

## **Art Department Student Assessment Plan - Spring 2021**

### **General Annual Assessment Background:**

#### **Indirect Assessment**

The Department administers an exit survey to our seniors

#### **Direct Assessment**

The Department administers a series of six rubrics for all our seniors over the course of the entire senior year. These are given to student in an Art Department Handbook. The Department also collects digital portfolios for all graduating seniors.

#### **Planned Cycle for Assessment of Learning Goals**

The Department will have a discussion each year of one of our learning goals. Discussion this year is highlighted below in red.

#### **Art Department Learning Goals**

1. Acquire the necessary technical and methodological skills to make visually engaging works of art.
2. **Gain knowledge in the theory, history and philosophy of art**
3. Excel at conducting research in art history
4. Communicate effectively about art in both written and verbal forms
5. Learn to refine, revise, and think critically about their work and that of their peers
6. Understand their work within the context of art history and contemporary art practice
7. Attain the ability and confidence to articulate their unique point of view verbally and through writing
8. Display professionalism in the documentation and presentation of their work
9. Attain the skills and knowledge to pursue a professional career or an advanced degree in studio art or art history

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### **2021 Assessment**

#### **Assessment Data**

There are three assessment instruments for this year's department learning goal under review: Senior Presentations, Senior Exit Survey and Senior Seminar essay grades.

#### **Senior Exit Survey**

This year three of the four seniors responded to our exit survey. Below are the pertinent questions/responses.

#### **Question 1.**

The following are the Hendrix Art Department's goals for student learning: 1. Acquire the necessary skills to make visually engaging works of art, 2. Acquire the necessary skills to create a coherent body of work, 3. Gain knowledge in theory,

history, and philosophy of art, 4. Learn to effectively conduct research, 5. Effective verbal and written communication about art, 6. Critical thinking about your own and others' artwork, 7. Understanding of how your work relates to historical and contemporary art, 8. Acquire professional practices in your field. Are any of these goals not currently being addressed very well? Please comment.

3 responses

*"The Hendrix art department did a very good job of filling all of these goals. Simply due to the fact there were so few faculty members it does get kin"* [the student comment was cut off here in the online survey.]

*"All of these are being addressed well. "*

*"1. As far as craft and technique, no notes. 2. Skills to create a body of work, no notes. 3, 4, 5, 6. Feels as if the department could do for a wider "* [the student comment was cut off here in the online survey.]

### Question 5.

How well did the Practicum: Senior Seminar course contribute to your understanding of critical thinking and contemporary issues in art? Please comment.

3 responses

*"It was online so that was hard but it was very sufficient."*

*"This course was good for more of an understanding of contemporary art that I could apply to my thesis. "*

*"Quite well. It's helped me to see the ways in which art of the era we're living in now looks nothing like it did before, that it's often an exercise i"* [the student comment was cut off here in the online survey.]

### Senior Presentations

These are graded on a rubric from each member of the department. The Presentations are a summative statement by each senior regarding, in part, artists that are of influence to their own art making. Some of this information is distilled from their Senior Seminar Essay.

Rubric: Senior Capstone Experience - Public Presentation (20%)

Clarity of ideas, speech, and images	10	9	8	7	6	5	4	3	2	1
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Organization of Information	10	9	8	7	6	5	4	3	2	1
Depth of Self-reflection on artistic process	10	9	8	7	6	5	4	3	2	1
Ability to speak about your work	10	9	8	7	6	5	4	3	2	1

Levels of Performance:

Exemplary - 4

### Senior Seminar Essay Grades

As the essays are primarily art historical research regarding artists (of the past hundred years), they lend some indication as to their understanding of the theory and philosophy of art history.

Levels of Performance:

Exemplary - 2

Sufficient - 2

**Meeting**

On 4 May 2020, our department met and discussed student assessment for this year. We accomplished the following:

- a. We discussed the Learning Goal under review this year: Gain knowledge in the theory, history and philosophy of art.
- b. It was decided to use for this year's review, the following elements: Senior Seminar Essay, Senior Presentation, Senior Exit Survey.
- b. Since the majority of this is found in Miller's class, Miller was tasked with collecting the data.
- c. We recognized issues with our assessment collection and data. Our Senior Exit Survey needs cleaning up and to be put into a more useable likert scale. We also need a better way to get 100% participation from Seniors.

### **Interpretation of Data**

Our assessment of the data demonstrates that this learning goal is being met.

The department concludes that our current efforts are achieving this learning goal.

### **Future Directions**

Starting in the fall we will begin refining our assessment tools starting with the Senior Exit Survey. It needs revision for:

- Likert Scale
- Available in an application that does not cut off student responses
- Includes questions regarding students' consideration of their own growth regarding the area under review.

Also to be discussed are ways of refining our various rubrics (which are in our Senior Handbook) so that the data is more "compatible" with collection for yearly assessment. Besides refining the scales, given this and next year's Learning Goals are about competency in art history, it seems appropriate to discuss having a specific section on our Senior Presentation rubric about that competency.