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| **DEGREE PROGRAM**  **STUDENT LEARNING REPORT**  (Rev. August 2013) | **ROGERS STATE UNIVERSITY**  **Department of Fine Arts**  **For Academic Year 2012-2013** |

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 (or Major) Learning Outcomes to Departmental and University Missions**

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| **Name of Degree, including Level and Major: Bachelor of Fine Arts** (Studio Art, Graphic Design, Multimedia, and Photography) |

1. **A.**  Insert and clearly state the school, department and degree program missions in the spaces below.

| **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 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. | Stresses competence in theory, research, and critical and creative thinking skills through practiced applications. In addition, through a selected option, Graphic Design, Multimedia, or Studio Art, students will acquire specific knowledge and skills needed to function in a variety of careers associated with the discipline. |

**B.**  Insert and clearly state school purposes, department purposes and degree program student learning outcomes in the spaces below, making sure to align the degree program 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. |
| 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 |
| To provide a general liberal arts education that supports specialized academic program sand 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. |
| 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. | Through example of scholarly activities (art shows and conferences) in association (studies-at-large) faculty and students form a community of scholars. | 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. |
| 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. |  |

**Discussion of Instructional Changes Resulting from 2011-2012 Degree Program Student Learning Report**

1. 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.”

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| **Instructional or Assessment Changes** | **Changes Implemented (Y/N)** | **Impact of Changes on Degree Program Curriculum or Budget** |
| We will be attempting multiple curriculum changes. Adding a History of Photography class. | Y & N | Curriculum changes have been submitted, with some approved and implemented. However, we are yet to create and implement a History of Photography class, in particular. These changes have no impact on budget, but mostly improve clarity of course prerequisites and descriptions. |
| We will be changing the course description for the Painting 2 class. | Y | No impact on budget. This change clarifies that Painting II covers oil painting and experimental materials/techniques specifically. This gives students an expanded knowledge base and ensures that they are trained in the methods of traditional studio artists. |
| We will be implementing a Junior Review. | N |  |
| We will be attempting multiple curriculum changes. Adding a Digital Publishing/Foundations 2 class. | Y & N | These courses are in development, and Digital Publishing will be offered as an intersession class in the summer of 2014. |
| We will be implementing a BFA Success Stategies. | Y | No impact on budget. Incoming freshmen, and transfer students with less than 40 hours are now required to take this Fine Arts-specific orientation class, which has been a great success. |

1. 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.”

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| **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** |
| Incorrect date | Y | Date is fixed. |
| Degree Program Outcomes Mis-match | Y | Content now matches. |
| Part 4: Sampling Method column used incorrectly | Y | Implemented changes from Committee feedback |
| Part 4: Results column should contain more actual data on student performance | Y | A breakdown of grades A through F is listed in the Results column. |
| Part 4-Outcome 5: Standard in wrong column | Y | Corrected |
| Part 4: Mysterious asterisks | Y | The mysterious asterisks are now gone, thanks only to new documents provided by the University Assessment Committee. |
| Part 4: Intermediary review, rather than all capstone? | N | We are still planning on adding an intermediary review. |
| Part 7a: Indicates 9 measures, 8 provided | Y | I think this document is more accurate. |
| Part 7c: “Course Grades” is indicated as an indirect measure, but is not discussed in Part 4 | Y | Corrected |

