



Preliminary Results: **Impact of AB 705 on** **English Enrollments &** **Outcomes**



Executive Summary

AB 705 aims to increase transfer level English and math course completion for California community college students by allowing direct access into transfer-level courses. Santa Monica College began implementing the policy for English courses in fall 2018, allowing incoming students to enroll in English 1 (first transfer-level course) or English 1 plus English 28 (co-requisite support course) based on their self-assessment and/or high school performance indicators (GPA). The following points summarize the early impact of AB 705 for English at SMC:

- Implementation of AB 705 has...
 - Increased access to English 1 for incoming freshmen from 49.5% in fall 2016 to 92.8% in fall 2018;
 - Decreased the access to English 1 equity gap for African American and Hispanic students;
 - Improved the one-year English 1 throughput rate from 43.7% for the fall 2016 cohort to 67.4% for the fall 2018 cohort, but equity gaps remained relatively the same for racially minoritized students;
- Students who enrolled in English 1 with the co-requisite English 28 had a lower one-year throughput rate than those who enrolled in the English 1 course without support;
 - However, students with a high school GPA of 2.5 or lower experienced the opposite pattern as those with English 28 co-requisite did better than those who did not;
- African American and White students had a higher throughput rate if they enrolled in English 1 with English 28 when compared to their counterparts who did not;
- Overall, the English 1 course success rates in fall terms decreased in fall 2018 (62.8%) by 2.2% when compared to fall 2016 (65.0%); and,
- African American and Hispanic students successfully passed English 1 at lower rates in fall 2018 than in fall 2016. In addition, the equity gap experienced by the African American and Hispanic students widened over the last three years.

Background

AB 705 aims to increase 1-year transfer level course completion for California community college students. The policy expects all incoming first-time freshmen students to be placed directly into transfer-level English courses. The only exception is when a student is assessed and deemed to be “highly unlikely to succeed” if placed into transfer-level English. Under such circumstances, the student might be placed one level below transfer. SMC adopted the policy and started implementing the legislation for English in fall 2018. The main purpose of the current analysis is to examine the effects of the new policy on English 1 completion rate. The analysis will attempt to answer the following five questions:

- Did the new policy increase the number of students starting the English sequence at the transfer level?
- Did English 1 throughput increase as a result of implementing the new policy?
- Was the overall course success rate in English 1 impacted by the implementation of the policy?
- Did students who took English 1 with the co-requisite have higher throughput than those who took the course as a stand-alone course?
- Did the implementation of the policy disproportionately impact a particular demographic group?

Methodology

The analysis compared first-time freshmen cohorts of fall 2016, fall 2017, and fall 2018. Fall 2016 and fall 2017 cohorts were used as baselines to compare with the outcome of the study group (fall 2018 cohort). The following students were excluded from the analyses:

- Students with previous English enrollment record;
- Students with no English enrollment record in the academic year of the cohort semester; and,
- Students whose first English enrollment at SMC is above English 1. ¹

Based on the data pulled, the following performance measures were calculated to make the comparison between the baseline and study cohorts:

- Volume (count) of students enrolling in English 1 and completing English 1
- Throughput rate in English 1
- Success Rate in English 1

¹ (ENGL 2, ENGL 3, ENGL 4, ENGL 14, ENGL 9, ENGL 15ENGL 24, ENGL 30A, ENGL 30B, ENGL 31, ENGL 42, ENGL 53).

- Percentage point gap to measure disproportionate impact

The results of the analysis are described below.

DID THE NEW POLICY INCREASE THE NUMBER OF STUDENTS STARTING THE ENGLISH COURSE SEQUENCE AT TRANSFER LEVEL?

