



**OAKLAND
COMMUNITY
COLLEGE**

**ANNUAL EFFECTIVENESS REPORT ON THE COLLEGE'S
DEVELOPMENTAL EDUCATION PURPOSE**

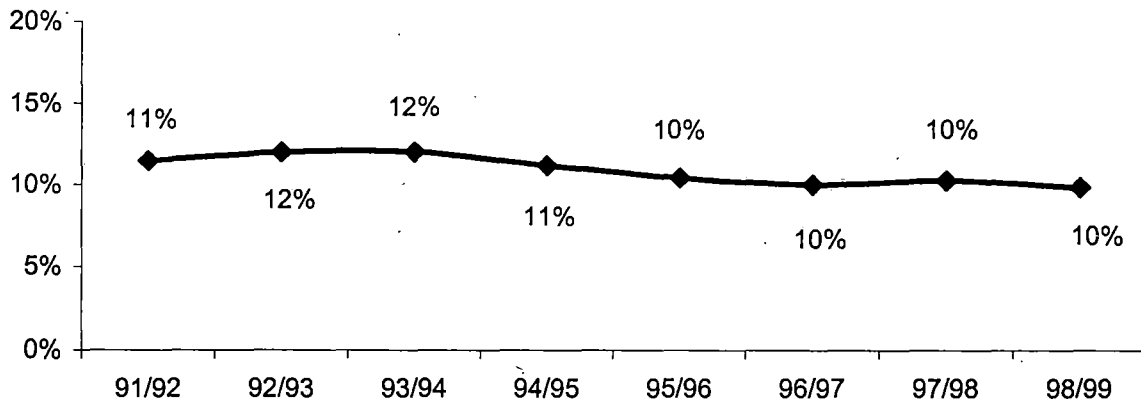
1999/00 Preliminary Report

**Prepared by:
Andrea Taylor Butts for
The Office of Institutional Research
Fall 1999/ Winter 2000**

Oakland Community College
1999/2000 Effectiveness Report on Developmental Education

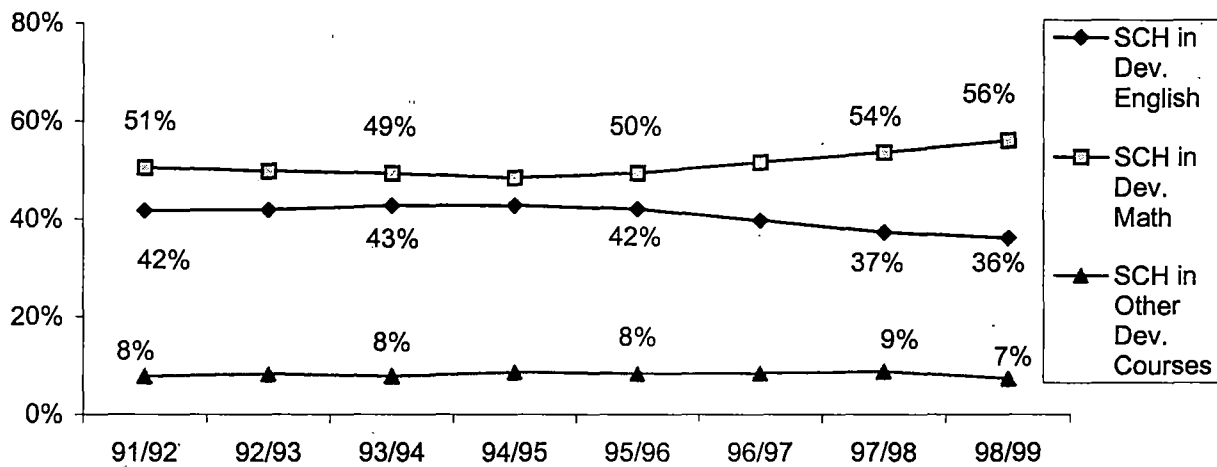
Graph 1

Student Credit Hours (SCH) in Developmental Education Courses as a Percentage of SCH in all Credit Courses



Graph 2

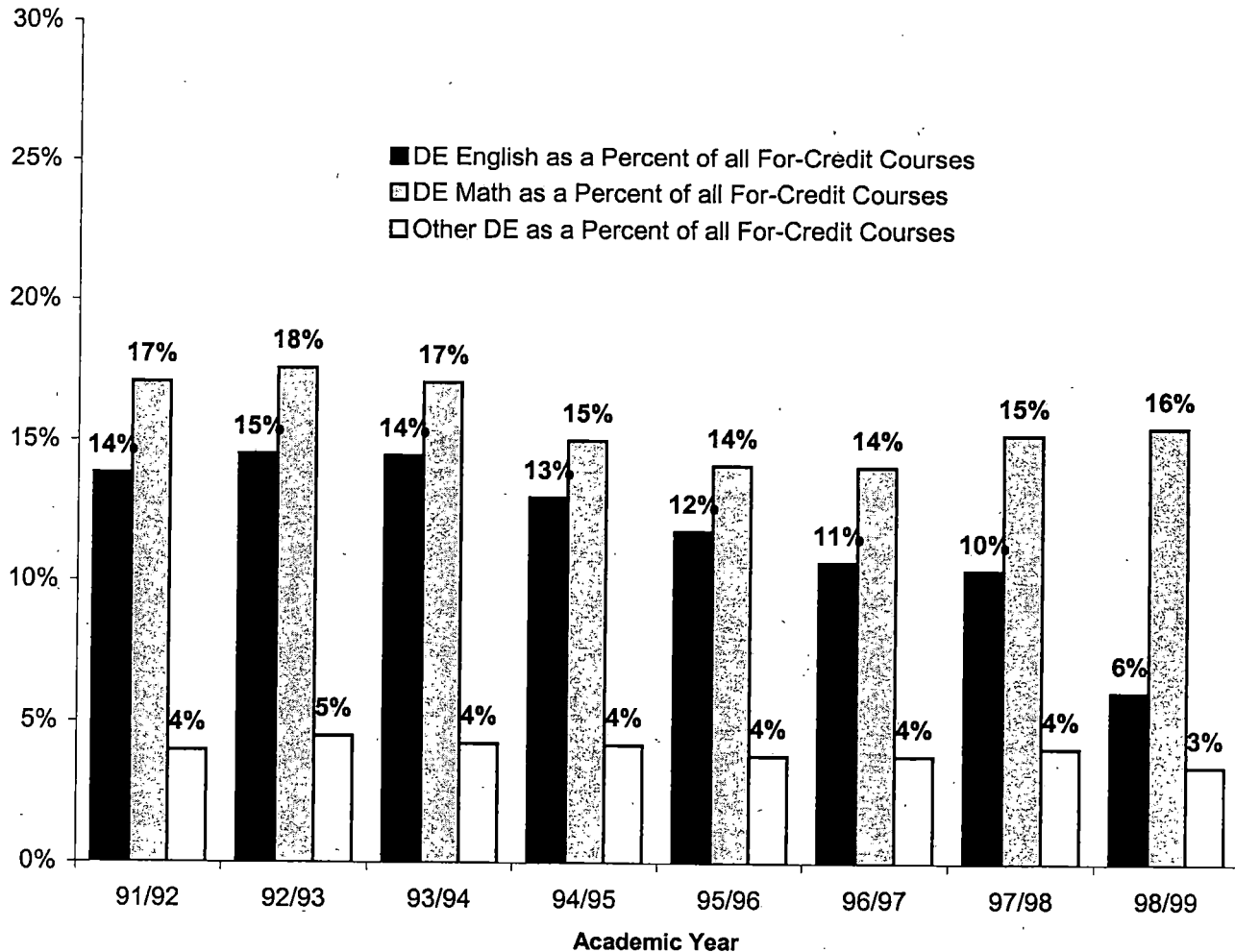
SCH in Developmental English, Math & 'Other' as a Percentage of SCH in All Developmental Courses



Courses which fall into the 'developmental education' category make-up about 10% of all credit hours taken at OCC (*see Graph 1*). Of these developmental courses, Math tends to be the most fruitful in terms of SCHs. For instance, during the 1991/92 academic year, 59,616 of the year's 518,988 SCHs came from developmental education courses. As **Graph 2** illustrates, in 1991/92 enrollment in Math accounted for 30,115 or 51% of the developmental education credit hours, 42% or 24,890 SCHs came from English and the remaining 8% of SCH in developmental education were the result of enrollment in the 'Other' courses that fall under the developmental umbrella. Courses in developmental Math continued to represent the largest portion of SCHs for all developmental education courses combined. In fact, by 1998/99, 56% of SCHs in developmental-level courses were now in Math, while just 36% were in English and 8% in 'Other' developmental courses.

Oakland Community College
1999/2000 Effectiveness Report on Developmental Education

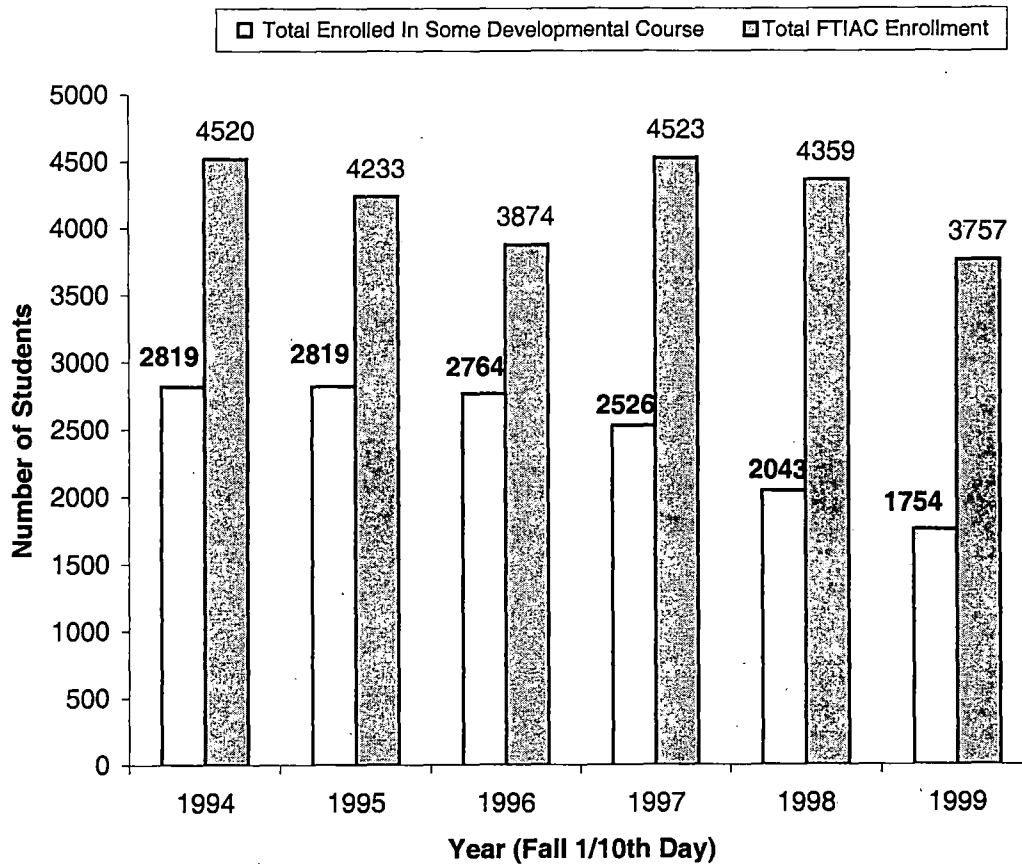
**Student Head Counts in Developmental Education Courses as a
Percent of Total Head Count in all For-Credit Courses**



On average, approximately 16% of OCC students enroll in a developmental Math course, and until the 1998/99 academic year, about 13% took a developmental English class. However, in 1998/99 there was a significant decline from the previous year, and developmental English courses went from constituting 10% of all head counts in 1997/98 to representing just 6%. And while enrollments in developmental Math have been relatively stable over the 8 academic years represented above, there has been a steady decline in the number of students enrolling in developmental English. There is little fluctuation in the number of students who chose to enroll in only the alternate developmental education classes.

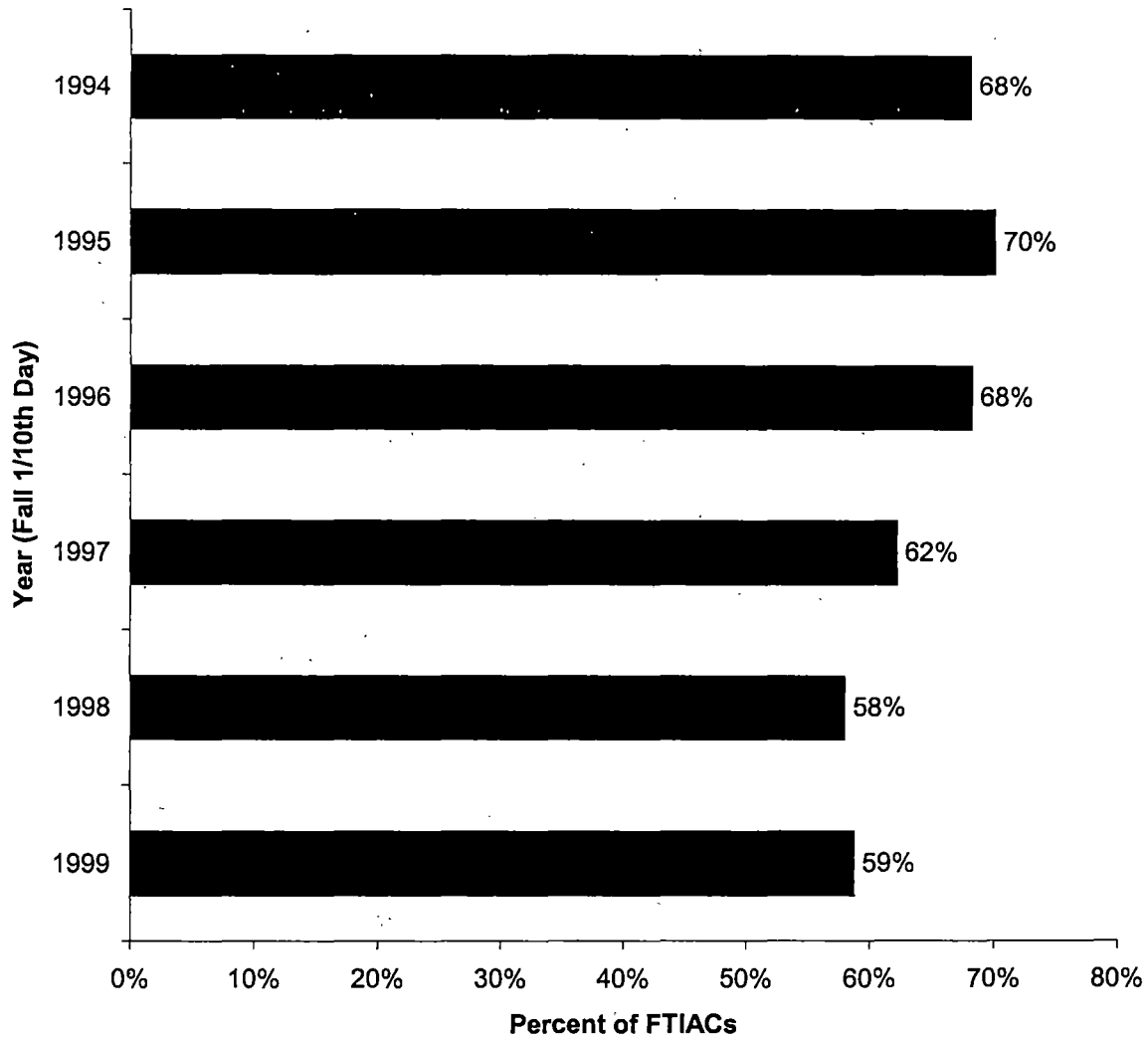
Oakland Community College
1999/2000 Effectiveness Report on Developmental Education

FTIAC Enrollment in Development Courses



Until recently, enrollment in courses classified as 'developmental' has remained relatively consistent. Developmental education comprised just over 60% of Fall enrollment among FTIACs, during the Fall of 1994 until Fall 1997. In the Fall of 1994, 62% of 'first time in any college' students took a Developmental Education course -- for the same period in 1995, this figure rose to 67%, in 1996 it was up to 65% and in 1997 61% of FTIACs took a course from the Developmental curriculum. However this trend changed in the Fall of 1998, when the percentage of FTIACs taking Developmental Education classes fell to only 47%, where it remained in Fall 1999. This decline is largely due to a drop in enrollment in Developmental English courses among FTIACs (i.e., In Fall 1997, 33% of FTIACs were enrolled in Developmental English, but in Fall 1998 21% were, and in Fall 1999 only 20% of FTIACs took a developmental English).

