

Annual Assessment Report 2014-15

Graphic Design B.S., B.A.

Bob Elliott, Terry Martin, Jane Mudd

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

Annual Assessment Report 2014-15

Program Profile

	2013-2014	2014-2015
Majors (total, majors 1,2,3)	31 (1 BFA)	30 (5 BFA)
Minors	5	Not Available from Registrar
Concentrations (Add Rows if needed)		
Full Time Faculty	3	3
Part Time Faculty	2	2

Combine all major students. If your discipline has a **secondary education certification component**, you will need to indicate that in the title of this report unless you are submitting a separate report for the education component.

*If your discipline is a major with **one or multiple concentrations**, that information needs to be included as separate content. Report the number of declared students by concentration and each concentration will need a separate assessment section.

Program Delivery (HLC 3A3)

Traditional on-campus ____X____

Online Program _____

Evening Cohort _____

Analysis:

Several changes in the Graphic Design Program were instituted during the 2014-15 school year. First, the faculty elected to streamline the degree offerings by eliminating the B.S. degree, and subsequently revamping and bolstering the existing B.A. and B.F.A. majors. In addition, two new courses were established: ART 456, Advanced Imaging Techniques and ART 433, Professional Development. Both will become part of the curriculum in 2015-16. One class, ART 316, Photojournalism, was dropped from the curriculum.

Program enrollment held steady at 30 majors this past year. Once again this year the Graphic Design faculty have been very involved in issues related to recruitment and retention. Professor Elliott attended the Midwest Regional College Art Fair in St. Louis and the Central Missouri College Fair in Jefferson City, both in September, 2014. Also, Prof. Elliott, along with Admission's Representative Diane Drilling, attended a recruiting event for regional high school art students sponsored by the Quincy, Ill. Arts Council in April. Faculty also were very committed to meeting and spending time with every prospective high school art and design student who visited campus.

It was noted in last year's report that a dedicated "arts" area on the University website would be very helpful in supporting our recruiting efforts. To date we have not received the necessary institutional help to make this happen.

The teaching staff continued to build upon the idea that each student should be viewed and treated as a unique individual with unique educational needs and goals. Faculty continue to strive to provide a great deal of personalized attention to each student both in and out of the classroom.

Outside Accreditation:

Is your program accredited by outside accreditor? If "yes", name the accrediting agency and include the cycle for accreditation review. NO

Is accreditation available for your program? NO

Are you making strides to attain accreditation? If no, why not? N/A

Program Objectives:

Objective 1. Produce works of visual art demonstrating the process and techniques relevant to a variety of forms.

Objective 2. Demonstrate the use of a conceptual process in the design and implementation of graphics.

Objective 3. Demonstrate competency in the use of computer technology as it applies to the graphics of arts.

Objective 4. Demonstrate a working knowledge of typography, layout, printing processes and the vocabulary of graphic art.

Objective 5. Analyze and critique images as they apply to the creation, evaluation, and use of graphic images and photographs.

Objective 6. Demonstrate an understanding of the professional, creative and technical aspects of being a graphic artist.

Objective 7. Demonstrate the development of an aesthetic philosophy and original creative vision.

Program Objectives Matrix (from most recent Assessment Plan)

	Obj. 1	Obj. 2	Obj. 3	Obj. 4	Obj. 5	Obj. 6	Obj. 7
ART105	I	I					
ART110	I	I					
ART115	R	R					
ART202		I	I	I		I	I
ART210						I	I
ART230					I		
ART231					I		
ART232			R	I	I	R	
ART 250		R	R	R	R		
ART256	R				I		
ART257	R	R	R		R		R
ART332		R	R	R		R	R
ART432		M	M	M		M	M
ART470	M A	M A	M A	M A	M A	M A	M A
BUS206		R	R	R			

I=Introduced

R= Reinforced

M=Mastered

A=Assessed

Assessment of Program Objectives

Objective 1	Produce works of visual art demonstrating the process and techniques relevant to a variety of forms.
Methods	1. Portfolio Review Session (performance rubrics completed on each student by a panel of outside and faculty evaluators. 2. End of Semester Student Performance Review (faculty panel reviews a

