

Student Learning Outcomes Assessment Plan

And

Implementation Plan

Department of Developmental Education Mission and Goals Statement

Mission Statement:

The mission of the Department of Developmental Education is to make educational opportunity and success possible for all students by developing the skills and attitudes necessary to promote academic excellence, supporting student success and lifelong learning. The Department of Developmental Education believes that access without support is not opportunity.

Departmental Goals:

The goals of the Department of Developmental Education are to:

1. preserve and make possible educational opportunity for each postsecondary learner,
2. ensure proper placement by assessing each learner's level of preparedness for college course work and placing each in appropriate classes,
3. coordinate a comprehensive Learning Assistance Center to support student learning at UAF,
4. develop in each learner the skills and attitudes necessary for the attainment of academic, career, and life goals,
5. maintain academic standards by enabling learners to acquire competencies needed for success in mainstream college courses,
6. enhance the retention of students, and
7. promote the continued development and application of cognitive and affective learning theory in all UAF course offerings.

General Student Outcomes:

The Department of Developmental Education's desired academic outcome is to develop student skills so that they are able to:

- Succeed in their current developmental coursework
- Succeed in their subsequent developmental coursework
- Succeed in freshman level courses that follow the developmental sequence such as -
 - English 111X
 - Math 103X, 107X, 161X
 - Reading intensive CORE classes such as SOC/ANTH 100X, ECON/PS 100X, and HIST 100X.
 - Vocational/technical courses

Definition of Success:

Success in Developmental Education classes	Student completes a specific course with a C or higher and moves to the next level of developmental or to the appropriate math, English, CORE, or vocational/technical course.
Success in Developmental Education sequence	Student successfully completes a developmental course and continues successfully completing courses until the developmental sequence is complete and moves to the next appropriate math, English, CORE, or vocational/technical course.
Success in subsequent appropriate course	Student completes the subsequent appropriate course with a C or higher.

Student Data to be collected:

Type of data	Collected by	Time of collection	07/08	08/09
Semester enrollment	Department			
Determination of Developmental student census	Department	Week after SIW date	11/12-17/07 4/7 – 11/08	11/9 – 13/08 4/6 – 10 /09
Student grades in Developmental courses	Department	After grades are posted each semester	1/14 -19/08 8/25 – 29/08	1/19 – 23/09 8/24 – 28/09
Identified Developmental students enrolling in subsequent appropriate course	Department	Subsequent semester after SIW date	4/7-11/08 11/10 – 14/08	4/6 – 10 /09 11/9 – 13/09
Student grades in subsequent appropriate courses (not Developmental)	Department	After grades are posted for following semester	8/25 - 29/08 1/19 - 1/24 /09	8/24-28/09 1/18-21/10

Department meeting to discuss outcomes data

Initial meeting will be in February, 2008 via audio-conference. Subsequent meetings will be in September of 2008 and 2009, via audio-conference. During these meetings, the department will review data, compare it to base line data (see below), and decide what changes need to be implemented to improve student outcomes.

Base Line Data for Developmental Courses

The Department of Developmental Education recently requested data at the University of Alaska Fairbanks to provide a comparison to national averages and to provide a base line of data as we implement changes into course delivery and content to show improvement. The results are included in the table below.

UAF RETENTION AND PASS RATES OF DEVELOPMENTAL EDUCATION STUDENTS (FY02-FY07)

Subject Area	Retention Rate	Pass Rate	Pass Rate First College Credit Course
Reading	86%	59%	
Writing *	89%	65%	56%
Math	84%	53%	61%

Data Notes:

- 1) Course Retention Rate – based on students earning A-F, P or I.
- 2) Course Pass Rate – based on students earning A-C or P.
- 3) Pass Rate for First College-Credit Course – looked to see if the student passed the target course with A-C or P. Target courses are as assigned according to the request:

DEVE F070 -> ENGL F111X

DEVM F105 or DEVM F106 -> MATH F103X/F131X or MATH F161X or MATH F107X

Students may have enrolled in both DEVM F105 and DEVM F106. In such a case, we considered the student for the pass rate calculation if they had received an A-C or P in either one of these two developmental mathematics courses.

4) All data based on UAF courses to include courses delivered by audioconference and other forms of distance delivery, excluding correspondence study. On-site rural courses were likewise included in this research.

5) The five years considered for this research were FY02-FY07, including summer semesters. Data is based on closing Banner Student Information extracts. FY07 data are through the end of the Fall 2006 semester, so a little better than five years is actually included in this research.

* UAF writing data does not include DEVS 104 - University Communication. That data will be added.

