



**1. STUDENT LEARNING OUTCOMES: Provide at least three Student Learning Outcomes for the program that are specifically stated (the student will . . .) and that are easily measurable**

The Graphic Design program has been actively evaluating the following approved Student Learning Outcomes (SLO) throughout the past year.

Students will be able to:

- A. Produce professional quality still and motion graphics.
- B. Produce multiple design solutions for clients.
- C. Successfully use the elements of art and the principles of design in the creation of a work of art.
- D. Produce websites and animation for a variety of delivery formats.
- E. Apply effective project management skills in completing a design project for a client.

**2. GENERAL STUDIES INTEGRATION: Describe how/where the University General Studies student learning outcomes and essential skills are integrated and assessed in the program.**

**Communication** – Every fall semester senior graphic designers make a public “Identity Presentation” to prominent members of the university and community. Each student is required to speak publicly, as well as work with a team to develop written and graphic presentation materials and documents. The presentations are graded and critiqued by the guest audience in a public forum. See grading rubric.

Group Name:	Below Average			Average				Excellent				
<b>GRADING RUBRIC</b>												
Enthusiasm	0	1	2	3	4	5	6	7	8	9	10	
Organization (Rehearsed, efficient)	0	1	2	3	4	5	6	7	8	9	10	
Creativity (Digital and personal)	0	1	2	3	4	5	6	7	8	9	10	
Professional Appearance (Dress, stature)	0	1	2	3	4	5	6	7	8	9	10	
Clarity - (Understandable, logical)	0	1	2	3	4	5	6	7	8	9	10	
Knowledge of subject (Confident of their abilities?)	0	1	2	3	4	5	6	7	8	9	10	

COMMENTS: Based upon the presentations, which design firm would you hire?

**Problem Solving** – All graphic design students must pass Graphic Design III. In this class students are paired with 4 to 5 real “clients” from the campus and community. The students work with their clients to solve real design problems, such as the development of marketing materials, a website presence, or an identity redesign. Students are guided through a process of iterative revisions: from concept development, to sketches, to rollout strategies, to final delivered solutions.

**Cultural Awareness** – Graphic Designers have unique opportunities to apply visual arts skills to the betterment of the human condition. The senior students target and work with non-profit agencies that



reach a diverse range of people. Examples of the groups our designers worked with during the Fall, 2014 semester include: *Profound Movement* – a dance company focused on helping youth from disadvantaged backgrounds, *St. Mary's Central School* – a catholic school needing an image upgrade, *Brooke County Health Department* – identity and signage redesign, and the *Wheeling YMCA* – The design and delivery of a t-shirt design for the Cardinal Aquatics Team. An attachment entitled GDIII Projects – Fall 2014, shows the diversity of the types of projects that are proposed to our designers.

**3. ASSESSMENT METHOD (MEASURES/INSTRUMENTS): Describe assessment methods used and include examples of both direct and indirect measures.**

The art department continues to assess student learning and programmatic outcomes through the use of the following instruments:

A. **Graphic Design portfolio reviews** – Each spring, all junior graphic design majors must complete and pass a portfolio review. A successful review is required in order for the students to enter Graphic Design III (a course that requires significant client involvement with organizations and agencies throughout the Ohio Valley). The purpose for the review is to ensure that students are operating at a high level of achievement within their program of study before being given the responsibility of professional client work. The review is conducted by the art faculty using the attached rubric, and assesses the following student learning outcomes:

- a. Produce professional quality still and motion graphics.
- b. Successfully use the elements of art and the principles of design in the creation of a work of art.
- c. Produce websites and animation for a variety of delivery formats.

At the conclusion of the portfolio review, students are provided with a score and a summary report of the faculty evaluations. Specific feedback is given regarding student progress, and a remedial action plan is provided for students who do not pass the portfolio review.

B. **Client interaction** – Students who have successfully passed the portfolio review are granted access to Graphic Design III, a course in which they are tasked with the responsibility to solve design problems for a variety of clients from the campus and surrounding community. The clients range from various departments within WLU, to non-profit agencies and start-up companies in the greater Wheeling region. The program is highly successful in meeting the following SLOs for the Graphic Design Program.

- a. Produce multiple design solutions for clients.
- b. Apply effective project management skills in completing a design project for a client.

The students are given direct feedback on their work by professional clients using the attached rubric.

