Academic Program Assessment Report

Assessment is a term commonly used to encompass the process of gathering and using evidence to guide improvements.

SACSCOC requires that an institution "<u>identifies</u> expected outcomes, <u>assesses</u> the extent to which it achieves these outcomes, and <u>provides evidence of seeking improvement</u> based on analysis of the results".

Academic Program	**Submission Year**
Visual Arts, B.S.	2019-2020

Ex. If the report you are submitting is due October 1, 2019, choose 2019-2020.

Assessment Coordinator Name	**Enter Assessment Coordinator Email**
Doug McAbee	dmcabee@lander.edu

If more than one coordinator, please choose one for emails to be sent to.

Program Goal

Goal

Goal 1

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.

Students demonstrate skills to communicate critical thinking in visual art

Pillar of Success Supported
○ High-Demand, Market-Driven Programs

○ Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students

○ Robust Student Experience

⊙ Graduates Who Are Gainfully Employed or Admitted to Graduate School

○ Advancement Activities Leveraged to Further the University's Mission

○ Engaged and Supportive Alumni

○ Financially Stable and Operationally Efficient

○ Facilities Positioned for Growth and Efficient Utilization

○ Employer of Choice

○ Highly-Valued Community Partner

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students in capstone course ART 499 score 6 on Critical Thinking Prompt.

Timeframe for this Outcome

Academic Year 2017-2018

Ex. Academic Year 2017-2018

Performance Target for "Met"

80.0% or more score 6 on Critical Thinking Prompt

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Between 60.0% and 79.9% score 6 on Critical Thinking Prompt

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

59.9% or less score 6 on Critical Thinking Prompt

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used	Frequency of Assessment
The Critical Thinking prompt asks students to compare and contrast two works of art (one 2D and one 3D) using the elements and principles of design and to identify the artistic styles of each work.	Twice annually in ART 499 capstone course

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Data Collected for this Timeframe (Results)	Score (Met=3, Partially Met=2, Not Met=1)

| 87%
N=24 | 3 |

Comments/Narrative

In Academic Year 2018-19, capstone course student scores were at 87%. This indicates a steady percentage that indicates the changes the art department has made in curriculum over the last few years is helping students be better prepared for success in their degree. Changes in curriculum included the hiring of a new art historian to fill a vacancy. The new art historian has a broad area of expertise and interest in art history and he brought with him a new approach to written assignments for his courses. Students are writing more and providing more written visual art analysis in these courses. In academic year 2014-15 the art department made curriculum changes to the program adding two mandatory art history survey classes so that no gaps would be left in art history knowledge. The department restructured the course offerings so that beginning in the academic year 2014-15 all Visual Art majors would be required to take both art history survey courses (ART 111 and ART 112). The addition and restructuring of 300 level art history courses has helped students apply the material learned at lower levels. We expected this stronger foundation in art history to continue to produce higher scores on the Critical Thining Prompt and data points to this success over the last several years.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

Include estimate of cost.

Explanation of How Resources Will Be Used

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Freshman art majors scores improve by 3 points between start of freshman year (in ART 105) and end of freshman year (in ART 106) after completing all foundations courses.

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Average score on Critical Thinking Prompt improves from initial foundations (ART 105) to advanced foundations (ART 106) by 3 points.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Average score on Critical Thinking Prompt improves from ART 105 to ART 106 by less than 3 points.

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Average score on Critical Thinking Prompt does not improve from ART 105 to ART 106.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used	**Frequency of Assessment**
The Critical Thinking prompt asks students to compare and contrast two works of art (one 2D and one 3D) using the elements and principles of design and to identify the artistic styles of each work.	Twice annually. Once at beginning of ART 105, once at end of ART 106.

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
+4.3 Points N=22	3

Comments/Narrative

Freshmen level scores on the critical comparison have improved or remained steady during the last three academic years. This is a direct and expected result of curriculum changes in art history courses since academic year 2015-16. The addition of our new art historian with a broad expertise and interest in art history and a focus on critical analysis of works of art has helped our students in the Critical Comparison area of "historical content", an area where lower scores were noted in previous years. As freshmen students have entered our department as better prepared students with a stronger background in art for the last three years, initial scores in ART 105 were slightly higher than previous years. This allowed ART 105 and ART 106 to focus more on critical thinking during class critiques and raise expectations during critiques and written assignments. This change has improved student's scores on the Critical Comparison

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

Include estimate of cost.

