

# AB705: Historic Throughput Rates

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ENGLISH COMPOSITION/CRITICAL THINKING

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# AB705: Historic Throughput Rates for English Composition/Critical Thinking

## Introduction

### Purpose

The purpose of this report is to summarize student placement, entry, and success within English coursework within a time period prior to any substantial modifications to placement or curriculum related to English Composition/Critical Thinking. For Southwestern College, substantial change in this area began with placements given for the Fall 2016 term; therefore, this report focuses on five years prior to that point in time, summarizing students who were placed or first attempted English between the 2011-12 – 2015-16 academic years. The data and analyses included in this report serve as a baseline of comparison for outcomes measured after this relatively stable period of time, especially as it relates to outcomes associated with implementation of AB705<sup>1</sup> legislation.

## Methodology

### Data Included

Students included in this report met criteria under one of the following:

- 1) *Placement Results*: Received a CTEP (English) placement for Fall 2011 through Spring 2016 found with CAPP
- 2) *Entry and Throughput*: First attempted an English (ENGL) course (see *Table 1* for courses included) at SWC between Fall 2011 and Spring 2016.
  - a. Attempt of a course is considered if any of the following transcribed grades were received: A, B, C, D, F, I, P/CR, NP/NC, RD, W

### Data Source

The data used for capturing first attempt in English, successful completion of a transfer-level English Composition course, successful completion of a transfer-level Critical Thinking course, and the demographics used for disaggregation were pulled from SWC's internal database via BusinessObjects.

The data used for placements and disaggregating course attempts and course completion by High School Grade Point Average (GPA) was captured from SWC's CAPP database, a retired software used for assessment testing and course placement prior to Fall 2019. High School GPA used in this report is self-reported by the student.

### Disproportionate Impact Analysis

Detailed documentation on disproportionate impact analyses performed in this report can be found on the CCCCO Accountability website (<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Digital-Innovation-and-Infrastructure/Network-Operations/Accountability>).

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<sup>1</sup> [Assembly Bill No. 705](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705) ([https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201720180AB705](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705))

## English Composition/Critical Thinking

In order to transfer to a CSU or UC institution, students must complete both an English Composition and a Critical Thinking course requirement. Details on which courses are articulated to meet these transfer requirements at CSU and UC institutions can be found in the table below. Please note that CB21 coding of SWC ENGL courses do not accurately reflect local student requirements to meet the English Composition and Critical Thinking requirement. Therefore, in this analysis, levels below transfer is determined by levels below ENGL-115/H, which satisfies the English Composition requirement.

Course-Level (CB21 <sup>2</sup> )	Course Name
Three-Levels Below Transfer	ENGL-60s
Two-Levels Below Transfer	ENGL-71
One-Level Below Transfer	ENGL-99, ENGL-114
CSU General Education Breadth Requirement A2 (Written Communication) IGETC Area 1A (English Composition)  (CB21 = Y)	ENGL-115, ENGL-115H, ADN-140
CSU General Education Breadth Requirement A3 (Critical Thinking) IGETC Area 1B (Critical Thinking)  (CB21 = Y)	ENGL-116, PHIL-103, COMM-160*

Table 1: Courses included in each course-level for analysis. Applicable as of SWC's 2016-17 Catalog. \*COMM-160 only applies to CSU General Education Breadth Requirement A3

## Definition of AB705 Throughput

### Throughput Definition

In this report, throughput is defined as the proportion of students that successfully complete (grade of A, B, C, or P) a transfer-level course in the selected course subject area within a given time-frame. Throughput under AB705 is defined as the proportion of students that successfully complete (grade of A, B, C, or P) a transfer-level English Composition (IGETC 1A) course within two primary semesters of first attempting any-level English course. For example, if a student attempts ENGL-71 in the Fall 2014 semester, the student is measured in Fall 2014 and Spring 2015 for successful completion of a transfer-level English Composition course (ENGL-115, ENGL-115H, or ADN-140).

### Differences between AB705 Throughput and SCFF Success Measurement

Throughput under AB705 and successful completion of transfer-level English & Math within the Student-Centered Funding Formula have a two key differences:

- 1) Under the SCFF, successful completion of transfer-level English & Math analyzes data only for one academic year (SU – FA - SP), whereas AB705 captures data two primary semesters from first attempt, which could be SP – SU – FA, FA – SP, or SU – FA – SP.
- 2) Under the SCFF, only first-time in college students are measured for the given academic year, whereas AB705 captures students upon their first attempt in a course subject, which may be after the first year of enrollment in a post-secondary institution.

<sup>2</sup> CCCCO Data Element Dictionary (<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Digital-Innovation-and-Infrastructure/Management-Information-Systems/Data-Element-Dictionary>)

## Results

### Placement Level

Between Fall 2011 – Spring 2016, 36,754 placements were given in English (CTEP). Placements included in this analysis were unique to students within a term. For example, if a student received two CTEP English placements within 11/FA, only the highest was retained for analysis. However, if a student received one CTEP English placement within 11/FA and one placement within 12/SP, both placements were retained for analysis. Below is a table of placements given by individual level and the corresponding courses applicable to the placement. The most common placement was at one-level below transfer (ENGL-114), with 43.8% (n = 16,085) of placements assigned to this level.

