Developmental Math
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Director Developmental Math
Presentation Goal is to walk-through UTEP’s Developmental Math NCBO Courses. Areas to be discussed are:

• Non-Course Competency-Based Options at UTEP
• Administrative Partnerships
• Creating and Implementing New Programs
• Faculty Involvement

I hope that all of you can take **one** thing from this which may inspire you to creatively think outside the box to develop new programs for your students.
Developmental Math

• Is housed in the Office of the Provost and reports to an Associate Provost.

• Has an annual enrollment of approximately 1,100 students.

• Won The Texas Higher Education 2014 Star Award for helping achieve goals of “Closing the Gaps by 2015”

• Offers an Intermediate Algebra course, Summer Bridge Program, Extender Program, THEA Program and an Adult Basic Education, (ABE) Program.
UTEP’s Developmental Math Program

Director: The University of Texas at El Paso

• Director of Developmental Math for 10 years; faculty member for 15 years

• Human Resource Faculty Evaluation Committee

• Academic Advising Committee

• New Student Orientation Committee

• Office for Undergraduate Students Director Committee

• Student Services Support Program Hiring Committee
Director: The Texas Higher Education Board Projects

Member of the

– Developmental Education Advisory Committee
– project team charged with writing definitions surrounding the New TSI Rules
– project team that established the TSIA Cut Scores for both Developmental Math and Adult Basic Education
– project team charged with writing the TSIA Diagnostic Strand Definitions
– project team in charge of writing the new Academic Course Guideline Manual for Developmental Math
– webinar and presentations on UTEP’s Developmental Education
UTEP’s Developmental Math Program

**Director: State and National Organizations**

- Member of
  - Texas Association for Developmental Education
  - Texas College Reading and Learning Association
  - National Association for Developmental Education

- Developmental Educator of the Year 2016 for Texas College Reading and Learning Association

- Officer of TADE from 2009-2014

- NADE Secretary 2014-2016

- NADE 2014 Conference Co-Chair

- NADE 2018 Conference Program Co-Chair
UTEP’s Developmental Math Program

Special Programs: Non-Course Competency Based Options

**Mad Dog Math** – A Summer Bridge Program targeted to First-Time in College Students.

**Extender Program** – A two-week program after the semester is over targeted to students who would have failed the course.

**ABE Program** – A Four-week program targeted to students who place in Adult Basic Education.

**THEA Program** – A one-week THEA Test review program offered to Liberal Arts Majors who have Education as minor and need to pass the THEA Test in order to be admitted to the Education Department.

**Peer Mentoring** – A once-a-week mentoring program targeted to students who place into Developmental Math.
Structure: All NCBO’s are set up on banner with the following structure.

• Course:
  – Given a COURSE NAME, NCBM
  – Given a COURSE NUMBER, M011, M021, M031, M051, & M061
  – Set up so that the Student Contact Hours/16 are the Semester Credit Hours
  – Has an instructor of record
  – Classified as Hybrid so that we can have flexible meeting times
  – Has a Grade Window, Census Day and acts as a pre-requisite for the next math course

• Grade:
  – Has a Grade of Pass (s*) or Fail (u*)
  – Does NOT Count in GPA
  – DOES count in the total Semester Credit Hours
UTEP’s Developmental Math Program

NCBM M011: MDM Summer Bridge

- **Target Population:**
  - Bubble Students,
  - TSI Range 345-349

- **Requirements:**
  - 14 hours per week until completion of their math. Seven hours of work on campus at a time of their choosing during open lab hours.
  - Program starts with the first New Student Orientation and has a rolling start and end.
  - Proctored final exam

- **Semester Credit Hours Reported:** 2 SCH

- **Data:**

<table>
<thead>
<tr>
<th>MDM</th>
<th># Students</th>
<th># Completed</th>
<th>% Completed</th>
</tr>
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<tbody>
<tr>
<td>MDM 2013</td>
<td>61</td>
<td>52</td>
<td>85%</td>
</tr>
<tr>
<td>MDM 2014</td>
<td>29</td>
<td>25</td>
<td>86%</td>
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<tr>
<td>MDM 2015</td>
<td>105</td>
<td>95</td>
<td>90%</td>
</tr>
<tr>
<td>MDM 2016</td>
<td>62</td>
<td>51</td>
<td>82%</td>
</tr>
</tbody>
</table>
UTEP’s Developmental Math Program

NCBM M021: Extender Program

- **Target Population:**
  - Repeaters, students who would have failed

- **Requirements:**
  - Programs runs for two weeks after the semester has ended
  - All work done on Aleks.
  - Students must attend 3 hours per day until completion of their math work and they have taken and passed a proctored final exam.

