Assessment Plan

Program: Graphic Design and Communications

Degree: Associate in Applied Science

Program Learning Outcomes:
1. **Creative Process** – Students should be able to understand/utilize the creative process to execute a design solution.
2. **Production Skills** – Students must demonstrate an understanding of the technical production skills required of an entry-level graphic designer.
3. **Typography** – Students must demonstrate an understanding of type as an element of design, including selection, manipulation and creation.
4. **Design Software Proficiency** – Students must demonstrate proficient knowledge of the Adobe Creative Suite applications most familiar to designers in the industry.
5. **Digital Photography** – Students must learn to operate and utilize their DSLR cameras and show an understanding of studio lighting techniques.
6. **Technical Knowledge** – Second-year students will demonstrate their technical knowledge of Advertising Arts on a proctored examination in the final semester of the program.
7. **Portfolio** – Students must select, edit and present a portfolio of their best work that demonstrates technical and creative proficiency.

Assessment Cycle:

	AY 2017-2018	AY 2018-2019	AY 2019-2020	AY 2020-2021
1. Creative Process	A, R	A, R	A, R	A, R
2. Production Skills	A, R	A, R	A, R	A, R
3. Typography	A, R	A, R	A, R	A, R
4. Design Software Proficiency	A, R	A, R	A, R	A, R
5. Digital Photography	A, R	A, R	A, R	A, R
6. Technical Knowledge	A, R	A, R	A, R	A, R
7. Portfolio	A, R	A, R	A, R	A, R
IELO	A, R	A, R	A, R	A, R

A = Assessment evidence collected
R = Reflect on data, action plan devised, prep year

	PROGRAM LEARNING OUTCOMES							IELO
	Creative Process	Production Skills	Typography	Design Software Proficiency	Digital Photography	Technical Knowledge	Portfolio	Problem Solving
CSCI 101								
ENGL 110								
COMM 110 or ENGL 120/125								
BADM 210								
ART 130								
GDES 103/L		X, A	A	X, A				X
GDES 107/L		X, A	X, A	X, A			X, A	X, A
GDES 117/L	X, A	X		X, A		X	X	X
GDES 111/L					X, A		A	X, A
GDES 113/L	X, A	X, A				X, A	X, A	X, A
GDES 115/L	X	X	X, A			X	X	X
GDES 202/L	A			X, A	X, A		A	A
GDES 207/L	X	X	X	X, A	A	X	X	X
GDES 209/L	X, A	X, A	X, A	X, A		X, A	X, A	X, A
GDES 201/L	A		X, A	X, A			A	A
GDES 204/L	X, A	X, A	X, A	X, A	X, A	X, A	X, A	A
GDES 213/L	X, A	X, A	X, A	X, A	A	X, A	X, A	X

X = Material introduced, reinforced, and/or opportunity to practice
A = Assessment evidence collected (e.g., lab activity, exam, paper, assignment, etc.)

Assessment Report

Section I: Program Learning Outcomes

The first three columns of the table (*Program Learning Outcomes*, *Assessment Methods/Measures*, and *Intended Results*) represent your assessment plan. Complete this portion at the beginning of the academic year. The final two columns of the table (*Results* and *Action Plan/Follow-Up to Improve Student Learning*) can be completed after data collection has occurred.

Assessment Methods/Measures: Choose assessment methods (e.g., projects, activities, exam questions, assignments, etc.) that are relevant and appropriate for your courses and program and best inform you about the strengths and weaknesses in student learning.

Intended Results: For each assessment, state a benchmark or target for student achievement. Keep expectations for student learning high, but attainable.

Results: Summarize the data you have collected and describe what the data have shown you. Sophisticated or complicated data analysis techniques are not necessary; just share what the data are telling you. Include both numbers and percentages whenever possible in order to tell a more complete story (e.g., "48% of the 64 students assessed...").

Action Plan/Follow-Up to Improve Student Learning: Describe any changes or decisions you have made based on the analysis of your data. Changes can be small or big. In some cases, you may not want to make any changes until you have collected enough longitudinal data to show that the issue you have identified is consistent. In other cases, your students may be doing well on the assessment and you may not need to change your course for that particular outcome. If you decide not to make any changes or decide to make changes to your assessments or benchmarks instead of your course, explain why you have made that decision.