Student Learning Outcomes for Individual Developmental Courses

DEVE 060 ELEMENTARY EXPOSITION

Desired Outcomes:	Demonstrated by:
<p><u>Written Inquiry (Paragraphs):</u> Students will demonstrate proficiency in writing and revising paragraphs using a wide variety of rhetorical strategies.</p>	<p>Writing topic sentences including a topic and controlling idea, Writing support sentences, Creating working outlines for Paragraphs, Writing first drafts, Writing second drafts using elementary revision techniques, such as adding transitional expressions and grammar-based sentence revision, Completing six paragraphs using the complete writing process (a total of 1,200 words for the semester) using a variety of rhetorical strategies.</p>
<p><u>Writing and Revising:</u> Students will demonstrate proficiency in writing and revising sentences.</p>	<ul style="list-style-type: none"> • Identifying the parts of speech in <ul style="list-style-type: none"> • simple sentences, • Finding the subject and complete verb <ul style="list-style-type: none"> • in simple sentences, • Writing compound sentences using <ul style="list-style-type: none"> • coordinators, semi-colons, and adverbial conjunctions, • Writing complex sentences using <ul style="list-style-type: none"> • subordinators. •
<p><u>Critical Reading:</u> Students will demonstrate proficiency in basic critical reading skills.</p>	<p>Reading essays 1-2 pages in length,</p> <ul style="list-style-type: none"> • Identifying the main idea, • Identifying the topic sentences in the <ul style="list-style-type: none"> • body of an essay, • Identifying writing strategies in use <ul style="list-style-type: none"> • (e.g. narration, description, process, etc.), <p>Using essays as models of writing</p> <ul style="list-style-type: none"> • strategies and basic paragraph structure.

DEVE 070 - PREPARATORY COLLEGE ENGLISH

Desired Outcomes:	Demonstrated by:
<u>Written Inquiry</u> (Essays): Students will demonstrate proficiency in writing several forms of the college essay.	Writing a minimum of 2,500 words per semester in a variety of formats: prewriting exercises, essays, journaling, reading responses, etc. Completing four 500-word essays, including multiple revisions and developing their skills in a variety of rhetorical strategies.
<u>Written Inquiry</u> (Essays): Students will demonstrate knowledge of and fluency in the stages of writing: generating ideas, drafting the essay, editing and responding to editing feedback, and producing a finished draft of an essay.	Identifying a topic, audience, and purpose for each essay, Using prewriting activities to brainstorm and develop ideas, Using basic skills for writing a thesis statement, Using basic skills for organizing ideas, Using basic introduction and • conclusion writing skills.
<u>Writing and Revising</u> : Students will demonstrate proficiency in using writing mechanics. Students will recognize common problems in writing mechanics in both their own work and the work of others.	Identifying subjects and verbs, Recognizing and fix basic sentence fragments, run-ons and comma splices, Writing compound and complex sentences, Writing with some varied sentence structure, Identifying ESL trouble spots as Needed.
<u>Critical Reading</u> : Students will demonstrate a basic proficiency in critical reading. Students will demonstrate a familiarity with reading analysis and recognize basic patterns of exposition.	Reading essays 2-3 pages in length • Identifying the main idea • Identifying the topic sentences in the • body of an essay • Identifying writing strategies in use (e.g. narration, description, process, etc.) Using essays as models of writing strategies and basic essay structure.

DEVN 050 / 052 – PREALGEBRA

Desired Outcomes	Demonstrated By
1. Students will be able to perform basic operations with whole numbers, integers, decimals & fractions.	Successful completion of classroom assignments, quizzes, projects, and homework.
2. Students will be able to identify and solve basic linear equations.	Successful completion of classroom assignments, quizzes, projects, and homework.
3. Students will be able to change decimals and fractions into percents, and vice versa.	Successful completion of classroom assignments, quizzes, projects, and homework.
4. Students will be able to express and simplify numbers in exponential form.	Successful completion of classroom assignments, quizzes, projects, and homework.
5. Students will understand basic properties of geometry and measurement, including perimeter and area.	Successful completion of classroom assignments, quizzes, projects, and homework.
6. Students will be able to solve applied problems.	Successful completion of classroom assignments, quizzes, projects, and homework.

DEVM 060 / 062 - ELEMENTARY ALGEBRA

Desired Outcomes	Demonstrated By
1. Students will be able to identify and solve linear equations and inequalities and equations involving absolute value.	Successful completion of classroom assignments, quizzes, projects, and homework.
2. Students will be able to simplify and factor polynomial and rational expressions.	Successful completion of classroom assignments, quizzes, projects, and homework.
3. Students will be able to graph and interpret graphs of linear functions.	Successful completion of classroom assignments.
4. Students will be able to solve quadratic and rational equations by factoring.	Successful completion of classroom assignments.
5. Students will be able to express and simplify numbers in exponential form.	Successful completion of classroom assignments, quizzes, projects, and homework.
6. Students will be able to solve applied problems.	Successful completion of classroom assignments, quizzes, projects, and homework.

