

Department of Design: Master Assessment Plan (Revised May 2013)

Department: Design

Assessment Coordinator: Dr. Elsi Vassdal Ellis

Departmental Mission: In support of the mission of Western Washington University and the College of Fine and Performing Arts, the Design Program utilizes a curriculum that emphasizes the process of problem solving to direct students to make connections between culture and design and their role as responsible visual communicators. Students learn to combine personal expression and critical thinking as they create solutions that connect industry, individuals, and institutions to specific audiences and themselves to the world. Students develop adaptive learning strategies to sustain successful communication careers in a constantly changing world.

Departmental Student Learning Outcomes: Upon graduation, Design, BA majors will be able to:

1. Demonstrate functional competence with principles of visual organization, visual language and theory as applied to visual communication problems.
2. Understand and apply creative and abstract thinking skills to visual communication problems.
3. Produce creative, professional-quality work within project guidelines.
4. Understand, embrace and use current tools, software and technology as a vehicle of effective communication (conceive, design, produce, and create visual forms to successfully communicate ideas, opinions, concepts).
5. Demonstrate facility in visual communication practice, including written and verbal communication skills

Additional Student Learning Outcomes: Upon graduation, Design, BFA majors will also be able to:

6. Identify, analyze, interpret, translate and manage complex communication problems into effective visual communication solutions.
7. Demonstrate integration of print, web, interactive media in complex visual communication solutions.
8. Work collaboratively and manage design projects to effective completion.

GUR Student Learning Outcomes

2. Analyze and interpret information from varied sources, including print and visual media. (Design 211)
9. Work collaboratively and manage projects to effective completion. (Design 111; not identified when the course was originally proposed but added to the assessment plan as a by-product of course development.)
11. Understand and assess the impacts of interactions among the individual, society and the environment. (Design 111).

Assessment Measures	SLO's Assessed	Use of the Information
Senior Exhibition Portfolio BA & BFA	1, 2, 3, 4 6, 7, 8	Faculty, invited alumni and graphics professionals review portfolios for general continuity, quality of design solutions, craft and presentation. Faculty meet to discuss their observations as well as feedback from alumni and professionals. The strengths and weaknesses of the portfolios are summarized.

		Curriculum improvement plans are developed for implementation.
Professional Practices course assignments (Formerly Design 479; Fall 2012 D 485); BA & BFA	3, 5	Faculty review required written work (informational interview summaries, briefs for mock design projects, contract development). The strengths and weaknesses of the assignments and portfolios are summarized. Curriculum improvement plans are developed for implementation.
Professional interviews of seniors BA & BFA	1, 2, 3, 4, 5 6, 7, 8	Design seniors participate in interviews with professional agencies during Final Exam Week. Following each agency's interviews, the interviewers meet with the Design faculty to discuss their interactions with the students, and their assessment of the portfolios. This data is summarized and becomes an additional component in the development of a curriculum improvement plan.
External review of student work BA & BFA	1, 2, 3, 4 6, 7, 8	Student portfolio projects will be submitted to design competitions as an external review of the quality/professionalism of work completed. Records of achievement will be maintained in the assessment archive.
BFA Portfolio Review	1, 2, 3, 4, 5	Faculty review portfolios for general continuity, quality of design solutions, craft and presentation. The strengths and weaknesses of the portfolios are summarized. Curriculum improvement plans are developed for implementation.
BFA Internship	1, 2, 3, 4, 5, 6, 7, 8	The faculty assigned to supervise the internships meets with the internship sponsors to summarize the performance of the design interns. The strengths and weaknesses of the interns are summarized and presented during the end-of-year faculty meeting. Curriculum improvement plans are developed for implementation.
Presentations as part of Design Days and in-class critiques (Design 330, 340, 341, 360, 361); BA & BFA	1, 2, 4, 5 6, 7	Teams present the results of visual communication projects. Faculty observe the presentations and assess the ability of students to visually and orally present their research findings. The results of the observations are reported in the end of the year meeting and incorporated into the curriculum improvement plan.
Portfolio projects in Design 330, 340, 341, 351, 360, 361 (BA) + 331, 362 (BFA)	1, 2, 3, 4	Design faculty meet in an annual end of year meeting to review student portfolios (PDFs and online links to assignments). The strengths and weaknesses of the assignment portfolios are summarized. Curriculum improvement plans are developed for implementation.
Portfolio projects in Design 220, 240, 250, 260	1, 2, 3, 4	Design faculty meet in an annual end of year meeting to review student portfolios (PDFs and online links to assignments). The strengths and weaknesses of the assignment portfolios are summarized. Curriculum improvement plans are developed for implementation.
Admission Portfolio Review	1, 2, 3, 4	The Admission committee meets to compare entry portfolio scores with student achievement in 200, 300 and senior portfolios. The results are summarized and reported to the Design faculty. Admission portfolio criteria are then revised to reflect the committees' findings.
GPA Analysis BA & BFA	1, 2, 3, 4, 5 6, 7, 8	The chair will review cumulative GPAs for all majors; those who entered the major Fall 2011 who do not maintain a 2.5 GPA will be notified of the two quarter probationary status; faculty will also notify the chair of any students who receive less than a C- in a required course.

