

2014-2015

College of Fine Arts and Mass Communication

Department of Art

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU) 2014 - 2015

Art BFA (Computer Animation)

Goal

Development Of Core Animation Concepts And Techniques P

Students will develop skills and learn principles necessary to produce professional animated films and videos.

Objective (L)

Students Will Demonstrate An Understanding Of The Principles Of Animation

Students in the Computer Animation Program will demonstrate their ability to apply the Principles of Animation to create animations with character and believable movement.

Indicator

Annual Faculty Review Of Student Work From ARTS 2343

At the end of each academic year, faculty in the Computer Animation Program meet to review and assess the work produced in the Computer Animation Program. During the meeting, a minimum of 2 faculty members from the Computer Animation Program will evaluate students who have completed ARTS 2343 Animation Concepts and Techniques in this assessment.

A rubric that includes the ability to use Squash and Stretch, Timing and Motion, Anticipation, Staging, Follow Through and Overlapping Action and Secondary Action will be used with possible scores of 0-10. The attached rubric will be used for the evaluation.

Criterion

Student Scores Will Average At Least 70% 🎤

Computer Animation students will score an average of at least 70% in the combined areas of evaluation.

Finding

General Improvements Needed & P

Only 68% of the students evaluated received an average score of at least 70%. Though the outcome was not successful, it was noted that the students with an average score below 70% received low scores in each area, rather than a specific one. One general area of weakness, however, was in Anticipation, which has been an concern in past cycles.

Action

Continue To Emphasize Animation Principles P

The faculty in the Computer Animation Program will continue to administer lectures and coursework that focus on proficiencies in the Principles of Animation. Faculty teaching ARTS 2343 Animation Concepts and Techniques will continue to place more emphasis on using the principle of Anticipation to enhance animated storytelling, and movement. Students in this course will also be required to submit revisions of projects after critiques, which will serve to improve their overall performance in each of the Animation Principles.

Students Will Demonstrate An Understanding Of The Post Production Process

Students in the Computer Animation program will demonstrate their ability to produce a completed short animated film that includes an editing process, titles, credits, and sound.

Indicator

Annual Faculty Review Of Computer Animation Program Student Work From ARTS 2343

At the end of each academic year, faculty in the Computer Animation program meet to review and assess student work produced in the Computer Animation Program. During this meeting, a minimum of 2 faculty members from the Computer Animation Program will evaluate students who have completed ARTS 2343 Animation Concepts and Techniques in this assessment.

A rubric that includes the effective use of: titles and credits, editing, use of sound to enhance action, and use of soundtracks will be used with possible scores of 0-10. The attached rubric will be used for the evaluation

Criterion

Average Score Of At Least 70% P

Computer Animation students will score an average of at least 70% in the combined areas of evaluation.

Finding

Close To Successful Outcome # P

For this assessment, 93% scored above 70%. Though the objective was not met in full, only 1 out of 15 students scored below 70%. The weakest area was Effective Editing of Multiple Animations. Since this is new objective, we will continue with the same criterion with the hopes of a successful outcome in the next cycle.

Action

Continue To Emphasize The Post Production Process Within Animation

The faculty in the Computer Animation Program will continue to administer lectures and coursework that focus on post production process. Faculty teaching ARTS 2343 Animation Concepts and Techniques will place additional emphasis on the editing process to improve student performance in this aspect of the post production process.

Goal

Professional Practices In Animation

At the completion of the BFA program, Computer Animation students will be prepared for employment in the Animation industry and graduate programs in Animation.

Objective (L)

Students Will Produce An Effective Professional Portfolio Of Their Work ${\Bbb P}$

Computer Animation students will produce a portfolio of professional-quality work in the form of a demo-reel that is

suitable for presentation at interviews for employment in the Animation industry and to graduate programs in Animation.

Indicator

Annual Faculty Review Of Computer Animation Program Student Work From ARTS 4358 /

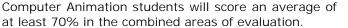
At the end of each academic year, faculty in the Computer Animation program meet to review and assess student work produced in the Computer Animation Program. During this meeting, a minimum of 2 faculty members from the Computer Animation Program will evaluate student demoreels completed in ARTS 4358 Animation Portfolio.

The demo-reels will be evaluated using a rubric to assess the students'

- ability to edit effectively
- ability create effective titles
- · effective demonstration of skills
- use of soundtracks
- overall quality of work

Criterion

Student Average Score Of At Least 70% P



Finding

Significant Improvements Needed & P



Only 50% of the students evaluated scored over 70%. The results showed needed improvements in Effective Use of Titles and Credits, Effective Editing, and Effective Demonstration of Skills. The faculty observed that that the quality of the demo-reels did not reflect the overall quality of the student work produced in the program.

Action

Implement A More Focused Approach To The Creation Of Student Demo Reels /

Computer Animation faculty that teach ARTS 4358 will set more specific benchmarks, along with a review process, to evaluate progress of the demo-reel throughout the semester. This will allow for more opportunities for revisions prior to the end of the semester review.

Previous Cycle's "Plan for Continuous Improvement"

The faculty in the Computer Animation Program will continue to administer lectures and coursework that focus on proficiencies in the Principles of Animation, and require that students upload complete projects to their own personal Vimeo pages. In all of our courses, faculty will place more emphasis on areas that need additional improvements. The program will continue to evaluate student progress in this objective on an annual basis. This will take place during the Department of Arts BFA reviews, the annual Computer Animation Festival, as well as annual program faculty meetings.

Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.

The goal from the previous cycle "Professional Preparedness" has been renamed "Professional Practices In Animation." The indicator for this goal has also been revised. In the previous cycle, faculty had intended to have students create end-of-the-semester demo reels in 4 different courses. The implementation of this, however, would have shifted focus away from the core learning objectives of each course. For the 2014-2015 cycle, demo-reels from the senior capstone course, ARTS 4358 Animation Portfolio, were reviewed.

The goal from the previous cycle "Effective Soundtracks And Audio Components In Animation" also had an indicator connected to the end-of-the-semester demo reels in 4 different courses. Due to the challenges of implementing this requirement in our courses, we have opted to transfer the elements from this goal's rubric into other goals and objectives. This will allow for a continued review process of student use of sound in the animations they create.

Faculty in the Computer Animation Program enhanced and created new lectures, exercises, and projects that focused on the Principles of Animation. During the 2014-2015 cycle, course revisions were centered on developing Squash and Stretch, Timing and Motion, and Staging. A new project was also added, which emphasized Secondary/Overlapping Action.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.

The faculty in the Computer Animation Program will continue to administer lectures and coursework that focus on proficiencies in the Principles of Animation, and the post production process. Faculty teaching ARTS 2343 Animation Concepts and Techniques will develop new exercises and projects that emphasize animation principle Anticipation, and the post production editing process.

In order to improve the demo reels produced in ARTS 4358 Animation Portfolio, faculty that teach this course will schedule a more rigorous review process during the production phase. This will give students more detailed feedback over the duration of the semester, and provide more opportunities for the student to improve their final demo reel prior to graduation.

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU) 2014 - 2015

Art BFA (Photography)

Goal

Prepare Students For Professional Practice As Photographic Artists \nearrow



The BFA in Photography is the professional degree for Photography students in the Art Department. 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 the MFA degree at graduate schools in the United States.

