

## 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	2016-17
Concept and Content	91%	82%	100%	80%	50%

### Conclusions Drawn from Data:

Longitudinal Data: Percentage of Students Scoring 2.5 or higher in Concept and Content: Data from 2012-13 to 2015-16 Senior Thesis Art Exhibitions indicated that scores averaged at or above the Criteria for Success rate of 80% with the exception of 2013-14, which was at 73%.

The 2016-17 Assessment scores for Concept and Content were significantly lower this year. In looking at the breakdown of individual students' scores it is apparent that the reason for the statistical drop is that there was an unusually small cohort of Seniors doing Senior Exhibitions. In that small group, approximately 66% of the students received high to very high scores (some nearly perfect) and approximately 33% of the students received exceptionally low scores for a variety of unusual personal reasons. This proportion of high to low scores is atypical. So, given the small number of shows, the students with outlier scores pulled the average down while increasing the standard deviation in contrast to prior years. In prior years which had larger numbers of shows, the same number of weak shows as occurred this year would have a lesser effect on the overall average. This is more typical.

### Changes to be Made Based on Data:

Going forward, it will be important to see whether this trend continues (i.e. if the deviation continues to increase with a widening spread of outlier scores) and what the reasons might be.

The Visual Art PLOs and assessment rubrics have served the process effectively up to this point but now need to be significantly modified. The faculty plans to modify the PLOs so they more precisely reflect our expectations for Visual Art students' art historical and conceptual

knowledge and their art-making skills. For Concept and Content, the description of the Learning Outcome should have more to do with achieving conceptual and content sophistication and complexity more than with the planning and designing process as is implied in the current description. Perhaps those can become separate Learning Outcomes.

**Rubric Used for Senior Art Exhibitions:**

<b>Student Learning Outcomes Proficiency Levels</b>				
<b>Assessment Scores</b>	<b>Initial 1 pt.</b>	<b>Emerging 2 pts.</b>	<b>Developed 3 pts.</b>	<b>Highly Developed 4 pts.</b>
<b>Concept and/or Content</b>	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.
<b>Composition</b>	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.
<b>Assessment Scores</b>	<b>Initial 1 pt.</b>	<b>Emerging 2 pts.</b>	<b>Developed 3 pts.</b>	<b>Highly Developed 4 pts.</b>
<b>Effort</b>	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.
<b>Craftsmanship</b>	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	2016-17
Composition and Presentation	100%	73%	100%	80%	67%

### Conclusions Drawn from Data:

Longitudinal Data: Percentage of Students Scoring 2.5 or higher in Composition and Presentation: Data from 2012-13 to 2015-16 Senior Thesis Art Exhibitions indicated that scores averaged at or above the Criteria for Success rate of 80% with the exception of 2013-14, which was at 73%.

The 2016-17 Assessment scores for Composition and Presentation: were significantly lower this year. In looking at the breakdown of individual students' scores it is apparent that the reason for the statistical drop is that there was an unusually small cohort of Seniors doing Senior Exhibitions. In that small group, approximately 66% of the students received high to very high scores (some nearly perfect) and approximately 33% of the students received exceptionally low scores for a variety of unusual personal reasons. This proportion of high to low scores is atypical. So, given the small number of shows, the students with outlier scores pulled the average down while increasing the standard deviation in contrast to prior years. In prior years which had larger numbers of shows, the same number of weak shows as occurred this year would have a lesser effect on the overall average. This is more typical.

### Changes to be Made Based on Data:

Going forward, it will be important to see whether this trend continues (i.e. if the deviation continues to increase with a widening spread of outlier scores) and what the reasons might be.

The Visual Art PLOs and assessment rubrics have served the process effectively up to this point but now need to be significantly modified. The faculty plans to modify the PLOs so they more

precisely reflect our expectations for Visual Art students' art historical and conceptual knowledge and their art-making skills. Perhaps a PLO having to do specifically with the Gallery Design and Presentation. Perhaps a PLO having to do with Composition within individual works of art can be added.

