

DEPARTMENT OF TECHNOLOGY

PROGRAM ASSESSMENT PLAN

B.S. DEGREE IN GRAPHIC COMMUNICATIONS



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SEPTEMBER 2018

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Department of Technology
Program Assessment Plan
B.S. Degree: Graphic Communications

This Department of Technology Academic Quality Improvement Plan includes a description of learning outcomes, assessment measures, feedback and continuous improvement mechanisms, and record keeping procedures that guide the Graphic Communications program in continuous improvement. There are two components to the Graphic Communications program assessment. (1) Learning Outcomes Assessment and (2) Program Goal Report and Plan of Work. Annual assessment data is posted on the Department of Technology website: www.tec.illinoisstate.edu.

Learning Outcomes Assessment

The learning outcomes report, completed each year, is an aggregate summary of student progress toward meeting identified learning outcomes. The resulting data is reported in a dashboard format (see following page for an example of learning outcomes dashboard), which includes assessment data and a plan for improvement, as necessary. The learning outcomes for the program are reviewed each year for validation by the Graphic Communications program advisory board. Multiple data points are used to assess learning outcomes, as follows:

1. An **Employer Survey** seeks data on how well graduates performed in terms of intended learning outcomes. These surveys are conducted on a three-year cycle. (*Appendix A* presents an example of the employer follow-up survey).
2. The **Senior Exit Survey** solicits both quantitative and qualitative feedback about the extent to which learning outcomes were achieved. An example of the Senior Exit Survey is presented in *Appendix B*.
3. The University Assessment Services conducts the annual **Alumni Survey** and supplies this assessment data to the department. This survey includes questions on the intended learning outcomes for the program shown in *Appendix C*.
4. The Graphic Communications program faculty review specific **major course projects** to assess learning outcomes. An example of the grading rubric for the capstone project for the degree is presented in *Appendix D*.

Assessment data on learning outcomes receives oversight in the following ways. Specific learning outcome assessment data initially go to the Program Coordinator who is responsible for (a) documenting and reporting the results, (b) evaluating if the results conform to performance indicators, and (c) deciding, in conjunction with program faculty and advisory committee as appropriate, whatever corrective action needs to be taken. Corrective actions are documented in the learning outcomes assessment dashboard and filed on the Faculty Server. An annual assessment calendar is used to coordinate assessment and feedback events (See *Appendix E*).

Graphic Communications Learning Outcomes

Learning Outcomes: In addition to general education competencies, students completing the Graphic Communications major will be able to:

1. Create and manage digital media content, including photographic, illustration, video, and animation.
2. Develop production-ready graphic layouts for both digital media and print products like publications, packages, labels, and signage.
3. Participate productively in a range of graphic production processes, including printing (litho, flexo, digital), ePublishing, and website development.
4. Employ a technology management skill set, including project management, quality control, cost estimating, and industry-specific business practices.
5. Learn independently within the context of the graphic communications discipline.
6. Solve problems within the context of the graphic communications discipline.

	Direct Measurements	Indirect Measurements			
Graphic Communications Learning Outcomes The graduate will be able to:	*Performance Criteria Evaluation	Employer Survey 2013, 2014, 2015, 2016, 2017 (employers n=13, alumni n=27)	Senior Survey (n=11, Fall 2016/Spring 2017) (1.0 - 5.0 scale)	Alum Survey	Planned Curricular Actions for Improvement (2017-2018)
1. Create and manage digital media content, including photographic, illustration, video, and animation.	(a) 95% (b) 87%	14 meets expectations 13 N/A	4.8	N/A	
2. Develop production-ready graphic layouts for digital media, print products, and cross-media products like publications, packages, labels, and signage.	(a) 86%	17 meets expectations 10 N/A	4.6	N/A	Poor test results in TEC 351 will trigger giving regular quizzes. Only one quiz before the midterm was given in class in Fall 2016.
3. Participate productively in a range of graphic production processes, including printing (litho, flexo, digital), ePublishing, and website development.	(a) 85% (b) 88%	26 meets expectations 1 N/A	4.6	N/A	There seems to be a low understanding or follow-through with distortion of graphics prior to flexo platemaking. Next year more attention will be given to this practice.
4. Employ a technology management skill set, including project management, quality control, and business practices.	(a) 85% (b) 81%	27 meets expectations	4.5	N/A	Poor test results in TEC 356 will trigger giving regular quizzes. Only one quiz before the midterm was given in class in Fall 2016.
5. Learn independently within the context of the graphic communications discipline.	(a) 85%	25 meets expectations 2 below expectations	4.5	N/A	
6. Solve problems within the context of the graphic communications discipline.	(a) 85%	25 meets expectations 2 below expectations	4.5	N/A	

