## Disproportionate Impact Study of MATH Placement Test

This disproportionate impact study was conducted in accordance with Title 5 and Matriculation regulations to monitor whether the use of the MATH placement test unfairly places any particular group by ethnicity, gender, age, or disability of the tested population into lower level math remedial courses. To assess the extent of disproportionate impact, the recommended $80 \%$ guideline established by the EEOC's Uniform Guidelines for Selection Procedures was adopted. The following sections present the demographic description of Mt. San Antonio College MATH tested students, the placement by MATH, the assessment of disproportionate impact, and the success rates of students in placed courses.

It has been recommended to collect data on the Disproportionate Impact of a placement test within the most recent three year period prior the submission of requesting renewal approval. A total of 21,247 students who took the MATH placement test between 09/10/2003 (date of main cut scores change) to 08/28/2006 (before Fall semester 2006) and their initial test scores and placements were used for this Disproportionate Impact study. The ethnic background of these tested students is compared with that of the general credit enrollment of Fall 2006. The table below shows some differences in the percentage breakdown on several ethnic groups between these two populations. Comparing to the general enrollment percentages, higher percentage of Latino and African American students and lower percentage of Asian and White students had chosen to take the MATH placement test during our study period.

| Comparison of MATH Testers and <br> General Enrollment by Ethnicity | MTSAC MATH Tested <br> $\mathbf{( 9 / 1 0 / 2 0 0 3 - ~ 8 / 2 8 / 2 0 0 6 ) ~}$ |  | MTSAC Fall 2006 <br> Credit Enrollment |  |
| :--- | ---: | ---: | ---: | ---: |
| Ethnicity | Count | Percent | Count | Percent |
| African American/Non-Hispanic | 1,811 | $\mathbf{8 . 5 2 \%}$ | 1,420 | $5.8 \%$ |
| American Indian/Alaskan Native | 99 | $0.47 \%$ | 110 | $0.4 \%$ |
| Asian | 1,822 | $\mathbf{8 . 5 8 \%}$ | 4,740 | $19.2 \%$ |
| Declined to State | 416 | $1.96 \%$ | 203 | $0.8 \%$ |
| Filipino | 954 | $4.49 \%$ | 1,420 | $5.8 \%$ |
| Latino | 1,1776 | $\mathbf{5 5 . 4 2 \%}$ | 10,949 | $44.5 \%$ |
| Other Non-White | 579 | $2.73 \%$ | 680 | $2.8 \%$ |
| Pacific Islander | 141 | $0.66 \%$ | 179 | $0.7 \%$ |
| Unknown | 76 | $0.36 \%$ | 134 | $0.5 \%$ |
| White | 3573 | $\mathbf{1 6 . 8 2 \%}$ | 4,790 | $19.5 \%$ |
| Grand Total | 2,1247 | $100.00 \%$ | 24,625 | $100.0 \%$ |

Majority of students who took the MATH Placement Test were placed into either LERN49 or MATH50.

| Course <br> Eligibility | Test Cut Scores | Course Title | Student <br> Count | Percent |
| :--- | :--- | :--- | ---: | ---: |
| LERN48 | $<=8.00$ | Basic Math Skills Review | 2,429 | $11.43 \%$ |
| LERN49 | $9.00-17.00$ | MATH Skills Review | 10,337 | $48.65 \%$ |
| MATH50 | $18.00-26.00$ | Pre-Algebra | 6,424 | $30.23 \%$ |
| MATH51 | $27.00-35.00$ | Elementary Algebra | 2,057 | $9.68 \%$ |
|  |  | Total | 21,247 | $100.00 \%$ |

Beginning October 10, 2004, students who scored at the border line for the lower three placement courses have the option to move up one placement if they can provide additional information for multiple measures. For example, students who scored at 16 or 17 in the LERN49 placement and students who scored at 25 or 26 in the MATH50 placement are eligible to place into the next higher course given additional information is provided.

Test Score Distribution

## MATH Test Scores (9/10/2003 to 8/28/2006) Distribution



Test Score

MATH Test Mean Scores by Ethnicity, Age Group, Gender, and Disability MATH Test is the lowest available test that covers general pre-Algebra materials in high school. The following tables compare the MATH tested students' Mean test scores by ethnicity, age group, gender and disability. As evidenced from the tables, there is more variation in mean scores within ethnicity and disability than within age groups and gender. For example, White students have the highest mean test score, followed by Native Americans. African American, Asian, Pacific Islander, and Latino groups all have lower than average mean scores. Similarly, students with no disability have a much higher mean test score than students who have a disability.

## Test Mean Scores and Standard Deviation

| MATH Test Score by <br> Ethnicity | Count | Percent | Mean | Standard <br> Deviation |
| :--- | ---: | ---: | ---: | ---: |
| African American/Non- <br> Hispanic | 1,811 | $8.52 \%$ | 14.06 | 6.22 |
| American Indian/Alaskan <br> Native | 99 | $0.47 \%$ | 15.40 | 6.94 |
| Asian | 1,822 | $8.58 \%$ | 21.29 | 7.60 |
| Declined to State | 416 | $1.96 \%$ | 16.45 | 7.09 |
| Filipino | 954 | $4.49 \%$ | 18.74 | 6.91 |
| Hispanic | 11,776 | $55.42 \%$ | 15.38 | 6.34 |
| Other Non-White | 579 | $2.73 \%$ | 16.60 | 6.94 |
| Pacific Islander | 141 | $0.66 \%$ | 15.95 | 6.70 |
| Unknown | 76 | $0.36 \%$ | 15.83 | 7.28 |
| White | 3,573 | $16.82 \%$ | 18.04 | 6.79 |
| Grand Total | 21,247 | $100.00 \%$ | 16.43 | 6.87 |


| MATH Test Score by <br> Gender | Count | Percent | Mean | Standard <br> Deviation |
| :--- | ---: | ---: | ---: | ---: |
| Female | 11,217 | $52.79 \%$ | 15.63 | 6.77 |
| Male | 10,005 | $47.09 \%$ | 17.33 | 6.88 |
| Unknown | 25 | $0.12 \%$ | 16.84 | 8.85 |
| Grand Total | 21,247 | $100.00 \%$ | 16.43 | 6.87 |


| MATH Test Score by <br> Disability | Count | Percent | Mean | Standard <br> Deviation |
| :--- | ---: | ---: | ---: | ---: |
| No Disability | 20,514 | $96.55 \%$ | 16.56 | 6.86 |
| With Disability | 733 | $3.45 \%$ | 12.72 | 6.18 |
| Grand Total | 21,247 | $100.00 \%$ | 16.43 | 6.87 |


| MATH Test Score by Age | Count | Percent | Mean | Standard |
| :--- | :--- | :--- | :--- | :--- |


| Group |  |  |  | Deviation |
| :--- | ---: | ---: | ---: | ---: |
| Under 20 | 11,582 | $54.51 \%$ | 17.43 | 6.65 |
| $20-24$ | 4,951 | $23.30 \%$ | 15.94 | 6.81 |
| $25-29$ | 1,851 | $8.71 \%$ | 14.95 | 6.93 |
| $30-39$ | 1,684 | $7.93 \%$ | 14.52 | 6.86 |
| $40-49$ | 855 | $4.02 \%$ | 13.37 | 7.13 |
| 50 and Over | 287 | $1.35 \%$ | 14.51 | 7.59 |
| Unknown | 37 | $0.17 \%$ | 16.51 | 6.72 |
| Grand Total | 21,247 | $100.00 \%$ | 16.43 | 6.87 |

## Assessment of Disproportionate Impact

The MATH placement test is used to place tested students into four different levels of math developmental courses (LERN48, LERN49, MATH50, and Math51) based on their test scores.

| Effective Date | Score Range | Placement Code | Course Eligibility |
| :--- | :--- | :--- | :--- |
| From 10/05/2004 | $<=6.00$ | ZMSG27 | LERN48 |
|  | $7.00-8.00$ | ZMSG27 TMM01 | LERN48 MM |
|  | $9.00-15.00$ | MA02 | LERN49 |
|  | $16.00-17.00$ | MA02 MTMM01 | LERN49 MM |
|  | $18.00-24.00$ | MA16 | MATH50 |
|  | $25.00-26.00$ | MA16 MTMM01 | MATH50 MM |
|  | $27.00-35.00$ | MA18 | MATH51 |
| From 09/10/2003 to | $<=8.00$ | ZMSG27 | LERN48 |
| $\mathbf{1 0 / 0 4 / 2 0 0 4}$ | $9.00-17.00$ | MA02 | LERN49 |
|  | $18.00-26.00$ | MA16 | MATH50 |
|  | $27.00-35.00$ | MA18 | MATH51 |
| From 07/01/2000 to |  |  |  |
| $\mathbf{0 9 / 0 9 / 2 0 0 3}$ | $<=12.00$ | MA02 | LERN49 (LERN 86) |
|  | $13.0-22.0$ | MA16 | MATH50 |
|  | $23.00-35.00$ | MA18 | MATH51 |


| Test Score <br> Range | Course <br> Eligibility | Description | Level |
| :--- | :--- | :--- | :---: |
| 8 and below | LERN48 | Basic Math Skills Review | Pre-collegiate |
| $9-15$ | LERN49 | MATH Skills Review | Pre-collegiate |
| $16-17$ | Multiple <br> Measure | LERN 49. With additional <br> information, student may be eligible <br> for a higher placement. |  |
| $18-24$ | MATH50 | Pre-Algebra | Pre-collegiate |
| $25-26$ | Multiple | Math 50. With additional |  |


|  | Measure | information, student may be eligible <br> for a higher placement. |  |
| :--- | :--- | :--- | :--- |
| $27-35$ | MATH51 | Elementary Algebra | Degree <br> Appropriate <br> (Associate of <br> Science) |


| Message: |
| :--- |
| Please bring High School Transcripts, College Transcripts, SAT scores <br> and/or any other information that will assist us in evaluating your readiness <br> for a higher level course and visit one of the following: |
|  |
| Dean or Associate Dean, Natural Sciences (Building 11A - Room 2) |
| Math Department Chair (Building 26A - Room 212K) |
| Counselor (Student Services Center - Building 9B, Counseling Office) |
| Dean, Counseling (Student Services Center - Building 9B, Counseling <br> Office) |
| Director, Assessment and Matriculation (Student Services Center - Building |
| 9B, Assessment Center) |

In the following sections, LERN48 and LERN49 will be referred to as lower level math courses while MATH50 and MATH51 as higher level math courses. By nature, one would think all students prefer to be placed into higher level courses to speed up the attainment of their educational goals. Therefore, the assessment of disproportionate impact will focus on the placement into the two highest level courses by MATH placement test.