**Analysis of Evidence of Student Learning Outcomes**

1. 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 any 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 a proposal 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 Capstone Project Proposal component of the Capstone Project | All students enrolled in ART 4953 Capstone Portfolio. | 18 | 100% of students scored a 7 out of 10 (or higher) on the Project Proposal component.   |  |  | | --- | --- | | A | 18 | | B | 0 | | C | 0 | | D | 0 | | F | 0 | | More than our goal of 70% of students performed at the level anticipated. The proposals were well written and fulfilled the measure of examining their own work in the context of art history, art theory, and their development as an artist. 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. | yes |
|  | 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. | 18 | 100% of students scored a 7 out of 10 (or higher) on the Project Presentation component.   |  |  | | --- | --- | | A | 18 | | B | 0 | | C | 0 | | D | 0 | | F | 0 | | More than our goal of 70% of students performed at the level anticipated. The proposals were well written and fulfilled the measure of examining their own work in the context of art history, art theory, and their development as an artist.  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. | yes |
| 2. Students will create a body of work in their chosen media | 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. | 18 | 100% of students scored a 7 out of 10 (or higher) on the Portfolio component.   |  |  | | --- | --- | | A | 18 | | B | 0 | | C | 0 | | D | 0 | | F | 0 | | More than our goal of 70% of students performed at the level anticipated. The candidates presented their work in the new Foundations Gallery on the RSU campus.  Creating a body of work and exhibiting that work in the gallery is an appropriate measure, as it is the nature of the degree. Creating art is at the core of the BFA. | yes |
| 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. | 18 | 100% of students scored a 7 out of 10 (or higher) on the Capstone Paper.   |  |  | | --- | --- | | A | 18 | | B | 0 | | C | 0 | | D | 0 | | F | 0 | | 80% of students scored a 7 out of 10 (or higher) on the Project Presentation component. | 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. | 18 | 100% of students scored a 7 out of 10 (or higher) on the Project Presentation component.   |  |  | | --- | --- | | A | 18 | | B | 0 | | C | 0 | | D | 0 | | F | 0 | | More than our goal of 70% of students performed at the level anticipated. The candidates participated in multiple group critiques with the capstone committee and Dept. of Fine Arts. | yes |
| 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 the work shown in the gallery exhibition. | 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. | 18 | 100% of students scored a 7 out of 10 (or higher) on the Project Presentation component.   |  |  | | --- | --- | | A | 18 | | B | 0 | | C | 0 | | D | 0 | | F | 0 | | More than our goal of 70% of students performed at the level anticipated. The candidates presented their work and discussed the context of the work and summarized the themes evident in the artwork. | yes |
| 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. | All students graduating with a BFA will be surveyed. | 8 | 100% of respondents expressed satisfaction (either Very Satisfied or Somewhat Satisfied) with the educational experience afforded by the degree.  Very Satisfied – 7  Somewhat Satisfied – 1  Somewhat Dissatisfied – 0  Very Dissatisfied – 0 | More than our goal of 80% of students expressed satisfaction with their educational experience.  These exit surveys are appropriate measures because they give students an open opportunity to voice their opinions regarding the quality and nature of their educational experience. | yes |

1. 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.** |
| --- | --- | --- | --- |
| Students will demonstrate progress in creativity, critical thinking, and a broad knowledge of artistic subjects and mediums. | We will be attempting multiple curriculum changes. Adding a History of Photography class. | This will address a weak area in our students’ foundation. Increasing the quality of the portfolios for the students completing the new photography option. | Graduates will be prepared to enter and perform satisfactorily in entry-level positions in the art field or graduate level education endeavors. |
| Graduates will be prepared to enter and perform satisfactorily in entry-level positions in the art field. | We will be changing the course description for the Painting 2 class. | To ensure that oil painting, a historically critical medium gets taught. And to broaden the studio majors skillset to include oil painting, and other experimental painting materials and techniques. | Graduates will be prepared to enter and perform satisfactorily in entry-level positions in the art field or graduate level education endeavors. |
| Graduates will be prepared to enter and perform satisfactorily in entry-level positions in the art field. | We will be implementing an Intermediary Review. | This will be a mid-college career assessment / formative assessment, to help guide our students to a successful culmination of their BFA. | Graduates will be prepared to enter and perform satisfactorily in entry-level positions in the art field or graduate level education endeavors. |
| Graduates will be prepared to enter and perform satisfactorily in entry-level positions in the art field. | We will be attempting multiple curriculum changes. Adding a Digital Publishing/Foundations 2 class. | This will address some weak areas in our students competencies. Increasing the quality of their portfolios. | Graduates will be prepared to enter and perform satisfactorily in entry-level positions in the art field or graduate level education endeavors. |
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1. (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** |
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1. Assessment Measures:
2. How many different assessment measures were used? **4**
3. List the direct measures (see rubric):
4. Capstone experiences such as research projects, presentations, oral defenses, exhibitions, or performances that are scored using a rubric.
5. Written work or performances scored using a rubric.
6. Portfolios of student work.
7. List the indirect measures (see rubric):
8. Student/alumni satisfaction with their learning, collected through surveys, exit interviews, or focus groups