**Percentage of FTIACs Takeing ASSET
Writing and Reading Skills Tests**

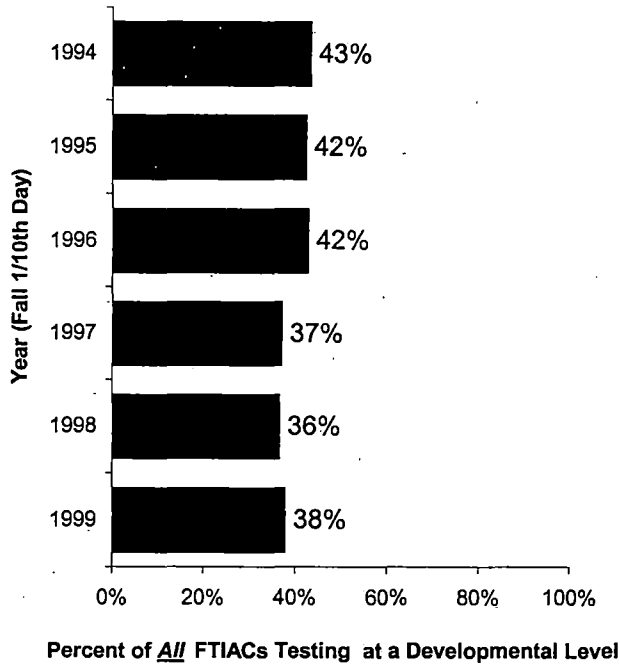


NOTE: The decline the percentage of students taking Writing and Reading Skills ASSET in 1998 and 1999 co-incides with the change in OCC policy to accept students' ACT and SAT scores in lieu of ASSET.

**Oakland Community College
1999/2000 Effectiveness Report on Developmental Education**

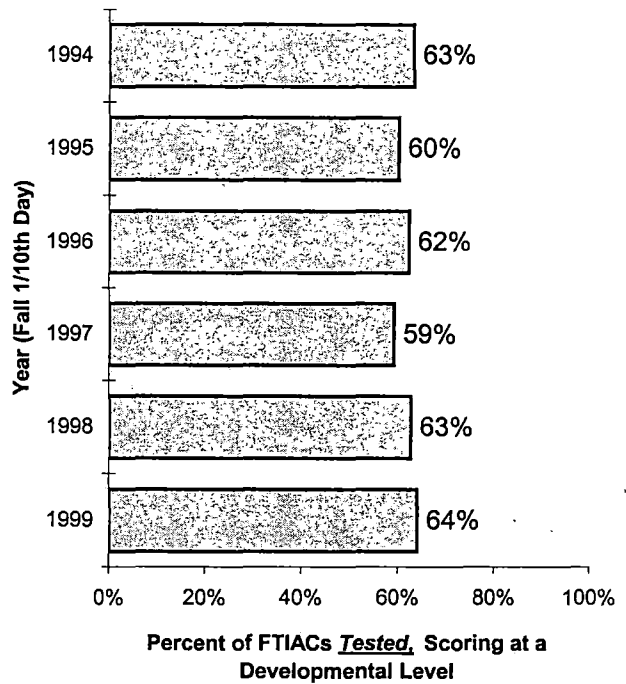
Graph 1

Percentage of All FTIAC* Students Who Scored at a Developmental Level on ASSET Writing & Reading Skills Tests**



Graph 2

Percentage of FTIACs Tested, Who Scored at a Developmental Level on ASSET Writing & Reading Skills Tests



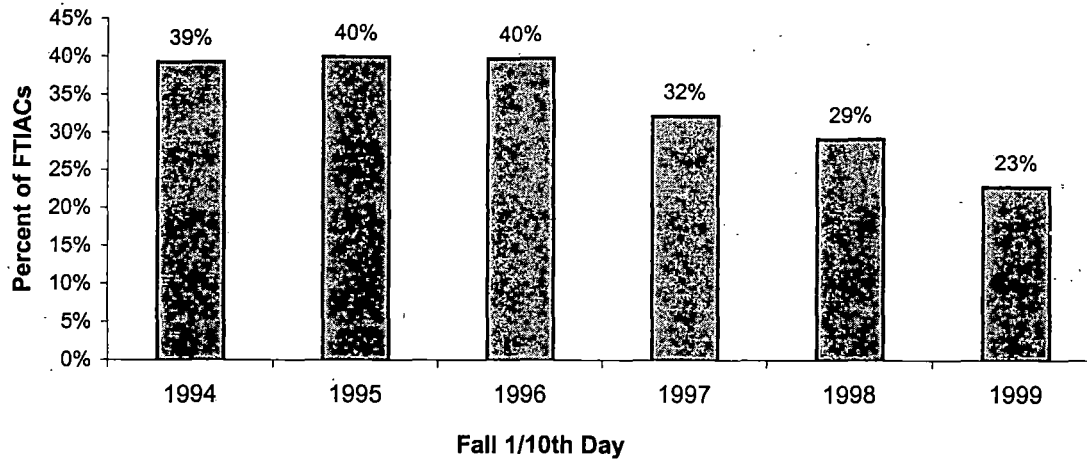
* 'First Time In Any College'

** Calculations based on combined Writing and Reading Skills ASSET (Assessment for Successful Entry and Transfer) test scores of 85 or less.

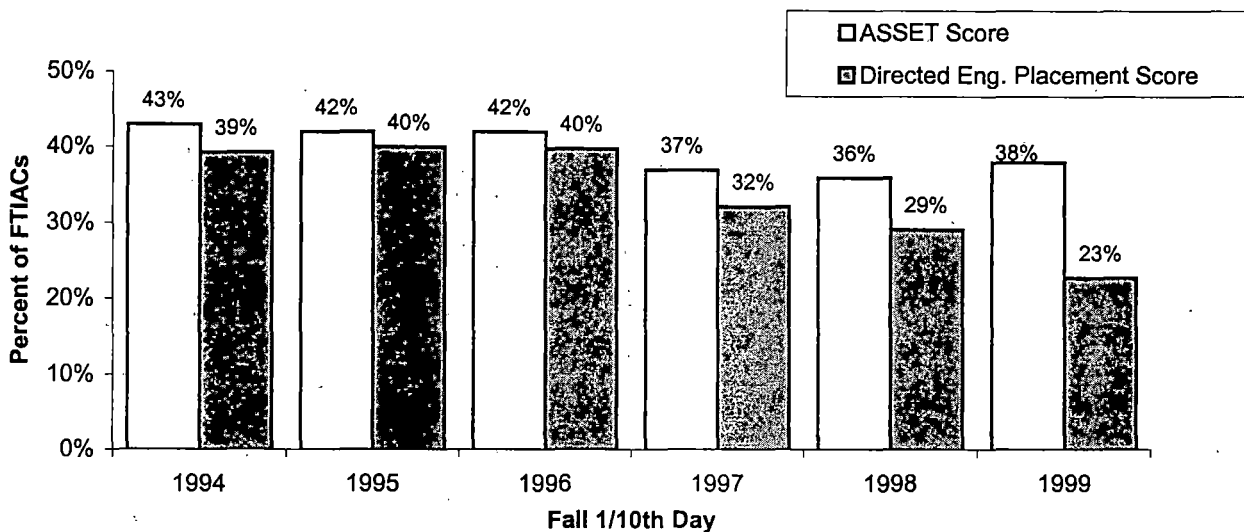
Over the six academic years beginning in Fall 1994 until Fall 1999, the number of 'first time in any college' (FTIAC) students declined from 4520 to 3757. Over this same period, there was also a decrease in the number of FTIACs who qualified for remediation in English. In Fall 1994, 43% of all FTIACs qualified for placement in developmental English, and by the Fall of 1999, this figure had dropped to 38% (*see Graph 1*). However, there has also been a small (about a 10%) decline in the number of FTIACs who actually took the Writing and Reading Skills ASSET test. In the Falls of 1994, 1995 and 1996, 68-70% of all FTIACs took the ASSET test for English placement. However, during the Fall of 1997 only 62% of FTIACs completed the writing and reading skills ASSET test. By 1998, this figure had further decreased to 58% and similarly in Fall '99, 59% of FTIACs wrote the English portion of ASSET. Among those students tested, **the percent earning a combined score of 85 or less has remained relatively consistent, ranging from 59% to 64% over the six years (see Graph 2)**. Thus, the apparent drop in the proportion of Developmental English candidates among FTIAC students is attributable, in part, to a reduction in the proportion of these students being tested.

Oakland Community College
1999/2000 Effectiveness Report on Developmental Education

**FTIACs Who Qualify for Developmental English:
 Directed English Placement Score 1 or 2**

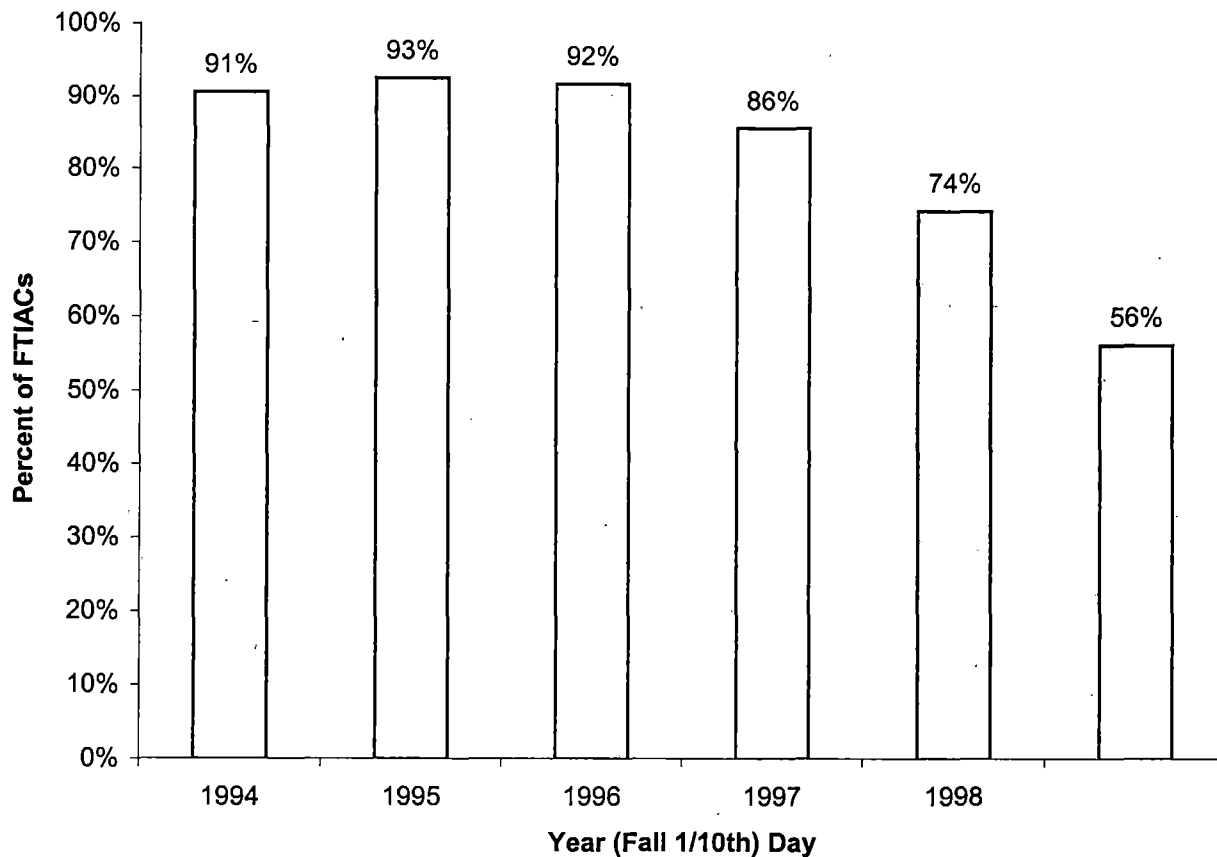


FTIACs Directed English Placement vs. ASSET Scores



A Directed English Placement score of 1 or 2 indicates that a student is required to complete Developmental English course(s) before she/he can enroll in college-level English. A score of '1' represented placement in ENG 052 and a '2' placement into ENG 131 until Fall 1998. Starting in Fall of 1998, ENG 105 replaced ENG 052 (as well ENG 050, ENG 054, ENG 055, & ENG 056) and ENG 131 (and ENG 110) was replaced by ENG 106. A score higher than '2' indicates placement in college-level English. Not surprisingly, the 1994-1999 trend in the percentage of FTIACs placing in Developmental English parallels the trend in FTIAC ASSET scores over the same time period. However, there has been a growing disparity between the percentage of FTIACs testing at the developmental level and the percentage who are placed there. Between 1994 and 1997, this difference only ranged between 2 and 5%. In the Fall of 1998, there was a 7% difference between the percentage of FTIACs with developmental ASSET scores and those who were actually required to enroll in Developmental English prior to taking ENG 151. By Fall 1999, the difference between these figures grew to 15%.

Percentage of FTIACs who Tested at Developmental Level on ASSET and also Received Directed English Placement Scores of 1 or 2

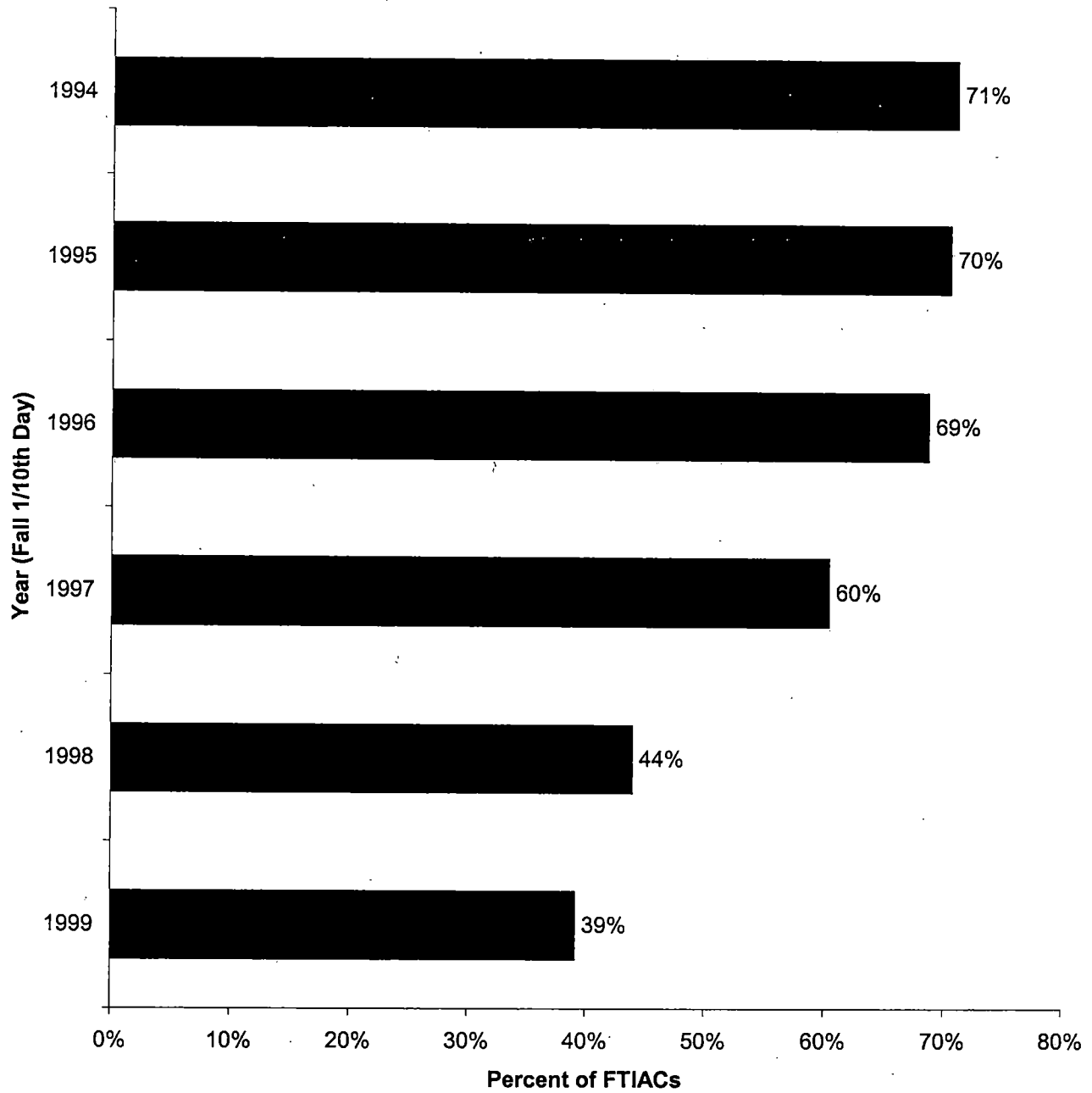


An alternate way to understand the difference between the percentage of FTIACs who qualify as Developmental English students according to their ASSET results, versus the percentage who are assigned developmental Directed Placement scores is to look at the first group as a percentage of the second. So for instance, bar one in the graph above demonstrates that in Fall 1994, 91% of all FTIACs who earned a combined score of 85 or less on the English component of ASSET were also given a Directed English Placement score of 1 or 2, thereby putting them into ENG 105 or ENG 106.

Between Fall 1994 and 1997, an overwhelming majority of FTIACs who tested at the developmental level on ASSET, also received Directed English Placement scores which required them to take a Developmental English prior to enrolling in college-level English. In fact, very few (less than 1%) of these FTIACs received Directed Placement scores which placed them out of Developmental English and into college-level English. However, a notable change to this pattern occurred during the Fall of 1998. In 1998, there was only a 74% concordance rate between the number of FTIACs with developmental ASSET and Placement scores. Additionally in the Fall of 1998, 16% of FTIACs who scored at the developmental level on ASSET subsequently received Directed English Placement scores which placed them into college-level English. In 1999, even more FTIACs were disqualified from Developmental English after initially scoring within the developmental range on ASSET. Among Fall 1999 FTIACs, only 56% of those originally classified as developmental were assigned an English Placement Score of 1 or 2. Further, 27% of this group of FTIACs were actually placed out of developmental English and into a college-level English.

