

STUDENT LEARNING ASSESSMENT REPORT

PROGRAM: Media Design

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BRIEFLY DESCRIBE WHERE AND HOW ARE DATA AND DOCUMENTS USED TO GENERATE THIS REPORT BEING STORED:

EXECUTIVE SUMMARY

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

Graduates are prepared for entry-level positions in a range of communication media and design organizations. Within the major in media design, students choose either an emphasis in graphic design or media communication design and participate in a professional portfolio review during the senior year.

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

- demonstrate the effective use of research skills and the ability to gather data from diverse sources;
- demonstrate an understanding of concepts and apply theories in the use and presentation of images and information;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes they serve;
- demonstrate oral communication skills and an ability to articulate ideas, feelings, and attitudes to a target audience; and
- apply tools and technologies appropriate for the communications professions in which they work.

NOTE: The catalog listing and description of the media Design B.A. program needs to be edited to reflect that the Media Design and Communication programs, while housed in the same administrative department, are two separate and distinct B.A. programs. To this end, the Communication and Media Design faculty have discussed this with the Dean of Arts & Sciences, the Associate and Assistant Deans, and the Registrar, and changes are planned for the next Catalog year (18-19).

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

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



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

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

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

Several students presented original performance media and social media campaigns at the 2017 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. 2016-17 projects included:

Sr. Simone Network, income inequity video; Hawksbill Hope Inc. website photography and video, Bethesda Little Theatre handbills and program covers; Ballston Business Improvement District ,virtual directory logo; Northern Virginia Falls Prevention Network, logo; Marymount Farmers Market, logo & website; MU Wellness Taskforce, logo; Marymount Interior Design, 2017 Design4All Design-athon, video; Marymount University Campus Ministry: HalloweenFest posters and digital signage and Special Olympics, poster, t-shirt and digital signage; Marymount University Student Services, Student Handbook, illustrations and photography; Marymount Center for Ethical Concerns, Ethics Week, You People Project, several videos, website, and social media campaign; **Marymount Voyage to Utopia**, Marymount African Student Association fashion show, video

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

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

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



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

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

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

Faculty provide the assessment report preparer/department co-chair with evaluations of project design briefs and research and projects and employer evaluations of internships. Per the Director of Institutional Assessment’s recommendation, this report ensures outcomes are assessed in upper division (sophomore through senior level) classes where it is appropriate for students to demonstrate mastery. In addition, the results of a survey of program alumni are evaluated. The report preparer then compiles numerical summaries of the data used in preparing this report. The decision of which course data to use to assess learning outcomes is based on the consensus of the program faculty. This being the first year of the new learning outcomes there was no discussion of reassessing any of the past outcomes. The Director of Institutional Assessment was consulted when preparing new learning outcomes and assessment tools to better asses the media/graphic design program that was reconfigured in the 15-16 year. And assessments of similar programs at other institution was researched.

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>
Exhibit competent design abilities with emphasis on typography.	<ul style="list-style-type: none"> • 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 	This learning outcome changed to: Utilize knowledge of typography, graphics, photography, and video to communicate ideas and information visually in print, web, mobile, and social media to better assess the curriculum that was adopted in 15-16

	<ul style="list-style-type: none"> • 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 	<p>On-going discussions among faculty on aligning course content to utilize knowledge of typography, graphics, photography, and video to communicate ideas and information visually in print, web, mobile, and social media</p>
<p>Exhibit portfolio--quality designs and effectively present one's work.</p>	<ul style="list-style-type: none"> • 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 	<p>This learning outcome changed to: Apply critical thinking and aesthetic judgments in creating print and digital media to better assess the curriculum that was adopted in 15-16</p> <p>More emphasis is being given to the creative brief, including the creative rationale and supporting research processes, audience analysis and the application to the design problem. More emphasis is being given to the aesthetic judgments of using the elements, principals, and rules of effective designing in all studio design classes.</p> <p>Students are given opportunities to make multiple refinements to creative briefs.</p>

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

In response to the UAC's comments on last year's report concerning IV. Assessment Measures and Targets, categories of judgment (superior, above average, etc.) have been operationally defined and included in this year's report.

