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**WILLIAM WOODS  
UNIVERSITY**

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**Graphic Design BFA Annual Assessment 2019-2020**

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## Annual Assessment 2019-2020

### Graphic Design BFA

#### Program Profile

##### Program Mission Statement

*Please insert your program mission statement here*

The purpose of the Graphic Design Program is to assist students in developing their creativity, artistic ability, and professional skills to order for them to achieve their personal and professional goals.

#### Program Data

##### Delivery Method

Traditional On Campus (selected)  
Online  
Hybrid

##### Student Majors 2018-19

##### Student Minors 2018-19

12

##### Students Majors 2019-2020

##### Student Minors 2019-20

9

#### Concentrations 2018-19

*If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.*

No Concentrations

#### Concentrations 2019-20

*If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.*

No Concentrations

#### Student Demographics

*What are the program goals for student retention, persistence and degree completion? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?*

The goal of the program is to retain students in the Major by a combination of two primary things. The first is to provide a comprehensive and challenging curriculum that prepares students to become successful graphic designers and at the same time help them set aspirational goals that motivate them to reach their potential. Secondly, we strive to view each student as a unique individual with unique qualities, personalities, and talents. This perspective provides the opportunity for faculty to customize each student's experience, working with their particular strengths and weaknesses to provide the optimal learning environment for them to achieve their professional goals. The number of majors entering the program has been slowly declining in recent years, but our persistence rates are good. The occasional student that leaves the program typically is one that was in the wrong career field and made a change, or left school entirely for reasons other than academics.

### Is the Program Externally Accredited

Yes  
No (selected)

### External Accreditation

*Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?*

### Marketing Materials

*Please reflect on the current marketing materials used for the program. Detail what documents you are reviewing and attach a screenshot of any webpages or materials that you cannot include as a document. What changes, if any should be made to the material? Are there recommendations for how or where to market the program?*

The marketing materials for the Graphic Design program are in need of thorough revision and updates. Since the art department has completely revised the curriculum, as well as added a Photography concentration, all this new course information needs to be added. The marketing department has provided us with a temporary sheet (see attached) to give to prospective students while they create a new department brochure. In addition, the new curriculum information needs to be added to the William Woods website.

### Marketing Material

Fine\_Arts\_Program\_Sheet.pdf

## Program Assessment

### Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

### Additional Standards/Outcomes

Identifier	Description
<b>GPD.1</b>	Computer Competency: Student demonstrates competency in the use of computer technology as it applies to graphic design.
<b>GPD.2</b>	Technical Knowledge: Student demonstrates knowledge of color, typography, layout, printing processes, and vocabulary as they relate to graphic design.
<b>GPD.3</b>	Visual Sensibility: Student demonstrates the ability to understand, analyze, and critique the use of illustrations and photographs in design projects.
<b>GPD.4</b>	Professional Understanding: Student demonstrates an understanding of the design field and the professional aspects of being a graphic designer.
<b>GPD.5</b>	Conceptual Thinking: Student demonstrates creative conceptual thinking in the design and production of graphic pieces.
<b>GPD.6</b>	Personal Aesthetic: Student demonstrates the development of an aesthetic philosophy and original creative vision.

### Alignment to the University Objectives

*Please discuss the program alignment to the University Objectives. We do not need an artifact for each objective, but a discussion on how the program uses the Institutional Objectives as an anchor for their program curriculum.*

The program provides students the opportunity to engage with the theory and active practice of art and design. Coursework is designed to develop tangible skills with the Adobe Creative Cloud, traditional studio practice, and methods of planning for and creating art. Studio classes prepare students for a creative profession by mirroring industry standards. The Graphic Design curriculum makes connections between course content, contemporary culture, student experiences, and other disciplines. Many classes include projects where students create visuals that apply interdisciplinary studies and/or engage with contemporary issues. Art and design students often engage in discussion and critique, and are required to identify and abide by "guidelines for critique." This semester students in Digital Imaging, taught by Rachel Deutmeyer, developed the following guidelines:

1. Be respectful and kind
2. Apply course content to critique
3. Identify successful qualities and areas for improvement
4. Artists share their intentions with the work
5. Everyone has the opportunity *and* responsibility to contribute

The guidelines exhibit consideration of ethics, application of course content, and individual responsibility for the classroom community. Additionally, students in the Graphic Design program are continuously challenged to think creatively, independently, and to develop a global perspective of the arts.

