

## AGENDA

### INCREASING STUDENT SUCCESS IN DEVELOPMENTAL AND COLLEGE-LEVEL MATH

Marriott Las Colinas  
Dallas, TX  
March 29, 2012

- 8:30 – 9:00**                    **Registration and Coffee – *Brown/Britain***
- 9:00 – 9:15**                    **Welcome – *Merchants***
- 9:15 – 10:15**                 **Redesigning College-Level and Developmental Math**  
[Carolyn Jarmon](#), Vice President  
National Center for Academic Transformation

Carolyn Jarmon will provide an overview of course redesign in developmental and college-level math across the United States. From working with large numbers of students, faculty and institutions over the past 10 years, NCAT has learned what works and what does not work in improving student achievement in both developmental and college-level mathematics. NCAT projects at partner institutions have increased the percentage of students successfully completing a developmental math course by 51% (from 10% to 135%) while reducing the cost of instruction by 30% (from 12% to 52%) and increased the percentage of students successfully completing a college-level math course by 25% (from 7% to 63%) while reducing the cost of instruction by 37% (from 15% to 77%). Carolyn will share the methods institutions have used to both increase learning while reducing instructional costs.

- 10:15 – 10:30**                 **Break – *Britain Foyer***
- 10:30 – 11:15**                 **Case Study: University of Alabama**  
[Jamie Glass](#), Coordinator  
Mathematics Technology Learning Center

The Mathematics Technology Learning Center (MTLC) was created in 2001 as part of NCAT's Program in Course Redesign and began with the redesign of Intermediate Algebra, a developmental math course enrolling more than 3000 students, using the Emporium Model. The number of students passing the course has increased from about 48% fall 2001 in the traditional format to 72% in fall 2009 after the redesign, and costs have been reduced by about 33%. Since 2001, Jamie has managed the day-to-day operations of the MTLC, which now serves ~9500 students per year in all of the freshman-level math courses at Alabama. Students spend three required, flexible hours in the lab and meet in groups once each week.

**11:15 – 12:00**

**Case Study: Cleveland State Community College**

[Karen Wyrick](#), Chair of the Math Department

Cleveland State Community College has redesigned 95% of its math courses, both developmental and college-level, using the Emporium Model. Three developmental courses have been divided into 32 mini-modules, each requiring an overall passing rate of 70% before a student can move on to the next. Students can move more quickly through the required content and on to college-level math courses. College-level courses have also been modularized. The number of students passing a developmental math course has increased by 29%, and the number of students passing a college-level course has increased by more than 50%. Overall departmental costs have been reduced by 20%.

**12:00 – 1:00**

**Lunch – *Brown/Britain***

**1:00 – 2:15**

**Major Obstacles to Getting Started**

When institutions begin to consider course redesign, they encounter some common obstacles faced by other colleges and universities. During this interactive session, small groups will discuss these obstacles and work to identify some approaches that will reduce and/or overcome these difficulties.

**2:15 – 2:30**

**Break – *Britain Foyer***

**2:30 – 3:00**

**Panel Discussion and Wrap Up**

As the day progresses, workshop participants will inevitably identify additional questions or comments that they would like to share. During this final session, panel members from NCAT and the two- and four-year institutions will answer any questions from participants that may have emerged and will provide additional insights based on what they have heard throughout the day.

***Exhibits of products and services provided by corporate members of the Redesign Alliance will be available throughout the day.***