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Program Learning Outcomes *What are the expected program learning outcomes? What will students be able to think, know, do, or feel because of a given educational experience?*	Assessment Methods / Measures *What are you going to do? How and when (i.e., during which semester(s) and academic year) will the data be collected? What students will be assessed?*	Intended Results *What is the performance target or benchmark for the assessment? What is your intended action plan? What assumptions do you have?*	Results *What were the actual results?*	Action Plan / Follow-Up to Improve Student Learning *What changes and/or decisions were made after reviewing the results? How will you follow up to measure improvement?*
1. Creative Process	In the fall Semester (GDES 209) at the beginning of week 8, students are given an assignment to create a brand identity for a consumable product of their choosing. They must create a Logo, a Brand Story, and a Brand Identity manual.	Work quality will be assessed using a rubric to determine level of quality using principles of design, color theory, layout, and presentation Students should attain no less than an 85-percent on the assessment.	26 students were given the assignment, 26 turned the assignment in. Of the 26 that turned the assignment in, 23 completed it above the 85-percent cutoff. Two scored 74% and 79%. One student withdrew from the program and was not evaluated.	More time needs to be spent on developing the story line and characteristics of a brand. Copyright issues need to be reviewed in the early stages of logo development. Gird use and layout basics also need to be addressed with Standards Manual.
2. Production Skills	In the Spring Semester (GDES 204) at the beginning of week 10, students are given an assignment to create packaging for the brand they created in GDES 209.	Work quality will be assessed using a rubric to determine level of quality using principles of design, color theory and layout on a 3-D format. Quality of completed prototype s will also be assessed. Students should attain no less than an 85-percent on the assessment.	87.5% of students met or exceeded the 85-percent bench mark. One student achieved an 83%, another 78%. One student received a zero due to plagiarism.	Additional emphasis will be placed on incorporating required elements such as the nutritional labels and bar codes into the overall design of the Brand packaging.

3. Typography	In week 12 of GDES 117 the students will create and produce an original typeface design. The assignment requires using the creative process and execution of first semester skills to build the typeface in vector form. Students also learn how to use new software to map their typeface.	Students will achieve a score of 85% or higher on the project. Rating is based on concept, construction, design consistency and completion. The end goal is to create a 51 character typeface family that is aesthetically pleasing and marketable.	19 students were given the assignment, 16 turned the assignment in. Of the 16 that turned it in by the assigned deadline, 12 completed it above the 85% cutoff. Three missed the deadline and scored partial points (7.5%, 10%, 10%), three others scored 35%, 70%, 77.5%, 83.75%.	The deadline was tight this year due to scheduling constraints. It was adjusted this year to allow one more class day and still students missed the revised deadline. I think allowing more time for this particular assignment would help completion rates. Of those that did complete the issues were related to following the assignment parameters and/or final appearance. Emphasis on these parameters will continue next year.
4. Design Software Proficiency	During week 13 of GDES 103 and 103Lab the freshmen students design a book cover using primarily Photoshop. They are assessed primarily on the technical skills that have been taught in the previous weeks	Students will achieve a score of 85-percent or higher on the project. About 60-percent of the assignment grade is based on technical software usage including layer masking, type tool usage and image resolution. Students my incorporate pieces using InDesign and Illustrator as well.	84-percent of students were above 85-percent.	Students, including several about the 85-percent mark, struggled with understand image resolution and size. That concept shows up in several more assignments during the rest of the program and is reinforced several times. This result is on par with past years.

5. Digital Photography	In week 12 of GDES 202 and 202Lab the students will complete and turn in a studio photo project, the subject is food photography. That project will use DSLR skills, lighting knowledge, plus photo editing.	Work quality will be assessed on creative product presentation, editing and lighting usage, camera settings and exposure and the overall quality of the image. Students should attain no less than an 85-percent on the assessment.	26 students were given the assignment, 24 turned the assignment in, two scored 76 and 78. Of the 24 that turned the assignment in, 22 completed it above the 85-percent cutoff.	More emphasis needs to be placed on looking over every inch of the studio images to look for flaws and imperfections. The students have the skills to repair the flaws, but they don't seem to put enough effort into finding the flaws. I will make and show them several before and after comparisons using student work to demonstrate how much an image can be improved with additional editing.
6. Technical Knowledge	Students are required to take a test created by Skills USA and administered by a proctor outside of the department that rates their knowledge of graphic design compared to students around the nation.	The department goal is for students to beat the national average.	The test is given in the last couple weeks of the spring semester. In the past, students have scored several points above the national average.	When the initial work on this report was started we expected to be giving the proctored exam in mid-May. As that timeframe approached, we found out that the exam would not be given any longer at BSC. We believe this is due to budget cuts at the state level, but don't know that for sure.

