

General Info / Target Population

Intervention Name	Advising, Curriculum and Instruction in Developmental Reading and Writing
Start Date	September 2006
Intervention Type	Direct
Intervention Description	Lower-level reading (RDG 115) will change from a 3-credit, 3 contact hours course to a 1-credit, 2-contact hour lab course that will be offered and taken in the same quarter as upper-level reading (RDG 116). There are so few RDG 115 students (average 25 a year), that often the course is cancelled although students are mandated to take the course based on COMPASS scores. These students would be better served to immediately address their reading skills by making RDG 115 a lab component for qualifying students, so they receive 5 hours of reading instruction in their first quarter. Developmental reading 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. All reading developmental courses can now be taken on this self-paced basis, and a developmental reading faculty member is available during lab hours which have now been extended into evenings and some Saturdays. Currently, the flex-time final exam process for WRT 116 and its attendant group grading take up most of the last two weeks of the quarter. The College will drop the flex-time final, and replace it with in-class essay exams for both the mid-term and final. This will free up a week of instructional time. Research and develop standard protocol to trigger mandatory, one-on-one tutoring in developmental writing classes. Based on protocol, implement mandatory tutoring for writing. Assume up to four hours per at-risk student to coincide with number of assignments. Create protocols in developmental reading and writing for triggering the early alert academic alert process when students are struggling.
Type	Advising, Developmental Education, Student Support Services, Tutoring
Content Area	English, Reading
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	706
Do students have to satisfy certain criteria to take part in the intervention?	Yes (Description: Reading -- mandatory placement for a score below 18 on the ACT reading subtests, or a COMPASS score below ## would place into RDG 116. Also, students with COMPASS scores below ## must also take a co-req reading lab course, RDG 110. Writing -- A score below 22 on the ACT writing subtest, or a COMPASS Score of ##. In addition, a COMPASS score below ## would place a student into the lower-level writing -- WRT 115.)
Are any special efforts made to recruit students to take part in the intervention?	None

Evaluation

Brief description of Evaluation	NC State has 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 reading (RDG 116) or writing (WRT 116). Initially, the Core Team proposed that success rates in developmental reading and writing courses were to
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increase 3% 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: Males, African American students, students age 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	Outcomes for Developmental Reading and Writing