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JoAnn B. Royster* (JOANNR@MAIL.UCA.EDU). *College algebra: A coordinated approach.*

A presentation of the University of Central Arkansas' coordinated approach, including the use of graduate teaching assistants, pedagogy, schedules, and a common departmental final examination, administered at the same time for all sections of the course. The presentation will include a statistical analysis of three years experience with the program. Results demonstrate increases in average scores for the common final, as well as increased retention of students in the course, and more students are earning grades of C or better since our coordination began. In the Spring 2000 semester, our rising juniors' scores on the State-Mandated Rising Junior Exam were up significantly from previous years. A question-by-question analysis of the common final assists college algebra faculty in planning for subsequent semesters. Results from a three-year experiment in developmental mathematics will be included in the report. This experiment offered students with ACT scores of 17 and 18, and a high GPA from secondary school, to take college algebra in five-day or three-day sections. (Received September 14, 2000)