

Art Department Response to the Assessment Committee's Targeted Feedback

5/1/19

Lopas

Rubric Discussion

At our April 30 meeting we discussed the rubric titled "Art Dept Rubric for Senior Exhibition S19" in relation to two of our graduating senior Art Majors. It was a wide ranging discussion where we evaluated each student specifically and the clarity of the rubric itself. This rubric is the last one in a series of six rubrics given to seniors over the course of the entire year. We found that each student met the standards set in this rubric. We found that the series of rubrics helped each young Artist focus and produce enough high quality artwork to have a very successful senior show. The rubrics helped each student meet their specific challenges as individuals. One of the student began the year by displaying a serious lack of artistic imagination and conceptual clarity. The Department successfully communicated to her through six verbal critiques as well as written rubrics to broaden her awareness of the possibilities of her materials and clarify her conceptual framework. The other student had a very different set of challenges that the rubrics and critiques helped her overcome. She had all the talent and imagination that she needed, but faced ongoing health issues. The yearlong rubric and critique schedule gave her regular goals to meet. In the end she was able to produce enough work. Each student received a copy of the rubric from all members of the Art Department.

However the department did find that there is a significant problem with the rubric as it is currently written. Normally all members of the Department fill out the rubric and the grade is averaged. But the rubric does not specify a percentage of the grade for the curators portion. Only the Departmental Curator is qualified fill out that portion of the rubric. The Department decided to fix that next fall.

Updated Student Assessment Plan

Please note the additions to the our SAP at the top of the document

Response to Targeted Feedback

This portion pertains largely to Professor Lopas stacked studio courses. Lopas will outline learning goals in syllabi that are specific to each level in his stacked courses. The evidence he has for the implications for student achievement is the work produced by each student and his direct experience of each students specific journey through their specific level. He has found that topic based stacked courses work well in all courses with one minor issue in the stacked Painting Large course. This course can be very challenging at the intermediate level. H(In the future he will have intermediate students work one more paintings that are not quite as large as the advanced students.

Narrative of Strength: The Senior Handbook, Grade Rubrics, Direct and Indirect Assessment

In its annual assessment discussion of the art major and the senior capstone, the Art Department reviews course evaluations and discusses the quality and quantity of work produced for the senior exhibition. In 2011 there were some challenges identified during the course of these discussions. The faculty found that there was some confusion about the

structure of the senior capstone, and about how the seniors were being evaluated. There was also dissatisfaction with the senior work that year in terms of the level of rigor and dedication to their research and studio practice. The faculty felt that they could and should pull better quality work from the senior majors and took steps to improve the program. In order to answer the general confusion of the students and to clearly delineate the level of work expected and the criteria for evaluation, the "Senior Handbook" was created. This manual for the senior art major outlines the goals of the department, the requirements for the senior capstone, a timeline for the production of the senior exhibition, and concludes with a catalog of each grading rubric that the faculty uses to evaluate each component of the capstone. This handbook is introduced to the junior (rising senior) majors at the end of the Spring semester prior to their senior year. The Art Department continues its assessment discussion of the major, the capstone, and the senior handbook each year. Since its implementation in 2011/2012, we have made a few adjustments and refinements to it. In 2015 a new, more concise grade rubric was introduced for the Spring critiques in comparison to the much more nuanced Fall critique rubrics which provide lengthy written feedback appropriate for that stage of their development. In 2017 more explicit language was added to clarify the oral presentation requirement for the capstone. The implementation of the Senior Handbook has been quite successful in providing a more pronounced structure to the senior capstone, and by acting as a valuable planning tool for our seniors as they navigate their final year at Hendrix College. We have seen a marked improvement in the quality of work our seniors produce, and in their overall education in the major. In future, the Art Department will continue to evaluate the major and senior capstone annually, making further adjustments whenever necessary.

In 2019 the Department would like to specifically highlight that it has been administering the following forms of direct and indirect assessment. Indirect Assessment - We conduct an annual exit survey with our seniors. Direct Assessment - The Department administers a series of six rubrics to all our seniors over the course of the entire senior year that review the artwork they produce. These culminate in the rubrics given to them in the spring that evaluate their senior show and portfolio and determine their Capstone grade.

