



## Design Arts | 2014-2015 Assessment Report

**Program Outcome: Students will have developed analytical skills to evaluate and critique design solutions in terms of esthetics, function, and design principles appropriate to the needs and desires of specific audiences, contexts, uses and content.**

Portfolios and projects from Design 431, Design Studio III, Design 435, Publication Workshop, Design 433, Multimedia and Design 433, E-publications were reviewed and revealed that roughly 15 percent were ranked as highly proficient in developing and executing effective responses to large scale projects. A second tier of portfolios comprising the proficient ranking, included 30 percent of the evaluated students. Another 20 percent ranked as semi-proficient, requiring additional development to bring their work to a professional level. The remaining students ranked below proficiency as evidenced by the level of sophistication in concept development and execution of their assignments. Discussion among faculty indicated a uniqueness in this group of students with respect to their lower than normal performance. This was offset somewhat by a number of students who placed very well in the regional student design competition in February.

During the spring semester 2015 the program mounted an experimental course in Professional Practice that showed a high degree of promise in providing students with evaluative and audience related project development. The course provided a format specifically designed to engage students in a variety of projects that required real world practices in developing client based research and presentations. Final presentations showed improvement in many aspects of this category, most notably in communicating with clientele.

Scholarship submissions were encouraging as a large number of students showed great improvement from their Sophomore/Junior year portfolios.

### **How will you use what you've learned from the data that was collected?**

There has been discussion among faculty about improving the relevance of the core courses that was precipitated by the review conducted by the National Association of Schools of Art and Design the previous year. An ongoing review by the Art and Design Curriculum committee may bring some changes to Design 107, Two Dimensional Design.

Another possibility that has been discussed is to move Design 331, Graphic Design Studio I to a 200 level slot and thereby extending the student core course experience and simultaneously adding more upper level the Design Studio requirements.

This year the Graphic Design Studio I students used online tutorials as a major component of their course work and a student worker provided both lab assistance and reviewed their completed work. This moved some of the technical instruction out of the studio sessions and created more space in the class room for design development instruction.

Continued development of the upper level Professional Practices course will be essential in improving outcomes in this category.