	<p>portfolio of work from all of the students in a designated class from the major (ART 276) and completes a rubric assessment.)</p> <p>3. Senior Assessment Evaluation (entire graphic design faculty reviews and evaluates the cumulative work of senior art students enrolled in ART 470, Senior Practicum. Students self access, orally discuss, and complete a reflection paper.)</p>
Benchmark	<p>#1 Above – Students are expected to score at or above the expected range for their class rank on the assessment rubrics used in the Portfolio Review Process.</p> <p>#2 Above – Students are expected to score at or above the 80th percentile on this evaluation.</p> <p>#3 Above – Students are expected to show a proficiency in demonstrating this objective in a minimum of 80% of their displayed work, and to be able to articulate both orally and in writing on their achievements.</p>
Data Collected (course specific)	<p>ART 470 – 8 seniors self access their body of work. Students complete a 5-page paper on their achievements, as well as give an oral overview of their body of work to the graphic design faculty.</p> <p>ART 276 – Four specific assignments from each of nine students enrolled in the class are evaluated by the graphic design faculty.</p>
Data Collected (Assessment Day, external tests, Senior Achievement)	<p>Portfolio Review assessment data was collected on 29 graphic design majors during our Performance Review days using the attached rubric. A panel of outside professional artists and designers, along with the Art Faculty, evaluated each student's portfolio and presentation.</p>
Results/Outcomes	<p>#1 Above – Seventy-five percent of Soph. and Jr. students scored proficient or better on this objective. Eighty-two percent of Senior students scored proficient or better on this objective. All students scored at or above the expected range for their class rank.</p> <p>#2 Above – (ART 276) Students scored at the 87th percentile exceeding the goal of 80% proficiency benchmark.</p>

	#3 Above – (ART 470) – All students scored above the 80th percentile exceeding the benchmark objectives
Proposed changes to the assessment process	It is the consensus opinion of those involved in the evaluation process that no changes are required in the current assessment procedures. The Graphic Design faculty is comfortable with the current methods and variety of procedures used to assess the graphic design program. Collected data also supports the anecdotal observations of those involved in day-to-day teaching.
Budget needs related to the objective?	There are no significant budgetary needs not being met by the current budget allocations.

Objective 2	Demonstrate the use of a conceptual process in the design and implementation of graphics.
Methods	<p>1. Portfolio Review Session (performance rubrics completed on each student by a panel of outside and faculty evaluators.</p> <p>2. End of Semester Student Performance Review (faculty panel reviews a portfolio of work from all of the students in a designated class from the major (ART 276) and completes a rubric assessment.)</p> <p>3. Senior Assessment Evaluation (entire graphic design faculty reviews and evaluates the cumulative work of senior art students enrolled in ART 470, Senior Practicum. Students self assess, orally discuss, and complete a reflection paper.)</p>
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Budget needs related to the objective?	There are no significant budgetary needs not being meet by the current budget allocations.

Objective 3	Demonstrate competency in the use of computer technology as it applies to the graphics of arts.
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Budget needs related to the objective?	<p>There are no significant budgetary needs not being met by the current budget allocations.</p>

Objective 4	Demonstrate a working knowledge of typography, layout, printing processes and the vocabulary of graphic art.
Methods	<p>1. Portfolio Review Session (performance rubrics completed on each student by a panel of outside and faculty evaluators.</p> <p>2. End of Semester Student Performance Review (faculty panel reviews a portfolio of work from all of the students in a designated class from the major (ART 276) and completes a rubric assessment.)</p> <p>3. Senior Assessment Evaluation (entire graphic design faculty reviews and evaluates the cumulative work of senior art students enrolled in ART 470, Senior Practicum. Students self assess, orally discuss, and complete a reflection paper.)</p>
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Objective 5	Analyze and critique images as they apply to the creation, evaluation, and use of graphic images and photographs.
Methods	<p>1. Portfolio Review Session (performance rubrics completed on each student by a panel of outside and faculty evaluators.</p> <p>2. End of Semester Student Performance Review (faculty panel reviews a portfolio of work from all of the students in a designated class from the major (ART 276) and completes a rubric assessment.)</p> <p>3. Senior Assessment Evaluation (entire graphic design faculty reviews and evaluates the cumulative work of senior art students enrolled in ART 470, Senior Practicum. Students self access, orally discuss, and complete a reflection paper.)</p>
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Objective 6	Demonstrate an understanding of the professional, creative and technical aspects of being a graphic artist.
Methods	<p>1. Portfolio Review Session (performance rubrics completed on each student by a panel of outside and faculty evaluators.</p> <p>2. End of Semester Student Performance Review (faculty panel reviews a portfolio of work from all of the students in a designated class from the major (ART 276) and completes a rubric assessment.)</p> <p>3. Senior Assessment Evaluation (entire graphic design faculty reviews and evaluates the cumulative work of senior art students enrolled in ART 470, Senior Practicum. Students self access, orally discuss, and complete a</p>

