General Education Student Learning Report (rev. 7/15)

Fall 2014 – Spring 2015

Department of FINE ARTS

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.

Relationship of Degree Program Learning Outcomes to Departmental and University Missions

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.	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.

RSU Mission	General Education Mission
	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.	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, 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 1

Discussion of Instructional Changes Resulting from 2013-2014 General Education Student Learning Report

List and discuss all instructional or assessment changes proposed in Part 4 of last year's General Education 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
We will allow 2 attempts for students to take Music Appreciation quizzes	No	We do not know if the Music instructor had implemented this approach or not, he moved to a different institution.
The Art Appreciation assessment is being expanded to include on ground and adjunct taught sections for future years.	Yes	This is a well-established course that has been standardized among instructors. The instructional change has no dramatic impact.

PART 2

Discussion of the University Assessment Committee's 2013-2014 Peer Review Report
We did not have 2013-2014 Peer Review Report

[Complete this part only if the general education course(s) was among those that were peer reviewed last year.] 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 3

Analysis of Evidence of Student Learning Outcomes

The five General Education Outcomes are listed below. For each outcome, indicate the General Education courses 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 <u>strengths and weaknesses of their performance</u>. Finally, indicate whether the performance measure was met or not.

OUTCOME 1: Think critically and creatively

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)

OUTCOME 2: Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.

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)

OUTCOME 3: Use written, oral, and visual communication effectively.

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Result	G. Conclusions	H. Performance Standards Met (Y/N)
Music Appreciation MUSC (HUM) 2573	36 listening quizzes	70% or higher of students completing MUSC (HUM) 2573 will				We could not access both online and on ground classes to complete data. The instructor of these courses moved to a different	

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Result	G. Conclusions	H. Performance Standards Met (Y/N)
		achieve a score of 70% or higher				institution.	

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)
Art Appreciation ART (HUM) 1113	"The Art Experience" cultural event assignment/paper was used as the measurement Mid-Term exam Final exam	70% or higher of students completing ART 1113 will achieve a score of 75 or higher using art terminology and Art criticism	Data from all students who presented are included (11 sections) 6 on ground	214 Total students On ground 107	70% or higher of students both on ground and online score 70% or higher	This cultural event paper is an effective measurement of whether or not students are learning the concepts of art as presented by ART (HUM) 1113 The mid-term and final are effective assessment measure whether or not students are learning art terminology and art criticism.	Yes.

TOTAL number on ground

		A	B	C	D	F	numbers of students submission	Total numbers of students
Fall 2014	Paper	18	22	2	2	5	49	59
	Midterm	21	20	7	5	5	58	59
	Final	18	20	6	9	6	59	59
Spring 2015	Paper	15	10	18	2	0	45	48
	Midterm	19	11	12	2	4	48	48
	Final	16	10	10	6	6	48	48

TOTAL percentages on ground

		A	B	C	D	F	Numbers of students' submission	Total numbers of students
Fall 2014	Paper	30.5	37.3	3.4	3.4	8.5	49	59
	Midterm	35.6	33.9	11.9	8.5	8.5	58	59
	Final	30.5	33.9	10.2	15.3	10.2	59	59
Spring 2015	Paper	31.3	20.8	37.5	4.2	0.0	45	48
	Midterm	39.6	22.9	25.0	4.2	8.3	48	48
	Final	33.3	20.8	20.8	12.5	12.5	48	48

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)
			5 online	Online 107	**Total percentages breakout- online**		

Total percentages breakout- online

			Total Numbers of students	Total percentages numbers of students
Fall 2014	Paper	100% score 70 % or higher	38	100%
	Midterm	81 % score 70% or higher	43	100%
	Final	67 % score 70% or higher	37	100%
Spring 2015	Paper	100 % score 70% or higher	44	100%
	Midterm	74 % score 70% or higher	50	100%
	Final	79 % score 70% or higher	39	100%
Summer 201	Paper	100 % score 70% or higher	18	100%
	Midterm	no midterm in summer		100%
	Final	82 % score 70% or higher	17	100%

Students' final grade- online

	A	B	C	D	F	Total Numbers of students
Fall 2014	9	5	11	2	10	37
Spring 2015	15	15	8	9	5	52
Summer 2015	5	10	3			18

