ORU
CAM
WPA
14-18

Communication, Arts and Media Department
Whole Person Assessment Handbook
2014-2018 Degree Plans

Introduction

What is Whole Person Assessment (WPA) in general terms? WPA is a system of assessment used across campus to track the success of student learning at Oral Roberts University. The system is used by many students for scholarship retention, but is used by all faculty, staff and students to measure and improve the academic experience.

While the process seems overwhelming and uses some unfamiliar terms, we have tried to make the WPA easy to follow. This handbook serves as the basic outline for each major in the Communication, Arts and Media department. Supplemental directions on creating and submitting the necessary pieces can be found at the links to the right.

Please, remember the following university policies regarding the WPA:
- Students are to be in compliance with University, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
- The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
- By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

Laura Holland, Chair

Instructions
Link to WPA page:
< http://www.oru.edu/current_students/my_academics/resources/whole_person_assessment/>

Login Page:
< https://ep3.chalkandwire.com/ep2_oru/>

Uploading an Artifact
to Your CAM WPA Portfolio

Faculty use several methods to evaluate Whole Person Assessment Assignments. Some assignments require the student to upload the appropriate artifacts. Others use a manual assessment process, which requires less effort from the student. Currently, many of these processes are under revision. Please check with the course instructor to ensure the correct procedure is followed.

Communication, Arts and Media Department Majors

Contents

45 Convergence Journalism Major Outcomes
46   JRN 107 News Writing   Final News Assignment
47   MMC 499 Senior Project   Senior Paper or Project (Convergence Journalism)
48   INT 200 Interactive Media and Web Design   Final Web Project
49   MMC 489 Campaign Strategies   Problem-Need Paper
51   MMC 489 Campaign Strategies   Culture Paper

53 Dance Performance Major Outcomes
54   DANP 109 Dance Ensemble   Videotaped performance of the senior student in a selected piece from an ORU concert compared to videotaped performance during first year in dance major
55   DANP 407 Advanced Choreography   Videotaped performance of advanced choreography project
57   DANP 325 Dance History II   Research Paper
58   DANP 406 Pedagogy I   Notebook
59   DANP 230 Dance for Worship   Outline of worship project
60   DANP 490 Senior Performance   Written artistic statement

62 Drama / DTF Major Outcomes
63   DRAM 215 Theater Intro   Term Paper
64   DRAM 105 DTF Seminar   Off Campus Play Critique
65   DRAM 336 Directing   Directing Journal
66   DRAM 205 Fundamentals of Acting   Character Analysis
67   DRAM 403 Costume Design   Costume Design Research Paper
68   DRAM 336 Directing   Directing Process Analysis

70 Graphic Design Major Outcomes
71   ART 101 Fundamentals of Art I   2-D Design Project
72   ART 218 Graphic Design I   Conceptual Message and Media Form Assignment
74   ART 499 Senior Project   Project
75   ART 355 Graphic Design Studio   Design Brief
76   ART 218 Graphic Design I   Portfolio Assessment
78   ART 355 Graphic Design Studio   Portfolio Promotion Package
80   ART 213 Drawing   In-class Observational Drawing
81   ART 355 Graphic Design Studio   Professional Portfolio Assessment
83   ART 355 Graphic Design Studio   Client Driven Design Project
84   ART 453 Practicum Infield Study   Performance Evaluation
85   ART 307 Art History Survey III   Topical Paper
86   ART 453 Practicum Infield Study   Faith and Professional Practice Essay

88   Musical Theatre Major Outcomes
89   DRAM 215 Theater Intro   Term Paper
90   DRAM 105 DTF Seminar   Off Campus Play Critique
91   DRAM 336 Directing   Directing Journal
92   DRAM 205 Fundamentals of Acting   Character Analysis
93   DRAM 336 Directing   Directing Process Analysis
94   MUS 102 Harmony II   Harmony II Exam
95   MUS 104 Ear Training II   Ear Training II
96   MUS 104 Ear Training II   Sight Singing Exam

98   Public Relations Major Outcomes
99   JRN 107 News Writing   Final News Assignment
100   MMC 499 Senior Project   Senior Paper or Project (Public Relations)
101   PRP 213 Publications Workshop   Newsletter Project
102   MMC 489 Campaign Strategies   Problem-Need Paper
103   PRP 225 Principles of Public Relations   Event Plan
104   MMC 489 Campaign Strategies   Culture Paper

106   Studio Art Major Outcomes
107   ART 213 Basic Drawing   In-class Observational Drawing
109   ART 102 Fundamentals of Art II   3-D Design Project
110   ART 103 Art Survey I   Topical Paper
111   ART 104 Art Survey II   Topical Paper
112   ART 307 Art Survey III   Topical Paper
113   ART 499 Senior Project   Computer Test
113   ART 499 Senior Project   Portfolio
114   ART 499 Senior Project   Paper
115   ART 499 Senior Project   Project

Art Education and Communication Arts Education
Outcomes and rubrics for these degrees are managed through the College of Education. The requirements for those students can be found at the following location:
<http://www.oru.edu/current_students/my_academics/resources/whole_person_assessment/handbooks.php>

ADV
WPA
14-18

Communication, Arts and Media Department
Whole Person Assessment Handbook
2014-2018 Degree Plans

Advertising Major Outcomes

Advertising majors will be able to demonstrate professional competency in:

1. **Communication Literacy: Demonstrate communication literacy through persuasive writing and/or messaging to key audiences.**

1.1 ADV 499 Senior Research Project, Final Paper or Project

2. **Research Methods: Demonstrate effective research methods relevant to the fields of marketing and communication.**

2.1 ADV 320 Communication Research, Research Brief, Methodology and Findings

3. **Technology: Use industry tools and technology to create, reproduce and distribute messages. Relevant tools and technologies may include, but are not limited to, graphic design software, web or interactive software, video production, editing, and photography.**

3.1 INT 200 Interactive Media and Web Design, Final Web Project

4. **Professional Integrity: Demonstrate professional integrity thorugh an understanding of Christian worldview which emphasizes honest and ethical business behavior.**

4.1 MMC 489 Campaign Strategies, Problem-Need Paper

5. **Critical Thinking: Develop strong critical thinking, creative thinking, and practical problem-solving skills that can be applied to any communication need.**

5.1 ADV 320 Communication Research, Research Brief, Insights and Recommendations

6. **Recognition of Communication Contexts: Respond to audiences through communication solutions which address regonition of contexts including interpersonal, cross-cultural, and public audiences.**

6.1 MMC 489 Campaign Strategies, Culture Paper

Advertising 1.1

ADV 499 Senior Research Project   **Final Paper or Final Project**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Organization	The writing demonstrates strong organization. The introduction is engaging, states the goal or thesis, and provides an overview of the issue. Information is presented in a logical order and maintains the interest of the audience. The conclusion strongly appeals to the thesis position.	The writing demonstrates effective organization. The introduction is inviting, states the goal or thesis, and provides an overview of the issue. Information is presented in a logical order, most of the time, and maintains the interest of the audience. The conclusion effectively appeals to the thesis position.	The writing demonstrates moderate organization. The introduction is included, states the goal or thesis, and provides an overview of the issue. Information is presented in a logical order, some of the time, and somewhat holds the audience's interests. The conclusion moderately appeals to the thesis position.	The writing demonstrates poor organization. The introduction is included, but does not have an identifiable goal or thesis, and provides a limited overview of the issue. Information is presented in no logical order, and does not hold the reader's interest. The conclusion is vague, with no direct appeal to the thesis position.	The student did not complete the assignment as required.
Persuasive Writing	The student demonstrates excellent writing skills, and provides excellent rationale as support. Word choice is creative and enhances the paper. The writer uses appropriate style as defined by the assignment.	The student demonstrates effective writing skills, and provides effective rationale as support. Word choice enhances the paper. The writer uses appropriate style as defined by the assignment.	The student demonstrates average writing skills, and provides some rationale as support. There is no evidence of attention to word choice. The writer uses appropriate style as defined by the assignment.	The student demonstrates poor writing skills, and provides below average rationale as support. There is no evidence of attention to word choice. The writer shows a low or no understanding of appropriate style as defined by the assignment.	The student did not complete the assignment as required.
Grammatical	Less than one writing/ grammatical error average per page.	Less than two writing/ grammatical errors averaged per page.	Less than three writing/ grammatical errors averaged per page.	Three or more writing/ grammatical errors averaged per page.	The student did not complete the assignment as required.

Advertising 2.1

Communications Research (ADV 320)　　　　　**Research Brief; Section: Research Questions, Methodology and Findings**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Content 50%	The student conducts effective research skills demonstrating excellent understanding of research methods relevant to the fields of marketing, public relations, and advertising. Major concepts are included: research questions; methodology; population; sample frame; time parameters; recruitment strategies; and, limitations.	The student conducts effective research skills demonstrating competent understanding of research methods relevant to the fields of marketing, public relations, and advertising. Major concepts are included: research questions; methodology; population; sample frame; time parameters; recruitment strategies; and, limitations.	The student conducts effective research skills demonstrating moderate understanding of research methods relevant to the fields of marketing, public relations, and advertising. Most major concepts are included: research questions; methodology; population; sample frame; time parameters; recruitment strategies; and, limitations.	The student shows ineffective research skills and/or demonstrates poor understanding of research methods relevant to the fields of marketing, public relations, and advertising. Lacks many major concepts including: research questions; methodology; population; sample frame; time parameters; recruitment strategies; and, limitations.	The student did not complete the assignment as required.
Writing 50%	The student demonstrates sophisticated and professional writing competencies. Writes by fully developing sources and support in a given field of research. Averages less than one writing/usage error per page.	The student demonstrates adequate and professional writing competencies. Writes by competently developing sources and support in a given field of research. Averages less than two writing/usage errors per page.	The student demonstrates adequate and professional writing competencies. Writes by acceptably developing sources and support in a given field of research. Averages less than three writing/usage errors per page.	The student demonstrates poor writing competencies. Fails to develop sources and support in a given field of research. Averages three or more writing/usage errors per page.	The student did not complete the assignment as required.

Advertising 3.1

INT 200 Interactive Media and Web Design   **Final Web Project**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Website Function (50%)	Website is fully (100%) functionally working and uses multiple applications within the site, including web and other digital media, motion, and interactivity. Computer languages interface effectively.	Approximately three-fourths (75%) of the website is functionally working and uses multiple applications within the site, including web and other digital media, motion, and interactivity. Computer language interface efficiently.	Approximately half (50%) of the website is functionally working and uses multiple applications within the site, including web and other digital media, motion, and interactivity. Computer languages interface normally.	Less than half (one to 49%) of the website is functionally working and uses multiple applications within the site, including web and other digital media, motion, and interactivity. Computer languages interface ineffectively.	0% of the website is functionally working and does not use any application within the site. Computer languages do not interface
Digital Image (20%)	All (100%) of images (pixel-based media and vector-based media) is in correct format and resolution.	Approximately three fourths (75%) of images (pixel-based media and vector-based media) is in correct format and resolution.	Approximately one half (50%) of images (pixel-based media and vector-based media) is in correct format and resolution.	Less than one half (one to 49%) of images (pixel-based media and vector-based media) is in correct format and resolution.	0% of images (pixel-based media and vector-based media) is in correct format and resolution.
Visual Composition (20%)	All (100%) combined elements and components are in perfect grid system and follow the rule of visual structure and style.	Approximately three-fourths (75%) combined elements and components are in perfect grid system and follow the rule of visual structure and style.	Approximately one-half (50%) combined elements and components are in perfect grid system and follow the rule of visual structure and style.	Less than one-half (one to 49%) combined elements and components are in perfect grid system and follow the rule of visual structure and style.	0% combined elements and components are in perfect grid system and follow the rule of visual structure and style.
Information Architecture (10%)	All (100%) of content is succinct and communicates effectively and executes accomplished message to reflect the stated needs of specific audiences.	Approximately three-fourths (75%) of content is succinct and communicates effectively and executes accomplished message to reflect the stated needs of specific audiences.	Approximately one-half (50%) of content is succinct and communicates effectively and executes accomplished message to reflect the stated needs of specific audiences.	Less than one-half (one to 49%) of content is succinct and communicates effectively and executes accomplished message to reflect the stated needs of specific audiences.	0% of content is succinct and communicates effectively and executes accomplished message to reflect the stated needs of specific audiences.

Advertising 4.1

MMC 489 Campaign Strategies **Problem-Need Paper**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Content	All topics are covered in-depth with all pertinent details included; content was carefully analyzed, evaluated, and synthesized.	All topics are covered in-depth with many pertinent details included; content was carefully analyzed, evaluated, and synthesized.	All topics are covered in-depth with most pertinent details included; some content was analyzed, evaluated, and synthesized.	Most topics are covered in-depth with few pertinent details included; content demonstrated little to no analysis, evaluation, or synthesis.	No text submitted.
Writing Style	Always demonstrates vivid and accurate word choice, accurate and varied sentence structures, no passive voice, and clear and effective phrasing.	Most often demonstrates vivid and accurate word choice, accurate and varied sentence structures, no passive voice, and clear and effective phrasing.	Often demonstrates vivid and accurate word choice, accurate and varied sentence structures, no passive voice, and clear and effective phrasing.	Seldom demonstrates vivid and accurate word choice, accurate and varied sentence structures, no passive voice, and clear and effective phrasing.	No text submitted.
Writing Mechanics	The text has no grammatical, spelling, typographical, or format errors.	The text has no more than an average of one grammatical, spelling, typographical, or format error per page.	The text has no more than an average of two grammatical, spelling, typographical, or format errors per page.	The text is incomplete or has more than an average of three grammatical, spelling, typographical, or format errors per page.	No text submitted.
References and Sources	Ten or more appropriate and contemporary content sources; no errors in APA style.	More than seven but less than 10 appropriate and contemporary content sources; one error in APA style.	More than five but less than seven appropriate and contemporary content sources; two errors in APA style.	Less than five appropriate and contemporary content sources; three or more errors in APA style.	No text submitted.

Advertising 5.1

Communications Research (ADV 320)   **Research Brief; Section: Insights and Recommendations**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Analysis 40%	The student conducts exceptional interpretation of the data and considers other forces in context. Advances the originally held view/s posed by the Research Questions.	The student conducts effective interpretation of the data and considers other forces in context. Advances the originally held view/s posed by the Research Questions.	The student conducts average intepretation of the data and has limited consideration for other forces in context. May provide limited advancement of the originally held view/s posed by the Research Questions.	The student conducts a rudimentary interpretation of the data and offers no consideration for other forces in context. Does not advance the originally held view/s posed by the Research Questions.	The student did not submit the assignment.
Integration 40%	The student demonstrates sophisticated integration of the data into the research problem and develops significant recommendations for the client.	The student demonstrates effective integration of the data into the research problem and develops solid recommendations for the client.	The student demonstrates average integration of the data into the research problem with limited recommendations for the client.	The student demonstrates limited integration of the data into the research problem with weak or no recommendations for the client.	The student did not submit the assignment.
Writing 20%	Limited writing/usage errors.	Few writing/usage errors.	Several writing and/or usage errors.	Multiple writing and/or usage errors.	The student did not submit the assignment.

Advertising 6.1

MMC 489 Campaign Strategies   **Culture Paper**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Content	All topics covered in-depth with all pertinent details included; content carefully analyzed, evaluated, and synthesized.	All topics covered in-depth with many pertinent details included; content was carefully analyzed, evaluated, and synthesized.	All topics covered in-depth with most pertinent details included; some content was analyzed, evaluated, and synthesized.	Most topics are covered in-depth with few pertinent details included; content demonstrated little to no analysis, evaluation, or synthesis.	No text submitted.
Writing Style	Always demonstrates vivid and accurate word choice, accurate and varied sentence structures, no passive voice, and clear and effective phrasing.	Most often demonstrates vivid and accurate word choice, accurate and varied sentence structures, no passive voice, and clear and effective phrasing.	Often demonstrates vivid and accurate word choice, accurate and varied sentence structures, no passive voice, and clear and effective phrasing.	Seldom demonstrates vivid and accurate word choice, accurate and varied sentence structures, no passive voice, and clear and effective phrasing.	No text submitted.
Writing Mechanics	The text has no grammatical, spelling, typographical, or format errors.	The text has no more than an average of one grammatical, spelling, typographical, or format error per page.	The text has no more than an average of two grammatical, spelling, typographical, or format errors per page.	The text is incomplete or has more than an average of three grammatical, spelling, typographical, or format errors per page.	No text submitted.
References and Sources	Ten or more appropriate and contemporary content sources; no errors in APA style.	More than seven but less than 10 appropriate and contemporary content sources; one error in APA style.	More than five but less than seven appropriate and contemporary content sources; two errors in APA style.	Less than five appropriate and contemporary content sources; three or more errors in APA style.	No text submitted.

CTD
WPA
14-18

Communication, Arts and Media Department
Whole Person Assessment Handbook
2014-2018 Degree Plans

Cinema, Television and Digital Media Major Outcomes

CTD majors will be able to:

1. Storytelling & Scriptwriting: Demonstrate competency in the processes of storyline development.

1.1   TVF 318 Fundamentals of Scriptwriting   Short Film Script

2. Producing and Directing: Create, organize, support, and illustrate message ideas and initiate every stage of the communication process.

2.1   TVF 337 Film Producing and Directing   Dialogue Scene
2.2   TVF 231 Principles of Television   Television Interview

3. Facility Research and Design: Plan, layout, document, budget and select appropriate equipment for a designated media facility.

3.1   TVF 314 Media Operations   Final Project

4. Professional Portfolio: Clearly communicate messages, thoughts, and feelings artistically through written, oral, and mediated forms, grounded in the knowledge and skills of communication arts.

4.1   MMC 499 Senior Paper (CTD)   Senior Paper/Project

5. Digital Acuity: Demonstrate the effective use of industry tools and technology in the creation, reproduction and distribution of digital media messages.

5.1   INT 200 Interactive Media and Web Design   Final Web Project

6. Professional Practice/Acumen: Demonstrate professional integrity through an understanding of Christian worldview, which emphasizes honest and ethical business behavior.

6.1   MMC 489 Campaign Strategies   Problem-Need Paper

7. Audience Analysis: Respond to the audiences through communication solutions which address recognition of contexts including interpersonal, cross-cultural, and public audiences.

7.1   MMC 489 Campaign Strategies   Culture Paper

Cinema, Television and Digital Media 1.1

TVF 318 Fundamentals of Scriptwriting   **Short Film Script**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Format (20%)	The script is written using single-camera film format and it has no format errors.	The script is written using single-camera film format and it has an average of one format error per page.	The script is written using single-camera film format and it has an average of two format errors per page.	The script is written using single-camera film format and it has an average of three or more format errors per page.	No script submitted.
Writing Mechanics (10%)	The text has no gram-matical, spelling, typographical errors.	The text has no more than an average of one grammatical, spelling, typographical errors per page.	The text has no more than an average of two grammatical, spelling, typographical errors per page.	The text has more than an average of three grammatical, spelling, typographical errors per page.	No script submitted.
Dialogue (20%)	Dialogue is original and crisp, propels the story forward and leaves room for the audience to figure some things out. Each character has its own speaking style.	Dialogue propels the story forward.	Dialogue feels slow, some lines are unnec-essary.	Dialogue does not advance the story and is mostly cliché or "on the nose."	No script submitted.
Action Lines (15%)	Action lines inmerse the viewer in the world of the story, describe action in the present tense and adopt the style of the story.	Action lines do not begin with a noun and describe action in the present tense.	Action lines mostly begin with a noun.	Action lines use the past tense.	No script submitted.

