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English & AB 705 Trends 2017 - 2019
Research Brief #201

College of the Canyons

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Institutional Research, Planning, and

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COLLEGE OF THE CANYONS

Table of Contents

Table of Figures

Tables

Introduction

As part of the support offered to the English Department Chair and Faculty Inquiry Group (FIG) in preparation for their first Fall 2019 departmental meeting the Institutional Research, Planning and Institutional Effectiveness office conducted analyses assessing Fall 2019 placement, ENGL-101 success and retention rates, and throughput rates considering the changes implemented in response to AB 705[1]. The semester of fall 2019 was the first semester for which access to transfer level English (ENGL-101) was fully opened and thus no courses below transfer level were offered.

This brief provides the results of the analyses comparing Fall 2019 data to previous fall terms (Fall 2018 Disjunctive and Fall 2017 Accuplacer). In addition, the outcomes were disaggregated by newly assessed vs. other, and demographics (race/ethnicity, gender and age). Disproportionate impact analyses are also presented for course success and throughput rates.

Method

Placement data were closely monitored through monthly reports that were obtained through the Assessment Center. For a period of approximately six months, between March and August 2019, **5,329** students took the English assessment. As opposed to prior years where Accuplacer was used to measure proficiency in reading and writing, this process consisted of students completing an assessment with questions regarding high school performance (e.g. GPA and last high school English course, SAT score etc.). These data were collected for informational and matriculation purposes only. All students who completed the "placement" were eligible for transfer-level English (ENGL-101).

The grades report from Informer was used to assess the success and retention rates for students in ENGL-101 in fall 2019 in comparison to previous terms. Additionally, these rates were further disaggregated (e.g., those who 'newly assessed' and others in the same course, demographics, etc.).

Research Results

Placement Rates

Of the total number of placements in the given time period, 100% were eligible for ENGL-101 transfer-level as compared to the 75% who received a direct placement into ENGL-101 via Disjunctive placement in Fall 2018, and 37% in the prior year (Fall 2017) when placements were largely based on scores on Accuplacer assessment.

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[1] 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.

Figure 1. English Placement Rates Traditional vs. Disjunctive vs. AB705
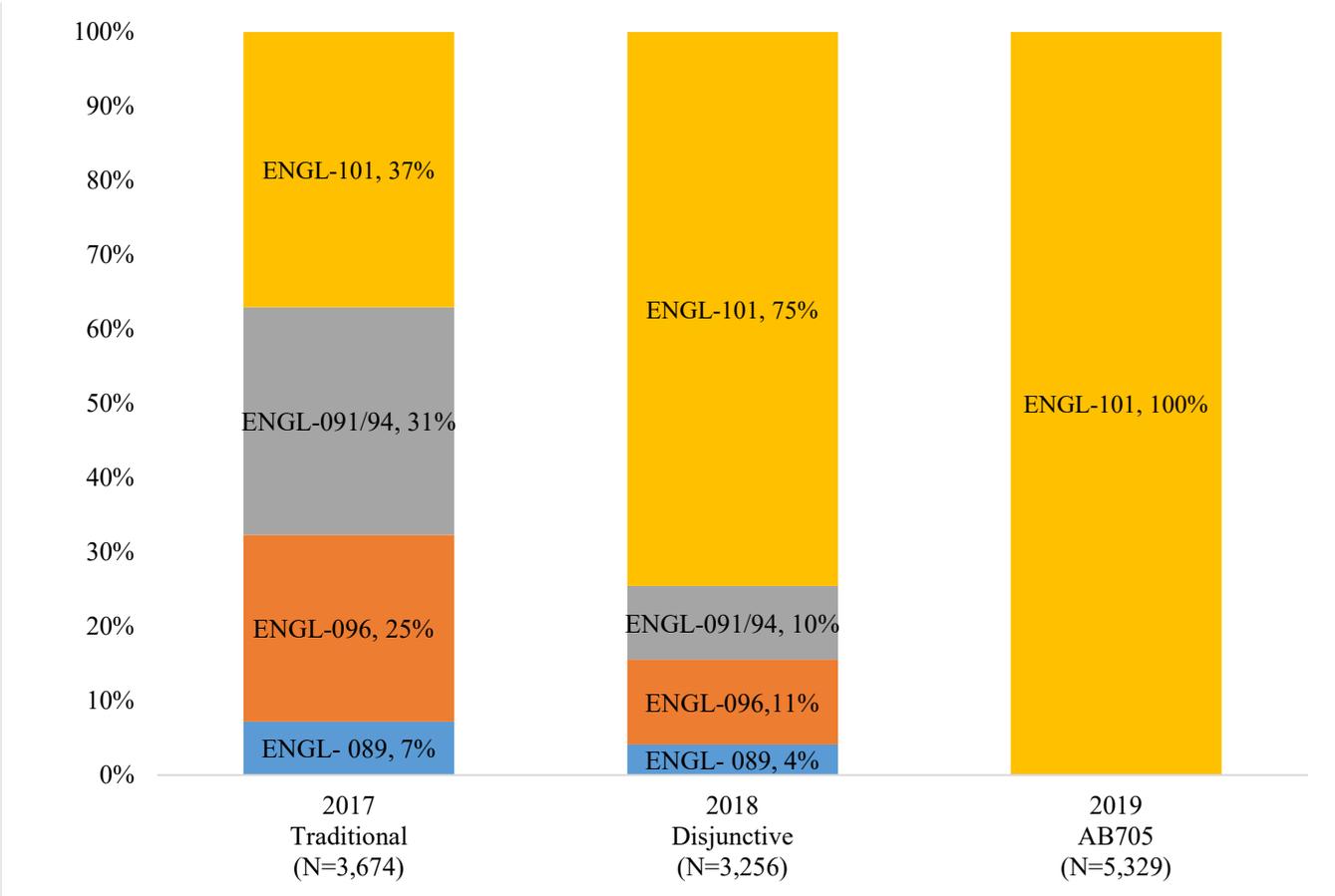
Further disaggregation of the placement rates by race/ethnicity indicated that with each change to the placement of English-101 disproportionate impact is decreased among our most impacted groups (Black/African American and Latinx). Due to the changes with AB705 all possible ethnicities are represented at 100% among those eligible for ENGL-101 transfer-level in Fall of 2019, thus closing any equity gaps to placement or access into this transfer-level course. Additional information is provided in Figure 2.

