

De Anza College Office of Institutional Research and Planning

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Subject: Customized Academic Support Program Analysis

The Customized Academic Support program was designed to support each student taking English Writing 200, Language Arts 200 and or Reading 200. CAS requires students to complete homework assignments in addition to course work. For EWRT 200 and READ 200, students must complete 4 hours of homework activities and LART 200 students must complete 6 hours of homework activities. These can include small group learning modules, peer tutoring, directed learning activities, academic advising or workshops.

Students in CAS sections in 2011-12 were compared to students in the same section in 2010-11, the year prior to the start of the CAS program. These students were compared on success, persistence and retention rates.

It should be noted that some of the sections tracked are not only CAS sections but also have a portfolio intervention and/or are a LinC section.

Table 1. Success Rates – Fall

		Fall 2010-Fall 2011							
		Success		Non Success		Withdraw		Total	
		Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Fall 2010	EWRTD200.	121	85%	16	11%	5	4%	142	100%
Fall 2011	EWRTD200.	119	77%	24	15%	12	8%	155	100%
Fall 2010	LARTD200.	36	82%	7	16%	1	2%	44	100%
Fall 2011	LARTD200.	42	84%	6	12%	2	4%	50	100%
Fall 2010	READD200.	49	83%	7	12%	3	5%	59	100%
Fall 2011	READD200.	77	77%	18	18%	5	5%	100	100%

Intervention: Fall: EWRT200, 1, 2, 3, 4, 5, 6, 55; LART200, 1D, 2D; READ200, 1, 2, 3, 4, and 55. Note: EWRT200, 1, 2, 3, 4, 6; LART200, 1D, 2D; READ200, 1, 2, 3 was also an intervention section for students who had a portfolio requirement and the LART sections are also LinC sections.

- For EWRT 200, the CAS sections had lower success rates (77%) than students the year prior without the CAS intervention (85%).
- For LART 200, the success rates for students in the CAS sections and the non CAS sections were about the same, at about 83%.

- For READ 200, the CAS sections had lower success rates (77%) than students the year prior without the CAS intervention (83%).

Table 2. Success Rates – Winter

		Winter 2011-Winter 2012							
		Success		Non Success		Withdraw		Total	
		Grades	Row Percent	Grades	Row Percent	Grades	Row Percent	Grades	Row Percent
Winter 2011	EWRTD200.	192	85%	25	11%	9	4%	226	100%
Winter 2012	EWRTD200.	158	77%	34	17%	14	7%	206	100%
Winter 2011	LARTD200.	25	83%	5	17%			30	100%
Winter 2012	LARTD200.	15	68%	5	23%	2	9%	22	100%
Winter 2011	READD200.	24	86%	3	11%	1	4%	28	100%
Winter 2012	READD200.	19	70%	4	15%	4	15%	27	100%

Intervention: Winter: EWRT200 1, 2, 3, 4, 5, 6, 7, 8, 55, 61; LART200, 1D; READ200, 3, 55. Note: EWRT200 1, 2, 4, 5, 8, 61 was also an intervention section for students who had a portfolio requirement and the LART section is also a LinC course.

- For EWRT 200, LART 200 and READ 200, the CAS sections had lower success rates than students the year prior without the CAS intervention.

Table 3. Persistence Rates, Fall

		Fall	Winter	Persistence Rate
EWRTD200.	Fall 2010	121	112	93%
	Fall 2011	119	111	93%
LARTD200.	Fall 2010	36	34	94%
	Fall 2011	42	41	98%
READD200.	Fall 2010	49	46	94%
	Fall 2011	77	75	97%

Students who successfully passed in fall and were enrolled in winter.

- For students enrolled in EWRT 200 courses in the fall quarter, 93% of students in both the CAS section and non CAS sections returned in the winter quarter.
- For LART 200 courses, students in the CAS sections had a slightly higher (98%) persistence rate than non CAS sections (94%).
- For READ 200 courses, students in the CAS sections had a slightly higher (97%) persistence rate than non CAS sections (94%).

Table 4. Persistence Rates, Winter

		Winter	Spring	Persistence Rate
EWRTD200.	Fall 2010	192	180	94%
	Fall 2011	158	151	96%
LARTD200.	Fall 2010	25	24	96%
	Fall 2011	15	15	100%
READD200.	Fall 2010	24	24	100%
	Fall 2011	19	18	95%

Students who successfully passed in winter and were enrolled in spring.

