**Sinclair Community College**

**Continuous Improvement Annual Update 2017-18**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2018**

**After receiving feedback from your Division Assessment Coordinator, please revise accordingly and make the final submission to your dean and the Provost’s Office no later than May 1, 2018**

**Department:** **LCS - 0220 - Design**

Year of Last Program Review: FY 2014-2015

Year of Next Program Review: FY 2019-2020

**Section I: Progress Since the Most Recent Review**

Below are the goals from Section IV part E of your last Program Review Self-Study. Describe progress or changes made toward meeting each goal over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| Include a Commercial Photography course in the curriculum. | In progress  Completed x  No longer applicable | Beginning Fall, 2016, VIS students had the opportunity to register for ART 2265 (Digital Color Photography) as part of the VIS curriculum. Note: Students can take either ART 2265 ***or*** ART 1161 (B&W Photography).  **Completed: Fall, 2016** |
| Development of online course for one of our design history courses (VIS 1180 or IND 1180) | In progress  Completed x  No longer applicable | VIS 1180 (Design History) was developed online by Diana Leakas and Amanda Romero. VIS 1180 will be available for students summer, 2017.  **Completed: Fall, 2016** |
| Increase articulation agreements/partnerships with area colleges | In progress  Completed x  No longer applicable | **From 2017-18**:   1. February 26, 2018, Chair met with Tom Green, Associate Director for Admissions**, Cleveland Institute of Art** to develop articulation agreements for both Visual Communications and Interior Design programs. 2. January 2018, Chair collaborated with Janeil Bernheisel, Carl Bruns and Sheri Stover, Assistant Professor in Instructional Design in the Leadership Studies in Education and Organization Department (IDOL) at **Wright State University** to discuss articulation opportunities. An agreement would allow IDOL students to take our VIS.AAS program as part of their bachelor’s degree. Outcome: Articulation pending. 3. November, 2017, articulation packet sent to Margaret Kross from **Savannah College of Art and Design**. Outcome: Articulation pending. 4. October 2017, Chair collaborated with Lynne Bartley**, Fashion Institute of Design & Merchandising (FIDM)** to develop articulation with their VIS and IND program. Outcome: Two VIS courses were able to articulate to FIDM: VIS 1208: Typography and VIS 1180: History of Design. 5. July 2017, Chair collaborated with Gabe Tippery (Academic Planning Specialist), Mary Anne Beecher (Chair, Design Department) and Paul Nini (Undergraduate Studies Chair) from **The Ohio State University** to discuss articulation opportunities. Outcome: An articulation will not be feasible due to considerable curriculum outcomes and differences between programs. 6. Our goal this academic year includes collaborating with **Art Academy of Cincinnati** and **University of Dayton** to begin discussions on developing an articulation agreements. We will continue to follow-up with those colleges we’ve been in communication with.   **From 2016-17**:   1. An articulation agreement with **Wright State’s Lake Campus** BTAS program in Graphic and Multimedia Design has been completed (4/16). 2. We are collaborating with **Columbus College of Art and Design** to develop an articulation agreement with their graphic design and interior design programs. Final drafts are being reviewed. The goal is to finalize agreement by end of spring term, 2017. 3. We are working with the **Fashion Institute of Design in California** to develop articulation agreement. Currently, they are reviewing our course syllabi in both visual communications and interior design. The goal is to have a draft by fall, 2017. (Spring, 2017) 4. We continue to work with **Wright State University’s Art Department**. The two articulation agreements include: (1) After students complete their AAS degree at Sinclair, they can complete their BFA degree in three years; (2) After students complete an AA degree at Sinclair (using VIS courses as their electives), it would take them two years to complete the BFA degree. We continue to review courses and credit hours (Spring/Summer, 2017) 5. We are interested in developing articulation agreements with the following colleges for 2017-18: Ohio State University, Bowling Green State University and Ohio University. |
| Adding a course at the Courseview Campus | In progress x  Completed  No longer applicable | **From 2017-18**:  Currently, this goal is on hold for 2018-19. Estimates for equipment/hardware, software and facility upgrade were gathered and shared with all stakeholders fall, 2017. We will revisit this goal during 2018-19.  **From 2016-17**:  The chair met with Dr. Hurtado Fall, 2016/Spring, 2017 to continue discussions on adding design courses at the Courseview campus. The biggest hurdle includes cost of equipment, hardware and software. We have identified a room (B131) they plan to remodel as a computer lab. The following points were agreed upon:   * The Design Department will request cost of all equipment (computers, printers, tables, etc.) during the next “Capital Equipment Request” (January 2018). * The Chair will work with our lab technician, Susan Barnes, to assist in this process. * Once purchases have been made, Courseview will be responsible for any upgrades.   The goal is to have the room available for academic year 2018-19. |