Graphic Communications Performance Benchmarks: 80% average on major integrative assignments	Action benchmark for Survey Data < 3.5/5.0 scale	Action benchmark for Employer Data < 75% “meets expectations” or above
#1 (a) Photo portfolio (TEC 253); (b) digital video project (152) #2 (a) Integrative pre-press assignment (TEC 352); #3 (a) Flexographic printing (TEC 257); (b) Web-to-Print eCommerce site (TEC 356) #4 (a) Integrated media project (TEC 358); (b) Exam: Multi-phase cost estimate (TEC 356) #5 (a) Integrated media project (TEC 358) #6 (a) Integrated media project (TEC 358)	5 – well above average 4 – above average 3 – average 2 – below average 1 – well below average	

Program Goals and Plan of Work

The Graphic Communications *Program Goals and Plan of Work*, consists of (a) the program mission, (b) program goals, (c) goal alignment with department, college, and university goals, (d) strategies for attaining goals, (e) an annual plan of work, and (f) a report assessing accomplishments (See an example of the *Program Goals and Plan of Work* document on the following page). An assessment of the *Program Goals and Plan of Work* is submitted to the Department of Technology Chair annually at the beginning of the academic year, after developing a plan of work, and to report on work completed from the previous academic year. Follow-up on the assessment of program outcomes data flows first to the Chairperson or Assistant Chairperson who is responsible for documenting and reporting the results in the Department of Technology Annual Assessment Report. As appropriate, results may be further disseminated to the faculty at large, and/or Advisory Committees for further action aimed at program improvement.

Graphic Communications Program Goals

1. Provide students with high quality educational experiences by featuring a modern, up-to-date curriculum that will develop the technical and managerial knowledge, skills, and attitudes necessary for successful professional roles in the graphic communications industry.
2. Recruit and graduate a diverse group of individuals to support the graphic communications industry in Illinois and throughout the United States.
3. Provide opportunities for students to interface with the graphic communications industry.
4. Provide service to the GC industry through applied research, consulting/workshops, and participation in professional organizations.
5. Maintain industry and GC alumni relationships in support of the GC program.

Graphic Communications (GC) Mission, Goals, and Strategic Plan

The mission of the Graphic Communications program is to support the human resource needs of the graphic communications industry while fostering the intellectual growth and professional development of students.

<i>GC Goals</i>	<i>Goal Alignment</i>	<i>Strategies</i>	<i>Plan of Work for 2016-2017 (September 2016)</i>	<i>Report on POW 2016-2017 (September 2017)</i>
<p>1. Provide students with high quality educational experiences by featuring a modern, up-to-date curriculum that will develop the technical and managerial knowledge, skills, and attitudes necessary for successful professional roles in the graphic communications industry.</p>	<p><i>Education Illinois</i> Goal #2 CAST Strategic Plan Goal #1 TEC Department Goal #1</p>	<p>a. Maintain strong industry input to program curriculum decision making. b. Maintain high quality curriculum and instruction. c. Maintain a cutting edge graphic communications lab. d. Maintain highly qualified faculty.</p>	<p>a. Assemble and conduct an advisory board meeting in Spring 2017 semester. Share information with the advisory board throughout the rest of the year, including this plan of work. b. Develop a wide format inkjet lab and associated curriculum. New equipment and workflow software arriving in Fall 2016. c. Develop TEC 354 curriculum to enhance planning and estimating with more Management Information System (MIS) work. Expand use of donated PrintPoint software. d. Measure student performance for outcomes assessment 16/17 and revise instruction as needed. e. Conduct an employer survey in Summer 2017 to assess graduate performance over past three years. f. Faculty development by attending professional development events, including at minimum 2017 IGAEA Region One conference, LabelExpo 2016, GraphExpo 2016, FTA/InfoFlex 2016.</p>	<p>a. Met April 21, 2017. Meeting minutes are available. b. Following our Phase 2 renovation plan, the print media lab (NSB 9) was expanded in Summer 2016 by removing old darkroom cynderblock partitions. Electrical and lighting was reconfigured to accommodate moving the screen printing area, and room was made for a new Scitex/HP F550 flatbed printed, with Onyx RIP, installed in November 2016. Training was provided, and new student projects incorporated into TEC 150, 257, 350, and 353. c. Students in TEC 354 now develop the PrintPoint MIS around a fictitious company. Organizational analysis, job costing, estimating, materials, and equipment are all added and customized. d. Outcomes assessment was completed for the 2016/17 academic year. e. 2 employers (GFX & OSP) responded with feedback on 3 recently hired alums. f. Burke attended Label Expo in Rosemont and will attend InfoFlex in Phoenix, AZ (April 2017). Wilson attended GraphExpo in Orlando. g. Donations were received from Quantum inks, Raflatac, EFI, Widen Collective, PrintPoint, BaseCamp, Wasatch, Esko, Xmpie</p>

