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South Texas College

Detailed Assessment Report 2008-2009 Accelerating Developmental Math

Mission/Purpose

The Developmental Math Department will assist Developmental Math students to complete their Developmental Math coursework in a timely manner by using innovative intervention strategies.

Goals

G 1: Accelerate above-average students

Accelerate above-average students in Developmental Math course.

G 2: Use active learning strategies to promote success

Use active learning strategies to promote successful performance in Developmental Math classes.

G 3: Accelerate students who repeat the Dev Math course

Accelerate students who repeat the Developmental Math courses.

G 4: Use computerized program to promote success

Use computerized program to promote student success.

Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Offer free testing to Math 85 "A" students

Math 85 Students who make "A" in the course will take free Accuplacer to test out of developmental sequence as soon as possible.

Related Measures:

M 1: Higher percent of Math 85 students will pass Accu

Higher percent of Math 85 students will pass Accuplacer for Fall 2008 as compared to the Math 85 students' average pass rate of the past 2 Fall semesters.

Source of Evidence: Academic Indirect Indicator

Achievement Target:

Math 85 students will pass Accuplacer for Fall 2008 at a rate higher by 2% as compared to the Math 85 students' average Accuplacer pass rate of the

past 2 Fall semesters.

Findings (2008-2009) - Achievement Target: Not Met

In Fall 2008, out of 80 Math 85 students who were recommended to take Accuplacer, 74 % of Math 85 students tested became TSI complete (63+), while 60 % became College Ready (69+). For all Math 85 students, there was no change between all students who became TSI complete in Fall 2008 (10%) compared with the average of the previous Fall semesters (average of 10 %).

Related Action Plans:

Continue the initiative with possible alterations to allow students with a "B" the same opportunity

The number of students who took advantage of the initiative is small as compared to the total number of students enrolled in Math 85 (80 students out of 1500), so the impact was not significant. Of the students who became College Ready, 40 % enrolled in College Algebra and bypassed Math 90. Of those that enrolled in Math 1414, 63 % passed (12 out of 19). I recommend the initiative be continued, and possibly altered to allow students with a "B" the opportunity as well.

For more information, see the *Action Plan Details* section of this report.

M 2: The Fall 2008 cohort of Dev Math students' TSI

The Fall 2008 cohort of Dev Math students' TSI completion rate will be higher than the Fall 2006 cohort within a two-year window.

Source of Evidence: Academic Indirect Indicator

Achievement Target:

The Fall 2008 cohort of Dev Math students' TSI completion rate will be higher by 2% than the Fall 2006 cohort within a two-year window.

Findings (2008-2009) - Achievement Target: Not Met

Data will not be available until Fall 2010.

O 2: Engage students in hands-on learning process

To ensure Developmental math students gain confidence in themselves by engaging more in the hands-on learning process in the classroom.

Related Measures:

M 3: An increased percentage of students will

An increased percentage of students will successfully complete the Math 80, 85, and 90 course in Fall 2008 as compared to Fall 2007.

Source of Evidence: Academic Indirect Indicator

Achievement Target:

Developmental Math students in Fall 2008 will pass the Math 80, 85, and 90 course at a rate higher by 5% than the pass rate for Fall 2007 (track the pass rate by levels and by department).

Findings (2008-2009) - Achievement Target: Partially Met

Math 80 - increase from 47 % to 60 % , +13 %

Math 85 - decrease from 45 % to 44 %, -1 %
Math 90 - increase from 63 % to 66 %, +3 %

Related Action Plans:

Continue to engage students in hands-on learning

Initiative helped in Math 80 and Math 90 as students can build on their understanding. Initiative not so effective in Math 85 as students may lack fundamentals to build on. The majority of students in Math 85 are seeing math for the first time in a while. Students with Math 80 background tend to do better in Math 85 as compared to those without Math 80 history. Recommend continue the initiative.

For more information, see the *Action Plan Details* section of this report.

O 3: Offer self-paced curriculum to course repeaters

Offer self-paced curriculum to students who are repeating Math 85.

Related Measures:

M 4: The pass rate of students in the repeater course

The pass rate of students in the repeater course will be higher than the pass rate of students in a traditional Math 85 course in Fall 2008 and in Spring 2009.

