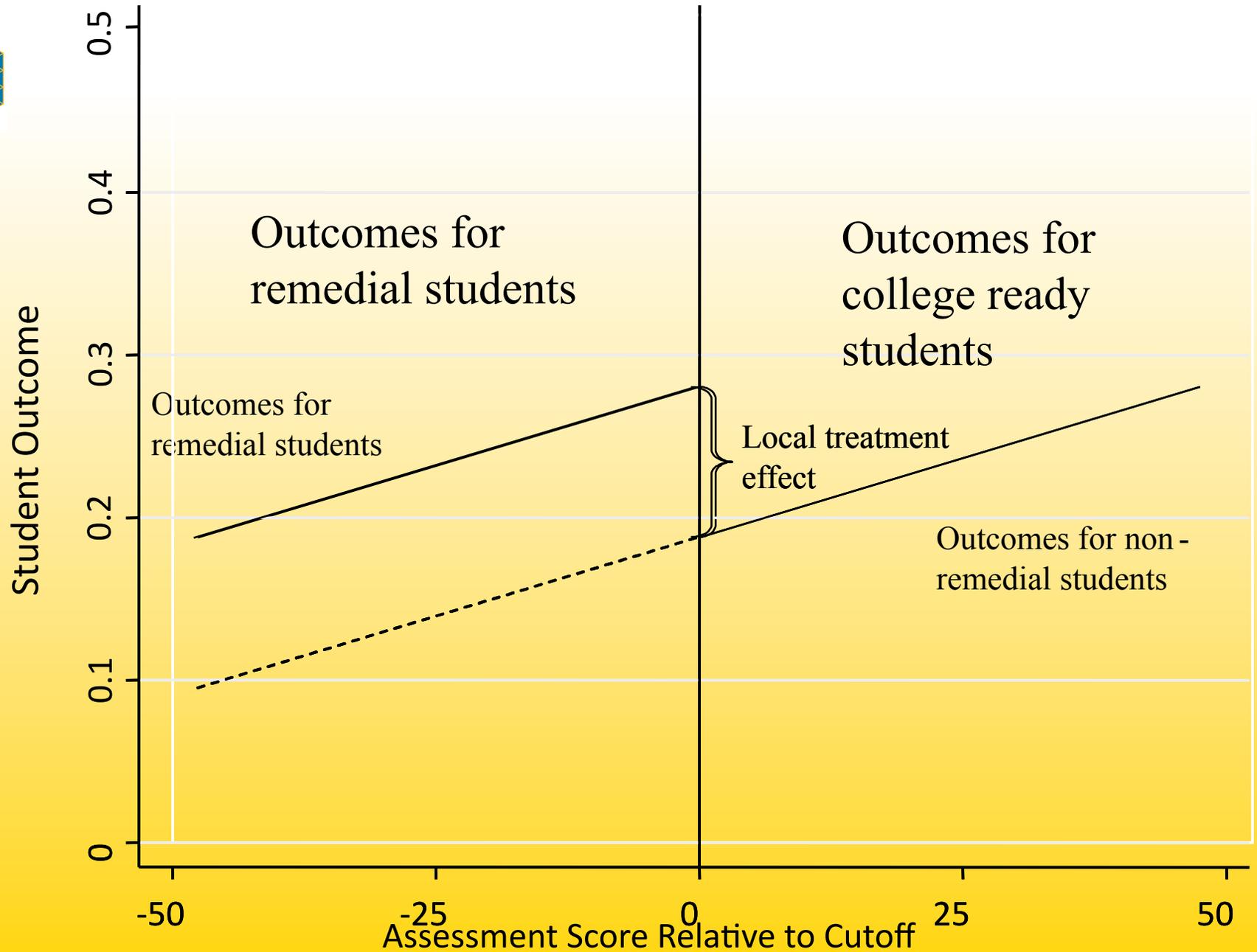
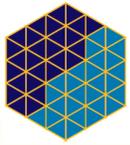


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DEVELOPMENTAL EDUCATION OUTCOMES