Figure 2. English -101 Placement Rates for 2017 vs. 2018 vs. 2019 by Race/Ethnicity
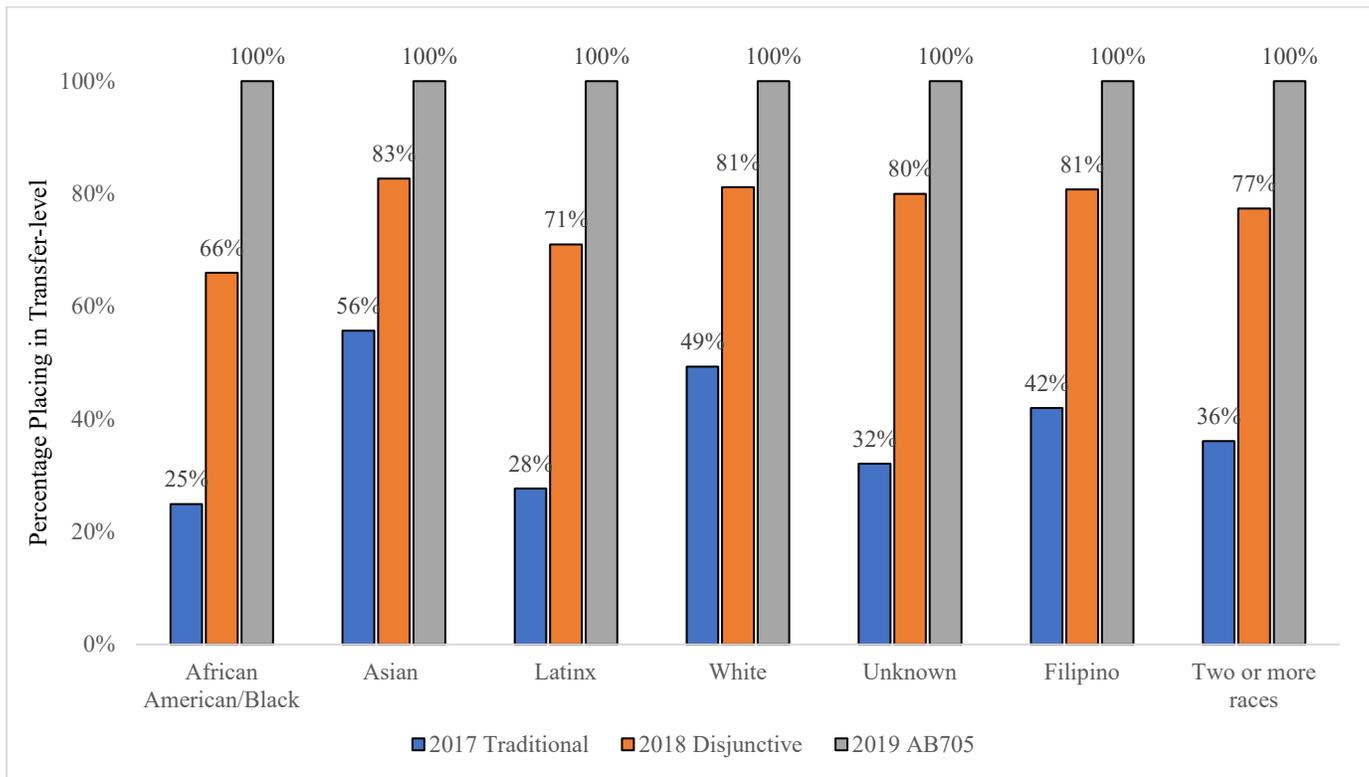

