

# Graphic Design (A.A.S. Degree) Program Description and Expected Outcomes

## Darlene Town – Program Coordinator – December 2015

Revised 01/06/07

### Role/Description

This program is designed to prepare individuals for entry-level graphic design positions in the visual communication industry. Graduates of the program can pursue roles in design studios, design firms, creative departments within companies, printing companies, and/or pursue starting their own business (freelance). This degree program also serves as the first two years of a Baccalaureate degree program.

### Entry Requirements

- General college admissions requirements.
- Successful completion of ART102 – Computers in Design I and meeting 80% or above in project assessments and technical skills/knowledge assessments. The competency testing would include design terminology and software tools (Adobe Illustrator, Adobe Photoshop, Adobe InDesign, QuarkXpress).

| <b>Concepts &amp; Issues</b>  | <b>Skills</b>  | <b>Performance Tasks</b>   |
|---|--|--|
| <p>What must the student understand to demonstrate the intended outcome?</p> <ul style="list-style-type: none"> <li>• Assessing client needs</li> <li>• Parameters of a design job</li> <li>• Researching target audience and subject</li> <li>• Research and analysis</li> <li>• Planning the process for a design solution</li> <li>• Visual conceptualization</li> <li>• Historical context of past and present day design</li> <li>• Cultural influences on design</li> </ul> | <p>What skills must the student master to demonstrate the intended outcome?</p> <ul style="list-style-type: none"> <li>• Synthesize information and apply knowledge to develop strategies that solve design problems</li> <li>• Articulate criticisms of designs clearly and using appropriate terminology</li> <li>• Work within a team environment</li> <li>• Use a variety of technologies to create, capture, and manipulate design elements in producing appropriately prepared final products</li> <li>• Manage time effectively and meet deadlines</li> <li>• Create and integrate illustrations and imagery to develop and communicate design solutions</li> <li>• Communicate clearly and professionally, hear, follow and give directions, in both verbal and written formats</li> </ul> | <p>What will students do to demonstrate evidence of the outcome?</p> <ul style="list-style-type: none"> <li>• Produce various design solutions while complying with parameters (client budget, color limitations, printing/production specifications, given elements, software requirements, etc.)</li> <li>• Participate in, and contribute to, all classes, discussions and activities</li> <li>• Develop a professional portfolio for approval by a committee</li> <li>• Complete and pass with 80% or above an exit assessment on technical skills and general comprehension of the graphic design industry (history and content)</li> <li>• Assume responsibility for career development and continuing education</li> <li>• Demonstrate professional ethics, apply effective business practices and project management skills</li> </ul> |

### Intended Student Learning Outcomes (Program Outcomes)

General behaviors and skills needed to succeed in the program:

- Demonstrate the ability to learn and apply required software and technical tools according to industry standards.
- Apply technical skills and critical thinking skills to solve visual communication problems.
- Work with others by engaging in collaborative efforts to solve design problems and manage projects.
- Demonstrate effective time management and communication skills – both written and oral.
- Demonstrate professional ethics, apply effective business practices and project management skills

# Program Outcomes (PROGRAM level)

MCC Career and Technical Education (CTE) Program

GRAPHIC DESIGN

CTE or Occupational Program Outcome

Demonstrate the ability to learn and apply required software and technical tools according to industry standards.

| Program Outcome Performance Indicator  | Curriculum or Courses (Strategies)                  | Assessment Method(s)  | Context for Assessment   | Time of data collection   | Assessment Coordinator                                     | Evaluation of Results                                      |
|--|---|---|--|---------------------------|--|--|
| Demonstrate ability to draw vector-based graphics using industry established tools   | ART102, GDES150, GDES160, GDES210, GDES264, GDES281 | Locally/industry developed skills tests, written exam, project assessment | ART102: Intro-level assessment<br>GDES210: Master-level assessment | Fall and Spring semesters | Darlene Town and GD Program Advisory Board (sub-committee) | Darlene Town and GD Program Advisory Board (sub-committee) |
| Demonstrate skills and understanding appropriate to industry standards for image-editing and raster-based graphics                               | ART102, GDES150, GDES160, GDES210, GDES264, GDES281 | Locally/industry developed skills tests, written exam, project assessment | ART102: Intro-level assessment<br>GDES210: Master-level assessment | Fall and Spring semesters | Darlene Town and GD Program Advisory Board (sub-committee) | Darlene Town and GD Program Advisory Board (sub-committee) |
| Demonstrate skills and understanding of layout software purpose according to industry standards for the creation of visual communication designs | ART102, GDES150, GDES160, GDES210, GDES264, GDES281 | Locally/industry developed skills tests, written exam, project assessment | ART102: Intro-level assessment<br>GDES210: Master-level assessment | Fall and Spring semesters | Darlene Town and GD Program Advisory Board (sub-committee) | Darlene Town and GD Program Advisory Board (sub-committee) |
| Demonstrate the ability to combine the tools of the various software applications to execute design solutions                                    | ART102, GDES150, GDES160, GDES210, GDES264          | Locally/industry developed skills tests, written exam, project assessment | ART102: Intro-level assessment<br>GDES210: Master-level assessment | Fall and Spring semesters | Darlene Town and GD Program Advisory Board (sub-committee) | Darlene Town and GD Program Advisory Board (sub-committee) |

