



Sam Houston  
State University

**2012-2013**

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**College of Fine Arts and Mass  
Communication**

# **Department of Art**



*Online Assessment Tracking Database*

Sam Houston State University (SHSU)  
*2012 - 2013*

**Art BFA (Advertising And Graphic Design)**

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**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. We are eager to determine if our interventions have strengthened student understanding of typographic standards, an area uidentified last year as weaker.

**Finding** **Weakness In Type As Image And Expressive Use**  
 83% of the students scored above 80% on the first 3 criteria. Weakness is seen in the following areas:

- ability to use type as image - 50% scored below 80
- ability to use type as expressive visual element - 50% scored below 80

**Action** **Strengthen Curriculum**  
 The Graphic Design faculty will examine the assignments and presentatiions related to using type as image and as an expressive element. The lectures and presentations will be strengthened and more emphasis will be placed on these assigned projects and/or new projects will be developed.

**Action** **Require Additional Typography Course**  
 A new course, ARTS 4325 Advanced Typographic Design, will be scheduled in Fall 2013. The course will an advanced elective in the fall and will become a required course in the next curriculum cycle.

<b>Goal</b>	<b>Prepare Students For Professional Practice</b>  Prepare students to submit a portfolio of professional quality graphic design work to potential employers, clients, or graduate programs.
<b>Objective (L)</b>	<b>Students Will Produce A Professional Portfolio</b>  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.
<b>Indicator</b>	<b>Senior Exhibition</b>   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 <ul style="list-style-type: none"> <li>• 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;</li> <li>• ability to identify and solve graphic design problems through data gathering, alternate solutions generation, prototype creation , and outcome evaluation;</li> <li>• ability to recognize cognitive, cultural, and social human factors that shape design decisions;</li> <li>• ability to organize design projects and work effectively as a member of a team.</li> </ul>
<b>Criterion</b>	<b>75% Will Score At Least 80</b>  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. We were quite a bit lower last year in the area of recognizing cultural factors which we hope improves this year.
<b>Finding</b>	<b>Goal Achieved</b>  All of the students scored above 80% on the criteria listed above. An additional rubric was used to measure other aspects of the senior portfolio. While most of the students scored above 80 on all aspects of the second rubric, it has been noted that the lowest scores were on the evaluation of the typographic skills.
<b>Action</b>	<b>Require Additional Typography Course</b>  A new course, ARTS 4325 Advanced Typographic Design, will be scheduled in Fall 2013. The course will an advanced elective in the fall and will become a required course in the next curriculum cycle.

**Previous Cycle's "Plan for Continuous Improvement"**

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.

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

The new courses are being taught and will be incorporated into the curriculum as requirements in the degree plan.

**Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2012 - 2013 Cycle Findings.**

The Graphic Design Faculty have added new courses to the curriculum that should begin to appear in the cycle of scheduled classes in 2013 and 2014. The curriculum will continue to be improved. Areas of weakness that the faculty will address include Interactive Design and the need to teach students the ability to design for traditional web applications as well as mobile devices, to develop motion graphic skills, and to incorporate both digital and analog processes into Illustration projects.

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*Online Assessment Tracking Database*

Sam Houston State University (SHSU)  
*2012 - 2013*

**Art BFA (Computer Animation)**

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<b>Goal</b>	<b>Believable Motion Using The Principles Of Animation</b> 🔑
	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.
<b>Objective (L)</b>	<b>Computer Animation Students Will Understand And Apply The Principles Of Animation</b> 🔑 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.
<b>Indicator</b>	<b>Students Will Upload Projects To An Online Video Posting Service</b> 🔑 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.
<b>Criterion</b>	<b>Students Will Score 80% Or Higher</b> 🔑 🔑 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. Last year our weakest areas were application of animation principles, squash and stretch, and anticipation, which we are working to improve this year.
<b>Finding</b>	<b>Weakness In Describing The Anticipation Of An Action</b> 🔑 80-100% of the students scored 80 above in all of the areas except anticipation. 80% of the students scored below 80 on creating an anticipation of an animated action.
<b>Action</b>	<b>Emphasize Anticipation</b> 🔑 Faculty will examine the curriculum of ARTS 2343 "Principles of Animation" and emphasize lectures and assignments that incorporate the idea of anticipating movement.

<b>Goal</b>	<b>Effective Soundtracks And Audio Components In Animation</b> 🔑
	Students will be able to create audio soundtracks for animation and to effectively synchronize animated visual elements with sounds.
<b>Objective (L)</b>	<b>Soundtracks And Sound Effects</b> 🔑 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.
<b>Indicator</b>	<b>Animation And Sound Project</b> 🔑 🔑



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. An area of weakness last year that we are working to improve this year is student ability to synchronize sound with animated images.

**Finding**

**Sound Needs Continued Emphasis In Curriculum** 🔑

60% scored 80 or above on Synchronizing Images with Sound.  
40% scored 80 above on the Effectiveness of the Soundtrack.  
All of the scores except one were 70 or above.

**Action**

**Continue To Emphasize Sound And Develop Curriculum** 🔑

Faculty will continue to emphasize sound as an important component of animated filmmaking. Projects that incorporate sound with animation will be examined and emphasized.

**Previous Cycle's "Plan for Continuous Improvement"**

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.

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

In order to achieve continuous improvement in this area, faculty in the Computer Animation continued to administer lectures, exercises, and projects in ARTS 2344 that focused on sound editing, sound/movement synchronization, and soundtrack choice. The faculty met at the end of the year to evaluate these results. Students in this course were also required to upload projects to their own personal Vimeo pages to aide in this faculty review. Upon review, the faculty found that there was some improvement, however, it was agreed that more attention to this objective is needed.

**Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2012 - 2013 Cycle Findings.**

The faculty in the Computer Animation Program will continue to administer lectures and coursework in ARTS 2344 that focus on proficiencies in sound editing, sound/movement synchronization, and soundtrack choice. To increase improvements in this objective, faculty will also place more emphasis on sound in all of the courses within our program. The faculty will continue to evaluate student progress in this area on an annual basis. This will take place during the Department of Arts BFA reviews, the annual Computer Animation Festival, as well as annual

program faculty meetings.

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*Online Assessment Tracking Database*

Sam Houston State University (SHSU)  
2012 - 2013


**Art BFA (Studio Art)**

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**Goal**                      **Artistic Expression** 

Students will develop expertise in artistic expression.


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

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


**Indicator**                      **Senior Exhibition**  

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


- a proficiency in the skills and techniques related to the medium used in the artwork.
- the student's ability to produce a cohesive body of work with a number of pieces that are consistent in theme, medium and conceptual basis.
- the student's ability to express a concept in a work of art.
- an awareness of contemporary art and its relation to art history.

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

The exhibitions will be evaluated by a team of at least 3 studio art faculty. A rubric using a score of 0-100 for each aspect of the evaluation will be used. It is expected that at least 75% of the students will score 80 or above on the evaluation. The major weakness that emerged for last year's exhibitions was failure to demonstrate an awareness of contemporary art and the issues prevalent in recent art theory. We have made major changes to our program and have lowered expectations from 80% of students to 75% of students as they make adjustments to the programmatic changes. As last year, we have raised the minimum score for each student to 80% instead of 75%. We are eager to determine if our interventions strengthen the area of awareness and demonstration of contemporary art in student work.

**Finding**                      **Need Improvement In Conceptual Expression And Historical Awareness** 

91% of the students scored above 80 in technical proficiency  
 100% scored above 80 in ability to produce a cohesive body of work  
 74% scored above 80 in ability to express a concept  
 74% scored above 80 in awareness of contemporary art

**Action**                      **Revise Art History Curriculum And Emphasize Conceptual Development** 

The Art History curriculum will be evaluated, revised and restructured by the new Art History faculty in consultation with the studio faculty. Emphasis will be placed on recent art history for studio majors. Studio faculty will continue to emphasize concept development in studio courses.

**Goal**                      **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.

**Objective (L)**

**Students Will Demonstrate Skill In Drawing**

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

**Indicator**

**BFA Portfolio Review**

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

- 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**

**80 Or Above**

The BFA portfolios will be evaluated by a team of at least 3 studio art faculty. A rubric using a score of 0-100 for each aspect of the evaluation will be used. It is expected that at least 75% of the students will score 80 or above on the evaluation. The major weaknesses in 2010-2011 were the quality of the 3-dimensional work and a problem in the curriculum for the Life Drawing class. Last year we expected 80% of students to pass the review; this year, the expectation is 75% of the students scoring at least 80% on the rubric until students acclimate to all the changes in the curriculum.

As in previous years, our weakest area in the drawing portfolio was composition and inability to render accurate proportions of the human figure. We are eager to see if our interventions improve students' ability to synthesize drawing elements.