- For students enrolled in EWRT 200 courses in the winter quarter, students in both groups had about the same persistence rate, about 95%.
- For LART 200 courses, students in the CAS sections had a slightly higher (100%) persistence rate than non CAS sections (96%).
- For READ 200 courses, students in the CAS sections had a lower (95%) persistence rate than non CAS sections (100%).

Table 5. Retention Rate

		Fall	Winter
		Retention Rate	
EWRTD200.	2010	96%	96%
	2011	92%	93%
LARTD200.	2010	98%	100%
	2011	96%	91%
READD200.	2010	95%	96%
	2011	96%	85%

Students who did not withdraw and received a grade.

- Students in EWRT 200, LART 200, and READ 200 in CAS sections in the fall had a retention rate within 2-3 percentage points of non CAS sections.
- Students in EWRT 200, LART 200, and READ 200 in CAS sections in the winter had a lower retention rate than non CAS sections.

Table 6. Success Rates by Ethnicity – Fall

			Fall 2010-Fall 2011							
			Success		Non Success		Withdraw		Total	
			Grades	Row Percent	Grades	Row Percent	Grades	Row Percent	Grades	Row Percent
Fall 2010	EWRTD200.	African American	8	89%	1	11%			9	100%
Fall 2010	EWRTD200.	Asian	52	87%	6	10%	2	3%	60	100%
Fall 2010	EWRTD200.	Filipino	10	91%	1	9%			11	100%
Fall 2010	EWRTD200.	Latino/a	21	81%	4	15%	1	4%	26	100%
Fall 2010	EWRTD200.	Native American			1	100%			1	100%
Fall 2010	EWRTD200.	Pacific Islander	2	100%					2	100%
Fall 2010	EWRTD200.	Unreported	16	94%			1	6%	17	100%
Fall 2010	EWRTD200.	White	12	75%	3	19%	1	6%	16	100%
		Total	121	85%	16	11%	5	4%	142	100%
Fall 2011	EWRTD200.	African American	8	67%	3	25%	1	8%	12	100%
Fall 2011	EWRTD200.	Asian	54	89%	5	8%	2	3%	61	100%
Fall 2011	EWRTD200.	Filipino	7	78%	1	11%	1	11%	9	100%
Fall 2011	EWRTD200.	Latino/a	27	59%	13	28%	6	13%	46	100%
Fall 2011	EWRTD200.	Pacific Islander	2	100%					2	100%
Fall 2011	EWRTD200.	Unreported	9	90%	1	10%			10	100%
Fall 2011	EWRTD200.	White	12	80%	1	7%	2	13%	15	100%
		Total	119	77%	24	15%	12	8%	155	100%
Fall 2010	LARTD200.	African American	2	100%					2	100%
Fall 2010	LARTD200.	Asian	19	90%	2	10%			21	100%
Fall 2010	LARTD200.	Filipino	2	67%			1	33%	3	100%
Fall 2010	LARTD200.	Latino/a	6	75%	2	25%			8	100%
Fall 2010	LARTD200.	Pacific Islander	1	100%					1	100%
Fall 2010	LARTD200.	Unreported	3	60%	2	40%			5	100%
Fall 2010	LARTD200.	White	3	75%	1	25%			4	100%
Fall 2010	LARTD200.	Total	36	82%	7	16%	1	2%	44	100%
Fall 2011	LARTD200.	African American	3	50%	2	33%	1	17%	6	100%
Fall 2011	LARTD200.	Asian	15	88%	2	12%			17	100%
Fall 2011	LARTD200.	Filipino	1	100%					1	100%
Fall 2011	LARTD200.	Latino/a	10	83%	1	8%	1	8%	12	100%
Fall 2011	LARTD200.	Pacific Islander	2	67%	1	33%			3	100%
Fall 2011	LARTD200.	Unreported	4	100%					4	100%
Fall 2011	LARTD200.	White	7	100%					7	100%
		Total	42	84%	6	12%	2	4%	50	100%
Fall 2010	READD200.	African American	1	33%	1	33%	1	33%	3	100%
Fall 2010	READD200.	Asian	14	74%	3	16%	2	11%	19	100%
Fall 2010	READD200.	Filipino	6	100%					6	100%
Fall 2010	READD200.	Latino/a	10	100%					10	100%
Fall 2010	READD200.	Pacific Islander	1	100%					1	100%
Fall 2010	READD200.	Unreported	7	88%	1	13%			8	100%
Fall 2010	READD200.	White	10	83%	2	17%			12	100%
		Total	49	83%	7	12%	3	5%	59	100%
Fall 2011	READD200.	African American	8	89%	1	11%			9	100%
Fall 2011	READD200.	Asian	37	86%	5	12%	1	2%	43	100%
Fall 2011	READD200.	Filipino	10	91%	1	9%			11	100%
Fall 2011	READD200.	Latino/a	17	63%	8	30%	2	7%	27	100%
Fall 2011	READD200.	Native American	1	100%					1	100%
Fall 2011	READD200.	Pacific Islander	1	50%	1	50%			2	100%
Fall 2011	READD200.	Unreported	2	67%			1	33%	3	100%
Fall 2011	READD200.	White	1	25%	2	50%	1	25%	4	100%
		Total	77	77%	18	18%	5	5%	100	100%

