

Degree Program Student Learning Report

Revised August 2017

Office of Academic
Affairs

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Department of Fine Arts

Bachelor of Fine Arts, B.F.A

2017-2018

PART 1

Degree Program Mission and Student Learning Outcomes

A. 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.	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.	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 function in a variety of careers associated with the discipline.

B. Align school purposes, department purposes, and program student learning outcomes 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 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. 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.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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 educates its majors to think independently and have the knowledge, skills and vision to work in all types of situations and careers and communicate with all types of people.	Foster and encourage creativity, critical and creative thinking, and problem solving.	2. Students will create a body of work in their chosen media that expresses their creativity, diversity and independent thinking.
	investigation and theoretical explanation of natural phenomena, and innovative technology.		3. Students will critique their work in oral and written form.
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.		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 fosters a community of scholars among the faculty and students of the institution	Offer innovative and quality teaching within the classroom and the studio.	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	The School will offer and promote artistic, scientific, cultural, and public affairs events on the campus and in	Foster values of scholarship, creativity, appreciation of diversity, and community among our faculty,	

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
University and the communities it serves.	the region.	staff, and students.	

PART 2

Revisit Proposed Changes Made in Previous Assessment Cycle

Nothing changes

Revisit each instructional/assessment change proposed in Part 5 of the degree program 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
Adding 1 student learning outcome "Students will learn to work as a group and gain practical knowledge as an artist in their art communities"	Yes	Students collaborated in various group projects from creating websites, logos, and catalogues to physical exhibitions. These activities fostered partnerships among students and created venues, opportunities for students to share their work to art community in RSU and in Claremore.

PART 3

Response to University Assessment Committee Peer Review

We receive no recommendations from our 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 a peer review during 2017-2018

PART 4

Evidence of Student Learning

Evidence and analyze student progress for each of the student learning outcomes (same as listed in Part I B above) for the degree program. See the *Appendix* for a detailed description of each component. Note: The table below is for the first program learning outcome. Copy the table and insert it below for each additional outcome. SLO numbers should be updated accordingly.

ACCESS DATA from ART 4953: SENIOR CAPSTONE taught in FALL 2017 and SPRING 2018

A. Student Learning Outcome	
SLO #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	

B. Assessment Measure	1.a. Capstone students will write a paper that accompanies the gallery exhibition, and elaborates upon the themes of the work in the show.	70% or higher of students taking ART 4953 will score a 70% or higher on the Capstone Paper.	All students enrolled in ART 4953 Senior Capstone.	20	100% of students scored a 70% or higher on the Capstone Paper.	Yes
C. Performance Standard						
D. Sampling Method						
E. Sample Size (n)						
F. Results						
G. Standard Met (Y/N)						

H. Conclusions					
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.					

A. Student Learning Outcome															
SLO #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															
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)										
1.b. Capstone students 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% or higher of students taking ART 4953 will score a 70% or higher on the presentation component of the Capstone Presentation.	All students enrolled in ART 4953 Senior Capstone.	20	95% of students scored a 70% or higher on the Project Presentation component. <div><table><tr><td>A</td><td>10</td></tr><tr><td>B</td><td>8</td></tr><tr><td>C</td><td>1</td></tr><tr><td>D</td><td>0</td></tr><tr><td>F</td><td>1</td></tr></table></div>	A	10	B	8	C	1	D	0	F	1	Yes
A	10														
B	8														
C	1														
D	0														
F	1														
H. Conclusions															
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.															

A. Student Learning Outcome															
SLO #2: Students will create a body of work in their chosen media that expresses their creativity, diversity and independent thinking.															
B. Assessment Measure	Capstone students will participate in a gallery exhibition showcasing their body of artwork to the general public.	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results										
70% or higher of students taking ART 4953 will score a 70% or higher on exhibiting a new body of work.		All students enrolled in ART 4953 Senior Capstone.		20	95% of students scored a 70% or higher on the exhibiting a new body of work.										
					<table><tr><td>A</td><td>14</td></tr><tr><td>B</td><td>4</td></tr><tr><td>C</td><td>1</td></tr><tr><td>D</td><td>0</td></tr><tr><td>F</td><td>1</td></tr></table>	A	14	B	4	C	1	D	0	F	1
A	14														
B	4														
C	1														
D	0														
F	1														
H. Conclusions															
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.															

