

# Candidacy & Placement in Developmental English

Fall 1999

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**DEVELOPMENTAL ENGLISH  
CANDIDACY, PLACEMENT & ENROLLMENT**

- ◆ All the data reported in this document come from the Student Information System (SIS) records for Fall 1999. This data was captured as of the One-tenth day of the Fall semester (approximately the 3<sup>rd</sup> week in September).
- ◆ Unless otherwise stated, all of the relationships reported in this document are statistically significant.
- ◆ FTIAC = First Time In Any College
- ◆ Home Campus was used to get some idea of how students are distributed across OCCs campuses. However, Home Campus ONLY indicates the campus at which student registered. And while students tend to take courses at the campus where they enrolled, it should be kept in mind that they may take their course anywhere.
- ◆ Candidacy for Developmental English was based on a combined ASSET Language and Reading score of 85 or lower.
- ◆ Placement into Developmental English was based on a students' Directed English Placement Scores where:

- \*\*0 = Do not qualify for placement
- 1 = Placement into ENG 105 (Developmental)
- 2 = Placement into ENG 106 (Developmental)
- 3 = Placement into ENG 151 (Non-Developmental)
- 4 = Placement into ENG 152 (Non-Developmental)

*\*\* While this value exists in the SIS, it is not applied strictly to individuals who test below ENG 105, but may also be assigned to students who did not take ASSET or submit a writing sample. In such instances, these individuals may also receive no value and the field left 'blank'. Therefore, because of its lack of reliability, all '0' values were excluded for this analysis.*

- ◆ A similar report for **Developmental Math** is in the works.



# Demographic Characteristics of OCC Students, Fall 1999

GENDER		RACE/ ETHNICITY						AGE GROUP		
<i>Female</i>	<i>Male</i>	<i>African American</i>	<i>American Indian</i>	<i>Asian</i>	<i>Caucasian</i>	<i>Hispanic</i>	<i>Other</i>	<i>16-21 yrs.</i>	<i>22-29 yrs.</i>	<i>30+ yrs.</i>
59%	41%	13%	1%	5%	73%	3%	5%	38%	31%	31%

# OCC Characteristics of Fall 1999 Students

HOME CAMPUS				AVG. # CREDITS TAKEN		REASON FOR ATTENDING OCC					
<i>AH</i>	<i>HL</i>	<i>OR</i>	<i>SE</i>	<i>Mean</i>	<i>Mode</i>	<i>Deg./Cert.</i>	<i>Transfer</i>	<i>Gain Job Skills</i>	<i>Upgrade Job Skills</i>	<i>Personal Enrichment</i>	<i>Other</i>
31%	18%	22%	29%	8	4	44%	39%	4%	4%	6%	3%

■ 16% of those enrolled are FTIACs.

