Baseline Basic Skills Measures, Fall 2006, De Anza College

The data below depicts the percentage of first time students placing into Basic Skills courses as well as analyses of students enrolled in Basic Skills courses in the Fall of 2006. The two views provide a unique perspective based on different methodologies. The measures included below are based on "Data for Developmental Education" outlined in Basic Skills literature review (Poppy Copy), March 2007, p102. Job Corps Students not included. See attached for additional notes.

April 11, 2008

Ethnic Group	All Basic Skills	Discipline-Specific						
		MATH *	ENGLISH **	READING	WRITING	LART DEPT	ESL	STUDY SKILLS

Placements

Percentage of New Students Assessed into Basic Skills Courses (2006F) a

Ethnic Group	All Basic Skills	MATH *	ENGLISH **	READING	WRITING	LART DEPT	ESL	STUDY SKILLS
Total	76%	45%	66%	66%	66%	12%	12%	_
African American	84%	69%	78%	76%	78%	8%	8%	_
Asian	84%	32%	73%	72%	73%	26%	26%	_
Filipino	83%	52%	79%	79%	79%	3%	3%	_
Hispanic	76%	58%	69%	69%	69%	6%	6%	_
White	65%	47%	51%	51%	51%	3%	3%	_

Hispanic and African American students are more likely than Asian or White students to place into Basic Skills Math (2 and 3 levels below College Math).

* Intermediate Algebra (one level below College Math) is not included as a Basic Skills course.

** English includes Reading, Writing, and LART

Course Enrollments - About 15% of all sections offered were Basic Skills

Unduplicated Number of Students Enrolled in one + Basic Skills Courses (2006F) b

Ethnic Group	All Basic Skills	MATH *	ENGLISH **	READING	WRITING	LART DEPT	ESL	STUDY SKILLS
Total	4,180	1,257	1,632	782	1,228	126	1,136	238
African American	191	88	92	48	66	14	19	7
Asian	1,782	241	637	325	480	57	858	109
Filipino	238	100	136	62	111	5	9	12
Hispanic	691	303	314	153	232	16	86	29
White	887	356	298	131	219	16	101	53
All Other	391	169	155	63	120	18	63	28

Approximately 20% of students in Fall 2006 were enrolled in a Basic Skills section.

Students Enrolled in one + Basic Skills Courses (2006F) by Discipline %

Ethnic Group	All Basic Skills	MATH *	ENGLISH **	READING	WRITING	LART DEPT	ESL	STUDY SKILLS
Total	100%	100%	100%	100%	100%	100%	100%	100%
African American	5%	7%	6%	6%	5%	11%	2%	3%
Asian	43%	19%	39%	42%	39%	45%	76%	46%
Filipino	6%	8%	8%	8%	9%	4%	1%	5%
Hispanic	17%	24%	19%	20%	19%	13%	8%	12%
White	21%	28%	18%	17%	18%	13%	9%	22%
All Other	9%	13%	9%	8%	10%	14%	6%	12%

Hispanic students represented about 12% of all students enrolled at De Anza in Fall 2006, but 24% of students enrolled in a Basic Skills Math course. Similar rates are found for African American students.

