

## Class Project Brief / Rubrics

The description of this course from the syllabus states that: Students in this course present a comprehensive understanding of their academic experience.

Proficiency will be demonstrated in both studio and general education courses through a written, oral, and visual presentation. Therefore, it is important that you pick a project that addresses an area of interest that is vital and relevant to your growth as a designer.

**THIS IS AN EXCELLENT OPPORTUNITY FOR YOU TO SHINE!** Hopefully, this project will be the highlight of your academic career at the Art Institute and can be the featured project for your portfolio show to impress future colleagues, employers and clients with your skill-set and creativity. Past student projects have been unique and diverse, including focus areas such as branding, event planning, ephemera, illustration, package design, product marketing and campaigns.

Remember this must be a comprehensive project! Students are expected to really “drill down” the essence of their project concept and present a very focused multi-faceted complete schema that is not only aesthetically pleasing, conceptually inspired, and technically accurate but also a compelling solution to a design problem aligned to professional standards.

*The competencies (learning objectives) are:*

Demonstrate craftsmanship (organization, neatness, precision, accuracy)

- Develop, analyze, and refine creative concepts from initial idea as thumbnail sketches to final product drill down

Use written and verbal skills to gather and communicate project information

- Act in a professional manner appropriate to the work environment
- Write creative brief rationales and explanation of projects with deliverables

Demonstrate effective verbal and visual presentation skills

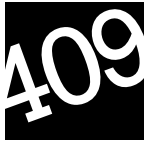
- Cultivate and implement critical thinking skills
- Demonstrate public speaking skills

Meet deadlines according to project specifications

- Manage time and budget



Examples of Student Capstone Projects



Graphic  
Design  
Capstone

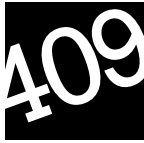
The following will be required for the capstone project broken up into manageable segments:

- 1. Due Week 2:**  
Individual class presentations of first draft Topic Statement, Creative Brief, Research and Moodboards describing your project. This will be a minimum 10 slide presentation.  
(worth 10 points and 10% overall course grade)
- 2. Due Week 3**  
Process Project Proposal that indicates deliverables and time line. This will be a minimum 10 slide presentation (20 slides including the previous weeks revisions)  
(worth 10 points and 10% overall course grade)
- 3. Due Weeks 4 through 7**  
Project presentations with explanations. Each week critique revisions will be addressed with the introduction of 3 new items.  
(each worth 10 points and 10% overall course grade)
- 4. Due Week 8**  
A completed presentation for critique by a group of visitors to class. Five efficacy outcomes (see explanation description on following page) will be graded on a 1 to 10 Likert scale using an online Survey Monkey evaluation instrument.  
(worth 10 points and 15% overall course grade)
- 5. Due Weeks 9 through 11**  
Finished revised presentations, prototyping and mockups where necessary. Presentation will be attended and critiqued by the dean, department director and or e/c members. Five efficacy outcomes (see explanation description on following page) will be graded on a 1 to 10 Likert scale using an online Survey Monkey evaluation instrument.  
(worth 10 points and 25% overall course grade)

**PLEASE NOTE:**

You are assigned the task of creating excellent graphic design but also developing skills in articulate presentation of your compositions. Be ready to discuss your work in terms of integrating Typography, Color, Image, Grid and Conceptual Strategy.





Capstone student projects and presentations will be evaluated using five efficacy outcomes (see explanation following). An online Survey Monkey assessment instrument that uses a Likert scale of 1 to 10 (with 10 being best) will be presented to class participants and visitors.

*Efficacy Outcomes Rubric:*

**Technical Expertise** – Capstone presenters will solve complex graphic communication problems using the design process and their knowledge of visual design principles, theories, illustrations, image manipulation and correct application of software to analyze the client project.

**Communication through Design/Layout** – Capstone presenters will provide graphic design services using effective type, craftsmanship, and visual communication, appropriate for the project, employing a variety of means, methods and technologies, in both 2 and 3 dimensions.

**Visual & Verbal Communication** – Capstone presenters will articulate their graphic design solutions and clearly show an understanding of visual representation, demonstrate an excellent degree of research skills regarding symbolic meaning of ideas utilizing industry standard principles of graphic communication.

**Theory/Concept** – Capstone presenters will produce a creative, fresh concept with good use of applicable trends directed at specific target audience that meets the project objective by using good analysis and approach to the creative challenge. Solution is sound.

