

STUDENT LEARNING ASSESSMENT REPORT

PROGRAM: Graphic Design

SUBMITTED BY: Bridget Murphy

DATE: September 30, 2015

BRIEFLY DESCRIBE WHERE AND HOW ARE DATA AND DOCUMENTS USED TO GENERATE THIS REPORT BEING STORED: The majority of student work is collected and evaluated by the class professor. In Senior Portfolio (capstone course) work was evaluated by two faculty members who do not teach the course. Industry/external professionals evaluated senior portfolios as well. All external portfolio evaluations are returned to the professor in a sealed envelope. Internship reviews are mailed, emailed or delivered to Career Services. Data gathered for Graphic Design assessment reports are in an electronic format or written. Responses are sent electronically or hard copy format to department Chair who collects data documentation each semester. Paper copies of data are kept in files and Chair compiles, evaluates, and inserts the compiled worksheets/data files electronically and includes information in the Appendix.

EXECUTIVE SUMMARY

Program description from the Course Catalog: Please copy and paste the current year's catalog description of this program. This is generally a one-two paragraph description immediately following the name of the program. Please be sure to include the listing of program outcomes as printed. The Graphic Design major prepares students for entry-level positions in design organizations. Graphic design graduates find employment in a variety of settings including corporate design departments; design firms; nonprofit organizations; and publishing, advertising, and government agencies. The major focus is on skill development in basic design techniques and technology and their graphic application. Students in this major have the option of choosing an emphasis in visual communication (a graphic design major combined with a communication minor) or web design (a graphic design major with a web design certificate). Those majoring in graphic design will participate in a professional portfolio review during the senior year. The requirements of the major are deliberately flexible to accommodate a variety of options within the discipline. Graphic design majors are urged to consider a minor in another field.

Upon successful completion of this program, students will be able to

- exhibit the ability to effectively use typography when designing;
- demonstrate the ability to technically prepare design work for print and interactive media including Web;
- demonstrate the ability to conduct design research, audience analysis, and apply those to the design problem-solving process;
- demonstrate the understanding of and ability to design community service projects;
- exhibit the ability to apply graphic design methods and processes; and
- exhibit portfolio-quality designs and effectively present one's work.

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	Year of Next
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			Planned Assessment
*Exhibit competent design abilities with emphasis on typography	2013-14	2014-15	2015-16
Demonstrate the ability to technically prepare design work for print, and interactive media including web.	n/a	n/a	
Demonstrate the ability to conduct design research, audience analysis, and the application to design problem solving process. (Inquiry Outcome)	2013-14	2014-15	2015-16
*Demonstrate the ability to conduct competent and effective design research and apply it to service-learning project(s).	2013-14	2014-15	
Exhibit the ability to apply graphic design methods and processes		n/a	
Exhibit portfolio-quality designs and effectively present one's work.		n/a	2015-16

** Note: these outcomes have different wording due to the fact that the 2014-15 catalog copy was not edited properly.*

Describe how the program's outcomes support Marymount's mission, strategic plan, and relevant school plan:

A Graphic Design major seeks an emphasis on the processes and skills necessary to distill and order visual information into aesthetically pleasing, comprehensible formats for print, web, mobile apps, and video. Competency skills include research, conceptualizing, layout, software and hardware knowledge, and production. Graduates are prepared for entry positions in social media, graphic design, advertising, corporate and institutional communications, and mass communications.

The Graphic Design Program is committed to academic excellence by preparing our students for a variety of careers in visual communications based on his/her own interests and strengths. Our program is committed to the liberal arts tradition with core subjects in the Fine Arts and Art History. We continue to build on the liberal arts and career preparation by including a variety of elective courses in Illustration, Communications, Performance Media, IT, and Business. Graphic Design majors are encouraged choose a minor in Web Design, Business/Marketing, Illustration, Studio Art, Art History, Communications, IT, or Media Performance.

In all 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 enhanced community-based learning opportunities for our majors, which benefit the client as well as our students. Our small classes provide a personal, hands-on learning environment. Our students gain life-long research, design, and technical skills to be successful in visual communications.

Relevant to our Department Plan, our technology and instructional spaces are state-of-the-art. In the summer 2012, the most recent versions of industry software was installed in the Rowley Mac lab along with additional software for workstations in the video editing suit—assuring academic excellence. We are planning on updating the lab and moving to the Cloud after the fall 2015 semester.

Our internships have led to personal and professional development in the job market. The success of our internship directly affects our Learning Outcomes since we base our assessment on the professional, outside evaluations. As an example, a 2014 graduate was hired by her internship, the International Red Cross.



Graphic Design students are active in various student organizations, activities, athletics, and hold leadership positions on campus. Students supervise and participate in the Graphic Design Club, and student publications such as *The Banner* and *BlueInk*. Both faculty and students attend student activities such as the Student Art Show, sports events, University Poetry readings, Campus Ministry activities, etc. 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.

As in the past, our students participated in the 2015 Student Research. This initiative supports student research and interests as well as encouraged student-faculty collaboration.

- Leah Morrison, Jennifer Wong, Alexander Fuste: *The American Dream*. Presents a student-produced film and social media campaign exploring the Marymount community's perspective on the American Dream. (B. Erdeljon); best oral presentation award.
- Jennifer Wong. *Read Panda*. Poster presentation describing the development of an integrated branding campaign for a fictional company, Read Panda that focuses on early childhood literacy targeting autistic children from the ages of ten to twelve. (Bridget Murphy)

Our students are encouraged to study abroad during his/her Marymount experience knowing this greatly broadens their intellect, design abilities and character. The 2014-15 academic year, a GD student studied at Richmond University, London, England. In summer 2015, a Graphic Design major participated in an international internship in London, England.

Our department promotes community-based learning projects throughout the year. This past year we supported Edu-Futuro in extending its brand identity in marketing materials and conceptual ideas for its fall fundraising event. United Cerebral Palsy Life Labs sponsored Marymount Interior Design Aging Well Design-athon; Dominican Retreat - legacy video and website; Sr. Simone Network – video; Hawksbill Hope Inc. (nonprofit); Hawykeye children's book (printed and online version; Bethesda Little Theatre (nonprofit) handbill and program cover; Alexandria African American Hall of Fame - exhibit and website; Washington Writers' Publishing House (nonprofit) – website; Emery's World, African American STEM calendar; Foster Care to Success Aim Higher Fellows Program - several videos; Goodwill of Greater Washington D.C. and Marymount University Nursing Program – video; Center for Ethical Concerns, Marymount University, Ethics week, *The American Dream* - several videos, website, and social media campaign.

Using the Metropolitan area as a backdrop, we require our students to visit museums and local venues, special events, and local businesses to increase their awareness of the both the region and the industry.

Provide a brief description of the assessment process used including strengths, challenges and planned improvements and provide evidence of the existence of a culture of continuous improvement based on assessment:

In 2014-15, the assessment process was successful and faculty responses were complete.

All assessments are now online. As in the past, faculty were reminded each semester to complete the appropriate assessments. Having online surveys makes data collection easier and accurate. Faculty were asked to fill out specific evaluation forms for each data set. The information that was needed for each assessment was compiled by PIE and sent to the Chair. Forms across each level of learning are consistent even though introductory level courses assessments are less detailed as compared to upper level evaluations. Methods in acquiring comparison data between introductory and upper level courses are consistent.

Revised Program

- Starting in the 2015-16 academic year, the Graphic Design Program will be revised to meet the needs of our students and the industry. We will be merging back with Communications to form the new Communication and Media Design Department. There will be two majors: Communication and Media Design.
- Due to this change, the 2016 Assessment Plan will be revised to reflect new/revised Learning Outcomes.

