## Grand Rapids Community College

**Faculty Equated Overload/Release Time**

**End of Semester Report**

*(revised July 2013)*

**Student Success & Retention**

**Winter 2014**

Name  Betsy McKinney  
Faculty Assignment  MA 098 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>
| Provide training/professional development for MA 098 instructors. | • Met with winter instructors and provided information for teaching MA 098.  
• Provided follow up data for the “Lowest Ten” topics with teaching suggestions from the exam results.  
• Forwarded interesting articles relevant to their AFP teaching assignments.  
• Provided information/forms and encouraged attendance at various professional development conferences available throughout the year. | • It is valuable for MA 098 instructors to receive the kind of information I provide.  
• It is important for instructors to identify their students’ weaknesses and to focus on better ways to teach to these weaknesses.  
• MA 098 instructors benefit from knowing the trends in developmental education.  
• New and experienced AFP faculty benefit greatly from having a coordinator. | • It is still difficult to meet as a group for discussion, but email does provide much of the contact needed. |

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**Student Success & Retention**

Betsy McKinney  
Winter, 2014
| Facilitate the logistics of the developmental math (MA 098) curriculum. | • Met with instructors individually as needed and answered email questions. | • Provided common materials and directions for their use. | • Instructors are interested in developing good common materials, particularly the supplemental activities and the final exam.  
• New instructors benefit greatly from common materials.  
• MA 098 instructors appreciate the common materials and now know what to expect. |
|---|---|---|---|
| Provide coordination and leadership for MA 098; collaborate with Dept. Head in this work | • Met frequently with John Dersch, seeking his input and advice for problems and keeping him informed of progress.  
• Brought to John’s attention that most students who ended up in an ALEKS class did not know it was an ALEKS class. | • John’s great insight into MA 098 is valued and appreciated.  
• John acted quickly and effectively to resolve the ALEKS scheduling issue. | • Students will now more easily know they are signing up for an ALEKS class. It took more than three semesters to implement the change. |
| Oversee and coordinate MA 098 evaluation of programming effectiveness, outcomes, and participant expectations | • Gathered and analyzed data from item analysis of Winter 13 exams by section.  
• Provided feedback to all Winter 13 instructors of how their students did in comparison to all MA 098 students. | • We continue to streamline the data gathering, analysis and distribution process.  
• We are starting to see slight improvement in overall results.  
• Dana Sammons continues to assist with his expertise in the use of EXCEL and data analysis. | • Gathering data from ALEKS classes is difficult. |
| Review MA098 syllabi and provide feedback to ensure course outcomes are met | • Provided a common MA 098 syllabus template in a format which is accessible to all students. | • Instructors see the value in using a common syllabus. As college wide changes are made, instructors trust that they will be reflected in the materials I  
• I did not know there was a campus wide, compliant syllabus template created over the summer until after I supplied the MA 098 syllabus template for fall. I made |
<table>
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<tr>
<th><strong>Serve on the AtD Math teams</strong></th>
<th>• Attended AtD meeting to present progress and stay informed of what other departments are accomplishing.</th>
<th>• I continue to provide instructors with common materials and feedback. The inputting for the analysis (as suggested by AtD) has been streamlined. Now we will begin work on streamlining the analysis part of this process.</th>
<th></th>
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</thead>
</table>
| **Provide leadership in policy/procedure changes and resource allocation related to MA 098.** | • Served as the chair for CARP revision.  
• Solicited input from full time faculty, facilitated discussion and revised the MA 098 CARP.  
• Continue to meet and discuss MA 098 alignment with MA 095/6/7 (Shanna Goff)  
• Continue to meet and discuss MA 098 alignment with MA 107 (Andrea Hayes).  
• Continue to collaborate with the Mathematics Tutorial Lab (Colleen Copus) to improve the MA 098 website support materials.  
• Collaborate with Fast Track and On Track (Kelly Kozloski) to insure alignment with MA 098 curriculum.  
• Provide training for instructors using ALEKS. | • A revised course outline was created to reflect slight changes to the MA 098 curriculum. The CARP was submitted and is awaiting approval.  
• MA 095/6/7 CARPS were revised. This revision reflects the elimination of some overlapping topics between MA 096/7 and MA 098.  
• The MA 098 Blackboard website continues to provide great support for MA 098 students. The number of student ‘hits’ is increasing!  
• Continuing involvement with Fast Track and the new On Track is essential for course alignment.  
• ALEKS sections will remain about one-third of all MA 098 sections until data and computer classroom availability justifies scaling up. | • The MA 098 CARP has not yet been approved.  
• This work should help provide a smoother transition from MA 096/7 to MA 098, but there are still details to work out, as there are many overlapping topics and it is difficult to know where to draw the line.  
• We are awaiting ALEKS data to determine its effectiveness. Preliminary observations seem promising. |
| Provide leadership in course/curriculum development for MA 098 | - Served as the chair for CARP revision.  
- Solicited input from full time faculty, facilitated discussion and revised the MA 098 CARP.  
- Provided a Unit Analysis Supplement to all MA 098 instructors.  
- Provided course template for MA 098 ALEKS instructors.  
- Provided mentoring for all new instructors and all instructors new to teaching with ALEKS.  
- A revised course outline was created to reflect slight changes to the MA 098 curriculum. The revised CARP was submitted and is awaiting approval.  
- It appears that the Unit Analysis Supplement pilot may be getting the desired results.  
- It appears there are differences between the lecture and ALEKS versions of MA 098.  
- We need to look at the differences in the lecture version versus the ALEKS version of MA 098. |  |
| Serve the larger Student Success and Retention Unit. | - Attended all Student Success and Retention Unit meetings.  
- Collaborated with Fast Track and On Track (Kelly Kozloski) to insure alignment with MA 098 curriculum.  
- Sharing new best practices, new trends and the latest research with adjunct is an important part of coordinating.  
- I am staying informed of the College Success Program and helping where I can. |  |
| Attend AFP Coordinator meetings to ensure alignment between adult and developmental ed curricular practices. | - Attended all but one AFP coordinator meetings to insure alignment between adult and developmental curricular practices in math.  
- Staying informed of what is happening with other developmental education departments is important.  
- Meeting with coordinators has resulted in more time allowed with adjunct faculty in the AFP Opening Day meetings. |  |

Section 2 – Reflect on your EOL/Release work this semester and respond to the three items below.

**Student Success & Retention**  
Betsy McKinney  
Winter, 2014
Please list and describe no more than three activities or accomplishments that went particularly well.

We provided feedback for each instructor of their students’ results as compared to all MA 098 students allows instructors to see their strengths and weaknesses and adjust instruction accordingly. Data is showing a slight improvement (1.9%) in exam results. We also targeted the Lowest Ten topics, compiled teaching suggestions, distributed and discussed. One year later we saw significant improvement in eight of the ten items, with an overall improvement of 15% on these ten.

It was a good experience to ‘chair’ the MA 098 CARP revision. While it is still awaiting approval, I feel the efforts of the committee resulted in a more detailed and accurate course outline which instructors will find helpful.

Please list and describe how your particular efforts could have been better supported.

Many of us feel that greater support from administration is needed to help MA 098 students by lowering the cap. Without their support, I do not know how to proceed at this point.

Please use this space to document any other concerns, suggestions, or comments.

After three years of coordinating, I feel we are making progress. Instructors are seeing the value of unified goals for the course and students are benefitting from better instruction. There is still much to do.

Dean’s Comments