

Developmental Studies Student Learning Report

Department of Fine Arts

General Education Studies Report

20
Fall 2019 - Spring 2020

PART 1

Developmental Studies Mission and Student Learning Outcomes

A. State the school, department, and development studies missions.

University Mission	School Mission	Department Mission	Developmental Studies 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.	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.

B. Align school purposes, department purposes, and developmental studies learning outcomes with the 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	The School offers innovative degrees, which focus upon developing skills in oral and written communication, critical thinking, creativity, empirical and evidenced-based inquiry, experimental investigation and theoretical explanation	Stress independent thinking and competence in art theory and research through practical application.	<ol style="list-style-type: none"> 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.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
and critical and creative thinking.	of natural phenomena, and innovative technology.		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.	The School offers general education courses of high quality and purpose that provide a foundation for life- long learning.		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			

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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 2
Revisit Proposed Changes Made in Previous Assessment Cycle
Nothing changes

Revisit each instructional/assessment change proposed in Part 5 of the developmental studies 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

PART 3
Response to University Assessment Committee 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 peer review during academic year 2019-2020

PART 4
Evidence of Student Learning

Evidence and analyze student progress for each of the developmental studies student learning outcomes (same as listed in Part I B above). See the *Appendix* for a detailed description of each component.

ACCESS DATA from ART (HUM) 1113: ART APPRECIATION taught in FALL 2018 & SPRING 2019 (on ground). No data from ONLINE courses.

A. Student Learning Outcome																
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)											
Midterm Exam Fall Art Appreciation	70% or higher of students taking ART (HUM) 1113 will score 70% or higher on their midterm exam. 70% or higher of students taking ART (HUM) 1113 will score 70%	All students who enroll in ART (HUM) 1113 in Fall Semester of 2020 on-ground and on-line. academic year 2017-20 on-ground.	Total: 115 students	90% of students scored 70% or higher on their midterm exams. 57.39% of students scored 70% or higher for their semester grade.. <table border="1" data-bbox="1161 514 1372 640"> <tr><td>A</td><td>20</td></tr> <tr><td>B</td><td>29</td></tr> <tr><td>C</td><td>17</td></tr> <tr><td>D</td><td>14</td></tr> <tr><td>F</td><td>23</td></tr> </table>	A	20	B	29	C	17	D	14	F	23	No. 70% of the 115 total would be 80.5 students compared to 66 students at 70% or higher. I believe Covid is largely responsible.	Plus 12 W
A	20															
B	29															
C	17															
D	14															
F	23															

A.
Student Learning Outcome

SLO #3: Use written, oral, and visual communication effectively

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)										
Final Exam Spring Art Appreciation.	70% or higher of students taking ART (HUM) 1113 will score 70% or higher on their final exam. 70% or higher of students taking ART (HUM) 1113 will score 70%	All students who enroll in ART (HUM) 1113 in Spring Semester of 2020 on-ground and on-line. academic year 2017-2018.	Total: 144 students	85% of students scored 70% or higher on their final exams. 67.36% of students scored 70% or higher for their semester grade. <table border="1" data-bbox="646 541 820 646"> <tr><td>A</td><td>54</td></tr> <tr><td>B</td><td>25</td></tr> <tr><td>C</td><td>18</td></tr> <tr><td>D</td><td>9</td></tr> <tr><td>F</td><td>22</td></tr> </table> Plus 16 W	A	54	B	25	C	18	D	9	F	22	No. 70% of the 144 total would be 100.8 students compared to the 97 students making 70% or higher. I believe Covid is largely responsible.
A	54														
B	25														
C	18														
D	9														
F	22														

H.
Conclusions

Because Hum 1113 had four different instructors using various methods of measurement and assignments it is impossible to use the midterm, final and critical review paper to establish a benchmark. I have revised the assessment process to measure only the final grade for the semester. Further, I have broken the semester grade into total Fall students and total Spring students including on-line and on-ground. This provides a basis for a consistent measurement across all instructors and teaching methods. Also, Covid had a negative impact on student performance and on withdrawals. I have included W numbers in the calculations.

**A.
Student Learning Outcome**

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

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)										
Critical Review Paper: students must visit an exhibition to view artworks and write a reflection paper about their experience with those art pieces.	70% or higher of students taking ART (HUM) 1113 will score 70% or higher on their critical review paper.	All students who enroll in ART 1113 or HUM 1113 in academic year 2017-2018.	Total: 100 students	65% of students scored 70% or higher on their critical review paper. <table border="1" data-bbox="824 583 998 695"> <tr><td>A</td><td>57</td></tr> <tr><td>B</td><td>8</td></tr> <tr><td>C</td><td>0</td></tr> <tr><td>D</td><td>7</td></tr> <tr><td>F</td><td>28</td></tr> </table>	A	57	B	8	C	0	D	7	F	28	No
A	57														
B	8														
C	0														
D	7														
F	28														

**H.
Conclusions**

We are eliminating the SLO #4 – the Critical Review Paper as this is not incorporated into all instructional requirements of the various instructors, thus not a consistent measurement.

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

PART 6
Summary of Assessment Measures

A. How many different assessment measures were used? 3

B. List the direct measures (see appendix):

- Midterm Exam Fall final grades
- Final Exam Spring Final grades
- Critical-Review Paper

C. List the indirect measures (see appendix):



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
Professor Mike McKeon	Lead Instructor for GE Art Appreciation courses.	<i>Mike McKeon</i> <i>(by AR)</i> <i>See attached email -</i>

--	--

B. Reviewed by:

Titles	Name	Signature	Date
Department Head	STEVEN ROSSER		06/14/21
Dean	Keith W. Martin		6/15/21