



Sam Houston
State University

2013-2014

**College of Fine Arts and Mass
Communication**

Department of Art



Online Assessment Tracking Database

Sam Houston State University (SHSU)
2013 - 2014

Art BA (Photography)

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Goal	<p>Proficiency In Digital Photographic Techniques 🔑</p> <p>Students in the BA Photography program will become proficient in the creation and manipulation of digital images.</p>
Objective (L)	<p>Demonstrate Digital Imaging Skills 🔑</p> <p>Students will demonstrate proficiency in the creation, manipulation, and printing of digital images.</p>
Indicator	<p>Digital Portfolio 🔑 🔑</p> <p>Students in ART 2370 will create portfolios of work for the final project using digital imaging techniques.</p> <p>A committee of Photography faculty will evaluate the samples of work from the portfolios to determine successful demonstration of:</p> <ul style="list-style-type: none"> • Ability to evaluate and process Image color, white-balance, perspective, value, contrast and artifacts correction. • Ability to create and construct complex composite images that reflect a true photographic reality by image evaluation, color/tone matching, bitmap image construction, shadow construction and transformation, and multi-step processes. • Ability to create and maintain a photographic workflow, understand digital image global standards and prepare images for multiple formats, i.e. print, web, pdf, etc. • the student's ability to express and communicate ideas and concepts through the medium of photography.
Criterion	<p>70% Of Students Will Score 80% Or Higher 🔑</p> <p>The exhibitions will be evaluated by 2 members of the Photo faculty. The faculty will use a rubric that uses a scale of 0-100% to evaluate the abilities and proficiencies. It is expected that at least 70% of the students evaluated will score 80 or higher in each aspect of the evaluation. Last year, works from an exhibition by students in ARTS 3376 was assessed and all of the students scored above 80 in the assessment.</p> <p>While the assessment was positive, faculty still feel strongly that there is need for improvement in teaching digital skills to students. This year the rubric was revised and work from ARTS 2370 Digital Photography 1 was used as the indicator. The same criteria of 70% scoring 80 or higher will be maintained.</p>
Finding	<p>Weakness In Concept And Technique 🔑</p> <p>50% scored above 80 on evaluation of color balance 8% scored above 80 on compositing 0% scored above 80 on photographic workflow (faculty were unable to assess this from the images provided) 50% scored above 80 on expression of concepts and ideas. The results indicate, and faculty agree that digital manipulation and concept development are weaknesses of the photography program.</p>
Action	<p>Improve Digital Photography Courses 🔑</p> <p>Currently there is inconsistency in the way different sections of the ARTS 2370</p>

Digital Photo 1 are taught by various faculty. This class also has online and face to face sections and there are also inconsistencies in the outcomes of these courses. The Photography Program Coordinator will meet with the photography faculty to address these issues. Learning objectives will be defined, reiterated, and clarified and a strategy will be developed to improve the teaching of digital techniques and the use of these techniques to express artistic concepts in ARTS 2370 Digital Photo 1 and ARTS 3370 Digital Photo 2.

Goal	Knowledge Of The History Of Photography 🔑
	Students in the BA Photography Program will know the history of photography and an understanding of contemporary photography and its relationship to the continuum of history.

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

Indicator	Contemporary Photography Exhibition Proposal And Paper 🔑
	Students in ARTS 3381, The History of Photography, will propose an exhibition of work by contemporary photographers of their choice. They will write an essay to that includes an analysis of the works and their historical significance.
	The essays will discuss the formal attributes of the photograph, the style, the social or political influences, the technology use, and the subject matter.
	The essays will: <ul style="list-style-type: none"> • provide a clear introduction and draw conclusions supported by visual and contextual evidence. • move from specific examples to general statements. • describe the works accurately and clearly. • use vocabulary introduced in classroom lectures and photography history textbooks. • convey a clear and convincing image of their perspective. • use external information about the cultural context and photographic techniques gathered from readings and presentations. • present an understanding of the works in a way that is convincing and supported by detailed evidence. • sum up major ideas and draw convincing conclusions grounded in visual evidence and contextual information.

Criterion	70% Will Score 85 Or Higher 🔑
	The essays will be evaluated by 2 members of the Photo faculty. The faculty will use a rubric that uses a scale of 0-100% to evaluate the abilities and proficiencies. It is expected that at least 70% of the students evaluated will score 85 or higher in each aspect of the evaluation. Last year, a new faculty member began teaching the History of Photography and 100% of the students scored above 80 in all categories. This year, the target score is raised to 85. The faculty would like to continue to assess this objective since the improvement last year was sudden.

