

2015-2016

College of Fine Arts and Mass Communication

Department of Art

Assessment Plan Summary

Department: Art BA (Studio Art)

Sam Houston State University

President, Office of

Academic Affairs, Division of

Fine Arts and Mass Communication, College of

Art, Department of

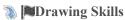
Art BA (Studio Art)

Drawing Techniques And Skills

Goal Description

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

Related Items/Elements



Learning Objective Description

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

🐞 🚠 Drawing Portfolio

Indicator Description

Students in BA Studio Art Program will be required to take ARTS 1316 Drawing 1 and ARTS 1317 Life Drawing 1. Drawings from these courses are included in a portfolio review to assess the students'

- 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
- use of perspective to depict 3-dimensional space
- craftsmanship and proficiency with materials

Criterion Description

Students submitted portfolios for review early in the Fall 2015 and Spring 2016 Semesters. 75 Portfolios were evaluated in the Fall and 45 were evaluated in the Spring. 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 to develop strategies for emphasizing composition, negative space and perspective drawing in courses. A common textbook was adopted and required for all students. It is expected that the average student score on each of the elements assessed will be at least 3.



Findings Description

Drawing scores remained about the same as last year, they did not show improvement and stayed below the target goal.

	Fall 15 Average	Spring 16 Average
Line & Mark Making	2.5	2.2
Value	2.7	2.5
Composition	2.6	2.3
Perspective	2.7	2.5
Craftsmanship	2.7	2.4



Taculty and Curriculum Development

Action Description

Most of the Beginning Drawing courses are taught by adjunct faculty. Senior Tenure Track faculty will begin to teach one section of Beginning Drawing 1 per semester on a rotating basis.

A workshop for Drawing faculty will be held prior to the start of the Fall semester to discuss and develop curriculum.

An exhibition of works by students from all Drawing classes will be held in the SOFA gallery to develop dialogue between the students and faculty about drawing.

An exhibition of successful works chosen from the Portfolio Review will be held to show students what is expected for successful drawing.

Goal Description

Students will develop proficiency using digital technology to create art.

Related Items/Elements



Learning Objective Description

Students in the BA Program in Studio Art will demonstrate the abilty to create and manipulate images using image editing software.

🔊 🚠 Digital Portfolio

Indicator Description

After completing ARTS 2315 Foundations in Digital Art, students will submit two works that they created in class that to be reviewed by a committee of art faculty. The works will be used to assess the students'

- ability to create expressive color relationships using digital media
- expressive use of formal design elements to compose a digital image
- ability to visually communicate a concept through digal media
- ability to render an image at the appropriate resolution for print, screen, or video

Criterion Description

It is expected that the average of all of the students scores will be 3.5 or higher using a scale of 0 - 5 and the following rubric:

- 0 No work submitted by student
- 1 Work fails to demonstrate ability or concept
- 2 Demonstrates ability that needs improvement
- 3 Demonstrates proficiency
- 4 Demonstrates above average proficiency
- 5 Demonstrates exceptional proficiency

Findings Description

None of the average scores met the criteria. The averages were close, but all below 3.

	Fall 15 Average	Spring 16 Average
Color	2.9	2.7
Form	2.85	2.5
Materials/Process	2.84	2.65
Render	3	2.8

This is a drop in scores from the past two years. Previously the average of scores has been above 3 in all categories, which is why the goal was set to achieve averages of 3.5.



TRe evaluate and Improve ARTS 2313

Action Description

A committee of faculty including the Foundations Coordinator, Department Chair, and Tenured faculty teaching ARTS 2313 Foundations in Digital Art will examine the curriculum of the course. One section of this course is being taught online and 2-3 sections a semester are taught face to face. Particular attention will be paid to the online sections to determine if teaching this course online is effective.

Faculty will add a website component to the course. Students will create simple website that will serve as an online portfolio of their digital work. This will teach students basic web development skills and make it easier for faculty to evaluate their digital portfolios.

Update to Previous Cycle's Plan for Continuous Improvement

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

The Studio Faculty, the Foundations Coordinator and the faculty of Foundations in Digital Art will have meetings to evaluate and assess the Foundations in Digital Art course and the Drawing i curriculum, and conduct Workshops for Faculty in both these areas.

Update of Progress to the Previous Cycle's PCI

Meetings were held to discuss the Drawing Curriculum. A common required textbook was adopted and syllabi were reviewed and updated.

A workshop was held for Drawing I faculty to discuss course objectives and teaching strategies.

An exhibit of works from all of the Drawing classes was held to stimulate a dialogue between the faculty about what they are doing and what is working in their classes.

Goals for 2015-16

Closing Summary

Studio Faculty will continue to conduct workshops and exhibitions for Drawing I faculty to improve the overall quality of instruction and create more consistency across course sections.

The Studio Faculty will meet to determine ways to incorporate technology into studio classes.

The Department of Art will seek to fill a vacant faculty position in Ceramics with a Visiting Assistant Professor.

Assessment Plan Summary

Department: Art BFA (Computer Animation)

Sam Houston State University

President, Office of

Academic Affairs, Division of

Fine Arts and Mass Communication, College of

Art, Department of

Art BFA (Computer Animation)

Development Of Core Animation Concepts And Techniques

Goal Description

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

Related Items/Elements

Natudents Will Demonstrate An Understanding Of The Post Production Process

Learning Objective Description

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.

Annual Faculty Review Of Computer Animation Program Student Work From ARTS 2343 (Post Production Process)

Indicator Description

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 0-100. The attached rubric will be used for the evaluation

Criterion Description

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

Findings Description

For this assessment, 90% scored above 70%. Though the objective was not met

in full, only 1 out of 10 students scored below 70%. The weakest area was Effective Editing of Multiple Animations. We will continue with the same criterion with the hopes of a successful outcome in the next cycle.

Animation_Goal1_Obj2_FINDINGS

Continue To Emphasize The Post Production Process Within Animation

Action Description

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.

Natudents Will Demonstrate An Understanding Of The Principles Of Animation

Learning Objective Description

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

Annual Faculty Review Of Computer Animation Program Student Work From ARTS 2343 (Principles of Animation)

Indicator Description

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 0-100. The attached rubric will be used for the evaluation.

Criterion Description

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

Findings Description

Only 50% 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 Description

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.

Professional Practices In Animation

Goal Description

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

Related Items/Elements

🐞 🎮 Students Will Produce An Effective Professional Portfolio Of Their Work

Learning Objective Description

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.

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

Indicator Description

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 demo-reels completed in ARTS 4358 Animation Portfolio.

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

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

Criterion Description

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

Findings Description

Only 40% of the students evaluated scored over 70%. The results showed needed improvements in all criteria. 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, however, faculty did express concerns that the overall quality of work produced in ARTS 4358 needs improvement.





Action Description

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

Update to Previous Cycle's Plan for Continuous Improvement

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

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.

