# Impact of AB 705 Implementation on Completion of Introductory Transfer Level Math and College Composition and Reading (English 1A)

## Fall, 2020

# AB 705

Every college is required to **maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe** and use, in the placement of students into English and math courses in order to achieve this goal, one or more of the following measures:

- High school coursework
- High school grades
- High school grade point average

All community colleges are required to be in compliance with AB 705 no later than **fall of 2019**.

Source: CCCCO Assessment Website

# Student Centered Funding Formula (SCFF)

The SCFF bases 10% of funding on student outcomes, one of which is **Completion of Transfer Level Mathematics and English**.  This metric is defined as follows:

*Headcount of students by district who successfully completed both a transfer level mathematics course and a transfer-level English course with grades equivalent to C or better in the district during the academic year when first reported as non-special admit credit student.*

Source: CCCCO SCFF Student Success Allocation Metrics

# Enrollment and Completion Trends in English 1A and 1A-with-Support

# Guided Self-Placement in English

## CHOOSE YOUR BEST ENGLISH PATHWAY

| HIGH SCHOOL PERFORMANCE METRIC FOR ENGLISH | RECOMMENDED PLACEMENT |
| --- | --- |
| HIGH SCHOOL GPA ≥ 2.6 | ENGL 1A Composition and Reading<br><br>(No additional or concurrent support required) |
| HIGH SCHOOL GPA 1.9 – 2.6 | ENGL 1A Composition and Reading +<br><br>ENGL 508A/B/C Academic Composition Skills **strongly recommended** |
| HIGH SCHOOL GPA < 1.9 | ENGL 1A Composition and Reading +<br><br>ENGL 508A/B/C Academic Composition Skills **required** |

# Registering in 1A-with-Support Sections

Each English 1A-with-Support class linked a section of 1A to a section of ENGL 508 (Academic Composition Skills, Non-Credit).

In the online schedule of classes, each 1A-with-Support class was shown with instructions on how to enroll:

*This class is linked to other support class. Students must enroll/drop/waitlist BOTH at the same time to avoid any enrollment errors in the following classes: ENGL 1A code 43032, ENGL 508A code 43364, ENGL 508B code 43403. Online course. Students should*

Additional instructions were provided for students enrolling in classes as part of one of the learning communities.

*Includes 'EW' grades

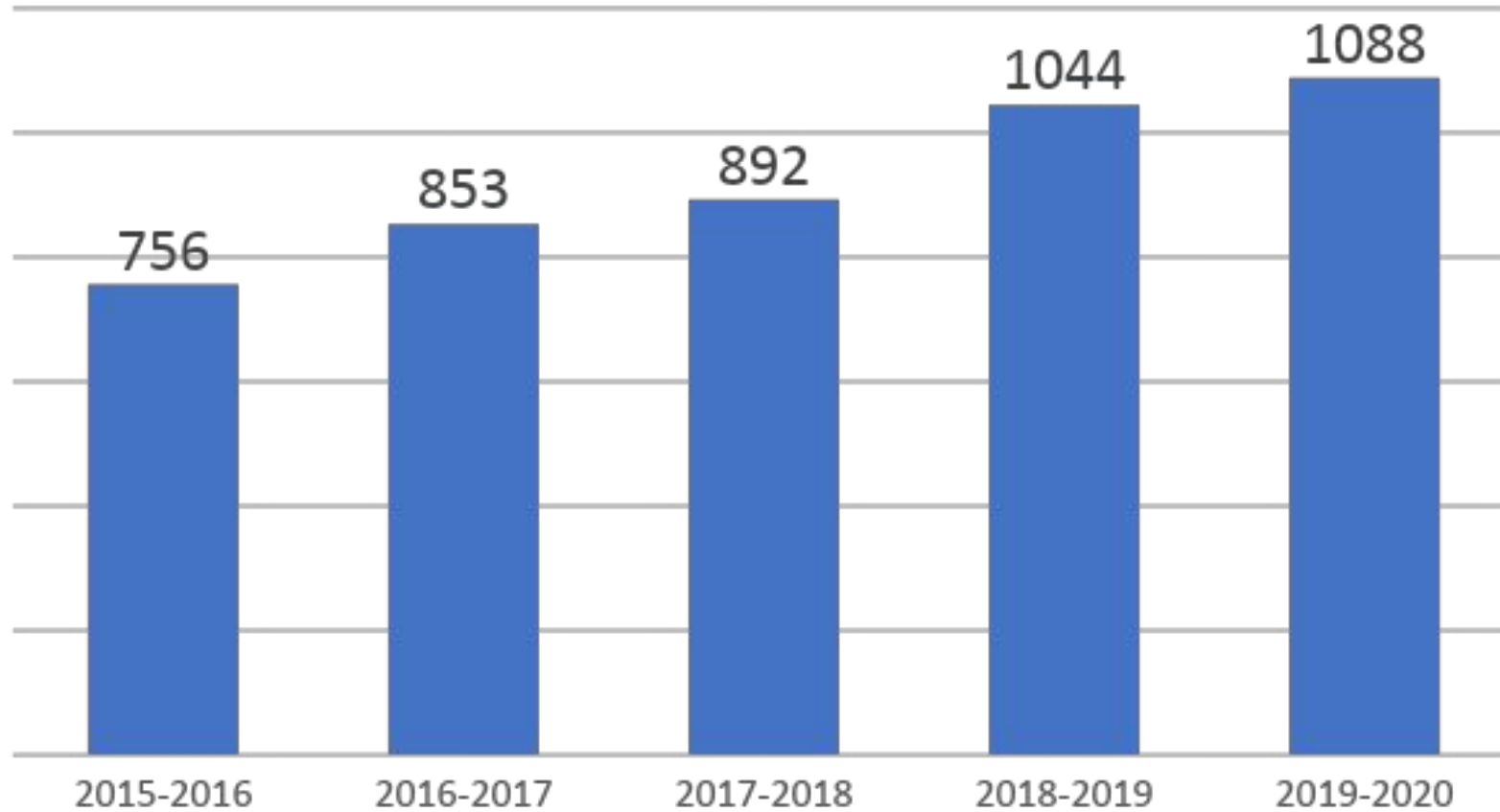# English 1A and 1A-with-Support Sections

Each English 1A-with-Support class linked a section of 1A to a section of ENGL 508 (Academic Composition Skills, Non-Credit).

|  |  | Number of Sections | Enrollment* |
|---|---|---|---|
| Fall 2019 | ENGL 1A - Traditional | 15 | 440 |
|  | ENGL 1A - with Support | 8 | 227 |
| Spring 2020 | ENGL 1A - Traditional | 10 | 276 |
|  | ENGL 1A - with Support | 5 | 139 |

*Includes 'EW' grades

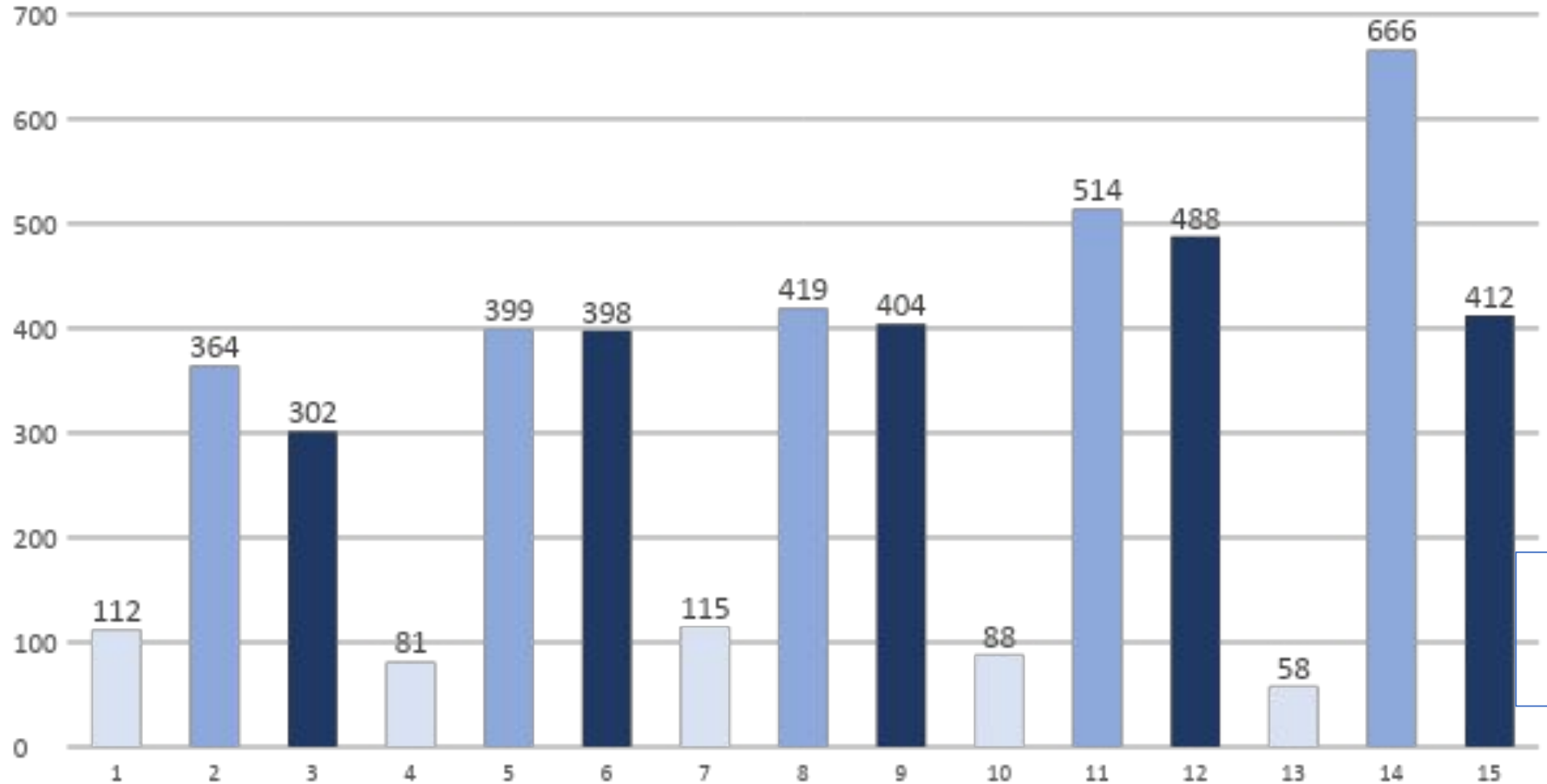Unduplicated Count of Students Enrolled in English 1A within each Academic Year

