

# De Anza College Office of Institutional Research and Planning

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**Subject:** Analysis of Success Rates after AB705 Changes for DSPS Students – Fall 2019

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This analysis compares success rates in EWRT1A, EWRT1A + LART250 (Bundle) and EWRT1AS (Stretch) as well as MATH10, MATH10 + MATH210X, MATH10.MPS and MATH41, MATH41 + MATH231, MATH41.MPS and MATH1A courses over the past five fall terms for DSPS students. Data is disaggregated by disability type and course type.

Success include A, B, C, and P grades, Non Success include D, F, NP, FW and I grades, while Withdraw includes W, MW and EW grades. The success rate is the number of A, B, C, P grades divided by total enrolled students in the course. Withdraw are students who withdrew from the course after census through week 8 and received a W grade.

## Highlights Include:

### EWRT1A

- DSPS students on average exhibited somewhat lower success rates than their counterparts historically in EWRT1A. However, in fall 2019, success rates for DSPS students were 18 percentage points lower than their counterparts. The success rates are lowest for DSPS students in the Bundle course at 44% success. However, DSPS students in a Bundle section that was part of a learning community had a success rate of 78%, this is also the case for DSPS students in the stretch course as a learning community with success rates at 86%. Therefore, the learning community structure seems to be working very well for DSPS students in EWRT1A.

### MATH10

- DSPS students overall exhibited a lower success rate than their counterparts historically in MATH10, but in fall 2019, success rates were very similar between the two groups. Students in MPS sections of MATH10 had the highest success rates at 73% compared to DSPS students in the corequisite course at 44%. Therefore, the MPS format seems to be working well for DSPS students.

### MATH41 and MATH1A

- DSPS students on average exhibit lower success rates than their counterparts, though in fall 2019, DSPS students exhibited a success rate 10 percentage points higher than their non-DSPS counterparts. Though students in the standalone MATH41 course had higher success rates than students in the MPS section in this case.
- DSPS students, on average have higher success rates than non-DSPS students in MATH1A and this continued to be the case for fall 2019.

**Table 1. EWRT1A – Success by DSPS Status**

		Enrollment	Success	%
			Count	Success
Fall 2015	DSPS	33	22	67%
	Non DSPS	1,521	1,237	81%
Fall 2016	DSPS	36	30	83%
	Non DSPS	1,531	1,191	78%
Fall 2017	DSPS	46	37	80%
	Non DSPS	1,473	1,186	81%
Fall 2018	DSPS	54	40	74%
	Non DSPS	1,875	1,497	80%
Fall 2019	DSPS	85	51	60%
	Non DSPS	2,582	2,010	78%

- When comparing DSPS students to non-DSPS students in EWRT1A courses, DSPS students on average exhibited somewhat lower success rates than their counterparts historically. However, in fall 2019, success rates for DSPS students were 18 percentage points lower than their counterparts.

**Table 2. EWRT1A – Success by DSPS Status – Fall 2019**

DSPS Students	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
EWRT1A Stretch	8	73%	3	27%	0	0%	11	100%
EWRT1A Bundle	16	44%	16	44%	4	11%	36	100%
EWRT1A Standalone	27	71%	5	13%	6	16%	38	100%
Total	51	60%	24	28%	10	12%	85	100%

- Success rates for DSPS in fall 2019 in the Stretch and Standalone courses were relatively high and consistent with prior fall terms (see Table 1 above), the low success rate of 44% in the Bundle brought down the overall success rate in fall 2019.
- Over 40% of DSPS students are enrolled in the Bundle course in fall 2019, which has the lowest success rate of all modalities.
- It should also be noted that the Stretch course had the highest success rate, but these students will also need to pass EWRT1T in a subsequent term in order to get transferable credit for EWRT1A, thus the overall success rate may be lower after the second term.

