



**OAKLAND
COMMUNITY
COLLEGE**

**ANNUAL EFFECTIVENESS REPORT ON THE COLLEGE'S
DEVELOPMENTAL EDUCATION PURPOSE
2000/2001**

Preliminary Report

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October 2001**

Oakland Community College
 Institutional Effectiveness Report on Developmental Education
 Preliminary Report
 2000/2001

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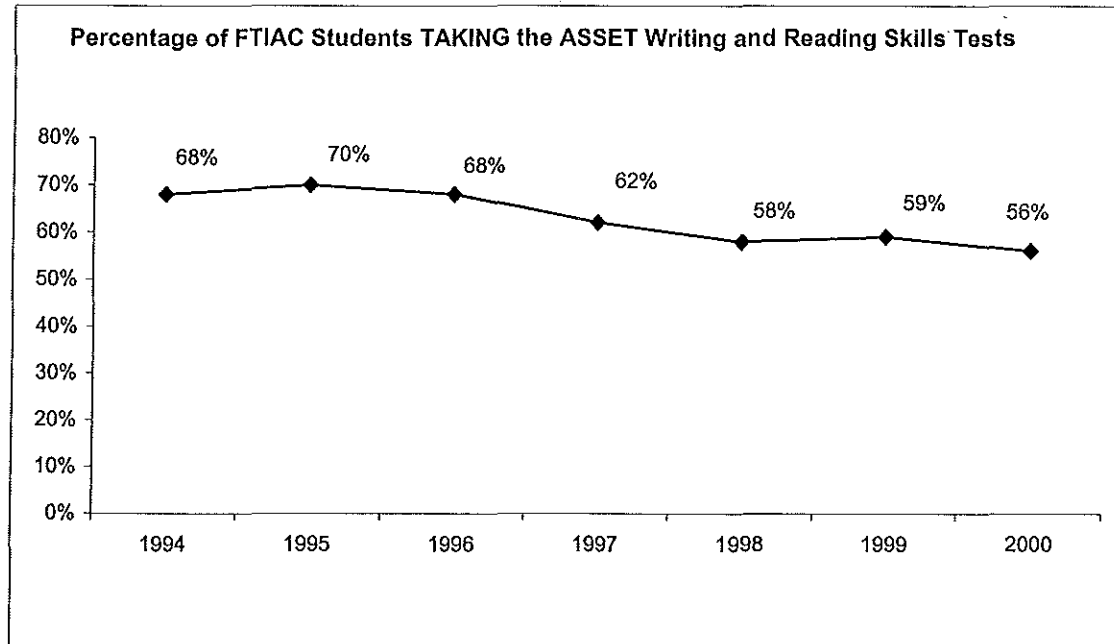
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Executive Summary

- The percentage of students taking ASSET is decreasing.
- The percentage of FTIAC students (First Time In Any College) placing into a developmental English course is increasing (7% from 1997), but enrollment into developmental English courses is decreasing.
- While FTIAC students who test at a developmental level in reading and writing increases, the percentage of these students who receive a Direct English placement score of 1 or 2 decreases since the inception of the Direct English Placement score in 1997.
- The percentage of FTIAC students placing at a developmental level in math is relatively stable (45% in 2000). COMPASS testing shows that 54% of FTIACs placed in a developmental math course.
- Of those FTIAC students who enrolled in a developmental course, 62% completed the developmental English courses with a satisfactory grade ('C' or higher), 37% completed the developmental math course, and 58% completed the developmental 'other' course.

Measure A: Percentage of FTIAC students with ASSET Reading and Writing Scores Below 85

Figure A.1



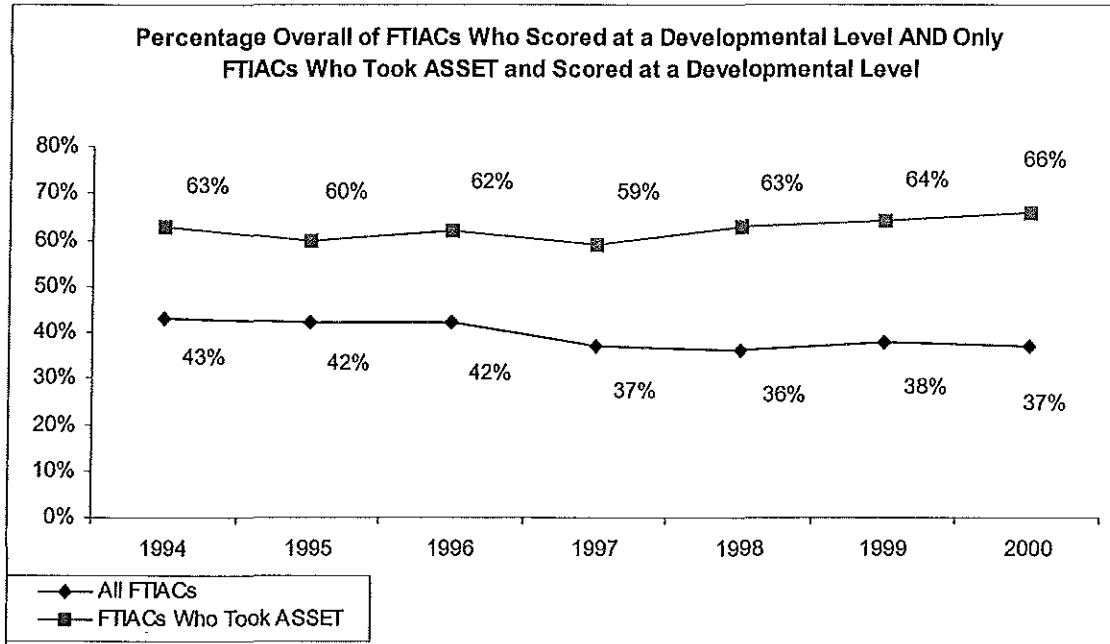
Analysis

The percentage of FTIAC students taking the ASSET Reading and Writing Skills tests has declined 14% since its peak in 1995. This drop may be due, in part, to the 1998 change in OCC policy to accept students' SAT and ACT scores as a substitution for the ASSET tests.

This figure further illustrates that the decline in the percentage of ALL FTIAC students who scored at a developmental level in English (earned a combined score of 85 or less on the ASSET tests) may be due to a decrease in the number of FTIAC students taking the test rather than to a true decrease in those scoring at a developmental level. Please see Figure A.2 for a detailed graph that shows that the percentage of students who completed the ASSET Reading and Writing tests and scored at a developmental level on these tests has actually increased in recent years.

Measure A: Percentage of FTIAC students with ASSET Reading and Writing Scores Below 85

Figure A.2



* FTIAC= First Time In Any College

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

Analysis

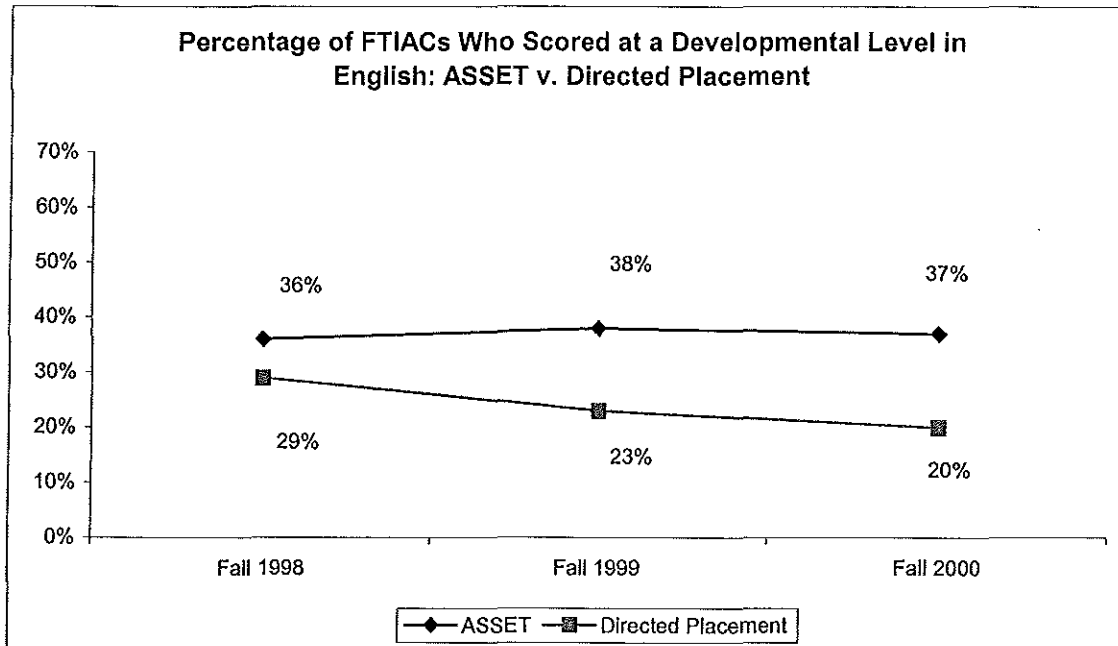
The above graph depicts the percentage of "First Time In Any College" (FTIAC) students who scored at a developmental level in English on the ASSET Reading and Writing Skills tests. A total of 3,912 FTIAC students were examined in the fall of 2000. Among these students, 2,200 (56%) completed the ASSET tests, while 1,712 (44%) did not take these tests.

The percentage of all "First Time In Any College" (FTIAC) students scoring at a developmental level in English has steadily declined from 43% in 1994 to 37% in 2000. This figure includes not only students who took the ASSET tests and earned a combined Reading and Writing Skills test scores 85 or less, but also students who did not take the ASSET test.

While the OVERALL percentage of FTIAC students scoring at a developmental level has decreased over the past seven years, this figure can be slightly misleading. Looking at just the FTIAC students who took ASSET, it is evident that the number of students scoring at a developmental level is on the rise (from 59% in 1997 to 66% in 2000). This is an indication that fewer students are taking ASSET (see Figure A.1).