Oakland Community College
1999/2000 Effectiveness Report on Developmental Education

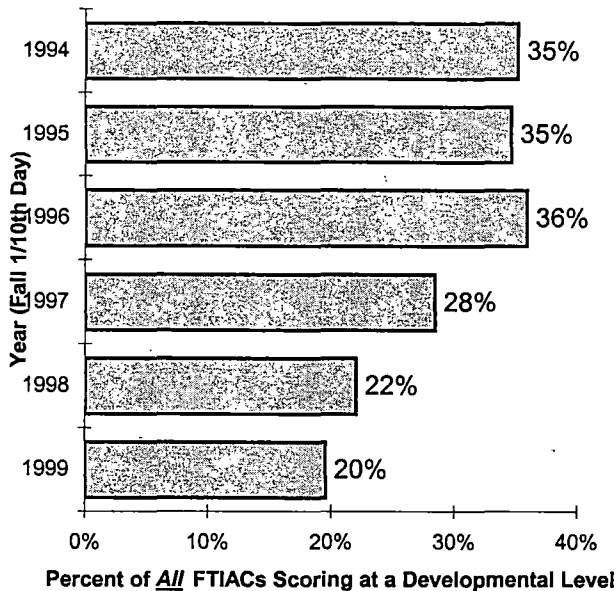
Percent of FTIACs Taking Math ASSET



Oakland Community College
1999/2000 Effectiveness Report on Developmental Education

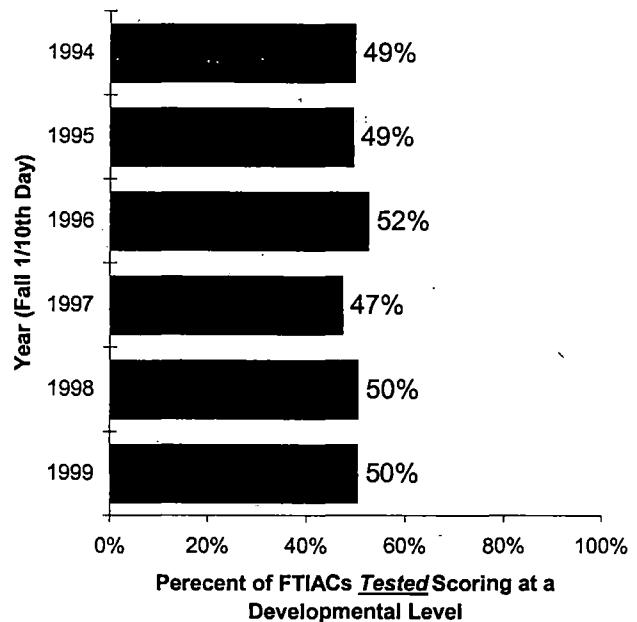
Graph 1

FTIAC* Students Who Score at a Developmental Education Level on the Math ASSET Test as a Percent of ALL FTIACs**



Graph 2

FTIACs Scoring at a Developmental Level on Math ASSET as a Percentage of those TESTED.

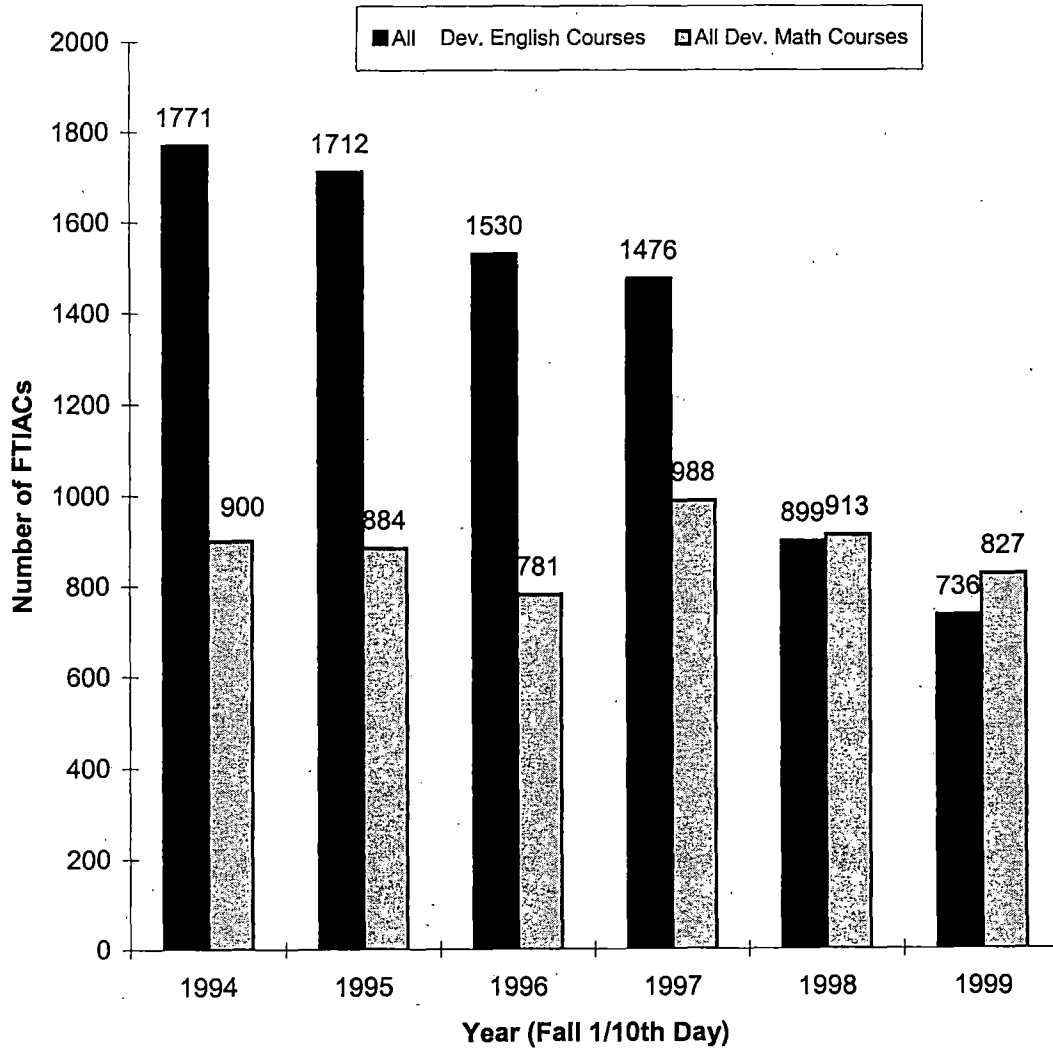


* First Time in Any College

** Calculations based on a Numerical Skills ASSET (Assessment of Skills for Successful Entry and Transfer) test score of 36 or less, Elementary Algebra ASSET score of 39 or less, & Intermediate Algebra score of 37 or less.

In the fall of 1999, the various components (Numerical, Elementary Algebra, Intermediate Algebra) of the Math ASSET test were administered to 1467 or 39% of all FTIACs. This figure is a notable **32%** below the 1994 percentage, when **71%** of all FTIACs completed at least one section of the Math ASSET test. Thus, fewer FTIACs were tested in absolute as well as relative terms. Along with a declining proportion of FTIACs being tested, there has necessarily been a corresponding reduction in the overall percentage of all FTIACs who might qualify for developmental mathematics (*see Graph 1*). However, what has remained almost unchanged between the Falls of 1994 and 1999, is the proportion of those tested who received a score that would suggest the student consider taking a developmental math course. As *Graph 2* illustrates, in 1994, 49% of FTIACs scored at this level as did 50% of Fall '99 FTIACs. What this signifies is that the decline in the percent of *all* FTIACs who might benefit from developmental math instruction is due to the decline in the proportion of students who have been tested, not any improvement in student performance.

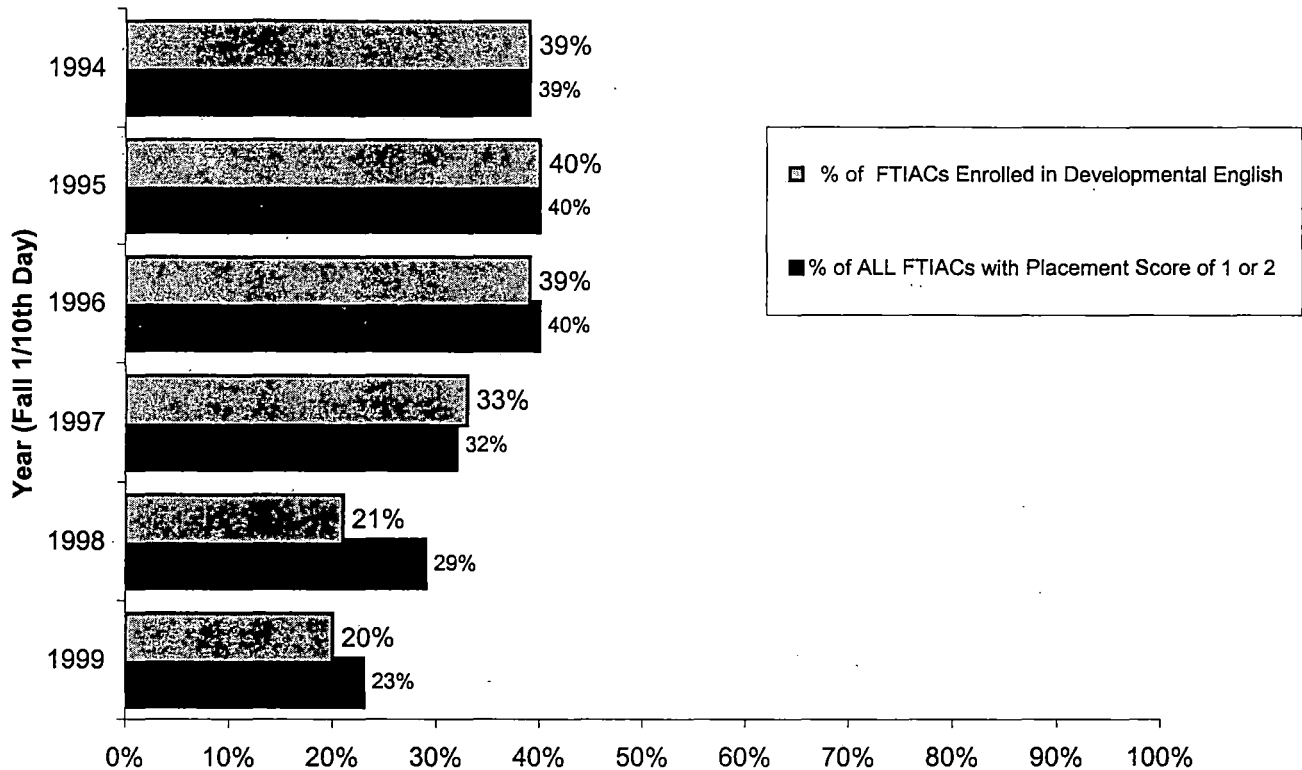
FTIAC Enrollment in Developmental English & Math



In Fall 1994, 62% of all FTIACs were enrolled in at least one developmental education course. By 1999, only 47% of FTIACs were taking some developmental class during the fall term. Among the FTIACs taking a developmental course during the fall terms of 1994 through 1997, developmental English enrollment significantly exceeded enrollment in Math and the 'Other' developmental courses. From Fall 1994 until 1997, 33% to 40% of FTIACs took a developmental English course. (Interestingly, this trend is the reverse of the college-wide enrollment trends in developmental course, where developmental Math enrollment tends to exceed that of developmental English.) However, the popularity of Math began to at least equal that of English among developmental FTIACs as of Fall 1998. In the fall of 1999, enrollment in developmental Math by FTIACs (22% of all FTIACs) slightly exceeded enrollment in developmental English courses (20% of all FTIACs).

Oakland Community College
1999/2000 Effectiveness Report on Developmental Education

FTIAC* Students Who are Placed at a Developmental Level
 & the Percentage Who Enrolled in a Developmental English Course**



* 'First Time In Any College'

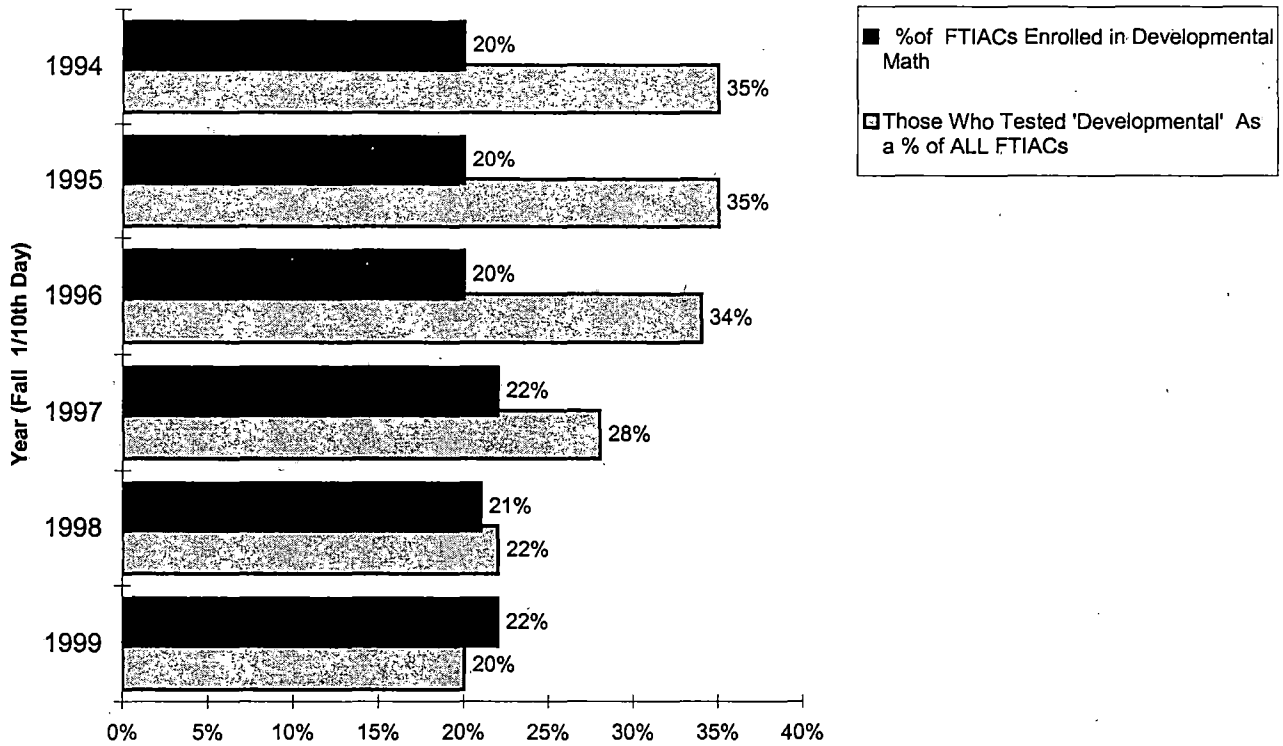
** Qualification for Dev. English based on Directed English Placement Score of 1 or 2.

Not all students who test and are placed at a developmental level will go on to enroll in developmental English; (Similarly, not all those enrolled in developmental English will have necessarily tested at a developmental level). However, given the mandatory placement process for English, one would expect to find a degree of correspondence between the percentage of FTIACs qualifying for placement in development English and the percentage of FTIACs who enroll. Until 1998, there was a very close correspondence between the percentage of FTIAC students who were placed in developmental English and the percentage of FTIACs who enrolled in a developmental English course.

From 1994 to 1997, there was a 0-1% difference in the percentage of FTIACs who qualified for developmental English courses and the number who signed-up for a developmental English class. In 1998, this differential between the number of FTIACs placed at the developmental level compared to the number who actually took an English course that Fall, grew to 8%. In 1999, however, this disparity shrunk to just 3%. This recent increased discrepancy between placement versus enrollment may be explained by the notion that more developmental English candidates are waiting, at least until the next semester, to enroll in their developmental English course. It is also possible that more students are being disqualified from developmental English through the placement process accompanying the new Academic Literacy program implemented in Fall '98. Whatever the reason, more long-term tracking of this trend is needed before any definitive causal attributions can be made.