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

After some success in raising scores in these indicators of success, data for academic year 2018-19 suggests that recent curriculum changes have made a positive impact. Since the art history curriculum was changed in 2015-16 to allow for a more thorough coverage of art history for our incoming freshmen and to require a new upper level art history course for all visual art majors, our students are beginning to score better on these indicators of succes. Improvement in the percentages of ART 499 students' scores improve in the last three years indicates that 200, 300 and 400 level studio art courses are also increasing standards and helping to improve critical analysis skills. Even though the art department is now attracting a more experienced and knowledgeable incoming freshman class and scores on the ART 105 critical thinking prompt have been higher, we hope to see continued success in the critical thinking scores in the coming years.

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

In academic year 2015-16, the Art Department added two sequential Art History courses (ART 111 and ART 112) as degree requirements. This has produced a positive result for this goal.

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Rubrics/Other Files
Critical thinking prompt -- 105-106 re-draft.docx

*Please upload any rubrics or other documents used
for this goal.*

Goal 2

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.

Students demonstrate engagement in professional practices (community/professional/organizational art events and exhibitions of art) outside of the university classroom.

Pillar of Success Supported

○ High-Demand, Market-Driven Programs

○ Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students

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○ Employer of Choice

○ Highly-Valued Community Partner

Choose the Pillar of Success that your goal best aligns with.

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Average number of approved community or professional art events participated in by students upon completion of ART 499.

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Average number of approved community or professional art events participated in by students upon completion of ART 499 is 6.1 or more

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Average number of approved community or professional art events participated in by students upon completion of ART 499 is 2.5 - 6.0

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Average number of approved community or professional art events participated in by students upon completion of ART 499 is less than 2.4

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used	Frequency of Assessment
	Twice annually in ART 499 capstone course.

Community or professional organization events documented by students and approved by ART 499 instructor

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Data Collected for this Timeframe (Results)

Score (Met=3, Partially Met=2, Not Met=1)

8.9 N=24	3

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

In 2009-10 this goal was added. Since 2009-10 more focus has been put on making students aware of community events and opportunities for participation in exhibits. The art faculty have strengthened their relationship with the Arts Center of Greenwood and have worked with the Arts Center to bring more cooperative exhibits and opportunities for students to engage in professional practices. During 2012-13, the curriculum for ART 402 was changed to include a public sculpture project. This project requires students to work with community groups to create off campus exhibits. Each academic year students in Sculpture II and III create at least one on campus public sculpture project and exhibit other sculptures at various venues on campus. Also during 2013-14 the curriculum for ART 404 was changed to include two public art projects related to Environmental Graphic Design. Many of these projects have become permanent installations on campus. Visiting artists and guest presenters continue to be a strength of the art program and one that provides more opportunities for students to engage with art on and off campus. During the academic year 2013-14 the art department took a more academically linked approach to the Monsanto Art Gallery on campus. Professors now have much more control over the artists who are invited to exhibit and give presentations to students. During the academic year 2017-18 the department hosted 4 exhibits by outside professional artists. Each of these guest artists provided an exhibit or lecture along with an oral presentation to our students. Added focus to this learning outcome since 2009-10 has increased student awareness of community opportunities and has increased student participation in these events and allowed students to meet and even surpass this goal when they reach ART 499. The large number of students surpassing this goal during 2016-17 has demonstrated that our goal was too low. For academic year 2016-17 the goal was raised to 6.0 for all art majors. The average number of PICA events is well above the expected outcome and is an indicator of the success of these endeavors.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

Include estimate of cost.

Explanation of How Resources Will Be Used

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Percentage of capstone course students presenting a body of work to the public by staging an exhibition.

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

90% or greater present a body of work to the public

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

80 to 90 percent present a body of work to the public

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

less than 80 percent present a body of work to the public

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used	**Frequency of Assessment**
Senior Exhibit documents body of work in public exhibition	Twice annually in ART 499 capstone course.