The number of students enrolled in English 1A has increased every year over the last four years.

| Academic Year | Count |
|---|---|
| 2015-2016 | 756 |
| 2016-2017 | 853 |
| 2017-2018 | 892 |
| 2018-2019 | 1044 |
| 2019-2020 | 1088 |

# Enrollment in English 1A, by Term



Fall enrollment in English 1A increased by 23% from 2017 to 2018, and by 30% from 2018 to 2019.
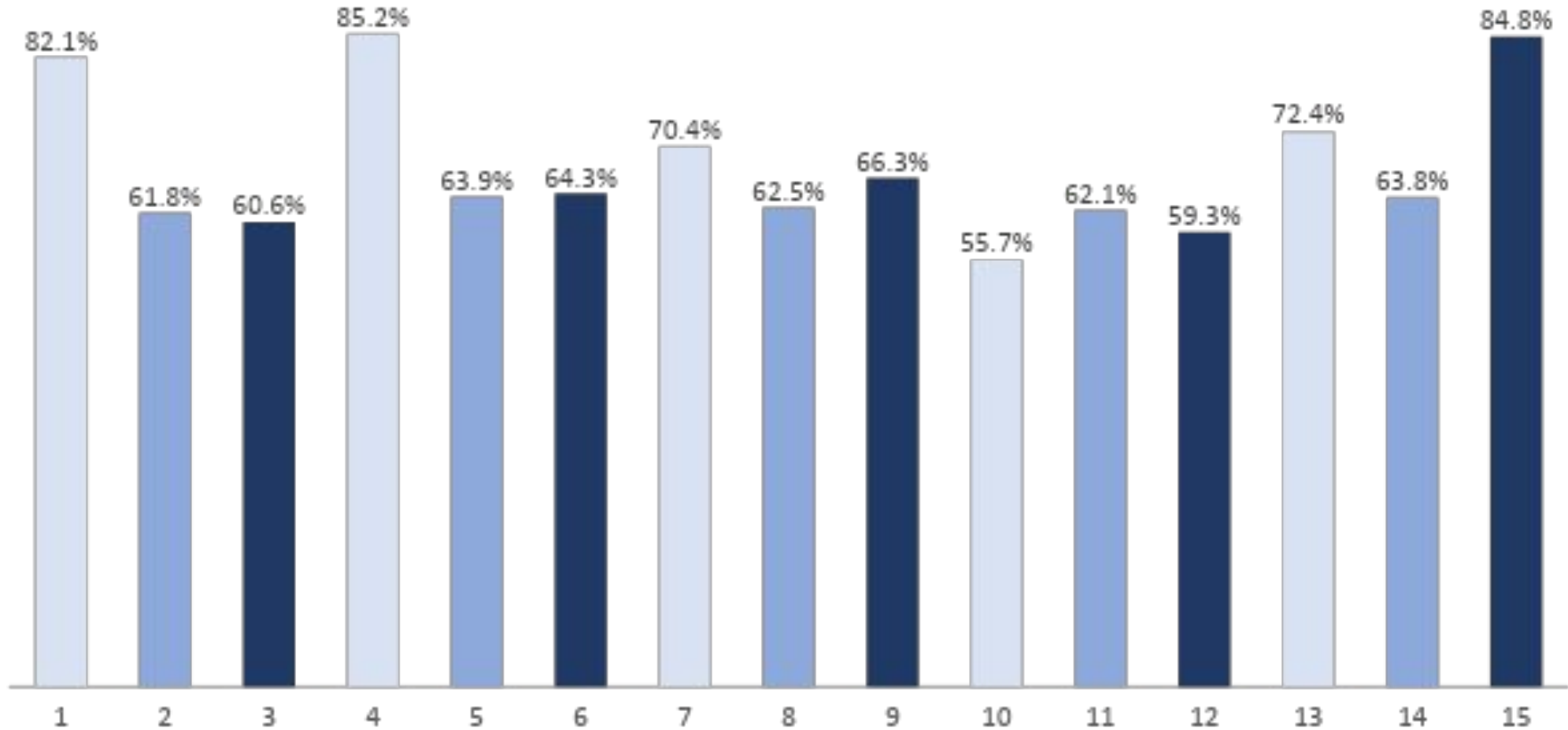
Spring '20 **INCLUDES** 149 'EW' grades

# Success Rate in English 1A, by Term

From fall 2018 to fall 2019 the success rate in English 1A increased from 62.1% to 63.8%.
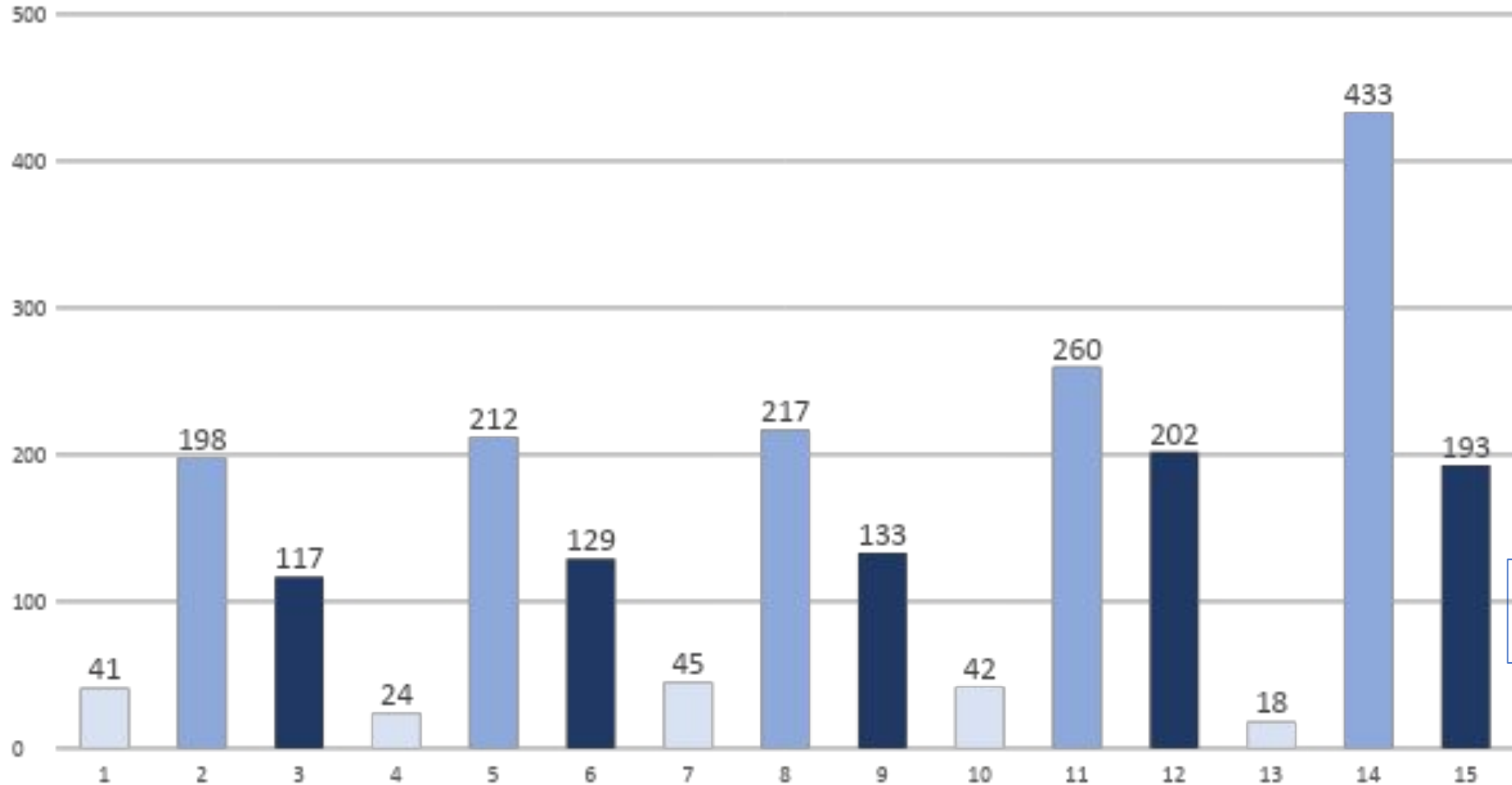
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Spring '20 **EXCLUDES** EW grades

| Term | Success Rate |
|------|-------------|
| 1 | 82.1% |
| 2 | 61.8% |
| 3 | 60.6% |
| 4 | 85.2% |
| 5 | 63.9% |
| 6 | 64.3% |
| 7 | 70.4% |
| 8 | 62.5% |
| 9 | 66.3% |
| 10 | 55.7% |
| 11 | 62.1% |
| 12 | 59.3% |
| 13 | 72.4% |
| 14 | 63.8% |
| 15 | 84.8% |

