This report was compiled by the Department of Design (DOD) 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. The National Association of Schools of Art and Design (NASAD) and the Council for Interior Design Accreditation (CIDA, formally FIDER) accredit all of the programs in the department. 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 general continuity, quality of program curriculum, craft and presentation.

Admission to Degree Programs
Graphic Design
Students entering the Graphic Design program are initially classified as Pre-Graphic Design majors. Admission to the upper division program requires students to successfully complete lower division core courses with a C or better and to submit a portfolio of two and/or three-dimensional work from those courses. The entire full-time faculty, in the Graphics program, 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.

Interior Design
Students entering the program are initially classified as Pre-Interior Design majors. After completing the required lower division prerequisites, students may apply for admission to the upper division program by declaring their concentration in either Interior Architecture or Interior Design Marketing. Admission to the Interior Architecture concentration is limited and controlled by an annual portfolio review. Students interested in this concentration must submit a supplementary application including a portfolio of work. Interior Architecture applicants will be ranked based on cumulative GPA and the results of the juried portfolio review held each spring.

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 photography 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.

Graphic Design

1. What goals or learning objectives/outcomes were assessed in AYs 2007-2008?
   Evaluation of the Graphic Design program focused on four main areas:
   a. The ability to demonstrate an understanding of the major trends, and recognize important historic work, from the graphic’s field. Students are expected to apply critical techniques from art and design history to their and their contemporary’s work.
   b. The ability to produce creative, professional-quality work within project guidelines.
   c. The ability to communicate aspects of both work and process verbally, graphically and in writing.
   d. The ability to control visual media, enabling the communication of information.

2. How did you assess these learning outcomes?
   a. Describe the measures you used and the information gathered.
      1) 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.

      2) As seniors, all Graphic Design majors are required to take a portfolio class in which they review and reassess assignments from previous classes with their professor. Faculty make note of any inconsistencies and issues in curriculum.

      3) Every year the Graphic Design program takes part in the Department of Design’s Spring Show in which projects from all upper division classes are displayed, accompanied by portfolios of graduating seniors. Faculty, invited alumni and graphics professionals review pieces for general continuity, quality of program curriculum, craft and presentation.

      4) Full-time Graphic Design faculty meet for a day at the end of each academic year to review class work and course objectives. Last year’s focus was on the establishment of new design classes, while this year involved a review of lower-division foundation courses.

   b. As a result of these assessments what did you learn about the program’s success in helping its students achieve these learning outcomes?
      As in the past, the core of the curriculum is generally strong, well rounded and succeeds in meeting goals and learning objectives. New classes have helped to improve the scope of the student’s graphic vocabulary, expand their theoretical knowledge and further refine their
skill at brand management.

c. In what areas are students doing well and achieving expectations?
   In reviewing graduating senior’s portfolios, a significant improvement was noted in the student’s ability to analyze the functional and aesthetic components of a design proposal and synthesize these elements into comprehensive design solutions. Projects demonstrated the student’s technical and craft skills and understanding of both print and time-based communication media.
   In all major areas of the program’s curriculum, students are meeting or exceeding expectations.

d. What areas are seen as needing improvement within your program?
   During the formal review of pre-major’s portfolios, faculty observed that the nature of the student’s skill sets were somewhat inconsistent. Analysis of the work showed a need for more emphasis on the processes of idea development, sketching, and mock-up as well as craftsmanship.

3. As a result of faculty reflection on these results, are there any program changes anticipated? Yes.
   a. If so, what are those changes?
      Curriculum of lower division foundation courses has been restructured to improve consistency of subject matter between sections, ensuring that all student have equal exposure to fundamental principles of visual communication, balancing technical understanding and skills with the creative process.
      In addition to the realignment of foundation courses, the number of students admitted to the upper division Graphics program has been reduced in order to increase one-on-one communication between students and individual faculty. The Graphic Design program will limit enrollment to two cohorts of approximately 20 students annually. This structural shift was completed in the spring semester of 2008, with the coming Fall ‘08 semester being the first to have the results fully implemented.

   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 displayed 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 course of 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. We plan to continue to review the interaction of courses and evaluate the effect of enrollment changes.

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

**Interior Design**

1. What goals or learning objectives/outcomes were assessed in AYs 2007-2008?
   According to the Department of Design’s Assessment Plan, the following goals were examined:
   1. Interior Design majors are expected to demonstrate an understanding of the major trends, and recognize important historic work, in the field of Interior Design. Students are expected to apply critical techniques from art and design history to their own work.
   2. Interior Design majors are expected to create professional-quality work that responds creatively to project requirements.
   3. Interior Design majors are 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.
      After completing the required lower division prerequisites, Pre-Interior Design majors apply for admission to the upper division Interior Architecture program by submitting a portfolio from lower division interiors courses for review. These portfolios provide a context and base for measure and assessment when compared with senior portfolios produced in INTD 181, the senior capstone course.
      The capstone/portfolio course (INTD 181) 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.
   b. As a result of these assessments what did you learn about the program’s success in helping its students achieve these learning outcomes?
      Results from the fall semester are still being reviewed and discussed, however, a
preliminary assessment of the semester’s curricular adjustments would best be described as being “mixed”. Because of the nature of the cohort course arrangement, faculty need to review and compare the spring and fall course changes to understand the full impact of the new cohort sequence structure.

