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".

Be sure to SAVE your progress as you work!

Academic Program
Visual Art, B.F.A.

Submission Due Date
2023-2024

Assessment Coordinator Name
Asma Nazim-Starnes

Enter Assessment Coordinator Email
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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 2022-2023

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

Performance Target for "Not Met"
59.9% or less score 6 on Critical Thinking Prompt

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 6the elements and principles of design and to identify the artistic styles of each work.	Twice annually in ART 499 capstone course

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
100%	3
N=4	

Comments/Narrative
In Academic Year 2022-2023, 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 three 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 an average of 4 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 2022-2023

Performance Target for "Met"
Average score on Critical Thinking Prompt improves from initial foundations (ART 105) to advanced foundations (ART 106) by an average of 4 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	**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.

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
+1.84 points	2
N=6	

Comments/Narrative
Freshmen level scores on the critical comparison partially met this assessment measure in 2022-2023. 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 art 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
After some success in raising scores in these indicators of success, data for academic year 2022-2023 suggests that recent curriculum changes have made a positive impact. Since 2020, the freshmen foundation curriculum has provided a more holistic approach to the development of critical assessment skills using the elements and principles of design, and requires that students demonstrate comprehension. This in combination with changes made to the art history curriculum in 2015-2016 which allows for a more thorough coverage of art history for our incoming freshmen and requires a upper level art history courses for all studio art majors, our students have scored better on these indicators of success.   Improvement in the percentages of ART 499 students' scores 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 initial ART 105 critical thinking prompt have been higher, we continue to see improvement in assessment measures.

Changes Made/Proposed Related to Goal
In 2020 we hired a foundations lecturer/coordinator who assures that all freshmen have a similar experience in the four foundations courses, Drawing 1, Drawing 2, 2D Design and 3D Design by teaching multiple sections of each and overseeing adjunct instructors teaching foundations. This professor has made changes in 2022-2023 to incorporate more writing and assuring that students synthesize content from all four classes. The foundations coordinator has also indicated revised goals for 2022-2023. This includes: to create a more engaging & accessible classroom by incorporating ideas for the gamification of project prompts & critiques, have students actively participate in presentations in real space (vs. listening to a lecture projected onto a screen), modifying the language used to provide feedback to students, and adjusting the space to accommodate students with physical disabilities.

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 ART 499.

Timeframe for this Outcome
Academic Year 2022-2023

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

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

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

Assessment Measure Used	**Frequency of Assessment**
Community or professional organization events documented by students and approved by ART 499 instructor	Twice annually in ART 499 capstone course.

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
6.4 N=6	3

Comments/Narrative
Students consistently met this assessment measure in 2022-2023. This goal was originally added as a focus in 2009-2010 and students were required to participate in four 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.

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 2022-2023

Performance Target for "Met"

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

Performance Target for "Partially Met"
80% to 89.9% percent present a body of work to the public

Performance Target for "Not Met"
Less than 80% present a body of work to the public

Assessment Measure Used
BFA students present a body of work in a public
venue

Frequency of Assessment
Twice annually in ART 410 senior studio course.

Data Collected for this Timeframe (Results)
100%
N=6

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

Comments/Narrative
In 2017 - 2018 this goal was added. The BFA program requires that students exhibit a cohesive body of work which represents their academic focus in art.   This exhibit is associated with ART 410, the Senior Studio course.   All BFA graduates to date have successfully participated in a final exhibition. As the number of BFA graduates has grown, we have had to seek additional exhibition space and have moved the exhibit to the Art Center of Greenwood. In 2021-2022, 6 senior BFA students presented 2D and 3D artwork.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
BFA students are made aware during their freshman year of the department expectation that they participate in community or professional events. During their BFA candidacy review at the completion of their sophomore year that they have an exhibition of a cohesive body of art work after the completion of ART 410 and during ART 499. 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. 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. ases 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. Continuing the public display of student work on campus and in local public venues supports this goal. The current, energetic art faculty continues to contribute to the vitality of these program improvements. The department continues to focus on instilling professional practices into as many areas of our curriculum as possible. During the 2022-2023 academic year, since we have multiple types of degrees that require slightly different exhibition

types, we collaborated with the city to create a new annual event, The Art Walk that included the BFA exhibition at the Art Center of Greenwood along with multiple other venues that can be experienced by students, faculty and community members. The revision of the capstone course to include professional practices specific to studio art in 2021-2022 promises to have a positive effect on this assessment measure in the future.

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 2021-2022

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 BFA degrees offered in 2D and 3D, a BDES degree, a BFA/MAT degree along with our new MFA degree, the Art Department worked closely with NASAD to ensure that all degrees meet standards. All of these degrees are approved by NASAD.

