Assurance of Student Learning Report 2023-2024	
PCAL	Art & Design
514: BFA Visual Arts with concentrations in Studio and Graphic Design	
Yvonne Petkus and Natalie Tyree, Program Co-Coordinators	

Is this an online program? ☐ Yes ☒ No

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.			
Student Learning Outcome 1: Demonstrate expertise with the use of the elements and principles of art and design to create visually and conceptually challenging and effective creative works.			
Instrument 1	Direct: Portfolio		
Based on your results, check whether the program met the goal Student Learning Outcome 1.		☒ **Met**	☐ **Not Met**
Student Learning Outcome 2: Demonstrate expertise in one or more visual art / design discipline(s).			
Instrument 1	Direct: Portfolio		
Based on your results, check whether the program met the goal Student Learning Outcome 2.		☒ **Met**	☐ **Not Met**
Student Learning Outcome 3: Demonstrate appropriate professional practices for their chosen field.			
Instrument 1	Direct: Portfolio		
Instrument 2	Direct: Resume		
Based on your results, check whether the program met the goal Student Learning Outcome 3.		☒ **Met**	☐ **Not Met**
Student Learning Outcome 4: Demonstrate the ability to effectively communicate about their work and the work of other artists, both historic and contemporary.			
Instrument 1	Direct: Artist / Designer Statement		
Instrument 2	Direct: Oral Presentation		
Based on your results, check whether the program met the goal Student Learning Outcome 4.		☒ **Met**	☐ **Not Met**
Assessment Cycle Plan:			
We have three levels of credentials in our department: Certificates (18 hours), Bachelor of Arts degrees (49 hours for the studio concentration / 88 hours for the Art Education Concentration) and Bachelor of Fine Arts degrees (79 hours). For each, we expect a different level of skills achievement: Intermediate for the Certificate; Proficient for the BA; and Expert for the BFA, which reflect the number of hours students spend in skills-specific courses. These expectations are reflected in the language of the SLOs. This is the first year we have assessed students based on level achieved (Novice/Intermediate/Proficient/Expert) rather than on a 7-point numerical scale, using a new rubric designed to measure level of achievement. We feel the category-specific measurement system and rubric noting specific skills for achieving each level are a more appropriate way to measure success in our programs.			

We will need to continue to ensure that the methods we use to assess this program pertain to all four of our concentrations, Studio, Graphic Design, and our new Animation and User Experience Design concentrations.

Results from this assessment show all four SLO targets were met. We are pleased with this success rate, and will continue to work to ensure increased success for all our SLOs, paying particular attention to those that help prepare students for career readiness.

Anecdotally, verbal communication about students' visual work, traditionally assessed via the written artist / designer statement, is one of the most difficult learning objectives for our students to achieve. Over the past few years, the measurement for this SLO has been refined include an additional artifact: a recorded oral presentation each student developed about their work. This addition of a second measurement has proven successful in both assisting students with developing effective skills in communicating about their work (necessary for success in creative careers) and with more fully assessing students' abilities to communicate. Faculty have also anecdotally noted that the addition of the oral presentation measurement greatly assists in evaluating this SLO.

The Capstone Course continues to focus on these written and oral statements, which has corresponded with less student anxiety over creating the documents and an overall increased quality for most. As skill in speaking about their work is important for our graduates, we will continue to focus on this SLO.

During this past assessment cycle, we divided assessment work for our six programs among the tenure-track department faculty. We wrote new curriculum maps for six programs, and new assessment rubrics for five programs, while revising the rubric for the sixth. We gathered new artifacts for three programs, along with developing a strategy for artifact collection for these programs. That left fewer faculty-hours for conducting assessments, resulting in only one faculty member evaluating and scoring the BA 514 program this year. Next year, we plan to return to both of our BA and BFA programs being evaluated and scored by multiple departmental Program Coordinators, to allow for a more thorough evaluation.

The department will also continue to work with our program coordinators for the BFA and BA programs on program administration, including curriculum development, oversight, and revision where needed. Together with the Chair, they will examine our new rubric and curriculum map throughout this coming academic year, with an eye towards ensuring alignment with NASAD accreditation standards in preparation for our next self-study (AY 2025).

We continue to refine our Portfolio and Capstone courses, and take lessons learned from our yearly ASL reports back into the classroom for continued improvement.

