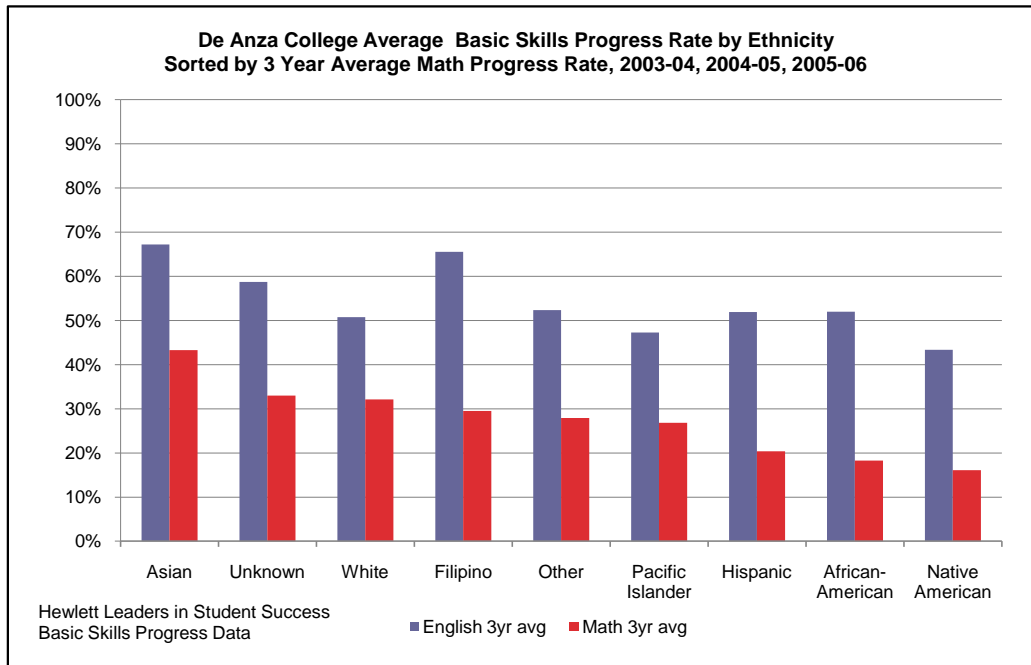# Hewlett Leaders in Student Success Basic Skills Progress Data - De Anza College

Source: Linda Umbdenstock, Ph.D., Executive Director

English

Ethnicity	2003-2004 Progress Rate	N	2004-2005 Progress Rate	N	2005-2006 Progress Rate	N	All Years Progress Rate	N	Average Change
Asian	74%	684	65%	1,110	65%	1,123	67%	2,917	-4%
African-American	58%	109	55%	98	42%	95	52%	302	-8%
White, non-Hispanic	51%	378	55%	384	46%	355	51%	1,117	-3%
Hispanic	56%	329	51%	354	49%	340	52%	1,023	-3%
Native American	67%	6	43%	14	30%	10	43%	30	-18%
Filipino	69%	146	63%	156	64%	142	66%	444	-3%
Pacific Islander	69%	16	33%	18	43%	21	47%	55	-13%
Other	57%	21	52%	31	51%	78	52%	130	-3%
Unknown	66%	170	52%	179	58%	97	59%	446	-4%
College	64%	1,859	59%	2,344	57%	2,261	60%	6,464	-3%
Cluster 2									
Average college							34%		-0.4%
Max college (DeAnza)							60%		3.8%
Min college							13%		-3.2%

Math

Ethnicity	2003-2004 Progress Rate	N	2004-2005 Progress Rate	N	2005-2006 Progress Rate	N	All Years Progress Rate	N	Average Change
Asian	43%	653	43%	538	44%	590	43%	1,781	0%
African-American	18%	189	19%	146	18%	147	18%	482	0%
White, non-Hispanic	31%	897	31%	736	34%	670	32%	2,303	2%
Hispanic	23%	594	17%	514	21%	515	20%	1,623	-1%
Native American	9%	22	30%	20	7%	14	16%	56	-1%
Filipino	30%	310	30%	212	29%	200	30%	722	-1%
Pacific Islander	28%	39	35%	23	20%	35	27%	97	-4%
Other	24%	34	35%	34	27%	97	28%	165	2%
Unknown	35%	369	32%	256	31%	196	33%	821	-2%
College	31%	3,107	30%	2,479	32%	2,464	31%	8,050	0%
Cluster 2									
Average college							15%		-0.4%
Max college (DeAnza)							31%		1.7%
Min college							4%		-2.5%

Andrew LaManque, Ph.D., Interim Director, Institutional Research, FHDA, November 17, 2009

De Anza College Average Basic Skills Progress Rate by Ethnicity
Sorted by 3 Year Average Math Progress Rate, 2003-04, 2004-05, 2005-06

Hewlett Leaders in Student Success
Basic Skills Progress Data

■ English 3yr avg   ■ Math 3yr avg

Cohort Methodology

Academic Year = Indicates the academic year in which the first term of the below transfer level course attempt occurred. The 3-year limit for each student was defined by the actual term of the first below transfer level attempt so that all students had equal time frames within which to complete the transfer level course. Grouping by academic year is done for display purposes and did not factor into the query.

Notes:

* All students in their first *credit* basic skills course (English or math) within the year

* Excludes non-credit in the cohort unless they were previously in non-credit and are now in their first *credit* basic skills course

* Basic skills definition in this study uses credit math or English not coded as transfer level (avoids issue of how basic skills is coded)

* Doesn't matter when they started in college or how many courses they are taking or have taken (Widest possible group, purposefully not screened for goal or "transfer intent"; hopefully catching the early focus on basic skills) Does exclude who those who already have a degree.

* Did not look at ESL and reading (included if coded to Eng. TOP code—very few colleges)

Measures for "Gold Standard"

Progress Rate (students) = Percent of students who did not already have a college degree (AA/AS or higher) and attempted any below transfer level credit English or math course and subsequently completed a transfer level course in the same discipline with a grade of C- or better within 3 years after the first term of the below transfer level attempt.

Average Change (colleges) = Overall change during the time period or the slope of the regression line using years as the independent variable.
   It is the *average* annual change across three cohorts (math and English separately).

Andrew LaManque, Ph.D., Interim Director, Institutional Research, FHDA, November 17, 2009