

Nine Research Summaries Related to Student Learning

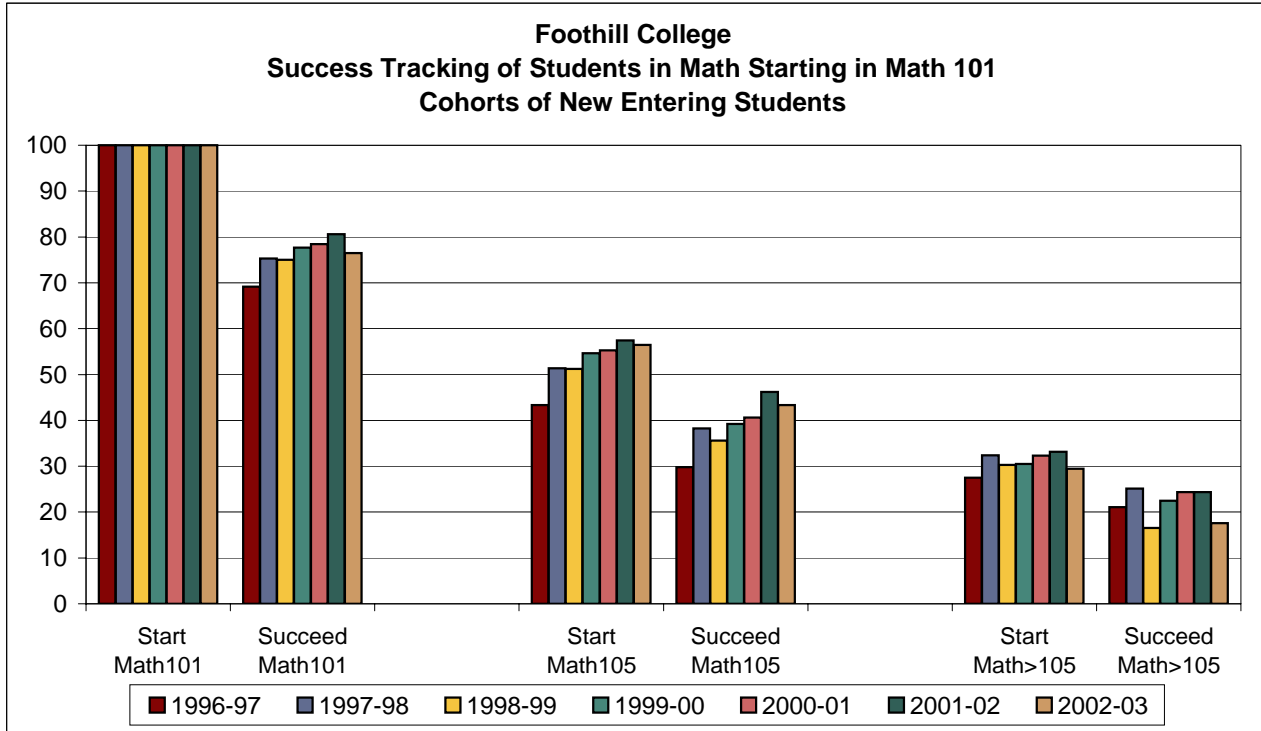
Foothill-De Anza Community College District

Conducted by Institutional Research and Planning
Researchers at Foothill and De Anza Colleges

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Excerpted June 2006

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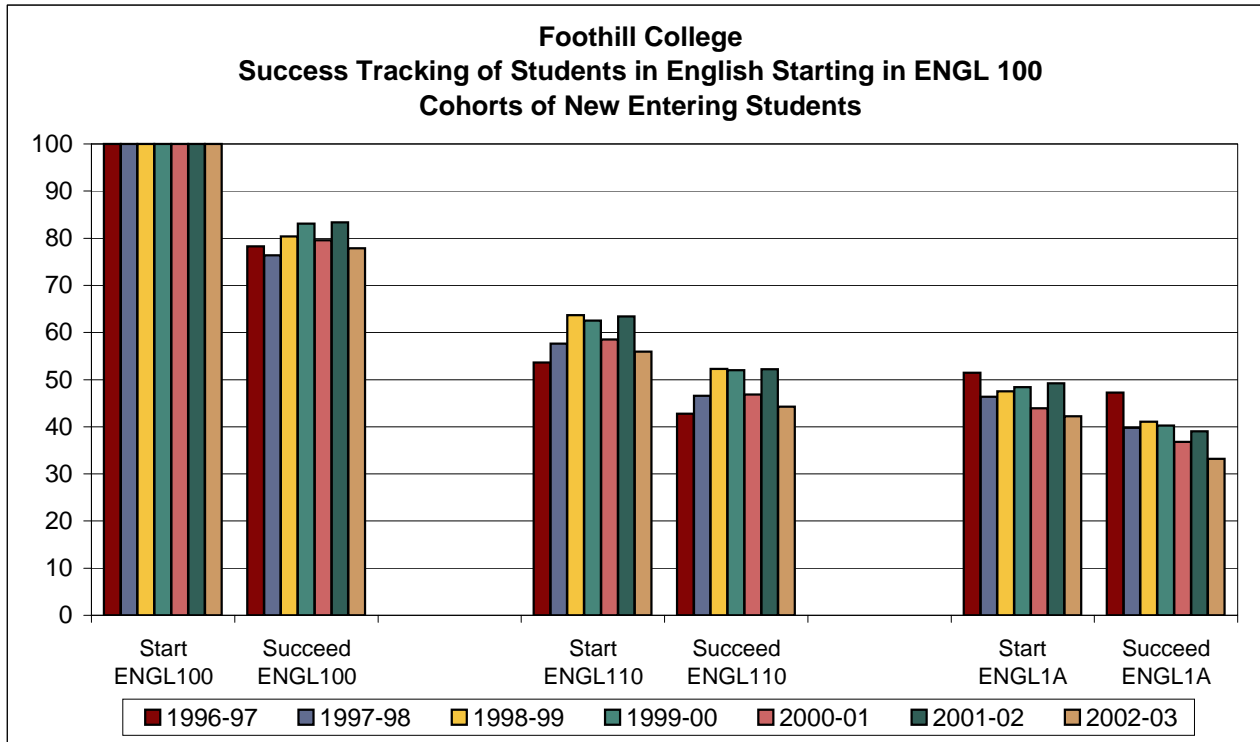


Number Entering Cohort	Math101		Math105		Math>105	
	Start	Succeed	Start	Succeed	Start	Succeed
1996-97	480	332	208	143	132	101
1997-98	510	384	262	195	165	128
1998-99	545	409	279	194	165	90
1999-00	538	418	294	211	164	121
2000-01	505	396	279	205	163	123
2001-02	489	394	281	226	162	119
2002-03	489	374	276	212	144	86
Percent						
1996-97	100	69.2	43.3	29.8	27.5	21.0
1997-98	100	75.3	51.4	38.2	32.4	25.1
1998-99	100	75.0	51.2	35.6	30.3	16.5
1999-00	100	77.7	54.6	39.2	30.5	22.5
2000-01	100	78.4	55.2	40.6	32.3	24.4
2001-02	100	80.6	57.5	46.2	33.1	24.3
2002-03	100	76.5	56.4	43.4	29.4	17.6

Notes:

1. Only students new to the College in the indicated years were tracked for each cohort.
2. These counts track unduplicated individuals in the initial cohort; these individuals may have attempted the courses in the sequence several times before passing; only one attempt and one pass is counted at each stage of the sequence.
3. Cohorts 96-97, 97-98, 98-99, 99-00, 00-01 were tracked for 16 terms of enrollment data (96M - 00S, 97M - 01S, 98M - 02S, 99M - 03S, 00M - 04S). Cohort 01-02 was tracked for 15 terms of enrollment data (01M - 05W).
4. College Level Math Courses are defined as Math 1A-1D, 2A, 2B, 10, 11, 12, 22, 44, 49A, 49B, 51.
5. Grade data for the last term for the last cohort (05W) may not be completed as of this update.

Source: Students identified by IR&P cohort tracking student files; Enrollments and grades from RDB files queried on 4/24/03 by Rob Johnstone. Study by Rob Johnstone. See files in the State of College/Basic Skills Tracking/ folder. Updated with 2000-01 cohort by Rob on 4/22/04. Johnstone's 4/21/05 update for the 2001-02 required identifying the new student cohort and used the IR&P Data Warehouse Deborah instead of SIS-RMS.



Number

Entering Cohort	Start ENGL100	Succeed ENGL100	Start ENGL110	Succeed ENGL110	Start ENGL1A	Succeed ENGL1A
1996-97	470	368	252	201	242	222
1997-98	427	326	246	199	198	170
1998-99	438	352	279	229	208	180
1999-00	502	417	314	261	243	202
2000-01	446	355	261	209	196	164
2001-02	492	410	312	257	242	192
2002-03	497	387	278	220	210	165

Percent

1996-97	100	78.3	53.6	42.8	51.5	47.2
1997-98	100	76.3	57.6	46.6	46.4	39.8
1998-99	100	80.4	63.7	52.3	47.5	41.1
1999-00	100	83.1	62.5	52.0	48.4	40.2
2000-01	100	79.6	58.5	46.9	43.9	36.8
2001-02	100	83.3	63.4	52.2	49.2	39.0
2002-03	100	77.9	55.9	44.3	42.3	33.2

Notes:

1. Only students new to the College in the indicated years were tracked for each cohort.
2. These counts track unduplicated individuals in the initial cohort; these individuals may have attempted the courses in the sequence several times before passing; only one attempt and one pass is counted at each stage of the sequence.
3. Cohorts 96-97, 97-98, 98-99, 99-00, 00-01 were tracked for 16 terms of enrollment data (96M - 00S, 97M - 01S, 98M - 02S, 99M - 03S, 00M - 04S). Cohort 01-02 was tracked for 15 terms of enrollment data (01M - 05W).
4. Grade data for the last term for the last cohort (05W) may not be completed as of this update.

Source: Students identified by IR&P cohort tracking student files; Enrollments and grades from RDB files queried on 4/24/03 by Rob Johnstone. Study by Rob Johnstone. See files in the State of College/Basic Skills Tracking/ folder. Updated with 2000-01 cohort by Rob on 4/22/04. Johnstone's 4/21/05 update for the 2001-02 required identifying the new student cohort and used the IR&P Data Warehouse Deborah instead of SIS-RMS.

