

ART & DESIGN

PLO Data for Graphic Design: FA23-SP24

Learning Outcome #1: Concept & Content

Students will generate multiple graphic design-related ideas before deciding on the most innovative ones for their target audience(s).

Outcome Measure

Graphic Design Senior Portfolios are assessed at the 469-level capstone course Professional Portfolio Review at the end of their major. Art + Design faculty members use the SLOs-based rubric (1-4 points: 4 being the highest) for assessment.

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						
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
Number of students	13	18	12	15	18	25	
Concept & Content	100%	100%	91%	100%	100%	85%	

Conclusions Drawn from Data:

There was continued success in the area of concept and content of learning outcome #1. This year saw the widest variety in themes of printed portfolios. As our student numbers increase, we will want to make sure every effort is made to maintain the quality of programs capstone process and outcomes.

Changes to be Made Based on Data:

Based on the observations made at the portfolio review and the number of students who are expanding beyond the goal of being a graphic designer and moving into other fields of design the faculty should discuss capstone product outcomes especially as a growing number of designers are interested in participating in an exhibition (which is part of the Visual Arts Capstone process).

Scoring Rubric Used for Senior Portfolios:

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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

Students will comprehend and apply the art elements and design principles in original graphic designs.

Outcome Measure

Graphic Design Senior Portfolios are assessed at the 4071-level capstone course Professional Portfolio Review at the end of their major. Art + Design faculty members used the SLOs-based rubric (1-4 points: 4 being the highest) for assessment.

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						
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
Number of students	13	18	12	15	18	25	
Composition & Presentation	100%	94%	83%	100%	100%	93%	

Conclusions Drawn from Data:

Even with the increased numbers of students in the program this year, we are still well above the target desired outcome. There was continued success in Composition and Presentation of learning outcome #2.

Changes to be Made Based on Data:

We'll keep an eye on our increased student enrollment to see how this impacts the outcomes of our various areas of assessment for the Major. There is no indication of major negative impacts to the current situation. Monitoring this data and discussing these nuances with the department faculty will help maintain a healthy level of quality programing to our students.

Scoring Rubric Used for Senior Portfolios:

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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

Students will demonstrate risk, time, and commitment to successfully complete a graphic design portfolio of their work.

Outcome Measure

Graphic Design Senior Portfolios are assessed at the 4069-level capstone course Professional Portfolio Review at the end of their major. Six Art + Design faculty members use the SLOs-based rubric (1-4 points: 4 being the highest) for assessment.

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						
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
Number of students	13	18	12	15	18	25	
Effort	100%	?%	83%	100%	100%	94%	

Conclusions Drawn from Data:

There was continued success in the area of effort for Learning outcome #3. There was good energy among this cohort of students that fostered positive energy to the effort everyone committed to in the capstone process.

Changes to be Made Based on Data:

We'll discuss as a department strategies of how to maintain our quality of community as it relates to students efforts on their capstone process. Especially as numbers continue to stay or increase above our current threshold.

Scoring Rubric Used for Senior Portfolios: (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

Students will demonstrate competencies in the use of design technologies and materials.

Outcome Measure

Graphic Design Senior Portfolios are assessed at the 469-level capstone course Professional Portfolio Review at the end of their major. Six Art + Design faculty members use the SLOs-based rubric (1-4 points: 4 being the highest) for assessment.

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						
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
Number of students	13	18	12	15	18	25	
Craftsmanship	100%	100%	100%	100% 3.65 average	100% 3.4 average	87%	

Conclusions Drawn from Data:

With the largest group of students this year, the lead design professor indicated we are reaching a critical mass for the amount of attention and time students are able to have one-on-one with the professor. In addition, there were several students who had printing difficulties that had a negative impact on the quality of physical craftsmanship outcomes.

Changes to be Made Based on Data:

We'll discuss as a department strategies of how to maintain our quality of craftsmanship as numbers continue to stay or increase above our current threshold.

Scoring Rubric Used for Senior Portfolios:

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 design strategies, problem solving, aesthetic choices, and contemporary designs.

Outcome Measure:

Graphic Design Senior Portfolios are assessed at the 4069-level capstone course Professional Portfolio Review at the end of their major. The lead professor is assigned to assess this category using the SLOs-based rubric (1-4 points: 4 being the highest) for assessment.

Criteria for Success (if applicable):

80% of students produce work of "developed" quality or higher on signature assignments. 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						
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
Number of students	13	18	12	15	18	25	
Content & Writing Skills	100%	100%	85%	100%	100%	86%	

Conclusions Drawn from Data:

With the largest group of students this year, the lead design professor indicated we we are reaching a critical mass for the amount of attention and time students are able to have one-on-one with the professor. Although the score is above the threshold of desired outcomes, perhaps the increase in student numbers and the minimized on-on-one time with the faculty had a slight negative impact on student outcomes.

Changes to be Made Based on Data:

We will continue to discuss as a department the observations made at the portfolio review and the number of students who are expanding beyond the goal of being a graphic designer and moving into other fields of design there could be additional or alternative capstone products. We'll keep an eye on this but our numbers are still holding strong and are above the target threshold.

Scoring Rubric Used for Senior Portfolios:

See next page

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.