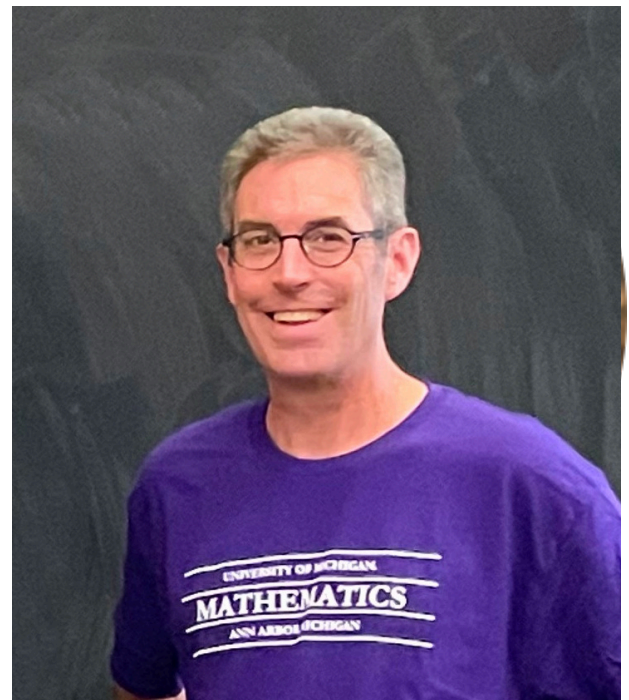


# Online Seminar on Undergraduate Mathematics Education

## Impacts on Student Achievement from Mastery Assessment and Course Redesign

**Gavin LaRose, University of Michigan**

Mathematics courses have traditionally been characterized by impersonal instruction and assessment centered on timed, high-stakes exams; as a result, they have traditionally failed to promote the success of all students taking the courses. In this talk we describe a course redesign of our introductory courses to focus instruction on the success of all students and to restructure assessment to reduce the weight of timed, high-stakes exams by adding repeatable mastery assessment. Initial evaluation of the impact of these changes suggests that they are having a positive effect on all students' success, and are reducing achievement gaps between different student groups.



**Noon ET, September 9, 2025**

Zoom link: <https://cornell.zoom.us/j/92415199317>, passcode olsume

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