Objective (L)

Demonstrate Digital Imaging Skills 🎤

Students will demonstrate proficiency in the creation, manipulation, and printing of digital images.

Indicator

Digital Portfolio # P

Students in ART 3379 will create portfolios of work for the final project 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 evaluate and process Image color, whitebalance, perspective, value, contrast and artifacts correction.
- Ability to create and construct complex composite images that reflect a true photographic reality by image evaluation, color/tone matching, bitmap image construction, shadow construction and transformation, and multi-step processes.
- Ability to create and maintain a photographic workflow, understand digital image global standards and prepare images for multiple formats, i.e. print, web, pdf, etc.
- the student's ability to express and communicate ideas and concepts through the medium of photography.

Criterion

70% Of Students Will Score 80 Or Higher 🎤

The portfolios will be evaluated by 2 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 70% of the students evaluated will score 80 or higher in each aspect of the evaluation. Last year, works from an exhibition by students in ARTS 3370 was assessed and all of the students scored above 80 in the assessment.

While the assessment was positive, faculty still feel strongly that there is need for improvement in teaching digital skills to students. This year, the rubric was revised. This year, work from ARTS 3379 was used as the indicator in order to get a better sense of knowledge from advanced students. The same criteria of 70% scoring 80 or higher will be maintained.

Finding

Weakness In Concept And Technique P

50% scored above 80 on evaluation of color balance

8% scored above 80 on compositing

0% scored above 80 on photographic workflow (faculty were unable to assess this from the images provided)

50% scored above 80 on expression of concepts and ideas.

The results indicate, and faculty agree that digital manipulation and concept development are weaknesses of the photography program.

Action

Improve Digital Photography Courses P

This year a separate section of ARTS 2370 was added for Photography majors and minors only to address the inconsistency between sections. The goal of this class was to be more focused on advanced techniques for Photo majors. More image editing workshops will be offered in both ARTS 2370 and ARTS 2375 to improve student competency in Adobe Photoshop. The Photography Program Coordinator will continue to meet with the photography faculty to make sure learning objectives are being met and discuss ways to improve the quality of assignments.

Objective (L)

Professional Practice Proficiency P

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.

Indicator

Senior Portfolios | & P



Seniors in the BA Photography program will take ARTS 3369 Studio Practices 2 and ARTS 3376 Photographic Narratives. Portfolios by seniors in these classes will be assessed.

The works in the portfolios will demonstrate

- expression of concept through art
- artistic development through the evolution of concept
- · use of medium and materials to express concept
- · evidence of personal voice
- professional presentation

Criterion

75% Of Students Will Score 85 Or Higher P

The portfolios will be evaluated by 2 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 70% of the students evaluated will score 85 or higher in each aspect of the evaluation. All of the students met the criteria for evaluation. This year, we are replacing work from ARTS 3369, Studio Practices 2, with work from ARTS 3378 Contemporary Issues in photography and raising the expected percentage of 70% to 75% score 85.

Finding

Successful Learning Outcomes # P



85-100% of the students scored above 85 in each category. Faculty observations indicate that technical ability continues to improve from last year's evaluations. Content and development are still improving, but continue to be an area for improvement. The area of professional presentation methods could be improved. The Photography Program has seen improvement in image editing (Photoshop) and expression of content, but should continue to strive for growth.

Action

Professional Presentation Workshops And Exhibitions

addition to ARTS 4315 Professional Practices, presentation techniques will be discussed in ARTS 2375. More image editing workshops will be offered in both ARTS 2370 and ARTS 2375 to improve student competency in editing. The coordinator will continue to work with all Photo faculty to develop assignments and curriculum that will help students to improve on content.

Students will continue to hold public exhibitions of their work in ARTS 3376 and 3378 as well as ARTS 4315 Professional Practices. During these exhibitions, students will engage the community by giving public talks about heir work and presenting written descriptions of their photographic projects.

Goal

Knowledge Of The History Of Photography P

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

Objective (L)

Historical And Contemporary Knowledge P

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

Indicator

Contemporary Photography Exhibition Proposal And Paper # F

Students in ARTS 3381, The History of Photography, will propose an exhibition of work by contemporary photographers of their choice. The will write an essay to that includes an analysis of the works and their historical significance.

The essays will 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.
- move from specific examples to general statements.
- 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.
- present an understanding of the works in a way that is convincing and supported by detailed evidence.
- sum up major ideas and draw convincing conclusions grounded in visual evidence and contextual information.

Criterion

70% Will Score 85 Or Higher 🎤

The essays will be evaluated by 2 members of the Photo 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. This year The History of Photography, was taught by a professor who has a PhD in Art History. As a result of this change, the standards of scholarly research have been strengthened for the writing assignment. Last year target score is raised to 85. The faculty would like to continue to assess and maintain this objective since the standards of the class have now been improved.

Finding

Improvements Needed # P

This years results showed areas that need improvement.

30% scored above 85 in clarity of writing

50% scored above 85 in their abilty to describe works of art

40% scored above 85 in their ability to place the works in historical context

20% scored above 85 on their use of professional vocabulary

60% scored above 85 on demonstrating understanding of works

305 scored above 85 on their conclusion.

Faculty observations indicate that the use of vocabulary is still in need of improvement. Students have shown great improvement in writing conclusion paragraphs and understanding historical context for the work they are studying. There has been a shift, with new faculty teaching in a more academic approach and student's understanding of the history of art photography is greatly improving.

Action

Continue To Develop Photo History Curriculum P

Currently, ARTS 3381, The History of Photography is being taught by an Art Historian. The Photo faculty will continue to work with the Art History faculty to develop curriculum and make sure the Photo students are continuing to improve their knowledge of photo history.

Previous Cycle's "Plan for Continuous Improvement"

Senior Photography students will continue to exhibit their work in pulbic exhibitions and engage the community with presentations and written explanations of their projects. The Photography Faculty will meet to evaluate and revise the course content and learning objective or ARTS 2370 and 3370 Digital Photo 1 and 2 with the goal of improving technical expertise using digital tools as well as conceptual development and personal expression. The History of Photography course will be taught by a faculty who holds a PhD in Art History with the goal of improving students ability to use the language of the discipline to discuss Photography and to understand and describe Photographic works of art in their historical and cultural context.

Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.

ARTS 3378 Contemporary Issues in Photography was added to the BFA curriculum as a required course in order to facilitate improvement in student's artistic content.

Areas that Photography faculty indicate need improvement and should be assessed in the next cycle are:

• proficiency in darkroom printing techniques

While proficiency in darkroom techniques was not assessed in this cycle, more emphasis was placed on analog work. Photo faculty will begin assessing work created in darkroom classes next cycle. The Photo Program will have a renovated facility to support darkroom printing and film development. The faculty agree analog processes are important to maintain and will meet to work on evaluating curriculum in that area.

The faculty are continuing to emphasize and promote digital techniques as well as development of content across the curriculum. The department now has a subscription to Lynda.com which is also being utilized to help students master digital editing techniques.

