Annual Report for Assessment of Outcomes 2012-2013

Graphic Design Program

Portland Community College

2012–2013 Outcomes Assessment Report
Graphic Design Program
Portland Community College

On June 14, 2013 the 37 graduating students of the Portland Community College Graphic Design Program submitted portfolios of their best work for review. 24 student portfolios were selected at random to be evaluated by 9 members of the Graphic Design faculty and professional advisory committee to assess how effectively the students' work was able to address ***Program Outcome 1***.

1 | Professional design competence

Apply concept theory and design in the development of printed materials that successfully respond to clients' communication needs.

On March 13th–14th, 2013 the students completed a Technical Skills Assessment test. The results of this test directly relate to ***Program Outcome 2***.

2 | Professional technical competence

Demonstrate technical skills required to produce professional-level communication materials.

Six months after graduation, the department requested employment information from the 2012 PCC GD Program alumni. The data, compiled from the students we were able to contact, addresses ***Program Outcome 3***.

3 | Preparedness for employment or transfer to a 4 year school

Demonstrate professional graphic design standards and methods to qualify for field advancement.

Changes implemented as a result of the 2011-2012 assessment

1. Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from recent outcome assessments. These may include but are not limited to changes to content, materials, instruction, pedagogy etc. Please be sure to describe the connection between the assessment results and the changes made.

The 2011–2012 portfolio assessment showed enough improvement to meet within the target goal in almost every categorized area except for one, ***Process***. While ***Process*** was incorporated into the portfolios, we noticed it was often displayed as more of a decorative element and needed to become a more substantive record of development.

The inability of the student portfolios to adequately display ***Process*** needed to addressed as it achieved the lowest score from our panel of reviewers. All instructors were encouraged to continue to stress the importance of process work in class projects. Additionally, all graduating students were required to showcase an extensive record of ***Process*** for 1 project in their portfolio. In order to achieve this, the number of required projects in a students portfolio was decreased from 10 to 9. The intent was to improve the quality of projects seen in the portfolio, while showing the strong critical thinking involved in the development of that work. These methods also align with those used at local 4 year design programs.

Other areas the 2011–2012 assessment showed deserved more attention were ***Materials, Concepts, Ideas and Technology***. The assessment results were discussed at the 2012–2013 Fall term SAC meeting as well as multiple faculty meetings throughout the school year.

We acknowledged the value of ***Conceptual Thinking*** and unique use of ***Materials*** in a student portfolio. In an effort to incorporate more conceptual ideas and unique materials, our faculty have been encouraged to alter some course projects to include this type of content. Several course projects required students to communicate specific messages in their solutions. Others explored novel uses of materials. This will be a ongoing process as we continually try to strengthen these abilities in our students.

As a result of the 2011–2012 assessment, the SAC decided ***Technology*** deserved a more accurate assessment of it own. Now all of our second year students are required to take the same state approved Technical Skills Assessment test to consistently evaluate their ability to use the appropriate software at a professional level. The results of this testing are included in this document.

The assessment design

For each outcome assessed this year:

2. Describe the assessment design (tool and processes) used. Include relevant information about:

- *The nature of the assessment (e.g., written work, project, portfolio, exam, survey, performance etc.) and if it is direct (assesses evidence mastery of outcomes) or indirect (student's perception of mastery). Please give rationale for indirect assessments (direct assessments are preferable).*

A requirement in the field of Graphic Design is a professional-level portfolio which provides evidence to employers and 4 year schools of the quality of work and competency of a graphic design graduate. Reviewing our students' capstone portfolios is an ideal method to assess how well our program is meeting ***Program Outcome 1***. The assessment of the portfolio is a direct assessment, and this year was done by 6 faculty and 3 members of our professional Advisory Committee.

Working knowledge of professionally used software is necessary for employment in the field of graphic design. The Technical Skills Assessment test provides direct evidence of mastery required to meet ***Program Outcome 2***

- *The student sample assessed (including sample size relative to the targeted student population for the assessment activity) process and rationale for selection of the student sample. Why was this group of students and/or courses chosen?*

The GD 229 Portfolio Preparation course specifically focuses on students compiling the work that best represents what they have learned in the program. This portfolio is the obvious work sample to assess their professional design competence (***Program Outcome 1***).

In order to obtain as much data from our 9 portfolio reviewers, we decided it would be most accurate to have a sampling of this year's portfolios assessed by 3 reviewers each. We used a statistics calculator (http://www.raosoft.com/samplesize.html) to determine a sample size of 24 out of the 37 total would yield optimum results. After assigning all the student portfolios a number, 24 were randomly drawn. This established the sample.

The Technical Skill Assessment test is the ideal sample to evaluate the students' technical competency. Scores from all 37 students who took the test were used for an accurate record of technical competence (***Program Outcome 2***).

The rubrics

• Any rubrics, checklists, surveys or other tools that were used to evaluate the student work. (Please include with your report – OK to include in appendix). Where appropriate, identify benchmarks.

A copy of the assessment rubric ***Outcome 1*** follows this page. Student work was assessed at 4 levels:

Meets and Exceeds = 3 points

Usually Meets = 2 points

Attempts to Meet = 1 point

Does not Meet = 0 points

We considered a score of 2 - 3 to indicate a student had met the outcome.

Several of the component categories intentionally mirror the Portland State University Sophomore Portfolio Review Rubric because it is a proven framework in the local industry. Students transferring to PSU are also assessed with the rubric.

In the prior year assessment (2011-2012) the graduates' scores averaged a "Consistently Meets" rating in all areas except for ***Process***. This year we hoped to bring that category up to the same level of improvement as all the other categories.

A copy of the rubric for ***Outcome 2*** has also been included.

