



Demonstrate the ability to Create Design Works **MET**

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 (whether traditional, digital, or a combination of media) 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.

MEASURES	RESULTS	ACTIONS
<p><b>Senior Thesis Capstone Project</b></p> <p>Method: This outcome is assessed primarily as part of the students' senior thesis capstone project in conjunction with ARTS 4399, Senior Thesis &amp; 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).</p> <p>Plan: Students work directly with their Thesis Committee and are required to have regular meetings with committee to show works-in-progress to develop a fully resolved body of work by the end of the semester.</p> <p>Direct - Assignment</p> <p><i>Senior Thesis &amp; Exhibition: ARTS 4399</i></p> <p><b>Target</b></p> <p>75% of students completing the senior theses class ARTS4399 and the senior capstone assessment for creating design works 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.</p> <p><a href="#">SACS2024-2025BFAGraphicDesign.pdf</a></p> <p><a href="#">SACS Assessment Rubric-BFA Studio-ART4399 ThesisEvaluation.docx</a></p>	<p><b>MET</b></p> <p>Senior Thesis Capstone Project</p> <p>■ Exceeded ■ Met</p>  <p>0% 100%</p> <p><i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i></p> <p>Exceeded: 80% Met: 20%</p> <p>Met Total: 100% Not Met Total:</p> <p><b>Analysis</b></p> <p><b>Results for Outcome 1. Measure 1. Senior Thesis, Designing Works Component:</b> We have exceeded our expectations in this Outcome with 100% or 10 of 10 students completing the senior theses assessment for the Designing Works Component scoring an average of 3 or above. The aggregate average score for this measure is 3.8 with all students scoring at 3 or above.</p>	<p><b>Other - [Area in Transition]</b></p> <p><b>IN PROGRESS</b></p> <p>Improvement Plan Based on Analysis of Outcome 1: Although we exceeded our target, we remain cautious in interpreting this result, as our department has experienced ongoing turnover in the graphic design area and has been actively conducting searches to fill two faculty positions for the past few years. We are again in the process of hiring graphic design professors in efforts to ensure pedagogical methods align with department goals for student success. In keeping with these efforts and the idea that incoming faculty also need guidance, we plan to augment the course maps we created this year with a newly formed graphic design oversight committee for key graphic design courses (Intro to Graphic Design and Portfolio Development) by reforming the committee with incoming faculty. Our goal will be to promote consistency in achieving course learning outcomes but during the 2025-2026 academic year we will also evaluate whether more time should be allocated for the acclimation of new faculty before determining whether the high performance this year warrants adjustment of outcome measures or targets. [Prince Thomas, SACS rep and Stephanie Chadwick, department chair]</p> <p>Recommended Due Date: 05/01/2026</p>
<p><b>Student Self Evaluation Survey</b></p> <p>Method: The method is that in addition to the senior thesis measure, each graduating senior completing a senior thesis project also independently evaluates their ability to produce graphic design work as a result of the senior thesis and related Art &amp; Design instruction using the following rubric (detailed rubric attached): Excellent (4), Above Average (3), Average (2), Below Average (1), Did not participate (0).</p>	<p><b>MET</b></p> <p>Student Self Evaluation Survey</p> <p>■ Exceeded ■ Met</p>  <p>0% 100%</p> <p><i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i></p> <p>Exceeded: 80%</p>	<p><b>Other - [Area in Transition]</b></p> <p><b>Not Started</b></p> <p>Improvement Plan Based on Analysis of Outcome 1: Consistent with our action plan based on the senior thesis assessment, although we exceeded our target, we remain cautious in interpreting this result, as our department has experienced ongoing turnover in the graphic design area and has been actively conducting searches to fill two faculty positions for the past few years. We are again in the process of hiring graphic design professors in efforts to ensure pedagogical methods align with</p>

