

Product Used **MyMathLab**Course Names **Developmental Math Sequence**

Lurleen B. Wallace Community College used MyMathlab in its Developmental Math course redesign as part of the Changing the Equation (CTE) National Center for Academic Transformation/Gates Foundation grant. All CTE participants implemented the Emporium Model at their two-year institutions. [This white paper](#) documents the best practices drawn from these CTE schools.

Course Implementation

In the traditional format, Lurleen B. Wallace Community College (LBWCC) developmental courses suffered from low success rates. The number of D, F, U, W, and IP (in-progress) grades averaged 48.7 percent. Students receiving an IP were forced to repeat the entire course the next semester, which meant that the IP grade was equal to failing the course. Many students were delayed in enrolling in college-level math courses by two or three semesters.

A math computer center was established on each campus. Students were scheduled for three mandatory hours in the lab each week. Instead of lecturing during the scheduled lab time, instructors offered individualized help and reviewed student progress. MyMathLab software provided interactive tutorials

and monitoring of student performance. The three developmental math courses were redesigned into 17 modules that reflected the course competencies. Three additional modules comprised the final exams for each course. Students were expected to complete one or more modules each week.

The redesign improved consistency of content for sections taught by multiple instructors and adjuncts on different campuses. The students became more active in the learning process via more-frequent quizzes and tutorials. Additionally, The amount of one-on-one time that instructors spent with students increased—students received help when it was needed and, as a result, progressed with more confidence through the modules.

Results and Data

Student learning was assessed by comparing performance on common final exams (table 1). In addition, the director of institutional effectiveness and quality conducted student satisfaction surveys and tracked completion rates and grade distributions.

Other Impacts on Students

- Since the spring 2011 pilot, 20 students have completed two or more developmental math courses in one semester, five students completed Intermediate Algebra and a college-level math class in the same semester, and five students completed two courses and college-level math class in one semester.
- When students persisted, they saw math as something that could be mastered with lots of time and hard work.

Course	Fall 2010 Traditional	Fall 2011 Redesign
Basic Math	68.4	81.7
Elementary Algebra	49.5	74.6
Intermediate Algebra	46.8	77.3

Table 1. Common Final Exam Scores before and after Redesign, Fall 2010 and Fall 2011

They perceived success as their responsibility and sought the best ways to succeed such as using videos, individual help from the instructor or a tutor and initiating a small-group discussion with the instructor. Test anxiety declined, and students asked more questions.

Conclusions

Redesign planners secured funds for classroom renovations and changes to course curricula that were recommended by math faculty have been incorporated on a college-wide basis.

Faculty and staff will continue to expect that students will move at a faster pace through the developmental courses and be encouraged to succeed in college-level math and science courses.