Sam Houston State University
Office of Assessment

2021-2022

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College of Arts and Media

Department of Art

Art and Social Practice MFA

Community Based Art Practices

Goal Description:

MFA students in the Art and Social Practices program will engage with communities through their creative practices.

Providing Department: Art and Social Practice MFA

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Participatory Acts

Learning Objective Description:

Students will demonstrate the ability to engage relevant audiences in the development and/or creation of art projects that are collaborative and accessible.

RELATED ITEM LEVEL 2

First Year Exhibition

Indicator Description:

Students will have an exhibition of work at the end of the second semester of the first year in the MFA program. This exhibition will include works that demonstrate audience participation in the concept development, creation, and/or implementation of the art works.

Criterion Description:

Academic Year 2021-22 is the first year of the program. It is desired that at least 50% of the work by each student includes audience participation and community partnership. In the assessment of the student work in the first year of the program, baseline data will be gathered.

In the second year of the program, students are required to defend their work to a faculty committee, the Graduate Review. The Graduate Review will be added as an additional indicator in the second year. In the third year of the program, students are required to have a thesis exhibition and publication at the conclusion of their final semester. The Thesis Exhibition and Publication will be added as an indicator in the third year of the program. These indicators will be used to chart the development of audience participation and community partnership in the student's studio practice.

Findings Description:

First year students publicly exhibited projects throughout the city of Huntsville and on the SHSU campus.

The Traveling Social Pharmacy was a collaborative project exhibited at

• Newton Gresham Library Lobby Monday April 4 th 11:00 am -3:00 pm 1830 Bobby K Marks Drive

• Huntsville Public Library Wednesday April 6 th Event: 5:00 pm – 6:30 pm Artist Talks: 5:15 pm – 6:00 pm 1219 13 th St. (Light Refreshments)

• Wynne Home Arts & Visitor Center Saturday April 23 rd (Earth Day Celebration) 11:00 am – 3:00 pm 1428 11 th St.

• Creekside Retirement Community Monday May 2nd Semi-private event: 2:00 – 4:00 pm 1433 Veterans Memorial Pkwy Huntsville, TX 77340 Image Link: https://photos.app.goo.gl/NpRNDTW76nWkmdmXA Instagram @shsumfa

RELATED ITEM LEVEL 3

Action - First Year Exhibition
Action Description:
Graduate Faculty will prepare the new cohort of MFA students entering the program in Fall 2022 for exhibition of their work in Spring 2023.

Higher Ed Teacher Preparation

Goal Description:
The MFA Art and Social Practice Program will prepare graduate students to teach art at the College and University levels.

Providing Department: Art and Social Practice MFA

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Pedagogical Methods
Learning Objective Description:
MFA students will prepare high-quality college-level syllabi, course outlines, lesson plans, rubrics, and teaching philosophies.

RELATED ITEM LEVEL 2

Syllabi and Course preparation
Indicator Description:
In the second semester of their first year, MFA students will take ARTS 5313 Teaching Seminar in Art. This course will examine teaching pedagogy in higher education and is a required course prior to awarding Teaching Assistantships to MFA students. At the conclusion of the course, students will submit syllabi, course outlines, assignment descriptions, and grading rubrics to the Graduate Coordinator and Department Chair. These materials will be evaluated to determine students' preparedness to be awarded Teaching Assistantships the Fall semester of their second year.

Criterion Description:
MFA Students will submit syllabi that include

- Course description
- Course learning objectives
- Teaching Methodology
- Required assignments and grading criteria
- Policies regarding attendance, late work, and classroom behavior
- Required textbooks and materials
- Course outline by week

A rubric will be developed to assess the syllabi. Since this is the first year of the program, baseline data will be gathered. In subsequent years, students who have been awarded Teaching Assistantships will be assessed on teaching effectiveness and this evaluation will be added as an additional indicator.

Findings Description:

Four First-year students successfully completed all of the course requirements of ARTS 5313 Teaching Seminar in Art. All four were offered Graduate Teaching Assistantships for Fall 2022. Three accepted and one declined and wanted to postpone the teaching assignment for a semester to devote time to personal family issues.

RELATED ITEM LEVEL 3

Action - Syllabi and Course Preparation

Action Description:

Three second-year MFA graduate students who have completed ARTS 5313 Teaching Seminar in Art and 18 graduate credits in Art will be assigned to teach one course each in Fall 2022. The Graduate Teaching Assistants will work closely with Graduate Faculty who will mentor them by assisting them with syllabi preparation and course content. Mentors will meet with the GTA's throughout the semester to monitor their progress and provide support as needed. At the conclusion of the Fall 2022 semester a written assessment will be made including recommendations regarding future teaching assignments.

New Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

This is a new plan for the 2021-2022 assessment cycle. No previously PCI available.

Update of Progress to the Previous Cycle's PCI:

This is a new plan for the 2021-2022 assessment cycle. No previously PCI available.

New Plan for Continuous Improvement Item

Closing Summary:

• Graduate Faculty will prepare the new cohort of MFA students entering the program in Fall 2022 for exhibition of their work in Spring 2023.

• Three second-year MFA graduate students who have completed ARTS 5313 Teaching Seminar in Art and 18 graduate credits in Art will be assigned to teach one course each in Fall 2022. The Graduate Teaching Assistants will work closely with Graduate Faculty who will mentor them by assisting them with syllabi preparation and course content. Mentors will meet with the GTA's throughout the semester to monitor their progress and provide support as needed. At the conclusion of the Fall 2022 semester a written assessment will be made including recommendations regarding future teaching assignments.

Art BA

Drawing Techniques and Skills

Goal Description:

Students earning a BA will have the ability to draw and create expressive works of art using the materials and techniques specific to drawing.

Providing Department: Art BA

Progress: Completed

RELATED ITEMS/ELEMENTS --

RELATED ITEM LEVEL 1

Drawing Skills

Learning Objective Description:

Students earning a BA will create drawings that demonstrate

• expressive use of line and mark making

• use of value to describe form and light (drawn from observation)

• ability to make compostions that incorporate the use of negative space and the entire page

• ability to use perspective to depict 3-dimensional space (drawn from observation)

• craftsmanship and proficiency with materials.

RELATED ITEM LEVEL 2

Evaluation of Drawings in Portfolio Reviews

Indicator Description:

A portfolio review will be required all Department of Art students after they have completed the Art Foundation courses: ARTS 1313, 1314, & 1315 WASH 2D, WASH 3D, and WASH Lecture (WASH is Workshop in Art Studio and History), ARTS 1316, Drawing 1, and ARTS 2313 Foundations in Digital Art. This portfolio will include 4 drawings by the student that will be evaluated by a team of faculty using a rubric to assess proficiencies in Drawing.

Criterion Description:

Drawings submitted in the portfolio will be assessed and given scores between 0-5 on each criteria. The rubric describing the criteria and scoring is in an attached document. A score of 3 demonstrates adequate proficiency. Scores below 3 indicate need for improvement. 45-70 students participate in the Portfolio Review each semester. It is expected that the average score of these students will be above 3.

Attached Files

📄 BFA_ScoreSheetfSp19.pdf

Findings Description:

In Fall 2021, **44%** of students in the BFA Portfolio Review scored 3 or higher in Drawing. In Spring 2022, **31%** scored 3 or higher.

Attached Files

📄 Fall 2021-BFAscores-categories.xlsx
📄 Spring 2022-BFAscores-categories.xlsx

Evaluations of Drawing In Portfolio Review

Action Description:

The Foundations Committee will consider developing modules in blackboard that supplement face to face instruction in ARTS 1316 Drawing I. All sections of Drawing I will be face to face. All students will be required to take ARTS 1319 Drawing II which will re-emphasize the objectives of Drawing I. Transfer student will be required to submit a portfolio of at least 4 drawings that meet the criteria of the BFA Portfolio Review.

Fundamental Digital Skills

Goal Description:

Students earning a BA will develop proficiency using digital technology to create art.

Providing Department: Art BA

Progress: Completed

Digital Skills

Learning Objective Description:

Students earning a BA will use digital tools to create art that demonstrates

• use of expressive color/tonal relationships

• expressive use of formal design elements in a composition

• ability to visually communicate a concept/theme

• craftsmanship & proficiency with digital media.

Digital Work in Portfolio Review

Indicator Description:

A portfolio review will be required all Department of Art students after they have completed the Art Foundation courses: ARTS 1313, 1314, & 1315 WASH 2D, WASH 3D, and WASH Lecture (WASH is Workshop in Art Studio and History), ARTS 1316, Drawing 1, and ARTS 2313 Foundations in Digital Art. This portfolio will include 2 digital works by the student that will be evaluated by a team of faculty using a rubric to assess proficiency with digital media.

Criterion Description:

Digital works submitted in the portfolio will be assessed and given scores between 0-5 on each criteria. The rubric describing the criteria and scoring is in an attached document. A score of 3 demonstrates adequate proficiency. Scores below 3 indicate need for improvement. It is expected that 75% of the students will score 3 or above on each of the criteria assessed for Drawing.

Attached Files

📄 BFA_Online_Instructions_S21.pdf
📄 BFA_ScoreSheet.pdf

Findings Description:

In Fall 2021, **46%** of students in the BFA Portfolio Review scored 3 or higher in Digital Art. In Spring 2022, **39%** scored 3 or higher.

Attached Files

📄 Fall 2021-BFAscores-categories.xlsx
📄 Spring 2022-BFAscores-categories.xlsx

Evaluate Curriculum of ARTS 2313

Action Description:

The Foundations Committee will evaluate the curriculum of ARTS 2313 Foundations of Digital Art. The committee will make sure that curriculum is consistent across sections and consider developing modules in blackboard that supplement face to face instruction. All sections of 2313 will be offered face to face. The Department will require students transferring ARTS 2313 from other schools submit a portfolio of at least four works that meet the BFA Review criteria. Students with portfolios that are below standards will be required or encouraged to take ARTS 2313.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

• The Foundations Committee will evaluate the curriculum of ARTS 2313 Foundations of Digital Art. The committee will make sure that curriculum is consistent across sections and consider developing modules in blackboard that supplement face to face instruction. All sections of 2313 will be offered face to face. The Department will require students transferring ARTS 2313 from other schools submit a portfolio of at least four works that meet the BFA Review criteria. Students with portfolios that are below standards will be required or encouraged to take ARTS 2313.

• The Foundations Committee will consider developing modules in blackboard that supplement face to face instruction in ARTS 1316 Drawing I. All sections of Drawing I will be face to face. All students will be required to take ARTS 1319 Drawing II which will re-emphasize the objectives of Drawing I. Transfer student will be required to submit a portfolio of at least 4 drawings that meet the criteria of the BFA Portfolio Review.

Update of Progress to the Previous Cycle's PCI:

The Foundations Committee will continue to evaluate the curriculum of ARTS 2313 Foundations of Digital Art.

The Foundations Committee will continue to develop modules in blackboard that supplement face to face instruction in ARTS 1316 Drawing I.

New Plan for Continuous Improvement Item

Closing Summary:

The Foundations Committee will evaluate the curriculum of ARTS 2313 Foundations of Digital Art. The committee will make sure that curriculum is consistent across sections and consider developing modules in blackboard that supplement face to face instruction. All sections of 2313 will be offered face to face. The Department will require students transferring ARTS 2313 from other schools submit a portfolio of at least four works that meet the BFA Review criteria. Students with portfolios that are below standards will be required or encouraged to take ARTS 2313.

The Foundations Committee will consider developing modules in blackboard that supplement face to face instruction in ARTS 1316 Drawing I. All sections of Drawing I will be face to face. All students will be required to take ARTS 1319 Drawing II which will re-emphasize the objectives of Drawing I. Transfer student will be required to submit a portfolio of at least 4 drawings that meet the criteria of the BFA Portfolio Review.

Graphic Design BFA

Develop student's ability to successfully analyze information

Goal Description:

Prepare students to critically evaluate a design challenge and formulate an appropriate, well documented solution.

Providing Department: Graphic Design BFA

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Interactive Design Process

Learning Objective Description:

Students will learn the research, development, and synthesis workflow.

RELATED ITEM LEVEL 2

Interactive Design Process

Indicator Description:

Graphic Design students will be required to take ARTS 4343 Advanced Interactive Design and demonstrate the student's ability to;

- Document project research

- Document project development

- Actualize a final project launch

Criterion Description:

The graphic design faculty will evaluate work from ARTS 4343 Advanced Interactive Design using a rubric that scores each aspect of the indicator on a scale of 0 to 100. It is hoped that at least 75% of the students will eventually score 80 or higher in each area.

Findings Description:

The graphic design faculty evaluated work from ARTS 4343 Advanced Interactive Design using

a rubric that scores each aspect of the indicator on a scale of 0 to 100. It is hoped that at least 75% of the students will eventually score 80 or higher in each area.

Document project research

Results show that 100% (13 of 13) of the students evaluated scored at least 80%.

Document project development

Results show that 100% (13 of 13) of the students evaluated scored at least 80%.

Actualize a final project launch

Results show that 92.3% (12 of 13)of the students evaluated scored at least 80%.

The average of all criteria shows that 100% (13 of 13) of students are now meeting or exceeding the 80% goal.

RELATED ITEM LEVEL 3

Interactive Design Process

Action Description:

For the second year, ARTS4333 and ARTS4343 were taught by a new Graphic Design faculty resulting in a considerable shift and reorganization of both student abilities, skills, and methods within ARTS4333 Interactive Design and ARTS 4343 Advanced Interactive Design. As a result, ARTS 4343 Advanced Interactive Design has shifted its initiatives to more advanced concepts focusing on UX/UI Strategy, Research, and Design. We recognize that this pivot has resulted in a change in our scoring. This shift helped to support initiatives in research, development, and actualizing launch while also increasing the level of course material areas of student learning in the synthesis of workflow and design.

Actions to improve include:

- Adjustment of the course curriculum, lectures, and projects to ensure new industry standards in line with a UX Focus, allowing for an increase of mid-level development standards in ARTS4333 and higher levels of research in ARTS4343.
- Adjustment of project development, documentation process, and expectations.
- Continue to Improve and maintain attention to course sequencing to ensure adequate preparation for design classes that meet standards in User Interaction and User Experience Industries.
- Continue adjustment of the course curriculum, lectures, and projects to ensure new industry standards in UX Strategy and Synthesis workflow, such as Brief writing, Provisional Persona, Journey Mapping, Competitive Analysis, and Competitive Design analysis.
- Continue adjustment of the course curriculum, lectures, and projects to ensure industry standards in UX documented Research practices, such as the surveys, interviews, data Marketing assessment, benchmarks surrounding Qualitative / Quantitative data gathering and analysis.
- Continue to improve course process and iterations to ensure industry Interactive Design Best practices surrounding Wireframing, Multiple levels of Low – Mid – High fidelity Prototyping as well as actualization of user implementation.
- Continue to evaluate and access our progress.

Prepare students for professional practice

Goal Description:
Prepare students to submit a portfolio of professional quality digital design work to potential employers, clients, or graduate programs.

Providing Department: Graphic Design BFA

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Interactive Development

Learning Objective Description:
Students will develop the ability to create publications for digital products and services.

RELATED ITEM LEVEL 2

Interactive Development

Indicator Description:
Graphic Design students will be required to take ARTS 4343 Advanced Interactive Design and produce a digital based- design that demonstrates the student's ability to;

- Gather, manage and assemble content into a unified digital experience
- Integrate interactive elements into website implementation

Criterion Description:

The graphic design faculty will evaluate work from ARTS 4343 Advanced Interactive Design, using a rubric that scores each aspect of the indicator on a scale of 0 to 100. It is hoped that at least 75% of the students will eventually score 80 or higher in each area.

Findings Description:

The graphic design faculty evaluated work from ARTS 4343 Advanced Interactive Design using

a rubric that scores each aspect of the indicator on a scale of 0 to 100. It is hoped that at least 75% of the students will eventually score 80 or higher in each area.

Gather, manage and assemble content into a unified digital experience

Results show that 84.6% (11 of 13) of the students evaluated scored at least 80%.

Integrate interactive elements into website implementation

Results show that 84.6% (11 of 13) of the students evaluated scored at least 80%.

The average of all criteria shows that 84.6% (11 of 13) of students are now meeting or exceeding the 80% goal.

RELATED ITEM LEVEL 3

Interactive Design Development

Action Description:

For the second year, ARTS4333 and ARTS4343 were taught by a new Graphic Design faculty. This has resulted in a considerable shift and reorganization of learning objectives and criteria in ARTS4343 Advanced Interactive Design. As a result, the prerequisite course, ARTS 4333 Interactive Design, will take on the Goal 1 initiative in creating websites using code surrounding HTML and CSS, in addition to introducing basic JavaScript and User interface. We recognize that this shift has resulted in a no score in our initial Goal 1 (stated above) "Use HTML/CSS to create websites." This shift helps to increase levels of course material to support new initiatives in research and Team- based learning for Advanced Interactive Design, allowing for more technical skill and familiarity with terminology at the lower level Art4333 course while increasing higher-level initiatives in more advanced concepts in UX/UI Strategy, Research, and Design.

Actions to improve include:

- Adjustment of the course projects to introduce Team-Based initiatives where students will work together collectively to contribute to a relevant UX / UI digital- design product or service.
- Adjustment of the course curriculum, lectures, and projects to ensure new industry standards with a User Experience focus on Strategy, Research, and Design, allowing for an increase to higher levels of research in ARTS4343. This contributes to students gathering, managing, and assembling content into a unified digital experience.
- Adjustments to ARTS4333 improve course lectures and projects to ensure industry standards and best practices, including raising mid-level use of front-end development with HTML, CSS, and introduction of basic Javascript.
- Continue to improve course lectures and projects to ensure industry best practices, including the use of prototyping software to illustrate both the integration and use of interactive Elements.

- Continue to improve, re-access, and maintain attention to course sequencing to ensure better standards and best practices in the field of Interactive Design as well as advanced levels of preparedness.
- Continue to evaluate and access our progress.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

The Graphic Design faculty will continue to guide majors into the appropriate classes and course sequence. The Advising SAM center will also continue advising majors into proper course selections. In addition to advising, prompt communication for curriculum updates and changes with the Advising SAM center will also be performed. We expect that proper sequencing will continue to improve student preparedness and subsequent course performance.

For ARTS 4331 Illustration, we expect to continue to concentrate on the upper-level course and prepare for a professional portfolio. Consistency and advanced levels of this course teaching by Graphic Design faculty are continuously expected to improve the quality of student works for the senior level and prepare quality works for their professional portfolios.

For ARTS 4343 Advanced Interactive Design, we expect that the consistency of teaching by Graphic Design faculty from Interactive Design to Advanced Interactive Design will improve the objectives of this course. In addition, we continue to improve course projects to ensure industry standards and best practices used in the strategic, research, design, and development process.

The faculty will continue to monitor students' preparedness for upper-level classes and discuss curriculum changes as necessary.

Update of Progress to the Previous Cycle's PCI:

The Graphic Design faculty continued to guide and advise major and minor students on course selections and sequencing for upper-level courses. Advising efforts were made with course sequence design, and classes being recommended in the correct order significantly improved the overall quality of student work and results in ARTS 4343 Advanced Interactive Design. The Advising SAM Center continued to assist in student advising in major and minor course selections and communicated with Graphic Design faculty for updates and changes in curriculum aspects.

