

Departmental and Program Assessment Annual Assessment Plan Report

Academic Year: 2010-2011

Academic Unit: ART

Chair: Maxine Payne

Student Assessment Plan (SAP) – Basic Check-list – If your answers are “yes” a question in this section, no further explanation is necessary.

1. Is there a current assessment plan for your department, program, or general education component? Current implies that this SAP is used by the department. It does not have to be rewritten unless your assessment plan has changed. It should be on the web at <http://www.hendrix.edu/academics/academics.aspx?id=47328>.

yes no *If no, provide a timeline that will produce a plan by the end of the next academic year.*

2. Does the current SAP include student learning goals? Departmental/programmatic/general education component student learning goals should be able to stand alone as a list without pages of explanatory commentary.

yes no *If no, provide a timeline that will produce student learning goals by the end of the next academic year.*

3. Does your SAP include a list of assessment data collected yearly? Assessment data lists should be able to stand alone without pages of explanatory commentary. Additionally, collected data should be of enough value to the department that it is read yearly. If not, it is probably not of sufficient use to collect.

yes no *If no, provide a timeline that will produce an assessment data list by the end of the next academic year.*

4. Are student learning goals available to students on the web on the departmental/programmatic page(s)?

yes no *If no, provide a timeline that will produce student access to the learning goals by the end of the next academic year.*

5. Are student learning goals, appropriate for each course, included in the course syllabi in your department or program?

yes no *If no, provide a timeline that will produce student learning goals by the end of the next academic year.*

6. Does your SAP include direct assessments? “Direct” refers to evaluated student work.

yes no *If no, provide a timeline that will produce a direct student assessment tool by the end of the next academic year.*

7. Describe which indirect assessments in your assessment plan have been collected for the year and which have not. “Indirect” refers to student surveys, interviews, or opinions.

yes no *If no, provide a timeline that will produce an indirect student assessment tool by the end of the next academic year.*

Student Assessment Plan Development - Departments and programs who have a complete and current SAP should consider the next step in SAP development. *This could easily be the annual action item for your department or program (next section #5).*

1. As a next step in SAP development, departments/programs are encouraged begin working on an assessment audit to determine how student learning goals fit across the courses in the major. This could be as complicated as a full grid of student learning goals, or a single learning goal, across the courses in the major. (This has not been required of departments, but it is a recommended next step when the SAP is up to date.)

yes no *If yes, please provide the results in either in prose or as a table.*

Yearly Assessment Report – each department or program is expected to have assessment discussions for at least two hours each academic year. If necessary, help is available from David Sutherland, just call.

1. What was your planned action item identified in your last report?
Defining the best way to communicate with juniors about the expectations the department has of seniors during their senior year.

2. Briefly summarize the topics discussed in your annual assessment meeting. (If you have not met this year, why not and when do you plan to meet?)

We did not have a meeting specific to assessment but discussed assessment issues in regular departmental meetings. Several reasons for this include: the current Chair either was ill informed about the fact that an annual assessment meeting is required, which is highly likely as there is no training for department Chairs, or it was overlooked; the department has dysfunctional meetings that are not productive because certain faculty members refuse to cooperate and therefore we meet as little as possible; it is the departments understanding that we are going to go through a formal assessment in the coming academic year and we will at that time formally evaluate all assessment issues.

As a department we do constantly tweak areas of assessment we feel aren't working as well as they could. Specifically these include senior presentations, papers, portfolios, exhibitions and exit interviews.

3. What was the conclusion of your assessment discussion and how did the collected assessment data inform your conclusion? Specifically describe any curricular or programmatic changes that have been made that were based, at least in part, on the data in your SAP.

We were happy with our assessment plan this year. We would like to formalize the evaluation process by graduating seniors to assess the overall program and specifically the senior year capstone experience.

4. What are the plans for improving student learning in your unit?
We would like to add a Contemporary Art Historian to our faculty, which would substantially enhance student experience in the studio as well as their knowledge, appreciation, and understanding of Modern and Contemporary Art.
5. Define at least one new action item for your unit that will be a goal of your assessment discussions next year?
(This action item could be to work on the SAP or on the assessment audit to correlate student learning goals with specific courses, described above.)

To work on the SAP.

Faculty formally reviews each professional portfolio submitted in Practicum course and writes a written evaluation based on criteria established by faculty.