

Art Department Student Assessment Plan Spring 2020

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. Additionally the Department collects digital portfolios for all graduating seniors.

Planned Cycle for Assessment of Learning Goals

The Department will have a discussion in the fall of each year of our learning goals.

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

Art Department Courses and How They Relate to Department Learning Goals:

Studio Art Courses

The following courses meet the following department goals:

Acquire the necessary technical and methodological skills to make visually engaging works of art.

Communicate effectively about art in both written and verbal forms

Learn to refine, revise, and think critically about their work and that of their peers

Display professionalism in the documentation and presentation of their work

Attain the skills and knowledge to pursue a professional career or an advanced degree in studio art or art history

Gain the tough mindedness, critical independence, and studio dedication needed to be lifelong practicing artists

At an introductory level

ARTS 160 Beginning Drawing

ARTS 200 Beginning Painting: Figure

ARTS 201 Beginning Painting: Landscape

ARTS 202 Beginning Painting: Materials
ARTS 203 Beginning Painting: Color
ARTS 220 Beginning Printmaking: Woodcut
ARTS 210 Beginning Sculpture
ARTS 230 Beginning Printmaking: Etching
ARTS 250 Beginning Photography
ARTS 180 Beginning Ceramics: Handbuilding
ARTS 235 Digital Art

At an Intermediate Level

ARTS 360 Intermediate - Large Figure Composition
ARTS 361 Intermediate - Creating Space
ARTS 300 Intermediate Painting: Figure
ARTS 301 Intermediate Painting: Landscape
ARTS 302 Intermediate Painting: Materials
ARTS 303 Intermediate Painting: Color
ARTS 304 Intermediate Painting: Working Large
ARTS 310 Intermediate Sculpture
ARTS 340 Intermediate Printmaking: Woodcut
ARTS 330 Intermediate Printmaking: Etching
ARTS 350 Intermediate Photography
ARTS 380 Ceramics: Wheel-Thrown ARTS 290 Special Topics: Studio Art

At an Advanced Level

ARTS 460 Advanced Drawing - Large Figure Composition
ARTS 361 Advanced Drawing-Creating Space
ARTS 404 Advanced Painting: Working Large
ARTS 410 Advanced Sculpture
ARTS 440 Advanced Printmaking
ARTS 450 Advanced Photography
ARTS 480 Advanced Ceramics
ARTS 415 Advanced 3-D Studio
ARTS 491 Alternative Photographic Processes
ARTS 490 Special Topics: Studio Art
ARTS 499 Independent Study
ARTS 490 Special Topics: Studio Art
ARTS 499 Independent Study

The following course focuses to a higher degree on these goals:

Learn to refine, revise, and think critically about their work and that of their peers

Display professionalism in the documentation and presentation of their work

ARTS 497 *Practicum: Studio Art*

Art History Courses

The following courses focus on the five learning goals below:

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

Attain the ability and confidence to articulate their unique point of view verbally and through writing

ARTH 170 *Western Art History Survey I: Prehistory through Medieval*

ARTH 171 *Western Art History Survey II: Renaissance through 20th Century*

ARTH 290: *Special Topics: Art History*

ARTH 331 *Renaissance and Baroque Art History*

ARTH 332 *19th Century Art History*

ARTH 340 *American Art History*

ARTH 391 *History of Architecture*

ARTH 490 *Special Topics: Art History*

ARTH 499 *Independent Study*

The following course, in addition to the above art history learning goals, also includes,
Understand their work within the context of art history and contemporary art practice

ARTH 430 *Practicum: Senior Seminar*

Senior Capstone Experience

Includes three graded items: Artists Portfolio (taught in ARTS 497), Senior Presentation (15 minute talk given publicly during the spring of senior year) and the Senior Exhibition (opens spring of senior year).

This experience gives students more work in the following learning goals:

Communicate effectively about art in both written and verbal forms

Attain the ability and confidence to articulate their unique point of view verbally and through writing

Hendrix College Art
Department

Senior Handbook

2019 – 2020

Welcome to your final year as an art major!

The department has prepared this guide to keep you informed of the events this busy year. Please read the information thoroughly. As always, please contact any of the Art Department faculty if you have questions. We want to make sure that your senior year is most productive and rewarding.

Art Department Program Goals

- 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 art or art history.
- Gain the tough mindedness, critical independence, and studio dedication needed to be lifelong practicing artists.