**Finding**

**Continued Weakness In Drawing Abilities**

66% of students passed the BFA Portfolio Review in Spring 2013. Indicators show that weakness of most of the failing students was in the area of Drawing.

**Action**

**Strengthen Foundations Program**

The Faculty will reexamine the BFA review process and clarify the expectations to the students. Students will be provided with rubrics that describe how the drawings will be assessed.

The Curriculum of the Drawing Courses will be reviewed and revised.

**Previous Cycle's "Plan for Continuous Improvement"**

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

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

In 2012-13 the Art Department conducted searches for tenure track faculty in Foundations and Art History. A

Tenure-track faculty was hired to teach in foundations and serve as Foundations Coordinator, and 2 new tenure track faculty were hired to teach Art History.

**Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2012 - 2013 Cycle Findings.**

The Art Department has hired a Foundations Coordinator to oversee the Foundations program. In the past years, emphasis has been placed on the WASH (Workshop in Art Studio and History) program. WASH is a 3 hour block of courses that students take before proceeding to other art courses. The Foundations Committee will focus on the Drawing courses this year and work to revise and strengthen the curriculum of these courses.

The BFA Portfolio Review process will be revised to make expectations clearer to students and to faculty who teach foundation drawing courses.

Two new tenure track Art History faculty have been hired by the Department. They will redevelop the Art History curriculum, updating courses, course descriptions and course offerings.

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# **Department of Dance**



*Online Assessment Tracking Database*

Sam Houston State University (SHSU)  
*2012 - 2013*

**Dance MFA**

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<b>Goal</b>	<b>Develop Skills And Knowledge Base In Dance</b> 🔑 MFA in Dance students will develop creative, technical, and academic skills appropriate to the profession.
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<b>Objective (L)</b>	<b>Develop Choreographic Skill</b> 🔑 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.
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<b>Indicator</b>	<b>Evaluation Of Required Choreographic Work</b> 🔑 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 three required MFA choreography courses in (DNC 5676,5378, and 5380). 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.
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<b>Criterion</b>	<b>90% Of Students Will Be Judged Satisfactory In Proficiency</b> 🔑 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. An area identified as needing improvement was more preparation in the development of extended creative work.
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<b>Finding</b>	<b>Thesis Concerts In 2012-2013 Were Well Realized</b> 🔑 The five candidates for the MFA presented exceptional thesis concerts this year. The works were across the board very well conceived, developed, and of professional caliber. The work presented in the non-thesis concerts were not uniformly excellent, but demonstrated substantial growth in the students' abilities as choreographers and directors.
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<b>Indicator</b>	<b>Presentation &amp; Evaluation Of Thesis Concert</b> 🔑 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.
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**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 Presentations Were Uniformly Excellent**

The five candidates for the MFA presented exceptional thesis concerts this year. The works were across the board very well conceived, developed, and of professional caliber. The work presented in the non-thesis concerts were not uniformly excellent, but demonstrated substantial growth in the students' abilities as choreographers and directors.

**Action**

**Implement Third Course In Choreography**

A third course in the graduate choreography sequence was passed through the curriculum review process and will be offered in the fall of 2013. Students will now have an additional semester of projects to work on, receiving faculty and peer feedback, prior to embarking on their extended choreographic projects for thesis. Students beginning thesis this year will not have had this benefit, unless they choose to do so, as we will encourage; effects of the extended sequence of choreography should be more apparent in the work produced by students presenting thesis work in the 2014-2015 academic year.

**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. We observed last year that students were not as comfortable expressing themselves orally as they are with dance. Thus, we believe this exercise is beneficial to develop and extend oral expression.

**Finding**

**Written Exams Were Not Administered**

Multiple faculty discussions led us to realize that most of us did not participate to any significant degree in the written comprehensive beyond submitting questions, and we wanted to be more involved in a concise forum. We identified a need for students to be able to verbalize in a professional and informed manner. We also identified the written component of the thesis as an existing form for students to develop their writing skills. Considering all these factors, we informed the students that the comps would be oral instead of written. All the faculty were present for each oral exam.

## Action

## Continue With Oral Comprehensive Exams

The faculty were very pleased with this interactive process. Students had been given a list of general questions that would form the basis of our questions, so they were able to prepare. The oral form allowed us to press the students to expand on their responses, to think on their feet, and demonstrate composure, as they will need to in professional discourse. We will continue with the oral, rather than written, comprehensive exam.

