Developmental Math and Reading/English Redesign

March 19 - 22, 2013
Advisor Training
Goals of Redesign

- To achieve better outcomes for students
- To reduce the overall need for developmental courses
- To reduce the time in developmental classes
- To have better diagnostic/assessment tools
- To have better data tracking and analysis
- To help students persist to graduation
Success NC

Why math?  Why now?

- 100 HS graduates:
- 52/100 will need Developmental Mathematics
- 20/52 will need the lowest level – Math 050
  or Math 060

- ONLY 4 of those 20 will persist to take a higher level curriculum math class
Developmental Math Redesign

Leaving... Math 060, 070, and 080

- Redesign: CONTENT
  Modularized the content of Math 060, 070 and 080:
  - Math 060, 070 and 080 (12 hours = 3 courses)
    DMA 010 – 080 - Modules 1-8 (8 hours = 8 courses)
    DMA 010 – 080 – each module is a separate 4 week course

- And now . . . “Shells” for CREDIT HOURS
  “SHELLS”. . . Holding units for any number of modules
  the number denotes the number of credit hours only:
  DMS 004, DMS 003, DMS 002, DMS 001
  * Most of our students need 5 or less modules, which they can now complete in ONE semester.
8 Modules - Content

- Module 1 - DMA 010 - Operations with Integers
- Module 2 - DMA 020 - Fractions/Decimals
- Module 3 - DMA 030 - Proportions/Rates/Ratios/Percent/Unit or Dimensional Analysis, Converting within and between English and Metric.
  * Completes Math 060
- Module 4 - DMA 040 - Expressions, Linear Equations and Inequalities (in one variable)
- Module 5 - DMA 050 - Graphs and Equations of Lines
  * Completes Math 070
  * Most of our students are finished with developmental math...here.

- Module 6 - DMA 060 - Polynomials and Quadratic Applications
- Module 7 - DMA 070 - Rational Expressions and Equations
- Module 8 - DMA 080 - Radical Expressions and Equations
  * Completes Math 080
Approach

- HYBRID – Blended instruction, accelerated and emersed, in computer lab with math software
  - All modules can be in one class
  - Lab setting-Individualized instruction as needed
  - Instructor sets the pace, but allows for flexibility as needed
  - Not a self-paced course, more pushing and pulling
  - Conceptual and Contextual

- Each module is paced to take from 3 to 4 weeks, student attends 4 days per week, up to 2 hours per class; 8 hours/week
Math Courses and Modules

If your curriculum/ program requires:

- Math 110/115/121/140/151  Assign Modules  1,2,3 *4, *5
  *Local SCC prerequisite

- Math 141  Assign Modules  1,2,3,4,5, *6

If your curriculum/ program requires Math 161 or Higher

- Math 161/171/175  Assign Modules  1,2,3,4,5,6,7,8

Note: College Level Math Placement Test may also be needed to determine college-level math placement into higher level curriculum classes if student places out of all eight strands.
Developmental Reading and English (DRE)

- Redesigned to combine Reading and Writing
- Process approach, mastery based
- Three levels
- Three 8-week courses meet 7 hours per week, 4 days
- 3-credits
- Focus is on reading and writing for academic and career goals
### Developmental Reading/Writing

<table>
<thead>
<tr>
<th>Current “Old” Course</th>
<th>Redesigned Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>No “floor”</td>
<td>Basic Skills/Educational Opportunities</td>
</tr>
<tr>
<td>ENG 085, RED 085</td>
<td>DRE 096</td>
</tr>
<tr>
<td>ENG 085, RED 085</td>
<td>DRE 097</td>
</tr>
<tr>
<td>ENG 090, RED 090</td>
<td>DRE 098</td>
</tr>
<tr>
<td>ENG 095</td>
<td></td>
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</tbody>
</table>
Developmental Grading – FALL 2013

- Grades: Pass (P) Repeat (R)
- Mastery based
Advising

- Informing the students of this new approach
- Empowers students to take responsibility for their own learning, success, and persistence
- Less time in developmental classes- 1 semester for most

**Developmental Math**
- SUMMER 2013- Assign Math 060, 070, or 080 - 10 week session
- FALL 2013 - Assign DMS SHELLS that hold the math modules – Assign a shell matching the number of credit hours or DMA’s (modules) needed w/ Maximum of 5 credits per semester.

**Developmental English/Reading**
- SUMMER 2013 – Assign ENG 095 (no longer using 090 courses; ENG 085 available for EDU students)
- FALL 2013 – Assign DRE 096, 097 or 098
DE MATH Placement (DMS)
Course Shells hold the Math Modules
Number of one-credit Modules needed = Number of credit Shells to assign
Number of modules needed as indicated on Diagnostic CPT determines the number of shell credits into which students will register.

- **Example One:** Student places into Modules 1, 2, 3, 4, 5
  *Five Modules Needed = Assign: DMS 003 + DMS 002 or DMS 004 + DMS 001*

- **Example Two:** Student places into Modules 3, 4, 5
  *Three Modules Needed = DMS 003*

- **Example Three:** Student places into Module 8
  *One Module Needed = DMS 001*

*If student does not place into any module, contact Darlene Anderson, Educational Opportunities.*
DRE Placement

- Students are placed in DRE based on combined CPT Reading and Sentence Skills Scores
# DRE Placement

<table>
<thead>
<tr>
<th>Redesigned Course</th>
<th>Accuplacer: Combined Reading and Sentence Skills Score</th>
</tr>
</thead>
</table>
| Basic Skills/Educational Opportunities | < 71  
(Refer to Darlene Anderson) |
| DRE 096                   | 72-91                                                   |
| DRE 097                   | 92-128                                                  |
| DRE 098                   | 129 - 165                                               |
DRE Placement

- Example One: Student has a Reading Score of 55 and a Sentence Skills score of 60.

\[55 + 60 = 115\]
Student places into DRE 097.
Student registers for DRE 097 First Session and DRE 098 Second Session

- Example Two: Student has a Reading Score of 65 and a Sentence Skills score of 76.

\[65 + 76 = 141\]
Student places into DRE 098.
Student registers for DRE 098 First Session and ENG 111 Second Session
Questions so far?

Next, we’ll take a closer look at the Diagnostic CPT and using STAC and TSUM to determine placement.