2011-2012

College of Fine Arts and Mass Communication

Department of Art

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2011 - 2012

Art BA (Studio Art)

View & Request Level Feedback

Goal	Drawing Techniques And Skills 🔑
	Students will have the ability to draw and create expressive works of art using the materials and techniques specific to drawing.

Objective (L)   **Drawing Skills** 🔑

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

Indicator   **Drawing Portfolio** 📎 🔑

Students in BA Studio Art Program will be required to take ARTS 1316 Drawing 1 and ARTS 1317 Life Drawing 1. Each student will submit a portfolio of works selected from these classes that will

- show developed craftsmanship and an expertise with a variety of materials.
- demonstrate an ability to depict spatial illusion and volume.
- demonstrate a descriptive and expressive use of value.
- demonstrate a descriptive and expressive use of line.
- demonstrate an understanding and use of 2 point and 3 point perspective.
- demonstrate an understanding of negative space and the ability to combine various elements into a cohesive composition.
- demonstrate the ability to render the proportions of the human figure.
- demonstrate the ability to express ideas and/or emotions through the work.

Criterion   **Evaluation By Faculty** 📎 🔑

A group of at least two of the Studio Art Faculty will evaluate the portfolios using a rubric with a scale of 0-100 for each aspect of the objective. It is expected that at least 80% of the students will achieve an average score of 70%, especially in the area of incorporating negative space as part of the composition and use of the entire page, a weakness that emerged in 2010-2011.

Finding   **More Improvement Needed** 🔑

Percentage of students scoring above 70%:
Craftsmanship 89%
Space and Volume 89%
Value 100%
Line 89%
Perspective 89%
Composition 78%
Figure Proportions 78%
Concept 89%

Obviously, our weaker areas, although above 70%, are composition and figure proportions.

Action   **Emphasize Synthesis** 🔑

The weakest area in the drawing portfolios is, again, composition along with the ability to accurately render the proportions of the human figure. This indicates a weakness in the student's ability to synthesize the elements of drawing into a cohesive whole and the ability to draw the figure as a whole rather than an assemblage of parts. The Drawing faculty will emphasize composition and explore ways to improve the students ability to synthesize their skills into cohesive works.

Goal	Knowledge Of The History Of Art 🔎
	Students will learn the History of Art and the relation of Contemporary Art to the continuum of this history.

Objective (L)   **Art History** 🔎

Students in the BA Program in Studio Art will demonstrate knowledge of the History of Art and understand theories and trends in Contemporary Art in relation to the continuum of history.

Indicator   **Style Recognition And Comparison** 📎 🔎

Students will be required to take ARTS 1303 Prehistoric to Gothic Art History and ARTS 3385 Renaissance to Post-Modern Art History. In "Exam 2" in ARTS 3385, students will be asked to identify elements of style that are particular to different periods in art history. They will be shown 3 artworks and asked to describe stylistic elements of each and identify the historical period during which they were made.

Criterion   **70% Of Students Will Succeed** 🔎

It is expected that at least 70% of the students in ARTS 3385 will successfully identify and describe stylistic elements from three different periods of art history, specifically increasing the number of students from 54% to closer to 70% who are able to describe stylistic elements and identify each historical period.

Finding   **Successful Identification** 🔎

100% of the students were able to identify stylistic elements from examples of works from the Renaissance, Baroque and Rococo on the exam.

Action   **Continue To Teach The Art History Survey** 🔎

The two sections of art history survey will remain in the curriculum.
Faculty will consider ways to assess the students understanding of theories and trends in Contemporary Art.

Closing the Loops Summary

The Art Department will emphasize Drawing as foundation skills for all of the Art Programs, stressing human proportions and compositions. Art History will also be emphasized, and the department will move toward increasing the course offerings in Art History.

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SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2011 - 2012

Art BFA (Advertising And Graphic Design)

View & Request Level Feedback

Goal	Typographic Skills 🔑
	Students will learn typographic skills, concepts and history.

Objective (L) **Typographic Design** 🔑

Students will develop expertise in the use of type in graphic design, utilizing type as image, and combining image and type.

Indicator **BFA Portfolio Review** ✎ 🔑

Students in the BFA Graphic Design program will be required to take ARTS 3322, Typography. At the conclusion of this course, students will submit a portfolio for review and admission into upper level courses in the BFA program. The portfolio will demonstrate

- an understanding of typographic standards
- the ability to select type appropriate for a given project
- the ability to organize typographic information in a logical, hierarchal manner
- the ability to use type as image
- the ability to employ type as an expressive visual element

Criterion **80% Or Above** 🔑

The graphic design faculty of 3 professors will evaluate work in the exhibitions. Using a rubric that scores each aspect of the exhibition on a scale of 0-100, it is expected that 75% of the students will score at least 80%. We have made some significant changes in the program and have changed the expectation from 80% to 75% of students will meet the standard until students adjust to the programmatic changes.

Finding **Strengths And Weaknesses** 🔑

% of students that Scored above 80

Understanding Typographic Standards - 57%
Selecting Appropriate Type - 86%
Hierarchical Design - 70%
Using Type as Image - 85%
Using Type Expressively - 85%

It is clear that understanding the typographic standards is a weak area for our students.

