

Corporate Identity Logo Design
Assessment and Evaluation Plan

IDT 540 SNHU

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April 19, 2015

Assessment Opportunity

This course assessment plan will evaluate a course for a higher education context. The audience will be comprised of graphic design students who are proficient with Adobe Creative Suite. The topic of the course is creating a Corporate Identity Logo Design. Animated learning modules will be effective in online, face to face, and hybrid learning experiences.

The unique considerations for this particular context are that the set of skills required to complete the learning are complex. Students will demonstrate learning through varied formative and summative assessment strategies. Some assessments will be demonstrated through the successful completion of their visual projects and others will be accomplished through tests and quizzes.

Description of Learning Context and Environment

Learning Context

The learning environment and organizational context for this course is intended for students who are studying graphic design skills within the higher education environment. The course is meant to be used as an advanced design course that incorporates corporate branding & identity principles in teaching students the elements of designing an effective logo for use in a broad spectrum of corporate identity uses.

Delivery of this course will be accomplished through either face-to-face instruction located within a computer equipped classroom or through a digital learning management system using video communications technology. The student will use both traditional research tools and a personal computer to perform research for projects in this course. Assessments will be

embedded in the coursework. The use of both traditional and digital art and design tools are required to complete this learning. The use of this technology will ensure that the course content can be delivered to students by online, hybrid, or face to face instruction.

Audience Analysis

The learner audience consists of adult learners age 18 and over who are graphic design students pursuing an Associate's level degree within either a two year community college design program, or a four year Bachelor of Arts design program.

Special considerations for this course are compulsory prerequisites that provide the background learning required for the advanced training in this course. These prerequisites require that students must have completed coursework in basic drawing, fundamental design foundation, design aesthetics, design production, typography, and graphic design history. Prospective students must also have completed coursework and have demonstrated proficiency with Adobe Creative Suite, and in particular, computer vector-based drawing skills using Illustrator.

Evaluation Standards

At the end of this course, the student will recognize and explain the function and parts of corporate identity and identify the stages in the process of designing corporate identity. The student will successfully identify the features of a successful logo and define how corporate standards are used in corporate identity. The student will effectively analyze corporate identity design needs and objectives for a prospective client. The student must also recognize and define the significance of branding and logos for a corporate identity. The student will be able to successfully research and criticize design concepts, and assess, develop and integrate ideas for a

finished design to be incorporated into letterhead, business card, envelope, signage and other corporate needs. Public awareness of a corporate identity relies upon an effectively designed logo however, a logo that is confusing and irrelevant fails to stimulate interest in the product. The student will create a written rationale for design decisions, and to create professional quality digital artwork for the corporate identity logo. The most important dimension of these learning outcomes are: to analyze the client's design needs, develop ideas into design concepts, and to skillfully render the design using a vector based computer application. The student's performance of each of these learning objectives will be assessed on a point system as either "not evident, satisfactory or outstanding".

The National Association of Schools of Art and Design (NASAD) will provide accreditation for this course. The NASAD oversees and provides accreditations for graphic design schools in the US. According to the NASAD web site (2015), "It is the national accrediting agency for art and design and art and design-related disciplines.

The NASAD Handbook includes NASAD Standards and Guidelines for degree-granting and non-degree-granting institutions in art and design, as well as the Association's Constitution, Bylaws, and Code of Ethics." and "...provides information to potential students and parents, consultations, statistical information, professional development; and policy analysis."

Formative Assessment Strategies

Formative assessment is focused on the student and how students receive, understand and apply information. Teachers use this type of assessment to collect information about their students' learning and to make any instructional adjustments that are needed. Formative self-Assessment is also valuable feedback for students to use to improve their own learning.

I have selected several formative assessment strategies for this project. My research on corporate identity design assessment was informed by information obtained from Stefanie D. Bethuy, M.F.A., interim department chair and associate professor of communication design at the University of Cincinnati, (Raymond Walters) Blue Ash College, and from several websites offering programs or coursework in corporate identity/logo design and graphic design. Stefanie Bethuy clarified that, “We assess our program thru various methods: project evaluation, graduate portfolio reviews, graduate capstone presentations, student/graduate survey feedback and faculty reflection.”