Oakland Community College
1999/2000 Effectiveness Report on Developmental Education

**Percentage of FTIAC* Students Who Enrolled in a
 Developmental Math Course**



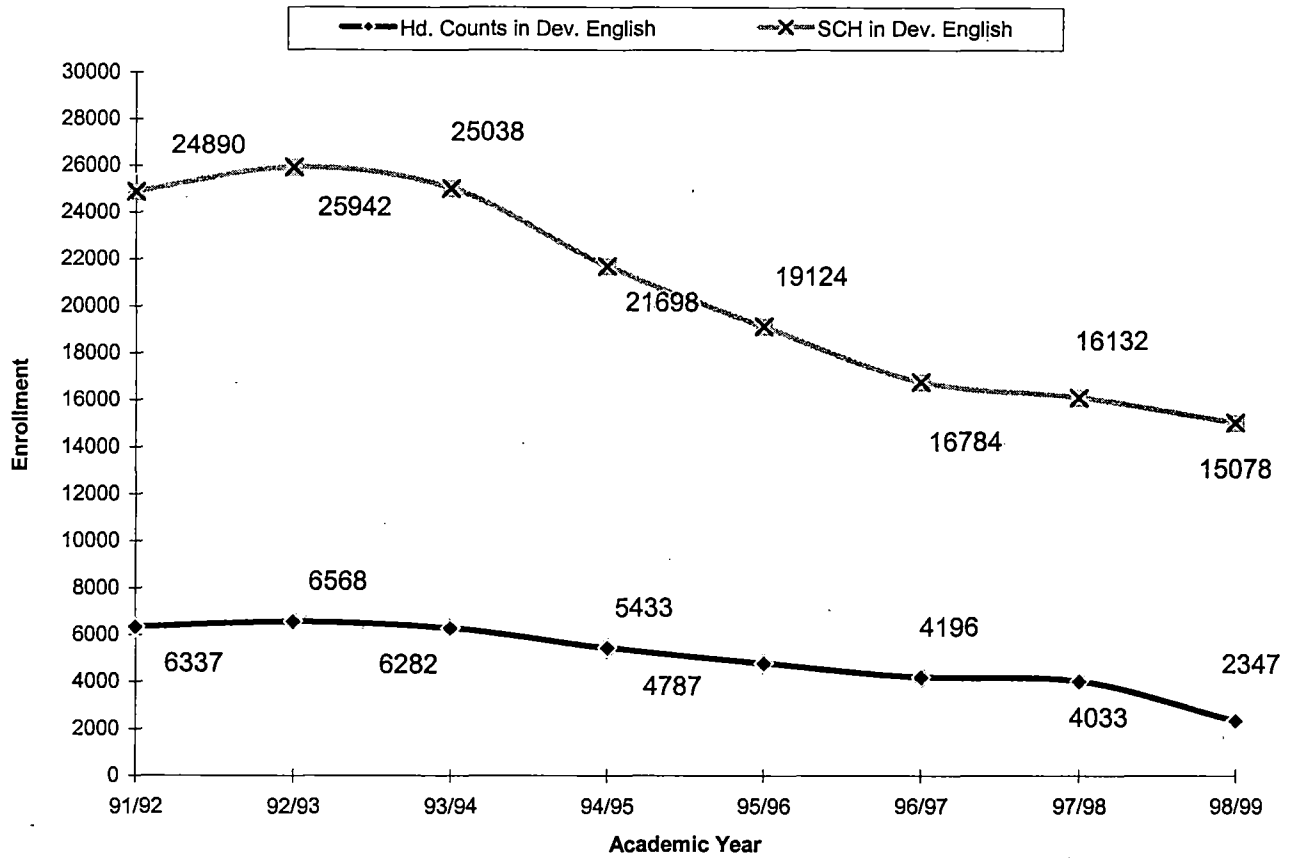
* 'First Time In Any College'

** Calculations based on Numerical Skills ASSET (Assessment for Successful Entry and Transfer) test scores of 36 or less, Elementary Algebra ASSET score of 39 or less, & Intermediate Algebra score of 37 or less.

Unlike English, there is no formal placement process for Math. Students are free to enroll in any Math course, irrespective of how well they perform on their ASSET tests. Therefore, there is a very low expectation of correspondance between the percentage of FTIACs who score at the developmental level on Math ASSET and the percentage of FTIACs who enroll in a developmental Math course. From the Fall of 1994 until the Fall of 1999, as the proportion of FTIACs obtaining a score that would make them a candidate for developmental Math declined, the percentage enrolling in a developmental Math course remained fairly steady, around 20%. Superficially it would appear that since 1994, larger proportions of students qualifying for developmental Math are actually going on to enroll in these types of courses. However, recall that over this same time period, there has also been a sizable (32%) drop in the percentage of FTIACs taking the Math ASSET. Thus, the apparent reduction in the disparity between developmental candidacy and actual enrollment among FTIACs is most likely due to the artificially deflated percent of candidates that the shrinking test pool has yielded, and not any increased tendency among candidates to enroll.

Oakland Community College
1999/2000 Effectiveness Report on Developmental Education

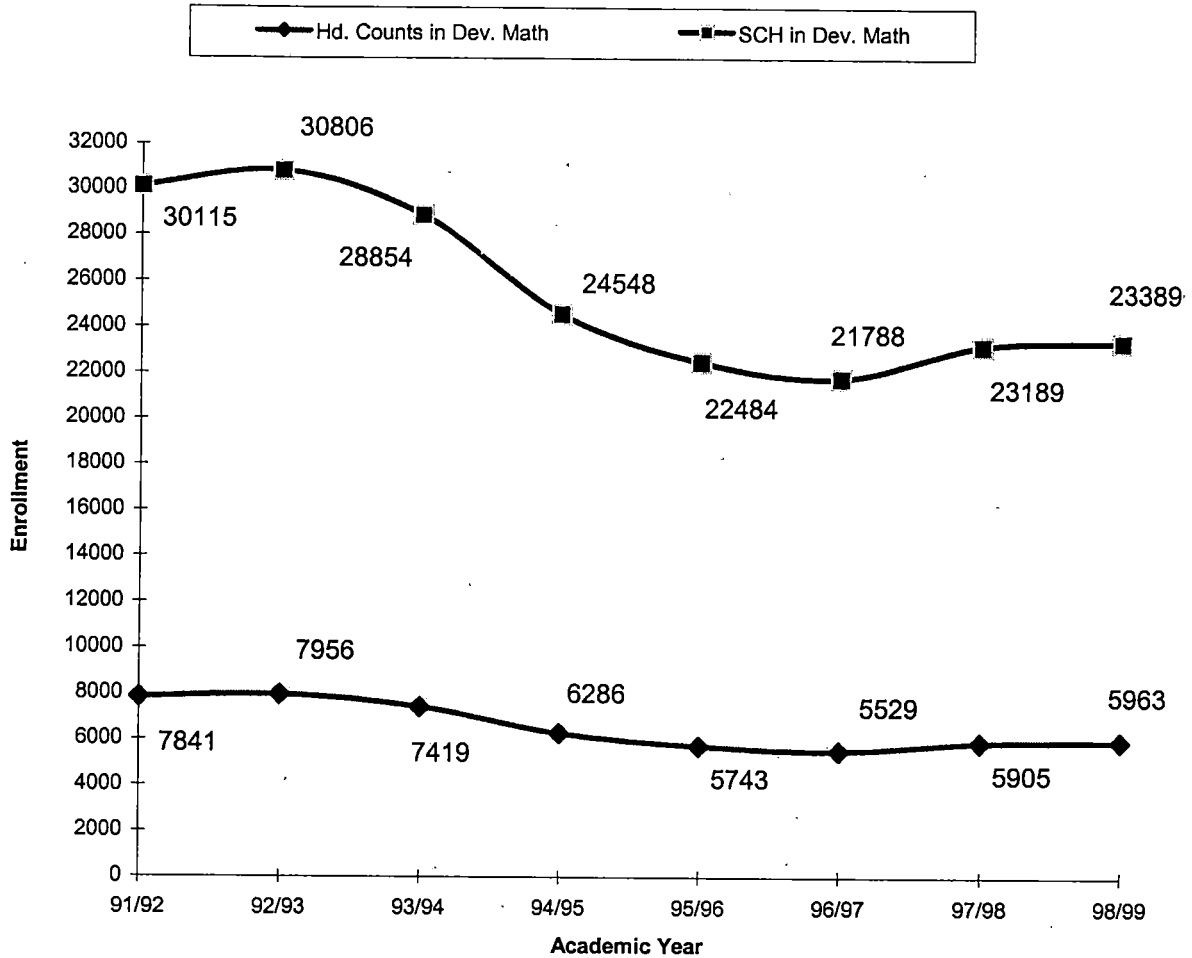
Enrollment in Developmental English Courses
Student Head Counts and Student Credit Hours



Like general trends in enrollment at OCC as a whole, enrollment in Developmental English Courses has dropped since 1991/92. Student Head Counts in developmental English went down by 42% between 1997/98 and 1998/99 alone, and diminished by a total of 63% over the 8 years from 1991/91 and 1998/99. There has also been a more modest decline of 39% in the number of Credit Hours in developmental English courses. On average, the number of Credit Hours per student remained the same from 1991-92 until 1997/98, with a Student Credit Hour to Head Count ratio of 4 to 1 throughout this 7 year period. However the ratio of SCH to Head Counts increased to 6.4 to 1 in 1998/99. In 1991/92, 42% of all Student Credit Hours in Developmental Education courses were in English. By the 1998/99 academic year, this figure had dropped to 36%.

Oakland Community College
1999/2000 Effectiveness Report on Developmental Education

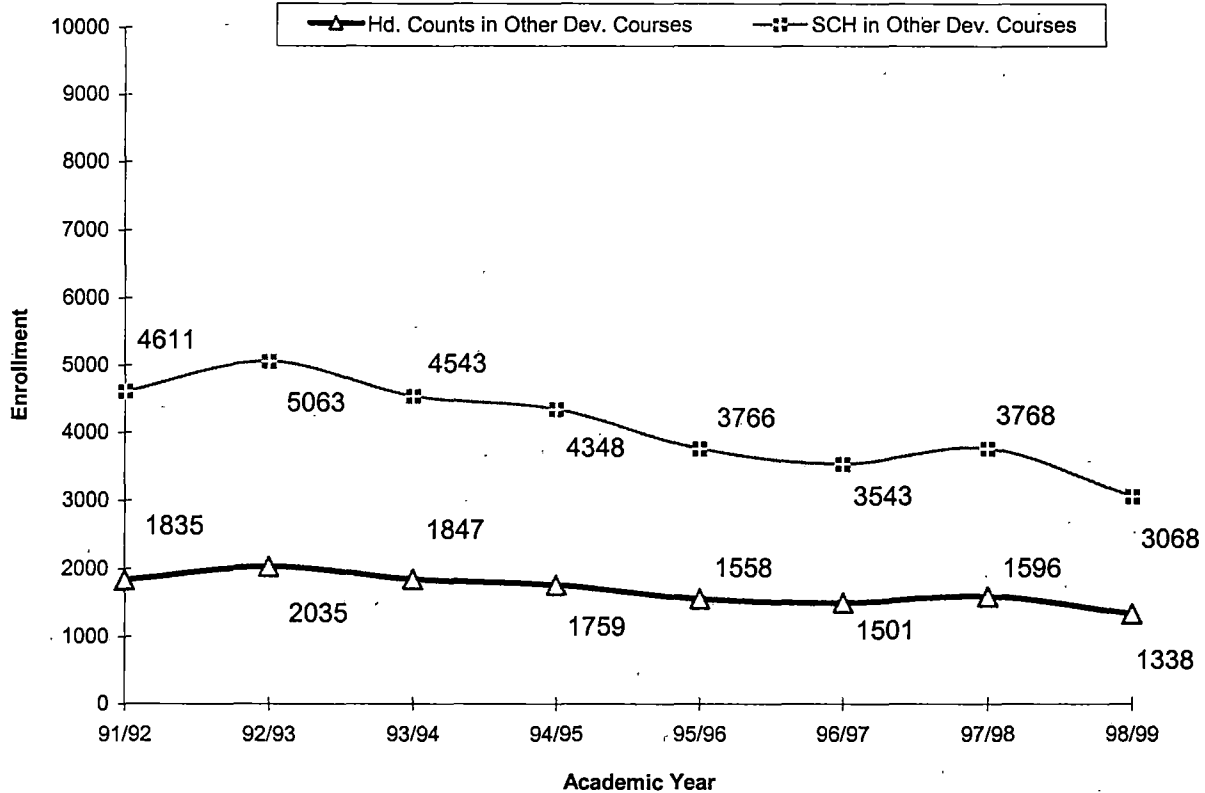
Enrollment in Developmental Math* Courses
Student Head Count and Student Credit Hours



*Includes Pre-Apprentice/Math TEM 101 & TEM 102

Similar to overall enrollment trends between 1991/92 and 1997/98, Student Credit Hours (SCH) and Head Counts in developmental Math courses were on a general decline. However, the 1998/99 academic year saw a slight (1%) increase in enrollment in developmental Math courses. In the 1991/92, Math courses represented 51% of all SCHs in developmental education, but by the 1998/99 academic year, SCHs in Math constituted 56% of all Student Credit Hours in developmental courses. The ratio of student credit hours to head count has remained almost 4 to 1 throughout the 8-year period from 1991/92 to 1998/99.

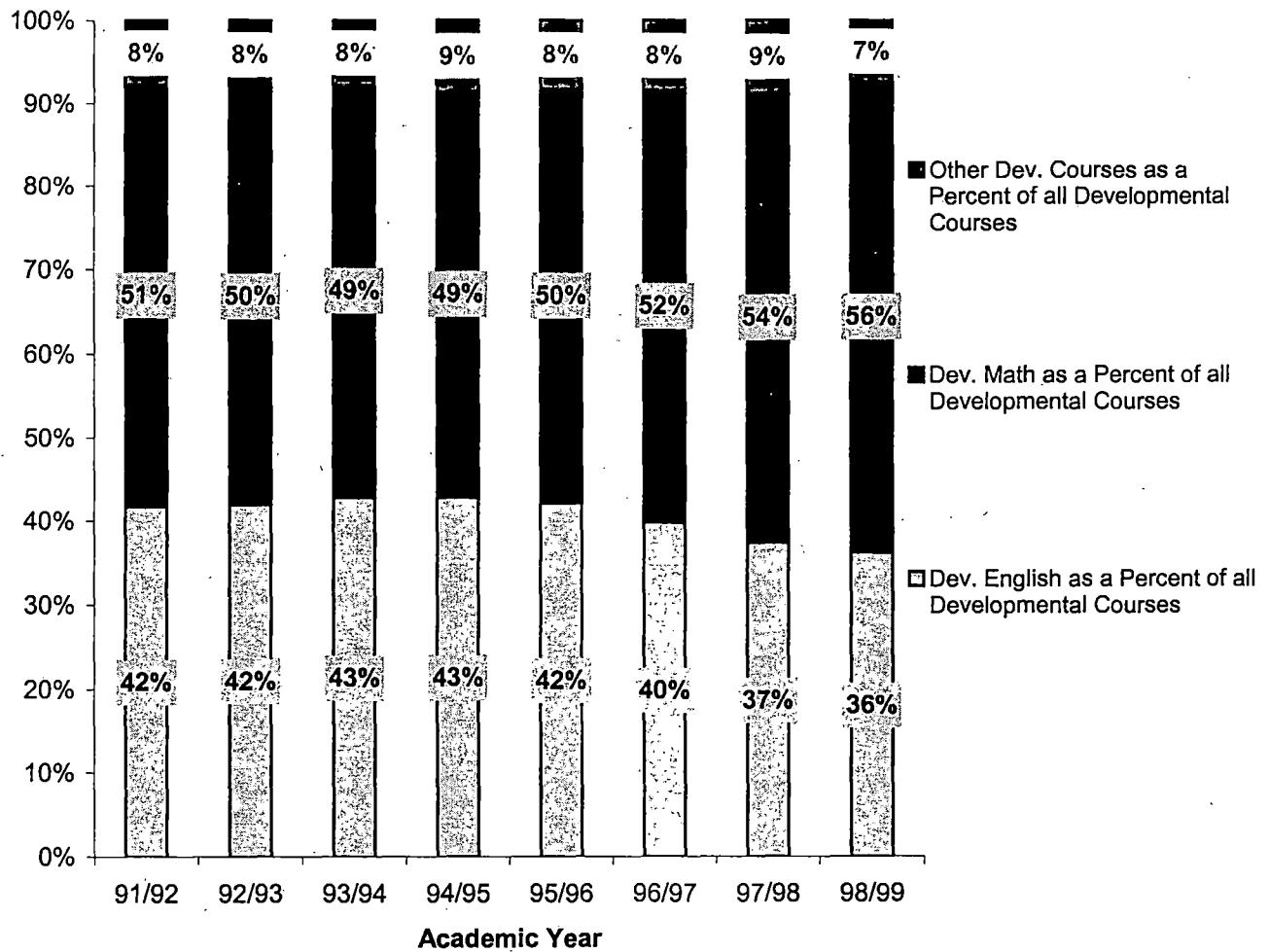
**Enrollment for all Other Developmental
 Education Courses Combined
 Student Head Count and Credit Hours**



Enrollment in other courses classified as Developmental (other than English and Math) continues to decline at a moderate rate. These 'Other' Developmental Education courses may include: Keyboarding (BIS100), Basic Chemistry (CHE095), Orientation to College (CNS110), Human Potential (CNS114), Career Planning (CNS115), Personal Assertiveness (CNS116), College Success Skills (IIC057), Information Research Methods (LIB100), and Basic Speaking and Listening Skills (SPE100). Keyboarding, Career Planning and College Success Skills are the most popular among these Developmental Education courses. Combining the Student Head Counts for all of these 'Other' Developmental Education, a decrease of 27% from 1991/92 to 1998/99 is seen. Over the 8 academic years, Student Credit Hours for this collection of Developmental Education courses have dropped at a slightly greater rate of 33%. Clearly, Other Developmental Education courses are less popular than Developmental English and Math. The Student Credit Hour to Head Count ratio for this type of Developmental Education course is about 2 to 1. In 1991/92 these courses have comprised between 8% of the SCHs for all Developmental Education courses and similarly in 1998/99, this figure was 7%.