Update of Progress to the Previous Cycle's PCI

Faculty reviewers observed that the instructor in ARTS 2343 Animation Concepts and Techniques for the 2015-16 cycle made improvements to the assignments administered to students from the previous year. After reviewing student work, however, it was found that there was not enough emphasis placed upon the need for student exploration of all of the 12 animation principles.

Though there was some evidence of video editing in ARTS 2343, faculty reviewers discussed that more emphasis needed to be placed on this production process, and that students should be required to produce an end-of-the-semester video that includes examples of all of the work they produced in the course.

The instructor for ARTS 4358 for the 2015-16 academic year resigned in the spring semester and did not participate in the SACS review, so it was unclear what measures, if any, were implemented from last cycle's Plans for Continuous Improvements. Based upon this year's review, it was clear that students needed more detailed feedback over the duration of the semester to improve their demo reels. Regarding the "Overall Quality of Work," it was noted that many of the demo reels did not show evidence of the development of a new body of work created in ARTS 4358.

Plan for Continuous Improvement

Closing Summary

The faculty that teach in ARTS 2343 Animation Concepts and Techniques will continue to administer lectures and coursework that focus on proficiencies in the Principles of Animation and the post production process. Prior to the beginning of the 2016-2017 academic year, faculty in the Computer Animation Program will meet to discuss strategies to modify existing exercises and projects to ensure that all of the 12 Principles of Animation are explored. Instructors in the course will continue a process of project checkpoints to discuss progress and needed improvements. In order to place more emphasis on the post production editing process in ARTS 2343, students will be required to submit an end-of-the semester reel of projects which will be evaluated by the course instructor.

In order to improve the demo reels produced in ARTS 4358 Animation Portfolio, we will continue with our plans from the pervious cycle to ensure that faculty teaching this course will schedule a more rigorous review process throughout the semester. Students will begin working on their demo reels earlier in the semester to facilitate this plan. Faculty that teach ARTS 4358 will also place more emphasis on having students create new work that can be included in their demo reels.

Assessment Plan Summary

Department: Art BFA (Photography)

Sam Houston State University

President, Office of

Academic Affairs, Division of

Fine Arts and Mass Communication, College of

Art, Department of

Art BFA (Photography)

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 photography. Students will 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.

Related Items/Elements



MHistorical And Contemporary Knowledge

Learning Objective 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 photography and be able to contextualize ideas in the continuum of this history. Students will be able to understand the relation of their own work to photography that has preceded

🔊 🚣 History of Photography Essays or Research Paper

Indicator Description

Students in ARTS 3381, 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.
- 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 Description

The essays will be evaluated by 3 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. The faculty would like to continue to assess and maintain this objective since the standards and assignments of the class continued to improved last year.

Findings Description Weakness in All Areas Of History of Photography

0% scored above 85 on clarity of writing

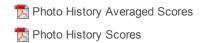
0% scored above 85 on describing works

0% scored above 85 on providing context

0% scored above 85 on vocabulary

0% scored above 85 on conclusion

The results show a need for improvement to meet the criterion in History of Photography. Only 2 faculty members provided scores. One of the faculty members is a recent hire who was not familiar with the history of this area. The Photography faculty overall feel that this area is improving despite the findings. However, faculty would still like to see more improvement in student's vocabulary and ability to write a conclusion.



🐞 🛃 Action - Historical And Contemporary Knowledge

Action Description

The Photo faculty will continue to work with the Art History faculty to develop curriculum and make sure the Photography students are continuing to improve their knowledge of the history of photography. The addition of a second tenure track art historian who focuses on scholarly research will promote better student art vocabulary and writing skills. The faculty see improvement in student's ability to contextualize, understand, and describe work. The Photography Coordinator will continue to meet with Art History faculty to make sure students continue to improve their knowledge of photo history. The Photography Coordinator will also meet with Photography faculty to insure understands the expectations and importance of the assessment process.

Prepare Students For Professional Practice As Photographic Artists

Goal Description

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.

Related Items/Elements



Learning Objective Description

Students will create photographs that demonstrate proficiency in the use of analog darkroom processes.

🐌 👬 Analog Photography Skills

Indicator Description

Students in ARTS 3374 Alternative Processes or ARTS 3365 Photographic Seminar 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 both silver and non-silver techniques.
- The ability to express and communicate ideas and concepts through the medium of photography.
- appropriate choice of materials

Criterion Description

The portfolios will be evaluated by 3 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 60% of the students evaluated will score 80 or higher in each aspect of the evaluation. This is a new area of assessment. The Photography faculty met and decided on the criteria. This year, work was evaluated from ARTS 3365 Photography Seminar in order to assess the new goals set in the fall semester. The same criteria of 60% scoring 80 or higher is the starting criteria.

Findings Description Weakness In Concept And Silver Print Production

30% scored above 80 on evaluation of ability to produce a proper exposure

20% scored above 80 on proficiency in non-silver printing

30% scored above 80 on proficiency in silver printing

20% scored above 80 on expression of concept

30% scored above 80 on appropriate use of materials

The results indicate, and faculty agree that proficiency in silver print production and concept development are weaknesses in this area of the photography program.



Action - Analog Photography Skills

Action Description

This is a new area of assessment, but has been taught for many years. The previous darkroom facilities limited student's ability to properly learn analog printing techniques. The darkroom has been upgraded and students now have less limitations in silver and analog printing. The Photography faculty agree this area is an important part of our student's education in photography and would like to see more consistent student work from these courses. The Photography Program Coordinator will meet with the faculty and make plans for new assignments and set goals for current courses in the next academic year. The criterion of 60% of students scoring 80 or higher will be maintained.



Action Description

More focus on content and professional presentation will be emphasized in all Photography Courses. The photography faculty will meet as a group with the Photography Area Coordinator to discuss methods of improving student's artistic development and articulation of personal voice in all courses.

Students will continue to hold public exhibitions of their work in ARTS 4315 Professional Practices. During these exhibitions, students will continue to engage the community by giving public talks about their work and presenting written descriptions of their photographic projects. The Art Department has recently hired a gallery technician who will work with students and faculty teaching ARTS 4315 Professional Practices to create workshops and demonstrations to improve professional presentation. This year, more students framed their work and did show an improvement in this area, but not all Photography faculty attended the receptions or saw presentation methods. However, this area needs to continue to improve.

The recent fluctuation of faculty and understanding of the SACS process impacted the overall scores. While this change is partially responsible for the overall drop in numbers, the Photography faculty would like to see improvement in Professional Practice Proficiency.

🐞 🖊 Demonstrate Digital Imaging Skills

Learning Objective Description

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

🐞 🚣 Digital Portfolio

Indicator Description

Students in ARTS 2370 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:

- Technical proficiency with ability to process Image color, white-balance, 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 work flow, 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 Description

The portfolios will be evaluated by 3 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. Based on last year's assessment, faculty felt a need for improvement in this area. Last year work was evaluated from ARTS 3379 as an indicator of advanced student knowledge. This year, work was evaluated from ARTS 2370 in order to assess the new section offered this year for Photography majors and minors only. The same criteria of 70% scoring 80 or higher will be maintained.

