



Developmental Education Reform

**Innovation Incubator**

**CCRC** COMMUNITY COLLEGE  
RESEARCH CENTER  
Teachers College, Columbia University

# Innovative Practices to Reduce Disparities in Corequisite Courses: Voices from a Community of Practice

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Hartnell College - Jason Garrett & John Perez, Jr.

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# Today's Roadmap

**Developmental  
Education  
Reform Context  
& the Incubator**

**An Inquiry  
Process re.  
Student  
Experiences  
in Dev Ed  
Reform**

**The Incubator in  
Action – Hartnell  
College**

**Inquiry Tool  
Activity**

# Learning Objectives

1. Consider what kinds of **barriers to student success** in developmental education reform may exist in your institution.
2. Understand the experience of a community college in applying practitioner-led innovation and an **inquiry framework to address disparities in student outcomes** to your college's context.
3. **Apply the inquiry framework to generate ideas** about improvements to dev ed reform in your own institution.

# 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

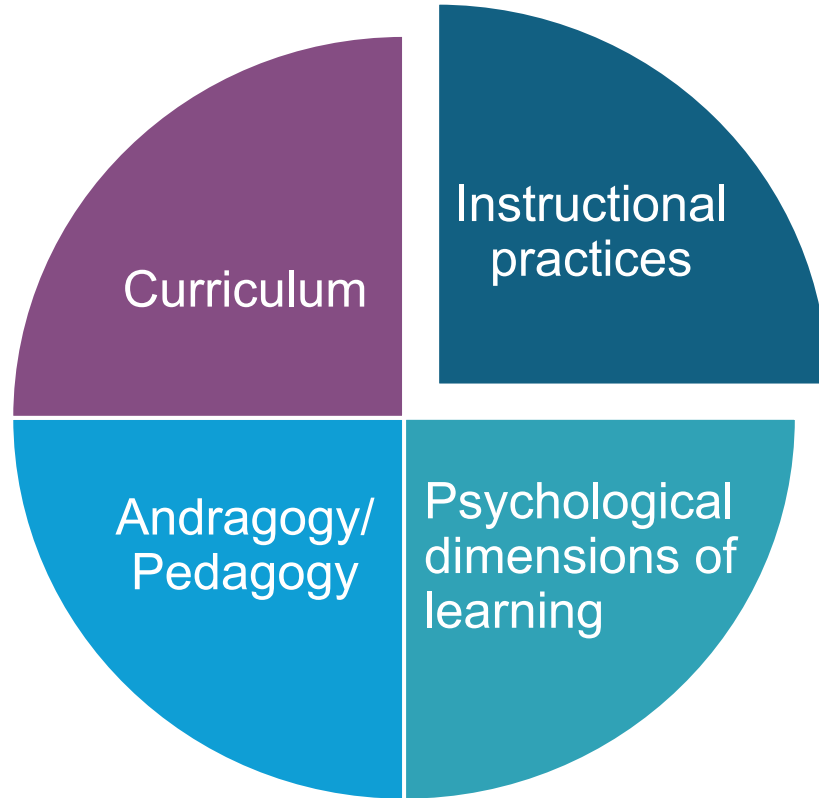
# Disparities in Outcomes Persist Despite Progress