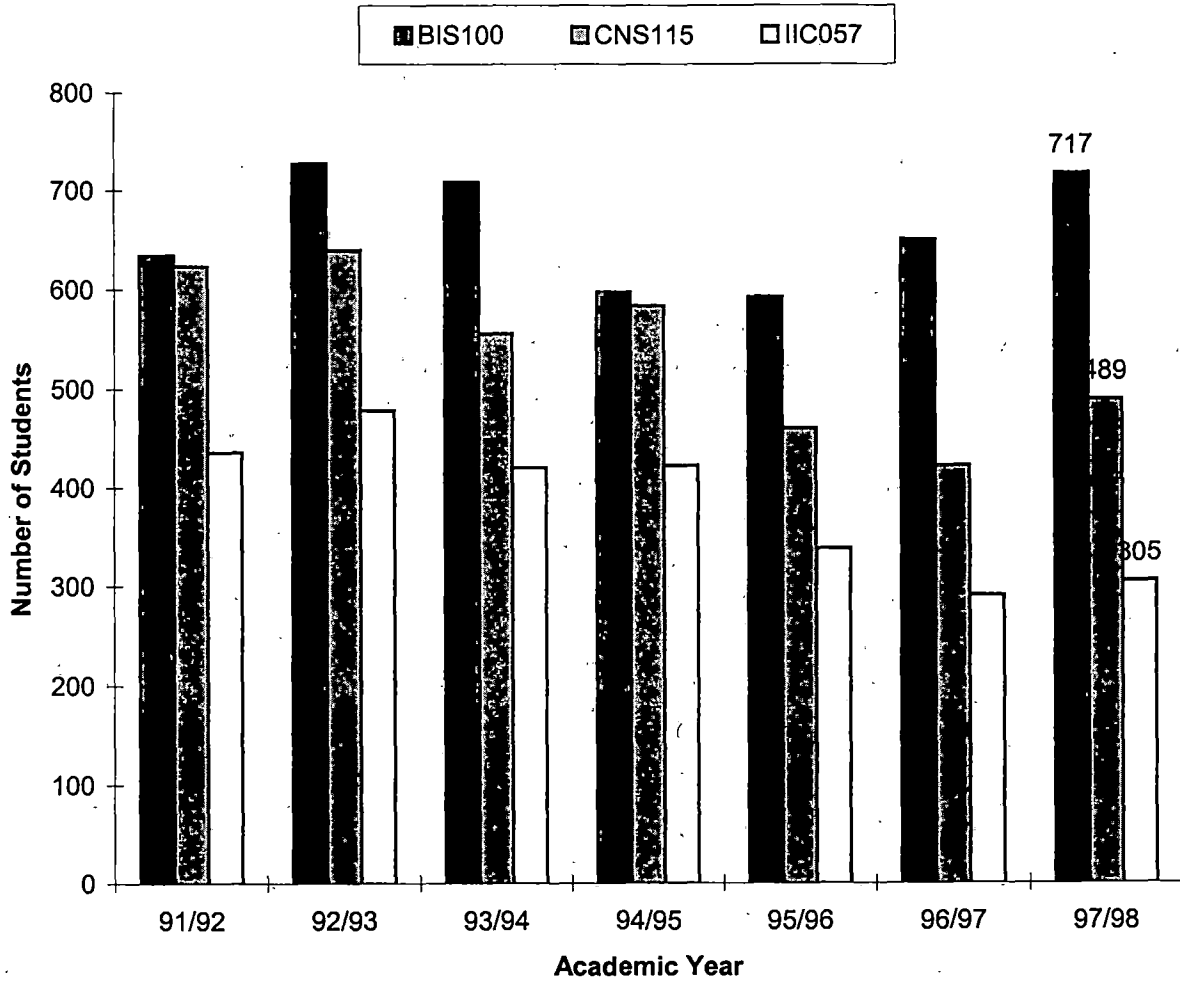
Oakland Community College
1999/2000 Effectiveness Report on Developmental Education

Allocation of Student Credit Hours Across Developmental Education Courses -- English, Math & 'Other'



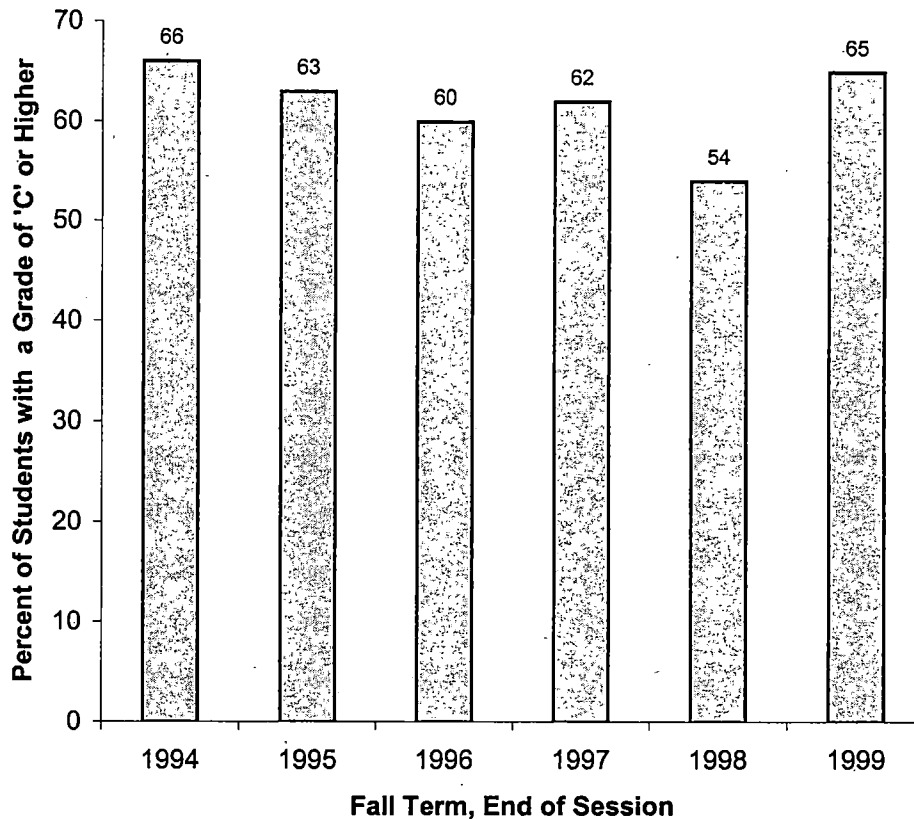
Oakland Community College
1999/2000 Effectiveness Report on Developmental Education

**Most Popular Informal Developmental Education Courses:
Student Head Counts for Keyboarding, Career Planning &
College Success Skills**



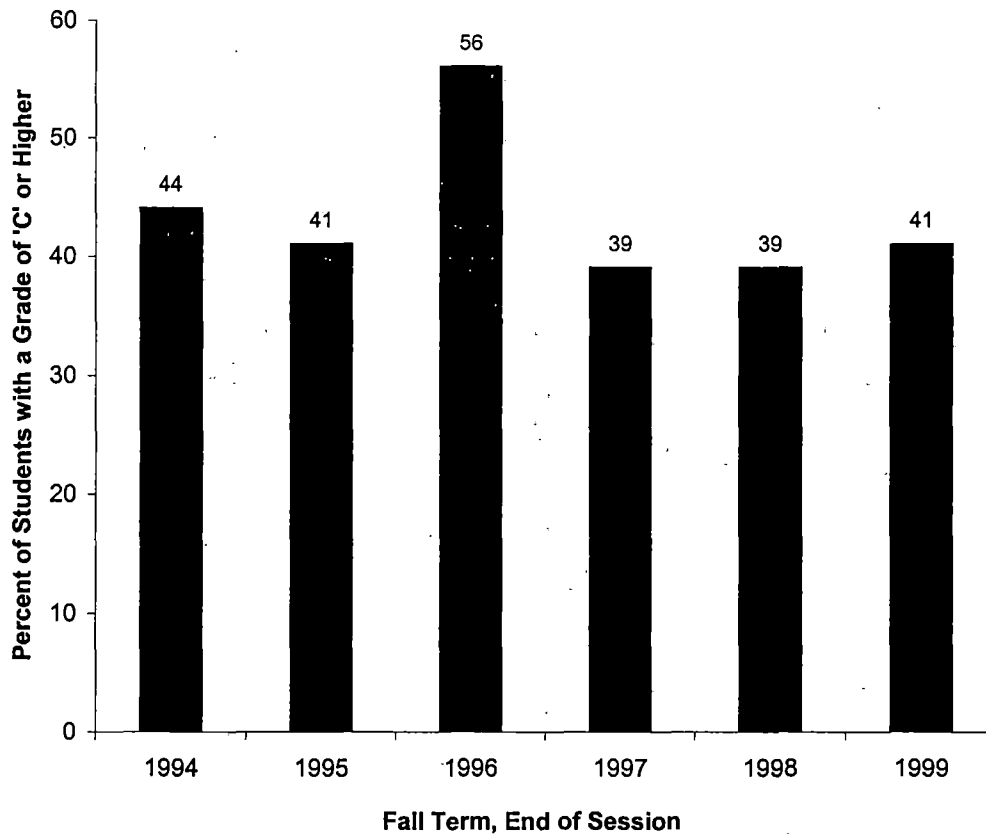
Oakland Community College
1999/2000 Effectiveness Report on Developmental Education

Developmental English: Percent of Satisfactory Completions



Earning a grade of at least a 'C' constitutes satisfactory performance in a course. Looking at the Fall terms between 1994 and 1999, overall student performance in Developmental English has fluctuated but appears to be on a general downward trend. Over these 5 terms, an average of 61% of students originally enrolled in a Developmental English course, received at least a 'C' in the course. Student performance was best in 1994 when 2031 or 66% of students obtained a grade of 'C' or higher. Conversely, 1998 saw the worst level of achievement among students enrolled in Developmental English classes -- only 743 or 54% performed at a satisfactory level. However, by Fall of 1999 satisfactory completion rates were back up to 65%. It should be noted, that the figures above represent the percentage of 'C' or better students as a percentage of all students enrolled as of the 1/10 day -- Even those who may have eventually withdrawn or received an incomplete in the course.

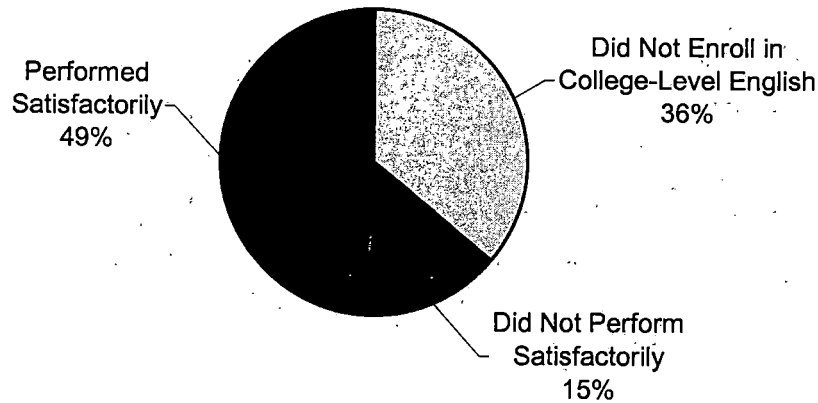
Developmental Math: Percent of Satisfactory Completions



The proportion of students receiving a 'C' or better in their Developmental Math course remained relatively low but stable between the 1994 and 1999 fall terms. During this 6 year time period, an average of only 43% of students registered in a Developmental Math class performed at a satisfactory level, earning at least a 'C' in the course. Looking across the fall semesters from 1994 until 1999, a peak in performance in Developmental Math is seen during the Fall of 1996. In 1996, over half (56%) of the grades awarded to students in a Developmental Math course were at the satisfactory level or higher. Once again it should be noted, that the figures above represent the percentage of 'C' or better students as a percentage of all students enrolled as of the 1/10 day -- even those who may have eventually withdrawn or received an incomplete in the course.

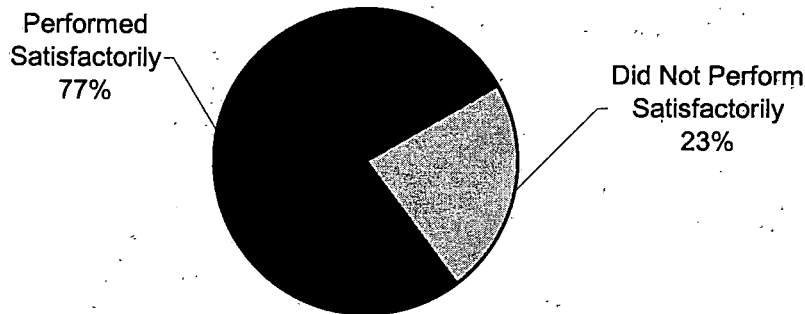
Oakland Community College
1999/2000 Effectiveness Report on Developmental Education

Subsequent Enrollment of Former Developmental English Students in College-Level English



Almost 2/3 of the students who completed developmental English courses with a 'C' or higher, proceeded to enroll in a college-level English course. Furthermore, 54% of these students enrolled in their non-developmental English class the first subsequent semester following their developmental course. Of the FTIACs who satisfactorily completed developmental English, 67% moved into a non-developmental English course, while only 60% of Non-FTIACs did so.

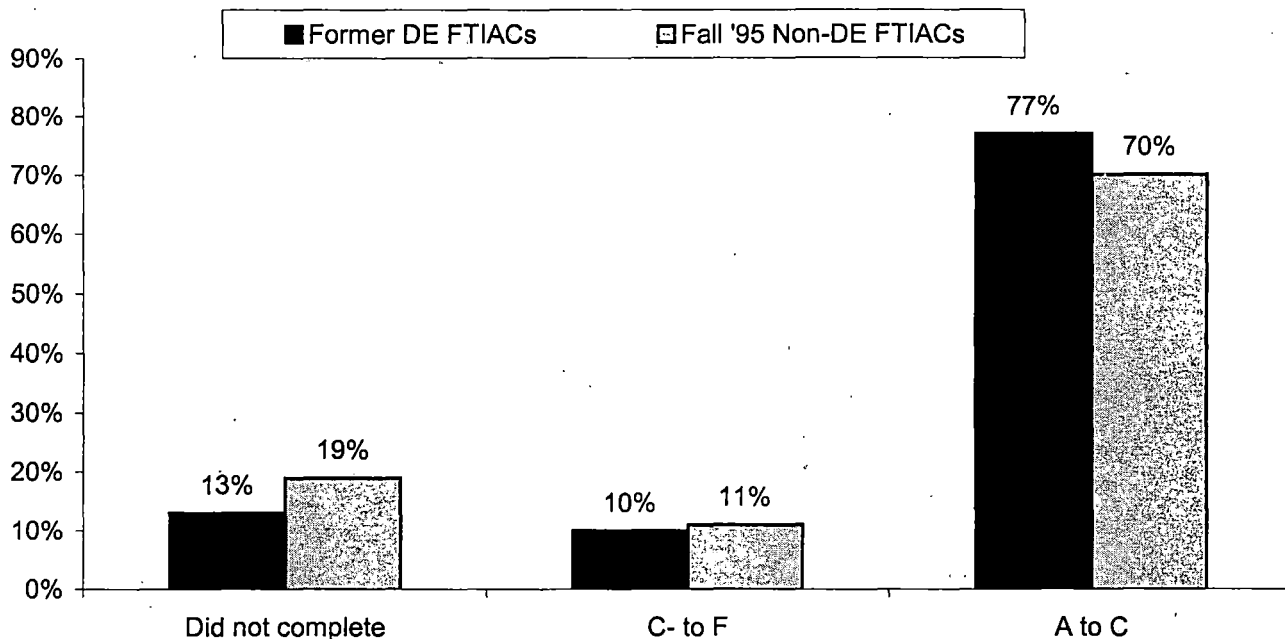
Subsequent Success of Former Developmental Students who Enrolled in College Level English courses.



Over 3/4 of former Development English students who advance to a non-developmental course completed that course with a grade of 'C' or higher. The figures above are based on students' initial performance in their first non-developmental English course. However, 60% of students who did not earn a 'C' or better in their first non-developmental English class, re-enrolled and eventually passed at at least a satisfactory level. Therefore, if students who initially failed to reach a satisfactory level of performance, but eventually did so are included, the 'satisfactory performance' rate increases to 84%.

FTIACs earned satisfactory grades at a greater rate than non-FTIACs. In particular, 77% of FTIACs compared to only 75% of non-FTIACs earned at least a grade of 'C' in their first non-Developmental English courses. However this difference was not significant in any statistical sense. Both groups shared an equallikelihood of completing their non-developmental English classes.

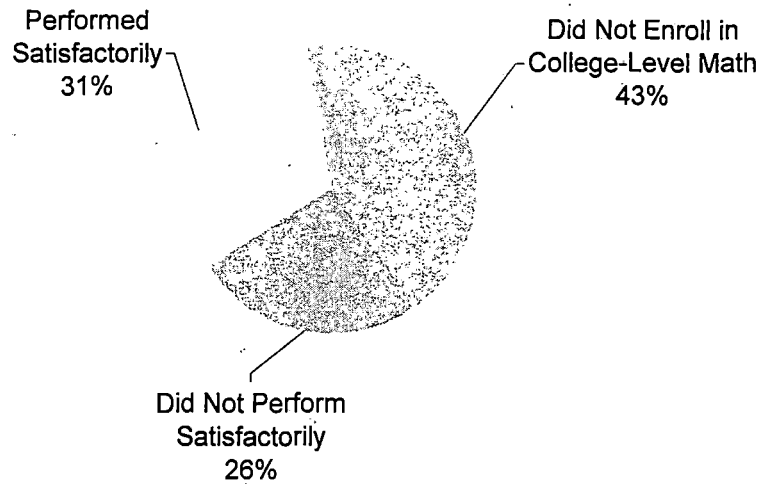
Completion Rates of Non-Developmental English Courses by Former Developmental Students vs. Non-Developmental Students



In the Fall of 1995, 70% of 'First Time in Any College' (FTIAC) students took the two components of English ASSET, Language Use and Reading. When the scores from these two portions of ASSET combine to total 85 or less a student is required to enroll in a developmental level English course. Of the students tested, 60% were placed in Developmental English. This figure constitutes 42% of all FTIACs who were enrolled during the Fall '95 semester. And of all the first-timers enrolled that term, only 20% took a pre-college level English class.

