

WASC Core Competencies PLNU Department of Art and Design

Written Communication, Oral Communication, Information Literacy,
Critical Thinking, and Quantitative Reasoning.

1. INTRODUCTION:

The Department of Art and Design has evaluated core competencies of graduating seniors for many years through senior seminars, portfolios, and senior exhibitions. Art/design faculty and off-campus professionals have evaluated capstone exhibitions, portfolios, or thesis work of students graduating in graphic design, art education, and visual arts. More recently these assessments have been formalized into capstone Core Competency language using Student Learning Outcomes/SLOs. The program has five senior level courses that lead to culmination work in the program:

Majors:

Art Education	Art 455 – Visual Arts in the Classroom II (3)
Visual Arts	Art 466 – Senior Exhibition Preparation (3) Art 467 – Senior Exhibition (3)*
Graphic Design	Art 468 – Graphic Design Portfolio Preparation (3) Art 469 – Graphic Design Portfolio Review (3)*

2. GRADUATING SENIORS FROM THE PLNU DEPARTMENT OF ART AND DESIGN WILL BE ABLE TO:

A. Written Communication

Communication by means of written language for informational, persuasive, and expressive purposes. Written communication may appear in many forms, or genres. Successful written communication depends on mastery of the conventions of the written language, facility with culturally accepted structures for presentation and argument, awareness of audience, and other situation-specific factors
(http://www.wascsenior.org/lexicon/14#Core_competencies).

Art 455 – Visual Arts in the Classroom II (3)

- Write sequential curriculum plans that utilize major content areas of art education including: art media, techniques, art heritage, art criticism, and aesthetics.
- Write a personal philosophy of teaching art in the public schools that includes the VAPA Art Standards.

Art 466 – Senior Exhibition Preparation (3)

- Write a senior level artist's statement that addresses personal and art historical influences.

Art 467 – Senior Exhibition (3)

- Design and distribute a well-designed exhibition announcement.
- Write a senior level Artist Statement for the Senior Exhibition or an Art History Thesis/Research Paper (for Art History Concentration).
- Assess and critique in writing the relationship between their own artwork and influences such as personal biography, art history, and contemporary culture.
- Apply to art competitions, compose appropriate sample statements, and write support letters.

Art 468 – Graphic Design Portfolio Preparation (3)

- Critically analyze a student's own portfolio designs in writing.

Art 469 - Graphic Design Portfolio Review (3)

- Articulate in writing the historical and current influences and issues on their work, associated with the design profession.

B. Oral Communication

Communication by means of spoken language for informational, persuasive, and expressive purposes. In addition to speech, oral communication may employ visual aids, body language, intonation, and other non-verbal elements to support the conveyance of meaning and connection with the audience. Oral communication may include speeches, presentations, discussions, dialogue, and other forms of interpersonal communication, either delivered face to face or mediated technologically (http://www.wascsenior.org/lexicon/14#Core_competencies).

Art 455 – Visual Arts in the Classroom II (3)

- Articulate the values of using the VAPA Standards to develop art curriculum for the secondary classroom.
- Critique issues in the visual arts concerning content, gender, ethnic diversity, and other topics as related to art in secondary school classrooms.
- Teach a VAPA Standards-based art lesson in a public school art classroom.

Art 466 – Senior Exhibition Preparation (3)

- Articulate their own work and artistic influences before classmates and visiting artists.

Art 467 – Senior Exhibition (3)

- Defend their Senior Exhibition or Art History Thesis orally before a panel of both Department of Art and Design faculty and professional judges.
- Assess and critique orally the relationship between their artwork and influences such as personal biography, art history, and contemporary culture.

Art 468 – Graphic Design Portfolio Preparation

- Analyze their own portfolio designs and those of classmates in class critiques.
- Present and discuss their senior graphic design portfolio in a faculty and professional review.

Art 469 - Graphic Design Portfolio Review

- Describe and defend their final portfolio before a panel of professionals using analytic language unique to the art discipline and design profession.
- Articulate historical and current influences and issues on their work, associated with the design profession.