CTEP Placement Value	Corresponding Courses	Levels Below Transfer-Level 1A (CB21)	Placements	%
0	Recommended ESL or Test Retake	Eligible for ENGL-71	307	0.84%
1	ENGL-71/ENGL-99	Two-Levels Below	11371	30.9%
3	ENGL-114	One-Levels Below	16085	43.8%
4	ENGL-115	Transfer-Level	8991	24.5%
<b>Total</b>			<b>36754</b>	<b>100%</b>

*Table 2: Placements between Fall 2011- Spring 2016 within SWC's CAPP software. CTEP Placement value of "0" was given either to students referred to English as Second Language (ESL) test assessment or students whose test/questionnaire was incomplete or unable to generate a CTEP placement; students were asked to return for further testing, but could enroll in ENGL-71. CTEP Placement value of "0" was only retained if no other placement score was present for the student during the testing term.*

### Placement Level by Race/Ethnicity

Race/Ethnicity	Placement Level								Total
	Three-Levels Below		Two-Levels Below		One-Level Below		Transfer-Level		
	n	%	n	%	n	%	n	%	
Asian	18	1.5%	342	28.5%	468	39.0%	371	30.9%	1199
American-Indian/Alaskan Native			88	36.7%	80	33.3%	65	27.1%	240
Black/African-American	34	1.3%	866	33.7%	1132	44.0%	539	21.0%	2571
Filipino	11	0.4%	586	23.5%	1129	45.3%	764	30.7%	2490
Hispanic	174	0.7%	8311	33.5%	11050	44.5%	5291	21.3%	24826
Native Hawaiian/Pacific Islander			134	25.0%	244	45.6%	154	28.8%	535
Other, Non-White	10	2.5%	124	30.5%	184	45.2%	89	21.9%	407
White, Non-Hispanic	29	0.8%	623	17.6%	1428	40.4%	1454	41.1%	3534
Unknown/Unclear Response	13	4.5%	121	41.4%	120	41.1%	38	13.0%	292
No Response			163	25.8%	239	37.8%	224	35.4%	633
Not Found			13	48.1%	11	40.7%			27
<b>Total</b>	<b>307</b>	<b>0.8%</b>	<b>11371</b>	<b>30.9%</b>	<b>16085</b>	<b>43.8%</b>	<b>8991</b>	<b>24.5%</b>	<b>36754</b>

Table 3: Placements between Fall 2011- Spring 2016 within SWC's CAPP software by student race/ethnicity. A full report on disproportionate impact within placement for mathematics, English, reading, and ESL was performed on data between Fall 2012 –Fall 2015. This report can be requested from the Office of Institutional Research and Planning.

## Entry Level

Between the 2011-12 and 2015-16 academic years, 22,022 students first attempted an English course at SWC at any level; amongst these students, 26.7% (n = 5,874) first attempted a course at transfer-level (ENGL-115/H). The majority (45.0%, n = 9,907) began one-level below transfer, followed by 27.9% (n = 6,141) two-levels below transfer.

### Entry Level by Race/Ethnicity

	Entry-Level								Transfer-Level Entry Disproportionate Impact Analysis				
	Three-Levels Below		Two-Levels Below		One-Level Below		Transfer-Level					Total	
	n	%	n	%	n	%	n	%	n	%	PPG - 1	80% Using Highest Performing	80% Using Historical Majority
<b>Total</b>	100	0.5%	6141	27.9%	9907	45.0%	5874	26.7%	22022	100%			
<b>Race/Ethnicity</b>													
American-Indian/Alaskan-Native			59	34.5%	80	46.8%	32	18.7%	171	0.8%	-8.0%	0.496	0.496
Asian			136	32.3%	156	37.1%	123	29.2%	421	1.9%	2.6%	0.774	0.774
Black or African-American	10	0.8%	382	32.0%	560	46.9%	241	20.2%	1193	5.4%	-6.8%	0.535	0.535
Filipino			341	19.5%	830	47.4%	574	32.8%	1751	8.0%	6.6%	0.868	0.868
Hispanic	58	0.4%	4394	30.3%	6610	45.7%	3417	23.6%	14479	65.7%	-9.0%	0.625	0.625
Native Hawaiian/Pacific Islander			51	28.5%	74	41.3%	53	29.6%	179	0.8%	3.0%	0.784	0.784
Two or More Races			68	14.3%	228	48.0%	175	36.8%	475	2.2%	10.4%	0.976	0.976
White	14	0.4%	663	20.8%	1303	41.0%	1201	37.8%	3181	14.4%	13.0%	1.000	1.000
Unknown			47	27.3%	66	38.4%	58	33.7%	172	0.8%	7.1%	0.893	0.893

Table 4: Entry Level in first attempted English course by race/ethnicity. Disproportionate Impact analysis included for comparison of entry level at transfer. If disproportionate impact was found, the race/ethnicity is highlighted in red. References are highlighted in green.

## Throughput

### Throughput from Any Level

Within the 2011-12 and 2015-16 academic years, there were 22,022 students that first attempted an English course at SWC at any level; within a one-year time-frame (two primary semesters), 33.8% (n = 7,446) successfully completed a CSU or IGETC transferrable English Composition course, and 8.5% (n =1,871) successfully completed a CSU or IGETC Critical Thinking course.

	<b>Total</b>	<b>Throughput (One-year)</b>		<b>Overall Throughput Rate Disproportionate Impact Analysis</b>		
		n	%			
<b>Total</b>	22022	7446	33.8%			
<b>Race/Ethnicity</b>				PPG - 1	80% Using Highest Performing	80% Using Historical Majority
American-Indian/Alaskan-Native	171	38	22.2%	-11.7%	0.493	0.516
Asian	421	152	36.1%	2.3%	0.800	0.839
Black or African-American	1193	314	26.3%	-7.9%	0.583	0.612
Filipino	1751	790	45.1%	12.3%	1.000	1.048
Hispanic	14479	4472	30.9%	-8.5%	0.685	0.718
Native Hawaiian/Pacific Islander	179	62	34.6%	0.8%	0.768	0.805
Two or More Races	475	180	37.9%	4.2%	0.840	0.881
White	3181	1369	43.0%	10.8%	0.954	1.000
Unknown	172	69	40.1%	6.4%	0.889	0.932

Table 5: Throughput rate to CSU/IGETC transferrable English composition course from all first attempted English courses by race/ethnicity. Disproportionate Impact analysis included for comparison of throughput rate. If disproportionate impact was found, the race/ethnicity is highlighted in red. References are highlighted in green.

