

# De Anza College Office of Institutional Research and Planning

**To:** EWRT, READ, MATH, and ESL Departments

**From:** Ola Sabawi, Research Analyst

**Date:** 4/3/2018

**Subject:** Placement and Transfer Course Completion Rates

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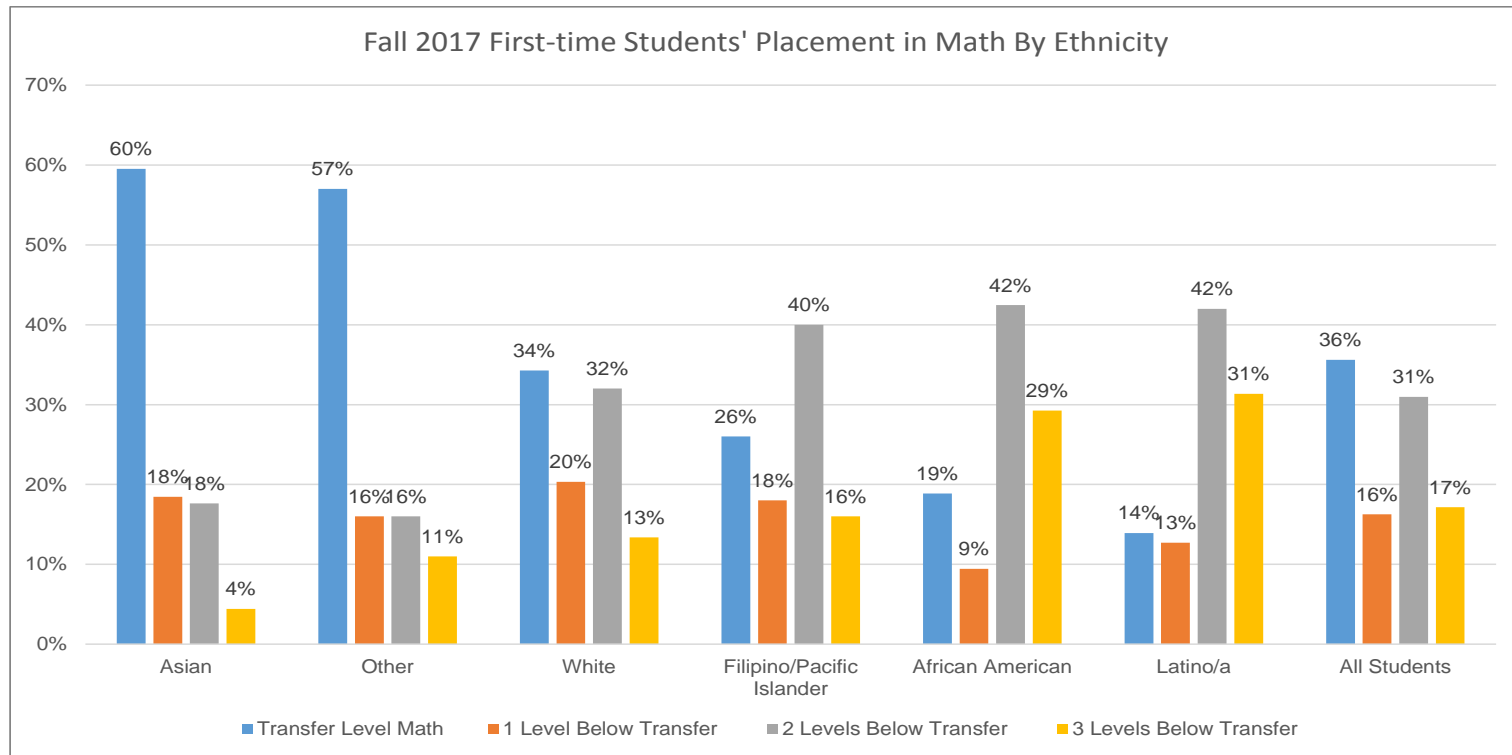
This report provides placement level information for first-time students who were enrolled during fall 2017 and took a placement test in English, Math, Reading or ESL. A comparison is provided between student ethnicity and the placement level of the fall 2017 first-time student cohort. For first-time students in fall 2015, the two year rate of transfer-level course completion in math and English were compared with students' initial placement levels. Successful completion of a transfer-level course includes A, B, C, and P grades while uncompleted courses include D, F, I, NP, and W grades.

