

Developmental Studies Student Learning Report

Revised August 2017

Department of Fine Arts

General Education Studies Report

Fall 2017 - Spring 2018

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
		We did not have peer review during academic year 2017-2018

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.

ACCESS DATA from ART (HUM) 1113: ART APPRECIATION taught in FALL 2017 & SPRING 2018 (on ground). No data from ONLINE courses.

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 2017-2018 on ground.	Total: 109 students	89.9% of students scored 70% or higher on their midterm exams. <div><table><tr><td>A</td><td>65</td></tr><tr><td>B</td><td>21</td></tr><tr><td>C</td><td>12</td></tr><tr><td>D</td><td>4</td></tr><tr><td>F</td><td>9</td></tr></table></div>	A	65	B	21	C	12	D	4	F	9	Yes
A	65														
B	21														
C	12														
D	4														
F	9														

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 2017-2018.	Total: 109 students	78.8% of students scored 70% or higher on their final exams. <div><table><tr><td>A</td><td>60</td></tr><tr><td>B</td><td>18</td></tr><tr><td>C</td><td>8</td></tr><tr><td>D</td><td>6</td></tr><tr><td>F</td><td>17</td></tr></table></div>	A	60	B	18	C	8	D	6	F	17	Yes
A	60														
B	18														
C	8														
D	6														
F	17														
H. Conclusions															
Midterm and final examinations measured 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 midterm exam’s results category showed a total number of 111 students, not 109 students, due to 2 students withdrew from the course after the midterm.															

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 2017-2018.	Total: 109 students	87.1% of students scored 70% or higher on their critical review paper. <div><table><tr><td>A</td><td>63</td></tr><tr><td>B</td><td>23</td></tr><tr><td>C</td><td>9</td></tr><tr><td>D</td><td>5</td></tr><tr><td>F</td><td>9</td></tr></table></div>	A	63	B	23	C	9	D	5	F	9	Yes
A	63														
B	23														
C	9														
D	5														
F	9														
H. Conclusions															
This critical review paper was an effective measurement of whether or not students are learning the concepts of art and art terminologies as presented in ART (HUM) 1113. Students also applied what they had learnt to visually criticize work of art, while developing a broaden understanding of viewpoints, experiences inspired by visual artwork.															

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
------------------------	-------------------------------------	-----------------------------

Proposed Change	Applicable Learning Outcomes	Rationale and Impact

PART 6
Summary of Assessment Measures

A. How many different assessment measures were used? 3




B. List the direct measures (see appendix):

Midterm Exam
Final Exam
Critical Review Paper

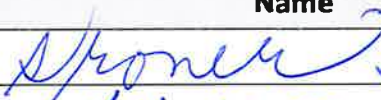
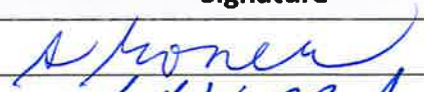
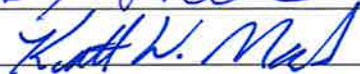
C. List the indirect measures (see appendix):

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 Gary Moeller	Department Assessment Contributor, DFA Faculty for Honor Art Appreciation (on ground)	
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		5-23-18
Dean	Keith W. Martin		5/24/18

Appendix

Student Learning Outcome

Student learning outcomes are the observable or measurable results that are expected of a student following a learning experience. Learning outcomes may address knowledge, skills, attitudes, or values that provide evidence that learning has occurred. They can apply to a specific course, a program of study, or an institution. Outcomes should be worded in language that clearly implies a measurable behavior or quality of student work. Outcomes should also include Bloom's action verbs appropriate to the skill level of learning expected of students.

Examples:

Students will be able to apply principles of evidence-based medicine to determine clinical diagnoses and implement acceptable treatment modalities.

Students will be able to articulate cultural and socioeconomic differences and the significance of these differences for instructional planning.

Assessment Measure

An assessment measure is a tool or instrument used to gather evidence of student progress toward an established learning outcome. Every program learning outcome should have at least one appropriate assessment measure. Learning outcomes are frequently complex, however, and may require multiple measures to accurately assess student performance. Assessment plans should try to incorporate a combination of direct and indirect assessment measures. Direct provide concrete evidence of whether a student has command of a specific subject or content area, can perform a certain task, exhibits a particular skill, demonstrates a certain quality in their work, or holds a particular value. Because direct measures tap into actual student learning, it is often viewed as the preferred measure type. Indirect measures assess opinions or thoughts about the extent of a student's knowledge, skills, or attitudes. They reveal characteristics associated with learning, but they only imply that learning has occurred. Both types of measures can provide useful insight into student learning and experiences in a program. Each also has unique advantages and disadvantages in terms of the type of data and information it can provide. Examples of common direct and indirect measures are listed below.

Direct Measures

- Comprehensive exams
- Class assignments
- Juried review of performances and exhibitions
- Internship or clinical evaluations
- Portfolio evaluation
- Pre/post exams
- Third-party exams such as field tests, certification exams, or licensure exams
- Senior thesis or capstone projects

Indirect Measures

- Graduate exit interviews
- Focus group responses
- Job placement statistics
- Graduate school placement statistics
- Graduation and retention rates
- Student and alumni surveys that assess perceptions of the program
- Employer surveys that assess perceptions of graduates
- Honors and awards earned by students and alumni.

Performance Standard

A performance standard is a clearly-defined benchmark that establishes the minimally-acceptable level of performance expected of students for a particular measure.

Examples:

At least 70% of students will score 70% or higher on a comprehensive final exam.

At least 75% of students will earn score a "Proficient" or higher rating on the Communicate Effectively rubric.

Sampling Method

Sampling method describes the methodology used for selecting the students that were assessed for a given measure. In some cases, such as most course-embedded measures, it is possible to assess all active enrolled students. In other cases, however, it is not feasible to measure the population of all potential students. In these cases, it is important that a well-designed sampling scheme be used to ensure the sample of students measured is an unbiased representation of the overall population. Where multiple instructors teach a particular course, care should be taken to assess students across all instructors, including adjuncts.

Examples:

All students enrolled in BIOL 4801 Biology Research Methods II

All majors graduating in the 2016-17 academic year.

Sample Size

Sample size is the number of students from which evidence of student learning was obtained for a given assessment measure.

Results

Results are an analytical summary of the findings arising from the assessment of student performance for a particular assessment measure. Typical presentation includes descriptive statistics (mean, median, range) and score frequency distributions.

Standard Met?

This is a simple yes/no response that indicates whether the observed level of student performance for a particular measure meets or exceeds the established standard. An N/A may be used where circumstances prevented the department from accurately assessing a measure.

Conclusion

The conclusion is a reflective summary and determination of the assessment results obtained for a specific learning outcome. Questions to consider in this section include the following:

- Does the assessment evidence indicate the learning outcome is being satisfactorily met?
- Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern?
- What are the most valuable insights gained from the assessment results?
- What strengths and weaknesses in student learning do the results indicate?
- What implications are there for enhancing teaching and learning?
- How can the assessment process be improved?