Measure B: Percentage of FTIACs with a Literacy Score of 1 or 2

Figure B.1



Analysis

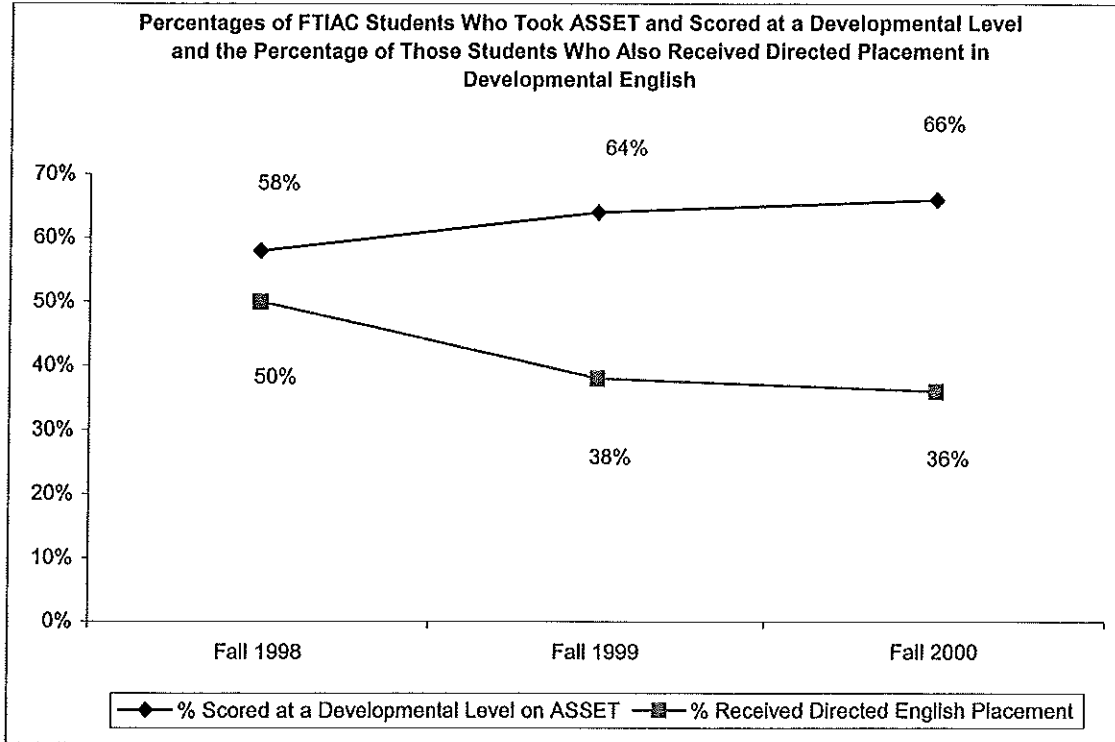
Figure B.1 shows the percentage of ALL FTIAC students who scored at a developmental level on the ASSET tests compared to the percentage of ALL FTIAC students who scored at a developmental level on the ASSET tests AND who also received directed English placement in developmental English.

The percentage of those scoring at a developmental level in English on the ASSET test has experienced little to no change over the last three years

The percentage of those students also receiving a directed English placement in developmental English has declined over the last three years (a decrease of 9% from 1998 to 2000).

Measure B: Percentage of FTIACs with a Literacy Score of 1 or 2

Figure B.2



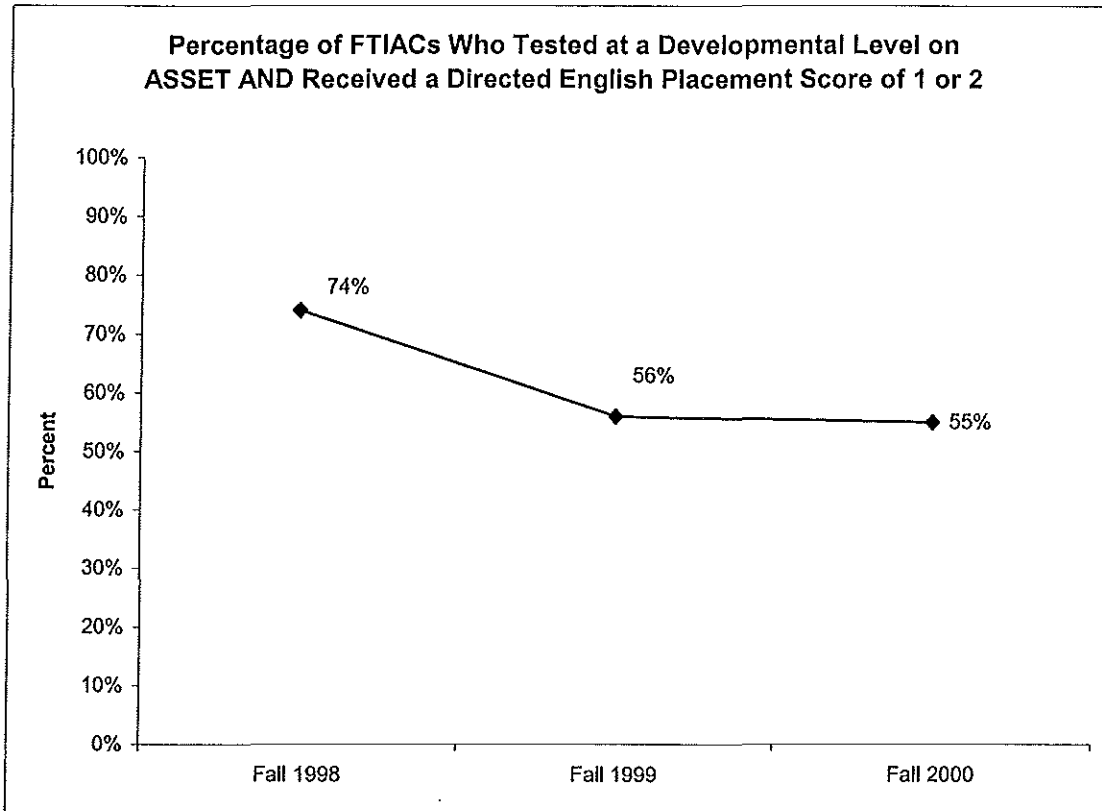
Analysis

Figure B.2 shows ONLY THOSE STUDENTS WHO TOOK THE ASSET READING AND WRITING SKILLS TESTS. In 2000, 66% of students who took the ASSET tests scored at a developmental level in English. However, only 36% also received a literacy score of 1 or 2.

There is a steady increase in the percentage of students testing at a developmental level, though there is an overall decrease in the percentage of those receiving a directed placement score of 1 or 2.

Measure B: Percentage of FTIAC students with Literacy Scores of 1 or 2

Figure B.3



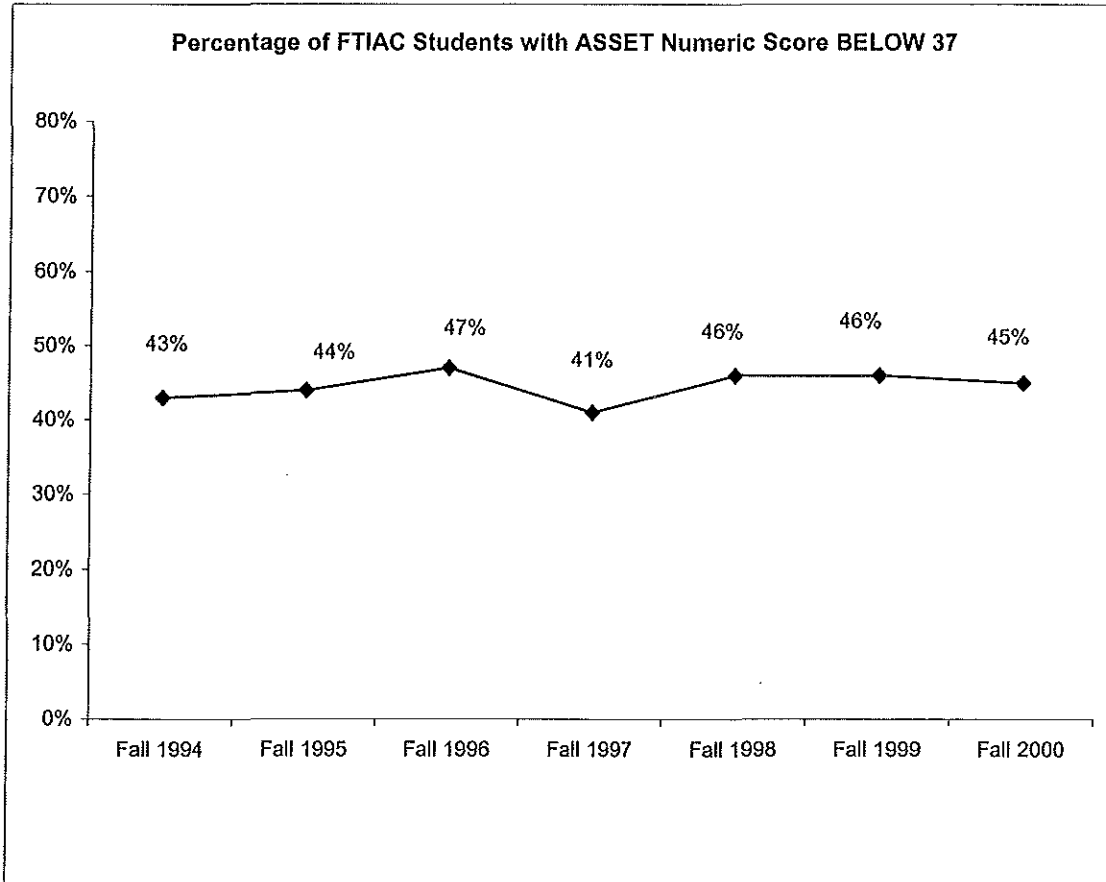
Analysis

Figure B.3 shows the percentage of FTIAC students who scored at a developmental level on the Reading and Writing ASSET skills tests and who also received a directed English Placement score of 1 or 2, thus placing them in a developmental English course.

Directed English Placement was instituted in 1998. There seems to be an indication of decline in the number of students with a directed placement of 1 or 2, though the difference from Fall 1999 to Fall 2000 is quite small.

Measure C: Percentage of FTIACs with ASSET numerical score below 37

Figure C.1

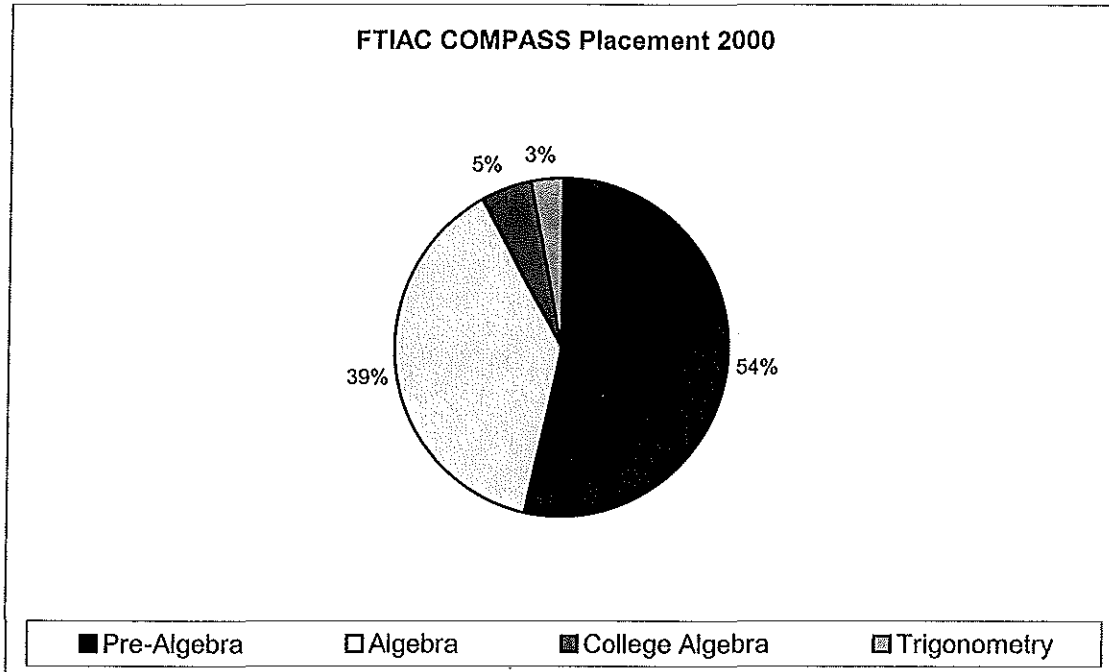


Analysis

There seems to be slight fluctuations from year to year, with an overall average of 44% of FTIAC students scoring below 37 on the Numerical Score. Except for 1996 and 1997, where the highest and lowest percentage of FTIAC students scored below 37 respectively, the percentages are relatively stable, with a slight increase since 1994.

