



AGENDA

INCREASING STUDENT SUCCESS IN DEVELOPMENTAL AND COLLEGE-LEVEL MATH

Morgridge International Reading Center
Global Communication Room
University of Central Florida
Orlando, FL

February 24, 2012

- 8:30 – 9:00** **Registration and Coffee**
- 9:00 – 9:15** **Welcome**
- 9:15 – 10:00** **Redesigning Developmental and College-Level 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.

- 10:00 – 10:15** **Break**
- 10:15 – 11:00** **Case Study: Jackson State Community College**
[Betty Frost](#), Former Chair of the Math Department

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 Three courses have been replaced by 12 modules.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%.

11:00 – 11:45 Case Study: University of Central Florida

[Tammy Muhs](#), Director

Mathematics Assistance and Learning Lab

College Algebra at UCF enrolls 4,000 students annually. The redesign of College Algebra, using the Emporium Model, has increased average final exam scores from ~63% in the traditional format to more than 80%. The completion rate (grades of C or better) has increased from 65% to 74%, and the cost of offering the course has decreased from \$70 per to \$49. UCF has now also redesigned its Intermediate Algebra and Precalculus courses.

11:45 – 12:45 Lunch

12:45 – 1:45 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.

1:45 – 2:00 Break

2:00 – 2:45 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, University of Central Florida 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.

3:00 – 3:30 Tour of the Mathematics Assistance and Learning Lab

Workshop participants will have the opportunity to visit the Mathematics Assistance and Learning Lab, a short walk from the Morgridge International Reading Center, to see the Emporium Model in action.

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