Finding	Improvements Needed 🔑
	This years results showed areas that need improvement. 30% scored above 85 in clarity of writing

50% scored above 85 in their ability to describe works of art
40% scored above 85 in their ability to place the works in historical context
20% scored above 85 on their use of professional vocabulary
60% scored above 85 on demonstrating understanding of works
30% scored above 85 on their conclusion.

Faculty observations indicate that the use of vocabulary is in need of improvement, that the students do a good job describing images, but that they show weakness in writing conclusion paragraphs and bringing everything together. They state that there needs to be art historical or scholarly context for some of the essays as well and that the students dont know much about the history of "art" photography.

Action

Utilize Art History Faculty

Currently, ARTS 3381, The History of Photography is being taught by Photography faculty who does not have a background in Art History. The Department will assign the History of Photography to an Art History faculty member who has a PhD in contemporary art history.

Previous Cycle's "Plan for Continuous Improvement"

This Degree (BA Photography) is no longer being offered to incoming students. Only a few if any students remain in this program. The BFA degree in Photography is the degree that students are currently taking. The BFA requires more photography courses than the BA. Any remaining BA student would be taking courses offered through the BFA.

The evaluation of work in ARTS 3376 "Photographic Narratives" shows satisfactory results in the evaluation of students abilities in crucial areas. The course, currently an elective, will become a required course in the BFA curriculum.

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

- proficiency in darkroom printing techniques
- proficiency in advanced image editing techniques using photoshop
- continued emphasis on experimentation and development of content.

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.

There are few students remaining in the BA Photography Program. This degree is being eliminated. Students with this declared major are directed to change their declaration to the BFA in photography. ARTS 3376 Photographic Narratives has been added as a required course in the BFA degree plan. We did not assess proficiency in Darkroom techniques in this cycle. The faculty have decided to emphasize and promote digital techniques. The facilities for darkroom printing are in need of renovation and the department is assessing the importance of this in the curriculum. Emphasis on the development of content is being emphasized across the curriculum.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2013 - 2014 Cycle Findings.

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



Online Assessment Tracking Database

Sam Houston State University (SHSU)
2013 - 2014

Art BA (Studio Art)

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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.
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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.
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Indicator	Drawing Portfolio 🔑 🔑 Students in BA Studio Art Program will be required to take ARTS 1316 Drawing 1 and ARTS 1317 Life Drawing 1. Drawings from these courses are included in a portfolio review to assess the students' <ul style="list-style-type: none"> • expressive use of line and mark making • use of value to describe forms and light • compositions that incorporate the use of negative space and the entire page • ability to draw the human figure with the correct proportions • use of perspective to depict 3-dimensional space • craftsmanship and proficiency with materials
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Criterion	Evaluation By Faculty 🔑 A group of at least 10 studio faculty evaluated the portfolios in the Fall 2013 and Spring 2014 semesters. The rubric was refined this year, in the fall a scale of 0-4 was used and in the spring, it was changed to a scale of 0-5. The criteria for evaluation and expectations were made clear to students by distributing information about the portfolio requirements to students through the art office and online. Meetings were held with faculty teaching Drawing 1 and Figure Drawing 1 to develop strategies for emphasizing composition, negative space and perspective drawing in courses. These were areas that were identified as weak in previous reviews. It is expected that the average student score on each of the elements assessed will be at least 3.
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Finding	Averages Below 3 🔑 In the Fall 2013, the average score on each element was 2 or below with the lowest scores on the students' ability to use perspective to depict 3-D space. Use of value and composition were also below 2. In the Spring, the rubric was refined and the averages were below 3 in all of the areas except the use of value. The weakest area was the ability to draw the human figure with correct proportions. The use of perspective was also below 3.
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Action

Improve Drawing Curriculum

Since Drawing is a fundamental skill important to all aspects of art making, it will continue to be emphasized in the program.

To improve teaching of drawing, the Foundation Coordinator will conduct workshops with faculty to develop strategies for teaching drawing with emphasis on compositional strategies, and the use of perspective to depict space.

Goal

Fundamental Digital Skills

Students will develop proficiency using digital technology to create art.

Objective (L)

Digital Proficiency

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

Indicator

Digital Portfolio

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

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

Criterion

70% Of Students Will Score 3 Or Higher

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

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

Finding

At 3 Or Higher

The average score of the students in each of the areas was about 3, with the lowest being the use of formal elements to compose an image. The average score of this element was 2.92.

