

De Anza College Office of Institutional Research and Planning

To: Brian Murphy, President

From: Mallory Newell, De Anza Researcher

Date: 8/15/2013

Subject: Basic Skills Needs, Enrollment Trends and Success Rates

An institutional initiative outlined in the 2010-2015 Educational Master Plan specifically calls out an active outreach program aimed at historically underserved students in the region to increase their college participation. The plan defines the targeted population as African American, Filipino and Latino students.

De Anza currently attracts 82% of its fall headcount from outside its service area, with 50% of students residing in a San Jose postal code. In fall 2012, 31% of first time college students to De Anza reported their ethnicity as Latino while 7% reported Filipino and 5% African American.

In order to better understand how the college is achieving its institutional metric which states: there will be a less than 5 percentage point difference between the annual course success rate for historically underserved groups and all other groups, the following analysis looks at trends over the past 7 fall quarters, from fall 2006 to fall 2012. The analysis tracks first time college students to De Anza in each fall and disaggregates the data by ethnicity. The analysis focuses on Enrollment trends, Annual course success rates, English and math placements, English and math sections offered, English and math basic skills course enrollment, and Success rates in basic skills English and math courses.

Main Findings

- Of all first time college students at De Anza, 31% (1,143) identified as Latino in fall 2012, up from 19% (612) in fall 2006.
- Of all first time college students who placed into basic skills English in fall 2012, 36% (706) identified as Latino, up from 19% (408) in fall 2006.
- Of all enrollments in basic skills English courses in fall 2012, 37% (865) of students identified as Latino, up from 20% (564) in fall 2006.
- Of first time college students enrolled in basic skills English courses, success rates of students who identify as African American, Filipino and Latino increased from fall 2006 to fall 2012 with Latino students exhibiting an 8 percentage point increase in success.
- Of the first time to college students who placed into a basic skills math course in fall 2012, 46% (702) identified as Latino, up from 20% (310) in fall 2006.
- Of all enrollments in basic skills math courses in fall 2012, 39% (660) identify as Latino, up from 26% (344) in fall 2006.
- Of first time college students enrolled in basic skills math courses, success rates of students who identify as Latino increased 9 percentage points.

Annual Course Success Rate by Ethnicity

Filipino/Pacific Islander students had a course success rate of 72%, consistent with 2010-11 and up from 66% in 2009-10, likely attributable to the infusion of funding through the AANAPISI grant. Latino students had a success rate of 68% in 2011-12 up from 67% in 2009-10. African American students had a course success rate of 63%, up from 60% in 2010-11.

