



## General Reviewer Questionnaire *Beyond Crossroads V 6.0*

**RETURN TO**  
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**Please respond to this questionnaire no later than December 15, 2004, in one of two ways:**

- 1. Print the questionnaire. Complete it by hand. (a) Mail it to Vernon Kays or (b) return it to the box provided in the registration area at the Orlando conference.**
- 2. Complete the questionnaire on the computer, save it as a new file, and email it as an attachment to Vernon Kays. Don't worry about formatting issues.**

**Please answer the first 13 questions.**  
**After that, respond to as many questions about specific chapter as desired.**  
**You do not have to answer every question!**

<b>General:</b>	Circle one:							
	Poor	Average			Excellent			
1. Rate the overall tone and style. <span style="color: blue;">4.7</span>	1	2	3	4	5			
2. Rate the overall organization. <span style="color: blue;">4</span>	1	2	3	4	5			
3. Rate the clarity of the vision of the document. <span style="color: blue;">4.7</span>	1	2	3	4	5			
4. Rate the degree to which the chapters form a coherent whole. <span style="color: blue;">4</span>	1	2	3	4	5			
5. Rate the title. Do you have a suggestion for an alternate title? <span style="color: blue;">4.7</span> <span style="color: blue;">Comprehensive Strategies to Maximize Student Learning,            Strategic Directions for Mathematics Education</span>	1	2	3	4	5			
6. Rate the potential impact of the five new Implementation Standards (presented in Chapter 2) on your teaching practice. <span style="color: blue;">4.6</span>	1 Low	2	3	4	5 High			
7. Circle the chapter that will be the <i>most</i> use to you?	1	2	3	4	5	6	7	8
8. Circle the chapter that will be the <i>least</i> use to you?	1	2	3	4	5	6	7	8
9. Rate the degree to which the educational research presented is useful to you. <span style="color: blue;">3.7</span>	1 Not Useful	2	3 Useful	4	5 Very Useful			
10. What do you like best about the document?	<span style="color: blue;">Emphasis on student, instructor and institution together.            Comprehensive approach to maximizing student learning in mathematics.            Continued commitment to '95 Crossroads research based ideas and expansion to growing connections with P-12, workplace, Distance Learning, and important stand-on-your-feet mathematics outcomes.</span>							

11. If you could change one thing in the document, what would it be?

1.Information in the document that reflects to what degree institutions utilized and benefited from the 1995 Crossroads project.  
2.A plan for creating the “clearinghouse for programs and materials that incorporate the principles and standards of Beyond Crossroads”, and a website presence for institutions “out there with this” like the League for Innovation initiatives.

**Additional Resources:**

12. It is anticipated that additional resource materials for various topics will accompany the written document. Circle or mark the two topics below that you would find *most* useful.

Quantitative Literacy and Mathematics Across the Curriculum	Assessment	Instructional Strategies	Web-enhanced version of the whole document	Strategies for Getting Started in Standards-based Mathematics
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13. If you know of any useful internet links or illustrative resources that relate to a specific item in the document, please list or attach them.

Strategies 4 Success- presenting higher ed curricula and learning experience expectations for incoming high school students.

<b>Rate the usefulness of the Toward and Away From Tables in Chapters 3-7:</b>					
14. Table 5 (page 18) in Chapter 3. Write suggestions for change in item 38.	1 Not Useful	2	3 Useful	4	5 Very Useful
15. Table 8 (page 27) in Chapter 4. Write suggestions for change in item 38.	1 Not Useful	2	3 Useful	4	5 Very Useful
16. Table 9 (page 29) in Chapter 5. Write suggestions for change in item 38.	1 Not Useful	2	3 Useful	4	5 Very Useful
17. Table 11 (page 45) in Chapter 6. Write suggestions for change in item 38.	1 Not Useful	2	3 Useful	4	5 Very Useful
18. Table 12 (page 53) in Chapter 7. Write suggestions for change in item 38.	1 Not Useful	2	3 Useful	4	5 Very Useful