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>
Learning Outcome 1: Exhibit competent design abilities with emphasis on typography	<ol style="list-style-type: none"> Strengthen typography by assigning more weekly in-class exercises and homework assignments Assignments should require multiple concepts and revisions that focus on the diversity of approaches and rules of successful typographic design. The course Typography should perhaps be revisited. Based on the findings from the report, the GD program can strengthen typography abilities by continuing to: <ul style="list-style-type: none"> Strengthening individual typography skills at all levels in all media (print, web, and new media) Students' work can be more creative and experimental by requiring more design concept and a stronger, in-depth rationale. Work on strengthening typographic rules and understanding their applications in 	<p>In the Spring 2015, the Typography class projects were revised so there is a strong introduction to what is meant by 'typography.' Student only know a hand full of typefaces, do not know type designers, nor an understanding how type works on their computers. The history of type, classification, and the knowledge of the anatomy of letterforms are learned along with the advanced typography functions in InDesign. How type works on the web is studied. Information is covered with exercises and tutorials. The final major class "design" project (For example, the <i>Parktakes</i> cover and spread were used as a real-world sample for students to create.) is type heavy and design oriented. They should have an understanding of typographical rules as well.</p> <p>Again this past academic year, the use of milestone critiques in GD Studio I helped students to revise layouts and create more successful projects. The use of milestone critiques in GD 360 has helped with final deliverables and students welcome the review.</p>

	<p>intermediate studio classes (GD 305, 308, and 360)</p> <ul style="list-style-type: none"> • Students need to pay attention to more details in their work; quality and professionalism • As a program graphic design faculty should discuss ways to consistently teach effective typography throughout the curriculum; 	<p>Students are tested in GD200 and GD 305 on typographic rules.</p> <p>Professors continue to work with individual students using hands-on computer time, individual and group critiques.</p> <p>Faculty including adjuncts do need to meet multiple times a year to discuss teaching issues that affect all courses. This past year, a faculty member was on sabbatical. It was difficult to meet. Plus teaching loads and course offerings had to be adjusted and new courses taught by various faculty.</p>
<p>Learning Outcome 2: Demonstrate the ability to conduct design research, audience analysis, and the application to design problem-solving process. (Inquiry Outcome)</p>	<ol style="list-style-type: none"> 1. More in depth research supporting design directions is needed. 2. Drafts, draft, drafts! 3. Encourage or require students to use the CTL 4. Continuing to address weaknesses in research and concentrate on the creative brief, research processes, audience analysis and the application to the design problem. 5. Developing more class projects/library instruction/class lectures at all levels that focus on research and inquiry. 6. Students will continue to be active in research in the design field at all levels so when it is required in the capstone course, students are familiar with resources and the process. 	<p>Students in one section of COM/GD 200 had library instruction with research librarian on-site. Each student had his/her semester topic to research while at the library. They learned the databases, how to retrieve articles, etc.</p> <p>In GD 360 Studio II students were asked to use the CTL after draft of paper was reviewed.</p> <p>The department had many design research project assigned throughout the year at all course levels. Graphic design is a problem-based industry so our students learn research for the industry.</p> <p>In GD310 an outside professional editor evaluated student research papers.</p> <p>In several courses students were required to present specifically how their research directly influenced their design solutions.</p> <p>In Web Design navigation of student designed</p>

		websites had to be based on their research findings.
Learning Outcome 3: Demonstrate competent application of research to service-learning projects for print, and interactive media including web.	<ol style="list-style-type: none"> 1. All studio course assignments will continue to require a research and audience analysis supported project design brief and creative rational. 2. Developing more higher-level class projects/library instruction/class lectures at all levels that focus on research and inquiry. 3. Students will continue to be active in research in the design field at all levels so when it is required in the capstone course, students are familiar with resources and the process. 	<p>During the 2014-15 academic year, there were multiple service-learning projects in the majority of the courses: GD 204, 305, 360, 404, independent studies, and pro bono projects. All projects required research about the client/audience, design trends, and appropriate communication media.</p> <p>Students had multiple times to meet directly with clients for primary research (interviews, meetings, etc.) as well as secondary research using existing information.</p> <p>These projects will be used for senior portfolios demonstrating the ability to research, design, and produce multiple forms of media to benefit our community.</p> <p>Students were required to create annotated bibliographies of their research findings. Base on research categories specific to client project communication objectives.</p>

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

The 2013-14 UAC report stated the first critical area Learning Outcomes was met. The second critical area, Assessing Learning Outcomes, was met and there were a few minor adjustments, which were completed. The area of Data Analysis was unacceptable because the data was not analyzed properly. The report was rewritten in January. Critical Area #3 Improving the curriculum using assessments is ongoing. We tried to look at why students' typography was below average and comments suggest it is due to not knowing typographic rules in applications. All faculty are aware of this and use critiques and revisions to help student learning. For example, in GD 360, students are quizzed on typographic rules.

Note: Catalog and assessment wording should be consistent now.

Outcomes and Past Assessment

Learning Outcome 1: Exhibit competent design abilities with emphasis on typography

Is this outcome being reexamined? X Yes ☐ No

If yes, give a brief summary of previous results (including trends) and any changes made to the program.

If yes, give a brief summary of previous results (including trends) and any changes made to the program.

In 2014-15, student work was acceptable. This Learning Outcome focuses on a general competency through assessing a specific skill. Based on various assessment measures, in the beginning studio course (GD 305 Studio I), students' typography skills need to improve. Data shows student success by the end of senior portfolio in 100% of the students' work. Overall, The student Learning Outcomes for exhibiting competent design abilities with emphasis on typography has been steady. As our students progress through the degree, they are improving their competent design abilities. Typography became an emphasis throughout the curriculum to strengthen individual typography skills.

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>
In GD 305 Graphic Design Studio I: Final project evaluation by faculty (magazine) (Direct measure)	A score of average (3) for "Final Project Evaluation Sheet" in Typography section; 75% of students should meet this rating	13 student projects reviewed by professor; all GD majors	See detailed breakdown below in Interpretation of Results
In GD 405 Senior Portfolio: Portfolio evaluation by faculty (Direct measures)	A score of average (3) for "Portfolio Evaluation Sheet"; 75% of students should meet this rating	9 senior portfolios randomly reviewed by two department faculty; all seniors;	See detailed breakdown below in Interpretation of Results
In GD 405 Senior Portfolio: Portfolio evaluation by external professional designers (Indirect measures)	A score of average (3) for "Portfolio Evaluation Sheet"; 75% of students should meet this rating	9 senior portfolios reviewed by various professionals; all seniors;	See detailed breakdown below in Interpretation of Results

In GD 400 Internship (Direct measure) Performance evaluation by site supervisor	A score of average on "GD Internship Evaluation Sheet"; 75% of students should meet this rating	9 students evaluated by various industry professionals; all seniors; (plus 1 portfolio evaluate twice)	See detailed breakdown below in Interpretation of Results
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Interpretation of Results

Extent this learning outcome has been achieved by students (*Use both direct and indirect measure results*):

The base assessment is from GD 305 Graphic Design Studio I, an introductory publication design course for majors. Course content focuses on the implementation of the design principles, typographic knowledge and understanding of typography rules, computer technologies and creative typographical concepts throughout the course lectures and projects. The final assessments are obtained from external reviews from GD 400 and GD 405 from both external professionals and internal faculty reviews in GD 405. The majority of reviews selected 'Above Average' to 'Average' scores on design abilities with emphasis on typography. This past year, our Internship reviews were 100% 'Above Average,' which is ideal. Overall, the outcome was achieved. Below are details of findings:

	Above Average	Average	Below Average	
In GD 305 Graphic Design Studio I				
Choice of typography (family, style, font)	11 (78.5%)	3 (21.5%)	0	Note: data set has 14, but only 13 in class
Use of typography (readability, legibility)	11 (78.5%)	3 (21.5%)	0	
Arrangement of Elements (layout/design)	11 (78.5%)	3 (21.5%)	0	
Understanding Typography control	11 (78.5%)	3 (21.5%)	0	
Creative typography/design solution	11 (78.5%)	3 (21.5%)	0	
In GD 405 Portfolio Internal Review				
Choice of typography (family, style, font)	0	6 (67%)	3 (33%)	
Use of typography (readability, legibility)	1 (11%)	6 (67%)	2 (22%)	
Arrangement of Elements (layout/design)	4 (44%)	4 (44%)	1 (11%)	
Understanding Typography control	1 (11%)	3 (33%)	5 (56%)	
Creative typography/design solution	3 (33.3%)	3 (33.3%)	3 (33.3%)	
In GD 405 Portfolio External Review				
Choice of typography (family, style, font)	6 (75%)	2 (25%)	0	2 no response
Use of typography (readability, legibility)	6 (60%)	4 (40%)	0	
Arrangement of Elements (layout/design)	7 (70%)	3 (30%)	0	
Understanding Typography control	5 (50%)	5 (50%)	0	
Creative typography/design solution	5 (50%)	5 (50%)	0	



In GD 400 Internship site supervisor Review	Excellent	Good	Neutral
Understand the Design Process	5 (56%)	4 (44%)	0
Apply Academic Knowledge to the Workplace	6 (67%)	3 (33%)	0
Use of Technology	5 (56%)	3 (33%)	1 (11%)
Design Skills	6 (67%)	2 (22%)	1 (11%)
Choice of typography (family, style, font)			
Use of typography (readability, legibility)			
Arrangement of Elements (layout/design)			
Understanding Typography control			
Creative typography/design solution			
Production Skills	4 (44%)	4 (44%)	1 (11%)

Projects:

A selection from Senior Portfolio, brochures, magazine layouts, branding; Variety of print, web, and video: websites, IBC, magazine, brochure, video, community service (Global Freedom Project), illustrations, photography, PSA; magazine design

Program strengths and opportunities for improvement relative to assessment of outcome:

Idealistically, the Graphic Design Program would like to have 100% of our students achieve a minimum rating of 'Average' or "Good" in each Learning Outcome. But, realistically the Graphic Design Program aims to have 75% of our students achieve a minimum rating of 'Average' or better in each Learning Outcome. This year's data shows a strong performance from the students. Internal review of portfolios showed some below average design work this past year. External reviewers both from portfolio and internship stated design work was average to excellent. We had one weaker student whose work was below average. Therefore, there were neutral ratings by the internship site supervisor. Internship Evaluations do not specifically measure typography, but the many topics covered in the evaluation relate to the use of typography in design projects, which is appropriate for this outcome. Looking at the data, the majority of our students performed 'Excellent' to 'Good' in all internships this past year. Senior typography skills are acceptable. See Appendix for written comments by faculty and professional evaluators.

Having outside professional reviewers who work day-to-day with our students is one of our strongest assessments tools. It helps determine how they will succeed in gaining employment, compare our students to other entry-level designers, and success in the industry. Our department values these comments by addressing the comments through curricular changes.

General comments:

Good work overall. The below average on the typography rules is really and understanding of detail, i.e. kerning, widows, etc. and the use of elements on a page; Choice of typefaces needs to be improved and more relevant historically and appropriate to the topic of the design. A better understanding of choosing typefaces needs to be emphasized in Typography class. Students are still falling back on the most readily available fonts that they like rather than basing typographical decision the historic use of the fonts and its implied meaning



Supervisor comments were very favorable for all of the internships—mostly "excellent."
The Internship placement of these students was a match for their expected level of designing skills.

Strength:

A very strong understanding of what good design is. A good aesthetic direction overall; some students understand design and design theory and have improved their work; internship work was strong and refreshing to see in the portfolio; Some very strong creative ideas; Understanding typography rules for layout

Improvement:

Would like to see more logo and icon work in the overall portfolio, maybe two additional pieces; clean boards and presentations both hard copy and online; one presentation was filthy; no bitmapped and stretched images - ever; personal identities need work - mediocre ideas; websites: one had poor grammar/typos/spelling errors and was done last minute; it did not have content to describe projects; website samples should link to websites as well as videos should play - most do not. ALL sites need résumé link - and spell it correctly - not resume one student was online only (very weak site); Basic understanding of classifications of type and the ability to identify classifications; More creativity in choosing and designing with type

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

2015-16 Actions: NEW PROGRAM

Based on the findings from the report, the CMD/Media Design program can strengthen design abilities by continuing to:

- Strengthening individual typography skills, methods and processes at all levels in all media (print, web, and new media)
 - Work on strengthening typographic rules and understanding their applications in intermediate studio classes (CMD 305, 308, and 360)
 - Assign real-world problem-solving projects at appropriate levels, which allow students to apply the theory and design skills to real projects.
 - Use of milestone critiques in CMD Studio I helps with students being able to revise layouts and create more successful projects. The use of milestone critiques in CMD 360 has helped with final deliverables and students welcome the review. This is supported by comments in class assessments
 - Students' work can be more creative and experimental typography by requiring more design concept and a stronger, in-depth rationale.
 - Students need to pay attention to more details in their work; quality and professionalism
 - Work on presentation skills and portfolio work especially final portfolio execution
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Learning Outcome 2: Demonstrate the ability to conduct design research, audience analysis, and the application to design problem-solving process. (Inquiry Outcome)

Is this outcome being reexamined? X Yes ☐ No

If yes, give a brief summary of previous results (including trends) and any changes made to the program.

If yes, give a brief summary of previous results (including trends) and any changes made to the program.

In 2014-15, the majority of students achieved “average” scores on research and audience analysis except in illustration research. Design application seems to always be much stronger than the research area. Overall, this year there was a slight drop in ratings with some students scoring “Below Average,” but the majority of the students did achieve an acceptable level in upper level assessments.

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>
GD 202 Illustration I: Faculty evaluation of illustration project (direct + inquiry)	A score of average (3); A score of average on “Project Evaluation”; 75% of students should meet this rating	18 GD students evaluated by faculty; majority are majors some minors	See detailed breakdown below in Interpretation of Results
In GD 305 Graphic Design Studio I: Faculty evaluation of historical project (direct)	A score of average (3); A score of average on “Project Evaluation”; 75% of students should meet this rating	6 GD students evaluated by professor; all majors; (2 papers not turned in)	See detailed breakdown below in Interpretation of Results
GD 404 Performance Media+ GD421 Project: Faculty evaluation of research project and supporting paper (direct)	A score of average (3); A score of average on “Project Evaluation”; 75% of students should meet this rating	18 in GD 404 plus 2 from GD 421 class – 20 students evaluated by professor; various majors = interdisciplinary course	See detailed breakdown below in Interpretation of Results

Interpretation of Results

Overall the Learning Outcome was achieved in most areas. The area of audience research needs to be addressed in Illustration. All other GD courses need to strengthen research to support inquiry, information literacy, and critical thinking since they are university core competencies.

