

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 K-12, M.A.T.

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 graduate-level competencies in the field of art.

Pillar of Success Supported

Robust Student Experience

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

Student competencies in concept development, craftsmanship and aesthetic decisions demonstrated in production of process or thematic portfolio in 500-800 level courses

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

90.0% or more of 500-800 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% - 89.9% of 500-800 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 500-800 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 graduate studio faculty members. Student must score 6 or higher.

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Given the resignation of Dr. Applegate and the new hire only starting this Fall of 2025, I do not have access or documentation of scores received by students.

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

3

MAT students complete an in-progress review at the end of their second semester of coursework.

Currently, there is one student in the MAT program (that I know of). The student has received all A's in their Art Education courses this far.

Comments/Narrative

The MAT graduates acquire jobs teaching at schools within the state of SC. The end of semester review is a benchmark that indicates the extent to which a student is on track to complete acceptable artwork for their MAT exhibition.

Resources Needed to Meet/Sustain Results

MAT students need dedicated studio space on campus to be able to complete artwork at an acceptable level.

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

All three students completed their MAT degrees successfully and have secured teaching jobs in the

state. Currently, we have one MAT student going through the program.

Changes Made/Proposed Related to Goal

A new goal would be to enable students to pass the Praxis exams on the first go. This can be achieved by asking studio faculty to use relevant art-related terms and vocabulary in their classes, which also includes Art History courses. Study materials are free for students to access via Study.com, which is specific to the Praxis exam study prep.

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

MAT candidates understand critical analysis of artwork and can communicate professionally about their own and other art work.

Pillar of Success Supported

Robust Student Experience

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

MAT Candidates provide a presentation and defense of studio artwork to professionals in the field of art, art education, and education.

Timeframe for this Outcome

Academic year 2025-2026

Performance Target for "Met"

MAT candidate presentation and defense score 6 points or more on a rubric which reviews teaching, studio practice, professionalism and articulation.

Performance Target for "Partially Met"

MAT candidate presentation and defense score 4 - 5 points on a rubric which reviews teaching, studio

practice, professionalism and articulation.

Performance Target for "Not Met"

MAT candidate presentation and defense score 3 points or less on a rubric which reviews teaching, studio practice, professionalism and articulation.

Assessment Measure Used

Presentation and defense reviewed by art, art education, and education professionals using a detailed rubric.

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

3

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

3

Comments/Narrative

All three MAT graduates have successfully passed their defense, and have since acquired employment as teachers in the state of SC.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

Data available in Academic year 2025-2026

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 will provide feedback about curriculum and deliver of program content.

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

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

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge,

skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Students will complete an Exit Survey

Timeframe for this Outcome

Academic Year 2025 - 2026

Performance Target for "Met"

90% or more of MAT candidates successfully complete exit survey

Performance Target for "Partially Met"

80% - 89.9% of MAT candidates successfully complete exit survey

Performance Target for "Not Met"

Less than 80% of MAT candidates successfully complete exit survey

Assessment Measure Used

Review by art, art education, and education professionals

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

3

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

3

Comments/Narrative

All three MAT students successfully have completed their exit survey and defense.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

No data

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)

2

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

2

Comments/Narrative

Recruiting efforts are ongoing to increase enrollment in the MAT program. Several of our BFA students are on the BFA/MAT track. The BA should be the foundational degree towards the MAT. Currently, we're breaking SACSCOC rules by allowing undergraduate students to take graduate classes, which in some cases is causing an overage in the credit numbers allowed for their senior 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

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.

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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**Frequency of Assessment**

Enrollment and Graduation data extracted from Banner Annually

Data Collected for this Timeframe (Results) **Score (Met=3, Partially Met=2, Not Met=1)**
No data

Comments/Narrative

This is a new outcome. Data will be available in academic year 2026-2027

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

N/A

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

This assessment report lacks full data and reflection. This is not the fault of the assessment reporter, Prof. Asma Nazim-Starnes, but rather an issue having to do with departmental structure since this department was split from Art + Design into two separate departments: (1.) Art and (2.) Media and Design. The new assessment coordinator, Prof. Elizabeth Snipes-Rochester, will need to work closely with her colleagues to strengthen the goals and outcomes as well as establish some sort of program continuity. (For example, one goal that should probably be reworded is Goal Three: "Students will provide feedback about curriculum and delivery of program content." Perhaps something like "Improve students' perceptions of program effectiveness" or "Improve the program's ability to prepare students for career readiness" might be a better stated goal that would provide more specific targets to measure.)

One issue, as Prof. Nazim-Starnes mentions, is that there is no permanent Art Education professor. The Art Department is currently working on hiring someone for the 2026-27 academic year; hopefully, this search will be successful, and a full-time permanent faculty member will be able to assist, if not take over, the assessment of the MAT.

While the MAT has yet to reach its sixth year of operation, Art Department faculty need to be concerned with recruitment/retention for this program. It has low enrollment and low numbers of graduates. Because it will move completely online in spring 2026, this should help with some of these productivity issues. As with the BFA, 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 the MAT program as being workforce

ready.

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.