<p>Plan: Students work directly with their Thesis Committee and are required to have regular meetings with committee to show works-in-progress to develop a fully resolved body of work by the end of the semester.</p> <p>Indirect - Survey</p> <p>Senior Thesis &amp; Exhibition: ARTS 4399</p> <p>Target</p> <p>75% of students completing the self-evaluation survey will rate their learned competency in technical achievement and originality in creating design works with a score of 3 or above( on our rubric of 1-4).</p> <p><a href="#">Art &amp; Design Senior Thesis Survey -Rev 11-2 3.doc</a></p> <p><a href="#">SelfSurveySACS2024-2025BFAGraphicDesign.pdf</a></p>	<p>Met: 20%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p>Analysis</p> <p><b>Improvement Plan Based on Analysis of Outcome 1. Measure 2. Student Self-evaluation Survey:</b> Although 100% or 10 of the 10 students completing the self-evaluation survey rated their learned competency for designing works with a score of 3 or above, the faculty evaluations reported for Measure 1 will direct our improvement plan. The aggregate average score for this measure is 3.8 with all students scoring at 3 or above.</p>	<p>department goals for student success. In keeping with these efforts and the idea that incoming faculty also need guidance, we plan to augment the course maps we created this year with a newly formed graphic design oversight committee for key graphic design courses (Intro to Graphic Design and Portfolio Development) by reforming the committee with incoming faculty. Our goal will be to promote consistency but we will also consider whether or not more time should be allocated for new faculty acclimation before determining if outcome targets should be adjusted. [Stephanie Chadwick, department chair]</p> <p>Recommended Due Date: 05/01/2026</p>
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Conclusion

We are thrilled to report that students exceeded expectations in this Outcome for both Measure 1 & Measure 2 with 90% of Students meeting or exceeding expectations.


Although we exceeded our target, we remain cautious in interpreting this result, as our department has experienced ongoing turnover in the graphic design area and has been actively conducting searches to fill two faculty positions for the past few years. We are once in the process of hiring graphic design professors to ensure pedagogical practices align with department goals for student success. In keeping with these goals and with the idea that incoming faculty also need guidance, we plan to augment the course maps we created this year with the newly formed graphic design oversight committee to for key graphic design courses (Intro to Graphic Design and Portfolio Development) by reforming the committee to include incoming faculty. Our goal will be to promote consistency in achieving learning outcomes. During the 2025-2026 academic year we will also evaluate whether targets should be raised or measures adjusted, or whether more time should be allocated to establishing new faculty and achieving consistency of results before making updates.

[Prince Thomas, SACS representative with additions by Stephanie Chadwick, department chair]

Demonstrate the Ability to Formally Analyze Art & Design Works MET

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.

MEASURES	RESULTS	ACTIONS
<div>Senior Thesis Capstone Project</div> <div>Method: This outcome is assessed primarily as part of the students' senior thesis capstone project in conjunction with ARTS 4399, Senior Thesis &amp; 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)</div> <div>Plan:</div>	<div>MET</div> <div>Senior Thesis Capstone Project</div> <div><div>Exceeded</div><div>Met</div><div>Approached</div></div> <div><div></div><div>0%100%</div><div><div>Exceeded:60%</div><div>Met:20%</div><div>Approached:20%</div><div>Met Total:80%</div><div>Not Met Total:20%</div></div></div>	<div>Other - [Area in Transition]</div> <div>IN PROGRESS</div> <div>Although we exceeded our target, we remain cautious in interpreting this result, as our department has experienced ongoing turnover in the graphic design area and has been actively conducting searches to fill two faculty positions for the past few years. We are once again in the process of hiring due to the recent resignations of current graphic design professors. Given this uncertainty, it is unclear how incoming faculty will impact future outcomes. Once staffing stabilizes, we plan to establish a graphic design oversight committee to promote consistency in achieving course learning outcomes. As such,</div>