Outcome 1

Professional design competence

Portfolio Assessment Rubric

Student _____

Evaluator _____

2013
Program Outcomes Assessment
Graphic Design Program
Final Portfolio Assessment, June 14, 2013

A rubric to assess
Program Outcomes #1 of the Graphic Design Program
at Portland Community College

○ meets and exceeds	○ usually meets	○ attempts to meet	○ does not meet

Please assess the work in this student portfolio to answer the question:

Does this body of work demonstrate the application of design and concept in the development of solutions responding to clients' communication needs?

_____

_____

_____

_____

_____

Please assess the collective body of work, with consideration of the specific categories:

	Conceptual Thinking *Consider how well the overall work supports meaningful messages. Does the work communicate a memorable message that addresses audience and project objectives?*	**Layout & Composition:** *How well does the student's work clearly direct eye flow? Does the work demonstrate hierarchy, alignment and effective composition?*	**Design Principles:** *Form, scale, weight, texture, emphasis, balance, rhythm.*	**Typography:** *How well does the student apply typographic principles, independent of the computer?*
3 meets and exceeds	○ Innovative or original ideas. ○ Demonstrates conceptual risk taking. ○ Appropriately addresses audience, contexts and all aspects of project objectives. ○ Concepts demonstrate an understanding of historical and/or contemporary references.	○ Consistently employs strong use of hierarchy on all layouts. ○ Clear focal point with intentional eye flow directed through layout. ○ May demonstrate complexity through visual layering of multiple elements.	○ Work employs multiple design principles in a complex, engaging and complementary way.	○ Innovative typographic solutions which communicate effectively and address the original design problem. ○ Takes design of typography beyond what is expected or what is seen in current trends.
2 usually meets	○ Develops appropriate concepts for the subject matter. ○ Concepts used are clear and enhance meaning of the message.	○ Successfully demonstrates a confident use of hierarchy and eye flow in most layouts.	○ Evidence of design principles in most of the portfolio pieces.	○ Typographic variations in solutions are apparent and usually communicate effectively. ○ Ideas demonstrate an awareness of contemporary design.
1 attempts to meet	○ Conceptual thinking is evident but concepts are obvious, surface-level, underdeveloped, time-worn, unoriginal.	○ Attempted hierarchy and eye flow, but may have conflicting focal points. ○ Composition is attempted in some of the work but may be demonstrated inconsistently throughout the portfolio.	○ Work shows attempt at utilization of design principles, but they may not be used effectively.	○ Typographic solutions are attempted but may be misdirected, or ineffective. ○ May be forced, cliché or overused typographic forms, and not reflecting current design directions. ○ Typography may be decorative and/or add minimal value to message.
0 does not meet	○ Concepts not developed. ○ Identifies solutions that focus mainly on form and decoration instead of ideas.	○ Layouts have confusing organization, does not demonstrate hierarchy. ○ May have competing elements and misguided eye flow.	○ Minimal demonstration of an understanding or confidence of design principles.	○ Minimal typographic design is attempted. ○ Typography is typed directly from keyboard without demonstration of typographic concepts.

Additional Comments:

	Materials: *How well does the student explore a variety of materials, make appropriate media choices and work with them effectively?*	**Color:** *How well does the student's work exhibit an understanding of color theory? How well do they use color to enhance communication?*	**Process:** *How well do the process elements in the portfolio demonstrate generation of ideas, exploration and multiple solutions? Does the process work add value to understanding the student's path to the final work?*	**Craft & Production:** *How well are the manual methods of production executed in the project comps? What quality are the hand skills (drawing, cutting, illustrating, etc.) that are evident in the work?*
3 meets and exceeds	○ Student analyzes the project objectives and chooses materials which strongly enhance and support communication. ○ Entire portfolio shows evidence of extensive variety of materials.	○ Uses color in exciting and unexpected ways. ○ Takes risks: Color choices may be unconventional and help to give new perspective to subject matter. ○ Demonstrates sophisticated color application and innovation beyond standard color combinations.	○ Process work included in portfolio communicates the approach and methodology the student employed in their design journey. ○ Demonstrates exploration of multiple ideas. ○ Student shows continual modification and evolution in all phases of design.	○ Manual production techniques show an exceptional level of craft. ○ Hand rendered elements display an attention to detail. ○ Project comps are flawless.
2 usually meets	○ Work includes a range of materials. ○ Materials support the intent and concept of the design.	○ Demonstrates skill in color selection. ○ Palette choices are appropriate for the design solution.	○ Demonstration of process is evident. ○ The process work adds to the understanding of the design's development.	○ Production techniques are precise. ○ Hand skills are evident in the work and show thoughtful consideration.
1 attempts to meet	○ Attempted but limited exploration. ○ Selects expected materials and may not work with them effectively. ○ Variety of materials, but media may not be appropriate for the solution.	○ Colors are predictable or cliché. ○ Color combinations are awkward or unbalanced. ○ Color choices do not enhance and support the message.	○ Limited process work is included. ○ Process work elements are included, but may add minimal information about the process of the project. ○ Process work elements are more decorative than informational.	○ Some methods of production are inconsistent and may need more attention. ○ Craft lacks appropriate level of finesse.
0 does not meet	○ Work shows little variety or exploration of materials. ○ Paper and ink are the dominant media used for student's projects. ○ Material choice adds minimal value to the intent or concept.	○ May not demonstrate a range of color choices in work. ○ Colors may not be appropriate for the design problems. ○ Color choices do not add value to the design.	○ Process work is not demonstrated in the student's portfolio.	○ Production techniques are not properly executed. ○ Flaws in craft are evident. ○ Hand skills are not represented.