| Adding more computers to our labs to increase average class size | In progress  Completed x  No longer applicable | **From 2017-18**:  Our original goal was to include 2 additional workstations each in rooms 13-320 and 13-325. The Department agreed to place this goal on hold:   * As such, capital equipment request was not submitted for 2018-19 for four additional workstations. * We are unsure about our future location. We are in current discussion about re-locating to the newly purchased facility. * Concerns have been shared by faculty that increasing the number of students may negatively impact student learning and student success in the classroom. Concerns include less one-on-one with students, and not enough time for faculty to review and critique students’ projects during the allotted class time.   **From 2016-17**:  **We were able to include two additional computers in the Interior Design (IND) lab**. (Note: There were only four computers in the lab.) This may not necessarily increase average class size; however, it will assist IND students in completing their coursework.  Since we requested additional computers for our IND lab, we did not request updates to our VIS labs.  Our goal is to request capital equipment and room upgrade for rooms 13-320 and 13-325. We will request two (2) additional workstations for each room. The lab upgrades would be available for 2018-19. |
| Development of a design software short-term technical certificate | In progress x  Completed  No longer applicable | **From 2017-18**:  The Department continues to discuss developing a short-term technical certificate. We are collaborating with Workforce Development to identify ways to assist the department. The Chair met with Shannon Bryant, Interim Vice President, Workforce Development on March 6, 2018. Discussions included developing a series of technology workshops, including animation, video, advanced web, apps, etc. The target audience includes alumni, recent graduates and those in the industry to enhance and/or learn new skills needed in the profession. Ms. Bryant shared that faculty could facilitate the workshops using a Special Service Agreement. She will be invited to a future department meeting to further discuss this opportunity.    **From 2016-17**:  For 2017-18, the Department continues to discuss developing this short-term technical certificate. Our discussions have included the following:  Outcome: During 2018-19, there will not be newly developed certificate.  The department is reviewing various options on developing a technical short-term certificate.   1. The Department continues to discuss creating the certificate:    * This would require us to develop new coursework, not part of the VIS curriculum (non-embedded).    * Software would include Adobe software and a 3D animation software.    * How would the certificate be marketed?    * Possible partnerships with other department such as CIS, entrepreneurship, marketing, etc.    * Offering tracks, such as print and multimedia. The track will become the short-term certificates. 2. The chair met with Kyle Jones, Chair/CIS, to begin discussions on developing a certificate. The courses we would like to offer would include both CIS and VIS courses. The VIS courses would be new courses, not embedded in the current VIS curriculum. (Spring, 2017) 3. Our goal is to begin discussions with Workforce Development to identify what they may have to offer our program.   **The certificate will not be available during academic year 2017-18. Currently, we do not have a final date when this certificate would be completed.** |
| Increase IND mentorship professional base | In progress  Completed x  No longer applicable | **From 2017-18**:  Professor Leakas continues to utilize mentors in the IND program. This year, the IND mentorship program had 17 mentors for second year students registered for IND 2130 (Non-Residential Design). These mentors are from the Dayton and Columbus area. Mentors include both Dayton Society of Interior Designers (DISD) and non-DSID members. This is a significant increase from 2016 (from 11 to 17 mentors).  **From 2016-17**:  Diana Leakas, interior design faculty, continues to establish the mentorship program for second year students taking IND 2130 (Non-Residential Design). We had individuals serve as mentors from Cincinnati’s APG Design Group for the first time this year. As well, we continue to include mentors from the Dayton Society of Interior Designers (DSID). Next year, due to an increase in the number of students in the program (22), we plan to ask area professionals (outside of DSID) to serve as mentors.  Fall 2014, we had 14 mentors; fall 2015, we had 13 mentors; fall 2016 we had 11 mentors. **Professor Leakas will continue to utilize mentors in the IND program for second year students.** |

Below are the Recommendations for Action made by the review team. Describe the progress or changes made toward meeting each recommendation over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| The strong assessment practices of the department were noted in the Commendations – the department’s assessment work is truly a strength, and something to be emulated by other departments. However, it was noted by the Review Team that assessment data was not provided for some of the program outcomes, and while the Review Team has no doubt that assessment of these program outcomes is occurring, would just remind the department to report these results fully in the next Program Review. Also, many of Sinclair’s General Education outcomes are assessed in the Annual Portfolio Show and the First and Second Year Assessments – can this be expanded to include all General Education outcomes? In making this recommendation, the Review Team wants to again emphasize that these suggestions represent small tweaks to the impressive and robust assessment practices that the department currently employs – overall the department’s assessment work is spectacular. | In progress x  Completed  No longer applicable | **2017-18**   * **First Year/Second Year Assessment**   The Department continues to assess students’ portfolios through our Annual First Year and Second Year Assessment (Portfolio Show). We continue to review the data to assess the curriculum and course projects. We also review the overall progress of students from their first- to their second-year by reviewing the assessment scores. Although not student specific, we can note if there is an increase or decrease in the various criteria (technical skills, design aesthetics, design solutions, professional presentation, etc.).   * **General Education Rubrics** Faculty are beginning to use the College’s rubrics to assess general education outcomes. Spring, 2018, Chuck Freeland presented to faculty how to use rubrics in eLearn. This year, we assessed *Information Literacy* through course projects in VIS 2160: Design Applications 2. Our goal is to include the use of rubrics for IND 1230: Residential Design. In both programs, we have identified specific assignment(s) that all instructors will utilize. * VIS 2160 (Design Applications 2):   + Project 4: Interactive Video on Human Trafficking   + Project 5: Poster on Digital Media * IND 2140 (Sustainable Design): * Project 3: Cargo Container (Repurposing/Upcycling) * **Service Learning/Capstone Projects** The Department continues to survey VIS/IND students and employers on their service learning/capstone experiences in VIS 2260 (Visual Communications Portfolio) and IND 2260 (Interior Design Portfolio). The survey captures both quantitative and qualitative data. Spring 2018, the Chair worked with David Bodary to modify the survey in order to capture additional general education outcomes, including computer literacy, information literacy, oral communication, written communication, critical thinking and diversity.   + *IND:* [*https://www.surveymonkey.com/r/18spinteriordsgn*](https://www.surveymonkey.com/r/18spinteriordsgn)   + *VIS:* [*https://www.surveymonkey.com/r/18spviscom*](https://www.surveymonkey.com/r/18spviscom)   **2016-17**  **Portfolio Assessment**  Through the Department’s Annual Portfolio Show (spring term), we continue to capture and track assessment data in order to assist in reviewing and improving the VIS and IND curriculum. Currently, we assess the following general education outcomes during the event:   * Computer Literacy * Information Literacy * Oral Communication * Written Communication * Critical Thinking   **A review and update of the current first and second year assessment/rubrics were completed Spring 2017.**  **Information Literacy**  Through class projects, the following courses assessed mastery in information literacy:   * VIS 2160: Design Applications 2  Spring, 2017, faculty utilized the *Information Literacy General Education* rubric developed by the College’s Assessment Committee for VIS 2160 projects. * IND 1230: Residential Design (Fall, 2016) We did not have the rubric to collect data on our interior design students, but will collect data during the next academic year.   **Service Learning/Capstone Projects**   * We worked with David Bodary/Service Learning Office to develop a survey to collect data from students regarding their capstone/service learning experience. The survey included a number of general education outcomes. The survey primarily collected qualitative data. The main question:   What did you learn from your portfolio development, work experience and development of professional practice skills; including cost estimating, contract writing, sales and communication techniques with your agency contract?  Overall, the students were able to articulate how their experience enriched their learning, design and professional skills needed in the industry. **We will continue to use the survey to collect data Spring, 2017.**   * + [*https://www.surveymonkey.com/r/VNNNR3J*](https://www.surveymonkey.com/r/VNNNR3J) *(IND)*   + [*https://www.surveymonkey.com/r/5YDVY63*](https://www.surveymonkey.com/r/5YDVY63) *(VIS)* * We also developed a survey to collect data from employers of the capstone projects to review general education outcomes, such as communication skills, writing skills, and computer literacy among other criteria. (Spring, 2017) |