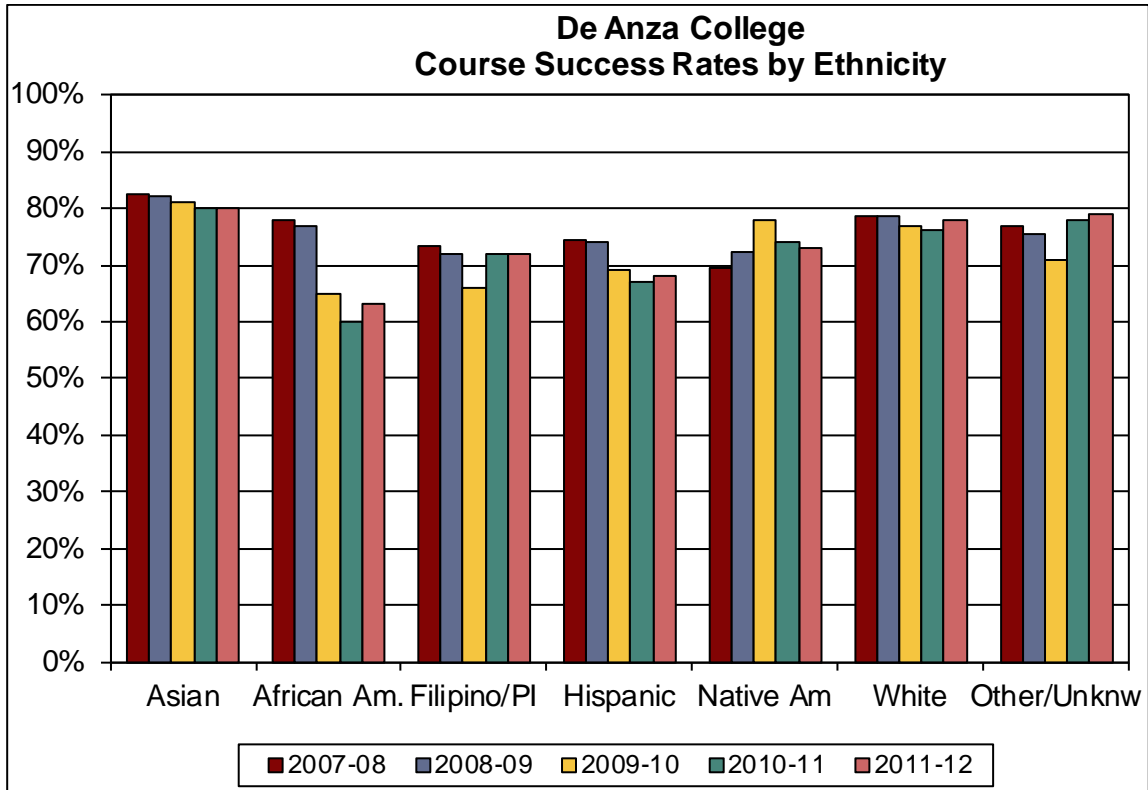


Table 1. Santa Clara County High School Graduates – Number Enrolled at De Anza in the Fall

The number of high school graduates enrolling at De Anza from Campbell, Santa Clara, and San Jose High School Districts has increased from fall 2006 to fall 2012, while Fremont Union has decreased. East Side Union increased substantially over the time period with the largest growth between 2011 and 2012. Total graduates from Santa Clara County high schools enrolled at De Anza increased from 3,190 in fall 2006 to 3,729 in fall 2012.

		Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Campbell	Graduates	1,436	1,447	1,547	1,558	1,526	1,552	1,556
	Enrolled in Fall	256	228	334	297	259	272	269
East Side Union	Graduates	4,911	4,549	4,855	4,991	5,274	5,301	5,412
	Enrolled in Fall	586	624	814	770	792	874	1,028
Fremont	Graduates	2,107	2,224	2,375	2,390	2,360	2,292	2,363
	Enrolled in Fall	586	524	592	591	420	421	442
Santa Clara	Graduates	854	806	854	952	907	928	944
	Enrolled in Fall	138	152	173	177	142	150	181
San Jose	Graduates	1,830	1,885	1,892	2,032	2,083	2,123	2,158
	Enrolled in Fall	253	223	249	240	229	258	342
Total of Santa Clara County	Graduates	15,328	15,155	15,974	16,373	16,883	16,658	17,187
	Enrolled in Fall	2,117	2,001	2,488	2,372	2,067	2,222	2,531
Total First time to College Students Enrolled at De Anza in Fall		3,190	3,403	3,952	3,874	3,612	3,847	3,729

Note: Excludes Job Corps students. Does not include all feeder high school districts to De Anza.

Table 2. First Time Student Enrollment in Fall by Ethnicity

Of all first time college students to De Anza, African American students increased from 4% in fall 2009 to 5% in fall 2012. Filipino students remained stable at 7% from 2006 to 2012, while Latino students increased from 19% in 2006 to 31% in 2012.

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
African American	128	4%	140	4%	178	5%	160	4%	156	4%	183	5%	196	5%
Asian	1,133	36%	1,232	36%	1,376	35%	1,200	31%	1,445	40%	1,385	36%	1,396	37%
Filipino	209	7%	253	7%	280	7%	312	8%	221	6%	278	7%	264	7%
Latino	612	19%	714	21%	941	24%	769	20%	865	24%	1,177	31%	1,143	31%
Native American	24	1%	27	1%	24	1%	93	2%	14	0%	17	0%	17	0%
Pacific Islander	32	1%	36	1%	53	1%	28	1%	20	1%	23	1%	20	1%
White	827	26%	766	23%	848	21%	600	15%	675	19%	647	17%	574	15%
Unreported	225	7%	235	7%	252	6%	712	18%	216	6%	137	4%	119	3%
Total	3,190	100%	3,403	100%	3,952	100%	3,874	100%	3,612	100%	3,847	100%	3,729	100%

Note: Ethnic data reporting which prioritizes multi-ethnic students to Latino, Filipino and African American groups was applied across all terms. Job corps students are excluded from the analysis.

