

AB705: Historic Throughput Rates

ENGLISH AS A SECOND LANGUAGE

Briana Todhunter

SOUTHWESTERN COMMUNITY COLLEGE DISTRICT | OFFICE OF INSTITUTIONAL RESEARCH AND PLANNING
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Table of Contents

Introduction	2
Purpose	2
Methodology	2
Data Included	2
Data Source	2
Disproportionate Impact Analysis	3
English Composition	3
Definition of AB705 Throughput	3
Results	4
Placement Level	4
Placement Level by Race/Ethnicity	5
Entry Level	6
Entry Level by Race/Ethnicity	6
Throughput	7
Throughput from Any Level	7
Throughput from Transfer-Level	8
Throughput from Any Below-Transfer-Level	9
Throughput from Academic ESL to Transfer-level English by High School GPA	10
Throughput from Academic ESL Levels-Below Transfer to Transfer-Level English by High School GPA	11

AB705: Historic Throughput Rates for English as a Second Language (ESL)

Introduction

Purpose

The purpose of this report is to summarize student placement, entry, and success within English as Second Language (ESL) coursework and the transition to English Composition completion. This report focuses student data from 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 in assessment and placement, especially as it relates to outcomes associated with implementation of AB705¹ legislation.

Methodology

Data Included

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

- 1) *Placement Results*: Received a LEAP (ESL) placement for Fall 2011 through Spring 2016 found with CAPP
- 2) *Entry and Throughput*: First attempted an academic-track ESL 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

Note: Students are only included in this analysis if the academic-track ESL course attempted was the first ESL course attempted at SWC for the student. For example, if a student first attempted ESL-30 *Intermediate ESL Grammar* in Fall 2014, then subsequently attempted ESL-39D *Academic ESL Speaking, Listening, and Grammar II* in Fall 2015, the student would not be included in the Fall 2015 ESL-39 cohort because the first attempted ESL course on record is ESL-30. If a student is enrolled in an academic-track ESL course and a non-academic track ESL course in the same term and this is the first term the student has attempted any ESL course, the student would be included in this analysis.

Data Source

The data used for capturing first attempt in ESL, successful completion of subsequent ESL courses with the academic ESL pathway, successful completion of a transfer-level English Composition 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

¹ [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)

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/info-tech-services/Research/Accountability>).

English Composition

In order to transfer to a CSU or UC institution, students must complete an English Composition course requirement. Details on which courses are articulated to meet this transfer requirement at CSU and UC institutions can be found in the table below. Please note that CB21 coding of SWC ESL courses do not accurately reflect local student requirements to meet the English Composition requirement. While ESL-159A/B is articulated as a transfer-level course, students must still subsequently complete transfer-level English composition course.

Course-Level (CB21 ²)	Course Name
Three-Levels Below Transfer	ESL-29A, ESL-29B, ESL-29C, ESL-29D, ESL-29E
Two-Levels Below Transfer	ESL-39A, ESL-39B, ESL-39C, ESL-39D, ESL-39E
One-Level Below Transfer	ESL-49A, ESL-49B, ESL-49C, ESL-49D, ESL-49E
Transfer-Level	ESL-159A, ESL-159B
CSU General Education Breadth Requirement A2 (Written Communication) IGETC Area 1A (English Composition) (CB21 = Y)	ENGL-115, ENGL-115H, ADN-140

Table 1: Courses included in each course-level for analysis. Applicable as of SWC's 2016-17 Catalog.

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/CSU A2) course within three-years or six consecutive primary semesters of first attempting any level academic-track ESL course. For example, if a student attempts ESL-39D in the Fall 2014 semester, the student is measured from Fall 2014 to Spring 2017 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

² CCCCO Data Element Dictionary (<https://webdata.cccco.edu/ded/ded.htm>)

first attempt, which could be SP – SU – FA, FA – SP, or SU – FA- SP, or three-years (six primary semesters) from first attempt for ESL.

- 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 community college.

Results

Placement Level

Between Fall 2011 – Spring 2016, 2,671 placements were given in ESL (LEAP). Placements included in this analysis were unique to students within a term. For example, if a student received two LEAP ESL placements within 11/FA, only the highest was retained for analysis. However, if a student received one LEAP ESL 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 two-levels below transfer (ESL-39), with 35.2% (n = 941) of placements assigned to this level.

LEAP Placement Value	Corresponding Courses	Levels Below Transfer-Level 1A (CB21)	Placements	%
0	Recommended Adult School ESL or Counselor Consultation	Eligible for ESL-19 Level	50	1.9%
1	ESL-19	Four-Levels Below	181	6.8%
2	ESL-29	Three-Levels Below	807	30.2%
3	ESL-39	Two-Levels Below	941	35.2%
4	ESL-49	One-Level Below	509	19.1%
5	ESL-59/ESL-159	Transfer-Level ESL	147	5.5%
6/7	ENGL-71 or Recommended English Assessment	Eligible for ENGL-71	36	1.3%
Total			2671	100%

Table 2: Placements between Fall 2011- Spring 2016 within SWC's CAPP software.