MERRITT COLLEGE

# Students Taking 1A as Their First English Course, by Term
*(the clock starts ticking…)*

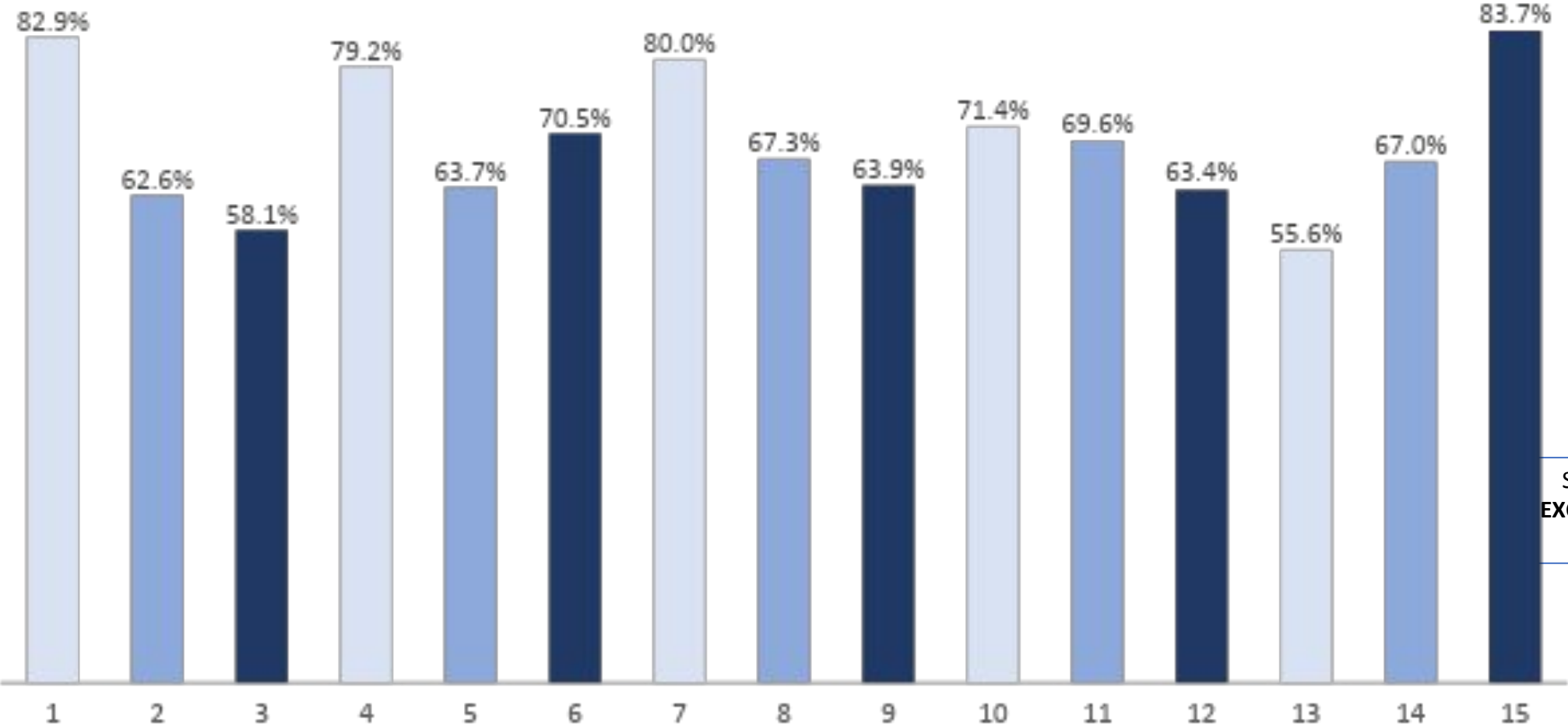From fall 2018 to fall 2019 the number of First-Timers taking 1A increased 67%.

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Spring '20 **INCLUDES** 'EW' grades

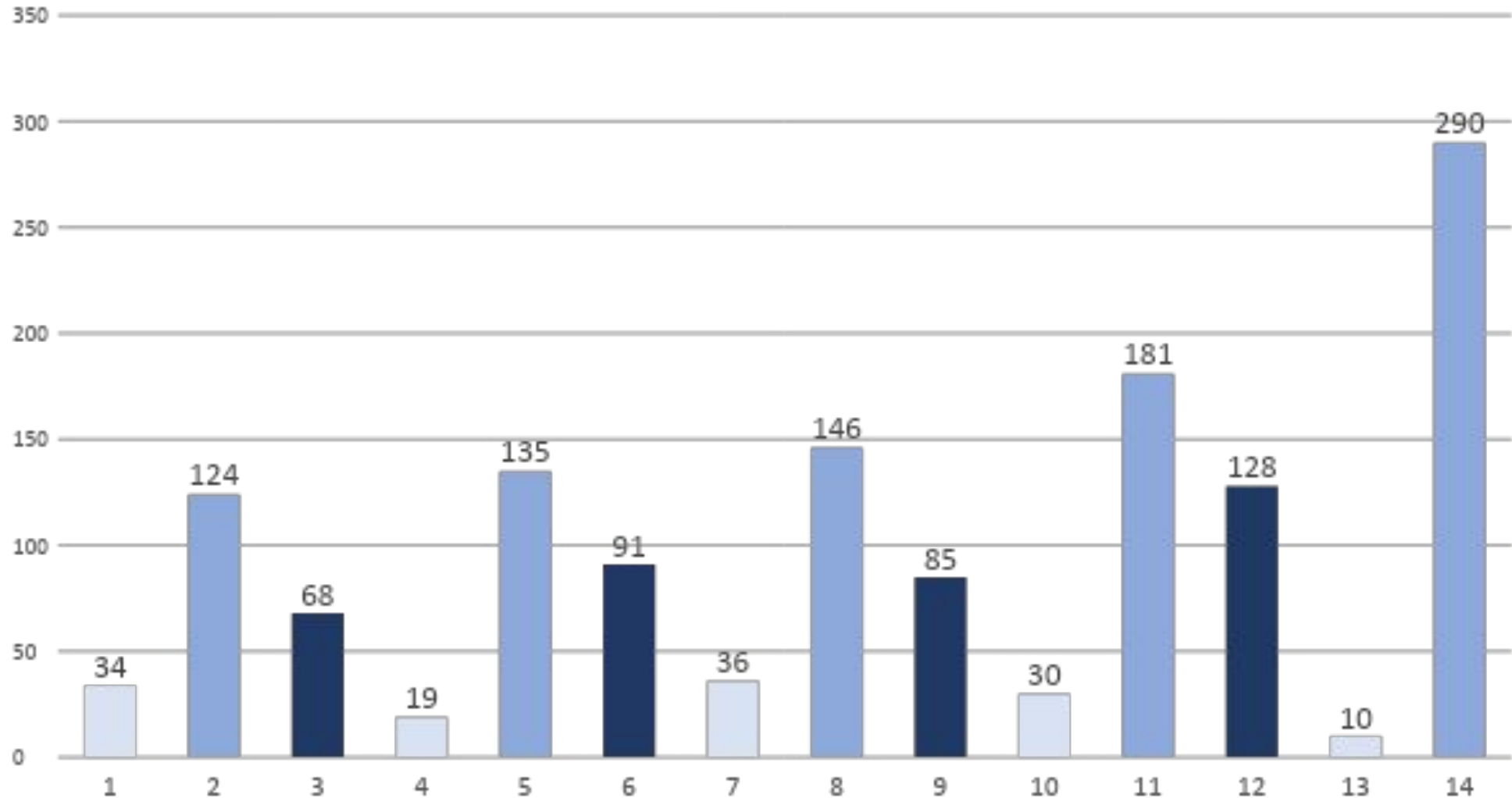# Success Rate Among Students Taking English 1A as Their First English Course, by Term

Fall 2019 Success Rate Among First-Timers were within 1 point of the 5-year average of 67.5%

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Spring '20 **EXCLUDES** EW grades

| Term | Success Rate |
|------|--------------|
| 1 | 82.9% |
| 2 | 62.6% |
| 3 | 58.1% |
| 4 | 79.2% |
| 5 | 63.7% |
| 6 | 70.5% |
| 7 | 80.0% |
| 8 | 67.3% |
| 9 | 63.9% |
| 10 | 71.4% |
| 11 | 69.6% |
| 12 | 63.4% |
| 13 | 55.6% |
| 14 | 67.0% |
| 15 | 83.7% |

