Assessment Guide

Program or Discipline: Graphic Design   Division: Art and Applied Design

Faculty preparing plan: Tom Madison

This guide is intended as a tool to help you plan assessments of student learning for the purpose of planning improvements—to identify where students may hit bumps in the road, or where course scope or sequence may not be aligned with program learning outcomes or the core abilities. You may want to start with concerns about some part of your curriculum. The assessment process may also help you identify where students are achieving outcomes at higher rates than you expected.

Part 1: Student Learning Outcomes – Determine Expectations (CONTENT to be assessed)

Process	Program or discipline response
A. List expected learning outcomes. (Describe knowledge, skills, abilities, or attitudes upon completion of program or significant discipline work)	Graduates of the program will: (or Students completing discipline work will:) 1. Design a variety of graphic materials including advertising, corporate identity, publications, packaging, signage, marketing, and the internet. 2. Solve graphic communication problems through the use of computer technology used in the field. 3. Demonstrate understanding of fundamental art, communication, and marketing principles in the development of design solutions. 4. Demonstrate understanding of professional business standards and practices. 5. Demonstrate ability to design and produce materials that will meet professional standards for reproduction. 6. Use appropriate library and information resources to research design problems, issues, and technology as well as to support lifelong technical learning.
B. Identify where expected outcomes are addressed in the curriculum. In which courses will students demonstrate each program/discipline outcome?	Graphic Design specific courses mapped to outcomes Two-Year Associate of Applied Science Degree Non-specific required courses (gen ed): ART 131 Introduction to Drawing ART 261 Photography

Process	Program or discipline response
	CG 203 Human Relations at Work CIS 140B Operating Environments: Macintosh ART 115GD Basic Design Fundamentals or ART 115 Basic Design: Fundamentals and GD 110 Introduction to Graphic Design ART 231 Drawing: Intermediate Written Communications requirement Science/Math/Computer Science requirement ART 116 Basic Design: Color Physical Education Activity requirement Or Health requirement Math requirement Required courses from other programs: CIS 125H Software Applications: HTML (CIS course required for GD degree) MUL 212 Digital Imaging (Multi Media course required for GD) Required courses specific to Graphic Design: ART 119 Typography (3, 6) ART 200 Graphic Design History (3, 6) ART 216 Digital Design Tools (2,5) ART 218 Printing Technology (5, 6) ART 221 Graphic Design 1 (1, 4, 6) ART 225 Digital Illustration (5, 6) Art 199TY Typography II (1, 2, 3, 5, 6) Art 199BP Business Practices for Media Arts (4) ART 227 Graphic Design Production 1 (1, 2, 5, 6) Choice of ART 280GD Co-op Ed: Graphic Design (1, 2, 3, 4, 5, 6) Or Approved elective ART 222 Graphic Design 2 (1, 2, 3, 4, 5, 6) ART 228 Graphic Design Production 2 (1, 2, 4, 5, 6) ART 280 GD Co-op Ed: Graphic Design (1, 2, 3, 4, 5, 6) ART 289 Web Production (1, 2, 3, 4, 6) ART 223 Graphic Design 3 (1, 2, 3, 4, 5, 6) ART 229 Graphic Design Production 3 (1, 2, 3, 4, 5, 6) ART 280GD Co-op Ed: Graphic Design (1, 2, 3, 4, 5, 6) ART 290 Design Concepts for the Web (1, 2, 3, 4, 5, 6)

Part 2: Assessment Methods – Determine Timing, Cohort(s), Assign Responsibility (PEOPLE assignments)

Process	Program or discipline response
C. Determine at least two methods to assess each outcome at the end of the program with at least one direct assessment of learning.	Graphic Design outcomes have two primary constituent parts: 1. Theory side, which incorporates aesthetics, composition, communication, marketing principles in the development of design solutions. 2. Practice side, which incorporates computer software skills, understanding and practical application of paper and printing technology, professional presentation skills. Assessing these primary parts: 1. Theory side is assessed through instructor, peer and industry professional review and criticism of final materials. This happens in the classroom, individually with instructors as well as through a portfolio review at the end of the program during finals week where industry professionals meet with students to review the portfolios. Faculty also track and discuss Lane student admission and performance with other institutions receiving lane students, i.e., universities and four-year colleges. 2. Practice side is assessed through final testing in the classroom as well as feedback from industry professionals that provide internships for graphic design students. Students are required to serve two internships to satisfy degree requirements and may opt for more.
D. Describe level of expected performance, including conditions of assessment and criteria for success.	Level of expected performance: The minimum level of expected performance for a student graduating from the Graphic Design program is to meet industry standards for an entry-level position in graphic design. This is primarily as technical/vocational aptitude for pre-press file preparation (production). Much design theory is taught in the curriculum to allow for student to rise above the minimum expressed above and achieve employment in the design side (corporate identity, advertising, product branding, etc.) Conditions of assessment The conditions of assessment would be the statistical analysis of graduate employment over a multi-year period (not currently performed. Addressed in Part 4 below). This study would analyze the percentage of students employed in the field of graphic design, their level of employment and comparative pay against regional standards of pay as determined by the AIGA (American Institute of Graphic Arts).

	Criteria for success

The criteria for success would be related to the percentage of students employed in their field at minimum level of performance as stated above. Acceptable levels of employment and pay would be determined by doing comparative research of similar institutions and degrees. |
| E. If appropriate for key course sequences, identify assessment methods for learning outcomes. | Covered above |
| F. If appropriate, identify and collect baseline information on entering students. | The baseline information on entering students is an important consideration for the Graphic Design program. Students must have an accumulative GPA of 3.0 or higher, submit a portfolio as specified by the admissions process in the GD program, along with an application, a written essay and a specific design assignment. These application packets are received and numbered to maintain student anonymity and assess and rated by the faculty. The data is collated and a rating number is established for each applicant. The top candidates are admitted. Generally, around 50% of those who apply get admitted due to availability of seats in the program. |
| G. Establish a 3-5 year schedule for assessment, including who will interpret results.
Which students will be assessed?
When will the assessments take place?
Which outcomes will you assess this year?
(Suggestion: assess a maximum of 3 outcomes per year, except in specially accredited career technical programs) | Need help here |
| H. Determine how you will assess outcomes on an annual basis.
Who will conduct the assessments?
Who will tabulate data?
Who will analyze the results?
When will the work be completed? | Need help here |

3. Now you have a plan to implement—go forth and assess!

Part 4: Closing the Loop – Interpreting and Sharing Results to Enhance Institutional Effectiveness (COMMUNICATION)

Process	Program or discipline response
I. Identify the next steps, including any planned changes to curriculum or pedagogy. What do you expect to learn from these assessment efforts? Determine how and with whom you will share interpretations.	We have recently undergone an extensive review of the curriculum and added three new classes, two of which are required for the degree. However, as mentioned in part 2, section D above, the area that GD may need to focus on next is assessing how well graduates of the program fare in going on to four year schools and/or gaining employment in the field. The preparer of this document has been informed that such assessments had been performed in the past by then coordinator, Thomas Rubick, however with his passing and his duties dispersed amongst the faculty at large, this piece has not been picked up. This would be an area of focus now that assessing the curriculum itself has just been completed.