Degree Program Student Learning Report (rev. 7/14)

Fall 2013 – Spring 2014

The Department of Fine Arts in the School of Liberal Arts

Fine Arts, B.F.A.

Effectively assessing a degree program should address a number of factors:

1) Valid student learning outcomes should be clearly articulated;
2) Valid assessment measures should be used, consistent with the standards of professional practice;
3) There should be evidence that assessment data are being used by faculty to make necessary instructional or assessment changes; and there should be evidence that instructional or assessment changes are being implemented to improve student learning.

PART 1 (A & B)

Relationship of Degree Program Learning Outcomes to Departmental and University Missions

A. Clearly state the school, department and degree program missions.

University Mission	School Mission	Department Mission	Degree Program Mission
Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities.	The mission of the School of Liberal Arts is to further the study and practice of the arts, humanities, and social sciences at Rogers State University, in the community, and in the region.	The mission of the Department of Fine Arts at Rogers State University is to foster and encourage creativity, critical thinking and problem solving based in student learning. The mission	Stresses competence in theory, research, and critical and creative thinking skills through practiced applications. In addition, through a selected option, Graphic Design, Multimedia, Photography, or Studio

University Mission	School Mission	Department Mission	Degree Program Mission
		also promotes and encourages student and faculty successes related to competence in various artistic and scholarly endeavors. Ultimately, the Department of Fine Arts bases departmental achievement on the day-to-day and long-term learning of our students in a global environment.	Art, students will acquire specific knowledge and skills needed to function in a variety of careers associated with the discipline.

B. Clearly state school purposes, department purposes and degree program student learning outcomes. Align student learning outcomes with their appropriate school and department purposes, and these outcomes and purposes with their appropriate university commitments.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
To provide quality associate, baccalaureate, and graduate degree opportunities and educational experiences which foster student excellence in oral and written communications, scientific reasoning and critical and creative thinking.	The School will offer innovative degrees which focus upon developing skills in oral and written communication, critical thinking, and creativity.	Stresses competence in theory, research, and critical and creative thinking skills through practiced applications.	1. Students completing a baccalaureate degree in Fine Arts will demonstrate mastery in their written, oral, artistic, and visual communication skills, as well as the ability to think creatively and critically. 3. Students will critique their work in oral and written form.
To promote an atmosphere of academic and intellectual freedom and respect for diverse expression in an environment of physical safety that is supportive of teaching and learning.	The School will educate liberal arts majors to think critically, creatively, and independently and have the skills to work in all types of situations and communicate with all types of people.	DFA will foster critical, independent thinking, creativity and diversity through varied artistic subjects and mediums. Giving broad set of knowledge and skills valued in the community.	2. Students will create a body of work in their chosen media that expresses their creativity, diversity and independent thinking.
To provide a general liberal arts education that supports specialized academic programs and prepares	The School will offer general education courses of high quality and purpose that provide a	DFA will foster students who are able to think critically, creatively, and independently, and have the	3. Students will critique their work in oral and written form.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
students for lifelong learning and service in a diverse society.	foundation for life-long learning.	skills to work in all types of situations and communicate with all types of people.	4. Students will demonstrate proficient knowledge of the history and theory of Fine Art.
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.	The School will foster a community of scholars among the faculty and students of the institution.	Students and faculty will create a community of scholars through collaborative artistic interpretation and analysis.	5. Students will express their satisfaction (or dissatisfaction) with the degree program's creation of a community of scholars. The department will also invite them to offer suggestions on how to improve the overall program.
To provide university-wide student services, activities and resources that complement academic programs.			
To support and strengthen student, faculty and administrative structures that promote shared governance of the institution.			
To promote and encourage student, faculty, staff and community interaction in a positive academic climate that creates opportunities for cultural, intellectual and personal enrichment for the University and the communities it serves.	The School will offer and promote art, cultural, and public affairs events on the campus and in the region.	DFA will have 5-6 art shows on campus. Will support and promote (Art On The Hill) as well as various cultural and public affairs events on campus and in the region.	

