

MATH DPAC ACTION PLAN

- Presentation to DPAC
- May 11, 2022

TIMELINE

Spring and Summer 2021

- Analyzed focus group information from spring 2021.
- Planned the PLCs for fall 2021.
- All students received a transfer level placement.

Spring 2022

- Participation in EGC (Cohort 2).
- Continuation of PLCs.
- Continuation of workshops that centered on racial equity.
- Additional Speakers.
- Based on data from IR, determined starting fall 2022 we will no longer offer below transfer level courses.

Summer 2022 - Beyond

- Identify and implement additional support.
- Continue research on support and implementation of best practices.
- Continue participation in EGC.
- Expand Embedded Tutor program.
- Continue workshops that center on equity.

Fall 2021

- Participation in EGC (Cohort 1).
- Implemented PLCs with an equity focus.
- Invited equity speakers.
- Offered below transfer level courses.

RESEARCH

Original Plan

- Conduct research with Math faculty including extent and method of implementation of “just in time remediation” to achieve a greater degree of consistency in faculty implementation. (SPRING 2021)
- Based on research results, identify best practices which improve learning and successful course completion in Math for Black and Latinx students (SUMMER 2021). Develop an “Equitable Practices Course” for instructors.

Adjusted Plan

- With the help of Institutional Research we conducted a focus group with Math 54+54C students in Spring 2021. This was used to help plan the Board of Trustees (BOT) Grant for Math 54+54C (in conjunction with the Professional Learning Community for Math 54+54C).
- We used the data to plan the Math 54+54 PLC and took advantage of the participation of several faculty in the Board of Trustees Grant, EGC and the NSF Equity Grant rather than create our own Equity Course.

THEMES FROM THE FOCUS GROUPS:

- Students value peer learning and support.
- Perceived paced of the math class impacts learning.
- Students are not confident in their math skills.
- Students seek flexibility and empathy from instructors.
- Student-faculty interactions and classroom climate directly impact student's Math 54 learning and classroom experience.

SUPPORT STRATEGIES IMPLEMENTED

Support Strategies Suggested

- instructional assistants
- embedded tutors
- embedded counselors
- math lab (non-embedded) tutoring
- basic needs support
- Peer Navigators

Support Strategies Implemented

- instructional assistants
- embedded tutors
- Embedded counselors was not implemented
- math lab (non-embedded) tutoring
- basic needs support by encouraging faculty to use GPS and CARES funding
- Peer Navigators were piloted in 10 sections.
- Equity Practices learned in EGC, NSF and BOT Workshops

EVALUATION OF STRATEGIES

- Increased use of the Math Lab for both instructional assistants and tutors.
- Positive feedback from instructors and students about embedded tutors.
- Positive instructor and student feedback on peer navigators.
- Increased use of GPS by faculty and positive feedback from faculty on effectiveness of GPS and students responsiveness to GPS.
- Student survey implemented by the EGC and BOT participants in spring 2022.
- Faculty survey implemented implemented in PLCs.

BUILDING ON A COMMUNITY OF PRACTICE

Current Community Building

- Participating in Equitizing Gateway Courses:
 - Spring and fall cohort
 - Participation in the chairs cohort 1
- Developed Professional Learning Communities:
 - Math 54+54C (BOT Grant)
 - Math 2+2C, 3+3C, 4+4C, 21+21C, 26+26C
- NSF Equity Grant Participation.
- Invited guest speakers.
- Department equity group developed a department specific equity statement.

Additional Community Building

- Conversations surrounding the Individual and Department Equity Plans, have past participants from EGC, NSF and PLCs lead the conversation.
- Incorporate work of EGC and NSF into PLCs.
- Bring in additional experts to support efforts and facilitate conversations as needed.
- Sending faculty to conferences, such as NCORE.

IMPACT OF AB705 AND AB1705

Additional Inquiry

- Student focus groups in all support courses to learn impact of new placement.
- Further research into tutoring support including use of embedded tutors and instructional assistants.
- Effects of placement into transfer level math.
- Impact of no longer offering below transfer level courses.
- Create a calculus with support course.
- Create a quantitative reasoning course.
- Investigate non-credit math courses to bridge the gap in math.

