



School of Visual and Media Arts 2022 Assessment Report

MISSION STATEMENT

The mission of the School of Visual and Media Arts (SVMA) is to educate and engage the next generation of artists and storytellers in a wide variety of creative practices and research. SVMA strives to promote a holistic, cross-disciplinary approach and foster diversity and inclusion in the study, creation, and dissemination of arts and media.

Central to this mission are opportunities to create original works, gain proficiency with a diversity of creative processes (narrative, audio, and visual; in both digital and material systems), critically analyze artworks and media past and present, collaborate within and across artistic disciplines, and research the contextual and cultural history of art, design, and media. We lead -- and teach students how to lead -- through excellence in creative scholarship and research.

Our students develop critical and creative thinking skills, cultivate an informed aesthetic, build proficiency in various modes, methods, technologies, and forms of expression, and gain the ability to assess, articulate, and evaluate a broad range of arts and media.

DEPARTMENT ALIGNMENT WITH PRIORITIES FOR ACTION

SVMA Objectives

The School of Visual and Media Arts serves the people of Montana and beyond by supporting students to gain knowledge, skills, and understanding of creative practices. To achieve this purpose, the School of Visual and Media Arts is dedicated to:

1. Providing high-quality preparation for students interested in pursuing professional creative careers.
 - Priority 1 – Place student success at the center of all we do
2. Maintaining a community of practicing artists, creators, storytellers and scholars as faculty to provide significant mentoring and rigorous intellectual challenges for students.
 - Priority 3 – Embody the principle of “Mission First, People Always”
3. Contributing to the culture of creativity and intellectual curiosity for the campus, the local community, and the state.
 - Priority 2 – Drive excellence and innovation in teaching, learning, and research
4. Serving the local community, the state, the region, and the nation as a source of expertise in creative areas.
 - Priority 4 – Partner with place

Innovative and Noteworthy Programs/Initiatives That Support the Priorities for Action

1. Priority 1 – Place student success at the center of all we do

Accreditation through the National Association for Schools of Art and Design (NASAD) SVMA was granted ongoing accreditation by the National Association of Schools of Arts and Design (NASAD) in the fall of 2022. This accreditation process included; a detailed self-study which was completed between the summer of 2020 and March

2021; a thorough site evaluation by a team of two outside specialists in April of 2022 (it should also be noted that due to the breadth and size of SVMA, the site visit was conducted over the course of 5 days, whereas typical is 2, and required 2 evaluators, whereas typical is a single evaluator), this included a portfolio review of student work across all classes, meetings with students, meetings with faculty, class visits, a gallery showing of final BFA projects, audits of student transcripts, and analysis of financial standings, among other details; a site visit report; a response by the school to the site visit report; and finally a full commission hearing where all materials, reports, and data was considered. This accreditation status is continuous for a period of 10 years. Accreditation by this outside, federally sanctioned body of peer institutions ensures that we are meeting standards and norms agreed on by member institutions of the association, which translates to best practices for our student's success and outcomes.

Robust online offerings. Our two fully-online BA degrees attract students outside our traditional geographic reach, or who are unable to relocate to Missoula. Many on-campus students take advantage of online courses because it allows flexibility in their schedule. Online classes exist at every level of instruction and in every area of our school, and include topics such as graphic design, video production and editing, painting, art history, sonic arts, data visualization, illustration, and web design.

Advising is comprehensive. For undergraduates it is two-fold: each student meets annually with a faculty mentor to discuss big-picture issues like strengths and weaknesses, elective courses, career directions and professional world insights. Secondly, students meet each term with our professional advisor who assists with building a schedule, completing general education requirements, and advancing towards graduation. Graduate advising is provided by a designated faculty graduate advisor.

Individualized instruction, strong relationships with professors. Many of our studio classes require small class sizes, (usual 18 max), which provides a 'connected' hands-on experience for students as opposed to large lecture formats. Our professors get to know their students, and students often form a mentor/student relationship with our instructors. In addition, tenure-track professors regularly teach in 100- and 200-level courses.

2. Priority 2 – Drive excellence and innovation in teaching, learning, and research

Contribute to University General Education program. We currently offer over 63 sections of general education courses with combined enrollments of 1900 students across expressive arts, history, and literature Gen Ed requirements. Nine of these courses are taught online. We also plan to continue expanding our General Education course offerings, with multiple courses. We have 2 additional courses which were submitted for Gen Ed designation for the next academic year (both of which are also online), and we intend to continue developing General Education courses (which online options), to continue supporting the expressive arts as a key skill for students at the University of Montana.

eSports. SVMA now sponsors a competitive gaming team with UM membership near 200 students. Our eSports team provides a supportive and inclusive environment and competes with other universities nationally.

Exploration of Curricular Offerings. As a pilot, we are submitting for approval one-credit courses in specific skills, like Adobe Photoshop, Illustrator and InDesign. We are also exploring ways to make these available as non-credit classes, for students not pursuing a degree.

Certificate. Our Certificates utilize mostly existing courses and combine them in ways useful for a wide range of careers and interests, many of which are outside our traditional majors. Next fall, SVMA will have certificates in Digital and Graphic Design, Sonic Arts, New West: Art and the Environment, Ceramics, Sound Design, Sound Production Fundamentals, Game Design, Interactive Art and Media, Creative Coding, and Web Design.

Degrees which meet student needs. Starting in the fall of 2022, SVMA will launch a new BFA in Sound Design and Media Technology, which will serve to replace the BFA in Media Arts, Sonic Arts Track. This degree meets student demand for a sound based curricular pathway, that is not tied to traditional classical music pedagogy and creates

breadth in the ability of students to study sound across the range of job opportunities. Likewise, the Game Design and Interactive Media BFA will move from a concentration in the BFA in Media Arts degree to its own stand-alone degree, which creates stronger curricular pathways for students as they navigate this leading-edge major.

Montana Museum of Art and Culture. New leadership has created opportunities for a closer relationship with the School of Visual and Media Arts. To the end, a graduate certificate launches this coming fall in Museum Studies, which creates a critical credentialing opportunity for students involved across the whole breadth of museum studies in the state.

3. Priority 3 – Embody the principle of “Mission First, People Always”

Commitment to Full-Time NTT Faculty. Where financially possible, the school is working to bring NTT faculty at a 0.8-load to a full-time, 1.0-load through the addition of a service load. This additional load is paid for through online fees and is utilized for NTT faculty who teach at least a portion of our online classes. In addition, as the school has lost a significant number of TT faculty over the years, these NTT faculty with service loads help fill service needs in the school and college through involvement in committees and meetings. We are currently paying for 2 service loads and intend to expand this number of NTT faculty with service loads next academic year.

Research and Travel Funds. Faculty on the art side of the school are provided research and travel funds (\$600) through a benefactor grant. This rotates to art faculty every three years. Faculty on the Media Arts side of the school are encouraged to request assistance from the school director and college dean for research and travel funds as opportunities arise.

Flexible Faculty Work Schedule. Alternative faculty work schedule is supported through online options. Instructors can deliver courses remotely or off-work-day schedules. This allows time for research, travel and other responsibilities. This also allows us to employ instructors with specific expertise outside of Missoula.

4. Priority 4 – Partner with place

Certificate, New West: Art and the Environment. This suite of four courses taught in five months combines field-based coursework, studio and seminar experiences which leverage Montana’s natural resources. As one of only two such programs nationally, it functions much like a study abroad experience but in Montana and has the potential to attract students from across the country. We submitted a program modification for this certificate this current academic year and intend to begin expanding its recruitment potential in the coming years.

Partnerships with Missoula’s cultural economy.

Students serve as ambassadors to the community and gain professional experience by participating in over 50 downtown exhibitions annually, which are seen by over 25,000.

Students participate in internships at design firms, filmmaking companies and nearly every cultural organization in our region (Missoula Art Museum, Zootown Arts Center, Montana Museum of Art and Culture, Arts Missoula, Roxy Theater, Archie Bray Foundation, Red Lodge Clay Center, and Montana Museum of Art and Culture).

Students work with industry partners such as the Rocky Mountain Elk Foundation, to develop custom experiences to the client’s specifications, giving them professional experiences and delivering benefits to the non-profits missions within our state and region.

STUDENT LEARNING OUTCOMES and MEASUREMENT TOOLS

| Student Learning Outcomes | Individual Creative Project Assessment and Critiques | Research papers, Examinations and Oral Presentations | Mid-degree gateways: BFA Portfolio Review; MFA Pre-Candidacy (See Attached rubrics) | Thesis Exhibitions and Senior Projects: Art BA, Art BFA, Art MFA and Media Arts MFA Media Arts Senior Projects | Exit and Alumni survey (300 responses to 2018 alumni survey. Questions designed to mirror national survey for comparison) |
|---|--|--|---|--|---|
| 5. Creative Thinking Knowledge and competence in creative problem-solving as it relates to meaningful visual, audio and narrative communication. | X | | X | X | X |
| 6. Critical Thinking Knowledge and competence in the ability to analyze creative content from the past and present, and articulate the cultural and social impacts. | X | X | X | X | X |
| 7. Creative Literacy/Language/Informed Aesthetic Demonstrate knowledge of audio, visual and/or narrative language in both creation and analysis of creative work, which include stylistic, comparative, historical and formal analysis. | X | X | X | X | X |
| 8. Technical Skills Knowledge and competence in technical skills and basic processes in a variety of media, appropriate for chosen field of study. | X | | X | X | X |
| 9. Advanced writing skills Synthesize material from multiple sources and | | X | | X | X |

| Student Learning Outcomes | Individual Creative Project Assessment and Critiques | Research papers, Examinations and Oral Presentations | Mid-degree gateways: BFA Portfolio Review; MFA Pre-Candidacy (See Attached rubrics) | Thesis Exhibitions and Senior Projects: Art BA, Art BFA, Art MFA and Media Arts MFA Media Arts Senior Projects | Exit and Alumni survey (300 responses to 2018 alumni survey. Questions designed to mirror national survey for comparison) |
|---|--|--|---|--|---|
| disciplines and organize into discursive and/or narrative formats. | | | | | |
| 10. Research and Methodology Skills Make connections and comparisons among creative works within their cultural and historical contexts. Engage in original research and employ current theoretical approaches. Demonstrate research skills by utilizing printed and electronic resources found in libraries, museums, and galleries. | | X | | X | X |
| 11. Professional Application Demonstrate the ability to apply artistic and technical skill sets in a professional environment. Demonstrate skills necessary to organize, manage and promote a professional identity. | X | X | X | X | X |

RESULTS and MODIFICATIONS

| Student Learning Outcomes results | Modifications made to enhance learning |
|---|--|
| 1. Creative Thinking 93% of alumni surveyed report that their UM education was important to development of this skill. This exceeds the national average of 90% (SNAAP 2015). 98% of alumni surveyed feel creative thinking is essential in their current job <i>even if their career is outside the arts</i> . | Our school is exceptionally well positioned to build creative thinking skills. Close faculty mentoring using recently revised rubrics contributed to better preparation. Students are regularly pushed to find novel and inventive solutions to problems. New equipment (such as large kilns, digital fabrication, VR headsets, |

