

ART & DESIGN Core Competencies FA2025-SP2026

Core Competency: Critical Thinking

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

Outcome Measure:

Starting Spring of 2023, ART3090 began assessing Critical Thinking for Visual Arts in a semester project called Practicing Creativity.

Assessment for the Graphic Design majors will be implemented next year.

Both Classes will use a LOs-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):

75% 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
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	
Number of students	16	6	20	8			
ETS Proficiency Profile Level 2 Critical Thinking	50%	50%	50%	No longer in use	No longer in use	No longer in use	No longer in use
Critical Thinking / ART3090	N/A	N/A	N/A	78% N=6	85% N = 7	85% N = 7	100% N=9
Critical Thinking / ART4068	N/A	N/A	N/A	N/A	75% N = 25	95% N=24	100% N=21

Conclusions Drawn from Data:

ART3090 *Critical Thinking* was scored at 100%, which is above our target for success. For the 3rd year in a row, this semester-long process was developmental for students. The students responded well to critical thinking exercises, which required them to develop their own research: gathering relevant information, making connections between ideas, and applying knowledge to new work. This process also required students to critique peers' research and process, as well as identify new knowledge gained from the critical thinking project.

This is the 3rd year of data collection for ART4068. The data suggest a significant improvement from last year. One observation made that could have impacted this date was a slight dip in enrollment. Even a few students less can improve the connection time faculty have with each student during the one-on-one sessions that positively impact the student learning experience.

Changes to be Made Based on Data:

Based on the Data capturing critical thinking in ART3090, our plan is to maintain these assignments for another year and continue using this rubric and process.

Rubric Used

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

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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:

Starting in Spring of 2023, the Writing Core competency was captured in ART4071 and ART4072 Capstone projects which cover both the Visual Arts and Graphic design majors. The lead professors are assigned to assess this category using the SLOs-based rubric (1-4 points: 4 being the highest) for assessment.

Outcome Measure:

Graphic Design Senior Portfolios and Senior Exhibition Projects

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						
	2019-20	20-21	2021-22	2022-23	2023-24	2024-25	2025-26
Number of students	16	6	20	No longer in use	No longer in use	No longer in use	No longer in use
ETS Proficiency Profile Level 2 Writing	68.8%	83.3%	70%	No longer in use	No longer in use	No longer in use	No longer in use
Writing / ART4071	N/A	N/A	N/A	100% (14)	86% N = 25	88% N=24	85% N=21
Writing / ART4072	N/A	N/A	N/A	100% (6)	100% (6)	84% (10)	100% (9)

Conclusions Drawn from Data:

In ART4072, *Written Communication* had 21 students scoring 3 or higher, representing 85% of students above the target. Overall, the average was lower but still above our target. Students in ART4072 responded much better to the course's curriculum. There were 2 students enrolled in both courses this time. This time around, much more attention was given to putting check-ins in place for students to improve their learning experience.

Changes to be Made Based on Data:

These two courses will be under review as part of our Program Review, which has started. We will be assessing the capstone sequence and the requirements for both Graphic Design and Visual Art students. Based on these outcomes, we will adjust this Core curriculum as needed. Until then, we will keep in place the capture process and rubrics we have.

Rubric Used

	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.

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Core Competency: Quantitative Reasoning

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

Outcome Measure:

Starting next year (2026-2027), the Department will be capturing Quantitative Reasoning in ART2026 Digital Photography. This will capture VA and GD students

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 Marginal or Proficient						2025-26
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	
Number of students	16	6	20	No longer in use	No longer in use	No longer in use	No longer in use
ETS Proficiency Profile Level 2 Math	75%	50%	40%	No longer in use	No longer in use	No longer in use	No longer in use
Quantitative Reasoning / ART2021	N/A	N/A	N/A	No longer in use	100% (14)	Info not gathered	Info not gathered

Conclusions Drawn from Data:

We have gone back and forth on this data capture, and in preparation for Lab access, course offerings, and conversations on where best to capture this data, we were unable to capture data again this year. In spite of Construction impacting our programming, starting in the fall of 2026, we will be able to capture this data in ART2026 Digital Photography.

Changes to be Made Based on Data:

After a careful review of where we were attempting to capture Quantitative Reasoning, we have decided to use ART 2026 starting in the Fall of 2026. We have successfully captured this data from our AUG program, where students engage with similar content. This course will serve well to capture data from both Graphic Design and Visual Art Majors.

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: 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:

ART3035 - History of Graphic Design course will use a PLOs-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 Marginal or Proficient				
	2021-22	2022-23	2023-2024	2024-2025	2025-2026
Information Literacy / ART4020	93% (15)	70% (10)	70% N = 10	85% N = 7	No longer in use
Information Literacy / ART4068	No data	84% (19)	72% N = 25	95% N =24	No longer in use
Information Literacy/ ART3035					100% N=23

Conclusions Drawn from Data:

This Fall, 2026, ART3035 captured the Information Literacy assessment for both Visual Art and Design students. Based on this first capture, there was good representation from both Visual Art and Graphic Design students for sampling.

Changes to be Made Based on Data:

After reviewing this first year of data capture, we will continue to monitor the results of these assignments, capture data, and refine as needed.

Rubric Used

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

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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:

Fall semesters Art 4071 will capture Oral Communication for the Graphic Designers. Art 4020 is used for visual arts. Both classes will use a LOs-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 Marginal or Proficient					
	2020-21	2021-22	2022-23	2023-2024	2024-25	2025-26
Oral Communication / ART4020	No data	93% (15)	N/A	90% N = 10	81% N = 10	N/A
Oral Communication / ART4071		No data	N/A	92% N = 25	79% N = 24	85% N=21

Conclusions Drawn from Data:

Data could not be collected this Spring 26 due to low enrollment. We hope to capture data for this class next year.

Data from ART4071 improved this year from last. Students performed well in their oral communication assignment.

Changes to be Made Based on Data:

There are no anticipated changes at this time; however, next year the department will begin to review this data capture as part of our program review process. The department will continue to monitor these results to ensure the quality of oral communication is at or above the benchmark.

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 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. 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 develop was evident. Ability to follow instructions and preparedness to present on 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 high level of development. Excellence was shown in the ability to follow instructions and preparedness to present on due date. Presentation showed exemplar skills in the organization and visual design of content delivered. There was exemplar evidence of rehearsal as well as high quality effort in communicating clearly and effectively.