

Art Department Student Assessment Plan - Spring 2022

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

2022 Assessment

Assessment Data

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

Senior Exit Survey

This year two of the four seniors responded to our exit survey. Results are in the accompanying document.

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:

Basic - 1
Sufficient – 2
Exemplary - 1

Meeting

On 10 May 2022, our department met and discussed student assessment for this year. We accomplished the following:

- a. We discussed the Learning Goal under review this year: **Excel at conducting research in art history**
- b. We had decided last year to use for this year's review, the following elements: Senior Seminar Essay and the Senior Exit Survey. We discussed including the Senior Presentation but that requirement of seniors does not necessarily contain much art history. (It is more about the influences of various artists than an historical research.) More research is required for their Senior Seminar Essay.
- b. Since this work is found in Miller's class, Miller was tasked with collecting the data.
- c. Based on last year's assessment materials, we cleaned up our Exit Survey and used a likert scale. This helped for clarity but we had less participation than last year. 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 for half of the half of seniors who filled it out. Based on the snarky comments in the other questions from the survey, it appears we have grossly failed a student who does not understand what the art department does. Hard to know what to do with essentially a single responder on the survey. More helpful are the essay grades from the Senior Seminar course.

Future Directions

Our plan for next year is to both list the survey as a requirement in the Senior Handbook along with a due date, the same date senior portfolios are due. We have five seniors slated for the fall and we hope that by keeping the Survey as a requirement we can have more participation. The faculty also expressed a desire to go back to paper evaluation forms, something that can be done in class and that all faculty found to be more efficacious. We will continue discussions at our August meeting about the best way to keep the simplicity (and requirement) of digital forms but supplement (?) with paper forms for our own assessment needs.

We were to continue discussion this year about refining our various rubrics (which are in our Senior Handbook) so that the data is more "compatible" with collection for yearly assessment. For example, A rubric may have 80 possible points but is worth 50 percent towards the capstone grade. Some faculty were not enthusiastic about making changes (ie: having a 50 percent category feature a rubric that has 50 possible points) but meeting time ran out before this could be fully discussed.

Our learning goal under review for next year is: **Communicate effectively about art in both written and verbal forms.** We look forward to engaging with this goal as it is covered in all of the classes offered by the art department. Assessment items for this coming year include: Senior Presentation, Senior Seminar Essay, Senior Portfolios, and the Exit Survey. We will decide in August if we wish to use some aspect of upper level courses studio classes (as well as the Senior Seminar), with perhaps a new rubric, one that includes written and verbal work.

Direct Assessment: Art Historical Research

1. **Department Learning Goal #3:** Excel at conducting research in art history

Rubric (to be completed by instructor for all senior art majors)

Basic 1	Competent 2	Exemplary 1
<input type="checkbox"/> Able to identify distinct methodological approaches to the practice of historical analysis.	<input type="checkbox"/> Able to identify distinct historiographical approaches and the implications of their differences for the practice and truth claims of historical analysis.	<input type="checkbox"/> Able to identify distinct historiographical approaches and demonstrate the implications of their differences through the analysis of the historiography of a certain topic.