## Placement Level by Ethnicity – Fall 2017

### Math Placement

- **Transfer-level math (placement in Math 10, 11, 41, 44, 46, or above):**  
Asian students made up the largest group of students placing directly into transfer-level math (60%; 581), followed by White students (34%; 123). Latino/a students placed into this level at the lowest rate (14%; 127). 36% (930) of all first-time students placed into this level.
- **One-level below transfer (placement in Math 114):**  
White students placed into degree-applicable math at the highest rate (20%; 73), followed by Filipino students (19%; 36), and Asian students (18%; 180). African American students placed into this level at the lowest rate (9%; 10). Over all, this was the least obtained placement level with a total rate of 16% (425).
- **Two-levels below transfer (placement in Math 212, 217):**  
Minority sub-groups placed into two-levels below at the highest rate, including the majority of first-time African American students (42%; 45), Latino/a students (42%; 383), and Filipino students (39%; 73).
- **Three-levels below transfer (placement in Math 210):**  
Latino/a students placed into three-levels below at the highest rate (31%; 286), followed by African American students (29%; 31), and Pacific Islander students (29%; 10). Asian students (4%; 43) and White students (13%; 48) placed into this level with the lowest rates.

First-time Students Fall 17	Eligible for Transfer Level Math		1 Level Below Transfer		2 Levels Below Transfer		3 Levels Below Transfer		Total	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
African American	20	19%	10	9%	45	42%	31	29%	106	100%
Asian	581	60%	180	18%	172	18%	43	4%	976	100%
Filipino	53	28%	36	19%	73	39%	26	14%	188	100%
Latino/a	127	14%	116	13%	383	42%	286	31%	912	100%
Native American	0	0%	1	13%	4	50%	3	38%	8	100%
Pacific Islander	5	15%	4	12%	15	44%	10	29%	34	100%
White	123	34%	73	20%	115	32%	48	13%	359	100%
Decline to State	21	72%	5	17%	2	7%	1	3%	29	100%
<b>All Students</b>	<b>930</b>	<b>36%</b>	<b>425</b>	<b>16%</b>	<b>809</b>	<b>31%</b>	<b>448</b>	<b>17%</b>	<b>2,612</b>	<b>100%</b>



\*Other includes Native American Students and Decline to State

## English Placement

- **Transfer-level English (placement in EWRT 1A):**

White students placed into transfer-level English at the highest rate (64%; 238), followed by Filipino students (53%; 100). Latino/a students placed into this level at the lowest rate (38%; 346). This was the placement most obtained by all students with a rate of 46% (1,218).
- **One level below transfer-level English (placement in EWRT 211, READ 211):**
  - *EWRT 211 placement:*

The majority of first-time Latino/a students (50%; 457) placed into EWRT 211, followed by 41% (14) of Pacific Islander students, and 40% (75) of Filipino students. Asian students placed into this level at the lowest rate (19%; 191). This was the second most obtained placement with an overall rate of 33% (866).
  - *READ 211 placement:*

The majority of first-time Latino/a students (44%; 405) placed into READ 211, followed by 37% (69) of Filipino students, and 35% (12) of Pacific Islander students. Asian students (21%; 203) and White students (21%; 80) placed into this level with the lowest rates.
- **Two levels below transfer-level English (placement in EWRT 200, READ 200):**
  - *EWRT 200 placement:*

