

Degree: BFA Graphic Design 2023-2024 Assessment and 2024-2025 Action/Improvement and Assessment Plan		
	Student Learning Outcome #1	Demonstrate the ability to Create Design Works: Upon completing the program, students will produce a senior thesis capstone project that consists of a body of work and a written paper describing it that they also defend orally. For Outcome 1, students will demonstrate the ability to produce a series of original design concepts in their medium/s of specialization (usually both traditional and electronic) that is original; that demonstrates the application of the principles of design and color, exhibits the investigation of subject matter, materials, and content; and reflects the high quality and rigor of education in the program.
PLAN	Assessment Method(s)	Outcome 1. Measure 1. Senior Thesis, Designing Works Component: This outcome is assessed primarily as part of the students' senior thesis capstone project in conjunction with ARTS 4399, Senior Thesis & Exhibition. The method is that two faculty form the thesis committee and independently assess the students' graphic design work for the capstone using the following rubric (detailed rubric attached): Excellent (4), Above Average (3), Average (2), Below Average (1), Unacceptable (0) Outcome 1. Measure 2. Student Self-evaluation Survey: The method is that each graduating senior completing a thesis independently evaluates their ability to produce graphic design work as a result of the senior thesis and related Art & Design instruction using the following rubric (detailed rubric attached): Excellent (4), Above Average (3), Average (2), Below Average (1), Did not participate (0)
	Proficiency	Proficiency for Outcome 1. Measure 1. Senior Thesis, Designing Works Component: 3

		Proficiency for Outcome 1. Measure 2. Student Self-evaluation Survey: 3
DO	Benchmark	<p>Proficiency for Outcome 1. Measure 1. Senior Thesis, Designing Works Component: 3</p> <p>75% of students completing the senior theses assessment will do so with above average work (scoring an average of 3 or above on our rubric of 1-4) that exhibits competent technical achievement and originality while pursuing a consistent thesis investigation in terms of subject matter, materials, and content. NOTE: Benchmark was reduced from 78% due to students only receiving 76.9% last assessment. Previously the benchmark for all outcomes had been 75% and we had increased it based on student successes, but we believe based on the data that we raised it too high too soon. Thus, our assessment plan from the last assessment is to return the targets to 75% for all outcomes while continuing to implement curricular updates emphasizing relationships between skill-building in classes and completing successful capstone projects.</p> <p>Proficiency for Outcome 1. Measure 2. Student Self-evaluation Survey: 3</p> <p>75% of students completing the self-evaluation survey will rate their learned competency in technical achievement and originality with a score of 3 or above(on our rubric of 1-4).</p>
	Results of Assessment	<p>Results for Outcome 1. Measure 1. Senior Thesis, Designing Works Component:</p> <p>70% with 7 of 10 students completing the senior theses assessment for the Designing Works Component scoring an average of 3 or above.</p> <p>Results for Outcome 1. Measure 2. Student Self-evaluation Survey:</p> <p>100% with 9 of the 9 of students completing the self-evaluation survey rated their learned competency for designing works with a score of 3 or above.</p>

