

## 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						2017-18
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	
<b>Concept and Content</b>	93%	91%	100%	100%	100%	89%	81%

### Conclusions Drawn from Data:

Based on this year's findings, 81% of the students met or exceeded the success criteria of scoring 2.5 or higher. After assessing with Department faculty, there was a clear sense of differing views as to interpreting the rubrics used when assessing the Graphic Design. This is also in line with previous years reporting's of the assessment process. It is difficult to assess how on target or how off the results of this assessment process are from this year and or in previous years, but there is room to improve the rubric and scoring process and the department wants to establish quality rubrics.

### Changes to be Made Based on Data:

Starting Fall of 2018, the department will be develop a new rubric for our assessment of each of the designated areas (*Concept and Content*). There will be a collective understanding of where, how and when information will be collected for *Concept and Content* which aligns with *DQP learning area 1. Specialized Knowledge and DQP learning area 4 Applied and Collaborative Learning and DQP 5 Civic and Global Learning*. This should provide a more accurate and constraint measuring among faculty as assessment is carried out in this given area.

**Scoring Rubric Used for Senior Portfolios:**

<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 design, made connections to a knowledge of the art elements and principles, historical or contemporary art, and produced a successful, original design.
<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 design.
<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 graphic design.
<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 needed for the graphic design.

## 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	2017-18
<b>Composition and Presentation</b>	100%	91%	100%	100%	93%	95%	83%

### Conclusions Drawn from Data:

Based on this year's findings, 83% of the students met or exceeded the success criteria of scoring 2.5 or higher. After assessing with Department faculty, there was a clear sense of differing views as to interpreting the rubrics used when assessing the Graphic Design. This is also in line with previous years reporting's of the assessment process. It is difficult to assess how on target or how off the results of this assessment process are from this year and or in previous years, but there is room to improve the rubric and scoring process and the department wants to establish quality rubrics.

### Changes to be Made Based on Data:

Starting Fall of 2018, the department will be develop a new rubric for our assessment of each of the designated areas (*Composition and Presentation*). There will be a collective understanding of where, how and when information will be collected for *Composition and Presentation* which aligns with *DQP learning area 1. Specialized Knowledge*, , *DQP learning area 2. Broad Integrative Knowledge*, and *DQP learning area 4 Applied and Collaborative Learning*. This should provide a more accurate and constraint measuring among faculty as assessment is carried out in this given area.

**Scoring Rubric Used for Senior Portfolios:**

<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 design, made connections to a knowledge of the art elements and principles, historical or contemporary art, and produced a successful, original design.
<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 design.
<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 graphic design.
<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 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 (104 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,
5. Civic and Global Learning

### Longitudinal Data:

	Percentage of Students Scoring 2.5 or higher						2017-18
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	
Effort	100%	100%	100%	92%	93%	89%	85%

### Conclusions Drawn from Data:

Based on this year's findings, 85% of the students met or exceeded the success criteria of scoring 2.5 or higher. After assessing with Department faculty, there was a clear sense of differing views as to interpreting the rubrics used when assessing the Graphic Design. This is also in line with previous years reporting's of the assessment process. It is difficult to assess how on target or how off the results of this assessment process are from this year and or in previous years, but there is room to improve the rubric and scoring process and the department wants to establish quality rubrics.

### Changes to be Made Based on Data:

Starting Fall of 2018, the department will be develop a new rubric for our assessment of each of the designated areas (*Effort*). There will be a collective understanding of where, how and when information will be collected for *Effort* which aligns with *DQP learning area 1. Specialized Knowledge and DQP learning area 4 Applied and Collaborative Learning*. This should provide a more accurate and constraint measuring among faculty as assessment is carried out in this given area.

**Scoring Rubric Used for Senior Portfolios:**

<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 design, made connections to a knowledge of the art elements and principles, historical or contemporary art, and produced a successful, original design.
<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 design.
<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 graphic design.
<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 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 (104 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						2017-18
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	
<b>Craftsmanship</b>	100%	91%	100%	100%	100%	95%	83%

### Conclusions Drawn from Data:

Based on this year's findings, 83% of the students met or exceeded the success criteria of scoring 2.5 or higher. After assessing with Department faculty, there was a clear sense of differing views as to interpreting the rubrics used when assessing the Graphic Design. This is also in line with previous years reporting's of the assessment process. It is difficult to assess how on target or how off the results of this assessment process are from this year and or in previous years, but there is room to improve the rubric and scoring process and the department wants to establish quality rubrics.

### Changes to be Made Based on Data:

Starting Fall of 2018, the department will be develop a new rubric for our assessment of each of the designated areas (*Craftsmanship*). There will be a collective understanding of where, how and when information will be collected for *Craftsmanship* which aligns with *DQP learning area 1. Specialized Knowledge, DQP learning area 2 Broad Integrative Knowledge and DQP learning area 4 Applied and Collaborative Learning*. This should provide a more accurate and constraint measuring among faculty as assessment is carried out in this given area.

**Scoring Rubric Used for Senior Portfolios:**

<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 design, made connections to a knowledge of the art elements and principles, historical or contemporary art, and produced a successful, original design.
<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 design.
<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 graphic design.
<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 needed for the graphic design.

Hume/Sangren

## Assessment Data: Graphic Design – Written Communication 2016-2017

**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: Art471 – 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	
<b>Content and Writing Skills</b>	3.5 [4]* 100%	3.0 [1] 100%	3.0 [2] 100%	NA [0]	NA [0]	84%	N/A

\*Number of Students/Average Score

**Conclusions Drawn from Data:**

No Assessment was formally accounted for in this category. With the new Chair in place, there was a desire to not change current assessment practices until having participated in current departmental assessment practices and procedures. The conclusion is that starting Fall of 2018, the department will establish a working rubric that will be used to evaluate the learning outcomes of Written Communication: Content and Writing Skills

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

Starting Fall of 2018, the department will be develop a new rubric for our assessment of each of the designated areas (*Content & Writing Skills*). There will be a collective understanding of where, how and when information will be collected for the *Content of Writing Skills* which aligns with *DQP learning area 1. Specialized Knowledge and DQP learning area 2 Broad Integrative Knowledge*. This should provide a more accurate and constraint measuring among faculty as assessment is carried out in this given area

