BFA Graphic Design

Annual Program Report Template

Year:	2022-2023
Program:	BFA Graphic Design
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Summary of Continuous Improvement Efforts since Last Report

Provide a brief description of how assessment results have been used for program improvement. Point to a specific example of how an assessment provided the program with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.

Fall 2022				
K. Okiakosa	<mark>3</mark>	<mark>3</mark>	<mark>3</mark>	<mark>3</mark>
E. Torres	<mark>4</mark>	<mark>3.5</mark>	<mark>3.5</mark>	<mark>3</mark>
D. Johnson	<u>1</u>	<mark>2</mark>	<mark>2</mark>	<mark>1</mark>
Z. Foster	4	<mark>4</mark>	<mark>4</mark>	<mark>4</mark>
<mark>D. Hurtado</mark>	2.5	<mark>2.5</mark>	<mark>2.5</mark>	<mark>2.5</mark>
<mark>Longoria</mark>	<mark>4</mark>	<mark>4</mark>	<mark>4</mark>	<mark>4</mark>
C. Neloms	<mark>4</mark>	<mark>4</mark>	<mark>3.5</mark>	<mark>4</mark> 4
Spring 2023				
D. Harris	<mark>4</mark>	<mark>4</mark>	<mark>4</mark>	<mark>4</mark>
<mark>Y. Khawehir</mark>	<mark>4</mark>	<mark>3</mark>	<mark>3.5</mark>	<mark>3.5</mark>
<mark>J. Littleton</mark>	<mark>4</mark>	3 3	<mark>4</mark>	<mark>4</mark>
D. Rahming	<mark>4</mark>	<mark>4</mark>	<mark>4</mark>	<mark>4</mark>
Y. Maldonado	<mark>2</mark>	<mark>1</mark>	<mark>1.5</mark>	1.5
P. Wooten	<mark>3.67</mark>	<mark>4</mark>	<mark>4</mark>	<mark>3.3</mark>
Total students	<mark>13</mark>	<mark>13</mark>	<mark>13</mark>	<mark>13</mark>
# scoring 3 or above	<mark>10</mark>	<mark>10</mark>	<mark>10</mark>	<mark>10</mark>
% scoring 3 or above	<mark>76.9%</mark>	<mark>76.9%</mark>	<mark>76.9%</mark>	<mark>76.9%</mark>

Respond here:

The BFA in Graphic Design program is based on the students' senior thesis capstone project, which includes creating a series of artworks, a written paper, and an oral defense completed in tandem with course ARTS 4399, Senior Thesis & Exhibition. This is a rigorous course and capstone completed at the end of the degree program, and is modeled in structure on the MFA thesis, a format that helps students prepare to promote their work or pursue graduate study upon completion. There are 4 Outcomes that are measured for reporting, which include 1. students' ability to create a series of original artworks; 2. students' ability to analyze and describe the formal appearance of artwork, both orally and in writing; 3. students' ability to defend the series of works orally; and 4. students' ability to defend the artwork in writing. Achievement Targets were set with the goal that 78% of students will achieve above average results (3 or above on a rubric of 1-4) in each Outcome (see attached rubric).

Results have fluctuated from 100% above average performance in all four Outcomes in 2019-2020; to 80% for Outcome 1, 70% for Outcome 2, 80% for Outcome 3, and 70% for Outcome 4 in 2020-2021, to 90% for Outcome 1, 50% for Outcome 2, 90% for Outcome 3, and 80% for Outcome 4 in 2021-2022. Since the data indicates a dip and then a slight increase in student performance, and since some of the assessments were conducted in a period marked by the potential for student struggles with the global pandemic and related personal or instructional difficulties, we determined to hold off until the next assessment year to implement any increases to our targets.

