

Developmental Studies Student Learning Report

Revised August 2017

Department of Fine Arts

General Education Studies Report

Fall 2016 - Spring 2017

PART 1

Developmental Studies Mission and Student Learning Outcomes

A. State the school, department, and development studies missions.

University Mission	School Mission	Department Mission	Developmental Studies 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.	Central to the mission of the School is the preparation of students to achieve professional and personal goals in their respective disciplines and to enable their success in dynamic local and global communities.	The mission of the Department of Fine Arts is to promote and encourage student success in various artistic and scholarly endeavors.	General Education at Rogers State University provides a broad foundation of intellectual skills, knowledge, and perspectives to enable students across the University to achieve professional and personal goals in a dynamic local or global society.

B. Align school purposes, department purposes, and developmental studies learning outcomes with the 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	The School offers innovative degrees, which focus upon developing skills in oral and written communication, critical thinking, creativity, empirical and evidenced- based inquiry, experimental	Stress independent thinking and competence in art theory and research through practical application.	1) Think critically and creatively. 2) Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world. 3) Use written, oral, and visual

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
communications, scientific reasoning and critical and creative thinking.	investigation and theoretical explanation of natural phenomena, and innovative technology.		communication effectively. 4) Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values. 5) Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.
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.			
To provide a general liberal arts education that supports specialized academic programs and prepares students for lifelong learning and service in a diverse society.	The School offers general education courses of high quality and purpose that provide a foundation for life- long learning.		1) Think critically and creatively. 2) Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world. 3) Use written, oral, and visual communication effectively. 4) Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values. 5) Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.			
To provide university-wide student services, activities and resources that complement academic programs.			
To support and strengthen student,			

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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.			

PART 2

Revisit Proposed Changes Made in Previous Assessment Cycle Nothing changes

Revisit each instructional/assessment change proposed in Part 5 of the developmental studies SLR for the preceding year. Indicate whether the proposed change was implemented and comment accordingly. Any changes the department implemented for this academic year, but which were not specifically proposed in the preceding report, should also be reported and discussed here. Please note if no changes were either proposed or implemented or this academic year.

Proposed Change	Implemented? (Y/N)	Comments

PART 3

Response to University Assessment Committee Peer Review

The University Assessment Committee provides written feedback on departmental assessment plans through a regular peer review process. This faculty-led oversight is integral to RSU's commitment to the continuous improvement of student learning and institutional effectiveness. UAC recommendations are not compulsory and departments may implement them at their discretion. Nevertheless, respond below to each UAC recommendations from last year's peer review report. Indicate whether the recommendation was implemented and comment

accordingly. Please indicate either if the UAC had no recommendations or if the program was not subject to review in the previous cycle.

Peer Review Feedback	Implemented (Y/N)	Comments
Implement the critical review paper's grade as a method to assess Student Learning Outcome # 4	Yes	Students go to museum/gallery, using their personal perspective to write and reflect upon artworks.

PART 4

Evidence of Student Learning

Evidence and analyze student progress for each of the developmental studies student learning outcomes (same as listed in Part I B above). See the *Appendix* for a detailed description of each component.

A. Student Learning Outcome					
SLO #1: Think critically and creatively					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
H. Conclusions					

A. Student Learning Outcome					
SLO #2: Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
H. Conclusions					

ACCESS DATA from ART (HUM) 1113: ART APPRECIATION taught in FALL 2016 & SPRING 2017 (online & on ground)

A. Student Learning Outcome															
SLO #3: Use written, oral, and visual communication effectively															
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)										
Midterm Exam	70% or higher of students taking ART (HUM) 1113 will score 70% or higher on their midterm exam.	All students who enroll in ART (HUM) 1113 in academic year 2016-2017.	Total: 153 students (120 students on ground & 33 students online, divided in 2 online sessions and 6 on ground sessions).	69.3% of students on ground & online score 70% or higher. <table><tr><td>A</td><td>42</td></tr><tr><td>B</td><td>36</td></tr><tr><td>C</td><td>28</td></tr><tr><td>D</td><td>15</td></tr><tr><td>F</td><td>30</td></tr></table>	A	42	B	36	C	28	D	15	F	30	No
A	42														
B	36														
C	28														
D	15														
F	30														

