

BFA Studio Art

Annual Program Report Template

Year:	2021-2022
Program:	BFA Studio Art
Contact Person (include email & phone#)	Chris Troutman ctroutman@lamar.edu 309-472-5137-Rep.; Stephanie Chadwick schadwick2@lamar.edu 409-880-8140, chair

Summary of Continuous Improvement Efforts since Last Report: *Provide a brief description of how assessment results have been used for program improvement. Point to a specific example of how an assessment provided the program with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.*

	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Fall 2021				
C. Ammel	3.75	3.25	3.5	3.25
S. Guillory	4	4	4	4
S. Davis	4	3	3	3
T. Duran	3	2	2	2
V. Kasianchik	4	3.5	4	4
T. Wells	3	3	3	4
Spring 2022				
O Cardenas	4	3.625	3.5	3.875
K. Movva	4	4	4	3.875
V. Castrejon	4	4	4	3.875
J. R. Young	4	4	4	4
C. Root	4	3	3	4
<hr/>				
Total Students	11	11	11	11
# scoring 3 or above	11	10	10	10
% scoring 3 or above	100%	91%	91%	91%

Respond here:

The assessment of the BFA in Studio Art program is based on the students' senior thesis capstone project, which includes creating a series of artworks, a written paper, and an oral defense completed in tandem with course ARTS 4399, Senior Thesis & Exhibition. This is a rigorous course and capstone completed at the end of the degree program, and is modeled in structure on a typical MFA thesis, a format that helps students prepare to promote their work or pursue graduate study upon completion. There are 4 Outcomes that are measured for reporting, which include 1. students' ability to create a series of original artworks; 2. students' ability to analyze and describe the formal appearance of artwork, both orally and in writing; 3. students' ability to defend the series of works orally; and 4. students' ability to defend the artwork in writing. Achievement Targets were set with the goal that 75% of students will achieve above average results (3 or above on a rubric of 1-4) in each Outcome (see attached rubric).

Results have fluctuated from 100% above average performance in all four Outcomes in 2019-2020; to 83% for Outcome 1, 83% for Outcome 2, 92% for Outcome 3, and 92% for Outcome 4 in 2020-2021; to 100% for Outcome 1, 91% for Outcome 2, 91% for Outcome 3, and 91% for Outcome 4 in 2021-2022. Since the majority of students exceeded the Achievement Targets in 2021-2022, our department will raise the benchmark for 2022-2023 from 75% to 78% of students scoring above average (3 or above score on our rubric of 1-4). Making such an increase was discussed previously, but since recent assessment years were marked by the potential for student struggles with the global pandemic and related personal or instructional difficulties, we determined to hold off until the next assessment year to implement that change. We are also analyzing the benefits of possibly raising the benchmark more significantly in future years Because Achievement Targets have been consistently reached for this program.

The assessment data has been useful for program improvement. Although the majority of students are achieving above average (a 3 or above score on our rubric of 1-4), the assessment provided the program assessors with data that students could stand to improve their formal analysis skills (outcome 2). As a result, the assessment was used to make class assignments and outcomes adjustments in a number of art studio and art history classes to improve in this area.

Program Highlights Since Last Report

Identify and briefly discuss any programmatic curriculum changes made since the last report (e.g. new courses, course changes, SLO changes, course deletions).

Respond here:

Although no significant new courses or course changes were required, the assessment data was used to make outcomes adjustments to a variety of our classes leading up to the assessment capstone, including Design I-Design III and our art history courses to improve formal analysis. Assessment data was also used to generally increase the amount of focus on formal analysis in all studio courses.

Table 1. Assessment Results and Analyses for Current Cycle.