C. **Senior Exhibition** – All Graphic Design students are required to present a public display of their work in the form of a senior exhibition at the conclusion of their tenure at West Liberty. Students present their work to the faculty for review, and pieces are selected or rejected based upon these learning outcomes:

- a. Produce professional quality still and motion graphics.
- b. Successfully use the elements of art and the principles of design in the creation of a work of art.
- c. Produce websites and animation for a variety of delivery formats.

Artwork that has passed the scrutiny of the art faculty is presented in the Nutting Gallery for a public exhibition that is advertised to the campus and community.



**4. LOCATION OF MEASURES: Describe the method, implementation and location of assessment measures.**

Assessment methods vary, however most involve some type of rubric, where a third party observer, whether an internship provider, a design client, or an instructor provide direct feedback. Several rubrics are attached to this document.

**5. TIMELINE FOR ASSESSMENT IMPLEMENTATION: Describe the Program Assessment plan and include current actions, short- and long-term plans.**

The assessment implementation for Graphic Design is robust and mature, our assessment tools are working, and our graduates are doing very well in the workplace. We provide the following data on recent graduates as evidence of a program that is working very well when it comes to the most important outcome of all: job placement.

**Graphic Design graduates since 2011 (employment information gained from social media sites)**

Students employed in Graphic Design related fields:

Fall 2014: 03 students  
AY 2013-14: 10 Students  
AY 2012-13: 13 students  
AY 2011-12: 07 students  
Spring 2011: 05 students

**6. IMPLEMENTATION OF PROGRAM REVISION: Describe the process of data collection and analysis. How is the information shared with faculty in the department/program? Are program revisions or curriculum changes linked to the data? Is assessment information used to encourage faculty engagement in the assessment of student learning?**

**THE PROBLEM WITH EMPIRICAL DATA WHEN EVALUATING ART**

The evaluation of a work of art can be highly subjective and in some ways defies the notion that a stringent set of assessment tools can be effective in the analysis and appreciation of successful artistic accomplishment. Therefore, the art faculty frequently meets on a formal and informal basis to discuss the results of individual portfolio reviews, senior exhibitions, and student/client interactions. These discussions often lead to an internal review of our teaching and program practices.

While quantitative, empirical data may be difficult to ascertain, the art faculty is confident that we are able to use the assessment tools mentioned above to evaluate both student success and program effectiveness.

**7. PREVIOUS REVIEWS: Address previous BOG Program Review Recommendations and provide an update on how assessment strengths were continued or improved upon and how any weaknesses or deficiencies were addressed and current status.**

Our last program review was described by the committee as “Exemplary”, with no need for any revisions. We are continuing to provide high quality teaching across the spectrum of our courses, and feel that no revisions are needed at this time



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**SENIOR PROJECT/Capstone – 120 points**

**NAME:**

**Assignment:** - Complete your capstone project and present it to the class.

**Due:** Final day of class.

ITEMS	Comments	Points
Concept – Is your overall concept fresh, and engaging? Does it speak of a designer’s creative vision? 20 points		
Scope - Did you attempt a challenging project that forced you to use your entire catalogue of skills and experiences to create a final, comprehensive project? 20 points		
Great design – composition, white space, use of color, tonal values, etc. 20 points		
Great typography – Use of type as a design element. Consistency of typefaces, point sizes, color, positioning. Absolutely no spelling or grammar errors anywhere in the project! 20 points		
Craftsmanship - All aspects of the project are presented with great attention to detail, from digital imaging to printing and assembly, and/or distribution for web or other electronic means. 20 points		
Public display - You should provide a public viewing of your project, either through inclusion in an art exhibition, a competition, a display case, viewing on a television or radio station, or some other means. 20 points		

**Total Points:**



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**SENIOR PROJECT/Completed Portfolio – 70 Points**

NAME: \_\_\_\_\_

**ASSIGNMENT:** Complete production of your personal portfolio. You may choose to focus on a PRINT portfolio, or a DIGITAL portfolio, or a combination of the two. The portfolio should be ready to show to a prospective employer/client. **DUE:** Final day of class.