Cinema, Television and Digital Media 1.1

TVF 318 Fundamentals of Scriptwriting   **Short Film Script**

Content (15%)	Script includes extraordinary creative ideas.	Script includes creative ideas.	Script tells a story.	Script shows no originality.	No script submitted.
Product (20%)	Overall, script engages the audience and makes reader want to see the film on the screen.	Overall, script engages the audience.	Overall, reader is able to understand the story.	Overall, script bores the reader.	No script submitted.

Cinema, Television and Digital Media 2.1

TVF 337 Film Producing and Directing   **Dialogue Scene**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Pre-production paperwork (25%)	Producer's prep work and Director's prep work is complete and can be easily read and understood by other crew members.	Producer's prep work and Director's prep work is complete but is difficult for others to read and understand.	Producer's prep work and Director's prep work is somewhat complete.	Producer's prep work and Director's prep work is incomplete.	No pre-production paperwork submitted.
Composition (25%)	Principles of composition are used throughout the scene to communicate meaning and support the story, creating an aesthetically pleasing piece to watch.	Some principles of composition are used throughout the scene to communicate meaning and support the story.	Principles of composition are seldom used in this scene and shot composition is sloppy.	Principles of composition were not taken into consideration while shooting this scene.	No project submitted.
Directing actors (10%)	Actors have distinct personalities, keep acting energy consistent, and seem to follow directorial choices.	Actors keep acting energy consistent and seem to follow directorial choices.	Actors seem to follow director's cues.	Actors' acting seem not to have guidance.	No project submitted.

Cinema, Television and Digital Media 2.1

TVF 337 Film Producing and Directing   **Dialogue Scene**

Continuity and editing (20%)	There are no continuity errors and project utilizes the principles of invisible editing.	Up to two continuity/editing errors are in the project.	Up to four continuity/editing errors are in the project.	More than four continuity/editing errors are in the project.	No project submitted.
Scene effectiveness (20%)	Scene engages the viewer and progresses a storyline, without distractions that break the suspension of disbelief.	Scene engages the viewer and progresses a storyline, but at times technical errors distract the viewer breaking the suspension of disbelief.	All pieces of the scene are assembled together.	Scene is not complete.	No project submitted.

Cinema, Television and Digital Media 2.2

TVF 231 Principles of Television Production   **Interview Production**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Preproduction Paperwork (25%)	Producer's paperwork is totally complete and conforms to all proper aspects of format and style of a two-column television semi-script.	Producer's paperwork is mostly complete and conforms to to mostly all proper aspects of format and style of a two- column television semi-script.	Producer's paperwork is somewhat complete and somewhat conforms to proper aspects of format and style of a two-column television semi-script.	Producer's paperwork is mostly incomplete and does not conform to acceptable format and style of a two-column television semi-script.	No Preproduction Paperwork Submitted
Preproduction Support (25%)	Producer's graphics and prompter script totally complete and conforms to all aspects of proper format and style.	Producer's graphics and prompter script are mostly complete and mostly comform to acceptable format and style.	Producer's graphics and prompter script are somewhat complete and somewhat conform to proper aspects of format and style.	Producer's graphics and prompter script are mostly incomplete and does not conform to acceptable format and style.	No Preproduction Support Materials Submitted/Prepared
Directing Preproduction (25%)	Director's materials are thoroughly, properly, completely organized, planned and prepared.	Director's materials are mostly proper and complete with evidence of good organization, planning and preparation.	Director's materials are somewhat proper and complete with evidence of some organization, planning and preparation	Director's materials are improperly and incompletly organized, planned and prepared.	No Evidence of Directing Preproduction Observed
Directing Performance (25%)	Director's commands, are thoroughly executed with proper timing, cueing, consistency clarity and sequence.	Director's commands, are mostly executed with proper timing, cueing, consistency clarity and sequence.	Director's commands, are somewhat executed with proper timing, cueing, consistency clarity and sequence.	Director's commands, timing, and cueing are inconsistent, irratic, poorly timed, poorly sequenced,. unclear, and improper.	No Directing Performance Observed

Cinema, Television and Digital Media 3.1

TVF 314 Media Operations   **Final Project**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Paper (12.5%)	Paper includes all required parts and very strongly documents: Facility mission, major purchases, cost justifications, problems encountered and reflections.	Paper includes all required parts and strongly documents: Facility mission, major purchases, cost justifications, problems encountered and reflections.	Paper includes all required parts and adequate documents: Facility mission, major purchases, cost justifications, problems encountered and reflections.	Paper does not include all required parts and lacks adequate justification.	No paperwork submitted.
Floor Plan (12.5%)	Floor plan is complete, includes all three views required and all of the guidelines were followed. All components are highly detailed and thought out.	Floor plan is complete, includes all three views required and all of the guidelines were followed.	Floor plan is complete and does include all three views required. All guidelines were not followed.	Floor plan is not complete and does not include all three views required.	No Floor plan submitted.
Equipment List (25%)	Equipment list is built following the template and contains all of the parts, sources and prices required for a complete build.	Equipment list is built following the template and contains most of the parts, sources and prices required for a complete build.	Equipment list is built mostly to the template and contains minimal parts, sources and prices required for a complete build.	Equipment list is not built following the template and does not contain enough of the parts, sources and prices required for a complete build.	No Equipment list submitted.

Cinema, Television and Digital Media 3.1

TVF 314 Media Operations   **Final Project**

Block Diagram (12.5%)	Done neatly and includes all necessary blocks with proper connecting lines.	Done neatly and includes all necessary blocks with most of the proper connecting lines.	Done neatly and includes most of the necessary blocks and most of the connecting lines.	Does not include the primary blocks and they are not properly connected.	No Block Diagram submitted.
Wiring Diagram (37.5%)	All required components are present and are wired accurately and neatly. All labeling is clear, correct and in the proper place.	Most of the required components are present and are wired accurately and neatly. Most of the labeling is clear, correct and in the proper place.	Most of the required components are present and wiring is close but not laid out neatly. Most labeling is clear, correct but not in the proper place.	Few required components are present and are wired inaccurately and not organized well. Labeling is not clear, missing and/or in the proper place.	No Wiring Diagram submitted.

Cinema, Television and Digital Media 4.1

Senior Project (MMC 499)   **Senior Paper/Project**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Content (40%)	All topics covered in-depth with all pertinent details included with evidence that all content carefully analyzed, evaluated and synthesized.	All topics covered in-depth with many pertinent details included with evidence that most content was carefully analyzed, evaluated and synthesized.	All topics covered in-depth with most pertinent details included with evidence that some content was analyzed, evaluated and synthesized.	Most topics covered in-depth with few pertinent details included with little or no evidence that content was analyzed, evaluated and clearly unsynthesized.	No content submitted.
Presentation (40%)	Demonstrates sophisticated and creative use of appropriate conventions of media production.	Demonstrates appropriate use of conventions of media production.	Demonstrates adequate use of conventions of media production.	Demonstrates poor use of conventions of media production.	Incomplete media presented.
Writing Mechanics (10%)	The text has no grammatical, spelling, typographical or format errors.	The text has no more than an average of one grammatical, spelling, typographical or format error per page.	The text has no more than an average of two grammatical, spelling, typographical or format errors per page.	The text is incomplete or has more than an average of three grammatical, spelling, typographical or format errors per page	No text submitted.
Quantity (10%)	Twenty or more appropriate and contemporary content sources and more than 20 appropriate and contemporary production sources presented. No errors in APA style.	More than 15 but less than 20 appropriate and contemporary content sources and more than 15 but less than 20 appropriate and contemporary production sources presented. One error in APA style.	More than 10 but less than 15 appropriate and contemporary content sources and more than 10 but less than 15 appropriate and contemporary production sources presented. Two errors in APA style.	Less than 10 appropriate and contemporary content sources and less than 10 appropriate and contemporary production sources presented. Three or more errors in APA style.	No sources presented.

Cinema, Television and Digital Media 5.1

INT 200 Interactive Media and Web Design   **Final Web Project**

Criteria Captions	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Website function (50%)	Website is fully (100%) functionally working and uses multiple applications within the site, including web and other digital media, motion, and interactivity. Computer languages interface effectively.	Approximately three-fourths (75%) of the website is functionally working and uses multiple applications within the site, including web and other digital media, motion, and interactivity. Computer language inteface efficiently.	Approximately half (50%) of the website is functionally working and uses multiple applications within the site, including web and other digital media, motion, and interactivity. Computer languages interface normally.	Less than half (1 – 49%) of the website is functionally working and uses multiple applications within the site, including web and other digital media, motion, and interactivity. Computer languages interface ineffectively.	0 % of the website is functionally working and not uses any application within the site. Computer languages interface failure.
Digital Image (20%)	All (100%) of Image of pixel-based media and vector-based media is in correct format and resolution.	Approximately three fourths (75%) of Image of pixel-based media and vector-based media is in correct format and resolution.	Approximately one half (50%) of Image of pixel-based media and vector-based media is in correct format and resolution.	Less than one half (1-49%) of Image of pixel-based media and vector-based media is in correct format and resolution.	0% of Image of pixel-based media and vector-based media is in correct format and resolution.
Visual Composition (20%)	All (100%) combined element and component is in perfect grid system and followed the rule of the visual structure and style.	Approximately three fourths (75%) combined element and component is in perfect grid system and followed the rule of the visual structure and style.	Approximately one half (50%) combined element and component is in perfect grid system and followed the rule of the visual structure and style.	Less than one half (1-49%) combined element and component is in perfect grid system and followed the rule of the visual structure and style.	0% combined element and component is in perfect grid system and followed the rule of the visual structure and style.
Information architecture (10%)	All (100%) of content is succinct and communicates effectively and execute accomplished message that reflect the stated needs of specific audiences.	Approximately three fourths (75%) of content is succinct and communicates effectively and execute accomplished message that reflect the stated needs of specific audiences.	Approximately one half (50%) of content is succinct and communicates effectively and execute accomplished message that reflect the stated needs of specific audiences.	Less than one half (1-49%) of content is succinct and communicates effectively and execute accomplished message that reflect the stated needs of specific audiences.	0% of content is succinct and communicates effectively and execute accomplished message that reflect the stated needs of specific audiences.

Cinema, Television and Digital Media 6.1

MMC 489 Campaign Strategies **Problem-Need Paper**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Content	All topics covered in-depth with all pertinent details included with evidence that all content carefully analyzed, evaluated and synthesized.	All topics covered in-depth with many pertinent details included with evidence that most content was carefully analyzed, evaluated and synthesized.	All topics covered in-depth with most pertinent details included with evidence that some content was analyzed, evaluated and synthesized.	Most topics covered in-depth with few pertinent details included with little or no evidence that content was analyzed, evaluated and clearly unsynthesized.	No text submitted.
Writing Style	Always demonstrates vivid and accurate word choice, sentence structures accurate and varied, no passive voice and clear and effective phrasing.	Most often demonstrates vivid and accurate word choice, sentence structures accurate and varied, no passive voice and clear and effective phrasing.	Often demonstrates vivid and accurate word choice, sentence structures accurate and varied, no passive voice and clear and effective phrasing.	Seldom demonstrates vivid and accurate word choice, sentence structures accurate and varied, no passive voice and clear and effective phrasing.	No text submitted.
Writing Mechanics	The text has no grammatical, spelling, typographical or format errors.	The text has no more than an average of one grammatical, spelling, typographical or format error per page.	The text has no more than an average of two grammatical, spelling, typographical or format errors per page.	The text is incomplete or has more than an average of three grammatical, spelling, typographical or format errors per page.	No text submitted.
References-Sources-Quantity	Ten or more appropriate and contemporary content sources. No errors in APA style.	More than 7 but less than 10 appropriate and contemporary content sources. One error in APA style.	More than 5 but less than 7 appropriate and contemporary content sources. Two errors in APA style.	Less than 5 appropriate and contemporary content sources. Three or more errors in APA style.	No text submitted.

Cinema, Television and Digital Media 7.1

MMC 489 Campaign Strategies   **Culture Paper**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Content	All topics covered in-depth with all pertinent details included with evidence that all content carefully analyzed, evaluated and synthesized.	All topics covered in-depth with many pertinent details included with evidence that most content was carefully analyzed, evaluated and synthesized.	All topics covered in-depth with most pertinent details included with evidence that some content was analyzed, evaluated and synthesized.	Most topics covered in-depth with few pertinent details included with little or no evidence that content was analyzed, evaluated and clearly unsynthesized.	No text submitted.
Writing Style)	Always demonstrates vivid and accurate word choice, sentence structures accurate and varied, no passive voice and clear and effective phrasing.	Most often demonstrates vivid and accurate word choice, sentence structures accurate and varied, no passive voice and clear and effective phrasing.	Often demonstrates vivid and accurate word choice, sentence structures accurate and varied, no passive voice and clear and effective phrasing.	Seldom demonstrates vivid and accurate word choice, sentence structures accurate and varied, no passive voice and clear and effective phrasing.	No text submitted.
Writing Mechanics	The text has no grammatical, spelling, typographical or format errors.	The text has no more than an average of one grammatical, spelling, typographical or format error per page.	The text has no more than an average of two grammatical, spelling, typographical or format errors per page.	The text is incomplete or has more than an average of three grammatical, spelling, typographical or format errors per page.	No text submitted.
References-Sources-Quantity	Ten or more appropriate and contemporary content sources. No errors in APA style.	More than 7 but less than 10 appropriate and contemporary content sources. One error in APA style.	More than 5 but less than 7 appropriate and contemporary content sources. Two errors in APA style.	Less than 5 appropriate and contemporary content sources Three or more errors in APA style.	No text submitted.

COM
WPA
14-18

Communication, Arts and Media Department
Whole Person Assessment Handbook
2014-2018 Degree Plans

Communication Major Outcomes

Organizational / Interpersonal Communication majors will be able to:

1 Integration of Faith and Practice: Be able to integrate and apply Christian faith and biblical truth and principles to the study and practice of interpersonal communications.

1.1 COM 203 Interpersonal Communication   Interpersonal Response Paper

2 Identification and Analysis: Develop skills necessary to identify, research, and analyze organizational situations, and then make thoughtful, logical recommendations for improvement.

2.1 COM 300 Organizational Communication   Organizational Analysis

3 Development and Presentation: Develop skills in the researching, writing, and delivery of presentations suitable to a broad range of public speaking situations.

3.1 COM 302 Advanced Public Speaking   Persuasive Speech

4 Argument Construction and Persuasion: Become responsible, thinking Christians who can soundly establish an argument, ethically persuade listeners, and logically defend their views.

4.1 COM 309 Argumentation and Persuasion   Position Papers

5 Group Leadership: Facilitate and participate more effectively in formal and informal group settings, demonstrating effective leadership abilities in a variety of cultural and professional settings.

Choose One:

5.1 COM 412 Training and Development   Training Session

5.2 COM 446 Business and Professional Speech   The Meeting Facilitation

5 .3 COM 410 Discussion and Conference Leadership   Event Planning Portfolio

6 Synthesis and Writing: Possess effective research and writing skills demonstrating understanding of key theories, bodies of research, and research methods relevant to the field of communications.

6.1 COM 499 Senior Paper   Senior Paper

7 Application of Learning: Develop strong critical thinking, creative thinking, and practical problem-solving skills that can be applied to any communication need.

7.1 COM 342 Communication Theory   Theory Paper

Communication 1.1

COM 203 Interpersonal Comm   **Interpersonal Response Paper**

	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Demonstrates knowledge of interpersonal theory and practice (40%)	The student exhibits a clear understanding of course concepts by fully citing terminology, structure, goals and feedback received during class lectures and in the course readings. The student receives an average grade of A.	The student exhibits a moderate understanding of course concepts by citing terminology, structure, goals and feedback received during class lectures and in the course readings. Explanations lack clarity as evidenced by the lack of sufficient detail. The student receives an average grade of B.	The student exhibits a rudimentary understanding of course concepts and minimally cites terminology, structure, goals and feedback received during class lectures and in the course readings. The student receives an average grade of C.	The student exhibits no real understanding of course concepts and does not fully cite terminology, structure, goals and feedback received during class lectures and in the course readings. The student receives an average grade of D.	The student did not complete the assignment. The student did not attempt to demonstrate any knowledge of course material. The student receives a grade of F.
Applies content to real-world situations (40%)	The student demonstrates a clear ability to apply course content to real world relationships. The student identifies multiple strategies to improve their interpersonal communication. The student receives an average grade of A.	The student demonstrates a moderate ability to apply course content to real world relationships. The student identifies two strategies to improve their interpersonal communication. The student receives an average grade of B.	The student demonstrates a rudimentary ability to apply course content to real world relationships. The student identifies one strategy to improve their interpersonal communication. The student receives an average grade of C.	The student does not demonstrate an ability to apply course content to real world relationships. The student does not identify strategies to improve their interpersonal communication. The student receives an average grade of D.	The student did not complete the assignment. The student did not apply course content to real world relationships. The student receives a grade of F.
Professional writing style (20%)	The student correctly uses APA format on the writing assignment with 1 or fewer errors. The students receives an average grade of A.	The student uses APA format on the writing assignment with 2-4 errors. The students receives an average grade of B.	The student uses APA format on the writing assignment with 5-7 errors. The students receives an average grade of C.	The student uses APA format on the writing assignment with 8 or more errors. The students receives an average grade of D.	The student did not complete the assignment. The student receives a grade of F.

Communication 2.1

COM 300 Organizational Comm　　　　　　　　**Organizational Analysis**

	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Demonstrates knowledge of organizational dynamics (50%)	The student exhibits a clear understanding of the organization by addressing organizational history, purpose, culture, climate, communication, and rewards. The student receives an average grade of A.	The student exhibits a moderate understanding of the organization by addressing organizational history, purpose, culture, climate, communication, and rewards. Explanations lack clarity as evidenced by the lack of sufficient detail. The student receives an average grade of B.	The student exhibits a rudimentary understanding of the organization by addressing organizational history, purpose, culture, climate, communication, and rewards. The student receives an average grade of C.	The student exhibits no real understanding of the organization by addressing organizational history, purpose, culture, climate, communication, and rewards. The student receives an average grade of D.	The student did not complete the assignment. The student did not attempt to demonstrate any knowledge of the organization. The student receives a grade of F.
Develops strategies for organizational improvement (30%)	The student demonstrates a clear ability to identify problems within the organization and develops several strategies to improve the organization. The student receives an average grade of A.	The student demonstrates a moderate ability to identify problems within the organization and develops two strategies to improve the organization. The student receives an average grade of B.	The student demonstrates a rudimentary ability to identify problems within the organization and develops one strategy to improve the organization. The student receives an average grade of C.	The student does not demonstrate an ability to identify problems within the organization and does not identify strategies to improve the organization. The student receives an average grade of D.	The student did not complete the assignment. The student receives a grade of F.
Professional writing style (20%)	The student correctly uses APA format on the writing assignment with 1 or fewer errors. The students receives an average grade of A.	The student uses APA format on the writing assignment with 2-4 errors. The students receives an average grade of B.	The student uses APA format on the writing assignment with 5-7 errors. The students receives an average grade of C.	The student uses APA format on the writing assignment with 8 or more errors. The students receives an average grade of D.	The student did not complete the assignment. The student receives a grade of F.

