Critique and Practice in Design and the Arts 2020-2021

Critique and Practice in Design and the Arts (CPDA) courses are designated as Arts, Design, or Either. Courses or course sequences addressing this concept must meet a majority of the student learning outcomes (SLOs). During the Spring 2021 semester,[1] Virginia Tech offered 54 Pathways courses that included the Core Concept of CPDA. Of those, 21 courses were approved as Arts, 23 courses were approved as Design, and 10 courses were approved as Either.

	Arts	Design	Either	Overall
Pathways Sections Offering CPDA	84	94	55	233
Pathways Sections Reporting CPDA Data[2]	34 (40%)	46 (49%)	49 (89%)	129 (55%)
Pathways Sections Included in Analyses[3]	31 (37%)	44 (47%)	47 (85%)	122 (52%)
Enrollment in Sections Offering CPDA*	3,141	4,633	3,734	11,508
Enrollment in Sections Included in Analyses*	434 (14%)	520 (11%)	3,521 (94%)	4,475 (39%)

* Values include students who may be enrolled and/or assessed in multiple Pathways courses.

Table 1: Competency Levels per SLO for CPDA

	Sections Included in Analyses	Students Included in Analyses	Percentage of Students		
			Below Competent	Competent	Above Competent
SLO 1: Identify and apply formal elements of design or the arts.	99	2,616	16% (*n*=413)	32% (*n*=840)	52% (*n*=1,363)
SLO 2: Explain the historical context of design or the arts.	10	216	6% (*n*=13)	32% (*n*=69)	62% (*n*=134)
SLO 3: Apply interpretive strategies or methodologies in design or the arts.	58	443	5% (*n*=24)	37% (*n*=165)	57% (*n*=254)
SLO 4: Employ skills, tools, and methods of working in design or the arts.	107	2,622	8% (*n*=210)	20% (*n*=512)	72% (*n*=1,900)
SLO 5: Produce a fully developed work through iterative processes of design or the arts.	59	2,425	8% (*n*=184)	37% (*n*=891)	56% (*n*=1,350)

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[1] Pathways assessment data collection was suspended for Fall 2020 due to the COVID-19 pandemic. Consequently, only data from the Spring 2021 semester are included in this report.

[2] 14 sections (11%) were missing data for one or more required SLOs; 115 sections (89%) provided complete data.

[3] Data from 78 sections (60%) were fully included; 44 sections (34%) were partially included; 7 sections (5%) were excluded.

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SLO 1: Identify and apply formal elements of design or the arts.

	Arts	Design	Either
Pathways Sections Offering SLO 1	54	89	53
Pathways Sections Reporting Data	25 (46%)	37 (42%)	44 (83%)
Pathways Sections Included in Analyses	22* (41%)	35* (39%)	42* (79%)
Enrollment in Sections Offering CPDA 1**	2,545	4,521	3,710
Students Included in Analyses**	400 (16%)	2,013 (45%)	203 (5%)

* Data from 7 sections (3 Arts; 2 Design; 2 Either) were excluded.

