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Kathy Cousins-Cooper* (cousinsk@ncat.edu), 1601 E. Market St., Mathematics Department, North Carolina A&T State University, Greensboro, NC 27411, and **Dominic P. Clemence** and **Katrina N. Staley**. *Assessing the Impact of the Emporium Model on Student Persistence and Dispositional Learning by Transforming Faculty Culture.*

We present a progress report on the implementation of the Mathematics Emporium Model (MEM) in the Algebra course sequence at North Carolina A&T State University (NC A&T SU). The purpose of the project is to improve performance and pass rates in four College Algebra and Trigonometry (CAT) courses NC A&T SU. At NC A&T SU, these courses fill remedial and general education (GE) requirements or serve as prerequisites for a wide range of higher-level courses in various subjects, and are therefore, gatekeeper courses for a vast range of majors — and in particular those in the high-demand science, technology, engineering, and mathematics (STEM) fields. The following four courses were redesigned to eliminate identified success inhibitors: Math 101, Math 102, Math 103, Math 104, all 3-credit hour College Algebra and Trigonometry courses offered in two sequences, Math 101-102 and Math 103-104. This presentation will discuss the results of the re-design to date, including learning space re-design and student performance comparisons of traditional and the MEM course designs. In addition, this project aims to generate a transformative change in teaching practices. We will report the results of surveys administered to evaluate faculty perceptions of the new learning environment. (Received September 26, 2017)