*Throughput from Any Level by Educational Goal to Transfer*

Amongst these 22,022 students that first attempted an English course between the 2011-12 and 2015-16 academic years, there were 13,752 (62.4%) students that ever declared an educational goal to transfer to a 4-year university; within a one-year time-frame (two primary semesters), 38.0% (n = 5,227) successfully completed a CSU or IGETC transferrable English Composition course, and 10.5% (n = 1,438) successfully completed a CSU or IGETC Critical Thinking course.

### Throughput from Transfer-Level

Within the 2011-12 and 2015-16 academic years, there were 5,874 students that first attempted an English course at SWC at transfer-level (ENGL-115/H); within a one-year time-frame (two primary semesters), 76.1% (n = 1,816) successfully completed a CSU or IGETC transferrable English Composition course, and 28.4% (n =1,667) successfully completed a CSU or IGETC Critical Thinking course.

	<i>Total</i>	<b>Entry at Transfer-Level</b>		<b>Throughput (One-year)</b>		<b>Throughput Rate from Transfer-Level Entry Disproportionate Impact Analysis</b>		
		n	%	n	%	<b>PPG - 1</b>	<b>80% Using Highest Performing</b>	<b>80% Using Historical Majority</b>
<i>Total</i>	22022	5874	26.7%	1816	76.1%			
<b>Race/Ethnicity</b>								
American-Indian/Alaskan-Native	171	32	18.7%	20	62.5%	-13.7%	0.735	0.788
Asian	421	123	29.2%	99	80.5%	4.5%	0.947	1.015
Black or African-American	1193	241	20.2%	171	71.0%	-5.4%	0.835	0.895
Filipino	1751	574	32.8%	488	85.0%	9.9%	1.000	1.073
Hispanic	14479	3417	23.6%	2534	74.2%	-4.7%	0.872	0.936
Native Hawaiian/Pacific Islander	179	53	29.6%	37	69.8%	-6.4%	0.821	0.881
Two or More Races	475	175	36.8%	124	70.9%	-5.4%	0.833	0.894
White	3181	1201	37.8%	952	79.3%	4.0%	0.932	1.000
Unknown	172	58	33.7%	46	79.3%	3.2%	0.933	1.001

Table 6: Throughput rate from transfer-level first attempted English course by race/ethnicity. Disproportionate Impact analysis included for comparison throughput rate from transfer-level entry. If disproportionate impact was found, the race/ethnicity is highlighted in red. References are highlighted in green.

### Throughput from Transfer-Level by Educational Goal to Transfer

Amongst these 5,874 students that first attempted an English course at transfer-level between the 2011-12 and 2015-16 academic years, there were 4,218 (71.8%) students that ever declared an educational goal to transfer to a 4-year university; within a one-year time-frame (two primary semesters), 76.4% (n = 3,223) successfully completed a CSU or IGETC transferrable English Composition course, and 30.3% (n = 1,280) successfully completed a CSU or IGETC Critical Thinking course.

### Throughput from Any Below-Transfer-Level

Within the 2011-12 and 2015-16 academic years, there were 16,148 students that first attempted an English course at SWC below transfer-level (ENGL-115/H); within a one-year time-frame (two primary semesters), 18.4% (n = 2,975) successfully completed a CSU or IGETC transferrable English Composition course, and 1.3% (n =204) successfully completed a CSU or IGETC Critical Thinking course.

	Total	Entry Below Transfer		Throughput (One-year)		Throughput Rate from Below Transfer Entry Disproportionate Impact Analysis		
		n	%	n	%	PPG - 1	80% Using Highest Performing	80% Using Historical Majority
<i>Total</i>	22022	16148	73.3%	2975	18.4%			
<b>Race/Ethnicity</b>								
American-Indian/Alaskan-Native	171	139	81.3%	18	12.9%	-5.5%	0.505	0.615
Asian	421	298	70.8%	53	17.8%	-0.7%	0.693	0.844
Black or African-American	1193	952	79.8%	143	15.0%	-3.6%	0.585	0.713
Filipino	1751	1177	67.2%	302	25.7%	7.8%	1.000	1.218
Hispanic	14479	11062	76.4%	1938	17.5%	-2.9%	0.683	0.832
Native Hawaiian/Pacific Islander	179	126	70.4%	25	19.8%	1.4%	0.773	0.942
Two or More Races	475	300	63.2%	56	18.7%	0.3%	0.728	0.886
White	3181	1980	62.2%	417	21.1%	3.0%	0.821	1.000
Unknown	172	114	66.3%	23	20.2%	1.8%	0.786	0.958

Table 7: Throughput rate from below transfer first attempted English course by race/ethnicity. Disproportionate Impact analysis included for comparison throughput rate from below transfer-level entry. If disproportionate impact was found, the race/ethnicity is highlighted in red. References are highlighted in green.

### Throughput from Any Below-Transfer-Level by Educational Goal to Transfer

Amongst these 16,148 students that first attempted an English course at transfer-level between the 2011-12 and 2015-16 academic years, there were 9,534 (59.0%) students that ever declared an educational goal to transfer to a 4-year university; within a one-year time-frame (two primary semesters), 21.0% (n = 2,004) successfully completed a CSU or IGETC transferrable English Composition course, and 1.7% (n = 158) successfully completed a CSU or IGETC Critical Thinking course.

### Throughput (English Composition) by High School GPA

	Entry Level in English								
	Any Level			Below Transfer			At Transfer		
	Total Students	Throughput (One-year)		Total Students	Throughput (One-year)		Total Students	Throughput (One-year)	
	N	n	%	N	n	%	N	n	%
<i>Overall</i>	22,022	7446	33.8%	16,148	2975	18.4%	5,874	4471	76.1%
<b>by High School GPA</b>									
Missing	1612	445	27.6%	1185	127	10.7%	427	318	74.5%
No Response	1504	349	23.2%	1247	172	13.8%	257	177	68.9%
0.0-0.9	20			20			0		
1.0-1.4	134			128					
1.5-1.9	955	67	7.0%	916	43	4.7%	39	24	61.5%
2.0-2.4	4266	846	19.8%	3679	471	12.8%	587	375	63.9%
2.5-2.9	6118	1905	31.1%	4676	912	19.5%	1442	993	68.9%
3.0-3.4	5355	2539	47.4%	3369	958	28.4%	1986	1581	79.6%
3.5-4.0	2058	1285	62.4%	928	287	30.9%	1130	998	88.3%

Table 8: Entry Level in first attempted English course and throughput from first attempted English course by self-reported High School GPA.