STAGE 1: PLAN				STAGE 2: DO		STAGE 3: STUDY
Departmental Student Learning Goal	Program Student Learning Outcome	Assessment	Assessment Method/Location	Benchmark Expectations	Data Results	Actions/Goals Based on Data Results* What do the data tell you? How will you use this data? How were data from the last cycle used to make changes during this cycle, and What were the results of those changes?
<p>Goal 1 Creating Artworks:</p> <p>It is expected that seniors preparing to complete the BFA in Studio Art program will be able to effectively initiate and produce a body of coherently unified original works of art within the medium of specialization. The rationale for this goal is to demonstrate the Department's and Professional Standards expected of a degreed student in creativity, technical achievement, and originality, as well as the investigation of subject matter, materials, and</p>	<p>Outcome 1 Demonstrate the ability to Create Artworks:</p> <p>Upon completing the program, students will demonstrate the ability to produce a series of creative works in their medium of specialization 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.</p>	<p>All outcomes for the BFA in Studio Art program are assessed by the students' senior thesis capstone project, which includes creating a series of original, technically proficient, artworks investigating particular subject matter; as well as a written paper; and an oral defense that is completed in conjunction with course ARTS 4399, Senior Thesis & Exhibition. (see the method and rubric in the</p>	<p>This outcome is assessed as part of the students' senior thesis capstone project in conjunction with ARTS 4399, Senior Thesis & Exhibition.</p> <p>The method is that two faculty form the thesis committee and independently assess the students' artistic work for the capstone using the following rubric (detailed rubric attached):</p> <p>Outcome 1.)</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.</p>	<p>(2021-2022) Exceeded: The goal for this outcome was met by 100% with 11 of 11 students in the BFA Studio Art program creating above average work (scoring an average of 3 or more on our rubric of 1-4). Of note, work by 8 of 11 students was evaluated as exceptional. (scores on page 1).</p>	<p>Since the majority of students exceeded the Achievement Targets in 2021-2022, our department will raise the benchmark for 2022-2023 from 75% to 78% of students scoring above average (an average of 3 or above score on our rubric of 1-4). Making such an increase was discussed previously, but since recent assessment years were marked by the potential for student struggles with the global pandemic and related personal or instructional difficulties, we determined to hold off until the next assessment year to implement this change. We are also analyzing the benefits of possibly raising the benchmark more significantly in future years.</p>

content.		Method/Location column.)	Student's ability to initiate and produce an original work of art or solve a graphic design problem. Excellent (4), Above Average (3), Average (2), Below Average (1), Unacceptable (0))			
<p>Goal 2 Formal Analysis:</p> <p>It is expected that seniors preparing to complete the BFA in Studio Art program will be able to independently utilize and apply the formal, conceptual, historical, and theoretical skills that they learned throughout their BFA Studio Art education. This goal ensures the demonstration of higher order critical thinking and ensures the department's ability to maintain high</p>	<p>Outcome 2 Demonstrate the Ability to Formally Analyze Art</p> <p>Upon completing the program, students will demonstrate the ability to analyze the work of art formally and contextualize the work of art in an art theoretical and an art historical context. Achieving this outcome demonstrates higher-order critical thinking and engagement with art in keeping with Department and Professional Standards.</p>	<p>All outcomes for the BFA in Studio Art program are assessed by the students' senior thesis capstone project, which includes creating a series of original, technically proficient, artworks investigating particular subject matter; as well as a written paper; and an oral defense that is completed in conjunction with course</p>	<p>This outcome is assessed as part of the students' senior thesis capstone project in conjunction with ARTS 4399, Senior Thesis & Exhibition.</p> <p>The method is that two faculty form the thesis committee and independently assess the students' artistic and written work for the related</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>(2021-2022) Exceeded: The goal for this outcome was met by 91% with 10 of 11 students creating work that was evaluated as above average (scoring an average of 3 or more on our rubric of 1-4) in the area of successfully citing historical precedents and aesthetic or theoretical terms in the body of work presented.</p>	<p>Since the majority of students exceeded the Achievement Targets in 2021-2022, our department will raise the benchmark for 2022-2023 from 75% to 78% of students scoring above average (an average of 3 or above score on our rubric of 1-4). Making such an increase was discussed previously, but since recent assessment years were marked by the potential for student struggles with the global pandemic and related personal or instructional difficulties, we determined to hold off until the next assessment year to implement this change. We are also analyzing the benefits of possibly raising the benchmark more significantly in future years. In the meantime, the</p>

