



**COLUMBUS STATE**  
UNIVERSITY

**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:**

1. 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.

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

Department of Basic Studies  
2004 – 2005

**Assessment Method and**

**Criteria:**

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

1b. Students completing LS requirements will earn passing scores in related core courses.

1c. Students completing LS requirements at CSU will pass selected Core courses at levels equal to LSG State Universities (BOR AY2003 report latest avail.)

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

**Assessment Results:**

1a. Math COMPASS pass rate: 82.0%

English COMPASS pass rate: 86.9%

Reading COMPASS pass rate: 81.4%

1.b Math 1111 pass rate: 58.9%

English 1101 pass rate 77.2%

History/POLS 1101 pass rate: 75.0%

1c. English 1101 % pass

CSU: 74.5%.

State Univ. 63.6%

Math 1111 % pass

CSU: 61.7%

St Univ. 61.7%

POLS 1101

CSU: 80.4%

St. Univ. 69.2%

2. 29.4% of students enrolled in Regents' reading remediation passed the exam.

**Use of Results:**

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

1b. Focus will remain on improving the pass rate in related core courses.

1c Focus will remain on preparing students in LS courses to be successful in core courses.

2. New initiatives to improve the pass rate including a special program for students with multiple failures, additional technological support in remediation class, and an advisor alert system have been added to the Regents' Reading Test Remediation program



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## Department of Basic Studies (continued)

**Expanded**  
**Statement of**  
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**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. Thirty two UC students identified as needing additional study and learning strategy skills were enrolled in UNIV 1105.

2b One training session was held for UC advisors and one was held for part-time faculty.

2c. A compilation of responses from student surveys using Excel for data analysis indicates students are highly satisfied with the overall advising process. On a 5 point scale (n=331,  $\bar{M}$  = 4.89,  $SD$  = .4066).

2d. COMPASS workshops in math, reading 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.



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## Department of Basic Studies (continued)

### Expanded

### Statement of

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#### Goals (continued)

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

4. To strengthen learning support instruction programs.

### Program Intended Outcomes:

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

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

### Assessment Method and Criteria:

3. Students will use technology in learning support areas.

5. Portfolios will be reviewed during annual performance review.

### Assessment Results:

3. LS English, reading and Regents' Reading Remediation classes were taught in a computer lab using writing software and Reader's Edge remedial reading software.

5a. Dr. Shumaker attended the International Reading Assoc. conference Dr. Irvin attended the First Year Experience Conference and participated in the Oxford/Spencer Program. Professor Muse attended the National Writing Collaborative Conference. Professor Casleton participated in a math workshop sponsored by Houghton Mifflin. All faculty attended GA/NADE conference. April Potts participated in workshops sponsored by the CSU Secretarial Assoc.

### Use of Results:

3. Reader's Edge software will be used by remedial reading students in the classroom and outside for independent remediation work.

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



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## Department of Basic Studies (continued)

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**Goals (continued)**

4. To strengthen learning support instruction programs (cont'd.)

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

**Program Intended**

**Outcomes:**

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

**Assessment Method and Criteria:**

5. Portfolios will be reviewed during annual performance review.

**Assessment Results:**

4c. Workshops were held for adjunct faculty in each academic discipline .

5. Dr. Shumaker presented a paper at the 2005 GA/NADE Learning Support Conference. She conducted research on remedial reading software in collaboration with The Literacy Company. Dr. Irvin served on Executive Board of the USG Learning Support Advisory Committee. Dr Irvin expanded an ITDS 1155 course as a result of participating in Oxford/Spencer Program. Professor Muse continued work toward a doctorate in English Education.

**Use of Results:**

4. The department will continue to offer training and development for faculty and staff.

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



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## Department of Basic Studies (continued)

### Expanded

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### Goals (continued)

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

### Program Intended

### Outcomes:

6. Collaborations will encourage innovative teaching strategies.

### Assessment Method and Criteria:

6a. Close cooperation between the Department of Language and Literature and the Department of Basic Studies will continue.

6b. Participation in the First Year Experience Program and the Freshman Learning Communities Program will continue.

6c. Cooperation between the Mathematics Department and the Department of Basic Studies will continue.

### Assessment Results:

6a. Professor Irvin served on the Freshmen Writing Committee

6b. Professor Irvin served as facilitator of the pilot of the Freshman Learning Communities Program. Four communities were offered in Fall 2004 and the program will be expanded to six in Fall 2005.

6c. Professors Hassani and Casleton worked with the Department of Math to develop placement tests to ensure that students enroll in a math course appropriate to their skill level.

### Use of Results:

6a. Cooperation between departments will promote success in freshman English classes of students who have exited from LS English.

6b. Cooperation between the Department of Basic Studies and the First Year Experience Program will promote success for entering freshmen.

6c. The Department of Basic Studies plans to continue to work closely with the Mathematics Department to promote the success of entering freshmen and those exiting Learning Support math courses.