Developmental Studies Student Learning Report

Revised May 2020

Department of Mathematics & Physical Sciences

Developmental Science

Select Academic Year

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.	Central to the mission of the School of Arts and Science 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. Seven departments comprise this School, the Departments of Biology, Communications, English and Humanities, Fine Arts, History and Political Science, mathematics and Physical Sciences, and Psychology and Sociology. These departments pledge to deliver existing and newly developed programs that meet student demands, and to be responsive to the evolving culture of academia in general and the sciences in particular. Our Strategy is to foster an academic setting of diverse curricula	The mission of the Department of Biology at Rogers State University is to support students in their pursuit of knowledge in biology and life science. Our purposes include increasing the student's critical thinking and reasoning abilities, increasing the student's ability to interpret and understand his/her world, and helping them serve as a resource for the community.	Our mission in Developmental Education is to ensure that skill deficient students develop the math and science skills necessary to be successful in their college-level classes to promote their future personal and professional success in their local and global communities.

University Mission	School Mission	Department Mission	Developmental Studies Mission
	that inherently incorporates an environment of service and collegiality.		

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 developmental courses that will prepare students for college careers that will enhance their quality of life. This will be accomplished by honing and developing analytical and communication skills.	The Biology Department will provide a remedial course to provide knowledge of basic concepts and principles of physical and life sciences. This course will facilitate the students preparation to succeed in future science course work by strengthening scientific analytical skills, creative problem solving, critical thinking and data gathering as well as process thinking.	1) Students will demonstrate mastery of scientific principles necessary for entry-level collegiate study
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.			
To provide a general liberal arts education that supports specialized academic programs and prepares students for lifelong learning and service in a diverse society.			
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.			
To provide university-wide student services, activities and resources			

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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.			
To assist both freshmen and transfer students through their first year at RSU in their professional and personal goals. Learners, who feel more connected at the university and supported by faculty and staff, are more successful and more satisfied with their overall college experience.			

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

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

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: 1. Students will demonstrate mastery of scientific principles necessary for entry-level collegiate study.					
B. Assessment Measure	**C. Performance Standard**	**D. Sampling Method**	**E. Sample Size (n)**	**F. Results**	**G. Standard Met (Y/N)**
1a. Post-test in Science Proficiency	1a. 65% of the students taking both the pretest and the posttest will score at least 65% on the posttest.	1a. Pre- and Post-test data was collected from on ground sections in fall-2019. No sections were taught in Spring 2020. Minimum enrollment was not achieved.	1a. BIOL0123V n=11 1b. BIOL 0123 n=11	1a. 0/11 students (0.0%) scored 65% or higher on the post test. This is a significant decrease from the previously measured year. Several students (n=3) were near (>60%) the 65% cutoff and several (n=3) more students were approaching (>50%) the standard.	1a. N 1b. N

A. Student Learning Outcome					
SLO #1: 1. Students will demonstrate mastery of scientific principles necessary for entry-level collegiate study.					
B. Assessment Measure	**C. Performance Standard**	**D. Sampling Method**	**E. Sample Size (n)**	**F. Results**	**G. Standard Met (Y/N)**
1b. Pre/Post Test in Science Proficiency	1b. 70% of the students taking both the pretest and the posttest in Science Proficiency will improve at least 30%.	1b. Pre- and Posttest data was collected from on ground sections in fall-2020. No sections were taught in Spring 2020. Minimum enrollment was not achieved.		1b. 0/11 students (0.0%) improved their test score by more than 30%.	
H. Conclusions					
...1a/1b. Changes in teaching staff generated challenges in pre/post test administration. Partial data was collected for analysis. This data indicates low performance in the post test as well as the comparison between the pre and post test scores. However, final exam scores were often above average (80-89%) or excellent (>90%). This indicates a possible flaw in the method of assessment or in content delivery. Both possibilities will be reviewed.					

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 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 next assessment cycle.

Proposed Change	Applicable Learning Outcomes	Rationale and Impact
Implement guidelines for the instructors to facilitate data collection.	NA	Better data and/or more consistent collection of data will facilitate our review of student progress.
The department head will review the content and instructional methods of the instructors.	This should improve SLO #1.	Varying instructors may be generating inconsistencies in content delivery for the course.

Proposed Change	Applicable Learning Outcomes	Rationale and Impact
Delete 3rd assessment criteria of comparing success in future courses for students successfully completing BIOL 0123.	NA	This may impact student performance during assessment. While it is important to validate the success of students in their academic career. Following students proved to be overwhelming logistically. Due to the challenges of tracking this data, this criteria has been deleted from consideration.
Add new 3rd assessment criteria: 50% of students will score 70% or higher on the Final Exam	NA	This will yield an indication of student performance for those students who are successful below the <30% pre/post-test threshold.

PART 6
Summary of Assessment Measures

A. How many different assessment measures were used? Two measures

B. List the direct measures (see appendix): (1) Percentage of students passing the posttest at 65% or higher and (2) the percentage of students improving 30% from pretest to posttest in each of the three courses.

C. List the indirect measures (see appendix):

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
Rance Kingfisher	Collected Pre/Post-test data	
Dr. Jerry Bowen	Analyzed and Reviewed BIOL 0123 data Completed report	

D. Reviewed by:

Titles	Name	Signature	Date
Department Head	Dr. Jerry Bowen		31 Aug 2021
Dean	Dr. Keith Martin	Keith W. Martin	9/1/2021