| Student Learning Outcomes results | Modifications made to enhance learning |
|---|---|
| <p>Gaining admittance into our professional programs (MFA/BFA) is heavily dependent on creative thinking. Our pass-rate for these jumped in the last two years from 87% to 95%, and 82% to 95%, respectively.</p> <p>We were awarded ongoing accreditation in the fall of 2022 through the federally recognized National Association of Schools of Art and Design (NASAD), based in part on a review of student work to confirm appropriate technical, creative, and artistic skills were being met. This program portfolio review included work from student assignments, in every course, from at least one semester of that course. For the work that was reviewed the site evaluation team considered the work to “meet accreditation standards” (options were “appears to meet accreditation standards” or “does not appear to meet accreditation standards”).</p> | <p>immersive sound devices, etc.) challenge students to explore new possibilities.</p> <p>On the graduate level, Media Arts MART 500 course, which focuses on research methods, has been renamed, and tweaked to focus on practice-led research, practice-based research, and practice as research methods. These approaches allow graduate students to better connect how creative practice is a valid process of creating new knowledge.</p> |
| <p>2. Critical Thinking</p> <p>93% of art alumni surveyed report that their UM education was essential to development of this skill. This exceeds the national average of 89% reported by the Strategic National Arts Alumni Project survey of 10,000 alumni. (SNAAP 2015). 96% of our alumni say critical thinking is important in their current job.</p> | <p>This high number is the result of 1.) close working relationship with professors, 2.) emphasis on conceptual content, 3.) department-delivered writing courses (ARTH 250, ARTH 350, MART 300, MART 450), and 4.) iterative design thinking and problem solving as taught in courses (such as; MART 120, MART 220, MART 340, ARTZ 105A, GDSN 149A).</p> |
| <p>3. Creative Literacy/Language/Informed Aesthetic</p> <p>Art PC rubric and Art BFA portfolio review scores for use of formal language is consistently high.</p> <p>Final Critic of student works in Senior Project and Final Production Studio Courses also consistently demonstrates strong command of appropriate and expected formal language use and analysis skills.</p> <p>Faculty anecdotally report students use appropriate creative language in oral presentations, papers, and BFA applications, across all our audio, visual, and narrative domains.</p> | <p>SVMA added courses which help students better understand the concepts of specific areas, techniques, topics, or mediums, these include MART 201H – Digital History in the Arts, and ARTH 492.50 ST: History of Photography.</p> <p>Media Arts is in the process of collapsing the final senior experience courses, which had been unique to each track, down to a single experience. This allows for students from across Media Arts to practice use of these concepts in a wider and more diverse group, it also allows a single professor to ensure mastery of these skills by all BFA students within the Media Arts degrees.</p> |
| <p>4. Technical Skills</p> <p>91% of alumni surveyed report that their education was important to development of this skill. This exceeds the national average of 64% (SNAAP 2015).</p> <p>We were awarded ongoing accreditation in the fall of 2022 through the federally recognized National Association of Schools of Art and Design (NASAD), based in part on a review of student work to confirm appropriate technical, creative, and artistic skills were being met. This program portfolio review</p> | <p>We continue investing in cutting-edge equipment, such as virtual/augmented/mixed reality hardware, tools for the creation of immersive experiences, professional-grade video cameras, cutting-edge software, digital fabrication and digital printing, professional audio studios, the largest ceramic kiln in the northwest, among others.</p> <p>We support over 40 artistic processes, a remarkable amount for a relatively small faculty.</p> <p>We require coding as a foundation skill for all SVMA students, which ensures their understanding of the role</p> |

| Student Learning Outcomes results | Modifications made to enhance learning |
|---|--|
| <p>included work from student assignments, in every course, from at least one semester of that course. For the work that was reviewed the site evaluation team considered the work to “meet accreditation standards” (options were “appears to meet accreditation standards” or “does not appear to meet accreditation standards”).)</p> | <p>of logic, as well as how computers serve as extensions of their own creative voices.</p> |
| <p>5. Advanced writing skills</p> <p>88% of alumni surveyed report that their education at the school was important to the development of this skill. This far exceeds the national average of 71% (SNAAP 2015).</p> | <p>Our writing courses are taught by tenured professors, or long-term Instructors with appropriate credentials in writing-based fields and have resulted in excellent outcomes. This will be a challenge as budget reductions have threatened our commitment to this arrangement.</p> <p>Of particular concern, the only condition for ongoing accreditation of the school through NASAD is for the immediate hire of another faculty in art history and criticism, with appropriate credentials.</p> |
| <p>6. Research and Methodology Skills</p> <p>At the graduate level, master’s level final portfolios and thesis require discussion and application of original research. The graduating MFA students generally demonstrate strong understanding of these skills.</p> <p>At the undergraduate level, history and advanced writing courses require students to engage in “making connections and comparisons among creative works within their cultural and historical contexts.” This is then best assessed during critiques and discussions in the senior projects and final production courses, which require students to situate their own work amongst the larger artistic cannon.</p> | <p>To increase student success at the graduate level in this skill, the Media Arts MART 500 course, which focuses on research methods, has been renamed, and tweaked to focus on practice-led research, practice-based research, and practice as research methods. These approaches allow graduate students to better connect how creative practice is a valid process of creating new knowledge. This course now more rigorously explores these methods, their application to student work, and requires students to practice employment of methods for original research during the course.</p> |
| <p>7. Professional Application</p> <p>At the undergraduate level, 78% of alumni surveyed report that their education was important in their current job. 80% express satisfaction with their current job. Survey respondents cite job preparation as an area they wished for further education at UM. Only 33% felt they acquired entrepreneurial skills and 28% felt they acquired business management skill, both key skills for artists and designers who are often self-employed.</p> <p>At the graduate level, ALL alumni were employed in the arts with a 98% job satisfaction score. An astonishing 25% of graduates after 5 years were hired in full-time or tenure-track positions. This is a remarkable number which greatly exceeds national averages in a very competitive market.</p> | <p>Revising undergraduate courses ARTZ 498 Professional Practices and MART 499 Senior Project—possibly combing the two—is a priority. As previously mentioned, on the Media Arts side of the School, the senior project courses have finally been collapsed, and we will continue exploring the possibility of doing so across the entire school.</p> <p>Internships are a growing part of our program. These include locally produced film and TV projects, graphic design firms, museums, art centers, and art councils. We have been working to formalize agreements with industry partners, companies, and organizations to streamline these possibilities.</p> <p>One direct modification made in the past few years is the increased use of industry partnerships to create professional experience opportunities for students within courses. The new Game Development Studio</p> |

| Student Learning Outcomes results | Modifications made to enhance learning |
|-----------------------------------|--|
| | offers students in Game Design the opportunity to create games as collaborative groups, but also partners with industry partners, such as the Rocky Mountain Elk Foundation to create bespoke following specifications delivered from the client partner. Additionally, courses such as advanced sculpture have worked to create large-scale permanent public sculptures, which have been installed in recent years and allowed students to work as a team from concept to installation of a large-scale public project. |

FUTURE PLANS FOR CONTINUED ASSESSMENT

1. Ongoing External Accreditation

SVMA was granted ongoing accreditation by the National Association of Schools of Arts and Design (NASAD) in the fall of 2022, however, one condition of this ongoing status is our appointment of an additional individual in Art History and Criticism with an appropriate credential (I.E. PhD) in that field. In addition to the additional faculty member that we are requiring, we must also submit ongoing action reports yearly that address changes in curriculum, and include student transcripts for our newer degrees (i.e. Game Design and Interactive Media, and Sound Design and Media Technology). These reports assess our institutions ongoing ability to meet NASAD standards. We will also apply for ongoing accreditation again in 10 years when required from NASAD.

2. Alumni Survey

Our recent alumni survey is an essential part of our assessment, which is designed to track students past their education and into the workforce. It is a major campaign, soliciting over 2,000 alumni, and completed every 5 years to capture enough alumni to accurately assess our program's effectiveness. Our next survey is slated for this coming summer of 2023.

Survey mirrors questions on the Strategic National Arts Alumni Project (SNAAP) to allow for comparisons to national results.

Because the last survey (attached here) was completed in 2018 before the School of Media Arts and School of Art merged, it does not yet include Media Arts students.

3. Current Students Progress Survey

In addition to the Alumni Survey, we will be sending out this summer, we are considering sending out a parallel survey to current students, with questions designed to capture similar information as the alumni survey, but as it relates to mid-degree progress. The goal of this survey will be to surface issues current students may have so that we can address them.

4. Systematic Analysis of BFA Reviews and Graduate Pre-Candidacy

More systematic analysis of rubric scores on BFA reviews and graduate Pre Candidacy. Both provide an important mid-point snapshot of student progress, and an excellent opportunity to gather quantitative information. To this end, we have moved the BFA Application online, which will allow for easier facilitation of quantitative analysis.

APPENDICIES

1. SVMA Curriculum Map
2. NASAD Commission Action Report on Application for ongoing Accreditation
3. 2018 School of Art Alumni Survey
4. Rubric for Graduate Pre-Candidacy
5. Rubric for BFA Portfolio Review

School of Visual and Media Arts

2022 Curriculum Map

| Curriculum Map | Critical Thinking | Creative Literacy | Technical Skills | Creative Thinking | Advanced writing skills | Research and Methodology | Career Preparation |
|----------------|-------------------|-------------------|------------------|-------------------|-------------------------|--------------------------|--------------------|
| ARTZ 105A | I | I | I | I | | | |
| ARTZ 108A | I | I | I | I | | | |
| ARTZ 131A | I | I | I | I | | | |
| ARTZ 191 | I | I | I | I | | | |
| ARTZ 195 | I | I | I | I | | | |
| ARTZ 211A | D | D | D | D | | | |
| ARTZ 214 | D | D | D | D | | | |
| ARTZ 221A | D | D | D | D | | I | |
| ARTZ 231A | D | D | D | D | | I | |
| ARTZ 251A | D | D | D | D | | I | |
| ARTZ 271A | D | D | D | D | | I | |
| ARTZ 284A | D | D | D | D | | I | |
| ARTZ 291 | D | D | D | D | | I | |
| ARTZ 302A | I | I | I | I | | I | |
| ARTZ 311 | D/M | D/M | D/M | D/M | | D | |
| ARTZ 321 | D/M | D/M | D/M | D/M | | D | |
| ARTZ 331 | D/M | D/M | D/M | D/M | | D | |
| ARTZ 335 | D/M | D/M | D/M | D/M | | D | |
| ARTZ 351 | D/M | D/M | D/M | D/M | | D | |
| ARTZ 370 | D/M | D/M | D/M | D/M | | D | |
| ARTZ 371 | D/M | D/M | D/M | D/M | | D | |
| ARTZ 380 | D/M | D/M | D/M | D/M | | D | |
| ARTZ 384 | D/M | D/M | D/M | D/M | | D | |
| ARTZ 385 | D/M | D/M | D/M | D/M | | D | |
| ARTZ 388 | D/M | D/M | D/M | D/M | | D | |
| ARTZ 389 | D/M | D/M | D/M | D/M | D | D | D |
| ARTZ 391 | D/M | D/M | D/M | D/M | | D | |
| ARTZ 394A | D | D | D | D | | D | |
| ARTZ 398 | M | | | M | | | D/M |
| ARTZ 402 | M | M | M | M | | D | D |
| ARTZ 403 | M | M | M | M | | D | M |
| ARTZ 410 | M | M | M | M | | D | |
| ARTZ 420 | M | M | M | M | | D | |
| ARTZ 430 | M | M | M | M | | D | |
| ARTZ 451 | M | M | M | M | | D | |

| | | | | | | | |
|-----------|------|------|------|------|------|------|------|
| ARTZ 470 | M | M | M | M | | D | |
| ARTZ 486 | M | M | M | M | | D | |
| ARTZ 490 | M | | | | M | M | M |
| ARTZ 491 | M | M | M | M | | D | |
| ARTZ 492 | M | M | M | M | | D | |
| ARTZ 494 | | | | | M | | M, A |
| ARTZ 495 | M | M | M | M | | | |
| ARTZ 497 | M | | | M | M | M | M |
| ARTZ 498 | M | | | | D/M | | M |
| ARTZ 499 | M, A | M, A | M, A | M, A | M, A | M, A | M, A |
| ARTZ 501 | M | M | M | M | | | M |
| ARTZ 504 | M, A | M, A | M, A | M, A | M, A | M, A | M, A |
| ARTZ 505 | M | M | M | M | | | |
| ARTZ 506 | M | M | | M | M | | M, A |
| ARTZ 507 | M | | | | | | M, A |
| ARTZ 508 | M | M | M | M | | M | |
| ARTZ 580 | M | M | M | M | M | | M |
| ARTZ 594 | M | M | M | M | | | |
| ARTZ 595 | M | M | M | M | | | |
| ARTZ 596 | M | M | M | M | | | |
| ARTZ 598 | M | | | | | | M |
| ARTZ 697 | M | M | | | M, A | M, A | M |
| ARTZ 699 | M, A | M, A | M, A | M, A | | | |
| | | | | | | | |
| ARTH 150 | I | I | | | I | I | |
| ARTH 160L | I | I | | | I | I | |
| ARTH 161 | I | I | | | I | I | |
| ARTH 200H | I | I | | | I | I | |
| ARTH 201 | I | I | | | I | I | |
| ARTH 202H | I | I | | | I | I | |
| ARTH 250L | D | D | | | D | D | |
| ARTH 333H | D | D | | | D | D | |
| ARTH 334H | D | D | | | D | D | |
| ARTH 350 | D/M | M | | | M | D/M | |
| ARTH 391 | D | D | | | D | D | |
| ARTH 400 | M | M | | | M | M | |
| ARTH 407 | M | M | | | M | M | |
| ARTH 410 | M | M | | | M | M | |
| ARTH 425 | M | M | | | M | M | |
| ARTH 428 | M | M | | | M | M | |
| ARTH 433H | M | M | | | M | M | |
| ARTH 436 | M | M | | | M | M | |

