



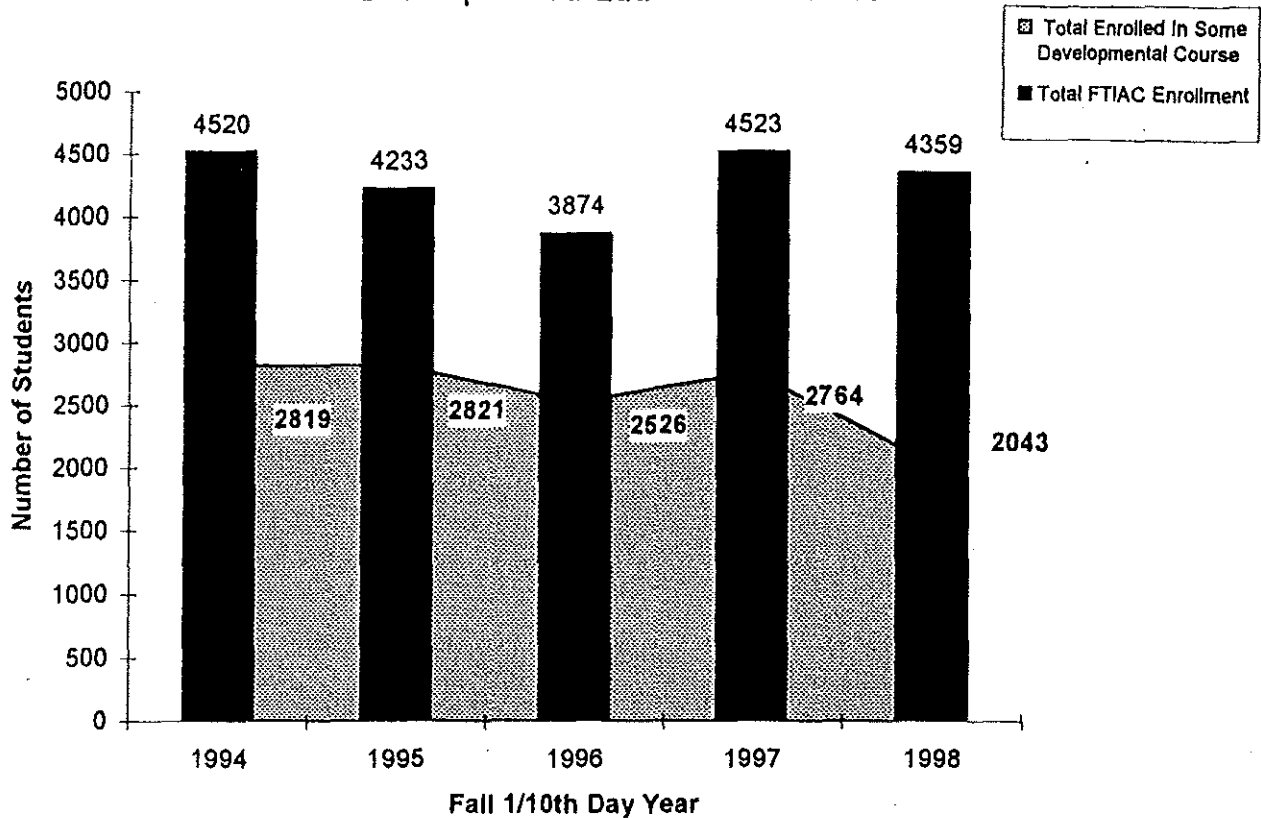
**OAKLAND  
COMMUNITY  
COLLEGE**

**1998/99 EFFECTIVENESS REPORT ON THE COLLEGE'S  
DEVELOPMENTAL EDUCATION PURPOSE**

**Prepared by:  
The Office of Institutional Research  
June, 1999**

*Oakland Community College*  
**1998/99 Effectiveness Report on Developmental Education**

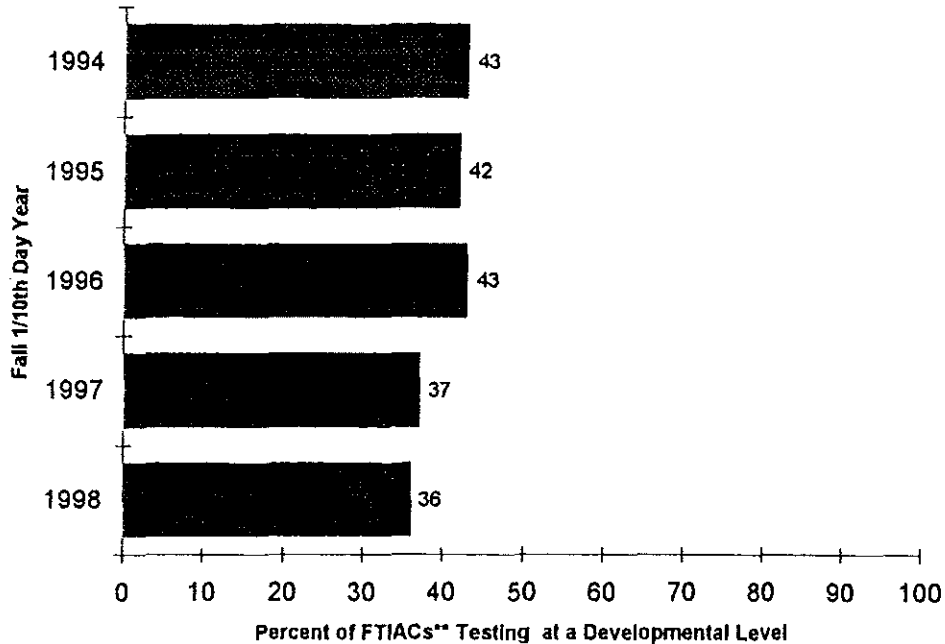
**Percent of FTIAC Students Enrolled in  
 Developmental Education Courses**



Overall, 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%. 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 only 21% were).