The History of Photography course is now being taught by a faculty who holds a PhD in Art History. Students' ability to use the language of the discipline to discuss Photography and to understand and describe Photographic works of art in their historical and cultural context has significantly improved

- continued improvement in advanced image editing techniques using photoshop and lightroom.
- continued emphasis on experimentation and development of content.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.

Senior Photography students will continue to exhibit their work in pulbic exhibitions and engage the community with presentations and written explanations of their projects.

The Photography Faculty will meet to evaluate and revise the course content and learning objectives for ARTS 2365 Photographic Visualization and ARTS 3374 Alternative Photographic Process. A criteria will be developed for assessment.

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU) 2014 - 2015

Art BFA (Studio Art)

Artistic Expression P Goal

Students will develop expertise in artistic expression.

Students Will Demonstrate Expertise In Artistic Objective (L) Expression **F**

Students will demonstrate expertise in artistic expression and technique through the production of a cohesive body of work.

Senior Exhibition & P Indicator

BFA Studio Art majors are required to take ARTS 4315, Professional Practices and mount an exhibition of their work. The work in the exhibition will demonstrate

- expression of concept through art
- artistic development through the evolution of concept
- use of medium and materials to express concept
- · evidence of personal voice
- · professional presentation

Criterion 75% Will Score At Least 80 P

The exhibitions will be evaluated by a team of at least 3 studio art faculty. A rubric using a score of 0-100 for each aspect of the evaluation will be used. It is expected that at least 75% of the students will score 80 or above on the evaluation. The 2 weakest areas that emerged for last year's exhibitions were ability to express a concept and failure to demonstrate an awareness of contemporary art and the issues prevalent in recent art theory. This is the second year since major changes to our program have been made and we have kept our expectations for students the same as last year. As last year, we have raised the minimum score for each student to 80% instead of 75%. This year, faculty examined and revised the evaluation instrument and the categories. It was agreed that "awareness of contemporary art and its relation to art history" could not be adequately assessed through the exhibition. "Ability to produce a cohesive body of work with a number of pieces that are consistent in theme, medium and conceptual basis" was also dropped. These categories were replaced with "artistic development through evolution of concept", and "evidence of personal voice". Faculty agree that if the student is successful in these objectives, their awareness of contemporary art will not need to be measured.

Positive Results P **Finding**

89% of the students evlauated scored above 80 in every category of the evaluation. The faculty believe that recent curriculum changes that have had positive effects on the students' ability to produce cohesive bodies of work.

This learning objective will be further emphasized with the addition of a new class into the curriculum, Advanced Studio, that will be a prerequisite for ARTS 4315 Professional Practices and help students prepare a body of work for

their capstone class.

Action

Evaluate Criteria And Continue To Assess P

Studio Faculty will re-evaluate the criteria for this objective and expand it to include the ability to articulate and communicate an artistic concept verbally through an artist statement or public presentation. Emphasis will continue to be placed on the ability to produce a cohesive body of work through curriculum development and projects in mid-level studio courses.

Goal

Drawing Skills P

Students will demonstrate basic skills in drawing by producing works that show an understanding of elements, techniques and materials used in contemporary art practices.

Objective (L)

Students Will Demonstrate Skill In Drawing P

Students will demonstrate basic skills in drawing by producing works that show an understanding of the elements, techniques, materials and concepts used in contemporary art practices.

Indicator

BFA Portfolio Review # P

Students in the BFA Studio Art Program will be required to take ARTS 1316 Drawing 1 and ARTS 1317 Life Drawing 1. After taking these courses, students must submit a BFA review portfolio that includes drawings that demonstrate

- · expressive use of line and mark making
- use of value to describe forms and light
- compositions that incorporate the use of negative space and the entire page
- ability to draw the human figure with the correct proportions
- use of perspective to depict 3-dimensional space
- craftsmanship and proficiency with materials

Criterion

Average Score Of 3 Or Higher # P

BFA Students submitted portfolios for review early in the Fall 2014 and Spring 2015 Semesters. 36 Portfolios were evaluated in the Fall and 67 were evaluated in the Spring.

In the Spring, the BFA Portfolio Review was moved earlier in the course sequence to take place BEFORE students completed ARTS 1317, but after the completion of ARTS 1316 Drawing 1. In the spring review, "the ability to draw the human figure with correct proportions" was removed from the criteria and the evaluation was limited to work from Drawing 1.

The criteria for evaluation and expectations were made clear to students by distributing information about the portfolio requirements to students through the art office and online. The information sheet for students is attached.

A workshop was conducted for faculty teaching Drawing 1 and Figure Drawing 1 to develop strategies for emphasizing composition, negative space and perspective drawing in courses. These were areas that were identified as weak in previous reviews.

It is expected that the average student score on each of the elements assessed will be at least 3.

Finding

Drawing Skills Need Improvement

BFA Students submitted portfolios for review early in the Fall 2014 and Spring 2015 Semesters. 36 Portfolios were evaluated in the Fall and 67 were evaluated in the Spring.

Averages:

- expressive use of line and mark making -Fall: 2.75, Spring: 2.49
- use of value to describe forms and light Fall 2.86, Spring: 2.7
- compositions that incorporate the use of negative space and the entire page Fall: 2.66, Spring: 2.59
- ability to draw the human figure with the correct proportions Fall: 2.47, Spring: Removed from criteria
- use of perspective to depict 3-dimensional space Fall: 2.39, Spring: 2.69
- craftsmanship and proficiency with materials Fall: 2.67, Spring: 2.61

Action

Focus On Drawing Faculty 🎤

The Studio Faculty have evaluated the criteria that will be used to evaluate Drawings in the BFA Portfolio Review and will adjust them to emphasize drawing from observation, the use of value to describe shape, plane, volume and light. The ability to draw the human figure with the correct proportions will be removed.

The Studio Faculty proposed a common textbook to be used in all Drawing 1 classes and will adopt a standard syllabus to be used in all of the Drawing 1 courses to ensure that course objectives are consistent across classes. The Foundations Coordinator will organize exhibitions of student work from Drawing classes to be held at the end of each semester and these exhibitions will be used to assess progress on learning outcomes.

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Previous Cycle's "Plan for Continuous Improvement"

The Department of Art will hold workshops for Foundation faculty once in the fall and once in the spring semester. One workshop will focus on strategies for improving the drawing curriculum and one will focus on Foundations in Digital Art. The workshops will be conducted by the Foundations Coordinator and visiting speakers with expertise in current pedagogy will be invited.

Student will engage the community through exhibitions of their work in off campus venues, and will give presentations about their work to the public.

Art History courses that focus on topics in contemporary art and criticism and theory will continue to be offered and required in the Studio Art curriculum. Studio Art majors will be encouraged to minor in Art History.

Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.

A workshop was organization by the Foundation Coordinator for Drawing Faculty at the end of the Fall 2014 semester. A visiting artist was brought in to facilitate and give presentations. Most of the adjunct Drawing faculty attended and by all accounts it was positive and productive. A workshop focused on Foundations in Digital Art was not held and Studio Faculty are currently developing a plan for assessing and developing this course.

The Department has acquired gallery space downtown and senior shows have been held there for the past 2 years. This has provided students with opportunities to present their work and engage with public. All of the Seniors are required to give a brief talk about their work at the public reception for their exhibition.

