

Visual Art: Concept and Content

Learning Outcome

Concept and Content: Seniors will generate multiple art-related ideas before deciding on the most innovative one(s) for their capstone works of art.

Outcome Measure:

The PLNU art/design faculty members assess the *Senior Art Exhibitions Senior* during the semesters they are completed. Using a SLOs-based rubric (1-4 points: 4 being the highest), each portfolio is scored by 3-5 faculty members in the area of Concept and Content.

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:

	Percentage of Students Scoring 2.5 or higher.			
	2012-13	2013-14	2014-15	2015-16
Concept and Content	91%	82%	100%	80%

Conclusions Drawn from Data: The 3-year data from 2011-2012 to 2014-2015 assessing senior exhibitions of Visual Arts majors indicated a dip in performance rates in 2013-2014 (scoring below the Criteria for Success rate of 80%). Performance rates in 2014-2015 bounced back and aligned more with 2012-2013 outcomes. 2015-2016 performance rates are exactly in line with the Criteria for Success rate of 80%

Changes to be Made Based on Data: The PLO and assessment rubric has served the process effectively up to this point but needs to be modified. The Visual Art Program plans to modify its PLOs so they much more precisely reflect our expectations for Visual Art students' knowledge and art-making skills.

Rubric Used for Senior Art Exhibitions:

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 artwork, made connections to a knowledge of the art elements and principles, historical or contemporary art, and produced a successful, original work of art.
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 work of art.
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 art project.
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 used in the assignment. Hume/Sangren

Visual Art: Composition and Presentation

Learning Outcomes

Composition and Presentation: Seniors will comprehend and applied the art elements and design principles in original artworks.

Outcome Measure:

The PLNU art/design faculty members assess the *Senior Art Exhibitions Senior* during the semesters they are completed. Using a SLOs-based rubric (1-4 points: 4 being the highest), each portfolio is scored by 3-5 faculty members in the area of Composition and Presentation.

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:

	Percentage of Students Scoring 2.5 or higher.			
	2012-13	2013-14	2014-15	2015-16
Composition and Presentation	100%	73%	100%	80%

Conclusions Drawn from Data: The 3-year data from 2011-2012 to 2014-2015 assessing senior exhibitions of Visual Arts majors indicated a dip in performance rates in 2013-2014 (scoring below the Criteria for Success rate of 80%). Seniors simply produced weaker art exhibitions in 2013-2014 and were scored accordingly. Performance rates in 2014-2015 bounced back and aligned more with 2012-2013 outcomes. 2015-2016 performance rates are exactly in line with the Criteria for Success rate of 80%

Changes to be Made Based on Data: The PLO and assessment rubric has served the process effectively up to this point but needs to be modified. The Visual Art Program plans to modify its PLOs so they much more precisely reflect our expectations for Visual Art students' knowledge and art-making skills.

Rubric Used for Senior Art Exhibitions:

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 artwork, made connections to a knowledge of the art elements and principles, historical or contemporary art, and produced a successful, original work of art.
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 work of art.
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Visual Art: Effort

Learning Outcomes

Effort: Seniors will demonstrate risk, time, and commitment to successfully complete original works of art.

Outcome Measure:

The PLNU art/design faculty members assess the *Senior Art Exhibitions Senior* during the semesters they are completed. Using a SLOs-based rubric (1-4 points: 4 being the highest), each portfolio is scored by 3-5 faculty members in the area of Effort.

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:

	Percentage of Students Scoring 2.5 or higher.			
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Effort	91%	82%	100%	100%

Conclusions Drawn from Data: The 3-year data from 2011-2012 to 2014-2015 assessing senior exhibitions of Visual Arts majors indicated a dip in performance rates in 2013-2014 (scoring below the Criteria for Success rate of 80%). Seniors simply produced weaker art exhibitions in 2013-2014 and were scored accordingly. Performance rates in 2014-2015 and 2015-2016 were both 100%.

Changes to be Made Based on Data: The PLO and assessment rubric has served the process effectively up to this point but needs to be modified. The Visual Art Program plans to modify its PLOs so they much more precisely reflect our expectations for Visual Art students' knowledge and art-making skills.

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Visual Art: Craftsmanship

Learning Outcomes:

Craftsmanship: Seniors will demonstrate competencies in the use of art techniques 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.

Aligned with DQP Learning Areas (marked items)

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