

# Pathways through Community Colleges for English Learners who have Graduated from US High Schools: Access and Success in Transferable, College-Level English Composition

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# Degree/Transfer-Seeking EL/ESL Student Types That Are Affected by AB 705

1. EL US High School Graduates
2. International Students (IS)
3. Other degree-seeking students enrolled in ESL classes

**37%** of EL/ESL students  
fall into one of these  
three student types

# Relative Sizes of First-Time English Language Arts Pathways in 2017-18 for ELL/ESL Students

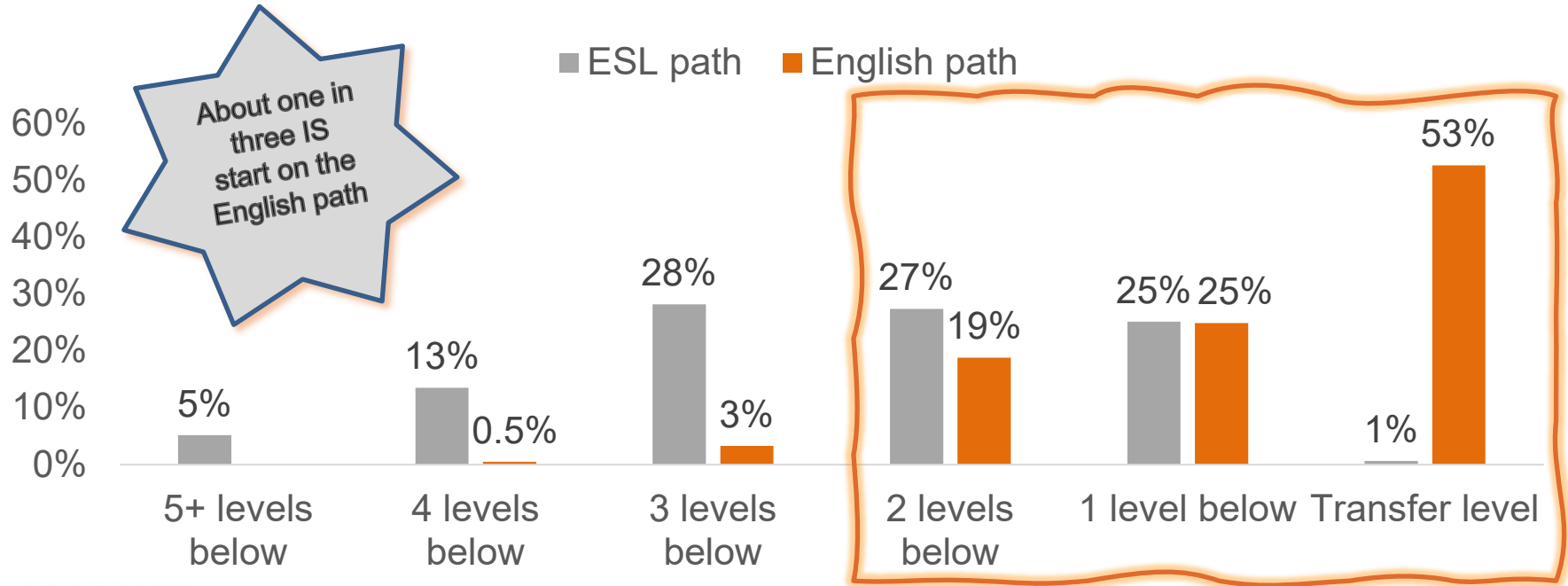


# Background/Context: English Learners in Community College

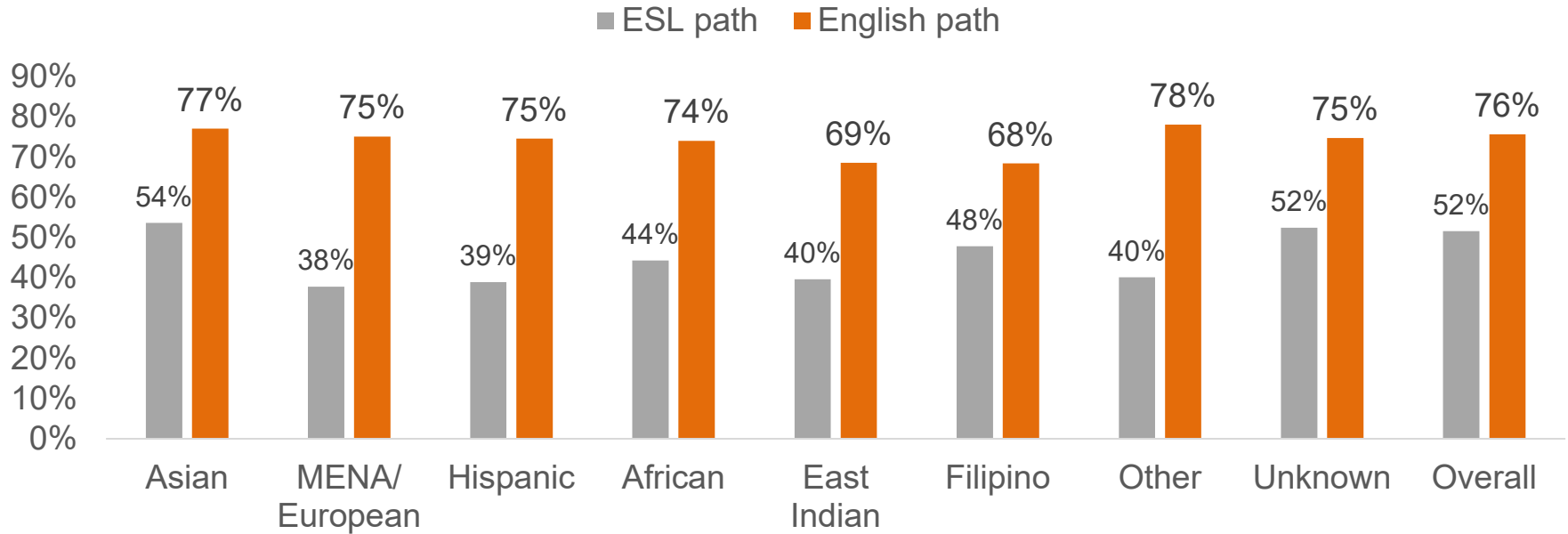
- California's Assembly Bill 705 (AB 705)