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Objective 7	Demonstrate the development of an aesthetic philosophy and original creative vision.
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Attach Rubrics and or other explanatory documents pertaining to program assessment discussed in the chart to the report (portfolio guidelines, assignment sheet)

General Education Assessment:

In one way or another all Graphic Design courses support the University's general education mission related to developing creative and aesthetic sensibility. Specific courses build upon various general

education foundations – Survey of Western Art I & II further a student's historical perspective and appreciation for diversity with a more focused examination of art history. Social science is further examined in upper-level design courses as students examine the sociological and psychological influences design has on individuals and our culture. Communications skills are enhanced in every design class as students learn how to use the vocabulary of art and design, and use their own artistic skills to communicate to an audience. Critical thinking skill development is woven into every course, but plays a particularly significant role in the upper level courses such as Real World Design where analytical skills are used in developing design and branding solutions for clients in the community. To a lesser extent concepts of math and natural science come into play in a number of classes as students manipulate natural materials and mathematical representations of their conceptual ideas.

Program Activities:

Student Performance Day Activities (Assessment Day):

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. Recent changes that have come about as a result of the process include the addition of two new classes and the elimination of one class that was no longer relevant to the curriculum.

Senior Achievement Day Presentations:

Senior Achievement 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.

Service Learning Activities:

Service learning is not officially a part of the Graphic Design curriculum, however, we do have a significant involvement with civic and non-profit organizations through our Real World Design Class. Class members also provide graphic design assistance to a number of local entities each year.

Program Sponsored LEAD Events:

The faculty is committed to gallery and art activities that support the WWU LEAD Program. The art and graphic design faculty conducted an estimated 33 LEAD events during the year. These included professional art exhibits, student art exhibits, art speakers, teaching demonstrations, and art panel discussions.

Student Accomplishments:

Graphic Design students are continually engaged in activities beyond the classroom that enhance their overall education and development as young professionals. This year a number of graphic design students played a major role in the design and publishing of all four issues 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 fill significant leadership roles in the life of the campus. Nearly 80 percent of graphic design majors participate in a voluntary internship experience during their junior or senior years.

Faculty Accomplishments:

In addition to their normal duties, each faculty member is actively involved in their local communities, particularly as those activities pertain to the arts. Most significantly, Prof. Jane Mudd serves on the board of the The Art House, a community supported non-profit art gallery located in Fulton, Mo. In this capacity she has been an instrumental force in helping engage faculty and art students in all facets of this project. Faculty also donate pieces of art each year in support of various charities and non-profit organizations. In addition, art faculty give a number of art-related talks and presentations to off-campus groups each year.

Alumni (Recent Graduates) Accomplishments (past year graduating class):

Among those in the 2014 class finding initial employment were Ashley McCaffrey, Sports Marketing Department, Purdue University in Indianapolis, Ind.; Kyle Stephan, Custom Screen Printing, Columbia, Mo.; and Valerie Mielziner, Golf Discount of St. Louis. 2014 graduate Collin Shaw is pursuing an MBA degree.

Attachment #1 – Performance Assessment Days Student Instructions:

Performance Assessment Days March 3th and 4th 2014

Studio Art, Art Education, and Graphic Design – Room 202 Kemper Art Center

WHY WE DO PORTFOLIO REVIEWS: Portfolios are used for assessment and evaluation purposes. 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 will receive an assessment of where they stand based on faculty expectations for each degree of study. Students will also receive recommendations designed to aid in the betterment of their portfolio. The Division will 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.

PARTICIPATING IN THE PERFORMANCE REVIEW PROCESS IS A REQUIREMENT OF THE MAJOR.

Students not participating in the process will lose all Division funding (scholarships) and a memo will be forwarded to the student and the Registrar's Office informing them that another major must be selected.

Students may bring up to 10 original pieces completed within the last year at WWU. The Art Faculty is asking you each to answer the following three questions in your best artistic language. Please make sure your answers are written in a 'Word' document. And bring a copy to the portfolio review. Each question asks you to refer to an example from your updated portfolio to accompany your answer, Copy/pasting an image of that artwork next to your answer is recommended.

1. Choose a piece from your portfolio and describe, in narrative form, the process that went into the making of it. For example: begin with defining the objectives/criteria, then describe how you came up with your overall idea, and finally, describe the actual making of the piece or image. This answer and your accompanying piece should demonstrate your understanding of an artistic process from start to finish.

