GRAPHIC DESIGN 2013-2014 ANNUAL ASSESSMENT REPORT

Part 1: Background Information

B1. Program name: [_____Graphic Desgin_____]

B2. Report author(s): [_____Richard Pratt, coordinator_____]

B3. Fall 2012 enrollment: [__98 Majors (196 Pre-majors)___]
*Us*e the *Department Fact Book 2013* by OIR (Office of Institutional Research) to get the fall 2012 enrollment:
(http://www.csus.edu/oir/Data%20Center/Department%20Fact%20Book/Departmental%20Fact%20Book.html).

B4. Program type: [SELECT ONLY ONE]

X	1. Undergraduate baccalaureate major
	2. Credential
	3. Master's degree
	4. Doctorate: Ph.D./E.D.D.
	5. Other, specify:

Question 1 (Q1): Program Learning Outcomes (PLO) Assessed in 2013-2014.

Q1.1. Which of the following program learning outcomes (PLOs) or Sac State Baccalaureate Learning Goals did you assess in 2013-2014? (See 2013-2014 Annual Assessment Report Guidelines for more details). [**CHECK ALL THAT APPLY**]

	1. Critical thinking (WASC 1) [*]
	2. Information literacy (WASC 2)
	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
X	18. Overall competencies in the major/discipline
	19. Others. Specify any PLOs that were **assessed in 2013-2014 but not included above:** a. b. c.

[*] One of the WASC's new requirements is that colleges and universities report on the level of student performance **at graduation** in five core areas: **critical thinking, information literacy, written communication, oral communication, and quantitative literacy.**

Q1.1.1. Please provide more detailed information about the PLO(s) you checked above:

In 2002 the Graphic Design Program joined the Department of Design in establishing a shared assessment plan. The Graphic Design Program was declared impacted and started applying supplemental criteria for entry into the major in the fall of 2004. This was a catalyst for an intense assessment focus on lower division coursework and how it informed the success of those students that entered the major. The following year an extensive self study was developed for the external accrediting body NASAD (National Association of Schools of Art and Design), the National Association of Schools of Art and Design. So, by 2006 these two events led the Graphic Design Program with a strong framework for development and it has used the guidance provided by NASAD to both refine existing courses and develop new ones. These learning outcomes correspond closely to those set by the Graphic Design Program's external accreditation body NASAD. The following provides more details of the "Overall competencies in the major/discipline"

A. Graduates from the graphic design program will be able to demonstrate the ability to solve communication problems, including the skills of problem identification, audience and context definition, research and information gathering, analysis, generation of alternative solutions, prototyping and user testing, and evaluation of outcomes.

Program: Graphic Design, Bachelor of Science Department: Design
Learning outcome A is highly valued in the modern practice of Graphic Design. The creative process, within the Graphic Design profession, is a cyclical endeavor that can envelope the entire enterprise of constructing a visual communication artifact. From defining the problem, through the generation of multiple concepts and continuing through the overseeing of the final production all while identifying, understanding and acknowledging the audience and the context is vital.

B. Graduates from the Graphic Design Program will be able to demonstrate the ability to create and develop visual form in response to communication problems, including an understanding of principles of visual organization/composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images.

Learning outcome B is at the core of the historical and modern practice of Graphic Design. The creation and analyses of aesthetically striking visual compositions, singularly and in systems to address a given problem is a primary measure of success for the Graphic Design profession.

C. Graduates from the Graphic Design Program will be able to demonstrate an understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages.

Learning outcome C is a valued skill set upon entering the profession. Technology as an instrument of Graphic Design moves at an exceptionally fast pace. Graduates are expected to be proficient in both analog and digital technologies when executing a design solution. In addition graduates are expected to be aware and be able to utilize technological changes in information distribution channels.

D. Graduates from the Graphic Design Program will be able to demonstrate an understanding of basic business practices related to professional practice, including the ability to organize design projects and to work productively as a member of teams.

Learning outcome D is a valued skill set upon entering the profession. Graphic Design as a practice does not exist in a vacuum. Graduates are expected to work collaboratively with clients, vendors and other creative professionals. Graduates are also expected to understand how the creative process applies to standard business practices and cycles.

