# Academic Assessment Plan

## (BFA in Graphic Design)

## (June 2020)

**Program Goals (3-4)**
*(Program goals are broad general statements of what the program intends to accomplish and describes what a student will be able to do after completing the program. The program goals are linked to the mission of the university and college.)*

1. **The program will cultivate creative thinkers and inventive problem solvers that are aware of contemporary technological, social, physical and cultural contexts.**
2. **The program will prepare students to be contributors to an interdisciplinary design world.**
3. **The program will ask students to experiment with form, technique and concept, while understanding the historical precedents of their discipline and working to respond appropriately to audience and context.**

**Student Learning Outcomes (6-8)**
*(Student Learning Outcomes are defined in terms of the knowledge, skills, and abilities that students will know and be able to do as a result of completing a program. These student learning outcomes are directly linked to the accomplishment of the program goals.)*

1. **Students will actively research, analyze and interpret the contemporary design world.**
2. **Students will demonstrate the ability to solve problems through design.**
3. **Students will develop the ability to be successful collaborators through the use of strong communication skills and strong methodology.**
4. **Students will practice experimenting with form, technique and concept, pushing their work beyond expected outcomes.**
5. **Students will demonstrate the ability to be lateral thinkers through experimentation and exploration during concept development.**
6. **Students will identify and describe historical precedents in the justification of formal, technical and conceptual choices.**

**Process for Assessing each Student Learning Outcome**
*(A process must be defined and documented to regularly assess student learning and achievement of student learning outcomes. The results of the assessment must be utilized as input for the improvement of the program.)*

1. Timeline for assessment and analysis
   **Direct Methods are assessed by the full graphic design in the School of Art at the end of every year. In-Direct methods are monitored by Chair, Dean, Provost through the**

**Annual Report and the fields of study through external achievements of students continuing in the design fields.**

*(Must include specific timeline for collection and analysis of assessment data.)*
**The Annual report is submitted in July.**

2. Means of assessment and desired level of student achievement
   *(Must include at least one direct and one indirect method of assessment for each learning outcome.)*

   **Direct method:**
   **BFA graphic design students participate in formal reviews at the end of each year in which they are assessed by a group of faculty. Each reviewer fills out an assessment form, ranking the students on a scale of 1 – 5. These reports are communicated with the students expressing improvement areas and strengths. The questions include: "Has the student utilized the process of research principles to advance the development of ideas in their studio practice?", "Does the student possess a strong understanding of concept in their work and equally able to verbally articulate it?", "Does the student's work contain strength of visual expression?", "Does the student's work exhibit a strong utilization of typography through an understanding of its tenets, hierarchy, grid and refinement?", "Has the student utilized experimentation and risk-taking in their work?", "Does the student's selection and approach to each media or format enhance their ideas?", "Does the student exhibit professional levels of craft through consistently presenting high analogue and digital components in realizing their work?", "Does the student possess strong communication skills?", "Has the student exhibited growth in their first year?", "Student's overall assessment of progress within the first year of the program." There is also additional commentary affordance in the review sheet.**

   **Graduating seniors typically create and present in an in-person senior show that involves a slide or poster presentation of their final project. This year a virtual walk-through gallery exhibition was used due to the COVID coronavirus, which we might continue as another method of senior work presentation even after group gatherings are again allowed.**

   **Indirect Method:**
   **BFA graphic design students are required to maintain a 3.00 or higher grade point average in design courses and at least a 2.00 GPA overall.**

3. Reporting of results
   *(Must at least report annually to the Dean of college/school.)*

   **Based on findings from assessment, a summary will be provided to the Dean's office via the department chair each July in the Annual Report.**

# Annual Academic Assessment Report

## (BFA in Graphic Design)

## (June 2020)

**Report annually to the Dean of the college/school the following:**

- **Results of analysis of assessment of Student Learning Outcome**
  Reviews were conducted differently this year due to the COVID coronavirus that forced a move to a remote-only/online situation, which provided some technology challenges and lower student engagement and faculty-student interaction. The faculty decided that our standard formal numeric assessment would not represent the semester accomplishments nor properly gauge student learning. Instead, a video interview with two to three faculty was conducted with each sophomore and junior. (27 juniors and 34 sophomores)

- **Any changes to degree/certificate planned or made on the basis of the assessment and analysis**

  Overall, the scores are all meet expectations, but we have made observations about room for improvement:

  First Year Students (sophomores):
  We continue to notice a need to deepen student's understanding of concept as it relates to formal choices and communication goals. Although we continue to hope to see students more deeply engaged across media platforms, most importantly more motion design work and interactive work and an ability to better design between physical and digital artifacts, we saw results of incorporating more motion and animation in their work and being excited to show it in a critique or review. In two courses, motion design and animation software was utilized, at times when interacting with a physical artifact (e.g. looking through phone at a poster, which overlaid animation). We will continue to modify assignments in the first year curriculum to better address this need to design for the digital and physical.

  Second Year Students (juniors):
  Continued work on type sensitivity, understanding of systems, addition of motion design and augmented reality in the curriculum through specific projects in existing courses, along with more formal experimentation. We have noted also a need for more speculative design projects in the form of interface design, and increase yet in motion work. There is need to foster the notion that a designer is a facilitator and an active participant in moving the project along in a group, and taking ownership of outcomes and team responsibility.

  Third Year Students (seniors):
  Our second graduating class' final semester was hampered by the COVID coronavirus situation, which did demonstrate to us their ability to work together as a large group and

small task forces to pivot and show their senior projects in a 3D virtual walkthrough environment. Also, we saw an increase of interactive and motion design work, but still need to address the digital and physical artifact interaction and understanding.

- **Any changes to the assessment process made or planned.**

  We see the need to utilize a different set of more advanced questions for the second year students and will implement that next year, assuming we have a more standard assessment procedure.