Results \_\_\_\_\_ (date):

Actions \_\_\_\_\_ (date):

**Second-Cycle Results \_\_\_\_\_(date):**

# Program Outcomes (PROGRAM level)

MCC Career and Technical Education (CTE) Program

GRAPHIC DESIGN

CTE or Occupational Program Outcome

Apply technical skills and critical thinking skills to solve visual communication problems.

| Program Outcome Performance Indicator   | Curriculum or Courses (Strategies)                           | Assessment Method(s)  | Context for Assessment   | Time of data collection   | Assessment Coordinator                                     | Evaluation of Results                                      |
|---|--|---|--|---------------------------|--|--|
| Create portfolio-quality design solutions using software tools according to standards in the industry and employing basic design theories and principles              | ART102, GDES150, GDES160, GDES210, GDES264                   | Locally/industry developed skills tests, written exam, project assessment | ART102: Intro-level assessment<br>GDES210: Master-level assessment | Fall and Spring semesters | Darlene Town and GD Program Advisory Board (sub-committee) | Darlene Town and GD Program Advisory Board (sub-committee) |
| Arrive at successful design solutions through analysis of and working within project parameters (including format, colors, audience, message, production constraints) | ART102, GDES103, GDES123, GDES150, GDES160, GDES210, GDES264 | Project assessment  | ART102: Intro-level assessment<br>GDES210: Master-level assessment | Fall and Spring semesters | Darlene Town and GD Program Advisory Board (sub-committee) | Darlene Town and GD Program Advisory Board (sub-committee) |

Results \_\_\_\_\_ (date):

Actions \_\_\_\_\_ (date):

Second-Cycle Results \_\_\_\_\_ (date):

# Program Outcomes (PROGRAM level)

MCC Career and Technical Education (CTE) Program

GRAPHIC DESIGN

CTE or Occupational Program Outcome

Work with others by engaging in collaborative efforts to solve design problems and manage projects.

| Program Outcome Performance Indicator   | Curriculum or Courses (Strategies)   | Assessment Method(s) | Context for Assessment   | Time of data collection   | Assessment Coordinator                                     | Evaluation of Results                                      |
|---|--|----------------------|--|---------------------------|--|--|
| Define roles and responsibilities for members of collaborative design projects typical in the industry                            | ART102,<br>GDES150,<br>GDES160,<br>GDES210,<br>GDES264,<br>GDES115,<br>GDES281 | Project assessment   | ART102: Intro-level assessment<br>GDES210: Master-level assessment | Fall and Spring semesters | Darlene Town and GD Program Advisory Board (sub-committee) | Darlene Town and GD Program Advisory Board (sub-committee) |
| Demonstrate ability to work collaboratively with others to manage aspects of a project and arrive at a successful design solution | ART102,<br>GDES150,<br>GDES160,<br>GDES210,<br>GDES264                         | Project assessment   | ART102: Intro-level assessment<br>GDES210: Master-level assessment | Fall and Spring semesters | Darlene Town and GD Program Advisory Board (sub-committee) | Darlene Town and GD Program Advisory Board (sub-committee) |

Results \_\_\_\_\_ (date):

Actions \_\_\_\_\_ (date):

Second-Cycle Results \_\_\_\_\_ (date):

# Program Outcomes (PROGRAM level)

MCC Career and Technical Education (CTE) Program

GRAPHIC DESIGN

CTE or Occupational Program Outcome

Demonstrate effective time management and communication skills (written and oral).