## Monitoring Disproportionate Impact by Ethnicity

| Course Placement by <br> Ethnicity |  | LERN48 | LERN49 | MATH50 | MATH51 | LERN48 |
| :--- | :--- | ---: | ---: | ---: | ---: | ---: |
| African American | Count | 347 | 987 | 406 | 71 | 1811 |
|  | Percent | $19.16 \%$ | $54.50 \%$ | $22.42 \%$ | $3.92 \%$ | $100.00 \%$ |
|  | Count | 19 | 45 | 27 | 8 | 99 |
|  | Percent | $19.19 \%$ | $45.45 \%$ | $27.27 \%$ | $8.08 \%$ | $100.00 \%$ |
| Asian | Count | 89 | 524 | 663 | 546 | 1822 |
|  | Percent | $4.88 \%$ | $28.76 \%$ | $36.39 \%$ | $29.97 \%$ | $100.00 \%$ |
|  | Count | 59 | 356 | 380 | 159 | 954 |
|  | Percent | $6.18 \%$ | $37.32 \%$ | $39.83 \%$ | $16.67 \%$ | $100.00 \%$ |


|  | Count | 67 | 268 | 184 | 60 | 579 |
| :--- | :--- | ---: | ---: | ---: | ---: | ---: |
| Other Non-White | Percent | $11.57 \%$ | $46.29 \%$ | $31.78 \%$ | $10.36 \%$ | $100.00 \%$ |
| Pacific Islander | Count | 12 | 81 | 32 | 16 | 141 |
|  | Percent | $8.51 \%$ | $57.45 \%$ | $22.70 \%$ | $11.35 \%$ | $100.00 \%$ |
|  | Count | 62 | 232 | 148 | 50 | 492 |
|  | Percent | $12.60 \%$ | $47.15 \%$ | $30.08 \%$ | $10.16 \%$ | $100.00 \%$ |
| White | Count | 254 | 1538 | 1330 | 451 | 3573 |
|  | Percent | $7.11 \%$ | $43.05 \%$ | $37.22 \%$ | $12.62 \%$ | $100.00 \%$ |
|  | Count | 2429 | 10337 | 6424 | 2057 | 21247 |
|  | Percent | $11.43 \%$ | $48.65 \%$ | $30.23 \%$ | $9.68 \%$ | $100.00 \%$ |
| 80\% Index <br> students | $\mathbf{5 . 6 9 \%}$ | $\mathbf{3 4 . 4 4 \%}$ | $\mathbf{2 9 . 7 8 \%}$ | $\mathbf{1 0 . 1 0 \%}$ |  |  |

Disproportionate Impact 80\% calculation on the White ethnic group:
$\mathbf{8 0 \%}$ of $\mathbf{3 7 . 2 2 \% = 2 9 . 7 8 \%}$ in MATH50
$\mathbf{8 0 \%}$ of $\mathbf{1 2 . 6 2 \%}=\mathbf{1 0 . 1 0 \%}$ in MATH51
With the exception of Asian and Filipino students, all other ethnic groups fall below the $80 \%$ index with the higher math course placement. It suggests a potential disproportionate impact on these ethnic groups of students.

Monitoring Disproportionate Impact by Age Group

| Course Placement by Age Group |  | LERN48 | LERN49 | MATH50 | MATH51 | Grand Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Under 20 | Count | 838 | 5453 | 4042 | 1249 | 11582 |
|  | Percent | 7.24\% | 47.08\% | 34.90\% | 10.78\% | 100.00\% |
| 20-24 | Count | 652 | 2452 | 1407 | 440 | 4951 |
|  | Percent | 13.17\% | 49.53\% | 28.42\% | 8.89\% | 100.00\% |
| 25-29 | Count | 328 | 948 | 432 | 143 | 1851 |
|  | Percent | 17.72\% | 51.22\% | 23.34\% | 7.73\% | 100.00\% |
| 30-49 | Count | 547 | 1325 | 478 | 189 | 2539 |
|  | Percent | 21.54\% | 52.19\% | 18.83\% | 7.44\% | 100.00\% |
| 50 and Over | Count | 62 | 139 | 55 | 31 | 287 |
|  | Percent | 21.60\% | 48.43\% | 19.16\% | 10.80\% | 100.00\% |
| Unknown | Count | 2 | 20 | 10 | 5 | 37 |
|  | Percent | 5.41\% | 54.05\% | 27.03\% | 13.51\% | 100.00\% |
| Grand Total | Count | 2429 | 10337 | 6424 | 2057 | 21247 |
|  | Percent | 11.43\% | 48.65\% | 30.23\% | 9.68\% | 100.00\% |
| 80\% Index of Age Under 20 |  | 5.79\% | 37.66\% | 27.92\% | 8.62\% |  |

Disproportionate Impact 80\% calculation on the Under 20 age group:
$\mathbf{8 0 \%}$ of $\mathbf{3 4 . 9 0 \% = 2 7 . 9 2 \%}$ in MATH50

Most age groups, especially those of age 25 and older, were placed below the $80 \%$ index indicating a potential disproportionate impact on students of older age in placing into the two higher level math courses. It is understandable that older students who had left school for certain period of time might not retain the math skills tested by the MATH placement test.

Monitoring Disproportionate Impact by Gender

| Course Placement by Gender |  | LERN48 | LERN49 | MATH50 | MATH51 | Grand Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Female | Count | 1541 | 5747 | 3045 | 884 | 11217 |
|  | Percent | 13.74\% | 51.23\% | 27.15\% | 7.88\% | 100.00\% |
| Male | Count | 884 | 4581 | 3372 | 1168 | 10005 |
|  | Percent | 8.84\% | 45.79\% | 33.70\% | 11.67\% | 100.00\% |
| Unknown | Count | 4 | 9 | 7 | 5 | 25 |
|  | Percent | 16.00\% | 36.00\% | 28.00\% | 20.00\% | 100.00\% |
| Grand Total | Count | 2429 | 10337 | 6424 | 2057 | 21247 |
|  | Percent | 11.43\% | 48.65\% | 30.23\% | 9.68\% | 100.00\% |
| 80\% Index of Male |  | 7.07\% | 36.63\% | 26.96\% | 9.34\% |  |

Disproportionate Impact 80\% calculation on the Male group:
$\mathbf{8 0 \%}$ of $\mathbf{3 3 . 7 0 \%}=\mathbf{2 6 . 9 6 \%}$ in MATH50
$\mathbf{8 0 \%}$ of $11.67 \%=9.34 \%$ in MATH51
Females were placed higher than the 80\% index in MATH50 (27.15\%) but lower in MATH51(7.88\%), it suggests that there is a potential Disproportionate Impact on Female gender group.

Monitoring Disproportionate Impact by Disability

| Course Placement by Disability |  | LERN48 | LERN49 | MATH50 | MATH51 | Grand Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| No Disability | Count | 2238 | 9934 | 6308 | 2034 | 20514 |
|  | Percent | 10.91\% | 48.43\% | 30.75\% | 9.92\% | 100.00\% |
| With Disability | Count | 191 | 403 | 116 | 23 | 733 |
|  | Percent | 26.06\% | 54.98\% | 15.83\% | 3.14\% | 100.00\% |
| Grand Total | Count | 2429 | 10337 | 6424 | 2057 | 21247 |
|  | Percent | 11.43\% | 48.65\% | 30.23\% | 9.68\% | 100.00\% |
| 80\% Index of No Disability |  | 8.73\% | 38.74\% | 24.60\% | 7.94\% |  |

Disproportionate Impact 80\% calculation on the No Disability group:
$\mathbf{8 0 \%}$ of $\mathbf{3 0 . 7 5 \%}=\mathbf{2 4 . 6 0 \%}$ in MATH50
$\mathbf{8 0 \%}$ of $9.92 \%=7.94 \%$ in MATH51

As shown from the table, students with disability were placed much lower than the 80\% index in both MATH50 (24.60\%) and MATH51 (7.94\%) courses, it indicates a potential Disproportionate Impact on students with disability.

## Further Investigation

The Disproportionate impact study on the Math placement indicate that many of our incoming students of different race, gender, age group, and disability were not able to score into the higher level math courses, even for the pre-collegiate level. This makes one suspect that majority of students taking the MATH placement test did not go through a rigorous curriculum that prepared them for the college education. Such phenomenon is well reflected in the 2000 National Assessment of Educational Progress (NAEP) math performance results that 83 percent of $12^{\text {th }}$-grade students were below the proficient level in math skills on the NAEP. With data further breaking down by ethnicity, 97 percent of African-American students and 96 percent of Hispanics were below the proficient level. The gap between White and African American and between White and Hispanics remain large with no evidence of narrowing.

