Program Level Outcome (PLO) Assessment Report Summary

Program Level Outcomes for Digital Arts:

Upon Successful completion of the Digital Arts program, a student should be able to:

- Produce effective technical proficiency in the creation of digital artwork or projects.
- Design effective visual communication for print, animation, and interactive media.
- Structure visual information utilizing digital design aesthetic principles.
- Appraise and analyze an awareness of the influence of digital art and artists on the lives of all individuals, cultures, and societies.

What we looked at: We looked at PLO #3: Structure visual information utilizing digital design aesthetic principles. In order to assess this program outcome, we focused on the ability of the students to use their critical thinking skills in the application of digital design aesthetic principles. In particular the case study involved visual problem solving in both two-dimensional and three-dimensional digital art projects. The projects incorporated the ability of the digital artist to visually problem solve utilizing line, shape, value or chiaroscuro, color, repetition, proportion, balance, scale, harmony and gestalt. The specific focus came from the following projects:

Art 70: Introduction to Graphic Design / Computer Graphics

Project: Poster (0-20 points)

Two-dimensional poster (incorporating logo design, photos, type and vector graphics)

Art 71: Introduction to 2D Digital Illustration

Project: Perceptions of 2D digital illustration: (0-20 points)

Two-dimensional digital vector illustration (line, variable line or cross-hatching, tonal value or chiaroscuro, color, proportion and harmony.)

Project: Perception of the indication of a light source in 2D digital illustration: (0-10 points)

Two-dimensional digital vector illustration (lighting angle, direction and quality)

Art 72: Introduction to Digital Art

Project: Interactive portfolio: planning and production. (0-30 points)

Interactive portfolio of digital art projects (raster graphics and brush techniques, vector graphics, chiaroscuro, color, lighting angle and direction, perspective, digital imaging, and sequential animation).

Art 74: Digital Three-Dimensional Design and Modeling

Project: Basic 3D design principle project: (0-10 points)

Traditional 2D design principles applied in 3D, (value, angle of view, color, focal point: methods of creating emphasis)
What we found: The results from all the projects and classes above were aggregated into a “capstone” visual portfolio representation of the ability to structure visual information utilizing digital design aesthetic principles in both two-dimensional and three-dimensional form. The results were aggregated from 100 students. The specific make up was:
Art 70: 28 students
Art 71: 26 students
Art 72: 24 students
Art 74: 22 students

(6/100) or 6% structured visual information with unacceptable evidence of visual problem solving with digital design aesthetic principles

(4/100) or 4% structured visual information with minimally acceptable or inconsistent evidence of visual problem solving with digital design aesthetic principles

(10/100) or 10% structured visual information with competent, expected evidence of visual problem solving with digital design aesthetic principles

(80/100) or 80% structured visual information with high level of excellence in evidence of visual problem solving with digital design aesthetic principles

The digital art program at Hartnell College offers two paths: an Associate of Art Degree in Digital Arts and a Certificate in Digital Arts. The program meets the needs of both workforce training and transfer to a university for upper division study. In the past five years, we have been very active in both CSU and UC articulation with our program. Many of our classes have achieved course-to-course articulation status with California universities. We have also been very active in acquiring internships for our students and additional grant-based activities to benefit the program and the students.

Students in the digital arts must be able to successfully combine right-brain visual problem solving with left-brain logistics. In 2011, the digital arts department looked at all the SLO assessment across all of the classes in the program and assessed that critical thinking and visual problem solving needed to be increased in the program. The department revised all the course syllabi in 2013 and updated all the assignments/projects to further this goal. The results of this year’s program level assessment indicates that this revision has been very effective in achieving student success in our program.

Also, in 2012-2013, the instructor created very detailed PDF handouts to supplement the assignment and lecture materials. The handouts utilize a balance of written description with “screen shot” pictures of a process. The purpose of these supplemental materials are to do the following:

• To describe to the students the purpose and pathway of an overall topic before they begin the specifics.
• To relate to all learners, both verbal and visual. Many of the students in this program benefit immensely from the inclusion of visual samples in my handouts. “A picture is worth a thousand words”, especially to artists.
• To explain specific lessons, but also for the students to use the handouts to apply to their own individual scenarios in the future.
• To explain the core aesthetic principles of visual art and its importance in the visual problem solving of art within technology.

All case studies indicate that student success is clearly tied to the ability of basic learning skills; (reading and writing.) The common thread indicates that students that achieved a high level of excellence (80%) brought to the program a clear understanding of basic learning skills. The students that achieved unacceptable (6%) needed assistance in basic leaning skills.
What our next steps are:

We plan to continue the use of periodic individual progress reports throughout each semester in order to give each student feedback on their progress. Many students already make office hour appointments for individualized help on certain projects after a progress report. This allows the instructor the opportunity to work with the students that have challenges with basic learning skills; such as reading and writing. The goal is to assure that the basic learning skills are not a hindrance to understanding and achieving the ability to *structure visual information utilizing digital design aesthetic principles*. Our next goal will be work with the tutoring center for students that need additional help with basic learning skills.