School of Architecture

Architecture BS
The School of Architecture has a well-defined set of program learning objectives that clearly explain what skills and knowledge students will attain, and how they will be able to use them.

To measure the program objectives, the department uses student work portfolios and a recently developed rubric that conducts a series of formative and summative assessments of student work across the curriculum. The rubric has enabled the department to pinpoint areas where students excel, and areas where their learning needs improvement. This tool essentially has reshaped how the school assesses student learning.

Faculty are working with students to improve their analytic and communication skills.

Architecture MS
For graduate assessment, the School of Architecture is in the process of developing a rubric to conduct formative and summative assessments. Once the rubric has been developed, the department will use it to gather data for future assessment reports.

Department of Music

Music BA
The Music department has a clear set of learning objectives that articulately explain what students will learn and how they will be able to apply what they have learned. Faculty used a semester jury form and recital jury form to assess student learning. The forms are specific and concisely lay out expectations.

Faculty determined that students largely met expectations across the curriculum. Faculty are implementing new pedagogical approaches to music theory to improve student success in Advanced Musicianship.

Music MA/Ph.D.
The program learning objectives were measurable, manageable, and well-written. They clearly explain the skill students will attain upon completing the program.
Student progress was measured by the quality of their coursework, and how well they performed at their recital. Faculty used a detailed recital rubric to assess how well students performed.

Student learning outcomes revealed that students met or exceeded department expectations in all areas. As a result, faculty are satisfied with the program’s quality, and enjoy a successful job placement of their graduates.

**Department of Art**

**Art BFA**
The program learning objectives articulately explained what students will learn and how they will be able to apply what they learned.
To measure student performance, the department used a variety of instruments including exhibitions, oral presentations, and a student survey.

Student learning outcomes results indicate that students are performing at or above department expectations. Faculty noted that the results were better than the three previous years.

**Studio Art BA**
The department’s program objectives were well-written and measurable.
To measure student learning, the department used a student survey. Results indicated that students performed above the national average.

The department is identifying strategies to help improve student learning.

**Art History BA**
The department’s program objectives are reasonable and attainable. They are measured by a student survey.
Results from the student survey indicate that students were largely happy with the program.

**Art MFA**
The program learning objectives articulately explain what students will learn and what they will be able to do with what they have learned.
To measure student learning, the department used theses, exhibitions, graduate committee evaluations, and artists-in-residence pro-seminars.

It seems that faculty are happy with student work on the theses. Also, the department hired four new faculty, which will help broaden the program.
Department of Dance

Writing for Dramatic Media MFA
The program learning objectives are articulately written, and nicely explain what students will learn and how they will be able to apply what they have learned. To assess student learning, the department uses comprehensive final exams, pitches, and screenplay writing.

In assessing the student learning outcomes, the department determined that students met or exceeded expectations, and as a result, felt no changes were needed.

Dance BA
The Dance department recently revised its program objectives to make them better reflect the program’s purpose, and to better align them with the University’s Undergraduate Learning Outcomes and easier to measure.
To measure student success, and track students’ progress, the Dance department designed a computer software program called “ISADORA” that enables it to track the performance of each student throughout their program. This computer software program has dramatically improved assessment within the department, and is being shared with other departments in the College of Fine Arts. Dr. Louis Kavorous, Chair of the Department of Dance, was invited to present the software program at the Association for the Assessment of Higher Learning Education’s Third Annual Assessment Conference. Many attendees expressed considerable interest in the program. Very recently, ISADORA was published in a book on national assessment.

Department of Film

Film BA
The Film department’s program objectives are clear, and explain what students will be able to do with what they have learned.
To assess student learning, the department uses faculty observation of student performance, student peer discussion, and faculty evaluation of student projects. The department uses a rubric to assess whether students are meeting the program’s objectives.

Faculty reviewed the student learning outcomes and determined that students met or exceeded expectations across the department’s curriculum.

Theatre BA
To measure student progress, the department used a variety of assignments, professional displays of student work, and showcase performances. Results generally indicated that students were meeting department expectations.
The department hired a faculty member with a Ph.D. to help students improve their writing and research skills, which have substantially improved. The department is in the process of reviewing its curriculum.

**Design & Technology MFA**
To assess the student learning outcomes, the department used a portfolio of student work, end of semester student performance reviews, and events showcasing student performance. It determined that students were making sufficient progress.

**Performance MFA**
The program’s objectives are strong, well-written, measureable, and nicely explain what student will learn and how they will be able to apply what they have learned.

To measure student success, the department uses faculty evaluations of student performance, juried performance evaluations, and juried scene evaluations. The result is an effective assessment program.

Faculty recently revised the curriculum to improve the program’s quality. They also found that since the program’s curricular revision, students are performing at or above expectations. As a result, it is clear that the revisions have significantly helped the program. Faculty are providing on-camera training to help students prepare for professional industry.

**Stage Management MFA**
The program learning objectives are well-articulated, and measured by faculty observation of student performance, daily rehearsal reports, weekly production reports, bi-weekly discussions, and student projects.

Student learning outcomes results indicate that students are meeting or exceeding department expectations in across the curriculum.