NTID
Arts & Imaging Studies Outcomes Assessment
Plan and Report for AY 2008-2009

Program Goal: to prepare Deaf/Hard of Hearing graduates for entry into a variety of creative and technical positions in the print and non-print media 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. Students will demonstrate ability to produce visual work meeting employment standards.	80% of students will present work samples demonstrating: 1. appropriate solution for stated problem; 2. professional production and presentation; and 3. competence with software and/or other tools; as appropriate to student's chosen concentration (refer to items #1.1, 1.2, 1.3, 1.4, below).	Portfolio prepared by student in final major course: Practicum/ Portfolio Presentation 0855-353.	Student portfolios will be reviewed on at least an annual basis across all three criteria; as rated by a jury using assessment rubric.	AY 2006-2007	AY 2008-2009	Students were able to meet the minimum standards for employment in the Graphic Arts field upon completion of their portfolio collection of work done in class and for professional work/work done for clients in their coursework. 91.5% of students earned grade of "C" or better; 52.4% earned grade of "A".	Department faculty will review in 09-10 the appropriate use of the portfolio review for all students. Consensus seems to be that this review may be different for those seeking creative career positions than for those seeking technical production career positions
1.1 **Graphic Art Concentration.** Students will be able to research client needs, explore alternative solutions, and produce finished designs that meet client needs, following industry standards.	80% of students will present work samples demonstrating industry-level skills in problem-solving, visual idea generation, graphic design, and production techniques.	Portfolio of work prepared by students in the advanced concentration course, Publication Design 0855-362	Student work will be reviewed by the course instructor(s) using an assessment rubric which measures performance criteria.	AY 2006-2007	AY 2008-2009	Four major projects (brochure, newsletter, self-promotion, menu) enabled students to successfully meet the stated outcomes. For all projects, students were required to do research to fully understand the purpose of the problem, meet client needs as well as to best solve the problem with	No changes needed. The course appropriately provides a set of activities and a rubric to assessing concentration outcomes.

						Results	Use of Results
						unique, creative and technically accurate solutions. For each project, students were required to complete a specified number of idea sketches that needed to be discussed and approved before completing completing final artwork. 89.5% of students earned a grade of "C" or better; 47.3% earned a grade of "A".	
1.2 **Photo Imaging Concentration.** Students will be able to acquire, manipulate, and display images using a variety of printing techniques common to the industry.	80% of students will present work samples demonstrating industry-level skills in image acquisition, manipulation, output, and publishing techniques.	Portfolio of work prepared by students in the advanced concentration course, Composite Imaging 0855-362	Student work will be reviewed by the course instructor(s) using an assessment rubric which measures performance criteria.	AY 2006-2007	AY 2008-2009	Only one section of this course was offered in AY 08-09, with only 6 students completing the course. 3 students earned a grade of "A", one earned a "B", two earned grade of "F" for a 66.7% success rate.	In 09-10, the AIS faculty will most likely propose the elimination of this concentration option and incorporate the skills into the three remaining concentrations.
1.3 **Print Publishing Concentration.** Students will be able to prepare text and graphics for publishing using a variety of sources common to the industry.	80% of students will present work samples demonstrating industry-level skills in acquisition, generation, and preparation of text and graphics from various sources and producing jobs ready for reproduction.	Portfolio of work prepared by students in the advanced concentration course, Publication Production II 0855-362	Student work will be reviewed by the course instructor(s) using an assessment rubric which measures performance criteria.	AY 2006-2007	AY 2008-2009	100% of the students in this course earned a grade of "B" or higher. Students produced books, booklets, newsletters, and e-books per specifications provided by real or simulated clients.	No changes needed. The course appropriately provides a set of activities and a rubric to assessing concentration outcomes.

1.4 **Web Design Development Concentration**. Students will be able to utilize various sources, e.g., text, graphics, videoclips, databases, to design and develop web pages, using techniques common to the industry.	80% of students will present work samples demonstrating industry-level skills in acquisition, generation, and preparation of various elements, and design and development of aesthetically-appropriate, functional web sites.	Portfolio of work prepared by students in the advanced concentration course Web Design III 0855-362	Student work will be reviewed by the course instructor(s) using an assessment rubric which measures performance criteria.	AY 2006-2007	AY 2008-2009	Students invest in and manage their own web space on the Internet and build that space up over three courses. This course is the third course in the sequence. Several students continue to maintain their own sites outside of class and build on their experience to create and build sites for clients. 100% of the students earned a grade of "C" or better; 57% earned a grade of "A".	No changes needed. The course appropriately provides a set of activities and a rubric to assessing concentration outcomes.
2. Students will demonstrate ability to develop a professional resume, using constructive feedback from colleagues in the draft process.	80% of students will present a finished resume which meets these criteria: 1. appropriate and accurate information; 2. clear and grammatically consistent language; and 3. professional layout.	Resume submitted as part of course: Employment Seminar 0806-210.	Resumes will be rated by a jury using assessment rubric.	AY 2006-2007	AY 2008-2009	Resumes are completed in Employment Seminar and are reviewed by two or more faculty. Completion of a satisfactory resume is a critical component of the Employment Seminar course. Of the 17 students who completed Employment Seminar, 94.2% earned a grade	No changes needed. The course appropriately provides a set of activities and a rubric to assessing concentration outcomes.