				h. h. 10/11 students passed the Adobe Certified Associate Exam (ACE) for "Print & Digital Media Publication Using Adobe InDesign"
1. Recruit and graduate a diverse group of individuals to support the graphic communications industry in Illinois and throughout the United States.	<ul style="list-style-type: none"> a. ISU Education Illinois Goal #2, 3 b. CAST Strategic Plan Goal #1, 6 c. TEC Department Goal #1 	<ul style="list-style-type: none"> a. Maintain sustainable enrollment in the GC program at ISU. b. Promote the program to diverse audiences of potential students. c. Promote industry-sponsored scholarships to existing and potential students. 	<ul style="list-style-type: none"> a. Update RVC articulation plan. b. Post appropriate scholarship opportunities FFTA, EDSF, PGSF, IGCSP and support students' efforts for scholarship awards. c. Burke and GCEA-ISU run Merit Badge day for Boy Scouts in February, 2017. d. Wilson will chair the GLGA task force and also lead the Illinois Graphic Communications Scholarship Program (IGCSP). e. Develop a series of targeted marketing materials and mail to high school graphic arts teachers and career counselors in Illinois. f. Develop GC webpages to include images and video testimonials. 	<ul style="list-style-type: none"> a. Not yet done. Will move to the next plan of work. b. Students were notified about each scholarship through the GC listserve. Awardees this year included 4 Print & Graphics Scholarship Foundation scholarships (\$2500.00 each) one Flexographic Technical Association Scholarship (\$5000.00); one Specialty Printing & Graphics Association Scholarship (\$2500.00) and three Illinois Graphic Communications Scholarship Program (\$2500.00 each). c. Burke ran the 2 sessions of College Mentor for Kids. . . but not Merit Badge day. d. Wilson chaired the IGCSP, which funded over 11K in scholarships (7.5K total to ISU alone). e. The 6-panel program brochure was updated and printed and distributed. The promotional poster has yet to be developed. Move this to next year's plan of work. f. emailed and phoned 18 high school students who had been admitted to the GC program (January, 2017). g. The mobile friendly site was updated. Met with ISU web development, provided photoshoots and coordinated development of recent graduate profile.
3. Provide opportunities for students to interface with the graphic	<ul style="list-style-type: none"> a. ISU Education Illinois Goal #1, 2 	<ul style="list-style-type: none"> a. Facilitate events that promote student and faculty 	<ul style="list-style-type: none"> a. Maintain active Graphic Communications Education Association Student Chapter, 	<ul style="list-style-type: none"> a. Burke advised the chapter, and 10 students remained active in 16/17. b. 12 GC students attended the teleconference . 11 students also