** Values include students who may be enrolled and/or assessed in multiple Pathways courses.
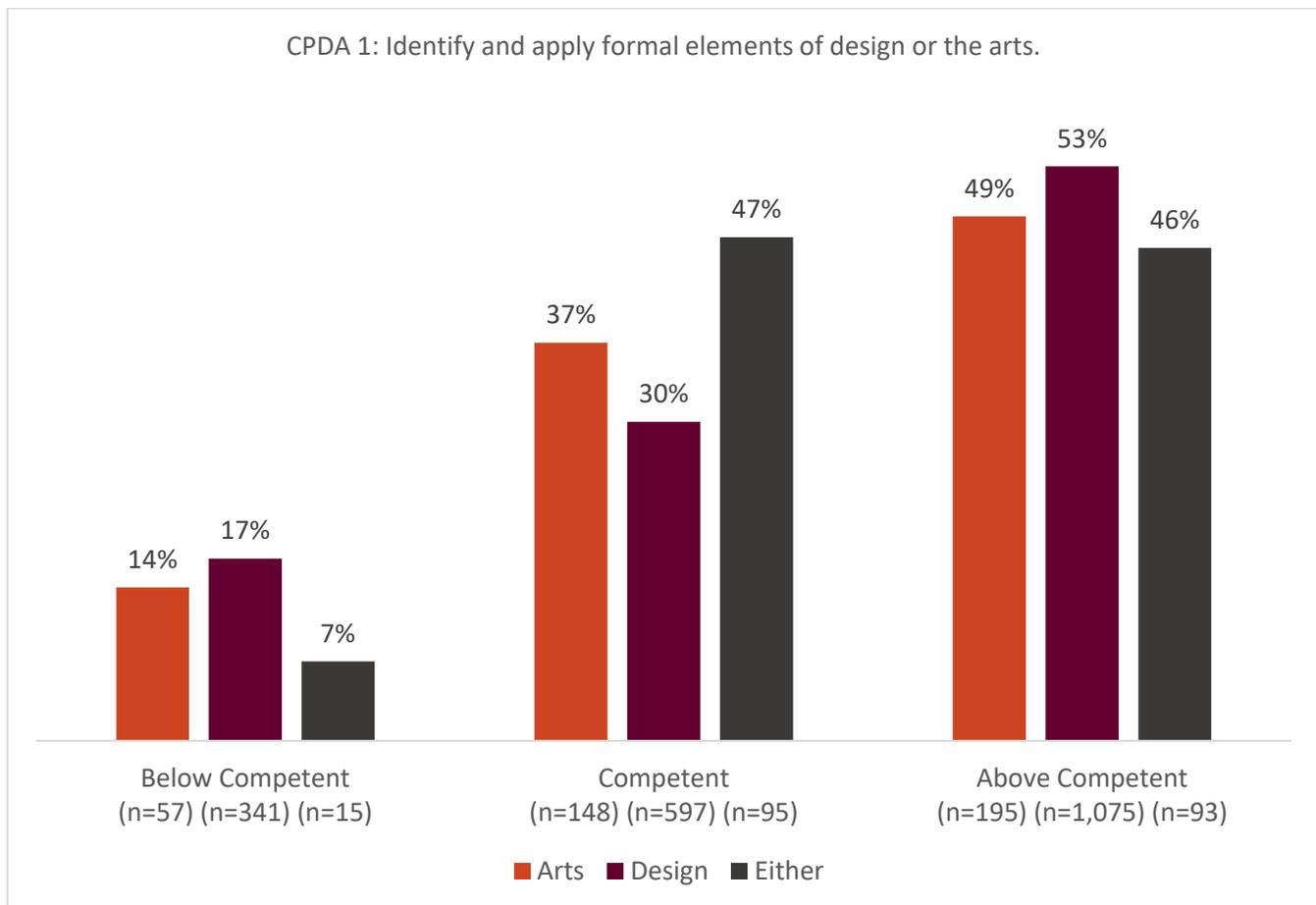
Figure 1. Arts (n=400); Design (n=2,013); Either (n=203)

SLO 2: Explain the historical context of design or the arts.

	Arts*	Design*	Either
Pathways Sections Offering SLO 2	–	–	13
Pathways Sections Reporting Data	–	–	7 (54%)
Pathways Sections Included in Analyses	–	–	6** (46%)
Enrollment in Sections Offering CPDA 2***	–	–	3,608
Students Included in Analyses***	–	–	54 (2%)

