

General Info / Target Population

Intervention Name	Strengthen the College Advising System -- Developmental Math
Start Date	September 2006
Intervention Type	Direct
Intervention Description	<p>NC State raised COMPASS cut-off scores in Fall 2006 and changed from advisory to mandatory placement in math in Winter 2007. The change in cut-off scores was done in response to a review of scores at the other 2-year colleges in Ohio and ACT consultation. Mandatory placement was adopted in response to an AtD Data team analysis showing high levels of failure in students who self-placed above recommended levels. The College also changed the manner in which it assessed students. For example, it began referring new students to practice websites such as math.com which contained brush-up assessments prior to taking COMPASS. It also began referring students to the College's PLATO lab who strongly wanted to retest on COMPASS. Though PLATO lab seats are limited, students obtaining a written referral from an advisor could take a special practice testing package. Finally, the College had students placing into developmental math also take a diagnostic assessment to help pinpoint weak areas. Another major advising change entailed placing the same advising requirements on developmental math students as developmental English students. For example, developmental math students must now take a 3 credit-hour success course (FYE) instead of the standard 1-hour course. As part of the course, they must also take the Noel-Levitz College Student Inventory and meet with an advisor for follow-up, where they may receive recommendations on career exploration, study skills or even personal issues. In addition, developmental math students must meet quarterly with a staff advisory until they pass the gatekeeper math (or highest required developmental course for some programs) and are in good standing. Finally, the college's developmental math faculty created protocols for triggering an academic early alert referral to the Student Success Center (staff advising). The SCC also changed its notification processes to students, first sending them a letter and then following up with a call.</p>
Type	Advising, Developmental Education, First-Year Experience, Student Success Course, Student Support Services
Content Area	Math
Target Population	Race Ethnicity: American Indian/Alaskan Native Gender: Male Age Range: under 19, 19-22, 23-29
Estimate the number of students enrolled or otherwise benefiting from intervention this term	500
Do students have to satisfy certain criteria to take part in the intervention?	Yes (Description: Students have to place into developmental math, meaning they have an ACT score below 21 and a COMPASS algebra score below 30 for the highest level developmental -- Introduction to Algebra (MTH 103). In addition, a COMPASS prealgebra score from 41-60 places into mid-level developmental - Prealgebra (MTH 102), and a prealgebra score below 41 places into the lowest level - developmental -- Introductory Math (MTH 100).)
Are any special efforts made to recruit students to take part in the intervention?	None

Evaluation

Brief description of Evaluation	NC State have largely adopted indicators proposed from the Achieving the Dream Framework for Institutional Improvement (Davis Jenkins, Nov. 2007). Upon consultation with Mr. Jenkins, NC State have grouped cohort data according to "six quarter outcomes". Consequently, the first six-quarter performance of the Fall 2006
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cohort can be uniformly tracked against the first six-quarter performance of the Fall 2005 cohort, and so on. In this case, we are reviewing the percentage of the Fall cohort referred to developmental math that successfully completed the highest level developmental math class (MTH 103). Note this includes older cohorts who were not subjected to mandatory placement that became effective in 06-07, but were nonetheless referred. Initially, the Core Team proposed that success rates in developmental math courses were increase 4% annually over three years, but this was before to the cohort longitudinal tracking methodology described above and does not appear compatible with this methodology. The Team has not yet formalized new expected outcome measures.

Comparison group	Baseline data [Characteristics: Based on initial quantitative and qualitative data review in 05-06, the following demographic groups had pass rates lower than the norm and were identified for intervention/tracking: males, African Americans, and students aged 23-29.]
Number of terms, planning to track the outcomes of students in the intervention	Indefinitely
Impacted Measures	Percent of students who successfully complete developmental courses and progress to credit-bearing courses
Uploaded FileName	Six Quarter Outcomes Developmental Math