Source of Evidence: Academic Indirect Indicator

Achievement Target:

The pass rate of students in the repeater course will be higher by 5% than the pass rate of students in a traditional Math 85 course in Fall 2008.

Findings (2008-2009) - Achievement Target: Met

The success rate for the pilot course repeater class (Math 85.PR1) in Fall 2008 was 73 % (8 out of 11), as compared to 44 % pass rate for all Math 85 students.

Conclusion: The pilot class had a pass rate higher by 29% than traditional Math 85 classes.

Related Action Plans:

Keep the initiative and increase number of sections

Students enjoyed the class self-paced, but success may be attributed to small class size as well. Recommend keeping the initiative and increasing the number of sections.

For more information, see the *Action Plan Details* section of this report.

O 4: Utilize tutor assistance to the Course Repeater class

Utilize tutor assistance to the Course Repeater class.

Related Measures:

M 4: The pass rate of students in the repeater course

The pass rate of students in the repeater course will be higher than the pass rate of students in a traditional Math 85 course in Fall 2008 and in Spring 2009.

Source of Evidence: Academic Indirect Indicator

Achievement Target:

The pass rate of students in the repeater course will be higher by 5% than the pass rate of students in a traditional Math 85 course in Fall 2008.

Findings (2008-2009) - Achievement Target: Met

A tutor was not used in Fall 2008 for repeater course.

O 5: Pilot condensed online Math 80 course

Pilot condensed online Math 80 course to allow students placed in Math 80 the opportunity to bypass Math 80 and enroll in Math 85.

Related Measures:**M 5: Enrollment of FTIC students**

Enrollment of FTIC students in Math 80 will decrease and enrollment in Math 85 will increase.

Source of Evidence: Administrative Measure

Achievement Target:

The percentage of FTIC students enrolling in Math 80 will be 2 % lower than previous Fall semesters.

Findings (2008-2009) - Achievement Target: Not Met

Curriculum not completed for Fall 08.

Related Action Plans:**Recommend implementing in Fall 09.**

Recommend implementing in Fall 09.

For more information, see the *Action Plan Details* section of this report.

Details for Action Plans Established This Cycle

Communicate to the advisers to promote this class

Communicate to the advisers to promote this class

Priority: High

Target Date: 08/2008

Prior to 1st day of class

Responsible Person/Group: Chair

Budget Amount Requested: \$0

Continue the initiative with possible alterations to allow students with a "B" the same opportunity

The number of students who took advantage of the initiative is small as compared to the total number of students enrolled in Math 85 (80 students out of 1500), so the impact was not significant. Of the students who became College Ready, 40 % enrolled in College Algebra and bypassed Math 90. Of those that enrolled in Math 1414, 63 % passed (12 out of 19). I recommend the initiative be continued, and possibly altered to allow students with a "B" the opportunity as well.

Priority: High

Target Date: 09/2009

Fall 2009 and subsequent semesters

Responsible Person/Group: Developmental Math Chair & Faculty

Budget Amount Requested: \$0

Continue to engage students in hands-on learning

Initiative helped in Math 80 and Math 90 as students can build on their

understanding. Initiative not so effective in Math 85 as students may lack fundamentals to build on. The majority of students in Math 85 are seeing math for the first time in a while. Students with Math 80 background tend to do better in Math 85 as compared to those without Math 80 history. Recommend continue the initiative.

Priority: High

Target Date: 09/2009
Fall 2009 and Spring 2010

Responsible Person/Group: Developmental Math Chair & Faculty

Budget Amount Requested: \$0

Create the non-traditional course curriculum as

Create the non-traditional course curriculum as reflected in the Syllabus

Priority: High

Target Date: 08/2008
Prior to 1st day of class of Fall 2008

Responsible Person/Group: Chair

Additional Resources Needed: Syllabus for this pilot class

Budget Amount Requested: \$0

Create the non-traditional course for Math 85

Create the non-traditional course for Math 85 course repeaters

Priority: High

Target Date: 08/2008
Create the course in Summer 2008 for implementation in Fall 2008

Responsible Person/Group: Chair

Additional Resources Needed: Course in Banner schedule

Budget Amount Requested: \$0

Develop policy statement on students' eligibility

Develop policy statement on students' eligibility to take the TSI test and put it down on the Math85 syllabus.