A. Student Learning Outcome															
SLO #3: Students will critique their work in oral and written form.															
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)										
Capstone candidates will participate in a group critique with the Departments of Fine Arts/Capstone Committee.	70% or higher of students taking ART 4953 will score a 70% or higher in a group critique.	All students enrolled in ART 4953 Senior Capstone.	20	95% of students scored a 70% or higher in the group critique. <div><table><tr><td>A</td><td>10</td></tr><tr><td>B</td><td>8</td></tr><tr><td>C</td><td>1</td></tr><tr><td>D</td><td>0</td></tr><tr><td>F</td><td>1</td></tr></table></div>	A	10	B	8	C	1	D	0	F	1	Yes
A	10														
B	8														
C	1														
D	0														
F	1														
H. Conclusions															
Artists must communicate orally and the results for this measure show that we are exceeding our goals in this competency.															

A. Student Learning Outcome															
SLO #4: Students will demonstrate proficient knowledge of the history and theory of Fine Art.															
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)										
Capstone students 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% or higher of students taking ART 4953 will score a 70% or higher in their oral presentations.	All students enrolled in ART 4953 Senior Capstone.	20	95% of students scored a 70% or higher in their oral presentation. <table><tr><td>A</td><td>10</td></tr><tr><td>B</td><td>8</td></tr><tr><td>C</td><td>1</td></tr><tr><td>D</td><td>0</td></tr><tr><td>F</td><td>1</td></tr></table>	A	10	B	8	C	1	D	0	F	1	Yes
A	10														
B	8														
C	1														
D	0														
F	1														
H. Conclusions															
The results show that these Capstone students are making connections from their own work to that of their influences and art history.															

A. Student Learning Outcome					
SLO #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.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
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.	11	<p>81.9 % responded to the survey. 54.6% of respondents expressed satisfaction (either Very Satisfied or Somewhat Satisfied) with the educational experience afforded by the degree.</p> <p>Very Satisfied – 5 Somewhat Satisfied –1 Somewhat Dissatisfied-2 Does not Apply -1 Missing Data –2</p>	No
H. Conclusions					
<p>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.</p> <p>These results indicate a general sense of satisfaction with that process.</p> <p>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.</p> <p>This academic year, this performance standard did not meet, however, when we looked at the BFA graduates’ survey on Department experience, 72.7% expressed satisfaction (either Very Satisfied or Somewhat Satisfied). We might consider lower the performance standard if the results keep being low the next two academic years.</p>					

A. Student Learning Outcome															
SLO #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.															
B. Assessment Measure	Art Marketing students will write an artist statement, discussing their working methods, influences and the aesthetic directions of their present work.	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results										
	70% or higher of students taking ART 3633 will score a 70% or higher on their artist statement.		All students enrolled in ART 3633.	16	100% of students scored a 70% or higher on their artist statements.										
					<table><tr><td>A</td><td>15</td></tr><tr><td>B</td><td>1</td></tr><tr><td>C</td><td>0</td></tr><tr><td>D</td><td>0</td></tr><tr><td>F</td><td>0</td></tr></table>	A	15	B	1	C	0	D	0	F	0
A	15														
B	1														
C	0														
D	0														
F	0														
					Yes										
G. Standard Met (Y/N)															
H. Conclusions															
The artist statement serves as an appropriate measure because it forces the student to define and articulate the motivation and philosophy behind their work. Students who took this course were able to discuss their work fluently in written form.															

