Faculty say Yes to AB 705: Now what?

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AB 705 Work at Citrus College: English

What we’ve done in support of students and faculty

• Curriculum, Sequencing, and Pedagogy
• Classroom Support
Citrus College English Sequence prior to Fall 2018

ENGL 098
2 units
2 levels below transfer

ENGL 099
5 units
1 Level below transfer

ENGL 101
3 units
Transfer Level

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Citrus College English Sequence for Fall 2018

- ENGL 101  
  4 Units  
  • Transfer Level

- ENGL 101E  
  5 Units  
  • Transfer Level + 1 Unit Co-Req
AB 705 Work at Citrus College: English

What we’ve done in support of students and faculty

- Curriculum, Sequencing, and Pedagogy
- Classroom Support
English: Innovative Strategies

- Classroom Redesign
- Faculty Leads
- Embedded Tutors in co-requisite course
- Professional development on and off campus
- Scheduling
Data on Embedded Tutoring (ET) and Writing Center (WC)

Fall 2018 Offerings:
• 45 sections of English 101E: 22 sections had embedded tutors
• 44 sections of English 101: 8 sections had embedded tutors

Findings:
• Embedded Tutors:
  • Students from a 101E class with an ET visited the WC at a higher rate (53%) than the ones without an ET (18%)
• Writing Center:
  • Students who visited the WC at least once had a higher success rate (73%) than those who did not (59%)
  • Students who attended the WC had the highest retention rate for both 101 and 101E (96%)

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More on Embedded Tutors (ET) and the Writing Center (WC)

Instructor Survey:
• 88% recommend ET to colleagues, 85% incorporated WC into the class pedagogy, and 96% found having a tutor is very helpful

Student Survey:
• 58% had a clearer understanding of the course material and 61% said ET encouraged them to use WC

Conclusion: ET → WC = Higher success rates

Having ET makes it more likely that students will attend the WC, and students who visited the WC at least once had higher success rates overall.

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AB 705 English Courses Fall 2019

**ENGL 098**

- **098A** 2 units
  - Reading

- **098B** 2 units
  - Writing/Critical Thinking

**ENGL 101**

- **101** 4 Units

- **101E** 5 units
  - Embedded Tutor
  - Enhanced Support

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AB 705 Work at Citrus College: **Math**

What we’ve done in support of students and faculty

- **Curriculum, Sequencing, and Placement**
- Classroom Redesign, Pedagogy, and Support
Citrus College
Math Sequence
prior to Fall 2018

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Citrus College Math Sequence for Fall 2018
Citrus College
Math Sequence for Fall 2019
(Pathways Placement)
AB 705 Work at Citrus College: Math

What we’ve done in support of students and faculty

• Curriculum, Sequencing, and Placement
• Classroom Redesign, Pedagogy, and Support
Classroom Redesign

- New pod furniture
- Whiteboards on all walls
- Portable whiteboards
- Manipulatives: beads, cards, dice, snap cubes, tape measures, TI-84 calculator
- Magnets
- PAL Carts
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AB 705 Work at Citrus College: **Math**

- **Pedagogy**
  - Classroom activities to contextualize/reinforce learning
    - All students working at the whiteboards
    - Think-Pair-Share
    - Uber Driving
  - Classroom activities to form an equitable classroom community
    - Group Cards/Switch groups 3-4 time *each class day*
    - Campus Scavenger Hunt
AB 705 Work at Citrus College: Math

- Support
  - Belief in Student Capacity
  - Growth Mindset/Metacognitive Assignments
  - Counseling 1-hour classroom visit
    - Time Management
    - Adjustment to college
  - Adjunct Faculty as Embedded Tutors
  - Corequisite Courses study groups in the STEM Center (led by Adjunct Faculty or Student Tutor)
  - Faculty Community of Practice
AB 705 Work at Citrus College

Recommended Student Videos

The Power of Expectation – Belief in student capacity (show to both students and faculty)

Broken Escalator – Help students believe in their own capacity
AB 705 Work at Citrus College