Resources Needed to Meet/Sustain Results
$90,000

Explanation of How Resources Will Be Used
The Department of Art + Design desires to maintain our NASAD accreditation. We submitted the self-study and had a successful site visit in the Spring of 2023. On September 15th, 2023, we submitted the optional responses. We had support from our provost, VP of Finance, and Dean to help construct those responses. There were four main points to address, most of which had to do with safety issues and space limitations in some of our studios. The other issue was with the chair position. This is due to the fact that as current chair, I have not had course releases. This and other matters were addressed and responded to in the documents that were sent to NASAD. We anticipate reaccreditation for the next 10 years.

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
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 2022-2023

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	**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

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

Comments/Narrative
In the 2022-2023 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 is pending upon approval of the optional responses that were recently submitted. 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 some of our studios. We have had several improvements and additions to help alleviate some of these issues, thanks to the work of our provost, VP of Finance and Dean, amongst others involved. The OSHA report from the summer was also helpful in determining best practices for safety within our classrooms. 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

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
Major Enrollment

Timeframe for this Outcome
Academic Year 2022-2023

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)
29.6

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

Comments/Narrative
Student enrollment in all studio majors continues to be strong with the BFA growing as more students choose to pursue this degree program instead of the liberal arts BS degree program Art faculty are actively recruiting new students during scheduled ARTrageous, Open House events, student visits and tours and by maintaining professional relationships with SC schools. In addition the department has developed bridge programs with two area technical schools to bring transfer students which support the BA degree. 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 have been actively 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 2022-2023

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)
4.8

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

Comments/Narrative
Number of Art+Design degrees conferred continues to be strong. Art+Design faculty advisors work closely with students to ensure that they're on the right track towards graduation.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
The number of BFA majors continues to meet the assessment point 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 Art+Design majors over the next 5 years with strategic planning.

Changes Made/Proposed Related to Goal
In 2021-2022, the department changed the name of the department to Art + Design to be more representative and created pipelines into our programs through dual enrollment and bridge programs. We have created new promotional materials that showcase our programs and new branding.

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 a basic understanding technical studio skills, and the ability to communicate verbally with professionalism about their studio practice.

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?
Operational Outcome

Enter Outcome
Students demonstrate professionalism, creative inquiry, and studio skill development in the sophomore BFA candidacy review

Timeframe for this Outcome
Academic year 2021 - 2022

Performance Target for "Met"
90.0% or more of student BFA candidates demonstrate professionalism, creative inquiry, and design skill development during BFA candidacy review

Performance Target for "Partially Met"
80% - 89.9% of student BFA candidates demonstrate professionalism, creative inquiry, and design skill development during BFA candidacy review

Performance Target for "Not Met"
Less than 80% of student BFA candidates demonstrate professionalism, creative inquiry, and design skill development during BFA 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 and a the end of each semester if necessary

Data Collected for this Timeframe (Results)
100%
N=8

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

Comments/Narrative
Candidates are scored in the areas of Execution (technique, growth and development, use of material, consistency), Creative Inquiry (themes, concepts, influences, and evidence of intellectual curiosity), and Articulation (use of visual language, professionalism, verbal communication, expression of goals/objectives for the future). If a candidate does not pass their initial candidacy review, they are given advise from studio art faculty as to how their candidacy portfolio can be improved and they have the option of a second review a semester later.

Resources Needed to Meet/Sustain Results

Outcome 2

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

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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
BFA students demonstrate proficiency with art making skills, conceptual development, communication, as well as an understanding professional studio practice through a presentation to art faculty.

Timeframe for this Outcome
Academic Year 2022 - 2023

Performance Target for "Met"
90% or more of BFA students demonstrate proficiency with art making skills, conceptual development, communication, as well as an understanding professional studio practice through a presentation to art faculty.

Performance Target for "Partially Met"
80% to 89.9% of BFA students demonstrate proficiency with art making skills, conceptual development, communication, as well as an understanding professional studio practice through a presentation to art faculty.

Performance Target for "Not Met"
Less than 80 % of BFA students demonstrate proficiency with art making skills, conceptual development, communication, as well as an understanding professional studio practice through a presentation to art faculty.

Assessment Measure Used
Exhibition and presentation reviewed by studio faculty. Student must score 6 or higher.

Frequency of Assessment
At the end of each semester.

Data Collected for this Timeframe (Results)
100%
N=5

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

Comments/Narrative
This objective was added in academic year 2017 - 2018 for all BFA majors. At the end of their final semester, BFA students curate an exhibit of their strongest studio work and deliver a presentation about

their studio practice to studio art faculty. To date, all BFA students have successfully participated in a final BFA review.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
For BFA students, the BFA candidacy and final reviews indicate relevant student student competency. In academic year 2019 - 2020, we made the curriculum change that all students must complete discipline core classes at the sophomore level. Successful rubric scores for BFA candidacy reviews demonstrate the importance of this change which assures that BFA students have technical studio skill and initial concept development and the experience to communicate about their work. Success in the final BFA review scores indicates professional level proficiency studio technique, conceptual content and the knowledge to speak about their work.

Changes Made/Proposed Related to Goal
None

Upload Rubrics/Other Files

Dean's Email Address
smcmillan@lander.edu

Approved by Dean?

Signature of Dean

Comments from Dean's Review