

ART & DESIGN

PLO Data for Visual Art: FA23 - SP24

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						
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
Number of students	?	9	7	8	6	5	
Concept & Content	77.8%	100%	100%	100%	100%	80%	

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. The dip was in part to fewer students being assessed. Next year our numbers should increase based on current students in the early stages of the capstone process. We will be monitoring these numbers though.

Changes to be Made Based on Data:

We anticipate next year to remain strong based on current students in the early stages of the capstone sequence. We continue to see an increased interest in Graphic designers seeking the opportunity to participate in the Exhibition track experience. We have started to establish a department policy on what requirements graphic design students must do to have access to this opportunity.

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						
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
Number of students		9	7	8	6	5	
Composition & Presentation	100%	100%	100%	100%	100%	95%	

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.

Changes to be Made Based on Data:

We anticipate next year to remain strong based on current programming. We continue to see an increased interest in Graphic designers seeking the opportunity to participate in the Exhibition track experience. We have started to establish a department policy on what requirements graphic design students must do to have access to this opportunity.

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					
		2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Number of students			9	7	8	6	5
Effort		77.8%	100%	100%	100%	100%	95%

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.

Changes to be Made Based on Data:

We anticipate next year to remain strong based on current programming. We continue to see an increased interest in Graphic designers seeking the opportunity to participate in the Exhibition track experience. We have started to establish a department policy on what requirements graphic design students must do to have access to this opportunity.

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						
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
Number of students		9	7	8	6	5	
Craftsmanship	100%	100%	100%	100%	100%	100%	

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. Although the cohort was smaller this year, the group continued to show outstanding quality of craftsmanship.

Changes to be Made Based on Data:

We anticipate next year to remain strong based on programming. The Group will be larger next year so we’ll keep an eye on how that variable might impact programming.

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 4072 – 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						
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
Number of students	N/A	12	7	8	6	5	
Content & Writing Skills	100%	100%	85%	100%	100%	100%	

Conclusions Drawn from Data:

In ART4072, *Written Communication* had 5 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". This was the first group to have the entire capstone un-interrupted by Covid since pre-pandemic

Changes to be Made Based on Data:

We do not anticipate making any significant changes to next year’s assessment capture in this area. We will continue to gather observe and work toward maintaining the quality of outcomes we have achieved.

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.