Student Learning Outcome 1	
Student Learning Outcome	**Demonstrate expertise with the use of the elements and principles of art and design to create visually and conceptually challenging and effective creative works.**
Measurement Instrument 1	DIRECT MEASURE OF STUDENT LEARNING: PORTFOLIO Throughout the BFA program, students create individual studio art and / or design pieces. In the required portfolio and capstone courses, students select a body of work (usually 12 – 16 pieces) that represents their best work; these pieces are assembled into a digital portfolio. To evaluate SLO 1, each student's body of creative works (pieces in the portfolio) was evaluated on their formal and conceptual strengths in using the visual elements and principles of art and design.
Criteria for Student Success	*Success is defined as meeting the level of expert on this outcome.*

Program Success Target for this Measurement	75%	**Percent of Program Achieving Target**	94%

Methods	All BFA students in the program for Spring 2024 (N=18) in the Capstone course created a digital portfolio of their work during their final semester. Portfolios were scored (Novice / Intermediate / Proficient / Expert) via the attached rubric. Only expert level scores were counted as achieving the target.

Based on your results, highlight whether the program met the goal Student Learning Outcome 1.	☒ **Met**	☐ **Not Met**

Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)

Results:
This past year, we collected the same student artifacts / measurement instrument (portfolio of work, written creative statement, and recorded creative presentation) as we have in previous years, via the same methods. We did change the evaluation method of these artifacts, by creating for the first time a rubric for evaluation, and changing the scale of evaluation from a 7-point numerical scale to a four-category scale describing level achieved: novice, intermediate, proficient, and expert.

This SLO represents one of the most fundamental learning outcomes for students in the BFA program. We have met and exceeded our target for success for this SLO.

Conclusions:
We continue to work to ensure that this SLO represents the skills, knowledge, and experience we want our students to master upon graduating, that our students meet these goals, and that that this SLO is measurable. Notably, we exceeded our target of success this year.

Plans for Next Assessment Cycle:
We will continue to ensure that the methods we use to assess this program pertain to all four of our concentrations, Studio, Graphic Design, and our new Animation and User Experience Design concentrations. The department will also continue to work with our program coordinators for the BFA and BA programs on program administration, including curriculum development,
oversight, and revision where needed. Together with the Chair, they will examine our new rubric and curriculum map throughout this coming academic year, with an eye towards ensuring alignment with NASAD accreditation standards in preparation for our next self-study (AY 2025).

	Student Learning Outcome 2		
Student Learning Outcome	**Demonstrates expertise in one or more visual art / design discipline(s).**		
Measurement Instrument 1	DIRECT MEASURE OF STUDENT LEARNING: PORTFOLIO Throughout the BFA program, students create individual studio art and / or design pieces. In the required portfolio and capstone courses, students select a body of work (usually 12 – 16 pieces) that represents their best work; these pieces are assembled into a digital portfolio. For SLO 2, students' works were evaluated to assess expertise in one or more departmental disciplines (graphic design, ceramics, drawing, painting, printmaking, sculpture, or weaving).		
Criteria for Student Success	*Success is defined as meeting the level of expert on this outcome.*		
Program Success Target for this Measurement	75%	**Percent of Program Achieving Target**	94%
Methods	All BFA students in the program for Spring 2024 (N=18) in the Capstone course created a digital portfolio of their work during their final semester. Portfolios were scored (Novice / Intermediate / Proficient / Expert) via the attached rubric. Only expert level scores were counted as achieving the target.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		☒ **Met**	☐ **Not Met**
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			

Results:
This past year, we collected the same student artifacts / measurement instrument (portfolio of work, written creative statement, and recorded creative presentation) as we have in previous years, via the same methods. We did change the evaluation method of these artifacts, by creating for the first time a rubric for evaluation, and changing the scale of evaluation from a 7-point numerical scale to a four-category scale describing level achieved: novice, intermediate, proficient, and expert.

This SLO represents one of the most fundamental learning outcomes for students in the BFA program. We have met and exceeded our target for success for this SLO.

Conclusions:
We continue to work to ensure that this SLO represents the skills, knowledge, and experience we want our students to master upon graduating, that our students meet these goals, and that that this SLO is measurable. Notably, we exceeded our target of success this year.