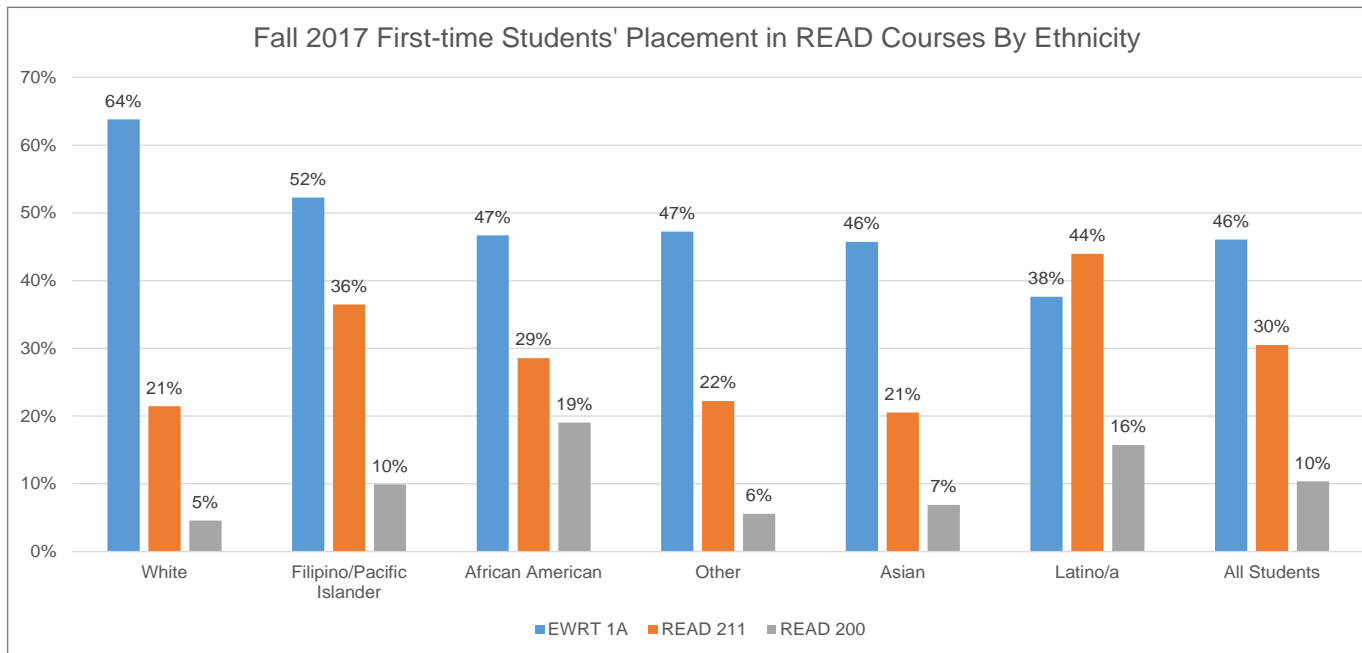
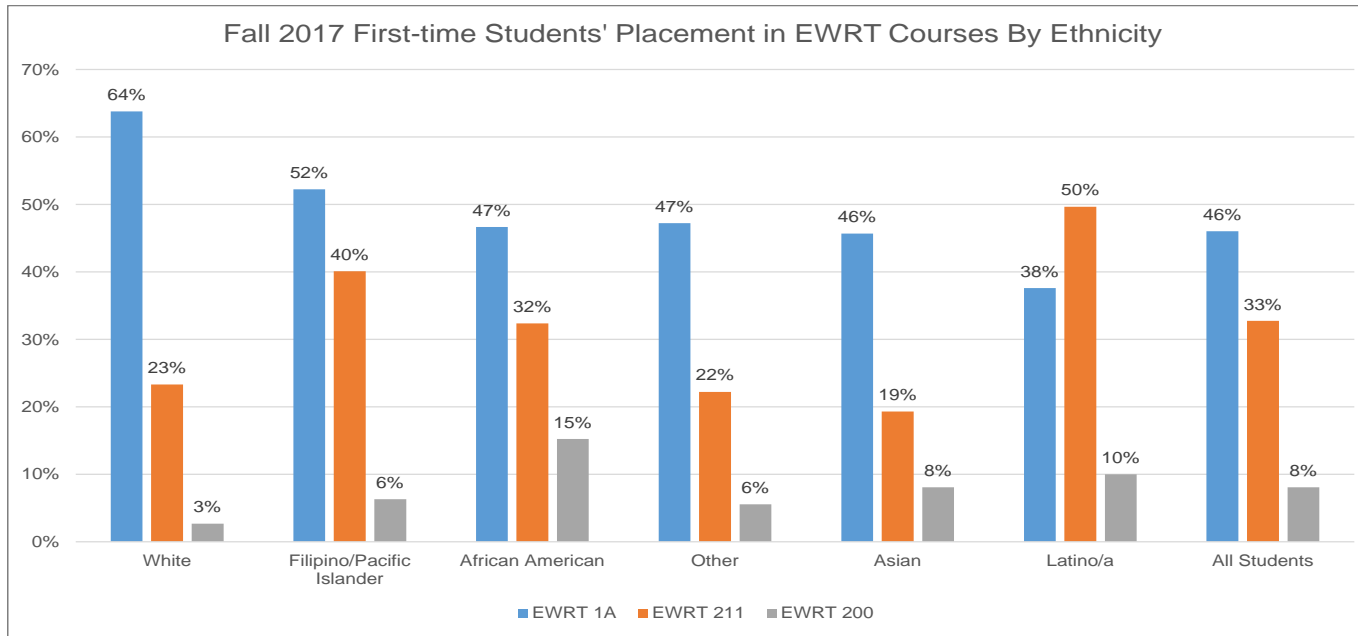
African American students obtained this placement with the highest rate (15%; 16), followed by Latino/a students (10%; 92). White students placed into this level with the lowest rate (3%; 10).
  - *READ 200 placement:*