During this cycle, ARTS 4343 Advanced Interactive Design has been able to increase levels of quality with regards to student documented research, project development, and actualizing a final project launch have much improved. With regards to documented research, students have effectively illustrated the practice of gathering and analyzing data utilizing both quantitative and qualitative research practices. This research practice has resulted in better planning, strategic building, as well as effectiveness in designing Hypothetical digital-based solutions. These solutions then lead students to better actualization of a final project by developing more robust digital prototypes that best address the needs and expectations of their target user, scenario, and its environment.

Overall, these improvements have resulted in better student preparedness as well as subsequent course performance in the area of digital design. However, evaluations also showed that consensus on integrating interactive elements into website implementation still needs to develop clearer criterium which can better be supported through faculty and score assessment.

New Plan for Continuous Improvement Item

Closing Summary:

The Graphic Design faculty will continue to guide majors and minors into the appropriate classes and course sequence. The Advising SAM center will also continue advising majors and minors into proper course selections. In addition to advising, prompt communication for curriculum updates and changes with the Advising SAM center will also be performed. We expect that proper sequencing will continue to improve student preparedness and subsequent course performance.

As ARTS 4343 Advance Interactive Design moves forward, we will continue to improve on *User Experience in the areas of Strategy, Research, and Design,* while introducing *Team-Based initiatives focused on UX / UI digital- design products.* To better support ARTS 4343, we will increase the *use of interactive Elements through mid-level front-end development in HTML, CSS, and basic Javascript in ARTS 4333.* This along with a new hire in tenure track faculty, Assistant Professor, will help to establish a better criterion on course objectives, assessment, scoring, and consistency throughout the students' course sequence and overall performance.

The faculty will continue to monitor students' preparedness for upper-level classes and discuss curriculum changes as necessary.

Photography BFA

Knowledge Of The History Of Photography

Goal Description:

Students in the BFA Photography program will have an understanding of the History of Photography. They will be familiar with contemporary theories, trends and practices in the medium of photography. Students will be able to contextualize ideas in the continuum of this history and understand the relation of their own work to photographic practices that have preceded it.

Providing Department: Photography BFA

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Demonstrate Historical and Contemporary Knowledge

Learning Objective Description:

Students will write papers exploring an artwork, artist, period, group of artists, collection, or theme providing an analysis of the works and their historical significance.

RELATED ITEM LEVEL 2

History of Photography Essays or Research Paper

Indicator Description:

Students in ARTS 4381 The History of Photography, will write an essay or research paper exploring an artwork, artist, period, group of artists, collection, or theme. The paper should include an analysis of the works and their historical significance. The paper may also discuss the formal attributes of the photograph, the style, the social or political influences, the technology use, and the subject matter. The essays will:

• Provide a clear introduction and draw conclusions supported by visual and contextual evidence.

• Describe the works accurately and clearly.

• Use vocabulary introduced in classroom lectures and photography history textbooks.

• Convey a clear and convincing image of their perspective.

• Use external information about the cultural context and photographic techniques gathered from readings and presentations.

• Sum up major ideas and draw convincing conclusions grounded in visual evidence and contextual information

Attached Files

📄 SACS PH Hist 22.docx

Criterion Description:

The essays will be evaluated by members of the Photography faculty. The faculty will use a rubric with a scale of 0-100% to evaluate the abilities and proficiencies. It is expected that at least 70% of the students evaluated will score 85% or higher in each aspect of the evaluation. The faculty would like to continue to assess and maintain this objective since the standards and assignments of the class continued to improve last year. The rubric was updated in this cycle by the Photography faculty to better reflect the goals of the program.

Findings Description:

Weakness in all areas of Historical Knowledge particularly in writing conclusions and use of vocabulary.

50% scored above 85 on Clarity of Writing
25% scored above 85 on Describing Works
50% scored above 85 on Providing Context
50% scored above 85 on Vocabulary

50% scored above 85 on Understanding of Works

0% scored above 85 on Conclusion

History of Photography Essays or Research Paper

Action Description:

There was a dip in scores from the last cycle. In this cycle there were fewer student papers evaluated, but the largest area of concern, writing a conclusion, remains consistent. The Photography faculty will continue working with art historians and stress the importance of vocabulary as well as writing conclusions and describing art works in context. Students will be encouraged to use the Writing Center to help with essays. More writing assignments will be added to advanced Photography courses. The goal of 70% of students scoring 85 or higher will continue to be used in the next cycle.

Prepare Students For Professional Practice As Photographic Artists

Goal Description:

The BFA in Photography is the professional degree for Photography students in the Department of Art. The BFA Program will provide students with the skills to practice the art of photography at a professional level. The BFA will also qualify students to pursue MFA degrees at graduate schools in the United States.

Providing Department: Photography BFA

Demonstrate Analog Photography Skills

Learning Objective Description:

Students will create a portfolio of photographs demonstrating proficiency in the use of analog darkroom processes and techniques.

Analog Photography Skills

Indicator Description:

Students in ARTS 3374 Alternative Processes and ARTS 2365 Photographic Visualization will create portfolios of work for the final project using analog darkroom techniques. A committee of Photography faculty will evaluate the samples of work from the portfolios to determine successful demonstration of:

- The ability to create a properly exposed negative for creation of prints.
- Proficiency in producing a positive print using non-silver techniques.
- Proficiency in producing a positive print using silver techniques.
- The ability to communicate ideas through the medium of photography.
- Appropriate choice of materials

Criterion Description:

The portfolios will be evaluated by members of the Photography faculty using a rubric scoring on a scale of 0-100% to evaluate the abilities and proficiencies. It is expected that at least 80% of the students evaluated will score 85 or higher in each aspect of the evaluation. This year, work was evaluated from ARTS 2365 Photographic Visualization and ARTS 3374 Alternative Processes.

Attached Files

📄 SACS 2022 Analog .docx

Findings Description:

There is a need for improvement in all areas.

21.43% scored above 85 on Ability to produce a properly exposed negative for print production

50% scored above 85 on Proficiency in producing silver and/or non-sliver prints (exposure, contrast, value, etc.)

42.86% scored above 85 on Use of medium and materials to express an idea or theme

35.17% scored above 85 on Composition and aesthetic decisions

28.75% scored above 85 on Appropriate Choice of Materials

Analog Photography Skills

Action Description:

The goal of 80% of students scoring 85 or higher was not met in any areas in this cycle. The indicator results show lower scores than in the previous cycle. There continued to be many challenges teaching darkroom-based classes this year due to the covid-19 pandemic. The Photography faculty will meet in the fall semester to access work from ARTS 3374 Alternative Processes and in the Spring to review work from ARTS 2365. The rubric was updated this cycle and it better addresses the concerns in the analog area. In the next cycle the goal of 80% of students scoring 85 or higher will be retained. The Photography faculty will meet to discuss ways to strengthen student abilities in the areas of exposure and appropriate Choice of Materials as well as other areas in the Analog Indicator.

Demonstrate Digital Imaging Skills

Learning Objective Description:

Students will create a portfolio demonstrating proficiency in the creation, manipulation, output, and conceptual expression using photographic digital editing processes and techniques.

Digital Portfolio

Indicator Description:

Students in ARTS 3370 Digital Photography II will create portfolios using digital imaging techniques. A committee of Photography faculty will
evaluate the samples of work from the portfolios to determine successful demonstration of:

- Ability to create a properly exposed digital image using manual camera settings and digital processing (awareness of proper color/tone, white-balance, value, contrast, resolution, and artifacts correction., etc.)
- Ability to create and construct complex images that reflect a true photographic reality using digital editing software in multi-step processes – masking, layers, and manipulation, etc.
- Ability to express and communicate conceptually through the medium of digital photography.
- The use of principals of design to create a composition (value, line, shape, space, etc.)
- Ability to successfully remove elements in a photograph using digital editing.

Criterion Description:

The portfolios will be evaluated by a committee of Photography faculty members. The faculty will use a rubric utilizing a scale of 0 -100% to evaluate student abilities and proficiencies. It is expected that at least 80% of the students evaluated will score 85 or higher in each aspect of the evaluation. Based on last year's assessment, faculty felt a need for continued improvement in this area. Last year work was evaluated from ARTS 3376 as an indicator of intermediate level student knowledge. This year work was evaluated from ARTS 3370 Digital Photography II to measure progression. This course has been redesigned by a new faculty member. The Photography faculty agreed upon changes to the past rubric to better evaluate student knowledge of digital editing. The criteria of 80% scoring 80 or higher will be used with the new indicators.

Findings Description:

Weakness in ability to remove items and all other areas need improvement to meet the criteria.

50% scored above 80 on ability to create a properly exposed digital image.
31% scored above 80 on us if principals of design.
25% scored above 80 on digital manipulation and construction of a digital image.
12.5% scored above 80 on ability to successfully remove elements in a photograph using digital editing.
31% scored above 80 on conceptual development and ability to communicate through a digital photo

Attached Files

📄 SACS Digital 2022.docx

Digital Portfolio

Action Description:

The findings show a continued need for overall improvement in all areas of digital imaging skills. ARTS 3370 Digital Photography and Imaging has been taught online for the past 2 years and scores have continued to drop. Faculty will request a face-to-face version in the next cycle. The curriculum will be changed to better meet the needs of the program. A new faculty member will teach the class which may help promote positive change. Photography faculty will continue to meet to discuss ways to bring more digital skills into advanced classes as well as to evaluate new assignments in ARTS 3370. Since the goal was not met in this cycle, it will remain for at least 80% of the students evaluated will score 80 or higher in each aspect of the rubric in the next cycle.

Demonstrate Professional Practice Proficiency

Learning Objective Description:

Students will be proficient in the creation, manipulation, and printing of digital images and demonstrate the ability to use these techniques to create photographic artworks that have a personal aesthetic and are conceptually sophisticated.

Senior Portfolios

Indicator Description:

Seniors in the BFA Photography program will take ARTS 4315 Professional Practices in Art. Portfolios and exhibitions by senior Photography students in this class will be assessed.

The works in the portfolios will demonstrate:

• expression of concept through the medium photography.

• evidence of ability to present a developed body of work showing artistic growth.

• demonstration of ability to express clear goals within a body of photographic work in a written artist statement.

• demonstration of technical photographic skills.

• professional presentation of work.

Note: "use of medium and materials to express concept", "evidence of personal voice", and "expression of concept through art" were combined into one indicator to prevent repetition. "artistic development through the evolution of concept" was replaced with "evidence of ability to present a developed body of work showing artistic growth."

Two new indicators were added:"demonstration of ability to express clear goals of the work in a written artist statement" and "demonstration of technical photographic skills."

Criterion Description:

The portfolios will be evaluated by members of the Photo faculty. The faculty will use a rubric that uses a scale of 0-100% to evaluate the abilities and proficiencies. It is expected that at least 75% of the students evaluated will score 85 or higher in each aspect of the evaluation. Last year, all of the students met the criteria for evaluation, but Photography faculty still saw room for improvement. This year we are maintaining the expected percentage of 75% to score 85.

Attached Files

📄 SACS 2022 4315 averages.docx

Findings Description:

The findings show an increase in scores in expression of concept, evidence of ability to present a developed body of work, and photographic technical skills, but a need for improvement in areas of professional presentation and written artist statement.

62.5% scored 85 or higher on expression of concept through the medium photography.
87.5% scored 85 or higher on evidence of ability to present a developed body of work showing   artistic growth.
75% scored 85 or photographic technical skills.

75% scored 85 or professional presentation of work.
37.5% scored 85 or higher on written artist statement

Senior Portfolios

Action Description:

The goal of 75% to score 85% or higher was not met in this cycle for all areas of the indicator. The findings show an increase in scores in expression of concept, evidence of ability to present a developed body of work, and photographic technical skills, but a need for improvement in areas of expression of concept, professional presentation, and written artist statements. Additional focus will continue to be placed on conceptual development of senior projects and written artist statements to continue improvement in this area. This cycle saw the return of face-to-face exhibitions but there was continued disruptions due to the Covid-19 pandemic. Photography faculty meet to discuss ways of improving senior exhibitions and final portfolios. The goal of 75% to score 85% or higher will be kept in the next cycle.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

The Covid-19 pandemic did prevent progress in some areas in the Photography Program. In all areas of digital imaging skills, there continues to be a need for overall improvement. Significant changes were made to the course this year and Photography faculty will continue to meet to discuss ways to bring more digital skills into advanced classes as well as to evaluate new assignments in ARTS 3370. While the scores for conceptual development were lower, greater expectation was placed on students in this area and will continue to be this expectation in future classes. The goal will remain for at least 80% of the students evaluated will score 80 or higher in each aspect of the rubric.

In the area of Analog Photography, a new goal was set last year of 80% of students scoring 85 or higher. Students met this goal in the areas of producing prints, but did not meet the goal in other areas. There were many challenges teaching darkroom based classes this year due to the covid-19 pandemic and students did not have as much access to the darkroom as usual. In the next year, we hope better access will help improve this area. The Photography faculty will meet in the fall semester to access work from ARTS 3374 Alternative Processes and in the Spring to review work from ARTS 2365. The faculty will meet to discuss ways to improve the evaluation rubric to better address the concerns in the analog area. In the next cycle the goal of 80% of students scoring 85 or higher will be retained.

In the area of Historic Knowledge, there was an improvement from last cycle's scores, but more improvement is needed in this area. The Photography faculty will continue to work with new Art Historian teaching the class to make sure all goals are clearly understood and work to update the rubric. The areas of conclusions and vocabulary remain the largest areas of concern. There will continue to be more emphasis placed on vocabulary in advanced Photography classes. The goal of 70% of students scoring 85 or higher will continue to be used in the next cycle.

In the area of Professional Portfolio, a higher goal was set for scores in this cycle and that goal was not met in all areas except for professional presentation. Next year, the Photography faculty will focus on helping students to make the final portfolios more cohesive. The Covid-19 pandemic, cancelation of receptions for senior exhibitions, and health issues of a faculty member negatively impacted ARTS 4315 in this cycle. Additional focus will be continue to be placed on conceptual development of senior projects and writen artist statements in order to continue improvement in this area. Last year, all of the students met the criteria for evaluation, but Photography faculty still saw room for improvement. Next year the goal of 75% students to score 85 or higher will be maintained.

Update of Progress to the Previous Cycle's PCI:

With the return of more face-to-face classes there was less disruption due to The Covid-19 pandemic in this cycle. However, things were not back to normal and student absences continued to be an issue. ARTS 3370 was taught online and improvements were not seen in the scores. The scores were lower in this cycle than in the previous assessment. ARTS 3370 was only offered one a year and only online. This schedule resulted in a larger class and assignments were not significantly changed from the previous cycle. There remains a strong need for evaluation and redesign of the ARTS 3370 course to meet the needs of the program.

In the area of Analog Photography, students did not meet the goal of 80% of students scoring 85 or higher. A new printing class was introduced and with the return to more darkroom access the Photography faculty observed more experimentation in student work but overall lower scores. A new faculty member taught analog skills in this cycle as well. The faculty met to discuss ways to improve the evaluation rubric to better address the concerns in the analog area.

In the area of Historic Knowledge, there was no improvement from last cycle's scores. The areas of conclusions and vocabulary remain the largest areas of concern. New faculty have been hired in the area of Art History for the next cycle and there will be dialog about the history of photography and a member of their faculty will be added back to the assessment committee for this area of the Photography Area assessment.

In the area of Professional Portfolio, the goal was not met in all areas. The Photography faculty met to discuss strategies for helping students to make the final portfolios more cohesive. The return of face-to-face receptions for senior exhibitions had a positive impact on ARTS 4315 in this cycle. Additional focus will be continue to be placed on conceptual development of senior projects and written artist statements in order to continue improvement in this area.

New Plan for Continuous Improvement Item

Closing Summary:

In the area of Analog Photography, The indicator results show lower scores than in the previous cycle. The Photography faculty will meet in the fall semester to access work from ARTS 3374 Alternative Processes and in the Spring to review work from ARTS 2365. The rubric was updated this cycle and it better addresses the concerns in the analog area. The Photography faculty will meet to discuss ways to strengthen student abilities in the areas of exposure and appropriate Choice of Materials as well as other areas in the Analog Indicator.

In the area of Digital Photography, findings show a continued need for overall improvement in all areas.ARTS 3370 Digital Photography and Imaging has been taught online for the past 2 years and scores have continued to drop. Faculty will request a face-to-face version in the next cycle. The curriculum will be changed to better meet the needs of the program. A new faculty member will teach the class which may help promote positive change. Photography faculty will continue to meet to discuss ways to bring more digital skills into advanced classes as well as to evaluate new assignments in ARTS 3370. Research will be done to evaluate if the program is teaching these skills in a way that benefits the students in advanced classes and the industry.

In the area of Historic Knowledge, the indicator showed a lowering of scores in student essays in all areas. The largest area of concern, writing a conclusion, remains consistent. The Photography faculty will continue working with art historians and stress the importance of vocabulary as well as writing conclusions and describing art works in context. Students will be encouraged to use the Writing Center to help with essays. More writing assignments will be added to advanced Photography courses. In the next cycle, Art History faculty will be added to the committee once again for evaluation of the indicator to promote a better understanding of strengths and areas for improvement.

In senior portfolios, the findings show an increase in scores in expression of concept, evidence of ability to present a developed body of work, and photographic technical skills, but a need for improvement in areas of expression of concept, professional presentation, and written artist statements. Additional focus will continue to be placed on conceptual development of senior projects and written artist statements to continue improvement in this area. This cycle saw the return of face-to-face exhibitions but there was continued disruptions due to the Covid-19 pandemic. Photography faculty meet to discuss ways of improving senior exhibitions and final portfolios. The indicators for senior portfolios will be evaluated in the next cycle as well.

Overall, the Photography Faculty observed both strengths and weaknesses in the Photography Program. The coordinator will meet with all faculty in the area to make sure goals are understood and being met in all Photography courses.

Department of Dance

Dance MFA

Develop and Refine Formal Oral Presentation Skills

Goal Description:

MFA in Dance candidates will develop & refine the ability to articulate their choreographic process and philosophical understanding of dance through formal oral presentations.

Providing Department: Dance MFA

Progress: Ongoing

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Applies Formal Oral Presentation Skills in Philosophical Scholarship

Learning Objective Description:

Students will demonstrate proficiency in applying formal oral presentation skills and a clarity of understanding within their philosophical scholarship.

RELATED ITEM LEVEL 2

Evaluation of Oral Presentation of Philosophical Scholarship

Indicator Description:

Required oral presentation of philosophical research will be evaluated on communicative skills, clarity of thought, and a logical approach to the subject matter as shown in the attached rubric. Evaluations take place during required courses.

Attached Files

📄 MFA Oral Presentation Rubric

Criterion Description:

100% of the students will be evaluated on their proficiency in oral presentation skills with 80% passing with a score of satisfactory.

Findings Description:

80% Excellent

20% Satisfactory

We did meet our goal of 100% of the students scoring satisfactory. However, the assessment of oral presentation in coursework was slightly lower than last year's percentages. Last year there were two data points gathered from oral presentations in coursework 1). 83% excellent, 13% satisfactory; 2) 92% excellent, 8% satisfactory.

Additionally, students scored lowest the year in the area of Clarity of Thought. In this assessment area, the instuctor looks to see if students demonstrate 1) Critical thinking skills 2) Exploration of concept, 3) Sense of risk taking, 4) Sustained line of inquiry. While not all students who scored low missed the mark on all four categories assessed, the faculty should consider implementing ways to strengthen this area of oral presentation skills in general. Developing ways to address this area through instruction should raise these scores and get us closer or above last year's numbers.