The most common incoming HS GPA was between 2.5 and 2.9 for students first attempting an English course at any level. When students with a 2.5-2.9 HS GPA started in a below-transfer English course, their throughput rate within one year was 19.5%, however, when starting at a transfer-level English course, their throughput rate was 68.9%.

Throughput (English Composition) from Levels-Below Transfer by High School GPA

	Entry Level in English from Below Transfer								
	Three-Levels Below Transfer			Two-Levels Below Transfer			One-Level Below Transfer		
	Total Students	Throughput (One-year)		Total Students	Throughput (One-year)		Total Students	Throughput (One-year)	
	N	n	%	N	n	%	N	n	%
<i>Overall</i>	100			6,141	80	1.3%	9,907	2893	29.2%
<b>by High School GPA</b>									
Missing	26			573			586	124	21.2%
No Response	14			634			599	164	27.4%
0.0-0.9	0			16					
1.0-1.4				80			47		
1.5-1.9				485			426	42	9.9%
2.0-2.4				1564	14	0.9%	2102	457	21.7%
2.5-2.9				1563	19	1.2%	3091	893	28.9%
3.0-3.4				957	22	2.3%	2401	935	38.9%
3.5-4.0				269	13	4.8%	651	274	42.1%

Table 9: Entry Level in and throughput from first attempted English course in the three levels below transfer by self-reported High School GPA.

The most common incoming HS GPA was between 2.5 and 2.9 for students first attempting an English course two- and one-levels below transfer. Not only did throughput rate increase for each level of incoming HS GPA by levels below transfer (the closer the student started to transfer-level, the higher the throughput rate within the same HS GAP bands), but within each level below transfer entry, throughput rate increased by higher incoming HS GPAs.

### Throughput (Critical Thinking) by High School GPA

	Entry Level in English								
	Any Level			Below Transfer			At Transfer		
	Total Students	Throughput (One-year)		Total Students	Throughput (One-year)		Total Students	Throughput (One-year)	
	N	n	%	N	n	%	N	n	%
<i>Overall</i>	22,022	1871	8.5%	16,148	204	1.3%	5,874	1667	28.4%
<b>by High School GPA</b>									
Missing	1612	113	7.0%	1185	15	1.3%	427	98	23.0%
No Response	1504	63	4.2%	1247	12	1.0%	257	51	19.8%
0.0-0.9	20			20			0		
1.0-1.4	134			128					
1.5-1.9	955	16	1.7%	916			39	10	25.6%
2.0-2.4	4266	147	3.4%	3679	33	0.9%	587	114	19.4%
2.5-2.9	6118	395	6.5%	4676	60	1.3%	1442	335	23.2%
3.0-3.4	5355	672	12.5%	3369	58	1.7%	1986	614	30.9%
3.5-4.0	2058	462	22.4%	928	19	2.0%	1130	443	39.2%

Table 10: Entry Level in and throughput from first attempted English course in the three levels below transfer by self-reported High School GPA.

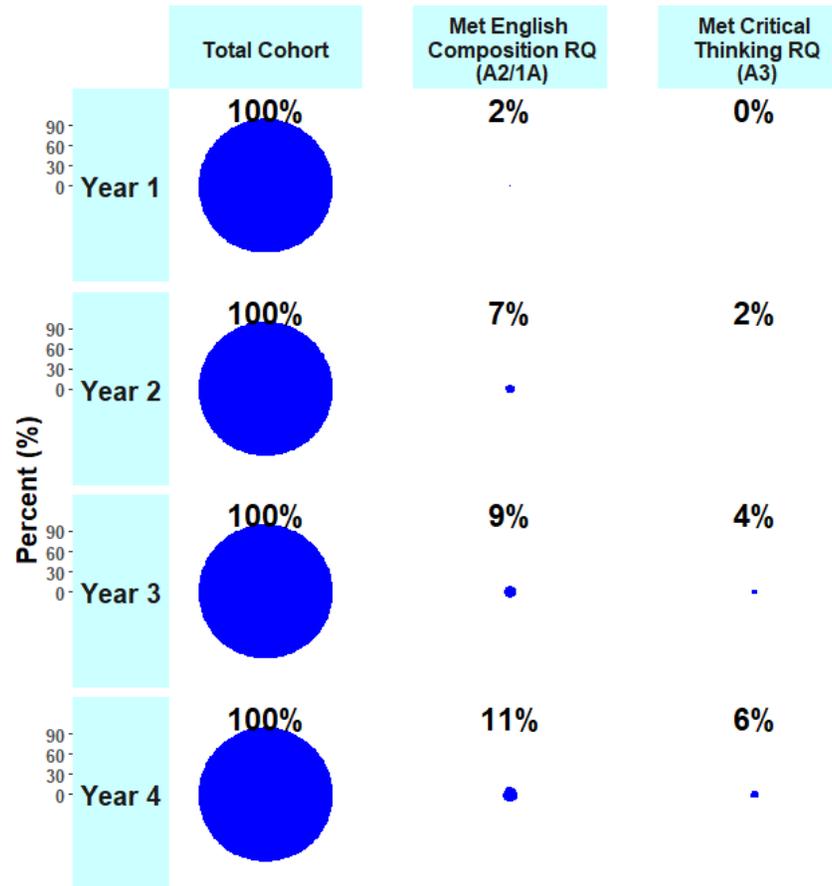
The most common incoming HS GPA was between 2.5 and 2.9 for students first attempting an English course at any level. When students with a 2.5-2.9 HS GPA started in a below-transfer English course, their throughput rate to a Critical Thinking course within one year was 1.3%, and, when starting at a transfer-level English course, their throughput rate was 28.4%.