A. Student Learning Outcome															
SLO #3: Students will critique their work in oral and written form.															
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)										
Art Marketing students will orally present a Power Point presentation of their artwork to the class.	70% or higher of students taking ART 3633 will score a 70% or higher on their Power Point presentation.	All students enrolled in ART 3633.	16	100% of students scored a 70% or higher on their Power Point Presentations. <div><table><tr><td>A</td><td>15</td></tr><tr><td>B</td><td>1</td></tr><tr><td>C</td><td>0</td></tr><tr><td>D</td><td>0</td></tr><tr><td>F</td><td>0</td></tr></table></div>	A	15	B	1	C	0	D	0	F	0	Yes
A	15														
B	1														
C	0														
D	0														
F	0														
H. Conclusions															
In this presentation, the student must showcase their artwork in an approximate chronologically order and include various components within their work as well as providing a critically self-analysis of their work by comparing earlier art with their present body of work. This measurement creates an opportunity for Art Marketing students present their work orally in front of a group audience.															

A. Student Learning Outcome															
SLO #4: Students will demonstrate proficient knowledge of the history and theory of Fine Art.															
B. Assessment Measure	Art Marketing students will prepare and present a lecture on their chosen art medium. This presentation includes the history, development, and master artists working in this medium. Additionally, handouts and additional reading suggestions maybe included.	C. Performance Standard	70% or higher students taking ART 3633 will score a 70% or higher on their presentations.	D. Sampling Method	All students enrolled in ART 3633.										
E. Sample Size (n)	16	F. Results	100% of students scored a 70% or higher on their presentations.	G. Standard Met (Y/N)	Yes										
		<table><tr><td>A</td><td>15</td></tr><tr><td>B</td><td>1</td></tr><tr><td>C</td><td>0</td></tr><tr><td>D</td><td>0</td></tr><tr><td>F</td><td>0</td></tr></table>		A	15	B	1	C	0	D	0	F	0		
A	15														
B	1														
C	0														
D	0														
F	0														
H. Conclusions															
Art Marketing students conduct research on historical contexts, artworks of contemporary artists and introduce these to the class. This research-based project allows Art Marketing students gain knowledge through learning.															

A. Student Learning Outcome															
SLO #6: Students will learn to work as a group and gain practical knowledge as an artist in their art communities															
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)										
As part of class assignments, Art Marketing students will work collaboratively to create portfolios on the web and physical, virtual exhibitions on campus.	70% or higher students taking ART 3633 will score a 70% or higher on these assignments.	All students enrolled in ART 3633.	16	100% of students scored a 70% or higher on these assignments. <div><table><tr><td>A</td><td>14</td></tr><tr><td>B</td><td>2</td></tr><tr><td>C</td><td>0</td></tr><tr><td>D</td><td>0</td></tr><tr><td>F</td><td>0</td></tr></table></div>	A	14	B	2	C	0	D	0	F	0	Yes
A	14														
B	2														
C	0														
D	0														
F	0														
H. Conclusions															
These assignments urged student to foster a sense of community and relationship with their peers in order to create a present of their work on the world wide web. Students were expected to assist each other to produce virtual and physical exhibitions on campus.															

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
Nothing		

PART 6

Summary of Assessment Measures

A. How many different assessment measures were used? 10

B. List the direct measures (see appendix):



- Capstone Portfolio
- Capstone Written Component
- Capstone Presentation
- Capstone Exhibition Presentation
- Capstone Oral Presentation
- Art Marketing Artist Statement
- Art Marketing Artist Presentation
- Art Marketing Lecture Presentation
- Art Marketing Assignments

C. List the indirect measures (see appendix):

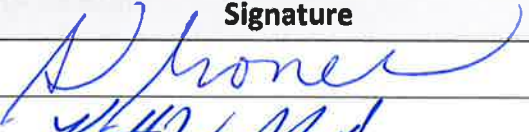

D. Graduation Surveys

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, Senior Capstone Professor, Department Assessment Contributor	
Assistant Prof. Anh-Thuy Nguyen	Senior Capstone Professor, Art Marketing Professor, UAC representative, Data Collector, Department Assessment Coordinator	

B. Reviewed by:

Titles	Name	Signature	Date
Department Head	Steven Rosser		5-23-18
Dean	Keith Martin		5/25/18

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 particular 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?

