

STUDENT LEARNING ASSESSMENT REPORT, 2018-2019

PROGRAM: Graphic and Media Design (B.A.)

SUBMITTED BY: Barry Erdeljon (second/new Chair: Bridget Murphy)

DATE: 9/2019

Executive Summary: Description of Assessment Process

Program description from the 2018-19 Course Catalog: PROGRAM: Graphic & Media Design (BA)

Marymount’s Graphic and Media Design program prepares students for careers as creative, proficient, and ethically responsible graphic and media designers. The curriculum provides a foundation in graphic and media design theory and the development of research, writing, critical thinking, and creativity. Students develop the conceptual and technical skills to create graphic and media designs, digital photography, illustration, video productions and motion graphics. Course-work includes branding and marketing campaigns, publication design, poster and brochure design, and social media campaigns. An emphasis is on communication design solutions for the contemporary media environment, including print, online publications, websites, and social media.

In addition to learning the fundamentals of the graphic and media design discipline, students also choose a specialty area of study, including:

- Graphic Design
- Media Design
- Visual Communication
- Web Design

Graduates are prepared for entry-level positions in graphic and media design at corporations, nonprofits, institutions, government agencies, design studios, advertising agencies, public relation firms, book, magazine, and newspaper publishers, web and mobile app developers, and exhibit design, video, and motion graphic production companies.

Upon successful completion of the graphic and 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 via print, web, mobile, and social media; and
- apply critical thinking and aesthetic judgments in creating print and digital media.

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

Learning Outcome	Year of Last Assessment	Assessed This Year	Planned Assessment
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>2019-20</i>
Utilize knowledge of typography, graphics, photography, and video to communicate ideas and information visually in print, web, mobile, and social media;	<i>2017-18</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>2019-20</i>
Demonstrate proficient level of skills in design software necessary to gain entry-level employment; and	<i>n/a*</i>	<i>no</i>	<i>2020-21</i>
Create a portfolio of material showing proficiency in print and digital media techniques.	<i>2017-18</i>	<i>yes</i>	<i>2018-19</i>

* Revised in 2017-18 and have not been assessed yet.

Provide a brief description of the assessment process used including how results are shared and discussed and strengths, challenges, and planned improvements to the process, providing evidence of a culture of continuous improvement based on

assessment. If there is something that is impeding your ability to implement improvements, please comment on those issues (generally not more than two paragraphs, may use bullet points):

The assessment process:

Faculty provide the assessment report preparer (department chair) with evaluations of project design briefs, research, projects, and employer evaluations of internships. Both faculty and professionals working in the field of graphic and media design evaluate senior level exit portfolios that included a compilation of work created throughout the students studies in the program. Depending on the measure, evaluators are given a rubric to use during the evaluation process and the data is collected from the rubrics. 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. 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 the internship evaluations, the Graduating Student Survey along with the Alumni Survey are evaluated and help with the overall assessment of the Graphic and Media Design Program.

How results are shared

The final assessment report is reviewed by all fulltime faculty in the program. Adjuncts are provided with portions of the report that are applicable to their courses. Adjuncts are given outcomes and explained the assessment collection process when hired and at the beginning of each semester and are expected to address planned improvements in their course(s). All faculty are required to include course objectives in their syllabi relevant to the program outcomes.

Description of challenges: Turnover in adjuncts has made implementing planned improvements difficult. Adjunct pay is minimal compared to professionals in the field hourly billing rates. This makes finding instructors with applicable knowledge very difficult. All instructors are now required to share all student completed assignments that are relevant to outcomes. This allows the preparer to extract the data as needed when an instructor leaves. Some reviewers were provided with an outdated review form instead of the form they were assigned to use. Some students chose not to have their portfolios reviewed even though this is a required assignment in the portfolio class. Some reviewers chose not to score all of the criteria on the review forms.

