

## ART & DESIGN

### PLO Data for Creative Digital Media: 2025-2026

**Learning Outcome #1: Concept & Content**

Generate design that exhibits highly developed compositions, based on design principles.

**Outcome Measure**

Creative Digital Media students are assessed in the CDM 4050 Capstone course. Using the scoring Rubric below, students will demonstrate their use of concept and content by delivering developed compositions based on design principles. 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 is will initiate the start of data collection scoring for the CDM program.

**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	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
Number of students	3						
Concept & Content	100%						

**Conclusions Drawn from Data:**

Based on early assessment reports students are responding well to the capstone assignment. As more students graduate we will be able to use this data to understand the strengths, weaknesses, trends and the diversity of creative direction among our students.

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

No major changes are anticipated for the year. Reflecting on initial capture, students are responding well to the assignment.

**Scoring Rubric Used for Senior Portfolios:**

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<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>Concept / Content</b>	Inability to demonstrate the use of design principles when presenting digital compositions.	Needs to develop a better understanding of design principles in order to demonstrate their functionality and usage through developed compositions.	Expected level of understanding and usage of design principles. Personal compositions demonstrate developed designs.	Demonstrates a high level of organized thoughts and communication using design principles. Personal research is expansive as it relates to the creative practice and or completed works.

**Learning Outcome #2: Effort**

Apply a strong personal commitment to the process of developing creative digital content.

**Outcome Measure**

Creative Digital Media students are assessed in CDM4050 Capstone course. Using the scoring Rubric below, students will demonstrate their level of personal commitment in the development of creative digital content. 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 is will initiate the start of data collection scoring for the CDM program.

**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						2031-32
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	
Number of students	3						
Effort	100%						

**Conclusions Drawn from Data:**

Based on early assessment reports students are responding well to the capstone assignment. As more students graduate we will be able to use this data to understand the strengths, weaknesses, trends and the diversity of creative direction among our students.

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

No major changes are anticipated for the year. Reflecting on initial capture, students are responding well to the assignment.

**Scoring Rubric Used for Senior Portfolios:**

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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 #3: Composition and Presentation**

Communicate competently in a variety of complex environmental and social contexts.

**Outcome Measure**

Creative Digital Media students are assessed in the CDM4050 Capstone course. Using the scoring Rubric below, students will demonstrate their composition and presentation skills by delivering developed compositions based on design principles. 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. This is will initiate the start of data collection scoring for the CDM program.

**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						2031-32
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	
Number of students	3						
Composition and Presentation	100%						

**Conclusions Drawn from Data:**

Based on early assessment reports students are responding well to the capstone assignment. As more students graduate we will be able to use this data to understand the strengths, weaknesses, trends and the diversity of creative direction among our students.

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

No major changes are anticipated for the year. Reflecting on initial capture, students are responding well to the assignment.

**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>Composition &amp; Presentation</b>	<p>Insufficient evidence in implementing the elements and principles of design.</p> <p>Basic development is needed to better demonstrates an understanding of application between process and material.</p>	<p>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.</p>	<p>Satisfactory use of of the elements and principles of design. Work demonstrates an understanding and application between process and materials.</p>	<p>Effective and intentional use of the elements and principles of design. Work demonstrates a sophisticated understanding and application between process and material.</p>

**Learning Outcome #4: Craftsmanship**

Demonstrate a high level of craftsmanship using current industry standard tools and technologies.

**Outcome Measure**

Creative Digital Media students are assessed in CDM4050 Capstone course. Using the scoring Rubric below, students will demonstrate their level of craftsmanship as it applies to their Capstone Portfolio. 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 is will initiate the start of data collection scoring for the CDM program.

**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	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
Number of students	3						
Craftsmanship	100%						

**Conclusions Drawn from Data:**

Based on early assessment reports students are responding well to the capstone assignment. As more students graduate we will be able to use this data to understand the strengths, weaknesses, trends and the diversity of creative direction among our students.

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

No major changes are anticipated for the year. Reflecting on initial capture, students are responding well to the assignment.

**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>Craftsmanship</b>	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: Application / Presentation**

Perform technological skills and techniques in digital and interactive media using ethical and social perspectives.

**Outcome Measure:**

Creative Digital Media students are assessed in CDM4050 Capstone course. Using the scoring Rubric below, students will demonstrate their application of technological skills while delivering interactive media using ethical and social perspectives. 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 is will initiate the start of data collection scoring for the CDM program.

**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	2026-27	2027-28	2028-29	2029-30	2030-31
Number of students	3						
Application/Presentation	100%						

**Conclusions Drawn from Data:**

Based on early assessment reports students are responding well to the capstone assignment. As more students graduate we will be able to use this data to understand the strengths, weaknesses, trends and the diversity of creative direction among our students.

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

No major changes are anticipated for the year. Reflecting on initial capture, students are responding well to the assignment.

**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
Application/ Presentation	Application of information through digital presentation lacks 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.	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.