Additional Comments:

Outcome 2
Professional technical competence
Technical Skills Assessment Rubric

State Technical Skills Assessment Rubric

Student PCC G-number _____

	Insufficient	Attempted	Effective	Superior
Professional Document Setup 5 points	○ Student does not demonstrate professional technical techniques in setting up a 4-page document with vertical, facing 8.5x11″ pages including standard .125″ bleeds. May have more than 3 errors.	○ Student attempts to demonstrates professional technical techniques setting up a 4-page document with vertical, facing 8.5x11″ pages including standard .125″ bleeds. May have two or three errors.	○ Student demonstrates effective technical techniques setting up a 4-page document with vertical, facing 8.5x11″ pages including standard .125″ bleeds. May have one error.	○ Student demonstrates mastery of professional technical techniques setting up a 4-page document with vertical, facing 8.5x11″ pages including standard .125″ bleeds.
Page Setup 10 points *2 pts for each margin* *2 points for column guides*	○ Master page spread set up incorrectly with .75″ top margin, 1″ bottom margin, 2″ outside margins and .5″ inside margins with a 2 column format with .2″ gutters between columns. More than three errors.	○ Attempted to set up master page with .75″ top margin, 1″ bottom margin, 2″ outside margins and .5″ inside margins with a 2 column format with .2″ gutters between columns. Two or three errors.	○ Master page spread set up with .75″ top margin, 1″ bottom margin, 2″ outside margins and .5″ inside margins with a 2 column format with .2″ gutters between columns. One error.	○ Master page spread set up perfectly with .75″ top margin, 1″ bottom margin, 2″ outside margins and .5″ inside margins with a 2 column format with .2″ gutters between columns.
Section Start 5 points	○ Did not set up facing pages.	○ The two page spread is located side-by-side in the pages panel, but the section start *technique was used incorrectly or was not used.*	○ Effectively sets up a section start to format the two spreads side-by-side using the pages panel. May have one error.	○ Demonstrated mastery in setting up a section start to format the two spreads side-by-side using the pages panel.
Automatic Page Numbering 5 points	○ No page numbers.	○ Attempted but does not demonstrate setting up automatic page numbering correctly. May place pages numbers locally on page instead of on master page. May have page numbers incorrectly aligned Did not add "| footer" text next to page numbers.	○ Automatic page numbering is effectively demonstrated. May have one error.	○ Demonstrated mastery setting up automatic page numbering on the Master Page. Page numbers are correctly aligned .5″ from the outside edge. Added "| footer" text next to page numbers.
Paragraph Styles 30 points *3pts ea create 5 styles, 5pts named all styles, 5 pts assigned all styles, 5 pts no red + s*	○ Did not create, name and/or assign paragraph styles.	○ Attempted to create, name and/or assign all 5 paragraph styles. Multiple errors, may include red + signs indicating unnecessary local changes.	○ Effectively created, named and assigned 5 paragraph styles. May have one or two errors. No red + signs indicating hidden copy.	○ Demonstrated mastery of creating and using paragraph styles. No errors.
Character Style 10 points *4pts style; 6 pts assign style*	○ Did not create and/or apply the specified character style to all instances of Ms. Sherman's name in article.	○ Attempted to create and apply the specified character style to *some* instances of Ms. Sherman's name, but not all. May have incorrectly set up character style.	○ Effectively created and applied the specified character style to almost all instances of Ms. Sherman's name, missed one.	○ Created and applied the specified character style to all instances of Ms. Sherman's name in article.
Text Frames and Color 5 points *all or nothing*	○ Headline & Opening Paragraph text frames do not follow specifications and/or are incorrectly set up. Multiple errors.	○ Headline & Opening Paragraph specifications attempted. Opening paragraph may incorrectly be in two separate frames or have sizing errors. May have other errors.	○ Headline & Opening Paragraph in Franklin Gothic, matching size in layout. Opening paragraph in a single colored text frame. May have one error.	○ Headline & Opening Paragraph follow specifications precisely and are created accurately.

continued on back

	Insufficient	Attempted	Effective	Superior
Photo Images 20 points	○ Did not modify the .psd files and/or recolor them as specified in InDesign. Did not colorize page background correctly. Four or more errors.	○ Attempted to modify both .psd files and recolor them as specified in InDesign. May not have colorized page background as specified. Two or three errors.	○ Modified both .psd files and recolored them as specified in InDesign. Colorized page background as specified. One error.	○ Correctly modified both .psd files and recolored them exactly as specified in InDesign. Colorized page background as specified.
Illustration 20 points *10pts symmetry; 4 pts single shape; 3 pts layer mgmt, 3 pts swatch mgmt*	○ Attempted to draw the flourish in Illustrator using the supplied template. May not have considered symmetry, creating a single shape, layer and/color swatch management. Three or more errors.	○ Drew the flourish in Illustrator using the supplied template. Considered symmetry, creating a single shape, layer and/or swatch management. May have two errors.	○ Accurately drew the flourish in Illustrator using the supplied template. Demonstrated symmetry, creating a single shape, layer and swatch management, but may have one error.	○ Precisely and accurately drew the flourish in Illustrator using the supplied template. Mastery is evident in symmetry, creating a single shape, layer and swatch management.
Ads & Web Address 10 pts *8 pts for ads,* *2 pts correct font*	○ Did not place ad images, and/or set the web address incorrectly.	○ Did not correctly place one of the ad images, or set the web address incorrectly.	○ Successfully placed the ad images. Set the web address perfectly using the correct typeface. May have one error.	○ Successfully and accurately placed the ad images. Set the web address perfectly using the correct typeface.
Details *need to assign pts if we keep this category* *10 pts*	○ Did not pay attention to details: Following specifications, measurements, snapping to guides, using spell check, space after, copyfitting, naming.	○ Details needed more attention: Following specifications, measurements, snapping to guides, using spell check, space after, copyfitting, naming.	○ Details are well done: Following specifications, measurements, snapping to guides, using spell check, space after, copyfitting, naming.	○ Details are perfect: Following specifications, correct measurements, snapping to guides, using spell check, space after, copyfitting, naming. ○
Packaging and pdf *5 pts package;* *5 pts for low & high res pdf* *5 pts for printer's marks on pdfs*	○ Does not correctly package file or create correct .pdf files. Files missing or specifications not demonstrated. Location of files is incorrect.	○ Attempted to package the document and /or attempted to make both a high resolution pdf with printer's marks and a low resolution pdf without marks; both in spreads, but may be done incorrectly.	○ Packaged the document correctly and made both a high resolution pdf with printer's marks and a low resolution pdf without marks; both in spreads. May have one error.	○ Successfully packaged the document and made both a high resolution pdf with printer's marks and a low resolution pdf without marks; both in spreads.
Project-Management 10 pts *5pts folder as specified;* *5 pts correct print out*	○ Insufficient project management. Files may be missing or incorrectly organized. May not be scaled to fit on tabloid paper. Multiple errors.	○ Attempted to manage project but not all files were placed in the folder or the folder may not have been left on the desktop. Document may not have been printed in color or may not be scaled to fit on tabloid paper. May have two errors.	○ Managed project well: all files were placed in a folder that was left on the desktop. Document was printed in color with printer's marks scaled to fit on tabloid paper. May be missing one file or have not scaled or not included marks. May have one error.	○ Managed project perfectly: all files were placed in a correctly named folder that was left on the desktop. Printed the document in color with printer's marks scaled to fit on tabloid paper.