# Number of Students Completing English 1A within one year of Enrolling in English for the First Time, by Term
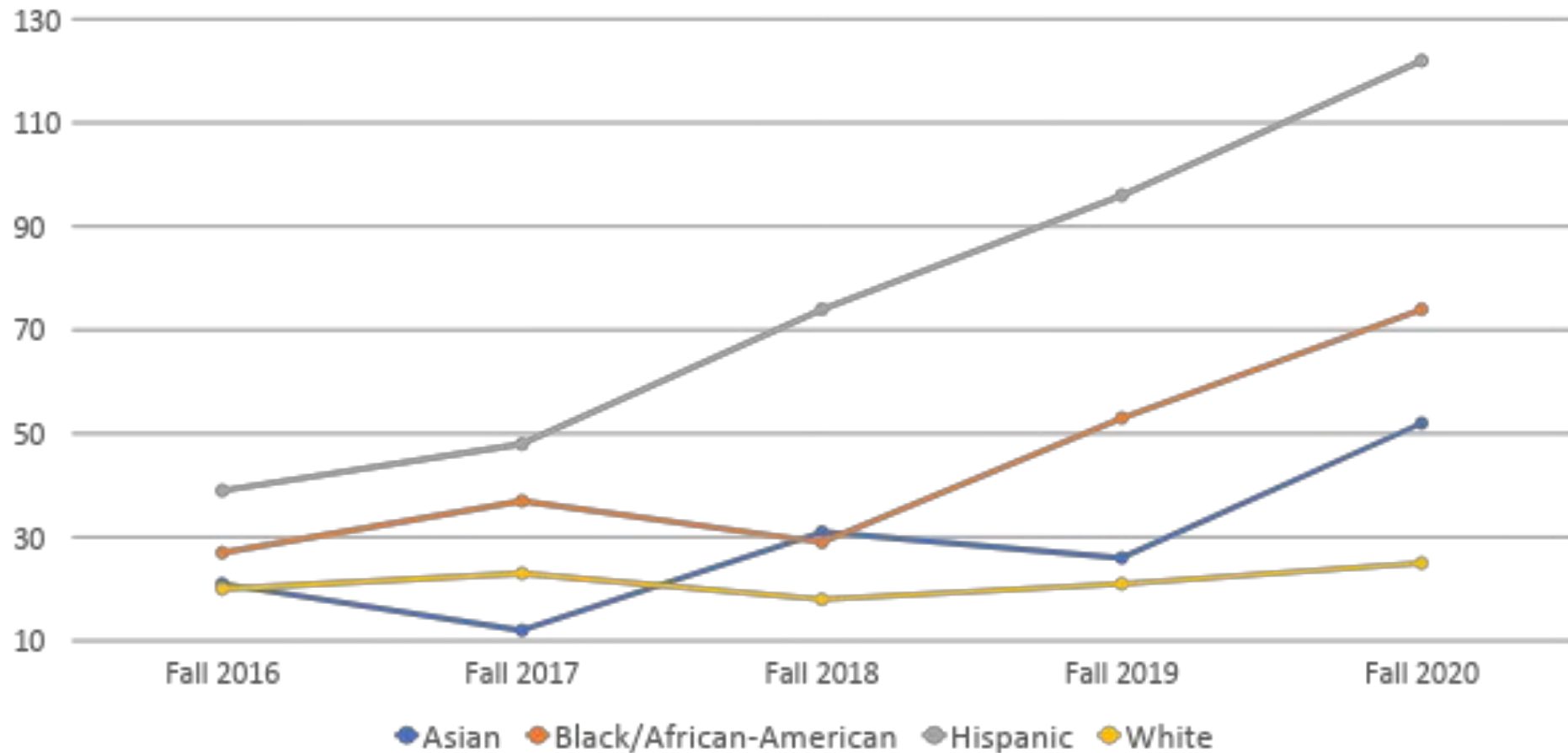
From fall 2018 to fall 2019 the number completing 1A within one year increased 60%.

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# Number of Students Completing English 1A within one year of Enrolling in English for the First Time in Fall, by Race/Ethnicity
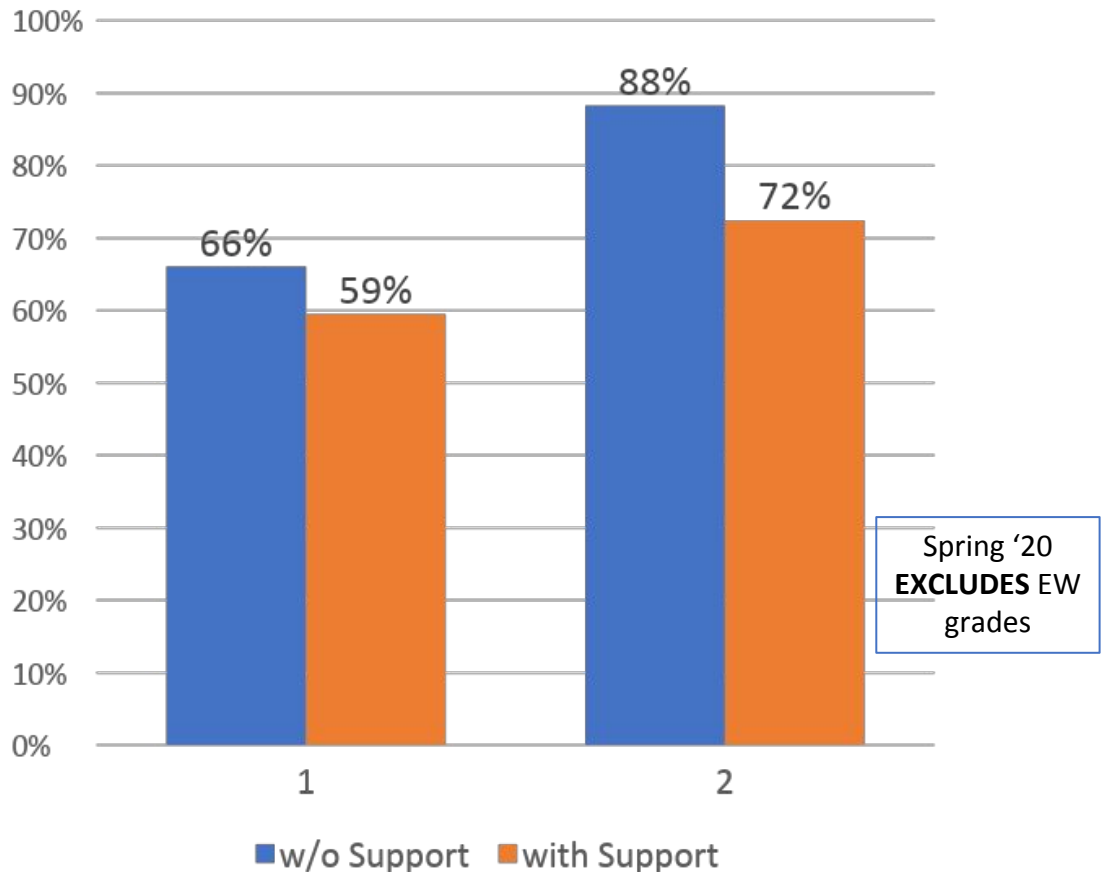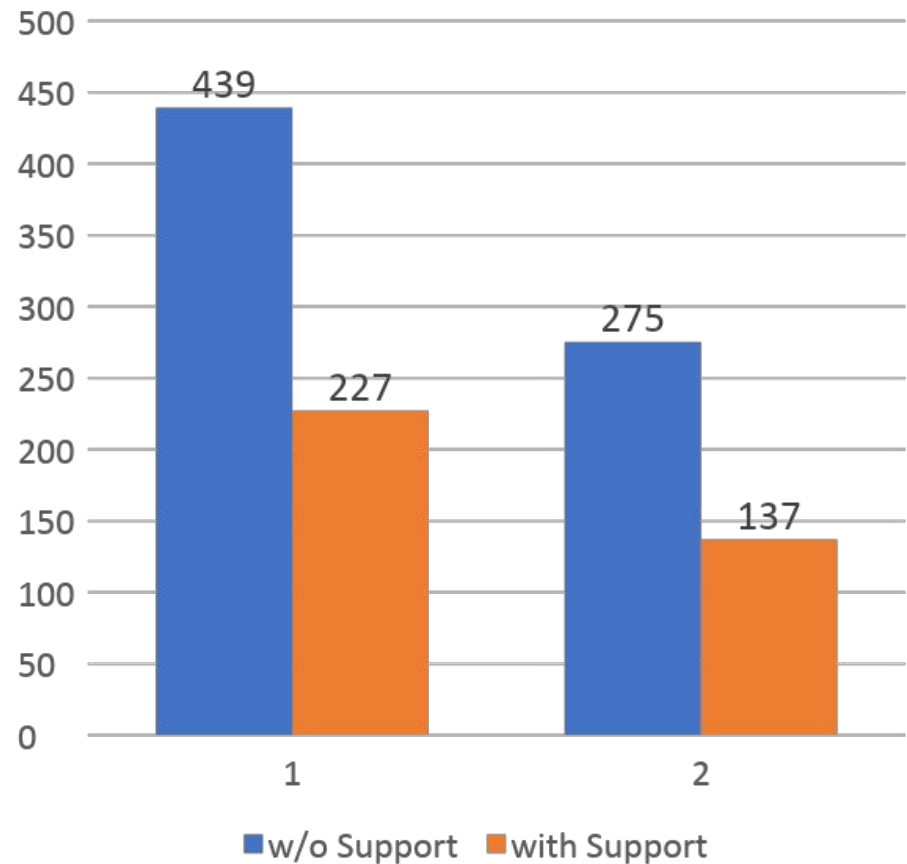
Among Hispanic and Black/African-American students, the number completing 1A within one year has increased by at least 20 students each year over the last two years

# Number of Students Enrolled in English 1A by Support Modality (left) and Corresponding Success Rates (right)



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# Impact of AB 705 on Completion of English 1A

Success rates for first-timers in 1A has remained fairly steady for fall cohorts at around 67.5% (slide 10). Considered alone this does not offer very exciting news. However, when we consider that the fall 2019 cohort had 177 more student than in 2018 (slide 9), and that they are ones who would have most likely enrolled in 264 rather than 1A-with-support prior to AB 705, then this is actually very good news. It means they completed 1A at the about the same rate as other students, and in a single term rather than two. Also, the total number of students completing 1A within a year of starting English jumped by 109 students from 2018 to 2019 - an increase of 60% (slide 13)!

# Enrollment and Completion Trends in Introductory Transfer Level (ITL) Math and ITL-with-Support

ITL Math includes Math 1 (Pre-Calculus), Math 13 (Statistics), and Math 50 (Trigonometry)

# Guided Self-Placement for Students Deciding Which ITL Math to Take

https://www.merritt.edu/wp/guided-self-placement/

**To determine your best math pathway, select one of the following "Pathway Options" based on your major course of study**

## PATHWAY OPTION 1
### SLAM (STATISTICS & LIBERAL ARTS MATH)

If you are planning to major in things like Psychology, History, Art, Ethnic Studies, Anthropology, Criminal Justice, Political Science, Health Education, Journalism, Child Development, or other non-technical fields, this is the path for you.