African American students obtained this placement with the highest rate (19%; 20), followed by Latino/a students (16%; 145). White students placed into this level with the lowest rate (5%; 17).

First-time Students Fall 17	Eligible for Transfer Level (EWRT 1A)		1 Level Below Transfer Level (EWRT211)		2 Levels Below Transfer Level (EWRT 200)		Total*	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent
African American	49	47%	34	32%	16	15%	105	100%
Asian	452	46%	191	19%	80	8%	989	100%
Filipino	100	53%	75	40%	10	5%	188	100%
Latino/a	346	38%	457	50%	92	10%	920	100%
Native American	5	63%	2	25%	1	13%	8	100%
Pacific Islander	16	47%	14	41%	4	12%	34	100%
White	238	64%	87	23%	10	3%	373	100%
Decline to State	12	43%	6	21%	1	4%	28	100%
<b>All Students</b>	<b>1218</b>	<b>46%</b>	<b>866</b>	<b>33%</b>	<b>214</b>	<b>8%</b>	<b>2645</b>	<b>100%</b>

First-time Students Fall 17	Eligible for Transfer Level (EWRT 1A)		1 Level Below Transfer Level (READ 211)		2 Levels Below Transfer Level (READ 200)		Total*	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent
African American	49	47%	30	29%	20	19%	105	100%
Asian	452	46%	203	21%	68	7%	989	100%
Filipino	100	53%	69	37%	16	9%	188	100%
Latino/a	346	38%	405	44%	145	16%	921	100%
Native American	5	63%	2	25%	1	13%	8	100%
Pacific Islander	16	47%	12	35%	6	18%	34	100%
White	238	64%	80	21%	17	5%	373	100%
Decline to State	12	43%	6	21%	1	4%	28	100%
<b>All Students</b>	<b>1218</b>	<b>46%</b>	<b>807</b>	<b>30%</b>	<b>274</b>	<b>10%</b>	<b>2646</b>	<b>100%</b>

\*Total includes first-time students who placed three or more levels below transfer-level or placed into ESL curriculum



