

Graphic Design BA

Annual Assessment 2016-2017

Created on the Assessment Insight System

Annual Assessment

Graphic Design BA

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

Students Majors 2015-2016

26

Student Minors 2015-2016

3

Student Majors 2016-2017

19

Student Minors 2016-2017

3

Concentrations 2015-2016

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

No Concentrations

Concentrations 2016-2017

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

No Concentrations

Student Demographics

Program goals for student retention, persistence and degree completion are? 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 in our program has held steady at approximately thirty students for a number of years. This is an optimal number given our teaching staff and facilities. 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?

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
GPD.1	Computer Competency: Student demonstrates competency in the use of computer technology as it applies to graphic design.
GPD.2	Technical Knowledge: Student demonstrates knowledge of color, typography, layout, printing processes, and vocabulary as they relate to graphic design.
GPD.3	Visual Sensibility: Student demonstrates the ability to understand, analyze, and critique the use of illustrations and photographs in design projects.
GPD.4	Professional Understanding: Student demonstrates an understanding of the design field and the professional aspects of being a graphic designer.

GPD.5	Conceptual Thinking: Student demonstrates creative conceptual thinking in the design and production of graphic pieces.
GPD.6	Personal Aesthetic: Student demonstrates the development of an aesthetic philosophy and original creative vision.

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 XXX

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

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

ART

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

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

A - Assessed
I - Introduced
R - Reinforced
M - Master

Graphic Design B.A. 2

	ART 105	ART 110	ART 115	ART 202	ART 210	ART 230	ART 231	ART 232	ART 250	ART 256	ART 276	ART 326
GPD.1 Computer Competency: Student demonstrates competency in the use of computer technology as it applies to graphic design.	I		R						R	R	R	R
GPD.2 Technical Knowledge: Student demonstrates knowledge of color, typography, layout, printing processes, and vocabulary as they relate to	I	I	R	I				R	R		R	R

graphic design.												
GPD.3 Visual Sensibility: Student demonstrates the ability to understand, analyze, and critique the use of illustrations and photographs in design projects.				I				R	R		R	R
GPD.4 Professional Understanding: Student demonstrates an understanding of the design field and the professional aspects of being a graphic designer.				I				I	R		R	
GPD.5 Conceptual Thinking: Student demonstrates creative conceptual thinking in the design and production of graphic pieces.						I	I	I		I	R	R
GPD.6 Personal Aesthetic: Student demonstrates the development of an aesthetic philosophy and original creative vision.				I	I			R			R	

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

Assessment Findings

Assessment Findings for the Assessment Measure level for Graphic Design B.A. 2

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	All students met the assessment requirements for this objective.	Graphic_Design__S17_ART470__Senior_Assessm ent.docx	

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	All students performed within the desired range for their class rank on this objective. Seniors scored 9.0185, Juniors 7.9600 and Sophomores 5.6667.	Graphic_Design_Por tfolio_Presentation_s 17.xlsx	

	expected to rank as developing or novice (6-3) been met yet? Met			
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GPD.2 Technical Knowledge: Student demonstrates knowledge of color, typography, layout, printing processes, and vocabulary as they relate 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	All students met the assessment requirements for this objective.	Graphic_Design__S17_ART470__Senior_Assessment.docx	

Student Performance Review

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

ART 470

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
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GPD.4 Professional Understanding: Student demonstrates an understanding of the design field and the professional aspects of being a graphic designer.

ART 470

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

ART 470

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

ART 470

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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.

Portfolios and portfolio presentations are the two main methods of program assessment. This process allows the Division as a whole and the student as an individual to work toward the most professional and highest quality outcomes possible. Students receive an assessment of where they stand based on faculty expectations for each degree of study. Students also receive recommendations designed to aid in the betterment of their portfolio. The faculty also benefit from an overall assessment of student work, providing a clear understanding of curricular strengths and weaknesses. In addition to those

academic benefits, most jobs in the Arts field require a portfolio at some point in the interview and application process. Our procedure keeps your portfolio updated and ready to go throughout your college years.

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?

The Graphic Design Assessment Day process requires each graphic design major (excluding freshmen) to individually appear before a panel of outside professionals and WWU faculty to formally present a portfolio of their design work. Students are assigned a 25-minute block of time for their presentations during the two-day event. During the presentations evaluators typically interact with the students probing into the student's depth of understanding related to the objectives being measured. Within two weeks of the event students are given feedback and a comprehensive report of their evaluation results. This normally occurs in a one-on-one session with their respective advisors. Freshmen students are required to observe at least two review sessions to be better informed about the process and be better prepared to actively participate when they become sophomores. Data from the review sessions play a major role in helping the faculty reshape and make needed changes to the curriculum.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

S17_Portf_Review_Schedule_Day_2_copy.pdf

S17_Portf_Review_Schedule_Day_1.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?

