AB 705 IN ACTION!
EXPERIENCES
OF EARLY IMPLEMENTERS

Citrus College and College of the Redwoods
September 11, 2019
## Implementing AB 705 at Citrus College: Practices and Effectiveness

<table>
<thead>
<tr>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Becky Rudd</td>
<td>Victoria Dominguez</td>
</tr>
<tr>
<td><a href="mailto:rrudd@citruscollege.edu">rrudd@citruscollege.edu</a></td>
<td><a href="mailto:vdominguez@citruscollege.edu">vdominguez@citruscollege.edu</a></td>
</tr>
<tr>
<td>Jamie Dingman</td>
<td>Kevin Punsalan</td>
</tr>
<tr>
<td><a href="mailto:jdingman@citruscollege.edu">jdingman@citruscollege.edu</a></td>
<td><a href="mailto:kpunsalan@citruscollege.edu">kpunsalan@citruscollege.edu</a></td>
</tr>
<tr>
<td>Gina Hogan</td>
<td>Michael Wangler</td>
</tr>
<tr>
<td><a href="mailto:ghogan@citruscollege.edu">ghogan@citruscollege.edu</a></td>
<td><a href="mailto:mwangler@citruscollege.edu">mwangler@citruscollege.edu</a></td>
</tr>
</tbody>
</table>

**Institutional Research**

Yueyi Huang  
vhuang@citruscollege.edu  
Lan Hao  
lhao@citruscollege.edu
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
Citrus College English Sequence for Fall 2018

**ENGL 101**  
4 Units  
• Transfer Level

**ENGL 101+S**  
5 Units  
• Transfer Level+1 Unit Co-Req

Citrus College, September 11, 2019
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

Citrus College, September 11, 2019
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

- Modified curriculum to include non-fiction and thematic units
- Trained faculty to increase student voice in the classroom
- Developed methods to provide just-in-time remediation
- Established faculty leads to support faculty in the transition

- Encouraged the use of embedded tutors in the co-requisite course
- Increased faculty collaboration
- Contextualized learning opportunities in cross-disciplinary learning communities

Citrus College, September 11, 2019
Data on Embedded Tutoring (ET) and Writing Center (WC)

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

Findings:
• ENGL101S: Students from a class with an ET visited the WC at a higher rate (53%) than the ones without an ET (18%)
• ENGL101S: Out of the students who visited WC, students with an ET yielded higher average number of visits (4.6 visits per student) than students without an ET (3.0 visits per student)
• ENGL101 and 101S 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 101S (96%)
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
  
  “My ET is such a remarkable role model for my students and helped me in guiding them with each step.”
  
  “Robert has a great rapport with the students and has been an impressive asset in the class.”

Student Survey:

- 58% had a clearer understanding of the course material and 61% said ET encouraged them to use WC
  
  “My tutor is very confident and helpful...made me want to be in class and in the WC.”
  
  “Randall was a great support at a time when I was lost with all these outlines and essays.”

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.

Citrus College, September 11, 2019
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
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
AB 705 Work at Citrus College: Math

- 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
AB 705 Work at Citrus College: Math

- Pedagogy
  - Classroom activities to contextualize/reinforce learning
    - All students working at the white boards
    - 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 (50%)</td>
<td>1,088 (51%)</td>
</tr>
<tr>
<td>Fall 16</td>
<td>1,072 (51%)</td>
<td>1,037 (50%)</td>
</tr>
<tr>
<td>Fall 17</td>
<td>1,134 (53%)</td>
<td>1,020 (47%)</td>
</tr>
<tr>
<td>Fall 18</td>
<td>1,134 (100%)</td>
<td>847 (70%)</td>
</tr>
</tbody>
</table>
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%
Access to Transfer-Level Math: First-time Enrollment in Transfer-Level Math

<table>
<thead>
<tr>
<th>Year</th>
<th>Below Transfer-level</th>
<th>Transfer-level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 15</td>
<td>18% (n=405)</td>
<td></td>
</tr>
<tr>
<td>Fall 16</td>
<td>19% (n=366)</td>
<td></td>
</tr>
<tr>
<td>Fall 17</td>
<td>24% (n=511)</td>
<td></td>
</tr>
<tr>
<td>Fall 18</td>
<td>56% (n=1,101)</td>
<td></td>
</tr>
</tbody>
</table>

