

# Annual Assessment Report

**Department: Art**

**Academic Year: 2024-2025**

**Date of Submission: 9-11-25**

**Department Chair: Meagan Stirling**

## **I. Response to the previous year PRC's recommendations:**

*This annual report is the first in a new assessment cycle. PRC made several recommendations to the art department in their response to our 6-year report. The department addressed these recommendations in a joint meeting with PRC and the Provost on March 20, 2024. The results of that discussion are reflected in the Action Plan we submitted in September 2024, and are repeated here.*

<b>Item:</b> Identify steps forward for further developing and growing the Graphic Arts track, and possibly adding a full Graphic Arts major.	<b>Response:</b> The Department clarified in conversation with PRC and the Provost (3/20/24) and in our action plan why this recommendation is not feasible for our department.
<b>Item:</b> Add a portfolio capstone course specifically for the Graphic Arts students	<b>Response:</b> See above
<b>Item:</b> Purchase digital fabrication equipment, ie laser cutter, 3D printer, riso printer, etc.	<b>Response:</b> This is being pursued as funds are available
<b>Item:</b> Create a visually inspiring website and video to help with student recruitment.	<b>Response:</b> The website update was completed in 2023-2024, including a section on professional resources, relevant to this year's PLO assessment.
<b>Item:</b> Address the relationship between the museum director and department faculty.	<b>Response:</b> This recommendation has resolved itself.
<b>Item:</b> Consider hiring needs, for example: what hiring could support/develop the Graphic Arts track or a potential major; what hiring is needed with the recent losses of long-term adjunct instructors	<b>Response:</b> See above. Finding qualified part-time faculty is an ongoing project.
<b>Item:</b> Some members of the department have carried a very heavy institutional service load (FPC, FC, ILO Assessment, JRD GE development), and we would encourage a more balanced deployment of their service where possible	<b>Response:</b> This is out of our control
<b>Notes:</b>	

## II A. Program Learning Outcome (PLO) assessment

<b>Program Learning Outcome</b>	<p>PLO #4: <i>Planning: Graduates will develop a personalized career plan, identifying career/employment or graduate study opportunities that will continue to develop their gifts and talents beyond Westmont.</i></p> <p>Our benchmark is that 75% of our majors report confidence in their next steps, and a clear sense for the direction they will take after graduation. Note: This assessment also speaks to one of the key questions from our 2024 Action Plan. <i>“How can we enhance majors’ sense of preparation for work or study after Westmont?”</i></p>
<b>Who is in Charge /Involved?</b>	<p>The department chair and all full-time department faculty.</p>
<b>Approach</b>	<p>The feedback we received from alums via our alumni survey wished for more “preparation for work.” Our PLO specifies that students will develop a career plan grounded in opportunities the department provides, aimed at equipping them for and enhancing their confidence in their work or study post-Westmont.</p> <p>In discussion, we noted the trickiness of assessing this PLO, as it rests in part in student perception. We can all tell stories of getting emails from students years after graduation asking for X or Y resource we provided at some point in class. <b>In response to this phenomenon we included a “<a href="#">Professional Resources</a>” page as part of our department website overhaul.</b></p> <p>We’ve long been preparing students for life after college, but if they don’t recognize what we are doing, it’s not building their confidence. We also noted that sometimes students—particularly seniors—resist talking about post-graduation plans because it creates anxiety. For these reasons, we decided to focus this initial round of assessment on enhancing students’ sense of confidence and preparation by pointing them to the activities and opportunities already present in the program and available at Westmont.</p> <p>This year we systematically built into the Sophomore and Senior Projects a visit from the Career Resource Center (CRC). From now on, all art majors will have two in-class structured interactions with the CRC, one as sophomores and another as seniors. Before the in-class CRC sessions, students were assigned specific assessments to complete with CRC staff so when Lori Ann Banez visited class, each student had personalized results to work with.</p> <p>We also developed a “Confidence Markers Checklist.” The checklist names all the course components, department activities, and additional opportunities that are meant to help students look ahead and feel prepared. We’ve attached the checklist as an addendum to this report. We turned the checklist into a survey, which we administered to all majors during the Sophomore Critique. Because the Sophomore Critique is lead by our seniors, all our majors had a chance to fill in this survey. From now on, all department majors will take this survey twice during their time in the department—once as sophomores, and again as seniors. We’ve included the text of the survey</p>