<p>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><b>Analysis</b></p> <p><b>Analysis of Outcome 2. Measure 1. Senior Thesis, Formal Analysis Component:</b> 90% or 9 of 10 students assessed in the senior theses assessment achieved a 3 or above. The aggregate average score for this measure is 3.325 with all students scoring at 3 or above. Last year, our plan to strengthen this outcome focused on explicitly communicating that most graphic design assignments include formal analysis components. We emphasized that these assignments, along with activities in required art studio and art history courses, such as critiques, discussions, and written work helps students develop formal analysis skills applicable to their overall practice and their senior thesis capstone project, which serves as our primary SACS program-level assessment. This approach appears to have been effective.</p>	<p>this result may fluctuate with new faculty additions, and time will be needed to determine whether this high performance is sustainable.</p> <p>Recommended Due Date: 05/01/2026</p>										
<p>Direct - Assignment</p> <p><i>Senior Thesis &amp; Exhibition: ARTS 4399</i></p> <p><b>Target</b></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.</p> <p><a href="#">SACS2024-2025BFAGraphicDesign.pdf</a></p> <p><a href="#">SACS Assessment Rubric-BFA StudioGD-ART 4399 ThesisEvaluation.docx</a></p>												
<p><b>Senior Self Evaluation Survey</b></p> <p>Method: The method is that in addition to the senior thesis measure, each graduating senior completing a senior thesis project also independently evaluates their ability to analyze form as a result of the senior thesis and related Art &amp; Design instruction using the following rubric (detailed rubric attached): Excellent (4), Above Average (3), Average (2), Below Average (1), Did not participate (0).</p> <p>Plan: 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>Indirect - Survey</p> <p><i>Senior Thesis &amp; Exhibition: ARTS 4399</i></p> <p><b>Target</b></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>	<p><b>MET</b></p> <p>Senior Self Evaluation Survey</p> <p>■ Exceeded   ■ Met   ■ Approached</p>  <table><tr><td>Exceeded:</td><td>50%</td></tr><tr><td>Met:</td><td>40%</td></tr><tr><td>Approached:</td><td>10%</td></tr><tr><td>Met Total:</td><td>90%</td></tr><tr><td>Not Met Total:</td><td>10%</td></tr></table> <p><b>Analysis</b></p> <p><b>Analysis of Outcome 2. Measure 2. Student Self-evaluation Survey:</b> Although 90% or 9 of 10 students completing the self-evaluation survey rated their abilities in formal analysis as a 3 or above, the faculty evaluations reported for Measure 1 will direct our improvement plan. The aggregate average score for this measure is 3.4 with all students scoring at 3 or above.</p>	Exceeded:	50%	Met:	40%	Approached:	10%	Met Total:	90%	Not Met Total:	10%	<p><b>Other - [Area in Transition]</b></p> <p>Not Started</p> <p>As indicated in the senior thesis measure, although we exceeded our target, we remain cautious in interpreting this result, as our department has experienced ongoing turnover in the graphic design area and has been actively conducting searches to fill two faculty positions for the past few years. We are again in the process of hiring graphic design professors to ensure pedagogical practices align with department goals for student success. As mentioned in Outcome 1, we plan to build upon the work done this year with a newly formed graphic design oversight committee that created course maps for key courses Intro to Graphic Design and Portfolio Development to reform the committee to include incoming faculty. The purpose will be to establish promote consistency in achieving course learning outcomes and to consider whether measures or targets should be adjusted. [Stephanie Chadwick, Department Chair]</p> <p>Recommended Due Date: 05/01/2026</p>
Exceeded:	50%											
Met:	40%											
Approached:	10%											
Met Total:	90%											
Not Met Total:	10%											

<a href="#">Art &amp; Design Senior Thesis Survey -Rev 11-23.doc</a> <a href="#">SelfSurveySACS2024-2025BFAGraphicDesign.pdf</a>		
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Conclusion


We are thrilled to report that students exceeded expectations in this Outcome for both Measure 1 & Measure 2 with 90% of Students meeting or exceeding expectations.

Although we exceeded our target, we remain cautious in interpreting this result, as our department has experienced ongoing turnover in the graphic design area and has been actively conducting searches to fill two faculty positions for the past few years. We are again in the process of hiring graphic design professors to ensure pedagogical practices align with department goals for student success. As mentioned in Outcome 1, we plan to build upon the work done this year with a newly formed graphic design oversight committee that created course maps for key courses Intro to Graphic Design and Portfolio Development to reform the committee to include incoming faculty. The purpose will be to establish promote consistency in achieving course learning outcomes and to consider whether measures or targets should be adjusted. [Prince Thomas, SACS representative with additions by Stephanie Chadwick, Department Chair]

Demonstrate the Ability to Discuss Art and Graphic Design MET

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.

