



OAKLAND
COMMUNITY
COLLEGE

**Oakland Community College
Legal Assistant (LGL) Program Student Profile Analysis
Spring 2000 through Winter 2001**

**Prepared by
The Office of Institutional Research**

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Legal Assistant (LGL) Program Student Profile Analysis
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A. All Students in the Program

This section of the analysis includes all students who have declared the program as their major field of study, as well as those students who are taking at least one course in the program.

Spring 2000 n=100, Summer 2000 n=32, Fall 2000 n=173, Winter 2001 n=169

1. Gender:

- Spring 2000 – 89% female; 11% male
- Summer 2000 - 94% female; 6% male
- Fall 2000 - 87% female; 13% male
- Winter 2001 - 84% female; 16% male

2. Race:

- Spring 2000 – 100 LGL students (73% White; 16% African American; 4% Asian; 3% Hispanic; 3% Other)
- Summer 2000 – 32 LGL students (58% White; 19% African American; 7% Asian; 3% Hispanic; 13% Other)
- Fall 2000 – 170 LGL students (68% White; 20% African American; 4% Asian; 2% Hispanic; 6% Other)
- Winter 2001 – 169 LGL students (60% White; 25% African American; 5% Asian; 2% Hispanic; 6% Other)

3. Age Groups:

- Spring 2000 – 17% 16–22 years of age; 30% 23-29 years of age; 26% 30-39 years of age; 27% 40+
- Summer 2000 – 9% 16–22 years of age; 41% 23-29 years of age; 34% 30-39 years of age; 16% 40+
- Fall 2000 – 23% 16–22 years of age; 25% 23-29 years of age; 27% 30-39 years of age; 25% 40+
- Winter 2001 – 22% 16–22 years of age; 24% 23-29 years of age; 30% 30-39 years of age; 24% 40+

4. Age by Gender:

- Spring 2000 – 33 years of age for Female; 35 years of age for Male; 33 years of age overall
- Summer 2000 – 32 years of age for Female; 31 years of age for Male; 32 years of age overall
- Fall 2000 – 33 years of age for Female; 30 years of age for Male; 32 years of age overall
- Winter 2001 – 32 years of age for Female; 34 years of age for Male; 33 years of age overall

5. Age by Race:

- Spring 2000 – 33 years White; 33 years African American; 39 years Asian; 31 years Hispanic; 31 years Other
- Summer 2000 – 30 years White; 33 years African American; 44 years Asian; 22 years Hispanic; 32 years Other
- Fall 2000 – 33 years White; 32 years African American; 32 years Asian; 28 years Hispanic; 30 years Other
- Winter 2001 – 33 years White; 32 years African American; 33 years Asian; 27 years Hispanic; 28 years Other

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6. Educational Intent:

- Spring 2000 – 76% for OCC Degree/Certificate; 15% Transfer; 5% Skill Gain; 2% Skill Upgrade; 2% Other
- Summer 2000 – 84% for OCC Degree/Certificate; 9% Transfer; 6% Skill Gain; 0% Skill Upgrade; 0% Other
- Fall 2000 – 76% for OCC Degree/Certificate; 16% Transfer; 2% Skill Gain; 1% Skill Upgrade; 5% Other
- Winter 2001 – 73% for OCC Degree/Certificate; 15% Transfer; 4% Skill Gain; 2% Skill Upgrade; 5% Other

7. Educational Intent by Age:

- Spring 2000 – 34 years for OCC Degree/Certificate; 25 years for Transfer; 42 years Skill Gain; 44 years Skill Upgrade; 23 years Other
- Summer 2000 – 33 years for OCC Degree/Certificate; 25 years for Transfer; 31 years Skill Gain
- Fall 2000 – 33 years for OCC Degree/Certificate; 24 years for Transfer; 31 years Skill Gain; 67 years Skill Upgrade; 39 years Other
- Winter 2001 – 34 years for OCC Degree/Certificate; 25 years for Transfer; 33 years Skill Gain; 42 years Skill Upgrade; 30 years Other

8. Educational Intent by Gender:

Females:

- Spring 2000 – 74% for OCC Degree/Certificate; 16% Transfer; 6% Skill Gain; 2% Skill Upgrade; 2% Other
- Summer 2000 – 90% for OCC Degree/Certificate; 10% Transfer
- Fall 2000 – 80% for OCC Degree/Certificate; 13% Transfer; 1% Skill Gain; 1% Skill Upgrade; 5% Other
- Winter 2001 – 76% for OCC Degree/Certificate; 13% Transfer; 4% Skill Gain; 2% Skill Upgrade; 6% Other

Males:

- Spring 2000 – 91% for OCC Degree/Certificate; 9% Transfer
- Summer 2000 – 100% Skill Gain
- Fall 2000 – 50% for OCC Degree/Certificate; 41% Transfer; 5% Skill Gain; 0% Skill Upgrade; 5% Other
- Winter 2001 – 59% for OCC Degree/Certificate; 30% Transfer; 4% Skill Gain; 4% Skill Upgrade; 4% Other

9. Educational Intent by Race:

Whites:

- Spring 2000 – 76% for OCC Degree/Certificate; 14% Transfer; 6% Skill Gain; 1% Skill Upgrade; 3% Other
- Summer 2000 – 89% for OCC Degree/Certificate; 6% Transfer; 6% Skill Gain
- Fall 2000 – 81% for OCC Degree/Certificate; 12% Transfer; 3% Skill Gain; 1% Skill Upgrade; 4% Other
- Winter 2001 – 79% for OCC Degree/Certificate; 13% Transfer; 3% Skill Gain; 1% Skill Upgrade; 4% Other

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African Americans:

- Spring 2000 – 75% for OCC Degree/Certificate; 19% Transfer; 6% Skill Upgrade
- Summer 2000 – 67% for OCC Degree/Certificate; 17% Transfer; 17% Skill Gain
- Fall 2000 – 77% for OCC Degree/Certificate; 21% Transfer; 3% Other
- Winter 2001 – 74% for OCC Degree/Certificate; 17% Transfer; 2% Skill Gain; 5% Skill Upgrade; 2% Other

Asians:

- Spring 2000 – 50% for OCC Degree/Certificate; 25% Transfer; 25% Skill Gain
- Summer 2000 – 100% for OCC Degree/Certificate
- Fall 2000 – 71% for OCC Degree/Certificate; 14% Transfer; 14% Other
- Winter 2001 – 33% for OCC Degree/Certificate; 22% Transfer; 22% Skill Gain; 22% Other

