

# Developmental Math

## The University of Texas at El Paso

Adult Basic Education – Transitioning to College Level  
Math

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# Developmental Math at UTEP

## ORGANIZATION

- Is housed in the Office of the Provost
- Has approximately 1500 yearly Enrollment
- Winner of the 2014 Coordinating Board Star Award
- Offers Intermediate Algebra
- Offers the following NCBO's
  - MDM Summer Bridge
  - Extender
  - ABE/Intermediate Algebra Combo
  - Peer Mentoring



# Developmental Math at UTEP

## CHARACTERISTICS OF UTEP'S ABE POPULATION

Majority Younger, however there are some Returning Students

Younger Students Strengths are:

- Technologically Savvy
- Doing is more important than knowing
- Multitasking is a way of life
- Like active learning, being involved personally
- Typing is preferred to handwriting
- Staying connected is essential
- Things are "on-demand", they have NO tolerance for delays
- They know where they are in the course
- Respond well to direction
- Team Oriented, help other in class

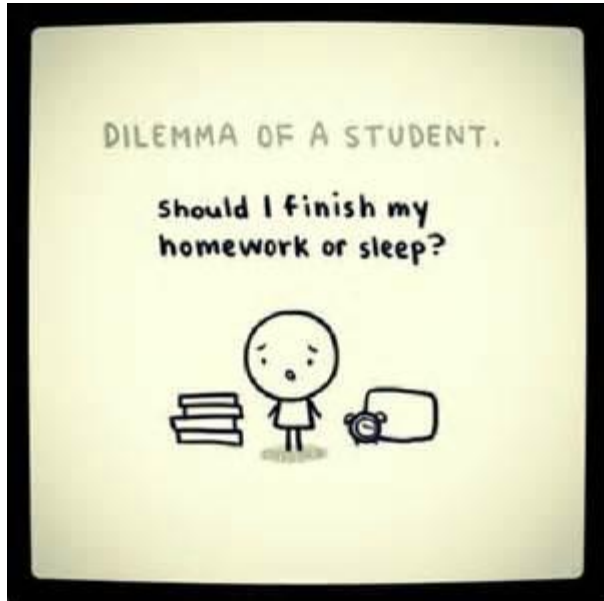
You have brains in your head  
You have feet in your shoes  
You can steer yourself  
any direction you  
**CHOOSE**  
~Dr Seuss

QuotePoet.com



# Developmental Math at UTEP

## CHARACTERISTICS OF UTEP'S ABE POPULATION



Younger Students struggle with:

- Weak content skills
- Immaturity
- Confidence
- Inappropriate terminology
- Having a strong Work Ethic
- Being held to a standard
- Class Structure
- Persistence and Determination
- Ability to ask for help
- Ambitious but unrealistic expectations

Teacher: **Where's your book?**

Student: **At home.**

Teacher: **And what's it doing there?**

Student: **Having more fun than me!**



# Developmental Math at UTEP

## CHARACTERISTICS OF UTEP'S ABE POPULATION

"If you don't go after what you want, you'll never have it. If you don't ask, the answer is always no. If you don't step forward, you're always in the same place." –Nora Roberts



**Roberts**

"Our greatest weakness lies in giving up. The most certain way to succeed is always to try just one more time." –Thomas A. Edison



Returning/Older Students Strengths are:

- Ask for help in both content and school
- Motivated to learn from within
- Like the idea of a plan, like very clear directions
- Respond well to directions
- Determined
- Motivated
- Eager to learn the material and move on to their next course
- See the benefit of "really learning" the material
- Mature and value their education



# Developmental Math at UTEP

## CHARACTERISTICS OF UTEP'S ABE POPULATION

Returning/Older Students Struggle with:



- Family obligations
- Work responsibilities
- Time commitment
- Weak content skills
- Irritation/anger at wasted time
- Insecurity in their ability to complete the math content
- Technology
- Persistence and determination



# Developmental Math at UTEP

## PROCESSES USED TO TRANSITION TO COLLEGE LEVEL COURSES

### Course Structure

An education isn't how much you have committed to memory, or even how much you know. It's being able to differentiate between what you do know and what you don't.

- Anatole France. Poet & Novelist, 1844 - 1924.