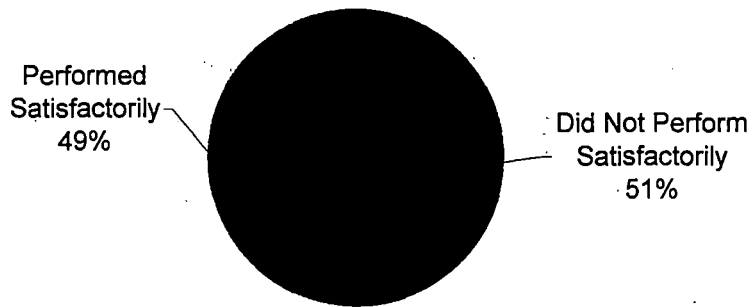
To measure the effectiveness of Developmental English in preparing students for later success in college-level English, the grades of a representative sample of Fall '95 FTIACs who completed a developmental English course with a 'C or higher', were compared to a sample of Fall '95 FTIACs who went directly into college-level English. If the Developmental courses are successful, former Developmental English students should perform at least as well as students who did not require such courses. Overall, the former Developmental English FTIACs were more successful than FTIACs who did not take a developmental English but went directly into ENG 151. Former Developmental English students were significantly more likely than non-Developmental students to perform at a 'satisfactory' level by earning at least a 'C' in their college-level English course. FTIACs who successfully completed a developmental English course prior to enrolling in college-level English were also more likely to complete their non-developmental English course than are non-Developmental students. There was no statistically significant difference between the two groups and their chances of receiving grades in 'C- to F' range.

Subsequent Enrollment of Former Developmental Math Students in College-Level Math



Fifty-seven percent of students who earned a satisfactory grade ('C' or better) in their developmental Math course, taken in Fall '95, went on to a college-level Math. Of the FTIACs who had successfully completed a developmental Math course, 65% enrolled in MAT 114/115. Non-FTIACs were slightly less likely to move into college-level Math with 54% enrolling in a non-developmental Math course after satisfactorily completing their developmental course.

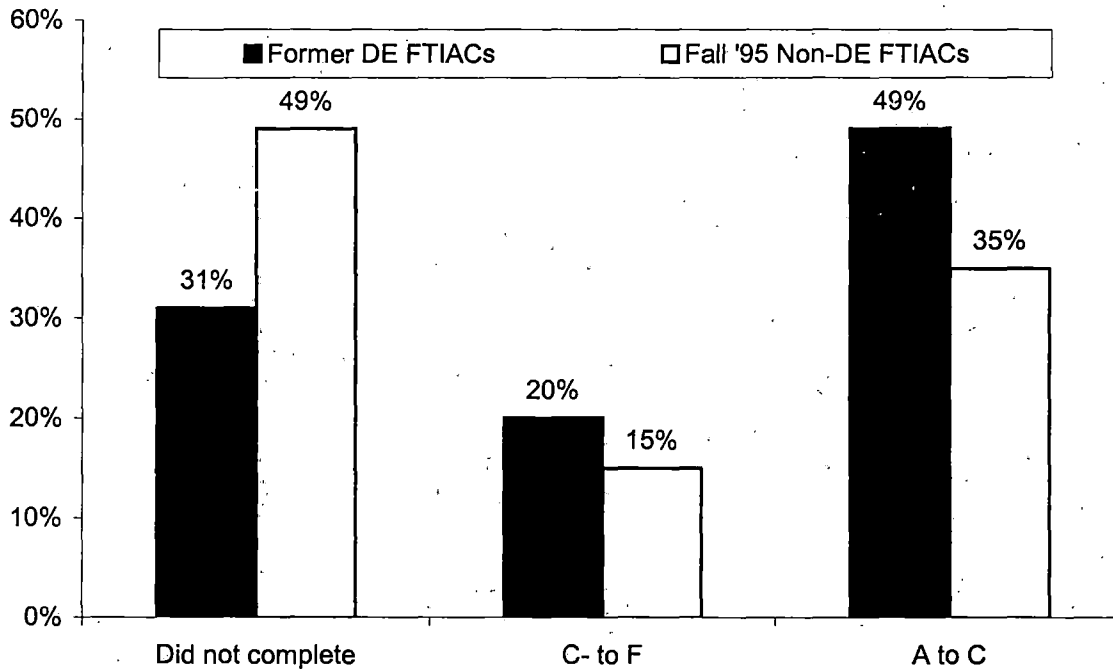
Subsequent Success of Former Developmental Students who Enrolled in College Level Math Courses



Of the former developmental Math students who did enroll in MAT 114/115, just under half earned at least a 'C' in their college-level course. Further, of those who enrolled but were not initially successful, 22% re-took their college-level Math and eventually earned a grade of 'C' or better, thereby bringing the 'Satisfactory Completion' rate up to 64%.

Overall, Non-FTIACs (66%) were slightly less likely than FTIACs (69%) to complete MAT 114/115. However, only 49% of FTIACs performed at a satisfactory level, but 54% of Non-FTIACs earned at least a grade of 'C'. Nevertheless, these differences between first-timers and non-first-timers were not statistically significant.

Successful Completions of Non-Developmental Math Courses by Former Developmental Students vs. Non-Developmental Students



In the Fall of 1995, 70% of 'first time at any college' (FTIAC) students took the Math ASSET. Approximately half of these FTIACs tested at a level that would be considered appropriate for enrollment in a pre-college level Math course. These students represented 35% of all first time students. However, in 1995 only 20% of first time students enrolled in a developmental Math course.

Looking at the success of former developmental Math students versus that of their non-developmental peers, interestingly, individuals who were once Developmental Education students ultimately out-performed their non-Developmental counterparts. For this analysis, first-time students from the Fall of 1995 were divided into two groups: those who immediately enrolled in college-level Math (MAT 114 or MAT 115) and those who *first* enrolled in a developmental level Math (MAT 104/111, MAT 105, MAT 107/101 or MAT 110) course, prior to taking a college-level Math course. A 30% sample was randomly drawn from both groups. A comparison of these two groups revealed that a former developmental Math students completed MAT 114/MAT115 at higher rates, received and received grades in the satisfactory grade range of 'A to C' more often than did students who did not first take a developmental course. Furthermore the differences in the performance of two groups was proven to be statistically meaningful.

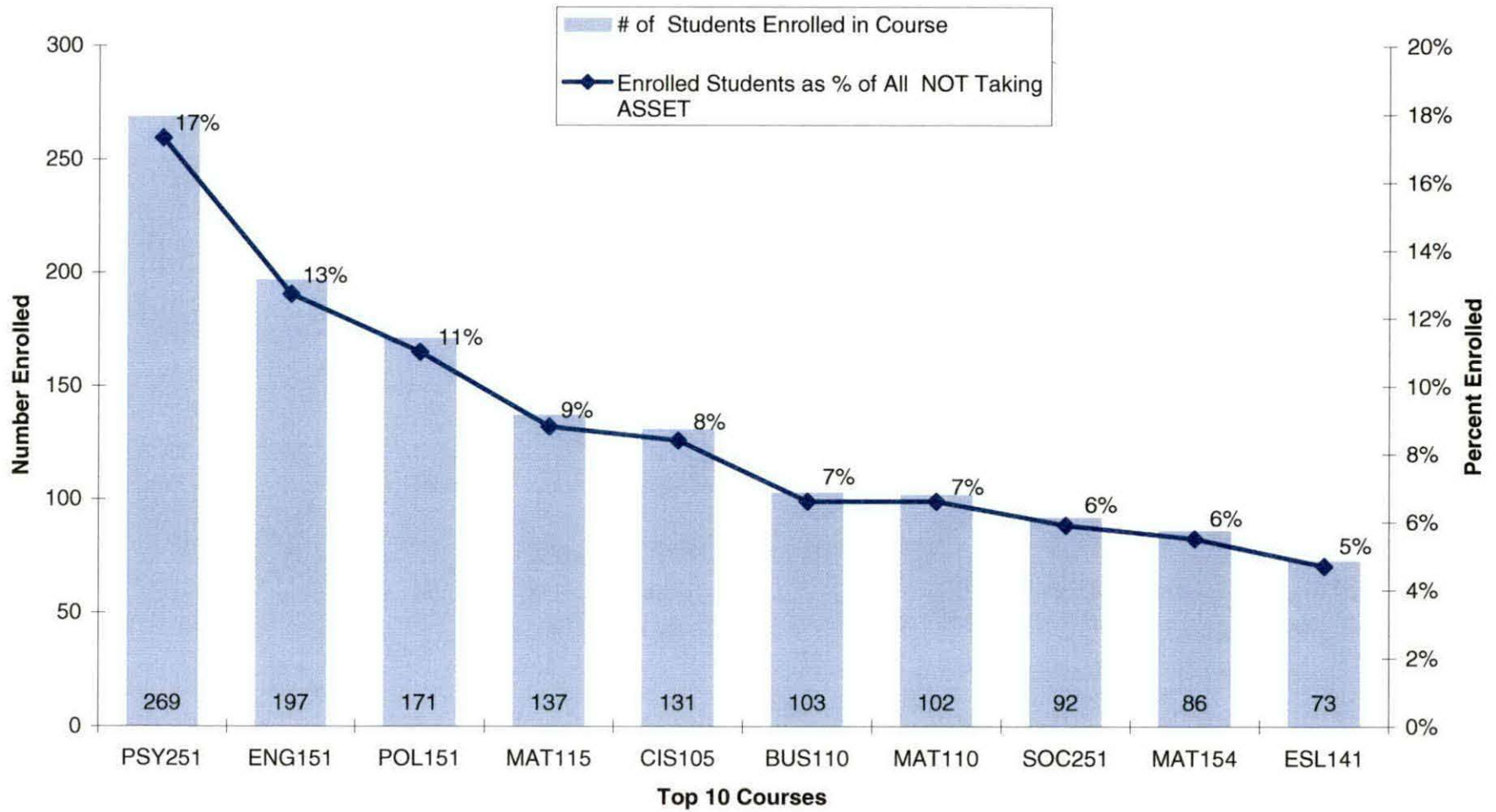
** because of the nature of the current Math ASSET testing/ Math placement performance comparisons were ONLY made on the basis of actual enrollment in Developmental Math courses.*

Top 10 Courses Among Students Who Did NOT Take ASSET vs. Students Who DID Take ASSET

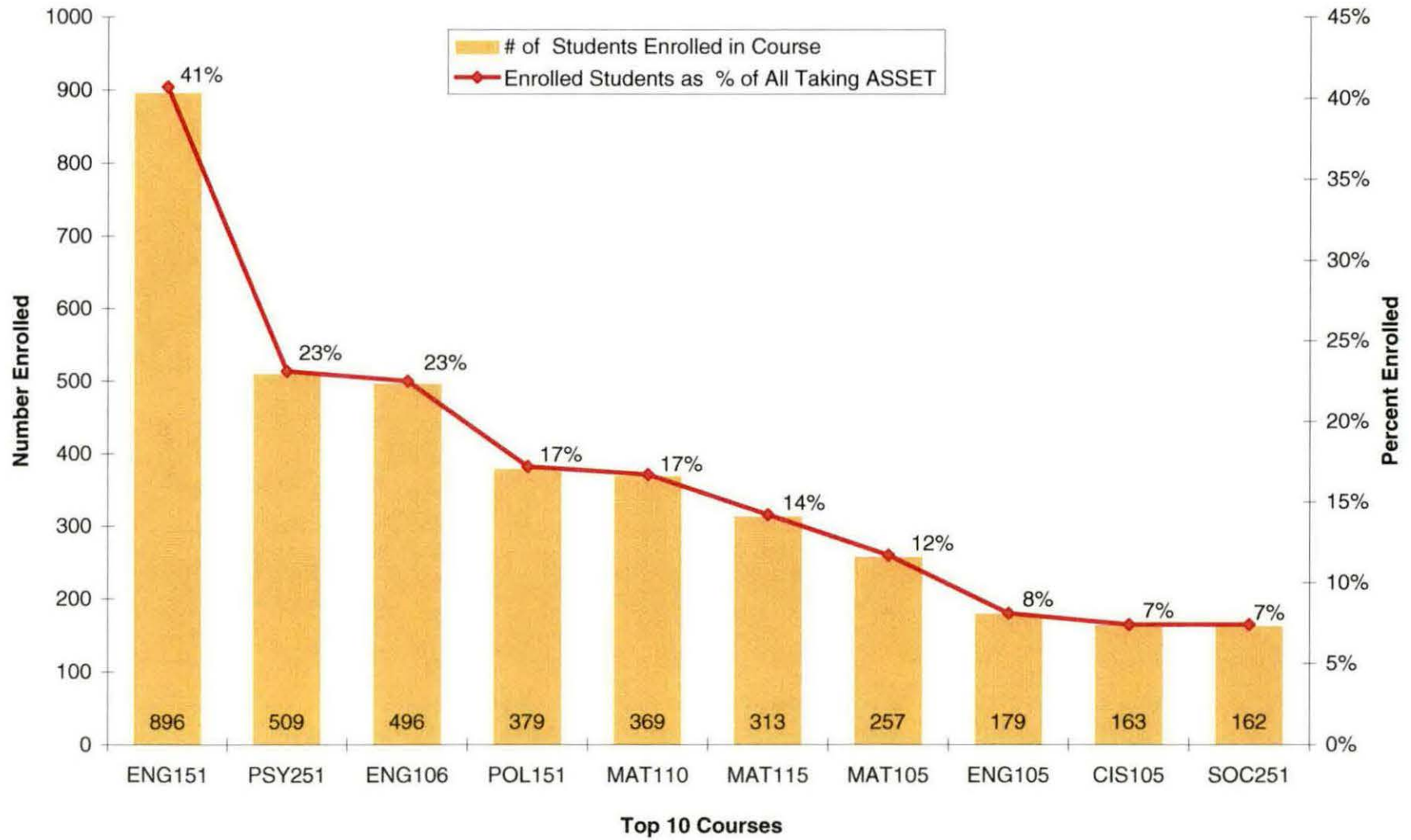
Students Who Did NOT Take ASSET				Students Who DID Take ASSET		
	Course	# of Students Enrolled in Course	Enrolled Students as % of All NOT Taking ASSET	Course	# of Students Enrolled in Course	Enrolled Students as % of All Taking ASSET
1	PSY251	269	17%	ENG151	896	41%
2	ENG151	197	13%	PSY251	509	23%
3	POL151	171	11%	ENG106	496	23%
4	MAT115	137	9%	POL151	379	17%
5	CIS105	131	8%	MAT110	369	17%
6	BUS110	103	7%	MAT115	313	14%
7	MAT110	102	7%	MAT105	257	12%
8	SOC251	92	6%	ENG105	179	8%
9	MAT154	86	6%	CIS105	163	7%
10	ESL141	73	5%	SOC251	162	7%
Total # Students =1553				Total Number of Students = 2204		

Among FTIACs NOT taking ASSET, fewer students are dispersed across a greater number of course -- 1553 students were enrolled in 262 different courses. However, enrollment among those taking ASSET were slightly more concentrated -- 2204 students were dispersed across only 233 courses.