Notes for student:

Points _____ Percentage_____

Analysis of the data

• How you analyzed results, including steps taken to ensure that results are reliable (consistent from one evaluator to another.

Reviewers were specifically directed to understand they were assessing how well the students' work demonstrated the ***program's outcomes***, not assessing the competency of the student. The 24 portfolios were set up on tables in the North View Gallery. Each of the 9 reviewers randomly drew a card corresponding to the portfolio they were to evaluate. After each evaluation, the reviewer wrote their name on the card and returned it to the pot before drawing another card. Cards containing 3 different reviewer names were then removed from the pot. The process was completed once all portfolios had been evaluated by 3 reviewers. This enabled comparisons of different reviewer evaluations of each portfolio. 2 of the 3 evaluations remained consistent for each portfolio's overall score. The following score chart and bar graph has been provided for reference.

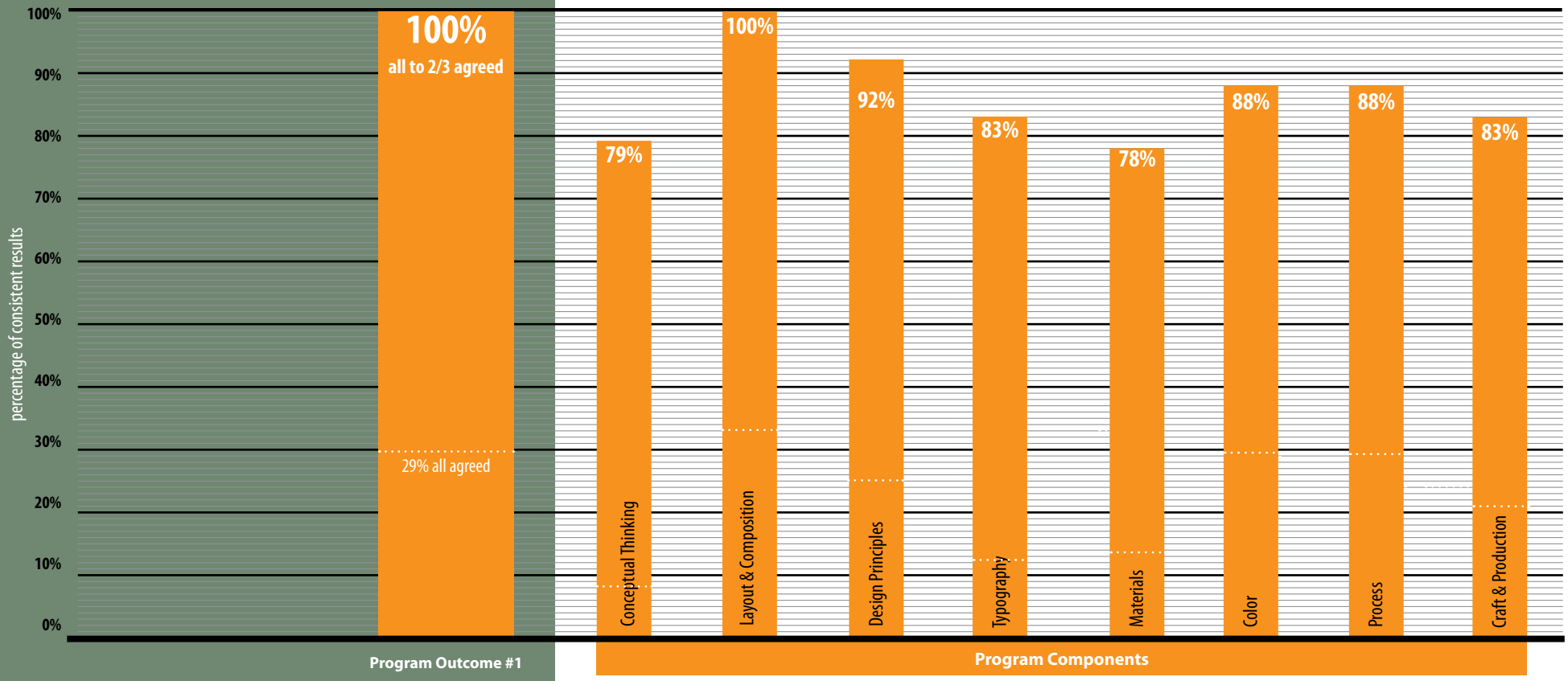
Inter-rater reliability—the degree of agreement among raters

	OVERALL SCORE	Conceptual Thinking	Layout & Composition	Design Principles	Typography	Materials	Color	Process	Craft & Production
Consistency									
All Agreed	7	3	8	6	3	3	6	8	5
2/3 agreed	17	16	16	16	17	15	13	13	15
None agreed	0	5	0	2	4	6	5	3	4
All Agreed %	29	12	33	25	12	12	25	33	21
2/3 agreed %	71	67	67	67	71	63	54	54	62
None agreed %	0	21	0	8	17	25	21	13	17
2/3 + All agreed %	100	79	100	92	83	78	88	88	83

Outcome 1
Professional design competence

Reviewers' Ratings

Consistency of reviewers' ratings on Program Outcome 1 and the corresponding components



Program Outcome #1

Apply concept theory and design in the development of printed materials that successfully respond to clients' communication needs.