standards and rigorous quality of education.		ARTS 4399, Senior Thesis & Exhibition. (see the method and rubric in the Method/Location column.)	<p>paper using the following rubric (detailed rubric attached):</p> <p>Outcome 2.) Student's ability to analyze the work formally.</p> <p>(Excellent (4), Above Average (3), Average (2), Below Average (1), Unacceptable (0))</p>			<p>assessment data for this outcome <u>has been useful for program improvement.</u></p> <p>Although the majority of students are achieving above average, the assessment provided the program assessors with data that students could stand to improve their formal analysis skills (outcome 2). As a result, the assessment was used to make class assignments and outcomes adjustments in a number of art studio and art history classes to improve in this area.</p>
<p>Goal 3 Oral Elaboration:</p> <p>It is expected that seniors preparing to complete the BFA in Studio Art program will be able to articulate their work to an audience convincingly while describing the formal, conceptual, historical, and theoretical aspects to their work. The rationale for this goal is the demonstration of communication</p>	<p>Outcome 3 Demonstrate the Ability to Discuss Art</p> <p>Upon completing the program, students will demonstrate the ability to articulate and defend their ideas about works of art orally, demonstrating their oral communication skills in a manner consistent with and the department's high standards and rigorous quality of education.</p>	<p>All outcomes for the BFA in Studio Art program are assessed by the students' senior thesis capstone project, which includes creating a series of original, technically proficient, artworks investigating particular subject matter; as well as a written paper; and an oral</p>	<p>This outcome is assessed as part of the students' senior thesis capstone project in conjunction with ARTS 4399, Senior Thesis & Exhibition.</p> <p>The method is that two faculty form the thesis committee and independently assess the students' oral</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</p>	<p>(2021-2022) Exceeded: The goal for this outcome was met by 91% with 10 of 11 students conducting an oral presentation that was evaluated as above average (scoring an average of 3 or more on our rubric of 1-4) in elaborating upon the formal analysis of the</p>	<p>Since the majority of students exceeded the Achievement Targets in 2021-2022, our department will raise the benchmark for 2022-2023 from 75% to 78% of students scoring above average (an average of 3 or above score on our rubric of 1-4). Making such an increase was discussed previously, but since recent assessment years were marked by the potential for student struggles with the global pandemic and related personal or instructional difficulties, we determined to hold off until the next assessment year to implement this change. We are also analyzing the benefits of</p>

skills and the department's ability to maintain high standards and rigorous quality of education.		defense that is completed in conjunction with course ARTS 4399, Senior Thesis & Exhibition. (see the method and rubric in the Method/Location column.)	presentation of their work in a public thesis defense using the following rubric (detailed rubric attached): Outcome 3.) Student's ability to articulate and defend thesis work orally. (Excellent (4), Above Average (3), Average (2), Below Average (1), Unacceptable (0))	thesis projects and answer related questions from faculty and attendees.	work, citing art historical precedents, and discussing aesthetic terms for the body of work orally.	possibly raising the benchmark more significantly in future years.
<p>Goal 4</p> <p>Written Elaboration:</p> <p>It is expected that seniors preparing to complete the BFA in Studio Art program will be able to articulate their work in writing, effectively stating the conceptual and formal decisions and historical influences relevant to creating their</p>	<p>Outcome 4</p> <p>Demonstrate the Ability to Write About Art</p> <p>Upon completing the program, students will demonstrate the ability to articulate and defend their ideas about their works of art in writing, demonstrating their written communication skills in keeping with</p>	All outcomes for the BFA in Studio Art program are assessed by the students' senior thesis capstone project, which includes creating a series of original, technically proficient, artworks investigating particular	<p>This outcome is assessed as part of the students' senior thesis capstone project in conjunction with ARTS 4399, Senior Thesis & Exhibition.</p> <p>The method is that two faculty form the thesis</p>	75% of student completing ARTS4399 will do so with above average work (scoring an average of 3 or more on our rubric of 1-4) that exhibits competent achievement by successfully conduct a formal analysis of the	(2021-2022) Exceeded: The goal for this outcome was met by 91% with 10 of 11 students producing a written paper that was evaluated as above average (scoring an average of 3 or more on our rubric of 1-4) in	Since the majority of students exceeded the Achievement Targets in 2021-2022, our department will raise the benchmark for 2022-2023 from 75% to 78% of students scoring above average (an average of 3 or above score on our rubric of 1-4). Making such an increase was discussed previously, but since recent assessment years were marked by the potential for student struggles with the global pandemic and related personal or instructional difficulties, we determined to

original artworks. This goal assures students are prepared to articulate their work in writing and maintains the department's high standards and rigorous quality of education.	Department and Professional Standards.	subject matter; as well as a written paper; and an oral defense that is completed in conjunction with course ARTS 4399, Senior Thesis & Exhibition. (see the method and rubric in the Method/Location column.)	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): Outcome 4.) Student's ability to articulate and defend thesis work in writing. (Excellent (4), Above Average (3), Average (2), Below Average (1), Unacceptable (0))	work citing historical precedents and aesthetic terms for the body of work in writing using Chicago Manual of Style.	elaborating upon the formal analysis of the work, citing art historical precedents, and discussing aesthetic and conceptual terms for the body of work.	hold off until the next assessment year to implement this change. We are also analyzing the benefits of possibly raising the benchmark more significantly in future years.