  - "... maximize the probability that a student will enter and complete transfer-level coursework in **English and math** within a **one-year** time frame" (California Community College's Chancellor's Office, 2020)
  - "must maximize the probability that... a student enrolled in **ESL [English as a Second Language]** will enter and complete degree and transfer **requirements in English within three years**" (Hayward, 2020, p. 12-14)

# International Students

# Majority of International Students on English Path Start at Transfer Level



# Throughput Higher on English Path Across All International Student Language Groups



# EL US High School Students

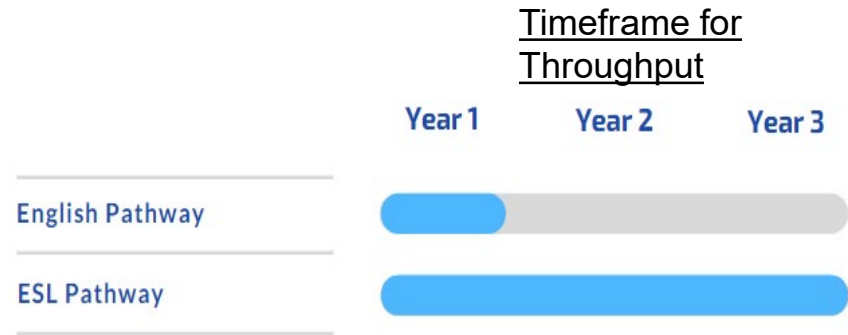


# Research Question

To what extent is initial pathway selection and course placement at community colleges related to EL-USHS students' throughput?

