

Institutional Research Report/Project Summation

Fill-in the information on this form in spaces provided and print a copy for the file.

Analyst:	Yolanda Reid
Report/Project Name:	Date Completed:
Developmental Education Needs for OCC Students 2001-2002 Academic Year	10/3/2002
Requested by:	Purpose/Objective:
George Keith	To determine the percentage of all OCC students and the percentage of FTIACS that require developmental education.
Audience/Report Destination Check list	<i>(Highlight your choices and use column on right for additional information)</i>
Administration	
CASSC	
Chancellor's Council	
Cluster	
Curriculum Committee	
CPC	
CRC	
Deans	
Department Chairs	
Enrollment Services	
External	
Faculty	
Gen Ed	
Marketing and/or Institutional Effectiveness	
Presidents	
Recruitment	
Resource Development	
SOAC	
Workforce Development	
Other:	
Methodology:	Sources: (I Drive files, websites, etc)
Analyzed One-tenth Day data for the 2001-2002 academic year.	I:\Ad Hoc Studies\Ad Hoc Active & Pending\Developmental Education Task Force\Dev. Ed. Needs\Merged 014-022B
	File Pathway:
	I:\Ad Hoc Studies\Ad Hoc Active & Pending\Developmental Education Task Force\Dev. Ed. Needs\Remedial Needs Preliminary Report.pdf



OAKLAND
COMMUNITY
COLLEGE

**Developmental Education Needs
for OCC Students**

2001-2002 Academic Year

Preliminary Report

Prepared by:
The Office of Institutional Research
Yolanda Reid, Primary Researcher
October 1, 2002

Executive Summary

Methods

The information used in this study was based upon One-Tenth Day data from OCC's Student Information System for the 2001-2002 academic year (Summer 2001, Fall 2001, Winter 2002, and Summer One 2002).

The analysis was conducted in two ways. First, the percentage of students requiring Developmental Education was based upon *all* students attending OCC during the 2001-2002 academic year, regardless of when they took the ASSET and COMPASS exams and regardless of whether or not they had already completed the required Developmental Education Courses. This base also includes students who did not take the ASSET or COMPASS examinations.

Secondly, percentages were calculated for First Time In Any College (FTIAC) students during the 2001-2002 academic year. These students are compared to students who are not first-time college students.

There are a few limitations of the data that should be taken into consideration when interpreting the findings.

- Due to changes in the information collected on student applications, two different approaches were used to define FTIAC (First Time in Any College) students. However, both approaches are based upon self-reported data and should produce the similar results.
- Students were not required to report their Social Security numbers (SSN) during Summer One 2002, hence, there may be some duplication of students in the figures reported below. Each student whose Social Security numbers did not match a SSN between Summer 2001 and Winter 2002 was counted as a new student. However, since 486 students (out of 41,129 students) had a student identification number but no SSN in the Summer One 2002 data file, some of these students may have been counted twice.

Key Findings

- Based upon COMPASS scores, ASSET scores, and writing samples, 33% of all 2001-2002 students at OCC required Developmental English and/or Developmental Math courses at some point in time.
- Thirty-seven percent (37%) of FTIAC (First Time In Any College) students in 2001-2002 required a Developmental English and/or Developmental Math course.

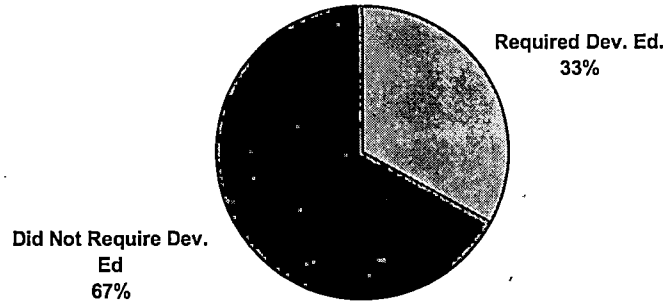
**Oakland Community College
Developmental Education Needs for OCC Students
2001 – 2002 Academic Year**

2

- Seventeen percent (17%) of **all** students attending OCC during the 2001-2002 academic year had ASSET scores and writing samples that placed them into Developmental English Courses. Twenty-two percent (22%) of FTIACS required a Developmental English Course.
- Based upon ASSET and/or COMPASS scores, 27% of **all** students attending OCC in 2001-2002 required Developmental Math, and 29% of FTIACS required Developmental Math.
- Students who require Developmental Education courses were more likely than other students to fall between the ages of 23 and 39. Fifty-three percent (53%) of students requiring Developmental Education were in this age range, compared to 42% of non-developmental students.