## Appendix

### Graphics: Four-Year Throughput by English Entry Level

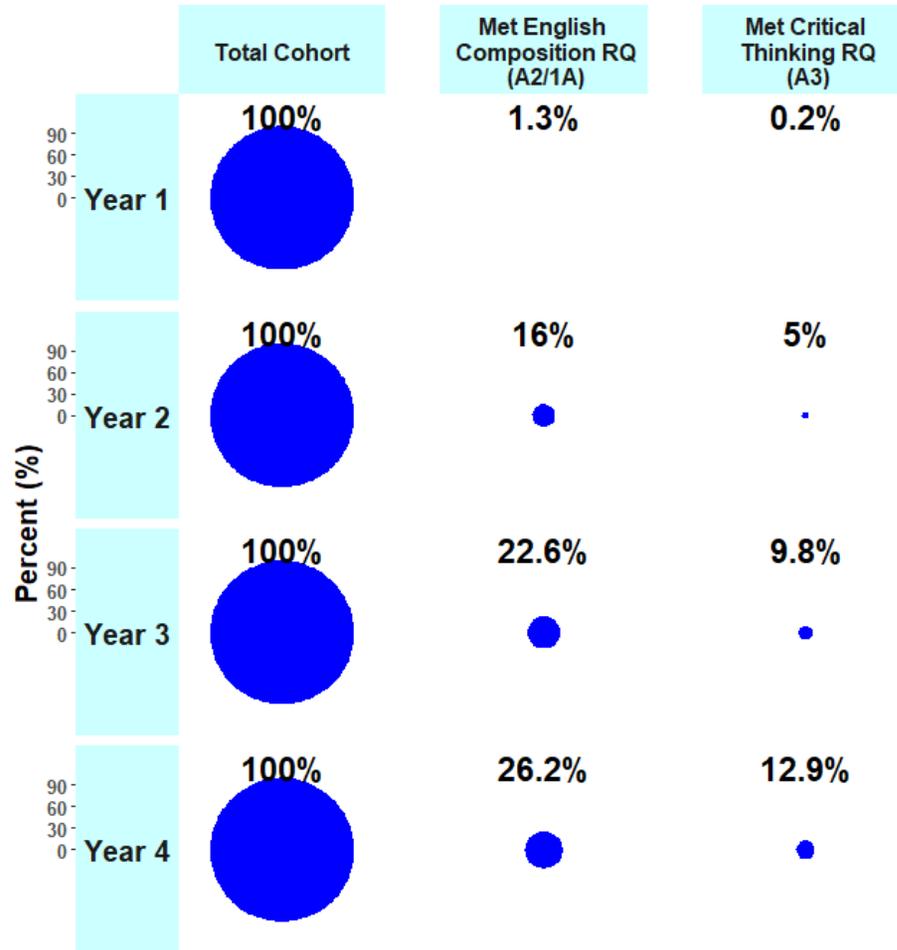
Graphic: Four-Year Throughput from Three+ Levels Below Transfer Entry

### Throughput from Three+-Levels Below English Transfer-Level 1A (ENGL-60s): 2011-12 - 2015-16 Cohorts: All Educational Goals



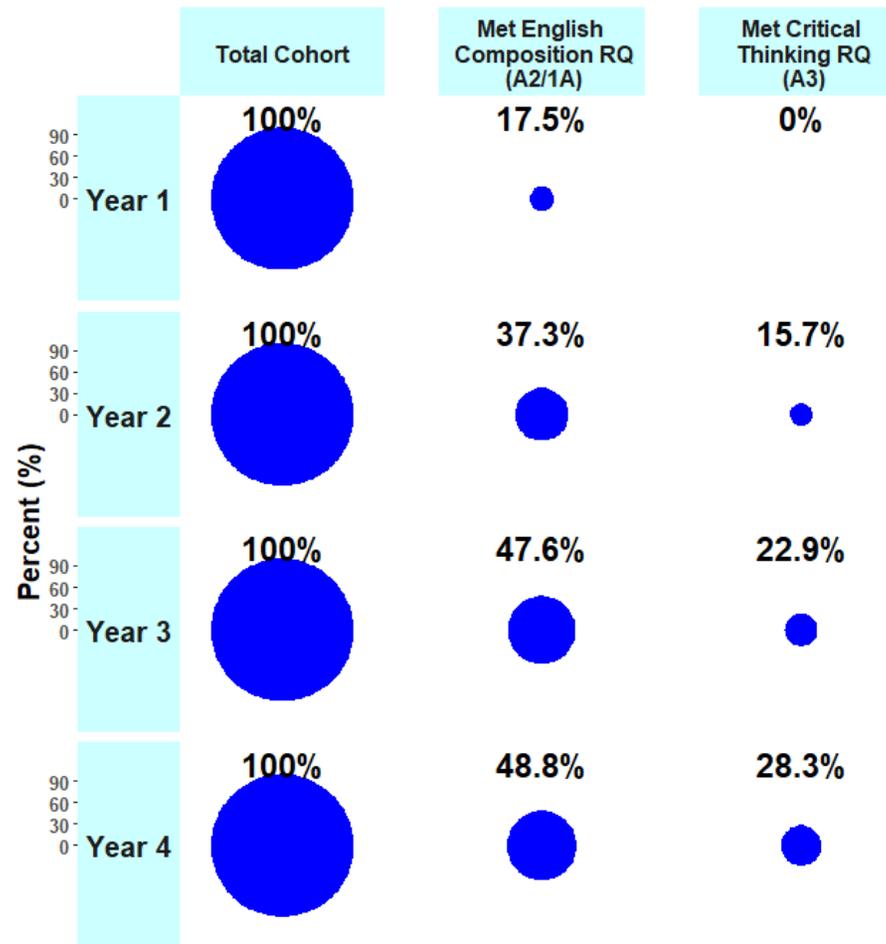
Graphic: Four-Year Throughput from Two-Levels Below Transfer Entry