MEASURES	RESULTS	ACTIONS
<div>Senior Thesis Capstone Project</div> <div>Method: This outcome is assessed primarily as part of the students’ senior thesis capstone project in conjunction with ARTS 4399, Senior Thesis &amp; 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.</div> <div>Plan: This will consist of increasing focus on discussing art in all classes (for example, in art courses, studio critiques, and art history discussions) for students needing to develop speaking skills.</div> <div>Direct - Assignment</div> <div>Senior Thesis &amp; Exhibition: ARTS 4399</div> <div>Target</div> <div>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: Previously raised from 75% to 78% and we believe that was too</div>	<div>MET</div> <div>Senior Thesis Capstone Project</div> <div><div>Exceeded</div><div>Met</div><div>Approached</div></div> <div><div></div><div>0%100%</div><div><div>Exceeded:80%</div><div>Met:10%</div><div>Approached:10%</div><div>Met Total:90%</div><div>Not Met Total:10%</div></div></div> <div>Analysis</div> <div>Analysis of Outcome 3. Measure 1. Discussing Art &amp; Design Component: With 90% or 9 of 10 students completing the senior theses assessment for the Discussing Art &amp; Design Component scoring an average of 3 or above, results indicate that we have exceeded our target. The aggregate average score for this measure is 3.575 with 9 of 10 students scoring at 3 or above. Last year's Improvement plan to hire a second graphic designer effective Fall 2024 seems to have helped increase scores. Additionally, last year's plan of increasing focus on discussing art in all classes (for example, in graphic design and studio critiques and art history discussions)</div>	<div>Other - [Area in Transition]</div> <div>IN PROGRESS</div> <div>Although we exceeded our target, we remain cautious in interpreting this result, as our department has experienced ongoing turnover in the graphic design area and has been actively conducting searches to fill two faculty positions for the past few years. We are again in the process of hiring graphic design professors to ensure pedagogical practices align with department goals for student success. As mentioned for other outcomes, we plan to build upon the work done this year with a newly formed graphic design oversight committee that created course maps for key courses Intro to Graphic Design and Portfolio Development to reform the committee to include incoming faculty. The purpose will be to establish promote consistency in achieving course learning outcomes and to consider whether measures or targets should be adjusted. [Stephanie Chadwick, Department Chair]</div> <div>Recommended Due Date: 05/01/2026</div>

soon. We are returning to 75% for this year to monitor progress. <a href="#">SACS2024-2025BFAGraphicDesign.pdf</a>	seems to have helped too. Unfortunately, we are now searching for new faculty due to resignations in this area.	
<b>Senior Self Evaluation Survey</b>  Method: The method is that in addition to the senior thesis measure, each graduating senior completing a senior thesis project also independently evaluates their ability to orally analyze and present their work in a public forum 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).  Plan: This will consist of increasing focus on discussing art in all classes (for example, in art courses, studio critiques, and art history discussions) for students needing to develop speaking skills. Indirect - Survey  <i>Senior Thesis &amp; Exhibition: ARTS 4399</i> <b>Target</b>  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).  <a href="#">SelfSurveySACS2024-2025BFAGraphicDesign.pdf</a>	<b>MET</b> Senior Self Evaluation Survey ■ Exceeded ■ Met ■ Approached  0% 100% Exceeded: 60% Met: 30% Approached: 10%  Met Total: 90% Not Met Total: 10%  <b>Analysis</b>  <b>Outcome 3. Measure 2. Student Self-evaluation Survey:</b> Although 90% or 9 of 10 students completing the self-evaluation survey rated their learned competency for discussing works with a score of 3 or above, the faculty evaluations reported for Measure 1 will direct our improvement plan as outlined for Measure 1. The aggregate average score for this measure is 3.5 with 9 of 10 students scoring at 3 or above.	<b>Other - [Area in Transition]</b> Not Started  Although we exceeded our target, we remain cautious in interpreting this result, as our department has experienced ongoing turnover in the graphic design area and has been actively conducting searches to fill two faculty positions for the past few years. We are again in the process of hiring graphic design professors to ensure pedagogical practices align with department goals for student success. As mentioned in Outcome 1, we plan to build upon the work done this year with a newly formed graphic design oversight committee that created course maps for key courses Intro to Graphic Design and Portfolio Development to reform the committee to include incoming faculty. The purpose will be to establish promote consistency in achieving course learning outcomes and to consider whether measures or targets should be adjusted.  Recommended Due Date: 05/01/2026

Conclusion

We are thrilled to report that students exceeded expectations in this Outcome for both Measure 1 & Measure 2 with 90% of Students meeting or exceeding expectations.