**Table 3. EWRT1A – Success by Course Type and Disability Type – Fall 2019**

		Success		Non Success		Withdraw		Total	
		Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Bundle	ADHD	1	50%	1	50%			2	100%
	Brain Injury	1	100%					1	100%
	Deaf and Hard of Hearing			2	100%			2	100%
	Learning Disability	5	33%	8	53%	2	13%	15	100%
	Mental Health	3	50%	3	50%			6	100%
	Physical Disability			1	100%			1	100%
	Other	6	67%	1	11%	2	22%	9	100%
	Total	16	44%	16	44%	4	11%	36	100%
Standalone	ADHD	1	100%					1	100%
	Autism	3	60%	2	40%			5	100%
	Blind and Low Vision	1	100%					1	100%
	Brain Injury	1	50%			1	50%	2	100%
	Deaf and Hard of Hearing	2	100%					2	100%
	Learning Disability	11	85%	1	8%	1	8%	13	100%
	Mental Health	5	63%	1	13%	2	25%	8	100%
	Other	3	43%	1	14%	2	29%	7	100%
	Total	27	71%	5	13%	6	16%	38	100%
Stretch	Deaf and Hard of Hearing			1	100%			1	100%
	Learning Disability	3	75%	1	25%			4	100%
	Mental Health	2	100%					2	100%
	Physical Disability	1	100%					1	100%
	Other	2	67%	1	33%			3	100%
	Total	8	73%	3	27%			11	100%
Total		51	60%	24	28%	10	12%	85	100%

- When disaggregating student success by type of disability and course type, it is a case by case basis for how students perform in each course, as the sample is small in many cases. However, students with Learning Disabilities are present in each of the three course types, and these students have the highest success rate in the standalone EWRT1A course at 85% success. This is also the case for students who are Deaf and Hard of Hearing.

**Table 4. EWRT1A – Success by Course Type and Disability Type and Learning Community – Fall 2019**

		Success		Non Success		Withdraw		Total	
		Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Bundle	ADHD	1	50%	1	50%			2	100%
	Brain Injury	1	100%					1	100%
	Deaf and Hard of Hearing			2	100%			2	100%
	Learning Disability	2	18%	7	64%	2	18%	11	100%
	Mental Health	1	25%	3	75%			4	100%
	Other	4	57%	1	14%	2	29%	7	100%
	<b>Total</b>	<b>9</b>	<b>33%</b>	<b>14</b>	<b>52%</b>	<b>4</b>	<b>15%</b>	<b>27</b>	<b>100%</b>
Bundle Learning Community	Learning Disability	3	75%	1	25%			4	100%
	Mental Health	2	100%					2	100%
	Physical Disability			1	100%			1	100%
	Other	2	100%					2	100%
<b>Total</b>	<b>7</b>	<b>78%</b>	<b>2</b>	<b>22%</b>			<b>9</b>	<b>100%</b>	
Standalone	ADHD	1	100%					1	100%
	Autism	3	60%	2	40%			5	100%
	Blind and Low Vision	1	100%					1	100%
	Brain Injury	1	50%			1	50%	2	100%
	Deaf and Hard of Hearing	2	100%					2	100%
	Learning Disability	11	85%	1	8%	1	8%	13	100%
	Mental Health	5	63%	1	13%	2	25%	8	100%
	Other	3	50%	1	17%	2	33%	6	100%
<b>Total</b>	<b>27</b>	<b>71%</b>	<b>5</b>	<b>13%</b>	<b>6</b>	<b>16%</b>	<b>38</b>	<b>100%</b>	
Stretch Learning Community	Learning Disability	3	100%					3	100%
	Mental Health	1	100%					1	100%
	Other	2	67%	1	33%			3	100%
	<b>Total</b>	<b>6</b>	<b>86%</b>	<b>1</b>	<b>14%</b>			<b>7</b>	<b>100%</b>
Stretch	Deaf and Hard of Hearing			1	100%			1	100%
	Learning Disability			1	100%			1	100%
	Mental Health	1	100%					1	100%
	Physical Disability	1	100%					1	100%
	<b>Total</b>	<b>2</b>	<b>50%</b>	<b>2</b>	<b>50%</b>			<b>4</b>	<b>100%</b>
<b>Total</b>	<b>51</b>	<b>60%</b>	<b>24</b>	<b>28%</b>	<b>10</b>	<b>12%</b>	<b>85</b>	<b>100%</b>	

- DSPS students in any learning community within any EWRT course type had consistently higher success rates in learning community sections. For example, DSPS success rates in the Bundle course overall were 44%, but in the Bundle learning community, success rates were 78% compared to 33% for DSPS students in the Bundle without the learning community. This is also the case for the Stretch course, 86% success compared to 60%.