A new course, Texas Contemporary Art, has been taught as a Special Topics class and Theory and Criticism of Art has been taught regularly. The course is directed towards studio majors and the students are engaged and enthusiastic about it.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.

The Department will continue to assess and develop the curriculum of the BFA Studio Program. Since the foundations classes and capstone class have been evaluated for several cycles and are stable and successful, the Faculty will develop an assessment plan for midlevel courses that develop expertise in preparation for the upper level and capstone courses.

Department of Dance

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU) 2014 - 2015

Dance MFA

Goal

Develop Professional Level Of Expertise In Dance DRAFT

MFA in Dance candidates will demonstrate knowledge base and skills commensurate with professional careers in dance.

Objective (L)

Demonstrate Choreographic Skill 🎤

Students will demonstrate excellence in creating extended choreographic works, employing effective tools of composition to create well-crafted original statements in movement.

Indicator

Evaluation Of Required Choreographic Work # P

Required Choreographic Work is evaluated on common standards of choreographic effectiveness as shown in attached rubric. These choreographic evaluations take place within the three required MFA choreography courses in (DNC 5676,5378, and 5380). Instructors judge student work as Unsatisfactory, Satisfactory or Excellent. Extensive, qualitative, face-to-face feedback is also given.

Criterion

90% Of Students Will Be Judged Satisfactory In Proficiency

90% Students will be judged to have at least Satisfactory proficiency in choreography. 75% will be judged to have Excellent proficiency.

Indicator

Presentation & Evaluation Of Thesis Concert P

As the culmination of the creative thesis, students develop and present an extended original choreographic work. The process, from proposal through performance, is mentored by members of the thesis committee. 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 performance reflects effective directing by the student.

Criterion

All MFA Thesis Students Meet Choreographic Production Standards

100% of MFA Thesis performers will be assessed by Thesis Committee to meet standards for choreographic effectiveness. (In addition, Students who meet the standard for acceptable choreographic production will receive a passing score for that portion of DNC 699, Thesis II.)

Finding

100% Passed Thesis II P

In 2014-15, two graduate students presented the MFA thesis project. Both were successful.

Action

Continue To Mentor Graduate Students Through The Thesis Process

Faculty are committed to mentorship of graduate students. Students have always met regularly with their committee and/or chair, to review the resarch components and to show choreography in process. Those showings had been scheduled only during the students' regular rehearsal times, which did not always coordinate with the committee

members' schedules. Beginning in 2014, we scheduled showings for each thesis student for periodic Wednesdays at 1:00, a time we reserve for departmental activities such as majors meetings. We were thus much more involved with the choreographic process at an earlier stage, and able to give feedback at a stage in which it could be incorporated effectively.

Objective (L)

Breadth Of Knowledge In The Field P

MFA graduates will have a solid understanding of dance technique, choreography, production, and history, and will be able to write and speak from that informed perspective.

Indicator

Comprehensive Exam 🎤

Students will be given a choice of topics to research relevant to all aspects of study that the student has experienced in the program. A passing grade on the comprehensive examination will serve as an indicator that a Dance MFA candidate has acquired a breadth of knowledge in the field of dance. Additionally, the students' ability to express themselves critically and at a standard commensurate to the profession will be demonstrated.

Criterion

Pass Rate P

As demonstration that the Dance graduate program is successful in preparing students for the written comprehensive examination, at least 90% of students will pass the exam at the first sitting or upon retaking it. We observed last year that students were not as comfortable expressing themselves orally as they are with dance. Thus, we believe this exercise is beneficial to develop and extend oral expression.

Finding

Oral Presentations Were Effective P

Early in 2014, we decided to give students the option of either the written comprehensive exam or an oral presentation. Of the two students completing their degree last year, one chose the written, the other did the presentation. Both performed well.

Action

Replace The Written Comprehensive Exam With Oral Presentation Of Research

The faculty determined that students have abundant opportunities within their coursework and in the written portion of the thesis to develop writing skill. The area we identified as requiring practice is in oral expression. The student who did the oral presentation to the faculty told us she found it extremely helpful when she soon thereafter interviewed for positions in dance. We may maintain the option of the written exam, but will likely move towards a model of oral demonstration of comprehensive knowledge in the field.

Previous Cycle's "Plan for Continuous Improvement"

The number of Dance MFA candidates in residence has grown from an average of approximately 8 to 15 in the past five years. Our goal is to graduate five per year, or 25 over 5 years. With the increase in number of students, we must continue to assess the way we deliver the curriculum so that students are well served. Given that our six graduate faculty also deliver the majority of the undergraduate curriculum, we must also not burn out our faculty with excessive hours of graduate mentorship.

We will see what effects, if any, having additional choreography course study will have in the thesis concerts presented in 2015, and will continue to assess the mode of comprehensive exam, written or oral. We plan to improve our follow up with students' employment after graduation, determine our track record of placing students in positions in higher education, as this is the goal for the majority of students seeking this degree.

Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.

Scheduling showings of students' creative work at the beginning of the semester was a huge benefit for both students' process and faculty satisfaction. Although there were only two students completing thesis in 2014-15, the high quality of their choreography could be attributed, at least in part, to increased number of courses in choreography as well as the structured mentorship.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.

Having received approval from the dean of Graduate Studies, the department will require the oral presentation as part of the thesis project, and eliminate the bound thesis. The new model will provide more authentic preparation for the careers our students will likely pursue.

Creative elements our students are increasingly interested in are the incorporation of technologies including video and lighting design embedded in the choreographic process. The department ran a Collaborative Process course as a special topic in the spring of 2014. The course will be proposed in the next curriculum cycle. As our students gain experience in these technologies, we anticipate a shift in the creative projects our students create, and a related opportunity for the curriculum to shift.

Department of Mass Communication

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU) 2014 - 2015

Mass Communication BA

Goal Writing Skills Development P

To graduate students who are prepared to enter the media marketplace

Objective (L) Writing Skills P

MCOM graduates will demonstrate appropriate writing skills with emphasis given to grammar, structure, organization, clarity, fluency, and style.

Indicator Assessment By Writing Skills Exam & P

Students in MCOM 1332 will be tested to assess development of their writing skills. The initial test will be an Online Grammar-Spelling-Punctuation Module administered at the beginning of the term. The test may be administered again at the close of the semester. Tenure faculty working in conjunction with the SHSU's Instructional Technology Department created the test in 2013.

Criterion Writing Skills Exam In MCOM 1332 P

Students will show significant improvement in basic writing skills. At least 80% of students in MCOM 1332 will score 75 or better (out of 100) on the online writing skills exam administered at the end of the semester. Tenured faculty who have taught this class decided that a grade of 75 was an acceptable level of writing skills for this introductory class.

Finding Rate Of Students With 75 Or Better On Writing Skills Exam DRAFT

Faculty monitoring the exam scores demonstrated that more than 90% of students passed the writing exam with a 75 or better out of 100 in the Fall and Spring semesters.

Action Continue Writing Skills Exam P

Goal

The percentage of students who passed the Writing Skills Exam was consistent with the criterion. The faculty will continue to enroll all MCOM 1332 students into the writing skills module and require the students to take the writing skills exam to demonstrate appropriate writing skills.

