

Institutional Effectiveness

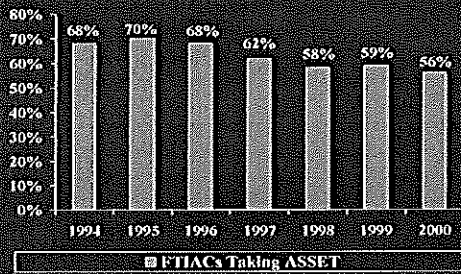
Developmental Education
2000-2001

Prepared by
Mark Woods

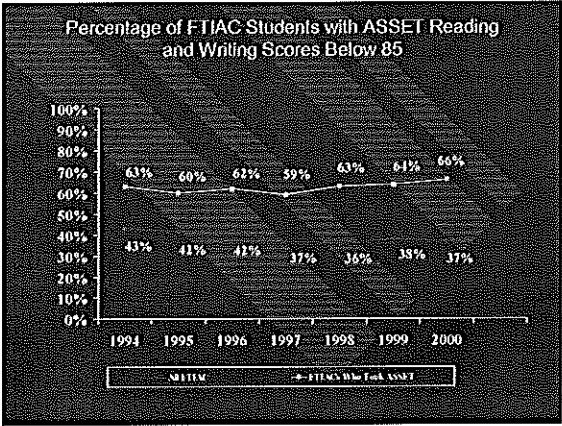
Purpose

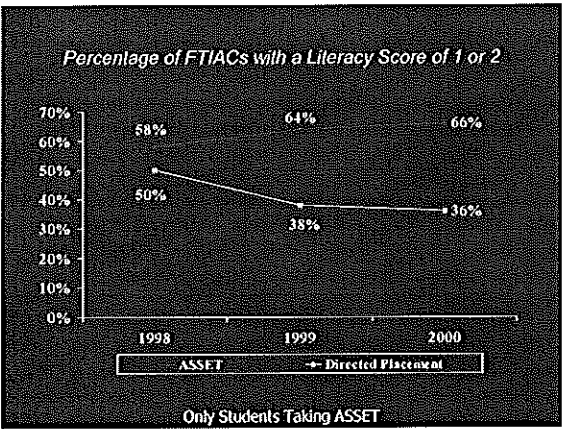
Opportunities in Developmental
Education to Prepare Students for
College-Level Studies

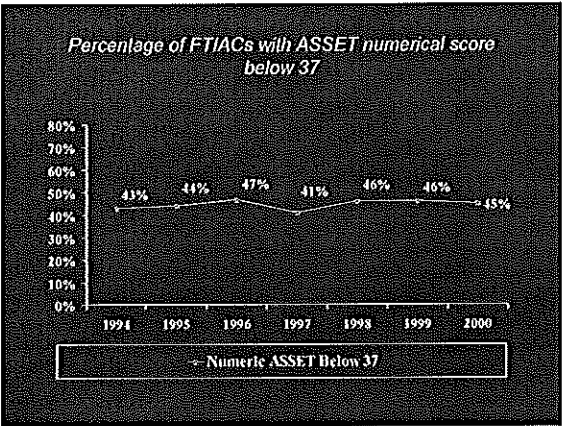
*Percentage of FTIAC Students with ASSET Reading
and Writing Scores Below 85*