Table 3. Santa Clara County High School Graduates Enrolled at De Anza – Percent of Students who Identify as Latino From Each District

The number of Latino first time to college students enrolled at De Anza grew from 24% to 31% between fall 2010 and fall 2012. During this time the number of high school students from East Side Union to De Anza grew from 792 to 1,028. The table below breaks out the Latino student population over the three-year period to better understand the growth in the Latino population.

36% of the first time college students enrolled at De Anza from East Side Union in fall 2012 identify as Latino. This population grew from 29% in 2010 to 41% in fall 2011. There was also growth in the Latino student population from Campbell, Fremont, Santa Clara and San Jose over this time period.

	Fall 2010		Fall 2011		Fall 2012	
	Students	Percent	Students	Percent	Students	Percent
Campbell	78	29%	84	30%	103	37%
East Side Union	235	29%	362	41%	368	36%
Fremont	73	17%	89	21%	96	21%
Santa Clara	45	31%	48	32%	69	38%
San Jose	110	48%	131	50%	192	56%

Note: See Table 1 for total counts from each high school.

Table 4. English Placement Results

Of the first time college students in fall 2012, 53% placed into a basic skills English course while 17% placed into a college level English course and 30% did not take a placement exam within the time period tracked. This is compared to 68% placing into basic skills English in fall 2006. Placement in basic skills English fluctuated from year to year but has seen an overall decrease.

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
Basic Skills	2,171	68%	2,327	68%	2,731	69%	2,294	59%	1,674	46%	1,830	48%	1,966	53%
Non Basic Skills	0	0%	0	0%	0	0%	0	0%	627	17%	574	15%	639	17%
No Test	1,019	32%	1,076	32%	1,221	31%	1,580	41%	1,311	36%	1,443	38%	1,124	30%
Total	3,190	100%	3,403	100%	3,952	100%	3,874	100%	3,612	100%	3,847	100%	3,729	100%

Note: Does not include ESL. Includes test taken each year between 3/1 and 9/23. Only first test date and score are included. ECPT and 2ESS test codes. Job corps students are excluded from the analysis.

Table 5. English Placement Results by Ethnicity

Of the first time college students who placed into a basic skills English course, the percent of these students who identify as African American increased from 4-5% while Filipino students grew from 8% in fall 2006 to 10% in fall 2009 then decreased to 7% in fall 2012. The percent of Latino students placing into basic skills English increased substantially and consistently from 19% in 2006 to 36% in 2012.

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
African American	95	4%	99	4%	121	4%	113	5%	86	5%	101	5%	104	5%
Asian	781	36%	845	36%	915	33%	646	28%	631	38%	592	32%	713	36%
Filipino	166	8%	202	9%	229	8%	230	10%	128	8%	159	9%	146	7%
Latino	408	19%	502	22%	676	25%	531	23%	503	30%	684	37%	706	36%
Native American	20	1%	17	1%	13	0%	37	2%	5	0%	4	0%	7	0%
Pacific Islander	22	1%	27	1%	43	2%	19	1%	16	1%	23	1%	8	0%
White	564	26%	503	22%	598	22%	401	17%	258	15%	226	12%	214	11%
Unreported	116	5%	136	6%	137	5%	317	14%	48	3%	66	4%	68	3%
Total	2,172	100%	2,331	100%	2,732	100%	2,294	100%	1,675	100%	1,855	100%	1,966	100%

Note: Does not include ESL. Includes test taken each year between 3/1 and 9/23. Only first test date and score are included. ECPT and 2ESS test codes. Job corps students are excluded from the analysis. Students may change their ethnicity over the time period resulting in duplicate counts.

Table 6. English Sections

Sections of basic skills English courses run each fall decreased from 43% in fall 2007 to 49% in fall 2012, non basic skills sections decreased from 57% to 51%.