	Above Average	Average	Below Average
In GD 202 Illustration I			
<i>Application of Design Research</i>			
Evidence of audience research	3 (17%)	5 (28%)	10 (55%)
Evidence of the ability to communicate a message through original design work using audience analysis	3 (17%)	6 (33%)	9 (50%)
Accuracy in application of design research to design project	10 (55%)	5 (28%)	5 (28%)
<i>Research Paper/Creative Design Brief</i>			
Evidence of Audience Research	3 (17%)	5 (28%)	10 (55%)
Development	3 (17%)	5 (28%)	10 (55%)
Mechanics	4 (22%)	14 (78%)	0
Organization	3 (17%)	10 (55%)	5 (28%)
In GD 305 Graphic Design Studio I			
<i>Application of Design Research</i>			
Evidence of audience research	11 (83%)	2 (67%)	0
Evidence of the ability to communicate a message through original design work using audience analysis	11 (83%)	2 (67%)	0
Accuracy in application of design research to design project	11 (83%)	2 (67%)	0
<i>Research Paper/Creative Design Brief</i>			
Evidence of Audience Research	13 (25%)	2 (50%)	0
Development	13 (25%)	2 (50%)	0
Mechanics	13 (25%)	2 (50%)	0
Organization	13 (25%)	2 (50%)	0
In GD 404 Performance Media + GD 421 Project			
<i>Application of Design Research</i>			
Evidence of audience research	15 (75%)	0	5 (25%)
Evidence of the ability to communicate a message through original design work using audience analysis	14 (70%)	3 (15%)	3 (15%)
Accuracy in application of design research to design project	10 (50%)	5 (25%)	5 (25%)
<i>Research Paper/Creative Design Brief</i>			
Evidence of Audience Research	20 (100%)	0	0



Development	14 (70%)	3 (15%)	3 (15%)
Mechanics	10 (50%)	2 (10%)	8 (40%)
Organization	14 (70%)	3 (15%)	3 (15%)

Program strengths and opportunities for improvement relative to assessment of outcome:

This year our research area in our GD program continues to be “Average.” Based on the outcomes, we still need improvement in the area of Research: data collection, audience analysis and creative solutions. Based on the data, students improved from the lower level GD 202 to when they took GD 404 and GD 421. The majority of students met an acceptable level in the application of the design research, but scored low on the written paper/creative brief in Illustration and Performance Media.

Our department would like to have 100% of our students achieve “average” in the areas of design research and writing, but realistically, we aim for 75%.

In general, all our students need help in writing clearly (mechanics). Faculty will need to urge or require students to seek help at the CTL.

Projects Evaluated:

Informational illustration/Recipe illustration; American Dream and Title IX Sexual Misconduct

Comments

Grammar, spelling and professionalism in writing have much room to approve. We attract a large number of international ESL students to our major but even the traditional 4 yrs at Marymount students are lacking in basic writing abilities

Strengths

Ability to learn. There was a learning curve in this class. And the skills improved as the semester progressed; Finding primary sources

Weaknesses

Research, research, research and how it applies to what they are doing; writing

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

2015-16 Actions:

Based on the findings from the report, the GD program can improve competency in design research, audience analysis, and the application to design problem by:

- More in depth research supporting design directions is needed in Illustration and will be discussed with the Department.
- Discuss the use of annotated bibliography, and information literacy lectures (via Library and Learning Service) in all courses.
- More in depth research supporting design directions is needed in ALL classes
- Drafts, draft, drafts!
- Encourage or require students to use the CTL



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- Continuing to address weaknesses in research and concentrate on the creative brief, research processes, audience analysis and the application to the design problem.
 - Developing more class projects/library instruction/class lectures at all levels that focus on research and inquiry.
 - Students will continue to be active in research in the design field at all levels so when it is required in the capstone course, students are familiar with resources and the process.
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Learning Outcome 3: Demonstrate the ability to conduct competent and effective design research and apply it to service-learning project(s).

Is this outcome being reexamined? X Yes ☐ No

If yes, give a brief summary of previous results (including trends) and any changes made to the program.

In 2014-15, the majority of students achieved “Above Average” scores in both research and the application. Students tend to be stronger in the design projects when they are real-world and community-based. Students thrive on working with clients in the upper level courses. Overall, this year there was a strong year for this outcome.

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>
In GD 305 Graphic Design Studio I: Faculty evaluation of service-learning project (direct)	A score of average (3); A score of average on “Project Evaluation”; 75% of students should meet this rating	13 GD students evaluated by professor; all majors	See detailed breakdown below in Interpretation of Results
GD 360 Graphic Design Studio II: Faculty and/or client evaluation of service-learning project (Direct measure)	A score of average (3); A score of average on “Project Evaluation”; 75% of students should meet this rating	13 GD students evaluated by professor;	See detailed breakdown below in Interpretation of Results
GD 404 Performance Media Faculty and/or client evaluation of service-learning project (direct))	A score of average (3); A score of average on “Project Evaluation”; 75% of students should meet this rating	20 students evaluated by professor; various majors = interdisciplinary course	See detailed breakdown below in Interpretation of Results

Interpretation of Results

Extent this Learning Outcome has been achieved by students *(Use both direct and indirect measure results):*

This is the second year for analyzing the learning outcome. It requires both client research and design trends research, but is targeted to a service-learning project and deliverable. This is evaluated through the research of the client’s needs, analysis, and design application. This outcome also includes student reflection and project effectiveness in one measure. The data reflects success in most areas.



Our department would like to have 100% of our students achieve “average’ in the areas of design research and writing, but realistically, we aim for 75%.

Based on our evaluation and discussions with PIE, this assessment will be revised since it is too similar to our Learning Outcome #2.

	Above Average	Average	Below Average
In GD 305 Graphic Design Studio I			
<i>Research</i>			
Evidence of research competency in historical and/or contemporary design trends	5 (83%)	1 (17%)	0
Evidence of audience research	5 (83%)	1 (17%)	0
Evidence of the ability to communicate a message through original design work	5 (83%)	1 (17%)	0
<i>Application of Design Research</i>			
Conceptual	4 (67%)	2 (33%)	0
Accuracy in application of design principles	5 (83%)	1 (17%)	0
Effectively apply visual communication to state a message	4 (67%)	2 (33%)	0
Evidence of student reflection on service-learning project	6 (100%)	0	0
Evidence that service-learning project achieved real objective	6 (100%)	0	0
In GD 360 Graphic Design Studio II			
<i>Research</i>			
Evidence of research competency in historical and/or contemporary design trends	12 (92%)	0	1 (8%)
Evidence of audience research	12 (92%)	0	1 (8%)
Evidence of the ability to communicate a message through original design work	12 (92%)	0	1 (8%)
<i>Application of Design Research</i>			
Conceptual	12 (92%)	0	1 (8%)
Accuracy in application of design principles	12 (92%)	0	1 (8%)
Effectively apply visual communication to state a message	12 (92%)	0	1 (8%)
Evidence of student reflection on			

service-learning project

12 (92%)

0

1 (8%)

In GD 360 Graphic Design Studio II: Student evaluation of project and reflection

Application of Design Research

Conceptual

4 (31%)

7 (54%)

2 (15%)

Effectively apply visual communication

(type, visual, color, format)

7 (54%)

6 (46%)

0

Aligned with MU's mission and philosophy

6 (46%)

7 (54%)

0

Faculty, student, and community participation

11 (85%)

2 (15%)

0

In GD 404 Performance Media

Research

Evidence of research competency in

historical and/or contemporary design trends

17 (85%)

2 (10%)

1 (5%)

Evidence of audience research

17 (85%)

2 (10%)

1 (5%)

Evidence of the ability to communicate a

message through original design work

17 (85%)

2 (10%)

1 (5%)

Application of Design Research

Conceptual

17 (85%)

2 (10%)

1 (5%)

Accuracy in application of design principles

17 (85%)

2 (10%)

1 (5%)

Effectively apply visual communication

to state a message

17 (85%)

2 (10%)

1 (5%)

Evidence of student reflection on

service-learning project

17 (85%)

2 (10%)

1 (5%)

Evidence that service-learning project

achieved real objective

17 (85%)

2 (10%)

1 (5%)

Program strengths and opportunities for improvement relative to assessment of outcome:

The GD Department continues and will continue to work on research, application and achieving client objectives and needs. Our students are introduced to service-learning in GD 305 and continue for the next years to work on service-learning projects using all different media. Their reflections are positive and client responses have been positive and outstanding.

