Developmental Studies Student Learning Report
Revised August 2017

Department of English & Humanities

Development Reading and Writing

For 2020-2021 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 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 and respect for diverse expression in	The school will educate liberal arts majors to think critically, creatively, and independently and have skills to	The department will foster the values of scholarship, creativity, appreciation of diversity, and	

an environment of physical safety that is supportive of teaching and learning.	work in all types of situations and communicate with all types of people.	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) 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.	1) Y 2) Y	1) Supplement was held entirely online with individual weekly Zoom meetings due to the pandemic The Supplemental students' assessments are now based on passing Comp 1 with a grade that would allow the student to continue on to Comp 2. 2) READ was taught as a blend of online and required weekly classwide Zoom meetings.

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. <u>Note</u>: 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.

<table>
<tr>
<td colspan="7" align="center">A.
Student Learning Outcome</td>
</tr>
<tr>
<td colspan="7">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.</td>
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<tr>
<td>B.
Assessment Measure</td>
<td>C.
Performance Standard</td>
<td>D.
Sampling Method</td>
<td>E.
Sample Size (n)</td>
<td>F.
Results</td>
<td>G.
Standard Met (Y/N)</td>
</tr>
<tr>
<td>1) Students in Comp 1P (ENGL 1113.xxP and ENGL 0111) are assessed according to their ability to pass Comp 1 with a 60% or higher.
2) Students in Developmental Reading (READ 0003) are required to take both a pre- and post-test assessment of skills. (Students must</td>
<td>1) 70% of students will score 60% or above in Comp 1.

2) 70% of students will score 70% or above on the post-test.</td>
<td>1) 15 students from 5 sections in the Fall and Spring were assessed.
2) 31 students from 5 sections in the Fall and Spring were assessed.</td>
<td>1) N = 15
2) N = 31</td>
<td>1) 9 out of 15 students (60%) who completed the course scored a D or above and may go on to Comp 2. This is approximately the same number as past semesters. This affirms our previous assumption that focusing on higher-need students by lowering the cut-off score for mandatory Supplement would lead to a lower percentage of students in Supplement meeting the standard. However, a larger percentage of these higher need students met the standard than would have without the individualized attention.
2) 100% of the 31 students reached the 70% mark.</td>
<td>1) N
2) Y</td>
</tr>
</table>

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.)				

H.
Conclusions

1) Once the focus is shifted from just the scores on the post-test and given a more holistic view of performance in the class, we get a better picture of Supplement student success. Because these students often struggle disproportionally with standardized testing, this is a more accurate assessment of their abilities.
2) The Reading class continues to have excellent outcomes despite the switch to Zoom classes.

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) I propose continuing to observe our Comp 1 pass rates overall to see if the lower cut score with a stronger focus on our most struggling students is effective. 2) In 2021-22, READ on the satellite campuses will be combined into one online/Zoom course.	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) Previously, students capable of successfully completing Comp 1 were required to take the Supplemental course. I theorize that by narrowing in on the students who come in struggling the most, we can help have a greater success rate overall. 2) This will make staffing the sections easier and keep curriculum standard between classes.

PART 6
Summary of Assessment Measures

A. How many different assessment measures were used?
Supplement: One--overall class grade.
Reading: 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
Holly A. Clay-Buck	Collected and analyzed data, prepared report	HC-B

D. Reviewed by:

Titles	Name	Signature	Date
Department Head			
Dean			

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.

> <u>Examples</u>:
> *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.

<u>Direct Measures</u>	<u>Indirect Measures</u>

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

- 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.

> <u>Examples</u>:
> *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.

> <u>Examples</u>:
> *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?