

2008 PROGRAM OUTCOMES ASSESSMENT SUMMARY REPORT

PROGRAM: PUBLISHING ARTS - 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.]

Publishing Arts prepares students for entry level positions in industry, including freelance, print and design shops and small publishing houses. The program provides in-depth training in all aspects of planning, creating and reproducing printed materials. Students develop skills and theoretical knowledge through a series of courses and projects that apply the skills and theory to tangible products. Applied math skills and concepts are embedded throughout the curriculum.

The New Media series (NM 110, NM 120 and NM 130) are common to all the creative arts programs: Publishing Arts, Graphic Design and Photography. The focus of the series is to develop knowledge and skills in different forms of mass media, human relations, computation, communications and computers in an interdisciplinary setting. General education content is integrated into the specialization for each program. This series comprises a three quarter long project-based community building initiative. Through this series students identify and develop their educational goals, create an academic plan, and collaborate with faculty and peers to bridge theory and practice in the visual arts. The first two quarters are building blocks to a final project in the 3rd quarter. Publishing Arts students work with the graphic design & photography students to create visual arts projects.

Throughout the two years there are four curriculum threads that develop skills from the most basic to advanced levels in graphic production, digital workflow, imaging and finishing processes.

- NM 130 students create design products for non-profit organizations in teams. Students are evaluated for teamwork, participation, leadership, product quality and client satisfaction. Faculty and student self- and peer-evaluation are also conducted.
- PUB 120 includes a collaborative project with 2nd year students (PUB 220). Second year students act as project managers to produce a printed product for an outside client. Students create products that show their skill with screen, offset, letter press and digital processes. The following dimensions are assessed: team work, participation, leadership, product quality, client customer satisfaction by faculty evaluation, student self evaluation and peer evaluation.
- PUB 225 (Project Management) - Students learn how to estimate the "real job costs," establish relationships with vendors and how to schedule jobs using both a manual (job board) and software. Both materials and time estimates are considered.
- PUB 230 (Advanced Graphic Production II) is offered at the end of the second year and represents a capstone for the program while preparing students' final products for the end-of-the-program portfolio show. This show is a public forum in which students display examples of their best work. Faculty, representatives from industry and the public are invited to review and comment on the student projects.
- PUB 235 (Portfolio) - Students plan the end-of-year portfolio show, including planning the venue, preparing marketing

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materials and marketing and coordinating all event activities, in coordination with their fellow second year Graphic Design students. The portfolio show exhibits selected projects created during the program and illustrates how students applied technical, critical thinking, and creative skills learned in the program. Students leave the program with a portable portfolio for them to carry to employment interviews.

- PUB 236 (Career Builder) leads student through developing resume and cover letters, mock interviews and help them bring together and promote their creations, skills, and experiences to apply for jobs within the industry.
- PUB 197 (Cooperative Education Internship) is generally done during the second year. Students apply for a paid or unpaid internship position and have opportunity to demonstrate their skills and learning in real business and printing/publishing environments. Students create specific, measurable goals and objectives before starting this required internship (waived for previous work experience). Student interns complete 110 hours of cooperative education. The faculty coordinator and the industry supervisor evaluate student performance.

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

- The program faculty members have used their Technical Advisory Committee and industry leaders to gather feedback in order to improve student learning and program quality. The TAC meets quarterly and TAC members assist with reviewing and revising the curriculum. A TAC member has also assisted with visiting high schools to recruit students.
- An alumni survey asks questions such as current employment, software used, tasks performed, how well program prepared them for the position they hold.
- Current students are surveyed regularly for feedback on program curriculum
- A 2002 DACUM led to a list of prioritized curriculum changes implemented in 2005
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FINDINGS: *What Have You Learned From Your Outcomes Assessment Activities?*

- Alumni and current student surveys led to curriculum changes.
- At least 50% of internships lead to full or part time offers for employment.
- The DACUM process identified gaps in the curriculum leading to changes implemented in 2005. Job placement strong among program graduates.
- 80 percent of graduates seeking employment in the industry are successful.