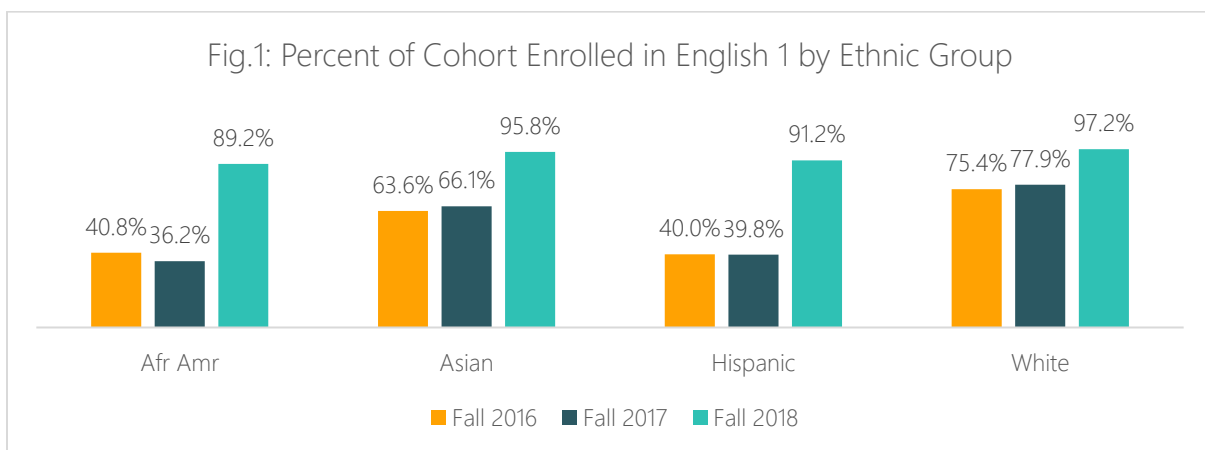
AB 705 intends to shorten the time it takes to complete transfer-level English by placing students directly into transfer-level courses. Did the number of incoming first-time freshmen students starting the English sequence from English 1 increase as a result of this new policy? The data indicate that, yes, the number of students starting at transfer-level English increased from **49.5% in fall 2016** to **92.8% in fall 2018** (increase of 43.3%).

Table 1. Percentage of First-Time Freshmen Starting English Course Sequence in English 1

Term	Count of First-time Freshmen	Started in English 1	% Started in English 1
Fall 2016	3308	1637	49.5%
Fall 2017	2997	1637	54.6%
Fall 2018	3373	3131	92.8%

Equity Implications

A disproportionate-impact analysis was conducted to determine whether specific demographic groups are disproportionately impacted by AB 705. The results indicate that all demographic groups benefited from the policy with Hispanic and African American students benefiting the most. Equity gaps were calculated by subtracting the performance of each ethnicity/race group by the SMC total. The equity gaps experienced by the racially minoritized students has narrowed in fall 2018, after implementation of AB 705. Refer to Figures 1 and 2 and Table 2.



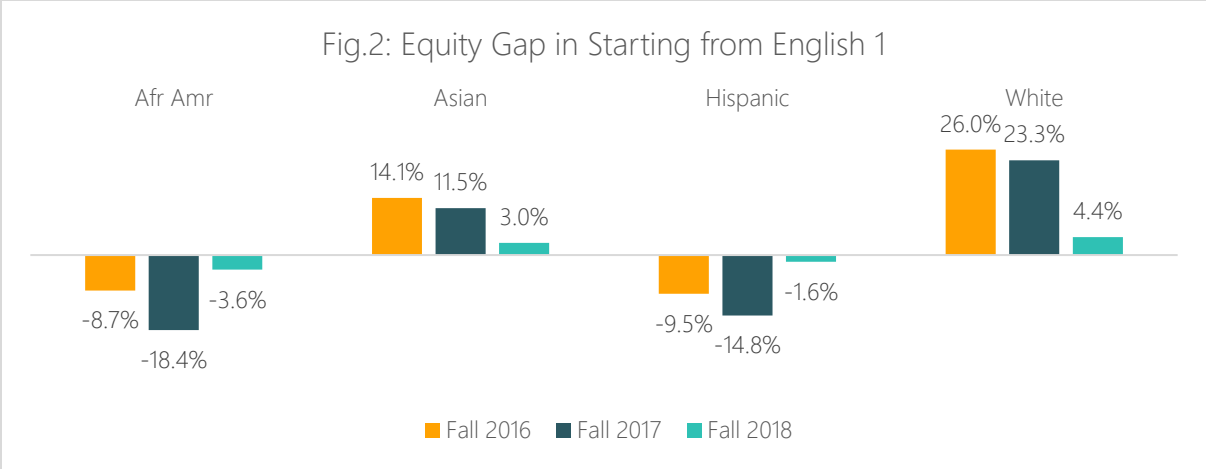


Table 2. Percentage of First-Time Freshmen Starting English Course Sequence in English 1 by Ethnicity/Race