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
Basic Skills	122	53%	80	43%	78	41%	84	46%	87	48%	87	48%	94	49%
Non Basic Skills	107	47%	106	57%	114	59%	100	54%	95	52%	95	52%	98	51%
Total	229	100%	186	100%	192	100%	184	100%	182	100%	182	100%	192	100%

Note: Includes basic skill and non basic skill level EWRT, READ and LART classes. Excludes co-requisite Reading, EWRT and LART courses. See appendix for full list.

Table 7. English Enrollment

While English basic skills sections decreased, enrollment correspondingly decreased from 41% in fall 2007 to 45% in fall 2012 with a low of 39% in 2008. Enrollment in non basic skills courses decreased from 59% in 2007 to 55% in 2012 with a peak in enrollment in 2008 at 61%.

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
Basic Skills	2,785	52%	1,940	41%	1,870	39%	2,135	43%	2,152	44%	2,128	44%	2,344	45%
Non Basic Skills	2,621	48%	2,743	59%	2,903	61%	2,815	57%	2,727	56%	2,750	56%	2,857	55%
Total	5,406	100%	4,683	100%	4,773	100%	4,950	100%	4,879	100%	4,878	100%	5,201	100%

Note: Includes basic skill and non basic skill level EWRT, READ and LART classes. Excludes co-requisite Reading, EWRT and LART courses. See appendix for full list.

Table 8. Basic Skills English Enrollment by Ethnicity

Enrollment in basic skills English courses for African American students increased slightly from 4% in fall 2007 to 6% in fall 2012. Enrollment of Filipino students fluctuates from year to year, from 9% in 2007 to 10% in fall 2009 and 2010 then down to 8% in 2012. Latino enrollment increased from 23% in fall 2007 to 37% in fall 2012.

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
African American	145	5%	80	4%	97	5%	117	5%	94	4%	135	6%	131	6%
Asian	1,076	39%	759	39%	700	37%	725	34%	828	38%	686	32%	798	34%
Filipino	258	9%	176	9%	153	8%	222	10%	206	10%	185	9%	179	8%
Latino	564	20%	440	23%	497	27%	521	24%	517	24%	740	35%	865	37%
Native American	18	1%	11	1%	9	0%	35	2%	19	1%	10	0%	4	0%
Pacific Islander	19	1%	16	1%	18	1%	25	1%	17	1%	31	1%	13	1%
White	546	20%	350	18%	313	17%	296	14%	282	13%	253	12%	281	12%
Unreported	159	6%	108	6%	83	4%	194	9%	189	9%	88	4%	73	3%
Total	2,785	100%	1,940	100%	1,870	100%	2,135	100%	2,152	100%	2,128	100%	2,344	100%

Note: Includes all students enrollments in basic skill level EWRT, READ and LART classes in the fall quarter. Excludes co-requisite Reading, EWRT and LART courses. See appendix for full list.

Table 9. Basic Skills English Course Success Rates – Fall 2006 Compared to Fall 2012

Of first time college students enrolled in basic skills English courses, success rates of students who identify as African American increased from 71% in fall 2006 to 73% in fall 2012. Filipino success rates increased from 80% to 83% and Latino success rates increased from 70% to 78%. It should be noted that LART sections increased from 127 in fall 2006 to 220 in fall 2012, these courses tend to have high success rates and enroll a large proportion of Asian and Latino students.

	Fall 2006							
	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	103	71%	16	11%	26	18%	145	100%
Asian	936	87%	71	7%	69	6%	1,076	100%
Filipino	206	80%	13	5%	39	15%	258	100%
Latino	396	70%	72	13%	96	17%	564	100%
Native American	15	83%			3	17%	18	100%
Pacific Islander	16	84%	2	11%	1	5%	19	100%
White	448	82%	39	7%	59	11%	546	100%
Unreported	132	83%	9	6%	18	11%	159	100%
Total	2,252	81%	222	8%	311	11%	2,785	100%

	Fall 2012							
	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	96	73%	26	20%	9	7%	131	100%
Asian	688	86%	84	11%	26	3%	798	100%
Filipino	149	83%	20	11%	10	6%	179	100%
Latino	674	78%	126	15%	65	8%	865	100%
Native American	4	100%					4	100%
Pacific Islander	8	62%	4	31%	1	8%	13	100%
White	225	80%	39	14%	17	6%	281	100%
Unreported	61	84%	10	14%	2	3%	73	100%
Total	1,905	81%	309	13%	130	6%	2,344	100%

Table 10. Math Placement Results

Of the first time college students in fall 2012, 41% placed into a basic skills math course while 36% placed into a college level math course and 23% did not take a placement exam within the time period tracked. This is compared to 49% placing in basic skills math in fall 2006. Placement into basic skills math increased from year to year but decreased 7 percentage points from fall 2006 to fall 2012.