### General Education Alignment to Program

*How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.*

Critical Analysis: Students apply logical and analytical reasoning skills to diverse source materials in the interest of discerning and debating aesthetic, thematic, and ethical content.

### ART 331: Modern and Contemporary Art History

Students learn more about how to interpret meaning from visuals, discuss controversial concerns related to appropriation and ethics in the arts.

Creative Expression: Students develop the ability to express ideas and concepts, both logically and creatively, through written, oral, reflective, and aesthetic practices utilizing various media forms.

### ART 202: Fundamentals of Graphic Design

Students apply digital technology to share ideas and concepts through visuals. Students in this course created a series of "postcards with a message," a set of four postcards that communicate their perspective on a contemporary issue.

Society and the Individual: Students integrate knowledge to articulate an understanding of diverse cultures, historical contexts, and human behaviors.

ART 230: Survey of Western Art I

ART 231: Survey of Western Art II

ART 331: Modern and Contemporary Art History

Quantitative: Students will develop and practice quantitative problem-solving skills in order to analyze and critically evaluate information in a larger context.

GE\_Cluster\_Descriptions\_FINAL\_Version\_Approved.docx

## NSSE Objectives Discussed Fall 2019

### Program Alignment to NSSE Objectives

*How did your program integrate the three NSSE objectives determined by the faculty this fall. The objectives were to 1) integrate more interdisciplinary work within the curriculum, 2) to connect learning to societal problems or issues, and 3) to examine the strengths and weaknesses of their (students) own views on a topic or issue. Please articulate which courses, and what assignments were assigned and how the work was assessed. Were the assignments successful? What could have made them more successful?*

Many art courses include opportunities to apply interdisciplinary work through research and consideration of content, address controversial topics, and connect to societal problems or issues. As mentioned earlier, students in Fundamentals of Graphic Design, taught by Rachel Deutmeyer, created a series of postcards responding to a contemporary issue. Students selected environmental, political, societal, and economic concerns to address. Students in Basic Design created mobiles and kinetic sculptures reflecting a societal concern. Another Basic Design assignment challenged students to apply content from their individual discipline and/or interests to an art project. The project included a research component and visual art project. Students developed research and were required to meet with a professor or content expert to discuss their intentions to apply their research to a visual project. The project may have been more successful with a longer timeline and in-progress critique with their peers and instructor. This could encourage students to stay accountable to a schedule of production instead of procrastinating and losing quality of work. Students in Modern and Contemporary Art History researched artists specifically engaged with environmental concerns. They also learned about ways artists use their work as activism. Students in Studio Photography created a final image-based project where they selected a topic of interest (outside of photography), developed an inquiry for research, learned more about the topic, and presented their findings through a series of photographs. This process encouraged students to learn more about their perspective on the topic and to evaluate their own and other viewpoints. All projects were assessed through in-class presentations and critique.