Group		Fall 2016	Fall 2017	Fall 2018
Total*	Total	3308	2997	3373
	Started ENGL 1	1637	1637	3131
	%	49.5%	54.6%	92.8%
Afr Amr	Total	363	293	316
	Started ENGL 1	148	106	282
	%	40.8%	36.2%	89.2%
Asian	Total	236	192	239
	Started ENGL 1	150	127	229
	%	63.6%	66.1%	95.8%
Hispanic	Total	1907	1692	1916
	Started ENGL 1	762	673	1747
	%	40.0%	39.8%	91.2%
White	Total	623	634	724
	Started ENGL 1	470	494	704
	%	75.4%	77.9%	97.2%

*Includes all ethnicity/race groups

DID THE ENGLISH 1 THROUGHPUT INCREASE AS A RESULT OF IMPLEMENTING AB705?

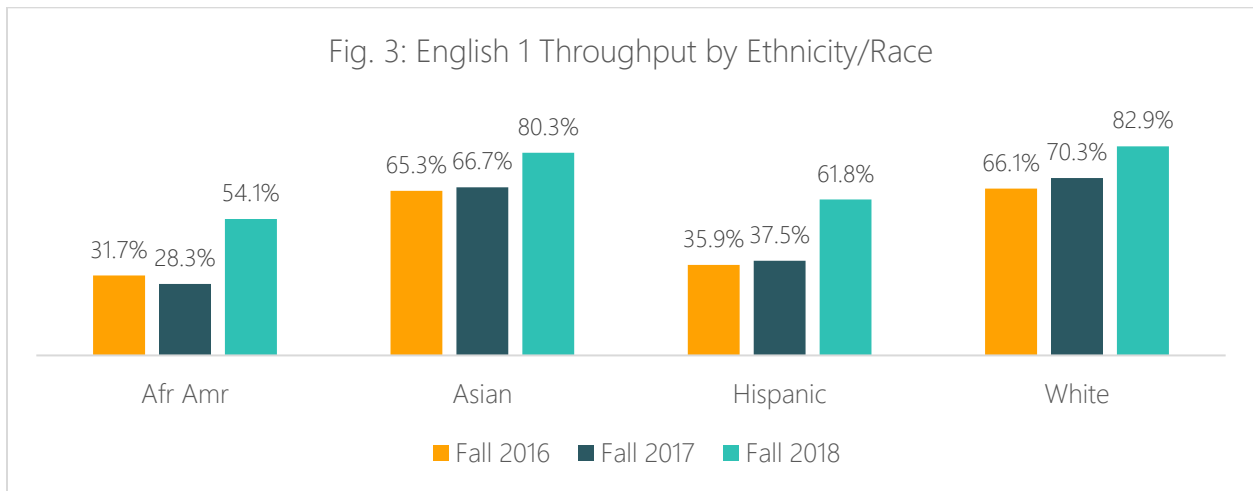
The English 1 throughput rate (the percentages of students who completed English 1 within two primary semesters of entering their first course in the sequence) was calculated for the last three fall first-time freshmen cohorts. The analysis indicate that English 1 throughput improved to 67.4% in fall 2018 from 43.7% in fall 2016 (see Table 3). Not only has the percentage of students who completed English 1 (with a grade of C or better) increase in fall 2018, but also the volume (number) of students increased by 57.2% when compared to the fall 2016. More first-time freshmen have completed English 1 within one year when compared to previous years.

Table 3. Percentage of First-Time Freshmen Completing English 1 within 2 Primary Semesters

Term	Count of First-time Freshmen	Started in English 1	% Started in English 1
Fall 2016	3308	1447	43.7%
Fall 2017	2997	1403	46.8%
Fall 2018	3373	2275	67.4%

Equity Implications

The English 1 throughput rate by ethnicity/race reveal an improvement in performance for all ethnicity/race groups when comparing fall 2016 and fall 2018 (see Figure 3), with African American and Latinx students experiencing the largest gains (22.4% and 25.9% improvement, respectively). However, the Latinx and African American students experienced only a slight narrowing of the equity gap which suggests that while implementation of AB 705 improved the throughput for all students, it made a small impact on closing the equity gaps.