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Knowledge Of Media Law & Ethics 🎤

To graduate students who understand the basic concepts of media law and ethics

Objective (L) Knowledge Of Specific Legal Concepts & Theories P

MCOM graduates will demonstrate a working knowledge of legal concepts and theories (First Amendment, copyright, privacy, libel, etc.) as they apply to emerging legal matters specific to the practice of journalism, radio, television, film and public relations.

Indicator Assessment By Pre/Post Test - Media Law & Ethics /

All students in MCOM 4371 took a Pre/Post Diagnositic Exam. The exam tested students on general principles related to the First Amendment, copyright, privacy and libel with new emphasis on the digital environs.

Criterion

Diagnostic Exam -- Media Law & Ethics P

Compared to the Pre-test, students in MCOM 4371 will show significant improvement in their scores on the Post-test and 80% will score 75 or better (out of 100).

Finding

Post-test Results P

Post-test results indicate that there were significant improvements compared to the Pretest and that more than 90% of the students scored 75 or better out of 100. Two questions were problematic, and both were related to media law as applied to the digital realm.

Action

Update Tests 🎤

The Pre/Post Test Diagnositic Exam in MCOM 4371 will again be employed in Fall 2015 and additional questions will be added to the instrument that will assess privacy, copyright and libel in the digital realm.

Goal

Development Of Video Production Skills P

To graduate students who are familiar with basic, professional handson video production skills (camera use, editing, framing, visual storytelling).

Objective (L)

Development Of Video Production Skills.

The MCOM Department will graduate students who are proficient with video production equipment and familiar with general, hands-on professional production skills.

Indicator

Assessment By Skill-set -- MCOM 2371 TV & Film Production

Final video projects by students in MCOM 2371 will be assessed by instructor in regards to specific production skills (framing, editing, lighting).

Criterion

Assessment By Skill-set-- MCOM 2371 TV & Film Production

At least 80% of the students -- in one section of MCOM 2371 -- will score 75 or better (out of 100) on assessment of skill-sets. The instructor in this section of MCOM 2371 rated a video project in terms of framing, editing and lighting skills on a sliding scale (from Unacceptable to Professionally Competent). Production faculty decided that this level of performance measure on the skills test would be appropriate.

Finding

Skill-set Findings P

Faculty reported that the assessment was not implemented because they are still discussing logistical concerns regarding the best ways to

assess hands-on skills in a lab situation and knowledge-based skills online.

Action

Refine Assessment Analytics P

Production faculty will continue to discuss these logistical concerns with the hope of implementing this metric in 2016. Specific attention will be devoted to coordinating reporting of test results in Blackboard and on students' transcripts.

Previous Cycle's "Plan for Continuous Improvement"

The Pre/Post Test Diagnositic Exam in MCOM 4371 will again be employed in Fall 2014 and additional questions will be added to the instrument that will assess knowledge of Privacy in the digital realm. Additional content on this topic will be introduced into lectures, screenings, assignments and Blackboard postings. The Online Grammar-Spelling-Punctuation Module was successfully Beta-tested and will be introduced into all sections of MCOM 1332. Several new faculty members will be teaching sections of MCOM 1332. These faculty will be briefed on the use of the Module.

Regarding MCOM 2371 assessment, the instrument employed last year needs to be updated and enhanced to more accurately measure student skill sets. It is likely that this metric needs to be more demanding and/or sensitive in terms of measuring framing, editing, lighting skills. A newly hired tenure track faculty member will meet with production faculty to adapt this metric and will employ a new test in Fall 2014.

The MCOM Curriculum Committe working with the Chair will consider adding another MCOM Core Class to the curriculum. If an additional class is added, MCOM will consider expanding the number of Core Classes that we assess in this annual report.

Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.

The Pre/Post Test Diagnostic in MCOM 4371 was updated with additional questions assessing privacy, etc. in digital media. Faculty also introduced new content on these topics into the course.

The online writing skills module went into its second year of development. All students taking MCOM 1332 were registered to take the module and were required to pass the test to progress in the major. Faculty worked with the registrar to facilitate getting student scores into the system. Some students' scores were not properly entered into Banner in the Fall, but the issue was fixed in the Spring.

MCOM 2371 assessment was not implemented because of difficulties with logistical issues.

Now that the writing model procedure has been successfully implemented, the production faculty plan to proceed with the beta-version assessment for MCOM 2371.

MCOM 2351 History of Film will be presented for consideration into the core by the curriculum committee. The forms have been written for the course and are awaiting consideration by the core curriculum committee.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.

The MCOM Department will continue to require students to successfully complete the online writing module prior to registering for advanced classes in the major.

Faculty will implement a similar system for transfer students who have received credit for a class equivalent to MCOM 1332.

Now that the writing module procedures are in place, the MCOM production faculty will proceed with the Beta-version assessment for MCOM 2371.

Additional questions for the MCOM 4371 Pre/Post Test will be fashioned and will be introduced in Fall 2015. New lecture content and screenings will be introduced into the class dealing with legal challenges in the digital realm.

If the History of Film course is adopted into the core curriculum, the department will offer the course and will make necessary scheduling adjustments to meet the demand for the course.

In 2015 the MCOM Department will add a new goal. This goal will monitor the professional internship program in order to assess how well the department is preparing students to effectively compete for jobs in the emerging mass media marketplace. Senior faculty will meet to discuss appropriate Indicators, Criteria, etc.

School of Music

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU) 2014 - 2015

Music BM

Goal Performance Application P

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Students in the BM must perform at a minimal accepted level at the bachelor's degree.

Objective (L)

Instrumental/Vocal Performance Proficiency P

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

Indicator

Performance Jury & P

Each BM Music student, regardless of level, is required to complete a juried instrumental/vocal performance each semester. The juries consist of School of Music faculty from the designated area (i.e woodwind, brass, string, guitar, percussion, and vocal). The performance is evaluated using a departmental jury form. Students should demonstrate a well prepared performance exhibiting technical command, rhythmic accuracy, intonation, tonal control and overall musicianship appropriate to their academic level.

Criterion

Performance Standards P

Scores from the end of semester juries are categorized as "A"= Excellent; "B"= Average; "C" Below Average. The School of Music considers 80% of the students scoring in the excellent range to be a success. These scores are independent of the semester grade and are a comprehensive assessment of their musical development.

Finding

Performance Findings P

BM music students performed well according to the criterion. Over 80% scored in the excellent range. All students met for feedback individually with their applied teacher.

Action

Evaluation Report 🎤

The School of Music faculty have found that the constructive criticism received on the jury forms from the other faculty members in their respective areas have assisted in the structure of the individual lessons with the students involved. In addition, we have increased the standard of performance for each individual student during juries and therefore lowered the percent expectation to 80% in the excellent range.

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Goal

Music Theory P

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

Objective (L)

BM Music Students Will Demonstrate Proficiency In Music Theory ${\ensuremath{\rho}}$

Each student will demonstrate proficiency in music fundamentals, part writing, and analysis through a skill based assessment exam administered at the end of the semester of their respective course of study.

