

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

Upon completing the program, students will produce senior thesis capstone project that consists of body of work and written paper describing it that they also defend orally. For Outcome 1, students will demonstrate the ability to produce series of original design concepts in their medium/s of specialization (whether traditional, digital, or 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
Senior Thesis Capstone Project Method: This outcome is assessed primarily support 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 (detiled rubric attached): Excellent (4), Above Average (3), Average (2), Below Average (1), Unacceptable (0). Plan: Students work directly with their Thesis Committee and are required to have regular meetings with committee to show works-in-progress to develop fully resolved body of work by the end of the semester. Direct - Assignment <i>Senior Thesis & Exhibition: ARTS 4399</i> Target 75% of students completing the senior theses classes 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 consistent thesis investigation in terms of subject matter, materials, and content. SACS2025-2026BFAGraphicDesign.pdf SACS Assessment Rubric-BFA Studio-ART4399 ThesisEvaluation.docx	MET Senior Thesis Capstone Project ■ Exceeded ■ Not Met  0% 100% <i>Values are not shown when they are too close together. Click to use row weights to see details.</i> Exceeded: 92% Not Met: 8% Met Total: 92% Not Met Total: 8% Analysis Results for Outcome 1. Measure 1. Senior Thesis, Designing Works Component: We have exceeded our expectations in this Outcome with 92% or 11 of 12 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 3.67 with 11 of 12 students scoring 3 or above.	Other - [Are in Transition] Not Started 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 realm and has been actively conducting searches to fill two faculty positions for the past few years. We are going 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 with graphic design oversight committee for key graphic design courses (Intro to Graphic Design and Portfolio Development) with incoming faculty when they are in place. Our goal will be to promote consistency in achieving course learning outcomes but also at the moment we must focus on acclimation of new faculty before determining whether the high performance this year warrants adjustment of outcome measures or targets.
Student Self Evaluation Survey Method: The method is that in addition to the senior thesis measure, each graduating senior completing senior thesis project also 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 (detiled rubric attached): Excellent (4), Above Average (3), Average (2), Below Average (1), Did not participate (0).	MET Student Self Evaluation Survey ■ Exceeded ■ Met  0% 100% <i>Values are not shown when they are too close together. Click to use row weights to see details.</i> Exceeded: 67%	Other - [Are in Transition] Not Started 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 realm and has been actively conducting searches to fill two faculty positions for the past few years. We are going 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

Pl n: 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. Indirect - Survey Senior Thesis & Exhibition: ARTS 4399 T rget 75% of students completing the self-evaluation survey will rate their learned competency in technical achievement and originality in creating design works with score of 3 or above (on our rubric of 1-4). Art & Design Senior Thesis Survey -Rev 11-23.doc SelfSurveySACS2025-2026BFAGr_phicDesign.pdf	Met: 33% Met Tot l: 100% Not Met Tot l: An lysis Although 100% or 12 of the 12 students completing the self-evaluation survey rated their learned competency for designing works with 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 3.66 with all students scoring at 3 or above.	Faculty also need guidance, we plan to augment the course maps we created with graphic design oversight committee for key graphic design courses (Intro to Graphic Design and Portfolio Development) with incoming faculty when they are in place. Our goal will be to promote consistency in achieving course learning outcomes but also at the moment we must focus on cultivation of new faculty before determining whether the high performance this year warrants adjustment of outcome measures or targets.
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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 in Measure 1 & 100% meeting or exceeding expectations in Measure 2.

Although we exceeded our target, we remain cautious in interpreting this result, as our department has experienced ongoing turnover in the graphic design realm and has been actively conducting searches to fill two faculty positions for the past few years. We are engaged 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 graphic design oversight committee for key graphic design courses (Intro to Graphic Design and Portfolio Development) with incoming faculty. Our goal will be to promote consistency in achieving course learning outcomes but also must focus on cultivation of new faculty before determining whether the high performance this year warrants adjustment of outcome measures or targets.