* Data are not reported when 5 or fewer sections were offered or included in the analyses.
** Data from 1 section were excluded.
*** Values include students who may be enrolled and/or assessed in multiple Pathways courses.
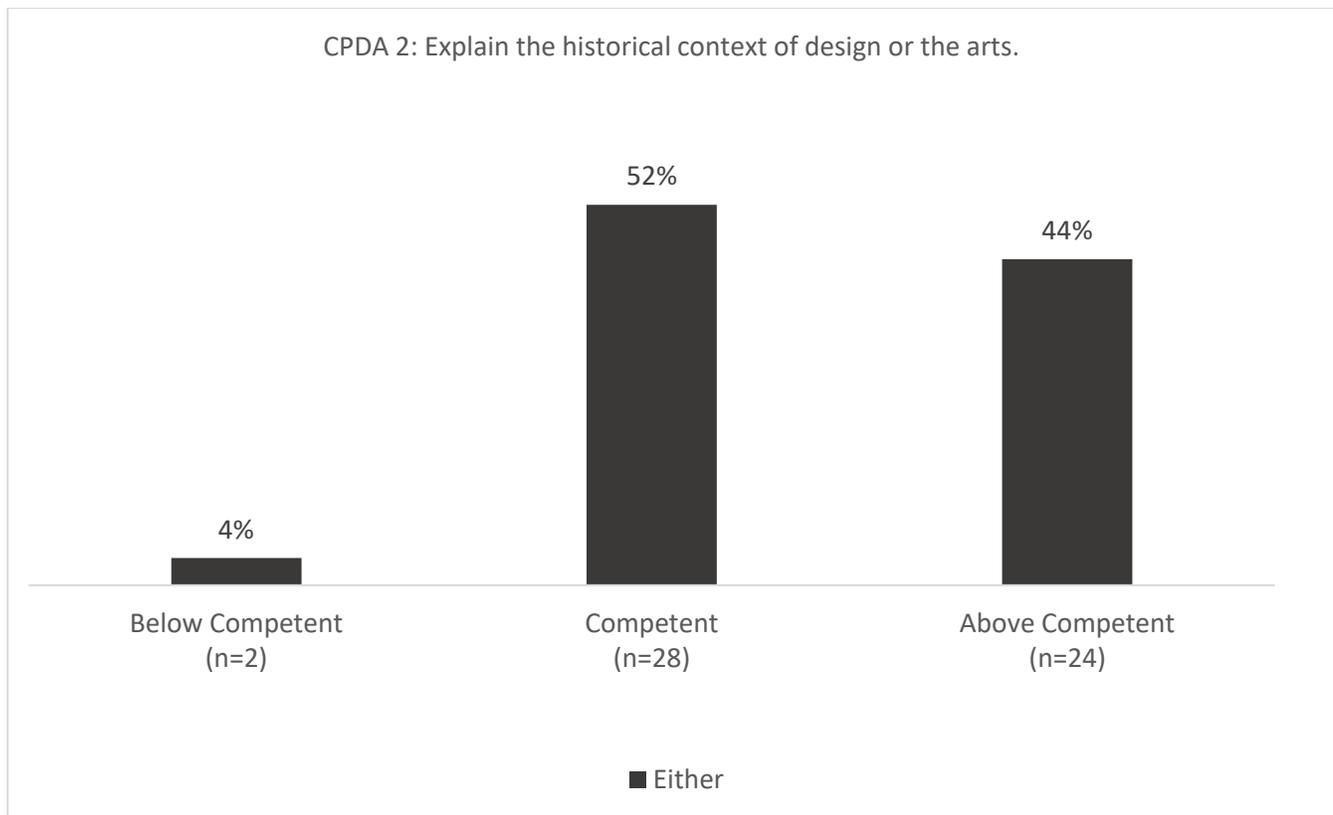
Figure 2. Either (n=54)

SLO 3: Apply interpretive strategies or methodologies in design or the arts.

	Arts	Design*	Either
Pathways Sections Offering SLO 3	63	–	53
Pathways Sections Reporting Data	9 (14%)	–	49 (92%)
Pathways Sections Included in Analyses	6** (10%)	–	47** (89%)
Enrollment in Sections Offering CPDA 3***	2,607	–	3,643
Students Included in Analyses***	114 (4%)	–	224 (6%)

* Data are not reported when 5 or fewer sections were offered or included in the analyses.
** Data from 5 sections (3 Arts; 2 Either) were excluded.
*** Values include students who may be enrolled and/or assessed in multiple Pathways courses.

CPDA 3: Apply interpretive strategies or methodologies in design or the arts.