- Uses ALEKS; which focuses on Mastery Based Learning and Individual Progress
- ALEKS Student Notebook; for organization and structure
- Clearly defined attendance policy
- Clearly defined topic benchmarks
- Clearly defined hour benchmarks
- Warning contract when missed benchmarks
- Tutoring in person and online
- Multiple and extended final exams
- Contact information forms

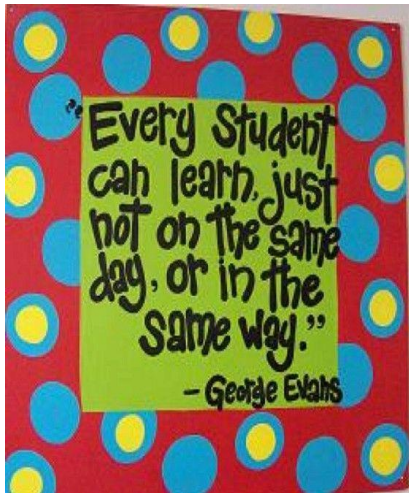


# Developmental Math at UTEP

## PEDAGOGY USED TO EASE TRANSITION TO COLLEGE LEVEL COURSES

### Coaching and Mentoring

- Faculty use the benchmark forms as the starting point of conversations with students.
- Faculty use creative and individualized approaches with students including:



- Putting RESPONSIBILITY on students for course requirements.
- Communicate with students on a continued basis throughout the semester.
- Allowing students who have put in many hours but progressing slowly more time to complete the work.
- Offering or Requiring those who fall behind the ability to attend other sections.
- Working with students on a weekly calendar identifying time to work on Aleks.
- Writing an individual contract with students who fall behind
- Scheduling specific tutoring time.





# Developmental Math at UTEP

## PEDAGOGY USED TO EASE TRANSITION TO COLLEGE LEVEL COURSES

### Communication and Lecturing

- Faculty are in **CONSTANT** contact with students via email, text, and phone. This communication is vital to the success of the students and they are a part of the conversation rather than being excluded.
  - To familiarize and educate communication skills with professors
  - To give encouragement
  - To provide warning notifications on benchmark or attendance issues.
  - To provide program information.
- Faculty lecture in multiple ways. Just-In-Time lecturing is driven by student needs. Examples are:
  - Short introductory lecture to the entire class.
  - Lecture to 3 or 4 students who are on the same topic.
  - To one student who is having difficulty with a problem.
  - Short lecture on problems missed on an assessment.

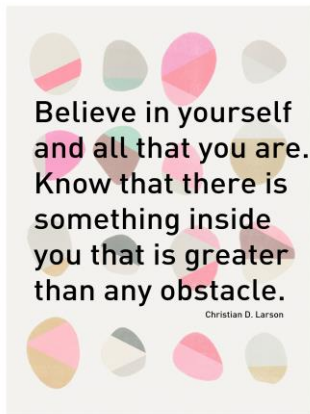


# Developmental Math at UTEP

## FACULTY HELP EASE TRANSITION TO COLLEGE LEVEL COURSES

### Collaborative Team

- 7 Full-Time faculty and 2 Part-Time Faculty.
- The Developmental Math Faculty functions as a Collaborative Team where student success is at the center of every decision.
- Faculty welcome input from the students in improving the learning process.

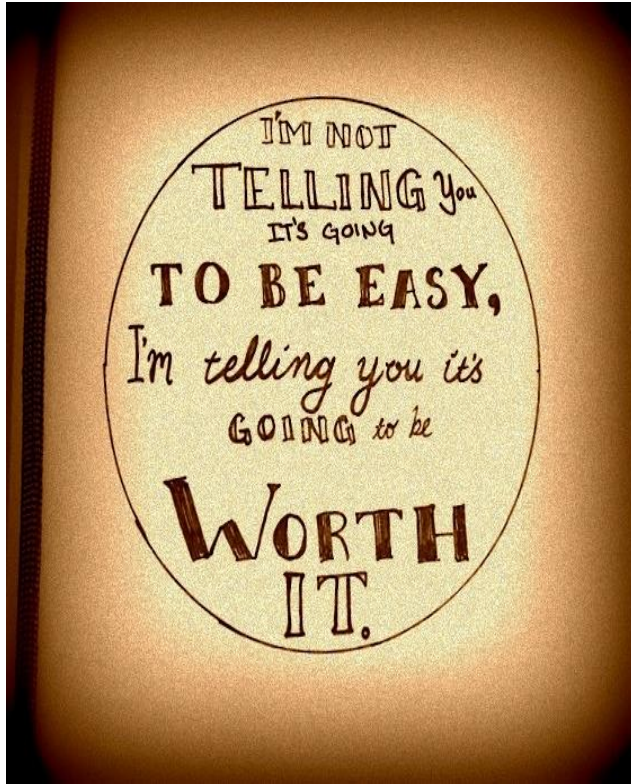


- Allow any student to attend their sections.
- Share successful strategies and help each other.
- Continually come up with ways to improve the process.
- Come up with unique ideas to increase student success, including creating and developing Out-of-the-Box programs.
- Are flexible and OK with each student being treated “Fairly” but not necessarily “Equal”.



# Developmental Math at UTEP

## ADULT BASIC EDUCATION STUDENTS ARE WONDERFULLY UNIQUE



AT UTEP we have decided we will serve all ABE students who are admitted to the university.

ABE Students are wonderfully unique. We know there are struggles in preparing them, engaging them and successfully transitioning them to the college environment.

We know it takes work and dedication but we ALSO know that given the chance, Adult Basic Education Students can become a very successful college student.