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
100%	3

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

In 2009-10 this goal was added. In 2011-12 this requirement became associated with a course for credit instead of an expectation with no credit hours. For 2018-19 this goal was met with 100%.   The Senior Exhibition has been more widely publicized and has received more attention in the last 3 years. During 2014-15 the campus gallery schedule was restructured to host the larger spring Senior Exhibition and the Jackson Library partnered with the Art Department to provide ample exhibition space for the smaller fall Senior Exhibition. Student outcomes indicate that since increased focus on this goal in AY 2010-11, students are staging exhibitions of a body of work more often, creating a routine of exhibiting artwork that will continue after graduation.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

Include estimate of cost.

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

Students are made aware during their first semester of the department expectation that they participate in community or professional events and that they have an exhibition of their work during ART 499, the capstone course. The current art faculty members are extremely active in their own community and professional events. This activity demonstrates to our students what it looks like to be an engaged artist in the community and or profession. Our faculty involvement also makes the dissemination of information about these events readily available to our students. Our strong relationship with local businesses and the Art Center of Greenwood helps to provide more opportunities for students to exhibit artwork and attend art events. After determining that sculpture students had limited opportunities to exhibit their work in the community due to size limitations, during AY 2012-13 the curriculum for ART 402 was changed to include at least one public sculpture project each semester to ensure that students are given opportunity to engage with the community outside of the classroom. ART 402 curriculum was further ammended during 2013-14 to allow for even more exhibition opportunities. Lander's administration has requested more public art for our campus and has recently approved 20+ outdoor locations on campus for temporary outdoor sculpture exhibits and these sites have already been utitilized. The curriculum for ART 404, ART 307 and ART 407 has also been changed to include more opportunities for students to create public artwork in the community and on campus. The curriculum for ART 499 has been changed to ensure that students have the experience of planning, preparing, advertising, and executing their own exhibit (Senior Exhibition). Maintaining focus on the goal of "students engage in professional practices outside of the university classroom" requires vigilant attention. Students are reminded of the professional practices goal in our annual Majors Meeting and kept aware of opportunities for exhibits and opportunities in the community by email, class announcements, and posters. Students and professors will keep records of participation and results are tracked by the ART 499 professors. The syllabus for ART 499 has been revised to include a statement about the requirement for participation in the Senior Show with grade consequence. Our art faculty have provided exhibition experiences outside the classroom and have provided positive press releases about student engagement in these experiences. This year many of our students earned awards juried exhibits in regional venues. These exhibits and successes have generated much excitement and have impacted student attitudes toward professional practices. It also has improved the reputation of Lander's Visual Art degree program in the region. Continuing the public display of student work on campus and in local public venues supports this goal. Public sculpture installation sites on campus have helped to support this goal. The current, energetic art faculty continues to contribute to the vitality of these program improvements. Outcomes since AY 2010-11 indicate that students are more prepared to link with their community after completing their art major requirements as a result of these curriculum and program changes. The overwhelming success of the art department in this area has allowed us to raise our standards for the upcoming academic year

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

During 2012-13 and 2013-14, the curriculum for ART 302 and ART 402 was changed to include a public sculpture project. This project requires students to work with community groups to create off campus exhibits. Each academic year students in Sculpture II and III create at least one on campus public sculpture project and exhibit other sculptures at various venues on campus. Also during 2013-14 the curriculum for ART 404 was changed to include two public art projects related to Environmental Graphic Design. In 2011-12 the senior exhibition requirement became associated with a course for credit instead of an expectation with no credit hours.

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Rubrics/Other Files
Please upload any rubrics or other documents used
for this goal.

Goal 3

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.

Students demonstrate college-level competencies in the field of art.

Pillar of Success Supported
○ High-Demand, Market-Driven Programs

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Choose the Pillar of Success that your goal best aligns with.

Outcomes

Outcome 1

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Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Maintain NASAD program accreditation

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Fully accredited

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

provisional accreditation

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

not accredited

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used	**Frequency of Assessment**
National Association of Schools of Art and Design (NASAD) program accreditation	Accreditation visits are on a variable cycle from 2-10 years. Our most recent visit was spring 2012. With full accreditation, our next visit will occur 2022.
Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).	

