

ART & DESIGN

Visual Art PLO's: 2019-2020

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* 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

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	2012-13	2012-13	2012-13	2012-13	2012-13	2012-13	2012-13
Concept & Content	91%	82%	100%	80%	50%	88%	77.8	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*) there was an uptick in quality that our scoring detected. Factors that may have contributed to this improvement in scores and impacted this increase is an increase in touchpoint from other full time faculty and adjuncts speaking into the creative practice and being more involved in capstone process with our students. This is something we have been focused on improving and we are excited to see an uptick in quality from students work.

Changes to be Made Based on Data:

There will be continued efforts to maximize of the number of faculty who can participate with students working on their capstones. This participation goes beyond the classroom and includes outside class critiques, office appointments and departmental community connections. 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.*

Rubric Used for Senior Art Exhibition

Student Learning Outcomes Proficiency Levels				
	Initial 1 pts.	Emerging 2 pts.	Developed 3pts.	Highly Developed 4 pts
Concept / Content	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.

Visual Art: Composition and Presentation

Learning Outcomes: Composition and Presentation

Seniors will comprehend and apply 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

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	2019-20
Composition & Presentation	100%	73%	100%	80%	67%	91%	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 (*Composition and Presentation*) there was an uptick in quality that our scoring detected. Factors that may have contributed to this improvement in scores and impacted this increase is an increase in touchpoint from other full time faculty and adjuncts speaking into the creative practice and being more involved in capstone process with our students. This is something we have been focused on improving and we are excited to see an uptick in quality from students work.

Changes to be Made Based on Data:

There will be continued efforts to maximize of the number of faculty who can participate with students working on their capstones. This participation goes beyond the classroom and includes outside class critiques, office appointments and departmental community connections. 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 and DQP learning area 2. Broad Integrative Knowledge.*

Student Learning Outcomes Proficiency Levels				
	Initial 1 pts.	Emerging 2 pts.	Developed 3pts.	Highly Developed 4 pts
Composition & Presentation	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.

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

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	2019-20
Effort	91%	82%	100%	100%	83%	91%	77.8	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*) there was an uptick in quality that our scoring detected. Factors that may have contributed to this improvement in scores impacting this increase is the increase in touchpoint from other full time faculty and adjuncts speaking into the creative practice and being more involved in capstone process with our students. This is something we have been focused on improving and we are excited to see an uptick in quality from students work.

Changes to be Made Based on Data:

There will be continued efforts to maximize of the number of faculty who can participate with students working on their capstones. This participation goes beyond the classroom and includes outside class critiques, office appointments and departmental community connections. There is now a better collective understanding of where, how and when information will be collected for *Efforts* which aligns with *DQP learning area 1. Specialized Knowledge and DQP learning area 4. Applied and Collaborative Learning.*

Student Learning Outcomes Proficiency Levels				
	Initial 1 pts.	Emerging 2 pts.	Developed 3pts.	Highly Developed 4 pts
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.

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* 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

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	2019-20
Craftsmanship	100%	73%	100%	80%	67%	77%	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*) there was an uptick in quality that our scoring detected. Factors that may have contributed to this improvement in scores impacting this increase is the increase in touchpoint from other full time faculty and adjuncts speaking into the creative practice and being more involved in capstone process with our students. This is something we have been focused on improving and we are excited to see an uptick in quality from students work.

Changes to be Made Based on Data:

There will be continued efforts to maximize of the number of faculty who can participate with students working on their capstones. This participation goes beyond the classroom and includes outside class critiques, office appointments and departmental community connections. There is now a better collective understanding of where, how and when information will be collected for *Craftsmanship* which aligns with *DQP learning area 1. Specialized Knowledge*

Student Learning Outcomes Proficiency Levels				
	Initial 1 pts.	Emerging 2 pts.	Developed 3pts.	Highly Developed 4 pts
Craftsmanship	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.

Visual Art: Written Communication

Learning Outcome

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 writing rubric (See at Bottom of Document).

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
Content & Writing Skills	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%	3.62[12] 100%

*Number of Students/Average Score

Conclusions Drawn from Data:

Based on the Data captured, students continued to score above our target range in the DQP Learning areas of *1. Specialized Knowledge and 2. Broad Integrative Knowledge.*

Changes to be Made Based on Data:

Next year we will remain in a holding pattern of watching to see if we can maintain the current trend that has been going on for the past 4 years now.

(see rubric next page)

Student Learning Outcomes Proficiency Levels				
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.

Assessment Data: Graphic Design – Written Communication

2019-2020

Learning Outcome

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. (Found at bottom of document)

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				
	2015-16	2016-17	2017-18	2018-19 (N=13)	2019-20 (N=18)
Content and Writing Skills	NA	NA	NA	100%	100%

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:

The Department is satisfied with the format for reviewing and assessing this aspect of GD portfolios. We do evaluate this process each year prior to the assessment capture to ensure everyone is on board with the process as well as conversing about how this assessment capture is relevant to students development.



Rubric Used:

The rubric used this year was based on a 4 point scale and covered 4 areas:

- | | |
|------------------------------|---|
| - Concept &/or Content | Initial / Emerging / Developed / Highly Developed |
| - Composition & Presentation | Initial / Emerging / Developed / Highly Developed |
| - Effort | Initial / Emerging / Developed / Highly Developed |
| - Craftsmanship | Initial / Emerging / Developed / Highly Developed |