	and the results (sent separately because they are pdfs), and a general summary of the results as addenda to this report. We hope that by naming all the things we do to prepare them and asking them to assess their own uptake, we will both <i>inform</i> them about how we prepare them and create <i>self-aware engagement</i> with the process.
<a href="#"><u>Direct Assessment Methods</u></a>	<p>We can measure meaningful contact between art majors and Westmont's Career Resource Center. <b>100% of majors, beginning in the 2024-2024 school year will have at least two substantive engagements with the CRC.</b></p> <p>By design, there is widespread participation by majors in activities and opportunities that prepare them for post-Westmont work or study. While we aren't able to provide a direct assessment of our students' <i>actual</i> preparedness for life after college. We can provide their self-reporting on <i>what they've done</i> to prepare themselves. The survey documents which activities they undertook.</p>
<a href="#"><u>Indirect Assessment Methods</u></a>	In addition to an inventory of career-oriented activities, the survey also provides an indirect assessment of majors' <i>sense of confidence</i> in that preparation. For the purposes of this assessment, we are focusing on results from our graduating seniors who have had time to complete or encounter all the assignments, activities, and opportunities available.
<b>Major Findings</b>	<p>The Art Department has long been preparing students for work or study after college, but more often than not, majors are not connecting the dots between course activities, department opportunities, the resources available via Westmont's CRC, and their own post-college trajectory. When provided a chance to self-assess which activities were useful and confidence building, majors report there are many activities, opportunities, and resources they've found useful and which have enhanced their confidence.</p> <p>The Career Resource Center's skills &amp; interest inventory, and their personality &amp; worklife assessment were viewed as valuable or very valuable by 63.7% of our seniors. Sophomore Project was very effective in creating a sense of confidence in being able to present work professionally (72.7%) and giving and receiving criticism (90.9%). Intermedia was effective in creating confidence in blogging about one's art (63.6%); Theory &amp; Criticism effectively increases confidence in writing and understanding art theory (81.8% for both); Senior Project, similar to Sophomore Project, increases confidence in professional presentation (63.3%) and giving (72.7%) and receiving criticism (90.9%). It also helps students discern whether they want to pursue further study in art, or not (63.6%).</p> <p>The department also offers electives and optional activities which prove highly effective in increasing students' sense of preparation, <i>for those majors who choose to participate</i>. Among these are internships, the museum visits that are part of the museum studies class, the grant writing project in the Art, Theology, and Worship class, studio visits which occur in various class contexts, applying for departmental scholarships which occurs yearly, and participating in fieldtrips which typically occur twice a year.</p> <p>In the aggregate, <b>we are confident that overall, we are near or exceed our 75% benchmark</b> for students reporting participation in activities that build their confidence in their next steps. The department has decided to continue to track confidence markers and agreed that surveying students at the sophomore and senior level will provide us with longitudinal data.</p>

<b>Closing the Loop Activities</b>	In the next iteration of the survey, we need to include Art 151: Illustration in the list of elective classes that include confidence-building components.
<b>Collaboration and Communication evidence (dates of departmental meetings, faculty present, decisions made, etc.)</b>  The department took up this assessment at four department meetings over the course of the academic year (10/1, 1/14, 2/11, 4/8). Scott Anderson was on sabbatical spring 2025, so he was not present for the January, February and April discussions. We administered our survey 4/9/25. We discussed a draft report on September 2, 2025 and finalized the report on September 10, 2025.	

### III. Follow-ups

<b>Program Learning Outcome or Key Question</b>	
<b>Who was involved in implementation?</b>	
<b>What was decided or addressed?</b>	
<b>How were the recommendations implemented?</b>	
<b>Collaboration and Communication evidence (dates of departmental meetings, faculty present, decisions made, etc.)</b>  	

#### IV. Other assessment or Key Questions related projects

<b>Project</b>	
<b>Who is in Charge /Involved ?</b>	
<b>Major Findings</b>	
<b>Action</b>	
<b>Collaboration and Communication evidence (dates of departmental meetings, faculty present, decisions made, etc.)</b>	

#### V. Adjustments to the Multi-year Assessment Plan (optional)

Proposed adjustment	Rationale	Timing
Assess “Making” 2025/2026	Lisa DeBoer is on sabbatical fall 2025 and assessing “Contextualization” is heavy on art history classes. It makes more sense to assess “Making” while Lisa is on sabbatical.	We will assess “Contextualization” in 2026/2027.

