

# 2008 PROGRAM OUTCOMES ASSESSMENT SUMMARY REPORT

PROGRAM: GRAPHIC DESIGN - AAS DEGREE AND CERTIFICATE

DATE: 8 FEBRUARY 2008

**DEMONSTRATION OF LEARNING:** *What assignments or projects demonstrate student learning outcomes are achieved?*

*[Note: evidence of learning contained in Assessment methods and Findings sections.]*

Learning Outcomes	Assessment methods
<p>The ability to conceive of creative and appropriate graphic solutions to business communication problems.</p>	<p>Students practice this outcome throughout the program with feedback from instructors, peers, internship experience and public presentations as they work their way through the curriculum.</p> <p>The methods used include individual and group projects, practical exams, design briefs, student self-evaluations and peer evaluations</p> <p>The culminating assessment occurs in two capstone classes - a Graphic Design VIII (DES 235); to prepare students for the portfolio show and the Portfolio Preparation (DES 260) in which students prepare a portfolio that showcases their skills for possible employers</p>
<p>The skill to understand and apply high technical standards in design and typography, in print and on the web.</p>	<p>Program outcomes are assessed in a constant and continuous process, especially in one-on-one mode.</p> <p>Assessment of students' achievement of learning outcomes is also built into each and every course in the form of continuous peer critiques and individual consultation with instructors.</p>
<p>The skill to perform effectively using industry-standard production software.</p>	<p>The skills and knowledge for this outcome are practiced and assessed in:</p> <ul style="list-style-type: none"> <li>• Type and Graphic Design Series: DES145 (Illustrator), DES146 (Indesign), DES147(Photoshop),</li> <li>• Multimedia Series: DES251 (Dreamweaver), DES 252 (Flash), DES 253 (Online Portfolio).</li> </ul> <p>All software programs are current to industry standards.</p> <p>Each classroom is equipped with computers for student use, Mac OS 10.5.2 operating system. There are two additional computer labs available to students anytime throughout the quarter.</p>
<p>The ability to communicate verbally as graphic designers, advertising professional, and/or web designers with printers and clients.</p>	<p>Students have to sign a student contract when they join the program. Each quarter, grades are monitored and when a student falls below a 2.0 cumulative grade, the student meets with the teachers and the dean. Students are constantly made aware of the program's expectations, and they are counseled early on about their chances of success in the program.</p> <p>Job simulation assignment with instructor and self evaluation (Almost all of the courses function in this capacity)</p>

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Outcome practice and assessment takes the form of presentations in all courses except for 2 or 3 first-year ones. During the presentations, student peers as well as visitors from the design community often comprise the audience. So except for the courses to prepare the portfolios, the corporate and nonprofit projects, teachers could not give a formal name for their assessment. However, there is a plan in process for putting in some kind of summary assessment mechanism at the end of the First year of the program.

Production meetings, Team projects, Simulated and real job interviews

Students practice communicating with employers and clients through community based projects, DES 197 (Internship) and the Portfolio Show.

## **EXTERNAL EVIDENCE?** *Alumni, employer, Curriculum Review, Technical Advisory Committee feedback?*

The program gets positive feedback from alumni, who come back and hire program graduates.

An integral part of the program is the Real Client Projects. For example, the program continues to get recognition for its work on the Special Olympics Project. Professional designers also regularly anticipate prior to the portfolio show and call the faculty about prospects for their companies.

The internship program gives faculty effective feedback on how well the students have achieved the program's learning outcomes. For the faculty, the ultimate assessment is the rate at which students get jobs.

Program faculty have quarterly meetings with the TAC which reviews curriculum and other program issues including industry trends and changes in technology.

## **FINDINGS:** *What have you learned from your outcomes assessment activities?*

- The faculty agree that they have become even more self-aware. They have continued valuable discussions about streamlining and improving the series of courses. The mapping activity helped them to see the threads that tie their courses together.
- Anecdotal evidence is that program graduates have entered the workforce with sufficient skills to thrive and to advance after gaining experience.

