

## **Differential Impacts of Developmental Math by Level of Academic Need**

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### **Citations**

- Students assigned to developmental courses often have no better and sometimes worse outcomes than their peers placed into college-level courses.
  - Boatman & Long 2018; Calcagno & Long 2008; Clotfelter, Ladd, Muschkin, & Vigdor 2015; Dadgar 2012; Hodara 2015; Martorell & McFarlin 2011; Melguizo et al. 2016; Scott-Clayton & Rodriquez 2015; Valentine, Konstantopoulos, & Goldrick-Rab 2017; Xu 2016; Xu & Dadgar 2018
- Null effects may be masking heterogeneous impacts across student groups.
  - Bahr 2012, Boatman & Long 2018, Dadgar 2012
- More variance for passing math classes is explained in attempting each level than in passing that level.
  - Fong, Melguizo, & Prather 2015
- Performance gaps between online and face-to-face courses differ across types of students
  - Xu & Jaggars 2014
- Evaluation of pre-college developmental math program, SAILS
  - Kane et al. 2018

### **Data Sources across Studies in Tennessee**

The Tennessee Higher Education Commission (THEC) and the Tennessee Board of Regents (TBR) collect enrollment information and transcript data, including courses taken and grades, for each student in every term of active enrollment at a public college in the state. This includes information on demographic characteristics, test scores, and degree completion from a Tennessee public college. High school data is collected by the Tennessee Department of Education (TDOE). Selected attributes about public high schools come from the Common Core of Data (CCD), a program of the U.S. Department of Education's National Center for Education Statistics (NCES). Postsecondary institution-level characteristics are from the Integrated Postsecondary Education Data System (IPEDS) from NCES.

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