Access, Enrollment and Success: Statewide Results for Transfer-Level English and Math - DSPS Students

Our Chancellor’s Office Resources

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Study Purpose

- To explore the statewide landscape as it pertains to enrollment, success and throughput in transfer-level English and math courses for students whose first enrollment was at that level.
  - To better understand trends in enrollment and success between fall 2015 and fall 2018 with a focus on shifts between fall 2017 and fall 2018.
  - To better understand differences between DSPS students in transfer level English and math course.
Methodology

- Data from all community colleges
- Students enrolled 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
DSPS Students – Statewide Results
Percentage of DSPS Students Who Enrolled Directly in Transfer-Level English

Fall 15 = 506, Fall 16 = 421, Fall 17 = 637, Fall 18 = 1,068

+23 percentage point increase
Percentage of DSPS Students Who Enrolled Directly in Transfer-Level Math

Math: Fall 15 = 237, Fall 16 = 203, Fall 17 = 294, Fall 18 = 417
SLAM: Fall 15 = 75, Fall 16 = 75, Fall 17 = 122, Fall 18 = 198
B-STEM: Fall 15 = 137, Fall 16 = 107, Fall 17 = 144, Fall 18 = 206

- +10 percentage point increase for Math Overall
- +4 percentage point increase for SLAM
- +7 percentage point increase for B-STEM
Number of Successful Completions of Transfer-Level **English** for DSPS Students

+309 additional successful completions
Number of Successful Completions of Transfer-Level Math for DSPS Students

- +87 additional successful completions

Graph shows the number of completions from Fall 2015 to Fall 2018 for SLAM and B-STEM programs.
Success Rates of DSPS Students

DSPS: Fall 15 = 337, Fall 16 = 292, Fall 17 = 417, Fall 18 = 646
Non-DSPS: Fall 15 = 52,819, Fall 16 = 58,927, Fall 17 = 69,321, Fall 18 = 87,995
Transfer-Level **SLAM** Success Rates of DSPS Students

<table>
<thead>
<tr>
<th>Year</th>
<th>DSPS Success Rate</th>
<th>Non-DSPS Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>61%</td>
<td>68%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>67%</td>
<td>68%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>58%</td>
<td>65%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>48%</td>
<td>62%</td>
</tr>
</tbody>
</table>

DSPS: F15 = 46, F16 = 50, F17 = 71, F18 = 95  Non-DSPS: F15 = 10,855, F16 = 12,404, F17 = 14,946, F18 = 20,474
Volume of Successful and Non Success Completions and Success Rates for Transfer Level Math - DSPS students

<table>
<thead>
<tr>
<th></th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Starting below transfer level in fall 2015 tracked through transfer level in fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non Successful Completions</td>
<td>123</td>
<td>88</td>
<td>137</td>
<td>216</td>
<td>1,184</td>
</tr>
<tr>
<td>Successful Completions</td>
<td>117</td>
<td>116</td>
<td>163</td>
<td>205</td>
<td>269</td>
</tr>
<tr>
<td>Success / Completion Rate</td>
<td>49%</td>
<td>57%</td>
<td>54%</td>
<td>49%</td>
<td>19%</td>
</tr>
</tbody>
</table>

Graph showing the volume of successful and non-successful completions along with success rates for different years.
Transfer-Level **English** One-Term Throughput Rates of DSPS Students

DSPS: F15 = 341/1,793, F16 = 295/1,471, F17 = 418/1,809, F18 = 650/2,108

+12 percentage point increase
Transfer-Level Math One-Term Throughput Rates of DSPS Students

DSPS: F15 = 116/1.677, F16 = 117/1,432, F17 = 163/1,684, F18 = 204/1,725

+5 percentage point increase
Examples of Colleges Supporting DSPS Students in Transfer-Level English and Math Courses
Antelope Valley College
What many of us thought....

- Disabled students will struggle in transfer level courses and ultimately not be successful
What we discovered…

- The work of the entire campus to support students in transfer level courses is benefiting disabled students too!
  - Embedded tutors
  - Faculty office hours in the learning center
  - Additional tutoring hours by faculty, etc.
- All translates into positive outcomes for disabled students
The more support the better!

- The work of the entire campus to support students in transfer level courses is benefiting disabled students too!
  - Embedded tutors
  - Faculty office hours in the learning center
  - Additional units and time with faculty
- All translates into positive outcomes for disabled students
Encourage Students to Seek Appropriate DSPS Services

• Be comfortable approaching a student to encourage them to seek out additional help and support from the DSPS office
  • Use a helpful approach when suggesting DSPS services to students:
    • “You may benefit from some of the resources they have available to support you, would you like me to walk you over there?”

• Get to know your DSPS staff and counselors, call or visit, so you may feel comfortable referring students there.
Welcome to the Learning Center!

The Learning Center is a one-stop facility designed to provide easy access to multiple academic support services for students and faculty.

The Learning Center provides students computer access to the Internet, word processing, printing, media enriched language instruction, and video/computer-assisted instruction.

Come check out our Math, Writing, and Study Skills Workshops!

Lancaster Fall 2019 Workshops

Palmdale Workshops Fall 2019
# Learning Center Workshops

**Fall 2019 – Lancaster Campus**

**Learning Center Hours:** Mondays through Thursdays 7:30 am to 7:00 pm and Fridays 7:30 to 11:30 am. Closed on Saturdays. Students registered in Fall 2019 classes are welcome to attend Learning Center workshops taught by faculty learning specialists and English, Math, and Reading instructors. English workshops are held in LC 114. Reading workshops are located in ME 114. Study Skills and Writing Skills workshops are held in LC 104. Math workshops are held in multiple areas. Inquire at the Computer/Media (front desk) for the location when you check-in. You must show a Fall 2019 student ID to attend the workshops. Also, the schedule listing is subject to change. Access the Learning Center website at [http://www.avc.edu](http://www.avc.edu) for the most current version.

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/19 Classes begin</td>
<td>8/20 PREPARE</td>
<td>8/21 FOR</td>
<td>8/22 SUCCESS!</td>
<td>8/23</td>
</tr>
<tr>
<td></td>
<td>Math 115: 10:30-11:30</td>
<td>2:30-3:30</td>
<td>11:45-12:45</td>
<td>5:30-6:30 pm</td>
</tr>
<tr>
<td></td>
<td>Math 115: 11:45-12:45</td>
<td>Math 128-140: 4:30</td>
<td>Math 102: 10:30-11:30</td>
<td>9:30-10:30</td>
</tr>
<tr>
<td></td>
<td>Math 115: 11:45-12:45</td>
<td>Math 102: 5:30-6:30 pm</td>
<td>Math 115: 11:45-12:45</td>
<td>Math 102:</td>
</tr>
<tr>
<td></td>
<td>Math 102: 12:45-1:45</td>
<td>Math 128-140: 4:5 pm</td>
<td>Math 115: 11:45-12:45</td>
<td>Math 150: 2:30-3:30</td>
</tr>
<tr>
<td></td>
<td>Math 150: 2:30-3:30</td>
<td>Reading: Note-taking/Talking to the Text 4-5 pm</td>
<td>Math 102: 10:30-11:30</td>
<td>Reading:</td>
</tr>
<tr>
<td>Reading:</td>
<td>Writing Skills:</td>
<td>Study Skills: 10 Steps to College Success 11:30-12:30</td>
<td>Math 102: 10:30-11:30</td>
<td>Writing Skills:</td>
</tr>
<tr>
<td>Science Textbooks 11-12</td>
<td></td>
<td></td>
<td></td>
<td>Writing Skills:</td>
</tr>
<tr>
<td>Pre-Reading Strategies 1-2</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>Note:</strong> Pre-Reading Strategies 7-8 pm</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Note:</strong> Pre-Reading Strategies 4-5pm</td>
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</tr>
</tbody>
</table>
The more support the better!
Assessment for All Students

• Starting in fall 2017
  • All students are placed using high school transcript information
    Or
  • Via a self-placement process
• Leads to a consistent and accessible process for all students
Self Placement Process

- All students are eligible to use the self-placement process
- Available online, students can take it anywhere
  - High schools administer it locally to their students in the spring
- Can be taken on campus at the assessment center if preferred
- Results in a transfer level placement or transfer level with support
- Student chooses their placement level
- 1 question asks what support services have you used in the past – disability services in one of the choices and results in a message to contact the DSPS office
Individualized Counseling and Support

- DSPS counselors work with students to find the right fit for the student
  - type of math course to enroll, statistics vs precalculus
  - transfer level course with or without support
  - time of day in relation to their transportation demands
  - student learning style and instructor teaching style
- DSPS center provides individualized tutoring in math, English and science
- Students may also receive tutoring at the campus tutoring center
How did we get here?

• Held open and robust discussions across departments about how best to support disabled students which included conversations around grade inflation, special day classes, students’ capacity to succeed in transfer level courses, and more
• Work with local high schools so students and counselors are aware of services available to them
• Hosted a conference on Universal Design attended by over 70 faculty
• Work with other departments to ensure they are referring students appropriately
What have we found?

• DSPS students are completing transfer-level math and English courses at a higher rate than in the past
• They are passing on their first attempt, and if the need to re-take the course, we support them through that as well
• There is increased interest from faculty in universal design and supporting all students, including those with disabilities
Questions?
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