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| **California State University, Fresno****College of Arts and Humanities****Integrated Design, B.A.****Interior Design Program Coordinator: Holly Sowles Graphic Design Area Coordinator: Laura Huisinga** |
| **Student Outcomes Assessment Plan (SOAP)** |
| Mission Statement |
| The Department of Art and Design provides the skills and understanding, humanistic values and cultural awareness that form the foundation of knowledge in the visual arts. The department offers programs in fine and applied areas of visual art and design that engage students in inquiry and discovery. These programs help prepare students to be artists, historians of art, designers, educators, and informed and thoughtful citizens in the community and in a global society.To accomplish this mission, the department sets several goals for itself. First, it teaches mastery of the tools, techniques, and concepts necessary to produce art and design work. Secondly, the department teaches an understanding of the history of art and the appreciation of diverse cultures. Third, the department teaches methods of inquiry and critical thinking that engage students with contemporary ideas in art and design and foster understanding of what is significant and worthy of effort in a humanities-centered program in art and design. Fourth, the department offers programs in education and exhibition that help illuminate and develop the experience of art and design in the community.  |

## Institutional Learning Outcomes, Program Goals, and SLO’s

* 1. Institutional Learning Outcomes. Fresno State ILO’s are posted on the following webpage: <http://fresnostate.edu/academics/oie/assessment/fresno-state-assessment.html>

1. Acquiring Specialized Knowledge

2. Applying Knowledge

* 1. Program Learning Outcomes (Also known as Goals) and related SLO’s

Program Learning Outcomes or GOALS are the specific knowledge and skills that the department/program will develop or strengthen in students. These PLO’s or Goals may be broader than SLO’s but must be measurable and each PLO must have at least one SLO to which is directly linked/aligned.

GOAL 1: Students will acquire a working knowledge of user-centered experience design.

SLO 1.a. Students will identify, define, and apply theories of Graphic, Interior, and User Experience Design.

SLO 1.b. Students will be able to pull principles and theories from traditional and contemporary Graphic and Interior Design history and apply it to user-centered Experience Design.

GOAL 2: Students will understand the historical factors (including the cultural, political, economic and other factors) that shaped the development of architectural, interior, graphics, and experiential design.

SLO 2.a. Students will explain the meaning and function of both exterior, interior design and semiotic philosophies within their historical context.

SLO 2.b. Students will analyze and critique differences between individual design outcomes as they compare within a historical context.

GOAL 3: Students will analyze the use of formal elements and design principles.

SLO 3.a. Students will recognize the formal elements (such as space, color, line, and texture) and explain how they are used in individual design outcomes.

SLO 3.b. Students will recognize and explain how formal elements vary by designer, period, and/or geographical region.

SLO 3.c. Students will respond in writing to aesthetic experiences, considering how formal elements and design principles come together in design outcome to form a whole, and the impact these elements and principles have on the viewer.

GOAL 4: Students will gain proficiency in the methods and theories of design history and usability.

SLO 4.a. Students will demonstrate an understanding of the strengths and limitations of various methods of critical design thinking, and usability research.

SLO 4.b. Students will demonstrate a critical understanding of the strengths and limitations of various theoretical approaches to design research methodology.

## Curriculum Map: Courses in which SLO’s are addressed and evaluated

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | SLO1a | SLO1b | SLO2a | SLO2b | SLO3a | SLO3b | SLO3c | SLO4a | SLO4b |
| GD35or ID70 | I | I | I | I | I | I | I | I | I |
| GD 37or ID 77 | I | I | I | I | I | I | I | I | I |
| GD 41 | I | I | I | I | I | I | I | I | I |
| ID 71 or GD 42 | D | D | D | D | D | D | D | D | D |
| ID 111 | D | D | D | D | D | D | D | D | D |
| Art 116  | D | D | D | D | D | D | D | D | D |
| ID 116  | D | D | D | D | D | D | D | D | D |
| Art 136 | D | D | D | D | D | D | D | D | D |
| ID 120 | D | D | D | D | D | D | D | D | D |
| ID 137 | M | M | M | M | M | M | M | M | M |
| ID155 or GD180 | M | M | M | M | M | M | M | M | M |
|  |  |  |  |  |  |  |  |  |  |

For courses in the major, using the abbreviations below, indicate which outcomes are introduced, which are developed, and which are mastered in that particular course.

