

ART & DESIGN
Core Competencies 2018-2019

Learning Outcome:

CRITICAL THINKING: Students will be able to examine, critique and synthesize information in order to arrive at reasoned conclusions.

Outcome Measure:

ETS Proficiency Profile Exam

Criteria for Success (how do you judge if the students have met your standards):

70% of the students will be marginal or proficient at Level 2 Reading/Critical Thinking.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Marginal or Proficient						2018-19 22
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18 24	
ETS Proficiency Profile Level 2 Critical Thinking	100%	66.7%	71.4%	83.3%	66.7%	66.7%	50%

Conclusions Drawn from Data:

This year, Critical Thinking was scored at 50%, which is a 16% dip from last year.

The ETS Proficiency Profile Exam scores for Art and Design in Critical Thinking have been on a decline for the 3rd year in a row.

Conversations have started from within the department with faculty who teach capstone course and curriculum build up to the ETS exam. The next step will be for the Department to have some dialog with Vice Provost of Assessment & Institutional Effectiveness to learn more about the specifics of the ETS exam and how our curriculum might better prepare our students for this exam.

From this dialog, the department will determine what next steps should be taken, and how this data serves the department in reflecting on success of the of the student/ students graduating from our program. Perhaps there are even simple ways to better prepare our students for this exam.

Changes to be Made Based on Data:

Discussions of curricular changes are in process and the department will take into account the results of this years scoring as well.

Rubric Used

No rubric. We use the ETS Proficiency Profile test result.

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Learning Outcome:

WRITTEN: Students will be able to effectively express ideas and information to others through written communication.

Outcome Measure:

ETS Proficiency Profile Exam

Criteria for Success (how do you judge if the students have met your standards):

80% of the students will be marginal or proficient at Level 2 Writing.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Marginal or Proficient						
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
ETS Proficiency Profile Level 2 Writing	100.0%	100.0%	78.6%	72.2%	52.4%	66.7%	68.2%

Conclusions Drawn from Data:

This year, Written Communication was scored at 68.2%, which is a second year in a row for an increase from the previous year but still below the 80% target for Proficient.

The ETS scores for Art and Design in Written Communication have fluctuated in the past. The 4 year average is 67.62%. The uptick in scores this year is noted but because it's still below the target average, we will still need to monitor this and check in with Vice Provost of Assessment & Institutional Effectiveness to understand and develop strategies to best move forward.

Changes to be Made Based on Data:

Discussions of curricular changes are in process and the department will take into account the results of this years scoring as well.

Rubric Used

No rubric. We use the ETS Proficiency Profile test results.

**Assessment Data: Graphic Design – Written Communication
2018-2019**

Learning Outcome

Written Communication: Students will be able to write about their design strategies, problem solving, aesthetic choices, and contemporary designs.

Outcome Measure:

PLNU Art and Design faculty members assesses students' written text in their Senior Graphic Design Portfolios from the capstone course: Art 471 – Senior Graphic Design Portfolio Review. Using a SLOs-based rubric (1-4 points: 4 being the highest), each student's Portfolio writing is scored by the faculty members. Scores are currently based on Department's generic writing rubric. A Rubric for scoring the Senior Art Portfolio Review writing more specifically is pending.

Criteria for Success (if applicable):

80% of students produce work of "developed" quality or higher on signature assignments.

Aligned with DQP Learning Areas (marked item)

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Scoring 2.5 or higher							2018-19
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	
Content and Writing Skills	3.5 [4]* 100%	3.0 [1] 100%	3.0 [2] 100%	NA [0]	NA [0]	84%	[16]	[13] 100%

*Number of Students/Average Score

Conclusions Drawn from Data:

Although many of the Portfolios have an extensive amount of text, there is not a rubric set up yet that can accurately assess the written component of this section.

However, Given the rubric that has been used, does take into account the written content in the portfolio. Based on the 13 portfolio's that were assessed, the overall group score was above the 80% mark.

Changes to be Made Based on Data:

It will be beneficial for the department to work together on forming a rubric that helps assess the written portion of senior portfolios. This score will also be helpful to compare to the ETS scoring.

