

Session Topic: Emporium Model in Math

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1. What are you doing that is working?
  - Spring 2011 pilot; 3 classes (18 modules) 3 credit hours each (3/3/3). There are three different classes in a single section: Arithmetic, Intro Algebra, and Intermediate Algebra can all occur at the same time.
    - 80% pass rate required for each module
    - Computer labs are devoted just to Emporium
    - 48 students in each class receive 1 f/t instructor and 2 student tutors
    - Students must attend during class times, but can stay over or come earlier
    - Pre-tests can be used for accelerated progress; if students need work, homework is pre-populated with problems that students don't know/understand. If student passes pre-test with an 80% or higher, they progress to the next module.
    - Time on task is the important part of the model and most successful aspect
      - If students miss four hours of class time, they are locked out and must see instructor to discuss reinstatement; missing six hours means they could fail and must see the Dean
      - Attendance and work can easily be seen and discussed by instructors and Deans.
  - Instructors can handle all three class levels within the time period of a single class
  - ? How do you handle students who make it beyond six modules in a single class?
    - Students who make it through modules still only pay for three hours, and gain advanced credit
  - ? What happens if a student does not finish all six modules in a term?
    - If students don't finish modules in a class, they continue next term. For non-completers, passing 0-1 = F; 2-3 = UD; 4-5 = UC. A UC and UD carry the same GPA weight as a C and D but they are considered unsatisfactory and thus students cannot progress when receiving these grades.
      - These grade classifications do not affect Financial Aid standing (possibly academic probation, though) However, financial aid will only pay for the same course twice if passed. So achieving a UC or a UD will force them to finish the course the next attempt.
      - Students can also take an extension over the break—will have limited hours before spring semester to work and can complete for Fall term (all tutors and proctors)
        - Attendance policy instituted so that students won't take unfair advantage of this

- No “bathtub” shape drop in attendance with mandatory policy. i.e. Typical student attendance/activity was high at the beginning of the semester, then dropped in middle, and rose again at the end of the semester. With the implementation of the attendance policy, attendance has achieved a very steady decline from the beginning to the end of a semester.
      - Non completers—will have more focused 1 on 1 sessions, or be recommended for ABLE
      - ABLE uses 1<sup>st</sup> 6 modules of their bridge at Stark, so there is a good link
      - Also, better support for students
  - ? Students have expressed concern in the past with all or nothing questions/grading?
    - Students should practice to the point of being comfortable
    - There may be some partial credit awarded—as an intervention, requiring student motivation, for some of the more complex problems
    - Students also get to take the tests repeatedly
  - ? How do students transition to “traditional” college courses (non-emporium)?
    - Other school research shows pass rates are good
    - Sinclair—math dept wasn’t happy with no pencil and paper; however, they mixed the medium
    - Time limits may be the only difficulty—“why can’t I take the test again?”
    - Students do have paper and pencil aspects, note taking aspects in the emporium model
  - Traditional style: only about 7% of students make it through the pipeline to college algebra
    - Emporium model shows higher results, math department is growing with this model
  - ? Can students take tests unlimited amount of times?
    - Study plan after first time, after 2<sup>nd</sup> time meet with instructor
    - Some places do unlimited tests, but not Stark
    - One of the best thing is going over the tests with the students
2. Where are we struggling to make the practice/policy/intervention more successful?
- Initial implementation needed improvement
    - At first there were alternatives (traditional and emporium selections)
    - Successful implementation required an all-or-nothing approach
    - From initial 35% non-completion to 7% non-completion at present
  - ? How do you handle student complaints?
    - Don’t go half-way—Either fully implement the emporium or don’t. the debate will continue ad nauseum
    - Students complain because they remember “how it used to be”
    - Hybrid piloted at Stark—but can’t be mastery based, because students naturally separate themselves between emporium style and traditional
    - Should have President and Provost support and make sure they clearly understand the difficulties that lie ahead when implementing a massive change such as emporium.

- Instructors feel that those students who have issues with emporium have issues with math in general
  - ?When the emporium was established, what was the resistance?
    - Necessity for change because of poor rate of students making it through the pipeline
    - Realization that, even if you're a good instructor, this works better as a whole
  - ? Do you recommend separating out low ability students?
    - ABLE at Stark uses the first 6 modules for their own program
      - Pearson offers free access to ABLE
3. How should we move forward from here? What are the next steps? How can the Success Center help us stay connected?
- Stark may consider a 4/4 instead of 3/3/3 credit hour structure, with 9 modules in each class
  - If students are not doing the work, then an option may be to increase student time in class—raise credit hours from 3 to 5 or 6 hours
  - Stay connected (via email sheet) with Success Center
  - Online compilation page—best practices through Success Center