Basic Skills Cohort Tracking, Foothill College

Foothill Basic Skills Math/English/ESL Cohort Tracking Info (03-28-06)

1. Cohorts are defined as students who are new to FH in an academic year (01-02 = 01M / 01F / 02W / 02S).
2. These counts are of unduplicated individuals; these individuals may have attempted and/or passed these courses multiple times.
3. The first four cohorts have at least 16 quarters of enrollment data (98M - 02S, 99M-03S, 00M-04S, 01M-05S), with the final cohort having at least 14 quarters of enrollment data (02M - 05F).
4. College Level Math Courses are defined as Math 1A-1D,2A,2B,10,11,12,22,49,51.

Table 1 - Math

Cohort	Att 200	Pass 200	Att 101	Pass 101	Att 105	Pass 105	Att CL	Pass CL
1998 - 99								
Starting in Math 200	283	186	163	97	73	47	38	25
% of start		66%	58%	34%	26%	17%	13%	9%
Starting in Math 101	--	--	545	409	279	194	165	90
% of start				75%	51%	36%	30%	17%
Starting in Math 105	--	--	--	--	381	298	218	166
% of start						78%	57%	44%
1999 - 00								
Starting in Math 200	269	181	156	99	65	44	33	23
% of start		67%	58%	37%	24%	16%	12%	9%
Starting in Math 101	--	--	538	418	294	211	164	121
% of start				78%	55%	39%	30%	22%
Starting in Math 105	--	--	--	--	484	337	203	145
% of start						70%	42%	30%
2000 - 01								
Starting in Math 200	247	178	152	94	66	50	39	31
% of start		72%	62%	38%	27%	20%	16%	13%
Starting in Math 101	--	--	505	396	279	205	163	123
% of start				78%	55%	41%	32%	24%
Starting in Math 105	--	--	--	--	490	352	198	159
% of start						72%	40%	32%
2001 - 02								
Starting in Math 200	259	182	147	93	76	61	47	33
% of start		70%	57%	36%	29%	24%	18%	13%
Starting in Math 101	--	--	489	394	281	226	162	119
% of start				81%	57%	46%	33%	24%
Starting in Math 105	--	--	--	--	453	386	184	142
% of start						85%	41%	31%
2002 - 03								
Starting in Math 200	237	163	136	90	80	53	34	23
% of start		69%	57%	38%	34%	22%	14%	10%
Starting in Math 101	--	--	489	374	276	212	144	86
% of start				76%	56%	43%	29%	18%
Starting in Math 105	--	--	--	--	454	369	185	133
% of start						81%	41%	29%

Table 2 - English

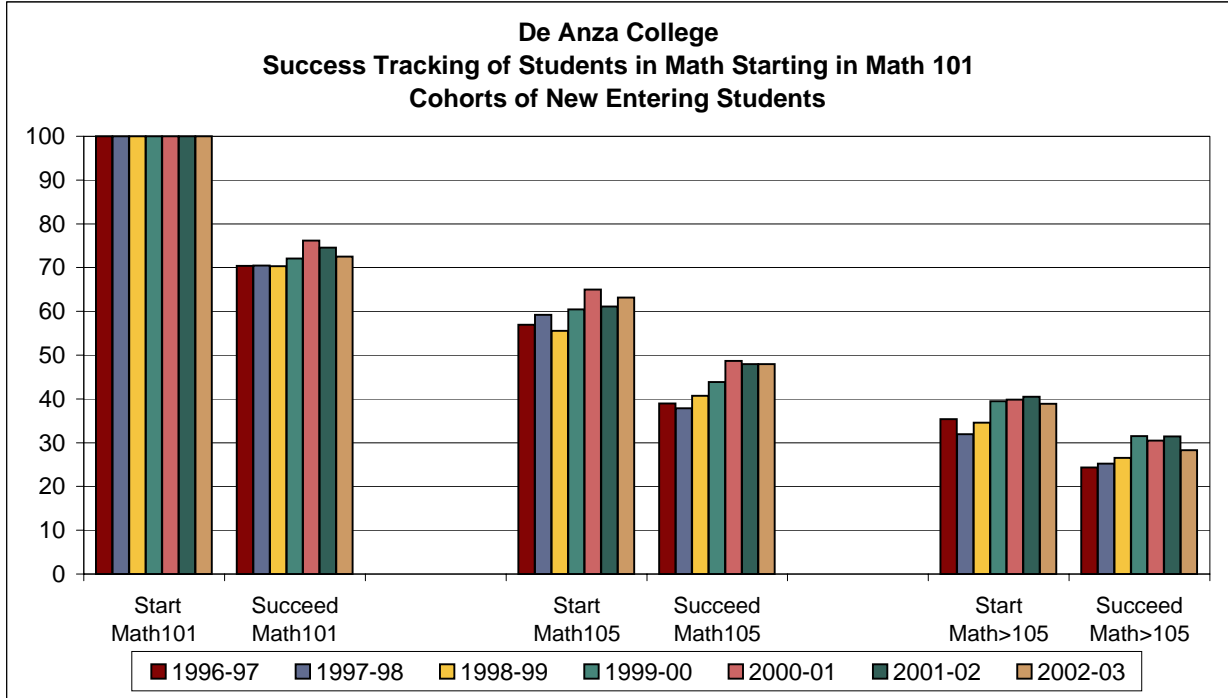
Cohort	Att 100	Pass 100	Att 110	Pass 110	Att 1A	Pass 1A	Att 1B	Pass 1B
1998 - 99								
Starting in ENGL 100	438	352	279	229	208	180	127	110
% of start		80%	64%	52%	47%	41%	29%	25%
Starting in ENGL 110	--	--	354	307	246	220	163	144
% of start				87%	69%	62%	46%	41%
Starting in ENGL 1A	--	--	--	--	638	572	414	388
% of start						90%	65%	61%
1999 - 00								
Starting in ENGL 100	502	417	314	261	243	202	132	118
% of start		83%	63%	52%	48%	40%	26%	24%
Starting in ENGL 110	--	--	205	175	128	109	79	71
% of start				85%	62%	53%	39%	35%
Starting in ENGL 1A	--	--	--	--	690	605	434	395
% of start						88%	63%	57%
2000 - 01								
Starting in ENGL 100	446	355	261	209	196	164	111	96
% of start		80%	59%	47%	44%	37%	25%	22%
Starting in ENGL 110	--	--	274	232	189	169	132	114
% of start				85%	69%	62%	48%	42%
Starting in ENGL 1A	--	--	--	--	705	633	452	435
% of start						90%	64%	62%
2001 - 02								
Starting in ENGL 100	492	410	312	257	242	192	140	123
% of start		83%	63%	52%	49%	39%	28%	25%
Starting in ENGL 110	--	--	200	175	126	103	78	69
% of start				88%	63%	52%	39%	35%
Starting in ENGL 1A	--	--	--	--	765	659	483	455
% of start						86%	63%	59%
2002 - 03								
Starting in ENGL 100	497	387	278	220	210	165	133	117
% of start		78%	56%	44%	42%	33%	27%	24%
Starting in ENGL 110	--	--	263	214	179	149	109	97
% of start				81%	68%	57%	41%	37%
Starting in ENGL 1A	--	--	--	--	716	604	440	389
% of start						84%	61%	54%

Table 3 - ESL

Note: The 150-level and 160-level numbers indicate unique students who attempted any course in the level, and more importantly passed any course in the level; thus it is not necessarily the case that they passed the "final" course in the level

Note2: The alternate credit during this time period is impossible to tease out - one course (ESL 227) served as the alt credit course for all 100-level and 025, so it's impossible to tease out; the net result of this is that there are some students not counted, if they only received alt credit

Cohort	Att 150s	Pass 150s	Att 160s	Pass 160s	Att 025	Pass 025	Att 026	Pass 026
1998 - 99								
Starting in ESL 150s	214	185	125	109	75	67	57	50
% of start		86%	58%	51%	35%	31%	27%	23%
Starting in ESL 160s	--	--	248	223	160	152	128	113
% of start				90%	65%	61%	52%	46%
Starting in ESL 025	--	--	--	--	178	162	114	106
% of start						91%	64%	60%
1999 - 00								
Starting in ESL 150s	217	198	137	123	94	86	69	62
% of start		91%	63%	57%	43%	40%	32%	29%
Starting in ESL 160s	--	--	236	219	174	172	152	139
% of start				93%	74%	73%	64%	59%
Starting in ESL 025	--	--	--	--	164	156	117	109
% of start						95%	71%	66%
2000 - 01								
Starting in ESL 150s	285	247	161	152	101	93	81	74
% of start		87%	56%	53%	35%	33%	28%	26%
Starting in ESL 160s	--	--	304	286	217	203	179	169
% of start				94%	71%	67%	59%	56%
Starting in ESL 025	--	--	--	--	238	225	153	148
% of start						95%	64%	62%
2001 - 02								
Starting in ESL 150s	303	265	192	176	136	121	105	94
% of start		87%	63%	58%	45%	40%	35%	31%
Starting in ESL 160s	--	--	308	293	223	215	189	181
% of start				95%	72%	70%	61%	59%
Starting in ESL 025	--	--	--	--	170	162	115	113
% of start						95%	68%	66%
2002 - 03								
Starting in ESL 150s	230	212	146	132	85	73	60	53
% of start		92%	63%	57%	37%	32%	26%	23%
Starting in ESL 160s	--	--	309	296	217	210	189	179
% of start				96%	70%	68%	61%	58%
Starting in ESL 025	--	--	--	--	169	156	117	108
% of start						92%	69%	64%