Measure C: Percentage of FTIACs with ASSET Numerical Score Below 37

Figure C.2

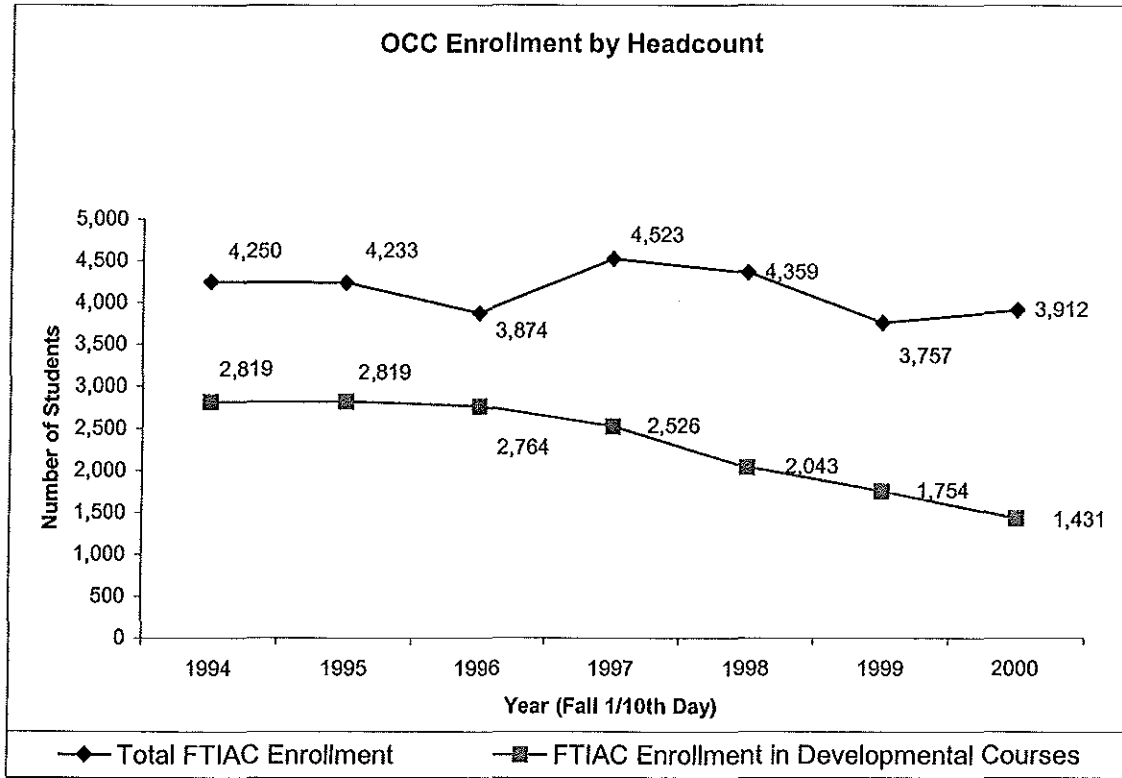


Analysis

While not yet mandatory, students are placed into math courses using COMPASS. Of the 3912 FTIACs, 1869 took the COMPASS math test. Of those, 54% were placed in Pre-Algebra, which is the equivalent of Developmental Math (MAT 104 or MAT 105).

Measure D: Enrollment by Head Count in Developmental Courses

Figure D.1



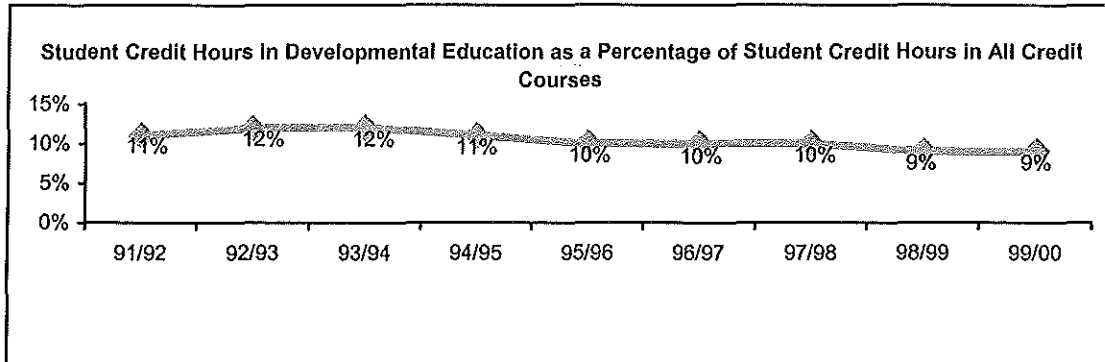
Analysis

Enrollment of FTIAC students in developmental education courses has decreased steadily from 1994 to 2000. Not only has FTIAC head count in developmental education dropped, but the proportion of FTIAC students enrolled in developmental education courses has also dropped. In 1994 approximately two out of three FTIAC students were enrolled in at least one developmental education class. In 2000 only one in three FTIAC students enrolled in at least one developmental education course.

This decline may be attributed to the decline in placement of FTIACs in developmental English courses. In 1994 nearly 40% of FTIAC students were placed in a developmental English class. In 2000 only 20% of FTIACs received placement in a developmental English course.

Measure E: Enrollment by Student Credit Hour in Developmental Courses

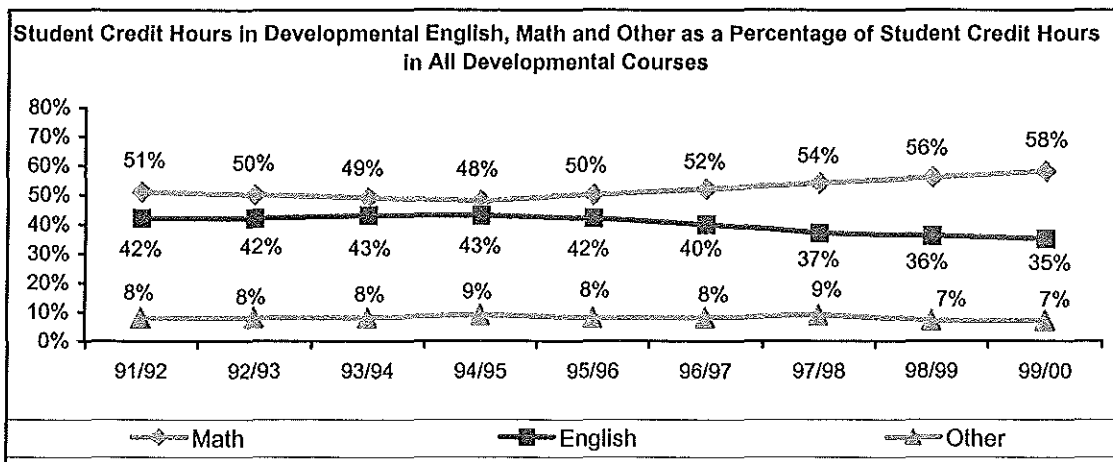
Figure E.1



Analysis

It has already been demonstrated in Figure E.1 that the number of student credit hours in developmental education courses has declined over the past ten years. However, is this decrease in developmental credit hours due a decrease in overall enrollment or is it a true decline in developmental credit hours? One way to examine this question is to look at student credit hours in developmental education as a percentage of total student credit hours. Figure E.2 shows that indeed there has been a slight decrease in developmental credit hours. During the 1992/1993 and 1993/1994 school years developmental credit hours accounted for 12% of total student credit hours. This figure has dropped slightly to 9% in 1998/1999 and 1999/2000.

Figure E.2

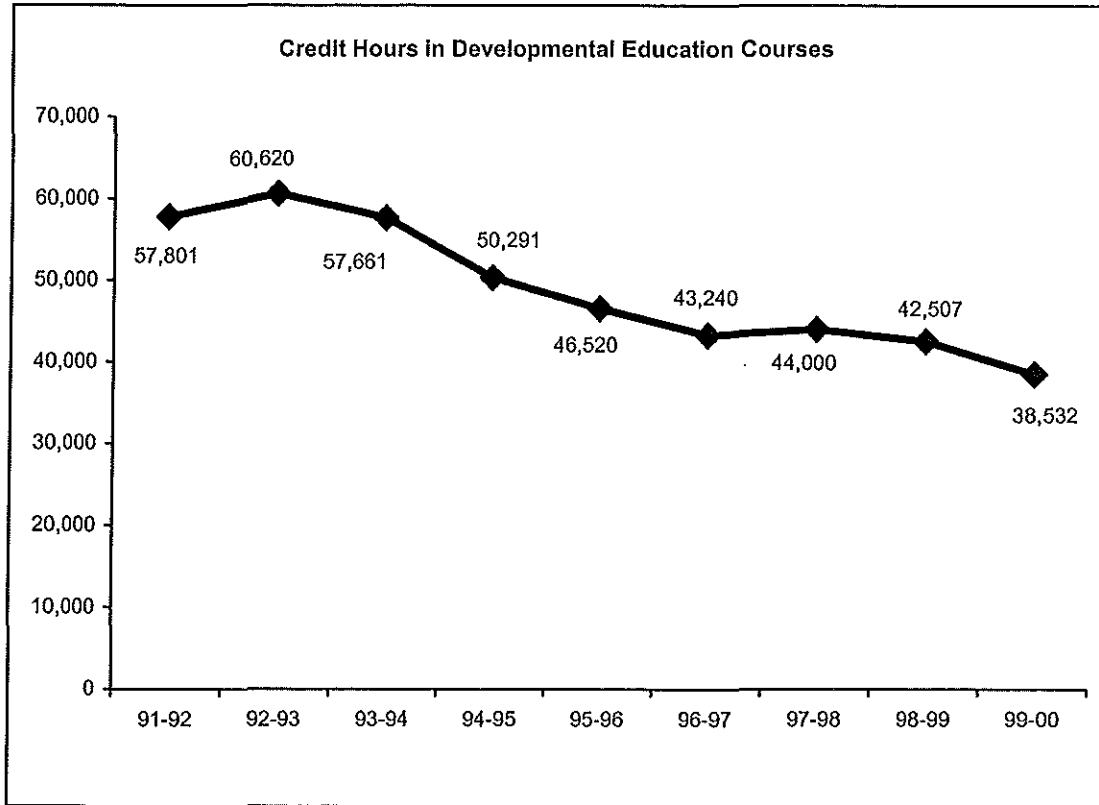


Analysis

Figure E.3 shows that developmental math credit hours account for a majority of developmental education credit hours (58%). Developmental English credit hours comprise approximately 35% of developmental credit hours, while the remaining 7% of developmental credit hours are delegated towards "other" developmental courses (including keyboarding, basic chemistry, career planning, etc.) The proportion of math credit hours as a percentage of all developmental credit hours has increased steadily from 1994/1995 to the present. Meanwhile the proportion of developmental English credits has decreased during this same time period.