Indicator

Music Theory End Of Semester Assessment P

Each student will be assessed in interval recognition, be expected to complete a 4-voice part writing example and analize an excerpt appropriate to the skill level they are studying. The results are then graded by the music theory faculty as a unit. A final, comprehensive score representing the evaluation of all music theory areas of proficiency is determined.

Criterion

Music Theory Proficiency Standards P

Grades resulting from the final, comprehensive score are categorized as 90-100= Excellent; 80-89= Above Average; 70-79= Sufficient. As a unit, the department will consider 90% of the students scoring 70% or higher to be a success.

Finding

Music Theory Results P

91% of students met the target: 12% at the Excellent level; 38% Above Average; and 41% at the Sufficient level. The remaining 9% did not work at Sufficient level.

Action

Actions P

The Music Theory faculty continue to evaluate the curriculum and teaching methods in order to improve the student acheivement/understanding. In addition, they have found that individual sessions with faculty members and peer-tutors allow for the most benefit to students. These types of individual sessions continue to be available for all music theory students.

Goal

Music History P

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

Objective (L)

Music History Listening Identification P

Students will identify, on the final exiting listening quiz for each music history course, the relevant composers, genres, and styles of compositions from the respective period of music history.

Indicator

Identifying Music From The Major Periods Of Music 🎤

Each student will be required to take a comprehensive listening exam covering the respective composers, genres and styles of composition for the period of music history they are studying. Aural examples will be played and the students are expected to identify the appropriate information for each recording excerpt demonstrating his/her knowledge of musical styles and time periods.

Criterion

Music History Listening Standards P

Scores resulting from the end of semester listening quiz are categorized as 90-100=Excellent; 80-89=Above Average; 70-79=Average; Below 70=Below Average. As a unit, the department considers above average proficiency by 90% of students to be a success.

Finding

Findings P

92 % of the students demonstrated above average success in acheiving the goal for the 19th century, 20th century and Baroque, but only 84% acheived above average concerning the Classic, Renaissance, and Medieval periods.

Action

Listening Results P

Students were successful in identifying musical works from the more familiar time periods (19th century, 20th century and Baroque), but continue to be weaker in their retention of information concerning the Classic, Renaissance, and Medieval periods. The department has initiated a center for early music studies in an effort to address this weakness and make these periods of music more accessable and familiar.

Previous Cycle's "Plan for Continuous Improvement"

In an effort to provide a broader base appreciation and understanding for the ealier music periods the School of Music will begin the developement of an Early Music Center including collegium ensembles for the enrichment of both facutly and student. In addition, the theory area is exploring a more practical approach for ear training/musicianship for the music educator.

Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.

The School of Music implemented the Center for Early Music Research and Performance to bring early music offerings to the public forefront. Interest is growing and we expect recognition and comprehension of the period styles to increase with this participation. In addition, the theory area continues to investigate new texts in which to deliver the ear training/musicianship in the curriculum.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.

The School of Music continues to evaluate its curriculum and methodologies in an effort to provide the greatest music education to our students. For curricular growth we have proposed two Performance Certificate programs, one post-bachelors and one post-masters. This will address some of the performance needs as well as begin the process of growing towards a Doctor of Music degree. This summer the Master of Art in Band Conducting went active. We continue to assess and evaluate the effects of this degree.

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU) 2014 - 2015

Music MM

Goal Music Performance To train students to perform at a professional level. □

Objective (L) High Quality Performance Of Standard Literature

Students 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.

Indicator Pre-Recital Hearing & Recital Review P

Graduate students 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). Subsequently, the "recital-ready" student performs his Recital and is reviewed by at least three faculty members

Masters of Music Recital Review and 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 and 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

For the Recital Review, at least three faculty members evaluate the student performance as passing or failing and provide detailed feedback

Criterion All Students Recital-Ready In 3 Or Less Pre-Recital Attempts & All Pass Recital

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.

ALL students will pass their subsequent Recital Performance

Finding Performance Results P

The master's students performed well according to the criteria. Again, all master's students passed their hearing on the first attempt. All students passed the recital without issue.

Action

Performance Actions P

The School of Music Faculty have found that increased recruiting efforts have improved the performance quality of our graduate students over the past several years and has definitely attributed to the students' success in the performance of the hearing and the recital.

Goal

Comprehensive Music Knowledge Base P

MM studens should obtain a comprehensive knowledge of music beyond their own expertise.

Objective (L)

Breadth Of Knowledge P

MM students need to obtain an appropriate level of musical knowledge beyond their area of expertise. This should include but is not limited to music performance/ pedagogy, conducting, music theory, music history.

Indicator

Comprehensive Exam # P

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, 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

Exam Standards 🎤

Students are scored in three different categories; their applied area; music history; and music theory. They are scored as "High Pass"; "Pass"; and "Fail." The School of Music expects 90% of the students to score at the "pass" level or higher on the first attempt.

Finding

Results 🎤

85% MM students successfully passed the comprehensive exam with a "pass" or higher. The remaining 15% were required to do additional assignments in order to satisfy the expectation of the faculty committee. Master's students continue to struggle with meeting the expections of the academic components of the degree outside their major area of expertise.

Action

Holistic Approach 🎤

The School of Music Faculty realize that the Master's candidates perform well in their applied areas of expertise, however, yet still lack in the other academic disciplines. Using a holistic approach to teaching in the applied areas and including instruction of a theoretical and historical nature needs to be increased in order for the candidates to

gain success in obtaining a broad knowledge base. In addition, the academic areas need to assess their methodology in order for the students to gain greater retention of the material.

Previous Cycle's "Plan for Continuous Improvement"

In an effort to strengthen the School of Music's graduate offerings a Master of Art in Band Conducting has been created and will go into effect in Summer 2015. In addition, efforts have been made to align the School of Music's curriculum with NASM (our accrediting agency) guidlines.

Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.

All previous plans were implemented. The MA is currently active and has launched relatively smoothly. This degree has been submitted to NASM for plan approval and waiting for response from them. Also, further requests/actions from NASM regarding Health and Safety and Credit/Time issues have been addressed and are also waiting on response.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.

The School of Music has made a concerted effort to increase graduate enrollments. A couple new TA lines have been granted to the School of Music and have been filled with outstanding candidates. We continue to evaluate our curriculum and methodologies in an effort to provide the best environment and opportunities for our graduate population.

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU) 2014 - 2015

Music Therapy BM

Goal Music History P

BM music therapy students will be proficient in identifying composers, genres, and styles of compostions from the representative periods of Music History they have studied.

Objective (L)

Music History Listening Identification P

Students will identify, on the final exiting listening quiz for each music history course, the relevant composers, genres, and styles of compositions from the respective period of music history.

Indicator

Identifying Music From The Major Periods Of Music P

Each student will be required to take a comprehensive listening exam covering the respective composers, genres and styles of composition for the period of music history they are studying. Aural examples will be played and the students are expected to identify the appropriate information for each recording excerpt demonstrating his/her knowledge of musical styles and time periods.

Criterion

Music History Listening Standards P

Scores resulting from the end of semester listening quiz are categorized as 90-100=Excellent; 80-89=Above Average; 70-79=Average; Below 70=Below Average. As a unit, the department considers above average proficiency by 90% of students to be a success.

