

# Preparing Students for the Literacy Requirements of College: Research and Practice in Developmental English

## Reimagining Developmental Education

CAPR \ 2019

### Presenters:

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- Diana Gehlhaus Carew, RAND
- Sonya Armstrong, Texas State
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# Many Accelerations: Changes in Developmental Education at Eugenio María de Hostos Community College-- CUNY

Jason Matthew Buchanan  
Developmental Course Manager  
Secretary, CUNY Writing Discipline Council

**Reimagining  
Developmental  
Education**

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# Agenda

- Overview of Hostos
- History of Developmental Education at Hostos
- Changes to Developmental Education at CUNY
- Move to Integrated Course Models
- Challenges and Opportunities

# Overview of Eugenio María de Hostos Community College

- Majority minority institution (7340 enrollment)
- Demographics:
  - 61.1% Latinx
  - 33.4% African American
  - 67.1% Female
  - 33% Student Parents
- One of the highest percentage of students over the age of 25 at CUNY



# History of Developmental Education in English at Hostos

- Had a tradition of bifurcated, stand-alone developmental courses for reading and writing
- Classes retained college credit (3 credits, 6 hours) but did not count toward graduation
- Classes contained a single, high-stakes assessment that accounted for matriculation
- Stand-alone classes had, at best, mixed effectiveness
- Resulted in the creation of a bifurcated co-req classes to match the stand-alone classes

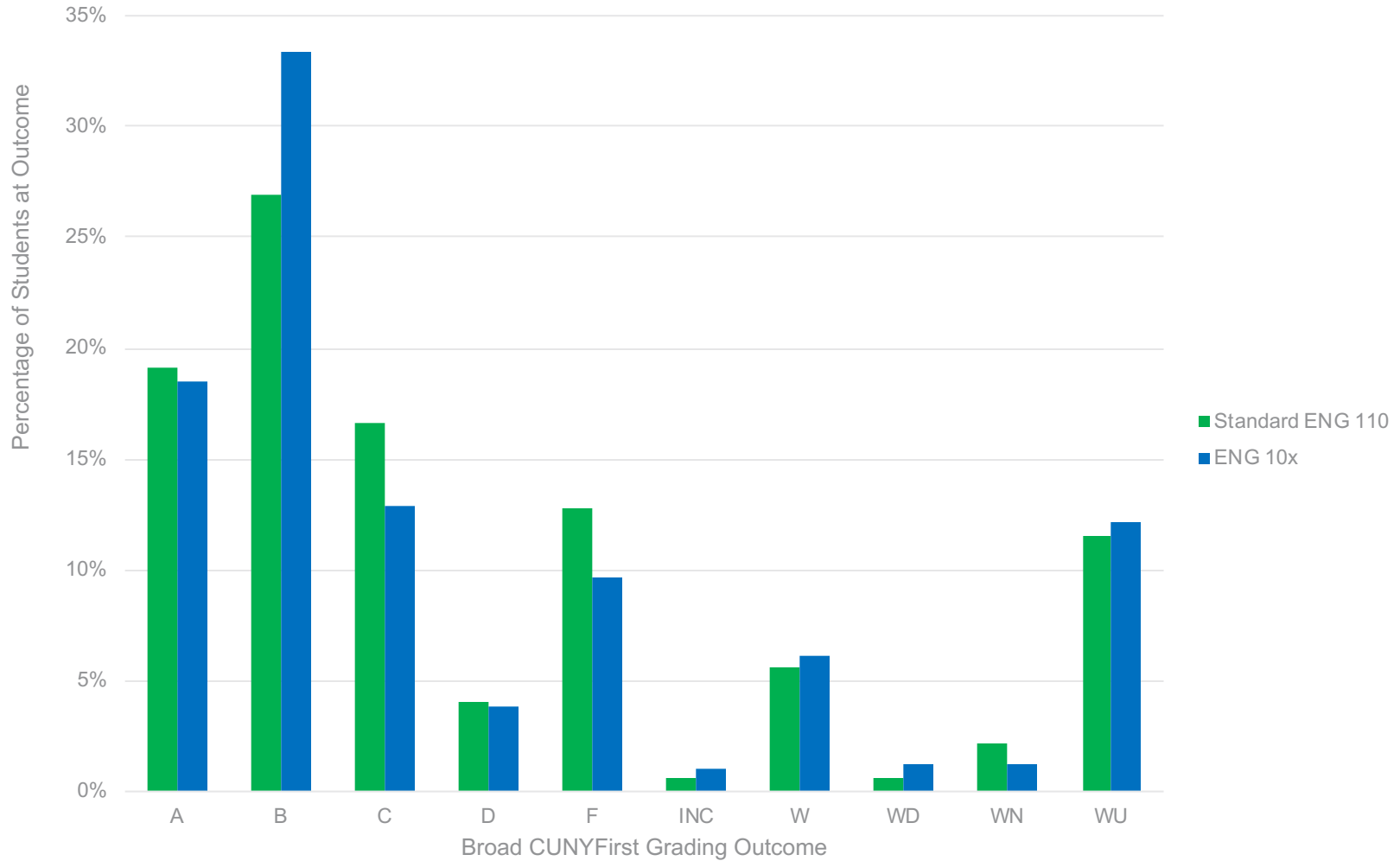
# Changes to Developmental Education at CUNY

- Beginning in Fall 2017, CUNY began a shift toward co-req models of developmental education
- CUNY's shift included:
  - Removing exit high-stakes exams
  - Changing placement methods to a model of predictive analytics
  - Promoting/developing different models of non-classroom based engagement
- CUNY's goal is to increase enrollment in credit-bearing gateway courses across the university

# Move to Integrated Course Models

- Consequently, Hostos moved to a model of integrated co-req instruction to align with CUNY's educational shift
- Created ENG 100, a co-req course of integrated reading and writing for developmental learners
- ENG 100 included a focus on meta-cognitive learning:
  - Students conduct research on challenges they face as CUNY community college students
  - Writing and Literacy tutors are embedded in most co-req sections
  - Support services providers scheduled for regular push-in visits to classes

# Co-Req Class Outcomes for Fall 2018



# Future Challenges and Opportunities

- Opportunities:
  - As of Fall 2019, Hostos is no longer offering stand-alone developmental courses
  - Created pilot ALP courses for students that don't qualify for co-req courses
- Challenges:
  - Increase professional development for faculty
  - Balance/decision between accelerated learning models
  - Increase transparency/communication between registrar, testing, and faculty

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# Thank you!

