



*Consequently, even if it was possible to tenure Dev Math faculty, questions concerning how many faculty are needed and which faculty should be tenured become potential issues. A related concern is that currently, the College of Science Tenure Document states: "The basic minimum degree requirement is the attainment of the earned Ph.D. in the discipline of primary responsibility." Unless the current expectations are changed, the implication here is that all current Dev Math instructors would have to complete a Ph.D. in order to achieve tenure, or that new tenurable faculty with appropriate credentials would have to be hired. Neither seems to be a viable, or attractive alternative.*

*I do not think that the key issue necessarily should be tenure, but I fully agree that a year to year appointment can be demoralizing. Moreover, I also agree that we need to improve the perception of how Dev Math faculty members are viewed by and within the institution. To that end, I will work with the Director and others to attempt to improve the stature of Dev Math faculty as valued colleagues within the College and*

*This steering committee was made up of highly motivated and skilled educators from across the campus: Continuing Education, Instructional Designs, University communications, members from Information Technology (I.T.), Facilities Management, and, of course, Developmental Math faculty. Those participating from the Developmental Math Faculty were made up of eight well-qualified and energetic faculty members. These were sometimes called the WSU Eight. There were: Dr. John Thaeler, Carrie Quesnell, Brenda Acor, Pamela Schilling, Dave Imig, Alan Lore, Amanda Hadlock and Bret Ellis (DEAN COMMENT: I note that Alan Lore was CE and Bret Ellis was IT, so not sure why they were included here). During the next few weeks, the WSU Eight visited Cleveland State University in Memphis Tennessee and University of Alabama in Tuscaloosa, Alabama. Dr. Thaeler and Dr. Kathleen Lukken were the co-Chairs. Dean Ostlie attended the steering committee meetings, but the steering committee was run by Dr. Thaeler and Dr. Lukken. It was after the visits and after members of the steering committee visited the 2010 NCAT conference that the final decision was made by the group to move forward with development of WSU's version of the Emporium Model...."*

*"...There was a committee set up for each class to prepare the class for implementation. Those assigned to Math 0950 were Mary Ellen Yonkee, Pam Schilling and Alice Allred with Pam Schilling as chairman. Those assigned to Math 0990 were Brenda Acor, Loyal Baker and Darrell Poore with Brenda Acor as chairman. Those assigned to Math 1010 were*

*Policy that had been enacted previously and that attempted to focus student's attention on moving through QL (and Dev Math if required) in a consistent and persistent manner. I fully supported this policy and believe that, with care, it could be revised and re-instated. To this end, I am willing to work with the Director, the Dev Math Advisory Council, the Retention and Persistence to Graduation Committee, the Student and Faculty Senates, and any other relevant office or group to determine if a more palatable version of this policy can be devised and enacted in order to help improve student success in Dev Math.*

**3) Reviewers Recommendation 3. Students should be dropped from the course at 3 weeks if they have not shown up or logged in.**

**Program Response: Agree. If students are not participating in a course, they should not be retained on the rolls. The large numbers of students who fall into this category have a great effect on course pass rates. It is possible this problem will resolve itself as students are no longer forced to register for classes in which they have no intention of participating.**

*Dean's Response to Recommendation 3: I agree fully with this recommendation, and support the program's action plan to monitor this problem over the next year and collect data for analysis. I look forward to studying the assessment data collected by the program. Should the program wish, I will make myself available as needed to discuss how best to move ahead with such a plan.*

**4) Reviewers Recommendation 4. Weber State should take a serious look at defining Quantitative Literacy, and then backwards mapping the required developmental content from there. Not only would this provide guidance if additional testing and implementation of the Pathways model is pursued, it would also give Weber State a solid foundation from which it could discuss these issues at the state level.**

**Program Response: Agree. This recommendation is innovative and timely in the current culture of mathematics education. However, unless department reorganization takes place, as described in Recommendation 1, the developmental mathematics program is limited in the ability to affect change to**

**However, experience has shown that the majority of our incoming students do not fall into the category described by the review team, of needing a quick, intensive review of the content. Those who fit this description do have the option of using Fast Track to move through a quick review of content. Most incoming students are needing more than a review. Also, computer-based summer program is not ideal for our incoming student population. They need to learn with pedagogies that are more likely to motivate them to learn what has always been difficult for them to learn. Currently, students can complete an intensive summer program in a second block flipped summer course.**

*Dean's Response to Reviewer's Additional Recommendation 1: At the outset, I want to point out that Bridge Programs and "Boot Camps" are not necessarily the same thing; the former is aimed more towards transitioning high school seniors into college, and the latter more typically pertains to helping any students who require a concentrated review of material previously learned prior to fully engaging the subject once again. Luckily, both Reviewers and the Program agree that both programs are needed. I agree with this need as well and am happy to work with the Program to ascertain how best to implement these.*

*Having said this, I become concerned whenever I see statements that rely on "experience" rather than presenting actual data. In this regard, survey results or other data could help to strengthen the Program's case and I recommend that they gather appropriate data to support their assertions. If backed up by such data, then I will support their conclusion. However, until then, the Reviewer's suggestions seem reasonable and certainly worth considering, even if as a pilot. Moreover, I am also gratified to see the Reviewer's mention the ALEKS program as a potential tool for this type of program. In this regard, I have recommended that the Dev Math program test and evaluate ALEKS as a potential replacement for both Accuplacer and MyMathLab in TERM given its apparent success elsewhere in the US. I again make the recommendation that ALEKS should be evaluated at Weber State via a pilot program to assess both its ability to place students more accurately in Dev Math and QL courses, and also to better guide students through Dev Math courses in TERM. Please note the words "evaluated," "pilot," and "assess." To be clear: ALEKS should only be adopted more fully if, after an honest and objective evaluation, it improves student placement, learning and success.*

A :

*1) I recommend that the Program engage in surveying students more often and in a more focused way to better ascertain, from the students' perspective, how they can best be helped. The Director has adequate resources at hand to accomplish this with reasonable effort and the program may learn much from such exercises.*

*2) I recommend that professional development activities for Dev Math faculty be continued, and if possible, expanded to the point where each instructor attends a relevant national workshop or conference every two to three years. Moreover, if not already in place, I recommend an ongoing in-house program of professional development for adjunct faculty be developed and*

*more relevant and more engaging approaches to the subject matter that explore concepts and develop analytical skills rather e*