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 also promotes and encourages student and faculty successes	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 Art, students will acquire specific knowledge and skills needed to

University Mission	School Mission	Department Mission	Degree Program Mission
		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.	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 students for lifelong learning and service in a diverse society.	The School will offer general education courses of high quality and purpose that provide a foundation for life-long learning.	DFA will foster students who are able to think critically, creatively, and independently, and have the skills to work in all types of situations and communicate with all types of people.	3. Students will critique their work in oral and written form. 4. Students will demonstrate proficient knowledge of the history and theory of Fine Art.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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 2013-2014 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
Potential implementation of Intermediary Assessment Measures in Art Marketing course.	Y & N	We are in the process of completing the date. It does not finish at this time.
Potential implementation of Assessment Measures in BFA Success Strategies	Y & N	We are in the process of completing the date. It does not finish at this time.
Continued development and course addition of Digital Publishing	N	

PART 3

Discussion About the University Assessment Committee's 2013-2014 Peer Review Report
WE DID NOT HAVE A 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

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 strengths and weaknesses of their performance.

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 an initial capstone proposal in which they examine their previous work. Based upon that, propose a new body of work.	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.	23	100% of students scored a 7 out of 10 (or higher) on the Project Proposal component. A 11 B 8 C 4 D 0 F 0	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. The projected measurement accomplished. It works. We also host an annual Alumni Exhibition in the Fall to examine our students' work progress, in comparison to the work created by the senior capstone.	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)
	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.	23	100% of students scored a 7 out of 10 (or higher) on the Project Presentation component. A 10 B 8 C 5 D 0 F 0	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
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.	23	100% of students scored a 7 out of 10 (or higher) on the Portfolio component. A 10 B 7 C 6 D 0 F 0	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

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. 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.	23	100% of students scored a 7 out of 10 (or higher) on the Capstone Paper. A 11 B 8 C 4 D 0 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
	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.	23	100% of students scored a 7 out of 10 (or higher) on the Project Presentation component. A 10 B 8 C 5 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

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)
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.	23	100% of students scored a 7 out of 10 (or higher) on the Project Presentation component. A 10 B 8 C 5 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
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.	Students graduating with a BFA will be surveyed.	9	100% of respondents expressed satisfaction (either Very Satisfied or Somewhat Satisfied) with the educational experience afforded by the degree. Very Satisfied – 7 Somewhat Satisfied – 2 Somewhat Dissatisfied – 0 Very Dissatisfied – 0 No Response 14	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 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 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.
No changes are planned.			

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.
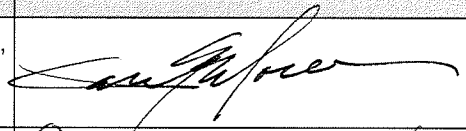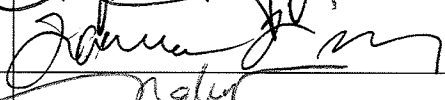
Description

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):
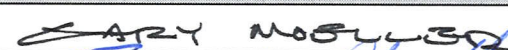Graduation Surveys
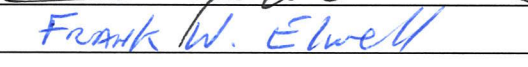
B.

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. Gary Moeller	Interim Department Head, Capstone Committee, DFA Faculty, Studio Art expert, portfolio reviewer, Dept. Assessment Contributor	
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	
Prof. Anh-Thuy Nguyen	Capstone Committee, DFA Faculty, photography expert,	

	portfolio reviewer, UAC representative, Dept. Assessment Coordinator	
Prof. Bryce Brimer	Capstone Committee, DFA Faculty, graphic design and 3 dimensional design expert, portfolio reviewer	*[signature]*

2) Reviewed by:

Titles	Names	Signatures	Date
Department Head	*GARY MOELLER*	*[signature]*	10/29/15
Dean	*Frank W. Elwell*	*Frank W. Elwell*	10-29-15

RUBRIC FOR STUDENT LEARNING STUDENT LEARNING REPORT

1)   A.   Are the school, department and program missions clearly stated?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
The program, department, and school missions are clearly stated.	The program, department, and school missions are stated, yet exhibit some deficiency (e.g., are partial or brief).	The program, department, and school missions are incomplete and exhibit some deficiency (e.g., are partial or brief).	The program, department, and school missions are not stated.

