

1145-VH-1444 **Jennifer Zakotnik-Gutierrez*** (jennifer.zakotnik@unco.edu). *Developmental Mathematics Reform: Analyzing Experiences in Corequisite College Algebra at an Urban Community College*. Preliminary report.

Each year, thousands of students entering community college find they are underprepared for college-level mathematics and are required complete one or more pre-college level courses. Many of these students never make it into, let alone through, the college-level math courses required for their academic major. In fact, roughly half of the nearly 44% of students referred to developmental mathematics do not successfully make it into the first relevant college-level course. Given that most community college students are from underrepresented groups who are referred disproportionately to developmental education, the status quo of developmental mathematics is an inequitable disservice to students. Fortunately, many community colleges are critically reevaluating and reforming their developmental mathematics programs. The purpose of this qualitative case study is to provide an account of one community college's experience in implementing a corequisite college algebra course. I use Gutierrez's equity framework and Tinto's model of persistence to examine the experiences of students, instructors, and administrators, employing activity theory to analyze the resulting interactions and contradictions. This talk is a report of preliminary results following the first phase of data collection. (Received September 21, 2018)