

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 "identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results".

Be sure to SAVE your progress as you work!

Academic Program
Graphic Design, B.Des.

Submission Year
2021-2022

Assessment Coordinator Name
Sandy Singletary

Enter Assessment Coordinator Email
ssingletary@lander.edu

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.

Program Goal

Students demonstrate skills to communicate critical thinking in visual art

Pillar of Success Supported

Graduates Who Are Gainfully Employed or Admitted to Graduate School

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 2020-2021

Performance Target for "Met"

80.0% or more score 6 on Critical Thinking Prompt

Performance Target for "Partially Met"

Between 60.0% and 79.9% score 6 on Critical Thinking Prompt
59.9% or less score 6 on Critical Thinking Prompt

Performance Target for "Not Met"

59.9% or less score 6 on Critical Thinking Prompt

Assessment Measure Used

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.

Frequency of Assessment

Twice annually in DES 499 capstone course

Data Collected for this Timeframe (Results)

No data

Score (Met=3, Partially Met=2, Not Met=1)**Comments/Narrative**

In 2020-2021, the Bachelor of Design was added as a new program and no graduating seniors were enrolled.

Resources Needed to Meet/Sustain Results**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 2020-2021

Performance Target for "Met"

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

Performance Target for "Partially Met"

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

Performance Target for "Not Met"

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

Assessment Measure Used

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.

Frequency of Assessment

Twice annually. Once at beginning of ART 105, once at end of ART 106.

Data Collected for this Timeframe (Results)

+ 5.0 points
N=8

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

3

Comments/Narrative

Freshmen level scores on the critical comparison have improved or remained steady during the last four 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

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

Changes in the Visual Art curriculum has successfully raised scores in these indicators of success. Data for academic year 2020-2021 suggests that these curriculum changes continue to 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, our students are beginning to score better on these indicators of success. All BDes students freshmen foundation studio and art history courses to assure a strong foundation for the design program. The BDes curriculum requires DES 499 as the capstone, and as of

AY 2020-2021, there are not students enrolled in this course. Future assessment measures in DES 499 will assure that a strong understanding of design elements and principles, and that students can critically assess visual art and design. 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.

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.

Upload Rubrics/Other Files

Critical thinking prompt -- 105.106.499 rubric.docx

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.

Program Goal

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

Pillar of Success Supported

Graduates Who Are Gainfully Employed or Admitted to Graduate School

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 DES 499.

Timeframe for this Outcome

Academic Year 2020-2021

Performance Target for "Met"

Average number of approved community or professional art events participated in by students upon

completion of DES 499 is 6.1 or more

Performance Target for "Partially Met"

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

Performance Target for "Not Met"

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

Assessment Measure Used

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

Frequency of Assessment

Twice annually in DES 499 capstone course.

Data Collected for this Timeframe (Results)

No data

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

Comments/Narrative

This is a new program and in the 2020-2021 academic year, there were no students enrolled in DES 499. This data will be available for academic year 2021-2022

Resources Needed to Meet/Sustain Results

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 2020-2021

Performance Target for "Met"

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

Performance Target for "Partially Met"

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

Performance Target for "Not Met"

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

Assessment Measure Used

Senior Exhibit documents body of work in public exhibition

Frequency of Assessment

Twice annually in ART 499 capstone course.

Data Collected for this Timeframe (Results)

No data

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

Comments/Narrative

This is a new program and in the academic year, no BDes majors were graduating seniors. This data will be available for academic year 2021-2022

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

Data will be available for this goal in academic year 2021-2022.

Changes Made/Proposed Related to Goal

None

Upload Rubrics/Other Files

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.

Program Goal

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

Pillar of Success Supported

Graduates Who Are Gainfully Employed or Admitted to Graduate School

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

Maintain NASAD program accreditation

Timeframe for this Outcome

Academic Year 2020-2021

Performance Target for "Met"

Fully accredited

Performance Target for "Partially Met"

provisional accreditation

Performance Target for "Not Met"

not accredited

Assessment Measure Used

National Association of Schools of Art and Design (NASAD) program accreditation

Frequency of Assessment

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.

Data Collected for this Timeframe (Results)

Yes

Full Accreditation

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

3

Comments/Narrative

The Visual Art Department continues to be fully accredited by NASAD. With the recent addition of new BDes degree, BFA degrees offered in 2D and 3D and a BFA/MAT degree along with our new MFA degrees, the Art Department worked closely with NASAD to ensure that all degrees met standards. All of these degrees were approved by NASAD.

