# Developmental Studies Student Learning Report

Revised August 2017

## Department of English & Humanities

# Development Reading and Writing

### For 2022-2023 Academic Year

### 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. | 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 21st 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. |

**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 | The school will offer innovative degrees which focus upon developing skills in oral and | The department will foster the skill of critical and creative | |

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| educational experiences which foster student excellence in oral and written communications, scientific reasoning and critical and creative thinking. | written communication, critical thinking, and creativity. | thinking, communication, and research among our students. | |
| 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 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 programs and 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 P composition + supplement 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, 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. | The department will facilitate the formation of groups of citizen-scholars consisting of faculty and students who meet outside the traditional classroom setting. | |

## PART 2
### Revisit Proposed Changes Made in Previous Assessment Cycle

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 |
|---|---|---|
| 1) A student learning report for developmental writing and reading has not been completed since 2019-2020, so no formal changes have | 1) N<br>2) N | 1) The faculty member responsible for the previous developmental studies SLR has left the university, and their proposed changes for 2020-2021 are unknown. As a result, no significant changes have been implemented in the years following the faculty member's departure. Instructors teaching a supplement course develop materials that align with their Composition 1 materials and reflect their specific student struggles. |

| | | 2) The faculty member responsible for the previous developmental studies SLR has left the university, and their proposed changes for 2020-2021 are unknown. As a result, no significant changes have been implemented in the years following the faculty member's departure. Instructors teaching a developmental reading course develop materials that align with the assigned textbook and reflective of their specific student struggles. |
|---|---|---|
| been made to writing curriculum<br><br>**2)** A student learning report for developmental writing and reading has not been completed since 2019-2020, so no formal changes have been made to reading curriculum. | | |

## 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 |
|---|---|---|
| NA | NA | NA |

## 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. Note: The table below is for the first student learning outcome. Copy the table and insert it below for each additional outcome. SLO numbers should be updated accordingly.

| A. Student Learning Outcome | | | | | | |
|---|---|---|---|---|---|---|
| SLO #1: Students in P composition + supplement 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. | | | | | | |
| B. Assessment Measure | C. Performance Standard | D. Sampling Method | E. Sample Size (n) | F. Results | | G. Standard Met (Y/N) |
| 1) Students in Comp 1P (ENGL 1113.xxP and ENGL 0111) are require to take both a pre- and post-test assessment of skills. Students also complete essays and homework that demonstrate mastery of the material. However, for this report, only the post-test is considered. | 1) 70% of students will score 70% or above on the post-test. | 1) 27 students from 6 sections were assessed in the fall and spring semesters. | 1) N = 27 | 1) Only 12 of the 27 students (44%) assessed passed the post-test with a 70% or above. Despite the failure to reach the performance standard, students were assessed alongside other Composition I students through assigned coursework. Developmental writing students demonstrated significant growth in writing ability through the assigned coursework. | | 1) N |
| 2) Students in Developmental Reading (READ 0003) are required to take both a pre- and | 2) 70% of students will score 70% or above on | 2) 79 students from 4 sections were assessed in the fall | 2) N = 79 | 2) 47 of 79 students reached the 70% mark for overall course grade. Only one section of 20 students was assessed using a post-test; of these, 1 student reached the 70% mark. | | 2) N |

| | | | | | |
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| post- test assessment of skills. Students must also complete homework assignments which demonstrate their understanding of course materials, which constitute the majority of their grade. This report considers their course grade. | the post-test. | and spring semesters. | | | |

**H.**
**Conclusions**

1) Students enrolled in developmental writing supplements consistently struggle with regular attendance, participation, and completion of assignments. Retention is the single most difficult hurdle for instructors of these classes; while the supplement courses sometimes begin with 7-9 students enrolled, more common is an enrollment of 1-3 students. The supplement classes almost always lose half of their students to withdrawals, hence the low number of assessed students. It's difficult to draw broad conclusions from a low sample size of 27 students. Despite the failure to reach the performance standard, developmental students who pass both the supplement and Composition I demonstrate significant growth in their study skills, time management, engagement with faculty, and writing ability.

2) Students enrolled in developmental reading courses also consistently struggle with regular attendance, participation, and completion of assignments. Retention remains an obstacle, as well. Because of the way the course was set up by an instructor who is no longer with RSU, the course and assessment materials were housed online, which was detrimental to student success. Students performed much higher and were more engaged with material that was presented in class. Overall, students improved in their abilities to understand assignment instructions, study assigned readings, and comprehension.

# 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 weaknesses 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 the next assessment cycle.

| Proposed Change | Applicable Learning Outcomes | Rationale and Impact |
|---|---|---|
| 1) Additional assessments are needed to better gauge student learning outcomes. Students should be provided weekly guided exercises from a textbook, workbook, or the instructor's materials that align with Composition I objectives.<br>2) Assessment needs to be moved offline to a face-to-face method to better measure student growth. In addition, textbook materials and all assignments need to be moved offline to improve student participation. | SLO #1: Students in P composition + supplement 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. | 1) The post-test does not fully reflect the growth or writing level of developmental writing students. Despite low scores, students who pass the supplement course demonstrate significant development that places them on par with Composition I students. The course is set up to provide one-on-one interaction between students and instructor, and that should be used for guided exercises personalized to each student's writing deficiencies.<br>2) Students who have a reading deficiency should have access to a physical textbook and face-to-face instruction and assignments. An e-Book offering was not conducive to student learning. |

# PART 6
## Summary of Assessment Measures

**A.** How many different assessment measures were used? Two—pre-test, post-test.

**B.** List the direct measures (see appendix): Pre/post-test.

**C.** 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 |
|---|---|---|
| 1) Hayden Bozarth<br>2) Rebekah Warren | 1) Collected and analyzed data, prepared report for developmental writing/supplement sections<br>2) Collected and analyzed data, prepared report for developmental reading sections | *Hayden Bozarth*<br><br>X *RWarren* |

**D.**  Reviewed by:

| Titles | Name | Signature | Date |
|---|---|---|---|
| Department Head | J. Ford | *[signature]* | 5/31/23 |
| Dean | Keith Marton | *Wyatt W. Mal* | 5/31/23 |

**Appendix**

**Student Learning Outcome**
Student learning outcomes are the observable or measurable results that are expected of a student following a learning experience. Learning outcomes may address knowledge, skills, attitudes, or values that provide evidence that learning has occurred. They can apply to a specific course, a program of study, or an institution. Outcomes should be worded in language that clearly implies a measurable behavior or quality of student work. Outcomes should also include Bloom's action verbs appropriate to the skill level of learning expected of students.

> Examples:
> *Students will be able to apply principles of evidence-based medicine to determine clinical diagnoses and implement acceptable treatment modalities.*
> *Students will be able to articulate cultural and socioeconomic differences and the significance of these differences for instructional planning.*

**Assessment Measure**
An assessment measure is a tool or instrument used to gather evidence of student progress toward an established learning outcome. Every program learning outcome should have at least one appropriate assessment measure. Learning outcomes are frequently complex, however, and may require multiple measures to accurately assess student performance. Assessment plans should try to incorporate a combination of direct and indirect assessment measures. Direct provide concrete evidence of whether a student has command of a specific subject or content area, can perform a certain task, exhibits a particular skill, demonstrates a certain quality in their work, or holds a particular value. Because direct measures tap into actual student learning, it is often viewed as the preferred measure type. Indirect measures assess opinions or thoughts about the extent of a student's knowledge, skills, or attitudes. They reveal characteristics associated with learning, but they only imply that learning has occurred. Both types of measures can provide useful insight into student learning and experiences in a program. Each also has unique advantages and disadvantages in terms of the type of data and information it can provide. Examples of common direct and indirect measures are listed below.

| Direct Measures | Indirect Measures |
|---|---|

Direct Measures:

- Comprehensive exams
- Class assignments
- Juried review of performances and exhibitions
- Internship or clinical evaluations
- Portfolio evaluation
- e/post exams
  - Third-party exams such as field tests, certification exams, or licensure exams
  - Senior thesis or capstone projects

Indirect Measures:

- Graduate exit interviews
- Focus group responses
- Job placement statistics
- Graduate school placement statistics
- Graduation and retention rates
- Student and alumni surveys that assess perceptions of the program
- Employer surveys that assess perceptions of graduates
- Honors and awards earned by students and alumni.

**Performance Standard**

A performance standard is a clearly-defined benchmark that establishes the minimally-acceptable level of performance expected of students for a particular measure.

Examples:

*At least 70% of students will score 70% or higher on a comprehensive final exam.*

*At least 75% of students will earn score a "Proficient" or higher rating on the Communicate Effectively rubric.*

**Sampling Method**

Sampling method describes the methodology used for selecting the students that were assessed for a given measure. In some cases, such as most course-embedded measures, it is possible to assess all active enrolled students. In other cases, however, it is not feasible to measure the population of all potential students. In these cases, it is important that a well-designed sampling scheme be used to ensure the sample of students measured is an unbiased representation of the overall population. Where multiple instructors teach a particular course, care should be taken to assess students across all instructors, including adjuncts.

Examples:

*All students enrolled in BIOL 4801 Biology Research Methods II*

*All majors graduating in the 2016-17 academic year.*

**Sample Size**

Sample size is the number of students from which evidence of student learning was obtained for a given assessment measure.

**Results**
Results are an analytical summary of the findings arising from the assessment of student performance for a particular assessment measure. Typical presentation includes descriptive statistics (mean, median, range) and score frequency distributions.

**Standard Met?**
This is a simple yes/no response that indicates whether the observed level of student performance for a particular measure meets or exceeds the established standard.  An N/A may be used where circumstances prevented the department from accurately assessing a measure.

**Conclusion**
The conclusion is a reflective summary and determination of the assessment results obtained for a specific learning outcome. Questions to consider in this section include the following:
- Does the assessment evidence indicate the learning outcome is being satisfactorily met?
- Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern?
- What are the most valuable insights gained from the assessment results?
- What strengths and weaknesses in student learning do the results indicate?
- What implications are there for enhancing teaching and learning?
- How can the assessment process be improved?