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Associate of Fine Arts in Graphic Design Program Assessment Plan

<http://www.caspercollege.edu/assessment/index.html>

Instructions: To submit an assessment plan for a specified program, please respond to each of the questions below. *Use as much space as you need to describe the program assessment plan.* Once this form is completed, please email it as an attachment to kthatcher@caspercollege.edu. For guidelines and/or assistance in developing a plan for assessing student learning, please contact Kathleen Thatcher or consult resources on the Assessment website at <http://www.caspercollege.edu/assessment/index.html>.

1. **Program: AFA Graphic Design**
2. **Department: Visual Arts**
3. **School: Fine Arts and Humanities**
4. **Person(s) Responsible for Developing Plan: Wendy Riley, Nancy Madura, along with input from Visual Arts Department.**
5. **Email: wriley@caspercollege.edu**
6. **Phone: 307-268-2673**
6. **Date Submitted: 11/10/11**

1. Does this program offer distance learning? Yes No

(*Note: Please complete a separate Assessment Plan form for each program.)

A. Conceptual Assessment Plan Components

Assessment enables an understanding of what students are learning as a result of the program. Assessment findings can be used for a variety of purposes including making decisions regarding curriculum and instruction as well as providing feedback to students.

1. *List your program's mission and goals.*

The mission of the Graphic Design program is to provide students with a foundation in design education based on both traditional and contemporary practices and ideas, in accordance with the highest professional standards. Our goal is to develop each student's ability to create expressive and effective visual communication, while also, cultivating their ability to analyze visual media and the role design plays in the social construction of visual culture. This program is intended for students interested in pursuing a career in a visual communication design field who will transfer to a baccalaureate program. This program is also consistent with the mission, philosophy, and institutional purposes of Casper College and serves as a foundation for further study and meaningful participation in contemporary society.

2. *List the student learning outcomes for the program addressed by this plan.* (Note: Please complete a separate Assessment Plan form for each program.)

Students will design and create a sequence of projects that demonstrate:

1. Skill in drawing and non-digital based media
2. Application of digital media
3. Photographic principles: conceptual and technical
4. Visual organization:

- a. Typography
 - b. Basic principles and elements of design
 - c. Information Hierarchy
 - d. Composition
 - e. Aesthetics
5. Identifying and solving visual communication problems, both aesthetically and conceptually
 6. Project craftsmanship
 7. Project research, information gathering, and analysis
 8. Design development including generation and development of alternative and multiple solutions
 9. Critically analyze visual media and the designer's role in the social construction of visual culture.

3. *Explain the student learning outcomes relation to the unit mission and goals (i.e. Do the student learning outcomes reflect the unit goals and objectives, further the mission, are rooted in the academic discipline, etc.?)*

The student learning outcomes are rooted in the principle disciplines of graphic design, align with profession standards, and express the goals and objectives of the Visual Arts Department to further its mission and goals.

4. *Describe how and who will use assessment findings.*

The assessment finding will be used annually by the faculty to track alignment with industry standards and technologies and will be reviewed biannually by the program director and the Dean to insure mission, goals and objectives are being met.

B. Implementation Assessment Plan Components

It is important to create a detailed implementation plan that aligns each student-learning outcome with each of the following items:

- (A) How/where program outcomes are learned,
- (B) What evidence/indicator(s) will be collected, including both direct and indirect evidence,
- (C) How the evidence/indicator(s) will be collected and by whom,
- (D) How the evidence/indicator(s) will be analyzed and by whom, and
- (E) How assessment findings will be communicated back to the academic unit's faculty and students and used to improve the program.

Please note, it is important that the implementation plan collects useful information and that the collection and analysis methods are manageable given the resources available in your academic unit.

1. Instructions: For each program-level outcome (not course objectives), please provide information for each category listed below. Both direct and indirect evidence/indicators should be utilized in your assessment plan. You are encouraged to utilize existing evidence/indicators when feasible to keep the process manageable. You should also collect evidence/indicators throughout the program and not just at the end.

