ART & DESIGN
Core Competencies FA2021-SP2022

<u>Core Competency: Critical Thinking</u>
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					
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Number of students	21	24	22	16	6	20
ETS Proficiency Profile Level 2 Critical Thinking	66.7%	66.7%	50%	50%	50%	70%

Conclusions Drawn from Data:
This year, Critical Thinking was scored at 70%. Continuing to increase in quality here as well as a significant jump in number of students tested. The scores in this year are more consistent with pre-pandemic scores as well as numbers of student contributing to the test.

Changes to be Made Based on Data:
Discussions need to take place to understand better how the department wants to use the scores of the ETS for assessment of our visual art majors. Perhaps it would be best to review all the categories from the ETS since its not uncommon for there to be a diversity of strengths and learner styles among the visual art majors. These diverse thinking methods and learning strengths play a key role in the success of our visual art students and it would be good process how the scores from this test could help inform ways we can improve learning opportunities for our majors.

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

ART & DESIGN
Core Competencies FA2021-SP2022

Core Competency: 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					
	2016-17	2017-18	2018-19	2019-20	20-21	2021-22
Number of students	21	24	22	16	6	20
ETS Proficiency Profile Level 2 Writing	52.4%	66.7%	68.2%	68.8%	83.3%	70%

Conclusions Drawn from Data:
This year, Written Communication was scored at 70%. This category has dipped some since last year however we more than tripled the number of students captured in the area. Typically, our students score higher in writing proficiency than in math. That is still the case however as we get back to a more traditional learning face to face setting, this might have a more positive impact getting us closer to our target level of proficiency.

Changes to be Made Based on Data:
As stated in the previous category above, discussions need to take place to understand better how the department wants to use the scores of the ETS for assessment of our visual art majors.

The diverse thinking methods and learning strengths play a key role in the success of our visual art students and it would be good process how the scores from this test could help inform ways we can improve learning opportunities for our majors.

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

ART & DESIGN
Core Competencies FA2021-SP2022

Core Competency: Quantitative Reasoning
Students will be able to solve problems that are quantitative in nature.

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					
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Number of students	21	24	22	16	6	20
ETS Proficiency Profile Level 2 Math	71.4%	58.3%	50%	75%	50%	40%

Conclusions Drawn from Data:
This year, Quantitative Reasoning was scored at 40%, which is a continued decrease for a 2nd straight year. There could be a number of factors playing into this dip in scoring:
- We did capture 14 more students contributing to the pool of tests this year.
- As mentioned before the majority of Visual Arts majors might naturally be more challenged in this area of testing.
- The Pandemic could also be a factor playing into the lower scoring as well.

Changes to be Made Based on Data:
In line with what was mentioned above, a bigger discussion needs to take place about the role the ETS plays with respect to visual art majors and how the scoring should be used as a an assessment tool. The variations from year to year (up and down, down and up) add a complexity to using this data to serve the department.

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

ART & DESIGN
Core Competencies FA2021-SP2022

Core Competency: Information Literacy

Outcome Measure:
Spring semester, Art 4020 captures the assessment of Information Literacy through the final assignment for Visual Art Students called 'Common Theme'
Starting Fall22 Art 4071 will capture the same Information literacy for the Graphic Designers.
Both Classes will use a LOs-based rubric (1-4 points: 4 being the highest), each assignment is scored by the faculty member teaching the course.

Criteria for Success (how do you judge if the students have met your standards):
80% of the students will score a 2.5 or higher on a 4 point scale.

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				
	2019-20	2020-21	2021-22		
Information Literacy / **ART4020**	No data	No data	93% (15)		
Information Literacy / **ART4071**			No data		

Conclusions Drawn from Data:
During this first data collection process in ART4020 assignment - Common Themes Presentation: was beneficial to the learning experience. Adding the information literacy component with a more detailed rubric yielded immediate benefits. The overall quality of the student written work and presentations were excellent. Based on this success, the department is on track to implement this data collection in ART4071 in the Fall 22. Both of these courses cover capstone assignments for our senior in both the Visual Arts and Graphic Design.

