

**BIENNIAL PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT REPORT FORM –  
ASSESSMENT COMPLETED IN AY2023-2024 (Due to the dean on November 15)**

**Submission date:** 11/14/2024

**Assessment Plan covered in this report:** Graphic Design OEC

**College:** College of Arts and Sciences

**Campuses where the program(s) is delivered:**  Anchorage  KOD  KPC  MSC  PWSC

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- 1. Please list and number the Program Student Learning Outcomes your program assessed in the past academic year. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

ART A252 Beginning Graphic Design

1. Exhibit a thoughtful application of the elements and principles of visual organization, color theory, information hierarchy, and typography to successfully communicate stories, concepts, emotion across a variety of media. MET EXPECTATIONS
2. Understand contemporary and historical tools, technology, and theories, including their roles in the creation, production, and distribution of visual messages. MET EXPECTATIONS

JPC A366 Panning and Writing for Strategic Communication

1. Create solutions to communications problems that take into consideration diverse audiences and contexts. MET EXPECTATIONS
2. Demonstrate critical thinking and problem-solving skills in developing design strategies for producing logo designs, advertising layouts and promotional material for the commercial market and non-profit market. MET EXPECTATIONS

- 2. Describe what your assessment process was last year for these Program Student Learning Outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings. (1000 words or less)**

ART A252 Beginning Graphic Design

Five projects from fifteen students were assessed in A252 Beginning Graphic Design by Term Instructor Lucas Elliot. Scoring is 0-4 with 4 being maximum.

Three criteria were used in assessment:

1. Use of substantive elements and principles of visual organization. Ten students received a four and five received a three.

2. Demonstrate the ability to communicate stories and concepts. Eleven students received a four, three received a three and one received a two.

3. Understand a variety of tools, technology, and theories in the creation, production, and distribution of visual messages. Ten students received a four, four received a three and one received a two.

Descriptions of projects are listed below.

#### Elements & Principles

- Using photos that have been collected that represent the Elements & Principles of Design, students will use Photoshop to develop, design and showcase the vocabulary in a poster.

#### Shapes, Compositions, Form, Color

- Students will use a limited color palette and shapes to create a collection of unique icons and images using Illustrator.

#### Typography Poster Design

- Students are tasked with using typeface(s) to create an alphabetical poster that demonstrates style, simplicity, balance and efficiency.

#### Poster Design

- Students are tasked with developing a travel informative poster to help bolster tourism in the state of Alaska.

#### Logo Design

- Choosing between two separate company briefs, students will concept a variety of logos and ideas for a “client” and gain an understanding of the client/creator process.

Fifteen students were assessed with 9 students receiving an A, 5 receiving a B and 1 receiving a F.

#### JPC A366 Panning and Writing for Strategic Communication

Four student projects were randomly chosen from the 28 students enrolled in the course in spring 2024. Student work was scored on a scale of 0 to 4, with 4 being the maximum score.

Two criteria were used in this assessment.

1. Evaluate the strategic process professionals use in determining which communications tactic is most appropriate to the audience and the situation
2. Apply ethical principles and regard for diversity, both domestic and global, in strategic communications materials and plans

Students in JPC A366 Planning and Writing for Strategic Communications in spring 2024 were tasked with developing communication assets for a real-world client, Alaska Metal Mines, an industry group that represents the state’s large metal mining companies and touts that it is committed to responsibly developing Alaska’s metal and mineral resources.

The goal of the project was to target an audience primarily of women between the ages of 18 and 25 about the positives of metal mining in the state, and how mining is connected to sustainable development of renewable energy technologies.

Students produced graphics and short social media videos (reels) using creativity and artificial intelligence tools that are becoming increasingly commonplace in strategic communications practice.

Two students scored 4, two students scored 3 on the final project, in which they explained their strategic goals for the project, their target audience, the research they completed, and the assets they developed.

**3. What are the findings and what do they tell the faculty about student learning in your program? (1000 words or less)**

ART A252 Beginning Graphic Design

For students entering the OEC in Graphic Design, this is not only an introduction to the elements & principles of design but also an introduction into digital programs such as Photoshop and Illustrator. Some OEC students have no background using digital programs and think the OEC is a program solely on digital programs. Graphic design involves more than just digital programs and projects need to also stress the building blocks of design. Some students are not sure if Graphic Design is for them and are exploring the possibilities of being a graphic designer. Introductory projects need to promote an understanding of the commercial aspects of design and what the possibilities are for a career in graphic design in addition to learning the tools used by a designer.

