

Developmental Studies Student Learning Report (rev. 7/14)

Fall 2013 – Spring 2014

The Department of English & Humanities in the School of Liberal Arts

Developmental Reading and Writing

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

- 1) Valid student learning outcomes should be clearly articulated;
- 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 there should be evidence that instructional or assessment changes are being implemented to improve student learning.

PART 1 (A & B)

Relationship of Degree Program Learning Outcomes to Departmental and University Missions

A. Clearly state the school, department and degree program missions.

University Mission	School Mission	Department Mission	Degree Program 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. Clearly state school purposes, department purposes and degree program student learning outcomes. Align student learning outcomes with their appropriate school and department purposes, and these outcomes and purposes with their 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 skills of critical and creative 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 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.			

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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

Discussion of Instructional Changes Resulting from 2012-2013 Developmental Studies Student Learning Report

List and discuss all instructional or assessment changes proposed in Part 5 of last year's Degree Program 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. Emphasis should be placed on student learning and considerations such as course improvements, the assessment process, and the budget. 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 Degree Curriculum or Budget
The 2012-2013 Developmental Studies Student Learning Report contained a proposed curriculum change that would split Basic Writing into a two-tier course based on the depth of student need for instruction.	N	The proposal was submitted, was approved by the English & Humanities Department and by the Curriculum Committee, but was tabled by the Vice President for Academic Affairs. No further action has been taken to date.

PART 3

Discussion of the University Assessment Committee's 2012-2013 Peer Review Report

The University Assessment Committee in its 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
Feedback on last year's report included a comment that the report had been submitted on the wrong form and that three changes proposed in a previous report had not been included.	Y	The report is now on the correct form. One of the proposed changes (one dealing with the separation of information from online and on-ground courses) has also been implemented. The other two proposed changes, those dealing with additional assessment measures, were given due consideration and, in light of student outcomes for both Basic Writing and Developmental Reading, it was the decision of the faculty that additional (indirect) assessment measures would dilute the weight of the direct assessment measures already in place for both courses.

PART 4

Analysis of Evidence of Developmental Studies Student Learning Outcomes

For all student learning outcomes (as listed in Part 1 B above), 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 relevant conclusions related to strengths and weaknesses of their performance.

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
Students in Basic Writing	1)Students in Basic Writing	At least 60% of students	Data taken from a random	Fall 2013 N	Of the 117 who took both pre- and post-tests, 69	This resulted in a 58.97% pass rate. During the fall	N

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
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	are required to take both a pre- and a post-test assessment of skill. (Students must also complete at least four full writing assignments and a mid-term exam.	taking both pre-test and post-test 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 their overall course grade.	sampling of students from all three campuses and online courses for Fall 2013 and Spring 2014 semesters.	117 (no online) Spr 2014 N 30 (on-grd) N 6 (online)	received a 70 or better and, due to other scores, made a 70% or better as their overall course grade. Of the 30 who took both pre- and post-tests, 25 received a 70 or better and, due to other scores, made a 70% or better as their overall course grade. Of the 6 who took both pre- and post-tests, 3 received a 70 or better and, due to other scores, made a 70% or better as their overall course grade.	semester, we had a higher than normal with-draw rate and a higher than normal rate of students who stopped attending class. This resulted in an 83.3% pass rate for on-ground sections and a 50% pass rate for the online section, which are abnormally high. This might have been caused by the fact that only five sections of Basic Writing were offered that semester or by a lower percentage of students who stopped attending (much lower than in the fall semester).	Y
	2)Students in Developmental Reading are required to take both a pre- and a post-test assessment of skills. (Students must also	At least 60% of students taking both pre-test and post-test in Developmental Reading will score a 70 or better on the post-test assessment	Data taken from a random sampling of students from all three campuses for Fall 2012 and Spring 2013 semesters. (No online version of	Fall 2013 N 85 (no online)	Of the 85 who took both pre- and post-test in Developmental Reading, 56 scored 70 or better on the post-test assessment and, due to other scores, made a 70% or higher as their overall course grade.	This resulted in a 65.8% pass rate, which, which still above the performance standard, is down from last year's report. As noted above in the conclusions for Basic Writing, this could be due to the higher than normal rate of students who stopped attending class.	Y

