PROGRAM: Media Design & Graphic Design (Note Graphic Design was renamed Media Design effective Fall 2015)

SUBMITTED BY: Barry Erdeljon

DATE: October 19, 2016

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 is evaluated by faculty members who do not teach the course and industry/external professionals. Internships are evaluated by the students’ supervisors. Evaluations are collected as either hard copy, emailed or collected by the Career Services. Compiled data is stored electronically by the department chair.

EXECUTIVE SUMMARY

Program description from the 2015-16 Course Catalog:
The program in communication and media design offers a cross-disciplinary course of study leading to a bachelor's degree in either communication or media design. The curriculum is grounded in design and communication theory and supports the development of research, writing, critical thinking, and creative practice skills. Students develop the conceptual and practical skills that enable them to create design and communication solutions for the contemporary media environment. Within the major in media design, students choose either the graphic design emphasis or the media communication design emphasis. Graduates are prepared for entry-level positions in a range of communication media and design organizations. In addition, the major in communication provides excellent preparation for graduate study in communication, public relations, corporate communication, law, and journalism. Students majoring in media design will participate in a professional portfolio review during the senior year.

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

• exhibit competent design abilities with emphasis on typography;
• demonstrate the ability to conduct design research and audience analysis and apply them to design; and
• demonstrate the ability to conduct competent and effective design research and apply it to service-learning project(s).

Note: As of 2016-17 learning outcomes have been changed to better align with the newly adopted curriculum.

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

• develop the ability to communicate effectively to a wide variety of audiences, verbally, in writing, and electronically;
• utilize knowledge of typography, graphics, photography, and video to communicate ideas and information visually in print, web, mobile, and social media;
• apply critical thinking and aesthetic judgments in creating print and digital media;
• demonstrate proficient level of skills in design software necessary to gain entry-level employment; and
• create a portfolio of material showing proficiency in print and digital media techniques.
<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Year of Last Assessment</th>
<th>Assessed This Year</th>
<th>Planned Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibit competent design abilities with emphasis on typography</td>
<td>2014-15</td>
<td>2015-16</td>
<td></td>
</tr>
<tr>
<td>Demonstrate the ability to conduct design research and audience analysis and apply them to design</td>
<td>2014-15</td>
<td>2015-16</td>
<td></td>
</tr>
<tr>
<td>Demonstrate the ability to conduct competent and effective design research and apply it to service---learning project(s).</td>
<td>2014-15</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Exhibit portfolio-quality designs and effectively present one’s work.</td>
<td>n/a</td>
<td>2015-16</td>
<td></td>
</tr>
</tbody>
</table>

**Learning objectives as of fall 2016**

<p>| | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Develop the ability to communicate effectively to a wide variety of audiences, verbally, in writing, and electronically;</td>
<td>n/a</td>
<td></td>
<td>2016-17</td>
</tr>
<tr>
<td>Utilize knowledge of typography, graphics, photography, and video to communicate ideas and information visually in print, web, mobile, and social media;</td>
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<tr>
<td>Apply critical thinking and aesthetic judgments in creating print and digital media;</td>
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<td>Demonstrate proficient level of skills in design software necessary to gain entry-level employment; and</td>
<td></td>
<td></td>
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<tr>
<td>Create a portfolio of material showing proficiency in print and digital media techniques.</td>
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</tbody>
</table>

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

Marymount Mission 2015-16 catalog
Marymount is a comprehensive Catholic university, guided by the traditions of the Religious of the Sacred Heart of Mary, that emphasizes intellectual curiosity, service to others, and a global perspective. A Marymount education is grounded in the liberal arts, promotes career preparation, and provides opportunities for personal and professional growth. A student-centered learning community that values diversity and focuses on the education of the whole person, Marymount guides the intellectual, ethical, and spiritual development of each individual.

Marymount Vision 2015-16 catalog
Marymount University will be known as a comprehensive Catholic university and the institution of choice for students, faculty, and staff. Marymount will distinguish itself through a culture of engagement that fosters intellectual curiosity, service to others, and a global perspective.