JPC A366 Panning and Writing for Strategic Communication

Students were largely capable of finding alternative and ethical messages and storylines that corresponded with the strategic goals of Alaska Metal Mines, their client during the semester. They found opportunities for communicating the sustainability message of their client, and connected that with the worry about climate change, especially present among young people, and what possible solutions may exist in combination with modern extraction technologies and Alaska industry.

**4. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? Yes**

- i. Please describe the recommended action(s), what improvements in student learning the program hopes to see, the proposed timeline, and how the program will know if the change(s) has worked. If no recommendations for changes were made, please explain that decision. (1000 words or less)**

Instructor Elliot recommended that students would benefit from taking an Adobe (not Canva) course before taking Beginning Graphic Design. It can be overwhelming for

some students to learn a computer program, or even multiple computer programs at the same time as learning the art tools of design.

Elliot stressed that the OEC in Graphic Design needs to hire an instructor who can match up with the intermediate and advanced courses to ensure that students are leaving the program with as many of the necessary skills as possible and contributing to the building of the program.

For this first assessment report of the OEC, JPC faculty assessed the student work. In the future, we want to involve professional communicators in assessing the work. However, the client Alaska Metal Mines did provide qualitative feedback.

Professor Banchero suggested that all faculty teaching classes in the OEC program need to meet once or twice a year to ensure that introductory classes are properly preparing students for upper division classes and that the students are meeting or exceeding the Student Learning Outcomes.

**5. In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the Program Student Learning Outcomes? Please check all that apply.**

- Course curriculum changes
- Course prerequisite changes
- Changes in teaching methods
- Changes in advising
- Degree requirement changes
- Degree course sequencing
- Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
- Changes in program policies/procedures
- Changes to Program Student Learning Outcomes (PSLOs)
- College-wide initiatives (e.g., High-Impact Practices)
- Faculty, staff, student development
- Other
- No changes were implemented last year. *(If no options above were selected)*

**If you checked "Other" above, please describe. (100 words or less)**

The OEC in Graphic Design was adopted March 18, 2022 and this is the first Assessment Report of Student Learning Outcomes.

- 6. Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this. (1000 words or less)**

Students were surveyed in JPC A366. Of the 28 students, 19 completed the survey. 7 were in the OEC in Graphic Design and 3 were considering enrolling. Nine were not OEC students or interested in enrolling. Students were also asked “Please indicate your level of knowledge in creating solutions to communication problems that take into consideration diverse audiences and contexts.” There was a distribution of sentiments on this question. 33% of students answered that they were less adequate (giving themselves a 4 or lower). 32% self-reported that they felt their knowledge was at 5, and 37% ranked themselves at 6 or higher.

Students were also asked about logo designs, advertising layouts and promotional material in the context of the strategic goals of an organization. This question is relevant to the mission of the OEC, although JPC A366 is both a course for JPC majors and a required course for the OEC. Eleven of the 19 students surveyed ranked their knowledge at 5 or below, while 8 ranked themselves at 6 or above, including one student who ranked themselves at 9.

We also asked students about their own estimation of “knowledge in applying ethical principles and regard for diversity, both domestic and global, in strategic communications materials and plans.”

More than half the class (53%) ranked themselves at 5 or below; 48% ranked themselves at 6 or higher, including one student who ranked their knowledge at 10. The survey was launched in April, so toward the end of the semester. But the instructor acknowledged that students may not have fully understood the questions. The wording could have been clearer. A pre- and post-test or inventory is more likely to be the kind of assessment deployed in the future.

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#### **DEAN SECTION (Due to the program on January 15)**

- 1. Based on the program’s responses above, what guidance and support do you have for the program moving forward? (200 words or less)**

This first assessment report of the program is detailed and thoughtful. The comments about additional coordination across the faculty and departments is an excellent one. A more integrated approach would benefit this report and more importantly the program.

2. Discuss what the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the use of a common rubric or prompt, a signature assignment, etc. (200 words or less)

This is a new and very popular OEC that is offered across two departments. JPC and Art are to be congratulated for providing students with this opportunity and for collaborating on both the program and this assessment report.

Dean's signature: Jenny McNulty

Date: 1/13/2025