



Annual Assessment Report 2020-2021

BFA Visual Communication Design Art College of Environmental Design

CONTACT

Name of Program Assessment Lead Crystal Yachin Lee and Sooyun Im

Name of Person Completing Report Sooyun Im

DISCIPLINARY ACCREDITATION Yes

DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES

How were the program's SLOs developed? (select all that apply)

- Our disciplinary accrediting agency has recommended learning outcomes, so we used and/or modified them.

Other than the CPP Catalog and the Office of Assessment and Program Review website, where else are your SLOs published? Select all that apply.

- Department Website - provide URL: <https://www.cpp.edu/env/art/degreesadmissions/bfa-visualcommunicationdesign.shtml>
- Course Syllabi
- Published in alternative place. Please specify: Extended course outlines

ASSESSMENT ACTIVITIES IN 2020-2021

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2020-2021**. This includes data collection, rubric development, data analysis, discussion of findings, development or implementation of closing the loop improvement strategies, update of your assessment plan and/or curriculum matrix, etc.

How many total SLOs does your program assess according to your assessment plan?

- 2

How many SLOs did your program assess this past year in 2020-2021?

- My program assessed SLOs in AY 2020-2021

Please list the SLOs examined

- SLO #1: Ability to describe and respond to the audiences and contexts including recognition of the physical, cognitive, cultural and social human factors that shape design decisions
- SLO #2: Fluency with the elements of design and the principles of organization, including color theory, composition, perspective, etc

Student Learning Outcome (SLO): SLO 1: Ability to describe and respond to the audiences and contexts including recognition of the physical, cognitive, cultural and social human factors that shape design decisions

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence	Findings			
			N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
<ul style="list-style-type: none"> Collected indirect evidence of student learning (e.g., surveys, interviews, focus groups, etc.) Scored and/or analyzed indirect evidence of student learning 	<ul style="list-style-type: none"> Student survey/interview/focus group with self-reports of SLO achievement 		59	Percentage at a certain level	Yes	The indirect assessment for SLO1 data was: <ul style="list-style-type: none"> 49.15 % Excellent, 32.20 % Above Average, 18.64% Average, 0% Below Average, 0% Not Met.

Student Learning Outcome (SLO): SLO 2: Fluency with the elements of design and the principles of organization, including color theory, composition, perspective, etc.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence	Findings			
			N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
<ul style="list-style-type: none"> Collected indirect evidence of student learning (e.g., surveys, interviews, focus groups, etc.) Scored and/or analyzed indirect evidence of student learning 	<ul style="list-style-type: none"> Student survey/interview/focus group with self-reports of SLO achievement 		59	Percentage at a certain level	Yes	<p>SLO2 data was:</p> <ul style="list-style-type: none"> 52.54% Excellent, 35.59% Above Average, 11.86% Average, 0% Below Average, 0% Not Met. <p>The assessment indicates that Students have exceeded program expectations in both SLO1 and SLO2: scored</p> <ul style="list-style-type: none"> 88.13 % excellent and above average for SLO5 and 81.35 % excellent and above average for SLO2. <p>The program benchmark for these two SLOs is at 75%. In Spring 21, due to COVID-19, all the classes are taught as fully synchronous. Therefore, our capstone course (assessed here) shows that the students confidence level in online instructions is still high. Working from home for designers is becoming a new industry trend. The students have the experience to practice online participation in screen sharing their projects, uploading assignments, and meeting with guest speakers as well as mock interviews via zoom. The Visual Communication Design faculty find this outcome delightful.</p>

IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2020-2021? Select all that apply.

- Results indicated no action needed because students met expectations

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2020-2021? Select all that apply.

- Program/department faculty as whole
- College curriculum committee
- College assessment committee
- College Assessment Liaison

The past academic year posed both challenges and opportunities. Please share any assessment discoveries (e.g., insights about assessment procedures, great achievements, etc.) regarding program assessment in 2020-2021 so that others may learn from your experiences.

The assessment data from the past academic year indicates that the distance learning seemed to be more efficient. The assessment scores, surprisingly were greater than our benchmarks. This suggests that we revisit the assessment questions to determine if more specific wording would lead to more accurate assessment on the mastery of student SLOs

CPP's GI2025 goals focus on eliminating equity gaps. What plans do you already implement, or would implement to support the campus' diversity, equity, and inclusion (DEI) efforts? (e.g., planned or current disaggregation of assessment data by race/ethnicity, etc.)

The department currently does not implement any assessment data disaggregation by any sub data categories but, we would start to consider disaggregating the assessment data by race/ethnicity, gender, Pell grant, etc. Possibly some of the data could be collected in the graduate exit survey.

The most current assessment plan and curriculum matrix we have on file for your program may be found [here](#). To ensure we have the most updated assessment plan and curriculum matrix for your program, and for posting on our website, please upload the following documents:

Assessment Plan No

Curriculum Matrix No