Action

Assess And Update Curriculum

After reviewing the portfolios, faculty questioned the objectives of ARTS 2315 and its purpose in the curriculum. It was felt that the projects seemed dated and that developments in software, delivery of training, and student preparedness had evolved over the past decade while the assignments and student projects had not.

The Foundations Coordinator will meet with faculty to discuss strategies for improving and updating the curriculum by developing time based projects and projects that provide students with more opportunities for self expression.

Previous Cycle's "Plan for Continuous Improvement"

The BFA Review committee will examine and revise the BFA portfolio review. The committee will develop specific criteria which will be made clear to both Foundation course instructors and students in the courses. This criteria will then be used to assess the student work and foundation courses.

The Art History Curriculum will be examined and revised with the intention of developing a BA degree in Art History within 2 years.

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 BFA Portfolio Review is used evaluate all of the work by students in all of the art programs including the BA students. Students must pass this review in order to take upper level art courses. The review is also used to evaluate the curriculum and the strengths and weaknesses in the curriculum. The Portfolio review rubric was revised and the information given to students was clarified and expanded to include expectations pertaining to the new rubric. The information was distributed to students through the art office and online. Faculty teaching Drawing and other Foundations courses were made aware of areas that need improvement and asked to emphasize teaching this skills and concepts.

The Art History curriculum is being expanded with the goal of increasing course offerings and eventually a degree program. Faculty chose to focus on improving the Foundations in Digital Art curriculum and have included it in this assessment for that purpose.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2013 - 2014 Cycle Findings.

A Foundations Coordinator was appointed in Fall 2013. In the Fall 2014 and Spring 2015, the Foundations Coordinator will conduct faculty workshops for faculty teaching Drawing and Foundations in Digital Art. The Fall workshop will focus on strategies for teaching drawing. Faculty will discuss and develop the curriculum and assignments to strengthen areas that have shown weakness if the portfolio review. The Spring workshop will focus on Foundations in Digital Art. Faculty will assess the learning objectives for this course and update the curriculum to provide students with a course that is more relevant and provides them with the ability to use software more expressively.

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Online Assessment Tracking Database


Sam Houston State University (SHSU)
2013 - 2014

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 **8 Or Higher**  

The graphic design faculty of 3 professors will evaluate work in the Graphic Design Portfolio Review. Using a rubric that scores each aspect of the portfolio on a scale of 0-10, it is expected that 75% of the students will score at least 8 on the evaluation of Typographic Skills in the section "Aesthetic Sensitivity". We have made some significant changes in the program and have changed the evaluation process. Aspects of typography that were weak in previous evaluation of work in the BFA Portfolio Review are being evaluated in the Portfolio submitted in a new course, ARTS 4325 that is taken by students later in the course sequence. It is expected that students will have the opportunity to develop their skills using type as image and employing it as an expressive visual element in other graphic design courses and show improvement in the later assessment.

Finding **Target Reached** 

77% of the students scored 8 or higher on the evaluation of typography in the Porfolio Review.

Action **Continue To Emphasize Typography** 

The Graphic Design Faculty will continue to emphasize Typography and assess it in the BFA portfolio review. The assessment of advanced typography skills will be conducted in portfolio review of work done in ARTS 4325 Advanced Typographic Design.

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 Create Digital Publications** 

Students will develop the ability to create publications for mobile devices and digital distribution.

Indicator

Advanced Typographic Portfolio 🔑

Graphic Design students will be required to take ARTS 4325, Advanced Typographic Design and produce a portfolio of work at the end of the semester.

The portfolio will include work that demonstrates the student's

- ability to use Adobe InDesign software to create a digital publication;
- ability to gather, manage and assemble content into a unified digital experience;
- ability to integrate interactive elements into a publication design.

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 this is a new objective, the data gathered in this assessment will be a baseline to measure improvement in the future.

It is hoped that at least 75% of the students will eventually score 80 or higher in each area.

Finding

Baseline For Comparison 🔑 🔑

Below are the scores to create a Baseline for comparison in the next cycle:

- Ability to use Adobe InDesign: 46% scored above 80%
- Ability to gather and manage content: 54% scored above 80%
- Ability to integrate interactive elements: 69% scored above 80%

Action

Continue To Offer And Develop Course 🔑

ARTS 4325 Advanced Typographic Design is a new course in the curriculum.

It will be continued to be offered and the portfolios from the course will continue to be evaluated.

Faculty will examine the curriculum to determine if other courses can incorporate projects that can be produced for digital publication. This could help strengthen students skills in this area.

