

**DCCCD Incentive Funding
Retention Awards
Executive Summary**

PLANNING AWARDS:

DMAT 0066/0090 Combination Course Approach

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Award Amount: \$2,250 Award Period: 1 semester

Brookhaven College offers five levels of developmental mathematics courses:

DMAT 0066 – Concepts in Basic Mathematics

DMAT 0090 – Pre Algebra Mathematics

DMAT 0097 – Algebra Fundamentals I

DMAT 0098 – Algebra Fundamentals II

DMAT 0099 – Algebra Fundamentals III

The mathematics faculty has proposed a new structure for the DMAT 0097, 0098 and 0099 courses which require an interactive software component, *My Math Lab*, as part of each on-campus course. This program will be phased in this year. The faculty also agrees that several topics overlap within DMAT 0066 and 0090, but that neither course should be removed from the sequence. Each has significant concept-level topics that are critical for mathematics remediation prior to advancing to pre algebra. As a result, a new structure is proposed that will link the two courses over one semester, where students attend class four days per week (6 contact hours) for sixteen weeks. This cohort of students will not only have time on task, but have time to build relationships with other students and the instructor over the semester. Professor Long developed a DMAT 0066 workbook in the summer of 2008 which was piloted in all DMAT 0066 classes in Fall 2008. Planning funds are requested to customize the workbook by integrating the DMAT 0090 topics. One text for both courses is not only a cost savings to the student, but provides an organized, working text that is useful for students to monitor their performance. The workbook contains daily lessons, each with an introduction page, class work and homework problem sets. The work book introduction contains the course description and campus resources. The students will use the workbook for homework practice instead of the *My Math Lab* model for the advanced DMAT courses. Students at the beginning level of developmental mathematics struggle with other obstacles, including time on task, work organization and persistence. An in-class versus an online problem solving approach, including peer accountability partners and close instructor supervision, has been selected for this planning proposal.