## **ACTIONS TAKEN:** *What program changes have you made in the last three years? -- WHAT WAS THE IMPETUS FOR CHANGE?*

- The program has added 2 typography classes (Des 224 & Des 236) and eliminated 2 illustration classes. These changes came about because of feedback from the TAC and exit interviews with graduates. Technological changes in the design field have

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necessitated less emphasis on drawing and illustration and more attention to design and software skills.

- In the New Media (NM 110, 120, 130) series, instructors have also changed the way students are assessed. Previously, students had to wait until they finished the last course to get a formal assessment. Because of student feedback, students are now assessed at the end of each course.

## **ACTIONS PLANNED:** *What program changes or new assessment activities are you planning for next year?*

- Instructors are looking at the illustration series (DES 241, 242, 243) to see how they can improve it to reflect the realities of the profession. They are now engaged in discussions with their TAC and their graduates who are currently working as designers.
- We envision many classes that serve students from all three Creative Academy programs. Collaboration already exists between Graphic Design, Photograph and Publishing Arts students in limited amounts, in addition to the current New Media course.
- Develop a summary assessment mechanism at the end of the New Media series.

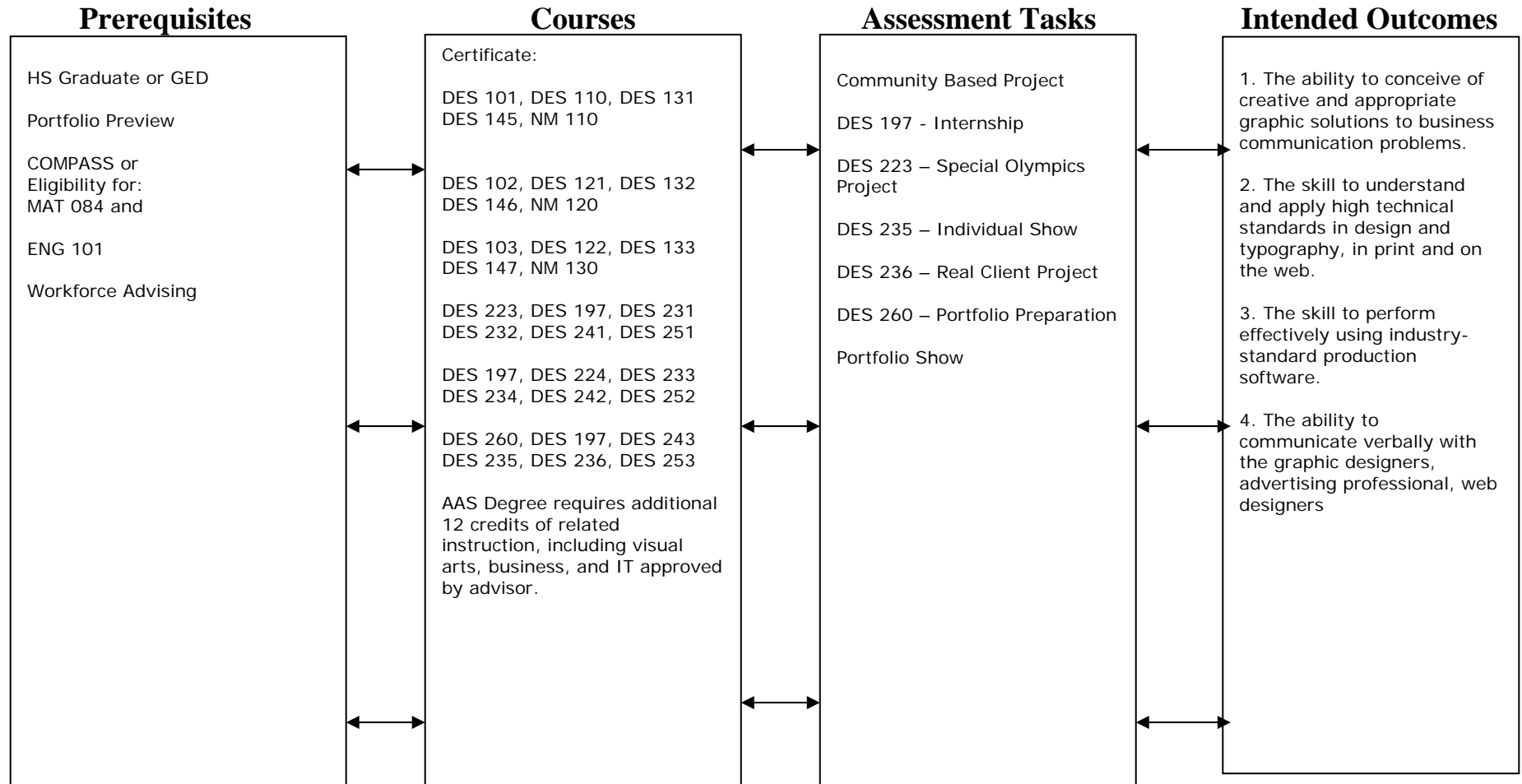
**Graphic Design – AAS Degree and Certificate**