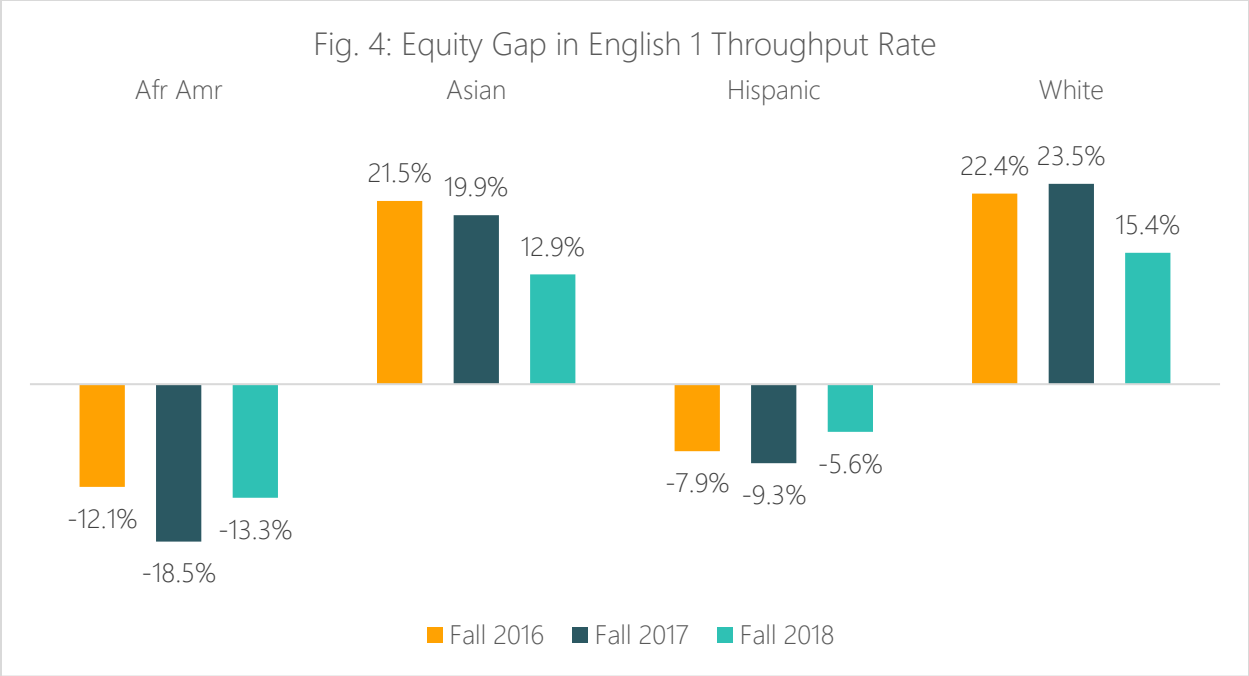


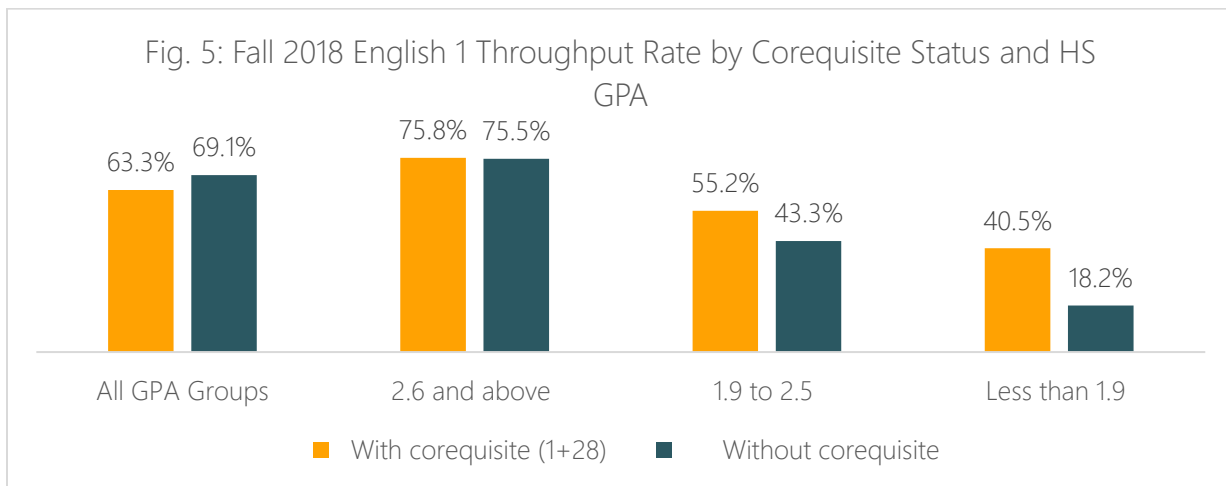
Table 4. Percentage of First-Time Freshmen One Year English 1 Throughput Rate by Ethnicity/Race

Group		Fall 2016	Fall 2017	Fall 2018
Total*	Total	3308	2997	3373
	Completed English 1	1447	1403	2275
	%	43.7%	46.8%	67.4%
Afr Amr	Total	363	293	316
	Completed English 1	115	83	171
	%	31.7%	28.3%	54.1%
Asian	Total	236	192	239
	Completed English 1	154	128	192
	%	65.3%	66.7%	80.3%
Hispanic	Total	1907	1692	1916
	Completed English 1	684	635	1185
	%	35.9%	37.5%	61.8%
White	Total	623	634	724
	Completed English 1	412	446	600
	%	66.1%	70.3%	82.9%

*Includes all ethnicity/race groups

WHAT IS THE ENGLISH 1 THROUGHPUT RATE BY CO-REQUISITE STATUS (STANDALONE OR WITH ENGLISH 28 CO-REQUISITE)?

Of the 3373 first time freshmen in fall 2018, 947 or 28.1% enrolled in the English 1 class with a co-requisite (English 1 + English 28). Overall, students taking English 1 without the co-requisite had relatively higher two-semester or one year throughput rates (69.1%) than those taking it without the co-requisite (63.3%). However, the pattern is opposite for students with lower self-reported high school GPAs - students with lower high school GPAs (2.5 GPA or lower) completed English 1 at higher rates with the co-requisite than without.



Equity Implications

The English 1 throughput rate by co-requisite status and ethnicity/race reveal that for African American and White students, those who enrolled in English 1 with English 28 (the co-requisite) completed English 1 within two semesters at higher rates than those without the co-requisite.