Plans for Next Assessment Cycle:
We produced significant tweaks to our art and design curriculum over the past two years (mostly providing necessary 'clean-up' for the graphic design curriculum), and will continue to ensure our artifacts remain aligned with SLO assessements, and that curriculum remains aligned with our SLOs.

Further, we will pay particular attention to the methods we use to assess this program to ensure they pertain to all four of our concentrations, Studio, Graphic Design, and our new Animation and User Experience Design concentrations.

The department will also continue to work with our program coordinators for the BFA and BA programs on program administration, including curriculum development, oversight, and revision where needed. Together with the Chair, they will examine our new rubric and curriculum map throughout this coming academic year, with an eye towards ensuring alignment with NASAD accreditation standards in preparation for our next self-study (AY 2025).

Student Learning Outcome 3	
Student Learning Outcome	**Demonstrates appropriate professional practices for their chosen field.**
Measurement Instrument 1	DIRECT MEASURE OF STUDENT LEARNING: PORTFOLIO Throughout the BFA program, students create individual studio art and / or design pieces. In the required portfolio and capstone courses, students select a body of work (usually 12 – 16 pieces) that represents their best work; these pieces are assembled into a portfolio, and installed and displayed both in a final senior exhibition in the Main University Gallery and as an online exhibition through the University Gallery website. For SLO 3, students' works were evaluated to assess the level of professional practices for their chosen field.
Criteria for Student Success	*Success is defined as meeting the level of expert on this outcome.*

Program Success Target for this Measurement	75%	**Percent of Program Achieving Target**	94%
Methods	All BFA students in the program for Spring 2024 (N=18) in the Capstone course created a digital portfolio of their work during their final semester. Portfolios were scored (Novice / Intermediate / Proficient / Expert) via the attached rubric. Only expert level scores were counted as achieving the target.		
Measurement Instrument 2	DIRECT MEASURE OF STUDENT LEARNING: RESUME In the required Portfolio and Capstone courses, students create an individual resume highlighting their experiences in art and design, appropriate for their chosen field.		
Criteria for Student Success	*Success is defined as meeting the level of expert on this outcome.*		

Program Success Target for this Measurement	**75%**	**Percent of Program Achieving Target**	**67%**
Methods	All BFA students in the program for Spring 2024 (N=18) developed a resume in the Capstone course and submitted their resume for review. Resumes were scored (Novice / Intermediate / Proficient / Expert) via the attached rubric. Only expert level scores were counted as achieving the target.		

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	☒ **Met**	☐ **Not Met**

Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)
<u>Results</u>: Nearly all graduating BFA students (94%) created professional-level portfolios in their final semester, the most important document needed for entry into their chosen professional field or for further study. However, only 67% of students created a professional-quality resume, also an important document for professional entry. As 100% of students scored at "expert" level for at least one measurement instrument and either "expert" or "proficient" for the second measurement instrument for SLO 3, we assessed that we met the goal for this SLO.

Conclusions:
Students focus on creating work to be included in portfolios in every 300 and 400 level class in our curriculum. Faculty regularly address the importance and process for creating an overall portfolio and on a curating a strong 'body of work' in classes, as this document is the primary evidence students need to apply for all opportunities post-graduation. "You will get a job based on your portfolio" is a common – and true – statement in our classrooms. This attention is reflected in the high assessment score on the portfolio indicator for SLO 3. While it would be impractical to spend an equivalent amount of energy working with students on other professional documents, such as resumes, this assessment indicates that we should find additional ways to introduce, reinforce, and help our students master these skills, either within our classes, or supplemental 'study session' style programming.

Plans for Next Assessment Cycle:
While we have not met targets for all meansurement instruments for this SLO in all of the past 5 years, we continue to focus within the program and in the Portfolio and Capstone courses on career readiness, and on developing appropriate artifacts for this crucial measure of student success. We will continue to work with students to ensure they create professional documents prior to graduation, and are proud that they continue to produce high-quality portfolio work nearly across the board.

A goal as we move towards NASAD self-study and re-accreditiation (AY 2024-2025), this past year we created curricular maps to identify the courses in which we are teaching necessary skills and concepts. After producing significant tweaks to our art and design curriculum over the past two years (mostly providing necessary 'clean-up' for the graphic design curriculum), we will continue to evaluate and refine curriculum where needed. As we revise / refine curricula, we will continue to ensure our artifacts remain aligned with SLO assessements, and that curriculum remains aligned with our SLOs.