- 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

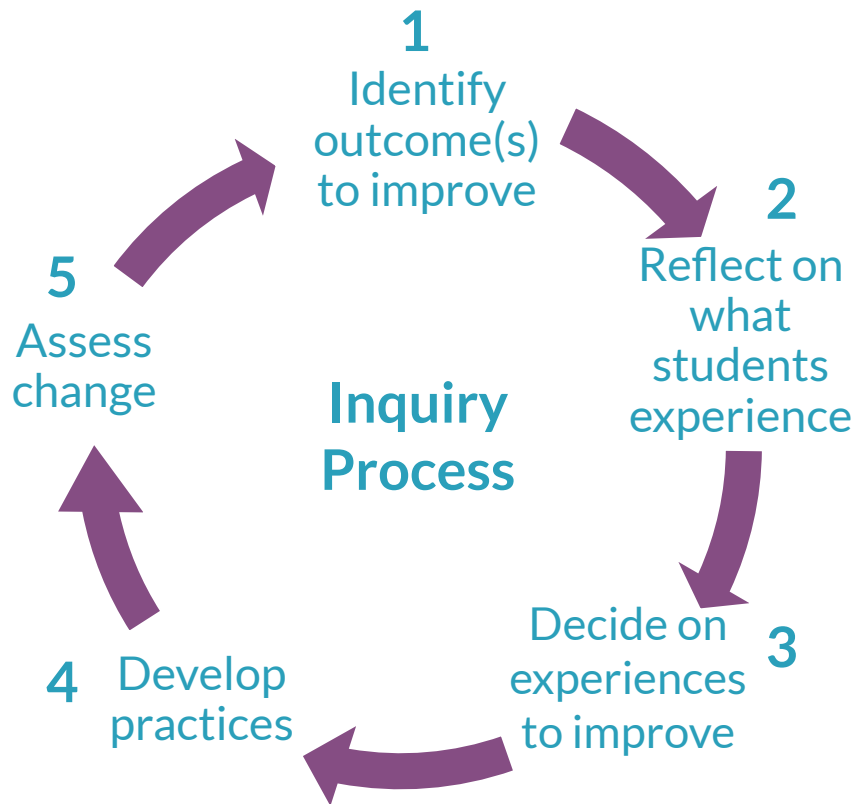
# Developmental Education Reform Innovation Incubator Project

- Research and practice scan
- 1 year community of practice with 4 colleges
- Forthcoming evaluation of selected practice(s)
- Funded by the Gates Foundation

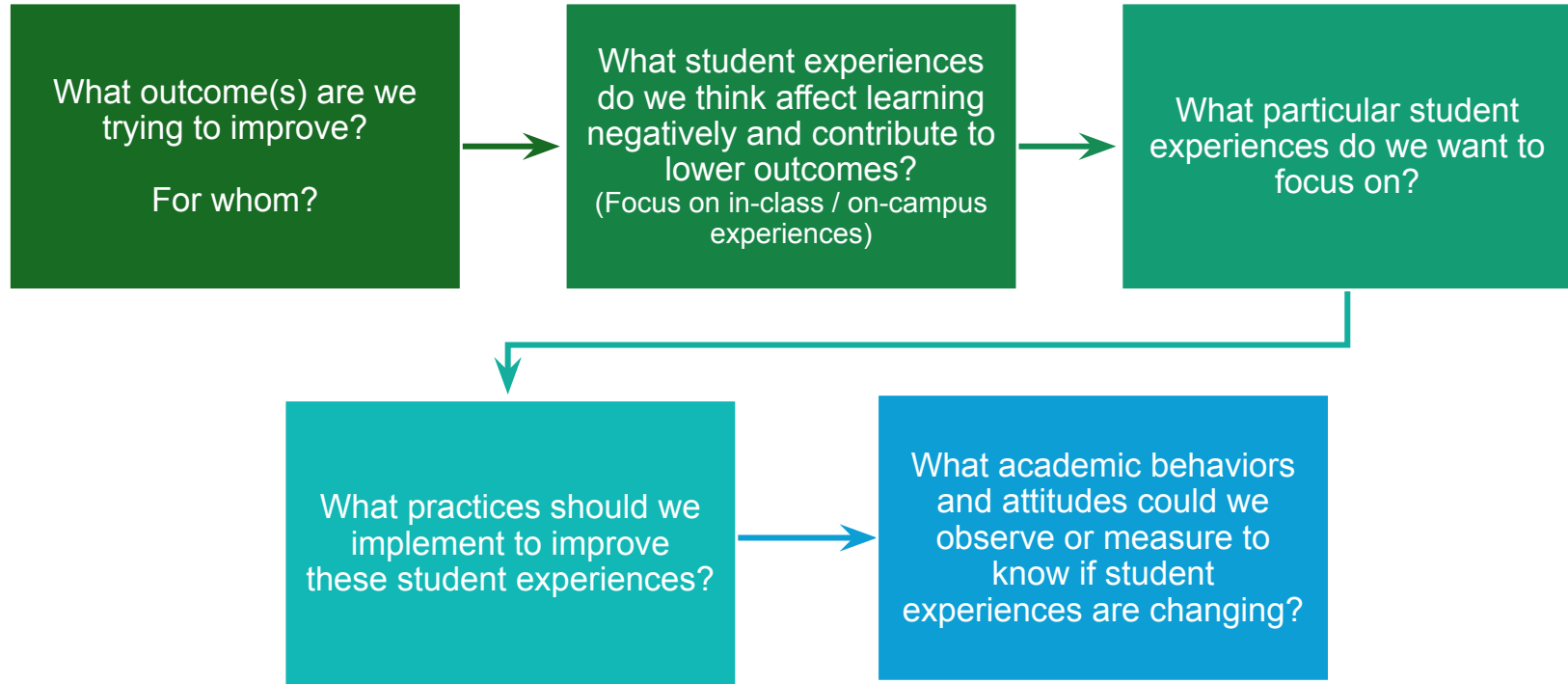
# Factors That Contribute to Outcome Disparities