**My high school GPA was 3.0 or higher**

*Recommendation*: Math 13 (Statistics) or Math 15 (Math for Liberal Arts).

**My high school GPA was between 2.3 and 3.0**

*Recommendation*: Math 13 (Statistics) and it is — extra support is recommended to succeed. Math 213 is Support for Statistics.

**My high school GPA was below 2.3**

*Recommendation*: Math 13 (Statistics) and it is required that you also take Math 213 (Statistics Support) to help you succeed.

## PATHWAY OPTION 2
### B-STEM (BUSINESS, SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS)

If you are planning to major in things like Business Administration, Finance, Physics, Chemistry, Engineering, Architecture, Computer Science, or other technical fields, this is the path for you.

**My high school GPA was 3.4 or higher OR My high school GPA was 2.6 or higher AND I took Calculus in high school**

*Recommendation*: Math 1 (Pre-Calculus) and/or Math 50 (Trigonometry) or higher.

**My high school GPA was 2.6 or higher, OR I took Precalculus in high school**

*Recommendation*: Math 1 (Pre-Calculus) and/or Math 50 (Trigonometry) or higher — extra support is recommended to succeed. Math 215 is Support for Pre-Calculus and Math 216 is Support for Trigonometry.

**My high school GPA was below 2.6 and I didn't take Precalculus**

*Recommendation*: Math 1 (Pre-Calculus) and/or Math 50 (Trigonometry) and it is required that you also take the appropriate support course to help you succeed. Math 215 is Support for Pre-Calculus and Math 216 is Support

# Registering in ITL-with-Support Sections

Each English ITL-with-Support class linked a section of math to a section of the corresponding support class (MATH 213/215/216)
In the online schedule of classes, each support class was shown with instructions on how to enroll similar to the following:

## MATH 13 - INTRODUCTION TO STATISTICS

| Class | Section | Days & Times | Room | Instructor | Meeting Dates | Status |
|-------|---------|--------------|------|------------|---------------|--------|
| 43154 | M1-LEC Regular | TBA | M-ONLINE | Waseem Khaja | 08/24/2020 - 12/18/2020 | 🟢 |

*This class is linked to other support class. Students must enroll/drop/waitlist in both classes, MATH 13 code 43154 and MATH 213 code 43155, at the same time to avoid any enrollment errors. Online course. Students should have regular access to the internet and be comfortable using online technologies. All instructions and communications for this class will be sent to Peralta student email accounts. To access your student email, go to portal.peralta.edu and click the picture that says "Students" to login.*
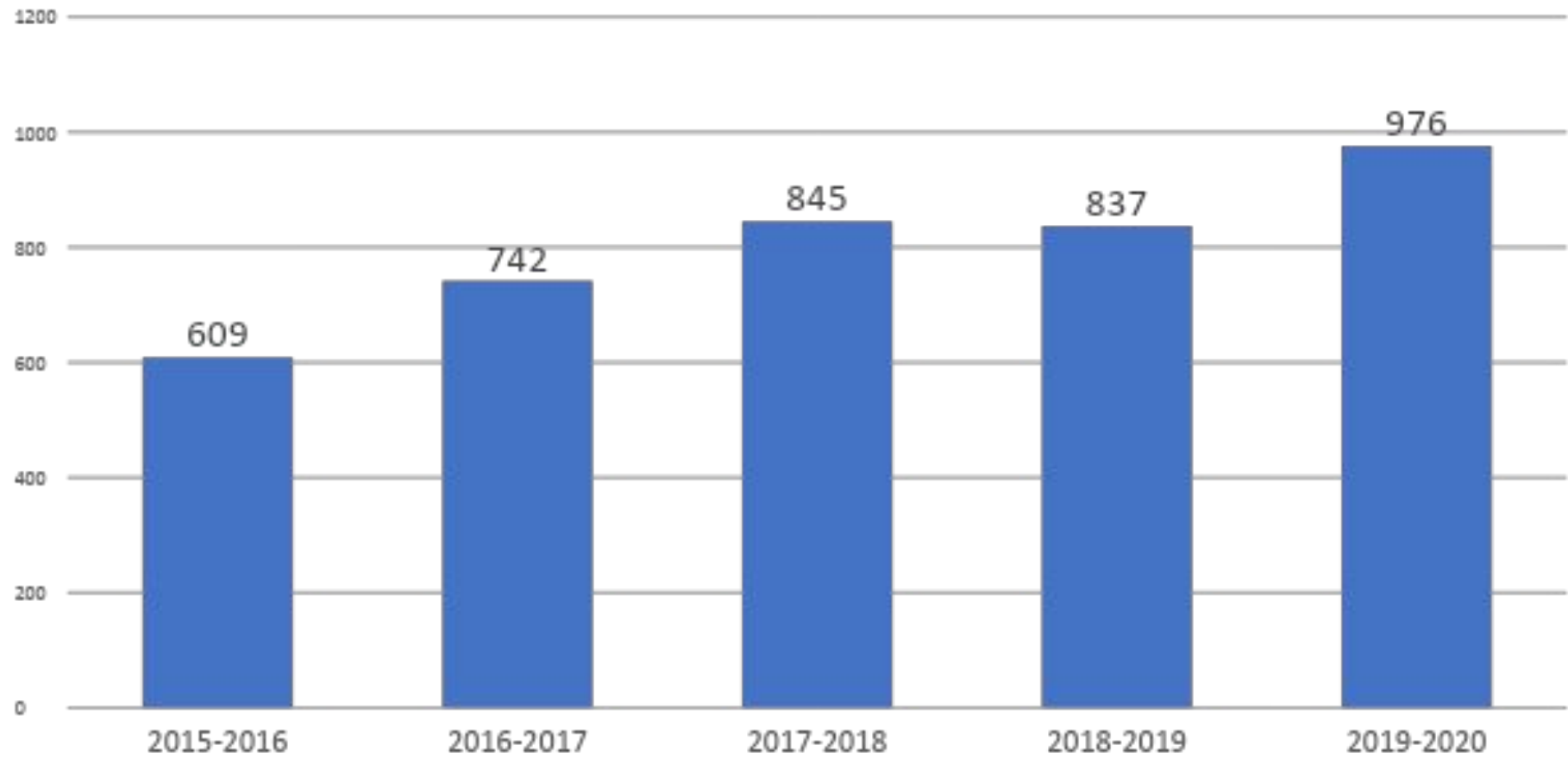
# ITL Math Sections, with and without Support

|  |  | Fall 2019 Sections | Enrollment | Spring 2020 Sections | Enrollment* |
|---|---|---|---|---|---|
| **Statistics** |  |  |  |  |  |
|  | Traditional | 3 | 93 | 3 | 83 |
|  | with Support | 8 | 333 | 7 | 285 |
| **Pre-Calculus** |  |  |  |  |  |
|  | Traditional | 1 | 34 | 1 | 22 |
|  | with Support | 2 | 75 | 2 | 54 |
| **Trigonometry** |  |  |  |  |  |
|  | Traditional | 1 | 26 | 1 | 16 |
|  | with Support | 0 | 0 | 0 | 0 |