Planned improvements: Modify the portfolio review form to better align with outcomes. Provide reviewers with better instructions to assure reviews are fully completed. Faculty need to hold senior students accountable for having both internal and external reviewers complete the evaluation. The department needs to scour the Web to locate and remove any previous versions of the portfolio review form.

include more emphasis throughout the curriculum on:

- Presentation of creative rationale and design direction both written and orally
- More emphasis on design solution concepts
- Teaching layout skills for mobile, social media and web in addition to print
- Aligning course content to better utilize student knowledge of 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
- Stronger and complete portfolios, both online and in print, will be required. Portfolios will include a creative rationale, stated design direction, demonstrate strong craftsmanship and technical acumen in the portfolio.

Closing the Loop: Progress on Planned Improvements from Prior Year

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>
<p>Utilize knowledge of typography, graphics, photography, and video to communicate ideas and information visually in print, web, mobile, and social media.</p>	<ul style="list-style-type: none"> • 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 rational for design solutions 	<ul style="list-style-type: none"> • In upper level studio courses more emphasis was given to professional presentation of portfolio pieces online and printed by requiring more presentations in class and online for each project including in Publication Design, Web & Social Media Design, Comm. and Design Studio and Portfolio courses • Giving more emphasis to layout skills throughout the curriculum for mobile apps is being phased in. Instructors during 2018-19 were not experienced in this area. Fulltime faculty in upper level courses in 2019-20 will include this in their studio courses such as in the Typography and Publication Design. • Some students began to include rational for design solutions in their exit portfolios. This assignment requirement is still being phased in and will be fully implemented Ay 2019-20.
<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, Graphic and 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.</p> <p>----- Planned improvements include:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Aligning course content to better utilize student knowledge of mobile media is being phased in and will continue to be in 2019-20. • Typography course included assignments for web, mobile and social media in addition to print. More will be phased in over time. • Web, mobile and social media projects are now required for the exit portfolios.

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

Comment from 2018-19 report by Assessment Committee: “Keep up the good work. Please provide a more robust discussion of your analysis of results and implications for the future.”

Response: Please see this year’s “interpretation of results” section and “update” section of planned improvements for each outcome with more details.

Outcomes Assessment 2018-2019

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

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define the acceptable level of student performance.</i>	Data Collection <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i>	Result <i>Did you meet your target? What was the result?</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	Target was met in each of the areas: <i>Typography:</i> 89.28% scored 'Average' to 'Above Average' <i>Visuals:</i> 85.71% scored 'Average' to 'Above Average' <i>Appropriateness of visuals:</i> 100% scored 'Average' to 'Above Average' (see detailed information below)
CMD405 Portfolio: Use of senior portfolio evaluations by professional designers/external (Indirect measure)	A score of average (3) for "Portfolio Evaluation Sheet"; 75% of students should meet this rating	9 student portfolios reviewed by professionals	Target was met in each of the areas: <i>Typography:</i> 88.88% scored 'Average' to 'Above Average' <i>Visuals:</i> 100% scored 'Average' to 'Above Average' <i>Appropriateness of visuals:</i> 100% scored 'Average' to 'Above Average' (see detailed information below)

Interpretation of Results

	Above Average	Average	Below Average
In CMD 405 Portfolio Internal Reviews			
Average and Above score for criteria "Choice of" & "Use of Typography" 25 out of 28 , 89.28%	3 (10.71%)	22 (78.57%)	3 (10.71%)
Average and Above Average score for criteria "Choice of" & "Use of Visuals " 20 out of 28, 85.71%	7 (25%)	17 (60.71%)	4 (28.57%)
Average and Above average score for criteria "Appropriateness of visual concept" and " Appropriate choice of style" 11 out of 11, 100%	2 (18.18%)	9 (81.81%)	0 (0%)
In CMD 405 Portfolio External Reviews			
Average and Above score for criteria "Choice of" & "Use of Typography" 16 out of 18, 88.88%	7 (38.88%)	9 (50.00%)	2 (11.11%)
Average and Above Average score for criteria "Choice of" & "Use of Visuals " 18 out of 18, 100%	12 (66.66%)	6 (33.33%)	0 (0%)

Average and Above average score for criteria “Appropriateness of visual concept” and “ Appropriate choice of style” 11 out of 11, 100%	9 (81.81%)	2 18.18%	0 (0%)
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Interpretation of Results

