



Developmental Education Reform

Innovation Incubator

CCRC COMMUNITY COLLEGE
RESEARCH CENTER
Teachers College, Columbia University

What Comes After Dev Ed Reform?

Innovative Teaching Practices and Student Supports

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Developmental Education Reform Has Made a Difference

- Increasing adoption of proven reforms, including corequisite courses and multiple measures assessment
 - 29 states/systems allow or require the use of corequisite support
 - 33 states/systems allow for the use of multiple measures in placement decisions
- Strong body of rigorous evidence informs implementation of developmental education reforms and shows improved short-term outcomes for students

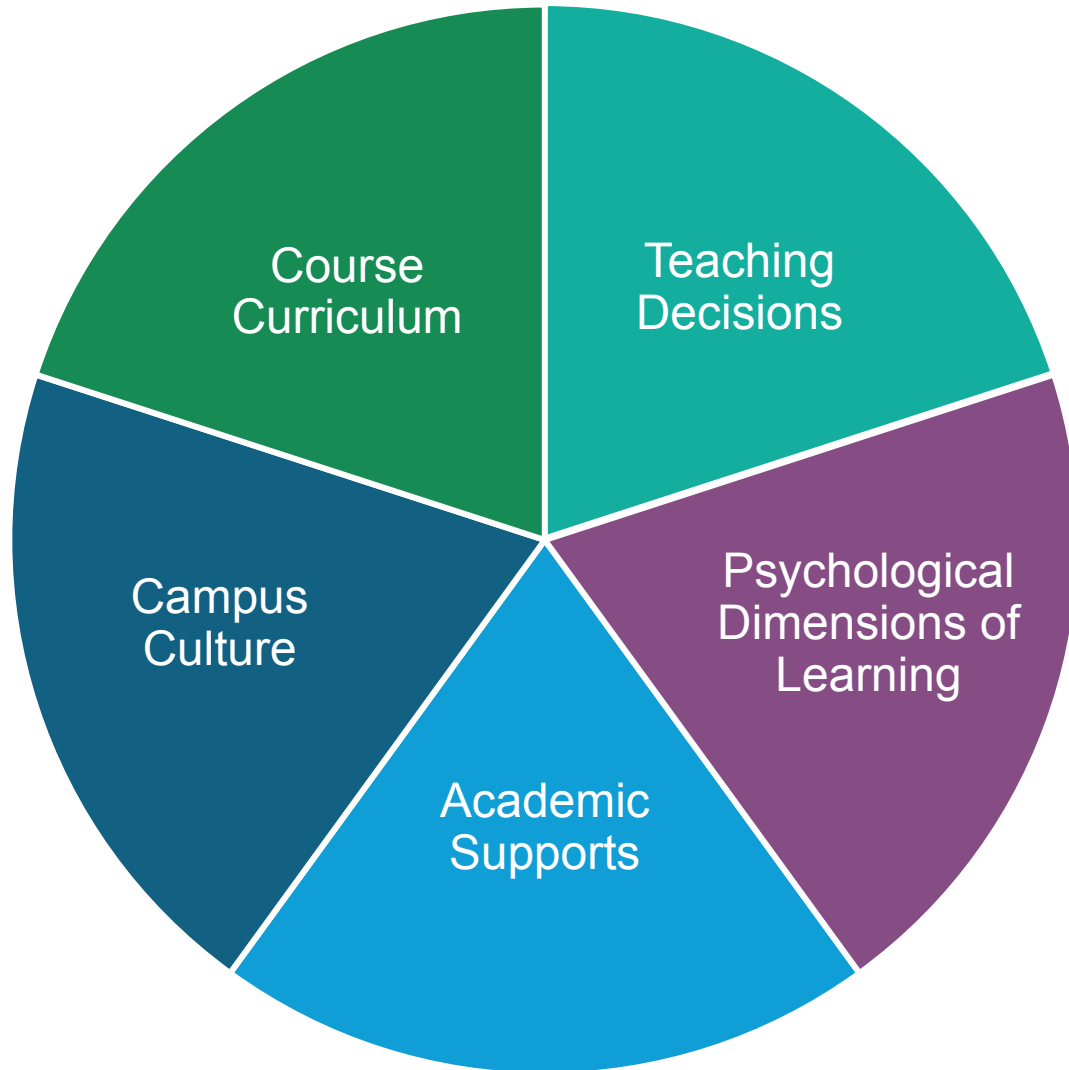
Disparities in Outcomes Persist Despite Progress

- Analyses of developmental education reforms show disparities in outcomes persist even as overall outcomes improve
- Black, Hispanic, and low-income students are less likely than their peers to pass college-level math/English
- Opportunity remains to increase the number of students passing a college-level math and English class in their first year
- Tackling these disparities will require the field to identify factors that contribute to disparities in outcomes, develop and test innovations, and learn from faculty