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

- In 2005 The Publishing Arts program redesigned many of its courses so that content in verbal and written communication, computation, human relations, environmental issues, leadership and computer literacy is offered as part of the curriculum. The revised program offerings emphasize oral, written and visual presentation and teamwork throughout its curriculum.
- An industry leader and alumnus, Bill Burr of GI Graphic Impression, gave an instructor in-service workshop on die-cutting, foil and emboss. These materials were donated to the program and were integrated into the PUB 222/232 series.
- One of the TAC members arranged for a deep discount of Color Calibration Equipment thereby enabling faculty to teach state-of-the-art color management in the Publishing Arts Program as well as throughout the other SCCC creative arts programs.
- Another alumnus, who specializes in screen printing and has a local shop, introduced the Printa Screen Printing System to the program faculty. Faculty subsequently arranged for the donation of the necessary equipment and integrated the system into the first and second year curriculum.
- An Adobe software representative came to demonstrate Adobe products and as a result the program now uses Adobe software.
- 2007 the New Media series was developed to replace the old Integrated Media Communications. The focus of the NM series is to develop knowledge and skills in different forms of mass media, human relations, computation, communications and computers in an interdisciplinary setting. General education content is integrated into the specialization for each of the three creative arts programs. It is a three quarter, project-based community building initiative that allows students to identify and develop their educational goals, create an academic plan, and collaborate with faculty and peers to bridge theory and practice in the visual arts.

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

- Revise outcomes to a few more global ones and use the current list in the new Program Outcome Guide as skills & concepts.
- The new facility (Spring 2008) will facilitate collaboration among other programs in the creative arts (Design, Photography, and Publishing Arts). The new space configuration opens new possibilities for this collaboration but will also require planning time for the faculty to make the best use of this opportunity.

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- Currently, each of the three creative arts programs has their own Technical Advisory Committee. The programs are exploring a move to a joint creative arts TAC.
- Faculty members from all three programs are exploring developing an integrated visual and creative arts program to be called the Creative Academy and leading to more collaborative projects.
- Publishing Arts is exploring offering community education and industry education courses that focus on specific skills for personal and career development (e.g., screen printing and letter press skills).
- Creative Arts faculty members are investigating the possibility of offering a 4-year degree for their programs. At this time students from The Evergreen State College and Western Washington University can complete a four-year degree by doing their general education courses on those campuses and taking one of the creative arts programs as their third and fourth year major focus. They receive a bachelor's degree from the sponsoring institution.

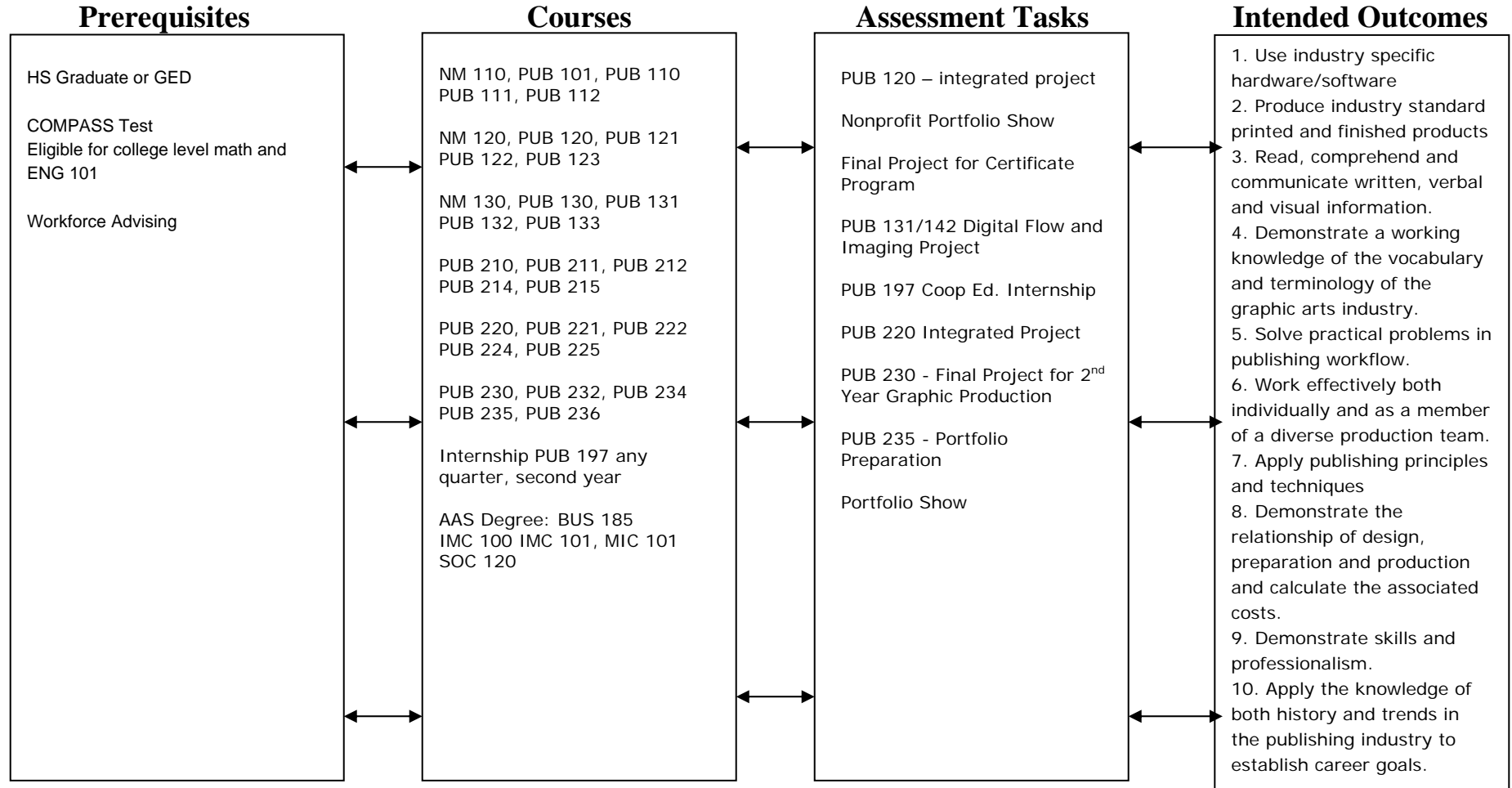
Program Name:

Publishing Arts – AAS Degree and Certificate

Revised 8 February 2008

Theme(s):

Program Role:



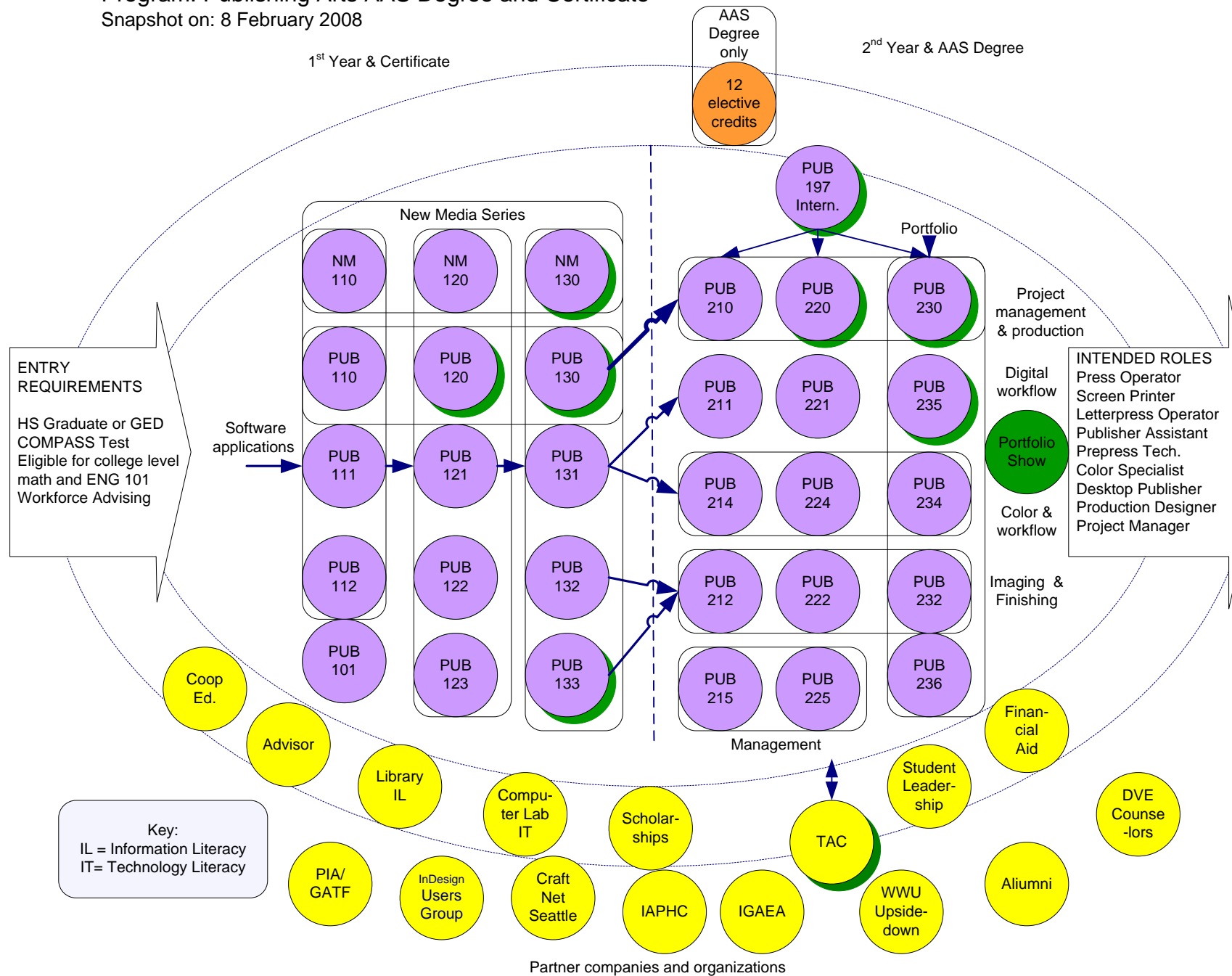
What must students understand to demonstrate the intended outcome?