Demonstrate the Ability to Formally Analyze Art & Design Works MET

Upon completing the program, students will produce senior thesis capstone project that consists of a body of work and 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 historical and/or 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										
Senior Thesis Capstone Project Method: 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 formal 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) Plan: Our plan for strengthening skills for this outcome generally is to more clearly explain in	MET Senior Thesis Capstone Project Exceeded Met Not Met  <table><tr><td>Exceeded:</td><td>58%</td></tr><tr><td>Met:</td><td>25%</td></tr><tr><td>Not Met:</td><td>17%</td></tr><tr><td>Met Total:</td><td>83%</td></tr><tr><td>Not Met Total:</td><td>17%</td></tr></table> Analysis	Exceeded:	58%	Met:	25%	Not Met:	17%	Met Total:	83%	Not Met Total:	17%	Other - [Are in Transition] Not Started Although we exceeded our target, we note that one student consistently produced low scores which placed them over all downward shift to all scores. In addition, we remain cautious in interpreting this result, as our department has experienced ongoing turnover in the graphic design realm and has been actively conducting searches to fill two faculty positions for the past few years. We are engaged 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
Exceeded:	58%											
Met:	25%											
Not Met:	17%											
Met Total:	83%											
Not Met Total:	17%											

th t most of our gr phic design ssignments include form l n lysis portions nd to emph size th t such ssignments in gr phic design nd required rt studio nd rt history cl sses (including rt critiques, discussions, nd written work) re developing form l n lysis skills students c n pply to their work in gener l nd to their senior thesis c pstone project, which serves s our prim ry SACS progr m-level ssessment. Direct - Assignment Senior Thesis & Exhibition: ARTS 4399 T rget 75% of students completing the senior theses ssessment will do so with bove ver ge work (scoring n ver ge of 3 or bove on our rubric of 1-4) th t exhibits competent chievement by successfully citing rt historic l precedents nd esthetic or theoretic l terms in the body of work presented. SACS2025-2026BFAGr phicDesign.pdf SACS Assessment Rubric-BFA StudioGD-ART 4399 ThesisEv lu tion.docx	Results of Outcome 2. Me sure 1. Senior Thesis, Form l An lysis Component: 83% or 10 of 12 students ssessed in the senior theses ssessment chieived 3 or bove. The ggreg te ver ge score for this me sure is 3.125 with 10 students scoring t 3 or bove. We focused on communic ting th t most gr phic design ssignments include form l n lysis components. We emph sized th t these ssignments, long with ctivities required in rt studio nd rt history courses, such s critiques, discussions, nd written work helps students develop form l n lysis skills pply ble to their over ll pr ctice nd their senior thesis c pstone project, which serves s our prim ry SACS progr m-level ssessment. We will continue this ppro ch s it ppe rs to h ve been effective s we strive to h ve 100% success r te in this outcome.	ye r with gr phic design oversight committee for key gr phic design courses (Intro to Gr phic Design nd Portfolio Development) with incoming f culty. Our go l will be to promote consistency in chieving course le rning outcomes but lso must focus on cclim tion of new f culty before determining whether the high perform nce this ye r w rr nts djustment of outcome me sures or t rgets.						
Senior Self Ev lu tion Survey Method: The method is th t in ddition to the senior thesis me sure, e ch gr du ting senior completing senior thesis project lso independently ev lu tes their bility to n lyze form s result of the senior thesis nd rel ted Art & Design instruction using the following rubric (det iled rubric tt ched): Excellent (4), Above Aver ge (3), Aver ge (2), Below Aver ge (1), Did not p rticip te (0). Pl n: Our pl n for strengthening skills for this outcome gener lly is to more cle rly expl in th t most of our gr phic design ssignments include form l n lysis portions nd to emph size th t such ssignments in gr phic design nd required rt studio nd rt history cl sses (including rt critiques, discussions, nd written work) re developing form l n lysis skills students c n pply to their work in gener l nd to their senior thesis c pstone project, which serves s our prim ry SACS progr m-level ssessment. Indirect - Survey Senior Thesis & Exhibition: ARTS 4399 T rget 75% of students completing the self-ev lu tion will r te their le rned bilities for this outcome s 3 or bove on our rubric of 1-4).	MET Senior Self Ev lu tion Survey Exceeded Met Not Met  <table><tr><td>Exceeded:</td><td>17%</td></tr><tr><td>Met:</td><td>67%</td></tr><tr><td>Not Met:</td><td>16%</td></tr></table> Met Tot l: 83% Not Met Tot l: 17% An lysis Although 83% or 10 of 12 students completing the self-ev lu tion survey r ted their bilities in form l n lysis s 3 or bove, the f culty ev lu tions reported for Me sure 1 will direct our improvement pl n. The ggreg te ver ge score for this me sure is 3 with 10 of 12 students scoring t 3 or bove.	Exceeded:	17%	Met:	67%	Not Met:	16%	Other - [Are in Tr nsition] Not St rted Although we exceeded our t rget, we note th t one student consistently produced low scores which pl ced n over ll downw rd shift to ll scores. In ddition, we rem in c utious in interpreting this result, s our dep rtment h s experienced ongoing turnover in the gr phic design re nd h s been ctively conducting se rches to fill two f culty positions for the p st few ye rs. We re g in in the process of hiring gr phic design professors in efforts to ensure ped gogic l methods lgn with dep rtment go ls for student success. In keeping with these efforts nd the ide th t incoming f culty lso need guid nce, we pl n to ugment the course m ps we cre ted this ye r with gr phic design oversight committee for key gr phic design courses (Intro to Gr phic Design nd Portfolio Development) with incoming f culty. Our go l will be to promote consistency in chieving course le rning outcomes but lso must focus on cclim tion of new f culty before determining whether the high perform nce this ye r w rr nts djustment of outcome me sures or t rgets.
Exceeded:	17%							
Met:	67%							
Not Met:	16%							