- **Semester Credit Hours Reported:** 2 SCH

- **Data:**

<table>
<thead>
<tr>
<th></th>
<th># Students Eligible for Extender</th>
<th># Students who Attended</th>
<th>% Eligible who Attended</th>
<th># Attended who Passed</th>
<th>% Attended who Passed</th>
<th>Cost Savings to Students</th>
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</thead>
<tbody>
<tr>
<td>Spring 2014</td>
<td>73</td>
<td>63</td>
<td>86%</td>
<td>55</td>
<td>87%</td>
<td>$ 41,250.00</td>
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<tr>
<td>Fall 2014</td>
<td>116</td>
<td>110</td>
<td>95%</td>
<td>89</td>
<td>81%</td>
<td>$ 66,750.00</td>
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<tr>
<td>Spring 2015</td>
<td>50</td>
<td>40</td>
<td>80%</td>
<td>30</td>
<td>75%</td>
<td>$ 25,350.00</td>
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<tr>
<td>Fall 2015</td>
<td>152</td>
<td>109</td>
<td>72%</td>
<td>107</td>
<td>98%</td>
<td>$ 90,415.00</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>34</td>
<td>29</td>
<td>85%</td>
<td>21</td>
<td>72%</td>
<td>$ 17,745.00</td>
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<tr>
<td>Fall 2016</td>
<td>190</td>
<td>157</td>
<td>83%</td>
<td>100</td>
<td>64%</td>
<td>$ 84,500.00</td>
</tr>
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</table>

Tuition for course estimated at $750
UTEP’s Developmental Math Program

**NCBM M031: ABE Program**

- **Target Population:**
  - Adult Basic Education
  - TSI Math Score 310-335

- **Requirements:**
  - Four-week Basic Math Program paired with a 12-week Intermediate Algebra Course.
  - Students meet MW or TR for an hour and twenty minutes with an additional required hour of lab time on Friday.

- **Semester Credit Hours Reported:** 2 SCH

- **Data:**

<table>
<thead>
<tr>
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<th>NCBM M031 # Enrolled</th>
<th>Math 0311</th>
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<tbody>
<tr>
<td></td>
<td>Enrolled</td>
<td>Passed</td>
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<td>Spring 2015</td>
<td>55</td>
<td>49</td>
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<td>Fall 2015</td>
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<td>Spring 2016</td>
<td>38</td>
<td>30</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>122</td>
<td>109</td>
</tr>
</tbody>
</table>
NCBM M051: Peer Mentoring Program

• Target Population:
  – All Developmental Math Students
  – TSI Math Score 336-349
  – Limited to the number of Peer Mentors available

• Requirements:
  – Twelve peer mentoring sessions offered to students that provide student success workshops aimed at strengthening students skills.
  – Students meet one hour per week.
  – Course is pass (s*) or fail (u*) based on attendance. Students must attend 10 of the 12 peer mentoring sessions.

• Semester Credit Hours Reported: .75 SCH

• Data: No Data available. Meeting to discuss results will happen in late April.
UTEP’s Developmental Math Program

NCBM M061: THEA Program

• Target Population:
  – Liberal Arts Developmental Math Students
  – Education Miners
  – Program offered the first time January 2017

• Requirements:
  – A one week program. Four days spent reviewing content for the Math portion of the THEA exam. Students take the THEA exam on the fifth day.
  – Students meet for 6 hours per day.
  – Course is pass (s*) or fail (u*) based on attendance.

• Semester Credit Hours Reported: .5 SCH

• Data:
  – 44 Students registered for the program
  – 39 Took the exam
  – 32 (82%) Passed the Exam
UTEP’s Developmental Math Program

**Reporting:** All NCBO’s are reported to The Coordinating Board on the following reports.

- **Census Day Reports**
  - CBM001: Student Report
  - CBM004: Class Report

- **End of Term Reports**
  - CBM00S: Student Schedule Report
  - CBM0E1: Student End of Semester Report
  - CBM002: Texas Success Initiative Report
  - CBM008: Faculty Report
UTEP’s Developmental Math Program, *Partnerships*

Our collaboration centers around three main areas:

- **Administrative Services** – Including the Provost’s Office, the Registrar’s Office, Academic Advising Center, and New Student Orientation.

- **Business Services** – Including Human Resources, Budget Department, Payroll Department and our Chief Accounting Officer.

- **Student Success** – Including the Office of International Studies, Student Support Services Program (SSSP), the Miner Athletic Academic Center (MAAC), and the Academic Advising Center.

*It is my job as the director to ensure, as best that I can, that our department has a good working relationship with all of these departments.*
UTEP’s Developmental Math Program, Partnerships

Administrative Services

• Provost Office
  – Funding
  – Approval of Programs
  – Approval of Faculty Appointments
  – Evaluation/Data

• Registrar’s Office
  – Creation of Courses including course name and course number
  – Banner logistics including course structure, creating the schedule, grade window, semester credit hours, reporting to THECB, transcripts, etc...