Findings Description Weakness In Concept, Technique, And Compositing

25% scored above 80 on evaluation of technical proficiency.

25% scored above 80 on compositing.

33% scored above 80 on photographic digital printing.

8% scored above 80 on expression of concepts and ideas.

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





Nation - Digital Imaging Skills

Action Description

This year a separate section of ARTS 2370 was taught for Photography majors and minors only. However, the course was taught by a new faculty member causing some inconsistencies. The quality of the student work did improve, but the new faculty member also provided scores for the indicator which lowered the overall scores. The Photography faculty would like to continue to see improvement in this area. The Photography Program Coordinator will meet with the faculty and make plans for new assignments and improvements to current assignments for the next academic year. In the past, digital printing has only been emphasized for the final. Faculty will teach digital printing throughout the course in the fall to see improvements in the digital print indicator.

🐞 🎮 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.

🐌 🚜 Analog Photography Skills

Indicator Description

Students in ARTS 3374 Alternative Processes or ARTS 3365 Photographic Seminar 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 both silver and non-silver techniques.
- The ability to express and communicate ideas and concepts through the medium of photography.
- appropriate choice of materials

Criterion Description

The portfolios will be evaluated by 3 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 60% of the students evaluated will score 80 or higher in each aspect of the evaluation. This is a new area of assessment. The Photography faculty met and decided on the criteria. This year, work was evaluated from ARTS 3365 Photography Seminar in order to assess the new goals set in the fall semester. The same criteria of 60% scoring 80 or higher is the starting criteria.

Findings Description Weakness In Concept And Silver Print Production

30% scored above 80 on evaluation of ability to produce a proper exposure

20% scored above 80 on proficiency in non-silver printing

30% scored above 80 on proficiency in silver printing

20% scored above 80 on expression of concept

30% scored above 80 on appropriate use of materials

The results indicate, and faculty agree that proficiency in silver print production and concept development are weaknesses in this area of the photography program.



🔊 🎜 Action - Analog Photography Skills

Action Description

This is a new area of assessment, but has been taught for many years. The previous darkroom facilities limited student's ability to properly learn analog printing techniques. The darkroom has been upgraded and students now have less limitations in silver and analog printing. The Photography faculty agree this area is an important part of our student's education in photography and would like to see more consistent student work from these courses. The Photography Program Coordinator will meet with the faculty and make plans for new assignments and set goals for current courses in the next academic year. The criterion of 60% of students scoring 80 or higher will be maintained.

Action: Professional Practices

Action Description

More focus on content and professional presentation will be emphasized in all Photography Courses. The photography faculty will meet as a Sam Houston State University 9/22/2017 19:43 A

group with the Photography Area Coordinator to discuss methods of improving student's artistic development and articulation of personal voice in all courses.

Students will continue to hold public exhibitions of their work in ARTS 4315 Professional Practices. During these exhibitions, students will continue to engage the community by giving public talks about their work and presenting written descriptions of their photographic projects. The Art Department has recently hired a gallery technician who will work with students and faculty teaching ARTS 4315 Professional Practices to create workshops and demonstrations to improve professional presentation. This year, more students framed their work and did show an improvement in this area, but not all Photography faculty attended the receptions or saw presentation methods. However, this area needs to continue to improve.

The recent fluctuation of faculty and understanding of the SACS process impacted the overall scores. While this change is partially responsible for the overall drop in numbers, the Photography faculty would like to see improvement in Professional Practice Proficiency.

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

Criterion Description

The portfolios will be evaluated by 3 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.

Findings Description

25% scored above 85 on expression of concept

0% scored above 85 on artistic development

12.5% scored above 85 on use of medium and materials

12.5% scored above 85 on evidence of personal voice

12.5% scored above 85 on professional presentation

The results indicate, and faculty agree that expression of concept, artistic development, use of medium and materials, evidence of personal voice, and professional presentation are weaknesses of the photography program

Professional portfolio averaged scores

🏗 Professional Pract Portfolio Scores

🔊 🎜 Action - Digital Imaging Skills

Action Description

This year a separate section of ARTS 2370 was taught for Photography majors and minors only. However, the course was taught by a new faculty member causing some inconsistencies. The quality of the student work did improve, but the new faculty member also provided scores for the indicator which lowered the overall scores. The Photography faculty would like to continue to see improvement in this area. The Photography Program Coordinator will meet with the faculty and make plans for new assignments and improvements to current assignments for the next academic year. In the past, digital printing has only been emphasized for the final. Faculty will teach digital printing throughout the course in the fall to see improvements in the digital print indicator.

Action: Professional Practices

Action Description

More focus on content and professional presentation will be emphasized in all Photography Courses. The photography faculty will meet as a group with the Photography Area Coordinator to discuss methods of

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improving student's artistic development and articulation of personal voice in all courses.

Students will continue to hold public exhibitions of their work in ARTS 4315 Professional Practices. During these exhibitions, students will continue to engage the community by giving public talks about their work and presenting written descriptions of their photographic projects. The Art Department has recently hired a gallery technician who will work with students and faculty teaching ARTS 4315 Professional Practices to create workshops and demonstrations to improve professional presentation. This year, more students framed their work and did show an improvement in this area, but not all Photography faculty attended the receptions or saw presentation methods. However, this area needs to continue to improve.

The recent fluctuation of faculty and understanding of the SACS process impacted the overall scores. While this change is partially responsible for the overall drop in numbers, the Photography faculty would like to see improvement in Professional Practice Proficiency.

Update to Previous Cycle's Plan for Continuous Improvement

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

Senior Photography students in ARTS 4315 Professional Practices in Art exhibited their work with more attention to presentation. The students engaged the community with presentations and written explanations of their projects.

The Photography faculty met to evaluate and discuss the course content and learning objectives for ARTS 2365 Photographic Visualization, ARTS 3365 Photography Seminar, and ARTS 3374 Alternative Photographic Process. A criteria was developed for assessment and work was assessed in this cycle.

Update of Progress to the Previous Cycle's PCI

The Photo faculty did follow through on the previous cycle's plan for continuous improvement, but saw a drop in performance scores. The faculty will meet to consider issues which may have caused this drop. More focus should be paid to content, printing, and presentation in next cycle's plan.

Plan for Continuous Improvement

Closing Summary

Senior Photography students will continue to exhibit their work in public 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.

The Photography faculty discuss reasons why this year's goals were not met and work towards bringing scores up in all areas.

The faculty are continuing to emphasize and promote digital techniques as well as development of content across the curriculum. The new section of ARTS 2370 Digital Photography for major and minors only has made improvements to students' technical skills and the faculty will continue to utilize Lynda.com to help improve skills in digital photographic editing.

