



WHITE HOUSE INITIATIVE

on EDUCATIONAL EXCELLENCE *for* HISPANICS

25 Years of Fulfilling America's Future

Webinar on Developmental Postsecondary Education

August 19, 2015



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Improving College Success: Learning from Reforms in Developmental Education

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What is Developmental Education?

- Remedial courses in reading, writing, and math
- For students who are not college ready

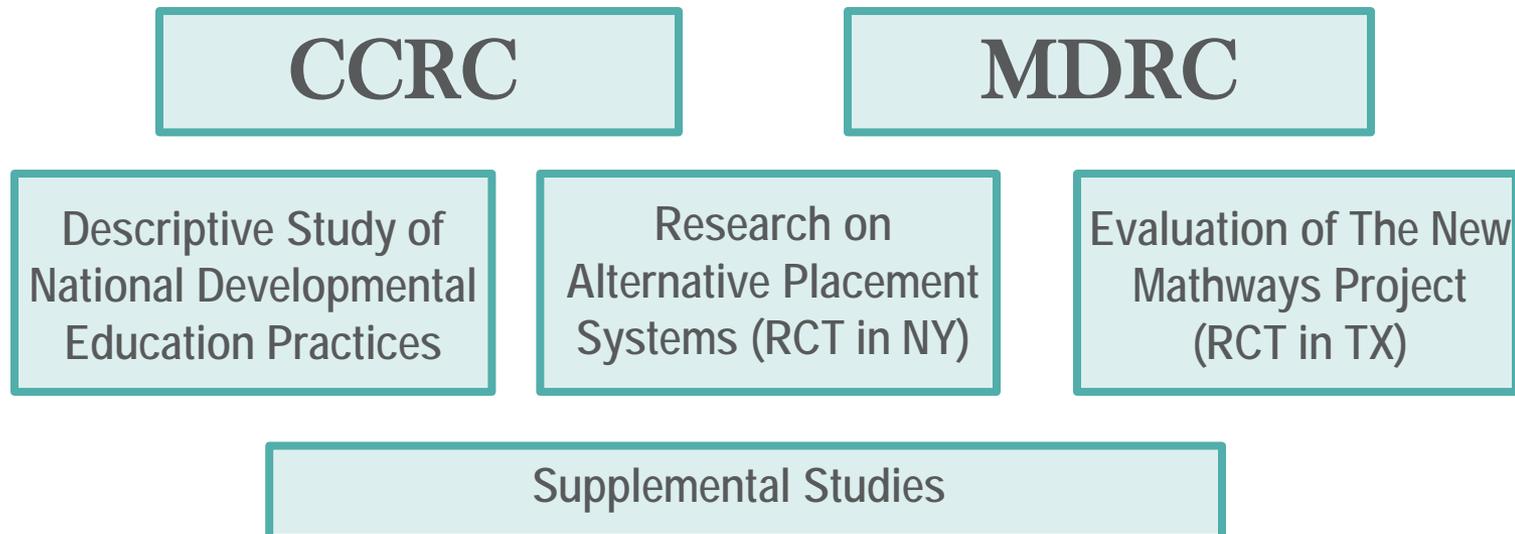
What is the Challenge?

- 66% of students take dev ed courses
 - Less than half make it through dev-ed sequences
- Low-income and minority students are over-represented
- Limited research on how to improve dev ed practices

Center for the Analysis of Postsecondary Readiness (CAPR)

Federally funded center → Research reforms to developmental education instruction and assessment

Organization of the Center



Descriptive Study

- Analyze general dev ed practices and reforms
- Nationally representative sample
 - Open access/less selective
 - 2-year/4-year
 - Public private
- Survey and interviews
- Learn more about normative practices in colleges

Assessment Study

- One dev ed test = overplacement
- Include multiple measures
 - GPA, noncognitive measures
- Formula to predict outcomes → better placement?
- 7-8 SUNY colleges
 - Place using formula or “business as usual”
- Increase successful college placement and completion?

