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| **Assurance of Student Learning Report**  **2023-2024** | | |
| *PCAL* | | *Art & Design* |
| *1762: Graphic Design Certificate* | | |
| *Program Coordinator: Natalie Tyree* | | |
| ***Is this an online program***?  Yes  No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here  NO! (See **Assessment Cycle Plan)** | |

**\*\*\* Please include Curriculum Map as part of this document (at the end), NOT as a separate file.**

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| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.*** | | | |
| **Program Student Learning Outcome 1:**  Demonstrate understanding of effective design elements and principles (composition, hierarchy, typography) to create meaningful visuals. | | | |
| **Instrument 1** | Oxymoron Poster Project from ART 231: Graphic Design 1, Typography | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Program Student Learning Outcome 2:**  Apply design thinking and research to identify, solve, and evaluate visual communication problems. | | | |
| **Instrument 1** | Oxymoron Poster Project from ART 231: Graphic Design 1, Typography | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Program Student Learning Outcome 3:** Create and implement diverse design assets for print and screen using various tools and technologies. | | | |
| **Instrument 1** | Oxymoron Poster Project from ART 231: Graphic Design 1, Typography | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Assessment Cycle Plan:** | | | |
| There are no learning outcomes currently listed for this certificate (start date Fall 2020) in CourseLeaf. The SLOs assessed, which we propose to enter into CourseLeaf, are based on SLOs drafted for the approved program proposal in Fall 2020.  Based on disparate results seen between SLO 2 and SLOs 1 and 3; and the thought that the difference could be because coursework beyond the 200-level is likely needed to develop higher-level conceptual thinking, we are re-examining the required courses within the Graphic Design certificate. While students must take 300-level studio-based classes within the restricted electives, ART 231 is the highest-level design methods course \*required\* within the certificate. We are examining adding ART 330: Graphic Design II and/or ART 331: Visual Thinking to the list of required courses. That change will both ensure students take important core design courses, enhancing student learning, and provide a 300-level design production class taken by all certificate students allowing an easier method for capturing an upper-level artifact for assessment. Assessing students in an upper-level (300 or 400) course also aligns with the program curriculum map, which indicates mastery is met at these upper levels. This shift will take some consideration, as we would like to keep the number of hours required for certificate completion the same. | | | |

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| **Program Student Learning Outcome 1** | | | | | |
| **Program Student Learning Outcome** | Demonstrate understanding of effective design elements and principles (composition, hierarchy, typography) to create meaningful visuals. | | | | |
| **Measurement Instrument 1** | Oxymoron Poster Project from ART 231: Graphic Design 1, Typography  This project requires students to use industry-standard software to design a polished, research-based piece of visual communication using fundamental typography techniques, seamlessly integrating image and type and exhibiting an advanced level of ideation and creativity in the finished work. | | | | |
| **Criteria for Student Success** | Success is defined as meeting intermediate or proficient level on this outcome [as this is a certificate and not a major, intermediate level skill is an acceptable outcome] | | | | |
| **Program Success Target for this Measurement** | | Scores for the four evaluation items will be totaled; 75% of scores will be at intermediate or proficient level | **Percent of Program Achieving Target** | 100% | |
| **Methods** | Poster designs created by Graphic Design Certificate students in the two Spring 2024 ART 231 courses (N=19) were assessed based on the three items in the attached rubric. Students were ranked for each item as “Novice,” “Intermediate,” or “Proficient.”  Items of assessment were: 1) Create a work that employs type as the primary tool of visual communication (Intermediate = 2; Proficient = 17); 2) Implementation of basic design elements (Intermediate = 2; Proficient = 17); 3) Implementation of basic design principles (Intermediate = 2; Proficient = 17); 4) Integration of type and image as compositional elements (Intermediate = 2; Proficient = 17). | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| **Results**: 19 Students were assessed across two sections of Art 231 Typography (a core course of the Graphic Design Certificate program). No students of the assessment pool were assessed as “Novice” indicating that all students are on par or above expectations for this learning outcome.  **Conclusions**: Out of the pool of 19 students, 2 (10.5%) students were assessed as “Intermediate” in their demonstration of understanding of effective design elements and principles to create meaningful visuals, considered to be at benchmark for the Design Certificate curriculum as it relates to this learning outcome; and 17 (89%) students were assessed as “Proficient,” considered to be above benchmark.  **Plans for Next Assessment Cycle**: see in above summary section | | | | | |

