Academic Program Review
Graphic Design

2010

2009/10 Academic Program Review
Graphic Design Program
Department Chair's Comments
December, 2010

The Graphic Design (GRDE) program at Ferris is one of very few graphic design programs offering an AAS and BS in graphic design from a college of business. Opportunity for graduates remains strong in part because there is growing recognition of the technical and strategic benefits well prepared graphic designers bring to employers, and because of the standard of excellence the GRDE program represents among graphic design professionals and employers.

The current curriculum is kept aligned to current and emergent industry needs and trends through on-going curriculum assessment and adjustment based on faculty expertise joined with feedback received from the program advisory board and alumni networks. The cadre of GRDE faculty stays current by smart hiring, intentional faculty development, the GRDE team approach to program assessment and improvement, and professional faculty engagement through curriculum development and teaching, consulting, participation and networking at professional meetings, and close connections to an advisory board network and expanding alumni base.

As a result of program excellence coupled with a dynamic and well-executed promotion campaign, the GRDE program has enjoyed a five year upward trend in enrollment – rising to 200+ in 2009 with a slight drop in 2010. This campaign has served as a model to other departments and COB programs – some of which have adapted strategic and operational approaches to program promotion developed and tested by the GRDE program. While the program is well differentiated from sister programs at Kendall and main campus – it faces the need to continually convey these distinctions to secondary teachers, advisors, students, and parents.

The program may also be challenged by the high level of success of their BS program – many more students enter the AAS program then can be matriculated into the BS program – both because of the rigorous standards required to matriculate and because of the limited program capacity to accommodate BS students. The program continues to effectively provide students ongoing academic feedback, academic advising, and where relevant, support in identifying and moving to an alternative academic program. In addition, for students completing the GRDE AAS degree but not matriculating to the GRDE BS program, the program has collaboratively developed specific alternative pathways to other programs that maximize application of the GRDE AAS credits.

The exceptionally competent program faculty work independently and collaboratively on behalf of the AAS/BS program curricula to prepare graduates for evolving industry needs and demands. These faculty are also working together to assure the program fully benefits from an expanded set of faculty expertise and other enriching dimensions of diversity. The COB administration and support staff continues a strong commitment to this exemplar program.

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Yesterday and today – What is graphic design?

"Graphic design is the most ubiquitous of all the arts. It responds to needs at once personal and public, embraces concerns both economic and ergonomic, and is informed by many disciplines, including art and architecture, philosophy and ethics, literature and language, science and politics and performance.

Graphic design is everywhere, touching everything we do, everything we see, everything we buy: we see it on billboards and in Bibles, on taxi receipts and on websites, on birth certificates and on gift certificates, on the folded circulars inside jars of aspirin and on the thick pages of children's chubby board books.

Graphic design is the boldly directional arrows on street signs and the blurred, frenetic typography on the title sequence to E.R. It is the bright green logo for the New York Jets and the monochromatic front page of the Wall Street Journal. It is hang-tags in clothing stores, postage stamps and food packaging, fascist propaganda posters and brainless junk mail.

Graphic design is complex combinations of words and pictures, numbers and charts, photographs and illustrations that, in order to succeed, demands the clear thinking of a particularly thoughtful individual who can orchestrate these elements so they all add up to something distinctive, or useful, or playful, or surprising, or subversive or somehow memorable.

Graphic design is a popular art and a practical art, an applied art and an ancient art. Simply put, it is the art of visualizing ideas." Helfand, J. (n.d.). What is graphic design?. Retrieved from http://www.aiga.org/content.cfm/what-is-design Jessica Helfand, Editor, Design Observer and Partner, Winterhouse Studio

Today and tomorrow – Where is Graphic Design Going?

The GRDE Program is constantly looking to industry partners for discussion and counsel in future planning.

"The changing landscape of business, brands and culture has led to increased demands on design graduates and design educators; increasing opportunities as well. The only thing we can be certain of is that more change is on the way. That change is taking place at both ends of the spectrum, from implementation to conceptual thinking.

In terms of implementation, there are more tools (software) available to designers but not enough time to learn them all. Getting a strong foundation in the most critical tools is essential. However, students must be aware of emerging technology, eager to learn what tools different design challenges demand and be responsible for keeping up. Students and design educators must stay abreast of these trends and accommodate rapid adoption. In terms of conceptual thinking, designers are being asked to think more strategically and be more user centric. This leads to insights and ideas that have more relevance and that can differentiate, innovate and achieve results.

The good news is designers have opportunities to grow in many different directions. The value of design is being recognized in more organizations, at more levels and across more industries. Whether to affect business strategy, brands, products, services, corporate culture, communications, or user experience – design is being leveraged throughout organizations and is giving designers more opportunities to advance than ever before." John Totten, Genesis, Inc in response to the Graphic Design program APR committee inquiry related to student preparedness and industry trends.

Graphic Design Program Overview

The 2010 baccalaureate graduates of Ferris State University's Graphic Design program (seeking employment) are 100% employed as designers in today's economic climate. The program is committed to the continual process of providing a respected quality design program prepared for the marketplace. Each year students become employable graduates, filling industry's needs making positive contributions to society.

Committed full-time faculty maintains strong relationships with industry leaders as we consistently deliver learner-centered design education to students from diverse backgrounds.

As media changes at a rapid pace, the program continues to develop and offer multidisciplinary courses and experiential learning opportunities. Students seek practical approaches to solving communication problems. The program's focus meets the demands of an ever-changing industry with a curriculum that emphasizes problem-solving, and technical, aesthetic and conceptual skills, required to be successful in the marketplace.

Since the fall of 2006, the Program has been renamed "Graphic Design", students expect solid foundational design courses delivered with a media-independent intent. Graphic Design faculty review and establish goals during semi-annual daylong retreats. These goals are based on the input of experts and program advisors through ongoing interviews, focus groups, workshops and surveys. For nearly 20 years students have experienced the same commitment to excellence and integrity in everything we do.

The Graphic Design (GRDE) program has set the following student outcomes for graduates of the baccalaureate and associate degree. The Associate degree graduates: are knowledgeable in basic design principles; and demonstrate proficiency in tools and technologies. In today's graphic design industry they can serve in entry-level support roles or pursue other academic goals within the college or university. Baccalaureate degree graduates: solve communication problems in respect to client-based needs; describe communication solutions that shape design decisions; create and develop effective visual form; demonstrate proficiency with current tools and technologies; work collaboratively with project teams, clients and vendors; demonstrate systems thinking and critical problem solving; and exemplify professionalism through ethical practice, presentation, communication and attire. Due to recruiting efforts and the visibility of the profession the program is experiencing strong enrollment numbers. Average enrollment for the period 2004 – 2009 is 162 students. Enrollment for Fall 2010 is 180 students. The Graphic Design program is the 4th largest program within the College of Business.

Currently, Graphic Design students (AAS/BS) have an average composite ACT score of 22, the average ACT score of all Ferris students is 21.2. Further evidence that the Graphic Design program attracts higher achieving students is 21% of the College of Business Honor's program students are enrolled in the Graphic Design program.

The Graphic Design program continues to hone its efforts to recruit students who have the best chance of success in a field with expanding competencies. This will involve an approach that covers a broader range of student, targeting high-level thinkers with and without creative backgrounds.

Graduates have the technical, conceptual and creative skills that most jobs require today. Lessons in professionalism, craft, production, and technology are infused in each class. Graduates are experienced in the practical aspects of the design profession. They are expected to possess the integrity and excellence required of them in class and beyond.

Design is becoming more integrated with other industries. Not only are designers expected to have creative and technical skills to make artifacts, now they must conceive, plan, and collaborate with other business professionals. The Graphic Design program at Ferris State University has a bright outlook for the future. It's situated in a unique but ideal environment within the College of Business, strategically positioned it for things to come.

All four-year degree graduates actively looking for full-time design jobs have found careers in the field. Graduates work in in-house design departments, design firms, marketing and advertising agencies.

2010 Program Goals

On Education: Meredith Davis, Professor, North Carolina State University. "The future of design education depends on how well institutions can adapt curricula to changing conditions in the field: to the increasing complexity of design problems that argue for tools and systems, not objects; to designing with rather than for people; to recognizing the importance of community and context; and to collaborating with peer experts in other fields." An introduction to graphic design. (n.d.). Retrieved from http://observatory.designobserver.com/entry.html?entry=8727

Due to rapidly evolving technology and media, the specifics of how to address the program needs have changed. Program goals have been updated collaboratively by faculty to meet the demands of a rapidly evolving industry; a focus of teaching "what to make" as well as "how to make" and "who to make it for." The focus is now, more than ever, to focus on "process" not "product". Students are asked to think holistically while problem solving. They go from asking "how to make a brochure" to "should it be a brochure?"

Employers are demanding that graduates can plan, style, and produce digital applications more than ever. The industry has been looking at the designer as conceiver, developer and producer of "ideas" and maker of core content for designed products of all kinds across various media (websites, mobile devices, large screens). The program is focusing on both developing core design principles, as well as providing students the opportunity to experience a wide variety of media and techniques necessary to answer these demands.

Component Specific Goals

Curriculum

- Continually assess curriculum to strengthen and adapt with current and future industry needs

- Create a curriculum framework that is flexible, which quickly and easily adapts to the demands of a rapidly changing industry as well as the interests, demands and capabilities of incoming students. Keeping a curriculum framework current is imperative and difficult within today's academic process

- Investigate different learning tracks within the Graphic Design program for meeting industry needs and matching interests and capabilities

- Select an array of value-added directed electives that complement students' individual strengths and react to areas of demand; examples include: written communication, research, technical, and financial

- Redefine learning outcomes of AAS and BS degrees clearly so they are focused on students' problem solving skills within the context of cutting-edge media tools necessary to execute solutions for today's world

- Explore areas for growth and collaboration with other programs, departments and colleges within the university

Faculty Development

- Attend conferences, workshops and extended learning opportunities in design education and industry practice

- Provide opportunities for faculty to build on existing competencies and new skills

- Attract current industry experts to fill faculty positions when needed for program and service courses

- Maintain professional memberships. Currently all faculty are members of the AIGA, the professional organization for design, providing for a global perspective on the discipline

Resources

- Create and/or redefine facility resources suitable for learning outcomes that promote collaboration necessary for today's graduates, making effective use of university facilities and future plans.

- Transition traditional computer labs to student owned laptops with provided computer displays and technical support

- Macintosh technical support (personal computer and server technologies)

- Develop and obtain funding for a sustainable technology plan

Recruitment

- Enhance efforts to attract students who are deemed to have the best chance of success in the field. These students are academically prepared, creative, and from diverse academic backgrounds. This will involve a broader approach that targets traditional creative students and critical thinkers. Effort will be required to raise the awareness of potential students as to the relevance of Design in the business world.

- Promote entry-level graphic design courses to serve students from other programs that have an interest in specific areas of design.

- Clarify the distinctive differences of the Ferris Graphic Design program in relationship to other programs both internally and externally

Goals that meet employer needs in the community, region, and marketplace

These were created in direct response to assessed needs of employers and industry.

- Graduates of both BS and AAS degrees are ready to work in the profession and make a contribution to society

- The Design Project center provides students an invaluable experience and the opportunity for the community (including non-profit organizations) to benefit from design services at minimal cost

- Students and graduates are highly skilled and capable of producing work that benefit the University through campus jobs and volunteer opportunities

- Students of the program exude professionalism and make positive impressions

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

- Graduates contribute to a wide variety of organizations and businesses, large and small

- Ferris State University students volunteer for university, community, regional and national events

- Faculty teach critical thinking skills, solutions go beyond basic craft and decoration and involve sustainable long-term solutions

- Students are taught digital media design and development skills that are in high demand in the marketplace; by employers, clients, and by their customers

- Students understand print-based production skills, providing potential employers with an employee who is capable of taking their design to press

- Students understand and can produce industry-required user-centered deliverables for web-based solutions

- Graduates are sought by industry, employable and have high professional standards

2004 to 2009 list of goals – accomplished

The following Graphic Design program goals generated by faculty were accomplished since the 2004 Academic Program Review support.

- Changed program name to "Graphic Design" from "Visual Design and Web Media"

- Developed new program website to increase visibility and validity

- Obtained funding and created a print brochure to build program awareness to high schools and career centers

- Directed committed students to purchase personal hardware devices and re-evaluated budgetary needs. Juniors and seniors have laptops with required software

- Assessment is more clearly defined for students, especially helpful to those seeking Bachelor of Science degree

- Strategically positioned program for growth

- Developing faculty skills to remain relevant. New faculty members are highly skilled in areas of demand. Faculty members pursue and acquire the skills necessary to keep current with technology

- Expanded capstone experience for students so that each BS graduate has had valuable experiences with real projects for real clients

- Extended student access to classrooms for 4th year students in Design Project Center

- Continued faculty release time for a Design Project Center coordinator to facilitate the "real world" in-house internship Design Application class

- Taggart Residency Program specifically for Graphic Design students has 24 hour workspace available to residents and new spray hood

- Excellent College of Business administrative support for faculty professional development

- Hired new faculty members with strong skills in advanced design technology as well as strong concept development and design skills.

- Continually seek funding to bring in practicing professionals as speakers. Many speakers have volunteered to come to Ferris State University

2004 to 2009 list of goals – yet to be accomplished

The following Graphic Design program goals generated by faculty and recommended by the 2004 Academic Program Review Committee have yet to be accomplished.

- Improve technical support for better knowledge of the Macintosh platform

- Develop and obtain funding for a multi-year technology plan

- Acquire dedicated collaborative space for each grade level

- Explore graduate program possibilities (Note: Since the 2004 report College of Business MBA program in conjunction with Kendall College of Art and Design are offering a MBA with a concentration in Design and Innovation Management.)

Relationship to University Mission, Vision, and Values

University Mission: "Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves the rapidly changing global economy and society."

The University's vision and core values key in on collaboration, diversity, ethical community, excellence, learning and opportunity. Strategically the Marketing department and College of Business have aligned with these core values. The following describes how the Graphic Design program reinforces these precepts.

Collaboration

By emphasizing collaboration, including interdisciplinary activities, students are expected to do thoughtful work while remaining open and flexible to the contributions of others.

The Graphic Design program faculty builds partnerships with students, alumni, business and industry. For example, the senior Design Project Center clients have included Student Advancement Foundation of Grand Rapids, the Ferris Counseling Center "Good Choices" campaign, and River Bank Run. Another example is the 2007 Rankin Gallery exhibit "What's On Your Mind?" created by Graphic Design students that engaged the Big Rapids and University community in a thoughtful endeavor. Spring semester 2010, the Design Application class worked with the Television Production students to produce the video on the home page of the Good Choices website, www.ferris.edu/goodchoices

Diversity

The Graphic Design Program welcomes students who may have had little art, design, or cultural experience prior to entry in to the program by accepting them into the AAS degree. The diversity of student population includes several dimensions: gender (60% female and 40% male); sexual orientation; age; socioeconomic; and racial. The Graphic Design Program faculty reflects diversity through gender, race, culture, experience, education and perspective. Through student recruitment efforts and faculty searches, the program will continue to expand this value. As a daily practice the faculty group and student body function as a learning community.

Ethical community

Fairness in the Graphic Design program is demonstrated in one way throughout the program by an attendance policy that is upheld by all faculty members.

Honest evaluation of student work emphasizes quality of solution rather than individual abilities. Constructive feedback about student behavior and attitude, when necessary, helps to prepare students for professional practice.

Faculty embeds lessons of ethics and integrity in each interaction emphasizing best practices in both process and technique predicated on value-based decisions in business and society contexts.

Excellence

   The Graphic Design program has earned and maintained a strong reputation for excellence. Ferris State University graduates are sought by employers for their professionalism and work ethic; they are unpretentious life-long learners. Students in the sophomore year go through a rigorous portfolio review for acceptance in the baccalaureate degree program. This review provides opportunity for students to be successful as Graphic Designers or in other academic pursuits within the university.

> *"The Ferris faculty does such a fine job preparing young people for the world of design and all the real world issues that involves. The gap between designers with agency experience and your students is surprisingly narrow, however, the gap between your graduates and graduates from other programs is huge. Thank-you. Thank-you. Thank-you. Just can't say enough."* (Employer response to an APR survey question)

Students and graduates win industry awards and are published in annuals including AIGA 365, Communication Arts, Print Magazine Regional Design Annual, How Magazine, Ad Club of West Michigan Addys, Step: Inside Design 100 Showcase, Creativity, Graphis, Step Best of Web, American Corporate ID, ReBrand 100, Coupe Magazine, Logo Lounge, New York Art Director's Club, and many more.

Learning

Ferris State University Graphic Design program is focused on graduating students ready for successful transition to their professional careers; capstone portfolios are created in both the AAS and BS degrees preparing them for success in their next step. In the critique process, part of every Graphic Design course, students are taught to critically evaluate their own and others' work to arrive at a solution that best meets the project criteria.

   During the senior year, students systematically approach more complex problems balancing theory and practice to determine how client objectives can be met.

   Graphic Design program courses are designed so that students learn new tools and techniques and, more importantly, they learn the skills to continue learning — to keep up with changes in technology, media and business environments.

Opportunity

The Graphic Design program helps to develop career skills and knowledge providing opportunities for civic engagement, leadership development, advancement, and success. Examples of civic engagement by Graphic Design students include: Junior Anne Sutton's ArtPrize 2010 entry titled "Central Park", self-directed with skills derived from design courses in the program; "Get Out the Vote", a 2008 junior poster project encouraged college-age voter participation and exhibited in Rankin Center Gallery; AIGA student group voted Volunteer RSO of the Year in 2007.

   Through a carefully designed curriculum learners are prepared for productive careers in the design discipline or related disciplines.

Program Visibility and Distinctiveness

Unique features of the program

- The Graphic Design program at Ferris State University is the only graphic design program located in a College of Business in the country. Electives are business-based. Employers appreciate the practical skills that are stressed throughout the program. The "proof is in the pudding." Many employers commend faculty members for producing grads who "hit the floor running."

- Ferris State University has a comfortable campus experience for those looking for something other than small private fine arts based schools. Sports, intramural, services, and student organizations are attractive to many.

- The Graphic Design program faculty is predominately tenured or tenure track, comprised of members that have had successful careers in industry and those with terminal degrees in traditional academia. This structure that combines theory and practice is unlike comparative schools and has been instrumental in providing quality instruction.

- The Graphic Design program has actively raised awareness and visibility by changing the Program name to "Graphic Design". This time-honored descriptor is essential for recognition by students interested in pursuing this profession

- An award-winning, search-engine-optimized website was created to increase the program's visibility to unlimited audiences locally and globally

- Faculty is dedicated to continuing the Graphic Design program reputation and student life-long success; this level of commitment requires extensive time spent beyond the classroom.

- Using social media (LinkedIn, Facebook, twitter, Flickr) the program is consistently making connections and building relationships with present and future students, alumni, and industry leaders

- Increased University and community awareness of the Graphic Design program has been accomplished through design services conducted by faculty and student designers

- Program tours, school visits, and Ferris Admission Recruiter workshops represent on-going outreach efforts for prospective students.

- The Graphic Design faculty's collaborative style lends itself to continued evaluation and improvement of course curriculum and pedagogy. This open collaborative approach unique in academia is more reflective of professional practice. Program faculty are practitioners in their areas of expertise – both scholarly and professional.

- Graduates get good jobs. Some get great ones at the most reputable design firms in the region and beyond. All BS graduates are equipped to compete and secure entry-level jobs with top employers. For over 20 years, graduates have been employed at top in-house departments, advertising agencies, and design firms in Michigan. Ferris designers have served clients from Fortune 500 to small businesses to non-profits. Every leading industry publication has recognized the work of graduates and some faculty members.

The Graphic Design program has been tracking baccalaureate graduates for all 20 years as proof to the above claim.

- Exposure to business realities is built in to the curriculum. This includes producing and updating quotes, proposals, client/vendor communications, and project documentation while showing professionalism through appearance and communication in the classroom and client meetings.

- Projects demonstrate experience in development of communication strategies. Students solve both large-scale communication problems and small-scale projects. Graduates are able to impact all aspects of decision-making from front-end to finished product. This provides context for upward mobility beyond entry-level design positions. Student portfolios demonstrate rigor in typography, process and practicalities as well as creativity.

- Students are introduced to user experience design using core design principles and applying them to digital media with a user-centered perspective. Students learn the difference between software instruction for web development techniques and designing user-centered interactions. Other schools teach styling and software; in the GRDE program there has been a holistic approach to digital media education since 2006. Faculty draws from experience and teaches process that goes much deeper.

- The curriculum is structured in blocks. Freshmen begin courses in Graphic Design their first semester and continue block scheduling throughout all four years. Students are always guaranteed a seat in the class they need. Freshmen take courses with freshmen, seniors with seniors.

Attracting quality students

- The Graphic Design program's location within the College of Business attracts students from traditional art backgrounds and is less intimidating to those with minimal art backgrounds. These students from diverse backgrounds attend Ferris wanting an education that leads to employment. This distinction is evident when giving tours to prospective students and their parents.

- Graphic Design program graduates are the best proponents of the GRDE program.

  "Thanks for all of your help and dedication over the past few years. It is definitely the professors who make the program and our successes are a reflection of yours. Thanks again." – Jenessa Smith, Graphic Design program 2010 graduate

- Businesses who hire graduates appreciate student preparedness and continue to reinforce the reputation in the marketplace.

  "We really like him and are excited to have him on our team! Good work up there, I was really impressed by a number of students... they are talented but understand how design and business work in the real world." – Andy VanSolkema, Principal, Visual Hero

- Many GRDE students are also members of the Honors Program. In the fall of 2010, 21.7% of the Honors students enrolled in the College of Business were Graphic Design Program majors.

Competition for the program

Regionally, Ferris competes for students with the following: Central Michigan University, Kendall College of Art and Design, Northern Michigan University, Michigan State University, Grand Valley University, Center for Creative Studies, University of Michigan, Western Michigan University, Andrews University, and area community colleges.

Similarities with other programs

The program similarities are based in traditional fundamentals (color, line, form, composition, typography and craft) and creation of idea-driven, attention-getting visual communications. Graduates prepare both physical and digital portfolios.

Differences with other programs

The program differences are based in positioning, curriculum, and faculty.
- Location within the College of Business, infusing business practices as part of the curriculum requirements for 20 years
- Structured course of study – require system of prerequisites that begins as freshman and proceeds uniformly through the senior year
- Ferris does not offer graphic design specialty courses (i.e. package design, color theory, logo design); these outcomes are integrated within core courses and reflect the media-independent rather than media-specific competencies required today
- Full-time, tenured and tenure track faculty with professional graphic design backgrounds as well as traditional academic credentials
- Structured in–house internship mandatory for all senior graphic design students offers "real world" experience working with clients under the creative direction of faculty
- Ferris accepts all freshmen interested in the Graphic Design Program that meet university admission requirements without an entrance portfolio review
- Associate degree Graphic Design students apply for the Bachelors program through a rigorous sophomore portfolio review
- Design programs of competitor's have facilities that are state-of-the-art environments. These environments have a higher recruitment potential for incoming freshmen than Ferris.
- The program offers both an Associate and Bachelor degrees

Program Relevance

The Graphic Design program relevance is supported by the following job labor statistics: graphic designer and web designer.

Graphic Designer

Job Outlook for "graphic designer" from the Bureau of Labor Statistics
(http://www.bls.gov/oco/ocos090.htm)

- *Employment is expected to grow about as fast as the average, with many new jobs associated with interactive media.*

- *A bachelor's degree in graphic design is usually required.*

- *Jobseekers are expected to face keen competition; individuals with Web site design and animation experience will have the best opportunities.*

- *Keen competition for jobs is expected; individuals with Web site design and animation experience will have the best opportunities.*

- *Employment change. Employment of graphic designers is expected to grow 13 percent, as fast as the average for all occupations from 2008 to 2018, as demand for graphic design continues to increase from advertisers and computer design firms. Moreover, graphic designers with Web site design and animation experience will especially be needed as demand increases for design projects for interactive media—Web sites, mobile phones, and other technology. Demand for graphic designers also will increase as advertising firms create print and Web marketing and promotional materials for a growing number of products and services. Growth in Internet advertising, in particular, is expected to increase the number of designers. However, growth may be tempered by reduced demand in the print publishing, where many graphic designers are employed.*

- *Job prospects. Graphic designers are expected to face keen competition for available positions. Many talented individuals are attracted to careers as graphic designers. Individuals with Web site design and animation experience will have the best opportunities.*

- *Graphic designers with a broad liberal arts education and experience in marketing and business management will be best suited for positions developing communication strategies.* ("Bureau of labor statistics occupational outlook handbook, 2010-11 edition. (n.d.). Retrieved from http://www.bls.gov/oco/ocos090.htm#outlook"

Web Designer/web developer

National Wages & Employment Trends relative to the title "Web Developer." Graduates of the program also have jobs titled "Web designer" or "Interactive designer" and/or take on the tasks Web Developer, Internet or Intranet developer. Whatever the title, Web designers are responsible for day-to-day web site creation and design. Web designers are a combination of graphic designers and technical computer programmers. They work with all of the elements of a web site, text, images, graphics, and more, to come up with functional, interesting, and user-friendly web site designs. Web designers are found in information technology departments, marketing, and graphics departments.

Summary Report for: 15-1099.04, Web Developers. Develop and design web applications and web sites. Create and specify architectural and technical parameters. Direct web site content creation, enhancement and maintenance. Sample of reported job titles: Webmaster, Web Designer, Web Developer

- *Median wages (2009), $37.02 hourly, $77,010 annual*
- *Employment (2008), 209,000 employees*
- *Projected growth (2008-2018), Average (7% to 13%)*
- *Projected job openings (2008-2018), 72,600*
- *Top industries (2008), Government, Professional, Scientific, and Technical Services*

  Source: Bureau of Labor Statistics 2009 wage data and 2008-2018 employment projections. "Projected growth" represents the estimated change in total employment over the projections period (2008-2018). "Projected job openings" represent openings due to growth and replacement.

  http://online.onetcenter.org/link/summary/27-1024.00

"Graphic design" is said to be a "Bright Outlook occupation" Jobs are expected to grow rapidly in the next several years, will have large numbers of job openings. *"Bureau of labor statistics occupational outlook handbook, 2010-11 edition. (n.d.). Retrieved from http://www.bls.gov/soc/2010/soc151134.htm"*

Emerging issues, Forces for change

Designers' skills need to be wide and deep

The graphic design industry is experiencing an exciting time of growth and evolution. Design has traditionally been considered to be the creation of visual solutions. Experts are now seeing an elevation of the strategic business process and designers are joining multi-disciplinary teams that are charged with solving complex business problems. Designers will need the skills and understanding that enable them to understand and communicate at the highest strategic business level. As a result of success at this level, design professionals and professors are likely to see new opportunities and challenges that may require the addition of business courses throughout a design curriculum. The GRDE program is positioned to respond to the emerging issues in the design industry and employer needs more than any other program in the state. Relevant design curriculum would encourage the students to think at a more strategic level, recognizing new opportunities within an assigned problem beyond the typical set graphic design outcomes. The industry has moved to a position that responds to contemporary issues through new media.

Designers' opportunities, businesses are changing

Businesses care about communicating value and their values. Patrick Whitney, of the Institute of Design at IIT, forecasts that the growth areas within the graphic design profession will be in planning and strategy. Design professionals who interface with top-level executives and decision-makers must have a thorough understanding of the senior business executive's priorities, including cost-based decisions, marketing, new product development, manufacturing, strategy, brand management, customer relationships and knowledge management. Designers face the widespread availability of simple design technology. Many

software packages now facilitate instant design of logos, website templates, letterhead and other identity systems. No design training required. This devalues design education and the profession.

Radical differentiation and true innovation are essential for success in today's global market. There is a focus on design/innovation leadership, a rethinking of design culture and much discussion about the state of design and the content of design education. Companies are actively recruiting employees who use both the left and right brain and can prove their ability to be both analytical and empathetic. Designers and higher education programs have begun to implement a more strategic business focus. This will help designers provide smart counsel to their clients and create meaningful systems and elements that offer results that build the bottom line.

Technology is changing

New media presents new opportunities like designing for mobile devices or gestural interfaces becoming a reality. Technology output will continue to change so a focus on timeless problem-solving skills development is important.

Interactive media design requires skill in social psychology rather than art. Students are able to fill general education requirements with a wide variety of courses on campus.

Graduates as entrepreneurs

Accounting and financial skills are necessary in order to run interactive design firms well. Designers are required to learn how to construct financial statements properly, how to interpret them, how to avoid common reporting mistakes, and how to understand the same event from the perspective of leverage, profit, and cash. They need a hands-on explanation of several dozen benchmarks, skills in how to work with an accounting firm, how to manage cash flow, and what the software options include. There is a need to measure billable efficiency and be able to analyze any gaps and then know how to fix them. Graduates need skills that should arm them for years to come. Design managers and freelancers are forced to understand taxes, legal structure, retirement, insurance, funding growth, employee benefits, management, collections, and navigating a downturn.

The competencies that designers will need in the future according to AIGA, the professional association for design

From the premiere organization of industry experts, the AIGA has defined for the design studios and design educators what is required of the future designer. This research has served to guide program curriculum planning and development.

> *Designers should begin to develop their own abilities in a variety of ways, most of which deal not with the techniques of design, but in the ability to bring context to the solving of clients' problems. Among the competencies identified by thought leaders in the profession and among educators are the following:*

- *A broad understanding of issues related to the cognitive, social, cultural, technological and economic contexts for design*

- *An understanding of how systems behave and aspects that contribute to sustainable products, strategies and practices*

- *Management and communication skills necessary to function productively in large interdisciplinary teams and "flat" organizational structures*
- *Ability to solve communication problems including identifying the problem, researching, analysis, solution generating, prototyping, user testing and outcome evaluation*
- *Ability to respond to audience contexts, recognizing physical, cognitive, cultural and social human factors that shape design decisions*
- *Ability to work in a global environment with an understanding of cultural preservation*
- *Ability to create and develop visual responses to communication problems, including understanding of hierarchy, typography, aesthetics, composition and construction of meaningful images*
- *Ability to construct verbal arguments for solutions that address diverse users/audiences, lifespan issues and business/organizational operations*
- *Understanding of nested items including cause and effect; ability to develop project-evaluation criteria that account for audience and context*
- *Understanding of and ability to utilize tools and technology*
- *Ability to collaborate productively in large interdisciplinary teams*
- *Ability to be flexible, nimble and dynamic in practice*
- *Understanding of ethics in practice*

  AIGA is convinced that designing will become one of the most critical and valued contributions to the new economy and that the future of design, the profession and appropriate compensation for designers is bright. Yet the designers who benefit will be those who can master the trends transforming the role of communication design and can become part of the next cycle of innovation and the design of experiences.
  Grefe, R. (2010, May 27). What can designers do to improve their prospects?. Retrieved from http://www.aiga.org/content.cfm/what-can-designers-do-to-improve-their-prospects

Industry leaders suggest more consideration in ethnographic research and human-centered design practice and understanding of behavior of individuals. Students who succeed in the program excel in all aspects of solving modern graphic design problems. They have the aptitude to navigate complex messaging through current technical tools. As the contexts in which communication occurs become more diverse (and global), designers need more meta-disciplinary study. The trends present a challenge in ongoing curricula development. There is little room to develop a curriculum that can accommodate a broad range of disciplines including social sciences, humanities within a four-year design program.

Surveys indicate a need for better verbal and written skills

AIGA and Roz Goldfarb Associates surveyed a small, but geographically diverse group of hiring managers to learn about the skills they seek in creative talent beyond visual communication abilities. In a June 2010 article, Goldfarb shares their insights and constructive comments for designers, to offer a window onto the hopes (and frustrations) of potential employers in the article "Measuring Up: 5 Reasons to Hone Your Verbal and Written Skills"

- *"Fifty-three (53) percent said the designers they work with lack professionalism in their writing, especially when it comes to e-mail. Employers not only consistently stressed the importance of written communication as a skill, but also pointed out the qualities that are required to deliver the desired tone of expression. They noted the importance of having a "knowledgeable and objective voice" in written communication. A "professional tone" is one of the many ways in which a company communicates its brand to its customers as well as its employees. Some found that their designers responded well to such constructive criticism, but do not expect to always get feedback from your employers—sometimes you simply won't be asked back for another job.*

- *Eighty (80) percent of the managers said there was a general lack of clarity in written communications. The ability to clearly express ideas, instructions and feedback in writing is very important—this should be a logical assumption of designers, who are trained to seek clarity as a creative necessity. For just as design thinking requires analysis and the distillation of ideas for problem solving, designers should be able to apply those skills to written and verbal communication, developing the ability to communicate in a focused manner. The quest for clarity of expression is of course a common problem in all areas of communication, and designers are not alone. However, the success and profitability of your projects rest on the quality of communication—whether you are communicating with clients or vendors or within your own creative team. It is a business requirement, not just an option."*

- *Seventy-four (74) percent complained about poor grammar.*

- *Twenty-seven (27) percent said that you should improve your vocabulary.*

- *Thirty-three (33) percent complained about spelling.* Goldfarb, R. (2010, June 30). Measuring up: 5 reasons to hone your verbal and written skills. Retrieved from http://www.aiga.org/content.cfm/measuring-up-5-reasons-to-hone-your-verbal-and-written-skills?pff=2)

Students choose Ferris

Students choose to attend the program based on the following (from ongoing study):

- The position of the program within the College of Business provides a sense of a more marketable degree than a fine arts degree which is a more typical academic background for graphic designers

- Reputation is high with influencers like teachers in career centers, employers, and alumni

- The Ferris State University campus experience is inviting and comfortable for the students attracted to the program

Student satisfaction and sentiment

- Question 7 of the Alumni survey answered the following question, "How satisfied are you with the preparation you received from the Graphic Design program at Ferris." The percentage of response is: 83% Very Satisfied, or Somewhat Satisfied (69% Very Satisfied).

- Gratitude from graduates is expressed through emails and thank you cards. This communication, often after graduates are in their first job, expresses thanks for their level of preparedness. Faculty SAI comments reinforce this sentiment while they are at Ferris.

- Twenty years of baccalaureate graduates continue their connection with the Graphic Design program and faculty through an alumni network, senior portfolio review, visiting lectures and advisory committees.

Program Value

Program benefit to the University

- The program offers both an Associate and a Bachelor degree

- The program attracts a high number of Honor's Program students

- Each year the program attracts 75 – 100 incoming freshmen that translates to approximately $720,000 to $960,000 of revenue for the University (Numbers based on $1,000,000 revenue per 104 students)

- Bachelor degree students are sought-after and perform well in their design jobs favorably contributing to Ferris's reputation of preparing graduates for the marketplace

- Students gain valuable skills with AAS degree and most go on to pursue other educational goals within the University, whether through our BS or other major

- The program requires state-of-the-art technology which contributes to the marketability of the University

- Students and faculty in the program have developed recruiting tools for Departments, Colleges, and Programs throughout the University

- Students, Alumni, and Faculty are part of successful organizations, producing award-winning work which reflects positively on Ferris State University

- In the Design Application class, GRDE students, under the direction of faculty in the Design Project Center, design and produce various projects. Included are:
  > Counseling Center Social Norming Campaign ("Good Choices") campaign 2008/2009, 2009/2010, 2011/2012
  > President Eisler's Holiday Card
  > President Eisler's Birthday Card for faculty and staff
  > Insider's Journal
  > Architecture recruitment and promotional materials
  > Facilities Management recruitment and promotional materials
  > Festival of the Arts promotions

- AIGA Student Group Volunteer requirement insures student volunteers for community as will as University events. The AIGA group was RSO Volunteer Organization of the Year in 2007.

- Created Rankin Gallery Exhibits including Get Out the Vote Campaign, What's On Your Mind, Where I live

- Student jobs on campus – providing design services at minimal or no cost. GRDE student workers do design and layout for COB faculty office hour door cards and for displays such as those used by the University for Dawg Days. University Advancement and Marketing, Media Production Center student designers provide graphic support to faculty and staff.

- During the years 2009 – 2010 Ferris State University has made a significant contribution to the establishment of a West Michigan Chapter of the oldest, largest, and most influential of all associations in the design profession.

  > Assistant Professor Alison Larabel is the first Education Chair of the West Michigan Chapter of the AIGA, the professional association for design

- Paper presented at design conference by Linda Powell and Alison Larabel on the Design Project Center

Program benefit to Students

- The Graphic Design program offers multiple avenues for student success.

  > Associate degree graduates have three options: 1) Apply for acceptance into the Graphic Design bachelor degree program. 2) Continue their education at Ferris State University successfully complete Bachelor degree programs in related subjects. Faculty surveys confirm a general perception that AAS degree students gain valuable intangible skills through graphic design courses that prepare them for success in other academic pursuits. 3) Graduates of the AAS degree have a design background for graphic design support positions in industry.

  > Bachelor degree graduates are highly employable as Graphic Designers (100% graduates seeking employment for 2010) with a solid foundation for upward mobility

- Faculty teach critical thinking skills; students are encouraged to approach design at a higher level rather than simply styling their design solutions

- Students are advised to take classes that will contribute to upward mobility for positions beyond entry-level jobs. A modified business core is required for students to understand the relationship of design to business.

- Design Application class, housed in the College of Business, demonstrates for students the business of design first-hand in a real-world setting

- Students have professionally-produced work in their portfolio upon graduation

- Consecutive classes are set to build upon previous class outcomes improving content retention, reinforcing value and relevance

- The program provides students with working knowledge of producing a communication piece, digital or print, from concept to production

- Students are taught digital media design and development skills that are embedded in the program without the need to take a specific "digital media track"

- Senior Graphic Design students have dedicated space available 24/7
- Taggart Hall Living Learning Community for Graphic Design students provides another space available 24/7 for students to interact.

Assessment of program value to employers

Employers seek students from the program for their practical approach to problem solving. They appreciate the work ethic of graduates from the program. This value is determined by the responses to the following survey questions and comments.

- Question 5: Based on your experience with Ferris graduates, would you recommend this program to others? 93% Yes

- Question 6: Compared to other schools, how prepared are Ferris' graduates for the workplace? 67% Better prepared, 30% About the same, 3% Less prepared

- Question 7: Use this space if you wish to elaborate on Question 6.

    "Based on my experience in the program and seeing other program's graduates"

    "Better prepared, but I would like to see more concept development, passion and enthusiasm."

    "I believe that Ferris has the best visual communications department in the state. I have recommended that several people look into the program, including my own nephew."

    "Out of all the local universities Ferris seemed to encompass very hard workers that show a great deal of business acumen."

    "Their real world view taught by real world instructors (Specifically The Big Rapids Program) give them the edge when entering the work place."

Program value to External Entities

- GRDE students under the direction of faculty in the Design Project Center, Design Application class design and produce projects. For clients such as:
    > Big Rapids Community, Downtown Development: identity
    > Student Advancement Foundation Mind Share event: invitation, program, signage
    > River Bank Run: theme, t-shirt and race day materials
    > Children's Assessment Center: signage, trade show and giveaways

- During the years 2009 – 2010 Ferris State University has made a significant contribution to the establishment of a West Michigan Chapter of the oldest, largest, and most influential of all associations in the design profession.

- Assistant Professor Alison Larabel is the first Education Chair of the West Michigan Chapter of the AIGA, the professional association for design

- Jeff Ek and Alison Popp serve on advisory boards for Kent Skills, Career Line, Mecosta Intermediate School District Skill Centers

- Kathleen VandeMark is a founding member and served on Mecosta County Humanities Counsel Art Works Gallery

- Faculty provide contract and pro-bono design services to many local, regional, national and international business and non-profit organizations

- Faculty has served as judges for local, regional and national art/design competitions.

- Local design community benefits from active student participation in design-related events and ongoing dialogue regarding design benefits to business and society.

- Social media activities by students and faculty contribute to industry knowledge by posting links to resources and articles

- Provide Regional K-12 teacher in-service instruction and demonstrations

Collection of Perceptions

Perceptions:

Graduate

Employer

Student

Faculty and Staff

Advisory Committee

SECTION 2A

Graduate Follow-up Survey

The Graduate survey shown on the following pages was approved and delivered electronically by Amy S. Otteson, Research Analyst, Institutional Research & Testing to 253 graduates from the BS degree Graphic Design Program. Graduates with the AAS degree 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.

A total of 108 responses (43%) were returned. Twenty-six surveys (24%) were completed by alumni who graduated recently, within the last three years. Fifty-six surveys (52%) graduated within the last 10 years and twenty-six surveys (24%) were completed by alumni working professionally for 11 or more years.

General information collected indicates that 94% of the respondents are employed in the design field. Ninety-six percent (96%) were satisfied with the education at Ferris with 73% being Very Satisfied (Question 16). And, of the 108 responders 104 would recommend the program to others (Question 17).