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### Previous Cycle's "Plan for Continuous Improvement"

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.

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

The third choreography course will be implemented this fall, so the effects of the addition of that course have not yet been tested. We are already seeing, however, an improvement in efficiency for faculty paired with greater opportunities for the students, in the implementation of two other courses, Dance and Integrated Technologies, and Professional Aspects of Dance. There were fewer independent studies in this academic year than in previous years, which allowed faculty more time to guide students in thesis. The oral comps were very successful.

**Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2012 - 2013 Cycle Findings.**

In the past three years, we have added three courses to the graduate curriculum. A fourth course, pedagogy, is being developed and will be submitted for review this year.

Two faculty are no longer part of the department, as one passed away and the other retired. As we consider applicants for these two positions, ability to contribute to the graduate program, through teaching and serving in the thesis process, will be a primary consideration.

As we increase courses at the graduate level, we must consider course loads of the faculty, who also teach the majority of the BFA curriculum. Without additional faculty, we must consider how we can use the graduate students to teach some of the undergraduate courses, and consider how we can prepare them to do so effectively.

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# **Department of Mass Communication**



*Online Assessment Tracking Database*

Sam Houston State University (SHSU)  
*2012 - 2013*

**Mass Communication BA**

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**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 Exam Results**  
 In two sections of MCOM 1332 a total of 40 students got writing assignments (news article, press release and broadcast script) that were each graded on a scale of 0-100 points. The instructor averaged these grades. Thirty-four (85%) of the students averaged 75 or better on these three writing assignments.

**Action Supplemental Assessment Of Writing Skills**  
 Assessment of writing skills in MCOM 1332 has been problematic. Some years in some sections objectives were met. Some years in some sections objectives were not met. To more effectively standardize course content in the course, the MCOM Department will design an online module for grammar, spelling and style that will be required for all MCOM majors who take MCOM 1332.

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

**Criterion**

**Diagnostic Exam -- Media Law & Ethics**

At least 80% of the graduating seniors will score 75 or better (out of 100) on the Mass Media Law & Ethics Diagnostic Exam.

**Finding**

**Results Of Diagnostic Exam**

Eighty-two percent (56 of 68) of the students in MCOM 4371 scored at least 75 (out of 100) on the Diagnostic Exam. More than half the students got questions wrong regarding copyright in the digital environs and obscenity in the digital environs.

**Action**

**Continued Assessment Of MCOM 4371**

Additional lectures, assignments and Blackboard postings on Copyright and Obscenity in the digital environs will be introduced into this class.

**Goal**

**Development Of Video Production Skills**

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

**Objective (L)**

**Development Of Video Production Skills.**

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

**Indicator**

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

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

**Criterion**

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

At least 80% of the students -- combined from two sections of MCOM 2371 -- will score 75 or better (out of 100) on assessment of skill-sets. The instructor rated individual framing, editing and lighting skills on a sliding scale (from Unacceptable to Professionally Competent) and translated into final grades on a 100 point scale (A, B, C, D, F).

**Finding**

**Assessment By Skill-set In MCOM 2371**

Eighty-one percent of the students (30 of 37) in the two sections of MCOM 2371 were graded 75 (out of 100) or above on the skill-sets exhibited in their final projects.

**Action**

**Assessment Of TV & Film Skill-sets**

MCOM 2371 will be taught by a new hire in the upcoming academic year; therefore this same skill-set assessment will be employed and the new hire will be instructed to further standardize the assessment instrument so that graduate student Assistant Instructors will be able to take over the teaching responsibilities.

**Previous Cycle's "Plan for Continuous Improvement"**

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 objective 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.

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

The Exit Exam employed in MCOM 4371 was adjusted to specifically address issues related to Copyright and Obscenity in the digital environment. A new Diagnostic Exam was created for use in Fall 2013.

Faculty in MCOM 1332 referred students to the SHSU Writing Center if special attention was warranted. One faculty member who teaches MCOM 1332 worked with the Curriculum Committee to fashion an online module that could be used by all students in the class to improve grammar, spelling and punctuation skills.

Two courses -- MCOM 3330 and MCOM 4393 -- were "retired" from the MCOM Core Curriculum due to overall changes in the departmental curriculum. Skill-sets taught in MCOM 3330 were migrated to media-writing classes (MCOM 1332) and MCOM 4393 was offered as an Advanced Elective.

The new faculty member hired to teach both sections of MCOM 2271 is working with the Chair of the department to further standardize the assessment instrument so that (eventually) graduate students can take over the class and offer a uniform curriculum.

