

# IRPE Newsletter

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## In this Issue

Welcome to Issue 2 of the Citrus College Institutional Research, Planning and Effectiveness (IRPE) newsletter. In this Issue, you will find the announcement of the forthcoming Community College Survey of Student Engagement (**CCSSE**) and the first-year results of **AB 705** Implementation at Citrus

## Announcement

In March 2020, IRPE will launch the Community College Survey of Student Engagement (CCSSE) administration.



Citrus College has participated in this national survey every two years since 2006. With each survey administration, approximately 50 classes are randomly selected to participate including 1,000+ students. Results from CCSSE have helped guide the College to design and improve programs and services. We thank you in advance for your participation!

For past results, please visit

<https://www.citruscollege.edu/admin/research/Pages/CCSSE>.

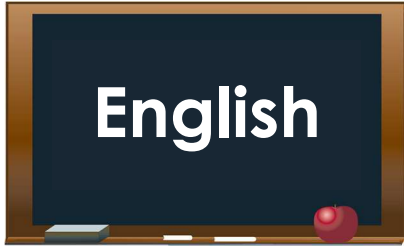
## AB 705

“AB 705 is a bill signed by the Governor on October 13, 2017 that took effect on January 1, 2018. The bill requires that a community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average.”

--California Community Colleges Chancellor's Office

## Results from First-Year Implementation

In fall 2018, Citrus College began to implement AB 705 and discontinued the use of Accuplacer tests for English and math placement. Faculty of the English and math programs have redesigned the curriculum and created corequisite courses to provide “just-in-time” remediation. All students now have direct access to transfer-level English and math. It has been one year since this implementation. Let’s look at the results!



First-time enrollment in transfer-level English in fall semesters has increased significantly since the implementation of AB 705 in fall '18. Of all students who enrolled in an English course for the first time in fall '19, **98%** of them enrolled in transfer-level English (Figure 1).

Students who enrolled in an English course for the first time in the fall were tracked for one year. Their completion rates in transfer-level English were reported by the end of spring in the same academic year. The one-year completion rate in transfer-level English rose from 49% in fall '15 to **71%** in fall 18, which is a 22% increase (Figure 2).

Figure 1. First-Time Enrollment in Transfer-Level English

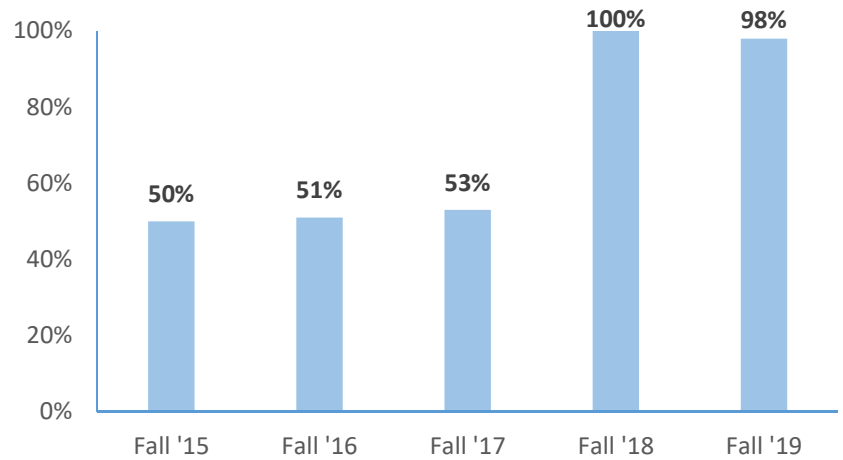
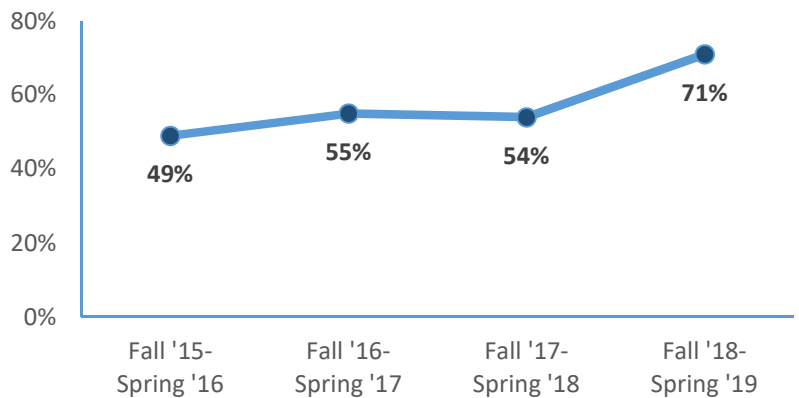
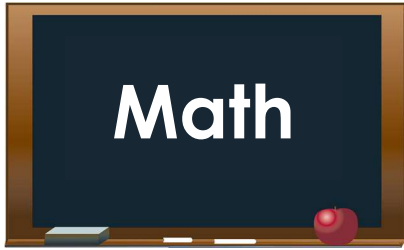


Figure 2. Transfer-Level English Completion in One Year





Of all students who took a math course for the first time in fall '19, **91%** of them enrolled in transfer-level math. This is a fivefold increase since fall '15 (Figure 3).