The assessment data has been useful for program improvement in all four Outcomes. Since the majority of students achieved above average (a 3 or above score on our rubric of 1-4) for Outcomes 1, 3, and 4, we determined in 2021-2022 to raise the benchmark for those outcomes from 75% to 78%, which we did in 2022-2023. The idea was for the results for Outcome 4 to be monitored because they dipped before recovering in 2021-2022. The assessment data is also helping to improve this program in the area of Outcome 2, formal analysis, for which student scores have been lower than anticipated. The Action Plan being implemented in 2022-2023 includes new outcomes and assignments for the Graphic Design courses that comprise the program and lead to the capstone project and assessment in order to increase the focus on learning formal analysis. These include assignments in writing, vocabulary, and presentations that help students analyze and clearly describe formal qualities and relationships in art.

Program Highlights Since Last Report: Identify and briefly discuss any programmatic curriculum changes made since the last report (e.g. new courses, course changes, SLO changes, course deletions).

Respond here:

Although classroom instructional updates were made to emphasize formal analysis and to enhance awareness of relationships between skill-building in classes for all four graphic design outcomes and successful graphic design capstone theses/assessments, our recently raised targets for outcomes 1, 3, and 4 were not met. Our action plan is to return the targets to 75% for all outcomes while continuing to implement curricular updates emphasizing relationships between skill-building in classes and successful capstone projects.

Table 1. Assessment Results and Analyses for Current Cycle.

STAGE 1: PLAN				STAGE 2: DO		STAGE 3: STUDY
Departmental	Program Student	Assessment	Assessment	Benchmark	Data Results	Actions/Goals Based on Data
Student Learning	Learning Outcome		Method/Locati	Expectations		Results* What do the data tell
Goal			on			you? How will you use this
						data? How were data from the
						last cycle used to make changes
						during this cycle, and What
						were the results of those
0.14		A.II .	-i · · ·	7004 6	(2022 2022)	changes?
Goal 1	Outcome 1	All outcomes	This outcome is	78% of students	(2022-2023)	For 2022-2023, students
Creating Design	Demonstrate the	for the BFA in	assessed as part	completing the	Non Met:	exceeded the previous 75%
Works	ability to Create Design	Graphic Design	of the students'	senior theses	The target for	target for 2021-2022 but fell
	Works	program are	senior thesis	assessment will	this outcome	short of the newly increased
It is expected that	11	assessed by the	capstone	do so with above	was met by	target of 78%. Compared to the
seniors preparing to	Upon completing the	students' senior	project in	average work	76.0% with 10	previous year, the percentage
complete the BFA in	program, students will	thesis capstone	conjunction	(scoring an	of 13 students	of students meeting the Target
Graphic Design	demonstrate the	project, which	with ARTS 4399,	average of 3 or	creating work	fell from 90% to 76.9%.
program will be able	ability to produce a	includes	Senior Thesis &	above on our	that is above	The language of the same of
to effectively initiate	series of original	creating a series	Exhibition.	rubric of 1-4)	average (scoring	The lower than anticipated
and produce a	design concepts in	of original,		that exhibits	an average of 3	scores possibly resulted from
conceptually unified	their medium/s of	technically	The method is	competent	or higher in our	several factors 1.) the BS in
body of original	specialization (usually	proficient,	that two faculty	technical	rubric of 1-4) in	Graphic Design degree program
graphic design artworks within the	both traditional and	artworks	form the thesis	achievement and	the areas of technical	is ending, so there may be a number of students that
medium/s of	electronic) that is		committee and		achievement	entered the BFA in Graphic
specialization,	original; that	investigating		originality while		Design that were not as
usually a	demonstrates the	particular	independently	pursuing a	and originality.	prepared as their peers to
combination of	application of the	subject matter;	assess the	consistent thesis		complete a capstone project.
traditional and	principles of design	as well as a	students'	investigation in		2.)Student engagement in
electronic. The	and color, exhibits the	written paper;	artistic work for	terms of subject		Graphic Design may be limited
rationale for this		and an oral	the capstone	matter,		because some students want to
goal is to	investigation of subject	defense that is	using the	materials, and		enter an Illustration
demonstrate the	matter, materials, and	completed in	following rubric	content.		concentration. Currently, an
Department's and	content; and reflects	conjunction	(detailed rubric			Illustration concentration is
Professional	the high quality	with course	attached):			being proposed within the
Standards expected	and rigor of education	ARTS 4399,	_			studio art major to
of a degreed	in the program.	Senior Thesis &	Outcome 1.)			accommodate these students
student in creativity,		Exhibition.	Student's ability			in the future and to allow us to
student in creativity,						in the luture and to allow us to

