

STANDARD B - CURRICULUM

Strengths

The tuition and fees that students pay when enrolling in a developmental mathematics course include cost of books, which alleviates some of the stress that students encounter at the beginning of a new course.

Binder checks are conducted in the flipped model classes to ensure students are keeping track of work and progressing as they should.

Homework is scaffolded.

Curriculum was designed according to national standards

Curriculum was designed by the faculty and backwards design was utilized from the current

Challenges

Challenges

Communication among full-time and adjunct teachers.

Teachers do not implement current math pedagogy (Some examples are:

Saying “cancel” instead of describing the operation that took place (this leads to confusions on when it is the right time to “cancel”, e.g. $\frac{1}{2} - \frac{1}{3}$);

Saying “Reduce the fraction” instead of “Simplify the fraction” (the word “reduce” leads students to think they have made the value of the fraction smaller);

Telling the students that you cannot simplify — by dividing the terms without

DMP should provide hard copy math resources in each tutor center, including syllabi for each course.

DMP should provide tutors access to online courses (e.g. MyMathLab training courses).
Communication between DMP and program supports should improve at all levels.

ADDITIONAL RECOMMENDATIONS AND COMMENTS FROM THE REVIEW TEAM

Create student interventions that would require students to utilize tutoring. (*The review team* snBT/410 0 17Tf1pf0.6y3Tf1pteam