Student Learning Outcome 4			
Student Learning Outcome	**Demonstrate the ability to effectively communicate about their work and the work of other artists, both historic and contemporary.**		
Measurement Instrument 1	DIRECT MEASURE OF STUDENT LEARNING: ARTIST / DESIGNER STATEMENT In the required Portfolio and Capstone courses, students write a statement about their work.		
Measurement Instrument 2	DIRECT MEASURE OF STUDENT LEARNING: ORAL PRESENTATION In the required Capstone course, students deliver an oral presentation (with visuals) about their work, including historical and contemporary influences.		
Criteria for Student Success	Success is defined as meeting the level of Expert on one or both measurement instruments and at least the level of Proficient on the other measurement instrument for this outcome.		
Program Success Target for this Measurement	75%	**Percent of Program Achieving Target**	76%
Methods	17 of the 18 BFA students graduating in the program in Spring 2024 wrote a creative statement and recorded a 5-8 minute presentation about their work as assignments in the Capstone class. These artifacts were scored (Novice / Intermediate / Proficient / Expert) via the attached rubric. Students that scored at the expert level in one of these two measurements, and at least proficient in the second measure, were counted as meeting the target.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		☒ **Met**	☐ **Not Met**
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			

Results:
All students performed well when speaking about their own work on both of these metrics. The students who did not score 'expert' on these measurements did not do so because they failed to speak about their influences, both historical and contemporary.

Conclusions:
The ability to communicate about one's own work and process is a primary SLO for the BFA program, and being able to identify influences is important, but secondary. In order to ensure students are meeting this secondary component of SLO 4, we will re-think the artifacts produced in the Capstone course to address influences more specifically.

Plans for Next Assessment Cycle:
Developing a written creative statement and an artist /designer talk assists students in effectively communicating about their work and process – critical skills as they develop career readiness in their fields. The Capstone Course has continued to place additional focus on these written and oral statements, which has corresponded with less student anxiety over creating the documents and an overall increased quality for most. We will continue to refine artifacts to ensure they address all aspects of this SLO in future cycles.

While we have not met this SLO in all of the past 5 years, continued focus within the program and in the Portfolio and Capstone courses on career readiness, with specific attention on helping students develop effective verbal communication skills, ensured that we met this SLO again this year.

Additionally, this past year, we collected the same student artifacts / measurement instrument (portfolio of work, written creative statement, and recorded creative presentation) as we have in previous years, via the same methods. We did change the evaluation method of these artifacts, by creating for the first time a rubric for evaluation, and changing the scale of evaluation from a 7-point numerical scale to a three-category scale describing level achieved: novice, intermediate, and proficient.

Overall, 76% of students met the level of proficiency for one measurement and at least the level of intermediate for the other on this SLO.
Anecdotally, the creative statement is one of the most difficult professional documents for our students to create. The addition of a second measurement (oral presentation) has proven successful in more fully assessing students' abilities to communicate about their work and to ensure that they address the work of other artists. Faculty have also noted that the addition of the oral presentation measurement greatly assists in evaluating this SLO. This assignment on which this artifact (oral presentation) is based continues to be developed to ensure it meets both necessary learning goals and remains a quality indicator for this learning objective.

As we move towards NASAD self-study and re-accreditiation (AY 2024-2025), this past year we also created curricular maps to identify the courses in which we are teaching necessary skills and concepts. After producing significant tweaks to our art and design curriculum over the past two years (mostly providing necessary 'clean-up' for the graphic design curriculum), an additional step will be to continue to refine curriculum where needed. As we revise / refine curricula, we will continue to ensure our artifacts remain aligned with SLO assessements, and that curriculum remains aligned with our SLOs.

