

Degree/Certificate: Visual Communication Design

Major/Option: BA

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Part I – Program SLO Assessment Report for 2013-14

Part I – for the 2013-14 academic year: Except for the formatting, this section **nearly identical** to previous years' templates for the Program SLO Assessment reports. Because we have begun asking Deans to create College-Level Summary Reports annually, the template has been slightly modified for a) clarity for Chairs and Directors, and b) a closer fit with what the Deans and Associate Deans are being asked to report.

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog or elsewhere in your department literature.

Identify, analyze and solve communication problems.

2. **Overall evaluation of progress on outcome:** Indicate whether or not the SLO has been met, and if met, to what level.

_____ *SLO is met after changes resulting from ongoing assessments, referencing assessment results from the previous year to highlight revisions;*

X _____ *SLO is met, but with changes forthcoming;*

_____ *SLO met without change required*

3. **Strategies and methods:** Description of assessment method and choices, why they were used and how they were implemented.

DESN 490 Peer Evaluation Rubric

DESN 490 Project Evaluation Rubric

Assessment Method 1: Peer Evaluations

Each student is required to grade their fellow team members on how they performed in the group twice during the quarter—once at midterm and once at the conclusion of the quarter. Assessment method 1 results are based on the average scores from the student peer evaluation grades.

Assessment Method 2: Project Evaluation

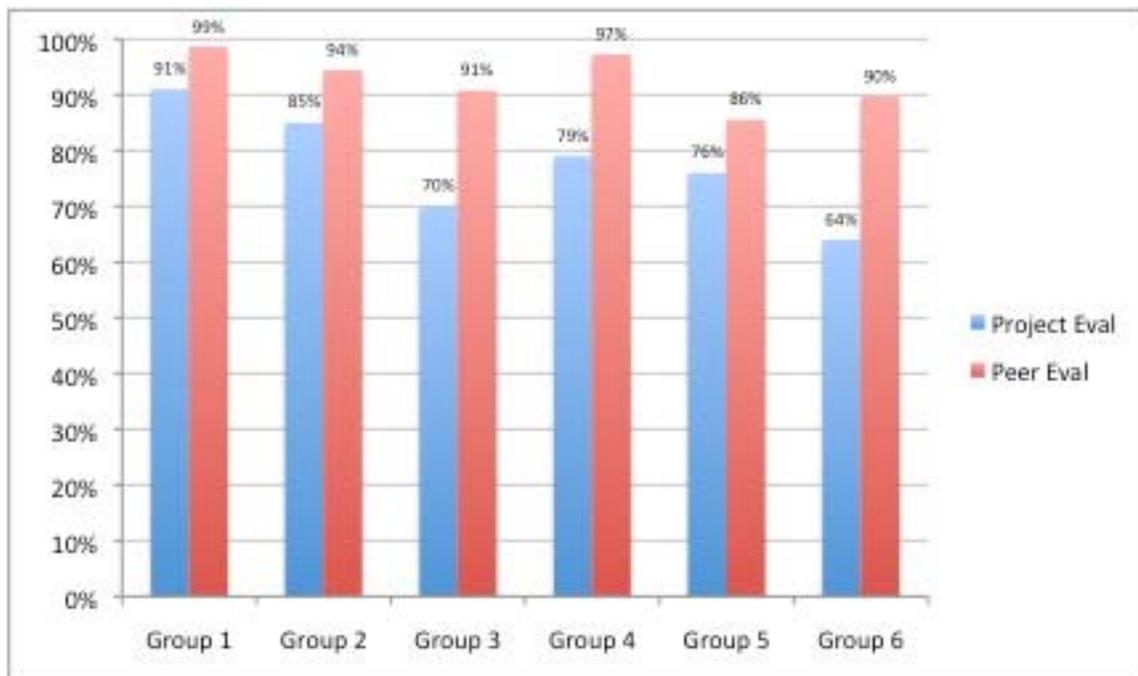
Students work in teams to apply disciplinary specific knowledge, methods, and skills to plan, design, and develop a communication project for a community client. In this case, the client was SCRAPS (Spokane County Regional Animal Protection Service).

Assessment method 2 results are based on final project grades that include presentation, teamwork, and project evaluation.

Note: Attendance was also evaluated in this class, but is not reflected in this report.

4. **Observations gathered from data:** Include findings and analyses based on the strategies and methods identified in item #3.

- a. Findings:



- b. Analysis of findings:

The assessment data show that the course is doing a good job of presenting a capstone project in which students “identify, analyze, and solve communication problems.” The data show a disparity between Project Evaluation (lower on average) given by the instructor and Peer Evaluation results (higher in all cases) given by students (see chart above). Project Evaluation was graded according to university standards.

5. **What program changes will be made based on the assessment results?**

- a) Describe plans to improve student learning based on assessment findings (e.g., course content, course sequencing, curriculum revision, learning environment or student advising).

Project Evaluation and Student Peer Evaluation grades might be complemented by the addition of a student self-evaluation grade (currently students do not evaluate their own performance in the Peer Evaluations). When working with a community partner, we will add a third evaluation rubric: a Client Evaluation of Project and Presentation. This data would provide a third point of reference in addition to instructor and student evaluations to emphasize the success of the class in synthesizing and applying skills and knowledge to identify, analyze, and solve communication problems.

- b) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year.

Senior Capstone is taught fall and spring quarters. Spring quarter 2015 will involve a community partner again and we will pilot a Client Evaluation of Project and Presentation in the spring section. Additionally, in the 2014 fall quarter Senior Capstone, we will pilot a student self-evaluation mechanism.

- 6. Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself.

We will add a Client Evaluation of Project and Presentation to all classes working with community partners / community project work. We will also begin archiving student Capstone project work in a Capstone electronic portfolio in preparation for VCD program accreditation through the National Association of Schools of Art and Design.