

## Curriculum Committee Meeting Minutes

Thursday, March 30, 2017 – 11:00-12:00

Development Office

Agenda:

Meeting Begins: 11:05 am Room: Development Office

Present: Dr. Terri Martin-Parisien, Kellie Hall, Alexis Marcellais, Wanda Laducer, Sheila Trottier, Dr. Teresa Delorme

Agenda:

### 1.) **Developmental Math Re-Design – Dr. Terri Martin-Parisien**

- TMCC is looking at re-designing the developmental math classes.
  - Math classes need restructuring – request from math department – Dan Henry and Miles Pfahl
    - Developmental math classes that would be re-designed:
      - Math 100 and Math 102.
    - Miles Pfahl went to a conference and proposed a re-design.
      - Suggested a trial run first semester or one complete year.
        - Kellie, Terri, Wanda, Erik will have data pulled to compare the success rate.
- Erik Kornkven had one concern:
  - Main concern: Most of the classes are scheduled right in the middle of the day which takes up a large block of the busiest course times for the whole school.
    - Breakdown of the 9 courses:
      - 4 are offered from 1:00-2:20
      - 3 are offered from 11:00-12:20
      - 2 are offered from 9:00-10:20
  - Erik would like to see the classes spread out more even across the day, so students have more options for taking other classes.
    - Suggested:
      - 2:30-3:50
      - 3:00-4:20
- **TMCC Developmental Mathematics Proposed Re-Design.**

### **Option I – Accelerated Developmental Classes - Classes would meet 4 times a week**

This program redesign accelerates students who place into developmental mathematics courses (MATH 100 and MATH 102) through the developmental sequence quicker and gets them registered into college credit math courses sooner, thus reducing the number of semesters a student must spend in developmental math.

### **Key components of Option I**

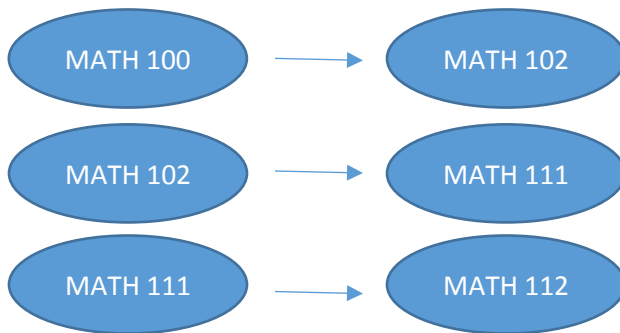
1. Offer a 1 week, 16 hour “Math Refresher” course prior to the Fall Semester for students who placed into developmental math. The goals for this course:
  - a. Help students improve their math skills
  - b. Provide students a better understanding of the TMCC Math Placement Test

- c. Place students more accurately
- d. Decrease the number of developmental math courses the students are required to take
- e. Decrease the amount of time and money it takes for students to complete their math requirements

This “Math Refresher” course could be taken by incoming students who have already taken the TMCC Math Placement test to allow them a chance to improve their placement or by students who have not taken the TMCC Math Placement test yet to give them a math refresher before taking the exam.

2. Methodology for Delivering Developmental Courses (Flex Courses):

Flex courses are 3 credit, 8 week courses that meet 4 days a week. By offering the developmental math sequence using flex courses, the student will be able to complete two 3-credit courses in 1 semester instead of only 1 course. Depending on math placement, the course sequence would be as follows:



Justification/Research to support this program: This program has been used by the Alamo Community Colleges in Texas (approx. 62,000 students where approx.. 85% test into a developmental math course) with data collected over the past 10 years.

- \*Data shows that 39% of students who complete the “Math Refresher” course increased their placement level by at least 1 course.
- \* Productive Grade Rates (A,B,C) in traditional 16 week courses average 49%
- \* Productive Grade Rates (A,B,C) in the 8 week flex courses average 69%
- \* Retention Rates in the traditional 16 week courses average 78%
- \* Retention Rates in the 8 week flex courses average 91%

Challenges of this program:

- Scheduling
- Communication throughout campus
- Faculty and Administration buy-in and support

Option 2 – A Co-Requisite Course along with College Level Math Course

This program redesign places all students into a college-level math course (MATH 111) their 1<sup>st</sup> semester regardless of placement on the TMCC Math Placement exam. For students who tested into a developmental course, an additional 3 credit course is REQUIRED to taken in conjunction with MATH 111. This program gets all students into a college-level course immediately so they do not spend time in developmental courses.

Key components of Option 2

1. Use a cohort format, meaning all students in the co-requisite section of MATH 111 will also take the co-requisite section with the same instructor.
2. The content of the co-requisite course will be flexible using options such as remediation, skill-building, activities, group work, and study skills
3. Create a name for the co-requisite course (ex. MATH 011), this will be 3 credit course that is not eligible for financial aid like our current developmental courses.

4. Students who do not test into developmental courses will not be required to take the co-requisite.

Justification/Research to support this program: This program has been used by Lewis and Clark Community College in a pilot project for 1 semester where 281 students were registered in the co-requisite course.

\*Data shows a success rate (A,B,C) of 43.7% for students registered with co-requisite course.

\*Data shows a success rate of 70.1% for students who did not need the co-requisite course.

Even though the co-requisite % is much lower, consider the fact that these 43.7% of students would not even be in MATH 111, so these numbers show the fact that 43.7% of typical developmental students immediately passed their college-level math course and did not spend any time in developmental courses.

Challenges of this program:

\* For the 56.3% of students who placed into the co-requisite course who failed have now failed 6 credits of courses in 1 semester and will have to repeat the course again instead of possibly passing their traditional developmental course and can now move onto their college level course.

## **2.) Special Topics Course – Science/TED – Dr. Terri Martin-Parisien**

- Approving the special topics class
  - BIOL 399 – Special Topics/Lab – Summer 2017 - Stacie Blue - Instructor
    - Wanda Laducer motions to pass Special Topics Course
      - Dr. Teresa Delorme seconds the motion
        - Motion passed
- Kellie suggests that there be no-limit on class size for grants
  - Next Step:
    - Move on with curriculum for special topics class/lab

## **3.) Additional Concerns:**

- Minutes have not been taken at several meetings.
  - Terri would like a place for all minutes from every meeting to be “housed” in one central location.
    - Suggestion: Google Docs

## **4.) Next Meeting:**

- Thursday – April 13, 2017
  - 1:00 p.m.
  - Development Office