

De Anza College Office of Institutional Research and Planning

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To: English Department

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Subject: *Completion of Transfer-Level English within One Year*

Successful Completion of Transfer-Level EWRT within One Year Based on Starting Level

EWRT1AS	Students Starting in EWRT1AS			EWRT1AQ	Students Starting in EWRT1AQ		
	Total Enrolled	Subtotal who Completed Any Transfer Level EWRT Course in One Year	Throughput Rate		Total Enrolled	Subtotal who Completed Any Transfer Level EWRT Course in One Year	Throughput Rate
Overall	377	205	54.4%	Overall	1784	1364	76.5%
GPA Unknown				GPA Unknown	5	5	100.0%
Highest GPA Band	67	46	68.7%	Highest GPA Band	877	729	83.1%
Middle GPA Band	100	51	51.0%	Middle GPA Band	879	613	69.7%
Lowest GPA Band	210	108	51.4%	Lowest GPA Band	23	17	73.9%

EWRT1A	Students Starting in EWRT1A Standalone		
	Total Enrolled	Subtotal who Completed Any Transfer Level EWRT Course in One Year	Throughput Rate
Overall	4836	4140	85.6%
GPA Unknown	323	292	90.4%
Highest GPA Band	4404	3756	85.3%
Middle GPA Band	73	62	84.9%
Lowest GPA Band	36	30	83.3%

Successful completion of a transfer level EWRT course, in one year, for students whose first course of enrollment in EWRT was:

- 54.4% for students who started in EWRT1AS
- 76.5% for students who started in EWRT1A with corequisite support
- 85.6% for students who started in EWRT1A as a standalone course

Using high school GPA as a proxy for high school preparation, when looking at students in the lowest GPA band (below a 1.9 GPA), transfer-level EWRT completion rates were highest for students who started directly in transfer level EWRT 1A, with or without support:

- 51.4% for students who started in EWRT1AS (210 students)
- 73.9% for students who started in EWRT1A with corequisite support (23 students)
- 83.3% for students who started in EWRT1A as a standalone course (36 students)

These findings suggest that even for students with the lowest high school preparation, enrolling directly in EWRT1A or EWRT1A with support led to higher completion of a transfer-level EWRT course than starting in EWRT1AS.

Purpose

With the implementation of AB 705 in fall 2019, colleges were given two years to collect data on completion of transfer-level English within a one-year time frame based on a student's first course of enrollment in the discipline, below transfer or at transfer level.

Methodology

This analysis tracked students, who started for the first time in EWRT1AS, EWRT1A with a corequisite, or EWRT1A standalone in fall 2019, winter 2020, spring 2020, summer 2020 and fall 2020, to completion of a transfer-level course within one year. One year is defined as four terms. For example, a student enrolled in EWRT211 as their first course of enrollment in the discipline in fall 2019 would be tracked through summer 2020 to completion of any transfer-level EWRT course. Students with an educational goal of degree or transfer were included, and all other educational goals were excluded. Educational goals were reported in the college application or updated in MyPortal. High school GPA data are based on high school transcript information used for assessment and placement into course levels and support. Throughput is defined as successful completion (grades A, B, C or P) of either the degree or transfer-level course. Below transfer-level enrollment is compared to students who started directly at transfer level and successfully completed the transfer-level course within one year. Transfer-level EWRT courses include completion of any EWRT course except EWRT1AS.

Summary of Findings:

- Successful completion of the transfer level course is maximized for all student groups, based on their high school performance, when placed directly into a transfer level course, with or without support.
- When looking at students with the least high school preparation (below a 1.9 GPA), completion rates by starting course are highest for students who started directly in transfer level with and without support.
- These findings suggest that even for students with the lowest high school preparation, enrollment directly in EWRT1A or EWRT1A with support leads to higher completion of a transfer level course than starting in EWRT1AS.