E. An understanding of design history, theory, and criticism from a variety of perspectives, including those of art history, communication and information theory, technology, and the social and cultural use of design objects.

The Graphic Design faculty consider learning outcome E a valued area of knowledge due to its ability to illustrate to graduates the role Graphic Design plays in a broader cultural context in both a historical and contemporary setting. It provides graduates with the ability to consider the impact of the artifacts they produce in a wide range of contexts.

Q1.2. Are your PLOs closely aligned with the mission of the university?

X	1. Yes
	2. No
	3. Don't know

Q1.3. Is your program externally accredited (except for WASC)?

X	1. Yes
	2. No **(If no, go to Q1.4)**
	3. Don't know (**Go to Q1.4**)

Q1.3.1. If yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

X	1. Yes
	2. No
	3. Don't know

Q1.4. Have you used the *Degree Qualification Profile* (DQP)[*] to develop your PLO(s)?

	1. Yes
	2. No, but I know what DQP is.
X	3. No. I don't know what DQP is.
	4. Don't know

[*] **Degree Qualifications Profile (DQP)** – a framework funded by the Lumina Foundation that describes the kinds of learning and levels of performance that may be expected of students who have earned an associate, baccalaureate, or master's degree. Please see the links for more details:
http://www.luminafoundation.org/publications/The_Degree_Qualifications_Profile.pdf and
http://www.learningoutcomeassessment.org/DQPNew.html.

Question 2 (Q2): Standards of Performance/Expectations for EACH PLO.

Q2.1. Has the program developed/adopted **EXPLICIT** standards of performance/expectations for the PLO(s) you assessed **in 2013-2014 Academic Year**? (For example: We expect 70% of our students to achieve at least a score of 3 on the Written Communication VALUE rubric.)

	1. Yes, we have developed standards/expectations for **ALL** PLOs assessed in 2013-14.
	2. Yes, we have developed standards/expectations for **SOME** PLOs assessed in 2013-14.
	3. No (**If no, go to Q2.2**)
	4. Don't know (**Go to Q2.2**)
X	5. Not Applicable (**Go to Q2.2**)

Q2.1.1. If yes, what are the desired levels of learning, including the criteria and standards of performance/expectations, especially at or near graduation, for **EACH PLO** assessed in 2013-2014 Academic Year? (For example: what will tell you if students have achieved your expected level of performance for the learning outcome.) **Please provide the rubric and/or the expectations that you have developed for EACH PLO one at a time below.** [WORD LIMIT: 300 WORDS FOR EACH PLO]

Q2.2. Have you published the **PLO(s)/expectations/rubric(s) you assessed in 2013-2014**?

	1. Yes
X	2. No **(If no, go to Q3.1)**

Q2.2.1. If yes, where were the **PLOs/expectations/rubrics** published? **[CHECK ALL THAT APPLY]**

	1. In **SOME course syllabi/assignments** in the program that claim to introduce/develop/master the PLO(s)
	2. In **ALL course syllabi/assignments** in the program that claim to introduce /develop/master the PLO(s)
	3. In the student handbook/advising handbook
	4. In the university catalogue
	5. On the academic unit website or in the newsletters
	6. In the assessment or program review reports/plans/resources/activities
	7. In the new course proposal forms in the department/college/university
	8. In the department/college/university's strategic plans and other planning documents
	9. In the department/college/university's budget plans and other resource allocation documents
	10. In other places, specify:

Question 3 (Q3): Data, Results, and Conclusions for EACH PLO

Q3.1. Was assessment data/evidence **collected** for 2013-2014?

X	1. Yes
	2. No **(If no, go to Part 3: Additional Information)**
	3. Don't know **(Go to Part 3)**
	4. Not Applicable **(Go to Part 3)**

Q3.2. If yes, was the data **scored/evaluated** for 2013-2014?