What we’ve done in support of students and faculty

• English Support
• Mathematics Support
• Data and Results
## Access to Transfer-Level English: First-time Enrollment in Transfer-Level English

<table>
<thead>
<tr>
<th>Year</th>
<th>Below Transfer-Level</th>
<th>Transfer-Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 15</td>
<td>1,061</td>
<td>2,137</td>
</tr>
<tr>
<td>Fall 16</td>
<td>1,072</td>
<td>2,109</td>
</tr>
<tr>
<td>Fall 17</td>
<td>1,134</td>
<td>2,154</td>
</tr>
<tr>
<td>Fall 18</td>
<td></td>
<td>1,870</td>
</tr>
</tbody>
</table>

### Fall 15
- 50% (n=1,061)

### Fall 16
- 51% (n=1,072)

### Fall 17
- 53% (n=1,134)

### Fall 18
- 100%

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One-Year Completion in Transfer-Level English

- Fall 15 - Spring 16: 49%
- Fall 16 - Spring 17: 55%
- Fall 17 - Spring 18: 54%
- Fall 18 - Spring 19: 71%
Equity Data by Gender:
One-year Completion Rate in Transfer-Level English

<table>
<thead>
<tr>
<th></th>
<th>Fall 15-Spring 16</th>
<th>Fall 16-Spring 17</th>
<th>Fall 17-Spring 18</th>
<th>Fall 18-Spring 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>46%</td>
<td>52%</td>
<td>58%</td>
<td>73%</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td>52%</td>
<td>57%</td>
<td>70%</td>
</tr>
<tr>
<td>All Students</td>
<td></td>
<td></td>
<td>51%</td>
<td></td>
</tr>
</tbody>
</table>
Equity Data by Ethnicity:
One-year Completion Rate in Transfer-Level English

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Access to Transfer-Level Math: First-time Enrollment in Transfer-Level Math

- Fall 15: 18% (n=405)
- Fall 16: 19% (n=366)
- Fall 17: 24% (n=511)
- Fall 18: 56% (n=1,101)

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One-year Completion Rate in Transfer-Level Math

<table>
<thead>
<tr>
<th>Semester</th>
<th>Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 15 - Spring 16</td>
<td>19%</td>
</tr>
<tr>
<td>Fall 16 - Spring 17</td>
<td>23%</td>
</tr>
<tr>
<td>Fall 17 - Spring 18</td>
<td>28%</td>
</tr>
<tr>
<td>Fall 18 - Spring 19</td>
<td>45%</td>
</tr>
<tr>
<td>Fall 18 - Spring 19 (Math 165)</td>
<td>65%</td>
</tr>
</tbody>
</table>
Equity Data by Gender: One-year Completion Rate in Transfer-Level Math

- Fall 15-Spring 16:
  - Female: 17%
  - Male: 22%
  - All Students: 20%

- Fall 16-Spring 17:
  - Female: 22%
  - Male: 25%
  - All Students: 29%

- Fall 17-Spring 18:
  - Female: 22%
  - Male: 27%
  - All Students: 27%

- Fall 18-Spring 19:
  - Female: 47%
  - Male: 43%
  - All Students: 48%

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Equity Data by Ethnicity: One-year Completion Rate in Transfer-Level Math

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 15-Spring 16</th>
<th>Fall 16-Spring 17</th>
<th>Fall 17-Spring 18</th>
<th>Fall 18-Spring 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>10%</td>
<td>19%</td>
<td>14%</td>
<td>39%</td>
</tr>
<tr>
<td>Asian</td>
<td>20%</td>
<td>40%</td>
<td>54%</td>
<td>47%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>21%</td>
<td>24%</td>
<td>32%</td>
<td>47%</td>
</tr>
<tr>
<td>White</td>
<td>15%</td>
<td>19%</td>
<td>23%</td>
<td>24%</td>
</tr>
<tr>
<td>All Students</td>
<td>0%</td>
<td>21%</td>
<td>14%</td>
<td>15%</td>
</tr>
</tbody>
</table>

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Questions?

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