

Math and English Placement Trends for First-Time Students by Race/Ethnicity

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Transfer English	Transfer Math	Transfer English	Transfer Math	Transfer English	Transfer Math	Transfer English	Transfer Math	Transfer English	Transfer Math	Transfer English	Transfer Math
District Total	39%	14%	37%	14%	41%	17%	41%	16%	81%	51%	84%	58%
African-American	27%	9%	25%	5%	31%	10%	35%	10%	88%	42%	76%	52%
Asian	36%	23%	32%	26%	30%	21%	37%	35%	78%	48%	86%	65%
Filipino	56%	38%	47%	32%			63%	19%	95%	75%	100%	90%
Hispanic	34%	12%	33%	12%	36%	14%	36%	13%	79%	48%	83%	55%
Multi-Ethnicity	62%	11%	51%	20%	51%	20%	52%	25%	85%	64%	90%	61%
Native American	40%	20%			38%	38%	73%	27%	73%	27%	93%	60%
Pacific Islander												
Unknown	1%	1%	9%	4%	19%	12%	32%	16%	76%	47%	83%	51%
White	57%	21%	55%	23%	57%	27%	56%	22%	89%	63%	87%	69%

Source and Definition

Source: COS Research Office (Data Warehouse)

Definition: Unduplicated count of first-time students enrolled at census who placed into transfer-level math/English without support

Note: Blank cells denote the cohort size is too small (less than 10) and not applicable for analysis.

Math Summary

The District average for students placing into transfer-level math without support increased to 58% for Fall 2020 compared to 16% in Fall 2018 (pre-AB705). While most student groups have more students placing into transfer-level math without support, the following groups remain below the District average: African American (52%), Hispanic (55%), and Unknown (51%).

English Summary

The District average for students placing into transfer-level English without support increased to 84% during Fall 2020 compared to 41% in Fall 2018 (pre-AB705). While most student groups have more students placing into transfer-level English without support, the following groups remain below the District average: African American (76%), Hispanic (83%), and Unknown (83%).

Additional analysis related to strategic plan objectives 3.1 and 3.2 can be found on the RPIE website:

<https://www.cos.edu/en-us/administration/research/surveys-and-studies>

<https://www.cos.edu/en-us/Research/Documents/District%20Objectives%203.1%20%26%203.2%20Spring%202021.pdf>