

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
2022-2023

Assessment Coordinator Name
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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 2021-2022

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)

100 %
N=5

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

3

Comments/Narrative

In Academic Year 2021-2022, capstone course student scores were at 100%. This 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. These changes have been made to strengthen all levels of course work and the result has been that students consistently meet assessment measures. Changes in curriculum have included the hiring of new faculty, and reworking courses at the foundation level, both of which have given students experience needed to critically assess works of art. Students gain practice in critical assessment of artwork through regular critiques in all studio courses. Students learn to use objective language and the elements and principles of design to describe the visual elements of artwork in each 200, 300, and 400 level studio courses. In addition, changes were made to the art history curriculum in 2015-2016 which required art history survey classes at the freshmen level, and upper level art history courses during sophomore, junior or senior academic years. All of these courses provide content to strengthen understanding and critical assessment skills. This assessment measure demonstrates mastery of critical assessment of visual artworks, a skill necessary to prepare for further academic studies or a creative career.

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 2021-2022

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)

+ 2.41 points

N=11

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

3

Comments/Narrative

Freshmen level scores on the critical comparison consistently met or exceeded this assessment measure in 2021-2022. Though this measure has been consistently met for multiple years, there has been overall improvement in critical assessment techniques using the elements and principles of design. This improvement does not necessarily have a numeric value on an assessment chart (other than meeting the measure) but has been witnessed by design studio faculty in 200, 300 and 400 level studio courses. This can be contributed to the new hire of a full time foundations faculty member in Fall 2020, who has incorporated regular writing assignments in all foundations courses. In addition, each year students have assimilated all foundations course content and created a bound book as a final project in the spring semester. Successful completion of this assignment demonstrates that students understand objective critical assessment content. During both semesters of the freshmen year, students are required to take two art history survey courses, a curriculum change made in 2015-2016. These classes include a broad range of art historical content and a focus on critical analysis of works of

art, and this in combination with changes in foundation curriculum has had a direct effect on student performance in the “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 2021-2022 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 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

The Art + Design department proposes adding graphic design content to the freshmen foundations courses to draw stronger connections between art and design curriculum.

Upload Rubrics/Other Files

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)

100%

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

3

Comments/Narrative

Students consistently met this assessment measure in 2021-2022. This goal was originally added as a focus in 2009-2010 and students were required to participate in three juried art events (PICA) that happened outside the classroom. In 2016-2017, the number of required juried events was increased to six because students were consistently meeting the assessment measure. At the same time that this number of events was increased, the level of rigor in accepted events was also increased. With the exception of 2020-2021, when this goal was only partially met due to COVID restrictions, students are consistently meeting this assessment measure. In 2020-2021, The department began a renewed focus on professional development and entrepreneurship which has increased student awareness and engagement in these activities. 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 such as exhibition, artist talks and workshops. Curriculum for 400 level studio courses commonly include public presentation of art. Examples continue to be public art works created in ART 402 (advanced sculpture) are exhibited on campus or in the community, and ART 407 (Advanced Ceramics) creates bowls for the annual Empty Bowls campaign, and ART 405 (Advanced Painting) hosts visiting artists and displays large canvases on campus. Each year the department hosts student juried exhibitions and invited professional artists in the Lander Art Gallery. Students are encouraged to participate in the Juried Student Exhibition, and have the opportunity to attend exhibitions and oral presentations of 4-6 professional artists on campus and at the Art Center of Greenwood. 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. In 2019-20 our data collection for this outcome was interrupted by COVID 19.

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 2021-2022

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)

100%

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

3

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 2021-2022, this goal was met with 100%. For the first time, design students exhibited their individual design work in the Lander Art Gallery as part of DES 420 and their capstone experience.

Resources Needed to Meet/Sustain Results**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 DES 499, the capstone course. The current design 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. The curriculum for 400 level studio courses includes a focus on professional opportunities for participation and exhibition 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 DES 499 professors. The syllabus for DES 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.