The first formative assessment strategy I chose is ‘Learning Logs’ in which students will record their reflections and questions about the design principles they are learning. The West Virginia Department of Education website (2015) explains the function of Learning Logs, “This allows students to make connections to what they have learned, set goals, and reflect upon their learning process. The act of writing about thinking helps students become deeper thinkers and better writers.” Other formative assessment strategies I chose are: Social Bookmarking Sites to store online research for information, visual references and creative inspiration for logo design ideas. Constructive Quizzes that assess student’s recognition and understanding of design concepts. Weekly Project Evaluation sessions that combine written and oral feedback from both instructor and peers, and Student Self-Assessments.

In an article about peer assessment, the West Virginia Department of Education explains, “With peer assessment students begin to see each other as resources for understanding and checking for quality work against previously determined criteria. The teacher can examine the self-assessments and the peer assessments and identify students' strengths and weaknesses.” On peer assessment, the Teacher Excellence in Adult Literacy (TEAL) Center website (2012)

described the importance of peer feedback, “The teacher can encourage students to reflect on their accomplishments as well as their challenges by asking students to answer questions that spark critical thinking.”

Summative Assessment Strategies

Summative Assessment is an assessment of learning, matched to outcomes and standards and performed at the end of student’s learning experience. Teachers use this form of assessment to collect information about both individual and classroom learning and to make any instructional adjustments that might be needed. Summative assessment of coursework is also valuable feedback for teachers and faculty.

My research on summative assessment of corporate identity design is informed by information I obtained from several college and school websites that offer programs or coursework in corporate identity/logo design, and graphic design. I also obtained information from Stefanie D. Bethuy, M.F.A., Interim Department Chair and Associate Professor of Communication Design at the University of Cincinnati, (Raymond Walters) Blue Ash College. Stefanie explained to me that the RWC program in Applied Graphic Communication assesses their program and students work through final project evaluations, graduate portfolio reviews, capstone presentations, student and graduate survey feedback, and faculty reflection.

The competencies of the design process, quality of composition, technique, and the success of design communication are the most important areas when assessing the success of learning how to design a corporate design identity logo. The first summative assessment strategy I chose for my project will assess students learning about the process of corporate identity design. Student learning will also be assessed by final project reviews that assess the

composition, (use of typography, the layout, and creativity) of the design, and the success of the communication aspect of the design. Finally, students taking this course will perform a summative self-assessment and course assessment.

Objective Assessments

Assessments:

The purpose of this test is to help and assess students learning the basic process of designing a corporate identity logo. These assessments will be given mid-course, and a final given at the end of the course. The first test is worth 25 points. The final exam is worth 100 points. Instructions for how to provide answers are given before each section and to clarify other questions. The tests are not timed. Test 1 must be completed and returned before 12 midnight on Sunday of week 4. The final exam will be available by mid-week in week 8 and must be completed before 12 midnight on Sunday.

Formative Assessment:

Circle the letter of the correct answer:

1. Identify the first step in designing a logo.
 - a. Look for a design you like
 - b. Interview the client to discover their needs
 - c. Begin creating a design using the computer
2. Why sketch several different logo design ideas to show a client?
 - a. Because clients can't make up their minds
 - b. To show to a client for feedback
 - c. Because you can use more than one for the company logo
3. Which answer precisely describes the importance of taking a break while working on a logo?
 - a. A designer gets tired
 - b. A designer can forget the original idea if working too long
 - c. It's important to take a break so you can let ideas develop and get feedback from others.

4. Researching the clients industry, background, and competition is optional.

- a. True
- b. False

5. Adobe Photoshop is the primary tool for creating a logo.

- a. True
- b. False

Provide the answers to the following questions

6. Name the five elements of a good logo below in any order

1.	3.	5.
2.	4.	

Discussion questions. Provide your answers in the space below the questions.

7. Explain why a designer should present ideas to a client before finishing the work on the computer.

8. In the blank next to each item, explain its importance in a logo design:

Simplicity: _____

Memorability: _____

Sustainability: _____

Versatility: _____

Appropriateness: _____

9. Explain the importance of saving your logo work file in the native Illustrator format.

10. What is the reason to save a work file containing the type font?

Fill in the blank:

11. In order to render the typography in your Illustrator file into an object with points that can be altered, it should be changed to _____.

12. Bonus question: When creating a logo, why should a designer NOT use a standard logo template?

Answer Key

- 1. b. Interview the client to discover their needs
- 2. b. To show to a client for feedback
- 3. c. It's important to take a break so you can let ideas develop and get feedback from others.
- 4. b. False
- 5. b. False

6.