X	1. Yes
	2. No **(If no, go to Part 3: Additional Information)**
	3. Don't know **(Go to Part 3)**
	4. Not Applicable **(Go to Part 3)**

Q3.3. If yes, what **DATA** have you collected? What are the **results, findings, and CONCLUSION(s)** for EACH PLO assessed in 2013-2014? In what areas are students doing well and achieving the expectations? In what areas do students need improvement? Please provide a simple and clear summary of the key data and findings, including **tables and graphs** if applicable for EACH PLO one at a time. [WORD LIMIT: 600 WORDS FOR EACH PLO]

The "data/evidence" (see Q3.1) is collected from two portfolio reviews and a capstone class/project. The first portfolio review occurs in conjunction with entering the impacted major of GPHD, the second as part of a senior exhibition, and the final review is inherent to the required senior portfolio class. See details below.

1. Portfolio Review
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. Each faculty member gives a student's a score based on their ability to demonstrate principles covered during foundations courses. These scores are compared and discussed in order to reach a ranking of all the student applicants and are then compared to rankings from previous years. The quality of these portfolios also form the starting point for evaluations as students move towards graduation.

2. Senior Portfolio Exhibition
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 and community judges review pieces for awards and general continuity and quality of curriculum. Judges are pulled from the northern California professional community and include alumni, members of national professional organizations and faculty from other institutions. Alumni and the greater business community also participate by communicating the current needs of employers within the industry, providing feedback on how curriculum and skill sets match anticipated openings.

3. Capstone Class
As senior Graphic Design majors are required to take a portfolio class in which they review and reassess, with their professor, assignments spanning the entire curriculum. Professors make note of any inconsistencies and issues in curriculum, and evaluate the individual . Students are also encouraged to get feedback from faculty members beyond their class professor. The student portfolios are evaluated by the professor using the same criteria as the initial portfolio review.

From these reviews we document projects and evaluate the scores, comparing the evaluations from the entering portfolio review (1) to the evaluation form the Capstone class (3).

The evaluation for students entering the major in 2014 where generated by each full-time professor evaluating the students portfolio on a scale from 0-10 and then adding those scores together.

The score for the applicants that **failed** to gain admittance into the major where:
5, 5, 6, 9, 9, 10, 12, 13, 13, 15, 15, 16, 17, 19, 19, 20, 20, 21, 22, 22, 22, 22, 24, 24, 25, 25, 25, 26, 26, 26, 26, 28

The scores for students **accepted** into majors where:
28, 29, 29, 29, 29, 29, 29, 30, 31, 31, 31, 32, 33, 33, 33, 33, 33, 34, 34, 35, 35, 35, 36, 36, 36, 37, 37, 37, 37, 38, 40, 41, 42, 42, 43, 43, 45, 45, 50

The evaluation in the Senior Portfolio Class took the form of the professor evaluating each of the seniors portfolios on a scale of 1-10. The resulting scores where: 7 (x7), 8 (x11), 9 (x7), 10 (x12). When the scores from the first portfolio review are put on a scale 1-10 they become: 6 (x12), 7 (x17), 8 (x5), 9 (x4), 10 (x1). Compared you get:

Initial Review Senior Review

6 (x12)   6 – none
7 (x17)   7 (x7)
8 (x5)   8 (x11)
9 (x4)   9 (x7)
10 (x1)   10 (x12)

These results met or exceeded faculty expectations for the core competencies in the major/discipline. Further photographic evidence of these reviews is shown below (all initial portfolios are partially documented) . The first four black and white symbols are from the initial portfolio review, the last three color images are from the senior exhibit.
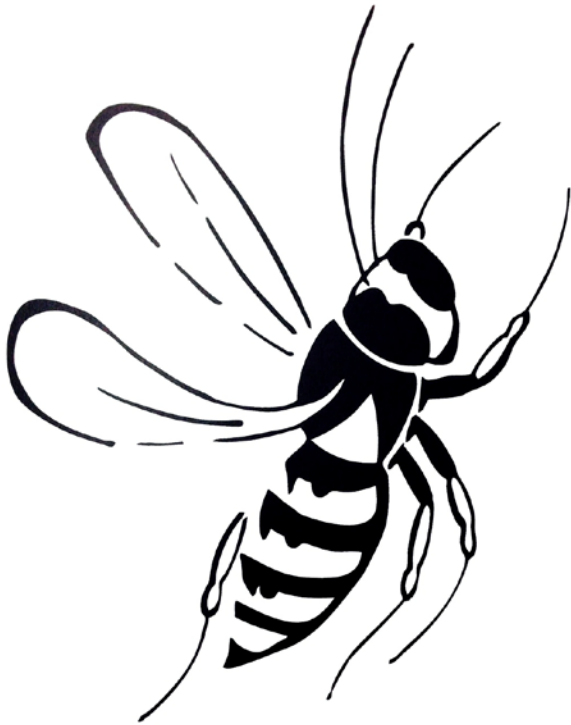
Q3.4. Do students meet the expectations/standards of performance as determined by the program and achieved the learning outcomes? [PLEASE MAKE SURE THE PLO YOU SPECIFY HERE IS THE SAME ONE YOU CHECKED/SPECIFIED IN Q1.1].