PART 2

Discussion of Instructional Changes Resulting from 2012-2013 Degree Program Student Learning Report

List and discuss all instructional or assessment changes proposed in Part 5 of last year's Degree Program Student Learning Report, whether implemented or not. Any other changes or assessment activities from last year, but not mentioned in last year's report, should be discussed here as well. Emphasis should be placed on student learning and considerations such as course improvements, the assessment process, and the budget. If no changes were planned or implemented, simply state "No changes were planned or implemented."

Instructional or Assessment Changes	Changes Implemented (Y/N)	Impact of Changes on Degree Program Curriculum or Budget
We will be attempting multiple curriculum changes. Adding a History of Photography class.	N	This will address a weak area in our students' foundation. Increasing the quality of the portfolios for the students completing the new photography option.
We will be changing the course description for the Painting 2 class.	Y	To ensure that oil painting, a historically critical medium gets taught. And to broaden the studio majors skillset to include oil painting, and other experimental painting materials and techniques.
We will be implementing an Intermediary Review.	Y	This will be a mid-college career assessment / formative assessment, to help guide our students to a successful culmination of their BFA.
We will be attempting multiple curriculum changes. Adding a Digital Publishing/Foundations 2 class.	Y & N	This will address some weak areas in our student's competencies. Increasing the quality of their portfolios. To ensure that graduates will be prepared to enter and perform satisfactorily in entry-level positions in the art field or graduate level education endeavors. (Curriculum proposals have been made, and are being revised. Therefore, the course is not yet a new requirement for graduation. But it is in development.)

PART 3

Discussion About the University Assessment Committee's 2012-2013 Peer Review Report

The University Assessment Committee in its Degree Program Peer Review Report provided feedback and recommendations for improvement in assessment. List or accurately summarize all feedback and recommendations from the committee, and state whether they were implemented or will be implemented at a future date. If they were not or will not be implemented, please explain why. If no changes were recommended last year, simply state "No changes were recommended."

Feedback and Recommended Changes from the University Assessment Committee	Suggestions Implemented (Y/N)	Changes that Were or Will Be Implemented, or Rationale for Changes that Were Not Implemented
Photography missing from program mission.	Y	Fixed
SLO #2 connection to school purpose a little hazy.	Y	Fixed by re-wording Student Learning Outcome to make a better match.
SLO #5 (add #) might fit better with other commitments.	Y	Fixed with re-wording of Department Purpose and Student Learning Outcome.
Junior review and new course status?	Y	The Junior Review takes place in a student's fifth semester during Art Marketing ART-3633. It is underway this semester (Fall 2014) for the first time.
1b is a presentation, but seems to be repeating the language for 1a ("proposals were well written").	Y	Conclusions are re-written to give a better sense of overall effectiveness.
All 18 students made an A on each of seven capstone measures—impressive results. Was this the greatest class ever? Does this say more about the students or the standards?	n/a	This may have as much to do with mis-reading the data, as with the fact that by the time our students reach Capstone, they are performing at a high level.
What data could be collected from the new BFA Success Strategies course ("a great success")?	n/a	The BFA Success Strategies class is not a part of our assessment process at this point. However, it is a success in the sense that it has increased the preparation and awareness in our students for the BFA program.
Eighteen students in capstone measures, only eight for graduate survey—did some not complete the survey or did ten not graduate?	n/a	Not all Capstone students graduate in the same semester that they complete the Capstone class.

PART 4

Analysis of Evidence of Student Learning Outcomes

For all student learning outcomes (as listed in Part 1 B above), describe the assessment measures and performance standards used, as well as the sampling methods and sample sizes. For each measure, document the results of the activity measured and draw relevant conclusions related to <u>strengths and weaknesses of their performance</u>.