Attached Files

📄 Evaluation of Oral Presentation Skills in Required Classes - 2021-2022.xlsx

RELATED ITEM LEVEL 3

Increase Clarity of Thought in Oral Presentations

Action Description:

Several courses in the graduate curriculum offer opportunity for students to orally present their research in a more formal way to an audience, ideally in preparation for student success in one of the more important aspects of the MFA thesis portfolio - a Formal Presentation of Thesis Research, which is presented in the student's last semester of graduate study. The faculty would like to focus in the coming year on increasing the student's ability to present with more Clarity of Thought. In this assessment area, the instructor looks to see if students demonstrate 1) Critical thinking skills 2) Exploration of concept, 3) Sense of risk taking, 4) Sustained line of inquiry. Developing ways to address this area through in class instruction will hopefully strengthen this area of oral presentations.

RELATED ITEM LEVEL 1

Applies Formal Oral Presentation Skills in Research-Based Creative Scholarship
Learning Objective Description:

Students will demonstrate proficiency in applying formal oral presentation skills and a clarity of understanding within their research-based creative scholarship.

RELATED ITEM LEVEL 2

Evaluation of Formal Oral Presentation of Thesis
Indicator Description:

A required oral presentation of the written and creative thesis will be given post thesis performance. Oral presentations are evaluated on communicative skills, clarity of thought, and an informed discussion of subject matter as shown in the attached rubric. Evaluations take place during a 30-minute oral presentation upon completion of the written and creative thesis.

Attached Files
📄 MFA Oral Presentation Rubric

Criterion Description:

100% of the students will be evaluated on their proficiency in oral presentation skills with 80% passing with a score of satisfactory.

Findings Description:

100% scored in the range of excellent

The results show that we met our goal of 100% of the students passing the assessment with 100% passing with a score of Excellent proficiency. This was a strong cohort of thesis candidates and they were all well prepared for their oral presentation of thesis research and performed accordingly.

Last year the faculty set a goal that they would like to see scores in each of the five categories assessed be between 4.5 and 5. This year they thesis candidates scored 4.5 or above in two out of the four categories. Next year we aim to have all four categories fall in the range of 4.5 - 5.0. Continuing to provide opportunities for students to perform oral presentations in coursework seems to help prepare them to be more successful in this capstone experience.

Attached Files
📄 Evaluation of Oral Pres of Thesis - 2021-2022.xlsx

RELATED ITEM LEVEL 3

Increase Clarity of Thought in Oral Presentations
Action Description:

Several courses in the graduate curriculum offer opportunity for students to orally present their research in a more formal way to an audience, ideally in preparation for student success in one of the more important aspects of the MFA thesis portfolio - a Formal Presentation of Thesis Research, which is presented in the student's last semester of graduate study. The faculty would

like to focus in the coming year on increasing the student's ability to present with more Clarity of Thought. In this assessment area, the instructor looks to see if students demonstrate 1) Critical thinking skills 2) Exploration of concept, 3) Sense of risk taking, 4) Sustained line of inquiry. Developing ways to address this area through in class instruction will hopefully strengthen this area of oral presentations.

Develop and Refine a Formal Writing Voice

Goal Description:

MFA in Dance candidates will develop & refine a formal writing voice that demonstrates analytic skill.

Providing Department: Dance MFA

Progress: Ongoing

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Applies Formal Writing Skills within Course Work

Learning Objective Description:

Students will demonstrate proficiency in applying formal writing skills to the course work that is designed to prepare students for thesis writing.

RELATED ITEM LEVEL 2

Evaluation of Required Written Work

Indicator Description:

Required written work is evaluated on common standards of writing with a focus on the student's ability to communicate ideas clearly. Four criteria (structure and organization; writing style; MLA format; grammar/usage/mechanics) will be used to measure ability in writing with five possible assessment outcomes (strong, proficient, satisfactory, weak, or unacceptable). Evaluations take place within required history/theory/literature courses.

Attached Files

📄 *SHSU - MFA in Dance - Required Written Work Rubric.pdf

Criterion Description:

100% of the students enrolled in history/theory/literature courses will be evaluated on their proficiency in writing with 80% passing with a score of proficient.

Findings Description:

Evaluation of Writing Skills in Required Courses:

Two papers were selected from two different graduate courses for assessment of writing skills in required courses for the 2021-2022 year - a Final paper from Theory in Dance and a Screendance review assignment from Dance and Integrated Technologies.

The findings show that 100% of the students passed both papers with a score of proficient or higher. Additionally, 16 out of 29 papers, 55%, scored in the 17-20/Strong range.

In general, there could be improvement in all four areas assessed. It would be good to see a higher percentage of written work scoring in the 17-20/Strong range. The faculty will consider adding instruction that addresses Structure and Organization and Writing Style more directly to help strengthen these scores.

Attached Files

📄 Evaluation of Required Written Work - 2021-2022.xlsx

Focus in on identified weaknesses for graduate level writing
Action Description:

The faculty will consider adding instruction inside required classwork that addresses Structure and Organization and Writing Style more directly to help strengthen student writing.

Also to assist thesis candidates with their writing, committee members can push those students to focus on the following areas of writing: Content & Focus, Analysis and Critical Thinking, and Logic and Flow to see if they will be able to match the quality of writing accomplished by the current year of candidates.

Applies Higher Level Research and Writing Skills in Thesis Work
Learning Objective Description:

Students will demonstrate proficiency in applying higher level research and writing skills to written elements of thesis portfolios.

Evaluation of Thesis Research and Writing Skills
Indicator Description:

As students develop and present an extended creative work, they are required to compose three written documents through their thesis process. Each part of the thesis process has a written component evaluated by a committee. Evaluations for the written component of thesis study takes place within two required courses: Thesis 1 (DANC 6098) and Thesis II (DANC 6099).

Prospectus: a proposal situating the student's area of interest within the dance field.

Literary review: an 8-10 page paper (approximately 2500-3000 words) providing both summary and synthesis of the breadth of literature existing regarding the student's narrowed line of investigation of a creative research project.

Reflective paper: a post-production 6-8 page paper (approximately 2000-2500 words) analyzing and reflecting on the student's creative work. The goal is for the student to sharpen their abilities and summarize their creative agenda in written form.

These documents will be used to evaluate the student's ability to clearly communicate their thesis research through writing. Three criteria (content and focus; analysis and critical thinking; and logic and flow) will be used to measure ability in writing with five possible assessment outcomes (strong, proficient, satisfactory, weak, or unacceptable).

Attached Files
📄 *SHSU - MFA in Dance - Evaluation of Thesis Writing.pdf
Criterion Description:

100% of MFA Thesis documents will be assessed by Thesis Committees for each thesis candidate on their proficiency in writing with 80% passing with a score of proficient.

Findings Description:

Findings Description: Evaluation of Thesis Writing

100% passed with a score of proficient

The results show that we did meet our goal of at least 80% of the students passing with a score of proficient in writing and five out of eleven students scoring in the Strong category - 28-30 points.

Other notable assessments: This year's thesis writer's were a strong group who overall scored well in each of the three areas of advanced writing. Those students moving into thesis who are at the prospectus stage can be pushed to work harder on the areas assessed: Content & Focus, Analysis and Critical Thinking, and especially Logic and Flow so that they may match the previous year's writers when the compose their reviews of literature and reflection papers next year.

Sharing this information with the graduate faculty who work with students in thesis writing could help the thesis committee members mentor students in their writing more effectively.

Attached Files

📄 Evaluation of Thesis Writing - 2021-2022.xlsx

RELATED ITEM LEVEL 3

Focus in on identified weaknesses for graduate level writing

Action Description:

The faculty will consider adding instruction inside required classwork that addresses Structure and Organization and Writing Style more directly to help strengthen student writing.

Also to assist thesis candidates with their writing, committee members can push those students to focus on the following areas of writing: Content & Focus, Analysis and Critical Thinking, and Logic and Flow to see if they will be able to match the quality of writing accomplished by the current year of candidates.

Development of Distinctive Choreographic Voice

Goal Description:

MFA in Dance candidates will develop a distinctive choreographic voice and demonstrate its skillful application in a performative context.

Providing Department: Dance MFA

Progress: Ongoing

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Applies Advanced Concepts in Composition

Learning Objective Description:

Students will demonstrate excellence in applying advanced concepts in composition to the creation of extended choreographic works with a sustained artistic vision.

RELATED ITEM LEVEL 2

Evaluation of Creative Thesis Presentation

Indicator Description:

As the culmination of the creative thesis, students develop and present an extended, original creative work. Members of the thesis committee mentor the process from proposal through performance. The thesis presentation will be assessed on the following points: the choreography is informed by student's research; the choreography stands on its own as a work of art; the creative product is reflective of the student's own distinct choreographic vision.

Attached Files

📄 MFA_ChoreographicRubric

Criterion Description:

100% of MFA Thesis projects will be assessed by Thesis Committee to have at least Satisfactory proficiency in choreography with 75% passing with a score of Excellent proficiency.

Findings Description:

100% scored in the range of excellent

The results show that we met our goal of 100% of the students passing the assessment with at least Satisfactory proficiency in choreography and 100% passing with a score of Excellent proficiency.

The faculty feel this year's thesis candidates as a whole produced fine, well-investigated choreographic work. These results are a step up from last year's results. In general, The weaker category last year was in Transformation of Ideas (Student designs alternative solutions to the choreographic process as needed, demonstrates the ability to effectively synthesize ideas or solutions into a coherent whole, and in the creative process develops new forms or novel approaches). Coursework specifically addressed this aspect of the choreographic process and there was a significant increase in the scoring of this category for this group of students as compared to last year's thesis candidates.

We believe that the ability to be meet with candidates on a regular basis, hold all showings in person, and visit rehearsals where we could provide immediate feedback to the process all contributed to their success. We plan to take note of what allowed these candidates to succeed so well in their thesis projects and work towards duplicating these efforts with the upcoming cohort, which will be a larger one.

The slightly weaker category this year was in Movement Generation (Student understands all perspectives and effectively uses three or more perspectives to generate material. Student consistently demonstrates a high level of movement invention). We will discuss strategies for mentoring students in the generation of movement for thesis work to hopefully raise the average in this category next year.

Attached Files

📄 Evaluation of Thesis Choreography- 2021-2022.xlsx

RELATED ITEM LEVEL 3

Push students work on movement generation to increase the quality of choreographic work
Action Description:

The faculty are satisfied with the assessment plan in place to measure and identify areas of weakness of choreographic skills for the MFA candidates. The Graduate faculty will continue to push students to work on movement generation in their work in the classroom which will hopefully better prepare them to create successful choreographic thesis works.

RELATED ITEM LEVEL 2

Evaluation of Required Choreographic Work
Indicator Description:

Required choreographic work is evaluated on common standards of choreographic effectiveness as shown in the attached rubric. These choreographic evaluations take place within the three required MFA choreography courses: DANC 5376, DANC 5378, DANC 5380. Extensive, qualitative, face-to-face feedback is also given.

Attached Files

📄 MFA_ChoreographicRubric

Criterion Description:

100% of the students will be judged to have at least Satisfactory proficiency in choreography with 75% judged to have Excellent proficiency.

Findings Description:

90% scored in the range of excellent

10% scored in the range of satisfactory

The results show that we met our goal of 100% of the students passing the assessment with at least Satisfactory proficiency in choreography and 75% passing with a score of Excellent proficiency.

The faculty evaluate choreographic effectiveness by looking at five distinct categories with a score ranging from 1-3 points per category. Last year, we noticed that the students overall scored at least a 2.5 in four of the five areas. We then set a goal to strengthen their choreographic skills to have scores of 3 (highest score) across the board in two or more categories. We did not meet this goal, but students did score over 2.5 in all five categories. For next year we will aim to have students score at least 2.75 in three or more categories.

Attached Files

📄 Evaluation of Required Choreographic Work - 2021-2022.xlsx

RELATED ITEM LEVEL 3

Push students work on movement generation to increase the quality of choreographic work
Action Description:
The faculty are satisfied with the assessment plan in place to measure and identify areas of weakness of choreographic skills for the MFA candidates. The Graduate faculty will continue to push students to work on movement generation in their work in the classroom which will hopefully better prepare them to create successful choreographic thesis works.

RELATED ITEM LEVEL 1

Synthesizes and Transforms Ideas and Movement
Learning Objective Description:
During the choreographic process, the student will demonstrate an ability to connect, synthesize and transform ideas and movement through the use of appropriate and increasingly sophisticated movement approaches. The student further demonstrates an ability to plan and problem solve during the choreographic process and provides thoughtful responses, in choreographic terms, to critique.

RELATED ITEM LEVEL 2

Evaluation of Creative Thesis Presentation
Indicator Description:
As the culmination of the creative thesis, students develop and present an extended, original creative work. Members of the thesis committee mentor the process from proposal through performance. The thesis presentation will be assessed on the following points: the choreography is informed by student's research; the choreography stands on its own as a work of art; the creative product is reflective of the student's own distinct choreographic vision.

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Findings Description:
100% scored in the range of excellent

The results show that we met our goal of 100% of the students passing the assessment with at least Satisfactory proficiency in choreography and 100% passing with a score of Excellent proficiency.

The faculty feel this year's thesis candidates as a whole produced fine, well-investigated choreographic work. These results are a step up from last year's results. In general, The weaker category last year was in Transformation of Ideas (Student designs alternative solutions to the choreographic process as needed, demonstrates the ability to effectively synthesize ideas or solutions into a coherent whole, and in the creative process develops new forms or novel approaches). Coursework specifically addressed this aspect of the choreographic process and there was a significant increase in the scoring of this category for this group of students as compared to last year's thesis candidates.

We believe that the ability to be meet with candidates on a regular basis, hold all showings in person, and visit rehearsals where we could provide immediate feedback to the process all contributed to their success. We plan to take note of what allowed these candidates to succeed so well in their thesis projects and work towards duplicating these efforts with the upcoming cohort, which will be a larger one.

The slightly weaker category this year was in Movement Generation (Student understands all perspectives and effectively uses three or more perspectives to generate material. Student consistently demonstrates a high level of movement invention). We will discuss strategies for mentoring students in the generation of movement for thesis work to hopefully raise the average in this category next year.

Attached Files

📄 Evaluation of Thesis Choreography- 2021-2022.xlsx

RELATED ITEM LEVEL 3

Push students work on movement generation to increase the quality of choreographic work
Action Description:

The faculty are satisfied with the assessment plan in place to measure and identify areas of weakness of choreographic skills for the MFA candidates. The Graduate faculty will continue to push students to work on movement generation in their work in the classroom which will hopefully better prepare them to create successful choreographic thesis works.

RELATED ITEM LEVEL 2

Evaluation of Required Choreographic Work
Indicator Description:

Required choreographic work is evaluated on common standards of choreographic effectiveness as shown in the attached rubric. These choreographic evaluations take place within the three required MFA choreography courses: DANC 5376, DANC 5378, DANC 5380. Extensive, qualitative, face-to-face feedback is also given.

Attached Files

📄 MFA_ChoreographicRubric

Criterion Description:

100% of the students will be judged to have at least Satisfactory proficiency in choreography with 75% judged to have Excellent proficiency.

Findings Description:

90% scored in the range of excellent

10% scored in the range of satisfactory

The results show that we met our goal of 100% of the students passing the assessment with at least Satisfactory proficiency in choreography and 75% passing with a score of Excellent proficiency.

The faculty evaluate choreographic effectiveness by looking at five distinct categories with a score ranging from 1-3 points per category. Last year, we noticed that the students overall scored at least a 2.5 in four of the five areas. We then set a goal to strengthen their choreographic skills to have scores of 3 (highest score) across the board in two or more categories. We did not meet this goal, but students did score over 2.5 in all five categories. For next year we will aim to have students score at least 2.75 in three or more categories.

Attached Files

📄 Evaluation of Required Choreographic Work - 2021-2022.xlsx

RELATED ITEM LEVEL 3

Push students work on movement generation to increase the quality of choreographic work
Action Description:
The faculty are satisfied with the assessment plan in place to measure and identify areas of weakness of choreographic skills for the MFA candidates. The Graduate faculty will continue to push students to work on movement generation in their work in the classroom which will hopefully better prepare them to create successful choreographic thesis works.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

The faculty plan to implement the following to increase outcomes in the areas of writing, choreography and oral presentations for graduate students:

1. Continue evaluating graduate level writing with the new assessment methods and focus on the areas of weakness identified in this year's study.
   1. Required written work: Writing Style
   2. Thesis writing: Logic and Flow
2. Mentor student's during coursework on presenting oral presentations with more *ease and flow* and with more *clarity of thought.* The faculty can brainstorm on ways to implement this skill building in the classroom during our Fall faculty retreat.
3. Continue with assessment plan of choreographic skills (particularly since this year called for the students to adapt or invent alternatives to many of their creative projects due to Covid) and continue to focus in on the findings discovered each year. This year's findings indicate that we should focus on strengthening student's ability to transform Ideas and synthesize ideas into a coherent whole. Again, a brainstorming session amongst the faculty on ways to do this should be implemented.

We are hoping that more stability in faculty, perhaps with a search for one or two tenure-track lines taking place in the coming year, would help us stabilize our mentorship efforts of the graduate student body in all of these areas.

Update of Progress to the Previous Cycle's PCI:
Fewer tenure track faculty members (3 instead of 6/7) and a higher number of graduate students made assessment of the areas listed above challenging as there were only a few faculty members who were familiar with the assessment process. We did manage to gather the data points necessary to create a plan of action. Two tenure track faculty were hired who will also serve as graduate faculty. We believe that at least one more hire would bring us back to pre-pandemic status quo and greatly help us mentor and assess graduate performance.

New Plan for Continuous Improvement Item

Closing Summary:

The faculty plan to implement the following to increase outcomes in the areas of writing, choreography and oral presentations for graduate students:

1. Although graduate level writing showed improvement, continue evaluating graduate level writing with the recently updated assessment methods and focus on the areas of weakness identified in this year's study.
    1. Required written work: Writing Style and Structure and Organization
    2. Thesis writing: Content & Focus, Analysis and Critical Thinking, and Logic and Flow
2. Mentor students during coursework on presenting oral presentations with an emphasis on improving their ability to present presentations with more *clarity of thought.* The faculty can brainstorm on ways to implement this skill building in the classroom during our Fall faculty retreat.
3. Continue with assessment plan of choreographic skills and encourage faculty to continue to push students to work on movement generation in their creative choreographic work in the classroom which will prepare them to create choreographic thesis works with stronger generation of movement skills.

We are hoping that with the hiring of two new tenure track faculty, bringing us from three to five strong, mentorship efforts of the graduate student body in all these areas will stabilize. The hiring of another tenure track faculty member, bringing us to six tenure track for the unit, and as indicated as needed for a BFA and MFA of our size in the graduate program review (and the graduate numbers were smaller then), would strengthen our ability to effectively mentor the graduate students in all areas.

Department of Mass Communication

Digital Media MA

Media Production Emphasis: Producing digital media content

Goal Description:

Students will demonstrate an ability to conceive, plan, and produce digital media projects.

Providing Department: Digital Media MA

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Digital production knowledge and skills

Learning Objective Description:

Students will demonstrate that they possess proper knowledge and skills to produce digital media content.