**Table 5. MATH10 – Success by DSPS Status**

		Enrollment	Success	%
			Count	Success
Fall 2015	DSPS	25	15	60%
	Non-DSPS	1,050	695	66%
Fall 2016	DSPS	28	15	54%
	Non-DSPS	1,017	633	62%
Fall 2017	DSPS	28	16	57%
	Non-DSPS	1,010	642	64%
Fall 2018	DSPS	55	32	58%
	Non-DSPS	1,725	1,064	62%
Fall 2019	DSPS	64	43	67%
	Non-DSPS	1,685	1,138	68%

- When comparing DSPS students to non-DSPS students in MATH10 courses, DSPS students overall exhibited a lower success rate than their counterparts historically, but this fall, success rates were very similar between the two groups.

**Table 6. MATH10 – Success by DSPS Status – Fall 2019**

DSPS	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
MATH10 + MATH210X	4	44%	4	44%	1	11%	9	100%
MATH10 MPS	11	73%	4	27%	0	0%	15	100%
MATH10 Standalone	28	70%	8	20%	4	10%	40	100%
Total	43	67%	16	25%	5	8%	64	100%

- Similar to EWRT1A, success rates for DSPS were relatively high and consistent with prior fall terms as displayed above in Table 3 in the MPS and Standalone courses, the low success rate of 44% in the corequisite brought down the overall success rate in fall 2019.
- The smallest population of DSPS students were in the corequisite course in fall 2019 with the majority in the standalone course, who had a 70% success rate, above the 68% success rate of non-DSPS students.

**Table 7. MATH10 – Success by Disability Type and Course Type – Fall 2019**

Course Type	Disability Type	Success		Non Success		Withdraw		Total	
		Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Corequisite	ADHD	1	100%					1	100%
	Learning Disability	2	40%	3	60%			5	100%
	Mental Health					1	100%	1	100%
	Other	1	50%	1	50%			2	100%
	Total	4	44%	4	44%	1	11%	9	100%
Non Corequisite	ADHD	1	50%	1	50%			2	100%
	Autism	1	100%					1	100%
	Learning Disability	7	78%	2	22%			9	100%
	Learning Mental Health	1	100%					1	100%
	Other	1	50%	1	50%			2	100%
Total	11	73%	4	27%			15	100%	
Standalone	ADHD	1	50%	1	50%			2	100%
	Autism	1	100%					1	100%
	Blind and Low Vision			1	100%			1	100%
	Deaf and Hard of Hearing	2	100%					2	100%
	Intellectual Disability	1	100%					1	100%
	Learning Disability	3	50%	3	50%			6	100%
	Mental Health	8	89%			1	11%	9	100%
	Physical Disability			1	100%			1	100%
	Other	12	71%	2	12%	3	18%	17	100%
Total	28	70%	8	20%	4	10%	40	100%	
Total		43	67%	16	25%	5	8%	64	100%

- DSPS students in MATH10 who were in the MPS learning community had somewhat higher success rates, at 73% compared to students in the standalone course whose success rates were 70%. However, the MPS rates were much higher than the success rates in the corequisite course for DSPS students which was 44%.

**Table 8. MATH41 – Success by DSPS Status**

		Enrollment	Success	%
			Count	Success
Fall 2015	DSPS	9	3	33%
	Non-DSPS	689	459	67%
Fall 2016	DSPS	18	11	61%
	Non-DSPS	686	381	56%
Fall 2017	DSPS	21	10	48%
	Non-DSPS	725	452	62%
Fall 2018	DSPS	19	12	63%
	Non-DSPS	756	505	67%
Fall 2019	DSPS	22	15	68%
	Non-DSPS	708	414	58%

- When comparing DSPS students to non-DSPS students in MATH41 courses, DSPS students on average exhibit lower success rates than their counterparts. Though this was not the case in fall 2019, where DSPS students exhibited a success rate 10 percentage points higher than their non-DSPS counterparts.