Senior Exit Survey BA & BFA	1, 2, 3, 4, 5 6, 7, 8	Students are asked to self-report satisfaction with their skill and knowledge, as measured by their performance, relative to each SLO. The data is summarized, shared, and becomes an additional component in the development of a curriculum improvement plan.
Exams, assignments	GUR Outcomes 2, 9, 11	Instructors of GUR courses report the results of student performance on selected projects, papers and/or exam questions designed to assess strengths and weakness in achievement of GUR SLO. The data is summarized, shared, and becomes an additional component in the development of a curriculum improvement plan.

Department of Design: Assessment and Improvement of BA, 2013

Department: Design

Assessment Coordinator: Dr. Elsi Vassdal Ellis

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1. Demonstrate functional competence with principles of visual organization, visual language and theory as applied to visual communication problems.
2. Understand and apply creative and abstract thinking skills to visual communication problems.
3. Produce creative, professional-quality work within project guidelines.
4. Understand, embrace and use current tools, software and technology as a vehicle of effective communication (conceive, design, produce, and create visual forms to successfully communicate ideas, opinions, concepts).
5. Demonstrate facility in visual communication practice, including written and verbal communication skills

Assessment Measures	SLO's Assessed	Use of the Information
1. BFA 2013-2014 application portfolio review (winter 2013)	1, 2, 3, 4	Application portfolios were reviewed by all faculty members to accomplish two tasks: advance students into the revised BFA degree option and assess the achievement of program objectives in the first year of the new curriculum. The modification of the rubrics for the 2D graphic design assignments (a change made based upon the 2012 assessment) resulted in the desired outcome: grades for Design 340 (formerly Design 371) reflected the quality of the final course portfolio rather than process skills. The typographic quality of the student work was weaker this year due to the shift in the order the courses are offered in the revised curriculum. Faculty met in two mini-retreats to discuss how to resolve student weaknesses in the courses offered in 2013-2014.