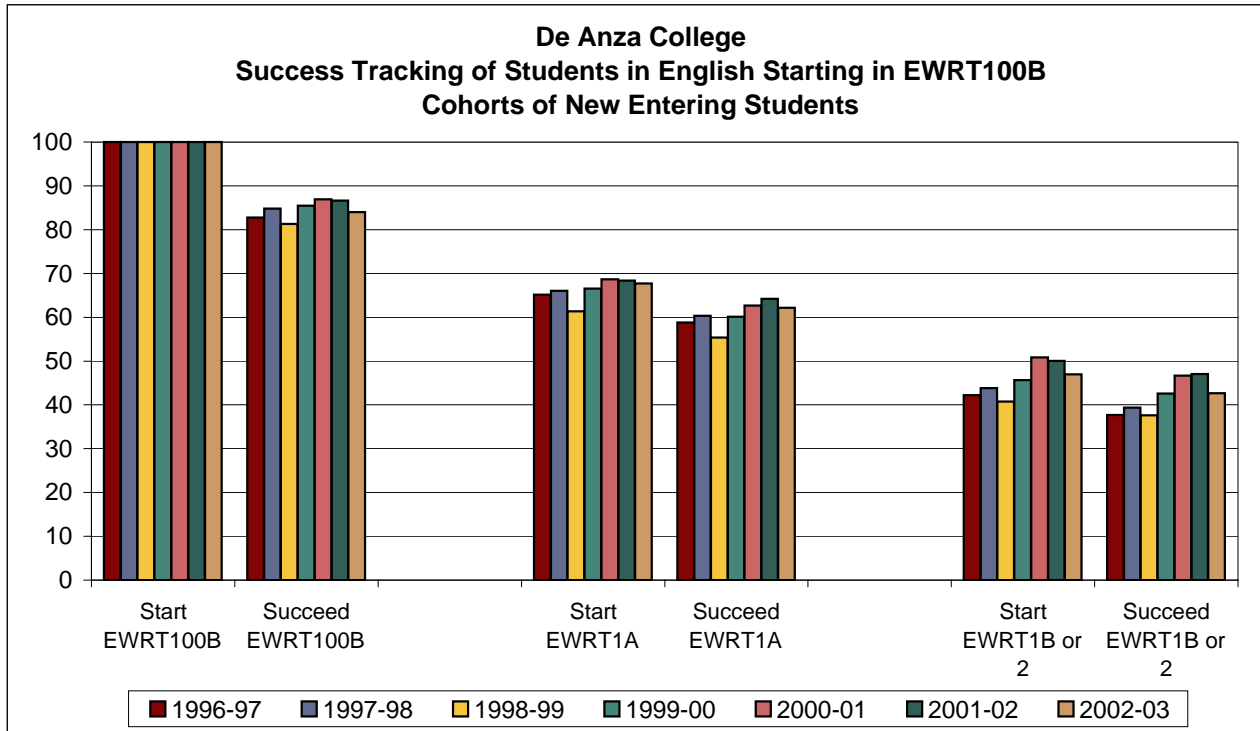
Number Entering Cohort	Start Math101	Succeed Math101	Start Math105	Succeed Math105	Start Math>105	Succeed Math>105
1996-97	1,075	757	612	419	380	262
1997-98	959	676	568	363	306	242
1998-99	990	696	550	403	342	263
1999-00	971	700	587	426	383	306
2000-01	834	635	542	406	332	254
2001-02	795	593	486	381	322	250
2002-03	746	541	471	358	290	211

Percent	Start Math101	Succeed Math101	Start Math105	Succeed Math105	Start Math>105	Succeed Math>105
1996-97	100	70.4	56.9	39.0	35.3	24.4
1997-98	100	70.5	59.2	37.9	31.9	25.2
1998-99	100	70.3	55.6	40.7	34.5	26.6
1999-00	100	72.1	60.5	43.9	39.4	31.5
2000-01	100	76.1	65.0	48.7	39.8	30.5
2001-02	100	74.6	61.1	47.9	40.5	31.4
2002-03	100	72.5	63.1	48.0	38.9	28.3

Notes:

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3. Cohorts 96-97, 97-98, 98-99, 99-00, 00-01 were tracked for 16 terms of enrollment data (96M - 00S, 97M - 01S, 98M - 02S, 99M - 03S, 00M - 04S). Cohort 01-02 was tracked for 15 terms of enrollment data (01M - 05W).
4. College Level Math Courses are defined as Math 1A-1D, 2A, 2B, 10, 11, 12, 22, 44, 49A, 49B, 51.
5. Grade data for the last term for the last cohort (05W) may not be completed as of this update.

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Number	Entering Cohort	EWRT100B		EWRT1A		Start	Succeed
		Start	Succeed	Start	Succeed	EWRT1B or 2	EWRT1B or 2
	1996-97	1,572	1,301	1,024	924	664	593
	1997-98	1,455	1,234	961	878	638	573
	1998-99	1,606	1,306	986	889	655	604
	1999-00	1,533	1,310	1,020	922	700	653
	2000-01	1,408	1,224	967	882	716	657
	2001-02	1,400	1,213	957	899	701	659
	2002-03	1,427	1,199	966	887	670	609
Percent							
	1996-97	100	82.8	65.1	58.8	42.2	37.7
	1997-98	100	84.8	66.0	60.3	43.8	39.4
	1998-99	100	81.3	61.4	55.4	40.8	37.6
	1999-00	100	85.5	66.5	60.1	45.7	42.6
	2000-01	100	86.9	68.7	62.6	50.9	46.7
	2001-02	100	86.6	68.4	64.2	50.1	47.1
	2002-03	100	84.0	67.7	62.2	47.0	42.7

Notes:

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Basic Skills Cohort Tracking, De Anza College

De Anza State of the College Math/English/ESL Tracking Info (03/28/06)

1. These counts are of unduplicated individuals; these individuals may have attempted and/or passed these courses multiple times.
2. The first four cohorts have 16 quarters of enrollment data (98M - 02S, 99M - 03S, 00M-04S, 01M-05S), with the final cohort having 14 quarters of enrollment data (02M - 06F).
3. College Level Math Courses are defined as Math 1A-1D,2A,2B,10,11,12,22,44,49A,49B,51.

Table 1 - Math

Cohort	Att 200	Pass 200	Att 101	Pass 101	Att 105	Pass 105	Att CL	Pass CL
1998 - 99								
Starting in Math 200	792	503	398	248	199	132	114	91
% of start		64%	50%	31%	25%	17%	14%	11%
Starting in Math 101	--	--	990	696	550	403	342	263
% of start				70%	56%	41%	35%	27%
Starting in Math 105	--	--	--	--	1,009	736	611	480
% of start						73%	61%	48%
1999 - 00								
Starting in Math 200	868	565	499	301	257	163	127	101
% of start		65%	57%	35%	30%	19%	15%	12%
Starting in Math 101	--	--	971	700	587	426	383	306
% of start				72%	60%	44%	39%	32%
Starting in Math 105	--	--	--	--	1,064	818	698	580
% of start						77%	66%	55%
2000 - 01								
Starting in Math 200	773	545	457	285	240	169	140	117
% of start		71%	59%	37%	31%	22%	18%	15%
Starting in Math 101	--	--	834	635	542	406	332	254
% of start				76%	65%	49%	40%	30%
Starting in Math 105	--	--	--	--	983	754	621	514
% of start						77%	63%	52%
2001 - 02								
Starting in Math 200	808	548	422	271	237	170	116	92
% of start		68%	52%	34%	29%	21%	14%	11%
Starting in Math 101	--	--	795	593	486	381	322	250
% of start				75%	61%	48%	41%	31%
Starting in Math 105	--	--	--	--	1,018	792	635	532
% of start						78%	62%	52%
2002 - 03								
Starting in Math 200	838	578	456	279	250	171	127	82
% of start		69%	54%	33%	30%	20%	15%	10%
Starting in Math 101	--	--	746	541	471	358	290	211
% of start				73%	63%	48%	39%	28%
Starting in Math 105	--	--	--	--	1,025	802	644	498
% of start						78%	63%	49%

Table 2 - English

Cohort	Att 100A	Pass 100A	Att 100B	Pass 100B	Att 1A	Pass 1A	Att 1B or 2	Pass 1B or 2
1998 - 99								
Starting in EWRT 100A	435	316	283	246	186	174	123	113
% of start		73%	65%	57%	43%	40%	28%	26%
Starting in EWRT 100B	--	--	1,606	1,306	986	889	655	604
% of start				81%	61%	55%	41%	38%
Starting in EWRT 1A	--	--	--	--	1,327	1,195	739	674
% of start						90%	56%	51%
1999 - 00								
Starting in EWRT 100A	491	382	338	279	238	220	163	141
% of start		78%	69%	57%	48%	45%	33%	29%
Starting in EWRT 100B	--	--	1,533	1,310	1,020	922	700	653
% of start				85%	67%	60%	46%	43%
Starting in EWRT 1A	--	--	--	--	1,506	1,365	890	835
% of start						91%	59%	55%
2000 - 01								
Starting in EWRT 100A	408	338	273	243	215	196	157	145
% of start		83%	67%	60%	53%	48%	38%	36%
Starting in EWRT 100B	--	--	1,408	1,224	967	882	716	657
% of start				87%	69%	63%	51%	47%
Starting in EWRT 1A	--	--	--	--	1,394	1,276	847	792
% of start						92%	61%	57%
2001 - 02								
Starting in EWRT 100A	409	338	269	221	201	187	155	148
% of start		83%	66%	54%	49%	46%	38%	36%
Starting in EWRT 100B	--	--	1,400	1,213	957	899	701	659
% of start				87%	68%	64%	50%	47%
Starting in EWRT 1A	--	--	--	--	1,396	1,255	847	793
% of start						90%	61%	57%
2002 - 03								
Starting in EWRT 100A	368	284	237	211	196	180	138	111
% of start		77%	64%	57%	53%	49%	38%	30%
Starting in EWRT 100B	--	--	1,427	1,199	966	887	670	609
% of start				84%	68%	62%	47%	43%
Starting in EWRT 1A	--	--	--	--	1,451	1,311	917	831
% of start						90%	63%	57%

Table 3 - ESL

Note: The 150-level, 160-level, and 170-level numbers indicate unique students who attempted any course in the level, and more importantly passed any course in the level; thus it is not necessarily the case that they passed the "final" course in the level

Note 2: ESL 004 turned into ESL 24 & 72 in 2000 and ESL 172 and 173 in 2005; these are all referred to as the "ESL 170s" level in the current tables