**Table 9. MATH41 – Success by DSPS Status – Fall 2019**

DSPS	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
MATH41 + MATH210	0	0%	0	0%	1	100%	1	100%
MATH41 MPS	3	50%	2	33%	1	17%	6	100%
MATH41 Standalone	12	80%	1	7%	2	13%	15	100%
Average	15	68%	3	14%	4	18%	22	100%

- DSPS students in the standalone MATH41 section did very well with a success rate of 80%. The MPS sections had a success rate of 50% while there was only 1 student in the corequisite who withdrew.

**Table 10. MATH41 – Success by Disability Type and Course Type and Learning Community**

		Success		Non Success		Withdraw		Total	
		Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Corequisite	Mental Health					100%	100%	100%	100%
	Total					100%	100%	100%	100%
Non Corequisite Learning Community	Autism			1	100%			100%	100%
	Brain Injury	100%	100%					100%	100%
	Learning Disability	1	50%	1	50%			2	100%
	Mental Health	1	100%					1	100%
	Other					1	100%	1	100%
Total		3	50%	2	33%	1	17%	6	100%
Standalone	Autism	2	100%					2	100%
	Deaf and Hard of Hearing	2	100%					2	100%
	Learning Disability	2	100%					2	100%
	Mental Health	4	80%			1	20%	5	100%
	Other	2	50%	1	25%	1	25%	4	100%
	Total	12	80%	1	7%	2	13%	15	100%
Total		15	68%	3	14%	4	18%	22	100%

- DSPS students in the standalone MATH41 course had the highest success rate at 80%, though there was only one DSPS student in the corequisite course for comparison.

**Table 11. MATH1A Success Rates by DSPS Status**

		Enrollment	Success Count	% Success
Fall 2015	DSPS	10	5	50%
	Non-DSPS	526	369	70%
Fall 2016	DSPS	7	4	57%
	Non-DSPS	520	362	70%
Fall 2017	DSPS	11	9	82%
	Non-DSPS	491	358	73%
Fall 2018	DSPS	10	7	70%
	Non-DSPS	549	367	67%
Fall 2019	DSPS	24	18	75%
	Non-DSPS	734	510	69%

- DSPS students, on average have higher success rates than non-DSPS students in MATH1A and this continued to be the case for fall 2019.
- Enrollment of DSPS students in MATH1A more than doubled between fall 2015 and fall 2019, from 10 to 24 students.



**Table 12. MATH1A – Success by Disability Type and Course Type and Learning Community**

		Success		Non Success		Withdraw		Total	
		Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Standalone	ADHD	3	100%					3	100%
	Autism	3	100%					3	100%
	Brain Injury					1	100%	1	100%
	Learning Disability	3	100%					3	100%
	Mental Health	5	71%	1	14%	1	14%	7	100%
	Physical Disability	1	100%					1	100%
	Other	3	50%	3	50%			6	100%
	<b>Total</b>	<b>18</b>	<b>75%</b>	<b>4</b>	<b>17%</b>	<b>2</b>	<b>8%</b>	<b>24</b>	<b>100%</b>

- While there were no MATH1A sections offered as a learning community format, DSPS students in MATH1A overall performed very well regardless of their disability, with the exception of students with an Other disability, whose success rates were at 50%.

### Background

In fall 2019 the English and Math departments placed students via high school grade point average (GPA) or guided self-placement. Students with a 2.6 or higher high school GPA were placed directly into EWRT1A, students between a 1.9 and 2.6 were placed into EWRT1A + LART250 (Bundle), and students below a 1.9 GPA were placed into a two term EWRT1AS + EWRT1AT (Stretch). All students were eligible to enroll in MATH10 (Statistics) with the option of enrolling in a course with corequisite support or an MPS section, and students with a 3.3 – 2.6 GPA in high school were eligible to enroll in Math41 (Pre-calculus) standalone with an optional corequisite. Students below a 2.6 GPA were required to enroll in a MATH41 course with a corequisite.