

## AGENDA

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

J.C. Penney Conference Center  
Room 222  
University of Missouri – St. Louis  
St. Louis, MO

April 20, 2012

- 8:30 – 9:00**            **Registration and Coffee**
- 9:00 – 9:15**            **Welcome**
- 9:15 – 10:00**         **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.

- 10:00 – 10:15**         **Break**
- 10:15 – 11:00**         **Case Study: University of Missouri – St. Louis**  
[Shahla Peterman](#), Teaching Professor in Mathematics and Dr.  
[Teresa Thiel](#), Associate Dean of the College of Arts and Sciences

Using the Emporium Model, the University of Missouri – St. Louis (UMSL) redesigned College Algebra. Student success rates (grades of C or better) increased from just over 50% to 80% in the redesign. At the same time, the cost of instruction was reduced from \$170 to ~\$119 per student. Students meet once a week for 75 minutes as a class and then are required to spend an additional 150 minutes in UMSL's emporium, the Math Technology Learning Center. Interactive computer software combined with personalized, on-demand assistance and mandatory student participation are the key elements of the successes achieved by UMSL.

**11:00 – 12:00            Tour of the Math Technology Learning Center**

Workshop participants will have the opportunity to visit the Math Technology Learning Center Lab, a short walk from the J.C. Penney Conference Center, to see the Emporium Model in action.

**12:00 – 12:45            Lunch**

**12:45 – 1:30            Case Study: Redesigning Developmental Mathematics at Northwest-Shoals Community College**  
[Crystal Ingle](#), Math Learning Specialist

*Changing the Equation* is a major, national program to engage the nation's community colleges in a successful redesign of their remedial/developmental math sequences--all sections of all developmental courses offered--using NCAT's Emporium Model, a modularized curriculum and commercially available instructional software. Northwest-Shoals Community College (NWSCC) is a part of this program and has successfully implemented its redesign of Basic Math, Elementary Algebra and Intermediate Algebra. Student learning significantly improved in all three courses as measured by performance on common exam items; instructional costs decreased by about 7%. The percentage of developmental math students successfully completing a college-level math course increased from 42% before the redesign to 76% in 2011. Crystal Ingle will describe how NWSCC achieved these outcomes as well as the implementation challenges they faced and overcame.

**1:30 – 2:30            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.

**2:30 – 2:45            Break**

**2:45 – 3:30            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, the University of Missouri – St. Louis and the Northwest-Shoals 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.

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