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
Basic Skills	1,550	49%	1,681	49%	2,001	51%	1,526	39%	1,329	37%	1,577	41%	1,520	41%
Non Basic Skills	359	11%	403	12%	523	13%	486	13%	1,145	32%	1,177	31%	1,361	36%
No Test	1,281	40%	1,319	39%	1,428	36%	1,862	48%	1,138	32%	1,093	28%	848	23%
Total	3,190	100%	3,403	100%	3,952	100%	3,874	100%	3,612	100%	3,847	100%	3,729	100%

Includes test taken each year between 3/1 and 9/23. Only first test date and score are included. MCPT, ALGE, CALC and 2RMP test codes. Basic skills includes Math 210 and 212. Job corps students are excluded from the analysis.

Table 11. Math Placement Results by Ethnicity

Of the first time college students who placed into a basic skills math course, the percent of these students who identify as African American increased from 5% to 7% over the time period while Filipino students fluctuated from 7% in 2006 to 10% in 2009 then to 8% in 2012. The percent of Latino students placing into basic skills math increased consistently from 20% in 2006 to 46% in 2012, with the largest increase between fall 2010 and fall 2012 from 38% to 46%.

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
African American	80	5%	80	5%	101	5%	89	6%	88	7%	111	7%	107	7%
Asian	517	33%	538	32%	588	29%	389	25%	327	25%	273	17%	326	21%
Filipino	108	7%	145	9%	163	8%	148	10%	107	8%	139	9%	121	8%
Latino	310	20%	401	24%	555	28%	391	26%	499	38%	712	45%	702	46%
Native American	14	1%	12	1%	11	1%	17	1%	3	0%	6	0%	11	1%
Pacific Islander	18	1%	23	1%	33	2%	11	1%	16	1%	20	1%	7	0%
White	416	27%	376	22%	455	23%	251	16%	258	19%	258	16%	212	14%
Unreported	87	6%	106	6%	95	5%	230	15%	31	2%	58	4%	34	2%
Total	1,550	100%	1,681	100%	2,001	100%	1,526	100%	1,329	100%	1,577	100%	1,520	100%

Includes test taken each year between 3/1 and 9/23. Only first test date and score are included. MCPT, ALGE, CALC and 2RMP test codes. Basic skills includes Math 210 and 212. Job corps students are excluded from the analysis.

Table 12. Math Sections

Sections of basic skills math courses offered each fall increased from 23% in fall 2006 to 25% in fall 2012, while non basic skills sections decreased from 77% to 75%.

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
Basic Skills	35	23%	35	23%	37	23%	42	26%	44	27%	42	26%	44	25%
Non Basic Skills	114	77%	118	77%	121	77%	120	74%	119	73%	121	74%	135	75%
Total	149	100%	153	100%	158	100%	162	100%	163	100%	163	100%	179	100%

Note: Includes all math sections in each quarter. See appendix for full list. Basic skills includes Math 210 and 212.

Table 13. Math Enrollment

Math basic skills enrollment decreased slightly from 26% in fall 2006 to 25% in fall 2012 with a high of 27% in fall 2010 and 2011. Enrollment in non basic skills courses increased slightly from 74% in fall 2006 to 75% in 2012.

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
Basic Skills	1,302	26%	1,336	26%	1,396	25%	1,550	25%	1,643	27%	1,600	27%	1,678	25%
Non Basic Skills	3,724	74%	3,892	74%	4,147	75%	4,543	75%	4,439	73%	4,347	73%	5,043	75%
Total	5,026	100%	5,228	100%	5,543	100%	6,093	100%	6,082	100%	5,947	100%	6,721	100%

Note: Includes all math enrollments in each quarter. See appendix for full list. Basic skills includes Math 210 and 212.