Question 8 asked graduates their level of satisfaction with 14 different areas of the Graphic Design program (see table of results for question 8). Results indicate a high level of satisfaction over dissatisfaction in all 14 areas. Over 90% of graduates indicated either very or somewhat satisfied (as opposed to dissatisfied and somewhat dissatisfied) in the following 9 areas: Page layout, Basic Design Training, Advanced Design Training, Typography, Problem-solving, Design Application, Image Development and Techniques, Creativity and Idea Development, Design Application Class, and Faculty. Eighty-nine percent reported very satisfied or somewhat satisfied with Basic Computer Training.

Over 20% of the respondents reported dissatisfied and somewhat dissatisfied with the following four areas: Advanced Computer Training, Computer Labs, Extracurricular Activities, and Technical Support/Troubleshooting. Strategies for increasing satisfaction in these areas are being discussed.

Comments written in response to the "Other" area on Question 8 show a lack of satisfaction with three areas: Web design and development education; Networking and job placement; and How to sell and present ideas. Since 2006 web design and development courses have been redesigned. Graduates, 2007 – 2010 have been part of this curriculum. The Alumni database (kept on all baccalaureate graduates since 1990) has been taken online through LinkedIn. Job postings are now available for all graduating seniors and alumni. Presenting and selling ideas needs to be discussed by the Graphic Design faculty to strengthen presentation techniques within the curriculum and to ensure the MKGT 231 Professional Selling, which is a required course, is meeting programmatic needs.

Question 9 asked respondents to indicate the level of importance on 11 different skills as they relate to their employment. Drawing and illustration skills are rated 55% and 68% respectively. These are foundational skills often not perceived as explicitly utilized in employment settings. Print design background and print production skill were ranked very important or somewhat important by 88% and 83% respectively; website, interface, experience design skills and web development skills were ranked very important or somewhat important by 86% and 76% respectively. This confirms ongoing curriculum development incorporating both traditional print and interactive experience design.

Concept development abilities ranked the highest with 98% indicating its importance. Written and verbal communication skills were also ranked as important, 96% and 97% respectively. These three areas (concept development, written and verbal communication) need to be included as outcomes for all courses; this will be addressed in the future.

Question 18 asks graduates what they are most happy with having learned in Ferris's Graphic Design program. Responses included: *hard work, professionalism, work under pressure, real world experience, business and marketing knowledge, design skills, the "best", the professors, organization, production, user-centered design, and business background completely helps.* Many of the comments were focused on the hard work required and the appreciation, after the fact, of this requirement. Though none of this is new knowledge it is an affirmation of the program content and rigor.

Question 19 asks graduates what they wished they'd learned but didn't. Many of the comments centered on the need for web design and development. Learning outcomes of the four web focused courses have been enhanced as well as adjusting outcomes in other Graphic Design courses, where applicable, to include principles and projects for both print and screen.

Responses to Question 19 also included the desire for advanced courses in software and technology. Technology is taught throughout the program by primarily addressed at the lower levels. The technology experience of entering students ranges from none to advanced beginner — relative to the "suite" of computer applications and concepts taught within the Graphic Design curriculum. Entry-level courses are designed primarily for the inexperienced student and do not adequately challenge the more experienced student. This issue needs to be addressed.

When reviewing the following alumni responses please keep in mind that responses will vary greatly depending on the year of graduation. The Graphic Design industry has radically changed largely due to the evolution of the internet. Prior to 1998 web design and development courses were not taught anywhere, and since 2006 the program enhanced and improved the theoretical and technical aspects of teaching interactive media design and development.

Question 1: What year did you graduate?

1991: N=3	1992: N=1	1994: N=4	1995: N=9	1997: N=1
1998: N=2	1999: N=4	2000: N=5	2001: N=7	2002: N=4
2003: N=10	2004: N=5	2005: N=6	2006: N=10	2007: N=9
2008: N=7	2009: N=12	2010: N=7		

Question 2: Are you currently working in the design profession?

Yes: N=101
No: N=7

Question 3: Which of the following best describes the type of organization you work in?

Advertising N=12	Design studio N=23
Web design and development N=9	Freelance N=14
In-house design in corporation N=35	In-house design, non-profit N=3
Environment graphics N= 3	Education N=3

Newspaper N=1   Publishing N=3

Question 4: Which of the following best describes you professional title?

Graphic Designer N=44   Art Director N=14   Creative Director N=9

Project Manager N=2   Production Manager N=1   Web Designer N=3

Web Developer N=1   Senior Designer N=10   Other N=19

Other specified:
Advancement Services Assistant N=1
Associate Attorney N=1
Communications Assistant
(I am under Marketing & Communications Manager) N=1
Design and Art Direction mix with work in all mediums N=1
Digital Output Specialist aka Copy Girl N=1
Executive Assistant N=1
Graphic Designer and Web master N=1
Graphic Designer/Web Coordinator N=1
Information Architect N=1
Manager N=1
Marketing Coordinator N=1
Owner N=1
Owner-Provision Media N=1
Owner/Freelancer N=1
Presentation Designer N=1
Publishing Systems Specialist N=1
Senior Designer and Strategist N=1
Senior Graphic & Web Designer N=1
Strategic thinker N=1
Studio Associate N=1
User Experience Specialist N=1
Video Coordinator N=1
Web/Graphic Designer (your survey wouldn't let me check both) N=1
Web/Interactive Designer/Developer N=1

Question 5: Your first professional salary after graduation from Ferris was:

Under $25,000 N=31 $25,000 - $30,000 N=37

$30,001 - $35,000 N=27 $35,001 - $40,000 N=10

$40,001 - $45,000 N=1

Question 6: Your current salary is:

Under $25,000 N=12 $25,000 - $30,000 N=12

$30,001 - $35,000 N=17 $35,001 - $40,000 N=8

$40,001 - $45,000 N=18 $45,001 - $50,000 N=9

$50,001 - $60,000 N=12 $60,001 - $75,000 N=9

$75,001 - $100,000 N=5   Over $100,000 N=6

Question 7: How satisfied are you with the preparation you received from the Graphic Design program at Ferris.

Very Satisfied N=75   Somewhat Satisfied N=15
Somewhat Dissatisfied N=6   Very Dissatisfied N=12

Question 8. Please indicate your level of satisfaction with each of the following areas of the Graphic Design program.

	N=	Very	Somewhat	Somewhat	Dissatisfied	N/A

		Satisfied	Satisfied	Dissatisfied		
Basic computer training	108	58%	31%	10%	1%	0
Basic design training	108	88%	10%	1%	1%	0
Page layout	107	82%	17%	0	1%	0
Advanced computer training	107	25%	47%	18%	7%	3%
Advanced design training	107	73%	22%	1%	3%	7%
Computer labs	107	45%	36%	18%	10%	0
Extracurricular activities	108	26%	43%	18%	5%	9%
Faculty	108	69%	27%	3%	2%	0
Image development and techniques	108	55%	36%	7%	3%	0
Problem solving skill building	108	72%	22%	5%	1%	0
Technical support/ Troubleshooting	108	34%	38%	19%	4%	6%
Typography	107	86%	11%	0	1%	2%
Creativity and idea development	107	79%	14%	6%	1%	0
Design Application class (real projects)	106	78%	17%	2%	2%	1%

Other

Other comments:

- *Any networking opportunities and/or assistance finding open positions was extremely poor and I am/was incredibly dissatisfied and have since discouraged/warned others from this curriculum.*

- *Freelance: many designers freelance and need to know that business side - contracts, money, budget. We never discussed how to do a contract and manage a freelance client.*

- *How to sell your ideas to decision makers.*

- *I am very satisfied with my education from Ferris and design skills acquired from the VC program.*

- *I'm sure it was just the timing but we walked out without any real web design experience or knowledge and now that is what everyone wants. Print design is almost all done in house now and every graphic designer is expected to know about web design – I've had to take additional online courses to get even a little knowledge about web design.*

- *More training in how to effectively present/sell work to clients*

- *Print production class - Understanding how presses work and setting up files correctly. Printers complement me all the time on how nicely my files are set up. Win win for all involved.*

- *Production Techniques - I just interviewed at a marketing firm and they were VERY impressed that I had production knowledge*

- *We were not provided sufficient web knowledge to stay current with today's market.*

- *Web and Multimedia training was significantly lacking when I was a student at Ferris/Kendall during the merger.*
- *Web Design*

Question 9: Please indicate the level of importance of each of the following skills as they relate to employment in your organization.

	N=	Very important	Somewhat Important	Somewhat Unimportant	Very unimportant	N/A
Drawing skills	108	11%	44%	24%	18%	3%
Illustration skills	107	20%	48%	21%	8%	3%
Print design background	108	69%	19%	8%	3%	1%
Print production skills	108	64%	19%	11%	5%	2%
Website, interface, experience design skills	106	56%	30%	9%	2%	4%
Web development (HTML, CSS, Flash) Skills	108	46%	30%	15%	6%	4%
Concept development abilities	108	81%	17%	1%	0	2%
Business management knowledge	108	51%	33%	14%	0	2%
Business marketing knowledge	107	62%	33%	5%	0	0
Written communication skills	108	71%	25%	3%	0	1%
Verbal communication skills	108	87%	10%	2%	0	1%

Other

Other comments:
- *Dealing with vendors, understanding how to get quotes and how to resolve issues*
- *I am a web design specialist and I run a side web business. Print skills are almost non-existent in my line of work, but I am exclusively an interactive web designer.*
- *Management of multiple projects*
- *Photography, usage rights, time management, accountability, professionalism - all were taught while I was at Ferris.*
- *Web development understanding is crucial, but application less important. We hire developers who will always be better than us.*
- *Project Management Skills, working in groups*
- *Team communication*
- *These are all very important things that make up the whole of this particular business. Not everyone employed here is evenly skilled in all of these areas.*
- *We don't do much pre-press. 98% of our files are pdfs sent to the printer*

Question 10. Please indicate the level of importance of each of the following skills as you predict the need for them in the profession in the next five years.

	N=	Very	Somewhat	Somewhat	Very	N/A

		important	Important	Unimportant	Unimportant	
Print design	106	63%	27%	2%	5%	2%
Print production	105	52%	30%	11%	5%	2%
Web design	107	85%	10%	0	3%	2%
Web development	106	72%	19%	4%	4%	2%
Interactive design and development	107	72%	20%	2%	5%	2%

Other

Other comments:

- *"Although I predict that print is becoming less and less demanded, I don't believe it will go away entirely. Eventually I think that people that maintain print skills will be the higher paid designers, because the web designers will become a dime a dozen. That being said, right now the industry is certainly leaning toward electronically-output everything."*

- *"Business and marketing"*

- *"Business Management and Marketing"*

- *"Business, marketing, advertising knowledge. There is a high demand for business knowledge and understanding of marketing objectives for our clients. Strategic/design thinking applies to many different disciplines. Most jobs are much more than purely concept/graphic design."*

- *"Concept, Critical thinking, Problem Solving"*

- *"Designing for devices - iPhone apps, skins, graphics that translate from web to mobile devices. As well as video and animation - we do a lot of video and flip video - its not just big projects anymore, its little ones as well."*

- *"I work with people in an IT department. They learn the languages (HTML, CSS, etc.) and do the coding. I design the layout and prepare the web-ready graphics. I don't think most graphic designer can do both design and coding well. A basic understanding of coding is good but beyond that I think the key is to have experts from the two areas partner and learn to communicate well."*

- *I'm a heavy automotive manufacturing industry, we at Spartan Chassis have many trade shows where exhibit space needs to be well utilized and designed with supporting print collateral and website info. Even delving into the realm of virtual simulators for Fire Trucks and other Emergency Rescue vehicles."*

- *"Personally, I see the lucrative industry being interactive and web 2.0. I see print as something that will likely never be lost, but will eventually command a much smaller salary than interactive."*

- *"Social Media and how to use it as a tool to market brands"*

- *"UX skill like person creation, wireframing, prototyping."*

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

10-15 students N=67
16-20 students N=38

21-25 students N=3

Question 12: Would you be interested in taking continuing education credits towards a certificate program from Ferris?

If located in Grand Rapids N=16
On-line N=38
All/Any of the above N=19
Not interested N=35

Question 13: What areas would interest you (Please select all that apply)

Comment: The numbers (N) represented reflect the selected results only.
Print design software N=19
Print production software N=15
Website, interface, experience design skills N=63
Advanced web development N=45
Database driven web development N=28
Three-dimensional rendering software N=17
Brand strategy and design N=40
Project management N=29
Advanced design classes N=39
Advance typography classes N=38
Other
Other comments:

- *Certification to be able to teach graphic design at high school level. Not sure how easy this is since No Child Left Behind rules were enacted.*

- *Information architecture*

- *Leadership, Managing a Team, Team building*

- *Marketing*

- *Production*

- *Strategic/design thinking - thought leadership is a big part of where I'm at professionally*

- *Teaching*

- *UX classes if any*

Question 14: Please indicate your level of satisfaction with the training you received in the following areas.

	N=	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	N/A
Basic design principles	108	94%	12%	2%	0	0
Application of design principles	108	92%	13%	3%	0	0
Drawing	108	28%	50%	25%	0	3%
Basic computer knowledge/skills	108	60%	38%	8%	1%	0%

Intermediate computer knowledge/skills	108	52%	42%	12%	1%	1%
Typography	108	77%	22%	0	0	1%
Photography	108	27%	51%	19%	3%	1%
Non-computer image creation techniques	108	37%	45%	13%	1%	4%
Computer-aided image creation techniques	106	35%	47%	14%	1%	3%
Web design	108	10%	31%	31%	13%	17%
Web development	106	7%	25%	34%	19%	16%
Written communication	108	33%	51%	9%	2%	4%
Verbal communication	108	46%	34%	9%	1%	3%
Management	107	27%	44%	22%	3%	4%

Question 16: How would you rate your overall satisfaction with your graphic design education at Ferris?

Very Dissatisfied N=9
Somewhat Dissatisfied N=3
Somewhat Satisfied N=17
Very Satisfied N=79

Question 17: Would you recommend Ferris's Graphic Design program to someone looking for a career in graphic design?

Yes N=104
No N=4

Question 18: Now that you have been out in the field, what are you happy about having learned in Ferris' Graphic Design program?

- *A lot of things. I'm happy that I'm so well rounded, I'm happy that I can have a conversation with people (so on, and so forth).*

- *All the aspects: from thumbnails, to computer to prepping files for print. Working on real projects with real clients. The business end of things.*

- *As tedious as the print production class might have felt, it has been beyond useful to fully understand printing processes and folds and the different information about paper. I was happy to at least have a basic understanding of business-related topics like Marketing and Sales and broader things like Communications.*

- *At the core: problem solving. Whether it's print, web, product or anything else, being able to be handed a problem, research it and come up with viable solutions has been of greatest benefit.*

- *Basic design principles that can be applied no matter what you are working on. Also learning how to push myself to develop an idea farther even if the creative director doesn't.*

- *Being able to work on real client projects from beginning to end.*

- *By far, the most valuable skills I learned at Ferris were concept development through thumbnail sketching and class critiques, and the importance of working without the computer to bring life, originality, and humanity to my designs. With tens years in this field and as an art director, I find that the youngsters DO NOT do this, and they're weak on concept development. Ferris made me a designer and NOT a production artist. That's true value.*

- *Concept creation, deeper levels of thinking*

- *Concepting skills, print production, time management, presentation/verbal skills, solid basic design, solid basic typography, project management when working on real-life projects. I think the core to being a good designer is having a solid foundation of design, color, type skills before jumping onto a computer.*

- *Design problem solving*

- *Ferris did a very good job at preparing us for the real world. I found out how good it was when I found out what other colleges were doing (or not doing). The experience with real clients and working with groups to design an exhibit is one of the best learning tools I took with me.*

- *Ferris drove concept, and that has been huge. It is nice to go into a meeting not only with aesthetic on my mind, but also with concept and big picture. Focusing results around the brand identity and culture ensures consistency and structure.*

- *Ferris' program is much more business focused, which in today's job market, is extremely advantageous since most designers will need to know how to work with clients from a corporate or business background. Other design professionals I have worked with often are lacking the ability to understand how businesses think and often are too focused on the art rather than the solution.*

- *Fundamental design knowledge, ability to look at any problem and find a creative, appropriate and effective design solution.*

- *Having a good business and management background along with the good design background. A lot of fresh grads do not have the verbal and business skills needed to be a good employee.*

- *How to brainstorm and flush out ideas.*

- *How to create a professional portfolio*

- *How to handle myself under pressure. How to handle disappointments. How to tackle many projects at one time. How to be confident in my work.*

- *How to present my work and be able to speak about it in a way that effectively sells it.*

- *How to push design concepts to the next level and really stimulate the target audience.*

- *I am happy my degree was in the Business College. Having the understanding of Marketing has been a huge help to me.*

- *I am happy that I learned what a good design process is, even if time doesn't always allow for it in the working world. I am also glad I learned about the production side. If nothing else it gave me credibility when working with people who were in the design business at the time that some of the older techniques were used.*

- *I am happy that I was able to learn different parts of design- marketing, web, etc*
- *I am happy that the professors had real world experience and pushed us as hard as they did to learn what it takes to survive in such a competitive field.*
- *I am happy to have had veteran professors that really knew the field and conveyed that professional environment early in our design classes.*
- *I feel like I got a very solid education at Ferris and that graphic design is a skill that is now ingrained in me. I was extremely burned out after the program and chose to not pursue design as a profession, but having the skills I have has given me a huge advantage in the current field I work in - intercollegiate athletics. I am able to design for both print and web - skills that my peers cannot do. I use this skill to set me apart and help me attain the promotions and jobs that I desire.*
- *I feel that Ferris did provide me with the best education that I could have received when compared to other schools. I attended Ferris at a transitional stage for the program in regards to web design so this is partially why I did not receive the proper training in web that I would have liked to see. Overall, Ferris provided me with the best training with a "school of business" approach which was highly attractive to me vs. fine arts. I walked away with a great portfolio and the tools needed to find employment.*
- *I know for a fact that the print production skills I learned at Ferris helped me to get my first job by putting me a step above other graduates.*
- *I think I have an advantage because of the marketing and business classes. Many designers were trained more with a fine arts background.*
- *I think the basics of design are critical to any and all professions*
- *I think the design skills are the most important... I received such a great foundation as a designer. If you have good design skills, you can design for anything. I see graduates from other schools only design one way...their style is always the same. You need to design for a variety of clients in various ways. I would also say that discipline is also very important and is something that I am thankful for receiving at Ferris.*
- *I think the most important thing that I learned was critiquing. Knowing what good design is. I don't actually do any "designing", but I consult on a lot of designs and often critique or offer suggestions.*
- *I was very happy that we got to work with clients. I feel it put me ahead of the game when I started my job.*
- *I'm glad that the Graphic Design program was in the college of business and that I got a business degree.*
- *I'm happy to have learned how to develop a concept from start to finish. Also, I'm glad to have learned how to present my concept to the client. I'm glad to have learned strong design and typography skills.*
- *I'm happy to have learned the principles of design, and typography.*
- *I'm happy with the teacher to student ratio. I extremely happy with the project of working with real clients and problem solving.*
- *Integration of print production class at Big Rapids location, real client interaction, presentation skills, resource/research skills.*

- *It has proven very beneficial to have a foundation in business, marketing, advertising, etc. The most important skill Ferris equipped me with was print production (knowledge and experience). Thank You!*
- *It taught me to believe in myself and trust my design sense.*
- *Juggling multiple projects*
- *Just being able to be in a studio like atmosphere, it would be great to have it for Junior year as well. Also; print, illustrator, printers, troubleshooting, figuring things out on your own and being able to discuss work.*
- *Learning the principles and applying them in our senior-level Design Application class was very important.*
- *Like I mentioned in a previous answer - production techniques*
- *Mulit-task/project under stress and the overall ability to take a project from start to finish: discover-conceptualize-present-carryout-production=deliverable*
- *My organization and design skills that were taught made entering the working field easy.*
- *Not only have I noticed my knowledge of design and basic principles is far advanced from any of my co-workers, but the business background COMPLETELY helps EVERYTHING! I feel so prepared to take on the world. It's a good thing too because my management leaves a lot to rest on my shoulders and it's good knowing what I'm doing, especially being the only graphic designer in the company.*
- *Organization*
- *Photoshop - we learned it in and out and I use it daily - and the basic design rules and typography - it was all very good information for anyone in the graphic design field we just needed to have more web design classes*
- *Print production best practices, basic principle of holding yourself responsible for more than what is expected from you*
- *Problem solving.*
- *Problem-solving techniques, professional approach to design process, presentation skills, print production skills*
- *Production and building files properly.*
- *Production skills are a must! Many of my colleagues have had very little experience with setting files up for print and production.*
- *Production techniques & process, enough about the web / UI to make it sound like I know what I'm doing.*
- *Real life prep*
- *Real life situations/clients. Daily design presentations. Design layout.*
- *Real world design with a business background*
- *Real-life projects and each design class pertained to my professional career.*
- *Solid understanding of good design/layout.*
- *Strong emphasis on conceptual development and execution. Opportunities to work on actual client projects through the university.*

- *Style sheets*
- *That design isn't about the artist*
- *That we made sure to integrate web and interactive design. I wouldn't recommend a graphic design program that did not integrate interactive because employers will require them to have interactive skills and failure to prepare them for this will equal good graphic designers with low pay and low quality of life.*
- *The business end of the industry*
- *The experience of working with real projects our senior year and also having teachers that were critical as well as supportive of our work. It closely resembled what actual clients are like.*
- *The Ferris Design Program did a great job preparing me for a professional career in the real world. I learned how to identify and design to the target market--basic marketing principles that are essential to creating successful design projects.*
- *The focus on real-world application, a variety of project types and disciplines within those projects.*
- *The importance of problem solving, and creative solution making.*
- *The intensity and discipline demanded. Most design students come out of a graphic design degree not prepared to handle working in the profession. Ferris' Graphic Design program does a great job of preparing students.*
- *The process of design and the work ethic developed while in the program. I find that the pace of the senior year prepared me well for the transition to the work place environment.*
- *The real client projects were very useful. Portfolio presentation was a big deal when I was on interviews. People were very impressed.*
- *The small teacher to student ratio(s), the quality, knowledge and experience of the Design faculty, and the real-world experience during our Sr. year helped prep us for the real thing.*
- *time management, communication, production, and the stress of problem sovling from the clients perspective*
- *Time management, Orgnaization Skills, Team Building, Leadership Roles*
- *To take constructive criticism and learning from each project. To be able to think outside of the box.*
- *typography*
- *Typography, Concepting, real client projects.*
- *Typography, corporate identity design, image optimization, and presentation skills.*
- *Understanding the theories behind graphic design and how to apply them to practical applications of design. I also feel that Ferris helped teach how to present those ideas successfully and I have noticed has made a dramatic difference in Ferris Grads and non-Ferris Grads.*
- *Very glad to learn the business aspect of design. Incorporating the projects with the business world - not just making something that looks good.*

- *very much so.*

- *Web design, its so important to know now and I've noticed that is what sets me apart from other college graduates. Content management database for a website too, really impressed my boss!*

- *Work ethic, ability to present, the idea to always push yourself*

- *Yes- it's a great program. I wish I had a little more web/multimedia experience, but I've been a strictly print designer for the past 10 years. I've tried teaching myself web/flash, but I find that I don't have the patience and prefer to just do print. Back then Flash was just coming out.*

- *Yes, everything I learned was relevant.*

- *yes, for sure.*

- *Yes! I feel I was well prepared - especially in the pre-press area.*

- *Yes! Very much so indeed. It seems Ferris grads have a leg-up on the competition in all aspects of communication, portfolio, knowledge, and professionalism.*

- *Yes. Very satisfied. I felt very prepared for the "real world" because of all the experiences we gained at Ferris. Our portfolios look amazing! Everyone I've interviewed with has commented on that so far.*

Question 19: What do you wish you would have learned in Ferris's Graphic Design program but didn't?

- *I wish I would have learned more about the web and programming. • Also, I have realized since graduating that a lot of your success in your work comes from being able to sell your ideas (good or bad). I wish I would have learned more about handling your client's or even your own department's objections. • I would have also liked to learn more about how to teach others about the value spending time on their designs (A lot of clients want things NOW and don't always care to spend time making things better).*

- *A lot more of print production and branding strategy.*

- *As someone who now owns my own business, I wish I would have taken more business management classes like accounting.*

- *CDS CSS, HTML, JavaScript, webserver managment, advanced file/server managment, device interface design/programing, advance Photoshop image manipulation, ftp server training, advanced pagelayout and grid training, advanced color theory, online resource awareness, web content managment systems training/awareness, teamwork projects with videography, photography, web programing, illustration, animation and other misc. programs that exist on the same campus in compilation projects that begin at freshman year and yield a real client base to carry into the future. Having freshman and sophmores assist juniors and seniors in a real client/work environment would inform the underclassmen faster as well as solidifying wether or not they can make it in this career field. Also perhaps working with smaller design/marketing agencies that farm most of their work out.*

- *Courses that would provide upward mobility beyond entry level positions in production*

- *deeper web knowledge… databases, etc*

- *Freelance skills - contracts, rates, managing client expectations and marketing myself. I'm not freelancing right now, but everyone does at some point.*
- *How to work faster/multitask because my daily projects at work are at a much faster pace than the time we were allowed for our projects at Ferris.*
- *I can't think of anything.*
- *I graduated before web design was even an option but I wish I had been able to take classes on it back then.*
- *I needed more web training. The program was just starting as I left.*
- *I prefer more focus on design principles and page layout, with less emphasis on software training. The program had a decent blend of areas, however, I believe it could focus a bit more on design history and fundamentals.*
- *I wish a stronger emphasis was put on fine art.*
- *I wish I would have learned more advanced Photoshop and Illustrator techniques/knowledge*
- *I wish I would've been more devoted to learning web development and techniques. The web is really growing and expanding and I know my manager wishes I had solutions for her when it comes to our company's website and what can be done to improve it. I know the Graphic Design program offers a plethora of web classes and Professor X is an awesome professor for that, so I blame myself for not being more committed to that aspect. I encourage anyone going in the program to really push yourself to learn everything possible, even if it "bores you", because it WILL be a trade/skill that is highly valued!*
- *I wish our web studies would have been more organized we had different teachers teach in the web classes and we relearned things and were not really taught much more than the very basics.*
- *I wish that I had a chance to take the image making class. I was unable to because I forced to take other general classes to graduate on time.*
- *I wish there would have been more technical training. I feel that the professors were more attuned to the design principles, but were not technically savvy or up to date on the design programs. Also, I would have liked to learn more about web design and web development. I feel there wasn't enough attention to that area.*
- *I wish they would have had more preparation for working individually as a designer and the challenges of having to be a freelancer or in-house professional. These types of settings are extremely common and designers don't often get to have the design team collaboration to help think creatively. I think it would be very helpful to teach students skills that help them seek out information, networking, and utilizing creative resources rather than relying on having another creative person around to bounce ideas off of. I also wish there were more training for finding jobs and networking.*
- *I wish we would have had more choices, I don't feel like we had many optional classes. Advanced photography, Advanced typography, advanced computer based design.*
- *image making*

- *In-depth photoshop techniques. Emerging design programs - Illustrator not Freehand (old news.). Budget conscious and time conscious projects.*
- *Learned how to code and back end/ front end development.*
- *More about photoshop, just having to use it for different things would have been nice.*
- *More client/printer interaction. Clients and their changes, making everyone happy. Projects with a design standard to follow. Writing emails, making PDFs.*
- *more computer skills - especially web. the computer classes i took were very basic when at Ferris*
- *More computer skills. When I attended Ferris' Graphic Designer program it was the first year of computers were used to design print and web.*
- *More conceptual design skills. Bigger picture thinking.*
- *More creative freedom and individuality. More off the computer design techniques.*
- *More detail of best web practices. In my opinion, at the time I attended the program the web side was rather new and not well defined. Would have been good to have separate paths to veer from after basic design classes (web or print). Perhaps that is the way it is now, I have no idea... but a good course teaching CSS and XHTML would be nice with other development classes in PHP, AJAX, JAVASCRIPT, ASP, etc. would be helpful for web-development seeking students.*
- *More drawing and sketching skills.*
- *more emphasis on layout*
- *More focus on the web. User experience and interaction design especially.*
- *More focus or at least an option for UX and more knowledge around design for the digital world*
- *More illustration and database driven websites.*
- *More in-depth web development skills*
- *more interative design*
- *More of a web focus in general. Html, web development, web design & applications etc. The instructors at the time did not offer a very hands on approach and also seemed to lack the knowledge somewhat in what they were training. We were just given books and/or videos to follow and I could have done this on my own vs. paying extra to learn it in the classroom.*
- *More photoshop*
- *more printer relations/production/computer skills*
- *More project management, production management, strategy from a business perspective's needs. Would be great to learn more environmental signage, incorporation of external resources (illustration, photography, etc.) Budgeting/estimating would be helpful.*
- *More typography classes and how to be more creative with it. More print techniques.*
- *More user interface design as it pertains to the web.*
- *more web*

- *More web*

- *More web based programs. Building websites. And hosting websites.*

- *More Web Design*

- *More Web Design - at the time I was Ferris the professors for Web didn't require too much from us, WE NEED TO KNOW WEB. There was only 2 classes offered for web and that was not enough. At the time of teaching web, the 2 professors that were teaching were also learning web themselves, so it was rather students teaching teachers and for the who did not know web at all on the student side didn't receive any education on web - it was based on outside work and education.*

- *More web design and development.*

- *More Web design and production.*

- *more web design and web software applications*

- *more web design, development, UI, interaction.*

- *More web design.*

- *More web design/development skills - that portion was fairly limited during my time there.*

- *More web development and more photoshop and illustrator techniques.*

- *More web development skills.*

- *More web skills. But, the web was in it's infancy when I graduated, so I don't think I realized the importance of those skills at the time*

- *More web, but I didn't care for the way it was taught while I was there.*

- *More web/interactive. Also the ability to design quickly and under the gun. That was an entirely new concept to me in practice when I started working. Maybe have a project that is literally due in an hour or two tops. An exercise like that can teach to weed out ideas quickly, identify what will work and how to trust your instinct. In the real world this happens often.*

- *Networking and communication skills*

- *Not offered at the time—but some kind of web development classes*

- *Printing. Understanding printing and having hands on training would have been great.*

- *Slightly better web development process.*

- *Stronger web and interactive skills and marketing, but not at the cost of reducing the concept development, image techniques, principles of design, design history, etc. My marketing courses were a joke. I had a horrible professor for marketing. I wish I'd been recommended by advisors to minor in Marketing.*

- *television advertising*

- *That for a lot of projects, you don't get 6 months to work on them, you get 2 days (give or take :)*

- *The chance of finding a good job that will continue to pay well is harder than expected.*

- *The Web was a newborn when I graduated. That meant that I had to tackle the learning curve as it evolved. But once I had the technical aspects under my belt, the same problem*

solving thinking applied just as it did in print. I wish I had been able to learn some of those technical skills in a more formal, structured environment.

- *The whole business with making an item easy to mail (darn that Post Office!): the size ratio, the placement of the address, the open fold being at the top, etc. I still find this confusing!   I think this was the timing more than a fault of the department: We only briefly touched on things for the web. I am sure there is a lot more information in regards to the usability of sites and how people read them. This would be useful for students to know. In addition you now have to deal with phones too and adapting sites for them. Perhaps you cover this now, but clarifying the difference between print and web (design and the actual writing). In my workflow, I start with the print piece and then develop everything from that.*

- *There was a serious lack of collaboration with students/professionals outside of the design field. Bringing in writers, marketing students, even working with the print students would have been great experience. Graphic design only goes so far in the scope of things, working in a team brings the best results.*

- *Two classes of a web/database system should have been required. Even if it was an elementary level course. ASP, or PHP, or Coldfusion or JSP should have been taught to interactive design folks. At the time, it was OK that it wasn't, we just had to take later classes at community colleges. But in the future, it should be considered.*

- *web design*

- *web design -- but it wasn't around when I graduated! LOL*

- *Web design and development*

- *Web design and development (coding) for those designs.*

- *Web Design and Flash design. But no fault to Ferris it was just before there time.*

- *Web design could have been taught more effectively. My first experience with web design as a sophomore had me so scared of it that I never wanted to pursue it further. In the following years, there was such a focus on getting a good grade that I never pushed myself to try new things with the web. I've come to learn that web design isn't scary; it just needs to be taught slowly and thoroughly - giving students the building blocks to go off and build great things.*

- *Web Design Programs*

- *Web Design. We touched web design for only half a semester. It was only introduced to the students following our graduating class and most if not all employers are looking for basic design and operation knowledge of web design. Which makes it difficult to compete for employment now.*

- *Web design/development. I don't think it was really provided in great detail anywhere at that time though.*

- *Web development, interaction design, more focus on web design and the user's experience.*

- *web: they did not have it then More computer training*

- *website design*

- *Website Design Principals*

- *While I attended Ferris, the web design was the weakest and most under-development aspect of the program. Greater emphasis was needed upon understanding how to design for the web and the plethora of programming languages out there, rather then learning how to program itself. Understanding how to work and communicate with web developers. Separate options should be available to those who wish to pursue designing with programming in greater depth. A thorough understand of Cascading Style Sheets is necessary for anyone looking at pursuing web design in any degree.*

- *Working with/for non-designers*

- *Professors U, V, X, Y and Z all were AMAZING. I'm so grateful to have had THEM as my mentors. I've lived and designed in MN, Denver, Boston, and recently moved back to MI. In ten years, I've seldom met a designer who was given such a thorough education as myself or those who had them as teachers. Also, I think Kendall's design program is crap. It was obvious to me as a student 10 years ago and I hear it in the field now. My advise to you as educators is to only hire design professors with extensive professional experience and design accolades. The quality of the student experience DEPENDS on it.*

- *During the interview process people were blown away by the portfolios and how prepared and nice the presentations were. I am very proud of my degree and have suggested to may that they really should look into Ferris States program. I felt leaving the program that I was well trained and had the confidence to work in any design position and know that I would understand and catch on fast due to the training at Ferris State.*

- *Ferris gave me the tools I needed to begin my career in design. Graphic design is a rather limiting title for what I learned while at Ferris, and I recommend changing the title of the degree. There is a lot more out there, and looking/sounding/being prepared have a lot to do with the type of person, not just what is taught at Ferris. The business perspective, college of business influence has been very appealing to my employers.*

- *Graphic design is moving very rapidly towards more and more web design. Print design is fading, and there is less and less work for strictly print. Today, 9 out of 10 graphic design jobs have at least some kind of web design experience required. I don't know how exactly the Graphic Design program is set up right now, but I'd imagine it hasn't changed a whole lot since I graduated 3 years ago. If I were a student knowing what I know now being in the field for this long, I would have wanted much more training for web design, mainly coding your own creations. Employers are looking for someone who can design a web page, and also code it to completion. In my opinion, it would really not be that difficult to include more web development into the curriculum. Other than the lack of web design training at Ferris, I'd say the rest of the (print) design program is very good, and taught me very much of what I know today about basic design.*

- *Graphic design was an extremely demanding degree; I worked incredibly hard and because of that, was rewarded with skills that now set me apart from my competitors.*

- *I always promote Ferris for their Graphic Design program. I feel lucky to have chosen to go there!*

- *I am dissatisfied with the pay and job security of my current employment and I am not in a current position to go out on a limb and see if another "design" position will suffice. I*

am currently re-enrolled at FSU for Health Information Management, a career that I will hope provide a better growing income and better job security.

- *I have a lot of fond memories from my experience as a Ferris design student. Thank you.*

- *I have always regarded the Visual Communications program as top notch. A very dedicated team of educators helped me develop into a solid, creative and happy designer. Thanks to all the professors.*

- *I loved my Ferris education and have run my own design studio for over 15 years.*

- *I loved my time at Ferris and time and time again Ferris brings in the best portfolios.*

- *I think Ferris needs to really start to get involved in the User Experience field it is something that a lot of companies are looking for. Coming from someone looking for more UX people its really hard to find them right out of school with no real worked experience or at lest some basic principles. UX for devices is huge and I think that needs to be taught as well.*

- *I think it's a great program that pushes you so once you actually start working it seems much easier. Didn't care for all the lack of sleep though.*

- *I think the design program should work directly with the printing program. As a print designer I work with printers all the time and communicating with them sooner and learning more about what they do and how it effects us would be a great benefit to both programs.*

- *I think this survey was a great idea.*

- *I was required to take a class about Flash during Junior year. The very first day, Professor X said, "I don't know Flash either, so I'm going to be learning this along with you." In my opinion, the professor was behind the class the entire semester. I still wish I could get my tuition back for that class. Although overall I had a great experience in FSU GRDE, this example specifically is unacceptable, dishonest, and unprofessional.*

- *I've recommended the Visual Design program to several young high school grads.*

- *It might have been nice to have some sort of overview or a panel of speakers on different places where you could get a job and how they vary in terms of work environment, types of work, pay, etc. Ad agency (straight business people and design people) is different from a design studio (all design people) is different from in-house, etc. Might be useful to seniors especially.*

- *It's a bummer with the economy being so bad, there's very little opportunity for careers in graphic design out there. Jobs are hard to come by, and the ones that are out there pay beans for a salary. That's my only disappointment is all this knowledge and education I have is more-less being put to waste because there aren't any challenging jobs out there. Also, I wish I had more encouragement to take on an internship outside of the "in-school internship" we take on senior year. I moved out of state for a year, to Kansas City, and I had a ton of interviews, and everytime I was told my portfolio was awesome, but they always chose the other person who "had more experience". I thought that my in-school internship would've been justifiable for experience, but apparently going beyond and doing extra summer internships is the best thing I should've done. I didn't realize that when I was in school. I wish the professors would've stressed that a little more.*

- *My experience at FSU in Visual Communication was fantastic. The professors, facilities and coursework were all top notch. I easily found employment after graduation and have found the program to be well respected in West Michigan.*

- *Nice work on the survey, probably one of the many reasons that Ferris has good programs--they listen to people.*

- *None.*

- *Overall I feel that the Ferris program prepared me much better than many other schools would have. I have had colleagues and superiors comment on the variety of skills that were learned. I also received many comments of appreciation at not having to learn a lot of those details "on the job."*

- *Overall the program is great and everyone I meet tell me that they have a wonderful program.*

- *Some professors are very unhelpful when it comes to writing any type of letter of recommendation and use of their contact information for a reference. I find this to be quite frustrating that they are unwilling to help their students advance in the field once they leave the program.*

- *Starting out at my first job in 2004, I felt I was adequately trained and my natural skills allowed me to excel quickly. After my first two years however, the lack of advanced education classes, web training, and creative thinking by myself led me to hit a wall much quicker than I thought possible. I have had to learn the hard way to network, find design resources, and create new ways to think creatively in a corporate environment. I have become increasingly frustrated with trying to find adequate continuing education and advanced design application training to raise my level of performance and increase my certification beyond a basic bachelor's degree. It's extremely competitive out there and we aren't just up against new graduates anymore... you are up against seasoned professionals with 10 or more years experience who come from design firms that have dissolved due to the economy. Any advantage and extra education is what sets us all apart.*

- *Teachers were excellent overall. Loved them and I learned a lot.*

- *Terrible career development (both at the entry, as well as continuing levels)*

- *The moment we graduated was the last we heard from the teachers. They told us that they help find us employment and they really don't. Also a few teachers needed to be more open to ideas. They would grade you based on personal views instead of design views or they just wouldn't let you do it at all. They had a lot of restrictions which limit you as a designer. Also portfolio was rediculos I had people ask why I had such a big out dated portfolio setup.*

- *There isn't any reason I could think of that students shouldn't choose Ferris for graphic design.*

FERRIS STATE UNIVERSITY
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Graphic Design APR - Alumni

As part of the academic program review process, we are assessing alumni perceptions of the Graphic Design program. Please assist us by responding to the following questions regarding the Graphic Design program and students. Please respond as soon as possible. All responses will be kept confidential.