*Rates for group sizes less than 20 are not presented (e.g., Native American, Hawaiian Pacific Islander)

Success and Retention

Overall success and retention rates for ENGL-101 were compared across fall 2017 when Accuplacer (traditional placement) was utilized to fall 2018 when disjunctive placement was implemented and finally for fall 2019 when AB705 increased access. The overall success rate for the fall 2019 term was 67% whereas it was 70% in the prior fall term and 76% in fall 2017. The retention rate remained similar across 2017-2019 (87% vs. 85% vs. 85%, respectively).

The number of students enrolled in 2019 (2,678) was significantly higher than those enrolled in 2017 (1,707) or 2018 (2,510) yielding a **57%** increase. This also indicates that 1,294 students completed ENGL-101 in the fall 2017 term, a total of 1,765 students completed it in fall 2018 and 1,786 students completed ENGL-101 in Fall of 2019. Broadening access to ENGL-101 led to a **38%** increase in the number of students completing transfer-level English.

Figure 3. Success & Retention rates in ENGL-101, Traditional vs. Disjunctive vs. AB 705
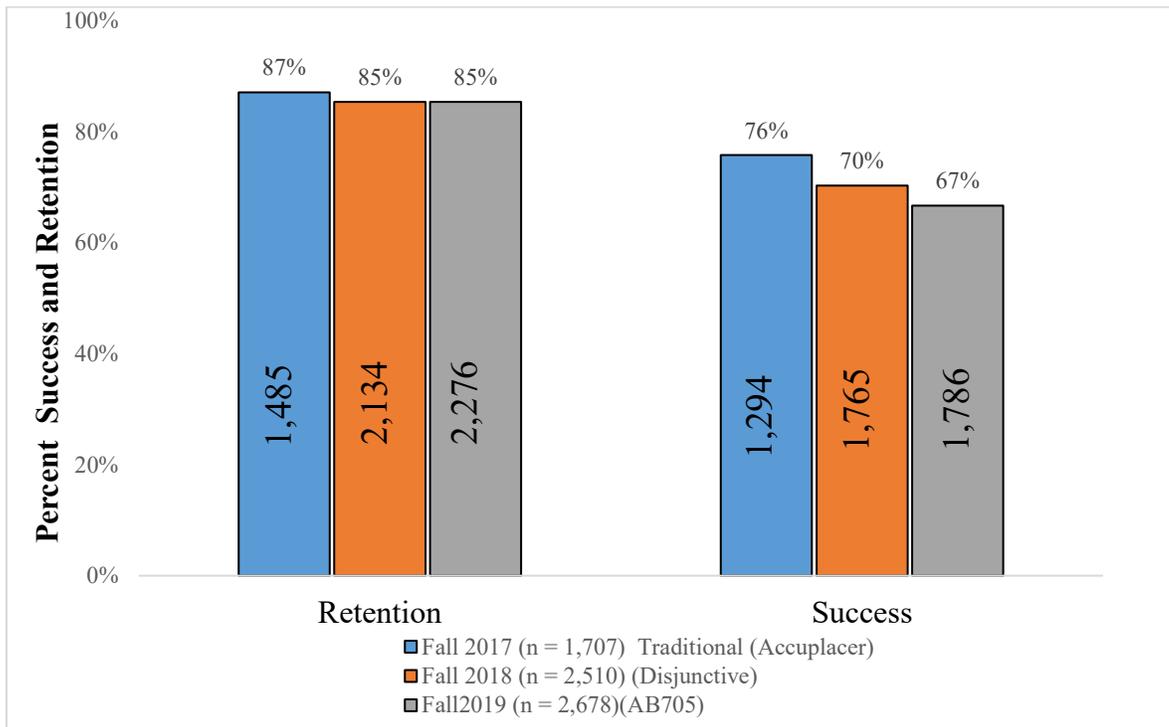
Success and retention rates for these newly assessed students in comparison to other students in the course were analyzed. The success rate for those who 'newly-assessed' was 69% and 58% for others in the course. With regard to retention, the overall rate was 85%, and 87% for newly-assessed and 80% for others in the course. See Figure 4.

Figure 4. Success and Retention Rates in ENGL-101 for New Assessed Students vs. Others in fall 2019
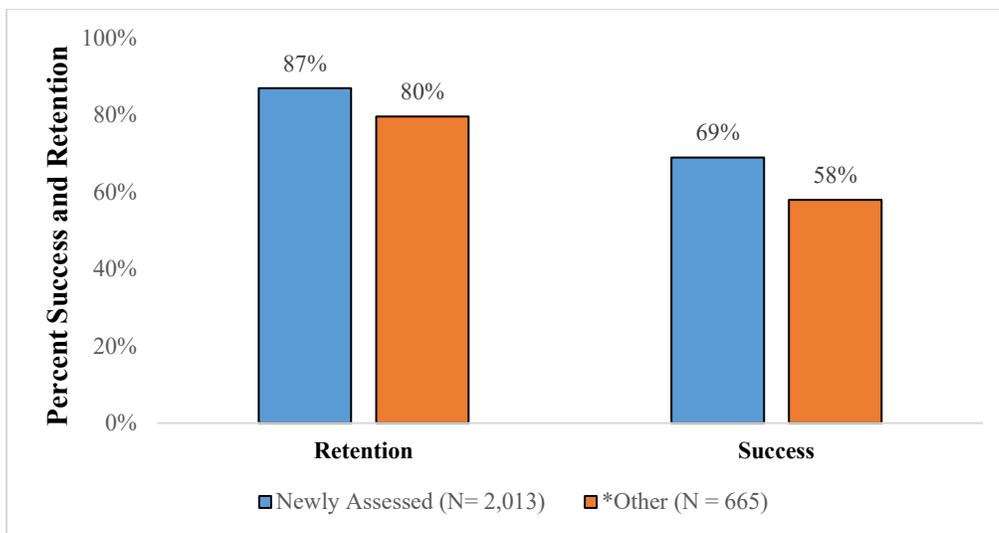
*Other consists of students who may have either assessed in a prior year but delayed enrolling in 101, or came through the English sequence having taken courses below ENGL-101, or this may be their second time taking ENGL-101.

When disaggregating by newly assessed vs. other the success rates are lower in 2019 as compared to 2017. However, the overall raw number of newly assessed students who successfully completed ENGL-101 is much larger (1,398 vs. 751), this is an 86% increase in the number of newly placed students completing ENGL-101.

Figure 5 Success in ENGL-101 of Newly Assessed vs. Others from Fall terms 2017-2019
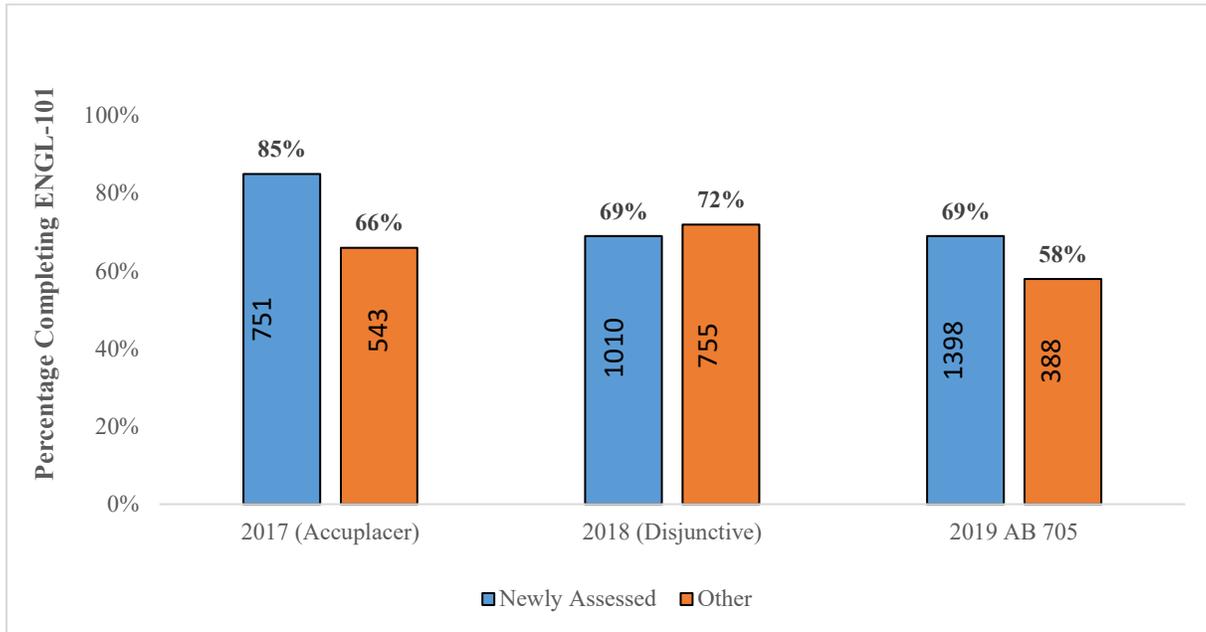
Disproportionate impact (D.I.) by race/ethnicity with regard to course success was not previously found and remained a non-issue in fall 2019. Table 1 provides D.I. calculations using the 80% measure. There remained no disproportionate impact by ethnicity in course success for ENGL-101 (Table 1) as indicated by the green font for the usually disproportionately impacted groups (African-American/Black and Latinx).

Table 1 Disproportionate Impact for English-101 Course Success by Race/Ethnicity

| | ENGL-101 Course Success | | | |
| | 80% of Overall | | 80% of Other | |
	2017FA Accuplacer	2019FA AB705	2017FA Accuplacer	2019FA AB705
Afr. American/Black	93.0%	92.0%	92.0%	82.0%
Asian	105.0%	110.0%	105.0%	110.0%
Latinx	97.0%	94.0%	95.0%	89.0%
White	90.0%	105.0%	110.0%	112.0%
Two or more races	107.0%	110.0%	90.0%	106.0%

Noncredit Support

Analysis of the number of students who enrolled into a Noncredit English course in fall 2019 revealed 54 students. Of these 54 students 31 (57%) were enrolled receiving support for ENGL-101. Of these 31 students 16 (52%) were male and 14 were female. Latinx students comprised a majority 61% (19 students), then white (16%), then Black/African American

(6.5%), the rest of the ethnic proportions were represented by 1 student each. Of those students receiving Noncredit support for ENGL-101, 21 students (68%) successfully passed the ENGL-101 course at the end of the fall 2019 semester. This mirrored the overall course success rate for ENGL-101 for the fall 2019 semester.

Only 31 students who were enrolled in ENGL-101 were taking advantage of the available noncredit support course. Research Briefs #197 and #198 also illustrate that a majority of faculty knew about the referral processes and made referrals and a majority of the students who took advantage of the noncredit support found it helpful. However, this small number of students actually engaging in the noncredit support leaves opportunities for further engagement.

Throughput & Disproportionate Impact

Throughput data was examined for the fall 2019 term in comparison to the previous 3 terms, starting with a baseline of 2017 before disjunctive placement were implemented. The throughput rate was the highest in the 2019 fall term when all students were given access to ENGL-101 yielding an increase of 16 percentage points among newly placed students over the prior fall term and an increase of 33% in comparison to fall 2017 (Figure 6). Throughput is defined as the percentage of newly-placed students who completed at least one transfer-level English course in the fall term.

Figure 6 English Transfer-level completion in the fall term among new students by year
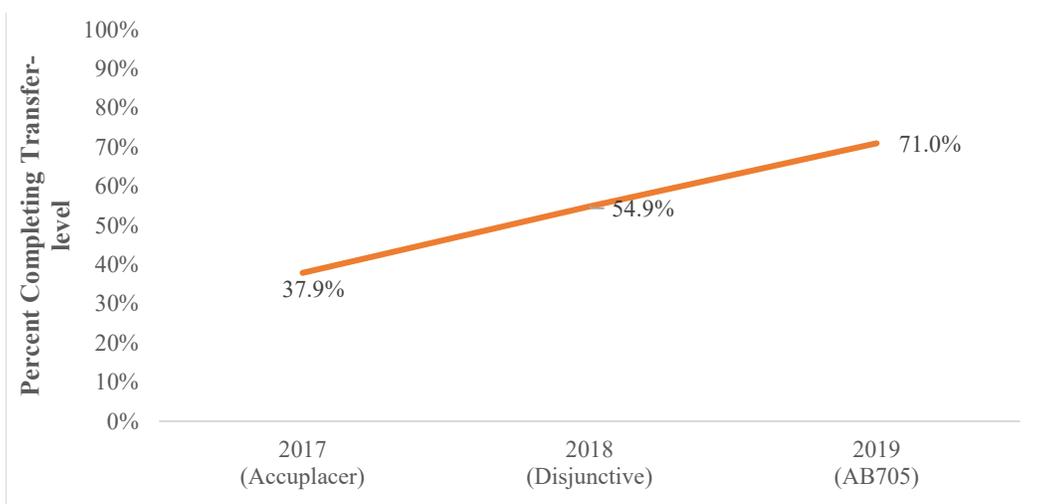
Disaggregating throughput rate by race/ethnicity showed that rates of transfer-level completion in English increased for all groups substantially (Figure 7).

*Figure 7 Completion of Transfer-level English Fall term by Race/Ethnicity*
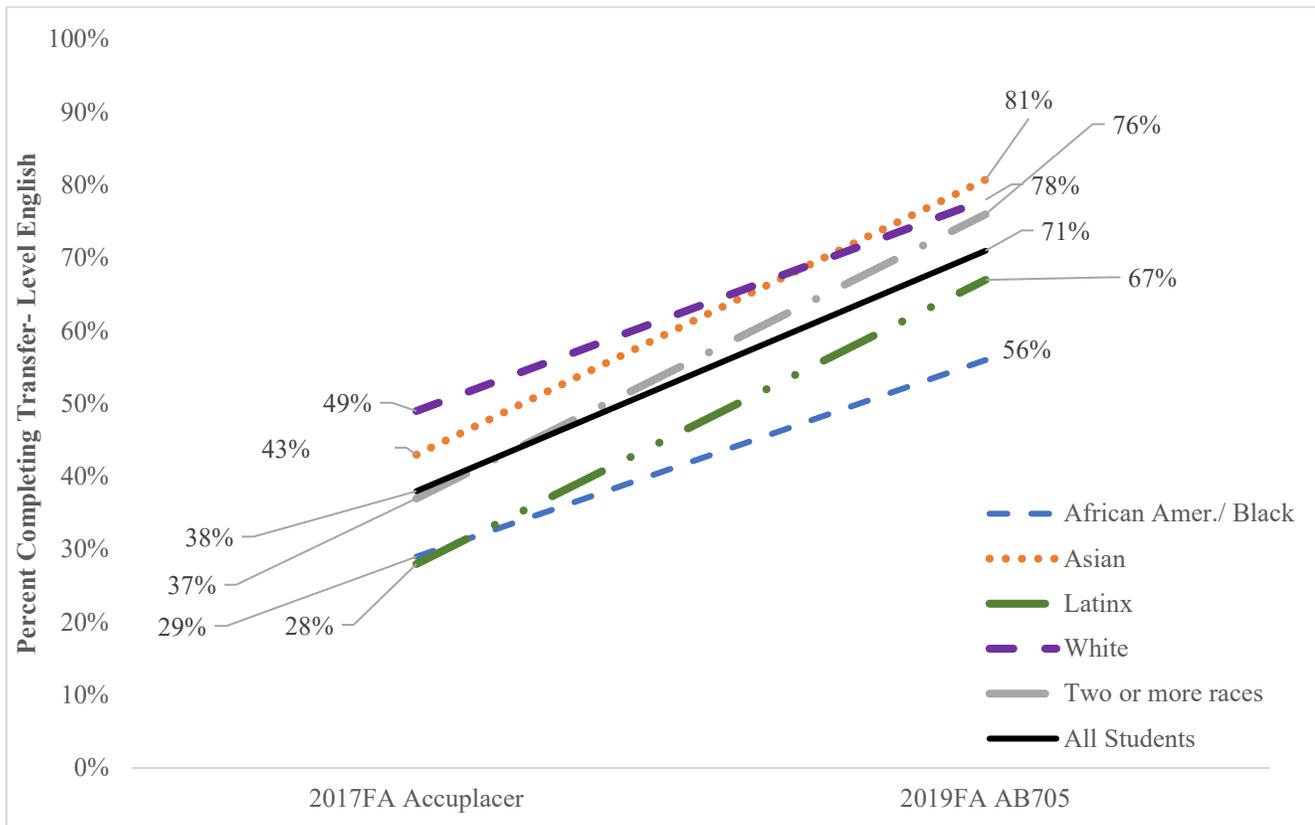
Disproportionate impact (D.I.) analyses using the 80% of 'other' measure indicated that the gap was significantly reduced for previously identified D.I. groups (i.e. African American/Black students' rate was farther from the 80% benchmark in 2017 and narrowed to 79% in 2019). Among Latinx students, disproportionate impact with regard to throughput in English was eliminated (Table 2). Within Table 2 green font indicates that D.I. was eliminated, orange indicates it is moving in the direction towards almost reaching the 80% threshold, red indicates this group is still experiencing D.I. With the exception of current events (COVID-19) it is anticipated that as faculty take part in additional training in the new ENGL-101 curriculum changes and in guiding students to extra support, that Black/African American students will finally see a close in the disproportionate impact gap in throughput.

Table 2 Disproportionate Impact for Transfer Throughput by Race/Ethnicity

	Transfer-Level Throughput			
	80% of Overall		80% of Other[2]	
	2017FA Accuplacer	2019FA AB705	2017FA Accuplacer	2019FA AB705
Afr. American/Black	76.1%	78.9%	75.1%	79.0%
Asian	132.0%	114.0%	120.0%	115.0%
Latinx	77.8%	94.0%	63.0%	88.0%
White	131.5.0%	110.0%	151.2%	112.0%
Two or more races	97.3%	107.0%	97.1%	108.0%

Disaggregating throughput by gender illustrates that throughput increases from 2017 through 2018 and 2019 for students who identify as female as well as for students who identify as male (Figure 8).

Figure 8 Completion of Transfer-level English Fall term by Gender

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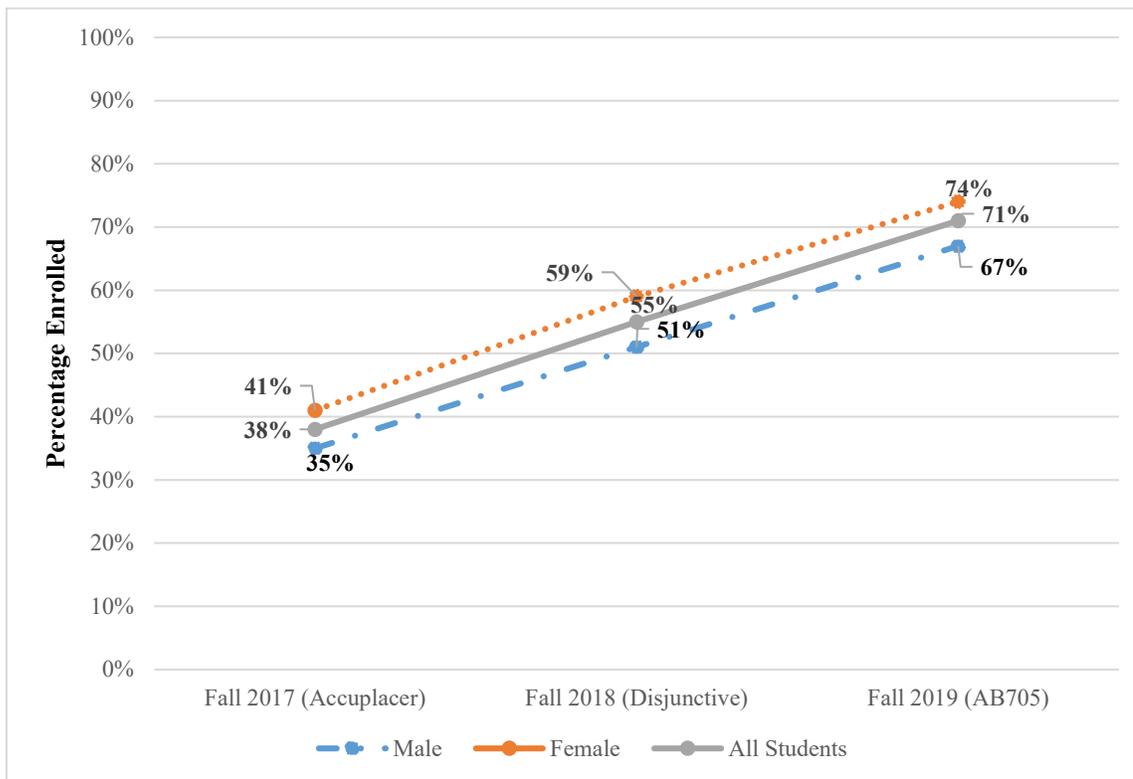
2 Since Latinx- identifying students represent the largest group in the overall student population, the 80% of 'Other' measure was used to assess disproportionate impact when the group's rate is removed and compared to the rate of all other race/ethnicity groups, combined.

Table 3Disaggregated throughput by gender with sample sizes and rates

	Fall 2017 (Accuplacer)		Fall 2018 (Disjunctive)		Fall 2019 (AB705)	
	%	*N*	*%*	*N*	*%*	*N*
Male	35%	469	51%	574	67%	745
Female	41%	378	59%	480	74%	864
All Students	38%	857	55%	1060	71%	1628

*There was no disproportionate impact for throughput by gender.

Disaggregating throughput by age illustrates that throughput increases from 2017 through 2019 for most student age groups (Figure 9).

Figure 9 Completion of Transfer-level English Fall term by Sex

Table 4 Disaggregated throughput by Age with sample sizes, and disproportionate impact flags

Age	Fall 2017 (Accuplacer)				Fall 2019 (AB705)			
	%	N	80% DI Other	80 %DI Overall	%	N	80% DI Other	80 %DI Overall
19 or less	41%	754	160%	107%	73%	1332	113%	102%
20 -24	24%	63	**60%**	**63%**	62%	186	**86%**	**87%**
25-29	29%	24	**77%**	**77%**	71%	48	**99%**	**99%**
30-34	21%	6	**54%**	**55%**	65%	26	**92%**	**92%**
35-39	38%	6	99%	100%	77%	17	109%	108%
40-54	23%	3	**61%**	**61%**	70%	14	98%	98%
55+	50%	1	132%	132%	56%	5	**78%**	**78%**

Recommendations

Upon review of the results of English success, retention, and throughput analysis the following recommendations should be taken into consideration:

- Continue monitoring the effects of AB 705 on spring 2019 ENGL-101 success and retention.
- Monitor the specific demographics of students who dropped out of ENGL-101 in fall 2019 but then considered re-enrolling in Spring 2019.
- As only 54 students out of the total 2,678 students who enrolled into the new 4-unit ENGL-101 course also enrolled into a noncredit support course, it is recommended that further investigation into the processes of students being referred for the support course and follow-up between the faculty and students regarding the noncredit support course is highly suggested.
- Consider spring 2019 analysis on success and retention of ENGL-101 for originally registered online courses versus those that adapted into online post COVID-19.

For more detailed information on this research brief, stop by the Institutional Research, Planning, and Institutional Effectiveness office located in BONH-224, or contact Vida Manzo, Ph.D., Senior Research Analyst (661)362-5871, or Daylene Meuschke, Ed.D., Associate V.P. Institutional Research, Planning and Institutional Effectiveness at 661.362.5329.