

General Education Student Learning Report

Revised June 2017

Department of Fine Arts

For 2021-2022 Academic Year

PART 1

Degree Program Mission and Student Learning Outcomes

A. State the school, department, and degree program missions.

University Mission	School Mission	Department 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.	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, 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 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
<p>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.</p>	<p>The School will educate 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.</p>		<p>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.</p>
<p>To provide a general liberal arts education that supports specialized academic program and prepares students for lifelong learning and service in a diverse society.</p>	<p>The School will offer general education courses of high quality and purpose that provide a foundation for life-long learning.</p>		<p>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.</p>
<p>To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.</p>	<p>The School will foster a community of scholars among the faculty and students of the institution.</p>		
<p>To provide university-wide student services, activities and resources that complement academic programs.</p>	<p>The School will offer and promote artistic, scientific, cultural, and public affairs events on the campus and in the region.</p>		
<p>To support and strengthen student, faculty and administrative structures that promote shared governance of the institution.</p>	<p>The School will foster a community of scholars among the faculty and students of the institution.</p>		

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
<p>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.</p>	<p>The School will offer and promote artistic, scientific, cultural, and public affairs events on the campus and in the region.</p>		

PART 2
Follow-Up on Proposed Changes Made in Previous Assessment Cycle

Follow up on each instructional/assessment change proposed in Part 5 of the degree program SLR for the preceding year. Any changes the department implemented for this academic year, but which were not specifically proposed in the preceding report, should also be reported here. Indicate whether the proposed change was implemented and comment accordingly. 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 Feedback

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. 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)	Comment

**PART 4
Evidence of Student Learning**

Provide evidence of student progress for each of the student learning outcomes associated with the degree program. See the *Appendix* for a detailed description of each component. Note: The table below is for the first program learning outcome. A copy of the table should be inserted below for each additional outcome. SLO numbers should be updated accordingly.

A. Student Learning Outcome															
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)										
SLO #3:	Use written, oral, and visual communication effectively.														
Fall Art Appreciation	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.	43	79% of students scored 70% or higher for their semester grade .. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>A</td><td>3</td></tr> <tr><td>B</td><td>18</td></tr> <tr><td>C</td><td>13</td></tr> <tr><td>D</td><td>5</td></tr> <tr><td>F</td><td>4</td></tr> </table>	A	3	B	18	C	13	D	5	F	4	Y
A	3														
B	18														
C	13														
D	5														
F	4														
G. Conclusions															

A.
Student Learning Outcome

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

A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)										
Spring Art Appreciation	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.	38	58% of students scored 70% or higher for their semester grade .. <table border="1" data-bbox="532 478 719 674"> <tr><td>A</td><td>5</td></tr> <tr><td>B</td><td>11</td></tr> <tr><td>C</td><td>6</td></tr> <tr><td>D</td><td>6</td></tr> <tr><td>F</td><td>10</td></tr> </table>	A	5	B	11	C	6	D	6	F	10	N
A	5														
B	11														
C	6														
D	6														
F	10														

G.
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.

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 aimed at improving student learning or the assessment process. These proposals will be revisited in next assessment cycle.

Proposed Change	Rationale

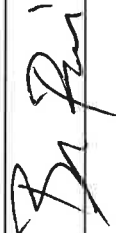
PART 6
Assessment Measures and Faculty Participation

Summary of assessment measures:



- 1) How many different assessment measures were used? 2
- 2) List the direct measures (see appendix): Fall Final Grades, Spring Final Grades
- 3) List the indirect measures (see appendix): None

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.	
Professor Bryce Brimer	Form facilitator. Assessment Committee Member	

Reviewed by:

Titles	Name	Signature	Date
Department Head	STEVEN ROSSER		6/13/22
Dean	K.W. Martin		6/14/22