

GENERAL EDUCATION STUDENT LEARNING REPORT

(Rev. August 2013)

ROGERS STATE UNIVERSITY

Department of Fine Arts
For Academic Year 2012-2013

Effectively assessing a General Education course 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.

Relationship of the General Education Program Mission and Outcomes to University Mission and Commitments

RSU Mission	General Education 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	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.
RSU Commitments	General Education 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.	<ol style="list-style-type: none"> 1) Acquire and evaluate information. 2) Analyze and integrate knowledge. 3) Develop perspectives and an understanding of the human experience. 4) Communicate effectively.
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.	<ol style="list-style-type: none"> 1) Acquire and evaluate information. 2) Analyze and integrate knowledge. 3) Develop perspectives and an understanding of the human experience. 4) Communicate effectively.

RSU Mission	General Education Mission
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, 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.	

Discussion of Instructional Changes Resulting from 2011/2012 General Education Student Learning Report

- 1) List and discuss all instructional or assessment changes proposed in Part 3 of last year's General Education Student Learning Report, whether implemented or not. Any other changes or assessment activities from last year's report, whether included in the report or not 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 General Education Curriculum or Budget

- 2) [Complete this part only if the general education course(s) was among those that were peer reviewed last year.] The University Assessment Committee in their General Education 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

Analysis of Evidence of General Education Student Learning Outcomes

- 3) The four General Education Outcomes are listed below. For each outcome, indicate the General Education course(s) being assessed, and provide a brief narrative of 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 any relevant conclusions related to the strengths and weaknesses of students' performance. Finally, indicate whether the performance measure was met or not.

Outcome 1: Acquire and evaluate information.

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)

Outcome 2: Analyze and integrate knowledge.

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)

Outcome 3: Develop perspectives and an understanding of the human experience.

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
Art Appreciation ART (HUM) 1113	Two 3 page cultural event assignment/paper	75% or higher of students completing ART 1113 will achieve a score of 75 or higher using art concepts /	A blend of online, on- ground and intersession courses will be sampled for the scores on these	89	Of the 89 cultural event assignments graded by the lead instructor in this subject area, 83% of the papers included	This cultural event assignments/ papers are effective measurements of whether or not students are learning the concepts of art as	Yes.

	Pre/post tests	terminology and theatre criticism 75% of students' scores will improve by at least 40% on post-test as compared to pre-test	assessment measures.	120	appropriate usage of art concepts / terminology and theatre criticism 87% of students' scores did improve by at least 40% on post-test	presented by ART (HUM) 1113 The Pre/post test is an effective measurement of whether or not students are learning the concepts of art as presented by ART (HUM) 1113	Yes
Cinema HUM 2893	Two 750-word cinema essays (new in 2013)	70% or higher of students completing HUM 2893 will achieve a score of 70% or higher on these essays	A blend of online, on-ground and intersession courses will be sampled for the scores on these assessment measures.	100	84% of students scored 70% or better on the essays	This essay is an effective measurement of whether or not students are learning the concepts of cinema as presented by HUM 2893.	Yes
	Journal Assignments	70% or higher of students completing HUM 2893 will achieve a score of 70% or higher on a journal, which asks students to apply concepts of each unit or chapter of the text to films of their choice.			87% of students scored 70% or better on the journals	The journal is an effective measurement of whether or not students are learning the concepts of cinema as presented by HUM 2893.	Yes

	10 quizzes (new in 2013)	70% or higher of students completing HUM 2893 will achieve a score of 70% or higher on a series of 10 quizzes			No data available at this time as this is the first semester of implementation of this measure.	No data available at this time as this is the first semester of implementation of this measure.	
	Exams	70% or higher of students completing HUM 2893 will achieve a score of 70% or higher on exams			77% of students scored 70% or better on their Mid-term and Finals Exams	The Exams are effective measurements of student learning.	Yes
Music Appreciation MUSC (HUM) 2573	10 listening journals. Two 1,000 word reports from attendance of live concerts.	75% or higher of students completing MUSC (HUM)2573 will achieve a score of 75 or higher using music concepts / terminology.	A blend of online and on-ground courses will be sampled for the scores on these assessment measures.	88	Of the 895 assignments graded by the lead instructor in this subject area, 85% of the concert reports and listening journals included appropriate usage of selected music terms/concepts in their analysis and reflection of the selected music.	These journals and concert reports are effective measurements of whether or not students are learning the concepts of cinema as presented by MUSC (HUM) 2573.	Yes

Outcome 4: Communicate effectively.

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)

- 4) State any proposed instructional or assessment changes to be implemented in the next academic year. They should be based on conclusions reported in Part 3 (above) or on informal activities, such as faculty meetings and discussions, conferences, pilot projects, textbook adoption, new course proposals, curriculum modifications, etc. Explain the rationale for these changes, emphasizing student learning and classroom instruction. Also describe the anticipated impact on the university's general education curriculum, and on the budgets of the department or university. If no changes are planned, simply state "No changes are planned."

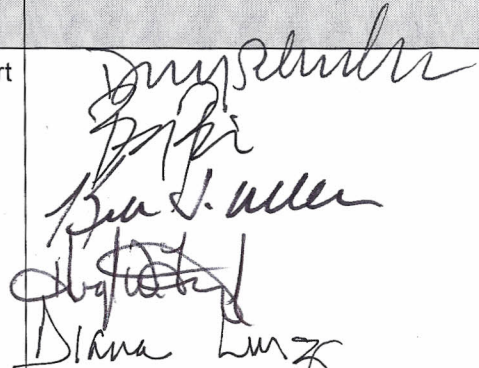
General Education Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on the General Education Curriculum, General Education Student Learning Report or Budget

- 5) (OPTIONAL) If your department or an individual faculty member has developed a teaching technique they believe improves student learning or student engagement in the classroom, please share it below. Examples can be seen at <http://www.rsu.edu/committees/assessment/docs/FacultyInsights.pdf> . Please briefly describe the instructional practice. More detail can be communicated during the face to face peer review session. The Peer Review Report does not rate this part, but it does note whether or not any contribution has been made.

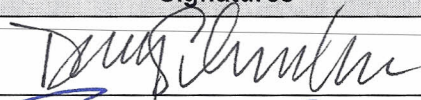
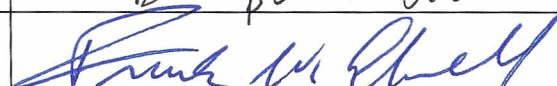
Description

Documentation of Faculty Assessment

- 6) 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)	Signatures
Prof. Denny Schmickle	Dept. Head / Collect Data / Compile and Prepare Report	
Prof. Bryce Brimer	Dept. Assessment Committee	
Dr. Kirk Weller	Assessment Coordinator, Prof. of Music – Data	
Dr. Hugh Foley	Professor of Cinema – Data	
Ms. Diana Lurz	Professor of Art Appreciation – Data	

7) Reviewed by:

Titles	Names	Signatures	Date
Department Head	Denny Schmickle		11-14-13
Dean	Frank W. Weller		11-21-13