

**ART & DESIGN**  
**Graphic Design PLO's: 2019-2020**

**Graphic Design: Concept & Content**

---

**Learning Outcome:** Concept & Content

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
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	2018-19	2019-20
<b>Concept &amp; Content</b>	93%	91%	100%	100%	100%	89%	81%	100%	100%

**Conclusions Drawn from Data:**

This year we implemented our new and improved rubrics for scoring. After processing with department faculty, there is now much better clarity and a unified understanding of each category for our rubrics. For the category of *Concept and Content* in the rubric, this year 100% of the students met or exceeded the success criteria of scoring 2.5 or higher. Given the absence of full time faculty being on sabbatical our quality of programing maintained a high level of quality that enabled students to maintain a high level of quality in this area.

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

There will be continued efforts to maintain our level of quality in programing that was present this year. There is now a better 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. Our focus here is to achieve criterion-referenced scoring.

**Scoring Rubric Used for Senior Portfolios :**

see next page

<b>Student Learning Outcomes Proficiency Levels</b>				
	<b>Initial 1 pts.</b>	<b>Emerging 2 pts.</b>	<b>Developed 3pts.</b>	<b>Highly Developed 4 pts</b>
<b>Concept / Content</b>	Inability to organize thoughts and or communicate ideas. Personal research lacks direction as it relates to the creative practice and or completed works.	Needs to develop more organized thoughts and or an ability to communicate ideas. Some evidence of knew knowledge is developing as it relates to the creative practice and or completed works.	Expected level of organized thoughts and communication of ideas is evident. Personal research is maturing well as it relates to the creative practice and or completed works.	Demonstrates a high level of organized thoughts and communication of ideas are well articulated. Personal research is expansive as it relates to the creative practice and or completed works.

## **Graphic Design: Composition and Presentation**

---

### **Learning Outcome:** Composition and Presentation

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
5. Civic and Global Learning

### **Longitudinal Data:**

	<b>Percentage of Students Scoring 2.5 or higher</b>								
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
<b>Composition &amp; Presentation</b>	100%	91%	100%	100%	93%	95%	83%	100%	94%

### **Conclusions Drawn from Data:**

This year we implemented our new and improved rubrics for scoring. After processing with department faculty, there is now much better clarity and a unified understanding of each category for our rubrics. For the category of (Composition and Presentation) this year's findings, 94% of the students met or exceeded the success criteria of scoring 2.5 or higher. Given the absence of full time faculty being on sabbatical our quality of programing maintained a high level of quality that enabled students to maintain a high level of quality in this area.

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

There will be continued efforts to maintain our level of quality in programing that was present this year. There is now a better 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.*

### **Scoring Rubric Used for Senior Portfolios:**

See next page

<b>Student Learning Outcomes Proficiency Levels</b>				
	<b>Initial 1 pts.</b>	<b>Emerging 2 pts.</b>	<b>Developed 3pts.</b>	<b>Highly Developed 4 pts</b>
<b>Composition &amp; Presentation</b>	Insufficient evidence in implementing the elements and principles of design. Basic development is needed to better demonstrates an understanding of application between process and material.	Some evidence of implementing the elements and principles of design are present. More development is needed to better demonstrates an understanding of application between process and material.	Satisfactory use of of the elements and principles of design. Work demonstrates an understanding and application between process and materials.	Effective and intentional use of the elements and principles of design. Work demonstrates a sophisticated understanding and application between process and material.

## Graphic Design: Effort

---

### Learning Outcome: Effort

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 (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
5. Civic and Global Learning

### Longitudinal Data:

	Percentage of Students Scoring 2.5 or higher							2017-18	2018-19
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17			
Effort	100%	100%	100%	92%	93%	89%	85%	100%	

### Conclusions Drawn from Data:

This year we implemented our new and improved rubrics for scoring. After processing with department faculty, there is now much better clarity and a unified understanding of each category for our rubrics. For the category of (*Effort*) this year's findings, 100% of the students met or exceeded the success criteria of scoring 2.5 or higher. Given the absence of full time faculty being on sabbatical our quality of programing maintained a high level of quality that enabled students to maintain a high level of quality in this area.