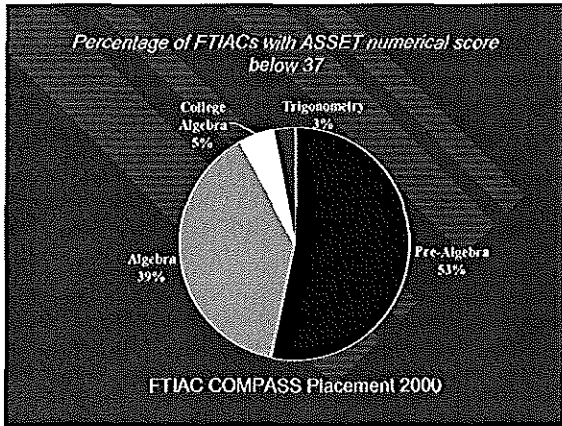


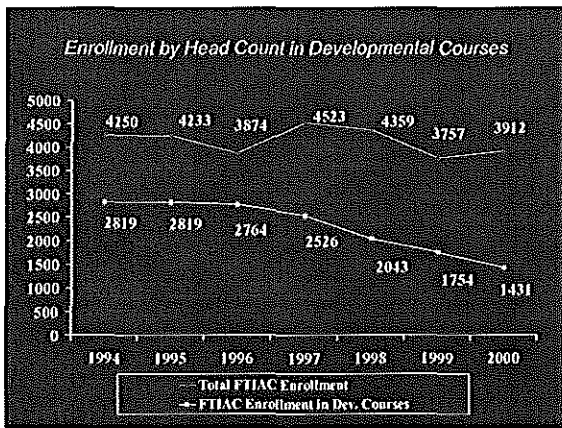
Percentage of FTIAC Students Taking ASSET