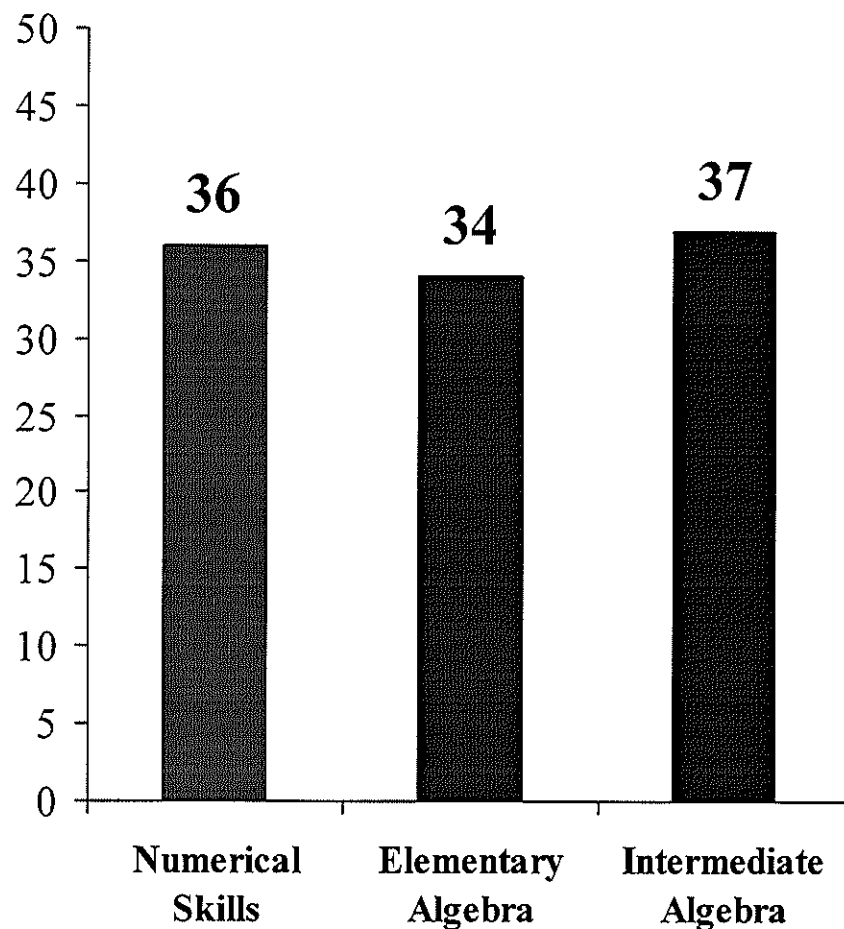
■ 8% of those enrolled have been placed in ELS.

# Top 5 Curriculum Choices Fall 1999

- *Liberal Arts* .....11.3%
- *Business Administration* .....9.6%
- *Computer Information Systems* .....5.7%
- *General Studies* .....5.3%
- *Nursing (Applicant)* .....3.8%
  