## Throughput from Two-Levels Below English Transfer-Level 1A (ENGL-71): 2011-12 - 2015-16 Cohorts: All Educational Goals



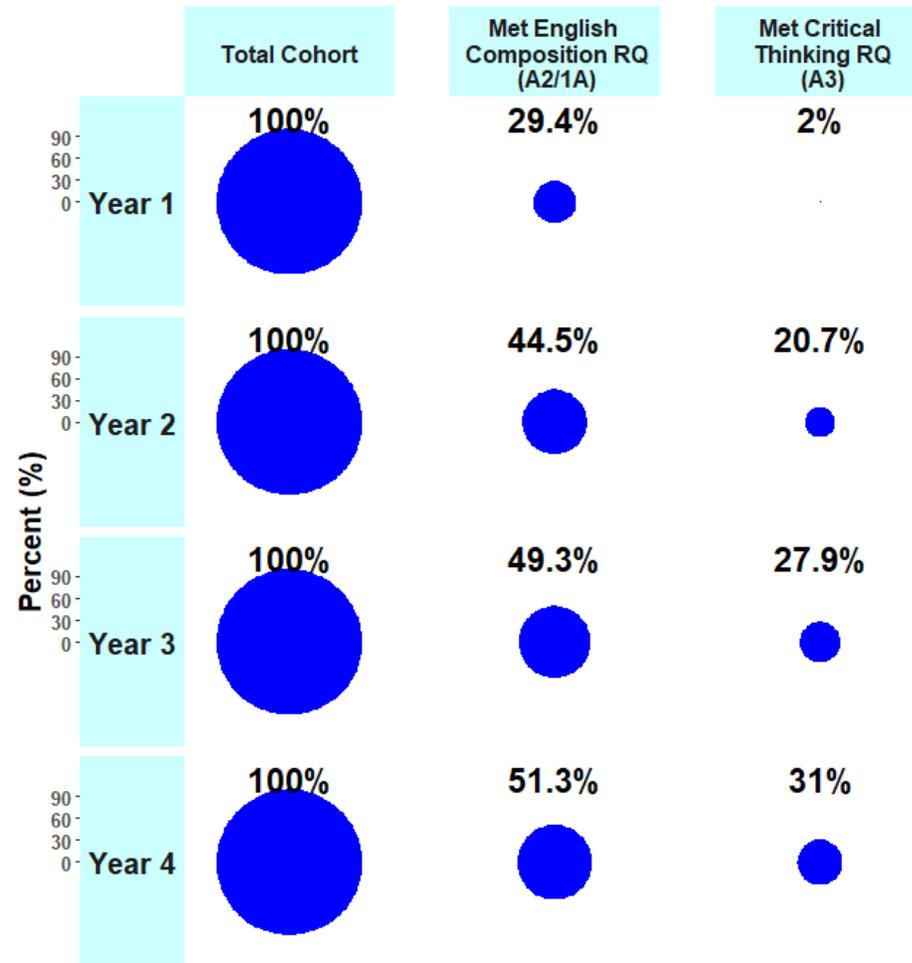
Graphic: Four-Year Throughput from One-Level Below Transfer Entry (ENGL-99)

## Throughput from One-Level Below English Transfer-Level 1A (ENGL-99): *2011-12 - 2015-16 Cohorts: All Educational Goals*



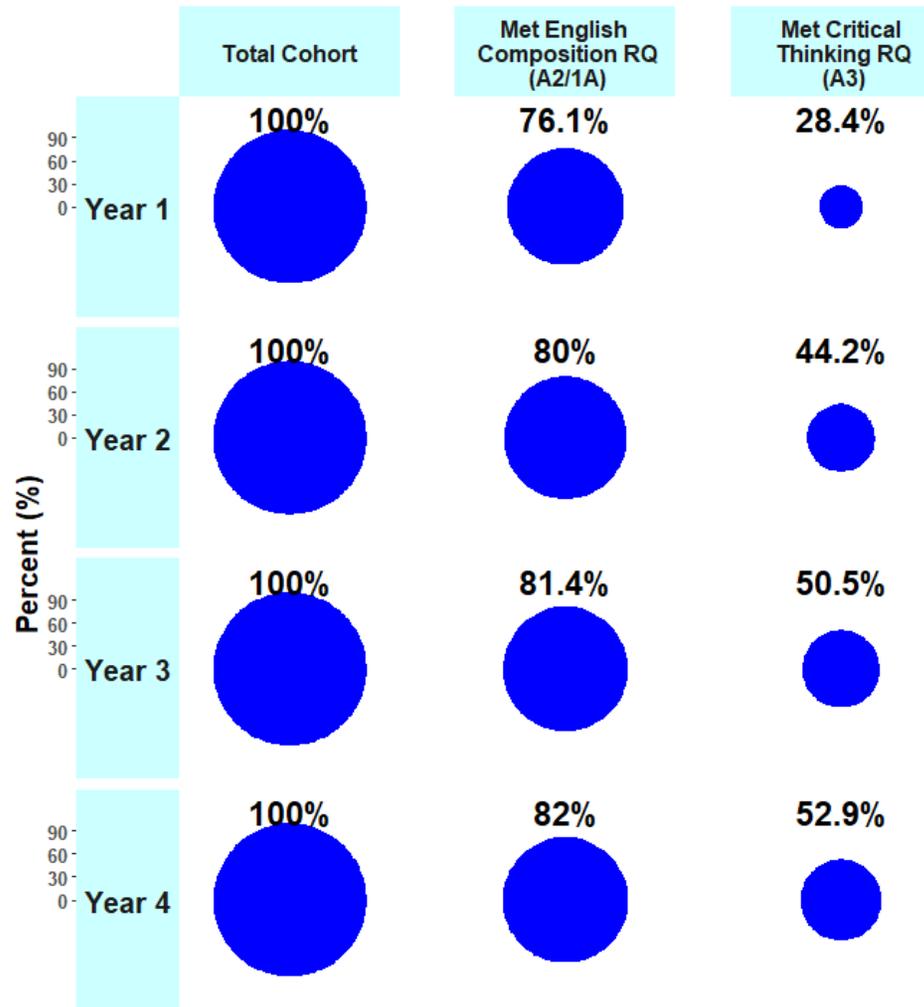
Graphic: Four-Year Throughput from One-Level Below Transfer Entry (ENGL-114)