1. Simplicity	3. Sustainability	5. Appropriateness
2. Memorability	4. Versatility	

7. The client needs to see the designer's ideas in order to determine what is working, what is not working, and what could be changed to narrow the choice down to one logo.

8. Simplicity: Makes logo easier to recognize and versatile.

Memorability: Achieved by having a simple yet appropriate logo.

Sustainability: An effective logo should still be effective in the future.

Versatility: An effective logo should be designed as a vector so it can resize for various applications, must also be effective in black and white.

Appropriateness: Logo position should be appropriate for its intended purpose.

9. A native Illustrator format work file contains original editable work and will prevent having to recreate the work if the final completed file is lost.

10. If your final work file is lost, a native Illustrator format work file with the type font will prevent you having to search for the font that was used in your work.

11. Outlines

12. A good effective logo should be customized to fit your client's business and services. Standard templates do not provide this kind of customization.

Summative Assessment

Circle the letter of the correct answer:

1. What is the first step in designing a logo for corporate identity?
 - a. Research ideas for the design online
 - b. Begin creating a design using Photoshop on the computer
 - c. Interview the client to discover their vision and needs
 - d. Look at logos in magazines
 - e. Start sketching ideas

2. The important features of a logo are:
 - a. It needs to look and colorful and edgy
 - b. It needs to be memorable
 - c. It needs to be relevant to the company or industry it represents
 - d. B and C
 - e. A and C

3. The primary tool used in creating a logo is:
 - a. Adobe Photoshop
 - b. Drawing Pencil
 - c. Adobe Illustrator
 - d. Pen and Ink
 - e. Adobe InDesign

4. Why sketch several different logo design ideas?
 - a. Because clients can't make up their minds
 - b. To show to a client for feedback
 - c. Because you can use more than one for the company logo
 - e. Sketching several different logo design ideas helps your creativity

5. Which answer precisely describes the importance of taking a break while working on a logo?
 - a. A designer gets tired
 - b. A designer can forget the original idea if working too long
 - c. It's important to take a break so you can let ideas develop and get feedback from others.

6. What happens when you resize a logo design that is too complicated?
 - a. The colors change
 - b. It's difficult to read when the size is reduced
 - c. The font moves position

7. It is optional to perform research on the client, industry information, and competition.
 - a. True
 - b. False

8. You already have some cool ideas for logos, so you do not need to interview the client until you sketch them.

- a. True
- b. False

9. A designer should present ideas to the client before finishing the design on the computer.

- a. True
- b. False

10. A logo needs to re-size without losing resolution.

- a. True
- b. False

Fill in the blank:

11. So that you can easily make any needed changes, save your logo work file as a/an ____ format.

12. Number the order of the steps in designing a logo.

	Research
	Include the six elements of a good logo
	Present sketched ideas to the client
	Brief client
	Render with computer
	Sketch at least three ideas using research ideas
	Reflect by periodically taking breaks

13. Number the tasks in the proper order.

	Copy all font-based elements and place aside on the drawing board for future use if needed. Change the original typography to “outlines” which renders it to a vector-based object rather than a font-based type.
	Using Adobe Illustrator tools, draw graphic elements for the design, choosing color schemes.
	Using Adobe Illustrator, create a file and save as an Illustrator (.ai) extension.
	Delete any unused elements and save again in the desired output format (pdf, eps, jpg, depending upon the intended use).

Answer in the space provided below each question.

14. Before completing the design, why do you need to transform the typography in your Illustrator file to an object?

15. Explain the importance of saving a work file that contains the type font.

16. In this set of matching items, some options may be used more than once or not at all.

Match each item with the numbered reason, listed below, for its importance.

- a. Simplicity
- b. Memorability
- c. Sustainability
- d. Versatility
- e. Appropriateness

1. An effective logo should still be effective in the future.
2. Logo position should be suitable and sizable for its intended purpose.
3. Logo should not be politically incorrect
4. An effective logo should be designed as a vector so it can resize for various applications.
5. Makes logo easier to recognize and versatile.

17. Explain why should you begin a logo design in black and white?

18. Why NOT sketch not more than three ideas using your research ideas?

19. Explain why a designer should NOT just use a digitized sketched or hand drawn logo image for a logo.

20. Why NOT just simply choose a font and type the name of the business for the logo?

21. Explain why a designer should research a client's industry for information on their company and their competition.

22. List 2 reasons why a designer should NOT use a standard logo template.

- 1.
- 2.

