

Annual Assessment Report

Graphic Design BA, BS

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

Program Profile

	2012-2013	2013-2014
Majors (total, majors 1,2,3)	31	34 (1 add. BFA)
Minors	4	5
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:

The Graphic Design faculty is very involved in issues related to retention and persistence among our students. Each student is viewed and treated as a unique individual with unique educational needs and goals. A great deal of personalized attention is paid to each student both in and out of the classroom.

Program enrollment has stayed very consistent in the last five years in spite of a reduction in the total number of students enrolled in the University. As a percentage of total campus majors, our numbers have grown each of the past five years. Early this school year in an effort to do more to recruit students, Graphic Design faculty started attending college fairs with the Admissions staff. Faculty attended regional fairs in St. Louis and central Missouri.

It is the general consensus among faculty that enrollment efforts could be better supported with a dedicated “arts” area on the University website. At present no such outreach exists.

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	<ol style="list-style-type: none"> 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 portfolio of work from all of the students in a designated class from the major (ART 276) and completes a rubric assessment.) 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.)
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 – 10 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 – Five specific assignments from each of twelve students enrolled in the class are evaluated by the graphic design faculty.</p>
Data Collected (Assessment Day, external tests, Senior Achievement)	Portfolio Review assessment data was collected on 32 graphic design majors during our Performance Review days using the attached rubric. A panel of outside professional artist and designers evaluated each student’s portfolio and presentation.
Results/Outcomes	<p>#1 Above – Seventy percent of Soph. and Jr. students scored proficient or better on this objective. Eighty percent of Senior students scored proficient or better on this objective.</p> <p>#2 Above – (ART 276) Students scored at the 90th percentile exceeding the goal of 80% proficiency benchmark.</p> <p>#3 Above – (ART 470) – All students scored above the 80th percentile exceeding the benchmark objectives</p>
Proposed changes to the assessment process	After years of development and tweaking, the faculty feels comfortable with the current methods and variety of procedures used to assess the graphic design program. This year a mandatory meeting of all majors was held to explain the Portfolio Review process prior to the event. The

	hour-long meeting detailed the purpose and expectations of the event, and outlined the details of the how the event would be conducted.
Budget needs related to the objective?	There are no significant budgetary needs not being meet 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 access, 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.
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</p>

	<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>
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Budget needs related to the objective?	There are no significant budgetary needs not being met by the current budget allocations.

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 access, orally discuss, and complete a reflection paper.)</p>
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<p>Budget needs related to the objective?</p>	<p>There are no significant budgetary needs not being meet by the current budget allocations.</p>

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	<p>Demonstrate an understanding of the professional, creative and technical aspects of being a graphic artist.</p>
Methods	<ol style="list-style-type: none"> 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 portfolio of work from all of the students in a designated class from the major (ART 276) and completes a rubric assessment.) 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.)
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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:

Obviously all of the Graphic Design courses support the General Education area related to developing creative and aesthetic sensibility. Specific courses build upon various other 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 Days involves having each graphic design major (excluding freshmen) 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 new classes and a redoubling of efforts to strengthen curricular areas that show weakness. The process, although not perfect, has benefited from nearly fifteen years of continued refinement.

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 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 63 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. For example: nearly 80 percent of GD students are involved in a voluntary internship experience during their junior or senior years; students are active participants in a wide array of campus clubs and organizations; students volunteer their time and design talent in support of numerous campus and community organizations; and students fill many significant leadership roles in the student life of the campus.

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 recently, all three faculty have been instrumental in helping the Fulton community establish a community art gallery (The Art House). Their contributions of expertise, hands-on labor, and artwork have played a significant role in the on-going success of the endeavor. 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):

Job placement for recent graduates has been very positive. Among those in the 2013 class finding initial graphic design employment were Meagan Lovenov with the National Horseman Magazine in Scottsdale, Az.; Jessica Hornung with SilverBox Photography & Design in Columbia, Mo.; Kierra McCartney with True Manufacturing in Mexico, Mo.; Hilary Fink with Performance Business Forms in Nashville, Tn.; and Kelsey Dunavant with Danuser Corp. in Fulton, Mo.



