

ART & DESIGN
Core Competencies 2025 - 2026

Core Competency: Critical Thinking

Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions.

Outcome Measure:

CDM2003 Visual Symbolism will assess Critical Thinking for the Creative Digital Media program. The course will use a SLOs-based rubric (1-4 points: 4 being the highest), each assignment is scored by the faculty member teaching the course.

Criteria for Success (how do you judge if the students have met your standards):

80% of the students will reach developed or highly developed on the Critical Thinking rubric.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Developed or Highly Developed					
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Number of students	8					
Critical Thinking / CDM2003	75%					

Conclusions Drawn from Data: This is the first year for data collection, now that the course for this program is up and running. Data shows that we are slightly below the established benchmark. Key indicators that may impact data is: class size and how many major courses a student has taken that could benefit or hinder student learning outcome for this metric.

Changes to be Made Based on Data:

No major changes are anticipated for the year. As we are able to capture more data, we'll reflect on how best to move forward with adjustments.

Rubric Used

Student Learning Outcomes Proficiency Levels				
	Initial 1 pts.	Emerging 2 pts.	Developed 3pts.	Highly Developed 4 pts
Critical Thinking	<p>Presentation of completed artworks lacks evidence of developed ideas linking research plans to artwork development.</p> <p>The generative creating process lacks originality and innovative thinking between personal inspiration and research.</p> <p>Little to no oral communication skills were used during critique and articulating the relationship between formal and conceptual concepts.</p>	<p>Presentation of completed artworks demonstrates some number of developed ideas linking research plans to artwork development.</p> <p>The generative creating process indicates some originality and innovative thinking between personal inspiration and research.</p> <p>Some oral communication is used during critique and articulating the relationship between formal and conceptual concepts.</p>	<p>Presentation of completed artworks demonstrates an expected number of developed ideas linking research plans to artwork development.</p> <p>The generative creating process meets expectations of originality and innovative thinking between personal inspiration and research.</p> <p>Acceptable oral communication used during critique and articulating the relationship between formal and conceptual concepts.</p>	<p>Presentation of completed artworks demonstrates an expansive amount of developed ideas linking research plans to artwork development.</p> <p>The generative creating process goes far beyond expectations of originality and innovative thinking between personal inspiration and research and excellent oral communication is used during critique effectively articulating the relationships between formal and conceptual concepts.</p>

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Core Competency: Information Literacy

Students will be able to effectively access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources.

Outcome Measure:

CDM3015 Intro to Interactive Web assesses Information Literacy skills for Creative Digital Media program. The course will use a SLOs-based rubric (1-4 points: 4 being the highest), each assignment is scored by the faculty member teaching the course.

Criteria for Success (how do you judge if the students have met your standards):

80% of the students will score a 2.5 or higher on a 4-point scale.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Developed or Highly Developed					
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Number of students	5					
Information Literacy/ CDM3015	80%					

Conclusions Drawn from Data: This is the first year for data collection, now that the course for this program is up and running. Data shows that we are on target for this benchmark. Key indicators that may impact data in the future include: class size and how many major courses a student has taken that could benefit or hinder student learning outcome for this metric.

Changes to be Made Based on Data:

No changes to be made at this early stage of data collecting. As we are able to capture more data, we'll reflect on how best to move forward with adjustments.

Rubric Used

Student Learning Outcomes Proficiency Levels				
	Initial 1 pts.	Emerging 2 pts.	Developed 3pts.	Highly Developed 4 pts
Information Literacy	<p>Inability to communicate, organize or synthesizes information from a variety of sources to achieve a specific purpose, with clarity or depth.</p> <p>Inability to accesses and use information effectively, ethically, or legally. Unable to demonstrate proper formatting, grammar or mechanics.</p> <p>Outcome lacks effectiveness to use information properly.</p>	<p>Needs to develop more to better communicate, organize and synthesizes information from a variety of sources to achieve a specific purpose, with clarity or depth.</p> <p>Some evidence shows accesses and use of information effectively, ethically, or legally. Some evidence of proper formatting, grammar or mechanics is shown.</p> <p>Room to improve effectiveness and use information properly.</p>	<p>Expected level of communication, organization and synthesis of information from a variety of sources to achieve a specific purpose, with clarity or depth is used.</p> <p>Evidence shows proper accesses and use of information effectively, ethically, and legally. Evidence of proper formatting, grammar and mechanics is consistent.</p> <p>Overall effectiveness and use information is achieved.</p>	<p>Demonstrates a high level of communication, organization and synthesis of information from a variety of sources to achieve a specific purpose, with clarity or depth is used.</p> <p>Well established accesses and use of information effectively, ethically, and legally. Excellent use of proper formatting, grammar and mechanics.</p> <p>Overall effectiveness and use information exemplar.</p>

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Core Competency: Quantitative Reasoning

Students will be able to solve problems that are quantitative in nature.

Outcome Measure:

CDM3026 Digital Media assesses quantitative reasoning skills for Creative Digital Media program. The course will use a SLOs-based rubric (1-4 points: 4 being the highest), each assignment is scored by the faculty member teaching the course.