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

Several students presented original performance media and social media campaigns at the 2016 Student Research Conference

Community engagement and service projects are included in assignments throughout the curriculum. Projects include working directly with grassroots, regional and national nonprofit organizations and causes. 2015-16 projects included:

Take Me to the River, international artist cooperative nonprofit - website development; Arlington Thrive, nonprofit emergency relief funds - 40th Anniversary video; Voyage to Utopia, Marymount African Student Association fashion show - promotional materials and video, Marymount Farmers Market, Field to Table nonprofit - branding and website, Solar Market Pathways Collaboration, Council of Independent Colleges in Virginia (CICV) - Promotional flyers, newsletter template and website, La Cocina Virginia, nonprofit culinary school for marginalized Hispanic women - Documentary video, Bonder & Amanda Johnson, Community Development Corporation, nonprofit relief services center - branding, letters head, business cards and website

Students assisted faculty on the following projects: FosterU - Foster Care to Success, national nonprofit for foster care students - multiple video productions; National Park Services, Foster Care student NPS 100th anniversary - video series; Sr. Simone Network - video on income inequity
The required History of Graphic Design and Introduction to Media Communication courses are taught from a global perspective. Majors are encouraged and advised to study abroad to further gain global perspective.

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

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

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

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

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

The transition to the new curriculum created unique challenges in that in some cases revised course syllabi no longer included assignments used in the past for data collection. New learning objectives were needed to better align with the updated Graphic Design/Media Design curriculum implemented in fall of 2015. The assistance of the Director of Institutional Assessment Office of Planning and Institutional Effectiveness was sought in determining new and appropriate learning objectives and assessment tools. This discussion is ongoing. Assessment reporting for 2016-17 will use the new learning objectives and measures that appear in the current catalog.
Describe how the program implemented its planned improvements from last year:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Planned Improvement</th>
<th>Update</th>
</tr>
</thead>
</table>
| **Learning Outcome 1**: Exhibit competent design abilities with emphasis on typography | Emphasize typography throughout the curriculum in all technique and studio courses  
Give more weight to the use of typography as assignment grading criteria  
Initiate discussions on aligning the course Typography’s relevance the new curriculum to include print and online typographical techniques and assignments. | All MD design instructors discussed the emphasize typography throughout the curriculum in all technique and studio courses. The emphasizes is being added to courses throughout 2016-17  
More weight has been given to the use of typography as assignment grading criteria in Web and Publication Design and in all studio classes  
A discussion on aligning the course Typography’s relevance to the new curriculum to include print and online typographical techniques and assignments has begun and will continue throughout 2016-17 |
| **Learning Outcome 2**: Demonstrate the ability to conduct design research, audience analysis, and the application to design problem—solving process. (Inquiry Outcome) | Add a required course in research analysis with a focus on audience analysis  
More emphasis will be given to the creative brief, and supporting research processes, audience analysis and the application to the design problem in all studio design classes  
Required research based creative rationales will be added to studio course assignments  
Add analytic analysis in Web and Social Media Design and Performance Media and advanced studios for online and social media campaigns and video productions to demonstrate the effectiveness of design and campaign solutions | A required course in research analysis with a focus on audience analysis has been added to the curriculum  
More emphasis is being given to the creative brief, and supporting research processes, audience analysis and the application to the design problem in all studio design classes.  
Required research based creative rationales have been added to studio course assignments  
Analytic analysis has been added to Web and Social Media Design and Performance Media and advanced studios for online and social media campaigns and video productions to demonstrate the effectiveness of design and campaign solutions |
Provide a response to last year’s University Assessment Committee review of the program’s learning assessment report:

I. Executive Summary
Comments: Typography changes appear to have been successful in helping assessment relation to outcomes. What is the plan moving forward to find time for faculty to meet and deal with pedagogical issues in teaching typography?

Faculty meet at the beginning and end of each semester to discuss pedagogical issues in teaching typography.

How did the use of outside evaluator affect the understanding of students’ abilities? (great strategy)

The use of outside evaluator affected the understanding of students’ abilities by serving as affirmation of faculty reviews of student use of typographical abilities. More typography exercises and emphasis on typography was adopted throughout the curriculum.

II. Implemented Improvements from Previous Year
Comments: (Please comment on each outcome.): #1 – nice descriptors on rubrics making clear what “competent design” means. #2Not clear – the application of what to the design problem-solving process? Is this a double-barreled outcome? (Maybe something like “Apply process of design research and audience analysis to new design problems/situations” would be clearer?)

Measure was changed to read” Demonstrate the ability to conduct design research, audience analysis, and the application to design problem-solving process” With “process” referring to the processes taught and learned throughout the curriculum.

Outcomes 2 and 3 are somewhat hard to distinguish (how is the kind of thinking and the kinds of skills different for a more generic design situation from a service-learning outcome?)

