

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 Due Date
Fall 2025: October 1, 2025

Assessment Coordinator Name
Asma Nazim-Starnes

Enter Assessment Coordinator Email
fnazimstarnes@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

Graduates will be prepared to launch their career in a design related field such as Graphic Design, Web Design, Interactive & Mobile Design, New Media, Motion Graphics, etc. or pursue an advanced degree such as MDes and DDes.

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 DES499 score 6 on Critical Thinking Prompt. Since Design is no longer a part of the Art Department, and we have added foundational classes to the BDes, the way that data will be collected in DES102 during the Freshman year and DES499 in the senior year, will change.

Timeframe for this Outcome

Academic Year 2025-2026

Performance Target for "Met"

80.0% or more score 6 on Critical Thinking Prompt

Performance Target for "Partially Met"

Between 60.0% and 70.0% score 6 on Critical Thinking Prompt
5 9.9% 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 assessment measure used for 2025-2026 as stated below will change from 2026-2027 and beyond, due to the addition of foundational classes in the BDes, the removal of the 2D and 3D class ART requirements. As it is, this critical thinking prompt is focused on fine art work and not graphic design work.

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)

90%
N=7

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

3

Comments/Narrative

In Academic Year 2025-2026, capstone course student scores were at 90%. The information below has been used for the years when Art + Design was a department. Due to the reorg at Lander, and changes to the BDes curriculum, methods of assessment will be changed to focus more on the work of graphic and interactive designers, as opposed to fine artists.

Changes in curriculum have included 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 100, 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 graduate studies or a career in the industry.

Resources Needed to Meet/Sustain Results

A full time Graphic Design professor has been hired as of Fall of 2025. I have hired two faculty members who are teaching from other states online, to help us offer classes to students at all levels. One of them, Prof. Buttice, has been teaching for us online for over a year, with strong student evaluations. Currently, between two faculty members, my overload as chair, and Mac lab space restrictions, we cannot offer the range of classes in DES needed for freshman, sophomore's, juniors and seniors. This is why the two online professors have been instrumental in helping to meet student needs.

In the near future, the COBT will be housed in the renovated Jackson Library, where plans are in place to give us two Mac labs and additional spaces to hold our classes.

Explanation of How Resources Will Be Used

The current Mac lab is the only space with computers and Adobe software installed for students to use, which is capped at 20. The other classroom space is much smaller, with no computers available. A new additional lab and bigger classroom spaces will help us to meet enrollment demands as the design program continues to grow.

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

This information below will also change next year and the years to come, because a new DES102 foundational class has been added to the curriculum. We will then focus on collecting measurable data from this new course and finally, the DES499 course.

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 2025-2026

Performance Target for "Met"

This information below will also change next year and the years to come, because a new DES102

foundational class has been added to the curriculum. We will then focus on collecting measurable data from this new course and finally, the DES499 course.

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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

This information below will also change, because a new DES102 foundational class has been added to the curriculum. Students are not required to take the Art 2D or 3D classes.

Frequency of Assessment

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

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.

Data Collected for this Timeframe (Results)

+3.3 Points

N=3

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

3

Comments/Narrative

The critical thinking prompt as it historically and currently exists works well for art studio students, and since we have hired a full time Graphic Design professor, we will reexamine how best to collect data from design students. We will shift focus from fine art and art historical critical comparisons to that of graphic and interactive design. It is my hope that this change will improve student's scores on the Critical Comparison.

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There has been overall improvement in critical assessment techniques using the elements and principles of design across all of the degree programs. 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 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

The scores for the 2025-2026 academic year suggests steady percentages, without significant changes.

Improvement in the percentages of DES499 students' scores will require a shift in focus from fine art (2D and 3D) critical comparisons to that focused in Graphic and Interactive design, which will then help to improve critical analysis skills.

Changes Made/Proposed Related to Goal

Continued updates to the BDes curriculum have increased student performance for these assessment points.

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 (internships, visits to design agencies and printing companies in the area and in Greenville) 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 events participated in by students upon completion of DES 499.

Timeframe for this Outcome

Academic Year 2025-2026

Performance Target for "Met"

Average number of approved community or professional events participated in by students upon completion of DES 499 is 7 or more

Performance Target for "Partially Met"

Average number of approved community or professional 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 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)

5.12
N=14

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

3

Comments/Narrative

Design students are increasingly challenged with participating in juried art events, as their junior and senior years are focused on graphic design projects, internships, and preparation to enter the workforce, instead of creating work in painting, sculpture or ceramics. The typical work accepted and displayed in museums and galleries are fine art based. The dean of COBT and I will work together to determine if we do away with this requirement/goal and align student outcomes differently.

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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.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 2

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Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

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

exhibition.

Timeframe for this Outcome

Academic Year 2025-2026

Performance Target for "Met"

90% or greater present their works based in print, web and interactive design 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 DES 499 capstone course.

Data Collected for this Timeframe (Results)

100%

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

3

Comments/Narrative

The quality of the Senior Exhibition of BDes work drastically increased in due to the implementation of the BDes sophomore review. In the last three years the number of BDes students has increased.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

Students in past catalog years have been made aware during their first semester of the department expectation that they participate in community or professional events and that they have an exhibition of their work during ART/DES 499, the capstone course. Students display and present their work in our Lander gallery on campus, and some of our students have actively participated in community-based art-related events.