23. Explain why it is more important for a logo to communicate clearly than for it to look colorful and edgy.

Bonus Question:

24. What advantage does an encapsulated postscript (.eps) format file have that a .pdf or .jpg lacks?

Summative Assessment Answer Key

1. c. Interview the client to discover their vision and needs
2. b and c
3. c. Adobe Illustrator
4. b. To show to a client for feedback
5. c. It's important to take a break so you can let ideas develop and get feedback from others.
6. b. It's difficult to read when the size is reduced
7. b. False
8. b. False
9. a. True
10. a. True
11. Illustrator, or .ai

12.

2	Research
3	Include the six elements of a good logo
6	Present sketched ideas to client
1	Brief client
7	Render with computer
4	Sketch at least three ideas using research ideas
5	Reflect by periodically taking breaks

13.

3	Copy all font-based elements and place aside on the drawing board for future use if needed. Change the original typography to “outlines” which renders it to a vector-based object rather than a font-based type.
2	Using Adobe Illustrator tools, draw graphic elements for the design, choosing color schemes.
1	Using Adobe Illustrator, create a file, choose the font and save with an .ai (Illustrator) extension.
4	Delete the unused elements and save again in the desired output format (pdf, eps, jpg, depending upon the intended use).

14. Transforming the typography to an object makes it possible to edit the font shape and makes it easier to re-size.

15. Saving a work file that contains the type font ensures that you will have the original font in case you lose the final design file.

16.

5 a. Simplicity

5 b. Memorability

1 c. Sustainability

4 d. Versatility

2 e. Appropriateness

17. A black and white design ensures that a logo will read and print effectively in a basic form.

18. Sketching only 3 designs makes the design and decision process easier.

19. A digitized sketched or hand drawn logo image loses resolution when it is resized and does not print as crisply as a vector image.

20. A simple font-only logo communicates too little information about the company or business.

21. Information about a client's company, industry and their competition will give a designer information about the client's services, the competition and how to create a better logo than the competition.

22.

1. A standard logo template is being used by other businesses.

2. A standard logo template will not allow for customization.

23. The purpose of a logo is to communicate information about the business or company. A good logo will also incorporate "cool and edgy" features without interfering with the communication.

24. A design created with a vector-based computer program and saved as an .eps file does not lose resolution when resized.

Performance Assessments

Formative Performance Assessments

The following steps are designed to provide the student with formative performance assessments.

These steps will be accomplished as the student progresses through the course and follows the course syllabus.

1. Weekly Journal Writing will provide student's reflection on the logo creation process.
2. Student's use of online bookmarking and/or mind mapping tool will show research on client (instructor), relevant information from the "client" briefing, client's industry, successful logo designs, and relevant current styles and ideas.
3. The formative assessment of student's learning occurs when student presents and explains work in class after every stage of logo development:
 - a. Student will sketch three ideas that incorporate client interview information, research ideas and the elements of a good logo design.
 - b. Student will present sketched ideas to client to get feedback that enables narrowing the ideas down to a final one.
 - c. Student will sketch the final logo idea, present and explain revisions to the class and "client".
 - d. Student will render the final design in both black and white and color, print, present to the class and "client" and discuss the computer rendering process. The student will also submit both a work file with the .ai (Illustrator) extension and the finished file saved as an .eps file to the instructor.

Summative Performance Assessment

Discussion. Answer the questions in the spaces provided below each.

1. Discuss the purpose of logo design.
2. Name the steps of logo design.
3. How is a visual concept for a logo design developed and honed?
4. What are the main aspects of the first stage of logo design?
5. Explain the significance of simplicity, form, and positive and negative space in a logo design?
6. How does an in-class reflection on your design decisions demonstrate your mastery of the learning outcomes in this course?
7. What can be learned about your work when looking at the Illustrator file of your logo?

The following activity has several parts. You will provide your saved file from this exercise to your instructor when you have finished with the test.

8. A. Using Photoshop, create a new file measuring 8 inches by 11 inches and 150 DPI. Save to your flash drive as a jpeg named, *last name, first initial.testlogos*. (i.e., “Jones.j.testlogos”).
B. Find 3 different logos online. Copy and paste all logos into your Photoshop file and arrange vertically. Save file again under the same name as a jpeg and keep file open for reference.
C. In the space below, identify the logos you chose and analyze and critique their strengths and weaknesses.