S T U D Y	Analysis of Results	<p>Analysis of Outcome 1. Measure 1. Senior Thesis, Designing Works Component:</p> <p>With 70% or 7 of 10 students completing the senior theses assessment for the Designing Works Component scoring an average of 3 or above, results indicate the need to improve competency in the Designing Works component. We believe these results reflect a number of factors, including the fact that some students moved into the BFA with the teach out of our BS program and completed a significant amount of the program under pandemic conditions, as well as the fact that our department has been running graphic design searches due to the need for two graphic designers and due to turnover in the position. Our Improvement plan is to hire a second graphic designer effective fall 2024 and form a graphic design oversight committee to ensure consistency in effectively teaching the various course outcomes for proficiency (see Improvement Plan).</p> <p>Analysis of Outcome 1. Measure 2. Student Self-evaluation Survey:</p> <p>Although 100% or 9 of the 9 of students completing the self-evaluation survey rated their learned competency for designing works with a score of 3 or above, the faculty evaluations reported above for Measure 1 will direct our improvement plan (below).</p>
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<p>ACT</p>	<p>Improvement Plan for 2024-2025</p>	<p>Improvement Plan Based on Analysis of Outcome 1. Measure 1. Senior Thesis, Designing Works Component:</p> <p>With 70% or 7 of 10 students completing the senior theses assessment for the Designing Works Component scoring an average of 3 or above, results indicate the need to improve competency in the Designing Works component. We believe these results reflect a number of factors, including the fact that some students moved into the BFA with the teach out of our BS program and completed a significant amount of the program under pandemic conditions, as well as the fact that our department has been running graphic design searches due to the need for two graphic designers and due to turnover in the position. Our Improvement plan is to hire a second graphic designer effective fall 2024 and to form a graphic design oversight committee to ensure consistency in effectively teaching the various course outcomes for proficiency.</p> <p>Improvement Plan Based on Analysis of Outcome 1. Measure 2. Student Self-evaluation Survey:</p> <p>Although 100% or 9 of the 9 of students completing the self-evaluation survey rated their learned competency for designing works with a score of 3 or above, the faculty evaluations reported above for Measure 1 will direct our improvement plan as outlined above for Measure 1.</p>
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Degree: BFA Graphic Design 2023-2024 Assessment and 2024-2025 Action/Improvement and Assessment Plan		
	Student Learning Outcome #2	Demonstrate the Ability to Formally Analyze Art & Design Works: Upon completing the program, students will produce a senior thesis capstone project that consists of a body of work and a written paper describing it that they also defend orally. For Outcome 2, students will demonstrate the ability to analyze the work of art or design formally and contextualize the work in an art theoretical and an art and design historical context. Achieving this outcome demonstrates higher-order critical thinking and engagement with art in keeping with Department and Professional Standards.
PLAN	Assessment Method(s)	Outcome 2. Measure 1. Senior Thesis, Formal Analysis Component: This outcome is assessed primarily as part of the students' senior thesis capstone project in conjunction with ARTS 4399, Senior Thesis & Exhibition. The method is that two faculty form the thesis committee and independently assess the students' ability to analyze form in their artistic and written work for the related paper using the following rubric (detailed rubric attached): Excellent (4), Above Average (3), Average (2), Below Average (1), Unacceptable (0) Outcome 2. Measure 2. Student Self-evaluation Survey: The method is that each graduating senior completing a thesis independently evaluates their ability to analyze form as a result of the senior thesis and related Art & Design instruction using the following rubric (detailed rubric attached): Excellent (4), Above Average (3), Average (2), Below Average (1), Did not participate (0)
	Proficiency	Proficiency in Outcome 2. Measure 1. Senior Thesis, Formal Analysis Component: 3

		Proficiency in Outcome 2. Measure 2. Student Self-evaluation Survey: 3
DO	Benchmark	<p>Benchmark for Outcome 2. Measure 1. Senior Thesis, Formal Analysis Component:</p> <p>75% of students completing the senior theses assessment will do so with above average work (scoring an average of 3 or above on our rubric of 1-4) that exhibits competent achievement by successfully citing art historical precedents and aesthetic or theoretical terms in the body of work presented. NOTE: Benchmark was reduced from 78% due to students only receiving 76.9% last assessment. Previously the benchmark for all outcomes had been 75% and we had increased it based on student successes, but we believe based on the data that we raised it too high too soon. Thus, our assessment plan from the last assessment is to return the targets to 75% for all outcomes while continuing to implement curricular updates emphasizing relationships between skill-building in classes and completing successful capstone projects.</p> <p>Benchmark for Outcome 2. Measure 2. Student Self-evaluation Survey:</p> <p>75% of students completing the self-evaluation will rate their learned abilities for this outcome as 3 or above on our rubric of 1-4).</p>
	Results of Assessment	<p>Results for Outcome 2. Measure 1. Senior Thesis, Formal Analysis Component:</p> <p>60% with 6 of 10 students assessed in the senior theses assessment scoring a 3 or above in the Formal Analysis.</p> <p>Results for Outcome 2. Measure 2. Student Self-evaluation Survey:</p> <p>89% or 8 of 9 students completing the self-evaluation survey rated their abilities in formal analysis as a 3 or above.</p>
S T U D	Analysis of Results	Analysis of Outcome 2. Measure 1. Senior Thesis, Formal Analysis Component:

Y		<p>With only 60% or 6 of 10 students assessed in the senior theses assessment achieving a 3 or above, results indicate that improvement is needed in the area of formal analysis. We believe these results reflect a number of factors, including the fact that some students moved into the BFA with the teach out of our BS program and completed a significant amount of the program under pandemic conditions, as well as the fact that our department has been running graphic design searches due to the need for two graphic designers and due to turnover in the position. Additionally, a review of a selection of the many assignments teaching formal analysis in our program indicated that the term “formal analysis” could be more consistently applied to ensure students understand they are learning these important and transferrable formal analysis skills. Thus, a learning factor that we can address is consistency in applying terminology in teaching formal analysis (see Improvement Plan).</p> <p>Analysis of Outcome 2. Measure 2. Student Self-evaluation Survey:</p> <p>Although 89% or 8 of 9 students completing the self-evaluation survey rated their abilities in formal analysis as a 3 or above, the faculty evaluations reported above for Measure 1 will direct our improvement plan (below).</p>
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<p>ACT</p>	<p>Improvement Plan for 2024-2025</p>	<p>Improvement Plan Based on Analysis of Outcome 2. Measure 1. Senior Thesis, Formal Analysis Component:</p> <p>Our Improvement plan for 2024-2025 is to hire a second graphic designer effective fall 2024, to form a graphic design oversight committee to ensure consistency in effectively teaching the course outcomes for proficiency. Our plan for strengthening skills for this outcome generally is to more clearly explain that most of our graphic design assignments include formal analysis portions and to emphasize that such assignments in graphic design and required art studio and art history classes (including art critiques, discussions, and written work) are developing formal analysis skills students can apply to their work in general and to their senior thesis capstone project, which serves as our primary SACS program-level assessment.</p> <p>Improvement Plan Based on Analysis of Outcome 2. Measure 2. Student Self-evaluation Survey:</p> <p>Although 89% or 8 of 9 students completing the self-evaluation survey rated their abilities in formal analysis as a 3 or above, the faculty evaluations reported above for Measure 1 will direct our overall improvement plan.</p>
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	Student Learning Outcome #3	<p>Demonstrate the Ability to Discuss Art and Graphic Design:</p> <p>Upon completing the program, students will produce a senior thesis capstone project that consists of a body of work and a written paper describing it that they also defend orally. For Outcome 3, students will demonstrate the ability to articulate and defend their ideas about works of art and design orally, demonstrating their oral communication skills in a manner consistent with and the department's high standards and rigorous quality of education.</p>
PLAN	Assessment Method(s)	<p>Outcome 3. Measure 1. Discussing Art & Design Component</p> <p>This outcome is assessed primarily as part of the students' senior thesis capstone project in conjunction with ARTS 4399, Senior Thesis & Exhibition. The method is that two faculty form the thesis committee and independently assess the students' oral presentation of their work in a public thesis defense using the following rubric (detailed rubric attached): Excellent (4), Above Average (3), Average (2), Below Average (1), Unacceptable 0</p> <p>Outcome 3. Measure 2. Student Self-evaluation Survey:</p> <p>The method is that each graduating senior completing a thesis independently evaluates their ability to discuss works of art and design a result of the senior thesis and related Art & Design instruction using the following rubric (detailed rubric attached): Excellent (4), Above Average (3), Average (2), Below Average (1), Did not participate (0)</p>
	Proficiency	<p>Proficiency for Outcome 3. Measure 1. Discussing Art & Design Component: 3</p> <p>Proficiency for Outcome 3. Measure 2. Student Self-evaluation Survey: 3</p>
DO	Benchmark	<p>Benchmark for Outcome 3. Measure 1. Discussing Art & Design Component:</p> <p>75% of students completing the senior theses assessment will do so with an above average oral defense (scoring an average of 3 or above on our rubric of 1-4), in which they logically, clearly, and effectively verbally describe the formal, conceptual, and theoretical aspects of their thesis projects and answer related questions from faculty and attendees. NOTE: Benchmark was reduced from 78% due</p>