Changes to be Made Based on Data:
Based on the success of this first capture, we will repeat the process again next year before we consider changes to the process.

Rubric Used

	Student Learning Outcomes Proficiency Levels			
	Initial 1 pts.	**Emerging 2 pts.**	**Developed 3pts.**	**Highly Developed 4 pts**
Information Literacy	Inability to communicate, organize or synthesizes information from a variety of sources to achieve a specific purpose, with clarity or depth. Inability to accesses and use information effectively, ethically, or legally. Unable to demonstrate proper formatting, grammar or mechanics. Outcome lacks effectiveness to use information properly.	Needs to develop more to better communicate, organize and synthesizes information from a variety of sources to achieve a specific purpose, with clarity or depth. Some evidence shows accesses and use of information effectively, ethically, or legally. Some evidence of proper formatting, grammar or mechanics is shown. Room to improve effectiveness and use information properly.	Expected level of communication, organization and synthesis of information from a variety of sources to achieve a specific purpose, with clarity or depth is used. Evidence shows proper accesses and use of information effectively, ethically, and legally. Evidence of proper formatting, grammar and mechanics is consistent. Overall effectiveness and use information is achieved.	Demonstrates a high level of communication, organization and synthesis of information from a variety of sources to achieve a specific purpose, with clarity or depth is used. Well established accesses and use of information effectively, ethically, and legally. Excellent use of proper formatting, grammar and mechanics. Overall effectiveness and use information exemplar.

ART & DESIGN
Core Competencies FA2021-SP2022

Core Competency: Oral Communication

Outcome Measure:
Spring semester, Art 4020 captures the assessment of Oral Communication through a final assignment in this course for Visual Art Students called 'Common Theme'.
Fall semesters Art 4071 will capture the same Oral Communication for the Graphic Designers.
Both classes will use a LOs-based rubric (1-4 points: 4 being the highest), each assignment is scored by the faculty member teaching the course.

Criteria for Success (how do you judge if the students have met your standards):
80% of the students will score a 2.5 or higher on a 4 point scale.

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				
	2019-20	2020-21	2021-22		
Oral Communication / **ART4020**	No data	No data	93% (15)		
Oral Communication / **ART4071**			No data		

Conclusions Drawn from Data:
During this first data collection process in ART4020 assignment - Common Themes', the presentation portion was a successful learning experience. Adding an Oral Communication assessment component with a more detailed rubric yielded immediate benefits. The overall quality of the student presentations were excellent. Based on this success, the department is on track to implement this process and data collection in ART4071 starting Fall 22. Both of these courses cover assignments within capstone classes for our seniors in both the Visual Arts and Graphic Design.

Changes to be Made Based on Data:
Based on the success of this first capture, we will repeat the process again next year before we consider changes to the process.

Rubric Used

	Student Learning Outcomes Proficiency Levels			
	Initial 1 pts.	**Emerging 2 pts.**	**Developed 3pts.**	**Highly Developed 4 pts**
Oral Communication	Inability to follow instructions and was not prepared to present on due date. Presentation lacked basic skills in the organization and visual design of content delivered. No evidence of rehearsal and there is an inability to communicate clearly and effectively.	Needs to develop greater ability to follow instructions and prepare to present on due date. Presentation showed some skills in the organization and visual design of content delivered. There was some evidence of rehearsal as well as some effort in communicating clearly and effectively.	Expected level develop was evident. Ability to follow instructions and preparedness to present on due date was achieved. Presentation showed expected skills in the organization and visual design of content delivered. There was strong evidence of rehearsal as well as quality effort in communicating clearly and effectively.	Demonstrates high level of development. Excellence was shown in the ability to follow instructions and preparedness to present on due date. Presentation showed exemplar skills in the organization and visual design of content delivered. There was exemplar evidence of rehearsal as well as high quality effort in communicating clearly and effectively.