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**	**2016-17**
Concept and Content	93%	91%	100%	100%	100%	89%

Conclusions Drawn from Data:

89% of the students met or exceeded the success criteria of scoring 2.5 or higher.

Changes to be Made Based on Data:
Alter the Rubric so that it is more specifically aligned with the Design Process described (below).

Continue using effective student learning outcomes, teaching pedagogies and methodologies.
Continue learning about new teaching pedagogies and methodologies to continue a high level of excellence in developing **concepts** and **content** related to the field.

Student leaning outcomes focus on a comprehensive design process to help shape and inform **concept and content.** Students use this design process, which is **specialized knowledge in the discipline.** They practice **collaborative research** for relevant **civic or global social topics** of visual communication. For more details see the following:

Design Process:

1. Identify and define the design problem
2. Gather, analyze and synthesize contextual information (research)
3. Determine performance criteria for measuring success
4. Develop content and context
5. Generate alternative solutions and build prototypes
6. Evaluate and select appropriate solutions
7. Implement choices
8. Evaluate outcomes

Develop project evaluation criteria by using the provided creative brief to guide all projects

Understand design contexts: cognitive, social, cultural, technological and economic

Respond to audience contexts: physical, cognitive, cultural and social factors that shape design decisions

Experiment with visual principles, formal structures and media

Demonstrate highly developed use of typography, image and message

Practice advanced level visual problem solving and critical thinking

Develop advanced level research and ideation skills

Design rich visual experiences with meaningful messages

Constructively critique and evaluate your work and the work of others

Develop and apply technical skills through the use of tools and technology

Learn to be flexible, nimble and dynamic in practice using organizational skills and meeting deadlines

Develop design with an understanding of unified visual systems

Be mindful of sustainable products, strategies and practices

Be mindful of sustainable products, strategies and practices

Collaborate productively in teams

Practice interpersonal skills showing kindness and caring for one another and for the work that you do

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. Hume/Sangren

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**	**2016-17**
Composition and Presentation	100%	91%	100%	100%	93%	95%

Conclusions Drawn from Data:

95% of the students met or exceeded the success criteria of scoring 2.5 or higher.

Changes to be Made Based on Data: Changes to be Made Based on Data:
Alter the Rubric so that it is more specifically aligned with the Design Process described (below).

Continue using effective student learning outcomes, teaching pedagogies and methodologies.
Continue learning about new teaching pedagogies and methodologies to continue a high level of excellence in developing **composition and presentation** related to the field.

Student leaning outcomes focus on a comprehensive design process to help shape and inform **composition** and **presentation.** Students use this design process, which is a **specialized knowledge in the discipline. Students practice using** visual principles, formal structures and media, as well as, **broad integrative knowledge** on a visual communication topic to create **innovative design outcomes. Students present and defend their work** one-on-one, in small groups and make class presentations. For more details see the following:

Design Process:

1. Identify and define the design problem
2. Gather, analyze and synthesize contextual information (research)
3. Determine performance criteria for measuring success
4. Develop content and context
5. Generate alternative solutions and build prototypes
6. Evaluate and select appropriate solutions
7. Implement choices
8. Evaluate outcomes

Develop project evaluation criteria by using the provided creative brief to guide all projects

Understand design contexts: cognitive, social, cultural, technological and economic

Respond to audience contexts: physical, cognitive, cultural and social factors that shape design decisions

Experiment with visual principles, formal structures and media

Demonstrate highly developed use of typography, image and message

Practice advanced level visual problem solving and critical thinking

Develop advanced level research and ideation skills

Design rich visual experiences with meaningful messages

Constructively critique and evaluate your work and the work of others

Develop and apply technical skills through the use of tools and technology

Learn to be flexible, nimble and dynamic in practice using organizational skills and meeting deadlines

Develop design with an understanding of unified visual systems

Be mindful of sustainable products, strategies and practices

Be mindful of sustainable products, strategies and practices

Collaborate productively in teams

Practice interpersonal skills showing kindness and caring for one another and for the work that you do

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. Hume/Sangren

Graphic Design: Effort

Learning Outcomes

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

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**	**2016-17**
Effort	100%	100%	100%	92%	93%	89%

Conclusions Drawn from Data:

89% of the students met or exceeded the success criteria of scoring 2.5 or higher.

Changes to be Made Based on Data:
Alter the Rubric so that it is more specifically aligned with the Design Process described (below).

Continue using effective student learning outcomes, teaching pedagogies and methodologies.
Continue learning about new teaching pedagogies and methodologies to continue a high level of excellence in developing **effort** related to the field.