| In the self-study the department suggested development of relationships with Workforce Development that would allow them to provide non-credit instruction – the Review Team strongly recommends that the department initiate steps to begin working on these relationships. In doing so, it is recommended that the department partner with Workforce Development to create offerings that could be articulated for credit into its academic programs – models for this currently exist in Workforce Development agreements with other departments. The department should work through the dean, and if necessary, the Provost’s Office in the establishment of these relationships. | In progress x  Completed  No longer applicable | **2017-18**:  The Chair met with Shannon Bryant, Interim VP, Workforce Development, to begin initial discussions on marketing and developing workshops focusing on technology course offerings.  **2016-17**:  Our future goal is to work with Workforce Development to assist the department on developing instruction on various design software. This degree would include mastering various Adobe software and hardware. We believe the primary audience are individuals who want to learn and/or improve their software skills in (or outside) the industry; as well as those who prefer to take courses face-to-face. (Note: Currently, Workforce Development offers software courses online, only).  Our plan is as follows:   * Chair will initiate meeting with Jeff Miller to begin conversations on developing non-credit instruction that could be articulated for credit into the program; as well as potential technical certificate. Spring/summer, 2017. * Invite Mr. Miller to a department meeting to continue discussions and brainstorm ideas with faculty. (Fall, 2017) |
| One topic of discussion during the meeting with the review team was the excellent consortium arrangement that the department has with Wright State whereby Wright State students take studio courses at Sinclair that count toward their Bachelor of Fine Arts. It was noted that many Wright State students are unaware of this opportunity, and the department is encouraged to develop strategies to inform more Wright State students of this opportunity. It is recommended that the department reach out to Sinclair’s campus marketing, and develop creative strategies if additional resources are needed. | In progress  Completed x  No longer applicable | **From 2017-18**:  The Department created a new brochure to promote the partnership between Sinclair’s VIS/IND programs and Wright State’s BFA program. BFA majors may supplement their Fine Arts education with a certificate in graphic or interior design through this partnership. The brochure included information about our Interior Design Certificate, Graphic Design Certificate, the required process to enter into our program, and contact information. **Completed: Fall, 2017**  To assist with marketing/promoting this partnership, copies of the brochure were shared with the following:   * WSU and Sinclair Chairs * WSU and Sinclair students * WSU and Sinclair academic advisors * SOCHE Consortium (located at WSU)   **From 2016-17**:  Marketing materials were completed to promote our partnership with Wright State’s BFA program in hopes to have more of their students take our visual communication courses. **Completed: Fall 2016** |
| The department’s capacity for self-reflection was noted at length in the Commendations – in the self-study the department suggested implementing a yearly self-review. The Review Team recommends that the department adopt this practice, and further recommends that it takes place in conjunction with the preparation of the department’s Annual Update submission to the dean and the Provost’s Office. Formalizing a process for an annual self-examination is an excellent idea. | In progress  Completed x  No longer applicable | **From 2017-18**:  We will continue to participate in an end-of-year SWOT analysis. See information below. This year, we will highlight the following areas:   * Articulation agreements * Overall curriculum * Course projects * Use of rubrics * Development of Technical Short-term Certificate * Potential opportunities if we relocate to the Centerville location   **From 2016-17**:  The Department now includes a formalized end-of-term SWOT analysis of the VIS and IND curricula. Both full-time and adjunct faculty are invited to participate. The meeting is scheduled at the end of spring term. Among the many topics, this year’s core discussion will include the following:   * Review course projects in foundation courses. * Review appropriate number of projects to include in students’ portfolios. * The importance of a diverse portfolio. * Developing online rubrics for ALL courses.   **Completed: Spring, 2018 and Spring, 2017** |
