

# Program Plan and Findings: Four Column Layout



## Program (CAS) - ART - Graphic Design (MFA) - 504

**Program Mission Statement:** The mission of the graduate program in Graphic Design in the Department of Art, Graphic Design and Art History is intended to develop in our students a substantive understanding of design principles and the ability to employ new technology to create and convey a significant body of work. In this endeavor, students will learn to research, document, organize and clearly articulate information through advanced writing and speaking skills. We seek to prepare students for placement in professional positions within the graphic design field and provide students with the skills and qualifications that will allow them to enter academia and teach at an advanced level. The MFA is the recognized terminal degree in this field of study and we seek to address the growing need for graphic design graduates that utilize new technology and devices to convey information.

Graphic Design is an evolving discipline with roots in all areas of visual communication. Designers address a societal need for the communication of messages in a visual medium. This communication can be in the form of images, typography, symbols, logos or a combination thereof. A designer's work can be experienced in printed form or, as is becoming increasingly prevalent, can be viewed on the screen of theatres, televisions, computers, tablets or smart phones. It can be 2 viewed on anything from posters to billboards, from packaging to web sites and from film graphics to App designs on smart phones. Today's graphic designer must exhibit a mastery of design fundamentals while embracing new technology.

### Program Information

*2019 - 2020*

#### Program Information

**Assessment Coordinator's Name:** Nick Mendoza

**Assessment Coordinator's E-mail Address:** nick.mendoza@okstate.edu

**Number of Students Enrolled in the Program:** 3

**Total Number of Students Graduated:** 0

**Number of Student Graduates from Stillwater Campus:** 0

**Number of Student Graduates from Tulsa Campus:** 0

**Were university assessment funds used by the department/program for assessment activities?:** Yes

**If yes, describe how funds were used and the contribution the funds had on the assessment process:** Assessor was paid an honorarium for the assessment, give a lecture that was open to the public, jury the annual student show. Funds also paid for travel and accomadations.

### Annual Executive Summaries

*2019 - 2020*

**Program Assessment Coordinator:** Nick Mendoza

## **Plan Review and Approval**

**Date Current Plan Was Reviewed and Approved:**

**Date of Future Plan Review and Approval:**

### **Summary of Assessment Findings**

**Describe overall assessment findings and faculty members' interpretation of the assessment results:** Assessors Biography and Significance

This year's assessment was conducted by Denise Gonzales Crisp, Professor of Graphic Design and Director of Graduate Programs for Graphic Design at the NC State University in Raleigh, NC.

Her design and writing have been published internationally, including KAK (RU), Graphis, Émigré, Metropolis, Eye (UK), Print, and Items (NL) magazines, and in juried competitions such as ACD 100, Communication Arts, I.D., and Graphis. Her work was featured in the 2002 exhibition East Coast/West Coast Dreams, (Paris), in the 2005 anthology All Access: The Making of Thirty Extraordinary Graphic Designers, and the 2009 exhibition Dimension+Typography (Chicago).

Gonzales Crisp has lectured widely and has been a featured speaker at ATypI 2009 (Mexico City), the Walker Art Center (Minneapolis), GraficEurope (Berlin), RMIT (Melbourne), ArtCity (Calgary), and numerous colleges and universities. Juried and commissioned essays are included in Design and Culture Journal, Items Magazine, and Design Observer (online journal), plus Design Research, The Design Dictionary, and several other anthology volumes.

Teaching positions include core faculty in the graduate Media Design Program at Art Center College of Design in Pasadena, CA, and a 12-year part-time appointment at Art Center in the undergraduate graphic design program. Additionally, Gonzales Crisp has held regular part-time appointments at California Institute of the Arts and Otis Art Institute.

Her research areas include defining the DecoRational, defending and writing alternative design discourse. Additionally, she is author of Graphic Design in Context: Typography (Thames & Hudson, 2011).

Gonzales Crisp serves as a contributing editorial board member for Design and Culture Journal. A member of the graphic design professional organization American Institute of Graphic Arts since 1989, she has served on the Los Angeles chapter's advisory board, as a 365 competition juror, and on the 2009 Gold Medal nominations committee.

Denise Gonzales Crisp served as chair of the Department of Graphic Design (now the Department of Graphic Design and Industrial Design) from 2002 to 2006.