Placement Level by Race/Ethnicity

Race/Ethnicity	ESL Placement Level										Total		
	Four-Level Below		Three-Levels Below		Two-Levels Below		One-Level Below		Transfer-Level			English Placed	
	n	%	n	%	n	%	n	%	n	%		n	%
Asian	11	10.3%	22	20.6%	35	32.7%	27	25.2%	█	█	█	█	107
American-Indian/Alaskan Native	█	█	11	52.4%	█	█	█	█	█	█	█	█	21
Black/African-American	█	█	█	█	█	█	█	█	█	█	█	█	20
Filipino	█	█	█	█	█	█	15	36.6%	█	█	█	█	41
Hispanic	174	7.9%	655	29.9%	796	36.3%	420	19.1%	121	5.5%	28	1.3%	2194
Native Hawaiian/Pacific Islander	█	█	█	█	█	█	█	█	█	█	█	█	█
Other, Non-White	█	█	15	55.6%	█	█	█	█	█	█	█	█	27
White, Non-Hispanic	█	█	40	34.5%	40	34.5%	20	17.2%	█	█	█	█	116
Unknown/Unclear Response	█	█	█	█	11	55.0%	█	█	█	█	█	█	20
No Response	25	20.3%	45	36.6%	32	26.0%	16	13.0%	█	█	█	█	123
Not Found	█	█	█	█	█	█	█	█	█	█	█	█	█
Total	231	8.6%	807	30.2%	941	35.2%	509	19.1%	147	5.5%	36	1.3%	2671

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, 915 students first attempted an academic ESL course at SWC at any level; amongst these students, 2.8% (n = 26) first attempted a course at transfer-level (ESL-159A/B). The majority (44.4%, n = 406) began three-levels below transfer, followed by 34.4% (n = 315) 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	%		
<i>Total</i>	406	44.4%	315	34.4%	168	18.4%	26	2.8%	915	100%		
Race/Ethnicity											PPG - 1	80% Using Highest Performing
American-Indian/Alaskan-Native									19	2.1%	-2.9%	0.000
Asian	19	44.2%	13	30.2%					43	4.7%	1.9%	1.584
Black or African-American											-2.9%	0.000
Filipino									10	1.1%	-2.9%	0.000
Hispanic	295	43.3%	237	34.8%	129	18.9%	20	2.9%	681	74.4%	0.4%	1.000
Native Hawaiian/Pacific Islander											-2.8%	0.000
Two or More Races											-2.8%	0.000
White	73	51.4%	48	33.8%	17	12.0%			142	15.5%	0.0%	0.959
Unknown									13	1.4%	-2.9%	0.000

Table 4: Entry Level in first attempted ESL 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

Between the 2011-12 and 2015-16 academic years, there were 915 students that first attempted an academic ESL course at SWC at any level; within a three-year time frame, 15.1% (n = 138) successfully completed a CSU or IGETC transferrable English Composition course.

	<i>Total</i>	Throughput (Three-Years)		Overall Throughput Rate Disproportionate Impact Analysis	
			n	%	PPG - 1
<i>Total</i>	915	138	15.1%		
Race/Ethnicity					
American-Indian/Alaskan-Native	19	█	█	-10.1%	0.314
Asian	43	█	█	-6.1%	0.556
Black or African-American	█	█	█	-15.1%	0.000
Filipino	10	█	█	-5.1%	0.597
Hispanic	681	114	16.7%	6.5%	1.000
Native Hawaiian/Pacific Islander	█	█	█	-15.1%	0.000
Two or More Races	█	█	█	-15.1%	0.000
White	142	17	12.0%	-3.7%	0.715
Unknown	13	█	█	-7.5%	0.460

Table 5: Throughput rate to CSU/IGETC transferrable English composition course from all first attempted academic ESL 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 915 students that first attempted an academic-track ESL course between the 2011-12 and 2015-16 academic years, there were 273 (29.8%) students that ever declared an educational goal to transfer to a 4-year university; within three years, 24.2% (n = 66) successfully completed a CSU or IGETC transferrable English Composition course.

Throughput from Transfer-Level

Between the 2011-12 to 2015-16 academic years, there were 26 students that first attempted an academic ESL course at SWC at transfer-level (ESL-159A/B); within a three-year timeframe, 34.6% (n = 9) successfully completed a CSU or IGETC transferrable English Composition course.

