



Calendar-Year Program Report



Program Title: GMMD
Calendar Year: 2020

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COURSES AND OUTCOMES ASSESSED

ISLO #1: Communication – O,W

PSLO #5: Public display of student work demonstrates an ability to clearly articulate . . .

GMMD 200

GMMD 432 (M)

ISLO #2: Critical Thinking – Problem Solving

PSLO #6: Student documentation demonstrates awareness of design process

GMMD 401 (M)

GMMD 444 (M)

AGGREGATE REPORT

Assessment Results - AACU VALUE Rubric for ISLO 1 - PSLO 5						
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<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Measures</u>	<u>Outcome</u>	<u>Semester</u>	
GMMD	200	2	2	Exceeded	Fall	
GMMD	432(M)	1	1	Exceeded	Spring	
<u>Program Title Courses - Overall Findings for PSLO 5</u>						
Total Sections Selected for Assessment						
Total Sections Assessed						
% Sections Meeting or Exceeding Target (of those assessed)						
<u>Recommendations, Reflections, and Notes:</u>						
Appended.						

Assessment Results - AACU VALUE Rubric for ISLO 2 – PSLO 6						
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<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Measures</u>	<u>Outcome</u>	<u>Semester</u>	
GMMD	401(M)	1	2	Met	Spring	
GMMD	444(M)			Instructor no longer teaches		
<u>Program Title Courses - Overall Findings for PSLO 6</u>						
Total Sections Selected for Assessment						
Total Sections Assessed						
% Sections Meeting or Exceeding Target (of those assessed)						
<u>Recommendations, Reflections, and Notes:</u>						
Appended.						

DISCUSSION OF RESULTS

Directions: This portion of the document is designed to provide context for results, to discuss individual instructors' input on whether or not the methods they are using are effective.

Some questions to consider: is the assessment process for the outcome you're assessing sufficiently robust?

Are enough sections of the course being assessed to represent an accurate portrayal of program success?

If the targets have been met, might they be raised in the future?

If targets are consistently exceeded, might the assignment be made more demanding to challenge students effectively?

DATA-DRIVEN DECISIONS

Directions: What will you change as a result of the data?

If targets are not met: best practices suggest we make changes to course content, rubrics, or the assessment process, and spend the next cycle year reviewing the courses for which we didn't meet targets *in addition to* the PSLOs up for that cycle year. If there are problems, we want to catch them quickly. So, if targets are not met, what will be changed, and what is the timeline for addressing the issue?

If targets are met: Many people are under the impression that as long as targets are met, then there is no need to make changes. As evidenced in the directions in the previous section, we can still make changes. Perhaps a new target would be appropriate? Perhaps the assignment should be more challenging for students? Perhaps a more robust measurement of the PSLO or ISLO could be made?

RESOURCE ALLOCATION REQUESTS

RESOURCE ALLOCATION REQUEST FORM

Guidelines for Request:

1. Please ensure the request is linked to learning outcomes (course, program, and/or institutional)
2. Complete this form and send it to your academic dean for review and potential consideration at Provost's Cabinet.

PROPOSAL INFORMATION:

Applicant's Name: _____

Program Title: _____

- a. Please describe the request (what is the problem that the request is trying to solve?)
- b. Describe and or list the resource(s) you hope to acquire as a result of this request. (For instance, are you looking for course materials, additional instructors, etc.? What is the problem that this request is trying to solve?)
- c. How is the request linked to learning outcomes assessment?
- d. Please include any data that will help support this request (learning outcomes data)
- e. Describe briefly your follow-up assessment (currently we assess on a three-year cycle, but learning outcomes that are addressed with resource allocation should be assessed again as soon as possible to determine the viability and sustainability of resource allocation)
- f. Please include any alternative sources of funding you have considered for this initiative (grants, different pools of money on campus, etc.)
- g. Approximately how many students do you anticipate will be served by this request each Academic year?
- h. Total Amount Requested: _____

SUGGESTIONS FOR IMPROVING THE ASSESSMENT PROCESS

Directions: some proposed areas of improvement might include: collection of data, distribution of data, what kinds of data is included/omitted, timelines, when or how work is completed, delegation of responsibilities, etc.

APPENDIX A: QUALITATIVE AND CONTEXTUAL INFORMATION FROM TASKSTREAM

GMMD 401:

Recommendations:

Project Management and responsibility towards an outside or external constituency is an important relationship for our GMMD students to have. Rather than an introverted focus on aspects of the creative process, students gain experience with design process, client communication, taking direction, professional discourse, timeline establishment/adjustment, etc

Reflections/Notes:

Not all potential projects/clients expect the same kind/difficulty of work. How can this be effectively and fairly captured by the same evaluative tools within the same course?

Recommendations:

Splitting the final evaluation into team evaluation and individual evaluation offers the opportunity for students to understand collective as well as individual responsibility.

Reflections/Notes:

Allowing students to self evaluate as the final individual grade helps with the concept of self criticism and the concept of fairness in light of differing project needs/student roles
Continually remind students and document quarterly grades and midterm/final feedback