1. **What year did you graduate?**

2. **Are you currently working in the design profession?**

○ Yes

○ No

3. **Which of the following *best* describes the type of organization you work in?**

○ Advertising

○ Design studio

○ Web design and development

○ Environmental graphics

○ Freelance

○ In-house design in corporation

○ Newspaper

○ Publishing

○ Other

Please Specify:

4. **Which of the following *best* describes your professional title?**

- ○ Graphic Designer
- ○ Art Director
- ○ Creative Director
- ○ Project Manager
- ○ Production Manager
- ○ Web Designer
- ○ Web Developer
- ○ Design Director
- ○ Senior Designer
- ○ User Experience Designer
- ○ Other

Please Specify:

[   ]

5. **Your first professional salary after graduation from Ferris was:**

- ○ Under $25,000
- ○ $25,000 - $30,000
- ○ $30,001 - $35,000
- ○ $35,001 - $40,000
- ○ $40,001 - $45,000
- ○ $45,001 - $50,000
- ○ Over $50,000

6. **Your current salary is:**

- ○ Under $25,000
- ○ $25,000 - $30,000
- ○ $30,001 - $35,000
- ○ $35,001 - $40,000
- ○ $40,001 - $45,000
- ○ $45,001 - $50,000
- ○ $50,001 - $60,000
- ○ $60,001 - $75,000
- ○ $75,001 - $100,000
- ○ Over $100,000

7. **How satisfied are you with the preparation you received from the Graphic Design program at Ferris?**

- ○ Very Dissatisfied
- ○ Somewhat Dissatisfied
- ○ Somewhat Satisfied
- ○ Very Satisfied

8. **Please indicate your level of satisfaction with each of the following areas of the Graphic Design program. (N/A is Not Applicable)**

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied	N/A
Basic computer training	○	○	○	○	○
Basic design training	○	○	○	○	○
Page layout	○	○	○	○	○
Advanced computer training	○	○	○	○	○
Advanced design training	○	○	○	○	○
Computer labs	○	○	○	○	○
Extracurricular activities	○	○	○	○	○
Faculty	○	○	○	○	○
Image development and techniques	○	○	○	○	○
Problem solving skill building	○	○	○	○	○
Technical support/Troubleshooting	○	○	○	○	○
Typography	○	○	○	○	○
Creativity and idea development	○	○	○	○	○
Design Application class (real projects)	○	○	○	○	○
Other	○	○	○	○	○

Please Specify:

[   ]

9. Please indicate the level of importance of each of the following skills as they relate to employment in your organization. (N/A is Not Applicable)

	Very Unimportant	Somewhat Unimportant	Somewhat Important	Very Important	N/A
Drawing skills	○	○	○	○	○
Illustration skills	○	○	○	○	○
Print design background	○	○	○	○	○
Print production skills	○	○	○	○	○
Website, interface, experience design skills	○	○	○	○	○
Web development (HTML, CSS, Flash) skills	○	○	○	○	○
Concept development abilities	○	○	○	○	○
Business management knowledge	○	○	○	○	○
Business marketing knowledge	○	○	○	○	○
Written communication skills	○	○	○	○	○
Verbal communication skills	○	○	○	○	○
Other	○	○	○	○	○

Please Specify:

[   ]

10. Please indicate the level of importance of each of the following skills as you predict the need for them in the profession in the next five years. (N/A is Not Applicable)

	Very Unimportant	Somewhat Unimportant	Somewhat Important	Very Important	N/A
Print design	○	○	○	○	○
Print production	○	○	○	○	○
Web design	○	○	○	○	○
Web development	○	○	○	○	○
Interactive design and development	○	○	○	○	○
Other	○	○	○	○	○

Please Specify:

[   ]

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

○ 10-15 students

○ 16-20 students

○ 21-25 students

12. Would you be interested in taking continuing education credits towards a certificate program from Ferris? (Please select only one)

- ○ If located in Big Rapids
- ○ If located in Grand Rapids
- ○ On-line
- ○ All/Any of the above
- ○ Not interested

13. What areas would interest you? (Please select all that apply)

- ☐ Print design software
- ☐ Print production software
- ☐ Website, interface, experience design skills
- ☐ Advanced web development
- ☐ Database driven web development
- ☐ Three-dimensional rendering software
- ☐ Brand strategy and design
- ☐ Project management
- ☐ Advanced design classes
- ☐ Advanced typography classes
- ☐ Other

Please Specify:

14. Please indicate your level of satisfaction with the training you received in the following areas. (N/A is Not Applicable)

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied	N/A
Basic design principles	○	○	○	○	○
Application of design principles	○	○	○	○	○
Drawing	○	○	○	○	○
Basic computer knowledge/skills	○	○	○	○	○
Intermediate computer knowledge/skills	○	○	○	○	○
Typography	○	○	○	○	○
Photography	○	○	○	○	○
Non-computer image creation techniques	○	○	○	○	○
Computer-aided image creation techniques	○	○	○	○	○
Web design	○	○	○	○	○
Web development	○	○	○	○	○

15. Please indicate your level of satisfaction with the effectiveness of the courses in the following areas. (N/A is Not Applicable)

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied	N/A
Written communication	○	○	○	○	○
Verbal communication	○	○	○	○	○
Management	○	○	○	○	○

16. How would you rate your overall satisfaction with your graphic design education at Ferris?

○ Very Dissatisfied

○ Somewhat Dissatisfied

○ Somewhat Satisfied

○ Very Satisfied

17. Would you recommend Ferris' Graphic Design program to someone looking for a career in graphic design?

○ Yes

○ No

18. Now that you have been out in the field, what are you happy about having learned in Ferris' Graphic Design program?

19. What do you wish you would have learned in Ferris' Graphic Design program but didn't?

20. Please use this space for additional comments.

Thank you for your time and input.

Collection of Perceptions

Perceptions:

Graduate

Employer

Student

Faculty and Staff

Advisory Committee

SECTION 2B

Employer Follow-up Survey

The Employer survey shown on the following pages was approved and delivered electronically by Amy S. Otteson, Research Analyst, Institutional Research & Testing to 151 employers. Many of these employers are Graphic Design Program baccalaureate degree graduates currently working or have worked in the past 20 years. Most of these employers are in the West Michigan area but some are out-of-state.

The surveys were emailed to employers in May 2010. A total of 28 responses (19%) were 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 and emails requesting Ferris graduates to apply for open positions because an employer has been very satisfied with a Ferris graduate already employed within their business.

Ninety-two percent (92%) of the employers responding to this survey would recommend Ferris' Graphic Design program to others and 67% considered Ferris students better prepared to work in the industry than students from other design schools.

As we evolve and grow these employer-focused areas are critical.

- Twenty-four of twenty-six respondents would recommend the Graphic Design Program to another person. The overall reputation of the program is our point of pride. Employers applaud the academic rigor and discipline instilled in each grad by experienced faculty. Employers are very satisfied with the intangible skills of those they've hired.

- Employer surveys reflect what is sure to be our most critical issue in curriculum development. Business, media and client changes force employers and schools to include web interfaces, experience design and new media development as part of a full offering. To not sufficiently teach these skills would put our students at a serious disadvantage when looking for a job.

- Within the course offering we are working to implement more exposure to creative studio practices and problems. Student portfolios must contain work that reflects more creativity and individual talent than shown in the past.

- Lastly, our survey techniques must surely evolve. Now more than ever, it's important to frequently document and review the findings gathered from online surveys, discussions and visits. It is critical that we grow the list of advisors and refine the quality of that list so that we are listening and reacting to the biggest issues for today and tomorrow.

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

Question 1: Tell us about your firm. (Please select all that apply.)

Print Design N=28
Web/Interactive Design N=28
Web/Interactive Development N=28
Consulting Brand Strategy N=28

Environmental/Experimental Design N=28
Advertising Agency N=1
Architecture & interior design N=1
Casino - Print Design/Web N=1
Custom Interactive Multi Touch Consoles and Software N=1
Did you mean 'experiential' design? We do Environmental Graphic Design N=1
In-House (corporate) design team, focused mainly on print N=1
Integrated Marketing (print, web, and brand) N=1
Television, guerilla N=1
Trade Show Design, Motion and 3-D Graphics N=1

Question 2: In the last 10 years, approximately how many Ferris graduates have you interviewed?

0 N=2
1-5 N=13
6-10 N=5
11-15 N=2
16 or more N=6

Question 3: In the last 10 years, approximately how many Ferris graduates have you hired?

0 N=10
1-5 N=17
6-10 N=1

Question 4: Please indicate you level of satisfaction with Ferris graduates' preparedness in the following areas.

	N=	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	N/A
Concept Development	27	48%	37%	4%	0	4%
Problem-solving	27	37%	52%	0%	0	4%
Layout	26	58%	23%	0%	0	19%
Print/pre-press production	27	33%	30%	0%	0	37%
Web design/Interfaces/ Experiences	25	28%	28%	4%	0	28%
Web development/Coding/ Building	26	4%	27%	15%	4%	50%
Typography	27	48%	30%	7%	0	15%
Business/Marketing/ Management	26	15%	46%	4%	0	35%
Written Communication	27	0%	26%	59%	0	15%
Verbal Communication	27	37%	44%	4%	0	15%

Question 5: Based on your experience with Ferris graduates, would you recommend this program to others?

Yes N=24
No N=2

Question 6: Compared to other schools, how prepared are Ferris' graduates for the workplace?

Better prepared N=18
About the same N=8
Less prepared N= 1

Question 7: Use this space if you wish to elaborate on Question 6.

- *Based on my experience in the program and seeing other program's graduates*

- *Better prepared, but I would like to see more concept development, passion and enthusiasm.*

- *I believe that Ferris has the best visual communications department in the state. I have recommended that several people look into the program, including my own nephew.*

- *I hired a graduate from Kendall, so not exactly Ferris.*

- *I just can't remember any FERRIS students interviewing or work. I believe you have a HUGE Brand issue. As I'm filling this out I'm trying to figure out if this is intended to be a KENDALL student you are surveying? In which case my rhetorical would be different.*

- *Out of all the local universities Ferris seemed to encompass very hard workers that show a great deal of business acumen.*

- *The sample group is not real big so take the answer with a grain of salt. At the time we had one Kendall graduate, a Michigan State grad and an Iowa State grad. Overall, I'd say the Kendall grad knew what he was doing and had the initiative to move forward instead of just sitting there, waiting to be told. That is a huge part of the battle in finding great employees. The other two were very willing to 'talk' about what to do. In my professional opinion, one that's taken a long time to develop: Doing - good. Talking about doing - bad.*

- *Their real world view taught by real world instructors (Specifically The Big Rapids Program) give them the edge when entering the work place*

Question 8: The starting salary in your organization for a graduate from a graphic design program is:

Below $25,000 N=4
$25,000 – $30,000 N=8
$30,001 – $35,000 N=12
$35,001 – $40,000 N=4

Question 9: In your organization, the salary for a design with 5-10 years experience is:

Below $40,000 N=3
$40,000 – $45,000 N=7
$45,001 – $50,000 N=2

$50,001 – $55,000 N=5
$55,001 – $60,000 N=7
$60,001 – $65,000 N=4

Question 10: Please use this space for additional comments.

- *Ferris State University (All Schools) need to make Web Design/Interfaces/Experiences & Web Development/Coding/Building etc just as improtant as everything you teach to prepare them for Print Design etc. All these areas are coming together quickly in the Market Place. If the Graduates do not understand how all these areas inter act it will have hinder them in finding a job. We hired one of your graduates this Spring.*

- *I have made presentations to VC students and invited them to tour our offices in the past. More than willing to do that again; all you have to do is call or come to Traverse City!*

- *It depends entirely on the level of talent and, maybe even more-so, passion.*

- *Question 9 doesn't really work as the ranges don't fit — 5 years experience is much different than 10 years of experience and the salaries of each would not fit into one range as you've shown them.*

- *Salary varies depending on talent*

- *Students are great but a little stiff! More creativity--see more studios? More internships for students--heard that internships are frowned upon.*

- *Survey unclear as to FSU/KCAD if any, connection. We are a 30 year old Brand Building firm that would relish the opportunity to REBRAND, REPOSITION and REFOCUS the entities messaging and design. Call Gregg Palazzolo | CCO @ 616.676.1654 for a free diagnostic session. Thank You.*

- *There's lots of growth between 5 and 10 years of experience so the last question is a bit too broad. My answer tops out at the high end of the experience.*

- *Varying assignments year to year would be nice. How many times do I have to see the Typeface calendar assignment? Complete campaigns/product launch assignments. From logo, to packaging, to advertising, direct mail, etc.*

Graphic Design APR - Employer

As part of the academic program review process, we are assessing employer perceptions of the Graphic Design program at Ferris State University and current trends. Please assist us by responding to the following questions regarding the Graphic Design program and graduates. Please respond as soon as possible. All responses will be kept confidential.

1. **Tell us about your firm.** *(Please select all that apply.)*

☐ Print Design

☐ Web/Interactive Design

☐ Web/Interactive Development

☐ Consulting Brand Strategy

☐ Environmental/Experimental Design

☐ Other

Please Specify:

---

2. **In the last 10 years, approximately how many Ferris graduates have you interviewed?**

○ 0

○ 1-5

○ 6-10

○ 11-15

○ 16 or more

3. **In the last 10 years, approximately how many Ferris graduates have you hired?**

○ 0

○ 1-5

○ 6-10

○ 11-15

○ 16 or more

4. **Please indicate your level of satisfaction with Ferris graduates' preparedness in the following areas. (N/A is Not Applicable)**

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied	N/A
Concept Development	○	○	○	○	○
Problem-solving	○	○	○	○	○
Layout	○	○	○	○	○
Print/pre-press production	○	○	○	○	○
Web design/Interfaces/Experiences	○	○	○	○	○
Web development/Coding/Building	○	○	○	○	○
Typography	○	○	○	○	○
Business/Marketing/Management	○	○	○	○	○
Written communication	○	○	○	○	○
Verbal communication	○	○	○	○	○

5. **Based on your experience with Ferris graduates, would you recommend this program to others?**

○ Yes
○ No

6. **Compared to other schools, how prepared are Ferris' graduates for the workplace?**

○ Less prepared
○ About the same
○ Better prepared

7. **Please use this space if you wish to elaborate on your answer to Question 6.**

8. **The starting salary in your organization for a graduate from a graphic design program is:**

○ Below $25,000
○ $25,000 - $30,000
○ $30,001 - $35,000
○ $35,001 - $40,000
○ Over $40,000

9. **In your organization, the salary for a designer with 5-10 years experience is:**

○ Below $40,000

○ $40,000 - $45,000

○ $45,001 - $50,000

○ $50,001 - $55,000

○ $55,001 - $60,000

○ $60,001 - $65,000

○ Over $65,000

10. **Please use this space for additional comments.**

[text box]

Thank you for your time and input.

Collection of Perceptions

Perceptions:

Graduate

Employer

Student

Faculty and Staff

Advisory Committee

SECTION 2D

Student Follow-up Survey

The Student survey shown on the following pages was approved and delivered electronically by Amy S. Otteson, Research Analyst, Institutional Research & Testing to 162 currently enrolled students in the Graphic Design program. Program majors, AAS and BS, were emailed surveys to ascertain their perceptions of the program, with a total of N=50 (32%) responses collected.

Questions 3 and 4 require students to indicate their level of satisfaction of the computer labs (Question 3) and of courses and classrooms (Question 4). The responses given on Questions 3 and 4 are very different from the written responses on Questions 10, 11 and 12. For the purpose of this review the written responses were used as more accurate representation of student views.

The last 4 questions on the survey (9-12) required individual responses. All comments are included at the end of this section.

N= is used to indicate the number of respondents per question.

After analyzing the data the Graphic Design program faculty have made the following observations, considerations, and recommendations.

Facilities:

- Senior Design Project Center: Overall students stated they were able to function in the facilities provided, however labs (the senior lab especially, where students sit for sometimes 12 hours at a time when working on a project) expressed the need for chairs and workstations that are ergonomically designed for comfort and health purposes.

- Lab hours: Overall students felt like they were able to use the labs during class time however after hours (many projects take time outside of class to complete) was and continues to be a problem.

- Lab computers: Open ended responses indicate that student recognized with concern the performance of GRDE lab computers. Business 110 Mac lab computers are 6 years old and are nearing the end of their life cycle and need to be addressed.

- Student Printing: Students indicated a desire for greater access to printing facilities. This concern is being addressed.

The program recognizes some of these issues as ongoing and has been working to solve or manage them with help from the administration in the College of Business. However these issues are never completely addressed, or solved, at the same time and take continuous monitoring and trouble shooting to keep a functioning status quo.

Graphic Design Strengths:

- Faculty expertise: The overall consensus from the survey and student comments was the recognition of faculty expertise in relationship to industry, classroom content, and overall knowledge of the field of design.

- Applications: General availability and access to software.

A few students commented on the difficulty of grading, evaluating projects, and content that appears to be based on subjective conclusions. The Graphic Design faculty has in the past worked with the faculty-learning center to develop effective rubrics to help clarify and define classroom expectations in relationship to course content. However this is an ongoing process, using the information provided in this section of the survey the faculty will continue to seek ways of evaluation that are effective, give clear direction, and evaluate with fair process. The following strategies are under consideration:

- Use consistent rubrics throughout the entire program

- Give meaning to the definition of a grading system that is consistent across graphic design classes

- Develop a system of critique that students can become familiar with, consistent and effective from freshman level to senior application classes.

Question 1: What level are you in the Graphic Design program?

Freshmen: N=9
Sophomore: N=23
Junior: N=11
Senior: N=7

Question 2: What is your approximate cumulative GPA in Graphic Design courses?

Less than 2.0 (Under C): N=0
2.0 – 2.3 (C, C+): N=4
2.7 – 3.0 (B-, B): N=14
3.3 – 3.6 (B+, A-): N=20
3.7 – 4.0 (A): N=12

Question 3: Please indicate your level of satisfaction with each of the following as they pertain to the Mac computer labs in BUS109 and BUS110.

Question	N=	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	N/A
Quality of computer hardware	50	52%	40%	4%	4%	0
Quality of computer software (i.e., Adobe CS4)	50	84%	14%	8%	0	0
Quality of font management and font availability	50	32%	46%	12%	10%	0
Quality of server (home directory) space and accessibility	50	52%	36%	10%	2%	0
Quality of technical support in computer labs	50	24%	48%	16%	8%	4%
Quality of lab environment (room layout, desks, chairs, projection system)	50	52%	34%	10%	4%	0

Question 4: Please indicate your level of satisfaction with each of the following as they pertain to Graphic Design courses and classrooms.

Quality of Graphic Design classes	50	66%	32%	0%	2%	0
Quality of Graphic Design course instruction	50	52%	40%	8%	0	0
Fairness and unbiased grading	50	40%	36%	10%	4%	0
Timely feedback in my Graphic Design classes	50	50%	44%	4%	2%	0
Quality of classroom environment (i.e., space, desk, chairs)	50	56%	32%	10%	2%	0

Question 5: Approximately how many hours per week do you work outside of class time in the computer labs?

None: N=9
Under 3: N=13
3 – 5: N=10
6 – 7: N=7
More than 7: N=11

Question 6: Which of the following is your primary method for printing projects?

Home printer: N=3
Copy center: N=30
Color printing in BUS108: N=0
B/W printing in labs BUS109 and 110: N=1
Design Project Center in BUS309a: N=1
Staples: N=7
Taggart Hall: N=3
Other: N=5
Please specify:

- *I stopped using the lab printers because the quality of the prints DO NOT meet the requirements of the faculty.*
- *I work in the printing department in admissions (Enrollment services printing) and am able to print at work.*
- *If I wasn't on my own printer, I was printing at University Printing in the Swan building.*
- *Media Production Department (2 responses these are work study students in FLITE)*
- *Printer at place of work*

Question 7: On average, how much do you spend per semester for printing Graphic Design class projects?

Under $10: N=3
$10-$15: N=1
$16-$20: N=3
$21-$30: N=2
$31-$40: N=11
$41-$50: N=6
$51-$60: N=5
Over $60: N=19

Question 8: Which of the following color printing, 8 /12 x 11 or 11 x 17, methods would you prefer? Please select only one)

Keep as is: Pay per print: N=29
Limited printing on-campus: $30/sem extra course fee: N=6
Unlimited printing on-campus: $50/sem extra course fee: N=15

What improvement(s) do you most want to see in the computer labs? Answers have been grouped into areas of response or concern.

 Lab Computers/Server/Printers/Equipment

- *"New computers in the freshman lab. Last year the i-macs in the freshman lab were terribly slow. More than half of them had the printer set to "hold" (something that a student could not undo) most of the time the computers lagged and were unresponsive for*

5 to 10 minutes during boot up. Some of the computers had a very hard time loading Safari, and all of them had a miserable time loading Microsoft Word."

- *"FTP server instead of the apple server. It would open up the network to everyone and not just Mac users. I realize it's a design program and mac is the preferred method of designing, but that just isn't fair to everyone- especially since there are a few people with windows laptops that are actually better in specification than my macbook pro. Also, in bus110, can we get better computers? Those things are soooooooooooooo slowwwwwwwwwwwwwwwwwww."*
- *"I'd like to see the computers working most of the time, as well as new chairs as of some of the chairs are broken and falling apart."*
- *"Better quality projectors"*
- *"Mouses that work better. i.e. BUS 110"*
- *The server needs to be running at all times with no problems.*

Lab operation/maintenance

- *"I know that if the hours were extended and more time was available, it would be easier to be in there. Due to late classes, some students are unable to use them as much as they would like to."*
- *"I would appreciate computers that weren't riddled with problems."*
- *"I would love if the staff that worked at the computer labs knew basic information about printing. Whenever I have a question they can never help. I was charged three times for prints that came out damaged by the printer and was given a sheet to fill out and report to get my 12.00 back and signed and submitted it and never received my money back."*
- *"If possible, I'd like to see some weekend lab hours."*
- *"If there's a way to improve start-up and program speeds, that would be great. Especially for logging in with student/student."*
- *"I know its hard to regulate something like this, and I also know that as students progress further in the program they become more motivated and focused, but at the freshmen level, there should be a way to regulate access to sites like facebook during lectures."*
- *"Intel iMacs for freshmen."*
- *"More fonts"*
- *"More lab hours on Fridays and weekends."*
- *"Someone able to help us on the spot when the computers decide to act up."*

Lab Environment/Furniture

- *The big mac lab downstairs gets very hot, and could use some new chairs.*
- *"The facilities in which they work in are out of date, bland, and uninspiring. Grand Valley and Western MI both have amazing workspaces for their students that allow for versatility and interactivity. The space is there, but it could be a lot more, user-friendly. This includes better tables and chairs in the labs and upstairs classrooms. More outlets for students who use laptops (which become required sophomore/junior year!!!!!*

especially in BUS313) Areas for working such as spray hoods, cutting mats, sinks, supplies, and better lighting.“

- *"New chairs"*

- *"A change in atmosphere. The decor is very bland for a creative learning environment. A brighter, more colorful environment with more comfortable seating and work spaces would provide a much more lively and inspiring environment in which to create effective designs."*

- *"I would appreciate better chairs"*

- *"I would like very much for the chairs in room 109 to be able to roll properly because there's a part of every single one that just drags across the ground and makes it difficult to move them. This wouldn't be a problem except we move our chairs around a lot, especially to the front of the room."*

- *"Better Chairs"*

- *"Better quality chairs, better climate control."*

- *"I would like very much for the chairs in room 109 to be able to roll properly because there's a part of every single one that just drags across the ground and makes it difficult to move them. This wouldn't be a problem except we move our chairs around a lot, especially to the front of the room."*

- *"Seniors spend 12+ hours a day in the lab. It would be nice to have better seating to accommodate for this."*

- *"Sometimes it gets really hot in BUS 110, so if they could keep it a little cooler in there that would be nice.*

- *The chairs could use some improvement.*

- *They're very... 80's. An updated environment that shows it's a lab for the design program would be great. The chairs also are of low quality and are falling apart.*

- *The environment of the space could be better utilized to be more class room friendly. Both the 109 and 110 labs have horrible layouts that allow students to be easily distracted or off-task on their computers. A lot of the chairs are broken and uncomfortable and there aren't any areas for group discussions.*

- *Windows would be awesome, although I know that's not possible. Maybe some color?*

Printing
- *"Easier printing methods available."*

- *"Only thing I wasn't happy with was the lab printers didn't work half of the time."*

- *"PRINTERS! We pay for them, I really would like for them to work, and be fixed quickly when they don't work."*

- *The black and white printer connected & functioning regularly.*

- *Timely repair of printer problems.*

- *When the toner gets low for it to be changed in a timely manner. For graphic designers to have a discounted to print since we print so much.*

Taggart Hall

- *Taggart Hall is abused and neglected. Though it is labeled the "graphic design hall" it is hardly acknowledged or utilized by the graphic design program. As an RA in Taggart hall i can attest to a lot of frustration from graphic design students about software not updated on the macs in the lab, lack of cutting boards and other resources down in the graphic design basement, and a very fussy color printer that has to be tricked into working. Students are also not taught how to use the spray room available in Taggart and many students are un-aware Taggart even exists. I think if the graphic design staff and AIGA group took more consideration and utilized Taggart it could prove to be an amazing resource for graphic design students and a great place for peer-to-peer learning.*

- *The computer lab in Taggart is really annoying because it never has my fonts even though my mac has the fonts.*

Question 10: What do you see as the strengths of the Graphic Design program?

- *All of the teacher are very nice and seem to be very passionate about what they are teaching.*

- *As it's a competitive program, that really helps us out a lot. I think that people begin to drop off when they realize it's hard work and I like that a lot.*

- *Business aspects and good experienced faculty.*

- *(1) Professor X. (2) Very good projects. (3) The level of expectation. (4) The challenges of deadlines. (5) Design 1 and 2 (6) You have a wonderful collection of amazing designers and teachers. They are what make the program what it is. (7) The business edge of this degree (8) The competition*

- *Very knowledgeable faculty who clearly emphasize the principles of effective design and demand the best out of their students.*

- *Certain teachers are very knowledgeable; teachers that have actually worked as a designer before teaching offer the best "real-world" feedback.*

- *Competitiveness, instructor input, and the fact that it is a Business degree.*

- *Content, knowledge of staff, and prestige.*

- *Everyone working together and bouncing ideas off each other.*

- *Everything.*

- *Excellent relationship between most teachers and students. The first name basis, and collective group atmosphere helps students feel involved in the design process, and it effectively stimulates collaboration.*

- *High availability of professors either in office, class or via email. Update to date curriculum and software, professors know what they teach. No high-cost textbooks.*

- *I feel as though I was prepared very well for the workforce, and that I could take on any real project given to me.*

- *I feel the strengths are in the way the instructors teach and look at design from both a creative and business standpoint, I really feel our program is strong.*

- *I think the Graphic Design program is set up so when I go into the real world I'll know what to expect.*

- *I would have to say that more than anything else; it's one specific teacher who I felt was the strongest. Professor X is, by a very long lead, the best professor and my favorite professor in the program. I felt like she talked with authority and knowledge but was also able to prove that she did know what she was talking about. I don't doubt that other professors are great designers but she is by far the best TEACHER of design. I'm not saying that any of the teachers are terrible though; so don't give them a hard time or anything.*

- *I'm too lazy to answer this right now.*

- *In the College of Business, portfolio reviews*

- *It prepares students well for the different areas of Graphic Design, and also helps build their knowledge in design software.*

- *Its strengths are how passionate the teachers are, you can really tell they love what they are doing. I also like the fact that the teachers treat us like colleagues and not just students.*

- *It is all good information that is taught.*

- *Our faculty is our biggest strength, without them this program would be nothing. Some professors aren't easily understood because of language barriers and lack of teaching experience.*

- *Professors who care about the students, who take time to ensure that the students are learning and going down the right decision paths. The teaching of the process (through the bubbles). This is very critical. The steps that you take to go through the program. They motivate you; they cause you to push for your goals and work hard. The fact that the program is in the College of Business.*

- *Really show us how to use the business side of design, I think that that is extremely helpful.*

- *Smart instructors who truly understand what they are talking about, great computers, in-depth projects, very explanatory to freshmen.*

- *The faculty is experienced and good at what they do. Their advice is sound and I value it.*

- *The faculty is very honest about what to expect in the real world. They hold us to high standards in design, and they don't "baby" us. If we need to work harder, they let us know. If a design does not work, they let us know. Other design programs seem to hand out A's, but Ferris faculty want us to earn our grades.*

- *The faculty who are so willing to help.*

- *The small class sizes that allow teachers to get to know students by first names.*

- *The software*

- *The staff, the projects assigned, preparedness for a job*

- *The teachers and materials that are being learned.*

- *The teachers and their experience*

- *The up-to-date technology with the computers and software*

- *Typography! you learn so much more about typography here than you do at any other school. I feel that I am farther ahead of any of my friends that attend another university for graphic design.*
- *Very Competitive and makes things hard*
- *We are taught strong fundamentals and a well-rounded study of the field.*
- *We have a lot of good professors that help strengthen our creative abilities.*
- *You learn a lot through the course of the program.*

Question 11: What do you see as areas that need improvement in GRDE program?

- *Some teachers don't use handouts when giving an assignment.   This would be fine if the instructions were consistent. What ends up happening however is that a teacher will instruct one class in one manner, and another class in a different matter. When the project becomes due, the rules have changed countless times, some students get slighted, while others get an unfair advantage (i.e. not having to adhere to the same guidelines and principles. (2) The 3 strike, 6 strike policy. In transferring from 2 other colleges, this is the first campus I have been at where students are not adults. I find the students on this campus to be "a lot less" in terms of work, effort, attire, language, maturity, etc... and I really think a lot of that rests on the policies. Frankly we have students who attend every class and surf the web from beginning to end, putting minimum effort into projects (getting Cs and Ds). While we have other students who pull 1 to 2 all nighters every semester.*
- *A few of the professors should be reevaluated. There are a few computer classes that are lacking, the class seems like I could teach myself out of a book and instead I have to spend tons of tuition money on a class I feel I'm not getting a lot out of.*
- *After finishing only my first year, I am completely satisfied.*
- *An in-school printing facility would be nice*
- *Be able to take classes during the summer.*
- *Better windows-acceptance.*
- *Critique is often vague at the Freshman level, making it hard to edit and improve upon to the teacher's or our own personal standards. In addition, I don't feel like most of the work we did in class is portfolio material, and I feel like I will have a difficult time re-doing them and making them professional, creative, and polished enough for Portfolio Review.*
- *Get rid of Professor X, for one. I'm wasting my time and effort with him, and I'd prefer for him not to be in the program nonetheless wasting 900 dollars every time I have to take his classes. Two, I think you need to scale back on the overly "if your not reading this... you have no interest in this program." A lot of us are stressed out enough as it is with working 15-17 hours a day with classes and projects, we don't need that.*
- *None*
- *None*
- *How things are graded, different projects, better understanding of software.*
- *I see just staying up to date with everything is something that is always needing improvement.*

- *I think that the professors need to make more of an effort to get to know students in the program, and maybe incorporate projects in the curriculum that allows students to express themselves a bit more.*
- *I think the teachers are a little biased because the kids that do their projects in that teachers style definitely get a better grade rather than people who try to do something different.*
- *I would like to see more communication earlier on with students. Most of what I "learned" to expect for junior and senior year were by word of mouth from other students in my class and because of that, some of the information I got was false or exaggerated.*
- *It would be wonderful to have more space in the rooms/labs for our projects. A printmaking lab would be amazing since it is very important to graphic design today*
- *Less biased attitudes, better printing options on campus/in the labs, more time in class for working... its hard for some people to have access to mac software so it would be nice to have longer hours or less out of class work*
- *Maybe be a little more open to a non-typographic based style of graphic design.*
- *Maybe teach more web development earlier on in the program (1st or 2nd years.)*
- *More feedback, more help on what makes good design, more perspectives in each class (more than one instructor grading the projects and taking an average of the instructor's grades. This ways it is un-biased.)*
- *More time in classes to work on projects.*
- *More variety and flexibility. As strong as the program is, it seems very set in its own ways and should explore varying schools of thought regarding the creating of good design.*
- *No Favorites, or if the other students are not going on, they should be graded the same.*
- *Nothing I can really think of, I really enjoyed my first year.*
- *Professors need to explain what is wrong with the project and how do we improve it to get a better grade.*
- *Some of the professors are teaching on this they don't really know that well themselves and its difficult because they force us to learn from books and the majority of the program students are hands on people. I think that the teaching method of some professors should be revised.*
- *Some professors need to realize that we are going out into the real world soon and need jobs and should teach us with that aspect in mind.*
- *Sometimes it seems as though some of the teachers can be biased on grading to a select few people.*
- *Sometimes we lose direction, and the amount of busy work in some of the classes is completely unnecessary.*
- *Student relations with each other and more experimentation with design ideas.*
- *The Graphic Design program is great and I can't think of any improvements as of right now.*
- *The lab hours.*

- *There needs to be more communication between the Graphic Design Professors, relating to the overall teaching of design. During my experience in this program, many of the teachings of one professor seems to strongly contradict another.*
- *Unlimited color printer for projects.*
- *Use Taggart! Graphic design is about teamwork and using your peers! Taggart hall is the place for the after class learning to begin and needs to be recognized by the College of Business.*
- *Very few students felt that the software-based classes were necessary or helpful. I wish that by the end of the sophomore year I had developed more projects using the programs, rather than doing so many exercises just to learn the software. Teachers often tell us that they shouldn't be spending time spoon feeding the software- take that advice! Please!*

Additional comments

- *Could we do something about the copy-center's hours, extend them? Also, WIFI in the design lobby in Taggart's basement level would be just divine.*
- *Ferris should invest in the copy center and expand it making it bigger, giving it a waiting room with chairs, and making all those lovely ladies cake because without the copy center graphic design would SUCK. Staples would have a monopoly if not for the copy center (though they already do because they are the only place that binds books). But the copy center needs a lot of work. They seem really unorganized and need a big shelf to store all their paper types (which are usually just sprawled all over the floor hanging out of different boxes). But seriously, i would be poor and living on the streets if not for the copy center.*
- *Free printing (or included in tuition) would be better than paying out-of-pocket on a daily basis. Even if this was just for Junior/Seniors!!!!*
- *I believe it would be a good idea to have more than one instructor grade our projects. Then we would take an average of the instructor's grades. This way the grades are unbiased.*
- *I believe that if we have personal computers that we should not be asked to pay a universal lab fee, but instead put the money towards more Graphic Design only printers.*
- *I love the program, keep it up!*
- *I think Ferris has a wonderful graphic design program.*
- *I wanted to say that I've been very surprised with the Design program at Ferris. It is very challenging, demands a lot of time and effort, and truly makes a difference in my abilities as a designer. I would recommend this degree at Ferris if a friend asked me where to go.*
- *I'm very glad I chose the Graphic Design program at Ferris State University*
- *Most of the photography course was spent reviewing student work, rather than learning how to produce professional work, or even more important, learning how to incorporate photography into design. The program may be good for building a base for the bachelors program, but at this point I don't feel prepared to create anything worth showing to the real world. My advice: have students create real deliverables: business cards, newsletters, websites, packaging, cards- by the end of the Associates degree program.*

- *Printing in the Business Building would need to improve if there were to be semester charges. You can only print black and white and that is rarely helpful. The quality of the printing inside the business building is terrible.*
- *There really should be a "Copy Center" in the business building. I use them all the time for printing as they're prices are decent, but they're rather far from any of my design classes and require a special trip to print anything. Also, with the long trip it's difficult to transport larger prints, especially if it's raining or snowing.*
- *This program is great as it has a lot to offer the students, as well as, the future careers that they will hold.*

Graphic Design APR - Students

As part of the academic program review process, we are assessing student perceptions of the Graphic Design program. Please assist us by responding to the following questions regarding your experiences. Please respond as soon as possible. All responses will be kept confidential.

1. **What level are you in the Graphic Design program?**

- ○ Freshman
- ○ Sophomore
- ○ Junior
- ○ Senior

2. **What is your approximate cumulative GPA in *Graphic Design courses*?**

- ○ Less than 2.0 (Under C)
- ○ 2.0-2.3 (C, C+)
- ○ 2.7-3.0 (B-, B)
- ○ 3.3-3.6 (B+, A-)
- ○ 3.7-4.0 (A)

3. **Please indicate your level of satisfaction with each of the following as they pertain to the Mac computer labs in BUS109 and BUS110. (N/A is Not Applicable)**

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied	N/A
Quality of computer hardware	○	○	○	○	○
Quality of computer software (i.e., Adobe CS4)	○	○	○	○	○
Quality of font management and font availability	○	○	○	○	○
Quality of server (home directory) space and accessibility	○	○	○	○	○
Quality of technical support in computer labs	○	○	○	○	○
Quality of lab environment (room layout, desks, chairs, projection system)	○	○	○	○	○

4. Please indicate your level of satisfaction with each of the following as they pertain to Graphic Design courses and classrooms. (N/A is Not Applicable)

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied	N/A
Quality of Graphic Design classes	○	○	○	○	○
Quality of Graphic Design course instruction	○	○	○	○	○
Fairness and unbaised grading	○	○	○	○	○
Timely feedback in my Graphic Design classes	○	○	○	○	○
Quality of classroom environment (i.e., space, desk, chairs)	○	○	○	○	○

5. Approximately how many *hours per week* do you work outside of class time in the computer labs?

- ○ None
- ○ Under 3
- ○ 3-5
- ○ 6-7
- ○ More than 7

6. Which of the following is your *primary* method for printing projects?

- ○ Home printer
- ○ Copy Center
- ○ Color printing in BUS108
- ○ B/W printing in labs BUS109 and 110
- ○ Design Project Center in BUS309a
- ○ Staples
- ○ Taggart Hall
- ○ Other

Please Specify:

___

7. On average, how much do you spend *per semester* for printing Graphic Design class projects?

- ○ Under $10
- ○ $10-$15
- ○ $16-$20
- ○ $21-$30
- ○ $31-$40
- ○ $41-$50
- ○ $51-$60
- ○ Over $60

8. **Which of the following color printing, 8 1/2 x 11 or 11 x 17, methods would you prefer? (Please select only one)**

- ○ Keep as is: Pay per print
- ○ Limited printing on-campus: $30/sem extra course fee
- ○ Unlimited printing on-campus: $50/sem extra course fee

9. **What improvement(s) would you *most* want to see in the computer labs?**

10. **What do you see as the strengths of the Graphic Design program?**

11. **What do you see as areas that need improvement in the Graphics Design program?**

12. **Please use this space for additional comments.**

Thank you for your time and input.

SECTION 2E

Faculty/Staff/Administrator Survey

The Faculty/Staff/Administrator survey and Graphic Design Program curriculum sheet shown on the following pages was approved and delivered electronically by Amy S. Otteson, Research Analyst, Institutional Research & Testing to 67 Ferris faculty, staff, or administrators.

A total of 20 responses (30%) were completed. Nearly 45% of the respondents have had Graphic Design students in class and/or have worked with them on an actual project.

Based on the survey of Faculty/Staff/Administrator, we found patterns that can be considered very positive. Question three asked faculty to indicate their perception of graphic design students in eight areas. Of the 16/17 faculty responding substantively to this question, all rated the following five areas very strong or somewhat strong (as opposed to somewhat weak or very weak): Quality of their work, Presentation (oral/appearance/product), Professionalism, Creativity, and Technology/Computer skills.

Question four asked the perception of the graphic design program in the following four areas; Facilities, Faculty Qualifications, Faculty Commitment, and Administrative Support. Of the 19 faculty responding substantively to this question, all rated Faculty Qualifications and Commitment very strong or somewhat strong.

Based on survey responses program strengths were identified as:

- High quality faculty that are committed to the program and students.

- High overall quality of the program compared to other graphic design programs in West Michigan.

- Creativity and outstanding presentation skill.

Areas identified that need to be improved:

- Program visibility at both college and university levels.

- Dated facilities.

- The need to offer one web design course to non-graphic-design-major students.

Faculty are discussing or addressing these through curriculum review and other appropriate strategies.

Please select the option that best describes your position.

Faculty: N=20
Staff: N=0
Administrator: N=0

Question 2: I have had Graphic Design student(s) in my classes.

Yes: N=9
No: N=5
Not sure: N=6

Question 3: Please indicate your perception of Graphic Design students in the following areas.

Question	N=	Very Strong	Somewhat Strong	Somewhat Weak	Very Weak	N/A
Organizational skills	17	29%	24%	12%	0	35%
Quality of their work	17	35%	29%	0	0	29%
Presentation (oral/ appearance/product)	17	41%	29%	0	0	29%
Professionalism	17	29%	35%	0	0	35%
Attention to detail	17	35%	18%	18%	0	35%
Critical thinking	16	19%	31%	6%	0	44%
Creativity	17	41%	17%	0	0	35%
Technology/computer skills	17	35%	35%	0	0	29%

Question 4: Please indicate your perception of Graphic Design program in the following areas.

