

# Graphic Design (BFA)

 Program-158

## Annual Assessment Plan

1

**2 PLO #01 - Foundational (ULO 2)**

Demonstrate and apply a basic knowledge of foundational visual communication principles, processes, and communication theories with the ability to develop informed considerations between form, meaning.

## Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

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- 3 **Please Enter The Following Information Below:**

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Measures	Targets	Timeline
Sophomore review Criterion #1 Art/Design work (total of all the following 7 categories): 2D Skills, 3D Skills, Craft/Construction, Knowledge of Media, Conceptual Development, Design and Composition skills, Resourcefulness	75% of students should score above the average score of 7 (each category is scored for 0, 1, or 2 points)	Alternating Fall Semester (Even Years)

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- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.
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  - 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

3 **PLO #02 - Apply elements (ULO 2)**

Apply typography, images, interactivity, motion, sequencing, color, and other such elements effectively in the contexts of specific design projects.

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4 **PLO #03 - Vocabulary (ULO 2)**

Employ vocabulary of art/design in the analysis/critique of creative work.

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Measures	Targets	Timeline
ARTH 205 – Final Project and Presentation	75% of students score a minimum of 85/100	Alternating Fall Semester (Odd Years)

**4 Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

The department discussed that ARTH 205 is only offered every other year, and so far has only been taught by an adjunct (with mixed results in course quality). The department questioned if this was the best way to assess this outcome, and if another class may be preferable?  
The department also discussed if ARTH 205 is used too frequently for the different assessment measures?

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Since ARTH 205 will be offered in Fall 2022, we can assess this next year. The department should also decide if this course is used for too many assessment measures.

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5 **PLO #04 - Place works in context (ULO 2)**

Acquire the ability to place works of art/design in historical, cultural, and stylistic contexts.

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6 **PLO #05 - Evolved (ULO 2)**

Recognize how communication theories, principles, and processes have evolved through history.

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7 **PLO #06 - Implement communication (ULO 2)**

Implement communication theories, principles and methods to contemporary design practice.

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8 **PLO #07 - Response to problems (ULO 2)**

Utilize formal vocabulary and concepts of design—including content, elements, structure, style, and technology—in response to visual communication problems.

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**9 PLO #08 - Creative strategies (ULO 4)**

Apply creative strategies for planning, producing, and disseminating visual communications.

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Measures	Targets	Timeline
ART 337 – Project 1: Logo Project	75% of student makes 86	Alternating Spring Semester (Odd Years)

**4 Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

*DISCUSSION:* Offered every other year – will be assessed Spring 2023. Should both PLO measures come from ART 337?

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A strength to maintain. No action plan.

10 **PLO #09 - Purpose-based choices (ULO 4)**

Select appropriate, purpose-based choices from creative approaches to communication opportunities and generate alternative solutions.

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- 11 **PLO #10 - Critique (ULO 4)**  
Critique art/design of self and others.

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ART 110 – Final Project	75% of students make 86	Alternating Fall Semester (Even Years)

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ART 110 – Final project / 75% students make 86

**Fall 2021 RESULTS = 27 out of 31 students make 86 or higher (87%)**

DISCUSSION: The faculty teaching ART 110 shared that the results were higher than the target because we had a very strong first year class of students taking the course in the Fall 2021 semester.

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

No action plan - a strong freshmen class who met the appropriate target.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

An item to reconsider, checking to see if the scores are becoming a pattern. The nature of the faith based component could translate to another ULO better?

12 **PLO #11 - Evaluations of technologies (ULO 4)**

Conduct critical evaluations of different technologies in specific design problem contexts.

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13 **PLO #12 - Technological tools (ULO 4)**

Shape and create technological tools and systems to address communication problems and further communication goals.

Outcome(s)



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14 **PLO #13 - Implications of technology (ULO 4)**

Recognize and analyze the social, cultural, and economic implications of technology on message creation, production, and human behavior to incorporate results into creative decisions.

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**15 PLO #14 - Research methods (ULO 4)**

Utilize research methods and interpret findings practically and apply them in art/design development.

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**16 PLO #15 - Personal responsibilities (ULO 5)**

Demonstrate awareness of personal responsibilities through the knowledge of professional design practices and processes related to the ethics and standards in the field of study.