Below Competent (n=6) (n=17): Arts 5%, Either 8%
Competent (n=24) (n=110): Arts 21%, Either 49%
Above Competent (n=84) (n=97): Arts 74%, Either 43%
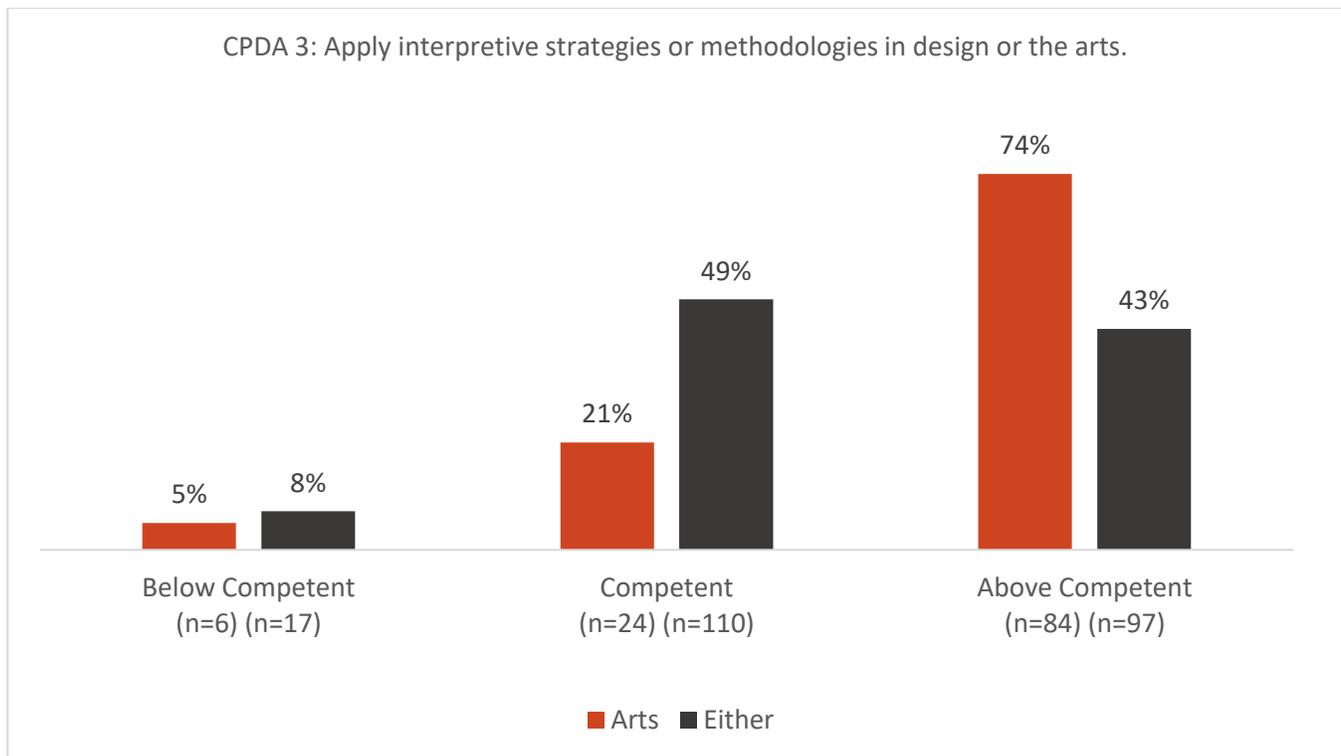
Figure 3. Arts (n=114); Either (n=224)

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SLO 4: Employ skills, tools, and methods of working in design or the arts.

	Arts	Design	Either
Pathways Sections Offering SLO 4	70	49	48
Pathways Sections Reporting Data	27 (39%)	40 (82%)	43 (90%)
Pathways Sections Included in Analyses	27 (39%)	38* (78%)	42* (88%)
Enrollment in Sections Offering CPDA 4**	2,233	2,984	228
Students Included in Analyses**	426 (19%)	2,076 (70%)	120 (53%)

* Data from 3 sections (2 Design; 1 Either) were excluded.

** Values include students who may be enrolled and/or assessed in multiple Pathways courses.

CPDA 4: Employ skills, tools, and methods of working in design or the arts.