Oakland Community College  
1998/99 Effectiveness Report on Developmental Education

FTIAC\* Students Who Score at a Developmental Education Level on  
ASSET\*\* Writing & Reading Skills Tests



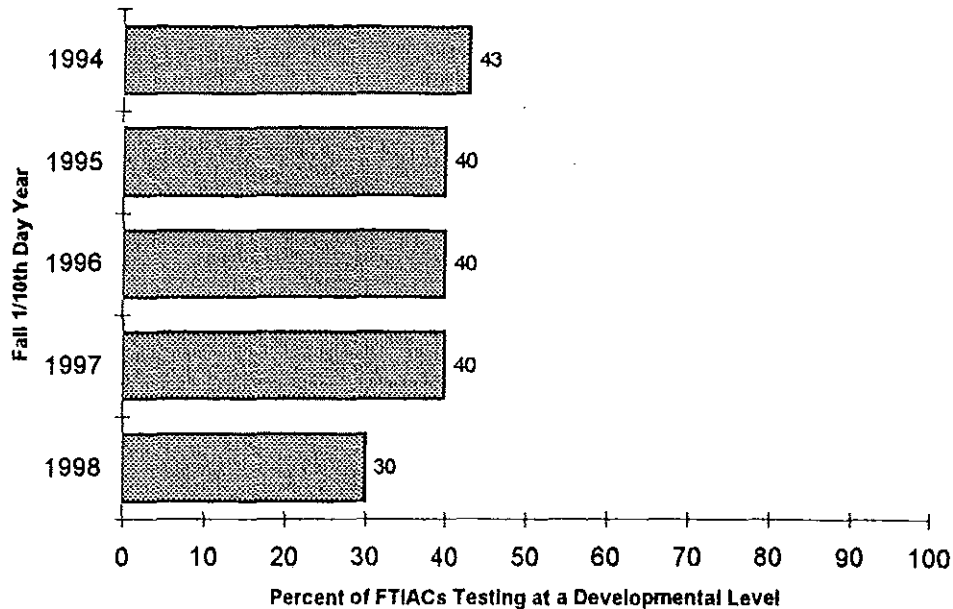
\* 'First Time In Any College'

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

Over the 5 academic years beginning in Fall 1994 until Fall 1998, the number of 'first time in any college' (FTIAC) students declined from 4520 to 4359. Over this same period, there was a 7% decrease in the number of FTIACs who qualified for remediation in English. However, there has also been a 10% drop 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%. Among those students tested, *the percent earning a combined score of 85 or less has remained relatively consistent*, ranging from 59% to 63% over the five years. 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.

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1998/99 Effectiveness Report on Developmental Education