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INTE 391 -- Final Reflection Paper	75% of students make 86	Alternating Every Third Academic Year (Fall and Spring depending on when students arrange internship experience)

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**17 PLO #16 - Vocational opportunities (ULO 5)**

Identify vocational opportunities, knowledge, and skills beyond the classroom.

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18 **PLO #17 - Faith (ULO 3)**

Articulate the relationship between Christian faith and contemporary art/design and to the student's individual area of study.

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ART 493 – Faith Integration Paper	80% receive an 85 or above	Alternating Every Third Fall Semester

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the







Assessment of Student Learning website for suggestions about how to process assessment results.

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.
- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

- 2 Holistic program improvement goals: Programs are expected to have at least one action plan to improve student learning annually. If you have not yet identified an action plan associated with this year's assessment results, or if the department has identified additional issues that require action plans, describe the specific, measurable action plan and its relation to evidence of student performance.

## Assessment Rubric





### 1 Process

	1	2	3	4
<b>Is the plan being implemented faithfully and revised as needed?</b>	 Assessment plan is not implemented.	 Most aspects of plan are being implemented or all aspects are implemented to some degree.	 Assessment plan is fully implemented.	 Plan is faithfully executed and modified/evaluated as needed.

### 2 Explanations:

### 3

## Engagement

	1	2	3	4
<p><b>Are all relevant parties are meaningfully involved in the creation/revision, implementation, analysis, interpretation and learning improvement process?</b></p>	<p style="text-align: center;"></p> <p>Limited involvement beyond chair/director</p>	<p style="text-align: center;"></p> <p>All educators contributing to the curriculum are aware of process and results</p>	<p style="text-align: center;"></p> <p>All educators contributing to the curriculum participate in conversations regarding the use of assessment data to improve student learning</p>	<p style="text-align: center;"></p> <p>All relevant stakeholders (students, employers, alumni) are meaningfully involved in the creation/revision, implementation, analysis, interpretation, and/or improvement processes associated with this assessment plan.</p>

4 Explanations:

5 **Program Learning Objectives**

	1	2	3	4

	1	2	3	4
<p><b>Are the program learning objectives clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning for that major/program?</b></p>	<p style="text-align: center;"></p> <p>PLOs are problematic (vague, abstract, not aligned with ULOs/GLOs) or missing.</p>	<p style="text-align: center;"></p> <p>PLOs are clear, mostly measurable, partially aligned with ULOs/GLOs.</p>	<p style="text-align: center;"></p> <p>PLOs are clear, measurable, aligned with ULOs/GLOs, and represent a summary of the knowledge, skills, beliefs, and values that a graduate of this major/program should attain by completing the required curriculum, accounting for variations in learning outcomes due to tracks/concentrations</p>	<p style="text-align: center;"></p> <p>PLOs are clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning students achieve through completion of the program. The learning objectives provide a comprehensive view of the knowledge, skills, beliefs, and values that are important for a graduate of this major/program and account for variations in learning outcomes due to tracks/concentrations.</p>

6 Explanations:

7 **Measures**


	1	2	3	4

	1	2	3	4
<p><b>Are the instruments used to assess learning relevant to the objective? Do measures yield information/data you can use to drive improvement?</b></p>	<p>○</p> <p>Not all objectives have a measure identified. OR Measures do not directly connect to the objectives.</p>	<p>◐</p> <p>All objectives have at least one direct measure. Measures connect to learning objectives superficially or tangentially and/or include learning other than stated objectives. Relies almost exclusively on the same form of assessment (survey, exam, project). Relies almost exclusively on data from a single source (course, program, activity).</p>	<p>◑</p> <p>All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. And two of the following four criteria: Objective measures more than one point in time (formative). Indirect measure are used strategically. Plan incorporates different forms of assessment (survey, exam, project). Plan incorporates from a variety of sources (course, program, activity).</p>	<p>●</p> <p>Measures meet all of the following criteria: All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. Objectives measured more than one point in time (formative). Indirect measures are used strategically. Plan incorporates different forms of assessment (survey, exam, project). Plan incorporates data from a variety of sources (course, program, activity).</p>

8 Explanations:





Some of the Measures for the BFA in Graphic Design are pulled from the same class multiple times. The department could consider consolidating some of this overlap, and considering other classes to pull measures from.