Objective (L)

Proficiency As Illustrators 🔑

Graphic Design students will develop a communication centric approach to illustration, as well as the ability to create illustrations utilizing analog and digital processes.

Indicator

Portfolio Of Illustrations 🔑

Students in ARTS 4331 will assemble a portfolio of Illustrations from projects and created in ARTS 4331.

The projects will demonstrate the students' ability to

- employ a range of illustrative techniques
- utilize visual metaphors as an illustrative solution
- generate expressive design solutions within a concept focused design

process.

Criterion

Develop Baseline  

The graphic design faculty of 3 professors will evaluate work in the portfolios to develop a baseline. Using a rubric that scores each aspect of the criteria on a scale of 0-100, it is expected that 75% of the students will score at least 80%. Since this is a new objective, the data gathered in this assessment will be a baseline to measure improvement in the future.

It is hoped that at least 75% of the students will eventually score 80 or higher in each area.

Finding

Close To Target  

72% of the students scored 80 or above in each area.

Action

Evaluate Assessment 

The Graphic Design Faculty will evaluate the assessment used for Illustration. Previously, the faculty agreed to create the goal to develop student skills in this area, but the scores indicate that students are fairly successful at meeting the criteria. Faculty will decide whether this goal is needed, and if so, expand the criteria in the assessment.

Previous Cycle's "Plan for Continuous Improvement"

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.

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

ARTS 4325 Advanced Typography, ARTS 3383 Design History were taught for the first time in 2013-14. ARTS 3326 was added but was not taught. It will be taught in the 2014-15 cycle. A new adjunct faculty was hire to teach ARTS 4333 Interactive Design and this course is being taught online. ARTS 3353 Motion Graphics has been added as a requirement in the Graphic Design curriculum.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2013 - 2014 Cycle Findings.

Based on work evaluated in student exhibitions and portfolios, the Graphic Design faculty identified some areas in need of program development. Improvement is needed in student's knowledge of contemporary graphic designers and design history, and training in website development. The faculty will add more emphasis on contemporary designers in ARTS 3383 Design History. The curriculum of ARTS 3375 Website Develop will be examined and updated to better prepare students for advanced web design projects in ARTS 4333 Interactive Design.

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Online Assessment Tracking Database

Sam Houston State University (SHSU)
2013 - 2014

Art BFA (Photography)

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Goal	Prepare Students For Professional Practice As Photographic Artists 🔑 <p>The BFA in Photography is the professional degree for Photography students in the Art Department. The BFA program will provide students with the skills to practice the art of photography at a professional level. The BFA will also qualify students to pursue the MFA degree at graduate schools in the United States.</p>
Objective (L)	Professional Practice Proficiency 🔑 <p>Students will be proficient in the creation, manipulation, and printing of digital images and demonstrate the ability to use these techniques to create photographic artworks that have a personal aesthetic and are conceptually sophisticated.</p>
Indicator	Senior Portfolios 🔑 🔑 <p>Seniors in the BA Photography program will take ARTS 3369 Studio Practices 2 and ARTS 3376 Photographic Narratives. Portfolios by seniors in these classes will be assessed.</p> <p>The works in the portfolios will demonstrate</p> <ul style="list-style-type: none"> • expression of concept through art • artistic development through the evolution of concept • use of medium and materials to express concept • evidence of personal voice • professional presentation
Criterion	70% Of Students Will Score 85 Or Higher 🔑 <p>The exhibitions will be evaluated by 2 members of the Photo faculty. The faculty will use a rubric that uses a scale of 0-100% to evaluate the abilities and proficiencies. It is expected that at least 70% of the students evaluated will score 85 or higher in each aspect of the evaluation. Last year was the first year that work from ARTS 3376 Photographic Narratives was evaluated to assess this objective. All of the students met the criteria for evaluation. This year, we are adding work from ARTS 3369, Studio Practices 2, and raising the expected score from 80 to 85.</p>
Finding	Successful Learning Outcomes 🔑 <p>82-100% of the students scored above 85 in each category. Faculty observations indicate that technical ability seems improved from past evaluations. Content and artistic development are also improving, but still are overall weaknesses. Most students take pride in the presentation of work and overall print quality, but the area of framing and matt cutting could be improved. The Photography Program needs improvement in image editing (Photoshop) and expression of content. These areas are improving.</p>
Action	Photo Editing Workshops And Exhibitions 🔑 <p>Photo editing workshops will be added to ARTS 2375 Photographic Concepts to improve the students image editing skills using Photoshop early in the curriculum. Students will continue to hold public exhibitions of their work in ARTS 3376 and 3369 as well as ARTS 4315 the Business of Art. During these exhibitions, students will engage the community by giving public talks about heir work and presenting written descriptions of their photographic projects.</p>

Objective (L)

Demonstrate Digital Imaging Skills 🔑

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

Indicator

Digital Portfolio 🔑

Students in ART 2370 will create portfolios of work for the final project using digital imaging techniques.