Projects evaluated: Integrated web and social media campaign; Edu-Futuro rebrand, brochures, and fall festival comps

Student Reflections:

Please reflect on the service-learning project. (What have you learned, how have you helped society, etc.?)



This project will hopefully entice viewers to get involved w/ Edu-Futuro, which provides much-needed services to understand populations; learned a lot; Helpful to learn from a non-profit and work with a good cause; I learned about a new local resource; This has allowed us to help society by helping a non-profit organization with its broad designs; Helped a non profit organization with elements needed to get their targeted audience to their business; I got a taste of what it's like to work with a real client and to meet their demands; learned how much process goes into re-branding an organization. How effective branding can be; really enjoy the project and think it would enhance my outlook on what types of clients I could have in order to make their branding better & help society in return; learned that edu-futuro offers multiple programs and that our designs can help further their program to have parents and students inspired. I think it's really cool we get to help; have learned during the service learning project to always go back and make changes when needed. Also communication is key; There are many programs in this area that provide opportunities to learn about how to obtain a higher education

What objective(s) did the service-learning project achieve?

Provides information on services provided, generates awareness and interest, increases desire to become involved, and has a call-to action; Peace; Rebrand and help represent edu-futuro; To help with an organization that helps them; Creating informational designs that benefit Edu-futuro; Allowed us to interact and cater to a real world client; We learned to design for a real-world nonprofit company; Creating a re-branding of the non profit organization. Creating design materials for their event in the fall; How to work w/ a non-profit, working in partnership & w/ a client achieving a goal w/ design elements; To be eye-catching and draw attention of students and parents to enter into edu-futuro's programs. Hopefully for the attendance of multiple events. Working with groups and working out time schedules; Work effectively with a partner/group along with the client; The objectives to apply design principles creating a fun, sophisticated and informative piece.

Strengths Student communication design skills showed improvement of previous semesters. Creation and use of visuals and media including video was very effective. A couple students really worked well together, designed strong pieces and the client was very pleased.

Improvement Student communication design problem solving skills can be improved. The ability of students to define communication design problems specifically to a client's needs rather than attempting to apply a previously completed assignment approach. Presentation of design proposals including creative concepts and researched rationales needs to be refined. A few team members did not pull their weight and missed group deadlines - very typical of group work.

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

2015-16 Actions:

Based on the findings from the report, the GD program will continue to improve competency in design research, audience analysis, and the application to design problem by:

- This Learning Outcome will be revised. Setting up meeting with PIE and the Faculty Coordinator for Community-based Learning will be needed. Working with community-based projects is a hallmark of the GD program and we will continue to have it as a competency in our program.

Appendices

Date Started	Supervisor Name	Employer name	Student Name	Student major	Hours worked weekly	Design projects	Ratings matrix	Compared to others	Student's professional strengths.	Student's professional weaknesses.	Additional training	Job offer	RecommenAdditional interns	
12/7/14 16:47	Leatrice Burphy	A LEGACY Left Behind, Inc.	Hilary Wingate	Graphic Design		During her internship, she designed business cards, cover pages, flyers, post cards, sign-up sheets, campaign slides, and invitations. Her last projects include her designing a book mark and updating the 15 organization's brochure.	Attendance & Punctuality = Excellent; Attitude = Neutral; Understand and Follow Directions = Neutral; Ability to Work Creatively as part of a Team = Good; Adhere to Deadlines = Neutral; Take Initiative without Supervision = Neutral; Oral Communication = Good; Written Communication = Good; Understand the Design Process = Good; Ability to Accept Criticism = Good; Ability to Grasp New Concepts = Good; Apply Academic Knowledge to the Workplace = Good; Use	Good	Hilary's knowledge of and ability to use technology and design programs; as well, as her understanding of the design process and field of graphic design field overall.	Hilary's professional weaknesses includes her inattentiveness to details and her proofreading skills at times. Hilary also needs to remain professional at all times when communicating with others and completing projects.	Hilary has the potential of becoming an excellent graphic designer in the future. In addition to certain things mentioned above, she also needs to improve on her time management skills, prioritizing her projects, and taking initiative when working on assignments.	No	Yes	Yes
12/1/14 9:31	Nancy Miyahira	Georgetown Business Improvement Distr	Kaitlyn Miller	Graphic Design			Attendance & Punctuality = Excellent; Follow Directions = Good; Adhere to Deadlines = Good; Take Initiative without Supervision = Fair; Oral Communication = Good; Written Communication = Good; Ability to Accept Criticism = Good; Apply Academic Knowledge to the Workplace = Good; Overall Professionalism Rating = Good; Overall Performance Rating = Good	Calm, hard working, contributes ideas, works to 'get it done.'	Graphic design skills are there - and does a good job, as she matures in the profession would be great to develop her creativity more/eye for what looks good. Also - maybe some development in moving long term projects down the 'football field' so that I don't have to keep asking/following up.	If she wants to pursue graphic design, I'd recommend she works directly with a design firm. We weren't able to offer her graphic design as the main scope of her work but the projects she did do for us were good. I think her design skills can grow/burpen if she worked 100% at it with a firm.	Yes	Yes	Yes	

My Report

Last Modified: 06/09/2015

1. Evaluator:

Text Response	
Theodora Tilton	
Bridget Murphy	

Statistic	Value
Total Responses	2

2. Class:

#	Answer	Bar	Response	%
1	GD-305 GD Studio I Project (magazine)		0	0%
2	GD-400 Internship Evaluation: External Reviewer		0	0%
3	GD-405 Senior Portfolio – Internal reviewer		2	100%
4	GD-405 Senior Portfolio – External reviewer		0	0%
5	Other GD Course		0	0%
	Total		2	

Statistic	Value
Min Value	3
Max Value	3
Mean	3.00
Variance	0.00
Standard Deviation	0.00
Total Responses	2

3. If you selected "Other GD Course", please identify the course number in the field below (e.g., GD-101):

Text Response	
Statistic	Value
Total Responses	0

4. Total number of students in class:

Text Response
4
9 students; reviewed 5 random

Statistic	Value
Total Responses	2

5. Typography:

Default - Choice of typography (family, style, font)		
Below Average	Average	Above Average
	4	
3	2	
Default - Use of typography (readability, legibility)		
Below Average	Average	Above Average
	4	
2	2	1
Default - Arrangement of elements (type and image)		
Below Average	Average	Above Average
	3	2
1	2	2
Default - Understanding typography rules		
Below Average	Average	Above Average
2	2	
3	1	1
Default - Creative typography		
Below Average	Average	Above Average
	2	2
3	1	1