2. Professional interviews/portfolio reviews of seniors	1, 2, 3, 4, 5	Debriefs with Aquent and Filter interviewers will be conducted on June 10 and June 11. Student portfolios were equal to those of the 2012 interviews. Student oral/presentation skills were stronger in 2013.
3. External review of student work	1, 2, 3, 4	Individual and team design assignments by seniors were recognized for professional quality in the following competitions: Creative Quarterly Design Journal, both in print and online (7); UCDA Annual Design Competition (4); Adobe Achievement Awards/Semi-Finalists (5).
4. External Advisory Board	1, 2, 3, 4	On May 31 the Design Advisory Board composed of representatives from Starbucks, Hornall Anderson, Tether, Microsoft, Cypress Consulting, Phinney Bischoff and The Creative Group met to review the curriculum changes they recommended for the BA and BFA degrees. Curriculum changes were approved by board; they felt the changes captured last meeting's recommendations; BA students have a good T shape experience with minor deepening the T; BFA students will build upon the integration of print and interactive T experiences with more real-world assignments and experiences. Observed graduating portfolios are similar in quality but not same in style (a positive comment); also our students do not demonstrate an "entitlement" attitude. Part of the discussion focused on research/strategy/branding and why it was not in the curriculum.
5. Senior portfolio exhibit	1, 2, 3, 4, 5	Students presented work in two venues this spring: Seattle and Western. The Seattle Showcase, organized by the students through the student chapter of the professional design organization AIGA, was well attended and positively received. Two faculty members went to the Seattle show. The historical show, accompanied by a class book of resumes and sample sheet, was held on June 14. All students met minimum expectations for the presentation of their portfolios.

#### Program Changes Based on Assessment Data

1a. To address the typographic concerns, the new Foundation sequence will incorporate typographic assignments appropriate to the media as part of all four courses (Design 220, 240, 250, 260). Although the courses are not sequential, the various media experiences will require students to make connections between typographic traditions and applications within media as well as integrate experiences from one course to the next. The faculty members recognize that the connections would be stronger if the courses were taken in a linear sequence as the 300-level core. Because not all Design interest students submit portfolios prior to arrival at Western in the January 31 portfolio review, the October 15 review combined with faculty course assignments throughout the year creates the need at present to offer the four foundation courses distributed over the three quarters. The emphasis in typography in all four foundation courses should improve the design solutions in Design 360 (focuses on web design) as well as prepared them better for Design 330 (Typography I).

1b. The typographic emphasis in the curriculum will also become part of the admission portfolio review. Students submit a portfolio consisting of 12 self-selected projects. Students will create a 13th project for the portfolio based upon a design brief. This project will be a typographic exercise that can be completed using a word processing program.

1c. The physical portfolios prepared for the BFA application were less professional in their overall presentation and construction. To resolve this with current faculty resources, students begin preparing course portfolios in each foundation course to formally document their work. Design 350/351 will be collapsed back together to provide increased hands-on experiences in finishing and materials. The collapse will not take place until the current chair completes her term.

2. The improvement in oral/presentation skills may be credited to emphasis on participation in opportunities such as Reality Check, Design Week activities, and Seattle Showcase. Will continue to reinforce participation in these events.

3. The Design faculty will create a calendar identifying all design competition deadlines as well as establish a budget drawing upon Foundation resources to submit more student work for review.

4a. The Advisory Board strongly recommended students select minors or take courses that focus on research (gathering/interpreting) and user experience. Faculty, when advising BA students, will encourage students to connect to an official minor as well as work with students to develop a 24 to 30 credit sequence of courses relevant to their professional interests in communication design as a substitute for the established minor.

4b. Research/strategy/branding is an “invisible” component in the Design curriculum in that it is incorporated into all assignments on all levels in some form. To demonstrate the incorporation of this aspect of design in our curriculum to the advisory board, in the 2015 meeting (they are held on alternating years), the Design faculty will present examples of assignment briefs involving research/strategy/branding and the student solutions to the briefs. During the 2013-2014 academic year the board members will be asked to provide appropriate case studies of projects that can be incorporated into appropriate classes addressing how they approach research/strategy/branding.

5. Although all students met the minimum requirements, students in the BA with minor degree option demonstrated the need for more focused experiences in portfolio building. Content in Design 485 during winter quarter will be changed to make additional time to portfolio preparation, both physical and conceptual. Also clear the loss of the hands-on book arts course played a part in the portfolio building. Currently no elective courses are offered within the major due to resources. Will review needs and work with Dean to find solution to problem.

