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Bridging the Evidence Gap in Developmental Education

By Michael L. Collins; Invited Contribution

ABSTRACT: This article addresses conflicting perspectives regarding research in developmental education. Subsequent to examining opinions regarding the rigor of research in the field to date, recommendations for a research agenda are proposed. The study’s review of research strengths and weaknesses suggests multiple types of evidence, potentially pointing college leaders and policymakers to better strategies and approaches.

A Comprehensive Cost/Benefit Model: Developmental Student Success Impact

By Alejandro J. Gallard, Frank Albritton, and Mark W. Morgan
ABSTRACT: Colleges are facing an increasing population of students who begin their college experience in developmental education classes in reading, math, and/or English. Many of these students are unsuccessful in attaining a degree, sometimes because they are deterred by their lack of preparation and the delay of two or more semesters before they begin their college-credit courses. One community college in Florida has implemented an intervention in its developmental education program funded through a U.S. Federal Title III-A grant, achieving increases in course completion rates and student retention with an enhanced tutoring program. The authors present the cost/benefit of the tutoring intervention, demonstrating a surprisingly large return on the investment both to the college and society.

Transitions in Developmental Education: An Interview with Rosemary Karr

By Cristella R. Diaz

Rosemary Karr is a Professor of Developmental Mathematics at Collin College in Plano Texas where she has taught since 1990, subsequent to serving as a faculty member at Eastern Kentucky University. Professor Karr has coauthored three textbooks, written more than 10 solutions manuals, presented numerous papers, and has been an active member in multiple educational associations (previous President of the National Association for Developmental Education and reviewer/editorial panelist for the AMATYC Review). She has been honored as Outstanding Professor four times by Collin College and has received national and state recognitions: U.S. Professor of the Year for Community Colleges (Council for Advancement and Support of Education (CASE) and the Carnegie Foundation for the Advancement of Teaching, 2007), Outstanding Service to Developmental Education Students (NADE, 2007), Innovative Excellence in Teaching and Learning (National Conference for College Teaching and Learning, 1996), and the 2008 Texas Minnie Stevens Piper Professor. Her current research interest involves the impact that reducing mathematics anxiety has on student learning.

Questions for Practice: Reflecting on Developmental Mathematics Using 19th-Century Voices

By Marcus E. Jorgensen

ABSTRACT: In this article the author has used 19th-century arithmetic and algebra textbooks as a way to reflect on current practices in developmental mathematics education. Five areas of special interest were found: motivation, relevance, depth, pedagogy, and textbooks. Philosophic and practical statements from vintage textbook authors remind educators of a number of questions and issues within each of those areas of interest. In some respects, little has changed over the years and many issues remain unresolved or little progress has been made. One hundred years from now will things be the same, or is it time for a change, a rethinking?