• Academic Advising Center
  • Work with Advisors on recruitment for programs
  • Identify “at risk for failing” students
  • Work with advisors to understand and implement legislation and mandates from the state

“If you don’t go after what you want, you’ll never have it. If you don’t ask, the answer is always no. If you don’t step forward, you’re always in the same place.” – Nora Roberts
UTEP’s Developmental Math Program, *Partnerships*

**Business Services**

- **Human Resource Office**
  - Faculty appointments
  - PeopleSoft
  - Approvals

- **Budget Office**
  - Faculty Appointments and Pay
  - Ensure Budget is correct and monitored throughout the year

- **Payroll Office**
  - Ensure all faculty get paid correctly.

*While this is a SMALL list, it is a LARGE task!!*
Support Services

We identify students who are part of a special program such as Athletes, International Students, SSSP, and Veterans and work closely with their departments to ensure these students are progressing by notifying them when:

- Students fall behind in either hours online or benchmark topic or percentage.
- Students have attendance issues and are in danger of being dropped from the course.
- Students have completed early.
- Any other issue that arises and may impact their ability to complete the course.
UTEP’s Developmental Math Program, **Faculty**

**Faculty**

- **Ownership** – Faculty need to be involved, participating in
  - decisions regarding policy and program
  - helping to brainstorm ideas about program creation, development and implementation

- **Professional Development** – When any new program, policy or procedure is put in place, training must be developed. Thoughtful, purposeful training that explains “what” change is occurring and “why” it is occurring as well.

- **Evaluations** – Evaluations are key to ensuring that faculty are following procedures, and are contributing to the department’s mission/vision, and are a way to set goals.

*Faculty are what make programs work; having the RIGHT faculty is vital.*
From an Administrative View

• **Administrative** – I ensure that Faculty are:
  – Appointed and have the correct workload
  – Paid and are on the Departmental budget
  – Scheduled both in Banner and PeopleSoft
  – Meet the Southern Association of Colleges, (SAC’s) requirements and are on Digital Measures
  – Completes an annual evaluation and meets their goals

• **Program** – I ensure that faculty are:
  – Provided training and professional development
  – Aware of legislation that impacts the department
  – Aware of new program policy and procedures
  – Involved in the process of creating and implementing policy and procedures
Faculty

• **Transitioning** – the evolution of our program was not easy. There were issues with Faculty transitioning. Faculty were uncomfortable:
  – Going from lecturing to coaching/mentoring
  – talking to students
  – with having a policy of “fair” but not “equal” treatment with students

• **Strategies** – Multiple strategies that were put in place to help with the transition:
  – Professional development opportunities were provided that included
    ▪ Coaching and Mentoring Training
    ▪ Attendance at CASP, NADE, NMMATYC conferences
    ▪ Visiting each other’s classrooms and sharing classroom practices
  – Created policies that ensured faculty were talking to students
New Programs

• **New Programs “Why”** – New programs are implemented for many reasons. At UTEP new programs are generally created:
  – To improve student success
  – To improve processes and/or policies
  – To satisfy legislation enacted/mandated
  – To satisfy mandates set forth by the Texas Higher Education Coordinating Board

• **Program Creation** – Programs are created by:
  – Faculty working in conjunction to determine the best course of action
  – Providing the goals and reasoning behind the new program
  – Establishing a timeline for implementation and evaluation
  – Working with other departments to set up requirement and logistics
Department Evaluation

**Evaluation** – Multiple measures are used to track the success and failures of our department. This data is used to make program and policy decisions to improve the success of our students. The data tracked is:

- **Qualitative Data**
  - Pass rates for NCBO’s and Traditional Courses
  - Pass rate in their first College Level Math.
  - Student Placement.

- **Quantitative Data - Survey Monkey is used to track**
  - Faculty communication and effectiveness
  - Student opinions of Aleks.
  - Effectiveness of faculty.
  - Challenges the student face.
  - The usefulness of the online tutoring

- **Faculty Evaluations**
Miscellaneous Administrative Tasks

• **Computer Labs**
  – We have *3 computers* labs with *70 computers*. We must maintain, update and replace them.

• **Online Tutoring**
  – Using *Blackboard* we provide online tutoring to students in the evening and on weekends

• **Aleks Student Notebook, ASNB**
  – Faculty created the ASNB to help students *organize their notes*. No other paper may be used in class.
  – The ASNB is *bundled with the Aleks Code*.
  – The ASNB can be used on the *final exam*.
  – The Department makes *$6 on each ASNB sold*. These funds are used for faculty professional development and computer replacement.