Outcome Measure:

This Core Competency of Quantitative Reasoning is captured in CDM 3026 Digital Imaging.

Criteria for Success (how do you judge if the students have met your standards):

60% of the students will be marginal or proficient at Level 2 Math.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Developed or Highly Developed					
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Number of students	6					
Quantitative Reasoning / CDM3026	83%					

Conclusions Drawn from Data: This is the first year for data collection, now that the course for this program is up and running. Data shows that we are close to our base target for this benchmark. Key indicators that may impact data in the future include: class size and how many major courses a student has taken that could benefit or hinder student learning outcome for this metric.

Changes to be Made Based on Data:

No changes to be made at this early stage of data collecting. As we are able to capture more data, we'll reflect on how best to move forward with adjustments.

Rubric Used

Student Learning Outcomes Proficiency Levels				
	Initial 1 pt.	Emerging 2 pts.	Developed 3pts.	Highly Developed 4 pts
Quantitative Reasoning	Struggles to demonstrate accuracy in understanding, analyzing and calculating quantitative information.	Partially demonstrates accuracy in understanding, analyzing, and calculating quantitative information.	Adequately demonstrates accuracy in understanding, analyzing and calculating quantitative information.	Demonstrates a high level of accuracy in understanding, analyzing, and calculating quantitative information.

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Core Competency: Written

Students will be able to write about their design strategies, problem-solving, aesthetic choices, and contemporary designs.

Outcome Measure:

CDM4000 Digital Story Telling assesses writing skills for Creative Digital Media program. The course will use a SLOs-based rubric (1-4 points: 4 being the highest), each assignment is scored by the faculty member teaching the course.

Criteria for Success (how do you judge if the students have met your standards):

80% of the students will reach developed or highly developed on the SLO Writing rubric.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Developed or Highly Developed					
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Number of students	7					
Written / CDM4000	100%					

Conclusions Drawn from Data: This is the first year for data collection, now that the course for this program is up and running. Data shows that we are excelling at our base target for this benchmark. Key indicators that may impact future data include: class size and how many major courses a student has taken that could benefit or hinder student learning outcome for this metric. We will keep monitoring this.

Changes to be Made Based on Data:

No changes to be made at this early stage of data collecting. As we are able to capture more data, we'll reflect on how best to move forward with adjustments.

Rubric Used

Student Learning Outcomes Proficiency Levels				
	Initial 1 pt.	Emerging 2 pts.	Developed 3pts.	Highly Developed 4 pts
Writing	Writing has little or no clarity, grammar, spelling, and or consistency in formatting. The paper is missing articulation of students vision, mission and purpose as it relates to a conceptual framework.	Need improvements in written clarity, grammar, spelling, and or formatting. Writing needs more articulation of students vision, mission and purpose as it relates to a conceptual framework.	Meets expectation for clarity, grammar. Writing was successfully completed and requirements were met but not exceeded beyond expectation. With more effort, writing could become exemplary.	Demonstrates a high level of thought and professionalism; shoes attention to detail in grammar and spelling. Content of writing clearly articulates vision, mission and purpose as it relates to a conceptual framework.

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Core Competency: Oral Communication

Students will be able to effectively express ideas and information to others through oral communication

Outcome Measure:

CDM3000 Social Media Content and Creation assesses Oral Communication skills for Creative Digital Media program. The course will use an SLOs-based rubric (1-4 points: 4 being the highest), each assignment is scored by the faculty member teaching the course.

Criteria for Success (how do you judge if the students have met your standards):

80% of the students will score a 2.5 or higher on a 4-point scale.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Developed or Highly Developed					
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Number of students	7					
Oral Communication / CDM3000	100%					

Conclusions Drawn from Data: This is the first year for data collection, now that the course for this program is up and running. Data shows that we are excelling at our base target for this benchmark. Key indicators that may impact future data include: class size and how many major courses a student has taken that could benefit or hinder student learning outcome for this metric. We will keep monitoring this.

Changes to be Made Based on Data:

No changes to be made at this early stage of data collecting. As we are able to capture more data, we'll reflect on how best to move forward with adjustments.

Rubric Used

Student Learning Outcomes Proficiency Levels				
	Initial 1 pts.	Emerging 2 pts.	Developed 3pts.	Highly Developed 4 pts
Oral Communication	Inability to follow instructions and was not prepared to present on the due date. Presentation lacked basic skills in the organization and visual design of content delivered. No evidence of rehearsal and there is an inability to communicate clearly and effectively.	Needs to develop greater ability to follow instructions and prepare to present on due date. The presentation showed some skills in the organization and visual design of content delivered. There was some evidence of rehearsal as well as some effort in communicating clearly and effectively.	Expected level development was evident. Ability to follow instructions and preparedness to present on the due date was achieved. Presentation showed expected skills in the organization and visual design of content delivered. There was strong evidence of rehearsal as well as quality effort in communicating clearly and effectively.	Demonstrates a high level of development. Excellence was shown in the ability to follow instructions and preparedness to present on due date. The presentation showed exemplary skills in the organization and visual design of content delivered. There was exemplary evidence of rehearsal as well as high quality effort in communicating clearly and effectively.