Question	N=	Very Strong	Somewhat Strong	Somewhat Weak	Very Weak	N/A
Facilities (classroom studios and computer labs)	19	53%	16%	5%	0	26%
Faculty qualifications	19	74%	10%	0	0	21%
Faculty commitment to the program and students	19	74%	11%	0	0	16%
Administrative support of the program	19	47%	32%	5%	0	16%

Question 5: What is your general perception of Graphic Design students

- *"Dedicated - they have to work extremely hard to make it through the program"*
- *"I do not know."*
- *"If one does not know if we have design students, how can one answer?"*
- *"Some of them are highly talented, driven, and detail oriented. Others only make it through the first two years because the program is quite demanding."*
- *"There is a wide variety; most are excellent. Generally, I really enjoy having GRDE students in class. They're very creative and usually pretty engaged in class discussion. They are often a bit stressed / busy with the GRDE workload, but I think that is done on purpose."*

- *"They are creative and many are academically well prepared to succeed."*
- *"They are dedicated students"*
- *"They are excellent in what they do."*
- *"They seem to "keep to themselves" so much. Would like to see them more involved in COB activities as a whole."*
- *"Very creative"*
- *"You have a very wide range of academic talent. The have all been courteous and polite. Some have the impression that the only talent they need is design...and the rest of the academic program is superfluous."*

Question 6: What are the strengths of the Graphic Design program

- *"Business degree; rigor of the program; faculty attention to each student; resources available to students; preparation of students for the real world (employability)"*
- *"Dedicated faculty committed to teaching."*
- *"Faculty dedication, reputation"*
- *"Great faculty!"*
- *"High standards, excellent professors, a proven yet cutting-edge curriculum."*
- *"I do not know."*
- *"Passionate instructors, real life applications, networking with industry, connections with past students"*
- *"Small size classes, good program and dedicated faculty."*
- *"Through COB meetings I have heard and seen different projects the graphic design students have worked on, but that is the extent of it."*
- *"Ties with industry in the 3rd and 4th years"*
- *"Tight knit, cohesive group. Professors very interested in their students."*
- *"You expect a high quality of work...and you hold your students to that standard. Congratulations!"*

Question 7: How could the Graphic Design program be improved

- *Be less rigid about cooperating with other programs.*
- *Better facilities*
- *Enhance the program, hire more faculty and accept more students.*
- *I do not know.*
- *I think they do a fantastic job!*
- *Not sure*
- *Sorry, I am not qualified to suggest changes to your program. That being said, perhaps you could stress to your majors that for the vast majority of people a successful graphics design career requires more than simply design skill.*

- *Try working with other majors on collaborative projects. I had approached one of the instructors about a project for a design and they stated that they were sure students would do it for a price? Experience shouldn't be framed this way.*
- *Upgrade facilities.*

Question 8: Is there any course that the Graphic Design program could offer that would benefit your program's students

- *A certificate in web design and development.*
- *I do not know.*
- *I don't believe so.*
- *I don't think they are willing to do this, but they would be very wise to provide one course on "what you see is what you get" web design for people who are going to have to do this as part of their jobs but who will not be professional graphic designers.*
- *NA*
- *No idea*
- *Probably not*
- *Some courses in web design for our CIS students*
- *Yes! We need a stronger entry level graphic design / visual design course. The one we have right now GRDE 118 gets weak reviews from students.*

Question 9: Is there any course your program offers that would benefit Graphic Design students

- *Accounting 202 introduction to cost accounting. If you do not know what it costs to produce something you may not be charging enough for it. I imagine that most graphic design projects are NOT priced on a cost plus basis but rather on a whatever the market will bear basis which is how most creative work would be priced.*
- *don't know*
- *Finc 201 Personal Finance. I think each student who graduates should have a working knowledge of how to manage money for life.*
- *I think that the two-year students should take AIMC 222 (Principles of Advertising/IMC) as it would be good background for all of them, and would allow for a nearly seamless 2+2 transfer into the AIMC program for those who do not go on to the four-year GRDE program.*
- *Looking at the website for graphic design, I am not sure what business talents these students leave with. As with many students who comment they were taught how to do a specific skill, but not how to run a business*
- *MKTG-231 "Professional Selling" stresses communication and influencing. All of your majors that I have had in my sections have greatly increased their public speaking skills, writing skills, and learned how to have civil discourse and disagreements -- without ever arguing.*
- *NA*
- *Probably not*

- *They already take PREL 240 (which is great) and I think their curriculum is pretty tight.*

Question 10: Additional comments.

- *As faculty in the College of Business I think the Graphic Design faculty are often short changed for all their hard work because they are not PhD's or researchers. They need more recognition.*

- *I am sorry. I just do not know much about graphic design. The fact that a student is in graphic design just does not show. I tried to be a good neighbor and complete your survey. I hope that nothing I have written hurts you. I simply do not know much about graphic design.*

- *I really enjoy working with the GRDE faculty. I find them to be friendly, open, professional and focused on the best interests of their students. Great job!*

- *We all need to work better together.*

- *You run a very good program.*

Graphic Design APR - Faculty & Administration

As part of the academic program review process, we are assessing faculty and administration perceptions of the Graphic Design program. Please assist us by responding to the following questions regarding the Graphic Design program and students. Please respond as soon as possible. All responses will be kept confidential.

1. **Please select the option that best describes your position.**

- ○ Faculty
- ○ Staff
- ○ Administrator

2. **I have had Graphic Design student(s) in my classes.**

- ○ Yes
- ○ No
- ○ Not sure

3. **Please indicate your perception of Graphic Design students in the following areas.**

	Very Weak	Somewhat Weak	Somewhat Strong	Very Strong	Not Applicable
Organizational skills	○	○	○	○	○
Quality of their work	○	○	○	○	○
Presentation (oral/appearance/product)	○	○	○	○	○
Professionalism	○	○	○	○	○
Attention to detail	○	○	○	○	○
Critical thinking	○	○	○	○	○
Creativity	○	○	○	○	○
Technology/computer skills	○	○	○	○	○

4. **Please indicate your perception of Graphic Design program in the following areas.**

	Very Weak	Somewhat Weak	Somewhat Strong	Very Strong	Not Applicable
Facilities (classroom studios and computer labs)	○	○	○	○	○
Faculty qualifications	○	○	○	○	○
Faculty commitment to the program and students	○	○	○	○	○
Administrative support of the program	○	○	○	○	○

5. **What is your general perception of Graphic Design students?**

6. **What are the strengths of the Graphic Design program?**

7. **How could the Graphic Design program be improved?**

8. **Is there any course that the Graphic Design program could offer that would benefit your program's students?**

9. **Is there any course that your program offers that would benefit Graphic Design students? Please elaborate on which ones and why.**

10. **Please use this space for additional comments.**

<div style="border:1px solid black; height:220px; width:100%;"></div>

Thank you for your time and input.

Collection of Perceptions

Perceptions:

Graduate

Employer

Student

Faculty and Staff

Advisory Committee

SECTION 2F

Advisory Board Follow-up Survey

The Graphic Design Advisory Board consists of an active network of alumni, employers and other professionals. The following analysis was derived from the Alumni and Employer surveys as well as input from engagement with the advisory board network. These representative responses encapsulate the perceptions by graduates and employers about Ferris' Graphic Design program curriculum, outcomes, facilities and future trends in the industry.

This approach was done in lieu of formally surveying our entire network of advisors who are actively engaged by program faculty through electronic and face-to-face networking. In addition to these survey responses, the Graphic Design faculty is active in attending professional events; serving on boards of professional organizations; and meeting with industry colleagues and alumni. In each of these instances, vital information is discussed and shared at formal and informal faculty meetings. Course content is updated and learning outcomes are revised in a continued commitment for graduate preparedness to fulfill programmatic objectives.

The following program strengths have been identified:

- Concept development and problem solving

- Emphasis on design process

- Business background and experience

- Preparation for the real world

- Rigorous curriculum and high expectations of students

Areas of Improvement were identified as:

- Expansion of interdisciplinary student collaboration

- Additional emphasis on external internships

- Continued development of user experience design curriculum

Faculty has and continues to enhance the user experience design curriculum and is exploring additional opportunities for interdisciplinary student collaboration like those already in place (e.g. Television and Digital Media production). Increasing emphasis on external internships is under discussion.

The current curriculum includes a roughly balanced mix of print and digital media design. Input from the advisory board network confirms that print design will remain relevant for the foreseeable future. An advisory board member makes the following visionary statement: *Much of what designers create will be for delivery on digital devices. Print has become less and less in demand but will not go away entirely. It is possible the designers that maintain their print design skills will become those that are higher paid.*

Curriculum: Graduate preparedness – Were you prepared to be a graphic designer?

Ferris drove concept, and that has been huge. It is nice to go into a meeting not only with aesthetic on my mind, but also with concept and big picture. Focusing results around the brand identity and culture ensures consistency and structure.

By far, the most valuable skills I learned at Ferris were concept development through thumbnail sketching and class critiques, and the importance of working without the computer to bring life, originality, and humanity to my designs. With tens years in this field and as an art director, I find that the youngsters DO NOT do this, and they're weak on concept development. Ferris made me a designer and NOT a production artist. That's true value.

Not only have I noticed my knowledge of design and basic principles is far advanced from any of my co-workers, but the business background COMPLETELY helps EVERYTHING! I feel so prepared to take on the world. It's a good thing too because my management leaves a lot to rest on my shoulders and it's good knowing what I'm doing, especially being the only graphic designer in the company.

Ferris did a very good job at preparing us for the real world. I found out how good it was when I found out what other colleges were doing (or not doing). The experience with real clients and working with groups to design an exhibit is one of the best learning tools I took with me.

There was a serious lack of collaboration with students/professionals outside of the design field. Bringing in writers, marketing students, even working with the print students would have been great experience. Graphic design only goes so far in the scope of things; working in a team brings the best results

Understanding the theories behind graphic design and how to apply them to practical applications of design. I also feel that Ferris helped teach how to present those ideas successfully and I have noticed has made a dramatic difference in Ferris Grads and non-Ferris Grads.

It's a bummer with the economy being so bad, there's very little opportunity for careers in graphic design out there. Jobs are hard to come by, and the ones that are out there pay beans for a salary. That's my only disappointment is all this knowledge and education I have is more-less being put to waste because there aren't any challenging jobs out there. Also, I wish I had more encouragement to take on an internship outside of the "in-school internship" we take on senior year. I moved out of state for a year, to Kansas City, and I had a ton of interviews, and every time I was told my portfolio was awesome, but they always chose the other person who "had more experience". I thought that my in-school internship would've been justifiable for experience, but apparently going beyond and doing extra summer internships is the best thing I should've done. I didn't realize that when I was in school. I wish the professors had stressed that a little more.

Curriculum: Learning outcomes – Was the content of your course valuable, what and why?

I feel the strengths are in the way the instructors teach and look at design from both a creative and business standpoints; I really feel our program is strong.

All the aspects from thumbnails, to computer to prepping files for print. Working on real projects with real clients. The business end of things

I think Ferris needs to really start to get involved in the User Experience field it is something that a lot of companies are looking for. Coming from someone looking for more UX people its really hard to find them right out of school with no real worked experience or at lest some basic principles. UX for devices is huge and I think that needs to be taught as well. Faculty comment: user experience has been taught in the Graphic Design program since 2006.

Micro and macro industry trends: What skills are going to be necessary for future graduates?

Business, marketing, advertising knowledge. There is a high demand for business knowledge and understanding of marketing objectives for our clients. Strategic/design thinking applies to many different disciplines. Most jobs are much more than purely concept/graphic design."

At the core: problem solving. Whether it's print, web, product or anything else, being able to be handed a problem, research it and come up with viable solutions has been of greatest benefit.

The faculty is very honest about what to expect in the real world. They hold us to high standards in design, and they don't "baby" us. If we need to work harder, they let us know. If a design does not work, they let us know. Other design programs seem to hand out A's, but Ferris faculty want us to earn our grades.

Although I predict that print is becoming less and less demanded, I don't believe it will go away entirely. Eventually I think that people that maintain print skills will be the higher paid designers, because the web designers will become a dime a dozen. That being said, right now the industry is certainly leaning toward electronically-output everything.

Business, marketing, advertising knowledge. There is a high demand for business knowledge and understanding of marketing objectives for our clients. Strategic/design thinking applies to many different disciplines. Most jobs are much more than purely concept/graphic design.

Designing for devices - iPhone apps, skins, graphics that translate from web to mobile devices. As well as video and animation - we do a lot of video and flip video - its not just big projects anymore, its little ones as well.

I work with people in an IT department. They learn the languages (HTML, CSS, etc.) and do the coding. I design the layout and prepare the web-ready graphics. I don't think most graphic designer can do both design and coding well. A basic understanding of coding is good but beyond that I think the key is to have experts from the two areas partner and learn to communicate well." Social Media and how to use it as a tool to market brands.

SECTION 3A 1

Profile of Students

Demographic Profile

Gender: Consistently, more women than men have enrolled in AAS but there is no significant gender difference in BS enrollments over the same period.

GRDE Program - Gender				
AAS Students	**August 2006**	**August 2007**	**August 2008**	**August 2009**
Male	37	42	53	62
Female	45	57	81	98
BS Students	**August 2006**	**August 2007**	**August 2008**	**August 2009**
Male	24	19	31	23
Female	26	31	29	26

NOTE: Figures through August 2008 include GRDE and Visual Design and Web Media.

SOURCE: FSU Website, Institutional Research and Testing, Academic Program Review Reports 2009

Ethnicity: There is little racial or ethnic diversity since the main body of the students in AAS and BS are white. Since the size of the minority students is small, it may not generate any significant impact in curriculum, scheduling, and delivery method.

GRDE Program – Ethnicity				
AAS Students	**August 2006**	**August 2007**	**August 2008**	**August 2009**
Unknown	2	0	1	4
Black	2	5	5	6
Hispanic	1	2	2	0
Indian/Alaskan	0	1	4	2
Asian/Pacific Islander	0	1	4	2
White	77	90	118	145
Foreign	0	0	0	0
BS Students	**August 2006**	**August 2007**	**August 2008**	**August 2009**
Unknown	1	0	0	0
Black	0	0	0	1
Hispanic	0	1	1	0
Indian/Alaskan	1	0	0	0

Asian/Pacific Islander	0	1	1	2
White	19	41	58	46
Foreign	0	0	0	0

NOTE: Figures through August 2008 include GRDE and Visual Design and Web Media.

SOURCE: FSU Website, Institutional Research and Testing, Academic Program Review Reports 2009

Age: The program consistently enrolls traditional aged students in both the AAS and BS programs. This is a significant consideration in areas including student recruitment and retention, as well as curriculum development, teaching/advising practice (e.g. focused more on pedagogical rather than andragogical approaches, especially for the AAS program).

GRDE Program – Age

AAS Students	August 2005	August 2006	August 2007	August 2008	August 2009
Average Age	19.0	19.0	19.2	19.0	Na
BS Students	**August 2005**	**August 2006**	**August 2007**	**August 2008**	**August 2009**
Average Age	21.0	20.6	20.9	22	22

NOTE: Figures through August 2008 represent weighted average for GRDE and Visual Design and Web Media

SOURCE: FSU Website, Institutional Research and Testing, Academic Program Review Reports 2009

Residency: Nearly all AAS and BS students are recruited from Michigan – to date providing growing enrollments in the AAS program and sustainable enrollments in the BS program. However, growing awareness of the program beyond Michigan positions the program to expand to out-of-state markets – when capacity/resources permit or if future in-state recruitment maxes out.

GRDE Program – Residency

AAS Students	August 2005	August 2006	August 2007	August 2008	August 2009
Resident	108	135	144	158	Na
Midwest Compact	1	0	0	0	Na
Non-Resident	2	1	0	0	Na

BS Students	August 2005	August 2006	August 2007	August 2008	August 2009
Resident	60	49	49	60	49
Midwest Compact	0	1	1	0	0
Non-Resident	1	0	0	0	0

NOTE: Figures through August 2008 represent GRDE and Visual Design and Web Media

SOURCE: FSU Website, Institutional Research and Testing, Academic Program Review Reports 2009

Full/Part-Time Status: Nearly all AAS and BS students enroll full-time. The program provides these full-time students an integrated curriculum through block scheduling (see appendix for Fall 2010 block schedules), flexing where possible to accommodate those relatively few individuals needing to enroll part-time.

GRDE Program – Full/Part-Time Status				
AAS Students	**August 2006**	**August 2007**	**August 2008**	**August 2009**
Full Time	78	98	133	156
Part Time	3	1	1	4
BS Students	**August 2006**	**August 2007**	**August 2008**	**August 2009**
Full Time	49	47	57	45
Part Time	1	3	3	4

NOTE: Figures through August 2008 include GRDE and Visual Design and Web Media.

SOURCE: FSU Website, Institutional Research and Testing, Academic Program Review Reports 2009

Transfer Students: The GRDE program accepts in the AAS degree program approximately 15 – 20 internal/ (university) and external (community college) transfers per year. Exceptions to the block schedule are made when necessary and appropriate to accommodate these students. One to two students from other universities or community apply for acceptance into the GRDE BS each year. These students must participate and be accepted through the Sophomore Portfolio Review process.

Day, Evening, Weekend Attendance: All GRDE AAS and BS program courses are scheduled in day time or early evening hours – based on block scheduling (see appendix for Fall 2010 block schedules). No courses are scheduled during weekends or online.

Delivery Mode (e.g. On-Off Campus): The AAS and BS programs are currently offered as on-campus programs only. Due to the required technologies and classroom resources (e.g. labs, dirty spaces) required to attract, educate, graduate, and place high performing students, there are no current plans to expand either program to off-campus or online offerings.

GRDE Program – Enrollment by Class – August 2009				
AAS Students	**On Campus**	**Off Campus**	**Online**	**Total**
Freshman	69	0	0	69
Sophomore	69	0	0	69
Junior	16	0	0	16
Senior	6	0	0	6
BS Students	**On Campus**	**Off Campus**	**Online**	**Total**
Freshman	0	0	0	0
Sophomore	3	0	0	3
Junior	20	0	0	20
Senior	26	0	0	26

SOURCE: FSU Website, Institutional Research and Testing, Academic Program Review Reports 2009

Quality of Students

FSU GPA: In terms of GPA, there is no significant change in average GPA in AAS and BS. However, on closer look comparing the minimum GPA verses the maximum GPA a gap exists in the AAS degree. The gap between the average GPA for the AAS versus the BS programs likely reflects the effects of the rigorous requirements to matriculate from the AAS program to the BS program (e.g. Sophomore Portfolio Review). The variation in average GPA appears well within that expected from natural variation across academic years.

GRDE Program – Student FSU GPA					
GRDE AAS	**August 2005**	**August 2006**	**August 2007**	**August 2008**	**August 2009**
Average GPA	3.02	2.84	2.95	2.99	3.09
Minimum GPA	1.95	0.50	1.69	1.75	1.63
Maximum GPA	4.00	3.98	4.00	4.00	4.00
GRDE BS	**August 2005**	**August 2006**	**August 2007**	**August 2008**	**August 2009**
Average GPA	3.24	3.22	3.15	3.21	3.19
Minimum GPA	2.10	2.01	2.16	1.71	2.37
Maximum GPA	3.96	4.00	3.98	4.00	3.82
NOTE: Averages through August 2008 represent weighted average for GRDE and Visual Design and Web Media; minimum and maximum are over both GRDE and Visual Design and Web Media					

Of the 138 COB student recipients of the annual COB Student Excellence Awards from 2006 through 2010, about 6% (8 of 138) have been Graphic Design majors. In addition, program majors have completed numerous high-profile design projects on behalf of real world clients such as FSU President Eisler (personal note, holiday and birthday cards), the Fifth Third River Bank Run branding and Student Advancement Foundation of Grand Rapids.

ACT Scores: The data show a slight trend downward for AAS ACT scores but a slight trend upward for BS scores. These trends appear to correlate with the expanding number of incoming freshman (see AAS enrollment trends) – which presumably provide more competition for entry into the BS program – likely leading to the slight upward trend in ACT scores for the BS program. This area, elevating the incoming freshmen ACT scores, is set as a goal in Section 1 of this document.

GRDE Program – Student ACT

GRDE AAS	August 2005	August 2006	August 2007	August 2008	August 2009
Average ACT	22.62	22.34	22.00	21.89	21.41
Minimum ACT	16	16	15	15	15
Maximum ACT	31	32	32	30	31
GRDE BS	**August 2005**	**August 2006**	**August 2007**	**August 2008**	**August 2009**
Average ACT	21.76	21.70	22.10	22.37	22.71
Minimum ACT	14	15	16	16	16
Maximum ACT	30	31	31	32	32

NOTE: Averages through August 2008 represent weighted average for GRDE and Visual Design and Web Media; minimum and maximum are over both GRDE and Visual Design and Web Media

Student Achievement: The data indicates consistent trend for AAS and BS students that are recognized for high achievement. The numbers below are stated indicating the number of GRDE students in relation to the number of College of Business or University where applicable. Not represented in the table below are an increasing number of student athletes in the GRDE program that manage a rigorous academic and athletic university experience.

GRDE AAS / BS	August 2006	August 2007	August 2008	August 2009	August 2010
COB Student Excellence Award/COB wide	1/19	1/19	1/22	4/19	1/19
FSU Honors Students/University wide	8/539	9/581	16/598	15/593	15/582
Deans List	F13, S10	F41, S22	F57, S40	F32, F55	S54

Employability of Students

Graphic Design graduates have a long standing tradition of employment after graduation. According to the Graphic Design Data Base of Alumni, our graduates not only are competitive but sought after by employers, their ability "to hit the ground running" (quote by Mike McCarthy, DDM, Grand Rapids, MI) has followed their performance record and made them valuable employees within the first year of hire. Over a 7-year period: 2004-2010, 83% of our graduates have entered in to Design related positions and have remained employed through to the present.

    The average salary of students in positions of "entry-level" designer, a new hire one to two years out of school, ranges between $27,000 to $38,000. The lower-end comes from design firms from smaller cities such as Traverse City or Lansing, the higher-end, larger cities such as Grand Rapids, Detroit, and Chicago. These figures are consistent according to the AIGA Aquent Survey of Design Salaries for 2010 of similar population centers throughout the United States.

    Currently 100% of the 2010 graduates seeking employment are employed full-time. However industry trends after the downturn of the economy (Midwest) have reduced their workforce (previously employed graduates) creating a large pool of available freelance prospects. Designers are working but on a project-contractual basis with previous employers funneling projects and work their way. Fees and remittance are based on completed work without salary or health benefits. Recent trends (October 2010) strongly indicate that graduates working on temporary, contract or internship, basis are now being hired as permanent design employees.

    From 2004 – 2010, 80% of BS degree grads are holding design related employment.

    The largest concentration of employers is in the West Michigan market. However alumni are employed all over the country: New York, Atlanta, Santa Fe, Miami, Tampa, Washington DC, Chicago, Detroit, Ann Arbor, Lansing, Midland and Bay City.

SECTION 3-B

Enrollment

Enrollments: Enrollment has steadily grown over the last four academic years for the AAS program – which matriculated nearly 100 incoming freshmen in 2009 – 2010. During this period, program capacity and resources were stretched to accommodate the demand. The 2009 – 2010 incoming freshmen fell about 20 students, easing but not eliminating the stretch of current capacity and resources.

During the same period, BS enrollment shifted between 2006 – 2007 to 2007 – 2008 a new level, (average 47 students) further stretching upper division capacity and resources.

GRDE Program – Enrollment (Headcounts)				
Headcounts	**2006-07**	**2007-08**	**2008-09**	**2009-10**
AAS Degree	102	99	133	160
BS Degree	30	50	59	49
Total	132	149	192	209

NOTE: Figures through 2008-09 include GRDE + Visual Design and Web Media.

SOURCE: FSU Fact Book - 2009 – 2010, Institutional Research and Testing

During the same period, Fall and Spring semester student credit hour production climbed with the increase in AAS and BS enrollments.

GRDE Program – Student Credit Hours (SCH)				
Academic Year	Summer	Fall	Spring	Fall + Spring
2005-06	39	1482	1125	2607
2006-07	3	1278	1059	2337
2007-08	n/a	1422	1308	2730
2008-09	n/a	1827	1527	3354
2009-10	n/a	1932	1449	3381

NOTE: Figures through 2008 represent GRDE and Visual Design and Web Media

SOURCE: FSU Productivity Report - Fall 2005 – Spring 2010, Institutional Research and Testing

Applications and Admits: The number of Fall semester applicants reached a peak in 2009, then dipped for 2010. Note that this data is only for AAS for the previous four years.

GRDE Program – Enrollment (Headcounts)				
AAS Program	**August 2007**	**August 2008**	**August 2009**	**August 2010**
Applicants	234	285	306	230
Accepted	122	155	158	119

% of Apps. Accepted	52%	54%	52%	52%
Admitted	48	63	53	44
% of Admits Enrolled	39%	41%	34%	37%

SOURCE: Institutional Research and Testing

Currently the program is aiming to shift the number of applicants back to pre-2010 levels. This is being done in order to assure recent levels of admits, as well as continuing to find ways to efficiently apply existing resources and expand where necessary. These objectives need to meet demand and assure continuation of the high-quality graduates. The goal is to enroll between 80 and 100 freshmen (see section on program capacity below). The program will use the following strategy/efforts to maintain/increase the number of enrollments:

- Continue utilizing existing University program promotion activities such as Dawg Days

- Re-establish a Day of Discovery

- Send out print promotion materials

- Maintain and update award-winning program website: graphicdesign.ferris.edu

- Visit high schools, community colleges and tech centers

- Invite students and families to visit our campus and program

- Call the students who have applied to increase the enrollment

SECTION 3-C

Program Capacity

The major factors limiting capacity for more enrollments are total number of full-time and part-time faculty resources, program-critical technologies specific to design applications (e.g. Macintosh computer stations, Adobe software licensing), drawing and dirty-space lab stations, computer lab seating, and classroom capacity coupled with in-class technologies. These constraints limit sustainable AAS enrollments to about 140 to 160 (80 to 100 freshmen and 40 to 60 sophomores); they limit sustainable BS enrollments to about 40 students (20 juniors and 20 seniors). The program has been above capacity by 20 students for the last 3 years and is currently at capacity Fall 2010.

SECTION 3-D

Retention and Graduation

Students entering our program are not selected through a portfolio process. Freshmen come from varying experiences: high school graphic design curriculums, career tech-centers, a general interest in art or a curiosity of design and design technologies. Our foundation design classes and freshmen technology curriculum are geared towards building skills with these varying levels of student experience in the graphic arts in mind. The Graphic Design student has 33 Graphic Design credits in the first two years, which make up the AAS degree. These classes are rigorous and demand commitment from the students. Students that complete the AAS requirements and have a GPA of 2.70 or above are encouraged to apply for the BS degree.

The attrition rate is considered high after the first two years with an average of 20 students out of 80 continuing onto the BS degree. Most students that have the GPA and competency to go on do continue and graduate. Many students by end of the sophomore year matriculate into other programs within the university. On average 30 – 35 students apply for Sophomore Portfolio Review and acceptance into the BS program. Ninety-eight percent of students entering the BS program graduate and make successful contributions to the field. The 10 – 15 students who do not meet the requirements for the BS degree are advised and assisted transiting into other programs within the COB; many provide "soft-landings" for these students.

Most AAS and Bachelors degrees are completed within the 2- and 4-year time schedules. Our program is structured within a laddered system; this ensures that students complete courses in sequence following a succession, which naturally moves them through to completion of all program courses within 2 and 4 years. Occasionally we have students that fail or have general education classes to retake or finish beyond the specified length of time allotted for each degree.

GRDE Program – Degrees Conferred By Academic Year				
Degrees	**2006-07**	**2007-08**	**2008-09**	**2009-10**
AAS Degrees	28	18	27	29
BS Degrees	15	13	17	15
Total	43	31	44	44

NOTE: Figures through 2008-09 include GRDE + Visual Design and Web Media.
SOURCE FOR 2006-07 THROUGH 2008-09: FSU Fact Book 2009 – 2010, Institutional Research and Testing
SOURCE FOR 2009-10: COB Dean's Office, Carrie Griffis

SECTION 3-E

Access

The AAS and BS programs are currently exclusively accessible to full-time students enrolled in the Big Rapids on-campus program(s). Five of the six full-time faculty use online tools to facilitate course delivery: grade books, assignment sheets, assessments, lectures and reference materials are off-site accessible.

Graphic Design faculty using blended online delivery provide students a level of consistent expectation and standards in each course delivered. Students with approved absences are able to successfully fulfill course requirements through access to course materials.

Senior level students learn about the power of "personal" branding. They create and maintain online learning blogs, portfolios and a social media presence with professional content. Both senior and sophomore students create portfolio websites, these are used as marketing tools for the program. Practicing what we teach, the program uses multiple online networking tools to increase its enrollment and improve its market share.

SECTION 3-F

Curriculum

Curriculum – Program

Our curriculum content is based on Industry needs, to meet these many faceted skill sets it is necessary to build and integrate information through classes and levels. The following sections describe the curriculum flow from freshman trough senior years. Courses are sequenced and must be completed with few exceptions.

The following Fall and Spring courses, by year, are all required. See the program check sheet and course syllabi in this section's appendix.

The First Year: Discovery

Graphic Design 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. Students begin to think of basic design elements as tools applying these to projects throughout the four years. Basic computer hardware, peripherals, internet applications and programs (page layout, illustration, and photo manipulation) are part of the first-year experience.

- GRDE 110 Design I

- GRDE 116 Computers in Visual Media

- GRDE 109 Drawing for Media Application

- GRDE 120 Design II

- GRDE 126 Digital Illustration and Layout

- GRDE 114 Design and Digital Media Survey

The Second Year: Expanding Skills

Student Designers 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 the typography classes. Photography encourages new ways of seeing while learning the basics of creating film and digital images. Computer skills are finely tuned with courses in image manipulation, page layout, HTML, and web authoring.

Successful completion of the first two years of courses in the GRDE program culminates in the completion of a print and digital portfolio fulfilling the requirements for the Associate Degree in Applied Science. Students electing to continue in the GRDE bachelor degree program must have a 2.7 GPA in their GRDE classes and present their portfolio to a Portfolio Review panel of GRDE design faculty and representatives from related curricular areas (such as faculty from Marketing, Art History, or Television Production). The student portfolio is reviewed to assess skill level mastery.

- GRDE 210 Typography

- GRDE 216 Digital Imaging

- GRDE 226 Principles of Interactive Design

- GRDE 228 Interactive Media Development

- GRDE 299 Typographics

The Third Year: Concentration and Development

The junior year courses begin to pose increasingly complex design problems similar to those experienced by professional designers. These require students to use their creative, technical and theoretical skills. Team projects and marketing principles, are introduced into class projects reflecting more accurately industry practices. Computer skills become more demanding as students begin to build actual page layouts, illustrations, photo manipulation and begin to focus on user – centered web design.

- GRDE 310 Communication Design I

- GRDE 312 Production Techniques

- GRDE 316 Interactive Design and Development

- GRDE 320 Communication Design II

- GRDE 326 Production Seminar

- GRDE 328 Interactive Design Studio

  Or

- GRDE329 Interpretive Image Development

The Fourth year: Integration and Application

In the senior year, primary emphasis of the studio experience is on design application which consists of both individual and team projects. Individual projects require concept development, communication planning, and integration of media such as advertising, packaging, environmental design, exhibit design, and digital media.

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 student team work on some aspect of a complex problem which is defined in conjunction with actual clients from outside of the program faculty. Individual initiative and time management are essential for the success of these "real life" projects. The experience of working with real clients, deadlines, budgets and the production process is an excellent pre-graduation experience for these soon-to-graduate seniors.

The last semester of the senior year focuses on portfolio preparation and is the capstone class.

- GRDE 410 Visual Communication I

- GRDE 412 Design Application I

- GRDE 414 Design Seminar

- GRDE 420 Visual Communication II

- GRDE 422 Design Application II

- GRDE 499 Portfolio

CURRICULUM – Directed Electives and General Education Requirements

Students in the Graphic Design program take core courses throughout all four years, supported by Marketing and 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. For example, we require three art history courses, which are only 3 credits shy of a minor in Art History, many of our students opt to study-away completing this minor.

As a program in the College of Business, a modified business core is included in our directed electives. This core in conjunction with Graphic Design course makes the program's graduates distinctive and employable. A directed elective review is slated as a Program Goal for this Academic Program Review to accommodate ever-changing industry demands.

The following courses are required for completion of the AAS and BS degrees.
General Education

- ENGL 150 English I

- MATH 115

- COMM 105 Interpersonal Communication

  Or

- COMM 121 Fundamentals of Public Speaking

- ENGL 250 English II

- Lab Science Elective

- ENGL 325 Advanced Writing for Business

- Free Elective

- Science Elective

- Social Awareness Elective

- Cultural Enrichment Elective

- Social Awareness Elective

Directed Electives:

- Art History Elective

- Art History Elective

- ECON 221 Principles of Economics

- MKTG 231 Professional Selling

- MKTG 321 Principles of Marketing

- MGMT 301 Applied Management

- PREL 240 Public Relations Principles

Changes since our last review:

The past six years have been active ones for the Graphic Design Program. Since our last program review the following changes have been made:

- Changed name to Graphic Design aligning the program with industry

- Developed and implemented a strong interactive media design and development concentration: GRDE 226 Principles of Interactive Design, GRDE 228 Interactive Media Development, GRDE 316 Interactive Design and Development. The learning outcomes of all Graphic Design courses have been modified to accommodate this key change.

- GRDE 412 and 422 Design Application 1 and 2, reclassification to capstone practicum

SECTION 3-G

Quality of Instruction

Quality of Instruction – Faculty

The Graphic Design program faculty continually access quality of instruction. This is done in an open-transparent fashion through sharing of SAI student comments and communication received on a weekly basis from alumni. In addition, faculty are accountable for the learning outcomes of individual courses because of the laddered curriculum structure. Sophomore and senior portfolio reviews are tangible proof not only for the students but also for the faculty of mastered course content. The following questions and comments are pulled from Section 2: Student and Alumni surveys.

In the Student Survey, Question 4 asks, "Please indicate your level of satisfaction with each of the following as they pertain to Graphic Design courses and classrooms – Quality of Graphic Design course instruction." Ninety-two percent (92%) of the fifty respondents stated they were, "Very or Somewhat satisfied" with the majority "Very Satisfied."

In the Alumni Survey, Question 16 asks, "How would you rate your overall satisfaction with your graphic design education at Ferris?" Seventy-three percent (73%) of the 108 respondents stated they were, "Very or Somewhat satisfied" with the majority "Very Satisfied." with the majority "Very Satisfied."
Question 18 asks, "Now that you have been out in the field, what are you happy about having learned in the Ferris' Graphic Design program?" Below is a sampling of responses.

> *I am happy that the professors had real world experience and pushed us as hard as they did to learn what it takes to survive in such a competitive field.*

> *I am happy to have had veteran professors that really knew the field and conveyed that professional environment early in our design classes.*

Quality of Instruction – Technology

The industry standard for graphic designers is the Macintosh platform. The College of Business houses two Macintosh computer labs used primarily by GRDE students. They are equipped with: Twenty-five (25) Intel-Core-2-Duo Apple computers in lab 109 and twenty-five (25) Power-PC-G5 Apple computers in lab 110. Computers in both Mac labs are running the OS10.5.8 operation system. However, the 110 lab is due for hardware replacement because it will no longer run the most current versions of software. Because of this, students and faculty must accommodate two-versions of the Adobe Creative Suite CS4 (BUS110) and CS5 (BUS109). This is difficult as users transition from one lab to another. However, staying current is necessary to train qualified graduates when major software updates are released every two years.

Faculty laptops are used for classroom lectures, presentations and demonstrations in all classes. Currently two faculty are equipped with new laptops, four are in need of replacement. In response to the lab and faculty technology needs Section 1, Program Goals under Resources states, "Develop and obtain funding for a sustainable technology plan."

In collaboration with Residential Life, a living/learning environment has been set-up in Taggart Hall. This includes a computer room and working area.

Quality of Instruction – Faculty professional development

Faculty attend conferences, workshops and extended learning opportunities in design education and industry practice. All faculty are members of AIGA, the professional organization for design. They attend design, business, and technology conferences. Faculty stay abreast in their area of expertise, for example: attending Oxbow - Summer Institute for Chicago Institute of Art and as contract designers.

Quality of Instruction – Student/faculty interaction

Faculty and students have traveled to New York, Chicago, Boston, Grand Rapids and Detroit to tour design studios and museum. These trips provide for interaction in a non-classroom setting.

On study-away faculty have traveled with Dr. Walker and graphic students to France, Italy and Greece.

On campus: invited guest speakers including Kevin Budelmann of People Design; Steve Frykholm, Design Director for Herman Miller, Brian Edlefson of Thesis; Rick Valicenti of Thirst in Chicago, provide an opportunity for industry perspectives and relaxed conversation.

SECTION 3-H

Composition and Quality of Faculty

The current faculty portfolio represents the most significant program asset – including a full complement of experience, knowledge, skills, and attitudes to sustain and improve the traditionally high quality program at both the AAS and BS levels. In particular the portfolio includes a foundation of program-relevant fine arts, a full complement of graphic design experience, skill, and knowledge. In addition to content competence and depth – each faculty brings a rich and effective learning-centered teaching practice.

The current portfolio of graphic design program faculty consists of six full time faculty and one full time adjunct. Of the 6 full time faculty, three are tenured and three are tenure track.

Jeff Ek, assistant professor has been with the program for 11 years and serves as coordinator of the program. He teaches courses in digital imaging, photography, web development and typography.

Kathleen VanDeMark, associate professor, has been teaching in the program for 12 years in areas of design, design history, drawing and image making.

Alison Larabel, assistant professor, is in her 10th year and teaches at all levels in areas of typography, production, visual communication, design application and has served as the Design Project Center coordinator.

Alison Popp, assistant professor, has been with the university for 6 years and is instrumental in providing instruction in principles of interactive design and development, advanced design application for digital and print applications, typography, design history, and client/vendor management in design application. Alison is currently serving as the Design Project Center coordinator.

Mike Hu, assistant professor, is in his 4th year with the program and teaches technology courses in visual media and digital illustration and layout.

William Culpepper, assistant professor, has recently joined the faculty and is teaching courses in communication design, design seminar and design application.

Full-time adjuncts have been used to teach courses in drawing and production. Tim Powers serves currently in this capacity.

Three faculty members have received either promotion to associate professors or merit increases since the last review. Alison Popp has recently completed her MBA in Design and Innovation Management and William Culpepper will complete his MFA in 2011. Kathleen VanDeMark completed her MFA and was promoted to associate professor in 2008.

The faculty are all members of the AIGA with Alison Larabel serving as Education Chair of the newly formed AIGA West Michigan chapter. Each regularly attends the AIGA national conference and design educator's conferences.

Normal workload consists of 12 credits each semester. One or two overloads have been assigned to faculty during spikes in enrollment.

Faculty Vitas are presented in Appendix.

SECTION 3-I

ASSESSMENT AND EVALUATION

[include TracDat report of program level and course level assessment methods and results in an appendix]

The graphic design program is assessed by applying the Learn and Improve Cycle to program level outcomes. Five graduating students are selected from the top and bottom performers. They are evaluated on the following program outcomes:

Program Outcomes

- Solve communication problems by problem identification, research, analysis, solution generation, prototyping, user testing, and evaluation of outcomes
- Describe and respond to audiences and contexts which communication solutions must address, including recognition of the physical, cognitive, cultural, and social human factors that shape design decisions
- Create and develop visual form in response to communication problems through appropriate application of principles of visual organization/composition, information hierarchy, symbolic representation, color theory, typography, aesthetics, and the construction of meaningful messages for various media types

- Demonstrate proficiency with tools and technologies to create, reproduce, and distribute visual messages
- Work collaboratively with clients and project team members to organize and complete design projects that include application of communication theory and branding
- Create design experiences that include working in interdisciplinary teams, systems thinking, and problem solving.

[list course outcomes, publish curriculum map w/narrative explaining how program outcomes are accomplished include course level outcomes and assessment processes – TRAC DAT report for this stuff]

SECTION 3-J

Service to Non-majors

GRDE provides service courses to non-majors in Marketing, Advertising and Integrated Marketing Communication, Public Relations, and Digital Animation and Gaming. Course content ranges from software (the Adobe suite: Photoshop, Illustrator, InDesign) to web design and development. Students can access this course content through GRDE116, GRDE 118, and GRDE 226

SECTION 3-K

Degree Program Cost and Productivity Data

The Graphic Design program (GRDE) 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 requiring countless hours of student and faculty interaction producing unique student portfolios.

GRDE 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.

Student credit hour production has generally trended upward. While Full-Time Equated Faculty has also increased over the same period – GRDE program productivity has outpaced the increase in faculty resource. Overall program productivity (based on the SCH/FTEF ratio) places the program at the 52en percentile of all programs listed in the 2005-1010 Productivity Report recently published by Institutional Research and Testing.

