

Program Assessment Plan
 American University
 Academic Program: CAS: Graphic Design - BA

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Contact Person for chemi montes

Assessment:

Unit Website Address: design.american.edu

Unit's Primary Department: Art

Learning Outcome: Breadth and depth of work

The portfolio contains a sufficient number of projects, of even quality and adequately displays the student's versatility and range of design solution addressing key areas of design practice (identity, publications, typography, image-making, communication, interactive design and project research).

Outcome Year: 2009-2010

2010-2011

2011-2012

Start Date: 05/01/2009

Outcome Status: Active Learning Outcome

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
Portfolio review Measure Type: Final Paper/ Final Project	A rubric scale of 1-5 will reveal how many majors obtain an aggregate score of 3.5 or higher.	Frequency: Once in the fall and once in the spring semester for each core class in 300 level and above. Reviewers: Fall reviews are conducted by the instructor of record for the core course, using a standard rubric form. Spring reviews are conducted by at least 2 of the 3 full-time faculty. Each reviewer assigns a score on a rubric outlining the learning outcomes, and the score average is provided to the student and recorded for later analysis by all full-time faculty.	Yes

Learning Outcome: Visual qualities

The work demonstrates a well developed, mature, and sophisticated understanding of formal and aesthetic issues. The projects reveal a command of visual considerations, such as composition, color, style, technique, typographic choices, and other project-specific qualitative considerations. Formal and aesthetic characteristics of the work are well resolved, informed by the design problem and the process, are relevant to the design challenge and not generic.

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Learning Outcome: Conceptual adeptness

The work provides sophisticated solutions that demonstrate a deep understanding of the subjects at hand. Concepts are neither cryptic nor trite, and are relevant to the nature of the problem, the functional parameters and the nature of the audience. Overall the work demonstrates conceptual skills that show awareness of relevant cultural issues, referential narratives, analytical procedures and effective communication.

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Learning Outcome: Professional skills

The projects demonstrate a sound understanding of design production and knowledge of technical issues in the profession. The work reveals the choice and use of the appropriate tools for each technical problem, both in software and in physical production. Prints are of optimal quality, there are no typos, low resolution images or font substitutions, not errors in trimming or bleeds, no coding, technical or formatting errors, interface is well defined, and other project-specific technical considerations.

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Portfolio review Measure Type:	A rubric scale of 1-5 will reveal how many majors obtain an	Frequency: Once in the fall and once in the spring semester for	Yes

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Assessment Measure	Target	Schedule/Cycle	Active
Final Paper/ Final Project	aggregate score of 3.5 or higher.	each core class in 300 level and above. Reviewers: Fall reviews are conducted by the instructor of record for the core course, using a standard rubric form. Spring reviews are conducted by at least 2 of the 3 full-time faculty. Each reviewer assigns a score on a rubric outlining the learning outcomes, and the score average is provided to the student and recorded for later analysis by all full-time faculty.	

Learning Outcome: Oral presentation and explanation of design work

The student has identified and conveys all relevant information about the project (nature of the problem, audience, functional parameters), articulates key ideas and does so in a concise and clear manner. The student is capable of answering questions about a project intelligently, and shows a thorough understanding of all aspects of the project, whether technical, theoretical or content-related.

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Student interview. Measure Type: Other	A rubric scale of 1-5 will reveal how many majors obtain an aggregate score of 3.5 or higher.	Frequency: Once a year for each graduating class. Reviewers: Interviews are conducted concurrently with the portfolio review by at least 2 of the 3 full-time faculty. Each reviewer assigns a score on a rubric outlining the learning outcomes, and the score average is provided to the student and recorded for later analysis by all full-time faculty.	Yes