The Nation's Report Card: Mathematics 2000 (August 2001)

Authors: James S. Braswell, Anthony D. Lutkus, Wendy S. Grigg, Shari L. Santapau, Brenda TayLim, and Matthew Johnson

## High School Background of MATH Tested Students

An investigation into Mt. SAC's MATH tested students' high school backgrounds has provided some evidence suggesting low academic performance of attended high schools and low socio-economic status might be part of the contributing factors to the lower placement rates of some students into higher level math courses. The following two tables list and compare the top 20 high schools attended by Mt. SAC MATH tested students and the top 20 high schools attended by Latino students with references of the API ranking, Free Meals percentage, their proficient levels in CST Algebra1, Geometry, Algebra2 and the MATH placement rates at Mt. Sac. API ranking is a system to rate public school based on the yearly State Standardized Tests. The rating system provides ranking from 1 to 10 with 1 as the lowest $10 \%$ out of the total state schools of same type. Percent of Free Meals Index represents the percentage of total enrolled students who receive free meals at school based on the eligibility for a free NSLP meal if their family income is 130 percent of the federal poverty level or below. Based of the top 20 high schools listed, it is evidenced that
students who came from high API ranking high schools had better proficient level percentage in the California Standardized Test in math and are more likely to be placed into high level reading courses. Within equal API ranking high schools, students who came from lower economic status areas high schools (higher percent in Free Meals) tend to be less likely to score into higher level Reading courses.
[insert table here]
To demonstrate further with one of the most impacted ethnic groups, we looked at Latino MATH tested students' top 20 high schools of origin separately and found that most schools from this top 20 list had low API rankings and high Free Meals percentages. It indicates that MATH tested Latino students are more likely to come from high schools of lower academic performance and from lower socio-economic areas; therefore, they are more likely to be under-prepared in some basic skills and less likely to score into higher level Reading courses. Within the same high schools, Latino students did less as well to reach the proficient level on the SCT math tests as the overall group.
[insert table here]

| *Top 20 High Schools MATH Testers were from | $\begin{aligned} & \text { 2005-06 } \\ & \text { Enrollment } \end{aligned}$ | $\begin{gathered} 2004-05 \\ \text { API } \\ \text { Ranking } \end{gathered}$ | $\begin{gathered} \text { 2005-06 } \\ \text { Free } \\ \text { Meal \% } \end{gathered}$ | 2006 CST Algebra I \% of Proficient and Above |  | 2006 CST Geometry \% of Proficient and Above |  | 2006 CST Algebra II \% of Proficient and Above |  | Mt. SAC MATH High Level Placement | Mt. SAC MATH Low Level Placement | Mt. SAC MATH Number Tested |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | \# Tested | Proficient \& Above | \# Tested | Proficient \& Above | \# Tested | Proficient \& Above |  |  |  |
| NOGALES HIGH SCHOOL | 2462 | 3 | 52.52\% | 703 | 4\% | 474 | 6\% | 361 | 12\% | 40.98\% | 59.02\% | 632 |
| WEST COVINA HIGH SCHOOL | 2825 | 7 | 45.13\% | 568 | 9\% | 670 | 28\% | 291 | 27\% | 43.11\% | 56.89\% | 566 |
| GAREY HIGH SCHOOL | 2326 | 1 | 81.90\% | 549 | 10\% | 599 | 9\% | 299 | 9\% | 31.14\% | 68.86\% | 562 |
| RUBEN S AYALA SR HIGH SCHOOL | 2763 | 9 | 4.38\% | 494 | 33\% | 435 | 39\% | 393 | 44\% | 55.22\% | 44.78\% | 498 |
| $\begin{aligned} & \text { WALNUT HIGH } \\ & \text { SCHOOL } \end{aligned}$ | 2844 | 10 | 8.47\% | 377 | 33\% | 449 | 53\% | 449 | 58\% | 55.94\% | 44.06\% | 429 |
| $\begin{aligned} & \text { POMONA HIGH } \\ & \text { SCHOOL } \end{aligned}$ | 1777 | 2 | 71.69\% | 407 | 7\% | 450 | 6\% | 235 | 3\% | 28.67\% | 71.33\% | 429 |
| JOHN A ROWLAND HIGH SCHOOL | 2510 | 9 | 27.57\% | 473 | 10\% | 447 | 22\% | 445 | 34\% | 48.36\% | 51.64\% | 426 |
| GANESHA HIGH SCHOOL | 1634 | 2 | 81.46\% | 352 | 3\% | 369 | 3\% | 412 | 11\% | 19.71\% | 80.29\% | 421 |
| $\begin{aligned} & \text { LA PUENTE HIGH } \\ & \text { SCHOOL } \end{aligned}$ | 1859 | 2 | 51.05\% | 532 | 5\% | 467 | 7\% | 256 | 9\% | 28.75\% | 71.25\% | 393 |
| DON LUGO HIGH SCHOOL | 2385 | 3 | 28.26\% | 564 | 12\% | 340 | 17\% | 255 | 14\% | 39.04\% | 60.96\% | 374 |
| $\begin{aligned} & \text { MONTCLAIR HIGH } \\ & \text { SCHOOL } \end{aligned}$ | 3055 | 4 | 39.84\% | 1379 | 10\% | 420 | 11\% | 272 | 14\% | 34.58\% | 65.42\% | 373 |
| CHINO HIGH SCHOOL | 2862 | 3 | 24.60\% | 780 | 8\% | 548 | 16\% | 251 | 18\% | 46.43\% | 53.57\% | 364 |
| $\begin{aligned} & \hline \text { BASSETT HIGH } \\ & \text { SCHOOL } \end{aligned}$ | 1433 | 2 | 68.53\% | 529 | 3\% | 285 | 21\% | 164 | 24\% | 33.43\% | 66.57\% | 362 |
| $\begin{aligned} & \text { WORKMAN HIGH } \\ & \text { SCHOOL } \end{aligned}$ | 1381 | 2 | 49.89\% | 381 | 8\% | 224 | 6\% | 258 | 2\% | 26.53\% | 73.47\% | 343 |
| $\begin{aligned} & \text { BALDWIN PARK HIGH } \\ & \text { SCHOOL } \end{aligned}$ | 2331 | 2 | 65.94\% | 842 | 2\% | 481 | 7\% | 246 | 10\% | 32.84\% | 67.16\% | 341 |
| DIAMOND BAR HIGH SCHOOL | 3314 | 10 | 5.52\% | 275 | 41\% | 466 | 42\% | 732 | 43\% | 53.57\% | 46.43\% | 336 |
| SOUTH HILLS HIGH SCHOOL | 1969 | 8 | 24.17\% | 457 | 8\% | 448 | 14\% | 304 | 24\% | 45.60\% | 54.40\% | 318 |
| SIERRA VISTA HIGH SCHOOL | 2099 | 2 | 67.08\% | 784 | 4\% | 409 | 5\% | 253 | 3\% | 37.18\% | 62.82\% | 312 |
| $\begin{aligned} & \text { UPLAND HIGH } \\ & \text { SCHOOL } \end{aligned}$ | 3674 | 7 | 21.23\% | 712 | 35\% | 460 | 46\% | 337 | 51\% | 54.15\% | 45.85\% | 301 |
| $\begin{aligned} & \text { LOS ALTOS HIGH } \\ & \text { SCHOOL } \end{aligned}$ | 2080 | 8 | 28.27\% | 477 | 6\% | 649 | 15\% | 290 | 39\% | 48.33\% | 51.67\% | 300 |

*The list excludes these unknown groups: Foreign High School, Default High School, CA Unknown.

| *Top 20 High Schools LATINO MATH Testers were from | $\begin{gathered} \text { 2005-06 } \\ \text { EnrolIment } \end{gathered}$ | $\begin{gathered} \text { 2004-05 } \\ \text { API } \\ \text { Ranking } \end{gathered}$ | $\begin{gathered} \text { 2005-06 } \\ \text { Free } \\ \text { Meal \% } \end{gathered}$ | 2006 CST Algebra I \% of Proficient and Above |  | 2006 CST Geometry \% of Proficient and Above |  | 2006 CST Algebra II \% of Proficient and Above |  | Mt. SAC MATH High Level Placement | Mt. SAC MATH Low Level Placement | Mt. SAC MATH <br> Number Tested |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | \# Tested | \% Proficient \& Above | \# Tested | \% <br> Proficient \& Above | \# Tested | \% Proficient \& Above |  |  |  |
| GAREY HIGH SCHOOL | 2326 | 1 | 81.90\% | 503 | 8\% | 526 | 8\% | 253 | 7\% | 31.39\% | 68.61\% | 462 |
| $\begin{aligned} & \text { NOGALES HIGH } \\ & \text { SCHOOL } \end{aligned}$ | 2462 | 3 | 52.52\% | 595 | 3\% | 387 | 4\% | 237 | 8\% | 38.72\% | 61.28\% | 421 |
| WEST COVINA HIGH SCHOOL | 2825 | 7 | 45.13\% | 432 | 7\% | 413 | 22\% | 142 | 19\% | 37.83\% | 62.17\% | 378 |
| LA PUENTE HIGH SCHOOL | 1859 | 2 | 51.05\% | 503 | 5\% | 429 | 6\% | 233 | 9\% | 27.67\% | 72.33\% | 347 |
| $\begin{aligned} & \text { GANESHA HIGH } \\ & \text { SCHOOL } \end{aligned}$ | 1634 | 2 | 81.46\% | 321 | 3\% | 330 | 3\% | 378 | 11\% | 20.93\% | 79.07\% | 344 |
| $\begin{aligned} & \text { BASSETT HIGH } \\ & \text { SCHOOL } \end{aligned}$ | 1433 | 2 | 68.53\% | 505 | 3\% | 265 | 18\% | 147 | 20\% | 33.94\% | 66.06\% | 330 |
| $\begin{aligned} & \hline \text { POMONA HIGH } \\ & \text { SCHOOL } \\ & \hline \end{aligned}$ | 777 | 2 | 71.69\% | 326 | 7\% | 359 | 6\% | 189 | 2\% | 28.20\% | 71.80\% | 305 |
| $\begin{aligned} & \text { BALDWIN PARK HIGH } \\ & \text { SCHOOL } \end{aligned}$ | 2331 | 2 | 65.94\% | 787 | 2\% | 444 | 6\% | 202 | 5\% | 32.19\% | 67.81\% | 292 |
| WORKMAN HIGH SCHOOL | 1381 | 2 | 49.89\% | 343 | 7\% | 196 | 5\% | 227 | 1\% | 25.81\% | 74.19\% | 279 |
| MONTCLAIR HIGH SCHOOL | 3055 | 4 | 39.84\% | 1163 | 9\% | 333 | 11\% | 199 | 12\% | 34.19\% | 65.81\% | 272 |
| $\begin{aligned} & \text { SIERRA VISTA HIGH } \\ & \text { SCHOOL } \end{aligned}$ | 2099 | 2 | 67.08\% | 746 | 4\% | 350 | 4\% | 214 | 2\% | 33.85\% | 66.15\% | 260 |
| $\begin{aligned} & \text { DON LUGO HIGH } \\ & \text { SCHOOL } \end{aligned}$ | 2385 | 3 | 28.26\% | 342 | 12\% | 181 | 14\% | 126 | 10\% | 32.13\% | 67.87\% | 221 |
| $\begin{aligned} & \text { LOS ALTOS HIGH } \\ & \text { lehori } \end{aligned}$ | 2080 | 8 | 28.27\% | 380 | 5\% | 447 | 10\% | 115 | 17\% | 44.34\% | 55.66\% | 221 |
| JOHN A ROWLAND HIGH SCHOOL | 2510 | 9 | 27.57\% | 275 | 3\% | 151 | 9\% | 93 | 23\% | 34.33\% | 65.67\% | 201 |
| CHINO HIGH SCHOOL | 2862 | 3 | 24.60\% | 513 | 7\% | 332 | 14\% | 123 | 13\% | 44.10\% | 55.90\% | 195 |
| $\begin{aligned} & \text { RUBEN S AYALA SR } \\ & \text { HIGH SCHOOL } \end{aligned}$ | 2763 | 9 | 4.38\% | 129 | 30\% | 87 | 11\% | 42 | 19\% | 49.74\% | 50.26\% | 193 |
| CHAFFEY HIGH $\mathrm{SCHOOL}$ | 3354 | 4 | 33.66\% | 1467 | 11\% | 242 | 27\% | 128 | 20\% | 35.42\% | 64.58\% | 192 |
| $\begin{aligned} & \text { WALNUT HIGH } \\ & \text { SCHOOL } \end{aligned}$ | 2844 | 10 | 8.47\% | 125 | 19\% | 98 | 35\% | 49 | 47\% | 43.09\% | 56.91\% | 181 |
| SOUTH HILLS HIGH SCHOOL | 1969 | 8 | 24.17\% | 284 | 7\% | 251 | 10\% | 121 | 18\% | 39.52\% | 60.48\% | 167 |
| GLEN A WILSON HIGH SCHOOL | 1922 | 9 | 22.63\% | 250 | 6\% | 203 | 15\% | 52 | 23\% | 32.92\% | 67.08\% | 161 |