RELATED ITEM LEVEL 2

Assessment of digital production knowledge and skills

Indicator Description:

Students' proposal defense of thesis project provide evidence to assess whether students have acquired proper knowledge and skills to produce digital content effectively and efficiently. The evaluation criteria for thesis project proposal were developed in accordance with the university's criteria as well as department faculty's expectations of what constitutes well-executed thesis projects for the discipline. Assessment of students' thesis project proposal for proper production knowledge and creativity occurs during the proposal defense processes by a committee of at least three graduate faculty.

Criterion Description:

Thesis project proposals successfully defended should indicate the students' production knowledge and creativity in such areas of content creation, video production, photography, editing, sound design, graphic design, animation, or website building. In addition, students should demonstrate breadth of knowledge by explaining advanced terms, concepts, and skills in related fields. Finally, students should clearly and precisely present their production ability and knowledge by maintaining good oral communication. A rubric with a 5-point scale (1 = poor, 2 = fair, 3 = good, 4 = very good, 5 = excellent) has been implemented to measure these categories of (1) knowledge of field, (2) critical thinking or creativity, (3) breadth of knowledge, and (4) oral communication. The average score of the assessment categories should be above the midpoint of three for the learning objective to be met.

Findings Description:

Two master's students in Digital Media Production have completed their proposal defense of thesis project during this assessment cycle. Based on the rubric, one student received an average score of 4.92 out of 5. The other student received an average score of 2.58 out of 5. Therefore, the findings are mixed to support the objective. Two evaluation reports from the thesis project committees are attached.

Attached Files

📄 Prospectus Evaluation - MA Production student 1.pdf
📄 Prospectus Evaluation - MA Production student 2.pdf

RELATED ITEM LEVEL 3

Assessment of digital production knowledge and skills

Action Description:

Whereas one student received excellent ratings on the assessment criteria, the other student did not. There is always discrepancy in students' achievements, but the findings from the two students are somewhat extreme, 4.92 versus 2.58. To increase the ratings to an acceptable level, the committee chair and graduate advisor will work closely for students to be better prepared and educated for their thesis project proposal.

Media Studies Emphasis: Academic research and writing on digital media

Goal Description:

Students will demonstrate an ability to plan and write an academic research project related to digital media.

Providing Department: Digital Media MA

RELATED ITEMS/ELEMENTS --

RELATED ITEM LEVEL 1

Academic writing of theoretical concepts in digital media

Learning Objective Description:

Students will demonstrate that understanding of academic theory and research, plan own research project, and submit a formal report of the plan.

RELATED ITEM LEVEL 2

Assessment of academic writing of theoretical concepts in thesis proposals

Indicator Description:

Students' thesis proposal defense provides evidence to assess whether students have developed the ability to articulate theoretical accounts in digital media and to conduct a formal research project. The evaluation criteria for thesis proposal were developed in accordance with the university's criteria as well as department faculty's expectations of what constitutes an appropriate thesis proposal for the discipline. Assessment of students' thesis proposal for theoretical and methodological soundness in academic writing occurs during the proposal defense processes by a committee of at least three graduate faculty.

Criterion Description:

Thesis proposal papers successfully defended should indicate the students' ability to clearly understand academic research reports, effectively plan own research project related to digital media, and submit a formal report of the research plan. A rubric that measures theoretical content of thesis proposal papers has been implemented using a 5-point scale (1 = poor, 2 = fair, 3 = good, 4 = very good, 5 = excellent) for the following categories: (1) knowledge of field, (2) critical thinking or creativity, (3) breadth of knowledge, and (4) oral communication. The average score of the assessment categories should be above the midpoint of three in order for the learning objective to be met.

Findings Description:

There is one thesis proposal paper defended within this assessment cycle. Three thesis committee members rated this paper according to the rubric, resulting in an average score of 4.25 out of 5. The objective was met by the thesis proposal paper provided as evidence. The thesis committee's evaluations are attached.

Attached Files
📄 Prospectus Evaluation - MA Studies student 1.pdf

RELATED ITEM LEVEL 3

Assessment of academic writing of theoretical concepts in thesis proposals

Action Description:

The graduate committee in Department of Mass Communication has long discussed various ways of increasing student enrollment in the MA program and concluded a program change. One part of the change includes a unification of MA tracks by removing Digital Media Studies. Since the launch of the MA program, less students have been enrolled in Digital Media Studies than Digital Media Production, which caused an issue of curriculum maintenance. Because low enrollment, the Department was not able to offer proper courses in the degree plan, and students in Digital Media Studies had to take courses in Digital Media Production. The graduate committee concluded that the solution is to unify the current two tracks into one MA program. The Department has submitted related documents to the College and University. Upon approval, the new program is expected to start from Spring 2023, and this assessment of academic research will be discontinued.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

The graduate committee, department chair, college associate dean, and college dean will continue to discuss various ways of improving the program and increasing enrollment.

Update of Progress to the Previous Cycle's PCI:

The Department of Mass Communication has submitted a proposal for the MA program to change to Digital Media to Emerging & Social Media. The change includes, not only the program name, but the mode of delivery (from a mixture of in-person and online to entirely online), required credits (from 36 to 30 credits), new courses, and unification of the tracks. This change is under the University review but is expected to be approved and implemented for the Spring 2023 semester. With the launch of this new program, the graduate coordinator and graduate committee will develop new ways of improving the program quality and criteria for assessment.

New Plan for Continuous Improvement Item

Closing Summary:

The graduate committee, department chair, college associate dean, and college dean will continue to discuss various ways of improving the program quality and increasing enrollment in the MA program.

Digital Media Production MFA

Executing and presenting a digital media project

Goal Description:

Students execute an advanced digital media project and present the result for evaluation.

Providing Department: Digital Media Production MFA

Progress: Draft

RELATED ITEMS/ELEMENTS --

RELATED ITEM LEVEL 1

Digital media project execution and presentation

Learning Objective Description:

Students will present their advanced digital media project as executed with their project proposal.

RELATED ITEM LEVEL 2

Assessment of digital media project execution and presentation

Indicator Description:

Students' capstone project defense provides evidence to assess whether students have properly executed and completed their advanced digital media project, based on their capstone project proposal. The evaluation criteria for capstone project were developed in accordance with the university's criteria as well as department faculty's expectations of what constitutes an appropriate capstone project for the discipline. Assessment of students' capstone project occurs during the defense processes by a committee of at least three graduate faculty.

Criterion Description:

Capstone projects successfully defended should indicate the students' ability to properly execute an advanced digital media project, and to clearly present the result to the committee. A rubric that measures production knowledge, skills, and creativity of the project has been implemented using a 5-point scale (1 = poor, 2 = fair, 3 = good, 4 = very good, 5 = excellent) for the following categories: (1) knowledge of field, (2) critical thinking or creativity, (3) breadth of knowledge, and (4) oral communication. The average score of the assessment categories should be above the midpoint of three (3) in order for the learning objective to be met.

Findings Description:

One MFA capstone project was defended within this assessment cycle. As shown in the attachments, the average score of the four categories was 3.42 out of 5. The objective was met by the capstone project defense provided as evidence.

Attached Files

📄 Defense Evaluation - MFA student 1.pdf

RELATED ITEM LEVEL 3

Assessment of digital media project execution and presentation

Action Description:

The evaluation rubric used for this assessment was found to be effective and efficient to evaluate students' capstone projects. The coordinator will discuss suggestions for improvement of it with the graduate committee and make needed changes.

Planning and designing advanced digital media content creation

Goal Description:

Students will demonstrate an ability to plan and design digital media content creation.

Providing Department: Digital Media Production MFA

Progress: Draft

RELATED ITEM LEVEL 1

Digital production plan and design

Learning Objective Description:

Students will demonstrate competence in planning, designing, and producing advanced digital media projects.

RELATED ITEM LEVEL 2

Assessment of digital production plan and design

Indicator Description:

Students' proposal defense of capstone project provide evidence to assess whether students have acquired the ability to plan, design, and produce advanced digital media projects. The evaluation criteria for capstone project proposal were developed in accordance with the university's criteria as well as department faculty's expectations of what constitutes an appropriate capstone project for the discipline. Assessment of students' capstone project proposal occurs during the proposal defense processes by a committee of at least three graduate faculty.

Criterion Description:

Capstone project proposals successfully defended should indicate the students' ability to clearly understand advanced digital production skills, effectively plan and design a digital media project, and submit a written proposal of the project. A rubric that measures production knowledge, skills, and creativity of the project has been implemented using a 5-point scale (1 = poor, 2 = fair, 3 = good, 4 = very good, 5 = excellent) for the following categories: (1) knowledge of field, (2) critical thinking or creativity, (3) breadth of knowledge, and (4) oral communication. The average score of the assessment categories should be above the midpoint of three (3) in order for the learning objective to be met.

Findings Description:

There were two capstone project proposals, defended within this assessment cycle. As shown in the attachments, the average scores of the four categories for one student is 3.92 out of 5, and the other student is 5 out of 5. The objective was met by the capstone project proposals provided as evidence.

Attached Files

📄 Prospectus Evaluation - MFA student 1.pdf
📄 Prospectus Evaluation - MFA student 2.pdf

RELATED ITEM LEVEL 3

Assessment of digital production plan and design

Action Description:

The evaluation rubric used for this assessment was found to be effective and efficient to evaluate students' capstone project proposals. The coordinator will discuss suggestions for improvement of it with the graduate committee.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

The graduate committee, department chair, college associate dean, and college dean will continue to discuss various ways of improving the program and increasing enrollment.

Update of Progress to the Previous Cycle's PCI:

1. The graduate committee, department chair, college associate dean, and college dean have discussed various ways of improving the program and increasing enrollment.
2. At least five virtual meetings were held during this academic year of Fall 2021 ~ Spring 2022.
3. One conclusion from the discussion is to change the MA program, which will also affect the MFA program.
4. Upon approval of the MA program change, the MFA curriculum, course offerings, and mode of delivery will be changed as well.

New Plan for Continuous Improvement Item

Closing Summary:

1. The two graduate programs in Digital Media, MA and MFA, are closely related, because of the course offerings.
2. The graduate committee has requested to change the MA program from Digital Media to Emerging & Social Media.
3. The change of MA program is expected to be implemented from Spring 2023, and it will affect the MFA program.
4. All courses in MA will be offered entirely online, and, accordingly, some required curriculum in MFA will be changed too.
5. The graduate committee and coordinator will continue to evaluate the impacts of this change to the MFA program.

Film and T.V. Production BFA

Film and Television Career Development Skills

Goal Description:

The Department of Mass Communication will prepare students to enter and successfully navigate the competitive media production job market by showing creative works in professional venues and by creating a digital presence.

Providing Department: Film and T.V. Production BFA

Progress: Ongoing

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Career Development: Peer-Reviewed Screenings

Learning Objective Description:

In the final stages of completing the program, the BFA in Film and Television production students will demonstrate readiness to enter the job market by showing their creative works at peer-reviewed professional venues such as film festivals, and competitions. Students will demonstrate their ability to research relevant organizations, events, and competitions, prepare their applications, and submit their works by following industry-standard procedures.

RELATED ITEM LEVEL 2

Career Development: Peer-Reviewed Screenings

Indicator Description:

All BFA Students will be strongly encouraged to submit their films to local, national, and international film festivals. Data about student film acceptance rates will be collected.

Criterion Description:

Of the SHSU Film and TV Production BFA student films, at least 20% will be accepted for inclusion in a film festival during the 2021-2022 cycle.

Findings Description:

65% of films made by BFA in TV and Film Production students in 2021 were accepted for inclusion in film festivals.

That number was 24% in 2020, 40% in 2019, and 35% in 2018.

In May of 2022, the BFA in Film and Television Production students were asked to complete a survey. The survey was marked as very important, and the notice was delivered in 2 separate emails in a time span of 10 days.

Summary of results:

- Number of BFA students who responded to the survey:51 (43 in 2021, 54 in 2020, 39 in 2019)
- Number of BFA students who directed at least 1 film in 2021: 37/51 (36/43 in 2020, 44/54 in 2019, 23/39 in 2018)
- Number of Freshmen who had their 2021 film screen at a film festival: 1/3 (33%), 2020: 2/6 (33%)2019: 2/5 (40%), 2018: 0/5 (0%)
- Number of Sophomores who had their 2021 film screen at a film festival: 5/9 (56%), 2020: 0/7 (0%)2019: 1/11(9%)2018: 2/8 (25%)
- Number of Juniors who had their 2021 film screen at a film festival: 8/11 (73%),2020: 0/11 (0%) 2019: 6/13 (46%),2018:5/8 (62%)

- Number of Seniors who had their 2021 film screen at a film festival: 7/14 (50%), 2020: 7/14 (50%) 2019: 9/15 (60%),2018: 1/2 (50%) (note small sample size)

Total Number of BFA students who had their 2021 film screen at a film festival: 24/37 (65%,)2020: 9/38 (24%), 2019: 18/44 (40%), 2018: 8/23 (35%)

We are happy to see a significant increase in the number of SHSU films accepted to screen in festivals. The drop in film festival acceptance numbers in previous years was understandable. Covid restrictions have been hard on our students.2020's year's assessment action stated "The number of 2020 productions will drop dramatically. In several cases, students were asked to put their productions on hold until such activities are deemed safe. Additionally, many film festivals are cancelling their 2020 events. "

RELATED ITEM LEVEL 3

Career Development: Peer - Reviewed Screenings

Action Description:

In the 2022/23 academic year, the department will invest in additional cinema cameras to be used in our students' films.

It is very likely that at the start of the fall semester the covid restrictions will be loosened. Students will no longer be encouraged to pursue smaller productions that involve a limited number of crew and cast. This will likely improve the numbers next year. Additionally, many film festivals which suspended their operations in 2020 are expected to reopen in 2021.

Since the previous drop was most likely caused by the pandemic, it would be unwise to draw any conclusions about the curriculum, or teaching methodology from these numbers. Similarly, last year's significant increase can be attributed to the post-vaccine return to normal. The times of volatility make it difficult to draw conclusions about the curriculum. That is why no significant changes to the curriculum are recommended as a result of this assessment. Introducing significant changes in the context of this particular learning objective could potentially result in faulty data and bad long-term outcomes. Both the 2019 result (40%), and the trend (+5% from 2018 to 2019) paint a very favorable picture of the program and current methods.

RELATED ITEM LEVEL 1

Career Development: Website and Portfolio

Learning Objective Description:

In the final stages of completing the program, the BFA in Film and Television production students will demonstrate readiness to enter the job market by preparing an effective website and a portfolio. Students will demonstrate their ability to prepare an effective website and portfolio.

RELATED ITEM LEVEL 2

Career Development: Website and Portfolio

Indicator Description:

BFA Faculty will conduct a portfolio review of BFA students entering their senior year. The students' websites and portfolios/reels will be scored using multiple criteria including production skills, as well as editing, and presentation.

Criterion Description:

At least 80% of the students reviewed will score 75 or better (out of 100) on assessment of presentation skills. These skills include editing of their portfolios/reels, as well as designing of their professional websites.

Findings Description:

An ad-hoc committee consisting of film and television production faculty reviewed the websites of BFA senior students in the spring of 2022.Only 19% of students (3/16) scored 75/100 or higher. That number was 62% (10/16) in 2021 and 19%(3/16) in 2020.

The committee members agree that a significant effort needs to be made to increase the quality of the presentation of student work in the following categories: ease of navigation, organization of presented video projects and other work, effectiveness of demo reel, and ease of contact.It has been observed that while the curriculum asks students to create a professional portfolio at the earlier stages of their student careers, the importance of such website is not sufficiently re-emphasized in their junior and senior years.

RELATED ITEM LEVEL 3

Career Development: Website and Portfolio
Action Description:
The Internship Coordinator in the Department of Mass Communication will be charged with meeting with every single Mass Comm senior and reviewing their website/portfolio prior to graduation.

The importance of the portfolio will be reemphasized during the semi-annual meeting of all BFA in TV and Film Production students, as well as advising appointments. The orientation meeting will be conducted in person and the committee hopes that the face-2-face explanation of the expectations will produce better results.Additionally, assignments related to portfolio maintenance will be added to MCOM 3352 - Cinematography, and MCOM 3359 - Directing for Film and TV.

Film and Television Production Skills

Goal Description:
Students will demonstrate professional hands-on video production skills (set procedures, camera use, framing, lighting, visual story-telling, editing)

Providing Department: Film and T.V. Production BFA

Progress: Ongoing

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Production: Cinematography
Learning Objective Description:
In the final stages of completing the program, the BFA in Film and Television production students will demonstrate advanced cinematography skills.

RELATED ITEM LEVEL 2

Production: Cinematography
Indicator Description:
Final video projects by students in MCOM 3352: Cinematography will be assessed by instructor in regards to specific cinematography skills such as shot composition, movement, and lighting.

Criterion Description:
At least 80% of the students -- in one section of MCOM 3352: Cinematography -- will score 75 or better (out of 100) on assessment of skill-sets. The instructor in this section of MCOM 3352 will rate each students' video project in terms of shot composition, lighting, etc. skills on & sliding scale (from Unacceptable to Professionally Competent)

Findings Description:

In the Spring of 2022, 97% of students scored 75% or higher. We see a clear trend upwards.

Results:

- Spring'22 - 97% of students scored 75% or higher.
- Spring'21 -90.5% of students scored 75% or higher.
- Spring'20 - 80.5% of students scored 75% or higher.

In the Fall of 2021, the department invested in cinema cameras which allowed our students to work with industry-standard equipment. Cinematography is a discipline that requires hands-on participation for meeting learning outcomes. The transition to online-only instruction in the Spring'20 semester produced the reported lowest scores. We can clearly observe that a return to in-person hands-on modality improved the learning outcomes in this course.

RELATED ITEM LEVEL 3

Production: Cinematography
Action Description:
In the 2022/23 academic year, the department will invest in additional cinema cameras to be used in MCOM 3352: Cinematography.

In the 2022/23 academic year, MCOM 3352: Cinematography will have a faculty member assigned as a course coordinator. This will allow us to improve consistency across sections and further clarify expectations. The 2022/23 academic year brings new challenges. A full-time professor who has taught half of the Cinematography sections decided to leave the institution. A dedicated course coordinator will help to keep the quality of instruction high in this course.

Film and Television Writing Skills

Goal Description:
Students will demonstrate advanced skills in writing for film and television.

Providing Department: Film and T.V. Production BFA
Progress: Ongoing

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Writing: Format Conventions and Story Structure
Learning Objective Description:
The BFA in Film and Television production graduates will demonstrate advanced writing skills. These skills include using proper format and conventions, as well as demonstrating a command of storytelling concepts such as three act structure, and plot points.

RELATED ITEM LEVEL 2

Writing: Format Conventions and Story Structure.
Indicator Description:
Students in MCOM 3375 Scriptwriting will be assessed by instructor in regards to specific writing skills such as utilizing a proper screenplay format, and employing an effective story structure.

Criterion Description:
At least 80% of the students reviewed will score 75 or better (out of 100) on assessment of skill-sets related to script formatting, and story structure.

Findings Description:

In the Spring of 2022, 79% of students taking MCOM 3375 Scriptwriting scored 75 or better. This is 1% short of the 80% goal. However, when analyzing the data from previous years, we see a clear positive trend upwards.

Results:

- Spring'22 - 79% of students scored 75 or better on a 100 point scale.
  Spring'21 - 67% of students scored 75 or better on a 100 point scale.
  Spring'20 - 55% of students scored 75 or better on a 100 point scale.

