



COLUMBUS STATE
UNIVERSITY

Department of Basic Studies

2002-2003

Expanded

Statement of

Institutional

Purpose

Mission Statement:

The Department of Basic Studies serves students in the subject area in which they are identified as deficient in skills, and serves them with a solid background in those areas so that they can successfully complete the regular college curriculum.

Goals

I.To provide instructional programs in math, reading, English, science, and social science which promote the building of academic skills necessary for a college career.

Program Intended

Outcomes:

1a. Students who are deficient in academic skills in reading, English, and mathematics will acquire skills that will help them to be successful in college core courses.

1b. Students who have CPC deficiencies in the areas of, science or social studies will acquire knowledge that will enable them to satisfy the deficiencies.

1c. Students who have failed the Regents' Reading Test will acquire reading skills that will enable them to pass the Regents' Reading Test.

Assessment Method and

Criteria:

1a(i). Students will earn passing scores on COMPASS exit exam.

1a(ii). Students completing LS requirements will earn passing scores in related core courses.

1b. Students will satisfy CPC deficiencies by enrolling in and passing appropriate courses.

1c. Students will pass Regents' Reading Test after receiving appropriate instruction.

Assessment Results:

1a(i). Math COMPASS pass rate: 89.%

English COMPASS pass rate: 91.1%

Reading COMPASS pass rate: 94.7%

1a(ii). Math 1111 pass rate:

69.2%

English 1101 pass rate

80.9%

History/POLS 1100 pass rate: 71.1%

1b. 100% of students enrolled in LGSU 0097 satisfied CPC science deficiency.

1c. 35.4% of students enrolled in Regents' reading remediation passed the exam.

Use of Results:

1a(i).The Department of Basic Studies will continue to focus on raising exit rate in each area.

1a(ii). Focus will remain on improving the pass rate in related core courses.

1b. Continued focus on providing opportunities for students to satisfy CPC deficiencies.

1c. Remediation courses will continue to be offered to students failing the Regents' Reading Test.



COLUMBUS STATE
UNIVERSITY

Department of Basic Studies 2002-2003

Expanded

Statement of

Institutional

Purpose

Goals (continued)

2. To identify students who would benefit from programs and services and provide appropriate interventions.

Program Intended

Outcomes:

2. Students who have been identified as having poor academic skills will receive advising and referrals.

Assessment Method and

Criteria:

2a. An Advisor Alert system will target students with low GPA's to place them in courses designed to improve their study skills.

2b. Training sessions for academic advisors will be held.

2c. An assessment instrument for academic advising will be given to all students advised by the Department of Basic Studies.

2d. Workshops and review sessions will be held to prepare students to take the COMPASS exit tests.

Assessment Results:

2a. Twenty two UC students identified as needing additional study and learning strategy skills were enrolled in UNIV 1105.

2b. Two training sessions were held for UC advisors and one was held for part-time faculty.

2c. A compilation of responses from student surveys using SPSS 8.0 for data analysis indicates students are highly satisfied with the overall advising process. On a 5 point scale ($n=225$, $M = 4.871$, $SD = .4078$).

2d. COMPASS workshops in math and English held before each testing period.

Use of Results:

2a. There will be continued focus on identifying students needing these skills and placing them in the strategic learning course.

2b. Appropriate adjustments in training sessions will be made based on feedback from student evaluations.

2c. The Department will continue to collect data from surveys and modify the advising process in response to student input.

2d. Workshops will continue and student feedback will be sought.



COLUMBUS STATE
UNIVERSITY

Department of Basic Studies 2002-2003

Expanded

Statement of

Institutional

Purpose

Goals (continued)

3. To establish guidelines for students assigned to the Department of Basic Studies to self-register after being appropriately advised.

4. To explore, incorporate, and communicate to all UC personnel the technological options to enhance teaching and learning.

5. To strengthen learning support instruction programs.

Program Intended Outcomes:

3. Students will register themselves after being appropriately advised

4. Students will receive appropriate instruction through technology in learning support subject areas.

5. Students will receive instruction and services that reflect best practices advocated by national professional organizations.

Assessment Method and Criteria:

3. Advisors will review registration records of advisees at the beginning of each semester to ensure that students are correctly enrolled.

4. Students will use technology in learning support areas.

5. Portfolios will be reviewed during annual performance review.

Assessment Results:

3. Students registered themselves for spring semester and summer term courses.

4. Professors Irvin and Shumaker taught classes in the UC computer lab. Adjunct professor Perkins used NovaNet for learning support reading.

5a. Professors Hassani, Shumaker, and Shaw attended the 2003 regional NACADA conference.

5b. Professor Shumaker attended a National Science Foundation Workshop

5c. Advising workshops held for faculty and part-time faculty.

Use of Results:

3. Student self-registration will continue and will be monitored by advisors

4. More opportunities for technology exposure will be made to students enrolled in learning support and Regents' Remediation courses.

5. The department will continue to offer training for faculty, adjuncts and staff.



COLUMBUS STATE
UNIVERSITY

Department of Basic Studies 2002-2003

Expanded

Statement of

Institutional

Purpose

Goals (continued)

6. To provide/encourage professional development opportunities for faculty.

7. To develop partnerships/collaborations with other academic units at CSU.

Program Intended

Outcomes:

6. Professional development will encourage the use of innovative teaching strategies.

7. Collaborations will encourage innovative teaching strategies.

Assessment Method and Criteria:

6. Portfolios will be reviewed during annual performance review.

7. Close cooperation between the Department of Language and Literature and the Department of Basic Studies will continue

Assessment Results:

6. Professors Hassani, Petite, and Shaw presented programs at the 2003 USG Learning Support Conference. Professor Irvin served as conference chair. Faculty had 3 poems published, served on editorial boards of national publications, and as textbook reviewers.

7. Professor Irvin served with on the Freshmen Writing Committee.

Use of Results:

6. Focus will remain on providing professional development opportunities for faculty.

7. Cooperation between departments will promote success in freshman English classes of students who have exited from LS English.