Percentages students' final grade- online

	A	B	C	D	F	Total percentagesof students
Fall 2014	24	13	29	5	27	100
Spring 2015	28	28	15	17	9	100
Summer 2015	27	55	16			100

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)
Cinema HUM 2893	Two 750 word cinema essays	70% or higher of students completing HUM 2893 will	Data from all students who presented			This essay is an effective measurement of whether or not	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)
		achieve a score of 70% or higher on these essays	are included (14 sections)		**Details**	students are learning the concepts of cinema as presented by HUM 2893	
	Journal Assignments	70% or higher of students completing HUM 2893 will achieve a score of 70% or higher on journal assignments, which asks students to apply concepts of each unit or chapter of the text to films of their choice.			(see tables below)	The journal is an effective measurement of whether or not students are learning the concepts of cinemas as presented by HUM 2893	
	10 quizzes	70% or higher of students completing HUM 2893 will achieve a score of 70% or higher on a series of 10 quizzes				The 10 quizzes are effective measurements of students learning.	
	Exams	70% or higher of students completing HUM 2893 will				The exams are effective measurements of	

Details

		A	B	C	D	F	Total Numbers of students
Fall 2014	750 word essays	41	13	11	2		65
	Journal assignment	49	133	4	1		67
	10 quizzes	33	20	9	6		68
	Exams	30	27	5	5		67
Spring 2015	750 word essays	39	5	3	0		47
	Journal assignment	16	15	14	2		47
	10 quizzes	18	14	12	3		47
	Exams	25	10	7	5		47
Summer 2015	750 word essays	18	8	3	2		31
	Journal assignment	19	8	3	2		32
	10 quizzes	11	14	5	1		31
	Exams	12	16	3	0		31

Percentages details

		A	B	C	D	F	Percentages
Fall 2014	750 word essays	60.3	19.1	16.2	2.9		100
	Journal assignment	72.1	195.6	5.9	1.5		100
	10 quizzes	48.5	29.4	13.2	8.8		100
	Exams	44.1	39.7	7.4	7.4		100
Spring 2015	750 word essays	83.0	10.6	6.4	0.0		100
	Journal assignment	34.0	31.9	29.8	4.3		100
	10 quizzes	38.3	29.8	25.5	6.4		100
	Exams	53.2	21.3	14.9	10.6		100
Summer 2015	750 word essays	56.3	25.0	9.4	6.3		100
	Journal assignment	59.4	25.0	9.4	6.3		100
	10 quizzes	34.4	43.8	15.6	3.1		100
	Exams	37.5	50.0	9.4	0.0		100

Students' final grade

	A	B	C	D	F	Total Numbers of students
Fall 2014	19	32	5	8	4	68
Spring 2015	29	10	2	2	4	47
Summer 201	10	14	5	0	3	32

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)
		achieve a score of 70% or higher on exams			Percentage students' final grade |	A	B	C	D	F	Total Numbers of students
Fall 2014	27.9	47.1	7.4	11.8	5.9	100
Spring 2015	61.7	21.3	4.3	4.3	8.5	100
Summer 2015	31.3	43.8	15.6	0.0	9.4	100		student learning.	

OUTCOME 4: Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values

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)

OUTCOME 5: Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.

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)

PART 4

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 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 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."

General Education Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations.
No changes are planned			

PART 5

Shared Pedagogical Insight that Improves Student Learning or Classroom Engagement
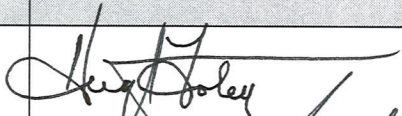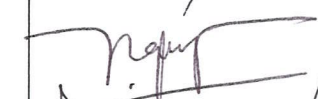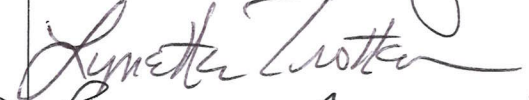
(OPTIONAL) If your department or a faculty member has developed a method or technique of teaching that seems especially effective in improving student learning or student engagement in the classroom, please provide a brief description below. More detail can be communicated during the face to face peer review session.