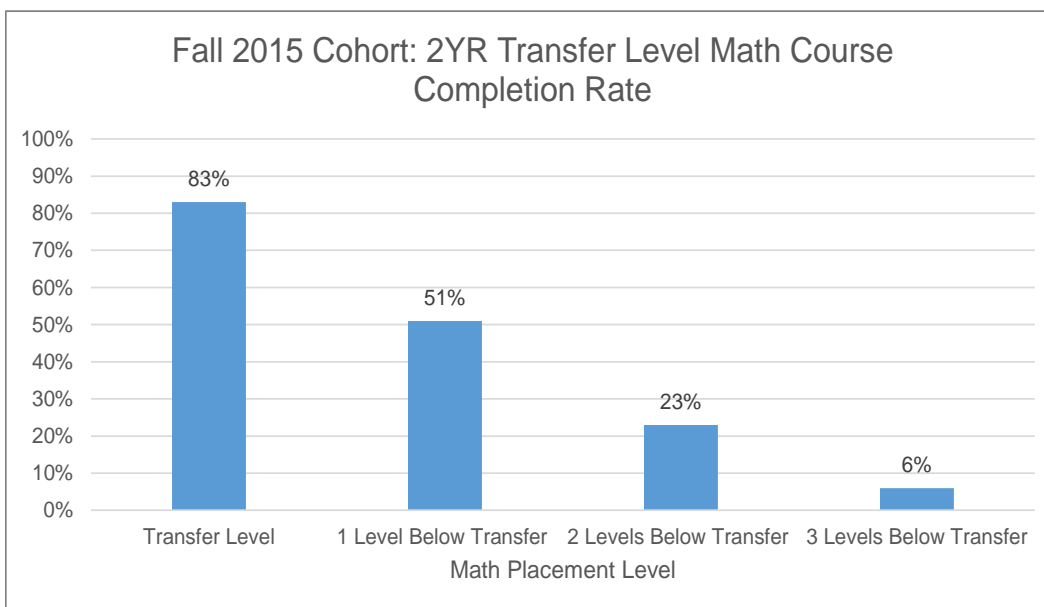
## Fall 2015 Cohort: Two-Year Transfer-Level Course Completion Rate – All First-Time Students

This section provides information on the placement level of first-time students who were enrolled during fall 2015 and their completion of transfer-level English and math courses within two academic years (between fall 2015 and spring 2017).

### Transfer-Level Math Completion (Fall 2015 – Spring 2017)

- 83% (678) of students who obtained a transfer-level math placement completed a transfer-level math course in two years.
- 51% (288) of students who placed one-level below transfer completed a transfer-level course.
- 23% (263) of students who placed two-levels below transfer completed a transfer-level course.
- 6% (33) of students who placed three-levels below transfer completed a transfer-level course during that time period.

Students' Initial Math Placement Fall 2015 First-time Student Cohort	Students in Initial Cohort #	How Many Complete Transfer Level Math in 2 Years?	
		#	%
Transfer Level	813	678	83%
One Level Below Transfer	569	288	51%
Two Levels Below Transfer	1,134	263	23%
Three or More Levels Below Transfer	551	33	6%

