Annual Assessment Report  
Fall 2007  
Department of Design

Assessment Committee members: Professors James Kenney, Richard Pratt, and Sharmon Goff.

The Department of Design, within the College of Arts and Letters, offers a Bachelor of Arts in Photography and Interior Design, and a Bachelor of Science in Graphic Design. Faculty from each of the three major areas developed this Assessment Report.

External Review  
The following Department of Design evaluations are based on a combination of faculty evaluations of student outcomes and curriculum and external reviews by two accrediting organizations. Programs in the Department are accredited by the National Association of Schools of Art and Design (NASAD) and the Council for Interior Design Accreditation (CIDA, formally FIDER).

In May each program takes part in the Department of Design’s Spring Show where projects from all upper division classes are displayed, accompanied by portfolios of graduating seniors. Faculty, local professionals from design fields and alumni review pieces for awards, general continuity and quality of curriculum.

Admission to Degree Programs  
Photography  
Students admitted to the university may select photography as their major; there are no separate admission requirements for a Photo major. As with many of the programs on campus, the majority of photo students have transferred from a community college. They arrive with differing levels of skills and knowledge. During orientation or advising sessions, full-time faculty interview students to determine: which courses may be transferred from previous institutions, areas where students may need review or further class work, and their readiness for upper division courses.

Interior Design and Graphic Design  
Students entering the Interior Design and Graphic Design areas are initially classified as pre-majors. Admission to the upper division programs require students to successfully complete lower division core courses with a C or better and submit a portfolio of two and/or three-dimensional work from those courses. The entire full-time faculty, in the respective programs, screen the portfolios. This provides an excellent method of measuring the learning outcomes of the lower division classes, as well as offering a base from which to measure the final portfolios of the graduating students.
Graphic Design

1. What goals or learning objectives/outcomes were assessed in AYs 2006-2007?
The Graphic Design program’s evaluation in AYs 2006-2007 was focused on three main areas:
   a. The study, review and reflection upon the Graphic Design discipline’s history.
   b. The creative production of professional-quality work within project guidelines.
   c. The ability to communicate aspects of both work and process verbally, graphically and in writing.

2. How did you assess these learning outcomes?
   a. Describe the measures you used and the information gathered.
      There is a formal review of pre-major’s portfolios after the completion of their foundation courses. These portfolios are made up of work from Art, Photography and Graphic Design classes and are evaluated by each full-time faculty member of the Graphic Design Program.
      As seniors, all Graphic Design majors are required to take a portfolio class where they review and reassess assignments from previous classes with their professor. Professors make note of any inconsistencies and issues in curriculum.
      Every year the Graphic Design Program takes part in the Department of Design’s Spring Show where projects from all upper division classes are displayed, accompanied by portfolios of graduating seniors. Faculty and alumni review pieces for awards and general continuity and quality of curriculum.
   
   b. As a result of these assessments what did you learn about the program’s success in helping its students achieve these learning outcomes?
      In general, the core of the curriculum is strong, well rounded and succeeds in meeting goals and learning objectives.
   
   c. In what areas are students doing well and achieving expectations?
      In major areas, students are meeting expectations.
   
   d. What areas are seen as needing improvement within your program?
      The nature of secondary skill sets with which students graduate tends to vary depending upon the faculty they have had as professors. With three cohorts of Graphic Design majors, each numbering approximately 20 students, it is difficult to insure that all students are given equal access to faculty members as instructors in studio classes. As a result, the range of secondary topics and skills vary among graduates depending upon their scheduling opportunities.

3. As a result of faculty reflection on these results, are there any program changes anticipated?
   Yes.

   a. If so, what are those changes?
      Limiting enrollment to two cohorts insures that each student will, before their graduation, have instruction from all of the full-time Graphics faculty. Not only will this assist in keeping secondary skill sets consistent among graduates, it will also allow the faculty to better plan and coordinate assignments across sections, classes and semesters.
   
   b. How will you know if these changes achieved the desired results?
      Senior portfolios presented in class and portfolios and assignments presented during the Spring Show should show greater consistency in secondary skill sets used and topics presented.
4. Did your department engage in any other assessment activities such as the development of rubrics or course alignment?
The Graphic Design program has, over the last five years, been reviewing and refining the course structure and alignment of the curriculum as faculty members have been added to the program. It plans to continue to review and refine the ways in which courses interact and develop as it evaluates enrollment changes.

5. What assessment activities are planned for the upcoming academic year?
The continuing use of pre-major portfolio reviews, senior portfolio reviews and public shows.

**Interior Design**

1. What goals or learning objectives/outcomes were assessed in AYs 2006-2007?
According to the Department of Design’s Assessment Plan, the following goals were examined:
   a. Interior Design majors will be expected to study, review and reflect upon the history of their discipline and its role in shaping the physical and social environment in which we live.
   b. Interior Design majors will be expected to create professional-quality work that responds creatively to project requirements.
   c. Interior Design majors will be expected to explain their work graphically, verbally and in writing.