Table 14. Basic Skills Math Enrollment by Ethnicity

Enrollment in basic skills math courses for African American students increased slightly from 7% in fall 2006 to 8% in fall 2012. Enrollment of Filipino students remained rather stable at 8%. Latino enrollment increased from 26% in fall 2006 to 39% in fall 2012.

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
African American	89	7%	99	7%	89	6%	109	7%	107	7%	114	7%	138	8%
Asian	258	20%	274	21%	251	18%	262	17%	318	19%	298	19%	332	20%
Filipino	108	8%	116	9%	129	9%	143	9%	125	8%	130	8%	134	8%
Latino	344	26%	359	27%	450	32%	485	31%	536	33%	617	39%	660	39%
Native American	11	1%	15	1%	9	1%	30	2%	13	1%	13	1%	13	1%
Pacific Islander	22	2%	21	2%	28	2%	11	1%	22	1%	11	1%	18	1%
White	378	29%	361	27%	353	25%	337	22%	382	23%	337	21%	332	20%
Unreported	92	7%	91	7%	87	6%	173	11%	140	9%	80	5%	51	3%
Total	1,302	100%	1,336	100%	1,396	100%	1,550	100%	1,643	100%	1,600	100%	1,678	100%

Note: Includes basic skills math sections in each quarter. See appendix for full list. Basic skills includes Math 210 and 212.

Table 15. Basic Skills Math Course Success Rates – Fall 2006 Compared to Fall 2012

African American success rates in basic skills math courses remained stable at 49% in fall 2006 to fall 2012. Filipino success rates also increased from 60% to 63% while Latino success rates increased as well from 49% to 58%. It should be noted that Math Performance Success (MPS) annual enrollment increased from 317 students in 2006-07 to 566 in 2011-12. These sections tend to have higher success rates and enroll a large proportion of African American and Latino students.

	Fall 2006							
	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	44	49%	20	22%	25	28%	89	100%
Asian	182	71%	46	18%	30	12%	258	100%
Filipino	65	60%	23	21%	20	19%	108	100%
Latino	170	49%	97	28%	77	22%	344	100%
Native American	8	73%	3	27%			11	100%
Pacific Islander	12	55%	6	27%	4	18%	22	100%
White	256	68%	63	17%	59	16%	378	100%
Unreported	51	55%	16	17%	25	27%	92	100%
Total	788	61%	274	21%	240	18%	1,302	100%

	Fall 2012							
	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	68	49%	50	36%	20	14%	138	100%
Asian	232	70%	66	20%	34	10%	332	100%
Filipino	85	63%	41	30%	9	7%	135	100%
Latino	383	58%	181	27%	96	15%	660	100%
Native American	10	77%			3	23%	13	100%
Pacific Islander	9	50%	6	33%	3	17%	18	100%
White	208	63%	76	23%	48	14%	332	100%
Unreported	28	56%	17	34%	5	10%	50	100%
Total	1,023	61%	437	26%	218	13%	1,678	100%

Appendix

Basic Skills English	Non Basic English	Basic Skills Math	Non Basic Math
EWRTD100.	EWRTD001A	MATHD112.	MATHD001A
EWRTD100B	EWRTD001B	MATHD203.	MATHD001B
EWRTD160.	EWRTD001C	MATHD210.	MATHD001C
EWRTD174.	EWRTD002.	MATHD212.	MATHD001D
EWRTD200.	EWRTD030.		MATHD002A
EWRTD211.	EWRTD040.		MATHD002B
EWRTD274.	EWRTD041.		MATHD010.
LARTD100.	EWRTD054.		MATHD011.
LARTD200.	EWRTD056X		MATHD012.
LARTD201.	EWRTD056Y		MATHD022.
LARTD211.	EWRTD061.		MATHD041.
READD100.	EWRTD062.		MATHD042.
READD200.	EWRTD065.		MATHD043.
READD201.	EWRTD065X		MATHD044.
READD211.	EWRTD065Y		MATHD046.
	EWRTD066W		MATHD049A
	EWRTD097.		MATHD049B
	EWRTD190X		MATHD051.
	READD070.		MATHD114.
			MATHD241.
			MATHD251.