RELATED ITEM LEVEL 3

Writing: Format Conventions and Story Structure

Action Description:

In the 2022/23 academic year, MCOM 3375 Scriptwriting will have a faculty member assigned as a course coordinator. This will allow us to improve consistency across sections and further clarify expectations.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

- Students will be encouraged to resume pursuing larger productions which involve a larger number of crew and cast. This will likely improve the quality of produced films, and film festival acceptance rates.
- The semi-annual orientation meeting for the BFA students will be held in person. The importance of the proper portfolio design and management will be reemphasized during the meeting.
- The importance of the proper portfolio design and management will be reemphasized during the advising appointments with BFA coordinator.
- Assignments related to portfolio maintenance will be added to MCOM 3352 - Cinematography.
- Assignments related to portfolio maintenance will be added to MCOM 3359 - Directing for Film and TV.
- Instructors teaching MCOM 3352: Cinematography in the Spring of 2022 will return to the method of evaluation which focuses on the practical application of concepts instead of their theoretical understanding. The instructor will rate each students' final video project in terms of shot composition, lighting, etc. skills on & sliding scale (from Unacceptable to Professionally Competent) and score each on a scale of 0 to 100.
- Instructors teaching MCOM 3352: Cinematography will return to evaluating students who use professional cameras, and professional lighting equipment.

A workgroup of Mass Communication screenwriting professors will be formed in the Fall of 2021 and tasked with discussing the challenges of meeting learning objectives and improving the scores.

Update of Progress to the Previous Cycle's PCI:

1. Students will be encouraged to resume pursuing larger productions that involve a larger number of crew and cast. This will likely improve the quality of produced films, and film festival acceptance rates.

   - Students indeed took advantage of available vaccines and undertook several larger productions in 2021. The more ambitious productions resulted in a significant increase in film festival acceptance rates of our students' films.

2. The semi-annual orientation meeting for the BFA students will be held in person. The importance of the proper portfolio design and management will be reemphasized during the meeting.

- Unfortunately, the orientation was not held in person. We are planning to restart the in-person orientation meetings for our students in the 2022/23 academic year. We hope that this will significantly help with messaging related to career readings (websites, portfolios, internships, etc.)

3. The importance of the proper portfolio design and management will be reemphasized during the advising appointments with BFA coordinator.

   - Students are routinely reminded of the importance of a portfolio during the meetings with their BFA coordinator.

4. Assignments related to portfolio maintenance will be added to MCOM 3352 - Cinematography.

   - An assignment instructing students to create a Cinematographer's reel was added to the course. The results of this addition will likely show up in a tangible way when senior portfolios are reviewed next year.

5. Assignments related to portfolio maintenance will be added to MCOM 3359 - Directing for Film and TV.

   - Due to a lack of time and the necessity to focus on main learning objectives, the plan to add a portfolio-related assignment was abandoned.

6. Instructors teaching MCOM 3352: Cinematography in the Spring of 2022 will return to the method of evaluation which focuses on the practical application of concepts instead of their theoretical understanding. The instructor will rate each student's final video project in terms of shot composition, lighting, etc. skills on & a sliding scale (from Unacceptable to Professionally Competent) and score each on a scale of 0 to 100.

   - We are happy to report that all of our production courses are, once again, hands-on. This resulted in an increase in scores in our cinematography courses.

7. Instructors teaching MCOM 3352: Cinematography will return to evaluating students who use professional cameras, and professional lighting equipment.

   - Cinematography professors indeed returned to evaluating students on the use of professional camera and lighting equipment.

8. A workgroup of Mass Communication screenwriting professors will be formed in the Fall of 2021 and tasked with discussing the challenges of meeting learning objectives and improving the scores.

   - We were unable to form this workgroup. The main screenwriting professor left the department in the middle of the semester. We are working on reorganizing this area.

New Plan for Continuous Improvement Item

Closing Summary:

1. MCOM 3375 Scriptwriting will have a faculty member assigned as a course coordinator.This will allow us to improve consistency across sections and further clarify expectations.
2. MCOM 3352: Cinematography will have a faculty member assigned as a course coordinator.This will allow us to improve consistency across sections and further clarify expectations.
3. In the 2022/23 academic year, the department will invest in additional cinema cameras to be used in our students' films.
4. Students will be encouraged to resume pursuing larger productions which involve a larger number of crew and cast.This will likely improve the quality of produced films, and film festival acceptance rates.

5. The Internship Coordinator in the Department of Mass Communication will be charged with meeting with every single Mass Comm senior and reviewing their website/portfolio prior to graduation.
6. The importance of the portfolio will be reemphasized during the semi-annual meeting of all BFA in TV and Film Production students, as well as advising appointments.The orientation meeting will be conducted in person and the committee hopes that the face-2-face explanation of the expectations will produce better results.Additionally, assignments related to portfolio maintenance will be added to MCOM 3352 - Cinematography, and MCOM 3359 - Directing for Film and TV.
7. The importance of the proper portfolio design and management will be reemphasized during the advising appointments with BFA coordinator.
8. In the 2022/23 academic year, the department will invest in additional cinema cameras to be used in MCOM 3352: Cinematography.
9. Assignments related to portfolio maintenance will be added to MCOM 3352 - Cinematography.
10. Assignments related to portfolio maintenance will be added to MCOM 3359 - Directing for Film and TV.

School of Music

Band Studies MA

I. Advanced Skills in Band Studies

Goal Description:

MA in Band Studies students will gain advanced skills in the areas of band rehearsing, conducting, and teaching. Summer 2020 and 2021 had 100% remote delivery of instruction for the MA in Band Studies. Summer 2022 will return to in-person delivery.

Providing Department: Band Studies MA

Progress: Ongoing

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

A. Major Project in Instrumental Pedagogy

Learning Objective Description:

MA in Band Studies students will develop a comprehensive knowledge of instrumental pedagogy. Through the self-assessment process and with guidance from faculty, students will design a major project on pedagogy for one specific instrument using the Major Project rubric for MUSI 6031 (syllabus attached).

Attached Files

📄 2022 MUSI 6031 Major Project.pdf

RELATED ITEM LEVEL 2

1. Indicator for Major Project in Instrumental Pedagogy - Topic and Plan

Indicator Description:

With approval from faculty, students will select a major project topic and develop a plan for strengthening pedagogical knowledge and skills for one specific instrument.

Criterion Description:

Following the Project Design section of the Rubric for Major Projects, students will write a proposal for their major project by

1. defending their choice of topic (self-assessments, discussion forums, faculty conferencing)
2. stating expected benefits
3. describing the setting and student population served
4. detailing plans for intervention
5. detailing plans for documenting implementation

Process for evaluation - pass/fail

- Students will submit a formal topic selection for approval. (minimum 80% score required, assessed by faculty consensus)

- Once topic is approved, students will submit a first draft of the proposal according to the rubric. (minimum 80% score required, assessed by faculty consensus)
- After receiving faculty feedback, students will submit a final draft of the design for their Major Project. (minimum 80% score required for a passing grade, assessed by faculty consensus)

Rubric for Major Project attached.

Attached Files

📄 2021 MUSI 6031 Rubric for Major Project.pdf

Findings Description:

All students earned at least an 80% score on their Major Project Proposal, with 60% earning a 90% or higher score.

RELATED ITEM LEVEL 3

Action for Major Project - Design
Action Description:

To improve student performance on the Major Project Design, we want to encourage students to take ownership of this professional awareness-building opportunty. Therefore, we plan to include a component of justification for the Major Project topic selection that includes how it addresses the educational needs suggested by the Formative Self-Assessment better than the next best choice under consideration.

RELATED ITEM LEVEL 2

2. Indicator for Major Project in Instrumental Pedagogy - Implementation
Indicator Description:

Using the Rubric for Narrative Self-Assessment (attached) through MUSI 6285, students will identify instruments for which they need to strengthen their pedagogical knowledge and skill. Following the Rubric for Major Project (attached) through MUSI 6031, students will implement their approved Major Project design during the fall and spring terms at the school where they teach.

Attached Files

📄 2022 MUSI 6285 Narrative Self Assessment Rubric .pdf
📄 2022 MUSI 6031 Rubric for Major Project.pdf

Criterion Description:

Students will submit their final project according to the Project Write-Up portion of the Rubric for Major Project. Grades will be pass/fail

Faculty will evaluate student work and reach a consensus on grades. (minimum 80% score required for a passing grade)

Findings Description:

All students earned a minimum score of 80% for their major projects.

RELATED ITEM LEVEL 3

Action for Major Project - Implementation
Action Description:

We believe we can empower students to create stronger Major Project Implementation by facilitating steady progress and avoid last-minute panic about completing the project before the next summer session begins. We plan to ask for work-in-progress samples of the Major Project Implementation to be posted to an online discussion forum prior to our November and March Zoom follow up meetings.

B. Personal Lesson Plan Framework

Learning Objective Description:

Through MUSI 5398 (syllabus attached), first-year students will develop a comprehensive personal framework for lesson planning to facilitate learning during rehearsals.

Through MUSI 5388 (syllabus attached), second-year students will implement their personal framework for lesson planning during the fall and spring terms in their classrooms.

Attached Files

📄 2022 MUSI 5398 1st yr Advanced Study in Applied Discipline.pdf
📄 2022 MUSI 5388 2nd yr Seminar in Literature.pdf

1. Indicator for Personal Lesson Plan Framework - Design

Indicator Description:

Following the Rubric for Personal Framework for Lesson Planning (attached) through MUSI 5398, first-year MA students will develop a personal framework for lesson planning that addresses the big picture, a year-long calendar; the monthly perspective with a week-to-week plan that lists the exact number of rehearsals that are available; a daily plan that accounts for sectionals on new materials, full rehearsals on material covered in sectionals, and individual playoffs that provide student accountability for demonstrating mastery.

Students will submit a rough draft of their Personal Lesson Plan Framework and receive faculty feedback.

After receiving faculty feedback, students will submit a final draft of their Personal Lesson Plan Framework

Attached Files

📄 2022 MUSI 5398 Rubric for Personal Framework for Lesson Planning.pdf

Criterion Description:

Rough drafts of Personal Framework for Lesson Planning may be submitted as many times as needed for students to reach 80% minimum score through faculty consensus.

After receiving faculty feedback, students will submit a final draft of their Personal Framework for Lesson Planning. 80% minimum score through faculty consensus is required for a passing grade.

Findings Description:

All students achieved a minimum score of 80% on the final draft of their Personal Framework for Lesson Planning.

Action for Personal Lesson Plan Framework - Design

Action Description:

We plan to encourage more peer discussion with 2nd-year students mentoring 1st-year students in fleshing out the Personal Framework for Lesson Planning. The stronger the framework design, the more beneficial the implementation will be during the fall and spring terms.

2. Indicator for Personal Lesson Plan Framework - Implementation Video

Indicator Description:

Based on their approved Personal Lesson Plan Framework, students will make four (4) video recordings during the fall and spring semesters at their home school with their ensemble. Students will follow the Rubric for Videos of Lesson Plans

The students will study the video recordings of their own rehearsals and evaluate their strengths and areas needing improvement, based on the best practices learned during the MA workshops and intensive course work, especially regarding ensemble pedagogy and score study from MUSI 5112.

The students will also study video recordings of other students in their cohort, offering constructive comments about the implementation of their personal framework for lesson planning.

Attached Files
📄 2021 MUSI 5398, 5388 Rubric for Videos of Lesson Plans.pdf

Criterion Description:

During the spring and fall terms at the public school where they teach, 2nd-year students will create a four-part video showing implementation of their Personal Lesson Plan Framework (per Rubric for Videos of Lesson Plans.

During the summer session, students will submit their videos and develop a written assessment of strengths and areas needing improvement they observed from studying the video.

Grading for the video and written assessment will be a combined assignment as pass/fail (80% minimum score for passing, assessed by faculty consensus).

Students will post their videos in the Video Discussion Forum and participate in viewing and offering feedback to their colleagues.

First and second year students

1. Upload your video to a new thread in the Discussion Forum
2. Respond to at least two videos from your colleagues.
3. Please write your responses thoughtfully and constructively.
4. You should have *three* total entries on the Discussion Forum.
5. Grading will be pass/fail (80% minimum score for passing, assessed by faculty consensus)

Third-year students

1. Reply to at least five postings of videos posted by 1st and 2nd year students.
2. Please write your responses from the perspective of a mentor.
3. You should have *five* total entries on this Discussion Forum.
4. Grading will be pass/fail (80% minimum score for passing, assessed by faculty consensus)

Findings Description:

We expected grading for videos would need to be somewhat lenient due to varying conditions of face-to-face instruction available in public school settings where our students teach. More than half of our 2nd-year students consulted with us in November and March about adjusting their Personal Framework for Lesson Plans to accommodate the learning environment they encountered. However, all students implemented the modified lesson designs and earned at least a grade of 80%.

RELATED ITEM LEVEL 3

Action for Personal Lesson Plan Framework - Implementation Video
Action Description:

We plan to expect our students to implement their lesson designs as planned and approved during the summer term, assuming there is no further need for pandemic shutdowns. We have no plans to reduce the rigor of the implementation video assignment.

II. Implement Student Digital Portfolios

Goal Description:

Third-year students in Summer 2022 will be the first cohort to complete a comprehensive LiveBider or GooglePortfolio as a project for MUSI 6338 Band Research and Pedagogy (syllabus attached).

Attached Files

📄 2022 MUSI 6388 3rd yr Band Research and Pedagogy.pdf

Providing Department: Band Studies MA

Progress: Ongoing

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

A. Building a Digital Portfolio - Curriculum Vita

Learning Objective Description:

Through the use of digital portfolio software (LiveBinder, Google Portfolio, or other of student's choice), third-year students will submit a professional CV as described in the Rubric for Digital Portfolio (attached). Students begin developing their CV at the start of the first year of MA studies.

Attached Files

📄 Digital Portfolio Rubric MUSI 6388 - LiveBinder GBK.pdf

RELATED ITEM LEVEL 2

1. Indicator for Building Digital Portfolio - Curriculum Vita and Professional Documents

Indicator Description:

Students will generate a high volume of original work during their MA course of study. A digital portfolio will allow students to keep all of their work in a central location, using links rather than Word or PDF documents when submitting assignments through Blackboard. Best practices in resume and professional portfolio construction suggest that students should also have a CV incorporated into the digital portfolio.

Although the final grade for the digital portfolio is assigned only to the third-year cohort as a three-year project, we encourage students to begin constructing the digital portfolio during their first year. Students may upload their work into the digital portfolio and simply submit a link through Blackboard when the assignment is due.

Criterion Description:

We believe the digital portfolio is a critical document for students to take with them upon graduation.

The Digital Portfolio represents 100% of the grade for MUSI 6388 (30% uploading a link to their work-in-progress into an online discussion forum for peer review; 70% submission of link to final product).

Students will include biographical information, work history, and other materials that could make the digital portfolio an expanded resume, sharing with the class at any point if they so choose.

Grades for the Digital Portfolios will be determined by a minimum score of 80% to serve as a passing grade by consensus of faculty evaluations.

Findings Description:

Students excelled at creating this comprehensive portfolio of graduate work and professional accomplishments. 100% of our 3rd-year students, and all achieved the minimum score of 80%. As this was the first year for portfolios to be submitted, we anticipated a range of detail among the final products.

Action for Digital Portfolio - CV and Professional Documents

Action Description:

The deadline for 3rd-year members to submit their Digital Portfolio is only a few days ahead of the Comprehensive Written Exam, so we want to encourage steady progress toward completion and avoid last-minute panic. We plan to include a discussion forum for each cohort to post a work-in-progress link to their Digital Portfolios during the second week of each summer session for annual, ongoing peer review and feedback.

B. Building a Digital Portfolio - Professional Documents

Learning Objective Description:

Students will use digital portfolio software to organize handouts, notes, research, and written work into a single location to develop a personal resource manual for teaching. Students begin compiling professional documents for their Digital Portfolios at the start of the first year of MA studies.

1. Indicator for Building Digital Portfolio - Curriculum Vita and Professional Documents

Indicator Description:

Students will generate a high volume of original work during their MA course of study. A digital portfolio will allow students to keep all of their work in a central location, using links rather than Word or PDF documents when submitting assignments through Blackboard. Best practices in resume and professional portfolio construction suggest that students should also have a CV incorporated into the digital portfolio.

Although the final grade for the digital portfolio is assigned only to the third-year cohort as a three-year project, we encourage students to begin constructing the digital portfolio during their first year. Students may upload their work into the digital portfolio and simply submit a link through Blackboard when the assignment is due.

Criterion Description:

We believe the digital portfolio is a critical document for students to take with them upon graduation.

The Digital Portfolio represents 100% of the grade for MUSI 6388 (30% uploading a link to their work-in-progress into an online discussion forum for peer review; 70% submission of link to final product).

Students will include biographical information, work history, and other materials that could make the digital portfolio an expanded resume, sharing with the class at any point if they so choose.

Grades for the Digital Portfolios will be determined by a minimum score of 80% to serve as a passing grade by consensus of faculty evaluations.

Findings Description:

Students excelled at creating this comprehensive portfolio of graduate work and professional accomplishments. 100% of our 3rd-year students, and all achieved the minimum score of 80%. As this was the first year for portfolios to be submitted, we anticipated a range of detail among the final products. One of the best portfolios is a work-in-progress (attached) by a second-year student.

Attached Files
📄 Donald Neptun Portfolio.pdf

RELATED ITEM LEVEL 3

Action for Digital Portfolio - CV and Professional Documents
Action Description:

The deadline for 3rd-year members to submit their Digital Portfolio is only a few days ahead of the Comprehensive Written Exam, so we want to encourage steady progress toward completion and avoid last-minute panic. We plan to include a discussion forum for each cohort to post a work-in-progress link to their Digital Portfolios during the second week of each summer session for annual, ongoing peer review and feedback.

III. Integrate Blackboard's MA Community of Practice into MA for Band Studies

Goal Description:

The MA Community of Practice on Blackboard is now the hub of activities for the MA in Band Studies. With summer enrollment only, our MA students do not have access to their courses in Blackboard during the fall and spring terms. However, they continue to have access to the "organization" we call the MA community space. All rubrics, due dates, syllabi, and three-year curriculum overview are posted in the MA Community of Practice.

Providing Department: Band Studies MA

Progress: Ongoing

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

A. MA Community Space for Introductions and Peer Tutoring
Performance Objective Description:

Incorporate assignments and activities to include student discussions in the MA Community Space on Blackboard. Topics will include discussions for introduction/get acquainted activities and for peer tutoring and mentoring opportunities.

RELATED ITEM LEVEL 2

1. KPI for Community Space Introductions
KPI Description:

The discussion forum feature of the MA Community Space (or Blackboard organization) is a tool for communication among new and returning students in the MA program. The MA rubric for discussion forum participation (attached), applied to students introducing themselves, is for students to create an original post and then respond to at least three postings from their peers. Grading is pass/fail, with a minimum of 80% participation to receive a passing grade.

Attached Files
📄 2022 Rubric for Participation in Online Discussion Forums.pdf
Results Description:

MA students embraced the online discussion forum assignments, with all students receiving credit for 100% participation according to the rubric.

Action for Community Space - Introductions

Action Description:

We plan to add a "Legacy Discussion Forum" for graduates of the MA in Band Studies. With graduates from all around Texas as well as other states included in an annual Legacy Discussion Forum, we expect the forum to provide encouragement, insight, and networking opportunities for our current and former students. We have already received approval for former students to continue to have access to the MA Community Space after graduation.