Hispanics:

- Spring 2000 – 100% for OCC Degree/Certificate
- Fall 2000 – 67% for OCC Degree/Certificate; 33% Transfer
- Winter 2001 – 75% for OCC Degree/Certificate; 25% Transfer

Other:

- Spring 2000 – 75% for OCC Degree/Certificate; 25% Transfer
- Summer 2000 – 75% for OCC Degree/Certificate; 25% Transfer
- Fall 2000 – 44% for OCC Degree/Certificate; 33% Transfer; 22% Other
- Winter 2001 – 50% for OCC Degree/Certificate; 33% Transfer; 8% Skill Upgrade; 8% Other

10. Previous Enrollment Experience:

- Spring 2000 - 91% of LGL students were enrolled at OCC since Winter 2000
- Summer 2000 – 88% of LGL students were enrolled at OCC since Winter 2000
- Fall 2000 – 85% of LGL students were enrolled at OCC since Winter 2000
- Winter 2001 – 89% of LGL student were enrolled at OCC since Winter 2000

11. Credit Hour Load:

- Spring 2000 – 99% Part-time; 1% Full-time
- Summer 2000 – 100% Part-time
- Fall 2000 – 86% Part-time; 14% Full-time
- Winter 2001 – 89% Part-time; 11% Full-time

12. Credit Hour Load by Gender:

- Spring 2000 – 5.2 credits for females; 6.2 for males
- Summer 2000 – 3.1 credits for females; 4.0 for males
- Fall 2000 – 6.6 credits for females; 8.0 for males
- Winter 2001 – 6.5 credits for females; 6.9 for males

13. Credit Hour Load by Race:

- Spring 2000 – 5.1 credits for Whites; 6.1 credits for African Americans; 6.3 credits for Asians; 6.3 credits for Hispanic; 4.3 credits for Other
- Summer 2000 – 3.1 credits for Whites; 3.3 credits for African Americans; 4.0 credits for Asians; 5.0 credits for Hispanic; 1.8 credits for Other
- Fall 2000 – 6.4 credits for Whites; 7.5 credits for African Americans; 6.4 credits for Asians; 8.3 credits for Hispanic; 7.7 credits for Other
- Winter 2001 – 6.5 credits for Whites; 6.2 credits for African Americans; 7.1 credits for Asians; 11.8 credits for Hispanic; 6.5 credits for Other

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14. Credit Hour Load by Age Groups:

- Spring 2000 – 5.1 for 16–22 years of age; 6.1 for 23-29 years of age; 5.0 for 30-39 years of age; 5.0 for 40+
- Summer 2000 – 5.0 for 16–22 years of age; 2.9 for 23-29 years of age; 2.9 for 30-39 years of age; 2.8 for 40+
- Fall 2000 – 8.8 for 16–22 years of age; 6.9 for 23-29 years of age; 6.4 for 30-39 years of age; 5.0 for 40+
- Winter 2001 – 9.1 for 16–22 years of age; 5.5 for 23-29 years of age; 6.2 for 30-39 years of age; 5.7 for 40+

15. Credit Hour Load by Educational Intent:

- Spring 2000 – 5.5 credits for OCC Degree/Certificate; 4.7 credits for Transfer; 3.8 credits for Skill Gain; 5.5 credits for Skill Upgrade; 6.5 credits for Other
- Summer 2000 – 2.9 credits for OCC Degree/Certificate; 4.3 credits for Transfer; 4.0 credits for Skill Gain
- Fall 2000 – 6.5 credits for OCC Degree/Certificate; 8.7 credits for Transfer; 5.3 credits for Skill Gain; 5.3 credits for Other
- Winter 2001 – 5.8 credits for OCC Degree/Certificate; 9.0 credits for Transfer; 7.5 credits for Skill Gain; 6.3 credits for Skill Upgrade; 8.7 credits for Other

16. Credits Earned at OCC:

- Spring 2000 – 33% 15 or less credits; 26% 16-31 credits; 13% 32-47 credits; 15% 48-63 credits; 13% 64+ credits
- Summer 2000 – 41% 15 or less credits; 19% 16-31 credits; 6% 32-47 credits; 28% 48-63 credits; 6% 64+ credits
- Fall 2000 – 43% 15 or less credits; 24% 16-31 credits; 14% 32-47 credits; 10% 48-63 credits; 8% 64+ credits
- Winter 2001 – 47% 15 or less credits; 23% 16-31 credits; 14% 32-47 credits; 7% 48-63 credits; 10% 64+ credits

17. Credits Earned at OCC by Gender:

- Spring 2000 – 33.8 credits for females; 20.6 for males
- Summer 2000 – 30.7 credits for females; 1.5 for males
- Fall 2000 – 26.3 credits for females; 14 for males
- Winter 2001 – 26 credits for females; 18.5 for males

18. Credits Earned at OCC by Race:

- Spring 2000 – 35 credits for Whites; 21.3 credits for African Americans; 27 credits for Asians; 34 credits for Hispanic; 30.3 credits for Other
- Summer 2000 – 37.6 credits for Whites; 9.3 credits for African Americans; 11 credits for Asians; 56 credits for Hispanic; 28.3 credits for Other
- Fall 2000 – 26.4 credits for Whites; 20.2 credits for African Americans; 23.3 credits for Asians; 44 credits for Hispanic; 21.5 credits for Other
- Winter 2001 – 26.8 credits for Whites; 18.7 credits for African Americans; 27.8 credits for Asians; 44.3 credits for Hispanic; 18.2 credits for Other

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19. Credits Earned at OCC by Age Group:

- Spring 2000 – 22 for 16–22 years of age; 32.9 for 23-29 years of age; 36.9 for 30-39 years of age; 33.7 for 40+
- Summer 2000 – 41.7 for 16–22 years of age; 37.2 for 23-29 years of age; 21.8 for 30-39 years of age; 14.8 for 40+
- Fall 2000 – 17.8 for 16–22 years of age; 25.6 for 23-29 years of age; 27.5 for 30-39 years of age; 27.3 for 40+
- Winter 2001 – 20.1 for 16–22 years of age; 26.9 for 23-29 years of age; 26.8 for 30-39 years of age; 24.8 for 40+