Summative Performance Assessment Answers

1. The purpose of logo design is to identify a company visually.
2.
 - A. Brief client
 - B. Research
 - C. Include the six elements of a good logo
 - D. Sketch at least three ideas using research ideas
 - E. Reflect by periodically taking breaks
 - F. Present sketched ideas to client
 - G. Render with computer
3. Through careful consideration of the seven steps of logo design.
4. Communicating with clients, pricing, researching competitors, and researching typography.
5. Simplicity in a logo is important because it communicates the purpose of the business clearly, form is important to effectively represent the message. Positive and negative space in a logo design provide balance.
6. The in-class reflection demonstrates mastery of learning when the student effectively reflects, explains, and demonstrates design decisions and processes.
7. The skill of how a logo is executed using Illustrator can be seen when looking closely at the font, shapes and use of color in the work file in the native format.
8. For this question, the instructor uses a rubric to assess the students' answers.

Rubrics for Evaluation

These rubrics are to be used for the corporate logo design process. The first one is meant to be used to evaluate formative learning from the course work. The second rubric is meant to be used to evaluate the summative learning from the course. These rubrics employ the descriptors of Not Evident, Satisfactory and Outstanding on the top row to evaluate the critical elements that occupy the left column.

Logo Design Formative Performance Rubric

Critical Elements	Not Evident	Satisfactory	Outstanding	Highest Value
Journal Reflection	No details of design experience Critical thinking absent Writing is unstructured and out of logical order (1)	Basic details of design experience Use of critical thinking Writing is structured in logical order(15)	Detailed account of design experience High level of critical thinking Writing is highly structured in logical order (20)	20
Online Bookmarking, Mind-Mapping, & Research	Lacks research on client (instructor) & lacks feedback from the “client” briefing. Shows research on less than 5 successful logo designs, and less than 5 relevant current styles and ideas. (5)	Shows research on client (instructor) & feedback from the “client” briefing. Shows research on 5 or less successful logo designs, and 5 relevant current styles and ideas. (15)	Shows research on client (instructor) & feedback from the “client” briefing. Shows research on at least 10 successful logo designs, and 10 relevant current styles and ideas. (20)	20
In-Class Design Presentation	Student fails to present and explain work in-class after every stage of logo development.	Student presents and explains work in-class after some stages of logo development.	Student presents and explains work in-class after every stage of logo development.	60

	<p>Student presents less than 3 sketches. Portions of client interview information, research ideas & some elements of good logo design are missing.</p> <p>Fails to present sketches to client for feedback to enable narrowing the ideas down to 1.</p> <p>Fails to complete the final logo idea sketch. Fails to present and explain revisions to the class and “client”.</p> <p>Student fails to finalize and render final design in both black and white and in color and present printed design in-class.</p> <p>Student fails to explain computer rendering process in detail.</p> <p>Student fails to submit to the instructor both a work file in .ai extension and finished design in .eps file. (15)</p>	<p>Student presents 3 sketches that incorporate client interview information, research ideas & elements of good logo design.</p> <p>Presents sketches to client for feedback to enable narrowing the ideas down to 1.</p> <p>Sketches the final logo idea, presents and explains revisions to the class and “client”.</p> <p>Student renders final design in both black and white and in color. Printed color design mounted on 11 by 14 inch presentation board presented in-class.</p> <p>Student explains computer rendering process in detail.</p> <p>Student submits to the instructor both a work file in .ai extension and finished design in .eps file. (50)</p>	<p>Student presents 3 sketches that incorporate client interview information, research ideas & elements of good logo design.</p> <p>Presents sketches to client for feedback to enable narrowing the ideas down to 1.</p> <p>Sketches the final logo idea, presents and explains revisions to the class and “client” in an articulate and professional manner.</p> <p>Student renders final design in both black and white and in color. Printed design in both black and white and in color mounted on 11 by 14 inch presentation board presented in-class.</p> <p>Student explains computer rendering process in detail using professional terminology.</p> <p>Student submits to the instructor a work file in .ai extension, a finished design in .eps, pdf and jpeg files. (60)</p>	
Total Earned Points				100

