

AGENDA

INCREASING STUDENT SUCCESS IN DEVELOPMENTAL MATH

The Tennessee Board of Regents
1415 Murfreesboro Road
Nashville, TN 37217-2833

November 6, 2009

- 8:30 – 9:00** **Registration and Coffee**
- 9:00 – 9:15** **Welcome**
- 9:15 – 10:00** **[Redesigning Developmental Math](#)**
Carolyn Jarmon, Senior Associate
National Center for Academic Transformation

Carolyn Jarmon will provide an overview of course redesign in developmental math, providing a context for the Tennessee Board of Regents (TBR) Developmental Studies Redesign Initiative. The goal of the TBR Initiative was to reform its developmental math curriculum and to develop and implement a more effective delivery system that will increase completion rates for students, reduce the amount of time that students spend in developmental courses, and decrease the amount of fiscal resources that students and institutions dedicate to developmental education.

- 10:00 – 10:15** **Break**
- 10:15 – 11:00** **[Case Study: Austin Peay State University](#)**
Tristan Denley, Provost and Vice President of Academic
and Student affairs

Austin Peay State University (APSU) has eliminated all developmental math courses and provides developmental instruction by linking workshops that offer students just-in-time supplemental academic support to core college-level math courses. NCAT calls this new model the Linked Workshop Model. APSU calculates that the success rate of developmental students in one college-level course increased from 33% to 71% and from 23% to 54% in another course while the cost of providing developmental math instruction was reduced by 52%.

11:00 – 11:45 [Case Study: Cleveland State Community College](#)
John Squires, Chair of the Math Department, Chattanooga State Technical Community College and Former Chair of the Math Department, Cleveland State Community College

The redesign of developmental math at Cleveland State Community College, using the Emporium Model, divides three developmental math courses into 32 mini-modules, each requiring an overall passing rate of 70% before a student can move on to the next. The redesign has demonstrated outstanding improvements in student learning while reducing cost by 20% and has provided an opportunity for students to move more quickly through the required content and on to college-level math courses. The number of students passing a developmental math course has increased by 29%.

11:45 – 12:45 **Lunch**

12:45 – 1:30 [Case Study: Jackson State Community College](#)
Mary Jane Bassett, Executive Director of Academic Assistance

At Jackson State Community College, developmental math is now taught using the Emporium Model. Three courses have been replaced by 12 modules. All students begin at the first module and test out of those they can easily master. The number of modules required for each student is linked to that student's major. Thus some students are required to complete all 12 modules, while others complete fewer modules. The number of students passing a developmental math course has increased by 44%, and the cost of offering developmental math has been reduced by 20%.

1:30 – 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**

2:30 – 3:15 **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, Austin Peay State University, Cleveland State Community College and Jackson State Community College will answer any questions from participants that may have emerged and will provide additional insights based on what they have heard throughout the day.