Element	Comments	Points
<b>Original creative concept.</b> Will stand out from the average portfolio. Demonstrates that you are a creative talent that an employer/client can't resist hiring. (10 points)		
<b>Great design.</b> Use of color, white space, composition, typography, layout, hierarchy of information. (10 points)		
<b>Workmanship.</b> <b>PRINT:</b> Durable, will not gouge a desktop, pages flip freely (or work is easily removed). All pieces are fastened or glued securely. No glue marks, scuffs, etc. <b>DIGITAL:</b> Online or DVD. Solid navigation. All links work and load quickly. No bugs or glitches. Graphics are optimized for fast delivery. Video editing is precise. (20 points)		
<b>Organization.</b> <b>PRINT:</b> Pieces are easily viewed and the portfolio is easily reassembled. <b>DIGITAL:</b> Portfolios must have a cohesive, intuitive flow to the presentation of the information. (10 points)		
<b>The work.</b> <b>PRINT:</b> A minimum of twelve professional quality pieces are inserted into the portfolio and are ready for viewing by a potential employer. <b>DIGITAL:</b> Should include a film reel, 3 to 5 minutes long that highlights your best video/animation/electronic music. You should also present some excellent design/imaging print skills, e.g., a DVD case and booklet. (20 points)		

**TOTAL:** \_\_\_\_\_

To: WLU Graphic Design client

Re: Team Project

By now your design project should be in the final stages of completion. I appreciate your interest in working with students from the Graphic Design program at West Liberty University. This opportunity has provided them with a valuable experience to develop professional employment skills. Your final responsibility will be to fill out the attached evaluation form *at the completion of the project*, seal it in an envelope, and hand it to one of the students to deliver to me. I will then meet with the team to discuss the experience and suggest improvements. Please be as honest with your evaluation as possible. This is a learning experience and both positive and negative critiques are welcome in order to help the students gain an objective opinion of their work.

Feel free to contact me with questions you may have about the evaluation form.

Thanks again for your cooperation. I hope you had a positive experience with this team of young designers and have received the benefit of excellent design services.

James Haizlett  
Associate Professor of Graphic and Digital Media Design



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**West Liberty University Graphic Design Evaluation**

**Client Organization:** \_\_\_\_\_

**Client Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Team name:** \_\_\_\_\_

Directions: Please circle one number to the right of each question. Circle 0 for exceptionally poor work and 5 for excellent work.

	Poor	Average			Excellent	
<b>Work Ethic</b> How would you rate the team's work ethic?	0	1	2	3	4	5
<b>Enthusiasm</b> Did the team show enthusiasm for the project?	0	1	2	3	4	5
<b>Integrity</b> Rate the team's integrity in always being honest and up-front with you.	0	1	2	3	4	5
<b>Craft</b> Rate the team's precision and workmanship in designing and producing the project.	0	1	2	3	4	5
<b>Professionalism</b> Rate the team's professionalism during meetings, in written correspondence, and on the telephone.	0	1	2	3	4	5
<b>Verbal Communication</b> Rate the team's ability to speak well, and to carry on a meaningful dialogue about the project.	0	1	2	3	4	5
<b>Written Communication</b> Rate the team's written communication. Are thoughts clearly articulated? Was all correspondence professionally presented and free of grammatical and spelling errors?	0	1	2	3	4	5
<b>Creativity</b> Rate the team's ability to come up with creative approaches to problems and to successfully develop the ideas.	0	1	2	3	4	5
<b>Preparation</b> Was the team always prepared for review meetings, with an agenda of items to discuss?	0	1	2	3	4	5
<b>Follow Through</b> Rate the team's success at completing tasks thoroughly and according to the timeline.	0	1	2	3	4	5
<b>Flexibility</b> Rate the team's willingness to accept critique, and to provide you with revisions based upon your input.	0	1	2	3	4	5
<b>Self-Motivation</b> How would you rate the team in terms of discipline and self-motivation to work independently?	0	1	2	3	4	5
<b>Overall</b> If your organization had the opportunity, would you consider hiring this team for future work?	0	1	2	3	4	5
<b>Future Interns</b> Based upon your experience with this team, would you be interested in someday working with another graphic designer from West Liberty University?	0	1	2	3	4	5

**Comments:** Please use the other side of this page for additional comments regarding your working relationship with this team.



## GRAPHIC DESIGN PORTFOLIO REVIEW

### I. PURPOSE:

West Virginia higher education assessment requirements have been mandated for all academic programs. The purpose for the requirements is to ensure that students are mastering the material that is relevant to their major. One way that the Graphic Design Bachelor of Science program at West Liberty University complies with the requirements is through a graphic design portfolio review prior to a student being accepted into Art 483: Graphic Design III. The portfolio review will also provide some assurance that each student is prepared to work with a client and produce a professional catalogue of work during the semester. To participate in the review students must submit a portfolio consisting of six examples of their work, a checklist of art courses completed, an unofficial transcript of grades, and a written critique of a completed project.

