

Graphic Design: Concept and Content

Learning Outcome

Students will generate multiple graphic design-related ideas before deciding on the most innovative ones for their target audience(s).

Outcome Measure

Graphic Design Senior Portfolios are assessed at the 469-level capstone course Professional Portfolio Review at the end of their major. Five Art + Design faculty members use 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.

Aligned with DQP Learning Areas

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 Scoring 2.5 or higher.				
	2011-12	2012-13	2013-14	2014-15	2015-16
Concept and Content	93%	91%	100%	100%	100%

Conclusions Drawn from Data: From 2011–2016, graduating seniors with a major in Graphic Design in the PLNU Department of Art and Design performed significantly above the Criteria for Success level of 80%. We believe that this is due to creating an environment of support, mentoring, warmth, care and respect. It is also due to placing value on hard work and design excellence. And finally, it is by repeatedly practicing a comprehensive design process to create context, which informs idea-driven *concepts* and *content*:

1. Identify and define the design problem
2. Research, gather, analyze and synthesize information
3. Clarify business strategy
4. Determine performance criteria for measuring success
5. Develop content and context
6. Generate alternative solutions and build prototypes
7. Evaluate and select appropriate solutions
8. Implement choices
9. Evaluate outcomes

Changes to be Made Based on Data: The four SLO assessment categories have served the process effectively but may be ready for updating our rubrics to assess even more subtle points, distinctions and differences in the quality of work.

Scoring Rubric Used for Senior Portfolios:

Student Learning Outcomes Proficiency Levels				
Assessment Scores	Initial 1 pt.	Emerging 2 pts.	Developed 3 pts.	Highly Developed 4 pts.
Concept and/or Content	Student finished the assignment, but the work was lacking in thought, influences, and original ideas.	Student used the first idea that came to mind to do the art assignment. The artwork was done adequately, but lacked originality, depending too heavily on ideas taken from historical or contemporary artworks.	Student attempted a couple of ideas before selecting one; made decisions based on a limited number of influences and sources, solved the problem logically, but took few risks in creating the work.	Student explored multiple concepts and ideas before deciding on one; took risks, problem solved, made changes or improvements while creating the design, made connections to a knowledge of the art elements and principles, historical or contemporary art, and produced a successful, original design.
Composition	Student completed a minimum of the assignment, but showed limited understanding of the art elements and design principles, with no evidence of planning.	Assignment was done adequately using the art elements and design principles, yet student showed limited thought and evidence of an overall plan for the final composition.	Student showed some evidence of planning, an understanding of the art elements and design principles; demonstrated one or more art elements; showed an awareness of positive/ negative space in the completed project.	Student planned carefully, made multiple preparatory sketches, demonstrated clear knowledge of the art elements and design principles; applied them effectively in an original design.
Assessment Scores	Initial 1 pt.	Emerging 2 pts.	Developed 3 pts.	Highly Developed 4 pts.
Effort	Relative to the time given for the assignment, the student completed the project with little care, effort, originality. It was produced with a quick and easy solution.	Student understood the project and completed the work, but with limited energy, time, care, and originality. More effort was needed for improvements and better interpretation of the assignment.	Student understood the intention of the art assignment, but more time and effort were needed on the idea, planning, and execution phases, to produce a more original, successful artwork.	Student demonstrated clear understanding of the art assignment and engaged in time, effort, enthusiasm, creativity, risk, and concept well beyond what was required for the graphic design.
Craftsmanship	Below average craftsmanship showed limited attention given to learning the skills, media, and techniques necessary for the assignment.	Craftsmanship was adequate, but showed early skills in the use of two-dimensional or three-dimensional media and techniques.	Workmanship was good, yet lacked higher-level skills in the use of two-dimensional or three-dimensional media and techniques.	Artwork demonstrated excellence in the use of the two-dimensional or three-dimensional media, skills, and techniques needed for the graphic design. <small>Hume/Sangren</small>

Graphic Design: Composition and Presentation

Learning Outcomes

Students will comprehend and apply the art elements and design principles in original graphic designs.

Outcome Measure

Graphic Design Senior Portfolios are assessed at the 469-level capstone course Professional Portfolio Review at the end of their major. Five Art + Design faculty members use 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.