Below Competent (n=58) (n=144) (n=8): Arts 14%, Design 7%, Either 7%

Competent (n=167) (n=304) (n=41): Arts 39%, Design 15%, Either 34%

Above Competent (n=201) (n=1,628) (n=71): Arts 47%, Design 78%, Either 59%
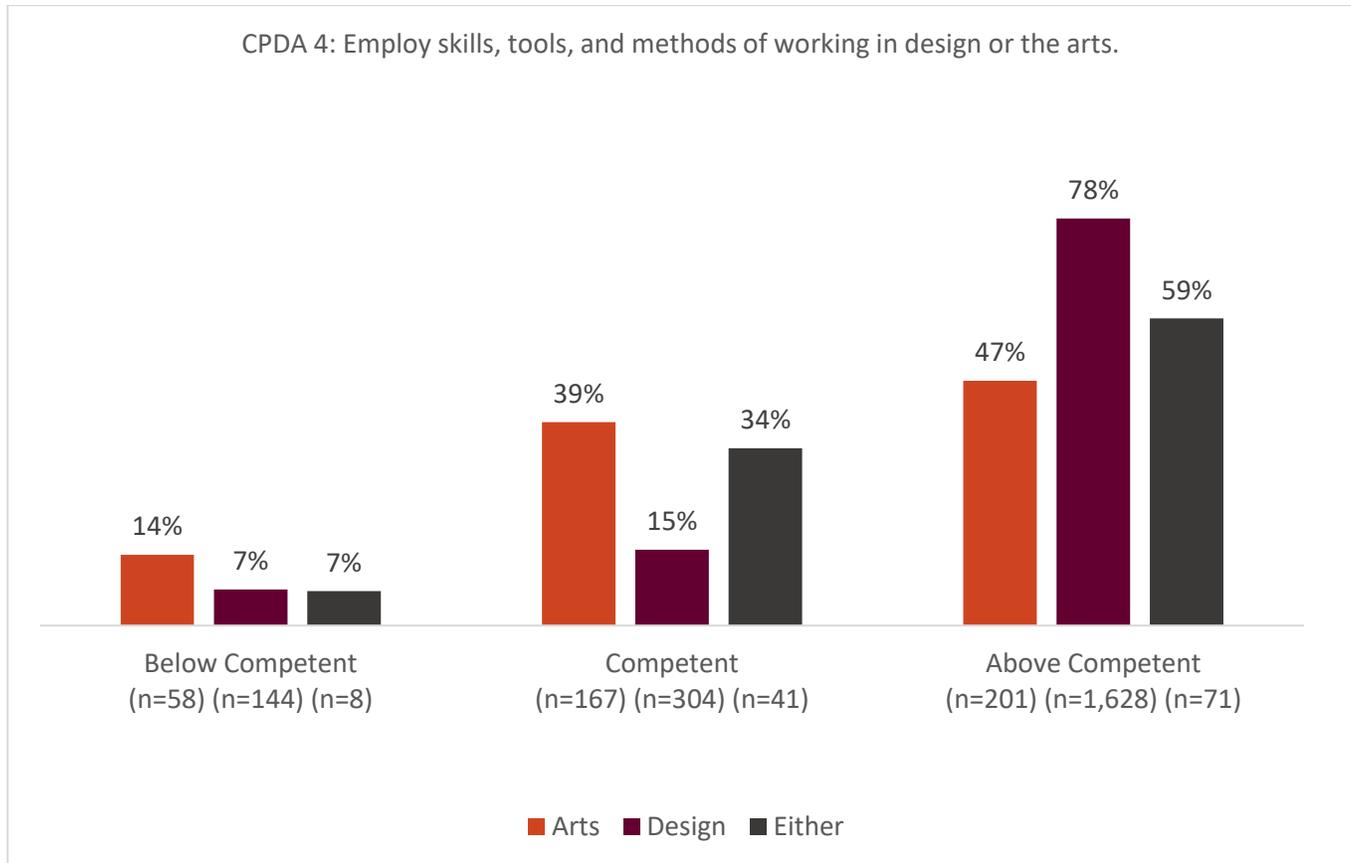
■ Arts ■ Design ■ Either

Figure 4. Arts (n=426); Design (n=2,076); Either (n=120)

SLO 5: Produce a fully developed work through iterative processes of design or the arts.

