Grand Rapids Community College
Faculty Equated Overload/Release Time
End of Semester Report
(revised July 2013)
School of Arts & Sciences

Fall, 2013

Name ______Lisa Palczewski________________ Faculty Assignment ____A-COMP Coordinator________________

Note: Please take a moment to review the letter you received from the Office of the Provost. That letter describes your faculty assignment in detail. As you complete this document, please refer to the specific tasks that you were asked to complete.

Section 1: Report of Accomplishments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Accomplishments</th>
<th>List and briefly describe the most significant impact of your accomplishments.</th>
<th>List and briefly describe any barriers you encountered.</th>
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</table>
| In addition to teaching courses in the A-COMP pilot project, serve as researcher and state liaison for this project. | • 100% Pass rate for students in A-Comp Fall 2013  
• 100% A-Comp students advance to EN 102 during Winter, Summer, or Fall 2014  
• Collaboration between Megan Coakley, Rachel Lutwick-Deaner, and I concerning how to create 7 hours/week of English instruction for A-Comp students  
• Participation in two ALP trainings in East Lansing provided an overview of the program and helped me create a curriculum for my model of 2 EN 101 sections feeding into 1 EN 097. | • Students gain a semester of course work by completing EN 097 and EN 101 classes concurrently.  
• Students’ confidence in writing and college in general increases.  
• Students’ skills in writing, time management, communication, and collaboration improved.  
• A-Comp instructors have guidelines established from experience and collegiality. | • Promotion of the A-Comp program resulted in small class size for the EN 097 section (6). This small enrollment limited activities, especially when 2 or 3 students were absent.  
• First time trials and errors with lessons were expected but frustrating for me and students.  
• Finding the balance of enough writing, but not too much, was challenging. Students often felt confused by varying assignments between EN 097 and 101. Because each class requires a specific number of writing assignments, A-Comp students had at least double what traditional EN 097 students have. |

Name of School
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Dean’s / Supervisors’ Comments:
Section 2 – Reflect on your EOL/Release work this semester and respond to the three items below.

| Please list and describe no more than three activities or accomplishments that went particularly well. | 1. Attending the Computer Lab on a regular basis was essential. It provided A-Comp students time to compose, revise, and improve their writing/typing skills.  
2. Playing the audio version of Stephen King’s *On Writing: A Memoir of the Craft* helped A-Comp students read the EN 101 text. We often stopped to discuss sections during the audio follow-along.  
3. Aligning A-Comp writing assignments with EN 101 helped students build or deconstruct to create new pieces. For example, the required EN 097 Summary Writing Assignment was derived from articles students used for their EN 101 I-Search Project. In the future, I will use the I-Search Annotated Bibliography as the basis for the Summary Paper. |

| Please list and describe how your particular efforts could have been better supported. | Using the *Sentence Combining* workbook was a challenge partly because it is a new requirement for EN 097 and partly because the book’s format is so different from the EN 101 books I use (*On Writing: A Memoir of the Craft*, *In Brief*, and *A Writer’s Reference*). I struggled with creating smooth, relevant connections to the students’ writing experiences. Having some suggested activities (now available on the English Department Blackboard page) during the fall semester would have helped me create a more cohesive curriculum for the A-Comp class. |

| Please use this space to document any other concerns, suggestions, or comments. | My biggest concern is low enrollment for this effective program. I hope the counseling department continues to promote and sell A-Comp as a viable and smart option for qualifying students. I am also concerned that before enrollment has a chance to increase and before “graduating” A-Comp students can be polled about their experience, the pilot will end and be eliminated. I have attached a few Fall ’13 A-Comp course evaluations my students completed. Their words speak louder than mine. Their questions were:  
1. What is the most useful activity that you did in A-Comp? Explain your answer.  
2. What activity was the least useful? Explain.  
3. What would have made your experience in A-Comp better?  
4. How could the instructor have improved your learning experience?  
5. Did A-Comp help you succeed in EN 101, or would you have had the same level of success with or without the EN 097 companion course? |

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**Dean’s / Supervisors’ Comments:**