

ART & DESIGN

PLO Data for Graphic Design: FA20-SP21

Learning Outcome #1: 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						
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Number of students					13	18	12
Concept & Content	100%	100%	89%	81%	100%	100%	91%

Conclusions Drawn from Data:

There was continued success in the area of concept and content of learning outcome #1. Considering the challenges that were in place this spring due to COVID, the students weathered the experience well, finding ways to express their creative ideas, connect with each other and work through ideas with the professors using a combination of zoom and face to face connections.

Changes to be Made Based on Data:

The only changes that are foreseeable for next year are to return to normal teaching methods that will benefit the students experiences. This increased face to face experience is anticipated to improve the already strong scoring.

Scoring Rubric Used for Senior Portfolios :

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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.

Learning Outcome #2: 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 4071-level capstone course Professional Portfolio Review at the end of their major. 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						
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Number of students					13	18	12
Composition & Presentation	100%	93%	95%	83%	100%	94%	83%

Conclusions Drawn from Data:

Data collected from this years' data was just above the desired threshold. Considering the challenges that were in place this spring due to COVID, the students weathered well. For a second year in a row, we had to switch up our traditional Portfolio review Day for the students. Rather than this being a larger group experience, each student had individual appointments with professionals. This may have been an impact that lowered the success rates captured here in the review assessment.

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 in spite the restrictions that were in place due to COVID. The Department will consider the Portfolio Review Day experience and consider moving the formatting back to what is was previous to the Pandemic. This will be processed during next years' department meetings.

Scoring Rubric Used for Senior Portfolios:

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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.

Learning Outcome #3: 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 4069-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						
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Number of students					13	18	12
Effort	92%	93%	89%	85%	100%	?	83%

Conclusions Drawn from Data:

Data collected from this years' assessment review was just above the desired threshold. Considering the challenges that were in place this spring due to COVID, the students weathered well. One comment that was mentioned by multiple reviewers was that students were more tired and stretched which may have impacted students efforts.

Changes to be Made Based on Data:

The only changes that are foreseeable for next year are to return to normal teaching methods that will benefit the students experiences. This increased face to face experience is anticipated to improve the already strong scoring.

Scoring Rubric Used for Senior Portfolios: (next page)

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.

Learning Outcome #4: 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						
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Number of students					13	18	12
Craftsmanship	100%	100%	95%	83%	100%	100%	100%

Conclusions Drawn from Data:

There was continued success in the area of Craftsmanship, learning outcome #4. Considering the challenges that were in place this spring due to COVID, the students weathered the experience well, finding ways to express their creative ideas, connect with each other and work through ideas with the professors using a combination of zoom and face to face connections. This area of the Portfolio Review had the highest level of scoring from the 5 areas. This suggests that students are learning the importance and value craftsmanship has on their creative practice as designers.

Changes to be Made Based on Data:

The only changes that are foreseeable for next year are to return to normal teaching methods that will benefit the students experiences. This increased face to face experience is anticipated to improve the already strong scoring.

Scoring Rubric Used for Senior Portfolios:

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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.

Learning Outcome #5: 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						
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Number of students	0	0			13	18	12
Content & Writing Skills	NA	NA	84%	N/A	100%	100%	85%

Conclusions Drawn from Data:

Working with the Lead design professor, we were able to use the new rubric (see below) to calculate our scoring. Based on the data, we are above our target criteria for success. Not sure how much this score was impacted by the limitations that COVID placed on the learning experience. In spite of these challenges, students were able to achieve a developed level of success.

Changes to be Made Based on Data:

This year was the first year we were able to use the updated *Writing / Resume & Statements* rubric. Based on how well the rubric worked for capturing this data we will use it again next year. In addition, We will be able to include our newly hired design faculty member to this assessment category.

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.