## Throughput from One-Level Below English Transfer-Level 1A (ENGL-114): *2011-12 - 2015-16 Cohorts: All Educational Goals*



Graphic: Four-Year Throughput from Transfer Entry (ENGL-115/H)

## Throughput from English Transfer-Level 1A (ENGL-115/H): 2011-12 - 2015-16 Cohorts: All Educational Goals



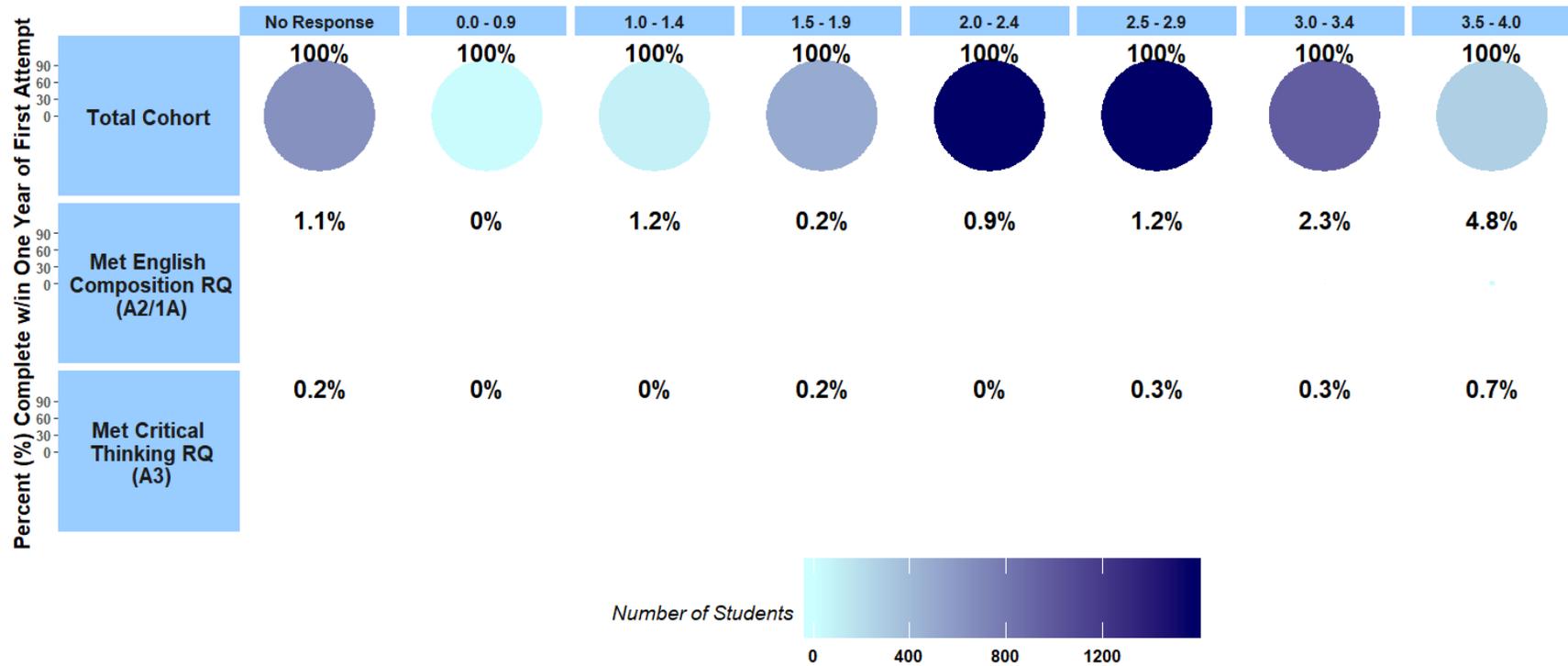
## Graphics: Throughput by High School GPA

Graphic: Throughput from Three-Levels-Below Transfer by High School GPA

Insufficient disaggregated data.