BFA 514 [Concentrations: Studio, Graphic Design, UX Design, Animation]	Student Learning Outcome 1: Demonstrate expertise with the use of the elements and principles of art and design to create visually and conceptually challenging and effective creative works.	Student Learning Outcome 2: Demonstrate expertise in one or more visual art / design discipline(s).	Student Learning Outcome 3: Demonstrate appropriate professional practices for their chosen field.	Student Learning Outcome 4: Demonstrate the ability to effectively communicate about their work and the work of other artists, both historic and contemporary.
Introductory Studio Courses: [ART 130, ART 131, ART 140]	Introduced	Introduced	Introduced	Introduced
Introductory Art History Courses: [ART 105, ART 106]	N/A	N/A	Introduced	Introduced / Reinforced
Beginning 200-level Studios: [ART 220, ART 231, ART 240, ART 243, Art 244, ART 250, ART 260, ART 270, ART 280; ANIM 210, ANIM 220, UX 220]	Reinforced	Introduced / Reinforced	Introduced	Introduced / Reinforced
Intermediate 300-level Studios: [ART 321, ART 330, ART 340, Art 341, ART 350, ART 360+, ART 370+, ART 380+, ANIM 310, ANIM 320, ANIM 344, UX 330, UX 340]	Reinforced	Reinforced	Reinforced	Reinforced
Advanced 400-level Studios: [ART 420+, ART 430+, Art 440, ART 450+, ART 460+, ART 470+, ART 480+, ART 444, UX 430, UX 440, UX 400, UX 450]	Mastered	Mastered	Mastered	Mastered
300-400 Upper-level Art History Electives: [ART 305, ART 312, ART 313, ART 314, ART 315, ART 316, ART 325, ART 390, ART 401, ART 403, ART 405, ART 407, ART 408, ART 409, ART 410, ART 494	N/A	N/A	Reinforced	Mastered
Capstone course	Assessed	Assessed	Mastered / Assessed	Mastered / Assessed

Assessment Rubric: Student Learning Outcome 1

Student Outcome 1: Demonstrate expertise with the use of the elements and principles of art and design to create visually and conceptually challenging and effective creative works.

Considering the outcome listed above, assess the material according to the rubric scoring guide below.

Evaluation item	Novice	Intermediate	Proficient	Expert
Implement elements and principles of design to strengthen the overall compositions.	- Basic understanding of elements and principles of design. - Limited application; compositions may lack balance and coherence. - Use of color, line, shape, space, and texture is rudimentary and often inconsistent.	- Moderate understanding and application of design principles. - Compositions show some balance and cohesion, though may still be inconsistent. - Elements such as color, line, shape, space, and texture are used more effectively but may lack refinement.	- Solid understanding and skillful application of design elements and principles. - Compositions are balanced, cohesive, and demonstrate a clear understanding of how elements work together. - Effective and intentional use of color, line, shape, space, and texture enhances the overall design.	- Masterful application of elements and principles of design. - Compositions are highly balanced, cohesive, and demonstrate innovative and sophisticated use of design elements. - Exceptional use of color, line, shape, space, and texture creates visually and conceptually compelling works.
Demonstrate clear, intended conceptual ideas through visual works of art created.	-Conceptual ideas are vague or unclear. - Limited or no evidence of intended message or theme. - Visual works lack depth and struggle to communicate concepts effectively.	-Conceptual ideas are somewhat clear and intentional. - Some evidence of intended message or theme. - Visual works convey concepts, but with moderate clarity and depth.	- Conceptual ideas are clear and well-developed. - Strong evidence of intended message or theme. - Visual works effectively communicate concepts with good clarity and depth.	-Conceptual ideas are exceptionally clear, innovative, and thoroughly developed. - Compelling evidence of intended message or theme. - Visual works are highly effective in communicating complex concepts with exceptional clarity and depth.

Assessment Rubric: Student Learning Outcome 2
Student Outcome 2: Demonstrate expertise in one or more visual art / design discipline(s).

Considering the outcome listed above, assess the material according to the rubric scoring guide below.

Evaluation item	Novice	Intermediate	Proficient	Expert
Demonstrate expert technical skill in chosen discipline/ disciplines.	-Demonstrates basic understanding of techniques. -Work shows minimal control and precision. -Limited use of tools and mediums.	-Displays a good grasp of various techniques. -Work shows improved control and some precision. -Utilizes a broader range of tools and mediums.	-Shows strong technical skills with consistent control and precision. -Demonstrates effective use of a variety of tools and mediums. -Technical execution enhances the overall quality of the work.	-Mastery of technical skills with exceptional control and precision. -Innovatively uses tools and mediums to push boundaries. -Technical excellence significantly contributes to the work's impact.