Logo Design Summative Performance Assessment

Critical Elements	Not Evident	Satisfactory	Outstanding	Highest Value
Knowledge of Design Process	Fails to demonstrate knowledge of the purpose of logo design.	Demonstrates knowledge of the purpose of logo design.	Demonstrates extensive knowledge of the purpose of logo design.	40
	Fails to demonstrate understanding of the steps of logo design.	Demonstrates understanding of the steps of logo design.	Demonstrates extensive understanding of the steps of logo design.	
	Fails to demonstrate understanding of the development of a visual concept for a logo. (0)	Demonstrates understanding of the development of a visual concept for a logo. (30)	Demonstrates advanced understanding of the development of a visual concept for a logo. (40)	
Practice of Logo Design	Fails to show journaling, research and bookmarking skills.	Shows journaling, research and bookmarking skills.	Shows extensive journaling, research and bookmarking skills.	40
	Designs fail to demonstrate simplicity, form, and positive and negative space.	Designs demonstrate simplicity, form, and positive and negative space.	Designs demonstrate advanced use of simplicity, form, and positive and negative space.	
	Fails to demonstrate understanding of the purpose of in-class reflection about design decisions. (0)	Demonstrates understanding of the purpose of in-class reflection about design decisions. (30)	Demonstrates advanced understanding of the purpose of in-class reflection about design decisions. (40)	
Computer Design Skills	Fails to demonstrate knowledge and proficiency in Adobe Illustrator and the proper use of file formats for print and web.	Demonstrates knowledge and proficiency in Adobe Illustrator and the proper use of file formats for print and web.	Demonstrates advanced knowledge and proficiency in Adobe Illustrator and the proper use of file formats for print and web.	20

	Fails to demonstrate proficiency with basic Adobe Photoshop functions and file formats.	Demonstrates proficiency with basic Adobe Photoshop functions and file formats.	Demonstrates advanced proficiency with basic Adobe Photoshop functions and file formats.	
	Fails to demonstrate knowledge and ability to analyze and critique logo strengths and weaknesses. (0)	Demonstrates knowledge and ability to analyze and critique logo strengths and weaknesses. (15)	Demonstrates advanced knowledge and ability to analyze and critique logo strengths and weaknesses.	
Total Earned Points			100	

Logo Design Course Outcomes

Upon completion of the course, students will be able to:

- Effectively interview client, gathering client feedback, and information about client's industry.
- Successfully interpret client feedback, employing research on client ideas, industry, relevant successful logo designs and current design styles, using a bookmarking tool to save research ideas.
- Evaluate research, synthesize design concepts, and produce three sketched logo ideas from research.
- Interpret and apply final client feedback to sketch a final logo design for client approval.
- Skillfully create the final logo design in both black and white and color using a vector based computer program and save in appropriate file formats.

Mapping the Connections

Corporate Identity Logo Design Course					
	Course Objectives				
	Effectively interview client and gather client feedback including information about client's industry.	Use a bookmarking tool to save research ideas. Successfully interpret client feedback, employ research on client's feedback, industry, and current design styles, and relevant successful logo designs.	Evaluate research, synthesize design concepts and produce three sketched logo ideas from research.	Interpret and apply final client feedback to sketch a final logo design for client approval.	Use a vector based computer program and apply professional design skills to create a final logo design in both black and white and color. Save in appropriate file format.
SLO 1 Communication	B	A		I	
SLO 2 Research Methods	B	A			
SLO 3 Critical Thinking		A	A	A	
SLO 4 Creativity			A	I	
SLO 5 Technical Skills			I	A	A
B = basic, I = intermediate, A = advanced expectation for this objective					

Analysis

The plan for analysis of the assessment data in my course will improve student learning by targeting future student outcomes within the outstanding range of assessment. This will be accomplished by evaluating student's test and portfolio reviews and student's reflections in a survey that will be sent to them a week before the end of the course. Most significant benchmarks in the course are the aggregate test scores, portfolio reviews, and the degree of the student's self-efficacy. Indicators of needed course improvements are summative test and portfolio reviews scores below 75 and a survey feedback score of 15 or lower per respondent for

90% of the survey respondents. The effectiveness of this course aligns to the college's standards and to the standards of the National Association of Schools of Art and Design

Targeted Outcome: Student Competency in the Outstanding range				
Evaluation Methods	Indicator	Indicator of Needed Course Improvements	Data Collection Method	Timeline
Summative tests and portfolio reviews	Summative Scores over 90	Summative Scores below 75	Aggregate summative scores	Within 2 days of end of 8 week course
Student reflection Survey	Five questions in survey, each a range of 1-5. A total score of 20 each for 90% of students	Five questions in survey, each a range of 1-5. A total score of 15 each for 90% of students	Survey Monkey	1 week before course end and 2 days after

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