MMAP: Supporting DSPS Students in Transfer-Level English and Math

May 13, 2020
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DSPS Students – Statewide Results
Methodology

- Data from all community colleges
- Students who started in a series between fall 2015 and fall 2018
- Credit math ($N = 6,053,421$) and English ($N = 5,892,788$)
- All transfer-level English courses
- All transfer-level math courses including math courses taught outside of the math discipline, such as Business Statistics
- Transfer level courses identified by CB05 and CB21 codes
- Enrollments and completions counted anywhere within the system
- All Disability Types
Disability Categories

MIS Reporting Categories:

- Attention Deficit Hyperactivity Disorder (ADHD)
- Acquired Brain Injury
- Intellectual Disability
- Deaf and Hard of Hearing (DHH)
- Learning Disability
- Other Health Conditions and Disabilities
- Mental Health Disability
- Physical Disability
- Autism Spectrum
- Blind and Low Vision
Percentage of DSPS Students Who Enrolled Directly in Transfer-Level English

TL: Fall 15 = 574, Fall 16 = 400, Fall 17 = 629, Fall 18 = 1,076
1below: Fall 15 = 399, Fall 16 = 423, Fall 17 = 453, Fall 18 = 601
2below: Fall 15 = 830, Fall 16 = 566, Fall 17 = 680, Fall 18 = 424

+23 percentage point increase at Transfer Level

-29 percentage point decrease at two-levels below transfer
Percentage of DSPS Students Who Enrolled Directly in Transfer-Level Math

+11 percentage point increase for transfer level

-21 percentage point decrease for two levels below transfer

TL: Fall 15 = 306, Fall 16 = 261, Fall 17 = 415, Fall 18 = 547
1below: Fall 15 = 273, Fall 16 = 238, Fall 17 = 316, Fall 18 = 451
2below: Fall 15 = 1,170, Fall 16 = 1,019, Fall 17 = 1,095, Fall 18 = 865
Throughput Rates for DSPS Students by Starting Level in Transfer-Level English

DSPS Statewide - All Disability Categories

<table>
<thead>
<tr>
<th></th>
<th>Fall 2018 One Term Throughput Starting at Transfer Level</th>
<th>Fall 2017 One Year Throughput Starting at Transfer Level</th>
<th>Fall 2015 Three Year Throughput Starting at Transfer Level</th>
<th>Fall 2017 One Year Throughput Starting One Level Below</th>
<th>Fall 2015 Three Year Throughput Starting One Level Below</th>
<th>Fall 2015 Three Year Throughput Starting Two Levels Below</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>61%</td>
<td>70%</td>
<td>75%</td>
<td>36%</td>
<td>48%</td>
<td>28%</td>
</tr>
</tbody>
</table>

F15: TL = 474, 1Below = 399; F17: TL = 629, 1Below = 453, F18: TL = 1,076. 2below = 830
Throughput Rates for DSPS Students by Starting Level in Transfer-Level Math

DSPS Statewide - All Disability Categories

- Fall 2018 One Term Throughput Starting at Transfer Level: 48%
- Fall 2017 One Year Throughput Starting at Transfer Level: 64%
- Fall 2015 Three Year Throughput Starting at Transfer Level: 65%
- Fall 2017 One Year Throughput Starting One Level Below: 21%
- Fall 2015 Three Year Throughput Starting One Level Below: 43%
- Fall 2015 Three Year Throughput Starting Two Levels Below: 12%

F15: TL = 306, 1Below = 273; F17: TL = 415, 1Below = 361, F18: TL = 547 2below: 1,170
Math Throughput Rates by Disability Type

- ADHD: 68% 3% (Fall 2018)
- Autism: 71% 33% (Fall 2018)
- Deaf and Hard of Hearing: 67% 43% (Fall 2015)
- Learning Disability: 67% 47% (Fall 2015)
- Mental Health Disability: 83% 51% (Fall 2015)
- Other: 77% 23% (Fall 2017)
- Physical Disability: 66% 21% (Fall 2017)

https://bit.ly/DSPSbyType
Examples of Colleges Supporting DSPS Students in Transfer-Level English and Math Courses
Coastline College

Supporting DSPS Students through AB 705

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Student Resources—Math and English

• Guided Self-Placement
• Smaller Class sizes
  – Embedded Tutors
  – Support Classes
• Student Success Center Tutoring
  – In person
  – Online (Skype/NetTutor/Smarthinking)
• Dolphin Connect/Success Coaches
• College Readiness
• Departmental RSI Standards
Student Resources—Best Practices

• Guided Self-Placement
• Trained Embedded Tutors
• Synchronous Zoom Sessions
• Interaction with the Support Team
• Student Success Center Tutoring
• Dolphin Connect/Success Coaches
• Intervention/Intrusive Counseling/Referral
• Increase in RSI Standards
Thank you

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Supporting DSPS Students in Transfer-Level English and Math

Cathy Patel, Kevin Glapion, Mallory Newell
Transfer-Level Enrollment Trends for DSPS Students

Between Fall 2017 and Fall 2019:

- +85% increase for English
- +128% increase for Statistics
- +5% increase for Precalculus
- +118% increase for Calculus
Transfer-Level English Success

DSPS: F15 = 33, F16 = 36, F17 = 46, F18 = 54, F19 = 85; Non-DSPS: F15 = 1,521, F16 = 1,531, F17 = 1,473, F18 = 1,875, F19 = 2,582
Transfer-Level English Success by Support Course Type

- Two-term Stretch: 50%
- Two-term Stretch Learning Community: 60%
- Corequisite: 33%
- Corequisite Learning Community: 78%
- Standalone: 71%

Stretch: 4, Stretch LC: 5, Corequisite: 9, Coreq LC: 7, Standalone = 27
Transfer-Level Statistics Success

DSPS: F15 = 25, F16 = 28, F17 = 28, F18 = 55, F19 = 64; Non-DSPS: F15 = 1,050, F16 = 1,017, F17 = 1,010, F18 = 1,725, F19 = 1,685
Transfer-Level Statistics Success by Support Course Type

Corequisite: 9, MPS: 15, Standalone: 40
### Transfer-Level Precalculus Success

<table>
<thead>
<tr>
<th>Year</th>
<th>DSPS Success</th>
<th>Non-DSPS Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>Fall 2016</td>
<td>61%</td>
<td>56%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>48%</td>
<td>62%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>63%</td>
<td>67%</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>68%</td>
<td>58%</td>
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DSPS: F15 = 25, F16 = 28, F17 = 28, F18 = 55, F19 = 64; Non-DSPS: F15 = 1,050, F16 = 1,017, F17 = 1,010, F18 = 1,725, F19 = 1,685
Transfer-Level Calculus Success

DSPS: F15 = 25, F16 = 28, F17 = 28, F18 = 55, F19 = 64; Non-DSPS: F15 = 1,050, F16 = 1,017, F17 = 1,010, F18 = 1,725, F19 = 1,685
AB 705 DSS SUPPORTS FOR MATH AND ENGLISH

De Anza College
AB705 and MPS

- Collaborate with Math Performance Success (MPS) Counselors and instructors/professor to assist students in DSS
- Additional tutoring from DSS along with required tutoring from MPS program
- Two weekly updates from DSS counselor, MPS counselor, and student’s professor/instructor
- Student is contacted by DSS Counselor and MPS Counselor
- Professor/instructor makes equitable accommodations for ALL students - inclusive
DSS Support Classes

- Learning Strategies (LS) classes provided through DSS are to provide students with educational limitations support in the general education classroom.
- What does it look like? The DSS instructor works with instructors/professors in the English and Math Departments to assist DSS students with their assignments/homework.
- Communication is done on a regular basis.
- Example 1: DSS student enrolls in Statistics without MPS support and takes LS class concurrently. The Statistics professor/instructor is in constant communication with LS instructor to provide areas of student deficit so the LS instructor can work on those areas of weakness.
- Example 2: Some math professors/instructors will give a template of their curriculum to the LS Instructor, so that either the LS instructor can assist DSS students parallel, but most often the LS instructor frontloads curriculum to DSS student.
AB705 and English

- Currently, the English Department is offering extra credit if the DSS student is enrolled in the stretch model (two-term transfer-level sequence) along with a LS support course provided through DSS.

- Recently, at an English department meeting, team brainstormed and two instructors volunteered to give the LS instructor their curriculum for those DSS students who are not quite ready to take English 1A, to solely take the LS course offered through DSS then enroll in English 1A the next quarter with the same instructor that provided the curriculum.

- It has been observed that those students in the DSS program especially those on the spectrum take the English 1A once with an instructor, knowing that they will not pass, then enroll with the same instructor the next quarter and do pass.
Questions?
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