| It was suggested during the meeting with the Review Team that there are students who are unaware of opportunities to proficiency out of VIS courses who could possibly benefit thereby – with the view of increasing student completion, the department is encouraged to find ways to inform students of proficiency opportunities, and to monitor whether the number of students taking advantage of these opportunities increases as a result of their efforts. | In progress  Completed  x  No longer applicable | **From 2017-18**:   * We continue to take steps to provide information about proficiency opportunities in the Department (see below). Updated information can be found on the College’s website: (<http://www.sinclair.edu/academics/divisions/lcs/des/proficiency-exams/)> * We continue to track the numbers. For 2017-18, we completed two (2) proficiency exams.   **From 2016-17**:  The Department has taken steps to ensure students are aware of proficiency opportunities:   * Proficiency information is reviewed during the mandatory Department Orientation for students. (Fall, 2016/Spring, 2017) * Information continues to be shared with academic counselors as they assist students with their MAPs. * Specific criteria are posted on the department’s websites for the following foundation courses: VIS 1100, VIS 1110, VIS 1140 and VIS 1250. *(sinclair.edu and sccportfolios.com).* * Tech Prep High school are made aware of the opportunities through their course instructors and our department Tech Prep Coordinator (Kyle Fisk). * During one-on-one portfolio reviews with faculty, information is shared with transferred students.   We will continue to monitor the numbers in order to track and report the progress.   * For 2016-17, we completed one (1) proficiency exam. |
| The department noted the challenges of expanding its high school offerings. With the advent of College Credit Plus, the department is strongly encouraged to continue its efforts to increase its offerings to high school students. The department should engage in a formal analysis of these challenges, and in consultation with Sinclair’s College Credit Plus office, should develop an explicit strategy for increasing high school student participation and success in the department’s course offerings. | In progress x  Completed  No longer applicable | **2017-18**:  This year, we had only one CCP offering: Fairmont High School. Currently, we are working with Elizabeth Cicchetti, Assistant Director, CCP, to help promote these opportunities at area Career Tech high schools. The Department shared the following high schools with the CCP Office to begin discussions. (Spring, 2018)   |  |  | | --- | --- | | D.R. Lee Tech Center | Miami Valley CTC | | David H. Ponitz CTC | Options Academy | | Dunbar High School | Springboro High School | | Greenville High School | Springfield-Clark CTC | | Greene County CTC | Stebbins High School | | Kettering-Fairmont High School | Upper Valley Career Center | | Kings High School | Warren County Career Center | | Little Miami High School |  |   **2016-17**:   * Fairmont High School and Ponitz CTC continue to participate in the CCP program this academic year. Department faculty taught at the respective high schools. (Fall, 2016). * This past year, Bethel High School participated in the program. VIS 1140 (Design Processes 1) was taught by their high school instructor, PR Frank (Fall 2016/Spring, 2017) * Although Stebbins High School requested a CCP course (VIS 1100-Design Basics), they decided to cancel for Spring, 2017. We will continue work with the instructor at Stebbins to seek CCP opportunities. * We will continue to work with Melissa Tolle, Director of School & Community Partnerships, to discuss the process of recruiting and increasing CCP offerings. |
| The department has set a goal for development of online courses for one or more design history courses – the department is encouraged to pursue this goal, but in ways that preserve the “hands on” nature of the discipline. The Center for Teaching and Learning provides resources that can be helpful in this regard. | In progress  Completed x  No longer applicable | The online course, VIS 1180 (History of Design) was available to students Summer, 2017. **Completed: Spring, 2017**  Fall 2017 Success Rates   * Face-to-Face: 64% * Online: 85%   Summer 2017 Success Rates   * Online: 84% * Face-to-Face: No course offered   Our request was approvedto develop an online course for IND 1180 (History of Interior Design)**. Diana Leakas and Amanda Romero will begin development June, 2018.** The course should be available to students Spring, 2019. |
| Finally, the department has noted the possibility for improved learning with consolidated lecture/lab instructional spaces. Consolidation efforts involving Health Sciences departments may provide ‘ripple effect’ opportunities for similar consolidation for other departments, and as the Health Sciences initiative progresses the department is encouraged to move in this direction as the opportunity arises. | In progress  Completed x  No longer applicable | VIS and IND students have the opportunity to utilize the Art Department’s Photography Lab. A lab monitor is available to assist all students. The department faculty encourages VIS and IND students to use the lab to better enhance their coursework**.** Our goal is to enhance the class projects.  Data taken from Portfolio Assessment for 2015-16 shows Photographic skills: 4.0 out of 5.0. We will continue to collect this data.  **Completed: Spring, 2016.** |

