

PROGRAM ASSESSMENT REPORT

Program Code APGRD	Program Name Graphic Design
Division BCT	Department DMA
Award <input type="checkbox"/> A.A. <input type="checkbox"/> A.S. <input checked="" type="checkbox"/> A.A.S. <input type="checkbox"/> Cert. <input type="checkbox"/> Adv. Cert. <input type="checkbox"/> Post-Assoc. Cert. <input type="checkbox"/> Cert. of Completion	

I. Review previous assessment reports submitted for this program and provide the following information.

1. Was this program previously assessed and if so, when?

No

2. Briefly describe the results of previous assessment report(s).

n/a

3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

n/a

II. Background Information

1. Indicate the semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2025, 2024, 2023	

2. Assessment tool(s) used (check all that apply):

- Portfolio
- Test or outcome-related test questions
- Other external certification/licensure exam (please describe): _____
- Externally evaluated performance or exhibit
- External evaluation of job performance (internship, co-op, placement, other)
- Capstone experience (please describe): *GDT 290 is the course where students put together their portfolios representing their best work as a student in this program.*
- Graduate Survey
- Employer Survey
- Transfer follow-up
- Other (please describe): _____

3. Indicate the number of students assessed/total number of students enrolled in the course(s)/program.

# of students assessed	Total population in course(s) or program
2025 – 23 students 2024 – 19 students 2023 – 22 students	100% of students in all three semester’s courses

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4. Describe how you selected students for the assessment.
 - a. Describe your sampling method.
 - b. Describe the population assessed (e.g. students in capstone course, graduating students, alumni, etc.).

- a. All of the students from three years of GDT 290, Professional Practices were assessed.
- b. These are students in the capstone course.

III. Results

1. State every outcome (verbatim) from the Program Proposal form or the Assessment Plan Change Form for the program. Add more lines as needed.

1. Produce a portfolio of design projects suitable for seeking employment in graphic design or transferring to a baccalaureate program.

- 2.

- 3.

2. Briefly describe assessment results **for each outcome** based on data collected during the program assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. Please attach a summary of the data collected (as a separate document). Add more lines as needed.

1. The standard of success was 80% of students will score a 3 or higher on the rubric. 60 (out of 64) students (94%) scored a 3 or higher on the rubric, indicating they produced a portfolio suitable for pursuing employment in graphic design or transferring to a four-year program and met the standard of success.

3. For each outcome assessed, indicate the standard of success used, and the number and percentage of students who achieved that level of success. Please attach the rubric/scoring guide used for the assessment (as a separate document). Add more lines as needed.

1. Outstanding Standard of Success:
Portfolio is professionally presented, cohesive, and clearly aligned with career or transfer goals. Demonstrates full readiness for next steps. Exceptional design and production skills. Work is highly polished, cohesive, and professional. Shows expert use of typography, layout, color, and tools.

35 of 64 (55%) students achieved this level

2. Strong Standard of Success:
Portfolio is complete and well-organized. Projects are relevant and appropriate for employment or transfer, with minor areas for improvement. Strong and consistent execution. Projects are well-crafted and technically sound with only minor flaws.

19 of 64 (30%) students achieved this level
54 of 64 (84%) students achieved this level or higher

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<p>3. Satisfactory Standard of Success: Portfolio includes relevant work and basic organization, but may lack polish, cohesion, or strong presentation. Competent skills demonstrated. Work is generally well-executed with some inconsistencies or room for polish.</p> <p>6 of 64 (9%) students achieved this level 60 of 64 (94%) students achieved this level or higher.</p>
<p>4. Developing Standard of Success: Portfolio is incomplete or disorganized. Projects may not be clearly curated for intended audience or purpose. Basic design and technical skills are evident, but work lacks consistency and may have multiple execution issues.</p> <p>3 of 64 (5%) students achieved this level</p>
<p>5. Beginning Standard of Success Portfolio is not ready for review. Work is missing, unclear, or not aligned with professional or academic expectations. Work shows limited skill development. Execution is weak, with major issues in layout, typography, or use of tools.</p> <p>1 of 64 (2%) students achieved this level.</p>

6. Describe the areas of strength and weakness in students’ achievement of the learning outcomes shown in assessment results.

