

MINUTES

LONG-RANGE PLANNING COMMITTEE

UNIVERSITY OF SOUTHERN INDIANA BOARD OF TRUSTEES

July 11, 2013

The Long-Range Planning Committee of the University of Southern Indiana Board of Trustees met on Thursday, July 11, 2013, in the New Harmony Conference Center in New Harmony, Indiana. Present were Committee Chair Jeffrey L. Knight and Trustees Brenden J. Davidson '15, John M. Dunn, and Kenneth Sendelweck '76. Also in attendance were Provost Ronald S. Rochon; President of the Student Government Association R. Zachary Mathis '15; and Faculty Senate Chair Mary Hallock-Morris.

Committee Chair Knight called the meeting to order at 1 p.m. He introduced Mr. Davidson, Mr. Mathis, and Dr. Hallock-Morris and welcomed them to the Committee.

1. DISCUSSION OF RENAMING THE LONG-RANGE PLANNING COMMITTEE

The Long-Range Planning Committee is a standing committee of the USI Board of Trustees. The committee engages in discussions and makes policy recommendations related to the academic mission of the University. At its meeting on July 11, 2013, the Board of Trustees will be asked to change the committee's name to the Academic Affairs Committee. The new name will more correctly define the committee's work.

On a motion by Mr. Sendelweck, seconded by Mr. Davidson, the Committee affirmed its support of the name change.

2. REPORT ON MATH REDESIGN PILOT PROGRAM

Dr. Scott Gordon, dean of the Pott College of Science, Engineering, and Education, and Dr. Kathy Rodgers, chair of the Department of Mathematics, gave the following update on the Math Redesign Pilot Program.

The project was a collaborative effort between the Department of Mathematics and Academic Skills. The term "Course Redesign" refers to the use of technology to enhance the teaching and learning of mathematics. Course Redesign is taught in a computer laboratory, but it is not an online course. The two courses involved in the Course Redesign are GENS 097-Algebra Review and MATH 100-Intermediate Algebra.

In May 2010, Dr. Rodgers and others from the University attended a webinar on alternate course delivery methods. The webinar was followed by workshops and campus visits. During summer 2011, course modules were developed and by fall 2011, the course redesign pilot was introduced. Full implementation of the program began in fall 2013.

The Course Redesign was designed with three learning objectives: increase mastery of the mathematical concepts and procedures in GENS 097 and MATH 100; decrease the number of semesters students spend completing the developmental mathematics sequence; and decrease overall costs of delivering GENS 097 and MATH 100.

Because this program was designed using the Emporium Model, students spend the bulk of their course time doing math problems; spend more time on things they do not understand and less time on things they have already mastered; watch video lectures that replace instructor-delivered class lectures; and get one-on-one assistance when they encounter problems in doing math. The design in turn creates many possible benefits for the students: flexible laboratory hours; opportunity to have on demand assistance when working problems; mastery learning -- may take tests an unlimited number of times until mastery at the 75 percent level is obtained; opportunity to finish both GENS 097 and MATH 100 during the same semester, but paying tuition for

only one course; and opportunity for students who do not complete GENS 097 or MATH 100 during the current semester to begin at that completion point during the next semester. The students who do not complete GENS 097 or MATH 100 during the current semester will pay tuition again the next semester for the same course.

During spring 2012, 58.8 percent of Course Redesign students were successful compared to 48 percent in the traditional course. A student who completed both GENS 097 and MATH 100 in one semester saved \$579.21 in tuition and approximately \$173.35 in textbook costs for a total savings of \$752.56. Also, these students saved a semester of time. Regarding instructional savings, 10 fewer sections or 30 fewer credit hours were taught, thus saving the University salary expense.

There being no further business, the meeting was adjourned at 1:30 p.m.