

Successful Basic Skills Programs at De Anza College  
August 7, 2008, Andrew LaManque, Ph.D.

Proposal

Fund a new model for academic success combined with research that over a one year period integrates developmental math, reading, writing and counseling through learning communities as well as supports the next phase of programmatic work in the individual programs with a focus on scaling them to serve more students.

Background

- Latino and African Ancestry students are disproportionately represented in basic skills courses.
- About 20% of De Anza College enrollments are basic skills courses.
- De Anza College is one of a handful of California Community Colleges with a Reading Department. National research\* suggests strong reading skills are critical to success in writing.

Success Rates

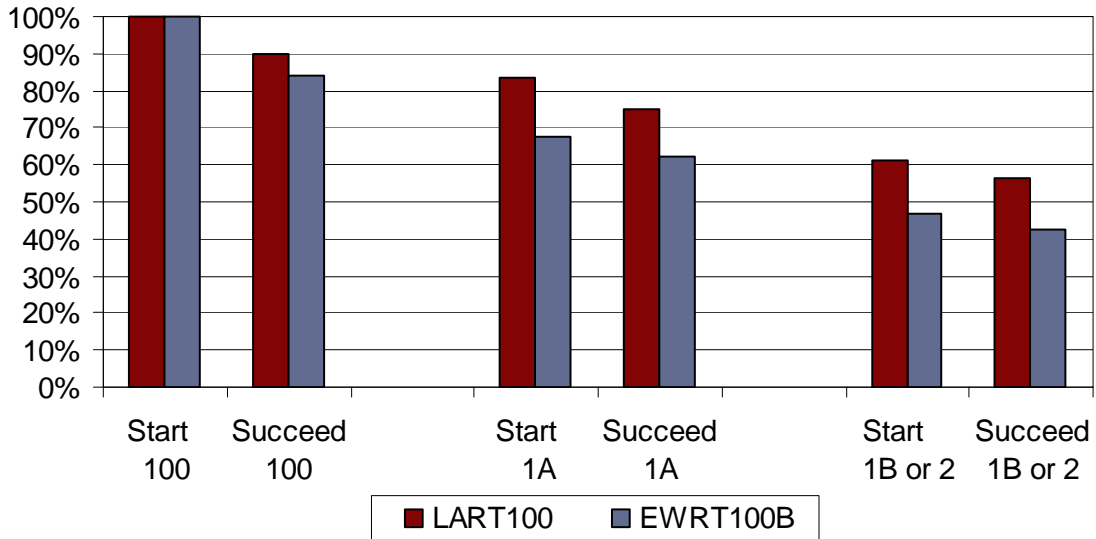
- **MPS** course success rates are typically more than 80%; compared with 55% for other students.
- Success Rates in developmental English (one level below college) average about 90% for Hispanic students in **Puente**; compared to about 70% for Hispanic students not in the program.
- About 75% of students starting in **LART** 100 - Writing and Reading Learning Communities (one level below college English) go on to successfully complete college English, compared with 65% of students in basic skills writing (one level below college English).
- Results from a recent CALPASS study showed that a higher percentage of **LART** 100 students transferred to SJSU than students starting in basic skills writing (one level below college English) – 17.3% vs. 14.8%.

Best Practices Validated by the Research

- Cohort development and course sequencing
- Additional student time on task
- Instructional / student support (counseling) relationship
- Integration of course content across disciplines

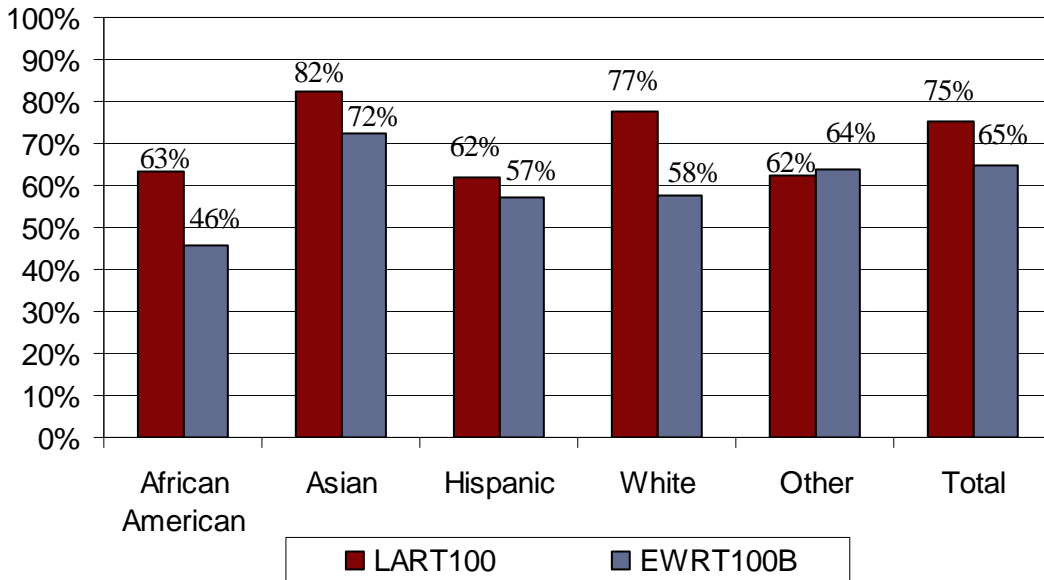
\* “Reading and Writing Relations: Assumptions and Directions.” James Flood and Dianne Lapp. The Dynamics of Language Learning: Research in English and Reading. National Conference on Research in English. Edited by James R. Squire. 1985

**De Anza College 2002-03 Cohort of New Entering Students  
Tracked from LART 100 and EWRT 100B  
thru EWRT 1A to EWRT 1B or 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. SOURCE: District Research.

**% Students Starting in EWRT100B and LART 100  
Successful in EWRT 1A  
5 Cohorts of New Entering Students Tracked 3 Years**



Includes Cohorts 2000-01 thru 2004-05 at De Anza College