**Rubric Used for Senior Art Exhibitions:**

<b>Student Learning Outcomes Proficiency Levels</b>				
<b>Assessment Scores</b>	<b>Initial 1 pt.</b>	<b>Emerging 2 pts.</b>	<b>Developed 3 pts.</b>	<b>Highly Developed 4 pts.</b>
<b>Concept and/or Content</b>	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.
<b>Composition</b>	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.
<b>Assessment Scores</b>	<b>Initial 1 pt.</b>	<b>Emerging 2 pts.</b>	<b>Developed 3 pts.</b>	<b>Highly Developed 4 pts.</b>
<b>Effort</b>	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.
<b>Craftsmanship</b>	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: 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				
	2012-13	2013-14	2014-15	2015-16	2016-17
Effort	91%	82%	100%	100%	83%

### Conclusions Drawn from Data:

Longitudinal Data: The percentage of students Scoring 2.5 or higher in Effort over the 5 year period was above the Criteria for Success rate of 80% in every year. The vast majority of PLNU Visual Art majors are extremely motivated, disciplined, and hard-working. Producing a Senior exhibition is at least a two-year project that surpasses most Honors Projects in scope and in the hours of labor required for success.

### Changes to be Made Based on Data:

The Visual Art PLOs and assessment rubrics have served the process effectively up to this point but now need to be significantly modified. The faculty plans to modify the PLOs so they more precisely reflect our expectations for Visual Art students' art historical and conceptual knowledge and their art-making skills. Effort is difficult to measure based solely on a Professor's personal observations of a student at work. The rubric for scoring effort will need to include seeing tangible evidence of time spent, etc., perhaps in the form of a daily log and sketchbook.

**Rubric Used for Senior Art Exhibitions:**

<b>Student Learning Outcomes Proficiency Levels</b>				
<b>Assessment Scores</b>	<b>Initial 1 pt.</b>	<b>Emerging 2 pts.</b>	<b>Developed 3 pts.</b>	<b>Highly Developed 4 pts.</b>
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## Visual Art: Craftsmanship

### Learning Outcomes:

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

### 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 Craftsmanship.

**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	2016-17
<b>Craftsmanship</b>	100%	73%	100%	80%	67%

### Conclusions Drawn from Data:

Longitudinal Data: Percentage of Students Scoring 2.5 or higher in Craftsmanship: Data from 2012-13 to 2015-16 Senior Thesis Art Exhibitions indicated that scores averaged at or above the Criteria for Success rate of 80% with the exception of 20113-14, which was at 73%.

The 2016-17 Assessment scores for Craftsmanship were significantly lower this year. In looking at the breakdown of individual students' scores it is apparent that the reason for the statistical drop is that there was an unusually small cohort of Seniors doing Senior Exhibitions. In that small group, approximately 66% of the students received high to very high scores (some nearly perfect) and approximately 33% of the students received exceptionally low scores for a variety of unusual personal reasons. This proportion is atypical. So, given the small number of shows, the students with outlier scores pulled the average down while increasing the standard deviation in contrast to prior years. In prior years which had larger numbers of shows, the same number of weak shows as occurred this year would have a lesser effect on the overall average. This is more typical.

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<b>Composition</b>	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.
<b>Assessment Scores</b>	<b>Initial 1 pt.</b>	<b>Emerging 2 pts.</b>	<b>Developed 3 pts.</b>	<b>Highly Developed 4 pts.</b>
<b>Effort</b>	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.
<b>Craftsmanship</b>	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

**Assessment Data: Visual Art - Written Communication  
2016-2017**

**Learning Outcome**

**Written Communication:** Students will be able to write about their own artwork, using knowledge specific to the art/design discipline.

**Outcome Measure:**

Two PLNU Art and Design faculty members assesses Senior Visual Art Exhibition Thesis Papers from the capstone course: Art 472 – Senior Exhibition and Research Preparation. Using a SLOs-based rubric (1-4 points: 4 being the highest), each student’s writing is scored by the faculty members. Scores are currently based on Department’s generic writing rubric. A Rubric for scoring the Thesis Papers more specifically is pending.

**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 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
<b>Content and Writing Skills</b>	3.5 [4]* 100%	3.0 [1] 100%	3.0 [2] 100%	NA [0]	NA [0]	3.3 [6] 100%

\*Number of Students/Average Score

**Conclusions Drawn from Data:**

Assessment scores for writing in the Visual Art Senior Exhibition Thesis Paper are above the target level of 80%.

This is the first year that the Writing learning outcome has been assessed separately and specifically for the Graphic Design and Visual Art Programs, so there is not yet enough data to indicate trends. (Scores for 2011-12 through 2013-14 were based on a scoring model that combined student writing from all three Department of Art and Design Programs: Art Education, Graphic Design, and Visual Art.)

**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:**

Scores are currently based on Department’s generic writing rubric. A Rubric for scoring the Thesis Papers more specifically is pending.