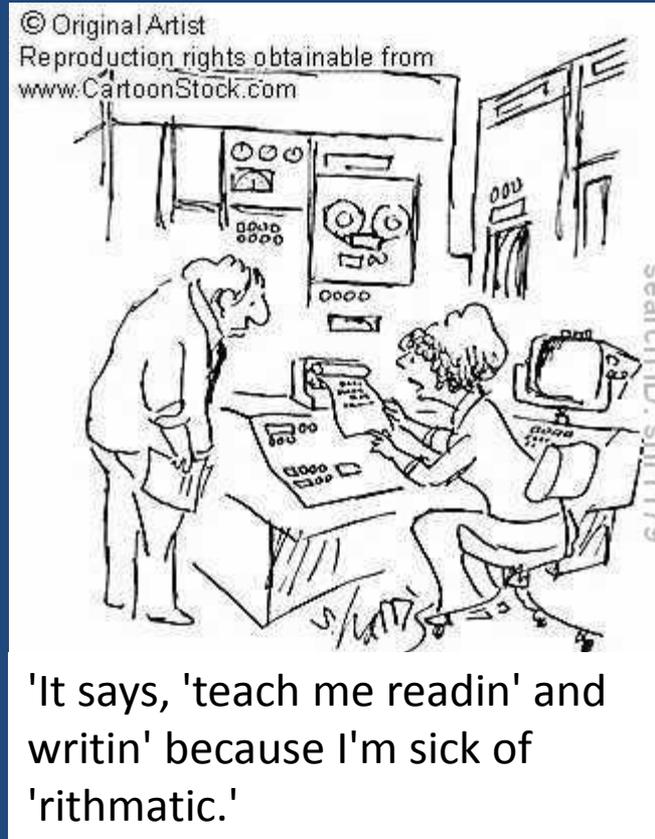


Department of Academic Preparation



Curriculum Review Year 2011 – 2012

Introduction

“... if I don’t understand an assignment in a class, there’s the reading center, math center and writing center. The tutors don’t give you the answer; they encourage you to figure it out as they push you in the right direction. I’m very thankful for the centers because they have helped me a lot ...”

Mission

Help each student realize his/her full potential so that academic and career goals can be reached. Through our foundation courses and our support centers, we assist students in developing the abilities and confidence needed to achieve success in college level courses and in lifelong learning.

Policies and Procedures

... student success means readiness to move to and succeed at the next level of course work. Specifically, it means passing our classes by meeting exit grade requirements, and then passing the course at the next level, ...

Policies and Procedures

- Proper placement
- Support of centers and staff
- Class and lab work integrated, except in math
- Common curriculum
- Department meetings devoted to sharing ideas for helping students succeed
- Professional development

Demand, Completion, and Retention

80% of incoming students assess into at least one developmental course.

In the Fall 10 semester, over 3000 students (duplicated) enrolled in ESL and developmental.

- 475 in ESL (unduplicated)
- 1416 in developmental math
- 671 in developmental writing
- 592 in developmental reading