Due to the reorganization of units at Lander, Design is no longer a part of Arts and Humanities, and is in a new College of Business and Technology, in the Media and Design department. Due to this shift in focus from the fine arts to the applied arts, we will reexamine how this is handled for the revised BDes.

Changes Made/Proposed Related to Goal

The department continues to focus on instilling professional practices into as many areas of our curriculum as possible.

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 design.

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.

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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

NASAD program accreditation

Timeframe for this Outcome

Academic Year 2025-2026

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 2022. We have received full accreditation for the next ten years.

Data Collected for this Timeframe (Results)

Yes
Full Accreditation

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

3

Comments/Narrative

Even though design is no longer a part of the art department, the BDes is tied to NASAD's guidelines for accreditation. In effort to offer a more streamlined, transfer friendly degree focused on design, media and business, instead of the fine arts, a BA in Graphic Design will be proposed.

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

Lander's programs in Art and one for Design - the BDes - have received 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.

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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 and of their portfolio as presented during their sophomore year.

Timeframe for this Outcome

Academic Year 2025-2026

Performance Target for "Met"

90.0% or more of sophomore students 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

Performance Target for "Partially Met"

80.0% to 89.9% of students 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

Performance Target for "Not Met"

Less than 80.0% of students 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

Assessment Measure Used

BDes reviews are conducted during the student's

Frequency of Assessment

Each semester in all during the students

sophomore year, with a rubric and required presentation by the student. Student must score 6 or higher. If they do not pass at first, they have a chance to improve their work and go through a BDes re-review the following year.

sophomore year

Data Collected for this Timeframe (Results)
100%
9/9

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

Comments/Narrative

In the 2025-2026 academic year, students met this assessment measure. There are only two students who need to face a BDes re-review next Spring. The assessment measure demonstrates that current DES studio course curricula are effective and students are producing professional quality work.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

Our NASAD reaccreditation has been approved after the submission of the optional responses.

The BDes sophomore review has been effective in guiding our students to be confident and professional when presenting and talking about their design work, like they would to clients in a real-world setting. Students who do not pass at first are given guidance, advice and mentorship from their design professors, as to how they can improve their work and overall presentations when it is time to go through the BDes re-review. To date, all of our design students have successfully passed the reviews and reviews, except for one student, who opted to switch to the BA in Visual Art.

The 499 capstone design course require the creation of a portfolio which indicates that students are producing high levels of professional quality work. The increase of internships is another reason for strong portfolios, as they have industry experience and diversity in their work created outside of the classroom. Several of these students have been employed by the companies that they have interned for, which is a positive and wonderful development to note.

Changes Made/Proposed Related to Goal

As additional part time faculty member was hired in the Fall of 2025 for the first time to teach DES306 Motion Graphics, from Minnesota. This new faculty member teaches at MCAD (Minnesota College of Art and Design) and is being well-received by our students thus far.

He joins another part time design faculty member who was hired in the Spring of 2024, out of Joshua Tree, California. This faculty member has also been teaching DES studio classes online, to meet student demand and to help provide the chair with a course release. A full time graphic design professor has also been hired this Fall.

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.

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 2025-2026

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)

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

Comments/Narrative

Student enrollment in all majors continues to be strong though as more students choose to pursue a BDes degree. Student tours and portfolio reviews were conducted over the summer and throughout the semesters as well. Students are now securing successful internships more than ever, and are even being hired right after graduation to work as junior designers at these companies. These include the Bon Secours Arena, Infinity Marketing and Kaleidoscopic Creatives in Greenville. Additionally, students are interning on Lander's campus, for printing services, the College of Humanities, Arts and Social Sciences, Marketing and Communications, E-Sports production, the Arts Center of Greenwood and much more. These exceptional opportunities allow students to learn about the real-world of graphic design outside of the classroom setting, build their confidence and communication with others, and prepare them for careers and life after graduation. We have also maintained impressive retention rates in the past academic year.

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 2025-2026

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)

17.2

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

3

Comments/Narrative

Design faculty advisors work closely with students to advance them in the direction of timely graduation.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

The BDes grew much faster than the ART programs in the 2025-2026 academic year, and constitutes of 46.83% of our majors. We have a BA in Graphic Design which will be the ideal degree for transfer students and those who wish to focus more on design, media, technology and business, rather than the fine arts. We have ongoing recruitment plans to increase the number majors in our new department of Media and Design, which includes plans for a summer cap for high school/middle schoolers. As noted above in several instances, design has moved to the new College of Business and Technology, and is no longer a part of the Art department.

Changes Made/Proposed Related to Goal

As we have been given instruction by the Marketing and Communications office to not create any new logos for departments, we have been waiting for the chance to have more conversations about this. Both Media and Design faculty and students wish to create a brand for ourselves so that we can actively market, promote and recruit for our programs which are based on design, video and audio production. We look forward to new recruitment opportunities such as summer camps, creating new traditions for our students that will create a healthy culture for the department, and foster engaged students, and also showcase our highly successful alumni who have graduated from our programs.

Upload Rubrics/Other Files

Dean's Email Address

smcmillan@lander.edu

Approved by Dean?

Yes

Signature of Dean

Lucas McMillan

Comments from Dean's Review

I am sure that the program assessment coordinator has been in touch with the new dean, Dr. Willis, of the College of Business & Technology, about proposed changes in program assessment related to the re-calibrated BDes degree. The addition of a BA in Graphic Design will be very helpful for the reasons

articulated above.

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.