

BERGEN COMMUNITY COLLEGE

Assessment Report for (Department and/or Program): Visual Art Graphic Design AAS

Academic Chair: Professor Gregg Biermann

Assessment Period: F2011-S2013

Submitted by: Associate Professor Claire McConaughy

1. Intended Outcome (Goal):

Graphic Design AAS (Associate in Applied Science) Degree

At the end of the degree requirements students will have assembled a portfolio consisting of designs for print and web. The portfolios will demonstrate four outcomes: Basic Design Skills, Creative Skills, Presentation Skills and Technical Skills.

2. General Education Requirement(s) to which the intended outcome relates:

4. Technological competency or information literacy (Technology): Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

6. Humanistic Perspective (Humanities): Student will analyze works in the fields of art, music or theater; history (see note in Goal 7); literature; and philosophy and/or religious studies; and will gain competence in the use of a foreign language.

3. Section(s) of the Strategic Plan to which the intended outcomes relates:

Goal 1: We will improve student engagement and student success.

1.1 Take steps to increase student retention and student progression through academic programs.

Goal 3: We will expand and improve our key programs and processes.

3.1 Renew academic programs and develop new credit and noncredit programs and classes to meet career and workforce needs, the demands of the new economy, and changing demographics.

4. Means of assessment, sources of data, and desired result:

Means of Assessment:

1. Each semester, at the culmination of the **Folio** Presentation (Graphic Design) ART-271 (the degree's capstone class) student portfolios will be reviewed by the art faculty and by other graphic design professionals who will rate the portfolios.

**AAS Degree in Graphic Design
Rubric**

OUTCOME 1: Basic Design Skills

Demonstrate basic design principles to visually communicate a message and give meaningful visual form to content.

Specific Skills

typography
layout
communication

Overall Basic Design Skills

Based on the overall review of the Specific Skills what level of Outcome 1 was met?

EXCELLENT HIGH PERFORMING AVERAGE PERFORMING LACKING

OUTCOME 2: Creative Skills

Demonstrate ability to look at a problem from multiple perspectives, experiment, and develop innovative visual solutions.

Specific Skills

innovative visual solutions
unique combinations of design skills
the process of experimentation is evident

Overall Creative Skills

Based on the overall review of the Specific Skills what level of Outcome 2 was met?

EXCELLENT HIGH PERFORMING AVERAGE PERFORMING LACKING

OUTCOME 3: Presentation Skills

Demonstrate ability to create a cohesive, organized portfolio that can be used for application to college or a job.

Specific Skills

contemporary design trends
cohesive style
professional quality presentation

Overall Presentation Skills

Based on the overall review of the Specific Skills what level of Outcome 3 was met?

EXCELLENT HIGH PERFORMING AVERAGE PERFORMING LACKING

OUTCOME 4: Technical Skills

Demonstrate ability to use digital tools and/or other tools to make a portfolio of graphic design projects.

Specific Skills

use of software
appropriately optimized images
fonts and images embedded

Overall Technical Skills

Based on the overall review of the Specific Skills what level of Outcome 4 was met?

EXCELLENT HIGH PERFORMING AVERAGE PERFORMING LACKING

Desired Results:

60% of portfolios when assessed for the specific skills listed in the rubric will rate as High Performing.

5. Summary of Results:

S 2012 Portfolios from 17 students in the Portfolio Presentation class were assessed by 5 faculty members by using the above rubric.

	Excellent	High Performing	Total
OUTCOME 1: Basic Design Skills	22%	28%	50%
OUTCOME 2: Creative Skills	16%	31%	47%
OUTCOME 3: Presentation Skills	13%	24%	37%
OUTCOME 4: Technical Skills	22%	31%	53%

6. Recommendations for improvement:

The 2011-12 assessment indicates that students in the Graphic Design Portfolio Presentation class did **not** meet our goal 60% of the portfolios rating "high performing and excellent" for the four learning outcomes assessed.

1. Some recommendations for raising percentages are:
 - a. Before the assessment is administered the faculty who review the portfolios should have a "norming" session where the criteria for ranking the skills is discussed and a consensus is reached on scoring.
 - b. Students can be shown the rubric at the beginning of the semester so they are aware of the expectations we have for their portfolios.
 - c. The rubric can be used at mid-semester to show the students where they stand in acquiring those skills so that by end of the semester, when their portfolios are reviewed, they can know what to pay attention to.
 - d. The master syllabus for the course can be modified to include the rubric.
2. Another result of the assessment is the discussion that arose between faculty members regarding other assessment tools.
 - a. Professor Schmidt strongly suggested that a survey sent to alumni would gather valuable information regarding the correlation between their education at Bergen and their employment, further education and/or other aspects of their lives this same survey would allow us to know if we are teaching students the most up-to-date and in demand technology of the industry. Professor Schmidt also regards the showing of the rubric to students early in the semester as a way to improve rankings as "teaching to the test" and that this would only result in students who perform for a grade rather than truly demonstrating their skills.
 - b. Professor Mindell emphasized the teaching of "critical thinking", as a key to our teaching at Bergen and to later success. He also suggested an "Alumni Focus Group" to discuss the results of education at Bergen as a way of knowing how effective our teaching is. Substitute teacher, Frank Aiello, suggested using professional reviewers for administering the rubric and suggested contacting the Art Directors Club of NJ as a resource.
 - c. Professor McConaughy suggests that strength in these four skills is important to our students' Graphic Design education and that greater communication between faculty members could help to bring about better outcomes. McConaughy would like to see a

Graphic Design forum, including full and part-time faculty, to discuss approaches to teaching these skills and best teaching practices. With greater communication, consistent standards and innovative teaching methods the students' skill levels could improve.

Temporary