

## ART & DESIGN

### PLO Data for Graphic Design: FA25-SP26

#### 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 4071-level capstone course 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								
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Number of students		13	18	12	15	18	25	24	21
<b>Concept &amp; Content</b>	81%	100%	100%	91%	100%	100%	85%	88%	83%

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

Scores this year remained above the benchmark but dipped slightly from last year. Class sizes have continued to decrease for the 3rd straight year; however, they remain higher than they were 4 years ago.

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

Based on observations from the portfolio review, we continue to see students expanding beyond the traditional goal of graphic design. Faculty have started discussing capstone product outcomes and have indicated, based on initial Program review drafts, that due to a growing number of designers interested in participating in an exhibition (which is part of the Visual Arts Capstone process), we may expand capstone options for designers.

#### **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>
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 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								
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
<b>Number of students</b>		13	18	12	15	18	25	24	21
<b>Composition &amp; Presentation</b>	83%	100%	94%	83%	100%	100%	93%	79%	79%

**Conclusions Drawn from Data:**

For the second year in a row, we have seen scores remain just below the desired score for the criteria for success. There could be a couple of factors impacting this. We still see students double-majoring in both VA and GD, as well as GD students who strongly desire to develop a senior exhibition in the gallery.

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

As mentioned above in Learning outcome #1, the faculty have started discussing capstone product outcomes and have indicated, based on initial Program review drafts, that due to a growing number of designers interested in participating in an exhibition (which is part of the Visual Arts Capstone process), we may expand capstone options for designers.

**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>
<b>Composition &amp; Presentation</b>	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 4071-level capstone course 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								2025-26
	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	21
Effort	85%	100%	?%	83%	100%	100%	94%	83%	79%

**Conclusions Drawn from Data:**

For the second year in a row, we are seeing a downward trend in student effort. Similar to the conclusions from learning outcome #2, there may be multiple factors impacting this. Additionally, based on the learning outcomes listed above, the scale of the printed portfolio project, coupled with the lack of full-time faculty mentoring students through this process, may be contributing to the data.

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

As we enter Program review, we will review our capstone sequence and consider adjustments to the tracks students choose, as well as the role of faculty members in their capstone projects. As our new full-time faculty settles into our GD programming and we strategize best practices for capstone projects to better serve career readiness, our aim will be to improve our programming and enhance 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 4071-level capstone course 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						
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Number of students	18	12	15	18	25	24	21
Craftsmanship	100%	100%	100% 3.65 average	100% 3.4 average	87%	83%	79%

**Conclusions Drawn from Data:**

For the third year in a row, we are seeing a downward trend in craftsmanship. Similar to the conclusions found in learning outcomes #2 and #3.

Learning outcome 4 has just dipped below the threshold. This entire report indicates several factors that could lead to a downward trend in scores.

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

With our new design faculty hire and program review, one of our goals is to review our capstone sequence process and consider changes that better align with industry expectations.

**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 4071-level capstone course 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 an 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						
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Number of students	18	12	15	18	25	24	21
Content & Writing Skills	100%	85%	100%	100%	86%	88%	83%

**Conclusions Drawn from Data:**

Similar to Learning outcome #4, the data from Learning outcome #5 remains above the threshold. Scores overall continue to decrease.

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

With our new design faculty hire and program review, one of our goals is to review our capstone sequence process and consider changes that better align with industry expectations.

**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>
<b>Writing/ Resume &amp; Statements</b>	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.