## Curriculum Map

A - Assessed

R - Reinforced

I - Introduced

M - Master

### Graphic Design B.F.A.

	ART 105	ART 110	ART 115	ART 202	ART 210	ART 230	ART 231	ART 250	ART 256	ART 276
<b>GPD.1</b> Computer Competency: Student demonstrates competency in the use of computer technology as it applies to graphic design.	I	I	R					R	R	R
<b>GPD.2</b> Technical Knowledge: Student demonstrates knowledge of color, typography, layout, printing processes, and vocabulary as they relate to graphic design.	I	I	R	I				R		R
<b>GPD.3</b> Visual Sensibility: Student demonstrates the ability to understand, analyze, and critique the use of illustrations and photographs in design projects.				I				R		R
<b>GPD.4</b> Professional Understanding: Student demonstrates an understanding of the design field and the professional aspects of being a graphic designer.				I				R		R
<b>GPD.5</b> Conceptual Thinking: Student demonstrates creative conceptual thinking in the design and production of graphic pieces.						I	I		I	R
<b>GPD.6</b> Personal Aesthetic: Student demonstrates the development of an aesthetic philosophy and original creative vision.				I	I					

	ART 332	ART 432	ART 470	Student Performance Review
<b>GPD.1</b> Computer Competency: Student demonstrates competency in the use of computer technology as it applies to graphic design.			M, A	A
<b>GPD.2</b> Technical Knowledge: Student demonstrates knowledge of color, typography, layout, printing processes, and vocabulary as they relate to graphic design.	R	M	M, A	A
<b>GPD.3</b> Visual Sensibility: Student demonstrates the ability to understand, analyze, and critique the use of illustrations and photographs in design projects.	R	M	M, A	A
<b>GPD.4</b> Professional Understanding: Student demonstrates an understanding of the design field and the professional aspects of being a graphic designer.	R	M	A, M	A
<b>GPD.5</b> Conceptual Thinking: Student demonstrates creative conceptual thinking in the design and production of graphic pieces.			A, M	A
<b>GPD.6</b> Personal Aesthetic: Student demonstrates the development of an aesthetic philosophy and original creative vision.	R	M	A, M	A

### Changes to Curriculum

*Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?*

## Assessment Findings

### Assessment Findings for the Assessment Measure level for Graphic Design B.F.A.

GPD.1 Computer Competency: Student demonstrates competency in the use of computer technology as it applies to graphic design.					
ART 470	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Gallery Exhibit		Has the criterion This objective will be evaluated by faculty using an approved objectives rubric during the annual review of senior portfolios at the conclusion of the Senior Practicum course, ART 470. All Senior Graphic Design Majors will be assessed. 100% of students assessed are expected to fall in the proficient or advanced evaluation categories (Scoring 10-7). been met yet? Met			

<b>Student Performance Review</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Portfolio Review	Has the criterion This objective will be evaluated by outside evaluators and faculty using an approved objectives rubric. All Senior Graphic Design Majors are expected to rank as advanced or proficient (10-7). All Juniors are expected to rank as proficient or developing (8-4). All Sophomores are expected to rank as developing or novice (6-3). been met yet? Not met	Computer Competency: Average score of 6.7	Graphic_Design_Assessments_BFA_2020.pdf	

<b>GPD.2 Technical Knowledge: Student demonstrates knowledge of color, typography, layout, printing processes, and vocabulary as they relate to graphic design.</b>				
<b>ART 470</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Gallery Exhibit	Has the criterion This objective will be evaluated by faculty using an approved objectives rubric during the annual review of senior portfolios at the conclusion of the Senior Practicum course, ART 470. All Senior Graphic Design Majors will be assessed. 100% of students assessed are expected to fall in the proficient or advanced evaluation categories (Scoring 10-7). been met yet? Met			
<b>Student Performance Review</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Portfolio Review	Has the criterion This objective will be evaluated by outside evaluators and faculty using an approved objectives rubric. All Senior Graphic Design Majors are expected to rank as advanced or proficient (10-7). All Juniors are expected to rank as proficient or developing (8-4). All Sophomores are expected to rank as developing or novice (6-3). been met yet? Not met	Technical Knowledge: Average score of 6.2	Graphic_Design_Assessments_BFA_2020.pdf	

GPD.3 Visual Sensibility: Student demonstrates the ability to understand, analyze, and critique the use of illustrations and photographs in design projects.