<b>Chapter 1:</b>					
19. Rate the usefulness of the lists of characteristics of two-year college students, faculty, and institutions.	1 Not Useful	2	3 Useful	4	5 Very Useful

<b>Chapter 2:</b>					
20. Can you suggest a better way to present the connection between the Implementation Standards of <i>Beyond Crossroads</i> and the 1995 Standards?	Yes If yes, how? Use item 38 to respond.			No	

<b>Chapter 3:</b>					
21. Rate the usefulness of the presentation on Learning Styles (page 14).	1 Not Useful	2	3 Useful	4	5 Very Useful
22. Should Learning Styles be placed in a different chapter?	Yes If yes, where? Use item 38 to respond.			No	
23. Rate the usefulness of the presentation on Mathematics Anxiety (page 15).	1 Not Useful	2	3 Useful	4	5 Very Useful

<b>Chapter 4:</b>					
24. Rate the usefulness of the presentation on Teaching Styles (page 20).	1 Not Useful	2	3 Useful	4	5 Very Useful
25. Rate the usefulness of the presentation on Active Learning (page 21).	1 Not Useful	2	3 Useful	4	5 Very Useful
26. Rate the degree to which the use of technology in the classroom has been addressed. Write suggestions for change in item 38.	1 Poorly	2	3 Adequately	4	5 Well Done

<b>Chapter 5:</b>					
27. Rate the degree to which you agree that student outcomes in Quantitative Literacy should be expected across the college curriculum.	1 Do Not Agree	2	3 Agree	4	5 Strongly Agree
28. Rate the degree to which you find the inclusion of student outcomes in each program area useful.	1 Not Useful	2	3 Useful	4	5 Very Useful

29. Rate the presentation of Developmental Mathematics (page 31). How can it be improved? Write suggestions for change in item 38.	1 Poor	2	3 Average	4	5 Excellent
30. Rate the presentation of Technical and Career Course and Programs (page 34). How can it be improved? Write suggestions for change in item 38.	1 Poor	2	3 Average	4	5 Excellent
31. Rate the presentation of Mathematics-Intensive Programs (page 38). How can it be improved? Write suggestions for change in item 38.	1 Poor	2	3 Average	4	5 Excellent
32. Should the document address the fact that little research is available identifying successful Developmental Mathematics courses and programs?	Yes If yes, how? Use item 38 for suggestions.			No	

<b>Chapter 6:</b>					
33. Rate the effectiveness of the graphic of The Assessment Cycle (Figure 1, page 40).	1 Not Effective	2	3 Effective	4	5 Very Effective
34. Rate the degree to which your knowledge of assessment of student learning was increased from reading Chapter 6.	1 None	2	3 Some	4	5 Very Much

<b>Chapter 7:</b>					
35. Rate the degree to which issues related to adjuncts have been addressed adequately in Chapter 7 and the document. Write suggestions for change in item 38. 3.5	1 Poorly	2	3 Adequately	4	5 Well Done

<b>Chapter 8:</b>					
36. Rate the degree to which the Call to Action in Chapter 8 is implementable.	1 Not at All	2	3 Partially	4	5 Possible
37. How can Chapter 8 be strengthened? Write suggestions for change in item 38.					

## Free Response

38. If you are responding to one of the questions above, please indicate the number of the question.

26) Technology- should incorporate more than one technology component into the design or offer suggestions on the minimum technology that should be in the math classroom or technology that students should be exposed to. My concern is that departments only use calculators (like we do).

32) No, because Research in the last decade by Appalachia State University and others has added immensely to the previous dearth of research in dev ed. Hunter Boylan's book, What Works is all research based I believe, and would be well chosen to include (in a quote perhaps). Also a second similar comment- I thought research was available on successful developmental math programs. Perhaps this is an area for the NADE Math Spin Group to get involved. Also, the National Center for Developmental Education has information on successful programs. Certainly an area to explore.

Please feel free to comment on or make suggestions about any part of the document. Write on the back of the page and/or attach additional pages or documents as you wish.

