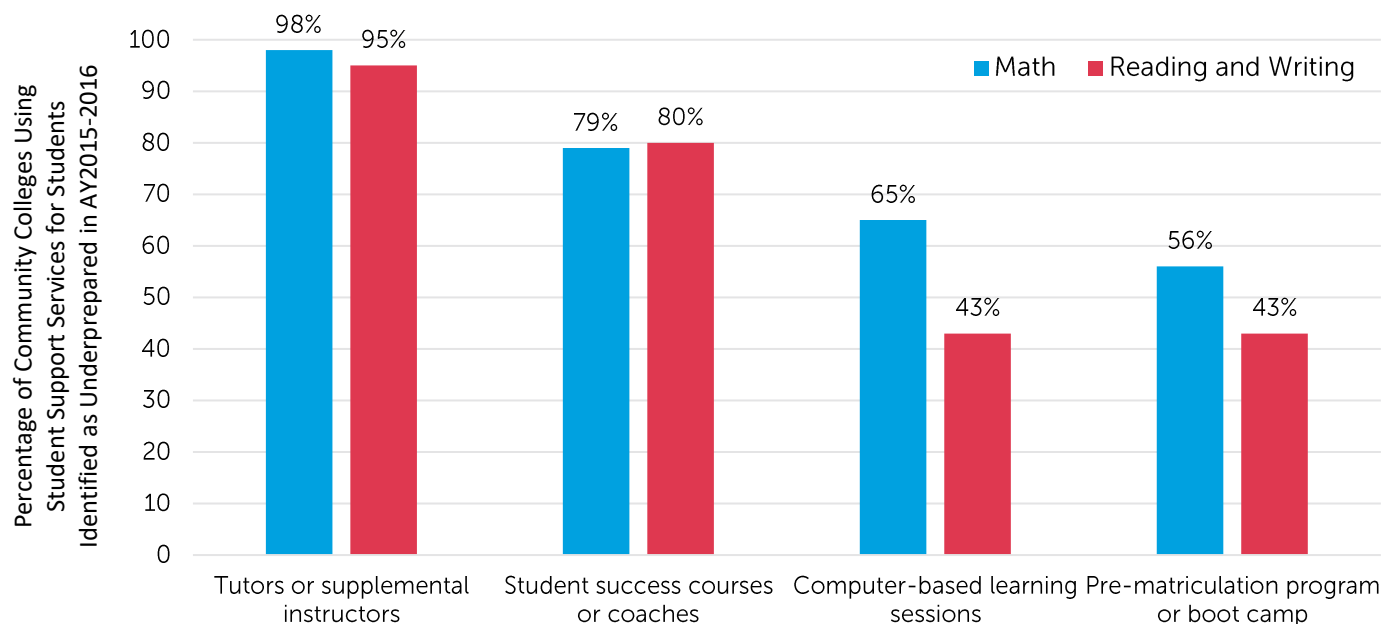


Increasing Student Supports

Although colleges continue to refer students to developmental education, they are increasing student supports to improve student success.



Source: Rutschow, E.Z., Cormier, M.S., Dukes, D., & Cruz Zamora, D.E. (2019). [The Changing Landscape of Developmental Education Practices: Findings from a National Survey and Interviews with Postsecondary Institutions](#). New York, NY: Center for the Analysis of Postsecondary Readiness. Notes: The data used to create this chart are provided in Tables C.5 and C.6 in Appendix C of the report.

Students referred to developmental education rarely complete their assigned courses. Despite this, colleges continue to use remedial course sequences for students deemed unprepared for college-level work. Still, many of these same colleges are increasing academic and non-academic supports to ensure students have the supports needed for these courses.

The Center for the Analysis of Postsecondary Readiness (CAPR) conducted a survey of more than 1,000 broad-access two- and four-year colleges in 2016 and found multiple support services in place for developmental education students. A large portion of the community colleges identified tutors or supplemental instructions as the most common academic support provided to students. The most common non-academic support provided at these colleges was a success coach or student success courses. This Points of Interest shows that although colleges continue to refer students to developmental education, they are increasing student supports to improve student success.

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