20. Credits Earned at OCC by Educational Intent:

- Spring 2000 – 31.3 credits for OCC Degree/Certificate; 35.7 credits for Transfer; 33.8 credits for Skill Gain; 66 credits for Skill Upgrade; 7 credits for Other
- Summer 2000 – 30.5 credits for OCC Degree/Certificate; 32 credits for Transfer; 1.5 credits for Skill Gain
- Fall 2000 – 27.3 credits for OCC Degree/Certificate; 18.47 credits for Transfer; 2.3 credits for Skill Gain; 17.2 credits for Other
- Winter 2001 – 26.4 credits for OCC Degree/Certificate; 22.2 credits for Transfer; 12.8 credits for Skill Gain; 22.8 credits for Skill Upgrade; 20.6 credits for Other

21. Experience at Another Post-Secondary Institution:

- Spring 2000 – 51% did attend another institutions; 49% did not attend another institution
- Summer 2000 – 56% did attend another institutions; 44% did not attend another institution
- Fall 2000 – 49% did attend another institutions; 51% did not attend another institution
- Winter 2001 – 54% did attend another institutions; 46% did not attend another institution

22. Experience at Another Post-Secondary Institution by Gender:

Females:

- Spring 2000 – 48% did attend another institutions; 52% did not attend another institution
- Summer 2000 – 57% did attend another institutions; 43% did not attend another institution
- Fall 2000 – 47% did attend another institutions; 53% did not attend another institution
- Winter 2001 – 52% did attend another institutions; 48% did not attend another institution

Males:

- Spring 2000 – 73% did attend another institutions; 27% did not attend another institution
- Summer 2000 – 50% did attend another institutions; 50% did not attend another institution
- Fall 2000 – 64% did attend another institutions; 36% did not attend another institution
- Winter 2001 – 67% did attend another institutions; 33% did not attend another institution

23. Experience at Another Post-Secondary Institution by Race:

Did Attend:

- Spring 2000 – 51% for Whites; 50% for African Americans; 50% for Asians; 33% for Hispanic; 75% for Other
- Summer 2000 – 39% for Whites; 83% for African Americans; 100% for Asians; 75% for Other
- Fall 2000 – 46% for Whites; 50% for African Americans; 86% for Asians; 67% for Other
- Winter 2001 – 52% for Whites; 57% for African Americans; 89% for Asians; 25% for Hispanic; 40% for Other

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24. Earned OCC Degrees/Certificates by Gender/Race/Age/Intent:

Spring 2000 - There are seven degrees granted all to females. Two of the degrees went to students between the age of 23 and 29, two between the ages of 30 and 39, and three to those 40 years of age or higher. Three of those degrees were conferred to White students, 2 to African Americans, 2 to Asians. Three degrees were granted to students who indicated that an OCC degree or certificate was their intent; two to transfer students; one whose purpose was to gain skills; one whose intent was to upgrade skills. Only one student earned a certificate, female, white, 40+, whose academic intent was to gain skills for a job.

Fall 2000 - There were 13 degrees. All earned by females. Three students were between 23 and 29 years of age, 5 were between the ages of 30 and 39, and five were age 40 or older. Ten were white, one was African American, one was Asian and one was of another race/ethnicity. Ten listed "OCC degree/certificate" as their educational intent, two were transfer and one was "other."

Winter 2001 - Of the LGL students there were eight degrees conferred and one certificate. All were earned by females. Three of the degrees were in the 23-29 age range. Three additional degrees and the certificate were earned by student in the 30-39 age range. Two degrees were earned by students age 40 or older. Six of these degrees were earned by white students, one by an African American student and one by an Asian student. The certificate was earned by a white student who listed "OCC degree/certificate" as their educational intent. Two of the students who earned a degree listed "OCC degree/certificate" as their educational intent. One student listed "transfer" as their intent, one listed "skill upgrade", and four students listed "other" as their educational intent.

25. Date of Earned OCC Degrees/Certificates:

Spring 2000 - OCC degrees were granted in 1984, 1993, 1994, 1996, 1998, 1999.

26. In/Out District:

- Spring 2000 - 87% in-district, 13% out-of-district
- Summer 2000 - 81% in-district, 19% out-of-district
- Fall 2000 - 87% in-district, 13% out-of-district
- Winter 2001 - 82% in-district, 18% out-of-district

27. In/Out District by Gender:

- Females
 - Spring 2000 - 88% in-district, 12% out-of-district
 - Summer 2000 - 80% in-district, 20% out-of-district
 - Fall 2000 - 87% in-district, 13% out-of-district
 - Winter 2001 - 85% in-district, 15% out-of-district
- Males
 - Spring 2000 - 82% in-district, 18% out-of-district
 - Summer 2000 - 100% in-district
 - Fall 2000 - 82% in-district, 18% out-of-district
 - Winter 2001 - 70% in-district, 30% out-of-district

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28. In/Out District by Age:

- Spring 2000 –
 - 16–22 years of age: 100% in-district
 - 23-29 years of age: 77% in-district, 23% out-of-district
 - 30-39 years of age: 89% in-district, 11% out-of-district
 - 40+: 89% in-district, 11% out-of-district

- Summer 2000 –
 - 16–22 years of age: 100% in-district
 - 23-29 years of age: 77% in-district, 23% out-of-district
 - 30-39 years of age: 73% in-district, 27% out-of-district
 - 40+: 100% in-district

- Fall 2000 –
 - 16–22 years of age: 90% in-district, 10% out-of-district
 - 23-29 years of age: 79% in-district, 21% out-of-district
 - 30-39 years of age: 85% in-district, 15% out-of-district
 - 40+: 93% in-district, 7% out-of-district

- Winter 2001 –
 - 16–22 years of age: 90% in-district, 10% out-of-district
 - 23-29 years of age: 79% in-district, 21% out-of-district
 - 30-39 years of age: 85% in-district, 15% out-of-district
 - 40+: 93% in-district, 7% out-of-district

29. In/Out District by Race:

- Spring 2000 –
 - White: 95% in-district, 5% out-of-district
 - African American: 69% in-district, 31% out-of-district
 - Asian: 75% in-district, 25% out-of-district
 - Hispanic: 67% in district, 33% out-of-district
 - Other: 50% in-district, 50% out-of-district

- Summer 2000 –
 - White: 94% in-district, 6% out-of-district
 - African American: 50% in-district, 50% out-of-district
 - Asian: 50% in-district, 50% out-of-district
 - Hispanic: 100% in-district
 - Other: 75% in-district, 25% out-of-district

