

DEVELOPMENTAL MATHEMATICS COURSE INTERVENTIONS AND THE TEXAS ACADEMIC SKILLS PROGRAM TEST

Pamela S. Webster

Texas A&M University-Commerce

The task of instilling students with basic skills has fallen more and more to higher education. In the state of Texas, USA, an exam called the Texas Academic Skills Program (TASP) test is used for diagnostic purposes to measure basic skills of students who are entering a public school of higher education.

As recommended by the Committee on Testing which developed the TASP tests, students who fail one or more section of the TASP test are required to enroll in developmental courses which are designed to provide needed remediation. However sound theoretically, such courses may not properly prepare students to master the mathematics material presented in class. Thus, outside sources of assistance, referred to as interventions, are often necessary to assist students.

The research in this study, a doctoral dissertation, focused upon the effectiveness of the developmental mathematics courses. In particular, the study determined the degree to which three interventions offered outside of the developmental mathematics courses assisted students who failed one or more sections of the TASP test in passing their courses as well as a TASP retake. The three interventions were Supplemental Instruction, individual tutoring, and a math tutoring lab. Both Hypotheses and Research Questions were addressed in the study and a current literature review was performed.

During the Poster Presentation, the audience will be able to view the Hypotheses and Research Questions as well as the gathered data. Slides which include statistical information derived from Chi-Square and Fisher Exact Tests will be presented. A comparison of the effectiveness of the three interventions will be presented as part of the poster and findings and conclusions concerning each of the interventions will be made available.