

## 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	2017-18	2018-19
<b>Concept and Content</b>	91%	82%	100%	80%	50%	88%	77.8

### Conclusions Drawn from Data:

After assessing with Department faculty, there was a clear sense of differing views as to interpreting the rubrics used when assessing the area of (*Concept and Content*). Although there was a 30% increase in success reported, there is concern of the accuracy of this score as well as the previous years. From the Chairs observations and conversations with faculty members, I don't predict the scores are far off, 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*. This should provide a more accurate and constraint measuring among faculty as assessment is carried out in this given area.



**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.

## 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	2017-18	2018-19
<b>Composition &amp; Presentation</b>	100%	73%	100%	80%	67%	91%	100%

### Conclusions Drawn from Data:

After assessing with Department faculty, there was a clear sense of differing views as to interpreting the rubrics used when assessing the area of Composition and Presentation. Although there was a significant jump up in the reported percentage putting us well above the target goal of 80% success rate, there is concern of the accuracy of this score as well as the previous years. From the Chairs observations and conversations with faculty members, I don't predict the scores are far off, 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 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.

**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.

## 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	2017-18	2018-19
Effort	91%	82%	100%	100%	83%	91%	77.8

### Conclusions Drawn from Data:

After assessing with Department faculty, there was a clear sense of differing views as to interpreting the rubrics used when assessing the area of Effort. Although there was large uptick in the reported percentage putting us bringing us well above the target goal of 80% success rate, there is concern of the accuracy of this score as well as the previous years. From the Chairs observations and conversations with faculty members, I don't predict the scores are far off, 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 Collective Learning*. This should provide a more accurate and constraint measuring among faculty as assessment is carried out in this given area.

**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.

## 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	2017-18	2018-19
Craftsmanship	100%	73%	100%	80%	67%	77%	100%

### Conclusions Drawn from Data:

After having assessed with Department faculty, there was a clear sense of differing views as to interpreted the rubrics used when assessing the area of Craftsmanship. Although there was an uptick in the reported percentage bringing us closer to the target goal of 80% success rate, there is concern of the accuracy of this score as well as the previous years. From the Chairs observations and conversations with faculty members, I don't predict the scores are far off, 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*. This should provide a more accurate and constraint measuring among faculty as assessment is carried out in this given area.



**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.
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<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.

## Assessment Data: Visual Art - Written Communication

### 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	2017-18	
<b>Content &amp; 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%	3.5 [10] 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 third year that the Writing learning outcome has been assessed separately and specifically for the Graphic Design and Visual Art Programs. The trends that are beginning to emerge is that there is a distinct scoring difference between the ETS scoring metric and that of capstone writing. We will continue to review this variable as we move forward.

(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:

Conversations within the department will begin to review this variance and consider how we want to maintain, change, or use this data to enhance the pedagogy of our programming.

**Rubric Used:**

Assessment Scores	Initial 1 pt.	Emerging 2 pts.	Developed 3 pts.	Highly Developed 4 pts.
<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.

Departmental Upon completion, the rubric will be added to this section. Spring of 2019, a working official draft will be tested for the 2019 Spring Semester.