	<i>Total</i>	Entry at Transfer-Level		Throughput (Three-year)		Throughput Rate from Transfer-Level Entry Disproportionate Impact Analysis	
		n	%	n	%		
<i>Total</i>	915	26	2.8%	9	34.6%		
Race/Ethnicity						PPG - 1	80% Using Highest Performing
American-Indian/Alaskan-Native	19	█	██	█	██	N/A	N/A
Asian	43	█	██	█	██	16.7%	N/A
Black or African-American	█	█	██	█	██	N/A	N/A
Filipino	10	█	██	█	██	N/A	N/A
Hispanic	681	20	2.9%	█	██	-20.0%	N/A
Native Hawaiian/Pacific Islander	█	█	██	█	██	N/A	N/A
Two or More Races	█	█	██	█	██	N/A	N/A
White	142	█	██	█	██	18.2%	N/A
Unknown	13	█	██	█	██	N/A	N/A

Table 6: Throughput rate from transfer-level first attempted ESL 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 Any Below-Transfer-Level

Within the 2011-12 to 2015-16 academic years, there were 889 students that first attempted an academic ESL course at SWC below transfer-level (ESL-49A/B and below); within a three-year time frame, 14.5% (n = 129) successfully completed a CSU or IGETC transferrable English Composition course.

	Total	Entry Below Transfer		Throughput (Three-year)		Throughput Rate from Below Transfer Entry Disproportionate Impact Analysis	
		n	%	n	%		
<i>Total</i>	<i>915</i>	<i>889</i>	<i>97.2%</i>	<i>129</i>	<i>14.5%</i>		
Race/Ethnicity						PPG - 1	80% Using Highest Performing
American-Indian/Alaskan-Native	19	19	100.0%			-9.45%	0.322
Asian	43	41	95.3%			-7.54%	0.448
Black or African-American						-14.58%	0.000
Filipino	10	10	100.0%			-4.56%	0.612
Hispanic	681	661	97.1%	108	16.3%	7.13%	1.000
Native Hawaiian/Pacific Islander						-14.5%	0.000
Two or More Races						-14.5%	0.000
White	142	138	97.2%	15	10.9%	-4.31%	0.665
Unknown	13	13	100.0%			-6.92%	0.471

Table 7: Throughput rate from below transfer first attempted ESL 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 Academic ESL to Transfer-level English by High School GPA

	Entry Level in ESL									
	Any Level			Below Transfer			At Transfer			
	Total Students	Throughput (Three-year)		Total Students	Throughput (Three-year)		Total Students	Throughput (Three-year)		
	N	n	%	N	n	%	N	n	%	
<i>Overall</i>	915	138	15.1%	889	129	14.5%	26			
by High School GPA										
Missing	75			75						
No Response	474	40	8.4%	461	35	7.6%	13			
0.0-0.9										
1.0-1.4										
1.5-1.9	14			14						
2.0-2.4	50			50						
2.5-2.9	104	23	22.1%	102	21	20.6%				
3.0-3.4	117	30	25.6%	109	30	27.5%				
3.5-4.0	78	40	51.3%	75	38	50.7%				

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

The most common reported incoming HS GPA was between 3.0 and 3.4 for students first attempting an academic ESL course at any level. However, the majority of students first attempting an academic ESL course did not report a HS GPA.

Throughput from Academic ESL Levels-Below Transfer to Transfer-Level English by High School GPA

	Entry Level in ESL from Below Transfer								
	Three-Levels Below Transfer			Two-Levels Below Transfer			One-Level Below Transfer		
	Total Students	Throughput (Three-year)		Total Students	Throughput (Three-year)		Total Students	Throughput (Three-year)	
	N	n	%	N	n	%	N	n	%
<i>Overall</i>	406	36	8.9%	315	54	17.1%	168	39	23.2%
by High School GPA									
Missing	71	█	█	█	█	█	█	█	█
No Response	203	█	█	175	16	9.1%	83	13	15.7%
0.0-0.9	█	█	█	█	█	█	█	█	█
1.0-1.4	█	█	█	█	█	█	█	█	█
1.5-1.9	█	█	█	█	█	█	█	█	█
2.0-2.4	19	█	█	19	█	█	12	█	█
2.5-2.9	39	█	█	40	█	█	23	█	█
3.0-3.4	42	12	28.6%	41	11	26.8%	26	█	█
3.5-4.0	24	10	41.7%	30	17	56.7%	21	11	52.4%

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

The most common reported incoming HS GPA was between 3.0 and 3.4 for students first attempting an academic ESL course below transfer. However, the majority of students first attempting an academic ESL course did not report a HS GPA. For students with a reported GPA, within each level below transfer entry, throughput rate increased by higher incoming HS GPAs. In addition, for students with no reported HS GPA, throughput to transfer-level English increased by each level closer to transfer-level ESL entry.