GRDE Productivity				
Student Credit Hours (SCH)				
Academic Year	Summer	Fall	Spring	Fall + Spring
2005-06	39	1482	1125	2607
2006-07	3	1278	1059	2337
2007-08	n/a	1422	1308	2730
2008-09	n/a	1827	1527	3354
2009-10	n/a	1932	1449	3381
Full-Time Equated Faculty (FTEF)				
Academic Year	Summer	Fall	Spring	Fall & Spring Avg.
2005-06	0.27	7.25	6.50	6.87
2006-07	n/a	6.51	6.00	6.25
2007-08	n/a	7.20	7.00	7.10
2008-09	n/a	8.22	7.20	7.71
2009-10	n/a	8.20	6.95	7.57
Productivity Ratio: SCH/FTEF				

Academic Year	Summer	Fall	Spring	Fall/Spring
2005-06	143	204.41	173.08	379.20
2006-07	n/a	196.31	176.50	372.81
2007-08	n/a	197.50	186.86	384.36
2008-09	n/a	222.26	212.08	434.34
2009-10	n/a	235.61	208.49	444.10

NOTE: According to the productivity report (pages 75-90), the 2009-10 SCH/FTEF productivity for GRDE falls at the 52ed percentile (85th out of 164 listed programs).

SOURCE: FSU Productivity Report - Fall 2005-Spring 2010, Institutional Research and Testing

SECTION 3-L

Administrative effectiveness:

In the College of Business administrative effectiveness is demonstrated in several ways all of which provide a more effective teaching and learning environment. Tangible examples include: approving funding requests; granting faculty release time for the senior level Design Project Center; providing clerical support with a part-time dedicated secretary; and dedicating classrooms and individual faculty office space in close proximity for collaboration. The College of Business administrators understand the unique nature of the Graphic Design programs particularly because of its placement within the university.

The Graphic Design program is organized through the collaborative efforts of our program coordinator, faculty and part-time secretary. At minimum we meet every month for one-hour program meeting with all faculty. Traditionally we have held at least one daylong retreat per semester to discuss program curriculum, and direction. Meeting agendas are circulated amongst faculty and staff prior to meetings for input and review, outcomes and goals are clearly established and workload is distributed to appropriate faculty according to areas of expertise, and class schedules. The program coordinator handles scheduling of all Graphic Design students by creating blocks of program courses that students are automatically registered for. Students then schedule general and directed electives around their blocks. The program coordinator, secretary with GRDE faculty input prepares faculty-teaching schedules.

SECTION 3

Program Profile

Appendix

GRDE109: Drawing for Media Applications Syllabus for Fall Semester 2009

Instructor: Lynette M. Vought

Office Hours: Tuesdays and Thursdays, 8:00am – 10:00am, or by appointment, BUS 300

Contact: voughtl@ferris.edu

Office Phone: (231) 591-2487

This course combines the use of line, value, color, proportion, dimension, perspective, and composition as a means of expressing design concepts for a variety of media applications.

LEARNING OUTCOMES

At the end of this course students will be able to:

- See an object and translate perceptions into a two dimensional format
- Create thumbnail sketches to scale
- Employ the principles of composition in drawing
- Employ and utilize line, shading and color
- Employ graphite, charcoal, pastel and ink techniques
- Employ 1, 2 and 3 point perspective
- Apply drawing skills as a tool in the design process

NATURE OF THE COURSE

We will cover:

- Line and Shape
- Tone and Texture
- Form and Structure
- Space and Depth
- Composition
- Color
- Perspective
- Illustration

I reserve the right to change the nature, sequence or scope of these units.

CLASS ATTENDANCE POLICY

Attendance is mandatory and roll will be taken for each class period. Three absences will lower the final grade by one full letter grade. Six absences will result in failure of the course. Tardiness may be recorded as an absence. Five points will be deducted from your grade if you are absent for critiques. You may be marked absent for failing to clean your work area, or coming to class unprepared.

Resources, References & Supplies

Materials

These materials are required for this class. I reserve the right to mark an unprepared student absent.

Sketchbook

18" x 24" pad of Strathmore paper, medium, 80 lb. weight

Pad of newsprint

Tracing paper

Drawing pencils, assorted hardnesses, 2B, 4B and 6B

Black marker

Compressed charcoal

Black and white charcoal pencils

Straight edge, 24 ", cork backing

Kneaded erasers

Drafting tape
Portfolio (optional)
Emery board or sharpener
Toned and textured papers (Canson)
Pastels (set of 24)
Spray fixative, workable
Glue sticks or rubber cement
Xacto knife
Razor point pen
Triangle
Coquille paper
India Ink
Chinese brush
Scratchboard (optional)

GRADING

There will be seven drawing assignments for this class. Each drawing will have equal weight in determining your final grade. Each assignment will be graded on a basis of 100 points each. The drawings will be worth 95% of your final grade. The remaining 5% will be determined by averaging the grades of several pop quizzes that will take place throughout the semester.

Because you are preparing for a career in which late work is unacceptable, I will accept only one late assignment from each student. Assignments turned in late will be marked one full letter grade lower than the earned grade. No late work will be accepted one week after the due date. Use this option wisely. Disasters can occur at the last minute. By completing the assignments early, you will have time to start over if the need arises.

Critiques will be held on the day assignments are due. Students are required to attend and participate in critiques. Students are expected to demonstrate proper critique etiquette. Five points will be deducted from your grade if you are absent for the critique of an assignment in addition to the penalties for a late assignment and non-attendance.

The grading scale will be as follows:

100 - 92 = A
90 - 91 = A-
88 - 89 = B+
82 - 87 = B
80 - 81 = B-
78 - 79 = C+
72 - 77 = C
70 - 71 = C-
68 - 69 = D+
62 - 67 = D
60 - 61 = D-

COURSE CALENDAR

Week 1	Exploration of Contour and Line to Drawing Examination of Papers and Graphite Media with this Technique
Week 2	*Exploration of Gesture and Line Technique to Drawing* *Examination of Papers and Graphite Media with this Technique*

The instructor reserves the right to make needed and appropriate adjustments in this syllabus to better serve the overall learning needs of the class.

Week 3	*Application of Perspective Examination of 1, 2, and 3 Point Perspective Techniques*
Week 4	*Digital Exploration of Producing Images Vector verses Bitmapped*
Week 5	*Exploration of color Hue, Saturation, and Value Digital Color Adjustments*
Week 6	*Capturing Color Sets Filling with Gradations; Colorizing Scratch board Adding Color to Line Art*
Week 7	*Creation and Application of Digital Brushes, Emulating Traditional Painting Techniques*
Week 8	Mixing Media, Colorizing Illustrations
Week 9	*Working with Bezier paths and Selections in Drawing Applications, Creating Outlines; Modifying Outlines*
Week 10	*Application of Color Masks, Isolating Color with Masks*
Week 11	*Exploration of Backlighting, Creating Shadows*
Week 12 – 13	Adding Dimension to 2-Dimensional Work, Creating a 3-Dimensional Effect with Surface Texture; Adding Dimension w/Lighting, Creating Collages, Blending and overlaying imagery
Week 14	*Printing and Archival Concerns,Color for Printing, Photographic Output Options; Permanency Concerns*
Week 15	*Final Exam*

Exam Schedule:

M-W 8:00: Wed Dec 16, 8-9:40
        10:00: Tues. Dec 15, 10-11:40
        1:00: Wed. Dec 16, 12-1:40
        3:00: Tues. Dec 15, 2-3:40
T-TH 10:00: Mon. Dec 14, 10-11:40

CLASS EXPECTATIONS

Plagiarism
All work that is to be graded should be original work. Ideas and techniques may be borrowed, but the finished work must be significantly different from the source material, at least in seven ways. Unless it is specifically assigned by me, direct copying will result in a failing grade for the project.

Behavior
Members of this class are expected to maintain a positive attitude and behave in a respectful manner towards their fellow students, faculty and the subject of drawing. Disruptive behavior can result in a student being asked to leave the class.

GRDE110: Design 1
Syllabus for Fall Semester 2009

Instructor: Kathleen VanDeMark
Office Hours: Tuesday and Thursday 10:00am-12:00pm, BUS 307
Contact: vandemak@ferris.edu
Office Phone: *(231) 591-2445*

Design 1 is an introduction to the visual and verbal vocabulary of design through a series of two dimensional, achromatic and chromatic assignments that employ the principles of composition and elements of design.

Graphic Design 110 provides the opportunity for students designers to gain a better understanding of studio practice and the importance of becoming competent with their craftsmanship.

LEARNING OUTCOMES

At the end of this course:

Students will become familiar with, and begin to understand:

- Creating within a structured system
- The Design Principles: balance, emphasis, gradation, repetition, contrast, harmony, and unity.
- The Design Elements: line, shape, direction (depth) size, texture, color, value, and intensity.
- The importance of craft in design: measuring, cutting with an xacto knife, gluing, mounting, cleanliness and precision
- Color
- Value
- Simplification of form
- Form progression
- Space as a structured framework
- Juxtaposing images
- Manipulating picture plane
- The importance of developing an aesthetic in regards to design and fine art
- The importance of meeting deadlines
- How important self-directed study and research is to the designer
- Critique: what it is and how to get the most out of it

Each project in Design 110 is comprised of multiple objectives, which address each one of these competency outcomes. Bringing a project to fruition involves the student in a repetitive skill-building structure. Each project states the objectives; students can evaluate their own project by reviewing the stated objectives.

NATURE OF THE COURSE

Design 1 is an introduction to the visual and verbal vocabulary of design through a series of two dimensional, achromatic and chromatic assignments that employ the principles of composition and elements of design. In the first half of the semester students will become familiar with the elements of design and the foundation design techniques. They will gain a better understanding of studio practice and the importance of becoming competent with their craftsmanship. Students will acquire skill in translating 3-dimensional objects into 2-dimensional space and form. The second half of the semester will focus on utilizing the design tools we have acquired to recognize and create good compositions.

Graphic Design 110 will include 10-12 assignments (projects) worth 10-20 pts each. On Monday Tuesday I will lecture and assign new projects. Work from the previous week will be turned in at the beginning of class on Monday and Tuesday and critiqued at that time. During the semester we will have formal presentations

and informal critiques. Formal critiques will require students to dress in a manner appropriate for a business presentation. Projects must be turned in on time, if a student must be absent it is their responsibility to get their work to class and obtain the assignment for the following Monday and Tuesday. Wednesday and Thursday are for working on individual and team assignments with the instructor in the studio.

COURSE REQUIREMENTS

Note Books

Each student will be required to have a three-ring black notebook and three-ring paper punch. All handouts, quizzes, thumbnails, and assignments will be recorded in this notebook and will be collected and graded at mid-term and with their final portfolio.

Researching Our Artistic Heritage

The study of art and design history is essential to the designer. Understanding the origin and history of stylistic movements helps the student perceive how these historical artists/designers influenced contemporary design aesthetics. Enclosed within the syllabus is a list of Art movements. Each student will be placed on a team. Each team will choose one movement to research and write a five to ten page paper (typed) discussing the movement and the artists which defined it. Each student on a team will be required to contribute information about a different individual artist or crafts person. These reports may be researched from text or from computer sources and must be written in the student's own words. Graphic support is encouraged.

Teams will also have the opportunity to design a geometric word mark representing their team spirit. This logo will appear on the cover of their research project due at mid-term.

CLASS ATTENDANCE POLICY

Attendance is mandatory. Attendance will be taken for each class period. Three absences will lower the final grade by one full letter grade. Six 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 may be recorded as an absence.

Resources, References & Supplies

Three-ring black notebook
Three-ring paper punch
18"x24" tracing paper pad
18"x24" sketch paper pad (not newsprint)
Scissors
Black roller pen
X-acto knife and #11 blades
Drawing pencils (hard and soft)
One sheet black paper 18"x24"
Rubber Cement
Rubber Cement thinner (Bestine)
Kneaded Eraser
18" metal ruler with cork
Portfolio

The instructor reserves the right to make needed and appropriate adjustments in this syllabus to better serve the overall learning needs of the class.

Tablets of colored paper
A selection of gray scale papers
One linocut set (cutting tools) scoop type
A selection of Sharpie markers (different tip sizes)
5 pieces of 15x20 lextramak
Magazines for collage (begin collecting interesting examples now so that when you begin to work in collage you don't have to make your designs based on images from Better homes and Gardens!)
Gray scale images as well as color images for collage

The Design Process

Initial Motivation: Research, Discovery, Free play with concept, thumbnail sketches
Gathering Additional Resource Material
Concept Development: Critique with peers to relate your images to larger context
Visual Form: Additional compositional studies
Final Project: Create the final project using skills acquired which are best suited to fulfill this assignment
High Quality Craftsmanship Always!

GRADING

Evaluation will consider how accurate the assignment is executed, craftsmanship, presentation, correct use of materials, and meeting the deadline. Other evaluation considerations will be given for the following: class participation in discussions and critiques, growth in areas studied, and willingness, enthusiasm and desire to learn. Grading will cycle in projects of 3. At the time of completion, a student will hand in his or her project to the instructor and receive a evaluation sheet which indicates whether the project meets specifications and is satisfactory or unsatisfactory. After three projects have been completed students will meet with the instructor and receive comments, suggestions etc. and a grade from the instructor. If the students projects are unsatisfactory they have the option of re-working before meeting with the instructor. If a project is evaluated as unsatisfactory it usually indicates that the grade would be interpreted as a low C or below.

Final Exam
At the end of the semester a final project will be assigned. This will be considered the final exam and will incorporate all of the design principles covered in the projects required throughout Design 1. This will be presented during the exam period scheduled by the College of Business. This will be a formal presentation, students will be evaluated on their ability to present and articulate as well as an evaluation of the actual project.

COURSE CALENDAR

Week 1	Ice breaker, awareness of craft, ingenuity and creativity, motivates critical thinking, problem solving skills, group dynamics, responsibility: to self,, group and instructor, meeting deadlines on time and student accruement of appropriate materials for projects.
Week 2	Value, relating to the gray scale. Emphasis: high contrast, simplification of form, focus on unity, balance, perspective and craft: measuring accurately, cutting and mounting.

Week 3	Type as simplified form, designing a "unit". Emphasis: Composition, repetition, continuation, shape, direction and unity. Craft: mounting and use of marker as flat color.
Week 4	Value, the gray scale. Emphasis: abstract shape, composition, direction, siz change, transparency, exture with value, focal pt, negative space relationships, balance. Design value "Calisthenics", cut paper.
Week 5	Continue working on design "Calisthenics"
Week 6	Grayscale, multiple planes, matching values. Emphasis: copmosition, balance, representational images, contrast, focal point/negative space. Craft: mounting, collage, recognizing quality imagery
Week 7	Color Theory Calisthenics: Emphasis: abstract shape, composition, transperency, texture with color, compliments, split compliments, diad, triad, tetrad, monochromatic, analogous, simultaneous contrast. Craft: cut paper.
Week 8	Continue working on Design Color Theory "Calisthenics:
Week 9	Color Theoery Collage: multiple planes with color, matching value in hue, focal point, negative space relationships, unity, balance, Craft: cut paper, collage mountng techniques.
Week 10	Using color and the grayscale. Emphasis: enlarge an crop, focal point and negative space relationshipps, simplification of form, texture, and anomaly.
Week 11	High contrast foound if images and random distribution. Emphasis: balance, unity, shape relationship between positive and negative space, simplification of form. Craft: cut paper, collage techniques, mounting practice.
Week 12	Tactile and visual texture in grayscale andd color. Emphasis: grphic translation from tactile to visual. Craft: re-creating tactile textures on a flat surface.
Week 13	Color project, multiple planes, warm and cool hues, alternating focal point and negative space, symmetry, use of triptych as format. Emphasis: interaction of color. Craft: cut paper.
Week 14	Creating an overall pattern out of specific unit; type, representational or abstract image. Emphasis: repetition. Craft: cut paper or flat marker, mounting techniques.
Week 15	Image/content relationships. Emphasis: continuation, repetition and illustration. Craft: scanned collage.
Finals Week	

CLASS EXPECTATIONS

Each student is expected to produce their own work for evaluation, and work presented for evaluation must be produced during the fall 2009 semester. Noncompliance constitutes immediate expulsion from the Graphic Design program.

GRDE114: Design Survey
Syllabus for Spring Semester 2010

Instructor: Alison Popp
Office Hours: Thursdays, 12:30am – 1:30pm, other times by appt, BUS 308
Contact: Alison_Popp@ferris.edu
Textbook: *Graphic Design: A New History* (2007) by Stephen J. Eskilson

This course is a survey of graphic design and the designers producing the work. Students study the role of technology, social change, and commercial forces in the course of design history. Students examine current design through books, videos, and blogs.

This class supports the following Graphic Design at Ferris State University program outcome(s): *Describe communication solutions that shape design decisions*

LEARNING OUTCOMES

At the end of this course:

- Learners will be able to demonstrate on quizzes a basic understanding of the broad history of graphic design various design movements. and a familiarity with designers producing the work.
- Learners will be able to define and show examples of graphic design, its purpose, and its disciplines. Learners will post writings and visual examples that demonstrate a full understanding of stylistic similarities and differences of historical and contemporary designers.
- Learners will be able to demonstrate through online and classroom discussion a basic understanding of design history within cultural, political, economic, and technological contexts. Discussions will cover the relative significance of learning about noteworthy designers.
- Learners will demonstrate through their writing of course assignments and presentations an ability to virtually error free papers including proper grammar, spelling and organization of information.
- Learners will have demonstrated their educational professionalism by adhering to the class policies set out in this syllabus.

NATURE OF THE COURSE

This class is web-enhanced utilizing FerrisConnect as course management. Discussions online will be graded. The class will require outside research and a lot of reading. Movies, quizzes, tests, and lectures will be used as the instructor views necessary.

COURSE REQUIREMENTS

Online participation

You must log in to the online course (FerrisConnect) for assignments and announcements. The course requires frequent online activity. Students are also required to use school email addresses and check it regularly.

Classroom participation

You are expected to engage in class discussions and activities. Your respectful cooperation will be expected. Attitude, attendance, and participation will be factored in to the final grade. Keep your cell phones off and remove headphones during class. Sleeping in class, texting, and Facebooking is absolutely prohibited.

Writing requirements

Learners found to have significant deficiencies in their writing are to use the services of the University Writing Center in an effort to improve such deficiencies to a satisfactory level. Assignments with excessive spelling or grammar errors will be returned to be rewritten.

CLASS ATTENDANCE POLICY

In orer to train students to be working professionals, class attendance is mandatory. You are expected to attend all class sessions from start to finish. Whether present or absent, you are responsible for all class announcements, assignments, learning activities and topics covered during each class period. three (3) absences will lower the final grade by one (1) letter grade. six (6) absences will result in failure of the course.

Absences for issues viewed beyond the control of the individual (as viewed by the instructor) may be excused unless the absences become so numerous as to make meeting the objectives of the course impossible. exceptions must be discussed with the instructor at the time they occur to be considered an excused absence. Issues not considered as exceptions: day care issues, employment commitments, being in jail, and transportation problems.

Late for Class and Late Assignments Policy

If you arrive to class late, leave class early, or fail to engage on-going class dialogue, discussion, or other directed class time activities (as judged by the instructor), you will be considered absent from class and subject to the standard unexcused absence grade reduction. Late assignments will not be accepted without prior arrangements with the instructor.

Resources, References & Supplies

- Bring to class your copy of the textbook and your own up-to-date binder of notes, handouts, other resource materials that you've collected.
- Learners will be expected to do outside class work, internet and library research.
- Student designers gain additional knowledge from these publications: *Communication Arts*, *Print Magazine*, and *HOW Magazine*.

GRADING

The breakdown will be as follows:

- Quizzes = 10pts each, Midterm and Final Exams = 65pts each
  Tests will be a combination of fill-in-the blank, multiple choice, and essay.
- Presentations, assignments, discussions = 5 or 20pts each
  Presentations will be assessed using, but not limited to, the following criteria: Recognition of main points, ability to summarize, and organization
- Attendance, class participation, group participation
  The perceived quality of your preparation, participation, and perceived interest will be factored as a part of your final course grade. Three (3) absences will automatically lower the final grade one half (*B+* lowers to a *B)*. Missing more than 3 absences is grounds for failure of the course. In the same way, high quality preparation and participation, can raise the final grade (*B+* to an *A-*).

The instructor reserves the right to make needed and appropriate adjustments in this syllabus to better serve the overall learning needs of the class.

Instructor's Professional Background and Teaching will be covered on the first day of class. If you would like more information, email (alison_popp@ferris.edu) for an appointment.

COURSE CALENDAR

Week 1	Syllabus, Instructor Background, Introductions, What is this thing, Graphic Design? *Assignment: Introductions, online* *Design Artifacts*
Week 2	The Prologue to Graphic Design: The visual message from prehistory through the medieval era **Introduction: The Origins of Typography anf Graphic Design** *Lecture, Online quiz, In-class discussions*
Week 3	***Chapter 1: Art Nouveau I: A New Style for a New Culture,*** ***Chapter 2: Art Nouveau II: Scotland, Austria, and Germany*** *Lecture, Online quiz, Assignment/Discussions*
Week 4	***Chapter 3: Sachplakat, The First World War, and Dada*** ***Chapter 4: Modern Art, Modern Graphic Design*** *Lecture, Online quiz, Assignment/Discussions*
Week 5	***Chapter 5: Revolutions in Design*** ***Chapter 6: The Bauhaus and the New Typography*** *Lecture, Online quiz, Assignment/Discussions* Bauhaus film
Week 6	***Chapter 7: American Art Deco and the Second World War*** ***Chapter 8: The Triumph of the International Style*** *Online quiz, Assignment/Discussions*
Week 7	***Midterm Test***
Week 8	*Midterm Grade Available* Helvetica film
Week 9	*Back from Spring Break* ***Chapter 9: Postmodernism, the Return of Expressionism*** ***Chapter 10: Contemporary Graphic Design*** *Lecture, Online quiz, Assignment/Discussions*
Week 10	*Assignment: Design Thinking, Reading and Discussion* Objectified film
Week 11-14	Discussions on contemporary issues books, authors, topics and ddesigners
Week 15	The future of graphic design, Design career options *Presentations, Lecture, Discussions* *Review for Final Exam*
Finals week	***Final Exam*** *Celebrate!*

CLASS EXPECTATIONS

By taking this course, the instructor's assumption is that you are interested in becoming a graphic designer and that this course content is engaging to you. Therefore it is expected that you actively engage in the learning process. Trying to earn a grade with the minimum effort necessary will be a great disservice to you and your peers.

GRDE116: Computers in Visual Media Syllabus for Fall Semester 2009

Instructor: Xiao (Mike) Hu
Office Hours: M and W 5:00-6:00pm, T and Th 12:00-1:00pm, or by appointment BUS 307
Contact: hux1@ferris.edu
Office Phone: *(231) 591-2417*

This is an introductory course. Students will be introduced to Macintosh platform and are expected to develop basic skills of computer illustration by using Adobe Illustrator, basic image manipulation by using Adobe Photoshop, beginning page layout by using Adobe InDesign. Plus, students will obtain the knowledge of basic design elements.

LEARNING OUTCOMES

Students will be introduced to Macintosh platform and are expected to develop basic skills of computer illustration by using Adobe Illustrator, basic image manipulation by using Adobe Photoshop, and beginning page layout by using Adobe InDesign. Students will:

- Be able to operate the current Mac OS operating system including finder management, font management, file management, file backup, keyboard shortcuts, and printing.
- Be able to create vector images in Adobe Illustrator while making use of Bezier curves, the appearance panel, outlined type, gradients, combined and joined paths and the live trace and paint tools.
- Be able to manipulate raster images in Adobe Photoshop while making use of image resolution, color (CMYK and RGB), layers, basic photo adjustments (levels, curves, contrast, color tone, color replacement and saturation), retouching and repairing, path and channel, and creating images for print and web.
- Be able to apply page layout principles in Adobe InDesign while making use of master pages, style sheets, the placement of images in a document, text wrapping and text floating.

NATURE OF THE COURSE

We will begin by covering the very basics of composition with Adobe Illustrator by designing a simple black and white logo. From there, we will add more and more features till you can create colorful images in Illustrator from scratch. Adobe Photoshop will be the next program we are going to learn. We will start to work with imported images, learning about resolution and photo manipulation. Afterward, we will bring together artworks created in Illustrator and Photoshop to create a layout with text in Adobe InDesign.

Even though this is a computer course, you should keep in mind that computer techniques do not make you a great graphic designer. Do not let the various computer functions offered on these software programs get in the way of good aesthetics. For almost all projects, you will be expected to start with sketches and thumbnails, perhaps move on to ink, and end on the computer.

Critique and presentation are important elements of the class. Design is communication, and the ability to present and verbally discuss the work of yourself and others is a vital skill in graphic design. We will present and critique all levels of development — from basic concept (where you have to explain what you're going to do) to final presentation (where you have to explain what you did). Participation in class critiques and discussions are vital to creating a productive and positive work environment. Critique participation figures into each project grade.

COURSE REQUIREMENTS

Complete the assignments given and participate fully during class sessions. It is essential that you ask questions and share opinions during critiques and discussions. Participation involves giving attention, looking, listening and sharing thoughts, ideas and questions. Participation helps you learn to be more articulate and prepares you for a career as a professional designer.

Deadlines are a major factor in the operation of any work environment. Therefore, all assignment deadlines are absolute. If you are unable to turn an assignment in at it's proper time for a legitimate reason, you must make arrangements with the instructor beforehand and must receive permission for a different due date. 20% of the total score will be marked down for the late assignment. You should be producing work that is conceptual and personally expressive. Do not throw away any work completed during the semester. Please keep all work organized in a portfolio in chronological order.

CLASS ATTENDANCE POLICY

You will be evaluated throughout the semester in three different areas, which will each have an effect on your grade: Attendance, Participation, and Assignments.

The attendance policy is as follows: 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, an 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.

GRADING

Totally we have 7-8 assignments through the semester. They are equally weighted. Your final grade is bsed on the following elements:

1. The average score of all assignments
2. Class participation and instruction following
3. Attendance

Evaluation of student work will be made after each project/assignment due date. I am going to give you the project/assignment sheet at the beginning of each project, and use the FerrisConnect grading form to give you the grade at the end of each project/assignment. Points earned will be based on how well directions are followed, how well the computer program techniques are performed, the understanding of principles applied and the quality of the workmanship involved.

Each assignment will be graded according to the following criteria (when applicable): research, preliminary sketches, originality, visual aesthetics, computer software skills, visual aesthetics, craftsmanship, and participation in the critique and presentation.

You should be aware that I have high expectations that each of my students follow the guidelines we've just laid. This syllabus is our own little contract with one another.

A: Excellent This is usually work done by a highly motivated student meeting all of the performance criteria as set forth by the assignment. Work shows through exploration and growth beyond set/expected perimeters. Work is conceptually strong and visually interesting.

B: Good This work is above average but lacks the qualities that give it the stamp

The instructor reserves the right to make needed and appropriate adjustments in this syllabus to better serve the overall learning needs of the class.

of excellence. It shows better than average design sensitivity and meets all or most of the performance criteria as set forth by the assignment.

C: Satisfactory This work is average. Work is handed in on time and has fulfilled the requirements of the project, but it lacks strong conceptual and /or visual interest and thoughtful and imaginative resolution. This work may also have significant problems with basic design principles.

D: Poor Below Average. This work is handed in on time, but lacks many or most areas that show any understanding of design principles and/or does not meet the criteria for the assignment.

F: Unacceptable Work that is not handed in on time or at all and has not met any of the guidelines and standards of design set for the assignment.

A	95-100
A-	91-94
B+	87-90
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	Below 60

COURSE CALENDAR

Week 1	Welcome and introduction Overview syllabus Log-in test and Universal Type Server test FerrisConnect Mac OS introduction Applications overview
Week 2	No class on Labor Day **Assignment 1**: Symbol design (concept)
Week 3	Lecture: Digital graphic vocabulary, Adobe Illustrator, selection tools, brushes, symbol and symbol sprayer, shapes, fill and stroke Class exercise Lecture: Color, CMYK and RGB, color guide panel, color group, gradients and blends **Assignment 2**: Color match
Week 4	Lecture: Pen tool, layer and transparency Lecture: Create type and edit type, 3D and map art Class exercise: Re-design map of students own home
Week 5	**Assignment 3**: Transforming a letter Lecture: Appearance panel, effect, combine paths and join paths, live tracing and live paint, opacity mask Class Exercise: Live Tracing. Preview the quiz
Week 6	Finish Assignment 1: Logo Design Talk about final project

Week 7	**Assignment 4**: Quiz Class exercise: **Test** **Assignment 5**: Illustrator final project
Week 8	Keep working on Illustrator final project
Week 9	Lecture: Adobe Photoshop, vector and raster, image size and resolution and layer Class exercise Lecture: Photo correction, refine edge, and smart object Class exercise
Week 10	Lecture: Re-emphasize image size and resolution, adjustment panel Lecture: Blending modes Class exercise Lecture: Painting and editing, burn, dodge and liquefy Class exercise
Week 11	Lecture: Color correction and photo repairing, curves, levels, contrast, hue, color balance, replace colors, retouching and repairing, clone, healing, patch and quick mask **Assignment 6**: Replacing head Lecture: Vector masks, channels and path Class exercise
Week 12	Preparing images for two-color printing, blending mode and auto blending Lecture: create web images Class exercise: Animated GIF
Week 13	Lecture: Adobe InDesign, where to print on/off campus, print trouble shooting, PDF files, linked images, CMYK and RGB again, text tool, output package and how to print Class exercise: CD label
Week 14	Lecture: Adobe InDesign **Assignment 7**: An accordion fold book
Week 15	Keep working on Assignment 7
Week 16 (Exam Week)	Assignment 7 presentation

CLASS EXPECTATIONS

There will be no cell phone usage allowed in class. Please turn cell phones off when entering class. Chat rooms, and online gaming is prohibited during class.

You are totally responsible for any missing classes or projects. You should come to see me as soon as you show up in the following class. I cannot show you what you missed in the class through the email. It is too hard to show the demo through an email, since this is a studio class. If you don't come to see me right after your missed class, all projects/assignments on that class would be resulted as a "0" grade.

I prefer email to the telephone. I promise to get back to you promptly. As with all questions asked both in and out of class — if I don't know the answer, I will do some research and get back to you asap.

Required Textbooks and Supplies:

• Illustrator CS4 for Windows and Macintosh: Visual Quickstart Guide by

Elaine Weinmann, ISBN: 9780321563453
- Photosgop CS4 for Windows and Macintosh: Visual Quickstart Guide by Elaine Weinmann, ISBN: 9780321563651.
- InDesign CS4 for Windows and Macintosh: Visual Quickstart Guide by Elaine Weinmann. ISBN: 9780321573575
- 1GB (or bigger) USB flash drive.
- sketchbook

Printer

The registered students in this course will be allowed to print 30 pages a week from the black and white printers in BUS 109 and 110.

Server

The GRDE Server is not currently backed up. Until hardware can be purchased and a process for backing up student data is put in place students are required to back up their own important data. They should use multiple jump drives, iPods or other portable devices to use as their primary storage.

Labs

Students are required to check-in at the front desk with their student ID to use BUS 109 and 110 when classes are not in session. No food and drink is allowed.

Course-Specific Software fee

A $28 fee is collected for all courses that use BUS 109 and 110 and is used to keep lab software up to date. The students pay the fee at the bookstore and are given a register stamped voucher that they must provide you before receiving a final grade for the course. You should collect the vouchers during the first two weeks of the course. Take them to Chris Vodry to be recorded.

GRDE 118: Computers in Visual Media Syllabus for Spring Semester 2010

Instructor: Kent Kachaterian
Office Hours: Mondays - Friday, 8am – 5pm by appointment
Email: kachatk@ferris.edu

This course examines the principles, equipment, software, and skills used in the preparation and production of printed materials.

Learning Outcomes

At the end of this course:

Students will demonstrate their knowledge of the fundamentals of the Macintosh computer and operating system.

Students will show examples of a basic understanding of the features and differences between a bitmap-based, photo manipulation program, a vector-based, image creation program, and a page layout program (Adobe Creative Suite 4), font management software, text layout, and other computer uses and terms.

Students will learn core principles, techniques, and tips in Adobe InDesign CS4 through a process-oriented tutorial in a hands-on training format.

Students will have demonstrated their educational professionalism by adhering to the class policies set out in this syllabus.

Course Requirements

Class participation
During class you are expected to engage in class discussions and activities. Keep your cell phones off during class. Headphones are not allowed during discussion or lecture.

Class Attendance Policy
Whether you are present or absent, you are responsible for all class announcements, assignments, learning activities, and topics covered during each class period. If you arrive to class late, leave class early, you will be considered absent from class. Late assignments will not be accepted without prior arrangement with the instructor.

Supplies, and Fees

USB drive, ideally a gigabyte's worth of storage. This device will be a backup device for your files that live on the file server. Lost or damaged files will not be an excuse for late work. Save often and backup your files!

Print card must be purchased for required printouts.

Certain courses within the Graphic Design program use software that is unique to those courses. In order to access this software, a $28 fee per student will be charged for each course that requires course-specific software. Fees are to be paid to the Ferris State University Bookstore during the first week of classes. Vouchers will be stamped as paid. Unstamped vouchers will not be accepted. Vouchers can be paid in any way the student wishes including their Ferris account. The voucher must be provided to the instructor as proof of payment to receive a course grade.

The instructor reserves the right to make needed and appropriate adjustments in this syllabus to better serve the overall learning needs of the class. Instructor's Professional Background and Teaching will be covered on the first day of class. If you would like more information, email (kachatk@ferris.edu) for an appointment. Course Grading Scale: Grade point values that are used for all courses at FSU:
A= 4.0, A- = 3.7
B+ = 3.3, B = 3.0, B- = 2.7
C+=2.3, C =2.0, C- = 1.7
D+ = 1.3, D = 1.0
D- = 0.7, F = 0.0

Grading
Final grade will be based on the following:
Attendance, participation, and attitude (50%)
After 4 unexcused absences your grade will drop one letter grade, then a 1/2 letter grade drop for each following missed class.
Demonstrated understanding and application of software concepts through assigned exercises, page layout projects, and quizzes. Assigned exercises will be graded based on: following directions, execution, individual accomplishment (not duplicated from, or worked on together with a classmate), and meeting the deadline. (50%)

GRDE120: Design 2
Syllabus for Spring Semester 2010

Instructor: Kathleen VanDeMark
Office Hours: Friday, 1:00pm – 5:00pm, BUS 303
Contact: vandemak@ferris.edu
Office Phone: (231) 591-2445

Design 2 is a continuation of Graphic Design 110. This course includes more information about color theory and its physical and psychological properties through student research, analysis, and application in both two dimensional and three dimensional assignments.

LEARNING OUTCOMES

At the end of this course:

The course objectives include a continued progression of more complicated studies based on the elements of design introduced in Design 1. Introduction to basic use of typography as shape and texture will be investigated along with more design terminology. Students will continue to improve their craftsmanship. Craftsmanship will be evaluated by the instructor, if it does not meet the required standards of the specific assignment, students will be given the project back so that they may "redo" and meet these standards before a final grade is given.

NATURE OF THE COURSE

Graphic Design 120 will include 5 to 8 assignments (projects) worth 10 to 20 points each, depending on the time needed to complete the tasks. Days when a project is due the class will critique and I will assign new projects. Class time other than critique and lecture will be used as a lab working on assignments with the instructor.

COURSE REQUIREMENTS

Notebooks

Each student will be required to have a three-ring black notebook. All handouts, thumbnails and assignments will be recorded in this notebook and will be graded at mid-term and included in the final portfolio.

CLASS ATTENDANCE POLICY

Attendance is required in the Graphic Design program. If a student must be absent please e-mail me ahead of time. If you cannot e-mail me ahead of time and an absence is necessary e-mail the reason for the absence. If you miss attending class more than three times your grade will drop 1/2 a grade, if you are absent more than 5 times you will fail the course.

Supplies

Black-bound Notebook (no substitutes)
X-acto knife and #11 blades
Lino Cutter
Utility Knife
Large metal straight edge
Adhesives
Lextramax
Linoleumm 12 x 12
Paper, assorted kinds
And all other materials needed to create the projects you envision

GRADING

Evaluation will consider how accurate the assignment is executed, craftsmanship, presentation, correct use of materials, meeting the deadline. If projects are not handed in on the appropriated deadline they will loose half of the total points allocated for that particular project. Other evaluation considerations will be given for the following: class participation in discussions and critiques, growth in areas studied, and willingness, enthusiasm and desire to learn.

At the end of the semester there will be a Design 2 final. It will be comprised of a final project and a student presentation. Failure to attend the final will result in a loss of 40 points out of the total points possible.

COURSE CALENDAR

Week 1	Research existing designs used in the industry, evaluate and present to the class
Week 2	*Exploration of type as a unit creating overall pattern*
Week 3	*Exploration of type as image, anomaly and pattern*
Week 4	*Type as image utilizing unity*
Week 5	*Simplification of image accuracy of drawing*
Week 6	*Simplification of image accuracy of shadow and graphic translation*
Week 7	*Simplification of familiar form, linocut*
Week 8	*Application of simplification in visual designs*
Week 9	2-D concepts to 3-D constructions based on an abstract design unit
Week 10	*Simplification of traditional fine art form to line, shape, and color.*
Week 11	*Type as content, illustrating concepts with visual story telling*
Week 12	Conceptualizing meaning visually with researched information gathered from observations in our external environment
Week 13	*Conceptualizing meaning visually with researched information gathered from our internal environments*
Week 14	*Vector color theory exercises*
Week 15	*Project that focuses on type as image, color theory, pattern, simplification in relationship to the history of design and fine art images.*
Finals Week	*Final Presentation*

The instructor reserves the right to make needed and appropriate adjustments in this syllabus to better serve the overall learning needs of the class.

CLASS EXPECTATIONS

Each student is expected to produce his or her own work for evaluation, and work presented for evaluation must be produced during the spring semester 2011. Noncompliance constitutes immediate expulsion from the Graphic Design program.

Last but not least: this is not a computer class, it's a hands-on get messy learn how to use materials type of class; know this from the very beginning, if it will be acceptable to execute the assignment on the computer the instructor will let you know. It's going to be a very exciting semester filled with projects to help you develop your skills on the way to becoming a creative and innovative designer.

GRDE126: Digital Illustration and Layout Syllabus for Spring Semester 2011

Instructor: Xiao (Mike) Hu
Office Hours: Monday and Wednesday 12:00-1:00pm, 5:00-6:00pm or by appt, BUS 307
Contact: hux1@ferris.edu
Office Phone: *(231) 591-2417*

This course focuses on the use of electronic media as a means of solving creative and visual problems. Our goal is to develop a wide range of creative techniques along with basic computer skills. These techniques and skills will serve as a complement to the other design courses and will be applied to all disciplines at all levels of study.

LEARNING OUTCOMES

Students will learn:

- Vector based illustrations using Bezier curves, path editing, blending objects, 3D objects, effects and filters and graphs.
- Raster based image manipulation using image color and tone adjustments, matching, replacing and mixing colors, layer styles and effects, filters and effects, type effects, web graphics and animation.
- Page layout for print using style sheets, the combination of text and objects, tabs, tables, PDF files, printing, color separations and package output.
- To demonstrate professional craftsmanship (e.g. cut, paste, mount and mochup)
- To undertake self learning through reading textbooks
- To be involved in the peer learning process with an emphasis on teamwork
- To use keyboard shortcuts

NATURE OF THE COURSE

In this class we will examine the principles and elements of design such as grid and typographic systems in order to integrate line, shape, value, texture and color to create a cohesive image utilizing Adobe InDesgin software, the industry standard for digital imaging and layout. The purpose for this is to establish a common repertoire of skills for future making and thinking.

Students will continue to develop Adobe Illustrator and Photoshop skills. There will be detailed introductions to page layout and web page layout software applications (Adobe InDesign and Dreamweaver).

The full class time will be used for projects, exercises, work sessions, and technical demonstrations. Three Keynote lectures will be given by the instructor such as design elements, grid system, and color study.

COURSE REQUIREMENTS

Each student is expected to take each project to a conceptual and highly innovative solution. This can be achieved by understanding the following guidelines of good design process and spending the necessary time on each assignment. It is not reasonable to expect successful solutions to complex problems with one of two quickly executed ideas. It is important to generate many ideas for each visual solution to the assignment. Each state of the visual solution must be thoroughly investigated.

Students will be evaluated throughout the semester in three different areas, which will each have an effect on your grade: Attendance, Participation, and Assignments. Please be aware that you are 100% responsible for your grades in

this class, or any other. I do not intend to go out of my way to insure that each of you does well or gets an A in my course. It's up to you.

CLASS ATTENDANCE POLICY

The attendance policy is as follows: 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, an 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.