Students Requiring Any Developmental Education

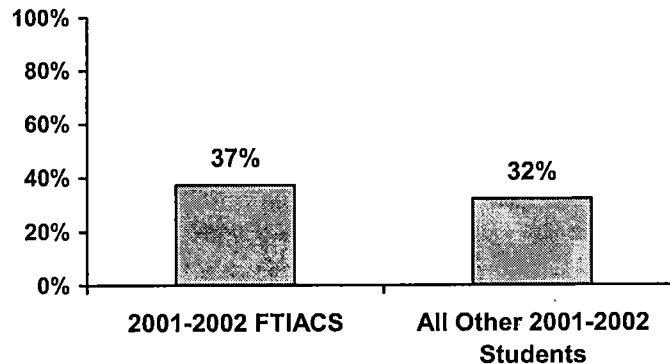
Percent of 2001-2002 OCC Students Ever Requiring Any Developmental Mathematics or English
N=41,129



Base: All students attending OCC during the 2001 - 2002 Academic Year.

- Of all of the students attending OCC during the 2001-2002 academic year, one-third required Developmental Math and/or Developmental English courses at some point in time, based upon their ASSET scores, writing samples, and COMPASS scores.

Percent Placing into Developmental Mathematics or English



- Of the 6,393 FTIACS during the 2001-2002 academic year, 37% placed into either a Developmental Mathematics or Developmental English course, based upon their ASSET/COMPASS scores and writing samples.
- FTIACS were 15.6% more likely than other students to require some type of Developmental Education.

**Oakland Community College
Developmental Education Needs for OCC Students
2001 – 2002 Academic Year**

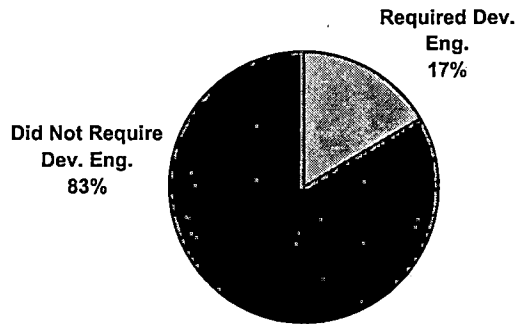
Students Requiring Any Developmental Education continued

Age Distribution of 2001-2002 Students Requiring Developmental Education			
	Require Developmental Education	Do Not Require Developmental Education	Index (Developmental / Non- Developmental)
<i>N</i>	13,574	27,466	
Under Age 18	0.1%	0.6%	17
Age 18-22	35.3%	40.1%	88
Age 23-29	32.6%	25.2%	129
Age 30-39	20.3%	16.7%	122
Age 40 and over	11.7%	17.4%	67
Mean Age	27.8	28.8	
Median Age	25	24	

- The average age of students requiring Developmental Education was 27.8.
- Students requiring Developmental Education were more likely than other students to fall between the ages of 23 and 39.

Students Requiring Developmental English

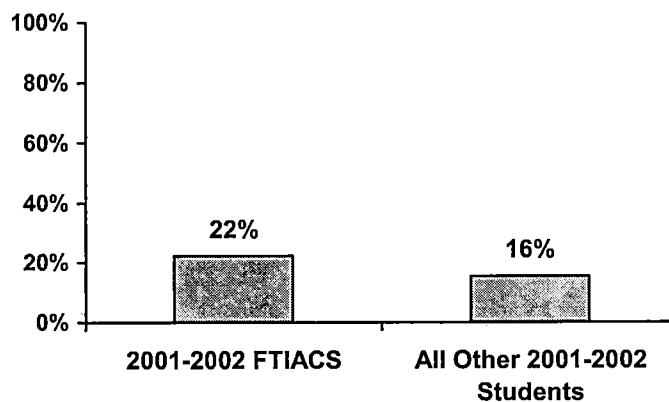
Percent of 2001-2002 OCC Students Ever Requiring
Developmental English
N=41,129



Base: All students attending OCC during the 2001 - 2002 Academic Year.

