

BFA Graphic Design

Annual Program Report Template

Year:	2021-2022
Program:	BFA Graphic Design
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.

Fall 2021

N. Jones	2.75	2	3	2.5
V. Acuna	4	3.5	4	4
B. Lane	4	3.5	4	3.5

Spring 2022

D. Bell	4	2.5	4	4
P. Eelma	4	3	4	4
T. Cotton	3	2.75	2.75	3
D. Curb	3.5	3	4	4
V. Lopez	3.5	2.75	3.75	3.5
E. Helms	4	3	4	3.5
M. Martinez	3.75	2.5	3	0
Total students	10	10	10	10
# scoring 3 or above	9	5	9	8
% scoring 3 or above	90%	50%	90%	80%

Respond here:

The BFA in Graphic Design program is based on the students' senior thesis capstone project, which includes creating a series of graphic design 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 the 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 80% for Outcome 1, 70% for Outcome 2, 80% for Outcome 3, and 70% for Outcome 4 in 2020-2021, to 90% for Outcome 1, 50% for Outcome 2, 90% for Outcome 3, and 80% for Outcome 4 in 2021-2022. Since the data indicates a dip and then a slight increase in student performance, and since some of the assessments were conducted in a period 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 any increases to our targets.

The assessment data has been useful for program improvement in all four Outcomes. Since the majority of students are achieving above average (a 3 or above score on our rubric of 1-4) for Outcomes 1, 3, and 4, we determined to raise the benchmark for those outcomes from 75% to 78% in the next assessment year with the plan that the results for Outcome 4 need to be monitored because they dipped before recovering in 2021-2022. The assessment data is also helping to improve this program in the area of Outcome 2, formal analysis, for which student scores have been lower than anticipated. The Action Plan being implemented in 2022-2023 includes new outcomes and assignments for the Graphic Design courses that comprise the program and lead to the capstone project and assessment in order to increase the focus on learning formal analysis. These include assignments in writing, vocabulary, and presentations that help students analyze and clearly describe formal qualities and relationships in art.

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:

There were no programmatic curriculum changes made from 2019 to 2021 that affected BFA Graphic Design program majors. See above for details on 2022-2023 classroom instructional updates being made as a result of analyzing scores for Outcome 2, formal analysis, to increase class assignments in writing, vocabulary, and presentations that help students analyze and clearly describe formal qualities and relationships in art in courses leading to the assessment.

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 Design Works</p> <p>It is expected that seniors preparing to complete the BFA in Graphic Design program will be able to effectively initiate and produce a conceptually unified body of original graphic design artworks within the medium/s of specialization, usually a combination of traditional and electronic. The rationale for this goal is to demonstrate the Department's and Professional Standards expected of a degreed student in creativity,</p>	<p>Outcome 1 Demonstrate the ability to Create Design Works</p> <p>Upon completing the program, students will demonstrate the ability to produce a series of original design concepts in their medium/s of specialization (usually both traditional and electronic) that is original; that demonstrates the application of the principles of design and color, exhibits the investigation of subject matter, materials, and content; and reflects the high quality and rigor of education in the program.</p>	<p>All outcomes for the BFA in Graphic Design 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.</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.) Student's ability</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 target for this outcome was met by 90% with 9 of 10 students creating work that is above average (scoring an average of 3 or higher in our rubric of 1-4) in the areas of technical achievement and originality.</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 (scoring 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.</p>

technical achievement, and originality, as well as the investigation of subject matter, materials, and content.		(see the method and rubric in the Method/Location column.)	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 Graphic Design program will be able to independently utilize and apply the formal, conceptual, historical, and theoretical skills that they learned throughout their BFA Graphic Design education. This goal ensures the demonstration of higher order critical thinking and</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 Graphic Design 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</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 paper using the</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) Not Met: Goals for this outcome were not achieved, with only 50% of (5 of 10) students creating work that as above average (scoring an average of 3 or higher on our rubric of 1-4) in the area of successfully citing historical precedents and aesthetic terms in the body of work presented.</p>	<p>This assessment data is helping to improve this program. The Action Plan being implemented in 2022-2023 includes new outcomes and assignments for the Graphic Design courses that comprise the program and lead to the capstone project and assessment in order to increase the focus on learning formal analysis. These include assignments in writing, vocabulary, and presentations that help students analyze and clearly describe formal qualities and relationships in art.</p>

ensures the department's ability to maintain high standards and rigorous quality of education.		conjunction with course ARTS 4399, Senior Thesis & Exhibition. (see the method and rubric in the Method/Location column.)	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))			
<p>Goal 3</p> <p>Oral Elaboration:</p> <p>It is expected that seniors preparing to complete the BFA in Graphic Design 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</p>	<p>Outcome 3</p> <p>Demonstrate the Ability to Discuss Art and Graphic Design</p> <p>Upon completing the program, students will demonstrate the ability to articulate and defend their ideas about works of art and design orally, demonstrating their oral communication skills in a manner consistent with and the department's high standards and rigorous quality of education.</p>	<p>All outcomes for the BFA in Graphic Design program are assessed by the students' senior thesis capstone project, which includes creating a series of original, technically proficient, design works investigating particular subject matter; as well as a written paper;</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 presentation of</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)</p> <p>Exceeded: The target for this outcome was met by 90% with 9 of 10 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</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</p>

communication skills and the department's ability to maintain high standards and rigorous quality of education.		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.)	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.	analysis of the work, citing art historical precedents, and discussing aesthetic terms for the body of work orally.	analyzing the benefits of possibly raising the benchmark more significantly in future years.
Goal 4 Written Elaboration: It is expected that seniors preparing to complete the BFA in Graphic Design program will be able to articulate their work in writing, effectively stating the conceptual and formal decisions and historical influences relevant to creating their	Outcome 4 Demonstrate the Ability to Write About Art and Design Upon completing the program, students will demonstrate the ability to articulate and defend their ideas about their and design works in writing, demonstrating their written communication skills in keeping with	All outcomes for the BFA in Graphic Design program are assessed by the students' senior thesis capstone project, which includes creating a series of original, technically proficient, design works investigating particular	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	75% of student completing ARTS4399 will do so with above average work that exhibits competent achievement by successfully conduct a formal analysis of the work citing historical precedents and aesthetic terms for the body of work in writing	(2021-2022) Exceeded: The target for this outcome was met by 80% with 8 of 10 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.)	<p>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):</p> <p>Outcome 4.) Student's ability to articulate and defend thesis work in writing.</p> <p>Excellent (4), Above Average (3), Average (2), Below Average (1), Unacceptable (0))</p>	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</i> <i>P=Progressing</i> <i>N=No Action Taken</i>	Discussion of Status <i>If C, describe efforts that led to accomplishment of actions/goals.</i> <i>If P, provide update on progress made toward accomplishing actions/goals and what tasks remain</i> <i>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>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 analyzing the benefits of possibly raising the benchmark more significantly in future years.</p>
<p>Goal for Outcome 2 Improve formal analysis</p> <p>The assessment provided the program assessors with data that students need to improve their formal analysis skills.</p>	P	<p>Improving formal analysis: Since only 50% of students assessed scored above average (3 or higher on our rubric of 1-4), the assessment provided the program assessors with data that students need to improve their formal analysis skills. As a result, the assessment was used to make class assignments and outcomes adjustments in a number of graphic design and art history classes to improve in this area. This is being implemented in the 2022-2023 assessment year.</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 possibly raising the benchmark more significantly in future years.</p>