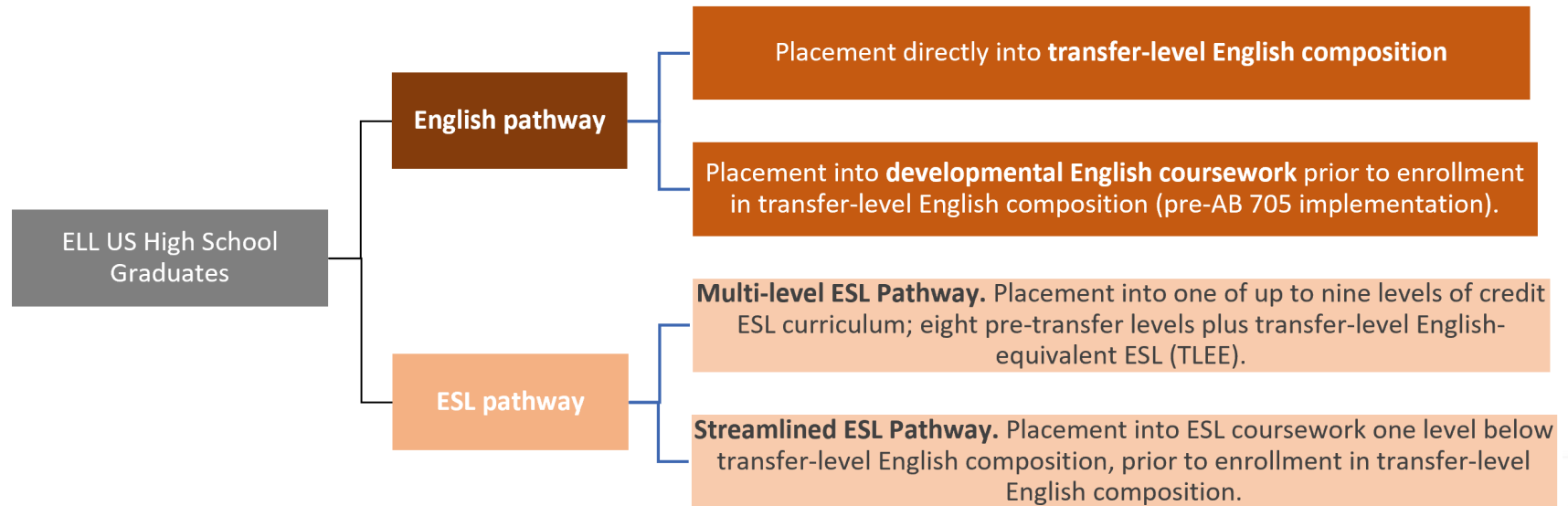
# Methods

- **ERP/Cal-PASS Plus:** Student-Level high school & community college records
- Descriptive and inferential analyses
- **ELD Intensity:** # of years of English Language Development (ELD) instruction
- **Throughput Rate:** the proportion of student cohorts who complete gateway English within 1 academic year (English Pathway) or within 3 academic years (ESL Pathway)