Action **Review Curriculum** 🔑

The Graphic Design Faculty will review the curriculum and course content for ARTS 3322, Typography. Emphasis will be placed on Understanding Typographic Standards and Hierarchical Design as learning objectives and the projects used in the course will be reviewed. An Advanced Typography course will be added to the Curriculum to provide a second semester of Typographic Design to students in the Graphic Design Program.

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Goal	Prepare Students For Professional Practice 🔑
	Prepare students to submit a portfolio of professional quality graphic design work to potential employers, clients, or graduate programs.

Objective (L)   **Students Will Produce A Professional Portfolio** 🔑

Students will produce a professional quality portfolio of Graphic Design work that demonstrates basic principles of design and is sophisticated in its content, and demonstrates expertise with the technology used in the profession.

Indicator   **Senior Exhibition** 📎 🔑

Graphic Design students will be required to take ARTS 4323, Senior Studio in Graphic Design and mount an exhibition of their graphic design work.
The exhibition will demonstrate the student's

- ability to use tools and technology in the creation, reproduction and distribution of visual images associated with techniques of drawing, offset printing, photography, and time based media;
- ability to identify and solve graphic design problems through data gathering, alternate solutions generation, prototype creation , and outcome evaluation;
- ability to recognize cognitive, cultural, and social human factors that shape design decisions;
- ability to organize design projects and work effectively as a member of a team.

Criterion   **75% Will Score At Least 80** 🔑

The graphic design faculty of 3 professors will evaluate work in the exhibitions. Using a rubric that scores each aspect of the exhibition on a scale of 0-100, it is expected that 75% of the students will score at least 80%. Since we have completely revised the Senior Exhibition, we are setting a different criterion of 75% of students rather than last year's 80% until students have had an opportunity to adjust to the new standards. In 2010-2011, we identified weaknesses, selection and use of imagery to appropriately convey a theme or idea and the ability to synthesize all of the visual elements into a cohesive whole, within the graphic design program that should be addressed by the new standards.

Finding   **Weaknesses And Strengths** 🔑

% of Students scoring above 80
Use of technology - 100%
Ability to Identify and Solve Problems - 72%
Ability to recognize cultural factors - 58%
Teamwork - 79%

Recognizing cultural factors is an area for us to improve.

Action   **Continue To Evaluate** 🔑

The Graphic Design curriculum has undergone revision. Additional courses have been added to the curriculum and learning objectives have been modified and added.

It is expected that as students move through the program from beginning to completion with these revisions in place, that the scores will improve. The Graphic Design faculty will to evaluate using these criterion and take action if subsequent scores do not reflect improvement.

Closing the Loops Summary

The Graphic Design program has been evaluated and revised in the past two years. New courses have been added to the curriculum and they are now appearing in the schedule. These curriculum changes should significantly

improve learning outcomes and are expected to be seen in next years evaluation.

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SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2011 - 2012

Art BFA (Computer Animation)

View & Request Level Feedback

Goal	**Believable Motion Using The Principles Of Animation** 🔎	➖

Computer animation students will demonstrate the ability to create believable motion that demonstrate an understanding of the Principles of Animation in 2D and 3D animated movies.

Objective (L) — **Computer Animation Students Will Understand And Apply The Principles Of Animation** 🔎

Students in the Computer Animation program will demonstrate their ability to apply the Principles of Animation to create believable animated movies using a variety of techniques including 2D and 3D animations.

Indicator — **Students Will Upload Projects To An Online Video Posting Service** 🔎

Students will be required to upload animated videos from ARTS 2343 (Animation Concepts and Techniques) ARTS 2344 (2D Computer Animation) and ARTS 3343 (Intro to 3D Computer Animation) to a video hosting site such as YouTube or Vimeo. 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. Two faculty members will evaluate students who have completed ARTS 3343 and include work from 2344 and 2343 in their assessment.

Criterion — **Students Will Score 80% Or Higher** 🖉 🔎

Computer Animation students will score at least 80% in each area of the evaluation. We have revamped our program extensively to meet current industry trends. We will be taking a baseline this year with the new standards.

Finding — **Scores Below 80%** 🔎

50% of the students scored below 80% on the overall evaluation of the ability to apply the principles of animation in their work.
The scores on the individual principles broke down as follows:
Squash and Stretch - 50% below 80
Timing and Motion - 17% below 80
Anticipation - 50% below 80
Staging- 28% below 80
Follow Through/Overlapping Action - 45% below 80
Secondary Action 39% below 80

Action — **Evaluate Curriculum And Continue To Emphasize The Principles Of Animation** 🔎

Faculty will evaluate the curriculum and place emphasis on teaching the Principles of Animation at the Foundation level in the first Computer Animation course. The Principles will be reiterated in Advanced Level courses.

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Goal	**Effective Soundtracks And Audio Components In Animation** 🔎

Students will be able to create audio soundtracks for animation and to effectively synchronize animated visual elements with sounds.

Objective (L) — **Soundtracks And Sound Effects** 🔎

Students in the Computer Animation program will demonstrate the ability to create audio soundtracks for animated movies that include sounds that are synchronized with movement.

Indicator

Animation And Sound Project 🖉 🔑

Computer Animation students enrolled in ARTS 2344 will complete a project that requires them to 1) Create a soundtrack for an animated movie, and 2) Create animated movement that is synchronized with the sound. The soundtrack will include music, voices, and sound effects. A rubric will measure the effectiveness of the soundtrack and the student's ability to synchronize the animated images with the sound. The work will be evaluated using a scale of 0-100 points by two faculty members from the Computer Animation program.

Criterion

80% Or Higher 🔑

Computer Animation students will score 80% or higher on the evaluations. We have made comprehensive changes to our program to meet current industry trends. We will be taking a baseline this year with the new standards.

Finding

Weakness In Synchronization Skills 🔑

All of the students scored 80 or above on the effectiveness of the soundtrack.
44% scored below 80 on their ability to synchronize the sound with animated images.

Action

Emphasize Sound Projects 🔑

A room has been acquired to create a space for Animation students to work on Sound Projects and Soundtracks for animation projects. At the foundation level, students will be given assigned projects that emphasize synchronization of sound and animated movement.

Closing the Loops Summary

The Animation Program has acquired a small room that is being converted into a sound studio for student use. The curriculum is being examined and revised and the sequence of courses in the curriculum is being adjusted to insure that foundation skills are established prior to students undertaking advanced projects. it is expected that we will see improvement in student scores as these changes take effect and students work their way through the curriculum.

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Department of Mass Communication

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2011 - 2012

Mass Communication BA

View & Request Level Feedback

Goal	Writing Skills Development 🔑
	To graduate students who are prepared to enter the media marketplace

Objective (L)   **Writing Skills** 🔑

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

Indicator   **Assessment By Writing Skills Exam** 📎 🔑

Students in MCOM 1332 will be tested to assess development of their writing skills over the course of the semester. The initial test will be an essay administered at the beginning of the term, which will be followed by a second essay at the close of the semester. This procedure will allow instructors to assess improvement in writing skills. Students will be expected to demonstrate improvement in grammar, structure, organization, clarity, fluency, and style.

Criterion   **Writing Skills Exam In MCOM 1332** 🔑

At least 80% of students in various sections of MCOM 1332 will score 75 or better (out of 100) on a writing skills exam.

Finding   **Writing Skills Assessment** 🔑

Of two sections of MCOM 1332 that reported results on the writing skills exam, one met projected goals. In this section 80% of students scored 80 or better (out of a possible 100 points) on the second diagnostic exam. One section did not meet projected goals, with 75% of students scoring 80 or better (out of a possible 100 points). Students in the section that did not meet projected goals were weakest in basic grammatical skills.

Action   **Continued Assessment Of Writing Skills** 🔑

Faculty who teach sections of MCOM 1332 will meet to discuss the assessment instrument. Another diagnostic test will be administered next Fall/Spring Semesters. Faculty who are newly assigned to sections of MCOM 1332 will be tutored on successful assessment strategies. MCOM will assign as many sections of MCOM 1332 to one or two veteran faculty members to promote standardization. Faculty will identify students at mid-semester who are struggling with grammar skills and will refer these students to the SHSU Writing Center.

Goal	Knowledge Of Media Law & Ethics 🔑
	To graduate students who understand the basic concepts of media law and ethics

Objective (L)   **Knowledge Of Specific Legal Concepts & Theories** 🔑

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

Indicator   **Assessment By Exit Exam--Media Law & Ethics** 🔑

Graduating seniors in MCOM 4371 will take an Exit Exams. The exam tests students on specific case law and on general principles related to the First Amendment, copyright, privacy and libel. Questions addressed specific precedent cases (Johnson v TX, New York Times v Sullivan) and more general legal issues (free speech, digital copyright, journalistic ethics).

Criterion

Exit Exam -- Media Law & Ethics 🔑

At least 80% of the graduating seniors will score 80 or better (out of 100) on the Mass Media Law & Ethics Exit Exam.

Finding

Assessment Of Knowledge Of Media Law 🔑

For the third assessment period in a row objectives were met in MCOM 4371. For this period, exactly 80% of graduating seniors scored 80 or better (out of a possible 100 points) on the exit exam. Students were weakest in terms of legal issues applied to the digital environs.

Action

Assessment Of Knowledge Of Media Law & Ethics 🔑

In lieu of an Exit Exam, students in MCOM 4371 will be administered a before/after Diagnostic Exam at the beginning of the semester and again at the end of the semester. This exam will focus on the appropriate application of traditional legal concepts to emerging issues in the evolving digital environment. MCOM faculty who teach this class will meet in the Fall Semester to draft a version of the Diagnostic Exam. The Exam will be administered in sections of MCOM 4371 taught in the Spring 2013 Semester.

Goal **Global Media Systems And Information Economies** 🔑

To graduate students who are familiar with global media systems and information economies

Objective (L)

Knowledge Of Specific Global Concepts & Theories 🔑

MCOM graduates will demonstrate knowledge of global media systems and will develop skills to employ concepts and theories in assessing global media systems and different information economies.

Indicator

Assessment By Exam -- MCOM 4393 Global Media 🔑

Students in MCOM 4393 will take an assessment exam that measures their knowledge of concepts and theories used to appraise global media systems and information economies.

Criterion

Assessment Exam -- MCOM 4393 Global Media 🔑

At least 80% of the students -- combined from two sections of MCOM 4393 -- will score 80 or better (out of 100) on the Global Media Exit Exam.