Table 2. Continuous Improvement Results Since Last Report

Stage 4: ACT		
Actions/Goals Based on Data Results <i>*Copy last cycle's actions/goals and report on progress toward continuous improvement on those here.</i>	Status <i>C=Complete P=Progressing N=No Action Taken</i>	Discussion of Status <i>If C, describe efforts that led to accomplishment of actions/goals. If P, provide update on progress made toward accomplishing actions/goals and what tasks remain If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.</i>
<p>Goal for Outcome 1 Raise target</p> <p>Since the majority of students exceeded the Achievement Target in 2021-2022, our department discussed and decided to raise the benchmark for 2022-2023 from 75% to 78% of students scoring above average (a 3 or above score on our rubric of 1-4).</p>	P	<p>Since the majority of students exceeded the Achievement Target in 2021-2022, our department discussed and decided to raise the benchmark for 2022-2023 from 75% to 78% of students scoring above average (a 3 or above score on our rubric of 1-4). Making such an increase was discussed previously, but since recent assessment years were marked by the potential for student struggles with the global pandemic and related personal or instructional difficulties, we determined to hold off until the next assessment year to implement this change. We are also analyzing the benefits of possibly raising the benchmark more significantly in future years.</p>
<p>Goal for Outcome 2 Raise target & Improve formal analysis</p> <p>Since the majority of students exceeded the Achievement Target in 2021-2022, our department discussed and decided to raise the benchmark for 2022-2023 from 75% to 78% of students scoring above average (a 3 or above score on our rubric of 1-4).</p> <p>In the meantime, although the majority of students are achieving above average for this</p>	P	<p>Raising target: Since the majority of students exceeded the Achievement Target in 2021-2022, our department discussed and decided to raise the benchmark for 2022-2023 from 75% to 78% of students scoring above average (a 3 or above score on our rubric of 1-4). Making such an increase was discussed previously, but since recent assessment years were marked by the potential for student struggles with the global pandemic and related personal or instructional difficulties, we determined to hold off until the next assessment year to implement this change. We are also</p>

<p>outcome, the assessment provided the program assessors with data that students could stand to improve their formal analysis skills.</p>		<p>analyzing the benefits of possibly raising the benchmark more significantly in future years.</p> <p>Improving formal analysis: Although the majority of students are achieving above average for this outcome, the assessment provided the program assessors with data that students could stand to improve their formal analysis skills. As a result, the assessment was used to make class assignments and outcomes adjustments in a number of art studio and art history classes to improve in this area.</p>
<p>Goal for Outcome 3 Raise Target</p> <p>Since the majority of students exceeded the Achievement Target in 2021-2022, our department discussed and decided to raise the benchmark for 2022-2023 from 75% to 78% of students scoring above average (a 3 or above score on our rubric of 1-4).</p>	P	<p>Since the majority of students exceeded the Achievement Target in 2021-2022, our department discussed and decided to raise the benchmark for 2022-2023 from 75% to 78% of students scoring above average (a 3 or above score on our rubric of 1-4). Making such an increase was discussed previously, but since recent assessment years were marked by the potential for student struggles with the global pandemic and related personal or instructional difficulties, we determined to hold off until the next assessment year to implement this change. We are also analyzing the benefits of possibly raising the benchmark more significantly in future years.</p>
<p>Goal for Outcome 4 Raise Target</p> <p>Since the majority of students exceeded the Achievement Target in 2021-2022, our department discussed and decided to raise the benchmark for 2022-2023 from 75% to 78% of students scoring above average (a 3 or above score on our rubric of 1-4).</p>	P	<p>Since the majority of students exceeded the Achievement Target in 2021-2022, our department discussed and decided to raise the benchmark for 2022-2023 from 75% to 78% of students scoring above average (a 3 or above score on our rubric of 1-4). Making such an increase was discussed previously, but since recent assessment years were marked by the potential for student struggles with the global pandemic and related personal or instructional difficulties, we determined to hold off until the next assessment year to implement this change. We are also analyzing the benefits of</p>

		possibly raising the benchmark more significantly in future years.