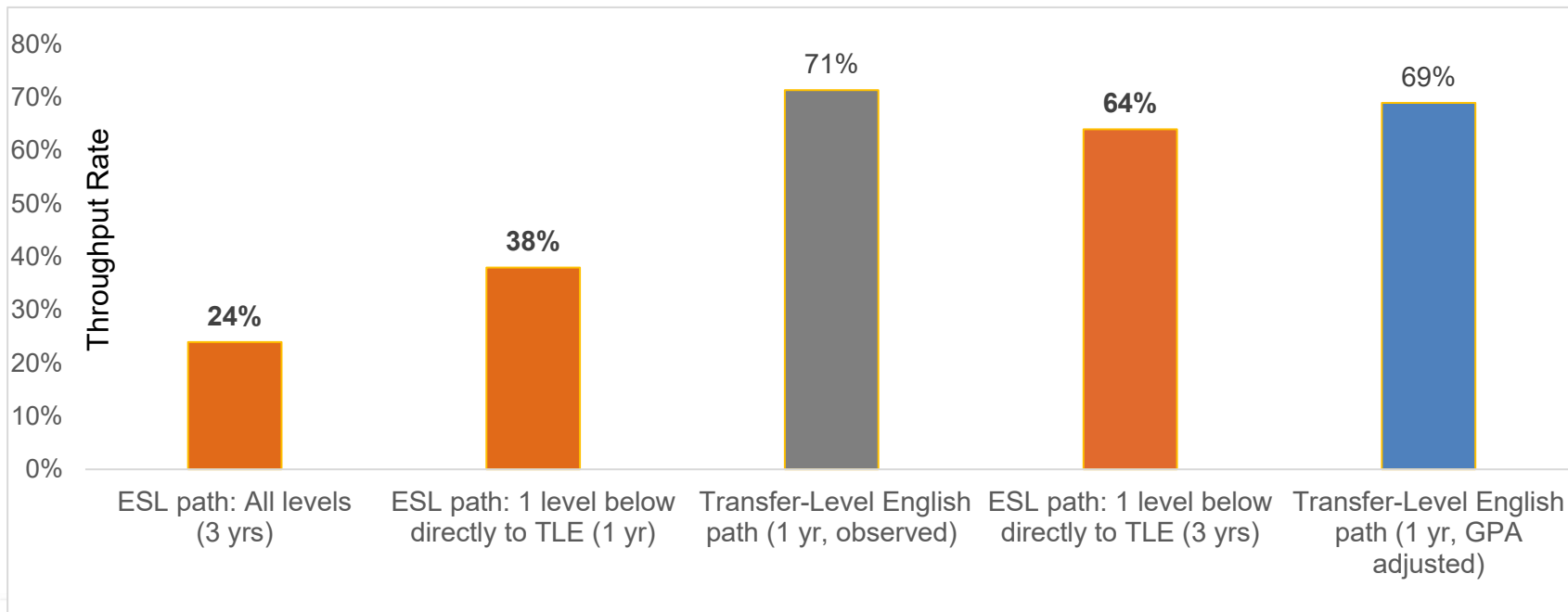


# Four EL-USHS Subgroups Evaluated

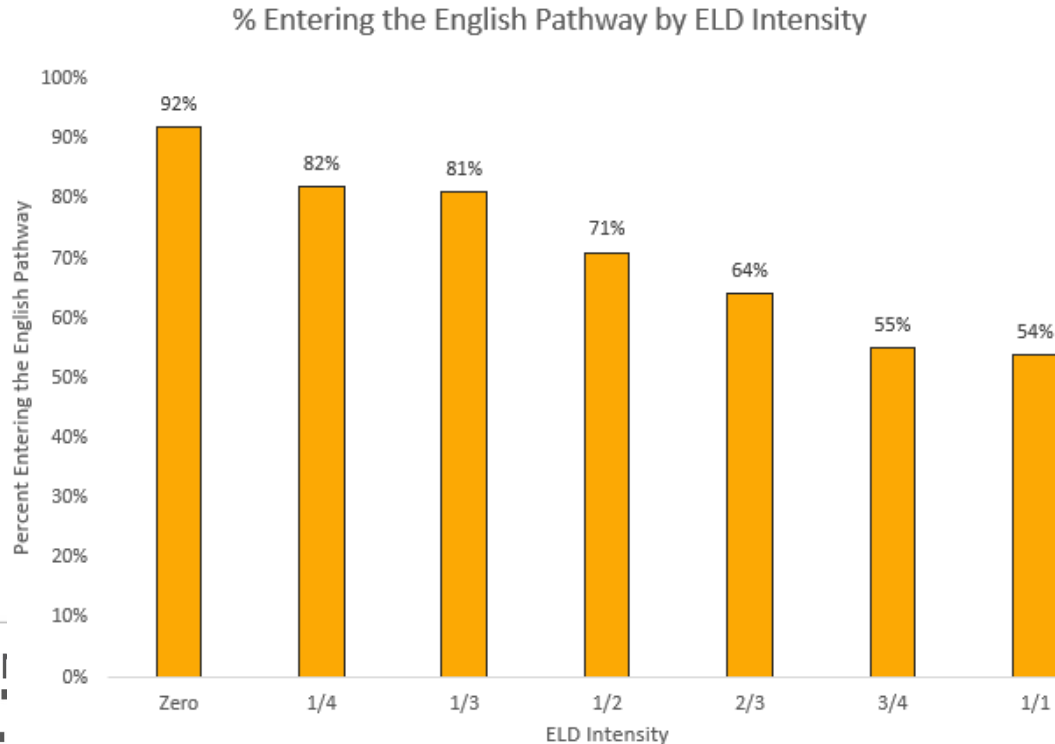
Figure 2. Possible Pathways to Transfer-Level English