Communication 3.1

COM 302 Advanced Public Speaking   **Persuasive Speech**

Category	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Research	Student incorporates strong research within their presentation with citation of at least three sources. Speaker uses pertinent examples, facts, and/or statistics and supports ideas with evidence.	Student incorporates moderate evidence of research but speaker only cites one or two sources. Speaker uses some examples, facts, and/or statistics that support the subject; includes some data or evidence.	Student incorporates adequate research with citation of one or two resources. Speaker provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes little data or evidence.	Student incorporates minimal extra research from outside sources. Speaker provides weak or no support of subject; gives insufficient support for ideas or conclusions.	The student did not complete the assignment or make the attempt to incorporate any additional outside research into the presentation.
Introduction	Student does an excellent job in effectively introducing topic with a strong attention-getter, motivation, and preview.	Student does a good job in introducing topic but slightly lacking in the attention - getter, motivation, and preview.	Student does an adequate job in introducing topic with brief or little thought to a strong attention-getter, motivation and preview.	Student does a poor job in introducing topic. There is no introduction and presentation has an abrupt segway into the body.	The student did not complete the assignment or make the attempt to incorporate an introduction into the presentation.
Organized Body	Student does an excellent job in using the correct organizational pattern and organizing speech content. The ideas and images flowed and were easy to follow and understand. The material transitioned seamlessly from slide to slide.	Student does a good job in using the correct organizational pattern and organizing speech content. The content was fairly organized and the ideas flowed well. There were transitions that were not entirely seamless. Content was easily understood.	Student does an adequate job in using the correct organizational pattern and organizing speech content. The content was not easy to follow. Ideas and images were put together in a way that made audience comprehension difficult.	Student does a poor job in using the correct organizational pattern and organizing speech content. The presentation was unorganized and difficult to follow. Ideas and images were put together with little coherency.	The student did not complete the assignment or make the attempt to include an organized body into the presentation.

Communication 3.1

COM 302 Advanced Public Speaking   **Persuasive Speech**

Conclusion	Student does an excellent job in concluding speech. The conclusion has a strong wrap-up with memorable closing statements and a solid recap of main points.	Student does a good job in concluding speech. The conclusion has a good wrap-up with an overall meaningful ending and a recap of main points.	Student does an adequate job in concluding speech. The conclusion has some concluding remarks and a very brief recap of main points.	Student does a poor job in organizing speech The conclusion is very abrupt with few concluding remarks and no recap of main points.	The student did not complete the assignment or make the attempt to incorporate a conclusion into the presentation.
Delivery	Student demonstrates excellent visual and vocal delivery. Student has excellent eye-contact, vocal expression, facial expressions, hand gestures, movement, poise and confidence.	Student demonstrates good visual and vocal delivery. The presenter has good eye-contact, vocal expression, facial expressions, hand gestures, movement, poise and confidence.	Student demonstrates adequate visual and vocal delivery. Student has some eye-contact, moderate vocal expression, few expressive facial expressions, limited or tedious hand gestures, and limited movement.	Student demonstrates poor visual and vocal delivery. The presenter delivers with minimal eye-contact, a monotone vocal expression, distracting hand gestures, no movement, and low confidence.	The student did not complete the assignment.

Communication 4.1

COM 309 Argumentation and Persuasion   **Position Papers**

Competency	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Identify the harm	The student identifies a significant problem and justify various reasons for change using reliable, authoritative information	The student identifies a problem and justify a need for change using reliable information	The student identifies a problem and justify a need for change using information	The student does not identify a problem and justify a need for change	The student did not turn in the assignment
Analyze	The student deduces the reasons for the significant problem and who is responsible using trustworthy evidence	The student deduces the reason for the problem and who is responsible by using evidence	The student deduces the reason for the problem and who is responsible	The student does not deduce the reasons for a problem	The student did not turn in the assignment
Propose solution	The student offers a practical solution that solves the problem that is supported by reliable evidence	The student offers a solution that solves the problem that is supported by evidence	The student offers a solution that helps alleviate the problem	The student does not offer a solution	The student did not turn in the assignment
Defense	The student provides substantial evidence to support a logical solution and offers the advantages accrued by using the plan offered.	The student provides evidence to support a solution and offers an advantage accrued by using the plan offered.	The student offers an advantage to the plan.	The student does not defend the option that they are suggesting	The student did not turn in the assignment

Communication 5.1

COM 412 Training and Development **Training Session**

Category	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Research	Student incorporates strong research within their training session with citation of at least three sources. Facilitator uses pertinent examples, facts, and/or statistics and supports ideas with evidence.	Student incorporates good evidence of research within their training session citing one or two sources. Facilitator uses some examples, facts, and/or statistics that support the content; includes some data or evidence.	Student incorporates adequate research with citation of one or two sources. Facilitator provides some examples, facts, and/or statistics, which do not adequately support the content; includes little data or evidence.	Student incorporates minimal extra research from outside sources. Facilitator provides weak or no support of problem; gives insufficient support for ideas or conclusions.	The student did not complete the assignment or make the attempt to incorporate any additional research into meeting.
Introduction	Student does an excellent job in effectively introducing topic with a strong attention-getter, ice-breaker, motivational statement and preview.	Student does a good job in introducing topic but slightly lacking in the attention - getter, motivational statement ice-breaker, and preview.	Student does an adequate job in introducing topic with brief or little thought to a strong attention-getter, ice-breaker, motivational statement, and preview.	Student does a poor job in introducing topic There is a very brief introduction and presentation has an abrupt segway into the body.	The student did not complete the assignment or make the attempt to incorporate an introduction into the training session.
Content Design	Student does an excellent job in designing training session according to the Circle of Learning. Student incorporates all four modules: 1) Introduction and Motivation; 2) Delivery of Content; 3) Active Experimentation; 4) Personalization and Integration.	Student does a good job in designing training session according to Circle of Learning. Student incorporates at least three modules: 1) Introduction and Motivation; 2) Delivery of Content; 3) Active Experimentation; 4) Personalization and Integration.	Student does an adequate job in designing training session according to Circle of Learning. Student incorporates two of the four modules: 1) Introduction and Motivation; 2) Delivery of Content; 3) Active Experimentation; 4) Personalization and Integration.	Student does a poor job in designing training session according to Circle of Learning. Student incorporates only one of the four required modules.	The student did not complete the assignment or make the attempt to design the training session according to the circle of learning.

Communication 5.1

COM 412 Training and Development   **Training Session**

Conclusion	Student does an excellent job in concluding training session. Student provides a strong wrap-up with memorable call to action.	Student does a good job in concluding training session. Student provides a good wrap-up with some call to action.	Student does an adequate job in concluding training session. Student has brief closing statements with no call to action.	Student does a poor job in concluding training session. Student has abrupt closing statements and no call to action.	The student did not complete the assignment or make the attempt to incorporate a conclusion into the training session.
Facilitation Skills	Student demonstrates excellent facilitation skills. Student uses active listening, solid questioning techniques, and ensures engaged and balanced participation from participants.	Student demonstrates good facilitation skills. Student mostly demonstrates active listening and use of questioning techniques. Student works toward engaged and balanced participation from participants.	Student demonstrates adequate facilitation skills. Student demonstrates some active listening and uses some questioning techniques. Student has little engagement and participation from participants.	Student demonstrates poor facilitation skills. Student does not demonstrate active listening or use of questioning techniques. Student has no engagement and participation from participants.	The student did not complete the assignment.
Evaluate	Student does an excellent job in incorporating several measures to evaluate the effectiveness of skill transfer within their training session.	Student does a good job in incorporating a few measures to evaluate the effectiveness of skill transfer within their training session.	Student does an adequate job in incorporating at least one measure to evaluate the effectiveness of skill transfer within their training session.	Student does a poor job of incorporating any measurement to evaluate the effectiveness of skill transfer.	The student did not complete the assignment or incorporate any measures of effectiveness of skill transfer.

Communication 5.2

COM 446 Business and Professional Speech   **Meeting Facilitation**

Category	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Research	Student incorporates strong research within their meeting with citation of at least three sources. Facilitator uses pertinent examples, facts, and/or statistics and supports ideas with evidence.	Student incorporates good evidence of research within their meeting citing one or two sources. Facilitator uses some examples, facts, and/or statistics that support the problem; includes some data or evidence.	Student incorporates adequate research with citation of one or resource. Facilitator provides some examples, facts, and/or statistics, which do not adequately support the problem; includes little data or evidence.	Student incorporates minimal extra research from outside sources. Facilitator provides weak or no support of problem; gives insufficient support for ideas or conclusions.	The student did not complete the assignment or make the attempt to incorporate any additional research into meeting.
Introduction	Student does an excellent job in effectively introducing topic with a strong attention-getter, ice-breaker, and preview.	Student does a good job in introducing topic but slightly lacking in the attention - getter, ice-breaker, and preview.	Student does an adequate job in introducing topic with brief or little thought to a strong attention-getter, ice-breaker and preview.	Student does a poor job in introducing topic There is no introduction and presentation has an abrupt segway into the body.	The student did not complete the assignment or make the attempt to incorporate an introduction into the meeting.
Structure	Student does an excellent job in organizing meeting according to the Bell Curve Agenda. Student incorporates all four modules: Problem-solving, celebration, protocol improvement, and information.	Student does a good job in organizing meeting according to the Bell Curve Agenda. Student incorporates at least three of the four required modules: Problem-solving, celebration, protocol improvement, and information.	Student does an adequate job in organizing meeting according to the Bell Curve Agenda. Student incorporates at least two of the four required modules: Problem-solving, celebration, protocol improvement, and information.	Student does a poor job in organizing meeting according to the Bell Curve Agenda. Student incorporates only one of the four required modules: Problem-solving, celebration, protocol improvement, and information.	The student did not complete the assignment or make the attempt to include an organized body into the meeting.

Communication 5.2

COM 446 Business and Professional Speech   **Meeting Facilitation**

Conclusion	Student does an excellent job in concluding meeting. Student provides a strong wrap-up with memorable closing statements and a solid recap of meeting outcomes.	Student does a good job in concluding meeting. Student provides a good wrap-up with some memorable closing statements and a recap of meeting outcomes.	Student does an adequate job in concluding meeting. Student has brief closing statements recap of meeting outcomes.	Student does a poor job in concluding meeting. Student has abrupt closing statements and no recap of meeting outcomes.	The student did not complete the assignment or make the attempt to incorporate a conclusion into the meeting.
Facilitation Skills	Student demonstrates excellent facilitation skills. Student uses active listening, solid questioning techniques, and ensures engaged and balanced participation from participants.	Student demonstrates good facilitation skills. Student mostly demonstrates active listening and use of questioning techniques. Student works toward engaged and balanced participation from participants.	Student demonstrates adequate facilitation skills. Student demonstrates some active listening and uses some questioning techniques. Student has little engagement and participation from participants.	Student demonstrates poor facilitation skills. Student does not demonstrate active listening or use of questioning techniques. Student has no engagement and participation from participants.	The student did not complete the assignment.
Creativity	Student does an excellent job in incorporating several creative and original components within the meeting.	Student does a good job in incorporating some creative and original components within the meeting.	Student does an adequate job in incorporating an element of creativity within the meeting.	Student does a poor job of incorporating any creative components within the meeting.	The student did not complete the assignment or incorporate any creative components within meeting.

Communication 5.3

COM 410 Discussion and Conference Leadership   **Event Planning Portfolio**

Competency	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Event Planning	The student exhibits a clear understanding of how to facilitate and advertise for a seminar event by creating an exceptional advertising flyer with all the necessary elements for online registration for the particular culture/group doing the seminar.	The student exhibits an understanding of how to facilitate and advertise for a seminar event by creating an advertising flyer with all the necessary elements for online registration for the particular culture/group doing the seminar.	The student exhibits a rudimentary understanding of how to facilitate and advertise for a seminar event by creating an advertising flyer with most of the necessary elements for online registration for the particular culture/group doing the seminar.	The student demonstrates poor understanding of how to facilitate a seminar event by creating an advertising flyer with few of the necessary elements for online registration for the particular culture/group doing the seminar, or the student fails to turn in the assignment on time.	The student demonstrated no understanding of how to facilitate a seminar event by failing to create an advertising flyer with any of the necessary elements for online registration for the particular culture/group doing the seminar.
Organization	The student exhibits exceptional organization skills by creating detailed schedules and a complete budget for the event. The student consistently establishes clear leadership in coordination of each facet of the conference as shown by soft schedules and timed schedules for the main banquet and the entire event.	The student exhibits organization skills by creating schedules and a budget for the event. The student consistently establishes leadership in coordination of the facet of the conference as shown by soft schedules and timed schedules for the main banquet and the entire event.	The student exhibits fair organization skills by creating schedules and a budget for the event. The student coordinates most of the facets of the conference as shown by soft schedules and timed schedules for the main banquet and the entire event.	The student exhibits poor organizational skills by creating incomplete/unrealistic schedules and/or budgets for the event. The student fails to coordinate most of facets of the conference as shown by soft schedules for the main banquet and/or the entire event or the student fails to turn in the assignment on time.	The student exhibits no organizational skills by failing to create a schedule and budget for the event. The student fails to coordinate any facets of the conference as shown soft schedules for the main banquet and/or the entire event.

Communication 5.3

COM 410 Discussion and Conference Leadership   **Event Planning Portfolio**

Research	The student exhibits a clear understanding of research by examination of the people considered for keynote speaker, the venue chosen, and the audience for whom the event is created.	The student exhibits an understanding of research by examining the people considered for two of the three elements: keynote speaker, the venue chosen, and the audience for whom the event is created.	The student exhibits an understanding of research by examining two of the following things: the people considered for keynote speaker, the venue chosen, and the audience for whom the event is created.	The student exhibits poor understanding of research by using weak source material, supports, or creativity/originality in examining two of the following things: the people considered for keynote speaker, the venue chosen, and the audience for whom the event is created or the student fails to turn in the assignment on time.	The student exhibits no understanding of research by failing to use any source material, supports or creativity/originality in examining two of the following things: the people considered for the keynote speaker, the venue chosen, and the audience for whom the event is created.

Communication 6.1

COM 499 Senior Paper   **Senior Paper**

	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Conducts review of literature and synthesizes results (40%)	The student exhibits excellent skills in research by fully examining the literature in their topic area. The student is able to clearly write a synthesis of the literature that covers all of the major components of the research. The student receives an average grade of A.	The student exhibits moderate skills in research by examining the literature in their topic area. The student is able to write a synthesis of the literature that covers most of the major components of the research. The student receives an average grade of B.	The student exhibits rudimentary skills in research by examining the literature in their topic area. The student is able to write a synthesis of the literature that covers some of the major components of the research. The student receives an average grade of C.	The student exhibits poor skills in research by examining the literature in their topic area. The student is able to write a synthesis of the literature that does not cover the major components of the research. The student receives an average grade of D.	The student did not complete the assignment. The student did not attempt to research or synthesize the literature. The student receives a grade of F.
Demonstrates academic thought by extending the body of knowledge in the field of communication (40%)	The student exhibits excellence in creative thought by applying the research in a new and innovative way. The student is able to extend the research in their topic area through his/her exceptional scholarly writing. The student receives an average grade of A.	The student exhibits competence in creative thought by applying the research in some new and innovative ways. The student is able to extend the research in their topic area through his/her proficient scholarly writing . The student receives an average grade of B.	The student exhibits adequate creative thought by applying the research in new ways. The student is able to extend the research in their topic area in a way that meets the minimum standards for scholarly writing. The student receives an average grade of C.	The student does not demonstrate an ability to apply the research in new and innovative ways. The student is unable to extend the research in their topic area in a way that meets the minimum standards for scholarly writing. The student receives an average grade of D.	The student did not complete the assignment. The student did not attempt to extend the body of knowledge in the field. The student receives a grade of F.

Communication 6.1

COM 499 Senior Paper   **Senior Paper**

| Professional writing style (20%) | The student correctly uses APA format on the writing assignment with 3 or fewer errors. The students receives an average grade of A. | The student uses APA format on the writing assignment with 4-7 errors. The students receives an average grade of B. | The student uses APA format on the writing assignment with 8-11 errors. The students receives an average grade of C. | The student uses APA format on the writing assignment with 12 or more errors. The students receives an average grade of D. | The student did not complete the assignment. The student receives a grade of F. |

Communication 7.1

COM 342 Communication Theory   **Theory Papers**

	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Research	The student compiles a significant number of research articles about the topic area chosen.	The student compiles a number of research articles about the topic area chosen.	The student finds a research article about the topic area chosen.	The student did not find research done in the topic area chosen	The student did not turn in the assignment
New theory creation	The student establishes a new line of thought in communication research combining new ideas with current journal research	The student establishes a new thought in communication research	The student establishes an idea in communication research	The student did not establish a new idea	The student did not turn in the assignment
Synthesizing past research with new idea	The student establishes clear correlation between new thoughts and past theories	The student establishes a correlation between new thoughts and past theories	The student establishes a link between new thoughts and past theories	The student did not synthesize the new idea with past learning	The student did not turn in the assignment
Presentation and Defense of a new idea to class	The student presents the new idea to the class and defends the synthesis of ideas.	The student presents the new idea to the class and offers a synthesis of ideas.	The student presents the new idea to the class.	The student did not be able to present the new idea to the class and could not defend the synthesis of ideas.	The student did not turn in the assignment

JRN
WPA
14-18

Communication, Arts and Media Department
Whole Person Assessment Handbook
2014-2018 Degree Plans

Convergence Journalism Major Outcomes

Convergence Journalism majors will be able to demonstrate professional competency in:

1. **Communication Literacy: Demonstrate communication literacy through journalistic standards of writing structure, sources, and attribution.**
1.1 JRN 107 News Writing I   Final News Story

2. **Research Methods: Demonstrate effective research methods, writing, and presentational skills relevant to the field of media communication.**
2.1 JRN 499 Senior Project   Project
(Convergence Journalism)

3. **Technology Fluency: Use industry tools and technology to create, reproduce, and distribute messages. Relevant tools and technologies may include, but are not limited to, graphic design software, web or interactive software, video production, editing, and photography.**
3.1 INT 200 Interactive Media and Web Design
Final Web Project

4. **Professional Integrity: Demonstrate professional integrity through an understanding of Christian worldview which emphasizes honest and ethical business behavior.**
4.1 MMC 489 Campaign Strategies   Problem-Need Paper

5. **Critical Thinking: Develop strong critical thinking, creative thinking, and practical problem-solving skills that can be applied to any communication need.**
5.1 JRN 207 News Writing II   Editorial

6. **Recognition of Communication Contexts: Respond to audiences through communication solutions which address recognition of contexts including interpersonal, cross-cultural, and public audiences.**
6.1 MMC 489 Campaign Strategies   Culture Paper

Convergence Journalism 1.1

JRN 107 News Writing   **Final News Assignment**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Research	The student exercises effective research skills demonstrating a comanding use of investigative methods including interviews, primary and secondary research, and data analysis.	The student exercises effective research skills demonstrating an above average use of investigative methods including interviews, primary and secondary research, and data analysis.	The student exercises research skills demonstrating a moderate use of investigative methods including interviews, primary and secondary research, and data analysis.	The student exercises research skills, but has limited use of investigative methods including interviews, primary and secondary research, and data analysis.	The student did not complete the assignment as required.
Content Structure	The student demonstrates exceptional content organization including use of leads, transitions, and attributions.	The student demonstrates above average content organization including use of leads, transitions, and attributions.	The student demonstrates average content organization, but has limited use of leads, transitions, and attributions.	The student demonstrates below average content organization, and has little to no use of leads, transitions, and attributions.	The student did not complete the assignment as required.
Writing Style	The student demonstrates strong writing competency, using inverted pyramid and appropriate style, strong summary lead, transitions, and attributions.	The student demonstrates adequate writing competency and uses inverted pyramid and appropriate style, a summary lead, transitions, and attributions.	The student demonstrates moderate writing competency, but demonstrates limited understanding of inverted pyramid style, appropriate writing style, summary leads, transitions, and/or attributions.	The student demonstrates limited writing competency and understanding of inverted pyramid style, appropriate writing style, summary leads, transitions, and/or attributions.	The student did not complete the assignment as required.
Grammar	Zero to few writing/ grammatical errors.	Few to several writing/ usage errors.	Several to multiple writing and/or usage errors	Multiple to many writing and/or usage errors.	The student did not complete the assignment as required.

