

# Placement Data Set

## First-Time Student Placement into English Without Support

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
District Total	45%	47%	86%	87%	84%	77%
African-American	31%	40%	88%	76%	77%	61%
Asian	39%	45%	85%	87%	92%	90%
Filipino	63%	71%	95%	100%	88%	72%
Hispanic	41%	43%	85%	87%	82%	76%
Multi-Ethnicity	58%	62%	88%	91%	87%	88%
Native American	38%	78%	73%	93%		57%
Pacific Islander	100%	0%	40%		50%	50%
White	60%	61%	89%	88%	89%	83%
Unknown	24%	20%	81%	100%	100%	75%

**Source:** COS Research Office (Data Warehouse)

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

**AB1805:** This table contributes to the requirements of AB1805, which requires community colleges to inform students of placement policies and report the percentage of students placing into college-level courses.

**Note:** Blank cells indicate that no first-time students were enrolled for the respective group/semester.

**Observation:**

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, which resulted in an increase in placement rates for transfer-level English without support. However, since Fall 2019 placement rates for transfer-level English without support have decreased nine percentage points from 86% in Fall 2019 to 77% in Fall 2022.

# Placement Data Set

## First-Time Student Placement into Quantitative Reasoning Without Support

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
District Total	23%	21%	55%	59%	100%	100%
African-American	10%	16%	43%	50%	100%	100%
Asian	29%	41%	61%	68%	100%	100%
Filipino	38%	29%	75%	90%	100%	100%
Hispanic	20%	19%	53%	56%	100%	100%
Multi-Ethnicity	28%	32%	62%	66%	100%	100%
Native American	38%	22%	27%	57%	100%	100%
Pacific Islander	0%	33%	40%		100%	100%
White	31%	26%	64%	71%	100%	100%
Unknown	14%	13%	49%	83%	100%	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.

**AB1805:** This table contributes to the requirements of AB1805, which requires community colleges to inform students of placement policies and report the percentage of students placing into college-level courses.

**Note:** Blank cells indicate that no first-time students were enrolled for the respective group/semester.

**Observation:**

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 2019	Fall 2020	Fall 2021	Fall 2022
District Total	100%	100%	100%	100%
African-American	100%	100%	100%	100%
Asian	100%	100%	100%	100%
Filipino	100%	100%	100%	100%
Hispanic	100%	100%	100%	100%
Multi-Ethnicity	100%	100%	100%	100%
Native American	100%	100%	100%	100%
Pacific Islander	100%		100%	100%
White	100%	100%	100%	100%
Unknown	100%	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.

**AB1805:** This table contributes to the requirements of AB1805, which requires community colleges to inform students of placement policies and report the percentage of students placing into college-level courses.

**Note:** Blank cells indicate that no first-time students were enrolled for the respective group/semester.

**Observation:**

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