- **Undecided** .....18.2%
- *Non-Degree Student*.....4.2%

# Math ASSET Performance

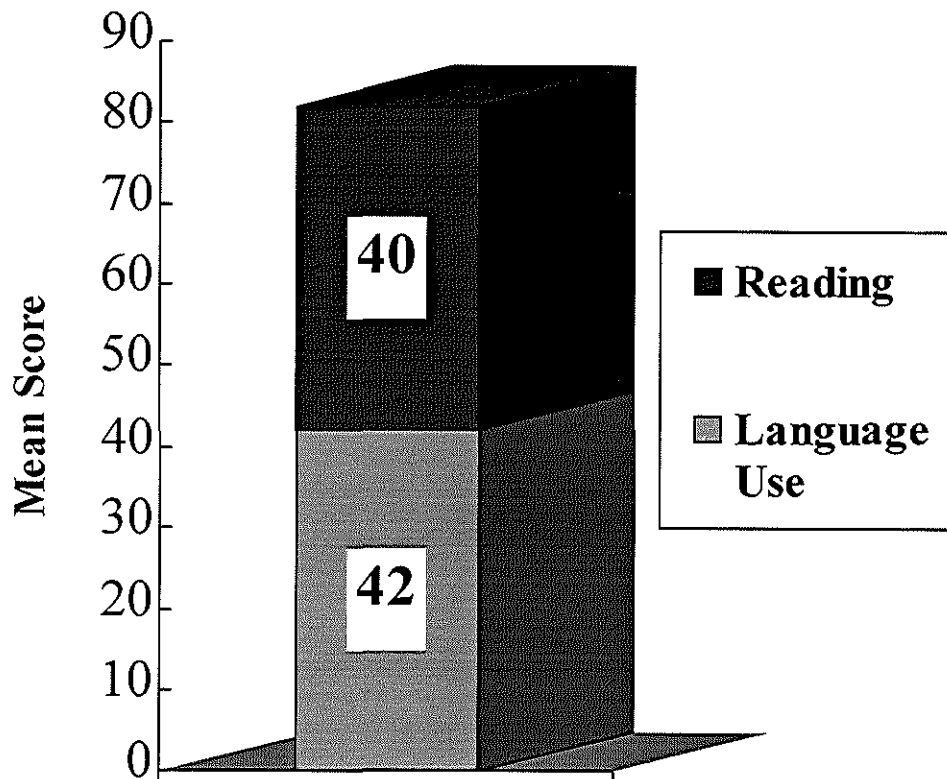
## Average Test Score for Fall 1999



- There were 23 445 registered in Fall 1999, 3757 (16%) were FTIACs
- 9 444 (40%) of these students took the Numerical Skills portion of ASSET
- 1 674 (7%) wrote the Elementary Algebra section
- 1 190 (5%) completed the Intermediate Algebra ASSET

# English ASSET Performance

## Average Test Score for Fall 1999



- 13 837 (59%) of enrolled students took the Reading section of ASSET
- 13 841 (59%) of students wrote the Language Use portion
- When *combined*, the mean for these sections is 82.

# Candidates for Placement into Developmental English

- According to their ASSET scores, 8096 or 35% of all enrollees qualified for placement in Dev. English.  
*= 59% of all students taking ASSET*
- 17% of these candidates were FTIACs.

- However as a group, FTIACs are more apt than 'non-first-timers' to be candidates for Dev. English

*Among those who took ASSET...*

- 64% of all FTIACs <sup>tested</sup> vs. only 58% of all Non- <sup>tested</sup> FTIACS <sup>qualified for placement in Dev. English</sup>  
*= 36% of ALL FTIACS*  
*= 34% of ALL Non-FTIACS*