B. Are student learning outcomes and department purposes aligned with university commitments and school purposes?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
Student learning outcomes and department purposes are aligned with university commitments and school purposes.	Student learning outcomes and department purposes demonstrate some alignment with university commitments and school purposes.	Student learning outcomes and department purposes demonstrate limited alignment with university commitment and school purposes.	Student learning outcomes and department purposes do not demonstrate alignment with university commitment and school purposes.

2) **How well did the department incorporate instructional or assessment changes from last year's report or from other assessment activities?**

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
All planned changes were listed, whether they were implemented or not, and their impact on curriculum or program budget was discussed thoroughly.	Most planned changes were listed, and their status or impact on curriculum or program budget was discussed.	Some planned changes were listed, and their status or impact on curriculum or program budget was not clearly discussed.	No planned changes were listed, and their status or impact on curriculum or program budget was not discussed.

3) **Did the department include peer review feedback and provide rationale for implementing or not implementing suggestions?**

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
All reviewer feedback was listed, and for each suggestion a clear rationale was given for its being implemented or not.	Most reviewer feedback was listed, and for most suggestions a rationale was given for their being implemented or not.	Some reviewer feedback was listed, and for some suggestions a rationale was given for their being implemented or not.	Feedback from reviewers was not included.

4) **A.   Are the student learning outcomes listed and measurable?**

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
All student learning outcomes are listed and measurable in student behavioral action verbs (e.g., Bloom's Taxonomy).	Most student learning outcomes are listed and measurable in student behavioral action verbs (e.g., Bloom's Taxonomy).	Some student learning outcomes are listed and measurable in student behavioral action verbs (e.g., Bloom's Taxonomy).	Student learning outcomes are either not listed or not measurable.

B. Are the assessment measures appropriate for the student learning outcomes?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
All assessment measures are appropriate to the student learning outcomes.	Most assessment measures are appropriate to the student learning outcomes.	Some assessment measures are appropriate to the student learning outcomes.	None of the assessment measures are appropriate to the student learning outcomes.

C. Do the performance standards provide a clearly defined threshold at an acceptable level of student performance?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped

| All performance standards provide a clearly defined threshold at an acceptable level of student performance. | Most performance standards provide a clearly defined threshold at an acceptable level of student performance. | Some of the performance standards provide a clearly defined threshold at an acceptable level of student performance. | No performance standards provide a clearly defined threshold at an acceptable level of student performance. |

D. Is the sampling method appropriate for all assessment measures?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
The sampling methodology is appropriate for all assessment measures.	The sampling methodology is appropriate for most assessment measures.	The sampling methodology is appropriate for some assessment measures.	The sampling methodology is appropriate for none of the assessment measures.

E. Is the sample size listed for each assessment measure?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
Sample size was listed for all assessment measures.	Sample size was listed for most assessment measures.	Sample size was listed for some assessment measures.	Sample size was not listed for any assessment measures.

F. How well do the data provide clear and meaningful overview of the results?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
For all student learning outcomes the results were clear, more than a single year's results were included, and meaningful information was given that reveals an overview of student performance.	For most student learning outcomes the results were clear, more than a single year's results were included, and meaningful information was given that reveals an overview of student performance.	For some student learning outcomes the results were clear, more than a single year's results were included, and meaningful information was given that reveals an overview of student performance.	For none of the student learning outcomes were the results clear, more than a single year's results were included, and meaningful information was given that reveals an overview of student performance.

G. Are the conclusions reasonably drawn and significantly related to student learning outcomes?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
All conclusions are reasonably drawn and significantly based on the results and related to the strengths and weaknesses in	Most conclusions are reasonably drawn and significantly based on the results and related to the strengths and weaknesses in	Some conclusions are reasonably drawn and significantly based on the results and related to the strengths and weaknesses in	No conclusions are reasonably drawn and significantly based on the results or related to the strengths and weaknesses in

student performance.	student performance.	student performance.	student performance.

