

## **ART & DESIGN**

### **PLO Data for Visual Art: FA21-SP22**

#### **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. This year a new data collection scoring rubric was used which provides the average for each category.

#### **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						9	7	8
Concept & Content	100%	80%	50%	88%	77.8	100%	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:**

Next year we will complete the formula capture for the Visual Art data capture (to match the Graphic Design data collection).

**Rubric Used for Senior Art Exhibition**

<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.

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**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. This year a new data collection scoring rubric was used which provides the average for each category.

**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						9	7	8
Composition & Presentation	100%	80%	67%	91%	100%	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 complete with full receptions/ openings for their capstone project unlike the previous years imposed rules set forth due to the pandemic.

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

Next year we will complete the formula capture for the Visual Art data capture (to match the Graphic Design data collection).

**Rubric used:** 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.

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**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. This year a new data collection scoring rubric was used which provides the average for each category.

**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						9	7	8
Effort	100%	100%	83%	91%	77.8	100%	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. Several students struggled with time management and difficulties in seeing things through to the end. Processing this with other faculty as well as conversations with students there was an overall sense of exhaustion and or fatigue. For the majority of seniors captured in this process, students put in the effort needed but could have put in more if they had not had such challenging years previously.

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

Next year we will complete the formula capture for the Visual Art data capture (to match the Graphic Design data collection).

**Rubric used:** 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>
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.

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**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. 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						9	7	8
Craftsmanship	100%	80%	67%	77%	100%	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. We expect the quality to rise more in the future though as more students will have earlier access (in their sophomore/ junior year) to work in the lab spaces.

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

Next year we will complete the formula capture for the Visual Art data capture (to match the Graphic Design data collection).

**Rubric used:** 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.

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**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. 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	6	6		12	7	8
Content & Writing Skills	NA	NA	100%	100%	100%	100%	85%	100%

**Conclusions Drawn from Data:**

The students were 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. Now that ART4020 is back up and running, we anticipate this having positive influence in future capstone projects.

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

Next year we will complete the formula capture for the Visual Art data capture (to match the Graphic Design data collection).

**Rubric used:**

<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>Writing/ Resume &amp; Statements</b>	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.