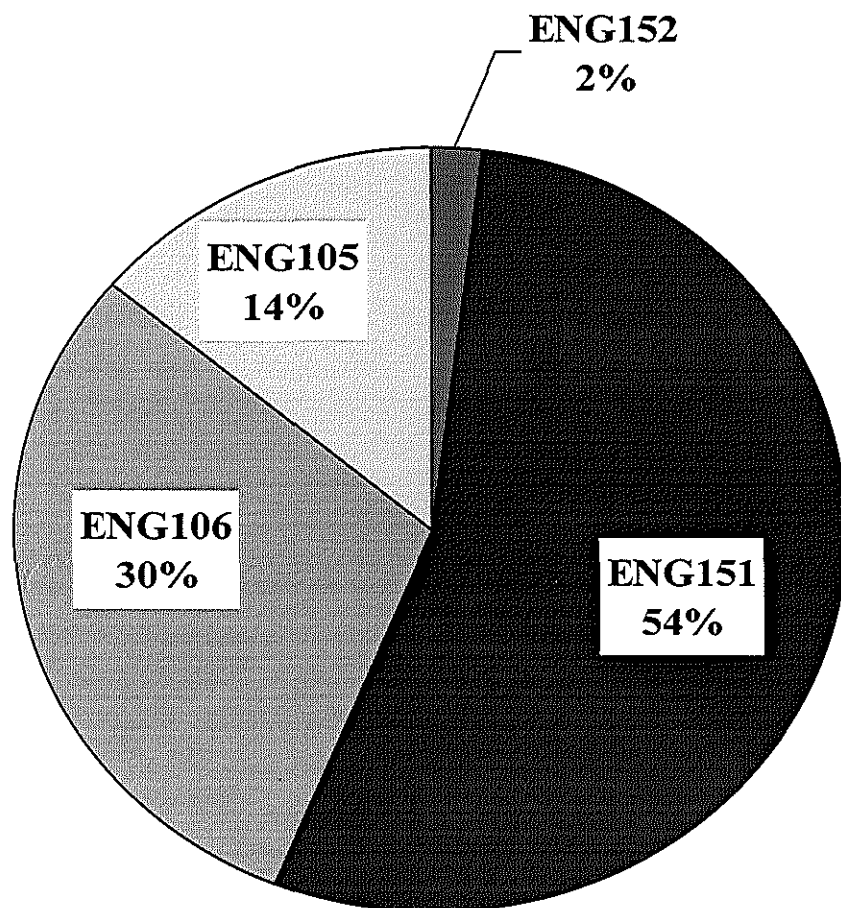
*~ abt 10% qualify for both*



# Gender, Race/Ethnicity & Age as Factors in Development English Candidacy

- **Females & males are equally as likely to be candidates for Dev. English. (59% of each)**
- **Minority students are significantly more likely than non-minorities to qualify for Dev. English.**
- **African American (77%), Asian (69%), American Indian (65%), & Hispanic (62%) students as well as those categorized as 'Other' (66%) were all candidates more often than Caucasian students. In comparison, only 54% of Caucasian students qualified to be placed in Dev. English.**
- **Older students (those 30 yrs. or older), were slightly more likely than their younger counterparts, to be candidates for Dev. English.**
  - **30+ yrs. -- 62% candidate for Dev. English**
  - **16-29 yrs. -- 58% candidate fore Dev. English**

# Placement into Developmental English

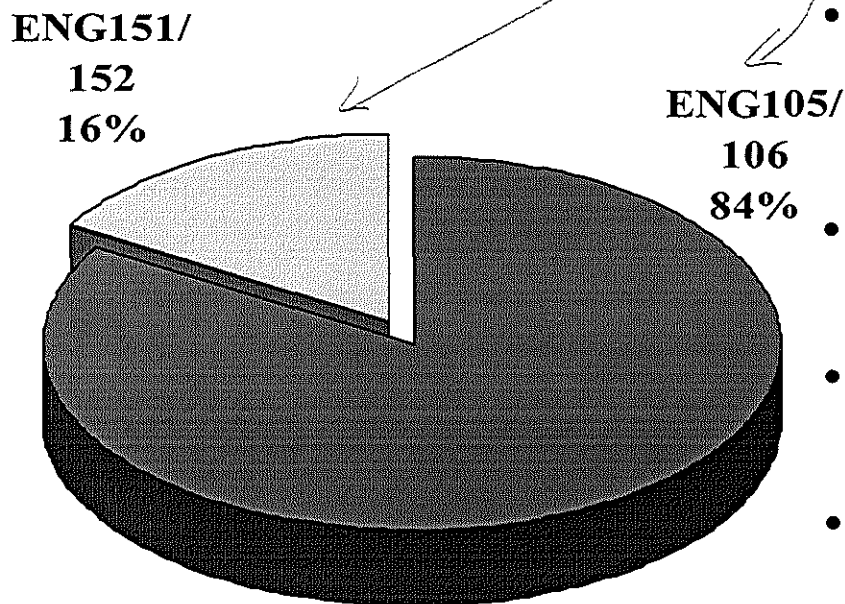


- 11 865 students received English Placement scores between 1 and 4.
- 5250 or 22% of *ALL* students *ENROLLED* were placed into either ENG 105 or ENG 106.
- 6 615 students were placed in Non-Developmental English courses

\* scores of '0' excluded

# The Relationship between Candidacy for Developmental English & Actual Placement

Percentage of Developmental English Candidates across Directed Placement Categories  
(of % of placed students)



\* scores of '0' excluded

- *However*, of the *original* group of 8096 candidates for Dev. English, only 5858 received scores placing them in any English course.
- Thus, 61% of those *initially identified* as potential Dev. English students are so placed.
- 12% actually place out of Dev. English.
- The placement status of 27% of Dev. English candidates is unknown.
- A small number, 1% of students *not originally* testing as Dev. English students, become so after further placement testing.