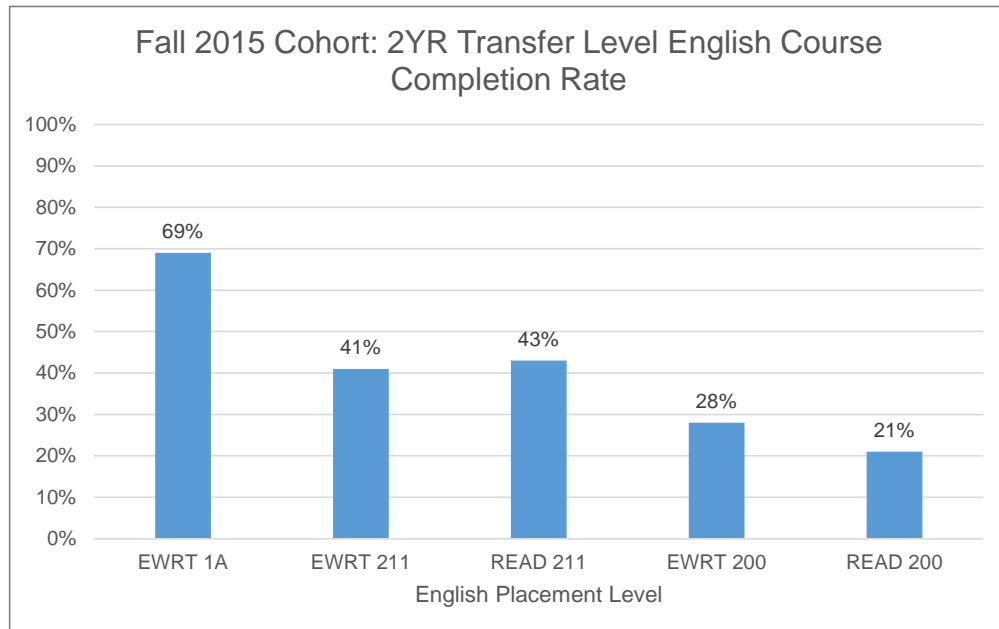


## Transfer-Level English Completion

### EWRT/READ Placement: completion of EWRT 1A between fall 2015 and spring 2017

- 69% (836) of students who obtained a transfer-level English placement completed a transfer-level English course in two academic years.
- 41% (470) of students who placed into EWRT 211 and 43% (515) of students who placed into READ 211 completed a transfer-level English course.
- 28% (119) of students who placed into EWRT 200 and 21% (74) of students who placed into READ 200 completed a transfer-level English course.

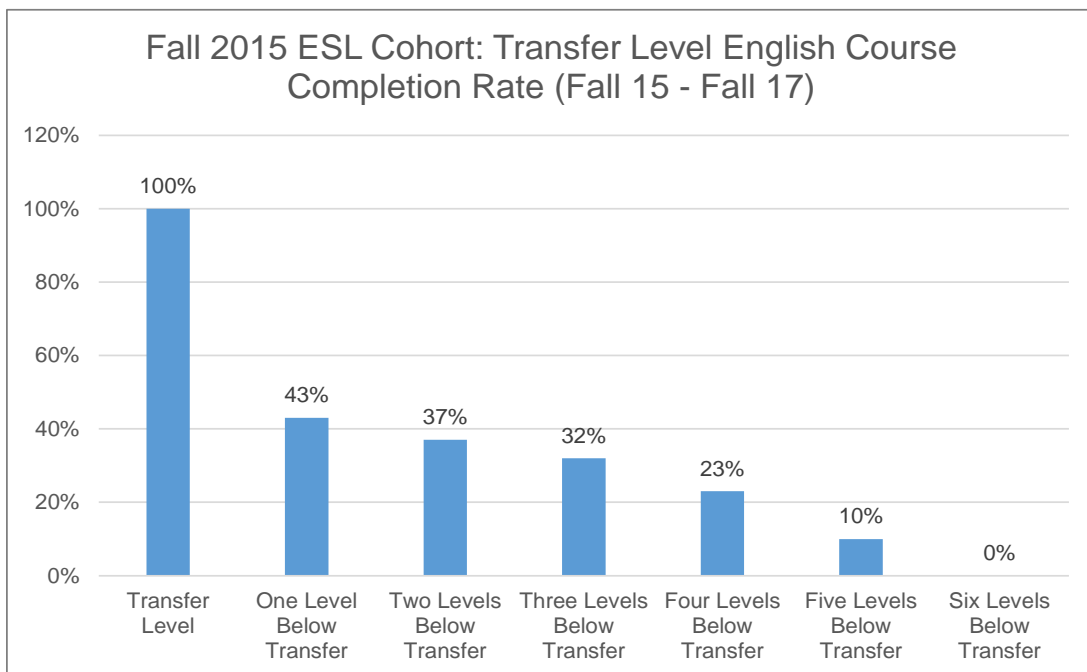
Students' Initial English Placement Fall 2015 First-time Student Cohort	Students in Initial Cohort #	How Many Complete Transfer Level English Composition in 2 Years?	
		#	%
Transfer Level Composition (EWRT 1A)	1,206	836	69%
One Level Below Transfer (EWRT 211)	1,138	470	41%
One Level Below Transfer (READ 211)	1,213	515	43%
Two Levels Below Transfer (EWRT 200)	429	119	28%
Two Levels Below Transfer (READ 200)	353	74	21%



**ESL Curriculum Placement: completion of ESL 5 or EWRT 1A between fall 2015 and fall 2017**

- 43% (27) of students who placed one-level below transfer completed a transfer-level ESL/English course during that time period.
- 37% (29) of students who placed two-levels below transfer completed a transfer-level ESL/English course.
- 32% (24) of students who placed three-levels below transfer completed a transfer-level ESL/English course.
- 23% (23) of students who placed four-levels below transfer completed a transfer-level ESL/English course.
- 10% (7) of students who placed five-levels below transfer completed a transfer-level ESL/English course.
- None of the students who placed six-levels below transfer completed a transfer-level ESL/English course.