**Important:** Applicants who do not meet the requirements stated below will be unable to gain admission into Graphic Design III. These students will receive a list of recommendations for portfolio improvement and may reapply one additional time the following year. If their portfolio is still deficient they will be disqualified from completion of the Graphic Design degree and will be referred to other degree options at West Liberty University.

The decisions made by the Faculty Committee in the Portfolio Review process are final and cannot be appealed.

### II. DEADLINE

Portfolios will be received in late March or early April each year. Students will be notified of the exact deadline date in January. Late portfolios will not be accepted.

### III. DELIVERABLES

#### A. PORTFOLIO - 6 pieces of your best artwork.

Your Portfolio must include samples of the following 6 pieces of your work as described:

1. Identity system – Logo, letterhead, stationery, envelope.
2. Multiple page spread.
3. Computer generated (vector based) illustration.
4. Digital Imaging. Photoshop based work.
5. One studio sample: drawing, printmaking, photography, or a print of a painting or three-dimensional work.
6. Online: website, motion graphics, or animation.

Items 1- 5 should be printed, neatly mounted and labeled with your name and title of the work, and placed in a portfolio binder. Item 6 should be easily accessible via the internet.



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Your body of work will be evaluated on the following criteria:

Element	Poor      Average      Excellent				
<b>Identity System</b> - Solid logo design that demonstrates an understanding of design principles. Creative and consistent use of the logo in letterhead, stationery, business card, and envelope.	1	2	3	4	5
<b>Multiple Page Spread</b> – Mastery of design principles to display an article or document containing at least two complete pages. Should demonstrate a hierarchy of information, thoughtful and creative display type, precise body type, and creative use of high quality imagery.	1	2	3	4	5
<b>Vector Illustration</b> - Computer generated illustration. Should be detailed enough to show a range of mastery in the development of a vector illustration. Creative use of the medium to develop an original and unique piece.	1	2	3	4	5
<b>Digital Imaging</b> – Digital processes involving multiple layers, images, and techniques to display a high quality bitmap based digital image. . Creative use of the medium to develop an original and unique piece.	1	2	3	4	5
<b>Studio Sample</b> – A piece of artwork created using non-digital methods and materials. Acceptable work can include drawing, painting, printmaking, mixed media, ceramics, or sculpture. 3D pieces should be represented in the portfolio by providing at least two photos of the piece from different perspectives. Will be judged on creativity and craftsmanship.	1	2	3	4	5
<b>Online Entry</b> – Must be viewable via a browser. Can include a website, motion graphics, or animation. Should demonstrate a solid understanding of the medium, quality craftsmanship, and professional rendering of the content.	1	2	3	4	5
<b>Presentation</b> – Overall impact of your work. Does the portfolio represent the work of a diligent student who has studied and understands principles of design, technology, craftsmanship, and creativity?	1	2	3	4	5

### **B. COURSE CHECKLIST - A listing of grades earned in required prerequisite courses.**

See attached course checklist.

**IV. ADVANCEMENT** – In order to advance to Graphic Design III you must score a minimum of the following:

PORTFOLIO - Average faculty score – 4.0 out of 5.0

COURSEWORK – A “C” grade is required in all prerequisite art courses.

You will be notified by mail within two weeks about the outcome of your portfolio review. In the event that you are lacking in any of the three assessment areas, a suggested plan for remediation will be provided for you.

### **V. EDUCATIONAL BENEFITS OF THE PORTFOLIO REVIEW**

Important educational aspects of this review and student learning goals/outcomes of this review are as follows:

- Students will gain experience by putting together a graphic design portfolio. A graphic design portfolio is the primary tool used by the profession to evaluate and hire graphic designers.





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- Students will receive a feedback score regarding their overall body of work— this is a very important aspect of the review as student’s strengths and areas, which need improvement, are better evaluated across body of work. Each student is given feedback on their portfolio via a Likert scale evaluation of specific aspects of their work.
  
- Students work on their critical thinking skills through writing about their ideas and approach to a piece of their own work. Professional designers are expected to be able to communicate both orally and in writing about their work.

**Why is the review important before entering Graphic Design III?** Graphic Design III involves advanced exercises and projects demonstrating a thorough working knowledge of graphic design elements and principles. Emphasis is placed upon learning the business of graphic design and the role of the graphic designer as a member of a creative team. Professional execution of projects and excellent communication with clients will be expected.

