

**2010-11 Program Assessment Update**Department & Program: Engineering & Design, BFA Visual Communication DesignSubmitted by: Claudio Talarico, Chair

1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended based on observations	5. Plan and timetable for taking action	6. Overall evaluation of progress on objective
Students will create a cohesive body of work on a level appropriate to entry into both graduate schools and design professions and have the ability to defend their portfolio work both orally and in written statement.	Students complete a BFA thesis project that involves conceptualization, design, production, and presentation. These projects are displayed in an exhibition at the end of their BFA year. Students have quarterly faculty reviews and midterm outside professional reviews; they write project objective statements and must participate in a final oral defense of their projects.	The result of the faculty and outside reviews throughout the academic year keeps the standard of the BFA VCD program in place. Students create a body of work that is appropriate to entry into both graduate schools and professions in the field. Students learn to articulate their ideas both orally and in written form.	No recommendations at this time.	NA	This SLO is still central for the BFA VCD program.

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Department & Program: Eng & Des – BAVisual Communication Design

submitted by: James Braukmann

As one part of ongoing program assessment at Eastern Washington University, each department is asked to report on assessment results for *each* program for *at least one* Student Learning Outcome this year. Use this electronic file to report on your program assessment for AY 2010-11, and please submit it to both your Dean and to Academic Affairs (SHW 220) by Nov. 1, 2011. The following definitions explain the assessment information you'll enter in the table below:

1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended based on observations	5. Plan and timetable for taking action	6. Overall evaluation of progress on objective
1. Students will understand basic business practices, including working on teams.	Two sources of data will be given equal weight: 1) average grade in % on the capstone design project, and 2) peer evaluations of and by project team members. Peer evaluations are done at week 5 and week 10 and then averaged. The summed percentage numbers become a ratio of x/200.	Rubric applied: Level 1-demonstrates strong connection between process, practice, and outcomes. (180-200 excellent) Level 2-demonstrates significant connection between process, practice, and outcomes. (150-180 adequate) Level 3-demonstrates loose connection between process, practice, and outcomes. (130-150 needs attention) Level 4-Connections between process, practice, and outcomes are unclear. (130-150 deficiency)	Fall 2009: 172/200 Spring 2010: 181/200 Fall 2010: 184/200  Outcome is being met, and slightly improving. No remedial action recommended.	Although no remedial action is recommended, new faculty orientation should stress the importance of this outcome.	Curricular changes that have been implemented in the last few years are showing success. Outcome is being met, and shows an improving trend. No remedial action recommended.