Department of Design: Assessment and Improvement of BFA, 2013

Department: Design

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Departmental Student Learning Outcomes: Upon graduation, Design, BFA majors will be able to:

1. Demonstrate functional competence with principles of visual organization, visual language and theory as applied to visual communication problems.
2. Understand and apply creative and abstract thinking skills to visual communication problems.
3. Produce creative, professional-quality work within project guidelines.
4. Understand, embrace and use current tools, software and technology as a vehicle of effective communication (conceive, design, produce, and create visual forms to successfully communicate ideas, opinions, concepts).
5. Demonstrate facility in visual communication practice, including written and verbal communication skills
6. Identify, analyze, interpret, translate and manage complex communication problems into effective visual communication solutions.
7. Demonstrate integration of print, web, interactive media in complex visual communication solutions.
8. Work collaboratively and manage design projects to effective completion.

Assessment Measures	SLO's Assessed	Use of the Information
1 BFA Portfolio Show (former degree format)	6, 7, 8	Two students worked independently with specific faculty pairs on complex thesis projects throughout the academic year. Both students developed strong bodies of work, each focusing in areas of personal interest and career goals. As part of the collaborative requirement, they created a combined brand for their BFA exhibition, developed print collateral in poster and invitation format that unified them as Design BFA students but also expressed the different approaches they had taken in the year. Based upon a preliminary review of their final portfolios, it was clear they had both achieved the three BFA outcomes. These two students are the last graduates of the original BFA degree option.

2 BFA application winter portfolio review	6, 7, 8	The faculty met in a mini-retreat to discuss the quality of the BFA portfolios produced in Phase I of the revised curriculum to identify the strengths and weaknesses of the cohort. This discussion provided direction for determining the content/focus of the three upcoming BFA seminars, two BFA workshops and the professional practices course.
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1. BFA Portfolio show on June 14 met standards as an exhibition of work. Venue did not offer digital presentation opportunities. Venue did offer opportunity for guests to meet with students to discuss work. Next year's BFA cohort will be composed of 11 instead of 2 students and the exhibition venue will conform to group presentation needs.
2. The faculty recommended the fall quarter BFA seminar focus on interactive projects, both real and hypothetical and that this experience supported by a BFA workshop in art direction for film/video. This seminar will incorporate the Advisory Board recommendation of giving more exploratory freedom to the students within a managed setting. The winter quarter BFA seminar will focus on service learning with on- and off-campus clients. The spring BFA seminar will focus on portfolio completion with a mix of assignments, both service learning as well as exploratory. Students will be expected to work in groups with the participants in each group changing from project to project. The professional practices course will focus upon the collaborative writing, designing and production of both print and web deliverables to be used for promotion of the program and the internships as well as recruitment of high school students.



Department of Design: Assessment and Improvement of GURs, 2013

Department: Design

Assessment Coordinator: Dr. Elsi Vassdal Ellis

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GUR Student Learning Outcomes

- 2. Analyze and interpret information from varied sources, including print and visual media. (Design 211)
- 9. Work collaboratively and manage projects to effective completion (Design 111)
- 11. Understand and assess the impacts of interactions among the individual, society and the environment. (Design 111).

Assessment Measures	SLO's Assessed	Use of the Information
Design 211: Questions on multiple choice exams + optional paper	2	The chair and the instructor of record for Design 211 met to discuss the overall success of students enrolled in the winter and spring offerings of the course. The class limit for Design 211 is 142 students. Selected questions on the three multiple choice exams suggested 86% of the students enrolled in the Winter 2013 section of Design 211 achieved the GUR student learning outcome; 83% spring 2013 (similar to the review of the questions Spring 2012 with 81% of the students meeting course expectations). Students also have the option of writing a short paper to demonstrate achievement of GUR learning outcome 2 as well as bonus points. Only 67% of students elect to demonstrate achievement with this option.
Design 111: Team media project	9, 11	The chair and the instructor of record for Design 111 met to discuss the overall success of the students enrolled in the first offering of this new GUR course. As part of the course requirements students were assigned alphabetically into groups of five for a total of 25 groups. Each group was to collectively research and produce a Keynote presentation, PowerPoint or movie up to 5 minutes in length on a topic of interest and expertise of the group collective. Sample topics were provided. The final group topic choices required

