

Reimagining Developmental Education

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What Are We Missing?: Students tell us where developmental education has gone right and wrong

Demi Aguayo, Amarillo College

Nathaly Rodriguez, Borough of Manhattan
Community College

Yosef Soiefer, Rockland Community College

Maggie P. Fay, Research Associate, CCRC

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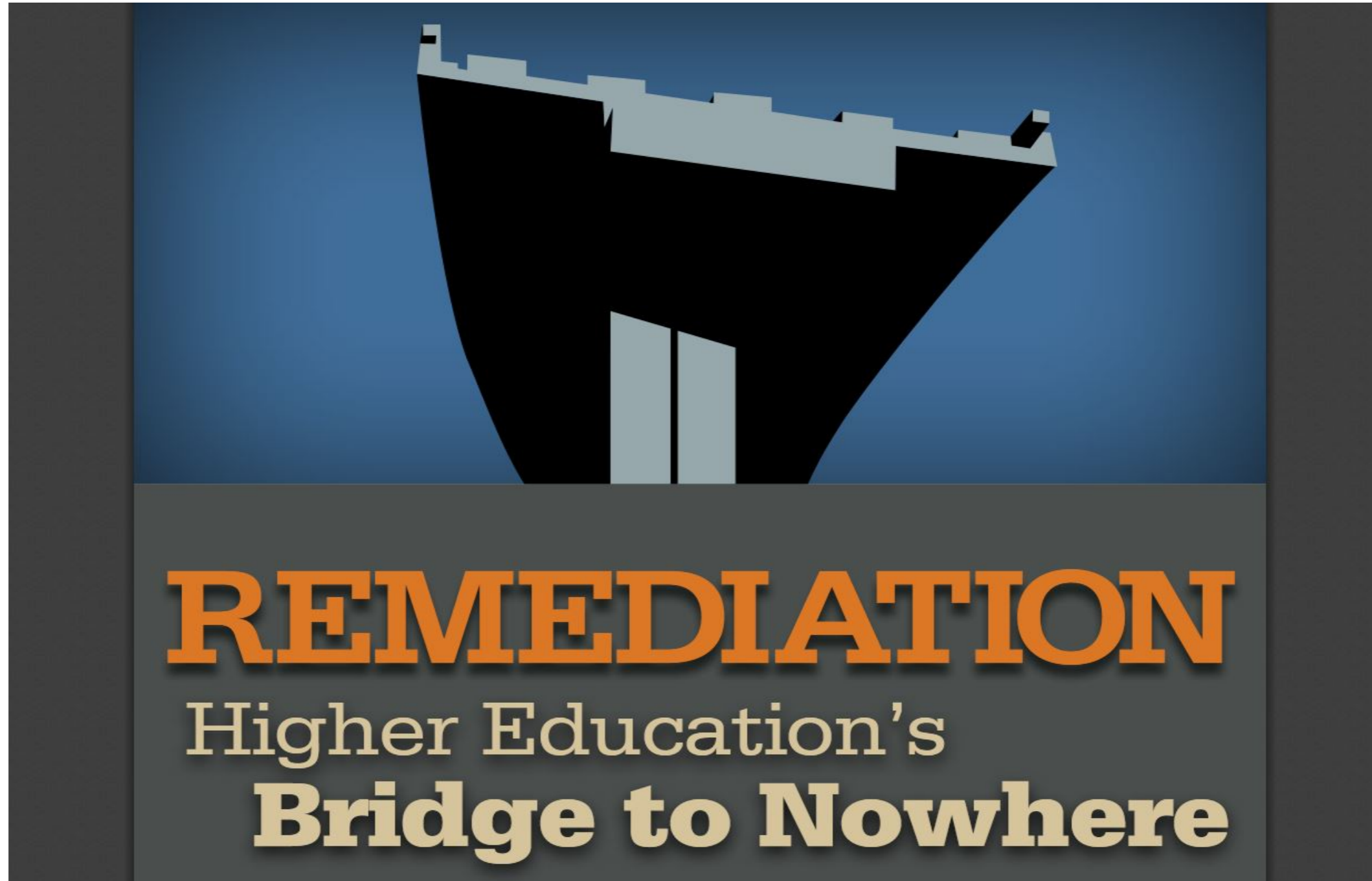
What have we learned from research on developmental education?



What have we learned?

- There is an extensive body of research on developmental education in college (e.g. Bailey, Jeong & Cho, 2010; Chen, 2016; Attewell, Lavin, Domina & Levy, 2006; Scott-Clayton & Rodriguez, 2012)
- Most of the research has been quantitative and focused on student outcomes
- Focus on the causal effects of taking developmental courses in college (Attewell et al., 2006; Scott-Clayton & Rodriguez, 2012; Bettinger & Long, 2009; Boatman & Long, 2010; Calcagno & Long, 2008; Martorell & McFarlin, 2011)
- “Muddy” picture of effects emerges from causal research

Developmental Education as Barrier to Student Progress



What are we missing?

- Variation in outcomes for students with similar demographic and characteristics and academic level of academic preparation
- Student voice and student experiences in remedial courses
- Mechanisms driving outcomes
- Other factors in students lives that impact progress in remediation
- Under what conditions are these courses developmental, discouraging or diverting?
- Student resilience and agency

To address these gaps...

- **Demi Aguayo**, Amarillo College, Amarillo, Texas
- **Nathaly Rodriguez**, Borough of Manhattan Community College (BMCC), NYC
- **Yosef Soiefer**, Rockland Community College, Suffern, New York

Developmental context

- Amarillo College → 3 levels of pre-curricular developmental math, received funding starting in 2015 to redesign
- Rockland Community College → 2 levels of pre-curricular developmental English, 1 co-requisite English course
- BMCC → up to 3 levels of developmental math, 2 levels of developmental English and a co-requisite option
- CUNY Start → preparation in academic reading/writing, academic math, and “college success” advisement for students entering CUNY with significant remedial needs based on the results of their CUNY Assessment Tests.

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Thank you!

Maggie P. Fay:
fay@tc.edu

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