brno Bienále of Graphic Design, 1978, 1982, 1988
Print Casebooks 8, Environmental Graphics, 1989
Publish Magazine, 1991
TDC-38, 1991 (Typography 13)
Print's Best Corporate Publications, 1991
Graphic Design USA, 1973, 1974, 1975, 1976, 1978, 1979, 1982, 1985, 1987, 1994
AR100 (Annual Reports), 1992

H. Other Research Activities (1996 – present)
Computer software programs including:
Macintosh OSX Jaguar operating system, Quark XPress, Adobe Photoshop, Adobe Illustrator, Adobe Streamline, Fontographer, Macromedia Director, Macromedia FreeHand, Filemaker Pro
Computer hardware including:
Flatbed scanners, Polaroid slide scanner, Proxima projector, Nikon 885 digital camera

File formats for appropriate use with vector, bitmap, and web applications,
1998 VISD literature review, interpretation, and implications for the program, 2002

I. Consulting
1991 –1992	Herman Miller, Inc.
1992 – 1993	University Advancement, Ferris State University
2001	Preserve the Dunes
1996 – present	Gretchen's Landing, Holland, MI
2002	Township of Covert, MI
2003	Herman Miller, Inc. Marigold Lodge
2004	Herman Miller, Inc. Marigold Lodge

J. Professional Growth Activities (1997 – present)

Extensive and ongoing travel throughout the United States and Europe including visits to art and design museums, educational institutions, architectural landmarks, environmental design exhibits, corporate design groups, graphic design studios, new-media studios, service bureaus, and printers.

Specific seminars, conferences, and activities in the past six years include the following:

Design seminars/studio visits:
Fairly Painless Advertising
Square One Design
Davison Dietsch McCarthy,
Gerhardt and Clemons
Meta-4, Gould Graphics
Michael McGinn
Lana Rigsby Design
American Center for Design Living Surfaces Conference
HOW Design Conference (2 years)
AIGA Chicago Design Carnival
Martin Schoenborn, designer
Creative Smackdown I and II
AIGA Chicago Design Education Conference
Loren Creative

Multimedia/Web seminars/studio visits:
Focus 2 Cross Media Design
BBK Studio
Fusionary Media
Design VOX
Eames Demetrious (new media productions)
People/Places/Things (virtual reality design)

Electronic Pre-press/Printers:
Lake County Press
Integrated Marketing Resource
Integra Printing and Integra Print-on-Demand division
The Etheridge Company
Spiral Graphics of Michigan
Axis Digital Printing
Halo Graphics
Shade Tree Tees
Formost Printing
Commercial Printing Company
J&B Printer
Gilson Graphics
Howard Printing
Dickenson Printing

Environmental Graphic Design seminars/studio visits:
Carol Naughton & Associates
Corbin Design
Xibitz
Signs Now
Herman Miller "Greenhouse"
Herman Miller "Marketplace"
Other Design-related Seminars/University programs:
Color Speaks seminar
Distance Learning seminar
Mead Annual Report show
Steve Richardson Photography
Design for the Internet conference
SX-2 Design
MS&R Architect
Balthazar Photography
A Sustainable Future Through Interdisciplinary Education symposium, moderated by
Peter Lawrence (Design Management Institute)
Advertising: Behind the Glitz and Glamour seminar
Critical Thinking Summer Institute
An Evening with Eames Demetrious
Xpedx paper seminar
Central Michigan Paper Company
Quimby Walstrom Paper Company
Eames Demetrious at DesignQuest
Chihully glass exhibit and presentation

K. Seminars, Training Programs, Etc. Conducted for Business and Industry
None

L. Professional Presentations, Speeches, Etc.
Women in Corporate Design, Options in Design Conference, Chicago, 1980
Corporate Communications at Herman Miller, Visiting Designer, Atlanta College of Art, 1981
Poster Design, panel discussion, Western Michigan University, 1983
Graphic Design at Herman Miller, Central Michigan University, 1988
Designers Surviving Within the Corporate Environment, Hallmark Creative, Kansas City, 1990

M. Institutional Services Performed (1994 – present)
University Service:
Art direction of communication projects for the following University events/clients:
International Festival of Arts poster and t-shirt (9 years)
University Advancement
Hospitality Management Gala promotion (4 years)
Holiday Inn Conference Center ad campaign

Architecture program recruiting poster, brochures, CD
Facility Management program recruiting poster
Honors College logo
FSU College poster series
Faculty/Staff Journal (5 years)
Commencement banners
Tennis camp t-shirts
Racquet and Fitness Center graphics
Card Wildlife Education Center banners and signs
College of Business Service:
Art direction of communication projects for the following College of Business
events/activities:
COB Newsletter
COB recruiting flier
COB international opportunities poster
Distinguished Business Lecturer promotion
Served on the following committees:
Merit and Promotion committee (2 years)
Sabbatical Leave committee (3 years)
Department-wide Service:
Promotion and Merit committee
Recruitment and Retention activities (annually)
Tenure Review committees for 5 tenure-track faculty (chair for 3 committees)
Visual Communication Program Committees and Service:
Art direction of communication projects for the following VC events/activities:
VC Recruiting brochure and multimedia piece
VC Student Exhibit Announcements
Alumni newsletter
VISC Alumni reunion co-chair (2 reunions)
VISD Discovery day (4 years)
Served on the following committees:
FSU/Kendall merger and curriculum development (co-chair)
Autumn Adventure (4 years)
Student Exhibit juror (3 years)
Recruiting/Retention activities (ongoing)
VISD curriculum committee, chair
VC Program review (surveys, co-author of report)
VISD Program review 04 (surveys, data analysis, curriculum section)
Advisory board meetings (annually)
Advisor to VC student organization (6 years)
New faculty mentor (Ek)
Faculty search committee (5 years)
VISD literature review (co-chair)

N. Recognition and Honors (1976 – present)
AIGA Communication Graphics exhibit (6 years)