

English Placement and Success

	A	B	C	D	E	F	G
	# and % of students who placed into course in F07	# and % of column A who enrolled in course in F07	# and % of column B who passed course in F07	# and % of column C who enrolled in next course in W08	# and % of column D who passed next course in W08	# and % of column A who waited and enrolled in course in W08	# and % of column F who passed course in W08
ENG 085/098	108 (10%)	64 (59%)	55 (86%)	19 (36%)	16 (84%)	6 (6%)	1 (17%)
ENG 091	152 (14%)	79 (52%)	50 (63%)	40 (80%)	32 (80%)	15 (10%)	14 (93%)
ENG 101 w/114	82 (7%)	101: 43 (52%) 114: 29 (35%)	101: 31 (72%) 114: 15 (52%)	102: 18 (58%)	14 (78%)	5 (6%)	3 (60%)
ENG 101	Compass: 224 (21%) ACT: 257 (23%) MEAP/MME: 280 (25%) Total: 761 (69%)	Compass: 109 (49%) ACT: 148 (58%) MEAP/MME: 203 (73%) Total: 460 (60%)	Compass: 90 (83%) ACT: 135 (91%) MEAP/MME: 184 (91%) Total: 410 (89%)	Compass: 54 (60%) ACT: 98 (73%) MEAP/MME: 121 (66%) Total: 273 (67%)	Compass: 43 (80%) ACT: 91 (93%) MEAP/MME: 101 (83%) Total: 235 (86%)	Compass: 20 (9%) ACT: 20 (8%) MEAP/MME: 18 (6%) Total: 58 (8%)	Compass: 15 (75%) ACT: 18 (90%) MEAP/MME: 11 (61%) Total: 44 (76%)

1,350 new students attempted 1 or more credits in fall 2007.

I assigned 1,104 students to an English class based on COMPASS, ACT, and/or MEAP/MME score. If a student had more than one score, I took the one that placed them into the higher class.

68 students were advised to “see a counselor” or had high writing/low reading scores, so I didn’t assign them to a class.

I included students who earned C-, D+, D, D-, E, W, I, and WF as “not passing” a course.