Art & Design Senior Thesis Survey -Rev 11-23.doc		
SelfSurveySACS2025-2026BFAGr_phicDesign.pdf		

Conclusion

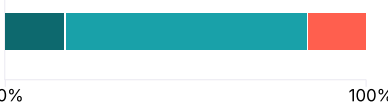
We're thrilled to report that students exceeded expectations in this Outcome for both Measure 1 & Measure 2 with 83% of Students meeting or exceeding expectations.

Although we exceeded our target, we note that one student consistently produced low scores which placed on over all downward shift to all scores. In addition, we remain cautious in interpreting this result, as our department has experienced ongoing turnover in the graphic design realm and has been actively conducting searches to fill two faculty positions for the past few years. We're going 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 graphic design oversight committee for key graphic design courses (Intro to Graphic Design and Portfolio Development) with incoming faculty. Our goal will be to promote consistency in achieving course learning outcomes but also must focus on acclimation of new faculty before determining whether the high performance this year warrants adjustment of outcome measures or targets.

Demonstrate the Ability to Discuss Art and Graphic Design MET

Upon completing the program, students will produce senior thesis capstone project that consists of body of work and 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 manner consistent with and the department's high standards and rigorous quality of education.

MEASURES	RESULTS	ACTIONS										
Senior Thesis Capstone Project Method: This outcome is assessed primarily support 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 public thesis defense using the following rubric (detailed rubric attached): Excellent (4), Above Average (3), Average (2), Below Average (1), Unacceptable 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. Direct - Assignment <i>Senior Thesis & Exhibition: ARTS 4399</i> Target 75% of students completing the senior theses assessment will do so with a score of 3 or higher defense (scoring a score of 3 or higher on our rubric of 1-4), in which they logically, clearly, and effectively verbally describe the formal, conceptual, and theoretic aspects of their thesis projects and answer related questions from faculty and attendees. NOTE: Previously revised from	MET Senior Thesis Capstone Project ■ Exceeded ■ Met ■ Not Met <table><tr><td>Exceeded:</td><td>75%</td></tr><tr><td>Met:</td><td>8%</td></tr><tr><td>Not Met:</td><td>17%</td></tr><tr><td>Met Total:</td><td>83%</td></tr><tr><td>Not Met Total:</td><td>17%</td></tr></table> Analysis Analysis of Outcome 3. Measure 1. Senior Thesis, Discuss Art Component: 83% or 10 of 12 students assessed in the senior theses assessment achieved 3 or above. The aggregate average score for this measure is 3.42 with 10 students scoring 3 or above.	Exceeded:	75%	Met:	8%	Not Met:	17%	Met Total:	83%	Not Met Total:	17%	Other - [Are in Transition] Not Started Although we exceeded our target, we note that one student consistently warranted low which placed downward shift on all scores. In addition, we remain cautious in interpreting this result, as our department has experienced ongoing turnover in the graphic design realm and has been actively conducting searches to fill two faculty positions for the past few years. We're going 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 graphic design oversight committee for key graphic design courses (Intro to Graphic Design and Portfolio Development) with incoming faculty. Our goal will be to promote consistency in achieving course learning outcomes but also must focus on acclimation of new faculty before determining whether the high performance this year warrants adjustment of outcome measures or targets.
Exceeded:	75%											
Met:	8%											
Not Met:	17%											
Met Total:	83%											
Not Met Total:	17%											

75% to 78% and we believe that it will be too soon. We are returning to 75% for this year to monitor progress. SACS2025-2026BFAGraphicDesign.pdf SACS Assessment Rubric-BFA StudioGD-ART 4399 ThesisEvaluation.docx												
Senior Self Evaluation Survey Method: The method is that in addition to the senior thesis measure, each graduating senior completing senior thesis project also independently evaluates their ability to orally analyze and present their work in 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 & Exhibition: ARTS 4399</i> Target 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). SACS Assessment Rubric-BFA StudioGD-ART 4399ThesisSelfSurvey.doc SelfSurveySACS2025-2026BFAGraphicDesign.pdf	MET Senior Self Evaluation Survey ■ Exceeded ■ Met ■ Not Met  <table><tr><td>Exceeded:</td><td>17%</td></tr><tr><td>Met:</td><td>67%</td></tr><tr><td>Not Met:</td><td>16%</td></tr><tr><td>Met Total:</td><td>83%</td></tr><tr><td>Not Met Total:</td><td>17%</td></tr></table> Analysis Although 83% or 10 of 12 students completing the self-evaluation survey rated their abilities in formal analysis as 3 or above, the faculty evaluations reported for Measure 1 will direct our improvement plan. The aggregate average score for this measure is 2.96 with 10 of 12 students scoring at 3 or above.	Exceeded:	17%	Met:	67%	Not Met:	16%	Met Total:	83%	Not Met Total:	17%	Other - [Are in Transition] Not Started Although we exceeded our target, we note that one student consistently was rated low which placed downward shift on all scores. In addition, we remain cautious in interpreting this result, as our department has experienced ongoing turnover in the graphic design realm and has been actively conducting searches to fill two faculty positions for the past few years. We are engaged 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 graphic design oversight committee for key graphic design courses (Intro to Graphic Design and Portfolio Development) with incoming faculty. Our goal will be to promote consistency in achieving course learning outcomes but also must focus on acclimation of new faculty before determining whether the high performance this year warrants adjustment of outcome measures or targets.
Exceeded:	17%											
Met:	67%											
Not Met:	16%											
Met Total:	83%											
Not Met Total:	17%											

Conclusion

We are thrilled to report that students exceeded expectations in this Outcome for both Measure 1 & Measure 2 with 83% of Students meeting or exceeding expectations.

Although we exceeded our target, we note that one student consistently was rated low which placed downward shift on all scores. In addition, we remain cautious in interpreting this result, as our department has experienced ongoing turnover in the graphic design realm and has been actively conducting searches to fill two faculty positions for the past few years. We are engaged 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 graphic design oversight committee for key graphic design courses (Intro to Graphic Design and Portfolio Development) with incoming faculty. Our goal will be to promote consistency in achieving course learning outcomes but also must focus on acclimation of new faculty before determining whether the high performance this year warrants adjustment of outcome measures or targets.

