

# DEVELOPMENTAL STUDIES STUDENT LEARNING REPORT

(Rev. July 2011)

## ROGERS STATE UNIVERSITY

Developmental Studies: Basic Writing &  
Developmental Reading  
For Academic Year 2012-2013

Effectively assessing a degree program should address a number of factors:

- 1) Valid student learning outcomes should be developed;
- 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
- 4) 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

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

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.	The mission of the School of Liberal Arts is to further the arts, humanities, and social sciences at Rogers State University, in the community, and in the region.	The mission of the Department is to support students in their pursuit of knowledge and to prepare them for participation in the increasingly global culture of the 21 <sup>st</sup> century.	The mission of Developmental Studies is to better equip students with the knowledge and skills needed to succeed in their general education and degree coursework.

- 1) **B.** Insert and clearly state school purposes, department purposes and student learning outcomes in the spaces below, making sure to align the student learning outcomes with their appropriate school and department purposes, and these outcomes and purposes with their appropriate university commitments. Not all RSU Commitments will have an accompanying Student Learning Outcome.

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	The School will offer innovative degrees which focus upon developing skills in oral and written communication, critical thinking, and creativity.	The department will foster the skills of critical and creative thinking, communication, and research among our students.	

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
and written communications, scientific reasoning and critical and creative thinking.			
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.	The department will foster the values of scholarship, creativity, appreciation of diversity, and community service among our faculty, staff, and students.	
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.	The department will serve the University and the community by providing quality general education courses that prepare students for their roles as citizens and cultural participants.	Students in Basic Writing and Developmental Reading will demonstrate proficiency in fundamental writing and reading comprehension skills as well as develop and demonstrate progress in specific skills and competencies needed in future classes.
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.	The department will offer innovative programs and quality teaching within the classroom and through distance education.	
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,	The School will offer and promote art, cultural, and public affairs events on the campus and in the region.	The department will facilitate the formation of groups of citizen-scholars consisting of faculty and students who meet outside the traditional classroom setting.	



University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
intellectual and personal enrichment for the University and the communities it serves.			

### **Discussion of Instructional Changes Resulting from 2010-2011 Developmental Studies Student Learning Report**

- 2) List and discuss all instructional or assessment changes proposed in last year's Developmental Studies 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. 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 Student Learning Outcomes, Academic Plan or Budget
To add more assessment instruments in determining whether students met program standards.	Yes	No changes to the academic plan or budget were involved

- 3) The University Assessment Committee in their Developmental Studies 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
"If you want to include students who do not complete the course or do not pass, you can measure their performance with a different measurement and standard"	Y	Results regarding students with low ACT/COMPASS scores have been included; information regarding students who do not complete the course was more difficult to ascertain (regarding why they did not complete the course), but efforts will be ongoing to include this information in our next report.
"Decreasing measures and including more consistent performance standards should provide more valid and meaningful results." "There are too many assessment measures. Select one or two assessment measures which provide meaningful results so that you can draw viable conclusions."	N	On past reports, we were asked to add more direct measures, then told the next year to reduce the number of direct measures being used. Our writing assignments, pre-/post-tests, and mid-term exams are all graded with the use of a common rubric used by all full-time and adjunct Basic Writing faculty. Each direct measure is used to determine the level of a student's skill and learning at specific times



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
"The differing skill level impacts the results which leads to less valid and meaningful data and the inability to accurately measure student learning."	Y	<p>during the semester. If fewer assessment measures could give us as complete a picture of a student's progress, then we will consider reducing the number we currently have.</p> <p>This information is now included in 4)F. Results (see below).</p>

#### **Analysis of Evidence of Developmental Studies Student Learning**

- 4) For all student learning outcomes listed in Section 1 B., 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 student performance. Finally, indicate whether the performance standard was met or not. (See Section 4, columns A through H, of the rubric for Developmental Studies Student Learning Report.)