Demand, Completion, and Retention

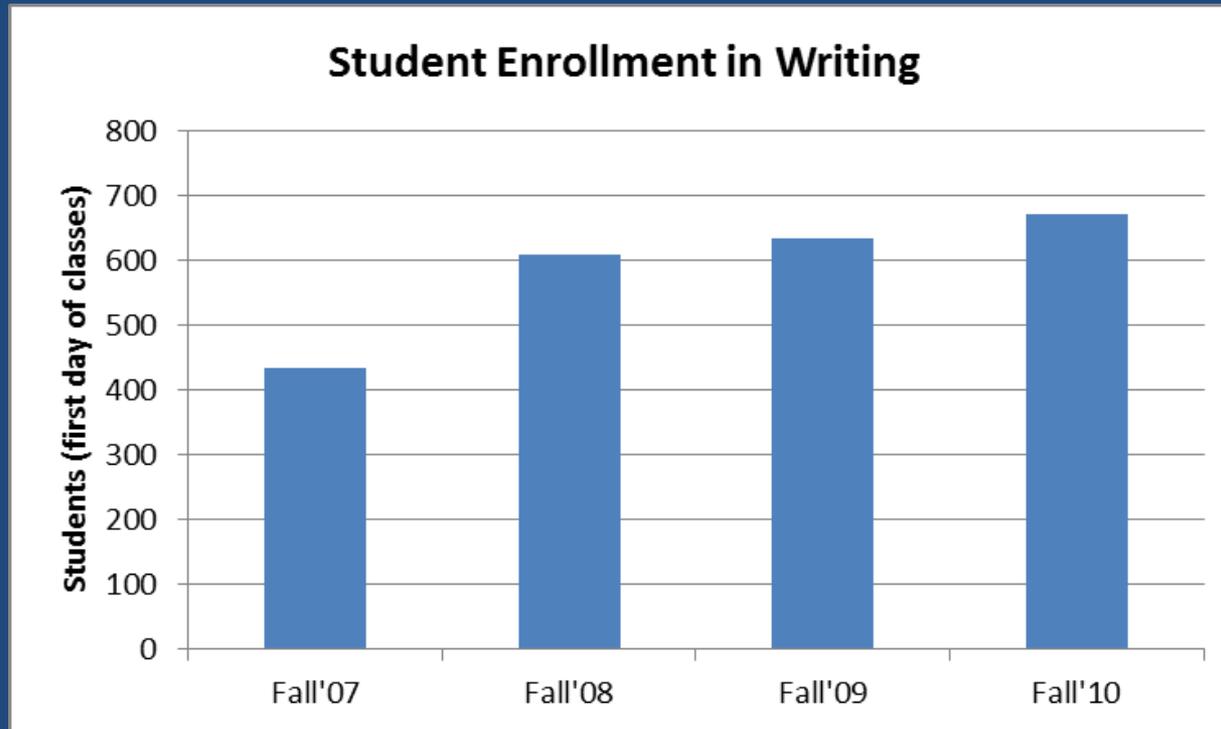


Figure 1: Students enrollment in writing during fall semesters from 2007-2010

Demand, Completion, and Retention

- Fall course completion rates (by discipline) from 2005 to 2010 range from 54% to 82%, with ESL course completion rates the highest.
- In a typical semester 2000 students (duplicated) are successfully completing developmental courses and are ready to move to the next level developmental or gateway course.

