

**ART & DESIGN
Core Competencies FA2023-SP2024**

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					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Number of students	22	16	6	20		
ETS Proficiency Profile Level 2 Critical Thinking	50%	50%	50%	50%	No longer in use	No longer in use
Critical Thinking / ART3090	N/A	N/A	N/A	N/A	78% N=6	85% N = 7
Critical Thinking / ART4068	N/A	N/A	N/A	N/A	N/A	75% N = 25

Conclusions Drawn from Data:

ART3090 *Critical Thinking* was scored at 85%, 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. This was the first year data was gathered for ART4068. Data suggest there is room for improvement based on our pre-set outcome measurement.

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. One new additional assignment will be added to the course to increase research development skills. For ART4068,

we will review this process with the faculty and strategize on ways to improve student outcomes as well as review the assessment capturing process to make sure our process is in order.

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>

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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						2023-24
	2017-18	2018-19	2019-20	20-21	2021-22	2022-23	
Number of students	24	22	16	6	20	No longer in use	No longer in use
ETS Proficiency Profile Level 2 Writing	66.7%	68.2%	68.8%	83.3%	70%	No longer in use	No longer in use
Writing / ART4071	N/A	N/A	N/A	N/A	N/A	100% (14)	86% (N = 25)
Writing / ART4072	N/A	N/A	N/A	N/A	N/A	100% (6)	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 low "3s". Not sure of any factors. This was the first group to have the entire capstone un-interrupted by Covid since pre-pandemic

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.

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Core Competencies FA2023-SP2024

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 ART2021 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						2023-24
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	
Number of students	24	22	16	6	20	No longer in use	No longer in use
ETS Proficiency Profile Level 2 Math	58.3%	50%	75%	50%	40%	No longer in use	No longer in use
Quantitative Reasoning / ART2021	N/A	N/A	N/A	N/A	N/A	No longer in use	100% (14)

Conclusions Drawn from Data:

This was the first year implementing this assessment into ART2021 (Darkroom Photography). Given the first round of this assessment capture, students achieved the task. A simple test was given. Only one mathematical question was asked. Students either got it right or did not. Next year we will build out a more robust set of questions to allow for more nuanced results. As a whole, students were able to figure out the answer to the question.

Changes to be Made Based on Data:

Based on the trial run, a more complex set of questions related to F-Stop and exposure times will be developed. This will challenge the students more and give us a better understanding of students abilities in quantitative reasoning.

Rubric Used

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

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Core Competencies FA2023-SP2024

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	2023-2024
Information Literacy / ART4020	No data	No data	93% (15)	70% (10)	70% N = 10
Information Literacy / ART4068			No data	84% (19)	72% N = 25

Conclusions Drawn from Data:

During this first data collection process in ART4020 assignment - Common Themes Presentation: The overall quality of this year's presentations was mixed. The Information Literacy portion saw overall improvements in the quality and completeness of what students submitted. There is also a noticeable decrease in quality of student work between the Juniors and Seniors. The Seniors seem to be distracted by the pressures of their capstone projects.

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. There was a dip in proficiency this year. We will assess this dip in the fall as a department and strategize on how best to address this issue for next years group.

Changes to be Made Based on Data:

Review with department the outcomes of 4068 and strategize on how to best to improve student outcomes. As for ART4020, we will consider inviting one of our librarians into class next year to discuss proper research strategies and understanding reputable sources for research.

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>

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Core Competencies FA2023-SP2024

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	2023-2024
Oral Communication / ART4020	No data	No data	93% (15)	N/A	90% N = 10
Oral Communication / ART4071			No data	N/A	92% N = 25

Conclusions Drawn from Data:

Data from ART4020 indicates that students are performing well when it comes to Oral Communication.

Data from ART4071 indicates that students are performing well when it comes to Oral Communication.

Changes to be Made Based on Data:

No changes will be implemented at this point for next year. The department will continue to monitor these results to ensure the quality of oral communication is at or above the benchmark.

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.