

ALS 2011-12

Evaluate ALS course offerings (cost, delivery, content, structure) and create revision plan

Summary:

Develop faculty research/development group to do a careful review of all ALS course offerings and evaluate for cost, delivery, content, and structure. Particular emphasis on effectiveness of delivery methods and structure, in light of recent research calling developmental education methods into question in this area.

Description

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Questions and Answers

How is the initiative linked to the Unit Plans most recently submitted?

1. How does it continue the achievement of those goals?
2. If this is a continuation of an initiative started last year, make sure that relationship is clear.

How is this initiative linked to the efficiencies and productivities plans you had last year?

1. How does it continue the achievement of these plans?
2. If this is a continuation of an efficiency or productivity plan started last year, make sure that relationship is clear.

The purposes of this initiative are to:

- provide support for a clear, coordinate faculty-led effort to examine the effectiveness of the ALS curriculum design as it now stands – a careful, reflective, research-driven review of the content and structure of ALL ALS curriculum is envisioned
- develop a careful analysis of existing research on effectiveness of methods currently out there. For instance, while Bailey's research (using regression discontinuity analysis) shows DevEd courses to have a negative impact on developmental students, that of both Boylan and Adelman (using logistic analysis and longitudinal cohort analysis, respectively) show no statistical negative impact from participation in developmental courses – in other words, developmental students are shown in these studies to succeed at the same rate as "mainstream" students. Then, a recent study released by the state of California shows a negative impact on developmental students, particularly in reading developmental courses, on their long-term success, this study using logistic regression as its statistical analysis method. It is clear that the statistical analysis method used, and the method of gathering data have an impact on the outcome. This initiative would allow us to take a careful look at all methods, analyzing what speaks best to student success, and focus on the methods indicated by this method in curriculum revision projects in the department's future.
- Because our primary and first-listed goal for the previous academic year was to build pathways for student success, this initiative becomes a critical effort – we must be able to clearly define student success, and clearly show research-driven evidence that the methods we choose will take students there.
- We also had the goal of : Continue on-going curriculum evaluation and reviews, revising as needed in last year's Unit Plan – evaluation cannot be effective or meaningful without a standard to evaluate *against* – this review will give us the capability to assess research which demonstrates success rates for specific developmental pedagogies and curriculum.

Describe the resources needed:

One-credit release for three faculty members for two subsequent terms. One writing faculty, one reading faculty, and one math faculty would seem minimally required for a complete assessment.

What specific measurable program outcomes do you expect to achieve with this initiative? The outcomes should be specific enough to be measurable. Also, outline the method that will be used to determine the results.

As a direct result of this work, we hope to offer curriculum-development guides to all ALS faculty that would clearly indicate the methods and course strategies which lead to student success in developmental education. We also hope to develop a comprehensive review of all curriculum to eliminate methods and course objectives which have seemed, from the research, *not* to produce student success. In addition, we will have research-driven guides to use in evaluation of courses in the future.

This is not a curriculum –development request, but a request to develop *standards* for curriculum development and review within ALS which are based on the best research available. This requires a careful review, since current research results contradict, and we cannot randomly just choose the research result that supports what we would *like* to do – we must, ethically and responsibly, determine what research method (and therefore which research results) logically fit this demographic and are therefore most reliable in the recommendations for their success, this is *not* just an intellectual exercise, as once characterized by one of the school's administrators, but is *responsible use of research data*.

Department Priority:

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Unit Resources:

non-instructional time beyond release.

Funding Request: Carl Perkins

Funding Request: Curriculum Development

Funding Request: Technology Fee