2. KPI for Community Space Peer Assessment and Tutoring

KPI Description:

The discussion forum feature of the MA Community Space (or Blackboard organization) is a tool for communication among new and returning students in the MA program. The MA rubric for discussion forum participation, applied to students engaging in peer assessment and tutoring, is for first and second-year students to create an original post and then respond to at least two posting from their peers. Third-year students are expected to respond to at least five postings by first and second-year members. Grading is Pass/Fail, based on posting a minimum of 80% of the required amount.

Results Description:

All students earned a grade of at least 80% completion of the discussion posting requirements. Students with mentoring responsibilities entered two to three times the minimum posting requirements.

Action for Community Space - Peer Assessment and Tutoring

Action Description:

We plan to expand the amount of discussion mentoring assignments for our third-year students and introduce more mentoring opportunities to second-year students to encourage more participation in discussions beyond the minimum requirements and a greater sense of ownership in the learning and teaching process at the graduate level.

B. MA Community Space for Rubrics and Due Dates

Performance Objective Description:

Build out the MA Community of Practice as an organization in Blackboard to include rubrics and due dates associated with assignments in all seven courses. Students will have quick access to all rubrics and due dates throughout the year. All students are not enrolled in all courses of the MA in Band Studies at the same time, so the MA Community of Practice will provide a hub of activity for the MA program. We have added quick access to syllabi for the MA in the Community of Practice.

1. KPI Community Space for Rubrics and Due Dates

KPI Description:

Create course content on the welcome page (screen shot attached) of the MA Community of Practice to warehouse all rubrics (screen shot attached) and due dates (attached) associated with the seven courses in the MA curriculum.

Attached Files

📄 2022 Due dates Master of Arts in Band Studies.pdf
📄 2022 MA Organization Rubric resource.pdf
📄 2022 MA Organization Welcome Page.pdf

Results Description:

The success of the inclusion of rubrics and due dates in the MA Community of Practice is difficult to assess objectively. Instead, we look to subjective evidence from student feedback gathered during our debriefing session at the end of the course. Students found the single location for all rubrics and due dates to be helpful and time-saving. We had a 100% vote of student support for continuing the plan.

RELATED ITEM LEVEL 3

Action for Community Space Rubrics and Due Dates

Action Description:

As part of the debriefing at the last class meeting each summer, we will survey student interest in possibly adding more features to improve the MA Community of Practice to make it more helpful and time-saving for the students.

RELATED ITEM LEVEL 2

2. KPI For MA Community Space for Rubrics and Due Dates plus Syllabi

KPI Description:

In addition to Rubrics and Due Dates, the MA Community Space now includes a file with syllabi for all seven courses.

Attached Files

📄 2022 MA organization Syllabi resource.pdf

Results Description:

The addition of syllabi to the MA Community of Practice was a direct result of student feedback. We had a 100% vote of support for continuing that plan.

RELATED ITEM LEVEL 3

Action for Community Space Rubrics and Due Dates

Action Description:

As part of the debriefing at the last class meeting each summer, we will survey student interest in possibly adding more features to improve the MA Community of Practice to make it more helpful and time-saving for the students.

IV. Reflective Practice in Graduate Study

Goal Description:

Per the curriculum for MUSI 6285 syllabus, students will use reflective practice as a part of their learning process during the MA program.

Attached Files

📄 2022 MUSI 6285 Applied Analysis Ped.pdf

Providing Department: Band Studies MA

Progress: Ongoing

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

A. Formative Self-Assessment Techniques

Learning Objective Description:

Students will use the Narrative Self-Assessment Rubric to complete a Formative Self-Assessment at the beginning of each summer term as part of their reflective practice. This objective is broken into two components:

Formative Self-Assessment - Discussion Forum Mentoring

- 1st and 3rd-year student discussion forum with 3rd-year students mentoring
- 2nd-year student discussion forum with peer mentoring

Formative Self-Assessment - <u>Narrative</u>

Attached Files

📄 2022 MUSI 6285 Narrative Self Assessment Rubric .docx

RELATED ITEM LEVEL 2

1.Indicator for Formative Self-Assessment - Discussion Forum Mentoring
Indicator Description:

New for this year: Third-year students are assigned as mentors to assist first-year students in understanding and creating their first Formative Self-Assessment. Mentoring will take place primarily in the Discussion Forum for MUSI 6285. Note: Second-year students are in a separate discussion forum for peer tutoring.

Criterion Description:

On this first effort with third-year mentoring, the grade associated with mentoring was based on the number rather than the substance of postings, and faculty intervened with suggestions, as needed. Third-year students still submitted their own Formative Self-Assessment Narrative. Our second-year cohort recommended this mentoring activity last summer, so we included third-year student mentoring as part of our assessment plan this year.

Findings Description:

Based on student feedback gathered during our debriefing session at the end of the course, we learned that the mentoring process for narrative self-assessments provided clarity for the assignment and appeared to reduce the stress of uncertainty. The attached screenshot shows a posting by a first-year student and mentoring responses from two 3rd-year students.

Attached Files

📄 2022 MA Self Assessment mentoring screen shot.pdf

RELATED ITEM LEVEL 3

Action for Formative Self-Assessment - Discussion Forum Mentoring and Narratives
Action Description:

Due to some confusion and uncertainty about the purpose self-assessment inventory, we will add the following statement as part of the instructions:

Everyone's self-perceptions of growth from year to year will be different. Your summative (end-of-term) assessment after a summer session may or may not indicate growth in specific areas. Your formative assessment after a fall and spring of implanting new ideas may or may not indicate growth in specific areas. We want to you evaluate your strengths and weaknesses honestly without feeling the need to exaggerate. In ongoing self-assessments is not unusual to feel that some of your strengths are not as strong as you originally perceived them to be. Such perceptions are evidence that your awareness is increasing and that you now believe there is more to know about specific topics than you once thought.

RELATED ITEM LEVEL 2

2. Indicator for Formative Self-Assessment Narrative
Indicator Description:

MA students will use the Narrative Self-Assessment Rubric to complete a written Formative Self-Assessment Narrative at the beginning of each summer term. Self-assessments will be included in the digital portfolio.

The Formative Self-Assessment Rubric is found under Roman Numeral I in the attached document.

Attached Files
📄 2021 MUSI 6285 Narrative Self Assessment Rubric .pdf

Criterion Description:
Following the Narrative Self-Assessment Rubric, Formative Self-Assessments will be completed each year and submitted through MUSI 6285 by midnight on the first Tuesday of the two-week residency.

20% of the grade for MUSI 6285 will be based on the Formative Self-Assessment Narrative. These assignments will be assigned letter grades by the faculty. Students will be required to resubmit a revised assignment for any grade lower than 80% by faculty consensus.

Findings Description:
Three first-year students received lower than an 80% grade on their first attempt. Ultimately, all students achieved at least an 80% grade, with more than half receiving a grade of 90% or higher.

RELATED ITEM LEVEL 3

Action for Formative Self-Assessment - Discussion Forum Mentoring and Narratives
Action Description:
Due to some confusion and uncertainty about the purpose self-assessment inventory, we will add the following statement as part of the instructions:

Everyone's self-perceptions of growth from year to year will be different. Your summative (end-of-term) assessment after a summer session may or may not indicate growth in specific areas. Your formative assessment after a fall and spring of implanting new ideas may or may not indicate growth in specific areas. We want to you evaluate your strengths and weaknesses honestly without feeling the need to exaggerate. In ongoing self-assessments is not unusual to feel that some of your strengths are not as strong as you originally perceived them to be. Such perceptions are evidence that your awareness is increasing and that you now believe there is more to know about specific topics than you once thought.

RELATED ITEM LEVEL 1

B. Summative Self-Assessment Techniques
Learning Objective Description:
Students will use the Narrative Self-Assessment Rubric to complete a Summative Self-Assessment at the end of each summer term as part of their reflective practice

RELATED ITEM LEVEL 2

1. Indicator for Summative Self-Assessment Narrative
Indicator Description:
MA students will complete use the Self-Assessment Rubric to complete a Summative Self-Assessment Narrative at the end of each summer term that will be included in their 3-year portfolio

The Summative Self-Assessment Rubric is found under Roman Numeral II in the attached document.

Attached Files

📄 [2022 MUSI 6285 Narrative Self Assessment Rubric .pdf](#)

Criterion Description:

Following the Narrative Self-Assessment Rubric, Summative Self-Assessments will be completed each year and submitted through MUSI 6285 by July 15.

20% of the grade for MUSI 6285 will be based on the Summative Self-Assessment Narrative. These assignments will be assigned letter grades by the faculty. Students will be require to resubmit a revised assignment for any grade below B.

Findings Description:

Faculty members are concerned that the nature of the self-assessment inventory may encourage unintentional over or under-reporting. Some students appear to feel the need to show improvement in every area over the course of three years, while others have expressed feeling less confident about some areas in which they had previously considered themselves to be quite confident. We believe that as students develop more in-depth pedagogical knowledge, they discover there is more to know. This paradigm shift can skew their perceptions of strengths and weaknesses.

RELATED ITEM LEVEL 3

Action Summative Self-Assessment Narrative

Action Description:

Although we added a warning about possible changes in a student's self-perception of strengths and weaknesses as they move through the MA program, we will revisit the explanations and parameters of the self-assessment process included in the syllabus and rubrics for MUSI 6285.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

1. Due to the popularity of the Community Space consolidation of rubrics and due dates for all MA Courses, we will add another file for all syllabi associated with the MA to be similarly consolidated.
2. To encourage students as they approach their often dreaded first Summative Self-Assessment Narratives, we will dedicate face-to-face class time for mentoring discussions among first, second, and third year students.
3. We will include exemplars of the Lesson Plan Framework Design document in the resource section of the MA Community Space to provide additional clarification for the assignment.
4. We will also incorporate exemplar Videos on Personal Lesson Plan Framework to clarify expectations for both the Personal Lesson Plan Framework and the videos of implementation.
5. We will post exemplars of Major Project Design in the MA Community Space to help clarify expectations.
6. We will also post exemplars of completed Major Projects in the MA Community Space to help clarify expectations and reduce student concern.
7. We will move the due date for the first-year Formative Self-Assessment Narratives from Tuesday to Thursday. The two-day time extension will facilitate peer tutoring and conferences with faculty before the first day of intensive instruction. We will leave the appropriate discussion forum open for two more days before the assignment is due.
8. We will add a file to the welcome page of the MA Community of Practice to hold all syllabi associated with the MA.
9. We will increase our expectation for the number of posts to Discussion Forums related to Peer Assessment and Tutoring to encourage a higher level of engagement.
10. We will encourage students to post pictures of themselves in the Community Space Discussion Forum for Introductions, applying our expectation for professionalism online to photos

11. We will consider awarding extra credit as needed for students who show that they are building out their portfolios during their second year.
12. We will consider increasing the value of the CV portion of the digital portfolio from 20% to 30% of the final grade for MUSI 6388

Update of Progress to the Previous Cycle's PCI:

1. We added a file for all syllabi associated with the MA in the MA Community of Practice
2. To encourage students as they approach their often dreaded first Summative Self-Assessment Narratives, we dedicated face-to-face class time as well as an online discussion forum for mentoring discussions. Third-year students mentored first-year students, and second-year students had discussions among themselves.
3. We included exemplars of the Lesson Plan Framework Design in a Community of Practice discussion forum to provide clarification for the assignment.
4. We included exemplar Videos on Personal Lesson Plan Framework to clarify expectations for both the Personal Lesson Plan Framework and the videos of implementation for first-year students.
5. We posted exemplars of Major Project Design in the MUSI 6031 to help clarify expectations.
6. We did not post exemplars of completed Major Projects in MUS 6031 to help clarify expectations and reduce student concerns. At the beginning of the summer session, students needed additional time to complete their write-ups once the public school semester ended. We will include plans to post exemplar Major Projects for the summer term one year after their completion on our New PCI.
7. We moved the due date for the first-year Formative Self-Assessment Narratives from Tuesday to Thursday, leaving the appropriate discussion forum open for two more days before the assignment is due.
8. We added a file to the welcome page of the MA Community of Practice to hold all syllabi associated with the MA.
9. We increased our expectation for the number of responses to posts from peers from two to three in all Discussion Forums to encourage a higher level of engagement.
10. We encouraged students to post pictures of themselves in the Community Space Discussion Forum for Introductions, with approximately 70% compliance, up from 40% last year.
11. We decided not to offer extra credit as needed for students who show that they are building out their portfolios during their second year because the value of the portfolio became adequate motivation once exemplars were posted.
12. We decided against increasing the value of the CV portion of the digital portfolio from 20% to 30% of the final grade for MUSI 6388 because the quality of CVs improved once the benefits were evident through exemplars.

New Plan for Continuous Improvement Item

Closing Summary:

1. For summer 2023, we plan to include a discussion forum for each cohort to post a work-in-progress link to their Digital Portfolios during the second week of the summer session for annual and ongoing peer review and feedback.
2. For summer 2023, we plan to add a "Legacy Discussion Forum" for graduates of the MA in Band Studies.
3. For summer 2023, we plan to expand the amount of discussion mentoring assignments for our third-year students and introduce more mentoring opportunities to second-year students to encourage more participation in discussions beyond the minimum requirements and a greater sense of ownership in the learning and teaching process at the graduate level.
4. As part of the debriefing at the last class meeting each summer, we will survey student interest in possibly adding more features to improve the MA Community of Practice to make it more helpful and time-saving for the students.

5. For summer 2023, we will develop clearer language for the formative self-assessment narratives to encourage students to evaluate their strengths and weaknesses honestly without feeling the need to exaggerate positively or negatively.

6. For Summer 2023, we plan to include a component of justification for the Major Project topic selection that includes how it addresses the educational needs suggested by the Formative Self-Assessment better than the next best choice under consideration.

7. For summer 2023, we plan to ask for work-in-progress samples of the Major Project Implementation to be posted to an online discussion forum prior to our November and March Zoom follow-up meetings to encourage steady progress and avoid last-minute panic.

8. For summer 2023, we plan to assign and encourage more peer discussion with 2nd-year students mentoring 1st-year students in fleshing out the Personal Framework for Lesson Planning.

9. We have no plans to reduce the rigor of the implementation video assignment.

10. For summer 2023, we will revisit the explanations and parameters of the summative self-assessment process included in the syllabus and rubrics for MUSI 6285

11. We will post exemplar Major Projects in MUSI 6031 for the summer term one year after completion to help clarify expectations and reduce student concerns.

Music BA

Music History

Goal Description:

BA students will be knowledgeable regarding the general history of music and proficient in identifying composers, genres, and styles of compositions from the representative periods of Music History they have studied.

Providing Department: Music BA

Music History Writing Skills

Learning Objective Description:

Students will develop the necessary skills to discuss and explain in detail important concepts related to music history. Students will also be able to write in a clear, fluent manner consistent with norms within the field.

Improving Music History Learning by Writing

Indicator Description:

The traditional semester essay will be replaced by a regular journal assignment in which students have to reflect on the weeks' topics and bring them into a concise piece of writing. In this way writing becomes a learning tool rather than an more or less unrelated activity. Furthermore, the instructors can give feedback on the students' writing in a more targeted fashion.

Criterion Description:

Overall performance of students who regularly complete the journal assignment is expected. Moreover, students should display significant improvements in their writing—particularly style, grammar, and expression.

Findings Description:

Due to faculty staffing instability the assessment was not carried out in the planned manner. A new faculty hire will bring more planability.

Improving Music History Learning by Writing

Action Description:

Since the assessment plan was not carried out as planned, no immediate action is required.

Music Theory

Goal Description:

BA students will become proficient with the necessary fundamental skills associated with Music Theory.

Providing Department: Music BA

Sight Singing Assessment

Learning Objective Description:

Each student will demonstrate a proficiency in music literacy skills, such as effectively demonstrating the ability to sight sing a diatonic and a chromatic melody using solfege. The assessment of sight singing within the Music Theory curriculum highlights important skills covered in the core Music Theory and Musicianship sequence, such as: musical fluency, pitch accuracy, rhythm accuracy, and solfege mastery.

Sight Singing Assessment

Indicator Description:

At the completion of Musicianship 3, the capstone class within the core sequence for performance-based skills in the Music Theory curriculum, students will be assessed on their sight singing ability of both diatonic and chromatic music. The sight singing assessment tool will allow faculty to collect data in the following areas: musical fluency, pitch accuracy, rhythm accuracy, and solfege mastery.

Criterion Description:

This semester (Fall 2021) we are currently collecting data for sight singing assessment.

On a scale of 1 to 10, the benchmark in all areas is 8, which is admittedly high. After collecting the data, we will investigate the results.

Areas of assessment in sight singing (diatonic and chromatic music):

(1) Musical Fluency

(2) Pitch Accuracy

(3) Rhythm Accuracy

(4) Solfege Mastery

Findings Description:

Data was collected Fall 2021 (Musicianship 1) and Spring 2022 (Musicianship 2).

On a scale of 1 to 10, the benchmark in all areas is 8.

1) Musical Fluency: 7.5

2) Pitch Accuracy: 7.0

3) Rhythm Accuracy: 8.0

4) Solfege Mastery: 8.0

Sight Singing Assessment Diagnostic

Action Description:

Based on the findings, sight singing assessment will continue to be an area for continued improvement in the Music Theory division.

Faculty buy in is a top priority to standardize pedagogical practices.

The following teaching method will be implemented beginning Fall 2022:

Standard Guidelines for Singing a Melody at Sight

1) Understand the clef, key signature, and time signature

2) Determine the correct conducting pattern

3) Play the tonic on the piano and sing a tonicization pattern and/or scale to establish the key

4) Prepare to sing the melody silently (audiate the melody)

5) Perform the melody while conducting without stopping

Performance Application

Goal Description:

Students in the BA must be able to perform a variety of undergraduate repertoire, demonstrating musicianship, technical proficiency, and interpretive understanding on a principal instrument/voice.

Providing Department: Music BA

Progress: Completed

RELATED ITEMS/ELEMENTS --

RELATED ITEM LEVEL 1

Instrumental/Vocal Performance Proficiency

Learning Objective Description:

Each student will demonstrate, through a juried performance, proficiency in instrumental/vocal performance relative to technical command, rhythmic accuracy, intonation, tonal control and musicianship.

RELATED ITEM LEVEL 2

Instrumental/Vocal Performance Proficiency

Indicator Description:

Students perform an end-of-semester juried performances for applied faculty in their specific area that demonstrates the culmination of their semester's work. Students must also show consistent progress in key areas of their respective instrument/voice and perform at an acceptable level corresponding to their grade level, and must pass a "proficiency" which demonstrates a minimum skill set before being permitted to register for upper level applied instrument credits. The ideal is for each student to pass the proficiency at the first attempt; however, due to the rigorous application of indicator standards that are common to the SHSU applied faculty, a high, yet realistically attainable criterion is that students should pass the proficiency hearing with no more than three (3) attempts. The School of Music considers 90% of the students passing their proficiency every semester to be successful.

Criterion Description:

The students' proficiency jury will be used to evaluate and indicate the pass/fail rate. A minumum of three faculty adjudicators rate the juries and agree on a final proficiency outcome.

Findings Description:

The School of Music had two proficiencies for AY 2022, both in the spring semester. One attempt was a successful pass, but the other student failed, for a 50% passing rate. While this is below the expectation threshold, two students isn't quite enough to really measure the success rate of the students. With more students, this number will be more statistically accurate.