- Fall 2000 –
 - White: 92% in-district, 8% out-of-district
 - African American: 82% in-district, 18% out-of-district
 - Asian: 71% in-district, 29% out-of-district
 - Hispanic: 67% in-district, 33% out-of-district
 - Other: 44% in-district, 56% out-of-district

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- Winter 2001 –
 - White: 91% in-district, 9% out-of-district
 - African American: 74% in-district, 26% out-of-district
 - Asian: 56% in-district, 44% out-of-district
 - Hispanic: 75% in-district, 25% out-of-district
 - Other: 50% in-district, 50% out-of-district

30. In/Out District by Educational Intent:

- Spring 2000 –
 - OCC degree/certificate: 87% in-district, 13% out-of-district
 - Transfer: 80% in-district, 20% out-of-district
 - Skill Gain: 100% in-district
 - Skill Upgrade: 100% in-district
 - Other: 100% in-district
- Summer 2000 –
 - OCC degree/certificate: 82% in-district, 18% out-of-district
 - Transfer: 67% in-district 33% out-of-district
 - Skill Gain: 100% in-district
 - Skill Upgrade: no cases
 - Other: no cases
- Fall 2000 –
 - OCC degree/certificate: 86% in-district, 14% out-of-district
 - Transfer: 85% in-district 15% out-of-district
 - Skill Gain: 100% in-district
 - Skill Upgrade: 100% in-district
 - Other: 100% in-district
- Winter 2001 –
 - OCC degree/certificate: 84% in-district, 16% out-of-district
 - Transfer: 81% in-district 19% out-of-district
 - Skill Gain: 67% in-district, 33% out-of-district
 - Skill Upgrade: 100% in-district
 - Other: 67% in-district, 33% out-of-district

31. City of Residence:

- The top six cities in terms of the number of students enrolled across the academic year included: Southfield, Waterford, Pontiac, Farmington Hills, Detroit, and Oak Park

32. Declared Program of Study:

- Nearly all LGL students declared LGL as their program of study.

33. Course Enrollment by Campus:

- Overall, most LGL students reported enrolling in one or more courses at the Orchard Ridge campus. No less than 56% reported taking at least one class at this campus.

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B. New Students in the Program

This section of the analysis examines only new students e.g. never previously enrolled at OCC. Findings are based on new students who have declared the program as their major field of study, as well as those new students who are taking at least one course in the program.

Spring 2000 N = 9; Summer 2000 N = 4; Fall 2000 N = 25; Winter 2001 N = 18

1. Gender:

- Spring 2000 - 67% female; 33% male
- Summer 2000 - 75% female; 25% male
- Fall 2000 - 80% female; 20% male
- Winter 2001 - 83% female; 17% male
- Spring 2000 – 89% female; 11% male
- Summer 2000 - 94% female; 6% male
- Fall 2000 - 87% female; 13% male
- Winter 2001 - 84% female; 16% male

34. Race:

- Spring 2000 – 56% White; 44% African American
- Summer 2000 – 67% White; 33% African American
- Fall 2000 – 56% White; 24% African American; 8% Asian; 12% Other)
- Winter 2001 – 72% White; 22% African American; 6% Other

35. Age Groups:

- Spring 2000 – 11% 16–22 years of age; 22% 23-29 years of age; 44% 30-39 years of age; 22% 40+
- Summer 2000 – 50% 30-39 years of age; 50% 40+
- Fall 2000 – 32% 16–22 years of age; 20% 23-29 years of age; 28% 30-39 years of age; 20% 40+
- Winter 2001 – 33% 16–22 years of age; 22% 23-29 years of age; 17% 30-39 years of age; 28% 40+

36. Age by Gender:

- Spring 2000 – 36 years of age for Female; 33 years of age for Male; 35 years of age overall
- Summer 2000 – 49 years of age for Female; 39 years of age for Male; 47 years of age overall
- Fall 2000 – 33 years of age for Female; 25 years of age for Male; 31 years of age overall
- Winter 2001 – 32 years of age for Female; 31 years of age for Male; 32 years of age overall

37. Age by Race:

- Spring 2000 – 39 years White; 29 years African American; 35 years Other
- Summer 2000 – 48 years White; 39 years African American; 45 years Other
- Fall 2000 – 31 years White; 33 years African American; 24 years Asian; 32 years Other
- Winter 2001 – 34 years White; 27 years African American; 27 years Other

38. Educational Intent:

- Spring 2000 – 78% for OCC Degree/Certificate; 22% Skill Gain
- Summer 2000 – 75% for OCC Degree/Certificate; 25% Skill Gain
- Fall 2000 – 60% for OCC Degree/Certificate; 20% Transfer; 4% Skill Gain; 4% Skill Upgrade; 12% Other
- Winter 2001 – 37% for OCC Degree/Certificate; 20% Transfer; 27% Skill Upgrade; 31% Other

39. Educational Intent by Age:

- Spring 2000 – 34 years for OCC Degree/Certificate; 36 years Skill Gain
- Summer 2000 – 49 years for OCC Degree/Certificate; 39 years Skill Gain
- Fall 2000 – 32 years for OCC Degree/Certificate; 22 years for Transfer; 31 years Skill Gain; 67 years Skill Upgrade; 29 years Other
- Winter 2001 – 37 years for OCC Degree/Certificate; 20 years for Transfer; 27 years Skill Upgrade; 31 years Other

40. Educational Intent by Gender:

Females:

- Spring 2000 – 67% for OCC Degree/Certificate; 33% Skill Gain
- Summer 2000 – 100% for OCC Degree/Certificate
- Fall 2000 – 65% for OCC Degree/Certificate; 20% Transfer; 5% Skill Upgrade; 10% Other
- Winter 2001 – 67% for OCC Degree/Certificate; 20% Transfer; 7% Skill Upgrade; 7% Other

Males:

- Spring 2000 – 100% for OCC Degree/Certificate
- Summer 2000 – 100% Skill Gain
- Fall 2000 – 40% for OCC Degree/Certificate; 20% Transfer; 20% Skill Gain; 20% Other
- Winter 2001 – 67% for OCC Degree/Certificate; 33% Transfer

41. Educational Intent by Race:

Whites:

- Spring 2000 – 60% for OCC Degree/Certificate; 40% Skill Gain
- Summer 2000 – 100% for OCC Degree/Certificate
- Fall 2000 – 79% for OCC Degree/Certificate; 7% Transfer; 7% Skill Gain; 7% Skill Upgrade
- Winter 2001 – 69% for OCC Degree/Certificate; 23% Transfer; 8% Other

African Americans:

- Spring 2000 – 100% for OCC Degree/Certificate
- Summer 2000 – 100% Skill Gain
- Fall 2000 – 50% for OCC Degree/Certificate; 33% Transfer; 17% Other
- Winter 2001 – 75% for OCC Degree/Certificate; 25% Transfer

Asians:

- Fall 2000 – 50% Transfer; 50% Other

Hispanics:

- Winter 2001 – 75% for OCC Degree/Certificate; 25% Transfer

Other:

- Fall 2000 – 33% for OCC Degree/Certificate; 33% Transfer; 33% Other
- Winter 2001 – 100% Skill Upgrade

42. Credit Hour Load:

- Spring 2000 – 100% Part-time
- Summer 2000 – 100% Part-time
- Fall 2000 – 64% Part-time; 36% Full-time
- Winter 2001 – 94% Part-time; 6% Full-time

43. Credit Hour Load by Gender:

- Spring 2000 – 5.2 credits for females; 7 for males
- Summer 2000 – 3.3 credits for females; 3.0 for males
- Fall 2000 – 8.6 credits for females; 8.8 for males
- Winter 2001 – 7.1 credits for females; 7.3 for males

44. Credit Hour Load by Race:

- Spring 2000 – 5.0 credits for Whites; 6.8 credits for African Americans
- Summer 2000 – 3.0 credits for Whites; 3.0 credits for African Americans
- Fall 2000 – 8.2 credits for Whites; 8.8 credits for African Americans; 10 credits for Asians; 9.3 credits for Other
- Winter 2001 – 7.2 credits for Whites; 7.3 credits for African Americans; 6.0 credits for Other

45. Credit Hour Load by Age Groups:

- Spring 2000 – 8 for 16–22 years of age; 7 for 23-29 years of age; 4.8 for 30-39 years of age; 5.5 for 40+
- Summer 2000 – 3.5 for 30-39 years of age; 3.0 for 40+
- Fall 2000 – 11.1 for 16–22 years of age; 9.4 for 23-29 years of age; 8.7 for 30-39 years of age; 3.8 for 40+
- Winter 2001 – 9.2 for 16–22 years of age; 6.5 for 23-29 years of age; 4.3 for 30-39 years of age; 6.8 for 40+

46. Credit Hour Load by Educational Intent:

- Spring 2000 – 6.6 credits for OCC Degree/Certificate; 3.0 credits for Skill Gain
- Fall 2000 – 8.4 credits for OCC Degree/Certificate; 11.2 credits for Transfer; 9.0 credits for Skill Gain; 3.0 for Skill Upgrade; 7.3 credits for Other
- Winter 2001 – 6.7 credits for OCC Degree/Certificate; 8.8 credits for Transfer; 6.0 credits for Skill Upgrade; 7.0 credits for Other

47. Experience at Another Post-Secondary Institution:

- Spring 2000 – 33% did attend another institutions; 67% did not attend another institution
- Summer 2000 – 75% did attend another institutions; 25% did not attend another institution
- Fall 2000 – 64% did attend another institutions; 36% did not attend another institution
- Winter 2001 – 56% did attend another institutions; 44% did not attend another institution

48. Experience at Another Post-Secondary Institution by Gender:

Females:

- Spring 2000 – 33% did attend another institutions; 67% did not attend another institution
- Summer 2000 – 67% did attend another institutions; 33% did not attend another institution
- Fall 2000 – 60% did attend another institutions; 40% did not attend another institution
- Winter 2001 – 60% did attend another institutions; 40% did not attend another institution

Males:

- Spring 2000 – 33% did attend another institutions; 67% did not attend another institution
- Summer 2000 – 100% did attend another institutions
- Fall 2000 – 80% did attend another institutions; 20% did not attend another institution
- Winter 2001 – 33% did attend another institutions; 67% did not attend another institution

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49. Experience at Another Post-Secondary Institution by Race:

Did Attend:

- Spring 2000 – 60% for Whites; 0% for African Americans;
- Summer 2000 – 50% for Whites; 100% for African Americans;
- Fall 2000 – 71% for Whites; 50% for African Americans; 50% for Asians
- Winter 2001 – 69% for Whites; 25% for African Americans; 0% for Other

50. Earned OCC Degrees/Certificates by Gender/Race/Age/Intent:

No degrees or certificates were awarded to any new LGL students

51. In/Out District:

- Spring 2000 – 89% in-district, 11% out-of-district
- Summer 2000 – 100% in-district
- Fall 2000 – 76% in-district, 24% out-of-district
- Winter 2001 – 78% in-district, 22% out-of-district

52. In/Out District by Gender:

- Females
 - Spring 2000 – 100% in-district
 - Summer 2000 – 100% in-district
 - Fall 2000 – 80% in-district, 20% out-of-district
 - Winter 2001 – 80% in-district, 20% out-of-district
- Males
 - Spring 2000 – 67% in-district, 33% out-of-district
 - Summer 2000 – 100% in-district
 - Fall 2000 – 60% in-district, 40% out-of-district
 - Winter 2001 – 67% in-district, 33% out-of-district

53. In/Out District by Age:

- Spring 2000 –
 - 16–22 years of age: 100% in-district
 - 23–29 years of age: 50% in-district, 50% out-of-district
 - 30–39 years of age: 100% in-district
 - 40+: 100% in-district
- Summer 2000 –
 - 30–39 years of age: 100% in-district
 - 40+: 100% in-district
- Fall 2000 –
 - 16–22 years of age: 63% in-district, 37% out-of-district
 - 23–29 years of age: 60% in-district, 40% out-of-district
 - 30–39 years of age: 86% in-district, 14% out-of-district
 - 40+: 100% in-district

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- Winter 2001 –
 - 16–22 years of age: 83% in-district, 17% out-of-district
 - 23-29 years of age: 50% in-district, 50% out-of-district
 - 30-39 years of age: 67% in-district, 33% out-of-district
 - 40+: 100% in-district

54. In/Out District by Race:

- Spring 2000 –
 - White: 100% in-district
 - African American: 75% in-district, 25% out-of-district
- Summer 2000 –
 - White: 100% in-district
 - African American: 100% in-district
- Fall 2000 –
 - White: 79% in-district, 21% out-of-district
 - African American: 100% in-district
 - Asian: 50% in-district, 50% out-of-district
 - Other: 33% in-district, 67% out-of-district
- Winter 2001 –
 - White: 85% in-district, 15% out-of-district
 - African American: 50% in-district, 50% out-of-district
 - Other: 100% in-district

55. In/Out District by Educational Intent:

- Spring 2000 –
 - OCC degree/certificate: 86% in-district, 14% out-of-district
 - Skill Gain: 100% in-district
- Summer 2000 –
 - OCC degree/certificate: 100% in-district
 - Skill Gain: 100% in-district
- Fall 2000 –
 - OCC degree/certificate: 80% in-district, 20% out-of-district
 - Transfer: 60% in-district 40% out-of-district
 - Skill Gain: 100% in-district
 - Skill Upgrade: 100% in-district
 - Other: 100% in-district
- Winter 2001 –
 - OCC degree/certificate: 67% in-district, 33% out-of-district
 - Transfer: 100% in-district
 - Skill Upgrade: 100% in-district
 - Other: 100% in-district

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56. *City of Residence:*

- The top six cities in terms of the number of students enrolled across the academic year included: Southfield, Waterford, Pontiac, Farmington Hills, Detroit, and Oak Park

57. *Declared Program of Study:*

- Nearly all LGL students declared LGL as their program of study.

58. *Course Enrollment by Campus:*

- Overall, most LGL students reported enrolling in one or more courses at the Orchard Ridge campus. In Spring 2000, 44% new LGL students enrolled in at least one course in Royal Oak.

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C. New Students in the Program Compared to Other Students in the Program

This section of the analysis compares new students in the program to students already in the program. Findings are based on students who have declared the program as their major field of study and/or those students who are taking at least one course in the program.

*****Please note that there are very few new LGL students (Spring 2000 = 9; Summer 2000 = 4; Fall 2000 = 25; Winter 2001 = 18). Therefore, comparisons must be tempered in light of these rather small numbers.**

1. **Gender:** Both groups had more females than males.
2. **Race:** Both groups seemed to have a larger percentage of whites, followed by African Americans.
3. **Age Groups:** The Fall 2000 and Winter 2001 terms showed a slightly higher percentage of incoming 16-23 year-olds in to the program (32-33% versus 22-23%).
4. **Age by Gender:** New LGL females were older than LGL students previously enrolled for the Spring (36 versus 33 years) and Summer 2000 terms (49 versus 32 years).
5. **Age by Race:** Incoming White students in the Spring (39 years) and Summer (48 years) were older than previously enrolled White students (33 and 30 respectively). New LGL Asian students were younger than previously enrolled students in each of the four semesters.
6. **Educational Intent:** No real differences exist between New LGL students and All LGL students.
7. **Educational Intent by Age:** There were no differences of educational intent by age between LGL students and new LGL students.
8. **Educational Intent by Gender:** In Fall 2000, 65% of new LGL female students indicated that their educational intent was to obtain an OCC degree/certificate. This is in contrast to the 80% of all LGL females who reported the same.
9. **Educational Intent by Race:** In the Winter 2001 term, all new LGL students with the racial designation of "other" indicated that their academic intent was to upgrade their skills for an existing job. Only 8% of all "Other" LGL students indicated the same academic intent.
10. **Credit Hour Load:** There were no differences in credit hour load. Nearly all LGL students and new LGL students were part-time (less than 12 credits).
11. **Credit Hour Load by Gender:** In the Fall of 2000, LGL females averaged 6.6 credits, while new LGL female students averaged 8.6 credits.
12. **Credit Hour Load by Race:** In the Fall 2000 term, white LGL students averaged 6.4 credits, while new LGL white students averaged 8.2 credits.
13. **Credit Hour Load by Age Groups:** In the Fall 2000 term, all new LGL students had higher credit loads than all LGL students, except in the 40+ category, where new LGL students enrolled in less credits (3.8) than previously enrolled LGL students who were 40+ years old (5.0).

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14. **Credit Hour Load by Educational Intent:** In the Fall 2000 term, new LGL Transfer and Skill Gain students had the highest average number of credits (11.2 and 9.0 respectively). While every category (except Skill Upgrade) shows that new LGL students enrolled in more credits, Transfer and Skill Gain show the largest difference 2.5 and 3.7 credits respectively).
15. **Experience at Another Post-Secondary Institution:** The Summer and Fall of 2000 indicate that more new LGL students had previous college experience than all LGL students.
16. **Experience at Another Post-Secondary Institution by Gender:** A higher percentage of males had previous experience at another college. Comparison by LGL and new LGL students shows that new LGL females have slightly higher percentages reporting previous experience at another college.
17. **Experience at Another Post-Secondary Institution by Race:** More new white LGL students have had previous college experience than white LGL students.
18. **Earned OCC Degrees/Certificates by Gender/Race/Age/Intent:** No new LGL student received a degree or certificate, while LGL students received a total of 28 degrees and 4 certificates.
19. **In/Out District:** In the Fall 2000 and Winter 2001 terms, there were slightly higher percentage of Out of District new LGL students (24% and 22%) than LGL students (13% in the Fall 2000 term and 16% in the Winter 2001 term)
20. **In/Out District by Gender:** In the Winter 2001 term, only 67% of new LGL males and 70% of all LGL males reported being In-District. This is in contrast to 80% of new LGL females and 85% of all LGL females who reported In-District.
21. **In/Out District by Age:** No differences exist between groups.
22. **In/Out District by Race:** In the fall 2000 term, all new African American LGL students were In-District, while 82% of all African American LGL students reported being In-District. In the Winter 2001 term, only 50% of new African American LGL students reported being In-District, in contrast to 74% of overall LGL African American students.
23. **In/Out District by Educational Intent:** In the Fall of 2000, 67% of students who indicated that their educational intent was to obtain an OCC degree/ certificate indicated In-District, while 84% of all LGL students with the same intent reported In-District. In the same term, 100% of new LGL students whose intent was to transfer reported being In-District, while 81% of all LGL students were In-District.
24. **City of Residence:** There were no differences in residence.
25. **Declared Program of Study:** There were no differences in declaration of program.
26. **Course Enrollment by Campus:** In the Spring of 2000, 44% of new LGL students enrolled in Royal Oak, while only 18% of all LGL students enrolled in Royal Oak. Most (68%) LGL students enrolled at Orchard Ridge, while only 33% of new LGL students enrolled in at least one course at Orchard Ridge.

D. Students in the Program Compared to All Students at OCC

This section of the analysis compares all students in the program to all students in the College.

1. **Gender:** - During the Spring 2000 term, 12,475 students enrolled in OCC, 64% of whom were female. This is in contrast to the 89% of the LGL students who were female (n=100). In the Summer 2000 term, 3,791 students enrolled in OCC, 62% of whom were female. In contrast to the 32 LGL students, 94% were female. During the Fall 2000 term, 23,400 students enrolled in OCC, 60% were female. Of the 173 LGL students, 87% were female. In the Winter 2001 term, 21,735 students enrolled in OCC, 59% of whom were female. Of the 169 LGL student, 84% were female.
2. **Race:** Overall, there are miniscule differences between LGL students and OCC students regarding race. Most students are white (68% - 72%), the percentage of African American students is between 13% and 16%; between 5% to 7% are Asian, 3% are Hispanic, students of "other" races and ethnicities comprise between 5% and 8%.
3. **Age Groups:** OCC consists primarily of those ages 16-22 (between 34% and 47%), with the highest percentage (47%) enrolled in the summer term of 2000. This is the largest group of overall OCC students; which is in contrast to LGL students who are in large part, in the 23-29 year old category.
4. **Age by Gender:** Males and females in the LGL program were older than the average OCC student. LGL males' average age ranged between 30-35 years, while the age of LGL females primarily ranged between 32 and 33 years of age. This is in contrast to average OCC ages by gender (26-28 years for males, and 27-30 for females).
5. **Age by Race:** White (range of average ages= 30-33 years), African American (range of average ages= 32-33 years) and Asian (range of average ages= 31-44) LGL students were typically older than Hispanic (range of average ages 22-31 years) and "other" (range of average ages 28-32) students.
6. **Educational Intent:** Of all OCC students 31%-45% declared "getting a degree/certificate" as their educational intent; while no less than 76% of LGL students stated that they intended to get a degree or certificate from OCC.
7. **Educational Intent by Age:** Younger OCC students and younger LGL students are more likely to report "transfer" as their educational intent.
8. **Educational Intent by Gender:** With the exception of Summer 2000, more female LGL students than male LGL students reported "OCC degree/certificate" as their educational intent. This is consistent with all OCC students, where more females than males reported obtaining an "OCC degree/certificate" as their primary educational intent.
9. **Educational Intent by Race:** There are no racial/ethnic differences in educational intent between LGL students and all OCC students.
10. **Previous Enrollment Experience:** Between 9% and 15% of LGL students reported being a first time student while between 16% and 31% of all OCC students reported being a first time student.
11. **Credit Hour Load:** During the Spring and Summer semesters there no differences between all OCC students and LGL students as nearly all students where enrolled part-time. However, during the Fall and Winter semesters there were more full-time students (both all OCC students 25% and LGL students 11-14%).

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12. **Credit Hour Load by Gender:** There are no differences between males and females in terms of credit hour load for all OCC students and LGL students.
13. **Credit Hour Load by Race:** There are no differences between racial/ethnic categories in terms of credit hour load for all OCC students and LGL students.
14. **Credit Hour Load by Age Groups:** Younger LGL students (16-22 years) averaged slightly higher credit loads than other LGL students. The range of credits for younger students is 5 to 9.1 credits while the range of credits for LGL students in all other age categories was 2.8 to 6.9 credits. There were no differences in credit hour load between LGL and all OCC students.
15. **Credit Hour Load by Educational Intent:** There were no significant differences reported in credit hour load by educational intent for all OCC students and LGL students.
16. **Credits Earned at OCC:** Overall, most students (51%-62%) have earned 15 or less credits. However, the percentage of LGL students who earned 15 or fewer credits ranges between 33% and 47%.
17. **Credits Earned at OCC by Gender:** Female LGL students earned a higher average number of credits (ranging from 26 to 33.8 credits) than male LGL students (ranging from 1.5 to 20.6 credits). Furthermore, female LGL students typically earned a higher average number of credits than OCC females overall (ranging between 19.3 and 24.8 credits).
18. **Credits Earned at OCC by Race:** Hispanic LGL students earned more average credits than any other racial/ethnic group (34-56 credits) this phenomenon may be to the relatively small number of Hispanic students enrolled in the LGL program. This is in sharp contrast to all Hispanic students in enrolled at OCC. The range of credits earned by this group ranged from 17.5 to 23.4. African American LGL students earned the least average number of credits (ranging from 9.3 to 21.3). However, overall OCC "other" students typically earned the lowest number of credits (ranging from 11.3 to 16.2 credits).
19. **Credits Earned at OCC by Age Group:** 16-22 year old LGL students earned the least number of credits on average (typically ranging from 17.8 -22 credits). However, this figure is higher than the number of credits earned by all 16-22 year old students at OCC (credits earned ranged between 9.1 and 15.4).
20. **Credits Earned at OCC by Educational Intent:** There are no differences between LGL and all OCC students regarding the number of credits earned by educational intent. -Most credits went to students who have declared obtainment of an "OCC degree/certificate" or "transfer" as their primary educational intent.
21. **Experience at Another Post-Secondary Institution:** Slightly more LGL students have attended another college or university (ranging between 49% and 56%) compared to all OCC students (ranging between 42% and 53%).
22. **Experience at Another Post-Secondary Institution by Gender:** A higher percentage of LGL males (50% to 73%) have attended another college or university prior to attending OCC, while 47% to 57% of female LGL students have attended another post-secondary institution. However, all OCC females had slightly higher average numbers of students of students with previous college/university experience (45% to 54%) as compared to all OCC males (39% -49% had previously attended another institution).
23. **Experience at Another Post-Secondary Institution by Race:** A large percentage of Asians reported having attended a college prior to attending OCC (86% in Fall 2000 and 89% in Winter 2001). About 57% of Asians overall reported having college experience.