The Chair of COM is meeting regularly with the Dean of the College of Mass Communication and Fine Arts to fully integrate MCOM into the new college.

**Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2012 - 2013 Cycle Findings.**

The new Diagnostic Exam in MCOM 4371 was implemented the first day of class in Fall 2013 and the Post-Test will be administered at semester's end. Due to the ever-changing nature of the digital environment and the parallel developments in mass media law, this Diagnostic Test will be updated every year.

The Online Grammar-Spelling Module developed for MCOM 1332 is being Beta-tested in three sections of the class



and the department hopes to have this test as a required feature of all sections of MCOM 1332 by Spring 2014 or -- depending on Beta-test results -- Fall 2014.

Both MCOM 1332 and MCOM 4371 are important classes in the department's Core Curriculum. Assessment of these two classes will continue -- with updated Diagnostics for MCOM 4371 and adjustments to MCOM 1332 as required after this semester's Beta-test.

The new faculty member teaching both sections of MCOM 2271 has submitted his assessment instrument to the Chair and will employ that instrument in the Fall 2013 Semester. With appropriate adjustments, the department will have this instrument available for any graduate students who might teach sections of this course in the 2013-14 Fall-Spring academic year.

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# **School of Music**



*Online Assessment Tracking Database*

Sam Houston State University (SHSU)  
2012 - 2013

**Music BA**

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<b>Goal</b>	<b>Performance Application</b> Students in the BA must perform at a minimal accepted level at the bachelor's degree.
<b>Objective (L)</b>	<b>Instrumental/Vocal Performnace Proficiency</b> Each student will demonstrate, through a juried performance, proficiency in instrumental/vocal performance relative to technical command, rhythmic accuracy, intonation, tonal control and musicianship.
<b>Indicator</b>	<b>Performance Jury</b> Each BA Music 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.
<b>Criterion</b>	<b>Performance Standards</b> 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.
<b>Finding</b>	<b>Performance Success</b> BA music students performed well according to the criterion. 90% scored in the excellent range. All students met for feedback individually with their applied teacher.
<b>Action</b>	<b>Evaluation</b> 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.

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<b>Goal</b>	<b>Music Theory</b> BA music students must become proficient with the necessary fundemental skills associated with Music Theory.
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<b>Objective (L)</b>	<b>BA Music Students Will Demonstrate Proficiency In Music Theory</b> Each student will demonstrate proficiency in music fundamentals, part writing, and analysis.
<b>Indicator</b>	<b>Music Theory End Of Semester Assessment</b> 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.
<b>Criterion</b>	<b>Music Theory Proficiency Standards</b> Grades 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**

96% of students met the target: 22% at the Excellent level; 46% one of more areas need improvement; and 28% at the sufficient level. The remaining 4% did not work at sufficient level.

**Action**

**Actions**

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**

BA music students will need to be proficient in identifying composers, genres, and styles of compositions 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.

This year we are introducing a new method consisting of group work and peer review to develop deeper retention of subject matter.

**Finding**

**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**

**Action**

A new method was instituted whereby students used group work and peer review to encourage deeper retention of less familiar subject material.

**Previous Cycle's "Plan for Continuous Improvement"**

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.

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

The School of Music evaluated its curriculum and teaching methods and as a result redesigning our core curriculum classes in order to meet the new state standards. We also departmentized the Music Theory area in an effort to make smoother transitions, for the students, between teachers and the next level of classes. Many students were referred to the Reading and Writing Center as well as the Counseling Center to assist their individual needs. Our tutoring system has become more standardized and faculty office hours have been used to the full extent for assistance outside of the class room. The School of Music continues to pursue the most talented students and faculty in order to accomplish the mission of the School and the University at large.

**Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2012 - 2013 Cycle Findings.**

The School of Music continues to evaluate curriculum and teaching methods in order to improve the quality of the program and the students who are enrolled. We have established mentoring for students who are having trouble in specialized areas. We will continue to refer students to the Reading Center, Writing Center, and/or Math Center when applicable. We will continue group work and peer review to encourage deeper retention of the most difficult material, as well as one on one tutoring. The School of Music, both faculty and student, continues to strive for excellence.