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

- proficiency in analog printing techniques
- continued improvement in advanced image editing techniques using Adobe Photoshop and Lightroom.
- continued emphasis on experimentation and development of content.
- continued improvement in student's ability to describe, discuss, and summarize photographic works of art in their historical and cultural context.
- continued improvement in professional presentation practices

Department of Dance

Assessment Plan Summary Department: Dance MFA

Sam Houston State University

President, Office of

Academic Affairs, Division of

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Dance, Department of

Dance MFA

Develop Professional Level Of Expertise In Dance

Goal Description

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

Related Items/Elements



Learning Objective Description

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.

🐌 🚠Comprehensive Exam

Indicator Description

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 Description

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.

Findings Description

All students were required to do oral rather than written comps. As expected, most were not articulate in their responses. Initial responses were lacking in detail and did not adequately address the topic. Faculty coached responses.

Tincrease opportunities for oral expression

Action Description

Several ideas for giving students more opportunities to develop competence in oral expression include:

- --Identify courses in which more oral discussion can occur, and require oral participation as a grade component.
- --In already scheduled end of semester oral reviews with the MFA candidates, increase focus on student responding to questions raised by faculty. Encourage students to expand on responses, or to restate.
- --Set a higher standard in feedback sessions and other meetings for the student to articulate better.

Demonstrate Choreographic Skill

Learning Objective Description

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

🐞 🚣 Evaluation Of Required Choreographic Work

Indicator Description

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 Description

100% of students will be judged to have at least Satisfactory proficiency in choreography, indicated by a final grade of B for a course. 75% will be judged to have Excellent profficieny.

Findings Description

100% of students produced work deemed "acceptable" or "outstanding".

Thridge competency in choreography classes to higher level of achievement in thesis concert

Action Description

Our students' body of choreographic works developed in courses is generally stronger than that which is presented in the thesis concerts. For the thesis, students develop a longer, cohesive evening that both answers the thesis proposal as well as stands alone as a concert for public performance. Realizing the need for more frequent feedback within the creative process, the department scheduled thesis showings throughout the semester this year. These scheduled showings ensured for the first time that the full committee could be present. They should have ensured as well that students had progressed more with their choreography, but that did not happen as much as it should have. In the fall, thesis committee chairs will emphasize strongly to their students a timeline for completion of drafts of their concert.

🐞 🚠 Presentation & Evaluation Of Thesis Concert

Indicator Description

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 Description

100% of MFA Thesis projects 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 DANC 6099, Thesis II.)

Findings Description

In 2015-16, all four MFA candidates successfully passed the choreographic element of their thesis projects.

Bridge competency in choreography classes to higher level of achievement in thesis concert

Action Description

Our students' body of choreographic works developed in courses is generally stronger than that which is presented in the thesis concerts. For the thesis, students develop a longer, cohesive evening that both answers the thesis proposal as well as stands alone as a concert for public performance. Realizing the need for more frequent feedback within the creative process, the department scheduled thesis showings throughout the semester this year. These scheduled showings ensured for the first time that the full committee could be present. They should have ensured as well that students had progressed more with their choreography, but that did not happen as much as it should have. In the fall, thesis committee chairs will emphasize strongly to their students a timeline for completion of drafts of their concert.

Update to Previous Cycle's Plan for Continuous Improvement

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

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.

Update of Progress to the Previous Cycle's PCI

The new thesis process was implemented as planned. Four students completed the thesis, submitting a review of literature and reflection paper along with presentations of their theses in an oral public forum, with power point presentations. The faculty were very pleased with many aspects of this new process. Students remain responsible for a thesis proposal and significant academic writing in the literature review and reflection papers. The added elements of the lecture and power point presentation demonstrated skills needed as potential college faculty; students' performance in this presentation gave them "rehearsal" for the kind of lecture/presentation they would likely need for an interview for a college position, and gave the committee the chance to give feedback. A large bonus for us was that the process is no longer tied to the university's deadlines for the traditional thesis, which did not coordinate well with the creative and production schedules needed for our students' projects. With more time at the end of the term to prepare the reflection papers and oral presentation, students were able to produce more substantial work; similarly, thesis chairs and committee members were able to mentor more effectively. As faculty become more accustomed to the new process, we are confident that we have created a multi-faceted final project that serves our students well, and reflects well on the master of fine arts education they have completed.

As anticipated, more of our graduate students are incorporating technology in their choreography. Another special topics course in dance and film was taught this year. We have not yet submitted course proposals for additional technology and dance, or dance and film. Our ability to offer these courses is contingent on faculty. The graduate courses, as well as undergraduate courses in dance and technology, have been taught by a visiting assistant professor whose three year contract ends in spring of 2017. Continuing these courses, let alone successful expansion and implementation of dance technology in the curriculum, requires continuity of this position in some form, whether that be renewal of that contract or a new tenure track position. Consensus of the faculty that potential new faculty lines should be allotted towards this goal is necessary as well.

Closing Summary Actions to Guide AY17

1. Bridge competency in choreography classes to higher level of achievement in thesis concert

Enforce schedule already designated in the dance calendar for regular showings of work in progress, as done in 2015-16. Graduate faculty may discuss whether it is appropriate to define guidelines for each showing, such as having minimum of 50% choreographed for first showing; second showing reflecting feedback from the committee; third showing should be complete. There should also be a discussion of the potential that the committee may decide that additional showings are required, and that a concert date may be re-scheduled if it is determined that the choreography is not ready for performance.

2. <u>Increase opportunities for oral expression</u>

- --Identify courses in which more oral discussion can occur, and require oral participation as a grade component.
- --In already scheduled end of semester oral reviews with the MFA candidates, increase focus on student responding to questions raised by faculty. Encourage students to expand on responses, or to restate when their responses are not adequate.
- --Set a higher standard in feedback sessions and other meetings for the student to verbally articulate better.
- 3. Consider recommendation from external review of the MFA program conducted in spring 2016:

more research and academic writing. Academic writing is occurring within classes, but is not comprehensively formalized in either the course description nor in syllabi. we will consider whether we need to make our research expectations more explicit, and whether we are providing sufficient opportunities for students to strengthen their writing skills.

Department of Mass Communication

Assessment Plan Summary

Department: Mass Communication BA

Sam Houston State University

President, Office of

Academic Affairs, Division of

Fine Arts and Mass Communication, College of

Mass Communication, Department of

Mass Communication BA

Development Of Video Production Skills - Multiplatform Journalism

Goal Description

To graduate students who are familiar with basic, professional hands-on video production skills (camera use, editing, framing, visual story-telling).

Related Items/Elements

Development Of Video Production Skills.

Learning Objective Description

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

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

Indicator Description

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

Criterion Description

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.

Findings Description

The data needed to assess was not collected by the instructors of the course. The curriculum committee discussed implementation; however, this did not occur.

Development of Video Production Skills - Broadcast Production

Goal Description

To graduate students who are familiar with basic, professional hands-on video production skills

(camera use, editing, framing, visual story-telling).