# A Cyclical Inquiry Process to Improve Outcomes



# Developmental Education Reform Inquiry Tool - From Reflection to Action



# Reflect on Your Institution's Context

**As we continue, reflect on what outcomes should be improved, for which students, and what factors may contribute.**

# **The Innovation Incubator in Action: Math Academy at Hartnell College**

# Let's Make a Choice

**Before we begin, I need your  
help!**

NOSS Edition

# SURVIVOR

SPRING

2026

A Math Academy Production

Q1.

## Practice Round

The photo of Katelyn is AI  
generated

True

False



Q2.

Math Academy Started in...



2009



2015



Q2.

One of Math Academy's main goals is to position students three weeks ahead in their upcoming math class.

True



False



Q4.

Math Academy has shown to help which group of students?



All Students



Traditional College Aged Students



Q5.

## Math Academy starts off with this on day 1

An Assessment  
to determine  
Math level



With a fun  
interactive  
community  
building event





Q6.

**Students participate in this  
All Academy Challenge on  
Thursday**

**Math  
Olympics**



**Amazing  
Race**



Q7.

True or False: Math Academy was started because our gateway classes (Pre-Algebra, Elementary Algebra, Intermediate Algebra) had horrible pass rates.



True



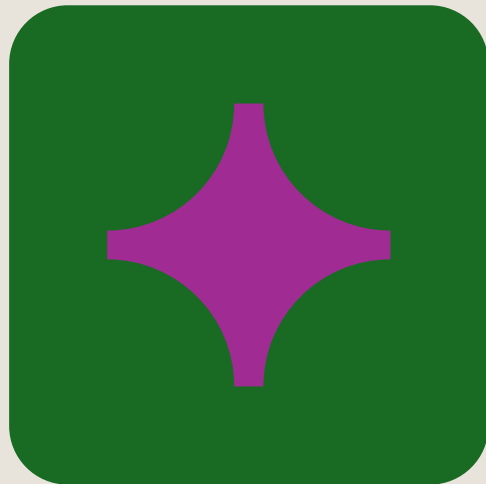
False



Q8.

Math Academy runs from

8am - Noon    9am - 3pm

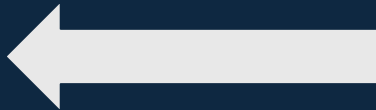


Q9.

This 2012 photo shows former MA students who  
Went from jail, the fields, gang life to...