Convergence Journalism 2.1

MMC 499 Senior Project **Senior Paper or Project (Convergence Journalism)**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Content (40%)	All topics covered in-depth with all pertinent details included with evidence that all content carefully analyzed, evaluated and synthesized.	All topics covered in-depth with many pertinent details included with evidence that most content was carefully analyzed, evaluated and synthesized.	All topics covered in-depth with most pertinent details included with evidence that some content was analyzed, evaluated and synthesized.	Most topics covered in-depth with few pertinent details included with little or no evidence that content was analyzed, evaluated and synthesized.	No content submitted.
Presentation (40%)	Demonstrates sophisticated and creative use of appropriate conventions of media production.	Demonstrates appropriate use of conventions of media production.	Demonstrates adequate use of conventions of media production.	Demonstrates poor use of conventions of media production.	Incomplete media presented.
Writing Mechanics (10%)	The text has no grammatical, spelling, typographical or format errors.	The text has no more than an average of one grammatical, spelling, typographical or format error per page.	The text has no more than an average of two grammatical, spelling, typographical or format errors per page.	The text is incomplete or has more than an average of three grammatical, spelling, typographical or format errors per page.	No text submitted.
Quantity (10%)	Twenty or more appropriate and contemporary content sources and more than 20 appropriate and contemporary production sources presented. No errors in writing style.	More than 15 but less than 20 appropriate and contemporary content sources and more than 15 but less than 20 appropriate and contemporary production sources presented. One error in writing style.	More than 10 but less than 15 appropriate and contemporary content sources and more than 10 but less than 15 appropriate and contemporary production sources presented. Two errors in writing style.	Less than 10 appropriate and contemporary content sources and less than 10 appropriate and contemporary production sources presented. Three or more errors in writing style.	No sources presented.

Convergence Journalism 3.1

INT 200 Interactive Media and Web Design   **Final Web Project**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Website Function (50%)	Website is fully (100%) functionally working and uses multiple applications within the site, including web and other digital media, motion, and interactivity. Computer languages interface effectively.	Approximately three-fourths (75%) of the website is functionally working and uses multiple applications within the site, including web and other digital media, motion, and interactivity. Computer language interface efficiently.	Approximately half (50%) of the website is functionally working and uses multiple applications within the site, including web and other digital media, motion, and interactivity. Computer languages interface normally.	Less than half (one to 49%) of the website is functionally working and uses multiple applications within the site, including web and other digital media, motion, and interactivity. Computer languages interface ineffectively.	0% of the website is functionally working and does not use any application within the site. Computer languages do not interface
Digital Image (20%)	All (100%) of images (pixel-based media and vector-based media) is in correct format and resolution.	Approximately three fourths (75%) of images (pixel-based media and vector-based media) is in correct format and resolution.	Approximately one half (50%) of images (pixel-based media and vector-based media) is in correct format and resolution.	Less than one half (one to 49%) of images (pixel-based media and vector-based media) is in correct format and resolution.	0% of images (pixel-based media and vector-based media) is in correct format and resolution.
Visual Composition (20%)	All (100%) combined elements and components are in perfect grid system and follow the rule of visual structure and style.	Approximately three-fourths (75%) combined elements and components are in perfect grid system and follow the rule of visual structure and style.	Approximately one-half (50%) combined elements and components are in perfect grid system and follow the rule of visual structure and style.	Less than one-half (one to 49%) combined elements and components are in perfect grid system and follow the rule of visual structure and style.	0% combined elements and components are in perfect grid system and follow the rule of visual structure and style.
Information Architecture (10%)	All (100%) of content is succinct and communicates effectively and executes accomplished message to reflect the stated needs of specific audiences.	Approximately three-fourths (75%) of content is succinct and communicates effectively and executes accomplished message to reflect the stated needs of specific audiences.	Approximately one-half (50%) of content is succinct and communicates effectively and executes accomplished message to reflect the stated needs of specific audiences.	Less than one-half (one to 49%) of content is succinct and communicates effectively and executes accomplished message to reflect the stated needs of specific audiences.	0% of content is succinct and communicates effectively and executes accomplished message to reflect the stated needs of specific audiences.

Convergence Journalism 4.1

MMC 489 Campaign Strategies   **Problem-Need Paper**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Content	All topics are covered in-depth with all pertinent details included; content was carefully analyzed, evaluated, and synthesized.	All topics are covered in-depth with many pertinent details included; content was carefully analyzed, evaluated, and synthesized.	All topics are covered in-depth with most pertinent details included; some content was analyzed, evaluated, and synthesized.	Most topics are covered in-depth with few pertinent details included; content demonstrated little to no analysis, evaluation, or synthesis.	No text submitted.
Writing Style	Always demonstrates vivid and accurate word choice, accurate and varied sentence structures, no passive voice, and clear and effective phrasing.	Most often demonstrates vivid and accurate word choice, accurate and varied sentence structures, no passive voice, and clear and effective phrasing.	Often demonstrates vivid and accurate word choice, accurate and varied sentence structures, no passive voice, and clear and effective phrasing.	Seldom demonstrates vivid and accurate word choice, accurate and varied sentence structures, no passive voice, and clear and effective phrasing.	No text submitted.
Writing Mechanics	The text has no grammatical, spelling, typographical, or format errors.	The text has no more than an average of one grammatical, spelling, typographical, or format error per page.	The text has no more than an average of two grammatical, spelling, typographical, or format errors per page.	The text is incomplete or has more than an average of three grammatical, spelling, typographical, or format errors per page.	No text submitted.
References and Sources	Ten or more appropriate and contemporary content sources; no errors in APA style.	More than seven but less than 10 appropriate and contemporary content sources; one error in APA style.	More than five but less than seven appropriate and contemporary content sources; two errors in APA style.	Less than five appropriate and contemporary content sources; three or more errors in APA style.	No text submitted.

Convergence Journalism 5.1

Newswriting II (JRN 205)- Editorial Assignment

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Critical Thinking 40%	Student demonstrates effective use of critical thinking skills by identifying a prominent, misunderstood, or relevant topic to the assigned readership. The student effectively presents the issue seeking to praise, criticize, or persuade for/against its current state with facts, statistics, strong research, and strong sources.	Student demonstrates above average use of critical thinking skills by identifying a prominent, misunderstood, or relevant topic to the assigned readership. The student competently presents the issue seeking to praise, criticize, or persuade for/against its current state with facts, statistics, strong research, and strong sources.	Student demonstrates average use of critical thinking skills by identifying a prominent, misunderstood, or relevant topic to the assigned readership. The student presents the issue seeking to praise, criticize, or persuade for/against its current state with facts, statistics, strong research, and strong sources.	Student demonstrates limited understanding and use of critical thinking skills by identifying a prominent, misunderstood, or relevant topic to the assigned readership. The student poorly presents the issue seeking to praise, criticize, or persuade for/against its current state with facts, statistics, strong research, and strong sources.	The student did not complete the assignment as required.
Problem Solving 30%	The student demonstrates effective problem solving skills by presenting a viable resolution or course of action pertaining to the issue using best industry practices.	The student demonstrates above average problem solving skills by presenting a viable resolution or course of action pertaining to the issue using best industry practices.	The student demonstrates average problem solving skills by presenting a mediocre resolution or course of action pertaining to the issue.	The student demonstrates limited problem solving skills by presenting a poorly researched resolution or course of action pertaining to the issue.	The student did not complete the assignment as required.
Creative Thinking 30%	The student demonstrates sophisticated creative thinking skills through the creation of convergent visual and written content using the latest industry technology to engage the defined audience.	The student demonstrates above average creative thinking skills through the creation of convergent visual and written content using the latest industry technology to engage the defined audience.	The student demonstrates average creative thinking skills through the creation of convergent visual and written content using the latest industry technology to engage the defined audience.	The student demonstrates limited creative thinking skills through the creation of convergent visual and written content using the latest industry technology to engage the defined audience.	The student did not complete the assignment as required.

Convergence Journalism 6.1

MMC 489 Campaign Strategies **Culture Paper**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Content	All topics covered in-depth with all pertinent details included; content carefully analyzed, evaluated, and synthesized.	All topics covered in-depth with many pertinent details included; content was carefully analyzed, evaluated, and synthesized.	All topics covered in-depth with most pertinent details included; some content was analyzed, evaluated, and synthesized.	Most topics are covered in-depth with few pertinent details included; content demonstrated little to no analysis, evaluation, or synthesis.	No text submitted.
Writing Style	Always demonstrates vivid and accurate word choice, accurate and varied sentence structures, no passive voice, and clear and effective phrasing.	Most often demonstrates vivid and accurate word choice, accurate and varied sentence structures, no passive voice, and clear and effective phrasing.	Often demonstrates vivid and accurate word choice, accurate and varied sentence structures, no passive voice, and clear and effective phrasing.	Seldom demonstrates vivid and accurate word choice, accurate and varied sentence structures, no passive voice, and clear and effective phrasing.	No text submitted.
Writing Mechanics	The text has no grammatical, spelling, typographical, or format errors.	The text has no more than an average of one grammatical, spelling, typographical, or format error per page.	The text has no more than an average of two grammatical, spelling, typographical, or format errors per page.	The text is incomplete or has more than an average of three grammatical, spelling, typographical, or format errors per page.	No text submitted.
References and Sources	Ten or more appropriate and contemporary content sources; no errors in APA style.	More than seven but less than 10 appropriate and contemporary content sources; one error in APA style.	More than five but less than seven appropriate and contemporary content sources; two errors in APA style.	Less than five appropriate and contemporary content sources; three or more errors in APA style.	No text submitted.

DANP
WPA
14-18

Communication, Arts and Media Department
Whole Person Assessment Handbook
2014-2018 Degree Plans

Dance Performance Major Outcomes

Empowered by the Holy Spirit, we will seek to serve all people through dance, becoming vessels to bring forth healing of human need, by living out our Christian worldview, while in the midst of every person's world. Dance Performance majors will be able to:

1. Develop a proficiency in dance making by creating solo, trio, and group works, which explore choreographic form, communication of an idea, and elements of movement: space, shape, time, and effort.

1.1 DANP 109 Ensemble — Videotaped performance of the senior student in a selected piece from an ORU concert compared to videotaped performance during first year in dance major

2. Reach a level III in ballet or modern dance by first semester senior year, gain an exposure to a variety of other dance forms, and demonstrate a high level of performance ability with skills in technique, artistry, musicality, dynamics, performance projection, and articulation of choreographic idea.

2.1 DANP 407 Advanced Choreography — Videotaped performance of advanced choreography project

3. Demonstrate an understanding of dance's past and present history through research, writing, criticism, and oral presentation, and to be able to integrate this historical knowledge with one's interaction with dance from a Christian worldview.

3.1 DANP 325 Dance History II — Research Paper

4. Demonstrate an understanding of the theory and skill involved in teaching dance through curriculum planning, student teaching, and self/peer-evaluation.

4.1 DANP 406 Pedagogy I — Notebook

5. Experience dance as a vehicle for worship both as spontaneous and structured forms. To create goals for personally bringing dance to every person's world, addressing specific needs of a chosen community, and to put these goals into an action through participation in a worship project.

5.1 DANP 230 Dance for Worship — Outline of worship project

6. Demonstrate the development of artistic aptitude, rooted in a Christian worldview, through the assimilation of college coursework and personal artistic vision.

6.1 DANP 490 Senior Performance — Written artistic statement

Dance Performance 1.1

DANP 109 Dance Ensemble

Videotaped performance of the senior student in a selected piece from an ORU concert compared to videotaped performance during first year in dance major

Criteria Captions	Exemplary	Competent	Acceptable	Unacceptable	Not Evident
Artistry (40%)	Shows excellent skill in communicating the intent of the given work: excellent performance projection, clear evidence of taking ownership of the material, and ability to express depth of content in movement/performance.	Shows good skill in communicating the intent of the given work: good performance projection, evidence of taking ownership of the material, and ability to express depth of content in movement/performance.	Shows adequate skill in communicating the intent of the given work: average performance projection, evidence of taking ownership of the material, and ability to express depth of content in movement/performance.	Shows little skill in communicating the intent of the given work: poor performance projection, evidence of taking ownership of the material, and ability to express depth of content inmovement/performance.	Shows no skill in communicating the intent of the given work: no evidence of performance projection, no evidence of taking ownership of the material, and ability to express depth of content inmovement/performance
Technique (30%)	Demonstrates extraordinary skill in technique and form of movement with excellent use of space, transition, and phrasing.	Demonstrates good skill in technique and form of movement with good use of space, transition, and phrasing.	Demonstrates average skill in technique and form of movement with average use of space, transition, and phrasing.	Demonstrates poor skill in technique and form of movement with poor use of space, transition, and phrasing.	Demonstrates no skill in technique and form of movement with no evidence of use of space, transition, and phrasing.
Dynamics (30%)	Demonstrates extraordinary use of dynamics (range of weight, flow, time/musicality) in performance.	Demonstrates good use of dynamics (range of weight, flow, time/musicality) in performance.	Demonstrates average use of dynamics (range of weight, flow, time/musicality) in performance.	Demonstrates poor use of dynamics (range of weight, flow, time/musicality) in performance.	Demonstrates no evidence of use of dynamics (range of weight, flow, time/musicality) in performance. the character.

Dance Performance 2.1

DANP 407 Advanced Choreography   **Videotaped performance of advanced choreography project**

Criteria Captions	Exemplary	Competent	Acceptable	Unacceptable	Not Evident
Communication of an idea/theme (25%)	Idea/theme is communicated with extraordinary skill: idea/theme is appropriate for dance movement, sensitivity to depth of communication from literal to abstract, and all parts are essential to the whole (including performance elements of costume, props …).	Idea/theme is communicated with good skill: idea/theme is somewhat appropriate for dance movement, some sensitivity to depth of communication from literal to abstract, and some parts are essential to the whole (including performance elements of costume, props …).	Idea/theme is communicated with adequate skill: idea/theme is adequately appropriate for dance movement, limited sensitivity to depth of communication from literal to abstract, and limited understanding of all parts being essential to the whole (including performance, elements of costume, props, etc.).	Idea/theme is communicated with little skill: idea/theme is not appropriate for dance movement, lacks sensitivity to depth of communication from literal to abstract, and lacks understanding of all parts being essential to the whole (including performance, elements of costume, props, etc.).	Idea/theme is communicated with no skill: no evidence of idea/theme being appropriate for dance movement, sensitivity to depth of communication from literal to abstract, and understanding of all parts being essential to the whole (including performance, elements of costume, props, etc.).
Form and Design (25%)	Demonstrates excellent skill in form/design: in relation to one's idea/theme, excellent use of motif, repetition, variety and contrast, phrasing, climax, transition, proportion, and logical development.	Demonstrates good skill in form/design: in relation to one's idea/theme, good use of motif, repetition, variety and contrast, climax, transition, proportion, and logical development.	Demonstrates adequate skill in form/design: in relation to one's idea/theme, adequate use of motif, repetition, variety and contrast, climax, transition, proportion, and logical development.	Demonstrates poor skill in form/design: in relation to one's idea/theme, poor use of motif, repetition, variety and contrast, climax, transition, proportion, and logical development.	Demonstrates no skill in form/design: in relation to one's idea/theme, no evidence of use of motif, repetition, variety and contrast, climax, transition, proportion, and logical development.

Dance Performance 2.1

DANP 407 Advanced Choreography   **Videotaped performance of advanced choreography project**

Movement development (25%)	Demonstrates excellent skill in movement development: In relation to one's idea/theme, excellent use of flow, space, shape, time, effort, originality, and technicality.	Demonstrates good skill in movement development: In relation to one's idea/theme, good use of flow, space, shape, time, effort, originality, and technicality.	Demonstrates adequate skill in movement development: In relation to one's idea/theme, adequate use of flow, space, shape, time, effort, originality, and technicality.	Demonstrates poor skill in movement development: In relation to one's idea/theme, poor use of flow, space, shape, time, effort, originality, and technicality.	Demonstrates no skill in movement development: In relation to one's idea/theme, no evidence of use of flow, space, shape, time, effort, originality, and technicality.
Performance quality (25%)	Choreographer has coached dancers at an excellent level: technique, projection, movement quality, and artistry are fully developed and appropriate for piece.	Choreographer has coached dancers at a good level: technique, projection, movement quality, and artistry are developed and appropriate for piece.	Choreographer has coached dancers at an average level: technique, projection, movement quality, and artistry are somewhat developed and appropriate for piece.	Choreographer has coached dancers at a poor level: technique, projection, movement quality, and artistry are not developed and inappropriate for piece.	No evidence that choreographer has coached dancers: technique, projection, movement quality, and artistry are not evident.

Dance Performance 3.1

DANP 325 Dance History II   **Research Paper**

Criteria Captions	Exemplary	Competent	Acceptable	Unacceptable	Not Evident
Content (60%)	Evidence of extensive research with the aim to discover new facts, have correct interpretations, make revisions, and/or make applications within the field of dance. Evidence of ability to assimilate both class material and personal research in a paper with creativity, clarity, and relevance.	Appropriate content is evident in much of the paper. May lack a clear connection to the purpose of research.	Limited evidence of appropriate content. Some information is confusing, or flawed.	Little evidence of appropriate content. Information is confusing, or flawed.	No evidence of appropriate content.
Grammar and Spelling (20%)	Articulates appropriate vocabulary and terms associated with subject. Paper honors all rules of spelling and/or grammar.	Some inappropriate vocabulary. Paper adequately honors most rules of spelling and/or grammar. (2 or less)	Limited Use of appropriate vocabulary. Paper minimally honors rules of spelling and/or grammar. (4 or less)	Inappropriate vocabulary and use occurs. Paper has multiple errors in spelling and/or grammar.	No evidence of correct vocabulary. Paper has multiple errors in spelling and/or grammar.
Adherence to guidelines of paper (MLA, Length, Use of quotations and paraphrasing) (20%)	Clear adherence to all guidelines: paper length (6-7 pages), use of MLA, and appropriate integration of quotes and paraphrasing within paper.	Adherence to most guidelines: (5 pages), use of MLA, and appropriate integration of quotes and paraphrasing within paper.	Limited adherence to guidelines (4 pages) and/or lacks proper use of MLA and integration of quotes and paraphrasing within paper.	Unacceptable adherence to guidelines (3 pages) and/or poor use of MLA and integration of quotes and paraphrasing within paper.	No evidence of use of guidelines (2 pages or less) and or/ no use of MLA and integration of quotes and paraphrasing within paper.

Dance Performance 4.1

DANP 406 Pedagogy I   **Notebook**

Criteria Captions	Exemplary	Competent	Acceptable	Unacceptable	Not Evident
Content (60%)	Excellent evidence of theory and skill in curriculum planning, student teaching, and self/peer evaluations.	Good evidence of theory and skill in curriculum planning, student teaching, and self/peer evaluations.	Average evidence of theory and skill in curriculum planning, student teaching, and self/peer evaluations.	Poor evidence of theory and skill in curriculum planning, student teaching, and self/peer evaluations.	No evidence of use of theory and skill in curriculum planning, student teaching, and self/peer evaluations.
Grammar and Spelling (20%)	Articulates appropriate vocabulary and terms associated with subject. Paper honors all rules of spelling and/or grammar.	Some inappropriate vocabulary. Paper adequately honors most rules of spelling and/or grammar. (2 or less)	Limited Use of appropriate vocabulary. Paper minimally honors rules of spelling and/or grammar. (4 or less)	Inappropriate vocabulary and use occurs. Paper has multiple errors in spelling and/or grammar.	No evidence of correct vocabulary. Paper has multiple errors in spelling and/or grammar.
Adherence to guidelines of project (Length and organization) (20%)	Clear adherence to all guidelines: length and excellent organization of thought.	Adherence to most guidelines: length and good organization of thought.	Limited adherence to guidelines: length and average organization of thought.	Unacceptable adherence to guidelines: length and poor organization of thought.	No evidence of use of guidelines: length and no evidence of organization of thought.