A. Student Learning Outcome															
SLO #3: Use written, oral, and visual communication effectively															
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)										
Final Exam	70% or higher of students taking ART (HUM) 1113 will score 70% or higher on their final exam.	All students who enroll in ART (HUM) 1113 in academic year 2016-2017.	Total: 153 students (120 students on ground & 33 students online, divided in 2 online sessions and 6 on ground sessions).	72% of students on ground & online score 70% or higher. <div><table><tr><td>A</td><td>58</td></tr><tr><td>B</td><td>24</td></tr><tr><td>C</td><td>28</td></tr><tr><td>D</td><td>21</td></tr><tr><td>F</td><td>21</td></tr></table></div>	A	58	B	24	C	28	D	21	F	21	Yes
A	58														
B	24														
C	28														
D	21														
F	21														
H. Conclusions															
Midterm and final examinations measure students' ability to utilize art terminologies to discuss about artworks and define art concepts. It often takes longer than 8 weeks for non-art major students to be familiar to new terminologies and how to criticized art. The final grade, which includes midterm exam, final exam, quizzes and critical review paper, reflects 82% of students both on ground and online score 70% or higher.															

A. Student Learning Outcome															
SLO #4: Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.															
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)										
Critical Review Paper: students must visit an exhibition to view artworks and write a reflection paper about their experience with those art pieces.	70% or higher of students taking ART (HUM) 1113 will score 70% or higher on their critical review paper.	All students who enroll in ART 1113 or HUM 1113 in academic year 2016-2017.	Total: 153 students (120 students on ground & 33 students online, divided in 2 online sessions and 6 on ground sessions).	81% of students on ground & online score 70% or higher. <div><table><tr><td>A</td><td>44</td></tr><tr><td>B</td><td>53</td></tr><tr><td>C</td><td>27</td></tr><tr><td>D</td><td>5</td></tr><tr><td>F</td><td>18</td></tr></table></div>	A	44	B	53	C	27	D	5	F	18	Yes
A	44														
B	53														
C	27														
D	5														
F	18														
H. Conclusions															
This critical review paper is an effective measurement of whether or not students are learning the concepts of art and art terminologies as presented in ART (HUM) 1113.															

PART 5

Proposed Instructional or Assessment Changes

Learning outcomes assessment can generate actionable evidence of student performance that can be used to improve student success and institutional effectiveness. Knowledge of student strengths and weakness gained through assessment can inform faculty efforts to improve course instruction and program curriculum. Below discuss potential changes the department is considering which are aimed at improving student learning or the assessment process. Indicate which student learning outcome(s) will be affected and provide a rationale for each proposed change. These proposals will be revisited in next assessment cycle.

Proposed Change	Applicable Learning Outcomes	Rationale and Impact

PART 6

Summary of Assessment Measures

A. How many different assessment measures were used? 4

B. List the direct measures (see appendix):



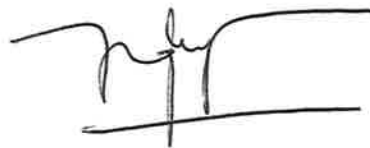
Midterm Exam
Final Exam
Critical Review Paper

C. List the indirect measures (see appendix):

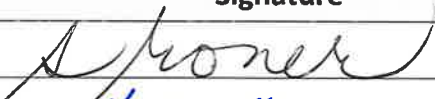
PART 7

Faculty Participation and Signatures

A. Provide the names and signatures of all full time and adjunct faculty who contributed to this report.

Faculty Name	Assessment Role	Signature
Associate Prof Steve Rosser	Department Head, Department Assessment Contributor, DFA Faculty for Art Appreciation (on ground).	
Professor Mike McKeon	Department Assessment Contributor, DFA Faculty for Art Appreciation (on ground and online).	
Assistant Prof Anh-Thuy Nguyen	DFA Faculty for Art Appreciation (on ground), UAC representative, Department Assessment Coordinator, data collector, preparing report.	

B. Reviewed by:

Titles	Name	Signature	Date
Department Head	Steven Rosser		10.23.17
Dean	Keith W. Martin	K. Martin	10/24/17