Finding

Findings P

92 % of the students demonstrated above average success in acheiving the goal for the 19th century, 20th century and Baroque, but only 84% acheived above average concerning the Classic, Renaissance, and Medieval periods.

Action

Listening Results P

Students were successful in identifying musical works from the more familiar time periods (19th century, 20th century and Baroque), but continue to be weaker in their retention of information concerning the Classic, Renaissance, and Medieval periods. The department has initiated a center for early music studies in an effort to address this weakness and make these periods of music more accessable and familiar.

Goal

Music Theory P

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

BM Music Therapy Students Will Demonstrate Proficiency In Music Theory

Each student will demonstrate proficiency in music fundamentals, part writing, and analysis through a skill based assessment exam administered at the end of the semester of their respective course of study.

Indicator

Music Theory End Of Semester Assessment P

Each student will be assessed in interval recognition, be expected to complete a 4-voice part writing example and analize an excerpt appropriate to the skill level they are studying. The results are then graded by the music theory faculty as a unit. A final, comprehensive score representing the evaluation of all music theory areas of proficiency is determined.

Criterion

Music Theory Proficiency Standards P

Grades resulting from the final, comprehensive score are categorized as 90-100= Excellent; 80-89= Above Average; 70-79= Sufficient. As a unit, the department will consider 90% of the students scoring 70% or higher to be a success.

Finding

Music Theory Results P

91% of students met the target: 12% at the Excellent level; 38% Above Average; and 41% at the Sufficient level. The remaining 9% did not work at Sufficient level.

Action

Actions P

The Music Theory faculty continue to evaluate the curriculum and teaching methods in order to improve the student acheivement/understanding. In addition, they have found that individual sessions with faculty members and peer-tutors allow for the most benefit to students. These types of individual sessions continue to be available for all music theory students.

Goal

Performance Application 🎤

Music Therapy Students in the BM must perform at a minimal accepted level at the bachelor's degree.

Objective (L)

Instrumental / Vocal Performance Proficiency P

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

Indicator

Performance Jury # P

Each BM Music Therapy student, regardless of level, is required to complete a juried instrumental/vocal performance each semester. The juries consist of School of Music faculty from the designated area (i.e woodwind, brass, string, guitar, percussion, and vocal). The performance is evaluated using a departmental jury form. Students should demonstrate a well prepared performance exhibiting technical command, rhythmic accuracy,

intonation, tonal control and overall musicianship appropriate to their academic level.

Criterion Performance Standards P

Scores from the end of semester juries are categorized as "A"= Excellent; "B"= Average; "C" Below Average. The School of Music considers 80% of the students scoring in the excellent range to be a success.

Finding Performance Findings P

BM music therapy students performed well according to the criterion. Over 80% scored in the excellent range. All students met for feedback individually with their applied teacher.

Action Evaluation Report P

The School of Music faculty have found that the constructive criticism received on the jury forms from the other faculty members in their respective areas have assisted in the structure of the individual lessons with the students involved. In addition, we have increased the standard of performance for each individual student during juries and therefore lowered the percent expectation to 80% in the excellent range.

Previous Cycle's "Plan for Continuous Improvement"

In an effort to provide a broader base appreciation and understanding for the ealier music periods the School of Music will begin the developement of an Early Music Center including collegium ensembles for the enrichment of both facutly and student. In addition, the theory area is exploring a more practical approach for ear training/musicianship for the music educator.

Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.

The School of Music implimented the Center for Early Music Research and Performance to bring early music offerings to the public forefront. Interest is growing and we expect recognition and comprehension of the period styles to increase with this participation. In addition, the theory area continues to investigate new texts in which to deliver the ear training/musicianship in the curriculum.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.

The School of Music continues to evaluate its curriculum and methodologies in an effort to provide the greatest music education to our students. For curricular growth we have proposed two Performance Certificate programs, one post-bachelors and one post-masters. This will address some of the performance needs as well as begin the process of growing towards a Doctor of Music degree. This summer the Master of Art in Band Conducting went active. We continue to assess and evaluate the effects of this degree.

Department of Theatre and Musical Theatre

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU) 2014 - 2015

Musical Theatre BFA

Goal Vocal Proficiency - Musicianship 🎤

Each musical theatre student will acquire the knowledge and the vocal skills necessary to demonstrate proficiency and artistry necessary to success in both the academic and professional worlds.

Objective (L) Musical Theatre Majors Will Demonstrate Proficiency In Musicianship

During a juried performance, the student's proficiency in musicianship will be evaluated relative to rhythm, tempo, dynamics, musical sensitivity, and appropriate styling choices.

Indicator Musicianship Juried Assessment & P

Each musical theatre student is required to complete a juried vocal performance. The juries consist of Theater and Musical Theatre faculty. The performance is evaluated using a 100 point departmental rubric. A final, comprehensive score representing the evaluation of all vocal areas of proficiency is determined. This will be followed up by a self assessment interview with the student.

Criterion Musician Criterion P

Scores resulting from the end of semester juries are categorized as 95-100= Excellent; 90-94= Above Average; 80-89= One or more area need development; 70-79= Below Average. As a unit, the department considers above average proficiency by 90% of students to be a success.

Finding Vocal Juries Assessment P

Vocal juries show that 80% of the students scored above average on musicianship in vocal juries.

Action Juried Assessment-voice P

Each semester musical theatre students will be assessed during juries by faculty in the area of vocal performance in musical theatre

Goal Dance Proficiency - Basic Technique P

Each musical theatre student will acquire the knowledge and dance skills necessary to demonstrate proficiency and artistry necessary to be successful in both the academic and professional worlds.

Objective (L) Musical Theatre Majors Will Demonstrate Proficiency In Basic Technical Dance Skills

During a juried performance, the student's proficiency in basic technical dance skills will be evaluated. These skills include subsets of techniques from ballet, tap, jazz, modern and lyrical.

Indicator Dance Musical Theatre Combined Jury &

All musical theatre majors are required to complete a combined jury focusing on a combination of three areas: voice, acting, and dance. At the jury, the student is taught one or two new dance combinations of

different genres during the jury session and are required to perform those combinations with a minimum of rehearsal. Students' dance proficiency is evaluated on a 1 to 5 scale on each combination by each judge. Judges discuss scores and come to a holistic determination about the students' proficiency and where improvement may be needed. This will ne followed up by a self assessment interview with the student.

Criterion

95% Of Meet Dance Proficiency Standards For Musical Theatre

Individual student's jury performance is either accepted or rejected based on the actual score and the improvement in score from previous juries. We expect at least 95% of Musical Theatre students to meet this benchmark.

Finding

Dance Jury Assessment P

Students showed improvement in all areas from Fall'14 to jury in Spring '15. During Fall '14 juries there was a 50% improvement overall. In Spring'15 there was an overall 85% improvement in all areas.

Action

Juried Assessment 2 P

Each semester musical theatre juries will be assessed during juries by faculty in the musical theatre area.

Goal

Acting Proficiency 🎤

Each musical theatre student will acquire the knowledge and the acting skills necessary to demonstrate proficiency and artistry necessary to be successful in both the academic and professional worlds.

