

# 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**

Visual Art, B.F.A.

**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**

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 2025-2026

**Performance Target for "Met"**

85.0% or more score 6 on Critical Thinking Prompt

**Performance Target for "Partially Met"**

Between 70.0% and 80% 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 ART 498 and ART499 capstone courses

**Data Collected for this Timeframe (Results)**

100%  
N=4

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

3

**Comments/Narrative**

In Academic Year 2025-2026, capstone course student scores averaged at 6. Changes in curriculum have included the hiring of a new foundations faculty member, 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. This assessment measure demonstrates successful 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 6.47 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"**

Average score on Critical Thinking Prompt improves from initial foundations (ART 105) to advanced foundations (ART 106) by an average of 5 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)**

+1.84 points  
N=6

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

2

**Comments/Narrative**

Freshmen level scores on the critical comparison partially met this assessment measure in 2025-2026. The foundations lecturer was hired in 2020 and resigned this Spring. We then hired a visiting lecturer to teach our foundations classes with a 4/4 load for one year. That faculty member resigned in the summer of 2025 and we have found a replacement hire who is also a visiting lecturer of foundations. This instability of the foundations lecturer position is problematic, and a long-term hire would be preferable. A long term hire would also contribute in improving 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**

Improvement in the percentages of ART 498 and 499 students' scores indicates that 200, 300 and 400

level studio art courses are also increasing standards and helping to improve critical analysis skills.

### **Changes Made/Proposed Related to Goal**

We have had three faculty members in the foundations lecturer role in the past three years. We have also had two of our own MFA graduates teach foundational classes in the past two years. This instability of the foundations lecturer position is problematic, and a long-term hire would be preferable, perhaps if the search was for a more permanent position instead of 'visiting'. A long term hire would also contribute in improving student's scores on the Critical Comparison.

Prof. Doug McAbee continues to serve as foundations coordinator during this time of transition.

### **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 498 and 499.

### **Timeframe for this Outcome**

Academic Year 2025-2026

### **Performance Target for "Met"**

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

completion of ART 499 is between 6 and 9.

**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**

Community or professional organization events documented by students and approved by ART 498 and 499 instructor

**Frequency of Assessment**

Twice annually in ART 498 and 499 capstone course.

**Data Collected for this Timeframe (Results)**

6.4  
N=6

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

3

**Comments/Narrative**

Students consistently met this assessment measure in 2025-2026. 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. 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. 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 2025-2026

**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**

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. For the past 4 years, the BFA exhibition has been paired with Greenwood's Annual Uptown Art Walk event, which features student artwork in various local businesses. These include Sundance Gallery, the Millhouse, Main and Maxwell and many others. The students' work are seen by members of the community and celebrated as an annual event, complete with food trucks and a lively atmosphere.

**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. Continuing the public display of student work on campus and in local public venues supports this goal. The department continues to focus on instilling professional practices into as many areas of our curriculum as possible. During the 2023-2024 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.

#### **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 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 in 2023. We have since been fully accredited for the next 10 years.

**Data Collected for this Timeframe (Results)**

Yes  
Full Accreditation

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

3

**Comments/Narrative**

The Art +Design Department continues to be fully accredited by NASAD. 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. This and other matters were addressed and responded to in the documents that were sent to NASAD. We have obtained 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 2025-2026

### 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)

7.26  
N=22

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

3

### Comments/Narrative

In the 2025-2026 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 has been granted for the next ten years. 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.

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)**

29.6

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

3

**Comments/Narrative**

Student enrollment in all studio majors remains steady with the BFA growing as more students choose to pursue this degree program instead of the liberal arts BA degree program Art faculty are actively recruiting new students during scheduled ARTrageous, Open House events, student visits and tours. Art faculty should pursue and maintain professional relationships with SC schools. The Art department is also no longer named or branded Art+Design due to the reorganization of units at Lander. The Marcomm office does not allow logos to be created for departments without approval any longer, so the newly named 'Art Department' would hopefully be given approval to rebrand themselves in order to effectively market, recruit and promote their programs.

**Resources Needed to Meet/Sustain Results**

**Explanation of How Resources Will Be Used**

## Outcome 2

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

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

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**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

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)**

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 programs at Lander University and to maintain the positive reputation of our program. Of importance, is that the department of Art + Design has split, due to Design being moved to the new College of Business and Technology. The new department will be named Media and Design. The dean has requested curricular revisions for both the BFA and BA degrees, so that they will accept more transfer credit, therefore being more transfer friendly. Of note, is the deactivation of the Drawing II ART104 class.

**Changes Made/Proposed Related to Goal**

In the Fall of 2025, the department changed the name of the department to Art + Design to the Art Department.

**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.

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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 professionalism, creative inquiry, and studio skill development in the sophomore BFA candidacy review

**Timeframe for this Outcome**

Academic year 2025 - 2026

**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 at 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**

### **Explanation of How Resources Will Be Used**

## **Outcome 2**

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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**

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 2025 - 2026

### **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

### **Frequency of Assessment**

faculty. Student must score 6 or higher.

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 competency. 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?**

Yes

**Signature of Dean**

Misty L. Jameson

**Comments from Dean's Review**

Despite the fact that this department was in the middle of a transition during the 2024-25 academic year, this report is well-written and well-documented overall and provides solid explanation for the assessment instruments used. I would hope that in the coming years, with a new assessment coordinator and new department organization, future reports will contain more robust data and a more thorough examination of that data. This report does reflect one of the main problems in the Art Department, which has been to put the teaching of foundations courses onto one professor, normally an adjunct, instead of spreading these out across the full-time faculty (or hiring a full-time faculty member for these courses). Relying on part-time faculty or on non-tenure track faculty to teach these important core courses has caused a bit of instability in the program. Instead, it would be better to have full-time faculty share in the teaching of these courses, if possible, particularly as each faculty member, while teaching several classes each semester, has a relatively low CHP, particularly compared to full-time faculty members in other departments. Hopefully, with the hiring of a new chair and a new Art education coordinator, the department will be able to correct some

of these issues.

Otherwise, the department might consider using some of the NACE (National Association of Colleges and Employers) "Career Ready Competencies," particularly communication, critical thinking, and professionalism in their recruitment efforts as a way to reinforce this program as being workforce ready. Clearly, these competencies are already part of the assessment report, so utilizing them for recruitment, or even retention, only makes sense. One consideration, however, is the relatively low number of program graduates. This suggests problems with the program's requirements or with advising; this is an issue that will need to be addressed in the 2025-26 academic year.

**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.**