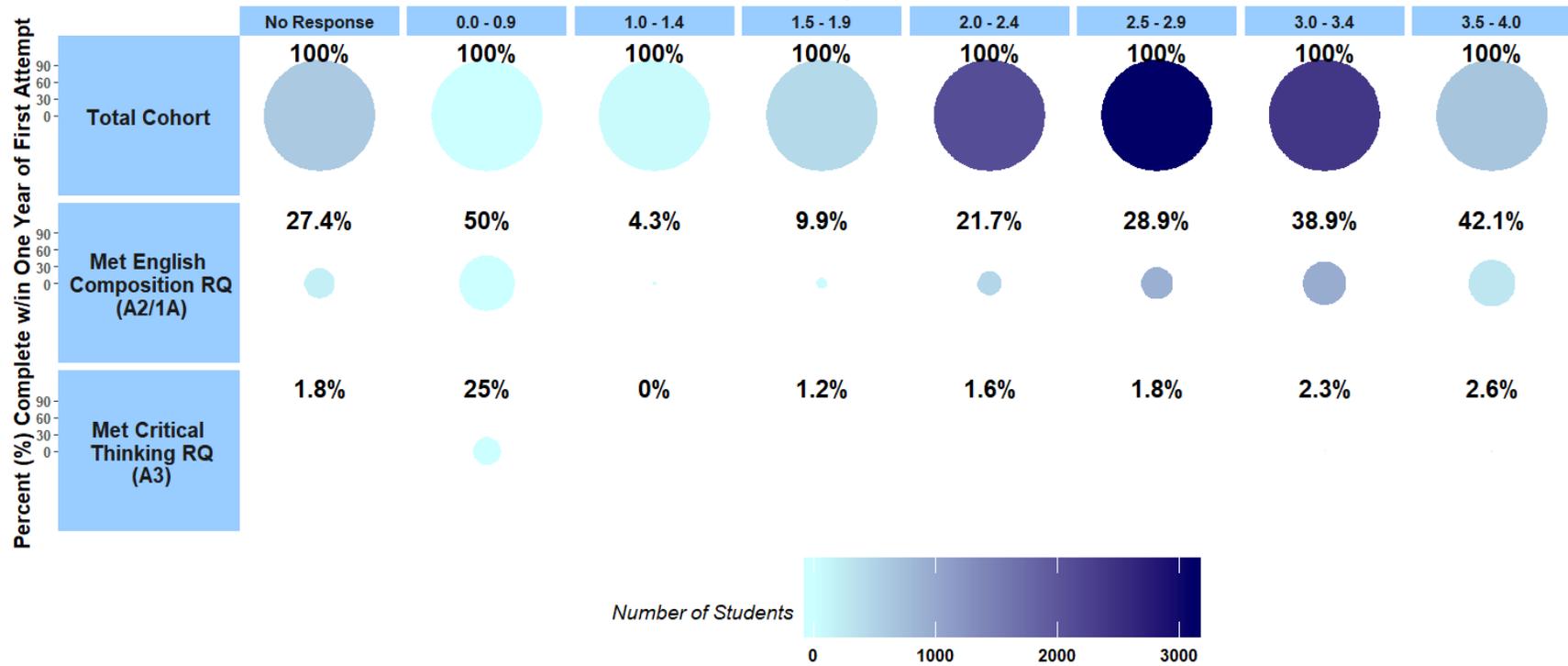
Graphic: Throughput from Two-Levels-Below Transfer by High School GPA

### Throughput from Two-Levels Below English Transfer-Level 1A (ENGL-71) by HS GPA



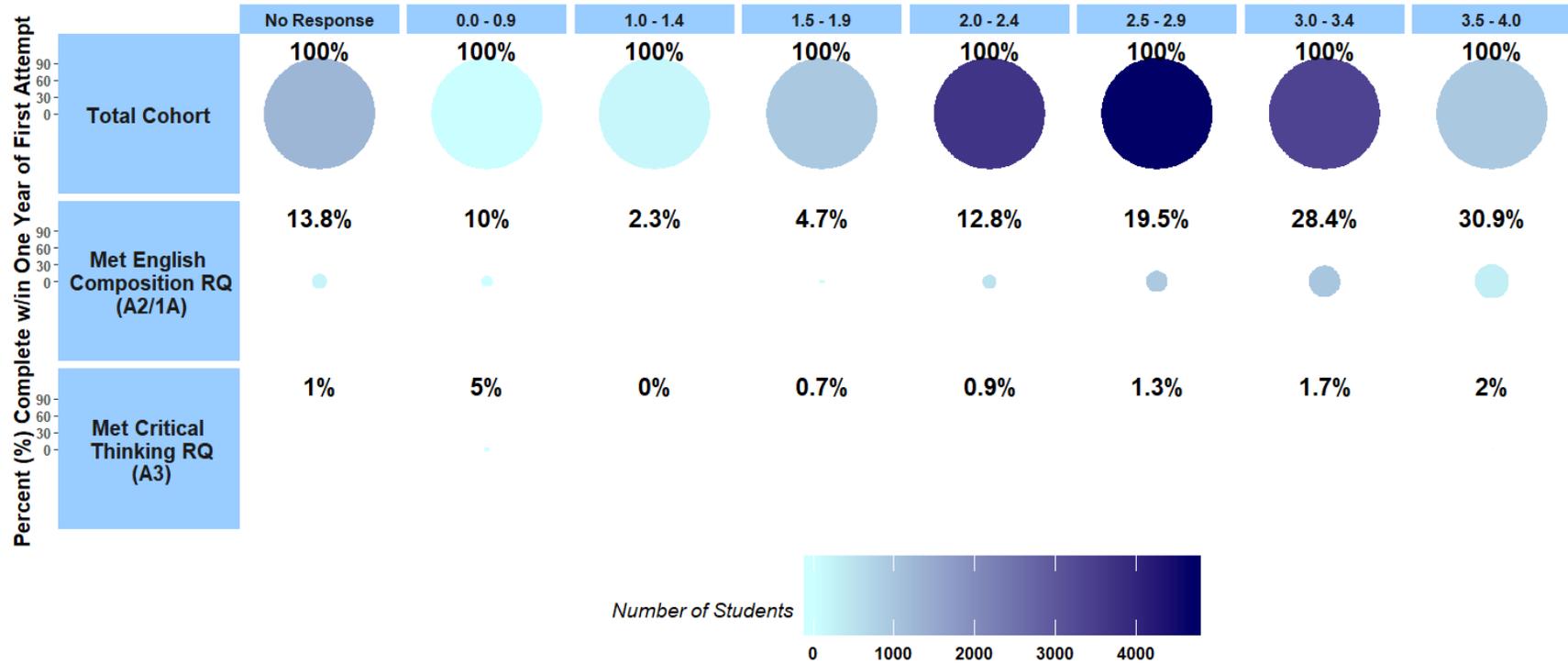
Graphic: Throughput from One-Level-Below Transfer by High School GPA

### Throughput from One-Level Below English Transfer-Level 1A (ENGL-99/ENGL-114) *by HS GPA*



Graphic: Throughput from Any Below Transfer by High School GPA

### Throughput from Any Level Below English Transfer-Level 1A by HS GPA



Graphic: Throughput from Transfer Level by High School GPA

### Throughput from English Transfer-Level 1A (ENGL-115/H) by HS GPA

