

Program Assessment Plan

Department Name: Art

Major: BFA GRAPHIC DESIGN

Student Learning Goals:

1.	Graduates should attain a professional standard of skill in the aesthetic, formal, conceptual and technical dimensions of graphic design, including typography and the use of visual images and elements. Graduates must design well, with visual style and originality. They should be skillful and flexible visual designers, attentive to the integrity and appropriateness of design solutions.
2.	Graduates must demonstrate an understanding of the historical and theoretical contexts of graphic design, its relationship to communications and the fine arts, and its impact upon contemporary culture.
3.	Graduates should attain a level of visual and cultural literacy commensurate with a professional role in creating and disseminating media and communications in the public sphere. Graduates must learn to think broadly across disciplines and learn to educate themselves and conduct effective research, as their skills may need to be applied to many different types of content.
4.	Graduates must demonstrate an ability to clearly express both verbally and in writing the meanings of design decisions in order to serve and inform the client, the project and the public capably, ethically and responsibly.

Assessment Plan:

Assessment Measure:	Goals Addressed: (list by number)	How is the information used?
Portfolio Review for entrance into the Upper Division of the program	1, 2, 3, 4	The full design faculty meets to evaluate a portfolio and written dossier (including statement and transcripts) by each candidate, midway through the program. As a result of this evaluation, students may either be advanced without provision into the upper division of the program; or they may be advanced with specific provisions for supplementary coursework or improvement of grades; or they may be barred from advancing, in which case they may appeal the decision, reapply in one year, or change majors. This portfolio review process is valuable in that it gives the full design faculty a comprehensive view of the program at a given point in time; and an opportunity to discuss and evaluate the effectiveness of the program, as a group. This information is used in the ongoing evaluation of curriculum that occurs in the context of area meetings.
Portfolio Development at exit from the program	1, 4	BFA students take Art 495 Portfolio Development in their final or penultimate semester. In this class, students review the projects that they have done in their studio courses, and revise and assemble these into a professional portfolio for entry into the job marketplace. The portfolios are presented at a public reception, in which all design faculty participate and to which designers and other professionals from the community are invited. Feedback on student portfolios is gathered informally from the local design community; the information is used in the ongoing evaluation of curriculum that occurs in the context of area meetings.

Assessment Measure:	Goals Addressed: (list by number)	How is the information used?
Area Meetings	2, 3	The four faculty members in Graphic Design meet at least monthly to discuss curriculum, concerns about schedule and facilities, and program policies. Assignments of pertinent writing, planning and advising tasks are made at area meetings. Decisions are made by democratic process. All four faculty participate in the process of developing curriculum changes, which are subsequently reviewed by the department curriculum committee (meets twice per semester or as needed), the department chair, the college curriculum committee, etc.

Updated: January 18, 2006