Finding

Assessment Of Global Concepts & Theories 🔑

Ninety-one percent of the students in one section of MCOM 4393 scored 80 or better (out of a possible 100 points) on an assessment exam. In a second section of MCOM 4393, 74% of the students scored 80 or better on the assessment exam. Students in the class who did not meet projected goals appeared to be weak in basic knowledge of global politics and geography.

Action	**Adjusting Assessment Of MCOM 4393** 🔑

Faculty who teach MCOM 4393 in the future will 1) address issues related to global politics and geography at the beginning of the semester and 2) design in-class or online exercises that specifically focus on these two issues. Due to other curriculum changes, MCOM 4393 Global Media will be retired from the MCOM Department's Core Courses. The class will be maintained as an Advanced Elective option. Faculty who teach MCOM 4393 will meet with the Chair of MCOM to discuss how best to migrate the course from the Core to Advanced Elective status.

Goal	**Information Processing Development** 🔑

To graduate students prepared to take professional positions.

Objective (L)	**Computer Literacy Skills** 🔑

MCOM graduates will demonstrate computer literacy skills including database manipulation and web-related research techniques.

Indicator	**Assessment By Information Analysis Tests** 🔑

MCOM majors will demonstrate professional skills related to use of computer software, data base manipulation techniques and Web-related research techniques in MCOM 3330 using common criteria developed by the faculty.

Criterion	**Class Project In MCOM 3330** 🔑

At least 80% of MCOM students in various sections of MCOM 3330 (Information Analysis) will score 80 (out of 100) or better on a class project that requires use of database management, electronic document retrieval and other web-based information-gathering techniques.

Finding	**Assessment Of Computer Literacy Skills In MCOM 3330** 🔑

In one section of MCOM 3330, 75% of the students scored 80 or better (out of a possible 100 points) on a class project. In a second section of MCOM 3330, 71% of the students scored 80 or better. A significant number of students in these two sections of MCOM 3330 submitted incomplete online assignments.

Action	**Adjusting Assessment Of Computer Literacy Skills In MCOM 3330** 🔑

This class has met Objectives in the past. Faculty who taught MCOM 3330 this year will meet to discuss ways to improve the practice of assigning online submissions. Due to other curriculum changes, MCOM 3330 will be retired from the MCOM Department's curriculum offerings by the end of next academic year. Faculty who taught MCOM 3330 in Fall 2011 and Spring 2012 will meet to plan for integrating specific web-based information-gathering practices addressed in MCO 3330 into other media-writing classes in the MCOM Department.

Closing the Loops Summary

The Mass Communication Department is devoted to developing and maintaining a curriculum that will produce students with professional writing and computer-skill competencies (MCOM 1332 and MCOM 3330), with a working knowledge of mass media law and ethics (MCOM 4371), and with a working knowledge of global media practices (MCOM 4393).

Skills-based Projects and Exit Exams in various sections of these four courses indicate that generally the MCOM

Department has achieved its goals.

In regards to knowledge of media law and ethics, students in MCOM 4371 exhibited acceptable competencies on the Exit Exam. Faculty will adjust the assessment instrument to more specifically address the application of media law theories and concepts to the emerging digital environs.

In regards to writing skills, students in one section of MCOM 1332 did exhibit acceptable levels of competence. Students in one section of MCOM 1332 did not exhibit acceptable levels of competence. Faculty will 1) adjust pedagogical strategies to emphasize grammatical skills, 2) identify students who need to be referred to the SHSU Writing Center, and 3) standardize course content across sections.

In regards to computer competency skills, students in two sections of MCOM 3330 did not meet stated goals. Faculty will reassess practices related to online assignments. Due to other curriculum changes this class will be retired from the MCOM Core curriculum, faculty will meet in the Fall 2012 Semester to identify specific web-based skills addressed in MCOM 3330 that will be migrated into other media-writing classes in the MCOM curriculum.

In regards to knowledge of global media, students in one section of MCOM 4393 met the projected competency scores. In a second section of MCOM 4393, students did not meet the ojective goals. Faculty who teach this class in the future will emphasize topics related to geography and global politics at the beginning of the semester. Due to other curriculum changes, MCOM 4393 will be retired from the MCOM Core. The course will be offered as an Advanced Elective.

Another Core Course MCOM 2271 (Introduction to Visual Literacy) will be included in the SACS Report next year. Faculty will meet in Fall 2012 to fashion an instrument to assess this introductory production course.

Generally, the MCOM Department is improving in developing and maintaining a curriculum that helps students become better writers, become competent with computer-based skills, and become familiar with mass media law and global media issues. Efforts to improve in these areas (e.g., establishing new Assessment Objectives, adjusting current Assessment Instruments, and adapting Curriculum) will be coordinated by the Chair of MCOM and the new Dean of the College of Fine Arts and Mass Communication as MCOM integrates into the new college.

School of Music

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2011 - 2012

Music BM

View & Request Level Feedback

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

Objective (L)	Instrumental/Vocal Performance Proficiency 🔑
	Each student will demonstrate, through a juried performance, proficiency in instrumental/vocal performance relative to technical command, rhythmic accuracy, intonation, tonal control and musicianship.