DEVN 105/106 – INTERMEDIATE ALGEBRA

Desired Outcomes	Demonstrated By
1. Students will be able to identify and solve equations and inequalities of different forms.	Successful completion of classroom assignments, quizzes, projects, and homework.
2. Students will be able to simplify polynomials, rational, logarithmic and exponential expressions.	Successful completion of classroom assignments, quizzes, projects, and homework.
3. Students will be able to graph and interpret graphs of linear, quadratic, logarithmic, and exponential functions.	Successful completion of classroom assignments, quizzes, projects, and homework.
4. Students will be able to express and simplify numbers in exponential and radical form.	Successful completion of classroom assignments, quizzes, projects, and homework.
5. Students will understand basic properties of functions including logarithmic and exponential.	Successful completion of classroom assignments, quizzes, projects, and homework.
6. Students will be able to solve applied problems.	Successful completion of classroom assignments, quizzes, projects, and homework.

DEVS 058 –Reading Skills

Desired Outcomes	Demonstrated By
Students will understand the various strategies that contribute to the ability to comprehend, evaluate, and apply the content of assigned readings. These strategies will be introduced by the text and in classroom activities.	Class discussion reflecting knowledge of the strategy of the day and those from previous lessons, quizzes, and accurate participation in classroom activities.
Students will apply the strategies to simple text readings from the different disciplines. Strategies will be applied to the disciplines, evaluated for effectiveness and modified to increase the level of comprehension and the efficiency of retention.	Student demonstration project applying reading strategies to a text from another discipline.
Students will increase their working vocabulary through assignments that emphasize the recognition of words and their definitions, using context clues to assign meaning, and using new words or word parts in their reading and conversation.	Successful completion of vocabulary quizzes and the appropriate use of vocabulary words in context in both classroom assignments and discussions.
Students will demonstrate the ability to comprehend, evaluate and apply information presented in pre- college level texts and other reading materials.	Reading essays and discussion of materials read in other college classes.

DEVS 100 – Introduction to Science

Desired Outcomes	Demonstrated by
Understand basic scientific terminology.	Use of terminology in class discussion and in quizzes and tests.
Able to use scientific mathematical notation.	Use scientific mathematical notation in lab notes, quizzes and tests.
Identify and use metric units in scientific measurements.	Use of metric units in lab work, lab reports, quizzes and tests.
Demonstrate fundamental understanding of the basic principles of chemistry.	Class discussion, successful completion of chemistry labs, passing grades on quizzes and tests.
Ability to read scientific articles and complete written reports on their content.	
Demonstrate fundamental understanding of the basic principles of Physics.	Class discussion, successful completion of physics labs, passing grades on quizzes and tests.
Demonstrate fundamental understanding of the basic principles of Biology.	Class discussion, successful completion of biology labs, passing grades on quizzes and tests.
Effectively work with team members to complete scientific experiments.	Completion of lab experiments and lab reports.
Demonstrate safe lab techniques.	Safe practices in lab.
Demonstrate use of scientific method.	Clear and appropriate lab activity and lab notes.
Demonstrate use of study skills appropriate for acquiring science knowledge.	Clear lecture notes, organized study routine, develop study tools for preparing for tests and quizzes.

DEVS 101 Skills for College and Career Success

Desired Outcomes	Demonstrated by
Discuss his/her responsibility in college and career success.	Class discussion and journals.
Describe ways he/she can create a successful, satisfying experience in college.	Journals.
List and describe specific methods to: <ul style="list-style-type: none"> a. improve the ability to recall information b. manage time more effectively c. read written material with improved retention d. prepare for and take tests e. take effective notes f. listen, for comprehension, to lectures or oral instructions g. use technology to supplement educational opportunities 	Contributions to class discussions, Blackboard quizzes, use of Blackboard and e-mail effectively, and completion of class assignments that demonstrate effective time management skills, note-taking, reading, and test preparation skills.
Examine personal ideas and decisions regarding issues typically faced by college students such as personal relationships, drug and alcohol abuse, health-related practices, and budgeting time and money.	Class discussion and journals.
List guidelines for making effective education plans that help engender success.	Goal setting exercises, college plan, and journals.
Identify university and community resources that assist the student managing problems that interfere with college success.	Discussion of effective advising meeting and journal entries of campus and community resources.
Describe and utilize effective models of communication, both written and oral.	Well written essay and oral presentation for Master Student Project.
Interact in small groups to formulate working strategies.	Break out sessions and internet discussion board.
Examine personal ideas and decisions faced by students such as budgeting time and money, personal relationships, establishing teacher-student communication.	Journals and effective use of teacher conference time.