Dance Performance 5.1

DANP 230 Dance for Worship   **Outline of worship project**

Criteria Captions	Exemplary	Competent	Acceptable	Unacceptable	Not Evident
Content (60%)	Excellent integration of class material with personal vision to utilize dance to meet the needs of a chosen community.	Good integration of class material with personal vision to utilize dance to meet the needs of a chosen community.	Average integration of class material with personal vision to utilize dance to meet the needs of a chosen community.	Poor integration of class material with personal vision to utilize dance to meet the needs of a chosen community.	No evidence of integration of class material with personal vision to utilize dance to meet the needs of a chosen community.
Grammar, and Spelling (20%)	Articulates appropriate vocabulary and terms associated with subject. Paper honors all rules of spelling and/or grammar.	Some inappropriate vocabulary. Paper adequately honors most rules of spelling and/or grammar. (2 or less)	Limited Use of appropriate vocabulary. Paper minimally honors rules of spelling and/or grammar. (4 or less)	Inappropriate vocabulary and use occurs. Paper has multiple errors in spelling and/or grammar.	No evidence of correct vocabulary. Paper has multiple errors in spelling and/or grammar.
Adherence to guidelines of paper (Length, MLA, and organization) (20%)	Clear adherence to all guidelines: length, use of MLA, and excellent organization of thought.	Adherence to most guidelines: length, use of MLA, and good organization of thought.	Limited adherence to guidelines: length, use of MLA, and average organization of thought.	Unacceptable adherence to guidelines: length, use of MLA, and poor organization of thought.	No evidence of use of guidelines: length, use of MLA, and organization of thought.

Dance Performance 6.1

DANP 490 Senior Performance   **Written artistic statement**

Criteria Captions	Exemplary	Competent	Acceptable	Unacceptable	Not Evident
Content (60%)	Excellent integration of Christian worldview with personal artistic vision. Evidence of ability to assimilate material from dance studies into statement.	Appropriate integration of Christian worldview with personal artistic vision. Some evidence of ability to assimilate material from dance studies into statement. May lack a clear connection to the purpose of research.	Limited integration of Christian worldview with personal artistic vision. Little evidence of ability to assimilate material from dance studies into statement. Some information is confusing, or flawed.	Poor integration of Christian worldview with personal artistic vision. Poor evidence of ability to assimilate material from dance studies into statement. Information is confusing, or flawed.	No evidence of integration of Christian worldview with personal artistic vision. No evidence of ability to assimilate material from dance studies into statement.
Grammar and Spelling (20%)	Articulates appropriate vocabulary and terms associated with subject. Paper honors all rules of spelling and/or grammar.	Some inappropriate vocabulary. Paper adequately honors most rules of spelling and/or grammar. (2 or less)	Limited Use of appropriate vocabulary. Paper minimally honors rules of spelling and/or grammar. (4 or less)	Inappropriate vocabulary and use occurs. Paper has multiple errors in spelling and/or grammar.	No evidence of correct vocabulary. Paper has multiple errors in spelling and/or grammar.
Adherence to guidelines of paper (20%)	Clear adherence to all guidelines.	Adherence to most guidelines.	Limited adherence to guidelines.	Unacceptable adherence to guidelines.	No evidence of use of guidelines.

THA
DTF
14-18

Communication, Arts and Media Department
Whole Person Assessment Handbook
2014-2018 Degree Plans

Drama / DTF Major Outcomes

Drama / DTF majors will be able to:

1 **Aesthetic Appreciation: Develop an aesthetic appreciation as a performing creative artist grounded in a solid knowledge of history and current practices and demonstrate the ability to articulate it.**
1.1 DRAM 215 Theater Intro   Term Paper

2 **Critical Thinking: Demonstrate the ability to use critical thinking skills in assessing personal performances and other performances, both amateur and professional, and in assessing new trends within the art form.**
2.1 DRAM 105 Theater Seminar   Off campus Play Critique

3 **Communication Skills: Demonstrate communication skills by using dramatic conventions and forms, focused listening, and functioning effectively in a variety of communication situations.**
3.1 DRAM 336 Directing   Directing Journal

4 **Emotional Truth: Demonstrate the ability to convincingly live in imaginary circumstances, conveying to an audience a sense of emotional truth.**
4.1 DRAM 205 Fundamentals of Acting Character Analysis

5 **Research Skills: Demonstrate research skills in written, visual and/or oral forms in order to articulate a conceptual approach to a theatrical production.**
5.1 DRAM 403 Costume Design   Design Concept Paper

6 **Craft Awareness: Develop an awareness of and skill in using stagecraft elements such as lighting, staging, properties, costumes, makeup and sound to enhance the quality of a theatrical production.**
6.1 DRAM 336 Directing   Directing Process Analysis

Drama / DTF 1.1

DRAM 215 Theater Intro   **Term Paper**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Research & Interpretation of Data/ Information (30%)	Subject knowledge is evident throughout paper. All information is clear, accurate and relevant.	Appropriate content is evident in much of the paper. May lack a clear connection to the purpose of research.	Limited evidence of appropriate content. Some information is confusing, or flawed.	Little evidence of appropriate content. Information is confusing, or flawed.	No evidence of appropriate content.
Play Genre (10%)	Articulates a clear definition of genre. Clear evidence of thinking skills were used to compare and contrast the play with the definition.	Articulates an acceptable definition of genre. Can compare and contrast the play with the definition.	Shows limited understanding of genre definition. Shows little understanding of how the play fits that definition.	Shows little understanding of genre. Cannot correlate the play with the genre.	Shows no understanding of genre. Cannot correlate the play with the genre.
Play Structure (20%)	Articulates a concise definition of the elements of a play. Clearly recognizes the current play's structure.	Articulates an acceptable definition of the elements of a play. Can recognize some of the play's structure.	Shows limited understanding of the elements of a play. Shows little understanding of the play's structure.	Shows little understanding of the elements of a play. Cannot recognize the play's structure.	Shows no understanding of the elements of a play. Cannot recognize the play's structure.
Critical Production Evaluation (30%)	Clear evidence that higher level thinking skills were used to apply a critical standard of judgment to a play production.	Some evidence that higher level thinking skills were used to apply a critical standard of judgment to a play production.	Limited evidence that higher level thinking skills were used to apply a critical standard of judgment to a play production.	Little evidence that higher level thinking skills were used to evaluate a play production.	No evidence that higher level thinking skills were used. No standard of judgment was applied.
Style, Spelling, & Grammar (10%)	Articulates appropriate vocabulary and terms associated with subject. Paper honors all rules of spelling and/or grammar.	Some inappropriate vocabulary. Paper adequately honors most rules of spelling and/or grammar. (2 or less)	Limited Use of appropriate vocabulary. Paper minimally honors rules of spelling and/or grammar. (4 or less)	Inappropriate vocabulary and use occurs. Paper has multiple errors in spelling and/or grammar.	No evidence of correct vocabulary. Paper has multiple errors in spelling and/or grammar.

Drama / DTF 2.1

DRAM 105 DTF Seminar   **Off Campus Play Critique**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Analysis of Performance (60%)	The student has thoroughly and thoughtfully analyzed the performance with exceptional clarity. The analysis addresses each of the criteria specified and adequately examines each. The analysis gives evidence that the student completely understands the basis for evaluating performance quality.	The student has thoughtfully analyzed the performance with clarity. The analysis addresses most of the criteria specified and examines each. The analysis gives evidence that the student understands the basis for evaluating performance quality.	The student has analyzed the performance with some thoughtfulness. The analysis addresses some of the criteria specified and somewhat examines them. The analysis gives evidence that the student somewhat understand the basis for evaluating performance quality.	The student has not adequately analyzed the performance. The analysis addresses few of the criteria specified and only in a superficial manner. The analysis gives little evidence that the student understands the basis for evaluating performance quality.	The student did not submit an analysis of the performance. None of the criteria specified were addressed. The student gives no evidence of understanding the basis for evaluating performance quality.
Personal Learning Points (40%)	The student shows exceptional insight and understanding in applying what has been learned to his/her personal experience. There is clear evidence that the student has greatly benefited from this exercise by identifying many specific ways that he/she can be a better theatre artist.	The student shows insight and understanding in applying what has been learned to his/her personal experience. There is evidence that the student has benefited from this exercise by identifying some ways that he/she can be a better theatre artist.	The student shows some insight and understanding in applying what has been learned to his/her personal experience. There is some evidence that the student has benefited from this exercise by identifying a few ways that he/she can be a better theatre artist.	The student shows almost no insight and understanding in applying what has been learned to his/her personal experience. There is little evidence that the student has benefited from this exercise because almost no ways have been identified that he/she can be a better theatre artist.	The student did not attempt to apply what has been learned to his/her experience. The student did not benefit from this exercise because no attempt was made to identify ways that he/she can be a better theatre artist.

Drama / DTF 3.1

DRAM 336 Directing   **Directing Journal**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Communication skills with peer directors (30%)	Shows extraordinary interpersonal skills to build team work, always makes decisions for the greater good of the production's success, not just his or her own scene	Shows adequate interpersonal skills to build team work, frequently makes decisions for the greater good of the production's success, not just his or her own scene	Shows limited interpersonal skills to build team work, occasionally makes decisions for the greater good of the production's success, not just his or her own scene	Shows little interpersonal skills to build team work, rarely makes decisions for the greater good of the production's success, not just his or her own scene	Shows no interpersonal skills to build team work, never makes decisions for the greater good of the production's success, not just his or her own scene
Communication skills with actors (30%)	Shows extraordinary interpersonal skills to build team work, critique performance progress and always creates a safe environment for the actor to create a character	Shows adequate interpersonal skills to build team work, critique performance progress and frequently creates a safe environment for the actor to create a character	Shows limited interpersonal skills to build team work, critique performance progress and occasionally creates a safe environment for the actor to create a character	Shows little interpersonal skills to build team work, critique performance progress and rarely creates a safe environment for the actor to create a character	Shows no interpersonal skills to build team work, critique performance progress and never creates a safe environment for the actor to create a character
Communication skills with designers and crews (30%)	Shows extraordinary interpersonal skills to build team work and to clearly articulates the vision of the production	Shows adequate interpersonal skills to build team work and to clearly articulate the vision of the production	Shows limited interpersonal skills to build team work and to clearly articulate the vision of the production	Shows little interpersonal skills to build team work and to clearly articulate the vision of the production	Shows no interpersonal skills to build team work and to clearly articulate the vision of the production
Communication skills with written forms and organizational charts (10%)	Shows extraordinary interpersonal skills to build team work and organize tasks for the production's success in written form	Shows adequate interpersonal skills to build team work and organize tasks for the production's success in written form	Shows limited interpersonal skills to build team work and organize tasks for the production's success in written form	Shows little interpersonal skills to build team work and organize tasks for the production's success in written form	Shows no interpersonal skills to build team work and organize tasks for the production's success in written form

Drama / DTF 4.1

DRAM 205 Fundamentals of Acting   **Character Analysis**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Research & Interpretation of Data/ Information (30%)	Subject knowledge is evident throughout paper. All information is clear, accurate and relevant.	Appropriate content is evident in much of the paper. May lack a clear connection to the purpose of research.	Limited evidence of appropriate content. Some information is confusing, or flawed.	Little evidence of appropriate content. Information is confusing, or flawed.	No evidence of appropriate content.
Play Genre (10%)	Articulates a clear definition of genre. Clear evidence of thinking skills were used to compare and contrast the play with the definition.	Articulates an acceptable definition of genre. Can compare and contrast the play with the definition.	Shows limited understanding of genre definition. Shows little understanding of how the play fits that definition.	Shows little understanding of genre. Cannot correlate the play with the genre.	Shows no understanding of genre. Cannot correlate the play with the genre.
Play Structure (20%)	Articulates a concise definition of the elements of a play. Clearly recognizes the current play's structure.	Articulates an acceptable definition of the elements of a play. Can recognize some of the play's structure.	Shows limited understanding of the elements of a play. Shows little understanding of the play's structure.	Shows little understanding of the elements of a play. Cannot recognize the play's structure.	Shows no understanding of the elements of a play. Cannot recognize the play's structure.
Critical Production Evaluation (30%)	Clear evidence that higher level thinking skills were used to apply a critical standard of judgment to a play production.	Some evidence that higher level thinking skills were used to apply a critical standard of judgment to a play production.	Limited evidence that higher level thinking skills were used to apply a critical standard of judgment to a play production.	Little evidence that higher level thinking skills were used to evaluate a play production.	No evidence that higher level thinking skills were used. No standard of judgment was applied.
Style, Spelling, & Grammar (10%)	Articulates appropriate vocabulary and terms associated with subject. Paper honors all rules of spelling and/or grammar.	Some inappropriate vocabulary. Paper adequately honors most rules of spelling and/or grammar. (2 or less)	Limited Use of appropriate vocabulary. Paper minimally honors rules of spelling and/or grammar. (4 or less)	Inappropriate vocabulary and use occurs. Paper has multiple errors in spelling and/or grammar.	No evidence of correct vocabulary. Paper has multiple errors in spelling and/or grammar.

Drama / DTF 5.1

DRAM 403 Costume Design   **Costume Design Research Paper**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Research & Interpretation of Data/ Information (30%)	Subject knowledge is evident throughout paper. All information is clear, accurate and relevant.	Appropriate content is evident in much of the paper. May lack a clear connection to the purpose of research.	Limited evidence of appropriate content. Some information is confusing, or flawed.	Little evidence of appropriate content. Information is confusing, or flawed.	No evidence of appropriate content.
Play Genre (10%)	Articulates a clear definition of genre. Clear evidence of thinking skills were used to compare and contrast the play with the definition.	Articulates an acceptable definition of genre. Can compare and contrast the play with the definition.	Shows limited understanding of genre definition. Shows little understanding of how the play fits that definition.	Shows little understanding of genre. Cannot correlate the play with the genre.	Shows no understanding of genre. Cannot correlate the play with the genre.
Play Structure (20%)	Articulates a concise definition of the elements of a play. Clearly recognizes the current play's structure.	Articulates an acceptable definition of the elements of a play. Can recognize some of the play's structure.	Shows limited understanding of the elements of a play. Shows little understanding of the play's structure.	Shows little understanding of the elements of a play. Cannot recognize the play's structure.	Shows no understanding of the elements of a play. Cannot recognize the play's structure.
Critical Production Evaluation (30%)	Clear evidence that higher level thinking skills were used to apply a critical standard of judgment to a play production.	Some evidence that higher level thinking skills were used to apply a critical standard of judgment to a play production.	Limited evidence that higher level thinking skills were used to apply a critical standard of judgment to a play production.	Little evidence that higher level thinking skills were used to evaluate a play production.	No evidence that higher level thinking skills were used. No standard of judgment was applied.
Style, Spelling, & Grammar (10%)	Articulates appropriate vocabulary and terms associated with subject. Paper honors all rules of spelling and/or grammar.	Some inappropriate vocabulary. Paper adequately honors most rules of spelling and/or grammar. (2 or less)	Limited Use of appropriate vocabulary. Paper minimally honors rules of spelling and/or grammar. (4 or less)	Inappropriate vocabulary and use occurs. Paper has multiple errors in spelling and/or grammar.	No evidence of correct vocabulary. Paper has multiple errors in spelling and/or grammar.

Drama / DTF 6.1

DRAM 336 Directing   **Directing Process Analysis**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Critical production evaluation (60%)	Clear evidence that higher level thinking skills were used to apply a critical standard of judgment to a play production.	Some evidence that higher level thinking skills were used to apply a critical standard of judgment to a play production.	Limited evidence that higher level thinking skills were used to apply a critical standard of judgment to a play production.	Little evidence that higher level thinking skills were used to evaluate a play production.	No evidence that higher level thinking skills were used. No standard of judgment was applied.
World View (20%)	Articulates a clear and concise Christian perspective when evaluating the message of the play production.	Articulates an acceptable Christian perspective when evaluating the message of the play production.	Articulates a limited Christian perspective when evaluating the message of the play production.	Shows little understanding of a Christian perspective when evaluating the message of the play production.	Show no understanding of a Christian perspective when evaluating the message of the play production.
Preparation and Process Evaluation (20%)	Clear evidence that effective organizational skills and implementation of those skills were applied to the directing process	Some evidence that effective organizational skills and implementation of those skills were applied to the directing process	Limited evidence that effective organizational skills and implementation of those skills were applied to the directing process	Little evidence that effective organizational skills and implementation of those skills were applied to the directing process	No evidence that effective organizational skills and implementation of those skills were applied to the directing process

GRD
WPA
14-18

Communication, Arts and Media Department
Whole Person Assessment Handbook
2014-2018 Degree Plans

Graphic Design Major Outcomes

In coordination with standards published by AIGA (http://aiga.org/) and NASAD (http://nasad.arts-accredit.org/) Graphic Design major outcomes include:

1. **Design Solutions: The ability to solve communication problems, including the skills of problem identification, research and information gathering, analysis, generation of alternative solutions, prototyping and user testing, and evaluation of outcomes.**

   1.1. ART 101 Fundamentals of Art I   Design Project
   1.2. ART 218 Graphic Design I   Conceptual Message and Media Form
   1.3. ART 499 Senior Project   Project

2. **Audience Context: The ability to describe and respond to the audiences and contexts which communication solutions must address, including recognition of the physical, cognitive, cultural, and social human factors that shape design decisions.**

   2.1. ART 355 Graphic Design Studio   Design Brief

3. **Visual Form: The ability to create and develop visual form in response to communication problems, including an understanding of principles of visual organization/composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful messages.**

   3.1. ART 218 Graphic Design I   Portfolio Assessment
   3.2. ART 355 Graphic Design Studio   Portfolio Promotion Package

4. **Technological Proficiency: An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools and technologies include, but are not limited to, drawing, offset printing, photography, and time-based and interactive media (film, video, computer multimedia).**

   4.1. ART 213 Drawing   In-class Observational Drawing
   4.2. ART 355 Graphic Design Studio   Professional Portfolio Assessment

5. **Professional Preparation: An understanding of basic business practices, including the ability to organize design projects and to work productively as a member of teams.**

   5.1. ART 355 Graphic Design Studio   Client Driven Design Project
   5.2. ART 453 Practicum Infield Study   Performance Evaluation

6. **Cultural Context: The ability to connect history, theory and criticism to contemporary art and design culture.**

   6.1. ART 307 Art History Survey III   Topical Paper

7. **Faith and Practice: The ability to describe role of Christian Faith in professional practice.**

   7.1. ART 453 Practicum Infield Study   Faith and Professional Practice Essay

Graphic Design 1.1

ART 101 Fundamentals of Art I   **2-D Design Project**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Design Solution (34%)	Design shows extensive original thought leading to an excellent solution for the assignment	Design shows original thought leading to a good or adequate solution for the assignment	Design shows little original thought leading to a substandard solution for the assignment	Design no original thought.	Not turned in.
Unity: the end goal of using Elements and Principles of art. (33%) SSAE 5-0009	Design is unified. Elements and Principles of art are organized excellently and can not be improved upon.	Design is unified. Elements and Principles of art are organized in a good to adequate fashion.	Design is not unified. Elements and Principles of art are disorganized creating a substandard design.	Design is not unified. Little to no evidence about using Elements and Principles of art is exhibited.	Not turned in.
Media Competency (33%) SSAE 8-0001	Media choice and execution of design shows exceptional skill.	Media choice and execution of design shows technically proficient skill.	Media choice and execution of design shows some to little skill.	Media choice and execution of design shows no skill.	Not turned in.