Related Items/Elements

Development Of Video Production Skills.

Learning Objective Description

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

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

Indicator Description

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

Criterion Description

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.

Findings Description

The data needed to assess was not collected by the instructors of the course. The curriculum committee discussed implementation; however, this did not occur.

Development of Video Production Skills - Film

Goal Description

To graduate students who are familiar with basic, professional hands-on video production skills (camera use, editing, framing, visual story-telling).

Related Items/Elements

The production Skills.

Learning Objective Description

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

Indicator Description

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

Criterion Description

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.

Findings Description

The data needed to assess was not collected by the instructors of the course. The curriculum committee discussed implementation; however, this did not occur.

Development of Video Production Skills - Public Relations

Goal Description

To graduate students who are familiar with basic, professional hands-on video production skills (camera use, editing, framing, visual story-telling).

Related Items/Elements

Development Of Video Production Skills.

Learning Objective Description

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

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

Indicator Description

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

Criterion Description

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.

Findings Description

The data needed to assess was not collected by the instructors of the course. The curriculum committee discussed implementation; however, this did not occur.

Knowledge Of Media Law and Ethics - Multiplatform Journalism

Goal Description

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

Related Items/Elements

🐞 🎮 Knowledge Of Specific Legal Concepts & Theories

Learning Objective Description

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.

🔊 🚜 Assessment By Pre/Post Test - Media Law & Ethics

Indicator Description

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 Description

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).

Findings Description

The Post-test exceeded expectations. 90 percent of the class scored 75 or better (out of 100).

Actions: Some students had trouble with two questions related to online-related legal issues. This topic will be subject to expanded attention in the Fall 2016 version of MCOM 4371.

Knowledge of Media Law and Ethics - Broadcast Production

Goal Description

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

Related Items/Elements

🐞 🎮 Knowledge Of Specific Legal Concepts & Theories

Learning Objective Description

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.

🔊 🚣 Assessment By Pre/Post Test - Media Law & Ethics

Indicator Description

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 Description

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).

Findings Description

The Post-test exceeded expectations. 90 percent of the class scored 75 or better (out of 100).

Actions: Some students had trouble with two questions related to online-related legal issues. This topic will be subject to expanded attention in the Fall 2016 version of MCOM 4371.

Knowledge of Media Law and Ethics - Film

Goal Description

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

Related Items/Elements



Learning Objective Description

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.

🔊 🚣 Assessment By Pre/Post Test - Media Law & Ethics

Indicator Description

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 Description

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).

Findings Description

The Post-test exceeded expectations. 90 percent of the class scored 75 or better (out of 100).

Actions: Some students had trouble with two questions related to online-related legal issues. This topic will be subject to expanded attention in the Fall 2016 version of MCOM 4371.

Goal Description

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

Related Items/Elements



Learning Objective Description

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.

🔊 📥 Assessment By Pre/Post Test - Media Law & Ethics

Indicator Description

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 Description

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).

Findings Description

The Post-test exceeded expectations. 90 percent of the class scored 75 or better (out of 100).

Actions: Some students had trouble with two questions related to online-related legal issues. This topic will be subject to expanded attention in the Fall 2016 version of MCOM 4371.

Writing Skills Development - Broadcast Production

Goal Description

To graduate students who are prepared to enter the media marketplace

Related Items/Elements



Learning Objective Description

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



Indicator Description

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 Description

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.

Findings Description

Spring 2016 saw 119 students take the Grammar Competency. Of those, 118 passed the competency with a score of 75 percent or better, and 116 passed with a score of 80 percent or better.

Writing Skills Development - Film

Goal Description

To graduate students who are prepared to enter the media marketplace

Related Items/Elements



Learning Objective Description

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



Indicator Description

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 Description

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.

Findings Description

Spring 2016 saw 119 students take the Grammar Competency. Of those, 118 passed the competency with a score of 75 percent or better, and 116 passed with a score of 80 percent or better.

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Writing Skills Development - Multiplatform Jounalism

Goal Description

To graduate students who are prepared to enter the media marketplace

Related Items/Elements



Learning Objective Description

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

🐞 🚠 Assessment By Writing Skills Exam

Indicator Description

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 Description

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.

Findings Description

Spring 2016 saw 119 students take the Grammar Competency. Of those, 118 passed the competency with a score of 75 percent or better, and 116 passed with a score of 80 percent or better.

Writing Skills Development - Public Relations

Goal Description

To graduate students who are prepared to enter the media marketplace

Related Items/Elements Writing Skills

Learning Objective Description

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

🔊 🚣 Assessment By Writing Skills Exam

Indicator Description

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 Description

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.

Findings Description

Spring 2016 saw 119 students take the Grammar Competency. Of those, 118 passed the competency with a score of 75 percent or better, and 116 passed with a score of 80 percent or better.

Update to Previous Cycle's Plan for Continuous Improvement

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

The MCOM Department will continue to require students to successufly 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.

Update of Progress to the Previous Cycle's PCI

The assessment of writing skills and knowledge of media law exceeded expectations. The video skills component has yet to be implemented. The department has taken steps to improve students' access to internship information.

Plan for continuous improvement

Closing Summary

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.

MCOM production faculty need to proceed with the Beta-version assessment for MCOM 2371 to assess video production and editing skills.

Additional questions for the MCOM 4371 Pre/Post Test will be fashioned and will be introduced in Fall 2016.

The History of Film course was adopted into the core curriculum, so the department should offer the course and make necessary scheduling adjustments to meet the demand for the course.

The department 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

Assessment Plan Summary Department: Music BM

Sam Houston State University

President, Office of

Academic Affairs, Division of

Fine Arts and Mass Communication, College of

Music, School of

Music BM

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.

Related Items/Elements



Music History Written and Aural Evaluations

Learning Objective Description

Given listening evaluations within each music history course, students will identify the relevant composers, genres, and styles of compositions from the respective periods of music history. They will demonstrate, in writing, knowledge regarding the history of music and its cultural contexts for the time periods studied.

🐞 🚠 Demonstrating Knowledge of Historical Facts and Concepts Regarding Music, and Identifying Music from Major Historical Periods

Indicator Description

Each student will be required to take both written exams and comprehensive listening exams covering the respective composers, genres and styles of composition for the period of music history they are studying, as well as related historical context. During listening exams, examples will be played and the students are expected to identify the appropriate information for each recording excerpt, demonstrating their knowledge of musical styles and time periods.

Criterion Description

Scores resulting from written and listening exams 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 50% of students to be a success.

Findings Description

Scores were compiled from four music history courses offered during the 2015-2016 academic year. Students were music majors completing one of several degree programs within the School of Music. Twenty-one percent of students scored in the excellent range, 34% in the above average range, 28% in the average range, and 16% in the below average range. Therefore, 55% scored above average, exceeding the School of Music's goal of 50%.