The results

3. Provide information about the results (i.e., what did you learn about how well students are meeting the outcomes)?

The average of the scores from the 2013 portfolio review showed that the students usually met the categorized benchmarks for ***Outcome 1***. It is reassuring to see that on average most of the students have portfolios that showcase an appropriate level of ability. There is room for improvement in all categories, but every design program has greatly varying levels of talent and expertise among its students.

The category that scored lowest was unique use of ***Materials***. This is an area we would like to see improvement in as it makes for a more engaging portfolio. However we do acknowledge that all of the other benchmark categories are more pertinent for a graphic designer to possess.

Two other categories that fell a little short were ***Typography*** and ***Craft & Production***. These are areas we feel are particularly important as they display the finesse and attention to detail that is necessary in the field.

All of our students met ***Outcome 2*** by passing the Technical Skills Assessment test. The average of their scores was a little higher than the previous year. We are hopeful that this is a result of our faculty's teaching methods.

In an effort to provide tangible evidence to assess ***Outcome 3***, we were able to confirm the advancement of over half of the 2012 graduates. Over 40% of those alumni were working in the field of graphic design within 6 months of completing the GD 229 capstone course. All 5 students who applied to the PSU Graphic Design Program were accepted.

• If scored (e.g., if a rubric or other scaled tool is used), please report the data, and relate to any appropriate benchmarks.

Please see the following 5 pages for:

Outcome 1

- *Reviewers' Portfolio Ratings Table*
- *Portfolio Assessment Average Scores Bar Graph*

Outcome 2

- *Technical Skills Assessment Bar Graph*

Outcome 3

- *Advancement of 2012 Graduates Pie Chart*

• Results should be broken down in a way that is meaningful and useful for making improvements to teaching/ learning. Please show those specific results.

The ***Outcome 1*** bar graph is the primary assessment data used to guide future instruction.

The ***Outcome 2*** bar graph compares technical skills assessment scores to the prior year's scores.

The ***Outcome 3*** pie chart color codes the previous year alumni's advancement after 6 months.

Outcome 1
Professional design competence

Reviewers' Portfolio Ratings | Page 1

	OVERALL SCORE	Conceptual Thinking	Layout & Composition	Design Principles	Typography	Materials	Color	Process	Craft & Production
Student 1									
AM	**1**	2	1	2	1	2	2	2	3
JP } reviewer's' initials	**2**	2	2	2	2	2	3	3	2
CM	**1**	1	1	1	1	1	1	1	1
Student 2									
CC	**2**	2	2	2	2	1	3	3	2
CB	**2**	3	3	3	2	1	2	0	2
SJ	**2**	2	2	2	3	0	1	3	2
Student 3									
CM	**2**	2	1	1	1	2	3	3	3
JP	**2**	2	2	2	2	2	2	3	3
SJ	**2**	2	2	2	2	3	1	3	3
Student 4									
CM	**1**	1	1	2	1	2	2	1	1
AM	**1**	3	2	2	2	0	1	2	1
LG	**1**	1	2	2	2	2	2	2	2
Student 5									
CM	**2**	2	2	2	2	2	2	1	1
CB	**2**	3	2	2	2	0	2	1	2
KS	**2**	2	2	2	2	2	2	1	2
Student 6									
KS	**2**	3	3	2	3	2	3	3	2
CC	**1**	1	2	1	1	1	2	2	1
CM	**2**	1	2	2	2	1	2	1	1
Student 7									
LG	**2**	2	3	3	3	1	2	2	2
SJ	**2**	3	2	2	2	2	1	1	2
KS	**3**	3	3	3	3	3	3	3	3
Student 8									
CC	**3**	3	3	3	3	3	3	3	3
AM	**3**	3	3	3	2	3	3	3	3
SJ	**3**	3	3	3	3	3	3	3	3
Student 9									
ES	**2**	2	2	3	2	2	2	2	1
CM	**2**	2	2	2	2	2	1	2	1
KS	**2**	3	2	2	2	2	2	2	2
Student 10									
KS	**2**	3	2	2	3	2	2	3	2
LG	**1**	1	1	2	2	1	1	1	1
CM	**1**	1	1	1	1	0	1	1	1
Student 11									
CC	**1**	3	3	1	1	1	2	2	1
CB	**1**	1	1	1	0	2	1	2	2
SJ	**2**	2	1	3	1	3	2	2	2
Student 12									
JP	**2**	2	2	3	2	2	2	2	2
ES	**2**	2	2	2	2	2	2	2	2
SJ	**3**	3	3	3	2	3	3	3	3