technical achievement, and originality, as well as the investigation of subject matter, materials, and content.		(see the method and rubric in the Method/Locatio n column.)	to initiate and produce an original work of art or solve a graphic design problem. Excellent (4), Above Average (3), Average (2), Below Average (1), Unacceptable (0))			assess nterested graphic design studentsi 3.)This is a transitional period for our Graphic Design program as new faculty will join the department in fall 2023 who will be advised to develop curriculum to improve student results in all outcomes. Our action plan is to return the targets to 75% for all outcomes while continuing to implement curricular updates emphasizing relationships between skill-building in classes and completing successful capstone projects.
Goal 2 Formal Analysis: It is expected that seniors preparing to complete the BFA in Graphic Design program will be able to independently utilize and apply the formal, conceptual, historical, and theoretical skills that they learned throughout their BFA Graphic Design education. This goal ensures the	Outcome 2 Demonstrate the Ability to Formally Analyze Art Upon completing the program, students will demonstrate the ability to analyze the work of art formally and contextualize the work of art in an art theoretical and an art historical context. Achieving this outcome demonstrates higherorder critical thinking and engagement with art in keeping with	All outcomes for the BFA in Graphic Design program are assessed by the students' senior thesis capstone project, which includes creating a series of original, technically proficient, artworks investigating particular subject matter; as well as a written paper;	This outcome is assessed as part of the students' senior thesis capstone project in conjunction with ARTS 4399, Senior Thesis & Exhibition. The method is that two faculty form the thesis committee and independently assess the students' artistic and	75% of students completing the senior theses assessment will do so with above average work (scoring an average of 3 or above on our rubric of 1-4) that exhibits competent achievement by successfully citing art historical precedents and aesthetic or theoretical terms	(2022-2023) Met: The target for this outcome was met by 76.0% with 10 of 13 students creating work that as above average (scoring an average of 3 or higher on our rubric of 1-4) in the area of successfully citing historical precedents and aesthetic terms in the body of work presented.	To increase students' skills in formal analysis, new classroom assessments were developed and implemented. These include assignments in writing, vocabulary, and presentations that help students analyze and clearly describe formal qualities and relationships in art. Student performance improved significantly from 50% to 76.9% meeting their Target for this Outcome. Our action plan is to maintain the 75% target for this outcome while continuing to implement curricular updates emphasizing relationships between skill-building in classes and completing successful

demonstration of higher order critical thinking and ensures the department's ability to maintain high standards and rigorous quality of education.	Department and Professional Standards.	and an oral defense that is completed in conjunction with course ARTS 4399, Senior Thesis & Exhibition. (see the method and rubric in the Method/Location column.)	written work for the related paper using the following rubric (detailed rubric attached): Outcome 2.) Student's ability to analyze the work formally. Excellent (4), Above Average (3), Average (2), Below Average (1), Unacceptable (0))	in the body of work presented.		capstone projects.
Goal 3	Outcome 3	All outcomes	This outcome is	78% of students	(2022-2023)	For 2022-2023 students
Oral Elaboration:	Demonstrate the	for the BFA in	assessed as part	completing the	Non Met: The target for	exceeded the Target for 2021- 2022 but fell short of the newly
It is expected that	Ability to Discuss Art	Graphic Design	of the students'	senior theses	this outcome	raised target of 78%. Compared
It is expected that	and Graphic Design	program are assessed by the	senior thesis	assessment will do so with an	was met by	to the previous year, the
seniors preparing to complete the BFA in	Upon completing the	students' senior	capstone project in	above average	76.0% with 10	percentage of students
Graphic Design	program, students will	thesis capstone	conjunction	oral defense	of 13 students	meeting the Target fell from
program will be able	demonstrate the	project, which	with ARTS 4399,	(scoring an	conducting an	90% to 76.9%.
to articulate their	ability to articulate and	includes	Senior Thesis &	average of 3 or	oral	The leaves the growth of
work to an audience	defend their ideas	creating a series		above on our	presentation	The lower than anticipated scores possibly resulted from
convincingly while	about works of art and	of original,		rubric of 1-4), in	that was	several factors 1.) the BS in
describing the	design orally,	technically	The method is	which they	evaluated as	Graphic Design degree program
formal, conceptual,	demonstrating their	proficient,	that two faculty	logically, clearly,	above average	is ending, so there may be a
historical, and	oral communication	design works	form the thesis	and effectively	(scoring an	number of students that
theoretical aspects	skills in a manner	investigating	committee and	verbally describe	average of 3 or	entered the BFA in Graphic
to their work. The	consistent with and	particular	independently	the formal,	more on our	Design that were not as