#### Special Note

This is the first official assessment of the MFA program. Knowing the various intricacies of a small and young MFA program we hope to learn from this assessment the best way to showcase the MFA student work while also being able to show the theory, research, and creating that is different from an undergraduate program. Due to the COVID-19 pandemic around the world the assessor was not able to visit the OSU campus, give a lecture, see the facilities, or speak with students and faculty in person in order to make a full assessment. We make note of this because there are intricacies involved and explanations that would occur that would help make clear reasoning why things are the way they are. We did provide student portfolios digitally for the assessor to view, though some of the projects were made to be seen and experience in person to understand the entire context and reasoning for the way the project was designed. The assessor was able to speak with the MFA students over zoom to talk through the exploration process.

It is important to note that the assessor's point of view is coming from a professor of graphic design and director of graduate programs for graphic design at NC State University. The department that Denise teaches in is housed in the College of Design which is made up of various departments including Architecture, Art and Design, Graphic Design, Industrial Design, and Landscape Architectures. The NC State graphic design department is made up of 13 faculty with its own department head compared to OSU's graphic design faculty which is made up of 5 faculty. The number of faculty at NC State's gives them the ability to teach various courses and dive deeper into subjects where we are limited in teaching several subjects within a given course. Another unique point NC State university has is the ability to cross pollinate and collaborate within the various departments with overlapping principals in design such as architecture, industrial design and landscape architectures. Having a dedicated graphic design

department head is also unique from OSU's because the NC State department head comes from a design background and understands the unique challenges the department faces when it comes to the ever changing landscape of the design industry, new industry technologies that are crucial to the advancement of the student education and work force readiness.

#### Assessment Summary

Denise Gonzales Crisp's assessment was summarized in three categories: (1) The Educational Context, (2) Graphic Design Curriculum, and (3) Student work.

#### The Educational Context

Denise Gonzales Crisp's summary of the educational context was given with research help from the department website (art.okstate.edu). From the website she was impressed with the range of courses offered to majors and non-majors. She specifically points to the vast variety of art history courses listed in the course catalogue which she thinks "gives design majors broad exposure to several subjects."

Denise thought the students had a "wealth of resources" between the Bartlett Center computer labs, Visual Arts Annex (VAA) and the Visual Resource Center (VRC). Particularly with the VRC which the students have access to large format printers, 3D printers, and laser cutters.

Denise gave praise to OSU for having the OSU Museum of Art as a resource for students. Denise stated, "The OSU Museum of Art hosts exhibitions around design and visual narrative as well as the fine arts and brings diverse perspectives to the region." We agree that the OSU Museum is a great resource, but there have not been many specific design related exhibitions. We would like to see more design related exhibitions so that we can work hand in hand with them and provide the opportunity to have experiential experiences. Furthermore, aspects of curation, archiving and exhibition design are experiences that can prove beneficial to our MFA students.

#### MFA Design Curriculum

Denise Gonzales Crisp's summary of the MFA Design curriculum was students required to take three core graduate level studio courses—Graphic Design Studio; Motion Design Studio; and Interaction Design Studio—three times for a total of 27 credit hours. While a university as NC State where the assessor has 13 faculty to teach a variety of courses, OSU's program rotates through faculty in order to meet the need of the graduate program. While the course title might suggest taking the same course three times, faculty will provide students with different design projects for each time they take a Studio. Denise stated our small MFA program allows "faculty members are able to guide students individually and frame design projects differently for each student in each studio year to year." One drawback to this could be growth. Denise stated, "I wonder if this curriculum will be sustainable as student numbers grow, however for now the curriculum seems to sufficiently challenge the students". We hope that with continual growth and success of our MFA students. We hope the university will be able to help by providing more faculty lines in order to meet the demand the program has on the graphic design area.

While Denise applauded the variety of art history courses available to both undergrad and graduate students, she seemed to think 18 credit hours was a bit much. This was a confusion she had when looking at the website requirements. The MFA students are only required to take 3 credits in art history and 3 credits in graduate graphic design history. Certainly, the MFA students can take more art history courses in the electives category if it helps them in their research thesis development.

#### MFA Student Work

Denise Gonzales Crisp's assessment of MFA student work revealed the "exquisite exploration of form, attention to craft and detail, and evocative communication." Denise noted that all three of the MFA students were international, which has surprised our design area as we have not had proper budget allocation to advertise our program. While it has been a great pleasure to host the MFA international students we have noted the difficulties that come accommodating the student's language limitations in completing the written documentation describing the investigation which is a big part in the MFA program.