Resources, References & Supplies

- Adobe InDesign CS4 Visual Quickstart Guide by Elaine Weinmann. ISBN: 0321503066
- 1GB (or bigger) USB flash drive.

Course-Specific Software Fee

A $28 fee is collected for all courses that use BUS 109 and 110 and is used to keep lab software up to date. The students pay the fee at the bookstore and are given a register stamped voucher that they must provide you before receiving a final grade for the course. You should collect the vouchers during the first two weeks of the course. Take them to Chris Vodry to be recorded.

GRADING

Students must complete every assignment and meet the required due date. **One (1) letter grade will be deducted for a missed due date and time.**

Evaluation of student work will be made after each project due date. Points earned will be based on how well directions are followed, the understanding of principles applied, and the quality of the workmanship involved.

Each assignment will be graded according to the following criteria: preliminary sketches, research, writing, originality, visual aesthetics and craftsmanship.

You should be aware that I have high expectations that each of my students follow the guidelines we've just laid. This syllabus is our own little contract with one another.

A: Excellent This is usually work done by a highly motivated student meeting all of the performance criteria as set forth by the assignment. Work shows through exploration and growth beyond set/expected perimeters. Work is conceptually strong and visually interesting.

B: Good This work is above average but lacks the qualities that give it the stamp of excellence. It shows better than average design sensitivity and meets all or most of the performance criteria as set forth by the assignment.

C: Satisfactory This work is average. Work is handed in on time and has fulfilled the requirements of the project, but it lacks strong conceptual and /or visual interest and thoughtful and imaginative resolution. This work may also have significant problems with basic design principles.

D: Poor Below Average. This work is handed in on time, but lacks many or most areas that show any understanding of design principals and/or does not meet the criteria for the assignment.

F: Unacceptable Work that is not handed in on time or at all and has not met any of the guidelines and standards of design set for the assignment.

The instructor reserves the right to make needed and appropriate adjustments in this syllabus to better serve the overall learning needs of the class.

A	95-100
A-	91-94
B+	87-90
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F Below	60

COURSE CALENDAR

Week 1	Welcome and introduction Overview syllabus Log-in test and FontReserve test Creative Suite Overview Adobe Bridge introduction Review Illustrator
Week 2	MLK' Day: No class on Monday **Assignment 1** for Illustrator: Function of A Hand Tool.
Week 3	Review photoshop **Assignment 2** for Photoshop: Low-res Collage
Week 4	Lecture: Adobe InDesign InDesign quizzes and exercises
Week 5	Lecture: Adobe InDesign **Assignment 3**: Flyer Design
Week 6	Group critique for the assignment 3 Lecture: Adobe InDesign
Week 7	Class exercise: InDesign Layout Presentation: Design Elements **Assignment 4**: Business Card Design
Week 8	Keep working on assignment 4 Peer teaching Chapter 9, 10, 12, 13, 14, 16, 17, and 18
Week 9	Peer teaching
Week 10	Lecture: Style Sheets and Table Presentation: Grid System
Week 11	**Assignment 5**: Resume Design Refine one of students' previous works
Week 12	InDesign Quiz **Assignment 6**: Restaurant Menu Design
Week 13	Keep working on assignment 6 Lecture: Introduction to Adobe Dreamweaver
Week 14	Lecture: Adobe Dreamweaver **Assignment 7**: A Three-page Web Site
Week 15	Keep working on assignment 7
Week 16	Present assignment 7

CLASS EXPECTATIONS

There will be no cell phone usage allowed in class. Please turn cell phones off when entering class. Chat rooms, and online gaming is prohibited during class.

Important Notice
You are responsible for any missing classes or projects. You should come to see me as soon as you show up in the following class. I do not have responsibility of informing you of what you have missed in class through emails. It is too hard to show the demos through emails, since this is a studio class. If you don't come to see me right after your missed class, all the projects done in that class would be resulted as a "0" grade.

Printer
Students will have a 30-print limitation per week in both labs 109 and 110.

Labs
Students are required to check-in at the front desk with their student ID to use BUS 109 and 110 when classes are not in session. No food and drink is allowed.

GRDE210: Typography
Syllabus for Fall Semester 2010

Instructor:	Jeff Ek
Office Hours:	Monday and Wednesday, 3 – 5pm or by appt, BUS 302
Contact:	ekj@ferris.edu
Textbook:	*Thinking with Type: A Critical Guide for Designers, Writers, Editors, & Students* by Ellen Lupton

This course introduces the principles of typography, an essential component of visual communication. Through a focus on the attributes of letter, text, and grid, this course will develop sensitivity to typographic quality. The most basic challenge for every designer is to improve the meaning of a message through typography.

LEARNING OUTCOMES

At the end of this course:

- Learners will be able to demonstrate all stages of the creative process and understand its importance in the completion of projects.
- Learners will be able to demonstrate skills gained from all previous Graphic Design courses through finished projects.
- Learners will be able to demonstrate typographic knowledge in selection, readability, legibility and composition through a set of practical exercises.
- Learners will be able to demonstrate in projects the ability to push beyond first level, trite ideas.
- Learners will demonstrate the ability to verbally critique their work and other student work.
- Learners will be able to demonstrate in each project new learning from class lecture, visual reference and critique.
- Learners will be able to demonstrate competency in design software including Abode InDesign, Photoshop and Illustrator.
- Learners will be able to verbally communicate typographic, aesthetic and design principles in describing how a project meets given criteria during each presentation.

COURSE REQUIREMENTS

- Projects and particular phases of projects (research, sketches, roughs, finals) must be completed by the established deadlines. **Projects will not be accepted after the due date**.
- Criteria for projects must be followed with few exceptions. Any exceptions must be discussed with the instructor prior to the due date.
- Each student will bring necessary files and materials to each class.
- 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, a 3-ring binder is required for class handouts, notes, assignment sheets and thumbnails. Contents must be organized into tabbed sections. Research pertaining to several projects will be assigned and is also to be included. (Sketches done in sketchbooks must be photocopied at high quality or torn from sketchbook and included.)
- All Graphic Design students must use their Ferris email accounts for receiving program and course related information.
- Each student is responsible to regularly check FerrisConnect for course related information.

STUDIO POLICIES

- You are expected to engage in class discussions and activities. Your respectful cooperation will be expected. Attitude, attendance, and participation will be factored in to the final grade. Sleeping in class is prohibited.

- Turn cell phones off. Texting is prohibited.
- No laptops open during lectures. When using a computer during class time, only materials pertaining to the class may be worked on or viewed.
- No headsets are to be used during class time.
- No food in lecture or lab setting.

CLASS ATTENDANCE POLICY

In order to train students to be working professionals, class attendance is mandatory. You are expected to attend all class sessions from start to finish. Whether present or absent, you are responsible for all class announcements, assignments, learning activities, and topics covered during each class period.
- Three (3) absences will lower the final grade by one (1) letter grade.
- Six (6) absences will result in failure of the course.

If you arrive to class late, leave class early, or fail to engage in on-going class dialogue, discussion, or other directed class time activities (as judged by the instructor), you will be considered absent from class and subject to the standard unexcused absence grade reduction. Students sleeping during class will also be marked absent and asked to leave.

GRADING

Grades for this course will be based on a total amount of accumulated points divided by the total number of course points. Points will be achieved by:
- **Exercise** points: following the exercise criteria, the level of serious exploration shown and meeting the required deadlines
- **Project** points: following the project criteria, the quality of the solution attained, creative development shown in all stages of the design process and meeting the required deadlines
- **Test** points: number of correct answers
- **Class participation**: on-time attendance, studio practice (prepared and working on assigned exercise or project during class time) and critique participation

Percentage of total course points	Grade	Definition
93 – 100	A	**Excellent.** Exceeds expectations for most requirements and grading criteria
90 – 92	A-	
87 – 89	B+	**Good.** Successfully meets most requirements and exceeds requirements in some areas.
83 – 86	B	
80 – 82	B-	
77 – 79	C+	**Average.** Accomplishes minimum level of requirements.
73 – 76	C	
70 – 72	C-	
67 – 69	D+	**Poor.** Does not meet minimum requirements in some areas.
63 – 66	D	
60 – 62	D-	
< 59	F	**Unsatisfactory.** Fails to successfully meet minimum requirements in most areas

FerrisConnect will be used to post grades, rubrics and final grades

The instructor reserves the right to make needed and appropriate adjustments in this syllabus to better serve the overall learning needs of the class.

COURSE CALENDAR

Week 1	Syllabus, Instructor Background, Introductions Lecture: What is this thing, Typography?, Exercises
Week 2	*Labor Day,* Exercises
Week 3	Letterform
Week 4	Typeface Classification
Week 5	Design Principles
Week 6	Design Process
Week 7	Type Measurement
Week 8	Optimum Paragraph
Week 9	Comping Text, *Midterm Grade Available*
Week 10	Hierarchy
Week 11	Grid
Week 12	Design Process
Week 13	*Thanksgiving*
Week 14 – 15	*Final Project WIC*
Finals week	***Present Final Projects.*** *Celebrate!*

CLASS EXPECTATIONS

- By taking this course, the assumption is that this course content is engaging to you. Therefore it is expected that you actively engage in the learning process. Trying to earn a grade with the minimum effort necessary will be a great disservice to you and your peers. 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. Developing the skills to compete is necessary, exciting and rewarding.
- Each student must understand graphic designers do work for others, solving someone else's problem. This differs from the fine artist that works for him or herself. A designer's responsibility is to communicate. This requires the ability to think beyond self preference and to what is needed to solve the problem.
- Students must come prepared with the assigned thumbnails, roughs or final for each project and participate in discussion and critique. What you bring to the project; your ideas, your word lists, your thumbnails and roughs are what determine instructor input and ultimately project success.
- The computer is only a tool to execute your ideas. The computer is not to be used in the design process before a design direction is decided upon. A premature jump to use the computer will not be tolerated in this course.
- Plagiarism will result in zero points for that project. Ideas for projects are often generated by viewing others work, however, copying 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.
- During project presentations students will be required to dress professionally. No denim; no short skirts; no low cut, no sleeveless tops; no stomachs exposed; or 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 with a clean, pressed blouse, sweater, or jacket.
- Students must adhere to all academic and behavioral policies, as spelled out in the Ferris Student Handbook.

The instructor reserves the right to make needed and appropriate adjustments in this syllabus to better serve the overall learning needs of the class.

MATERIALS AND SUPPLIES

- Sketch/Notebook
- White poster board
- Acrylic brayer (roller)
- Cutting surface
- Erasers
- 1-1/2" Black 3-ring View Binder and 5-8 tabs
- USB Flash drive or other storage media
- Tool box for transporting supplies
- 15" x 20" Black core board
- Set gray Prisma Markers
- 2 Clear triangles
- Spray mount
- Rubber Cement and pick-up
- 9" x 12" Tracing paper
- 19" x 24" Tracing paper
- 2-5 Large envelopes
- Pens, pencils, markers
- X-acto knife, blades

GRDE216: Digital Imaging
Syllabus for Spring Semester 2011

Instructor: Jeffrey Ek
Office Hours: Tuesdays and Thursdays 3:00 - 5:00 am, BUS 302
Contact: ekj@ferris.edu
Office Phone: *(231) 591-2442*
Pre-requisites: GRDE 116 and 126

Graduates of the Graphic Design Program are capable of demonstrating proficiency with tools and technologies to create, reproduce and distribute visual messages.

LEARNING OUTCOMES

At the end of this course:

- Students will be exposed to photography to gain an understanding of how the camera works and how it can be controlled to create a desired image. Through learning to "see as the camera sees" students will develop a greater sense of photographic composition. This portion of the class will look at a variety of existing photographic work for critique and inspiration. The student may be required to shoot and process 35 mm film from an SLR camera, or work with and process images from a digital SLR camera.
- Students will explore image manipulation and compositing techniques using Adobe PhotoShop and digital images scanned from original photography. This portion of the class will develop intermediate to advanced skills in PhotoShop as an image-making tool. Through a fine arts approach student will create imagery that is sophisticated both in concept and technique.

COURSE REQUIREMENTS

Class Participation

During class you are expected to engage in class discussions and activities. You may be asked to give assistance to others in the classroom or receive assistance from others within the lab. Your respectful cooperation will be expected. Keep your cell phones off and stay logged out of social networking sites during class. No headphones during lecture.

CLASS ATTENDANCE POLICY

The GRDE 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.

Exceptions to the Attendance Policy

Exceptions must be discussed with the instructor at the time they occur to be considered an excused absence.

Late for Class and Late Assignments Policy

If you arrive to class late, leave class early, or fail to engage in on-going class dialogue, discussion or other directed class time activities (as judged by the instructor), you will be considered absent from class and subject to the standard unexcused absence grade reduction. If you miss more than 3 classes your grade will be lowered one full letter grade. Late assignments will not be accepted.

Resources, References & Supplies

Course-Specific Software Fee

Certain courses within the Graphic Design program use software that is unique to those courses. In order to access this software, a $28 fee per student will be

charged for each course that requires course-specific software.

- Fees are to be paid to the Ferris State University Bookstore during the first week of classes.

- Students will receive a voucher at the Bookstore for each course they are enrolled in that requires the Course Specific Software fee and they should pay for it at that time.

- Vouchers will be stamped as paid and a duplicate copy will be held at the book store to verify payment. Unstamped vouchers will not be accepted.

- Vouchers can be paid in any way the student wishes including their Ferris account.

- Voucher must be provided to the instructor as proof of payment to receive a course grade.

- Instructors will give the paid vouchers to Chris Vodry in BUS 200 to be recorded.

Supplies

35 mm or Digital SLR Camera
Film or Memory Card and processing
Personal storage device to back up your digital files
Lynda.com (Monthly Subscription $25.00)

Bring to class your own up-to-date binder of notes, handouts and other resource materials you have collected. Print card must be purchased for printouts.

GRADING

The breakdown will be as follows:

- Projects = 10-25pts each, Exercises = 5pts each Exams = 20-30pts each

- 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. An additional two (2) points will be deducted for each day the assignment is late.
- Evaluation of student work will be made after each project due date.
- Points earned will be based on how well directions are followed, the understanding of principles applied, and the quality of the workmanship in addition to the creative thought involved.
- The final grade for the course will be based on exercises, projects, midterm and final examinations, and individual participation in discussions and critiques.
  Letter Grades
  A   93-100
  A-   90-92
  B+   87-89
  B   83-86
  B-   80-82
  C+   77-79
  C   73-76
  C-   70-72
  D+   67-69
  D   63-66
  D-   60-62
  F   <-5

The Professor reserves the right to make adjustments to the syllabus whenever it is judged that the adjusted syllabus will better server the overall learning needs of the class.

COURSE CALENDAR

Week 1	Digital file formats sizing, preparation and scanning Introduction to Digital Camera
Week 2	CAMERA CONTROL, Film Speed ISO ASA, Aperture and Shutter Speed
Week 3	Aperture/Shutter Experimentation - Law of Reciprocity, Focal Length, Depth field, Light Meter, and Stops Elements of Composition – Rule of Thirds, Leading Lines, Repetition and Mergers
Week 4	Depth of Field and Motion Techniques – Panning, Motion Blur etc. Photojournalism – photography that tells a story and has a verb
Week 5	Macro Photography
Week 6	Presentations of Famous Photographer
Week 7	Student Presentations
Week 8	Portrait Work – Lighting Photographic Alphabet
Week 9	File Management, Bridge and the Camera Raw Plug-in
Week 10	Storyboarding – Comic Book Art
Week 11	Photo Compositing - Making Selections Layers – Non destructive work flow Anti Aliasing and Refining Edges
Week 12	Selections using color range Compositing using layer masks Masking techniques
Week 13	Panorama and Photo Merge
Week 14	Quicktime VR Interactive 360 Panorama Art of Photoshop Compositing Techniques
Week 15	Final Project – Creature of Fantasy Composite

CLASS EXPECTATIONS

Cell Phones, Email and Games

Out of respect for the instructor and fellow students, the use of cell phones and similar devices is prohibited. Should your cell phone activate during class, excuse your-self immediately from the classroom, and complete your call quickly. Personal email, chat rooms, web surfing, and other online entertainment is prohibited during class.

Lab Hours

The full class time will be used for projects, exercises, work sessions, and technical demonstrations.

GRDE226: Principles of Interactive Design Syllabus for Fall Semester 2009

Instructor: Alison Popp
Office: BUS308
Office Hours: Wednesdays, 9am – 1pm, by appointment
Contact: alison_popp@ferris.edu

Graduates of the Graphic Design Program are capable of designing experiences for various media types. This course teaches the principles in order to design attractive and easy-to-use digital interfaces. Students consider classic design principles such as typography, legibility, grid, color, overall visual interest, and user-centered design practices. This course acknowledges the advancing internet technologies, explores execution strategies and stresses the importance of self discovery, peer learning, and collaboration.

LEARNING OUTCOMES

At the end of this course:
- Students will be able to discuss the usability of existing websites and show examples of desirable and useful online experiences for their own library.
- Students will show on a test the web design process and other timeless problem-solving strategies.
- Students will demonstrate the ability to produce deliverables that internet professionals use such as flow charts, maps, wireframes, static prototypes, and storyboards. These deliverables demonstrate interface design, navigation, information architecture, content organization, and user testing.
- Students will show prototypes of user-centered interfaces for various website categories and different user groups. Students will show examples of applying key concepts of interaction design such as trustworthiness, appropriateness, and responsiveness. Students will have applied graphic design principles in order to create attractive and easy-to-use web page layouts.
- Students will demonstrate with a class exercise and on a test an awareness of standards-compliant code as defined by the Worldwide Web Consortium, Flash development and other current topics and technologies in the industry.
- Students will be expected to have the ability to write copy for their assignments that are virtually error-free assignments including proper grammar, spelling and organization of information.
- Students will have demonstrated their educational professionalism by adhering to the class policies set out in this syllabus.

COURSE REQUIREMENTS

Class participation

During class you are expected to engage in class discussions and activities. You may be asked to give assistance to others in the classroom or receive assistance from others within the lab. Your respectful cooperation will be expected. Keep your cell phones off during class. Absolutely no sleeping. No headphones during lecture. No laptops during lecture. If you arrive to class late, leave class early, or fail to engage on-going class dialogue, discussion, or other directed class time activities (as judged by the instructor), you will be considered absent from class and subject to the standard unexcused absence (see attendance policy).

Resources, References & Supplies

- Bring to class your own up-to-date binder of notes, handouts, other resource materials that you've collected.
- Personal storage device to back up your digital files.
- Print card must be purchased for printouts. This course stresses process and design iteration.
- Certain courses within the Graphic Design program use software that is unique to those courses. In order to access this software, a **$25 software fee** per student will be charged for each course that requires course-specific software.

The fees are to be paid at Rankin Book store (slip must have validation stamp) within the first two weeks of the semester. Students taking multiple courses, for which this fee is required, should pay all fees at the same time, receiving one validated slip per course. Those who fail to pay the fees within the required time frame will be removed from the courses.

- The book, ***Flash CS4 Professional Digital Classroom*** by Fred Gerantabee, Aquent Creative Team, ISBN-10: 0470410930 ISBN-13: 978-0470410936
- The book, ***Head First HTML with CSS & XHTML*** by Eric Freeman, Elisabeth Freeman, ISBN-10: 059610197, ISBN-13: 978-0596101978
  Psst... Both books are not used until the second half of the semester.
- Instructor will announce throughout the semester any additional outside class work such as internet or library research.

CLASS ATTENDANCE POLICY

In order to train students to be working professionals, class attendance is mandatory. You are expected to attend all class sessions from start to finish. Whether present or absent, you are responsible for all class announcements, assignments, learning activities, and topics covered during each class period.

- Three (3) absences will lower the final grade by one (1) letter grade.
- Six (6) absences will result in failure of the course.

Absences for issues viewed beyond the control of the individual (as viewed by the instructor) may be excused unless the absences become so numerous as to make meeting the objectives of the course impossible. Exceptions must be discussed with the instructor at the time they occur to be considered an excused absence. Issues *not* considered as exceptions: Day care issues, employment commitments, being in jail, and transportation problems.

GRADING

Grades for this course will be based on a total amount of accumulated points divided by the total number of course points. Points achieved by:
Exercise points: following assignment criteria and deadlines
Project points: following project criteria, quality of solution, idea development, overall visual solution, meeting deadlines.
Late assignments will not be accepted.
Class participation: on-time attendance and the perceived quality of your preparation and participation

Percentage of total course points	Grade	
93 − 100	A	**Excellent.** Exceeds expectations for most requirements and grading criteria
90 − 92	A-	
87 − 89	B+	**Good.** Successfully meets most requirements and exceeds requirements in some areas.
83 − 86	B	
80 − 82	B-	
77 − 79	C+	**Average.** Accomplishes minimum level of requirements.
73 − 76	C	
70 − 72	C-	
67 − 69	D+	**Poor.** Does not meet minimum requirements in some areas.
63 − 66	D	
60 − 62	D-	
< 59	F	**Unsatisfactory.** Fails to successfully meet minimum requirements in most areas

The instructor reserves the right to make needed and appropriate adjustments in this syllabus to better serve the overall learning needs of the class.

Instructor's Professional Background and Teaching will be covered on the first day of class. If you would like more information, email (alison_popp@ferris.edu) for an appointment.

COURSE CALENDAR

Week 1	Syllabus, Instructor Background, Introductions, Introduction to web environments and design process Quiz: Syllabus and Topics, Browsing/Bookmarking/Thinking
Week 2	User Experience, Characteristics of Good Interaction Design, Information Architecture, Site Mapping, Mental Models Exercise: Site Mapping, Diagram of Site Audit
Week 3	Site usability, User research, User personas, Usability reports Exercises: Usability, User personas, Site audits No class on Tuesday
Week 4	Wireframes, Labeling, Screen Resolution, Fixed and Liquid Layouts Assignment: Wireframe Document, Site Proposal
Week 5	Navigation: Primary, Secondary, Tertiary Exercise: Navigation examples, Wireframe document revisions, Discovery and Planning Documents
Week 6	Screen Resolution, Fixed/liquid layouts Visual design sketches, Paper prototype techniques Exercise: Photoshop and Illustrator for the Web No class Thursday
Week 7	Aesthetics, Typography, Grid, Color, Design iteration Assignment: Paper Prototypes
Week 8	Design Iteration Assignment: Paper Prototypes, Two rounds
Week 9	Prototyping various site types 1
Week 10	Prototyping various site types 2/Storyboarding Reading assignments
Week 11	Execution, Technology: What is XHTML, CSS? Techniques: Code vs WYSIWG, Creating Web Graphics, Code, What is Dreamweaver?
Week 12	What is Flash? Getting started with CS4, Drawing tools, Symbols, Library, Basic Animation
Week 13	Lecture (Actionscript, Server-side scripting, XML, Javascript, Database-driven sites, AJAX, Web 2.0, Search engine optimization, CMS) Work in class on Execution assignments No class on Thursday
Week 14	Submit Execution assignments
Week 15	Evaluation Phase primer
Final	Final Written Exam: Interactive Design Process

GRDE228: Interactive Media Development Syllabus for Spring Semester 2010

Instructor: Jeffrey Ek
Office Hours: Tuesday and Thursday, 3:00pm – 5:00pm, BUS 302
Contact: ekj@ferris.edu
Office Phone: *(231) 591-2442*

This course introduces the development and production of interactive content using current industry standards and technology. Students will design, produce, and test interactive content using the appropriate technology and a best practice approach. Interactive design process will be stressed.

LEARNING OUTCOMES

At the end of this course:

- Students will have a working knowledge of XHTML 1.0 transitional and strict.
- Students will use Cascading Style Sheets (CSS) for page styling and positioning.
- Students will learn to generate and apply javascript to enhance and control interactive content.
- Students will have an understanding of image creation and optimization including: file formats, resolution, compression, web color, image mapping, matting, motion, background tiling and alt tags.
- Students will understand the limitations of WYSIWYG editors as compared to code editors.

- Students will have a practical understanding of site organization, hosting and management including: file structures, naming conventions, web hosting and FYP.

- Students will be introduced to Adobe Flash and Actionscript 2.0/3.0.

- Students will apply interactive design process.

LAB HOURS

The full class time will be used for projects, exercises, work sessions and technical demonstrations.

CLASS ATTENDANCE POLICY

The GRDE attendance policy is as follows: attendance will be taken for each class period, attendance is mandatory, three (3) absences will lower the final letter grade by one (1) full letter grade and 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 doctor's excuse. Tardiness may be recorded as an absence.

EVALUATION

Students must complete every assignment and meet the required due date. Two (2) points will ne deducted for a missed due date and time. An additional two (2) points will be deducted for each day the assignment is late.

Evaluation of student work will be made after each project due date. Points earned will be based on how well directions are followed, the understanding of principles applied, and the quality of the workmanship in addition to the creative thought involved.

The final grade for the course will be based on exercises, projects, quizzes, midterm and final examinations, and individual participation in discussions and critiques.

Grade Weights

Projects: 10-25 points
Exercises: 5 points
Quizzes: 10 points
Exams: 20-30 points

Letter Grades

A   93-100
A-   90-92
B+   87-89
B   83-86
B-   80-82
C+   77-79
C   73-76
C-   70-72
D+   67-69
D   63-66
D-   60-62
F   <-59

Take care of the course fee during the first week of classes.

Course Specific Software Fee

A $28 software fee is required for this course. To meet this requirement and to receive a grade for this course you must:

1. pay the fee at the Ferris State University Bookstore
2. bring the stamped voucher to the instructor as proof of payment during the first week of classes.

Supplies

USB Jump Drive or portable hard drive.

Books

Head First HTML with CSS & XHTML
By Elisabeth Freeman, Eric Freeman

Adobe Flash CS4 Professional Digital Classroom

By Fred Gerantabee

The instructor reserves the right to alter the syllabus as needed to better meet the educational outcomes.

COURSE CALENDAR

Week 1	Review syllabus and expectations with instructor "Head first HTML with CSS and XHTML" intro ***Chapter 1, The Language of the Web: Getting to know HTML*** ***Chapter 2, Meet the HT in HTML: going further with hyper-text*** ***Chapter 3, Web Page Construction: building blocks - Start Site1***
Week 2	***Chapter 4, A Trip to Webville: getting connected*** ***Chapter 5, Meeting the Media: adding images to your pages***
Week 3	***Chapter 6, Serious HTML: standard, compliance and all that jazz*** ***Chapter 7, Putting "X" into HTML: moving to XHTML***
Week 4	***Chapter 8, Adding a Little Style: getting started with CSS*** ***Chapter 9, Expanding your Vocabulary: styling with fonts & colors***
Week 5	***Chapter 10, Getting Intimate with Elements: the box model*** ***Chapter 11, Advanced Web Construction: divs and spans***
Week 6	***Chapter 12, Arranging Elements: layout and positioning*** ***Chapter 13, Getting Tabular: Tables and lists***
Week 7	***Chapter 14, Getting Interactive: XHTML forms*** ***Working - staging - live versions of site*** ***prototyping***
Week 8	Midterm exam site 3- css re-design of site
Week 9	Flash
Week 10	Flash
Week 11	Flash
Week 12	Flash
Week 13	Flash
Week 14	Final Project
Week 15	Final Project

CLASS EXPECTATIONS

By taking this course, the instructor's assumption is that you are interested in becoming a graphic designer and that this course content is engaging to you. Therefore it is expected that you to actively engage in the learning process. Trying to earn a grade with the minimum effort necessary will be a great disservice to you and your peers.

GRDE299: Typographics
Syllabus for Spring Semester 2010

Instructor: Alison Larabel
Office Hours: Mondays and Wednesdays, 2-3pm, and Tuesdays, 10-11am, or by
                 appointment, BUS 306
Contact: alisonlarabel@ferris.edu
Office Phone: *(231) 591-2444*

This course will explore design and the application of typographic forms as solutions to communication problems. Discussion, research, and critiques will examine the relationships between word, content, and form through type and letterforms as graphic design elements that project meaning.

LEARNING OUTCOMES

At the end of this course:

- Students will be able to demonstrate all stages of the creative process in the completion of projects.
- Students will be able to demonstrate the incorporation of learning from all previous Graphic Design courses.
- Students will be able to demonstrate in projects typographic knowledge in selection, readability, legibility and composition.
- Students will be able to demonstrate in projects the ability to push beyond first level, trite ideas.
- Students will be able to demonstrate the ability to critique their and other student work.
- Students will be able to demonstrate in exercises and projects the incorporation of new learning from class lecture, visual reference and critique.
- Students will be able to demonstrate competency in design software: Abode InDesign, Photoshop and Illustrator.
- Students will be able to demonstrate during project presentations the ability to verbally communicate typographic, aesthetic and design principles in describing how a project meets given criteria.
- Students will create a capstone portfolio which demonstrates Graphic Design program freshman and sophomore course learning.

COURSE REQUIREMENTS

- Capstone portfolio which includes all required materials.
- Projects and particular phases of projects (research, sketches, roughs, finals) must be completed by the established deadlines. Projects will not be accepted after the due date.
- Criteria for projects should be followed with few exceptions. Any exceptions must be discussed with the instructor prior to the due date.
- I expect that all students will bring necessary materials to each class.
- All computer lab or studio time during this class is used for assigned projects. It is essential that you begin to train yourself to work within a given time and space.
- 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.
- All project materials (research, thumbnails, roughs, iterations, slick comps, prototypes) are to be kept in a organized manner.
- All GRDE students must use and check regularly their FSU email accounts and Ferris Connect to receive course related information and grades.

Attendance Policy

This class begins to prepare students for working as professionals. Therefore, every class session has required/on-time attendance.

Graphic Design program 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 GRDE299 course.

Tardiness or leaving class early, without being excused, will be recorded as an absence.

Resources, References & Supplies
Sketch/Notebook 15"x20"
Black core board
9"x12" Tracing paper
White poster board
X-acto knife, blades
Acrylic brayer (roller)
2 Clear Triangles
3 large envelopes
Cutting surface
Spray mount
Gray Prisma markers
Pens, pencils

Suggested Reading
An in-depth how to book on InDesign.
A subscription to one of the following: Print, Communication Arts (CA), HOW, CMYK, or STEP magazines.

Course Specific Software Fee
Certain courses within the Graphic Design program use software that is unique to those courses. In order to access this software, a $25 fee per student will be charged for each course that requires Course Specific Software Fee.
- Fees are to be paid to the Ferris State University Bookstore during the first week of classes.
- Students will receive a voucher at the Bookstore for each course they are enrolled in that requires the Course Specific Software fee and they should pay for it at that time.
- Vouchers can be paid in any way the student wishes including their Ferris account.
- Voucher must be provided to the instructor as proof of payment to receive a course grade.

GRADING

Grades for this course will be based on a total of 680 points. Points will be achieved by:
Exercise points: following the exercise criteria, the level of serious exploration shown and meeting the required deadlines.
Project points: following the project criteria, the quality of the solution attained, creative development shown in all stages of the design process and meeting the required deadlines.
Portfolio points: based on the criteria specified on Portfolio Requirement sheet.
Class participation: on-time attendance, studio practice (prepared and working on assigned exercise or project during class time) and critique participation
Total Points Grade Percent
632-680 A 93-100 Excellent. Exceeds expectations for most requirements and grading criteria

The instructor reserves the right to make needed and appropriate adjustments in this syllabus to better serve the overall learning needs of the class.

612-631 A- 90-92

592-611 B+ 87-89 Good. Successfully meets all requirements and exceeds requirements in some areas

564-591 B 83-86

544-563 B- 80-82

523-543 C+ 77-79 Average. Accomplishes minimum level of requirements

496-522 C 73-76

476-495 C- 70-72

456-475 D+ 67-69 Poor. Does not meet minimum requirements in some areas

428-455 D 63-66

408-427 D- 60-62

Below 408 F < - 59 Failing. Fails to successfully meet minimum requirements in most areas and fails to meet most grading criteria

COURSE CALENDAR

Week 1	M: Syllabus, Portfolio requirements, InDesign lecture, Project 1 introduction W: Project 1 work day, Collect résumés
Week 2	*M: Project 1 work day* *W: Project 1 work day*
Week 3	*M: Project 1 work day* *W: Project 1 due, Experimental Type lecture, Project 2 introduction*
Week 4	*M: Project 2 work day* *W: Project 2 work day*
Week 5	*M: Project 2 work day* *W: Project 2 work day*
Week 6	*M: Project 2 work day* *W: Project 2 due, Non-Objective Elements lecture, Lab exercise*
Week 7	*M: Project 3 introduction* *W: Project 3 work day*
Week 8	M: Project 3 work day W: Project 3 work day
Week 9	*M: Project 3 work day, Sophomore Portfolio Review Application Due* *W:Project 3 due, Typeface Classification lecture, Project 4 Introduction*
Week 10	*M: Project 4 work day* *W: Project 4 work day*
Week 11	*M: Project 4 work day* *W: Project 4 work day*

Week 12	M: Project 4 presentation, Project 5 Introduction W: Project 5 thumbnails
Week 13	*M: Project 5 work day* *W: Project 5 work day*
Week 14	*M: Project 5 work day* *W: Project 5 work day*
Week 15	*M: Project 5 Due, Portfolio Work Day* *W: Porfolio Due* *F: April 30, Sophomore Portfolio Review; S: May 1 – Acceptance Notification*
Finals Week	

CLASS 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.

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 each student will understand that the computer is only a tool to execute your ideas. The computer is not to be used in the design process before a design direction is decided upon.

Additional Information

Plagiarism will result in a zero points for that project. Ideas for projects are often generated by viewing others work, however, copying 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.

Food is not to be brought into the lecture or lab setting.

When using a computer during class time only materials pertaining to the class may be worked on or viewed.

Cell phones are to be off during class time. Listening to music and online social networking are not permitted during class time.

During project presentations students will be required to dress professionally. No denim, no short skirts, no low cut, sleeveless tops or stomachs exposed, 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 with a clean, pressed blouse, sweater, or jacket.

All academic and behavioral policies, as spelled out the Ferris Student Handbook, will be adhered to.

GRDE 310: COMMUNICATION DESIGN
SYLLABUS FOR FALL SEMESTER 2009

Alison Larabel • alisonlarabel@ferris.edu • 231-591-2444 • Office BUS 306
Office hours: Mondays and Wednesdays 2-3, Tuesday and Thursday 10-11 or by appointment

IN THIS COURSE STUDENTS APPLY DESIGN AND TYPOGRAPHIC KNOWLEDGE AND SKILLS TO PROJECTS WHICH EXPLORE CONCEPTUAL DEVELOPMENT AND COMMUNICATION OF SPECIFIC IDEAS AND MESSAGES TO A TARGETED AUDIENCE.

LEARNING OUTCOMES

At the end of this course, as demonstrated through completion of assigned projects, students will be able to:

• develop a concept and a visual means to present an idea;

• develop a visual solution in an imaginative and visually interesting manner to a targeted audience;

• meet structured deadlines throughout a project;

• critique how appropriate and effective solutions are in relation to project objectives;

• clearly articulate and present visual solutions in an interesting way;

• and apply skills and knowledge acquired in all preceding course work.

COURSE REQUIREMENTS

• Projects and particular phases of projects (research, sketches, roughs, iterations, and finals) must be completed by the established deadlines. Projects will not be accepted after due dates.

• Criteria for projects should be followed with few exceptions which should be discussed with the instructor prior to the due date.

• Solutions to communication problems must incorporate thoughtful, unique, and appropriate content, design, and copy.

• All research, exercises, assignments, sketches, iterations, etc. must be saved in an organized fashion for each project. (Sketches done in sketchbooks must be photocopied at high quality or torn form sketchbook and included.)

• All course work is to be backed up and saved. Projects will be used for your senior portfolio.

• All Graphic Design students must use their Ferris email accounts for receiving program and course related information.

• Each student is responsible to regularly check FerrisConnect for course related information.

MATERIALS/SUPPLIES

• Necessary conventional sketching materials to visualize and develop concepts for projects such as tracing paper, loose leaf paper, pencils, pens, brushes, paints, inks

• Necessary final materials for projects – black core board, spray mount, x-acto, etc.

• Tool box – containing all design tools needed for working in class

• Binder to organize class materials

• 6 – 12" x 15" envelopes

• Back-up drive

• Macintosh laptop computer is highly recommended

TEXTBOOK

Not required but strongly suggested a subscription to one of the following: *Print, Communication Arts (CA), HOW, CMYK,* or *STEP* magazines.

Books referenced for this course include but are not limited to: *Inside | Outside* by Malcolm Grear, *Creativity for Graphic Designers* by Mark Oldach, *A Smile in the Mind* by Beryl McAlhone and David Stuart, *Problem Solved* by Michael Johnson, and *Slide:ology* by Nancy Duarte

CLASS ATTENDANCE POLICY

This class prepares students for working as professionals. Therefore, every class session has required on-time attendance. Whether present or absent, you are responsible for all class announcements, assignments, learning activities, and topics covered during each class period.

The Graphic Design program attendance policy is as follows:

- Attendance will be taken for each class period.

- Three (3) absences will lower the final grade by one (1) letter grade.

- Six (6) absences will result in failure of the GRDE310 course.

  Absences on project due dates or presentation days will require a doctor's excuse.

  Tardiness or leaving class early, without being excused, will be recorded as an absence.

GRADING

Grades for this course will be based on a total amount of accumulated points divided by the total number of course points. Points will be achieved by:

Exercise points: following the exercise criteria, the level of serious exploration shown and meeting the required deadlines.

Project points: following the project criteria, the quality of the solution attained, creative development shown in all stages of the design process, and meeting the required deadlines.

Class participation: on-time attendance, studio practice (prepared and working on assigned exercise or project during class time), critique participation, and attendance at required events.

APPROX. POINTS	GRADE	PERCENT	
465-500	A	93-100	**Excellent.** Exceeds expectations for most requirements and grading criteria
450-464	A-	90-92	
435-449	B+	87-89	**Good.** Successfully meets most requirements and exceeds requirements in some areas
415-434	B	83-86	
400-414	B-	80-82	
385-399	C+	77-79	**Average.** Accomplishes minimum level of requirements
365-384	C	73-76	
350-364	C-	70-72	
335-349	D+	67-69	**Poor.** Does not meet minimum requirements in some areas
315-334	D	63-66	
300-314	D-	60-62	
<300	F	< - 59	**Unsatisfactory.** Fails to successfully meet minimum requirements in most areas and fails to meet most grading criteria

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 headsets are to be used.

- No laptops open during lectures.

- Materials pertaining only to GRDE310 course work can be worked on or viewed.

COURSE CALENDAR

Week 1	Day One, Syllabus, Project 1 – Interpretative Studies introduction
	In class studio
Week 2	Project 1 – Due, Informal presentation and critique. Assign research.
	Project 2 – Classroom Incivility introduction
Week 3	9-15 No class. AIGA WM lecture in Grand Rapids
	In class studio
Week 4	In class studio
Week 5	In class studio
	Project 2 – Due, formal presentation and critique. Assign research.
Week 6	Project 3 – Multipage brochure introduction
	No class
Week 7	In class studio
Week 8	In class studio
Week 9	In class studio
	Project 3 – Due, formal presentation and critique. Assign research.
Week 10	Project 4 – Tell me, Show me, Teach me introduction
	In class studio
Week 11	In class studio
Week 12	In class studio
Week 13	Project 4 – Due, formal presentation and critique. Assign research.
	No class, Thanksgiving break
Week 14	In class studio
Week 15	In class studio
Final	Project 4 – Due, formal presentation and critique.

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, sleeveless, or stomach showing tops, no tight slacks. Males should wear a clean, pressed shirt with dress slacks – tie, 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.

GRDE312: Production Techniques Syllabus for Fall Semester 2009

Instructor: Linda Powell
Office Hours: Wednesday, 10am – 11am and 1pm – 3pm, or by appointment BUS 304/309a
Contact: Linda_Powell@ferris.edu
Office Phone: (231) 591-2960
Pre-requisite courses: GRDE 299 Typographics

Production Techniques introduces the vocabulary and fundamentals of color reproduction, graphic arts photography and techniques, and the characteristics and appropriate use of papers and printing inks.A variety of printing processes are studied.How print production processes can affect the design of a piece is explored.

LEARNING OUTCOMES

At the end of this course:

- Students learn how a design becomes a printed piece from the design concept through the prepress, on press, and post press phases.
- An understanding of the characteristics of printing papers in order to select appropriate papers for each job.
- Familiarization with color models, printing inks, and color matching systems as they apply to selecting colors for design projects, and knowing what to expect when they are printed.
- An understanding of a variety of graphic arts photography and reproduction techniques and how they affect the budget and printed result of a project.
- Familiarization with a variety of printing processes, terms, and techniques.

