

ART & DESIGN
Core Competencies FA2022-SP2023

Core Competency: Critical Thinking

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

Outcome Measure:

Starting Spring of 2023, ART3090 began assessing Critical Thinking for Visual Arts in a semester project called Practicing Creativity.

Assessment for the Graphic Design majors will be implemented next year.

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):

75% of the students will reach developed or highly developed on the Critical Thinking rubric.

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 Developed or Highly Developed					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Number of students	24	22	16	6	20	8
ETS Proficiency Profile Level 2 Critical Thinking	66.7%	50%	50%	50%	50%	No longer in use
Critical Thinking / ART3090	N/A	N/A	N/A	N/A	N/A	3.12 = 78%
Critical Thinking / ART4068	N/A	N/A	N/A	N/A	N/A	N/A

Conclusions Drawn from Data:

This year, in ART3090 *Critical Thinking* was scored at 78%, which is above our target for success. This semester long process was developmental for students to develop their own research: gathering relevant information, make connections to between ideas, and apply knowledge to new work. This process also required students to critique peers research and process as well as identify new knowledge gained from the critical thinking project. Overall, I was pleased with the student development of this learning method.

Changes to be Made Based on Data:

Based in initial process of capturing critical thinking in ART3090, our plan will be to keep this assignment in place for next year as well as use this rubric and process and apply it to ART4068 which will capture the Graphic Design majors.

Rubric Used

Student Learning Outcomes Proficiency Levels				
	Initial 1 pts.	Emerging 2 pts.	Developed 3pts.	Highly Developed 4 pts
Critical Thinking	<p>Presentation of completed artworks lacks evidence of developed ideas linking research plans to artwork development.</p> <p>The generative creating process lacks originality and innovative thinking between personal inspiration and research.</p> <p>Little to no oral communication skills were used during critique and articulating the relationship between formal and conceptual concepts.</p>	<p>Presentation of completed artworks demonstrates some number of developed ideas linking research plans to artwork development.</p> <p>The generative creating process indicates some originality and innovative thinking between personal inspiration and research.</p> <p>Some oral communication is used during critique and articulating the relationship between formal and conceptual concepts.</p>	<p>Presentation of completed artworks demonstrates an expected number of developed ideas linking research plans to artwork development.</p> <p>The generative creating process meets expectations of originality and innovative thinking between personal inspiration and research.</p> <p>Acceptable oral communication used during critique and articulating the relationship between formal and conceptual concepts.</p>	<p>Presentation of completed artworks demonstrates an expansive amount of developed ideas linking research plans to artwork development.</p> <p>The generative creating process goes far beyond expectations of originality and innovative thinking between personal inspiration and research and excellent oral communication is used during critique effectively articulating the relationships between formal and conceptual concepts.</p>

ART & DESIGN
Core Competencies FA2022-SP2023

Core Competency: Written

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

Outcome Measure:

Starting in Spring of 2023, the Writing Core competency was captured in ART4071 and ART4072 Capstone projects which cover both the Visual Arts and Graphic design majors. The lead professors are assigned to assess this category using the SLOs-based rubric (1-4 points: 4 being the highest) for assessment.

Outcome Measure:

Graphic Design Senior Portfolios and Senior Exhibition Projects

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

80% of the students will reach developed or highly developed on the SLO Writing rubric.

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 Developed or Highly Developed					
	2017-18	2018-19	2019-20	20-21	2021-22	2022-23
Number of students	24	22	16	6	20	
ETS Proficiency Profile Level 2 Writing	66.7%	68.2%	68.8%	83.3%	70%	
Writing / ART4071	N/A	N/A	N/A	N/A	N/A	100% (14)
Writing / ART4072	N/A	N/A	N/A	N/A	N/A	100% (6)

Conclusions Drawn from Data:

In ART4072, *Written Communication* had 6 students scoring 3 or higher which reflected 100% of the students above the target. The gap between the strongest writings and the weakest seemed more pronounced this year. I would score high "4"s and a low "3s". Not sure of any factors. This was the first group to have the entire capstone un-interrupted by Covid since pre-pandemic.