Cohort	Att 150s	Pass 150s	Att 160s	Pass 160s	Att 170s	Pass 170s	Att 005	Pass 005
1998 - 99								
Starting in ESL 150s	618	550	399	367	202	163	130	118
% of start		89%	65%	59%	33%	26%	21%	19%
Starting in ESL 160s	--	--	222	203	102	88	71	64
% of start				91%	46%	40%	32%	29%
Starting in ESL 170s	--	--	--	--	41	30	22	21
% of start						73%	54%	51%
1999 - 00								
Starting in ESL 150s	675	586	438	387	218	163	142	130
% of start		87%	65%	57%	32%	24%	21%	19%
Starting in ESL 160s	--	--	170	143	73	65	53	45
% of start				84%	43%	38%	31%	26%
Starting in ESL 170s	--	--	--	--	52	43	32	32
% of start						83%	62%	62%
2000 - 01								
Starting in ESL 150s	680	616	441	399	244	172	127	120
% of start		91%	65%	59%	36%	25%	19%	18%
Starting in ESL 160s	--	--	168	156	77	55	47	45
% of start				93%	46%	33%	28%	27%
Starting in ESL 170s	--	--	--	--	57	27	20	19
% of start						47%	35%	33%
2001 - 02								
Starting in ESL 150s	697	633	448	417	240	225	102	96
% of start		91%	64%	60%	34%	32%	15%	14%
Starting in ESL 160s	--	--	175	157	72	67	28	27
% of start				90%	41%	38%	16%	15%
Starting in ESL 170s	--	--	--	--	35	33	16	13
% of start						94%	46%	37%
2002 - 03								
Starting in ESL 150s	682	629	435	396	238	215	70	63
% of start		92%	64%	58%	35%	32%	10%	9%
Starting in ESL 160s	--	--	165	150	75	72	32	30
% of start				91%	45%	44%	19%	18%
Starting in ESL 170s	--	--	--	--	31	30	8	7
% of start						97%	26%	23%

Table 4 - LART thru English 1B/2

Cohort	Att LART200	Pass LART200	Att LART100	Pass LART100	Att EWRT 1A	Pass EWRT 1A	Att 1B or 2	Pass 1B or 2
1998 - 99								
Starting in LART 200	53	41	12	8	22	19	17	15
% of start		77%	23%	15%	42%	36%	32%	28%
Starting in LART 100	--	--	35	27	22	20	20	17
% of start				77%	63%	57%	57%	49%
1999 - 00								
Starting in LART 200	66	50	30	20	27	24	16	15
% of start		76%	45%	30%	41%	36%	24%	23%
Starting in LART 100	--	--	119	90	79	75	55	51
% of start				76%	66%	63%	46%	43%
2000 - 01								
Starting in LART 200	132	109	67	55	79	72	61	54
% of start		83%	51%	42%	60%	55%	46%	41%
Starting in LART 100	--	--	206	183	166	153	123	110
% of start				89%	81%	74%	60%	53%
2001 - 02								
Starting in LART 200	147	129	66	56	77	67	52	47
% of start		88%	45%	38%	52%	46%	35%	32%
Starting in LART 100	--	--	214	190	159	140	110	107
% of start				89%	74%	65%	51%	50%
2002 - 03								
Starting in LART 200	130	114	63	54	72	64	50	44
% of start		88%	48%	42%	55%	49%	38%	34%
Starting in LART 100	--	--	198	178	165	148	121	112
% of start				90%	83%	75%	61%	57%

Prior Basic Skills Course Grades and Completion and Subsequent Success at Foothill College

Research by Rob Johnstone

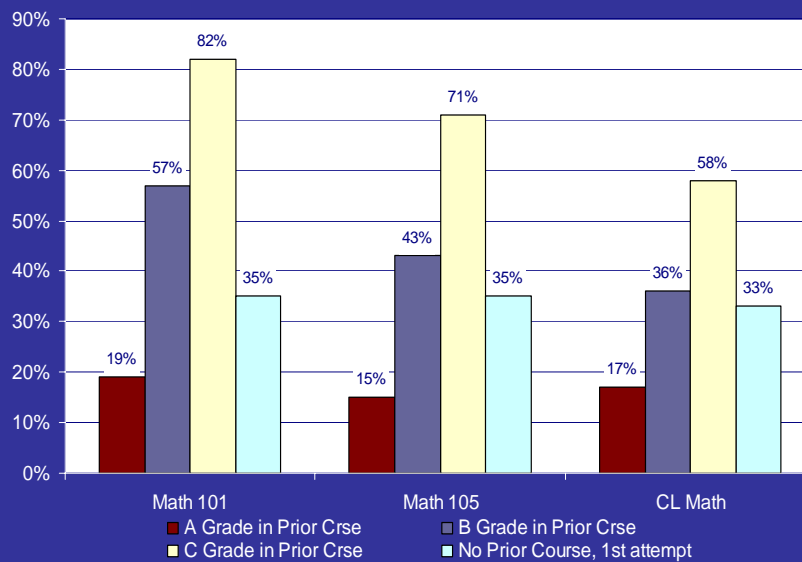
Excerpted by

Bob Barr, Executive Director, IR&P, FHDA CCD

BarrBob@FHDA.edu

1

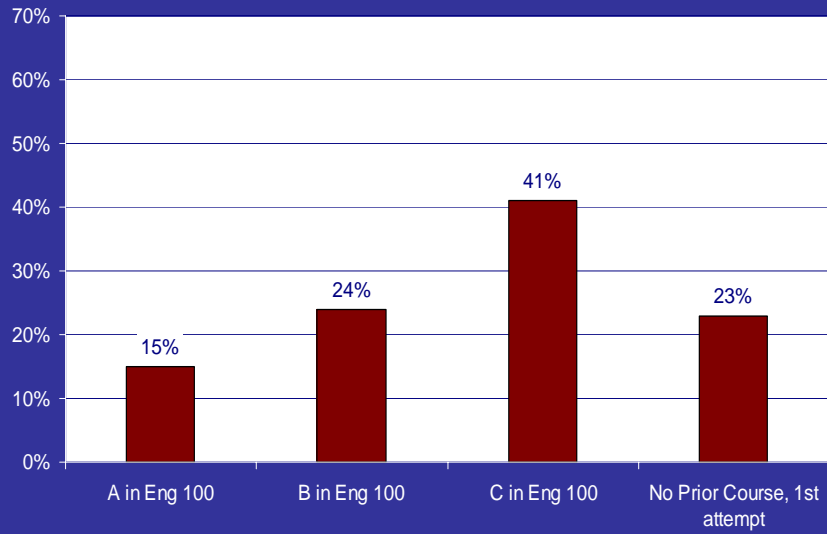
Prior Course Grade and Non-Success: Math



Enrollments tracked from 1998M to 2003S

2

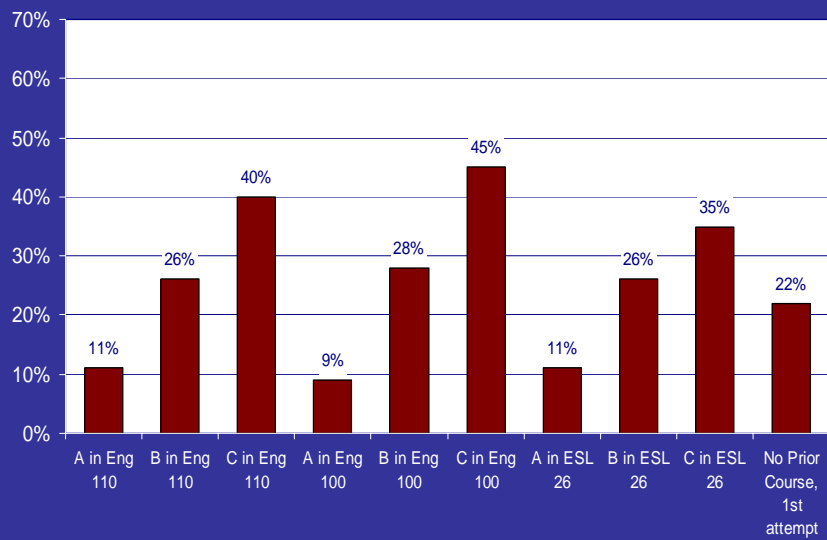
Prior Course Grade and Non-Success: Eng 110



