

Curriculum Review Year 2011 – 2012

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Academic Preparation

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Title

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Writing Center Coordinator
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Math Center Coordinator
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ESL Curriculum Coordinator
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Special thanks to our reviewers:

Jane Gagliardi
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And very special thanks to Tammy Foster, for all her work on this project

April 23, 2012

SECTION SIX: SUMMARY

I. CONCLUSIONS: DEPARTMENT/CURRICULUM STRENGTHS AND WEAKNESSES

- A. List and describe the department's major strengths, based on information obtained in the Review. Cite evidence for each identified strength.

AREA OF STRENGTH	EVIDENCE
Success of our students	See data in Appendix 1.
A strong centralized dept.	See AA organizational chart; see best practices from Boylan, <i>What Works: Research-Based Best Practices in Developmental Education</i> , in Appendix 4.
Integration of class and lab activities	See Curriculum, Section Three, and Section IV-2
Professionally staffed centers	Staff credentials (see Appendix 2) and center open hours
Dedicated and high quality faculty	Faculty credentials (see Appendix 2)
A well-developed curriculum	Data in Appendix 1; see Curriculum, Section Three.
A highly coordinated and consistent curriculum	Common syllabi; use of rubrics; coordinators' roles and responsibilities; training of adjuncts
Curriculum innovation	See curriculum Section Three.
Use of high impact practices	Scheduled LCs and SIs
Training for new adjunct faculty	Curriculum coordinators' roles and responsibilities
Internal Collaboration	Regular intra-discipline meetings; f Frequency of communications and meetings within dept.
External Collaboration	Participation on WRAT; meetings between dev. math faculty and math dept. faculty.

B. List and describe the department's challenges or areas in which improvement is desirable, based on information obtained in the Curriculum Review. Cite evidence for each identified challenge or area for improvement.

CHALLENGES OR AREAS FOR IMPROVEMENT	EVIDENCE
We can increase the percentage of students who successfully complete our courses.	See data in Appendix 1.
We can increase the success rate of underperforming sub-populations.	See ATD data in Appendix 1.
We can increase efforts to shorten time in developmental classes for certain students.	See curriculum Section Three.
We need more full-time faculty. (However, note that for the fall, we have been given 3 new positions, 60% of the new f/t faculty for the college.)	See data on proportion of courses taught by f/t faculty v. adjunct faculty (Section 4 Faculty; Appendix 2)
We need to collect data more systematically and with greater intentionality.	Lack of certain desirable data.
We need more diagnostic information about our students.	No diagnostic information from college assessments.
Communications with college level areas can be improved.	Not enough meetings and opportunities to collaborate with college math dept. and content depts.
Across the Curriculum efforts can be enhanced.	Lack of activity in these areas, esp. in math and reading.
We can better prepare students re the college's C.A.S.	See response to Section Three, question D.
Lawrence lab space is insufficient.	See section on labs; see L200.
ESL Coordinator is only ¾ time.	See ESL Coordinator's contract.
Writing Center Coordinator is "Acting"	See Writing Center Coordinator's contract.
Math Center is overcrowded.	See data on Math Center usage; see C201.

II. ACTION PLAN

For each identified challenge or area in which improvement is desirable, submit an Action Plan. (When designing the Action Plan, a suggested plan would include the elements of Process Management using a Plan-Do-Study-Act (PDSA) cycle.) (Note: Add as many of the following tables as necessary.)

Challenge	Improvement Activity	Person Responsible	Date of Activity	Findings
We can increase the percentage of students who successfully complete our courses.	Hire retention specialist for Department of Academic Preparation; expand use of learning communities; expand use of SI; modularization of more math sections; implement new MLCS course; Increase individualization in reading lab; have all Dev. students take CSS; use student mentors under supervision of retention specialist; use data to inform decisions; * Review and analyze data on developmental course completion and persistence rates from other MA community colleges.	Coordinators and Assistant Dean	Retention specialist and mentors for Fall '12; other activities ongoing from Sp '12	
Analysis:				

Challenge	Improvement Activity	Person Responsible	Date of Activity	Findings
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We can increase the success rate of underperforming sub-populations.	See previous; work with Latino student success SFIG	Coordinators and Assistant Dean	See previous	
Analysis:				

Challenge	Improvement Activity	Person Responsible	Date of Activity	Findings
We can increase efforts to shorten time in developmental classes for certain students.	Implementation of MLCS course; more modularization in math courses; experiment with elimination of upper level ESL reading course; ESL experimentation with acceleration; continue and possibly expand compression model after data collection; curriculum adjustments based on diagnostic data	Curriculum Coordinators and Assistant Dean	MLCS pilot in Fall '12; planning and data collection for others beginning in SP 12	
Analysis:				