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

Upon completing the program, students will produce senior thesis capstone project that consists of body of work and 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										
Senior Thesis Capstone Project Method: is the technique of senior completing thesis independently evaluates their ability to discuss works of art and design 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: The plan will consist of increasing focus on learning the processes of writing about art in scaffolded writing assignments in our senior thesis classes and in art history classes. Direct - Assignment <i>Senior Thesis & Exhibition: ARTS 4399</i> Target 75% of students completing the senior theses assessment will do so with an above average or higher 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. SACS2025-2026BFAGraphicDesign.pdf SACS Assessment Rubric-BFA StudioGD-ART 4399 ThesisEvaluation.docx	MET Senior Thesis Capstone Project ■ Exceeded ■ Met ■ Not Met <table><tr><td>Exceeded:</td><td>83%</td></tr><tr><td>Met:</td><td>8%</td></tr><tr><td>Not Met:</td><td>8%</td></tr><tr><td>Met Total:</td><td>92%</td></tr><tr><td>Not Met Total:</td><td>8%</td></tr></table> Analysis Analysis of Outcome 4. Measure 1. Writing About Art and Design Component: With 92% or 11 of 12 students assessed in the senior theses assessment achieving 3 or above, results indicate that we have exceeded our target by addressing consistency in applying terminology in teaching formal analysis. The aggregate average score for this measure is 3.55 with 11 of 12 students scoring at 3 or above.	Exceeded:	83%	Met:	8%	Not Met:	8%	Met Total:	92%	Not Met Total:	8%	Other - [Are in Transition] 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 realm and has been actively conducting searches to fill two faculty positions for the past few years. We are going 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 graphic design oversight committee for key graphic design courses (Intro to Graphic Design and Portfolio Development) with incoming faculty. Our goal will be to promote consistency in achieving course learning outcomes but also must focus on acclimation of new faculty before determining whether the high performance this year warrants adjustment of outcome measures or targets.
Exceeded:	83%											
Met:	8%											
Not Met:	8%											
Met Total:	92%											
Not Met Total:	8%											

Senior Thesis Self Evaluation Survey Method: The method is that in addition to the senior thesis measure, each graduating senior completing senior thesis project also independently evaluates their ability to discuss, analyze, and write about works of art and design 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: The plan consists of increasing focus on learning the processes of writing about art in scaffolded writing assignments in our senior thesis classes and in art history classes. Indirect - Survey <i>Senior Thesis & Exhibition: ARTS 4399</i> Art & Design Senior Thesis Survey -Rev 11-23.doc SelfSurveySACS2025-2026BFAGr_phicDesign.pdf	MET Senior Thesis Self Evaluation Survey Exceeded Met Not Met  <table><tr><td>Exceeded:</td><td>25%</td></tr><tr><td>Met:</td><td>67%</td></tr><tr><td>Not Met:</td><td>8%</td></tr><tr><td>Met Total:</td><td>92%</td></tr><tr><td>Not Met Total:</td><td>8%</td></tr></table> Analysis Analysis of Outcome 2. Measure 4. Student Self-evaluation Survey: Although 92% or 11 of 12 students completing the self-evaluation survey rated their abilities to write about Art & Design as 3 or above, the faculty evaluations reported for Measure 1 will direct our improvement plan. The aggregate average score for this measure is 3.125 with 11 of 12 students scoring 3 or above.	Exceeded:	25%	Met:	67%	Not Met:	8%	Met Total:	92%	Not Met Total:	8%	Other - [Are in Transition] 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 realm and has been actively conducting searches to fill two faculty positions for the past few years. We are engaged 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 graphic design oversight committee for key graphic design courses (Intro to Graphic Design and Portfolio Development) with incoming faculty. Our goal will be to promote consistency in achieving course learning outcomes but also must focus on acclimation of new faculty before determining whether the high performance this year warrants adjustment of outcome measures or targets.
Exceeded:	25%											
Met:	67%											
Not Met:	8%											
Met Total:	92%											
Not Met Total:	8%											

