Art and Design Department
BFA in Graphic Design 2015-16 AY
ASSESSMENT REPORT

What learning outcome(s) did you assess this year?

GD Learning Outcomes (GDLO)
Students should be able to:

GDO1.1   Produce graphic design works that identify, define and apply traditional and
contemporary principles of art and graphic design.
GDO2.2   Produce graphic design works that identify, evaluate and apply creative processes in
graphic design.
GDO4.1   Identify, define and apply technological methods or processes in graphic design
including typography, illustration or interactive multimedia design.

What instruments did you use to assess them? What did you discover from these data?

The GD area faculty met during the Spring 2016, Graphic Design Senior Exhibit to evaluate and
analyze the students' culminating experience and portfolios. This particular year, the faculty
evaluated five students from each of the areas of emphasis- graphic design, illustration and
interactive multimedia for a total of fifteen students that were evaluated. The faculty selected
portfolios according to level of competency of design- high, medium and low. The faculty, prior
to evaluating portfolios, established the competency factor. The competency factor was based
on students' prior coursework and grades. A rubric based on the above learning outcomes was
used for the portfolio assessment. The rubric is given a rating of 1 through 4, with 4 being the
highest score.

For the 2016 Graphic Design Senior Exhibit, thirty-three seniors participated. Fifteen students
were evaluated.

As a result, the GD faculty determined that:

- Out of the fifteen portfolio evaluated, 85% of our GD students have scores of 3 and 4 on the
rubric, specifically those who were determined to be high competency prior to assessment.
- Some students score on the 2 to 3 rating on the assessment. These students tended to be
on the low competency prior to assessment. On the other hand, there were other students
who entered the BFA in GD program with low ratings and expectations but were able to
succeed with a strong showing of their portfolio and exhibition.
- The two above findings demonstrate that students' prior coursework and grades are
possible indicators of future portfolio assessment.
- For the most part, the culminating experience reflected the students' creativity and
execution of projects at a professional level. This could be attributed to the inclusion of
GD180 and GD179 into the BFA program.

- Out of the 15 graphic design students, ten have been offered and/or are working in the field as designers.

What changes did you make as a result of the findings?

Due to the large cohort of BFA students and the demand of time and workload on faculty, The GD faculty will continue to split the GD179 and 180 courses into two or three courses. Each course will represent each of the areas of emphasis. This will assist the faculty and students maintain quality education and enrollment management.

The faculty will review grade patterns of GD students and progression through the BFA program, and will assist low competency students with their course and project development.

The GD faculty, specifically in the Interactive Multimedia track (IM), will continue to develop new introductory courses and two advanced courses for this emphasis. The introductory will assist students develop an overall but basic understanding of the field of Interactive Multimedia. The advanced courses will assist the students with their professional-based projects and portfolio that is directed towards their field of study. These changes will also provide needed curricular changes in the IM area that is focused and with clear directions to the culminating experience and portfolio.

What assessment activities will you be conducting in the 2016-17 academic year?

Briefly list the outcomes to be assessed and how you will measure them. This should align with the activities provided in your SOAP.

The GD area faculty will meet during the Graphic Design Senior Exhibit to evaluate and analyze the students' culminating experience and portfolios. A rubric based on the following goals and learning outcomes will be used for the assessment. The GD faculty will be considering the following learning outcomes.

GD Learning Outcomes (GDLO)
Students should be able to:

GDO1.1   Produce graphic design works that identify, define and apply traditional and contemporary principles of art and graphic design.
GDO2.2   Produce graphic design works that identify, evaluate and apply creative processes in graphic design.
GDO4.1   Identify, define and apply technological methods or processes in graphic design including typography, illustration or interactive multimedia design.

What progress have you made on items from your last program review action plan?

Since the last program review under the BFA in Graphic Design and BA in Art with GD Option, the GD area faculty implemented various new graphic design projects in the GD 174 and 176 courses. This is due to the fact that it was indicated that in previous years our students lacked the "professional" level of design projects. The new projects will be implemented to cover collateral applications to graphic systems and identity systems.

Finally, next year the faculty will review the new SOAP- Student Outcomes Assessment Plan for the BFA in GD.

Name JONATHN CASTRO   Track 1/M

PORTFOLIO EVALUATION RUBRIC:

4 = Demonstrates all of the goals and objectives.

3 = Demonstrates most of the goals and objectives.

2 = Demonstrates some application of the goals and objectives.

