

End of the Academic Year 2012-2013 – End of This Cycle Results & Improvement Plan for Next Year

The template has 9 pages. Please return this completed form with the dean signatures or their E-mail approval(s) copied & pasted in at the end.

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area- GRAPHICS TECHNOLOGY				
Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
Note from Planning Team Fall 2011: Please note, with respect to the designation of Planning Team Leaders: The Planning Team came to a consensus that Planning Team Leaders should include representation from each of the three major campuses (East, Osceola, and West). Those selected, or volunteering, for the role of Planning Team Leader are to be a non-tenure track full time faculty members (tenured or four-month). It was the determination of the Planning Team that tenure-track faculty should be encouraged to concentrate on the completion of their ILP.				
Meg Curtiss, West		mcurtiss@valenciacollege.edu		
Kristy Pennino, East		kpennino@valenciacollege.edu		
Planning Team Members ²	Campus	E-mail Address	Phone Extension	Mail Code
The Planning Team came to the consensus that all tenured, tenure-track, and full-time four-month faculty are considered members of the planning team. As the work being conducted for these Assessment Plans impacts all tenured and tenure-track faculty, they all should play an active role in the work being conducted.				
Kristy Pennino, East		kpennino@valenciacollege.edu	Luis Salas Rivera	lsalasrivera@valenciacollege.edu
Amanda Kern, East		akern@valenciacollege.edu	Jason Ellison	Jellison3@valenciacollege.edu

¹ Planning Team Leaders assume the responsibility for coordinating activities associated with the expectations for the design, approval and implementation of Assessment Plans.

² Planning Team membership, whenever possible, should reflect the *Principles for selection of members for assessment plan work teams*. For faculty teams the principles include: College-wide representation where possible; Full-time faculty from the respective program / discipline (tenured, tenure track, and non-tenure earning 4 / 8 / 10 month faculty); Adjunct faculty when an adequate number of full-time faculty do not teach in the program / discipline; Faculty from both disciplines or programs when an outcome is assessed in two programs or a program other than the primary discipline. For plans developed in Student Affairs planning teams should include the following: College-wide representation where possible; Staff from the targeted program area; Part-time Student Affairs professionals when an adequate number of full-time staff do not work in the targeted program area; Faculty / staff from other program / discipline areas working on the same or similar outcomes; Students representation when possible.

Six Items Documenting Results

Please fill in the blue shaded areas with brief sentences. A second page is provided for longer comments.

Documenting the Assessment Process

1. In a sentence or two, what did you do and who was responsible for coordinating the collection of student artifacts / data?

We spent this year collecting artifacts that document the quality of finished digital and printed student portfolios, resumes and self-promotional items students have upon completion of GRA 1951C Portfolio Review. Although we initially felt just two PLOs were being assessed, in hindsight, we realized more were being assessed. The PLOs assessed were:

- Produce a finished digital/interactive portfolio that visually demonstrates design, typography and technical abilities.
- Produce a finished digital or printed portfolio that visually demonstrates design, typography and technical abilities.
- Produce a finished résumé, identity and self-promo piece that visually demonstrates design, typography and technical abilities.
- Create effective visual communication through the application of design theories and principles to execute design solutions.

2. At what point in the academic year / semester were the student artifacts / data collected? How many students were assessed?

All year, but most submitted artifacts for the sake of PLO assessment were collected this Spring 2013. There were approximately 45 graduating students assessed over the course of three semesters.

Improvement Plan and Use of the Assessment Results – Next Year's Cycle

3. What were your results? (Please e-mail the data and copies of instruments when you submit this form if possible, for example rubric scores in an Excel sheet.) How did this compare with any predictions that you made in the Fall?