Concerning VI. Use of Assessment to Improve Effectiveness, comment that the results are presently clearly, but try to get something from the results that are concrete enough to use to improve the program. More "concrete" results for the improving the program are included in this year's report.

Outcomes Assessment 2016-2017

Learning Outcome 1: (Starting 16-17) Utilize knowledge of typography, graphics, photography, and video to communicate ideas and information visually in print, web, mobile, and social media

Assessment Activity

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss the data collected and student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
CMD405 Portfolio: Use of senior portfolio evaluations by faculty; outside of the course (Direct measure)	A score of average (3) for "Portfolio Evaluation Sheet"; 75% of students should meet this rating	9 reviews: 5 randomly selected different student portfolios reviewed by one faculty and 4 reviewed by another faculty	See analysis of data below
CMD405 Portfolio: Use of senior portfolio evaluations by professional designers (Indirect measure)	A score of average (3) for "Portfolio Evaluation Sheet"; 75% of students should meet this rating	6 student portfolios reviewed by professionals	See analysis of data below

Interpretation of Results

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

	Superior	Above Average	Average	Below Average
In CMD 405 Portfolio External Review				
Average score of 9 criteria under "Layout Skills"	3 (50%)	3 (50%)	0 (0%)	0 (0%)
Average score of 4 criteria under "Student original Photography"	2 (75%)	1 (25%)	0 (0%)	0 (0%)
Average score of 4 criteria under "Student original illustrations"	2 (75%)	1 (25%)	0 (0%)	0 (0%)
In CMD 405 Portfolio Internal Review				
Average score of 9 criteria under "Layout skills"	3 (33.3%)	4 (44.4%)	2 (22.2%)	0 (0%)



Average score of 4 criteria under "Student original Photography"	0 (0%)	4 (80%)	1 (20%)	0 (0%)
Average score of 4 criteria under "Student original illustrations"	1 (16.67%)	4 (66.67%)	1 (16.67%)	0 (0%)

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

Area(s) of improvement: Typography and the use of color.

Additional Comments: The portfolio review form/criteria needs to be updated to better assess the newly implemented outcomes.

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

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

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

As media and graphic design technology continues to improve and change, as does its application to typography, graphics, photography, and video in the workplace, Media design faculty will continue to evaluate and discuss the skills students should be developing and mastering in their courses in order to communicate ideas and information visually in print, web, mobile, and social media. And critiques throughout the curriculum will emphasize typography and the use of color.

Learning Outcome 2:

Assessment Activity

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss the data collected and student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
CMD405 Portfolio: overall portfolio quality of portfolio evaluations by faculty (Direct measure)	A score of average (3) for "Portfolio Evaluation Sheet"; 75% of students should meet this rating	9 reviews: 5 randomly selected different student portfolios reviewed by one faculty and 4 reviewed by another faculty	See analysis of data below
CMD405 Portfolio: overall portfolio quality of portfolio evaluations by professional designers (Indirect measure)	A score of average (3) for "Portfolio Evaluation Sheet"; 75% of students should meet this rating	6 student portfolios reviewed by professionals	See analysis of data below

Interpretation of Results

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

In CMD 405 Portfolio Internal Review	Superior	Above Average	Average	Below Average
Effectiveness of design solutions	4 (44.4%)	5 (55.5%)	0 (0%)	0 (0%)
Demonstrate an understanding of the design process	5 (55.5%)	4 (44.4%)	0 (0%)	0 (0%)
Overall compared to other entry level portfolios	4 (44.4%)	3 (33.3%)	2 (22.2%)	0 (0%)
In CMD 405 Portfolio External Review	Superior	Above Average	Average	Below Average
Effectiveness of design solutions	3 (50%)	1 (16.7%)	2 (33.3%)	0 (0%)
Demonstrate an understanding of the design process	9 (100%)	0 (0%)	0 (0%)	0 (0%)
Overall compared to other entry level	3 (50%)	1 (16.7%)	2 (22.2%)	0 (0%)
CMD400 Internship: Internship Supervisors' relevant comments	Supervisor comments were very favorable for all internships – mostly “excellent”			
Graduating student survey				
“solve problems in your field using your knowledge and skills”	4 (100%) indicated Good or Excellent			

According to professionals in the field and faculty who reviewed senior exit portfolios and student graduation survey: Area(s) of strength: Effectiveness of design solutions and demonstrates an understanding of the design process

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

Additional Comments: The portfolio review form/criteria needs to be updated to better assess the newly implemented outcomes.

