Program Learning Goals Annual Assessment Report

Department __ School of Design ______ College ____________ LCA _______________________

Degree Program(s) __ Visual Communication Design ____________

**Program Learning Goals Rubric** - developed and used by the University Academic Assessment Advisory Committee (UAAAC) to provide feedback to programs about their program learning goals.

Learning objectives should reflect the program's distinct mission in connection with the university's broader educational goals, as well as aligning with the individual courses in which they are addressed. They should allow faculty to communicate their expectations, students to reflect on their own growth, and programs to measure and improve their educational results.

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<thead>
<tr>
<th>DEVELOPED</th>
<th>DEVELOPING</th>
<th>NEEDS DEVELOPMENT</th>
<th>ABSENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning goals are clear and can be accurately assessed</td>
<td>Learning goals are mostly clear; some can be assessed</td>
<td>Learning goals are present but vague; unclear how an evaluator could determine whether goals were met</td>
<td>Program learning goals are absent or incomplete</td>
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Every degree program offered by a department (minor, BA, BS, MA, MS etc) should have its own program learning goals. This report can focus on the learning goals for one program or present learning goals for multiple programs.

1. List your most recent program learning goals prior to any revisions. (**BSVCD PLOs as of Fall 2018**)

   PLO #1 - Students will be able to articulate design problems and processes
   PLO #2 - Students will demonstrate knowledge in design literacy: history, trends, practices
   PLO #3 - Students will demonstrate knowledge in theory and principles of perception, visual language and cultural context
   PLO #4 - Students will be able to demonstrate proficiency in industry methods and approaches including: o technical skills and tools o adapt and respond nimbly to emerging forms, media, tools, and methods o prototyping o iterative process o research o creative thinking, problem solving, and working collaboratively.
   PLO #5 - Students will demonstrate proficiency in user experience design including: system design, interactive prototyping, research and user testing
   PLO #6 - Students will have exposure to, and the ability to design for, emerging media
   PLO #7 - Students will develop the programming literacy to collaborate with computer engineers/developers
   PLO #8 - Students will demonstrate proficiency in presentation (written, verbal, and visual) and will be able to frame their work through effective storytelling and communication
   PLO #9 - Students will be able to effectively give and incorporate constructive feedback
   PLO #10 - Students will have a portfolio of completed design projects that demonstrates: o design process o creative thinking o problem solving o collaboration o industry relevant technical skills
2. Please describe the process of revising your program learning goals this semester. How were department faculty members involved? Were the revised learning goals developed in department meetings or other gatherings?

Faculty agreed in Fall '18 to revise our Program Learning Outcomes for all three programs in the School of Design. At this time, we had one set of PLOs for all three of the degrees offered by the School. We agreed as a faculty each program did have general “design thinking” and “design strategy” goals, but there were also unique needs for each degree. Discussions started in late 2018, and we dedicated our Spring 2019 Design Faculty Retreat to writing new Program Learning Outcomes, as well as taking a fresh look at our curricular maps (next year's assessment). During the retreat, we divided into our three programs (BSVCD – Visual Communication Design, BSID_PPD – Industrial Design, and MA in Design) and wrote unique Program Learning Outcomes for each degree. We then came together and discussed each PLO statement as a whole. Faculty unanimously approved all three sets of Program Learning Outcomes.

3. What informed your decision to revise your learning goals (e.g. changes in the profession, new focus of the department, outcome of assessment)?

The professions we are preparing our students for (Communication Design, Product Design, and Strategic Design) have all transformed in the past 20 years and are continuing to change. Hard skills (such as software, coding and prototyping tools) are undergoing constant updates and revisions. The strategic and research-driven side of each field has also transformed and User Experience (UX) comes into a discipline of its own. The faculty agreed that the common core of PLOs that we’ve had for years work as a broad overview, but do not speak to the individual needs of each program. As the department changes its focus to meet the needs of the current (and future) professional opportunities, each program needed to develop specific goals that work in tandem with the older, broader Goals.

4. What are you new program learning goals?

PLO #1 - Process Students are able to apply a structured design process to varied problems of different scope and complexity.

PLO #2 - Contextual Design Students understand how design is shaped by and contributes to its contexts: social, cultural, technological, economic and environmental.

PLO #3 - Design Literacy Students have an understanding of design vocabulary, visual literacy, design history, design professions, and adjacent topics.

PLO #4 - Critical Thinking, Research and Writing Students are able to apply critical thinking, research and writing to the design problem at different stages of the process.

PLO #5 - Skills Students have skills with contemporary tools, technologies and materials relevant to the design professions, including 2D and 3D concept development and execution in physical and digital realms.

PLO #6 - Design Methods Students can apply a variety of design methods, including user-centered approaches, universal design, usability testing and collaborative design.

PLO #7 - Professional Preparedness Students are familiar with the professional practices common to design and can document, present and manage their work in a professional manner.

PLO #8 – Collaboration Collaborative learning approaches are encouraged, both within and beyond the classroom. This may include interdisciplinary collaborations with external partners such as community organizations, institutions and/or industry partners.

Give that this year you have revised your program learning goals, the next step would be to either plan how you would assess program learning goals by completing a curriculum map or to assess one of your program learning goals in the next academic year.