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The Center for the Analysis of Postsecondary Readiness (CAPR) is funded through a grant (R305C140007) from the Institute of Education Sciences, U.S. Department of Education.

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# Inside the Black Box: How Student Experiences Differ in Reading/Writing Corequisites



Diana Gehlhaus Carew

November 2019

*Draft: This presentation has not been peer reviewed. Please do not cite or distribute.*



EDUCATION



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# Some evidence suggesting that corequisites improve student outcomes



## Accelerated Learning Program (ALP)

Quasi-experimental study (Cho et al., 2012) found ~40 percentage point greater likelihood of passing gateway English within 3 years



## Statewide Policy Mandating Scale-Up in Math and English

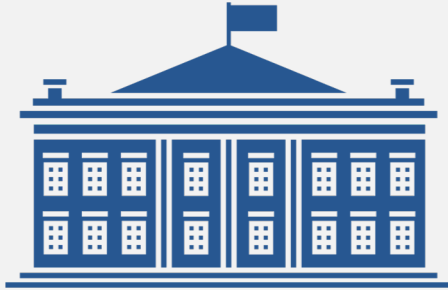
Descriptive evidence shows that first-semester pass rates of gateway English were 62%, compared to a 31% first-year pass rate historically.



## Statistics+Workshop vs Algebra

Randomized control trial (Logue et al., 2016) found ~17 percentage point greater likelihood of passing gateway math within 1 year

# To build additional evidence, we conducted a randomized study in Texas

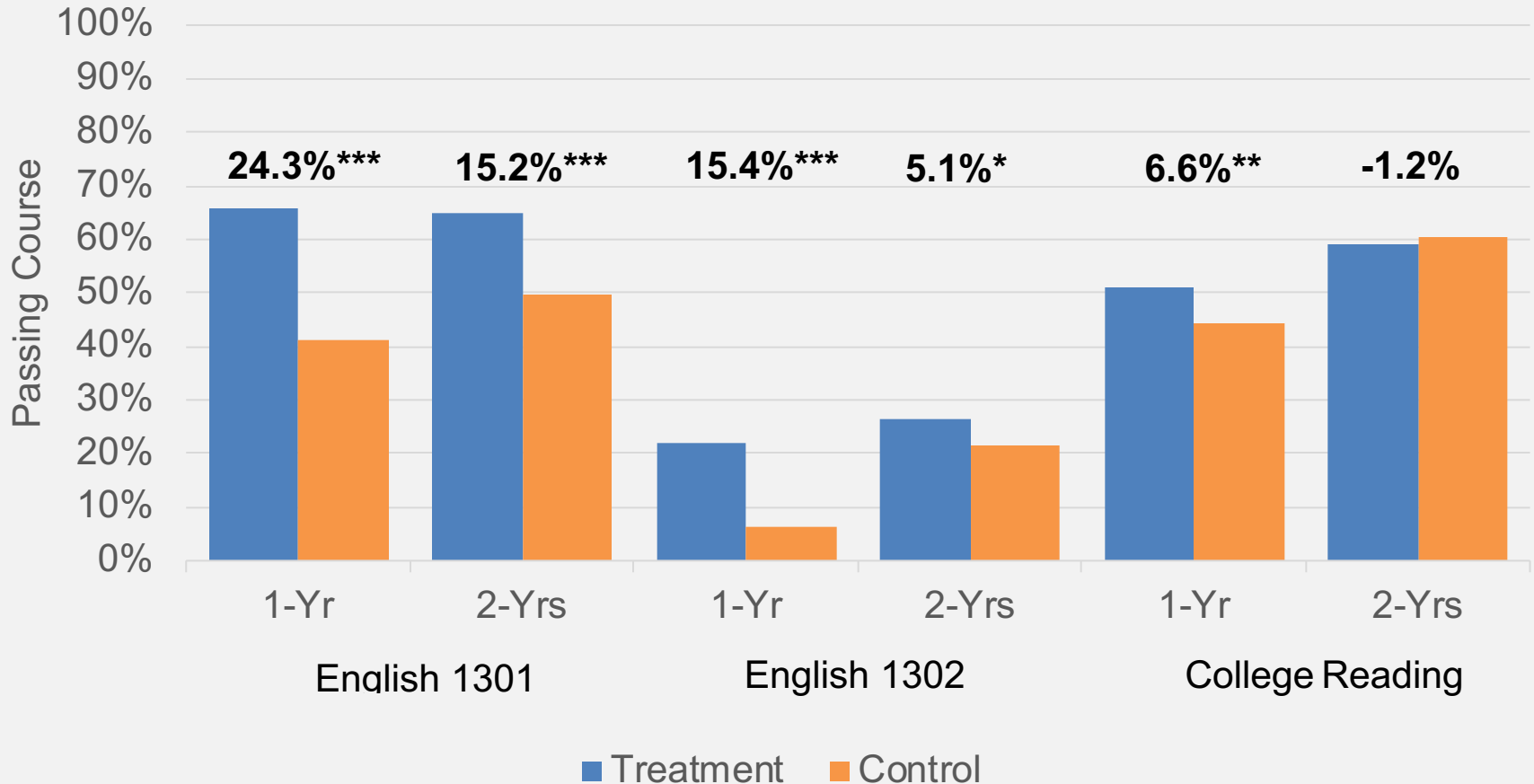


## Study sites:

- El Paso Community College
- Houston Community College
- Lone Star College (Tomball and University Park)
- Mountain View College

- Recruited students within a specific score range
- Collected detailed baseline survey data on student characteristics
- Students randomized to either:
  - *Standalone developmental education:* Integrated Reading and Writing
  - *Corequisite remediation:* English 1301 with concurrent Integrated Reading and Writing (developmental education) support
- Examining impact and implementation of corequisite models fall 2016-fall 2018

# Overall, we are showing positive findings for impacts



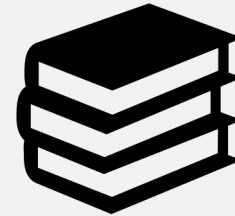
Notes: Numbers represent the increase in outcome associated with being assigned to corequisite remediation. \*\*\*Significant at the  $p < 0.01$  level, \*\* at the  $p < 0.05$  level, \* at the  $p < 0.10$  level

# But how and why do corequisites lead to these impacts?

- To what degree are corequisites models aligned with promising practices in the literature?
- In what ways are corequisites improving on traditional developmental education?
- Are there areas where corequisites could be improved?