Enrollments tracked from 1998M to 2003S

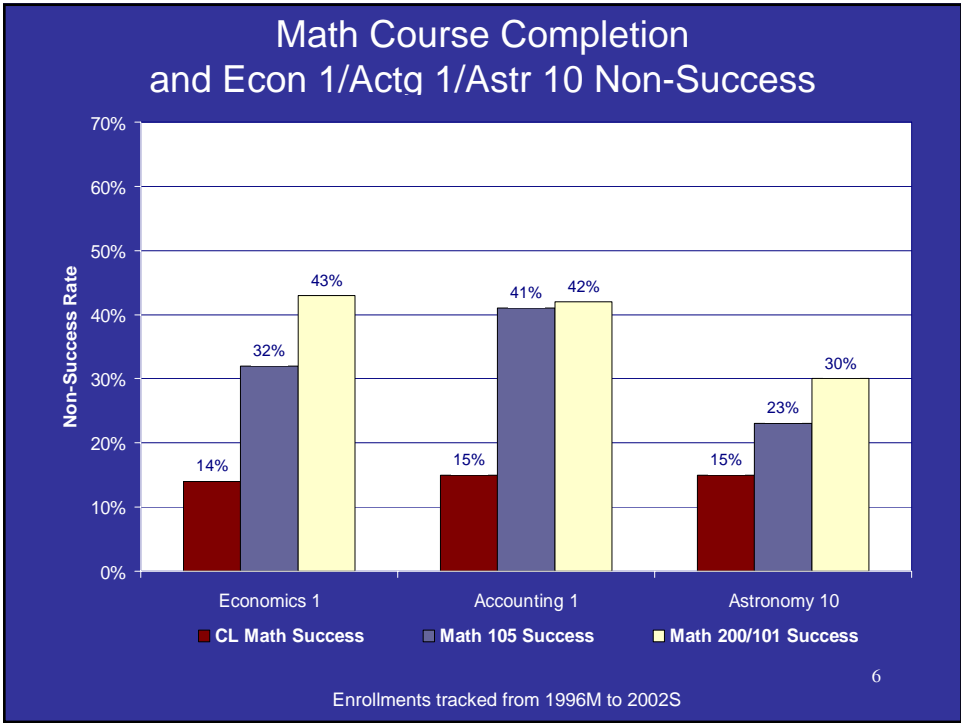
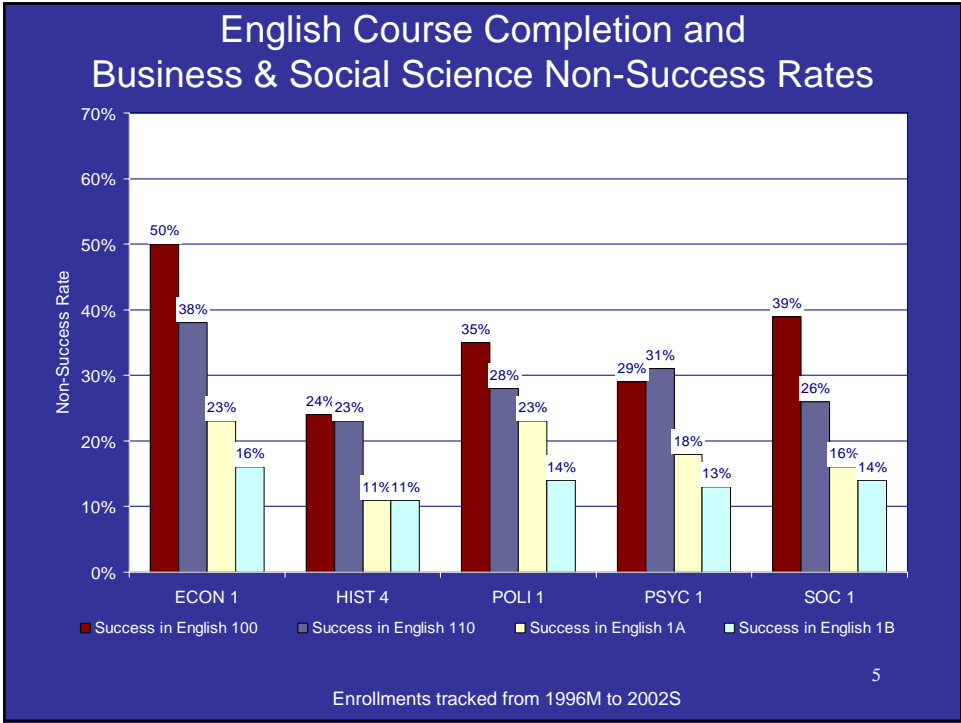
3

Prior Course Grade and Non-Success: Eng 1A

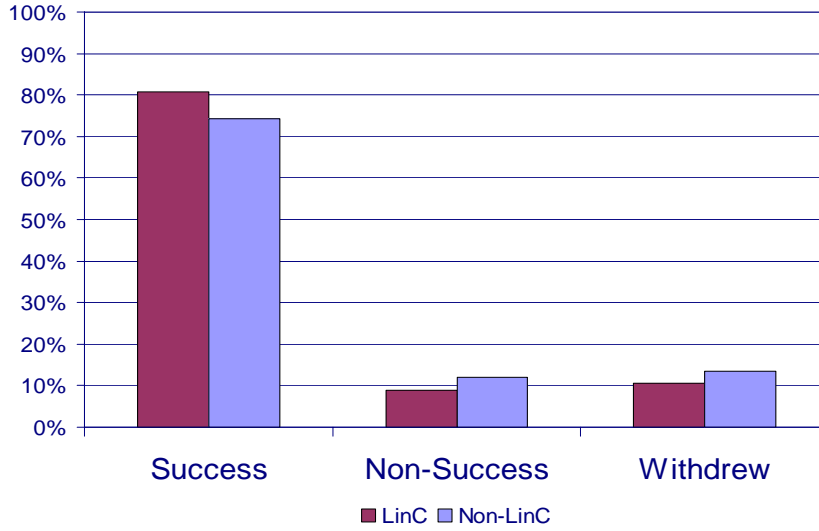


Enrollments tracked from 1998M to 2003S

4

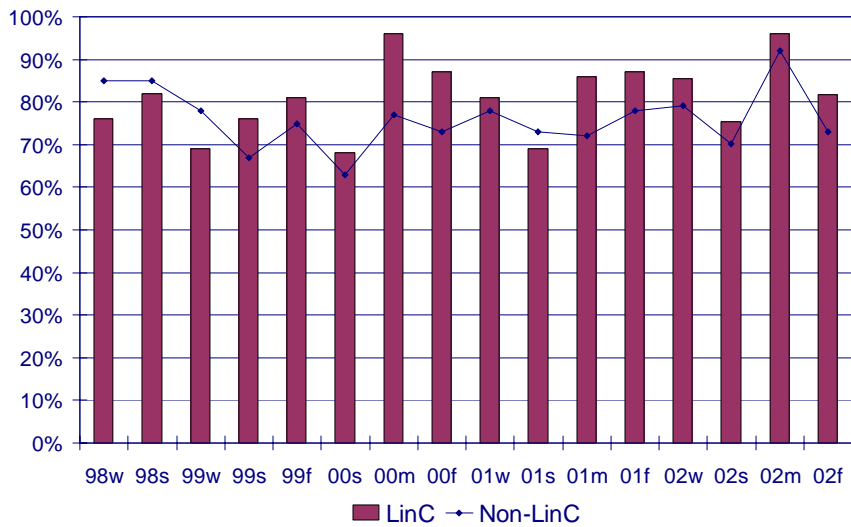


Success Rates for LinC and Similar Courses De Anza College, 1998-2002



Andrew LaManque, May 2003

Success Rates of LinC and Similar Non-LinC Courses by Term, De Anza College, 1998-2002



Andrew LaManque, May 2003

Summary of Findings

- In a typical quarter
 - more than 200 students
 - 10 to 15 LinC sections
 - five or six “Learning Communities”
- 1,401 students have participated in LinC courses over the last four years

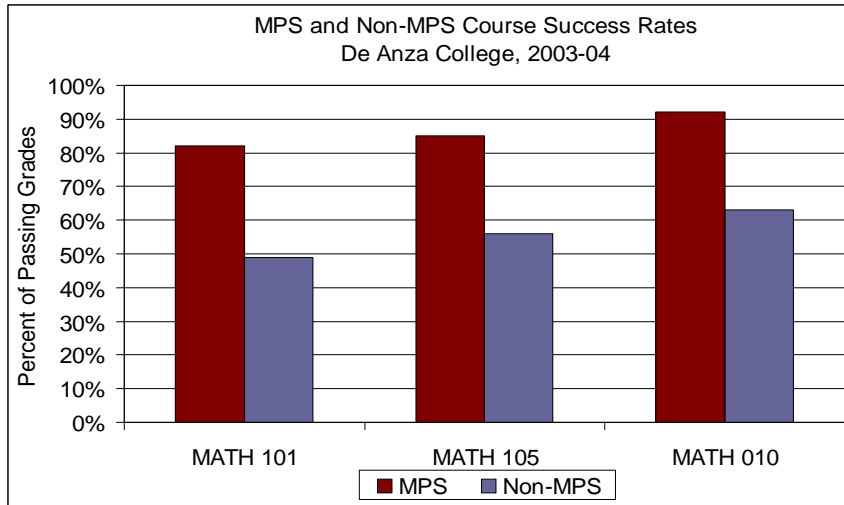
Andrew LaManque, May 2003

Findings Continued

- Overall, the course success rates were higher for LinC than similar courses
- Course success rates for the program have generally increased since the program started in 1998
- LinC course success rates appear to vary by curriculum content

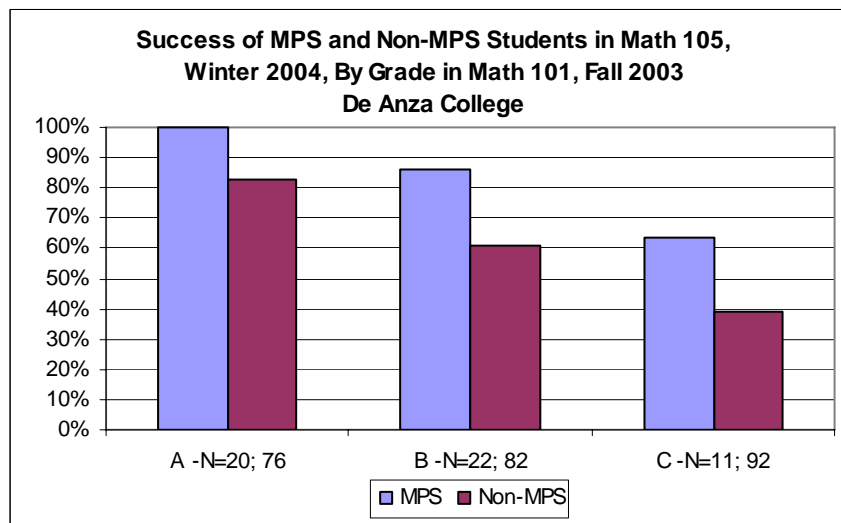
Andrew LaManque, May 2003

Findings – Math Performance Success Program (MPS) at De Anza



Andrew LaManque, March 2005

Findings – De Anza MPS



Andrew LaManque, March 2005

Overview of MPS Program

- Cohort - three quarter math sequence
 - Elementary Algebra (Math 101)
 - Intermediate Algebra (Math 105)
 - Elementary Stats / Probability (Math 10)
- Students have shown previous math difficulties, including repeated attempts and failure
- Must apply to the program
- Double the classroom time
- Instruction / Counseling collaboration
- Peer tutoring

Andrew LaManque, March 2005

Impact on Students in the Classroom

- Same content and material to be mastered
 - Same faculty teach both MPS and Non MPS sections
- Faculty/Counselor partnership provides immediate intervention if a student falls behind
- Twice as many contact hours
 - Opportunity for hands on work
 - Build self confidence

Andrew LaManque, March 2005

Persistence Findings – De Anza MPS

Math 101 Student Persistence Thru Math 105, One and Two Years MPS and Non-MPS Students					
		One Year Persistence		Two Year Persistence *	
Attempted Math 101 Fall 2002		Passed Math 105 Thru Fall 2003		Passed Math 105 Thru Fall 2004	
Group	Students	Students	% Cohort	Students	% Cohort
MPS	52	44	85%	48	92%
Non-MPS	739	352	48%	395	53%
*Many Non-MPS students take Math 105 several quarters after Math 101.					