Student leaning outcomes focus on a comprehensive design process to help shape and inform **effort.** Students use this design process, which is a **specialized knowledge in the discipline.** Students practice using **collaborative research** to inform and create individual innovative design outcomes. Students are expected to apply interpersonal skills, which include **ethics** and effort towards others and their work. For more details see the following:

Design Process:

1. Identify and define the design problem
2. Gather, analyze and synthesize contextual information (research)
3. Determine performance criteria for measuring success
4. Develop content and context
5. Generate alternative solutions and build prototypes
6. Evaluate and select appropriate solutions
7. Implement choices
8. Evaluate outcomes

Develop project evaluation criteria by using the provided creative brief to guide all projects

Understand design contexts: cognitive, social, cultural, technological and economic

Respond to audience contexts: physical, cognitive, cultural and social factors that shape design decisions

Experiment with visual principles, formal structures and media

Demonstrate highly developed use of typography, image and message

Practice advanced level visual problem solving and critical thinking

Develop advanced level research and ideation skills

Design rich visual experiences with meaningful messages

Constructively critique and evaluate your work and the work of others

Develop and apply technical skills through the use of tools and technology

Learn to be flexible, nimble and dynamic in practice using organizational skills and meeting deadlines

Develop design with an understanding of unified visual systems

Be mindful of sustainable products, strategies and practices

Be mindful of sustainable products, strategies and practices

Collaborate productively in teams

Practice interpersonal skills showing kindness and caring for one another and for the work that you do

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. Hume/Sangren

Graphic Design: Craftsmanship

Learning Outcomes

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

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	2016-17
Craftsmanship	100%	91%	100%	100%	100%	95%

Conclusions Drawn from Data:
95% of the students met or exceeded the success criteria of scoring 2.5 or higher.

Changes to be Made Based on Data: Changes to be Made Based on Data:
Alter the Rubric so that it is more specifically aligned with the Design Process described (below).

Continue using effective student learning outcomes, teaching pedagogies and methodologies.
Continue learning about new teaching pedagogies and methodologies to continue a high level of excellence in developing **effort** related to the field.

Student leaning outcomes focus on a comprehensive design process to help shape and inform **effort.** Students use this design process, which is a **specialized knowledge in the discipline.** Students practice using **collaborative research** to inform and create individual innovative design outcomes. Students are expected to apply interpersonal skills, which include **ethics** and effort towards others and their work. For more details see the following:

Design Process:

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Develop advanced level research and ideation skills

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Develop and apply technical skills through the use of tools and technology

Learn to be flexible, nimble and dynamic in practice using organizational skills and meeting deadlines

Develop design with an understanding of unified visual systems

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Be mindful of sustainable products, strategies and practices

Collaborate productively in teams

Practice interpersonal skills showing kindness and caring for one another and for the work that you do

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. Hume/Sangren

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Assessment Data: Graphic Design – Written Communication
2016-2017

Learning Outcome

  Written Communication: Students will be able to write about their design strategies, problem solving, aesthetic choices, and contemporary designs.

  Outcome Measure:
PLNU Art and Design faculty members assesses students' written text in their Senior Graphic Design Portfolios from the capstone course: Art 471 – Senior Graphic Design Portfolio Review. Using a SLOs-based rubric (1-4 points: 4 being the highest), each student's Portfolio writing is scored by the faculty members. Scores are currently based on Department's generic writing rubric. A Rubric for scoring the Senior Art Portfolio Review writing more specifically is pending.

Criteria for Success (if applicable):
80% of students produce work of "developed" quality or higher on signature assignments.

Aligned with DQP Learning Areas (marked item)
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					
	2011-12	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**
Content and Writing Skills	3.5 [4]* 100%	3.0 [1] 100%	3.0 [2] 100%	NA [0]	NA [0]	84%

*Number of Students/Average Score

Conclusions Drawn from Data:
Assessment scores for writing in the Graphic Design Senior Portfolio are above the target level of 80%.

This is the first year that the Writing learning outcome has been assessed separately for the Graphic Design and Visual Art Programs, so there is not yet enough data to indicate trends.

Changes to be Made Based on Data:
After assessing Writing next year, 2017-18, any necessary changes in curricula and/or pedagogy may be identified and recommended.

Rubric Used:
Using a SLOs-based rubric (1-4 points: 4 being the highest), each student's Portfolio writing is scored by the faculty members. Scores are currently based on Department's generic writing rubric. A rubric for scoring the Senior Art Portfolio Review writing more specifically is pending.