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
1. Students completing a baccalaureate degree in Fine Arts will demonstrate mastery in their written, oral, artistic, and visual communication skills, as well as the ability to think creatively and critically.	1.a. Capstone candidates will write a proposal in which they examine their own work in the context of art history, art theory, and their development as an artist.	70% will score a 7 out of 10 (or higher) on the Capstone Project Proposal component of the Capstone Project	All students enrolled in ART 4953 Capstone Portfolio.	19	89% of students scored a 7 out of 10 (or higher) on the Project Proposal component. <table><tr><td>A</td><td>9</td></tr><tr><td>B</td><td>6</td></tr><tr><td>C</td><td>2</td></tr><tr><td>D</td><td>2</td></tr><tr><td>F</td><td>0</td></tr></table>	The Project Proposal serves as an appropriate measure because it forces the student to examine their work, and formulate that analysis into a coherent written statement. And these results indicate that we are achieving that goal with this measure.	yes
	1.b. Capstone candidates will give a presentation in which they examine their own work in the context of art history, art theory, and their development as an artist.	70% will score a 7 out of 10 (or higher) on the Project Presentation component of the Capstone Presentation	All students enrolled in ART 4953 Capstone Portfolio.	18	100% of students scored a 7 out of 10 (or higher) on the Project Presentation component. <table><tr><td>A</td><td>6</td></tr><tr><td>B</td><td>9</td></tr><tr><td>C</td><td>4</td></tr><tr><td>D</td><td>0</td></tr><tr><td>F</td><td>0</td></tr></table>	The Capstone Presentation serves as an appropriate measure because it then forces the student to present this final analysis to a committee of faculty and an audience of peers. The results of this measure show that the Capstone students demonstrate excellence in understanding and presenting their work to a committee faculty and audience of their peers.	yes

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
2. Students will create a body of work in their chosen media that expresses their creativity, diversity and independent thinking.	Capstone candidates will participate in a gallery exhibition showcasing their body of artwork to the general public.	70% will score a 7 out of 10 (or higher) on the Portfolio component of the Capstone Presentation	All students enrolled in ART 4953 Capstone Portfolio.	18	89% of students scored a 7 out of 10 (or higher) on the Portfolio component. A 7 B 8 C 2 D 1 F 1	The BFA Capstone process culminates in a gallery exhibition of a body of new work, which serves as an emulation of a career fine-artist (or designer, or photographer, etc). The results of this measure show that these Capstone students are successfully creating new work that is creative, thoughtful, and well-crafted.	yes
3. Students will critique their work in oral and written form.	3.a. Capstone candidates will write a paper that accompanies the gallery exhibition, and elaborates upon the themes of the work in the show.	70% will score a 7 out of 10 (or higher) on the Capstone Paper	All students enrolled in ART 4953 Capstone Portfolio.	18	95% of students scored a 7 out of 10 (or higher) on the Capstone Paper. A 8 B 7 C 3 D 1 F 0	Artists must communicate in a variety of forms, especially in writing, and the results for this measure show that we are exceeding our goals in this competency.	yes

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
	3.b. Capstone candidates will participate in a group critique with the Departments of Fine Arts/Capstone Committee	70% will score a 7 out of 10 (or higher) on the Project Presentation component of the Capstone Presentation	All students enrolled in ART 4953 Capstone Portfolio.	18	100% of students scored a 7 out of 10 (or higher) on the Project Presentation component. A 6 B 9 C 4 D 0 F 0	Likewise, artists must communicate orally, and the results for this measure show that we are exceeding our goals in this competency.	yes
4. Students will demonstrate proficient knowledge of the history and theory of Fine Art.	Capstone candidates will give an oral presentation summarizing the themes presented in their exhibited artwork, and connecting how their work connects to the continuum of art history.	70% will score a 7 out of 10 (or higher) on the Project Presentation component of the Capstone Presentation	All students enrolled in ART 4953 Capstone Portfolio.	18	100% of students scored a 7 out of 10 (or higher) on the Project Presentation component. A 6 B 9 C 4 D 0 F 0	The results show that these Capstone students are making those connections from their own work to that of their influences, and art history at large.	yes

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
5. Students will express their satisfaction (or dissatisfaction) with the degree program. The department will also invite them to offer suggestions on how to improve the overall program.	Students graduating with a BFA will complete the School of Liberal Arts Graduating Student Survey as a part of their graduation application process.	80% of students graduating with a BFA will express overall satisfaction with the educational experience afforded by the degree.	All students graduating with a BFA will be surveyed.	22	95.5% of respondents expressed satisfaction (either Very Satisfied or Somewhat Satisfied) with the educational experience afforded by the degree. Very Satisfied – 19 Somewhat Satisfied – 2 Somewhat Dissatisfied – 0 Very Dissatisfied – 0 No Response - 1	These exit surveys are appropriate measures because they give students an open opportunity to voice their opinions regarding the quality of their educational experience and the "community of scholars" that the department fosters between student and faculty. These results indicate a general sense of satisfaction with that process. The number of respondents may not always match the number of Capstone students, because each year some Capstone students may have a semester of classes left to take, and would therefore not yet fill out a graduation survey. Additionally, we may not always have a 100% return rate on graduation surveys.	yes