Graphic Design 1.2

ART 218 Graphic Design I   **Conceptual Message and Media Form Assignment**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Concept Development and Documentation (20%)	Extensive evidence of brainstorming notes, diagrams, samples, and inspiration. Clear relationship between the message, idea and output, including but not limited to, color, image, layout, typeface selection, and language.	Significant evidence of brainstorming notes, diagrams, samples, and inspiration. Relationship is present, but difficult to discern between the message, idea and output, including but not limited to, color, image, layout, typeface selection, and language.	Some evidence of brainstorming and relationship between elements. Solution may be too obvious, redundant, or cliché.	Little brainstorming present. Relationship between message and output is not clear.	Not attempted.
Output (20%) SSAE 8-0005, 8-0009; 14–0005	All assigned parts and content is presented in the appropriate location and form.	Approximately three-fourths (¾) of the assigned parts and content is presented in the appropriate location and form.	More than one-half (½) of the assigned parts and content is presented in the appropriate location and form.	Less than approximately one-half (½) of the assigned parts and content is presented in the appropriate location and form.	Not attempted.
Solution: Principles of Design (10%) SSAE 5-0009	More than four identifiable principles in use.	Three to four (3-4) principles in use.	Two (2) principles in use.	One (1) principle in use.	Not attempted.
Solution: Elements of Design (10%)	More than four identifiable elements in use.	Three to four (3-4) elements in use.	Two (2) elements in use.	One (1) element in use.	Not attempted.

Graphic Design 1.2

ART 218 Graphic Design I   **Conceptual Message and Media Form Assignment**

Solution: Typographic Principles (10%)	Entire solution set maintains impeccable typeface selection, size, spacing and compositional attributes.	Approximately three-fourths (¾) of the solution set maintains impeccable typeface selection, size, spacing and compositional attributes.	More than one-half (½) solution set maintains impeccable typeface selection, size, spacing and compositional attributes.	Less than approximately one-half (½) solution set maintains impeccable typeface selection, size, spacing and compositional attributes.	Not attempted.
Solution: Visual Consistency (10%)	All individual solutions have a consistent visual that compliments the entire set.	Approximately three-fourths (¾) of the solutions have a consistent visual that compliments the entire set.	More than one-half (½) of the solutions have a consistent visual that compliments the entire set.	Less than approximately one-half (½) of the solutions have a consistent visual that compliments the entire set.	Not attempted.
Solution: Usability (10%)	Entire solution is legible, readable and logical. Mechanical features work without flaw.	Approximately three-fourths (¾) of the solution is legible, readable and logical. Mechanical features work without flaw.	More than one-half (½) of the solution is legible, readable and logical. Mechanical features work without flaw.	Less than approximately one-half (½) of the solution is legible, readable and logical. Mechanical features work without flaw.	Not attempted.
Solution: Craft (10%) SSAE 8-0005	Entire solution is error free and ready for professional presentation in portfolio. No spelling, digital production, printing, cutting or assembly errors.	Approximately three-fourths (¾) of the solution is error free and ready for professional presentation in portfolio. One to two (1-2) spelling, digital production, printing, cutting or assembly errors.	More than one-half (½) of the solution is error free and ready for professional presentation in portfolio. Three to four (3-4) spelling, digital production, printing, cutting or assembly errors.	Less than approximately one-half (½) of the solution is error free and ready for professional presentation in portfolio. Four or more (4+) spelling, digital production, printing, cutting or assembly errors.	Not attempted.

Graphic Design 1.3

ART 499 Senior Project **Project**

Criteria Category	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Amount of Work (The agreed upon number of works discussed with the advisor and written in the project proposal). (30%)	All of the expected work is accounted for.	One or two minor pieces are missing.	Half of the expected is accounted for.	Less than half of the work is accounted for	No work.
Mastery of Discipline (70%) SSAE 11	Demonstrates excellent use of advanced techniques in a given media.	Demonstrates good to adequate use of advanced techniques in a given media.	Demonstrates little use of advanced techniques in a given media.	Demonstrates no use of advanced techniques in a given media.	No work.

Graphic Design 2.1

ART 355 Graphic Design Studio   **Design Brief**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Content Identification (30%)	Document includes all appropriate content collected, extracted, generated and transcribed from suitable sources.	Document is missing a minor component of appropriate content collected, extracted, generated and transcribed from suitable sources.	Document is missing more than one (1) minor component of appropriate content collected, extracted, generated and transcribed from suitable sources.	Document is missing a major component of appropriate content collected, extracted, generated and transcribed from suitable sources.	Not attempted.
Information Organization (30%)	The organization and structure of the document content is logical, easily identifiable, and discernible.	The organization and structure of the document content is less than clear, obvious, and evident.	The organization and structure of the document content is difficult to follow, hard to understand, or demands investigation.	The organization and structure of the document content is illogical, vague, or unrecognizable.	Not attempted.
Grammar and Spelling (30%)	No grammar or spelling errors present.	One to two (1-2) grammar or spelling errors present.	Three to four (3-4) grammar or spelling errors present.	More than four (4) grammar or spelling errors present.	Not attempted.
Presentation (10%)	Presentation is professional, readable, and includes supplemental documentation or media.	Presentation has a minor blemish but is readable, and includes supplemental documentation or media.	Presentation has minor blemishes or is difficult to read, but includes supplemental documentation or media.	Presentation is sloppy, hard to read, and/or is missing supplemental documentation or media.	Not attempted.

Graphic Design 3.1

ART 218 Graphic Design I   **Portfolio Assessment**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Concept Development and Documentation (20%)	Extensive evidence of brainstorming notes, diagrams, samples, and inspiration. Clear relationship between the message, idea and output, including but not limited to color, image, layout, typeface selection, and language.	Significant evidence of brainstorming notes, diagrams, samples, and inspiration. Relationship is present, but difficult to discern between the message, idea and output, including but not limited to color, image, layout, typeface selection, and language.	Some evidence of brainstorming and relationship between elements. Solution may be too obvious, redundant, or cliché.	Little brainstorming present. Relationship between message and output is not clear.	Not attempted.
Output (20%)	All requested parts and content is presented in the appropriate location and form.	Approximately three-fourths (¾) of the requested parts and content is presented in the appropriate location and form.	More than one-half (½) of the requested parts and content is presented in the appropriate location and form.	Less than approximately one-half (½) of the requested parts and content is presented in the appropriate location and form.	Not attempted.
Aesthetics (20%)	All items possess sophisticated levels of design principles, elements, color, typography and craft. Multiple design mechanisms are present in each solution.	Approximately three-fourths (¾) of the items possess sophisticated levels of design principles, elements, color, typography and craft. Multiple design mechanisms are present in each solution.	More than one-half (½) of the items possess sophisticated levels of design principles, elements, color, typography and craft. Multiple design mechanisms are present in each solution.	Less than approximately one-half (½) items possess sophisticated levels of design principles, elements, color, typography and craft. Multiple design mechanisms are present in each solution.	Not attempted.

Graphic Design 3.1

ART 218 Graphic Design I   **Portfolio Assessment**

Usability (20%)	All solutions are logical, functional and demand appropriate user attention levels to operate or navigate. Material, mechanical and electronic solutions work without flaw and have evidence of modification based on testing in a variety of environments and operating systems.	Approximately three-fourths (¾) of all solutions are logical, functional and demand appropriate user attention levels to operate or navigate. Material, mechanical and electronic solutions work without flaw and have evidence of modification based on testing in a variety of environments and operating systems.	More than one-half (½) of all solutions are logical, functional and demand appropriate user attention levels to operate or navigate. Material, mechanical and electronic solutions work without flaw and have evidence of modification based on testing in a variety of environments and operating systems.	Less than approximately one-half (½) of all solutions are logical, functional and demand appropriate user attention levels to operate or navigate. Material, mechanical and electronic solutions work without flaw and have evidence of modification based on testing in a variety of environments and operating systems.	Not attempted.
Consistency (20%)	The presentation of all individual solutions has a consistent visual that compliments the entire set.	Approximately three-fourths (¾) of the presentation has a consistent visual that compliments the entire set.	More than one-half (½) of the presentation has a consistent visual that compliments the entire set.	Less than approximately one-half (½) of the presentation has a consistent visual that compliments the entire set.	Not attempted.

Graphic Design 3.2

ART 355 Graphic Design Studio   **Portfolio Promotion Package**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Concept Development and Documentation (20%)	Extensive evidence of brainstorming notes, diagrams, samples, and inspiration. Clear relationship between the message, idea and output, including but not limited to color, image, layout, typeface selection, and language.	Significant evidence of brainstorming notes, diagrams, samples, and inspiration. Relationship is present, but difficult to discern between the message, idea and output, including but not limited to color, image, layout, typeface selection, and language.	Some evidence of brainstorming and relationship between elements. Solution may be too obvious, redundant, or cliché.	Little brainstorming present. Relationship between message and output is not clear.	Not attempted.
Output (20%)	All assigned parts and content is presented in the appropriate location and form.	Approximately three-fourths (¾) of the assigned parts and content is presented in the appropriate location and form.	More than one-half (½) of the assigned parts and content is presented in the appropriate location and form.	Less than approximately one-half (½) of the assigned parts and content is presented in the appropriate location and form.	Not attempted.
Aesthetics (20%)	All items possess sophisticated levels of design principles, elements, color, typography and craft. Multiple design mechanisms are present in each solution.	Approximately three-fourths (¾) of the items possess sophisticated levels of design principles, elements, color, typography and craft. Multiple design mechanisms are present in each solution.	More than one-half (½) of the items possess sophisticated levels of design principles, elements, color, typography and craft. Multiple design mechanisms are present in each solution.	Less than approximately one-half (½) items possess sophisticated levels of design principles, elements, color, typography and craft. Multiple design mechanisms are present in each solution.	Not attempted.

Graphic Design 3.2

ART 355 Graphic Design Studio **Portfolio Promotion Package**

Usability (20%)	All solutions are logical, functional and demand appropriate user attention levels to operate or navigate. Material, mechanical and electronic solutions work without flaw and have evidence of modification based on testing in a variety of environments and operating systems.	Approximately three-fourths (¾) of all solutions are logical, functional and demand appropriate user attention levels to operate or navigate. Material, mechanical and electronic solutions work without flaw and have evidence of modification based on testing in a variety of environments and operating systems.	More than one-half (½) of all solutions are logical, functional and demand appropriate user attention levels to operate or navigate. Material, mechanical and electronic solutions work without flaw and have evidence of modification based on testing in a variety of environments and operating systems.	Less than approximately one-half (½) of all solutions are logical, functional and demand appropriate user attention levels to operate or navigate. Material, mechanical and electronic solutions work without flaw and have evidence of modification based on testing in a variety of environments and operating systems.	Not attempted.
Consistency (20%)	The presentation of all individual solutions has a consistent visual that compliments the entire set.	Approximately three-fourths (¾) of the presentation has a consistent visual that compliments the entire set.	More than one-half (½) of the presentation has a consistent visual that compliments the entire set.	Less than approximately one-half (½) of the presentation has a consistent visual that compliments the entire set.	Not attempted.

Graphic Design 4.1

ART 213 Drawing   **In-class Observational Drawing**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Perspective (rules: all parallel lines converge on a single vanishing point, Level planes will have vanishing points on the horizon line, with the same objects—half as big equals twice a far) (40%); SSAE 5-0008; 8-0001	All of the shapes in this drawing conform to the rules of perspective.	Most of the shapes in this drawing conform to the rules of perspective.	More than half of the shapes in this drawing conform to the rules of perspective.	Less than half of the shapes in this drawing conform to the rules of perspective.	Not turned in.
Light and Shade (Cast shadows move in the same direction as the light source. Core shadows reside on an object in a perpendicular relationship to the light source.) (40%) SSAE 5-0007; 8-0001	The entire drawing follows logical light and shadow patterns or uses accurate light and shadow patterns.	Most of drawing follows logical light and shadow patterns or uses accurate light and shadow patterns.	More than half of the drawing follows logical light and shadow patterns or uses accurate light and shadow patterns.	Less than half of the drawing follows logical light and shadow patterns or uses accurate light and shadow patterns.	Not turned in.
Line (Weight and variety are convincingly used to explain space, light and/or form. (20%) SSAE 5-0007; 8-0001	Excellent use of line.	Most of the drawing is good.	More than half of the drawing is adequate.	Less than half of the drawing is adequate.	Not turned in.

Graphic Design 4.2

ART 355 Graphic Design Studio   **Professional Portfolio Assessment**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Professional Presentation (10%)	The presentation of all individual solutions has a professional visual aesthetic that compliments the entire body of work. Portfolio is free of errors and includes promotion materials, contact information, and design process sample.	Approximately three-fourths (¾) of the presentation of all individual solutions has a professional visual aesthetic that compliments the entire body of work. Portfolio contains one to two (1-2) minor errors. Promotion materials, contact information, and design process sample included.	More than one-half (½ ½) of the presentation has a professional visual aesthetic that compliments the entire body of work. Portfolio contains three to four (3-4) minor errors. Promotion materials, contact information, and design process sample included.	Less than approximately one-half (½) of the presentation has a professional visual aesthetic that compliments the entire body of work. Portfolio contains more than four (3-4) minor errors. Promotion materials, contact information, and design process sample incomplete.	Not attempted.
Diversity of Media (30%)	The portfolio represents a comprehensive range of tools, media, and technologies used in the creation, distribution and reproduction of appropriate solutions to design problems.	The portfolio represents a wide range of tools, media, and technologies used in the creation, distribution and reproduction of appropriate solutions to design problems, but the portfolio is missing at least one minor component.	The portfolio represents a range of tools, media, and technologies used in the creation, distribution and reproduction of appropriate solutions to design problems, but the portfolio is missing at least one major component.	The portfolio represents a range of tools, media, and technologies used in the creation, distribution and reproduction of appropriate solutions to design problems, but the portfolio is missing more than one major component.	Not attempted.

Graphic Design 4.2

ART 355 Graphic Design Studio   **Professional Portfolio Assessment**

Diversity of Solutions (30%)	All items possess distinctive conceptual and aesthetic attributes within project parameters and appropriate to the final solution.	Approximately three-fourths (¾) of all solutions have distinctive conceptual and aesthetic attributes within project parameters and appropriate to the final solution.	More than one-half (½) of all solutions have distinctive conceptual and aesthetic attributes within project parameters and appropriate to the final solution.	Less than approximately one-half (½) of all solutions items have distinctive conceptual and aesthetic attributes within project parameters and appropriate to the final solution.	Not attempted.
Quality of Solutions (30%)	All items possess sophisticated levels of design principles, elements, color, typography and craft. Multiple design mechanisms are present in each solution. All solutions are logical, functional and demand appropriate user attention levels to operate or navigate. Material, mechanical and electronic solutions work without flaw and have evidence of modification based on testing in a variety of environments and operating systems.	Approximately three-fourths (¾) of all solutions are logical, functional and demand appropriate user attention levels to operate or navigate. Material, mechanical and electronic solutions work without flaw and have evidence of modification based on testing in a variety of environments and operating systems. Approximately three-fourths (¾) of the items possess sophisticated levels of design principles, elements, color, typography and craft. Multiple design mechanisms are present in each solution.	More than one-half (½) of all solutions are logical, functional and demand appropriate user attention levels to operate or navigate. Material, mechanical and electronic solutions work without flaw and have evidence of modification based on testing in a variety of environments and operating systems. More than one-half (½) of the items possess sophisticated levels of design principles, elements, color, typography and craft. Multiple design mechanisms are present in each solution.	Less than approximately one-half (½) of all solutions are logical, functional and demand appropriate user attention levels to operate or navigate. Material, mechanical and electronic solutions work without flaw and have evidence of modification based on testing in a variety of environments and operating systems. Less than approximately one-half (½) items possess sophisticated levels of design principles, elements, color, typography and craft. Multiple design mechanisms are present in each solution.	Not attempted.

Graphic Design 5.1

ART 355 Graphic Design Studio   **Client Driven Design Project**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Deadline Performance (20%)	Consistently completed assigned tasks early and with more than minimum designated items.	Normally completed assigned tasks early and with more than minimum designated items.	Completed all assigned tasks on time and with minimum designated items.	Did not complete all assigned tasks on time and with minimum designated items.	Not hours logged.
Follows Procedures (60%)	Constantly follows procedures outlined.	Routinely follows procedures outlined.	Consistently follows procedures outlined.	Occasionally follows procedures outlined.	Not attempted.
Archives Artifacts and Documents (20%)	All electronic files, proofs and documentation are complete, labeled and stored as specified.	Approximately three-fourths (¾) of the electronic files, proofs and documentation are complete, labeled and stored as specified.	More than one-half (½) of the electronic files, proofs and documentation are complete, labeled and stored as specified.	Less than approximately one-half (½) of the electronic files, proofs and documentation are complete, labeled and stored as specified.	Not attempted.

Graphic Design 5.2

ART 453 Practicum Infield Study   **Performance Evaluation**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Proof of Completion (10%)	Ten percent or more (10%+) hours logged beyond the course minimum.	Up to ten percent (10%) hours logged beyond the course minimum.	Hours logged equals course minimum.	Hours logged is less than course minimum.	Not hours logged.
Descriptive Documentation (40%)	Comprehensive and regular account of activities. Examples of artifacts from assigned tasks in all stages of development. Included are meticulous descriptions of individual role, mentored learning, and professional growth.	Detailed and regular account of activities. Examples of artifacts from assigned tasks in some, but not all, stages of development. Included are descriptions of individual role, mentored learning, and professional growth.	Regular account of activities. Examples of artifacts from assigned tasks in no clear representation of development stages. Included are basic descriptions of individual role, mentored learning, and professional growth.	Irregular account of activities. Few examples of artifacts from assigned tasks in no clear representation of development stages. Basic descriptions of individual role, mentored learning, and professional growth are missing.	Not attempted.
Sponsor Evaluation (40%)	Exemplary marks as noted on Sponsor Evaluation Form, completed near the end of the experience.	Competent marks as noted on Sponsor Evaluation Form, completed near the end of the experience.	Acceptable marks as noted on Sponsor Evaluation Form, completed near the end of the experience.	Unacceptable marks as noted on Sponsor Evaluation Form, completed near the end of the experience.	Not attempted.
Student Evaluation (10%)	Completed Student Evaluation Form with multiple additional and thoughtful comments.	Completed Student Evaluation Form with additional and thoughtful comments.	Completed Student Evaluation Form.	Incomplete Student Evaluation Form.	Not attempted.

Graphic Design 6.1

ART 307 Art History Survey III **Topical Paper**

Criteria Category	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Vocabulary (20%)	Fully employed necessary art vocabulary associated with topic.	Adequately employed necessary art vocabulary associated with topic.	Little necessary art vocabulary associated with topic was used.	No necessary art vocabulary associated with topic was used.	Did not write.
Historical Relevance and Accuracy (40%) SSAE 3, 6-0011 6-0018	All relevant information is evident and accurate throughout the paper	Missed one relevant item or a slight inaccuracy exists.	Missed more than one relevant item or some information is flawed.	Only wrote about one relevant item or information is flawed.	Did not write.
Research (40%) SSAE 3, 6-0011 6-0018	Demonstrates an excellent accumulation of knowledge about the topic that is not obvious to the average viewer.	Demonstrates a good to adequate accumulation of knowledge about the topic that is not obvious to the average viewer.	Demonstrates little accumulated knowledge about the topic that is not obvious to the average viewer.	Demonstrates no accumulated knowledge about the topic that is not obvious to the average viewer.	Did not write.

