

To: English Department

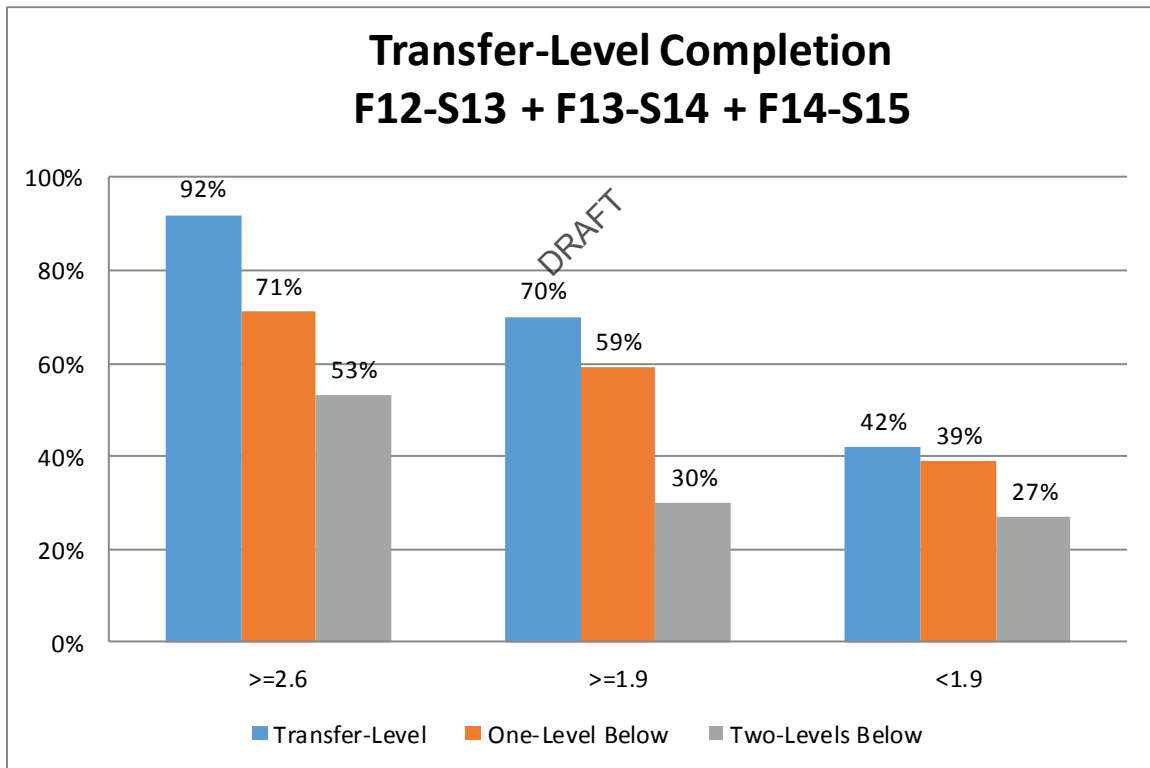
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Subject: Comparison of English Throughput Rates for AB 705 Compliance

This analysis is intended to provide information to the English department in preparation for AB 705 compliance. The bill language states: “A community college district or college shall not require students to enroll in remedial English or mathematics coursework that lengthens their time to complete a degree unless placement research that includes consideration of high school grade point average and coursework shows that those students are highly unlikely to succeed in transfer-level coursework in English and Mathematics.”

Chart 1: Transfer-Level English Throughput Rates within One Year – Fall Cohort



Includes students who started in fall 2012, fall 2013 and fall 2013 tracked through winter and spring.

- Based on students who had an educational goal of degree or transfer who started the first course in the sequence in fall 2012, fall 2013, or fall 2014, tracked through winter and spring of each year, and completed transfer-level English within one year, there is no group of students who are highly unlikely to succeed in transfer-level coursework.
 - All student groups are more likely to complete the transfer-level course if their first course is transfer-level English.

Figure 1: Transfer-Level English Throughput Rates within One-Year – Fall Cohort

Started at Transfer- Level

GPA	12th grade GPA < 1.9	12th grade GPA >= 1.9	12th grade GPA >= 2.6
Pass Rate	42% pass rate	70% pass rate	92% pass rate
Students	66 students	170 students	627 students
% of population	8% of students	20% of students	72% of students

Started at One-Level Below

GPA	12th grade GPA < 1.9	12th grade GPA >= 1.9	12th grade GPA >= 2.6
Pass Rate	39% pass rate	59% pass rate	71% pass rate
Students	134 students	450 students	573 students
% of population	11% of students	39% of students	50% of students

Started at Two-Levels Below

GPA	12th grade GPA < 1.9	12th grade GPA >= 1.9	12th grade GPA >= 2.6
Pass Rate	27% pass rate	30% pass rate	53% pass rate
Students	59 students	111 students	124 students
% of population	20% of students	38% of students	42% of students

Includes students who started in fall 2012, fall 2013 and fall 2013 tracked through winter and spring.