Indicator	Performance Jury 🔗 🔑
	Each BM student 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. A final comprehensive score representing the evaluation of the entire performance is determined.

Criterion	Performance Standards 🔑
	Scores from the end of semester juries are categorized as "A"= Excellent; "B"= Average; "C" Below Average. The School of Music considers 90% of the students scoring in the excellent range to be a success.

Finding	Performance Success 🔑
	BM students performed well according to the criterion. 90% scored in the excellent range. All students met for feedback individually with their applied teacher.

Action	Evaluation 🔑
	The School of Music faculty have found that the constructive criticism received on the jury forms from the other faculty members in their respective areas have assisted in the structure of the individual lessons with the students involved. This assessment/feedback system will be ongoing.

Goal	Music Theory 🔑
	BM music students must become proficient with the necessary fundemental skills associated with Music Theory.

Objective (L)	BM Music Students Will Demonstrate Proficiency In Music Theory 🔑
	Each student will demonstrate proficiency in music fundamentals, part writing, and analysis.

Indicator	Music Theory End Of Semester Assessment 🔑
	Each student is required to complete homework assignments, quizzes, and examinations. A final, comprehensive score representing the evaluation of all music theory areas of proficiency is determined

Criterion	Music Theory Proficiency Standards 🔑
	Ratings resulting from the final, comprehensive score are categorized as 90-100 = Excellent; 80-89 = One or more areas need improvement; 70-

79 = Sufficient.

Finding	**Music Theory Success** 🔑
	94% of students met the target: 21% at the Excellent level; 46% one of more areas need improvement; and 27% at the sufficient level. The remaining 6% did not work at sufficient level.

Action	**Actions For The Objective** 🔑
	The Music Theory faculty have found that individual sessions with faculty members and peer-tutors allow for the most benefit to students. These types of individual sessions will be available for all music theory students.

Goal   **Music History** 🔑

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

Objective (L)	**Music History Listening Identification** 🔑
	Students will identify, on the final exiting listening quiz for each music history course, the relevant composers, genres, and styles of compositions from the five periods of music history.

Indicator	**Identifying Music From The Major Periods Of Music** 🔑
	Each student will be required to identify the appropriate information for each recording excerpt demonstrating his/her knowledge of musical styles and time periods.

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

Finding	**Music History Listening Results** 🔑
	Students met the challenge of identifying musical works from the more familiar time periods (19th century, 20th century and Baroque), but were weaker in their retention of information concerning the Classic, Renaissance, and Medieval periods.

Action	**Music History Listening Assessment** 🔑
	A new method is being created whereby students will use group work and peer review to encourage deeper retention of less familiar subject material.

Closing the Loops Summary

The School of Music will evaluate curriculum and teaching methods in order to improve the quality of the program and the students who are enrolled. Specifically, we will assign department mentors to students who are doing poorly in the specialized music areas. For students who do poorly in academic areas, we will refer them to the Reading Center, Writing Center, and/or Math Center as well as the Study Skills courses frequently offered by the SAM Center. We have instituted more group work and peer review to encourage deeper retention of the most difficult material, and we have increased the opportunities for individual sessions with faculty members and peer

tutors. As we strive to increase the standard of excellence, by both faculty and student, the mission of the School and University as a whole will remain the focus.

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SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2011 - 2012

Music MM

View & Request Level Feedback

Goal	Music Performance 🔑
	Graduate students will perform at a level consistant with the common standards of Graduate School as specified by the National Association of Schools of Music (performance skills are contained in the NASM Handbook).

Objective (L)	High Quality Performance Of Standard Literature 🔑
	Students will perform standard literature for their instrument/voice The music selections will be appropriate to the masters degree level and performance practices at the professional level.

Indicator	Pre-Recital Hearing & Recital Review 🔑
	Graduate students must pass a pre-recital hearing indicating the music required for their recital has been prepared to a professional performance-ready level. Students will present at least one graduate recital which indicates they have attained the appropriate level of mastery of their instrument/voice at a level which must be consistent with the national standards of the National Association of Schools of Music (NASM). Subsequently, the "recital-ready" student performs his Recital and is reviewed by at least three faculty members

Masters of Music Recital Review and Pre-Recital Hearing Performance Standards:
    The application of performance standards used for each instrument or voice will vary widely based upon composers, periods and styles; nevertheless, the following standard performance qualities are checked by all faculty and assessed in the specific context of the particular performance piece :
  Intonation,
  rhythmic accuracy and
  tone quality
Students must sing/play in turn, with the proper/appropriate intonation and tone quality and within the prescribed rhythmic patterns for the periods and composers and styles of their performance pieces
    This can be difficult to correctly assess for anyone other than the faculty who are the private teachers of the performer. This is one of the hardest areas of music to assess because often the individual teachers are the only ones making the ultimate assessment/judgment about student readiness to perform their recital.
For the Recital Review, at least three faculty members evaluate the student performance as passing or failing and provide detailed feedback |

Criterion	All Students Recital-Ready In 3 Or Less Pre-Recital Attempts & All Pass Recital 🔑
	The ideal is for each student to pass the pre-recital hearing at the first attempt; however, due to the rigorous application of indicator standards that are common to the SHSU Masters Music Program faculty, a high, yet realistically attainable criterion is that students should pass the pre-recital hearing with no more than three (3) attempts. 100% of students will pass the pre-recital hearing within three attempts and be judged "recital ready"
ALL students will pass their subsequent Recital review

Finding	Recital Hearings 🔑
	The master's students performed well according to the criteria. The majority of the students passed their hearing on the first attempt; however, all masters students passed within the 3 attempts. All students passed the recital without issue.