## Candidacy vs. Placement: for FTIACs & Non-FTIACs

	<b>% Candidate for Developmental English</b>	<b>% Directly Placed into Developmental English</b>
FTIACs	64%	40%
Non- FTIACs	58%	45%

# Candidacy vs. Placement: by Gender

	<b>% Candidate for Developmental English</b>	<b>% Directly Placed into Developmental English</b>
female	59%	43%
males	59%	46%

## Candidacy vs. Placement: by Race/Ethnicity

	<b>% Candidate for Developmental English</b>	<b>% Directly Placed in Developmental English</b>
<b>African American</b>	<b>77%</b>	<b>60%</b>
<b>Asian</b>	<b>69%</b>	<b>46%</b>
<b>American Indian</b>	<b>65%</b>	<b>47%</b>
<b>Hispanic</b>	<b>62%</b>	<b>47%</b>
<b>Other</b>	<b>66%</b>	<b>45%</b>
<b>Caucasian</b>	<b>54%</b>	<b>41%</b>



## Candidacy vs. Placement: by Age Group

	<b>% Candidate for Developmental English</b>	<b>% Directly Placed in Developmental English</b>
30+ yrs.	62%	42%
22-29 yrs.	58%	48%
16-21 yrs.	58%	43%

## Candidacy vs. Placement: by Home Campus

	<b>% Candidate for Developmental English</b>	<b>% Directly Placed in Developmental English</b>
AH	42%*	46%
HL	41%*	48%
OR	43%*	40%
SF/RO	40%*	42%

*\*differences between campuses NOT statistically significant for this item.*



# Enrollment in Developmental English

Fall 1999

**In Fall 1999, 1,218 students  
enrolled in English 105 or  
English 106.**

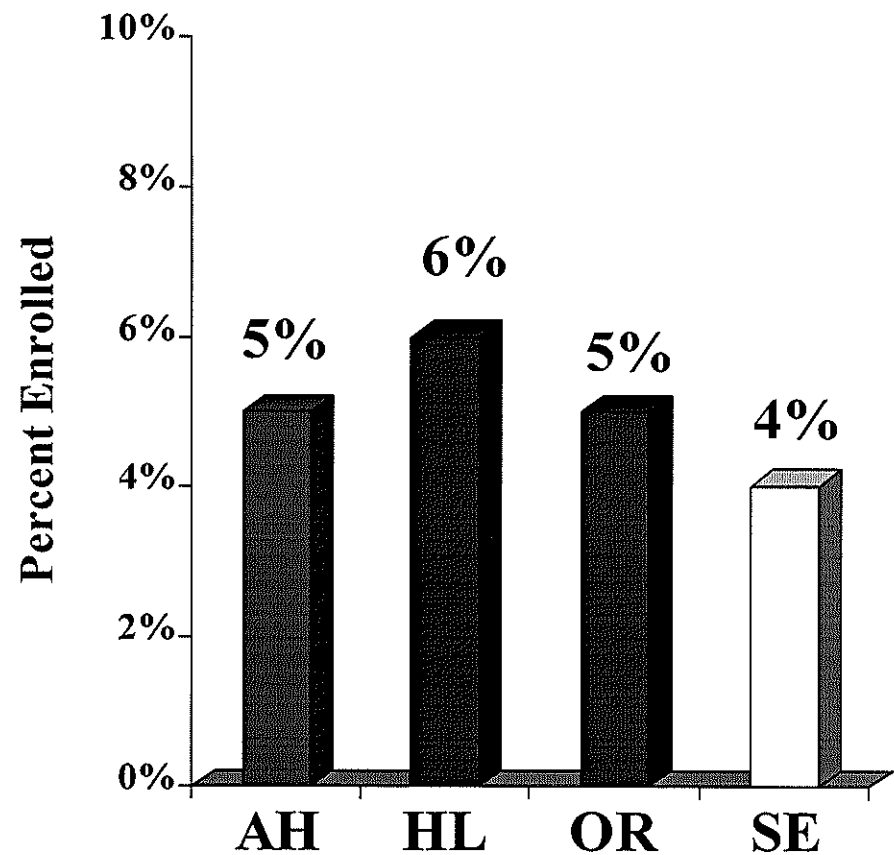
*This number represents 5% of all the  
students enrolled during this term.*

**Only 17% of those with a Directed English Placement score of 1 or 2 went on to enroll in a Developmental English course in the fall term.**

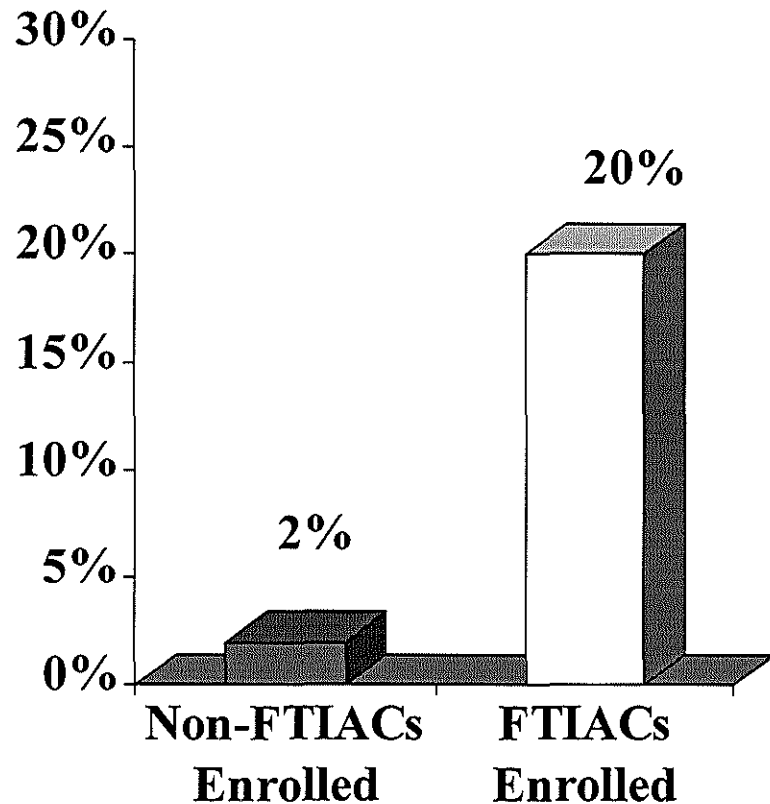
*Although of those enrolled, 99% had received a Directed Placement score of 1 or 2.*

# Percentage of Students Enrolled in Developmental English by Home Campus

- Enrollment in Dev. English is greatest at the Auburn Hills campus, where overall enrollment is highest.
- However, the Highland Lakes campus has the greatest *percentage* of its students enrolled in Dev. English.



## Enrollment among FTIACs & Non-FTIACs



- FTIACs were *10 times* more likely than Non-FTIACs to be enrolled in Dev. English.
- Even though FTIACs represented only *15%* of the Fall '99 enrollment, they constituted *60%* of all Dev. English students.

# Gender, Race/Ethnicity & Age as Factors in Development English Enrollment

- Females & males <sup>were</sup> are equally as likely to be candidates for Dev. English, but more males were enrolled (6%) than females (4%).

- Minority students were more likely than Caucasian students to be identified as potential Dev. English students. However, minorities were not in all cases, more likely than non-minorities to enroll in ENG 105 or ENG 106.

