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Kimberly J Presser* (kjpres@ship.edu), 23 Glenwood Drive, Biglerville, PA 17307. *Tracking and Ability Grouping: Alternative strategies for serving a growing population of students needing developmental mathematics education.* Preliminary report.

In light of tighter resources and a growing number of under-prepared students coming to our mathematics courses at the university level, institutions are struggling to find affordable ways to provide quality remediation to students. One growing trend is course redesign, such as those funded by the National Center for Academic Transformation (NCAT), which use technology to redefine the learning model and allow for more students to be served by faculty than in the traditional classroom model. The scale and totality of these redesign efforts lend themselves to large institutions with extremely large numbers of students requiring developmental education or institutions with access to technology which can be dedicated for these efforts.

For institutions with smaller (yet still growing) numbers of developmental mathematics students, alternative strategies may be considered before such a drastic redesign program. In our case, we are looking at a version of tracking to provide the most help to those students who are in need of the most remediation. This has allowed us to shuffle our resources and service more students with the same number of faculty. This paper will focus on the background data, our implementation methods and some preliminary results. (Received September 14, 2010)