Undergraduate Academic Assessment Plan- AY 2012-13

BFA in Graphic Design

School of Art + Art History

College of Fine Arts

March 15, 2013

Associate Dean
Margaret S. Mertz, PhD
mmertz@arts.ufl.edu

College of Fine Arts
B.F.A. in Graphic Design
Undergraduate Academic Assessment Plan
AY 2012-2013

Mission Statement
(updated)

The Bachelor of Fine Arts in Graphic Design enables students to achieve proficiency in the principles and practices utilized by contemporary graphic designers and visual communicators. Through the study of art and design theory, art and design history, and historic and contemporary art and design, students gain knowledge of art and design genres and systems of thought. Emphasis is on development of the processes, concepts, theories, and skills relevant to the practice of graphic design in contemporary society. Students learn to use design research practices effectively and to discuss the development of their work.

The BFA in Graphic Design program supports the college's primary mission to "to produce artists, performers, scholars, teachers, and practitioners who combine the qualities of academic and professional excellence" (College of Fine Arts Mission Statement).

The program supports the University of Florida mission to "to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past…to advance by strengthening the human condition and improving the quality of life."(University of Florida Mission Statement).

Student Learning Outcomes (SLOs)

Revised SLO's for the AY 2013-14 undergraduate catalog: see Appendix A for links to AY 2011-12 and AY 2012-13 SLOs

Content
1. Designs visual form in response to communication problems.
2. Exhibits principles of visual organization/composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images.
3. Exhibits appropriate use tools and technology, including their roles in the creation, reproduction, and distribution of visual messages.

Critical Thinking
4. Exhibits the ability to describe and respond to the audiences and contexts which communication solutions must address, including recognition of the physical, cognitive, cultural, and social human factors that shape design decisions.

Communication
5. Produces solutions to communication problems, including the skills of problem identification, research and information gathering, analysis, generation of alternative solutions, prototyping, and evaluation of outcomes.

Curriculum Map

Curriculum Map for: BFA Graphic Design

Program   Graphic Design   College   Fine Arts

Key: **I**ntroduced   **R**einforced   **A**ssessed

Courses SLOs	Course1 ART1802C	Course2 ART1803C	Course3 ART2701C or ART2757C	Course4 ART3/4000C	Course5 GRA2111C	Course6 ARH3xxx or ARH4xxx	Course7 GRA2208C	Course8 GRA3193C
Content Knowledge								
#1					I		I	R
#2					I		I	R
#3	I	I	I	I	I	I	I	R
Critical Thinking								
#4					I		I	R
Communication								
#5					I		I	R

Courses SLOs	Course9 GRA3194C	Course10 GRA3198C	Course11 GRA3209C	Course12 GRA4186C	Course13 GRA4187C	Course14 GRA4196C	Course15 GRA4197C	Course 16 GRA4953C
Content Knowledge								
#1	R	R	R	R	R	R	R	A
#2	R	R	R	R	R	R	R	A
Content Knowledge								
#3	R	R	R	R	R	R	R	A
#4	R	R	R	R	R	R	R	A
Communication								
#5	R	R	R	R	R	R	R	A

Undergraduate Academic Assessment Plan – BFA in Graphic Design AY 2012-13
College of Fine Arts

Assessment Timeline (Matrix)

Please see Appendix B for comprehensive rubric

Assessment SLOs	Assessment	Measurement Procedure
Content Knowledge		
#1	Portfolio	Rubric
#2	Portfolio	Rubric
#3	Portfolio	Rubric
Critical Thinking		
#4	Portfolio	Rubric
Communication		
#5	Portfolio	Rubric

Assessment Cycle

BFA in Graphic Design

School of Art & Art History, College of Fine Arts

Data Collection: Spring Semester
Analysis and Interpretation: Following Fall Semester
Improvement Actions: Subsequent Spring Semester
Dissemination: Following academic year

Year / SLOs	12-13	13-14	14-15	15-16	16-17	17-18
Content Knowledge						
#1	√	√	√	√	√	√
#2	√	√	√	√	√	√
Critical Thinking						
#3	√	√	√	√	√	√
#4	√	√	√	√	√	√
Communication						
#5	√	√	√	√	√	√
#6	√	√	√	√	√	√

Methods and Procedures

Both direct and indirect measures would be taken into account.
Methods:
During the fall review and analysis cycle, a faculty committee will review the DIRECT and INDIRECT DATA, answering key questions such as:

What does the data show us about each individual SLO?
And
What changes do we want to make, based on these observations?

Should there be observations that lead the faculty to consider revisions, the faculty would have the options to
> *change the SLOs and ALC
> *change the data collected (assignments, etc.)
> *change the curriculum

DIRECT DATA: The faculty will collect teaching portfolios from the A courses. Samples will be collected based on recommended sample sizes according to the number of students in the program.   The attached rubric (Appendix B.) will be used to assess the SLO's by an appointed committee.

INDIRECT DATA: The College of Fine Arts Dean's Office will collect institutional data for the program, including but not limited to statistical data such as enrollment, grade distribution, recruitment and retention patterns. An additional source of data, the biennial SERU data, will be collected from the University of Florida Office of Institutional Planning and Research.

Procedures:
In the spring semesters of the data collection year, the faculty instructor of record will collect the DIRECT DATA samples from the designated A courses they teach. Data from each class will be de-coupled, meaning that no grades, no student identification, and no comments will be on the samples (copies of student work). These data samples will be submitted online or in hard copy, as appropriate. The samples will include a resume, student work and design statement.