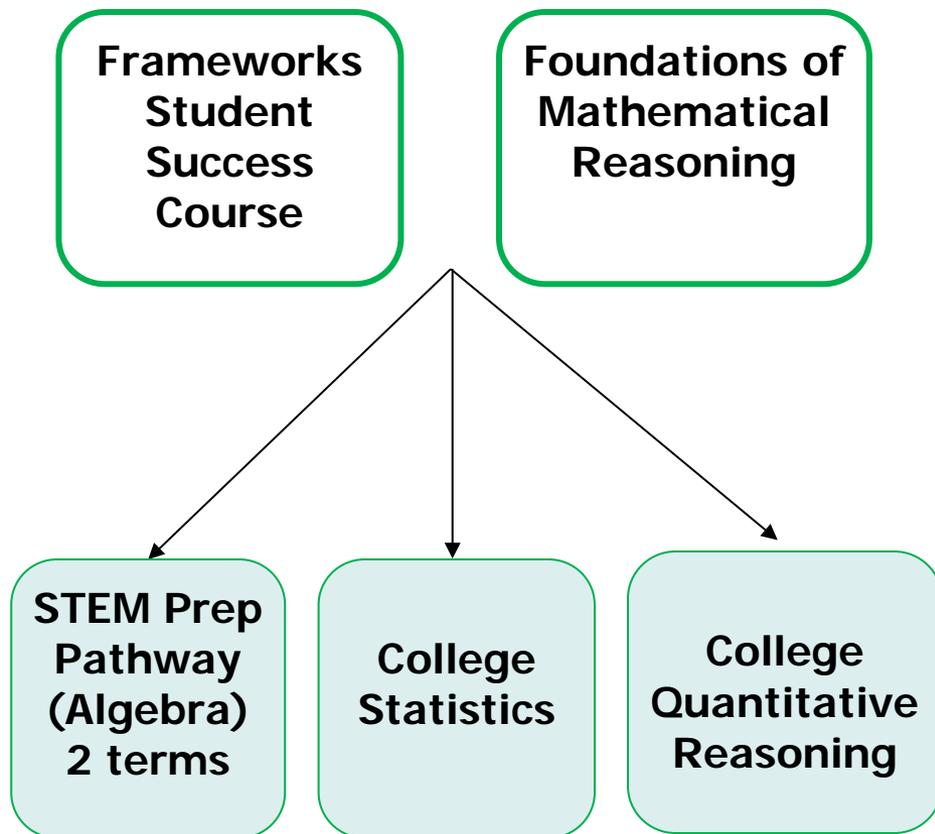
Instruction Study: The New Mathways Project

The model

- Multiple pathways
- Acceleration
- Students develop skills as learners
- Curriculum design and pedagogy

The players

- Charles A. Dana Center – UT Austin
- Texas Association of Community Colleges



Instruction Study: The New Mathways Project

- Research Questions
 - Do NMP pathways increase progress through dev ed and completion of college level courses?
 - How are curriculum and instruction different?
 - Is it cost-effective?
- Random assignment: NMP courses or “business as usual”
- 4 colleges, 4 cohorts (Fall 2015 – Spring 2017)
 - El Paso, Trinity Valley, Brookhaven (Dallas), and Eastfield (Dallas)
- Track outcomes for at least 1 year
 - Are NMP students more successful?

Early Qualitative Study: 1st cohort of NMP colleges

(Spring 2013 – Spring 2014)

The study

- 9 colleges
- Study
 - Implementation of courses
 - Student outcome trends

Spring &
Summer
2013

Preparation

Fall 2013

Foundations
&
Frameworks

Spring
2014

College-
level
Statistics

Qualitative findings

- Dana Center provides strong supports
- Faculty support multiple math pathways
 - However, some have concerns about NMP curriculum
- Obstacles to student recruitment
 - Concern over transfer to 4-year colleges
- Students like courses

Student Outcomes: Non-New Mathways Students

Outcome	Developmental Levels Down of Math Courses Enrolled In	
	<i>One Level</i>	<i>Two Levels</i>
Students enrolled in a traditional dev math class in fall 2013	5,000	5,600
<i>Among those enrolled in fall 2013 traditional dev math class, by spring 2014:</i>		
Completed dev math requirement	60%	18%
Enrolled in a non-NMP college-level math class	37%	5%
Passed non-NMP college-level math class with "C" or higher	23%	3%

Student Outcomes: *New Mathways Students*

Outcome	All Colleges Offering Foundations	Colleges Offering Foundations that Promoted Enrollment in Statistical Reasoning
Number of codevelopment colleges	7	5
Students enrolled in Foundations in fall 2013	233	136
<i>Among students enrolled in fall 2013 Foundations, by spring 2014:</i>		
Completed dev math requirement by passing Foundations with a "C" or higher	65%	70%
Enrolled in Statistical Reasoning or other college-level statistics course	46%	64%
Passed Statistical Reasoning or other college-level statistics course with "C" or higher	30%	49%