Statistic	Choice of typography (family, style, font)	Use of typography (readability, legibility)	Arrangement of elements (type and image)	Understanding typography rules	Creative typography
Min Value	-	-	-	-	-
Max Value	-	-	-	-	-
Total Responses	-	-	-	-	-

6. Project(s) evaluated:

Text Response	
A selection from Senior Portfolio, brochures, magazine layouts, branding	
Variety of print, web, and video: websites, IBC, magazine, brochure, video, community service (Global Freedom Project), illustrations, photography, PSA	
Statistic	Value
Total Responses	2

7. Additional comments:

Text Response	
Good work overall. The below average on the typography rules is really and understanding of detail, i.e. kerning, widows, etc. The use of elements on a page.	
Statistic	Value
Total Responses	1

8. Area(s) of strength:

Text Response	
A very strong understanding of what good design is. A good aesthetic direction overall.	
some students understand design and design theory and have improved their work; internship work was strong and refreshing to see in the portfolio	
Statistic	Value
Total Responses	2

9. Area(s) of improvement:

Text Response	
Would like to see more logo and icon work in the overall portfolio, maybe two additional pieces.	
clean boards and presentations both hard copy and online; one prsentation was filthy; no bitmapped and stretched images - ever; personal identities need work - mediocre ideas; websites: one had poor grammar/typos/spelling errors and was done last minute; it did not have content to describe projects; website samples should link to websites as well as videos should play - most do not. ALL sites need résumé link - and spell it correctly - not resume one student was online only (very weak site)	
Statistic	Value
Total Responses	2

1. Evaluator:

Text Response

Theodora Tilton






Bridget Murphy

Theodora T. Tilton

berdeljo

Statistic	Value
Total Responses	4

2. Class:

#	Answer		Response	%
1	GD-305 GD Studio I Project (magazine)		1	25%
2	GD-400 Internship Evaluation: External Reviewer		0	0%
3	GD-405 Senior Portfolio – Internal reviewer		2	50%
4	GD-405 Senior Portfolio – External reviewer		0	0%
5	Other GD Course		1	25%
	Total		4	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	3.00
Variance	2.67
Standard Deviation	1.63
Total Responses	4

3. Total number of students in class:

Text Response

4

9 students; reviewed 5 random

12

13

Statistic	Value
Total Responses	4

4. Typography:

Default - Choice of typography (family, style, font)

Below Average	Average	Above Average
	4	
3	2	
4	6	2
	3	11

Default - Use of typography (readability, legibility)

Below Average	Average	Above Average
	4	
2	2	1
4	4	4
	3	11

Default - Arrangement of elements (type and image)

Below Average	Average	Above Average
	3	2
1	2	2
4	5	3
	3	11

Default - Understanding typography rules

Below Average	Average	Above Average
2	2	
3	1	1
4	6	2
	3	11

Default - Creative typography

Below Average	Average	Above Average
	2	2
3	1	1
4	4	4
	3	11

Statistic	Choice of typography (family, style, font)	Use of typography (readability, legibility)	Arrangement of elements (type and image)	Understanding typography rules	Creative typography
Min Value	-	-	-	-	-
Max Value	-	-	-	-	-
Total Responses	-	-	-	-	-

5. Project(s) evaluated:

Text Response

A selection from Senior Portfolio, brochures, magazine layouts, branding
Variety of print, web, and video: websites, IBC, magazine, brochure, video, community service (Global Freedom Project), illustrations, photography, PSA
Digital Type Book; Parktakes Catalog, Calendar
magazine design

Statistic	Value
Total Responses	4

6. Additional comments:

Text Response
Good work overall. The below average on the typography rules is really and understanding of detail, i.e. kerning, widows, etc. The use of elements on a page.
Choice of typefaces needs to be improved and more relevant historically and appropriate to the topic of the design. A better understanding of choosing typefaces needs to be emphasized in Typography class. Students are still falling back on the most readily available fonts that the like rather than basing typographical decision the historic use of the fonts and its implied meaning

Statistic	Value
Total Responses	2

7. Area(s) of strength:

Text Response
A very strong understanding of what good design is. A good aesthetic direction overall.
some students understand design and design theory and have improved their work; internship work was strong and refreshing to see in the portfolio
Some very strong creative ideas
Understanding typography rules for layout

Statistic	Value
Total Responses	4

8. Area(s) of improvement:

Text Response
Would like to see more logo and icon work in the overall portfolio, maybe two additional pieces.
clean boards and presentations both hard copy and online; one presentation was filthy; no bitmapped and stretched images - ever; personal identities need work - mediocre ideas; websites: one had poor grammar/tipos/spelling errors and was done last minute; it did not have content to describe projects; website samples should link to websites as well as videos should play - most do not. ALL sites need résumé link - and spell it correctly - not resume one student was online only (very weak site)
Basic understanding of classifications of type and the ability to identify classifications
More creativity in choosing and designing with type.