At the time of this writing, students’ submission of final projects is still a few weeks away, so it is not possible to determine which changes have been successful. Faculty will meet over the summer to discuss the results of both semesters’ changes.

3. As a result of faculty reflection on these results, are there any program changes anticipated? 
a. If so, what are those changes?
   Since the last Council on Interior Design (CIDA) re-accreditation, the Sacramento State Interior Design program was declared impacted. This change in the major has had a significant influence on curriculum development, particularly in the area of the Interior Architecture concentration.

   A cohort sequence structure has been designed for all four semesters of upper-division courses. Students complete: one interior design studio course, one interior design graphics course, and one professional practice course each semester of their junior and senior years, in addition to nine units of design history. The first class, under this new cohort sequence, will graduate in Spring 2009.

   CIDA has revised their standards and guidelines, since their last review of the Interior Design program. Interior Design faculty have been actively involved in making curricular adjustments to ensure that we are in compliance with their new/revised standards and guidelines. The assessment plan for the DOD, specifically Program Goals 1-3, address the program’s goals and learning expectations in much the same way as the CIDA requirements.

b. How will you know if these changes achieved the desired results?
   A portion of interior design’s summer curriculum meeting will involve faculty review of ten senior portfolios produced in INTD 181. Faculty will analyze portfolios with particular emphasis on the student’s ability to create professional-quality work that responds creatively to project requirements.

   An external review of student work takes place each year at the Design Spring Show, by a representative of a professional interior design association. This professional networking and educational association is actively involved in the Interior Design program acting in an advisory capacity for curriculum content, and providing scholarships and internships for the
majors.

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

   As a result of working toward meeting both CIDA’s and the University’s assessment requirements, Interior Design faculty developed a course content matrix which matches specific CIDA standards and guidelines to the DOD’s learning objectives and outcomes.

5. What assessment activities are planned for the upcoming academic year?

   The Interior Design program has been fully accredited since 1991 by the Council on Interior Design Accreditation (CIDA) and is scheduled for a re-accreditation review in two years. The first phase of the re-accreditation process is the submission of a self-study report; the second phase of the re-accreditation process is a site visit the following semester. An important element of CIDA accreditation is program assessment. All interior design faculty will be involved in preparing assessment materials and the self study in preparation for the CIDA site visit.

Photography

1. What goals or learning objectives/outcomes were assessed in AYs 2007-2008?

   The Photography Program is continuing to focus attention on objective number one of the Department of Design’s assessment plan:

   Students are expected to create professional-quality work, which shows a clearly articulated concept, creative energy, technical mastery of tools and techniques, and imaginative concepts.

2. How did you assess these learning outcomes?

   a. Describe the measures you used and the information gathered.

   Most Photography Program assessment takes place in specific courses through group and individual critiques of student portfolios, exams, papers, and participation in classroom discussions. Course rubrics reflect attributes associated with image quality such as the photograph’s: emotional impact and or imaginative quality, technical quality, organization of space and forms and overall presentation. These traits are based on course objectives listed in course syllabi and discussed in course lectures and critiques. Faculty assess learning outcomes with these methods reinforcing conceptual, expressive, and technical skills developed in earlier courses.

   In addition to grading rubrics, exams and faculty evaluation, the Photography Program is in the process of gathering student work to create a digital portfolio. Photographic images are being collected from the entry level course (Basic Techniques) and two senior level courses (Senior Portfolio and Studio Lighting). This portfolio will be evaluated by faculty who will look for inconsistencies and areas needing correction or alteration in curriculum.

   Area artists and professionals photographers will also be invited to examine the work.
The goals will be to:
1. Assess achievement of specific courses’ learning objectives.
2. Assess achievement of program objectives and curriculum.
3. Track student work over time and provide documentation of student learning processes and outcomes.

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?

Since the Photography program’s Bachelor of Arts degree was granted final approval, by the Chancellor’s office in 2006, our student’s vision and concepts are becoming more developed and mature. While it is difficult to pinpoint a proximate cause for this, it is possible to point to a number of likely triggers:
1. A restructuring of curriculum, with a focus on sequence of course enrolment and prerequisites.
2. New faculty joining the program
3. The introduction of a second photo history course (Photo 102) which encourages reflection on contemporary artists and their ideas.

d. What areas are seen as needing improvement within your program?

As a result of faculty assessment of the student portfolios in both the upper division digital course and senior portfolio, it was determined that students need more exposure and experience with:
1. Advanced techniques associated with digital imaging, particularly in the area of print output.
2. Increased focus on developing student vision and the creation of significant images, in the digital domain.

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

a. If so, what are those changes?

A program change was submitted, 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. The content and course requirements of Photo 111, Intermediate Digital were significantly changed to reflect the need for both increased digital-print-output experience and enhanced course portfolios. Funds were also redirected to that area of the program, with the purchase of new printers, calibration devices and materials.

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

While it is too soon to see results in the Photography Program’s Portfolio, work completed by students in Photo 111, Spring 2008 has changed significantly. During the
department’s Spring Show, when full and part-time faculty meet to review the academic year’s student portfolios, work was noticeably improved technically and more sophisticated in content and intent. Images showed clearly articulated concepts and visual sophistication.

4. What assessment activities are planned for the upcoming academic year?

The program plans to create a survey for graduating seniors with the intention of measuring the student’s final evaluation of the curriculum, program objectives, and major advising. The Photography faculty will continue to hold regular meetings to discuss both the curriculum and the degree program.