

# Placement Data Set - Support Not Required

College Reading and Composition	Quantitative Reasoning	English as a Second Language
Fall 2023	Fall 2023	Fall 2023
73%	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.

## College Reading and Composition Placement by Race/Ethnicity

	Fall 2021	Fall 2022	Fall 2023
District Total	84%	78%	73%
African-American	77%	60%	62%
Asian	92%	90%	72%
Filipino	88%	72%	92%
Hispanic	83%	77%	71%
Multi-Ethnicity	87%	88%	80%
Native American		57%	91%
Pacific Islander	50%	50%	100%
White	89%	84%	83%
Unknown	100%	75%	68%

### Observation:

**College Reading and Composition** - The District modified its placement model in Fall 2019 to permit more students to place into ENGL 001 based on the student's self-reported high school coursework. This change resulted in an increase in the placement rates for transfer-level English without support. However, since Fall 2019, the placement rates for transfer-level English without support have decreased nine percentage points, dropping from 84% in Fall 2021 to 73% in Fall 2023.

**Quantitative Reasoning** - The District began offering a transfer-level mathematics course in Spring 2021, in which all students are eligible to enroll without support.

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