**Section II: Assessment of General Education & Degree Program Outcomes**

For the FY 2016-17 Annual Update, departments are asked to provide assessment results for **Information Literacy**.

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| **General Education Outcomes** | Year assessed or to be assessed. | Course identified by the department where this outcome could be assessed | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
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| Computer Literacy | **2017-2018** | VIS 1140  VIS 1218 | Project-based; use of Rubric | VIS 1140 is taken by IND and VIS students. We will utilize the Computer Literacy rubric in order to obtain data beginning fall, 2018.  VIS 1218 is taken by VIS students, where additional computer skills are mastered. We will utilize the Computer Literacy rubric in order to obtain data beginning fall, 2018.  We will identify the project(s) which will be used by all instructors to obtain this information. |
| |  |  |  | | --- | --- | --- | | **LAST YEAR’S ASSESSMENT RESULTS** |  |  | | | | | |
| Information Literacy | **2016-2017** | VIS 2160  IND 2130 | VIS: Project-based; use of Rubric  IND: Project-based | Results for spring 2017, VIS 2160 (Design Applications 2):   * Competent/Exceptional for Criterion 1: **98.4%** * Competent/Exceptional for Criterion 2: **83%** * Competent/Exceptional for Criterion 3: **68.1%**   The course is based on research and design. Above data taken from the College’s General Education Rubric data.  The rubric was not used during the Fall for IND 2130. The IND assessment was project-based; and data can be collected. We will develop and utilize the Gen Ed rubric for fall, 2018. |

The Program Outcomes for the degrees are listed below. Responses from previous years are provided below. **All program outcomes must be assessed at least once during the 5 year Program Review cycle, and assessment of program outcomes must occur each year**.

**NOTE THAT THERE WILL NEED TO BE AT LEAST ONE EXAM / ASSIGNMENT / ACTIVITY IN THIS COURSE THAT CAN BE USED TO ASSESS MASTERY OF THE COMPETENCY.**

**YOU MAY ALSO SUBMIT ASSESSMENT RESULTS FOR THIS GENERAL EDUCATION COMPETENCY IF YOU HAVE THEM, BUT IT WILL BE CONSIDERED OPTIONAL**.