9 Targets

	1	2	3	4
<p><b>Are the targets based on professional standards and/or analysis of past student work? Are targets challenging and achievable?</b></p>	<p></p> <p>Some targets are missing.</p>	<p></p> <p>Targets are arbitrarily chosen or reflect minimal expectations.</p>	<p></p> <p>Targets are challenging and achievable based on prior student performance, and reflect an appropriate level of performance.</p>	<p></p> <p>Targets are challenging and achievable. Targets are based on professional standards and/or prior student performance. Targets are set at a level to inspire program improvement.</p>

10 Explanations:

11 **Timeline**

	1	2	3	4
<p><b>Is the timeline for data collection manageable with sufficient data points to effectively inform decision making and program review?</b></p>	<p></p> <p>Not identified clearly for all measures.</p>	<p></p> <p>Clearly states semester/year for each objective/measure. Data analysis delayed from data collection. Time between collection points may not facilitate informed decision making.</p>	<p></p> <p>Clearly stated and manageable schedule. At least two data points for each objective per review cycle.</p>	<p></p> <p>Timeline for data collection is manageable and allows for continuous improvement with timely and meaningful decision making even before program review.</p>

12 Explanations:

**Action Plan**

	1	2	3	4
<p><b>Is the department effectively examining and using assessment data to revise curriculum and pedagogy to support student learning?</b></p>	<p style="text-align: center;"></p> <p>Assessment data not collected/analyzed/used for decisions and/or results not documented in AEFIS.</p>	<p style="text-align: center;"></p> <p>Data collected, documented and discussed by department. Department reviewed confidence in measures and data as sufficient indicators of student performance. If data indicated changes were needed, action plans were developed in consultation with dean (e.g. improving outcomes, measures, targets, curriculum or pedagogy).</p>	<p style="text-align: center;"></p> <p>Data collected, documented and discussed by department. Department and dean confirmed confidence in measures and data as sufficient indicators of student performance. Action plans (e.g. improving outcomes, measures, targets, curriculum or pedagogy) developed in consultation with dean. If prior year data warranted action plans, the department implemented the changes.</p>	<p style="text-align: center;"></p> <p>Department collected and discussed follow-up data after the implementation of action plans in order to determine whether changes resulted in improvement or whether additional action is necessary. Data confirms effective curriculum and pedagogy for learning outcomes. Score of 4 should be assigned only if objectives, measures, targets and timeline all score a 4.</p>

14 Explanations:

15 **Dissemination**

	1	2	3	4

	1	2	3	4
<p><b>Is the department communicating learning objectives, results and improvements related to student learning to a wide audience?</b></p>	<p><input type="radio"/></p> <p>No record of assessment results and changes made as a result of assessment findings.</p>	<p><input checked="" type="radio"/></p> <p>The department/program retains records of assessment results and positive changes made as a result of assessment findings, and results are entered in assessment software system.</p>	<p><input type="radio"/></p> <p>The department/program retains records of assessment results and changes made as a result of assessment findings, results are entered in assessment software system, and assessment results and improvements are publicly posted.</p>	<p><input type="radio"/></p> <p>The department/program retains records of assessment results and changes made as a result of assessment findings, and results are entered in assessment software system. Assessment results and improvements are publicly posted and shared proactively with faculty, prospective students, employers and alumni in ways that facilitate their discussion.</p>

16 Explanations:

## Additional Feedback

1 Please enter any additional feedback for changes that should be made:

For the objectives associate with ARTH 205, I don't see any numerical data entered, though I like the discussion you're having. Did you gather actual data that you were discussing? In general I will note that I tend to agree with you that you have a very large number of objectives keyed to one course. In general as well I'm moderately concerned, or at least wondering out the fact that you have so much assessment associated with 100 and 200 level courses. I'm not sure this is showing your students mastering subject matter associated with the objectives. It would be best to have more than one point of measurement and taken from two different points in a student's career to assess development and mastery. One note on timeline, in a couple of spots where you say every third year, I have no idea what that means. It would be best to indicate the year you next intend to undertake the

assessment. Your action plans are generally fine, but keep track of them. I agree with the general sense of needing to improve what you are doing in the plan, but also you need to shoot to get beyond just plan improvement and in to actual discussion of improvements in student learning.--Pete

CLOSE AND EXIT