

ART & DESIGN

PLO Data for Visual Art: FA22-SP23

Learning Outcome #1: Concept and Content

Seniors will generate multiple art-related ideas before deciding on the most innovative one(s) for their capstone works of art.

Outcome Measure:

The PLNU art/design faculty members assess the *Senior Art Exhibitions* during the semesters they are completed. Using a SLOs-based rubric (1-4 points: 4 being the highest), each portfolio is scored by 3-5 faculty members in the area of Concept and Content.

Criteria for Success (if applicable):

80% of the students will score a 2.5 or higher on a 4-point scale. This year a new data collection scoring rubric was used which provides the average for each category.

Aligned with DQP Learning Areas

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					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Number of students		?	9	7	8	6
Concept & Content	88%	77.8%	100%	100%	100%	100% 3.83 Average

Conclusions Drawn from Data:

This year's goal was met based on the criteria set forth. This year's capstone exhibitions in Keller Gallery reflected students who had their entire experience of the capstone process in normal face to face teaching and learning modalities. As a result, the students final projects are some of the strongest developed since prior to COVID.

Changes to be Made Based on Data:

We anticipate next year to remain strong based on programming returning to normal (post COVID). We also saw an increased interest in Graphic designers seeking the opportunity to participate in the Exhibition track experience. This sparked conversations as to how we want to proceed with these interests in the years to come.

Rubric Used for Senior Art Exhibition

see below

Student Learning Outcomes Proficiency Levels				
	Initial 1 pts.	Emerging 2 pts.	Developed 3pts.	Highly Developed 4 pts
Concept / Content	Inability to organize thoughts and or communicate ideas. Personal research lacks direction as it relates to the creative practice and or completed works.	Needs to develop more organized thoughts and or an ability to communicate ideas. Some evidence of knew knowledge is developing as it relates to the creative practice and or completed works.	Expected level of organized thoughts and communication of ideas is evident. Personal research is maturing well as it relates to the creative practice and or completed works.	Demonstrates a high level of organized thoughts and communication of ideas are well articulated. Personal research is expansive as it relates to the creative practice and or completed works.

Learning Outcome #2: Composition and Presentation

Seniors will comprehend and apply the art elements and design principles in original artworks.

Outcome Measure:

The PLNU art/design faculty members assess the *Senior Art Exhibitions Senior* during the semesters they are completed. Using a SLOs-based rubric (1-4 points: 4 being the highest), each portfolio is scored by 3-5 faculty members in the area of Composition and Presentation.

Criteria for Success (if applicable):

80% of the students will score a 2.5 or higher on a 4 point scale. This year a new data collection scoring rubric was used which provides the average for each category.

Aligned with DQP Learning Areas

- 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					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Number of students			9	7	8	6
Composition & Presentation	91%	100%	100%	100%	100%	100% 3.76 average

Conclusions Drawn from Data:

This year’s goal was met based on the criteria set forth. This year’s capstone exhibitions in Keller Gallery reflected students who had their entire experience of the capstone process in normal face to face teaching and learning modalities. As a result, the students final projects are some of the strongest developed since prior to COVID.

Changes to be Made Based on Data:

We anticipate next year to remain strong based on programming returning to normal (post COVID). We also saw an increased interest in Graphic designers seeking the opportunity to participate in the Exhibition track experience. This sparked conversations as to how we want to proceed with these interests in the years to come.

Rubric used: See next page

Student Learning Outcomes Proficiency Levels				
	Initial 1 pts.	Emerging 2 pts.	Developed 3pts.	Highly Developed 4 pts
Composition & Presentation	Insufficient evidence in implementing the elements and principles of design. Basic development is needed to better demonstrates an understanding of application between process and material.	Some evidence of implementing the elements and principles of design are present. More development is needed to better demonstrates an understanding of application between process and material.	Satisfactory use of of the elements and principles of design. Work demonstrates an understanding and application between process and materials.	Effective and intentional use of the elements and principles of design. Work demonstrates a sophisticated understanding and application between process and material.

Learning Outcome #3: Effort

Seniors will demonstrate risk, time, and commitment to successfully complete original works of art.

Outcome Measure:

The PLNU art/design faculty members assess the *Senior Art Exhibitions - Senior* during the semesters they are completed. Using a SLOs-based rubric (1-4 points: 4 being the highest), each portfolio is scored by 3-5 faculty members in the area of Effort.

Criteria for Success (if applicable):

80% of the students will score a 2.5 or higher on a 4 point scale. This year a new data collection scoring rubric was used which provides the average for each category.

Aligned with DQP Learning Areas

- 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					
		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Number of students				9	7	8	6
Effort		91%	77.8%	100%	100%	100%	100% 3.7 Average

Conclusions Drawn from Data:

This year’s goal was met based on the criteria set forth. This year’s capstone exhibitions in Keller Gallery reflected students who had their entire experience of the capstone process in normal face to face teaching and learning modalities. As a result, the students final projects are some of the strongest developed since prior to COVID.