| | | | | | | | |
|-----------|------|-----|---|------|------|------|---|
| ARTH 440 | M | M | | | M | M | |
| ARTH 444 | M | M | | | M | M | |
| ARTH 445 | M | M | | | M | M | |
| ARTH 450 | M | M | | | M | M | |
| ARTH 458 | M | M | | | M | M | |
| ARTH 459 | M | M | | | M | M | |
| ARTH 464 | M | M | | | M | M | |
| ARTH 465 | M | M | | | M | M | |
| ARTH 491 | M | M | | | M | M | |
| ARTH 492 | M | M | | | M | M | |
| ARTH 494 | M | M | | | M | M | |
| ARTH 498 | M | | | | M | M | M |
| ARTH 503 | M | M | | | M | M | |
| ARTH 509 | M | M | | | M | M | |
| ARTH 550 | M | M | | M | M | M | |
| ARTH 597 | M | | | M | | M | |
| ARTH 698 | M | | | M | | M | |
| ARTH 699 | M, A | M,A | | M, A | M,A | M, A | M |
| | | | | | | | |
| GDSN 149 | I | I | I | I | | | |
| GDSN 231 | I | I | I | I | | | |
| | | | | | | | |
| MART 101L | I | I | I | | I | | I |
| MART 112A | I | I | I | I | | | |
| MART 120 | I | I | I | I | | | |
| MART 191 | I | I | I | I | | | |
| MART 201H | I | I | | | I | I | |
| MART 220 | D | D | D | D | | | |
| MART 232 | I | I | I | I | | | |
| MART 235 | I | I | I | I | | | |
| MART 245 | I | I | I | I | | | |
| MART 255 | D | D | D | D | | | |
| MART 256 | D | D | D | D | | | |
| MART 291 | D | D | D | D | | | |
| MART 292 | D | D | D | D | | I | |
| MART 300 | D | D | | | D, A | D, A | |
| MART 302 | D | D | D | D | | | |
| MART 304 | D | D | | | | I | |
| MART 305 | D | D | D | D | | | |
| MART 323 | D | D | D | D | | | |
| MART 325 | D | D | D | D | | | |
| MART 327 | D | D | D | D | | | |

| | | | | | | | |
|----------|------|------|------|------|---|------|------|
| MART 330 | D | D | D | D | | | |
| MART 332 | D | D | D | D | | I | I |
| MART 333 | D | D | D | D | | | I |
| MART 336 | D | D | D | D | D | D | D |
| MART 340 | D | D | D | D | | | |
| MART 341 | D | D | D | D | | | |
| MART 342 | D | D | D | D | | | |
| MART 345 | D | D | D | D | | | |
| MART 355 | D | D | D | D | D | D | D |
| MART 360 | D | D | | D | | D | |
| MART 361 | D | D | | D | | D | |
| MART 391 | D | D | D | D | | I | |
| MART 392 | D | D | D | D | | I | |
| MART 395 | D | D | D | D | | | D |
| MART 398 | D | D | D | D | | | D |
| MART 416 | D | D | D | D | D | | D |
| MART 420 | M | M | M | M | | | |
| MART 422 | M | M | M | M | | | |
| MART 432 | M | M | M | M | | | |
| MART 436 | M | M | | M | | M | M |
| MART 440 | M | M | M | M | | | |
| MART 441 | M | M | M | M | | | |
| MART 445 | M | M | M | M | | | |
| MART 450 | M | M | | M | | M, A | |
| MART 455 | M | M | M | M | | | M |
| MART 457 | M | | M | M | | | M |
| MART 460 | M | | M | M | | | M |
| MART 461 | M | | M | M | | | M |
| MART 462 | M | | M | M | | | M |
| MART 491 | M | M | M | M | | | |
| MART 492 | M | M | M | M | | M | |
| MART 495 | M | M | M | M | | M | |
| MART 499 | M, A | M, A | M, A | M, A | | | M, A |
| MART 500 | M | M | M | M | | M | |
| MART 509 | M | M | M | M | | | |
| MART 510 | M | M | M | M | | | |
| MART 514 | M | M | M | M | | | |
| MART 515 | M | M | M | M | | | |
| MART 520 | | | | | | M | M |
| MART 525 | M | M | M | M | | | |
| MART 530 | | | | | | | M |
| MART 578 | M | M | M | M | | | |

| | | | | | | | |
|----------|------|------|------|------|------|------|------|
| MART 580 | M | M | M | M | | | |
| MART 587 | | | | | M | | |
| MART 591 | M | M | M | M | | | |
| MART 595 | M | M | M | M | | | |
| MART 596 | M | M | M | M | | | |
| MART 597 | | | | | | M, A | |
| MART 598 | M | M | M | M | | | M |
| MART 601 | | | | | M, A | M, A | M |
| MART 680 | M | M | M | M | | | |
| MART 687 | M, A | M, A | M | M | | | |
| MART 688 | M | M | M | M | | | |
| MART 690 | | | | | | | M |
| MART 695 | M | M | M | M | | | |
| MART 698 | M | M | M | M | | | M |
| MART 699 | M, A | M, A | M, A | M, A | | | M, A |
| | | | | | | | |
| MAR 201 | I | I | | I | I | | |
| MAR 251 | I | I | I | I | | | |
| MAR 252 | I | I | | | I | | |
| MAR 335 | D | D | D | D | | | |
| MAR 442 | D | D | D | D | | | |
| MAR 443 | D | D | D | D | | | |
| MAR 465 | D | D | D | D | | D | |
| MAR 470 | M | M | M | M | | | |
| MAR 471 | M | M | M | M | | | |

Key:

I= Introduction of learning outcome

D=Development of learning outcome

M= Mastery of learning outcome

A=Assessment of learning outcome

November 11, 2022

Michael Musick
Director, School of Visual and Media Arts
University of Montana
32 Campus Drive
Missoula, MT 59812

Dear Director Musick:

Thank you for submitting your application for review by the NASAD Commission on Accreditation. The Commission, at its October 2022 meetings, took action on the institution's application.

Please find enclosed a Commission Action Report describing this action in detail. This report contains information of note and, if applicable, any requests for further information from the Commission. Please note the Association's policy regarding *Disclosure and Confidentiality*, a copy of which has been enclosed.

This action is taken based upon a review of the University of Montana according to the NASAD accreditation standards in effect in October 2022.

As an accredited institutional member of NASAD, the institution is reminded of its responsibility to participate in reviews and revisions to the NASAD *Handbook*, and to maintain its operations and programs current with NASAD standards as these are developed and approved.

The Commission on Accreditation and the Association appreciate the institution's efforts with regard to its application, and its careful consideration of and attention to NASAD accreditation standards and guidelines. Further, the Commission and Association appreciate the work accomplished by the institution on behalf of the visual arts and design and higher education.

Please contact the NASAD National Office staff if you have questions or need assistance with regard to this action or any other aspect of the work of the Association.

We offer congratulations on your achievements and best wishes for the continuing success of the institution. Thank you.

Sincerely yours,

Karen P. Moynahan
Executive Director
KPM:jrk
Enclosure

cc: Seth Bodnar, President
University of Montana



National Association of Schools of Art and Design
11250 Roger Bacon Drive, Suite 21
Reston, Virginia 20190-5248

COMMISSION ACTION REPORT

This document provides the official action of the Commission as indicated in the cover letter of the same date.

November 11, 2022

UNIVERSITY OF MONTANA
School of Visual and Media Art

Actions:

Action 1 of 3: Application for renewal of Membership – Original

The Commission voted to grant renewal of Membership with the degree listing indicated below.

The Commission requests a Progress Report addressing the issues cited below.

NASAD Degree Listing:

Bachelor of Arts-4 years: Art (Art Education, General); Media Arts.

Bachelor of Fine Arts-4 years: Art (Ceramics, Drawing, Painting, Photography, Printmaking, Sculpture);
Media Arts (Digital Arts Technology, Digital Filmmaking).

Master of Arts-1 to 2 years: Art (Studio).

Master of Fine Arts-2 years: Media Arts.

Master of Fine Arts-2 to 3 years: Art.

Bachelor of Arts (Distance Learning)-4 years: Art (General); Media Arts.

*Bachelor of Fine Arts-4 years: Art (Art Education); Media Arts (Game Design and Interactive Media,
Sonic Arts).*

Master of Arts-2 years: Art (Art History).

Next Full Review:

2029-2030 Academic Year

Items for Progress Report:

1. The Commission notes the institution's thorough and detailed Optional Response, and actions taken to respond to the issues cited in the Visitors' Report. While the Optional Response addresses each issue specifically, it appears that several initiatives remain in the planning stage, and do not address the short-term needs of currently enrolled students. For this reason, the institution is asked to provide further information regarding the following issues:
 - a. The Optional Response indicates that there are plans underway to hire new faculty in Art



UNIVERSITY OF MONTANA
School of Visual and Media Art
NASAD Commission Action Report
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Page 2

History. The institution is asked to discuss efforts in this regard including confirmation of any new hires and documentation that describes the levels of expertise and experience of these individuals.

- b. Noting that the initiative in Action 1, item #1.a. is underway, the institution is asked to indicate how it will address in the short-term staffing needs in Art History for currently enrolled students.
 - c. It is noted that the institution's Self-Study indicates that students may choose to take coursework either online or on ground. For example, the Self-Study states that "The BFA Media Arts program includes the option for some distance learning as part of the degree, both synchronous and asynchronous. Because the BFA incorporates some of the BA courses into the curriculum, BFA students have opportunities to take some of their courses via a distance learning model if they so choose" (see Self-Study, p. 98). Noting this, the institution is asked to conduct an audit of current degrees offered and the methods of delivery employed for required coursework. A list of all degree programs requiring 40% or more of the content to be delivered via distance learning means should be provided. Since NASAD will list degrees requiring 40% or more of the coursework delivered online as "distance learning" programs in its Directory List, such degree programs must be submitted for Plan Approval. Instructions for submitting Plan Approval applications may be found in the NASAD documents *Policies and Procedures for Reviews of New Curricula* and *Instructions for Preparing Curricular Tables in the NASAD Format*, which may be downloaded from the NASAD website at <https://nasad.arts-accredit.org> (see "Accreditation," beneath that "Accreditation Materials," beneath that "Procedures," and beneath that "New Curricula"). The institution is reminded that it must demonstrate compliance with distance learning standards as articulated in the NASAD *Handbook* (see NASAD *Handbook* 2021-22, Standards for Accreditation III.H.).
2. The Commission notes that the Self-Study includes an application for Plan approval and Final Approval for Listing for the degree, Master of Fine Arts-2 to 3 years: Media Arts. However, it is noted that a degree with the title Master of Fine Arts-2 years: Media Arts is currently listed by NASAD. The institution is asked to clarify whether the Master of Fine Arts-2 to 3 years: Media Arts is a new degree, or if the institution wishes to change the degree's length to completion.

Action 2 of 3: Applications for Plan Approval – Original

The Commission voted to grant Plan Approval for the following degrees:

Bachelor of Arts (Distance Learning)-4 years: Art (General); Media Arts.
Bachelor of Fine Arts-4 years: Art (Art Education); Media Arts (Game Design and Interactive Media, Sonic Arts).

When three transcripts are available for these degrees, the institution should submit applications for Final Approval for Listing. Instructions for submitting Final Approval for Listing applications may be found in the NASAD documents *Policies and Procedures for Reviews of New Curricula* and *Instructions for*



UNIVERSITY OF MONTANA
School of Visual and Media Art
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Page 3

Preparing Curricular Tables in the NASAD Format, which may be downloaded from the NASAD website at <https://nasad.arts-accredit.org> (see “Accreditation,” beneath that “Accreditation Materials,” beneath that “Procedures,” and beneath that “New Curricula”).

Action 3 of 3: Application for Plan Approval and Approval for Final Listing– Original

The Commission voted to grant Plan Approval and Final Approval for Listing for the following degree:

Bachelor of Fine Arts-4 years: Media Arts (Digital Arts Technology, Digital Filmmaking).

Due Date:

March 1 for consideration at the Commission meetings of April 2023.

The procedures for submitting Responses and Progress Reports may be downloaded from the NASAD website at <https://nasad.arts-accredit.org> (see “Accreditation,” beneath that “Accreditation Materials,” and beneath that “Procedures”).

Note:

With regard to Action 1 item #2 above, the Commission recommends that the institution contact the NASAD National Office staff for clarification as to how to resolve this question.