Graphic Design 7.1

ART 453 Practicum Infield Study   **Faith and Professional Practice Essay**

Criteria Category	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Demonstration of knowledge of student's personal faith. (50%)	Explicitly documents one's faith in a professional design environment. Acknowledges several major similarities, differences and observations.	Reasonably documents one's faith in a professional design environment. Acknowledges some major similarities, differences and observations.	Sporadically documents one's faith in a professional design environment. Acknowledges some minor similarities, differences and observations.	Does not document one's faith in a professional design environment. Does not acknowledge similarities, differences and observations.	Did not write.
Demonstration of concepts that explore the Christian faith and constitute a Christian worldview. (50%)	Uses multiple examples of concepts that explore the Christian faith and constitute a Christian worldview	Uses several examples of concepts that explore the Christian faith and constitute a Christian worldview	Uses few examples of concepts that explore the Christian faith and constitute a Christian worldview	Does not successfully use examples of concepts that explore the Christian faith and constitute a Christian worldview	Did not write.

MUST
WPA
14-18

Communication, Arts and Media Department
Whole Person Assessment Handbook
2014-2018 Degree Plans

Musical Theatre Major Outcomes

Musical Theatre majors will be able to:

1 Aesthetic Appreciation: Develop an aesthetic appreciation as a performing creative artist grounded in a solid knowledge of history and current practices and demonstrate the ability to articulate it.

1.1 DRAM 215 Theater Intro   Term Paper

2 Critical Thinking: Demonstrate the ability to use critical thinking skills in assessing personal performances and other performances, both amateur and professional, and in assessing new trends within the art form.

2.1 DRAM 105 Theater Seminar   Off campus Play Critique

3 Communication Skills: Demonstrate communication skills by using dramatic conventions and forms, focused listening, and functioning effectively in a variety of communication situations.

3.1 DRAM 336 Directing   Directing Journal

4 Emotional Truth: Demonstrate the ability to convincingly live in imaginary circumstances, conveying to an audience a sense of emotional truth.

4.1 DRAM 205 Fundamentals of Acting Character Analysis

5. Craft Awareness: Develop an awareness of and skill in using stagecraft elements such as lighting, staging, properties, costumes, makeup and sound to enhance the quality of a theatrical production.

5.1 DRAM 336 Directing   Directing Process Analysis

6. Practice and Performance: Understand the history, theory, performance practice and modes of inquiry in relationship to his/her discipline within the music department.

6.1 MUS 102 Harmony II   Harmony Exam II (manual entry)

7. Creation and Preparation: Demonstrate competencies in decoding notation, auditing and performing fluently by sight in a musical manner to enhance the creation and preparation of music for performance.

7.1 MUS 104 Ear Training II   Ear Training II Exam
                                      (manual entry)

7.2 MUS 104 Ear Training II   Sight Singing Exam
                                      (manual entry)

Musical Theatre 1.1

DRAM 215 Theater Intro   **Term Paper**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Research & Interpretation of Data/ Information (30%)	Subject knowledge is evident throughout paper. All information is clear, accurate and relevant.	Appropriate content is evident in much of the paper. May lack a clear connection to the purpose of research.	Limited evidence of appropriate content. Some information is confusing, or flawed.	Little evidence of appropriate content. Information is confusing, or flawed.	No evidence of appropriate content.
Play Genre (10%)	Articulates a clear definition of genre. Clear evidence of thinking skills were used to compare and contrast the play with the definition.	Articulates an acceptable definition of genre. Can compare and contrast the play with the definition.	Shows limited understanding of genre definition. Shows little understanding of how the play fits that definition.	Shows little understanding of genre. Cannot correlate the play with the genre.	Shows no understanding of genre. Cannot correlate the play with the genre.
Play Structure (20%)	Articulates a concise definition of the elements of a play. Clearly recognizes the current plays structure.	Articulates an acceptable definition of the elements of a play. Can recognize some of the plays structure.	Shows limited understanding of the elements of a play. Shows little understanding of the plays structure.	Shows little understanding of the elements of a play. Cannot recognize the plays structure.	Shows no understanding of the elements of a play. Cannot recognize the plays structure.
Critical Production Evaluation (30%)	Clear evidence that higher level thinking skills were used to apply a critical standard of judgment to a play production.	Some evidence that higher level thinking skills were used to apply a critical standard of judgment to a play production.	Limited evidence that higher level thinking skills were used to apply a critical standard of judgment to a play production.	Little evidence that higher level thinking skills were used to evaluate a play production.	No evidence that higher level thinking skills were used. No standard of judgment was applied.
Style, Spelling, & Grammar (10%)	Articulates appropriate vocabulary and terms associated with subject. Paper honors all rules of spelling and/or grammar.	Some inappropriate vocabulary. Paper adequately honors most rules of spelling and/or grammar. (2 or less)	Limited Use of appropriate vocabulary. Paper minimally honors rules of spelling and/or grammar. (4 or less)	Inappropriate vocabulary and use occurs. Paper has multiple errors in spelling and/or grammar.	No evidence of correct vocabulary. Paper has multiple errors in spelling and/or grammar.

Musical Theatre 2.1

DRAM 105 DTF Seminar   **Off Campus Play Critique**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Analysis of Performance (60%)	The student has thoroughly and thoughtfully analyzed the performance with exceptional clarity. The analysis addresses each of the criteria specified and adequately examines each. The analysis gives evidence that the student completely understands the basis for evaluating performance quality.	The student has thoughtfully analyzed the performance with clarity. The analysis addresses most of the criteria specified and examines each. The analysis gives evidence that the student understands the basis for evaluating performance quality.	The student has analyzed the performance with some thoughtfulness. The analysis addresses some of the criteria specified and somewhat examines them. The analysis gives evidence that the student somewhat understand the basis for evaluating performance quality.	The student has not adequately analyzed the performance. The analysis addresses few of the criteria specified and only in a superficial manner. The analysis gives little evidence that the student understands the basis for evaluating performance quality.	The student did not submit an analysis of the performance. None of the criteria specified were addressed. The student gives no evidence of understanding the basis for evaluating performance quality.
Personal Learning Points (40%)	The student shows exceptional insight and understanding in applying what has been learned to his/her personal experience. There is clear evidence that the student has greatly benefited from this exercise by identifying many specific ways that he/she can be a better theatre artist.	The student shows insight and understanding in applying what has been learned to his/her personal experience. There is evidence that the student has benefited from this exercise by identifying some ways that he/she can be a better theatre artist.	The student shows some insight and understanding in applying what has been learned to his/her personal experience. There is some evidence that the student has benefited from this exercise by identifying a few ways that he/she can be a better theatre artist.	The student shows almost no insight and understanding in applying what has been learned to his/her personal experience. There is little evidence that the student has benefited from this exercise because almost no ways have been identified that he/she can be a better theatre artist.	The student did not attempt to apply what has been learned to his/her experience. The student did not benefit from this exercise because no attempt was made to identify ways that he/she can be a better theatre artist.

Musical Theatre 3.1

DRAM 336 Directing   **Directing Journal**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Communication skills with peer directors (30%)	Shows extraordinary interpersonal skills to build team work, always makes decisions for the greater good of the production's success, not just his or her own scene	Shows adequate interpersonal skills to build team work, frequently makes decisions for the greater good of the production's success, not just his or her own scene	Shows limited interpersonal skills to build team work, occasionally makes decisions for the greater good of the production's success, not just his or her own scene	Shows little interpersonal skills to build team work, rarely makes decisions for the greater good of the production's success, not just his or her own scene	Shows no interpersonal skills to build team work, never makes decisions for the greater good of the production's success, not just his or her own scene
Communication skills with actors (30%)	Shows extraordinary interpersonal skills to build team work, critique performance progress and always creates a safe environment for the actor to create a character	Shows adequate interpersonal skills to build team work, critique performance progress and frequently creates a safe environment for the actor to create a character	Shows limited interpersonal skills to build team work, critique performance progress and occasionally creates a safe environment for the actor to create a character	Shows little interpersonal skills to build team work, critique performance progress and rarely creates a safe environment for the actor to create a character	Shows no interpersonal skills to build team work, critique performance progress and never creates a safe environment for the actor to create a character
Communication skills with designers and crews (30%)	Shows extraordinary interpersonal skills to build team work and to clearly articulates the vision of the production	Shows adequate interpersonal skills to build team work and to clearly articulate the vision of the production	Shows limited interpersonal skills to build team work and to clearly articulate the vision of the production	Shows little interpersonal skills to build team work and to clearly articulate the vision of the production	Shows no interpersonal skills to build team work and to clearly articulate the vision of the production
Communication skills with written forms and organizational charts (10%)	Shows extraordinary interpersonal skills to build team work and organize tasks for the production's success in written form	Shows adequate interpersonal skills to build team work and organize tasks for the production's success in written form	Shows limited interpersonal skills to build team work and organize tasks for the production's success in written form	Shows little interpersonal skills to build team work and organize tasks for the production's success in written form	Shows no interpersonal skills to build team work and organize tasks for the production's success in written form

Musical Theatre 4.1

DRAM 205 Fundamentals of Acting   **Character Analysis**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Research & Interpretation of Data/ Information (30%)	Subject knowledge is evident throughout paper. All information is clear, accurate and relevant.	Appropriate content is evident in much of the paper. May lack a clear connection to the purpose of research.	Limited evidence of appropriate content. Some information is confusing, or flawed.	Little evidence of appropriate content. Information is confusing, or flawed.	No evidence of appropriate content.
Play Genre (10%)	Articulates a clear definition of genre. Clear evidence of thinking skills were used to compare and contrast the play with the definition.	Articulates an acceptable definition of genre. Can compare and contrast the play with the definition.	Shows limited understanding of genre definition. Shows little understanding of how the play fits that definition.	Shows little understanding of genre. Cannot correlate the play with the genre.	Shows no understanding of genre. Cannot correlate the play with the genre.
Play Structure (20%)	Articulates a concise definition of the elements of a play. Clearly recognizes the current play's structure.	Articulates an acceptable definition of the elements of a play. Can recognize some of the play's structure.	Shows limited understanding of the elements of a play. Shows little understanding of the play's structure.	Shows little understanding of the elements of a play. Cannot recognize the play's structure.	Shows no understanding of the elements of a play. Cannot recognize the play's structure.
Critical Production Evaluation (30%)	Clear evidence that higher level thinking skills were used to apply a critical standard of judgment to a play production.	Some evidence that higher level thinking skills were used to apply a critical standard of judgment to a play production.	Limited evidence that higher level thinking skills were used to apply a critical standard of judgment to a play production.	Little evidence that higher level thinking skills were used to evaluate a play production.	No evidence that higher level thinking skills were used. No standard of judgment was applied.
Style, Spelling, & Grammar (10%)	Articulates appropriate vocabulary and terms associated with subject. Paper honors all rules of spelling and/or grammar.	Some inappropriate vocabulary. Paper adequately honors most rules of spelling and/or grammar. (2 or less)	Limited Use of appropriate vocabulary. Paper minimally honors rules of spelling and/or grammar. (4 or less)	Inappropriate vocabulary and use occurs. Paper has multiple errors in spelling and/or grammar.	No evidence of correct vocabulary. Paper has multiple errors in spelling and/or grammar.

Musical Theatre 5.1

DRAM 336 Directing   **Directing Process Analysis**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Critical production evaluation (60%)	Clear evidence that higher level thinking skills were used to apply a critical standard of judgment to a play production.	Some evidence that higher level thinking skills were used to apply a critical standard of judgment to a play production.	Limited evidence that higher level thinking skills were used to apply a critical standard of judgment to a play production.	Little evidence that higher level thinking skills were used to evaluate a play production.	No evidence that higher level thinking skills were used. No standard of judgment was applied.
World View (20%)	Articulates a clear and concise Christian perspective when evaluating the message of the play production.	Articulates an acceptable Christian perspective when evaluating the message of the play production.	Articulates a limited Christian perspective when evaluating the message of the play production.	Shows little understanding of a Christian perspective when evaluating the message of the play production.	Show no understanding of a Christian perspective when evaluating the message of the play production.
Preparation and Process Evaluation (20%)	Clear evidence that effective organizational skills and implementation of those skills were applied to the directing process	Some evidence that effective organizational skills and implementation of those skills were applied to the directing process	Limited evidence that effective organizational skills and implementation of those skills were applied to the directing process	Little evidence that effective organizational skills and implementation of those skills were applied to the directing process	No evidence that effective organizational skills and implementation of those skills were applied to the directing process

Musical Theatre 6.1

MUS 102 Harmony II   **Harmony II Exam**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Secondary Dominants written from Roman Numeral symbols and chord symbols	Secondary dominants written on staff paper are 90% or more accurate.	Secondary dominants written on staff paper are 80% or more accurate.	Secondary dominants written on staff paper are 70% or more accurate.	Secondary dominants written on staff paper are 60% or more accurate.	Secondary dominants written on staff paper are less than 60% accurate or not attempted.
Part Writing, applying secondary dominants, modulations, and closely related keys from figured bass	Four part writing derived from figured bass lines are 90% or more accurate.	Four part writing derived from figured bass lines are 80% or more accurate.	Four part writing derived from figured bass lines are 70% or more accurate.	Four part writing derived from figured bass lines are 60% or more accurate.	Four part writing derived from figured bass lines are less than 60% accurate or not attempted.
Harmonic Analysis from printed music including secondary dominants	Harmonic Analysis from written examples are 90% or more accurate.	Harmonic Analysis from written examples are 80% or more accurate.	Harmonic Analysis from written examples are 70% or more accurate.	Harmonic Analysis from written examples are 60% or more accurate.	Harmonic Analysis from written examples are less than 60% accurate or not attempted.
Formal Structures label binary, rounded binary, and ternary from identifying the key, phrases, and cadences.	Formal musical structures such as binary, rounded binary, and ternary are identified including the key, phrases, and cadences with 90% or more accuracy.	Formal musical structures such as binary, rounded binary, and ternary are identified including the key, phrases, and cadences with 80% or more accuracy.	Formal musical structures such as binary, rounded binary, and ternary are identified including the key, phrases, and cadences with 70% or more accuracy.	Formal musical structures such as binary, rounded binary, and ternary are identified including the key, phrases, and cadences with 60% or more accuracy.	Formal musical structures such as binary, rounded binary, and ternary are identified including the key, phrases, and cadences with less than 60% accurate or not attempted.

Musical Theatre 7.1

MUS 104 Ear Training II   **Ear Training II**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Rhythmic Dictation Simple Meter	Rhythmic dictation of simple meter passages are 90% or more accurate.	Rhythmic dictation of simple meter passages are 80% or more accurate.	Rhythmic dictation of simple meter passages are 70% or more accurate.	Rhythmic dictation of simple meter passages are 60% or more accurate.	Rhythmic dictation of simple meter passages are less than 60% accurate or not attempted.
Rhythmic Dictation Compound Meter	Rhythmic dictation of compound meter passages is 90% or more accurate.	Rhythmic dictation of compound meter passages is 80% or more accurate.	Rhythmic dictation of compound meter passages is 70% or more accurate.	Rhythmic dictation of compound meter passages is 60% or more accurate.	Rhythmic dictation of compound meter passages is less than 60% accurate or not attempted.
Melodic Dictation Closely Related Keys	Melodic dictation passage that includes modulation to a closely related key is 90% or more accurate.	Melodic dictation passage that includes modulation to a closely related key is 80% or more accurate.	Melodic dictation passage that includes modulation to a closely related key is 70% or more accurate.	Melodic dictation passage that includes modulation to a closely related key is 60% or more accurate.	Melodic dictation passage that includes modulation to a closely related key is less than 60% accurate or not attempted.
Harmonic Dictation	Harmonic Dictation containing secondary dominants and a modulation to a closely related key with 90% or more accuracy.	Harmonic Dictation containing secondary dominants and a modulation to a closely related key with 80% or more accuracy.	Harmonic Dictation containing secondary dominants and a modulation to a closely related key with 70% or more accuracy.	Harmonic Dictation containing secondary dominants and a modulation to a closely related key with 60% or more accuracy.	Harmonic Dictation containing secondary dominants and a modulation to a closely related key with less than 60% accuracy of not attempted.

Musical Theatre 7.2

MUS 104 Ear Training II   **Sight Singing Exam**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Pitch Accuracy	Pitch Accuracy is 90% or higher throughout the performed example.	Pitch Accuracy is 80% or higher throughout the performed example.	Pitch Accuracy is 70% or higher throughout the performed example.	Pitch Accuracy is 60% or higher throughout the performed example.	Pitch Accuracy is less than 60% throughout the performed example or not attempted.
Rhythm Accuracy	Rhythm Accuracy is 90% or higher throughout the performed example.	Rhythm Accuracy is 80% or higher throughout the performed example.	Rhythm Accuracy is 70% or higher throughout the performed example.	Rhythm Accuracy is 60% or higher throughout the performed example.	Rhythm Accuracy is less than 60% throughout the performed example or not attempted.
Continuity	Continuity of musical passage is steady through entire performance with no stopping.	Continuity of musical passage is steady through entire performance with one stop or pause.	Continuity of musical passage is steady through entire performance with two stops or pauses.	Continuity of musical passage is steady through entire performance with three stops or pauses.	Continuity of musical passage is steady through entire performance with three or more stops or pauses or not attempted.
Musicality	Appropriate phrasing, dynamics and articulations are employed throughout the entire singing example.	Appropriate phrasing, dynamics and articulations are employed throughout most of the singing example.	Appropriate phrasing, dynamics and articulations are employed throughout some of the singing example.	Appropriate phrasing, dynamics and articulations are employed once or twice throughout most of the singing example.	Appropriate phrasing, dynamics and articulations are employed less than half of the singing example or not attempted.

PRP
WPA
14-18

Communication, Arts and Media Department
Whole Person Assessment Handbook
2014-2018 Degree Plans

Public Relations Major Outcomes

Public Relations majors will be able to demonstrate professional competency in:

1. **Communication Literacy: Demonstrate communication literacy through journalistic standards of writing structure, sources, and attribution.**
   1.1 JRN 107 News Writing I   Final News Story

2. **Research Methods: Demonstrate effective research methods, writing, and presentational skills relevant to the field of media communication.**
   2.1 PRP 499 Senior Paper or Project   Final Paper or Project (Public Relations and Advertising)

3. **Technology Fluency: Use industry tools and technology to create, reproduce, and distribute messages. Relevant tools and technologies may include, but are not limited to, graphic design software, web or interactive software, video production, editing, and photography.**
   3.1 PRP 213 Publications Workshop   Newsletter

4. **Professional Integrity: Demonstrate professional integrity through an understanding of Christian worldview which emphasizes honest and ethical business behavior.**
   4.1 MMC 489 Campaign Strategies   Problem-Need Paper

5. **Critical Thinking: Develop strong critical thinking, creative thinking, and practical problem-solving skills that can be applied to any communication need.**
   5.1 PRP 225 Principles of Public Relations   Event Plan

6. **Recognition of Communication Contexts: Respond to audiences through communication solutions which address recognition of contexts including interpersonal, cross-cultural, and public audiences.**
   6.1 MMC 489 Campaign Strategies   Culture Paper

Public Relations 1.1

JRN 107 News Writing   **Final News Assignment**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Research	The student exercises effective research skills demonstrating a comanding use of investigative methods including interviews, primary and secondary research, and data analysis.	The student exercises effective research skills demonstrating an above average use of investigative methods including interviews, primary and secondary research, and data analysis.	The student exercises research skills demonstrating a moderate use of investigative methods including interviews, primary and secondary research, and data analysis.	The student exercises research skills, but has limited use of investigative methods including interviews, primary and secondary research, and data analysis.	The student did not complete the assignment as required.
Content Structure	The student demonstrates exceptional content organization including use of leads, transitions, and attributions.	The student demonstrates above average content organization including use of leads, transitions, and attributions.	The student demonstrates average content organization, but has limited use of leads, transitions, and attributions.	The student demonstrates below average content organization, and has little to no use of leads, transitions, and attributions.	The student did not complete the assignment as required.
Writing Style	The student demonstrates strong writing competency, using inverted pyramid and appropriate style, strong summary lead, transitions, and attributions.	The student demonstrates adequate writing competency and uses inverted pyramid and appropriate style, a summary lead, transitions, and attributions.	The student demonstrates moderate writing competency, but demonstrates limited understanding of inverted pyramid style, appropriate writing style, summary leads, transitions, and/or attributions.	The student demonstrates limited writing competency and understanding of inverted pyramid style, appropriate writing style, summary leads, transitions, and/or attributions.	The student did not complete the assignment as required.
Grammar	Zero to few writing/grammatical errors.	Few to several writing/usage errors.	Several to multiple writing and/or usage errors	Multiple to many writing and/or usage errors.	The student did not complete the assignment as required.

