Texas Developmental Education Symposium

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Higher Education Policy Institute
Texas Higher Education Coordinating Board
Austin, TX
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Outline

• Assessment and cutoff scores—What is college ready?

• Effects of developmental education

• Progression through developmental education—What are the leakage points?

• What do we do?
Questions on Assessment

- What do we want to learn from an assessment?
- Where should we set the cutoff score?
- Should developmental education be required for students who fall below that cutoff score?
Completion of First College-Level Course and Retention by CPT Score and Subject

Outcome: Completion of First College-Level Course
Estimated Discontinuity (Math ITT Table 4) = -0.061(0.013)

Outcome: Fall-to-Fall Retention
Estimated Discontinuity (Math ITT Table 4) = -0.021(0.011)

Estimated Discontinuity (Reading ITT Table 4) = -0.068(0.008)
Estimated Discontinuity (Reading ITT Table 4) = -0.009(0.008)
Transfer to State University System and Degree Completion by CPT Score and Subject

Outcome: Transfer to SUS
Estimated Discontinuity (Math ITT Table 5) $= -0.019(0.008)$

Outcome: Degree Completion
Estimated Discontinuity (Math ITT Table 5) $= -0.030(0.008)$
What Does This Say About Assessment?

- No obvious cutoff point (no national consensus)
- Confusion about what it means to be “college ready”
- Assessments are not good predictors of future success in college
- Do they measure current skill levels?
- Current system neglects the academic needs of weaker “college level” students
Progression Through Developmental Education

- Do students complete DE?
- How well do they do in college-level courses?
- If they don’t complete the sequence & go on to college-level courses, when do they exit? Why?
- Non-completion is one reason that developmental education effects are weak
Referrals to Levels of Dev. Ed.  
(Achieving the Dream Data)

Math - Full Sample
- Not referred: 41%
- 1 level below: 24%
- 2 levels below: 16%
- 3 levels below: 19%

Reading - Full Sample
- Not referred: 67%
- 1 level below: 23%
- 2 levels below: 7%
- 3 levels below: 3%
In-Order Course Completion and Enrollment for Math Remediation

- Not enrolled: 18%
- Not completed: 16%
- Enroll: 3 levels below: 25% Not completed, 16% Enrolled
  - 2 levels below: 22% Enroll
    - 1 level below: 29% Pass, 22% Enroll, 7% Not enrolled, 6% Not completed
    - Not enrolled: 7%
  - 3 levels below: 57% Pass, 41% Enroll
    - Not enrolled: 82%
    - Referred to Lev. 3 6824
    - Not enrolled: 18%

- Completed: 16%
# Enrollment/Completion in Math

(Three Years)

<table>
<thead>
<tr>
<th>Remediation Level</th>
<th>Referred to</th>
<th>3 levels below 46,824</th>
<th>2 levels below 40,122</th>
<th>1 level below 60,740</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 levels below</td>
<td>Not enrolled</td>
<td>18%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Not passed</td>
<td>25%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2 levels below</td>
<td>Not enrolled</td>
<td>16%</td>
<td>26%</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Not passed</td>
<td>12%</td>
<td>22%</td>
<td>-</td>
</tr>
<tr>
<td>1 level below</td>
<td>Not enrolled</td>
<td>7%</td>
<td>13%</td>
<td>38%</td>
</tr>
<tr>
<td></td>
<td>Not passed</td>
<td>6%</td>
<td>10%</td>
<td>18%</td>
</tr>
<tr>
<td>Completed</td>
<td></td>
<td>16%</td>
<td>29%</td>
<td>44%</td>
</tr>
</tbody>
</table>
In-Order Course Completion and Enrollment for Reading Remediation

- Not completed: 13%
- Not enrolled: 17%
- Enroll: 39%
- Pass: 56%
- Enroll: 35%
- 1 level below: 25%
- Not completed: 4%
- Not enrolled: 10%
- Enroll: 69%
- Not enrolled: 31%
- Not enrolled: 17%
- Not completed: 4%
- Completed: 22%
## Enrollment/Completion in Reading

<table>
<thead>
<tr>
<th>Remediation Level</th>
<th>Referred to</th>
<th>3 levels below 7,987</th>
<th>2 levels below 17,858</th>
<th>1 level below 56,829</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 levels below</td>
<td>Not enrolled</td>
<td>31%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Not passed</td>
<td>13%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2 levels below</td>
<td>Not enrolled</td>
<td>17%</td>
<td>28%</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Not passed</td>
<td>4%</td>
<td>15%</td>
<td>-</td>
</tr>
<tr>
<td>1 level below</td>
<td>Not enrolled</td>
<td>10%</td>
<td>15%</td>
<td>37%</td>
</tr>
<tr>
<td></td>
<td>Not passed</td>
<td>4%</td>
<td>7%</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>Completed</td>
<td>22%</td>
<td>36%</td>
<td>49%</td>
</tr>
</tbody>
</table>
Enrollment and Progression Patterns Among Achieving the Dream Students