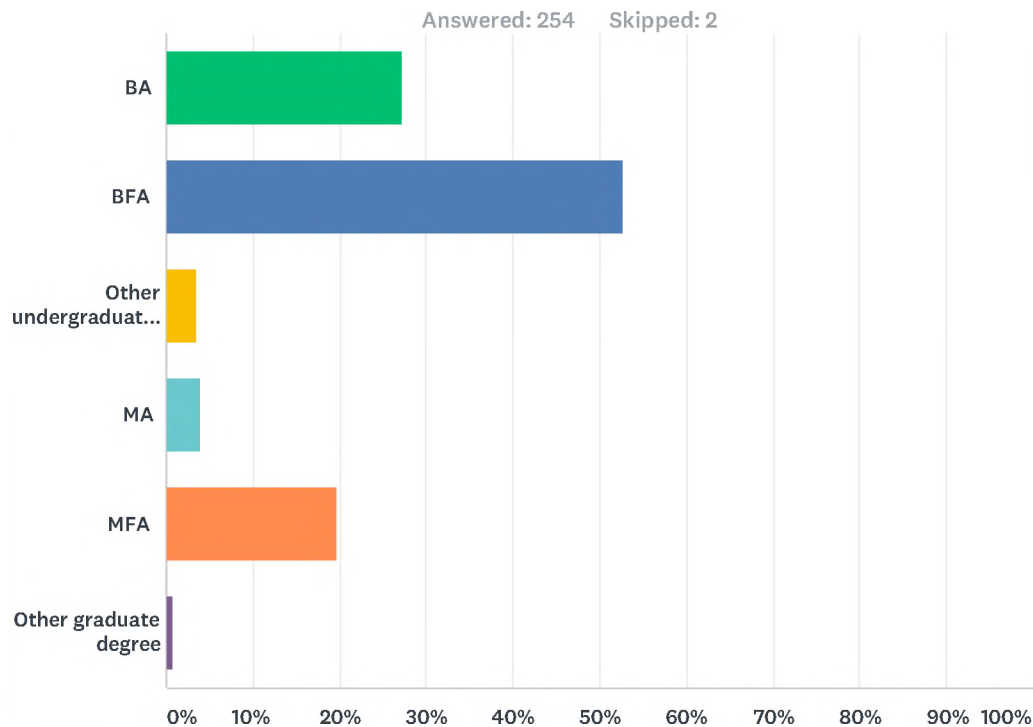
Commendations:

1. The Commission appreciates the institution’s thorough explanation and defense of its degrees in the Optional Response. The inclusion of the online portfolio of student work in Sonic Arts, Filmmaking, Animation, and other Media Arts courses is helpful in providing a context for the institution’s reply. The Commission recognizes the institution’s effort to explain and clarify the issues raised in the Visitors’ Report.
2. The Commission appreciates the institution’s efforts to bring consistency to its degree titles and degree listings and recognizes the initiative it has taken to align with NASAD standards.

Karen P. Moynahan
Executive Director

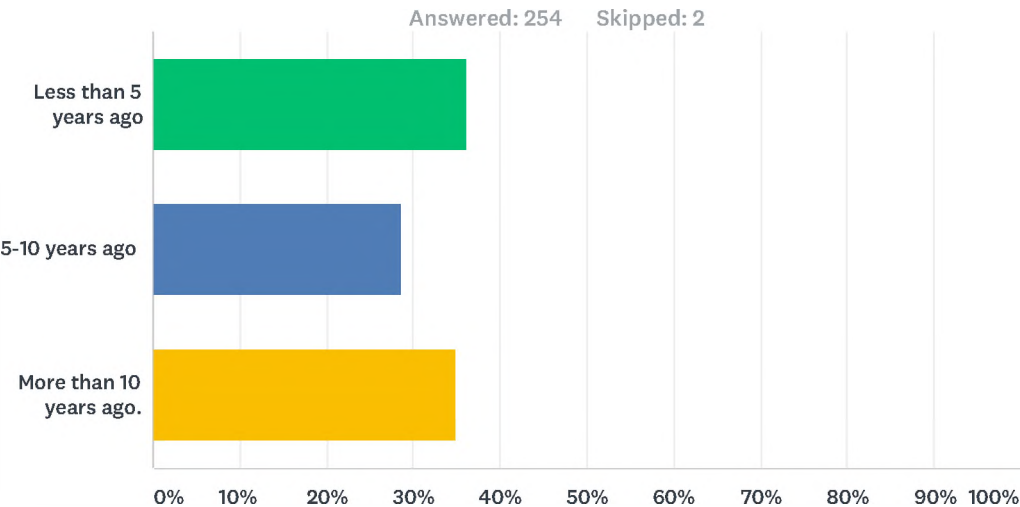
KPM:jrk

Q1 What degree(s) or credential(s) did you pursue at the School of Art at University of Montana? Check all that apply.



| Answer Choices | Responses |
|----------------------------|------------|
| BA | 27.17% 69 |
| BFA | 52.76% 134 |
| Other undergraduate degree | 3.54% 9 |
| MA | 3.94% 10 |
| MFA | 19.69% 50 |
| Other graduate degree | 0.79% 2 |
| Total Respondents: 254 | |

Q2 When did you last attend the University of Montana?

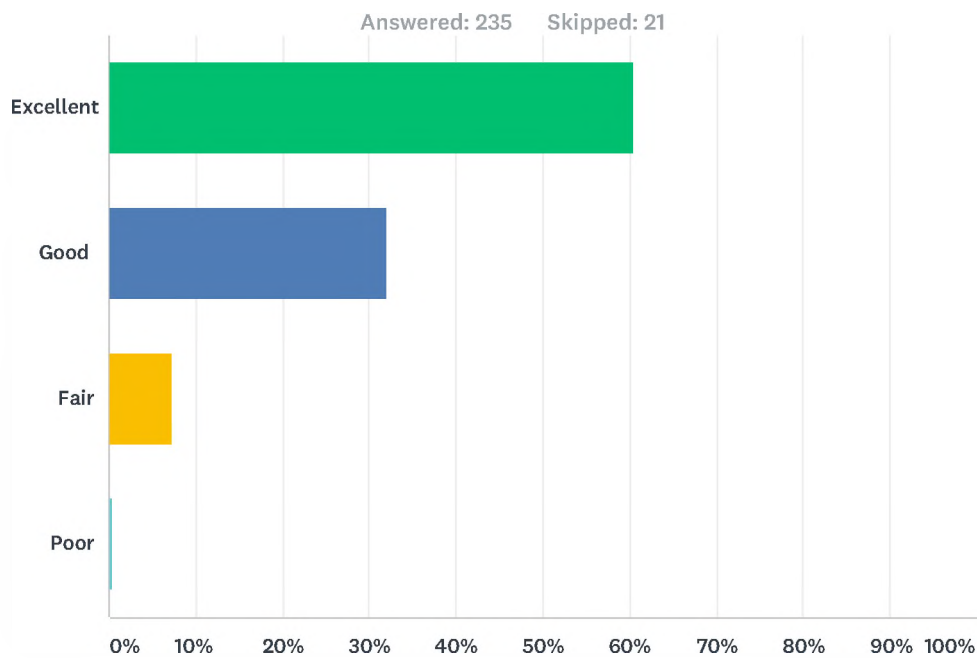


| Answer Choices | Responses | |
|-------------------------|-----------|-----|
| Less than 5 years ago | 36.22% | 92 |
| 5-10 years ago | 28.74% | 73 |
| More than 10 years ago. | 35.04% | 89 |
| Total | | 254 |

Q3 Did you pursue any degrees or credentials after your time at the UM School of Art? Please list below

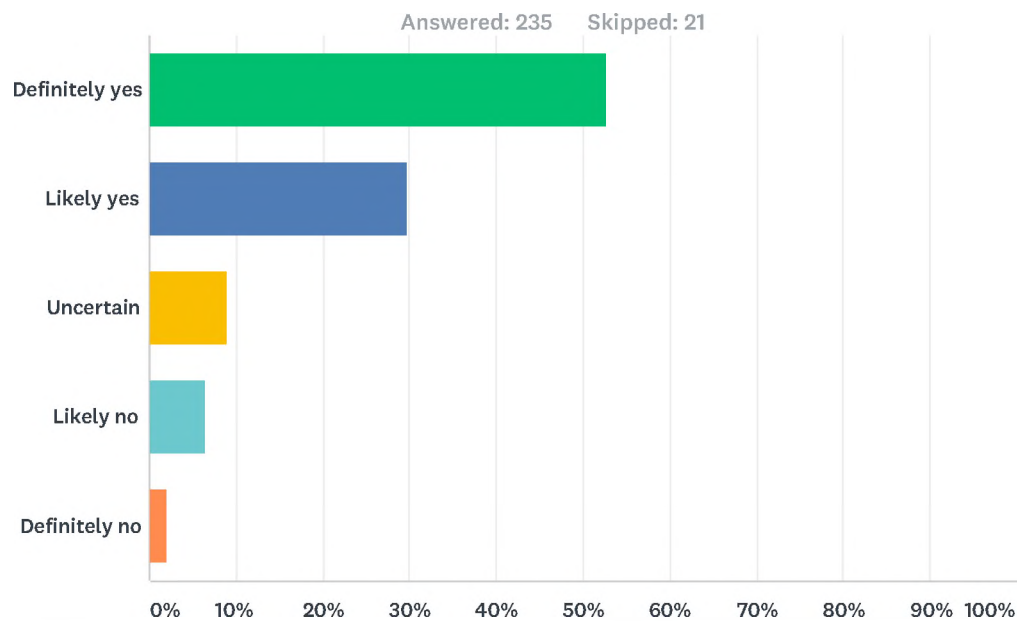
Answered: 140 Skipped: 116

Q4 Overall, how would you rate your experience at the UM School of Art while pursuing your degree?



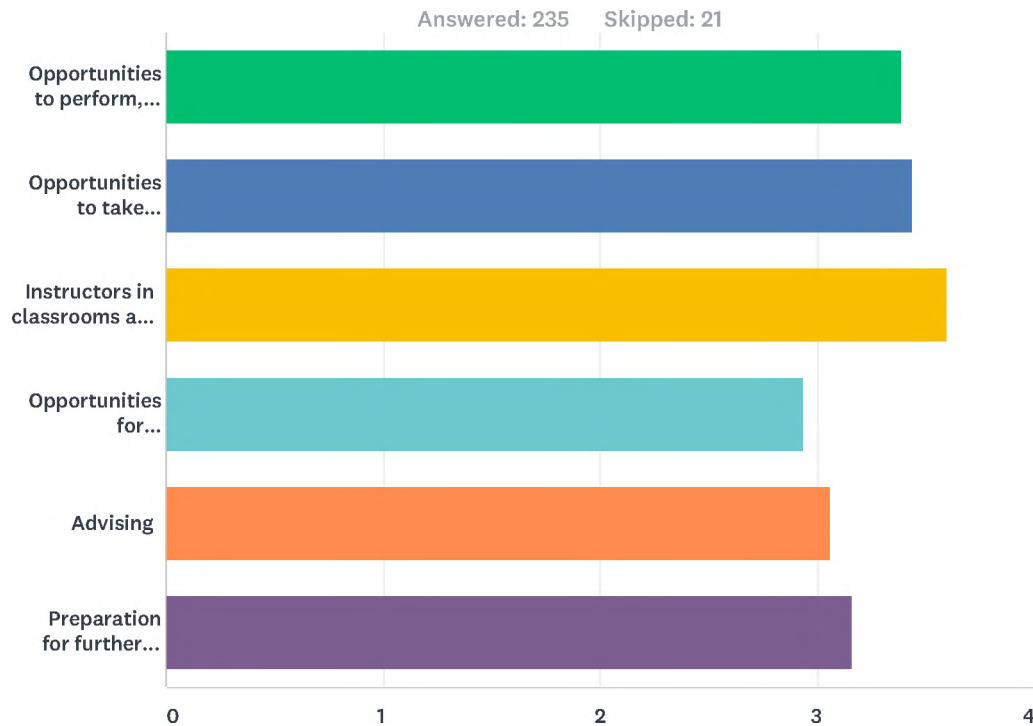
| Answer Choices | Responses | |
|----------------|-----------|-----|
| Excellent | 60.43% | 142 |
| Good | 31.91% | 75 |
| Fair | 7.23% | 17 |
| Poor | 0.43% | 1 |
| Total | | 235 |

Q5 If you could start over again, would you attend the UM School of Art?



