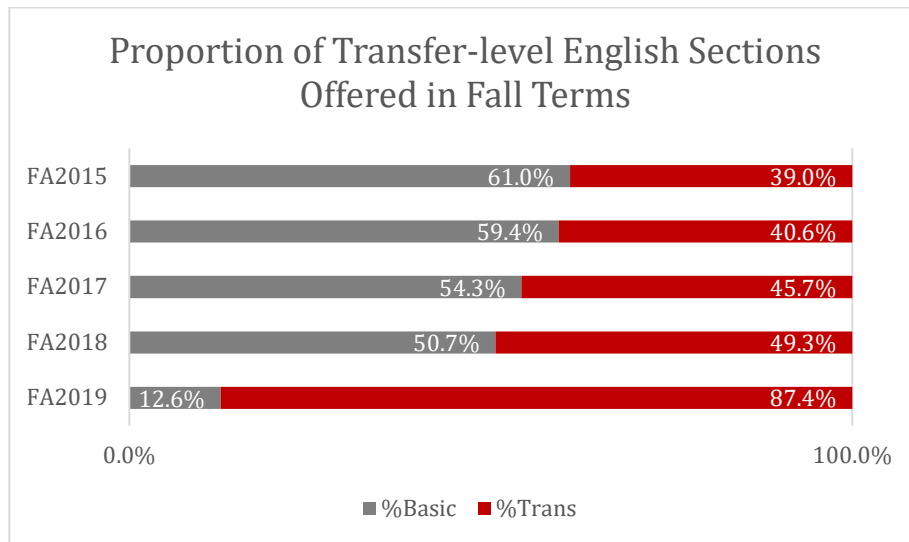


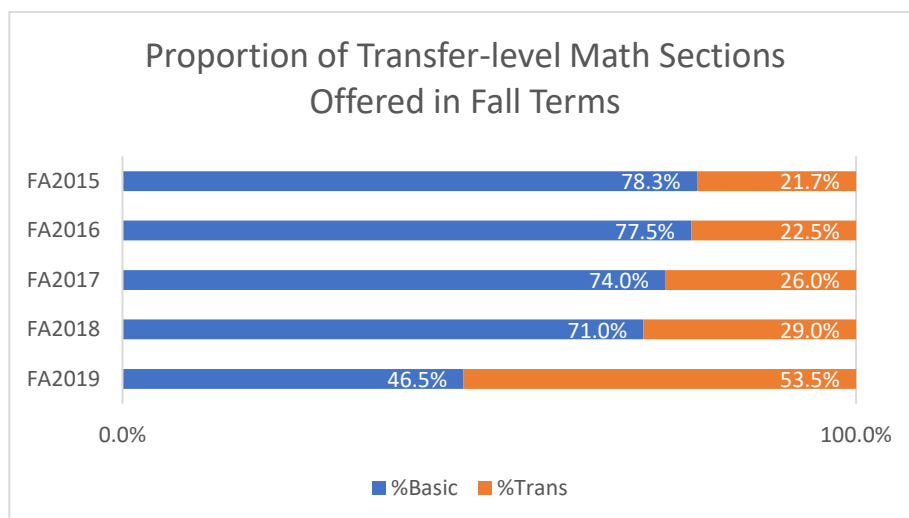
AB-705 Seymour-Campbell Student Success Act of 2012: Matriculation: Assessment Implementation Update

January 2020 AB 705 Implementation Update

Compton College has made instrumental strides in decreasing the number of below transfer-level courses offered. In the spring of 2020, 95.1% of the 61 total English classes offered will be transfer-level (58 transfer level and 3 at one-level below transfer). Please refer to the chart below, which shows the progression of eliminating below level English courses beginning with the fall of 2015 through the fall of 2019.



The math department continues to decrease the percentage of non-transfer level math courses offered as seen in the chart below highlighting fall 2015- fall 2019 data. In spring of 2020, 56.5% (30 sections) of all math courses offered will be at transfer level, and 43.4% (23 sections) will be one-level below transfer.



In order to set Compton College students on a path to complete transfer-level English and math in one year, both English and math departments have made significant changes to their course offerings. In the spring of 2019, the English department eliminated all lower-level English courses with the exception of a Reading and Writing Accelerated (RWA) course and piloted their co-requisite model English 101 course with a 2-unit support course linked. In fall 2019, math eliminated all non-transfer courses with the exception of math 73 and

80 (one-level below transfer). The math department has developed co-requisites courses that will be submitted to the curriculum committee for review in the spring of 2020. The math co-requisite courses will provide students with additional supports while taking their transfer-level math courses with a goal to increase successful completion. The co-requisite courses will also allow for further elimination of one level below math courses.

The following are updates on action items as a part of the Compton College AB 705 implementation plan:

- English faculty revised their Student Learning Outcomes (SLO's) for 101, 101(S), and RWA courses for the purpose of standardization and student success. The revised SLO's will be submitted to the curriculum committee in the spring of 2020 for review.
- English 101, 101(S), and RWA will all have Supplemental Learning Associates (SLA's) embedded within their classrooms for spring of 2020. The English division chair and Coordinator of the Student Success Center are working on coordinating a workshop for faculty and SLA's to share best practices.
- EdReady software will be ready for use in spring 2020 to aid students with skill gaps that were previously taught through basic skills courses. EdReady is a personalized college math and English readiness platform designed to help learners test their college readiness, see study options and gain a personalized learning path to fill in knowledge gaps. The former AB705 coordinators for English and math created modules that will be available for students on the EdReady platform.
- Instructional Specialists for English and math will be hired and begin in the spring of 2020. The Instructional Specialists faculty positions will assist with the day-to-day activities and operations of the Student Success Center Reading/Writing Center and the Math & Science Center to meet department goals and objectives. Responsibilities include providing assistance to students, and ongoing training to tutors, paraprofessionals, and instructors on tutoring pedagogy and best practices.
- The Compton College Special Resource Center (SRC) has been collaborating with the library and English faculty to install Read/Write software for SRC student use within Reading/Writing Accelerated (RWA) classrooms and the library. In addition, one section of RWA is going to be encouraged for SRC students and will have an SRC Instructional Assistant embedded within the classroom for support.

The Research Planning Group is working with Compton College Institutional Effectiveness Department to provide the following deliverables:

- Pre/Post Multiple Measures Outcomes Analysis- This analysis will look at student success rates before the college initiated multiple measures placement and other AB 705 curriculum changes and then compare them to course success rates after these new practices were put into place. The analysis will include course success and throughput outcomes (e.g., do students complete transfer-level math and English in their first year at Compton College)?
- Qualitative analysis of faculty and student experience with AB705 math and English courses
- Qualitative analysis of tutors and Supplemental Learning Associate (SLAs) experience with AB 705

In addition to the fall 2019 surveys completed from faculty, students, and support staff, focus groups will be conducted in the spring of 2020 to further examine the impact of AB 705 within the classroom. The results from the Research Planning Group fall 2019 surveys, spring 2020 focus group data, and the fall 2019 student success data will be presented to the Compton Community College District Board of Trustees on Tuesday, June 16, 2020.