						of "C" or better; 82.4% earned a grade of "B" or better which indicates success in preparing a resume.	
3. Students will demonstrate ability to explain their work in the course of an employment interview.	In a simulated job interview including questions regarding a chosen project, 80% of students will clearly describe: 1. the purpose of the project; 2. the intended audience for the project; 3. the process used to create the work; and 4. software used to produce the work.	Videotaped interview as part of course: Employment Seminar 0806-210.	Interviews will be rated by a jury using assessment rubric.	AY 2006-2007	AY 2008-2009	The Employment Seminar course does not have videotaped simulated job interviews. (This activity happens in Job Search Process before co-op.)	The AIS department will develop another instrument/opportunity to assess this desired outcome, probably as an activity within the final course of the student's concentration.
4. Students will gain entry-level employment in the arts and imaging field.	90% of graduates will be employed in the field.	NCE Placement Data	Data will be reviewed by faculty annually.	AY 2002-2003 (continuing)	AY 2008-2009	In spring quarter, 20083, the AIS program had its first graduates, but they had started in either ACD or DIPT program and they are just beginning their job search or are continuing for a baccalaureate degree. The first students who started in the new AIS program will graduate in 2009-10.	We will continue to collect AIS graduate job placement data next year.
5. Graduating students will indicate satisfaction with program courses.	80% of graduating students will rate courses in the major as satisfactory or	Student Satisfaction Survey Annual survey administered to	Students will indicate "agree" or "strongly agree" (a score of 4 or	AY 2005-2006 New A&IS Department Student Satisfaction	AY 2008-2009 Results to be compared against	In May, 2009 an 18-question student satisfaction survey made available on	Results compare very favorably with the 2005-06 survey, with higher positives than previous survey. This survey included

above.	all students in Arts & Imaging Studies Department.	5 on a five-point scale) on program satisfaction components of the A&IS Department Student Survey instrument.	Survey implemented.	2005-2006 results.	Clipboard to all AIS, ACD, and DIPT students. 47 responded. 15 identified themselves as graduating this academic year. Between 80-90% of all respondents agreed or strongly agreed that the program helped them develop: skills and knowledge for their career, thinking skills, artistic and creative abilities,solve problems, work independently, and use technology well. When all 47 respondents are analyzed, even higher positives (agree and strongly agree) are achieved across all questions.	graduating students who started in ACD or DIPT. Since the positives of all respondents were higher than just those of the graduates, one may conclude that the students affected by the change of program had some concerns. Therefore, we will repeat the survey in May 2010 when the majority of students will have started in the new AIS program.	
6. Program alumni will indicate satisfaction related to employment preparation. Program alumni will indicate satisfaction related to the instruction they received at NTID/RIT.	80% of alumni will be satisfied with the technical preparation for their first job. 80% of alumni will be satisfied with the instruction they received at NTID/RIT.	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. Alumni will rate their NTID/RIT experience as Good or Excellent (5-point scale) for the instruction they received.	AY 2007-2008	AY 2009-10	N/A	In AY 2009-2010 we will start graduating students who started and completed the AIS program and we plan to have an alumni survey following their graduation.

7. Students will demonstrate appropriate work behavior and 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 "3" or higher (5-point scale) on the Co-op Employer's Evaluation, question #29 (student's overall performance). Students will receive a "Yes" response to question #30, "Competitive for job market."	AY 2002-2003	AY 2008-2009	For AIS, ACD, DIPT students who had co-op 20074 thru 20083: n = 19; rating of 3 = 2, rating of 4 = 10, rating of 5 = 7 (total = 100%). Yes = 16, no = 3 (total of 84.2%)	Department will follow up with the 3 students, who had negative competitiveness, and their supervisors to determine what were the weaknesses and concerns and address them appropriately.

Comments:
(Summary/Reflections on progress made since AY 2006-2007 Middle States Report)

The following comments pertain to the Art & Computer Design (ACD), Digital Imaging & Publishing Technology (DIPT), and the new Arts & Imaging Studies (AIS) program which replaces the ACD and DIPT programs

1. Reflect on assessment results...
The assessment of outcomes for the domains and tasks identified in the earlier ACD and DIPT outcomes assessment matrix were useful in guiding the development of the new AIS program. A significant factor leading to the development of AIS was the recognition of the strengths of the ACD and DIPT programs. We had a good understanding of what we were doing well and where we needed to continue some of the same goals.
2. What have you learned about your program and/or outcomes assessment itself?
Assessment is time consuming but worthwhile. Ongoing attention to outcomes assessment throughout the academic year will make the process more manageable and accurate.
The AIS program is too new to have been assessed. However, one concern regarding the ACD and DIPT outcomes is placement rate. We have learned that the placement rate was too low in DIPT.
3. What impact has assessment had on your program? On curriculum?
One obvious impact was the development of a new program merging ACD and DIPT. Other significant impact areas: deletion of offset lithography press operation training and traditional photo lab technician training have been eliminated in AIS; a better balance of technical skill development and design/creative skill development; addition of new career-based instruction strands (Wide-Format printing, digital photography, and Videography)
4. What impact has assessment had on instruction? On students?
The most recent DIPT assessment indicated that overall achievement in the Web Production Concentration was low. Analysis showed that students needed more webpage design and website organization skills. These two concerns have been addressed in the new curriculum.
5. "Close the loop" on specific recommendation actions
a. Did you do what you said you would do? YES.The portfolio and resume review process has been tightened. A production course was added to the required core course list for all students; a plan for better marketing of program concentration options has been developed and implemented; faculty discussions were held on successful teaching strategies; we are adding three special topics courses this year
B. Did you collect new data? No new data collected since the actions are too recent

Added: 6/29/2009 The AIS program has now completed its second year and all courses in the program have now been taught at least one time. All courses are considered appropriate and no significant modifications are expected at this time. The faculty have identified areas for continued refinement: adjustment of the common core course requirements for all students in the program, reduction in concentrations from four to three, and the adjustment of the course requirements for each concentration. A program modification proposal will be developed in the fall, 20091.

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Rev: 09/01/2009