Strengths:

High student achievement: With 94% of students scoring 3 or higher, this program demonstrates a strong track record of preparing students to meet professional and academic standards. The vast majority of students are leaving with portfolios that are competitive for both employment and transfer.

Professional-level portfolio development: Our focus on developing a cohesive, professional portfolio aligns with industry and transfer expectations. Students are held to high standards in concept development and execution of their design and a large majority meet these standards. This rubric doesn’t necessarily show this, but we also work with students to tailor their portfolios for their specific goals.

Consistency from year to year: Although this assessment only looks at three years of data, the results are consistently strong and don’t show much variance. While to a certain degree judging on this rubric is subjective, it’s worth noting that more than half of the students in each semester produced outstanding work.

Weaknesses:

If the rubric were broken down into more specific categories—such as performance on individual projects or targeted technical skills—we might better identify where student weaknesses lie. However, the detailed assessment of GDT 290 would provide this insight, so I don’t think it’s necessary to break

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down the program assessment into categories beyond our ultimate goal, which is a strong portfolio to present to potential employers or transfer colleges.

While 94% of students met the benchmark, four students (6%) did not. Of those, one student stopped attending classes, while the other three consistently struggled with core design principles and failed to demonstrate readiness for professional work. Although these students completed the program and graduated, they never fully reached the level of competence expected in the field. This may not reflect a failure of instruction or curriculum, but rather an issue with advising. Some students may choose the major without a strong visual sensibility or the motivation necessary to succeed in design, and might be better served by guidance toward alternative career paths. On occasion our faculty have advised students towards another program, but there are always a few who just want to complete the degree regardless of their struggle with the material.

IV. Changes influenced by assessment results

1. Based on the previous assessment report Action Plan(s) identified in Section I above, please discuss how effective any changes were in improving student learning.

n/a

2. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses. If students met all expectations, describe your plan for continuous improvement.

The vast majority of students met expectations. All graphic design faculty will continue to communicate with each other about our students, and stay up-to-date with design trends, software, and best practices. We will also continue to work with students to set their unique, individual goals that culminate in this capstone course. Additionally, we will continue to invite former students to join our advisory board, which has been instrumental in making sure we understand what the industry is looking for so we can prepare our students for it.

3. Identify any other intended changes that will be instituted based on results of this assessment activity. Describe changes and give rationale for change. (Check all that apply).

a. Outcomes/assessments from Program Assessment Plan Change Form or Program Proposal form:

b. Program Curriculum:

Course sequencing

Course deletion

Course addition

Changes to existing program courses (specify):

Other (specify):

c. Other (specify):

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4. What is the timeline for implementing these actions?

n/a

V. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this program.

The current assessment tool, using students' design portfolio, is the most effective way to measure our goal of ensuring they are job or transfer ready. This is what employers and other institutions use to rate student readiness.

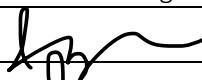


2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

We will keep the assessment tool as is.

3. Describe when and how these assessment results will be discussed with the department and/or the faculty at large.

I will share the results with my colleagues at a department meeting.

Signatures:

Reviewer	Print Name	Signature	Date
Initiator	Ingrid Ankerson		8/6/25
Department Chair	Ingrid Ankerson		8/6/25
Division Dean/Administrator	Eva Samulski		8/7/2025
Please return completed form to the Office of Curriculum & Assessment, SC 257 or by e-mail to curriculum.assessment@wccnet.edu .			
Assessment Committee Chair	Jessica Hale	Jessica Hale	6/24/2026

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Reviewed by the C&A Committees 4/16/26