- Figure 1 displays the breakdown of students who enrolled in either transfer-level English, one-level, or two-levels below as their first English course and their completion rate of transfer-level English within one year (3 quarters). The pass rate is the rate at which each group of students, by GPA, successfully completed the transfer-level course. The percent of the population is the percent of students in each GPA group with the respective success rate.
 - For students whose first course was transfer-level English, 8% had a GPA less than 1.9 and passed the course at a rate of 42%. 20% of students in this group had a GPA greater than or equal to 1.9 but less than 2.6 and passed the course at a rate of 70%. 72% of students had a GPA of 2.6 or higher and passed the course at a rate of 92%.
 - For students who started at one-level below transfer-level, 11% had a GPA less than 1.9 and passed the transfer-level English course at a rate of 39%, students with a GPA greater than 1.9 but less than 2.6 make up 39% of the students who started at one-level below and have a pass rate of 59%. Students with a GPA of 2.6 or higher make up 50% of all students in this group and have a success rate of 71%.
 - For students who start at two-levels below transfer level, 20% have a GPA lower than 1.9 and 27% successfully complete transfer-level English. 38% of students have a GPA less than 2.6 but greater than or equal to 1.9 and 30% successfully complete transfer-level English. 42% of students have a GPA at or above 2.6 and 53% successfully complete transfer-level English.

Table 1. Success Rates for Students Starting in Transfer-Level English and Completing Transfer-Level English in One Year

	<1.9		≥1.9		≥2.6		Total
	Students	Percent	Students	Percent	Students	Percent	
Success	28	42%	119	70%	575	92%	722
Non Success	38	58%	51	30%	52	8%	141
Total	66	100%	170	100%	627	100%	863

Includes students who started in fall 2012, fall 2013 and fall 2013 tracked through winter and spring.

Table 2. Success Rates for Students Starting in One-Level Below Transfer-Level English and Completing Transfer-Level English in One Year

	<1.9		≥1.9		≥2.6		Total
	Students	Percent	Students	Percent	Students	Percent	
Success	52	39%	265	59%	406	71%	723
Non Success	82	61%	185	41%	167	29%	434
Total	134	100%	450	100%	573	100%	1,157

Includes students who started in fall 2012, fall 2013 and fall 2013 tracked through winter and spring.

Table 3. Success Rates for Students Starting in Two-Levels Below Transfer-Level English and Completing Transfer-Level English in One Year

	<1.9		≥1.9		≥2.6		Total
	Students	Percent	Students	Percent	Students	Percent	
Success	16	27%	33	30%	66	53%	115
Non Success	43	73%	78	70%	58	47%	179
Total	59	100%	111	100%	124	100%	294

Includes students who started in fall 2012, fall 2013 and fall 2013 tracked through winter and spring.

Table 4. Distribution of De Anza Students Who Took an English Course by GPA

	Students	Percent
≥2.6	4,488	59%
≥1.9	2,232	29%
<1.9	905	12%
Total	7,625	100%

- Of all students who enrolled in an English course at De Anza in which we had high school transcripts for, 59% had a 12th grade cumulative unweighted GPA of 2.6 or higher, 29% had a GPA of greater than or equal to 1.9 but less than 2.6, and 11% had a GPA less than 1.9

Table 5. Distribution of First English Course Enrolled by GPA Level

	<1.9		≥1.9		≥2.6		Total	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Transfer-Level	245	27%	711	32%	2,406	54%	3,362	44%
One-Below	503	56%	1,220	55%	1,739	39%	3,462	45%
Two-Below	157	17%	301	13%	343	8%	801	11%
Total	905	100%	2,232	100%	4,488	100%	7,625	100%

- Of students with a 2.6 GPA or higher, the majority enrolled in the transfer-level English course as their first course (54%), followed by 39% into one-level below, and 8% into two-levels below transfer-level.
- Of students with less than a 2.6 but greater than or equal to a 1.9, the majority enrolled into one-level below transfer as their first course (55%), followed by 32% into transfer-level English and 34% into two levels below transfer-level.
- Of students with less than a 1.9 GPA, the majority enrolled at one-level below (56%), followed by 27% into transfer-level, and 19% into two-levels below.

Methodology

Data from CalPass Plus for students who had a cumulative unweighted high school GPA in the 12th grade, who had enrolled in an EWRT course at De Anza and completed high school between 1997 and 2014 were included in the analysis.

This resulted in 10,293 students, of which 7,625 had a declared goal of transfer, degree or 4-year student taking 4-year requirements; only students with a goal of degree, transfer or 4-year requirements were included in the analysis.

CalPass data includes the following high schools: East Side Union, Fremont Union, San Jose Unified, Campbell, Santa Clara Unified, Morgan Hill, Mountain View-Los Altos, San Mateo Union, Gilroy.

The fall 2012, fall 2013 and fall 2014 cohorts of students were tracked fall, winter and spring of the year they started. The three cohorts were combined to create one rate. The first course in the first term which a student enrolled is the starting course.

Cohorts that started in winter or spring and tracked three terms, including summer terms, resulted in similar results as students who started in the fall.

Transfer-Level = EWRT1A, One-Level Below = EWRT211, Two-Levels Below = EWRT200.

Students who took a LART200 or LART211 course were also included in the analysis: = 502/7,625 comprising 6.5% of all courses in the data.