Outcome 1
Professional design competence

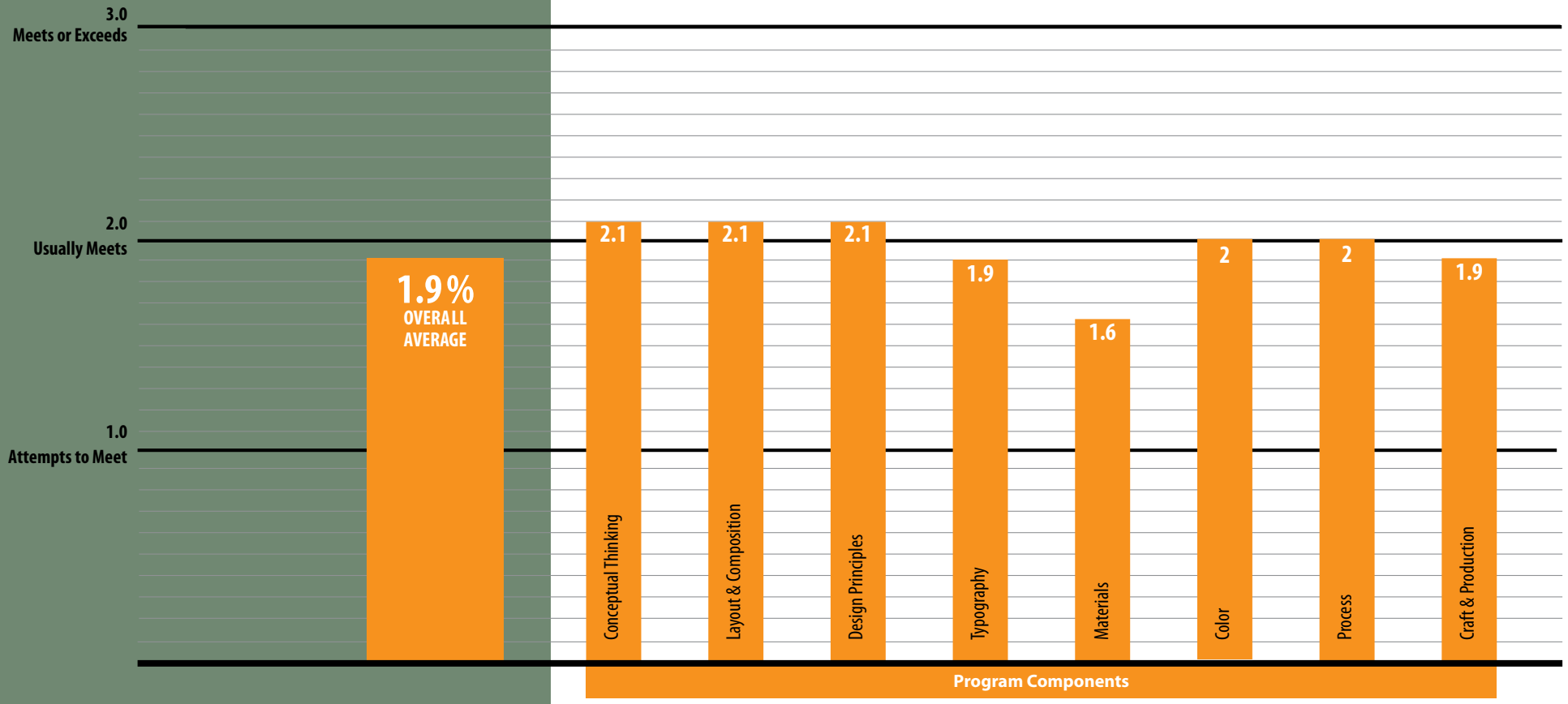
Reviewers' Portfolio Ratings | Page 2

	OVERALL SCORE	Conceptual Thinking	Layout & Composition	Design Principles	Typography	Materials	Color	Process	Craft & Production
Student 13									
SJ	**1**	1	2	2	1	1	1	1	2
CB	**2**	3	2	2	2	0	2	1	2
LG	**2**	2	2	2	2	2	2	1	1
Student 14									
JP	**3**	3	3	3	3	3	3	3	3
LG	**3**	3	3	3	3	3	3	3	3
ES	**2**	1	3	3	2	2	3	2	3
Student 15									
JP	**2**	2	2	2	2	1	2	3	2
ES	**1**	1	1	1	1	1	1	2	1
CM	**1**	1	1	1	1	2	1	2	1
Student 16									
ES	**2**	1	2	2	1	1	2	2	1
AM	**1**	1	1	2	1	1	2	3	2
CM	**2**	2	2	2	2	2	2	2	2
Student 17									
KS	**2**	2	2	2	2	2	2	2	1
CC	**2**	3	3	3	3	2	2	3	0
AM	**2**	2	3	2	2	0	2	3	2
Student 18									
CM	**3**	3	3	3	3	3	3	3	3
CB	**2**	3	2	2	2	3	2	3	2
CC	**3**	3	3	3	3	3	3	3	3
Student 19									
CC	**1**	1	1	0	1	0	0	1	2
KS	**2**	3	2	2	2	2	3	2	2
CB	**2**	2	2	2	2	0	2	1	2
Student 20									
AM	**0**	1	1	1	1	0	2	1	0
JP	**2**	1	2	2	2	1	1	2	1
KS	**2**	3	2	2	2	2	2	1	2
Student 21									
JP	**3**	2	3	3	3	1	3	2	3
ES	**3**	3	3	2	3	2	3	2	2
CB	**2**	2	3	3	2	2	3	2	2
Student 22									
SJ	**1**	1	1	0	1	0	1	3	1
LG	**2**	3	3	2	3	3	3	2	3
KS	**2**	3	3	3	2	2	3	2	2
Student 23									
JP	**2**	2	2	3	2	2	2	1	2
CC	**1**	1	2	1	1	0	2	2	2
AM	**2**	3	2	2	3	2	3	2	3
Student 24									
LG	**3**	2	2	2	2	2	1	1	2
AM	**3**	3	2	2	2	2	2	2	1
SJ	**1**	1	2	1	1	0	1	1	2
AVERAGE	**1.9**	**2.1**	**2.1**	**2.1**	**1.9**	**1.6**	**2**	**2**	**1.9**