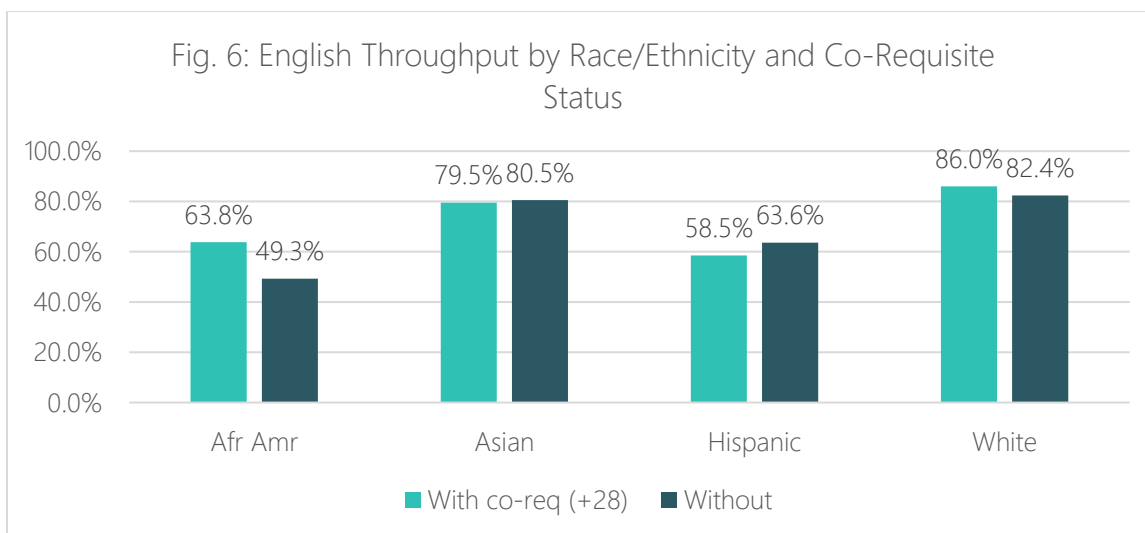


Table 5. Percentage of First-Time Freshmen Completing English 1 within 2 Primary Semesters by Race/Ethnicity and Co-Requisite Status

Student Group	Total	Completed English 1 (Throughput)	%
SMC*			
With co-requisite	947	599	63.3%
Without co-requisite	2426	1676	69.1%
Afr Amr			
With co-requisite	105	67	63.8%
Without co-requisite	211	104	49.3%
Asian			
With co-requisite	39	31	79.5%
Without co-requisite	200	161	80.5%
Hispanic			
With co-requisite	663	388	58.5%
Without co-requisite	1253	797	63.6%
White			
With co-requisite	100	86	86.0%
Without co-requisite	624	514	82.4%

*Includes all ethnicity/race groups

WHAT IS THE IMPACT OF AB 705 ON OVERALL ENGLISH 1 COURSE SUCCESS RATES?

Since implementing AB 705 in fall 2018, the English 1 course success rates of first-time freshmen in fall terms decreased by 2.2% when compared to the fall 2016 term (among those who reported a high school GPA).

Table 6. English 1 Course Success Rates of First-Time Freshmen in Fall Terms

Term	Enrollments	Successful Grade	% Started in English 1
Fall 2016	2234	1452	65.0%
Fall 2017	1990	1406	70.7%
Fall 2018	3630	2278	62.8%

The English course success rates for the same cohort in fall 2018 by co-prerequisite status data reveal that students with the co-requisite completed English 1 at lower rates (53.4%) than those without the co-requisite (66.9%). The trend is the same for all self-reported high school GPA groups.

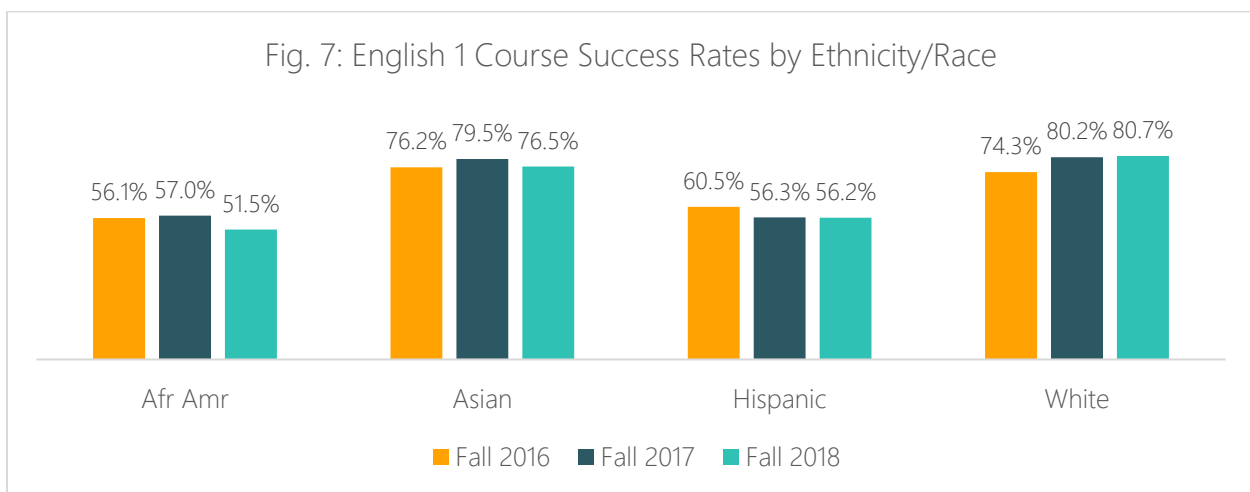
The data also show that overall, students with higher self-reported high school GPAs (2.6+ = 62.8%) successfully completed English 1 at higher rates than those with lower GPAs (1.9 to 2.5 = 46.1% and Less than 1.9 = 32.2%).