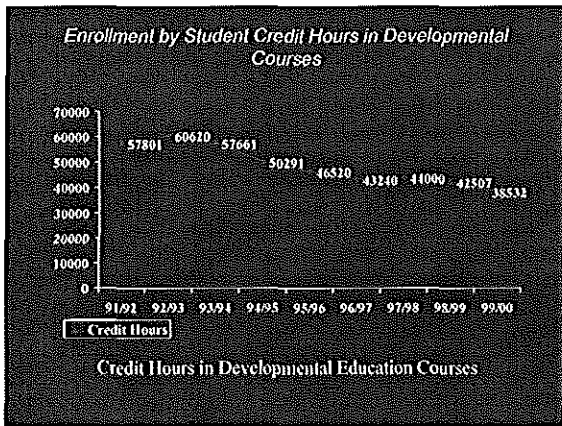


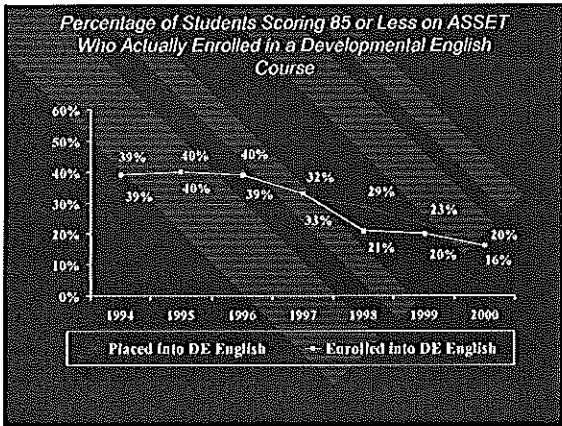


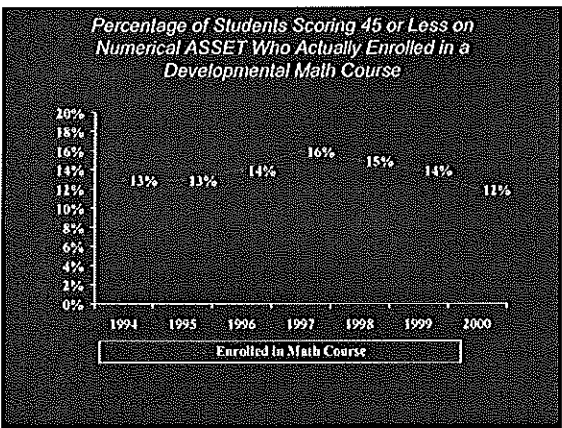


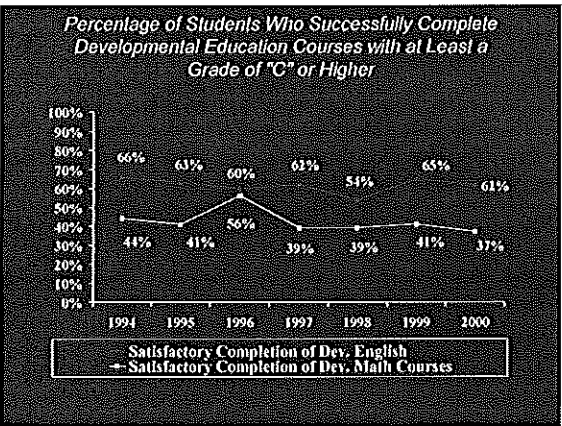


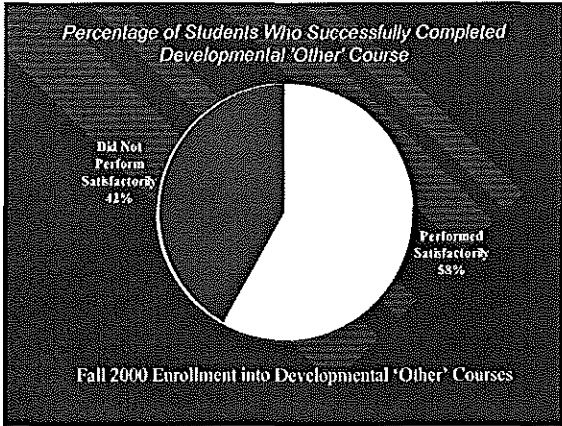






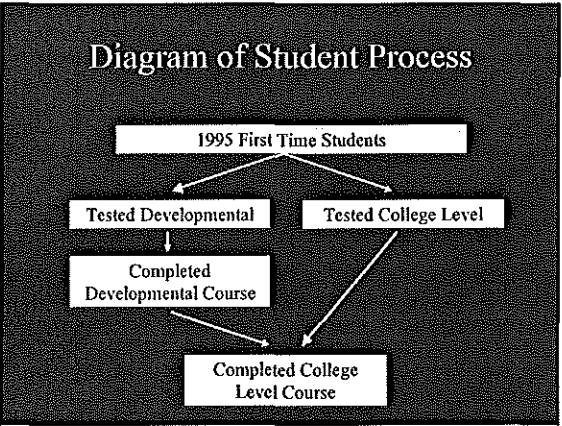






Purpose
 Opportunities in Developmental Education to Prepare Students for College-Level Studies

Research Question
 Does OCC adequately prepare developmental students for college level studies?

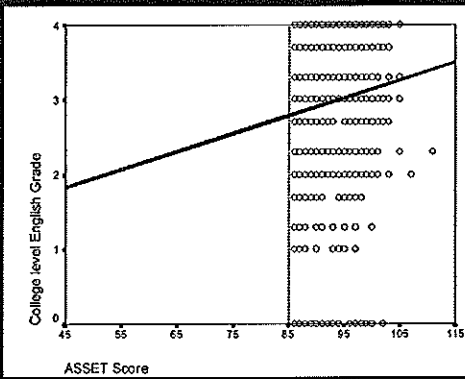


Regression-Discontinuity Design

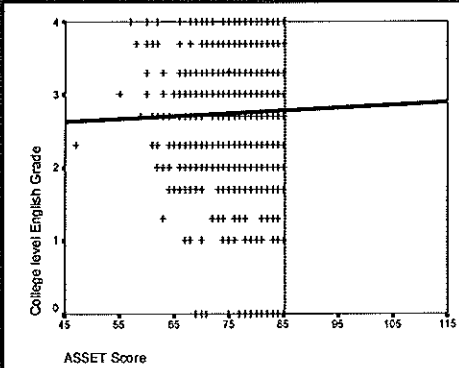
C	O ₁	X	O ₂
C	O ₁		O ₂

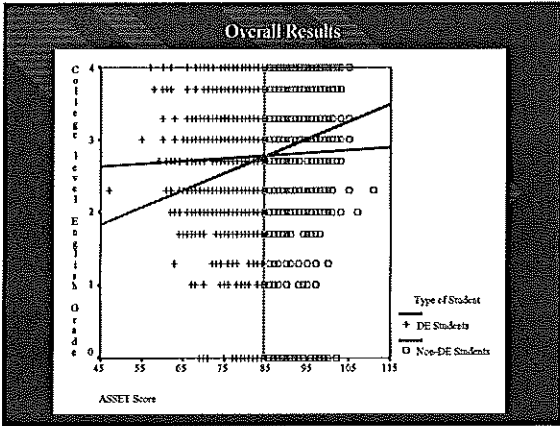
- C = Conditional Assignment (cut-off score)
- O₁ = ASSET Score
- X = Developmental English Course
- O₂ = Grade in College-level English

Non-developmental Results



Developmental Results





Descriptive Results

Type of Student	Mean Grade in College Level English*	SD
No Developmental English	2.96	.97
Took Developmental English	2.75	.94

*Statistically significant difference

Conclusion

- Students who took a developmental English course and subsequently took a college-level English course, did almost as well as those students who did not “place” into remediation.
- The greatest impact was seen for those students who scored lowest on the placement test
