

1154-VI-2462

**Jennifer Zakotnik-Gutierrez\*** ([jennifer.zakotnik@unco.edu](mailto:jennifer.zakotnik@unco.edu)). *Instructors' and Administrators' Experiences: Perspectives from the Other Side of Developmental Mathematics Reform.*

In response to the failures of developmental mathematics programs, many colleges have implemented program reforms aimed at increasing student success in college courses and educational programs. Research regarding program reform is largely quantitative and focused on measures of student success outcomes such as developmental course completion, college-level course enrollment and completion, and graduation rates. Instructors and administrators are notably absent in the literature, although both are integral to program design and student success. This study provides a qualitative view of one urban community college's efforts to replace its developmental math program with a five-week intensive developmental course attached to a 10-week college algebra course with corequisite support. An activity theory lens was used to describe and analyze the perspectives of instructors and administrators, identifying tensions and contradictions which arose from the reform process and act as drivers of change. I will discuss the results of the study, including the implications of these tensions and contradictions. (Received September 17, 2019)