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| **Program Outcomes** | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| Apply critical thinking and creative problem- solving skills to a variety of interior design problems. | VIS 1100  VIS 1110  VIS 1140  IND 1180  IND 1230  IND 1234  IND 1240  IND 2130  IND 2135  IND 2140  IND 2260 | 2016-17 | Annual Portfolio Show in which industry professional provide a score of 1-5 based on a review of the students’ coursework. | For IND graduates, the aggregate average for “Evidence of Critical Thinking” was 4.64 out of 5.0.  2015-16: 4.79 out of 5.0  2014-15: 4.5 out of 5.0 |
| Apply critical thinking and creative problem-solving skills to a variety of design problems. | VIS 1100  VIS 1110  VIS 1140  VIS 1180  VIS 1208  VIS 1218  VIS 1250  VIS 2110  VIS 2120  VIS 2160  VIS 2260 | 2016-17 | Annual portfolio Show in which industry professional provide a score of 1-5 based on a review of the students’ coursework. | 2015-16: For VIS graduates, the aggregate average for “Evidence of Critical Thinking” was 4.35 out of 5.0.  2015-16: 4.29 out of 5.0  2014-15: 4.31 out of 5.0 |
| Communicate design concepts at various stages of development using the design process, drawing skills and/or appropriate software. | VIS 1100  VIS 1110  VIS 1140  IND 1230  IND 1234  IND 1240  IND 2130  IND 2135  IND 2260  CAT 1101 | 2016-17 | Annual Portfolio Show in which industry professional provide a score of 1-5 based on a review of the students’ coursework. | For IND graduates, the aggregate average for “Verbal Communications” was 4.77 out of 5.0.  2015-16: 4.58 out of 5.0  2014-15: 4.54 out of 5.0 |
| Communicate design concepts at various stages of development using the design process, drawing skills and/or appropriate software. | VIS 1100  VIS 1110  VIS 1140  VIS 1180  VIS 1208  VIS 1218  VIS 1250  VIS 2110  VIS 2120  VIS 2160  VIS 2260 | 2016-17 | Annual portfolio Show in which industry professional provide a score of 1-5 based on a review of the students’ coursework. | For VIS graduates, the aggregate average for “Verbal Communications” was 4.47 out of 5.0.  2015-16: 4.20 out of 5.0  2014-15: 4.22 out of 5.0 |
| Demonstrate an understanding of the business fundamentals of interior design. | IND 2260  CAT 1101  MRK 2102 | 2016-17 | Annual portfolio Show in which industry professional provide a score of 1-5 based on a review of the students’ coursework. | For IND graduates, the aggregate average for “Knowledge of Design Practice” was 4.76 out of 5.0.  2015-16: 4.41 out of 5.0  2014-15: 4.56 out of 5.0) |
| Demonstrate an understanding of the business fundamentals of visual communications. | VIS 2260  MRK 2102 | 2016-17 | Annual portfolio Show in which industry professional provide a score of 1-5 based on a review of the students’ coursework. | For VIS graduates, the aggregate average for “Knowledge of design practice” was 4.37 out of 5.0.  2015-16: 4.16 out of 5.0  2014-15: 4.22 out of 5.0 |
| Develop print, animation and new media concepts using traditional and computer-based design tools. | VIS 1100  VIS 1110  VIS 1140  VIS 1180  VIS 1208  VIS 1218  VIS 1250  VIS 2110  VIS 2120  VIS 2160  VIS 2260 | 2016-17 | Annual portfolio Show in which industry professional provide a score of 1-5 based on a review of the students’ coursework. | For VIS graduates, the aggregate average for “Use of appropriate media” was 4.50 out of 5.0.  2015-16: 4.30 out of 5.0  2014-15: 4.46 out of 5.0 |
| Develop professional quality presentations and demonstrate adequate written and oral communication skills. | VIS 1100  VIS 1110  VIS 1140  IND 1180  IND 1230  IND 1234  IND 1240  IND 2130  IND 2135  IND 2140  IND 2260  ENG 1101  COM 2206 | 2016-17 | Annual portfolio Show in which industry professional provide a score of 1-5 based on a review of the students’ coursework. | For IND graduates, the aggregate average for “Evidence of Professional Presentation” was 4.95 out of 5.0.  2015-16: 4.71 out of 5.0  2014-15: 4.68 out of 5.0  For IND graduates, the aggregate average for “Professional Portfolio” was 4.95 out of 5.0.  2015-16: 4.79 out of 5.0  2014-15: 4.82 out of 5.0  For IND graduates, the aggregate average for “Verbal Communications” was 4.77 out of 5.0.  2015-16: 4.58 out of 5.0  2014-15: 4.54 out of 5.0  **Fall 2017 General Ed Rubric: Oral Communication Skills for Design-0220**  Note: Data was not separated between the VIS and IND programs.  Diverse Opinions & Conflict Management:   * NA (level 5): 4.5% * Developing (level 4): 9.1% * Competent (level 3): 13.6% * Competent (level 2): 22.7% * Exemplary (level 1): 50%   Listening Behaviors:   * NA (level 5): 0% * Developing (level 4): 13.6% * Competent (level 3): 9.1% * Competent (level 2): 31.8% * Exemplary (level 1): 45.5%   Message Delivery:   * NA (level 5): 0% * Developing (level 4): 13.6% * Competent (level 3): 9.1% * Competent (level 2): 31.8% * Exemplary (level 1): 45.5%   Message Composition:   * NA (level 5): 0% * Developing (level 4): 4.5% * Competent (level 3): 45.5% * Competent (level 2): 36.4% * Exemplary (level 1): 13.6%   **Summer/Fall 2017 General Education Rubric: Written Communication Skills for Design-0220** (Passing 70% of the time or greater)   * Arrange ideas appropriately: 83.3% * Compose works using the correct structures of composition: 83.3% * Generate and select logical and sufficient support: 66.7% * Identify and develop clear topics and controlling ideas: 83.3% * Read and respond critically to another writer’s material: 83.3% * Shape messages to appeal to appropriate audiences and situations: 100% |