COURSE REQUIREMENTS

- Complete exercises and assignments related to lectures.
- Pass written tests covering production vocabulary, processes, and techniques.
- Keep a 3-ring binder for handouts, exercises, and notes to be handed in the last week of class.
- Check your FSUI-mail account daily.It will be the primary form of communication outside of class for e-mail messages from the instructor.
- Participate in group discussions and arranged field trips.

CLASS ATTENDANCE POLICY

This class begins to prepare students for working as professionals.Therefore, every class session has required attendance.If absences are necessary for any reason, the professor must be notified prior to class time by e-mail.Students who are absent from class are responsible for obtaining the information and assignments from classmates. Three absences from class will lower the final grade by one full letter grade.Six absences will result in failure of the course.Tardiness may be recorded as an absence.

Make up tests will be given for the following excused absences:

- Student illness
  - Professor must be called or e-mailed before scheduled class time
  - Doctor's excuse is required
- Funeral of an immediate family member
  - Spouse, parent, sibling, biological grandparent
  - Newspaper obituary or funeral program is required

On occasion, guest lecturers or field trips may be arranged outside class time. Your attendance at these events is expected.

Resources, References & Supplies
Supplies
  Schaedler precision rules

Calculator (inexpensive)
Loupe (linen tester)
Pantone Color Bridge (Coated)
Required Textbooks

Pocket Pal, A Graphic Arts Production Handbook(20th edition), International Paper Corporation

From File to Finish:A prepress Guide for Art Directors and Graphic Designers, Elaine Wagner and Amy Desiderio,The CopyWorkshop, Chicago

GRADING

Final grade will be based on:

- Attendance
- Demonstrated understanding and application of
  production techniques through assigned exercises (40%), class discussions, and written tests (50%).
- Contents and organization of reference binder (10%)

Assigned exercises will be graded based on following directions, execution, and meeting the deadline.Written tests will be a combination of fill-in-the-blank, multiple choice, and essay.Credit will be given for correct answers.Correct spelling and grammar is also expected.

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

4.0 A
3.7 A–
3.3 B+
3.0 B
2.7 B–
2.3 C+
2.0 C
1.7 C–
1.3 D+
1.0 D
.7 D–

The instructor reserves the right to make needed and appropriate adjustments in this syllabus to better serve the overall learning needs of the class.

COURSE CALENDAR

Week 1	Introduction Lecture: Folding
Week 2	Lecture: Papermaking Lecture: Paper Characteristics and Classification
Week 3	Lecture: Using Paper Tools
Week 4	Lecture: Envelopes Student Presentation: Paper Specification
Week 5,6,7	Test: Paper and Envelopes Lecture: Major Printing Processes Lecture: Additional Printing Processes Lecture: Additional Printing Processes Site Visit: Offset Printer Test: Printing Processes
Week 8	Lecture: Color Reproduction in Offset Printing – Process color vs Spot Color Lecture: Printing Inks and Effects
Week 9,10	Lecture/Demonstration: Pantone Matching System and Designer's Tools Lecture: Screen Tints, Halftones, Duotones, AM/FM Screens, Hi Fi Color
Week 11,12	Test: Color Reproduction/Screens Lecture: Prepress – Digital file, Plates Lecture: Proofing
Week 13	Lecture: On Press – Set up, Press run, Problems Test: Prepress, Proofing, On Press Lecture: Post Press – Finishing Processes
Week 14	Lecture: Post Press – Binding Methods Lecture: Post Press – Binding Methods
Week 15	Test: Post Press Resource binder due
Finals Week	

CLASS EXPECTATIONS

Remove hats and turn off cell phones when entering the classroom

GRDE316: Interactive Design and Development
Syllabus for Fall Semester 2009

Instructor:	Nicolas Mata
Office:	BUS 300
Office Hours:	Tuesdays, 8am – 9am, 1pm – 3pm, Thursdays, 8am – 9am, by appointment
Contact:	nicolasmata@ferris.edu (email/aim), Adobe Connect by appointment

This course bridges the gap between the conceptual and technical aspects of interactive communication design. The experience will be focused on the concept, design, and planning of the user experience. Students will develop skills in decision-making based on strong research and user experience design skills.

LEARNING OUTCOMES

At the end of this course Students will:

- Demonstrate through a presentation of two final projects their ability to research, illustrate, and present user-centered solutions to interactive design problems. These Projects will highlight the ability to create visual hierarchy and information hierarchy.
- Demonstrate the ability to produce professional deliverables such as maps, wireframes, storyboards, and paper prototypes to describe the interactive design planning process. Students will apply user-centered design principles, graphic design fundamentals and timeless problem-solving strategies to these deliverables.
- Demonstrate an understanding of best practices and development techniques using basic to intermediate Adobe Flash, XHTML, CSS, and scripting skills, focusing on the ability to select and apply technologies to solve interactive design problems.
- Promote an atmosphere of educational professionalism by adhering to the class policies set out in this syllabus.

COURSE REQUIREMENTS

Class participation

During class you are expected to engage in class discussions and activities. You may be asked to give assistance to others in the classroom or receive assistance from others within the lab. Your respectful cooperation will be expected. Keep your cell phones off during class. Absolutely no sleeping. No headphones or laptops during lectures. If you arrive to class late, leave class early or fail to engage ongoing class dialogue, discussion or other directed class time activities (as judged by the instructor), you will be considered absent from class and subject to the standard unexcused absence (see attendance policy).

Resources, References & Supplies

Bring to class your own up-to-date binder of notes, handouts, other resource materials that you've collected, and a personal storage device to back up your digital files.

A print card must be purchased for printouts. This course stresses process and design iteration.

Certain courses within the Graphic Design program use software that is unique to those courses. In order to access this software, a $28 fee per student will be charged for each course that requires course-specific software. The fees are to be paid at Rankin Book store (slip must have validation stamp) within the first two weeks of the semester. Students taking multiple courses, for which this fee is required, should pay all fees at the same time, receiving one validated slip per course. Those who fail to pay the fees within the required time frame will be removed from the courses.

Resources, References & Supplies (continued)

- The book, **Flash CS4 Professional Digital Classroom** by Fred Gerantabee, Aquent Creative Team, ISBN-10: 0470410930 ISBN-13: 978-0470410936

- The book, **Head First HTML with CSS & XHTML** by Eric Freeman, Elisabeth Freeman, ISBN-10: 059610197, ISBN-13: 978-0596101978

- Instructor will announce throughout the semester any additional outside class work such as internet or library research.

CLASS ATTENDANCE POLICY

In order to maintain an atmosphere of professionalism, class attendance is mandatory. You are expected to attend all class sessions from start to finish. Whether present or absent, you are responsible for all class announcements, assignments, learning activities, and topics covered during each class period.

- Three (3) absences will lower the final grade by one (1) letter grade.
- Six (6) absences will result in failure of the course.

Absences for the following reasons will be viewed as beyond the control of the individual (as viewed by the instructor) may be excused unless the absences become so numerous as to make meeting objectives of the course impossible. Exceptions must be discussed with the instructor at the time they occur to be considered an excused absence. Issues not considered as exceptions: Day care issues, employment commitments, being in jail and transportation problems.

GRADING

Grades for this course will be based on a total amount of accumulated points divided by the total number of course points. Points are achieved by:
Exercises: following assignments criteria and deadlines
Projects: following project criteria, quality of solution, idea development, overall visual solution, meeting deadlines. Late assignments will not be accepted.
Class participation: on-time attendance and the perceived quality of your preparation and participation

Percentage of total course points	Grade	
93 – 100	A	**Excellent.** Exceeds expectations for most requirements and grading criteria
90 – 92	A-	
87 – 89	B+	**Good.** Successfully meets most requirements and exceeds requirements in some areas.
83 – 86	B	
80 – 82	B-	
77 – 79	C+	**Average.** Accomplishes minimum level of requirements.
73 – 76	C	
70 – 72	C-	
67 – 69	D+	**Poor.** Does not meet minimum requirements in some areas.
63 – 66	D	
60 – 62	D-	
< 59	F	**Unsatisfactory.** Fails to successfully meet minimum requirements in most areas.

The instructor reserves the right to make needed and appropriate adjustments in this syllabus to better serve the overall learning needs of the class.

If you would like more information, email (nicolasmata@ferris.edu) for an appointment.

COURSE CALENDAR

Week 1	Discussions: Instructor background, syllabus, Introduction to class structure, Design Process Review, Web Development refresher Tasks: Web development skills test, Interface assignment begins
Week 2	Discussions: Web-based technologies– Actionscript, Server-side scripting. XML, Javascript, Database-driven sites, AJAX, Search engine optimization, CMS, mobile environments What is Flash? (Book Introducion, Drawing tools, symbols and the Library, Advanced tools) Tasks: Research assignment begins (Discovery), Interface sketches draft 1
Week 3	Discussions: Flash (Creating Basic Animation, Advanced Animation, Customizing your workflow) Tasks: Discovery document draft 1, Interface sketches due
Week 4	Discussions: Flash (Working with imported files, Introducing Actionscript, Creating Button Symbols) Tasks: Discovery document due, Interface standards draft 1
Week 5	Discussions: Flash (Adding Sound, Movie Clips, Working with Video, Delivering Your Final Movie) Tasks: Planning begins, Interface standards draft 2
Week 6	Discussions: Advanced web development concepts, Advanced Flach explorations Tasks: Planning document draft 1 due, Interface standards document due
Week 7	Tasks: Planning document due
Week 8	Tasks: Prototypes round 1, functional and paper
Week 9	Tasks: Prototypes round 2, functional and paper. Note: No Class Thursday 10/21
Week 10	Discussions: Evaluating technologies Tasks: Execution begins
Week 11	Tasks: Site Prototypes live for review Testing
Week 12	Discussions: Cross-platform/browser testing, graceful degradation methods Tasks: Finish Execution
Week 13	Tasks: Evaluation phase begins on project
Week 14	Discussions: Evaluation phase, Device compatibility, Web style guide, Graphic standards, Lesson Learned Tasks: Testing, Uploading, Final coding of projects
Week 15	Tasks: Final Project Presentations and Celebration
Final	Final Written Exam: Interactive Design Process, Web development skills test

CLASS EXPECTATIONS

Collaboration

The instructor will encourage and facilitate collaboration (within guidelines) provided for each assignment. Students will learn to draw on each other's strengths.

Self-directed learning

One of the most important skill for the graphic designer in today's workforce is the ability to initiate self-directed learning. The highly motivated, self-directed student with skills in self-reflection can approach each challenge as a continual lesson from which to learn. The instructor and students will work together to accomplish formal, self-directed learning in order to accomplish new skills for continued productivity and learning.

GRDE320: Communication Design 2 Syllabus for Spring Semester 2011

Instructor: William Culpepper
Office Hours:
Contact: william_culpepper@ferris.edu
Office Phone: *(231) 591-2444*

Students apply their knowledge of design, composition, and computer skills using type, image, and color to projects that could be actual communication solutions. Hypothetical situations are presented and students must design, write copy, select/develop and apply imagery and typography in a way that conveys the message in an appropriate manner. Application of ideas to print design, environmental graphic design, digital, and packaging solutions will be explored.

LEARNING OUTCOMES

At the end of this course:

- Students learn functional application of their aesthetic knowledge and technical skills.
- Students develop competency working with large amounts of text copy – presenting written information in a functional yet visually interesting way.
- Students develop and refine presentation skills: verbal and written, as well as technical and physical execution of prototypes.
- Students will reach a level of maturity in terms of their graphic representation as well as their personal and ethical responsibilities as young professionals.
- Students will develop interpersonal skills necessary to effectively work within a team.
- Students learn to apply design concepts and elements to a multi-faceted program of related communication materials.

COURSE REQUIREMENTS

1.) Projects and particular phases of projects 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.) Students must demonstrate a willingness to contribute as a team member and collaborate to create appropriate, creative solutions to projects assigned.
5.) A prototype and electronic file of each project will be left with the instructor and become property of the GRDE archives.

CLASS ATTENDANCE POLICY

Absences and late arrivals must be prearranged or the professor must be notified prior to class time by sending an e-mail message. It is not acceptable to send word through a classmate. Three absences from class or three tardy appearances will result in a full letter grade lower than the class work grade. (example: B+ becomes a C+). Six absences will result in failure of the course.

Resources, References & Supplies

Supplies
1.) Necessary conventional sketching materials to visualize and develop concepts for designed projects.
2.) Appropriate storage media for work accomplished on the computer.
3.) Black/white and color printouts as required for project presentations.

4.) A laptop Macintosh computer and current version of Adobe Creative suite is highly recommended

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GRADING

Project grades are based on: concept, design development, composition, imagery development, color application, typography development, execution, and craft. When working within a team, the ability to function as both an effective leader and follower when necessary is considered. Willingness to collaborate with colleagues and instructor and to explore suggested variations of a visual or conceptual direction for solutions is also considered within grading criteria. Attendance, promptness, and participation in class discussions and critiques is considered as part of the final course grade. Effective use of class time for productive project development is also a portion of the course grade.

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

4.0	A
3.7	A–
3.3	B+
3.0	B
2.7	B–
2.3	C+
2.0	C
1.7	C–
1.3	D+
1.0	D
0.7	D–

COURSE CALENDAR

Week 1	(Needed)
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	

The instructor reserves the right to make needed and appropriate adjustments in this syllabus to better serve the overall learning needs of the class.

Week 11	
Week 12	
Week 13	
Week 14	
Week 15	
Finals Week	

GRDE326: Production Seminar Syllabus for Spring Semester 2011

Instructor: William Culpepper
Office Hours:
Contact: william_culpepper@ferris.edu
Office Phone: *(231) 591-2444*

Students will explore a wide variety of production-related issues through lectures, discussions, and demonstrations. Topics will include various printing processes, color models, file formats, preparing designs for printing, and documentation.

LEARNING OUTCOMES

In this course:

- Students will learn and apply print production techniques such as scan resolution, output options, file formats, trapping, Postscript fonts, preflight, and documentation.

- Students will become familiar with and learn how to apply appropriate electronic color models.

- Students will learn to prepare electronic files for print production.

- Students will be exposed to various design- and production-related topics through seminars and/or site visits.

COURSE REQUIREMENTS

- On-time completion of assigned exercises related to reading assignments, lectures, and demonstrations.
- 3-ring resource binder containing notes, samples, handouts, synopses, and key resources.
- Attendance at all scheduled classes and seminar activities.
- Transportation to/from site visitations and seminars.
- A one-page word processed synopsis of each seminar due at the beginning of class the Tuesday following each session should include:
  - a) a summary of the session
  - b) an opinion of the session
  - c) how the information will benefit you as a student

ATTENDANCE POLICY

This class begins to prepare students for working as professionals. Therefore, every class session has required/on-time attendance.

GRDE Attendance Policy is as follows:

- Three (3) absences will lower the final grade by one (1) full letter grade.
- Six (6) absences will result in failure of the GRDE326 course.

Resources, References & Supplies

(needed)

The purchase of a laptop computer as specified by the GRDE program is highly recommended

Recommended
InDesign CS5 Visual Quickstart Guide, Peachpit Press
The Non-designer's Scan and Print Book, Peachpit Press
Start with a Scan, 2nd edition, Peachpit Press

Course Specific Software Fee
Certain courses within the Graphic Design program use software that is unique to those courses. In order to access this software, a $25 fee per student will be charged for each course that requires course-specific software.

- Fees are to be paid to the Ferris State University Bookstore during the first week of classes.
- Students will receive a voucher at the Bookstore for each course they are enrolled in that requires the Course Specific Software fee and they should pay for it at that time.
- Vouchers can be paid in any way the student wishes including their Ferris account.
- Voucher must be provided to the instructor as proof of payment to receive a course grade.

GRADING

Grades will be based on: attendance; demonstrated understanding and application of production techniques through assigned exercises, class discussions, and written tests; participation in discussions; synopses; and contents of reference binder.

A: Excellent. Exceeds expectations for most requirements and grading criteria.
B: Good. Successfully meets all requirements and exceeds requirements in some areas.
C: Average. Accomplishes minimum level of requirements.
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.

A   95-100
A-   91-94
B+ 87-90
B   83-86
B-   80-82
C+ 77-79
C   73-76
C-   70-72
D+ 67-69
D   63-66
D- 60-62
F Below 60

COURSE CALENDAR

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	

The instructor reserves the right to make needed and appropriate adjustments in this syllabus to better serve the overall learning needs of the class.

Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	
Week 12	
Week 13	
Week 14	
Week 15	
Finals Week	

CLASS EXPECTATIONS

During class times and during out-of-class meetings with the professor:

Cell phones are to be off during class time. Listening to music and online social networking are not permitted during class time.

All academic and behavioral policies, as spelled out the Ferris Student Handbook, will be adhered to.

GRDE328: Interactive Design Studio Syllabus for Spring Semester 2009

Instructor: Alison Popp
Office Hours: Wednesdays 9:30am – 1:30pm, by appointment
Email: Alison_Popp@ferris.edu
Prerequisite: 3rd-year Graphic Design Program majors

This class prepares students for the work in an interactive design studio. Through an emphasis on process and collaboration, class projects examine dynamic media and the demands of graphic designers' analytical, visual, and technical skills.

This class supports the following Graphic Design at Ferris State University program outcomes:
Solve communication problems
Describe communication solutions that shape design decisions
Create and develop effective visual form
Demonstrate proficiency with tools and technologies
Work collaboratively with clients and project teams
Demonstrate systems thinking and critical problem solving

LEARNING OUTCOMES

At the end of this course:

- Learners will apply graphic design principles and key concepts of interaction design in order to create compelling, attractive, and easy-to-use web experiences.
- Learners will develop deliverables that an internet professionals use in industry such as paper prototypes, maps, wireframes, storyboards, style guides, agendas, and other documentation. These deliverables will cover topics including interface design, user experience, navigation, information architecture, content organization and technical strategy.
- Learners will execute graphics and code in projects that demonstrate best practices in web development.
- Learners will demonstrate an understanding through class discussion and writings a knowledge of current topics of technical development in the industry.
- Learners will be expected to have the ability to write copy for their assignments that are virtually error-free assignments with proper grammar, spelling and organization.
- Learners will have demonstrated their educational professionalism by adhering to the class policies set out in this syllabus.

COURSE REQUIREMENTS

Class participation

During class you are expected to engage in class discussions and activities. You will be asked to give assistance to others in the classroom or receive assistance from others within the lab. Your respectful cooperation and self-guided will be expected. Keep your cell phones off during class. No "texting", "Facebooking," or any other social media unless it is part of a class activity. Headphones are not allowed during discussion or lecture. This class is designed to prepare learners for actual studio practice. You must use your Ferris email account and check it frequently. Expect that not all classroom activity and assignments will occur during the scheduled meeting times. Failure to connect virtually will result in a failing grade.

Class Attendance Policy

Attendance is mandatory for all meetings, appointments with the instructor, scheduled lectures, guest lectures, and offsite studio tours. You are expected to attend all class sessions from start to finish. Whether present or absent, you are responsible for all class announcements, assignments, learning activities, and topics covered during each class period.

Writing Requirements

Learners that are found to have significant deficiencies in their writing are to use the services of the University Writing Center in an effort to improve such deficiencies to a satisfactory level. Assignments with sloppy spelling or grammar errors will be rejected. This includes email correspondence.

Course Grading Scale: Grade point values that are used for all courses at Ferris State University:

A = 4.0, A- = 3.7,
B+ = 3.3, B = 3.0, B- = 2.7
C+=2.3, C =2.0, C- = 1.7,
D+ = 1.3, D = 1.0, D- = 0.7,
F = 0.0

Exceptions to the Attendance Policy

Absences for the following reasons will be viewed as beyond the control of the individual and will not cause a person's grade to be lowered or cause them to withdraw from or fail the class. Unless the absences become so numerous as to make meeting the objectives of the course impossible.

- Death of a family member/or other significant person.
- Extended hospitalization of self or child.
- University sponsored events (permission from the Academic Vice President's Office is required).
- Jury duty/or being subpoenaed for court testimony.
- Inclement weather in which local police agencies suggest it is dangerous to drive. (This applies only to commuters).
- Other issues not listed if they fit the criteria of beyond the individual's control. Exceptions must be discussed with the instructor at the time they occur to be considered an excused absence.

Issues *not* likely to be considered as exceptions: Day care issues, employment commitments, being in jail, and transportation problems.
If you arrive to class late, leave class early, or fail to engage on-going class dialogue, discussion, or other directed class time activities (as judged by the instructor), you will be considered absent from class and subject to the standard unexcused absence grade reduction. Late assignments will not be accepted.

Resources, References & Supplies

- Certain courses within the Graphic Design program use software that is unique to those courses. In order to access this software, a **$25 fee per student will be charged for each course that requires course-specific software**. Fees are to be paid to the Ferris State University Bookstore during the first week of classes. Learners will receive a voucher at the Bookstore for each course they are enrolled in that requires the Course Specific Software fee and they should pay for it at that time. Vouchers will be stamped as paid and a duplicate copy will be held at the bookstore to verify payment. Unstamped vouchers will not be accepted. Vouchers can be paid in any way the student wishes including their Ferris account. Voucher must be provided to the instructor as proof of payment to receive a course grade.
- Bring to class your own up-to-date binder of notes, handouts, other resource materials that you've collected, and a personal storage device to back up your digital files. Throughout the semester supplies such as post-it notes, index cards, paper, and markers will be necessary.
- Print card must be purchased for printouts for some Learners. This course is based on process and design iteration principles. A considerable amount of printouts will be required. Low-grade inkjet printouts usually won't suffice.
- Throughout the semester there will be reading assignments for reflection.

GRADING

There will be a grade for each phase of each project: Discovery, Plan, Prototype, Execution, and Evaluation. Some assignments may not carry through all of the phases. The perceived quality of your preparation, participation, and perceived interest will be factored as a part of your final course grade. Three (3) absences will automatically lower the final grade one half (*B+* lowers to a *B)*. Missing more than 3 absences is grounds for failure of the course. In the same way, high quality preparation and participation can raise the final grade (*B+* to an *A-*).

The instructor reserves the right to make needed and appropriate adjustments in this syllabus to better serve the overall learning needs of the class.

Instructor's Professional Background and Teaching will be covered on the first day of class. If you would like more information, email (alison_popp@ferris.edu) for an appointment.

COURSE CALENDAR

Week 1, 2	Syllabus, Review of skills and background, web environments and design process: Discover/Plan/Prototype/Produce/Evaluate Browsing, bookmarking, thinking, and blogging. User experience, Characteristics of good interaction design, Information Architecture, Site Mapping, Diagramming, Site Audit, User research, User personas, Usability reports, Usability, User personas, Site audits, Benchmarking
Week 3	Navigation: Primary, Secondary, Tertiary, Paper prototype techniques, Screen Resolution, Fixed/liquid layouts
Week 4 – 11	Planning, Prototyping, Executing Evaluation/Execution of Exhibit sites (Fall08 projects)
Week 12–13	Browser compatibility, Testing, Platforms, Interfaces for other devices, Web style guide, Graphic standards, User testing
Week 14	All projects due Presentations
Week 15	Celebration, Evaluations
Final	Written Exam

CLASS EXPECTATIONS

Collaboration, Participation, and Motivation

The instructor will facilitate collaboration (within guidelines) on each assignment. Learners must learn to draw on each other's strengths.

The perceived quality of your preparation and participation will be factored into your final course grade.

The instructor's assumption is each student's desire to work in the industry as a design professional. The nature of this course is designed to reflect an authentic design studio situation. Therefore, it's expected that each student goes beyond even their own expectations in research and execution. The instructor will only be able to work with what is brought to the class.

GRDE329: Interpretive Image Development Syllabus for Spring Semester 2011

Instructor: Kathleen VanDeMark

Office Hours: Thursdays, 1:00pm – 4:00pm, BUS 303

Contact: vandemak@ferris.edu

Office Phone: *(231) 591-2445*

LEARNING OUTCOMES

At the end of this course:
Students will achieve proficiency:

- In using the design principles and the design elements to create successful compositions

- In acquiring knowledge and recognition of art historical influences in the graphic arts

- In the basics of traditional and contemporary image making techniques

Printmaking techniques we will explore in GRDE 329:

- Flat color in Art History, in relationship to Pop art, Minimalism, Cubism and modern design.

- Collage image making techniques, found/created materials, photo montage, photocopy collage, manipulated photographs

- Xerox transfer of photos and drawings

- Embossing

- Linocut

- Lazer image color transfer

- Drypoint

- Collograph

- Stencil

- Serigraphy

- The computer as a technique

- monoprint

NATURE OF THE COURSE

Student designers will research the historical techniques of image making such as linocut, drypoint, embossing, collograph, Xerox transfer, stencil and collage as well as contemporary techniques using the computer. They will then apply these techniques to a single concept and develop a portfolio of prints and images that will demonstrate their understanding of the technique and the historical significance of style. Students will review the definitions of formal issues used in making art and apply them to designs.

COURSE REQUIREMENTS

Image Journal

Each student will be expected to create a visual journal of sketches and ideas, 5 responses to a created or found image per day will be expected, doodles count big time.

CLASS ATTENDANCE POLICY

Attendance is required in the GRDE program. If a student must be absent please email me ahead of time. If you cannot email me ahead of time and an absence is necessary email the reason for the absence. If you miss attending class more than three times your grade will drop ½ grade, if you are absent more than 5 times you will fail the course.

Resources, References & Supplies

Materials:
I provide:
Glue
Plexiglass
Wintergreen oil
Drawing fluid
Screen Filler
Screens
Brayers
Squeegee
Inking plates
Press, spoons, palette knives
Soysolve
Blotting towels
Carving plates
Etching stylus

Materials you are responsible for acquiring:
Oil based relief ink and etching ink
Assorted papers and printed fabric (Japanese papers, Reeves, Domestic etch, these sheets can be ordered from Dick Blick and are around 18x24 so unless you want to do a lot of printing 2 sheets should be sufficient)
Wondercut (I have this in stock, you can purchase it form me cheap)
Linocutters
Roofing Tin or copperplate (I have roofing tin available for free)
Collagraph supplies (flat found objects with little relief and cereal box cardboard)
Contact paper
rags, must be absorbent (flannel and old dish towels are excellent)
Isopropyl Rubbing Alcohol 70%
Rubber gloves (make sure they fit)
Found textures to print
Newsprint
Tracing paper
Drawing pad
Newspapers
Masking or drafting tape
Sharpie Markers
Soft lead pencil or graphite sheet
Collage images
Hand soap and lotion

The instructor reserves the right to make needed and appropriate adjustments in this syllabus to better serve the overall learning needs of the class.

Our printing lab is a non-toxic lab: turpentine, lacquer thinner, paint thinner etc will not be used in the lab.

Students will be encouraged to pool money and resources sharing supplies, and tools.

GRADING

Evaluation

The first half of the semester will be spent exploring the different image making techniques, at Mid-term each student will be required to make a folder and have a image making journal. The folder will consist of their explorations, the journal will contain sketches, thumbs, drawings and images they have collected for reference. The second half of the semester students will be creating a project they develop using the different techniques they have explored. Other evaluation considerations will be given for the following: depth of research, class participation in discussions and critiques, growth in areas studied, and willingness, enthusiasm and desire to learn.

COURSE CALENDAR

Week 1	(Needed)
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	
Week 12	
Week 13	
Week 14	
Week 15	
Finals Week	

GRDE410: Visual Communication 1 Syllabus for Fall Semester 2009

Instructor: Linda Powell
Office Hours: Wednesdays, 10:00-12:00pm and 1:00-3:00pm or by appointment, BUS 304/309a
Contact: Linda_Powell@ferris.edu
Office Phone: (231) 591-2960

Through various project assignments, senior students will learn appropriate design solutions – determining concept, layout, typeface, image medium, color, and copy direction – that most clearly communicate a message to a defined audience.

LEARNING OUTCOMES

At the end of this course:

- Students will be able to develop a communication strategy for design projects/programs, including the purpose, target audience, and message.
- Students will understand and apply the process of creating an effective brand identity.
- Students will learn to make design decisions that support and reinforce the message and design concept
- Students will develop verbal skills to articulate concept and rationale for design solutions that sell the idea.

NATURE OF THE COURSE

This class is web-enhanced utilizing FerrisConnect as course management. Discussions online will be graded. The class will require outside research and a lot of reading. Movies, quizzes, tests, and lectures will be used as the instructor views necessary.

COURSE REQUIREMENTS

- Solutions to communication problems incorporate thoughtful, unique, and appropriate content, design, and copy.
- Three individual projects must be completed and approved by the instructor by the end of the semester for inclusion in final portfolio. These projects must have been begun as a GRDEclass assignment under the direction of GRDE faculty.
- Criteria for projects should be followed. There may be exceptions which should be discussed with the instructor prior to the due date.
- Projects and particular phases of projects must be completed by the established deadlines. Projects will not be accepted after due date.
- Professional-looking, appropriate clothing must be worn for all presentations and professional events. Men: shirt, tie, and dress slacks. Women: blouse or sweater, dress slacks, skirt, dress, or suit. (No denim or cargo pants)
- All students must use their fsuimail accounts for receiving GRDE program related information.

CLASS 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. It is not acceptable to send word through a classmate.

GRDE Attendance Policy is as follows:
1. Attendance will be taken at the beginning of each class period.
2. Three (3) absences will lower the final grade by one (1) full letter grade.
3. Six (6) absences will result in failure of the GRDE 410 course.
4. In case of illness, an email or call is required reporting your absence before the scheduled class time.
5. Absences during project due or presentation dates will require a doctor's excuse.
6. Tardiness or leaving class early, without being excused, will be recorded as an absence.

Resources, References & Supplies

Required Textbook
Designing Brand Identity, Second Edition, Alina Wheeler. John Weiley & Sons, publisher

Recommended Textbooks
Idea Index, Jim Krause and *Creating Logo Families*, David E. Carter

Required Reading
Print Regional Design Annuals, Communication Arts Magazine, Mac World, assigned reading, and pertinent articles/books/on-line resources as necessary for research.

Supplies /Equipment
- Appropriate backup storage media.
- Conventional sketching and image creation tools and prototyping materials.
- 9 x 12 open end envelopes for turning in projects. A professional looking label with your name and the project name should be attached to the upper right corner.
- A Macintosh laptop computer with Adobe CS4 suite and MS Word

GRADING

Project grades are based on: concept, research, concept development, composition, imagery development, color application, typography development, execution, 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

4.0 A
3.7 A–
3.3 B+

The instructor reserves the right to make needed and appropriate adjustments in this syllabus to better serve the overall learning needs of the class.

3.0 B
2.7 B–
2.3 C+
2.0 C
1.7 C–
1.3 D+
1.0 D
.7 D–

COURSE CALENDAR

Week 1	(Needed)
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	
Week 12	
Week 13	
Week 14	
Week 15	
Finals Week	

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.

CLASS EXPECTATIONS
During class times and during out-of-class meetings with the professor:

- No hats are to be worn.
- No headsets are to be used during class time.
- No broadcast music or video not related to a class project should be played at any time in the studio.
- Be respectful of your colleagues. Do not cause distractions by talking or laughing loudly.
- There should be no guests in the studio/classroom or Design Project Center at any time. If you are there, you should be working, not socializing.

"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.

GRDE412: Design Application Syllabus for Spring Semester 2010

Instructors: Alison Larabel
Office Hours: posted on office door BUS 302/309a
Contact: alisonlarabel@ferris.edu
Office Phone: (231) 591-2444
Pre-requisite courses: GRDE 410, GRDE 412, GRDE 414

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

This class supports the following Graphic Design at Ferris State University program outcome(s):

(Needed)

LEARNING OUTCOMES

Students Will:

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.

NATURE OF THE COURSE

(Needed)

COURSE 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 everyTuesday 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 binder(s) 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 binder, 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 requiredactions.

15. Work additional time outside class to complete assignments in order to meet project deadlines.

16. Maintain record keeping forms.

17. Check your FSUI-mail account daily.It will be the primary form of communication outside of class for e-mail messages from the instructors.

CLASS ATTENDANCE POLICY

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.

Resources, References & Supplies

Equipment/Supplies/Fees
- The purchase of a laptop computer as specified by the GRDE program is required.
- Certain courses within the Graphic Design program use software that is unique to those courses.In order to access this software, a $25 fee per student will be charged for each course that requires course-specific software.
  The fees are to be paid at Rankin Book store (slip must have validation stamp) within the first two weeks of the semester.Students taking multiple courses, for which this fee is required, should pay all fees at the same time, receiving one validated slip per course.Validated slips must be given to the instructor as proof of payment to receive a course grade.
  Those who fail to pay the fees within the required time frame will be removed from the courses.
- Paper and writing tool for note taking
- Flash disk and CD-R/DVD-R media as needed
- Loupe
- Schaedler precision rulers
- Calculator

The instructors reserve the right to make needed and appropriate adjustments in this syllabus to better serve the overall learning needs of the class.

- Pantone Color Bridge or Pantone Color Formula guide
- 8 1/2 x 11 tracing pad and paper for sketching
- Glass Plus Wipes
- Other materials necessary for the design and production of assigned projects

Textbook Recommended
Real World Print Production, Claudia McCue, Peachpit Press

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.

COURSE CALENDAR

Week 1	(Needed)
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	
Week 12	

Week 13	
Week 14	
Week 15	
Finals Week	

CLASS EXPECTATIONS

• 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.

GRDE414: Design Seminar
Syllabus for Fall Semester 2009

Instructor: Linda Powell
Office Hours: BUS 304/309a Wednesday, 10am – 12pm and 1pm – 3pm, or by appointment
Contact: Linda_Powell@ferris.edu
Office Phone: (231) 591-2960
Pre-requisite courses: GRDE 320, Communication Design 2

Students in Design Seminar will explore a variety of design-related issues through lectures, discussions, demonstrations, work shops, films/videos, research, self study, and site visitations.

LEARNING OUTCOMES

At the end of this course:

- Students will become familiar with fields and specialties related to graphic design such as exhibit design, branding, presentation graphics, production, photography, etc.
- Students will gain awareness of design beyond their reference to graphic design such as interior design, architecture, and product design.
- Students will be exposed to various aspects of marketing and the Business of Design.
- Students will explore computer software and design tools that will enhance their efficiency as a designer.

COURSE REQUIREMENTS

- On-time attendance at all seminar activities.
- Participation in discussions and question/answer sessions.
- A blog post for each seminar for your future reference.It must include the following categories:
    - •Topic and date
    - • Name, business name, address and phone number of guest/presenter (if applicable)
    - • Summary of session (What do you want to remember about the seminar for future reference?)
    - • Benefits of the session to the student
    - • Links to related resources
- Assigned research or reading for discussion topics.
- Transportation to/from site visitations.
- "Business professional"dress is required for seminars with guest speakers and all site visits.
- Check your Ferris e-mail account daily.It will be the primary form of communication outside of class for e-mail messages from the instructor.

CLASS ATTENDANCE POLICY

This class begins to prepare students for working as professionals.Therefore, every seminar has required attendance.If absences are necessary for any reason, the professor must be notified prior to the seminar by e-mail. Excused absences must be made up with an assigned research project which will be presented or distributed to classmates).Students who are absent from class are responsible for obtaining the information and assignments from classmates.

Three absences will lower the final grade by one full letter grade.Six absences will result in failure of the course.Tardiness may be recorded as an absence.

Resources, References & Supplies

Required Textbook

Designing Brand Identity, Third Edition, Alina Wheeler.John Weiley & Sons, publisher

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GRADING

Grades will be based on

- Attendance at seminar sessions
- Participation in discussions
- Execution of exercises and assignments
- Blog posts – visual presentation, content, grammar, and spelling

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

4.0 A
3.7 A–
3.3 B+
3.0 B
2.7 B–
2.3 C+
2.0 C
1.7 C–
1.3 D+
1.0 D
.7 D–

COURSE CALENDAR

Week 1	Introduction, syllabus, seminar overview Set up tumblr blog sites, Blog requirements Film: The Deep Dive, Design process* Design process discussion
Week 2	*More on the Design Process* DPC forms FileMaker Pro*
Week 3	*No Class* *AIGA/Design West Michigan event in Grand Rapids, 5:30pm** Film/Discussion: The Renewing of a Vision, Meyer May house Self Study assignments Stock media, PMS Duotone guide, USPS guidelines, Acrobat Pro/PDF files for print, Adobe Bridge, Camera Raw, Xerox Phaser printer, HP scanner, Genuine Fractals, widgets/design tools

The instructor reserves the right to make needed and appropriate adjustments in this syllabus to better serve the overall learning needs of the class.

Week 4	*Site visit to Meyer May house, Grand Rapids** Letters, memos, emails*
Week 5	*Branding at Herman Miller* *Designing Brand Identity assignment**
Week 6	*Good Design exhibit discussion* *Work in class on self study assignments* Work in class on self study assignments
Week 7	*Paper Merchant show and tell** Work in class on Self Study assignments Designing Brand Identity assignment*
Week 8	Xerox Phaser/HP Scanner self study presentation* Widget/design tools presentations* Graphic Design Chicago trip*
Week 9	*No class meeting* Duotones self study presentation* Genuine Fractals presentation*
Week 10	*Postal Regulations self study presentation** *Stock photography self study presentation** Adobe Acrobat self study presentation* Adobe Bridge self study presentation*
Week 11	*Camera Raw self study presentation** *Widgets/design tools presentations**
Week 12	Tshirt design and production tips* Linda's Sabbatical Projects*
Week 13	*Social networking etiquette** Thanksgiving break
Week 14	*AIGA Archive: Design legends, heros, and acquaintances*
Week 15	
Finals Week	

GRDE420: Visual Communication 2 Syllabus for Spring Semester 2010

Instructor: Alison Popp
Office Hours: Tuesdays, 9:30 – 11am, 12:30 – 3pm, by appointment, BUS 308
Contact: alison_popp@ferris.edu Office P
hone: *(231) 591-2960*

Visual Communication 2 will include concept development, communication planning, and the
execution of prototypes for print, interactive, and environmental designs.This will be accomplished through the development of an extensive identity and communication program
for a housing development company and a personal identity.

Criteria will be established and solutions must respond to these needs as thoughtful, logical,
and appropriate conclusions.Students will be able to state rationale for design and copy
decisions.

This class supports the following Graphic Design at Ferris State University program outcome(s):

(Needed)

LEARNING OUTCOMES

At the end of this course:

- Students will demonstrate through verbal and visual presentation the impact of visual identity toeard the success of a business
- Students will demonstrate the ability to design, develop and manage complex multifaceted communication program components of a brand idnetity.
- Students will demonstrate their ability to conceive, develop and produce professional deliverables such as planning documents, maps and prototypes.
- students will develop personal identity system including professional résumé, sample cover letter, business card, and personal website.
- Students will prove an ability to effectively manage time and materials in order to complete all components by established deadlines.
- Students will be able to state rationale for design and copy decisions.
- Students will show investigations of appropriate materials, software, technique for producing design for print, screen, packaging, and environments.

NATURE OF THE COURSE

This course is designed for advanced training toward a working design professional. The course is made up of individual progress meetings and presentation events.

COURSE REQUIREMENTS

- Design, write, and format multiple components that fulfill the communication needs of a specialty shop
- Write, design and produce a personal, professional résumé, sample cover letter, and portfolio
- Design and produce a business card and a personal letterhead and envelope that is compatible with résumé or can be used as a résumé and cover letter.
- Keep an organized binder system for handouts, brainstorming ideas, sketches, notes, and other resource materials that you've collected throughout the semester.
- Projects must be turned in on due date in 9x12 inch envelope with name and project title
- Create digital files, color prototypes (trimmed and assembled), and printed photographs (i.e. 3-d components) of all specialty shop project components for the grde archives
- Hand in a printed copy and digital file of all components of your personal id project (letterhead, envelope, business card, résumé, cover letter, screens of portfolio website) based on given specifications

RESOURCES, REFERENCES & SUPPLIES

- an up-to-date 2-inch binder. label the binder "grde420" and create sections for personal id and specialty shop projects
- this course stresses process and design iteration. plan for additional print resources should a back-up plan be necessary.

- personal storage device to back up your digital files. purchase cds or dvds for archiving and backing up files
- paper and envelopes for personal, professional stationery system, résumé
- art, design, and technical materials, tools, and references necessary to complete projects.
- 9 x 12 inch envelopes labeled in the upper right corner with name and grde420
- online hosting plan and personal url ($8/month) and Ftp program, transmit ($30)
- certain courses within the graphic design program use software that is unique
-   to those courses. in order to access this software, a $25 software fee per student
-   will be charged for each course that requires course-specific software.
-   the fees are to be paid at rankin Book store (slip must have validation stamp)
-   within the first two weeks of the semester. students taking multiple courses, for
- which this fee is required, should pay all fees at the same time, receiving one
- validated slip per course. those who fail to pay the fees within the required time
- frame will be removed from the courses.
- •   instructor will announce throughout the semester any additional resource
- requirements.
-

GRADING

Project grades are based on: concept, concept development, composition, imagery development, color application, typography development, execution, and craft. Attendance, promptness, presentation skills and meeting deadlines are also considered.

