

# **MSU Departmental Assessment Plan 2007-2009**

Department: School of Art

Department Head: Richard Helzer

Assessment Coordinator: Richard Helzer

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## Degrees/Majors/Options Offered by Department

Bachelor of Art in Studio Art

Bachelor of Art in Art History

Bachelor of Art in Art Education K-12

Bachelor of Fine Art in Graphic Design

Bachelor of Fine Art in Studio Art

Master of Fine Art in Studio Art

# Art

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## Assessment Contact

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## Degree Objectives

The objectives of the School of Art are to provide education, counseling, and advice to those seeking a career in the visual arts, and in general, to prepare students to function in a productive capacity within the larger culture. In addition, the School of Art strives to maintain high educational standards, as well as promote the professional integrity of the faculty and students. This is done within a general liberalizing education for all art students. The School of Art also provides, within the limits of its resources, space and equipment commensurate with the professional training of artists, craftsmen and designers. Professional development and the recognition of both faculty and students is encouraged as well as maintaining a strong liaison with professional artists and designers and with educational programs in art and design throughout the country. The production, dissemination, and appreciation of the visual arts and design is fostered and encouraged in the community, the state and the nation. The School of Art provides the opportunity for cultural enrichment in the visual arts to the non-major student at this institution and throughout the community.

## Expected Competencies

### Discipline-Specific Skills

Every artist and designer must be, to some extent, a viewer, creator, communicator, theorist, and historian. For this reason, certain subject matter areas and learning processes are common to all baccalaureate-level education majors in art and design. Undergraduate studies in art and design should prepare students to function in a variety of artistic roles. In this regard the School of Art strives to prepare students to:

- Understand the verbal and non-verbal language of art and design.
- Develop responses to visual phenomena, and organize perceptions and conceptualizations both rationally and intuitively.
- Become familiar with, and develop competence in a number of art and design techniques.
- Become familiar with the major achievements in the history of art, including works of leading artists in the past and present.
- Understand and evaluate contemporary thinking about art or design.
- Make valid assessments of quality in works of art and design.

Graduates of the School of Art work with, study, and experience the visual arts from diverse cultural sources, historical periods, and media.

The BFA Studio Arts option is the initial professional degree in art or design. Knowledge and competency is based on the development of skills, concepts, and sensitivities essential to the professional artist or designer. It is expected that the graduate artist or designer function as a practitioner who exhibits both technical competence and a broad knowledge of art and art history, sensitivity to artistic style, and an insight into the role of art in the life of humankind. Students must become familiar with the major aspects, techniques and directions in their chosen art medium. Students must achieve the highest possible level of technical skill in their medium and its expressive possibilities.

In the BA Art History option, students must learn to analyze works of art perceptively and to evaluate them critically. They must develop an understanding of the common elements and vocabulary of art and of the interaction of these elements, and be able to employ this knowledge in analysis. They must be able to place works of art in historical and stylistic context and have some understanding of the cultural milieu in which they were created. They should be able to form and defend value judgements about art. In addition, students in art history must gain functional knowledge of the creative process. This is accomplished through the taking of foundation and other studio courses in the curriculum.

In the BA Art Education K-12 Broadfield option students must have competence in a variety of basic studio skills. They must also develop competencies in professional education dealing with practical context and educational theories and strategies related to artistic experiences. Students must be prepared to relate their understanding of artistic styles and principles to all major visual art media, and attitudes relating to human, personal considerations, and to social, economic and cultural components that give communities their particular identity.

In the BA Liberal Arts Studio option students must have basic level competency in a variety of basic studio skills. Students must be prepared to relate their understanding of artistic styles and principles to all major visual art media, and attitudes relating to human, personal considerations, and to social, economic and cultural components that give communities their particular identity.

## **Communication Skills**

In the arts, the communication skills competency is based on both oral and written experiences. The students are expected to verbally express and respond critically to the art they produce, as well as the art produced by peers. This is accomplished through formal critiques, both individual and group, under the direction of one or more faculty members in the School of Art.

In the area of written communication skills, students develop an understanding of the common elements and vocabulary of art, place works of art in historical and stylistic context, and form and defend value judgements about art through writing papers in art history, journals in studio courses, and thesis statements in capstone courses.

## **Problem-Solving Skills**

Problem solving skills in the arts are compatible with every aspect of the creative process. Students studying art and design create works in the studio setting and use the process of creativity as the method for problem solving. The expected competencies required in this problem solving area are:

- Competence in basic art studio skills and techniques.
- Ability to communicate ideas within a specific art form.
- A coherent set of artistic goals evident in student work and the ability to achieve those goals as an independent professional.
- Ability to develop responses to visual phenomena, and organize perceptions and conceptualizations both rationally and intuitively.

## **Student Learning Assessment**

The assessment activities described below take place in Art 410 and Art 490, the senior capstone courses.

## **Discipline-Specific Knowledge**

The following assessment activities take place in Art 490 Senior Thesis and determine the achievement of discipline specific knowledge, skills and abilities:

- The evaluation of finished works of art and design.
- Exhibition of student work at the conclusion of the course.
- Technical competence in basic technique of finished works of art and design
- Development of critical inquiry skills and methodologies of research in the undergraduate art history thesis.

## **Communication Skills**

The following assessment activities take place in Art 410-Careers in Art, and Art 490-Senior Thesis and determine communication skills:

- The content of written research paper assignments.
- The ability to communicate in spoken and written material related to the major field of study.
- The ability to communicate ideas within a specific art form.
- Individual and group studio critiques, journal writings, and written examinations.

### **Problem-Solving Skills**

The following assessment activities take place in Art 410-Careers in Art, and Art 490-Senior Thesis and determine problem solving skills:

- Competence in technical skills used in artistic problem solving.
- Competence in communicating ideas within a specific art form.
- Course examinations, evaluation of seminar and independent study work.
- Content of written research paper assignment.

### **Program Assessment**

#### **Internal Feedback**

First year portfolio review  
BFA portfolio review for graphic design and studio arts  
School of Art alumni survey  
Course evaluations - School of Art

#### **External Feedback**

Graduate School acceptance, record of completion of graduate work at another school  
Internship reports  
Employee feedback of performance  
Accreditation (National Association of Schools of Art and Design)  
For the Art Education option, questionnaires to cooperating art teachers

#### **Evaluation**

Course evaluations (Knapp form)  
Faculty critiques of exhibitions of student works of art  
Faculty critiques of individual and group studios  
Faculty critiques of undergraduate theses in art history

#### **Curriculum Review**

Review of curriculum by School of Art Committee  
Review of curriculum by accrediting agency (NASAD)  
Individual faculty review of area of expertise within the School of Art  
School of Art Strategic Plan

### **Application**

The assessment information will be used to improve teaching and learning in the School of Art by sharing the above information with the faculty and attempting to improve the overall curriculum and level of professionalism within the program.

The faculty will meet once a year to review and discuss the data gathered for the purpose of identifying strengths and weaknesses of the program.