**FTIAC\* Students Who Score at a Developmental Education Level on  
the Numerical Skills ASSET\*\* Test**



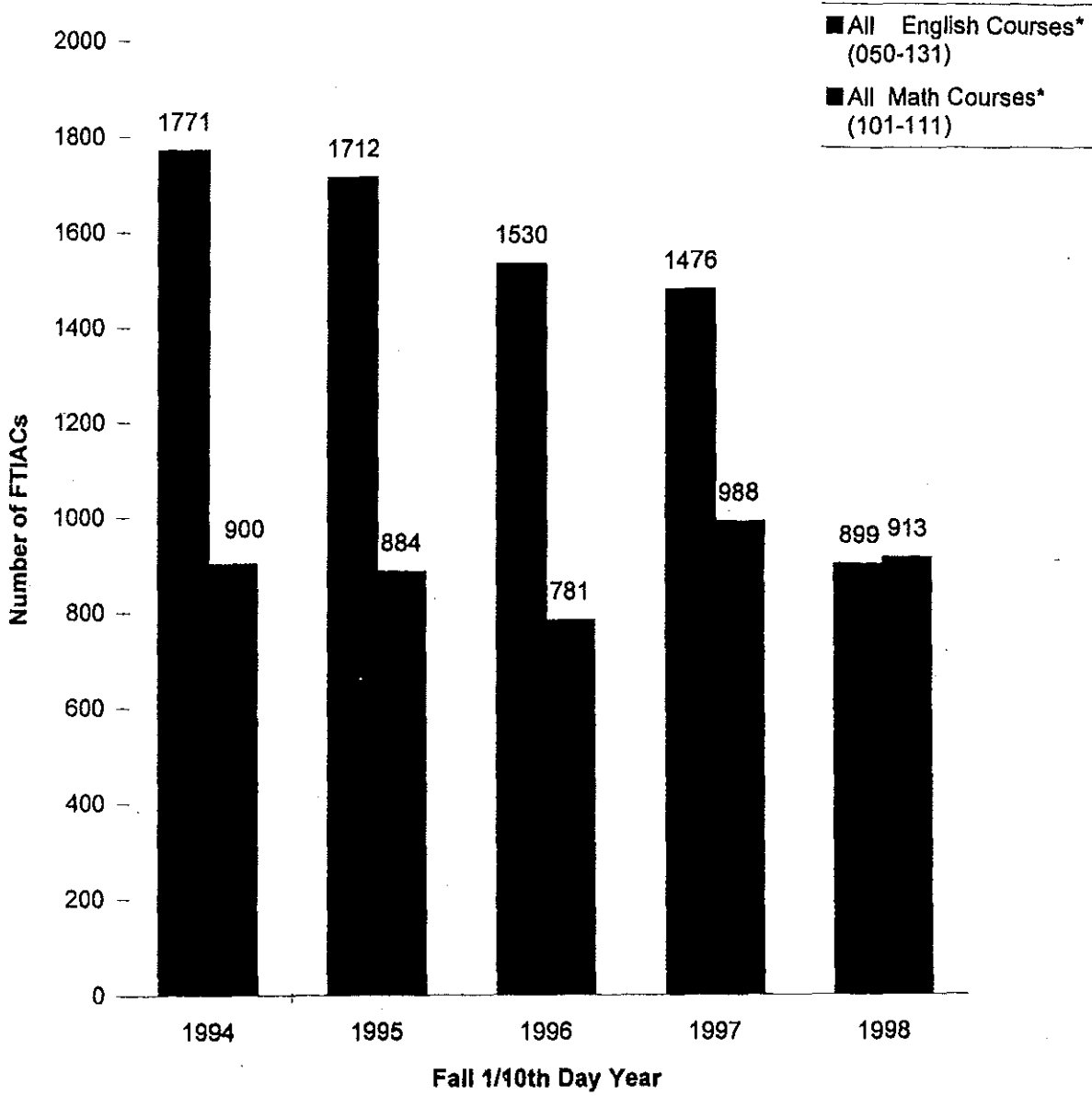
\* First Time in Any College

\*\* Calculations based on a Numerical Skills ASSET (Assessment of Skills for Successful Entry and Transfer) test score of 45 or less

In the fall of 1998, the Numerical Skills ASSET test was administered to 1483 or 34% of all FTIACs. This figure is 14% below the 1994 percentage, when 48% of all FTIACs took the Numerical Skills 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 also been a corresponding reduction in the percentage of all FTIACs who might qualify for developmental mathematics. However, what has remained almost unchanged between 1994 and 1998, is the proportion of those tested who received a score of 45 or less — 91% of FTIACs in 1994 and 89% in 1998 scored at this level on the Numerical Skills ASSET. What all of this signifies is that the decline in the percent of all FTIACs with Numerical Skills ASSET of 45 or below is largely due to the decline in the proportion of students who have been tested, not any improvement in student performance.

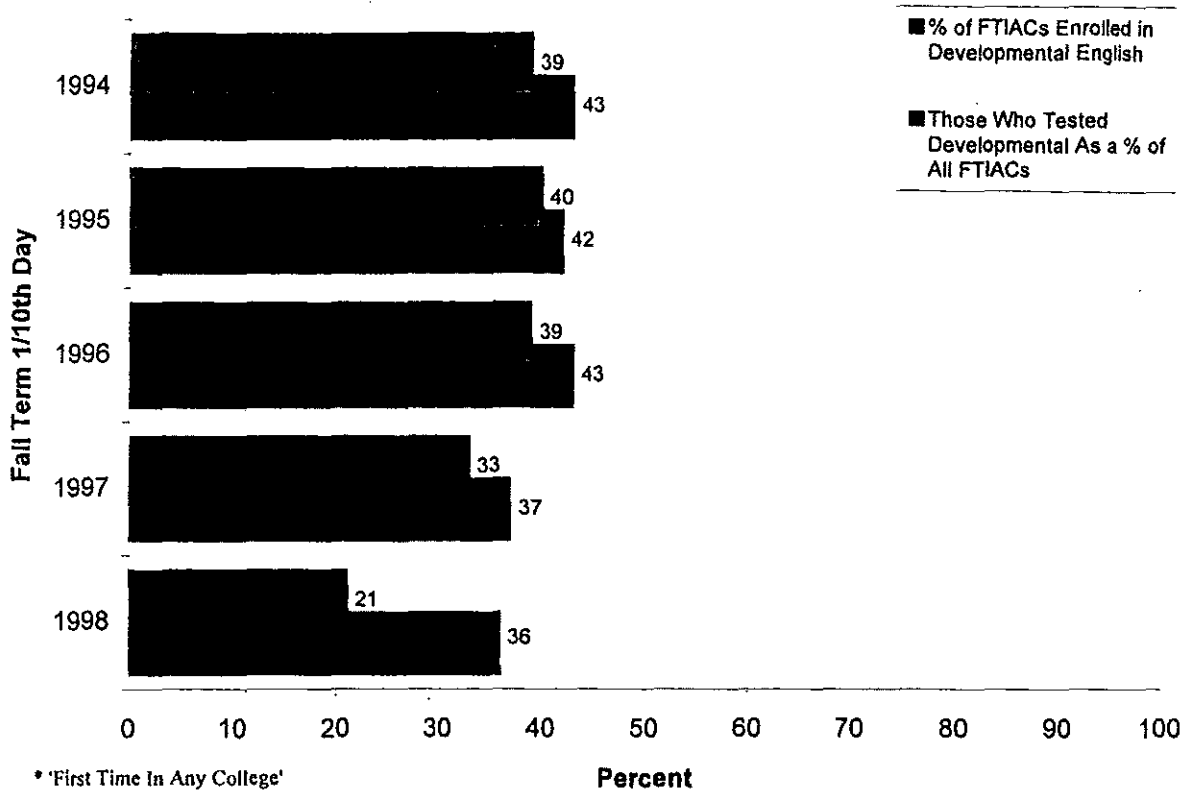
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FTIAC Enrollment in Developmental English & Math