C. Information Literacy

Information literacy according the Association of College and Research Libraries, the ability to “recognize when information is needed and have the ability to locate, evaluate, and use the needed information” for a wide range of purposes. An information-literate individual is able to determine the extent of information needed, access it, evaluate it and its sources, use the information effectively, and do so ethically and legally (http://www.wascsenior.org/lexicon/14#Core_competencies).

Art 455 – Visual Arts in the Classroom II (3)

- Demonstrate art/design knowledge and pedagogy (including audiovisuals and computer technologies) for use in secondary school classrooms.
- Write sequential curriculum plans that utilize major content areas of art education including: art media, techniques, art heritage, art criticism, and aesthetics.

Art 466 – Senior Exhibition Preparation (3)

- Demonstrate advanced level art production in selected media for a senior exhibition.
- Write a senior level Artist's Statement that that demonstrates critical thinking and addresses personal and art historical influences.
- Pass a successful professional panel review demonstrating and understanding of criticism and knowledge in the visual arts.

Art 467 – Senior Exhibition (3)

- Write a senior level Artist Statement or an Art History Thesis, and demonstrate their content knowledge before a panel of both Department of Art and Design faculty and professional artists.
- Assess and critique the relationship between their artwork and influences such as personal biography, art history, and contemporary culture.

Art 468 – Graphic Design Portfolio Preparation

- Use design skills and knowledge in layout, typography, logo, packaging, and computer illustration, to create a finished professional portfolio.
- Analyze their own portfolio designs and those of their classmates using content knowledge and design theories during class critiques.
- Present and discuss their final portfolio in a faculty and professional review demonstrating content knowledge and skills.

Art 469 - Graphic Design Portfolio Review

- Assemble a professional level portfolio of their graphic design work using capstone knowledge and field experiences.
- Describe and defend their final portfolio before a panel of professionals using analytic language unique to the art discipline.
- Articulate historical and current influences and issues on their work, associated with the design profession.

D. Critical Thinking

The ability to think in a way that is clear, reasoned, reflective, informed by evidence, and aimed at deciding what to believe or do. Dispositions supporting critical thinking include open-mindedness and motivation to seek the truth (http://www.wascsenior.org/lexicon/14#Core_competencies).

Art 455 – Visual Arts in the Classroom II (3)

- Critique issues in the visual arts concerning content, gender, ethnic diversity, and other topics as related to art in secondary school classrooms.
- Write a personal philosophy of teaching art in the public schools that includes the VAPA Art Standards.

Art 466 – Senior Exhibition Preparation (3)

- Write a senior level Artist's Statement that demonstrates critical thinking and addresses personal and art historical influences.
- Present, critique, and defend a body of artwork to classmates in preparation for the Senior Art Exhibition.

Art 467 – Senior Exhibition (3)

- Critique and defend their Senior Art Exhibition or Art History Thesis orally before a panel of both Department of Art and Design faculty and professional judges.
- Assess and critique the relationship between their own artwork and influences such as personal biography, art history, and contemporary culture.

Art 468 – Graphic Design Portfolio Preparation

- Use design skills and knowledge in layout, typography, logo, packaging, and computer illustration, to create a finished professional portfolio.
- Critically analyze their own portfolio designs and those of their classmates in this departmental capstone course.

Art 469 - Graphic Design Portfolio Review

- Assemble a professional level portfolio of their graphic design work that promotes design and message.
- Describe and defend their final portfolio before a panel of professionals using analytic language unique to the art discipline.
- Articulate historical and current influences and issues on their work, associated with the design profession.

E. Quantitative Reasoning

The ability to apply mathematical concepts to the interpretation and analysis of quantitative information in order to solve a wide range of problems, from those arising in pure and applied research to everyday issues and questions. It may include such dimensions as ability to apply math skills, judge reasonableness, communicate quantitative information, and recognize the limits of mathematical or statistical methods (http://www.wascsenior.org/lexicon/14#Core_competencies).

Art 455 – Visual Arts in the Classroom II (3)

- Write sequential curriculum plans that utilize major areas of art education, including art media, techniques, art heritage, art criticism, and aesthetics for secondary classrooms. Assign the art units into class schedules and school calendars, calculating how long each of the assignments will take to complete.

Art 466 – Senior Exhibition Preparation (3)

- Measure and plan out the gallery space and their artworks to mount the senior exhibition.
- Photo-document their artwork at a pre-professional level, using quantified camera settings.

