

General Info / Target Population

Intervention Name	Curriculum and Instruction Changes in Developmental Math
Start Date	September 2006
Intervention Type	Direct
Intervention Description	<p>Add a computer enhanced tutorial to each of the developmental math classes. Students who struggle with difficult concepts would be able to access immediate assistance to clarify problem areas. While this was implemented, the faculty member championing this strategy has left NC State and remaining faculty are reviewing the effectiveness of this strategy. As the math department currently lacks a chair and dean, this review is on hold. Convert developmental mathematics courses from a strictly lecture format to a lecture/lab combination. The lab portion of the course would combine use of computer aided instruction with 1:1 assistance from the faculty member and/or a supplemental instructor or peer tutor. The math faculty has requested for 08-09 to revert back to a straight lecture format, citing primarily a lack of tutors to assist the faculty member in the lab session. Developmental students will also have access to acclaimed PLATO developmental software through a joint laboratory that is being established between NCSC and an area career center. The program is primarily designed for high school drop-outs to recover credits at their own pace through a new lab to be housed at NCSC. However, NCSC has negotiated with the career center to allow developmental students access to this software when not in use by the career center students. The full developmental math sequence can be completely taken through the PLATO lab on a self-paced basis. A math instructor is always present, and due to demand lab hours were extended in 07-08 to evenings until 7:30 and two Saturdays a month.</p>
Type	Developmental Education
Content Area	Math
Target Population	Race Ethnicity: Black/African American, non-Hispanic Gender: Male Age Range: 23-29
Estimate the number of students enrolled or otherwise benefiting from intervention this term	740
Do students have to satisfy certain criteria to take part in the intervention?	Yes (Description: See advising developmental math strategy)
Are any special efforts made to recruit students to take part in the intervention?	None

Evaluation

Brief description of Evaluation	<p>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 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</p>
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not appear compatible with this methodology. The Team has not yet formalized new expected outcome measures.

Comparison group	Baseline data [Characteristics: Males, African American students, 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