

Student Academic Achievement Committee (SAAC) Standardized Report Form

INTRODUCTION

Program/Discipline Title: Business Graphics

Time Period: Fall 06 through Summer 07

Program goals, objectives, and/or mission:

The Business Graphics program is designed to provide understanding of design processes and the graphic design environment beyond the teaching of software tools. Creative problem solving and visual literacy is stressed.

Exit Competencies:

1. Set professional type, making appropriate font choices, crafting paragraphs that are readable and appropriate in style.
2. Create packaged InDesign and printable .pdf files containing all graphics and fonts for print ready digital files.
3. Articulate his/her ideas and design processes with clarity and self-insight.
4. Problem solve, plan and create a multi-page document with text and graphics.
5. Integrate visual elements and type to convey a visually coherent design for print.

Core Competencies:

Critical Thinking

Technology

Results

Introduction and discussion of assessment efforts:

In order to assess students at Exit, they are required to take a capstone course, BA 2999. This course is used to assess both Exit Competencies and Core Competencies. The Exit Competencies are assessed using a project developed by the BGC instructor and then assessed with the developed rubrics. The Core Competencies are assessed by the instructors of BA 2999.

Assessment Plan (Who, what, when, and how assessment took place):

Because the requirement to begin to assess using BA 2999 was put in place during the Fall of 2006, at this time, the Business Graphics program did not have students who were required to take the capstone course. The anticipation is that the students in the concentration will begin to enroll in the course in the Summer of 2008. Until assessment data is available from the BA 2999 course, assessment will take place of the students in BGC 2040 from the course assignments

Exit Competency Results:

No reportable results.

Core Competency Results:

No reportable results.

Discussion of changes in support of student learning for PAST year based on your assessment results:

No reportable results.

Discussion of proposed changes in support of student learning for COMING year based upon your assessment results:

During the coming reporting period assessment will occur based on developed rubrics.

Plan for assessment of all Core Competencies:
Students will enroll in the capstone course, BA 2999.

DATA

What tools did you use to measure the Exit Competencies?

The tool that will be used is a project developed by the Business Graphics instructor. Rubrics have been developed and are included in this document.

Please attach Exit Competency Rubrics if modified.

Additional Assessment Results:

Exit Competency #1

Set professional type, making appropriate font choices, crafting paragraphs that are readable and appropriate in style.

	Level 1	Level 2	Level 3	Level 4
Chooses appropriate fonts	All fonts used indiscriminately without thought to message or meaning of design.	Fonts are selected based on their various styles but awareness of font “voice” is lacking.	Uses fonts that evoke appropriate “voice” in a design	Type used in a manner as to enhance the message of design.
Crafts paragraphs that are readable	Paragraphs are very difficult to read. Student may use styles inappropriately.	Paragraphs are readable but nothing is done to enhance readability. Student may still use underlining or bolding inappropriately.	Uses fonts that are readable and adjusts styles to positively impact readability.	Adjusts text and font properties like weight, line length and leading to enhance readability.

Exit Competency #2

Create packaged InDesign and printable .pdf files containing all graphics and fonts for print ready digital files.

	Level 1	Level 2	Level 3	Level 4
Creates packaged InDesign files with fonts and graphics included.	InDesign documents submitted without packaging.	InDesign documents are packaged but some needed fonts or graphics are missing.	InDesign documents are packaged properly with all needed graphics and fonts included.	InDesign documents are packaged properly with graphics and fonts and detailed information file completed and included.
Creates print ready .pdf files.	Can not create a .pdf	Creates .pdfs from any Adobe application, but does not apply print presets properly	Creates .pdfs from any Adobe application, and applies print presets properly.	Uses .pdfs as an integral part of their work with marks, annotations, at the proper size using proper color spaces

Exit Competency #3

Articulates his/her ideas and design processes with clarity and self-insight

	Level 1	Level 2	Level 3	Level 4
Articulate his/her ideas and design processes with clarity and self-insight	Student can not speak to others about his/her work. May be defensive and unwelcoming of input.	Presents work willingly although may struggle with explaining ideas or process.	Presents work in a clear and articulate way. Explains his /her processes. Is interested in other people's feedback.	Speaks about his work, processes, goals, and ideas with self-insight. Student is interested in and seeks out the feedback of others.

Exit Competency #4

Problem solves, plans, and creates a multi-page document with text and graphics.

	Level 1	Level 2	Level 3	Level 4
Plans a multi-page document with text and graphics	Does not plan design. Works in a deterministic way.	Creates thumbnail sketches, but does not use them to plan the layout of a design.	Creates thumbnail sketches in order to work through many layout ideas quickly.	Creates thumbnails and audience profiles to pinpoint demographics and customize the design accordingly.
Creates a multi-page document with text and graphics	Has difficulty creating more than a two-page document. Accepts default settings. Can not customize document settings.	Creates multipage documents in InDesign and places text and graphics, but editing and re-linking presents difficulties.	Lays out text and graphics. Uses complete suite of programs to edit linked text and graphics. Also embeds graphics when appropriate.	Uses InBooklet to create print imposition. Also uses master page's to position page elements.

Exit Competency #5

Integrate visual elements and type to convey a visually coherent design for print.

	Level 1	Level 2	Level 3	Level 4
Creates visually coherent designs for print using a variety of elements.	Student is unfamiliar with the principles of design. His/her designs lack unity and and visual coherence.	Student is familiar with some principles of design but is able to apply them only inconsistently.	Can name at least 4 Principles of Design and can demonstrate their use with various graphic elements.	Can name 6 principles of design and apply them consistently using various graphic elements.
Creates designs for print media	Student can not describe RGB or CMYK color models.	Can define CMYK and RGB color model and can convert designs between color models.	Can define RGB and CMYK as well as spot color, and apply it in single or multi-plate designs.	Can produce color separations and change screen angles.