Construction Mangt,  
Auto Repair, Working at  
Hartnell's TRIO program



Engineering,  
Education, and  
Stanford Researcher



# Math Academy Students Do Amazing Things



# Hartnell College Student Experiences

## Summary of innovative practice

- *The Math Academy empowers students to become confident mathematical thinkers and problem solvers, recognizing that mathematical proficiency is fundamental to academic success and long-term personal and professional goals.*

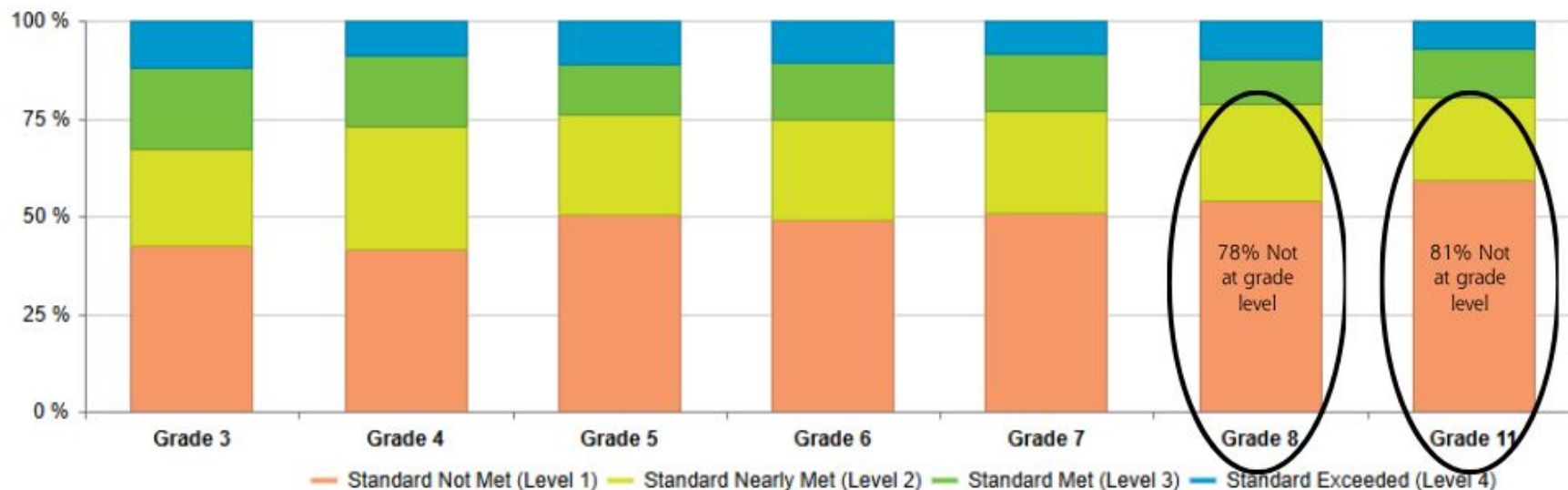
*We foster a collaborative learning environment where challenge is embraced, mistakes are valued as learning opportunities, and concepts are connected to real-world applications.*

## Data sources

- *Local Student Information System*
- *24-25 CA Assessment of Student Performance and Progress (CAASPP)*

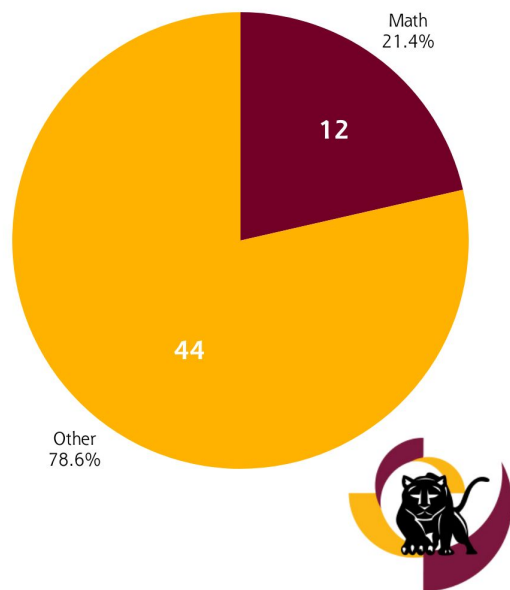
# California Smarter Balanced Student Data