The one-year completion rate in transfer-level math increased by 26% since fall '15. Of the students who first attempted a math course in fall '18, **45%** completed transfer-level math within that same academic year (Figure 4).

### Student Voice

In fall '18, the college conducted focus group studies and interviewed students in Math165- "Statistics with Support" to understand students' perspectives of the new curriculum. Let's see what they said:

#### Contact Us

The IRPE Office is located on the 1<sup>st</sup> floor of the CI building.

For data requests, please email Dr. Lan Hao at [lhao@citruscollege.edu](mailto:lhao@citruscollege.edu).

For more information on IRPE research projects and reports, please visit the webpage

<https://www.citruscollege.edu/admin/research/>

Figure 3. First-Time Enrollment in Transfer-Level Math

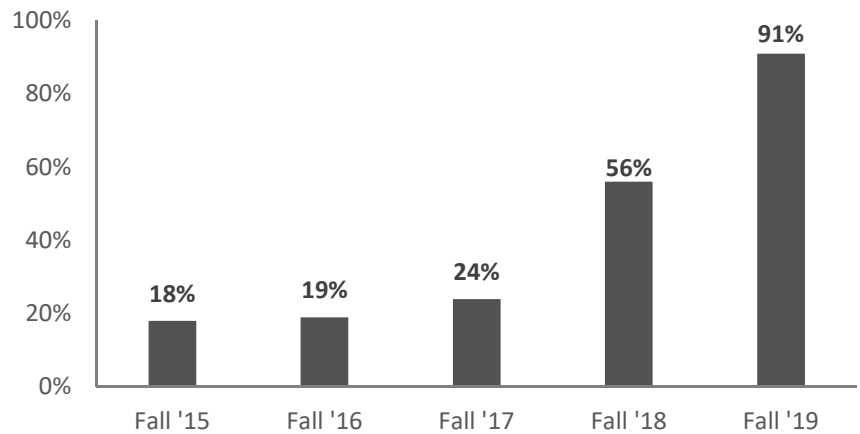
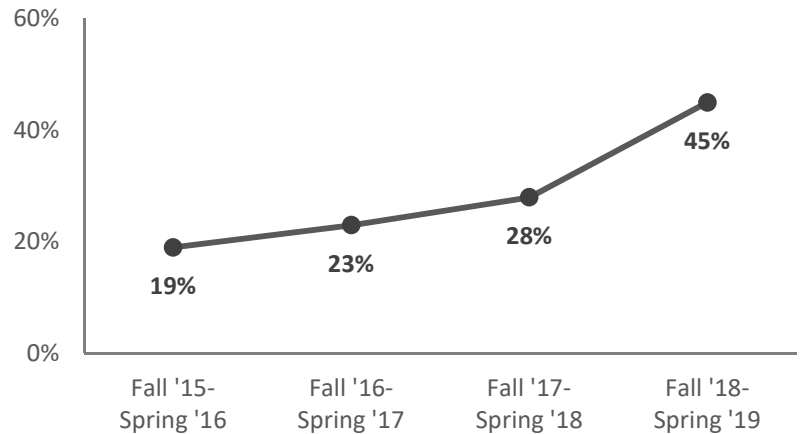


Figure 4. Transfer-Level Completion in One Year



### Quotes from students taking Statistics with Corequisite Support

"I feel very lucky to have my first year here and only have to take one math class to transfer. I hope other students get the same opportunity because it's so awesome." – Isabel

"We can talk to our teacher, we can talk to the [in-class] tutors, and then we can come here to the STEM Center and practice more math." –Phillip

"I feel like the main thing that makes us succeed in the class is each other. Because we're always helping each other out in group work..." – Jacob

"I've always had to retake math classes with F's and D's all my life. This is the first one I get and I think it does have a lot to do with the group settings." –Samantha

"I think the group setting definitely helps. In math classes I'm just used to going to class, not talking to anyone, just taking notes down then leaving. But here in the group setting you can talk to your friends who can actually help with all the work." –Brandon

"It is okay if we don't get it the first or third time; as long as we just try hard and push ourselves we will eventually get there." - Courtney