All three of our current MFA students are developing independent projects under the close supervision of graphic design faculty who are encouraging these students to address concerns relevant to their respective cultures. Denise stated, "the work is strongly personal and compelling", but cautioned that the "work be situated within contemporary design research contexts." Part of our process in the MFA program culminates with end of semester presentation and critiques by the entire graphic design

faculty. This gives the MFA students an opportunity to talk about their work to a broader audience rather than solely committee members. These end of semester reviews have been a way to the faculty to address Denise’s concerns about the design research context. As we grapple with a big shift in the graphic design landscape and the multitude of past, present, and future social justice issues we have offered various counsel to the students as they make proposals outside the scope graphic design.

**Dissemination of Findings**

**Describe the individual(s) or committee responsible for reviewing and interpreting assessment data:** All graphic design faculty were involved with reviewing the data and assessor report. Nick Mendoza as the graphic design area representative was in charge of collecting and summarizing the comments from the assessor and faculty input.

**Describe the process for sharing and discussing assessment findings with program faculty:** All graphic design faculty reviewed the assessor’s documents. The graphic design faculty met together to discuss the finding and made comments and suggestions from the data and the assessors. Faculty discussed ways to make improvements.

**Program Improvements Based on Assessment**

**Based on data collected this year, what changes are being considered or planned for the program?:** We agree that the OSU Museum is a great resource, but there have not been many specific design related exhibitions. We would like to see more design related exhibitions so that we can work hand in hand with them and provide the opportunity to have experiential experiences. Furthermore, aspects of curation, archiving and exhibition design are experiences that can prove beneficial to our MFA students.

Denise noted that all three of the MFA students were international, which has surprised our design area as we have not had proper budget allocation to advertise our program. While it has been a great pleasure to host the MFA international students we have noted the difficulties that come accommodating the student’s language limitations in completing the written documentation describing the investigation which is a big part in the MFA program. We hope that with continual growth and success of our MFA students that the university will be able to help by providing more faculty lines in order to meet the demand the program has on the graphic design area.

These end of semester reviews have been a way to the faculty to address Denise’s concerns about the design research context. As we grapple with a big shift in the graphic design landscape and the multitude of past, present, and future social justice issues we have offered various counsel to the students as they make proposals outside the scope graphic design.

**Based on this year's findings, what (if any) changes are planned for the assessment process?:** To streamline the assessment process for both the faculty and the assessor we implemented a digital rubric making it much easier for the assessor to evaluate the portfolios as well as the faculty getting the data quickly and easy to transfer.

**Describe the process for implementing these changes/planned program improvements:** This was a difficult assessment due to COVID. As we move forward we are planning on making the next assessor commit to doing virtual interview with the students and faculty in order to clear up any misunderstanding about projects, resources, or general questions.

**Program Improvements Made in the Last Year:** Curriculum Improvements, Improved Faculty Understanding or Buy-In, Increased Rigor, Other Improvements

**"Other" Improvements:** Structure of student reviews (end of semester reviews).

**Goals for the Coming Year:** Prepare Do Kim and Riva Nayaju for graduation with exhibition and thesis materials. Try to get recruiting materials out earlier and get more MFA applications.

**Is this Summary Report Complete?:** Yes

**List all individuals associated with this report preparation:** Nick Mendoza, Pouya Jahanshahi, Justen Renyer, Ting Wang-Hedges, James Ewald