<p>communications industry.</p>	<p>b. CAST Strategic Plan Goal #1, 6 c. TEC Department Goal #3</p>	<p>interaction with industry. b. Increase internship opportunities for GC students. c. Forge relationships with graphic communications companies and personnel. Provide avenues for graduate recruitment.</p>	<p>including production activities of Student Graphics Services. b. Promote student attendance at Print 2017 and organize a trip. c. Organize regular course visitations to a wide variety of GC businesses (particularly TEC 150, 253, 257, and 351). d. Make a focused effort to expand employment and internship opportunities for students. Wilson will work with GLGA to promote internships for students. e. Burke will lead participating GC students to the Phoenix Challenge Competition in Phoenix, AZ in Winter 2017. f. Students will participate in the Careers in Corrugated teleconference in February 2017.</p>	<p>attended the Harper Graphic Arts Career day in December 2016. c. Burke took classes to OSP and Huston Patterson, Wilson took a class to GDS and PII. Representatives from Quantum Ink, International Paper, Raflatac and GFX International made on-site presentations. d. Wilson worked with GLGA to get an Internship posting link for GLGA members. Must better promote as only one students posted his resume. Many students interned in 16/17. A list is maintained by Burke/Wilson. e. Burke took 5 students to InfoFlex and led them in the Phoenix Challenge in Phoenix, AZ. Matt Scoville, Senior Producer for Energy BBDO, presented to students and faculty for the Young Alum award.</p>
<p>4. Provide service to the GC industry through applied research, consulting/workshops, and participation in professional organizations.</p>	<p>ISU <i>Education Illinois</i> Goal #2 CAST Strategic Plan Goal # 3, 4 TEC Department Goal #2</p>	<p>a. Tenured or tenure-track faculty will engage in research that supports the industry. b. Tenured or tenure-track faculty members will maintain participation and leadership in relevant organizations, boards, or committees. c. Promote Student organization participation in industry or</p>	<p>a. Wilson will serve on the ACCGC Board of Directors. b. Wilson will serve on the GLGA Board of Directors. c. Wilson will serve as Editor for the Visual Communications Journal. d. Wilson and Burke will work on resolution research for large format close-view graphics.</p>	<p>a. Wilson completed 11 years in the ACCGC BOD in fall 2016 and rotated off the board. b. Wilson sat on the GLGA BOD c. Wilson edited two issues of the VCJ (Fall 2016, Spring 2017) d. This research has not started. e. Wilson and GA Jensen completed research paper on open-source software and will submit paper for peer-review.</p>

		community service activities.		
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Appendix A: Example of Employer Survey

ISU Graphic Communications Employer Survey

Page 1

ISU Graphic Communications Employer Survey

As part of our continuous quality improvement process and accreditation requirements, we would like to know your perceptions of how well prepared our graduates are to apply Graphic Communications knowledge, skills, and attitudes on the job.

If you are not the appropriate person to complete this survey, would you please forward to the individual in your firm who supervises or is knowledgeable about the performance of the ISU graduate.

This brief survey has two parts: (a) ratings of 21 individual competencies that graduates should demonstrate, and (b) an open ended section for your comments and suggestions. **Please complete a separate survey for each ISU Graphic Communications graduate who has worked for your firm for five (5) years or less.** All responses are completely confidential. Anticipated time to complete the survey is less than 10 minutes.

Thank you very much for your feedback on the quality of our Graphic Communications graduates. Your input is very important to our program success!

1. How long has the (or was the) ISU Graphic Communications graduate been employed by your firm?
 - Less than 1 year
 - 2 years
 - 3 years
 - 4 years
 - 5 years
 - Do not employ ISU grads with 5 or less years of employment. (END SURVEY)

Instructions for questions 2 to 22:

In the left-hand column is a listing of competencies (knowledge, skills, and attitudes) that should be demonstrated by graduates of the Graphic Communications (GC) program in the Department of Technology at Illinois State University (ISU). For each of the competencies, please indicate the level of preparation as:

Excellent - Good - Neutral - Fair - Poor - Not Applicable.

2. Exhibits production knowledge in digital printing, offset lithography, flexography, and/or screen-printing.

	Excellent	Good	Neutral	Fair	Poor	Not Applicable
Production	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Understands and applies instrumentation and techniques for measuring and controlling quality in the printing process.

	Excellent	Good	Neutral	Fair	Poor	Not Applicable
Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Demonstrates an aptitude in premedia production aspects of composing documents for print media.

	Excellent	Good	Neutral	Fair	Poor	Not Applicable
Composition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Demonstrates an aptitude in prepress workflow tools including preflight, trapping, imposition, PDF processing, and PostScript output.

	Excellent	Good	Neutral	Fair	Poor	Not Applicable
Workflow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Demonstrates a broad-based knowledge of image capture and processing, including digital photography, image manipulation, image and file optimization for print and display media, and color management techniques.

	Excellent	Good	Neutral	Fair	Poor	Not Applicable
Image	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Demonstrates an applied knowledge of Web publishing technology, database technology, and/or variable data printing technology.