2. How did you assess these learning outcomes?
   a. Describe the measures you used and the information gathered.
   During the Spring ’07 semester Interior Design faculty reviewed a random sampling of ten senior portfolios that were produced in INTD 181, Portfolio. The Portfolio course is taken in the last semester of the senior year and results in a compilation of work that demonstrates the students’ skills, creativity and knowledge of their field. A senior portfolio typically consists of nine-twelve projects that range in size, scope and complexity. The portfolio is a collection of drawings, renderings, and models that communicate the students’ accomplishments in the analysis and synthesis of residential, commercial and institutional design problems. Projects selected for inclusion in a portfolio will vary from student to student.

   Students enrolled in INTD 181 Portfolio must meet minimum submission requirements in order to receive a passing course grade. Objective measures to determine project outcomes, assess skill sets, and to determine if creative and technical proficiencies are evident are also considered in the course grade.

   Independent of the instructor’s grading review, interior design faculty conducted a separate review of student work for assessment purposes. An analysis matrix was developed to review portfolios, with a rating system using a five-point scale (1 = strong and 5 = weak).

   The following criteria were used:
   Function and aesthetics of the design solutions
   Use of historical references.
   Presentation effectiveness.
b. As a result of these assessments what did you learn about the program’s success in helping its students achieve these learning outcomes?
The strongest area was determined to be in the area of presentation effectiveness. The function and aesthetics of the design solutions as well as the students’ use of historical references in their work was considered to be marginally successful.

c. In what areas are students doing well and achieving expectations?
The graphic presentation of the design solutions was considered to meet program expectations.

d. What areas are seen as needing improvement within your program?
The students’ ability to apply critical techniques from art and design history to his/her own work

3. As a result of faculty reflection on these results, are there any program changes anticipated?
a. If so, what are those changes?
The Interior Design Program has recently received approval to implement two concentrations within the major: a Concentration in Interior Architecture and a Concentration in Design and Marketing. During the course of the next academic year the Interior Design Faculty will be unusually busy with academic advising to prepare students for success in these concentrations.
b. How will you know if these changes achieved the desired results?

4. Did your department engage in any other assessment activities such as the development of rubrics or course alignment?

5. What assessment activities are planned for the upcoming academic year?
The Interior Design Faculty are continuing to hold meetings to discuss the Council for Interior Design Accreditation (CIDA) Interim Accreditation Report that is due to the Council in Fall 2007. Any assessment related activities for the upcoming year will focus on accreditation specific requirements.

Photography

1. What goals or learning objectives/outcomes were assessed in AYs 2006-2007?
   a. The Photography Program expects students to create professional-quality work that responds creatively to project requirements.
   
   b. The Program seeks to increase understanding of historic knowledge and critical understanding of the relevance of significant photographic images.

2. How did you assess these learning outcomes?
a. Describe the measures you used and the information gathered.
As with the seniors in the other two programs, Photography students are required to take a portfolio class, Photo 150, where they review work from previous classes with their professor. Faculty from this class and the other senior course, Photo 148 Lighting, use grading rubrics to both assess students and note areas that might require curriculum or program changes.
b. As a result of these assessments what did you learn about the program’s success in helping its students achieve these learning outcomes?

c. In what areas are students doing well and achieving expectations?
The Photography Program’s goal is to increase understanding of historic knowledge in the field and critical understanding of the relevance of significant photographic images. Prior to 2006 students were required to take only one photo history course, Art 101. The emphasis in this class is on early 20th century photography. In the spring of 2006 a new course was added, Photo 102, Photography a Social History. The emphasis of this class is on the work of contemporary photographers.

The result has been a significantly increased student familiarity with and the ability to discuss the work of present-day photographers. This not only improved the level of class discussions, students now have a greater understanding of their progenitors and the significance of the images they themselves create. They draw inspiration from the history of their discipline to enhance their own work.

d. What areas are seen as needing improvement within your program?
Faculty observed that students in the two senior level classes (Photo 148 & Photo 150) had an incomplete grasp of intermediate to advanced digital techniques. It was determined that they had insufficient experience or exposure to the material necessary to help them create professional-quality work.

3. As a result of faculty reflection on these results, are there any program changes anticipated?
Yes

a. If so, what are those changes?
A program change will be submitted fall 2007, to become effective fall 2008, requiring all Photo majors to complete one additional digital course, which will cover the specific material most in need of further development.

b. How will you know if these changes achieved the desired results?

4. Did your department engage in any other assessment activities such as the development of rubrics or course alignment?

In addition to faculty discussions, the Photography Program underwent a rigorous curriculum examination by the National Association of Schools of Art and Design in 2005 and was given final approval for a Bachelor of Arts in Photography.

Since 2001 Photography has offered a Bachelor of Arts in Photography, under the classification of pilot major. During the program review for final major status, there was an additional examination by the California Postsecondary Education Commission. The program was awarded official degree status by the CSU Chancellor in June of 2006.

5. What assessment activities are planned for the upcoming academic year?
The Photography faculty continues to hold regular meetings to discuss both the curriculum and degree program.