Measure E: Enrollment by Student Credit Hour in Developmental Courses

Figure E.3



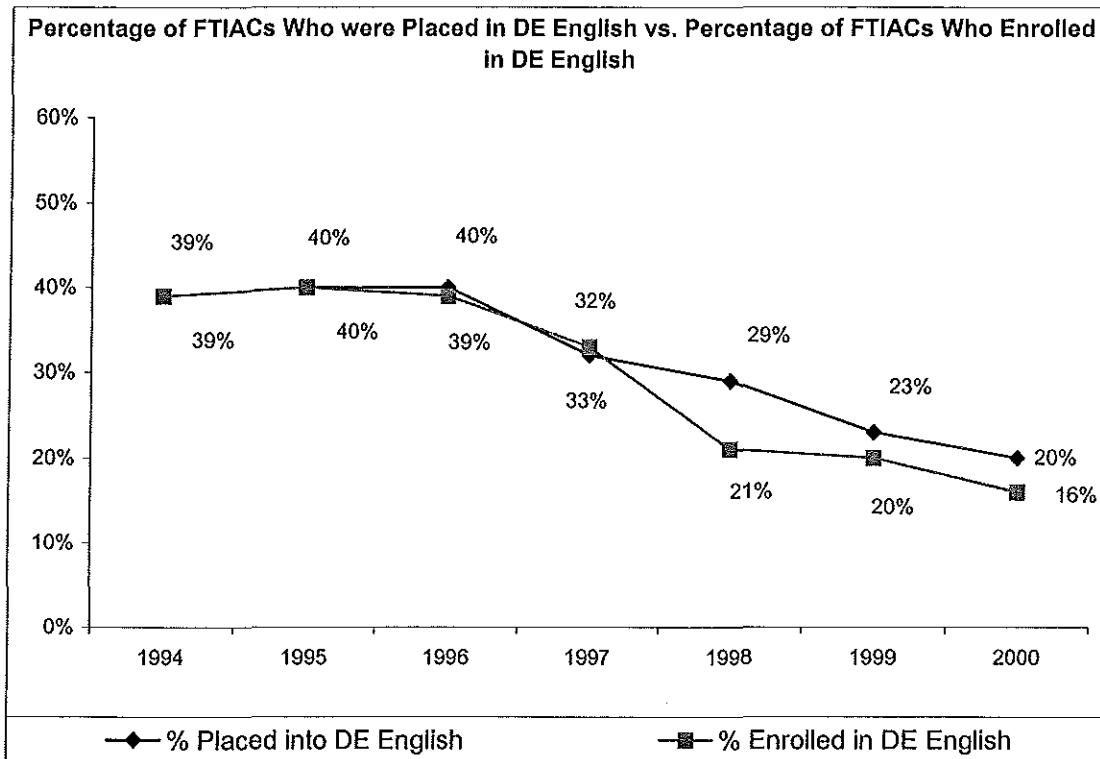
Analysis

Credit hours in all developmental education courses have decreased steadily from 1991 until 2000.

Correlation analysis revealed a significant negative relationship between years and developmental credit hours. That is, as the years increased, the number of credit hours in developmental education courses decreased ($r = -.952$, $p < .001$).

Measure F: Percentage of Students Scoring 85 or Less on ASSET Who Actually Enrolled in a Developmental English Course

Figure F.1



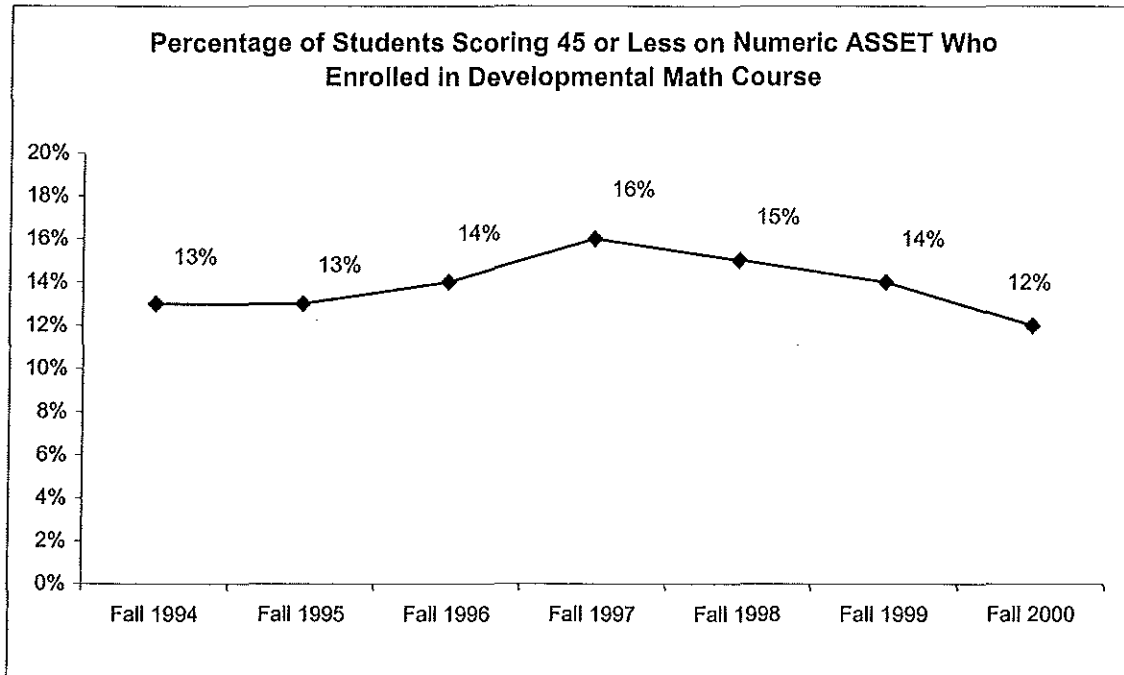
Analysis

Figure F.1 depicts the disparity between all FTIAC students who placed in Developmental English via the ASSET test (students who earned a combined score of 85 or less on the Reading and Writing Skills tests and received an English placement score of 1 or 2) and FTIAC students who actually enrolled in a developmental English course.

As the percentage of FTIACs placed in developmental English has declined from 1996 to 2000 the percentage of FTIACs who actually enrolled in a developmental English course has also decreased. In 2000 approximately one in five students were placed into developmental English courses, while approximately one in six students actually enrolled in a developmental English class.

Measure G: Percentage of Students Scoring 45 or Less on Numerical ASSET Who Actually Enrolled in a Developmental Math Course

Figure G.1

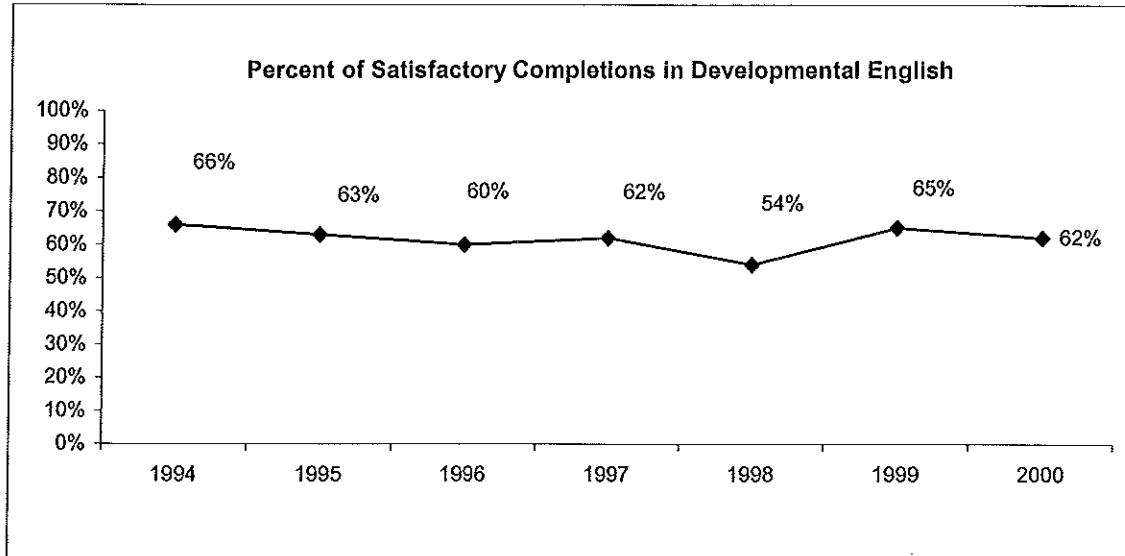


Analysis

There was an upward trend in the percentage of students who scored below 46 on the Numeric ASSET AND enrolled in a developmental math course. However, since peaking in 1997 at 16%, this number has dropped steadily, down to 12% in 2000.

**Measure H: Percentage of Students Who Successfully Complete
Developmental Education Courses with at least a Grade of "C" or Higher**

Figure H.1



Analysis

Figure H.1 shows the percentage of students who successfully completed Developmental English courses. Successful completion of a developmental English class is defined as receipt of a grade of "C" or higher.

