Art and Design
Core Competencies

Learning Outcome:
Critical Thinking: Students will be able to examine, critique and synthesize information in order to arrive at reasoned conclusions.

Outcome Measure:
ETS Proficiency Profile Exam

Criteria for Success (how do you judge if the students have met your standards):
70% of the students will be marginal or proficient at Level 2 Reading/Critical Thinking

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			
	2012-13	2013-14	2014-15	2015-16
ETS Proficiency Profile Level 2 Critical Thinking	100%	67%	71%	83%

Conclusions Drawn from Data:
Three of the four years the department has met its benchmark for critical thinking. We need to watch the scores to see if the variability is due to the small sample size.

Changes to be Made Based on Data:
We would like to find out what skills are required in the ETS critical thinking assessment and include skill-building assignments in our courses. Building critical thinking skills has been emphasized much more intentionally in recent years by using focused prompts during critiques, using focused prompts for writing artist statements for every project, requiring each student to deliver positive and negative criticism during critiques, and requiring each student to orally defend their work using formal art vocabulary during critiques and reviews.

Rubric Used
No rubric. We use the ETS Proficiency Profile test results.

Art and Design
Core Competencies

Learning Outcome:
Written: Students will be able to effectively express ideas and information to others through written communication.

Outcome Measure:
ETS Proficiency Profile Exam

Criteria for Success (how do you judge if the students have met your standards):
80% of the students will be marginal or proficient at Level 2 Writing

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 at Marginal or Proficient			
	2012-13	2013-14	2014-15	2015-16
ETS Proficiency Profile Level 2 Writing	100%	100%	79%	79%

Conclusions Drawn from Data:
We have met our benchmark two of the four years, and have been very close in the other two years. We would like to strengthen our students writing abilities.

Changes to be Made Based on the Data:
Over the last several years faculty have already been making changes to the curriculum. These include:
- adding more writing assignments throughout the curriculum and
- requiring seniors to engage in a year-long, continuously evolving artist thesis statement that addresses the student's art historical influences, broad cultural influences, personal psychology, faith, and artistic goals.

These efforts will continue.

Rubric Used
No rubric. We use the ETS Proficiency Profile test results.

Art and Design
Core Competencies

Learning Outcome:
Quantitative Reasoning: Students will be able to solve problems that are quantitative in nature.

Outcome Measure:
ETS Proficiency Profile Exam

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 Mathematics

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 at Marginal or Proficient			
	2012-13	2013-14	2014-15	2015-16
ETS Proficiency Profile Level 2 Mathematics	100%	67%	43%	94%

Conclusions Drawn from Data:
Three of the four years we have met our benchmark. We will continue to watch to see if the 2014-15 year was just an anomaly.

Changes to be Made Based on Data:
After the low scores of 2015, we were advised to make sure that ALL Art and Design Seniors take the test. (In 2015 we had low participation and it may have affected the scores.) The Department will find out what mathematical skills the Quantitative Reasoning Test assess to see if some specifically targeted mathematical skill-building components can be incorporated in certain art and design projects.

Rubric Used
No rubric. We use the ETS Proficiency Profile test results.

Visual Arts Core Competencies
Oral Communication

Note that oral communication data was only gathered for Visual Art majors in 2015-2016. This will be expanded to include all majors in the department in 2016-17.

Learning Outcome:

Students will be able to orally clearly articulate:
- Connections and relationships between their own artwork and the artwork of others, including well-know artists and art historical issues.
- The sources of their own inspiration and motivations and art-making process.

Outcome Measure:
In Art 467 – Senior Exhibition students will critique the relationship between their own artwork and influences such as personal biography, art history, and contemporary culture in a capstone Panel Review. The Panels comprise Art Department faculty, faculty from other departments, and art professionals.

The students will be scored by the Panelists using an oral communication rubric.

Criteria for Success (if applicable): 80% of the students will score a 2.5 or higher on a 4 point scale.

Aligned with DQP Learning Areas (marked items)
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data:
Note that in 2015-16 data was just gathered from the Visual Art students.

	Percentage of Students Scoring 2.5 or higher.
	2015-16
Demonstrating Knowledge	80%
Presentation Skills	80%

Conclusions Drawn from Data:
The students achieved the benchmark.

Changes to be Made Based on Data:
We will continue to gather data to look for trends and review.

Rubric Used:

Assessment Scores	Initial 1 pt.	Emerging 2 pts.	Developed 3 pts.	Highly Developed 4 pts.
Oral Communication: **Demonstrating Knowledge**	Student does not appear to understand the basic topics and issues.	Student appears to have only a general or superficial knowledge of the issues at play in their art work.	The student has an understanding of the topics and issues related to form and content at play in their art work. and The student is able to describe their own art making process. but Student is unable to reference contemporary artists and or issues that are influential in their work.	Student is able to clearly articulate: relationships between their own artwork and the artwork of others, including well-known contemporary artists and art historical issues. and The sources of their own inspiration and motivations and art-making process.

Assessment Scores	Initial 1 pt.	Emerging 2 pts.	Developed 3 pts.	Highly Developed 4 pts.
Oral Communication: **Presentation Skills**	Student is severely limited in their ability to orally communicate in a clear way during their presentation and during the questioning phase of the Panel Review.	Student is able to articulate their knowledge. but Student is disorganized and/or unprepared in doing so. Student is unable to use critical thinking skills during on-the-spot questioning.	Student is able to convey their knowledge and ideas in an organized manner but Student is significantly hampered by nervousness and/or defensiveness during on-the-spot questioning.	Student is able to clearly articulate their ideas and knowledge in an organized and confident manner. and Student is able to answer questions with recalled references during on-the-spot questioning. and Student is able to spontaneously use creative critical thinking in giving on-the-spot answers to questions.

Learning Outcome:
TBD – Assignment to be created in 2016-17

Outcome Measure:
TBD

Criteria for Success (if applicable): TBD

Aligned with DQP Learning Areas (marked items)
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. <mark>Intellectual Skills/Core Competencies</mark>
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data:

Conclusions Drawn from Data:

Changes to be Made Based on Data:

Rubric