

**ART & DESIGN**  
**Core Competencies 2016-2017**

**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
<b>ETS Proficiency Profile Level 2 Critical Thinking</b>	<b>100%</b>	<b>66.7%</b>	<b>71.4%</b>	<b>83.3%</b>	<b>66.7%</b>

**Conclusions Drawn from Data:**

This year, Critical Thinking was scored at 67%, which is slightly below the target of 70%.

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 to find answers to the following questions:

**\*Core Competencies ETS Exam Study Questions:**

Regarding questions 1-4:

It is notable and interesting that the score jumped up 11% points between 2014-15 and 2015-16. What are the possible causes for that?

One possibility is this: In 2014-15, we were advised by the Office of Assessment to make sure all of our students take the ETS Exam because, when a small cohort is tested, having even one or two strong students missing the Exam can affect the average score unduly. Knowing that, in 2015-16 we made sure that almost every Art and Design Senior took the Exam. The results that year were 11% higher than the year before. However, we do not know the % of the cohort who took the Exam that year, which is necessary information if we want to compare that year to this year.

1. What was the % of the cohort that took the Exam in 2016? (Can we learn the number of students who took the Exam?)

The % of the cohort that took the ETS Exam in 2017:

15/18 (83%) ART 471 GD Portfolio Review students took the test.

5/6 (83%) ART 472/490 VA Senior Exhibition Prep students took the test

2. Which students took the Exam?

3. Which students did not take the test?

4. What effect might this have had on the ETS Average Score test results this year?

5. May we see the entire range of scores for the ETS Exam, from lowest to highest?

6. What was the average score for the Graphic Design cohort? (Exam given in Art 471)

7. What was the average score for the Visual Art cohort? (Exam given in Art 472)

8. What are the ETS Proficiency Profile Exam questions for Critical Thinking?

9. What is the ETS scoring rubric?

10. Or, if we cannot gain access to the specific documents mentioned in questions 8 and 9, may we learn what specific Critical thinking skills the Exam evaluates and generally what the Rubric looks like?

Study the Art and Design Assessment Map to see in which courses and Key Assignments Critical Thinking Skills are being taught.

After finding answers to the above questions and studying the Assessment Map, we will be better able to determine if specific Core Competency skills are being neglected in the Art and Design curricula and/or pedagogy.

11. What substantive changes to curricula and/or pedagogy, if any, can and should be made?

#### **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.

## 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
<b>ETS Proficiency Profile Level 2 Writing</b>	<b>100.0%</b>	<b>100.0%</b>	<b>78.6%</b>	<b>72.2%</b>	<b>52.4%</b>

**Conclusions Drawn from Data:**

This year, Written Communication was scored at 52%, which is very low—28% points lower than the target of 80% and 20% lower than last year, 2015-16.

The ETS scores for Art and Design in Written Communication have averaged 76% over the last 4 years but have declined annually since 2013-14, with the most precipitous drop occurring this year. This drop is alarming. The causes need to be learned and corrected.

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

It will be useful to find answers to the following questions:

\*Core Competencies ETS Exam Study Questions:

Regarding questions 1-4:

We have been advised by the Office of Assessment to make sure all of our students take the ETS Exam because, when a small cohort is tested (small sample size), having even one or two strong students missing the Exam can affect the average score unduly. In 2015-16 we made

sure that almost every Art and Design Senior took the Exam. The results that year were 20% higher than this year. We do not know the % of the cohort who took the Exam that year, which is necessary information if we want to compare that year to this year.

1. What was the % of the cohort that took the Exam in 2016? (Can we learn the number of students who took the Exam?)

The % of the cohort that took the ETS Exam in 2017:

15/18 (83%) ART 471 GD Portfolio Review students took the test.

5/6 (83%) ART 472/490 VA Senior Exhibition Prep students took the test

2. Which students took the Exam?

3. Which students did not take the test?

4. What effect might this have had on the ETS Average Score test results this year?

5. May we see the entire range of scores for the ETS Exam, from lowest to highest?

6. What was the average score for the Graphic Design cohort? (Exam given in Art 471)

7. What was the average score for the Visual Art cohort? (Exam given in Art 472)

8. What are the ETS Proficiency Profile Exam questions for Critical Thinking?

9. What is the ETS scoring rubric?

10. Or, if we cannot gain access to the specific documents mentioned in questions 8 and 9, may we learn what specific Critical thinking skills the Exam evaluates and generally what the Rubric looks like?

Study the Art and Design Assessment Map to see in which courses and Key Assignments Critical Thinking Skills are being taught.

After finding answers to the above questions and studying the Assessment Map, we will be better able to determine if specific Core Competency skills are being neglected in the Art and Design curricula and/or pedagogy.

11. What substantive changes to curricula and/or pedagogy, if any, can and should be made?

#### **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**  
**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
<b>Content and Writing Skills</b>	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.

**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
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
<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.

## 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
ETS Proficiency Profile Level 2 Math	50.0%	66.7%	42.9%	94.4%	71.4%

**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, but averaging 69%, which is 9% points above the target of 60%.

**Study:**

It is interesting that the score jumped up 51% points between 2014-15 and 2015-16 and then dropped by 23% in 2016-17. What are the possible causes for that? One possibility is this: After our low scores in 2014-15, we were advised by the Office of Assessment to make sure all of our students take the test because, when testing a small cohort, even one or two strong students missing the test can affect the average % unduly. So, in 2015-16 we made sure that almost every Senior took the Exam. The results that year were stunningly higher. What was the % of students who took the Exam in 2016 compared to 83% taking it in 2017?

Re-visit the Assessment Map to find in which courses and assignments Quantitative Reasoning skills are taught. Can we strengthen our approach in any ways that sensibly interface with the course subject matter and goals?

**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.