H. Does the report indicate whether the performance standards were met?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
Stated for all performance standards.	Stated for most performance standards.	Stated for some performance standards.	Not stated for any performance standard.

5) How well supported is the rationale for making assessment or instructional changes? The justification can be based on conclusions reported in Part 4 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 and how they will impact student learning and other considerations, such as curriculum degree plan, assessment process, or budget.

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
All planned changes are specifically focused on student learning and based on the conclusions. The rationale for planned changes is well grounded and convincingly explained.	Most planned changes are specifically focused on student learning and based on the conclusions. The rationale for planned changes is mostly well grounded and convincingly explained.	Some planned changes are specifically focused on student learning and based on the conclusions. The rationale for planned changes is lacking or is not convincingly explained.	No planned changes are specifically focused on student learning and based on the conclusions. There is no rationale.

6) Did the faculty include at least one teaching technique they believe improves student learning or student engagement in the classroom?

Yes	No		
The faculty has included at least one teaching technique they believe improves student learning or student engagement in the classroom.	The faculty has not included any teaching techniques they believe improve student learning or student engagement in the classroom.		

7) A. How well did the faculty vary the assessment measures?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
Assessment measures vary and include multiple direct measures and at least one indirect measure. The number of measures is consistent with those listed.	Assessment measures vary, but they are all direct. The number of measures is consistent with those listed.	Assessment measures do not vary or are all indirect. There is some inconsistency in the number of measures recorded and the total listed.	Assessment measures are not all listed or are listed in the wrong category. The total number of measures is not consistent with those listed.

B. Does the list of faculty participants clearly describe their role in the assessment process?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
The faculty role is clearly identified and it is apparent that the majority of the faculty participated in the process. The roles are varied.	The faculty role is identified and it is apparent that the majority of the faculty participated in the process. The roles are not varied.	The faculty roles are not identified. Few faculty participated.	The faculty roles are not identified. Faculty participation is not sufficiently described to make a determination about who participated.

EXPLANATION & EXAMPLES OF DIRECT AND INDIRECT EVIDENCE

DIRECT EVIDENCE of student learning is tangible, visible, self-explanatory evidence of exactly what students have and haven't learned. Examples include:

1) Ratings of student skills by their field experience supervisors.
2) Scores and pass rates on licensure/certification exams or other published tests (e.g. Major Field Tests) that assess key learning outcomes.
3) Capstone experiences such as research projects, presentations, oral defenses, exhibitions, or performances that are scored using a rubric.
4) Written work or performances scored using a rubric.
5) Portfolios of student work.
6) Scores on locally-designed tests such as final examinations in key courses, qualifying examinations, and comprehensive examinations that are accompanied by test blueprints describing what the tests assess.
7) Score gains between entry and exit on published or local tests or writing samples.
8) Employer ratings of the skills of recent graduates.
9) Summaries and analyses of electronic class discussion threads.
10) Student reflections on their values, attitudes, and beliefs, if developing those are intended outcomes of the program.

INDIRECT EVIDENCE provides signs that students are probably learning, but the evidence of exactly what they are leaning is less clear and less convincing. Examples include:

1) Course grades.
2) Assignment grades, if not accompanied by a rubric or scoring guide.
3) For four year programs, admission rates into graduate programs and graduation rates from those programs.
4) For two year programs, admission rates into four-year institutions and graduation rates from those programs.
5) Placement rates of graduates into appropriate career positions and starting salaries.
6) Alumni perceptions of their career responsibilities and satisfaction.
7) Student ratings of their knowledge and skills and reflections on what they have learning over the course of the program.
8) Those questions on end-of-course student evaluations forms that ask about the course rather than the instructor.
9) Student/alumni satisfaction with their learning, collected through surveys, exit interviews, or focus groups
10) Honors, awards, and scholarships earned by students and alumni.

Suskie, L. (2004). *Assessing Student Learning: A Common Sense Guide*. Anker Publishing Company: Bolton, MA