Action Plan

Lopas will develop level specific learning goals for stacked classes. The Department will have a discussion in the fall of each year on several of departmental learning goals and possible changes to the curator portion of capstone rubric in the Art Department Handbook. Additionally the department will consider teaching the senior seminar course in the spring rather than the fall to lighten the work our senior are responsible for as part of Capstone. The department will discuss a plan to replace Erik Maakestad who is retiring. We will rewrite the planed logistics and requirements for our senior show the will be held in conjunction with the new Wingate museum for the first senior show to be held there in the spring of 2021.

Rubric Title: Beginning Level Studio Art Course

Category	Basic	Competent	Exemplary
Demonstrate basic familiarity with the general historical context of the medium	Able to recall a single example from history and starting to understand the history of the medium.	Can relate imagery to historical examples.	Ability to respond/incorporate the history of the medium to their own work and that of others.
Demonstrates technical and methodological skills to make beginning level proficient works of art in this medium	Struggles to follow instructions, does not complete work, only meets minimal requirements for assignments	Ability to follow instructions, beginning to self-correct/learn from mistakes, practice and refine, demonstrates technique correctly	Ability to produce work independently, uses technique in complex and inventive manner.
Communicate effectively within context of the medium	Able to describe what they see (but little else), struggle to move beyond simple personal preference statements	Uses vocabulary of the medium to describe what they see, demonstrates some self-reflection about their work	Ability to communicate effectively using terms and language specific to the medium being taught, ability to contextualize their work, recognize and articulate insight into creative processes, their own work and other's.
Develop a personal artistic vision at a beginning level.	Starting to recognize their own unique perspective and identify some original characteristics of themselves.	Beginning to understand their own perspective and integrate that into assignments.	Work reflects their personal vision that can be verbalized.

Capstone Experience - Senior Exhibition (50%)

Student: _____ Faculty: _____

Date: _____

Quality and Quantity of Work, including professionalism of presentation	10	9	8	7	6	5	4	3	2	1
*Curator's Evaluation: Planning, organizing, promoting, and hanging senior show	10	9	8	7	6	5	4	3	2	1

Notes:

Total Points

*Curator Evaluation Criteria

The Curator will work closely with your senior group this year and will evaluate you based on the following criteria:

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

Senior Exit Survey – Art Department -2019

Please note this survey is taken very seriously and will help the department better meet future student needs. As these forms are anonymous, they will in NO WAY effect grades.

Department Goals:

1. On a scale of 1-10 (1= almost nothing; 10= immensely) assess the degree to which Art Department courses have contributed to your development in the following areas:
 - Acquired the necessary skills to make visually engaging works of art-
1 2 3 4 5 6 7 8 9 10
 - Acquired the necessary skills to create a coherent body of work-
1 2 3 4 5 6 7 8 9 10
 - Gained knowledge in the theory, history, and philosophy of art-
1 2 3 4 5 6 7 8 9 10
 - Learned to effectively conduct research –
1 2 3 4 5 6 7 8 9 10
 - Learned to effectively communicate about art both in writing and verbally-
1 2 3 4 5 6 7 8 9 10
 - Learned to think critically about your own and other's artwork-
1 2 3 4 5 6 7 8 9 10
 - Gained an understanding of how your own work relates to historical art-
1 2 3 4 5 6 7 8 9 10
 - Gained an understanding of how your own work relates to contemporary art-
1 2 3 4 5 6 7 8 9 10
 - Learned professional practices in your field; documentation of images, etc.-
1 2 3 4 5 6 7 8 9 10

Please take as much time and space as necessary to answer the following:

2. If there are any program goals referred to in question #1 that you feel are not being addressed effectively in the department? What are your recommendations to address these shortcomings?
3. Did the “*Beginning Drawing*” course you took adequately serve as a foundational course for the major? Why or why not?
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.
5. How well did your Practicum: Studio course prepare you for your Senior Exhibition? Please comment.
6. How well did the Practicum: Senior Seminar course contribute to your understanding of critical thinking and contemporary issues in art? Please comment.