Andrew LaManque, March 2005

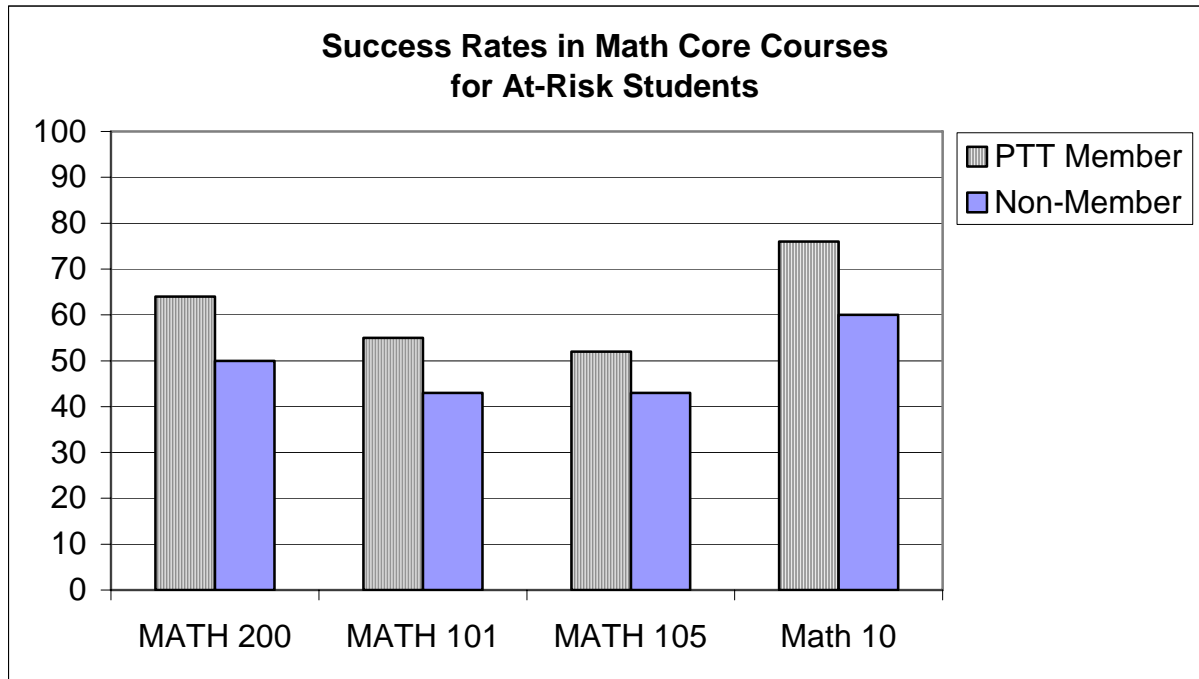
Best Practices Validated

- Cohort development and course sequencing
 - Could benefit students in Math 51, 49A, 49B sequence (pre-calculus to calculus)
- Additional student time on task
 - Pilot the addition of 1-2 hr lab component
- Instructional / student support relationship
 - Develop learning skills in first course
 - Holistic approach to building confidence

Andrew LaManque, March 2005

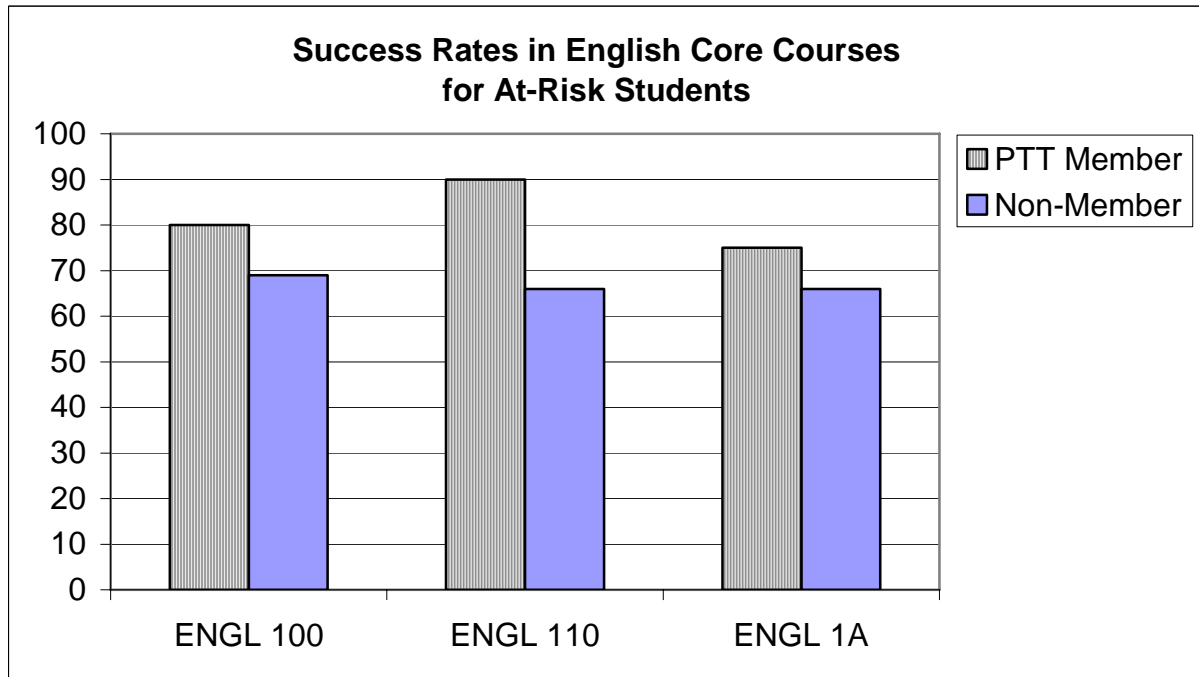
Foothill Pass the Torch Program Findings

Figure 1



Note: At-risk students are defined as those belonging to the following ethnic groups: Hispanics, African-Americans, or Native-Americans.

Figure 2



Foothill Pass the Torch Program Findings

Figure 3

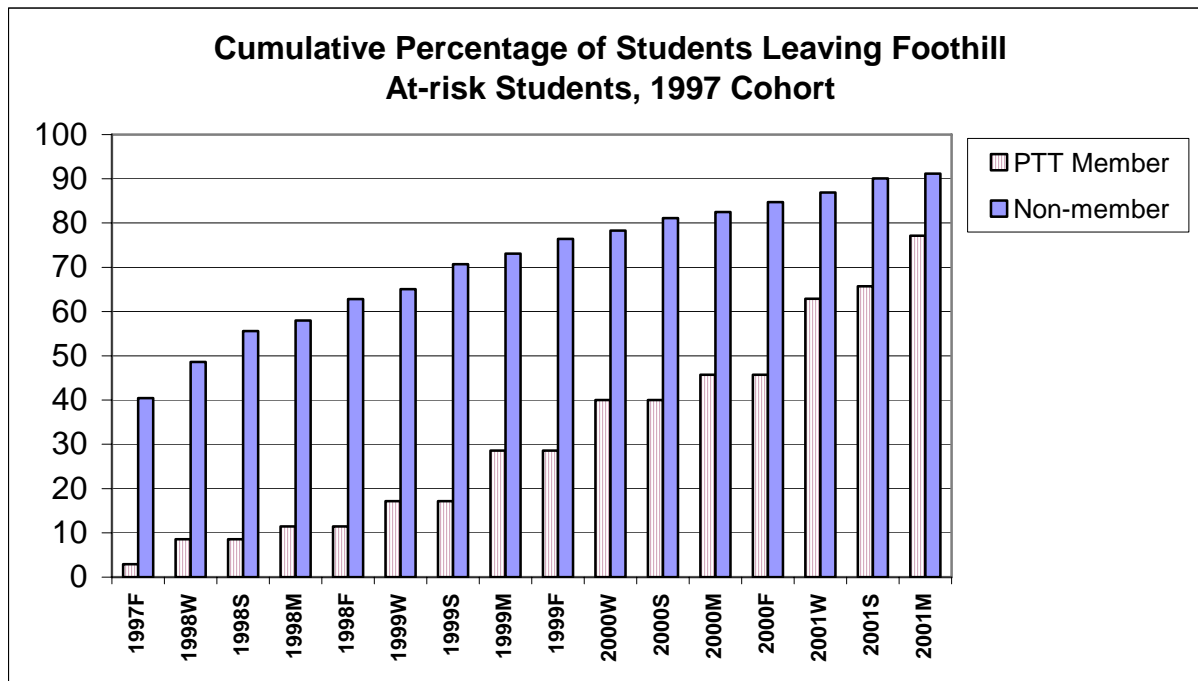
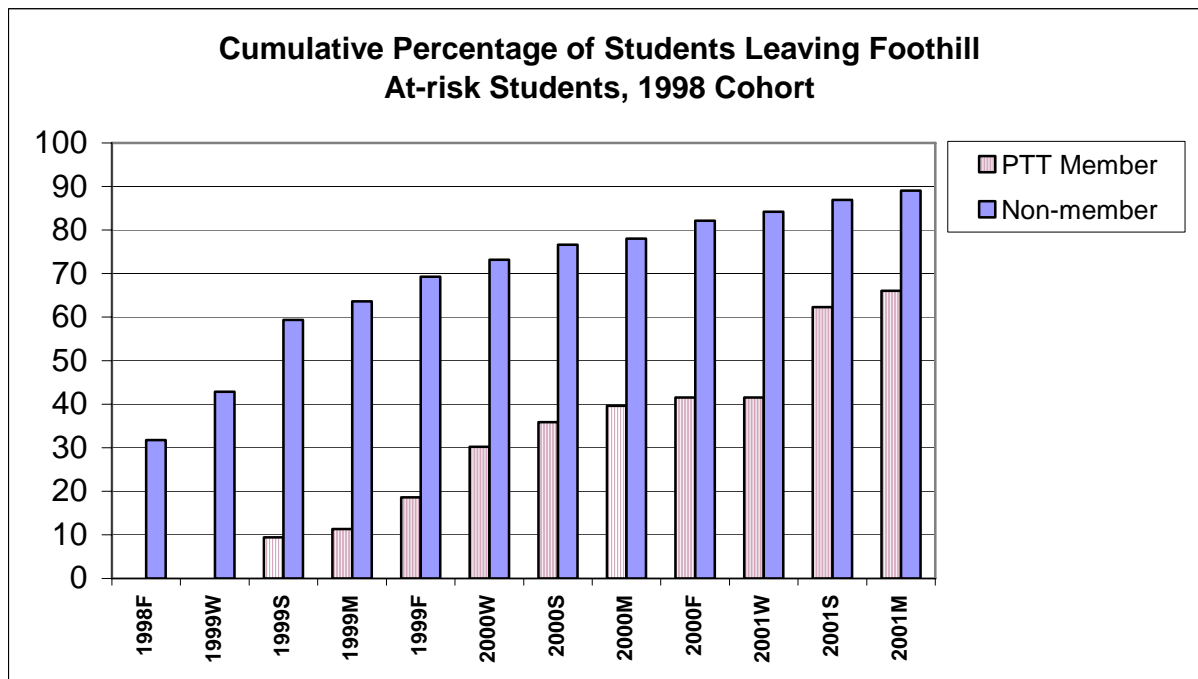