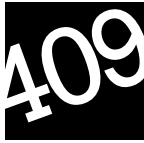
**Design Professionalism/Professional Presentation** – Capstone presenters will produced work that is original and creative, displaying a high degree of critical thinking and conceptual value. Well articulate and defended, explained the work, seem confident, showed evidence of research and product knowledge with articulate exposition.

PROJECT AND COURSE GRADING

Technical Expertise .....	20%
Communication through Design/Layout .....	20%
Visual & Verbal Communication.....	20%
Theory/Concept .....	20%
Professionalism (followed instructions-met deadlines) .....	20%

GRADING - QUANTITATIVE & QUALITATIVE ASSESSMENT

10-9.5 Points	9-8.5 Points	8-7.5 Points	7-6.5 Points	Below 6 Points
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A	B	C	D	F
Excellent	Above Average	Average	Below Average	Unsatisfactory
Outstanding	Very Good	Good	Needs Improvement	Poor
Exemplary	Commendable	Acceptable	Barely Acceptable	Unacceptable



## QUALITATIVE ASSESSMENT

### *Week 2: Individual project presentations of Topic Statement, Creative Brief, Research and Moodboards*

- A: Presentation of first draft included an excellent Topic Statement, Creative Brief, Research and Moodboards describing the project. 10 slides Excellently: Compelling, Creative & Thorough.
- B: Presentation of first draft included a very good Topic Statement, Creative Brief, Research and Moodboard describing project. 10 slides Commendably Compelling, Creative & Thorough.
- C: Presentation of first draft included an average Topic Statement, Creative Brief, Research and Moodboards describing the project. 10 slides Good: Compelling, Creative & Thorough.
- D: Presentation of first draft was incomplete. The student did not understand the concept. Student probably needs tutoring.
- F: The presentation was incomplete or not made at all. The student demonstrated poor craftsmanship; possible evidence of laziness or lack of understanding. The project does not meet essential learning objective goals.

### *Week 3: Presentation of Process Project Proposal indicating deliverables and time line*

- A: Presentation of first draft included an excellent Process Proposal, Outline of deliverables and time line. Revisions were made from last critique. 10 slides Excellently Creative & Thorough.
- B: Presentation of first draft included a commendable Process Proposal, Outline of deliverables and time line. Revisions were made from critique. 10 slides Very Good Creativity/Thorough.
- C: Presentation of first draft included an average Process Proposal, Outline of deliverables and time line. Revisions were made from critique. 10 slides Good: Creativity & Thorough.
- D: Presentation of first draft was incomplete. Required content was missing. The student did not understand the concept. Student probably needs tutoring.
- F: The presentation was very incomplete or not made at all. Required content was missing. The student demonstrated poor craftsmanship; possible evidence of laziness or lack of understanding. The project does not meet essential learning objective goals.

### *Weeks 4 through 7: Project Presentation, Revisions and 3 New Item Additions*

- A: Project was creative and technically accurate. Excellent professional quality craftsmanship and pride of presentation. Critique revisions done. Excellent: Compelling Creative & Thorough
- B: Project was creative and technically accurate. Commendable professional quality craftsmanship and pride of presentation. Critique revisions done. Very good: Creative & Thorough
- C: Project was average creative and technically accurate. Average professional quality craftsmanship and pride of presentation. Most critique revisions done. Average craftsmanship and presentation. Student could have gone further.
- D: The student showed below average craftsmanship, and lack of pride in finished work. Poor presentation technique. Some items and revisions missing or not addressed. May need tutoring.
- F: The student showed poor craftsmanship; possible evidence of laziness or lack of understanding. The project does not meet essential learning objective goals.

### *Week 8 through 11: Capstone Presentation to Visitors, Dean, Director and/or E/C Committee members*

- A: Project was creative and technically accurate. Excellent professional quality craftsmanship and pride of presentation. Critique revisions done. Excellent: Compelling Creative & Thorough
- B: Project was creative and technically accurate. Commendable professional quality craftsmanship and pride of presentation. Critique revisions done. Very good: Creative & Thorough
- C: Project was average creative and technically accurate. Average professional quality craftsmanship and pride of presentation. Most critique revisions done. Average craftsmanship and presentation. Student could have gone further.
- D: The student showed below average craftsmanship, and lack of pride in finished work. Poor presentation technique. Some items and revisions missing or not addressed. May need tutoring.
- F: The student showed poor craftsmanship; possible evidence of laziness or lack of understanding. The project does not meet essential learning objective goals.