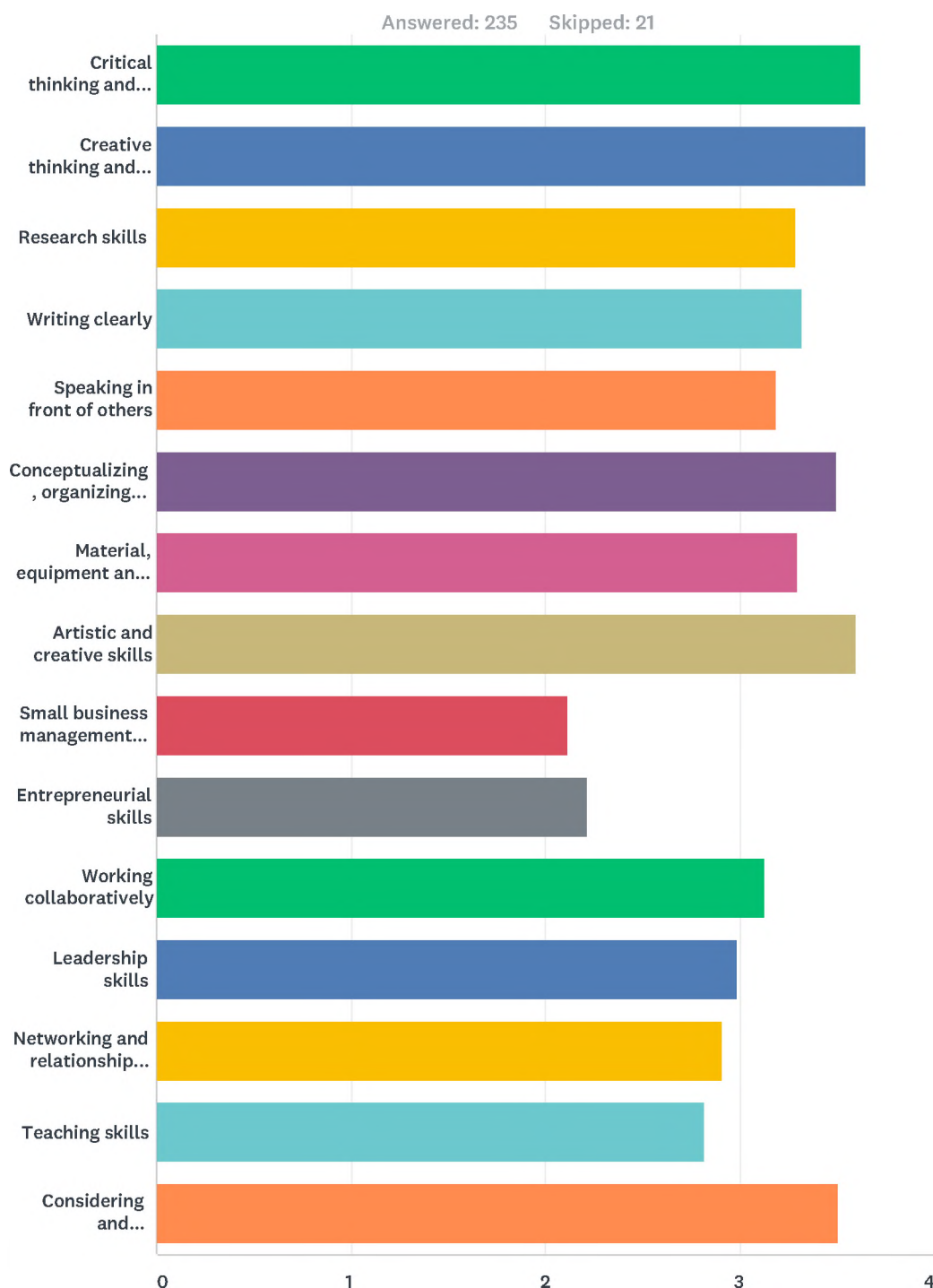
| Answer Choices | Responses | |
|----------------|-----------|-----|
| Definitely yes | 52.77% | 124 |
| Likely yes | 29.79% | 70 |
| Uncertain | 8.94% | 21 |
| Likely no | 6.38% | 15 |
| Definitely no | 2.13% | 5 |
| Total | | 235 |

Q6 Please select the option that best describes how satisfied you were with the following aspects of your experience at the UM School of Art.



| | Very satisfied | Satisfied | Somewhat dissatisfied | Very dissatisfied | Total | Weighted Average |
|--|----------------|---------------|-----------------------|-------------------|-------|------------------|
| Opportunities to perform, exhibit, or present your work | 48.72% 114 | 42.74% 100 | 7.26% 17 | 1.28% 3 | 234 | 3.39 |
| Opportunities to take non-arts classes | 52.56% 123 | 40.17% 94 | 6.41% 15 | 0.85% 2 | 234 | 3.44 |
| Instructors in classrooms and studios | 67.23% 158 | 25.96% 61 | 6.81% 16 | 0.00% 0 | 235 | 3.60 |
| Opportunities for career-related experiences, such as internships, gallery work, exhibitions or other work | 31.03% 72 | 37.07% 86 | 26.72% 62 | 5.17% 12 | 232 | 2.94 |
| Advising | 35.78% 83 | 40.52% 94 | 17.67% 41 | 6.03% 14 | 232 | 3.06 |
| Preparation for further studies | 40.00% 92 | 39.13% 90 | 17.39% 40 | 3.48% 8 | 230 | 3.16 |

Q7 In your opinion, how much did the UM School of Art help you acquire or develop each of the following skills and abilities?



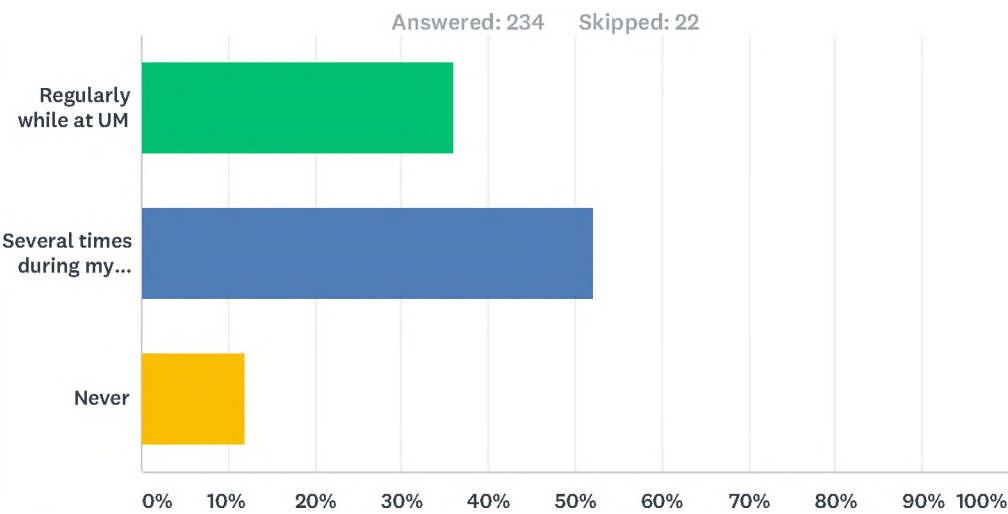
| | Very much | A good amount | Very little | Not at all | Total | Weighted Average |
|---|---------------|---------------|-------------|------------|-------|------------------|
| Critical thinking and analysis of ideas and information | 67.66% 159 | 26.81% 63 | 5.11% 12 | 0.43% 1 | 235 | 3.62 |
| Creative thinking and problem solving | 71.67% 167 | 22.32% 52 | 5.58% 13 | 0.43% 1 | 233 | 3.65 |

| | | | | | | |
|---|----------------------|----------------------|----------------------|---------------------|-----|------|
| Research skills | 40.85% 96 | 48.51% 114 | 9.79% 23 | 0.85% 2 | 235 | 3.29 |
| Writing clearly | 44.26% 104 | 44.68% 105 | 9.79% 23 | 1.28% 3 | 235 | 3.32 |
| Speaking in front of others | 40.85% 96 | 38.72% 91 | 19.15% 45 | 1.28% 3 | 235 | 3.19 |
| Conceptualizing, organizing and implementing projects | 57.45% 135 | 36.17% 85 | 5.11% 12 | 1.28% 3 | 235 | 3.50 |
| Material, equipment and technological skills | 42.31% 99 | 47.01% 110 | 9.40% 22 | 1.28% 3 | 234 | 3.30 |
| Artistic and creative skills | 68.94% 162 | 24.26% 57 | 5.11% 12 | 1.70% 4 | 235 | 3.60 |
| Small business management skills | 8.94% 21 | 18.30% 43 | 48.94% 115 | 23.83% 56 | 235 | 2.12 |
| Entrepreneurial skills | 9.36% 22 | 23.83% 56 | 46.38% 109 | 20.43% 48 | 235 | 2.22 |
| Working collaboratively | 34.47% 81 | 46.81% 110 | 15.74% 37 | 2.98% 7 | 235 | 3.13 |
| Leadership skills | 30.47% 71 | 42.92% 100 | 21.46% 50 | 5.15% 12 | 233 | 2.99 |
| Networking and relationship building | 27.35% 64 | 42.31% 99 | 24.79% 58 | 5.56% 13 | 234 | 2.91 |
| Teaching skills | 32.34% 76 | 28.94% 68 | 26.81% 63 | 11.91% 28 | 235 | 2.82 |
| Considering and incorporating feedback | 59.23% 138 | 33.48% 78 | 6.01% 14 | 1.29% 3 | 233 | 3.51 |

Q8 Is there anything that the School of Art could have done better to prepare you for further education or for your career? Please describe.

