**Grand Rapids Community College**

Faculty Equated Overload/Release Time

End of Semester Report
(revised July 2013)

**School of Arts & Sciences**

Winter, 2014

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>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to teaching courses in the A-COMP pilot project, serve as researcher and state liaison for this project.</td>
<td>I created a Faculty Handbook for GRCC instructors new to A-Comp. The booklet includes the original ALP handbook created by CCBC, information about our A-Comp program, suggested activities and assignments, and tips for successfully teaching A-Comp. Although I did not teach an A-Comp section Winter 14 because my section was cancelled, I did have one EN 101 student who was in Sheryl York’s A-Comp section; and we collaborated about Daniel’s success (which was the highest grade in my class!). In February, I attended an A-Comp planning work day with several English faculty, Lynnae Selberg, and Domingo Hernandez-Gomez.</td>
<td>At the February work day, we revamped some of the marketing language and tools used to attract students to A-Comp. A new post card with student-friendly language has been completed as a result of this session. I think the biggest accomplishment at this work session was making more English faculty aware of A-Comp and its benefits. At MDEC, I attended LCC’s ALP session. I learned that they include CLS-type curriculum into their Step Up course, pairing their 2 courses as 8 contact/credit hours. I wonder if GRCC could make our A-Comp section 5 contact hours and include CLS. This change would create 11 contact hours for adjuncts— 101 (3) + 101 (3) + A-Comp (5) — who likely will teach the majority of A-Comp classes.</td>
<td>My biggest barrier this semester was NOT teaching A-Comp.</td>
</tr>
<tr>
<td>Research curriculum design and conduct benchmarking with other MI cc’s in the pilot.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name of School  
Faculty member’s name  
Semester, Year

Dean's / Supervisors’ Comments:
In April, I attended the MDEC conference and learned about Lansing Community College’s ALP program which they call Step Up.

---

**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. | The Faculty Handbook I created will provide guidance and resources to instructors new to A-Comp.  
The discussion we had at the February work day was beneficial. Explaining the program to other instructors allowed me to further validate the importance of A-Comp. |
|---|---|
| Please list and describe how your particular efforts could have been better supported. | 1. A-Comp classes need to run for this program to succeed.  
2. Although there is more awareness in the counseling and English departments, scheduling errors created challenges for students and the one faculty member who taught A-Comp/EN 097. The ideal models are to have one instructor teach the three classes that comprise the A-Comp program, or to have one EN 101 instructor teach two sessions that connect to an EN 097 session taught by a second instructor. Because of cancellations and miscommunications in scheduling classes, Sheryl York’s A-Comp/EN 097 section had students from three different EN 101 classes. Sheryl not only had three instructors with whom to communicate, her students had different books, lessons, and writing assignments. This broken alignment negates the ALP philosophy Community College of Baltimore College created. |
| Please use this space to document any other concerns, suggestions, or comments. | I will start with a reiteration of my Fall 2013 concern: 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. In addition to this concern, I worry that this program may become lost within a department that has many other ongoing initiatives. I worry that faculty commitment may be side-lined by short-term events such as the 100 Year Celebration and TYCA Conference. I am concerned that few faculty have embraced this long-term initiative. Finally, I suggest data be collected from the three A-Comp sections that have run this calendar year so the effectiveness and value of A-Comp can be documented and discussed. |

---

Name of School  
Faculty member’s name  
Semester, Year  
Dean’s / Supervisors’ Comments: