



Got math? A new initiative to transform developmental math from a gatekeeper to a gateway to student success

Grayson College selected developmental mathematics as the focus of their Quality Enhancement Plan, directed toward improving educational outcomes of developmental mathematics students based on the results of a focused, campus-wide initiative that included all stakeholders. Grayson is committed to turning what has been a gatekeeper subject into a gateway subject for students.

The plan involved a complete redesign of both the sequence and the courses employed, emphasizing learning outcomes and strategies structured to mold underprepared, college-level mathematics students into empowered, ready-for-success mathematics students in one or two semesters instead of the three semesters currently required. This endeavor will be accomplished by meeting the established goals of the QEP.

Goal 1 - Increase the number of students who successfully complete the developmental mathematics sequence; and

Goal 2 - 70% of developmental mathematics students will attain at least 70% of the student learning outcomes for their developmental mathematics courses.

Several strategies have been selected to make these goals a reality at Grayson: (1) the reduction of mathematics anxiety of developmental mathematics students through supplemental instruction and course redesign; (2) increased student ownership of the educational process for developmental mathematics students through the use of a “Recipe for Success” and supplemental instruction; (3) developing a dedicated mathematics lab to provide supplemental instruction; and (4) redesigning the developmental mathematics sequence and courses to include mandatory recitation each week either in the classroom or the mathematics lab.

At the heart of the QEP is the restructuring of the pathways that students use to navigate their developmental mathematics requirements. The traditional developmental sequence is one that assumed enrollment in and successful completion of college algebra was college success. However, for many Grayson students, Math for Liberal Arts or Elementary Statistics is a better option depending on their planned course of study. To address this, Grayson has developed, in conjunction with its faculty, two pathways which recognize the complex and differing needs of its students. All of these efforts, we believe will lead to greater student success not only in their developmental mathematics coursework, but in college as a whole.

Contact:
Dr. Debbie Smarr
QEP Director and Director of Institutional Effectiveness
(903) 415-2592
smarrd@grayson.edu