*Includes 'EW' grades

# Unduplicated Count of Students Enrolled in Introductory Transfer Level (ITL) Math within each Academic Year

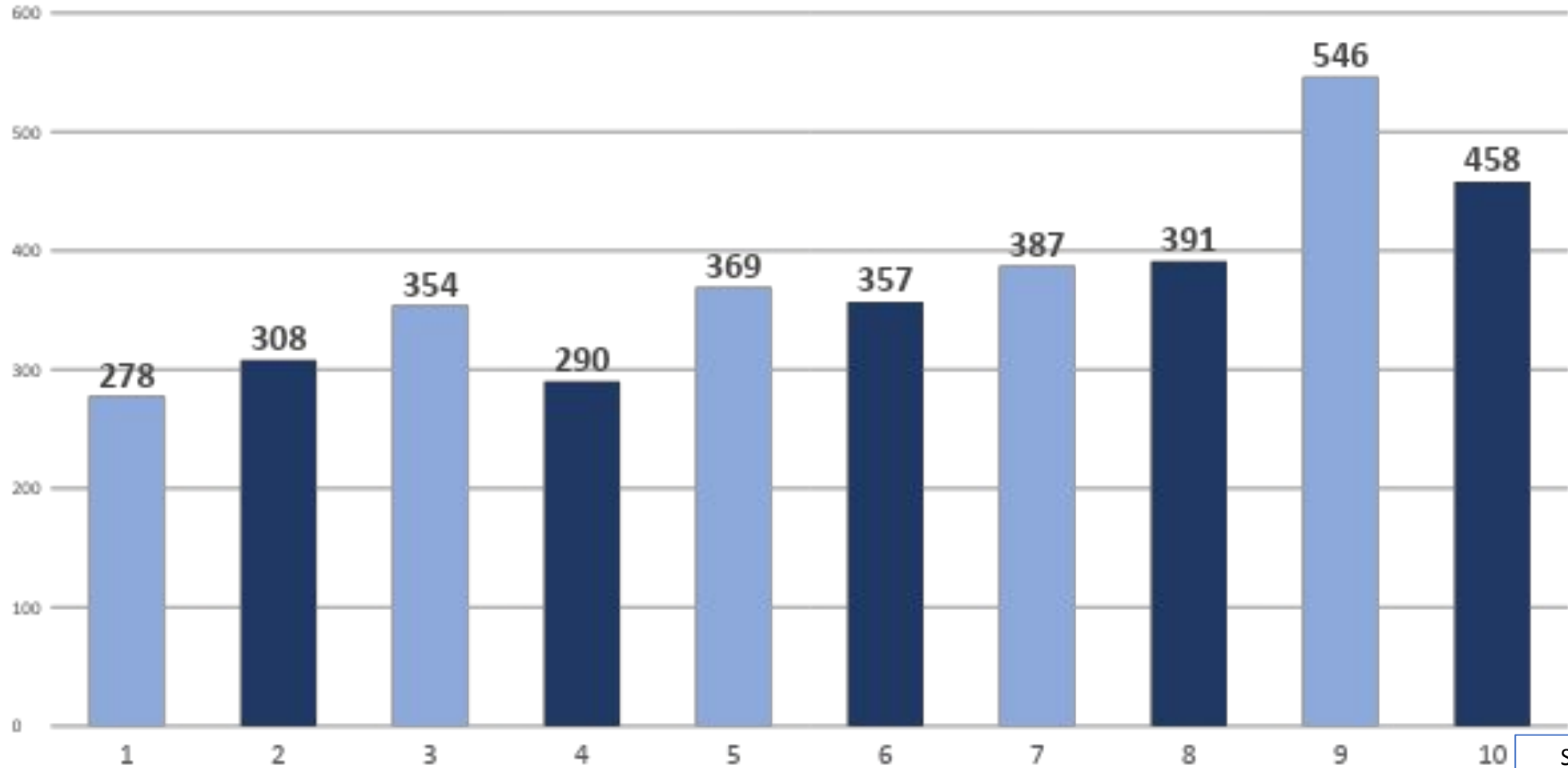From academic year 2018-19 to 2019-20 the number of students taking ITL Math increased 17%.
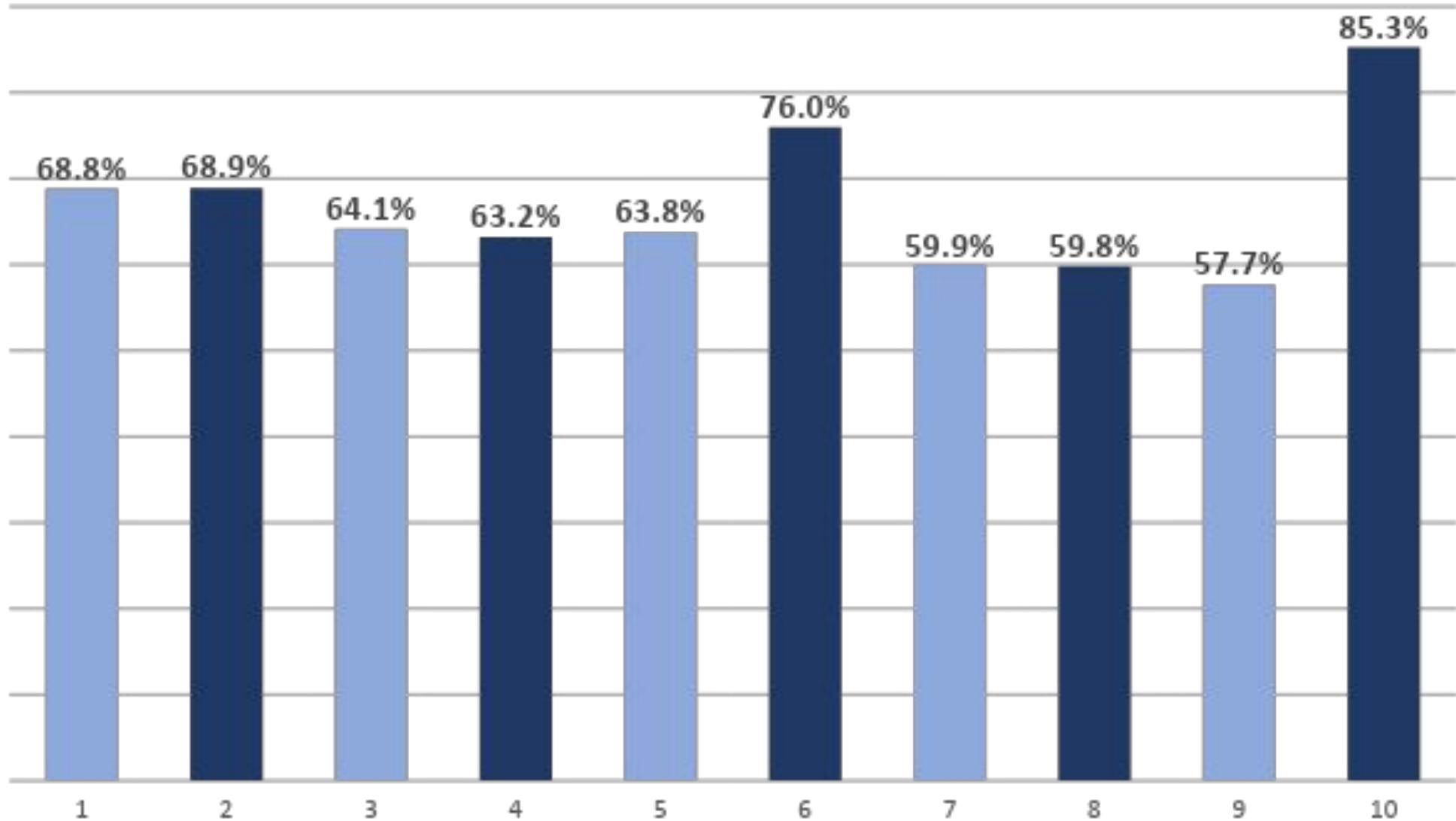
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Spring '20 **INCLUDES** 'EW' grades

Enrollment in ITL Math, by Term

# Success Rate in ITL Math, by Term

From fall 2018 to fall 2019 the success rate in ITL Math decreased from 59.9% to 57.7%.

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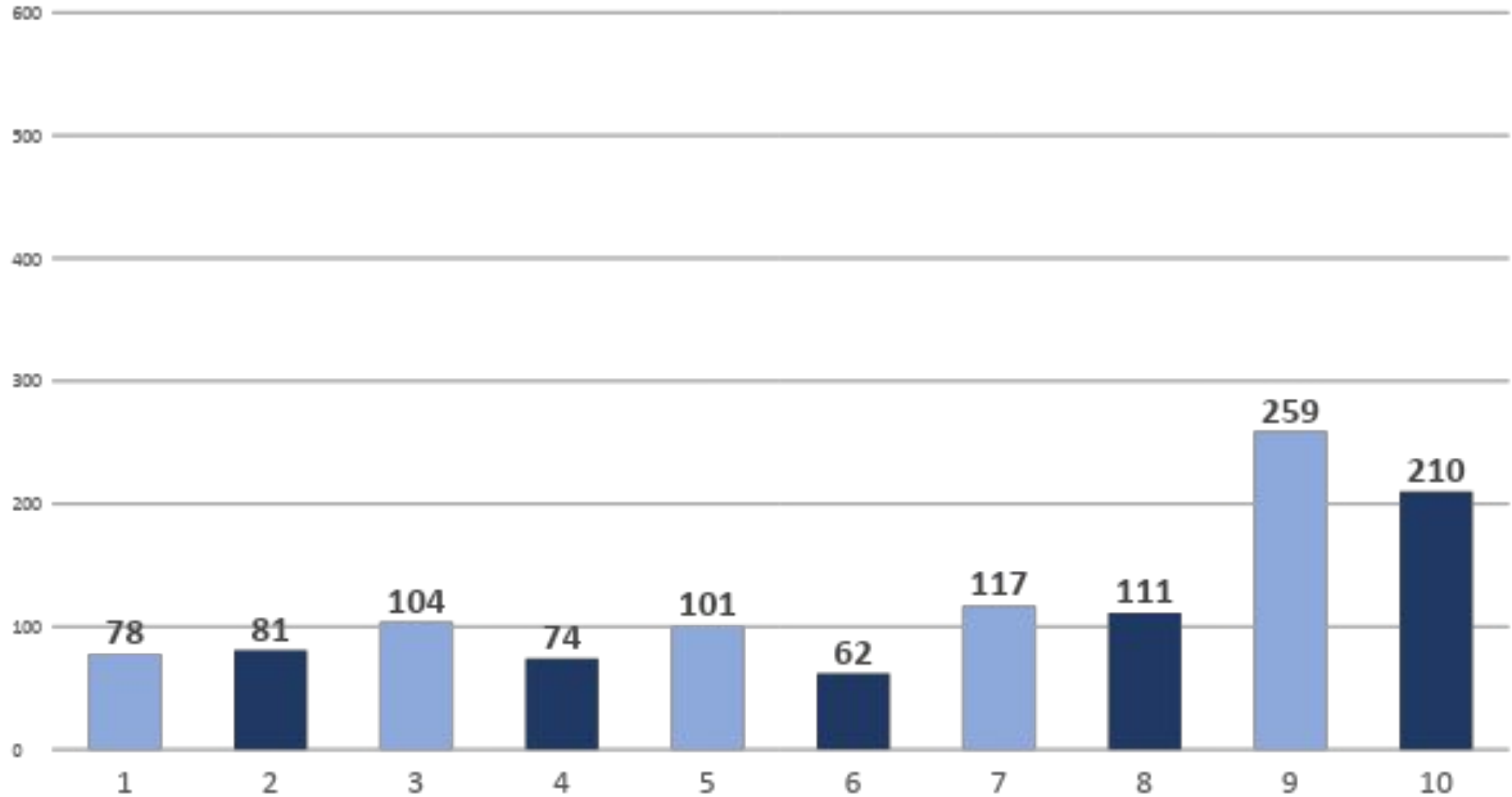| Term | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|------|------|------|------|------|------|------|------|------|------|------|
| Rate | 68.8% | 68.9% | 64.1% | 63.2% | 63.8% | 76.0% | 59.9% | 59.8% | 57.7% | 85.3% |