2. Choose another piece that best demonstrates your knowledge of design. Please disregard subject matter or content (if any) and discuss the success of the piece based solely on composition. What elements and principles of design are explored and manipulated? How have you achieved 'unity' in the design? Please use appropriate design language.

3. Has art history influenced your portfolio or a specific piece in your portfolio in some way? Do you have a piece that reflects a particular subject, or technique or content from past periods or artists? Please discuss.

SCHEDULING FOR PORTFOLIO REVIEWS (MARCH 3 AND 4). Please put your initials by your name on the schedule. Review sessions will last 20 minutes per person. Please arrive 10 minutes prior to your start time with your portfolio, ready to show your work and discuss above questions during the review.

Freshman art majors are required to observe 2 upperclassman reviews. Please sign your name on the posted schedule next to the two students you will be observing.

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ANNUAL STUDENT (Freshman Soph. Juniors) ART EXHIBIT: Mar 6th – Mar 13st

Faculty will select work from the portfolio review process for the Annual Student Exhibit. Non-majors may also submit artwork completed the last year at WWU.

Work should be matted or framed and reflect an understanding of the program objectives. Attach a label on the back of each piece with name, medium, and title and give to Terry or Jane **by noon Friday March 6th.**

A PUBLIC RECEPTION AND AWARDS CEREMONY will be held Thurs. March 12th from 4:30 to 5:30 p.m. in the KAC Gallery.

Please feel free to email any of the art faculty if you have questions concerning either the portfolio review or the student exhibit.

2015 Portfolio Review Schedule – Tuesday, March 3th

(Studio Art, Graphic Design, Art Education)

8:30 Lisa Laughlin

8:50 Lukas Woodman

9:10 Robin Powell

(Freshmen Observer Times - Must attend 2)

9:30 Meagan Baker

Lauren Brooks

9:50 Shelby Patterson

Lauren Brooks

Abby Haas

(10 minute break)

10:20 Vanessa Davidson

Chandler Bramstedt

Abby Haas

10:40 Baily Peterson

Chandler Bramstedt

Joey Carbone

11:00 Emily Rogers

Joey Carbone

11:20 Sarah Mitchell

(40 minute lunch break)

12:20 Crystal Olney

12:40 Jenifer Iffrig

1:00 Lauren Rodewald

1:20 Lauren McBeth

1:40 Katherine Gaines

(10 minute break)

2:10 Paige Haislip

2:30 Rachael Kohl

2:50 Teale Branstetter

Attachment #3 – Performance Assessment Days Paper Submission Guidelines:

WWU Visual Arts
Studio Art/Art Education
Graphic Design
Portfolio Review March 3 and 4, 2015

Art Majors:

The WWU Art Faculty has scheduled a mandatory meeting for all art majors (Freshman-Seniors) on Monday February 23th at 4pm in rm. 206 (KAC). We will discuss the portfolio process and requirements and answer questions pertaining to portfolios.

Again this year to help the portfolio process run smooth, students are asked to answer the following three questions (in your best artistic language) in 'Word' document format and bring a copy for the review panel. Each question asks you to refer to an example from your updated portfolio to accompany your answer.

1. Choose a piece from your portfolio (that best demonstrates your creative process), and describe in narrative form, the process that went into the making of it. For example: begin with defining the objectives/criteria, then describe how you arrived at your idea (problem solving), and finally, describe the actual making of the piece. This answer and your accompanying piece should demonstrate your understanding of an artistic process from start to finish.
2. Choose another work that best demonstrates your knowledge of design. Please disregard subject matter or content (if any) and discuss the success of the piece based solely on composition. What elements and principles of design are explored and manipulated? How have you achieved 'unity' in the design? Use best design language.
3. Has art history influenced your portfolio in anyway? Do you have a particular piece that reflects this influence either in technique, design, and/or content? Please discuss in language that demonstrates knowledge of historical figure(s) and/or period(s). Remember to address how your selected piece correlates to this specific person or time.

Attachment #4 – Performance Assessment Days Evaluation Rubric:

Performance Assessment Rubric
Graphic Design/Studio Art

Name _____

Class: SO JR SR

(Under Criteria rank student 1-4) Ranking should be appropriate to class

Category	Criteria	Accomplished (1)	Proficient (2)	Developing (3)	Unsatisfactory (4)
Basic Artistic Principles	Knowledge of Drawing _____	Demonstrates a superior knowledge and command of drawing	Demonstrates a good knowledge and command of drawing for student's level	Demonstrates a basic knowledge and command of drawing	Demonstrates little knowledge and command of drawing
	Principles of Design _____	A professional level of unity achieved with regard to composition	Applies and makes effective use of the elements and principles of design	Demonstrates a basic understanding of the elements and principles of design	Demonstrates a limited understanding of the elements and principles of design.
	Technique and Media _____	Applies a variety of media and processes consistently with superior skill	Applies a variety of media and processes with skill	Applies and utilizes a variety of media and processes with emerging skill	Errors, improper use of materials, little understanding of technique
	Art History and Culture _____	Portfolio and presentation show strong connection to art history and culture	Creative exploration supported by art history and cultural awareness	Gaining knowledge and awareness of art history and culture	Work shows little connection to art history and culture
	Originality _____	Shows originality, creativity, or tries unusual combinations	Shows a strong sense of originality for student's level	Work appears to have limited unique characteristics	Personal work fulfills assignment; no original thinking is evident
Creative Traits	Concept Development _____	Synthesizes an extensive variety of visual arts concepts	Employs visual arts concepts	Explores visual arts concepts	Explores some visual arts concepts
	Problem Solving _____	The portfolio demonstrates student's superior ability to problem solve	The portfolio demonstrates the student's ability to problem solve	The portfolio demonstrates some problem-solving ability	Little evidence of problem-solving ability
	Personal Aesthetic _____	Demonstrates strong evidence of a personal aesthetic	Demonstrates clear growth toward a personal aesthetic	Demonstrates some evidence of progress toward a personal aesthetic	Demonstrates no evidence of a personal aesthetic
Portfolio Presentation	Presentation Skills _____	Presentation is clearly organized (introduction, discussion and analysis, closing); speech is easily understandable, appropriately paced; regular eye	Presentation is generally organized; speech is understandable, pace sometimes rapid or slow; some eye contact with audience	Presentation shows limited organization; some words difficult to understand due to speech and/or pace; eye contact is intermittent	Presentation shows minimal effort

Organization

**Level and Quality
of Work Shown**

contact is
maintained
Portfolio is well
organized and
prepared
Demonstrates
excellence in
artistic
development

Portfolio is
generally
organized
Generally
demonstrates a
high level of
development

Portfolio has some
organization

Acceptable level of
development

Portfolio is not
organized

Work needs
improvement

Assessment Rubric

Annual Assessment Report

Assessment Component	Assessment Reflects Best Practices	Assessment Meets the Expectations of the University	Assessment Needs Development	Assessment is Inadequate	Comments:
Learning Outcomes	<input type="checkbox"/> Program learning outcomes are aligned to national standards	<input checked="" type="checkbox"/> Measurable program learning outcomes. <input checked="" type="checkbox"/> Learning outcomes are clearly articulated.	<input type="checkbox"/> Program learning outcomes have been identified and are somewhat measurable	<input type="checkbox"/> Program learning outcomes are not clear or measurable	<input type="checkbox"/>
Assessment Measures	<input type="checkbox"/> Multiple measures are used to assess a student-learning outcomes. <input type="checkbox"/> Rubrics or guides used are provided. <input type="checkbox"/> All measurements are clearly described.	<input checked="" type="checkbox"/> Specific measures are clearly identified <input type="checkbox"/> Measures relate to program learning outcomes. <input checked="" type="checkbox"/> Measures can provide useful information about student learning.	<input type="checkbox"/> Some measurements are described, but need further description.	<input type="checkbox"/> Assessment measures do not connect to learning outcomes (objectives). <input type="checkbox"/> Assessment measures are not clear. <input type="checkbox"/> No assessment measures are established.	<input checked="" type="checkbox"/> Not all activities are aligned to program objectives
Assessment Results	<input checked="" type="checkbox"/> All learning outcomes are assessed annually; or a rotation schedule is provided. <input checked="" type="checkbox"/> Data are collected and analyzed to evaluate prior actions to improve student learning.	<input type="checkbox"/> A majority of learning outcomes assessed annually. <input type="checkbox"/> Data collected and aggregated are linked to specific learning outcome(s). <input type="checkbox"/> Standards for student performance and gaps in student learning are recognized.	<input type="checkbox"/> Data collected and aggregated for at least one learning outcome (objectives). <input type="checkbox"/> Data collection is incomplete <input checked="" type="checkbox"/> Standards for student performance and gaps in student learning are not identified.	<input type="checkbox"/> Learning outcomes are not routinely assessed. <input type="checkbox"/> Routine data is not collected. <input type="checkbox"/> N/A Program is too new to have collected assessment data.	<input checked="" type="checkbox"/> No discussion of students not meeting the standards.