Statistic	Value
Total Responses	4

9. If you selected "Other GD Course", please identify the course number in the field below (e.g., GD-101):

Text Response
GD-255

Statistic	Value
Total Responses	1

Student Name	Student major	Supervisor Name	Employer name	Hours work	Design Projects	Ratings matrix	Compared to others	Student's professional strengths.	Student's professional weaknesses.	Additional / Job offer	Recommend	Additional interns	
Evelyn Sarceno-Ortiz	Graphic Design	Allison Walsh	American Red Cross	16	Evelyn assisted with a wide range of design projects and marketing materials for fundraising galas, chapter events, preparedness tips and disaster outreach to build awareness and support of the Red Cross mission. This included save the dates, invitations, flyers, ads, web banners, social media images, sales sheets and infographics. She assisted with photo searches in the Red Cross photo library and helped prepare creative to be included in our new data asset management system.	Attendance & Punctuality = Excellent; Attitude = Excellent; Understand and Follow Directions = Excellent; Ability to Work Creatively as part of a Team = Excellent; Adhere to Deadlines = Excellent; Take Initiative without Supervision = Excellent; Oral Communication = Excellent; Written Communication = Excellent; Understand the Design Process = Excellent; Ability to Accept Criticism = Excellent; Ability to Grasp New Concepts = Excellent; Apply Academic Knowledge to the Workplace = Excellent; Use of Technology = Excellent; Research Abilities = Excellent; Conceptual Skills = Excellent; Design Skills = Excellent; Production Skills = Excellent; Makes Judgments Based on Observation and Experience = Excellent; Overall Professionalism Rating = Excellent; Overall Performance Rating = Excellent	Excellent	Evelyn is a quick learner; she fully understood and implemented the Red Cross branding and visual identity system very quickly with amazingly sharp attention to detail. She asks insightful questions that show deep commitment to solving a task. She works quickly and has exceeded expectations by turning around edits ahead of deadlines. On top of that, Evelyn always has a great attitude and has been willing to take on any project, big or small, that was assigned to her. She has been an extremely valuable asset to our team.	I can't think of any!	While none No	Yes	Yes	
Rebecca Prescott	Graphic Design	Angela O'Brien	Discovery Communications	20	Expected Tasks: &C Primary: DMC Archive Entering &C Video Editing and After Effects &C Infographic resume and powerpoint design After Effects &C Infographic resume and powerpoint design	Attendance & Punctuality = Excellent; Attitude = Excellent; Understand and Follow Directions = Excellent; Ability to Work Creatively as part of a Team = Excellent; Adhere to Deadlines = Excellent; Take Initiative without Supervision = Good; Oral Communication = Excellent; Written Communication = Excellent; Understand the Design Process = Excellent; Ability to Accept Criticism = Excellent; Ability to Grasp New Concepts = Good; Apply Academic Knowledge to the Workplace = Excellent; Use of Technology = Good; Research Abilities = Good; Conceptual Skills = Good; Design Skills = Excellent; Production Skills = Good; Makes Judgments Based on Observation and Experience = Good; Overall Professionalism Rating = Good; Overall Performance Rating = Good	Good						
Jacqueline Belker	Graphic Design	Meg Biram	Meg Biram LLC	12	Jacki helped edit copy. She pulled tips from posts and ebooks and wrote updates for Twitter and Facebook updates to help amplify online content. She assisted on photo shoots and modeled in photo shoots. She helped concept and research imagery for photo shoots and designed research decks. She practiced taking photos as a photographer. She attended events with me and reviewed products. She helped me package and ship items. She organized a blogger linkup, inputting all the email addresses, blog names, and links to participating bloggers in a linkup.	Attendance & Punctuality = Excellent; Attitude = Excellent; Understand and Follow Directions = Excellent; Ability to Work Creatively as part of a Team = Excellent; Adhere to Deadlines = Excellent; Take Initiative without Supervision = Good; Oral Communication = Excellent; Written Communication = Excellent; Understand the Design Process = Excellent; Ability to Accept Criticism = Excellent; Ability to Grasp New Concepts = Excellent; Apply Academic Knowledge to the Workplace = Excellent; Use of Technology = Excellent; Research Abilities = Good; Conceptual Skills = Good; Design Skills = Good; Production Skills = Excellent; Makes Judgments Based on Observation and Experience = Excellent; Overall Professionalism Rating = Excellent; Overall Performance Rating = Excellent	Excellent	Jacki is punctual and reliable. She's flexible and ready for any project you give her. She has a wonderfully positive attitude and was always asking for more. She works very hard. I have no doubt an employer will be happy with her work.	Sometimes attention to very small details needed to be better, but it was few and far between. Double or triple checking work could have solved this.	Not that I c No	Yes	Yes	
April Evans	Graphic Design	Sarah Gamble	National Park Service	16	Publication designs, brochures, social media, photography	Attendance & Punctuality = Excellent; Attitude = Excellent; Understand and Follow Directions = Excellent; Ability to Work Creatively as part of a Team = Good; Adhere to Deadlines = Good; Take Initiative without Supervision = Good; Oral Communication = Neutral; Written Communication = Good; Understand the Design Process = Good; Ability to Accept Criticism = Good; Ability to Grasp New Concepts = Good; Apply Academic Knowledge to the Workplace = Good; Use of Technology = Neutral; Research Abilities = Excellent; Conceptual Skills = Good; Design Skills = Neutral; Production Skills = Neutral; Makes Judgments Based on Observation and Experience = Good; Overall Professionalism Rating = Good; Overall Performance Rating = Excellent	Excellent	April is a positive team player. She responds well to instruction and is able to easily apply classroom knowledge to real world creative endeavors.	N/A	N/A	Yes	Yes	Yes
Shawn Preston	Graphic Design	Susan Angrisani	Crabtree+Company	16	Logos, posters, fact sheets, case study one pagers, image research, quality control and proofreading	Attendance & Punctuality = Excellent; Attitude = Excellent; Understand and Follow Directions = Excellent; Ability to Work Creatively as part of a Team = Excellent; Adhere to Deadlines = Excellent; Take Initiative without Supervision = Excellent; Oral Communication = Excellent; Written Communication = Excellent; Understand the Design Process = Excellent; Ability to Accept Criticism = Excellent; Ability to Grasp New Concepts = Excellent; Apply Academic Knowledge to the Workplace = Excellent; Use of Technology = Excellent; Research Abilities = Excellent; Conceptual Skills = Excellent; Design Skills = Excellent; Production Skills = Excellent; Makes Judgments Based on Observation and Experience = Excellent; Overall Professionalism Rating = Excellent; Overall Performance Rating = Excellent	Good	Research, quality control-specifically proofreading, concept sketches, organization, positive attitude, professional appearance	Needs improvement of executing sketches and original concepts and continue to develop typographic and color theory skills.	I believe co No	Yes	Yes	
Bernadette Oldfield	Graphic Design	Shelby Davies-Sekle	Fornash, Inc	7	Bernadette was a huge help to our marketing personnel. She edited photos for social media, our catalogs, website and database. She was also essential in creating back grounds for email blasts. She on occasion, also took photos of individual product as well as group shots to be used in marketing materials.	Attendance & Punctuality = Excellent; Attitude = Excellent; Understand and Follow Directions = Good; Ability to Work Creatively as part of a Team = Excellent; Adhere to Deadlines = Excellent; Take Initiative without Supervision = Excellent; Oral Communication = Excellent; Written Communication = Excellent; Understand the Design Process = Good; Ability to Accept Criticism = Excellent; Ability to Grasp New Concepts = Excellent; Apply Academic Knowledge to the Workplace = Excellent; Use of Technology = Excellent; Research Abilities = Excellent; Conceptual Skills = Excellent; Design Skills = Excellent; Production Skills = Excellent; Makes Judgments Based on Observation and Experience = Excellent; Overall Professionalism Rating = Excellent; Overall Performance Rating = Excellent	Excellent	Bernadette was always prompt and ready to being working the moment she stepped in the door. She exuded the same strength when it came to completing projects. Not only were they done quickly, they were done extremely well. Bernadette is gifted at her craft in graphic design. She was also willing to share her vast knowledge with other interns and office members. She was very comfortable being handed multiple projects one after another and that did not seem to break her stride at all. Bernadette was also able to pick up other tasks with ease such as monogramming with our computer based program.	Bernadette was fantastic. I have no weaknesses to report.	From our st No	Yes	Yes	
Janeth Rodriguez	Graphic Design	Ava Mutchler	Fornash	14	web design, email campaigns, ad campaigns, social media posts, product photos	Attendance & Punctuality = Excellent; Attitude = Excellent; Understand and Follow Directions = Good; Ability to Work Creatively as part of a Team = Excellent; Adhere to Deadlines = Excellent; Take Initiative without Supervision = Excellent; Oral Communication = Excellent; Written Communication = Excellent; Understand the Design Process = Good; Ability to Accept Criticism = Excellent; Ability to Grasp New Concepts = Excellent; Apply Academic Knowledge to the Workplace = Excellent; Use of Technology = Excellent; Research Abilities = Excellent; Conceptual Skills = Excellent; Design Skills = Excellent; Production Skills = Excellent; Makes Judgments Based on Observation and Experience = Excellent; Overall Professionalism Rating = Excellent; Overall Performance Rating = Excellent	Excellent	Janeth took initiative to get what she wanted out of the internship. I was impressed with her ability to come up with new concepts and her ability to meet deadlines even when not in the office. She took criticism well. She assisted with an ad for Americas Mart buyer guide that I couldn't have completed without her. She was an asset to have this semester.	Took a little long to understand the Fornash design aesthetic	no	No	Yes	Yes

1. Evaluator:

Text Response

Theodora Tilton




berdeljo

bcm review

Barry Erdeljon

Statistic	Value
Total Responses	4

2. Class:

#	Answer		Response	%
1	GD-202 Illustration		1	25%
2	GD-305 Graphic Design Studio I/Historical Project		0	0%
3	GD-401 Graphic Design Studio III/Research Project		0	0%
4	GD-404 Performance Media/Research Project		2	50%
5	Other GD Course		1	25%
	Total		4	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	3.50
Variance	3.00
Standard Deviation	1.73
Total Responses	4

3. Total number of students in class:

Text Response

18

20

Statistic	Value
Total Responses	2

4. Application of Design Research:

Default - Evidence of audience research (primary, secondary, library, web, interview, etc.)

