

Executive Summary of Final Report
Of the
Evaluation of Developmental and College Preparatory Mathematics
Florida Community College at Jacksonville

Executive Summary prepared by Office of Associate Vice President, Liberal Arts and Sciences

This executive report summarizes the final report prepared by Dr. Barbara S. Bonham and Dr. Hunter R. Boylan, National Center for Developmental Education, Appalachian State University. During their visit on September 27 and 28, 2007, the consultants visited all of the campuses of Florida Community College at Jacksonville (FCCJ) and interviewed administrators, students, faculty, and staff involved in the FCCJ developmental mathematics education effort. The consultants also reviewed a great variety of program reports, planning documents, evaluation reports, syllabi, and other materials provided before, during, and after their visit.

Point One – *FCCJ needs a comprehensive plan for developmental mathematics that will include a review of course content, teaching methodology, faculty development, technology, and support service integration.*

Recommendations

1. Developmental mathematics faculty in all subject areas should initiate curriculum reviews with an emphasis on insuring that a seamless transition exists between:
 - Adult education courses and introductory developmental mathematics courses,
 - Each level of developmental mathematics courses and the next level, and
 - The highest level developmental course and the college level course in that subject area.
2. All faculty teaching developmental mathematics courses, including adjuncts, should
 - develop plans for integrating active learning techniques into their instructional activities
 - establish reading and study groups to explore some of these publications and
 - identify ways in which they might utilize more active learning techniques in their teaching
3. A team of campus administrators should “brainstorm” and identify innovative ways of rewarding adjunct faculty for participating in faculty development, (not necessarily be monetary).

4. Faculty should identify workshop topics and leaders to provide professional development activities, including reading and discussion and workshops on culturally responsive teaching.
5. Design a follow-up plan to insure that what is presented in these workshops is actually used.
6. A team of faculty should develop a long-term plan for technology acquisition and utilization
7. Laboratory managers and instructors meet to identify ways in which laboratories can be better integrated into developmental instruction and plan to improve this integration.

Point Two - *There is a need for a strong leader to build support for the plan and insure it is carried out responsibly.*

Recommendations

1. An administrator should be appointed to serve as the college-wide coordinator for developmental education including developmental mathematics.
2. It is recommended that the duties of this individual include, but not necessarily be limited to:
 - a. ensuring that the needs of developmental mathematics are considered in the resource allocation process,
 - b. ensuring that developmental mathematics has adequate physical facilities,
 - c. developing and implementing a college-wide plan for acquiring and deploying hardware and software to be used in developmental mathematics,
 - d. ensuring that the exit standards from one level of developmental mathematics are consistent with the entry standards of the next level and that the exit standards of developmental mathematics are consistent with the entry standards of the first level credit-bearing college courses,
 - e. coordinating the integration of developmental mathematics support services and courses,
 - f. establishing and implementing the formative and summative evaluation of developmental mathematics courses and services,
 - g. ensuring that appropriate faculty and staff are provided with evaluation information for formative purposes,
 - h. coordinating professional development activities for developmental educators, and
 - i. monitoring the quality of instruction that takes place in developmental mathematics.
3. Each campus should appoint a developmental mathematics liaison to work with the college-wide coordinator of developmental mathematics to ensure that adequate communication takes place between the central administration and the individual campuses of FCCJ.

Point Three - *The plan must address and ensure ongoing systematic evaluation enhancements.*

Recommendations

1. Designated liaisons from each FCCJ campus should meet with the institutional research officer to identify the types of data that would be most useful to faculty and staff for formative evaluation
2. Consider the use of student focus groups to obtain information that might be used for program improvement.

Point Four – *Having a student success rate of 50% or less is not satisfactory to anyone.*

Recommendations

1. “Front load” services and interventions for developmental students during their first semester. Faculty, staff, and administrators need to develop a plan that identifies students most at risk of dropping out and insures that students are:
 - assessed and placed using a variety of cognitive and non-cognitive instruments,
 - prohibited from taking a full-time load of courses until they have passed their developmental mathematics requirements,
 - targeted for mandatory tutoring, special workshops, etc.,
 - provided with strong, frequent, systematic academic advising and counseling,
 - monitored carefully to assess their progress, and
 - enrolled in paired courses and learning communities when available.

“The key to successful developmental mathematics lies not in finding a “magic bullet” or reorganizing developmental mathematics or implementing some popular innovation but in focusing on doing everything at every level as well as possible in laboratories, in classrooms, and in learning centers.”

External Review Leadership Team webpage – please visit this webpage to obtain the full report and submit your ideas!

http://www.fccj.edu/campuses/mccs/instruction/liberal_arts/external_review.html

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