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| **I = Introduced** | **D = Developed** | **M=Mastered** |  |

## SLO’s Mapped to Assessment Measures and Methods [e]

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Assessment Measure  | In-Class Exams Questions | Take-Home Exams | Formal Analysis Essays | Iconographic Analysis Essays | Interpretive Essays | Research Essays | Exit Surveys |
| Evaluation Method  | Rubric | Rubric | Rubric | Rubric | Rubric | Rubric | Scores/ Ratings |
| SLO 1a | X |  |  |  | X |  | X |
| SLO 1b | X |  |  |  |  |  | X |
| SLO 1c | X |  |  |  | X |  | X |
| SLO 2a | X |  |  |  | X | X | X |
| SLO 2b | X | X |  | X |  |  | X |
| SLO 3a | X |  | X |  | X | X | X |
| SLO 3b | X |  |  |  |  |  | X |
| SLO 3c |  |  | X |  | X |  | X |
| SLO 4a |  |  |  |  |  | X | X |
| SLO 4b |  |  |  |  |  | X | X |
| SLO 5a | X |  |  | X | X | X | X |
| SLO 5b | X |  |  |  | X | X | X |
| SLO 5c |  |  |  |  |  | X | X |

## Assessment Measures: Description of Assignment and Method (rubric, criteria, etc.) used to evaluate the assignment [f]

* 1. Direct Measures (Department/Program must use a minimum of three different direct measures)
		1. In-Class Exams. These may include multiple choice, identifications, vocabulary terms and essay questions
		2. Take-Home Exams. These require typed 2-3 page essays on a choice of topics addressing comparisons and contrasts, socio-historical context, critical thinking, synthesis of information
		3. Formal Analysis Essays
		4. Iconographical Analysis Essays
		5. Interpretive Essays
		6. Research Essays
	2. Indirect Measures (Department/Program must use a minimum of one indirect measure)
		1. Exit Survey – Integrated Design students will complete a senior exit survey during their last semester in the program and the survey will ask specific questions about how proficient students are in the programs student learning outcomes.

## Assessment Schedule/Timeline [g]

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| AcademicYear | Measure | SLO | SLO |  |  |  |  |  |  |  |
| 2017-2018 |  |  |  |  |  |  |  |  |  |  |
| 2018-2019 | Formal Analysis/ARTH 11 Exit Survey | 3.a | 3.c |  |  |  |  |  |  |  |
| 2019-2020 | Slide Exam/ARTH 10 | 1.a | 1.b |  |  |  |  |  |  |  |
| 2020-2021 | Research Essay/ ARTH 132 | 5.b | 5.c |  |  |  |  |  |  |  |
| 2021-2022 | Research Paper/ ARTH 124 or ARTH 126 | 2.a | 5.a |  |  |  |  |  |  |  |
| 2022-2023 | Research Paper/ ARTH 180 | 4.a | 4.b |  |  |  |  |  |  |  |
| 2023-2024 | Take-Home Exam/ ARTH 170, 175, 173 or 160 | 2.b |  |  |  |  |  |  |  |  |
| 2024-2025 | Compare and contrast exam question/ ARTH 11 | 1.c | 3.b |  |  |  |  |  |  |  |

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| Closing the Loop [h,j,k]  |
| **Fresno State Closing the Loop process is described immediately below.** |
| A major assessment report, which focuses on assessment activities carried out the previous academic year, is submitted in September of each academic year and evaluated by the Learning Assessment Team and Director of Assessment at Fresno State. |
| Program/Department Closing the Loop process: The faculty who teach Graphic Design and Interior Design Courses will evaluate student work and write up a report indicating the extent to which students are proficient in the student learning outcomes for integrated design. Integrated students will take some Art courses, therefore the results of Integrated Design assessment activities will be discussed at a department meeting where all faculty is present. Department faculty will discuss any deficiencies and recommendations for improvement. Depending on the issues that emerge, changes will either be implemented by Graphic and Interior Design faculty in Integrated Design courses or by another faculty in Art courses. |