

ART & DESIGN

PLO Data for Visual Art: FA25 - SP26

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							2025-26
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	
Number of students	?	9	7	8	6	5	10	9
Concept & Content	77.8%	100%	100%	100%	100%	80%	80%	90%

Conclusions Drawn from Data:

This year’s goal was met and improved on. Every student who was scheduled to exhibit did so and on time. The Graphic Design Majors who exhibited were required to go exhibit earlier in the semester to better balance their workload for their other capstone assignment (the portfolio). Other observations that were made may have contributed to the improved data scores was due in part to a very positive cohort dynamic.

Changes to be Made Based on Data:

Next year as part of our program review goals, we will look at our capstone sequence and consider making adjustments to the tracks that students choose for their capstone project. We have observed that in some cases, depending on an individual's career goals, completing the capstones from alternative majors within the department might benefit students.

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* 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						
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Number of students	9	7	8	6	5	10	9
Composition & Presentation	100%	100%	100%	100%	95%	30%	90%

Conclusions Drawn from Data:

There was a big improvement from last year in the student cohort in their composition and presentations. This group of students in this cohort was very supportive of one another and receptive to faculty feedback as they developed their capstone exhibitions.

Changes to be Made Based on Data:

Next year, as part of our program review goals, we will review our capstone sequence and consider adjusting the tracks students choose for their capstone projects. We have observed that in some cases, depending on an individual's career goals, completing the capstones from alternative majors within the department might benefit students.

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 demonstrate 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 demonstrate an understanding of application between process and material.	Satisfactory use 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* 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						
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Number of students	9	7	8	6	5	10	9
Effort	100%	100%	100%	100%	95%	70%	70%

Conclusions Drawn from Data:

This year’s goal was still just below the criteria set forth for a second year in a row. Although other aspects of the capstone process saw improvements, there appears to be a growing trend of students who are challenged by the amount of effort required to see their work reach full potential.

Changes to be Made Based on Data:

In our Program review, we will need to discuss these new trends and consider adjusting the Capstone process to accommodate better the capstone experience that will prepare students for their career goals.

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						
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Number of students	9	7	8	6	5	10	9
Craftsmanship	100%	100%	100%	100%	100%	80%	90%

Conclusions Drawn from Data:

This year’s goal was met and improved on from the previous year.

Changes to be Made Based on Data:

In our Program review, we will need to discuss these new trends and consider adjusting the Capstone process to better accommodate the capstone experience that will prepare students for their career goals.

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 assess *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 the 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						
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Number of students	12	7	8	6	5	10	9
Content & Writing Skills	100%	85%	100%	100%	100%	84%	90%

Conclusions Drawn from Data:

In ART4072, *Written Communication* results improved from last year. Students in this cohort exhibited good time management and were much better than the previous year at sticking to timelines. This level of attention by the students stood out in contrast to the previous year’s cohort.

Changes to be Made Based on Data:

Next school year, we will begin reviewing our capstone sequence. We will need to discuss these new trends and will process adjusting the Capstone requirements as needed. Until then, we will keep the current rubrics and requirements in place.

Rubric used: 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.