Changes Made/Proposed Related to Goal

In 2021-2022 to support the BDES degree, we added a senior design exhibit to the gallery schedule so that design students can have a dedicated exhibit of their senior portfolio. In addition we were able to hire a replacement graphic design professor who has invigorated the program.

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 Department of Art + Design continues to be fully accredited by NASAD and this includes the BDes degree. The department works closely with NASAD to ensure that all degrees meet standards.

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.

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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)

N=11
8.2

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

3

Comments/Narrative

In the 2021-2022 academic year, Students met this assessment measure. Processfolios are required in every 400-level studio course and are assessed with a common rubric. Students now assemble images and a statement in the format designated by each professor in each 400 level studio art course. The assessment measure demonstrates that 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.

Resources Needed to Meet/Sustain Results**Explanation of How Resources Will Be Used**

Goal Summary

Goal Summary/Comments

Our NASAD reaccreditation visit is scheduled for Spring 2023. In our last site visit in Spring 2012, we were approved for full accreditation. Of particular note was the positive 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. We continue to address the concerns noted by NASAD evaluators including overcrowding and poor ventilation in the three dimensional art studios and our need for new studio classroom spaces due to continuing rise in our major headcount. 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. Since the last visit we have added or replaced faculty members teach classes necessary for each degree, and at this time continue to need an additional faculty member to teach freshmen foundation and graduate courses. All 400 level studio art and design courses require the creation of a portfolio which indicates that students are producing strong creative work and are demonstrating high levels of critical thinking about their work.

Changes Made/Proposed Related to Goal

None

Upload Rubrics/Other Files

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

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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)

33%

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

3

Comments/Narrative

Student enrollment in the BDes degree continues to be strong. Art and design faculty are actively recruiting new students during scheduled Open House events, student visits and tours and by maintaining professional relationships with SC schools. In addition the department has developed a dual enrollment program with an area high school technology center to support enrollment. We have rebranded our department and changed the name in 2021-2022 from Visual Arts to Art + Design to demonstrate our student focused priority. In Fall 2022, we unveiled our new logo and we are currently updating recruitment materials to reflect the new logo to continue to recruit students.

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 2021-2022

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)

5

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

1

Comments/Narrative

The BDes is a new degree program. This is the first year of awarding degrees in this degree program. We expect this number to meet the assessment measure in future years.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

The number of BDes degrees continues to meet the assessment points and the overall enrollment in the department continues to grow. Art advisors and faculty are working to increase the visibility of the Art + Design program at Lander University and to maintain the positive reputation of our program. We have ongoing recruitment plans to increase the number of degrees conferred and the number of Visual Art majors over the next 5 years with strategic planning.

Changes Made/Proposed Related to Goal

In 2021-2022, we established a dual enrollment program with a technology center to bring students into the program.

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 10 or higher.

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

77 %
N=9

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

1

Comments/Narrative

This is a new outcome and in 2021-2022 the first BDES candidacy review was conducted in Spring 2022. Two of the nine BDES majors did not pass the initial review but will be reviewed again in Fall 2022. As the BDES grows in the number of majors, this assessment point will be met and exceeded.

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.

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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

2021-2022

Performance Target for "Met"

90% or more of BDes 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 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 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)

100%

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

3

Comments/Narrative

BDES majors met this assessment point.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

In 2021-2022 the current BDes students are demonstrating understanding of design theory and principles as they apply to graphic design through candidacy review, exhibition and the presentation of a professional portfolio. This is the initial year that any of the assessment points were reviewed. As the degree grows in the number of candidates we expect that the results will show higher levels of mastery.

Changes Made/Proposed Related to Goal

none

Upload Rubrics/Other Files

Thank you for completing your assessment report. Your report will be sent to your College Dean for their review and approval after you hit "Submit" below. Please enter their email address below.

Dean's Email Address

mrollins@lander.edu

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.