Attached Files
📄 BA Proficiencies.pdf

Instrumental/Vocal Performance Proficiency

Action Description:

The applied music faculty will continue to work to ensure high standards while also ensuring students have the requisite skills to pass the proficiency/

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

Instrumental/Vocal Performance Proficiency

This particular data point was determined to be somewhat inconclusive due to the discrepancies in how the proficiencies were implemented (masked, online, recorded, etc.) due to Covid-19. The challenges of the pandemic made changing the assessment tool this year impractical. The Assessment Committee plans to reach out to the applied faculty at the beginning of AY2021-2022 to explore more ways to collect meaningful data that accurately reflects student performance across a wide range of skill and grade levels.

Music History

We plan to experiment with the continued use of contactless strategies for traditional in-person and paper processes to work on writing skills forced by the pandemic in the post-pandemic scenario.

Music Theory

By returning to normal face-to-face instruction for AY2021-2022, the Theory area will administer the music literacy skills tests in Music Theory 2 and Musicianship 2 this coming cycle to gather meaningful data and continue to assess how we can better help our students build skills. In the meantime, the Theory area plans to continue to implement online resources to help students build their music literacy skills.

Update of Progress to the Previous Cycle's PCI:

Performance: The assessment plan was changed this year from a subjective qualitative approach to an objective quantitative approach. Since this assessment includes all instruments and voice, it is difficult to ascribe standards across all applied instruments due to their varying difficulties and expectations. The quantitative approach allows each area faculty to assess the students according to expectations and standards for the individual instrument, with the School of Music desiring a 90% overall pass rate. This allows the overall School of Music performance assessment to be objective. We feel this is a much more accurate assessment of our students skills in regard to their applied proficiency.

Music Theory: The music theory division has continued to use online resources to assist students building their musical skills. One such area of pedagogical implementation is using Auralia as a technological aid to help students build their sight singing skills.

New Plan for Continuous Improvement Item

Closing Summary:

Performance: Because the performance goal fell short of the criterion, the applied faculty will continue to work to raise the skill set of students preparing for their proficiency. By working to address the deficiencies as well as continuing to recruit high-level musicians, the School of Music is confident that proficiency pass rate will improve.

Music Theory: Based on the results from the sight singing assessment, the music theory division will continue to focus on improving students' overall musicianship skills in the area of successfully singing a melody at sight. This musical skill is a good indicator of basic musical competency, which assesses

students' overall ability to quickly integrate their pitch and rhythmic fluency. By building a comprehensive pedagogical approach amongst the faculty, the School of Music is confident that students' skill level will improve to reach the benchmark in the following areas in sight singing: overall musicianship, rhythmic accuracy, pitch accuracy, and solfege accuracy.

Music History: Due to faculty staffing instability the assessment was not carried out in the planned manner. A new faculty hire will bring more planability and the assessment will be repeated.

Music MM

Comprehensive Music Knowledge Base

Goal Description:

MM students should obtain a comprehensive knowledge of music beyond their primary area of focus/concentration, building on undergraduate foundations and increasing the *breadth* of their knowledge and abilities. This should include but is not limited to music performance, pedagogy, or therapy; music theory; and music history.

Providing Department: Music MM

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Breadth Of Knowledge

Learning Objective Description:

MM students need to obtain an appropriate level of musical knowledge beyond their primary area of focus/concentration. This should include but is not limited to music performance, pedagogy, or therapy; music theory; and music history.

RELATED ITEM LEVEL 2

Comprehensive Exam

Indicator Description:

Students will take an oral comprehensive exam in their final semester of study. This test will be relevant to all aspects of study that the student has experienced in the program, including performance, pedagogy, or therapy; music theory; and music history. The test will be administered by a minimum of three School of Music faculty from the designated fields of study.

Criterion Description:

Students are scored in three different categories: their applied area, music history, and music theory. A "Pass" on the exam indicates that all three categories were completed successfully. *Students will be allowed to retake a portion or all of their oral exam one time.* The School of Music considers a first-time pass rate of 75% of students to be successful.

Findings Description:

Only one student did not pass Music Theory, Music History, and Music Therapy on their first attempt of taking the comprehensive exam. The student successfully passed all three areas of the comprehensive exam on their second attempt. All remaining students passed all three categories of the comprehensive exam on their first attempt.

RELATED ITEM LEVEL 3

Comprehensive Exam

Action Description:

Based on the satisfactory results of all graduating students successfully passing the comprehensive exam, no further action is required at this time.

Music Performance

Goal Description:

Students studying music performance will perform at a level considered professionally competitive in all types of music literature, including solo works, chamber music, and those pieces written for large ensembles. Through their performance, students will be able to demonstrate a fundamental understanding of all musical stylistic periods by making historically-informed choices regarding specific musical elements (i.e. phrasing, articulation, ornamentation, etc.). This degree plan culminates in a recital, which adheres to the guidelines in the School of Music Student Handbook and is tailored to the student's principle vocal or instrumental concentration.

Providing Department: Music MM

Progress: Completed

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

High Quality Performance Of Standard Literature

Learning Objective Description:

Master's students with a performance emphasis will perform standard literature for their instrument/voice. The music selections will be appropriate to the masters degree level and performance practices at the professional level.

RELATED ITEM LEVEL 2

Pre-Recital Hearing

Indicator Description:

Graduate students studying performance or pedagogy must pass a pre-recital hearing indicating the music required for their recital has been prepared to a professional performance-ready level. Students will present at least one graduate recital which indicates they have attained the appropriate level of mastery of their instrument/voice at a level which must be consistent with the national standards of the National Association of Schools of Music (NASM).

Masters of Music Pre-Recital Hearing Performance Standards:
The application of performance standards used for each instrument or voice will vary widely based upon composers, periods and styles; nevertheless, the following standard performance qualities are checked by all faculty and assessed in the specific context of the particular performance piece:
   Intonation
   Rhythmic accuracy
   Tone quality
Students must sing/play in turn, with the proper/appropriate intonation and tone quality and within the prescribed rhythmic patters for the periods and composers and styles of their performance pieces.

Criterion Description:

The ideal is for each student to pass the pre-recital hearing at the first attempt; however, due to the rigorous application of indicator standards that are common to the SHSU Masters Music Program faculty, a high, yet realistically attainable criterion is that Students should pass the pre-recital hearing with no more than three (3) attempts. 100% of students will pass the pre-recital hearing within three attempts and be judged "recital ready." The School of Music considers 95% of the students passing the recital jury on the first attempt to be a success.

Findings Description:

There were 13 MM Recital Hearings attempted in AY 2022 by MM students (all instruments). Of those 13, all 13 passed, for a pass rate of 100%.

Attached Files

RELATED ITEM LEVEL 3

Pre-Recital Hearing

Action Description:

The School of Music MM students all successfully passed their attempted Recital Hearing in AY 22. The School of Music applied faculty will continue to maintain high standards and recruit high-level musicians to ensure high continued pass rate for attempted MM recital hearings.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

Covid-19 made assessment of recital hearings a bit challenging. While data was collected, it's viable accuracy may be questioned. The School of Music is currently in the process of solidifying entering diagnostic exam practices, possible remediation for students as appropriate, and the format and content of the comprehensive exams. Thus, the School of Music will continue to collect data of the comprehensive exams and revisit a plan of action if needed in Summer 2021.

Faculty feedback suggests that due to differences in Pre-Recital Hearing requirements across Master of Music concentrations, Pre-Recital Assessment descriptions, indicators, and objectives may need to be different for performance, composition, and conducting students. Faculty will revisit this area and develop possible new assessment goals for AY2021-2022.

Update of Progress to the Previous Cycle's PCI:

The assessment plan was changed this year from a subjective qualitative approach to an objective quantitative approach. Since this assessment includes all instruments and voice, it is difficult to ascribe standards across all applied instruments due to their varying difficulties and expectations. The quantitative approach allows each area faculty to assess the students according to expectations and standards for the individual instrument, with the School of Music desiring a 95% overall pass rate for graduate MM students. This allows the overall School of Music performance assessment to be objective. We feel this is a much more accurate assessment of our students skills in regard to their applied proficiency.

While the benchmark has been reached for student proficiency and passing of the comprehensive exams, the academic faculty will explore options to enhance the academic curricular offerings in the School of Music.

New Plan for Continuous Improvement Item

Closing Summary:

Breadth of Knowledge: The School of Music has hired a new tenure-track musicologist starting Fall 2022. The academic faculty will explore options for course rotation and implementation within the MM curriculum to enhance student knowledge and preparedness for the comprehensive exams.

Performance: The School of Music plans to continue using the recital hearing pass rate as the measurement of performance assessment for next year.

While the comprehensive exam pass rate has been high and the School of Music has consistently maintained the goal pass rate, the process leading up to the comprehensive exams has not always been clear to the students. There have been occasional delays in comprehensive exam attempts due to not fully understanding the requirements and expectations. The School of Music plans to address these situations by reviewing the exam requirements, creating a Graduate Handbook, as well as improving this aspect of advising.

Music Therapy BM

Clinical Musicianship Skills

Goal Description:

BM music therapy students will demonstrate foundational competence in vocal and self-accompaniment skills prior to commencement of clinical training experiences.

Providing Department: Music Therapy BM

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Practicum Readiness - Chord Progressions

Learning Objective Description:

Students will demonstrate the ability to competently play on piano and/or guitar a given set of major (I-IV-V-I in C, D, and G major) and minor chord (i-iv-V-i in a, d, or e minor) progressions with a steady tempo, consistent accompaniment pattern, and accurate ands fluid chord changes.

RELATED ITEM LEVEL 2

Practicum Readiness Evaluation

Indicator Description:

Each student will be required to pass the Practicum Readiness Evaluation (PRE) prior to the start of Music Therapy Practicum courses. The evaluation can be repeated up to two times. Music therapy faculty developed current iteration of the PRE in consultation with music therapy assessment consultants hired through an Office of Assessment and Planning mini-grant, as well as through review of PRE-style evaluations that other institutions utilize. SHSU music therapy professors serve as jurors and utilize a rubric to evaluate students' performances across a variety of criteria, which they will average to calculate overall scores for the chord progression component and song accompaniment component.

Attached Files
📄 PRACTICUM PROF eval

Criterion Description:

Scores for the PRE are determined by the attached rubric and 4-point scale. An average score of 3 is required in each section in order to pass the PRE. Students who earn a 2.8 or 2.9 in one or both sections will earn a grade of "pass with reservations" and will need to re-do the lower-scored section(s) at the end of the semester and earn a score of 3.0 in order to continue in practicum the following semester.

Attached Files
📄 PRE.Rubric.xlsx

Findings Description:

As of writing, faculty are still assessing students' PRE video submissions (part of the PRE was completed in person and part required a video submission). Once we complete the evaluation process, we will update this section with findings information.

RELATED ITEM LEVEL 3

Practicum Readiness Evaluation

Action Description:

As of writing, faculty are still assessing students' PRE video submissions (part of the PRE was completed in person and part required a video submission). Once we complete the evaluation process, we will update this section with action information.

Practicum Readiness - Song Accompaniment

Learning Objective Description:

Students will demonstrate the ability to competently sing while accompanying themselves a total of four different songs, including: 1) a song of their choice, sung acapella (does not need to be memorized); 2) a song of their choice, sung while accompanying themselves rhythmically using body percussion or a percussion instrument of their choice (does not need to be memorized); 3) a song from a children's movie/cartoon/show, sung from memory while accompany themself on piano or guitar in the key of their choice; and 4) a common preschool or folk song, sung from memory while accompanying themself on piano or guitar in a key of their choice that is different from the key they selected for the other guitar/piano accompanied song.

Practicum Readiness Evaluation

Indicator Description:

Each student will be required to pass the Practicum Readiness Evaluation (PRE) prior to the start of Music Therapy Practicum courses. The evaluation can be repeated up to two times. Music therapy faculty developed current iteration of the PRE in consultation with music therapy assessment consultants hired through an Office of Assessment and Planning mini-grant, as well as through review of PRE-style evaluations that other institutions utilize. SHSU music therapy professors serve as jurors and utilize a rubric to evaluate students' performances across a variety of criteria, which they will average to calculate overall scores for the chord progression component and song accompaniment component.

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Practicum Readiness Evaluation

Action Description:

As of writing, faculty are still assessing students' PRE video submissions (part of the PRE was completed in person and part required a video submission). Once we complete the evaluation process, we will update this section with action information.

Music History

Goal Description:

BM music students will be knowledgeable regarding the general history of music and proficient in identifying composers, genres, and styles of compositions from the representative periods of Music History they have studied.

Providing Department: Music Therapy BM

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Music History Writing Skills

Learning Objective Description:

Students will develop the necessary skills to discuss and explain in detail important concepts related to music history. Students will also be able to write in a clear, fluent manner consistent with norms within the field.

RELATED ITEM LEVEL 2

Improving Music History Learning by Writing

Indicator Description:

The traditional semester essay will be replaced by a regular journal assignment in which students have to reflect on the weeks' topics and bring them into a concise piece of writing. In this way writing becomes a learning tool rather than an more or less unrelated activity. Furthermore, the instructors can give feedback on the students' writing in a more targeted fashion.

Criterion Description:

Overall performance of students who regularly complete the journal assignment is expected. Moreover, students should display significant improvements in their writing—particularly style, grammar, and expression.

RELATED ITEM LEVEL 3

Music History Learning Through Writing

Music Theory

Goal Description:

BM music therapy students will become proficient with the necessary fundamental skills associated with Music Theory.

Providing Department: Music Therapy BM

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Sight Singing Assessment

Learning Objective Description:

Each student will demonstrate a proficiency in music literacy skills, such as effectively demonstrating the ability to sight sing a diatonic and a chromatic melody using solfege. The assessment of sight singing within the Music Theory curriculum highlights important skills covered in the core Music

Theory and Musicianship sequence, such as: musical fluency, pitch accuracy, rhythm accuracy, and solfege mastery.

Sight Singing Assessment
Indicator Description:
At the completion of Musicianship 3, the capstone class within the core sequence for performance-based skills in the Music Theory curriculum, students will be assessed on their sight singing ability of both diatonic and chromatic music. The sight singing assessment tool will allow faculty to collect data in the following areas: musical fluency, pitch accuracy, rhythm accuracy, and solfege mastery.

Criterion Description:
This semester (Fall 2021) we are currently collecting data for sight singing assessment.

On a scale of 1 to 10, the benchmark in all areas is 8, which is admittedly high. After collecting the data, we will investigate the results.

Areas of assessment in sight singing (diatonic and chromatic music):

(1) Musical Fluency

(2) Pitch Accuracy

(3) Rhythm Accuracy

(4) Solfege Mastery

Findings Description:
Data was collected Fall 2021 (Musicianship 1) and Spring (Musicianship 2).

On a scale of 1 to 10, the benchmark in all areas is 8.

1) Musical Fluency: 7.5

2) Pitch Accuracy: 7.0

3) Rhythm Accuracy: 8.0

4) Solfege Mastery: 8.0

Sight Singing Assessment Diagnostic
Action Description:
Based on the findings, sight singing assessment will continue to be an area for continued improvement in the Music Theory division.

Faculty buy in is a top priority to standardize pedagogical practices.

The following teaching method will be implemented beginning Fall 2022:

Standard Guidelines for Singing a Melody at Sight

1) Understand the clef, key signature, and time signature

2) Determine the correct conducting pattern

3) Play the tonic on the piano and sing a tonicization pattern and/or scale to establish the key

4) Prepare to sing the melody silently (audiate the melody)

5) Perform the melody while conducting without stopping

Music Therapy Board Certification

Goal Description:

BM music therapy students will be fully prepared to obtain board certification in music therapy and to practice ethically as professional MT-BC's (Music Therapists - Board Certified).

Providing Department: Music Therapy BM

RELATED ITEMS/ELEMENTS --

RELATED ITEM LEVEL 1

Music Therapy Board Certification

Learning Objective Description:

Following the completion of all coursework, including the music therapy internship, students will evidence sufficient knowledge for board-certification in the areas of music therapy referral, assessment, and treatment planning; treatment implementation and termination; documentation and evaluation; and professional development and responsibilities.

RELATED ITEM LEVEL 2

Board Certification Examination

Indicator Description:

Following completion of the undergraduate program, students planning to practice as professional music therapists must pass the national board-certification examination administered by the Certification Board for Music Therapists (CBMT).

Criterion Description:

CBMT disseminates quarterly both institution-specific and national board-certification pass rates. These pass rates are separated out by first-time exam takers and repeat test takers, with first-time pass rates being the purest form of data. As a program, we consider a first-time pass rate at or above the national average to be adequate.

In addition to information about first-time and repeat test takers' pass rates, CBMT provides on request ultimate pass rates, which are look back at a particular period of time to gauge how many candidates from the university have ultimately passed, regardless of if it was their first attempt or a repeat attempt. As a program, we consider an ultimate pass rate of 80% to be adequate.

Findings Description:

As of writing, the program is awaiting the CBMT to send us the most updated first-time and ultimate pass information for SHSU, which we anticipate we will receive in the next few weeks. Once we receive this information , we will update this section with findings information.

RELATED ITEM LEVEL 3

Board Certification Examination

Action Description:

As of writing, faculty are still awaiting pass information from the CBMT. Once we receive this information, we will update this section with actions.

Performance Application

Goal Description:

Students in the BM must be able to perform a variety of undergraduate repertoire, demonstrating musicianship, technical proficiency, and interpretive understanding on a principal instrument/voice.

Providing Department: Music Therapy BM

Progress: Completed

RELATED ITEM LEVEL 1

Instrumental/Vocal Performance Proficiency

Learning Objective Description:

Each student will demonstrate, through a juried performance, proficiency in instrumental/vocal performance relative to technical command, rhythmic accuracy, intonation, tonal control and musicianship.

RELATED ITEM LEVEL 2

Instrumental/Vocal Performance Proficiency

Indicator Description:

Students perform an end-of-semester juried performances for applied faculty in their specific area that demonstrates the culmination of their semester's work. Students must also show consistent progress in key areas of their respective instrument/voice and perform at an acceptable level corresponding to their grade level, and must pass a "proficiency" which demonstrates a minimum skill set before being permitted to register for upper level applied instrument credits. The ideal is for each student to pass the proficiency at the first attempt; however, due to the rigorous application of indicator standards that are common to the SHSU applied faculty, a high, yet realistically attainable criterion is that students should pass the proficiency hearing with no more than three (3) attempts. The School of Music considers 90% of the students passing their proficiency every semester to be successful.

Criterion Description:

The students' proficiency jury will be used to evaluate and indicate the pass/fail rate. A minimum of three faculty adjudicators rate the juries and agree on a final proficiency outcome.

Findings Description:

Data was collected in both the fall and spring semesters for students attempting a proficiency. There were 27 students in total that attempted a proficiency in AY 22. Of those 27, 24 students successfully passed, while 4 failed, for an overall passing rate of 88.9%.

