

ART & DESIGN

PLO Data for Visual Art: FA20-SP21

Learning Outcome #1: 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						
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Number of students					?	9	7
Concept & Content	100%	80%	50%	88%	77.8	100%	100%

Conclusions Drawn from Data:

This year's goal was met based on the criteria set forth. This year we were able to return to our traditional panel review process where each senior provided an oral defense of their work to a select grouping of faculty. This opportunity to connect face to face again (opposed to Zoom conferencing from the previous year) made such a difference for the students experience. This process enabled faculty to better assess each students strengths and areas where improvement could be made.

Changes to be Made Based on Data:

No specific changes are set anticipated for next year. Now that all 4 full time Visual Art Faculty are in place and contributing roles in the capstone process including teaching, mentoring and routine participation in Oral Defense presentations we have achieved the level of rigor sought collectively by the department of assessing our capstone projects.

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.

Learning Outcome #2: 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						
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Number of students						9	7
Composition & Presentation	100%	80%	67%	91%	100%	100%	100%

Conclusions Drawn from Data:

This year’s goal was met based on the criteria set forth. With our Gallery back up and running to mostly normal conditions post-Covid, there was an added desire amongst student to put their best effort forward on presenting their work in this professional format. There was evidence too through conversation and participation that students were overwhelmingly thrilled to be able to return to a more public viewing experience for their capstone project unlike the previous years imposed rules set forth due to the pandemic.

Changes to be Made Based on Data:

No specific changes are set anticipated for next year. Now that all 4 full time Visual Art Faculty are in place and contributing roles in the capstone process including teaching, mentoring and routine participation in Oral Defense presentations we have achieved the level of rigor sought collectively by the department of assessing our capstone projects.

Rubric used: See next page

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

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						
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Number of students						9	7
Effort	100%	100%	83%	91%	77.8	100%	100%

Conclusions Drawn from Data:

Overall, this year’s goal was met based on the criteria set forth. There was a variation in levels of effort by students. One student in particular struggled with the level of effort below normal, however their score did not negatively impact the overall group scoring for this area of captured data. For the majority of seniors captured in this process, students put in more effort than expected.

Changes to be Made Based on Data:

No specific changes are set anticipated for next year. Now that all 4 full time Visual Art Faculty are in place and contributing roles in the capstone process including teaching, mentoring and routine participation in Oral Defense presentations we have achieved the level of rigor sought collectively by the department of assessing our capstone projects.

Rubric used: See 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

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						
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Number of students						9	7
Craftsmanship	100%	80%	67%	77%	100%	100%	100%

Conclusions Drawn from Data:

This year’s goal was met based on the criteria set forth. Contributing factors that fed into the success of this scoring given the pandemic was the fact that we were able to maintain full access to the lab spaces for the seniors who needed the equipment as well as connecting with faculty face to face to achieve the level of craftsmanship sought after. The combination of these two factors were key to maintaining the necessary programing for student success.

Changes to be Made Based on Data:

No specific changes are set anticipated for next year. Now that all 4 full time Visual Art Faculty are in place and contributing roles in the capstone process including teaching, mentoring and routine participation in Oral Defense presentations we have achieved the level of rigor sought collectively by the department of assessing our capstone projects.

Rubric used: See next page

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 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						
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Number of students	0	0	6	6		12	7
Content & Writing Skills	NA	NA	100%	100%	100%	100%	85%

Conclusions Drawn from Data:

Despite the challenges that COVID brought on this year, this smaller than usual group was able to connect weekly and work alongside each other as they developed their individual Thesis papers. The students were very strong this year in terms of writing ability, maybe stronger than average. They did particularly well in expressing their personal influences and self-reflections. There was a noticeable dip in conceptual rigor, and a knowledge of artworld references/influences. The faculty have concluded that this is in part due to only one of them taking Art4020. Due to a faculty member being on Sabbatical that was then followed by COVID, ART4020 was postponed twice. This caused this group of students to miss out on this content. In addition, there was one outlier due to the students extreme inability to follow through on assignments.

Changes to be Made Based on Data:

Next year we will continue to keep our assessment capturing the same as this year. Two factors that we will be looking closer at is both the number of students that will make up the capture as well as how much ART4020 will impact this next year’s group of students as they write their capstone papers.

Rubric used:

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.