Figure 4



Summary of Pass the Torch Evaluation
Lourdes Del Rio Parent, Ph.D.
January, 2003
(Excerpted and Edited by Bob Barr, May 2006)

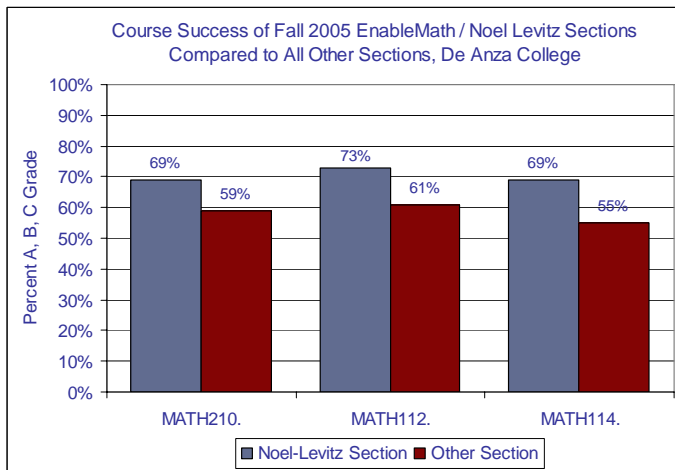
Pass the Torch, founded in 1996 by Jean Thomas, was established at Foothill College to support the academic success and retention of community college students considered at-risk, particularly African American, Hispanic, and American Indian students. The key function of the project has been to form study teams by pairing at-risk students (known as team members) enrolled in core courses with academically successful students (team leaders) and provide both with the necessary support to accomplish the project's main objectives: retention and academic success of the team member. The project has served more than 1,000 students. About 628 PTT students were involved in this evaluation in one form or another.

Conclusions:

- *Pass the Torch* members were more likely to succeed in their courses than non-members of similar at-risk status, particularly in the higher-level courses. For example, at-risk, *Pass the Torch* members in MATH 10 (Elementary Statistics) achieved a 76% success rate (success defined as a grade of C or better) and an average GPA of 2.22 compared to a 48% success rate and a GPA of 1.92 for at-risk non-members. (See figures 1 and 2).
- *Pass the Torch* members were far less likely to withdraw from the College than non-members of similar at-risk status. For example, results for a 1997 cohort of students (students whose first term at Foothill was summer or fall of 1997) indicated that only 11% of at-risk *Pass the Torch* members left Foothill within a year compared to 63% for at-risk control group who were not *Pass the Torch* members (See figures 3, and 4, which show findings for three cohorts).
- Motivation and prior success are important. However, there is no reason to believe that *Pass the Torch* members were more likely to have higher academic motivation than non-members, at least not before they joined *Pass the Torch*. Analysis of responses to a survey of *Pass the Torch* members suggest that the program helped members gain more confidence in their academic skills, which, in turn, may have helped them develop or maintain their motivation to change their behavior and succeed academically.



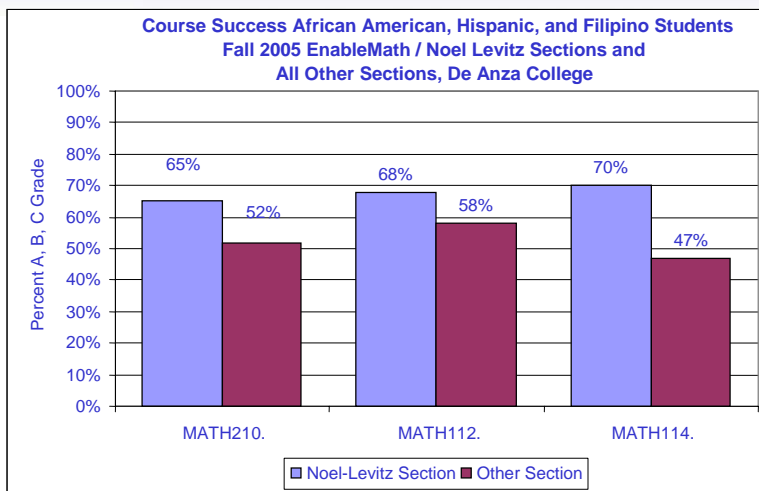
EnableMath Pre-Collegiate Mathematics Pilot



Andrew LaManque, April 11, 2006



EnableMath Pre-Collegiate Mathematics Pilot



Andrew LaManque, April 11, 2006



EnableMath Pre-Collegiate Mathematics Pilot

Course Success of Fall 2005 EnableMath / Noel Levitz Sections Compared to All Other Sections, De Anza College

Course	Group	Pass		Did Not Pass		Withdrew		Total	
		Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
MATH210	Noel-Levitz Section	56	69%	24	30%	1	1%	81	100%
	Other Section	220	59%	90	24%	65	17%	375	100%
MATH112	Noel-Levitz Section	56	73%	18	23%	3	4%	77	100%
	Other Section	357	61%	126	21%	107	18%	590	100%
MATH114	Noel-Levitz Section	104	69%	25	17%	21	14%	150	100%
	Other Section	348	55%	123	19%	164	26%	635	100%

Includes end of term grades of students enrolled at census (3rd week).
 Note: Not all Noel Levitz Section Students completed the College Student Inventory (CSI).

Andrew LaManque, April 11, 2006



EnableMath Pre-Collegiate Mathematics Pilot

- Pilot Interventions
 - Noel Levitz College Student Inventory (CSI) administered each quarter
 - Counselors provide in class feedback
 - Offer assistance for those most at risk
 - EnableMath Software/Textbook
 - Provides mastery based homework questions done in lab during class time
 - Software gives student and teacher weekly updates on progress

Andrew LaManque, April 11, 2006



EnableMath Pre-Collegiate Mathematics Pilot

- Enablelearning provides
 - An unlimited use of EnableMath's mastery-based homework system
 - A customized syllabus for each course
 - 24-hour support for students and faculty
 - Progress reports within the program, weekly e-mail summaries

Andrew LaManque, April 11, 2006



EnableMath Pre-Collegiate Mathematics Pilot

- Noel-Levitz provides
 - Help in the collection and review of initial student performance data
 - Consultants
 - For participating faculty and administrators, goal-setting and strategy workshops
 - Summary report and analysis

Andrew LaManque, April 11, 2006

Puente English Course Sections Compared to Similar Sections

De Anza College, End of Term Enrollments

Term	Course	Group	Success		NonSuccess		Withdrew		Total	
			Grades	Row %	Grades	Row %	Grades	Row %	Grades	Row %
2001F	EWRT100B	Puente	31	97%	1	3%			32	100%
		Other	712	81%	97	11%	67	8%	876	100%
2002W	EWRT001A	Puente	19	90%			2	10%	21	100%
		Other	850	79%	82	8%	149	14%	1,081	100%
2002F	EWRT100B	Puente	35	97%	1	3%			36	100%
		Other	699	78%	107	12%	93	10%	899	100%
2003W	EWRT001A	Puente	25	83%	3	10%	2	7%	30	100%
		Other	906	83%	44	4%	141	13%	1,091	100%
2003F	EWRT100B	Puente	28	88%	2	6%	2	6%	32	100%
		Other	718	83%	77	9%	72	8%	867	100%
2004W	EWRT001A	Puente	28	88%	3	9%	1	3%	32	100%
		Other	922	84%	63	6%	117	11%	1,102	100%
2004F	EWRT100B	Puente	32	91%	2	6%	1	3%	35	100%
		Other	658	79%	77	9%	99	12%	834	100%
2005W	EWRT001A	Puente	27	82%			6	18%	33	100%
		Other	932	82%	73	6%	135	12%	1,140	100%
2005F	LART100.	Puente	31	89%			4	11%	35	100%
	LART100.	Other	45	96%	2	4%			47	100%
	EWRT100B	Other	562	72%	120	15%	101	13%	783	100%

Figure 2 of 3

**Puente English Course Sections Compared to Similar Sections
Hispanic Students Only**

De Anza College, End of Term Enrollments

			Success		NonSuccess		Withdrew		Total	
			Grades	Row %	Grades	Row %	Grades	Row %	Grades	Row %
2001F	EWRT100B	Puente	23	96%	1	4%			24	100%
		Other	100	78%	20	16%	9	7%	129	100%
2002W	EWRT001A	Puente	16	89%			2	11%	18	100%
		Other	84	69%	16	13%	21	17%	121	100%
2002F	EWRT100B	Puente	28	97%	1	3%			29	100%
		Other	92	73%	15	12%	19	15%	126	100%
2003W	EWRT001A	Puente	21	81%	3	12%	2	8%	26	100%
		Other	77	74%	7	7%	20	19%	104	100%
2003F	EWRT100B	Puente	24	86%	2	7%	2	7%	28	100%
		Other	96	70%	27	20%	15	11%	138	100%
2004W	EWRT001A	Puente	23	85%	3	11%	1	4%	27	100%
		Other	105	78%	12	9%	18	13%	135	100%
2004F	EWRT100B	Puente	29	91%	2	6%	1	3%	32	100%
		Other	87	69%	14	11%	25	20%	126	100%
2005W	EWRT001A	Puente	26	84%			5	16%	31	100%
		Other	97	76%	7	6%	23	18%	127	100%
2005F	LART100.	Puente	28	93%			2	7%	30	100%
	LART100.	Other	9	100%					9	100%
	EWRT100B	Other	80	66%	22	18%	19	16%	121	100%
TOTAL	EWRT001A	Puente	86	84%	6	6%	10	10%	102	100%
		Other	855	74%	86	7%	213	18%	1,154	100%
	EWRT100B	Puente	104	91%	6	5%	3	3%	113	100%
		Other	718	71%	140	14%	147	15%	1,005	100%
	LART100.	Puente	28	93%			2	7%	30	100%
		Other	91	83%	6	5%	13	12%	110	100%