rationale for this goal is the demonstration of communication skills and the department's ability to maintain high standards and rigorous quality of education.	the department's high standards and rigorous quality of education.	subject matter; as well as a written paper; and an oral defense that is completed in conjunction with course ARTS 4399, Senior Thesis & Exhibition. (see the method and rubric in the Method/Location column.)	assess the students' oral presentation of their work in a public thesis defense using the following rubric (detailed rubric attached): Outcome 3.) Student's ability to articulate and defend thesis work orally. Excellent (4), Above Average (3), Average (2), Below Average (1),Unacceptable 0	conceptual, and theoretical aspects of their thesis projects and answer related questions from faculty and attendees.	rubric of 1-4) in elaborating upon the formal analysis of the work, citing art historical precedents, and discussing aesthetic terms for the body of work orally.	prepared as their peers to complete a capstone project. 2.)Student engagement in Graphic Design may be limited because some students want to enter an Illustration concentration. Currently, an Illustration concentration is being proposed within the studio art major to accommodate these students in the future and to allow us to assess nterested graphic design studentsi 3.)This is a transitional period for our Graphic Design program as new faculty will join the department in fall 2023 who will be advised to develop curriculum to improve student results in all outcomes. Our action plan is to return the targets to 75% for all outcomes while continuing to implement curricular updates emphasizing relationships between skill-building in classes and completing successful capstone projects.
Goal 4 Written Elaboration: It is expected that seniors preparing to complete the BFA in Graphic Design program will be able	Outcome 4 Demonstrate the Ability to Write About Art and Design Upon completing the program, students will demonstrate the	All outcomes for the BFA in Graphic Design program are assessed by the students' senior thesis capstone project, which	This outcome is assessed as part of the students' senior thesis capstone project in conjunction with ARTS 4399,	78% of student completing ARTS4399 will do so with above average work that exhibits competent achievement by successfully	(2022-2023) Non Met: The target for this outcome was met by 76.0% with 10 of 13 students producing a	For 2022-2023 students exceeded the Target for 2021-2022 but fell short of the newly raised target of 78%. Compared to the previous year, there percentage of students meeting the Target fell from 80% to 76.9%.

