NTID
Art and Computer Design Program Outcomes Assessment
Plan and Report for AY 2005-2006

Program Goal: Prepare graduates with knowledge and skills to obtain entry-level positions in the art and computer design field.

Critical Outcomes for all Students		Assessment of Outcomes		Timeline		Results	
Domain/Task/ Capability	Performance Criteria/ Benchmarks	Instrument/ Opportunity	Assessment of Performance	Develop	Collect	Summarization of Results	Use of Results
1. Resume (Technical) **[Eighty percent (80 %)]** of all students will produce a resume that has a layout that is professional looking, content that is accurate and clearly stated and language that is appropriate.	a. Students will produce a resume with layout that is professional looking. b. Students will produce a resume with content that is accurate and clearly stated. c. Students will produce a resume with language that is accurate.	Portfolio Review (Portfolio Presentation course)	a.-c. Score of at least a "2" ("Acceptable/Meets Entry Level Professional Standards") on all associated items on Portfolio Review Rating Form.	AY 2001-2002	AY 2002-2005	58% of students performed at or above the benchmark.	Faculty have initiated planning to enhance the writing ability of students; many faculty have incorporated written assignments into their major courses.
2. Pre-Press Production Tasks (Technical) **[Eighty percent (80 %)]** of all students will produce test separations that are correct, artwork that is clean and accurate, printer instructions that are clear and artwork that is ready for reproduction.	a. Students will produce correct test separations. b. Students will produce line/art work that is sharp, clean and accurate. c. Students will produce written communication to the printer that is clear and accurate. d. Students will produce jobs that are ready for reproduction.	Portfolio Review (Portfolio Presentation course)	a.-d. Score of at least a "2" ("Acceptable/Meets Entry Level Professional Standards") on all associated items on Portfolio Review Rating Form	AY 2001-2002	AY 2002-2005	95% of students performed at or above the benchmark.	Faculty have agreed to continue emphasizing pre-press skills, to maintain or enhance current performance.
3. Layout/Comp Tasks	a. Students will produce layouts/comps	Portfolio Review (Portfolio	a.-d. Score of at least a "2" ("Acceptable/Meets	AY 2001-2002	AY 2002-2005	70% of students performed at or above the	Faculty have initiated discussion of

Outcome	Criteria	Assessment Method	Standard	Timeframe Start	Timeframe End	Results	Use of Results
(Technical) **[Eighty percent (80 %)]** of all students will produce professional looking layouts/comps, products that show good idea development, use of basic design skills and good use of type.	that are clean, neat and well-presented. b. Students will produce products that show good idea development. c. Students will utilize good basic design skills. d. Students will represent type appropriately and accurately.	Presentation course)	Entry Level Professional Standards") on all associated items on Portfolio Review Rating Form.			benchmark.	potential strategies to enhance layout and idea development skills in various courses.
4. Computer Use (Technical) **[Eighty percent (80 %)]** of all students will select and use appropriate software.	a. Students will select appropriate software. b. Students will use software effectively.	Portfolio Review (Portfolio Presentation course)	a.-b. Score of at least a "2" ("Acceptable/Meets Entry Level Professional Standards") on all associated items on Portfolio Review Rating Form	AY 2001-2002	AY 2002-2005	95% of students performed at or above the benchmark.	Faculty have agreed to continue emphasizing computer skills, to maintain or enhance current performance.
5. Students will gain entry-level employment in the art and computer design field.	**(90% of)** graduates will be employed in the field.	NCE placement data	To be determined	AY 2002-2003	AY 2003-2005	Results for graduates from 2003-2004 indicate a permanent placement rate of 90%.	Although the placement rate meets the stated benchmark, there is interest in further examination of the specific kinds of employment gained by graduates.
6. Graduating students will indicate satisfaction with program courses.	**(80% of)** graduating students will rate courses in the major as satisfactory or above.	Student Satisfaction Survey	Students will indicate a score of 3 or above (5-point scale) on related program satisfaction components of the Student Satisfaction Survey instrument	AY 2002-2003	AY 2003-2005	Annual surveys of all students in the program indicate an 88% satisfaction level with major courses and an 81% satisfaction level with the department in general.	With the existing Digital Imaging and Publishing Technology (DIPT) and Art & Computer Design (ACD) programs having recently

							merged into a new Arts & Imaging Studies Department, an effort is underway to develop a new student satisfaction survey to address students throughout the new enlarged department. The new survey will be implemented during the Spring Term of 2005-2006.
7. Program alumni will indicate satisfaction related to employment preparation.	**(80% of)** alumni will be satisfied with the technical preparation for their first job.	Alumni Survey	Alumni will indicate an average score of 3 or above (5-point scale) on the related job preparation components of the Alumni Survey instrument.	AY 2002-2003	AY 2003-2005	Due to very small numbers of respondents, valid data are not yet available to address this issue.	As increased responses become available in the next 1-2 years, sufficient data will be available to allow meaningful assessment.
8. Students will demonstrate technical competence on job.	90% of students will perform at or above expected levels on co-op job.	**Co-op Supervisor Evaluation**	Students will receive a score of "5" or higher (7-point scale) on the Co-op Employer's Evaluation, question #29 (student's overall performance).	AY 2002-2003	AY 2003-2005	89% of students performed at or above the benchmark.	An effort will be undertaken in AY 2005-06 to analyze the various components of students' co-op performance, so that further educational efforts can be designed.

Comments:

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