The final grade for the class will be determined using the following percentages:

50% Housing Development project

50% Personal Identity, résumé, cover letter, shortfolio, website

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

4.0 A
3.7 A–
3.3 B+
3 B
2.7 B–
2.3 C+
2 C
1.7 C–
1.3 D+
1 D
0.7 D–

The instructor reserves the right to make needed and appropriate adjustments in this syllabus to better serve the overall learning needs of the class.

COURSE CALENDAR

Week 1	(Needed)
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	
Week 12	
Week 13	
Week 14	
Week 15	
Finals Week	

CLASS EXPECTATIONS

- No hats will be worn at any time in the studio nor during out-of-class meetings with the professor.
- No head sets during class time.
- Because all people do not like all music, there should be no broadcast music or sound in the studio at any time.A headset may be used other than class time to listen to personally preferred sound.
- Be respectful of your colleagues.Do not cause distractions by talking or laughing loudly.
- There should be no guests in the studio/classroom or Design Project Center at any time.If you are there you should be working, not socializing.Take a break and visit with friends in the hallway or somewhere other than the classroom or DPC.

GRDE422: Design Application Syllabus for Spring Semester 2010

Instructors: Alison Larabel

Office Hours: posted on office door BUS 302/309a

Contact: alisonlarabel@ferris.edu

Office Phone: (231) 591-2444

Pre-requisite courses: GRDE 410, GRDE 412, GRDE 414

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

This class supports the following Graphic Design at Ferris State University program outcome(s):

(Needed)

LEARNING OUTCOMES

Students Will:

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.

NATURE OF THE COURSE

(Needed)

COURSE 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 everyTuesday 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 binder(s) 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 binder, 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 requiredactions.

15.Work additional time outside class to complete assignments in order to meet project deadlines.

16.Maintain record keeping forms.

17.Check your FSUI-mail account daily.It will be the primary form of communication outside of class for e-mail messages from the instructors.

CLASS ATTENDANCE POLICY

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.

Resources, References & Supplies

Equipment/Supplies/Fees
• The purchase of a laptop computer as specified by the GRDE program is required.
• Certain courses within the Graphic Design program use software that is unique to those courses.In order to access this software, a $25 fee per student will be charged for each course that requires course-specific software.
   The fees are to be paid at Rankin Book store (slip must have validation stamp) within the first two weeks of the semester.Students taking multiple courses, for which this fee is required, should pay all fees at the same time, receiving one validated slip per course.Validated slips must be given to the instructor as proof of payment to receive a course grade.
   Those who fail to pay the fees within the required time frame will be removed from the courses.
• Paper and writing tool for note taking
• Flash disk and CD-R/DVD-R media as needed

The instructors reserve the right to make needed and appropriate adjustments in this syllabus to better serve the overall learning needs of the class.

- Loupe
- Schaedler precision rulers
- Calculator
- Pantone Color Bridge or Pantone Color Formula guide
- 8 1/2 x 11 tracing pad and paper for sketching
- Glass Plus Wipes
- Other materials necessary for the design and production of assigned projects

Textbook Recommended
Real World Print Production, Claudia McCue, Peachpit Press

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.

COURSE CALENDAR

Week 1	(Needed)
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	

Week 12	
Week 13	
Week 14	
Week 15	
Finals Week	

CLASS EXPECTATIONS

- 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.

GRDE499: Portfolio Preparation Syllabus for Spring Semester 2010

Instructor: Aliso Larabel
Office Hours: Monday 1:00-3:00pm and Tuesday/Thursday 10:00-11:00am
               or by appointment BUS 306, 309a
Contact: alisonlarabel@ferris.edu

This class will prepare senior students to enter the job market.The design studio character will reflect that of a professional, working environment. Each student will complete designed communication projects and develop skills for a professional level presentation of their projects.These will aid the graduate in securing employment in the design field.

LEARNING OUTCOMES

Students Will:

- Develop skills for portfolio presentations
- Create quality design projects and prepare physical presentation of the work in a prescribed method
- Gain experience in working with a professional photographer to photograph design work
- Complete a capstone portfolio, per specifications, that is an excellent representation of student's design knowledge and craft

COURSE REQUIREMENTS

- Complete and present design work for a minimum of 8 projects for your final portfolio which have been directed by a GRDE instructor. These projects are to include Design Application, Speciality Shop and Personal Identity projects completed for other classes. (Their physical representation in your portfolio will be graded for this class.) At least two (2) of these must be digital solutions, i.e. a web site, interactive CD, on-line catalog, etc. (Work completed outside of GRDE classes, i.e. free-lance, is subject to review by the portfolio class instructor and may be considered in addition to the 8 GRDE projects.)
- Prepare for and attend all scheduled appointments.
- Prepare a development package for one project.
- Prepare a prepress package for one project.
- Art direct photography of completed work on scheduled dates.
  Prepare print projects for photographing
  Provide study shots for table-top sets
  Assist the photographer with setting up shot, lights, and sign off on composition
- Design and produce a self-promotion print piece (Shortfolio) which shows samples of your work and a portfolio cover sheet. These should be compatible with your personal graphic identity.
- Refine presentation skills
- Purchase and utilize designated style of portfolio for Portfolio Review Day.
- Participate in Portfolio Review Day, Friday, April 23
- Use class time productively to work in the studio/lab on projects for your final portfolio
- Consider constructive criticism and explore and integrate suggestions which may improve portfolio projects
- Maintain mature, professional attitudes and actions

Portfolio Review Day
- Be at the Applied Technology Center one hour before the opening (by 10:00a.m.) to set up and prepare for your presentations.
- You will be required to show at least two digital solutions, so a laptop is required. If you need to borrow one, make arrangements well in advance to accommodate

this requirement.

- A 10 – 12 foot white, grey, or black extension cord is required to plug in your laptop.
- At least one project must be accompanied by development sketches to show your design process.

Last Week of Class

Present and hand in your portfolio print piece (Shortfolio).
- Present and hand in a digital copy of your personal web site and printouts of site map and representative pages.
- Alumni Information Sheet.

Exam Time

- Hand in copies of all portfolio pieces, trimmed and/or assembled as presented in your portfolio.These should notbe mounted.Digital pieces should be handed in on a CD or DVD.
- Hand in a retouchedphotograph of all table top photographs presented in your Portfolio (must be tiff or psd images saved in Photoshop with the prescribed naming convention).
- Illustrator, Photoshop, or InDesign native file (ai, psd, or indd) and a pdf file. (Be sure to include fonts and linked images)

Supplies

Materials necessary to complete portfolio projects
- Required portfolio materials
- CD/DVD disks or other device for back-up storage of all projects
- Plastic binder sleeves with 3-hole drills for final projects at end of semester

CLASS ATTENDANCE POLICY

This class prepares 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 email message to the instructor.It is not acceptable to send word through a classmate.Three absences from class or three tardy appearances will result in a full letter grade lower than the class work grade (example:B+ becomes a C+).Six absences will result in failure of the course.

GRADING

Fulfillment of all requirements with high quality work on deadline is necessary to pass this class.The quality of development for all elements listed below is also considered.The final grade for the class will be determined using the following percentages:

30% Projects presented on defined due dates throughout the semester (presentation grade included)
50% Final portfolio (projects, physical presentation, verbal presentation)
20% Weekly progress meetings and productive use of class time

Weekly Progress Grades
These grades will be based upon:

- Quality and quantity of sketches for improvement of projects.

The instructor reserves the right to make needed and appropriate adjustments in this syllabus to better serve the overall learning needs of the class.

- Progress made within the previous week.
- Willingness to try new approaches, when appropriate, to solve communication problem or improve projects.
- Ability to develop more than one project at a time.
- Time management to meet deadlines and develop projects to their potential.
- Attitude
- Use of computer as a tool as well as conventional methods to create unique, yet feasible, solutions.
- Rationale for decisions.
- Note-taking during weekly meetings.
- Meeting outside of class, if necessary.
- Attendance at scheduled meetings.

Grading Scale
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

4.0 A
3.7 A–
3.3 B+
3.0 B
2.7 B–
2.3 C+
2.0 C
1.7 C–
1.3 D+
1.0 D
.7 D–

COURSE CALENDAR KEY DATES

T 1/26 Formal presentation, project 1
T 2/9 Formal presentation, project 2
T 2/16 Formal presentation, project 3
M 2/22 Photo shoot prep due
T 2/23 Photo session 1
T 3/2 Formal presentation, project 4

Week of 3/8   Spring break

T 3/16 Formal presentation, project 5 and retouched photos due
M 3/22 Photo shoot prep
W 3/23 Photo session 2
T 3/30 Formal presentation, project 6

TH 4/1 Easter break
M 4/5 Photo shoot prep due
T 4/6 Photo session 3
T 4/13 Formal Presentation, project 7

F 4/23 Senior Portfolio Review

M 4/26 Photo shoot prep due
T 4/27 Photo session 4
TH 4/29 Formal presentation, project 8 (Specialty shop)

Week of 5/5   All GRDE Archive requirements met

COURSE CALENDAR

Week 1	(Needed)
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	
Week 12	
Week 13	
Week 14	
Week 15	
Finals Week	

CLASS EXPECTATIONS

- No hats will be worn at any time in the studio.
- No head sets during class time.
- Because all people do not like all music, there should be no broadcast music or sound in the studio at any time.Headsets may be used other than class time to listen to personally preferred sound.
- Be respectful of your colleagues.Do not cause distractions by talking or laughing loudly.
- There should be no guests in the studio/classroom or Design Project Center at any time.If you are there you should be working, not socializing.Visit with friends in the hallway or anyplace other than the classroom or DPC.

Mr. William Culpepper

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Education

BFA, Montana State University.
   Major: Studio Art
   Supporting Areas of Emphasis: Photography / Sculpture / Graphic Design

MFA in progress, Academy of Art University.
   Major: Graphic Design

Professional Positions

Professional

Freelance Designer, William Culpepper, Inc.. (May 1, 1999 - Present).

Professional Memberships

College Art Association. (October 1, 2009 - Present).

The Professional Association for Design. (January 1, 2004 - Present).

Development Activities Attended

Workshop, "New Faculty Transition Program," Faculty Center for Teaching & Learning.
   (September 16, 2010 - May 30, 2011).

Academic coursework towards MFA, Academy of Art University. (September 3, 2010 - December
   22, 2010).

Conference Attendance, "New Contexts / New Practices," AIGA. (October 8, 2010 - October 10,
   2010).

Conference Attendance, "Lilly North Conference on College and University Teaching," Lilly North
   and FSU Faculty Center for Teaching & Learning. (September 23, 2010 - September 26,
   2010).

Continuing Education Program, "Faculty Welcome Back Week Lectures," Faculty Center for
   Teaching & Learning. (August 23, 2010 - August 27, 2010).

Workshop, "New Faculty Orientation Week," Faculty Center for Teaching & Learning. (August 16,
   2010 - August 20, 2010).

RESEARCH

Presentations Given

Culpepper, W. (Presenter Only), Kendall/Ferris Annual Faculty Exhibition, "Archistruct," Ferris
   State University, Grand Rapids, MI. (October 18, 2010).

Research in Progress

"Teaching for Student Success: Digital Technology: A Hybrid Classroom Environment" (On-Going)
In an era when the student population is always plugged into a digital device; day and night, higher education visual communication faculty must rise to meet the digital technology world. Meeting the technological advances of society helps the students and faculty become more engaged, motivated and addresses the trends of the current student population. Students look up to faculty in all components of education and practicality for all fields of studies. As a student, you do not want to be taught something that is obsolete by the time you get out of school or even worse, something that is already obsolete. It is almost guaranteed that all graduates of college will use some type of technology in the workplace. Helping the students feel comfortable with technology in the classroom will make the transition to the digital workplace easier.

Digital technology offers other advantages that go beyond the transition of a digital workplace environment. With a hybrid or completely online learning environment student populations can use a uniquely different set of learning devices and evaluations. In a traditional learning environment, personality characteristics and unique learning devices can help or hinder a student's knowledge and retention of a subject matter. Some students may feel embarrassed discussing reading assignments or lecture topics in front of a class filled full of students. Students should be offered a wide range of expressive commentary in the classroom. With the hybrid learning model, students who are reluctant to speak in class, might feel more comfortable or open in a digital discussion via an online format of discussions, creative work evaluations, or personal opinions.

The hybrid-learning environment also has benefits to the instructor. There are a variety of resources for a course instructor, the abilities to track, understand and develop students, as learners are uniquely different from the traditional classroom techniques. With the hybrid-teaching model there are variety of ways to understand students and their learning characteristics that you do observe or understand in a traditional classroom setting.

I would like to share my experience using a hybrid-learning environment, with the faculty and other participants at the International Conference on Critical Literacy. Currently, all of my visual communication classes are taught in a hybrid model. In my presentation, I will include screen capture images of an active online learning environment and I will discuss my hybrid learning environment and objectives. I will use case studies to discuss and evaluate students in comparison with a traditional and online leaning environment. I will also show how to use the hybrid technology as a way to reach out, create more balance, achieve a higher retention of course materials, objectives and preparation for the visual communication digital workplace environment.

SERVICE

Department Service

Committee Chair, Alumni Relations Committee. (September 14, 2010 - Present).

Mr. Jeff A. Ek

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Education

MS, Ferris State University, 2001.
Major: Career Technical Education

BS, Ferris State University, 1995.
Major: Visual Communication

AAS, Ferris State University, 1987.
Major: Commercial Art

Professional Positions

Academic - Post-Secondary

Coordinator, Graphic Design Program, Ferris State University, College of Business. (2001 - Present).

Assistant Professor, Ferris State University. (1999 - Present).

Professional

Web Designer/Developer, Ferris State University, University Advancement Office. (October 2000 - Present).

Professional Memberships

The Professional Organization for Graphic Design. (2004 - Present).

Development Activities Attended

Self-Study Program, "Lynda.com Training in Technology."

Workshop, "Critical Thinking Workshop," Ferris State University.

Workshop, "New Faculty Transition Program," Ferris State University.

TEACHING

Non-Credit Instruction

Continuing Education, Academic Affairs, 25 participants. (2006 - Present).

RESEARCH

Presentations Given

Ek, J. (Presenter & Author), Annual Ferris Web Developers Training, "Digital Imaging and Web Graphics," Ferris Web Initiative, Big Rapids, MI.

Ek, J. (Presenter & Author), Ferris Summer University, "Print and Web," FSU, Big Rapids, MI.

Ek, J. (Presenter & Author), MOISD Monday Night Technology Program, "Digital Imaging," Mecosta Osceola Intermediate School District, Big Rapids, MI.

SERVICE

Department Service

Committee Chair, Marketing Department Tenure Committee. (August 2005 - Present).

College Service

Committee Member, University Web Work Group Committee. (2008 - Present).

Committee Chair, University Graphic Standard Committee. (2007 - Present).

University Service

Judge, Annual Spaghetti Bridge Building Competition.

Panelist, Pathways Conference.

Committee Member, Presidential Inauguration Committee.

Committee Member, Programmatic Marketing Committee.

Committee Member, Student Life Committee.

Senator, University Senate.

Professional Service

Committee Member, Kent County Intermediate School District Graphic Arts Advisory Board, Grand Rapids, MI. (2005 - Present).

Member, Mecosta/Osceola Intermediate School District Graphic Arts Advisory Board, Big Rapids, MI. (2000 - Present).

Public Service

Portfolio Reviewer, Kent, Mecosta and Newaygo Career Technical Centers.

Committee Member, Mecosta/Osceola Intermediate School District Graphic Arts Advisory Board, Big Rapids, MI.

Chairperson, Reed City Church of the Nazarene (RCCN) Technology Committee, Reed City, MI.

Identity Package Design, Reed City Church of the Nazarene (RCCN), Reed City, MI.

Video Producer, Reed City Church of the Nazarene (RCCN), Reed City, MI.

Set Designer, Reed City Church of the Nazarene (RCCN), Reed City, MI.

Consulting

For Profit Organization, University Advancement and Marketing, Ferris State University. (2000 - Present).

For Profit Organization, Logic Plus. (1998 - Present).

Mike Hu

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Education

MFA, Savannah College of Art & Design, 1995.
   Major: Graphic Design

BS, Evening University of Beijing Foreign Studies University, 1988.
   Major: English Literature

Professional Positions

Professional

Graphic Designer, Freelance Work.

Professional Memberships

AIGA West Michigan Board Member, The Professional Association for Design. (March 1, 2008 - Present).

TEACHING

Non-Credit Instruction

Workshop, 22 participants. (April 2, 2010).

RESEARCH

Published Intellectual Contributions

Other

Hu, M. *Poster and Bookcover*.

Hu, M. (2010). *Freshever logo*.

Hu, M. (2010). *SmartiePet*.

Hu, M. (2010). *Logo for Metro Warehouse International*.

SERVICE

Department Service

Attendee, Meeting, MDE-CTE Standards Review and Revision Webinar. (November 10, 2010 - Present).

Maintaining the Font Server, UTS. (August 24, 2009 - Present).

Attendee, Meeting, Program Review. (August 23, 2010 - November 23, 2010).

College Service

Attendee, Meeting, Dawg Day. (February 13, 2010 - Present).

Committee Member, Diversity Committee Member. (August 2009 - Present).

University Service

Committee Member, Diversity Committee. (September 2010 - Present).

Discussion of Globalization and Higher Education. (April 2, 2010 - Present).

Professional Service

Graphic Designer, ACT International, LLC, Detroit, MI.

Creative Design, Art, Music and Theater Departments, University of Indianapolis, Indianapolis, IN.

Graphic Designer, Claucoma Eye Center, Grand Rapids, MI.

Graphic Designer, Clayfest 2006, University of Indianapolis, Indianapolis, IN.

Graphic Designer, Community Music Center.

Graphic Designer.

Graphic Designer.

Graphic Designer.

Member, GIGA Member. (August 2009 - Present).

Public Service

Member, Board Member of Chinese Association of W. Michigan. (March 26, 2010 - Present).

Program Organizer, The Chinese Association of West Michigan, Grand Rapids, Michigan. (April 1, 2009 - Present).

Alison Larabel

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Education

MS, Ferris State University, 2004.
    Major: Career and Technical Education

BS, Ferris State University, 1990.
    Major: Visual Communication

Professional Positions

Academic - Post-Secondary

Assistant Professor, Ferris State University. (August 20, 2001 - Present).

Professional Memberships

Design West Michigan. (2008 - Present).

AIGA West Michigan Education Chair 2008-2010, AIGA | the professional organization of design. (March 2002 - Present).

Development Activities Attended

Online Learning Lecture : Nancy Duarte, "That Resonates with Me! Change the World One Presentation at a Time.," HOW|Print. (October 6, 2010).

Online Learning: Steven Heller Lecture, "The Design as Content Creator," Wiley Faculty Network. (September 21, 2010).

seminar attendee, "Twitter use for the classroom," Ferris Faculty and Learning Center. (February 2, 2010).

TEACHING

Directed Student Learning

Undergraduate Honors Thesis, "Senior Capstone Portfolio," Marketing. (January 2010 - May 2010).
    Advised: Nicholas Conflitti, Ryan Cardeneau, Andrea Jarvie, Troy Rojewski, Alissa Rader, Ian Williamson, Nicole Steffen, Jesse Cocking, Leslie Parks, Richardq Swenor, Sonya Harding, Jon Bergmann, Jenessa Smith, Jacque Edwards, Steve McMahon, Rebecca Stream, Trevor Dobias

Research in Progress

"2010-2011 Sabbatical Leave" (On-Going)
    The purpose of the sabbatical is to expand my knowledge and professional experience in include interactive design and development and translate into the classroom

"Yearly software updates" (On-Going)
    I continually train to stay current with the following software which is necessary in the design industry: Adobe InDesign, Illustrator, Photoshop and Acrobat Pro; FileMarker Pro; and the Microsoft Office.

SERVICE

Department Service

Attendee, Meeting, Marketing Department Faculty Meetings. (August 2007 - Present).

Committee Member, Marketing Department Tenure Committee. (2007 - Present).

Student Recruitment Tours. (2002 - 2010).

Committee Member, Academic Program Review. (January 2010 - November 2010).

Attendee, Meeting, Ferris Graphic Design Program Reunion/Retirement Gathering. (July 24, 2010).

Committee Chair, Graphic Design: Senior Portfolio Review. (April 2010).

Committee Chair, Graphic Design: Sophomore Portfolio Review. (April 2002 - April 2010).

Attendee, Meeting, AIGA Student Group Shape Series Lecture: Steve Frykholm. (April 28, 2010).

Committee Chair, GRDE 499 Guest Lecture: Sue Mann. (February 26, 2010).

College Service

Committee Member, College of Business Disciplinary Rep. (2007 - Present).

Faculty Participant, College of Business Celebration Fest. (2005 - 2010).

Attendee, Meeting, Spring Graduation. (May 2010).

University Service

Student Judicial Services Disciplinary Representative. (2005 - Present).

Professional Service

Committee Chair, AIGA West Michigan: Education Chair, Grand Rapids, MI. (March 1, 2008 - December 2010).

Committee Member, AIGA West Michigan: Grady and Metcalf Lecture, Grand Rapids, MI. (September 9, 2010).

Committee Member, AIGA West Michigan: Louise Fili Lecture, Grand Rapids, MI. (July 15, 2010).

Committee Chair, AIGA West Michigan: Spring Review, Grand Rapids, MI. (May 6, 2010).

Consulting

Academic, Ferris Counseling Center Good Choices: campaign. (2009 - 2010).

Academic, Fifth Third River Bank Run: Event materials, Big Rapids, MI. (2009 - 2010).

Academic, FSU President Eisler: Employee birthday card, Big Rapids, MI. (2009 - 2010).

Academic, Graphic Design Program Senior Class: Portfolio Review event materials. (2009 - 2010).

Academic, Student Advancement Foundation MindShare 2010: event materials. (2009 - 2010).

Mr. Nic J. Mata
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Education

BS, Ferris State University.
Major: Visual Communication

Professional Positions

Academic - Post-Secondary

Temporary Full Time Faculty, Ferris State University. (August 23, 2010 - Present).

Other

Professional

Principal, Workroom Design, LLC Novi Michigan. (May 2003 - Present).

Alison D. Popp

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MKTG
(231) 591-2446
Email: alison_popp@ferris.edu

Education

MBA, Ferris State University, 2009.
Major: Master of Business Administration/Design and Innovation Management
Supporting Areas of Emphasis: Advanced Studies in Design and Innovation Management

BS, Ferris State University, 1994.
Major: Visual Communication

Professional Positions

Academic - Post-Secondary

Assistant Professor, Ferris State University. (August 2007 - Present).

Professional

Freelance Design Consultant, Alison Popp Design. (August 2005 - Present).

Professional Memberships

Design West Michigan. (2008 - Present).

AIGA, the professional association for design. (January 1, 1998 - Present).

Development Activities Attended

Tutorial, "Web development technologies, Creative Software," Lynda.com, O'Reilly books, online
tutorials. (January 2006 - Present).

Seminar, "Advice to Young Creative Professionals," FunctionFox Webinar Series. (November 22,
2010).

Seminar, "Best Practices Any Design Firm Should Know," FunctionFox Webinar Series.
(November 22, 2010).

Workshop, "FCTL Rubrics, Readability, and Retention— The 3 R's: Making the Connection,"
Faculty Center for Teaching and Learning, Ferris State University. (September 21, 2010 -
November 11, 2010).

Conference Attendance, "Webcast Recording: Keep It Safe and Legal with Effective Font
Management," Extensis. (November 8, 2010).

Lecture attendee, "Design Army, Washington DC," Design Army brought by AIGA West
Michigan. (October 29, 2010).

Studio Tours in Grand Rapids, "Square One Design, Williams Group," Square One Design,
Williams Group. (October 22, 2010).

Conference Attendance, "AIGA Design Educators Conference: New Contexts, New Practices," NC State, AIGA, the professional association for design. (October 10, 2010).

Seminar, "Designer as Content Creator by Steven Heller," Wiley Faculty Network. (September 21, 2010).

Guest Speaker, "Publishers Metcalf and Grady Rediscover the power of print with Kevin Grady and Colin Metcalf," AIGA West Michign. (September 9, 2010).

Guest Speaker, "Good enough to eat: An evening with designer Louise Fili,," AIGA West Michigan. (July 15, 2010).

Guest Lecture, "Steven Frykholm," AIGA Ferris State University Student Group. (April 28, 2010).

Seminar, "Website Redesign: Crash Course to Revamp Your College's Online Presence," Wayne State University. (April 1, 2010).

RESEARCH

Published Intellectual Contributions

Other

Popp, A. *Coupe Magazine 2005 Design Annual* (14th ed.). Toronto: Coupe. www.coupe-mag.com/coupe-14.htm

Research in Progress

"Digital Design Application Class Development" (On-Going)
Consider digital interfaces, software, social media, and tools for advanced design classes.

"Teaching User Experience, Web development at Ferris State University" (On-Going)
Ongoing research to migrate curriculum from software-based teaching to teaching timeless problem-solving strategies.

"Typography curriculum development" (On-Going)
Implement traditional typographic principles, exercises, and projects. Consider advances in technology as new problems develop

SERVICE

Department Service

Committee Member, GRDE Alumni Network. (October 1, 2010 - Present).

Committee Member, Academic Program Review. (March 2010 - Present).

Faculty Advisor, AIGA, the professional association for design, Ferris State University Student Group. (August 2008 - Present).

Leader, Social Media Marketing for Program. (2007 - Present).

Committee Member, Graphic Design Search Committee, Position #. (January 2010 - August 2010).

Committee Chair, Graphic Design Program Reunion and Linda Retirement Party. (August 7, 2010).

Graphic Design Program Work Study Employee. (September 2008 - May 2010).

Reviewer, Graphic Design Program Sophomore Portfolio Review. (April 30, 2010).

College Service

Faculty Advisor, College of Business online strategy and brand discussions. (May 1, 2009 - Present).

Faculty Advisor, Graphic Design Program Website. (January 2008 - Present).

Attendee, Meeting, COB Celebration Fest. (September 16, 2010).

Attendee, Meeting, Graduation Open House. (May 2010).

University Service

Faculty Advisor, AIGA Student Group, Ferris State University. (September 2009 - Present).

Faculty Advisor, Rankin Gallery Exhibit Direction. (August 2006 - October 2010).

Professional Service

subscription to the AIGA Center for Practice Management list, subscription to the AIGA Center for Practice Management list. (November 22, 2010 - Present).

Member, Online forum for AIGA Design Education. (November 10, 2010 - Present).

Workshop Organizer, College of Business Public Website Design and Strategy, Big Rapids, Michigan. (May 2009 - Present).

Invited Lecture, AIGA West Michigan Student Design Review 2010, Grand Rapids, Michigan. (May 6, 2010).

Public Service

Board Member, Careerline Tech Center. (2003 - Present).

Consulting

Design Project Center Coordinator, Ferris State University Counseling Center, Big Rapids, Michigan. (August 2009 - Present).

For Profit Organization, Grand Haven Bone & Joint, Grand Haven, MI. (January 2008 - Present).

For Profit Organization, westmichigandentists.com, Grand Rapids, MI. (July 16, 2007 - Present).

For Profit Organization, Writer Strategist, LLC, Grand Rapids, MI. (January 2007 - Present).

For Profit Organization, College of Business, Ferris State University. (May 2005 - Present).

For Profit Organization, Westbay Trading Company, Ann Arbor, Michigan. (January 2003 - Present).

Design Project Center Coordinator, Grand Rapids Student Advancement Foundation, Grand Rapids, Michigan. (August 2010 - April 2011).

For Profit Organization, Applied Design, Inc., Charlotte, NC. (August 2009 - July 2010).

Judge, Judge, Lakeland Artists, Grand Haven, MI. (May 3, 2010).

For Profit Organization, Mimosa Events, Grand Rapids, MI. (June 2009 - April 2010).

Timothy E. Powers

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Education

BFA, Center for Creative Studies, 1985.
Major: Graphic Communications

Pending -- MFA, Art Institute of Boston.
Major: Visual Arts

Professional Positions

Academic - Post-Secondary

Adjunct Faculty-Graphic Design Program, Ferris State University. (August 23, 2010 - Present).

Other

Development Activities Attended

Conference Attendance, "Lilly Conference."

Awards and Honors

Best in Show, World Shoe Association.

Golden Addy, American Advertising Federation.

Professor Kathleen G. Vandemark B.F.A., M.A., M.F.A.

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Education

MS, Ferris State University, 2005.
    Major: Curriculum Development

BFA, Michigan State University, 1972.
    Major: Art Practice, Painting, Drawing and Printmaking
    Supporting Areas of Emphasis: K-12 education

MFA, Kendall College of Art and Design.
    Major: Printmaking
    Dissertation Title: Myths, Legends, and the Great Journey

Professional Positions

Academic - Post-Secondary

Associate Professor, Ferris State University, Graphic Design Promotion. (September 1, 2008 - Present).

Professional Memberships

American Institute for Graphic Arts.

Midwest Print Association.

Development Activities Attended

Conference Attendance, "2006 AIGA STUDENT CONFERENCE," AIGA STUDENT REGIONAL CHAPTERS.

Conference Attendance, "AIGA STUDENT CONFERENCE NORTHERN ILLINOIS UNIVERSITY," AIGA STUDENT CHAPTERS.

Self-Study Program, "Book Arts," Chicago Institute of Art. (August 5, 2010 - August 11, 2010).

RESEARCH

Presentations Given

Vandemark, K. G., Exhibition, "28th Annual National Print Exhibition," Art Link, Fort Wayne Indiana.

Vandemark, K. G., Exhibition, "3 Women Artists 2009," Rankin Center Gallery, Ferris State University Big Rapids Michigan.

Vandemark, K. G., Exhibition, "5th Annual Small Print Exhibition 2005," Creede Art Museum, Creede Colorado.

Vandemark, K. G., Exhibition, "7th Annual Small Print Exhibition 2009," Creede Art Museum, Creede Colorado.

Vandemark, K. G., Exhibition, "81st Regional 2009," Muskegon Art Museum, Muskegon Michigan.

Vandemark, K. G., Exhibition, "Faculty Exhibition, 2007,08,09.'10," Kendall-Ferris University, Grand Rapids, and Big Rapids.

Vandemark, K. G., Exhibition, "Mirror, Mirror Invitational Exhibition 2010," Muskegon Art Museum, Muskegon Michigan.

Vandemark, K. G., Exhibition, "Muskegon 80th Regional Exhibition 2008," Muskegon Museum of Art, Muskegon Michigan.

Vandemark, K. G., Exhibition, "Print USA 2007 National Exhibition," Springfield Museum of Art, Springfield Missouri.

Vandemark, K. G., Exhibition, "Print USA 2009," Art Link, Springfield Missouri.

Vandemark, K. G., Exhibition, "Summer Celebration Exhibition Muskegon Art Museum 2008," Muskegon Museum of Art, Muskegon Michigan.

Vandemark, K. G., Exhibition, "Thesis Exhibition 2009," Kendall College of Art and Design, Kendall College of Art and Design MFA Gallery.

Vandemark, K. G., Exhibition, "Three Women Printmakers 2009," Alma College, Alma Michigan.

Awards and Honors

Admittance into The National Book Archives, Smithsonian Institution.

Research in Progress

"Book Arts" (On-Going)
A series of coptics that illustrate with woodcuts, historical medicinal plants and their symbolic meaning in the culture in which they were used for healing and power, transference of power between women.

"Equine and Fish: an understanding of liquid properties" (On-Going)
Continuing a series where fish and horses are sharing a watery environment, neither real or imaginary, a marginal reality, out of focus, expressing parallel time.

"Maybelle visits: the inquistition and historical figures" (On-Going)
this is a series of intaglio and serigraphy prints involving Maybelle, a silouette of a mare that appears in intaglio prints which are representational with symbolic items from historical periods illustrating the effects on culture, thought and womens issues.

"The Fish Trap Pack, Wolves of B.C. Canada" (On-Going)
Wood cut prints, actual size of 12 wolf portraits from photographs. Waxed in Bees wax.

SERVICE

Department Service

Committee Chair, Tenure Committee. (September 1, 2010 - December 17, 2010).

College Service

Committee Chair, Sabbatical Committee. (September 1, 2010 - December 17, 2010).

SECTION 4

Facilities and equipment

Instructional Environment

Computer Access

Instructional Technology

Library Resources

SECTION 4

Instructional Environment

The Graphic Design Program's positioning in the College of Business, in relationship to the design industry, is essential for student employment in the field. This positioning creates economical, physical and logistical challenges. The GRDE facilities have remained the same for 10 years. In this span of time, the roll of the designer has changed from logo and brochure design, to a member of a team able to use "adaptive strategies for corporations often hinged on innovation, design and design thinking." (A Designer is Everything, AIGA/Aquent Survey of Design Salaries 2010)

At certain stages in our program we continue to need specific space and areas to store projects, learn traditional art techniques, and for display of student work. The need for flexible collaborative spaces has begun to be of utmost importance. The Graphic Design student needs a place to work, draw and create in different mediums, collaboratively. Tools and the space are essential for the success and education of each learner in the process of developing into creative problem solvers ready to enter a diverse and demanding field.

Our students need expanded "flexible spaces"; movable tables and chairs, white boards, tack boards for ideas (not chalk boards), and faster networking for file sharing activities. Computer areas are needed that make it possible to move around and change the configuration depending on the project and the groups needs. The ideal furniture is ergonomically designed for lengthy hours of planning, designing and collaborating. These kinds of classrooms are aligned with strategic processes used in business today and can be utilized by other programs in the College of Business.

Computer Access and Availability

Ferris State University's Graphic Design program, like the industry, is very dependent on technology. The computer platform predominantly used by the design industry is the Apple Macintosh. The Graphic Design program currently provides two computer labs. Business Lab 109 has 25 Macintosh Intel-Core-2Duo computers and is available to all sophomore, junior, and senior level Graphic Design students. There is one scanner and one black and white laser printer in this lab. Business Lab 110 has 25 Macintosh Power-PC-G5 computers. This lab is designated as our entry-level lab and serves Graphic Design freshmen, as well as students from other curricula such as Advertising and Public Relations, through the Graphic Design service courses provided for these programs. There is also one scanner and one black and white laser printer in this lab.
Software provided by the program consists of OS10.5.8 operation system Adobe Creative Suite 5, and Universal Type Server.

The program provides printing services to students and has limited numbers of cameras, laptops and other design tools available for checkout.

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

To better serve our students each lab should be equipped with one color laser printer and one tabloid-size (11"x17") black and white laser printer.

Faculty members use FerrisConnect as the main teaching/grading tool. On-line tech support is beginning to be more effective with their assistance and response time.

Other Instructional Technology

Each classroom is equipped with a teacher station, which provides the following technology resources:

- Video Projectors

- Visual Presenters

- DVD Players and Speakers

Technology used in the crafting and making of images and artifacts:

- Etching Press

- Crafting and cutting surfaces

- Xyron Adhesive Application Machines

Library Resources

Student designers are expected to examine design topics and cross-disciplinary aspects of graphic design while working on their projects. Students within the Graphic Design program are required to explore the people who practice design and what they read.

Research is essential to students and designers who are actively working on communication ideas, content and concepts with teachers, clients and specific audiences. Since 2006, under Alison Popp's initiative, the Graphic Design Program has had an active role with FLITE to increase the periodicals, and books readily available for students to access and use in their design classes. To date 72 authors and titles have been added physically to the stacks, an additional 39 authors and titles have been recommended. Design periodicals that have been secured by FLITE are, Communication Arts, Print Magazine and Art in America.

Conclusions

SECTION 5

Relationship to FSU Mission

The Graphic Design program reinforces the Ferris State University Mission by teaching students timeless problem solving strategies; this preparation results in life-long learners leading productive and professional lives.

> *Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.*

A career-oriented curriculum focuses on the practicalities needed for employment. The Graphic Design program graduates are sought after and contribute to Michigan's economy with employable skills that meet the demands of business and society.

Program Visibility and Distinctiveness

The Graphic Design program is well positioned in the university with local, regional and national stakeholders. We have a good reputation with all constituents: employers, high schools and career tech centers, community colleges, parents and prospective students. This position coupled with targeted recruitment efforts is working to attract a greater number of high-quality students.

- The Bachelor of Science degree graduates are highly employable and sought after

- The Associate degree provides multiple avenues for success

- Continue efforts to communicate highlight and promote distinctive qualities in the marketplace

- Rather than being a fine -arts based program, this program gives a design student the opportunity to have a broad-based skill set in order to communicate, present, and build graphic design solutions for today's world. This distinct aspect of our brand requires continued promotion to our constituents to differentiate us as the only program in Michigan in a College of Business.

- Located in the College of Business with targeted recruiting efforts, the program is working to attract more high-quality students with diverse backgrounds

Program Value

Design is becoming more integrated with other industries. Not only are designers required to have creative and technical skills to make artifacts, they are now expected to conceive, plan, and collaborate with other business professionals.

- The Graphic Design Program at Ferris State University has a bright outlook to the future. Being housed in the College of Business, it's situated in the unique but ideal environment to respond to emerging demands.

- Experiential capstone classes provide students the opportunities to solve real problems collaboratively and thoughtfully for real clients.

- Through faculty and student dedication services are provided to the college, department and other programs, e.g. GRDE Website, COB website (under development) and service courses. The program also functions as a feeder to other programs providing a quality student that is prepared for rigorous academic experience

- Student enrollment in the program is robust and generates revenue for the university

- High performing gradates contribute to retaining the states collective population of designers higher than the national average.

Enrollment

Enrollment numbers since the previous program review demonstrate a continuous upward trend through 2009 – 2010, with a 2010 – 2011 downshift to a more sustainable level aligned with current resources. With enhanced administrative support we can see pushing for record high enrollment in the future.

- Focus recruiting efforts to attract students who offer the best chance of success in the field. This will involve a broader approach, which covers many types of students that target both the traditional creative student and high-level thinkers. Faculty, with little or no administrative support, is committed to educate prospective students on the concepts of Design and its place in the business world.

- Use dedicated recourses to there fullest potential by improving the usability and appearance of spaces and facilities' to commensurate with those of perspective students and competing programs

- Develop strategies that promote selected graphic design courses (e.g. entry-level) to non-majors who may have interest/need for basic design skills

- Expand student diversity in terms of numbers and categories

Characteristics, Quality and Employability of Students

Student preparedness, professionalism, work ethic, and attitude is a key asset to the long-term success of the Program.

- Graduates continue to demonstrate the knowledge and technical skills required in industry today

- Lessons in professionalism, craft, production, and technology are integrated into each class

- Graduates are experienced in the practical aspects of the design profession

- Program faculty continue to provide graduates with access to an active and effective job search network

- Graduates exit with a professional and social posture intentionally cultivated by the program and faculty which prepares them attitudinally to be life-long learners who perform with integrity

Quality of Curriculum and Instruction

The curriculum has kept up with and served the industry well for the past 30 years. The following approaches to on-going curriculum adjustments are necessary as we meet the current and future needs of students and employers.

- Continually assess curriculum to strengthen and adapt to industry needs today and in the future

- Create course names and frameworks flexible enough to react quickly to industry demands

- Define learning outcome of AAS and BS degrees clearly, re-examine value as necessary

- Examine curriculum to build students' problem solving skills within the context of cutting-edge media tools necessary to execute their solutions for today's world

- Explore areas for growth and collaboration with other programs and departments

- Build sets of electives to complement students' individual strengths and react to areas of demand (e.g. written communication, research, technical, and financial)

Composition and Quality of the Faculty

The Program's strengths begin with the people who plan and develop high-quality curriculum and experience for students.

- Program faculty have extensive industry experiences in design, planning, directing, and client interaction

- Faculty members commit to teaching development through workshops, lectures, and conferences

- Faculty members are dedicated to their craft and work. They care deeply about student success in class and beyond

- Faculty are responsive to change in curriculum, teaching practices and industry demands

- Faculty work individually and collaboratively to improve and deliver program outcomes that meet industry needs

Finally

Currently, more than 200 students are enrolled in the Graphic Design Program at Ferris State University: 160 students are working towards an Associate of Applied Science degree and 49 towards completion of the Bachelor of Science degree. These innovative degrees merge creative, technological and business studies together in a curriculum structured for long-term professional success. Throughout its 20-year history, the GRDE program has been characterized by practicality and excellence. The Program has embraced new ways of teaching, and remains committed to self-evaluation and improvement as it looks ahead to a bright future.