Figure 3 of 3

Puente English Course Sections
De Anza College, End of Term Enrollments

<u>Term</u>	<u>Section</u>	<u>All Grades</u>	<u>Hisp. Stud. Grades</u>	<u>% Hisp.</u>
2001F	EWRT100B15	32	24	75%
2002W	EWRT001A18	21	18	86%
2002F	EWRT100B06	36	29	81%
2003W	EWRT001A16	30	26	87%
2003F	EWRT100B14	32	28	88%
2004W	EWRT001A12	32	27	84%
2004F	EWRT100B14	35	32	91%
2005W	EWRT001A12	33	31	94%
2005F	LART100.01D	17	16	94%
2005F	LART100.02D	18	14	78%

02-09-06, De Anza Research

May 12, 2003



Institutional Research Spotlight: Students Who Complete Counseling 100 More Likely to Continue at De Anza

According to a recent Institutional Research & Planning (IR&P) study, students who completed Counseling 100: Orientation to College successfully returned to De Anza one year after entrance at a substantially higher rate than students who did not take the course or did not complete it successfully.

“While the study results do not take into account student ability or other factors that might be related to persistence, it does suggest an important association,” said IR&P Researcher Andrew LaManque. “It may be that students who take Counseling 100 are more motivated and informed than other students.”

Counseling 100 is a ½-unit course that is strongly recommended for new students. The course introduces students to information important for planning their educational careers, such as General Education requirements and grading policies.

“Given the objectives of the course and the clear association with persistence presented in this report, it seems worthwhile to increase recruitment efforts to stem the decline in course enrollment that has occurred in the summer over the past several years.”

-- Andrew LaManque, IR&P Researcher

“While the course has several objectives, it is thought that students who make connections to other students and college personnel early in their collegiate career, and who develop a better understanding about college life, will ultimately have a better chance of meeting their goals,” LaManque said. “The purpose of this research was to begin to shed light on whether Counseling 100 has a positive effect on student persistence.”

Declining Counseling 100 Enrollment

During the most recent summer, more than 2,200 students enrolled in Counseling 100. As indicated in [Figure 1](#), however, summer

About Institutional Research

This regular column highlights an institutional research (IR) study conducted by the staff of the [Institutional Research and Planning](#) office (IR&P) in each *News Bytes* issue. The goal is to inform more people about IR research so that more effective decisions can be made throughout the District.

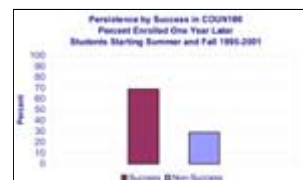
The IR function supports a “culture of evidence” through comprehensive information, data and research. College administrators, faculty and staff use these results for decision-making, planning, evaluation and reporting -- to maintain and continuously improve programs, processes and structures to better serve and educate students.

You can get more information about IR, including complete reports, program reviews and research data, on the IR&P site (at the above link) or by contacting Executive Director of IR&P Bob Barr at barrbob@fhda.edu.

While this difference is large, care must be taken in interpretation since many factors relating to student persistence have not been taken into account, such as student self-selection bias (i.e., it may be that those students who are more motivated to persist are more likely to take Counseling 100).

Figure 2

[Click here/image for larger view.](#)



Note: “Non-Success” includes students who did not enroll or successfully complete the course.

Results By Goal

As depicted in [Figure 3](#), students who have a goal of transfer or degree tend to persist at a slightly higher rate than those selecting undecided on the application, whether or not they have taken Counseling 100.

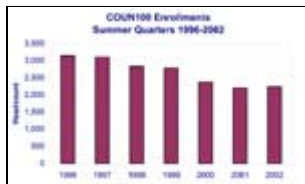
enrollment has been on the decline for the past six years. More than 3,100 students enrolled in 1996. This is a significant decline because more than 70 percent of Counseling 100 enrollments occur during the summer term.

The decline in summer enrollment may be associated with students' ability to apply/register online, which began in the late 1990s. Prior to this time, a Records Office staff member would personally encourage each new student to register for Counseling 100. The declines in course enrollments depicted in Figure 1 can be seen as even more dramatic when viewed against the increase in overall college enrollment over the same period.

About 50 percent of new students in the summer term enroll in Counseling 100. New students make up about 80-90 percent of summer Counseling 100 enrollments. About 25 percent of all summer quarter students will enroll full time in the next term (fall), and more than 85 percent of these students (new students in summer returning to enroll full time in the fall) have taken Counseling 100 in the summer term.

Figure 1

[Click here/image for larger view.](#)



Methodology

LaManque examined enrollment records for the period 1996-2001. Only students indicating a goal of "transfer," "degree" or "undecided" were included, because these are the students targeted by Counseling 100. Students were broken into two groups:

- Students starting in summer or fall, with a goal of "transfer," "degree" or "undecided," who had completed Counseling 100 successfully at some point during their first year of attendance at De Anza College.
- Students starting in summer or fall, with a goal of "transfer," "degree" or "undecided," who did not enroll in or complete Counseling 100 successfully during their first year.

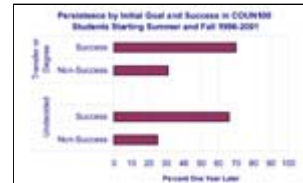
While 81 percent of students starting in the summer (and enrolling in the following fall) and indicating a goal of "transfer," "degree" or "undecided," completed Counseling 100 successfully (i.e., with a grade of C or better) at

For those students who successfully completed Counseling 100, 70 percent of students with a goal of transfer or degree returned one year later, versus 66 percent for students who initially indicated that they were undecided on their goals.

Similar results can be found for students not completing Counseling 100: 31 percent persist if their goal is transfer or a degree compared to 25 percent if they are undecided. The results in Figure 3 may be strong evidence that student goals are subject to change from the initial response on the application, since undecided students do persist at nearly the same rate as students beginning with a goal of transfer or degree at De Anza College.

Figure 3

[Click here/image for larger view.](#)



Note: "Non-Success" includes students who did not enroll or successfully complete the course.

Results By Ethnicity, Start Term

There is some variance in persistence by ethnic group. For example, Asian students completing Counseling 100 have a one-year persistence equal to 79 percent, compared with 54 percent for African American students.

In addition, the one-year persistence rate for students succeeding in Counseling 100 is higher for students who start in the summer than the fall. The one-year persistence rate for students successfully completing Counseling 100 is 70 percent for those starting in the summer, and 62 percent for students starting in the fall.

Even for students not taking Counseling 100, those who start in the summer persist at a higher rate than those who start in the fall: 41 percent compared to 26 percent. More research would be needed to determine why this difference exists.

Summary

There is clearly a very positive relationship between taking Counseling 100 and one-year college persistence. However, this study does not determine whether the learning outcomes of the course are contributing to persistence or whether students with backgrounds associated with persistence are selecting the course.

"Given the objectives of the course and the clear association with persistence presented in this report, it seems worthwhile to increase recruitment efforts to stem the decline in course enrollment that has occurred in the summer over

some point during the first year, the figure for students starting in the fall was only 16 percent.

More research will be needed to determine why this difference in Counseling 100 enrollment exists. Overall, the cohorts included in the study are nearly evenly split between those students who took Counseling 100 and those who did not.

Summary of Results

[Figure 2](#) compares enrollment in the fall term one year after initial enrollment for students successfully completing Counseling 100 compared to those who did not take the course or did not successfully complete it.

As depicted, students taking Counseling 100 were found to enroll one year later at a 69 percent rate compared to a 29 percent rate for students who did not take the course.


the past several years," LaManque concluded.

Future research might examine which students are more likely to take Counseling 100 and what factors contribute to a students' decision not to take the course.

Visit the IR&P Web site to view the [full study](#), which is in a Word document format, or contact LaManque at lamanqueandrew@fhda.edu for more information.

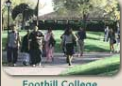


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Foothill-De Anza
Community College District

Board of Trustees Presentation




Foothill College



De Anza College

What We Have Learned from Our Research

Bob Barr




Foothill-De Anza
Community College District

Best Practices/Principles Identified by Our Research

- Cohorts of learners create supportive peer groups and long-term relationships.
 - Puente, MPS, LinC, PTT, CCSF study
- Additional student time on task.
 - MPS, Puente, PTT, Mt SAC Math Academy
- Programs of small size create community.
 - Puente, MPS, LinC, PTT, Nursing, Dental Hygiene

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Best Practices/Principles Identified by Our Research

- Staff belief in students' ability to succeed.
 - Puente, Pass the Torch, MPS, LinC at De Anza

- Combining basic skills with other subjects
 - LinC (e.g., math and business, ESL and history)


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Best Practices/Principles Identified by Our Research

- Students succeeding first in basic skills succeed at higher rates in other courses.
 - E.g., Psych, Soc, Econ, Hist
- Students succeed who learn the fundamentals well.
 - A “C” in basic skills is not enough
 - Thorough and complete learning in first of a sequence leads to success in later courses of the sequence
- New students taking orientation courses persist at considerably higher rates than those who don't.


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Best Practices/Principles Identified by Our Research

- Placement recommendations need to be followed.
 - Success rates are significantly higher for those who do.
- Learning styles and readiness matter.
 - E.g., some students are better prepared for success in distance learning courses than others.
- Student support services make a difference when used.
 - E.g., Math Center, tutoring, counseling

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Best Practices/Principles Identified by Our Research

- Early success matters
 - PTT, Basic Skills “A”s, first term in college
 - Builds confidence, success self-image, self-fulfilling prophecy
- Develop learning skills early on and continually reinforcing them works.
 - MPS, Mt SAC Math Academy
- Sometimes a different “timetable” is better.
 - At Rio Salado, extra half-semester increased success

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