Program Learning Outcome	A How/Where is outcome learned?	B Evidence/ Indicator(s) of Learning	C Collection method(s) for each source of evidence	D Analysis method(s) for each source of evidence	E Feedback Procedures (Faculty, staff & students)
1. Skill in drawing and non-digital based media	ART 1050 Drawing I ART 1110 2-D Design ART 1120 3-D Design ART 1130 Color Theory ART 2075 Illustration ART 2090 Printmaking I	Successful completion of required research, studio projects, homework assignments, and written exams.	Before each project is collected for grading on the sketch or finished project due date, an in-class group critique and discussion is held, which provides immediate feedback to the student from both faculty and peers and alerts faculty to any potential problems with the specific project.	Student scores are based on a rubric designed by the both faculty to provide students with assessment of the strengths and weaknesses of each component of the finished project. Students may comment on the class through course evaluations at the end of the semester.	At the end of the Freshman year all majors compile a portfolio of class work to be reviewed by all art faculty. Included is a reflection statement by the student about the learning experience. All graduating students must take the ART 2492-Professional Practices course. In the future the results of the two reviews will then be discussed at the final Faculty meeting to address any needed changes for the next year.
2. Application of digital media	ART 2100 Digital Design ART 2105 Digital Design II ART 2113 Intro to Time Based Media Art 2110 Typography ART 2120 Graphic Design I ART 2130 Graphic Design II ART 2245 Digital Photo for Art Majors	See above statement	See above statement	See above statement	See above statement
3. Photographic principles: conceptual and technical	ART 2245 Digital Photo for Art Majors	See above statement	See above statement	See above statement	See above statement
4. Visual organization: Typography, Basic principals and elements of design, Information Hierarchy, Composition, Aesthetics	ART 1110 2-D Design ART 1120 3-D Design ART 2100 Digital Design I ART 2105 Digital Design II Art 2110 Typography ART 2120 Graphic Design I ART 2130 Graphic Design II	See above statement	See above statement	See above statement	See above statement
5. Identifying and solving visual communication problems, both aesthetically and conceptually	ART 2100 Digital Design ART 2105 Digital Design II ART 2110	See above statement	See above statement	See above statement	See above statement

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	Typography ART 2120 Graphic Design I ART 2130 Graphic Design II ART 2245 Digital Photo for Art Majors				
6. Project craftsmanship	ART 1050 Drawing I ART 1110 2-D Design ART 1120 3-D Design ART 1130 Color Theory ART 2075 Illustration ART 2100 Digital Design ART 2105 Digital Design II Art 2110 Typography ART 2120 Graphic Design I ART 2130 Graphic Design II ART 2245 Digital Photo for Art Majors	See above statement	See above statement	See above statement	See above statement
7. Project research, information gathering and analysis	ART 1015 History of Graphic Design ART 1120 3-D Design ART 2010 Art History I ART 2020 Art History II ART 2030 Art History III ART 2100 Digital Design ART 2105 Digital Design II Art 2110 Typography ART 2120 Graphic Design I ART 2130 Graphic Design II	See above statement	See above statement	See above statement	See above statement
8. Design development including generation and development of alternative and multiple solutions	ART 1110 2-D Design ART 1120 3-D Design ART 1130 Color Theory ART 2075 Illustration ART 2100 Digital Design ART 2105 Digital Design II Art 2110 Typography ART 2120 Graphic Design I ART 2130 Graphic Design II	See above statement	See above statement	See above statement	See above statement

9. Critically analyze visual media and the designer's role in the social construction of visual culture.	ART 2120 Graphic Design I ART 2130 Graphic Design II ART 2245 Digital Photo for Art Majors				
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2. Describe the responsibilities, timeline, and the process for implementing this assessment plan.

In Fall 2011, the Assessment Plan will be generated for submission to the Program Director and Dean for review as well as the Assessment Committee. Any suggested edits to the plan would then be made. An assessment tool for outcomes 1,3, and 5 will be developed and implemented in spring of the 2011-2012 academic year. Assessment of outcomes 2 and 4 will begin in fall of the 2012-2013 academic year. Assessment of outcomes 6 and 7 will begin in spring of the 2012-2013 academic year. Assessment of remaining outcomes, 8 and 9, will begin in fall of the 2013-2012 academic year.

C. Global Design & Use

It is critical that program assessment plans be developed and approved by all faculty in the department. In addition, *include student input and external sources* (e.g., national standards, advisory boards, employers, alumni, etc.) in the development of the assessment plan(s).

1. Describe the process through which your academic unit created this assessment plan. Include:
 - a. Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with your unit's departmental review schedule.)
 - Late fall every year.
 - b. How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.
 - Through classroom participation, peer-to-peer and instructor-lead critiques, and course evaluations.
 - c. What external sources were consulted in the development of this assessment plan?
 - National Association of Schools of Art and Design,
 - National Assessment for the Arts Conference, along with input from the Assessment Committee.
 - d. Assessment of the manageability of the plan in relation to departmental resources and personnel
 - The Department of Visual Arts faculty and the Dean of the School of Fine Arts and Humanities support this process.