Assessment Rubric: Student Learning Outcome 3
Student Outcome 3: Demonstrate appropriate professional practices for their chosen field.

Considering the outcome listed above, assess the material according to the rubric scoring guide below.

Evaluation item	Novice	Intermediate	Proficient	Expert
Develop a professional, discipline specific resume.	-The resume has basic structure and formatting but shows minimal understanding of industry standards. -Limited use of relevant terminology and skills specific to the discipline. -Minimal or irrelevant professional experience and achievements.	-The resume has an improved structure and formatting with some alignment to industry standards. -Includes some relevant terminology and skills specific to the discipline. -Lists relevant professional experience and achievements, but lacks depth and detail.	-The resume is well-structured and formatted according to industry standards. -Effectively uses relevant terminology and showcases skills specific to the discipline. -Contains detailed and relevant professional experience and achievements that demonstrate competence.	-The resume is exceptionally well-structured and professionally formatted, exceeding industry standards. -Expertly uses relevant terminology and highlights advanced skills specific to the discipline. -Presents comprehensive, highly relevant professional experience and achievements that demonstrate expertise and leadership in the field.
Demonstrate a professional, discipline specific portfolio.	-Demonstrates basic understanding of techniques. -Work shows minimal control and precision. -Limited use of tools and mediums specific to the discipline.	-Displays a good grasp of various techniques. -Work shows improved control and some precision. -Utilizes a broader range of tools and mediums specific to the discipline.	-Shows strong technical skills with consistent control and precision. -Demonstrates effective use of a variety of tools and mediums specific to the discipline. -Technical execution enhances the overall quality of the work.	-Mastery of technical skills with exceptional control and precision. -Innovatively uses tools and mediums to push boundaries within the discipline. -Technical excellence significantly contributes to the work's impact.

Assessment Rubric: Student Learning Outcome 4

Student Outcome 4: Demonstrate the ability to effectively communicate about their work and the work of other artists, both historic and contemporary.

Considering the outcome listed above, assess the material according to the rubric scoring guide below.

Evaluation item	Novice	Intermediate	Proficient	Expert
Write a clear and informative artist statement that relates to the body of work created.	-Statement is vague or unclear. -Lacks relevant information about the artist's work. -Limited connection between the statement and the body of work.	-Statement is somewhat clear and informative. -Provides some relevant information about the artist's work. -Shows a basic connection between the statement and the body of work.	-Statement is clear and informative. -Provides relevant and detailed information about the artist's work. -Clearly connects the statement to the body of work.	-Statement is exceptionally clear and highly informative. -Provides comprehensive and insightful information about the artist's work. -Strongly and eloquently connects the statement to the body of work.
Understand and effectively communicate how the body of work fits within historic and contemporary art.	-Shows limited understanding of how the work fits within historic and contemporary art. -Provides minimal or no references to art history or contemporary practices. -Communication is vague and lacks depth.	-Demonstrates a basic understanding of the work's place in historic and contemporary art. -Includes some references to relevant art historical and/or contemporary practices. -Communication is clear but lacks detailed connections.	-Shows a strong understanding of how the work fits within historic and/or contemporary art. -Provides detailed and relevant references to art historical and/or contemporary practices. -Communication is clear and makes well-developed connections.	-Demonstrates an exceptional understanding of the work's place within historic and/or contemporary art. -Provides comprehensive and insightful references to art history and/or contemporary practices. -Communication is highly articulate, making sophisticated and nuanced connections.

Present a clear and informative oral presentation that communicates the conceptual ideas and research behind the work.	-Presentation is unclear and difficult to follow. -Provides minimal information about the conceptual ideas and research. -Lacks engagement with the audience and does not effectively convey key points.	-Presentation is somewhat clear but may have some areas that are difficult to follow. -Provides basic information about the conceptual ideas and research. -Engages the audience to some extent and conveys key points with some effectiveness.	-Presentation is clear and easy to follow. -Provides detailed information about the conceptual ideas and research. -Effectively engages the audience and clearly conveys key points.	-Presentation is exceptionally clear and highly engaging. -Provides comprehensive and insightful information about the conceptual ideas and research. -Strongly engages the audience and conveys key points with exceptional clarity and effectiveness.