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Yes Full Accreditation	3
If this is a new outcome and no data has been collected, you should explain when data will be available for entry.	

Comments/Narrative

The Visual Art Department continues to be fully accredited by NASAD.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

$155,000.00

Include estimate of cost.

Explanation of How Resources Will Be Used

Following our NASAD site visit in the spring of 2012 Lander University was fully accredited. The NASAD report indicated that we had outgrown our current facilities and that we should be developing concrete plans to gain new studio and classroom spaces. Crowded classes and studios have become a problem as a result of our steady growth in student numbers. Class sizes continue to be a concern as we seek to provide suitable locations for courses. While NASAD recommends a maximum of 25 students per class, on their recent site visit they suggested lowering the cap in some courses to 12 or 15 for safety and space reasons. Those classes have since been capped at 10 because of space limitations.   One option suggested for gaining new art studio facilities was the purchase and renovation of the Dixie Hardware building in uptown Greenwood. The cost of this was estimated at $1.9 million. The Art Department presented this idea to past administration including members of the Board of Directors. The Art Department also presented this idea to the new president and he helped the department to explore this idea along with other possibilities for expansion. In the Academic Year 2015-16, the Art Department developed a new idea for the much needed expansion to take place on campus at a much lower cost by simply trading physical spaces with other campus offices. This "Art Village" proposal would relocate the Graphic Design, Drawing, Sculpture and Ceramics studios to the Genesis building and Art Annex building allowing all our studio classes to be taught in one general area on our exisiting campus. This move would allow LUPD, The Wellness Center and Student Services to be located in a more central campus area in the Cultural Center building. This move would require only a minor cost in the revamping of our existing campus properties. The "Art Village" proposal also incorporates the idea of having Visual Art Majors live in the Williamston dorms adjacent to the proposed Visual Art educational spaces. This move would also solve a variety of problems encountered by Visual Art students and faculty in recent years regarding access to studios outside of class time, safe and proper space to conduct studio classes and a much more accessible work space suitable for the Ceramic studio and ceramic firing areas. The estimated cost of this move would be $25,000. As of the end of academic year 2016-17 this "Art Village" proposal is still an option for the near future. Our students have been offered financial incentives to reside in Williamston dorms and we have severel incoming freshmen signed up. The moving of facilities has been put on hold for now but our space issues continue to grow more problematic. The art department is expecting a much larger class of incoming freshmen in fall 2017 which will neccessitate the creation of more class sections in our already heavily taxed studio spaces.   The NASAD report also noted that our department needed an additional Art Historian to support the number of visual art majors currently enrolled. The cost of an additional Art Historian is estimated at $65,000. Since the NASAD site visit, we have lost our Art Education faculty position and this position has not been filled. Our current faculty are not qualified or experienced to cover the Art Education courses for our K-12 program and we do not have the ability to properly recruit for our K-12 program. We place a great deal of importance on maintaining our K-12 program as a means of increasing our future enrollment and we desperately need this faculty position filled. The cost of a qualified art education professor is estimated at $65,000. As demonstrated in the steadily strong number of our "Major Headcount" in Unit/Program Goal IV below and expectations of increased visual art major enrollment in fall 2019, we must pursue new and appropriate studio and classroom spaces for the department as well as the addition of a new Art Historian and a new Art Educator in order to maintain our accreditation status during our next NASAD site visit in 2022. These two areas will be a major concern as we seek to maintain this very important educational accreditation.

Outcome 2

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Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Student competencies in concept development, craftsmanship and aesthetic decisions demonstrated in production of process or thematic portfolio in 400-level courses

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

90.0% or more of 400 level student process-folios demonstrate progression of ideas related to formal and conceptual development, media skillfully applied to support the concept, and aesthetic decisions are supportive to concept, justified with reasons.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

80.0% to 89.9% of 400 level student process-folios demonstrate progression of ideas related to formal and conceptual development, media skillfully applied to support the concept, and aesthetic decisions are supportive to concept, justified with reasons

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Less than 80.0% of 400 level student process-folios demonstrate progression of ideas related to formal and conceptual development, media skillfully applied to support the concept, and aesthetic decisions are supportive to concept, justified with reasons

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used	**Frequency of Assessment**
Portfolio rubric reviewed by one upper level and one foundations level faculty member. Student must score 6 or higher.	Each semester in all 400 level studio courses

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex.

