Institutional Effectiveness Achievement Report


Unit Head: Jean Nagy
Reports to: College of Liberal Arts

Mission:
Our mission is to provide a comprehensive visual education to a diverse student population. The central activities of the Department of Art at Middle Tennessee State University include the experience of art through creative processes and the study of design, art history and art education. We maintain that the creative act of the individual student is informed by the development of visual and verbal communication skills. Students in the classroom benefit from faculty who are actively engaged in creative and scholarly activities.

Our majors graduate with the following degrees: BFA in studio or graphic design, BA in art history or a BS in art education which enables them to work professionally as artists, historians or educators in art-related fields, and/or toward graduate degrees. The department is partnered with corporate creative departments, design firms, advertising agencies, educational institutions, museums and public institutions, all of which seek our graduates.

Use of Prior Results: Participation in AIGA workshops and meetings seems to be getting students motivated. Faculty have put more emphasis on teaching time management skills and trying to instill the importance of being self-motivated and taking the initiative. Projects have included working in teams, delegating responsibilities for different parts of the team projects, setting and keeping deadlines, etc.

<table>
<thead>
<tr>
<th>Student Learning Outcome:</th>
<th>Measure 1:</th>
<th>Person(s) Responsible:</th>
<th>Analysis of Results for Measure 1. (include strengths &amp; weaknesses):</th>
<th>Supporting Document(s):</th>
<th>Future Actions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>BFA graphic design majors will demonstrate the discipline and work ethics needed for a viable career.</td>
<td>Attitude - All graphic design majors are required to complete a senior project. A rubric was used to assess the projects with sections to measure ability to accept and utilize criticism, participate in class activities, time management, willingness to attempt new experiences, and being self-motivated.</td>
<td>all graphic design faculty</td>
<td>30 students participated in Senior Project in the spring 2015 semester. In the ability to accept and utilize criticism effectively and willingness to attempt new experiences 29 met or exceeded expectations with one below expectations. Seven were below expectations on participating in class activities such as critiques and co-operative projects. Six students were below expectations in managing their time wisely, three were below expectations in willingness to attempt new experiences and on being self-motivated. All eligible graphic design majors participated in senior project, the work ethic learned while working on this project is presented in the students' final exhibit/portfolios which they will use to find a job after graduation.</td>
<td></td>
<td>Describe Program Changes (adding a course, assignment, project, etc.): The numbers have improved over last year so the graphic design faculty will continue to emphasis to the lower division students, the importance of the five points in</td>
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</table>
Attitude. In-House Design has been added to the curriculum and will be offered for the first time fall 2015. This course is unique to the Graphic Design curriculum in that it is the only graphic design course that allows students to work with a real world client. Working for a real world client will strengthen all the points in the Attitude portion of the rubric. This class should assist upper division students who have not been exposed to the push by faculty to improve the points in Attitude.

Future Actions:
Describe Assessment Changes
**Use of Prior Results**: Graphic design faculty have continued to reinforce craftsmanship, conceptual skills, problem solving, ability to present a portfolio, and the ability to write effectively. The reinforcement is done through workshops and more in depth demonstrations in classes. The faculty continue to strongly encourage students to join AIGA and attend the workshops for student that cover all the points in the Skills portion of the rubric.

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<td>BFA graphic design majors will demonstrate a mastery of conceptualization, problem solving, presentation, the ability to document and present a portfolio of work, and the</td>
<td>Skills - All graphic design majors are required to complete a senior project. A rubric was used to assess the projects with sections to measure craftsmanship, conceptual skills,</td>
<td>all graphic design faculty</td>
<td>During the 2014-15 academic year 30 student participated in Senior Project. In the use of Craftsmanship</td>
<td>(measures such as rubrics, exams, diagnostic instruments, etc.): The graphic design faculty will continue to use the current rubric to see if there are changes in Attitudes as the lower division students move into the upper division courses.</td>
<td>Program Changes (adding a</td>
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ability to effectively compose written communication in a clear and concise manner.

ability to problem solving, ability to present a portfolio, and the ability to write effectively.

