Since the Fall 2008, the percent of first-time freshmen completing their developmental math requirement was 55%. By the Fall of 2011, the percentage was 77% and continues to rise. To emphasize the significance of this trend, these freshmen were determined to need development math by an Entry Level Math exam. This was accomplished in the beginning with very little additional funds. But with the improved results, grants were extended and the university funded an expansion of the operation. Three changes in practices occurred since 2008. First, department-wide tests were aligned to the curriculum and close attention was given to their validity and reliably. Each test was analyzed by item and feedback was given to the instructors. Second, based on tests results, instructors with consistently high class averages were consulted for their practices in class. These were then shared and syllabus and calendars were changed. Lastly, we worked with Division of Student Affairs to leverage their resources by extending the summer bridge model into the academic year. (Received September 17, 2013)