*The list excludes these unknown groups: Foreign High School, Default High School, CA Unknown.

## MATH Placement Satisfaction Survey - Students and Faculty's views on the MATH Course Placement

A survey was used to collect opinions from students and faculty in the MATH Courses on the appropriateness of the placement in the $6{ }^{\text {th }}$ week of Fall 2006. A total of 2,438 students from all four levels of math courses were surveyed. However, only surveys from 1,042 students who have been placed in the course by their initial placement results are included for this study.

Survey choices for faculty were:

- This student is not prepared and should have been advised to enroll in a lower level course.
- This student is prepared and belongs in this course.
- This student is prepared to enroll in a higher level course.

Survey choices for students were:

- I should have been advised to enroll in a lower level course.
- I belong in this course.
- I should have been advised to enroll in a higher level course.

From the overall ratings by the survey questions, faculty were at least $75 \%$ satisfied with the placement of students in all four math level courses while students had a much lower satisfactory ratings on the placement, especially in MATH 50 and MATH 51. The recommended satisfaction rating is $75 \%$ or higher to support the cut scores. Such large discrepancy is puzzling to such discrepancy may be students were not realistic about their ratings

| Fall 2006 Satisfaction Survey |  | Faculty |  |  |  | Student |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | LERN48 | LERN49 | MATH50 | MATH51 | LERN48 | LERN49 | MATH50 | MATH51 |
| Should be placed lower | \# | 3 | 37 | 24 | 4 |  | 8 | 2 |  |
|  | \% | 6.3\% | 7.3\% | 5.9\% | 5.0\% |  | 1.6\% | 0.49\% |  |
| Belongs | \# | 36 | 433 | 354 | 64 | 40 | 367 | 243 | 53 |
|  | \% | 75.0\% | 85.4\% | 86.3\% | 80.0\% | 83.3\% | 72.4\% | 59.3\% | 66.3\% |
| Should be placed higher | \# | 9 | 37 | 32 | 12 | 8 | 132 | 162 | 27 |
|  | \% | 18.7\% | 7.3\% | 7.8\% | 15.0\% | 16.7\%\% | 26.0\% | 39.5\% | 33.7\% |

All Courses

Faculty Responses

| Lower Level | 68 | $6.5 \%$ |
| :--- | ---: | ---: |
| Student Belongs | 884 | $84.8 \%$ |
| Higher Level | 90 | $8.6 \%$ |
| Total | 1042 |  |

LERN48
Faculty Responses

| Lower Level | 3 | $6.3 \%$ |
| :--- | ---: | ---: |
| Student Belongs | 36 | $75.0 \%$ |
| Higher Level | 9 | $18.8 \%$ |
| Total | 48 |  |

LERN49

Faculty Responses

| Lower Level | 37 | $7.3 \%$ |
| :--- | ---: | ---: |
| Student Belongs | 433 | $85.4 \%$ |
| Higher Level | 37 | $7.3 \%$ |
| Total | 507 |  |

## MATH50

Faculty Responses

| Lower Level | 24 | $5.9 \%$ |
| :--- | ---: | ---: |
| Student Belongs | 351 | $86.2 \%$ |
| Higher Level | 32 | $7.9 \%$ |
| Total | 407 |  |

## MATH51

Faculty Responses

| Lower Level | 4 | $5.0 \%$ |
| :--- | ---: | ---: |
| Student Belongs | 64 | $80.0 \%$ |
| Higher Level | 12 | $15.0 \%$ |
| Total |  | 80 |

Student
Responses

| Lower Level | 10 | $1.0 \%$ |
| :--- | ---: | ---: |
| Belong | 703 | $67.5 \%$ |
| Higher Level | 329 | $31.6 \%$ |
| Total | 1042 |  |

LERN48
Student
Responses

| Lower Level | 0 | $0.0 \%$ |
| :--- | ---: | ---: |
| Belong | 40 | $83.3 \%$ |
| Higher Level | 8 | $16.7 \%$ |
| Total | 48 |  |

LERN49
Student
Responses

| Lower Level | 8 | $1.6 \%$ |
| :--- | ---: | ---: |
| Belong | 367 | $72.4 \%$ |
| Higher Level | 132 | $26.0 \%$ |
| Total | 507 |  |

MATH50
Student
Responses

| Lower Level | 2 | $0.5 \%$ |
| :--- | ---: | ---: |
| Belong | 243 | $59.7 \%$ |
| Higher Level | 162 | $39.8 \%$ |
| Total |  | 407 |

MATH51
Student
Responses

| Lower Level | 0 | $0.0 \%$ |
| :--- | ---: | ---: |
| Belong | 53 | $66.3 \%$ |
| Higher Level | 27 | $33.8 \%$ |
| Total | 80 |  |

The following tables show ratings by placed students and ratings by faculty on those placed students in all four math level courses, broken down by ethnicity, gender, age group, and by disability status.

## Ethnicity

Six sessions of course LERN48 were surveyed in Fall 2006. A total of 48 students who were placed into the course by initial test result are being used for this study. The data shows, either by self rating or by faculty, that overall majority of students are being placed appropriately. Due to the small total surveys for this course, the number becomes even smaller when broke down by ethnicity, too many cells have number less than 30 which makes it difficult to provide enough data for conclusion and therefore can only be used as reference purpose. The College will continue to collect data and monitor the progress in this regard.

| Student Satisfactory Survey on LERN48 Placement |  |  |  |  |
| :--- | :---: | ---: | ---: | ---: |
|  | I should have <br> been advised to <br> enroll in a <br> LOWER LEVEL <br> course. | I BELONG in <br> By Ethnicity course | I should have been <br> advised to enroll in <br> a HIGHER LEVEL <br> course. | Total Number <br> of Placed <br> Students |
| African American |  | 2 | 1 | 3 |
| Asian |  | $66.7 \%$ | 1 | $33.3 \%$ |

Faculty Survey on LERN48 Placement

| By Ethnicity | This student is not prepared and should have been advised to enroll in a LOWER LEVEL course. | This student is prepared and BELONGS in this course | This student is prepared to enroll in a HIGHER LEVEL course. | Total Number of Placed Students |
| :---: | :---: | :---: | :---: | :---: |
| African American |  | $\begin{array}{r} 3 \\ 100.0 \% \end{array}$ |  | $\begin{array}{r} 3 \\ 100.0 \% \end{array}$ |
| Asian |  | $\begin{array}{r} 1 \\ 50.0 \% \end{array}$ | $\begin{array}{r} 1 \\ 50.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 2 \\ 100.0 \% \end{array}$ |
| Hispanic | $\begin{array}{r} 3 \\ 7.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 30 \\ 78.9 \% \end{array}$ | $\begin{array}{r} 5 \\ 13.2 \% \end{array}$ | $\begin{array}{r} 38 \\ 100.0 \% \end{array}$ |
| Other Non-White |  | $\begin{array}{r} 2 \\ 100.0 \% \end{array}$ |  | $\begin{array}{r} 2 \\ 100.0 \% \end{array}$ |
| White |  |  | $\begin{array}{r} 3 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 3 \\ 100.0 \% \end{array}$ |
| Grand Total | $\begin{array}{r} 3 \\ 6.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 36 \\ 75.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 9 \\ 18.8 \% \end{array}$ | $\begin{array}{r} 48 \\ 100.0 \% \end{array}$ |

In LERN49 course, faculty and placed students have quite different view on the appropriateness of the course placement. While faculty believed $90 \%$ of students being surveyed were placed properly, only $72 \%$ of students thought the same way. Almost $18 \%$ less of students placed in this course rated that the placement has been appropriate than the faculty. At least one out of four students believed they did not belong in the course. Ratings from both students and faculty of the African American students show that 2 ( $28.6 \%$ ) of the total seven students should be placed in higher level course. Faculty also rated that $2(40 \%)$ of the total 5 Other Non-White group students should be placed in lower level course. Again, the total numbers of these ethnic groups are too small to draw conclusion but the data is still valuable and will be included as part of the data collection process for future discussion and evaluation on the cut scores.