Hendrix College Art Department Senior Exit Survey - 2022

2

Responses

18:37

Average time to complete

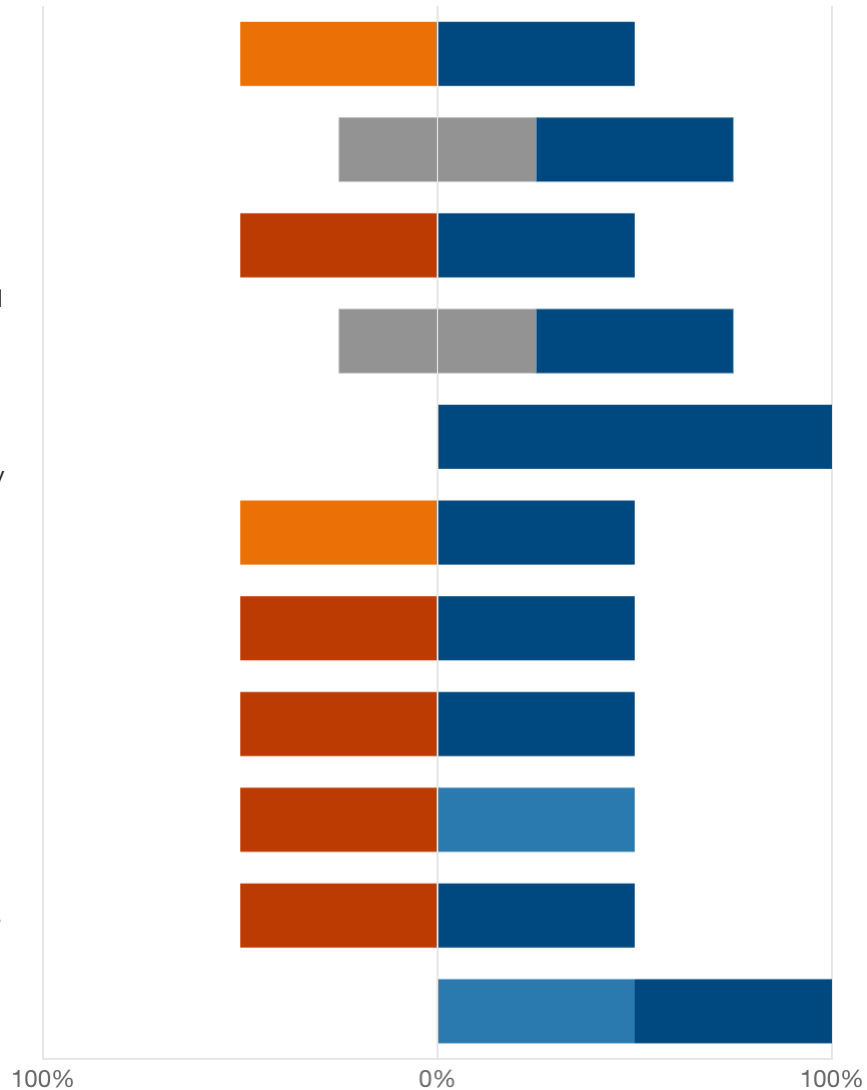
Active

Status

1. Departmental Goals: on a scale of 1 to 5 (1 = almost nothing; 5 = immensely) assess the degree to which Art Department courses have contributed to your development in the following areas:

■ 1 ■ 2 ■ 3 ■ 4 ■ 5

- Acquire the necessary technical and methodological skills to make visually engaging works of art.
- Gain knowledge in the theory, history and philosophy of art.
- Excel at conducting research in art history.
- Communicate effectively about art in both written and verbal forms.
- Learn to refine, revise, and think critically about your work and that of your peers.
- Understand your work within the context of art history and contemporary art practice.
- Attain the ability and confidence to articulate your unique point of view verbally and through writing.
- Display professionalism in the documentation and presentation of your work.
- Attain the skills and knowledge to pursue a professional career or an advanced degree in studio...
- Gain the rigor, independence, and studio dedication needed to be lifelong practicing artists.
- Experience all of the responsibilities and opportunities of participating in a professional museum exhibition.



2. Are any of the goals (listed in Question 1) **not** currently being addressed very well? Please comment.

2
Responses

Latest Responses

"All goals seem to have been addressed very well."

"There's no graphic design program. I wanted to go into character design but was shut down and stifled at every turn. It is very easy to feel that this"

3. Did the Beginning level studio course you took (Beginning Printmaking, Drawing, Photography, 3D, or Ceramics) adequately serve as a foundational course for the major? Why or Why not?

2
Responses

Latest Responses

"As a foundational course yes. It was a good intro to studio work as well as critiques."

"I didn't take Drawing at this establishment. I don't understand what the question is asking."

4. If you were enrolled in a "stacked" course (a course in which two levels of the medium meet at the same time, i.e. Intermediate and Advanced Painting) did you feel this detracted from, or enhanced your learning? Please comment.

1
Responses

Latest Responses

"I was. It neither added nor subtracted. Practice is practice."

5. How well did your Practicum: Studio course prepare you for your Senior Exhibition? Please comment.

2
Responses

Latest Responses

"Very well actually. It did not overload us with work but it kept us on course to have our portfolio's and actual artwork ready in time."
"I worked on my senior portfolio in that class."

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

2
Responses

Latest Responses

"It gave us so much exposure to different contemporary artists. My understanding of describing, interpreting, and judging art developed the most during"
"It didn't really. I learned how to write a critique paper in that class. I would have preferred to learn literally anything that would have been helpful"

7. Please comment on how the Windgate Museum of Art programs affected your growth and/or understanding of what it is to be an art professional.

2
Responses

Latest Responses

"The Windgate gave me some valuable exposure to the museum setting. The visiting artists who had exhibits there were probably the most beneficial resource"
"It didn't really really affect me."

8. What does the department do particularly well and why?

Latest Responses

2
Responses

"The department and its faculty are rich in resources when it comes to exploring varying viewpoints which do not always agree with each other. I appreciate"
"It helps you make one particular type of art and aids in elevating it above all other art."

9. What other concerns or comments do you have that will help us to evaluate the Hendrix Art Major program?

Latest Responses

1
Responses

"I felt really unwelcome and alienated my whole experience with the department. My idea of art doesn't fit within the Fine Art category, so I felt belittled"

10. At this time, do you see yourself continuing to pursue your artistic knowledge, skills and vision after leaving Hendrix College? How so?

Latest Responses

2
Responses

"Absolutely. I plan on using what I learned at Hendrix to guide me in creating valuable works as a profession. I do not necessarily plan on making a name"
"I'll probably take commissions at most."

11. The department's learning goal under review this year is: "Excel at conducting research in art history". Can you evaluate your ability to effectively conduct art historical research?

2
Responses

Latest Responses

"By the time I was being asked to conduct research in art history I was well adjusted to the level of writing a college student is expected to perform "
"I can't do art history research. The offered courses in art history were extremely narrow and did not at all aid in my knowledge of the broader scope "