7.Portfolio	In weeks 8-16 of GDES 213 students are expected to produce a professional quality print portfolio containing at least 10 pieces and present it during the annual Student Portfolio Review, a public event in week 16. Students are expected to select, edit and present a portfolio of their best work that demonstrates technical and creative proficiency in the skills and software taught in our program.	The primary goal is that every student completes a portfolio. The benchmark rating is 85%. Rating of the portfolio is based on organization, technical, work quality, typography, creativity, design, tone and depth.	24 students were given the assignment and 24 completed the assignment. Of the 24 that completed the portfolio, 19 scored above the 85% benchmark. Five produced scores of 61.25%, 71.25%, 75%, 81.25%, and 82.5%.	The lower scores obtained on the portfolio were due to work that was found to be plagiarized but in most cases it was due to an overwhelming amount of typographical or spelling errors as well as untoned or out of focus photographs. Emphasis will be placed on using spell check and proofreading techniques regularly to prevent easy-to-avoid errors. Time management may also be a potential cause for the excessive errors. If students procrastinate they may not take the necessary time to proof their work for errors.

Section II: Institutional Essential Learning Outcome

Identify the Institutional Essential Learning Outcome tied to your program and complete the corresponding section(s) of the table for the Institutional Essential Learning Outcome that you are evaluating at this time. Keep in mind that a single course or program cannot and is not expected to meet all of the Institutional Essential Learning Outcomes. However, each program is expected to contribute to at least one Institutional Essential Learning Outcome.

The first three columns of the table (Institutional Essential Learning Outcome, Assessment Methods/Measures, and Intended Results) represent your assessment plan. Complete this portion at the beginning of the academic year. The final two columns of the table (Results and Action Plan/Follow-Up to Improve Student Learning) can be completed after data collection has occurred.

Assessment Methods/Measures: Choose assessment methods (e.g., projects, activities, exam questions, assignments, etc.) that are relevant and appropriate for your program and best inform you about the strengths and weaknesses in student learning.

Intended Results: For each assessment, state a benchmark or target for student achievement. Keep expectations for student learning high, but attainable.

Results: Summarize the data you have collected and describe what the data have shown you. Sophisticated or complicated data analysis techniques are not necessary; just share what the data are telling you. Include both numbers and percentages whenever possible in order to tell a more complete story (e.g., "48% of the 64 students assessed...").

Action Plan/Follow-Up to Improve Student Learning: Describe any changes or decisions you have made based on the analysis of your data. Changes can be small or big. In some cases, you may not want to make any changes until you have collected enough longitudinal data to show that the issue you have identified is consistent. In other cases, your students may be doing well on the assessment and you may not need to change your course for that particular IELO. If you decide not to make any changes or decide to make changes to your assessments or benchmarks instead of your course, explain why you have made that decision.

Institutional Essential Learning Outcome	Assessment Methods / Measures *What are you going to do? How and when (i.e., during which semester(s) and academic year) will the data be collected? What students will be assessed?*	Intended Results *What is the performance target or benchmark for the assessment? What is your intended action plan? What assumptions do you have?*	Results *What were the actual results?*	Action Plan / Follow-Up to Improve Student Learning *What changes and/or decisions were made after reviewing the results? How will you follow up to measure improvement?*
Problem Solving				
Define Problem	In the GDES 209 class students identify a market to create a brand. The work includes defining the target audience, creating a customer survey, a brand story, a logo for the brand, brand standards manual, and an ad campaign for print and an alternative marketing piece. In GDES 207 students will create a website for the brand. In GDES 204, spring semester, students create packaging for the product and do product photography of the finished prototype.	There are several assessments tied to this project. Students are expected to achieve an 85-percent on the following: Logo and brand standards manual (GDES 209), website (GDES 207) and the completed packaging prototype and product photos (GDES 204). Action plan is unique because students are encouraged to use instructor and student feedback to improve the final piece up until the piece is added in the final portfolio. Based on past student performance, students	GDES 209 – 92% of students achieved 85% of higher on the logo design and logo standards manual. The lowest grade was due to plagiarism. GDES 207 Results – GDES 207 results: 25 students were given the brand web site assignment and 23 turned the assignment in. Of the 23 that turned it in by the assigned deadline, 18 completed it above the 85% cutoff. One missed the deadline and one received a zero because they did not drop the class. Five others scored	The target audience component was added part way through the 209 class to help students focus their brand. Moving forward, stricter documentation to show that work is original will be required. More stringent proofing to avoid technical errors will also be added in the future. GDES 207 - The lower scores obtained on the brand web site were due to not including requested items (motion ad), addressing responsiveness and overall functionality.