Spring '20 **EXCLUDES** EW grades

# Students Taking ITL Math as Their First Math Course, by Term
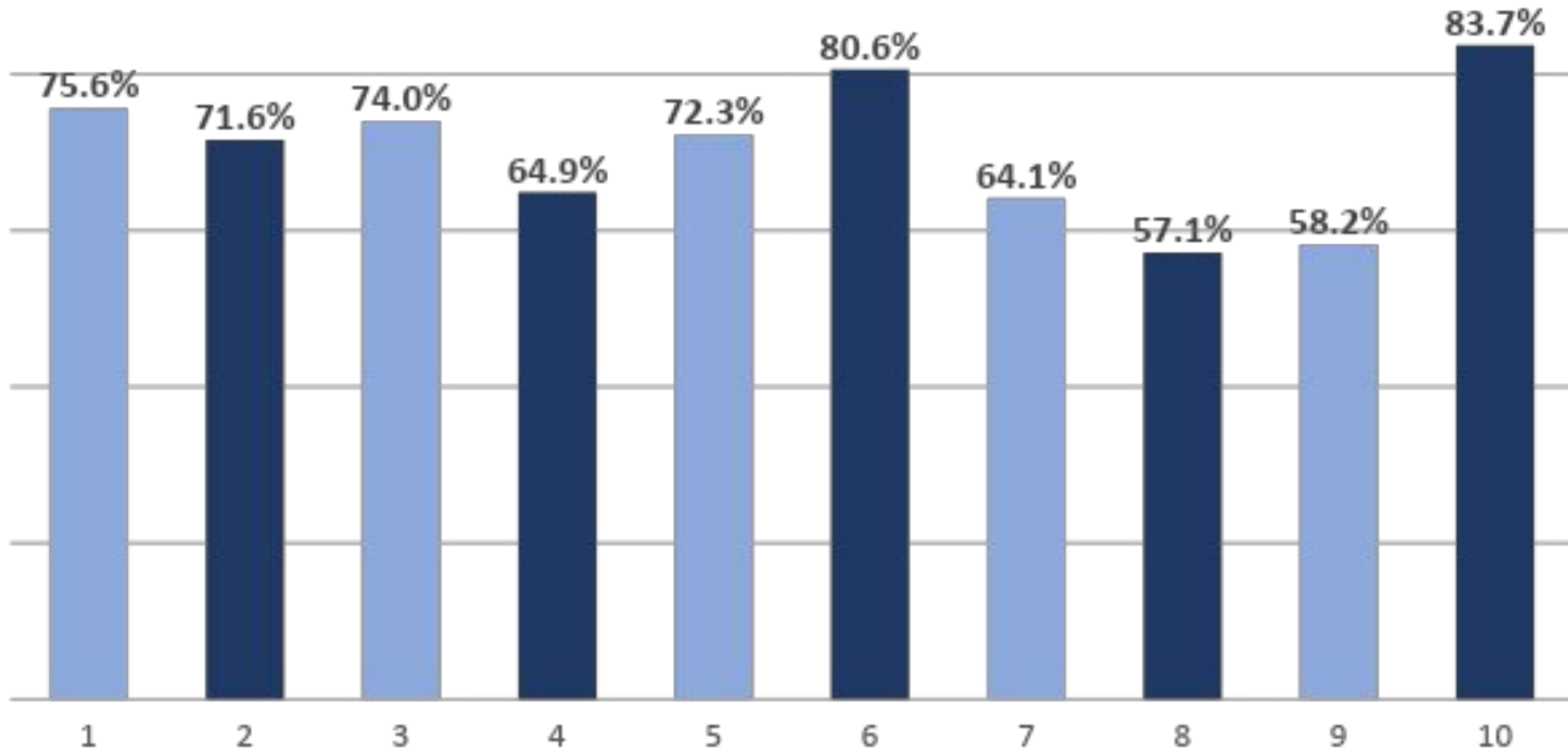*(the clock starts ticking…)*

From fall 2018 to fall 2019 the number of First-Timers taking ITL Math increased 120%.

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Spring '20 **INCLUDES** 'EW' grades

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|
| 78 | 81 | 104 | 74 | 101 | 62 | 117 | 111 | 259 | 210 |

# Success Rate Among Students Taking ITL Math as Their First Math Course, by Term
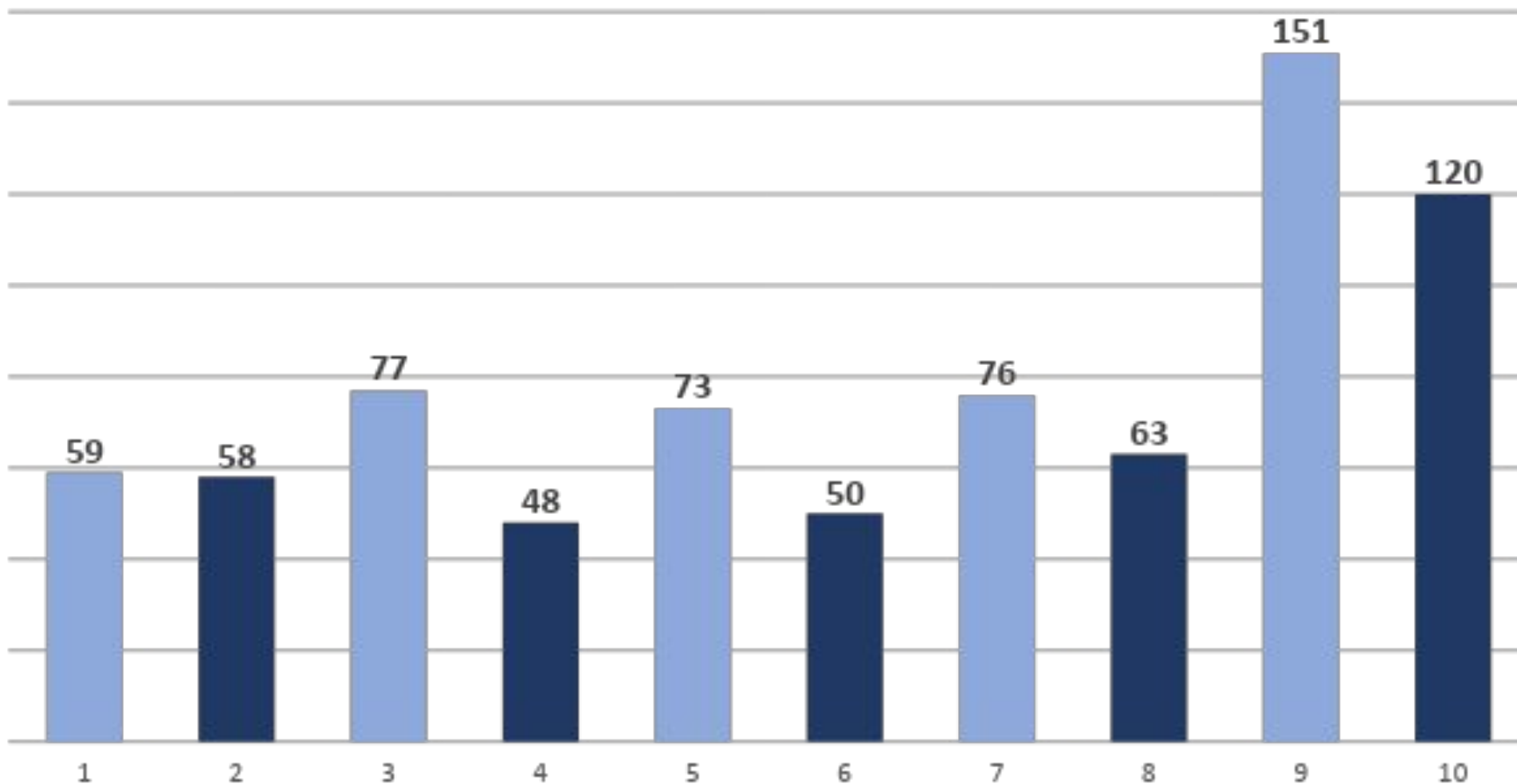
From fall 2018 to fall 2019 the success rate of First-Timers in ITL Math fell 5.9 points from 64.1% to 58.2%

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Spring '20 **EXCLUDES** EW grades

Number of Students Completing ITL Math within one year of Enrolling in Math for the First Time, by Term