Q3.4.1. First PLO: [_____Overall competencies in the major/discipline _____]

	1. Exceed expectation/standard
	1. Exceed expectation/standard
X	2. Meet expectation/standard
	3. Do not meet expectation/standard
	4. No expectation/standard set
	5. Don't know

[NOTE: IF YOU HAVE MORE THAN ONE PLO, YOU NEED TO REPEAT THE TABLE IN Q3.4.1 UNTIL YOU INCLUDE ALL THE PLO(S) YOU ASSESSED IN 2013-2014.]

Q3.4.2. Second PLO: [_____]

	1. Exceed expectation/standard
	2. Meet expectation/standard
	3. Do not meet expectation/standard
	4. No expectation/standard set
	5. Don't know

Question 4 (Q4): Evaluation of Data Quality: Reliability and Validity.

Q4.1. How many PLOs **in total** did your program **assess in the 2013-2014 academic year**? [__1__]

Q4.2. Please choose **ONE ASSESSED PLO** as an example to illustrate how you use direct, indirect, and/or other methods/measures to collect data. If you only assessed one PLO **in 2013-14**, YOU CAN SKIP this question. If you assessed MORE THAN ONE PLO, please check **ONLY ONE PLO BELOW EVEN IF YOU ASSESSED MORE THAN ONE PLO IN 2013-2014.**

	1. Critical thinking (WASC 1) [1]
	2. Information literacy (WASC 2)
	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
X	18. Overall competencies in the major/discipline
	19. Other PLO. Specify:

Q4.3. Were direct measures used to assess this PLO?

X	1. Yes
	2. No **(If no, go to Q4.4)**
	3. Don't know **(Go to Q4.4)**

Q4.3.1. Which of the following DIRECT measures were used? **[Check all that apply]**

X	1. Capstone projects (including theses, senior theses), courses, or experiences
	2. Key assignments from other CORE classes
	3. Key assignments from other classes
X	4. Classroom based performance assessments such as simulations, comprehensive exams, critiques
	5. External performance assessments such as internships or other community based projects
	6. E-Portfolios
X	7. Other portfolios
	8. Other measure. Specify:

Q4.3.2. Please provide the direct measure(s) **[key assignment(s)/project(s)/portfolio(s)]** that you used to collect the data. [WORD LIMIT: 300 WORDS]

This information was provided as part of Q3.3.

Q4.3.2.1. Was the direct measure(s) [**key assignment(s)/project(s)/portfolio(s)**] aligned directly with the rubric/criterion**?**

X	1. Yes
	2. No
	3. Don't know

Q4.3.3. Was the direct measure (s) [key assignment(s)/project(s)/portfolio(s)] aligned directly with the PLO?

X	1. Yes
	2. No
	3. Don't know

Q4.3.4. How was the evidence scored/evaluated? **[Select one only**]

X	1. No rubric is used to interpret the evidence **(If checked, go to Q4.3.7)**
	2. Use rubric developed/modified by the faculty who teaches the class
	3. Use rubric developed/modified by a group of faculty
	4. Use rubric pilot-tested and refined by a group of faculty
	5. Use other means. Specify:

Q4.3.5. What rubric/criterion was adopted to score/evaluate the above key assignments/projects/portfolio? **[Select one only**]

	1. The VALUE rubric(s)
	2. Modified VALUE rubric(s)
	3. A rubric that is totally developed by local faculty
	4. Use other means. Specify:

Q4.3.6. Was the rubric/criterion aligned directly with the PLO?

