**Annual Assessment Report for 2020-2021 AY**

Reports completed on assessment activities carried out during the 2020-2021 AY will be due September 30th 2021 and must be e-mailed to the Director of Assessment, Dr. Douglas Fraleigh (douglasf@csufresno.edu).

Provide detailed responses for each of the following questions within this word document. Please do NOT insert an index or add formatting. For purposes of this report, you should only report on two or three student learning outcomes (department’s choice) even if your external accreditor requires you to evaluate four or more outcomes each year. Also be sure to explain or omit specialized or discipline-specific terms.

**Department/Program:** Department of Art and Design / Integrated Design **Degree:** BA

**Assessment Coordinator:** Laura Huisinga / Matt Hopson-Walker

1. **Please list the learning outcomes you assessed this year.**

The Integrated Design Area elected to use the assessments scheduled in our SOAP for AY 2020 -2021. This is the third scheduled assessment event in the SOAP for this new program. There was no indirect activity scheduled.

*The Assessment PLO/SLOs are as follows:*

GOAL / PLO 1: Students will acquire a working knowledge of user-centered experience design.

SLO 1.a. Students will identify, define, and apply theories of Graphic, Interior, and User Experience Design.

SLO 1.b. Students will be able to pull principles and theories from traditional and contemporary Graphic and Interior Design history and apply it to user-centered Experience Design.

1. **What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment? Please describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.**

A Research Essay from ARTH 132 was the activity scheduled for this assessment schedule. The assignment is a long form research-based writing assignment requiring students to compile information regarding modernist art movements and synthesize that information into a coherent theory regarding an assigned artist of a different period. Papers are to be read and evaluated using a rubric by a rotating committee of faculty within the Department of Art and Design. Please see Addendum 1 for the sample writing rubric. Rubric scores will be gathered in a Rubric Scores parent sheet and then averaged out to arrive at overall scores for each student. See Addendum 2.

1. **What did you learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient. Also indicate your benchmark (e.g. 80% of students will be designated as proficient or higher) and indicate the number of students who met that benchmark.**

Due to the small number of majors, we were unable to assess the scheduled direct assessment activity. After contacting the professor who teaches ARTH132 we discovered that, unfortunately, no Integrated Design students attended ARTH132 during the prior two academic years and no data was gathered. Integrated Design currently only has 4 majors and because it is a new program, we expect to see the numbers growing over time and assessment data will be able to be gathered. Also, ARTH132 is a high demand class, and it might be that on top of being a new program our majors are struggling to get into the course we’ve planned to use for our assessment because only seniors are able to enroll in ART132.

1. **What changes, if any, do you recommend based on the assessment data?**

Integrated Design includes faculty from all the other three areas of emphasis within the department and we will need to meet to discuss the lack of data and how to better gather that information in the future.

1. **If you recommended any changes in your response to Question 4 in your 2018-19 assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year’s report, please write N/A as your answer to this question.**

The BA in Integrated Design is a new degree, it’s first catalog year was AY 2019/2020 and due to all Annual Assessment Reports being canceled for that year (due to COVID 19) this degree has not had a previous Annual Assessment Report submitted.

1. **What assessment activities will you be conducting during AY 2021-22?**

According to the SOAP assessment schedule we will be assessing a Research Paper from ARTH 124 or ARTH 126. We will be assessing PLO /SLO 4.a and PLO/SLO 4.b which are listed below.

GOAL / PLO 4: Students will gain proficiency in the methods and theories of design history and usability.

SLO 4.a. Students will demonstrate an understanding of the strengths and limitations of various methods of critical design thinking, and usability research.

SLO 4.b. Students will demonstrate a critical understanding of the strengths and limitations of various theoretical approaches to design research methodology.

1. **Identify and discuss any major issues identified during your last Program Review and in what ways these issues have or have not been addressed.**

The BA in Integrated Design is a new degree and therefore has not had a Program Review or had the opportunity to write the resulting Action Plan. Starting in AY 2019/2020, its first scheduled Program Review should be AY 2024/2025.

**ADDENDUM 1**

**Scoring Rubric for Assessment of Writing**

|  |  |  |  |
| --- | --- | --- | --- |
| Scoring Level | Style and Format | Mechanics | Content and Organization |
| 4—Exemplary  | In addition to meeting the requirement for a “3,” the paper is consistent with MLA throughout. The paper models the language and conventions used in related scholarly/professional literature. It would meet guidelines for MLA publication | In addition to meeting the requirements for a “3,” the paper is essentially error free in terms of mechanics. Writing flows smoothly from one idea to another. Transitions help establish a sound scholarly argument and aid the reader in following the writer’s logic. | In addition to meeting the requirements for a “3”, the paper excels in organization and presentation of ideas related to the topic. It raises significant issues or ideas, which may not have been represented in the literature cited. Would serve as a good basis for further research on the topic. |
| 3—Accomplished  | While there may be minor errors, MLA conventions for style and format are used consistently throughout the paper. Demonstrates thoroughness and competence in documenting sources; the reader would have little difficulty referring back to cited sources. Style and format contribute to the comprehensibility of the paper. Models the discipline’s overall journalistic style. | While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout. Errors do not interfere significantly with comprehensibility. Transitions and organizational structures such as subheadings are used which help the reader to move from one point to another. | All requirements for the paper are followed. The topic is timely and carefully focused. Major points related to the topic are clearly outlined and ideas are logically arranged to present a sound scholarly argument. The paper is interesting and holds the reader’s attention. Does a creditable job summarizing related literature. |
| 2—Developing  | While some MLA conventions are followed, others are not. The paper lacks consistency of style and/or format. It may be unclear which references are direct quotes and which are paraphrased. Based on the information provided, the reader would have some difficulty referring back to cited sources. Significant revisions would contribute to the comprehensibility of the paper. | Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions make reading difficult and interfere with comprehensibility. Writing does not flow smoothly from point to point; lacks appropriate transitions. | While the paper represents the major requirement, it is lacking in substantial ways. The content may be poorly focused or the scholarly argument may be weak or poorly conceived. Major ideas related to the content may be ignored or inadequately explored. Overall, the content and organization needs significant revision to represent a critical analysis of the topic.  |
| 1—Beginning  | MLA Conventions are not followed. Fails to demonstrate thoroughness and competence in documentation. Lack of appropriate style and format make reading and comprehensibility problematic. | Paper contains numerous errors in spelling, grammar, and/or sentence structure which make following the logic of the paper extremely difficult. | Analysis of existing scholarly/professional literature on the topic is inadequate. Content is poorly focused and lacks organization. The paper’s topic is unclear.  |

**ADDENDUM 2**

