

Contact Person 2005-06

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Program(s) Assessed

ARTC (Graphic Design)

Learning Goal/Outcome

Students will be fluent in the languages of graphic design and must be able to convey ideas both verbally and visually.

Question

Are students fluent in the languages of graphic design and able to convey ideas both verbally and visually?

Expected Answer (hypothesis)

Expected Finding: We expect to find that students will successfully convey ideas to their intended audience. Visual vocabulary will be established through image-making and typographic exercises. The students will be able to present the ideas behind their creative solutions to their peers during critiques, and to observe how the legendary designers conveyed their ideas throughout history.

Alternative Finding: It may be found that students are only capable of communicating through visual but not verbal language. It is common that visual artists have better performance in the command of visual language. This could require a re-consideration of expectations and standards concerning anything from recruiting through curriculum and assessments.

Hoped for Answer (alternate hypothesis)

Plan (methods)

The numerous assessments that span the four years' study of graphic design include regular class critiques and research projects. In spring 2005, the newly established Sophomore Review also evaluates students' proficiency in both visual and verbal languages. In junior year, "the history of graphic design" examines critical thinking on how visual communication takes place. In the "senior capstone" class, students show their expertise in visual language through their graduating portfolios, and their verbal skills through the interviews with art directors at the Senior Portfolio Review. 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.