Action	**Performance Practice** 🔍

The School of Music Faculty have found that recreating the performance environment within practice sessions both with the faculty member and peers has aided the students' success in the performance of the hearing and the recital.

Goal	**Comprehensive Music Knowledge Base** 🔍

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

Objective (L)	**Breadth Of Knowledge** 🔍

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

Indicator	**Comprehensive Exam** 📎 🔍

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

Criterion	**Exam Standards** 🔍

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

Finding	**Comprehensive Results** 🔍

MM students successfully passed the comprehensive exam within the 90% range. Many students did, however, have to do additional assignments in order to satisfy the expectation of the faculty committee.

Action	**Holistic Approach** 🔍

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

Closing the Loops Summary

MM students have received good success in their career goals. Graduates have received prominent job offers and/or sustain an active professional performance career. Those pursuing further academic study have been well received in well-known doctoral programs and have performed well on entrance exams. The School of Music will examine graduate curriculum and methods of instruction to stay current and competitive in today's music market place. Specifically for next year, we have included instruction of a theoretical and historical nature to improve the candidates' broad knowledge base, and we have attempted to recreate the performance environment as much as possible within practice sessions. We will also encourage faculty to participate in conferences, workshops, and seminars that will expose them to new methods of instruction.

Department of Theatre and Dance

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2011 - 2012

Dance MFA

View & Request Level Feedback

Goal	Develop Skills And Knowledge Base In Dance 🔑
	MFA in Dance students will develop creative, technical, and academic skills appropriate to the profession.

Objective (L) **Develop Choreographic Skill** 🔑

Students will demonstrate substantial growth and proficiency in choreography, employing effective tools of composition to create well-crafted original statements in movement. The ability of students to create extended works of choreography is an important indicator of the Dance MFA Program's success in producing graduates who have developed appropriate creative capacities and are prepared for future professional endeavors.

Indicator **Evaluation Of Required Choreographic Work** 📎 🔑

Required Choreographic Work is evaluated on common standards of choreographic effectiveness: 1. successful communication of an idea; 2. effective use of innovative movement vocabulary; 3. Structure; 4. Transitions; 5. Space, time and energy; 6. Technology; 7. Collaboration with other artists; 8. Alternative performance spaces. 9. Successful matching of performers to the needs of the piece; 10. Well-rehearsed cast.

These choreographic evaluations take place within the two required MFA choreography courses in (DNC 5676 and 578). Although evaluations are conducted by course instructors, above mentioned aesthetic and technical criteria which are pertinent to the particular choreographic work are applied by each instructor. Instructors judge student work as Not Meeting Standards/ Meeting Standards. Gradations of judgment and subtleties of critical impressions within those two categories are communicated to the student in extensive qualitative, face-to-face feedback.

Criterion **90% Of Students Will Be Judged Satisfactory In Proficiency** 🔑

90% Students will be judged to have satisfactory proficiency in choreography based upon the instructor's evaluation on the pertinent common standards specified in the indicator.

Finding **Criterion Met** 🔑

100% of MFA candidates enrolled in choreography for 2011-12 were judged as having demonstrated satisfactory proficiency in choreography.

Indicator **Presentation & Evaluation Of Thesis Concert** 🔑

As the culmination of the MFA thesis project, students present a public performance of an extended original choreographic work which is evaluated by the Thesis Committee on common standards of choreographic effectiveness: 1. successful communication of an idea; 2. effective use of innovative movement vocabulary; 3. Structure; 4. Transitions; 5. Space, time and energy; 6. Technology; 7. Collaboration with other artists; 8. Alternative performance spaces. 9. Successful matching of performers to the needs of the piece; 10. Well-rehearsed cast. Extensive feedback is given during scheduled showings of the work in process, and in review of the concert following its presentation.

Criterion **All MFA Thesis Students Meet Choreographic Production Standards** 🔑

100% of MFA Thesis performers will be assessed by Thesis Committee to meet standards for choreographic effectiveness. (In addition, Students

who meet the standard for acceptable choreographic production will receive a passing score for that portion of DNC 699, Thesis II.)

Finding   **Thesis Productions Were Successful** 🔑

Three MFA candidates presented their thesis choreographic projects. All three received credit for thesis II, DANC 6399.

Action   **Third Choreography Courses Proposal Submitted** 🔑

Although all three MFA candidates passed the choreographic portion of the thesis, the need for more preparation in the development of extended creative work is identified. A proposal for an additional choreography course focused on creation of extended works has been passed by the College Curriculum Committee. We plan to add the course to the MFA in Dance curriculum.

Objective (L)   **Breadth Of Knowledge In The Field** 🔑

MFA graduates should have a solid understanding of dance technique, choreography, production, and history, and should be able to write or speak from that base of information.

Indicator   **Written Comprehensive Exam** 🔑

Students will be given a choice of topics provided by graduate faculty, relevant to all aspects of study that the student has experienced in the program. A passing grade on the Dance MFA Program's written 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 student's ability to write critically and at a standard acceptable to the profession will be demonstrated.

