



Students are initially placed into Developmental (DEV) classes based on the College-wide COMPASS testing. During the first or second class meeting in each Developmental Studies course, faculty administer a diagnostic test(s). The in-class diagnostics ensure accurate placement of each student by using established criteria and percent of mastery. If appropriate, a student is transferred into another level (up or down) of Developmental Studies. In some cases, a student may be transferred into college level classes in English and math. In DEV 108, Introduction to Mathematics, a pre-requisite test instead of a diagnostic test is used to determine accurate placement.

Within each Developmental Studies course, each unit has established criteria. Using these criteria, periodic tests are administered to monitor student progress. Developmental English classes use paragraph and essay writing assignments to monitor student progress. Developmental reading also uses text readings of increasing difficulty to monitor student progress.

A variety of approaches and tools are being used to assist student development. Web based instruction and support pages afford students alternative approaches to learning. For instance, the Read/Write connection (a website) assists students in improving their reading and writing skills through on-line activities and support. Similarly, math courses are available in an electronic form and many DEV math courses are supported with on-line discussion lists. These forums provide students with formative feedback from the instructor, as well as, peers.

- b. Summative Assessment Method(s) and Description: a measurable indicator of end-of-course success in attaining the stated course learning outcome(s).

Student performance is assessed at exit in Developmental Studies courses using various levels of mastery according to the following:

- DEV English: 074 - (Fundamentals of Sentence Structure) 75% mastery level of grammar and a satisfactorily written paragraph based on established criteria.  
075 - (Fundamentals of English) 75% mastery level of grammar and a satisfactorily written paragraph based on established criteria.  
110 - (Fundamentals of Composition) a combination of a satisfactorily written essay and an 80% mastery level of grammar.  
130 - (Fundamentals of Creative and Critical Writing) a portfolio is used that contains four pieces of writing. The student selects his/her three best writings, and they are assessed by the instructor using a set of established criteria. In addition, a written test is used to assess overall writing performance, and the student must achieve an 80% mastery level.
- DEV Reading: 064 - (Fundamentals of Reading) 80% mastery on tests of course objectives plus a ninth-grade proficiency on the standardized Stanford Diagnostic Reading Test.

065 - (Developmental Reading) 80% mastery on tests of course objectives in addition to satisfactory performance on notes from a college level text chapter which are used to pass (70% or better) a test on the material plus a 12.5 grade level on the Nelson Denny Reading Test.

DEV Math: 085 - (Fundamentals of Arithmetic) 80% mastery level on a departmentally developed examination.

108 - (Introduction to Mathematics) 80% mastery level on a departmentally developed examination.

DEV Science 101 - (Foundations of Science) currently students must achieve satisfactory performance in this course to move on in the science curriculum. The courses includes: study skills, how to use the tools (cylinder, balance...) chemistry, physics and biology, scientific equipment and concepts, chemical equations and cell elements, motion.

Other means of assessing overall student performance include: course-by-course completion rates, department tracking study, IP&R Tracking Study, and the Carl Perkins Study administered from Student Services.

**IV. Results:** A description of the actual results of overall student performance gathered from the summative assessment(s). (see III.b.)

Developmental math faculty summarize course completion rates quarterly and discuss the results on an annual basis comparing them with previous years. Overall results indicate that completion rates decreased from approximately 55-65% completion rates to 38% levels over the past year in DEV 085 and DEV 108. Completion rates of individual faculty members are also reviewed to determine if there are any significant variations from the average. This is an area of concern which is being investigated.

English faculty use the IP&R Tracking Study to review overall student progress. Approximately 70% of DEV 110 students pass ENG 111 with a "C" or better, an increase from 60% a few years ago. However, the DEV 110 students who enroll in ENG 131 (Technical Writing) have only a 30% completion rate with a "C" or better. Most recent overall data suggests a **63%** completion rate for English overall.

A departmental tracking study (1997-98) indicates that 75-80% or more of students completing DEV 065 were successful in achieving a "C" or better in two subsequent college level courses which have significant reading expectations. The completion rates for reading students in DEV 065 is approximately **56** percent.

The IP&R Tracking Study indicated that DEV Science students have a completion rate of 98% in subsequent college level courses.

- V. **Analysis/Actions:** From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

The Department continues its work to enable students with basic technology skills by equipping labs for student use and continues to respond to societal and economic concerns in order to develop skills in students to become better functioning employees and societal members. An electronic classroom for DEV has been budgeted.