Analysis and Implications: *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

This performance standard was fully met. Over 75% of students met this outcome by achieving a 3 (‘average’ or ‘above average’) on the exit portfolio reviews. We did have some students evaluated ‘below average’ and the department will continue to focus on these students as well. Students ability to utilize knowledge of typography, graphics, photography, to communicate ideas and information visually in print, web, mobile, and social media will continue to be emphasized throughout the curriculum. Students will be required to utilize these abilities for a greater variety of media and for the ever changing applications of graphic and media design. More emphasis will be given to the use of typography, photography and illustration when creating design layouts. Presentation of creative design rationale both written and orally will be added to course assignments to support students’ ability to state a project’s purpose and justification for design decisions. Students will communicate the rationale for utilizing typography, graphics, photography to communicate ideas and information visually in print, web, mobile, and social media.

The Graduating Student Survey question: “solve problems in your field using your knowledge and skills” indicated ‘Good’ or ‘Excellent’ rating (4; 85.7%). Students believe they have the knowledge and skills to solve design problems.

In addition, CMD400 Internship: Internship Supervisors’ relevant comments: Supervisor comments were very favorable for all internships – mostly “excellent.” Another supporting data source supporting our students’ knowledge of typography, graphics, photography, to communicate ideas and information visually in print, web, mobile, and social media.

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

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/internal (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	Target was met in each of the areas: <i>Effective Design Solutions:</i> 100% scored 'Average' to 'Above Average' <i>Understanding of the Design Process:</i> 85.71% scored 'Average' to 'Above Average' <i>Compared to entry level portfolios:</i> 75% scored 'Average' to 'Above Average' (see detailed information below)
CMD405 Portfolio: overall portfolio quality of portfolio evaluations by professional designers/external (Indirect measure)	A score of average (3) for “Portfolio Evaluation Sheet”; 75% of students should meet this rating	9 student portfolios reviewed by professionals	Target was met in each of the areas: <i>Effective Design Solutions:</i> 100% scored 'Average' to 'Above Average' <i>Understanding of the Design Process:</i> 100% scored 'Average' to 'Above Average'

			Compared to entry level portfolios: 88.88% scored 'Average' to 'Above Average' (see detailed information below)
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Interpretation of Results

In CMD 405 Portfolio Internal Review	Above Average	Average	Below Average
Average and Above average score for criteria “ Effectiveness of design solutions” 7 out of 7, 100%	4 (57.14%)	3 (42.86%)	0 (0%)
Average and Above average score for criteria “Demonstrate an understanding of the design process” 6 out of 7, 85.71%	1 (14.29%)	5 (71.43%)	1 (14.29%)
Average and Above average score for criteria “Overall compared to other entry level portfolios” 9 out of 12, 75%	2 (16.17%)	7(58.33%)	3 (25.00%)
In CMD 405 Portfolio External Review	Above Average	Average	Below Average
Average and Above average score for criteria “ Effectiveness of design solutions” 9 out of 9, 100%	6 (66.66%)	3 (33.33%)	0 (0%)
Average and Above average score for criteria “Demonstrates an understanding of the design process” 9 out of 9, 100%	8 (88.88%)	1 (0%)	0 (0%)
Average and Above average score for criteria “Overall compared to other entry level portfolios” 8 out of 9, 88.88%	4 (44.44%)	4 (44.44%)	1 (11.11%)

Analysis and Implications: *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

This performance standard was fully met. Over 75% of students met this outcome by achieving a 3 (‘average’ or ‘above average’) on the exit portfolio reviews. Creating a portfolio of design work showing proficiency in print and digital media techniques will continue to be emphasized throughout the curriculum. More emphasis will be given to presentation, craftsmanship, and technical expertise. Portfolios will require written statements of project purpose and rationale for creative concepts and design directions. Courses will include assignments for a greater variety of media and for the ever changing applications of graphic and media design. Greater variety of applied media will include mobile and apps.