TE=Total Enrollment
Shift from Basic Skills to Statistics

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall 15 (n=2,291)</th>
<th>Fall 16 (n=1,940)</th>
<th>Fall 17 (n=2,165)</th>
<th>Fall 18 (n=1,971)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills (Two or more levels below)</td>
<td>50%</td>
<td>43%</td>
<td>45%</td>
<td>22%</td>
</tr>
<tr>
<td>Intermediate Algebra (One level below)</td>
<td>32%</td>
<td>38%</td>
<td>31%</td>
<td>34%</td>
</tr>
<tr>
<td>Statistics (Transfer-level)</td>
<td>8%</td>
<td>8%</td>
<td>11%</td>
<td>9%</td>
</tr>
<tr>
<td>Other Transfer-level Math</td>
<td>10%</td>
<td>11%</td>
<td>13%</td>
<td>34%</td>
</tr>
</tbody>
</table>
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 (Math165)</td>
<td>65%</td>
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</tbody>
</table>
Questions?

**English**
Becky Rudd  rrudd@citruscollege.edu
Jamie Dingman  jdingman@citruscollege.edu
Gina Hogan  ghogan@citruscollege.edu

**Math**
Victoria Dominguez  vdominguez@citruscollege.edu
Kevin Punsalan  kpunsalan@citruscollege.edu
Michael Wangler  mwangler@citruscollege.edu

**Research**
Yueyi Huang  yhuang@citruscollege.edu
Lan Hao  lhao@citruscollege.edu
AB 705 Implementation

NICOLE BRYANT LESCHER: PROFESSOR OF ENGLISH
LEVI GILL: ASSISTANT PROFESSOR OF MATH
Students placed in 350 attended English class & lab for 8 hours per week AND ultimately completed 13.5 units of English IF they completed the sequence through transfer....

From 2011-2015, the average throughput rate for students starting in 350 was 19% after 2 years.
Steps and Success:

8/2016: No longer offer English 350 (2 levels below)

8/2017: Develop co-requisite (1L) for English 1A (limited offerings)
        Revise accelerated, developmental course (ENGL 102)

5/2018: College eliminates Accuplacer

8/2018: 77% of all incoming students enroll directly into ENGL 1A

8/2019: 100% of all incoming students enroll directly into 1A or 1A + 1S
Transfer-Level Enrollment & Success: How many transfer-level enrollments result in success?

Initial course in subject at CR?
- No
- Yes

Transfer-Level English

- Enrollment #
  - Fall 2013: 220
  - Fall 2014: 259
  - Fall 2015: 288
  - Fall 2016: 281
  - Fall 2017: 339
  - Fall 2018: 426

- Successful #
  - Fall 2013: 145
  - Fall 2014: 172
  - Fall 2015: 207
  - Fall 2016: 177
  - Fall 2017: 214
  - Fall 2018: 274

- Success Rate
  - Fall 2013: 66%
  - Fall 2014: 66%
  - Fall 2015: 72%
  - Fall 2016: 63%
  - Fall 2017: 63%
  - Fall 2018: 64%

Transfer-Level Math

- Enrollment #
  - Fall 2013: 179
  - Fall 2014: 195
  - Fall 2015: 190
  - Fall 2016: 195
  - Fall 2017: 185
  - Fall 2018: 352

- Successful #
  - Fall 2013: 127
  - Fall 2014: 132
  - Fall 2015: 126
  - Fall 2016: 104
  - Fall 2017: 107
  - Fall 2018: 206

- Success Rate
  - Fall 2013: 71%
  - Fall 2014: 68%
  - Fall 2015: 66%
  - Fall 2016: 53%
  - Fall 2017: 58%
  - Fall 2018: 59%

Initial course in subject at CR.
- Yes

Transfer-Level English
- ENGL-1A
- MATH-5
- MATH-15
- MATH-25
- MATH-30

Transfer-Level Math
- MATH-5
- MATH-15
- MATH-25
- MATH-30
Old Course Description 1A
A transfer-level course in critical reading and reasoned writing. Students analyze issues and claims presented in visual, oral, or written arguments and write analytical and argumentative essays based on those issues. Research and source-based writing and employing correct MLA documentation is required; minimum 6,000 words formal writing.

New Course Description 1A
This is an introductory course that offers instruction in expository and argumentative writing, appropriate and effective use of language, close reading, cogent thinking, research strategies, information literacy, and documentation.

English 100 C-ID
This is an introductory course that offers instruction in expository and argumentative writing, appropriate and effective use of language, close reading, cogent thinking, research strategies, information literacy, and documentation.
English Options Fall 2019

Students Choose Their English Option

1A OR 1A + 1S

- 4 Units
- .5 Lab Units
- Learning Community. Linked Classes. Same Instructor. Same Student Cohort
Before AB 705

- Most innovation was at the pre-transfer level.
- We offered a Path-to-Stats option, but most students still took algebra sequence.
- We offered a Liberal Arts transfer math class, but it barely filled.
Mathematics After AB 705

Behavioral and Social Sciences, Nursing, Business

Math 102 or Pre-Algebra recommended if no Algebra in High School

Transfer Level

MATH 15
Introduction to Statistics
With or without a support course (Math 15S)
Mathematics After AB 705

STEM: Science, Technology, Engineering, Mathematics, some areas of Business

Intermediate Algebra recommended if no Intermediate Algebra in High School

MATH 30
College Algebra,
With or without a support Course (Math 30S)

MATH 25
College Trigonometry
Mathematics After AB 705

Liberal Arts or Career Education Fields (some). Fields that do not require advanced mathematics

MATH 5
Contemporary Mathematics
OR
MATH 10
Applied Career-Technical Mathematics
How many classes should be offered?

40% of our students need **Stats**

10% of our students need **Precalculus**

35% of our students need **Liberal Arts Math**

15% of our students pursuing certificates*

* certificates *not requiring* math
### How many classes should be offered?

<table>
<thead>
<tr>
<th>Placement</th>
<th>Degree-seeking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>STATS</td>
</tr>
<tr>
<td>No Support</td>
<td>56%</td>
</tr>
<tr>
<td>With Corequisite Support</td>
<td>44%</td>
</tr>
<tr>
<td>Total</td>
<td>41%</td>
</tr>
<tr>
<td></td>
<td>2017</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td></td>
<td>% Placed into Transfer Level</td>
</tr>
<tr>
<td><strong>Disproportionate Impact: Transfer-level English Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>31%</td>
</tr>
<tr>
<td>Asian</td>
<td>39%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>50%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>54%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>52%</td>
</tr>
<tr>
<td>Unknown</td>
<td>41%</td>
</tr>
<tr>
<td>White</td>
<td>64%</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% Placed into Transfer Level</td>
<td>80% Index</td>
</tr>
<tr>
<td><strong>Disproportionate Impact: Transfer-level Math Assessment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>15%</td>
<td>44%</td>
</tr>
<tr>
<td>Asian</td>
<td>52%</td>
<td>160%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>20%</td>
<td>60%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>34%</td>
<td>104%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>27%</td>
<td>81%</td>
</tr>
<tr>
<td>Unknown</td>
<td>29%</td>
<td>88%</td>
</tr>
<tr>
<td>White</td>
<td>33%</td>
<td>100%</td>
</tr>
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</table>

- Data reflect assessment results between March and September.
- 80% index compares the ratio of each subgroup's transfer-level percentage to that of white students. An index below 80% suggests disproportionate impact.
- Subgroups consisting of fewer than 25 students are excluded.
Upcoming RP Group Events

WEBINAR: ACCESS, ENROLLMENT AND SUCCESS: STATEWIDE RESULTS FOR TRANSFER-LEVEL ENGLISH AND MATH
Friday, September 27 – 12 to 1 pm
https://cccconfer.zoom.us/j/489932887

WEBINAR: ESL AND AB 705: RESEARCH AND IMPLEMENTATION
Wednesday, October 16 – 12 to 1 pm
https://cccconfer.zoom.us/j/961620865

WORKSHOP: AB 705 AND ESL: PREPARING FOR FALL 2020 IMPLEMENTATION
Friday, October 11 -- 9 to 2 pm
https://rpgroup.org/Events/Strengthening-Student-Success/Workshops

WEBINAR: ANALYSIS, EVALUATION AND COLLABORATION: AB 705 FOR INSTITUTIONAL RESEARCH PROFESSIONALS
Wednesday, November 13 – 12 to 1 pm
https://cccconfer.zoom.us/j/293011422