Priority: High

Target Date: 08/2008
Prior to the 1st day class

Responsible Person/Group: The chair and faculty Prior to the 1st of class

Additional Resources Needed: Math 85 syllabus showing the policy statement

Budget Amount Requested: \$0

Develop self-paced My Math Lab curriculum

Develop self-paced My Math Lab curriculum

Priority: High

Target Date: 12/2008
Between Dec08 and Jan09

Responsible Person/Group: Chair of Dev Math

Additional Resources Needed: existing

Budget Amount Requested: \$0

Find computer rooms

Find computer rooms

Priority: High

Target Date: 12/2008

Before Christmas break

Responsible Person/Group: Chair of Dev Math

Additional Resources Needed: existing

Budget Amount Requested: \$0

Hire the tutor

Hire the tutor

Priority: High

Target Date: 01/2009

Prior to Spring 2009

Responsible Person/Group: chair of Dev Math and Grant Coordinator

Additional Resources Needed: Grant funding

Budget Amount Requested: \$12000

Keep the initiative and increase number of sections

Students enjoyed the class self-paced, but success may be attributed to small class size as well. Recommend keeping the initiative and increasing the number of sections.

Priority: High

Target Date: 09/2009

Fall 2009 and subsequent semesters

Responsible Person/Group: Developmental Math Chair & Faculty

Budget Amount Requested: \$0

Meet with Testing Office coordinator to work out

Meet with Testing Office coordinator to work out the procedures for proctoring tests to the recommended students

Priority: High

Target Date: 08/2008

During the first 4 weeks

Responsible Person/Group: The chair and Testing Office coordinator

Additional Resources Needed: Meeting minutes

Budget Amount Requested: \$0

Recommend implementing in Fall 09.

Recommend implementing in Fall 09.

Priority: High

Target Date: 09/2009

Fall 2009 and subsequent semesters

Responsible Person/Group: Developmental Math Chair & Faculty

Budget Amount Requested: \$0

Reduce the final exam score weight for course

Reduce the final exam score weight for course grade to 25%

Priority: High

Target Date: 08/2008

Prior to 1st day of class of Fall 2008

Responsible Person/Group: The chair and Faculty

Additional Resources Needed: Syllabi for all three levels of Dev. Math

Budget Amount Requested: \$0

Revise curriculum at all levels

Revise curriculum at all levels.

Priority: High

Target Date: 08/2008

Prior to 1st day of class of Fall 2008

Responsible Person/Group: The Chair and Faculty

Additional Resources Needed: Syllabi for all three levels of Dev. Math

Budget Amount Requested: \$0

Share observations of the effect of modified

Share observations of the effect of modified curriculum on student learning at faculty monthly meetings

Priority: High

Target Date: 08/2008

Every month

Responsible Person/Group: Faculty/Chair

Additional Resources Needed: Meeting minutes

Budget Amount Requested: \$0

Students will be informed by the faculty to go to

Students will be informed by the faculty to go to the testing site for the test.

Priority: High

Target Date: 08/2008

During the 13th week

Responsible Person/Group: Faculty and students on the recommendation list

Additional Resources Needed: Record of the student taking the test

Budget Amount Requested: \$0

The chair will request the recommendation list

The chair will request the recommendation list from the faculty about who will be offered the free test during 13th weeks and forward it to the Testing Office.

Priority: High

Target Date: 08/2008

During the 12th week

Responsible Person/Group: The chair and the Testing Office

Additional Resources Needed: Recommendation list

Budget Amount Requested: \$0

The Testing Office will develop a proctoring schdl

The Testing Office will develop a proctoring schedule and forward it to the chair who will in turn forward it to the faculty.

Priority: High

Target Date: 08/2008

During the 13th week

Responsible Person/Group: The chair and Testing Office

Additional Resources Needed: Proctoring schedule

Budget Amount Requested: \$0