# We identified “promising practices” from literature and practitioners

Informed by the theory and evidence from the literature on developmental education



Informed by interviews with administrators and faculty across 36 Texas community colleges

# We assessed contrasts in experiences in nine areas

- 1) Early opportunities to earn college credit (momentum)
- 2) Intensity of practice on key academic skills
- 3) Access to rigorous coursework and expectations
- 4) Alignment of developmental education with college-level courses
- 5) Access to student-centered instruction (e.g., differentiation, active learning)
- 6) Support in both reading and writing (ideally integrated)
- 7) Support for student success skills (e.g., non-cognitive skills, study skills)
- 8) Harnessing of peers to support learning
- 9) Exposure to negative stigma around participation in DE

# We used a range of data sources to examine student contrasts

	Admin Data	Student Survey	Faculty Survey	Obs	Course Docs	Focus groups
Early college credit	X	X				X
Intensity of practice	X	X	X			X
Rigorous instruction		X	X	X	X	X
Alignment		X	X		X	X
Student-centered learning	X	X	X	X		X
Reading and writing support		X	X			X
Support for success skills		X	X			X
Harnessing peer learning	X	X	X	X		X
Exposure to negative stigma		X				X

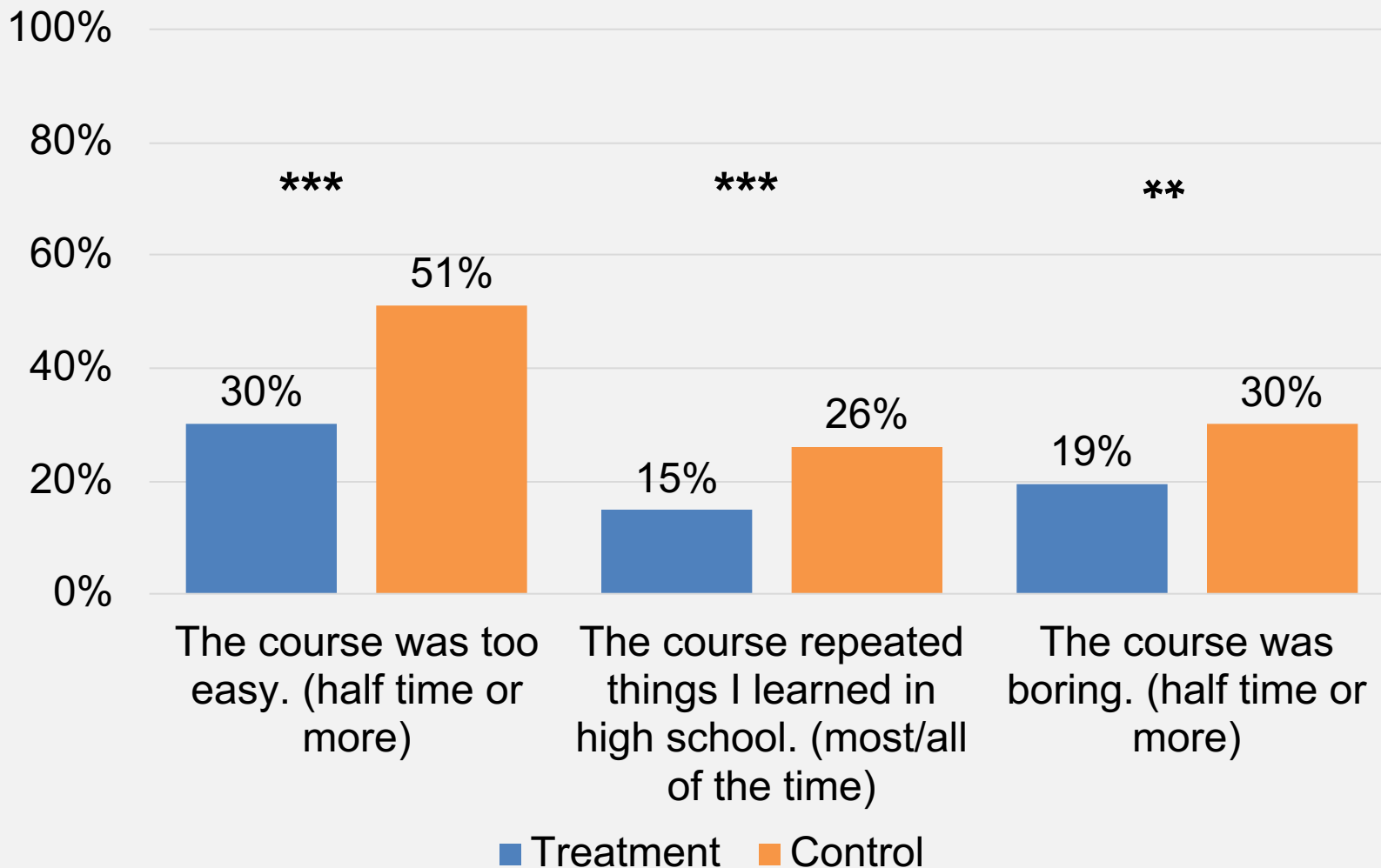
# Overall results suggested corequisites better in many areas, but not all

Area of Potential Contrast	Findings
Momentum in earning college credit	<b>Strong evidence favoring corequisites</b>
Intensity of reading/writing practice	<b>Strong evidence favoring corequisites</b>
Rigor of coursework and instruction	<b>Moderate evidence favoring corequisites</b>
Alignment of course and DE support	<b>Moderate evidence favoring corequisites</b>
Peer learning	<b>Moderate evidence favoring corequisites</b>
Exposure to negative stigma	<b>Weak evidence favoring corequisites</b>
Student-centered learning	Mixed or null evidence
Reading and writing support	Mixed or null evidence
Success skill support	Mixed or null evidence

Notes: Evidence requirements for various ratings are provided in the back-up slides to the presentation.

