

## **ART & DESIGN**

### **PLO Data for Graphic Design: FA24-SP25**

#### **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								
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Number of students			13	18	12	15	18	25	24
<b>Concept &amp; Content</b>	89%	81%	100%	100%	91%	100%	100%	85%	88%

#### **Conclusions Drawn from Data:**

There was continued success in the area of concept and content of learning outcome #1. The numbers of students are similar two years in a row.

#### **Changes to be Made Based on Data:**

Based on the observations made at the portfolio review, 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). In addition, conversations have started around the need to include an assessment of student websites as part of the capstone process given that the website is more applicable to industry standards for designers than the printed portfolio.

#### **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
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							2023-24	2024-25
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23		
<b>Number of students</b>			13	18	12	15	18	25	24
<b>Composition &amp; Presentation</b>	95%	83%	100%	94%	83%	100%	100%	93%	79%

#### **Conclusions Drawn from Data:**

There was a dip this year in this category. There could be a couple of factors impacting this. First: a growing number of students who have sought to complete both the VA exhibition capstone as well as the GD Portfolio. Second, the scale of the printed portfolio project coupled with the lack of faculty support in working with students on this project may be factors (currently the yearlong 2 course portfolio project is facilitated by only 1 faculty member).

#### **Changes to be Made Based on Data:**

As we enter into Program review, we will look at our capstone sequence and consider making adjustments to the tracks that students choose as well as the role of faculty members for their capstone project. Our aim will be to improve our programming and benefit student success.

#### **Scoring Rubric Used for Senior Portfolios:**

See next page

	<b>Student Learning Outcomes Proficiency Levels</b>			
	<b>Initial 1 pts.</b>	<b>Emerging 2 pts.</b>	<b>Developed 3pts.</b>	<b>Highly Developed 4 pts</b>
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							2023-24	2024-25
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23		
Number of students			13	18	12	15	18	25	24
Effort	89%	85%	100%	?%	83%	100%	100%	94%	83%

### **Conclusions Drawn from Data:**

Similar to the conclusions found in learning outcome #2, there could be a couple of factors impacting this. First, there are a growing number of students who have sought to complete both the VA exhibition capstone as well as the GD Portfolio. Second, the scale of the printed portfolio project coupled with the lack of faculty support in working with students on this project may be factors (currently the year-long 2-course portfolio project is facilitated by only 1 faculty member).

### **Changes to be Made Based on Data:**

As we enter into Program review, we will look at our capstone sequence and consider making adjustments to the tracks that students choose as well as the role of faculty members for their capstone project. Our aim will be to improve our programming and benefit student success.

**Scoring Rubric Used for Senior Portfolios:** (next page)

	<b>Student Learning Outcomes Proficiency Levels</b>			
	<b>Initial 1 pts.</b>	<b>Emerging 2 pts.</b>	<b>Developed 3pts.</b>	<b>Highly Developed 4 pts</b>
<b>Effort</b>	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						2024-25
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
Number of students	13	18	12	15	18	25	24
Craftsmanship	100%	100%	100%	100% 3.65 average	100% 3.4 average	87%	83%

#### **Conclusions Drawn from Data:**

Learning outcome 3 is still above the threshold but based on the number of students, with larger cohorts of students, the score decreases. This could be in part to the limited touchpoint students have with fewer faculty members in this capstone process.

#### **Changes to be Made Based on Data:**

With our new Design Faculty hire, we will need to strategize ways to increase faculty voice and support in the GD capstone process.

#### **Scoring Rubric Used for Senior Portfolios:**

See next page

	<b>Student Learning Outcomes Proficiency Levels</b>			
	<b>Initial 1 pts.</b>	<b>Emerging 2 pts.</b>	<b>Developed 3pts.</b>	<b>Highly Developed 4 pts</b>
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						2024-25
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
Number of students	13	18	12	15	18	25	24
Content & Writing Skills	100%	100%	85%	100%	100%	86%	88%

#### **Conclusions Drawn from Data:**

Similar to learning outcome 4, the score is still above the threshold, but based on the number of students, with larger cohorts of students, the score decreases. This could be due in part to the limited touchpoint students have with fewer faculty members in this capstone process.

#### **Changes to be Made Based on Data:**

With our new Design Faculty hire, we will need to strategize ways to increase faculty voice and support in the GD capstone process.

#### **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.