| Program Outcome Performance Indicator  | Curriculum or Courses (Strategies)   | Assessment Method(s)         | Context for Assessment   | Time of data collection   | Assessment Coordinator                                     | Evaluation of Results                                      |
|--|--|------------------------------|--|---------------------------|--|--|
| Execute effective design solutions within given time and physical parameters   | ART102,<br>GDES103,<br>GDES123,<br>GDES150,<br>GDES160,<br>GDES210,<br>GDES264,<br>GDES281 | Project assessment           | ART102: Intro-level assessment<br>GDES210: Master-level assessment | Fall and Spring semesters | Darlene Town and GD Program Advisory Board (sub-committee) | Darlene Town and GD Program Advisory Board (sub-committee) |
| Analyze and describe attributes of successful design solutions (especially as they relate to design principles and graphic design standards) | ART102,<br>GDES103,<br>GDES123,<br>GDES150,<br>GDES160,<br>GDES210,<br>GDES264             | Oral and written examination | ART102: Intro-level assessment<br>GDES210: Master-level assessment | Fall and Spring semesters | Darlene Town and GD Program Advisory Board (sub-committee) | Darlene Town and GD Program Advisory Board (sub-committee) |

Results \_\_\_\_\_ (date):

Actions \_\_\_\_\_ (date):

Second-Cycle Results \_\_\_\_\_ (date):

## Program Outcomes (PROGRAM level)

MCC Career and Technical Education (CTE) Program

GRAPHIC DESIGN

CTE or Occupational Program Outcome

**Demonstrate professional ethics, effective business practices and project management skills**

| Program Outcome Performance Indicator   | Curriculum or Courses (Strategies)         | Assessment Method(s)                        | Context for Assessment           | Time of data collection   | Assessment Coordinator                                     | Evaluation of Results                                      |
|---|--|---|----------------------------------|---------------------------|--|--|
| Identify and define the ethical standards within graphic design profession  | ART102, GDES150, GDES160, GDES210, GDES264 | Written exam                                | GDES210: Master-level assessment | Fall and Spring semesters | Darlene Town and GD Program Advisory Board (sub-committee) | Darlene Town and GD Program Advisory Board (sub-committee) |
| Apply professional ethics, communicate clearly and professionally, hear, follow and give directions, in both verbal and written formats | ART102, GDES150, GDES160, GDES210, GDES264 | Behavioral observations; project assessment | GDES210: Master-level assessment | Fall and Spring semesters | Darlene Town and GD Program Advisory Board (sub-committee) | Darlene Town and GD Program Advisory Board (sub-committee) |

Results \_\_\_\_\_ (date):

Actions \_\_\_\_\_ (date):

Second-Cycle Results \_\_\_\_\_ (date):

## Glossary of Terms:

**CTE or Occupational Program Outcome:** Knowledge, skill, attitudes, values, etc. that students should be able to demonstrate by the end of an MCC Career and Technical Education (CTE) program.

**Performance Indicator:** Performance Indicators are measurable and indicate the specific characteristics students should exhibit in order to demonstrate desired achievement of the Program Outcome/s. The expected performance should be specified by name, using an observable action verb which defines the level of learning expected (e.g. list, interpret, discriminate, or define).

**Curriculum or Courses (or Strategies):** The courses or activities that are designed to provide opportunities for students to learn, practice, and/or demonstrate the performance criteria. This identifies how the curriculum is aligned with the projected outcome. For program assessment, **required** courses are generally listed.

**Assessment Method:** The assessment tool(s) that will be used to assess student learning.

**Context for assessment:** The course or other setting in which the assessment data will be collected. For program assessment it is not necessary—or even desirable—to analyze data from every course or setting in which the Program Outcome is addressed, nor are data needed from every student. Sampling strategies can be used where appropriate.

**Time of data collection:** Identifies when the assessment data will be collected.

**Assessment Coordinator:** The person responsible for collecting the assessment data.

**Evaluation of Results:** The person/group responsible for determining the meaning of the assessment results and making recommendations for action.

**Results:** The outcome from data collection and analysis.

**Actions:** Based on the findings, the actions taken which have been recommended to improve student performance.

**Second- Cycle Results:** The outcome based on assessment and evaluation after taking action on earlier data collection and analysis.