ARTS 497 Practicum: Studio

Taken during the fall term of the senior year, this course runs concurrently with ARTH430 Practicum: Senior Seminar and is half of the required senior sequence for art majors. This directed study class prepares students for their Senior Exhibition as part of their capstone experience. The instructor works closely with each student to help create a cohesive body of work, urging them to maintain a clear focus throughout the semester. They are encouraged to think of their work as a line of inquiry, slowly evolving and progressing freely, but with direction, towards the goal of having a body of work to present for the Senior Exhibition. There are critiques scheduled throughout the semester with the faculty. Frequently visiting artists and adjunct faculty are included in these critiques. The critique sessions create a dynamic environment where students may receive conflicting input. Students are expected to process this experience and develop strategies for staying true to their ideas. This course includes a professional practices component for which the seniors will write an Artist Statement, an Artist Résumé, create an Artist Website, and discuss artist residencies, grant writing, and other opportunities in the arts.

Critique:

Students will be required to have their work critiqued formally four times during the course of the term. The critiques are organized as follows:

Fall 2018 - Practicum Critiques

- 1 Wednesday, September 18, 2:10-4pm
- 2 Wednesday October 16, 2:10-4pm
- 3 Wednesday November 13, 2:10-4pm
- 4 Wednesday Dec. 18, 8:30-11:30am

The formal critique can be quite intimidating for students who have never experienced it before. It is important that you understand the purpose of the critique and your role in it. The purpose is to provide feedback about your process, ideas and results so that you gain a wider context and so your work will mature. This provides an opportunity for you to give critical feedback to your peers about their work. Your role in the formal critique is to listen to all comments and suggestions made (we highly recommend designating someone else to record these on paper) so that you can digest them in time and respond. Your role is also to be vocal and provide thoughtful critical feedback to your peers.

ARTH 430 Practicum: Senior Seminar

ARTH 430 Practicum: Senior Seminar is taken concurrently with ARTS 497 Practicum: Studio during the fall term of the student's senior year. Senior Seminar includes readings, discussion, written assignments, and a paper due at the end of term. The course introduces students to the central theories and debates of the contemporary art world in order to become a more informed and engaged member of this community. Students will be asked to consider and write about the ways in which their own artwork contributes to the contemporary discussion. During the years for which funding has been secured, the class has taken a trip to New York City to visit galleries and museums. When funding cannot be secured, the class visits museums and galleries that are closer to home. The seniors will be 100% in charge of the juried student art exhibition to be held in November. They will work directly with Rod Miller on the juried student exhibition in Fall, and then with Maxine Payne on the Senior Exhibition in Spring.

Senior Capstone Experience

The Senior Capstone is a series of requirements all of which will be graded. This grade will appear on your permanent transcript. The grade will be based upon full participation in each category. Lack of participation in any category will result in a lower overall senior capstone grade. Individual requirements will be graded on a 4-point scale and each requirement will be weighted equally to determine the capstone grade. Grading rubrics for each category can be found in the back of this handbook.

1) The 2 Spring critiques – 20% of senior capstone grade

The two critiques in Spring semester are designed with pre-screening in mind. By this time in the year you have created a large body of work, you have caught fire in your creative process, and you are working with good momentum in the studio. These critiques are structured exactly the same as the Fall critiques, with a simpler grade rubric. This grade is an average of the two critique grades.

2) Senior Exhibition - 40% of senior capstone grade

Quality and Quantity of work

Professional Practices Evaluation: Planning, organizing, promoting, and hanging the senior show.

Prescreening: The department faculty and the Windgate Museum Director curate the senior exhibition at pre-screening. During the scheduled time you will have your finished works installed in the Art buildings for best visibility, exactly as you plan to professionally present them in the senior exhibition (frames for 2D works, stands/tables/pedestals for 3D work, etc.). The faculty and Museum Director will privately review, discuss, and then select the work for the exhibition. Then they will invite you into the room to discuss. Faculty will have the final word on what gets exhibited but you will have a chance to discuss the work you think ought to be included.

3) Professional Artist Binder - 20% of senior capstone grade

Artist Résumé

Artist Statement

Portfolio: Quality of images, digital and printed

See Due Date for Professional Artist Binder on page 8.

4) Public Presentation - 20% of senior capstone grade

Clarity of ideas, speech, and images

Organization of information (textual and visual)

Depth of self-reflection on artistic process and development

Ability to speak about your work in a larger context

The Senior Presentation is a formal Artist Talk whereby you describe your understanding of all that you have learned at Hendrix.

Put your work in context: describe what your own work means in terms of a philosophy, a movement, and/or other artists' works in your field, past or present. Create a 15-minute presentation with images. Cite the sources you quote. Draw from information gleaned during last fall when you wrote your Seminar research paper, and from other sources and artists you may have encountered during the past four years. Questions will follow. The grade rubric for Senior Presentations is at the back of this handbook.