A committee of Photography faculty will evaluate the samples of work from the portfolios to determine successful demonstration of:

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

Criterion

70% Of Students Will Score 80 Or Higher 🔑

The exhibitions will be evaluated by 2 members of the Photo faculty. The faculty will use a rubric that uses a scale of 0-100% to evaluate the abilities and proficiencies. It is expected that at least 70% of the students evaluated will score 80 or higher in each aspect of the evaluation. Last year, works from an exhibition by students in ARTS 3376 was assessed and all of the students scored above 80 in the assessment.

While the assessment was positive, faculty still feel strongly that there is need for improvement in teaching digital skills to students. This year the rubric was revised and work from ARTS 2370 Digital Photography 1 was used as the indicator. The same criteria of 70% scoring 80 or higher will be maintained.

Finding

Weakness In Concept And Technique 🔑

50% scored above 80 on evaluation of color balance
 8% scored above 80 on compositing
 0% scored above 80 on photographic workflow (faculty were unable to assess this from the images provided)
 50% scored above 80 on expression of concepts and ideas.
 The results indicate, and faculty agree that digital manipulation and concept development are weaknesses of the photography program.


Action



Improve Digital Photography Courses 🔑


Currently there is inconsistency in the way different sections of the ARTS 2370 Digital Photo 1 are taught by various faculty. This class also has online and face to face sections and there are also inconsistencies in the outcomes of these courses. The Photography Program Coordinator will meet with the photography faculty to address these issues. Learning objectives will be defined, reiterated, and clarified and a strategy will be developed to improve the teaching of digital techniques and the use of these techniques to express artistic concepts in ARTS 2370 Digital Photo 1 and ARTS 3370 Digital Photo 2.




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

Objective (L)	<p>Historical And Contemporary Knowledge </p> <p>Students in the BA Photography program will have an understanding of the History of Photography. They will be familiar with contemporary theories, trends and practices in photography and be able to contextualize ideas in the continuum of this history and understand the relation of their own work to photography that has preceded it.</p>
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Indicator	<p>Contemporary Photography Exhibition Proposal And Paper  </p> <p>Students in ARTS 3381, The History of Photography, will propose an exhibition of work by contemporary photographers of their choice. They will write an essay to that includes an analysis of the works and their historical significance.</p> <p>The essays will discuss the formal attributes of the photograph, the style, the social or political influences, the technology use, and the subject matter.</p> <p>The essays will:</p> <ul style="list-style-type: none"> • provide a clear introduction and draw conclusions supported by visual and contextual evidence. • move from specific examples to general statements. • describe the works accurately and clearly. • use vocabulary introduced in classroom lectures and photography history textbooks. • convey a clear and convincing image of their perspective. • use external information about the cultural context and photographic techniques gathered from readings and presentations. • present an understanding of the works in a way that is convincing and supported by detailed evidence. • sum up major ideas and draw convincing conclusions grounded in visual evidence and contextual information.
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Criterion	<p>70% Will Score 85 Or Higher </p> <p>The essays will be evaluated by 2 members of the Photo faculty. The faculty will use a rubric that uses a scale of 0-100% to evaluate the abilities and proficiencies. It is expected that at least 70% of the students evaluated will score 85 or higher in each aspect of the evaluation. Last year, a new faculty member began teaching the History of Photography and 100% of the students scored above 80 in all categories. This year, the target score is raised to 85. The faculty would like to continue to assess this objective since the improvement last year was sudden.</p>
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Finding	<p>Improvements Needed </p> <p>This years results showed areas that need improvement.</p> <p>30% scored above 85 in clarity of writing</p> <p>50% scored above 85 in their ability to describe works of art</p> <p>40% scored above 85 in their ability to place the works in historical context</p> <p>20% scored above 85 on their use of professional vocabulary</p> <p>60% scored above 85 on demonstrating understanding of works</p> <p>30% scored above 85 on their conclusion.</p> <p>Faculty observations indicate that the use of vocabulary is in need of improvement, that the students do a good job describing images, but that they show weakness in writing conclusion paragraphs and bringing everything together. They state that there needs to be art historical or scholarly context for some of the essays as well and that the students dont know much about the history of "art"</p>
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photography.