	1. Yes
	2. No
	3. Don't know

Q4.3.7. Were the evaluators (e.g., faculty or advising board members) who reviewed student work calibrated to apply assessment criteria in the same way?

X	1. Yes
	2. No
	3. Don't know

Q4.3.8. Were there checks for inter-rater reliability?

	1. Yes
	2. No
X	3. Don't know

Q4.3.9. Were the sample sizes for the direct measure adequate?

	1. Yes
	2. No
X	3. Don't know

Q4.3.10. How did you select the sample of student work (papers, projects, portfolios, etc)? Please briefly specify here:

We looked at every students work.

Q4.4. Were indirect measures used to assess the PLO?

	1. Yes
X	2. No **(If no, go to Q4.5)**

Q4.4.1. Which of the following indirect measures were used?

	1. National student surveys (e.g., NSSE, etc.)
	2. University conducted student surveys (OIR surveys)
	3. College/Department/program conducted student surveys
	4. Alumni surveys, focus groups, or interviews
	5. Employer surveys, focus groups, or interviews
	6. Advisory board surveys, focus groups, or interviews
	7. Others, specify:

Q4.4.2. If surveys were used, were the sample sizes adequate?

	1. Yes
	2. No
	3. Don't know

Q4.4.3. If surveys were used, please briefly specify how you select your sample? What is the response rate?

Q4.5. Were external benchmarking data used to assess the PLO?

	1. Yes
X	2. No **(If no, go to Q4.6)**

Q4.5.1. Which of the following measures was used?

	1. National disciplinary exams or state/professional licensure exams
	2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc)
	3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc)
	4. Others, specify:

Q4.6. Were other measures used to assess the PLO?

	1. Yes
X	2. No **(Go to Q4.7)**
	3. Don't know **(Go to Q4.7)**

Q4.6.1. If yes, please specify: [_____]

Alignment and Quality

Q4.7. Please describe how you collected the data? For example, in what course(s) (or by what means) were data collected? How reliable and valid is the data? [WORD LIMIT: 300 WORDS]

Date was collected as part of initial portfolio review for admittance into the major, as part of the capstone course (GPHD 150) and as part of the senior exhibiton.

Q4.8. How many assessment tools/methods/measures **in total** did you use to assess this PLO? [_3-5?_]
NOTE: IF IT IS ONLY ONE, GO TO Q5.1.

Q4.8.1. Did the data (including all the assignments/projects/portfolios) from all the different assessment tools/measures/methods directly align with the PLO?

X	1. Yes
	2. No
	3. Don't know

Q4.8.2. Were **ALL** the assessment tools/measures/methods that were used good measures for the PLO?

X	1. Yes
	2. No
	3. Don't know

Question 5 (Q5): Use of Assessment Data.

Q5.1. To what extent have the assessment results **from 2012-2013** been used for? **[CHECK ALL THAT APPLY]**

	Very Much (1)	Quite a Bit (2)	Some (3)	Not at all (4)	Not Applicable (9)
1. Improving specific courses			X		
2. Modifying curriculum		X			
3. Improving advising and mentoring					
4. Revising learning outcomes/goals			X		
5. Revising rubrics and/or expectations					
6. Developing/updating assessment plan					
7. Annual assessment reports					
8. Program review					
9. Prospective student and family information					
10. Alumni communication					
11. WASC accreditation (regional accreditation)					
12. Program accreditation					
13. External accountability reporting requirement					
14. Trustee/Governing Board deliberations					
15. Strategic planning					
16. Institutional benchmarking					
17. Academic policy development or modification					
18. Institutional Improvement					
19. Resource allocation and budgeting		X			
20. New faculty hiring					
21. Professional development for faculty and staff					
22. Other Specify:					

Q5.1.1. Please provide one or two best examples to show how you have used the assessment data above.

Previous assessment indicated that students could use stronger technical expertise. The program has endeavored to increase technical requirements for lower division classes. This includes possible changes to the degree requirements in 2015-16.

Q5.2. As a result of the **assessment effort in 2013-2014** and based on the prior feedbacks from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of program learning outcomes)?