Achievement Level Distribution



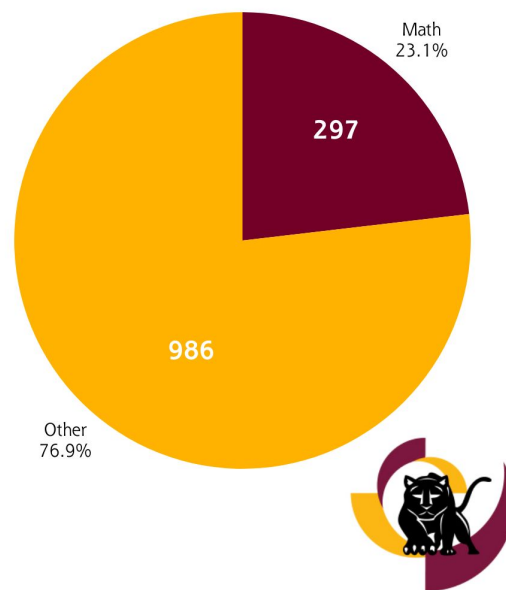
# Hartnell College Student Data

Spring 2026 Duall Enrollment Course Offerings



  
**HARTNELL**COLLEGE

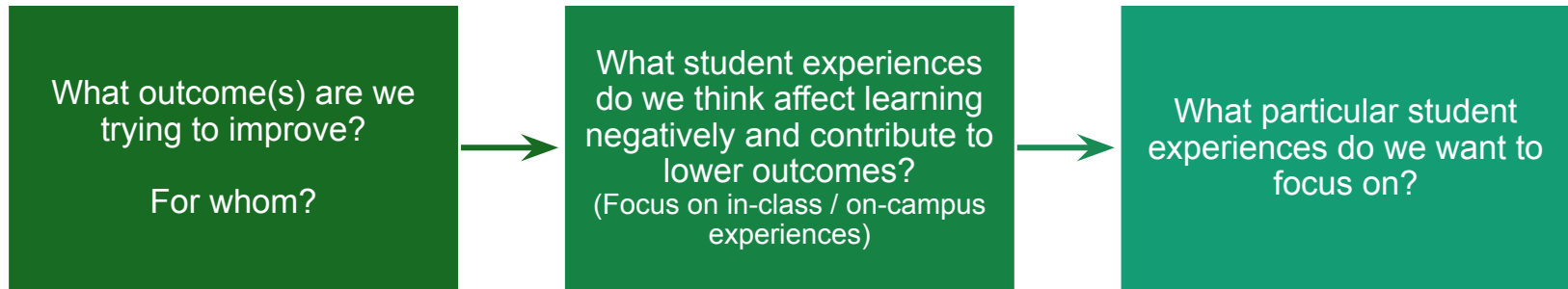
Spring 2026 Duall Enrollment Course Enrollments



  
**HARTNELL**COLLEGE

# Activity: Using the Inquiry Tool as a Starting Point

# Using the Inquiry Tool to Think About Our Institutional Contexts



**First, reflect independently on the first three boxes in the tool.**

**Then, form a pair or small group and discuss.**

# What Did You Hear?

- Share a few reflections from the room.
- Q&A

# Share the Inquiry Tool With Your Colleagues!



## 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 course-work 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.

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### 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.

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Scan to  
download  
here!

# Thank you!

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CCRC: [ew2741@tc.columbia.edu](mailto:ew2741@tc.columbia.edu)



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

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