Student Success Rate in Basic Skills Courses (count of grades, 2006F) c

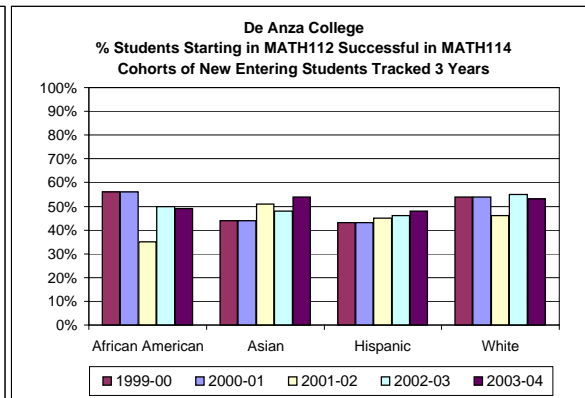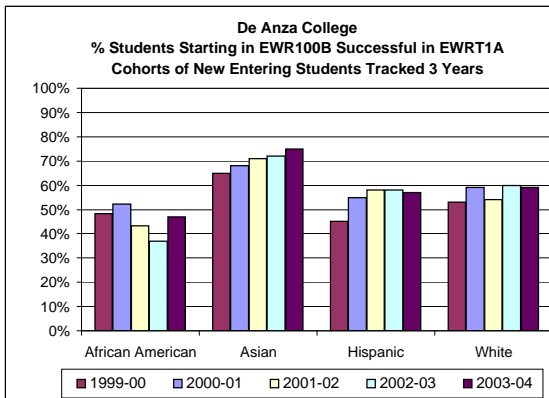| Ethnic Group	All Basic Skills	MATH *	ENGLISH **	READING	WRITING	LART DEPT	ESL	STUDY SKILLS
Total	81%	65%	83%	85%	81%	90%	87%	84%
African American	68%	57%	69%	69%	69%	79%	72%	86%
Asian	88%	75%	90%	91%	90%	96%	87%	92%
Filipino	79%	68%	83%	85%	81%	100%	65%	67%
Hispanic	69%	54%	73%	77%	68%	88%	77%	66%
White	82%	71%	83%	86%	80%	88%	92%	81%

Course success rates are higher for English than for Math, but as noted in the graphs below, many students are lost on the way to College Level English.

Fall-to-Fall Persistence Rate of Basic Skills Students (Fall 2006 to Fall 2007) d

Ethnic Group	All Basic Skills	MATH *	ENGLISH **	READING	WRITING	LART DEPT	ESL	STUDY SKILLS
Total	66%	63%	72%	74%	72%	82%	59%	54%
African American	58%	52%	65%	63%	65%	57%	63%	71%
Asian	69%	68%	79%	81%	78%	91%	64%	52%
Filipino	74%	69%	79%	85%	80%	60%	44%	75%
Hispanic	57%	60%	61%	65%	61%	69%	36%	52%
White	67%	64%	70%	71%	69%	81%	48%	55%

Only 1/2 of the African American students enrolled in Basic Skills Math in Fall 2006 were enrolled at the college in Fall 2007. The figure is 36% for Hispanic students in ESL.

Source: Lourdes Del-Rel Parent, Ph.D., Senior Research Analyst, FHDA Research

Success in Math and EWRT Basic Skills Course Sequences

De Anza College
% Students Starting in EWR100B Successful in EWRT1A
Cohorts of New Entering Students Tracked 3 Years
(Legend: 1999-00, 2000-01, 2001-02, 2002-03, 2003-04)

De Anza College
% Students Starting in MATH112 Successful in MATH114
Cohorts of New Entering Students Tracked 3 Years
(Legend: 1999-00, 2000-01, 2001-02, 2002-03, 2003-04)

Source of data for graphs: Bob Barr, Ph.D.

Report developed by Andrew LaManque, Ph.D., Supervisor, De Anza College Institutional Research

Baseline Basic Skills Measures, Fall 2006, De Anza College

April 2, 2008

Notes:

Top codes that have been classified as Basic Skills by the CCCCO are the following:

4930.09 – Supervised Tutoring
4930.14 – Study Skills
4930.20 – Communication Skills
4930.21 – Writing
4930.30 – Learning Skills, Handicapped
4930.31 – Living Skills, Handicapped
4930.32 – Learning Skills, Learning Disabled
4930.33 – Learning Skills, Speech Impaired
4930.40 – Career Technical Computational Skills

4930.41 – Pre-Algebra (Basic Math/Arithmetic)
4930.42 – Elementary Algebra (if it is not degree-applicable)
4930.60 – Elementary Education (Grades 1-8)
4930.62 – Secondary Education (Grades 9-12) and G.E.D.
4930.70 – Reading Skills Development
4930.80 – English as a Second Language–Intermediate
4930.81 – English as a Second Language–Advanced (not degree-applicable)
4930.82 – English as a Second Language–Elementary
4930.91 – ESL Civics
4931.00 – Vocational ESL

English:
4930.20 – Communication Skills
4930.21 – Writing
4930.70 – Reading Skills Development