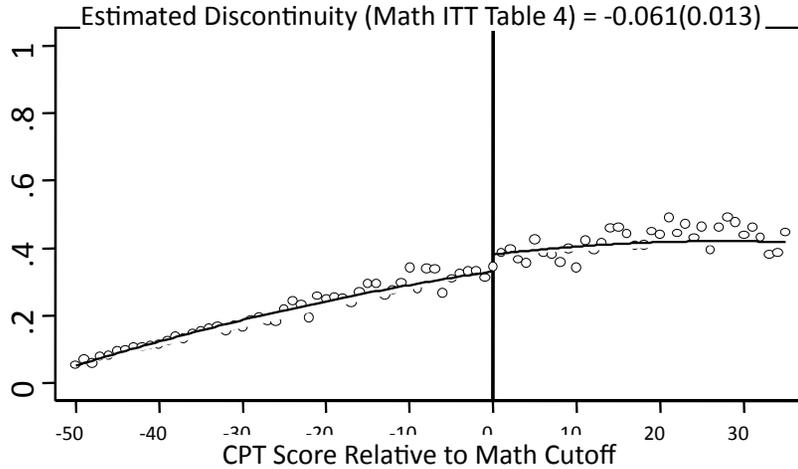
Thomas Bailey
Community College Research Center



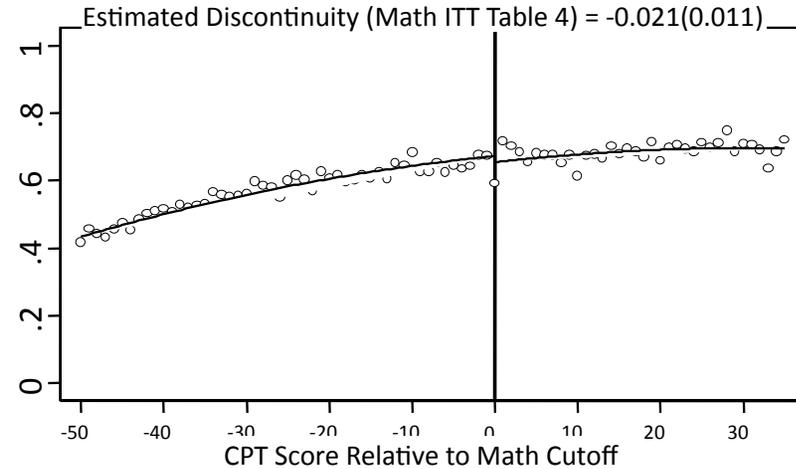


Completion of First College-Level Course and Retention by CPT Score and Subject

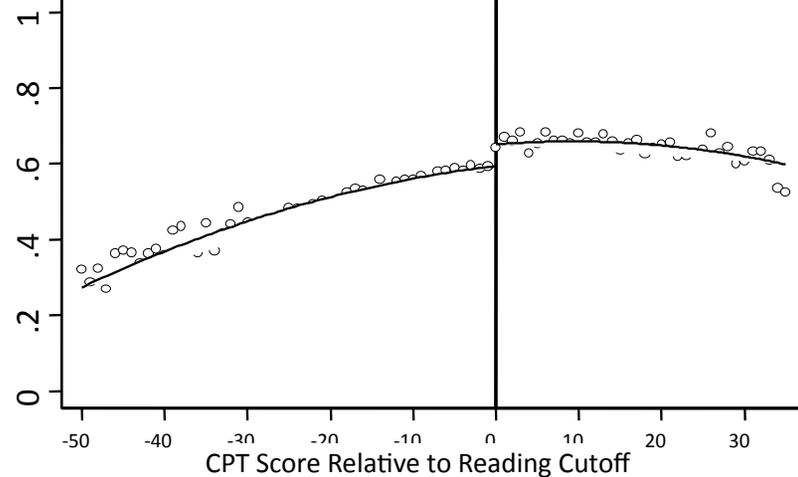
Outcome: Completion of First College-Level Course