ability to articulate and includes to articulate their Senior Thesis & conduct a formal written paper The lower than anticipated scores possibly resulted from analysis of the work in writing. defend their ideas Exhibition. that was creating a series several factors 1.) the BS in work citing effectively stating of original, about their and design evaluated as Graphic Design degree program historical works in writing, the conceptual and technically The method is above average precedents and is ending, so there may be a formal decisions demonstrating proficient. that two faculty (scoring an number of students that aesthetic terms average of 3 or and historical their written design works form the thesis for the body of entered the BFA in Graphic influences relevant committee and communication skills in investigating more on our work in writing Design that were not as particular independently rubric of 1-4) in to creating their keeping with prepared as their peers to using Chicago original artworks. subject matter; assess the elaborating Department and Manual of Style. complete a capstone project. Professional Standards. students' This goal assures as well as a upon the formal 2.)Student engagement in elaboration of analysis of the students are written paper; Graphic Design may be limited and an oral their ideas, work, citing art prepared to because some students want to artistic and articulate their work defense that is historical enter an Illustration in writing and completed in conceptual precedents, and concentration. Currently, an Illustration concentration is influences, and maintains the conjunction discussing being proposed within the technical department's high with course aesthetic and studio art major to ARTS 4399, methods in a standards and conceptual accommodate these students written paper rigorous quality of Senior Thesis & terms for the in the future and to allow us to using the Exhibition. body of work. education. assess nterested graphic design following rubric (see the studentsi 3.)This is a (detailed rubric method and transitional period for our attached): rubric in the Graphic Design program as new Method/Locatio faculty will join the department Outcome 4.) n column.) in fall 2023 who will be advised Student's ability to develop curriculum to to articulate improve student results in all and defend outcomes. thesis work in Our action plan is to return the writing. targets to 75% for all outcomes while continuing to implement Excellent (4), curricular updates emphasizing Above Average relationships between skill-(3), Average (2), building in classes and **Below Average** completing successful capstone (1), projects. Unacceptable (0)

Table 2. Continuous Improvement Results Since Last Report

Stage 4: ACT		
Actions/Goals Based on Data Results	Status	Discussion of Status
*Copy last cycle's actions/goals and report on	C=Complete	If C, describe efforts that led to accomplishment of
progress toward continuous improvement on those	P=Progressing	actions/goals.
here.	N=No Action Taken	If P, provide update on progress made toward accomplishing actions/goals and what tasks remain If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.
Goal for Outcome 1	P	Raising target: Since the majority of students
Since the majority of students exceeded the Achievement Target in 2021-2022, our department discussed and decided to raise the benchmark for 2022-2023 from 75% to 78% of students scoring above average (a 3 or above score on our rubric of 1-4). The Target was not met. Our action plan is to return the targets to 75% for all outcomes while continuing to implement curricular updates emphasizing relationships between skill-building in classes and successful capstone projects.		exceeded the Achievement Target in 2021-2022, our department discussed and decided to raise the benchmark for 2022-2023 from 75% to 78% of students scoring above average (a 3 or above score on our rubric of 1-4). Making such an increase was discussed previously, but since recent assessment years were marked by the potential for student struggles with the global pandemic and related personal or instructional difficulties, we determined to hold off until the next assessment year to implement this change. We are also analyzing the benefits of possibly raising the benchmark more significantly in future years. For 2022-2023 students exceeded the Target for 2021-2022 but fell short of the new target of 78%. Compared to the previous year, there percentage of students meeting the Target fell from 90% to 76.9%.
		The lower than anticipated scores possibly resulted from several factors 1.) the BS in Graphic
		Design degree program is ending, so there may be
		a number of students that entered the BFA in
		Graphic Design that were not as prepared as their
		peers to complete a capstone project. 2.)Student
		engagement in Graphic Design may be limited
		because some students want to enter an

Illustration concentration. Currently, an Illustration concentration is being proposed within the studio art major to accommodate these students in the future and to allow us to assess nterested graphic design students 3.) This is a transitional period for our Graphic Design program as new faculty will join the department in fall 2023 who will be advised to develop curriculum to improve student results in all outcomes. Our action plan is to return the targets to 75% for all outcomes while continuing to implement curricular updates emphasizing relationships between skill-building in classes and completing successful capstone projects. Goal for Outcome 2 Improving formal analysis: Since only 50% of Ρ students assessed scored above average (3 or Improve formal analysis higher on our rubric of 1-4) in 2021-2022, the assessment provided the program assessors with The assessment provided the program assessors with data that students need to improve their data that students need to improve their formal analysis skills. As a result, the assessment was used formal analysis skills. to make class assignments and outcomes The Target was met. Our action plan is to adjustments in a number of graphic design and art continue implementing assignments to build skills history classes to improve in this area in the 2022in formal analysis while continuing curricular 2023 assessment year. Student performance updates emphasizing relationships between skillimproved significantly from 50% to 76.9%, meeting building in classes and successful capstone the Target for this Outcome and marking these projects. curricular changes in Graphic Design as a success. Our action plan is to continue implementing assignments to build skills in formal analysis while continuing curricular updates emphasizing relationships between skill-building in classes and successful capstone projects.