Demand, Completion, and Retention

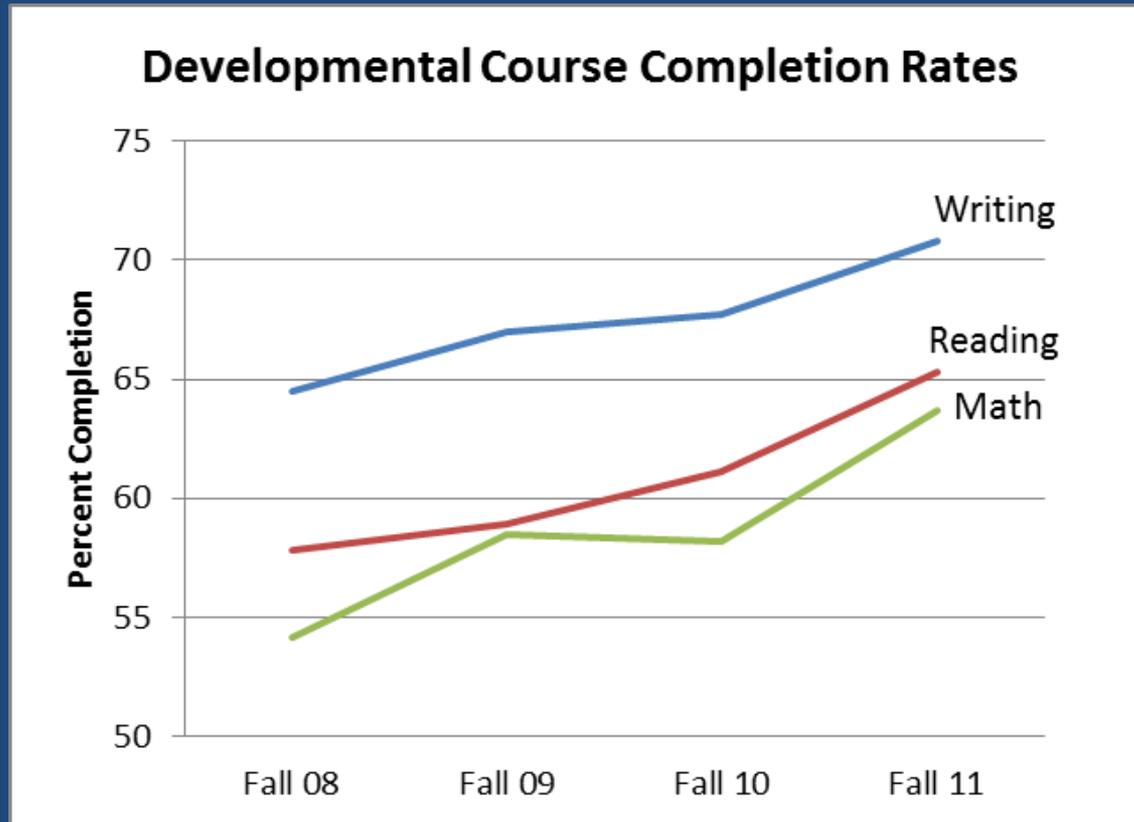


Figure 2: Developmental course completion rates from Fall 2008 to Fall 2011

Demand, Completion, and Retention

64% of the students who took Basic Writing had A-C in Comp I, compared to 59% of those who placed directly into the course.

-Institutional research data

Demand, Completion, and Retention

ATD data has tracked A-C completion rates in College Algebra and CA & Trig, for students from Basic Algebra II, as follows:

2007-2008	2008-2009	2009-2010	2010-2011	2012 Goal
48%	53%	64%	55%	60%

A higher percentage of completers over the last few years compared with 2007-2008 baseline.

Demand, Completion, and Retention

A study by Dr. Jorge Santiago on Latino students found that the 4 major reasons for leaving NECC before completing their studies were:

- Family reasons
- Work related reasons
- Lack of money
- Transfer to another college

Demand, Completion, and Retention

*Table from Dr. Santiago's Report
Reason for Leaving NECC*

Reason	Total
Family Reasons	23 (16.0%)
Work Related	28 (19.4%)
Transferred To Another School	21 (14.6%)
Lack of Money	25 (17.4%)
Poor relationship With Faculty	1 (.7%)
Taking Too Long	10 (6.9%)
Other	24 (33.6%)
No Response	2 (1.4%)
Total	144 (100%)

Demand, Completion, and Retention

ATD data suggests that male students, students under 25, and Latino students in general have somewhat lower course completion rates in developmental courses and in subsequent gateway courses.

Demand, Completion, and Retention

Currently, we are involved in experimentation with Supplemental Instruction, Learning Communities, and a proposed mentoring program for Latinos, as suggested by the college's Staff and Faculty Inquiry Group.

Curriculum

Each of our disciplines offers a carefully articulated curriculum that follows a logical progression.

Curriculum

Developmental Reading:

Basic Reading

College Reading

Curriculum

Developmental Writing:

Intro to Basic Writing or

English Writing Skills (GEN 1.5 only)

Basic Writing

Curriculum

Developmental Math:

Calculus Track

Basic Math

Basic Algebra I

Basic Algebra II

Non-Calculus Track

Basic Math

Mathematical Literacy
for College Students

Curriculum

ESL:

Levels I - IV

Core (grammar)

Reading

Listening /Speaking

Writing

Advanced Integrated Writing Skills

(College level)

Curriculum

The curriculum coordinators, center coordinators, and full-time faculty in each discipline meet regularly to review and improve course curriculum.