Additional Community Building

- Opportunities to dialogue with colleagues in department workshops and department meetings about successes and challenges supporting students in math support courses.
- Classroom community building through the use of IAs, embedded tutors, counseling, tutoring, and basic needs support.

IMPACT OF AB705 ON AND POSSIBLE IMPACT OF AB1705

Placement, All U.S. High School Grads

Fall 2019 to Summer 2021 Enrolled Students, Highest Placement Result

Math

| Placement | MMAP | | GSP | | Total | |
|-----------|--------|-------|------|-------|--------|-------|
| Below Tr | 16 | 0.1% | 119 | 6.1% | 135 | 0.5% |
| Transfer | 24,755 | 99.9% | 1840 | 93.9% | 26,595 | 99.5% |

Enrollment for Students with Certificate, Degree, Transfer

Math and English Enrollments in Fall 2019 to Summer 2021

| Enrollment | Fall 2019 | Winter 2020 | Spring 2020 | Summer 2020 | Fall 2020 | Winter 2021 | Spring 2021 | Summer 2021 |
|------------|-----------|-------------|-------------|-------------|-----------|-------------|-------------|-------------|
| Below Tr | 2504 | 445 | 2069 | 583 | 2266 | 473 | 1692 | 257 |
| Transfer | 5087 | 870 | 4744 | 1276 | 6743 | 1262 | 5697 | 1147 |

One-Year Throughput, Math

Fall 2019 to Fall 2020 First Enrollment in Math, Business 45, or Accounting 45 and Provided HS GPA (Regardless of Placement)

| HS GPA | Started Below Transfer | | Started Transfer | |
|------------|------------------------|------------------|------------------|------------------|
| | Total Count | % One Yr Thruput | Total Count | % One Yr Thruput |
| ≥ 3.0 | 725 | 37.4% | 10,200 | 82.5% |
| 2.3 - 2.9 | 729 | 21.4% | 2,268 | 48.7% |
| < 2.3 | 1,007 | 6.5% | 165 | 49.7% |

Measures: Success Rate and Success Count and Attempts

| Reverse Sort Order Race/Ethnicity | Fall 2019 | | | Fall 2020 | | | Fall 2021 Reverse Sort Order | |
|-----------------------------------|---------------------------------|----------------------------------|-----------------------------|---------------------------------|----------------------------------|-----------------------------|---------------------------------|----------------------------------|
| | Reverse Sort Order Success Rate | Reverse Sort Order Success Count | Reverse Sort Order Attempts | Reverse Sort Order Success Rate | Reverse Sort Order Success Count | Reverse Sort Order Attempts | Reverse Sort Order Success Rate | Reverse Sort Order Success Count |
| Asian | 54% | 503 | 937 | 64% | 474 | 738 | 80% | 388 |
| Black | 32% | 226 | 709 | 37% | 226 | 610 | 50% | 177 |
| Latinx | 34% | 1,570 | 4,685 | 39% | 1,627 | 4,157 | 57% | 1,170 |
| Native American | 38% | 8 | 21 | 47% | 7 | 15 | 50% | 3 |
| Pacific Is. | | 0 | 14 | 71% | 12 | 17 | 38% | 3 |
| Two or More | 49% | 194 | 393 | 51% | 191 | 377 | 69% | 164 |
| Unreported | 63% | 631 | 997 | 73% | 650 | 895 | 80% | 483 |
| White | 54% | 893 | 1,667 | 61% | 1,079 | 1,769 | 82% | 915 |
| Total | 43% | 4,025 | 9,423 | 50% | 4,266 | 8,578 | 68% | 3,303 |

Credit Courses Only

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Term Course Success Equity Gaps

Limits: Fall 2019

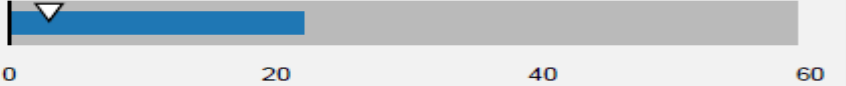


Course Success/Completion Rate

Currently showing all groups.