Senior Performance Day activities for Graphic Design students revolve around a student produced public exhibit of their work. As part of this senior capstone experience all seniors are required to participate with their fellow majors in planning, organizing, and producing their Senior Show. Each student also is expected to produce a major design project as part of this experience. In addition to the aesthetic aspects of the experience, students have the opportunity to demonstrate the collaborative and leadership skills they have developed in college. Faculty benefit from the process as they assess the ability of the group, as well as each individual, to successfully complete the desired objects of the exercise. Faculty incites and observations of the process are reflected in refinements in the curriculum that result.

Assessment Rubrics

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

design_assessment_rubric_S17_copy_3.pdf

Service Learning

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

Yes

No (selected)

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?

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.

The faculty is committed to gallery and art activities that support the WWU LEAD Program. The art and graphic design faculty conducted an estimated 20 LEAD events during the year. These included professional art exhibits, student art exhibits, art speakers, teaching demonstrations, and art panel discussions.

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.

Graphic Design students were continually engaged in activities beyond the classroom that enhance their overall education and development as young professionals. Again this year a number of graphic design students played a major role in the design and publishing of the school student magazine, *The Hoot*. Design students also actively volunteer their time and design talent in support of numerous campus and community organizations. Many of these same students filled significant leadership roles in the life of the campus. The majority of graphic design majors participate in voluntary internship experiences during their junior or senior years.

	3.000 <u>Assessment Reflects Best Practices</u>	2.000 <u>Assessment Meets the Expectations of the University</u>	1.000 <u>Assessment Needs Development</u>	0.000 <u>Assessment is Inadequate</u>	<u>N/A</u>
Learning Objectives weight: 1.000	✓ • Detailed, measurable program learning objectives • Objectives are shared with students and faculty	✓ • Measurable program learning objectives. • Learning objectives are available to students.	✓ • Program learning objectives are identified and are generally measurable	✓ • Program learning objectives are not clear or measurable	✓ N/A
Comment:					
Assessment Measures weight: 1.000	✓ • Multiple measures are used to assess a student-learning objectives. • Rubrics or guides are used for the measures. • All measurements are clearly described. • External evaluation of student learning included.	✓ • Assessment measures relate to program learning objectives. • Various measures are used to assess student learning. • Measures chosen provide useful information about student learning.	✓ • Assessment focuses on class content only. • Minimal description of how the assessment relates to the objective. • Minimal assessment measures established.	✓ • Assessment measures not connected to objectives. • Assessment measures are not clear. • No assessment measures are established.	✓ N/A
Comment:					
Assessment Results weight: 1.000	✓ • All objectives are assessed annually, or a rotation schedule is provided. • Data are collected and analyzed to show learning over time. • Standards for performance and gaps in student learning are clearly identified.	✓ • Most objectives assessed annually. • Data collected and analyzed showing an annual snapshot of student learning. • Data are used to highlight gaps in student learning. • Some data from non-course based content.	✓ • Data collected for at least one program objective. • Data collection is incomplete. • Gaps in student learning not identified. • Lacking external data to support course data.	✓ • Learning objectives are not routinely assessed. • Routine data is not collected. • No discussion on gaps in student learning. • No use of external data to support student learning. • Assessment data not yet collected.	✓ N/A
Comment:					
Faculty Analysis and Conclusions weight: 1.000	✓ • Data is shared that incorporates multiple faculty from the program. • Discussions on data results incorporate multiple faculty. • Opportunities for adjunct faculty to participate. • Includes input from external sources when possible.	✓ • Multiple program faculty receive assessment results. • Assessment results are discussed • Specific conclusions about student learning are made based on the available assessment results.	✓ • Minimal faculty input about results is sought • Data not used to determine success or not to the objective. • Minimal conclusions made.	✓ • Faculty input is not sought. • Conclusions about student learning are not identified. • N/A Program recently started or too few graduates to suggest any changes.	✓ N/A
Comment:					
Actions to Improve Learning and Assessment weight: 1.000	✓ • All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included. • Changes to assessment are inclusive of multiple faculty. • Description of changes is detailed and linked to assessment results.	✓ • More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided. • Changes to assessment measures is highlighted. • Changes are realistic, with a good probability of improving learning or assessment.	✓ • At least one change to improve learning or assessment is identified. • The proposed action(s) relates to faculty conclusions about areas for improvement. • Adjustments to the assessment are proposed but not clearly connected to data	✓ • Lacking actions to improve student learning. • Actions discussed lack supportive data. • Lacking discussion of the effectiveness of the assessment plan	✓ N/A