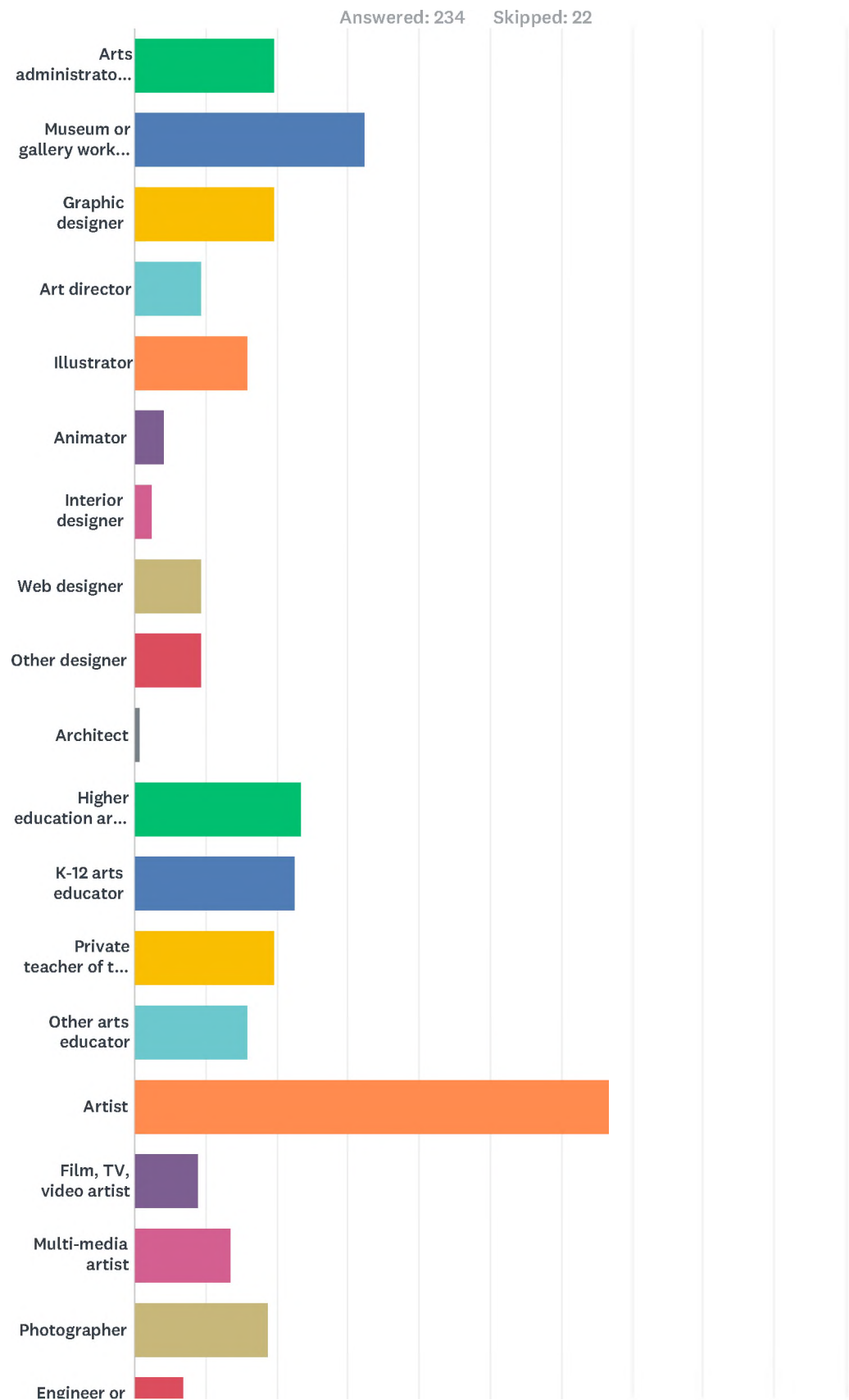
Answered: 139 Skipped: 117

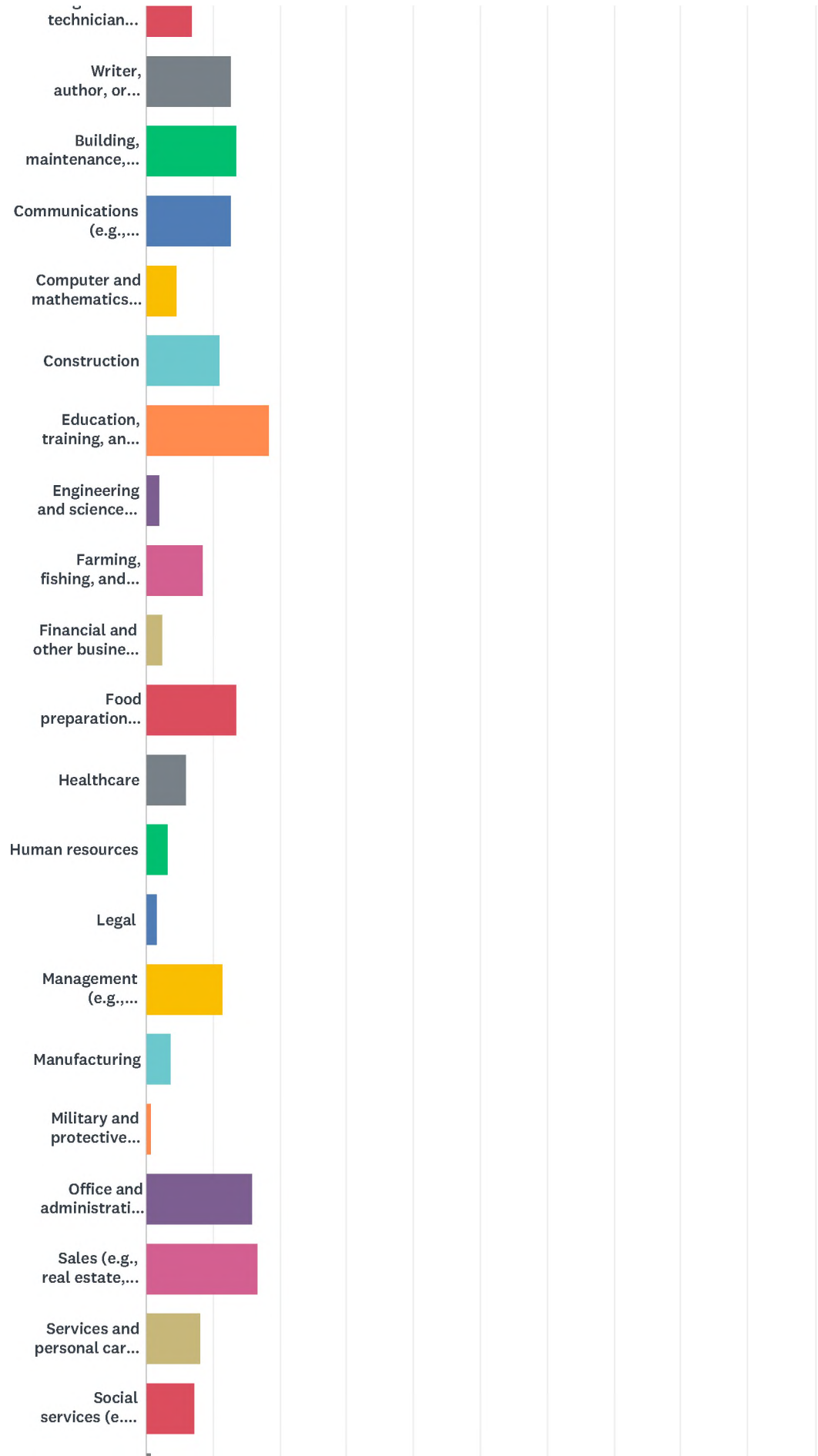
Q9 While at the School of Art, did you volunteer at an arts organization, exhibit your work outside the University, complete an internship, or otherwise participate in the greater art community?

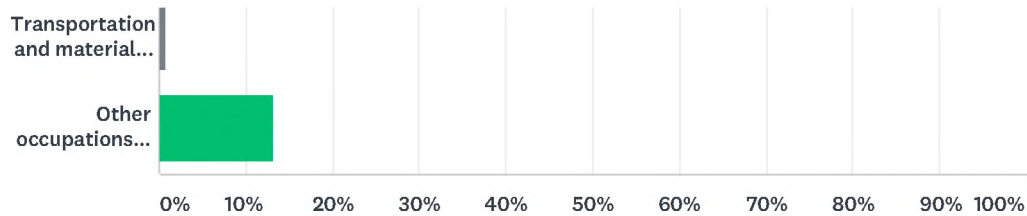


| Answer Choices | | Responses | |
|-----------------------------------|--|-----------|-----|
| Regularly while at UM | | 35.90% | 84 |
| Several times during my education | | 52.14% | 122 |
| Never | | 11.97% | 28 |
| Total | | | 234 |

Q10 Please indicate those occupations in which you currently or recently work(ed), either part-time or full time. Check all that apply.



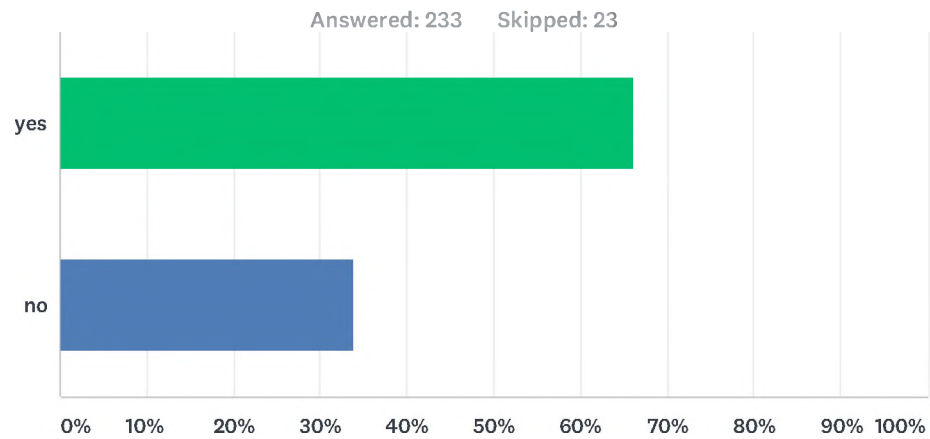




| Answer Choices | Responses | |
|--|-----------|-----|
| Arts administrator or manager (including development, marketing, or sales) | 19.66% | 46 |
| Museum or gallery worker, including curator | 32.48% | 76 |
| Graphic designer | 19.66% | 46 |
| Art director | 9.40% | 22 |
| Illustrator | 15.81% | 37 |
| Animator | 4.27% | 10 |
| Interior designer | 2.56% | 6 |
| Web designer | 9.40% | 22 |
| Other designer | 9.40% | 22 |
| Architect | 0.85% | 2 |
| Higher education arts educator | 23.50% | 55 |
| K-12 arts educator | 22.65% | 53 |
| Private teacher of the arts | 19.66% | 46 |
| Other arts educator | 15.81% | 37 |
| Artist | 66.67% | 156 |
| Film, TV, video artist | 8.97% | 21 |
| Multi-media artist | 13.68% | 32 |
| Photographer | 18.80% | 44 |
| Engineer or technician (studio technician, framing, fabrication, other) | 6.84% | 16 |
| Writer, author, or editor | 12.82% | 30 |
| Building, maintenance, installation, and repair | 13.68% | 32 |
| Communications (e.g., journalism, marketing, public relations, advertising, fundraising) | 12.82% | 30 |
| Computer and mathematics (e.g., IT, analysts, and software developers) | 4.70% | 11 |
| Construction | 11.11% | 26 |
| Education, training, and library | 18.38% | 43 |
| Engineering and science (e.g., scientists and researchers) | 2.14% | 5 |
| Farming, fishing, and forestry | 8.55% | 20 |
| Financial and other business services | 2.56% | 6 |
| Food preparation related (e.g., chefs, caterers, and servers) | 13.68% | 32 |

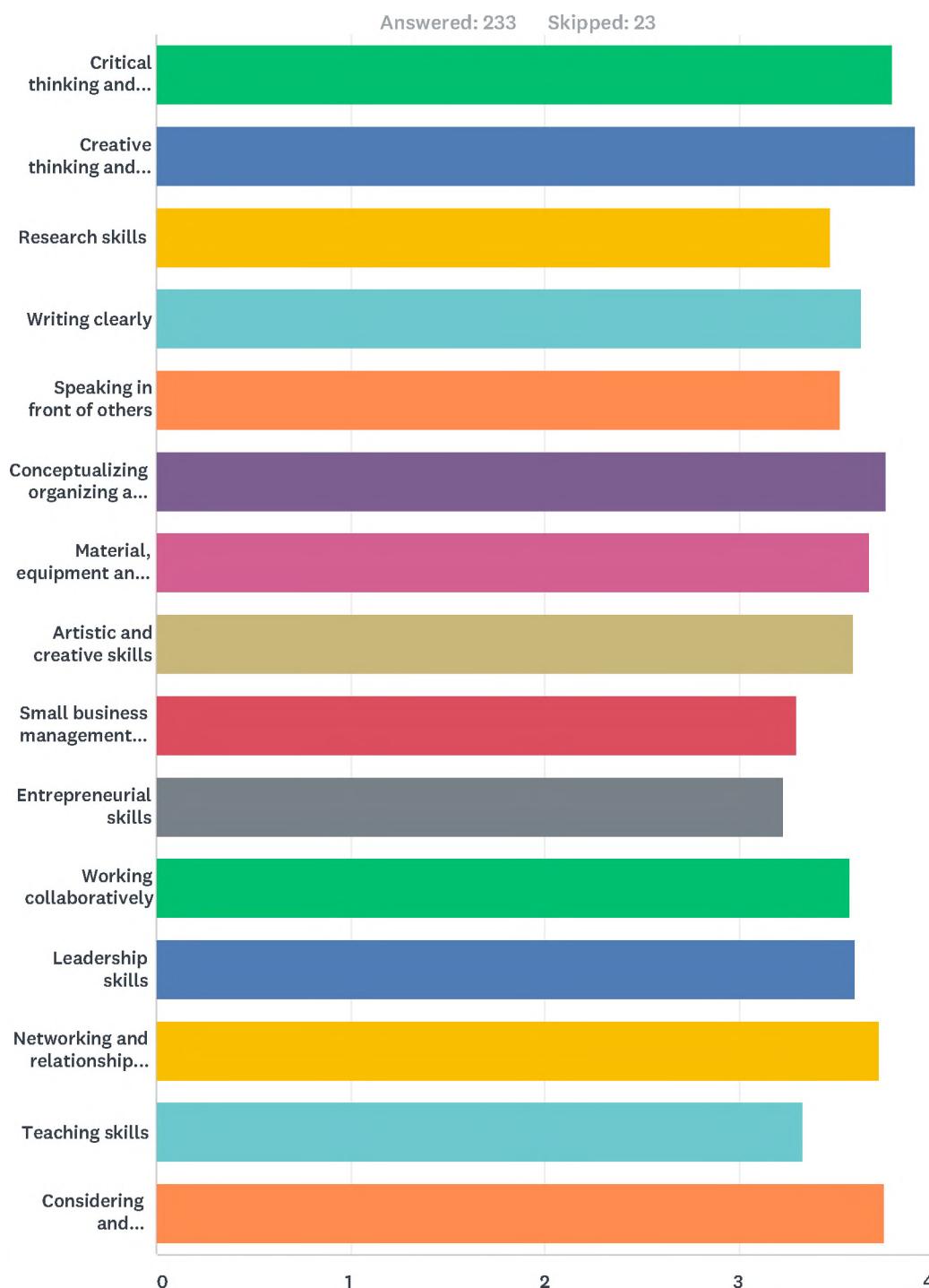
| | | |
|--|--------|----|
| Healthcare | 5.98% | 14 |
| Human resources | 3.42% | 8 |
| Legal | 1.71% | 4 |
| Management (e.g., executives and managers) | 11.54% | 27 |
| Manufacturing | 3.85% | 9 |
| Military and protective services (e.g., law enforcement, fire, safety, and security workers) | 0.85% | 2 |
| Office and administrative support | 15.81% | 37 |
| Sales (e.g., real estate, retail sales) | 16.67% | 39 |
| Services and personal care (e.g., childcare, beauty, animal care, tourism) | 8.12% | 19 |
| Social services (e.g., counselors, social workers, and religious workers) | 7.26% | 17 |
| Transportation and material moving | 0.85% | 2 |
| Other occupations outside of the arts | 13.25% | 31 |
| Total Respondents: 234 | | |