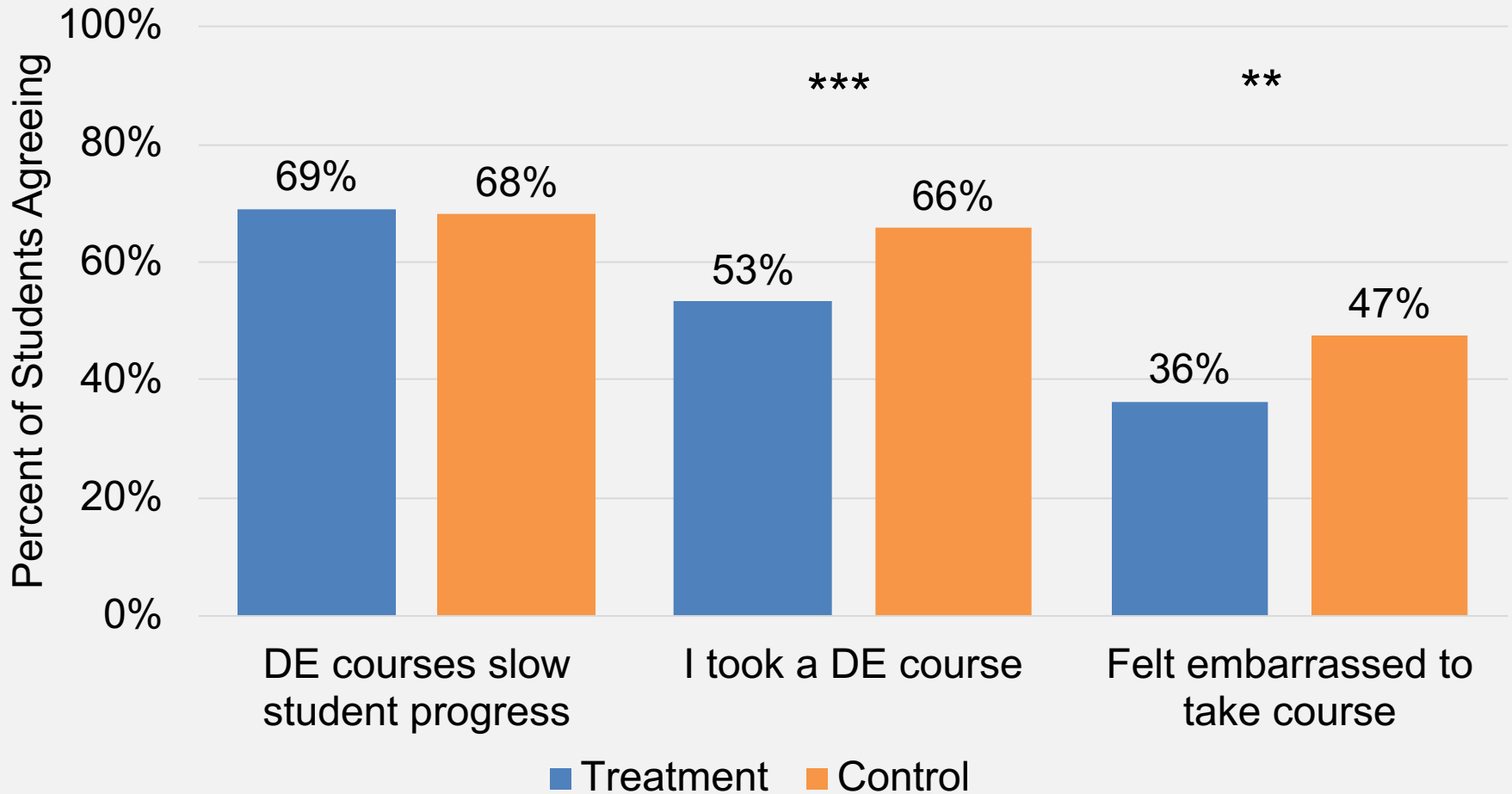


# Rigor: Corequisite students less likely to report course was easy, boring



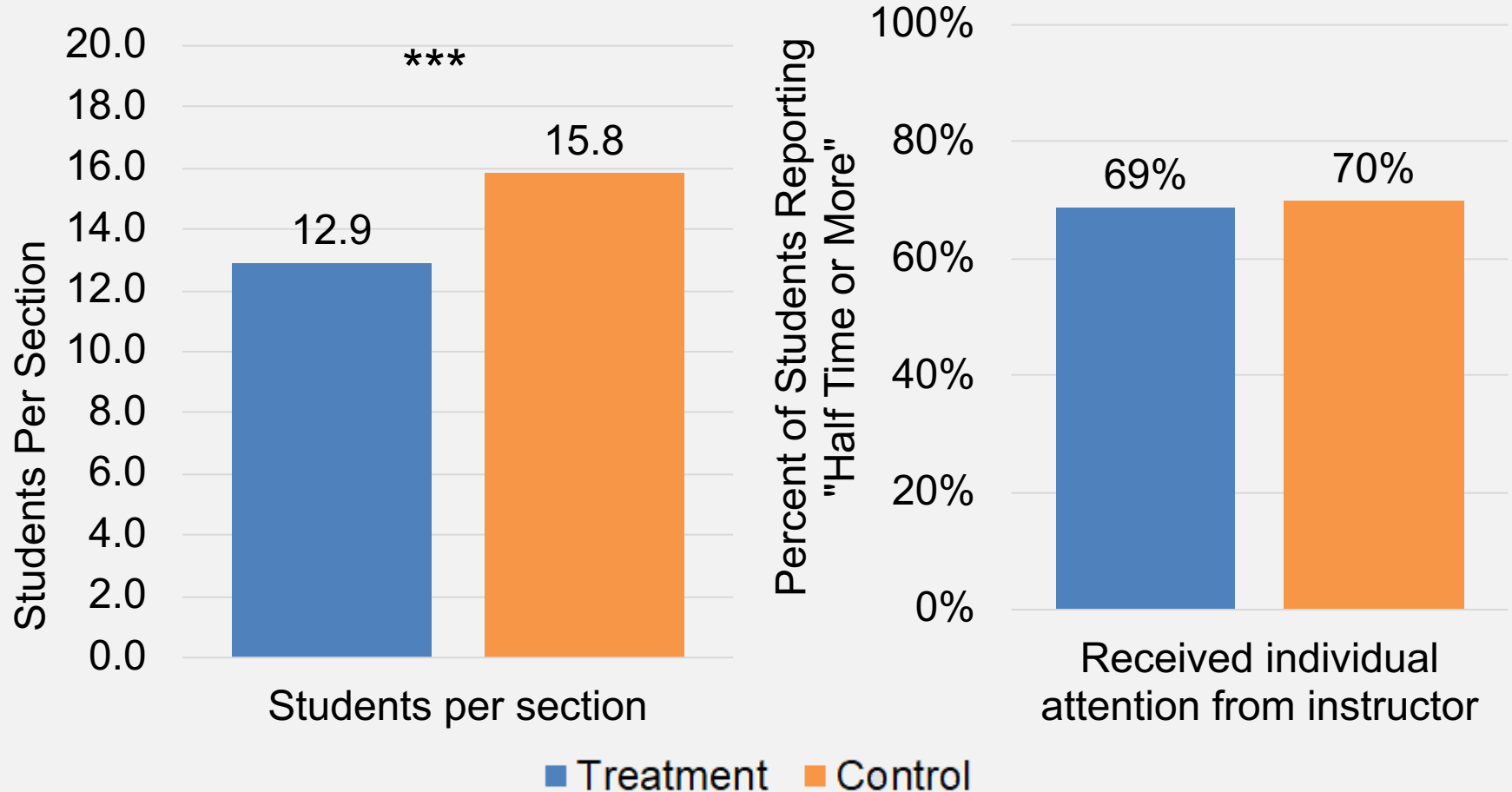
Notes: Data drawn from cohort 1 and 3 student surveys. \*\*\*Significant at the  $p < 0.01$  level, \*\* at the  $p < 0.05$  level, \* at the  $p < 0.10$  level

# Exposure to stigma: Corequisite students less likely to feel embarrassed



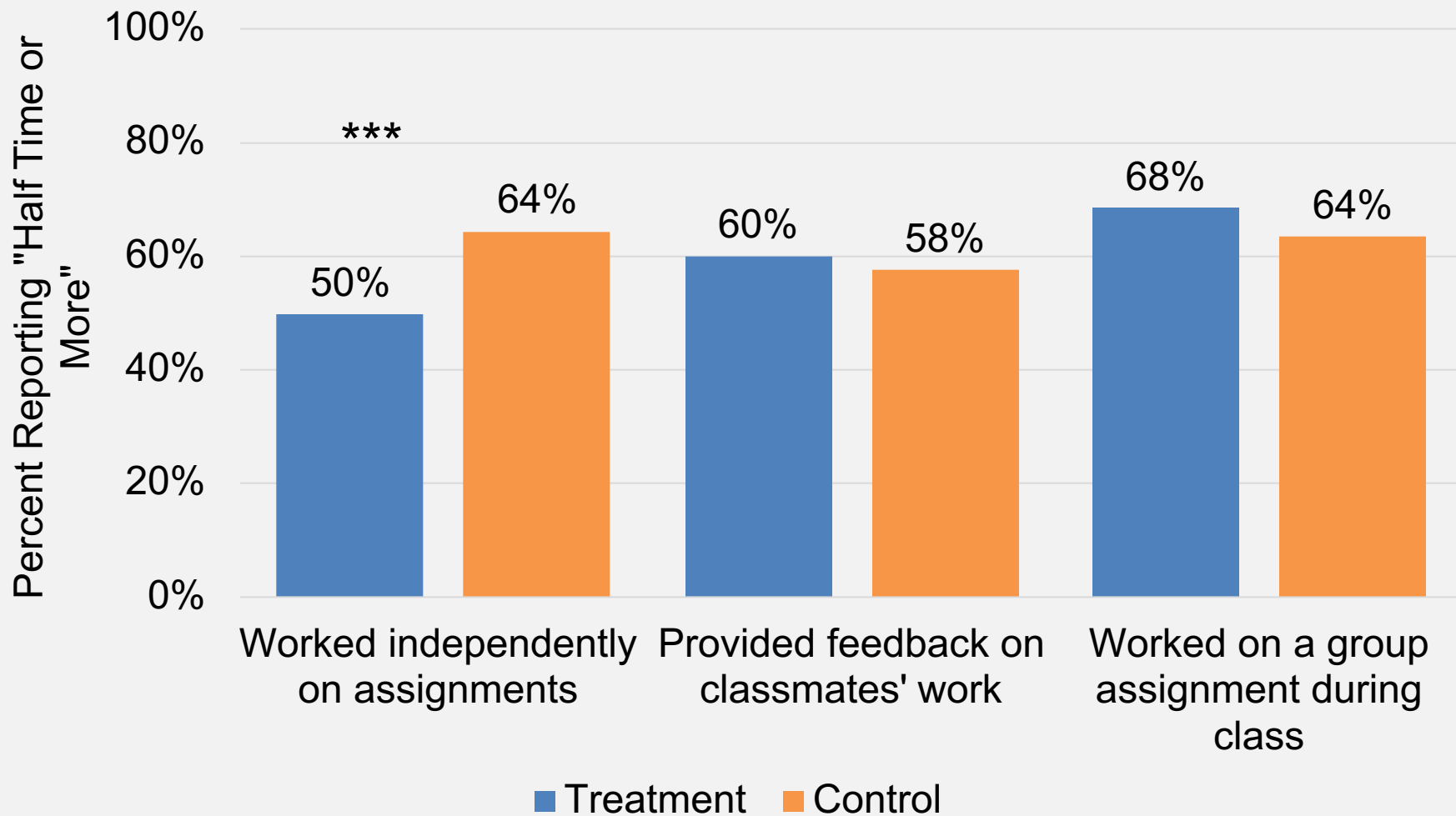
Notes: Data drawn from cohort 1 and 3 student surveys. \*\*\*Significant at the  $p < 0.01$  level, \*\* at the  $p < 0.05$  level, \* at the  $p < 0.10$  level

# Student-centered: Despite smaller class sizes, no more individualized instruction



Notes: Students per section drawn from administrative data, individual attention drawn from cohort 1 and 3 student surveys. For coreq course sizes, we calculated a weighted average of course and DE support. \*\*\*Significant at the  $p < 0.01$  level, \*\* at the  $p < 0.05$  level, \* at the  $p < 0.10$  level

# Student-centered: Instructional strategies differed in corequisites



Notes: Data drawn from cohort 1 and 3 student surveys. \*\*\*Significant at the  $p < 0.01$  level, \*\* at the  $p < 0.05$  level, \* at the  $p < 0.10$  level

# Reading/writing support: Limited and mixed evidence on reading support

- Some evidence that corequisites provided support in both areas
  - Evidence of reading and writing coursework in corequisites
  - Students equally likely to report receiving sufficient preparation in reading and writing for follow-on courses
  - Students equally likely to pass college-level reading course within 2 years
- But qualitative evidence suggesting limitations in reading support at some schools
  - Instructors less likely to be thinking about need to support reading
  - Instructors more likely to report a lack of comfort/preparation in supporting reading

# A few closing thoughts

- Evidence on what makes corequisites work
  - Momentum, rigor, alignment pop out as biggest areas of distinction
- Some potential areas for improvement
  - Student-centered learning, support for success skills, reading/writing support
- Opportunities for practitioners to use our framework
  - A “checklist” for building in “key ingredients”
  - Things to measure/track for the purposes of continuous improvement

# Thank you!



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# Thank you!

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# Lost in the “Reform”

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**Professor and Director**  
**Doctoral Program in Developmental Education**  
**Department of Curriculum and Instruction**





# “College-Ready” for Reading

- What does it mean for students to be prepared to read in college?

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UNIVERSITY

*The rising STAR of Texas*

# Purpose

- A need to fully understand what it means to be text-ready for college based on the literacy demands, practices, and expectations in introductory-level courses





## Other Audits or Audit-Like Studies

- Research on the literacy demands of higher education (e.g., Burrell, Tao, Simpson, & Mendez-Berrueta, 1997; Carson, Chase, Gibson, & Hargrove, 1992; Chase, Gibson, & Carson, 1994; Orlando, Caverly, Swetnam, & Flippo, 1989; Sartain, 1981; Sartain et al., 1982; Stahl, 1982)
- Research on the experiences of students transitioning from developmental education toward college completion (e.g., Maggs, 2011)
- Report on what it means to be college-ready in community college settings (National Center on Education and the Economy, 2013)



# Gaps in Extant Work

- Literature base that needs updating, especially with the current focus on college readiness
- Mostly faculty reports of what is assigned and what students can and cannot do
- Mostly focused exclusively on general education areas
- No cross-checking with developmental reading (or its various 'reformed' iterations)
- Little to no attention has been given to students' literacy transitions from developmental education courses to career technical education coursework

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# Research Questions

- What are the text-expectations, including text types, tasks, and goals at the focal community colleges?
  - In developmental reading (DR) courses?
  - In general education (GE) courses?
  - In career technical education (CTE) courses?
- How do these text-expectations align?
- What constitutes college-level text-readiness at the focal community colleges?



# Research Sites

- Multi-site investigation
  - Site #1 Suburban, diverse, 35,000+
  - Site #2 Urban, diverse, 17,000+
  - Site #3 Rural, expanding diversity, 10,500+
  - Site #4 Rural, limited diversity, 3,500+





# Data Collected

- 52 classroom observations total
- 35 focus groups/interviews with faculty and students total
- 65 course texts total
- 252 faculty survey responses total
- 601 student survey responses total





# Some Findings in Under 15

- Variability, not only between contexts, but also across and within
  - What constitutes a text
  - Text type
  - Text complexity
  - Text usage practices
  - Purposes for reading
  - Text-based/text-related tasks
  - Text instruction, including instruction on disciplinary and professional literacy practices
  - Expectations for text readiness
  - Attitudes toward reading (and assumptions about attitudes)



## Once Again...

- What does it mean for students to be prepared to read at a college?
- What does “college-ready” even mean?





# Where in the “Reform” is Reading?

- “Reform” models
  - Integrated Reading and Writing
  - Co-Requisites
  - Contextualization



# Deeper Dive: Reading Audit Series

- Stahl, N. A., Armstrong, S. L., King, J., & Dyer, J. (Accepted). *College-ready for a career pathway: A vertical-alignment study in literacy. Journal of Developmental Education.*
- Armstrong, S. L., Stahl, N. A., King, J. R., Kantner, M. J., Perkins, M., Sobin, B., Dalrymple, R. (2019). *Literacy in the 'In-Between Spaces' of Community Colleges: Interstitial Practices in Developmental Reading and Career Technical Education*. Center for the Interdisciplinary Study of Language and Literacy [CISLL] Technical Report. Retrieved from <https://www.niu.edu/language-literacy/resources/index.shtml>
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- Armstrong, S. L., & Stahl, N. A. (2017). Communication across the silos and borders: The culture of reading in a community college. *Journal of College Reading and Learning, 47*(2), 99–122.
- Armstrong, S. L., Stahl, N. A., & Kantner, M. J. (2016). Building better bridges: Understanding academic text readiness at one community college. *Community College Journal of Research and Practice, 40*, 1–24.
- Armstrong, S. L., Stahl, N. A., & Kantner, M. J. (2015). Investigating academic literacy expectations: A curriculum audit model for college text readiness. *Journal of Developmental Education, 2–4, 6, 8–9, 12–13, 23.*

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# Thank you!

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# Supporting Strategic Writers: An Innovative Instructional Approach for Developmental Writing



**CAPR CONFERENCE  
NOVEMBER 2019**

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UNIVERSITY OF DELAWARE**

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BY THE INSTITUTE FOR EDUCATION SCIENCE, U.S.  
DEPARTMENT OF EDUCATION, GRANT R305A160242. THE  
OPINIONS EXPRESSED ARE THOSE OF THE AUTHORS.**

# Today's Presentation



- Overview of the project and research results
- Explanation of core principles and strategies
  - The reading and writing strategies
  - The instructional methods
  - Support for motivation and independent self-regulation
- Challenges of dissemination



# Key Features: Supporting Strategic Writers



- **Self-regulated strategy instruction integrated with common practices in college composition.**
  - Strategies for planning, evaluating, and revising essays based on rhetorical analysis and genres.
  - Strategies for critical reading and note-taking to support writing with sources.
- **Emphasis on metacognition and self-regulation**
  - Goal setting, task management, self-evaluation, reflection.
- **Instructional methods**
  - Think-aloud modeling, collaborative practice, and peer review.
- **Ten years of R&D with strong evidence of effects**



# Project History



- **Design research – 2010-13**
  - Collaborative work with community college faculty
  - 3 cycles of design, implementation, and revision
  - Large pre to post gains in writing and motivation
- **Quasi-experimental study – 2012**
  - 2 colleges, 13 instructors, 276 students – 48% minority, 10% non-native English speakers.
  - Large effects on overall writing quality and motivation
- **Rigorous experimental study – 2016-17**
  - 2 colleges, 19 instructors, 207 students – 57% minority, 12% non-native English speakers.
  - Large effects on overall writing quality and motivation
- **Experimental study - writing with sources – 2018-19**
  - 2 colleges, 23 instructors, 243 students
  - Moderate to strong effect on quality of essays with sources. More to go.

# Experimental Study 2016-17



- Writing without sources - multiple genres (narrative, causal, comparative, argumentative)
- Participants & activities
  - 2 colleges (fall and spring), 19 instructors, 207 students – 57% minority, 12% non-native English speakers.
  - Control instructors continued with existing instruction
  - Treatment instructors – 2 days of PD plus coaching, instructor's guide and student books

# Essay Quality (2016-17)



		Treatment M (SD)	Control M (SD)
Quality			
	Pretest	2.40 (0.91)	2.61 (0.76)
	Posttest	4.39 (1.04)	3.10 (1.14)
	Gain	1.98 (1.28)	0.51 (1.24)

- $F(16) = 29.75, p < .0001$ . ES, Glass's  $\Delta = 1.75$ .

# Outcomes – 2016-17



- Large effects on quality of argumentative writing
  - Average treatment student **at 95<sup>th</sup> percentile** of controls
  - On 7-point quality scale, T gained 1.98, C gained .51
- Positive effects on motivation
  - Self efficacy or confidence – for process, grammar, self-reg
  - Affect
  - Beliefs about writing
- Positive effect on NAEP writing test
- No effect on grammar or Accuplacer reading
- Note: Results similar to 2012 study

# Study – Writing with Sources – 2018-19



- Expanded curriculum to integrate reading with writing with the goal of writing using sources
  - Summary-response strategy to support critical reading and note-taking
  - Strategy for evaluating the credibility of sources online
  - Synthesizing source information in an essay
- Participants & activities
  - 2 colleges, 23 instructors, 243 students
  - Random assignment to SSW or existing instruction
  - PD and coaching, Instructor's guide and student book

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# Study 2018-19 -- Outcomes



- **Essay with sources**
  - Final exam. Students read two articles on a contemporary issue and wrote an essay using the sources.
  - Rated for overall quality: ideas, organization, use of sources, conventions. 7-point scale
  - Treatment mean = 3.56; Control mean = 2.72.
  - Treatment at 73rd percentile compared to control group
- **Under analysis**
  - Summary of another article
  - NAEP writing
  - Motivation

# New study hot off the presses



- **Compressed course – 4 weeks, followed by 11-week FYC**
  - **Eric Nefferdorf** - doctoral dissertation
  - Course focused on writing essays with sources - same strategies except critical evaluation of online sources
  - 2 treatment and 3 control instructors
- **Preliminary results – essay with sources**
  - Treatment mean = 3.64
  - Control mean = 2.83
  - $p = .002$ ,  $ES = 1.11$

# Key Ideas: What Makes It Work?



# What Makes It Work?



- Systematic strategies based on rhetorical analysis and genres.
- Support for self-regulation and motivation.
- Critical instructional methods.

# Genre-based Strategies for Writing and Reading

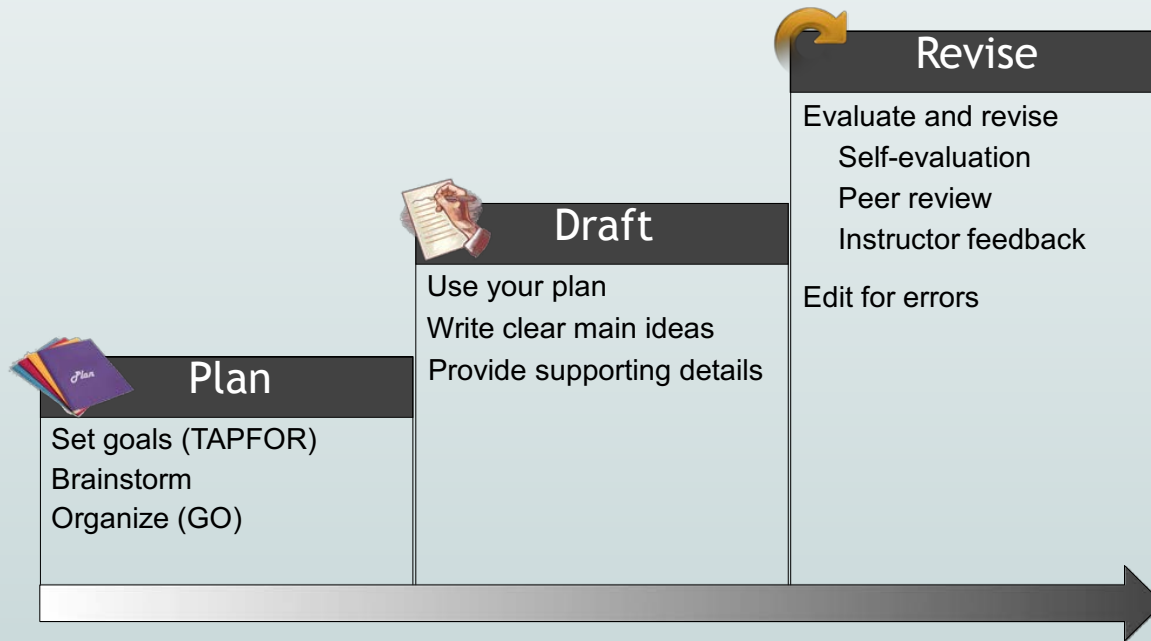


# Genre-based Strategies



- Writing and reading strategies integrate rhetorical knowledge of genres with processes.
  - Planning strategies – Use genre knowledge to set goals, generate content, and organize
  - Evaluating/revising strategies – Use genre-specific evaluation criteria
  - Reading comprehension – Use genre knowledge to identify key ideas
- Units focused on genres
  - E.g., personal narrative based on *This I Believe* series on NPR
  - E.g., argumentative essay with counterargument

# WRITING STRATEGY



TAPFOR -- Topic, Audience, Purpose, Form, Organizational Elements, Requirements

GO -- Graphic Organizer

# Elements of Argumentative Writing



- **Introduction**
  - Issue: What is the issue? Why is it important?
  - Position/Thesis: What is your position?
- **Reasons 2-4**
  - Clear reason: Give a reason for your position
  - Supporting Evidence: Support your reasons with facts, examples, and explanations.
- **Opposing Reason and Rebuttal Essay**
  - Opposing reason: What does the other side have to say?
  - Evidence for opposing reason: Give facts, examples, or explanations.
  - Rebuttal: Say why you disagree. Give your reasons.
- **Conclusion**
  - Re-state position: Tell what your position is again.
  - Finish with a strong point: Leave the reader with something to think about.



Set Goals Using TAPFOR

**T**

Topic



**A**

Audience

**P**

Purpose

**F**

Form

**O**

Organizational  
Elements

**R**

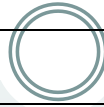
Requirements

Brainstorm

For	Against

*Graphic Organizer: Argumentative Writing with Opposing Position (IROC)*

Issue:



Position [I say]:		Opposing Position [What others say]:		
Reasons [Why I say what I say]	Evidence	Reasons [Why they say what they say]	Evidence	Rebuttal [Why they are wrong]

**Argumentative Writing: Evaluation Rubric**

Writer's Name: \_\_\_\_\_ Reviewer's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Rubric Score: 0 =missing 1 = needs work 2 =good

INTRODUCTION		Score			
• Issue: Does the writer say why the issue is important?					
• Position: Is the writer's position clear?					
REASONS (Paragraphs 2-4)		Reason 1	Reason 2	Reason 3	Reason 4
• Clear Reason: Does each topic sentence give a clear/accurate reason?					
• Supporting Evidence: Is each reason supported with facts, examples, or explanations?					
OPPOSING POSITION & REBUTTAL					
• Opposing reason(s): What did the opposing side say?					
• Evidence for opposing reason: Supported with facts, examples, or explanations?					
• Rebuttal: Does it argue against specific reasons/evidence?					
CONCLUSION					
• Restate position: Is the position stated in new words?					
• Strong point: Does it leave the reader something to think about?					
Other					
• Are transition words used effectively?					
• Were all assignment requirements met?					
PEER FEEDBACK:					
What was done well?			Suggestions for improvement:		
Writer's Goal: What will I change?					

# Summary and Response Strategy



- **Summary**

- First reading: Rhetorical preview -- TAAPO
- Second reading:
  - ✦ Highlight the genre elements (e.g., position, reasons, counterarguments)
  - ✦ Take notes in your own words using the graphic organizer (GO)
  - ✦ Evaluate the ideas; comment on the GO
- Summarize using the GO & sentence frames

- **Response**

- Comment on author and source credibility
- Evaluate the author's arguments
- Add your own ideas, if you wish

## TAAPO and Graphic Organizer (GO)

### Taking Notes to Write a Summary-Response Paper

Analyze Using TAAPO:



**Topic:**

**Author and source:**

**Audience:**

**Purpose:**

**Organization (elements):**

<b>Citation:</b>			
<b>Issue/Problem:</b>			
<b>Author's position (or central idea)</b>			
<b>Reasons (or main points)</b>	<b>Key evidence (or supporting details)</b>	<b>Comments for response</b>	
<b>Opposing position (if present)</b>			
<b>Opposing Reasons</b>	<b>Support/evidence</b>	<b>Rebuttal</b>	<b>Comments for response</b>

# Elements of a Summary-Response



- **Introductory sentence**

- Author & source: Does it mention the author and source?
- Position/thesis: Does it state the author's position?

- **Main ideas**

- Reasons: Are the main ideas accurately stated?
- Evidence: Does it include **only** the most important evidence?
- Are opposing reasons and rebuttals stated clearly and accurately?

- **Summary Features**

- Is it written in the summarizer's own words?
- Attributions: Are the ideas clearly attributed to the author?
- Citations: Does it include an appropriate reference?

- **Response**

- Credibility: Does it comment on the credibility of the author and source?
- Evaluation: Does it evaluate specific strengths and weaknesses of the argument?
- Does it comment on what ideas might be used in writing an essay?
- Optional: Does it give an opinion on the issue?

# Self-Regulation and Motivation



# How to Support Self-Regulation?



## STRATEGIES FOR ACADEMIC SUCCESS

1

### Goal Setting

What are my long-term goals?

What specific goals do I have for this assignment?



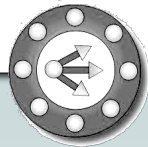
2

### Task Management

How can I manage my work to get it done?

What strategies can I use?

How can I motivate myself to do my best?



3

### Checking Progress

Am I using the strategies?

Are they helping me to get the task done?

Shall I consider other strategies?



4

### Reflection

How did I do on the task?

How did the goals and strategies work?

What worked well and what did not?

What strategies will I try next time?

What goals will I set next time?





# Journals and Discussion



- Student journals focus on topics related to self-regulation.
  - Goals
  - Task management
  - Progress monitoring/self-evaluation
  - Reflection
- Class discussion of journal entries. Motivation involves identity.
- Strategies applied in each writing cycle.

# Self-Evaluation & Reflection



- Emphasis on learning to self-evaluate their writing. Included in the writing strategies and supported by the instructional methods.
- Important to motivation. Nothing increases confidence like seeing your success.

# Instructional Methods



# Instructional Sequence: A Strategy for Teaching Strategies



1. **Introduce the genre**
  - Discuss the purpose
2. **Analyze good and weak examples**
  - Discuss the good model, drawing out the genre elements
  - Apply genre-specific evaluation criteria to model
  - Apply evaluation criteria to weak example and discuss improvement

# Sequence (cont.)



3. **Explain and model the strategy using think-alouds**
  - Explain the strategy steps
  - Instructor uses the strategy to plan, draft, and revise a paper – thinking aloud.
4. **Collaborative practice or joint construction**
  - Instructor and students together plan, draft, and evaluate a paper.

# Sequence (cont.)



5. Guided practice
6. Peer review
  - Prepare via collaborative evaluation of papers by unknown peers using genre criteria
  - Peer review in pairs or small groups with accountability
7. Support self-regulation throughout; teach to mastery
  - Journal entries and class discussion support use of the self-regulation strategies

# Current Challenge: Dissemination and Implementation



- **Fit with current reform efforts**
  - Integrated reading and writing
  - Compressed courses
  - Co-requisite courses
  - Writing centers
- **Professional development**
- **Disseminate components as well as full curricula**
- **Collaboration with community colleges**

# Contact



- Charles MacArthur
  - [macarthu@udel.edu](mailto:macarthu@udel.edu)



# Selected Sources



- **Cognitive models:**
  - Hayes & Flower; Hayes; Scardamalia & Bereiter; many others
- **Self-regulated strategy instruction:**
  - Harris & Graham; Zimmerman & Schunk
- **Genres:**
  - Englert & Raphael – text-structure strategies
  - J.R. Martin, David Rose – Australian
- **Evaluation and peer review:**
  - MacArthur; Cho & MacArthur; Philippakos & MacArthur
- **Motivation:**
  - Bruning, Pajares

# Project publications



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- Traga Philippakos, Z. A., & MacArthur, C. A. (2018). College student writers' use and modification of planning and evaluation strategies after a semester of instruction. *Journal of Adolescent and Adult Literacy*, 62, 301-310.
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# Reimagining Developmental Education

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# Thank you!

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