<b>ART 470</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Gallery Exhibit	Has the criterion This objective will be evaluated by faculty using an approved objectives rubric during the annual review of senior portfolios at the conclusion of the Senior Practicum course, ART 470. All Senior Graphic Design Majors will be assessed. 100% of students assessed are expected to fall in the proficient or advanced evaluation categories (Scoring 10-7). been met yet? Met			
<b>Student Performance Review</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Portfolio Review	Has the criterion This objective will be evaluated by outside evaluators and faculty using an approved objectives rubric. All Senior Graphic Design Majors are expected to rank as advanced or proficient (10-7). All Juniors are expected to rank as proficient or developing (8-4). All Sophomores are expected to rank as developing or novice (6-3). been met yet? Met	Visual Sensibility: Average score of 7	Graphic _Design _Assessments _BFA_2020.pdf	

GPD.4 Professional Understanding: Student demonstrates an understanding of the design field and the professional aspects of being a graphic designer.

<b>ART 470</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Gallery Exhibit	Has the criterion This objective will be evaluated by faculty using an approved objectives rubric during the annual review of senior portfolios at the conclusion of the Senior Practicum course, ART 470. All Senior Graphic Design Majors will be assessed. 100% of students assessed are expected to fall in the proficient or advanced evaluation categories (Scoring 10-7). been met yet? Met			

Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion This objective will be evaluated by outside evaluators and faculty using an approved objectives rubric. All Senior Graphic Design Majors are expected to rank as advanced or proficient (10-7). All Juniors are expected to rank as proficient or developing (8-4). All Sophomores are expected to rank as developing or novice (6-3). been met yet? Not met	Professional Understanding: Average score of 6	Graphic _Design _Assessments _BFA_2020.pdf	

GPD.5 Conceptual Thinking: Student demonstrates creative conceptual thinking in the design and production of graphic pieces.

ART 470				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Gallery Exhibit	Has the criterion This objective will be evaluated by faculty using an approved objectives rubric during the annual review of senior portfolios at the conclusion of the Senior Practicum course, ART 470. All Senior Graphic Design Majors will be assessed. 100% of students assessed are expected to fall in the proficient or advanced evaluation categories (Scoring 10-7). been met yet? Met			
Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion This objective will be evaluated by outside evaluators and faculty using an approved objectives rubric. All Senior Graphic Design Majors are expected to rank as advanced or proficient (10-7). All Juniors are expected to rank as proficient or developing (8-4). All Sophomores are expected to rank as developing or novice (6-3). been met yet? Not met	Conceptual Thinking: Average score of 5.7	Graphic _Design _Assessments _BFA_2020.pdf	

GPD.6 Personal Aesthetic: Student demonstrates the development of an aesthetic philosophy and original creative vision.

<b>ART 470</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Gallery Exhibit	Has the criterion This objective will be evaluated by faculty using an approved objectives rubric during the annual review of senior portfolios at the conclusion of the Senior Practicum course, ART 470. All Senior Graphic Design Majors will be assessed. 100% of students assessed are expected to fall in the proficient or advanced evaluation categories (Scoring 10-7). been met yet? Met			
<b>Student Performance Review</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Portfolio Review	Has the criterion This objective will be evaluated by outside evaluators and faculty using an approved objectives rubric. All Senior Graphic Design Majors are expected to rank as advanced or proficient (10-7). All Juniors are expected to rank as proficient or developing (8-4). All Sophomores are expected to rank as developing or novice (6-3). been met yet? Not met	Personal Aesthetic: Average score of 6.3	Graphic _Design _Assessments _BFA_2020.pdf	

### **Analysis of the Assessment Process**

*Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.*

### **Improvement Narrative List**

#### **Assessment Findings for the Assessment Measure level**

No improvement narratives have been added.

