



UNIVERSITY OF ARKANSAS  
**PULASKI TECH**

**Assessment Report:**  
**2019-2020**

**ARTS 1350: Two-Dimensional  
Design**



## Course-Level Learning Outcomes

### 1. What are the Course-Level Outcomes (CLOs)?

- Students will demonstrate the principles of design in a variety of media, using appropriate tools and techniques to convey meaning.
- Students will apply appropriate vocabulary to critique the formal and technical qualities of design compositions.
- Students will demonstrate good craftsmanship, which includes care in construction and attention to detail in a portfolio of design compositions.

### Which CLOs were addressed for this academic year? (2019-2020)

Planning for all CLOs were addressed for this academic year.

### Which CLOs are being addressed in your assessment plan next academic year? (2020-2021)

All CLOs are being addressed in our 2020-2021 assessment plan.

### Explain the assessment cycle.

The Planning part of the cycle was completed with a common, student-centered set of CLOs adopted for both 2D and 3D courses, agreed upon by the two instructors for those courses. Standards for critique and rubrics were adopted. Implementation will begin Fall 2020.

### What are the assessment methods? Are they direct or indirect?

The assessment methods are direct. A focus on individual projects with rubrics will be shifted to one capstone portfolio being assessed at the end of the course. Individual projects that address craftsmanship and tool/technique proficiency will still be part of course level assessment to ensure all CLOs are being introduced and reinforced before mastery is expected. Instructors agreed upon a rubric for projects and standards for group critique, but the group critique rubric was not adopted in these courses in Spring 2020. Due to the COVID-19 crisis, group critiques will not be utilized. My focus has shifted to standards for portfolio, which I hope will be adopted in all studio courses.

### What are the assessment goal(s)?

Benchmark is 75% of students scoring average proficiency, as determined by the instructor, or higher on the rubric for individual projects and, finally, on in a Portfolio Review. Students will score "Proficient" in all three sections of the rubric for participation in group critique.

### What were the findings for this academic year? (2018-2019)

Assessments and measures were developed, but data was not collected on group critique, specifically, because in-person classes shifted online. I did have a virtual group critique, but there were not enough students represented to supply enough data. I encouraged participation, but I did not stress the standards in favor of more open, honest discussion.

Results from survey of first assignment: 81% of my students thought the first assignment was difficult to understand in my fall 2019 course, so I gave my Spring 2020 students images of the Fall 2019 assignments as examples. This greatly improved feedback on this first assignment (98% said the instructions were clear).

Results from an exit survey focusing on the types of assignments given in the course: 78% of students in Fall 2019 said it was not clear what design principles were connected to individual projects. I asked Spring 2020 students if they wanted to have projects with more defined forms, for example, a poster or a game (in Fall 2019, I adopted designing a game as an initial project to introduce the design process). I was surprised to see that of the 8 student who did respond to the exit survey, all 8 disagreed that the form mattered. What mattered to them was the connection to design principles.

### What is your analysis of the findings?

A clear expression of the design principles connected to each project is now included in the objective for each assignment and a mini-lecture on the design principle is part of the introduction of the assignment, along with examples from other students and professional examples.

### What is the action plan for the next academic year? (2019-2020) Explain.

Implementation will begin Fall 2020 with a standard portfolio assessment and rubric. The use of appropriate terms will be the focus of a group critique assessment, which can easily be adjusted to peer-to-peer critique, instructor-student critique, and virtual versions of all these critique styles in responses to the COVID-19 crisis.

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