Aligned with DQP Learning Areas

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 Scoring 2.5 or higher.				
	2011-12	2012-13	2013-14	2014-15	2015-16
Composition and Presentation	100%	91%	100%	100%	93%

Conclusions Drawn from Data: From 2011–2016, graduating seniors with a major in Graphic Design in the PLNU Department of Art and Design performed significantly above the Criteria for Success level of 80%. We believe that this is due to creating an environment of support, mentoring, warmth, care and respect. It is also due to placing value on hard work and design excellence. And finally, it is by repeatedly practicing a comprehensive design process to create context, which informs *composition* and *presentation*:

1. Identify and define the design problem
2. Research, gather, analyze and synthesize information
3. Clarify business strategy
4. Determine performance criteria for measuring success
5. Develop content and context
6. Generate alternative solutions and build prototypes
7. Evaluate and select appropriate solutions
8. Implement choices
9. Evaluate outcomes

Changes to be Made Based on Data: The four SLO assessment categories have served the process effectively but may be ready for updating our rubrics to assess even more subtle points, distinctions and differences in the quality of work.

Scoring Rubric Used for Senior Portfolios:

Student Learning Outcomes Proficiency Levels				
Assessment Scores	Initial 1 pt.	Emerging 2 pts.	Developed 3 pts.	Highly Developed 4 pts.
Concept and/or Content	Student finished the assignment, but the work was lacking in thought, influences, and original ideas.	Student used the first idea that came to mind to do the art assignment. The artwork was done adequately, but lacked originality, depending too heavily on ideas taken from historical or contemporary artworks.	Student attempted a couple of ideas before selecting one; made decisions based on a limited number of influences and sources, solved the problem logically, but took few risks in creating the work.	Student explored multiple concepts and ideas before deciding on one; took risks, problem solved, made changes or improvements while creating the design, made connections to a knowledge of the art elements and principles, historical or contemporary art, and produced a successful, original design.
Composition	Student completed a minimum of the assignment, but showed limited understanding of the art elements and design principles, with no evidence of planning.	Assignment was done adequately using the art elements and design principles, yet student showed limited thought and evidence of an overall plan for the final composition.	Student showed some evidence of planning, an understanding of the art elements and design principles; demonstrated one or more art elements; showed an awareness of positive/ negative space in the completed project.	Student planned carefully, made multiple preparatory sketches, demonstrated clear knowledge of the art elements and design principles; applied them effectively in an original design.
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Craftsmanship	Below average craftsmanship showed limited attention given to learning the skills, media, and techniques necessary for the assignment.	Craftsmanship was adequate, but showed early skills in the use of two-dimensional or three-dimensional media and techniques.	Workmanship was good, yet lacked higher-level skills in the use of two-dimensional or three-dimensional media and techniques.	Artwork demonstrated excellence in the use of the two-dimensional or three-dimensional media, skills, and techniques needed for the graphic design. <small>Hume/Sangren</small>

Graphic Design: Effort

Learning Outcomes

Students will demonstrate risk, time, and commitment to successfully complete a graphic design portfolio of their work.

Outcome Measure

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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

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 Scoring 2.5 or higher.				
	2011-12	2012-13	2013-14	2014-15	2015-16
Effort	100%	100%	100%	92%	93%

Conclusions Drawn from Data: From 2011–2016, graduating seniors with a major in Graphic Design in the PLNU Department of Art and Design performed significantly above the Criteria for Success level of 80%. We believe that this is due to creating an environment of support, mentoring, warmth, care and respect. It is also due to placing value on hard work and design excellence. And finally, it is by repeatedly practicing a comprehensive design process, which gives a clear roadmap for *effort*:

1. Identify and define the design problem
2. Research, gather, analyze and synthesize information
3. Clarify business strategy
4. Determine performance criteria for measuring success
5. Develop content and context
6. Generate alternative solutions and build prototypes
7. Evaluate and select appropriate solutions
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Graphic Design: Craftsmanship

Learning Outcomes

Students will demonstrate competencies in the use of design technologies and materials.

Outcome Measure

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

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Conclusions Drawn from Data: From 2011–2016, graduating seniors with a major in Graphic Design in the PLNU Department of Art and Design performed significantly above the Criteria for Success level of 80%. We believe that this is due to creating an environment of support, mentoring, warmth, care and respect. It is also due to placing value on hard work and design excellence. And finally, it is by repeatedly practicing a comprehensive design process to test and reinforce the value of *craftsmanship, as both an aesthetic preference and showing respect for your client:*

1. Identify and define the design problem
2. Research, gather, analyze and synthesize information
3. Clarify business strategy
4. Determine performance criteria for measuring success
5. Develop content and context
6. Generate alternative solutions and build prototypes
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