		<p>to students only receiving 76.9% last assessment. Previously the benchmark for all outcomes had been 75% and we had increased it based on student successes, but we believe based on the data that we raised it too high too soon. Thus, our assessment plan from the last assessment is to return the targets to 75% for all outcomes while continuing to implement curricular updates emphasizing relationships between skill-building in classes and completing successful capstone projects.</p> <p>Benchmark for Outcome 3. Measure 2. Student Self-evaluation Survey:</p> <p>75% of students completing the self-evaluation will rate their learned abilities for this outcome as 3 or above on our rubric of 1-4.</p>
	Results of Assessment	<p>Results for Outcome 3. Measure 1. Discussing Art & Design Component:</p> <p>70% with 7 of 10 students completing the senior theses assessment for the Discussing Art & Design Component scoring an average of 3 or above.</p> <p>Results for Outcome 3. Measure 2. Student Self-evaluation Survey:</p>
S T U D Y	Analysis of Results	<p>Analysis of Outcome 3. Measure 1. Discussing Art & Design Component:</p> <p>With 70% or 7 of 10 students completing the senior theses assessment for the Discussing Art & Design Component scoring an average of 3 or above, results indicate the need to improve competency in the Designing Works component. We believe these results reflect a number of factors, including the fact that some students moved into the BFA with the teach out of our BS program and completed a significant amount of the program under pandemic conditions, as well as the fact that our department has been running graphic design searches due to the need for two graphic designers and due to turnover in the position. Our Improvement plan is to hire a second graphic designer effective fall 2024 and form a graphic design oversight committee to ensure consistency in effectively teaching the various course outcomes for proficiency (see Improvement Plan).</p> <p>Analysis of Outcome 3. Measure 2. Student Self-evaluation Survey:</p>

		Although 78% or 7 of the 9 of students completing the self-evaluation survey rated their learned competency for discussing works with a score of 3 or above, the faculty evaluations reported above for Measure 1 will direct our improvement plan (below).
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<p>ACT</p>	<p>Improvement Plan for 2024-2025</p>	<p>Improvement Plan Based on Analysis of Outcome 3. Measure 1. Discussing Art & Design Component:</p> <p>With 70% or 7 of 10 students completing the senior theses assessment for the Discussing Art Component scoring an average of 3 or above, results indicate the need to improve competency in the Designing Works component. Our Improvement plan is to hire a second graphic designer effective fall 2024 and to form a graphic design review committee to ensure consistency in effectively teaching the various course outcomes for proficiency. Additionally, the action plan will consist of increasing focus on discussing art in all classes (for example, in graphic design and studio critiques and art history discussions) and to add a course on Talking About Art as an elective art history course for students needing to develop speaking skills.</p> <p>Improvement Plan Based on Analysis of Outcome 3. Measure 2. Student Self-evaluation Survey:</p> <p>Although 78% or 7 of the 9 of students completing the self-evaluation survey rated their learned competency for discussing works with a score of 3 or above, the faculty evaluations reported above for Measure 1 will direct our improvement plan as outlined above for Measure 1.</p>
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Degree: BFA Graphic Design 2023-2024 Assessment and 2024-2025 Action/Improvement and Assessment Plan		
	Student Learning Outcome #4	Demonstrate the Ability to Write About Art and Design: Upon completing the program, students will produce a senior thesis capstone project that consists of a body of work and a written paper describing it that they also defend orally. For Outcome 4, students will demonstrate the ability to articulate and defend their ideas about their and design works in writing, applying written communication skills in keeping with Department and Professional Standards.
PLAN	Assessment Method(s)	Outcome 4. Measure 1. Writing About Art and Design Component: This outcome is assessed primarily as part of the students' senior thesis capstone project in conjunction with ARTS 4399, Senior Thesis & Exhibition. The method is that two faculty form the thesis committee and independently assess the students' elaboration of their ideas, artistic and conceptual influences, and technical methods in a written paper using the following rubric (detailed rubric attached): Excellent (4), Above Average (3), Average (2), Below Average (1), Unacceptable (0) Outcome 4. Measure 2. Student Self-evaluation Survey: The method is that each graduating senior completing a thesis independently evaluates their ability to write about works of art and design a result of the senior thesis and related Art & Design instruction using the following rubric (detailed rubric attached): Excellent (4), Above Average (3), Average (2), Below Average (1), Did not participate (0)
	Proficiency	Proficiency for Outcome 4. Measure 1. Writing About Art and Design Component: 3 Proficiency for Outcome 4. Measure 2. Student Self-evaluation Survey: 3