	Arts	Design	Either*
Pathways Sections Offering SLO 5	67	85	–
Pathways Sections Reporting Data	25 (37%)	36 (42%)	–
Pathways Sections Included in Analyses	25 (37%)	34** (40%)	–
Enrollment in Sections Offering CPDA 5***	1,205	4,039	–
Students Included in Analyses***	372 (31%)	2,053 (51%)	–

* Data are not reported when 5 or fewer sections were offered or included in the analyses.
** Data from 2 sections (Design) were excluded.
*** Values include students who may be enrolled and/or assessed in multiple Pathways courses.
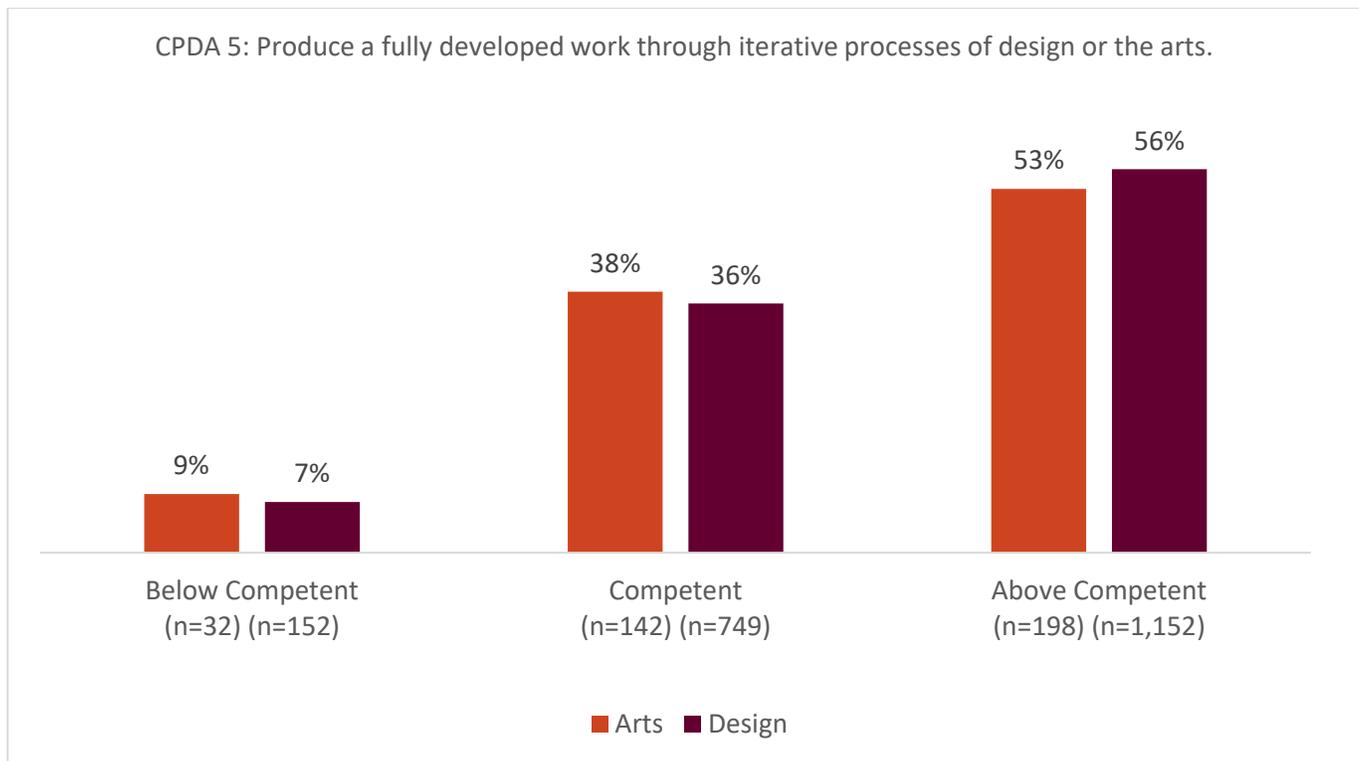
Figure 5. Arts (n=372); Design (n=2,053)