Action Description

Increased communication with musicology and music history faculty regarding the assessment process, procedures, and details will improve our data gathering and reporting in the coming year. An assessment committee has been formed for this purpose. The committee will be reevaluating what specific criteria will be assessed, how often assessments are made, and what changes, if any, are necessary.

Music Theory

Goal Description

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

Related Items/Elements

🐞 🎮 BM Music Students Will Demonstrate Proficiency In Music Theory

Learning Objective Description

Each student will demonstrate proficiency in music fundamentals, part writing, and analysis through a skills based assessment exam administered at the end of four semesters of study.

🔊 📥 Music Theory End Of Sequence Assessment

Indicator Description

At the end of the fourth semester of music theory, each student will be assessed in music fundamentals, 4-voice part writing composition that uses both diatonic and chromatic chords, and score study that focuses on the following parameters: phrase and periodic structures, sentential design, diatonic and chromatic chords, key relationships, formal design, and general stylistic issues. A final score representing the evaluation of all music theory areas of proficiency is determined.

Criterion Description

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.

Findings Description

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 Description

In order to increase the level of knowledge and skills in the music theory and musicianship area, the faculty re-evaluated the textbooks used in the entire sequence of courses, and determined that a change needed to be made. The new texts were placed in use beginning in the Fall 2015 semester, and the efficacy of this adjustment will be more closely examined concluding the 2016-2017 academic year.

Performance Application

Goal Description

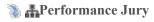
Students in the BM must perform appropriate undergraduate repertoire, demonstrating musicianship, technical proficiency, and interpretive understanding on a principal instrument/voice.

Related Items/Elements



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.



Indicator Description

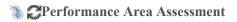
Each BM Music student, regardless of level, is required to complete a juried instrumental/vocal performance each semester. The juries consist of School of Music faculty from the designated area (i.e woodwind, brass, string, guitar, percussion, and vocal). The performance is evaluated using a departmental 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 Description

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.

Findings Description

With three of seven School of Music areas reporting, data indicates that 60% of music students performed final performance juries with scores in the "excellent" range. This does not meet the School of Music's goal of 80%. In order to accrue data that is more representative of the School of Music as a whole, we will work to improve response rates in the coming year.



Action Description

Increased communication with faculty regarding the assessment process, procedures, and details will improve our data gathering and reporting in the coming year. An assessment committee has been formed for this purpose.

In the area of performance juries specifically, we will work to improve response rates in the coming year, thus accruing data that is more representative of the School of Music as a whole.

Update to Previous Cycle's Plan for Continuous Improvement

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

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.

Update of Progress to the Previous Cycle's PCI

The SHSU curriculum committee has approved the School of Music's two performance certificate programs, and they are now ready for implementation. Additionally, the School of Music will undergo its 10-year review by our accrediting body, the National Association for Schools of Music (NASM), during the 2016-2017 academic year. NASM will provide recommendations that, when followed, should serve to strengthen degree programs within the School of Music.

Action Summary

Closing Summary

Music History:

Increased communication with musicology and music history faculty regarding the assessment process, procedures, and details will improve our data gathering and reporting in the coming year. An assessment committee has been formed for this purpose. The committee will be re-evaluating what specific criteria will be assessed, how often assessments are made, and what changes, if any, are necessary.

Music Theory:

In order to increase the level of knowledge and skills in the music theory and musicianship area, the faculty re-evaluated the textbooks used in the entire sequence of courses, and determined that a change needed to be made. The new texts were placed in use beginning in the Fall 2015 semester, and the efficacy of this adjustment will be more closely examined concluding the 2016-2017 academic year.

Music Performance:

Increased communication with faculty regarding the assessment process, procedures, and details will improve our data gathering and reporting in the coming year. An assessment committee has been formed for this purpose.

In the area of performance juries specifically, we will work to improve response rates in the coming year, thus accruing data that is more representative of the School of Music as a whole.

Assessment Plan Summary Department: Music MM

Sam Houston State University

President, Office of

Academic Affairs, Division of

Fine Arts and Mass Communication, College of

Music, School of

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.

Related Items/Elements



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.

🐌 🚠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. They are scored as "Pass" or "Fail" in each category. A "Pass" on the exam indicates that all three categories were completed successfully. Each section may be repeated up to 2 times if necessary. The School of Music considers a first-time pass rate of 75% of students to be successful.

Findings Description

Approximately 53% of students taking comprehensive exams during the 2015-2016 academic year passed all areas on the first attempt. This falls short of our goal of 75%.

% Comprehensive Exam Preparation

Action Description

The School of Music has recently made improvements in comprehensive exam preparation through a preparation document given to each graduate student. We anticipate an effect on first-time pass rates as students use this resource. We will disseminate the document to each student scheduling comps in any given semester and will be available to answer further questions or otherwise assist with preparation.

Performance Action

Action Description

All MM students with a performance emphasis will be assigned appropriate performance literature that corresponds to their primary instrument, with each student receiving intense, weekly one-on-one instruction from their applied lesson teacher. The literature will include, but is not limited to, the categories of solo, chamber, and orchestral works across most, if not all historical periods. Additionally, each student performs several times a semester in public and for other applied faculty within their area, and are evaluated on every performance.

Students at this level will also spend a significant amount of time with their applied lesson teacher discussing the various pedagogical approaches that are applicable to their instrument. They will explore a wide variety of resources and methodologies, and will often pair this exploration with an independent study project of a comparative and/or analytical nature.

All courses in the MM degree will explore their respective topics in great depth and detail, with each incorporating large-scale projects and assignments that emphasize research and analysis.

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.

Related Items/Elements



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.

The 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

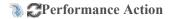
Students must sing/play in turn, with the proper/appropriate intonation and tone quality and within the prescribed rhythmic patters for the periods and composers and styles of their performance pieces.

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. ALL students will pass their subsequent Recital Performance

Findings Description

The pass rate for first-attempt recital hearings was 100%, exceeding our goal of 95%.



Action Description

All MM students with a performance emphasis will be assigned appropriate performance literature that corresponds to their primary instrument, with each student receiving intense, weekly one-on-one instruction from their applied lesson teacher. The literature will include, but is not limited to, the categories of solo, chamber, and orchestral works across most, if not all historical periods. Additionally, each student performs several times a semester in public and for other applied faculty within their area, and are evaluated on every performance.

Students at this level will also spend a significant amount of time with their applied lesson teacher discussing the various pedagogical approaches that are applicable to their instrument. They will explore a wide variety of resources and methodologies, and will often pair this exploration with an independent study project of a comparative and/or analytical nature.

All courses in the MM degree will explore their respective topics in great depth and detail, with each incorporating large-scale projects and assignments that emphasize research and analysis.

Update to Previous Cycle's Plan for Continuous Improvement

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

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.