Revised 8 February 2008]

**Program Name:**

**Theme(s):** Developing technical skill, creativity, communication, ability to critique, conceptual problem-solving.

**Program Role:** Prepares students to develop a competitive portfolio for employment in advertising, retail, and corporate or independent design businesses.



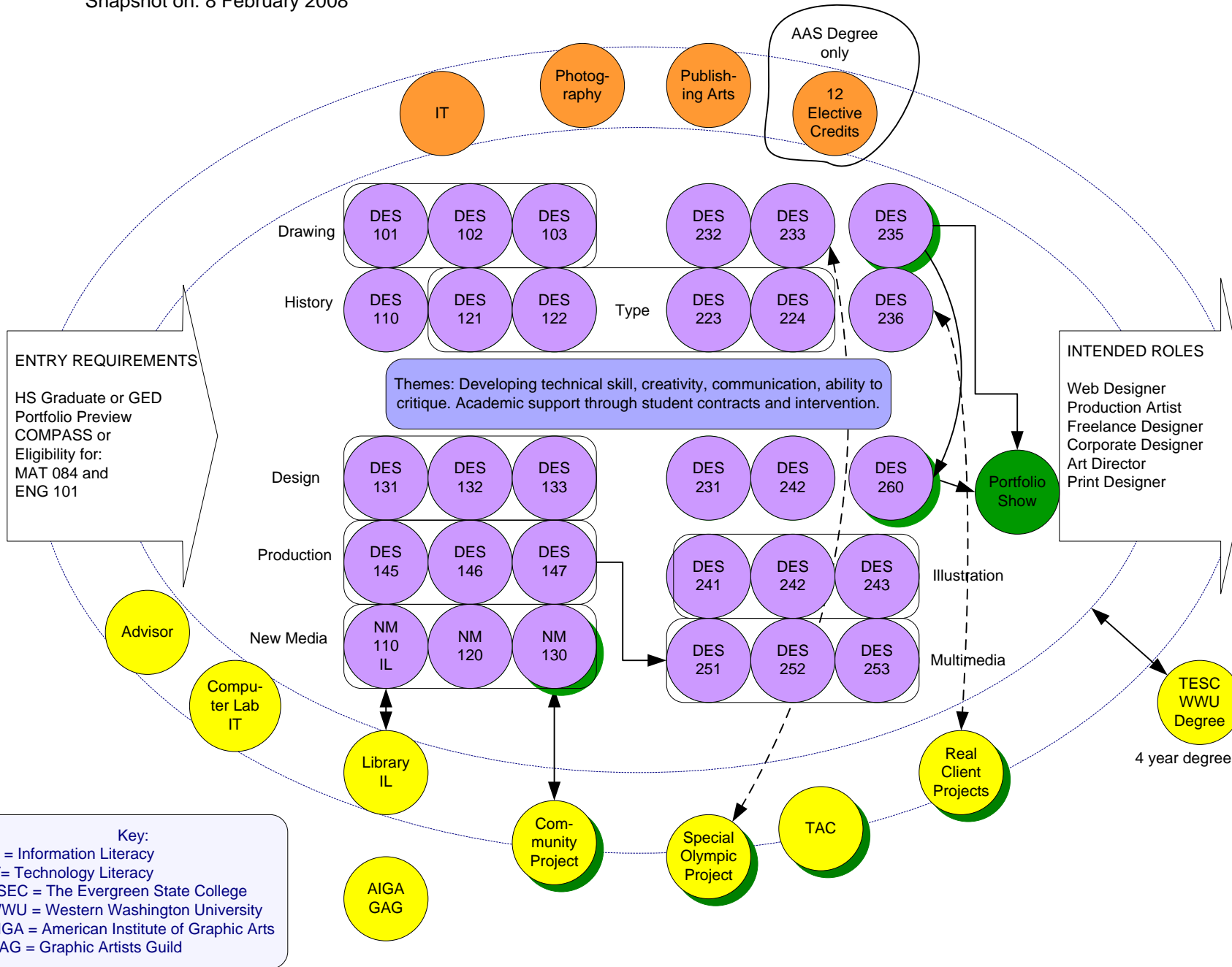
*What must students understand to demonstrate the intended outcome?*

*What skills must students master to demonstrate the intended outcome?*

*What will students do in here to demonstrate evidence of the outcome?*

*What do students need to be able to DO “out there” that we’re responsible for “in here”??*

Program: Graphic Design – AAS Degree and Certificate  
 Snapshot on: 8 February 2008



**Intended Learning Outcomes:**

1. The ability to conceive of creative and appropriate graphic solutions to business communication problems.
2. The skill to understand and apply high technical standards in design and typography, in print and on the web.
3. The skill to perform effectively using industry-standard production software.
4. The ability to communicate verbally with the graphic designers, advertising professional, web designers, printers and clients.

**Key:**

- IL = Information Literacy
- IT= Technology Literacy
- TSEC = The Evergreen State College
- WWU = Western Washington University
- AIGA = American Institute of Graphic Arts
- GAG = Graphic Artists Guild

## Program Assessment Inventory

Program: Graphic Design – AAS Degree and Certificate

Assessment methods used to determine that students are prepared to succeed and that they have achieved the program learning outcomes when they complete degrees or certificates.

	<i>Early program</i>	<i>Mid program</i>	<i>End of program</i>
<b><i>Students are prepared to learn (prerequisites)</i></b>			
ASSET test scores			
COMPASS test scores	<i>prerequisite</i>		
SLEP test scores			
Other?			
<b><i>Students are assessed as they move through the program</i></b>			
Competencies assessment	<i>integrated throughout curriculum</i>		
Internship feedback			<i>DES 197</i>
Pre-Mid-Post assessment			
Service Learning experience feedback			
Student course evaluations	<i>quarterly</i>		
Student focus groups			
Student grades	<i>quarterly</i>		
Student interviews	<i>Individual conferences throughout program</i>		
Student self assessment			<i>DES 260</i>
Student surveys			
<b><i>Students are assessed as they complete the program</i></b>			
Completion statistics			<i>by college</i>
Capstone projects			<i>DES 235</i>
Graduation statistics			<i>by college</i>
Portfolios			<i>DES 260</i>
Presentations			<i>portfolio show</i>
<b><i>External assessment data is collected</i></b>			
Transfer rates			<i>by college</i>
Employer surveys			<i>informal</i>
Technical Advisory Committee	<i>meets quarterly</i>		
License certification success rates			<i>by college</i>
Performance in 4 year programs			
Employment rates			<i>by college</i>
Salary statistics			
Survey of former students			
Other?			

## **Graphic Design and Illustration** – AAS Degree and Certificate

### Learning Outcomes:

1. The ability to conceive of creative and appropriate graphic solutions to business communication problems.
2. The skill to understand and apply high technical standards in design and typography, in print and on the web.
3. The skill to perform effectively using industry-standard production software.
4. The ability to communicate verbally with the graphic designers, advertising professional, web designers, printers and clients.