Rubric Used:

The rubric used this year was based on a 4 point scale and covered 4 areas:

- Concept &/or Content Initial / Emerging / Developed / Highly Developed
- Composition & Presentation Initial / Emerging / Developed / Highly Developed
- Effort Initial / Emerging / Developed / Highly Developed
- Craftsmanship Initial / Emerging / Developed / Highly Developed

**A rubric for scoring the Senior Art Portfolio Review writing more specifically is pending.*

**Assessment Data: Visual Art - Written Communication
2018-2019**

Learning Outcome

Written Communication: Students will be able to write about their own artwork, using knowledge specific to the art/design discipline.

Outcome Measure:

Two PLNU Art and Design faculty members assesses Senior Visual Art Exhibition Thesis Papers from the capstone course: Art 472 – Senior Exhibition and Research Preparation. Using a SLOs-based rubric (1-4 points: 4 being the highest), each student's writing is scored by the faculty members. Scores are currently based on Department's generic writing rubric. A rubric for scoring the Thesis Papers more specifically is pending.

Criteria for Success (if applicable): 80% of the students will score a 2.5 or higher on a 4 point scale.

Aligned with DQP Learning Areas (marked item)

1. Specialized Knowledge
6. Broad Integrative Knowledge
7. Intellectual Skills/Core Competencies
8. Applied and Collaborative Learning
9. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Scoring 2.5 or higher							2018-19
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	
Content and Writing Skills	3.5 [4]* 100%	3.0 [1] 100%	3.0 [2] 100%	NA [0]	NA [0]	3.3 [6] 100%	3.66 [6] 100%	3.5 [10] 100%

*Number of Students/Average Score

Conclusions Drawn from Data:

Assessment scores for writing in the Visual Art Senior Exhibition Thesis Paper are above the target level of 80%.

This is the third year that the Writing learning outcome has been assessed separately and specifically for the Graphic Design and Visual Art Programs. The trends that are beginning to emerge is that there is a distinct scoring difference between the ETS scoring metric and that of capstone writing. We will continue to review this variable as we move forward.

(Scores for 2011-12 through 2013-14 were based on a scoring model that combined student writing from all three Department of Art and Design Programs: Art Education, Graphic Design, and Visual Art.)

Changes to be Made Based on Data:

Conversations within the department will begin to review this variance and consider how we want to maintain, change, or use this data to enhance the pedagogy of our programming.

Rubric Used:

Scores are currently based on Department's generic writing rubric. A Rubric for scoring the Thesis Papers more specifically is pending.

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Learning Outcome:

QUANTITATIVE REASONING: Students will be able to solve problems that are quantitative in nature.

Outcome Measure:

ETS Proficiency Profile Exam

Outcome Measure:

ETS Proficiency Profile Exam

Criteria for Success (how do you judge if the students have met your standards):

60% of the students will be marginal or proficient at Level 2 Math.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Marginal or Proficient						2018-19
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	
ETS Proficiency Profile Level 2 Math	50.0%	66.7%	42.9%	94.4%	71.4%	58.3%	50%

Conclusions Drawn from Data:

This year, Critical Thinking was scored at 50%, which is a 8 point drop from last year.

The ETS Proficiency Profile Exam scores for Art and Design in Math have been on a decline for the 3rd year in a row.

Conversations have started from within the department with faculty who teach capstone course and curriculum build up to the ETS exam. The next step will be for the Department to have some dialog with Vice Provost of Assessment & Institutional Effectiveness to learn more about the specifics of the ETS exam and how our curriculum might better prepare our students for this exam.

From this dialog, the department will determine what next steps should be taken, and how this data serves the department in reflecting on success of the of the student/ students graduating from our program. Perhaps there are even simple ways to better prepare our students for this exam.

Changes to be Made Based on Data:

Discussions of curricular changes are in process and the department will take into account the results of this years scoring as well.

Rubric Used

No rubric. We use the ETS Proficiency Profile test result.