

BFA Studio Art

Annual Program Report Template

Year:	2022-2023
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 2022

A. Ponce	4	4	4	4
N. Sturgent	4	3.5	4	4
W. Ballentine	4	4	4	4

Spring 2022

K. Correa	4	4	4	4
A. Connor	4	3.9	4	3.9
C. Thompson	4	4	4	4

Total				
Students	6	6	6	6
# scoring 3 or above	6	6	6	6
% scoring				
3 or above	100%	100%	100%	100%

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 78% 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 raised the benchmark for 2022-2023 from 75% to 78% of students scoring above average (3 or above score on our rubric of 1-4). 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 has provided the program assessors with data that students could stand to improve their formal analysis skills (outcome 2). As a result, the assessment data was used to make class assignments and outcomes adjustments in a number of art studio and art history classes to improve in this area.

In 2022-2023 six of six (100%) students produced capstone work evaluated at above average or higher in all Outcomes, exceeding their new target.

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:

Since 2021-2022, the assessment data has been used to make adjustments to a variety of our classes leading up to the assessment/ thesis capstone, including Design I-Design III and our art history courses to improve formal analysis (outcome 2). Assessment data is also being used generally to make adjustments as needed to in class presentations and writing assignments (outcomes 3-4) and to increase students' awareness about the relationships between skill-building in objectives 1-4 in classes and strong performance on the studio art capstone thesis.

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?
Goal 1 Creating Artworks: 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	Outcome 1 Demonstrate the ability to Create Artworks: 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.	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	This outcome is assessed as part of the students' senior thesis capstone project in conjunction with ARTS 4399, Senior Thesis & Exhibition. The method is that two faculty form the thesis committee and independently assess the students' artistic work for the capstone using the following rubric (detailed rubric attached): Outcome 1.)	78% 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.	(2022-2023) Exceeded: The goal for this outcome was met by 100% with 6 of 6 students in the BFA Studio Art program creating above average work (scoring an average of 3 or more on our rubric of 1-4).	The benchmark for 2022-2023 was raised from 75% to 78% of students scoring above average (an average of 3 or above score on our rubric of 1-4). We are also analyzing the benefits of possibly raising the benchmark more significantly in future years. The Action Plan will focus on continuing to develop course assignments leading to strong performance in studio art outcomes 1-4 and guiding students to apply these skills to create strong capstone thesis projects.

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))			
Goal 2 Formal Analysis: 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	Outcome 2 Demonstrate the Ability to Formally Analyze Art 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.	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	This outcome is assessed as part of the students' senior thesis capstone project in conjunction with ARTS 4399, Senior Thesis & Exhibition. The method is that two faculty form the thesis committee and independently assess the students' artistic and written work for the related	78% 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.	(2022-2023) Exceeded: The goal for this outcome was met by 100% with 6 of 6 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.	The benchmark for 2022-2023 was raised from 75% to 78% of students scoring above average (an average of 3 or above score on our rubric of 1-4). We are also analyzing the benefits of possibly raising the benchmark more significantly in future years. In the meantime, the assessment data for this outcome <u>has been useful for program improvement.</u> 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

standards and rigorous quality of education.		ARTS 4399, Senior Thesis & Exhibition. (see the method and rubric in the Method/Location column.)	paper using the following rubric (detailed rubric attached): Outcome 2.) Student's ability to analyze the work formally. (Excellent (4), Above Average (3), Average (2), Below Average (1), Unacceptable (0))			outcomes adjustments in a number of art studio and art history classes to improve in this area. Students' work achieve evaluations that show an increased from 91% to 100% in this Outcome. We will continue to monitor student progress next academic year and further adjust course content if needed. The Action Plan will focus on continuing to develop course assignments leading to strong performance in studio art outcomes 1-4 and guiding students to apply these skills to create strong capstone thesis projects.
Goal 3 Oral Elaboration: 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	Outcome 3 Demonstrate the Ability to Discuss Art 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	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	This outcome is assessed as part of the students' senior thesis capstone project in conjunction with ARTS 4399, Senior Thesis & Exhibition. The method is that two faculty	78% 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	(2022-2023) Exceeded: The goal for this outcome was met by 100% with 6 of 6 students conducting an oral presentation that was evaluated as above average (scoring an average of 3 or	The benchmark for 2022-2023 was raised from 75% to 78% of students scoring above average (an average of 3 or above score on our rubric of 1-4). We are also analyzing the benefits of possibly raising the benchmark more significantly in future years. The Action Plan will focus on continuing to develop course assignments leading to strong performance in studio art outcomes 1-4 and guiding