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- 24. Earned OCC Degrees/Certificates by Gender/Race/Age/Intent:** Due to the disparate numbers, it would be meaningless to report any differences between degrees and certificates earned by LGL students versus OCC students overall. However, overall, mostly females have received degrees or certificates, they are largely white, ages range almost evenly among 20-29, 30-29, and 40+ years, and most intend to either get an OCC degree or transfer.
- 25. In/Out District:** There was no difference, as most OCC students and most LGL students (around 87%) were In-District students.
- 26. In/Out District by Gender:** In the Winter 2001 term, there were 85% LGL females who reported being In-District, however, only 70% of LGL males reported being In-District. In Spring 2000 and Fall 2000 semesters, females were about 86% In District, while males were around 81% In-District. There were no differences between LGL students and Overall OCC students.
- 27. In/Out District by Age:** 16-22 years and 40+ years students overall and LGL students ranked among the highest in reporting In-District, typically 88%. There was no difference between LGL and Overall OCC students.
- 28. In/Out District by Race:** In the Winter 2001 term, Asian LGL students only reported 56% In-District, in contrast to the 67% of Asians in the overall OCC students who reported being In-District.
- 29. In/Out District by Educational Intent:** In the Winter 2001 term, only 67% of LGL students who indicated that "skill gain" was their educational intent reported being In-District versus overall OCC students within the same category (82%).
- 30. Course Enrollment by Campus:** In the Spring 2000 and Summer 2000 terms, Orchard Ridge enjoyed the highest enrollment by overall OCC students. However, Fall 2000 and Winter 2001 terms saw slightly higher enrollment at Auburn Hills for overall students. For LGL students, Orchard Ridge received the highest enrollment across all four semesters.

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E. New Students in the Program Compared to All New Students at OCC

This section of the analysis compares all new students in the program to all new students in the College.

New OCC Students

Spring 2000 n=2754, Summer 2000 n=1186, Fall 2000 n=6418, Winter 2001 n=3561

1. Gender:

- Spring 2000 – New OCC students 2,754, of that 61% were female. There were 9 new LGL students, of whom 67% were female.
- Summer 2000 – New OCC students 1,186, of that 55% were female. There were 4 new LGL students, of whom 75% were female.
- Fall 2000 – New OCC students 6,418, of that 55% were female. There were 25 new LGL students, of whom 80% were female.
- Winter 2001 – New OCC students 3,561, of that 56% were female. There were 18 new LGL students, of whom 83% were female.

2. Race: New LGL students did not have as much diversity, as there were only white and African American students (with 6% Other in the Winter 2001 term), while all of OCC featured 7% new Asian students, 3% new Hispanic students, and 3% Other students.

3. Age Groups: The Spring 2000 term had only 11% 16-22 year-old new LGL students, while OCC new students were comprised largely of 16-22 year old students (56%). New LGL students 16-22 climb to about 32% in the Fall 2000 and Winter 2001 term, but this is small in contrast to new OCC students (61% in Fall 2000, and 47% in Winter 2001).

4. Age by Gender: While new LGL students were generally older, it is interesting to note that female LGL students are older than male LGL students, while no real differences exist amongst new OCC students.

5. Age by Race: Among new OCC students, age increased by semester from 23 in the Summer 2000 term to nearly 28 by Winter 2001. Asian students seemed to be generally older than other races. Again, comparisons are difficult to make, as there are relatively few groups represented in the new LGL group.

6. Educational Intent: Most new LGL students seem to indicate that their academic goal is to obtain a degree/ certificate at OCC, while most new OCC students indicate that their educational goal is to transfer.

7. Educational Intent by Age: Consistently across semesters and between groups, the students who indicated that their academic goal is to transfer are the youngest students.

8. Educational Intent by Gender: In the Fall of 2000, 65% of new female LGL students indicated that their academic intent was to receive an OCC degree/ certificate, while 40% of new male LGL students reported the same, with 20% indicating that their intent was to gain skills for a job. In fact, more OCC females indicated a desire to obtain a degree (32%) while 49% of new OCC males indicated a desire to transfer (Fall 2000).

9. Educational Intent by Race: There was no difference by race.

10. Credit Hour Load: In the fall of 2000, 65% of new OCC students were part-time. This number climbs to 81% in the Winter 2001 term, and was 98% for the Spring 2000 term and 100% for the Summer 2000 term. New LGL students seem to mirror these figures, with 56% part-time in Fall 2000, 94% in Winter 2001, 100% part-time for both Spring and Summer 2000 terms.

11. Credit Hour Load by Gender: There were no differences by gender.

12. Credit Hour Load by Race: There were no differences by race.

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13. **Credit Hour Load by Age Groups:** In the Spring 2000 term, 16-22 year-old new LGL students averaged 9 credits, while 16-22 year-old new OCC students only averaged 4.5 credits. In the Fall 2000 term, 23-29 new LGL students average 9.4 credits, while 23-29 new OCC students average 6.9. The difference is nearly the same for 30-39 new LGL students versus new OCC students age 30-39 (8.7 credits v. 5.4 credits). Finally, In the Winter 2001 term, 40+ new LGL students averaged 6.8 credits, while 40+ new OCC students averaged 4.6 credits.
14. **Credit Hour Load by Educational Intent:** Generally, students whose academic intent to transfer or obtain an OCC degree/ certificate take more credits. It is interesting to note that in the Fall 2000 term, new LGL students whose academic intent was to gain skills for a job average 9.0 credits, versus new OCC students with the same intent (6.7 credits).
15. **Experience at Another Post-Secondary Institution:** In the fall of 2000, 64% of new LGL students reported having previous college experience, while only 37% of all new OCC students indicated prior college experience. This is a complete reversal from the Spring 2000 term, as only 33% of new LGL students reported having previous college experience, while 63% of new OCC students claimed to have previous college experience.
16. **Experience at Another Post-Secondary Institution by Gender:** In the fall 2000 term, 80% of new LGL males indicated previous college experience versus 60% of new LGL females. However, 41% of new OCC females indicated previous college experience versus 33% of new OCC males.
17. **Experience at Another Post-Secondary Institution by Race:** Hispanics new to OCC and Others new to OCC consistently (across the four terms) have fewer than half having previous college experience. Most white new LGL students have had previous college experience.
18. **In/Out District:** In the Spring 2000 term, 89% of new LGL students were In-District, while 78% of new OCC students were In-District.
19. **In/Out District by Gender:** For both the Fall 2000 and Winter 2001 terms indicated that 80% of new LGL female students were In-District, while only 60% (Fall 2000) and 67% (Winter 2001) of new LGL males were In-District. There were no differences between new OCC students and new LGL students.
20. **In/Out District by Age:** In the Fall 2000 term, 63% of new LGL 16-22 year-olds were In-District, while 87% of new OCC students were In-District.
21. **In/Out District by Race:** Most In-District students were white, followed by African Americans across terms and between groups.
22. **In/Out District by Educational Intent:** There were no differences by Educational Intent.
23. **Course Enrollment by Campus:** In Spring 2000, 44% of new LGL students enrolled in at least one class in Royal Oak, while only 25% of new OCC students enrolled at Royal Oak. Most students enrolled at Ridge, with 33% of new OCC students enrolling at Auburn Hills in Fall 2000.