Outcome 3 is no longer being assessed. Faculty agreed this outcome was not distinguishable from outcomes #2.
III. Outcomes
Comments (Please comment on each outcome.): #2 no indirect measure listed; #3 no direct measures listed (In the analysis there are references to measures that could be indirect – client responses, internship site reviews, but these aren’t listed). Course-based assessments and portfolio assessments are thoughtful and thorough.

Outcome #2 has been changed to focus on learned processes. Measures now include portfolio reviews by faculty and outside professionals and internship evaluations. Comments on outcome #3 are no longer relevant. This outcome has been replaced to be more clearly stated and measurable per comments in previous section. And to be reflective of the newly adapted curriculum.

IV. Assessment Measures and Targets
Comments (Please comment on each outcome.): Weaving attention to typography across the curriculum seems to have been a productive strategy. (There is a mention of one weaker student – what happens to such a student?)

A minimum grade of C or better is required in courses in the major to advance. Students not able to achieve a C retake the course including Typography and the upper level studio courses. Retaking courses prior to advancement has proved very effective for the improvement of skills and understanding of processes.

VI. Use of Assessment to Improve Effectiveness
Comments: #3 What curricular or assessment revision could you make to scaffold students towards more success once you revise this outcome to make it more distinguishable from outcome 2?

Comments on outcome #3 are no longer relevant. This outcome has been replaced to be more clearly stated and measurable per comments in previous section. And to be reflective of the newly adapted curriculum. Scaffold students towards more success is not necessary at this point since the outcome will not be assessed until 2016-17.
Outcomes and Past Assessments

**Learning Outcomes 1**: Exhibit competent design abilities with emphasis on typography

**This outcome is being reexamined**

In 2015-16, student work was acceptable. This Learning Outcome focuses on a general competency through assessing a specific skill. Based on assessment measures there is room for improvement with typographical design abilities. This is evident from the external and internal senior exit portfolio reviews and scores and comments by Internship supervisors.

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Performance Standard</th>
<th>Data Collection</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMD405 Portfolio: Use of typography portion of senior portfolio evaluations by faculty; outside of the course (Direct measure)</td>
<td>A score of average (3) for “Portfolio Evaluation Sheet”; 75% of students should meet this rating</td>
<td>10 reviews: 5 randomly selected different student portfolios reviewed by each of 2 faculty</td>
<td>See analysis of data below</td>
</tr>
<tr>
<td>CMD405 Portfolio: Use of typography portion of senior portfolio evaluations by professional designers (Indirect measure)</td>
<td>A score of average (3) for “Portfolio Evaluation Sheet”; 75% of students should meet this rating</td>
<td>12 student portfolios reviewed by professionals</td>
<td>See analysis of data below</td>
</tr>
</tbody>
</table>

**Interpretation of Results**

**Extent this Learning Outcome 1 “Exhibit competent design abilities with emphasis on typography” has been achieved by students**

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

The final assessments are obtained from external reviews from CMD 400 Internship. And from both external professionals and internal faculty reviews of CMD 405 Portfolio. The majority of reviews selected ‘Above Average’ to ‘Superior’ scores on “Layout Skills” 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:

<table>
<thead>
<tr>
<th></th>
<th>Superior</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>In GD 405 Portfolio Internal Review</td>
<td>3 (30%)</td>
<td>5 (45%)</td>
<td>2 (20%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Choice of typography (family, style, font)</td>
<td>3 (30%)</td>
<td>5 (45%)</td>
<td>2 (20%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Use of typography (readability, legibility)</td>
<td>3 (30%)</td>
<td>6 (54%)</td>
<td>2 (20%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Arrangement of Elements (layout/design)</td>
<td>5 (45%)</td>
<td>3 (30%)</td>
<td>2 (20%)</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Superior</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>In GD 405 Portfolio External Review</td>
<td>4 (33.3%)</td>
<td>5 (41.6%)</td>
<td>3 (25%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Choice of typography (family, style, font)</td>
<td>4 (33.3%)</td>
<td>5 (41.6%)</td>
<td>3 (25%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Use of typography (readability, legibility)</td>
<td>2 (16.6%)</td>
<td>5 (41.6%)</td>
<td>4 (33.3%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Arrangement of Elements (layout/design)</td>
<td>3 (25%)</td>
<td>5 (41.6%)</td>
<td>4 (33.3%)</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>
Program strengths and opportunities for improvement relative to assessment of outcome:
The Media/Graphic Design Program would like to have 100% of our students achieve a minimum rating of ‘Above Average’. But, realistically the Media 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 and external reviews of portfolios showed no “Below Average” scores related to layout with an emphasis on typography. This is an improvement over the past several years. Faculty believe further improvements in layout with an emphasis on typography are still possible. Related assignments in all relevant courses will be strengthened with the intent of further improving our students’ layout with an emphasis on typography abilities – provided our graduates with a competitive advantage for employment upon graduation.

