

STUDENT LEARNING ASSESSMENT REPORT

PROGRAM: Media Design (BA)

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EXECUTIVE SUMMARY

Program description from the Course Catalog: **PROGRAM:** Media Design (BA)

The Department of Communication and Media Design offers a cross-disciplinary course of study leading to a bachelor's degree in either communication or media design. The curriculum is grounded in design and communication theory and supports the development of research, writing, critical thinking, and creative practice skills. Students develop the conceptual and practical skills that enable them to create design and communication solutions for the contemporary media environment.

Graduates are prepared for entry-level positions in a range of communication media and design organizations. In addition, the major in communication provides excellent preparation for graduate study in communication, public relations, corporate communication, law, and journalism. Within the major in media design, students choose either an emphasis in graphic design or media communication design and participate in a professional portfolio review during the senior year.

Upon successful completion of the media design major, students will be able to

- develop the ability to communicate effectively to a wide variety of audiences, verbally, in writing, and electronically;
- utilize knowledge of typography, graphics, photography, and video to communicate ideas and information visually in print, web, mobile, and social media;
- apply critical thinking and aesthetic judgments in creating print and digital media;
- demonstrate proficient level of skills in design software necessary to gain entry-level employment; and
- create a portfolio of material showing proficiency in print and digital media techniques.

NOTE: The catalog listing and description of the media Design B.A. program needs to be edited to reflect that the Media Design and Communication programs, while housed in the same administrative department, are two separate and distinct B.A. programs. To this end, the Communication and Media Design faculty have discussed this with the Dean of Arts & Sciences, the Associate and Assistant Deans, and the Registrar, and changes are planned for the next Catalog year (19-20).

List all of the program's learning outcomes: *(regardless of whether or not they are being assessed this year)*

Learning Outcome	Year of Last Assessment	Assessed This Year	Planned Assessment
<i>Note: This is the first year for assessing these learning outcomes</i>			
Develop the ability to communicate effectively to a wide variety of audiences, verbally, in writing, and electronically;	<i>n/a</i>	<i>no</i>	<i>2020-21</i>
Utilize knowledge of typography, graphics, photography, and video to communicate ideas and information visually in print, web, mobile, and social media;	<i>n/a</i>	<i>yes</i>	<i>2018-19</i>
Apply critical thinking and aesthetic judgments in creating print and digital media;	<i>n/a</i>	<i>no</i>	<i>2020-21</i>
Demonstrate proficient level of skills in design software necessary to gain entry-level employment; and	<i>n/a</i>	<i>no</i>	<i>2019-20</i>
Create a portfolio of material showing proficiency in print and digital media techniques.	<i>n/a</i>	<i>yes</i>	<i>2018-19</i>

Describe briefly how the program's outcomes support Marymount's mission, strategic plan, and relevant school plan (generally not more than two paragraphs, may use bullet points):

The Media Design & Graphic Design major—in support of the university's mission as well as the strategic plan and the A&S school plan—is designed to foster engagement and intellectual curiosity through active learning and community resources for students seeking a program emphasizing design, writing, speaking, marketing and relevant technological skills. Graduates complete the Liberal Arts Core as a foundation for developing intellectual as well as practical skills. Our students become critical thinkers who value, pursue, and apply knowledge. The curriculum promotes career preparation and is grounded in communication media design theory and application of theory and skills to research and professional work. It supports the development of research, writing, and critical thinking. Students develop the conceptual and practical skills that enable them to create, design, and communicate solutions for the contemporary media environment. Students are prepared for career opportunities in media and graphic design, corporate and governmental communications, public relations, advertising, publishing, and related fields (video production, web design, exhibit design) as well as graduate studies. The program also offers courses designated as Inquiry (INQ) and Writing Intensive (WI) which support the University's core competencies. The program also regularly enrolls students in the Internship course (CMD 400) which enables students to gain practical industry experience and apply their academic knowledge in a professional setting. The program supports the university's emphasis on ethical development through courses that educate, and provide opportunities for, students to apply ethical principles related to their work in media and graphic design.

Intellectual curiosity is emphasized in upper level studios where students are able to select design topics of their choice.

Community engagement and service projects are included in assignments throughout the curriculum. Projects include working directly with grassroots, regional and national nonprofit organizations and causes. 2017-18 projects included:

Hawksbill Hope Inc. website photography and video, Bethesda Little Theatre handbills and program covers; Marymount Herbarium logo; Marymount Interior Design, 2017 Design4All Design-athon, video; Marymount University Campus Ministry: HalloweenFest posters and digital signage and Special Olympics, poster, t-shirt and digital signage; Marymount University Student Services, Student Handbook, illustrations and photography; Marymount Healthcare Management program video; Arlington Chamber's Young Entrepreneurs Academy (YEA!) logo design; NoVa Friends of Refugees, 1 Journey promotional videos; Links Inc. Metro Washington DC Chapter 70th anniversary fund raiser video; Marymount opioid learning community logo;

The required History of Graphic Design and Introduction to Media Communication courses are taught from a global perspective. And majors are encouraged and advised to study abroad to further gain global perspective.