Reading:
4930.70 – Reading Skills Development

Writing:
4930.21 – Writing

ESL:
4930.80 – English as a Second Language–Intermediate
4930.81 – English as a Second Language–Advanced (not degree-applicable)
4930.82 – English as a Second Language–Elementary
4930.91 – ESL Civics
4931.00 – Vocational ESL

Math:
4930.40 – Career Technical Computational Skills
4930.41 – Pre-Algebra (Basic Math/Arithmetic)
4930.42 – Elementary Algebra (if it is not degree-applicable)

Study
4930.14 – Study Skills

Selected Basic Skills Courses Fall 2006

			Number of Sections	Number of Students
EWRT	EWRT100B	PREP READ/WRIT SKILLS	36	896
EWRT	EWRT200.	FUND OF WRITING	8	182
READ	READ100.	DEVEL READNG	24	624
READ	READ201.	READING FUNDAMENTALS	4	70
LART	LART100.	INTEG READ/WRIT	2	51
LART	LART200.	DEV READ/WRIT CONNECT	3	76
MATH	MATH112.	COLLEGE MATH PREP:BEG. ALG.	21	805
MATH	MATH210.	MATH PREP LEVEL 1:PRE-ALGEBRA	14	497
ESL	ESL 172.	ADV READNG & VOCAB	8	198
ESL	ESL 173.	INTRO TO THE ESSAY	6	170
ESL	ESL 261.	LOW ADV LISTENING/SPEAKG	9	212
ESL	ESL 262.	LOW ADVANCED READING	8	204
ESL	ESL 263.	LOW ADV GRAMMAR/WRITING	8	217
ESL	ESL 251.	HGH INTER LISTNG/SPEAKNG	7	168
ESL	ESL 252.	HIGH INTERMED. READING	7	175
ESL	ESL 253.	HIGH INTERM. GRAMM/WRITG	7	188

a) Note: Data source: MIS--Arthur_Student_Enrollment and SIS--Deborah_Student_Placement. New Student: MIS Data Element SB15 = "1" (New Student). A total of 847 first-time Job Corp students were deleted from the analysis. Descriptions of placement values, as documenred in Student_Placement_rb270, were used to identify any placement with a course that had a basic skills top code, as a result of CRCC clean up--including courses that have been recently classified as basic skills. The placement/test date must have occurred on or after January 1, 2005. Course top codes were also used to identify the discipline. Brio: Basic Skills Data; SAS: Basic Skills Project. For LART, any placement with developmental courses within that department

b) Note: Data Source: MIS--Arthur_Student_Enrollment, CRCC data. Student: (MIS Data Element STD7 = "A" *and* MIS Data Element SX04 = "A", "B", "C", "D", "F", "CR", "NC", " I", "FW", or "W") *or* (MIS Data Element STD7 = "B", "C", or "F") who enrolled in at least one basic skills course, as identified by top code. Brio: Student_enrollment; SAS: Student_Enrollment.

c) Note: Data Source: MIS--Arthur_Student_Enrollment, CRCC data. MIS Data Element SX04; number of "A", "B", "C", and "CR" grades divided by the number of all grades, multiplied by 100. To calculate all grades, include "A", "B", "C", "D", "F", "CR", "NC", "I", "FW", and "W" grades; exclude "IP", "RD", "UD", "UG", "MW", and "XX" grades. Brio:Student_enrollment; SAS: Student_Enrollment.sas.

d) Notes: Data Source: MIS--Arthur_Student_Enrollment, CRCC data, SIS--Deborah_Student_Enrollment. Fall-to-Fall Persistence Rate of Developmental Education Students: Number of developmental education students in a particular fall 2006f who were counted as a student (enrollment status equal 'E') in the following fall semester, divided by total number of developmental education students in the initial fall semester, multiplied by 100. Brio: Fall to fall persistance.bqy; SAS: Fall to Fall persist.

e) Data Source: SIS--Deborah_Enrollment_Registration, SIS--Deborah_Faculty_Assignment, HR--Deborah_Employee, CRCC data. Number of developmental education sections taught by full-time faculty (H20, H22). Brio: Basic skills_sections_full_time, SAS: SECTIONS FULL TIME.