- Seventeen percent (17%) of all students who attended OCC during the 2001-2002 academic year required Developmental English at some point in time. This was based upon students who scored an 85 or less on the Reading and Writing portion of the ASSET test *and* received a Literacy Score of 1 or 2 based upon their writing samples.

Percent Placing into Developmental English



- Based upon ASSET scores and writing samples, 22% of FTIACS placed into Developmental English, while 16% of all other students required Developmental English.

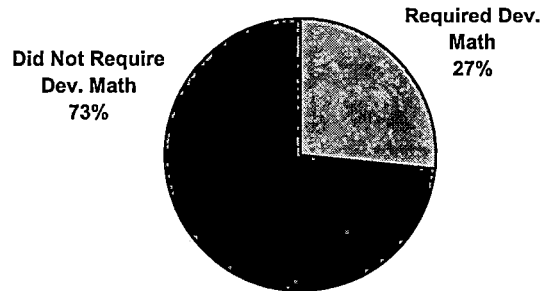
Students Requiring Developmental English continued

Age Distribution of 2001-2002 Students Requiring Developmental English			
	Require Developmental English	Do Not Require Developmental English	Index (Developmental / Non- Developmental)
<i>N</i>	6,814	34,226	
Under Age 18	0.2%	0.5%	40
Age 18-22	43.2%	37.6%	115
Age 23-29	35.6%	26.1%	136
Age 30-39	12.9%	18.9%	68
Age 40 and over	8.1%	17.0%	48
Mean Age	26.0	28.9	
Median Age	23	25	

- Students requiring Developmental English tended to be younger than other students, as they were more likely to be under the age of 30.
- The average age of students requiring Developmental English was 26, while the average age of students who did not require Developmental English was 29.

Students Requiring Developmental Mathematics

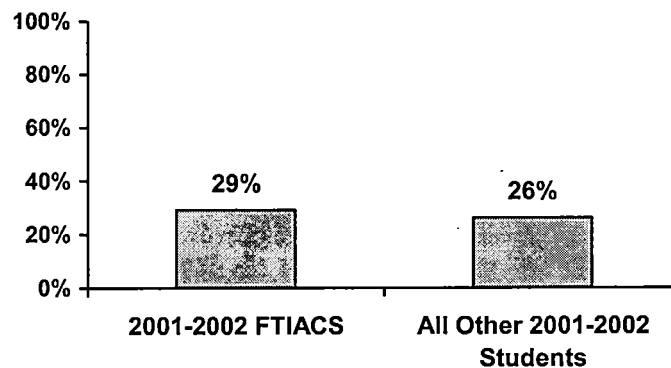
Percent of 2001-2002 OCC Students Ever Requiring
Developmental Mathematics
N=41,129



Base: All students attending OCC during the 2001 - 2002 Academic Year.

- Twenty-seven percent (27%) of all students who attended OCC during the 2001-2002 academic year placed into Developmental Mathematics based upon their ASSET and/or COMPASS scores. These students received a score of less than 37 on the numerical portion of the ASSET exam or on the Pre-Algebra portion of the COMPASS exam.

Percent Placing into Developmental
Mathematics



- Based upon ASSET and/or COMPASS, 29% of all FTIACS placed into Developmental Math, while 26% of all other students required Developmental Math.

Oakland Community College
 Developmental Education Needs for OCC Students
 2001 – 2002 Academic Year

Students Requiring Developmental Mathematics continued

Age Distribution of 2001-2002 Students Requiring Developmental Mathematics			
	Require Developmental Math	Do Not Require Developmental Math	Index (Developmental / Non- Developmental)
<i>N</i>	<i>10,951</i>	<i>30,089</i>	
Under Age 18	0.1%	0.6%	17
Age 18-22	30.2%	41.5%	73
Age 23-29	33.4%	25.6%	130
Age 30-39	23.1%	16.0%	144
Age 40 and over	13.2%	16.3%	81
Mean Age	28.7	28.4	
Median Age	26	24	

- Students who required Developmental Math were more likely than other students to fall between the ages of 23 and 39.