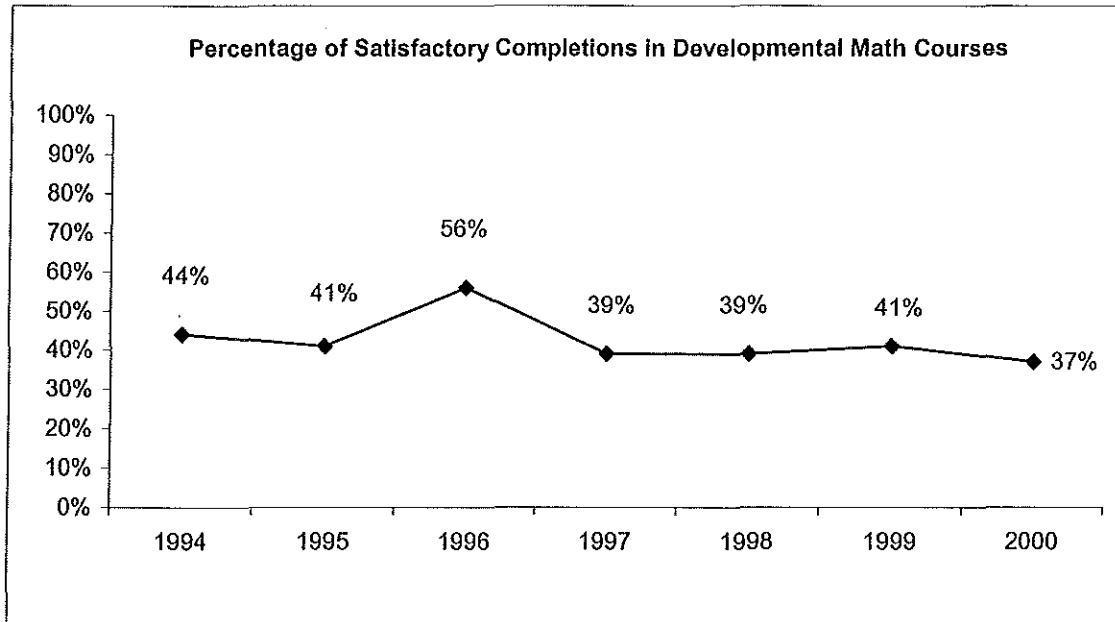
In 2000, 62% of those students who were enrolled in developmental English courses received a grade of "C" or higher and thus completed the course successfully.

The percentage of students who successfully completed developmental English courses has fluctuated over the past seven years. In 1998 only 54% of students enrolled in developmental English earned a grade of "C" or higher while in 1994 nearly two-thirds of students successfully completed developmental English courses.

Excepting the last two years, there has been a slight downward trend in satisfactory completion.

**Measure H: Percentage of Students Who Successfully Complete
Developmental Education Courses with at least a Grade of "C" or Higher**

Figure H.2



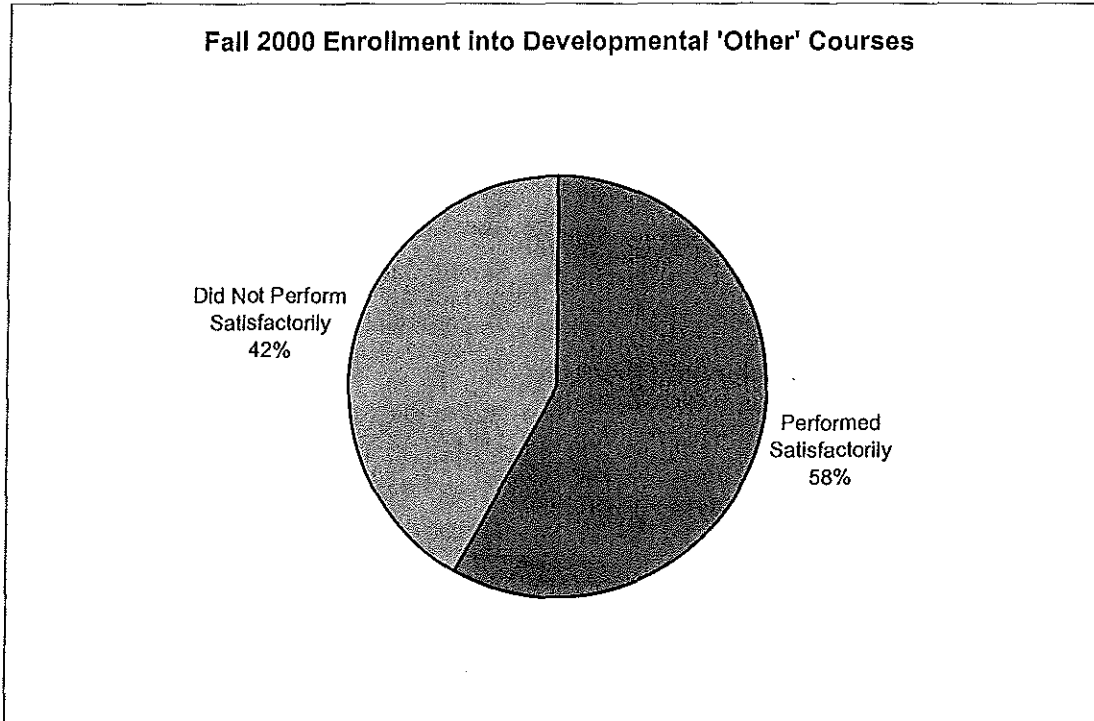
Analysis

Fall 2000 was marked by the lowest percentage of students who successfully completed a developmental math course, with 37% of those enrolled receiving a grade of "C" or better.

The percentage of satisfactory completions of developmental math classes has fluctuated from 1994 to the present. No statistically significant relationship was found between years and percentage of successful completions in developmental Math courses.

**Measure H: Percentage of Students Who Successfully Complete
Developmental Education Courses with at least a Grade of "C" or Higher**

Figure H.3



Analysis

Students are able to self-select themselves into a developmental 'other' course. These courses include: BIS 100 (Keyboarding), CHE 095 (Basic Chemistry), CNS 110 (Orientation to College), CNS 114 (Human Potential), CNS 115 (Career Planning), CNS 116 (Personal Assertiveness), IIC 057 (College Success Skills), LIB 100 (Information Research Methods), and SPE 100 (basic Speaking and Listening Skills). In sum, there were 507 students who enrolled in a developmental 'other' course in Fall 2000. Of those, 293 (58%) completed the course satisfactorily.

Subsequent Success

Purpose

One of the basic purposes of the college is to provide opportunities in Developmental Education that prepares students for college-level studies. However, for the college, it is important to not only provide such opportunities, but to also monitor the quality of the education it provides.

RQ: Does OCC adequately prepare developmental students for college level studies?

Method

To investigate the question, FTIAC students from the Fall semester of 1995 were selected. This cohort was selected in order to allow students enough time to successfully complete both the developmental English course and the college-level English course. Two groups were conditionally assigned: those who tested developmentally and those who tested at a college-level. The following research design was used:

C	O1	X	O2
C	O1		O2

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

Students were assigned to a group based on their ASSET reading and language use scores. Developmental students were given a treatment (successful completion of developmental English), and compared to students who tested at the college level. Comparisons were made using ENG 151 grades.

Results

The table below reveals that Developmental English students did not perform quite as well as those who tested at the college level. However, the difference was not great. In fact, developmental students performed almost as well as those students who did not place into developmental English.

Table 1: Summary of Results

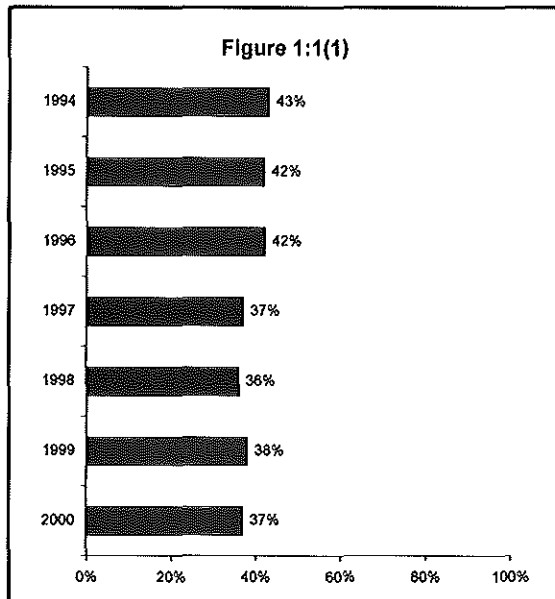
Type of Student	Mean Grade (GPA)	Standard Deviation
No Developmental English	2.96	0.97
Took Developmental English	2.75	0.94

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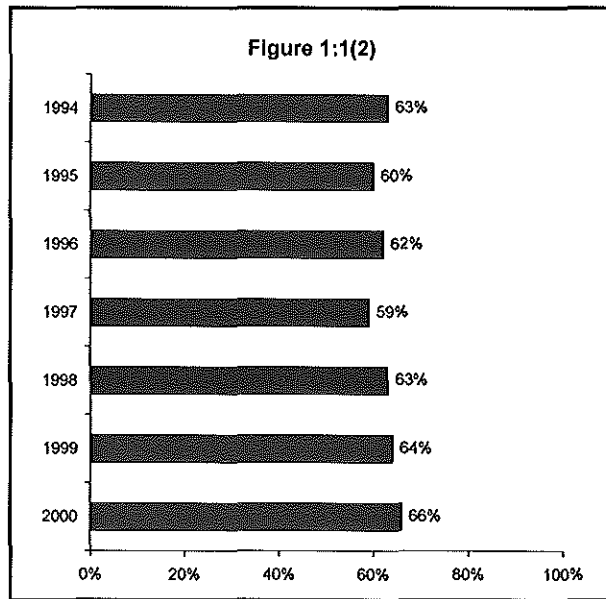
Indicator #1: Developmental Education Course Participation and Completion

Measure A: Percentage of FTIAC students with ASSET Reading and Writing Scores below 8

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



Percentage of FTIACs TESTED Who Scored at a Developmental Level on ASSET Writing and Reading Skills Tests