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| **Program Student Learning Outcome 2** | | | | | |
| **Program Student Learning Outcome** | Apply design thinking and research to identify, solve, and evaluate visual communication problems. | | | | |
| **Measurement Instrument 1** | Oxymoron Poster Project from ART 231: Graphic Design 1, Typography  This project requires students to use industry-standard software to design a polished, research-based piece of visual communication using fundamental typography techniques, seamlessly integrating image and type and exhibiting an advanced level of ideation and creativity in the finished work. | | | | |
| **Criteria for Student Success** | Success is defined as meeting intermediate or proficient level on this outcome [as this is a certificate and not a major, intermediate level skill is an acceptable outcome] | | | | |
| **Program Success Target for this Measurement** | | Scores for the three evaluation items will be totaled; 75% of scores will be at intermediate or proficient level | **Percent of Program Achieving Target** | 100% | |
| **Methods** | Poster designs created by Graphic Design Certificate students in the two Spring 2024 ART 231 courses (N=19) were assessed based on the three items in the attached rubric. Students were ranked for each item as “Novice,” “Intermediate,” or “Proficient.”  Items of assessment were: 1) Implementation of ideation and creativity (Intermediate = 9; Proficient = 9); 2) Integration of skill and creativity (Intermediate = 9; Proficient = 9); 3) Clarity of Concept (Intermediate = 9; Proficient = 9). | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| **Results**: 19 Students were assessed across two sections of Art 231 Typography (a core course of the Graphic Design Certificate program). No students of the assessment pool were assessed as “Novice” indicating that all students are on par or above expectations for this learning outcome.  **Conclusions**: While all students were at or above benchmark for this SLO, considerably more students only met benchmark expectations on this SLO, as compared to the one pervious, where nearly all scored as ‘proficient.’ It is possible that the difference is due to the fact that SLO 2 measures more complex concepts regarding design thinking and conceptual development, covered more thoroughly in 300-level courses.  **Plans for Next Assessment Cycle**: see in above summary section | | | | | |

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| **Program Student Learning Outcome 3** | | | | | |
| **Program Student Learning Outcome** | Create and implement diverse design assets for print and screen using various tools and technologies. | | | | |
| **Measurement Instrument 1** | Oxymoron Poster Project from ART 231: Graphic Design 1, Typography  This project requires students to use industry-standard software to design a polished, research-based piece of visual communication using fundamental typography techniques, seamlessly integrating image and type and exhibiting an advanced level of ideation and creativity in the finished work. | | | | |
| **Criteria for Student Success** | Success is defined as meeting intermediate or proficient level on this outcome [as this is a certificate and not a major, intermediate level skill is an acceptable outcome] | | | | |
| **Program Success Target for this Measurement** | | Scores for the three evaluation items will be totaled; 75% of scores will be at intermediate or proficient level | **Percent of Program Achieving Target** | 100% | |
| **Methods** | Poster designs created by Graphic Design Certificate students in the two Spring 2024 ART 231 courses (N=19) were assessed based on the three items in the attached rubric. Students were ranked for each item as “Novice,” “Intermediate,” or “Proficient.”  Items of assessment were: 1) Familiarity with a variety of industry standard software (Intermediate = 2; Proficient = 17); 2) Understanding of print and digital design (Intermediate = 2; Proficient = 17); 3) Creation of portfolio-ready work (Intermediate = 2; Proficient = 17). | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| **Results**: 19 Students were assessed across two sections of Art 231 Typography (a core course of the Graphic Design Certificate program). No students of the assessment pool were as assessed as “Novice” indicating that all students are on par or above expectations for this learning outcome.  **Conclusions**: Once again, out of the pool of 19 students, 2 (10.5%) students were assessed as “Intermediate” in their ability to create and implement diverse design assets for print and screen using various tools and technologies, considered to be at benchmark for the Design Certificate curriculum as it relates to this learning outcome; and 17 (89%) students were assessed as “Proficient,” considered to be above benchmark.  **Plans for Next Assessment Cycle**: see in above summary section | | | | | |

**Curricular Map for Graphic Design Certificate (1762), Revised 2024**A black background with white text

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| **Graphic Design Certificate 1762** | **Student Learning Outcome 1:**  Demonstrate understanding of effective design elements and principles (composition, hierarchy, typography) to create meaningful visuals. | **Student Learning Outcome 2:**  Apply design thinking and research to identify, solve, and evaluate visual communication problems. | **Student Learning Outcome 3:**  Create and implement diverse design assets for print and screen using various tools and technologies. |
| **Introductory Studio  Foundations Courses**  ART 130 or ART 140 | Introduced | Introduced | N/A |
| **Introductory Design Foundations Courses**  ART 243 and ART 231 | Introduced/Reinforced | Introduced/Reinforced | Introduced |
| **Design History Course**  ART 334 | N/A | Reinforced | N/A |
| **Restricted Upper-Level Electives**  ART 330, ART 331, ART 430, ART 431, ART 432, ART 433, ART 436, ART 438 | Mastered | Mastered | Mastered |

**Assessment Rubric: Student Learning Outcome 1**

**Student Learning Outcome 1:**   
Demonstrate understanding of effective design elements and principles (composition, hierarchy, typography) to create meaningful visuals.