Although we exceeded our target, we remain cautious in interpreting this result, as our department has experienced ongoing turnover in the graphic design area and has been actively conducting searches to fill two faculty positions for the past few years. We are once again in the process of hiring due to the recent resignations of current graphic design professors. Given this uncertainty, it is unclear how incoming faculty will impact future outcomes. Once staffing stabilizes, we plan to establish a graphic design oversight committee to promote consistency in achieving course learning outcomes. As such, this result may fluctuate with new faculty additions, and time will be needed to determine whether this high performance is sustainable.

Demonstrate the Ability to Write About Art and Design **MET**

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.

MEASURES	RESULTS	ACTIONS
<b>Senior Thesis Capstone Project</b>  Method:	<b>MET</b> Senior Thesis Capstone Project	<b>Other - [Area in Transition]</b> <b>IN PROGRESS</b>

<p>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 &amp; Design instruction using the following rubric (detailed rubric attached): Excellent (4), Above Average (3), Average (2), Below Average (1), Did not participate (0).</p> <p>Plan: The plan will 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.</p> <p>Direct - Assignment</p> <p>Senior Thesis &amp; Exhibition: ARTS 4399</p> <p>Target</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 describe the formal, conceptual, and theoretical aspects of their thesis projects and answer related questions from faculty and attendees.</p> <p><a href="#">SACS2024-2025BFAGraphicDesign.pdf</a></p> <p><a href="#">SACS Assessment Rubric-BFA StudioGD-ART 4399 ThesisEvaluation.docx</a></p>	<div><div><div>Exceeded</div><div>Met</div><div>Approached</div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div>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## Conclusion

We are thrilled to report that students exceeded expectations in this Outcome for both Measure 1 & Measure 2 with 90% of Students meeting or exceeding expectations.



Although we exceeded our target, we remain cautious in interpreting this result, as our department has experienced ongoing turnover in the graphic design area and has been actively conducting searches to fill two faculty positions for the past few years. We are again in the process of hiring graphic design professors to ensure pedagogical practices align with department goals for student success. As mentioned for other outcomes, we plan to build upon progress made this year with our newly formed graphic design oversight committee to create course maps for key courses Intro to Graphic Design and Portfolio Development to reform the committee to include incoming faculty. Our goal will be to establish consistency but we will also evaluate during the 2025-2026 year whether outcomes targets should be raised or measures adjusted or whether more time should be allocated for establishing consistent successes. [Prince Thomas, SACS representative with additions by Stephanie Chadwick, department chair]

## Demonstrate the Ability to Develop and Implement a Project Plan MET

Developed Spring 2024 for implementation in the 2024-2025 academic year:

New outcome added to the senior thesis capstone project that consists of a body of work and a written paper describing it that they also defend orally. For the new outcome 5, students will demonstrate the ability to develop and implement a project plan by meeting project goals by projected due dates.