Q11 Is you current job mostly art-related? We consider all art administrators, designers, art teachers, art technicians, artists and film-makers art-related.



| Answer Choices | Responses | |
|----------------|-----------|-----|
| yes | 66.09% | 154 |
| no | 33.91% | 79 |
| Total | | 233 |

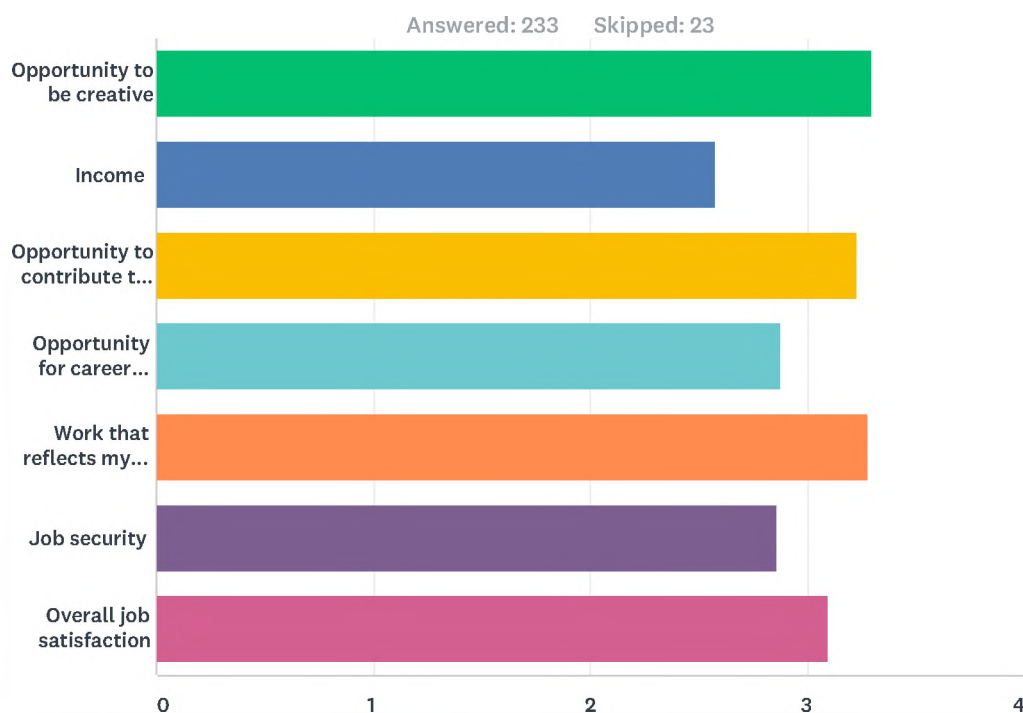
Q12 How important are the following in your profession or work life?



| | Very Important | Somewhat Important | Only a little Important | Not at all Important | Total | Weighted Average |
|---|----------------|--------------------|-------------------------|----------------------|-------|------------------|
| Critical thinking and analysis of arguments and information | 82.33% 191 | 14.66% 34 | 3.02% 7 | 0.00% 0 | 232 | 3.79 |
| Creative thinking and problem solving | 92.27% 215 | 6.01% 14 | 1.72% 4 | 0.00% 0 | 233 | 3.91 |

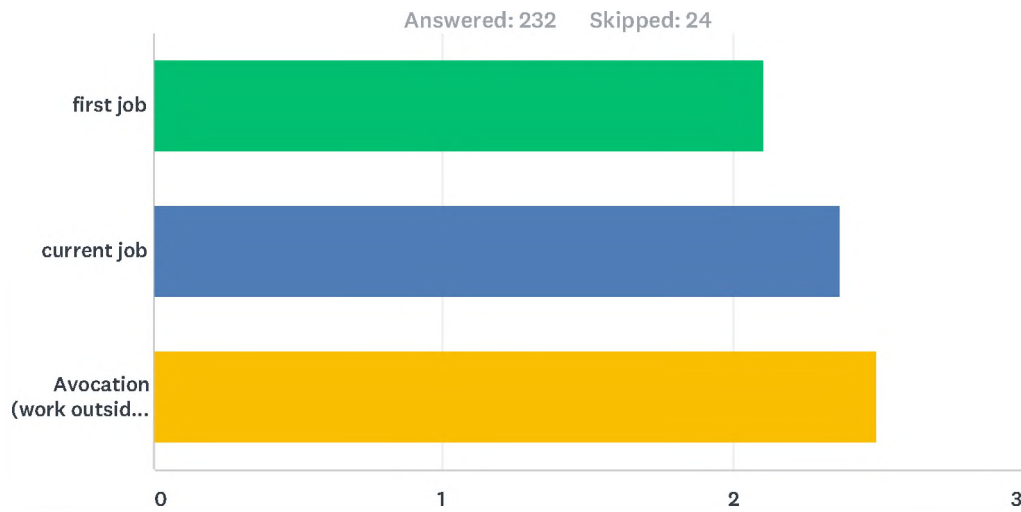
| | | | | | | |
|---|----------------------|---------------------|---------------------|--------------------|-----|------|
| Research skills | 58.80% 137 | 30.47% 71 | 9.87% 23 | 0.86% 2 | 233 | 3.47 |
| Writing clearly | 73.82% 172 | 17.17% 40 | 7.30% 17 | 1.72% 4 | 233 | 3.63 |
| Speaking in front of others | 67.10% 155 | 20.78% 48 | 8.66% 20 | 3.46% 8 | 231 | 3.52 |
| Conceptualizing organizing and implementing projects. | 84.12% 196 | 9.87% 23 | 4.29% 10 | 1.72% 4 | 233 | 3.76 |
| Material, equipment and technological skills | 77.25% 180 | 14.59% 34 | 6.44% 15 | 1.72% 4 | 233 | 3.67 |
| Artistic and creative skills | 72.10% 168 | 17.60% 41 | 7.73% 18 | 2.58% 6 | 233 | 3.59 |
| Small business management skills | 55.84% 129 | 24.68% 57 | 12.99% 30 | 6.49% 15 | 231 | 3.30 |
| Entrepreneurial skills | 54.55% 126 | 23.81% 55 | 12.12% 28 | 9.52% 22 | 231 | 3.23 |
| Working collaboratively | 69.96% 163 | 18.88% 44 | 9.44% 22 | 1.72% 4 | 233 | 3.57 |
| Leadership skills | 73.71% 171 | 16.38% 38 | 6.47% 15 | 3.45% 8 | 232 | 3.60 |
| Networking and relationship building | 80.17% 186 | 13.36% 31 | 5.17% 12 | 1.29% 3 | 232 | 3.72 |
| Teaching skills | 57.94% 135 | 23.18% 54 | 12.88% 30 | 6.01% 14 | 233 | 3.33 |
| Considering and incorporating feedback | 79.74% 185 | 15.95% 37 | 3.88% 9 | 0.43% 1 | 232 | 3.75 |

Q13 Indicate your level of satisfaction with each of the following aspects of your current work.



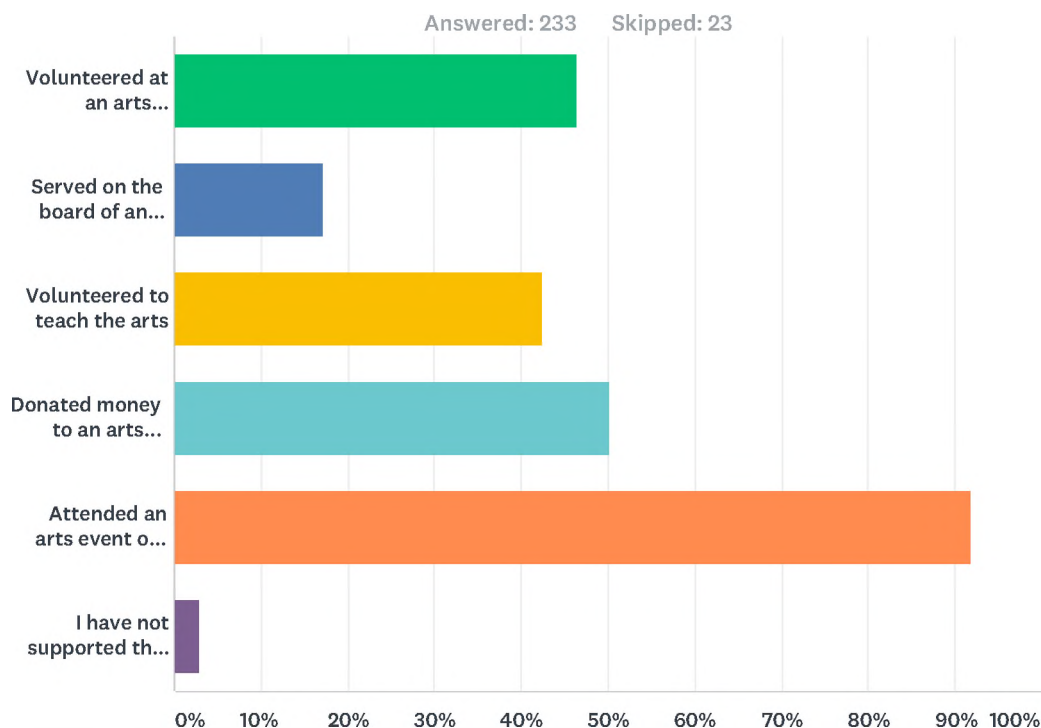
| | Very satisfied | Satisfied | Somewhat dissatisfied | Very dissatisfied | Total | Weighted Average |
|--|----------------|---------------|-----------------------|-------------------|-------|------------------|
| Opportunity to be creative | 53.65% 125 | 28.33% 66 | 12.88% 30 | 5.15% 12 | 233 | 3.30 |
| Income | 15.58% 36 | 40.26% 93 | 31.17% 72 | 12.99% 30 | 231 | 2.58 |
| Opportunity to contribute to the greater good | 45.26% 105 | 36.64% 85 | 13.79% 32 | 4.31% 10 | 232 | 3.23 |
| Opportunity for career advancement | 23.28% 54 | 48.28% 112 | 21.98% 51 | 6.47% 15 | 232 | 2.88 |
| Work that reflects my personality, interests, and values | 49.57% 115 | 34.05% 79 | 11.64% 27 | 4.74% 11 | 232 | 3.28 |
| Job security | 24.57% 57 | 44.40% 103 | 23.28% 54 | 7.76% 18 | 232 | 2.86 |
| Overall job satisfaction | 32.90% 76 | 48.92% 113 | 13.42% 31 | 4.76% 11 | 231 | 3.10 |

Q14 How relevant was your education at the UM School of Art to your:



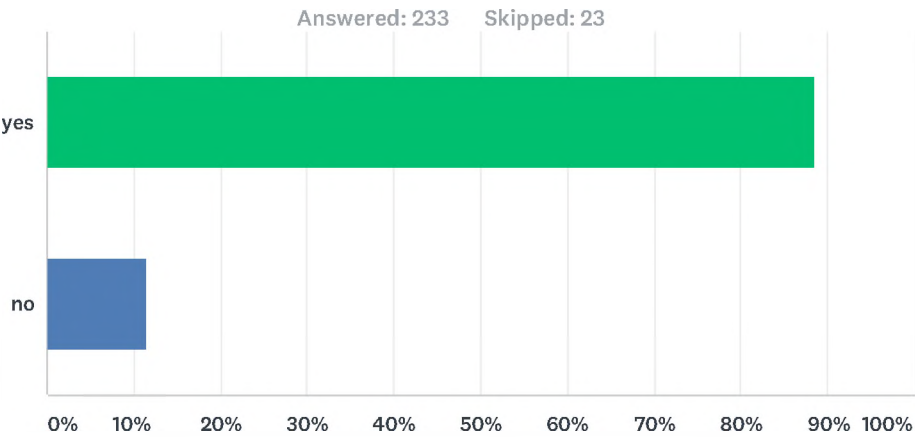
| | Closely relevant | relevant | Not at all relevant | Total | Weighted Average |
|--------------------------------------|------------------|--------------|---------------------|-------|------------------|
| first job | 39.57% 91 | 32.17% 74 | 28.26% 65 | 230 | 2.11 |
| current job | 55.84% 129 | 25.54% 59 | 18.61% 43 | 231 | 2.37 |
| Avocation (work outside of your job) | 57.02% 130 | 35.53% 81 | 7.46% 17 | 228 | 2.50 |

Q15 Select all of the ways in which you have supported the arts in the past 12 months (other than creating or exhibiting your own artwork).