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**1998/99 Effectiveness Report on Developmental Education**

**FTIAC\* Students Who Test at a Developmental Level\*\*  
 vs. Those Who Actually Enroll in a  
 Developmental English Course**



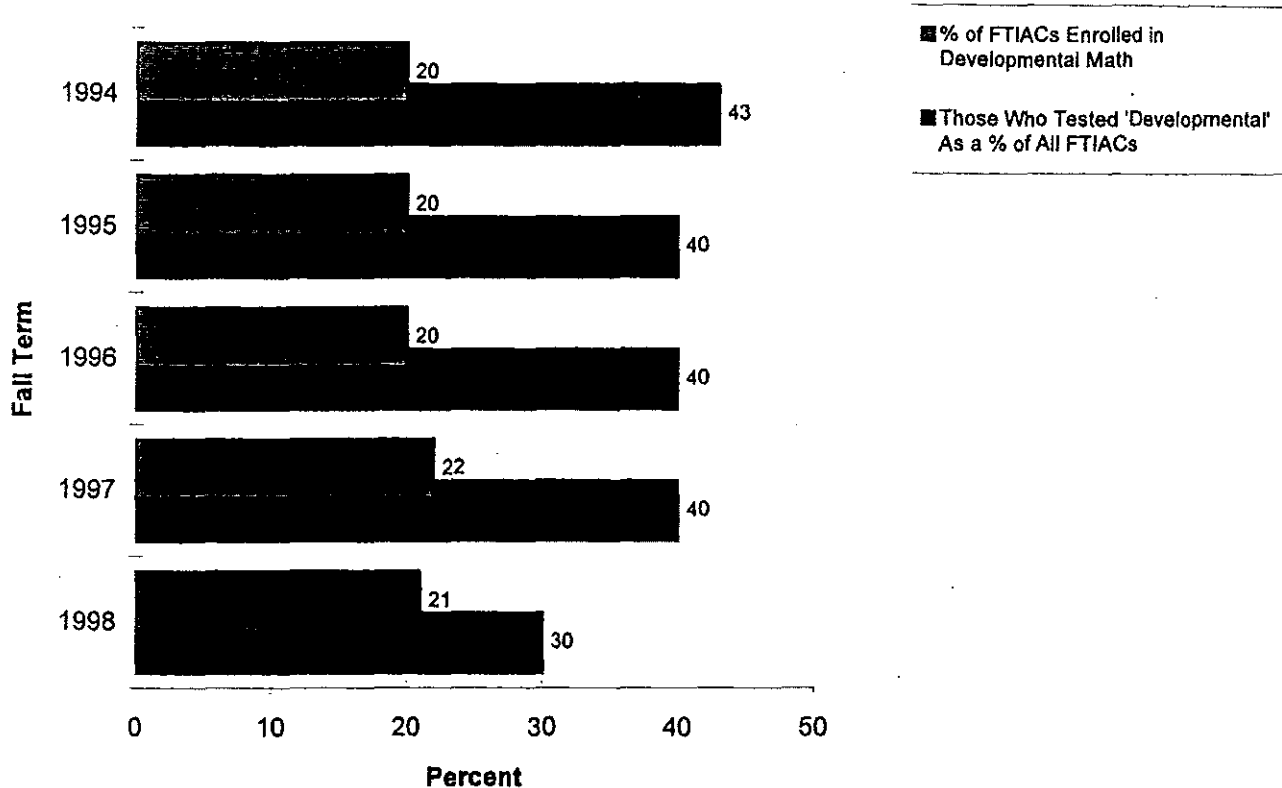
\* 'First Time In Any College'

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

Until 1998, there was a close correspondence between the percentage of FTIAC students scoring 85 or less on Writing and Reading Skills ASSET and those who subsequently enrolled in Developmental English courses. In 1994, 1996 and 1997, there was only a 4% difference in the percentage of FTIACs who qualified for Developmental English courses and those who subsequently enrolled in a Developmental English course. In 1995, this disparity between qualification and enrollment was only 2%. However in 1998, the number of FTIACs scoring at the developmental level was 15% higher than the number who took an English course that Fall. While it is as yet premature to make any definitive causal attributions, the long-term tracking of this trend will provide further insight into these initial findings.

*Oakland Community College*  
*1998/99 Effectiveness Report on Developmental Education*

**FTIAC\* Students Who Test at a Developmental Level\*\*  
vs. Those Who Actually Enroll in a  
Developmental Math Course**