During those same semesters, the Dean's Office will collect the INDIRECT DATA for those courses and the degree program.

The assigned committee would meet the fall semester of the review and analysis year to generate a report that would be submitted to the College office, along with recommendations for changes, if any.

With the concurrence of the administration, the changes would be made for the next academic year.

Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Dr. Margaret S. Mertz	Associate Dean, College of Fine Arts	mmertz@arts.ufl.edu	(352) 273-1484
Prof. Richard Heipp	Director School of Art & Art History	heipp@ufl.edu	(352) 273-3021
Prof. Lauren Lake	Assistant Director School of Art & Art History	lglake@arts.ufl.edu	(352) 273-3032

Appendix B.   Linked SLOs

New/Revised SLOs, AY 2013-14*	Link to AY 2011-12* and AY 2012-13 SLOs
Content	
1. Designs visual form in response to communication problems.	Knowledge and ability to apply the principles and practices of a professional designer.
2. Exhibits principles of visual organization/composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images.	Knowledge of the skills/concepts in art criticism and theory.
	Ability to use sound research practices.
3. Exhibits appropriate use tools and technology, including their roles in the creation, reproduction, and distribution of visual messages.	Ability to use appropriate technology.
Critical Thinking	
4. Exhibits the ability to describe and respond to the audiences and contexts that communication solutions must address, including recognition of the physical, cognitive, cultural, and social human factors that shape design decisions.	Understanding of the world through study of international historic and contemporary art
	Ability to engage in complex thought, analysis and reasoning.
	Ability to observe, analyze and explain motivation for and intent of an individual's work.
Communication	
5. Produces solutions to communication problems, including the skills of problem identification, research and information gathering, analysis, generation of alternative solutions, prototyping, and evaluation of outcomes.	Ability to communicate effectively in speech and writing.
	Ability to reason and learn collaboratively.

Appendix B. Rubric – Graphic Design Portfolio

SLO	Exceptional (5)	Accomplished (4)	Competent (3)	Developing (2)	Unsatisfactory (1)	Insufficient (0)	SCORE
Content Knowledge							
Designs visual form in response to communication problem.	Solutions demonstrate an exemplary integration of concept, form, technology, and craft and are an appropriate and intentional response to the communication problem.	Solutions demonstrate strong integration of concept, form, technology, and craft and are an appropriate and intentional response to the communication problem.	Solutions demonstrate adequate integration of concept, form, technology, and craft and are an adequate response to the communication problem.	Solutions demonstrate minimal integration of concept, form, technology, and craft and are a minimally appropriate and intentional response to the communication problem.	Solutions inconclusively demonstrate any integration of concept, form, technology, and craft nor are an appropriate and intentional response to the communication problem.	Solutions demonstrate no clear evidence of integration of concept, form, technology, and craft nor are an appropriate and intentional response to the communication problem.	
Exhibits principles of visual organization/composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images.	Project solutions and iterations demonstrate exceptional performance and competency and exceed expectations in all areas.	Project solutions and iterations demonstrate strong performance and competency and exceed expectations in most areas	Project solutions and iterations demonstrate adequate performance and competency and exceed expectations in some areas.	Project solutions and iterations demonstrate minimal competency and performance and meet expectations in some areas.	Project solutions and iterations demonstrate unsatisfactory competency and performance and meet expectations in few areas.	Project solutions and iterations are absent of any evidence of competency and performance nor meet expectations in any areas.	
Exhibits appropriate use of tools and technology, the creation, reproduction, and distribution of visual messages	Exhibits innovative and appropriate use of tools and technology, the creation, reproduction, and distribution of visual messages	Exhibits strong and appropriate use of tools and technology, the creation, reproduction, and distribution of visual messages	Exhibits adequate and appropriate use of tools and technology, the creation, reproduction, and distribution of visual messages	Exhibits minimally competent and inconsistent use of tools and technology, the creation, reproduction, and distribution of visual messages	Inconclusive or unsatisfactory exhibition of minimally competent and inconsistent use of tools and technology, the creation, reproduction, and distribution of visual messages	Absence of any evidence of minimally competent and inconsistent use of tools and technology, the creation, reproduction, and distribution of visual messages.	
Critical Thinking							
Exhibits the ability to describe and respond to the audiences and contexts that communication solutions must address, including recognition of the physical, cognitive, cultural, and social human factors that shape design decisions.	Exemplary creative, critical, and reflective thinking/practice as evidenced by the final solutions produced as well as the design process	Strong creative, critical, and reflective thinking/practice as evidenced by the final solutions produced as well as the design process	Adequate creative, critical, and reflective thinking/practice as evidenced by the final solutions produced as well as the design process	Creative, critical, and reflective thinking/practice as evidenced by the final solutions produced as well as the design process requires further development	Unsatisfactory creative, critical, and reflective thinking/practice as evidenced by the final solutions produced as well as the design process	No evidence of creative, critical, and reflective thinking/practice as evidenced by the final solutions produced as well as the design process	
Communication							
Produces solutions to communication problems, including the skills of problem identification, research and information gathering, analysis, generation of alternative solutions, prototyping, and evaluation of outcomes.	Process work demonstrates excellent attention to research and development of divergent directions	Process work demonstrates strong attention to research and development of divergent directions	Process work demonstrates adequate attention to research and development of divergent directions	Process work demonstrates minimally competent attention to research and development of divergent directions	Process work demonstrates insufficient or unsatisfactory attention to research and development of divergent directions	Process work demonstrates no clear evidence of any attention to research and development of divergent directions	