	Excellent	Good	Neutral	Fair	Poor	Not Applicable
Web	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Demonstrates the ability to research and learn new technology

	Excellent	Good	Neutral	Fair	Poor	Not Applicable
Learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Demonstrates an understanding of legal and ethical issues specific to the graphic communications industry, including environmental law, human health and safety, intellectual property, sales contracts, and labor relations.

	Excellent	Good	Neutral	Fair	Poor	Not Applicable
Legal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Demonstrates an applied knowledge of print specifications, production planning, estimating cost, and/or production scheduling.

	Excellent	Good	Neutral	Fair	Poor	Not Applicable
Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Demonstrates an understanding of business operations such as equipment investment analysis, profit, and value added issues.

	Excellent	Good	Neutral	Fair	Poor	Not Applicable
Analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Additional comments, clarifications or suggestions for the ISU Graphic Communications program:

Appendix B: Example of Senior Exit Survey

Department of Technology Senior Exit Survey (GC)

Page 1

Department of Technology Senior Exit Survey

As part of our continuous quality improvement process, we would like to know your perception of how well we have performed as a department and as an academic degree program.

This brief survey has two parts: (a) ratings of general perceptions about the department and its quality, and (b) ratings on how well you achieved the intended learning outcomes for your major. Anticipated time to complete the survey is about 15 minutes.

Thank you very much for your feedback on the quality of the Department of Technology and its programs of study!

Instructions for questions 1 to 17:

This section includes ratings of your perception about the Department of Technology and its quality.

1. Faculty were helpful when I needed assistance.*					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Overall, the quality of instruction was excellent in TEC courses.*					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I was treated fairly in my dealings with faculty.*					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Fairness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Faculty were experts in their subject matter areas.*					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Expertise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The department's computer resources met my needs.*					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Overall, I was satisfied with the quality of laboratory equipment.*					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Lab Equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Lab hours provided access to equipment to complete assignments.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Lab Access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I was able to get my into TEC courses in a timely manner.*					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Course Schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. TEC Advisement Office responded to my inquiries in a timely manner.*					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Timely Advisement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. My TEC advisor was knowledgeable of my academic plan.*					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Advisement Expertise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. My internship was a valuable part of my education.*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Did not participate in an internship
Internship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. TEC department student organizations were a valuable part of my education.*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Did not participate in student organization
TEC Student Organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. My TEC major greatly expanded my career options.*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Career Options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. The content of my TEC courses was state-of-the-art.*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Course Content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Overall, I greatly increased my knowledge and skills as a result of my TEC major.*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Personal Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. I would recommend TEC to a good friend or family member.*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Recommendation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Would you care to share any additional comments about your experiences with the Dept of Technology?

Comments

Instructions for questions 18 to 27:

This section includes ratings on how well you achieved the intended learning outcomes for your major, as well as questions about your job search.

18. I am able to use modern applications and methods to compose and manage production-ready media for both print and display distribution.*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Media Composition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. I am able to capture, process, edit, and manage color image information for print and display media.*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Image Capture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. I can plan and produce a wide range of print products by a variety of printing processes.*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Print Processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. I can create, develop, and maintain Websites and manage associated data, software, and hardware.*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Web Media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. I can manage print-oriented or Web-oriented media production projects.*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Media Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. I can effectively apply knowledge of financial, legal, and ethical business practices to the graphic communications field.*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Business Practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Who or what influenced you in deciding to pursue the TEC program at ISU?*

Influences

25. At what stage are you in finding a position in your major field?

	Accepted an offer	Have tentative offer	Interviewing	Have not started searching
Job Search	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. If you are actively searching for a job or have landed a position, what has been most helpful so far: (you may answer more than one)

	ISU Career Services	ISU Career Fairs	eRecruiting	TEC Faculty Employer Contacts	My Own Searches (Websites, personal contacts, etc.)
Help in job search	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. If you have secured a permanent position, please provide the name of the employer:

Name of employer

Appendix C: Example of Alumni Learning Outcomes Survey

2011 Graphic Communications

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1. Please indicate how well the GC sequence prepared you to perform each skill.