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: Publishing Arts AAS Degree and Certificate
 Snapshot on: 8 February 2008



Intended Learning Outcomes:

1. Use industry specific hardware/software and perform computer operations.
2. Produce industry standard printed and finished products using press and bindery equipment.
3. Read, comprehend and communicate written, verbal and visual information.
4. Demonstrate a working knowledge of the vocabulary and terminology of the graphic arts industry.
5. Solve practical problems in publishing workflow.
6. Work effectively both individually and as a member of a diverse production team.
7. Apply publishing principles and techniques to produce efficiently.
8. Demonstrate the relationship of design, preparation and production on the final product, and calculate the associated costs.
9. Demonstrate skills and attitudes that foster lifelong learning and professionalism.
10. Apply the knowledge of both history and trends in the publishing industry to establish career goals.

INTENDED ROLES
 Press Operator
 Screen Printer
 Letterpress Operator
 Publisher Assistant
 Prepress Tech.
 Color Specialist
 Desktop Publisher
 Production Designer
 Project Manager

Project management & production

Digital workflow

Portfolio Show

Color & workflow

Imaging & Finishing

Financial Aid

TAC

Student Leadership

Program Assessment Inventory

Program: Publishing Arts – 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>
<i>Students are prepared to learn (prerequisites)</i>			
ASSET test scores			
COMPASS test scores	<i>x</i>		
SLEP test scores			
Other?			
<i>Students are assessed as they move through the program</i>			
Competencies assessment	<i>integrated throughout program</i>		
Internship feedback		<i>PUB 197</i>	<i>portfolio show</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			
Student self assessment	<i>integrated throughout program</i>		
Student surveys			<i>x</i>
<i>Students are assessed as they complete the program</i>			
Completion statistics			<i>by college</i>
Capstone projects			
Graduation statistics			<i>by college</i>
Portfolios			<i>PUB 235</i>
Presentations			<i>Portfolio Show</i>
<i>External assessment data is collected</i>			
Transfer rates			
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			<i>informal</i>
Survey of former students			<i>informal</i>
Other?			

Publishing Arts AAS Degree and Certificate – Learning Outcomes

Upon the completion of the AAS program, students:

1. Use industry specific hardware/software and perform computer operations.
2. Produce industry standard printed and finished products using press and bindery equipment.
3. Read, comprehend and communicate written, verbal and visual information.
4. Demonstrate a working knowledge of the vocabulary and terminology of the graphic arts industry.
5. Solve practical problems in publishing workflow.
6. Work effectively both individually and as a member of a diverse production team.
7. Apply publishing principles and techniques to produce efficiently.
8. Demonstrate the relationship of design, preparation and production on the final product, and calculate the associated costs.
9. Demonstrate skills and attitudes that foster lifelong learning and professionalism.
10. Apply the knowledge of both history and trends in the publishing industry to establish career goals.

Upon completion of the Certificate program, students:

1. Apply basic hardware/software skills.
2. Describe and use basic press and bindery equipment.
3. Read, comprehend and communicate written, verbal and visual information.
4. Demonstrate a basic working knowledge of the vocabulary and terminology of the graphic arts industry.
5. Apply basic problem solving to a publishing workflow.
6. Work effectively both individually and as a member of a diverse production team.
7. Demonstrate skills and attitudes that foster lifelong learning and professionalism.
8. Apply the knowledge of both history and trends in the publishing industry to establish career goals.