Challenge	Improvement Activity	Person Responsible	Date of Activity	Findings
We need more full-time faculty.	Request more full-time faculty.	Curriculum Coordinators and Assistant Dean	For Fall 2012	

Analysis:				

Challenge	Improvement Activity	Person Responsible	Date of Activity	Findings
We need to collect student data more systematically and with greater intentionality.	Create a list of data to collect regularly and make timely requests to IR; use data for improvements	Coordinators and Assistant Dean	Beginning Sp 12 semester and ongoing	
Analysis:				

Challenge	Improvement Activity	Person Responsible	Date of Activity	Findings
We need more diagnostic information about our students.	Find or design diagnostic tests as needed for our courses and implement their use.	Curriculum Coordinators	Begin Sp 12 and ongoing	

Analysis:				

Challenge	Improvement Activity	Person Responsible	Date of Activity	Findings
Communications with college level areas can be improved.	Creation of Math Council; Continuation of WRAT meetings; Continuation of reading SFIG or alternative	Coordinators, Assistant Dean, full-time faculty	Fall 2012 for Math Council; others ongoing	
Analysis:				

Challenge	Improvement Activity	Person Responsible	Date of Activity	Findings
Across the Curriculum efforts can be enhanced.	See previous; also a future SFIG for Quantitative Reasoning	Coordinators; f/t math faculty	Ongoing; for QR SFIG perhaps '12-'13 academic year	

Analysis:

Challenge	Improvement Activity	Person Responsible	Date of Activity	Findings
We can better prepare students re the college's C.A.S.	Reading, writing and ESL classes to include more science and global awareness content, and to experiment with a quantitative reasoning assignment	Curriculum coordinators	Plan in SP 12 to implement in Fall 12	
Analysis:				

III. RESOURCES REQUESTED

Complete the following chart, including quotes from vendors, diagrams for requested space, and draft postings as appropriate. (Note: Add rows, increase row height, etc., as needed.)

1. EQUIPMENT				
Item	Justification	Vendor (include contact information)	Cost	Date Needed
15 computers to add to those currently in Lawrence ASC	We need a full class's complement of computers for our developmental reading and writing classes	Dell	22,500	For Fall 12 semester
A printer for the Lawrence Writing Center	Students in Basic Writing in Lawrence need to be able to print out their essays	HP?	700	For Fall 12 semester

	as they do in the Haverhill Writing Center			

2. PERSONNEL

Position (identify as faculty, staff, etc.)	Justification	Credentials/area of content expertise related to curriculum	Salary	Date Needed
2 f/t dev. math faculty (includes request for F12)	Most dev. math sections are now taught by adjuncts; also, more f/t faculty are needed to accomplish the action plan.			Fall 12 and Fall 13
1 f/t dev. writing faculty	Only 4 of 36 developmental writing sections in Fall 11 taught by f/t faculty.			Fall 12
2 f/t dev. ESL faculty (includes request for F12)	With a recent retirement, we now have only 4 f/t ESL faculty and one of them has significant reassign time, with the result that most ESL sections are taught by adjuncts; more f/t faculty are needed to carry out action plan as well.			Fall 12 and Fall 13
f/t ESL curriculum coordinator	This position had been f/t until recently; given the complexity of the ESL curriculum and the numbers of students it serves, and the ambitions of the action plan, it is vital that this position be made f/t.			Immediate
Permanent Writing Center Coordinator	This position has been "Acting" for 2 years. The increasingly busy Writing Center needs a coordinator whose position is stable and permanent.			Immediate
Development-al Ed. retention specialist, f/t	We need this position to achieve the goal of increasing student success in our courses; we must address the nonacademic issues that are obstacles to our students. This individual will also supervise our student mentors. The individual will function similarly to support staff in the new Student Success Center.			Fall 12

3. SPACE

Type of space requested	Justification	Description (include square feet, construction requirements, e.g., plumbing, electricity, data ports)	Cost	Date Needed
C203	Expansion of math center and math tutoring, which is desperately needed.	C203		ASAP
Expanded lab space in Lawrence	Writing, Reading and ESL are crammed into one room now, with crowding and noise problems.	Ideally, one separate room for each area, comparable to Haverhill centers		Fall 12
C200B Former Pace offices	Need conference area for meetings and additional office space for new FT faculty	C200B Former Pace offices (and C200A)		Fall 12