All collected artifacts, including printed portfolios, were archived digitally (with photographs) on our flickr page to share with the world. The web archiving can be found here: <http://www.flickr.com/photos/vccgraphics/sets/72157633382676763/?page=2>

Also, student web sites URLs were also collected. Here are the student URLs:

<http://www.hellosean.com/>

<http://www.shannonmetherell.com/>

<http://www.kristielynnart.com/>

<http://www.christianjespersen.com/>

<http://tenjodesign.com/>

<http://www.thebryttni.com/>

<http://jessica-ramz-deslgn.sqsp.com/>

<http://samuelroman.com/>

<http://www.nicolasrincon.com/>

<http://sevdha.com/>

<http://juliahawkinsdesign.com/>

<http://www.joygarcia.com/>

<http://rhettwithey.com/>

4. What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student activity over the next year? (Please use the following page if you need more space for your response.)

Due to positive feedback from industry professionals during the semesterly portfolio reviews, students will be required from now on, regardless of whether they are specializing in print design or web design, to have both printed and web-based portfolios.

5. What changes, if any, will be made to the common course outlines, the catalog, etc.

Due to the increased cost associated with students having to print and publish their work electronically, the program-related costs listed in the college catalog will need to be updated to reflect the cost increase to have portfolios printed this professionally.

Next Steps – Planning for Next Year’s Cycle— Academic Year 2013-2014 (see below for detailed planning)

6. What are your next steps – acting on the results? (These steps will guide others in the next cycle... moving the process forward.) If these steps include the development and implementation of a new assessment, include that information here. If you plan to change the current assessment or the program learning outcome that you focus on, you will want to do that here.

Our plan is to move on to other PLOs for the upcoming assessment year.

Please include the name of the person completing this page and your program: Kristy Pennino

See next page...

Complete only the sections that apply to your work.

<p>Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:</p> <p>Graphic and Interactive Design, Interactive Design Graphic and Interactive Design, Graphic Design CIP: 1650040200</p>	
<p>Targeted Program Learning Outcome(s) (How many will you be assessing this coming year?):</p> <p>We plan to spend the upcoming assessment year focused on demonstrating and improving outcomes for two different PLOs:</p> <p>PLO #1, which is very similar for both the Graphic Design and Interactive Design AS Degree Specializations:</p> <ul style="list-style-type: none"> • Demonstrate entry-level workplace computer competencies using industry-standard print design and production software. • Demonstrate entry-level workplace computer competencies using industry-standard interactive/web design and production software and coding languages. <p>PLO #6, which is the same on both Graphic Design and Interactive Design Specializations:</p> <ul style="list-style-type: none"> • Develop solutions to problems encountered in all phases of the graphic design process. 	<p>Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:</p> <p>For PLO #1: GRA 1951C Portfolio Review</p> <p>For PLO #6: All courses within the Graphic and Interactive Design Program currently requiring students develop creative process books/journals as a part of their coursework. Those courses are, but are not limited to GRA 1142C, GRA 1203C, GRA 2141C, GRA 2182C, GRA 2113C, GRA 2201C, GRA 2121C</p> <p>Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above:</p> <p>Demonstration of technical proficiency in industry-standard production techniques.</p> <p>Demonstrate cumulative understanding of design, typography, creativity, concept development, visual communication and techniques while focusing on how learned content meets industry expectations.</p>
<p>Performance Indicators for the Program Learning Outcome(s) selected:</p> <p>For PLO#1: Print and web comprehensive exams in GRA 1951C For PLO#6: Process books/journals and scoring rubrics for these books/journals completed in various courses</p>	<p>Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:</p> <p>For PLO#1: Graded Comprehensive Exams For PLO#6: Graded process books/journals</p>
<p>Common Assessment (What assessment method (written assignment, speech, test, etc.)</p>	

will you use to assess student ability related to the program / course outcome(s) selected):

For PLO#1: Comprehensive Exams (On-computer timed proficiency exams and grading rubrics)

For PLO#6: Process books/journals (printed or digital), suggested rubrics for grading student process

Description of the Proposed Common Assessment (Common assessments should be designed to ensure a balance between (1) the need for a consistency within the program in order to ensure comparable student artifacts and (2) the need for reasonable flexibility in order to encourage faculty judgment in the design and delivery of learning activities):

For PLO#1: Students have always been required to pass a timed, on-computer comprehensive exam in GRA 1951C with a grade of C or higher in order to demonstrate technical readiness for entry-level industry expectations. We plan to revisit these exam requirements and the scoring rubric in order to make sure the exam is keeping up with industry changes.