## **Program Activities**

### **Student Performance Review**

*Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of*

*the data? What areas are successful for the program?*

Student Performance Review for Graphic Design and Photography concentrations will take place on Wednesday, February 19 from 8am-5pm in the Kemper Arts Center.

Outside reviewers for this day are:

Danielle Langdon, MFA, Associate Professor of Graphic Design at Columbia College

Matt Rahner, MFA, Adjunct Professor of Photography at Missouri Valley College as well as Registrar and Exhibitions Coordinator at the Daum Museum of Art.

Along with the art department faculty, our outside reviewers will ask students questions, give them feedback on their work, and complete the Portfolio Review Assessment Rubric.

Each student will prepare their work as they would for an exhibition and give a presentation to the art faculty and outside evaluators. Students will be given the Portfolio Review Assessment Rubric ahead of time to address how they are meeting and exceeding the criteria.

Below are the average scores for Graphic Design BFA students.

GPD.1. Computer Competency: Average score of 6.7

GPD.2. Technical Knowledge: Average score of 6.2

GPD.3. Visual Sensibility: Average score of 7

GPD.4. Professional Understanding: Average score of 6

GPD.5. Conceptual Thinking: Average score of 5.7

GPD.6. Personal Aesthetic: Average score of 6.3

While most students scored higher on visual sensibility, there is much improvement to be done in all areas, especially in conceptual thinking and professional understanding of design field. The scores are significantly lower than the Graphic Design BA students. However, there are only 4 students being scored in the BFA category, with 2 of them being very early on in the program. This shows that the data is skewed and not indicative of the Graphic Design program or Art program as a whole. I do also believe that the review process was much more rigorous this year as compared to prior years, with new faculty and the selection of outside reviewers.

### **Student Performance Review Schedule**

*Upload the program schedule for students during Performance Reviews.*

Student\_Performance\_Review\_Schedule.pdf

### **Senior Showcase**

*Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?*

**See Senior Exhibition Faculty Assessment Findings, which show each BFA senior student scoring in "Good" or "Advanced" ranking in each assessment category.**

Students showed work in a final senior group online exhibition.

As part of the exhibition, each student created their own artwork labels, an online portfolio, business cards, an artist statement, and online portfolio of work. As a group, students created an exhibition postcard and banner.

A digital portfolio with accompanying reflective essay will be used to assess these activities. Students must upload a link to their digital portfolio of work and an 800-word reflective essay including answers to the prompts below.

- In what ways does your work demonstrate the development of your aesthetic philosophy and original creative vision?
- In what ways does your work display creative conceptual thinking and advanced technical knowledge?
- What steps did you take to ensure that your work showed an expert understanding of the art and design field and the professional aspects of being an artist/designer?

### **Assessment Rubrics**

*Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.*

Graphic\_Design\_Performance\_Review\_Assessment\_Findings\_BFA\_2020.pdf

Performance\_Review\_Assessment\_Rubric\_Graphic\_Design.pdf

Senior\_Exhibition\_Assessment\_Rubric\_Graphic\_Design.pdf

Senior\_Exhibition\_Faculty\_Assessment\_Findings\_BFA.pdf

### **Service Learning**

*Does the Program include projects/ course content that uses the philosophy of service learning?*

Yes (selected)

No

### **Service Learning Component**

*If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?*

For Real World Graphic Design, taught by Dr. Irons, students created t-shirt designs for the William Woods University Biology Club's Bio Blitz event. This activity was intended to forge interdisciplinary connections between art and science, but also art and the community at large. It showed students that art is to be shared and benefited the community by creating designs that enticed students to discover nature and a local educational opportunity.

For Real World Graphic Design, taught by Dr. Irons, students created a brochure for the non-profit organization Second Chance, an animal rescue located in Columbia, Missouri. This activity was intended to show students that graphic design is not only visually appealing, but has real agency in promoting positive change and action in the world. This benefited the community by creating material for a non-profit free of charge and the class also held a drive for much needed supplies for the organization.