Capstone assignment).

Data Collected for this Timeframe (Results) **Score (Met=3, Partially Met=2, Not Met=1)**

94%
18/19

3

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

In 2011-12 this goal was added due to inconsistency in student production of portfolios. Prior to 2011-12 there was no means of tracking student production of portfolios and since it was not a part of any course curriculum, there was no orgainized means of documenting. In 2011-12 the creation of portfolios was added to the curriculum in all 400 level studio art courses. This requirement insures that professors will be able to review and assess student competencies in concept development, craftsmanship and aesthetic decisions demonstrated in production of process-folios. In 2018-19 the expected outcome was met with947% of student portfolios in 400 level courses demonstrating mastery over the indicated outcomes. This outcome was monitored closely during the last academic year because of a dip in the 2017-18 numbers. The long term success during the last four academic years indicates that our students are benefiting from our current 400 level studio course curriculum.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

Include estimate of cost.

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

Our NASAD reaccreditation visit occurred during spring 2012 and we were approved for full accreditation. Of particular note was the postive feedback the department received on the high quality of student art visible on campus and the high quality, high energy, and collegiality of our art faculty. The report, however, noted a concern for overcrowding in the three dimensional art studios, our need for new studio classroom spaces due to continuing rise in our major headcount, and our need for an additional Art Historian also due to the continuing rise in our major headcount. Since this report, we have lost our Art Education faculty member and this vacancy still needs to be filled. Rising numbers of incoming freshmen and the addition of our new BFA degree has also createda a need for a new full time faculty member to teach freshmen level foundations courses (ART 103, 104, 105 and 106). As our numbers continue to rise, this will be a major concern during our next reaccreditation visit in 2022. Our space needs continue to be problematic and the department has worked with former and current administration to suggest strategies for increasing our studio square footage on campus. In 2011-12 all 400 level studio art course curricula were changed to include the creation of a portfolio. Students now assemble the photographs and written work required and turn in the portfolio in the format designated by each professor in each 400 level studio art course. The current 400 level studio course curricula are effective and students are producing strong creative work and are demonstrating high levels of critical thinking about their work.

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

The Visual Art Department proposes the hiring of 3 new faculty members, an Art Educator, an Art Foundations and an Art Historian. The department also proposes to move the art facilities to the Art Village concept on campus.

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Rubrics/Other Files
Rubric for studio portfolio at 400-level.docx

*Please upload any rubrics or other documents used
for this goal.*

Goal 4

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Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.

To comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education

Pillar of Success Supported
⊙ High-Demand, Market-Driven Programs

○ Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students

○ Robust Student Experience

○ Graduates Who Are Gainfully Employed or Admitted to Graduate School

○ Advancement Activities Leveraged to Further the University's Mission

○ Engaged and Supportive Alumni

○ Financially Stable and Operationally Efficient

○ Facilities Positioned for Growth and Efficient Utilization

○ Employer of Choice

○ Highly-Valued Community Partner

Choose the Pillar of Success that your goal best aligns with.

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Major Enrollment

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Using a five-year rolling average, the number of students enrolled in the major (a) for Baccalaureate programs is greater than or equal to 12.5, (b) for Master's/First Professional is greater than or equal to 6.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Not Applicable

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Using a five-year rolling average, the number of students enrolled in the major (a) for Baccalaureate programs is less than 12.5 (b) for Master's/First Professional is less than 6.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used	Frequency of Assessment
Enrollment and Graduation data extracted from Banner	Annually

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Data Collected for this Timeframe (Results)	Score (Met=3, Partially Met=2, Not Met=1)
97.4	3

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

Number of Visual Art degrees conferred continues to be strong. Art faculty advisors work closely with students to advance them in the direction of timely graduation.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

$9,300.00

Include estimate of cost.