DO	Benchmark	<p>Benchmark for Outcome 4. Measure 1. Writing About Art and Design Component:</p> <p>75% of students completing ARTS4399 will do so with above average written work (scoring an average of 3 or above on our rubric of 1-4) that exhibits competent achievement by successfully conducting a formal analysis of the work and citing historical precedents and aesthetic terms for the body of work in writing using Chicago Manual of Style. NOTE: Benchmark was reduced from 78% due to students only receiving 76.9% last assessment. Previously the benchmark for all outcomes had been 75% and we had increased it based on student successes, but we believe based on the data that we raised it too high too soon. Thus, our assessment plan from the last assessment is to return the targets to 75% for all outcomes while continuing to implement curricular updates emphasizing relationships between skill-building in classes and completing successful capstone projects.</p> <p>Benchmark for Outcome 4. Measure 2. Student Self-evaluation Survey:</p> <p>75% of students completing the self-evaluation will rate their learned abilities for this outcome as 3 or above on our rubric of 1-4.</p>
	Results of Assessment	<p>Results for Outcome 4. Measure 1. Writing About Art and Design Component:</p> <p>60% with 6 of 10 students assessed in the senior theses assessment scoring a 3 or above in the Writing About Art & Design Component.</p> <p>Results for Outcome 4. Measure 2. Student Self-evaluation Survey:</p> <p>89% or 8 of 9 students completing the self-evaluation survey rated their abilities in the Writing About Art & Design Component as a 3 or above.</p>

S T U D Y	Analysis of Results	<p>Analysis of Outcome 4. Measure 1. Writing About Art and Design Component:</p> <p>With only 60% or 6 of 10 students assessed in the senior theses assessment achieving a 3 or above, results indicate that improvement is needed in the area of writing about art. We believe these results reflect a number of factors, including the fact that some students moved into the BFA with the teach out of our BS program and completed a significant amount of the program under pandemic conditions, as well as the fact that our department has been running graphic design searches due to the need for two graphic designers and due to turnover in the position. Additionally, a review of a selection of the many assignments teaching formal analysis in our program indicated that the term “formal analysis” could be more consistently applied to ensure students understand they are learning these important and transferrable formal analysis skills. Thus, a learning factor that we can address is consistency in applying terminology in teaching formal analysis (see Improvement Plan).</p> <p>Analysis of Outcome 4. Measure 2. Student Self-evaluation Survey:</p> <p>Although 89% or 8 of 9 students completing the self-evaluation survey rated their abilities in writing about art as a 3 or above, the faculty evaluations reported above for Measure 1 will direct our improvement plan (below).</p>
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<p>ACT</p>	<p>Improvement Plan for 2024-2025</p>	<p>Improvement Plan Based on Analysis of Outcome 4. Measure 1. Writing About Art and Design Component:</p> <p>Our Improvement plan for 2024-2025 is to hire a second graphic designer effective fall 2024, to form a graphic design oversight committee to ensure consistency in effectively teaching the course outcomes for proficiency. The action plan for this outcome will also consist of increasing focus on learning the processes of writing about art in scaffolded writing assignments in our senior thesis class and in art history classes, and to work on writing skills in a new course to be titled Talking About Art as an elective art history course for students needing to further develop these skills.</p> <p>Improvement Plan Based on Analysis of Outcome 4. Measure 2. Student Self-evaluation Survey:</p> <p>Although 89% or 8 of 9 students completing the self-evaluation survey rated their abilities in writing about art and design as a 3 or above, the faculty evaluations reported above for Measure 1 will direct our overall improvement plan.</p>
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Degree: BFA Graphic Design 2023-2024 Assessment and 2024-2025 Action/Improvement and Assessment Plan		
	Student Learning Outcome #5	Demonstrate the Ability to Develop and Implement a Project Plan Developed Spring 2024 for implementation in the 2024-2025 academic year. Upon completing the program, students will produce a senior thesis capstone project that consists of a body of work and a written paper describing it that they also defend orally. For Outcome 5, students will demonstrate the ability to develop and implement a project plan by meeting project goals by projected due dates.
PLAN	Assessment Method(s)	Outcome 5. Measure 1. Develop and Implement a Project Plan: Upon implementation in the 2024-2025 assessment year, this outcome will be primarily assessed as part of the students' senior thesis capstone project in conjunction with ARTS 4399, Senior Thesis & Exhibition. The method is that two faculty form the thesis committee and independently assess the students' ability to develop and implement a project plan using the following rubric (detailed rubric attached): Student's ability to develop and implement a project plan. Excellent (4), Above Average (3), Average (2), Below Average (1), Unacceptable (0) Outcome 5. Measure 2. Student Self-evaluation Survey: The method is that each graduating senior completing a thesis independently evaluates their ability to to develop and implement a project plan as a result of the senior thesis and related Art & Design instruction using the following rubric (detailed rubric attached): Excellent (4), Above Average (3), Average (2), Below Average (1), Did not participate (0) Developed Spring 2024 for implementation in the 2024-2025 academic year.