Completion Date: 07/31/2016

all but three students met or exceeded expectations. Four of the 30 were below expectations for Conceptual Skills and Problem Solving. Three students was below expectations for Ability to Present a Portfolio. Eight students were below expectations for Effectively Communicating through Written Communication. All eligible graphic design majors participated in senior project, the skills learned while working on this project is presented in the students’ final exhibit/portfolios which they will use to find a job after graduation.

All eligible graphic design majors participated in senior project, the skills learned while working on this project is presented in the students’ final exhibit/portfolios which they will use to find a job after graduation.

Future Actions

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Description of Assessment Changes (measures such as rubrics, course, assignment, project, etc.): Numbers decreased in this area except in the Written Communication. The graphic design faculty will continue to emphasis to the lower division students, the importance of the five points in the Skills rubric, and add more writing into our projects. A new course, In-House Design, has been added to the Graphic Design curriculum. This graphic design course allows students to work with a real world client and they will have to write project plans for this course. Working for a real world client will strengthen all the points in the Skills portion of the rubric.
### Use of Prior Results

The graphic design faculty continue to push the students to use correct usage of visual organization, typography, imagery, selecting appropriate media to complete a project and an understanding of strengths and weaknesses of personal skills. The faculty have continued to strongly encourage students to join AIGA and attend workshops that cover the points in the Knowledge portion of the rubric.

### Student Learning Outcome

BFA graphic design majors will demonstrate knowledge of visual organization, typography, imagery, selecting appropriate media to complete a project, and an understanding of strengths and weaknesses of personal skills.

### Measure 1

**Knowledge - All graphic design majors are required to complete a senior project. A rubric was used to assess the projects with sections to measure visual organization, use of typography, and use of imagery, how well the student used media and understood their personal skills.**

**Person(s) Responsible:** all graphic design faculty

**Completion Date:** 07/31/2016

**Analysis of Results for Measure 1. (include strengths & weaknesses):**

A total of 30 students participated in Senior Project during the spring 2015 semester. In the knowledgeable use of media towards completion of assignments all put three students exceeded or met the expectations. All but two students exceeded or met the expectations for Visual Organization and four students were below expectations in Demonstrating Understanding of Personal Skills. All 30 students exceeded or met the expectations for Use of Typography and Use of Imagery. This group of

**Supporting Document(s):**

**Future Actions:** Describe any additional resources needed (Leave blank if no additional resources are needed.):

The graphic design faculty will continue to use the current rubric to see if there are changes in Skills as the lower division students move into the upper division courses.
students were strongest in Use of Typography, Use of Imagery, Ability to Accept Criticism and Utilize Critism Effectively, and Visual Organization. Ability to Effectively Communicate Through Written Communication had the lowest below expectations by this class. All eligible graphic design majors participated in senior project, the visual literacy learned while working on this project is presented in the students’ final exhibit/portfolios which they will use to find a job after graduation.

All eligible graphic design majors participated in senior project, the visual literacy learned while working on this project is presented in the students’ final exhibit/portfolios which they will use to find a job after graduation.

The graphic design faculty have added a course to the curriculum titled In-House Design. This course is unique to the Graphic Design curriculum in that it is the only graphic design course that allows students to work with a real world client. Working for a real world client will strengthen all the points in the Knowledge portion of the rubric. This course will assist upper division students who have not been exposed to the push by faculty to improve the points in Knowledge division students, the importance of the five points in Knowledge. The graphic design faculty have added a course to the curriculum titled In-House Design. This course is unique to the Graphic Design curriculum in that it is the only graphic design course that allows students to work with a real world client. Working for a real world client will strengthen all the points in the Knowledge portion of the rubric. This course will assist upper division students who have not been exposed to the push by faculty to improve the points in Knowledge.
Future Actions: Describe Assessment Changes (measures such as rubrics, exams, diagnostic instruments, etc.):
The graphic design faculty will continue to use the current rubric to see if there are changes in Knowledge as the lower division students move into the upper division courses.

Future Actions: Describe any additional resources needed (Leave blank if no additional resources are needed.):

Report Date: Fri Aug 14 2015