Developmental Education Reform Innovation Incubator Project

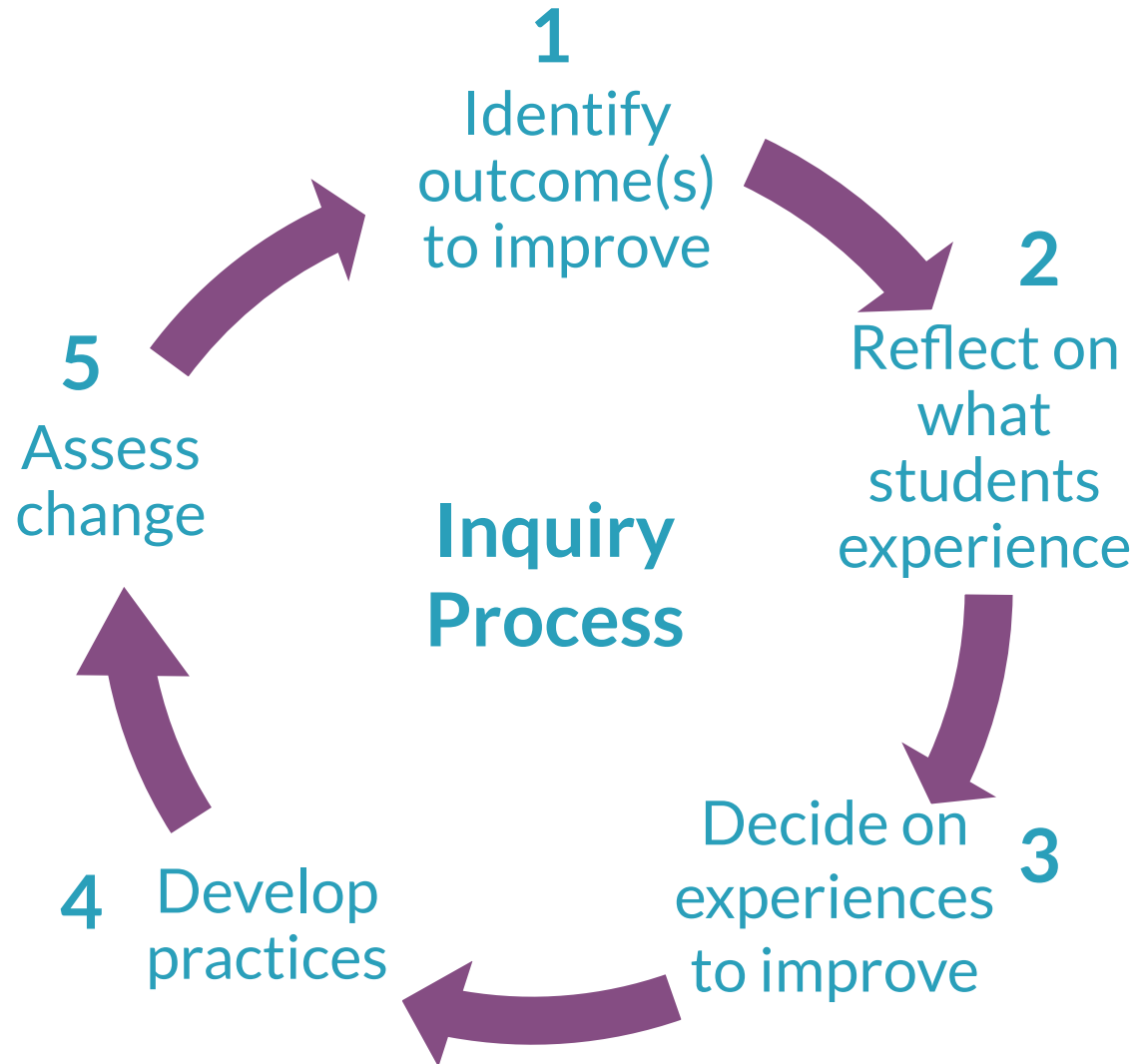
- 1 year community of practice with 4 colleges
- Colleges with mature dev ed reforms
- Develop and support faculty-led innovative practices; build capacity for self-assessment and scaling
- Opportunities for cross-college learning

Factors That Contribute to Outcome Disparities



Societal / Systemic Conditions
and Structural Reform Decisions

A Cyclical Inquiry Process to Improve Outcomes



Participating Colleges and their Practices

Arkansas State University Mid-South

- Build community and increase engagement among students taking Structured Learning Assistance (corequisite courses) using collaborative classroom activities
- Incorporate reflective writing and polling that enable instructors to respond to student needs