1 = Demonstrates minimal or no application of the goals and objectives

N/E = No evidence available to make a determination

UNDERSTANDING OF DESIGN AND AESTHETICS (Theory & Principle)

• visual organization, composition	N/E	1	2	3	**(4)**
• understanding of color, value, texture and elements of design	N/E	1	2	**(3)**	4
• theory application	N/E	1	2	**(3)**	4

VISUAL PROBLEM SOLVING (Creative Aspect)

• creativity, imaginative thinking, innovation	N/E	1	2	3	**(4)**
• range and variety of ideas	N/E	1	2	**(3)**	4
• concept development	N/E	1	2	**(3)**	4

CULTURAL AWARENESS (Social & Societal Aspect)

• awareness of cultural and historical trends, influences and issues	**(N/E)**	1	2	3	4

SKILLS (Technological & Application Aspect)

• craft and hand skills with tools and materials	**(N/E)**	1	2	3	4
• technical skill with programs and software	N/E	1	2	**(3)**	4
• presentation and attention to detail	N/E	1	2	3	**(4)**

EVALUATION OF OTHER FACTORS:

WORK ETHIC AND POTENTIAL

• class participation	N/E	1	2	3	**(4)**
• preparation, organization and consistency	N/E	1	2	3	**(4)**
• critical analysis and research skills	N/E	1	2	3	**(4)**
• potential as illustration, web-based, or graphic design professional	N/E	1	2	3	**(4)**

Date reviewed 5/5/16   by

Name _____CURIS ASKINS_____ Track ___GRAPHIC DESIGN___

PORTFOLIO EVALUATION RUBRIC:

4 = Demonstrates all of the goals and objectives.

3 = Demonstrates most of the goals and objectives.

2 = Demonstrates some application of the goals and objectives.

1 = Demonstrates minimal or no application of the goals and objectives

N/E = No evidence available to make a determination

UNDERSTANDING OF DESIGN AND AESTHETICS (Theory & Principle)

	N/E	1	2	3	4
• visual organization, composition	N/E	1	2	3	(4)
• understanding of color, value, texture and elements of design	N/E	1	2	3	(4)
• theory application	N/E	1	2	3	(3.5) 4

VISUAL PROBLEM SOLVING (Creative Aspect)

	N/E	1	2	3	4
• creativity, imaginative thinking, innovation	N/E	1	2	3	(4)
• range and variety of ideas	N/E	1	2	3	(4)
• concept development	N/E	1	2	3	(4)

CULTURAL AWARENESS (Social & Societal Aspect)

	N/E	1	2	3	4
• awareness of cultural and historical trends, influences and issues	N/E	1	2	(3)	4

SKILLS (Technological & Application Aspect)

	N/E	1	2	3	4
• craft and hand skills with tools and materials	N/E	1	2	3	(4)
• technical skill with programs and software	N/E	1	2	3	(4)
• presentation and attention to detail	N/E	1	2	3	(4)

EVALUATION OF OTHER FACTORS:

WORK ETHIC AND POTENTIAL

	N/E	1	2	3	4
• class participation	N/E	1	2	3	(4)
• preparation, organization and consistency	N/E	1	2	3	(4)
• critical analysis and research skills	N/E	1	2	3	(4)
• potential as illustration, web-based, or graphic design professional	N/E	1	2	3	(4)

Date reviewed ___5/5/16___ by _____

Name SAMANTHA VARGAS   Track ILLUST.

PORTFOLIO EVALUATION RUBRIC:

4 = Demonstrates all of the goals and objectives.

3 = Demonstrates most of the goals and objectives.

2 = Demonstrates some application of the goals and objectives.

1 = Demonstrates minimal or no application of the goals and objectives

N/E = No evidence available to make a determination

UNDERSTANDING OF DESIGN AND AESTHETICS (Theory & Principle)

	N/E	1	2	3	4
• visual organization, composition	N/E	1	2	(3)	4
• understanding of color, value, texture and elements of design	N/E	1	2	(3)	4
• theory application	N/E	1	2	(3)	4

VISUAL PROBLEM SOLVING (Creative Aspect)

	N/E	1	2	3	4
• creativity, imaginative thinking, innovation	N/E	1	2	3 (3.5)	4
• range and variety of ideas	N/E	1	2	3 (3.5)	4
• concept development	N/E	1	2	(3)	4

CULTURAL AWARENESS (Social & Societal Aspect)

	N/E	1	2	3	4
• awareness of cultural and historical trends, influences and issues	(N/E)	1	2	3	4

SKILLS (Technological & Application Aspect)

	N/E	1	2	3	4
• craft and hand skills with tools and materials	N/E	1	2	(3)	4
• technical skill with programs and software	N/E	1	2 (2.5)	3	4
• presentation and attention to detail	N/E	1	2 (2.5)	3	4

EVALUATION OF OTHER FACTORS:

WORK ETHIC AND POTENTIAL

	N/E	1	2	3	4
• class participation	N/E	1	2	(3)	4
• preparation, organization and consistency	N/E	1	2	(3)	4
• critical analysis and research skills	N/E	1	2	(3)	4
• potential as illustration, web-based, or graphic design professional	N/E	1	2	(3)	4

Date reviewed 5/5/16   by _____