## Student Satisfactory Survey on LERN49 Placement

| By Ethnicity | I should have been advised to enroll in a LOWER LEVEL course. | I BELONG in this course | I should have been advised to enroll in a HIGHER LEVEL course. | Total Number of Placed Students in this course |
| :---: | :---: | :---: | :---: | :---: |
| African <br> American/Non- <br> Hispanic | $\begin{array}{r} 1 \\ 2.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 33 \\ 82.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 6 \\ 15.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 40 \\ 100.0 \% \\ \hline \end{array}$ |
| Asian |  | $\begin{array}{r} 12 \\ 57.1 \% \end{array}$ | $\begin{array}{r} 9 \\ 42.9 \% \end{array}$ | $\begin{array}{r} \hline 21 \\ 100.0 \% \end{array}$ |
| Filipino |  | $\begin{array}{r} 12 \\ 60.0 \% \end{array}$ | $\begin{array}{r} 8 \\ 40.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 20 \\ 100.0 \% \end{array}$ |
| Hispanic | $\begin{array}{r} 6 \\ 1.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 233 \\ 73.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 77 \\ 24.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 316 \\ 100.0 \% \\ \hline \end{array}$ |
| Other Non-White |  | $\begin{array}{r} 12 \\ 75.0 \% \end{array}$ | $\begin{array}{r} 4 \\ 25.0 \% \\ \hline \end{array}$ | $\begin{array}{r} \hline 16 \\ 100.0 \% \end{array}$ |
| Pacific Islander |  | $\begin{array}{r} 1 \\ 100.0 \% \end{array}$ |  | $\begin{array}{r} 1 \\ 100.0 \% \end{array}$ |
| White | $\begin{array}{r} 1 \\ 1.2 \% \end{array}$ | $\begin{array}{r} 60 \\ 70.6 \% \end{array}$ | $\begin{array}{r} 24 \\ 28.2 \% \end{array}$ | $\begin{array}{r} 85 \\ 100.0 \% \end{array}$ |
| Unknown |  | $\begin{array}{r} 4 \\ 50.0 \% \end{array}$ | $\begin{array}{r} 4 \\ 50.0 \% \end{array}$ | $\begin{array}{r} 8 \\ 100.0 \% \\ \hline \end{array}$ |
| Grand Total | $\begin{array}{r} 8 \\ 1.6 \% \end{array}$ | $\begin{array}{r} 367 \\ 72.4 \% \end{array}$ | $\begin{array}{r} 132 \\ 26.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 507 \\ 100.0 \% \\ \hline \end{array}$ |

Faculty Survey on LERN49 Placement

|  | This student is not prepared <br> and should have been <br> advised to enroll in a LOWER <br> LEVEL course. | This student is <br> prepared and <br> BELONGS in this <br> course | This student is <br> prepared to enroll <br> in a HIGHER <br> LEVEL course. | Total Number <br> of Placed <br> Students in <br> this course |
| :--- | :---: | ---: | ---: | ---: |
| African | 7 | 32 |  | 1 |


|  | $4.8 \%$ | $90.5 \%$ | $4.8 \%$ | $100.0 \%$ |
| :--- | ---: | ---: | ---: | ---: |
| Filipino | 2 | 16 | 2 | 20 |
|  | $10.0 \%$ | $80.0 \%$ | $10.0 \%$ | $100.0 \%$ |
| Hispanic | 18 | 275 | 23 | 316 |
|  | $5.7 \%$ | $87.0 \%$ | $7.3 \%$ | $100.0 \%$ |
| Other Non-White |  | 15 | 1 | 16 |
|  |  | $93.8 \%$ | $6.3 \%$ | $100.0 \%$ |
| Pacific Islander |  | 1 |  | 1 |
|  | 8 | $100.0 \%$ | 69 | 8 |
| White | $9.4 \%$ | $81.2 \%$ | $9.4 \%$ | $100.0 \%$ |
|  | 1 | 6 | 85 |  |
| Unknown | $12.5 \%$ | $75.0 \%$ | $12.5 \%$ | $100.0 \%$ |
|  | 37 | 433 | 37 | 80 |
| Grand Total | $7.3 \%$ | $85.4 \%$ | $7.3 \%$ | $100.0 \%$ |

In READ90, the agreement on the overall placement from both students and faculty is high. Slightly more students thought they should be placed in higher course while a few more students were rated by faculty as should be placed in lower course. About 27\% of Asian students in READ90 thought they have not been placed correctly. Again, the total number of this Asian ethnic group is small.

## Student Satisfactory Survey on MATH50 Placement

| By Ethnicity | I should have been advised to enroll in a LOWER LEVEL course. | I BELONG in this course | I should have been advised to enroll in a HIGHER LEVEL course. | Total Number of Placed Students in this course |
| :---: | :---: | :---: | :---: | :---: |
| African <br> American/Non- <br> Hispanic |  | $\begin{array}{r} 12 \\ 54.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 10 \\ 45.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 22 \\ 100.0 \% \\ \hline \end{array}$ |
| American Indian/Alaskan Native |  | $\begin{array}{r} 2 \\ 100.0 \% \end{array}$ |  | $\begin{array}{r} 2 \\ 100.0 \% \end{array}$ |
| Asian |  | $\begin{array}{r} 24 \\ 51.1 \% \end{array}$ | $\begin{array}{r} 23 \\ 48.9 \% \\ \hline \end{array}$ | $\begin{array}{r} \hline 47 \\ 100.0 \% \end{array}$ |
| Filipino |  | $\begin{array}{r} 11 \\ 57.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 8 \\ 42.1 \% \\ \hline \end{array}$ | $\begin{array}{r} 19 \\ 100.0 \% \\ \hline \end{array}$ |
| Hispanic | $\begin{array}{r} 2 \\ 0.9 \% \end{array}$ | $\begin{array}{r} 131 \\ 59.8 \% \end{array}$ | $\begin{array}{r} 86 \\ 39.3 \% \end{array}$ | $\begin{array}{r} 219 \\ 100.0 \% \end{array}$ |
| Other Non-White |  | $\begin{array}{r} 6 \\ 85.7 \% \end{array}$ | $\begin{array}{r} 1 \\ 14.3 \% \end{array}$ | $\begin{array}{r} 7 \\ 100.0 \% \end{array}$ |
| White |  | $\begin{array}{r} 56 \\ 65.1 \% \end{array}$ | $\begin{array}{r} 30 \\ 34.9 \% \end{array}$ | $\begin{array}{r} \hline 86 \\ 100.0 \% \end{array}$ |
| Unknown |  | $\begin{array}{r} 1 \\ 20.0 \% \end{array}$ | $\begin{array}{r} 4 \\ 80.0 \% \end{array}$ | $\begin{array}{r} 5 \\ 100.0 \% \end{array}$ |
| Grand Total | $\begin{array}{r} 2 \\ 0.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 243 \\ 59.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 162 \\ 39.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 407 \\ 100.0 \% \\ \hline \end{array}$ |

## Faculty Survey MATH50 Placement

| By Ethnicity | This student is not prepared and should have been advised to enroll in a LOWER LEVEL course. | This student is prepared and BELONGS in this course | This student is prepared to enroll in a HIGHER LEVEL course. | Total Number of Placed Students in this course |
| :---: | :---: | :---: | :---: | :---: |
| African American/NonHispanic | $\begin{array}{r} 6 \\ 27.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 15 \\ 68.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 1 \\ 4.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 22 \\ 100.0 \% \\ \hline \end{array}$ |
| American Indian/Alaskan Native |  | $\begin{array}{r} 2 \\ 100.0 \% \\ \hline \end{array}$ |  | $\begin{array}{r} 2 \\ 100.0 \% \end{array}$ |
| Asian | $\begin{array}{r} 2 \\ 4.3 \% \end{array}$ | $\begin{array}{r} 39 \\ 83.0 \% \end{array}$ | $\begin{array}{r} 6 \\ 12.8 \% \end{array}$ | $\begin{array}{r} 47 \\ 100.0 \% \end{array}$ |
| Filipino |  | $\begin{array}{r} 18 \\ 94.7 \% \end{array}$ | $\begin{array}{r} 1 \\ 5.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 19 \\ 100.0 \% \\ \hline \end{array}$ |
| Hispanic | $\begin{array}{r} 11 \\ 5.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 195 \\ 89.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 13 \\ 5.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 219 \\ 100.0 \% \\ \hline \end{array}$ |
| Other Non-White | $\begin{array}{r} 1 \\ 14.3 \% \end{array}$ | $\begin{array}{r} 5 \\ 71.4 \% \end{array}$ | $\begin{array}{r} 1 \\ 14.3 \% \end{array}$ | $\begin{array}{r} 7 \\ 100.0 \% \end{array}$ |
| White | $\begin{array}{r} 4 \\ 4.7 \% \end{array}$ | 73 $84.9 \%$ | 9 $10.5 \%$ | $\begin{array}{r} \hline 86 \\ 100.0 \% \end{array}$ |
| Unknown |  | $\begin{array}{r} 4 \\ 80.0 \% \end{array}$ | 1 | $\begin{array}{r} 5 \\ 100.0 \% \end{array}$ |
| Grand Total | $\begin{array}{r} 24 \\ 5.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 352 \\ 86.2 \% \end{array}$ | $\begin{array}{r} 32 \\ 7.9 \% \end{array}$ | $\begin{array}{r} 407 \\ 100.0 \% \end{array}$ |

In READ100, faculty has totally agreed with the placement while $15 \%$ of the students from the course thought they were not in the right course. Again, two out of the total seven Asian students in READ100 thought they were not placed appropriately.

Student Satisfactory Survey on MATH51 Placement

|  | I should have been <br> advised to enroll in a <br> LOWER LEVEL <br> course. | I BELONG in <br> this course | I should have been <br> advised to enroll in a <br> HIGHER LEVEL course. | Total Number <br> of Placed <br> Students in this <br> course |
| :--- | :---: | ---: | ---: | :--- |
| African <br> American/Non- <br> Hispanic |  | 1 | 2 | 3 |
|  | $33.3 \%$ | 14 | $66.7 \%$ | $100.0 \%$ |
| Asian | $82.4 \%$ | 3 | 17 |  |
| Filipino | 3 | $17.6 \%$ | $100.0 \%$ |  |
| Hispanic | $75.0 \%$ | 1 | 4 | $100.0 \%$ |
|  | 22 | $25.0 \%$ | 14 | $100.0 \%$ |
| Other Non-White |  | $61.1 \%$ | 1 | $38.9 \%$ |


|  |  | 1 |  | 1 |
| :--- | ---: | ---: | ---: | ---: |
| Unknown | $100.0 \%$ |  | $100.0 \%$ |  |
|  | 53 | 27 | 80 |  |
| Grand Total |  | $66.3 \%$ | $33.8 \%$ | $100.0 \%$ |


| Faculty Survey on MATH51 Placement |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| By Ethnicity | This student is not prepared and should have been advised to enroll in a LOWER LEVEL course. | This student is prepared and BELONGS in this course | This student is prepared to enroll in a HIGHER LEVEL course. | Total Number of Placed Students in this course |
| African American/NonHispanic | $\begin{array}{r} 1 \\ 33.3 \% \end{array}$ | $\begin{array}{r} 1 \\ 33.3 \% \end{array}$ | 1 33.3 | 3 $100.0 \%$ |
| Asian |  | $\begin{array}{r} 13 \\ 76.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ 23.5 \% \end{array}$ | $\begin{array}{r} 17 \\ 100.0 \% \\ \hline \end{array}$ |
| Filipino | $\begin{array}{r} 1 \\ 25.0 \% \\ \hline \end{array}$ | 1 $25.0 \%$ | 2 $50.0 \%$ | $\begin{array}{r} 4 \\ 100.0 \% \\ \hline \end{array}$ |
| Hispanic | $\begin{array}{r} 1 \\ 2.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 32 \\ 88.9 \% \\ \hline \end{array}$ | $\begin{array}{r} 3 \\ 8.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 36 \\ 100.0 \% \\ \hline \end{array}$ |
| Other Non-White |  | $\begin{array}{r} 1 \\ 100.0 \% \\ \hline \end{array}$ |  | $\begin{array}{r} 1 \\ 100.0 \% \end{array}$ |
| Pacific Islander | $\begin{array}{r} 1 \\ 100.0 \% \\ \hline \end{array}$ |  |  | $\begin{array}{r} 1 \\ 100.0 \% \\ \hline \end{array}$ |
| White |  | $\begin{array}{r} 15 \\ 88.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 2 \\ 11.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 17 \\ 100.0 \% \\ \hline \end{array}$ |
| Unknown |  | $\begin{array}{r} 1 \\ 100.0 \% \end{array}$ |  | $\begin{array}{r} 1 \\ 100.0 \% \end{array}$ |
| Grand Total | $\begin{array}{r} 4 \\ 5.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 64 \\ 80.0 \% \end{array}$ | $\begin{array}{r} 12 \\ 15.0 \% \end{array}$ | $\begin{array}{r} 80 \\ 100.0 \% \\ \hline \end{array}$ |

## Disability

A total number of 15 students identified with disability enrolled in Reading courses during our survey period. Although the number is too small, the data is included for reference of the data collection process. One of the two disabled students enrolled in READ70 thought the placement was incorrect while faculty believed the placement is appropriate. All 9 disabled students in READ80 rated that they are in the right course but faculty indicated that two disabled students should have been placed in higher Reading course. All placements of disabled students in READ90 are thought to be appropriate by both students themselves and by faculty. No disabled students enrolled in placed READ100 course.

## Student Satisfactory Survey on LERN48 Placement

| By <br> Disability | I should have been <br> advised to enroll in a <br> LOWER LEVEL course. | I BELONG in <br> this course | I should have been <br> advised to enroll in a <br> HIGHER LEVEL course. | Total Number of <br> Placed Students in <br> this Course |
| :--- | ---: | ---: | ---: | ---: |
| No Disability |  | 39 | 8 | 47 |
|  | $83.0 \%$ | $17.0 \%$ | $100.0 \%$ |  |
| With Disability |  | $100.0 \%$ |  | 1 |
|  | 40 | 8 | $100.0 \%$ |  |
| Total | $83.3 \%$ | $16.7 \%$ | 48 |  |

## Faculty Survey on LERN48 Placement

| By <br> Disability | This student is not <br> prepared and should <br> have been advised to <br> enroll in a LOWER <br> LEVEL course. | This student is <br> prepared and <br> BELONGS in <br> this course | This student is prepared <br> to enroll in a HIGHER <br> LEVEL course. | Total Number of <br> Placed Students in <br> this Course |
| :--- | ---: | ---: | ---: | ---: |
| No Disability | 3 | 36 | 8 | 47 |
|  | $6.4 \%$ | $76.6 \%$ | $17.0 \%$ | $100.0 \%$ |
| With Disability |  |  | 1 | 1 |
|  | 3 | 36 | $100.0 \%$ | $100.0 \%$ |
| Total | $6.3 \%$ | $75.0 \%$ | 9 | 48 |

## Student Satisfactory Survey on LERN49 Placement

| By <br> Disability | I should have been <br> advised to enroll in a <br> LOWER LEVEL course. | I BELONG in <br> this course | I should have been <br> advised to enroll in a <br> HIGHER LEVEL course. | Total Number of <br> Placed Students in <br> this Course |
| :--- | ---: | ---: | ---: | ---: |
| No Disability | 8 | 358 | 127 | 493 |
|  | $1.6 \%$ | $72.6 \%$ | $25.8 \%$ | $100.0 \%$ |
| With Disability |  | 9 | $54.3 \%$ | 14 |
|  | 8 | 367 | $35.7 \%$ | $100.0 \%$ |
| Total | $1.6 \%$ | $72.4 \%$ | $26.0 \%$ | 507 |
|  |  |  |  | $100.0 \%$ |

## Faculty Survey on LERN49 Placement

| By |  |  |  |  |
| :--- | ---: | ---: | ---: | ---: |
| Disability | This student is not <br> prepared and should <br> have been advised to <br> enroll in a LOWER <br> LEVEL course. | This student is <br> prepared and <br> BELONGS in <br> this course | This student is prepared <br> to enroll in a HIGHER <br> LEVEL course. | Total Number of <br> Placed Students in <br> this Course |
| No Disability | 33 | 423 | 37 | 493 |
| With Disability | $6.7 \%$ | $85.8 \%$ | $7.5 \%$ | $100.0 \%$ |


|  | $28.6 \%$ | $71.4 \%$ |  | $100.0 \%$ |
| :--- | ---: | ---: | ---: | ---: |
|  | 37 | 433 | 37 | 507 |
| Total | $7.3 \%$ | $85.4 \%$ | $7.3 \%$ | $100.0 \%$ |

## Student Satisfactory Survey on MATH50 Placement

| By <br> Disability | I should have been <br> advised to enroll in a <br> LOWER LEVEL course. | I BELONG in <br> this course | I should have been <br> advised to enroll in a <br> HIGHER LEVEL course. | Total Number of <br> Placed <br> this Course |
| :--- | ---: | ---: | ---: | ---: |
| No Disability | $0.5 \%$ | 241 | 161 | 404 |
| With Disability |  | $59.7 \%$ | $39.9 \%$ | $100.0 \%$ |
|  | 2 | 2 | 1 | 3 |
| Total | $0.5 \%$ | 243 | $33.3 \%$ | $100.0 \%$ |

Faculty Survey on MATH50 Placement

| By |  |  |  |  |
| :--- | ---: | ---: | :--- | :--- |
| Disability | This student is not <br> prepared and should <br> have been advised to <br> enroll in a LOWER <br> LEVEL course. | This student is <br> prepared and <br> BELONGS in <br> this course | This student is prepared <br> to enroll in a HIGHER <br> LEVEL course. | Total Number of <br> Placed Students in <br> this Course |
| No Disability | 24 | 349 | 31 | 404 |
|  | $5.9 \%$ | $86.4 \%$ | $7.7 \%$ | $100.0 \%$ |
| With Disability |  | 2 | 1 | 3 |
|  | 24 | $66.7 \%$ | 351 | $33.3 \%$ |

## Student Satisfactory Survey on MATH51 Placement

| By <br> Disability | I should have been <br> advised to enroll in a <br> LOWER LEVEL course. | I BELONG in <br> this course | I should have been <br> advised to enroll in a <br> HIGHER LEVEL course. | Total Number of <br> Placed Students in <br> this Course |
| :--- | ---: | ---: | ---: | ---: |
| No Disability |  | 52 | 27 | 79 |
| With Disability |  | $65.8 \%$ | $34.2 \%$ | $100.0 \%$ |
|  | $100.0 \%$ |  | 1 | $100.0 \%$ |
| Total | 53 | 27 | 80 |  |

## Faculty Survey on MATH51 Placement

| By |  |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :--- | :---: | :---: |
| Disability | This student is not <br> prepared and should <br> have been advised to <br> enroll in a LOWER <br> LEVEL course. | This student is <br> prepared and <br> BELONGS in <br> this course | This student is prepared <br> to enroll in a HIGHER <br> LEVEL course. | Total Number of <br> Placed Students in <br> this Course |  |  |
| No Disability | 72 |  |  |  |  |  |


|  | $5.1 \%$ | $79.7 \%$ | $15.2 \%$ | $100.0 \%$ |
| :--- | ---: | ---: | ---: | ---: |
| With Disability |  | 1 |  | 1 |
|  |  | $100.0 \%$ |  | $100.0 \%$ |
| Total | 4 | 64 | 12 | 80 |

Overall, looking at the survey data by ethnicity and by disability status, the result reveals that both students and faculty have rated the placement by DRP as in most cases (over 75\%).

## GENDER

| Student Satisfaction Survey on LERN48 Placement |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| By Gender | I should have been advised to enroll in a LOWER LEVEL course. | I BELONG in this course | I should have been advised to enroll in a HIGHER LEVEL course. | Total Number of Placed Students in this Course |
| Female |  | $\begin{array}{r} 26 \\ 86.7 \% \end{array}$ | 4 $13.3 \%$ | $\begin{array}{r} \hline 30 \\ 100.0 \% \\ \hline \end{array}$ |
|  |  | 14 77.8 | 4 | 18 |
| Male |  | 77.8\% | 22.2\% | 100.0\% |
| Total |  | $\begin{array}{r} 40 \\ 83.3 \% \end{array}$ | $\begin{array}{r} 8 \\ 16.7 \% \end{array}$ | $\begin{array}{r} 48 \\ 100.0 \% \end{array}$ |

## Faculty Survey on LERN48 Placement

| By Gender | This student is not <br> prepared and should <br> have been advised to <br> enroll in a LOWER <br> LEVEL course. | This student is <br> prepared and <br> BELONGS in <br> this course | This student is prepared <br> to enroll in a HIGHER <br> LEVEL course. | Total Number of <br> Placed Students in <br> this Course |
| :--- | ---: | ---: | :---: | :--- |
| Female | 1 | 22 | 7 | 30 |
| Male | $3.3 \%$ | $73.3 \%$ | $23.3 \%$ | $100.0 \%$ |
|  | 2 | 14 | 2 | 18 |
| Total | $11.1 \%$ | $77.8 \%$ | $11.1 \%$ | $100.0 \%$ |

Student Satisfaction Survey on LERN49 Placement

| By Gender | I should have been <br> advised to enroll in a <br> LOWER LEVEL <br> course. | I BELONG in <br> this course | I should have been <br> advised to enroll in a <br> HIGHER LEVEL course. | Total Number of <br> Placed Students in <br> this Course |
| :--- | ---: | ---: | ---: | :--- |
| Female | 4 | 223 | 71 | 298 |
| Male | $1.3 \%$ | $74.8 \%$ | $23.8 \%$ | $100.0 \%$ |
|  | 4 | 143 | 60 | 207 |


|  |  | 1 | 1 | 2 |
| :--- | ---: | ---: | ---: | ---: |
| Unknown | 8 | $50.0 \%$ | $50.0 \%$ | $100.0 \%$ |
| Total | $1.6 \%$ | 367 | 132 | 507 |

Faculty Survey on LERN49 Placement

| By Gender | This student is not <br> prepared and should <br> have been advised to <br> enroll in a LOWER <br> LEVEL course. | This student is <br> perepared and <br> BELONGS in <br> this course | This student is prepared <br> to enroll in a HIGHER <br> LEVEL course. | Total Number of <br> Placed Students in <br> this Course |
| :--- | ---: | ---: | ---: | ---: |
| Female | 13 | 261 | 24 | 298 |
|  | $4.4 \%$ | $87.6 \%$ | $8.1 \%$ | $100.0 \%$ |
| Male | 24 | 171 | 12 | 207 |
|  | $11.6 \%$ | $82.6 \%$ | $5.8 \%$ | $100.0 \%$ |
| Unknown |  | 1 | 1 | 2 |
|  | 37 | $50.0 \%$ | 433 | $50.0 \%$ |

## Student Satisfactory Survey on MATH50 Placement

| By Gender | I should have been <br> advised to enroll in a <br> LOWER LEVEL course. | I BELONG in <br> this course | I should have been <br> advised to enroll in a <br> HIGHER LEVEL course. | Total Number of <br> Placed Students in <br> this Course |
| :--- | ---: | ---: | ---: | ---: |
| Female | 2 | 137 | 70 | 209 |
|  | $1.0 \%$ | $65.6 \%$ | $33.5 \%$ | $100.0 \%$ |
| Male |  | 106 | 92 | 198 |
|  | 2 | $53.5 \%$ | 243 | $46.5 \%$ |

## Faculty Survey on MATH50 Placement

| By Gender | This student is not <br> prepared and should <br> have been advised to <br> enroll in a LOWER <br> LEVEL course. | This student is <br> prepared and <br> BELONGS in <br> this course | This student is prepared <br> to enroll in a HIGHER <br> LEVEL course. | Total Number of <br> Placed Students in <br> this Course |
| :--- | ---: | ---: | ---: | ---: |
|  | 11 | 184 | 14 | 209 |
| Female | $5.3 \%$ | $88.0 \%$ | $6.7 \%$ | $100.0 \%$ |
|  | 13 | 167 | 18 | 198 |
| Male | $6.6 \%$ | $84.3 \%$ | $9.1 \%$ | $100.0 \%$ |
|  | 24 | 351 | 32 | 407 |
| Total | $5.9 \%$ | $86.2 \%$ | $7.9 \%$ | $100.0 \%$ |

## Student Satisfactory Survey on MATH51 Placement

| By Gender | I should have been <br> advised to enroll in a <br> LOWER LEVEL course. | I BELONG in <br> this course | I should have been <br> advised to enroll in a <br> HIGHER LEVEL course. | Total Number of <br> Placed Students in <br> this Course |
| :--- | :---: | :---: | :---: | :--- |


|  |  | 24 | 5 | 29 |
| :--- | ---: | ---: | ---: | ---: |
| Female | $82.8 \%$ | $17.2 \%$ | $100.0 \%$ |  |
|  | 29 | 22 | 51 |  |
| Male | $56.9 \%$ | $43.1 \%$ | $100.0 \%$ |  |
|  | 53 | 27 | 80 |  |
| Total | $66.3 \%$ | $33.8 \%$ | $100.0 \%$ |  |

## Faculty Survey on MATH51 Placement

|  | This student is not <br> prepared and should <br> have been advised to <br> enroll in a LOWER <br> LEVEL course. | This student is <br> prepared and <br> BELONGS in <br> this course | This student is prepared <br> to enroll in a HIGHER <br> LEVEL course. | Total Number of <br> Placed Students in <br> this Course |
| :--- | ---: | ---: | :--- | :--- |
| Female | 1 | 24 | 4 | 29 |
|  | $3.4 \%$ | $82.8 \%$ | $13.8 \%$ | $100.0 \%$ |
| Male | 3 | 40 | 8 | 51 |
|  | $5.9 \%$ | $78.4 \%$ | $15.7 \%$ | $100.0 \%$ |
| Total | 4 | 64 | 12 | 80 |

## AGE GROUP

| Student Satisfactory Survey on LERN48 Placement |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| By Age Group | I should have been advised to enroll in a LOWER LEVEL course. | I BELONG in this course | I should have been advised to enroll in a HIGHER LEVEL course. | Total Number of Placed Students |
| Under 20 |  | $\begin{array}{r} 21 \\ 87.5 \% \end{array}$ | $\begin{array}{r} 3 \\ 12.5 \% \end{array}$ | $\begin{array}{r} 24 \\ 100.0 \% \\ \hline \end{array}$ |
| 20-24 |  | $\begin{array}{r} 6 \\ 60.0 \% \end{array}$ | $\begin{array}{r} 4 \\ 40.0 \% \end{array}$ | $\begin{array}{r} 10 \\ 100.0 \% \end{array}$ |
| 25-29 |  | $\begin{array}{r} 4 \\ 100.0 \% \\ \hline \end{array}$ |  | $\begin{array}{r} \hline 4 \\ 100.0 \% \\ \hline \end{array}$ |
| 30-39 |  | $\begin{array}{r} 5 \\ 83.3 \% \end{array}$ | $\begin{array}{r} 1 \\ 16.7 \% \end{array}$ | $\begin{array}{r} 6 \\ 100.0 \% \end{array}$ |
| 40-49 |  | $\begin{array}{r} 3 \\ 100.0 \% \end{array}$ |  | $\begin{array}{r} 3 \\ 100.0 \% \end{array}$ |
| 50 and Over |  | $\begin{array}{r} 1 \\ 100.0 \% \end{array}$ |  | $\begin{array}{r} 1 \\ 100.0 \% \end{array}$ |
| Grand Total |  | $\begin{array}{r} 40 \\ 83.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 8 \\ 16.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 48 \\ 100.0 \% \end{array}$ |

## Faculty Survey on LERN48 Placement

| By Age Group | This student is not prepared and should have been advised to enroll in a LOWER LEVEL course. | This student is prepared and BELONGS in this course | This student is prepared to enroll in a HIGHER LEVEL course. | Total Number of Placed <br> Students |
| :---: | :---: | :---: | :---: | :---: |
| Under 20 | $\begin{array}{r} 1 \\ 4.2 \% \end{array}$ | $\begin{array}{r} 19 \\ 79.2 \% \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ 16.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 24 \\ 100.0 \% \end{array}$ |
| 20-24 | $\begin{array}{r} 2 \\ 20.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 7 \\ 70.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 1 \\ 10.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 10 \\ 100.0 \% \\ \hline \end{array}$ |
| 25-29 |  | $\begin{array}{r} 3 \\ 75.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 1 \\ 25.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ 100.0 \% \\ \hline \end{array}$ |
| 30-39 |  | $\begin{array}{r} 3 \\ 50.0 \% \end{array}$ | $\begin{array}{r} 3 \\ 50.0 \% \end{array}$ | $\begin{array}{r} 6 \\ 100.0 \% \end{array}$ |
| 40-49 |  | $\begin{array}{r} 3 \\ 100.0 \% \\ \hline \end{array}$ |  | $\begin{array}{r} 3 \\ 100.0 \% \\ \hline \end{array}$ |
| 50 and Over |  | $\begin{array}{r} 1 \\ 100.0 \% \end{array}$ |  | $\begin{array}{r} 1 \\ 100.0 \% \end{array}$ |
| Grand Total | $\begin{array}{r} 3 \\ 6.3 \% \end{array}$ | $\begin{array}{r} 36 \\ 75.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 9 \\ 18.8 \% \end{array}$ | $\begin{array}{r} 48 \\ 100.0 \% \end{array}$ |