Discuss planned curricular or program improvements for this year based on assessment of outcome: 2015--16
- Work on strengthening typographic rules and understanding their applications in intermediate studio classes (CMD 305, 308, and 360)
- Use of milestone critiques of typography in CMD Publication Design
- Develop more exercises throughout the curriculum requiring more creativity in layout and the use of typography
- In advanced studios and Portfolio hold students accountable for designing entry level professionalism quality layouts and use of typography

Learning Outcomes 2: Demonstrate the ability to conduct design research, audience analysis, and the application to design problem-solving process

This outcome was scheduled to be reexamined

In 2015-16 the newly implemented curriculum required reevaluating the past learning outcomes and appropriate data collection. This resulted in developing new learning outcomes and measures for 2016-17. No data was collected for this previously assessed Graphic Design learning outcomes. During the process of updating the Media and Graphic Design assessment process.
Learning Outcome 3: Exhibit portfolio-quality designs and effectively present one’s work

This outcome is not being reexamined

The final assessments are obtained from external reviews from CMD 400 Internship. And from both external professionals and internal faculty reviews of CMD 405 Portfolio. The majority of reviews selected ‘Above Average’ to ‘Superior’ scores on “Layout Skills” 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:

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<thead>
<tr>
<th>Outcome Measure</th>
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<tbody>
<tr>
<td>CMD405 Portfolio: overall portfolio quality and presentation portions of portfolio evaluations by faculty (Direct measure)</td>
<td>A score of average (3) for “Portfolio Evaluation Sheet”; 75% of students should meet this rating</td>
<td>10 reviews: 5 randomly selected different student portfolios reviewed by each of 2 faculty</td>
<td>See analysis of data below</td>
</tr>
<tr>
<td>CMD405 Portfolio: overall portfolio quality and presentation portions of portfolio evaluations by professional designers (Indirect measure)</td>
<td>A score of average (3) for “Portfolio Evaluation Sheet”; 75% of students should meet this rating</td>
<td>12 student portfolios reviewed by professionals</td>
<td>See analysis of data below</td>
</tr>
<tr>
<td>CMD400 Internship: Internship Supervisors’ relevant comments (Indirect measure)</td>
<td>75% of students should receive favorable reviews of their design abilities and ability to work in a professional design environment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Interpretation of Results

Extent this Learning Outcome 3 “Exhibit portfolio-quality designs and effectively present one’s work” has been achieved by students

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

The final assessments are obtained from external reviews from CMD 400 Internship. And from both external professionals and internal faculty reviews of CMD 405 Portfolio. The majority of reviews selected ‘Above Average’ to ‘Superior’ scores on “Exhibit portfolio-quality designs and effectively present one’s work” with only 1 ‘Below Average’ in 1 scored category. Overall, the outcome was achieved. Below are details of findings:

<table>
<thead>
<tr>
<th>Note: Incomplete internal scoring received</th>
<th>Superior</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>In GD 405 Portfolio Internal Review</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to state project purpose</td>
<td>7 (70%)</td>
<td>2 (20%)</td>
<td>1 (10%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Craftsmanship of portfolio pieces</td>
<td>4 (40%)</td>
<td>2 (20%)</td>
<td>4 (40%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Demonstrates competency in technical preparation of portfolio pieces</td>
<td>5 (55%)</td>
<td>3 (30%)</td>
<td>2 (20%)</td>
<td>1 (10%)</td>
</tr>
</tbody>
</table>
Program strengths and opportunities for improvement relative to assessment of outcome:

Idealistically, the Media/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’ abilities to “Exhibit portfolio-quality designs and effectively present one’s work”. Internal review of portfolios showed only 1 below average 1 of the scored categories. score in 1. This is an improvement over last year.

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.

Discuss planned curricular or program improvements for this year based on assessment of outcome: 2015—16

- Emphasis on preparing portfolio-quality designs and effectively presenting one’s work will be added to midlevel studio courses
- Preparing portfolio-quality designs and effectively presenting one’s work will continue to be the primary emphasis of CMD 405 Portfolio
- In addition to the current requirement for web and printed portfolio presentations of students’ work social media presentations will be required

Appendix

Data collected and assessment tools are stored here: https://drive.google.com/drive/folders/0BymYEICjEylfM1lsekJ7BNjQzSFE?usp=sharing