	<input type="checkbox"/> Standards for performance and gaps in student learning are clearly identified.				
Assessment Component	Assessment Reflects Best Practices	Assessment meets the expectations of the University	Assessment needs Development	Assessment is Inadequate	Comments:
Faculty Analysis and Conclusions	<input type="checkbox"/> All faculty within the program synthesize the results from various assessment measures to form conclusions about each learning outcome. <input checked="" type="checkbox"/> Includes input from adjunct faculty. <input type="checkbox"/> Includes input from outside consultant.	<input checked="" type="checkbox"/> Program faculty receive annual assessment results and meet to discuss assessment results. <input type="checkbox"/> Specific conclusions about student learning are made based on the available assessment results.	<input type="checkbox"/> Some program faculty receive annual assessment results <input type="checkbox"/> Faculty input about results is sought	<input type="checkbox"/> Faculty input is not sought. <input type="checkbox"/> Conclusions about student learning are not identified. <input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes.	Using Student Performance Reviews for assessment broadens the feedback pool.
Actions to Improve Learning and Assessment	<input type="checkbox"/> A comprehensive understanding of the program's	<input type="checkbox"/> Description of the action to improve learning or assessment is specific and relates directly to	<input type="checkbox"/> Adjustments to the assessment plan are proposed but not clearly connected to data	<input checked="" type="checkbox"/> No actions are taken to improve student learning. <input type="checkbox"/> Actions	There is no discussion on future improvements to the program.

	<p>assessment plan and suggestions for improvement.</p> <p><input type="checkbox"/> Clearly stated adjustments in curriculum as a result of assessment data.</p> <p><input type="checkbox"/> Actions are innovative in approach in attempt to improve student learning.</p>	<p>faculty conclusions about areas for improvement.</p> <p><input type="checkbox"/> Description of action includes a timetable for implementation and identifies who is responsible for action</p> <p><input type="checkbox"/> Actions are realistic, with a good probability of improving learning or assessment.</p>	<p><input type="checkbox"/> Minimal discussion of the effectiveness of the assessment plan; minimal discussion of changes, if needed.</p>	<p>discussed are not connected to data results or analysis.</p> <p><input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes.</p>	
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Additional Comments:

The matrix does not list ART 276 as a core course, but each of the 7 objectives used data from that course in the data production part of the report. If it is an elective course, not all majors will take the course?

Most program evaluation seems to happen during Art 276 (Digital Art) and the Senior course ART470. The idea of evaluating students at the 200 level and then again at the 400 level provides data to show growth in student learning and is a great idea. I think it would be more beneficial to use a course 200 level course instead of one that is an elective, when student only need 2 classes out of 8 that are offered. I don't want to suggest what other course would be a better form of assessment, but if this came from a core course it would provide better data for the program.

In objective 1, benchmarks section: #1- states that students will score at or above the expected range for their class rank... it would be helpful to know what that expected score was. And in the results section,

on the class data it would be helpful to include the number of students who submitted the work. This helps put the data into perspective.

Looking at the rubric for the performance assessment- the Rubric is well designed and provides great data for program faculty. My thoughts are about how the rubric is aligned to the specific objectives of the Graphic Design Program and that it will differ with how it is aligned to the Art program. The program needs to look at how to input the data from the rubric based on how students cored on specific aspects of the rubric and not the holistic score of the rubric.

IE:

Program Objective 6. Demonstrate an understanding of the professional, creative and technical aspects of being a graphic artist.

Rubric Criteria: ? would this be concept development and technique and media from the rubric???

If you look at the program objectives and the rubric criteria, the criteria on the rubric should align with the objectives of the program so that program data will match with the objectives specifically....

The report consists of the same 3 sets of data and no differentiation in task when the 7 objectives of the program ask for very different skills. The chosen data should match with the objective of the course more appropriately.

The narrative portions of the report are well written and complete, but I don't see where the "Assessment of the Assessment Process" and "Changes Based on Assessment" sections are? These two components are critical to the reflection of what assessment is happening and how effective it is, as well as pushing the issue of our curricular changes happening based on the assessment of students within our programs of study.