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

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

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

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

Appendix

Data collected and assessment tools are stored here: <https://drive.google.com/drive/folders/OBymYEIcJyYlfM1lsekZBNjQzSFE?usp=sharing>

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

Superior: Consistently excels at the review criteria

Above average: Mostly excels at the review criteria

Average: Adequately meets the review criteria

Below average: Does not consistently meet the review criteria

SENIOR PORTFOLIO Review Form

	4 SUPERIOR	3 ABOVE AVERAGE	2 AVERAGE	1 BELOW AVERAGE
PRESENTATION SKILLS				
Ability to state project purpose	4	3	2	1
Rationale of design directions	4	3	2	1
Displays professional attitude & appearance	4	3	2	1
Craftsmanship of portfolio pieces	4	3	2	1
CONCEPTUAL SKILLS				
Appropriateness of conceptual directions	4	3	2	1
Use of visual concepts	4	3	2	1
Appropriate stylistic approaches	4	3	2	1
Effectiveness of design solutions	4	3	2	1
LAYOUT SKILLS				
Choice of typography	4	3	2	1
Use of typography	4	3	2	1
Choice of visuals	4	3	2	1
Use of visuals	4	3	2	1
Choice of color schemes	4	3	2	1
Use of color	4	3	2	1
Page layout	4	3	2	1
Arrangement of design elements	4	3	2	1
Use of formats	4	3	2	1
STUDENT'S ORIGINAL ILLUSTRATIONS PIECES (If applicable)				
Appropriateness of visual concept	4	3	2	1
Choice of subject matter	4	3	2	1



Use of medium	4	3	2	1
Appropriate choice of style	4	3	2	1

**STUDENT'S ORIGINAL
PHOTOGRAPHY PIECES (If applicable)**

Appropriateness of visual concept	4	3	2	1
Choice of subject matter	4	3	2	1
Use of medium	4	3	2	1
Appropriate choice of style	4	3	2	1

OVERALL

Ability to accept criticism	4	3	2	1
Demonstrates an understanding of the graphic design process	4	3	2	1
Compared to other entry level portfolios	4	3	2	1

Curriculum Map

These will be sent for review and feedback to the Liberal Arts Core Committee.

UNDERGRADUATE CURRICULUM MAP

Degree Program: Media Design

Year: 2016-17

Program Outcomes:

Program Outcome	Critical Thinking	Inquiry	Information Literacy	Written Communication
Develop the ability to communicate effectively to a wide variety of audiences, verbally, in writing, and electronically;				X
Utilize knowledge of typography, graphics, photography, and video to communicate ideas and information visually in print, web, mobile, and social media;		X		
Apply critical thinking and aesthetic judgments in creating print and digital media;	X			
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.	X	X	X	X

Curriculum Map:

For each course, indicate which competencies are included using the following key. Please refer to the director of assessment in Planning and Institutional Effectiveness if you need more detailed explanation of the four core competencies.

Level of instruction: I – Introduced, R-reinforced and opportunity to practice, M-mastery at the senior or exit level

Assessment: PR-project, P-paper, E-exam, O-oral presentation, I-internship, OT-other (explain briefly)

Required Course	Critical Thinking		Inquiry		Information Literacy		Written Communication	
	Level	Assess	Level	Assess	Level	Assess	Level	Assess
CMD Web and Social Media Design	I	PR & project brief and creative rationale	I	PR and supporting research	I	PR and supporting research	I	PR
CMD Publication Design	I	PR & project brief and creative rationale	I	PR and supporting research	I	PR and supporting research	I	PR
CMD Studio	R/M	PR & project brief and creative rationale	R/M	PR and supporting research	R/M	PR and supporting research	R/M	PR & project brief and creative rationale
CMD Portfolio	M	PRs & project briefs and creative rationales	M	PR and supporting research	M	PR and supporting research	M	PR & project brief and creative rationale