* FTIAC= First Time In Any College

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

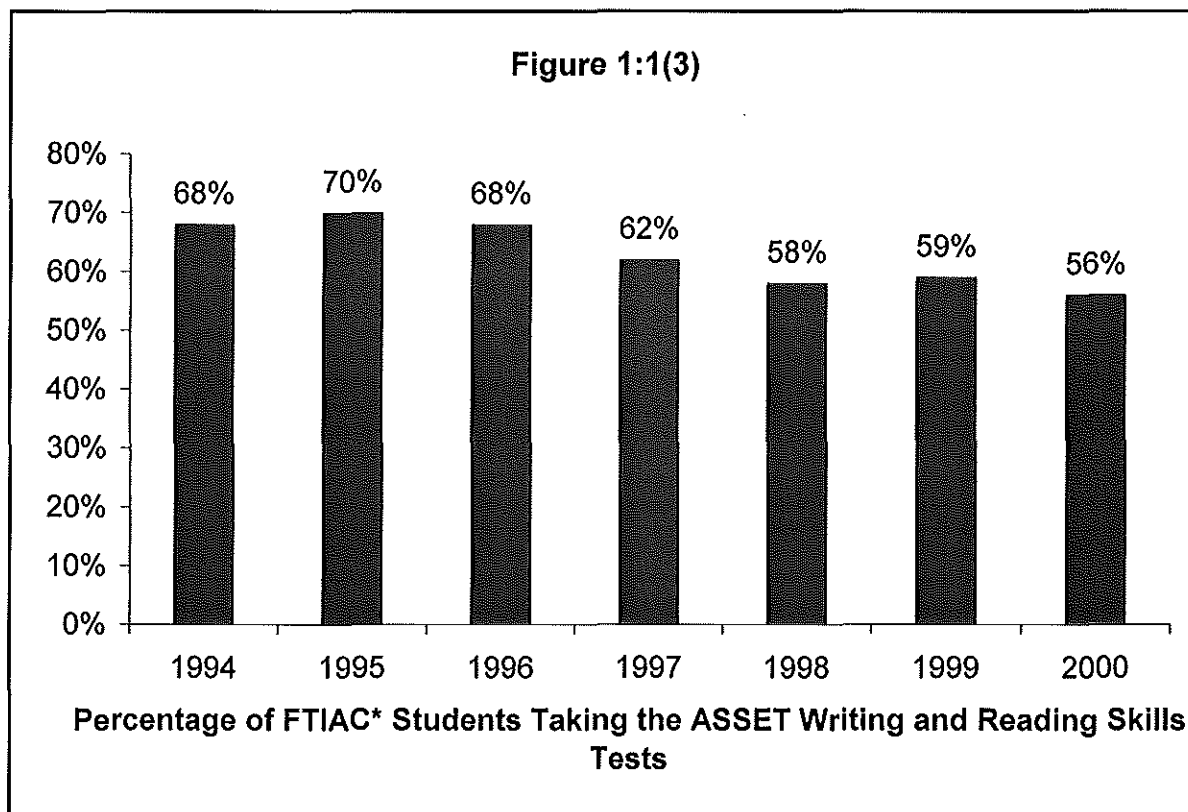
The above graphs depict the percentage of "First Time In Any College" (FTIAC) students who scored at a developmental level in English on the ASSET Reading and Writing Skills tests. A total of 3,912 FTIACs were examined in the fall of 2000. Among these students, 2,200 (56%) completed the ASSET tests, while 1,712 (44%) did not take these tests.

Figure 1:1(1) shows that the percentage of all "First Time In Any College" (FTIAC) students scoring at a developmental level in English has steadily declined from 43% in 1994 to 37% in 2000. This figure includes not only students to took the ASSET tests and earned a combined Reading and Writing Skills test scores 85 or less, but also students who did not take the ASSET test.

Figure 1:1(2) shows the percentage of FTIAC students who had taken the ASSET Reading and Writing Skills Tests and scored at a developmental level on these tests. This figure does not include FTIAC students who did not take the ASSET test. While the percentage of all FTIAC students scoring at a developmental level has decreased over the past seven years, the percentage of students who took the test and scored at a developmental level has increased slightly from its low in 1997. In 2000, approximately 56% (2,200 students) completed the ASSET Reading and Writing Skills tests. Therefore, the decline in the overall percentage of FTIAC students who scored at a developmental level on the ASSET tests can be attributed to the decline in students who took these tests, not in an actual decline in the percentage of students who scored at a developmental level on these tests.

Indicator #1: Developmental Education Course Participation and Completion

Measure A: Percentage of FTIAC students with ASSET Reading and Writing Scores below 85



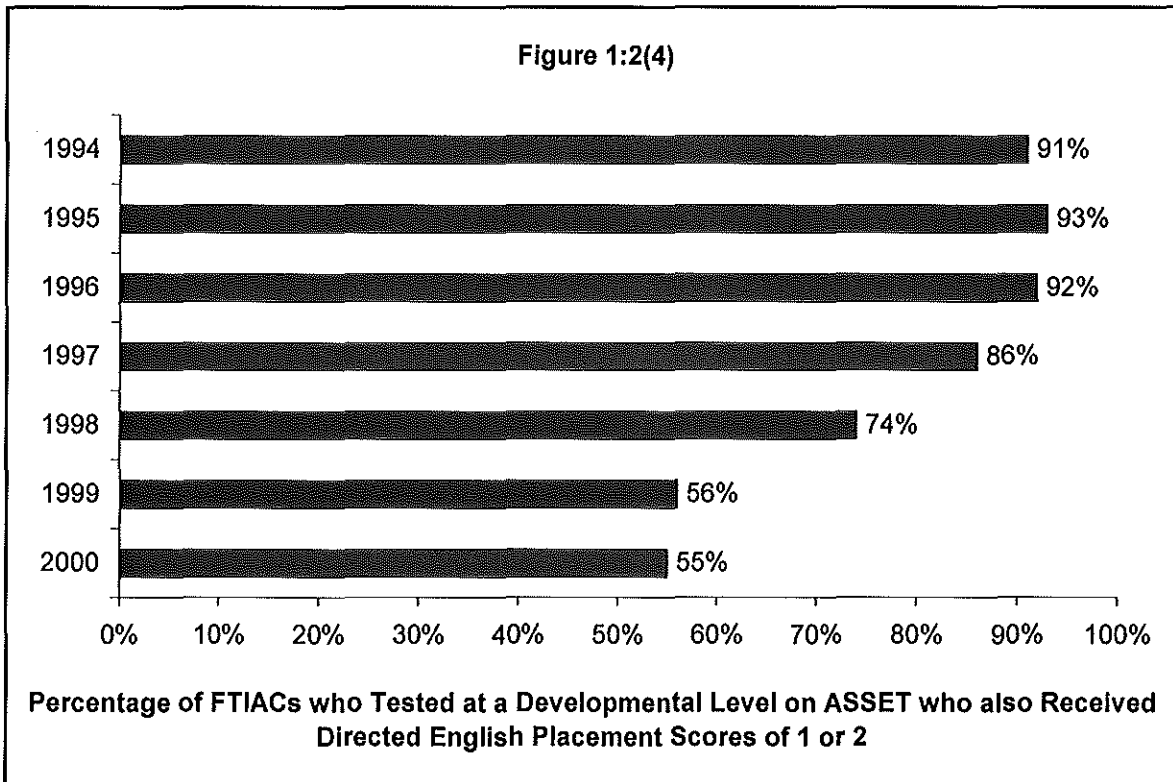
* FTIAC= First Time In Any College

The percentage of FTIAC students taking the ASSET Reading and Writing Skills tests has declined 14% since its peak in 1995. This drop may be due, in part, to the 1998 change in OCC policy to accept students' SAT and ACT scores as a substitution for the ASSET tests.

This figure further illustrates that the decline in the percentage of ALL FTIAC students who scored at a developmental level in English (earned a combined score of 85 or less on the ASSET tests) may be due to a decrease in the number of FTIAC students taking the test rather than to a true decrease in those scoring at a developmental level. Please see Figure 1:1(2) for a detailed graph that shows that the percentage of students who completed the ASSET Reading and Writing tests and scored at a developmental level on these tests has actually increased in recent years.

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Indicator #1: Developmental Education Course Participation and Completion
Measure B: Percentage of FTIAC students with Literacy Scores of 1 or 2



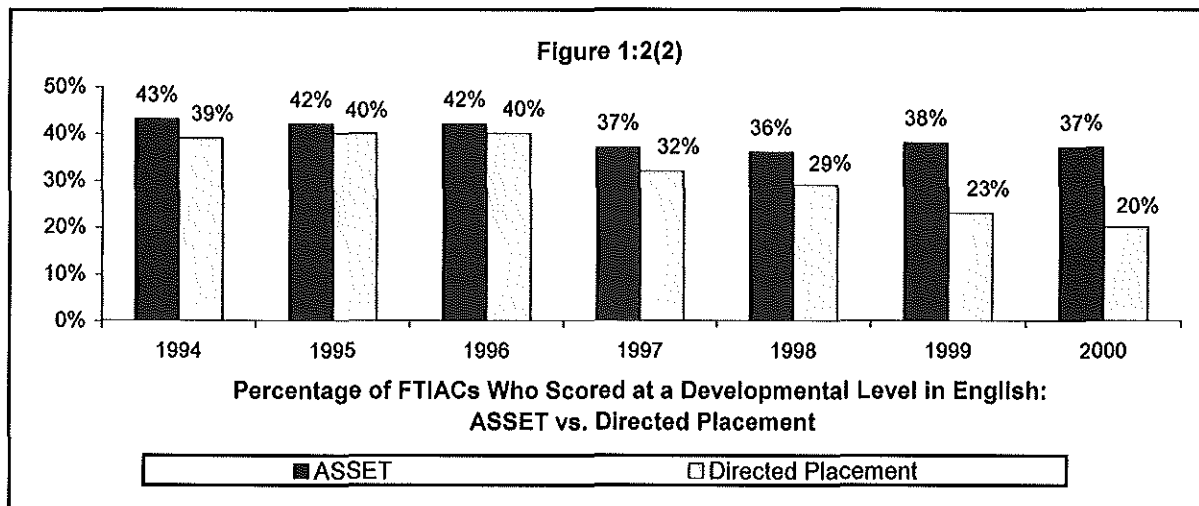
The above graph shows the percentage of FTIAC students who scored at a developmental level on the Reading and Writing ASSET skills tests and whom also received a directed English Placement score of 1 or 2, thus placing them in a developmental English course.

During 1994-1996 over 90% of those students who scored 85 or less on the ASSET test were also placed into developmental English courses by scoring a 1 or 2 on a writing sample. This percentage started to decline in 1997 and has continued to decline dramatically to 55% in 2000.

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Indicator #1: Developmental Education Course Participation and Completion

Measure B: Percentage of FTIACs with a Literacy Score of 1 or 2



The above figure shows the percentage of *ALL* FTIAC students who scored at a developmental level on the ASSET tests (represented by the purple bar) compared to the percentage of *ALL* FTIAC students who scored at a developmental level on the ASSET tests *and* who also received directed English placement in developmental English (represented by the yellow bar).

The percentage of those scoring at a developmental level in English on the ASSET test has experienced a slight decrease over the past seven years (a decline of 6% from 1994 to 2000). The percentage of those students also receiving a directed English placement in developmental English has declined even more dramatically (a decrease of nearly 20% from 1994 to 2000).