#### VI. Appendices

- A. Prompts or instruments used to collect the data
- B. Rubrics used to evaluate the data
- C. Relevant assessment-related documents (optional)

# PLANNING: CONFIDENCE MARKERS SURVEY

First / Second Year		Third / Fourth Year	
Career Center Activities		Career Center Activities	
CRC	Career and Life Values Explorations	CRC	Resume & Cover Letter
CRC	Skills, Interests Inventory	CRC	Using Jobscan
CRC	Personality and Worklife Assessment	CRC	Effective Job searching
CRC	Get trained on Handshake	CRC	Interview Preparation
		CRC	Budgeting and Personal Finance
Core Course Activities		Core Course Activities	
Art Scholarships	Grant Application	Art Scholarships	Grant Application
Art 093	Artists Statements	Art 195	Artists Statements
Art 093	Framing and Hanging Art	Art 193	Framing and Hanging Art
Art 093	Receiving criticism and critique	Art 195	Receiving Criticism and Critique
Art 093	Alumni Connections	Art 193	Alumni Connections
Art 010	Collaboration across disciplines	Art 195	Being the Critic (Sophomore Critique)
Art 065	Documenting your work	Art 195	Documenting your work
Art 065	Digital Literacy for careers in art	Art 195	Being your own Boss: website design, budgets, artist taxes
		Art 195	Get your Huggle On: Alternative exhibition spaces; adjacent careers
		Art 195	Do I need an MFA? Graduate School and further education
		His 198	Do I need a PhD? Graduate School and further education
		Art 111	Blogging your art
		Art 131	Confidence in Written Expression
Department		Department	
Electives & Activities		Electives & Activities	
Art 050	Artist Statements	Art 133	Grant Writing
All studio electives	Receiving criticism and critique	Art 162	Collaborating across disciplines
Studio Visits	Advice, exposure to professional practice	Art 167	Collaborating across disciplines
Field Trips	Advice, exposure to professional practice	Art 194	WSF or Local Internship Experience
Museum Trips	Advice, exposure to professional practice	ARTLab	Conceptualizing a Show
		ARTLab	Artist Statements
		ARTLab	Framing and Hanging a show
		ARTLab	Advertising and Hosting a show
		Studio Visits	advice and exposure to professional practice
		Field Trips	advice and exposure to professional practice
		Museum Trips	advice and exposure to professional practice

**Confidence Markers Survey Results**

**Administered 4/9/25**

**28 Studio Respondents**

8 Seniors

20 Sophomores/Juniors

**2 Art History Respondents**

2 Sophomores

**NOTE:** “all students” includes studio and art history minors. Sophomore Project, one of two classes in which we administered this survey is required for our minors.

**SUMMARY:**

All Students who have participated, report positively on these Career Resource Center activities:

- Career and Life Values Exploration
- Skills and Interests Inventory
- Personality and Worklife Assessment
- Handshake Training

Most students, including our seniors, have not yet made use of the CRC's....

- Resume/Cover Letter coaching
- Jobscan Training
- Interview/Mock Interview Preparation
- Budgeting and Personal Finance Training

<b>ALL Students</b>	<b>Didn't do</b>	<b>Not valuable</b>	<b>Somewhat Valuable</b>	<b>Valuable</b>	<b>Very Valuable</b>
Values Exploration	20.0%	10.0%	26.7%	33.3%	10.0%
Skills & Interest Inventory	23.3%	10.0%	26.7%	20.0%	20.0%
Personality & Worklife Assessment	26.7%	0.0%	16.7%	36.7%	20.0%
Help with Resume & Cover Letters	50.0%	10.0%	20.0%	6.7%	13.3%
Handshake Training	30.0%	20.0%	10.0%	30.0%	10.0%
Jobscan Training	66.7%	16.7%	3.3%	13.3%	0.0%
Interview Preparation/Mock Int.	73.3%	6.7%	10.0%	6.7%	3.3%
Budgeting & Personal Finances	70.0%	6.7%	6.7%	10.0%	6.7%

<b>Just the SENIORS</b>	<b>Didn't do</b>	<b>Not valuable</b>	<b>Somewhat Valuable</b>	<b>Valuable</b>	<b>Very Valuable</b>
Values Exploration		9.1	45.5	36.4	9.1
Skills & Interest Inventory			36.4	36.4	27.3
Personality & Worklife Assessment			36.4	36.4	27.3
Help with Resume & Cover Letters	18.2	27.3	45.5		9.1
Handshake Training	9.1	18.2	18.2	45.5	9.1
Jobscan Training	36.4	45.5		18.2	
Interview Preparation/Mock Int.	54.5	18.2	9.1	18.2	
Budgeting & Personal Finances	45.5	18.2	18.2	9.1	9.1