Description
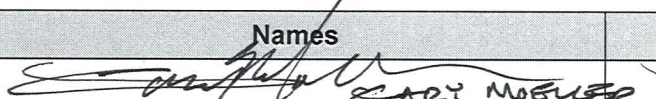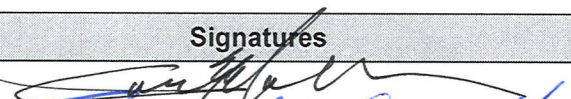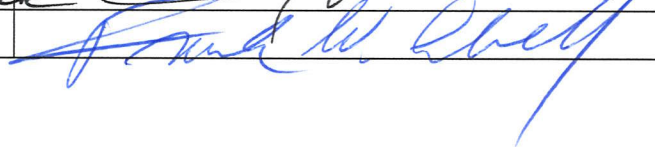
PART 6 (A & B)

Documentation of Faculty Participation and Review

A. 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
Dr Hugh Foley	DFA Faculty for Cinema Appreciation, data collection.	
Mr Gary Moller	DFA Faculty for Art Appreciation, data collection.	
Ms Anh-Thuy Nguyen	DFA Faculty for Art Appreciation, data collection, UAC representative, Dept. Assessment Coordinator	
Ms Diana Lurz	Instructor for Art Appreciation, data collection	
Ms Lynette Trotter	Instructor for Art Appreciation, data collection	
Ms Lycrecia Atkins	Instructor for Art Appreciation, data collection	

B. Reviewed by:

Titles	Names	Signatures	Date
Department Head	GARY MOLLER		10/28/13
Dean	FRANK W. Elwell		10-29-15

RUBRIC FOR GENERAL EDUCATION STUDENT LEARNING REPORT

1) **How well did the department incorporate instructional or assessment changes based on results and conclusions from last year's General Education Student Learning Report or from other assessment activities?**

Exemplary	Established	Developing	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.

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

Exemplary	Established	Developing	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.

3)   A.   **Are the course titles and numbers listed?**

Exemplary	Established	Developing	Undeveloped
All of the courses (titles and numbers) offered by the department are listed.	Most of the courses (titles and numbers) offered by the department are listed.	Some of the courses (titles and numbers) offered by the department are listed..	None of the courses (titles and numbers) offered by the department are listed.

    B.   **Are the assessment measures appropriate for the General Education outcomes?**

Exemplary	Established	Developing	Undeveloped
All assessment measures are appropriate to the General Education outcomes.	Most assessment measures are appropriate to the General Education outcomes.	Some assessment measures are appropriate to the General Education outcomes.	None of the assessment measures are appropriate to the General Education outcomes.

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

Exemplary	Established	Developing	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?

Exemplary	Established	Developing	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?

Exemplary	Established	Developing	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 a clear and meaningful overview of the results?

Exemplary	Established	Developing	Undeveloped
For all General Education 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 General Education 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 General Education 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 General Education outcomes were the results clear, was more than a single year's results included, or was meaningful information given that reveals an overview of student performance.

G. Are the conclusions reasonably drawn and significantly related to General Education outcomes?

Exemplary	Established	Developing	Undeveloped

| All conclusions are reasonably drawn and significantly based on the results and related to the strengths and weaknesses in student performance. | Most conclusions are reasonably drawn and significantly based on the results and related to the strengths and weaknesses in student performance. | Some conclusions are reasonably drawn and significantly based on the results and related to the strengths and weaknesses in student performance. | No conclusions are reasonably drawn and significantly based on the results or related to the strengths and weaknesses in student performance. |

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

Exemplary	Established	Developing	Undeveloped
Stated for all performance standards.	Stated for most performance standards.	Stated for some performance standards.	Not stated for any performance standard.

4) How well supported is the rationale for making assessment or instructional changes? The justification can be based on conclusions reported in Section 3 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 whether they will impact student learning and other considerations, such as the department's curriculum, General Education Student Learning Report, or budget.

Exemplary	Established	Developing	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.

5) Is one or more teaching technique listed?

The Peer Review Report will make note whether any techniques were included in the General Education Student Learning Report.

6) Does the list of faculty participants indicate how many full time faculty who teach in the program participated, their signatures, and their contributions to the report?

Exemplary	Established	Developing	Undeveloped
The faculty role is clearly identified	The faculty role is identified and it	The faculty roles are not identified.	The faculty roles are not identified.

and it is apparent that the majority of the faculty participated in the process. The roles are varied.	is apparent that the majority of the faculty participated in the process. The roles are not varied.	Few faculty participated.	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