DEVS 102 Introduction to Distance Education

Desired Outcomes	Demonstrated by
Discuss his/her responsibility in college and career success.	Audio class discussion and journals.
Describe ways he/she can create a successful, satisfying experience in college.	Journals.
List and describe specific methods to: <ul style="list-style-type: none"> a. improve the ability to recall information b. manage time more effectively c. read written material with improved retention d. prepare for and take tests e. take effective notes f. listen, for comprehension, to lectures or oral instructions g. use technology to supplement educational opportunities 	Contributions to audio class discussions, Blackboard quizzes, use of Blackboard and e-mail effectively, and completion of class assignments that demonstrate effective time management skills, note-taking, reading, and test preparation skills.
Examine personal ideas and decisions regarding issues typically faced by college students such as personal relationships, drug and alcohol abuse, health-related practices, and budgeting time and money.	Audio class discussion and journals.
List guidelines for making effective education plans that help engender success.	Goal setting exercises, college plan, and journals.
Identify university and community resources that assist the student managing problems that interfere with college success.	Discussion of effective advising meeting and journal entries of campus and community resources.
Describe and utilize effective models of communication, both written and oral.	Well written essay and oral presentation for Master Student Project.
Interact in small groups to formulate working strategies.	Audio break out sessions and internet discussion board.
Examine personal ideas and decisions faced by students such as budgeting time and money, personal relationships, establishing teacher-student communication.	Journals and effective use of teacher conference time.

DEVS 104 University Communications

Desired Outcomes	Demonstrated by
<u>Written Inquiry</u> (Essays): Students will demonstrate proficiency in writing several forms of the college essay.	Writing a minimum of 2,500 words per semester in a variety of formats: prewriting exercises, essays, journaling, reading responses, etc. Completing four 500-word essays, including multiple revisions and developing their skills in a variety of rhetorical strategies.
<u>Written Inquiry</u> (Essays): Students will demonstrate knowledge of and fluency in the stages of writing: generating ideas, drafting the essay, editing and responding to editing feedback, and producing a finished draft of an essay.	Identifying a topic, audience, and purpose for each essay, Using prewriting activities to brainstorm and develop ideas, Using basic skills for writing a thesis statement, Using basic skills for developing a main idea and a focus, Using basic skills for organizing ideas, Using basic introduction and conclusion writing skills.
<u>Writing and Revising</u> : Students will demonstrate proficiency in using writing mechanics. Students will recognize common problems in writing mechanics in both their own work and the work of others.	Identifying subjects and verbs, Recognizing and fix basic sentence fragments, run-ons and comma splices, Writing compound and complex sentences, Writing with some varied sentence Structure.
<u>Critical Reading</u> : Students will demonstrate a basic proficiency in critical reading. Students will demonstrate a familiarity with reading analysis and recognize basic patterns of exposition.	Reading essays 4-5 pages in length, <ul style="list-style-type: none"> Identifying the main idea, Identifying the topic sentences in the <ul style="list-style-type: none"> body of an essay, Identifying writing strategies in use <ul style="list-style-type: none"> (e.g. narration, description, process, etc.), Using essays as models of writing strategies and basic essay structure.
<u>Spoken Inquiry</u> : Students will demonstrate a basic proficiency in oral presentations of several styles.	Completing four oral presentations to classmates and the instructor accompanying the various writing assignments: persuasive, descriptive, cause-effect, & process analysis.

DEVS 105 – Intensive Reading Development

Desired Outcomes	Demonstrated By
Students will understand the various strategies that contribute to the ability to comprehend, evaluate, and apply the content of the complex texts that students are likely to encounter in their classes. These strategies will be introduced by the text and in class room activities.	Class discussion reflecting knowledge of the strategy of the day and those from previous lessons, quizzes, and accurate participation in classroom activities.
Students will apply the strategies to text readings from the different disciplines. Strategies will be applied to the disciplines, evaluated for effectiveness and modified to increase the level of comprehension and the efficiency of retention.	Student demonstration project applying reading strategies to a text from another discipline.
Students will increase their working vocabulary through assignments that emphasize the recognition of words and their definitions, using context clues to assign meaning, and using new words or word parts in their reading and conversation.	Successful completion of vocabulary quizzes and the appropriate use of vocabulary words in context in both classroom assignments and discussions.
Students will demonstrate the ability to comprehend, evaluate and apply information presented in college level texts and other reading materials.	Reading essays and discussion of materials read in other college classes.