Santa Monica College->Departments K-O->Math

Fall 2019

Number of sections: 277

| Student Group | Enrollment at census (credit courses) | Success rate* | Percentage point gap: Value* | Percentage Point Gap: Chart | Additional successes needed to erase percentage point gap** | Additional successes needed to reach threshold |
|-----------------------------------|---------------------------------------|---------------|------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------|
| All Students (Math, 277 sections) | 9,423 | 43% | 0 | | | |
| Asian (comparison group) | 937 | 54% | 0 | | | |
| Black | 709 | 32% | -22 |  | 156 | 134 |
| Latinx | 4,685 | 34% | -20 |  | 937 | 852 |
| Native American | 21 | 38% | -16 | | 4 | |
| Pacific Is. | 14 | 0% | -54 |  | 8 | 8 |
| Two or More | 393 | 49% | -4 | | 16 | |
| Unreported | 997 | 63% | +10 | | | |
| White | 1,667 | 54% | 0 | | | |

Term Course Success Equity Gaps

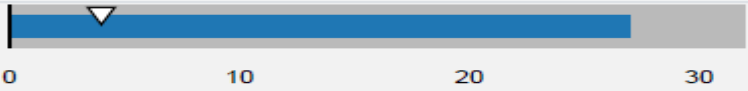
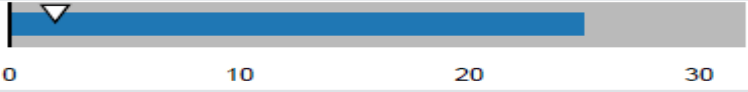


Limits: Fall 2020

Course Success/Completion Rate

Currently showing all groups.

Santa Monica College->Departments K-O->Math
Number of sections: 258

Fall 2020

| Student Group | Enrollment at census (credit courses) | Success rate* | Percentage point gap: Value* | Percentage Point Gap: Chart | Additional successes needed to erase percentage point gap** | Additional successes needed to reach threshold |
|-----------------------------------|---------------------------------------|---------------|------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------|
| All Students (Math, 258 sections) | 8,578 | 50% | 0 | | | |
| Asian (comparison group) | 738 | 64% | 0 | | | |
| Black | 610 | 37% | -27 |  | 165 | 142 |
| Latinx | 4,157 | 39% | -25 |  | 1,040 | 960 |
| Native American | 15 | 47% | -18 | | 3 | |
| Pacific Is. | 17 | 71% | +6 | | | |
| Two or More | 377 | 51% | -14 |  | 53 | 33 |
| Unreported | 895 | 73% | +8 | | | |
| White | 1,769 | 61% | -3 |  | 54 | 22 |

Term Course Success Equity Gaps

Limits: Fall 2021

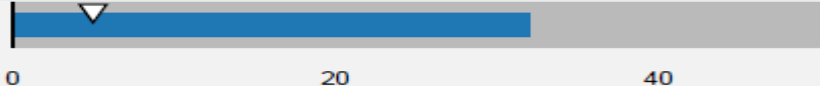

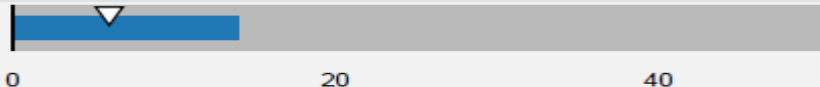
Course Success/Completion Rate

Currently showing all groups.

Santa Monica College->Departments K-O->Math

Fall 2021

Number of sections: 243

| Student Group | Enrollment at census (credit courses) | Success rate* | Percentage point gap: Value* | Percentage Point Gap: Chart | Additional successes needed to erase percentage point gap** | Additional successes needed to reach threshold |
|-----------------------------------|---------------------------------------|---------------|------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------|
| All Students (Math, 243 sections) | 4,865 | 68% | 0 | | | |
| Asian | 484 | 80% | -2 | | 10 | |
| Black | 351 | 50% | -32 |  | 113 | 94 |
| Latinx | 2,057 | 57% | -25 |  | 515 | 479 |
| Native American | N/A | | | | | |
| Pacific Is. | N/A | | | | | |
| Two or More | 239 | 69% | -14 |  | 34 | 18 |
| Unreported | 606 | 80% | -2 | | 13 | |
| White (comparison group) | 1,114 | 82% | 0 | | | |

Thank you