### **LEAD Events**

*Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.*

LEAD Events sponsored by Bethanie Irons, Assistant Professor of Graphic Design:

March 2020: *Feedback* (Students would have filled out feedback forms on Graphic Design student work)

February 2020: *What is Art Therapy?* (Students listened to lecture on Art Therapy and then did an art activity, demonstrating techniques used in the field)

February 2020: *Artist Talks* (Students filled out feedback forms on graduating seniors' artist statements)

January 2020: *Feedback* (Students filled out feedback forms on Graphic Design student work)

November 2019: *Feedback* (Students filled out feedback forms on Graphic Design student work)

November 2019: *Give Thanks: Greeting Card Embossing Workshop*

LEAD Events sponsored by Rachel Deutmeyer, Assistant Professor of Photography:

March 2020: *Contemporary Design Artist Talk* (Senior artist talk where attendees would learn more about the graphic design process and complete an art activity)

March 2020: *Feedback* (Students would have filled out feedback forms on Graphic Design student work)

January 2020: *Feedback* (Students filled out feedback forms on Graphic Design student work)

October 2019: *10/10 Artist Presentations* (Students listened to 6 Portfolio Development students share their artist talks)

September 2019: *Collaborative Art Project*

### **Student Accomplishments**

*Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.*

Grace Herbek, Sydney Bullock, and Alysha Weber had their designs chosen for the William Woods Biology Club's 1st annual Bio Blitz event.

Alexis Epple had her design chosen for Jefferson City Renegades' 2021 All-Star Game logo.

Students in Portfolio Development hosted a LEAD Event and shared their artist talks.

Numerous students participated in the William Woods student art exhibition.

### **Alumni Accomplishments**

*Please highlight special examples of any successes of recent graduated alumni (acceptance or graduation graduate school, employment or professional milestones. Include recent graduates.*

### **Faculty Accomplishments**

*Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.*

Faculty Accomplishments of Bethanie Irons, Assistant Professor of Graphic Design:

Beginning Fall 2020: Created Art Therapy minor, forging interdisciplinary connections between art and psychology, social work, education, and many other departments.

March 2020: With the WWU Department of Social Work, coordinated an art activity night for Central Missouri Dream Factory, a nonprofit organization that grants dreams to children who have a chronic illness.

February 2020: Work juried into "All She Makes" online art platform

January 2020: Work included in faculty group art exhibition at William Woods University

December 2019: Introduction to Adobe Creative Cloud Workshop (for office staff at Student Life)

November 2019: Work included in group art exhibition "Be Long" at Dutoit Gallery, Dayton, OH

October-November 2019: Work was included in two-person art exhibition "Repeat" at Ghost Gallery, Omaha, NE

October 2019: Participated in an interview for "The Woods" <http://news.williamwoods.edu/index.php/meet-bethanie-irons-graphic-design/>

October 2019: Completed RESPOND Training

September 2019: Featured on creativity-aligned podcast "What's my Thesis" based in Los Angeles, CA

August 2019: Work included in group art exhibition "Priority Mail" at Ground Floor Gallery, Brooklyn, NY

Faculty Accomplishments of Rachel Deutmeyer, Assistant Professor of Photography:

April 2020: Photographs published in literary collection <https://bluearrangements.com/potatoes>

April 2020: Participated in an interview for "The Woods" <http://news.williamwoods.edu/index.php/ask-the-professor-how-to-adjust-from-in-person-to-online-classes/>

March 2020: Solo art exhibition, "May" at Yost Gallery, Highland, KS

February 2020: Work juried into group art exhibition "Isolation" at Millepiani Exhibition Space, Rome, Italy

January 2020: Work included in faculty group art exhibition at William Woods University

December 2019: Work juried into group art exhibition "Comfort & Joy" at Foundry Art Centre, St. Charles, MO

