

CPI _ Improving Program Learning Outcomes Report

CPI Improving PLO Report (AY22-23)

Name of the program BFA Graphic Design

Dean' signature  8.16.2023

Expected Date of Submission 6/30/2023

Department Chair or Director: Kevin Park

NYIT's CPI process is implemented to meet *MSCHE Standard V: Educational Effectiveness Assessment: Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.*

All degree program's PLO assessment plan (2022-2025) are posted through the link:

http://www.nyit.edu/planning/academic_assessment_plans_reports.

This is a report of its implementation for year 2022-2023. The report should address the following points:

I. The Annual Program Learning Outcomes (PLOs) Assessment should include the followings.

1. PLO (Program Learning Outcomes) assessed. list the PLOs that have been assessed in AY 22-23 based on your three-year plan(AY22_25)

A. Historical Context

- Define and explore the journey of art and design through exposure to influential national, global, contemporary, and historical works placed in various cultural, economic, and social contexts.

B. Research and Innovation

- Apply research outcomes and critical thinking toward the exploration and development of conceptual and innovative designs.

2. METHOD: Describe the method of assessment and attach measurement instruments (e.g., rubric, exam items, scoring guide for a particular task, supervisor evaluation form, survey instrument, and other assessment tools).

A. Discussion forums: Weekly discussion will be based on the content of lectures and visual presentations, as well as the reading assignments. Weekly readings and contribution to discussions are mandatory.

Different types of short projects may be included in the discussions – i.e., not just writing a response to a set question.

B. Quizzes: There will be four short quizzes at the end of the major sections of

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the course. Each will contain 10 questions and will test your knowledge of both works of art and wider themes.

C. Mini-projects: Throughout the semester, you will complete three mini-projects related to the module content as well as more practical applications of art and design.

D. Final Exam project: This assignment serves two purposes: it tests your knowledge of the course material, and it also gives you the opportunity to explore and engage with the works of art, regions, or styles explored in this course from your own perspective.

3. ANALYSIS of the assessment results: provide criteria based disaggregate and aggregate data analysis.

A. GRADING BREAKDOWN

- a. 10% Attendance
- b. 10% Discussion forums
- c. 25% Quizzes (4)
- d. 30% Mini-projects (3)
- e. 25% Final Exam Project

B. The method of assessment and measurement approach was not executed, resulting in the absence of analytical data collection.

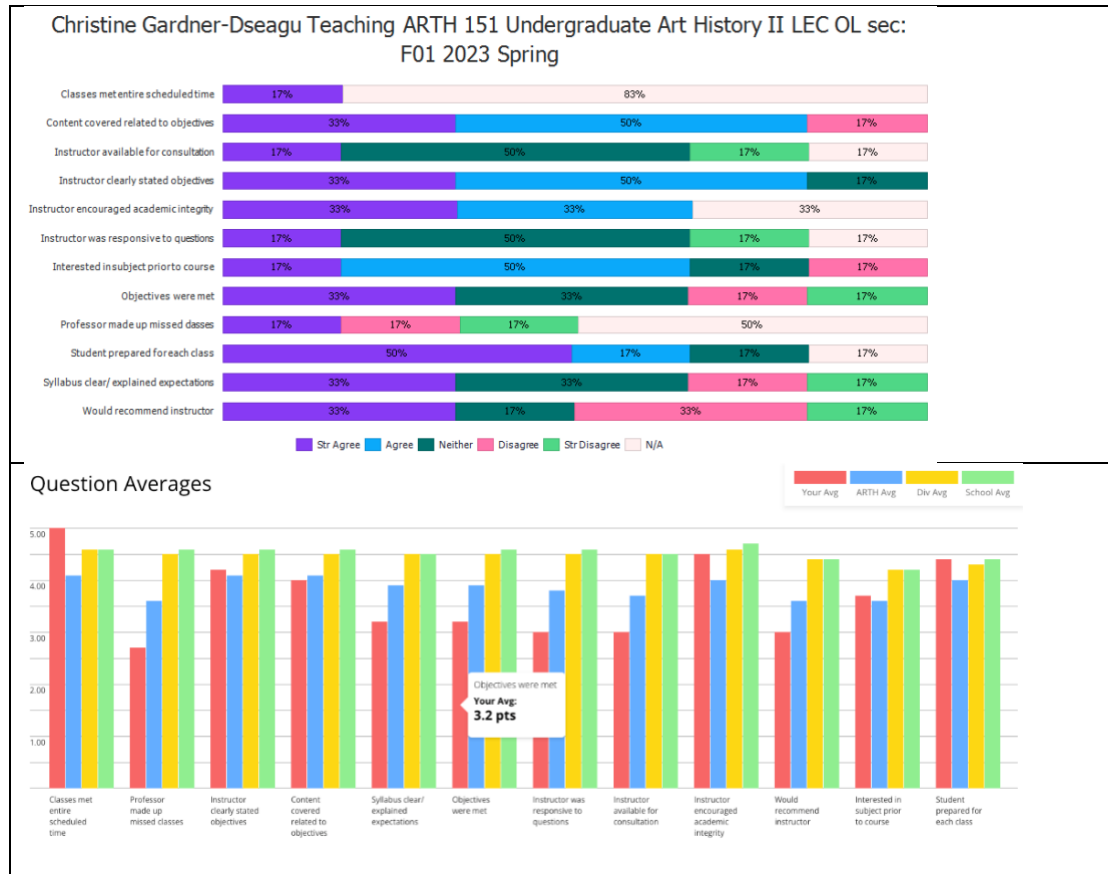
4. INTERPRETATION: to what degree did students achieve the program learning outcomes based on your data analysis and expected learning outcomes?

A. During the final evaluation, it was observed that 83% of students acknowledged a strong correlation between the class content and the course objectives. While 33% of students expressed agreement, an additional 33% exhibited a natural alignment with the met objectives.

B. Throughout the academic year 2022-2023, all enrolled students successfully achieved passing grades in the course.

ARTH 151 Course Evaluation Results
6 out of 20 students responded

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5. CLOSE THE LOOP – If the expected program learning outcomes were successfully met, describe how the program will keep or expand the good practices, if not, refine or create the next cycle of [PDSA](#)
 - A. In FA22/SP23, a misalignment was observed between the assessment plan and the method of assessment, particularly concerning the uniformity of rubric systems, evaluation methods, and survey models.
 - B. Moving forward into the FA23/SP24 period, the central emphasis will be on addressing a core challenge: the establishment of standardized Methods of Assessment and Grading Formula/Rubric. This approach will facilitate consistent data gathering, evaluation, and performance enhancement in every semester. This increased transparency will alleviate student confusion and elevate the grading system.

II. Brief Description of Faculty Engagement in the Current Annual Assessment Report:

All faculty teaching this course were involved in the AY 2022-23 assessment process. The instructor for ARTH-151, Christine Gardner-Dseagu, will not be returning to teach the course in FA23; therefore, this report was written by Chair Kevin Park.

pdated 4/14/23