Conclusion

We are thrilled to report that students exceeded expectations in this Outcome for both Measure 1 & Measure 2 with 92% 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 realm and has been actively conducting searches to fill two faculty positions for the past few years. We are engaged 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 graphic design oversight committee for key graphic design courses (Intro to Graphic Design and Portfolio Development) with incoming faculty. Our goal will be to promote consistency in achieving course learning outcomes but also must focus on acclimation of new faculty before determining whether the high performance this year warrants adjustment of outcome measures or targets.

Demonstrate the Ability to Develop and Implement 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 body of work and written paper describing it that they also defend orally. For the new outcome 5, students will demonstrate the ability to develop and implement project plan by meeting project goals by projected deadlines.

MEASURES	RESULTS	ACTIONS				
Senior Thesis Capstone Project Implemented for the first time for this addition 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 & Exhibition.	MET Senior Thesis Capstone Project Exceeded Not Met  <table><tr><td>Exceeded:</td><td>92%</td></tr><tr><td>Not Met:</td><td>8%</td></tr></table>	Exceeded:	92%	Not Met:	8%	Other - [Are in Transition] 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 realm and has been actively conducting searches to fill two faculty positions for the past few years. We are engaged in the process of hiring graphic
Exceeded:	92%					
Not Met:	8%					