Outcome 1
Professional design competence

Portfolio Assessment Average Scores

Average of all Raters' Scores in Portfolio Component Areas for 2013

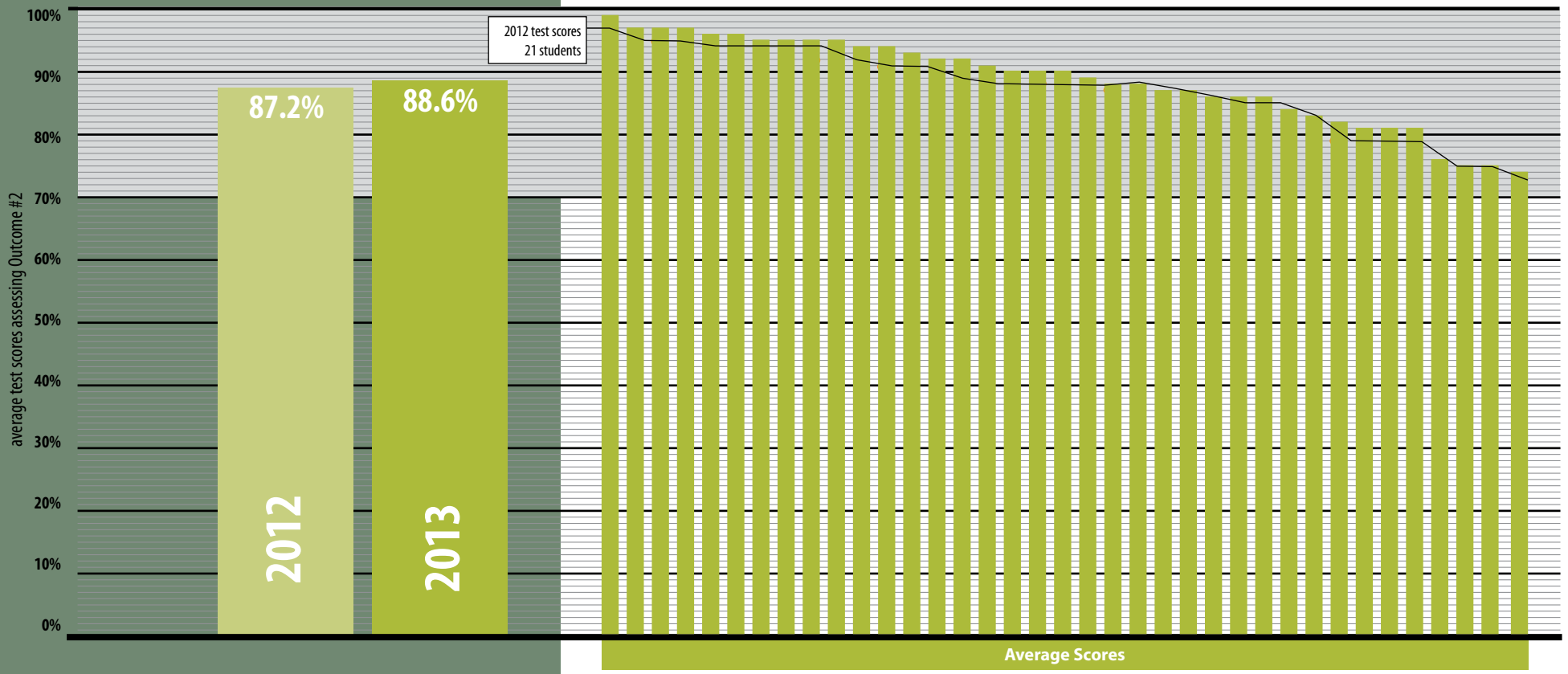


Outcome 2
Professional technical competence

Technical Skills Assessment

Average of Scores For Technical Skills Assessment in 2013

Demonstrate technical skills required to produce professional-level communication materials.



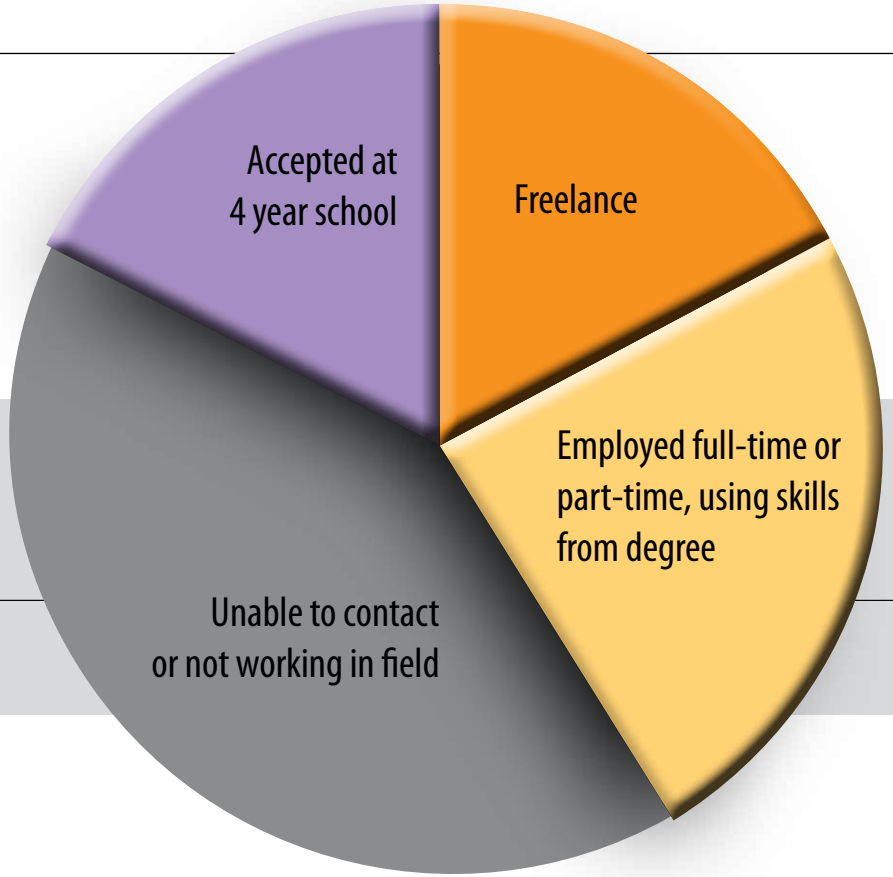
Technical Skills were assessed using the state approved rubric.

100% of all 37 students passed the Technical Skills Assessment.

Outcome 3
Preparedness for employment or transfer to a 4 year school

Distribution of students who graduated in 2012

Demonstrate professional graphic design standards and methods to qualify for field advancement.



Advancement of 2012 graduates after 6 months

employed using skills learned at PCC	41.4%
accepted at PSU or PNCA	17.5%
total	58.9%

Recommendations for changes

4. Identify any changes that should, as a result of this assessment, be implemented to help improve students' attainment of outcomes. (These may include, but are not limited to, changes in curriculum, content, materials, instruction, pedagogy, etc.)

The restructuring of the Assessment Rubric for ***Outcome 1*** in 2013 does not give us the opportunity to compare side-by-side with the results from 2012. Since ***Materials*** rated the lowest among the measured components, this is an area we will need to address.

More concerning however were two component areas which averaged just under the desired target range, yet significantly higher than Materials. These areas, ***Typography*** and ***Craft & Production***, are critical components for students to demonstrate in their portfolios.

At the end of their first year in the graphic design program, students are adept at designing and working with typography. However, these type skills are not being demonstrated in their more advanced, second year projects. We need to remind and encourage students to develop and refine their typography as they progress through the program.

Craft and Production may have rated a little low as it was harder to discern how well portfolio pieces were crafted due to the limitations of a physical portfolio. Many pieces that showed hand work were three-dimensional, and therefore had to be photographed for portfolio. Students need to perfect their hand skills, especially on project comps. They also need to improve their drawing and illustrating skills.

Based on the findings of this report the SAC should:

- *Continue to adjust project parameters or create new projects that require more creative use of varied materials. Books, menus, packaging, and illustration can include multiple materials. Look at ways to incorporate sustainable materials into projects.*
- *Stress the importance of demonstrating professional type skills and typographic design, especially in advanced, second year work. Encourage students explore non-digital methods in working with type.*
- *Ensure students are required to sketch out many ideas. Encourage students to practice and their drawing and illustration skills, and include this work in their projects.*
- *Demonstrate professional level hand crafting skills, and require students to practice their skills by building prototypes at multiple phases of a project. Skills improve by doing things over and over again.*

The effectiveness of the assessment tool

5. Reflect on the effectiveness of this assessment tool and assessment process. Please describe any changes to assessment methodology that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome). Is there a different kind of assessment tool or process that the SAC would like to use for this outcome in the future? If the assessment tool and processes does not need to be revised, please indicate this.

The various changes made for this year's assessment are definitely more effective at aligning evidence of our student's progress with the 3 outcomes of the GD Program. Assessing ***Outcome 1***, Professional Design Competence, through the portfolio review provides the most relevant data for evaluation as it identifies specified benchmarks that directly relate to course material imperative to any graphic design program. Reviewing the portfolios also allows the assessment to be driven by the most influential factor affecting our students advancement, their portfolios.

While the portfolio review seems the most effective means of assessment, there are some areas that may deserve improvement. After looking over the reviewers' individual responses, we are considering further refinement of this year's revised rubric. Removing the 'Additional Comments' section from the rubric may be appropriate as the information provided does not affect the compiled data. This may enable the reviewers to review an additional portfolio in the allotted time. Having an extra evaluation of each portfolio should increase accuracy and consistency among the assessed portfolios. Re-wording of some category descriptions and performance levels may help us to achieve more consistent results as well. However, altering the rubric for the 2014 assessment may prohibit a comparison of the data to the 2013 assessment. We will discuss the matter further at the Fall SAC meeting.

CTE Assessment Plan

AAS or Certificate: Graphic Design

Submit to learningassessment@pcc.edu by November 15, 2010

1. Outcome	2. Maps to a Core Outcome?	3. Assessment Setting/Method	4. When will assessment take place ?
Apply concept theory and design in the development of printed materials that successfully respond to clients' communication needs.	• Communication • Critical Thinking • Cultural Awareness • Professional Competence	Students design, create and produce printed communication materials in all graphic design courses in the program. Work is assessed measuring students demonstrated ability to match industry accepted practices and methods. Rubrics and checklists used to assess student work.	Year 2
Demonstrate technical skills required to produce professional-level communication materials.	• Critical Thinking • Professional Competence	Technical skills are assessed using time-limited skills tests. (This assessment will comprise the technical assessment for the TSA)	Year 1
Demonstrate professional graphic design standards and methods to qualify for entry-level employment or transfer to a 4-year school.	• Communication • Critical Thinking • Cultural Awareness • Professional Competence • Self-Reflection	A professional-level portfolio of student work is created in GD 229 Portfolio Preparation. Work of graduating students is assessed using a rubric. Students transferring to Portland State University submit their portfolios to PSU as well for assessment in the PSU Sophomore Portfolio Review, which also uses a rubric.	Year 2

5. For Programs that are beneficiaries of Perkins funding: Identify assessments that will comprise the TSA.

Technical Skills testing comprises the TSA in 8 GD technical courses: GD 101, GD 140, GD 141, GD 150, GD 151, GD 160, GD 260, GD 242