Goal for Outcome 3
Raise Target

Since the majority of students exceeded the Achievement Target in 2021-2022, our department discussed and decided to raise the benchmark for 2022-2023 from 75% to 78% of students scoring above average (a 3 or above score on our rubric of 1-4).

The Target was not met. Our action plan is to return the targets to 75% for all outcomes while continuing to implement curricular updates emphasizing relationships between skill-building in classes and successful capstone projects.

Ρ

Since the majority of students exceeded the Achievement Target in 2021-2022, our department discussed and decided to raise the benchmark for 2022-2023 from 75% to 78% of students scoring above average (a 3 or above score on our rubric of 1-4). Making such an increase was discussed previously, but since recent assessment years were marked by the potential for student struggles with the global pandemic and related personal or instructional difficulties, we determined to hold off until the next assessment year to implement this change. We are also analyzing the benefits of possibly raising the benchmark more significantly in future years.

For 2022-2023 students exceeded the Target for 2021-2022 but fell short of the new target of 78%. Compared to the previous year, there percentage of students meeting the Target fell from 90% to 76.9%.

The lower than anticipated scores possibly resulted from several factors 1.) the BS in Graphic Design degree program is ending, so there may be a number of students that entered the BFA in Graphic Design that were not as prepared as their peers to complete a capstone project. 2.)Student engagement in Graphic Design may be limited because some students want to enter an Illustration concentration. Currently, an Illustration concentration is being proposed within the studio art major to accommodate these students in the future and to allow us to assess nterested graphic design studentsi 3.)This is a transitional period for our Graphic Design program as new faculty will join the department in fall 2023 who will be advised to develop curriculum to

improve student results in all outcomes. Our action plan is to return the targets to 75% for all outcomes while continuing to implement curricular updates emphasizing relationships between skill-building in classes and completing successful capstone projects. Goal for Outcome 4 Since the majority of students exceeded the Raise Target Achievement Target in 2021-2022, our department discussed and decided to raise the benchmark for Since the majority of students exceeded the 2022-2023 from 75% to 78% of students scoring Achievement Target in 2021-2022, our department above average (a 3 or above score on our rubric of discussed and decided to raise the benchmark for 1-4). Making such an increase was discussed 2022-2023 from 75% to 78% of students scoring previously, but since recent assessment years were marked by the potential for student struggles with above average (a 3 or above score on our rubric of the global pandemic and related personal or 1-4). instructional difficulties, we determined to hold off The Target was not met. Our action plan is to until the next assessment year to implement this return the targets to 75% for all outcomes while change. We are also analyzing the benefits of continuing to implement curricular updates possibly raising the benchmark more significantly emphasizing relationships between skill-building in in future years. classes and successful capstone projects. For 2022-2023 students exceeded the Target for 2021-2022 but fell short of the new target of 78%. Compared to the previous year, there percentage of students meeting the Target fell from 80% to <mark>76.9%.</mark> The lower than anticipated scores possibly resulted from several factors 1.) the BS in Graphic Design degree program is ending, so there may be a number of students that entered the BFA in Graphic Design that were not as prepared as their peers to complete a capstone project. 2.)Student engagement in Graphic Design may be limited because some students want to enter an Illustration concentration. Currently, an

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	transitional period for our Graphic Design program
	as new faculty will join the department in fall 2023
	who will be advised to develop curriculum to
	improve student results in all outcomes.
	Our action plan is to return the targets to 75% for
	all outcomes while continuing to implement
	curricular updates emphasizing relationships
	between skill-building in classes and completing
	successful capstone projects.