	Proficiency	<p>Proficiency for Outcome 5. Measure 1. Senior Thesis, Developing and Implementing a Project Plan: 3</p> <p>Proficiency for Outcome 5. Measure 2. Student Self-evaluation Survey: 3</p>
DO	Benchmark	<p>Benchmark for Outcome 5. Measure 1. Senior Thesis, Developing and Implementing a Project Plan:</p> <p>75% of student completing ARTS4399 will do so with work that exhibits competent development and implementation of a project plan, meeting project goals by projected due dates and scoring 3 or above on our rubric of 1-4.</p> <p>Benchmark for Outcome 5. Measure 2. Student Self-evaluation Survey:</p> <p>75% of students completing the senior thesis self-evaluation will rate their learned abilities in the area of developing and implementing a project plan with a score of 3 or above on our rubric of 1-4.</p> <p><i>The benchmark for this outcome is being set in accordance with the other outcomes that we are returning to 75%.</i></p>
	Results of Assessment	TBD 2024-2025
S T U D Y	Analysis of Results	TBD 2024-2025

ACT	Improvement Plan for 2024-2025	TBD 2024-2025
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BFA Graphic Design SACS 2023-2024				
Measure 1				
Fall	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Emily Bryan	2.5	2.5	2.5	2.7
Ire Jones	2.7	2.4	2.8	2.8
Juliana Andrews	3.6	2.3	3	2.8
Lenzi Jordan	3.5	3	3.16	3.6
Sydney Madison	3.5	3	3	3
Tabitha Holcomb	4	4	4	4
*Kate Akpobome	2.3	1	2.3	1
Spring	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Zach Page	4	3	3	3
Lucrezia Pavesi	4	4	4	4
Jaden Sawyer	4	3	4	4
Total Students Assessed	10	10	10	10
Total # scoring 3 or above	7	6	7	6
Annual Program Average	70%	60%	70%	60%

BFA Graphic Design SACS 2023-2024				
Measure 2				
Fall	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Emily Bryan	4	3	3	3
Ire Jones	3	3	4	3
Juliana Andrews	3	1	2	2
Lenzi Jordan	4	4	4	3
Sydney Madison	3	3	2	3
Tabitha Holcomb	4	3	4	4
*Kate Akpobome	No survey	No survey	No survey	No survey
Spring	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Zach Page	4	3	3	4
Lucrezia Pavesi	4	4	3	3
Jaden Sawyer	4	3	3	4
Total Students Assessed	9	9	9	9
Total # scoring 3 or above	9	8	7	8
Annual Program Average	100%	89%	78%	89%