### Changes to be Made Based on Data:

There will be continued efforts to maintain our level of quality in programing that was present this year. There is now a better 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.*

**Scoring Rubric Used for Senior Portfolios:**

<b>Student Learning Outcomes Proficiency Levels</b>				
	<b>Initial 1 pts.</b>	<b>Emerging 2 pts.</b>	<b>Developed 3pts.</b>	<b>Highly Developed 4 pts</b>
Effort	Little to no time or energy given. Attitude demonstrates a lack of care or personal commitment and results of work demonstrate lack of care and or incomplete.	Some energy, time and care were demonstrated however there is room for improvement on level of commitment.	Acceptable level of time and energy demonstrated. Expectation met on time commitment and level of energy applied to learning and creative process.	Rigorous and Self - initiated commitment to the creative process. Full engagement and enthusiasm applied toward work and classroom community.

## **Graphic Design: Craftsmanship**

---

### **Learning Outcome:** Craftsmanship

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 (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
5. Civic and Global Learning

### **Longitudinal Data:**

	Percentage of Students Scoring 2.5 or higher						2017-18	2018-19	2019-20
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17			
<b>Craftsmanship</b>	100%	91%	100%	100%	100%	95%	83%	100%	100%

### **Conclusions Drawn from Data:**

This year we implemented our new and improved rubrics for scoring. After processing with department faculty, there is now much better clarity and a unified understanding of each category for our rubrics. For the category of (*Craftsmanship*) this year's findings, 100% of the students met or exceeded the success criteria of scoring 2.5 or higher. Given the absence of full time faculty being on sabbatical our quality of programing maintained a high level of quality that enabled students to maintain a high level of quality in this area.

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

There will be continued efforts to maintain our level of quality in programing that was present this year. There is now a better collective understanding of where, how and when information will be collected for Effort 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.*

### **Scoring Rubric Used for Senior Portfolios:**

See next page

<b>Student Learning Outcomes Proficiency Levels</b>				
	<b>Initial 1 pts.</b>	<b>Emerging 2 pts.</b>	<b>Developed 3pts.</b>	<b>Highly Developed 4 pts</b>
<b>Craftsmanship</b>	Little to no evidence of proper application between tools and materials. Lacking attention and time commitment to learning techniques.	Inconsistent evidence of proper application between tools and materials. Minimal time and attention given toward development techniques.	Meets expectation of application between tools and materials. Quality of work shows evidence of care and intentionality.	Effective and intentional application between tools and materials. Work demonstrates a sophisticated level of skill and techniques.



## Graphic Design: Written Communication

### 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.

### Criteria for Success (if applicable):

80% of students produce work of "developed" quality or higher on signature assignments.

### 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								
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
<b>Content &amp; Writing Skills</b>	3.5 [N=4]* 100%	3.0 [N=1] 100%	3.0 [N=2] 100%	NA [0]	NA [0]	84%	N/A	[N=13] 100%	[N=18] 100%

\*Number of Students/Average Score

### Conclusions Drawn from Data:

The quality of content and writing skills used in the Graphic Design Capstone portfolios is at a professional level and has been now for second year in a row.

The rubric that was implemented last year take into account the written content in the portfolio. Based on the 18 portfolio's that were assessed, the overall group score was above the 80% mark.

### Changes to be Made Based on Data:

Due to COVID-19, the department did not get have time to connect on discussions about the specifics on how and if we want to develop a more specific and targeted capture for assessment of *Content & Writing Skills*. We will reassess in the coming year.

Student Learning Outcomes Proficiency Levels				
	Initial 1 pts.	Emerging 2 pts.	Developed 3pts.	Highly Developed 4 pts
Writing/ Resume & Statements	Writing has little to no clarity, grammar, spelling, and or consistency in formatting. The paper is missing articulation of student's Vision, Mission & Purpose as it relates to a conceptual framework.	Need improvements in written clarity, grammar, spelling, and or formatting. Writing needs more articulate student's Vision, Mission & Purpose as it relates to a conceptual framework.	Meets expectations for clarity, grammar spelling, and formatting. Writing was successfully completed and requirements were met but not exceeded beyond expectation. With a little more effort writing could become exemplary.	Demonstrates high level of thought and professionalism; shows attention to detail in grammar and spelling. Content of writing clearly articulates Vision, Mission & Purpose as it relates to a conceptual framework.