## PLANNING: CONFIDENCE MARKERS SURVEY

**Graduating seniors** who took the following classes, or participated in the following activities reported....

- Art 065: Digital tools effectively increases their confidence in digital literacy for making art, documenting their art, and publicizing their art
- Art 093: Sophomore Project effectively increases their confidence in writing and artists statement, framing and hanging their work, giving and receiving criticism and critique. It's less effective at helping them make connections with alumni.
- ART 111: Intermedia effectively increases students' confidence in blogging their art
- Art 131: Theory and Criticism increases students' confidence in engaging theories of art, and their fluency in writing about art
- Art 195: Senior Project effectively increases students' confidence in writing and artist's statement, framing and hanging their art, giving and receiving criticism and critique, documenting their work, and discerning whether they want/need an MFA. It's less effective at helping them make connections with alumni.
- Art 195: Senior Project is only somewhat successful in increasing students' confidence in "Being your own Boss," and "Learning to Hustle."

<b>JUST the SENIORS</b>				
<b>Art 093: Sophomore Project</b>	<b>Highly</b>	<b>Somewhat</b>	<b>Not very</b>	<b>Didn't do</b>
Artist's statements	27.3%	63.6%	9.10%	
Professional Presentation of Work	72.7%	18.20%	9.10%	
Giving and Receiving Critique	90.9%	9.10%		
Networking with Alumni	36.4%	18.20%	45.5%	

<b>Art 065: Digital Tools</b>	<b>Highly</b>	<b>Somewhat</b>	<b>Not very</b>	<b>Didn't do</b>
Digital Literacy for Making Art	45.5%	27.3%	27.3%	
Documenting my art	45.5%	36.40%	18.2%	
Publicizing my art	45.5%	27.3%	27.3%	

<b>Art 111: Intermedia</b>	<b>Highly</b>	<b>Somewhat</b>	<b>Not very</b>	<b>Didn't do</b>
Blogging about my art	63.6%	9.1%	27.3%	

<b>Art 131: Theory &amp; Criticism</b>	<b>Highly</b>	<b>Somewhat</b>	<b>Not very</b>	<b>Didn't do</b>
Understanding Theories of Art	81.8%	18.2%		
Fluency in Writing	81.8%	27.3%		

<b>Art 195: Senior Project</b>	<b>Highly</b>	<b>Somewhat</b>	<b>Not very</b>	<b>Didn't do</b>
Writing an Artist's Statement	54.5%	27.3%	9.1%	
Professional Presentation of Work	63.3%	36.4%		
Receiving criticism	90.0%	9.1%		
Giving criticism	72.7%	18.2%	9.1%	
Documenting my work	54.5%	27.3%	18.2%	
Making connections with Alumni	36.4%	27.3%	36.4%	



## PLANNING: CONFIDENCE MARKERS SURVEY

<b>Art 195: Senior Project, con't</b>	<b>Highly</b>	<b>Somewhat</b>	<b>Not very</b>	<b>Didn't do</b>
Being your own Boss	54.5%	27.3%	18.2%	
Learning to Hustle	36.4%	45.5%	18.2%	
Grad school: Yes or no?	63.6%	27.3%	9.1%	

When asked about various experiences/activities students encounter outside of core department classes, among those deemed highly effective in building confidence for those who participated were:

- Art 190 Internships
- Art 132 Museum Visits
- Art 133 Grant Writing
- Studio Visits
- ArtLab shows
- Applying for departmental scholarships
- Field Trips

<b>Additional Experiences</b>	<b>Highly</b>	<b>Somewhat</b>	<b>Not very</b>	<b>Didn't do</b>
Art 190: Internship	45.5%			54.5%
Art 10, 162, 167: Collaborating	27.3%	18.2%	18.2%	36.4%
Art 132: Museum Visits	18.2%			81.8%
Art 133: Grant Writing	9.1%			90.9%
Various classes: Studio Visits	90.9%	9.1%		
Staging an Art Lab show	54.5%	18.2%		27.3%
Applying for an Art Scholarship	63.6%	27.3%		9.1%
Field Trips	63.6%	36.4%		

New themes that emerged in open-ended comments included

- the effectiveness of Scott's Illustration class in increasing confidence (which we overlooked developing the survey likely because Scott was on sabbatical)
- a request for more guidance in developing a portfolio
- a request that we teach Figma (described by a student as "an industry standard")