

Developmental Studies Student Learning Report

Revised August 2017

Department of English & Humanities

Development Reading and Writing

For 2019-2020 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 21 st 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 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.	The department will foster the skill of critical and creative thinking, communication, and research among our students.	
To promote an atmosphere of academic and intellectual freedom	The school will educate liberal arts majors to think critically, creatively,	The department will foster the values of scholarship, creativity,	

and respect for diverse expression in an environment of physical safety that is supportive of teaching and learning.	and independently and have skills to work in all types of situations and communicate with all types of people.	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) In 2018-19, it was insured that the supplement should be the one assigned to the specific section of P comp the student is taking, which follows the class immediately and is taught by the same instructor. 2) Because of the extremely high pass rate, it is recommended that the READ course remain functioning as it is	1) Y 2) Y	1) While instructor/supplement tie-in was our only stated change for 2019-20, the actual year brought other enormous changes. For one, a change in readiness assessment tests and requiring all students whose ACT score necessitated a developmental class to test precipitated a drastic drop in the number of students who fell below the threshold for taking non-P Comp 1. For example, section 012P was not treated as a supplement because all of the students tested out. Of these, 9/10 passed the class. Thus, the P/Supplement classes were much smaller (by approximately 70%) and centered around students in only the lowest bracket of achievement. We will be assessing the effect of this on Comp 1 numbers as a whole, but will continue with the current cut score into 2020-21. Further, COVID-19 necessitated the closing of the physical campus and the institution of online-only classes after Spring Break. This change was catastrophic for many developmental writing students. It starkly illustrated the issues of inequality developmental students face outside of the classroom that hinder their in-class performance. Students faced issues such as homelessness, lack of a computer, lack of power, food insecurity, and drastically increased caretaking responsibilities. While all students faced challenges like these, it has been very well documented in multiple academic studies that students in developmental classes are disproportionately affected by social and socioeconomic hardships. Going forward, I intend to work with the first year experience team to ensure students are matched with services that better “level the playing field” for struggling students. 2) No changes were implemented, and the problems outlined above regarding COVID-19 apply to READ as well.

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:	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	1) 70% of students will score 70% or above on the post-test.	1) 16 students from 5 sections were assessed in the Fall 2019 semester. Due to COVID-19 the standardized post-test assessment was not given in the Spring.	1) N = 16	1) Fall 2019 only: 8 out of 16 students (50%) who took the post-test met the standard of 70% on the post-test. (It should be noted that 7 out of 8 of the students who did not meet the standard came from one section, and that the instructor noted that all students' scores increased from the pre-test, they just did not reach the 70% mark). Assignments and final grades in the class were significantly better.	1) N

the material. However, for this report, only the post-test is considered.					
2) Students in Developmental Reading (READ 0003) are required to take both a pre- and post- test assessment of skills. (Students must also complete homework assignments that demonstrate skill levels at various intervals during the semester; however, these do not constitute the majority of a student's grade.)	2) 70% of students will score 70% or above on the post-test.	2) 9 students from two sections in the Spring 2020 were assessed. Fall 2019 numbers were unavailable.	2) N = 9	2) Spring 2020 only: Of the 9 students assessed, 9 (100%) reached the 70% mark.	2) Y
H. Conclusions					
1) Due to COVID-19, the standardized post-test was not given in the Spring, so I am not comfortable drawing conclusions based on only 16 students from one semester. 2) It should be noted that only 9 students were assessed after the COVID-19 shutdown. This further illustrates the issue of student attrition due to the crisis.					

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) The biggest change going forward is to be prepared for further pandemic-related disruption. I will also look into adding additional assessments besides just pre- and post-test scores. 2) The biggest change going forward is to be prepared for further pandemic-related disruption. I will also look into adding additional assessments besides just pre- and post-test scores.	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) Because of the nature of the pandemic, we should be prepared to adapt online instruction and resources for developmental students. As for assessment, I do not feel post-test scores alone accurately reflect student progress. 2) Because of the nature of the pandemic, we should be prepared to adapt online instruction and resources for developmental students.

PART 6

Summary of Assessment Measures

- How many different assessment measures were used? Two—pre-test, post-test.
- List the direct measures (see appendix): Pre/post-test.
- List the indirect measures (see appendix): None.

PART 7

Faculty Participation and Signatures

- Provide the names and signatures of all full time and adjunct faculty who contributed to this report.

Faculty Name	Assessment Role	Signature
Holly A. Clay-Buck	Collected and analyzed data, prepared report	

- Reviewed by:

Titles	Name	Signature	Date
Department Head	Dr. Mary Mackie	<i>Mary Mackie</i>	<i>6-3-2020</i>
Dean	Dr. Keith Martin	<i>Keith W. Martin</i>	<i>6/4/2020</i>