Public Relations 2.1

MMC 499 Senior Project   **Senior Paper or Project (Public Relations)**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Content 50%	The student conducts effective research skills demonstrating understanding of key theories, research methods relevant to the field of media, public relations, and advertising.	The student conducts effective research skills demonstrating an adequate understanding of key theories, research methods relevant to the field of media, public relations, and advertising.	The student conducts research skills demonstrating a moderate understanding of key theories, research methods relevant to the field of media, public relations, and advertising.	The student conducts research skills demonstrating a rudimentary understanding of key theories, research methods relevant to the field of media, public relations, and advertising.	The student did not complete the assignment as required.
Writing 50%	The student demonstrates sophisticated and professional writing competencies, including APA or AP Style writing by fully providing thesis or problem-solution plan development, sources and support in a given field of research. Limited to no writing/usage errors.	The student demonstrates adequate and professional writing competencies, including APA or AP Style writing by adequately providing thesis or problem-solution plan development, sources and support in a given field of research. Few writing/usage errors.	The student demonstrates limited, but acceptable, professional writing competencies, including APA or AP Style writing by minimally providing thesis or problem-solution plan development, sources and support in a given field of research. May have several writing and/or usage errors.	The student demonstrates limited, not professional, writing competencies, including APA or AP Style writing. Provides no thesis or problem-solution plan development, limited sources and/or support in a given field of research. May have multiple writing and/or usage errors.	The student did not complete the assignment as required.
	The student achieves an average grade of A.	The student achieves an average grade of B.	The student achieves an average grade of C.	The student achieves an average grade of D.	The student achieves an average grade of F.

Public Relations 3.1

PRP 213 Publications Workshop **Newsletter Project**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Newsletter content	The student demonstrates excellence in the areas of publication content across these areas: publication elements and terminology; headline and caption writing; newsletter design; photography composition; typography; and, graphic theme.	The student demonstrates competence in most of the areas surrounding publication content, but lacks full and complete understanding in at least one area: publication elements and terminology; headline and caption writing; newsletter design; photography composition; typography; and, graphic theme.	The student exhibits a basic understanding of concepts found in the publication field, but is deficient in the use of terminology and knowledge of publication elements. The student lacks full and complete understanding in more than one area: publication elements and terminology; headline and caption writing; newsletter design; photography composition; typography; and, graphic theme.	The student exhibits little understanding of concepts found in the publication field, and is deficient in the use of terminology and knowledge of publication elements. The student lacks understanding in most areas: publication elements and terminology; headline and caption writing; newsletter design; photography composition; typography; and, graphic theme.	The student exhibits no understanding of concepts for publication content or did not attempt.
Software use	The student exhibits excellence to successfully function in photo and publication software, manipulate photos, construct documents, convert documents across platforms and embed interactive components.	The student exhibits the ability to competently function in photo and publication software, manipulate photos, construct documents, convert documents across platforms and embed interactive components.	The student demonstrates a basic understanding of concepts found in design, and possesses a moderate ability to complete the work using design technology. The student's work lacks the required assignment substance and detail.	The student demonstrates a little knowledge of concepts found in design, and possesses limited ability to complete the work using design technology. The student's work lacks the required assignment substance and detail.	The student exhibits no understanding of concepts for publication design or did not attempt.
	The student earns a grade of A.	The student earns a grade of B.	The student earns a grade of C.	The student earns a grade of D.	The student earns a grade of F.

Public Relations 4.1

MMC 489 Campaign Strategies   **Problem-Need Paper**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Content	All topics are covered in-depth with all pertinent details included; content was carefully analyzed, evaluated, and synthesized.	All topics are covered in-depth with many pertinent details included; content was carefully analyzed, evaluated, and synthesized.	All topics are covered in-depth with most pertinent details included; some content was analyzed, evaluated, and synthesized.	Most topics are covered in-depth with few pertinent details included; content demonstrated little to no analysis, evaluation, or synthesis.	No text submitted.
Writing Style	Always demonstrates vivid and accurate word choice, accurate and varied sentence structures, no passive voice, and clear and effective phrasing.	Most often demonstrates vivid and accurate word choice, accurate and varied sentence structures, no passive voice, and clear and effective phrasing.	Often demonstrates vivid and accurate word choice, accurate and varied sentence structures, no passive voice, and clear and effective phrasing.	Seldom demonstrates vivid and accurate word choice, accurate and varied sentence structures, no passive voice, and clear and effective phrasing.	No text submitted.
Writing Mechanics	The text has no grammatical, spelling, typographical, or format errors.	The text has no more than an average of one grammatical, spelling, typographical, or format error per page.	The text has no more than an average of two grammatical, spelling, typographical, or format errors per page.	The text is incomplete or has more than an average of three grammatical, spelling, typographical, or format errors per page.	No text submitted.
References and Sources	Ten or more appropriate and contemporary content sources; no errors in APA style.	More than seven but less than 10 appropriate and contemporary content sources; one error in APA style.	More than five but less than seven appropriate and contemporary content sources; two errors in APA style.	Less than five appropriate and contemporary content sources; three or more errors in APA style.	No text submitted.

Public Relations Artifact 5.1

PRP 225 Principles of Public Relations   **Event Plan**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Event plan	The student demonstrates excellence in the areas of event planning across these areas: thorough narrative, detailed steps, imaginative theme-based decorations, prudent food planning and selection, adequate use of facilities, and inventive use of music and focal point of event.	The student demonstrates competence in most of the areas surrounding event planning, but lacks full and complete understanding in at least one area: thorough narrative, detailed steps, imaginative theme-based decorations, prudent food planning and selection, adequate use of facilities, and inventive use of music and focal point of event.	The student exhibits a basic understanding of concepts found in the event planning field, but is deficient in the thoroghness required to launch a special event. The student lacks full and complete understanding in more than one area: thorough narrative, detailed steps, imaginative theme-based decorations, prudent food planning and selection, adequate use of facilities, and inventive use of music and focal point of event.	The student exhibits little understanding of concepts found in the special event world, and is deficient in strategic planning. The student lacks understanding in most areas of: thorough narrative, detailed steps, imaginative theme-based decorations, prudent food planning and selection, adequate use of facilities, and inventive use of music and focal point of event.	No project was submitted.
Budget	The student exhibits excellence in planning an event budget across the areas of: item selection, vendor choice, individual cost itemization, extended and total cost as well as providing an online link for chosen each item.	The student exhibits the ability to competently function in item selection, vendor choice, individual cost itemization, extended and total cost as well as providing an online link for chosen each item.	The student demonstrates a basic understanding of concepts found in item selection, vendor choice, individual cost itemization, extended and total cost as well as providing an online link for chosen each item.	The student demonstrates little knowledge of concepts found in item selection, vendor choice, individual cost itemization, extended and total cost as well as providing an online link for chosen each item.	No project was submitted.
	The student earns a grade of A.	The student earns a grade of B.	The student earns a grade of C.	The student earns a grade of D or F.	The student earns a grade of F.

Public Relations 6.1

MMC 489 Campaign Strategies   **Culture Paper**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Content	All topics covered in-depth with all pertinent details included; content carefully analyzed, evaluated, and synthesized.	All topics covered in-depth with many pertinent details included; content was carefully analyzed, evaluated, and synthesized.	All topics covered in-depth with most pertinent details included; some content was analyzed, evaluated, and synthesized.	Most topics are covered in-depth with few pertinent details included; content demonstrated little to no analysis, evaluation, or synthesis.	No text submitted.
Writing Style	Always demonstrates vivid and accurate word choice, accurate and varied sentence structures, no passive voice, and clear and effective phrasing.	Most often demonstrates vivid and accurate word choice, accurate and varied sentence structures, no passive voice, and clear and effective phrasing.	Often demonstrates vivid and accurate word choice, accurate and varied sentence structures, no passive voice, and clear and effective phrasing.	Seldom demonstrates vivid and accurate word choice, accurate and varied sentence structures, no passive voice, and clear and effective phrasing.	No text submitted.
Writing Mechanics	The text has no grammatical, spelling, typographical, or format errors.	The text has no more than an average of one grammatical, spelling, typographical, or format error per page.	The text has no more than an average of two grammatical, spelling, typographical, or format errors per page.	The text is incomplete or has more than an average of three grammatical, spelling, typographical, or format errors per page.	No text submitted.
References and Sources	Ten or more appropriate and contemporary content sources; no errors in APA style.	More than seven but less than 10 appropriate and contemporary content sources; one error in APA style.	More than five but less than seven appropriate and contemporary content sources; two errors in APA style.	Less than five appropriate and contemporary content sources; three or more errors in APA style.	No text submitted.

STA
WPA
14-18

Communication, Arts and Media Department
Whole Person Assessment Handbook
2014-2018 Degree Plans

Studio Art Major Outcomes

In coordination with standards published by NASAD
(http://nasad.arts-accredit.org/) Studio Art major outcomes include:

1. Perceptual Skill: Demonstrate the ability to draw from observation using the skills and tools of traditional pictorial illusion.

1.1 ART 213 Basic Drawing   In-class observational
                                  drawing

2. Visual Organization: Demonstrate the ability to use basic design principles, concepts and use of media.

2.1 ART 101 Fundamentals of Art I   2-D Design project
2.2 ART 102 Fundamentals of Art II   3-D Design project

3. Historical Context: Demonstrate an awareness of the major achievements in the history of art/design.

3.1 ART 103 Art Survey I   Topical paper
3.2 ART 104 Art Survey II   Topical paper
3.3 ART 307 Art Survey III   Topical Paper

4. Discipline Knowledge: Demonstrate a broad knowledge of art/design principles, concepts, media, formats and art history.

4.1 ART 499 Senior Project   Computer test

5. Stylistic Development: Demonstrate a developed, consistent and personal direction or style.

5.1 ART 499 Senior Project   Portfolio

6. Faith and Practice: Demonstrate the integration of faith and art.

6.1 ART 499 Senior Project   Paper

7. Discipline Mastery: Demonstrate a mastery of discipline specific media.

7.1 ART 499 Senior Project   Project

Studio Art 1.1

ART 213 Basic Drawing   **In-class Observational Drawing**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Perspective (rules: all parallel lines converge on a single vanishing point, Level planes will have vanishing points on the horizon line, with the same objects—half as big equals twice a far) (40%) SSAE 5-0008; 8-0001	All of the shapes in this drawing conform to the rules of perspective.	Most of the shapes in this drawing conform to the rules of perspective.	More than half of the shapes in this drawing conform to the rules of perspective.	Less than half of the shapes in this drawing conform to the rules of perspective.	Not turned in.
Light and Shade (Cast shadows move in the same direction as the light source. Core shadows reside on an object in a perpendicular relationship to the light source.) (40%) SSAE 5-0007; 8-0001	The entire drawing follows logical light and shadow patterns or uses accurate light and shadow patterns.	Most of drawing follows logical light and shadow patterns or uses accurate light and shadow patterns.	More than half of the drawing follows logical light and shadow patterns or uses accurate light and shadow patterns.	Less than half of the drawing follows logical light and shadow patterns or uses accurate light and shadow patterns.	Not turned in.
Line (Weight and variety are convincingly used to explain space, light and/or form.) (20%) SSAE 5-0007; 8-0001	Excellent use of line.	Most of the drawing is good.	More than half of the drawing is adequate.	Less than half of the drawing is adequate.	Not turned in.

Studio Art 2.1

ART 101 Fundamentals of Art I   **2-D Design Project**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Design Solution (34%)	Design shows extensive original thought leading to an excellent solution for the assignment	Design shows original thought leading to a good or adequate solution for the assignment	Design shows little original thought leading to a substandard solution for the assignment	Design no original thought.	Not turned in.
Unity: the end goal of using Elements and Principles of art. (33%) SSAE 5-0009	Design is unified. Elements and Principles of art are organized excellently and can not be improved upon.	Design is unified. Elements and Principles of art are organized in a good to adequate fashion.	Design is not unified. Elements and Principles of art are disorganized creating a substandard design.	Design is not unified. Little to no evidence about using Elements and Principles of art is exhibited.	Not turned in.
Media Competency (33%) SSAE 8-0001	Media choice and execution of design shows exceptional skill.	Media choice and execution of design shows technically proficient skill.	Media choice and execution of design shows some to little skill.	Media choice and execution of design shows no skill.	Not turned in.

Studio Art 2.2

ART 102 Fundamentals of Art II **3-D Design Project**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Design Solution (33%)	Design shows extensive original thought leading to an excellent solution for the assignment	Design shows original thought leading to a good or adequate solution for the assignment	Design shows little original thought leading to a substandard solution for the assignment	Design no original thought.	Not turned in.
Unity: the end goal of using Elements and Principles of art. (33%) SSAE 5-0009	Design is unified. Elements and Principles of art are organized excellently and can not be improved upon.	Design is unified. Elements and Principles of art are organized in a good to adequate fashion.	Design is not unified. Elements and Principles of art are disorganized creating a substandard design.	Design is not unified. Little to no evidence about using Elements and Principles of art is exhibited.	Not turned in.
Material Competency (33%) SSAE 8-0003 9-0005	Material choice and execution of design shows exceptional skill.	Material choice and execution of design shows technically proficient skill.	Material choice and execution of design shows some to little skill.	Material choice and execution of design shows no skill.	Not turned in.

Studio Art 3.1

ART 103 Art Survey I   **Topical Paper**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Vocabulary (20%)	Fully employed necessary art vocabulary associated with topic.	Adequately employed necessary art vocabulary associated with topic.	Little necessary art vocabulary associated with topic was used.	No necessary art vocabulary associated with topic was used	Did not write
Historical Relevance and Accuracy (40%) SSAE 3, 6-0011 6-0018	All relevant information is evident and accurate throughout the paper	Missed one relevant item or a slight inaccuracy exists.	Missed more than one relevant item or some information is flawed.	Only wrote about one relevant item or information is flawed	Did not write
Research (40%) SSAE 3, 6-0011 6-0018	Demonstrates an excellent accumulation of knowledge about the topic that is not obvious to the average viewer.	Demonstrates a good to adequate accumulation of knowledge about the topic that is not obvious to the average viewer.	Demonstrates little accumulated knowledge about the topic that is not obvious to the average viewer.	Demonstrates no accumulated knowledge about the topic that is not obvious to the average viewer.	Did not write

Studio Art 3.2

ART 104 Art Survey II   **Topical Paper**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Vocabulary (20%)	Fully employed necessary art vocabulary associated with topic.	Adequately employed necessary art vocabulary associated with topic.	Little necessary art vocabulary associated with topic was used.	No necessary art vocabulary associated with topic was used	Did not write
Historical Relevance and Accuracy (40%) SSAE 3, 6-0012 6-0018	All relevant information is evident and accurate throughout the paper	Missed one relevant item or a slight inaccuracy exists.	Missed more than one relevant item or some information is flawed.	Only wrote about one relevant item or information is flawed	Did not write
Research (40%) SSAE 3, 6-0012 6-0018	Demonstrates an excellent accumulation of knowledge about the topic that is not obvious to the average viewer.	Demonstrates a good to adequate accumulation of knowledge about the topic that is not obvious to the average viewer.	Demonstrates little accumulated knowledge about the topic that is not obvious to the average viewer.	Demonstrates no accumulated knowledge about the topic that is not obvious to the average viewer.	Did not write

Studio Art 3.3

ART 307 Art Survey III   **Topical Paper**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Vocabulary (20%)	Fully employed necessary art vocabulary associated with topic.	Adequately employed necessary art vocabulary associated with topic.	Little necessary art vocabulary associated with topic was used.	No necessary art vocabulary associated with topic was used	Did not write
Historical Relevance and Accuracy (40%) SSAE 3, 6-0012 6-0018	All relevant information is evident and accurate throughout the paper	Missed one relevant item or a slight inaccuracy exists.	Missed more than one relevant item or some information is flawed.	Only wrote about one relevant item or information is flawed	Did not write
Research (40%) SSAE 3, 6-0012 6-0018	Demonstrates an excellent accumulation of knowledge about the topic that is not obvious to the average viewer.	Demonstrates a good to adequate accumulation of knowledge about the topic that is not obvious to the average viewer.	Demonstrates little accumulated knowledge about the topic that is not obvious to the average viewer.	Demonstrates no accumulated knowledge about the topic that is not obvious to the average viewer.	Did not write

Studio Art 4.1

ART 499 Senior Project   **Computer Test**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Exam Score (100%) SSAE 8	100-90%	89-80%	79-70%	69-60%	59% or below

Studio Art 5.1

ART 499 Senior Project   **Portfolio**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Amount of Work (20%)	Exhibits a collection of 12-15 pieces.	Exhibits a collection of 9-12 pieces.	Exhibits a collection of 8-9 pieces.	Exhibits a collection of 7 or less pieces.	Not turned in.
Consistency of Work (40%) SSAE 11	The entire collection of work has an excellent focus. The voice of the work is consistent.	Most of the collection of work has an excellent focus. The voice of the work is mostly consistent.	The collection of work has a split focus or the voice is consistent.	The collection of work has no focus.	Not turned in.
Creativity (40%)	Fantastic ideas. Shows extensive original thought.	The ideas range from solid to pedantic.	Shows little original thought.	Shows no originality of thought.	Not turned in.

Studio Art 6.1

ART 499 Senior Project   **Paper**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Demonstration of knowledge of student's personal faith. (50%)	Explicitly documents one's faith in a professional design environment. Acknowledges several major similarities, differences and observations.	Reasonably documents one's faith in a professional design environment. Acknowledges some major similarities, differences and observations.	Sporadically documents one's faith in a professional design environment. Acknowledges some minor similarities, differences and observations.	Does not document one's faith in a professional design environment. Does not acknowledge similarities, differences and observations.	Did not write.
Demonstration of concepts that explore the Christian faith and constitute a Christian worldview. (50%)	Uses multiple examples of concepts that explore the Christian faith and constitute a Christian worldview	Uses several examples of concepts that explore the Christian faith and constitute a Christian worldview	Uses few examples of concepts that explore the Christian faith and constitute a Christian worldview	Does not successfully use examples of concepts that explore the Christian faith and constitute a Christian worldview	Did not write.

Studio Art 7.1

ART 499 Senior Project   **Project**

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Amount of Work (The agreed upon number of works discussed with the advisor and written in the project proposal). (30%)	All of the expected work is accounted for.	One or two minor pieces are missing.	Half of the expected is accounted for.	Less than half of the work is accounted for	No work.
Mastery of Discipline (70%) SSAE 11	Demonstrates excellent use of advanced techniques in a given media.	Demonstrates good to adequate use of advanced techniques in a given media.	Demonstrates little use of advanced techniques in a given media.	Demonstrates no use of advanced techniques in a given media.	No work.