The following are items that will be addressed:

- Require three formats for all final projects: print copy (when appropriate); pdf, and epub (online publication);
- Ongoing review of file formats that are appropriate for print, web/online, and video;
- Portfolios will have high resolution pdfs for downloading; active links directing viewers to final projects; strong, clear rationale statements.

Appendices *(please only include items that will help reviewers understand your process – for example, test questions, rubrics, survey questions, more detailed description of assessment measures, summary tables of survey results, etc.)*

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

Revised student portfolio evaluation for 2019-20:
One for Internal Review

2019-20 Learning Outcomes being assessed:

1. Apply critical thinking and aesthetic judgments in creating print and digital media;
2. Develop the ability to communicate effectively to a wide variety of audiences, verbally, in writing, and electronically;

GRADUATION DATE _____ Student Name _____

**Graphic and Media Design Senior Portfolio
 Internal Design Evaluation Form**

	3 ABOVE AVERAGE	2 AVERAGE	1 BELOW AVERAGE
PRESENTATION SKILLS			
Ability to state project purpose	3	2	1
Rationale of design directions	3	2	1
Displays professional attitude & appearance	3	2	1
Demonstrate competency in technical preparation of portfolio pieces	3	2	1
Craftsmanship of portfolio pieces	3	2	1
CONCEPTUAL SKILLS			
Appropriateness of conceptual directions	3	2	1
Use of visual concepts	3	2	1
Appropriate stylistic approaches	3	2	1
Effectiveness of design solutions	3	2	1
LAYOUT SKILLS			
Choice of typography	3	2	1
Use of typography	3	2	1
Choice of visuals	3	2	1
Use of visuals	3	2	1
Choice of color schemes	3	2	1
Use of color	3	2	1
Page layout	3	2	1
Arrangement of design elements	3	2	1
Use of formats	3	2	1
STUDENT'S USE OF ILLUSTRATIONS IN DESIGNS			
Appropriateness of visual concept	3	2	1
Choice of subject matter	3	2	1
Appropriate choice of style	3	2	1
STUDENT'S USE OF PHOTOGRAPHY PIECES IN DESIGNS			
Appropriateness of visual concept	3	2	1
Choice of subject matter	3	2	1
Appropriate choice of style	3	2	1
OVERALL			
Ability to accept criticism	3	2	1
Demonstrates an understanding of the graphic design process	3	2	1
Compared to other entry level portfolios	3	2	1

Marymount University Graphic and Media Design

GRADUATION DATE _____ Student Name _____

Please email completed signed form to: barry.erdelion@marymount.edu Thank you!

**SENIOR PORTFOLIO
Design Evaluation Form**

	3 ABOVE AVERAGE	2 AVERAGE	1 BELOW AVERAGE
PRESENTATION SKILLS			
Ability to state project purpose	3	2	1
Rationale of design directions	3	2	1
Displays professional attitude & appearance	3	2	1
Demonstrate competency in technical preparation of portfolio pieces	3	2	1
Craftsmanship of portfolio pieces	3	2	1
CONCEPTUAL SKILLS			
Appropriateness of conceptual directions	3	2	1
Use of visual concepts	3	2	1
Appropriate stylistic approaches	3	2	1
Effectiveness of design solutions	3	2	1
LAYOUT SKILLS			
Choice of typography	3	2	1
Use of typography	3	2	1
Choice of visuals	3	2	1
Use of visuals	3	2	1
Choice of color schemes	3	2	1
Use of color	3	2	1
Page layout	3	2	1
Arrangement of design elements	3	2	1
Use of formats	3	2	1
STUDENT'S USE OF ILLUSTRATIONS IN DESIGNS			
Appropriateness of visual concept	3	2	1
Choice of subject matter	3	2	1
Appropriate choice of style	3	2	1
STUDENT'S USE OF PHOTOGRAPHY PIECES IN DESIGNS			
Appropriateness of visual concept	3	2	1
Choice of subject matter	3	2	1
Appropriate choice of style	3	2	1
OVERALL			
Ability to accept criticism	3	2	1
Demonstrates an understanding of the graphic design process	3	2	1
Compared to other entry level portfolios	3	2	1