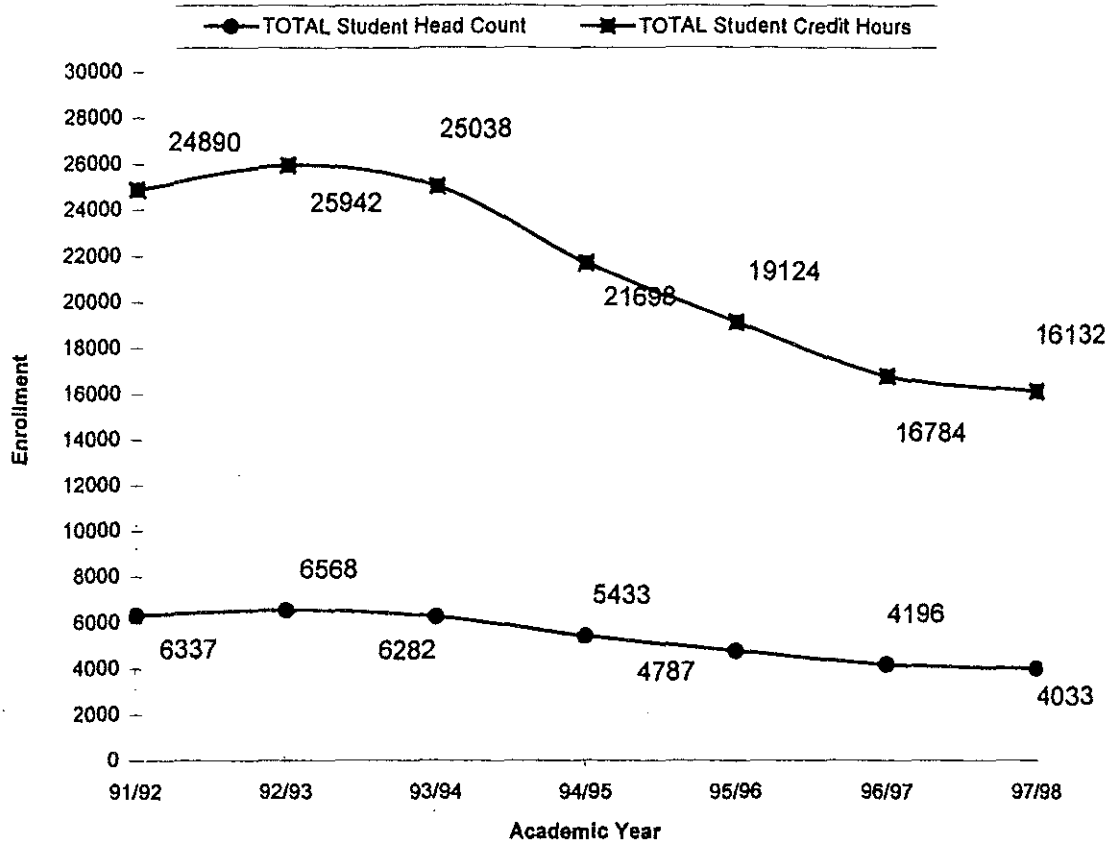


\* 'First Time In Any College'

\*\* Calculations based on Numerical Skills ASSET (Assessment for Successful Entry and Transfer) test scores of 45 or less.

From the Fall of 1994 until the Fall of 1998, as the proportion of FTIACs obtaining 45 or less on the Numerical Skills ASSET declined, the percentage enrolling in a Developmental Math course remained fairly steady around 20%. Ultimately what this pattern indicates is that relatively speaking, more FTIAC students who might be considered candidates for Developmental Math (given their ASSET score), are enrolling in remedial Math courses. For instance, in Fall of 1994 there was a 23% difference between the number of FTIACs who earned 45 or less on Numerical ASSET, and the number who subsequently took a Developmental Math course. However, during the Falls of 1995, 1996 and 1997 this relative difference declined to 19%, 20% and 18% respectively. In Fall of 1998, given that significantly few FTIACs took the Numerical Skills ASSET resulting in a smaller percentage of FTIACs who scored at a remedial level, the relative difference between those qualifying for Developmental Math and those actually signing up for a Developmental Math course, was also significantly smaller -- 9%.

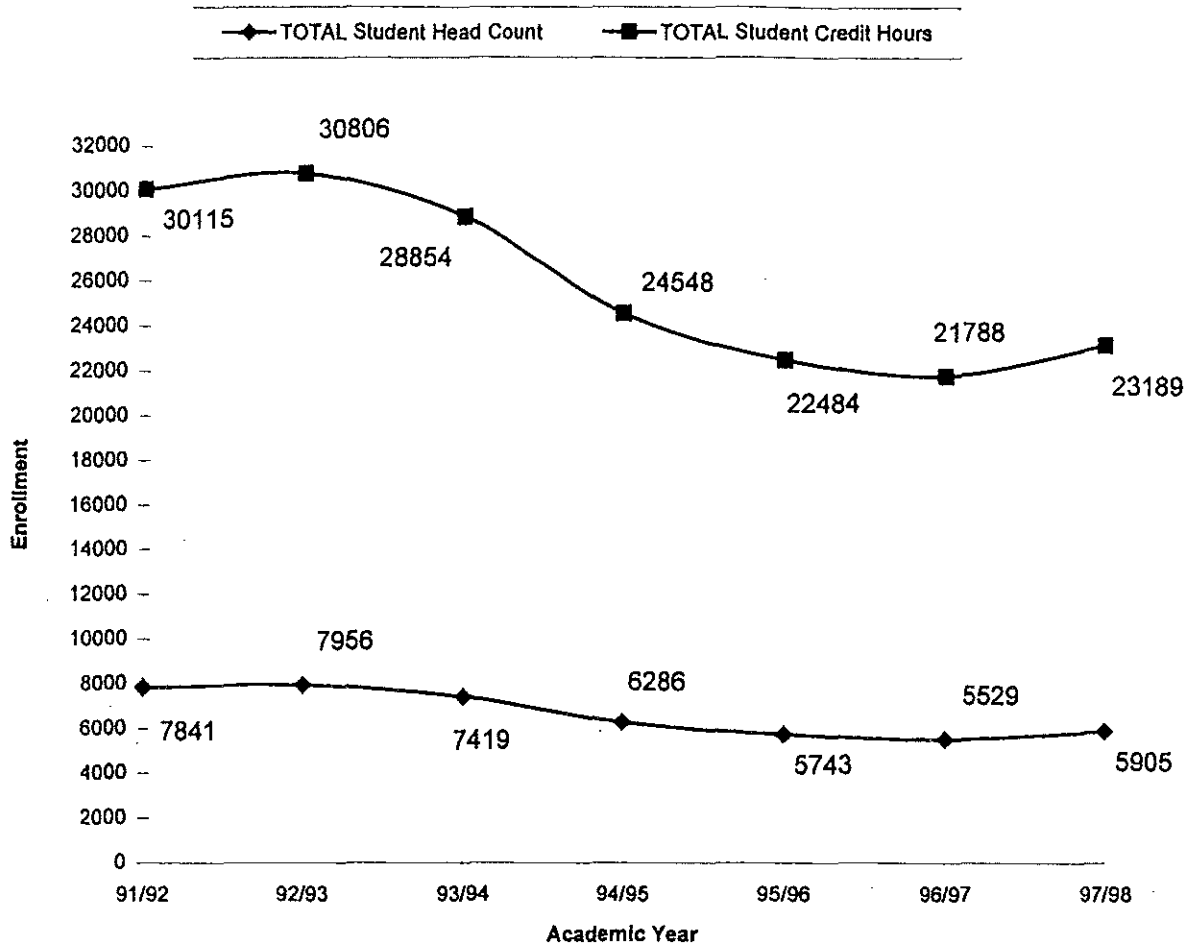
### Enrollment in Developmental English Courses Student Head Counts and Student Credit Hours