Curriculum

Training is provided to new adjunct faculty, and experienced adjuncts are invited to participate in curriculum development.

Curriculum

Curriculum coordinators meet regularly with center coordinators to ensure alignment of class and lab activities.

Curriculum

Curriculum enhancement is also influenced by college data, student input, and national trends and standards.

Resources (faculty)

Bad News:

In the Fall '10 semester, only 13% of our faculty were full-time, and they taught only 19% of our credit hours.

Good News:

In 2011 we hired a new developmental math faculty.

In 2012 we expect to hire new faculty in developmental math, writing, and ESL.

Resources (labs/centers)

Our centers play a vital role in our students' success.

For all disciplines except math, the centers are the loci of delivery for a significant part of the curriculum, and students are required to use the centers to complete lab and/or class assignments.

Resources (labs/centers)

Studies (from the Math Center) show that students who use the center more are more successful in their classes.

Resources (labs/centers)

Surveys of students who use the centers indicate a high degree of satisfaction with them.

Program Outcomes (WRAT)

WRAT (Writing Reading Alignment Team) is a committee of faculty who teach along the continuum of writing and reading instruction with the intention of working on aligning our curricula and outcomes.

Program Outcomes (WRAT)

The focus of our work has been to share what we do at each level of writing and reading, and then to discuss the transitions and the common threads.

Program Outcomes (WRAT)

Our discussion has also focused on how we evaluate writing and use rubrics as a way to set standards and create consistency in evaluating student writing.

Program Outcomes (WRAT)

Reading has been identified as a key to preparing writing students for success in writing source-based essays.

Program Outcomes (Math Teams)

The Developmental Math Group (DMG) meets two hours each week to discuss issues involving curriculum and program development, instruction and pedagogy, student learning and the learning environment, and professionalism.

Program Outcomes (Math Teams)

During the spring 2011 and fall 2012 semesters the DMG developed a set of outcome statements for developmental math and the assessment instruments we will use.

Program Outcomes (Math Teams)

In 2009-2010 the DMG revised the cut-scores for the math placement test which resulted in better placement of students between our two algebra courses, Basic Algebra I and Basic Algebra II.

Program Outcomes (Math Teams)

The *Achieving the Dream* Math Strategy Team was formed as part of the *Achieving the Dream* initiative to improve mathematics retention at all levels.

Program Outcomes (Math Teams)

This committee, with faculty members from the college math department and developmental math area, has made steady progress in easing the transition from developmental math to college level math.

Strengths

- Success of our students
- A strong centralized department
- Integration of class and lab activities
- Professionally staffed centers
- Dedicated and high quality faculty

Strengths

- A highly coordinated, consistent and well-developed curriculum
- Curriculum innovation
- Use of high impact practices
- Training for new adjunct faculty
- Internal and External Collaboration

Challenges

- Increase the percentage of students who successfully complete our courses
- Increase the success rate of underperforming sub-populations
- Increase efforts to shorten time in developmental classes for certain students

Challenges

- We need more full-time faculty
- Collect data more systematically and with greater intentionality
- More diagnostic information about our students

Challenges

- Communications with college level areas can be improved
- Across the Curriculum efforts can be enhanced
- Better prepare students re the college's C.A.S.

Challenges

- Lawrence lab space is insufficient
- ESL Coordinator is only $\frac{3}{4}$ time
- Writing Center Coordinator is “Acting”
- Math Center is overcrowded

Thank You!

Jim Sullivan, Gene Wintner and the entire curriculum review team.

Our Reviewers: Jane Gagliardi, Sandra DeVellis, Liliana Brand

Tammy Foster

Ellen Wentland

We will now entertain questions.