to their work. The rationale for this goal is the demonstration of communication skills and the department's ability to maintain high standards and rigorous quality of education.	department's high standards and rigorous quality of education.	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 Method/Location column.)	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): Outcome 3.) Student's ability to articulate and defend thesis work orally. (Excellent (4), Above Average (3), Average (2), Below Average (1), Unacceptable (0))	verbally describe the formal, conceptual, and theoretical aspects of their thesis projects and answer related questions from faculty and attendees.	more on our rubric of 1-4) in elaborating upon the formal analysis of the work, citing art historical precedents, and discussing aesthetic terms for the body of work orally.	students to apply these skills to create strong capstone thesis projects.
Goal 4 Written Elaboration: 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	Outcome 4 Demonstrate the Ability to Write About Art Upon completing the program, students will demonstrate the ability to articulate and defend their ideas about their works of	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,	This outcome is assessed as part of the students' senior thesis capstone project in conjunction with ARTS 4399, Senior Thesis &	78% 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	(2022-2023) Exceeded: The goal for this outcome was met by 100% with 6 of 6 students producing a written paper that was evaluated as	The benchmark for 2022-2023 was raised from 75% to 78% of students scoring above average (an average of 3 or above score on our rubric of 1-4). We are also analyzing the benefits of possibly raising the benchmark more significantly in future years. The Action Plan will focus on

the conceptual and formal decisions and historical influences relevant to creating their 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.	art in writing, demonstrating their written communication skills in keeping with Department and Professional Standards.	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 Method/Location column.)	Exhibition. The method is that two faculty form the thesis committee and independently assess the students' elaboration of their ideas, artistic and conceptual influences, and technical methods in a written paper using the following rubric (detailed rubric attached): 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))	competent achievement by successfully conduct a formal analysis of the work citing historical precedents and aesthetic terms for the body of work in writing using Chicago Manual of Style.	above average (scoring an average of 3 or more on our rubric of 1-4) in elaborating upon the formal analysis of the work, citing art historical precedents, and discussing aesthetic and conceptual terms for the body of work.	continuing to develop course assignments leading to strong performance in studio art outcomes 1-4 and guiding students to apply these skills to create strong capstone thesis projects.
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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>
Goal for Outcome 1 Raise 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). The Action Plan will focus on continuing to develop course assignments leading to strong performance in studio art outcomes 1-4 and guiding students to apply these skills to create strong capstone thesis projects. The approach is also to enhance communication about relationships between course assessments, skill-building, and successful capstone projects so students understand that the capstone is an opportunity to apply and highlight skills learned in courses in preparation for entry into the field or into graduate programs.	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) and the increase was implemented for the 2022-2023 academic year. A new action plan (described at right) was implemented and we will continue to follow that plan for the next academic year, making adjustments as needed to improve students' understanding of relationships between success in their courses and successful capstone projects.
Goal for Outcome 2 Raise target & Improve formal analysis Since the majority of students exceeded the	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

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). In the meantime, 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. The Action Plan will focus on continuing to develop course assignments leading to strong performance in studio art outcomes 1-4 and guiding students to apply these skills to create strong capstone thesis projects. The approach is also to enhance communication about relationships between course assessments, skill-building, and successful capstone projects so students understand that the capstone is an opportunity to apply and highlight skills learned in courses in preparation for entry into the field or into graduate programs.		students scoring above average (a 3 or above score on our rubric of 1-4) and the increase was implemented for the 2022-2023 academic year. 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. Students' work achieve evaluations that show an increased from 91% to 100% in this Outcome. We will continue to monitor student progress next academic year and further adjust course content if needed. A new action plan (described at right) was implemented and we will continue to follow that plan for the next academic year, making adjustments as needed to improve students' understanding of relationships between success in their courses and successful capstone projects.
Goal for Outcome 3 Raise 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). The Action Plan will focus on continuing to develop course assignments leading to strong performance in studio art outcomes 1-4 and guiding students to apply these skills to create strong capstone thesis	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) and the increase was implemented for the 2022-2023 academic year. A new action plan (described at right) was implemented and we will continue to follow that plan for the next academic year, making adjustments as needed to improve students' understanding of relationships between success in

projects. The approach is also to enhance communication about relationships between course assessments, skill-building, and successful capstone projects so students understand that the capstone is an opportunity to apply and highlight skills learned in courses in preparation for entry into the field or into graduate programs.		their courses and successful capstone projects.
Goal for Outcome 4 Raise 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). The Action Plan will focus on continuing to develop course assignments leading to strong performance in studio art outcomes 1-4 and guiding students to apply these skills to create strong capstone thesis projects. The approach is also to enhance communication about relationships between course assessments, skill-building, and successful capstone projects so students understand that the capstone is an opportunity to apply and highlight skills learned in courses in preparation for entry into the field or into graduate programs.	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) and the increase was implemented for the 2022-2023 academic year. A new action plan (described at right) was implemented and we will continue to follow that plan for the next academic year, making adjustments as needed to improve students' understanding of relationships between success in their courses and successful capstone projects.