Criterion   **Pass Rate** 🔑

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.

Finding   **Written Exam Was Not Conducted** 🔑

The dance faculty determined that students need more practice in oral communication. Therefor, in the fall semester, MFA candidates were apprised that they would have a choice between writing their exams or undergoing an oral exam. All three candidates elected to have the oral exam. All three passed the oral exam.

Action   **Retain Oral Examination** 🔑

Because this was the first time we had administered an oral exam, faculty weren't entirely comfortable with the proceeding. We felt, though, that the immediacy of the experience was useful for the student, and efficient for faculty to evaluate. We were able to encourage students to expand on topics, to refute questions, and otherwise enter debate. Since dance students tend to be less comfortable expressing ideas orally, the dance faculty conclude that this is a valuable component to be retained. Whether students will continue to have a choice between an oral and a written exam has not yet been determined.

Closing the Loops Summary

As the number of MFA students in our program increases, we must look for ways to efficiently mentor the students. Increasing coursework opportunities through an additional choreography class will provide a formal

opportunity for development of choreographic skills prior to the thesis project. It will also reduce the number of independent choreographic projects faculty undertake, and give the MFA students more practice in peer criticism and feedback--oral skills that have been identified as requiring development. Similarly, the oral defense will give our students a major opportunity to demonstrate facility in communicating through speech. Through these means, students will develop a broader range of the skills they will need to become effective professionals in dance.

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SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2011 - 2012

Musical Theatre BFA

View & Request Level Feedback

Goal	Vocal Proficiency - Musicianship 🔑
	Each musical theatre student will acquire the vocal skills necessary to demonstrate proficiency through a juried performance.

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

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

Indicator   **Musicianship Juried Assessment** 📎 🔑

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

Criterion   **Musician Criterion** 🔑

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

Finding   **Musicianship Success** 🔑

We are delighted that 90% of our students reached the criteria of above average. Those who did not meet the criteria met individually with vocal coaches to work on rythm, tempo, dynamics, musical sensitivity, and styling choices.

Action   **Vocal Instructor Assignments** 🔑

Based on the findings in the vocal juries, some students were reassigned to new vocal instructors due to dissatisfaction with the progress of vocal instruction. These decisions were made by the Vocal Coordinator and Dept. Chair with consideration of additional information.

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Goal	Dance Proficiency - Basic Technique 🔑
	Each musical theatre student will acquire the dance skills necessary to demonstrate proficiency through a juried performance.

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

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

Indicator   **Dance Musical Theatre Combined Jury** 🔑

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

minimum of rehearsal. Students' dance proficiency is evaluated on a 1 to 5 scale on each combination by each judge. Judges discuss scores and come to a holistic determination about the students' proficiency and where improvement may be needed.

Criterion **95% Of Meet Dance Proficiency Standards For Musical Theatre** 🖉

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

Finding **85% Success** 🖉

Only 85% of students were judged as accepted. The remaining 15% met with their dance instructors to gain feedback regarding techniques including ballet, tap, jazz, modern, and lyrical.

Action **Dance Advising Suggestions** 🖉

Students were informed of their weak areas and advised to enroll in appropriate dance courses to address these weaknesses. We have found that this is effective to advise appropriate courses based on jury results.

Goal **Acting Proficiency** 🖉

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

Objective (L) **Musical Theatre Majors Will Demonstrate Proficiency In Character Development** 🖉

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

Indicator **Acting - Musical Theatre Combined Jury** 🖉

All musical theatre majors are required to complete a combined jury focusing on a combination of three areas: voice, acting, and dance. At the jury, students prepare two contrasting monologues (each 1min to 1.5 mins in length) for the jury session and are required to display proficiency in character development including effective movement, playing objectives, textual clarity, and vocal energy. Students' acting proficiency is evaluated on a 1 to 5 scale on each monologue by each judge. Judges discuss scores and come to a holistic determination about the students' proficiency and where improvement may be needed.

Criterion **95% Must Meet Acting Proficiency Standards** 🖉

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

Finding **Monologue Results** 🖉

90% of students met the targeted criterion and were acceptable. For those unable to acheive the criterion, individual meetings with acting coaches were arranged to help the individual student with the movement, objective, clarity, and energy issues.

Action	**Acting Advisement Suggestions** 🔍
	Students were informed of their weak areas and advised to enroll in appropriate acting courses to address these weaknesses. We have found that this is effective to advise appropriate courses based on jury results.

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Goal	**Dance Proficiency - Execution Of Combinations** 🔍
	Each musical theatre student will acquire the dance skills necessary to demonstrate proficiency through a juried performance.

Objective (L)	**Musical Theatre Majors Will Demonstrate Proficiency In Execution Of Combinations** 🔍
	During a juried performance, the student's proficiency in combination execution will be evaluated. Students are evaluated on use of space, energy, expressiveness and stylistic choices while performing a piece introduced during the jury session.

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

Criterion	**95% Of Students Will Be Judged As Accepted** 🔍
	Individual student's jury performance is either accepted or rejected based on the actual score and the improvement in score from previous juries. We expect at least 95% of Musical Theatre students to meet this benchmark.