MEASURES	RESULTS	ACTIONS
<p><b>Senior Thesis Capstone Project</b></p> <p>Implemented for the first time for this additional outcome in 2024-2025: This outcome will be primarily assessed as part of the students' senior thesis capstone project in conjunction with ARTS 4399, Senior Thesis &amp; Exhibition.</p> <p>Method: 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).</p> <p>Plan: Students will work directly with their thesis committee to develop a project plan that will ensure they successfully complete thesis in a timely manner.</p> <p>Direct - Assignment</p> <p><i>Senior Thesis &amp; Exhibition: ARTS 4399</i></p> <p><b>Target</b></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><a href="#">SACS2024-2025BFAGraphicDesign.pdf</a></p> <p><a href="#">SACS Assessment Rubric-BFA StudioGD-ART 4399 ThesisEvaluation.docx</a></p>	<p><span style="color: #00728f;">MET</span></p> <p>Senior Thesis Capstone Project</p> <p>■ Exceeded ■ Approached</p> <p>0% 100%</p> <p>Exceeded: 90% Approached: 10%</p> <p>Met Total: 90% Not Met Total: 10%</p> <p><b>Analysis</b></p> <p><b>Results for Outcome 5. Measure 1. Developing and Implementing a Project Plan Component:</b> With 90% or 9 of 10 students assed in the senior thesis assessment achieving a 3 or above, results indicate that we have exceeded our target by having students develop strategically successful project plans to hit targets for successfully completing their thesis. The aggregate average score for this measure is 3.75 with 9 of 10 students scoring at 3 or above. This is the first year that we have introduced this Outcome.</p>	<p><b>Other - [Area in Transition]</b></p> <p><span style="background-color: #d9e1f2; padding: 2px;">IN PROGRESS</span></p> <p>Improvement Plan Based on Analysis of Outcome 4. Measure 1. Writing About Art and Design Component:</p> <p>With 90% or 9 of 10 students assed in the senior theses assessment achieving a 3 or above, results indicate that we have exceeded our target by addressing implementing a successful project plan.</p> <p>Although we exceeded our target, we remain cautious in interpreting this result, as our department has experienced ongoing turnover in the graphic design area and has been actively conducting searches to fill two faculty positions for the past few years. We are again in the process of hiring graphic design professors to ensure pedagogical methods align with department goals for student success. As mentioned in other outcomes, we plan to build upon successes achieved this year with the newly formed graphic design oversight committee that created course maps for key courses Intro to Graphic Design and Portfolio Development to reform the committee to include incoming faculty. Our goal will be to promote consistency but we will also consider whether to adjust measures or targets or to allocate more time for new faculty to acclimate and achieve consistent successes before making updates. [Prince Thomas, SACS representative with additions by Stephanie Chadwick, department chair]</p> <p>Recommended Due Date: 05/01/2026</p>
<p><b>Senior Thesis Self Evaluation Survey</b></p> <p>Method &amp; Plan being implemented for the first time for this additional outcome in 2024-</p>	<p><span style="color: #00728f;">MET</span></p> <p><a href="#">SelfSurveySACS2024-2025BFAGraphicDesign.pdf</a></p> <p><b>Analysis</b></p>	<p><b>Other - [Area in Transition]</b></p> <p>Not Started</p> <p>As mentioned in the senior thesis measure, although we exceeded our target, we remain</p>

<p>2025:</p> <p>Method: The method is that in addition to the senior thesis measure, each graduating senior completing a senior thesis project also independently evaluates their ability to to develop and implement a project plan as a result of the senior thesis and related Art &amp; Design instruction using the following rubric (detailed rubric attached): Excellent (4), Above Average (3), Average (2), Below Average (1), Did not participate (0).</p> <p>Plan: Students will work directly with their thesis committee to develop a project plan that will ensure they successfully complete thesis in a timely manner.</p> <p>Indirect - Survey</p> <p><i>Senior Thesis &amp; Exhibition: ARTS 4399</i></p> <p><b>Target</b></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><a href="#">Art &amp; Design Senior Thesis Survey -Rev 11-2 3.doc</a></p> <p><a href="#">SelfSurveySACS2024-2025BFAGraphicDesign.pdf</a></p>	<p><b>Improvement Plan Based on Analysis of Outcome 5. Measure 2. Student Self-evaluation Survey:</b></p> <p>Although 90% or 9 of 10 students completing the self-evaluation survey rated their abilities in Implementing a Project Plan as a 3 or above, the faculty evaluations reported above for Measure 1 will direct our overall improvement plan. The aggregate average score for this measure is 3.4 with 9 of 10 students scoring at 3 or above. This is the first year that we have introduced this Outcome.</p>	<p>cautious in interpreting this result, as our department has experienced ongoing turnover in the graphic design area and has been actively conducting searches to fill two faculty positions for the past few years. We are again in the process of hiring graphic design professors to ensure pedagogical methods align with department goals for student success. As mentioned in other outcomes, we plan to build upon successes achieved this year with the newly formed graphic design oversight committee that created course maps for key courses Intro to Graphic Design and Portfolio Development to reform the committee to include incoming faculty. Our goal will be to promote consistency but we will also consider whether to adjust measures or targets or to allocate more time for new faculty to acclimate and achieve consistent successes before making updates. [Prince Thomas, SACS representative with additions by Stephanie Chadwick, department chair]</p> <p>Recommended Due Date: 05/01/2026</p>
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