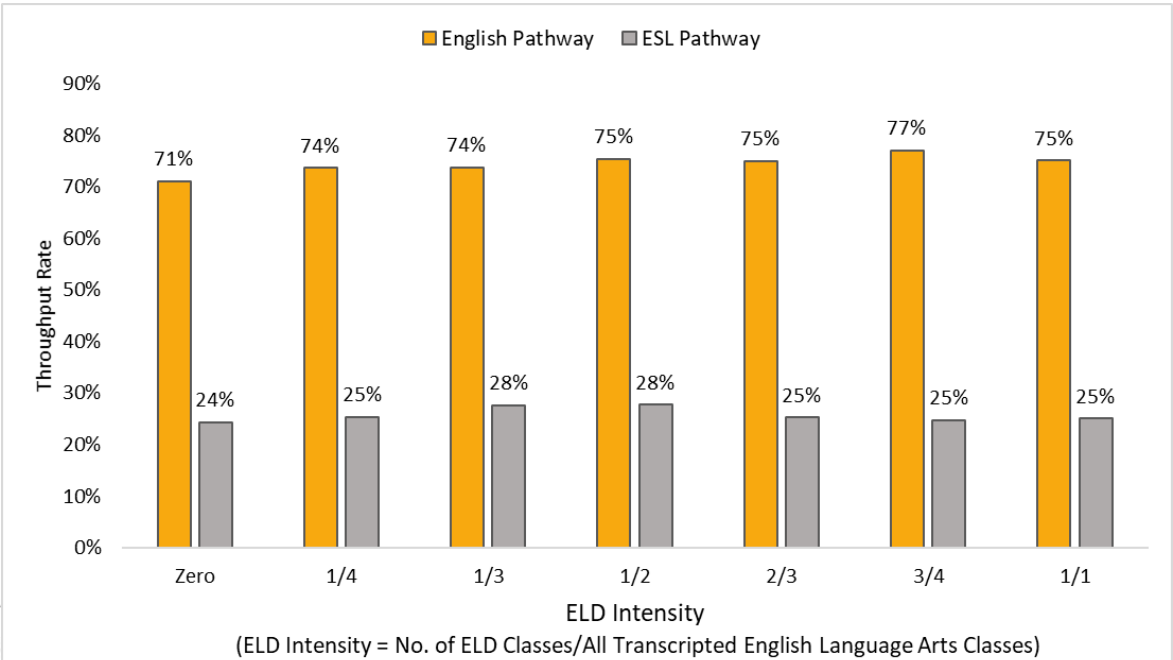
# English Pathway Maximizes Throughput for ELL US High School Graduates



