Developmental Education Outcomes

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Outcomes for remedial students

Outcomes for non-remedial students

Outcomes for college ready students

Local treatment effect

Assessment Score Relative to Cutoff

Student Outcome

Outcomes for remedial students

Outcomes for college ready students

Outcomes for non-remedial students

NCPR Conference on Developmental Education • Teachers College, Columbia University • September 23rd–24th, 2010
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)

Estimated Discontinuity (Reading ITT Table 5) = -0.019(0.004)

Estimated Discontinuity (Reading ITT Table 5) = -0.029(0.004)
Implications for Effectiveness

- Dev ed does not appear to improve outcomes for students who score just below the cutoff
- We know little about the effectiveness of services for students far from the cutoff scores, but few complete the sequence
- Current system neglects the academic needs of weaker “college level” students
What Does This Say About Assessment?

- No obvious cutoff point
- Confusion about what it means to be “college ready”
- Current assessments do not capture many factors that determine future success in college
- Do not provide much diagnostic information
- A single cutoff point exaggerates the distinction between developmental and college ready
Achieving the Dream Database

- More than 545K students
- All first time (in the college) degree seeking students (full- or part-time)
- 57 colleges in AZ, CT, FL, HI, MA, MI, NC, NM, OH, OK, PA, SC, TX, VA, WA
- Not representative of all CCs—similar to large, urban institutions with lower funding per student
Math In-Order Course Completion and Enrollment

- Sample: 2001-2005 cohorts, tracked for three years

- Referred to Level 3+ below: 96,653
- Not enrolled: 21%
- Not completed: 24%

- Enrolled 40%
- Passed 29%
- Enrolled 22%
- Passed below 1 level
- Not enrolled: 7%
- Not completed: 11%

- Enrolled 17%
- Passed below 2 levels
- Not enrolled: 5%
- Not completed: 5%

- Enrolled 12%
- GK Algebra
- Not completed: 2%

- TOTAL: 10%

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Reading In-Order Course Completion and Enrollment

- Sample: 2001-2005 cohorts, tracked for three years

- Referred to Level 3+ 15,255

- Passed 58%
  - Enrolled 48%
  - Enrolled 39%
  - Passed 36%
  - Enrolled 29%

- Not enrolled 6%

- Not completed 4%

- Not enrolled 10%

- Not completed 12%

- Not enrolled 7%

- Not completed 3%

- Not enrolled 30%

- Not completed 12%

- Not enrolled 3%

- Not completed 4%

TOTAL: 25%
Download event materials and learn how to participate in the online follow-up discussion:

www.PostsecondaryResearch.org/conference/afterevent.html

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