For PLO#6: Process books/journals (printed or digital) are a common course requirement for many of our graphics courses. Right now, although this outcome is being measured, faculty have developed solutions that are often very different from each other in an effort to measure something as subjective as creative process in their courses. As a part of assessment for this PLO we would like to develop suggested rubrics for grading student creative process to our faculty, further discuss faculty process requirements and develop a “style guide” resource for students to help them understand quality and presentation expectations in producing books that document their creative process (regardless as to whether they are digital or printed process books/journals).

Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests):

The GRA 1951C comprehensive exam and it’s scoring rubric will both be revisited. We will also explore rubric formats and provide suggestions to share with faculty for grading process books/journals.

Implementation Process

Collection of Student Artifacts

How will student artifacts or data associated with student performance be collected?

For PLO#1: Exam results have been collected and archived for many years. Students have not been permitted to keep their exam rubric to protect the integrity of the exam. **For PLO#6:** Process books will be either physically or digitally archived in select courses where students and faculty are willing to share. Rubric samples as well as the proposed process book “style guide” resources developed for students will also be shared.

How will information about faculty / staff participation in the assessment project be communicated?

electronically

Who will be responsible for coordinating the collection of student artifacts?

Meg Curtiss, Amanda Kern, Jason Ellison, Luis Salas Rivera, Kristy Pennino

At what point in the academic year / semester will the student artifacts be collected?

For PLO#1: The exams are given to students during week 5 and results shared with students during week 6.

For PLO#6: At any time students complete process books/journals for their courses (which may be multiple times during the semester).

Program Level Assessment / Evaluation of Student Artifacts and Analysis of Results

When will student artifacts be assessed / evaluated?

At the end of each semester for the upcoming academic year.

Which faculty or staff from the program/discipline will evaluate student artifacts?

Any graphics faculty members teaching either GRA 1951C and any graphics faculty member teaching courses that require creative process books.

What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?

None. They already have training with the evaluation and collection of these artifacts.

When will the results / data associated with the assessment plan be analyzed?

Each semester.

What are your predictions regarding student performance? (What do you expect to see when you analyze your results?)

We expect students will be more accepting of their exam and process book scores (due to establishing clearer grading criteria) and we hope they

will develop an understanding of the importance of developing technical skills as well as their creative process.

How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)?

The will be shared electronically with Graphics Faculty college wide and with Advisory Board Members at the next board meeting.

Approval Process

Activities Associated with the Approval of Assessment Plans	Completion Date	Person Responsible	Results
Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline (including Deans / Directors responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan)	May 2, 2013	Kristy Pennino	
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)	n/a		
Draft assessment plan is revised to reflect input	May 8, 2013	Kristy Pennino	
Faculty vote on the Assessment Plan using the Current voter eligibility list for curriculum (http://valenciacollege.edu/faculty/forms/voterlists/)	May 8, 2013	All voting faculty	

Dean / Director Support

The Dean(s) responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan need to indicate their support for the plan. Please copy and paste in E-mail approval (as applies) at the end of the document and then send the form complete to us or obtain, scan, and send handwritten signatures and then send.

Wendy Givoglu, Dean of Arts and Entertainment Dean / Director East / Winter Park Campus	Signature
Dean / Director Osceola / Lake Nona Campus	Signature
Dan Dutkofski, Dean of Fine Arts Dean / Director West Campus	Signature

