

ART & DESIGN

PLO Data for Graphic Design: FA21-SP22

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. Six 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. This year a new data collection scoring rubric was used which provides the average for each category. This average % was added to the table. The content within the Rubric did not change.

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							2021-22
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	
Number of students					13	18	12	15
Concept & Content	100%	100%	89%	81%	100%	100%	91%	100% 3.4 average

Conclusions Drawn from Data:

There was continued success in the area of concept and content of learning outcome #1. Having the entire semester Face to face made a huge difference and the students moral and commitment to their capstones were much higher than in the last 2 years.

Changes to be Made Based on Data:

The Department will keep an eye on the newly added (average score) to the table above as this will give us an additional metric to compare with in the future.

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 used 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. This year a new data collection scoring rubric was used which provides the average for each category. This average % was added to the table. The content within the Rubric did not change.

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	2021-22
Number of students					13	18	12	15
Composition & Presentation	100%	93%	95%	83%	100%	94%	83%	100% 3.55 average

Conclusions Drawn from Data:

There was continued success in the area of Composition and Presentation of learning outcome #2. Having the entire semester Face to face made a huge difference and the students moral and commitment to their capstones were much higher than in the last 2 years.

Changes to be Made Based on Data:

The Department will keep an eye on the newly added (average score) to the table above as this will give us an additional metric to compare with in the future.

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. Six 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. This year a new data collection scoring rubric was used which provides the average for each category. This average % was added to the table. The content within the Rubric did not change.

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	2021-22
Number of students					13	18	12	15
Effort	92%	93%	89%	85%	100%	?	83%	100% 3.51 average

Conclusions Drawn from Data:

There was continued success in the area of effort for Learning outcome #3. Having the entire semester Face to face made a huge difference and the students moral and commitment to their capstones were much higher than in the last 2 years.

Changes to be Made Based on Data:

The Department will keep an eye on the newly added (average score) to the table above as this will give us an additional metric to compare with in the future.

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. Six 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. This year a new data collection scoring rubric was used which provides the average for each category. This average % was added to the table. The content within the Rubric did not change.

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							2021-22
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	
Number of students					13	18	12	15
Craftsmanship	100%	100%	95%	83%	100%	100%	100%	100% 3.65 average

Conclusions Drawn from Data:

There was continued success in the area of Craftsmanship for learning outcome #4. Having the entire semester Face to face made a huge difference and the students moral and commitment to their capstones were much higher than in the last 2 years.

Changes to be Made Based on Data:

The Department will keep an eye on the newly added (average score) to the table above as this will give us an additional metric to compare with in the future.

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:

Graphic Design Senior Portfolios are assessed at the 4069-level capstone course Professional Portfolio Review at the end of their major. The lead professor is assigned to assess this category using the SLOs-based rubric (1-4 points: 4 being the highest) for assessment.

Criteria for Success (if applicable):

80% of students produce work of "developed" quality or higher on signature assignments. This year a new data collection scoring rubric was used which provides the average for each category this average % was added to the table. The content within the Rubric did not change.

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							2021-22
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	
Number of students	0	0			13	18	12	15
Content & Writing Skills	NA	NA	84%	N/A	100%	100%	85%	100% 3.26 average

Conclusions Drawn from Data:

The lead design professor, was able to make the primary assessments for this category. Based on the data, we are above our target criteria for success. Having the entire semester to work in a face-to-face modality, had a significant positive results and the students moral and commitment to their capstones were much higher this year.

Changes to be Made Based on Data:

The Department will keep an eye on the newly added (average score) to the table above as this will give us an additional metric to compare with in the future.

Scoring Rubric Used for Senior Portfolios:

See next page

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.