Volunteer State Community College

- Develop professional development opportunities to support faculty and build community around teaching Learning Support (corequisite) students

Participating Colleges and their Practices

Hartnell College

- Expand successful Math Academy experience to dual enrollment secondary students
- Identify key teaching practices and new culturally relevant activities/assignments to integrate into Math Academy and share with field

Community College of Baltimore County

- Create interdisciplinary “micro-lessons” to integrate into gateway math and English courses
- Reinstate professional learning opportunities for corequisite math and English faculty to improve collaboration, including through January Think Tank event

Student Experiences Across Colleges

Focus group findings that can inform innovative practices

- Collaboration with peers supported learning
- Confidence grew when help was accessible
- Student anxiety can be reduced by continuous instructor-student and student-student relationships
- Students often relied on their schedules rather than course information when choosing courses



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Key Takeaways

- Use data to identify which students are not yet well served and inform ongoing improvement
- Direct attention to common student experiences
 - E.g., improved engagement, collaboration, confidence, attitudes/skills that support learning, relationships with faculty and peers
- Provide time and resources to support faculty innovation
- Look for varied ways to “scale”
 - Faculty collaboration and learning
 - Interventions at course, discipline, and cross-discipline levels

Check out these resources!

Next-Generation Developmental Education Reform: Developing Practices to Reduce Disparities and Improve Outcomes

By Amy E. Brown and Susan Bickerstaff

To increase the number of students who succeed in college-level math and English, community colleges across the nation have adopted evidence-based approaches to identify students in need of academic support and to accelerate their enrollment in college-level coursework. These reform efforts have yielded successes, including larger numbers of students completing college-level coursework and achieving other longer-term academic milestones. Yet even in reformed contexts, many students are not successfully completing college-level math and English, often called gateway courses, within their first year.

This report explores reasons why some students are left behind and considers strategies for reaching them, with a specific focus on mitigating disparities in outcomes across student subgroups. Drawing on a literature review and a scan of relevant teaching and support practices being implemented in broad-access institutions nationwide, we describe drivers of outcome disparities in reformed developmental education contexts. Then we introduce the Developmental Education Reform Innovation Incubator—a community of practice made up of participants from four community colleges focused on developing, refining, and scaling practitioner-conceived reform practices—and discuss activities undertaken by the four colleges to improve outcomes for students identified as needing greater developmental education support. We briefly describe elements of each college's current approach and identify connections to drivers of outcome disparities. We also discuss an accompanying [inquiry tool](#) that faculty and administrators at other colleges can use to better understand developmental education concerns at their own institutions and develop practices to improve success for students.

As a result of major reforms to developmental education over the past decade, more incoming college students are completing college-level coursework in their first year. Yet, even in reformed contexts, some students still struggle. This report describes additional reform practices aimed at expanding student success.

Developmental Education Reform Inquiry Tool



Questions for Identifying Innovative Practices to Improve Student Experiences and Outcomes

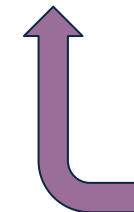
This tool is for teams of faculty, staff, and administrators who have already implemented developmental education reforms (including multiple measures assessment, corequisite remediation, and math pathways). The questions support reflection and planning to implement new practices within teaching, learning, and support contexts to improve more students' experiences and outcomes in college-level math and English. We recommend that teams begin by discussing the first two questions (about outcomes they would like to improve and their observations about what students may be experiencing that contributes to lower outcomes) and soliciting data to better inform their understanding of students' experiences. Then teams can focus on the remaining three questions to build an action plan to guide their next steps. This inquiry process can be repeated to support continuous improvement efforts.

1. What outcome(s) are we trying to improve? For whom?

- Consider which developmental education reform contexts you would like to focus on (courses, academic supports, other programming) and what outcomes to consider (course pass rates, course attendance, completion of coursework and major assessments, uptake of academic and student supports, enrollment in next course, next term / next year persistence).
- Examine institutional, departmental, and course-level data to better understand student outcomes in these contexts.
- Identify what students have lower outcomes and if those students share similar experiences, behaviors, or attitudes.

2. What student experiences do we think affect learning negatively and contribute to lower outcomes? (Focus on in-class / on-campus experiences.)

- Consider how institutional policies, campus culture, course curriculum, pedagogical decisions, and/or the psychological dimensions of learning shape these students' learning and success and might contribute to disparities.
- Think about your hypotheses and the types of evidence you can observe from your roles as faculty, staff, and administrators.
- Speak to these students to learn more about their experiences.



Scan here for the report and Inquiry Tool!

Thank you!

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For more information, scan the QR code
or visit <https://ccrc.tc.columbia.edu/>