	Well above average	Above average	Average	Below average	Well below average	N/A
Use modern applications and methods to compose and manage production-ready media for both print and display distribution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Capture, process, edit, and manage color image information for print and display media.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plan and produce a wide range of print products by a variety of printing processes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create, develop, and maintain Web sites and manage associated data, software, and hardware.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage print-oriented or Web-oriented media production projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectively apply knowledge of financial, legal, and ethical business practices to the graphic communications field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix D: Example of Grading Rubric for Capstone Project

Illinois State University
 Graphic Communications
TEC 358 Digital Media Management
Integrated Media Project Evaluation

Name _____

CRITERIA	High Achievement: 8-10	Medium Achievement: 4-7	Low Achievement: 0-3
Independent Learning & Problem Solving	Showed resourcefulness and self-directedness to take on new technical tasks. Learned independently to contribute to team goals.	Showed ability with some technical information. Contributed to a minimum extent with an independently acquired skill set.	Learned very little independently and failed to contribute in a meaningful way. Allowed others to provide most knowledge-based skills.
Written and Oral Reports	The written work provided a full picture of the process, with insightful comments and a high level of self and team reflection. All reports were on time and well written. Final presentation well executed and convincing to client.	The written work provided some insights and showed at least a modicum of reflection on the process, product, and team. Well written and on time. Final presentation to client is acceptably organized and communicated.	The written work failed to provide insights into the team and project dynamics. Poorly written with little effort evident. Final presentation to client is poorly organized and communicated.
VDP Marketing Piece	Nicely designed, with a clear marketing message. Blends seamlessly with the website component. High potential to direct audience to the site. Database is well developed and blended appropriately with VDP. Ready-to-print, requiring no file repair.	Acceptable design. Bears acceptable similarity to the website components. Database developed. VDP prepared and ready to output. Minimal file repair necessary.	Design not well executed. Marketing piece and Website not well coordinated. Poorly developed database. Document requires significant file repair.
Virtual Tour (weighted x 3)	Final site component is well designed, free of technical problems, text content free of errors, well-prepared and appropriate photographic and video content. Navigation is intuitive and appropriate. Meets client requirements in everyway.	Final site component is acceptable in design quality, only minor technical problems, text content free of errors, functional, though photographic and video content may be amateurish. Navigation is intuitive and appropriate. Meets client requirements, with little exception.	Final site component is poorly designed, technical problems exist, text has few errors, amateurish photographic and video content. Navigation may require improvement. Only partially meets client requirements.
Agile Project Management Process and Teamwork.	All spec sheets, creative brief, sprints and burn down charts, schedules, and associated development materials are well done and organized. Carried out role as teammate and scrum master well and responsibility according to teammates.	Most developmental content is complete, with some problems/holes. All is neatly assembled and presented. Some lack of participation and at times dropping responsibilities for the project. Acceptable role as team member and scrum master according to teammates.	Minimal adherence to project management structure. Lack of responsibility as a team member and leader. Poorly assembled project materials.
Project Portfolio/ Notebook:	Required items neatly assembled. Index included, appealing and well organized.	Required items neatly assembled. Appearance a bit messy but reasonable well organized.	Most required items assembled, but missing one or more elements. Not appealing, not particularly neat and not completely well organized.

Appendix E: Annual Assessment & Reporting Calendar

Date	Activity	Accountable
As appropriate by course schedule	IDEA student ratings of instruction (November and April).	Secretary
As appropriate	Share assessment data with program and/or program advisory committees	Program Coordinator
As appropriate	Faculty Retreat - Review annual assessment data and establish improvement priorities.	Chair
April	Conduct TEC Senior Student Exit Survey in each capstone course.	Advisor
April	Organize follow-up survey of employers (minimum 3-year cycle)	Asst Chair & Secretary
April	Mail pre-survey letter to alumni.	Secretary
June	TEC Senior Student Exit Survey results and Employer Survey results distributed to faculty.	Advisor, Asst. Chair
July 30	Alumni data distributed to coordinators	Asst. Chair
August	Coordinators meeting to discuss new assessment data and review assessment process	Asst. Chair
September/October	Organize and conduct scheduled Peer Teaching Observations.	Asst. Chair
November 15	Program Coordinators submit the annual <i>Learning Outcomes Report</i>	Program Coordinator
November 15	Program Coordinators submit the annual <i>Program Goals Report and Plan of Work</i>	Program Coordinator
December 30	Submit annual TEC Assessment Report to the University Assessment Services (UAS)	Asst. Chair
December 30	Department of Technology Annual Report and Consolidated Annual Budget Report	Chair