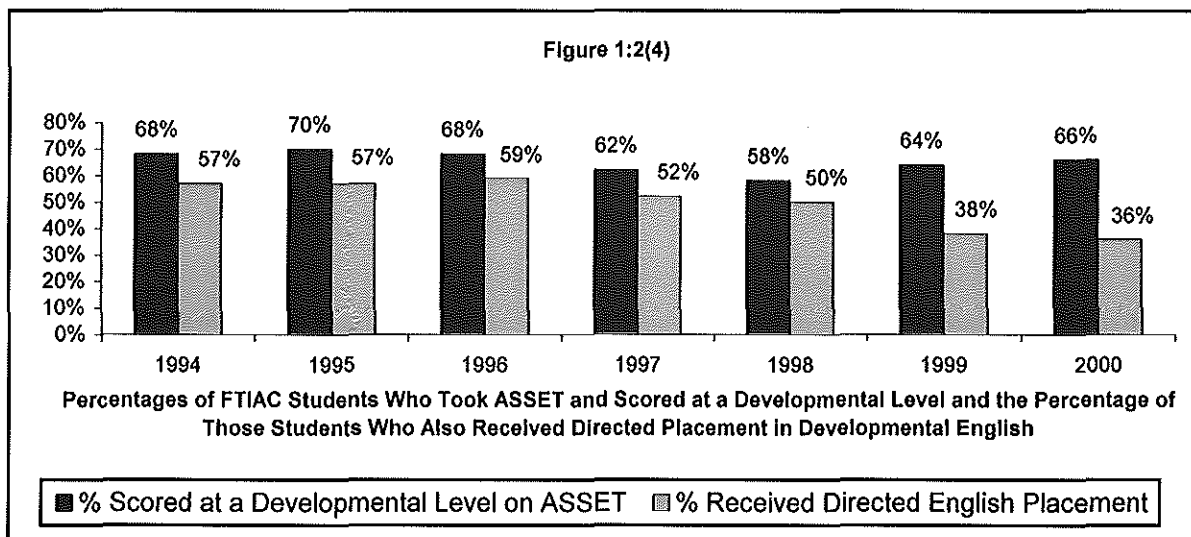
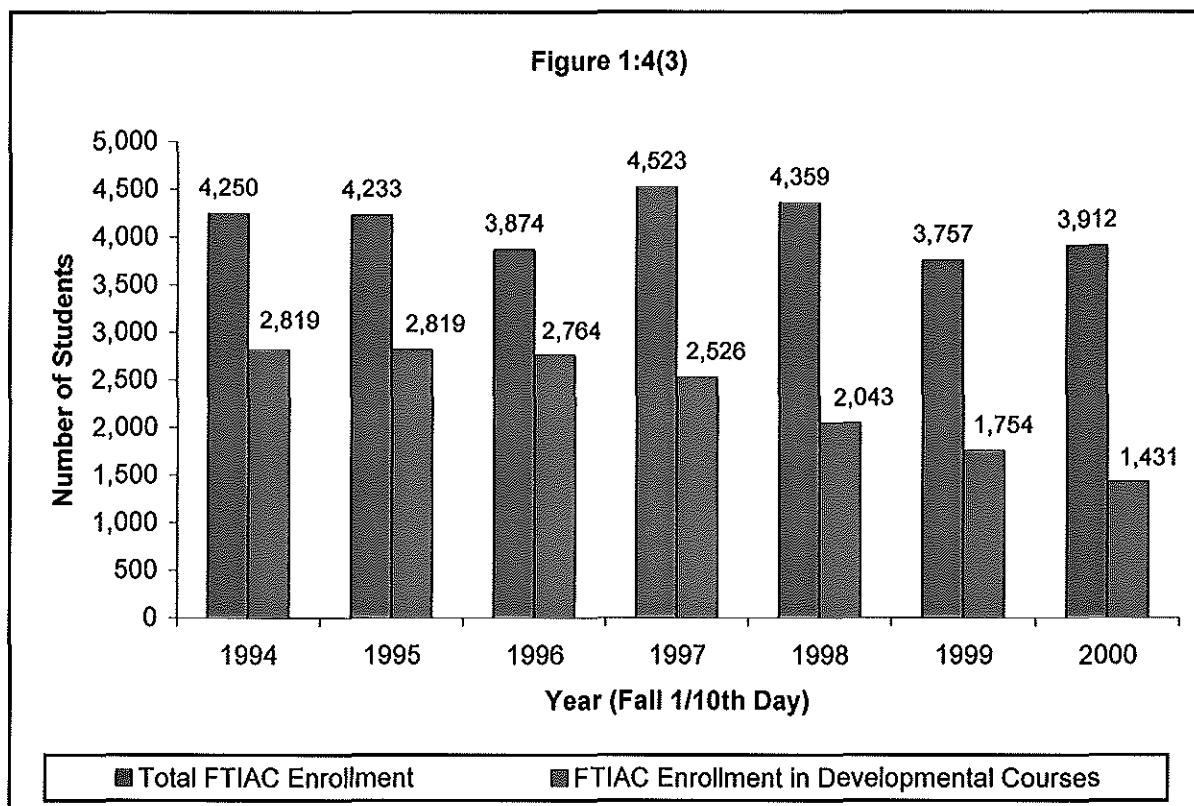


Figure 1:2(4) shows *ONLY THOSE STUDENTS WHO TOOK THE ASSET READING AND WRITING SKILLS TESTS*. Approximately two of every three students who took the ASSET tests scored at a developmental level in English. However, only one in three were also received a literacy score of 1 or 2 thus placing them in developmental English.

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Indicator 1: Developmental Education Course Participation and Completion

Measure D: Enrollment by Head Count in Developmental Courses



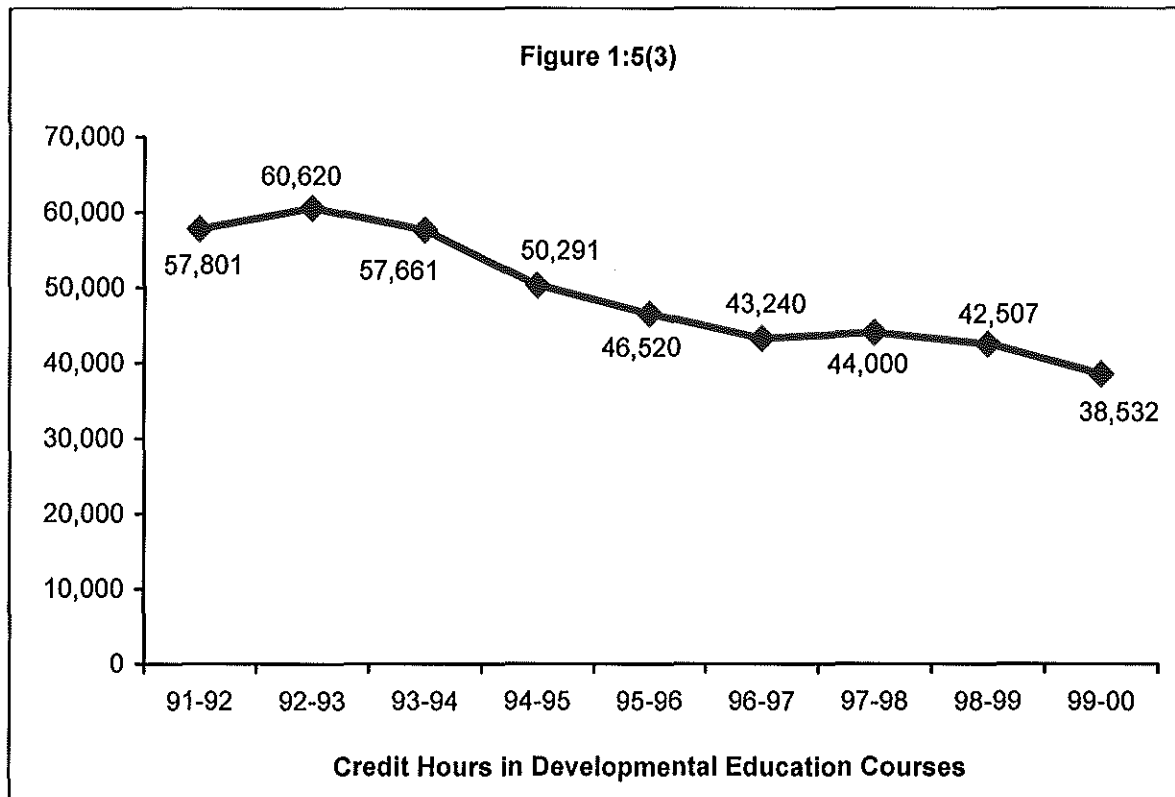
Enrollment of FTIAC students in developmental education courses has decreased steadily from 1994 to 2000. Not only has FTIAC head count in developmental education dropped, but the proportion of FTIAC students enrolled in developmental education courses has also dropped. In 1994 approximately two out of three students were enrolled in at least one developmental education class. In 2000 only one in three FTIAC students enrolled in at least one developmental education course.

This decline may be attributed to the decline in placement of FTIACs in developmental English courses. In 1994 nearly 40% of FTIAC students were placed in a developmental English class. In 2000 only 20% of FTIACs received placement in a developmental English course.

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Indicator #1: Developmental Education Course Participation and Completion

Measure E: Enrollment by Student Credit Hours in Developmental Courses

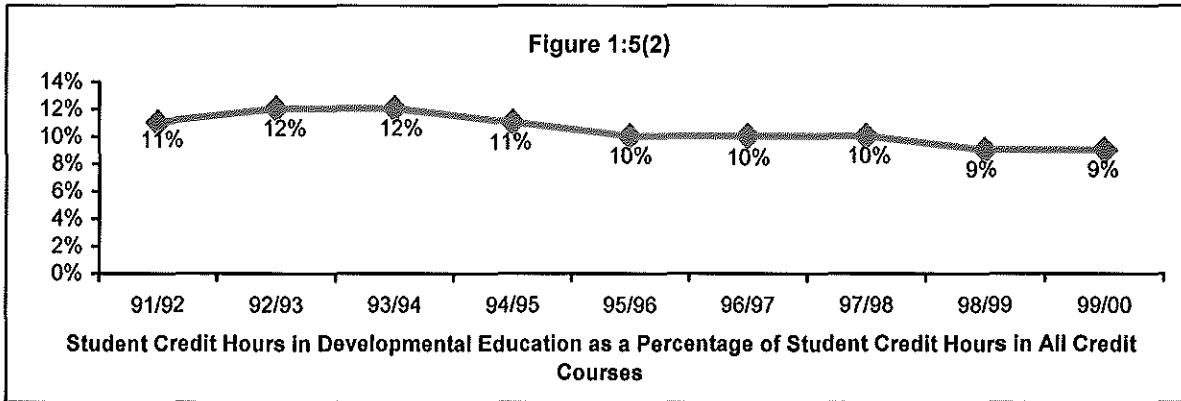


Credit hours in all developmental education courses has decreased steadily from 1991 until 2000. Correlational analysis revealed a significant negative relationship between years and developmental credit hours. That is, as the years increased, the number of credit hours in developmental education courses decreased ($r = -.952$, $p < .001$).