**Hand in this course checklist with your portfolio and unofficial transcript\*.**

Name:

Mailing address:

Course	Semester (Example: Fall, 2013)	Grade
Design 1		
Design 2		
Drawing 1		
Drawing 2		
Graphic Design 1		
Graphic Design 2		
Intro to computer graphics		
Digital Illustration		
Digital Imaging		
Intro to Typography		
Intro to Web Design		

\*You can print your unofficial transcript by logging onto your WINS account.

\*If you are lacking one course and can show significant work and detailed understanding of the course material, you may request that the course prerequisite be waived, providing you take the missing course during the same semester Graphic Design III is offered. Prerequisites will be waived at the discretion of the art faculty



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\_\_\_\_\_ - Name of student you are reviewing

\_\_\_\_\_ - Your initials (Only so I can keep track of all reviewed portfolios. The scoring will remain anonymous to all students)

Element	Poor				Excellent	COMMENTS
<b>Identity System</b> - Solid logo design that demonstrates an understanding of design principles. Creative and consistent use of the logo in letterhead, stationery, business card, and envelope.	1	2	3	4	5	
<b>Multiple Page Spread</b> – Mastery of design principles to display an article or document containing at least two complete pages. Should demonstrate a hierarchy of information, thoughtful and creative display type, precise body type, and creative use of high quality imagery.	1	2	3	4	5	
<b>Vector Illustration</b> - Computer generated illustration. Should be detailed enough to show a range of mastery in the development of a vector illustration. Creative use of the medium to develop an original and unique piece.	1	2	3	4	5	
<b>Digital Imaging</b> – Digital processes involving multiple layers, images, and techniques to display a high quality bitmap based digital image. . Creative use of the medium to develop an original and unique piece.	1	2	3	4	5	
<b>Studio Sample</b> – A piece of artwork created using non-digital methods and materials. Acceptable work can include drawing, painting, printmaking, mixed media, ceramics, or sculpture. 3D pieces should be represented in the portfolio by providing at least two photos of the piece from different perspectives. Will be judged on creativity and craftsmanship.	1	2	3	4	5	
<b>Online Entry</b> – Must be viewable via a browser. Can include a website, motion graphics, or animation. Should demonstrate a solid understanding of the medium, quality craftsmanship, and professional rendering of the content.	1	2	3	4	5	
<b>Presentation</b> – Overall impact of your work. Does the portfolio represent the work of a diligent student who has studied and understands principles of design, technology, craftsmanship, and creativity?	1	2	3	4	5	
<b>TOTAL SCORE</b> – (please put the total of all points here)						

**Comments are very important, especially for students who you did not give a high score – so they can have feedback for improvement.**



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Senior Show Grade Sheet

NAME \_\_\_\_\_

Element	Poor	Average			Excellent
Overall composition of the pieces.	1	2	3	4	5
Creativity	1	2	3	4	5
Professional presentation of work – (Framing, mounting, hanging, etc.)	1	2	3	4	5
Craftsmanship – attention to detail in such things as the production of your artwork and/or spelling, grammar, and content.	1	2	3	4	5
The pieces should reflect variety and competency within the student’s major.	1	2	3	4	5
Holistic Score – Applied to quality of work created for Senior Exhibition. Scoring overall completeness and quality of project, concept, etc.	1	2	3	4	5
Project proposal, Written Statement- Ability to express ideas, depth of ideas, spelling, grammar, organization and presentation	1	2	3	4	5

Faculty comments:

Art Appreciation Portfolio Grade Sheet

ART 150: ART APPRECIATION FOR THE ART MAJOR

STUDENT NAME \_\_\_\_\_

LIVE TEXT GUEST OR PORTFOLIO WEB ADDRESS: \_\_\_\_\_

Element	Poor	Average			Excellent
Overall use of the visual elements in the pieces (color, line, shape, value, texture and form) and design principles (emphasis, harmony, unity and opposition)	1	2	3	4	5
Creativity (the use of the imagination or original ideas)	1	2	3	4	5
Professional presentation of portfolio – (layout, organization of information, logic)	1	2	3	4	5
Craftsmanship and technical proficiency– attention to detail in such things as the production of your artwork and/or spelling, grammar, and content.	1	2	3	4	5
The pieces should reflect variety and competency within the student’s major.	1	2	3	4	5
<b>STATEMENT</b> – Two paragraphs typed statement explaining personal design philosophy (for graphic design majors), or philosophy of art education (for art education majors) and a statement of purpose (art therapy). The statement will be judged by its content, spelling, grammar, format, and professional presentation.	1	2	3	4	5
<b>WRITING SAMPLE</b>	1	2	3	4	5

FACULTY COMMENTS: