

Integrating Supports into Developmental Education: Lessons from Research and Practice

Reimagining Developmental Education

CAPR \ 2019

Presenters:

- Janelle Harding, Rockland Community College-SUNY
- Linda Garcia, Center for Community College Student Engagement/UT Austin
- Jeanette Kim, CUNY

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Reimagining Developmental Education

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Janelle Harding

Rockland Community College Student- SUNY
Suffern, New York

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Center for
Community College
Student Engagement



AMIND at Work

Maximizing the Relationship
Between Mindset and
Student Success

2019 NATIONAL REPORT

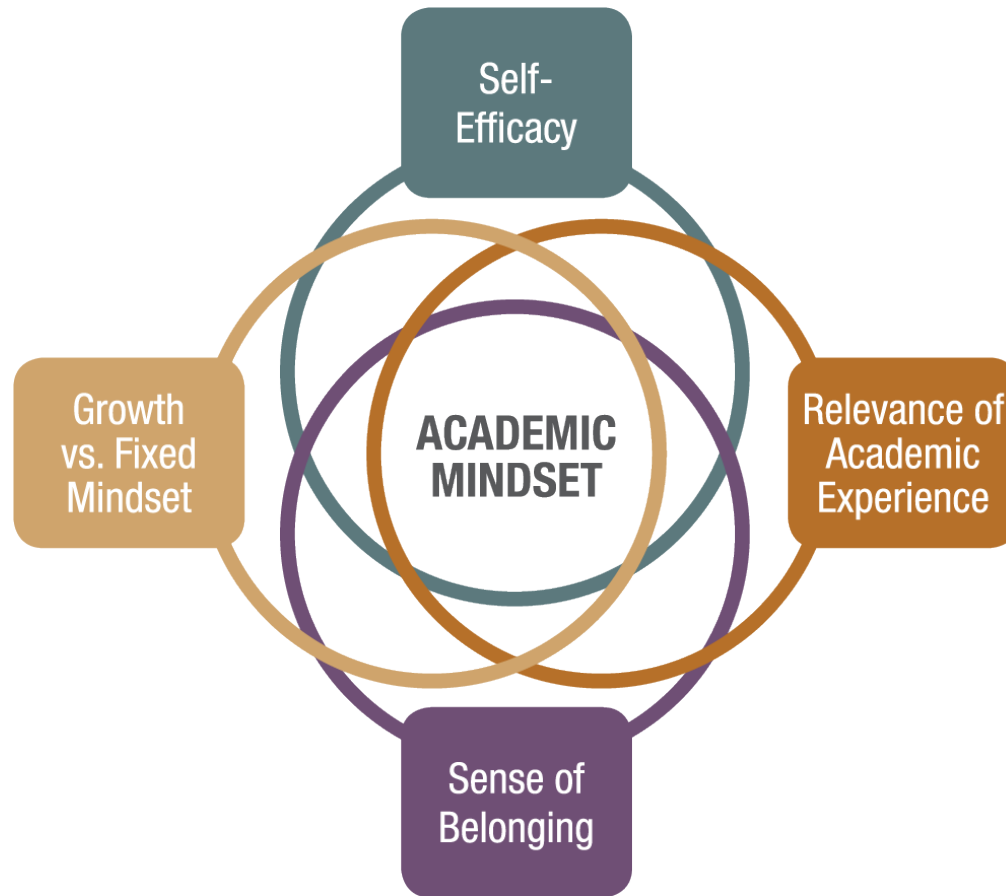
The more productive
a mindset,
the higher
the GPA



Productive Mindset



Source: Ikonick





Students' perceptions
of the potential change
in their intelligence.





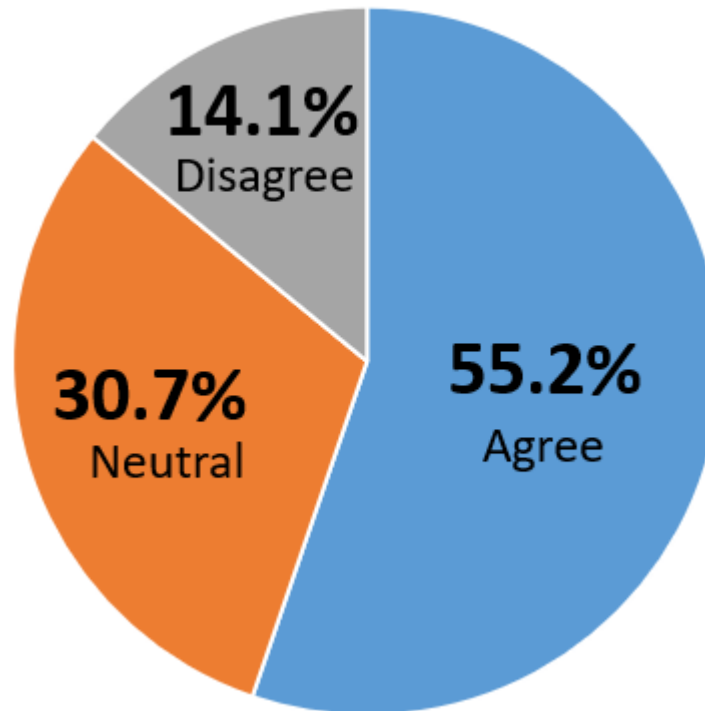


Growth vs.
Fixed
Mindset

I can change my intelligence a lot in:



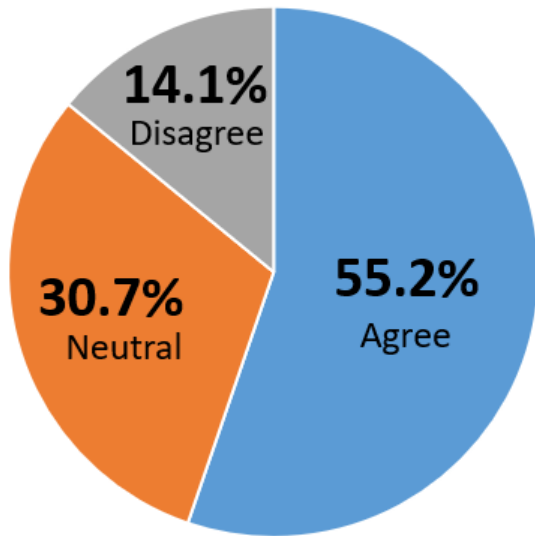
I can change my intelligence a lot in:



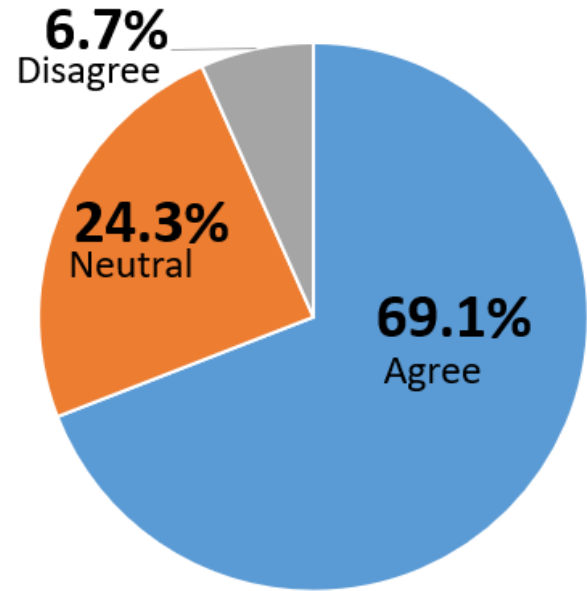
MATH



I can change my intelligence a lot in:



MATH



ENGLISH



Students' confidence in their ability to be successful in their coursework.







Students Responded With “Agree”

I can become more intelligent by working hard on my studies.

91.3%



Students Responded With “Agree”

I can do well on tests, even when they are difficult

**DEVELOPMENTAL
STUDENTS**

**NON-DEVELOPMENTAL
STUDENTS**



Students Responded With “Agree”

I can do well on tests, even when they are difficult

49.5%

**DEVELOPMENTAL
STUDENTS**

62.1%

**NON-DEVELOPMENTAL
STUDENTS**



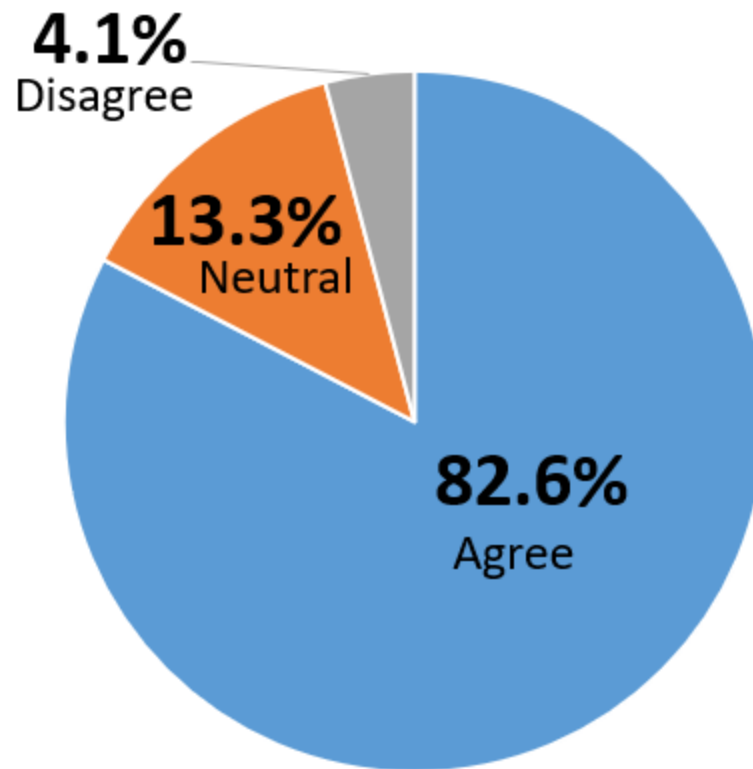
Students' views of whether their college work is preparing them for future success.







This college is preparing me for what I plan to do in life





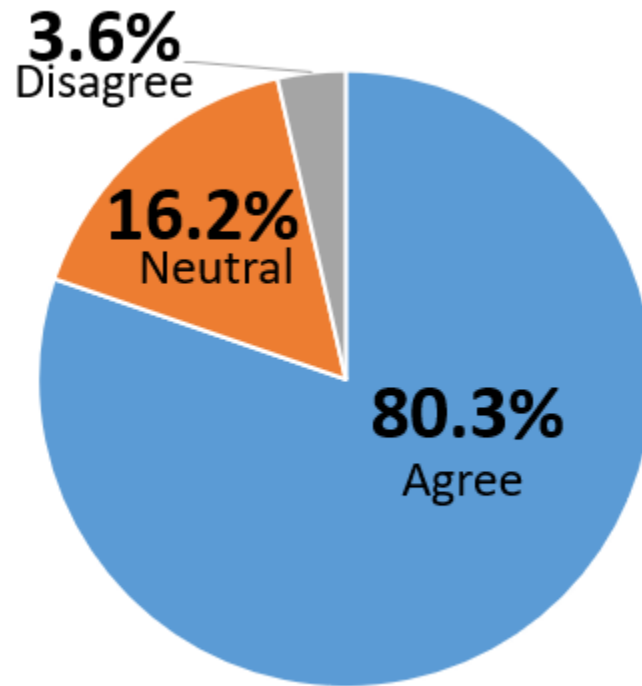
Students' perceptions of whether they are accepted members of their college community.







I have good relationships with others at this college



www.ccsse.org/NR2019/Mindset.pdf

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Thank you!

Linda Garcia

Center for Community College Student
Engagement/ UT Austin

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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CUNY Start

Supporting students for successful
college readiness and transition

CAPR – Academic & Non-academic supports for
developmental education students

New York, NY – November 21, 2019

Jeanette Kim, City University of New York



The City University of New York

The nation's largest urban university system: 25 campuses; including 7 community colleges and 11 senior colleges.

Enrolls more than 240,000 undergraduates; more than 97,000 associate degree-seeking students

Serves populations traditionally underrepresented in higher education

65% of first-time associate degree students have one or more remedial needs



CUNY Start: Theory of Change

By addressing remedial needs prior to matriculation, students will be better prepared to succeed in college.

- Eliminate or reduce remedial needs before entry
- Save financial aid for credit courses
- Intensive time spent building academic skills (reading, writing and math)
- Learn within a structured curriculum, from highly-trained teachers and advisors
- Students learn as a cohort

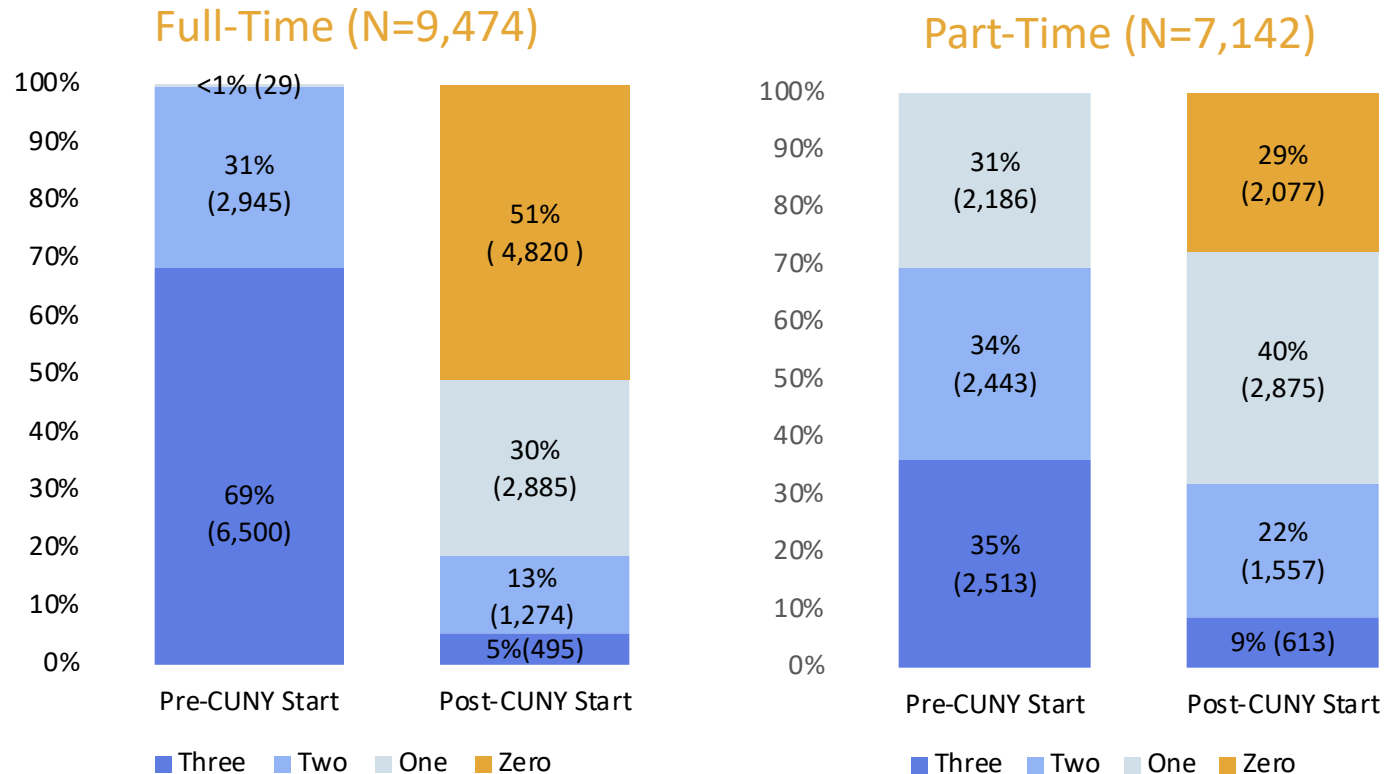


CUNY Start: Program Elements

- Uniform student-centered curriculum
- Highly trained teachers and advisors
- Intensive time devoted to classroom instruction
 - FT program (25hrs/wk); PT program (12 hrs/wk)
- Structured college success seminars / advisement
- Low student fee (\$75 for FT; \$35 for PT)

CUNY Start Proficiency Gains

Number of Developmental Education Needs Before/After CUNY Start Completion (Fall 2009 through Spring 2018; FT and PT Cohorts)



Note: Outcomes data shown for program completers only. Initial remedial needs are based on the CUNY Assessment Test scores. Proficiency gains are based on course performance and exit test scores.

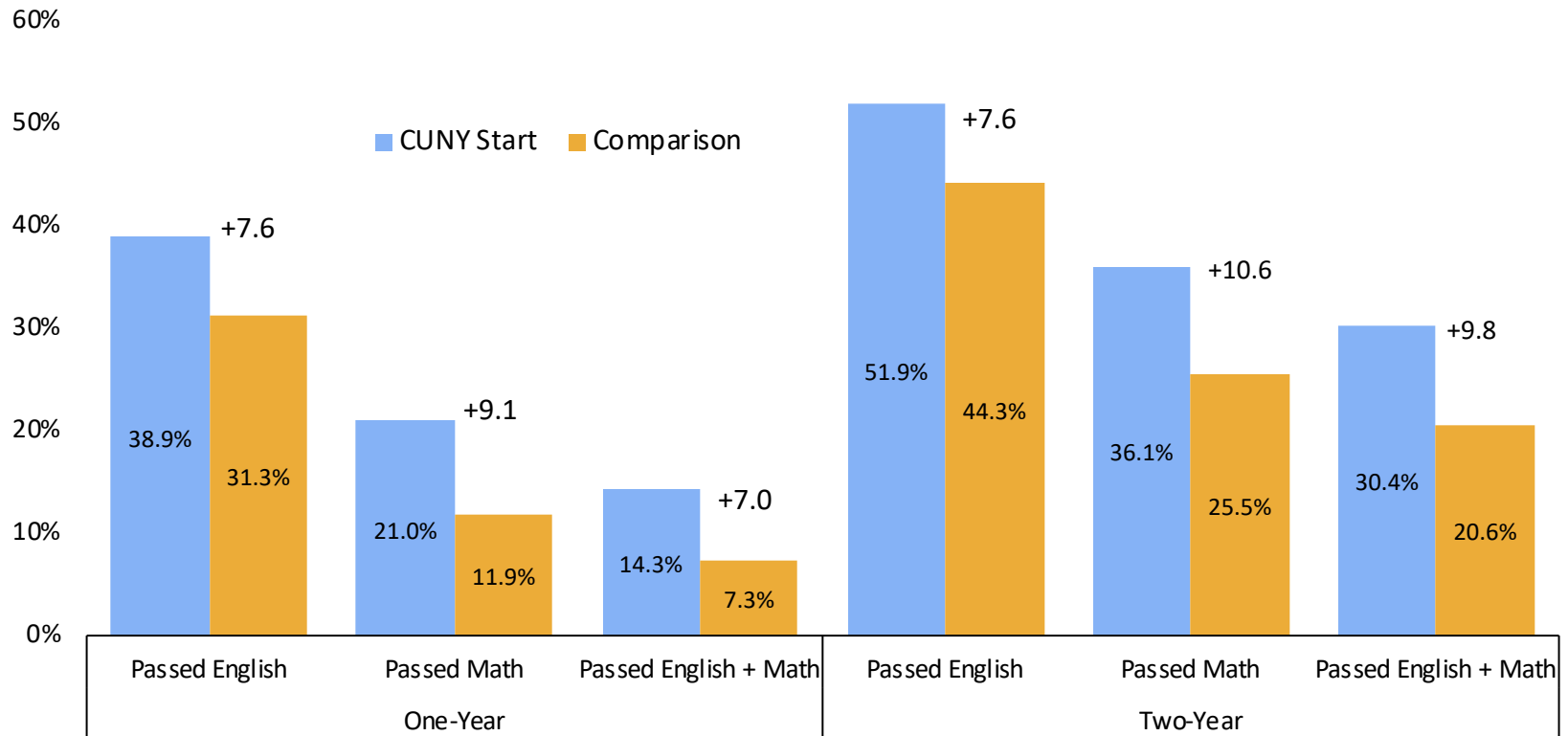
(Source: CUNY Start program database)

MDRC (RCT evaluation) Key Findings

- CS students made more progress through their remedial requirements than control group students – especially in math
- CS students earned fewer college credits in the first semester than control group
- CS students attempted more credits in 2nd semester than control group (7.0 college-level credits vs. 5.2 college-level credits)
- During 2nd semester, CS students enrolled at CUNY College at higher rates than control group students
- Particularly strong math outcomes – 57% of CS students became college ready in math vs. 25% of control group

Becoming College Ready: Early Findings from a CUNY Start Evaluation (MDRC, July 2018)

Gateway Course taking Outcomes

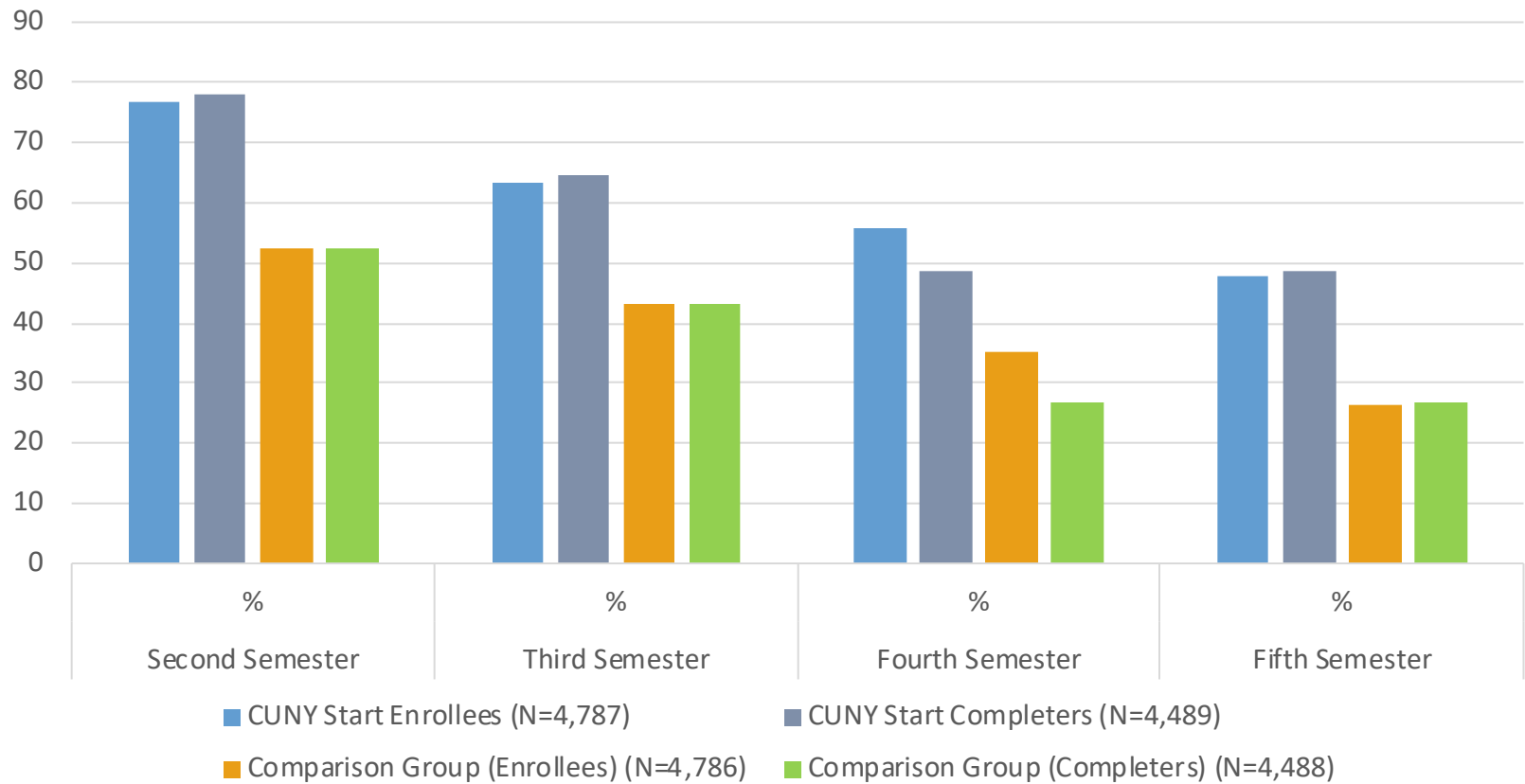


Note: Results shown from propensity-score analysis of CUNY Start students and CUNY first-time freshmen. Total sample size was 11,198 (5,599 CUNY Start and 5,599 non-CUNY Start students).

(Source: Authors' calculations using data from the CUNY Institutional Research Database (IRDB))

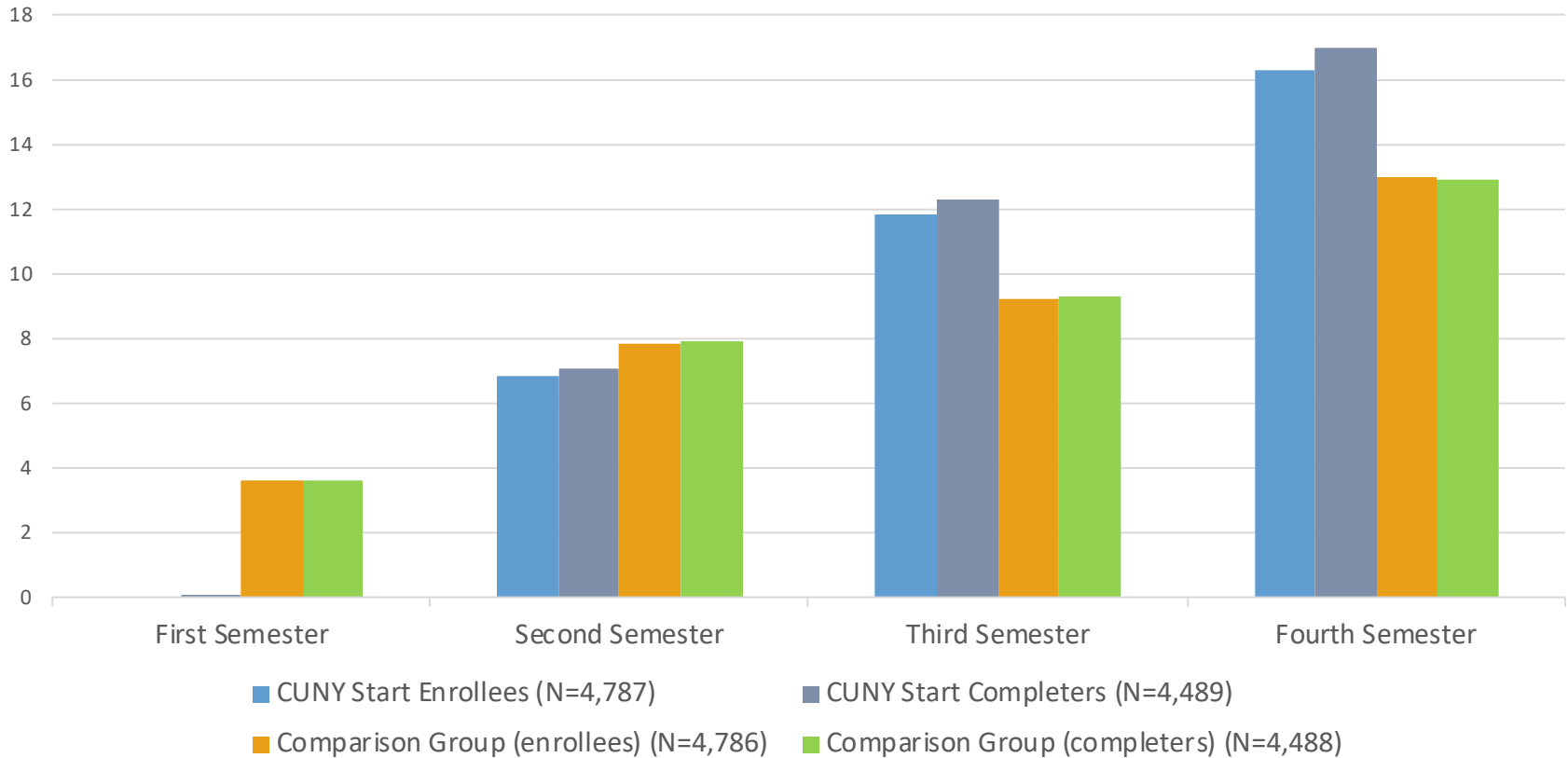
Starting to Succeed: The Impact of CUNY Start on Academic Momentum: Gateway Course Completion (Jenkins Webber, July 2018)

Retention Rates at CUNY



Note: CUNY Start students are compared to students in CUNY within the same semester. PSM was used to identify the comparison group. Source: Office of Research, Evaluation, and Program Support, 2019

Cumulative Credits Earned



Note: CUNY Start students are compared to students in CUNY within the same semester. PSM was used to identify the comparison group. Source: Office of Research, Evaluation, and Program Support, 2019

Thank you!

For more information - www.cuny.edu/cunystart

Visit CUNY Start – CUNY Start Design Studio

<http://www1.cuny.edu/sites/cunystart/designstudio/>

Questions – Jeanette Kim – Jeanette.kim@cuny.edu

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Thank you!

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