

AB 705 Research

English Throughput Rates by High School GPA

Background Information

AB 705 Requirements

- Use of high school performance data
- Use of highly unlikely standard
- Maximize students' probability of completing transfer-level math and English within one year
- Maximize students' probability of completing transfer-level English through the ESL sequence within three years.

AB 705 and MMAP

- AB 705 can be thought of as an adaptation of MMAP.
- MMAP was based on identifying students who were highly likely to succeed in transfer-level math or English.
- AB 705 states that students can only be assigned to remediation if they are highly unlikely to succeed in transfer-level math or English AND that remediation maximizes their probability of throughput.

Throughput Rates

- According to AB 705, a throughput rate refers to the proportion of students who complete transfer-level math or English within two primary semesters of entering their first course in the sequence.

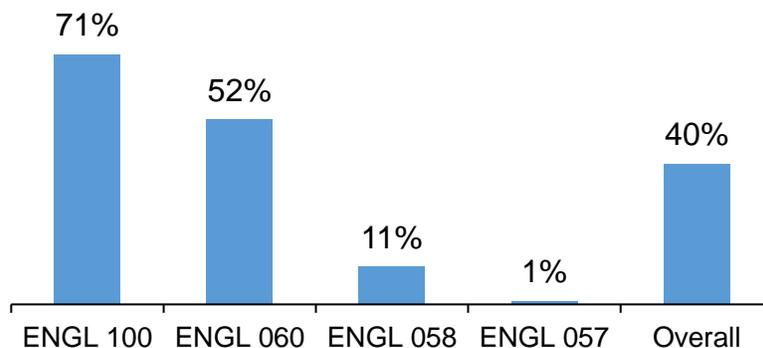
Research Design and Results

In an effort to replicate statewide results, these analyses summarize the one-year throughput rates for English by examining students' first English course attempted and 11th grade GPA using three fall cohorts.

Throughput Rates by First English Course Attempted

There were 1,055 students who first attempted an English course in fall 2014, fall 2015, or fall 2016 and had their 11th grade GPA available in CalPASS-Plus. The overall one-year throughput rate for these students was 40%, and as we have seen in previous reports, the throughput rates were higher for students who started in the higher level English courses (see Figure 1).

Figure 1. One-year throughput rates by first English course attempted



Throughput Rates by First English Course Attempted and 11th Grade GPA

Consistent with the recommendations of AB 705, we examined one-year throughput rates by first English course attempted using three 11th grade GPA categories:

- 11th grade GPA < 1.9 (n = 175 or about 17% of students)
- 11th grade GPA = 1.9 - 2.6 (n = 345 or about 33% of students)
- 11th grade GPA >= 2.6 (n = 535 or about 51% of students)

The results indicated that regardless of 11th grade GPA, students who started higher in the English sequence had higher one-year throughput rates than students who started lower in the English sequence (see Table 1). In fact, the benefit of starting the English sequence at transfer-level (i.e., ENGL 100) rather than even just one level below transfer (i.e., ENGL 60) was most evident among students in the two lowest GPA categories, with students from both GPA categories demonstrating throughput rates that are 20 percentage point higher when starting at transfer-level.

Table 1. One year throughput rates by first English class attempted and 11th grade GPA

	11 th grade GPA < 1.9		11 th grade GPA = 1.9 - 2.6		11 th grade GPA >= 2.6		
ENGL 100 C	30	53%	79	63%	188	77%	
ENGL 058 C	64	2%	131	10%	133	16%	

Note. TPR stands for throughput rate.

Statewide English Throughput Rate Results and Comparison

Statewide results focus on one-year English throughput rates by 11th grade GPA among students who start at transfer-level (Figure 2). As can be seen in Figure 3, the results from Cypress College closely replicate the results demonstrated in the statewide data both in terms of the proportion of students within each GPA category as well as the throughput rates.

Figure 2. Statewide Results

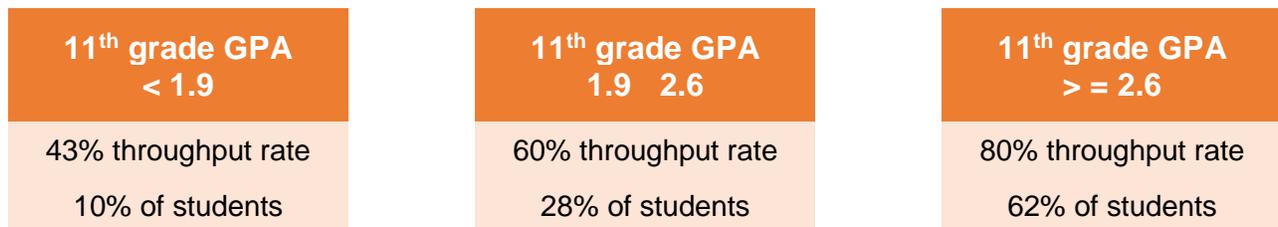
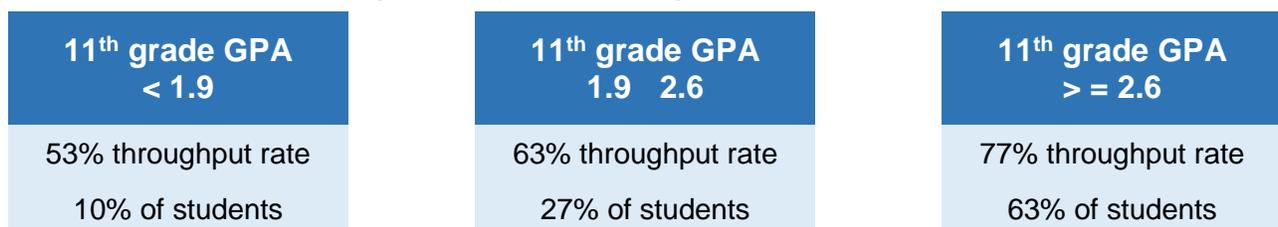


Figure 3. Cypress College Results (n = 297)



Summary of Findings

- Compliance with AB 705 requires colleges to provide evidence demonstrating that students are more likely to complete a transfer-level course within one year by being placed in the developmental course.
- Evidence to date indicates that regardless of high school performance, students are more likely to complete transfer-level English within one year if they are placed in transfer-level directly rather than placed in a developmental course.

AB705 Placement and Support Recommendations for English

High School Performance	AB 705 Compliant Placement
HS GPA \geq 2.6	Transfer-Level English No additional academic support required
HS GPA 1.9 - 2.6	Transfer-Level English Additional academic support recommended (e.g., corequisite, tutoring, supplemental instruction)
HS GPA $<$ 1.9	Transfer-Level English Additional academic support strongly recommended (e.g., corequisite, tutoring, supplemental instruction)

Note. These recommendations exclude students who are locally advised to take the ESL test.