

**ART & DESIGN**  
**Core Competencies 2017-2018**

**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 Proficient					
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
ETS Proficiency Profile Level 2 Critical Thinking	100%	66.7%	71.4%	83.3%	66.7%	66.7%

**Conclusions Drawn from Data:**

This year, Critical Thinking was scored at 67%, which is exactly the same as the year before.

The ETS Proficiency Profile Exam scores for Art and Design in Critical Thinking have been somewhat erratic in the last 4 years, but average 72%, which is 2% points above the target of 70%.

Therefore, the Department needs to conduct a Study\* in which we learn more about the ETS Exam, where and how we teach Critical Thinking Skills, and then make recommendations for meaningful, targeted curricular and pedagogical changes if they are determined to be warranted.

It will be useful for the department to meet with the Vice Provost of Assessment & Institutional Effectiveness to learn more about the specifics of the ETS exam and how our curriculum might better prepare our students for this exam.

**Changes to be Made Based on Data:**

Curricular and pedagogical changes will be made in response to the findings of the Study mentioned above.

**Rubric Used**

No rubric. We use the ETS Proficiency Profile test result.

**ART & 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 of Students Marginal or Proficient					
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>ETS Proficiency Profile Level 2 Writing</b>	100.0%	100.0%	78.6%	72.2%	52.4%	66.7%

**Conclusions Drawn from Data:**

This year, Written Communication was scored at 66.7%, which is an increase from the previous year but still below the 80% target for Proficient.

The ETS scores for Art and Design in Written Communication have fluctuated over the last 4 years but have declined annually since 2013-14, with the most precipitous drop occurring last year. The uptick in scores this year is encouraging but because its still below the target average, we will still need to monitor this and check in with Vice Provost of Assessment & Institutional Effectiveness to understand and develop strategies to best move forward.

**Changes to be Made Based on Data:**

Curricular and pedagogical changes will be made in response to the findings of the Study mentioned above.

**Rubric Used**

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

**Assessment Data: Graphic Design – Written Communication  
2017-2018**

**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	2017-18
<b>Content and Writing Skills</b>	3.5 [4]* 100%	3.0 [1] 100%	3.0 [2] 100%	NA [0]	NA [0]	84%	[16]

\*Number of Students/Average Score

**Conclusions Drawn from Data:**

Although many of the Portfolios have an extensive amount of text, there is not a rubric set up yet that can accurately assess the written component of this section.

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, it is necessary for the department to work together on forming a rubric that helps assess the written portion of senior portfolios. This process will get underway during the 2018-2019 school year and in Spring of 2019 we will use a newly developed rubric to assess this portion of the Portfolio.

**Rubric Used:**

A Rubric will be developed by the full time faculty during the 2018-19 school year and implemented in the Spring 2019 assessment report. This reflects the previous years comment: *A rubric for scoring the Senior Art Portfolio Review writing more specifically is pending.*

**Assessment Data: Visual Art - Written Communication  
2017-2018**

**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
6. Broad Integrative Knowledge
7. Intellectual Skills/Core Competencies
8. Applied and Collaborative Learning
9. 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	201718
<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%	3.66 [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 second 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. As we will be looking at how we are assessing as a whole, beginning with the 2018-19 school year, having two years under the current model will be helpful for any changes moving forward. This year marks an up-tick in writing skills which could possibly be due to increased emphasis placed on the writing assignments after last years assessment.

(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.

**ART & 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

**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 Math.

**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 Proficient					
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>ETS Proficiency Profile Level 2 Math</b>	<b>50.0%</b>	<b>66.7%</b>	<b>42.9%</b>	<b>94.4%</b>	<b>71.4%</b>	<b>58.3%</b>

**Conclusions Drawn from Data:**

The ETS Proficiency Profile Exam scores for Art and Design in Quantitative Reasoning have been somewhat erratic in the last 4 years. After a 2 year uptick, there was a substantial drop this year. It's difficult to determine from these scores specifics of how these scores are negatively impacting our students success rates. The department will have to investigate with the Vice Provost of Assessment & Institutional Effectiveness both our Criteria for success as well as how to better help our students prepare for this exam

The 2018-19 school year will be spent working toward steps to improve this process, preparing our students and increasing our success rate.

**Changes to be Made Based on Data:**

Any curricular and/or pedagogical changes will be made based up on the finding of the above study.

**Rubric Used**

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