Structure: Think of this presentation as a narrative of what you have studied and learned in your art courses at Hendrix. You should show BOTH images of the artworks that have inspired you (hit all the most important ones- not an exhaustive list), AND images of your own art works throughout the past year or few years, that show your progression of method, process, techniques learned, and thematic development.

Additional Guidelines:**Meet with faculty outside of class**

Students often tend to be reticent about approaching faculty. This is not how an art department ought to operate. You are free to approach faculty at any time and ask them for guidance or comment upon your work. In fact, this is a good strategy for the student who wishes to excel in artmaking. We want you to invite us to comment upon what you are making, or for technical guidance. Please do not be afraid to ask. We are here for you.

A note on safety and responsibility for studios and equipment

The department attempts to give all students enrolled in classes total access to the studio spaces so they may work as often and as much as possible. But this access is a privilege, not a right, and may be revoked if proper procedures are not followed. It is expected that all students, and in particular seniors, observe and follow safety precautions. Students who do not follow protocol will be denied studio access.

Seniors model professional behavior to underclassmen.

The following are grounds for withdraw of studio access:

- Failure to observe safety guidelines when working with machinery
- Failure to observe safety guidelines when using chemical and paints
- Working alone in the wood shop
- Failure to observe basic safety when working in any studio space
- Failure to observe studio rules of etiquette and cleanliness
- Abuse of departmental tools and equipment
- Abuse or theft of department supplies and materials
- Failure to follow procedure for security (i.e.: propping open doors)
- Permitting non-enrolled students to use supplies or machinery
- The removal of tools from their respective buildings

Departmental Awards

Service to the Department Award

This award is given to students who go above and beyond in their assistance to the department. This might entail work study as a gallery assistant, as a print shop assistant, painting studio assistant, sculpture studio assistant, ceramics assistant, or photo-lab monitor. It generally entails shouldering extra responsibilities regarding the daily functioning of the department. Students at any level are eligible for this award.

Departmental Distinction

This award is open only to art major seniors who have demonstrated exceptional skill and hard work in the following areas: GPA (overall and departmental), artwork (exceptional level of skill, commitment and productivity), and leadership in the program (shouldering extra responsibilities). Departmental Distinction is a high honor, given only to the most proven students, and is noted at commencement. Both awards are given during Honors Day in April each year.

Graduate School Application

Typically, graduate programs require letters of recommendation arrive early in the new year. It is your responsibility to provide your professors all the necessary paperwork and directions with ample time (at minimum 2 weeks prior to due date) for faculty to compose letters of recommendation. To make the process work more smoothly the art department recommends you provide the following:

1. A statement of purpose - Many schools ask specific questions or give broad categories to address. If so, provide your responses to the faculty when you make your request.
2. A list of the schools to which you are applying and the names/addresses to whom/where the letters ought to be sent. Deadlines for each of the programs should be included.
3. A current CV
4. It is courteous to inform your recommenders of your application status, positive or negative.

Important Dates for Senior Year

Spring 2020 – Capstone Events

1 st Group Crit (Gill)*	February 7, 2:10-4:00pm
2 nd Group Crit (Gill)	February 28, 2:10-4:00pm
Senior Presentations (Gill)	March 19, 4:00-6:00pm
Pre-Screening for Show (Gill)	March 20, 2:10-4:00pm
Deliver selected works for photo to WMA	March 20, by 5:00pm
Email Artist Statement, Price List, Wall Tag Info to M. Kennedy	April 1 (or earlier)
Deliver work to WMA (Kennedy)	April 9 (HARD DEADLINE)
Podcast recording at MarComm (Kennedy)	April 9
Senior Show Official Dates	April 17 – May 16
Opening Reception (Kennedy)	April 17, 4:00-6:00pm
<ul style="list-style-type: none"> Seniors Gallery Talk 	April 17, 4:00-5:00pm
Gallery Guide for 1 hour (Kennedy)	Sat. April 18, 12:00-4:00
Portfolio Due (Gill)	April 24 by 5:00pm
Pick up work (Kennedy)	May 15, 3:00-5:00pm

*This indicates the faculty member who is the point person for each of these events. You will turn in all materials to that person, as well as go to them with any questions you have. More specific details for the Spring Senior Capstone requirements will be given in Spring.