Students' Initial ESL Placement Fall 2015 First-time Student Cohort	Students in Initial Cohort #	How Many Complete Transfer Level English Composition (Fall 15-Fall17)?	
		#	%
Transfer Level Composition (ESL 5)	2	2	100%
One Level Below Transfer	63	27	43%
Two Levels Below Transfer	78	29	37%
Three Levels Below Transfer	76	24	32%
Four Levels Below Transfer	98	23	23%
Five Levels Below Transfer	71	7	10%
Six Levels Below Transfer	19	0	0%





## Fall 2015 Cohort: Two-Year Transfer-Level Course Completion Rate

This section provides a comparison in transfer-level course completion rates between students who enrolled in LART courses and those who enrolled in EWRT and READ courses. This cohort includes first-time students who placed into basic-skills English courses and began their English sequence during their first-term of enrollment (fall 2015).

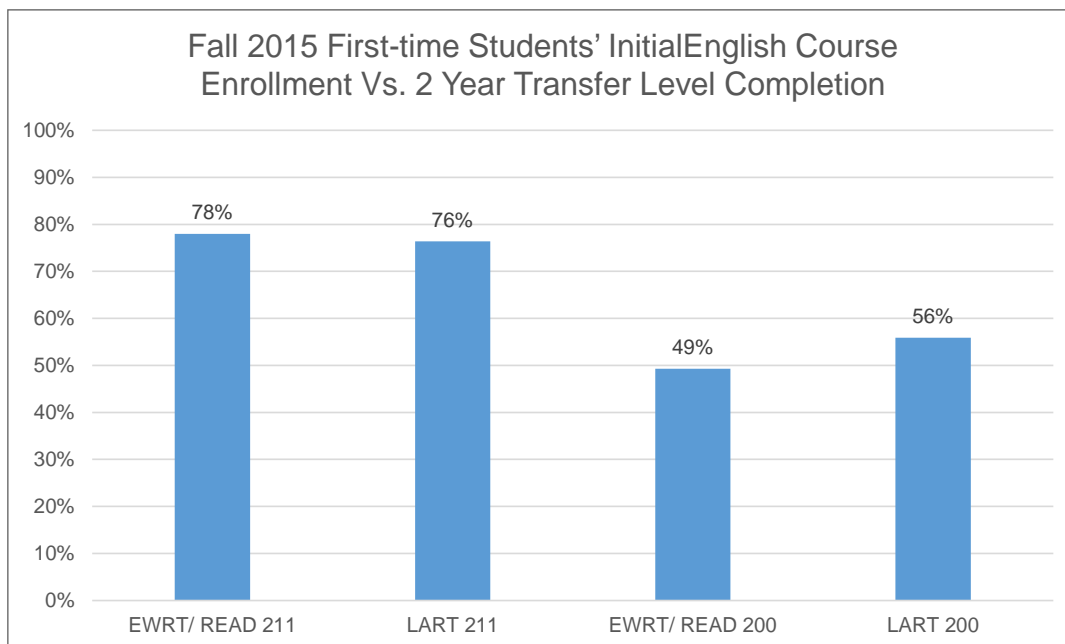
### One-Level Below Transfer:

- 78% (152) of students who enrolled in both EWRT 211 and READ 211 during their first term of attendance completed a transfer-level English course in two academic years.
- 76% (84) of students who enrolled in LART 211 completed a transfer-level English course in two academic years.

### Two-Level Below Transfer:

- 49% (34) of students who enrolled in both EWRT 200 and READ 200 during their first term of attendance have completed a transfer-level English course.
- 56% (19) of students who enrolled in LART 200 completed a transfer-level English course in two academic years.