Objective (L)

Musical Theatre Majors Will Demonstrate Proficiency In Character Development

During a juried performance of a pre-prepared monologue, the student will demonstrate proficiency in character development including effective movement, playing objectives, textual clarity, and vocal energy.

Indicator

Acting - Musical Theatre Combined Jury / / P

All musical theatre majors are required to complete a combined jury focusing on a combination of three areas: voice, acting, and dance. At the jury, students prepare two contrasting monologues (each 1min to 1.5 mins in length) for the jury session 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 on each monologue by each judge. Judges discuss scores and come to a holistic determination about the students' proficiency and where improvement may be needed. This will be followed up by a self assessment interview with the student.

Criterion

95% Must Meet Acting Proficiency Standards P

Individual student's jury performance is either accepted or rejected based on the actual score and the improvement in score from previous juries. We expect at least 95% of Musical Theatre students to meet this benchmark

Finding

Acting Juries Assessment P

Musical theatre majors showed a marked improvement from Fall '14 to Spring '15 acting juries. During Fall '14 87% showed improvement. During Spring'15 96% of the students showed increaded proficiency in all areas.

Action

Juried Assessment-Acting P

Each semester musical theatre students will be assessed during juries by faculty in acting in the area of theatre and musical theatre

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Goal

Dance Proficiency - Execution Of Combinations P

Each musical theatre student will acquire the dance skills necessary to demonstrate proficiency through a juried performance.

Objective (L)

Musical Theatre Majors Will Demonstrate Proficiency In Execution Of Combinations

During a juried performance, 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.

Indicator

Dance Musical Theatre Jury P

All musical theatre majors are required to complete a combined jury focusing on a combination of three areas: voice, acting, and dance. At the jury, the student is taught one or two new dance combinations of different genres during the jury session and are required to perform those combination with a minimum of rehearsal. Students' dance proficiency is evaluated on a 1 to 5 scale on each combination by each judge. Judges discuss scores and come to a holistic determination about the students' proficiency and where improvement may be needed. This will be followed up by a self assessment interview with the student.

Criterion

95% Of Students Will Be Judged As Accepted P

Individual student's jury performance is either accepted or rejected based on the actual score and the improvement in score from previous juries. We expect at least 95% of Musical Theatre students to meet this benchmark.

Finding

Dance Jury Assessment-execution Of Combination 1

Musical Theatre students increased in proficiency of execution of dance combinations in fall '14

to 50%. In Spring '15 there was a marked improvement to 90%.

Action

Juried Assessment 2 P

Each semester musical theatre juries will be assessed during juries by faculty in the musical theatre area.

Goal

Vocal Proficiency - Technique P

Each musical theatre student will acquire the vocal skills necessary to demonstrate proficiency through a juried performance.

Objective (L)

Musical Theatre Majors Will Demonstrate Proficiency In Vocal Technique

Each student will demonstrate, through a juried performance, proficiency in vocal technique relative to flexibility, breath support, diction, registration shifts, intonation, and control.

Indicator

Musical Theatre End Of Semester Vocal Assessment

Each musical theatre student is required to complete a juried vocal performance. The juries consist of Theater and Musical Theatre faculty. The performance is evaluated using a 100 point departmental rubric (attached). A final, comprehensive score representing the evaluation of all vocal areas of proficiency is determined. This will be followed up by a self assessment interview with the student.

Criterion

Vocal Proficiency Standards 🎤

Scores resulting from the end of semester juries are categorized as 95-100= Excellent; 90-94= Above Average; 80-89= One or more area need development; 70-79= Below Average. As a unit, the department considers above average proficiency by 90% of students to be a success.

Finding

Vocal Juries Assessment - Technique P

Musical Theatre students increased in proficiency of vocal technique in fall '14 to 70%. In Spring '15 there was a marked improvement to 85%.

Action

Juried Assessment-voice

Each semester musical theatre students will be assessed during juries by faculty in the area of vocal performance in musical theatre

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Goal

Vocal Proficiency - Artistry P

Each musical theatre student will acquire the vocal skills necessary to demonstrate proficiency through a juried performance.

Objective (L)

Musical Theatre Majors Will Demonstrate Proficiency In Artistry

Each student, through a juried performance, will demonstrate proficient artistry in vocal performance. Specifically, students will

be evaluated on communication of text, playing objectives, acting, and personality/type.

Indicator

Musical Theatre Juried Vocal Assessment 🛭 🖋 🎤

Each musical theatre student is required to complete a

juried vocal performance. The juries consist of Theater and Musical Theatre faculty. The performance is evaluated using a 100 point departmental rubric. A final, comprehensive score representing the evaluation of all vocal areas of proficiency is determined. This will ne followed up by a self assessment interview with the student.

Criterion

Vocal Standards P

Scores resulting from the end of semester juries are categorized as 95-100= Excellent; 90-94= Above Average: 80-89= One or more area need development; 70-79= Below Average. As a unit, the department considers above average proficiency by 90% of students to be a success.

Finding

Vocal Juries Assessment-artistry P

Musical Theatre students increased their skills in artistry in vocal performance from 75% in Fall '14 to 93% in Spring '15

Action

Juried Assessment-voice P

Each semester musical theatre students will be assessed during juries by faculty in the area of vocal performance in musical theatre

Action

Juried Assessment 2 P

Each semester musical theatre juries will be assessed during juries by faculty in the musical theatre area.

Goal

Vocal Proficiency - Voice Characteristics P

Each musical theatre student will acquire the vocal skills necessary to demonstrate proficiency through a juried performance.

Objective (L)

Musical Theatre Majors Will Demonstrate Proficiency In Voice Characteristics P

Each student, through a juried performance, will demonstrate prficient voice characteristics. Specifically, they will be evaluated on quality, evenness of registration, and belt range.

Indicator

Musical Theory Juried Assessment 🛭 🖋 🎤

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Criterion

Voice Characteristics Standards P

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development; 70-79= Below Average. As a unit, the department considers above average proficiency by 90% of students to be a success.

Finding

Vocal Juries Assessment-voice Characteristics

Musical Theatre students increased their proficiency in voice characteristic in Fall '14 from 68% to 85% in Spring '15. Vocal training is diverse among those accepted into musical theatre. New students in particular have varying levels of training and ability. During the first semester of each school year new students spend considerable time working on and attempting to apply the basics. There is a large upsurge in proficienct in spring semesters.

Action

Juried Assessment-voice P

Each semester musical theatre students will be assessed during juries by faculty in the area of vocal performance in musical theatre

Previous Cycle's "Plan for Continuous Improvement"

We have added a sophomore "gate" to make use of another level of assessment to assist in student development and to enhance the students competency. We have also added a "Platform Series" class to replace the Jazz ensemble class because we felt it would be more beneficial to the students.

Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.

The sophomore gate has proved valuable since it allows an indepth discussion with students about their progress as well as their needs. The Platform Performance seems to also be very effective as it creates a venue in which students learn through practice and performance how to function musically as an effective member of an ensemble. We will continue with both.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.

Ongoing assessment of musical theatre students by theatre, dance and musical theatre faculty will continue. Juries are a vital component of that assessment process. The newly added sophomore gate has proved valueable as it allows discussion of strength and needs of the student. Additional assessment will continue on an as needed basis for all classifications of students.