In ART4071 14 students were scored in writing that was captured in their capstone portfolio. Everyone met the threshold however 12 of the 14 scored much higher than the baseline.

Changes to be Made Based on Data:

Based on the results from this year’s assessment, we will watch our scores closely and consider establishing a new baseline of expectation for scoring results.

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.

ART & DESIGN
Core Competencies FA2022-SP2023

Core Competency: Quantitative Reasoning

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

Outcome Measure:

ETS Proficiency Profile Exam is going away. Starting next year (2023-2024) the Department will be capturing Quantitative Reasoning in ART2026 and ART4068

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					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Number of students	24	22	16	6	20	NA
ETS Proficiency Profile Level 2 Math	58.3%	50%	75%	50%	40%	N/A

Conclusions Drawn from Data:

NA

Changes to be Made Based on Data:

Next School year (2023-24) Data will be collected in ART4068 and ART2026 for Quantitative Reasoning.

Rubric Used

Rubric will be uploaded next year once this capture is established within the Department.

ART & DESIGN
Core Competencies FA2022-SP2023

Core Competency: Information Literacy

Students will be able to effectively access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources.

Outcome Measure:

Spring semester 2023, Art 4020 captured the assessment of Information Literacy through the final assignment for Visual Art Students called 'Common Theme'.

Beginning Fall22, Art 4068 assesses 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	2022-23	
Information Literacy / ART4020	No data	No data	93% (15)	70% (10)	
Information Literacy / ART4068			No data	84% (19)	

Conclusions Drawn from Data:

During this first data collection process in ART4020 assignment - Common Themes

Presentation: This assignment continues to prove beneficial to the learning experience. In the case of this group of students falling below the Criteria for success, it was noted by the faculty scoring this project that students who scored lower, chose to not follow basic instructions clearly stated in the assignment. The pool of students for this assessment capture was lower than in past years. This had an impact on the accuracy of the data capture.

During this first data collection process in the ART4068 assignment - Creation Care Campaign, this assignment continues to prove beneficial to the learning experience through the integration of Design Thinking's Human-Centered Research Methods. In the case of the 4020 group of students falling below the Criteria for success, it was noted by the faculty scoring this project that students who scored lower, chose to not follow basic instructions clearly stated in the assignment.

Changes to be Made Based on Data:

Based on the success of this recent 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	<p>Inability to communicate, organize or synthesizes information from a variety of sources to achieve a specific purpose, with clarity or depth.</p> <p>Inability to accesses and use information effectively, ethically, or legally. Unable to demonstrate proper formatting, grammar or mechanics.</p> <p>Outcome lacks effectiveness to use information properly.</p>	<p>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.</p> <p>Some evidence shows accesses and use of information effectively, ethically, or legally. Some evidence of proper formatting, grammar or mechanics is shown.</p> <p>Room to improve effectiveness and use information properly.</p>	<p>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.</p> <p>Evidence shows proper accesses and use of information effectively, ethically, and legally. Evidence of proper formatting, grammar and mechanics is consistent.</p> <p>Overall effectiveness and use information is achieved.</p>	<p>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.</p> <p>Well established accesses and use of information effectively, ethically, and legally. Excellent use of proper formatting, grammar and mechanics.</p> <p>Overall effectiveness and use information exemplar.</p>

ART & DESIGN
Core Competencies FA2021-SP2022

Core Competency: Oral Communication

Students will be able to effectively express ideas and information to others through oral communication

Outcome Measure:

Fall semesters Art 4071 will capture Oral Communication for the Graphic Designers. Art 4020 is used for visual arts. 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	2022-23	
Oral Communication / ART4020	No data	No data	93% (15)	N/A	
Oral Communication / ART4071			No data	N/A	

Conclusions Drawn from Data:

There was some confusion this year from the faculty gathering evidence from their coursework that was to be applied to the departmental assessment report. There was a mix-up in the Oral Communication through a final assignment in this course for Visual Art Students called 'Common Theme'. Due to this mix-up, no data was captured for *Oral Communication*. The faculty have been notified and reminders are set in place to make sure this capture happens in both of these classes next year.

Changes to be Made Based on Data:

N/A

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.