Table 7. English 1 Course Success Rates in Fall 2018 by Co-Requisite Status and High School GPA

Group	Enrollment Count	Success Count	ENGL 1 Course Success Rate
With co-requisite	1122	599	53.4%
Without co-requisite	2508	1679	66.9%
2.6 and above	2602	2278	62.8%
With co-requisite	444	301	67.8%
Without co-requisite	2158	1516	70.3%
1.9 to 2.5	938	432	46.1%
With co-requisite	629	283	45.0%
Without co-requisite	309	149	48.2%
Less than 1.9	90	29	32.2%
With co-requisite	49	15	30.6%
Without co-requisite	41	14	34.1%

Equity Implications

The English 1 course success rates by ethnicity/race reveal that African American, Asian, and Hispanic students successfully passed English 1 at lower rates in fall 2018 than in previous cohorts. In addition, the equity gap experienced by the African American and Hispanic students widened over the last three years.



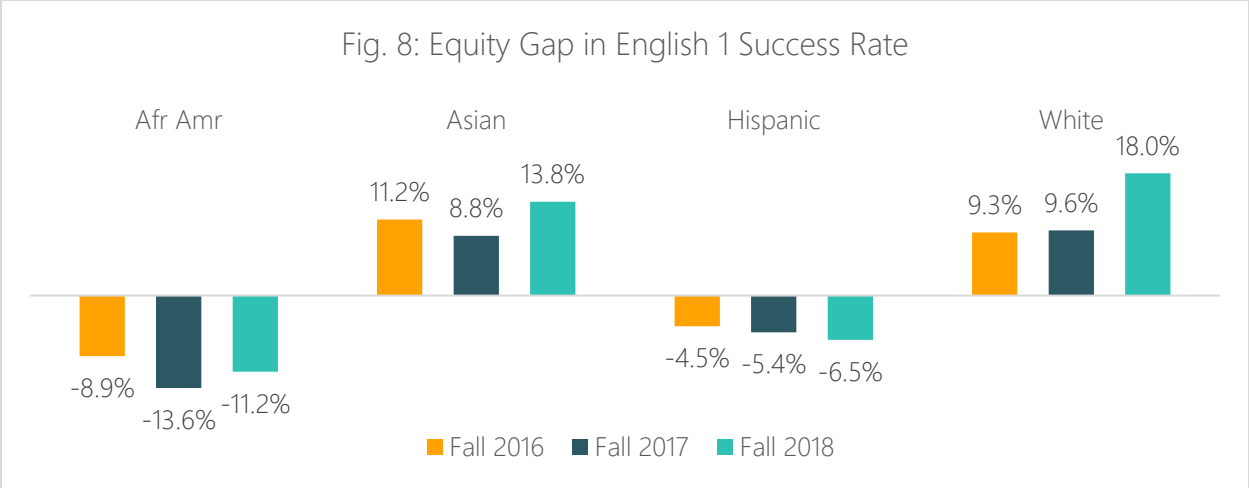


Table 8. English 1 Course Success Rates by Ethnicity/Race

Group		Fall 2016	Fall 2017	Fall 2018
Total*	Total	2234	1987	3628
	Success Engl 1	1452	1404	2276
	%	65.0%	70.7%	62.7%
Afr Amr	Total	205	149	332
	Success Engl 1	115	85	171
	%	56.1%	57.0%	51.5%
Asian	Total	202	161	251
	Success Engl 1	154	128	192
	%	76.2%	79.5%	76.5%
Hispanic	Total	1132	974	2108
	Success Engl 1	685	636	1185
	%	60.5%	65.3%	56.2%
White	Total	560	556	747
	Success Engl 1	416	446	603
	%	74.3%	80.2%	80.7%

*Includes all ethnicity/race groups