Attachment #1 – Performance Assessment Days Student Instructions:

Performance Assessment Days March 4th and 5th 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 4 AND 5). 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. Freshman are also required to bring up to 3 works of art to a special short group session March 5th in rm. 202 at 1pm

ANNUAL STUDENT (Freshman Soph. Juniors) ART EXHIBIT: Mar 10th – Mar 21st

Faculty will select work from the portfolio review process for the Annual Student Corridor Exhibit March 7th through April 4th 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 8th**.

A PUBLIC RECEPTION AND AWARD CEREMONY will be held Wed. March 19th from 4:30 to 5:30 p.m. in the KAC lower corridor.

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

2014 Portfolio Review Schedule – Tuesday, March 4th (Studio Art, Graphic Design, Art Education)

8:30 Sarah Mitchell

9:10 Emily Rogers

9:30 Shelby Patterson

9:50 Rachael Kohl

(10 minute break)

10:20 Vanessa Davidson

(Freshmen Observer Times)

10:40 Lisa Laughlin

11:00 William Terrell

Julia Carney

Justine Johnson

11:20 Haley Hinze

Julia Carney

Justine Johnson

(40 minute lunch break)

12:20 Jamie Lanagan

Miranda Lauby

Lauren McBeth

12:40 Ashley McCaffrey

Miranda Lauby

Lauren McBeth

1:00 Collin Shaw

Paige Haslip

Alica Owens

1:20 Valerie Mielziner

Paige Haslip

Alica Owens

1:40 Kyle Stephan

(10 minute break)

2:10 Adelle DuSold

2:30 Baily Peterson

2:50 Jenifer Iffrig

3:10 Alaina Leverenz

3:30 Lukas Woodman



2014 Portfolio Review Schedule – Wednesday, March 5th

(Studio Art, Graphic Design, Art Education)

8:30 Ashley Meyer

8:50 Jennifer Schweiss

9:10 Derrick Hayes

(Freshmen Observer Times)

9:30 Meghan Greenwalt

Madison Shaughnessy

9:50 Sara McCahon

Madison Shaughnessy

(10 minute break)

10:20 Hannah Glover

Samantha DeBrodie

10:40 Amanda Schulze

Samantha DeBrodie

11:00 Jenny Martin

11:20 Katherine Iffrig

11:40 Alison Godar

12:00 Isabella Long

(40 minute lunch break)

1:00 **REQUIRED FRESHMEN GROUP REVIEW SESSION**

2:00 Jasmine Meurer

2:20 Crystal Olney

2:40 Robin Powell

3:00 Lauren Rodewald

3:20 Teale Branstetter



Attachment #3 – Performance Assessment Days Paper Submission Guidelines:

Graphic Design
Portfolio Review March 4 and 5, 2014

Art Majors:

The WWU Art Faculty has scheduled a mandatory meeting for all art majors (Freshman-Seniors) on Monday February 24th 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
Creative Traits	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
	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	<ul style="list-style-type: none"> <input type="checkbox"/> Posted measurable program learning outcomes (objectives) <input type="checkbox"/> All outcomes are developed and include a mix of assessment measures. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Measurable program learning outcomes. <input type="checkbox"/> Learning outcomes are clearly articulated. 	<ul style="list-style-type: none"> <input type="checkbox"/> Program learning outcomes have been identified and are somewhat measurable 	<ul style="list-style-type: none"> <input type="checkbox"/> Program learning outcomes are not clear or measurable 	<ul style="list-style-type: none"> <input type="checkbox"/>
Assessment Measures	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Specific measures are clearly identified <input checked="" type="checkbox"/> Measures relate to program learning outcomes. <input checked="" type="checkbox"/> Measures can provide useful information about student learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some measurements are described, but need further description. 	<ul style="list-style-type: none"> <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. 	<p>If one assessment is going to represent all 7 objectives, the rubric needs to be aligned to the objectives and results reported individually.</p>