Finding	**90% Success** 🔍
	90% of students were judged by the jury to be acceptable. Those not making the target criterion met with their dance instructors one-on-one regarding performances and received specific instruction and feedback in the areas of use of space, energy, expressiveness, and stylistic choices.

Action	**Dance Proficiency Advisement** 🔍
	Students were made aware of their weak areas and advised what classes to take for improvement.

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Goal	**Vocal Proficiency - Technique** 🔍
	Each musical theatre student will acquire the vocal skills necessary to demonstrate proficiency through a juried performance.

Objective (L)	**Musical Theatre Majors Will Demonstrate Proficiency In Vocal Technique** 🔍
	Each student will demonstrate, through a juried performance, proficiency in vocal technique relative to flexibility, breath support, diction, registration shifts,

intonation, and control.

Indicator

Musical Theatre End Of Semester Vocal Assessment 🖉 🔑

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

Criterion

Vocal Proficiency Standards 🔑

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

Finding

80% Success 🔑

80% of students met the target criterion. The remaining 20% met with vocal coaching in a one on one situation to receive coaching.

Action

Vocal Technique Advising Suggestions 🔑

Students were informed of their weak areas and advised to enroll in appropriate vocal courses to address these weaknesses. We have found that this is effective to advise appropriate courses based on jury results.

Goal

Vocal Proficiency - Artistry 🔑

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

Objective (L)

Musical Theatre Majors Will Demonstrate Proficiency In Artistry 🔑

Each student, through a juried performance, will demonstrate proficient artistry in vocal performance. Specifically, students will be evaluated on communication of text, playing objectives, acting, and personality/type.

Indicator

Musical Theatre Juried Vocal Assessment 🖉 🔑

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

Criterion

Vocal Standards 🔑

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

Finding

Ninety Percent Success 🔑

90% of students met the target criterion. The remaining 10% met with vocal coaches in a one-on-one situation to receive coaching regarding communication of text, play objectives, personality/type, and acting.

Action	**Vocal Artistry Advising Suggestions** 🔑
	Students were informed of their weak areas and advised to enroll in appropriate vocal courses to address these weaknesses. We have found that this is effective to advise appropriate courses based on jury results.

Goal   **Vocal Proficiency - Voice Characteristics** 🔑

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

Objective (L)   **Musical Theatre Majors Will Demonstrate Proficiency In Voice Characteristics** 🔑

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

Indicator   **Musical Theory Juried Assessment** 📎 🔑

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

Criterion   **Voice Characteristics Standards** 🔑

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

Finding   **Voice Characteristics Success** 🔑

We were pleased that 90% met the target. However, to give appropriate feedback, vocal coaches met individually with students to provide feedback regarding their voice quality, registration evenness, and belt range.

Action   **Vocal Characteristics Advising Suggestions** 🔑

Students were informed of their weak areas and advised to enroll in appropriate vocal courses to address these weaknesses. We have found that this is effective to advise appropriate courses based on jury results.

Closing the Loops Summary

The Musical Theatre program will continue its ongoing assessment of classes necessary to create the strongest Musical Theatre majors possible. Juries will continue in all areas.

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SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2011 - 2012

Theatre BFA

View & Request Level Feedback

Goal	**Acting Proficiency** 🔑
	Each theatre student will acquire the acting techniques necessary to demonstrate proficiency through an acting jury or audition.

Objective (L)　　**Acting/Directing Majors Will Demonstrate Proficiency In Acting/Directing Artistry** 🔑

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)

Indicator　　**Auditions For SHSU Productions Or Outside Internships** 🔑

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.

Criterion　　**Excellence In 90% Of Juried Performances** 🔑

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

Finding　　**Excellence In 90% Of Juried Performances** 🔑

Excellence in 80 % of all juried performances for Acting/Directing emphasis.

Action　　**Reevaluating Current System Of Assessing Acting/Directing Students** 🔑

The Theatre Dept faculty have decided a juried gateway for the Acting/directing emphasis will occur at some point in the first two years of a student's stay at SHSU. A process is being developed to overcome high student to faculty ratio in order to aid this endeavor.

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Goal	**Design Proficiency** 🔑
	Each theatre student will acquire the design techniques necessary to demonstrate proficiency through a juried portfolio review.

Objective (L)　　**Design/Tech Majors Will Demonstrate Proficiency In Design/Tech Areas** 🔑

During a portfolio review Theater students with a design/tech emphasis will demonstrate proficiency in at least two of the following areas: costumes, lights, scenic design and sound design

Indicator　　**Design/Tech Portfolio Review** 🔑

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. Theater faculty assess portfolios and provide feedback in one-on-one meetings with each design/tech students.

Criterion　　**85% Design Readiness** 🔑

85% of student design/tech portfolios will be assessed as "ready" to allow the student to be considered to design for the SHSU main season productions.

Finding   **Design/Tech Portfolio Review** 🔎

80% of student Design/tech portfolio reviews demonstrated proficiency in two or more areas.

Action   **Assess Impact Of Technical Resources On Design/Tech Learning** 🔎

Faculty will continue the portfolio review.

Closing the Loops Summary

The Theatre program is continuing an ongoing assessment of its curriculum and plans to implement a jury system in the area of acting and directing. Design faculty with continue portfolio review with design tech majors at present.

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