

General Info / Target Population

Intervention Name	Advising, Curriculum and Instruction in Gatekeeper English
Start Date	September 2007
Intervention Type	Direct
Intervention Description	Piloted the COMPASS e-Write tool for students with COMPASS writing scores iabove 70 range to better determine placement. Students below 70 would be automatically placed into developemntal. This is a diagnostic tool that analyzes a writing sample produced by the student for a secondary opinion on skills. Students scoring below a 6 (on a 2-8 scale) on this secondary test would be placed into developmental. Reduce class size from 20 to 17 for all sections. In addition, piloted a special section of ENG 101 in Spring 2007 with an enrollment of 10 for students who had failed the course multiple times. Develop an early alert protocol, and based on that proptocol, require tutoring in the college writing lab for students who demonstrate difficulty with course content. Each English Department faculty member required to tutor a minimum of 1 hour per week, with a goal of 10 hours per week total provided by the department. This includes adjunct faculty. For example, during the period January 14th through March 20, a total of 120 students were tutored 49 hours, or an average 25 minutes per students. Approximately half of the students came for ENG 101.
Type	Advising, Gatekeeper Courses, Tutoring
Content Area	English
Target Population	Race Ethnicity: Black/African American, non-Hispanic Gender: Male Age Range: 19-22
Estimate the number of students enrolled or otherwise benefiting from intervention this term	946
Do students have to satisfy certain criteria to take part in the intervention?	Yes (Description: They have to test into gatekeeper English on the ACT or COMPASS, or else pass WRT 116)
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 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 entire cohort since every student must eventually take ENG 101 to graduate. Initially, the Core Team proposed that success rates in ENG 101 courses were increase 5%, but this was before to the cohort ongitudinal 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, ages 19-22. While disaggregating gatekeeper data to assist with strategy development in 2007, data showed the traditional age group struggling more than age 23-29]
Number of terms, planning to track the	Indefinitely

outcomes of students in
the intervention

Impacted Measures	Percent of students who enroll and successfully complete gatekeeper courses
Uploaded FileName	Six Quarter Outcomes Gatekeeper English