Method: The method is th t two f culty form the thesis committee nd independently ssess the students' bility to develop nd implement project pl n using the following rubric (det iled rubric tt ched): Student's bility to develop nd implement project pl n. Excellent (4), Above Aver ge (3), Aver ge (2), Below Aver ge (1), Un ccept ble (0). PI n: Students will work directly with their thesis committee to develop project pl n th t will ensure they successfully complete thesis in timely m nner. Direct - Assignment Senior Thesis & Exhibition: ARTS 4399 T rget 75% of student completing ARTS4399 will do so with work th t exhibits competent development nd implement tion of project pl n, meeting project go ls by projected due d tes nd scoring 3 or bove on our rubric of 1-4. SACS2025-2026BFAGr_phicDesign.pdf SACS Assessment Rubric-BFA StudioGD-ART 4399 ThesisEv lu tion.docx	V lues re not shown when t close t e ch ther. Click r use rr w keys t see det ils. <table><tr><td>Exceeded:</td><td>92%</td></tr><tr><td>Not Met:</td><td>8%</td></tr></table> <table><tr><td>Met Tot l:</td><td>92%</td></tr><tr><td>Not Met Tot l:</td><td>8%</td></tr></table> An lysis Results for Outcome 5. Me sure 1. Developing nd Implementing Project PI n Component: With 92% or 11 of 12 students ssed in the senior thesis ssessment chieving 3 or bove, results indic te th t we h ve exceeded our t rget by h ving students develop str tegic lly successful project pl ns to hit t rgets for successfully completing their thesis. The ggreg te ver ge score for this me sure is 3.79 with 11 of 12 students scoring t 3 or bove.	Exceeded:	92%	Not Met:	8%	Met Tot l:	92%	Not Met Tot l:	8%	design professors in efforts to ensure ped gogic l methods lgn with dep rtment go ls for student success. In keeping with these efforts nd the ide th t incoming f culty lso need guid nce, we pl n to ugment the course m ps we cre ted this ye r with gr phic design oversight committee for key gr phic design courses (Intro to Gr phic Design nd Portfolio Development) with incoming f culty. Our go l will be to promote consistency in chieving course le rning outcomes but lso must focus on cclim tion of new f culty before determining whether the high perform nce this ye r w rr nts djustment of outcome me sures or t rgets.		
Exceeded:	92%											
Not Met:	8%											
Met Tot l:	92%											
Not Met Tot l:	8%											
Senior Thesis Self Ev lu tion Survey Method & PI n being implemented for the first time for this ddition l outcome in 2024-2025: Method: The method is th t in ddition to the senior thesis me sure, e ch gr du ting senior completing senior thesis project lso independently ev lu tes their bility to to develop nd implement project pl n s result of the senior thesis nd rel ted Art & Design instruction using the following rubric (det iled rubric tt ched): Excellent (4), Above Aver ge (3), Aver ge (2), Below Aver ge (1), Did not p rticip te (0). PI n: Students will work directly with their thesis committee to develop project pl n th t will ensure they successfully complete thesis in timely m nner. Indirect - Survey Senior Thesis & Exhibition: ARTS 4399 T rget 75% of students completing the senior thesis self-ev lu tion will r te their le rned bilities in the re of developing nd implementing project pl n with score of 3 or bove on our rubric of 1-4. Art & Design Senior Thesis Survey -Rev 11-23.doc	MET Senior