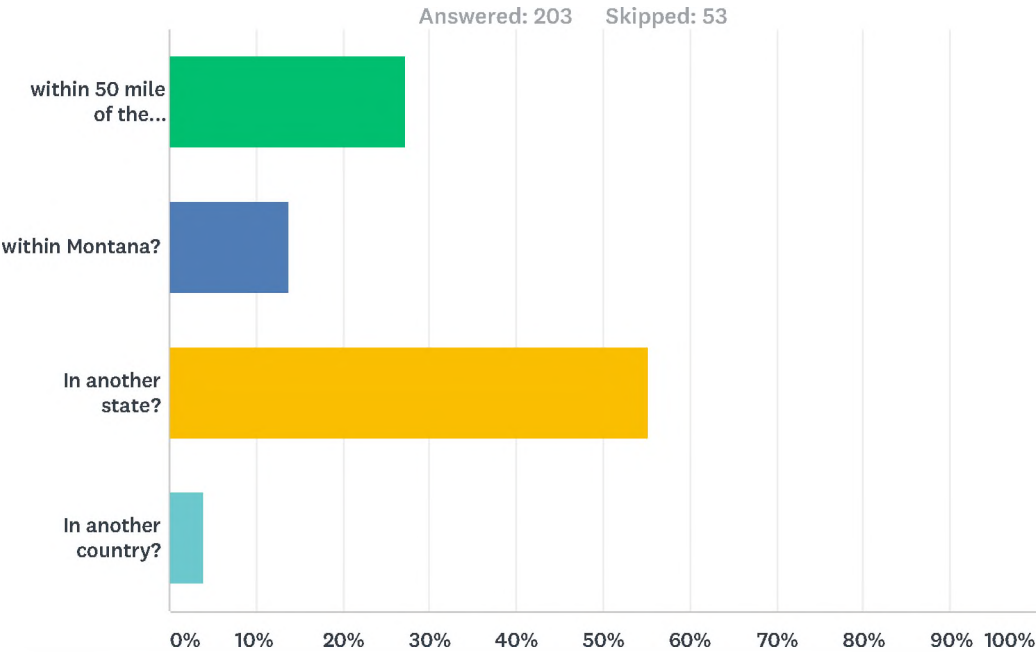
| Answer Choices | Responses | |
|---|-----------|-----|
| Volunteered at an arts organization | 46.35% | 108 |
| Served on the board of an arts organization | 17.17% | 40 |
| Volunteered to teach the arts | 42.49% | 99 |
| Donated money to an arts organization or an artist | 50.21% | 117 |
| Attended an arts event or opening | 91.85% | 214 |
| I have not supported the arts in the past 12 months | 3.00% | 7 |
| Total Respondents: 233 | | |

Q16 Are you currently involved with art making?



| Answer Choices | Responses | |
|----------------|-----------|-----|
| yes | 88.41% | 206 |
| no | 11.59% | 27 |
| Total | | 233 |

Q17 Within the first five years after leaving the University of Montana, did you take up residency



| Answer Choices | Responses | |
|--|-----------|-----|
| within 50 mile of the University of Montana? | 27.09% | 55 |
| within Montana? | 13.79% | 28 |
| In another state? | 55.17% | 112 |
| In another country? | 3.94% | 8 |
| Total | | 203 |

Q18 What was your annual income for 2016?

Answered: 229 Skipped: 27

| | Individual | Household | Total |
|----------------------|--------------|--------------|-------|
| \$10,000 or below | 96.67% 29 | 3.33% 1 | 30 |
| \$10,000 to \$20,000 | 86.84% 33 | 13.16% 5 | 38 |
| \$20,000 to \$30,000 | 91.30% 42 | 8.70% 4 | 46 |
| \$30,000 to \$40,000 | 77.14% 27 | 22.86% 8 | 35 |
| \$40,000 to \$50,000 | 76.00% 19 | 24.00% 6 | 25 |
| \$50,000 to \$60,000 | 70.37% 19 | 29.63% 8 | 27 |
| \$60,000 to \$70,000 | 61.90% 13 | 38.10% 8 | 21 |
| \$70,000 to \$80,000 | 56.25% 9 | 43.75% 7 | 16 |
| \$80,000 to \$90,000 | 8.33% 1 | 91.67% 11 | 12 |
| \$90,000 or above | 38.46% 10 | 61.54% 16 | 26 |

Q19 If there are additional things you would like to tell us about your education, life and/or career that were not adequately covered on the survey, please do so here.

Answered: 90 Skipped: 166

Q20 The School of Art is seeking opportunities to create stronger ties to our alumni. If you would like to receive our newsletters, connect with other alumni, or hear of events and exhibition opportunities, please include your email below.

Answered: 140 Skipped: 116

| Answer Choices | Responses | |
|--------------------|-----------|-----|
| Your name | 100.00% | 140 |
| your email address | 98.57% | 138 |

School of Art Pre-candidacy Review Rubric

The PC rubric is used to evaluate three aspects of the candidate's research; the content of their presentation, their response to questions, and their work.

| Required Elements | Excellent | Good | Fair | Poor |
|---|---|---|--|--|
| Research: Formal qualities of objects, images, happenings, etc. | Form and content effectively paired | Subtle concerns exist with candidate's craft or subject matter | Though concerns exist with the candidate's craft or subject matter there is potential to recover from these issues | Serious concerns emerge around the candidates potential to successfully craft work for the thesis exhibition |
| Materials & Process: | Articulates, discusses and/or defends these decisions | Loosely demonstrates awareness but does not discuss or defend decisions | In not convincingly aware of formal decisions in relationship to content | Makes no reference |
| Contemporary Issues: | Articulates, discusses and/or defends relationship to contemporary issues | Loosely demonstrates awareness but does not discuss or defend | Is not convincingly aware of contemporary issues | Makes no reference |
| Historic References: | Articulates, discuss and/or defends lineage | Loosely demonstrates awareness but does not discuss or defend lineage | Is not convincingly aware of historic references within the work | Makes no reference |
| Written Artist Statement: | Statement is eloquent and articulate | Statement would be effective with some revisions | Statement is problematic in regard to style and content | No statement presented |
| Thesis Direction: | Effectively articulates discusses and /or defends | Loosely demonstrates awareness but does not discuss or defend | Is not convincingly aware | Unable to articulate or discuss |

The candidate is not required to address the following elements but may choose to. If presented, they will be evaluated as follows...

| | | | | |
|---|--|--|---|--|
| Enduring Themes: | Effectively articulates discusses and/or defends | Articulated yet connections need to be more clearly researched and presented | Articulated yet questionable in regard to research and connection to the work presented | Unreliable and problematic to the work presented |
| Other Sources: (Personal narrative, familial, experiential, place, etc.) | Effectively articulates discusses and/or defends | Though relevant, presented without breadth or references to general themes | Not entirely relevant or necessary | Overtly egocentric and not relatable to the work |



SCHOOL OF VISUAL
AND MEDIA ARTS

Art

BFA Portfolio Review
Application Form
Revised 09.21

Name: _____ Student ID Number: _____
University Email: _____ Phone Number: _____
(results will be emailed to this address)

Art GPA: _____ (Art GPA can be found in the major section of DegreeWorks)

University GPA: _____ (Cumulative GPA can be found in DegreeWorks)

Anticipated Graduation Year/Semester: _____ Anticipated BFA Exhibition; Spring of: _____
Is this the first time for your BFA review? If it is your second review, when was your first
_____ Yes _____ No review? _____

Area of Interest (*circle*): art education ceramics drawing painting photography printmaking sculpture

Faculty Signature : _____
(**REQUIRED**) Date

For Official Use Only:

BFA Review---Faculty Assessment---

Lowest

Highest

| | | | | | |
|----------------------|---|---|---|---|---|
| Presentation: | 1 | 2 | 3 | 4 | 5 |
| Technical Skills | 1 | 2 | 3 | 4 | 5 |
| Awareness of content | 1 | 2 | 3 | 4 | 5 |
| Statement | 1 | 2 | 3 | 4 | 5 |

Additional Notes:

Eligibility: BFA Review applicants include students who entered UM in 2000 or later, have completed or are in the process of completing the below listed 33 credits in the semester of review, and have a minimum 3.0 Art GPA and a 2.5 overall GPA. Reviews will take place every Fall and Spring semester.

| 9 Credits in 100 level studio courses: | completed | grade | | completed | grade |
|--|-----------|-------|--|-----------|-------|
| | | | | | |
| | | | | | |

| 12 credits from 200 level studio/ media art courses: | | | | | |
|--|--|--|--|--|--|
| | | | | | |
| | | | | | |
| | | | | | |

| 6 Credits in 200 level Art History: | | | | | |
|-------------------------------------|--|--|--|--|--|
| | | | | | |

| 6 Credits of 300 level Studio Courses: | | | | | |
|--|--|--|--|--|--|
| | | | | | |

Directions:

I. Due to the Kat Rawhouser, kaitlyn.rawhouser@umontana.edu, office FA 202/ her mailbox in FA 205 by 5:00pm, October 7th:

This Application Form; incomplete applications will not be accepted.

II. Presentation: Locations will be announced via email by 5.00pm the day prior to the Review

- A combination of ten actual varied artworks, with no more than one group of five in any one medium. The works must have been made during your college career and best represent the completed 33 credits required for this application in Art.
- Post at eye level:
 - An 8½" x 11" piece of paper stating your name (**posted with work**).
 - A typed inventory list of artworks submitted for the Review (title, date, media, size) in 12 pt. Arial font.
 - A typed one-page statement, in 12 pt. Arial font, including:
 - Artistic interests (may include items such as ideas, preferred media, and/or influences).
 - Strengths & weaknesses of the artwork submitted for the review.
 - Title and a brief description of **one of your works** submitted, addressing the relationship of form to content, specifically describing how the use of media reinforces the main idea.

III. Recommendations:

Students should seek guidance from full-time faculty members regarding the selection and presentation of the artwork to be reviewed and their artist statement. **A full-time faculty member must sign this application form for it to be considered complete.**

IV. Directions:

- One copy of this completed application form is due to Kat Rawhouser at kaitlyn.rawhouser@umontana.edu or her mailbox in FA 205 by **5:00pm October 7th**. No other application materials are needed at this time.
- Applicants should **check their email** to find out where artwork will be displayed. Artwork should be installed the morning of the review, **October 12th, by 8:00am**. Open House Viewing for students and the public will be between **12.00-2.00pm**. Artwork **MUST** be removed after **2:00pm** on the day of the review. The School of Art is not responsible for lost or stolen works.
- Permanent School of Art Faculty members will be reviewing the application materials. Since applicants will not be present during the review, it is very important that the portfolio be complete and well presented, although framing 2-D work is not necessary.
- Faculty will be assessing quality of artwork, presentation, technical skills, creativity, awareness of content and written statements.
- Students will be notified via email by **October 22nd** with review results. Students who do not pass the BFA review are encouraged to meet with the faculty mentor who signed the original application and work towards their second and final application for review. As stated in the Course Catalog, students may apply only twice for the BFA Review. The pursuit of a BA in Art is available to those students who are unsuccessful upon their second BFA Review.