Update of Progress to the Previous Cycle's PCI

The addition of the Music Therapy Track to the MM has greatly improved overall enrollment in our graduate programs. New TA lines have also been granted the School of Music, and again, filled with excellent candidates. The addition of these lines should increase the attractiveness and affordability of our graduate programs. We continue to evaluate and adjust curricula in order to best meet the needs of our graduate students.

Action Summary

Closing Summary

Comprehensive Knowledge:

The School of Music has recently made improvements in comprehensive exam preparation through a preparation document given to each graduate student. We anticipate an effect on first-time pass rates as students use this resource. We will disseminate the document to each student scheduling comps in any given semester and will be available to answer further questions or otherwise assist with preparation.

Performance Action:

The performance goal related to pre-recital hearings was met with 100% passage. We will turn our attention to other goals within the performance area to be determined in consultation with the applied faculty.

Assessment Plan Summary Department: Music Therapy BM

Sam Houston State University

President, Office of

Academic Affairs, Division of

Fine Arts and Mass Communication, College of

Music, School of

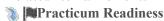
Music Therapy BM

Clinical Music Skills

Goal Description

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

Related Items/Elements



Learning Objective Description

Students will prepare to sing and self-accompany 30 songs from designated genres, with a minimum of 10 fully memorized, in various keys and playing styles. Singing must be in tune and with a pleasing quality, and playing must be appropriate for the chosen song and uninterrupted by mistakes.

🔊 🚣 Practicum Readiness Evaluation

Indicator Description

Each student will be required to pass a Practicum Readiness Evaluation (PRE) prior to the start of Music Therapy Practicum courses. The evaluation can be repeated up to two times. Music therapy professors will serve as jurors and will choose 5-7 songs from a list of 30 presented by the student. The student will be evaluated based on memorization, pitch accuracy, rhythmic accuracy, vocal quality, and accompaniment choices and quality (see rubric).

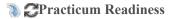


Criterion Description

Scores for the PRE are determined by the attached rubric. An average score of 2.2 or above is needed in order to pass. As a unit, the department considers an annual pass rate of 80% to be a success.

Findings Description

Data was taken on the PRE pass rate for spring 2016. Eighteen of twenty-two, or 82%, of students passed with a score of 2.2 or above, exceeding our program goal of 80%.



Action Description

Music therapy faculty will continue to focus on singing and accompaniment skills during the freshman level guitar course in preparation for the Practicum Readiness Evaluation. Faculty will also be available to students who wish to receive feedback on their performance prior to the evaluation.

Music History

Goal Description

BM music therapy 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.

Related Items/Elements



Learning Objective Description

Given listening evaluations within each music history course, students will identify the relevant composers, genres, and styles of compositions from the respective periods of music history. They will demonstrate, in writing, knowledge regarding the history of music and its cultural contexts for the time periods studied.

Demonstrating Knowledge of Historical Facts and Concepts Regarding Music, and Identifying Music from Major Historical Periods

Indicator Description

Each student will be required to take both written exams and comprehensive listening exams covering the respective composers, genres and styles of composition for the period of music history they are studying, as well as related historical context. During listening exams, examples will be played and the students are expected to identify the appropriate information for each recording excerpt, demonstrating their knowledge of musical styles and time periods.

Criterion Description

Scores resulting from written and listening exams 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 50% of students to be a success.

Findings Description

Scores were compiled from four music history courses offered during the 2015-2016 academic year. Students were music majors completing one of several degree programs within the School of Music. Twenty-one percent of students scored in the excellent range, 34% in the above average range, 28% in the average range, and 16% in the below average range. Therefore, 55% scored above average, exceeding the School of Music's goal of 50%.



Action Description

Increased communication with musicology and music history faculty regarding the assessment process, procedures, and details will improve our data gathering and reporting in the coming year. An assessment committee has been formed for this purpose. The committee will be reevaluating what specific criteria will be assessed, how often assessments are made, and what changes, if any, are necessary.

Music Theory

Goal Description

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

Related Items/Elements

🐞 🎮 BM Music Therapy Students Will Demonstrate Proficiency In Music Theory

Learning Objective Description

Each student will demonstrate proficiency in music fundamentals, part writing, and analysis through a skills based assessment exam administered at the end of four semesters of study.



Indicator Description

At the end of the fourth semester of music theory, each student will be assessed in music fundamentals, 4-voice part writing composition that uses both diatonic and chromatic chords, and score study that focuses on the following parameters: phrase and periodic structures, sentential design, diatonic and chromatic chords, key relationships, formal design, and general stylistic issues. A final score representing the evaluation of all music theory areas of proficiency is determined.

Criterion Description

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.

Findings Description

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 Description

In order to increase the level of knowledge and skills in the music theory and musicianship area, the faculty re-evaluated the textbooks used in the entire sequence of courses, and determined that a change needed to be made. The new texts were placed in use beginning in the Fall 2015 semester, and the efficacy of this adjustment will be more closely examined concluding the 2016-2017 academic year.

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).

Related Items/Elements

™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.

🐌 🚜Board Certification Examination

Indicator Description

Students planning to practice as professional music therapists following

completion of the undergraduate program must pass the national certification examination administered by the Certification Board for Music Therapists (CBMT).

Criterion Description

Institution-specific scores are disseminated quarterly by the CBMT. As a unit, the department considers an 80% first-time pass rate to be a success.

Findings Description

According to the most recent data disseminated by the CBMT (July, 2014-June, 2015), SHSU graduates taking the board certification exam for the first time passed at a rate of 79% (15/19), approaching our program goal of 80%.

Action Description

We will continue monitoring Board Certification Examination pass rates and requiring students to take the CBMT practice test as a course assignment. Additionally, we will gather feedback from students regarding the areas of the practice test on which they scored lowest, in order to determine any trends that indicate need for greater attention to certain areas within the program.

Performance Application

Goal Description

Music Therapy Students in the BM must perform appropriate undergraduate repertoire, demonstrating musicianship, technical proficiency, and interpretive understanding on a principal instrument/voice.

Related Items/Elements



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.

🐞 🚣 Performance Jury

Indicator Description

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 Description

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.

Findings Description

With three of seven School of Music areas reporting, data indicates that 60% of music students performed final performance juries with scores in the "excellent" range. This does not meet the School of Music's goal of 80%. In order to accrue data that is more representative of the School of Music as a whole, we will work to improve response rates in the coming year.

Performance Area Assessment

Action Description

Increased communication with faculty regarding the assessment process, procedures, and details will improve our data gathering and reporting in the coming year. An assessment committee has been formed for this purpose.

In the area of performance juries specifically, we will work to improve response rates in the coming year, thus accruing data that is more representative of the School of Music as a whole.

Update to Previous Cycle's Plan for Continuous Improvement

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

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.

Update of Progress to the Previous Cycle's PCI

The SHSU curriculum committee has approved the School of Music's two performance certificate programs, and they are now ready for implementation. Additionally, the School of Music will undergo its 10-year review by our accrediting body, the National Association for Schools of Music (NASM), during the 2016-2017 academic year. NASM will provide recommendations that, when followed, should serve to strengthen degree programs within the School of Music.