PART 5

Proposed Instructional Changes Based on Conclusions Drawn from Evidence Presented Above

State any proposed instructional or assessment changes to be implemented for the next academic year. They should be based on conclusions reported in Part 4 (above) or on <u>informal activities, such as faculty meetings and discussions, conferences, pilot projects, textbook adoption, new course proposals, curriculum modifications, etc.</u> Explain the rationale for these changes and how they will impact student learning and other considerations, such as curriculum, degree plan, assessment process, or budget. If no changes are planned, simply state "No changes are planned."

Student Learning Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations.
TBD	Potential implementation of Assessment Measures in BFA Success Strategies	BFA Success Strategies is our program-specific orientation course. Adding this course to our assessment process would not only provide essential information to our beginning students, but also add a beginning to the middle and end of our existing program assessment process.	Addition of this course increased the graduation requirement to 129 hours.
N/A	Continued development and course addition of Digital Publishing	This course would build upon information provided in Digital Foundations regarding the creation and design of content created for publishing on mobile devices and other emerging formats. This information is not currently covered in our curriculum.	This course would not be part of our Program Assessment. It would be part of the Graphic Design Option core requirements, replacing Applied/Package Design, which would become a Design Option elective.

PART 6

Shared Pedagogical Insight that Improves Student Learning or Classroom Engagement

(OPTIONAL) If your department or a faculty member has developed a method or technique of teaching that seems especially effective in improving student learning or student engagement in the classroom, please provide a brief description below. More detail can be communicated during the face to face peer review session.
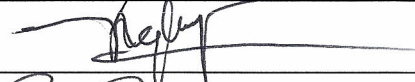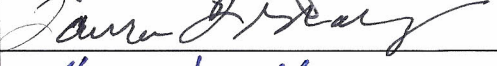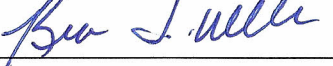
Description

PART 7 (A & B)

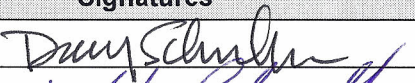## Assessment Measures and Faculty Participation

A. Assessment Measures:

1) How many different assessment measures were used? 5

2) List the direct measures (see rubric):
Capstone Portfolio
Capstone Proposal
Capstone Written Component
Capstone Presentation

3) List the indirect measures (see rubric):
Graduation Surveys

B.

1) Provide the names and signatures of all faculty members who contributed to this report and indicate their respective roles:

Faculty Members	Roles in the Assessment Process (e.g., collect data, analyze data, prepare report, review report, etc.)	Signatures
Prof. Denny Schmickle	Dept. Head, Capstone Committee, DFA Faculty, graphic design expert, portfolio reviewer, Dept. Assessment Contributor	
Prof. Gary Moeller	Capstone Committee, DFA Faculty, Studio Art expert, portfolio reviewer	
Prof. Anh-Thuy Nguyen	Capstone Committee, DFA Faculty, photography and portfolio reviewer	
Prof. Bryce Brimer	Capstone Committee, DFA Faculty, graphic design and 3 dimensional design expert, portfolio reviewer	
Dr. Michael McKeon	Capstone Instructor/Committee, DFA Faculty, art history and theory expert, portfolio reviewer	
Dr. Hugh Foley	Capstone Committee, DFA Faculty, writing and oral presentation expert, portfolio reviewer	
Dr. Laura Gray	Capstone Committee, English, writing and women's study expert, portfolio reviewer	
Dr. Kirk Weller	DFA Music Faculty, UAC representative, Dept. Assessment Coordinator	

2) Reviewed by:

Titles	Names	Signatures	Date
Department Head	DENNY SCHMICKLE		09-29-14
Dean	Frank W. Elwell		9-30-14