Explanation of How Resources Will Be Used

To increase the amount and quality of new art majors, the art faculty developed and produced the Lander Visual Art marketing campaign in 2012. This campaign featured a set of beautiful postcards that were created, designed and distributed to potential students and high school art teachers around the state of South Carolina. The estimated cost of this project was $9,300.00 (Cost included professional lighting, photography, postcard design, printing and postage). This project was funded by generous donations to the Art Department by Jim Shore. Increasing the visibility and awareness of Lander's art department among high school art teachers, guidance counselors and students will help maintain strong numbers of Visual Art majors and may continue to increase those numbers. From 2011 to 2013 the rolling average of our Visual Art number of degrees conferred has increased from 15.0 to 17.4. During that same time our rolling average of Visual Art majors has increased from 86.2 to 96.0. This steady and continued growth is an asset to the University and the Visual Art Marketing campaign is designed to increase that recent growth. This campaign was and is aimed at South Carolina high school art teachers and guidance counselors who have a direct impact on the college choices of their students. Our desire is to make sure these teachers and guidance counselors know that Lander University exists and that it offers one of the best and most dynamic Visual Art degrees in the state. This minimal investment of $9,300 has produced positive results in larger numbers of incoming freshmen and better quality students. However, these postcards are now outdated and the entire campaign needs to be updated and mailed again. During academic year 2017-18 the department added a new professional art degree, the BFA degree. This new offering needs to be marketed as it now allows us to fully compete with other BFA programs in the state. The estimated cost would again be $9,300. In addition to this campaign, the university needs to protect and support the creative vitality of studio art faculty as they strive to be productive artists in their respective fields of research. This research has directly led to faculty exhibits of art locally, regionally and nationally and this faculty exposure to the public also increases awareness of the Lander University Visual Art degree. Faculty members need to have protected times for professional development in their studios during summer, weekends and winter break to maintain and improve this positive exposure for Lander University. This may include switching class schedules for studio art courses to only meeting two days per week (M/W, T/R) rather than the shorter three day per week class schedule (M/W/F). This need requires no extra cost to the university.

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Completions (Degrees Awarded)

Timeframe for this Outcome

Academic Year 2018-19

Ex. Academic Year 2017-2018

Performance Target for "Met"

Using a five-year rolling average, the number of degrees awarded (a) for Baccalaureate programs is greater than or equal to 8, (b) for Master's/First Professional is greater than or equal to 3.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Not Applicable

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Using a five-year rolling average, the number of degrees awarded (a) for Baccalaureate programs is less than 8 (b) for Master's/First Professional is less than 3.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used	**Frequency of Assessment**
Enrollment and Graduation data extracted from Banner	Annually

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
18.2	3

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

Number of Visual Art majors continues to be strong. Art faculty are actively recruiting new students during scheduled Open House events, student visits and tours, and by exhibiting work and maintaining professional relationships with feeder schools. Art faculty, of their own initiative, began a marketing campaign in 2012-13 which provides a series of art department postcards to be mailed to high schools and prospective students in the coming years. In 2014-15 the Art Department took the initiative to design and create a new department website in order to more fully showcase the strengths of the department and the high quality of student work created. The department currently needs to publish a new mailing packet and to put up billboard advertisements in strategic points in the state. Postive press releases regarding student engagement in professional practices inside and outside the classroom are building a positive reputation for Visual Art at Lander University among students and teachers in feeder schools. The recent addition of our BFA degree needs to be marketed as we compete for students with other state universities. Art studio faculty have demonstrated creative vitality in the production and exhibition of their own work in national and international venues. Each publication and exhibition provides very posititive advertisement for Lander University and for our Visual Art program. Our improving reputation and growing visibility among South Carolina high schools has allowed the department to maintain this strong enrollment.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

Include estimate of cost.

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

The number of Visual Art degrees conferred is strong. The number of Visual Art majors enrolled is also strong. Art advisors and faculty are working to increase the visibility of the Visual Art program at Lander University and to create a more positive reputation for our program and have plans to increase the number of Visual Art degrees conferred and the number of Visual Art majors over the next 5 years with strategic planning.

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

The Visual Art Department proposes a new marketing campaign to advertise our strong program and our new BFA degree to prospective students and high school art teachers and guidance counselors.

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Rubrics/Other Files
*Please upload any rubrics or other documents used
for this goal.*