Table 7. Success Rates by Ethnicity – Winter

		Winter 2011-Winter 2012								
		Success		Non Success		Withdraw		Total		
		Grades	Row Percent	Grades	Row Percent	Grades	Row Percent	Grades	Row Percent	
Winter 2011	EWRTD200.	African American	8	53%	6	40%	1	7%	15	100%
Winter 2011	EWRTD200.	Asian	79	91%	6	7%	2	2%	87	100%
Winter 2011	EWRTD200.	Filipino	11	85%	2	15%			13	100%
Winter 2011	EWRTD200.	Latino/a	44	81%	6	11%	4	7%	54	100%
Winter 2011	EWRTD200.	Native American	2	100%					2	100%
Winter 2011	EWRTD200.	Pacific Islander	1	100%					1	100%
Winter 2011	EWRTD200.	Unreported	21	88%	3	13%			24	100%
Winter 2011	EWRTD200.	White	26	87%	2	7%	2	7%	30	100%
		Total	192	85%	25	11%	9	4%	226	100%
Winter 2012	EWRTD200.	African American	15	71%	5	24%	1	5%	21	100%
Winter 2012	EWRTD200.	Asian	68	82%	10	12%	5	6%	83	100%
Winter 2012	EWRTD200.	Filipino	8	100%					8	100%
Winter 2012	EWRTD200.	Latino/a	37	67%	14	25%	4	7%	55	100%
Winter 2012	EWRTD200.	Native American	2	100%					2	100%
Winter 2012	EWRTD200.	Pacific Islander	3	100%					3	100%
Winter 2012	EWRTD200.	Unreported	9	75%	2	17%	1	8%	12	100%
Winter 2012	EWRTD200.	White	16	73%	3	14%	3	14%	22	100%
		Total	158	77%	34	17%	14	7%	206	100%
Winter 2011	LARTD200.	African American	4	100%					4	100%
Winter 2011	LARTD200.	Asian	8	89%	1	11%			9	100%
Winter 2011	LARTD200.	Filipino	1	100%					1	100%
Winter 2011	LARTD200.	Latino/a	6	60%	4	40%			10	100%
Winter 2011	LARTD200.	Native American	1	100%					1	100%
Winter 2011	LARTD200.	Unreported	1	100%					1	100%
Winter 2011	LARTD200.	White	4	100%					4	100%
		Total	25	83%	5	17%			30	100%
Winter 2012	LARTD200.	African American					2	100%	2	100%
Winter 2012	LARTD200.	Asian	6	100%					6	100%
Winter 2012	LARTD200.	Filipino	4	80%	1	20%			5	100%
Winter 2012	LARTD200.	Latino/a	3	43%	4	57%			7	100%
Winter 2012	LARTD200.	Unreported	2	100%					2	100%
Winter 2012	LARTD200.	Total	15	68%	5	23%	2	9%	22	100%
Winter 2011	READD200.	Asian	9	90%	1	10%			10	100%
Winter 2011	READD200.	Filipino	2	100%					2	100%
Winter 2011	READD200.	Latino/a	10	91%	1	9%			11	100%
Winter 2011	READD200.	Unreported	2	100%					2	100%
Winter 2011	READD200.	White	1	33%	1	33%	1	33%	3	100%
		Total	24	86%	3	11%	1	4%	28	100%
Winter 2012	READD200.	African American	1	50%			1	50%	2	100%
Winter 2012	READD200.	Asian	9	69%	3	23%	1	8%	13	100%
Winter 2012	READD200.	Latino/a	3	50%	1	17%	2	33%	6	100%
Winter 2012	READD200.	Unreported	2	100%					2	100%
Winter 2012	READD200.	White	4	100%					4	100%
		Total	19	70%	4	15%	4	15%	27	100%