

1. Intro

Greetings all,

My name is Larry Danforth and I am serving as the NYSMATYC Curriculum Committee Chair for the 2010-2011 academic year. I would appreciate you taking some time to complete the annual NYSMATYC survey. This year, the survey will be used to gather information about the state of developmental mathematics at your institution and some of the possible concerns pertaining to developmental mathematics at your institution.

The survey contains two sections. The first section requests information pertaining to the courses offered at your institution and the faculty who are teaching such courses. The second section asks for your level of concern pertaining to some possible topics pertaining to developmental mathematics.

I know that some of you may need to seek out some of the information for the survey but it would be quite helpful if you could take some time to either determine the answers to such questions. If there is a colleague who you feel can more adequately answer these questions please feel free to pass a copy of the survey on and to contact me at ldanforth@sunyjefferson.edu so that I may follow up and invite them to take the survey.

For the purpose of this survey please use the following definitions.

Developmental Mathematics Course: Any course at your institution that is considered developmental.

Full-time Mathematics Faculty Member: Anyone who is teaching in a full-time capacity in the Mathematics Department at your institution.

Adjunct Instructor: Anyone who is teaching at your institution in a capacity that would not be considered a full-time faculty position.

Please submit this survey no later than April 1, 2011.

2. Section I.

Please answer the following questions to the best of your ability. You may need to consult with your Mathematics Department Chair to answer some of these questions. Please answer using values corresponding to the current semester. For the purposes of this survey, please do not include "College in High School" sections and/or instructors.

1. Please list the total number of sections of mathematics courses offered.

Total Number of Sections
Offered

2. Please list the total number of sections of developmental mathematics courses offered.

Number of Developmental
Sections Offered

3. Please list the total number of sections of developmental mathematics courses taught by full-time mathematics faculty.

Number of Sections

4. Please indicate the approximate percentage of the full-time mathematics faculty load that is being taught in the area of developmental mathematics.

Percentage of FT Load

3. Section II.

5. For each of the following questions, please indicate the level of concern that you feel most closely reflects your view and/or your department's view on the topic at your institution.

	No Concern	Minor Concern	Modest Concern	Major Concern
Percentage of students enrolled in developmental mathematics courses	jñ	jñ	jñ	jñ
Percentage of sections of developmental mathematics courses offered	jñ	jñ	jñ	jñ
Percentage of sections of developmental mathematics courses taught by full-time mathematics faculty	jñ	jñ	jñ	jñ
Percentage of full-time faculty load that is taught in the area of developmental mathematics	jñ	jñ	jñ	jñ
Ability to secure quality adjunct instructors to teach developmental mathematics courses	jñ	jñ	jñ	jñ
Ability to monitor adjunct instructors teaching developmental mathematics courses	jñ	jñ	jñ	jñ
Ability to mentor adjunct instructors teaching developmental mathematics courses	jñ	jñ	jñ	jñ
Ability of developmental mathematics students to secure adequate assistance in coursework	jñ	jñ	jñ	jñ
Ability of developmental mathematics students to be successful progressing through the necessary mathematical coursework necessary to complete their education at your institution	jñ	jñ	jñ	jñ
The retention of students in developmental mathematics courses when compared to the retention of students in other mathematics and statistics courses	jñ	jñ	jñ	jñ
The professional development opportunities available for full-time	jñ	jñ	jñ	jñ

mathematics faculty in the
area of developmental
mathematics

The professional
development opportunities
available for adjunct
instructors in the area of
developmental
mathematics

jn

jn

jn

jn

6. Please feel free to provide any additional concerns you have in the area of developmental mathematics.

	5
	6