Considering the outcome listed above, assess the material according to the rubric scoring guide below.

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| **Evaluation item** | **Novice** | **Intermediate** | **Proficient** |
| **Create a work that employs type as the primary tool of visual**  **communication.** | Failed to use basic typography to create a simple design for visual communication. | Designed a visual communication piece using fundamental typography techniques. | Designed a polished visual communication piece using fundamental typography techniques and demonstrating advanced level skill in type. |
| Students At Above Level |  |  |  |
| **Implementation of basic design elements** *(color, shape, line, space, texture, value, type, balance)* | Failed to create effective visual compositions through the integration of design elements. | Applied basic design elements to create simple and effective visual compositions. | Integrated basic design elements to develop sophisticated and well-balanced visual compositions. |
| Students At Above Level |  |  |  |
| **Implementation of basic design principles** *(contrast, repetition, rhythm, emphasis, unity, variety, balance, proportion, hierarchy)* | Failed to integrate design principles to create effective visual compositions. | Applied basic design principles to create simple and effective visual compositions. | Integrated basic design principles to develop sophisticated and well-balanced visual compositions. |
| Students At Above Level |  |  |  |
| **Integration of type and image as compositional elements** | Failed to exhibit how type and image function as compositional elements in design. | Applied basic fundamentals of using type and image together to create balanced and effective compositions. | Integrated type and image seamlessly to develop complex and cohesive visual compositions. |
| Students at Above Level |  |  |  |

**Assessment Rubric: Student Learning Outcome 2**

**Student Learning Outcome 2:**   
Apply design thinking and research to identify, solve, and evaluate visual communication problems.

Considering the outcome listed above, assess the material according to the rubric scoring guide below.

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| **Evaluation item** | **Novice** | **Intermediate** | **Proficient** |
| **Implementation of ideation and creativity** | Failed to show evidence of ideation and creativity in the final work. | Applied basic fundamentals of ideation and creativity in the final work. | Exhibited advanced level ideation and creativity in the final work. |
| Students At Above Level |  |  |  |
| **Integration of skill and creativity** | Failed to combine skill and creativity in the final work; lacks execution in communicating ideas through visual communication. | Combined skill and creativity in the final work; fundamental level of execution in communicating ideas through visual communication. | Combined skill and creativity in the final work; advanced level of execution in communicating ideas through visual communication. |
| Students At Above Level |  |  |  |
| **Clarity of Concept** | Failed to create a final piece that communicated the concept; little evidence of research and forethought. | Created a final piece that communicated the concept; adequate evidence of research and forethought. | Created a final piece that clearly communicated the concept; thorough evidence of research and forethought. |
| Students At Above Level |  |  |  |

**Assessment Rubric: Student Learning Outcome 3**

**Student Learning Outcome 3:**   
Create and implement diverse design assets for print and screen using various tools and technologies.

Considering the outcome listed above, assess the material according to the rubric scoring guide below.

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| **Evaluation item** | **Novice** | **Intermediate** | **Proficient** |
| **Familiarity of a variety of industry standard software including** *(Core programs: Photoshop, Illustrator, InDesign; and a sampling of Dimension, Figma, or After Effects)* | Failed to demonstrate basic knowledge of design software to create final work. | Demonstrated basic knowledge of design software to create final work. | Demonstrated advanced knowledge of design software to create final work. |
| Students At Above Level |  |  |  |
| **Understanding of print and digital design** | Failed to apply basic fundamentals and understanding of print and digital design. | Applied basic fundamentals and understanding of print and digital design. | Applied basic fundamentals and advanced understanding of print and digital design. |
| Students At Above Level |  |  |  |
| **Creation of portfolio-ready work** | Failed to create portfolio ready work; items are missing or incomplete. | Created portfolio ready work; items are complete and showcase basic skill. | Created portfolio ready work; items are complete and showcase advanced skill. |
| Students At Above Level |  |  |  |