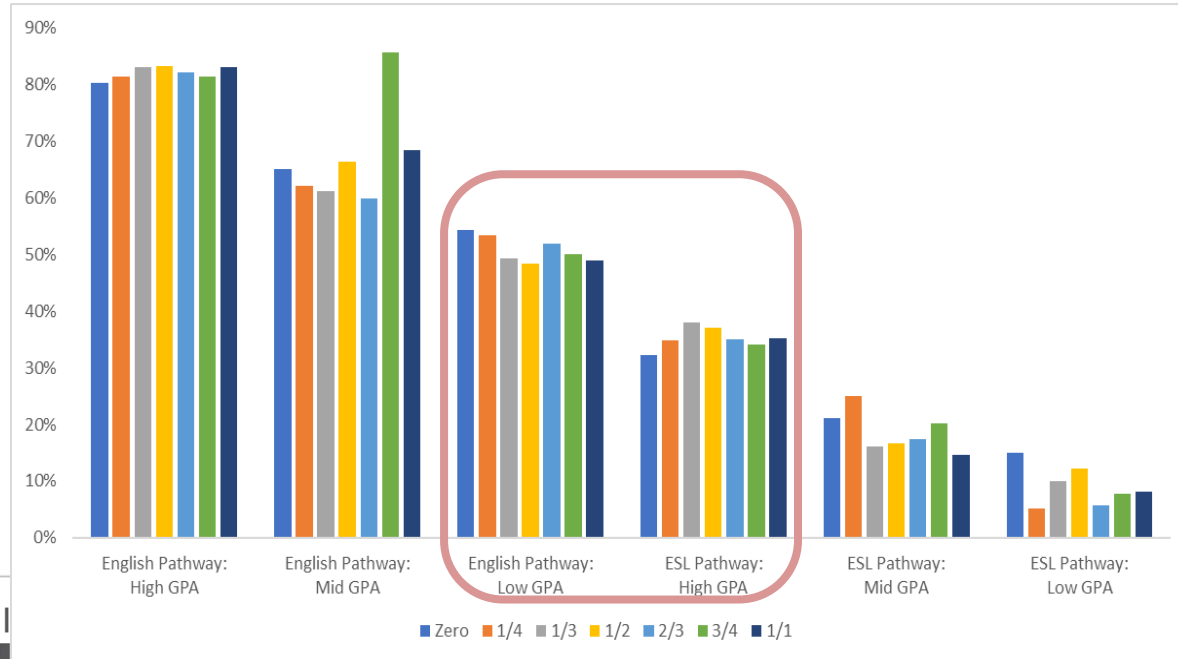
# The greater an EL-USHS' ELD intensity, the less likely they are to begin on the English Pathway



# EL-USHS who began in the **English Pathway** experienced **higher throughput rates** in than in **ESL Pathway**, regardless of ELD intensity



EL-USHS in the **lowest high school GPA** band who began in the **English Pathway** experienced **greater throughput rates** than EL-USHS in the **highest high school GPA** band who began in the **ESL Pathway**, regardless of ELD intensity



# Multivariate Logistic Regression Model of EL-USHS Throughput

- The model explained 35% of the variation in throughput
- Initial pathway (English or ESL) was most strongly related to throughput, *ceteris paribus*
  - **Students beginning on the English pathway were 8.4 times more likely to achieve throughput than those starting on the ESL pathway**
- Proportion of ELD instruction was negatively related to throughput, *ceteris paribus*

	$\beta$	SE $\beta$	Wald's $\chi^2$	df	p	$e^\beta$ (odds ratio)
Constant	-2.727	0.066	1688.998	1	0.000	0.065
Proportion ELD	-0.192	0.039	23.835	1	< 0.001	0.825
English pathway	2.130	0.032	4554.006	1	0.000	8.414
Language: Asian	0.116	0.047	6.089	1	0.014	1.124
Language: Hispanic	-0.441	0.039	127.551	1	< 0.001	0.644
High School GPA	0.728	0.019	1468.648	1	0.000	2.072



# Conclusion

Regardless of EL-USHS students' ELD intensity, high school GPA, and ethnicity, those who were placed in the English Pathway were much more likely to achieve throughput than those who were placed in the ESL Pathway

# Recommendations

- Place English Learners who are high school graduates directly onto the English pathway
- Integrate high school English language development with other classes
- Reliably document English Learners' academic pathways from high school to college in administrative datasets
- Evaluate and compare progress of EL students on both the ESL pathway and the English pathway

# Upcoming Research

- International Students Testing, Placement, and Throughput
- ESL Pathways: Pedagogical Approaches that Support Success
- ESL Throughput and Closing Equity Gaps: What Works?
- Evaluating Implementation of AB 705
- High-Impact Practices
- Closing Equity Gaps in Math and English Completion
- Long-Term Outcomes/Next Course Success
- Math Pathways

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