**Documentation of Faculty Assessment**

1. **A.** How many full time faculty (regardless of department affiliation) teach in the program? 7

**B.** Provide the names and signatures of all faculty members who contributed to this report and indicate their respective roles:

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| --- | --- | --- |
| **Faculty Members** | Roles in the Assessment Process  (e.g., collect data, analyze data, prepare report, review report, etc.) | **Signatures** |
| Prof. Denny Schmickle | Dept. Head, Capstone Committee, DFA Faculty, graphic design expert, portfolio reviewer, Dept. Assessment Contributor |  |
| Prof. Gary Moeller | Capstone Committee, DFA Faculty, Studio Art expert, portfolio reviewer |  |
| Prof. Anh-Thuy Nguyen | Capstone Committee, DFA Faculty, photography and portfolio reviewer |  |
| Prof. Bryce Brimer | Capstone Committee, DFA Faculty, graphic design and 3 dimensional design expert, portfolio reviewer |  |
| Dr. Michael McKeon | Capstone 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 |  |

1. Reviewed by:

| **Titles** | **Names** | **Signatures** | **Date** |
| --- | --- | --- | --- |
| Department Head |  |  |  |
| Dean |  |  |  |

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| **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. |

1. **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. |

1. **How well did the department incorporate instructional or assessment changes from last year’s report or from other assessment activities?**

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| --- | --- | --- | --- |
| **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. |

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

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| --- | --- | --- | --- |
| **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. |

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

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| --- | --- | --- | --- |
| **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. |

1. **Are the assessment measures appropriate for the student learning outcomes?**

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| --- | --- | --- | --- |
| **4 = Exemplary** | **3 = Established** | **2 = Developing** | **1 = Undeveloped** |
| Allassessment measures are appropriate to the student learning outcomes. | Mostassessment measures are appropriate to the student learning outcomes. | Someassessment measures are appropriate to the student learning outcomes. | None of theassessment measures are appropriate to the student learning outcomes. |

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

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| --- | --- | --- | --- |
| **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. |

1. **Is the sampling method appropriate for all assessment measures?**

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| --- | --- | --- | --- |
| **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. |

1. **Is the sample size listed for each assessment measure?**

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| --- | --- | --- | --- |
| **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. |

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

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| --- | --- | --- | --- |
| **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. |

1. **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 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. |

1. **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. |

1. **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.**

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| --- | --- | --- | --- |
| **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. |

1. **Did the faculty include at least one teaching technique they believe improves student learning or student engagement in the classroom?**

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| --- | --- | --- | --- |
| **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. |  |  |

1. **How well did the faculty vary the assessment measures?**

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| --- | --- | --- | --- |
| **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. |

1. **Does the list of faculty participants indicate a majority of those teaching in the program and 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. |

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

**EXPLANATION & EXAMPLES OF DIRECT AND INDIRECT EVIDENCE OF LEARNING**

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

These examples “Discussion of Instructional Changes” in Part 2 of the Student Learning Report illustrate how an instructional or assessment change, even though not listed or discussed in the previous year’s Student Learning Report, was nevertheless included in the current year’s report. Important changes cannot always be anticipated, yet they are significant and should not be left out of the report.