Fall 2015 First-time Students' Initial English Course Enrollment In Fall 2015	Students in Initial Cohort #	How Many Complete Transfer Level English Composition in 2 Years?	
		#	%
EWRT/ READ 211	195	152	78%
LART 211	110	84	76%
EWRT/ READ 200	69	34	49%
LART 200	34	19	56%



## Disproportionate Impact by Ethnicity – Placement into Transfer Level

Comparison between ethnic sub-groups for placement in transfer-level courses is based on the 80% ratio for disproportionate impact indicated by California Community Colleges Chancellor’s Office (CCCCO)<sup>1</sup>. Evidence of disproportional impact was calculated with the highest performing sub-group as the reference group (index A), the largest sub-group as the reference group (index B), and with the overall proportion as the reference group (index C). A ratio less than 0.8 indicates evidence of disproportional impact.

### Transfer Level Math Placement- Fall 2017 Cohort

- Evidence for disproportional impact was found among African American students (0.32), Filipino students (0.47), Latino/a students (0.23), and White students (0.58) when compared with Asian students who were the highest performing and largest sub-group (indexes A and B).
- Disproportional impact was found among African American students (0.53), Filipino students (0.79), and Latino/a students (0.39) when compared with the overall proportion of all students (index C)

Race/Ethnicity	Fall 17 Cohort		Outcome		Proportion	80 Percent Indexes		
	First-time Students' Math Placement		Placement in Transfer Level Math			A	B	C
	Students	Percent	Students	Percent				
African American	106	4.1%	20	2%	19%	0.32	0.32	0.53
Asian	976	37.4%	581	62%	60%	<b>1.00</b>	<b>1.00</b>	1.67
Filipino	188	7.2%	53	6%	28%	0.47	0.47	0.79
Latino/a	912	34.9%	127	14%	14%	0.23	0.23	0.39
*Native American	8	0.3%	0	0%	N/A	-	-	-
*Pacific Islander	34	1.3%	5	1%	N/A	-	-	-
White	359	13.7%	123	13%	34%	0.58	0.58	0.96
*Decline to State	29	1.1%	21	2%	N/A	-	-	-
Total	2,612	100.0%	930	100%	36%	-	-	<b>1.00</b>

\*Disproportional impact cannot be accurately calculated with x<60 students

Less than 0.8 indicates evidence of disproportionate impact

**80% Index calculation = subgroup proportion ÷ reference group proportion**

**A** = 80% index with highest performing subgroup as the reference group (Asian)

**B** = 80% index with largest subgroup as the reference group (Asian)

**C** = 80% index with overall proportion as the reference group

<sup>1</sup> Disproportionate Impact Handout

<http://extranet.cccco.edu/Portals/1/SSSP/Matriculation/Assessment/DisproportionateImpact.pdf>

## Transfer Level English Placement- Fall 2017 Cohort

- Evidence for disproportional impact was found among African American students (0.73), Asian students (0.72), and Latino/a students (0.59) when compared with White students who were the highest performing sub-group.
- No evidence for disproportional impact was found when compared with the largest subgroup (Asian students) or the overall proportion of all students.

Race/Ethnicity	Fall 17 Cohort		Outcome		Proportion	80 Percent Indexes		
	All First-time Students' English Placement		Placement in Transfer Level English			A	B	C
	Students	Percent	Students	Percent				
African American	105	4%	49	4%	47%	0.73	1.02	1.01
Asian	989	37%	452	37%	46%	0.72	<b>1.00</b>	0.99
Filipino	188	7%	100	8%	53%	0.83	1.16	1.16
Latino/a	921	35%	346	28%	38%	0.59	0.82	0.82
*Native American	8	0%	5	0%	N/A	-	-	-
*Pacific Islander	34	1%	16	1%	N/A	-	-	-
White	373	14%	238	20%	64%	<b>1.00</b>	1.40	1.39
*Decline to State	28	1%	12	1%	N/A	-	-	-
Total	2,646	100%	1,218	100%	46%	-	-	<b>1.00</b>

\*Disproportional impact cannot be accurately calculated with x<60 students

Less than 0.8 indicates evidence of disproportionate impact

**80% Index calculation = subgroup proportion ÷ reference group proportion**

**A** = 80% index with highest performing subgroup as the reference group (White)

**B** = 80% index with largest subgroup as the reference group (Asian)

**C** = 80% index with overall proportion as the reference group