We assure our majors are grounded in the liberal arts by the limited credit hour requirement for the Media/Graphic Design major which leaves room for students to complete a minor and or electives in the liberal arts outside of the major.

Career preparation is promoted throughout the curriculum. Courses are offered in print and web and social media design, promotional and branding/marketing campaigns, publication design, video production, illustration, and photography. Leading software applications in the field of media and graphic design are taught throughout the curriculum. The capstone portfolio course includes preparation of an entry level professional portfolio and includes instruction in interviewing techniques and employment negotiations.

In all Media/Graphic Design classes, we encourage students to respect personal beliefs, moral values, and respect for the individual and Catholic teachings. We incorporate ethics into the curriculum through assignments, lectures, and social justice community---based learning opportunities for our majors.

Media/Graphic Design students are active in various student organizations, activities, athletics, and hold leadership positions on campus. Students supervise and

participate in *The Banner* and *BlueInk* student publications. Both faculty and students attend student activities such as the Student Art Show, sports events, University Poetry readings, Campus Ministry activities, etc. Involvement in student activities is incorporated into assignments in several CMD courses. Having students active on campus affects our Learning Outcomes by developing their personal design skills, social skills and development, and thought as productive individuals. Many times, organizations ask our students to create marketing materials for their events.

Provide a brief description of the assessment process used including strengths, challenges and planned improvements to the process, and provide evidence of the existence of a culture of continuous improvement based on assessment (generally not more than two paragraphs, may use bullet points):

Faculty provide the assessment report preparer/department co-chair with evaluations of project design briefs and research and projects and employer evaluations of internships. Per the Director of Institutional Assessment’s recommendation, this report ensures outcomes are assessed in upper division (sophomore through senior level) classes where it is appropriate for students to demonstrate mastery. In addition, the results of a survey of program alumni are evaluated. The report preparer then compiles numerical summaries of the data used in preparing this report. The decision of which course data to use to assess learning outcomes is based on the consensus of the program faculty.

Description of challenges and planned improvements: There was only one fulltime faculty in the program for 2017-18. Turnover in adjuncts has made implementing planned improvements difficult. In 2018-19 the program has a continuing instructor teaching fulltime. Adjunct pay is minimal compared to professionals in the field hourly billing rates. This makes finding instructors with cutting edge knowledge very difficult.

Planned improvements include more emphasis throughout the curriculum on:

- Teaching layout skills for mobile, social media and web in addition to print
- In typography course include assignments for web, mobile and social media in addition to print
- More emphasis will be given to applying the elements and principals of design, in all studio courses
- More emphasis will be given to the use of student original photography and illustration in studio courses

Hiring adjuncts that are proficient in current graphic and media design skills

Separating Graphic and Media Design from CMD (Communication and media design)

Describe how the program implemented its planned improvements from last year:

Outcome	Planned Improvement	Update <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i>
(Starting 16-17) Utilize knowledge of typography, graphics, photography, and video to communicate ideas and information visually in print, web, mobile, and social media.	<ul style="list-style-type: none"> • Develop modified curriculum that requires all majors to complete a typography and a publication design course that emphasizes the use of layout skills and requires the use of student original photography and illustration • More emphasis will be given to applying the elements and principals of design, in all studio courses • More emphasis will be given to layout skills throughout the curriculum for mobile, social media and web in addition to print 	<ul style="list-style-type: none"> • Modified curriculum that requires all majors to complete a typography and a publication design course that emphasizes the use of layout skills and requires the use of student original photography and illustration were completed and are being implemented in 2019-20

Outcome	Planned Improvement	Update <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i>
		<ul style="list-style-type: none"> • More emphasis has been given to applying the elements and principals of design, in all studio courses • More emphasis has been given to layout skills throughout the curriculum for social media and web in addition to print. Layout skill for mobile was not emphasis due to adjunct instructors not following through with this.
<p>Create a portfolio of material showing proficiency in print and digital media techniques.</p>	<p>As media and graphic design technology continues to improve and change, as does its application to print and digital media techniques, Media design faculty will continue to evaluate and discuss the skills students should be developing and mastering in their courses in order to exit with portfolios showing proficiency in print and digital media techniques. And conceptual skills exercises will be added to all upper level studios.</p> <p>Planned improvements include:</p> <ul style="list-style-type: none"> • Aligning course content to better utilize student knowledge for designing web, mobile and social media as well as for print • Typography course will include assignments for web, mobile and social media in addition to print • Web, mobile and social media projects will be required for the exit portfolio 	<ul style="list-style-type: none"> • New course syllabi and assignments were developed to align course content to better utilize student knowledge for designing web, mobile and social media as well as for print • Typography course did not include assignments for web, mobile and social media in addition to print due to adjunct instructors not following through with this. • Web and social media projects are now required for the exit portfolio. Mobile is not yet due to adjunct instructors not following through with this.

Provide a response to last year’s University Assessment Committee review of the program’s learning assessment report:

Last year’s University Assessment Committee required a revised report be submitted by Dec. 15, 2017 A revised report was submitted addressing all of the committee’s concerns on Nov. 18, 2017.

