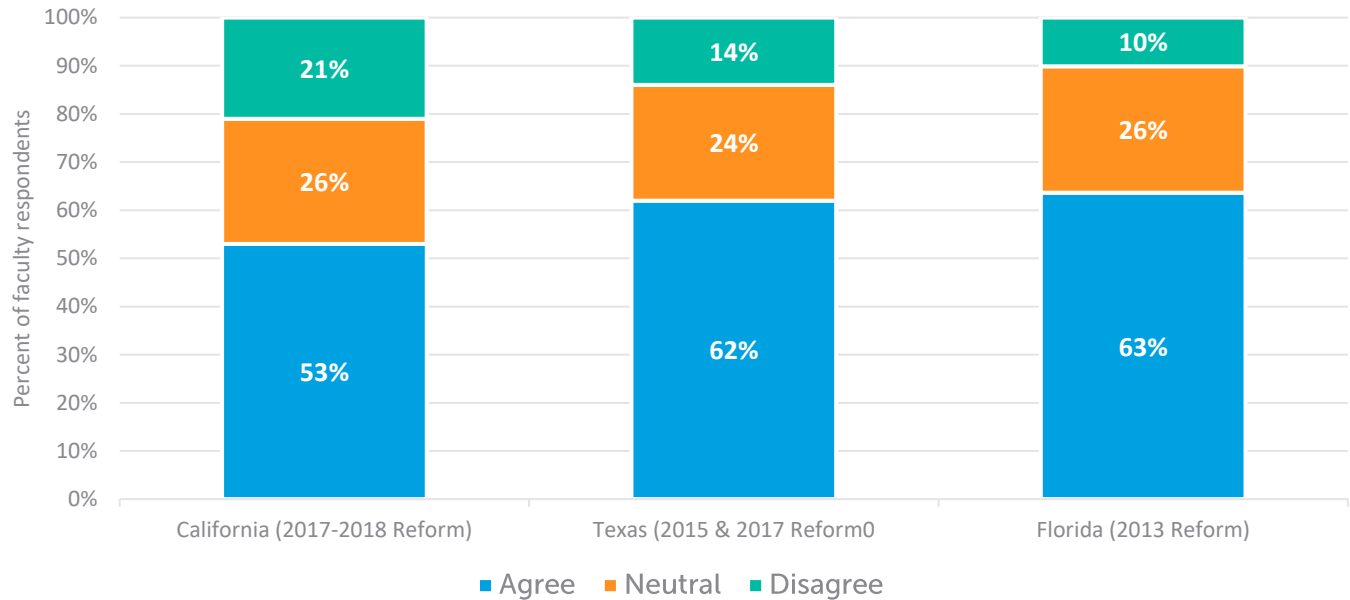


# Perceived Impact of Reforms Improve With Time

*Finding ways to support and engage faculty may lead to more impact in less time*



Source: Tyton Partners authored *'Hitting Their Stride Parts 1 and 2'*

Notes. "Agree" score between 67-100, "Disagree" score between 0-33, all on a scale of 0-100.

Change is hard and implementing developmental education reform takes years. Our research shows faculty and administrator attitudes on policy shift towards a more decisive and positive stance as time goes on. In Florida, where statewide reforms occurred in 2013, 63.2% of faculty respondents reported being in a "high ideal state" and only 10% in the least ideal state. In comparison, in California – which only implemented statewide reforms in 2017– 2018 – 10% fewer faculty reported an ideal state and double the number reported the least ideal state. Faculty and administrators residing in Texas – where reforms were implemented in 2015 and 2017 – fall between Florida and California in terms of attitudes toward achieving an ideal state for student outcomes at their institution.

If the first chapter of the developmental education reform movement was about institutional policy and building consensus about how to respond through a variety of rigorously evaluated demonstration projects, the next chapter will be defined by the science of effective implementation in more classrooms at more institutions. This Point of Interest shows that finding ways to more swiftly impact faculty and administrator perceptions may help bring reform efforts to scale faster and with even greater impact.

For more information, download the entire report or contact either the authors at [info@tytonpartners.com](mailto:info@tytonpartners.com) or Christopher Mullin at [cmullin@strongstart.org](mailto:cmullin@strongstart.org)

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