X	1. Yes
	2. No **(If no, go to Q5.3)**
	3. Don't know **(Go to Q5.3)**

Q5.2.1. What changes are anticipated? By what mechanism will the changes be implemented? How and when will you assess the impact of proposed modifications? [WORD LIMIT: 300 WORDS]

The program will be looking to change what lower division classes are required for the major and what those classes cover. For example the current requirement for PHOT 40 Basic Techniques of Photography will changed to PHOT 11 Digital Imaging.

Q5.2.2. Is there a follow-up assessment on these areas that need improvement?

	1. Yes
X	2. No
	3. Don't know

Q5.3. Many academic units have collected assessment data on aspects of a program that are not related to program learning outcomes (i.e., impacts of an advising center, etc.). If your program/academic unit has collected assessment data in this way, please briefly report your results here. [WORD LIMIT: 300 WORDS]

Question 6 (Q6). Which program learning outcome(s) do you plan to assess next year?

	1. Critical thinking (WASC 1) [1]
	2. Information literacy (WASC 2)
	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Others. Specify any PLOs that the program is going to **assess but not included above:** a. b. c.

A1. In which academic year did you **develop** the current assessment plan?

	1. Before 2007-2008
X	2. 2007-2008
	3. 2008-2009
	4. 2009-2010
	5. 2010-2011
	6. 2011-2012
	7. 2012-2013
	8. 2013-2014
	9. Have not yet **developed** a formal assessment plan

A2. In which academic year did you last **update** your assessment plan?

	1. Before 2007-2008
	2. 2007-2008
	3. 2008-2009
	4. 2009-2010
	5. 2010-2011
	6. 2011-2012
X	7. 2012-2013
	8. 2013-2014
	9. Have not yet **updated** the assessment plan

A3. Have you developed a curriculum map for this program?

X	1. Yes
	2. No
	3. Don't know

A4. Has the program indicated explicitly where the assessment **of student learning** occurs in the curriculum?

X	1. Yes
	2. No
	3. Don't know

A5. Does the program have any capstone class?

X	1. Yes
	2. No
	3. Don't know

A5.1. If yes, please list the course number for each capstone class: [___GPHD 150_____]

A6. Does the program have **ANY** capstone project?

X	1. Yes
	2. No
	3. Don't know

A7. Name of the academic unit: [___Graphic Design ____]

A8. Department in which the academic unit is located: [___Department of Design ____]

A9. Department Chair's Name: [___Andrew Anker_____]

A10. Total number of annual assessment reports submitted by your academic unit for 2013-2014: [_1_]

A11. College in which the academic unit is located:

X	1. Arts and Letters
	2. Business Administration
	3. Education
	4. Engineering and Computer Science
	5. Health and Human Services
	6. Natural Science and Mathematics
	7. Social Sciences and Interdisciplinary Studies
	8. Continuing Education (CCE)
	9. Other, specify:

Undergraduate Degree Program(s):
A12. Number of undergraduate degree programs the academic unit has: [__1___]
A12.1. List all the name(s): [____BS in Graphic Design____]
A12.2. How many concentrations appear on the diploma for this undergraduate program? [___ ___]

Master Degree Program(s):
A13. Number of Master's degree programs the academic unit has: [__ 0__]
A13.1. List all the name(s): [_____]
A13.2. How many concentrations appear on the diploma for this master program? [_____]

Credential Program(s):
A14. Number of credential degree programs the academic unit has: [__0__]
A14.1. List all the names: [_____]

Doctorate Program(s)
A15. Number of doctorate degree programs the academic unit has: [___0_____]
A15.1. List the name(s): [_____]

A16. Would this assessment report apply to other program(s) and/or diploma concentration(s) in your academic unit*?

	1. Yes
X	2. No

*If the assessment conducted for this program (including the PLO(s), the criteria and standards of performance/expectations you established, the data you collected and analyzed, the conclusions of the assessment) is the same as the assessment conducted for other programs within the academic unit, you only need to submit one assessment report.

16.1. If yes, please specify the name of each program: _____
16.2. If yes, please specify the name of each diploma concentration: _____