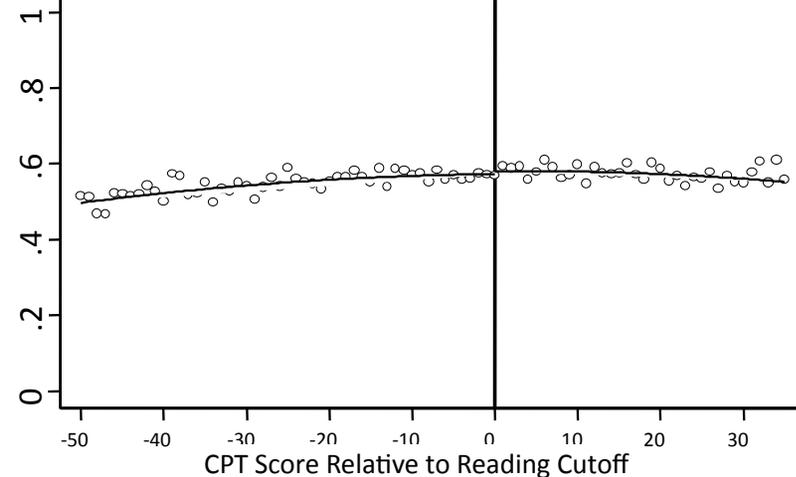
Outcome: Fall-to-Fall Retention



Estimated Discontinuity (Reading ITT Table 4) = $-0.068(0.008)$



Estimated Discontinuity (Reading ITT Table 4) = $-0.009(0.008)$

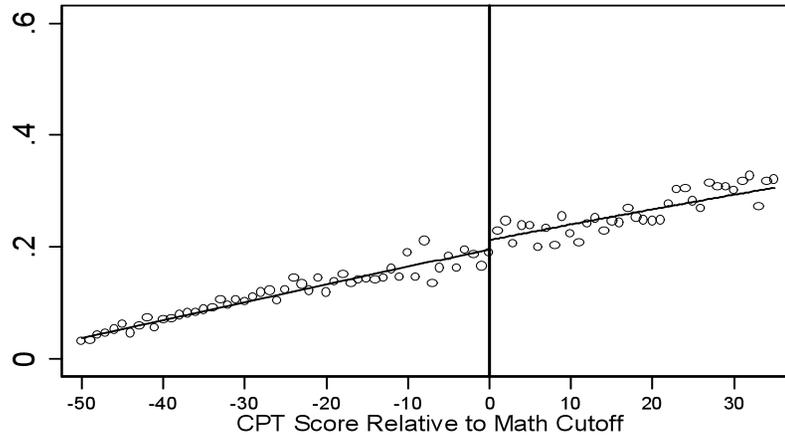




Transfer to State University System and Degree Completion by CPT Score and Subject

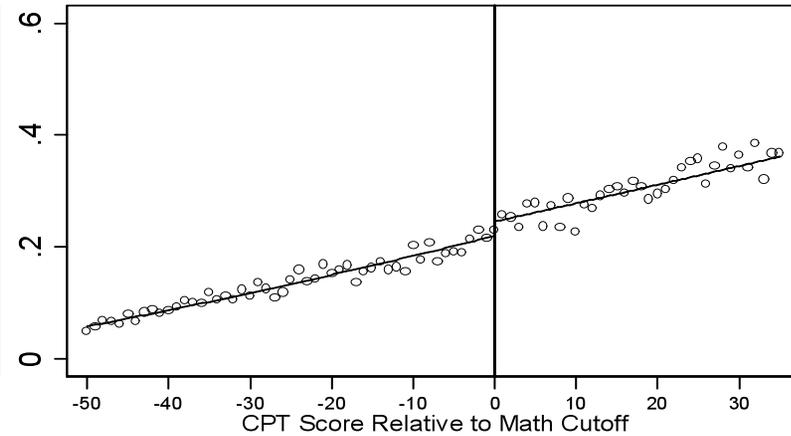
Outcome: Transfer to SUS

Estimated Discontinuity (Math ITT Table 5) = -0.019(0.008)