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*Online Assessment Tracking Database*

Sam Houston State University (SHSU)  
*2012 - 2013*

**Music MM**

[View & Request Level Feedback](#)

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<b>Goal</b>	<p><b>Music Performance</b> 🔑</p> <p>Graduate students will perform at a level consistent 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).</p>
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<b>Objective (L)</b>	<p><b>High Quality Performance Of Standard Literature</b> 🔑</p> <p>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.</p>
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<b>Indicator</b>	<p><b>Pre-Recital Hearing &amp; Recital Review</b> 🔑</p> <p>Graduate students must pass a pre-recital hearing indicating the music required for their recital has been prepared to a professional performance-ready level. Students will present at least one graduate recital which indicates they have attained the appropriate level of mastery of their instrument/voice at a level which must be consistent with the national standards of the National Association of Schools of Music (NASM). Subsequently, the "recital-ready" student performs his Recital and is reviewed by at least three faculty members.</p> <p>Masters of Music Recital Review and Pre-Recital Hearing Performance Standards:</p> <p>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 :</p> <p>Intonation, rhythmic accuracy and tone quality</p> <p>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.</p> <p>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.</p> <p>For the Recital Review, at least three faculty members evaluate the student performance as passing or failing and provide detailed feedback.</p>
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<b>Criterion</b>	<p><b>All Students Recital-Ready In 3 Or Less Pre-Recital Attempts &amp; All Pass Recital</b> 🔑</p> <p>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"</p> <p>ALL students will pass their subsequent Recital review</p>
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<b>Finding</b>	<p><b>Recital Hearings</b> 🔑</p> <p>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.</p>
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**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 students 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 with none or few additional assignments.

**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.

**Previous Cycle's "Plan for Continuous Improvement"**

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.

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

The School of Music Master's Degree students continue to receive success in their career goals. We continue to evaluate the graduate curriculum in an effort to stay current and competitive in today's music market place. This year we made modifications specifically to the Collaborative Piano/Chamber music program and the Master of Music Therapy degree to this end. Our candidates showed improvement in their performances and oral exams due to a more holistic approach throughout their program. Our faculty have been very active in continuing education through conference and workshop participation.

**Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2012 - 2013 Cycle Findings.**

The School of Music will continue to build upon the foundation established and within the mission of the school and university at large. One of the immediate needs for improvement deals with growth. The School of Music needs more TA lines as part of the budget. We are only granted 5 from the university. The School of Music funds another 5 lines from its budget. We could significantly increase the number and quality of our graduate program with more Teaching Assistantships.

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**Department of Theatre and  
Musical Theatre**









*Online Assessment Tracking Database*





Sam Houston State University (SHSU)  
*2012 - 2013*

**Theatre BFA**

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<b>Goal</b>	<b>Acting Proficiency</b> 
	Each theatre student will acquire the acting techniques necessary to demonstrate proficiency through an acting jury or audition.
<b>Objective (L)</b>	<b>Acting/Directing Majors Will Demonstrate Proficiency In Acting/Directing Artistry</b>  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)
<b>Indicator</b>	<b>Auditions For SHSU Productions Or Outside Internships</b>  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.
<b>Criterion</b>	<b>Excellence In 90% Of Juried Performances</b>  90% of the student performances will be judged by SHSU faculty juries to be demonstrating excellence in all areas stated in the learning objective
<b>Finding</b>	<b>Excellence In 85% Of Juried Performances</b>  Excellence in 85% of all juried performances for Acting/Directing emphasis.
<b>Action</b>	<b>Reevaluating Current System Of Assessing Acting/Directing Students</b>  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 in being developed to overcome high student to faculty ratio in order to aid this endeavor. This is in development.

<b>Goal</b>	<b>Design Proficiency</b> 
	Each theatre student will acquire the design techniques necessary to demonstrate proficiency through a juried portfolio review.
<b>Objective (L)</b>	<b>Design/Tech Majors Will Demonstrate Proficiency In Design/Tech Areas</b>  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
<b>Indicator</b>	<b>Design/Tech Portfolio Review</b>  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.
<b>Criterion</b>	<b>85% Design Readiness</b> 

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** 🔑

82% 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.

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**Previous Cycle's "Plan for Continuous Improvement"**

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 will continue portfolio review with design tech majors at present.

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

The Theatre Program worked steadily in 2012-2013 to assess curriculum needs in both the areas of acting and directing and in design. Considerable headway was made in creating a new curriculum in those areas. New tentative curriculum have been developed with the hope that we may move forward with it in 2013-2014.

**Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2012 - 2013 Cycle Findings.**

We have decided to move forward in 2013-2014 to put the new curriculum and assessment tools in place.

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