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
<p><b>Problem identification and application of design process -</b>                      Problem identification and application of design process  <b>Outcome Status:</b> Active  <b>Planned Assessment Year:</b> 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022</p>	<p><b>Portfolio Review -</b> Each student in the Graphic Design MFA program created a portfolio containing between 5–8 projects as examples of work they had created in the program so far. Students provided work that was collected at the end</p>	<p><b>Reporting Period:</b> 2019 - 2020  <b>Conclusion:</b> 3 - Meets Program Expectations (Proficient)                      Student achievement in the area of Problem identification and application of design process was evaluated using a 1–5 point system, with 5 being the highest score and 1 being the lowest.</p>	<p><b>Use of Findings (Actions):</b> Skills pertaining to this category is best implemented through studio level classes. Case studies and approaches should be analyzed throughout the students experience in case studies in</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
<p>- 2023, 2023 - 2024</p> <p><b>Start Date:</b></p> <p><b>Archived Date:</b></p> <p><b>Outcome Type:</b> Knowledge</p> <p><b>Reason for Archival:</b></p>	<p>of Spring semester. Links pertaining to these specific projects were collected under each student name, which was presented to an external Graphic Design professional and educator via an interactive link-based document. These examples formed the basis of the assessment data.</p> <p><b>* Learning Outcome</b></p> <p><b>Goal/Benchmark:</b> Students will receive a score of 3 or higher on the rubric</p> <p><b>Timeline for Assessment:</b> yearly</p> <p><b>Other Assessment Type:</b></p> <p><b>Related Documents:</b></p> <p><a href="#">GD-MFA-BasicRubric-2020.pdf</a></p>	<p>Of the 3 evaluated students, 0 scored a 5, 1 scored a 4, 1 scored a 3, 1 scored a 2, 0 scored a 1. The average score is 3. (08/15/2020)</p> <p><b>Number of Students Assessed:</b> 3</p> <p><b>Number of Successful Students:</b> 2</p> <p><b>How were students selected to participate in the assessment of this outcome?:</b> Three students in total provided work, which was collected at the end of Spring semesters. Links pertaining to these specific projects were collected under each student name, which was presented to an external Graphic Design professional and educator (Denise Gonzales Crisp, Professor of Graphic Design and Director of Graduate Programs for Graphic Design at the NC State University in Raleigh, NC.) via an interactive link-based document. These examples formed the basis of the assessment data.</p> <p>*Due to COVID-19 the students were not able to meet with the assessor to explain their projects or get an in-person critique of the work. Students presented their work virtually over Zoom. Some of the nuances and technical aspects of the work might have suffered by this method.</p> <p><b>What do the findings suggest about student achievement of this learning outcome?:</b> The analysis reflects that the MFA students have adequate problem identification skills and proficient application of design process and research methodology. Considering the importance of this specific category we strive for higher achievements.</p> <p><b>Related Documents:</b></p> <p><a href="#">GD-MFA-BasicRubric-2020.pdf</a></p>	<p>studio level courses. Furthermore, more critique an emphasis must be brought up on the thesis ratings and their approach to the thesis problem as their final act as graphic design graduate students. (08/15/2020)</p>
<p><b>Conceptual approach</b> - Conceptual approach</p> <p><b>Outcome Status:</b> Active</p> <p><b>Planned Assessment Year:</b> 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024</p> <p><b>Start Date:</b></p> <p><b>Archived Date:</b></p> <p><b>Outcome Type:</b> Knowledge</p> <p><b>Reason for Archival:</b></p>	<p><b>Portfolio Review</b> - Each student in the Graphic Design MFA program created a portfolio containing between 5–8 projects as examples of work they had created in the program so far. Students provided work that was collected at the end of Spring semester. Links pertaining to these specific projects were collected under each student name, which was presented to an external</p>	<p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Conclusion:</b> 3 - Meets Program Expectations (Proficient)</p> <p>Student achievement in the area of Conceptual Approach was evaluated using a 1–5 point system, with 5 being the highest score and 1 being the lowest.