Action Summary

Closing Summary

Music History:

Increased communication with musicology and music history faculty regarding the assessment process, procedures, and details will improve our data gathering and reporting in the coming year. An assessment committee has been formed for this purpose. The committee will be re-evaluating what specific criteria will be assessed, how often assessments are made, and what changes, if any, are necessary.

Music Theory:

In order to increase the level of knowledge and skills in the music theory and musicianship area, the faculty re-evaluated the textbooks used in the entire sequence of courses, and determined that a change needed to be made. The new texts were placed in use beginning in the Fall 2015 semester, and the efficacy of this adjustment will be more closely examined concluding the 2016-2017 academic year.

Music Performance:

Increased communication with faculty regarding the assessment process, procedures, and details will improve our data gathering and reporting in the coming year. An assessment committee has been formed for this purpose.

In the area of performance juries specifically, we will work to improve response rates in the coming year, thus accruing data that is more representative of the School of Music as a whole.

Board Certification:

We will continue monitoring Board Certification Examination pass rates and requiring students to take the CBMT practice test as a course assignment. Additionally, we will gather feedback from students regarding the areas of the practice test on which they scored lowest, in order to determine any trends that indicate need for greater attention to certain areas within the program.

Practicum Readiness:

Music therapy faculty will continue to focus on singing and accompaniment skills during the freshman level guitar course in preparation for the Practicum Readiness Evaluation. Faculty will also be available to students who wish to receive feedback on their performance prior to the evaluation.

Department of Theatre and Musical Theatre

Assessment Plan Summary Department: Theatre BFA

Sam Houston State University

President, Office of

Academic Affairs, Division of

Fine Arts and Mass Communication, College of

Theatre and Musical Theatre, Department of

Theatre BFA

Acting Proficiency

Goal Description

Each theatre student will acquire the acting techniques necessary to demonstrate proficiency and artistry to assure success in the academic and the professional worlds.

Related Items/Elements

Nating/Directing Majors Will Demonstrate Proficiency In Acting/Directing Artistry

Learning Objective Description

The proficiencies demonstrated will include knowledge of character development, use of body and voice, knowledge of script analysis and other areas of expertise related to a particular genre of theater (as required by the particular production)

Auditions For SHSU Productions Or Outside Internships

Indicator Description

During a juried performance the student will demonstrate proficiency in character development including effective movement, playing objectives, textual clarity, and vocal energy. A juried performance is one which is sanctioned by the SHSU Theater program either on campus or off campus. The jury consists of SHSU Theater faculty that teach in the acting area. At least two faculty will sit in on each jury. The student will provide a self assessment as part of the jury process.



Criterion Description

90% of the student performances will be judged by SHSU faculty juries to be demonstrating excellence in all areas stated in the learning objective

Findings Description

80% of students in the acting/directing areas were assessed to be proficient in their area. This was an increase from 75% in 2015. 55% of new and transfer

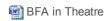
students were accepted into the Acting/Directing program in Spring 2016 vs. 50% in 2015.



Action Description

At present, there is not a sanctioned program for those students not deemed to be at the required level of performance to be successful in the program. At present a student has to choose between acting/directing or design/tech. Many students have and interest in both areas or areas that do not fit within these two very specific skill sets. The faculty of the Department of Theatre and Musical Theatre recognizes and is working on a revised degree that will provide a broader theatre background for those student not reaching the desired skill level.

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Design Proficiency

Goal Description

Upon graduation from the program, the theatre student will have mastered design techniques to be accepted into a MFA program in their major area of design and/or the technology techniques connected to their area necessary to succeed in the professional world.

Related Items/Elements

🐞 🎮 Design/Tech Majors Will Demonstrate Proficiency In Design/Tech Areas

Learning Objective Description

During a portfolio review Theater students with a design/tech emphasis will demonstrate proficiency in at least two of the following areas: costume design, lighting design, scenic design, sound design, costume technology, electric technology, scenic technology, technical direction, or stage management. Juries are held at the end of every long semester for all design/tech theatre majors. This allows the progress of each student to be assessed continuously and adjustments made to their production assignments to make sure the student will be successful upon completion of the program.

🐌 🚣 Design/Tech Portfolio Review

Indicator Description

Through annual portfolio review, Design/Tech students must demonstrate a degree of design/tech proficiency in a minimum of two areas specified in the learning objective. For the area of design: examples of period research, drawing and/or drafting skills, character development, mood, style, and for the more advanced student, evidence of collaboration among different artists on a single project should be represented. For the technology student: evidence of drafting, drawing, and at least one of the following areas: carpentry, electric plots, sewing must be included. The 3 design/tech faculty assess portfolios and/or stage management books and provide feedback in one-on-one meetings with each design/tech student. The student will provide a self assessment as part of the jury process.

Criterion Description

85% of student design/tech portfolios will be assessed as "ready" to allow the student to be considered to design or stage manage or hold a position of responsibility such as draper, scenic charge artist, master electrician, technical director, or assistant stage manager for the SHSU main season productions.

Findings Description

Design/Technology faculty found that 90% of new and transfer students for 2015-2016 were proficient and were accepted into the program vs, 65% of the new/transfer students in 2015. 2 students that were found lacking the previous year continued to struggle academically. Most returning students showed improvement in their portfolios from the previous year, however it was noted that 10% of the returning students did not successfully complete the requested changes to their portfolios or resumes. All of the returning students showed an active engagement with the production aspects of their department duties.



Action Description

The faculty in the areas of design and technology are working on a clarifying the production participation requirements of the students within the emphasis and the flow of assignments in each area to help the student achieve the desired positions of responsibility. They are also working on clarification of what the academic standards are for those students in this field of study.

Update to Previous Cycle's Plan for Continuous Improvement

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

The revised curriculum for the BFA in theatre has been submitted for approval by the University. Due to the use of semester juries in all areas strengths and weakness within the programs continue to be clarified.

Update of Progress to the Previous Cycle's PCI

The Design/Technology faculty will continue to help the students in their chosen areas of study to balance the demands of semester long production work with classroom responsibilities.

Plan for Continuous Development

Closing Summary

A detailed plan of how to address students who do not meet the departmental standards will be implemented. With the implementation of the revised theatre emphasis, the acting/directing and design/tech emphasis can be an actual by audition only program. This will allow students that are not as focused in one area to explore the broader theatre spectrum as well as provide a logical place

for those students in multi-discipline areas within theatre to succeeded.

The faculty in the areas of design and technology are working on a clarifying the production participation requirements of the students within the emphasis and the flow of assignments in each area to help the student achieve the desired positions of responsibility. They are also working on clarification of what the academic standards are for those students in this field of study.

The department will continue to strive to bring guest artists into the classroom and to direct, design or perform in the department's productions in order to explore current trend in professional theatre.