7. Please comment on the Visiting Artist Program and whether or not you found it valuable in your art education.

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

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

****When you finish this evaluation, please place it in the envelope marked "Senior Exit Interviews" on the Department Chair's (Professor Gill's) office door, A 106.**

Hendrix College Art
Department

Senior Handbook

2018 – 2019

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.

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 19, 2:10-4pm
- 2 Wednesday October 17, 2:10-4pm
- 3 Wednesday November 14, 2:10-4pm
- 4 (Final Critique date TBA)

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. This course includes a professional practices component for which the seniors will draft an Artist Statement, an Artist Résumé, an Artist Website, and discuss artist residencies, grant writing, and other opportunities in the arts. The seniors will also 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) Senior Exhibition - 50% of senior capstone grade

Quality and Quantity of work

Curator's Evaluation (Maxine Payne): Planning, organizing, promoting, and hanging senior show

Prescreening: The department faculty 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 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.

2) Professional Artist Binder - 25% of senior capstone grade

Artist Résumé

Artist Statement

Quality of images, digital and printed

See Due Date for Professional Artist Binder on page 8.

3) Public Presentation - 25% 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 2019 – Capstone Events

1 st Group Crit (PS)	February 1, 2:10-4:00pm
2 nd Group Crit (PS)	February 22, 2:10-4:00pm
Reception Plan (C)	February 15
Postcard/Poster Design for Approval (C)	February 15
Pre-Screening for Show (PS)	March 8, 2:10-4:00pm
Senior Presentations (PSS)	March 14, 4:00-6:00pm
Post ad in Hendrix Today (C)	March 25
Create Facebook Event Page (C)	March 25
Send Postcard / Press Release (C)	March 29 (or earlier)
Price List, Wall Tag Info (C)	March 29 (or earlier)
Posters up on Campus (C)	March 29 (or earlier)
Artist Statement Completed (C)	March 29 (or earlier)
Install Show Trieschmann (C)	March 31-April 8
Senior Show Official Dates (C)	April 8 – May 11
Opening Reception (C)	April 11, 4:00-6:00pm
Portfolio Due (PS)	April 19 by 5:00pm
Take Down Show: remove all work and return department materials to storage (C)	May 11 (Commencement)

Abbreviations are as follows and indicate which faculty member is the point person for each of the above listed events:

PS – Teacher of record for Practicum: Studio

PSS – Teacher of record for Practicum: Senior Seminar

C – Campus Curator

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

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

1. Craftsmanship/Proficiency with Materials- student skill level in a particular medium.
2. Context of Work- evidence of researching faculty suggestions and ability to discuss your work within the larger context.
3. Production- number of works produced since last critique, and evidence of a consistent studio practice
4. Engaged Participation in Critiques- active listening, speaking, and constructive contributions to the critique.

Student_____ Faculty_____

Craftsmanship/Proficiency	10	9	8	7	6	5	4	3	2	1
Context of Work	10	9	8	7	6	5	4	3	2	1
Production	10	9	8	7	6	5	4	3	2	1
Engaged Participation in Critiques	10	9	8	7	6	5	4	3	2	1

Total: _____

Notes:

The SPRING Practicum Critique

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

Recommendations for next critique/prescreening:

Senior Capstone Experience - Senior Exhibition (50%)

Student: _____ Faculty: _____

Date: _____

Quality and Quantity of Work, including professionalism of presentation	10	9	8	7	6	5	4	3	2	1
*Curator's Evaluation: Planning, organizing, promoting, and hanging senior show	10	9	8	7	6	5	4	3	2	1

Notes:**Total Points*****Curator Evaluation Criteria**

The Curator will work closely with your senior group this year and will evaluate you based on the following criteria:

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

The curator will present specifics about each of these criteria to you at the appropriate time.

Senior Capstone Experience - Professional Artist Binder (25%)

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
Quality of Images digital and printed	10	9	8	7	6	5	4	3	2	1

Notes:**Total Points**

Senior Capstone Experience - Public Presentation (25%)

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**