Action

Utilize Art History Faculty 🔑

Currently, ARTS 3381, The History of Photography is being taught by Photography faculty who does not have a background in Art History. The Department will assign the History of Photography to an Art History faculty member who has a PhD in contemporary art history.

Previous Cycle's "Plan for Continuous Improvement"

The evaluation of work in ARTS 3376 "Photographic Narratives" shows satisfactory results in the evaluation of students abilities in crucial areas. The course, currently an elective, will become a required course in the BFA curriculum.

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

- proficiency in darkroom printing techniques
- proficiency in advanced image editing techniques using photoshop
- continued emphasis on experimentation and development of content.

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

ARTS 3376 Photographic Narratives has been added as a required course in the BFA degree plan. We did not assess proficiency in Darkroom techniques in this cycle. The faculty have decided to emphasize and promote digital techniques. The facilities for darkroom printing are in need of renovation and the department is assessing the importance of this in the curriculum. Emphasis on the development of content is being emphasized across the curriculum.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2013 - 2014 Cycle Findings.

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

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

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Department of Dance



Online Assessment Tracking Database

Sam Houston State University (SHSU)

2013 - 2014

Dance BFA

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Goal	Dance Performance Proficiency DRAFT
	Dance BFA candidates will demonstrate proficiency in dance technique.
Objective (L)	Proficiency In Dance Technique
	Dance BFA students will demonstrate proficiency in both modern and ballet techniques through juried presentations.
Indicator	Ballet And Modern Technique Juries DRAFT
	A panel of jurists composed of dance faculty and guest professionals assesses students in designated technique classes at the end of each semester. A variety of rubrics have been used in recent semesters; one example is attached. Students are evaluated on specific technical elements as well as on performance qualities. Jurists are also encouraged to include comments for each student.
Criterion	Standard Of Technical Achievement DRAFT
	The department goal is that at least 90% of students receive composite assessment of at least 80% in the jury, and that of those students, at least 80% receive scores of 90% or better.
Finding	Need To Define Expectations At Each Of The 4 Technique Levels DRAFT
	We find that the assessment rubrics in recent use have been too vague for use across the 4 levels. Elements such as "alignment" "use of plie" or "demonstrates musicality" are not useful without more consensus of the skills that should be accomplished prior to promotion to the next level.
Action	Define Expectations For Each Technique Level DRAFT
	The faculty teaching ballet, and the faculty teaching modern, will meet to define appropriate technical markers for each level. From that discussion, we will incorporate those elements into the syllabus for each level, and use the same elements in the juries. Purely technical/mechanical elements will be more readily definable, whereas performance qualities and embodiment of aesthetic standards will remain subjective, better suited to further narrative commentary.

Goal	Dance Choreography Proficiency DRAFT
	BFA candidates will become proficient in the craft and art of choreography.
Objective (L)	Students Will Demonstrate Proficiency In The Tools Of Choreography DRAFT
	Each student will demonstrate their ability to use the tools of choreography to create and present original, effective work.
Indicator	Sophomore Gate Presentation DRAFT
	The Sophomore Gate is used to determine that students are making

satisfactory progress towards the BFA degree. Each student is paired with a faculty mentor at the beginning of the fourth semester of study, generally in conjunction with enrollment in Choreography 2, DANC 2376. The faculty mentor meets with the student a minimum of three times within the semester as the student proposes and develops a 3-5 minute solo to be performed for the dance faculty at the end of the semester.

Students whose work is assessed as unsatisfactory, less than 80% composite score, will have one opportunity to repeat the Gate; if they do not perform at 80% or higher in the second presentation, they will be advised out of the BFA program.

Criterion

Demonstrate High Level Of Choreographic Proficiency DRAFT

The department goal is that 95% of students will receive composite scores of 90% or better, and that of those students, at least 80% will score 90% or better.

Finding

Deficit In Students Ability To Develep Ideas Sufficiently DRAFT

Students scored high in movement innovation, risk taking, and skillful manipulation of the elements of time, space and energy, with average scores above 90%. They were overall far less successful in communicating the intention of the work, with composite assessments ranging from 75%-90%

Action

Review Content Of Courses And Mentorship Guidelines DRAFT

Two factors are identified as problematic. One is to review course objectives in choreography 1 and 2, and reach consensus on skills to be covered in each course. The second factor is to insure all faculty mentors receive the guidelines and expectations for the sophomore gate at the beginning of the semester, and can thus more effectively guide the students assigned to them.