Like general trends in enrollment at OCC as a whole, enrollment in Developmental English Courses has dropped over the 7 academic years from 1991/92 to 1997/98. Student Head Counts went down by 36% from 1991/92 to 1997/98 and there was also a corresponding decline of 35% in the number of Credit Hours in Developmental English courses. On average, the number of Credit Hours per student remained the same over this time period, with a Student Credit Hour to Head Count ratio of 4 to 1 throughout the 1991/92 to 1997/98 academic years. In 1991/92, 40% of the total Head Count and 42% of all Student Credit Hours in Developmental Education courses were in English. By the 1997/98 academic year, these figures had dropped to 35% and 37% respectively.



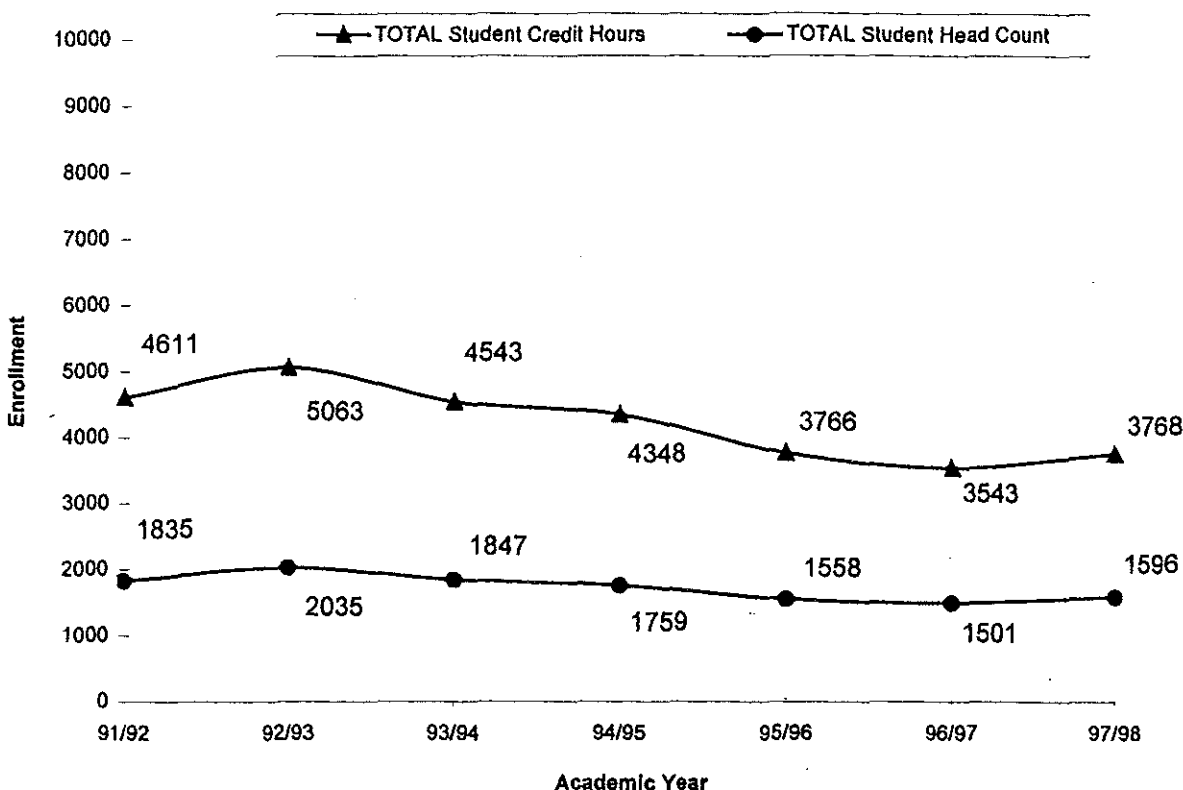
**Enrollment in Developmental Math\* Courses  
 Student Head Count and Student Credit Hours**



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

Student Head Counts and Credit Hours in Developmental Math courses were on a general decline from 1991/92 until 1997/98. This pattern is not unlike the college-wide Student Head Count and Credit Hour enrollment trends. Between the 1991/92 and 1997/98 academic years, Student Head Counts in Developmental Math courses decreased by almost 25% and similarly, Credit Hours in Developmental Math courses dropped 23%. And given these corresponding rates of decline, it is reasonable to find that the ratio of Student Credit Hours to Head Count has remained almost 4 to 1 throughout this time frame. In the 1997/98 academic year, Head Counts in Math made up 51% of all Developmental Education Head Counts and comprised 54% of all Student Credit Hours in this academic area.