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Indicator #1: Developmental Education Course Participation and Completion

Measure E: Enrollment by Student Credit Hour in Developmental Courses



It has already been demonstrated in Figure 1:5(3) that the number of student credit hours in developmental education courses has declined over the past ten years. However, is this decrease in developmental credit hours due a decrease in overall enrollment or is it a true decline in developmental credit hours? One way to examine this question is to look at student credit hours in developmental education as a percentage of total student credit hours. Figure 1:5(2) shows that indeed there has been a slight decrease in developmental credit hours. During the 1992/1993 and 1993/1994 school years developmental credit hours accounted for 12% of total student credit hours. This figure has dropped slightly to 9% in 1998/1999 and 1999/2000.

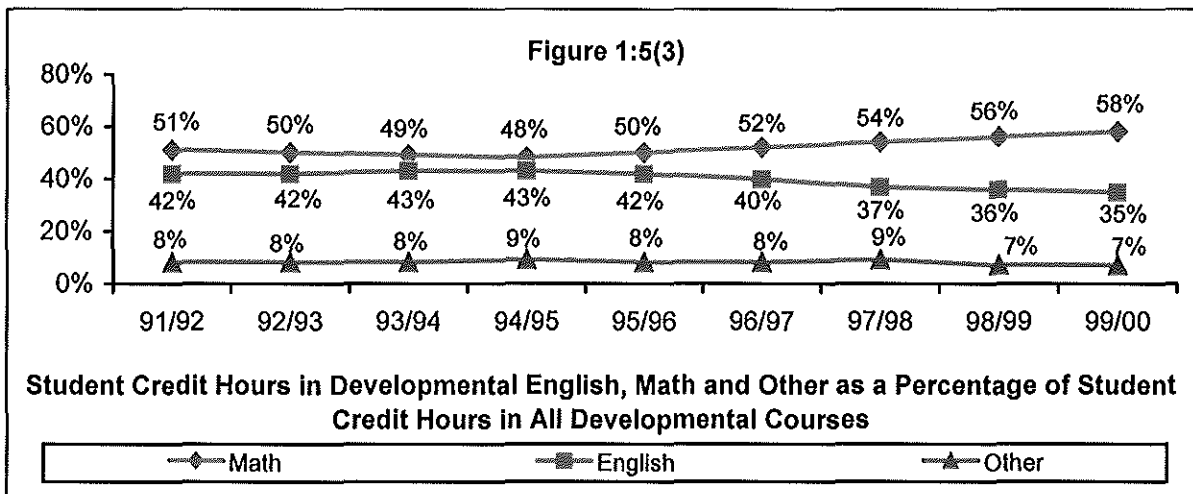


Figure 1:5(3) shows that developmental math credit hours account for a majority of developmental education credit hours (58%). Developmental English credit hours comprise approximately 35% of developmental credit hours, while the remaining 7% of developmental credit hours are delegated towards "other" developmental courses (including keyboarding, basic chemistry, career planning, etc.) The proportion of math credit hours as a percentage of all developmental credit hours has increased steadily from 1994/1995 to the present. Meanwhile the proportion of developmental English credits has decreased during this same time period.

Indicator #1: Developmental Education

Measure F: Percentage of students scoring 85 or less on ASSET who actually enrolled in a Developmental English course

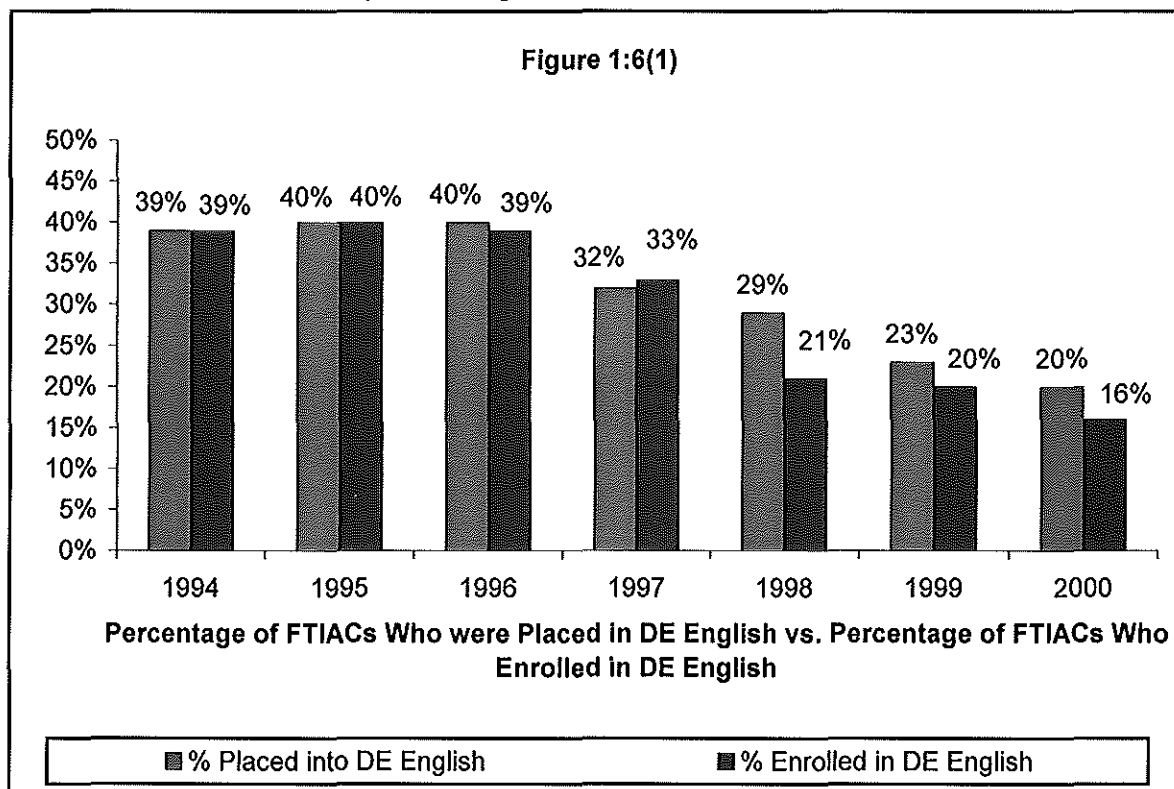


Figure 1:6(1) depicts the disparity between the percentage of FTIAC students who placed in Developmental English via the ASSET test (students who earned a combined score of 85 or less on the Reading and Writing Skills tests and received an English placement score of 1 or 2) and the percentage of FTIAC students who actually enrolled in a developmental English course.

As the percentage of FTIACs placed in developmental English has declined from 1996 to 2000 the percentage of FTIACs who actually enrolled in a developmental English course has also decreased. In 2000 approximately one in five students were placed into developmental English courses, while approximately one in six students actually enrolled in a developmental English class.

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Indicator 1: Developmental Education Course Participation and Completion

Measure H: Percentage of Students Who Successfully Complete Developmental Education Courses with at least a Grade of "C" or Higher

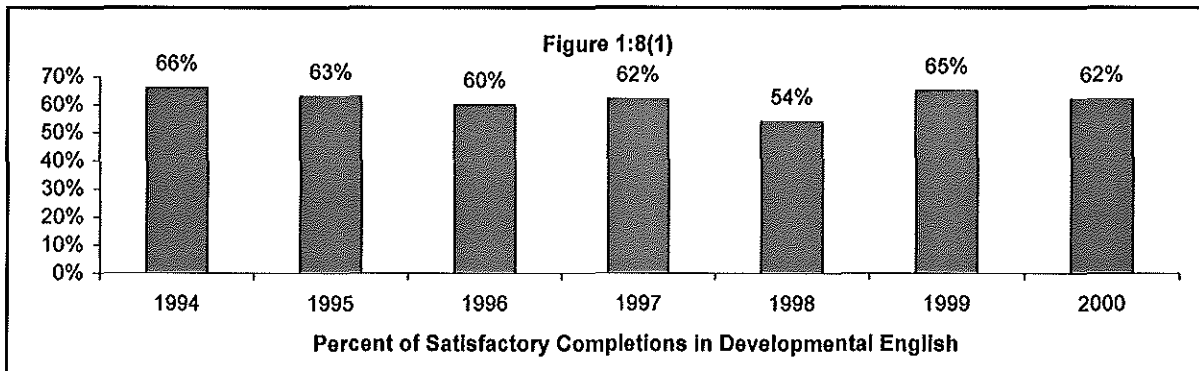
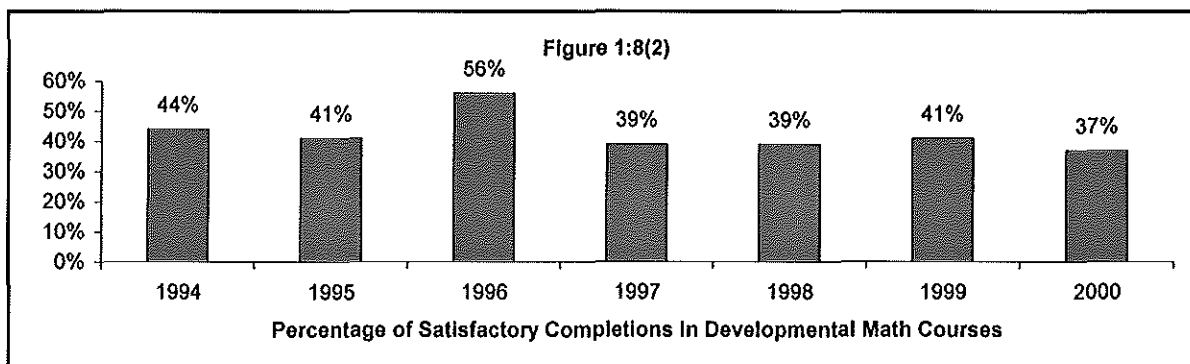


Figure 1:8(1) shows the percentage of students who successfully completed Developmental English courses. Successful completion of a developmental English class is defined as receipt of a grade of "C" or higher.

In 2000 over 60% of those students who were enrolled in developmental English courses on the one-tenth census day of class received a grade of "C" or higher and thus completed the course successfully.

The percentage of students who successfully completed developmental English courses has fluctuated over the past seven years. In 1998 only 54% of students enrolled in developmental English earned a grade of "C" or higher while in 1994 nearly two-thirds of students successfully completed developmental English courses. Analysis revealed no statistically significant relationship between years and percentage of successful completions in developmental English courses.



2000 was marked by the lowest percentage of students who successfully completed a developmental math course, with just over one-third of those enrolled receiving a grade of "C" or better.

The percentage of satisfactory completions of developmental math classes has fluctuated from 1994 to the present. No statistically significant relationship was found between years and percentage of successful completions in developmental Math courses.