

- a. **Formative Assessment Method(s) and Description:** a measurable indicator of student in-progress success in attaining the stated learning outcome(s).

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/or math. In some developmental classes 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 uses text readings of increasing difficulty to monitor student progress. Faculty are in the process of exploring the use of Classroom Assessment techniques as a part of on-going formative assessment.

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, faculty have utilized Web CT to assist students in improving their reading and writing skills through on-line activities and support. DEV math students may choose a traditional course, video or web distance learning, or guided independent learning. Faculty are in the process of developing DEV math modules. These alternative modes of learning provide students with formative feedback from the instructor.

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

Summative assessment is in the process of change for DEV exit courses (DEV 110, 130, 085, 108, and 065). In the fall of 2001, the DEV faculty undertook a study of the department's PNF grading practice and considered the advantages of moving to a more traditional grading scheme (A, B, etc.) to offer students a clearer picture of their performance. Perspectives and recommendations regarding this issue were solicited from the following constituents: all full-time and part-time faculty in DEV, SCC's academic counselors, and the full-time faculty in the Departments of Mathematics and English. The professional literature was reviewed, and practices on other campuses were investigated, including other Vanguard colleges and Ohio Community colleges. After careful and detailed consideration a majority of the DEV faculty voted to recommend the change in grading scheme from PNF to ABCNF effective fall quarter 2002 for the DEV exit courses.

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

There has been no consistent tracking of DEV student completion rates and successful completion of subsequent course work. Departmental and IPR data indicate DEV students in some areas are doing well while others remain challenged. DEV, in conjunction with IPR, have instituted a more formalized tracking study, which will be implemented beginning fall quarter of 2002. All DEV programs will now be tracked.

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.

Dr. Hunter Boylan, Director of the Center for Developmental Education, a noted authority in the field of developmental studies, consulted with the department in 2002. His recommendations for strengthening the department are in the process of faculty review.

The Department continues its work to provide students with basic technology skills by equipping labs for student use thus continuing to respond to societal and economic concerns. Multiple electronic classrooms are utilized.

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 relevant departmental faculty is viewed as essential.

In the DEV English program the faculty reviewed and revised the program standards, policies and procedures. These have been developed into a Developmental English handbook, which has been distributed to all DEV English faculty. During winter 2002 the DEV English program conducted a self-study, in conjunction with the English department. Curriculum, learning materials, and instructional practices were reviewed and the reviewers offered their perceptions and recommendations, which are in the process of being compiled and will be published. In conjunction with IPR, DEV English faculty are participating in a qualitative self-review study of DEV students in ENG 111 classes. Faculty from the English Department have volunteered select classes to compare the performance of DEV students and non-DEV students in ENG 111 to determine meaningful patterns of learning.

In the DEV math program the faculty have revised the curriculum. A new course, DEV 084 has been developed to better meet the needs of students. Current

curriculum was thoroughly reviewed and revised and will be implemented in fall, 2002. Pedagogy is being changed to become more aligned with the principles of the Learning College. A math study skills component has been developed and embedded in the DEV math curriculum. Faculty are in the process of developing a math reference guide for all faculty to enable more consistency in teaching and classroom standards.

A program called Early Alert is being piloted during the current 2001-2002 academic year to determine if early notification to students in academic difficulty, combined with appropriate follow-up and referral, will increase the likelihood of students successfully completing DEV courses.

In the DEV reading area, the reading curriculum has been significantly modified to include multimedia and multi-sensory activities to enhance student learning and performance. A custom print textbook for DEV 065 has been developed to meet the needs of the students. All faculty, including part-time faculty, have their own Web CT sites. There are four reading computer classrooms. The ABLE program works with ESOL students and students with limited literacy. The ESOL curriculum is currently under revision in conjunction with Student Services. The study skills classes are expanding and working with particular instructors in other departments, especially the sciences. The Read/Write connection with Allied Health is embedded in the Allied Health curriculum. Many changes are planned for the new Developmental Learning Center.

In the science area, DEV 101, "Foundations of Science," developed in 1993, continues to meet the identified needs 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.

- 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.