Previous Cycle's "Plan for Continuous Improvement"

The faculty will meet to review goals for choreography in each of the four levels required. To this point, there has been little discussion among the faculty, resulting in little known consensus of what or how we want the students to develop skill in creative process. We will particularly review the expectations, projects, and structure that will result in more creative exploration by the students by the time they are presenting their culminating undergraduate work in the Senior Studio production.

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 anticipated reviews of the choreography classes did not happen in 2013-14. Two of the six faculty positions in dance needed to be filled due to one early retirement and one untimely death. The focus on job searches, with interim positions for the year, pushed curricular development to the side. As fall of 2015 nears, and the positions are filled with new tenure track faculty, we will attempt to address this question. Expectations for each of the choreography classes; for the Sophomore Gate; and for the capstone Senior Studio performance still need to be laid out clearly. similarly, the development of standards for each level of technique needs to be defined by the faculty.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2013 - 2014 Cycle Findings.

We recognize the need to meet as a faculty to review the content of our course sequences--the four levels of

ballet, modern, and choreography--to determine expectations for each level. Having established what those expectations are, our next step will be to create better tools for assessments of student achievement in technique and choreography.

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Department of Mass Communication



Online Assessment Tracking Database

Sam Houston State University (SHSU)
2013 - 2014

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. The initial test will be an Online Grammar-Spelling-Punctuation Module administered at the beginning of the term. The test will be administered again at the close of the semester. Tenure faculty working in conjunction with the SHSU's Instructional Technology Department created the test in 2013.
Criterion	Writing Skills Exam In MCOM 1332 Students will show significant improvement in basic writing skills. At least 80% of students in MCOM 1332 will score 75 or better (out of 100) on the online writing skills exam administered at the end of the semester. Tenured faculty who have taught this class decided that a grade of 75 was an acceptable level of writing skills for this introductory class.
Finding	Results Of Writing Skills Assessment DRAFT Eight out of 25 students (32%) passed (75 out of 100) the writing skills exam at the beginning of the semester. Twenty-four out of 25 students (96%) passed the writing skills exam at the end of the semester.
Action	Expanding Assessment Of MCOM 1332 DRAFT The introduction of the online spelling-grammar-punctuation test was successful in this section of MCOM 1332 and offered valuable assessment data. The test will be introduced into all sections of MCOM 1332 in the Fall of 2014.

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 Pre/Post Test - 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

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

Finding

Results Of Diagnostic Exam For Mass Media Law & Ethics

On the Pre-test 7% percent of the students in MCOM 4371 scored 75 or better (out of 100). On the Post-test 90% of the students scored 75 or better (out of 100). Class average score on Pre-Test was 40 (out of 100) and class average score for Post-test was 80 (out of 100). Several questions on the Post-test (regarding Privacy & Privacy in the digital realm) presented problems for some students

Action

Adapting MCOM 4371 Assessment

MCOM will continue to assess this advanced major-specific core class. Additional lectures, assignments, screenings & Blackboard postings on Privacy in the digital environs will be introduced in the Fall version of 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 -- in one section of MCOM 2371 -- will score 75 or better (out of 100) on assessment of skill-sets. The instructor in this section of MCOM 2371 rated a video project in terms of framing, editing and lighting skills on a sliding scale (from Unacceptable to Professionally Competent). Production faculty decided that this level of performance measure on the skills test would be appropriate.

Finding

Results Of Skills Test In MCOM 2371

100% of students in MCOM 2371 scored 75 or better (out of 100) on the skills test.

Action

Adapting MCOM 2371 Assessment

A newly hired tenure-track faculty member will be assigned to two sections of MCOM 2371 and she will inherit assessment duties. Production faculty will fashion an updated, more demanding measurement of student skill-sets.

Previous Cycle's "Plan for Continuous Improvement"

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.

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

The Pre/Post Test in MCOM 4371 was implemented with additional questions related to Privacy and the digital realm. Additional class content related to that topic was introduced in lectures, screenings and Blackboard postings.

The Online Grammar-Spelling-Punctuation Module was Beta-tested in three sections of MCOM 1332. The Beta test was successful.

Assessment of MCOM 4371 and MCOM 1332 continued and adjustments were made to the assessment instruments.

Regarding MCOM 2271, the assessment instrument designed by the faculty member teaching the class was adopted and implemented.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2013 - 2014 Cycle Findings.

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

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

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

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School of Music






Online Assessment Tracking Database

Sam Houston State University (SHSU)
2013 - 2014



Music BA

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

Objective (L) **Instrumental/Vocal Performnace 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 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. Students should demonstrate a well prepared performance exhibiting technical command, rhythmic accuracy, intonation, tonal control and overall musicianship appropriate to their academic level.