Below Average	Average	Above Average
10	5	3
5	0	15

Default - Evidence of the ability to communicate a message through original design work using audience analysis

Below Average	Average	Above Average
9	6	3
3	3	14

Default - Accuracy in application of design research to design project (e.g. balance, contrast, repetition, proportion, unity, type, visuals, color, format, etc.)

Below Average	Average	Above Average
10	5	3
5	5	10

Statistic	Evidence of audience research (primary, secondary, library, web, interview, etc.)	Evidence of the ability to communicate a message through original design work using audience analysis	Accuracy in application of design research to design project (e.g. balance, contrast, repetition, proportion, unity, type, visuals, color, format, etc.)
Min Value	-	-	-
Max Value	-	-	-
Total Responses	-	-	-

5. Research Paper/Creative Design Brief:

Default - Evidence of audience research (primary, secondary, library, web, interview, etc.)

Below Average	Average	Above Average
10	5	3
0	0	20

Default - Development (introduces topic and states project/thesis, supporting argument and pertinent information, conclusion)

Below Average	Average	Above Average
10	5	3
3	3	14

Default - Mechanics (grammar, sentence structure, spelling)

Below Average	Average	Above Average
	14	4
8	2	10

Default - Organization (structure is clear and easy to follow; verbal flow)

Below Average	Average	Above Average
5	10	3
3	3	14

Statistic	Evidence of audience research (primary, secondary, library, web, interview, etc.	Development (introduces topic and states project/thesis, supporting argument and pertinent information, conclusion)	Mechanics (grammar, sentence structure, spelling)	Organization (structure is clear and easy to follow; verbal flow)
Min Value	-	-	-	-
Max Value	-	-	-	-
Total Responses	-	-	-	-

6. Project(s) evaluated:

Text Response

Informational Illustration/Recipe Illustration

American Dream and Title X sexual misconduct

Statistic	Value
Total Responses	2

7. Additional comments:

Text Response

Grammar, spelling and professionalism in writing has much room to improve. We attract a large number of international ESL students to our major but even the traditional 4 yrs at Marymount students are lacking in basic writing abilities

Statistic	Value
Total Responses	1

8. Area(s) of strength:

Text Response

Ability to learn. There was a learning curve in this class. And the skills improved as the semester progressed.

Finding primary sources

Statistic	Value
Total Responses	2

9. Area(s) of improvement:

Text Response

Research, research, research and how it applies to what they are doing.

writing

Statistic	Value
Total Responses	2

10. If you selected "Other GD Course", please identify the course number in the field below (e.g., GD-101):

Text Response

Statistic	Value
Total Responses	0

1. Evaluator:**Text Response**


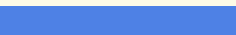
berdeljo

bcm

berdeljo

Statistic	Value
Total Responses	3

2. Class:

#	Answer		Response	%
1	GD-305 GD Studio I (service-learning project)		1	50%
2	GD-310 Electronic Media (service-learning project)		0	0%
3	GD-360 GD Studio II (service-learning project)		0	0%
4	GD-401 GD Studio III (service-learning project)		0	0%
5	GD-404 Performance Media Lab (service-learning project)		1	50%
6	Other GD Course		0	0%
	Total		2	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	3.00
Variance	8.00
Standard Deviation	2.83
Total Responses	2

3. Total number of students in class:**Text Response**

14

Statistic	Value
Total Responses	1

4. Research:

Default - Evidence of research competency in historical and/or contemporary design trends		
Below Average	Average	Above Average
		14
Default - Evidence of audience research		
Below Average	Average	Above Average
		14
Default - Evidence of the ability to communicate a message through original design work		
Below Average	Average	Above Average
		14

Statistic	Evidence of research competency in historical and/or contemporary design trends	Evidence of audience research	Evidence of the ability to communicate a message through original design work
Min Value	-	-	-
Max Value	-	-	-
Total Responses	-	-	-

5. Application:

Default - Conceptual (design brief, stylistic)		
Below Average	Average	Above Average
	4	10
Default - Accuracy in application of design principles (e.g. balance, contrast, repetition, proportion, unity, etc.)		
Below Average	Average	Above Average
	4	10
Default - Effectively apply visual communication to state a message (type, visuals, color, format)		
Below Average	Average	Above Average
	4	10
Default - Evidence of student reflection on service-learning project		
Below Average	Average	Above Average
		14
Default - Evidence that service-learning project achieved real objective		
Below Average	Average	Above Average
		14

Statistic	Conceptual (design brief, stylistic)	Accuracy in application of design principles (e.g. balance, contrast, repetition, proportion, unity, etc.)	Effectively apply visual communication to state a message (type, visuals, color, format)	Evidence of student reflection on service-learning project	Evidence that service-learning project achieved real objective
Min Value	-	-	-	-	-
Max Value	-	-	-	-	-
Total Responses	-	-	-	-	-

6. Project(s) evaluated:**Text Response**

Designer paper, Retro Ad, AAAHOF flyer, poetry reading posters, Halloweenfest poster, Musical Review flyer & program cover

Statistic	Value
Total Responses	1

7. Additional comments:**Text Response**

Since adding research based design solutions to the curriculum there as been a significant improvement in the sophistication and effectiveness of student designs

Statistic	Value
Total Responses	1

8. Area(s) of strength:**Text Response**

Historic research

Statistic	Value
Total Responses	1

9. Area(s) of improvement:**Text Response**

Deriving visual concepts and designs based on topic and historic research findings

Statistic	Value
Total Responses	1

10. If you selected "Other GD Course", please identify the course number in the field below (e.g., GD-101):**Text Response**

Statistic	Value
Total Responses	0

Additional GD Assessment Data

Learning Outcome #1

In GD 405 Portfolio **External** Review

Choice of typography (family, style, font) 6 Above Average 2 Average 0 Below Average
Use of typography (readability, legibility) 6 Above Average 4 Average 0 Below Average
Arrangement of Elements (layout/design) 7 Above Average 3 Average 0 Below Average
Understanding Typography control 5 Above Average 5 Average 0 Below Average
Creative typography/design solution 5 Above Average 5 Average 0 Below Average

Learning Outcome #2

GD 305 Historical Project (Design research)

In GD 305 Graphic Design Studio I

Above Average Average Below Average

Application of Design Research

12 above average and 1 average in each category list below

- Evidence of audience research
- Evidence of the ability to communicate a message through original design work using audience analysis
- Accuracy in application of design research to design project

Research Paper/Creative Design Brief

13 above average in each 4 category list below

- Evidence of Audience Research
- Development
- Mechanics
- Organization

Learning Outcome #3

In GD 404 Performance Media

Research : **1 below 2 average 17 above average for all categories**

- Evidence of research competency in historical and/or contemporary design trends
- Evidence of audience research
- Evidence of the ability to communicate a message through original design work

Application of Design Research: **1 below 2 average 17 above average for all categories**

- Conceptual
- Accuracy in application of design principles
- Effectively apply visual communication to state a message
- Evidence of student reflection on service-learning project
- Evidence that service-learning project achieved real objective

Please note: on the argumentative (ethical professional practices) research paper the final grades were: 4 average, 3 below average, 13 above average. This paper was used by university writing assessment.