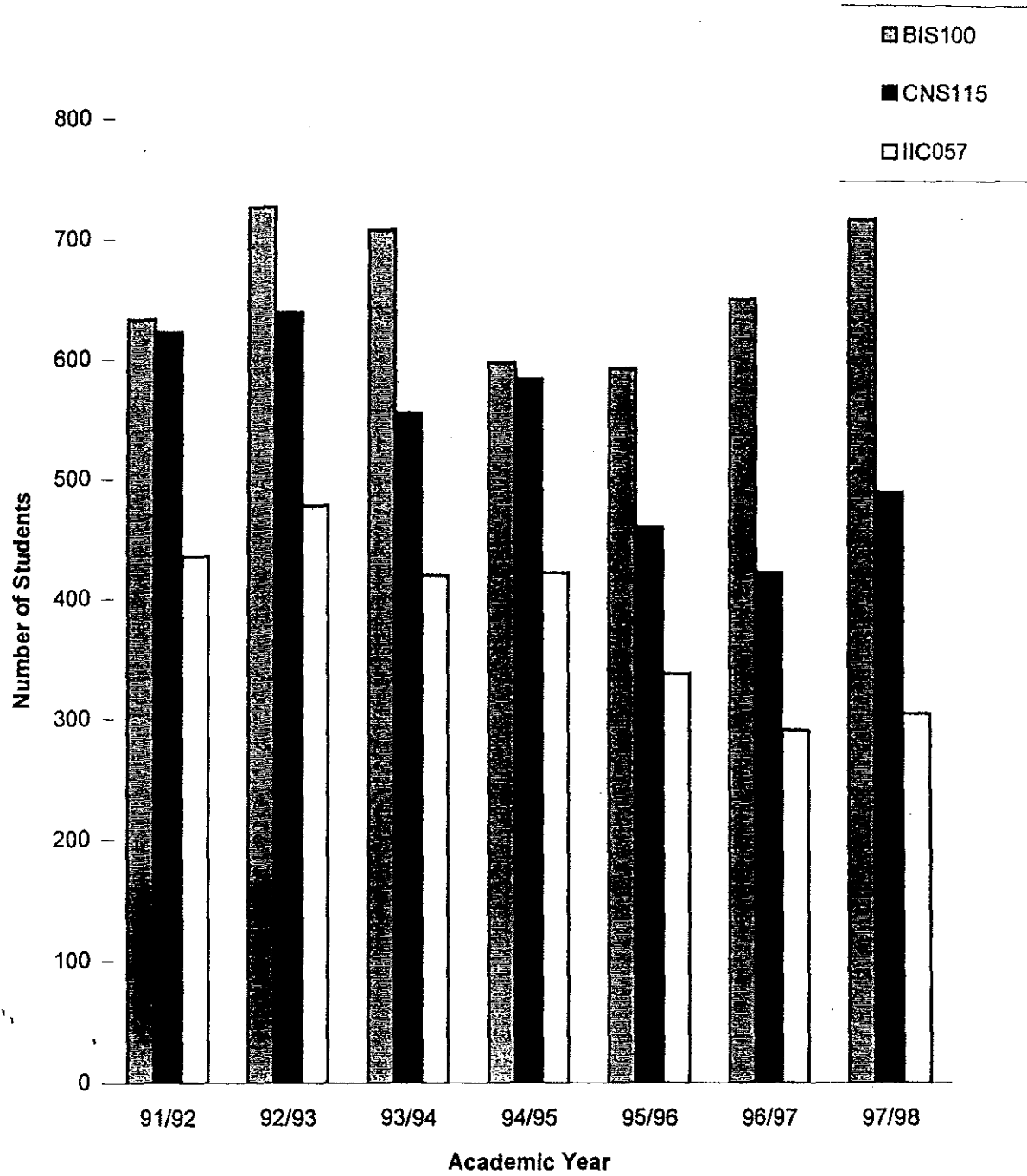
**Enrollment for all Other Developmental  
 Education Courses Combined  
 Student Head Count and Credit Hours**



Enrollment in other courses classified as Developmental (other than English and Math) has also experienced some moderate decline. These 'Other' Developmental Education courses include: Keyboarding (BIS100), Basic Chemistry (CHE095), Orientation to College (CNS110), Human Potential (CNS114), Career Planning (CNS115), Personal Assertiveness (CNS116), College Success Skills (LIC057), 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 13% from 1991/92 to 1997/98 is seen. Over the 7 academic years, Student Credit Hours for this collection of Developmental Education courses have dropped at a slightly greater rate of 18%. 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 2.5 to 1. Over the years from 1991/92 until 1997/98, these courses have comprised 11% and 14% of the Head Count for all Developmental Education courses, and 8% to 9% of Student Credit Hours.