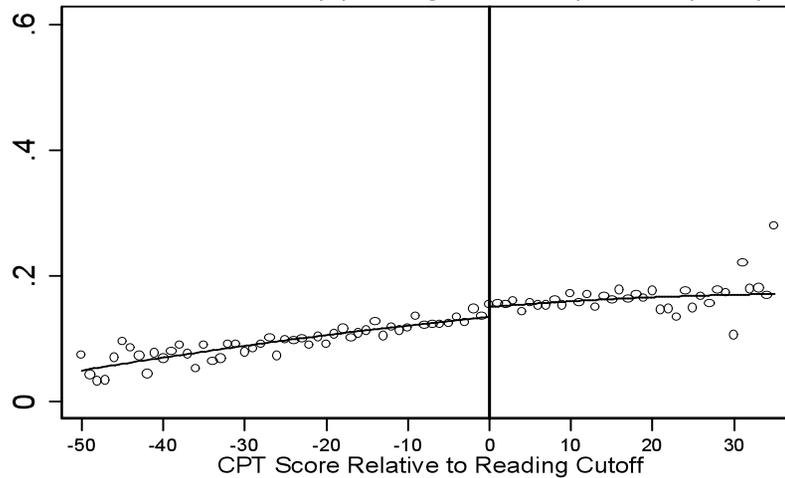


Outcome: Degree Completion

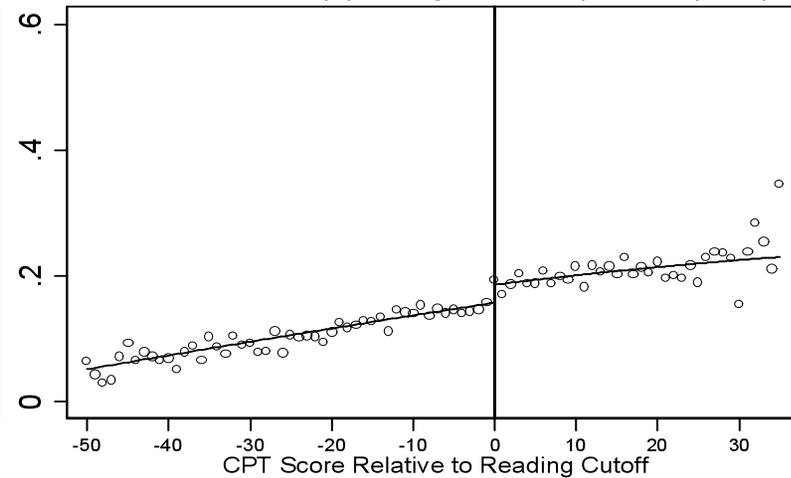
Estimated Discontinuity (Math ITT Table 5) = -0.030(0.008)