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
	complete 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.)	and, due to other scores, make a 70% or better as their overall course grade.	Developmental Reading is offered.)	Spr 2014 N 23 (no online)	Of the 23 who took both pre- and post-test in Developmental Reading, all 23 scored 70 or better on the post-test assessment and, due to other scores, made a 70% or higher as their overall course grade.	This resulted in a 100% pass rate, which is very suspicious to me. Granted, we only had three sections of Developmental Reading that semester (due to extremely low enrollment) and our sample size was pitifully small, but I believe this merits further investigation.	Y

PART 5

Proposed Instructional Changes Based on Conclusions Drawn from Evidence Presented Above

State any proposed instructional or assessment changes to be implemented for the next academic year. They should be based on conclusions reported in Part 4 (above) 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 curriculum, degree plan, 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.
In Developmental Reading, one of the stated Student Learning	This change in outcomes will necessitate a refocusing on	We currently have some students who are mastering vocabulary	By focusing on the application of skills learned, students will be better

Student Learning Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations.
<p>Outcomes reads as follows:</p> <ul style="list-style-type: none"> ➤ “Developing specific skills, competencies, and points of view needed in future classes (important)” <p>This particular outcome needs to be more specific in listing what skills and competencies will be covered and students will be expected to be able to apply by the end of the semester.</p>	<p>discussion and application of critical reading skills rather than rote skill drills that have proven in the past to have no long-lasting effect.</p>	<p>tests but who at the same time cannot find meaning in a textbook chapter. Since the focus of the course is the latter rather than the former, this change needs to be made.</p>	<p>prepared to address readings they will encounter in other classes, readings that will increasingly challenge their skills as critical readers and thinkers.</p>

PART 6

Shared Pedagogical Insight that Improves Student Learning or Classroom Engagement

(OPTIONAL) If your department or a faculty member has developed a method or technique of teaching that seems especially effective in improving student learning or student engagement in the classroom, please provide a brief description below. More detail can be communicated during the face to face peer review session.

Description
<p>Upon request from last year's Peer Review committee, I asked Dr. Mary Millikin to compile information that would show how students who passed Basic Writing in the 2012-2013 school year did in Comp I the following semester. She recently sent me that information for the Fall of 2012:</p> <p>“Of the students who completed ENGL 0003, 98 continued on to ENGL 1113. 66.7% completed ENGL 1113 with a C or better, 8.7% withdrew, 24.65% earned a D or F in ENGL 1113. In comparison with students who tested high enough to enroll directly in ENGL 1113, 53.5% earned a C or better, 12.7% withdrew, 32.4% earned a D or F” (emphasis mine).</p> <p>I believe this speaks volumes regarding the rigor of our Basic Writing program and the ability of our Basic Writing students to persist and succeed.</p>

PART 7 (A & B)

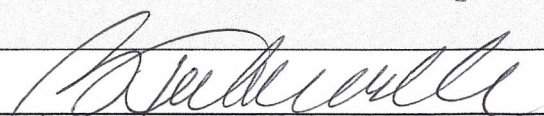

Assessment Measures and Faculty Participation

A. Assessment Measures:

- 1) How many different assessment measures were used?
For BW: 4; For DR: 3
- 2) List the direct measures (see rubric):
BASIC WRITING: Pre- and Post-Tests scores for Basic Writing; a portfolio containing three (3) writing assignments and a reflective assignment; and a mid-term exam all graded by a rubric. DEVELOPMENTAL READING: pre- and post-test as well as a mid-term scores.
- 3) List the indirect measures (see rubric): BASIC WRITING: online class discussions, in-class assignments, homework. DEVELOPMENTAL READING: homework, in-class readings and analysis, e-campus discussion forums

B.

- 1) 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 and analyzed data, prepared report	
Ms. Holly Clay-Buck	Reviewed report	

- 2) Reviewed by:

Titles	Names	Signatures	Date
Department Head	Francis A. Grabowski	FRANCIS A. GRABOWSKI	10/10/14
Dean	FRANK W. ELWELL	Frank W. Elwell	10.13.14