Criterion **Performance Standards** 


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


Finding **Performance Findings** 

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


Action **Evaluation Report** 

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

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

Objective (L) **BA Music Students Will Demonstrate Proficiency In Music Theory** 

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

Indicator **Music Theory End Of Semester Assessment** 

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

Criterion

Music Theory Proficiency Standards

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

Finding

Music Theory Success

94% of students met the target: 20% at the Excellent level; 44% Above Average; and 30% at the Sufficient level. The remaining 6% 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 continue to be available for all music theory students.

Goal

Music History

BA music students will be proficient in aurally 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 respective period of music history.

Indicator

Identifying Music From The Major Periods Of Music

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

Criterion

Music History Listening Standards

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

Results

90 % of the students demonstrated above average success in achieving the goal for the 19th century, 20th century and Baroque, but only 80% achieved above average concerning the Classic, Renaissance, and Medieval periods.

Action

Actions

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. The department has initiated a center for early music studies in an effort to address this weakness and make these periods of music

more accessible and familiar.

Previous Cycle's "Plan for Continuous Improvement"

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.

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.

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 2013 - 2014 Cycle Findings.

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

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



Online Assessment Tracking Database


Sam Houston State University (SHSU)
2013 - 2014


Music Therapy BM


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Goal	Music History 	
<p>BM music therapy students will be proficient in identifying composers, genres, and styles of compositions from the representative periods of Music History they have studied.</p>		


Objective (L)	Music History Listening Identification 
<p>Students will identify, on the final exiting listening quiz for each music history course, the relevant composers, genres, and styles of compositions from the respective period of music history.</p>	


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


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


Finding	Finding 
<p>90 % of the students demonstrated above average success in achieving the goal for the 19th century, 20th century and Baroque, but only 80% achieved above average concerning the Classic, Renaissance, and Medieval periods.</p>	


Action	Action 
<p>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. The department has initiated a center for early music studies in an effort to address this weakness and make these periods of music more accessible and familiar.</p>	


Goal	Music Theory 
<p>BM music therapy students will become proficient with the necessary fundamental skills associated with Music Theory.</p>	


Objective (L)	BM Music Therapy Students Will Demonstrate Proficiency In Music Theory 
<p>Each student will demonstrate proficiency in music fundamentals, part writing, and analysis through a skill based assessment exam administered at the end of the semester of their respective course of study.</p>	


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



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


Finding **Music Theory Success** 
 94% of students met the target: 20% at the Excellent level; 44% Above Average; and 30% at the Sufficient level. The remaining 6% did not work at Sufficient level.


Action **Action** 
 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 continue to be available for all music theory students.

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

Objective (L) **Instrumental / Vocal Performance Proficiency** 
 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 Music Therapy 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. Students should demonstrate a well prepared performance exhibiting technical command, rhythmic accuracy, intonation, tonal control and overall musicianship appropriate to their academic level.

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

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

Action

Evaluation Report

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

Previous Cycle's "Plan for Continuous Improvement"

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.

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.

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 2013 - 2014 Cycle Findings.

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

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**Department of Theatre and
Musical Theatre**















Online Assessment Tracking Database

Sam Houston State University (SHSU)
2013 - 2014

Theatre BFA

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Goal	Acting Proficiency 	
	Each theatre student will acquire the acting techniques necessary to demonstrate proficiency and artistry in to assure success in the academic and the professional worlds.	
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. The student will provide a self assessment as part of the jury process.	
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	Acting/Directing Artistry Assessment 	
	approximately 55% of the students demonstrated the required excellence.	
Action	Acting/Directing Findings 	
	The new curriculum should assist in the development of students in these areas.	

Goal	Design Proficiency 	
	Each theatre student will acquire the design techniques necessary to demonstrate proficiency and artistry in to assure success in the academic and the professional worlds.	
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. The student will provide a self assessment as part of the jury process.	
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 Readiness Assessment 🔑

Approximately 75% of the design students should excellence in the required areas.

Action

Design Proficiency Findings 🔑

The new curriculum should assist in the development of students in these areas.

Previous Cycle's "Plan for Continuous Improvement"

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

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.

New Curriculum and assessment tools were readied and are in place for 2014-2015

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2013 - 2014 Cycle Findings.

Through the implementation and continued assessment of the new curriculum in 2014-2015 we will be able to refine problem areas so that students will attain proficiency in their chosen fields.

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