Changes to be Made Based on Data:

We anticipate next year to remain strong based on programming returning to normal (post COVID). We also saw an increased interest in Graphic designers seeking the opportunity to participate in the Exhibition track experience. This sparked conversations as to how we want to proceed with these interests in the years to come.

Rubric used: See next page

Student Learning Outcomes Proficiency Levels				
	Initial 1 pts.	Emerging 2 pts.	Developed 3pts.	Highly Developed 4 pts
Effort	Little to no time or energy given. Attitude demonstrates a lack of care or personal commitment and results of work demonstrate lack of care and or incomplete.	Some energy, time and care were demonstrated however there is room for improvement on level of commitment.	Acceptable level of time and energy demonstrated. Expectation met on time commitment and level of energy applied to learning and creative process.	Rigorous and Self - initiated commitment to the creative process. Full engagement and enthusiasm applied toward work and classroom community.

Learning Outcome #4: Craftsmanship

Seniors will demonstrate competencies in the use of art techniques and materials.

Outcome Measure:

The PLNU art/design faculty members assess the *Senior Art Exhibitions* during the semesters they are completed. Using a SLOs-based rubric (1-4 points: 4 being the highest), each portfolio is scored by 3-5 faculty members in the area of Craftsmanship.

Criteria for Success (if applicable):

80% of the students will score a 2.5 or higher on a 4 point scale. This year a new data collection scoring rubric was used which provides the average for each category. This average % was added to the table. The content within the Rubric did not change.

Aligned with DQP Learning Areas

- 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					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Number of students			9	7	8	6
Craftsmanship	77%	100%	100%	100%	100%	100% 3.54 Average

Conclusions Drawn from Data:

This year’s goal was met based on the criteria set forth. This year’s capstone exhibitions in Keller Gallery reflected students who had their entire experience of the capstone process in normal face to face teaching and learning modalities. As a result, the students final projects are some of the strongest developed since prior to COVID.

Changes to be Made Based on Data:

We anticipate next year to remain strong based on programming returning to normal (post COVID). We also saw an increased interest in Graphic designers seeking the opportunity to participate in the Exhibition track experience. This sparked conversations as to how we want to proceed with these interests in the years to come.

Rubric used: See next page

Student Learning Outcomes Proficiency Levels				
	Initial 1 pts.	Emerging 2 pts.	Developed 3pts.	Highly Developed 4 pts
Craftsmanship	Little to no evidence of proper application between tools and materials. Lacking attention and time commitment to learning techniques.	Inconsistent evidence of proper application between tools and materials. Minimal time and attention given toward development techniques.	Meets expectation of application between tools and materials. Quality of work shows evidence of care and intentionality.	Effective and intentional application between tools and materials. Work demonstrates a sophisticated level of skill and techniques.

Learning Outcome #5: 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 writing rubric (See at Bottom of Document).

Criteria for Success (if applicable):

80% of the students will score a 2.5 or higher on a 4 point scale. This year a new data collection scoring rubric was used which provides the average for each category. This average % was added to the table. The content within the Rubric did not change.

Aligned with DQP Learning Areas

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					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Number of students	6		12	7	8	6
Content & Writing Skills	100%	100%	100%	85%	100%	100% 3.5 Average

Conclusions Drawn from Data:

The students were strong this year in terms of writing ability, maybe stronger than average. They did particularly well in expressing their personal influences and self-reflections. From this group of students, a majority of them were able to take ART4020 which had a positive impact on students papers this year. As noted from last year, students suffered in their writing since ART4020 had been on pause due to COVID related issues. This insight has reenforced the validity of how various capstone courses serve students in their overall development as creatives.

Changes to be Made Based on Data:

We anticipate next year to remain strong based on programing returning to normal (post COVID). We also saw an increased interest in Graphic designers seeking the opportunity to participate in the Exhibition track experience. This sparked conversations as to how we want to proceed with these interests in the years to come.

Rubric used: See next page

Rubric used:

Student Learning Outcomes Proficiency Levels				
	Initial 1 pts.	Emerging 2 pts.	Developed 3pts.	Highly Developed 4 pts
Writing/ Resume & Statements	Writing has little to no clarity, grammar, spelling, and or consistency in formatting. The paper is missing articulation of student’s Vision, Mission & Purpose as it relates to a conceptual framework.	Need improvements in written clarity, grammar, spelling, and or formatting. Writing needs more articulate student’s Vision, Mission & Purpose as it relates to a conceptual framework.	Meets expectations for clarity, grammar spelling, and formatting. Writing was successfully completed and requirements were met but not exceeded beyond expectation. With a little more effort writing could become exemplary.	Demonstrates high level of thought and professionalism; shows attention to detail in grammar and spelling. Content of writing clearly articulates Vision, Mission & Purpose as it relates to a conceptual framework.