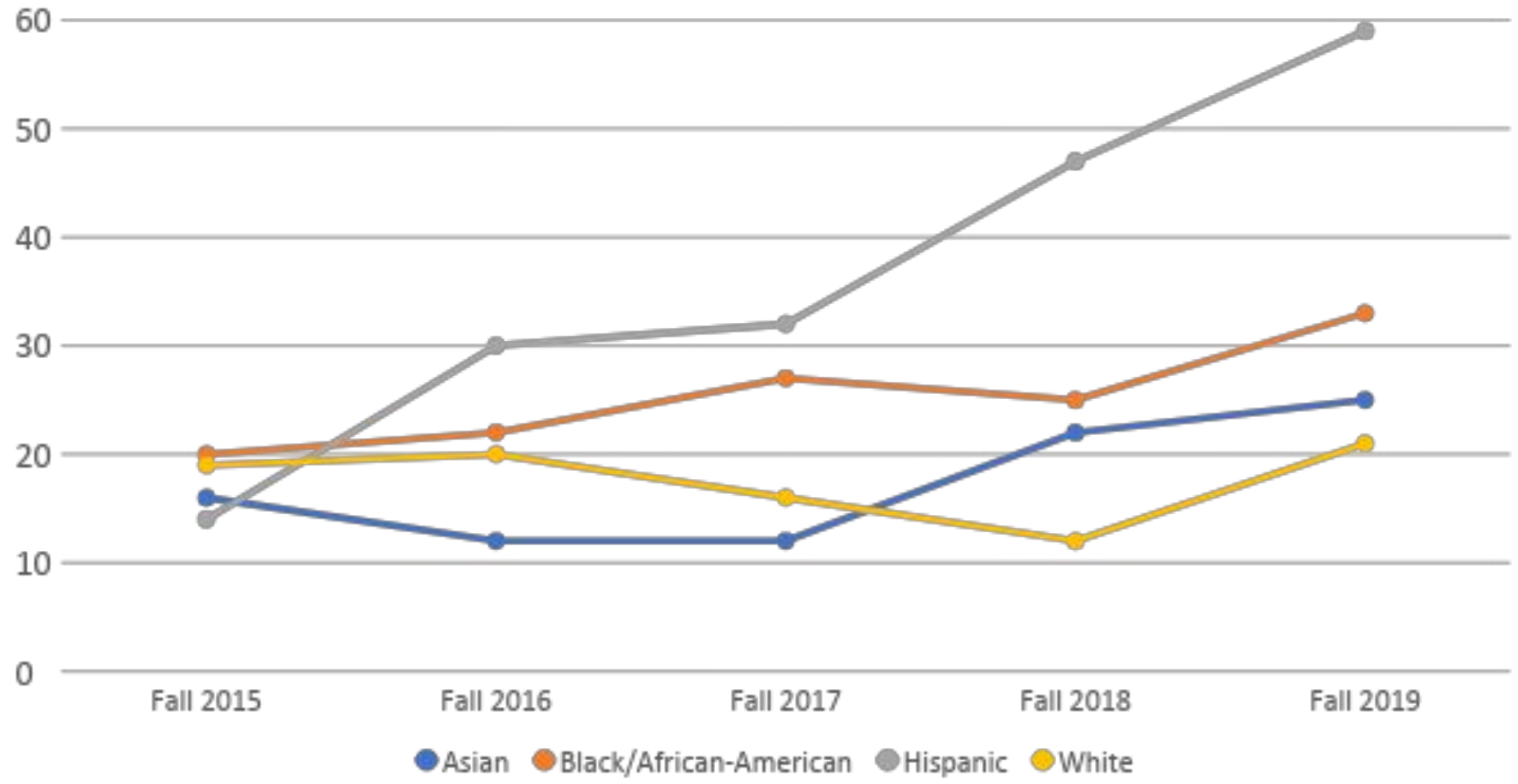From fall 2018 to fall 2019 the number completing ITL math within one year increased 99%.

# Number of Students Completing ITL Math within one year of Enrolling in Math for the First Time in Fall, by Race/Ethnicity

The number starting in fall and completing ITL math in one year increased for the four main race/ethnicity groups from 2018 to 2019.
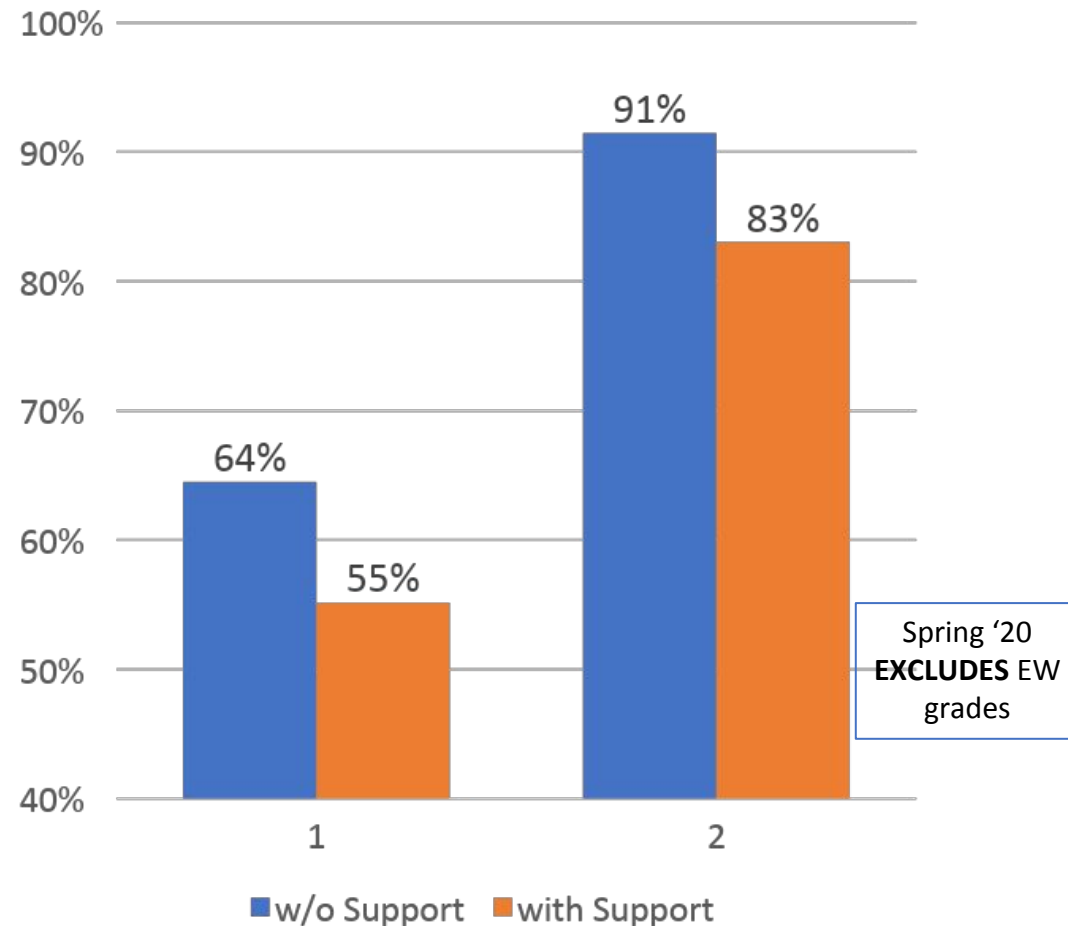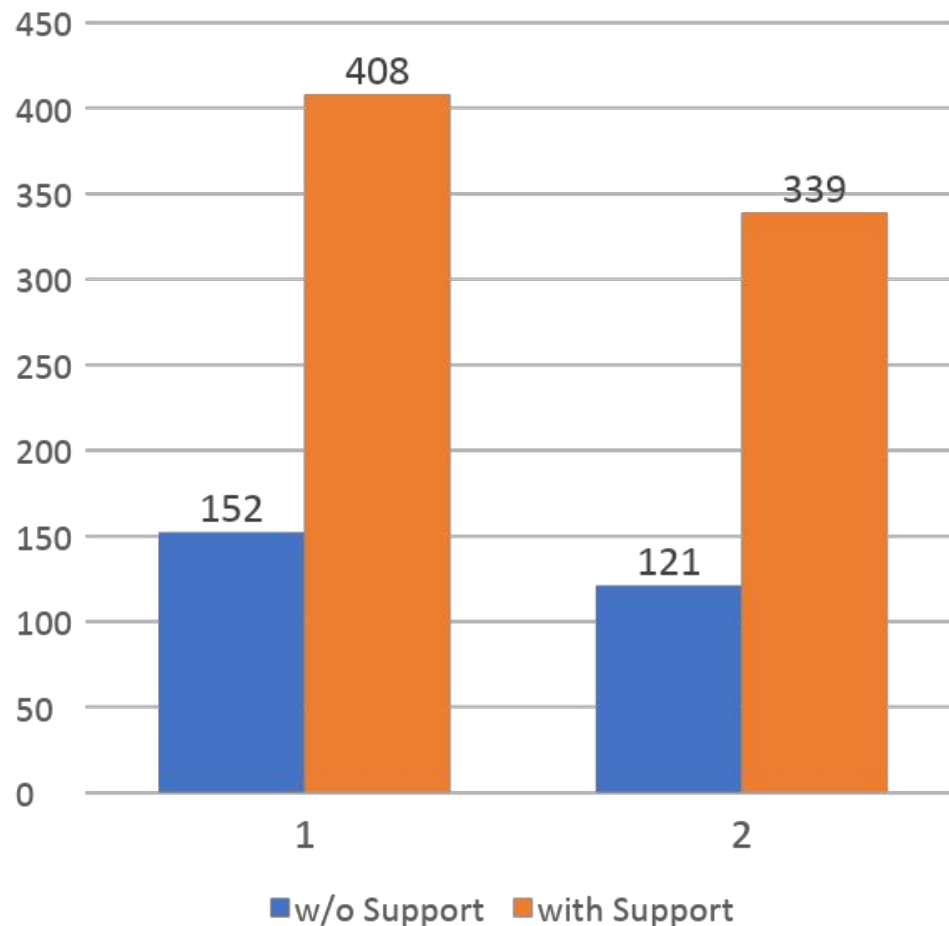
Among Hispanic students, the number nearly doubled from 2016 to 2019.

# Number of Students Enrolled in ITL by Support Modality (left) and Corresponding Success Rates (right)

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Spring '20 **EXCLUDES** EW grades

# Student Success Funding Formula (SCFF) Completion of Transfer Math and English

Number of first-time students completing both transfer math and transfer English within one year of their first term at Merritt College

From fall 2018 to fall 2019, the number completing ITL Math **and** English 1A increased 97%.

| Year | Number |
|------|--------|
| 2015-2016 | 91 |
| 2016-2017 | 78 |
| 2017-2018 | 65 |
| 2018-2019 | 88 |
| 2019-2020 | 172 |