

Placement Data Set

First-Time Student Placement into English Without Support

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
District Total	44%	45%	47%	86%	87%	83%
African-American	28%	31%	40%	88%	74%	74%
Asian	40%	39%	45%	85%	87%	92%
Filipino	47%	63%	71%	95%	100%	88%
Hispanic	40%	41%	43%	85%	86%	81%
Multi-Ethnicity	51%	58%	61%	84%	91%	87%
Native American	56%	38%	80%	73%	93%	
Pacific Islander	0%	100%	0%	40%		50%
White	57%	60%	60%	89%	88%	89%
Unknown	47%	24%	20%	80%	100%	100%

Source: COS Research Office (Data Warehouse)

Definition: Unduplicated first-time students enrolled in at least one credit course at census are included.

Observation:

The District average for students placing into transfer-level English without support increased to 83% in Fall 2021 compared to 47% in Fall 2018. The District altered its placement model in Fall 2019 to allow more students to place into ENGL 001 based on the student's self-reported high school coursework.

Placement Data Set

First-Time Student Placement into Quantitative Reasoning Without Support

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
District Total	21%	23%	21%	55%	59%	100%
African-American	5%	10%	16%	44%	50%	100%
Asian	31%	29%	41%	61%	68%	100%
Filipino	37%	38%	29%	75%	90%	100%
Hispanic	19%	20%	19%	53%	56%	100%
Multi-Ethnicity	24%	28%	31%	61%	67%	100%
Native American	11%	38%	30%	27%	57%	100%
Pacific Islander	0%	0%	33%	40%		100%
White	27%	31%	26%	64%	70%	100%
Unknown	26%	14%	13%	50%	71%	100%

Source: COS Research Office (Data Warehouse)

Definition: Unduplicated first-time students enrolled in at least one credit course at census are included.

Quantitative Reasoning: All transfer-level math courses as well as BUS 020, BUS 119, and SSCI 025.

Observation:

The District average for students placing into transfer-level quantitative reasoning courses without support increased to 59% for Fall 2020, compared to 21% in Fall 2018. In addition, the District began offering a transfer-level mathematics course in Spring 2021, which all students are eligible to enroll in without support.

Placement Data Set

First-Time Student Placement into ESL Without Support

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
District Total	0%	0%	0%	100%	100%	100%
African-American	0%	0%	0%	100%	100%	100%
Asian	0%	0%	0%	100%	100%	100%
Filipino	0%	0%	0%	100%	100%	100%
Hispanic	0%	0%	0%	100%	100%	100%
Multi-Ethnicity	0%	0%	0%	100%	100%	100%
Native American	0%	0%	0%	100%	100%	100%
Pacific Islander	0%	0%	0%	100%		100%
White	0%	0%	0%	100%	100%	100%
Unknown	0%	0%	0%	100%	100%	100%

Source: COS Research Office (Data Warehouse)

Definition: Unduplicated first-time students enrolled in at least one credit course at census are included.

Observation:

The District began offering a transfer-level ESL course in Fall 2019, which all students are eligible to enroll in without support.