<p>Assessment Results</p>	<ul style="list-style-type: none"> <input type="checkbox"/> All learning outcomes are assessed annually; or a rotation schedule is provided. <input type="checkbox"/> Data are collected and analyzed to evaluate prior actions to improve student learning. <input type="checkbox"/> Standards for performance and gaps in student learning are clearly identified. 	<ul style="list-style-type: none"> <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"/> Data are aggregated in a meaningful way that the average reader can understand. <input type="checkbox"/> Standards for student performance and gaps in student learning are recognized. 	<ul style="list-style-type: none"> <input type="checkbox"/> Data collected and aggregated for at least one learning outcome (objectives). <input type="checkbox"/> Data collection is incomplete <input type="checkbox"/> Standards for student performance and gaps in student learning are not identified. 	<ul style="list-style-type: none"> <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. 	<p>Data is the same for all 7 objectives, need to provide a deeper understanding of student learning throughout the curriculum of the program.</p>
<p>Assessment Component</p>	<p>Assessment Reflects Best Practices</p>	<p>Assessment meets the expectations of the University</p>	<p>Assessment needs Development</p>	<p>Assessment is Inadequate</p>	<p>Comments:</p>
<p>Faculty Analysis and Conclusions</p>	<ul style="list-style-type: none"> <input type="checkbox"/> All faculty within the program synthesize the results from various assessment measures to form conclusions about each learning 	<ul style="list-style-type: none"> <input 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 	<ul style="list-style-type: none"> <input type="checkbox"/> Some program faculty receive annual assessment results <input type="checkbox"/> Faculty input about results is sought 	<ul style="list-style-type: none"> <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 	<p>No discussion of other faculty involved in the writing of the report, not able to answer.</p>

	<p>outcome.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Includes input from adjunct faculty. <input type="checkbox"/> Includes input from outside consultant. 	<p>assessment results.</p>		<p>too few graduates to suggest any changes.</p>	
<p>Actions to Improve Learning and Assessment</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A comprehensive understanding of the program's assessment plan and suggestions for improvement. <input type="checkbox"/> Clearly stated adjustments in curriculum as a result of assessment data. 	<ul style="list-style-type: none"> <input type="checkbox"/> Description of the action to improve learning or assessment is specific and relates directly to faculty conclusions about areas for improvement. <input type="checkbox"/> Description of action includes a timetable for implementation and identifies who is responsible for action <input type="checkbox"/> Actions are realistic, with a good probability of improving learning or assessment. 	<ul style="list-style-type: none"> <input type="checkbox"/> At least one action to improve learning or improve assessment is identified. <input type="checkbox"/> Adjustments to the assessment plan are proposed but not clearly connected to data <input type="checkbox"/> Minimal discussion of the effectiveness of the assessment plan; minimal discussion of changes, if needed. 	<ul style="list-style-type: none"> <input type="checkbox"/> No actions are taken to improve student learning. <input type="checkbox"/> Actions discussed are not connected to data results or analysis. <input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes. 	<p>No discussion on assessing the assessment process or future changes for the program. Good review of the review of the portfolios, but that was the only one discussed.</p>

Additional Comments:

The program might want to consider assessing student learning in more than the one ART470 course. Realizing that this is the capstone course and it is a natural selection for assessment, there might some benefit to assessment of objectives earlier on in their course work and then again in ART470 to show improvement and gains in what students have learned.



For Benchmarks: when the reports states: “students are expected to score at or above the expected range for their class rank...” what are those expectations? The other benchmarks listed specific percentages that students were to obtain.

On Objective 1, ART276 is listed as an assessment component but it is not a required class on the course matrix? Is the matrix incorrect?

Thank you for the specific number of students who participated in the assessment and the detail in the provided data. This helps to understand what is happening in the assessment.

One aspect of the assessment might focus in on the specific objectives on the students work that is presented at assessment day and for the portfolio review. If the data presented was specific to the objective and not the rubric as a whole that would be more beneficial to the process. Meaning if the rubric was aligned with the 7 program objectives then the report would report all 7-rubric criteria separately instead of as one holistic score representing all 7 objectives collectively. There might be some areas on the rubric that students scored lower or higher on?

The cost of the external evaluators needs to be reported to Assessment, as that will be a cost to that department in the future.

The assessment of the assessment process was completely deleted from the template as well as changes based on assessment. That is why those 2 sections of the report marked low in the rubric. There was no discussion of that happening or any future changes that were in process for the upcoming year.