RELATED ITEM LEVEL 3

Instrumental/Vocal Performance Proficiency

Action Description:

The School of Music set the criterion for the Performance Assessment at 90% pass rate. In AY 22, we fell just shy of that mark by 1.1%. The School of music will continue to raise the skill set level of our lower-level students by enforcing standards set by applied faculty and recruiting high-level musicians to fully reach the 90% pass rate.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

Assessment areas in music therapy consist of two broad areas: 1) music therapy discipline-specific applied skills that relate to professional preparation; and 2) core music skills required of all music majors, regardless of concentration (therapy, education, composition, or performance). In terms of music therapy-specific applied skills and professional preparation, music therapy faculty recognize that in order to best prepare out students for competent professional practice, we need to spend significant time examining our

curriculum for strengths, weaknesses, and opportunities so that we can intentionally develop and incorporate planned actions related to clinical musicianship and professional disposition, as well as board exam preparation. All music therapy faculty will be involved in this plan.

In terms of core music skills, pedagogical changes and formats arising from the COVID19 pandemic interfered with the ability for faculty to implement most planned assessments and to reliably gather data that can inform future improvements and actions. During the upcoming assessment cycle, music faculty tasked with assessment in all the core music areas or theory, music history, and performance will work together to ensure planned assessments occur so that we can begin to analyze and take action on the data.

Update of Progress to the Previous Cycle's PCI:

Performance: The assessment plan was changed this year from a subjective qualitative approach to an objective quantitative approach. Since this assessment includes all instruments and voice, it is difficult to ascribe standards across all applied instruments due to their varying difficulties and expectations. The quantitative approach allows each area faculty to assess the students according to expectations and standards for the individual instrument, with the School of Music desiring a 90% overall pass rate. This allows the overall School of Music performance assessment to be objective. We feel this is a much more accurate assessment of our students skills in regard to their applied proficiency.

Music Theory: The music theory division has continued to use online resources to assist students building their musical skills. One such area of pedagogical implementation is using Auralia as a technological aid to help students build their sight singing skills.

New Plan for Continuous Improvement Item

Closing Summary:

Performance: Because the performance goal fell slightly short of the criterion, the applied faculty will continue to work to raise the skill set of students preparing for their proficiency. By working to address the deficiencies as well as continuing to recruit high-level musicians, the School of Music is confident that proficiency pass rate will improve.

Music Theory: Based on the results from the sight singing assessment, the music theory division will continue to focus on improving students' overall musicianship skills in the area of successfully singing a melody at sight. This musical skill is a good indicator of basic musical competency, which assesses students' overall ability to quickly integrate their pitch and rhythmic fluency. By building a comprehensive pedagogical approach amongst the faculty, the School of Music is confident that students' skill level will improve to reach the benchmark in the following areas in sight singing: overall musicianship, rhythmic accuracy, pitch accuracy, and solfege accuracy.

Practicum Readiness Evaluation: Will update this section once findings and actions are entered.

Board Certification: Will update this section once findings and actions are entered.

Department of Theatre and Musical Theatre

Musical Theatre BFA

Acting Proficiency

Goal Description:

Musical theatre students will acquire the knowledge and skills necessary to demonstrate proficiency in acting and performance artistry necessary to be successful in professional theatre.

Providing Department: Musical Theatre BFA

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Musical theatre majors will demonstrate proficiency in character development

Learning Objective Description:

Students will demonstrate proficiency in character development including effective movement, playing objectives, textual clarity, and vocal energy. Additionally, connection and storytelling will be evaluated as it relates to studied scripts, class participation, and roles performed.

RELATED ITEM LEVEL 2

Acting Jury

Indicator Description:

For the acting jury, students prepare a monologue (1 min in length) and are required to display proficiency in character development including effective movement, playing objectives, textual clarity, and vocal energy. Students' acting proficiency is evaluated on a 1 to 5 scale (the score of 5 is high). A panel of Musical Theatre Program faculty members receive the monologue and assign scores to each area of assessment. At the conclusion of the jury, the scores are averaged to determine an overall grade. Using this score and the previous semester's jury assessment score, a determination about the students' proficiency and progress is made. Juries are followed by a self assessment interview with the student where they receive feedback on where improvement may be needed. To prepare for their acting jury, students answer a series of questions about their monologue selection and preparation.

Attached Files

📄 MT Monologue Jury Form.pdf

Criterion Description:

Individual student's jury performance and score is the foundation for continuing in the Musical Theatre Program. For the continuing student, the improvement in score from previous juries guarantees their continued presence in the program. Each of the three elements hold equal weight in the decision to retain a student in the program. However, a student who is particularly strong in one area may be permitted to continue with the understanding that a weak area will need additional attention to raise the student to the appropriate level of expertise. We expect at least 85% of Musical Theatre students will score 3 or higher on their acting jury. As part of their acting jury preparation, students will provide a series of responses regarding their monologue selection.

Attached Files

📄 MT Monologue Jury Form.pdf

Findings Description:

The juries scores for acting proficiency improved in this cycle. At least 85% of the students scored 3 or higher this past cycle. Students did provide responses and improved their own self-assessment capabilities.

Acting Jury

Action Description:

The department will continue to finesse and clarify all acting classes, from Beginning Acting to the more advanced classes in order to ensure that the students are learning the important component of connection that the actor must master. Additionally, new classes have been added such as Commedia and the Actor and Stage Movement II that will be open electives for the Musical Theatre students. This spring we tested an acting through song workshop with our musical theatre majors. We believe this developed confidence and growth in their acting performance and would like to continue this in a more permanent fashion moving forward.

Mid-Term Review

Indicator Description:

Students and faculty will participate in a mid-term review during week seven of the semester. Each faculty member and production team member will have an opportunity to report on the students' progress, work ethic, attitude, proficiency, skill set as it relates to their classroom and production work. Students will have an opportunity to report on their own progress, participation, attitude, growth and experience through a series of reflection questions asked during mid-term review process.

Attached Files
📄 mid-term review faculty form.pdf

Criterion Description:

A rating scale of 1-5 will be used to comment on each item in the students' development of proficiency. We expect 90% of all musical theatre majors will pass their mid-term review.

Findings Description:

The result of 90% of all musical theatre majors to pass their mid-term review was met.

Mid-Term Review

Action Description:

The questions asked at the mid term review will be open to all the department faculty to get a wider and more comprehensive view of each student. The midterms will be attended by more faculty.

Sophomore/Transfer Gate Interview

Indicator Description:

Sophomore interviews will take place at the conclusion of the sophomore year or end of first year for transfer students. Musical theatre majors will participate in an assessment interview with musical theatre faculty. Areas of consideration will include the student's career viability, program participation, scholastic success, etc. The goal of the sophomore interview is to determine if it is in the student's best interest to continue the pursuit of the BFA in Musical Theatre. The faculty and/or student may come to the conclusion that continuing in the Musical Theatre Program is no longer possible.

Attached Files
📄 Sophomore Interview Form.pdf

Criterion Description:

Students will be asked to reflect on their experience through a series of questions. These questions will guide the interview. Additionally, teachers will be asked to review the student's GPA, progress, attitude, competency, participation and potential to determine the student's success in the program.

Attached Files

📄 Gate Interview_Student Information.pdf

Findings Description:

It was found that the series of questions asked were instrumental in deciding whether or not the student had the drive and professionalism to remain in the program. Through our conversations, students were able to express their experiences, goals, and struggles. The faculty was then able to respond with plans and ideas to aid in each student's growth.

RELATED ITEM LEVEL 3

Sophomore/Transfer Gate Interview

Action Description:

The series of questions asked at the sophomore gate / interviews will continue to be explored and finessed. Additionally, the department will explore inviting all faculty to the interviews for a more rounded assessment of all students.

Dance Proficiency

Goal Description:

Musical Theatre students will acquire the knowledge and skills necessary to demonstrate proficiency and artistry in dance, specifically in musical theatre jazz, as well as basic knowledge and skills in the areas of ballet, modern dance and tap.

Providing Department: Musical Theatre BFA

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Musical theatre majors will demonstrate proficiency in basic technical dance skills

Learning Objective Description:

The skills being developed include subsets of techniques from ballet, tap, jazz, modern and lyrical. The student's proficiency will be evaluated on use of space, energy, expressiveness and stylistic choices while performing. Steady and consistent growth in is expected.

RELATED ITEM LEVEL 2

Dance Jury

Indicator Description:

For the dance jury, students learn and perform a ballet warm up as well as a musical theatre jazz combination. Students are expected to display proficiency and growth in their dance skills. These skills include subsets of techniques from ballet, tap, jazz, modern and lyrical. The student's proficiency in combination execution will be evaluated. Students are evaluated on use of space, energy, expressiveness and stylistic choices while performing a piece introduced during the jury session. Students' dance proficiency is evaluated on a 1 to 5 scale (the score of 5 is high). A panel of Musical Theatre Program faculty members and dance faculty view the combinations and assign scores to each area of assessment. At the conclusion of the jury, the scores are averaged to determine an overall grade. Using this score and the previous semester's jury assessment score, a determination about the students' proficiency and progress is made. Juries are followed by a self assessment interview with the student where they receive feedback on where improvement may be needed.

Attached Files

📄 [Dance Jury Form.pdf](#)

Criterion Description:

Individual student's jury performance and score is the foundation for continuing in the Musical Theatre Program. For the continuing student, the improvement in score from previous juries guarantees their continued presence in the program. Each of the three elements hold equal weight in the decision to retain a student in the program. However, a student who is particularly strong in one area may be permitted to continue with the understanding that a weak area will need additional attention to raise the student to the appropriate level of expertise. We expect at least 85% of Musical Theatre students will score 3 or higher on their dance jury. As part of their dance jury preparation, students submit a list of the dance technique courses they've completed along with responses to a series of questions about their dance training experience.

Attached Files

📄 [Dance Jury Form.pdf](#)

Findings Description:

Outside of this regular assessment tool, through class observation, and viewing the spring musical, *Memphis*, and end of semester non-majors dance showing, I think everyone's dance skills had progressed well. In the Fall of 2021 and Spring of 2022, as per our degree plan, all MT majors were enrolled in at least one dance class per semester, ranging from ballet, jazz, modern and tap. The continuity of having a dance class every semester continues to prove positive. The Freshmen started their Ballet sequence with Intro to Ballet and continued with Intermediate Ballet in the Spring semester. Laying down this technical foundation at the beginning of their training ensures students' progress through their dance journey. New this Fall semester for more advanced students was a special topics course on Swinging and Dance Captaining work. This course was very productive for nine musical theatre majors (and 3 dance majors) who sharpened their dance step retention skills memorizing multiple different tracks and worked on directing, organization and leadership skills. My goal is to repeat this course on a semi-regular basis. The dance jury at the end of the Fall semester showed that everyone had progressed well, especially for Freshmen who started the year with minimal to no training and ended feeling more confident in a dance studio/class picking up choreography. The Spring semester dance jury had to be cancelled due to a sizeable outbreak of Covid-19 amongst our musical theatre majors. The most optimistic result this year I feel is the students' attitude about dance. Overall, this academic year, no matter what their level, students are eager to take dance classes to improve their dance skills.

RELATED ITEM LEVEL 3

Dance Jury

Action Description:

The program intends to offer more sequential dance classes in the future. We will continue having each student take a dance class per semester, in all styles. We will continue to explore new industry aligned classes such as the Swing and Dance Captain class. Hopefully, with COVID 19 behind us, dance juries will be more consistent. We will continue to cultivate a growth mindset for dance, and face each student's insecurities.

RELATED ITEM LEVEL 2

Mid-Term Review

Indicator Description:

Students and faculty will participate in a mid-term review during week seven of the semester. Each faculty member and production team member will have an opportunity to report on the students' progress, work ethic, attitude, proficiency, skill set as it relates to their classroom and production work. Students will have an opportunity to report on their own progress, participation, attitude, growth and experience through a series of reflection questions asked during mid-term review process.

Attached Files

📄 [mid-term review faculty form.pdf](#)

Criterion Description:

A rating scale of 1-5 will be used to comment on each item in the students' development of proficiency. We expect 90% of all musical theatre majors will pass their mid-term review.

Findings Description:

The result of 90% of all musical theatre majors to pass their mid-term review was met.

Mid-Term Review

Action Description:

The questions asked at the mid term review will be open to all the department faculty to get a wider and more comprehensive view of each student. The midterms will be attended by more faculty.

Sophomore/Transfer Gate Interview

Indicator Description:

Sophomore interviews will take place at the conclusion of the sophomore year or end of first year for transfer students. Musical theatre majors will participate in an assessment interview with musical theatre faculty. Areas of consideration will include the student's career viability, program participation, scholastic success, etc. The goal of the sophomore interview is to determine if it is in the student's best interest to continue the pursuit of the BFA in Musical Theatre. The faculty and/or student may come to the conclusion that continuing in the Musical Theatre Program is no longer possible.

Attached Files

📄 Sophomore Interview Form.pdf

Criterion Description:

Students will be asked to reflect on their experience through a series of questions. These questions will guide the interview. Additionally, teachers will be asked to review the student's GPA, progress, attitude, competency, participation and potential to determine the student's success in the program.

Attached Files

📄 Gate Interview_Student Information.pdf

Findings Description:

It was found that the series of questions asked were instrumental in deciding whether or not the student had the drive and professionalism to remain in the program. Through our conversations, students were able to express their experiences, goals, and struggles. The faculty was then able to respond with plans and ideas to aid in each student's growth.

Sophomore/Transfer Gate Interview

Action Description:

The series of questions asked at the sophomore gate / interviews will continue to be explored and finessed. Additionally, the department will explore inviting all faculty to the interviews for a more rounded assessment of all students.

Vocal Proficiency

Goal Description:

Musical theatre students will acquire the knowledge and skills necessary to demonstrate proficiency and artistry in singing and musicianship necessary for success in professional theatre.

Providing Department: Musical Theatre BFA

Progress: Ongoing

Musical theatre majors will demonstrate proficiency in artistry, musicianship, vocal technique, and

voice characteristics

Learning Objective Description:

Student success will evaluated on proficiency in use of rhythm, tempo, dynamics, musical sensitivity and appropriate styling choices. The student's vocal technique relative to flexibility, breath support, diction, registration shifts, intonation, and control will also be measured. Voice characteristics including an evaluation on the quality, evenness of registration and belt range are also included. Additionally, musicianship and artistry will be evaluated as it relates to studied repertoire, Workshop participation, roles performed and ensemble.

RELATED ITEM LEVEL 2

Mid-Term Review

Indicator Description:

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Attached Files
📄 mid-term review faculty form.pdf

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A rating scale of 1-5 will be used to comment on each item in the students' development of proficiency. We expect 90% of all musical theatre majors will pass their mid-term review.

Findings Description:

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RELATED ITEM LEVEL 3

Mid-Term Review

Action Description:

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RELATED ITEM LEVEL 2

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RELATED ITEM LEVEL 3

Sophomore/Transfer Gate Interview

Action Description:

The series of questions asked at the sophomore gate / interviews will continue to be explored and finessed. Additionally, the department will explore inviting all faculty to the interviews for a more rounded assessment of all students.

RELATED ITEM LEVEL 2

Vocal Jury

Indicator Description:

For the vocal jury, students prepare four contrasting songs and are required to display proficiency in in use of rhythm, tempo, dynamics, musical sensitivity and appropriate styling choices. The student's vocal technique relative to flexibility, breath support, diction, registration shifts, intonation, and control will also be measured. Voice characteristics including an evaluation on the quality, evenness of registration and belt range are also included in the jury process. Students' vocal proficiency is evaluated using a 100 point rubric (attached). A panel of Musical Theatre Program applied voice faculty members and other musical theatre faculty members assess the performance and assign scores to each area of assessment. At the conclusion of the jury, the scores are averaged to determine an overall grade. Using this score and the previous semester's jury assessment score, a determination about the students' proficiency and progress is made. Juries are followed by a self assessment interview with the student where they receive feedback on where improvement may be needed.

Attached Files

📄 MT vocal jury form.pdf

Criterion Description:

Individual student's jury performance and score is the foundation for continuing in the Musical Theatre Program. For the continuing student, the improvement in score from previous juries guarantees their continued presence in the program. Each of the three elements hold equal weight in the decision to retain a student in the program. However, a student who is particularly strong in one area may be permitted to continue with the understanding that a weak area will need additional attention to raise the student to the appropriate level of expertise. We expect at least 85% of Musical Theatre students will score 80% or better on their vocal jury.

Findings Description:

Due to a major Covid-outbreak within the department, we were unable to safely conduct vocal juries in Spring 22. Each voice teacher evaluated their students' over the course of the semester to assess their growth.

RELATED ITEM LEVEL 3

Vocal Jury

Action Description:

We realized this year that there is confusion surrounding the students' approach to jury. Is it structured to be reflect an audition or highlight their academic growth? In the future, we hope to clarify this so we are all evaluating on the same criteria.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

We are constantly examining and tweaking how we train and what we train. To track our success, we regularly assess our students' learning outcomes. We do this through skills testing in the form of juries, midterm reviews, and feedback meetings. We value seeing and understanding each students' unique experience, identity, skill set, beliefs, and practices and want to consider how those dynamics impact learning outcomes. To that end, in AY22, we will continue to provide opportunities for students to express their thoughts and ask questions during their assessment process. We will continue to acknowledge each student's unique experiences during. We will make our mid-term assessments more efficient for our faculty and take more time for our gate interviews. We will work with dance faculty to schedule and design classes that meet the needs of our students. We will return to regular, in person voice instruction. We will renew our relationships with Houston Theatres and re-establish our New York presence with A1 auditions and Senior Showcase. We will continue to provide an alumni Zoom series so current students can continue to be mentored and encouraged by our working alumni.

Update of Progress to the Previous Cycle's PCI:

The assessment of students' learning outcomes has improved this last cycle. Juries, midterm reviews and feedback meetings all played a vital part in how we approach these assessments. Looking at the student as a unique individual with various challenges to their growth, we have honed how we approach our training practices. The efficiency of the evaluation mechanisms vastly improved, leaving faculty who were more attuned to each students' needs. Working with the Dance Department, the Musical Theatre program scheduled dance classes that made more pedagogical sense in the progression of classes that students should take. We returned to regular face to face voice classes; a big boon to student success in that area.

We have continued our relationship with A-1 auditions and have continued to work with the Growing Studio in New York for our Showcase this past spring. The Showcase was our first face to face event in New York since the pandemic. The department held regular majors' meetings so that all students could ask questions about department policies and events. And finally, we continued the alumni Zoom sessions, allowing our students to learn from our successful alumni from New York and around the country.

New Plan for Continuous Improvement Item

Closing Summary:

As we have stated before, we are constantly examining and tweaking how we train and what we train. We will continue to track and assess our students' learning outcomes through skills testing in the form of juries, midterm reviews, and feedback meetings. We value seeing and understanding each students' unique experience, identity, skill set, beliefs, and practices and want to consider how those dynamics impact learning outcomes. We were able to renew are relationship with theatres. We had several students involved in A-1 auditions and cast in productions downtown at Stages Theatre.

We are beginning to realize how the pandemic changed and continues to alter the landscape of the theatre industry. It is our hope to provide students a strong artistic foundation to meet the needs of the industry now and adapt as it changes. So many students believe they must be "perfect" to be successful and it is stunting their growth. We hope to foster a growth mindset culture by meeting the students where they are and giving them opportunities to take risks in classes, performances, and workshops. We also want to be sure that we are listening to their needs by continuing our feedback sessions, midterm reviews, and juries, but also giving them tools to grow through challenges.

We are proud of the program we have created, but also aware that we need to be sure that our offerings provide students with the opportunities to grow in each of the areas of musical theatre. We hope to alter workshops and classes to provide students with an opportunity to integrate music, acting, and dance into one synergistic performance (ie. Acting through song).