Thesis Self Ev lu tion Survey █ Exceeded █ Met █ Not Met  <table><tr><td>Exceeded:</td><td>58%</td></tr><tr><td>Met:</td><td>33%</td></tr><tr><td>Not Met:</td><td>8%</td></tr></table> <table><tr><td>Met Tot l:</td><td>92%</td></tr><tr><td>Not Met Tot l:</td><td>8%</td></tr></table> An lysis An lysis of Outcome 2. Me sure 5. Student Self-ev lu tion Survey: Although 92% or 11 of 12 students completing the self-ev lu tion survey r ted their bilities to develop Project PI n s 3 or bove, the f culty ev lu tions reported for Me sure 1 will direct our improvement pl n. The ggreg te ver ge score for this me sure is 3.5 with 11 of 12 students scoring t 3 or bove.	Exceeded:	58%	Met:	33%	Not Met:	8%	Met Tot l:	92%	Not Met Tot l:	8%	Other - [Are in Tr nsition] Not St rted Although we exceeded our t rget, we rem in c utious in interpreting this result, s our dep rtment h s experienced ongoing turnover in the gr phic design re nd h s been ctively conducting se rches to fill two f culty positions for the p st few ye rs. We re g in in the process of hiring gr phic design professors in efforts to ensure ped gogic l methods lgn with dep rtment go ls for student success. In keeping with these efforts nd the ide th t incoming f culty lso need guid nce, we pl n to ugment the course m ps we cre ted this ye r with gr phic design oversight committee for key gr phic design courses (Intro to Gr phic Design nd Portfolio Development) with incoming f culty. Our go l will be to promote consistency in chieving course le rning outcomes but lso must focus on cclim tion of new f culty before determining whether the high perform nce this ye r w rr nts djustment of outcome me sures or t rgets.
Exceeded:	58%											
Met:	33%											
Not Met:	8%											
Met Tot l:	92%											
Not Met Tot l:	8%											

SelfSurveySACS2025-2026BFAGr_phicDesign.pdf		
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Conclusion

We're thrilled to report that students exceeded expectations in this Outcome for both Measure 1 & Measure 2 with 92% 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 realm and has been actively conducting searches to fill two faculty positions for the past few years. We're 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 graphic design oversight committee for key graphic design courses (Intro to Graphic Design and Portfolio Development) with incoming faculty. Our goal will be to promote consistency in achieving course learning outcomes but also must focus on acclimation of new faculty before determining whether the high performance this year warrants adjustment of outcome measures or targets.

Assessment Report Summary

Although we exceeded our targets in all Learning Outcomes & Measures, we remain cautious in interpreting this result, as our department has experienced ongoing turnover in the graphic design realm and has been actively conducting searches to fill two faculty positions for the past few years. We're 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 graphic design oversight committee for key graphic design courses (Intro to Graphic Design and Portfolio Development) with incoming faculty. Our goal will be to promote consistency in achieving course learning outcomes but also must focus on acclimation of new faculty before determining whether the high performance this year warrants adjustment of outcome measures or targets.