ART & DESIGN
PLO Data for Graphic Design: FA22-SP23

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. 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							
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Number of students				13	18	12	15	18
Concept & Content	100%	89%	81%	100%	100%	91%	100% 3.4 average	100% 3.1 average

Conclusions Drawn from Data:
There was continued success in the area of concept and content of learning outcome #1. This year saw the widest variety in themes of printed portfolios. This observation has started departmental conversations about the significance of this portfolio and its role in the capstone process.

Changes to be Made Based on Data:
Based on the observations made at the portfolio review and the number of students who are expanding beyond the goal of being a graphic designer and moving into other fields of design there should be some conversations about the potential variety of options students might take in the presentation of a capstone product.

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**

	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.

<u>Learning Outcome #2: Composition and Presentation</u>
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							
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Number of students				13	18	12	15	18
Composition & Presentation	93%	95%	83%	100%	94%	83%	100% 3.55 average	100% 3.23 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. There were some technical difficulties with students getting their capstones printed due do 3rd party printers. Students found alternative solutions, but this will need to be processed for next year.

Changes to be Made Based on Data:
This is the second year for capturing the added (average score) to the table above as this will give us an additional metric to compare years. We'll keep an eye on this but our numbers are still holding strong and are above the target threshold. In addition, as stated above, based on the observations made at the portfolio review and the number of students who are expanding beyond the goal of being a graphic designer and moving into other fields of design there should be some conversations about the potential variety of options students might take in the presentation of a capstone product.

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							
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Number of students				13	18	12	15	18
Effort	93%	89%	85%	100%	?%	83%	100% 3.51 average	100% 3.32 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. Students continue to put a great deal of effort in this process knowing that it has great potential for networking and job opportunities beyond graduation.

Changes to be Made Based on Data:
This is the second year for capturing the added (average score) to the table above as this will give us an additional metric to compare years. We'll keep an eye on this but our numbers are still holding strong and are above the target threshold.

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					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Number of students		13	18	12	15	18
Craftsmanship	83%	100%	100%	100%	100% 3.65 average	100% 3.4 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. Although there were some miss-haps with 3rd party vendors who were printing the portfolios, students managed to finish strong.

Changes to be Made Based on Data:
This is the second year for capturing the added (average score) to the table above as this will give us an additional metric to compare years. We'll keep an eye on this but our numbers are still holding strong and are above the target threshold.

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
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					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Number of students		13	18	12	15	18
Content & Writing Skills	N/A	100%	100%	85%	100% 3.26 Average	100% 3.2 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:
Based on the observations made at the portfolio review and the number of students who are expanding beyond the goal of being a graphic designer and moving into other fields of design there should be some conversations about the potential variety of options students might take in the presentation of a capstone product. In addition, This is the second year for capturing the added (average score) to the table above as this will give us an additional metric to compare years. We'll keep an eye on this but our numbers are still holding strong and are above the target threshold**.**

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 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.

(Row label: **Writing/ Resume & Statements**)