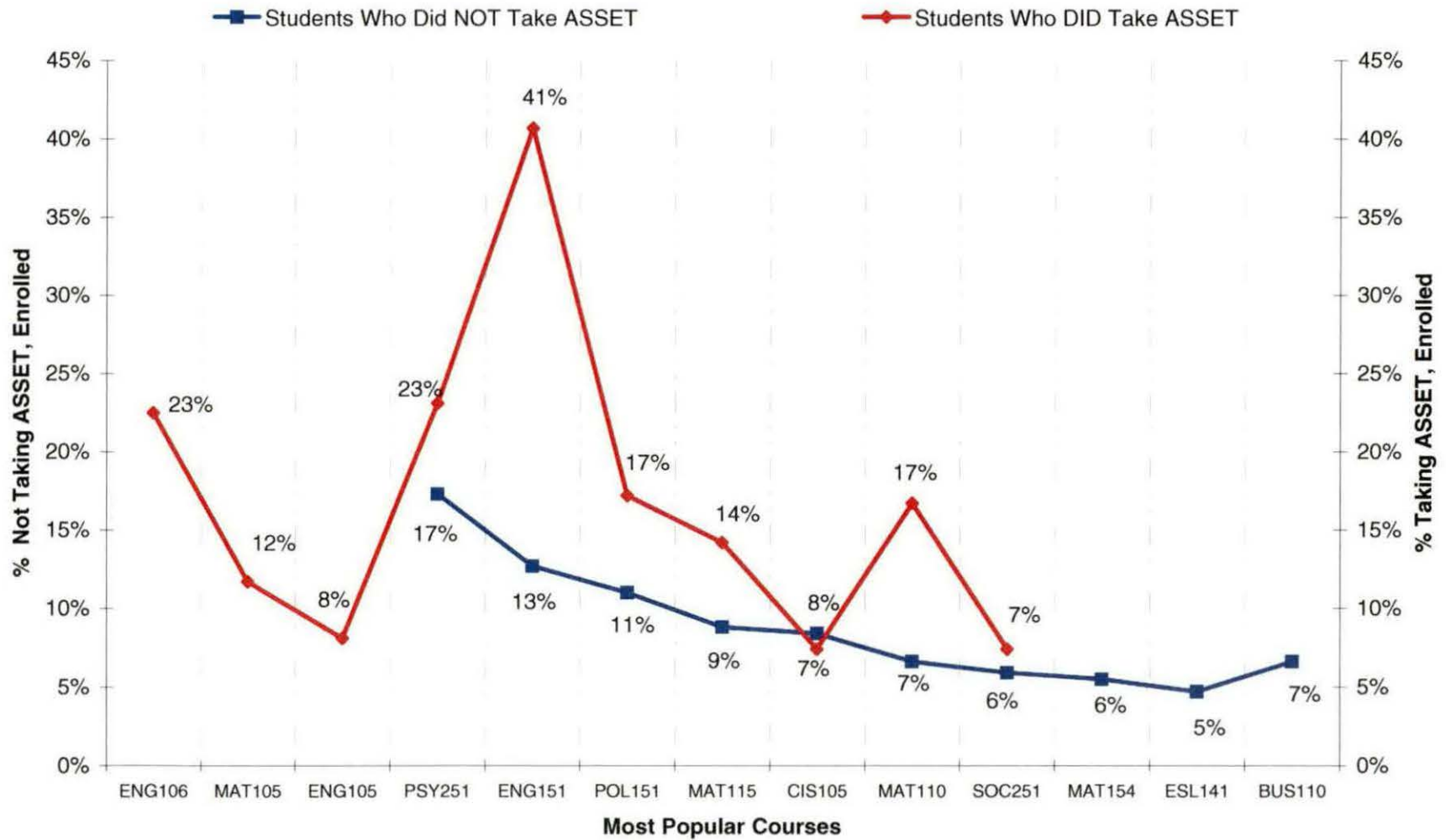
Top 10 Courses Taken by FTIACs Who Did Not Take ASSET



Top 10 Courses Taken by FTIACs Who Took ASSET (Fall '99)



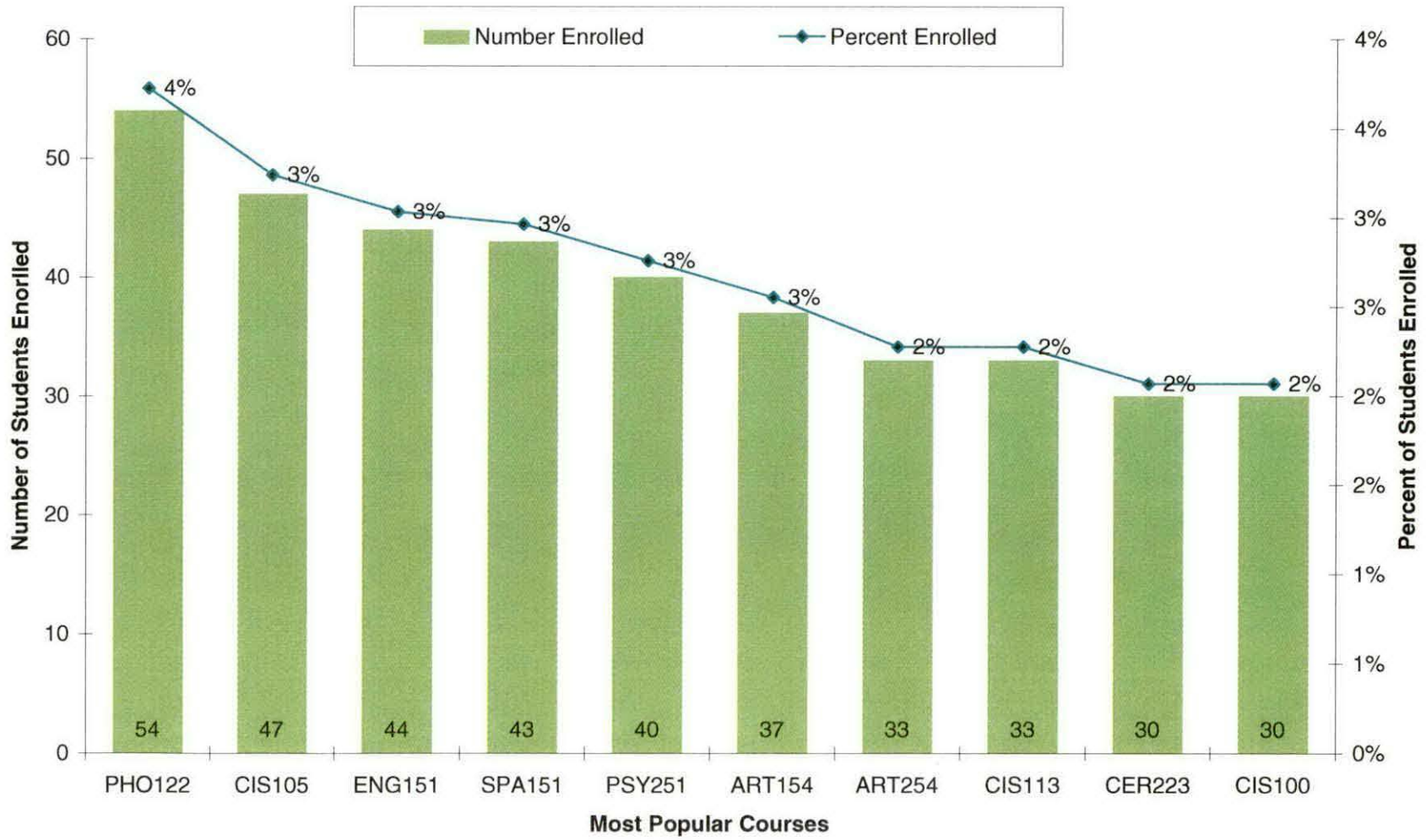
Enrollment Patterns of FTIACs Who Took ASSET vs. FTIACs Who Did NOT Take ASSET: Top 10 Courses Taken -- Fall 1999



Primary Reason for Attending OCC-- Fall 1999		
	#	%
Degree/Certificate	11302	45%
Transfer	9688	38%
Gain Skills to get Job	971	4%
Upgrade Existing Skills	1005	4%
Personal Enrichment	1450	6%
Other	654	3%
Missng	311	1%
Total	25381	100%

Top 20 Credit Courses Taken by Those Listing 'Personal Enrichment' as Primary Reason for Attending OCC -- Fall 1999			
	Course	Number Enrolled	Percent Enrolled
1	PHO122	54	4%
2	CIS105	47	3%
3	ENG151	44	3%
4	SPA151	43	3%
5	PSY251	40	3%
6	ART154	37	3%
7	ART254	33	2%
8	CIS113	33	2%
9	CER223	30	2%
10	CIS100	30	2%
11	PHO150	28	2%
12	FRE151	27	2%
13	PHO2401	26	2%
14	BUS110	24	2%
15	CER121	24	2%
16	MAT110	24	2%
17	GER151	23	2%
18	MAT115	23	2%
19	PHO170	19	1%
20	PHO2402	19	1%

**Top 10 Courses Taken by Students Whose Primary Reason for Attending OCC
is for 'Personal Enrichment' -- Fall 1999**



Fall 1999
Primary Reason For Attending OCC:
Personal Enrichment

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
FPT985 Full-time/Part-time status Fall 1998 * DEVENG1 Enrolled in a Developmental English Course	1581	100.0%	0	.0%	1581	100.0%

FPT985 Full-time/Part-time status Fall 1998 * DEVENG1 Enrolled in a Developmental English Course Crosstabulation

			DEVENG1 Enrolled in a Developmental English Course		Total
			1 Enrolled in Developmental English	9 Did not Enroll in Dev. English	
FPT985 Full-time/Part-time status Fall 1998	1 Part-time	Count	255	517	772
		% within FPT985 Full-time/Part-time status Fall 1998	33.0%	67.0%	100.0%
		% within DEVENG1 Enrolled in a Developmental English Course	31.1%	68.0%	48.8%
		% of Total	16.1%	32.7%	48.8%
	2 Full-time	Count	566	243	809
		% within FPT985 Full-time/Part-time status Fall 1998	70.0%	30.0%	100.0%
		% within DEVENG1 Enrolled in a Developmental English Course	68.9%	32.0%	51.2%
	% of Total	35.8%	15.4%	51.2%	
Total	Count	821	760	1581	
	% within FPT985 Full-time/Part-time status Fall 1998	51.9%	48.1%	100.0%	
	% within DEVENG1 Enrolled in a Developmental English Course	100.0%	100.0%	100.0%	
	% of Total	51.9%	48.1%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	215.845 ^b	1	.000		
Continuity Correction ^a	214.368	1	.000		
Likelihood Ratio	220.980	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	215.709	1	.000		
N of Valid Cases	1581				

a. Computed only for a 2x2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 371.11.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	-.369	.000
	Cramer's V	.369	.000
N of Valid Cases		1581	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Descriptive Statistics

DEVENG1 Enrolled in		N	Minimum	Maximum	Mean	Std. Deviation
1 Enrolled in Developmental English	CREG991A Credits Registered for Winter 99 (1/10 th day Data)	672	0	17	9.97	3.58
	CREG991B Credits registered Winter 99 (End of Session Data)	672	0	17	7.86	4.24
	CREG992A Credits Registered Spring 99 (1/10 day)	280	0	12	4.38	2.53
	CREG992B Credits Registered Spring 1999 (End of Session data)	280	0	11	3.81	2.61
	CREG994A Credits Registered Summer (1/10 day)	45	0	10	3.24	2.05
	CREG994B Credits Registered Summer (End of Session data)	45	0	10	2.36	2.28
	CREG995A Fall 1999 Credits Registered (1/10 Day Data)	494	0	19	10.02	3.91
	CREG995B Credits Registered 99.5 (End of Session)	499	0	17	8.10	4.35
	Valid N (listwise)	29				
9 Did not Enroll in Dev. English	CREG991A Credits Registered for Winter 99 (1/10 th day Data)	516	0	18	8.89	4.19
	CREG991B Credits registered Winter 99 (End of Session Data)	516	0	21	6.98	4.42
	CREG992A Credits Registered Spring 99 (1/10 day)	175	0	13	4.26	2.52
	CREG992B Credits Registered Spring 1999 (End of Session data)	177	0	13	3.88	2.61
	CREG994A Credits Registered Summer (1/10 day)	32	0	7	2.91	1.86
	CREG994B Credits Registered Summer (End of Session data)	33	0	7	2.79	1.88
	CREG995A Fall 1999 Credits Registered (1/10 Day Data)	342	0	17	9.03	4.07
	CREG995B Credits Registered 99.5 (End of Session)	343	0	15	7.33	4.30
	Valid N (listwise)	15				

Group Statistics

DEVENGI Enrolled in a Developmental English		N	Mean	Std. Deviation	Std. Error Mean
CREG991B Credits registered Winter 99 (End of Session Data)	1 Enrolled in Developmental English	672	7.86	4.24	.16
	9 Did not Enroll in Dev. English	516	6.98	4.42	.19
CREG992B Credits Registered Spring 1999 (End of Session data)	1 Enrolled in Developmental English	280	3.81	2.61	.16
	9 Did not Enroll in Dev. English	177	3.88	2.61	.20
CREG994B Credits Registered Summer (End of Session data)	1 Enrolled in Developmental English	45	2.36	2.28	.34
	9 Did not Enroll in Dev. English	33	2.79	1.88	.33
CREG995B Credits Registered 99.5 (End of Session)	1 Enrolled in Developmental English	499	8.10	4.35	.19
	9 Did not Enroll in Dev. English	343	7.33	4.30	.23

Independent Samples Test

		Levene's Test for Equality of Variances	
		F	Sig.
CREG991B Credits registered Winter 99 (End of Session Data)	Equal variances assumed	.479	.489
	Equal variances not assumed		
CREG992B Credits Registered Spring 1999 (End of Session data)	Equal variances assumed	.339	.561
	Equal variances not assumed		
CREG994B Credits Registered Summer (End of Session data)	Equal variances assumed	2.671	.106
	Equal variances not assumed		
CREG995B Credits Registered 99.5 (End of Session)	Equal variances assumed	.228	.633
	Equal variances not assumed		

Group Statistics

	DEVENG1 Enrolled in a Developmental English	N	Mean	Std. Deviation	Std. Error Mean
CREG991B Credits registered Winter 99 (End of Session Data)	1 Enrolled in Developmental English	672	7.86	4.24	.16
	9 Did not Enroll in Dev. English	516	6.98	4.42	.19
CREG992B Credits Registered Spring 1999 (End of Session data)	1 Enrolled in Developmental English	280	3.81	2.61	.16
	9 Did not Enroll in Dev. English	177	3.88	2.61	.20
CREG994B Credits Registered Summer (End of Session data)	1 Enrolled in Developmental English	45	2.36	2.28	.34
	9 Did not Enroll in Dev. English	33	2.79	1.88	.33
CREG995B Credits Registered 99.5 (End of Session)	1 Enrolled in Developmental English	499	8.10	4.35	.19
	9 Did not Enroll in Dev. English	343	7.33	4.30	.23

Independent Samples Test

		Levene's Test for Equality of Variances	
		F	Sig.
CREG991B Credits registered Winter 99 (End of Session Data)	Equal variances assumed	.479	.489
	Equal variances not assumed		
CREG992B Credits Registered Spring 1999 (End of Session data)	Equal variances assumed	.339	.561
	Equal variances not assumed		
CREG994B Credits Registered Summer (End of Session data)	Equal variances assumed	2.671	.106
	Equal variances not assumed		
CREG995B Credits Registered 99.5 (End of Session)	Equal variances assumed	.228	.633
	Equal variances not assumed		

Independent Samples Test

		t-test for Equality of Means			
		t	df	Sig. (2-tailed)	Mean Difference
CREG991B Credits registered Winter 99 (End of Session Data)	Equal variances assumed	3.459	1186	.001	.87
	Equal variances not assumed	3.440	1085.120	.001	.87
CREG992B Credits Registered Spring 1999 (End of Session data)	Equal variances assumed	-.259	455	.796	-6.50E-02
	Equal variances not assumed	-.259	375.114	.796	-6.50E-02
CREG994B Credits Registered Summer (End of Session data)	Equal variances assumed	-.889	76	.377	-.43
	Equal variances not assumed	-.916	74.842	.363	-.43
CREG995B Credits Registered 99.5 (End of Session)	Equal variances assumed	2.535	840	.011	.77
	Equal variances not assumed	2.541	740.734	.011	.77

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
CREG991B Credits registered Winter 99 (End of Session Data)	Equal variances assumed	.25	.38	1.37
	Equal variances not assumed	.25	.38	1.37
CREG992B Credits Registered Spring 1999 (End of Session data)	Equal variances assumed	.25	-.56	.43
	Equal variances not assumed	.25	-.56	.43
CREG994B Credits Registered Summer (End of Session data)	Equal variances assumed	.49	-1.40	.54
	Equal variances not assumed	.47	-1.37	.51
CREG995B Credits Registered 99.5 (End of Session)	Equal variances assumed	.30	.17	1.37
	Equal variances not assumed	.30	.17	1.36

All Fall '98 FTIACs

Statistics

DEVMATHT Tested into Developmental Math/Not

N	Valid	1483
	Missing	2876

DEVMATHT Tested into Developmental Math/Not

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 No	158	3.6	10.7	
	1 Yes	1325	30.4	89.3	100.0
	Total	1483	34.0	100.0	
Missing	9 Missing	2876	66.0		
Total		4359	100.0		

Frequencies

Statistics

DEVMATH1 Enrolled in a Developmental Math Course

N	Valid	4359
	Missing	0

DEVMATH1 Enrolled in a Developmental Math Course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Developmental Math	913	20.9	20.9	20.9
	9 Missing	3446	79.1	79.1	100.0
	Total	4359	100.0	100.0	

Fall '98 FTIACs who Tested at Developmental Level on Numerical Skills ASSET

Statistics

		DEVMATHT Tested into Developmental Math/Not	DEVMATH1 Enrolled in a Developmental Math Course
N	Valid	1325	1325
	Missing	0	0

Frequency Table

DEVMATHT Tested into Developmental Math/Not

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1325	100.0	100.0	100.0

DEV MATH1 Enrolled in a Developmental Math Course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Developmental Math	397	30.0	30.0	30.0
	9 Missing	928	70.0	70.0	100.0
	Total	1325	100.0	100.0	

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
GPA985 Cumulative GPA End of Fall 1998 (Winter 1/10 Day Data)	991	.00	4.00	2.4725	1.1347
Valid N (listwise)	991				

Group Statistics

	DEVMATH1 Enrolled in a Developmental	N	Mean	Std. Deviation	Std. Error Mean
GPA985 Cumulative GPA End of Fall 1998 (Winter 1/10 Day Data)	1 Developmental Math	314	2.2970	1.1730	6.620E-02
	9 Missing	677	2.5538	1.1080	4.258E-02
GPA991 Cumulative GPA end of Winter 1999 (End of Session Data)	1 Developmental Math	314	2.3151	1.1741	6.626E-02
	9 Missing	677	2.5728	1.0966	4.215E-02
GPA992 Cumulative GPA 1999 Spring Session (End of Session data)	1 Developmental Math	119	2.5871	.8934	8.189E-02
	9 Missing	273	2.6826	.9589	5.803E-02
GPA994 Cumulative GPA 1999 Summer Session (End of Session data)	1 Developmental Math	23	2.4835	.7396	.1542
	9 Missing	42	2.9889	.8706	.1343
GPA995B Cumulative 99.5 GPA (End of Session)	1 Developmental Math	225	2.3918	.9368	6.245E-02
	9 Missing	488	2.5215	.9763	4.419E-02