Art Department Faculty

Maxine Payne, Photography	450 4587	Payne@hendrix.edu
Melissa Gill, Printmaking/Drawing	505 1562	Gill@hendrix.edu
Matthew Lopas, Painting/Drawing	450 1262	Lopas@hendrix.edu
Erik Maakestad, Sculpture/Ceramics	450 1264	Maakestad@hendrix.edu
Rod Miller, Art History	450 1243	Miller@hendrix.edu

The Character of the department and its approach to the presentation of the discipline at Hendrix College

Within the liberal arts academic tradition, the fine arts hold a unique place- to educate students both within the tradition of studio training that emphasizes the creative process and performance as well as the tradition of art history that investigates the work of art within a particular historical, cultural, or aesthetic context. The Hendrix Art Department is committed to the rigorous study and practice of visual arts to produce thoughtfully engaged and creative artists and art scholars.

The mission of the Hendrix College Art Department is to provide liberal arts students with opportunities to experience, create, and learn about visual images so that they may better understand themselves and the role of art throughout history and in the contemporary world. The department is committed to providing a balanced curriculum that serves potential majors, including students who go on to art-related careers and advanced art degrees, as well as students who take our courses as part of their broad liberal arts education. Ensuring a well-rounded and dedicated studio and art history methodology, the fine arts major exposes students to a broad overview of studio disciplines and develops strong critical thinking, reading and writing skills.

The Fall Practicum Critique Rubric

Student: _____ Faculty: _____ Date: _____

Criteria	Excellent	Competent	Needs Work
Craftsmanship/Proficiency with Materials 25% / 25 points	There is an extremely high level of skill in their handling of materials and their work follows all the conventions of craftsmanship appropriate to the medium.	There is good skill in their handling of materials, and their work follows most of the conventions of good craftsmanship appropriate to the medium.	The student is in the process of building skills, learning how best to handle the materials, and what good craftsmanship means in their medium.
Context of Work 25% / 25 points	The student clearly discusses their work within a larger context, including the ways that it relates to contemporary and/or historical art works.	The student talks about artists they are researching, indicating that they have followed up on faculty research suggestions, but they do not relate their own work in a larger context.	The student neglects to mention having researched any other artist's works, or having done any other research into the larger context of their work.
Production 25% / 25 points	There are several new finished pieces at the critique-enough to indicate a strong work ethic and a high level of production in the studio.	There are enough new pieces and/or works in progress at the critique to indicate that the student is working consistently.	There is too little work at the critique, indicating a problem with time management, and/or work ethic.
Critique Participation 25% / 25 points	The student participates actively in the critique discussion through listening, speaking, and giving constructive feedback to their peers.	The student participates as an active listener, but makes only a few comments or suggestions.	The student is too quiet and seems to be disengaged with the critique process.
Total Grade			

Comments:

The SPRING Practicum Critique (10% ea.)

The Practicum Critique is based on the following criteria. The criteria are weighted equally:

1. Production: We expect you to be working regularly in the studio, and consistently producing new works at this point in your senior year.
2. Quality: We expect you to be working on improving issues of quality and craftsmanship at this point.

10 = Excellent, keep going!

1 = Not adequate, you are in trouble. Speak with the faculty in your medium.

Student _____ Faculty _____

Production	10	9	8	7	6	5	4	3	2	1
Quality	10	9	8	7	6	5	4	3	2	1
										Total Points:

Recommendations for next critique/prescreening:

Senior Capstone Experience - Senior Exhibition (40%)

Student: _____ Faculty: _____

Date: _____

Quality and Quantity of Work, including professionalism of presentation	10	9	8	7	6	5	4	3	2	1
*Professional Practices Evaluation: Planning, organizing, promoting, and hanging senior show, opening reception, gallery talks, and other events related to the exhibition.	10	9	8	7	6	5	4	3	2	1

Notes:

Total Points

***Professional Practices Evaluation:**

The Windgate Museum of Art at Hendrix Museum Director Mary Kennedy and the Practicum Studio faculty member will work closely with your senior group this year and will evaluate you based on the following criteria:

- Your ability to collaborate and work productively together with the group.
- Your participation in promoting the senior show. This includes the design and production of postcards, posters, press releases, etc.
- Your skill and participation in installing the senior exhibition including how professionally the art and wall signage is presented in the gallery.
- Your participation in reception planning including the food, drink, entertainment, etc.

Specifics about each of these criteria will be given to you at the appropriate time.

Senior Capstone Experience - Professional Artist Binder (20%)

Student: _____ Faculty: _____

Date: _____

Artist Resume	10	9	8	7	6	5	4	3	2	1
Artist Statement	10	9	8	7	6	5	4	3	2	1
Portfolio: Quality of Images digital and printed	10	9	8	7	6	5	4	3	2	1

Notes:**Total Points**

Senior Capstone Experience - Public Presentation (20%)

Student: _____ Faculty: _____

Date: _____

Clarity of ideas, speech, and images	10	9	8	7	6	5	4	3	2	1
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

Notes:

Total Points