		authorization of the instructor. Sample topics addressed Learning Outcome 11 such as The History of Apple, Branding of Sports Teams, The Design of Retail Space, The Design of Sustainability, Social Media and Viral Advertising. The team projects were posted on Blackboard to be shared with the rest of the class. Students also identified individual contributions made to the team project. Assessment was based on topic choice, educational value, originality, meeting the posted deadline. Only 2 out of 142 students failed as group members.
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Design 211 has been historically offered from 6 to 7:20 pm TR or MW. The spring 2013 section was offered for the first time at 8:30-9:50 am. The course involves the presentation of visual communication examples in a semi-darkened room. Based upon student attendance, course withdraws and performance on the exams (higher % of failures in this course for the first time), it was decided to return to the historical schedule for offering the course: late afternoon and/or early evening. Students will also be encouraged to submit optional paper as measure of learning outcome achievement.

Design 111: The students found the group project to be very beneficial and a valuable integrated aspect of the otherwise lecture dominated class. Approximately 60 percent of the students addressed the group project in their written comments in the course evaluation. Although students suggested that the projects be presented in class rather than posted on Blackboard for individual review, too much class time would be required to accomplish this. Next year the students may be asked to nominate team projects for class viewing and discussion, time permitting.

## Department of Design: Assessment and Improvement of BA, 2012

**Department:** Design

**Assessment Coordinator:** Dr. Elsi Vassdal Ellis

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**Departmental Student Learning Outcomes:** Upon graduation, **Design, BA** majors will be able to:

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5. Demonstrate facility in visual communication practice, including written and verbal communication skills

Assessment Measures	SLO's Assessed	Use of the Information
Junior Portfolio Review (last one for 79 credit BA)	<b>1, 2, 3, 4</b>	<p>During the Junior Portfolio Review of 2012, the methodology criterion was discussed in terms of its weight in the calculation of the final grade for Design 371. It was determined that the weight assigned to methodology was too high, resulting in a less accurate assessment of design talent and ability. The rubric for the course will be adjusted for Design 340 (the revised course) in 2012-2013 and applied consistently across equivalent production and new media courses.</p> <p>54 students applied for a senior sequence with 27 identifying graphic design as their first choice; 17 identified design production as first choice; 10 identified new media as first choice. Overall, 74% were advanced into their first choice; 11% into their second; 4% into their third choice. All students were ranked in quality of work, work ethic (attendance, meeting deadlines, class participation), methodology, consistency, and team work. Six students were not advanced into any senior sequence for 2012-2013. These students will graduate under the requirements of the new BA in Design. Seven eligible juniors did not participate in the 2012 review for the following reasons: one discovered she was more of a coder rather than designer; one was double majoring in art and design and realized she was more of an artist than designer and will complete her art degree; one student elected to participate in an international exchange program and will spend 2012-2013 in Sweden, returning Fall 2013 to complete her design degree; one student had a unique offer to work in the fashion industry in New York; one student had significant financial challenges and could not afford another full year of school; two students chose to deal with personal challenges before returning to Western.</p>