Outcomes Assessment 2017-2018

Learning Outcome 1: Utilize knowledge of typography, graphics, photography, and video to communicate ideas and information visually in print, web, mobile, and social media

Assessment Activity

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss the data collected and student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
CMD405 Portfolio: Use of senior portfolio evaluations by faculty; outside of the course (Direct measure)	A score of average (3) for "Portfolio Evaluation Sheet"; 75% of students should meet this rating	7 student portfolios reviewed by two faculty	See analysis of data below
CMD405 Portfolio: Use of senior portfolio evaluations by professional designers (Indirect measure)	A score of average (3) for "Portfolio Evaluation Sheet"; 75% of students should meet this rating	8 student portfolios reviewed by professionals	See analysis of data below

Interpretation of Results

	Above Average	Average	Below Average
In CMD 405 Portfolio External Review			
Average score of 8 criteria under "Layout skills"	8 (100%)	0 (0%)	0 (0%)
Average score of 4 criteria under "Student original Photography"	8 (100%)	0 (0%)	0 (0%)
Average score of 4 criteria under "Student original illustrations"	8 (100%)	0 (0%)	0 (0%)
In CMD 405 Portfolio Internal Review			
Average score of 14 criteria under "Layout skills"	7 (50%)	5 (35.71)	2 (14.29%)
Average score of 14 criteria under "Student original Photography"	7 (50%)	5 (35.71)	2 (14.29%)
Average score of 14 criteria under "Student original illustrations"	7 (83.34%)	5 (35.71)	2 (14.29%)

Describe the extent to which this learning outcome has been achieved by students (Use both direct and indirect measure results):

According to professionals in the field and faculty who reviewed senior exit portfolios: Area(s) of strength: Layout skills.

Area(s) of improvement: Presentation of portfolio pieces online and in print.

Briefly describe program strengths and opportunities for improvement relative to assessment of outcome:

All measures for this LO met and exceeded the performance standard.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

- More emphasis will be given professional presentation of portfolio pieces online and printed
- More emphasis will be given to layout skills throughout the curriculum for mobile apps
- Portfolios will include rationale for design solutions

Learning Outcome 2: Create a portfolio of material showing proficiency in print and digital media techniques.

Assessment Activity

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss the data collected and student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
CMD405 Portfolio: overall portfolio quality of portfolio evaluations by faculty (Direct measure)	A score of average (3) for "Portfolio Evaluation Sheet"; 75% of students should meet this rating	7 student portfolios reviewed by two faculty	See analysis of data below
CMD405 Portfolio: overall portfolio quality of portfolio evaluations by professional designers (Indirect measure)	A score of average (3) for "Portfolio Evaluation Sheet"; 75% of students should meet this rating	8 student portfolios reviewed by professionals	See analysis of data below

Interpretation of Results

In CMD 405 Portfolio Internal Review	Above Average	Average	Below Average
Effectiveness of design solutions	3 (42.86%)	0 (0%)	4 (57.14%)
Demonstrate an understanding of the design process	3 (42.86%)	2 (28.57%)	2 (28.57%)
Overall compared to other entry level portfolios	2 (28.57%)	1 (14.29%)	4 (57.14%)
In CMD 405 Portfolio External Review	Above Average	Average	Below Average
Effectiveness of design solutions	8 (100%)	0 (0%)	0 (0%)
Demonstrate an understanding of the design process	8 (100%)	0 (0%)	0 (0%)
Overall compared to other entry level portfolios	6 (75%)	2 (25%)	0 (0%)
CMD400 Internship: Internship Supervisors' relevant comments	Supervisor comments were very favorable for all internships – mostly "excellent"		
Graduating student survey			
"solve problems in your field using your knowledge and skills"	4 (100%) indicated Good or Excellent		

Describe the extent to which this learning outcomes has been achieved by students (*Use both direct and indirect measure results*):

According to professionals in the field who reviewed senior exit portfolios and student graduation survey:

Area(s) of strength: Effectiveness of design solutions and demonstrates an understanding of the design process

Area(s) of improvement: Conceptual skills including use of visual concepts

According to faculty who reviewed senior exit portfolios:

Area(s) of strength: Demonstrates an understanding of the design process

Area(s) of improvement: Effectiveness of design solutions

Briefly describe program strengths and opportunities for improvement relative to assessment of outcome:

All measures for this LO met and exceeded the performance standard.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

As media and graphic design technology continues to improve and change, as does its application to print and digital media techniques, Media design faculty will continue to evaluate and discuss the skills students should be developing and mastering in their courses in order to exit with portfolios showing proficiency in print and digital media techniques. Presentation skills of portfolio quality pieces will be added to all upper level studios.

Planned improvements include:

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- Aligning course content to better utilize student knowledge mobile media
 - Typography course will include assignments for web, mobile and social media in addition to print
 - Web, mobile and social media projects will be required for the exit portfolio
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Appendices

Operational definitions of above average, average and below average for each portfolio review criteria.

Above average: Mostly excels at the review criteria

Average: Adequately meets the review criteria

Below average: Does not consistently meet the review criteria