</p> <p>Of the 3 evaluated students, 1 scored a 5, 0 scored a 4, 1 scored a 3, 1 scored a 2, 0 scored a 1. The average score is 3.33. (08/15/2020)</p> <p><b>Number of Students Assessed:</b> 3</p> <p><b>Number of Successful Students:</b> 2</p>	<p><b>Use of Findings (Actions):</b> The score reflects above average understanding and implementation of conceptual approaches and thinking. There is room for growth that can be applied through more specific analysis and verbal reflection of students' conceptual approaches. This is not a specific course based exercise and needs to be spread</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>Graphic Design professional and educator via an interactive link-based document. These examples formed the basis of the assessment data.</p> <p><b>* Learning Outcome</b></p> <p><b>Goal/Benchmark:</b> Students will receive a score of 3 or higher on the rubric</p> <p><b>Timeline for Assessment:</b> yearly</p> <p><b>Other Assessment Type:</b></p> <p><b>Related Documents:</b></p> <p><a href="#">GD-MFA-BasicRubric-2020.pdf</a></p>	<p><b>How were students selected to participate in the assessment of this outcome?:</b> Three students in total provided work, which was collected at the end of Spring semesters. Links pertaining to these specific projects were collected under each student name, which was presented to an external Graphic Design professional and educator (Denise Gonzales Crisp, Professor of Graphic Design and Director of Graduate Programs for Graphic Design at the NC State University in Raleigh, NC.) via an interactive link-based document. These examples formed the basis of the assessment data.</p> <p>*Due to COVID-19 the students were not able to meet with the assessor to explain their projects or get an in-person critique of the work. Students presented their work virtually over Zoom. Some of the nuances and technical aspects of the work might have suffered by this method.</p> <p><b>What do the findings suggest about student achievement of this learning outcome?:</b> The analysis reflects that the MFA students are adept in implementing Conceptual Approaches in their design work. Considering the importance of this specific category we strive for higher achievements.</p> <p><b>Related Documents:</b></p> <p><a href="#">GD-MFA-BasicRubric-2020.pdf</a></p>	<p>throughout students making and thinking experiences. (08/15/2020)</p>
<p><b>Research</b> - Research</p> <p><b>Outcome Status:</b> Active</p> <p><b>Planned Assessment Year:</b> 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024</p> <p><b>Start Date:</b></p> <p><b>Archived Date:</b></p> <p><b>Outcome Type:</b> Knowledge</p> <p><b>Reason for Archival:</b></p>	<p><b>Portfolio Review</b> - Each student in the Graphic Design MFA program created a portfolio containing between 5–8 projects as examples of work they had created in the program so far. Students provided work that was collected at the end of Spring semester. Links pertaining to these specific projects were collected under each student name, which was presented to an external Graphic Design professional and educator via an interactive link-based document. These examples formed the basis of the assessment data.</p>	<p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Conclusion:</b> 1 - Does Not Meet Program Expectations (Unacceptable)</p> <p>Student achievement in the area of Research was evaluated using a 1–5 point system, with 5 being the highest score and 1 being the lowest.</p> <p>Of the 3 evaluated students, 0 scored a 5, 0 scored a 4, 2 scored a 3, 1 scored a 2, 0 scored a 1. The average score is 2.66. (08/15/2020)</p> <p><b>Number of Students Assessed:</b> 3</p> <p><b>Number of Successful Students:</b> 2</p> <p><b>How were students selected to participate in the assessment of this outcome?:</b> Three students in total provided work, which was collected at the end of Spring semesters. Links pertaining to these specific projects were</p>	<p><b>Use of Findings (Actions):</b> Need to spend more time in first year to take research course at the university. Take formal steps to take advantage of research writing courses, seminars, and lectures. Offer design research as a class taught by graphic design faculty. Starting Fall 2020 joint class by James Ewald and Pouya Jahanshahi will begin to address this need. (08/15/2020)</p>



Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p><b>* Learning Outcome</b>  <b>Goal/Benchmark:</b> Students will receive a score of 3 or higher on the rubric  <b>Timeline for Assessment:</b> yearly  <b>Other Assessment Type:</b>  <b>Related Documents:</b>  <a href="#">GD-MFA-BasicRubric-2020.pdf</a></p>	<p>collected under each student name, which was presented to an external Graphic Design professional and educator (Denise Gonzales Crisp, Professor of Graphic Design and Director of Graduate Programs for Graphic Design at the NC State University in Raleigh, NC.) via an interactive link-based document. These examples formed the basis of the assessment data.  *Due to COVID-19 the students were not able to meet with the assessor to explain their projects or get an in-person critique of the work. Students presented their work virtually over Zoom. Some of the nuances and technical aspects of the work might have suffered by this method.  <b>What do the findings suggest about student achievement of this learning outcome?:</b> The analysis reflects that the MFA students are not adept in implementing Research in their design work. Part of this stems from the fact that all the MFA students being evaluated are international students with English as a second language. Some of the more complex inquiries of the both the design and the subject being researched poorly articulated or incomplete.  <b>Related Documents:</b>  <a href="#">GD-MFA-BasicRubric-2020.pdf</a></p>	
<p><b>Inquiry, rigor and initiative</b> - Inquiry, rigor and initiative  <b>Outcome Status:</b> Active  <b>Planned Assessment Year:</b> 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024  <b>Start Date:</b>  <b>Archived Date:</b>  <b>Outcome Type:</b> Knowledge  <b>Reason for Archival:</b></p>	<p><b>Portfolio Review</b> - Each student in the Graphic Design MFA program created a portfolio containing between 5–8 projects as examples of work they had created in the program so far. Students provided work that was collected at the end of Spring semester. Links pertaining to these specific projects were collected under each student name, which was presented to an external Graphic Design professional and educator via an interactive link-based document. These examples formed the basis of the assessment data.  <b>* Learning Outcome</b>  <b>Goal/Benchmark:</b> Students will</p>	<p><b>Reporting Period:</b> 2019 - 2020  <b>Conclusion:</b> 4 - Exceeds Program Expectations (Advanced)  Student achievement in the area of Inquiry, Rigor and Initiative was evaluated using a 1–5 point system, with 5 being the highest score and 1 being the lowest.   Of the 3 evaluated students, 1 scored a 5, 1 scored a 4, 1 scored a 3, 0 scored a 2, 0 scored a 1. The average score is 4. (08/15/2020)  <b>Number of Students Assessed:</b> 3  <b>Number of Successful Students:</b> 3  <b>How were students selected to participate in the assessment of this outcome?:</b> Three students in total provided work, which was collected at the end of Spring semesters. Links pertaining to these specific projects were collected under each student name, which was presented to an external Graphic Design professional and educator (Denise Gonzales Crisp, Professor of Graphic Design and</p>	<p><b>Use of Findings (Actions):</b> Taking advantage of the strength we have in this category can be best used in connecting these activities and approaches to design research. (08/15/2020)</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
	<p>receive a score of 3 or higher on the rubric</p> <p><b>Timeline for Assessment:</b> yearly</p> <p><b>Other Assessment Type:</b></p> <p><b>Related Documents:</b>  <a href="#">GD-MFA-BasicRubric-2020.pdf</a></p>	<p>Director of Graduate Programs for Graphic Design at the NC State University in Raleigh, NC.) via an interactive link-based document. These examples formed the basis of the assessment data.</p> <p>*Due to COVID-19 the students were not able to meet with the assessor to explain their projects or get an in-person critique of the work. Students presented their work virtually over Zoom. Some of the nuances and technical aspects of the work might have suffered by this method.</p> <p><b>What do the findings suggest about student achievement of this learning outcome?:</b> Clear evidence of solid understanding when it comes to Inquiry, Rigor and Initiative throughout all MFA students. As always efforts should be made to elevate all our students' sensitivity and acuity regarding this category.</p> <p><b>Related Documents:</b>  <a href="#">GD-MFA-BasicRubric-2020.pdf</a></p>	
<p><b>Visual Communication</b> - Visual Communication</p> <p><b>Outcome Status:</b> Active</p> <p><b>Planned Assessment Year:</b> 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024</p> <p><b>Start Date:</b></p> <p><b>Archived Date:</b></p> <p><b>Outcome Type:</b> Skills</p> <p><b>Reason for Archival:</b></p>	<p><b>Portfolio Review</b> - Each student in the Graphic Design MFA program created a portfolio containing between 5–8 projects as examples of work they had created in the program so far. Students provided work that was collected at the end of Spring semester. Links pertaining to these specific projects were collected under each student name, which was presented to an external Graphic Design professional and educator via an interactive link-based document. These examples formed the basis of the assessment data.</p> <p><b>* Learning Outcome Goal/Benchmark:</b> Students will receive a score of 3 or higher on the rubric</p> <p><b>Timeline for Assessment:</b> yearly</p> <p><b>Other Assessment Type:</b></p> <p><b>Related Documents:</b></p>	<p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Conclusion:</b> 3 - Meets Program Expectations (Proficient) Student achievement in the area of Visual Communication was evaluated using a 1–5 point system, with 5 being the highest score and 1 being the lowest.</p> <p>Of the 3 evaluated students, 1 scored a 5, 0 scored a 4, 2 scored a 3, 0 scored a 2, 0 scored a 1. The average score is 3.66. (08/15/2020)</p> <p><b>Number of Students Assessed:</b> 3</p> <p><b>Number of Successful Students:</b> 3</p> <p><b>How were students selected to participate in the assessment of this outcome?:</b> Three students in total provided work, which was collected at the end of Spring semesters. Links pertaining to these specific projects were collected under each student name, which was presented to an external Graphic Design professional and educator (Denise Gonzales Crisp, Professor of Graphic Design and Director of Graduate Programs for Graphic Design at the NC State University in Raleigh, NC.) via an interactive link-based document. These examples formed the basis of the assessment data.</p> <p>*Due to COVID-19 the students were not able to meet with</p>	<p><b>Use of Findings (Actions):</b> Building upon the strength that students have in there for making skills creating meaning as a result of those forms is essential. Graphic Design studio and besides this skill in process. Further Studios should've sure the continuation of the conversation and skills built in Graphic Design. (08/15/2020)</p>



Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<a href="#">GD-MFA-BasicRubric-2020.pdf</a>	<p>the assessor to explain their projects or get an in-person critique of the work. Students presented their work virtually over Zoom. Some of the nuances and technical aspects of the work might have suffered by this method.</p> <p><b>What do the findings suggest about student achievement of this learning outcome?:</b> Outcome exhibits innovative approach and communicate intended message when it comes to Visual Communication throughout all MFA students. As always efforts should be made to elevate all our students' sensitivity and acuity regarding this category.</p> <p><b>Related Documents:</b>  <a href="#">GD-MFA-BasicRubric-2020.pdf</a></p>	
<p><b>Design and Aesthetics</b> - Design and Aesthetics</p> <p><b>Outcome Status:</b> Active</p> <p><b>Planned Assessment Year:</b> 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024</p> <p><b>Start Date:</b></p> <p><b>Archived Date:</b></p> <p><b>Outcome Type:</b> Knowledge</p> <p><b>Reason for Archival:</b></p>	<p><b>Portfolio Review</b> - Each student in the Graphic Design MFA program created a portfolio containing between 5–8 projects as examples of work they had created in the program so far. Students provided work that was collected at the end of Spring semester. Links pertaining to these specific projects were collected under each student name, which was presented to an external Graphic Design professional and educator via an interactive link-based document. These examples formed the basis of the assessment data.</p> <p><b>* Learning Outcome</b></p> <p><b>Goal/Benchmark:</b> Students will receive a score of 3 or higher on the rubric</p> <p><b>Timeline for Assessment:</b> yearly</p> <p><b>Other Assessment Type:</b></p> <p><b>Related Documents:</b>  <a href="#">GD-MFA-BasicRubric-2020.pdf</a></p>	<p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Conclusion:</b> 3 - Meets Program Expectations (Proficient)</p> <p>Student achievement in the area of Design and Aesthetics was evaluated using a 1–5 point system, with 5 being the highest score and 1 being the lowest.</p> <p>Of the 3 evaluated students, 1 scored a 5, 0 scored a 4, 2 scored a 3, 0 scored a 2, 0 scored a 1. The average score is 3.66. (08/15/2020)</p> <p><b>Number of Students Assessed:</b> 3</p> <p><b>Number of Successful Students:</b> 3</p> <p><b>How were students selected to participate in the assessment of this outcome?:</b> Three students in total provided work, which was collected at the end of Spring semesters. Links pertaining to these specific projects were collected under each student name, which was presented to an external Graphic Design professional and educator (Denise Gonzales Crisp, Professor of Graphic Design and Director of Graduate Programs for Graphic Design at the NC State University in Raleigh, NC.) via an interactive link-based document. These examples formed the basis of the assessment data.</p> <p>*Due to COVID-19 the students were not able to meet with the assessor to explain their projects or get an in-person critique of the work. Students presented their work virtually over Zoom. Some of the nuances and technical aspects of the work might have suffered by this method.</p> <p><b>What do the findings suggest about student achievement</b></p>	<p><b>Use of Findings (Actions):</b>  Strength in this category should be extended and applied to other categories of skills and learning objectives. (08/15/2020)</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
<p><b>Command of Medium</b> - Command of Medium</p> <p><b>Outcome Status:</b> Active</p> <p><b>Planned Assessment Year:</b> 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024</p> <p><b>Start Date:</b></p> <p><b>Archived Date:</b></p> <p><b>Outcome Type:</b> Knowledge</p> <p><b>Reason for Archival:</b></p>	<p><b>Portfolio Review</b> - Each student in the Graphic Design MFA program created a portfolio containing between 5–8 projects as examples of work they had created in the program so far. Students provided work that was collected at the end of Spring semester. Links pertaining to these specific projects were collected under each student name, which was presented to an external Graphic Design professional and educator via an interactive link-based document. These examples formed the basis of the assessment data.</p> <p><b>* Learning Outcome</b></p> <p><b>Goal/Benchmark:</b> Students will receive a score of 3 or higher on the rubric</p> <p><b>Timeline for Assessment:</b> yearly</p> <p><b>Other Assessment Type:</b></p> <p><b>Related Documents:</b></p> <p><a href="#">GD-MFA-BasicRubric-2020.pdf</a></p>	<p><b>of this learning outcome?:</b> Clear evidence of solid understanding when it comes to Design and Aesthetics throughout all MFA students. As always efforts should be made to elevate all our students’ sensitivity and acuity regarding this category.