		that continue to work on the project throughout the entire sophomore year create the best work. Students are encouraged to execute continuous quality improvement through self evaluation and feedback from peers and instructors.	81.75%, 82.25%, 83%, 84.25% and 84.25%. GDES 204 results: 87.5% of students met or exceeded the 85-percent bench mark. One student achieved an 83%, another 78%. One student received a zero due to plagiarism.	These sites were created using Adobe Muse software, which will most likely not be used next year due to Adobe's lack of support. Emphasis will likely need to center on how important responsiveness is for web site functionality. Students also need to be reminded of following the assignment parameters.
Identify Approach/Strategies/ Plan	In the initial stages of students inventing their brand, the creative process is employed. Students are required to use methods like mind maps to identify several brand options. Other methods that are used are word lists, abstractions and forced associations. From those lists it is narrowed and thumbnail sketches are started.	Students turn in their early creative process work. The instructor consults with students in developing the ideas. Students are pushed to produce high-quality results, work at the initial stages makes for success at the end of the project.		

Implement Strategy	The brand creation assignment sets the stage for several others throughout the semester (GDES 209), website (GDES 207) and packaging design and mockup (GDES 204).	Students work should meet an 85-percent standard on assignments.	Brand Creation – 84.5% met the standard in GDES 209 Website project – 72% of students met the 85% standard in GDES 207	GDES 207 – Review copyright rules and add more progress checks throughout the process to make sure students are completing the work. GDES 209 - Improve lecture coverage and examples for making the website more responsive for multiple devices.
Evaluate Outcomes	In the fall 2017 semester, the website project was added in GDES 207 tied to the branding project in GDES 209.	85-percent of students should be able to identify and develop the components that make up a brand, including the physical and virtual brand components.	96-percent of students completed the assignments. The 4-percent represents one student that stopped attending in week 13 of 16.	Earlier coordination between instructors in GDES 209 and 207 to make students aware that a brand-related web project will be part of the curriculum and adjustments in the GDES 209 class to make the transition to web smoother.

Important Reminder:

All of the selected Institutional Essential Learning Outcome needs to be integrated and assessed in your program. If there is a criterion (each row of the rubric and table above represents a criterion) of an Institutional Essential Learning Outcome that does not fit with your program content, curriculum, and the student learning that takes place, you may exclude one. If you do exclude a criterion, you must indicate which criterion you are excluding and the justification as to why below.

Please list the IELO you are assessing at this time and the criterion you excluded.

The IELO we are using is problem solving. We did not exclude any criteria.

Why did you exclude this criterion? How is this criterion not applicable to your program?

Section III: Analysis of Assessment Data

How did your program support BSC's Institutional Essential Learning Outcomes? Explain.

Of the three primary IELOs– Awareness, Communication and Thought– our program chose to focus on the Thought Learning Outcome, more specifically the Problem Solving component. Nearly every assignment within our curriculum utilizes this academic specific learning outcome. The brand project is a great example of a large problem that is divided into smaller problems, each with multiple solutions.

How was student learning affected through this assessment cycle? What did you learn during the process?

While compiling the final data for the chart there are three items that came to light that need to be addressed in the coming year.

1. Attention to detail: Students have suffered from typos, not following assignment directions and not completing work. Going forward, the three of us will work to incorporate more proofing and impress on the students the importance of completing work on time in this deadline driven industry. Students will be encouraged to pay attention to assignment directions, from a faculty perspective, we will look at how assignment guidelines are presented and consider if it is the right format.

2. Plagiarism: One student tested the boundaries of plagiarism versus inspiration this year far beyond what other past students have done. Moving forward, students will be required to show more proof that work is original. Faculty will watch more closely and compare submitted work with existing work using services like Google Reverse Image search and Tin Eye. Some projects the student submitted in the second semester of the sophomore year lead us to find plagiarized work from the first year. Because we discovered the offense late, we weren't able to deal with it appropriately correct the behavior.

3. Deadlines and punctuality: The class of 2018 struggled with punctuality for classes no matter what the start time. We recognize that is going to be a challenge for these students moving forward into the work world. Attendance was also an issue, especially on Fridays when we have collaborative projects. There were personality differences that made the work challenging for students, but realistic in comparison to the work world.