Art 467 – Senior Exhibition (3)

- Measure and adjust exhibition planning to best display their artworks in the gallery.
- Calculate lighting to maximize the best impact of the artworks.
- Photo-document their art exhibit at a pre-professional level, using quantified camera settings.

Art 468 – Graphic Design Portfolio Preparation

- Use design principles and knowledge for measuring layout, typography, logo, packaging, and computer illustration, to create designs for their professional portfolios.

Art 469 - Graphic Design Portfolio Review

- Assemble a professional level portfolio of their graphic design work.
- Use design skills and knowledge for measuring final presentations and layouts using typography, logo, packaging, and computer illustration, to create designs for their professional portfolios.

* Proposed changes for 2014-2015: Three units each (instead of one unit) for Art 467 and Art 469.

3: THE PLNU DEPARTMENT OF ART AND DESIGN: WASC CORE COMPETENCIES & DATA COLLECTION

1. *The Core Competencies will be assessed annually in the student's senior year.*

Capstone Core Competencies in the Department of Art and Design are assessed in a graduating senior's final semester. Art/design faculty and off-campus professionals complete SLO assessments for the senior exhibition or portfolio review. Professionals are asked to provide a more general evaluation of the senior's work. Faculty members assess and score the student's capstone work at the Initial, Emerging, Developed, or Highly Developed levels. These scores are tabulated and entered into departmental assessment data for graduating seniors. SLO data for seniors' capstone work has been collected since spring, 2011.

2. *Course(s) in the Senior year where the Core Competencies will be assessed:*

Majors:

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3. *Faculty for fall 2014 who will oversee the assessment and those who will teach the fall 2014 courses:*

Art 455 – Visual Arts in the Classroom II (3)	SANGREN
Art 466 – Senior Exhibition Preparation (3)	SKALMAN
Art 468 – Graphic Design Portfolio Preparation (3)	MAYER

4. *Describe the process of faculty calibration for the assessment of Core Competencies.*

In a spring departmental meeting, art/design faculty members review the assessment process before the senior capstone events. Scoring is done while the students' work is on display. Based on departmental rubrics, faculty members score seniors' artwork anonymously at the Initial, Emerging, Developed, and Highly Developed levels for concept, design, craftsmanship, and effort.

Faculty score seniors' Artist Statements or writing samples at the end of the semester (I, E, D, HD). During department meetings additional considerations are sometimes also discussed. Scores are tabulated and entered into the department's 5-year curriculum map. Following the assessment season of spring, 2014, the art/design faculty determined the scoring rubrics needed to be updated and calibrated to provide more pragmatic data by spring 2015.

5. Assessment assignments (remember one assignment may include more than one CC such as information literacy and written communication) WASC Handbook states, Capstones, portfolios, research projects, signature assignments, internships, and comprehensive examinations provide rich evidence that can be analyzed for multiple outcomes, both specialized and common to all programs, at a point close to graduation.."

The Department of Art and Design determined Key Assignments for each of its capstone courses beginning in spring, 2011. These are on the department's website Assessment Wheel. Student performance for Key Assignments is evaluated along with the senior capstone events to assess the Core Competencies. Key Assignment assessments are conducted more at the individual faculty member level, versus assessments conducted for senior artist statements, exhibitions, portfolios, or thesis papers. Current Key Assignments in capstone courses will be updated in 2014-2015.

6. *CC Learning outcomes may be embedded in the PLOs but this is optional. Remember we will be using the AAC&U Value Rubrics. If you need copies of these rubrics in Word.doc let me know.*

Department of Art and Design senior Core Competencies are embedded into its Program Learning Outcomes/PLOs. The PLOs contain more inclusive listing, which also address SLOs at the freshman through junior levels.

7. Criteria for success with rationale for each Core Competency

Tabulated SLO/Core Competencies data scores from PLNU senior capstone experiences (Initial, Emerging, Developed, and Highly Developed) help to inform departmental curriculum development, pedagogy, and auxiliary programs (i.e. internships and community partnerships). More important, the assessment seasons bring art/design faculty members together to discuss program successes and challenges. Most important, the data informs the department to better serve its students.