</p> <p><b>Related Documents:</b></p> <p><a href="#">GD-MFA-BasicRubric-2020.pdf</a></p> <p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Conclusion:</b> 4 - Exceeds Program Expectations (Advanced) Student achievement in the area of Command of Medium was evaluated using a 1–5 point system, with 5 being the highest score and 1 being the lowest.</p> <p>Of the 3 evaluated students, 1 scored a 5, 2 scored a 4, 0 scored a 3, 0 scored a 2, 0 scored a 1. The average score is 4.33. (08/15/2020)</p> <p><b>Number of Students Assessed:</b> 3</p> <p><b>Number of Successful Students:</b> 3</p> <p><b>How were students selected to participate in the assessment of this outcome?:</b> Three students in total provided work, which was collected at the end of Spring semesters. Links pertaining to these specific projects were collected under each student name, which was presented to an external Graphic Design professional and educator (Denise Gonzales Crisp, Professor of Graphic Design and Director of Graduate Programs for Graphic Design at the NC State University in Raleigh, NC.) via an interactive link-based document. These examples formed the basis of the assessment data.</p> <p>*Due to COVID-19 the students were not able to meet with the assessor to explain their projects or get an in-person critique of the work. Students presented their work virtually over Zoom. Some of the nuances and technical aspects of the work might have suffered by this method.</p> <p><b>What do the findings suggest about student achievement of this learning outcome?:</b> Clear evidence of solid understanding when it comes to Command of Medium throughout all MFA students. As always efforts should be made to elevate all of our students’ sensitivity and acuity in regard to this category.</p>	<p><b>Use of Findings (Actions):</b> Strength in this category should be extended and applied to other categories of skills and learning objectives. (08/15/2020)</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
<p><b>Craftsmanship</b> - Craftsmanship  <b>Outcome Status:</b> Active  <b>Planned Assessment Year:</b> 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024  <b>Start Date:</b>  <b>Archived Date:</b>  <b>Outcome Type:</b> Skills  <b>Reason for Archival:</b></p>	<p><b>Portfolio Review</b> - Each student in the Graphic Design MFA program created a portfolio containing between 5–8 projects as examples of work they had created in the program so far. Students provided work that was collected at the end of Spring semester. Links pertaining to these specific projects were collected under each student name, which was presented to an external Graphic Design professional and educator via an interactive link-based document. These examples formed the basis of the assessment data.</p> <p><b>* Learning Outcome</b>  <b>Goal/Benchmark:</b> Students will receive a score of 3 or higher on the rubric  <b>Timeline for Assessment:</b> yearly  <b>Other Assessment Type:</b>  <b>Related Documents:</b>  <a href="#">GD-MFA-BasicRubric-2020.pdf</a></p>	<p><b>Related Documents:</b>  <a href="#">GD-MFA-BasicRubric-2020.pdf</a></p> <p><b>Reporting Period:</b> 2019 - 2020  <b>Conclusion:</b> 4 - Exceeds Program Expectations (Advanced)  Student achievement in the area of Craftsmanship was evaluated using a 1–5 point system, with 5 being the highest score and 1 being the lowest.</p> <p>Of the 3 evaluated students, 3 scored a 5, 0 scored a 4, 0 scored a 3, 0 scored a 2, 0 scored a 1. The average score is 5. (08/15/2020)</p> <p><b>Number of Students Assessed:</b> 3  <b>Number of Successful Students:</b> 3  <b>How were students selected to participate in the assessment of this outcome?:</b> Three students in total provided work, which was collected at the end of Spring semesters. Links pertaining to these specific projects were collected under each student name, which was presented to an external Graphic Design professional and educator (Denise Gonzales Crisp, Professor of Graphic Design and Director of Graduate Programs for Graphic Design at the NC State University in Raleigh, NC.) via an interactive link-based document. These examples formed the basis of the assessment data.</p> <p>*Due to COVID-19 the students were not able to meet with the assessor to explain their projects or get an in-person critique of the work. Students presented their work virtually over Zoom. Some of the nuances and technical aspects of the work might have suffered by this method.</p> <p><b>What do the findings suggest about student achievement of this learning outcome?:</b> Clear evidence of solid understanding when it comes to Command of Medium throughout all MFA students. As always efforts should be made to elevate all our students’ sensitivity and acuity regarding this category.</p> <p><b>Related Documents:</b>  <a href="#">GD-MFA-BasicRubric-2020.pdf</a></p>	<p><b>Use of Findings (Actions):</b>  Maintain mastery of medium, students should explore new mediums and unorthodox mediums, preparing from a arena in a constant state of technological progress and societal concerns. (08/15/2020)</p>