- The document is outstanding and reflects research, thought, and commitment to quality math teaching in the community college.
- The document is concise and clear. I like the overall organization.
- I appreciate and applaud the individuals that developed this comprehensive approach to maximizing mathematics education for our students. It was made clear that students, faculty, academic departments, administrations, and society have critical roles to play in achieving the desired goals.
- The enthusiasm and compassion for varying ways and reasons to learn mathematics is exemplary and refreshing, while importantly connecting as a document to critical conversations about being a learning college, solid assessment language and benefit, comprehensive mission of community colleges, student responsibility, use of advisory committees, and facility planning.

Chapter specific comments:

Chapter 2- I found Chapter 2 to be difficult to follow. It was not clear where the quotes from Crossroads (original) began and ended and the typography did not help.

Chapter 3- Another quasi learning style instrument is "VARK". VARK assesses how learners prefer to take in and give out information while learning. <http://www.vark-learn.com/english/index.asp>

Chapter 5- The document stated that students in developmental education should receive a solid foundation and swift movement through the program. I think high school students who took Algebra II, Calculus, or Advanced Math in high school and some how placed into developmental courses should be moved quickly through the program. Others should be moved at a speed that they can handle. What exactly is meant by modularizing the topics? What percent of institutions use this method? I feel that students should be able to factor and perform operations with rational expressions. To say "less emphasis" to some faculty mean "cover it if you can". Perhaps we can say "less emphasis, but still cover adequately."

-I saw this chapter as acknowledging the changing world, the range of students and educational goals in higher ed, and the need to engage students in mathematics - all set against the backdrop of the community college with its multiple purposes and community stakeholders-course core content and intellectual development outcomes and teacher pedagogical practices should reflect this.

Chapter 6- Departments should incorporate more than one technology component into the classroom design or offer suggestions on the minimum technology that should be in the math classroom. What minimum technology should students be exposed to?

Chapter 7- I found the recommendations ambiguous, but good. Do adjuncts want to attend meetings? We invite our adjuncts to conferences and workshops. They have access to computers, but not our web or internal documents.

-Given the critical role of faculty in achieving many of the goals set forth, I am quite concerned with the large number of adjunct faculty that have the responsibility of teaching. Given the fact that they are part-time and generally not compensated as they should be, can we realistically expect them to devote the time, energy, and commitment necessary to implement many of the noteworthy components that are outlined in this document? I am concerned that until we see a shift in the numbers of students being taught by full-time faculty, this document will be minimally used and therefore, minimally effective. Of course, full-time faculty should embrace and implement as many of the directions as feasible.

Final thoughts from all-

-When the document is completed, every community college math department and department chair, and Vice President for Instruction [ CAO] should receive a copy. Also, the department should discuss each chapter and its implications for the department.

-There should be a consistency in the language as it refers to remedial/developmental education. In Chapter 1, 4. D and F and in some other parts of the document sometimes “remedial” is the term given to courses that are for under-prepared students and other times, we see “remedial/developmental” or “developmental”.

-The need for government funding for research and professional developmental needs to be asserted. By my estimate, CC's educate 1/3 to 1/2 of the collegiate math students yet I doubt that the funding is proportional. Workload is heavy and research goes by the wayside. Also, adjunct faculty need compensation if they are to attend PD for the small amount they get paid per course.

-Connections to ABE/ASE/GED and workplace education should be stated. There is tremendous overlap in the developmental curriculum and these areas and projects like EFF coming out of NIFL are applicable to developmental students.

-NADE certification, a faculty driven, reflective process of review with discussion of research-based best practices in developmental education is an effort that someone ought to connect to the Crossroads one, for they overlap. The importance of partnerships thus demonstrated as an example.

-A fine, mature publication and project, acknowledging vast and growing audiences, with a determined and important conversation and thus serving student learning in better ways is coming, it appears. I look forward to its rewards and found more than two handfuls of topics and actions that I can use immediately in classroom planning and in committee work. Thank you for revisiting this document's original production.