Also, research has shown that the retention and completion rates for students who have taken one or more DEV course are higher than the rates for those students who have not taken a DEV course. This may in part be due to the philosophy of the department which remains flexible in its teaching practices and emphasizes individual instruction. It is common practice in the department for the faculty to continuously review its diagnostic tests, the academic performance of its students and their completion rates, and the number of level transfers both within and outside of the department. As needs decline, courses are dropped; as needs arise, courses are added. Continuous communication between DEV and transferring faculty is viewed as essential.

All areas have embraced electronic support tools for instructions such as WebCT and QuestionMark.

In the English area, the faculty developed a writing module entitled "Writing for the Real World: Academic, Technical, and Business Writing" which addresses a broader range of writing skills. Currently used as an embedded component of existing course, this module will be developed as a stand alone for use in courses outside the writing discipline. Also, a DEV 074 course was developed as a result of students needing a more basic course than those already offered. Also, the English faculty have incorporated more grammar activities into DEV 110 due to the lower success rates experienced by students who take English 131. In order to assist students who take the college level English 111-112 sequence, the course DEV 130, "Fundamentals of Creative and Critical Writing," was developed to emphasize creative, critical and research writing.

In the math area, the faculty have made the Math Learning Center more accessible and have developed a plethora of math aids for use by students. Calculators are currently being studied to determine if they will be used as an aid in DEV math classes. Manipulative materials are being investigated to determine how more can be incorporated into DEV math classes. Cooperative and group learning activities are being increased and emphasized.

In the reading area, the reading curriculum has been significantly modified to include more multimedia and multi-sensory activities to enhance student learning and performance. This has been particularly true for DEV 064. Currently, faculty in DEV 065 are investigating new textbook materials and determining how to make the curriculum more individualized and incorporate more multimedia.

In the science area, DEV 101, "Foundations of Science," developed in 1993, continues to meet the identified need of students for assistance in mastering basic

science skills. The course has proven to be very successful with an average of 2-3 sections offered each quarter. Students are not required to take DEV Science but are advised to enroll in the course based on need.

DEV science faculty are also working with Allied Health faculty and science faculty to develop tests that can be a part of the College COMPASS battery to identify students who need assistance in basic science skills. Currently, a new developmental science course, DEV 102, is under consideration in conjunction with the Allied Health faculty.

In conjunction with Tutorial Services, chemistry faculty, and DEV science faculty, a video instruction tape for chemistry classes is being developed which will reinforce successful chemistry study skills. The tape will be available for high-risk students who are enrolled in CHE 120, "Introduction to Chemistry." These students will also enroll concurrently in EXL 105, "Study Skills," and use the videotape as an instructional aid.

**VI. General Education:** Are you using any tool(s) to assess any of the three primary general education outcomes \* (communication, thinking, values/citizenship)? If so, describe.

While the DEV program is not a degree program it does support the General Education Goals of the college.

- a. Where within the major do you assess written communication? Describe the assessment method(s) used. Describe assessment results if available.

Writing competence is a major focus area for DEV. Students in DEV writing courses must complete numerous writing assignments. Writing expectations are also a part of the science and math curriculum. Departmental tools are utilized to assess student written work.

- b. Where within the major do you assess oral communication? Describe the assessment method(s) used. Describe assessment results if available.

Oral skills are essential skills for developing students. All areas encourage discussion as a means of learning. The English and science curriculum include oral presentation expectations. Some courses follow a process education model requiring students to work successfully in teams.

- c. Where within the major do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches, demonstrating clarity and/or integrity, or recognizing assumptions. Describe the assessment method(s) used. Describe assessment results if available.

Thinking is a central component to all areas of DEV. Each area approaches the assessment of thinking uniquely. Problem based learning and authentic learning tasks constitute common forms of instruction to encourage critical and creative thinking.

- d. Where within the major do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

The DEV program hopes to prepare the whole student for academic success. In addition to preparation in English, science, reading and mathematics, the program attempts to instill a sense of social awareness and appropriateness for the academic experience. Individualized instruction, mentoring, peer modeling, self-assessment and group discussions are used to socialize the DEV student to norms of social interaction and appropriateness.

- \* Note: The oral communication checklist and the written communication checklist developed by the General Education Committee were adopted for college-wide use during the 1997-98 academic year by Academic Council. Thinking Guidelines developed by the General Education Committee are being piloted by faculty during the 1998-99 academic year.