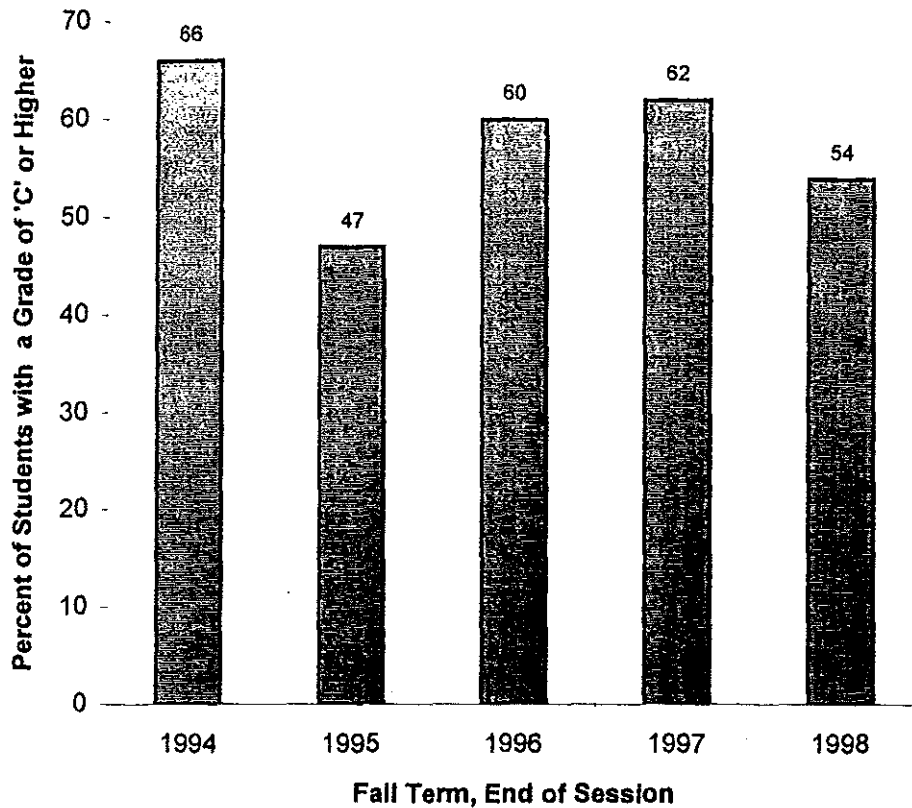
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1998/99 Effectiveness Report on Developmental Education

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



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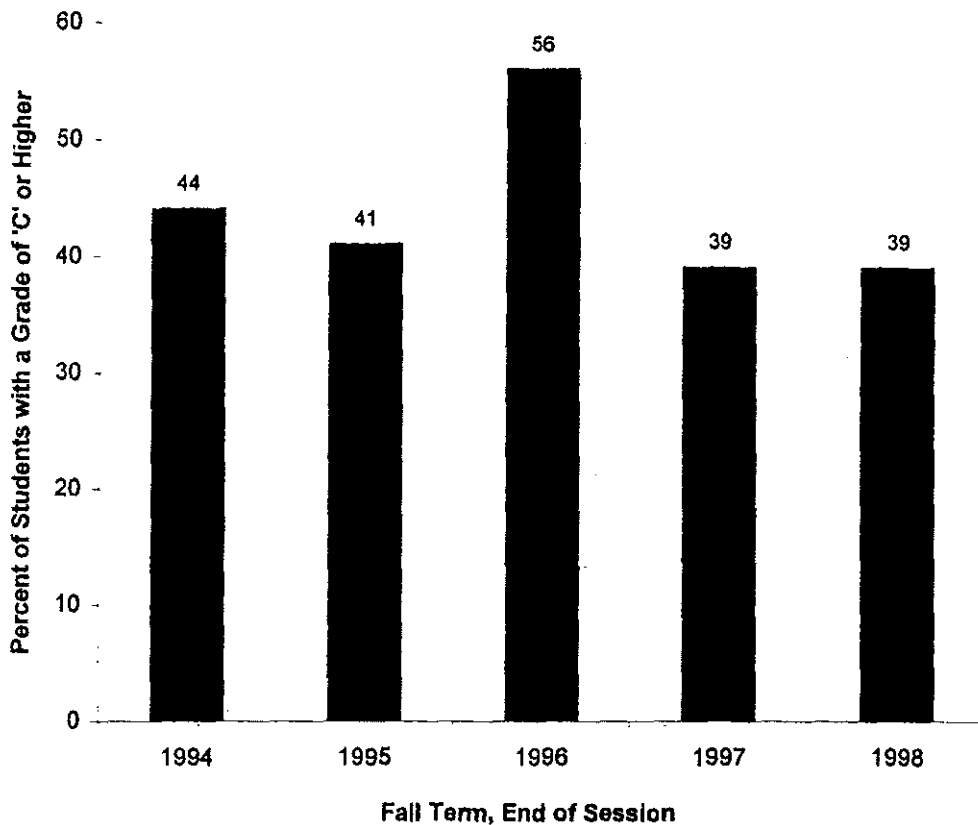
**Developmental English: Percent of Satisfactory Completions**



Earning a grade of at least a 'C' constitutes satisfactory performance in a course. Looking at the Fall terms between 1994 and 1998, overall student performance in Developmental English has fluctuated but appears to be on a general downward trend. Over these 5 terms, an average of 58% 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, 1995 saw the worst level of achievement among students enrolled in Developmental English classes – only 1351 or 47% performed at a satisfactory level. 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.

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**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 1998 Fall terms. During this time period, an average of only 44% 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 1998, 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. (Also note: These figures reflect students who received a grade of 'Incomplete', 'Withdrawal/Withdrawal Passing'.)