American -- 8% enrolled

Caucasian -- 4% enrolled

'Other' -- 8% enrolled

American Indian -- 4% enrolled

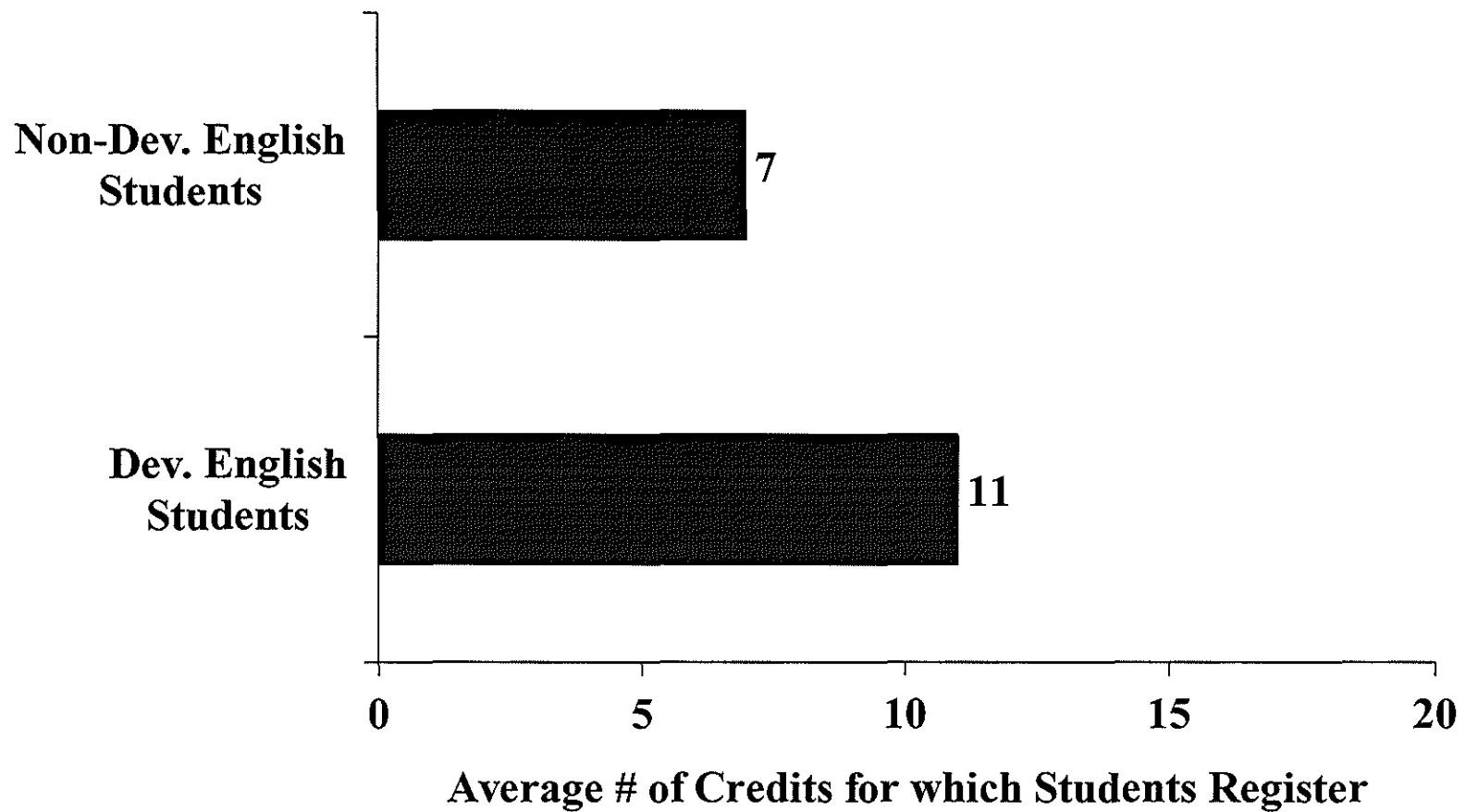
Hispanic -- 5% enrolled

Asian -- 1% enrolled

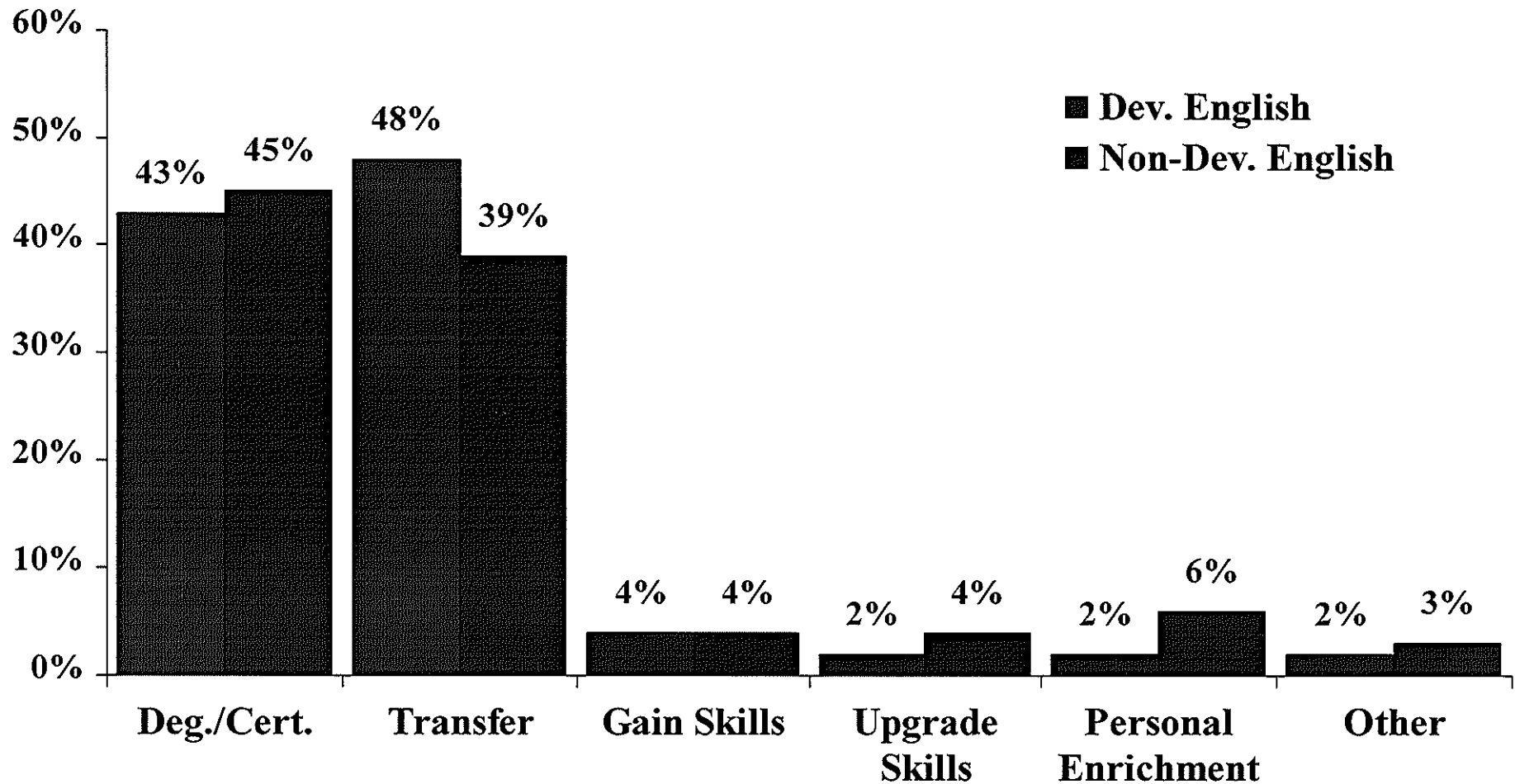
- While older students (those 30 yrs. or older), were slightly more likely than their younger counterparts, to be candidates for Dev. English, younger students were most apt to actually be enrolled.

- 30+ yrs. -- 1% enrolled in Dev. English
- 22-29 yrs. -- 2% enrolled in Dev. English
- 16-21 yrs. -- 10% enrolled in Dev. English

# Developmental vs. Non-Developmental English Students: Credits Registered



# Non-Developmental vs. Developmental English Students: Primary Reason for Attending OCC.





# Developmental Education & ESL Students

- 1757 or 8% students enrolled received an ESL Placement score.
- Among these students only 78 or 4% had Reading & Language Skills ASSET scores.
- 97% of ESL students with an ASSET score, placed at the developmental level.
- Only 9 ( 0.5%) ESL student enrolled in a developmental English course in the Fall of 1999.