

Graphic Design Assessment Plan Matrix

Learning Goals	Assessment Strategy <i>or</i> <i>Method or Measure</i>	Cycle <i>or</i> <i>Timeframe</i>	Findings (Analysis and Interpretation)	Action Taken
1. Students will be able to demonstrate a historical and conceptual understanding of design. They will be well grounded in the theory of graphic design, exploring conceptual issues and communication techniques that apply both to traditional and newly emerging areas of visual communication.	Longitudinal assessment of students using student portfolios and digital portfolios, student interviews and critiques, and an exit e-questionnaire that provides students with the opportunity to self-reflect on the program goals and value of the course of study.	Every semester for course work, graduating seniors for questionnaire		
2. Students will be fluent in the languages of graphic design and must be able to convey ideas both verbally and visually.	Longitudinal assessment (see No.1)	See No. 1		
3. Students will conduct visual and critical research. Visual research will expand the language of design through practical projects and experimental work. Critical research will explore the history, structure, and impact of graphic design, with the goal of advancing the cultural understanding and future development of visual communication.	Evaluate performance in required courses, especially senior capstone experience	Every semester for course work, graduating seniors for capstone		
4. Students will continue to develop problem solving skills that will enhance their	Longitudinal assessment (see No.1)	See No. 1		

abilities as creative thinkers.				
5. Students will learn to constructively critique their work and the work of their classmates.	Longitudinal assessment (see No.1)	See No. 1		
6. Students will be taught the essential skills and technical knowledge necessary to excel in the profession.	Longitudinal assessment (see No.1)	See No. 1		
7. Students will understand how information is conveyed by studying the relationship between form, function, and audience.	Faculty teaching core courses will gather to determine expectations, align course-based assessment measures with course goals, determine the most persuasive evidence of student performance, and evaluate portfolios of student work deemed to be good evidence of student performance	Every semester		
8. Students will develop an understanding of the influence of social, cultural, and political context on graphic design. They will demonstrate the ability to apply the appropriate context for the intended audiences.	Longitudinal assessment (see No.1)	See No. 1		
9. Students will build a coherent body of work consisting of experimental and traditional design, written projects and course work.	Evaluate performance in senior capstone experience	Every year		