Resources Needed to Meet/Sustain Results

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.

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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 2020-2021

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.

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

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

Assessment Measure Used

Portfolio rubric reviewed by one upper level and one foundations level faculty member. Student must score 6 or higher.

Frequency of Assessment

Each semester in all 400 level studio courses

Data Collected for this Timeframe (Results)

No data

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

Comments/Narrative

This is a new program and in academic year 2020-2021, no BDes majors were enrolled in 400 level design courses. This data will be available for the academic year 2021-2022.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

Data for this goal will be available in 2021-2022.

Changes Made/Proposed Related to Goal

None

Upload Rubrics/Other Files

Rubric for studio portfolio at 400-level.docx

Goal 4

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.

Program Goal

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

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 2020-2021

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.

Performance Target for "Partially Met"

Not Applicable

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.

Assessment Measure Used

Enrollment and Graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

No data

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

Comments/Narrative

The BDes is a new program and assessment data will be available in academic year 2021-2022.

Resources Needed to Meet/Sustain Results

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?

Operational Outcome

Enter Outcome

Completions (Degrees Awarded)

Timeframe for this Outcome

Academic Year 2020-2021

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.

Performance Target for "Partially Met"

Not Applicable

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.

Assessment Measure Used

Enrollment and Graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

No data

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

Comments/Narrative

The BDes is a new program and assessment data will be available in academic year 2021-2022.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

Data will be available in the academic year 2021-2022.

Changes Made/Proposed Related to Goal

None

Upload Rubrics/Other Files

Goal 5

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.

Program Goal

Students demonstrate understanding of design theory and principles as they apply to graphic design

Pillar of Success Supported

High-Demand, Market-Driven Programs

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

Students demonstrate professionalism, creative inquiry, and design skill development in the sophomore BDes candidacy review

Timeframe for this Outcome

Academic Year 2021-2022

Performance Target for "Met"

90.0% or more of student BDes candidates demonstrate professionalism, creative inquiry, and design skill development during BDes candidacy review

Performance Target for "Partially Met"

80% - 89.9% of student BDes candidates demonstrate professionalism, creative inquiry, and design skill development during BDes candidacy review

Performance Target for "Not Met"

Less than 80% of student BDes candidates demonstrate professionalism, creative inquiry, and design skill development during BDes candidacy review

Assessment Measure Used

Presentation reviewed by upper level and foundations level faculty members Student must score 6 or higher.

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

No data

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

Comments/Narrative

This is a new outcome. Data will be available in academic year 2021-2022.

Resources Needed to Meet/Sustain Results

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?

Operational Outcome

Enter Outcome

Students demonstrate proficiency with industry standard software and understanding of professional practices and quality within the field of graphic design through a professional portfolio.

Timeframe for this Outcome

2020-2021

Performance Target for "Met"

90% or more of BDes majors majors demonstrate proficiency with industry standard software and understanding of professional practices and quality within the field of graphic design through a professional portfolio.

Performance Target for "Partially Met"

80% - 89.9% of BDes majors majors demonstrate proficiency with industry standard software and understanding of professional practices and quality within the field of graphic design through a professional portfolio.

Performance Target for "Not Met"

Less than 80% of BDes majors majors demonstrate proficiency with industry standard software and understanding of professional practices and quality within the field of graphic design through a professional portfolio.

Assessment Measure Used

Portfolio reviewed by upper level and foundations level faculty members Student must score 6 or higher.

Frequency of Assessment

Twice annually at the end of each semester.

Data Collected for this Timeframe (Results)

No data

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

Comments/Narrative

This is a new objective. Data will be available in academic year 2021-2022

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

Both operational outcomes in this goal are new. Data will be available in academic year 2021-2022.

Changes Made/Proposed Related to Goal

none

Upload Rubrics/Other Files

BDES review rubric.docx

Dean's Email Address

mrollins@lander.edu

Approved by Dean?

Yes

Signature of Dean

Mark Rollins

Comments from Dean's Review

The department deserves commendation for developing thorough assessment measures for this degree, and for designing a program that meets NASAD accreditation standards. I look forward to seeing how our design students perform as the data is collected.

Thank you for reviewing and approving this report. The approval and a copy of the report will be emailed to you and the Assessment Coordinator.