Professional interviews of seniors	1, 2, 3, 4, 5	<p>The professional interviewers noted the print portfolios were of high quality, including individual presentation formats. The formats were flexible in most cases, allowing the students to make changes in the presentation order of work based upon interview focus. Students were confident during the interviews and discussed their design process well. Some seniors included information graphic design examples and the interviewers suggested more work of this type be included in the portfolios. There is a growing demand for this design work and not all design programs include this complex design process as a course assignment. They suggested students include more process for the web/app/user interface design in their portfolios beyond sketches. Also suggested students use Cargo as a primary website for their online portfolios.</p> <p>Student presentation skills demonstrated improvement in 2011-2012 over the feedback provided last year by the interviewers. Although students engage in documentation of their process for web/app/user interface design, most did not include much in their portfolios. The lead instructor for new media will modify course expectations for the presentation of new media process in 2012-2013.</p>
External review of student work	1, 2, 3, 4	<p>Two students recognized for design achievements: one had work selected for publication in <i>Graphis</i> New Talent 2012 (international design publication); second student received the j. Charles Walker &amp; John Brett Buchanan 2012 Educational Scholarship through the University &amp; College Designers Association (includes attendance of national conference in Montreal, Quebec with exhibition of work during conference)</p>
Admission Portfolio Review	1, 2, 3, 4, 5	<p>Due to the loss of data in the office, only a partial analysis of admission to major and graduation ratings was possible in 2011-2012 and are included here. New procedures have been implemented to prevent loss of data for future assessment purposes.</p> <p><b>Admission to major &amp; 2012 graduation cohort:</b> Discovered two students were admitted to the major due to an error in the office; both students posed challenges to respective faculty but with extra feedback both made adequate progress and were able to complete course requirements and present a portfolio to interviewers and as part of the senior show. Portfolios met minimum standards; both students continued to demonstrate weak typography skills; both had high work ethic scores, the factor that originally provided adequate points for their advancement into a senior sequence.</p> <p>One faculty member worked with three of the students not advanced to the any 2012 senior specializations to develop graduation portfolios through independent study. The faculty reported it was clear that these students would not have met the graduation portfolio requirements. One of the three students made sufficient design process improvement through the independent study. She reported that this experience provided a framework for her to process the intense junior year curriculum together create a working portfolio.</p> <p>Overall, there appeared to be a positive correlation between admittance ratings of 5, 4.5 and 4 to success in the senior sequence. Those admitted with scores of 3.5 had less predictable performances except in the cases where lengthy discussions were noted on the rating sheet.</p> <p>Conclusion: It is clear that the admission to the major should take place in a portfolio review that draws upon the work produced in the Design Foundation series of Design 220, 240, 250 and 260. The review should take place in June following completion of all four courses. In the current admission to major portfolio review, there is no hard data about work ethic, methodology, and consistency of the applicants, critical criteria for design success.</p>

		<b>Admission to major &amp; 2012 junior portfolio review cohort:</b> There was a positive correlation between admission portfolio ratings and senior advancement portfolio ratings for students for whom both scores were available participating in this year's review (N= 21/54).
GPA Analysis	<b>1, 2, 3, 4, 5</b>	Only three juniors had cumulative GPAs below 2.5; all three were admitted to the major prior to the 2.5 GPA requirement; 2 of the three were not advanced to a senior sequence following the Junior review.

### Program Changes Based on Assessment Data

#### Fall 2010:

1. Design 456 [Design for the Internet] was renumbered and dropped down to the junior level based upon a review of peer programs, faculty curriculum discussions and advisory board recommendations. Students advanced to senior sequences in graphic design and new media will take Design 454 focusing on interactive design concepts; students in design production will take Design 472 focusing on sustainable issues in design production.
2. Following a comparison of the junior portfolio review results from 2007 to 2010 to the cumulative GPA of students it was determined that if a minimum overall GPA requirement of 2.5 was implemented, it would significantly reduce the number of students who failed the junior portfolio review.

Students admitted to the Design program beginning in Fall 2011 will require maintaining a 2.5 cumulative GPA until graduation. If students fall below the required GPA, they have two quarters to bring the GPA up or will be dropped from the major.

#### Fall 2011

1. Based upon review of the integration of software skills with design assignments, the Design Foundation was revised. Software (Adobe Illustrator, Photoshop, InDesign, FinalCut Pro) will be integrated into the new Foundation courses (Design 220, 240, 250, 260) where applicable. Students are currently entering the program with a higher software skill set. While all are not functioning at the same level, students who need more software instruction will be able to sign up for Lynda.com and/or make use of ATUS services.
2. Based upon junior portfolio review assessments from 2007 to 2011, and recommendations from our Advisory Board and design professionals, and in conformance with NASAD guidelines, major curricular revisions to the BA and BFA degrees were made. The BA was reduced from 79 credits to 62 with the requirement of a minor.