Math

- **Total**: 40% Not Enrolled, 29% Not Passed, 33% Completed
- **1 level below**: 38% Not Enrolled, 18% Not Passed, 44% Completed
- **2 levels below**: 40% Not Enrolled, 31% Not Passed, 29% Completed
- **3 levels below**: 42% Not Enrolled, 42% Not Passed, 16% Completed

Legend:
- Not Enrolled
- Not Passed
- Completed
Outcomes for Non-Completers of First Math Dev. Ed. Course

3-Year Credits: Math

- Total: 48% No Credits, 52% Some Credits
- 1 level below: 44% No Credits, 56% Some Credits
- 2 levels below: 46% No Credits, 54% Some Credits
- 3 levels below: 57% No Credits, 43% Some Credits
Gate-keeper Enrollment and Completion Among Achieving the Dream Students

<table>
<thead>
<tr>
<th>Referred to</th>
<th>Not enrolled</th>
<th>Not passed</th>
<th>Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>36%</td>
<td>13%</td>
<td>50%</td>
</tr>
<tr>
<td>1 level below</td>
<td>39%</td>
<td>13%</td>
<td>48%</td>
</tr>
<tr>
<td>2 levels below</td>
<td>34%</td>
<td>13%</td>
<td>53%</td>
</tr>
<tr>
<td>3 levels below</td>
<td>32%</td>
<td>15%</td>
<td>53%</td>
</tr>
</tbody>
</table>

Legend:
- Not enrolled
- Not passed
- Passed
Outcomes for Non-Completers of First Dev. Ed. Math Course

3-Year Re-Enrollment: Math

- **Total**: 36% Did Not Re-Enroll or Pass, 64% Persist
- **1 level below**: 32% Did Not Re-Enroll or Pass, 68% Persist
- **2 levels below**: 36% Did Not Re-Enroll or Pass, 64% Persist
- **3 levels below**: 44% Did Not Re-Enroll or Pass, 56% Persist

Legend: **Did Not Re-Enroll or Pass**, **Persist**
Student Progression by Enrollment and Gatekeeper in Math

Math - Full Sample

- **Total**
  - Never enrolled: 28%
  - Not re-enrolled: 11%
  - Not completed dev: 31%
  - GK Not enrolled: 11%
  - GK Not passed: 4%
  - GK Passed: 16%

- **1 level below**
  - Never enrolled: 38%
  - Not re-enrolled: 18%
  - Not completed dev: 17%
  - GK Not enrolled: 6%
  - GK Not passed: 21%

- **2 levels below**
  - Never enrolled: 26%
  - Not re-enrolled: 13%
  - Not completed dev: 32%
  - GK Not enrolled: 10%
  - GK Not passed: 4%
  - GK Passed: 15%

- **3 levels below**
  - Never enrolled: 18%
  - Not re-enrolled: 24%
  - Not completed dev: 42%
  - GK Not enrolled: 5%
  - GK Not passed: 2%
  - GK Passed: 8%
Student Progression by Enrollment and Gatekeeper in Reading

Reading - Full Sample

- **Total**: 35% Never enrolled, 6% Not re-enrolled, 16% Not completed, 12% GK Not enrolled, 8% GK Not passed, 24% GK Passed
- **1 level below**: 37% Never enrolled, 13% Not re-enrolled, 13% Not completed, 9% GK Not enrolled, 28% GK Passed
- **2 levels below**: 28% Never enrolled, 15% Not re-enrolled, 21% Not completed, 11% GK Not enrolled, 6% GK Not passed, 18% GK Passed
- **3 levels below**: 31% Never enrolled, 26% Not re-enrolled, 21% Not completed, 7% GK Not enrolled, 3% GK Not passed, 12% GK Passed

Legend:
- Never enrolled
- Not re-enrolled
- Not completed
- GK Not enrolled
- GK Not passed
- GK Passed
Summary: Progression (Three years)

• Only about 1/3 of referred students complete their math sequence (44% for reading)

• Less than 1/5 complete a college-level math course (24% for reading)

• About 1/3 of referred students never enroll in developmental education

• Exit between courses is a serious problem for students referred to multiple levels of developmental education
Emphasis

• We need to be more aware of the costs of developmental education in terms of money, time, and discouragement.

• Why do students referred to developmental education never enroll in the first course?

• Why do students who successfully complete one course fail to show up for the subsequent course?
Directions for Reform

• Assessment
  – Are cutoff scores set appropriately?
  – A more comprehensive view of assessment that identifies what students need to succeed

• Structural reform (question the distinction between developmental and college ready students)

• Pedagogy and classroom reform
Structural Reform

- Consider blurring the distinctions between DE and “college level”—there is huge overlap
- Learning communities combine pedagogic and structural reform
- Intensive summer programs and student success courses
- “Acceleration” is a logical response to extensive non-completion and leakage
- Can students with weak academic skills be supported in college-level classes?
For more information:

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