November 2019: Work juried into group art exhibition "Defining Home" at Woody Gaddis Gallery, University of Central Oklahoma, Edmond, OK

October - November 2019: Two-person art exhibition, "Iowa Visions: Paintings by Rachel Deutmeyer and Anna Segner" at Heritage Center, University of Dubuque, Dubuque, IA

October 2019: Work included in group art exhibition and awarded Second Place, "Photo Vision" at Orr Street Studios, Columbia, MO

October 2019: Completed RESPOND Training

## Assessment Rubric

	3.000 <u>Exceeds</u>	2.000 <u>Meets</u>	1.000 <u>Falls Below Expectations</u>	N/A
Mission Statement Clearly Articulated weight: 1.000	<p><input checked="" type="checkbox"/> The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.</p>	<p><input checked="" type="checkbox"/> The mission statement for the program clearly articulated and aligned with the University mission.</p>	<p><input checked="" type="checkbox"/> The mission statement is minimal at best.</p>	<input checked="" type="checkbox"/> N/A
Comment:				
Reflection on Retention weight: 1.000	<p><input checked="" type="checkbox"/> The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.</p>	<p><input checked="" type="checkbox"/> The program provides a basic reflection on the retention data provided.</p>	<p><input checked="" type="checkbox"/> The program does not reflect on retention data in a detailed way.</p>	<input checked="" type="checkbox"/> N/A
Comment:				
Defines External Accreditation Standards weight: 1.000	<p><input checked="" type="checkbox"/> The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.</p>	<p><input checked="" type="checkbox"/> The program provides a basic explanation of the accreditation organizations in the field.</p>	<p><input checked="" type="checkbox"/> The program fails to provide any accreditation information.</p>	<input checked="" type="checkbox"/> N/A
Comment:				
General Education alignment clearly explained weight: 1.000	<p><input checked="" type="checkbox"/> The program provides a detailed explanation of the General Education criterial and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.</p>	<p><input checked="" type="checkbox"/> The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.</p>	<p><input checked="" type="checkbox"/> The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.</p>	<input checked="" type="checkbox"/> N/A
Comment:				
Curriculum Map alignment weight: 1.000	<p><input checked="" type="checkbox"/> The curriculum map is detailed and complete.</p>	<p><input checked="" type="checkbox"/> The curriculum map is complete</p>	<p><input checked="" type="checkbox"/> The curriculum map is not complete</p>	<input checked="" type="checkbox"/> N/A
Comment:				
Assessment of Objectives weight: 1.000	<p><input checked="" type="checkbox"/> Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.</p>	<p><input checked="" type="checkbox"/> Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.</p>	<p><input checked="" type="checkbox"/> The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.</p>	<input checked="" type="checkbox"/> N/A
Comment:				
Data Driven Decision-making is explained weight: 1.000	<p><input checked="" type="checkbox"/> Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.</p>	<p><input checked="" type="checkbox"/> Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.</p>	<p><input checked="" type="checkbox"/> Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.</p>	<input checked="" type="checkbox"/> N/A
Comment:				

Documentation provided on assessment findings weight: 1.000	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in assessment findings.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program did not upload the data to support assessment claims in the assessment findings.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:				
Analysis of Assessment is complete weight: 1.000	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program completed the assessment findings for each component and provided a summary for each assessment measure.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:				
Student Performance Review weight: 1.000	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program provided the schedule and a brief description of Student Performance Review with data of the results.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program did not provide complete explanation on Student Performance Review nor did they provide data results.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:				
Senior Showcase weight: 1.000	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program described the Senior showcase activities and provided some evidence of what was presented.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Little to no content of Senior showcase was provided.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:				
Co Curricular activities weight: 1.000	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program provided a listing of LEAD events and activities provided.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program provided little to no description of the Co-curricular activities provided throughout the year.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program provided a listing of information on Students, Alumni, and faculty accomplishments.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program provided little to no data on students, alumni, faculty accomplishments.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:				