#### The primary objectives of these changes are to:

1. Sustain the level of quality and reputation of the BA degree while reducing credits in the major (WWU Strategic Goal #1);
2. Assume responsibility for Foundation courses through the complete revision of 200 level courses in design;
3. Eliminate the second portfolio review for the BA degree;
4. Expand student access to design concepts through the offering of Design 111: Design and Society (WWU Strategic Goal #2);
5. Require a minor to more strongly align the BA educational experience with the liberal arts.

## Department of Design: Assessment and Improvement of BFA, 2012

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4. Understand, embrace and use current tools, software and technology as a vehicle of effective communication (conceive, design, produce, and create visual forms to successfully communicate ideas, opinions, concepts).
5. Demonstrate facility in visual communication practice, including written and verbal communication skills
6. Identify, analyze, interpret, translate and manage complex communication problems into effective visual communication solutions.
7. Demonstrate integration of print, web, interactive media in complex visual communication solutions.
8. Work collaboratively and manage design projects to effective completion.

Assessment Measures	SLO's Assessed	Use of the Information
BFA Portfolio Admission Review (last one for 2011-2012 catalog)	1, 2, 3, 4, 5	Two students submitted thesis project proposals to the Design faculty for admission to the BFA degree option under the 2011-2012 catalog. The proposals were found to be clear, concise, well written; the BA senior portfolios included with the thesis proposals were of professional quality and correlated well with their goals for the 2012-2013 academic year. Both were admitted to the BFA. There is no formal curriculum for these BFA candidates and they will sign up for independent studies with respective faculty to complete their BFA thesis projects.

## **2011-1012 BFA Program Changes Based on Assessment Data**

The BFA changes that begin Fall 2012 specifically address the recommendations of our Advisory Board and professional organizations to integrate the three emphases we have offered in the 2011-2012 BA into a revised and integrated senior experience. This could only be achieved through a complete revision the current BFA degree, to formalize the educational experience through the creation of specific courses, and offer it to a maximum of 18 students, admitted through a winter quarter junior portfolio review. This represents a significant shift in use of resources. Prior to these changes the BFA degree option was not promoted due to enrollment demands placed on resources for the BA degree. BFA students were taken on as overloads through independent studies. In the past no more than 2 students in any given year were admitted to the BFA degrees option.

The Design program will continue to graduate 48 to 54 students per year under this plan while offering a fully integrated professional senior level curriculum to the top students. The BFA students will have stronger conceptual and team project. The degree changes efficiently make use of our current resources.

The program changes conform to NASAD guidelines with the exception of the number of credits required for the degree. Although NASAD suggests that Design BFA degrees are 117 credits, we did not increase the credits for the revised degree at this time. Only if and when we elect to apply for NASAD accreditation would we modify the degree and increase the credits required by 2 credits.

The BFA requires an internship between junior-senior years. The internship will be established by Design with a faculty member assigned responsibility for supervision of students and sponsors. Internship sponsor reports will be included in the annual assessment of the curriculum.

Students will earn only one design degree, either a BA or a BFA. The previous BFA degree required completion of the BA degree prior to application for the BFA. NASAD considers the BFA to be a four-year degree and we will conform to this model.

### **The primary objectives of these changes are to:**

1. Implement recommendations by Advisory Board and design professionals;
2. Improve the quality of the BFA through a formal curriculum (WWU Strategic Goal #1);
3. Create a curriculum that can implement changes without constant curricular changes;
4. Continue to graduate the same number of majors annually between BA/BFA degrees;
5. Graduate a higher quality student with an adaptive skill set for success in a competitive profession.