Independent Samples Test

		Levene's Test for Equality of Variances	
		F	Sig.
GPA985 Cumulative GPA End of Fall 1998 (Winter 1/10 Day Data)	Equal variances assumed	2.413	.121
	Equal variances not assumed		
GPA991 Cumulative GPA end of Winter 1999 (End of Session Data)	Equal variances assumed	3.334	.068
	Equal variances not assumed		
GPA992 Cumulative GPA 1999 Spring Session (End of Session data)	Equal variances assumed	.366	.545
	Equal variances not assumed		
GPA994 Cumulative GPA 1999 Summer Session (End of Session data)	Equal variances assumed	.006	.940
	Equal variances not assumed		
GPA995B Cumulative 99.5 GPA (End of Session)	Equal variances assumed	.438	.508
	Equal variances not assumed		

Independent Samples Test

		t-test for Equality of Means			
		t	df	Sig. (2-tailed)	Mean Difference
GPA985 Cumulative GPA End of Fall 1998 (Winter 1/10 Day Data)	Equal variances assumed	-3.332	989	.001	-.2569
	Equal variances not assumed	-3.263	579.684	.001	-.2569
GPA991 Cumulative GPA end of Winter 1999 (End of Session Data)	Equal variances assumed	-3.365	989	.001	-.2577
	Equal variances not assumed	-3.282	574.000	.001	-.2577
GPA992 Cumulative GPA 1999 Spring Session (End of Session data)	Equal variances assumed	-.926	390	.355	-9.5579E-02
	Equal variances not assumed	-.952	240.018	.342	-9.5579E-02
GPA994 Cumulative GPA 1999 Summer Session (End of Session data)	Equal variances assumed	-2.355	63	.022	-.5054
	Equal variances not assumed	-2.471	51.993	.017	-.5054
GPA995B Cumulative 99.5 GPA (End of Session)	Equal variances assumed	-1.669	711	.095	-.1297
	Equal variances not assumed	-1.695	452.332	.091	-.1297

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
GPA985 Cumulative GPA End of Fall 1998 (Winter 1/10 Day Data)	Equal variances assumed	7.709E-02	-.4081	-.1056
	Equal variances not assumed	7.871E-02	-.4115	-.1023
GPA991 Cumulative GPA end of Winter 1999 (End of Session Data)	Equal variances assumed	7.659E-02	-.4080	-.1074
	Equal variances not assumed	7.853E-02	-.4119	-.1035
GPA992 Cumulative GPA 1999 Spring Session (End of Session data)	Equal variances assumed	.1032	-.2985	.1073
	Equal variances not assumed	.1004	-.2933	.1021
GPA994 Cumulative GPA 1999 Summer Session (End of Session data)	Equal variances assumed	.2146	-.9342	-7.663E-02
	Equal variances not assumed	.2045	-.9158	-9.503E-02
GPA995B Cumulative 99.5 GPA (End of Session)	Equal variances assumed	7.768E-02	-.2822	2.284E-02
	Equal variances not assumed	7.651E-02	-.2800	2.068E-02

T-Test for FTIACs Testing at Dev. Level on Numerical Skills ASSET

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	GPA985 Cumulative GPA End of Fall 1998 (Winter 1/10 Day Data)	2.4725	991	1.1347	3.605E-02
	GPA991 Cumulative GPA end of Winter 1999 (End of Session Data)	2.4912	991	1.1275	3.582E-02

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	GPA985 Cumulative GPA End of Fall 1998 (Winter 1/10 Day Data) & GPA991 Cumulative GPA end of Winter 1999 (End of Session Data)	991	.983	.000

Paired Samples Test

		Paired Differences					t
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		
					Lower	Upper	
Pair 1	GPA985 Cumulative GPA End of Fall 1998 (Winter 1/10 Day Data) - GPA991 Cumulative GPA end of Winter 1999 (End of Session Data)	-1.873E-02	.2099	6.668E-03	-3.181E-02	-5.643E-03	-2.809

Paired Samples Test

		df	Sig. (2-tailed)
Pair 1	GPA985 Cumulative GPA End of Fall 1998 (Winter 1/10 Day Data) - GPA991 Cumulative GPA end of Winter 1999 (End of Session Data)	990	.005

Group Statistics

	DEVENGI Enrolled in a Developmental	N	Mean	Std. Deviation	Std. Error Mean
GPA985 Cumulative GPA End of Fall 1998 (Winter 1/10 Day Data)	1 Enrolled in Developmental English	672	2.4207	1.1298	4.358E-02
	9 Did not Enroll in Dev. English	516	2.2388	1.1683	5.143E-02
GPA991 Cumulative GPA end of Winter 1999 (End of Session Data)	1 Enrolled in Developmental English	672	2.4412	1.1166	4.307E-02
	9 Did not Enroll in Dev. English	516	2.2727	1.1553	5.086E-02
GPA992 Cumulative GPA 1999 Spring Session (End of Session data)	1 Enrolled in Developmental English	280	2.5811	.9282	5.547E-02
	9 Did not Enroll in Dev. English	177	2.5600	.9453	7.106E-02
GPA994 Cumulative GPA 1999 Summer Session (End of Session data)	1 Enrolled in Developmental English	45	2.5369	.8272	.1233
	9 Did not Enroll in Dev. English	33	2.8307	.8004	.1393
GPA995B Cumulative 99.5 GPA (End of Session)	1 Enrolled in Developmental English	499	2.4227	.9153	4.097E-02
	9 Did not Enroll in Dev. English	343	2.3284	1.0180	5.497E-02

Independent Samples Test

		Levene's Test for Equality of Variances	
		F	Sig.
GPA985 Cumulative GPA End of Fall 1998 (Winter 1/10 Day Data)	Equal variances assumed	1.504	.220
	Equal variances not assumed		
GPA991 Cumulative GPA end of Winter 1999 (End of Session Data)	Equal variances assumed	1.450	.229
	Equal variances not assumed		
GPA992 Cumulative GPA 1999 Spring Session (End of Session data)	Equal variances assumed	.002	.962
	Equal variances not assumed		
GPA994 Cumulative GPA 1999 Summer Session (End of Session data)	Equal variances assumed	.399	.530
	Equal variances not assumed		
GPA995B Cumulative 99.5 GPA (End of Session)	Equal variances assumed	3.303	.070
	Equal variances not assumed		

Independent Samples Test

		t-test for Equality of Means			
		t	df	Sig. (2-tailed)	Mean Difference
GPA985 Cumulative GPA End of Fall 1998 (Winter 1/10 Day Data)	Equal variances assumed	2.710	1186	.007	.1819
	Equal variances not assumed	2.698	1089.113	.007	.1819
GPA991 Cumulative GPA end of Winter 1999 (End of Session Data)	Equal variances assumed	2.540	1186	.011	.1685
	Equal variances not assumed	2.529	1088.831	.012	.1685
GPA992 Cumulative GPA 1999 Spring Session (End of Session data)	Equal variances assumed	.235	455	.814	2.110E-02
	Equal variances not assumed	.234	369.364	.815	2.110E-02
GPA994 Cumulative GPA 1999 Summer Session (End of Session data)	Equal variances assumed	-1.571	76	.120	-.2938
	Equal variances not assumed	-1.579	70.363	.119	-.2938
GPA995B Cumulative 99.5 GPA (End of Session)	Equal variances assumed	1.403	840	.161	9.433E-02
	Equal variances not assumed	1.376	682.870	.169	9.433E-02

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
GPA985 Cumulative GPA End of Fall 1998 (Winter 1/10 Day Data)	Equal variances assumed	6.712E-02	5.022E-02	.3136
	Equal variances not assumed	6.741E-02	4.963E-02	.3142
GPA991 Cumulative GPA end of Winter 1999 (End of Session Data)	Equal variances assumed	6.635E-02	3.834E-02	.2987
	Equal variances not assumed	6.665E-02	3.775E-02	.2993
GPA992 Cumulative GPA 1999 Spring Session (End of Session data)	Equal variances assumed	8.978E-02	-.1553	.1975
	Equal variances not assumed	9.015E-02	-.1562	.1984
GPA994 Cumulative GPA 1999 Summer Session (End of Session data)	Equal variances assumed	.1870	-.6663	7.864E-02
	Equal variances not assumed	.1861	-.6649	7.722E-02
GPA995B Cumulative 99.5 GPA (End of Session)	Equal variances assumed	6.722E-02	-3.7614E-02	.2263
	Equal variances not assumed	6.856E-02	-4.0278E-02	.2289

All Fall '98 FTIACs

Statistics

		DEVENGT Tested into Developmental English/Not	DEVENGT1 Enrolled in a Developmental English Course
N	Valid	4359	4359
	Missing	0	0

Frequency Table

DEVENGT Tested into Developmental English/Not

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 No	944	21.7	21.7	21.7
	1 Yes	1581	36.3	36.3	57.9
	9 Missing	1834	42.1	42.1	100.0
	Total	4359	100.0	100.0	

DEVENGT1 Enrolled in a Developmental English Course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Enrolled in Developmental English	899	20.6	20.6	20.6
	9 Did not Enroll in Dev. English	3460	79.4	79.4	100.0
	Total	4359	100.0	100.0	

Fall '98 FTIACS who Tested Dev. on English ASSET

Statistics

		DEVENGT Tested into Developmental English/Not	DEVENGT1 Enrolled in a Developmental English Course
N	Valid	1581	1581
	Missing	0	0

Frequency Table

DEVENGT Tested into Developmental English/Not

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1581	100.0	100.0	100.0

DEVENG1 Enrolled in a Developmental English Course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Enrolled in Developmental English	821	51.9	51.9	51.9
	9 Did not Enroll in Dev. English	760	48.1	48.1	100.0
	Total	1581	100.0	100.0	

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
GPA985 Cumulative GPA End of Fall 1998 (Winter 1/10 Day Data)	1188	.00	4.00	2.3417	1.1497
Valid N (listwise)	1188				

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	GPA985 Cumulative GPA End of Fall 1998 (Winter 1/10 Day Data)	2.3417	1188	1.1497	3.336E-02
	GPA991 Cumulative GPA end of Winter 1999 (End of Session Data)	2.3680	1188	1.1362	3.296E-02

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	GPA985 Cumulative GPA End of Fall 1998 (Winter 1/10 Day Data) & GPA991 Cumulative GPA end of Winter 1999 (End of Session Data)	1188	.976	.000

Paired Samples Test

		Paired Differences					t
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		
					Lower	Upper	
Pair 1	GPA985 Cumulative GPA End of Fall 1998 (Winter 1/10 Day Data) - GPA991 Cumulative GPA end of Winter 1999 (End of Session Data)	-2.6263E-02	.2524	7.323E-03	-4.0631E-02	-1.1896E-02	-3.586

Paired Samples Test

		df	Sig. (2-tailed)
Pair 1	GPA985 Cumulative GPA End of Fall 1998 (Winter 1/10 Day Data) - GPA991 Cumulative GPA end of Winter 1999 (End of Session Data)	1187	.000

Group Statistics

	DEVENG1 Enrolled in a Developmental	N	Mean	Std. Deviation	Std. Error Mean
GPA985 Cumulative GPA End of Fall 1998 (Winter 1/10 Day Data)	1 Enrolled in Developmental English	672	2.4207	1.1298	4.358E-02
	9 Did not Enroll in Dev. English	516	2.2388	1.1683	5.143E-02
GPA991 Cumulative GPA end of Winter 1999 (End of Session Data)	1 Enrolled in Developmental English	672	2.4412	1.1166	4.307E-02
	9 Did not Enroll in Dev. English	516	2.2727	1.1553	5.086E-02
GPA992 Cumulative GPA 1999 Spring Session (End of Session data)	1 Enrolled in Developmental English	280	2.5811	.9282	5.547E-02
	9 Did not Enroll in Dev. English	177	2.5600	.9453	7.106E-02
GPA994 Cumulative GPA 1999 Summer Session (End of Session data)	1 Enrolled in Developmental English	45	2.5369	.8272	.1233
	9 Did not Enroll in Dev. English	33	2.8307	.8004	.1393
GPA995B Cumulative 99.5 GPA (End of Session)	1 Enrolled in Developmental English	499	2.4227	.9153	4.097E-02
	9 Did not Enroll in Dev. English	343	2.3284	1.0180	5.497E-02

Independent Samples Test

		Levene's Test for Equality of Variances	
		F	Sig.
GPA985 Cumulative GPA End of Fall 1998 (Winter 1/10 Day Data)	Equal variances assumed	1.504	.220
	Equal variances not assumed		
GPA991 Cumulative GPA end of Winter 1999 (End of Session Data)	Equal variances assumed	1.450	.229
	Equal variances not assumed		
GPA992 Cumulative GPA 1999 Spring Session (End of Session data)	Equal variances assumed	.002	.962
	Equal variances not assumed		
GPA994 Cumulative GPA 1999 Summer Session (End of Session data)	Equal variances assumed	.399	.530
	Equal variances not assumed		
GPA995B Cumulative 99.5 GPA (End of Session)	Equal variances assumed	3.303	.070
	Equal variances not assumed		

Independent Samples Test

		t-test for Equality of Means			
		t	df	Sig. (2-tailed)	Mean Difference
GPA985 Cumulative GPA End of Fall 1998 (Winter 1/10 Day Data)	Equal variances assumed	2.710	1186	.007	.1819
	Equal variances not assumed	2.698	1089.113	.007	.1819
GPA991 Cumulative GPA end of Winter 1999 (End of Session Data)	Equal variances assumed	2.540	1186	.011	.1685
	Equal variances not assumed	2.529	1088.831	.012	.1685
GPA992 Cumulative GPA 1999 Spring Session (End of Session data)	Equal variances assumed	.235	455	.814	2.110E-02
	Equal variances not assumed	.234	369.364	.815	2.110E-02
GPA994 Cumulative GPA 1999 Summer Session (End of Session data)	Equal variances assumed	-1.571	76	.120	-.2938
	Equal variances not assumed	-1.579	70.363	.119	-.2938
GPA995B Cumulative 99.5 GPA (End of Session)	Equal variances assumed	1.403	840	.161	9.433E-02
	Equal variances not assumed	1.376	682.870	.169	9.433E-02

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
GPA985 Cumulative GPA End of Fall 1998 (Winter 1/10 Day Data)	Equal variances assumed	6.712E-02	5.022E-02	.3136
	Equal variances not assumed	6.741E-02	4.963E-02	.3142
GPA991 Cumulative GPA end of Winter 1999 (End of Session Data)	Equal variances assumed	6.635E-02	3.834E-02	.2987
	Equal variances not assumed	6.665E-02	3.775E-02	.2993
GPA992 Cumulative GPA 1999 Spring Session (End of Session data)	Equal variances assumed	8.978E-02	-.1553	.1975
	Equal variances not assumed	9.015E-02	-.1562	.1984
GPA994 Cumulative GPA 1999 Summer Session (End of Session data)	Equal variances assumed	.1870	-.6663	7.864E-02
	Equal variances not assumed	.1861	-.6649	7.722E-02
GPA995B Cumulative 99.5 GPA (End of Session)	Equal variances assumed	6.722E-02	-3.7614E-02	.2263
	Equal variances not assumed	6.856E-02	-4.0278E-02	.2289

Statistics

		DEENG Developmental English student	DEMATH developmental math student	ESL ESL student
N	Valid	3387	3387	3387
	Missing	0	0	0

Frequency Table

DEENG Developmental English student

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	2751	81.2	81.2	81.2
	yes	636	18.8	18.8	100.0
	Total	3387	100.0	100.0	

DEMATH developmental math student

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	1309	38.6	38.6	38.6
	yes	2078	61.4	61.4	100.0
	Total	3387	100.0	100.0	

ESL ESL student

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	2654	78.4	78.4	78.4
	yes	733	21.6	21.6	100.0
	Total	3387	100.0	100.0	

60
60/2

Statistics

	DEENG Developmental English student	DEMATH developmental math student	ESL ESL student
N Valid	3387	3387	3387
Missing	0	0	0

Frequency Table

DEENG Developmental English student

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no	2751	81.2	81.2	81.2
yes	636	18.8	18.8	100.0
Total	3387	100.0	100.0	

DEMATH developmental math student

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no	1309	38.6	38.6	38.6
yes	2078	61.4	61.4	100.0
Total	3387	100.0	100.0	

ESL ESL student

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no	2654	78.4	78.4	78.4
yes	733	21.6	21.6	100.0
Total	3387	100.0	100.0	

Frequencies

Statistics

FILTER_\$ deeng = 1 & demath = 1 (FILTER)

N Valid	46
Missing	0

FILTER_\$ deeng = 1 & demath = 1 (FILTER)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Selected	46	100.0	100.0	100.0

Frequencies

Statistics

FILTER_\$ esl = 1 & demath = 1 (FILTER)

N	Valid	14
	Missing	0

FILTER_\$ esl = 1 & demath = 1 (FILTER)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Selected	14	100.0	100.0	100.0

Frequencies

Warnings esl=1 & deeng=1

No cases were input to this procedure.
Either there are none in the working
data file or all of them have been
This command is not executed.

Statistics

	DEMATENG Developmental Math & English student	DEMATESL Developmental Math & ESL student
N Valid	3387	3387
Missing	0	0

Frequency Table

DEMATENG Developmental Math & English student

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no	3341	98.6	98.6	98.6
yes	46	1.4	1.4	100.0
Total	3387	100.0	100.0	

DEMATESL Developmental Math & ESL student

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no	3373	99.6	99.6	99.6
yes	14	.4	.4	100.0
Total	3387	100.0	100.0	