

To: NYSMATYC Membership

From: Larry Danforth, NYSMATYC Curriculum Chair

Date: 4/6/11

Re: 2010-2011 Curriculum Survey Results

The 2010-2011 NYSMATYC Curriculum Survey was designed to help identify possible concerns surrounding developmental mathematics in the state. For the purpose of this survey a developmental mathematics course was defined to be any course at the respondent's institution that is considered developmental. As a result it should be noted that these courses may differ from institution to institution.

The survey was distributed to 49 NYSMATYC represented colleges. A copy of the full survey is attached. NYSMATYC campus representatives were contacted via email and invited to take part in the survey administered via SurveyMonkey. Each email contained a link to the online survey for each representative to complete. Of the 49, results were obtained from 28 member institutions, a 57.1% response rate. Initial invitations were sent on March 10<sup>th</sup> while each response was received by April 5<sup>th</sup>. I would like to personally thank all the campus representatives along with the additional faculty took the time to complete the survey.

The objective of the survey was to identify possible concerns with developmental mathematics in New York State along with the level of concern for each particular topic. Additional questions were asked to classify the make-up of each of the reporting mathematics departments (specifically department size and full-time-adjunct faculty ratio) in hopes to determine if the concerns differed based on the composition of the department.

Of the 28 institutions included, two indicated that there are no developmental courses taught by the Mathematics Department. Of the remaining 26 institutions there are three items that appear to be of greatest concern and three items that appear to be of least concern.

Forty-eight percent of respondents believe that the percentage of students enrolled in developmental courses at their institution is a major area of concern (92.0% believe this to be at least of moderate concern at their institution). The retention of students in developmental mathematics courses when compared to the retention of students in other mathematics and statistics courses was identified as a major concern by 53.9% of respondents (at least of moderate concern 88.5%). The item of greatest concern is the ability of developmental mathematics students to be successful progressing through the necessary mathematical coursework necessary to complete their education; 61.5% of respondents identified this as an area of major concern. All but one institution believes this item to be at least a moderate concern at their institution. It should also be noted that the 84.0% of respondents expressed a level of at least moderate concern about the

percentage of sections of developmental mathematics courses that are offered at their institution (28.0% believe this to be a major concern).

The three areas of least concern identified by the respondents as determined by a concern level of no more than minor concern include: the professional development opportunities available for full-time mathematics faculty in the area of developmental mathematics (72.0%) the percentage of full-time faculty load that is taught in the area of developmental mathematics (60.0%) and the percentage of sections of developmental mathematics courses taught by full-time faculty (60.0%)

Finally, each respondent was able to provide additional concerns they have in the area of developmental mathematics. Of the 26 responding institutions who currently teach developmental mathematics 7 expressed that they believe much of concern surrounding developmental mathematics at their institution lies with study skills of the students in these courses.

The following table shows the full results for respondents for each of the identified potential areas of concern in developmental mathematics.

### Potential Areas of Concern in Developmental Mathematics

Topic of Concern	No Concern Count (Percent)	Minor Concern Count (Percent)	Moderate Concern Count (Percent)	Major Concern Count (Percent)
Percentage of students enrolled in developmental mathematics courses	0 (0.0%)	2 (8.0%)	11 (44.0%)	12 (48.0%)
Percentage of sections of developmental mathematics courses offered	0 (0.0%)	4 (16.0%)	14 (56.0%)	7 (28.0%)
Percentage of sections of developmental mathematics courses taught by full-time mathematics faculty	3 (12.0%)	12 (48.0%)	9 (36.0%)	1 (4.0%)
Percentage of full-time faculty load that is taught in the area of developmental mathematics	4 (16.0%)	11 (44.0%)	10 (40.0%)	0 (0.0%)
Ability to secure quality adjunct instructors to teach developmental mathematics courses	1 (3.9%)	10 (38.5%)	11 (42.3%)	4 (15.4%)
Ability to monitor adjunct instructors teaching developmental mathematics courses	2 (7.7%)	7 (26.9%)	13 (50.0%)	4 (15.4%)
Ability to mentor adjunct instructors teaching developmental mathematics courses	2 (7.7%)	4 (15.4%)	18 (69.3%)	2 (7.7%)
Ability of developmental mathematics students to secure adequate assistance in coursework	2 (7.7%)	7 (26.9%)	15 (57.7%)	2 (7.7%)
Ability of developmental mathematics students to be successful progressing through the necessary mathematical coursework necessary to complete their education at your institution	0 (0.0%)	1 (3.9%)	9 (34.6%)	16 (61.5%)
The retention of students in developmental mathematics courses when compared to the retention of students in other mathematics and statistics courses	0 (0.0%)	3 (11.5%)	9 (34.6%)	14 (53.9%)
The professional development opportunities available for full-time mathematics faculty in the area of developmental mathematics	2 (8.0%)	16 (64.0%)	4 (16.0%)	3 (12.0%)
The professional development opportunities available for adjunct instructors in the area of developmental mathematics	2 (8.0%)	8 (32.0%)	14 (56.0%)	1 (4.0%)

I would like to thank all NYSMATYC campus representatives and all additional faculty members who took time responding to 2010-2011 NYSMATYC Survey. I would also like to thank Ken Mead for posting the survey results on the NYSMATYC website.

Please feel free to contact me at [ldanforth@sunyjefferson.edu](mailto:ldanforth@sunyjefferson.edu) with any questions on the presented results or for additional information pertaining to any aspect of the survey.