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
Students in Basic Writing and Developmental Reading will demonstrate proficiency in fundamental writing and reading comprehension skills as well as develop and demonstrate	1)Students in Basic Writing are required to take both a pre- and a post-test assessment of skill. (Students must also complete at least four full writing assignments	At least 60% of students <b>taking both pre-test and post-test</b> in Basic Writing will score a 70 or better on the post-test assessment and, due to other scores, make a 70% or better as	Data taken from a random sampling of students from all three campuses and online courses for Fall 2012 and Spring 2013 semesters.	240	<p>62.5% (150/240) of sampling who took both pre- and post-test passed the course. Standard met.</p> <p>Of that 62.5%, only 4% (6 students) started the semester with an ACT score of <i>less</i> than 12.</p>	<p>Further investigation and effort must be made to reduce the number of students who must retake this course.</p> <p>If it's because of low ACT/COMPASS scores, then we need to pursue a split of Basic Writing to better and more successfully address the needs of all Basic Writing students.</p>	Y

progress in specific skills and competencies needed in future classes.	and a mid-term exam.	their overall course grade.				Also, we need to investigate why this semester's result is lower than previous semesters.	
	2)Students in Developmental Reading are required to take both a pre- and a post-test assessment of skills. (Students must also complete	At least 60% of students taking <b>both</b> pre-test and post-test in Developmental Reading will score a 70 or better on the post-test assessment and, due to	Data taken from a random sampling of students from all three campuses for Fall 2012 and Spring 2013 semesters. (No online version of Developmental Reading is offered.)	101	75.4% of sampling (who took both pre- and post-test) passed the course. Standard met.	Tracking efforts must be made to determine how these students fare in the next level (HIST courses).	Y
	homework and other assignments that demonstrate skill levels at various intervals during the semester; however, these do not constitute the majority of a student's grade.)	other scores, make a 70% or better as their overall course grade.					

- 5) State any proposed instructional or assessment changes to be implemented for the next academic year. They should be based on conclusions reported in Section 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 the assessment process or budget. If no changes are planned, simply state "No changes are planned."



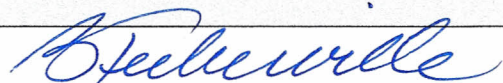

Student Learning Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations.
	<p>Splitting Basic Writing into two separate courses: Basic Writing I (sentence level to paragraph) and Basic Writing II (paragraphs to essays).</p> <p>To continue to track the performance of students with extremely low ACT or COMPASS scores.</p>	<p>To ensure that all BW students get the level of instruction they need in order to be more successful.</p> <p>To investigate the persistence and course completion rates of students whose scholastic challenges are greater than other developmental students.</p>	<p>This split will hopefully decrease the number of students who have to retake our current Basic Writing course due to extremely low ACT or COMPASS scores.</p> <p>Upon the approval of our curriculum change, tracking will need to be done to investigate how much better a student does with the changes in place versus how a student performed under the previous configuration.</p>

6) Assessment Measures:

- A. How many different assessment measures were used? For BW: 5; For DR: 2
- B. List the direct measures (see rubric): BASIC WRITING: Pre- and Post-Tests scores for Basic Writing; four (4) writing assignments and mid-term exam graded by a rubric. DEVELOPMENTAL READING: pre- and post-test scores.
- C. List the indirect measures (see rubric): BASIC WRITING: online class discussions, homework. DEVELOPMENTAL READING: homework, in-class readings and analysis, ecampus discussion forums, unit tests (3 per semester)

**Documentation of Faculty Assessment**

- 7) A. How many full time faculty teach in the program? 2
- B. 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. Brenda Tuberville	Collected data, analyzed data, and prepared report.	
Holly Clay Buck	Reviewed report.	

8) Reviewed by:

Titles	Names	Signatures	Date
Department Head	Dr. Frank Grabowski	<i>Francis A. Grabowski III</i>	11/22/13

## RUBRIC FOR DEVELOPMENTAL STUDIES STUDENT LEARNING REPORT

Dean	Dr. Frank Elwell	<i>Frank Elwell</i>	12-3-13
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**1) A. Are the school, department and developmental studies 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.

**B. 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.

**2) How well did the department incorporate instructional or assessment changes from last year's report or from other assessment activities?**

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	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.