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



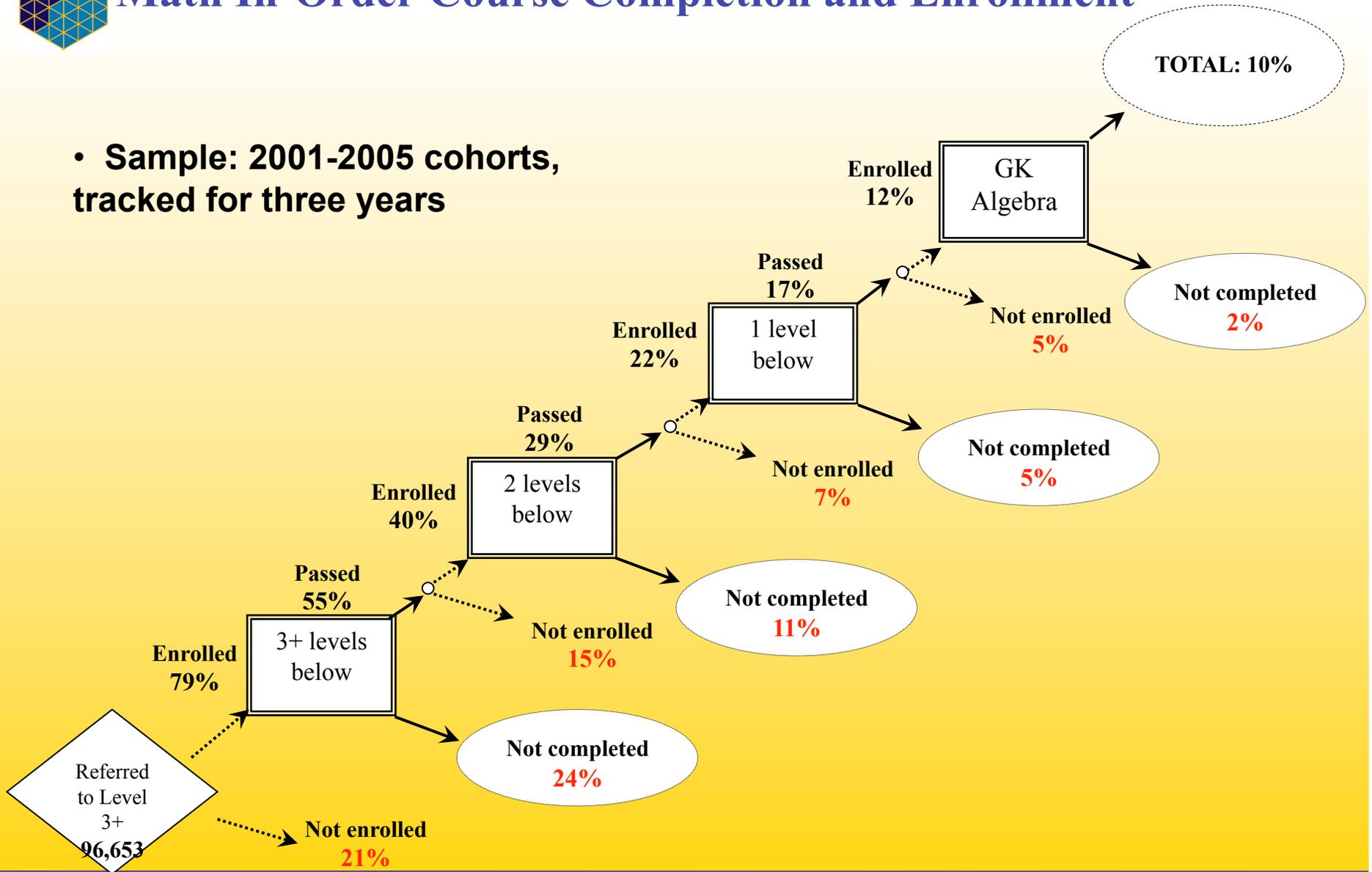
Achieving the Dream Database

- 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

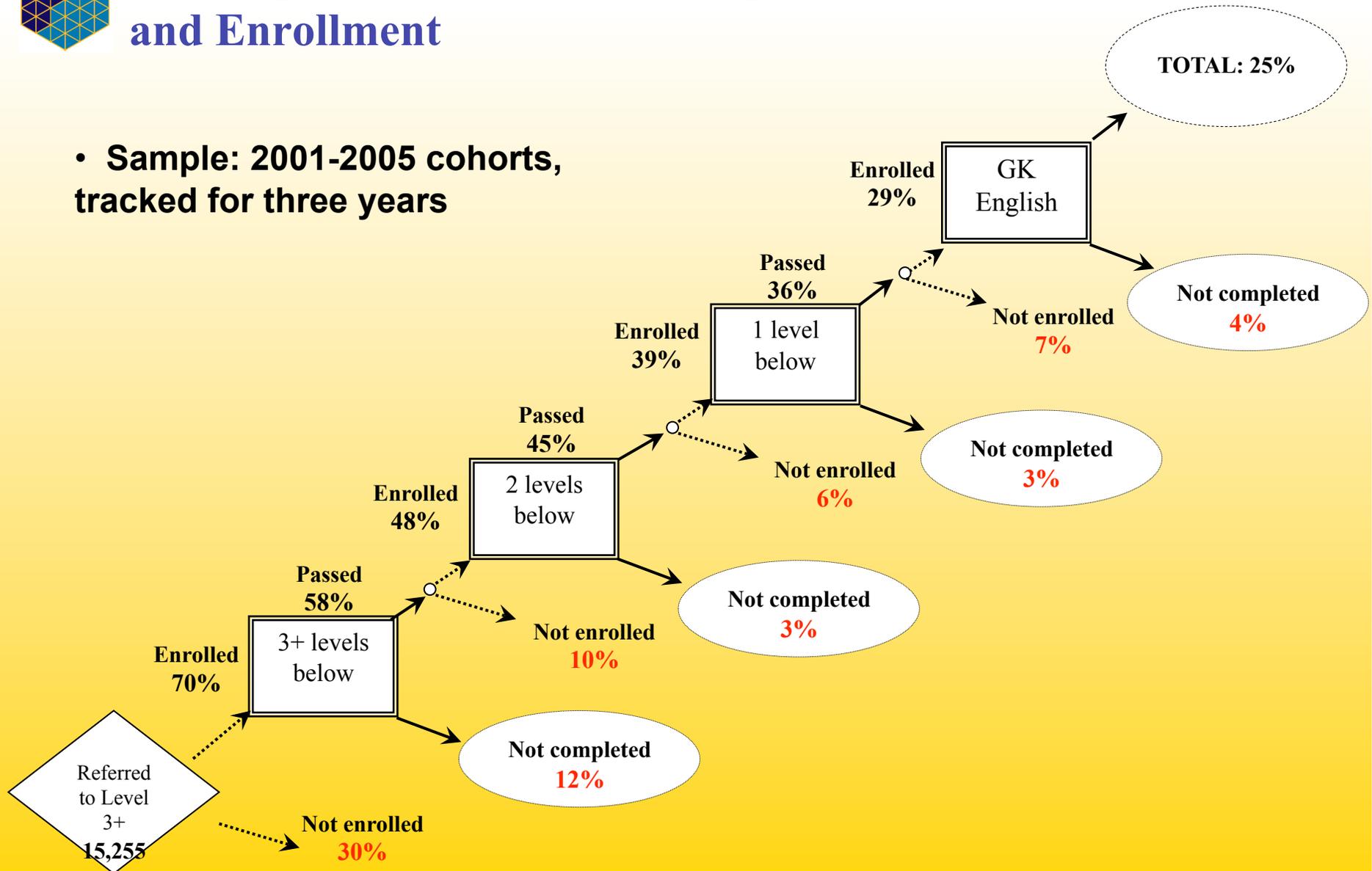
- **Sample: 2001-2005 cohorts, tracked for three years**





Reading In-Order Course Completion and Enrollment

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





MORE INFORMATION

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

[www.PostsecondaryResearch.org/
conference/afterevent.html](http://www.PostsecondaryResearch.org/conference/afterevent.html)

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