| Develop professional quality presentations and demonstrate adequate written and oral communication skills. | VIS 1100  VIS 1110  VIS 1140  VIS 1180  VIS 1208  VIS 1218  VIS 1250  VIS 2110  VIS 2120  VIS 2160  VIS 2260  ENG 1101  COM 2206 | 2016-17 | Annual portfolio Show in which industry professional provide a score of 1-5 based on a review of the students’ coursework. | For VIS graduates, the aggregate average for “Evidence of Professional presentation” was 4.6 out of 5.0.  2015-16: 4.39 out of 5.0  2014-15: 4.50 out of 5.0  For VIS graduates, the aggregate average for “Verbal communication” was 4.47 out of 5.0.  2015-16: 4.20 out of 5.0  2014-15: 4.22 out of 5.0  **Fall 2017 General Ed Rubric: Oral Communication and Written Skills for Design-0220:** See above. |
| Discuss the history, fundamentals and basic theories of design. | VIS 1100  VIS 1180  VIS 1208  VIS 2110  VIS 2120  VIS 2160 | 2016-17 | Annual portfolio Show in which industry professional provide a score of 1-5 based on a review of the students’ coursework. | For VIS graduates, the aggregate average for “Understanding the theories of design” was 4.32 out of 5.0.  2015-16: 4.13 out of 5.0  2014-15: 4.23 out of 5.0) |
| Discuss the history, fundamentals and basic theories of interior design. | VIS 1100  VIS 1180  IND 1180  IND 1230  IND 1234  IND 1240  IND 2130  IND 2135  IND 2140  IND 2260 | 2016-17 | Annual Portfolio Show in which industry professional provide a score of 1-5 based on a review of the students’ coursework. | For IND graduates, the aggregate average for “Understanding the history of interior design” was 4.56 out of 5.0.  2015-16: 4.42 out of 5.0  2014-15: 4.46 out of 5.0  For IND graduates, the aggregate average for “Understanding theories of interior design” was 4.59 out of 5.0.  2015-16: 4.67 out of 5.0  2014-15: 4.46 out of 5.0 |
| Recognize, understand and use the language and jargon of design. | VIS 1100  VIS 1110  VIS 1140  VIS 1180  VIS 1208  VIS 1218  VIS 1250  VIS 2110  VIS 2120  VIS 2160  VIS 2260 | 2016-17 | Annual portfolio Show in which industry professional provide a score of 1-5 based on a review of the students’ coursework. | For VIS graduates, the aggregate average for “Appropriate use of design language” was 4.28 out of 5.0.  2015-16: 4.08 out of 5.0  2014-15: 4.16 out of 5.0 |
| Recognize, understand and use the language and jargon of interior design. | VIS 1100  VIS 1110  VIS 1140  IND 1180  IND 1230  IND 1234  IND 1240  IND 2130  IND 2135  IND 2140  IND 2260 | 2016-17 | Annual portfolio Show in which industry professional provide a score of 1-5 based on a review of the students’ coursework. | For IND graduates, the aggregate average for “Appropriate Use of Language” was 4.64 out of 5.0.  2015-16: 4.58 out of 5.0  2014-15: 4.46 out of 5.0 |

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| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** | From the data collected above, we did not make any substantial changes to the curriculum. We are reviewing course projects across each program to ensure General Education outcomes are being met.   * We will review the data collected from the 2017-18 Portfolio Assessment event (May 1, 2018) * Each year, we review data from the following: * A First Year Assessment is conducted for students who complete all foundation courses (May, 1, 2018) * Service Learning surveys are completed to review students’ capstone experiences from both students and employers. An update to include General Education outcomes will be added to survey spring, 2018. * Faculty participate in an end-of-year SWOT analysis of the program |
| **How will you determine whether those changes had an impact?** | * Continue to use and review results from Department assessments and the College’s collection of General Education criteria. * Continue to review data to support student success. |

**OPTIONAL:** The rubrics used to assess students on pages 15-19 are attached.

Please use the space below to keep track of any annual data that your department wishes to maintain. This section is completely optional and will not be reviewed by the Division Assessment Coordinators.