## Student Satisfactory Survey on LERN49 Placement

| By Age Group | I should have been advised to enroll in a LOWER LEVEL course. | I BELONG in this course | I should have been advised to enroll in a HIGHER LEVEL course. | Total Number of Placed Students |
| :---: | :---: | :---: | :---: | :---: |
| Under 20 | $\begin{array}{r} 5 \\ 1.4 \% \end{array}$ | $\begin{array}{r} 240 \\ 67.2 \% \end{array}$ | $\begin{array}{r} 112 \\ 31.4 \% \end{array}$ | $\begin{array}{r} 357 \\ 100.0 \% \end{array}$ |
| 20-24 |  | $\begin{array}{r} 58 \\ 78.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 16 \\ 21.6 \% \\ \hline \end{array}$ | $\begin{array}{r} 74 \\ 100.0 \% \end{array}$ |
| 25-29 | $\begin{array}{r} 1 \\ 3.7 \% \end{array}$ | $\begin{array}{r} 25 \\ 92.6 \% \end{array}$ | 1 $3.7 \%$ | $\begin{array}{r} 27 \\ 100.0 \% \end{array}$ |
| 30-39 | $\begin{array}{r} 1 \\ 3.0 \% \end{array}$ | $\begin{array}{r} 30 \\ 90.9 \% \end{array}$ | 2 | $\begin{array}{r} 33 \\ 100.0 \% \\ \hline \end{array}$ |
| 40-49 | $\begin{array}{r} 1 \\ 8.3 \% \end{array}$ | $\begin{array}{r} 10 \\ 83.3 \% \end{array}$ | $\begin{array}{r} 1 \\ 8.3 \% \end{array}$ | $\begin{array}{r} 12 \\ 100.0 \% \end{array}$ |
| 50 and Over |  | $\begin{array}{r} 4 \\ 100.0 \% \end{array}$ |  | $\begin{array}{r} 4 \\ 100.0 \% \end{array}$ |
| Grand Total | $\begin{array}{r} 8 \\ 1.6 \% \end{array}$ | $\begin{array}{r} 367 \\ 72.4 \% \\ \hline \end{array}$ | $\begin{array}{r} 132 \\ 26.0 \% \\ \hline \end{array}$ | $\begin{array}{r} 507 \\ 100.0 \% \end{array}$ |

Faculty Survey on LERN49 Placement

| By Age | This student is not <br> prepared and should <br> have been advised to <br> enroll in a LOWER <br> LEVEL course. | This student is <br> prepared and <br> BELONGS in <br> this course | This student is prepared <br> to enroll in a HIGHER <br> LEVEL course. | Total Number <br> of Placed <br> Students |
| :--- | :---: | :---: | :---: | :--- |


|  | 29 | 309 | 19 | 357 |
| :--- | ---: | ---: | ---: | ---: |
| Under 20 | $8.1 \%$ | $86.6 \%$ | $5.3 \%$ | $100.0 \%$ |
|  | 4 | 62 | 8 | 74 |
| $20-24$ | $5.4 \%$ | $83.8 \%$ | $10.8 \%$ | $100.0 \%$ |
|  | 1 | 22 | 4 | 27 |
| $25-29$ | $3.7 \%$ | $81.5 \%$ | $14.8 \%$ | $100.0 \%$ |
| $30-39$ | 1 | 28 | 4 | 33 |
|  | $3.0 \%$ | $84.8 \%$ | $12.1 \%$ | $100.0 \%$ |
| $40-49$ | 1 | 9 | 2 | 12 |
|  | $8.3 \%$ | $75.0 \%$ | $16.7 \%$ | $100.0 \%$ |
| 50 and Over | 1 | 3 |  | 4 |
|  | $25.0 \%$ | $75.0 \%$ | 37 | $100.0 \%$ |
| Grand Total | 37 | 433 | $7.3 \%$ | 507 |
|  | $7.3 \%$ | $85.4 \%$ |  | $100.0 \%$ |


| Student Satisfactory Survey on MATH50 Placement |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| By Age Group | I should have been advised to enroll in a LOWER LEVEL course. | I BELONG in this course | I should have been advised to enroll in a HIGHER LEVEL course. | Total Number of Placed Students |
| Under 20 | $\begin{array}{r} 2 \\ 0.6 \% \end{array}$ | $\begin{array}{r} 174 \\ 55.2 \% \end{array}$ | $\begin{array}{r} 139 \\ 44.1 \% \end{array}$ | $\begin{array}{r} 315 \\ 100.0 \% \\ \hline \end{array}$ |
| 20-24 |  | $\begin{array}{r} 37 \\ 67.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 18 \\ 32.7 \% \\ \hline \end{array}$ | $\begin{array}{r} 55 \\ 100.0 \% \\ \hline \end{array}$ |
| 25-29 |  | $\begin{array}{r} 16 \\ 88.9 \% \end{array}$ | 2 $11.1 \%$ | $\begin{array}{r} 18 \\ 100.0 \% \\ \hline \end{array}$ |
| 30-39 |  | $\begin{array}{r} 8 \\ 72.7 \% \end{array}$ | $\begin{array}{r} 3 \\ 27.3 \% \end{array}$ | $\begin{array}{r} 11 \\ 100.0 \% \end{array}$ |
| 40-49 |  | $\begin{array}{r} 3 \\ 100.0 \% \end{array}$ |  | $\begin{array}{r} 3 \\ 100.0 \% \\ \hline \end{array}$ |
| 50 and Over |  | $\begin{array}{r} 5 \\ 100.0 \% \\ \hline \end{array}$ |  | $\begin{array}{r} 5 \\ 100.0 \% \\ \hline \end{array}$ |
| Grand Total | $\begin{array}{r} 2 \\ 0.5 \% \end{array}$ | $\begin{array}{r} 243 \\ 59.7 \% \end{array}$ | $\begin{array}{r} 162 \\ 39.8 \% \end{array}$ | $\begin{array}{r} 407 \\ 100.0 \% \end{array}$ |


| Faculty Survey on MATH50 Placement |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| By Age Group | This student is not prepared and should have been advised to enroll in a LOWER LEVEL course. | This student is prepared and BELONGS in this course | This student is prepared to enroll in a HIGHER LEVEL course | Total Number of Placed Students |
| Under 20 | $\begin{array}{r} 18 \\ 5.7 \% \end{array}$ | $\begin{array}{r} 275 \\ 87.3 \% \end{array}$ | 22 $7.0 \%$ | $\begin{array}{r} 315 \\ 100.0 \% \end{array}$ |
| 20-24 | $\begin{array}{r} 3 \\ 5.5 \% \\ \hline \end{array}$ | $\begin{array}{r} 48 \\ 87.3 \% \\ \hline \end{array}$ | 4 $7.3 \%$ | $\begin{array}{r} \hline 55 \\ 100.0 \% \\ \hline \end{array}$ |
| 25-29 | $\begin{array}{r} 1 \\ 5.6 \% \end{array}$ | $\begin{array}{r} 14 \\ 77.8 \% \\ \hline \end{array}$ | 3 $16.7 \%$ | $\begin{array}{r} \hline 18 \\ 100.0 \% \end{array}$ |
| 30-39 |  | 9 | 2 | 11 |


|  |  | $81.8 \%$ | $18.2 \%$ | $100.0 \%$ |
| :--- | ---: | ---: | ---: | ---: |
|  | 1 | 2 |  | 3 |
| $40-49$ | $33.3 \%$ | $66.7 \%$ |  | $100.0 \%$ |
|  | 1 | 3 | 1 | 5 |
| 50 and Over | $20.0 \%$ | $60.0 \%$ | $20.0 \%$ | $100.0 \%$ |
| Grand Total | 24 | 351 | 32 | 407 |
|  | $5.9 \%$ | $86.2 \%$ | $7.9 \%$ | $100.0 \%$ |


| Student Satisfactory Survey on MATH51 Placement |  |  |  |  |
| :--- | :--- | ---: | ---: | ---: |
|  | I should have <br> been advised to <br> enroll in a <br> By Age <br> Group | LOWER LEVEL <br> course. | I BELONG in <br> this course | I should have been <br> advised to enroll in <br> a HIGHER LEVEL <br> course. |
| Under 20 |  | 33 | Total Number <br> of Placed <br> Students |  |
|  |  | $61.1 \%$ | 21 | $58.9 \%$ |


| Faculty Survey on MATH51 Placement |  |  |  |  |  |
| :--- | ---: | ---: | ---: | ---: | :---: |
| By Age <br> Group | This student is not <br> prepared and should <br> have been advised to <br> enroll in a LOWER <br> LEVEL course. | This student is <br> prepared and <br> BELONGS in <br> this course | This student is prepared <br> to enroll in a HIGHER <br> LEVEL course. | Total Number <br> of Placed <br> Students |  |
| Under 20 | $4.4 \%$ | 40 | 10 | $18.5 \%$ |  |


|  | $5.0 \%$ | $80.0 \%$ | $15.0 \%$ | $100.0 \%$ |
| :--- | :--- | :--- | :--- | :--- |


| Placement Survey | Student Rating |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | LERN48 |  | LERN49 |  |  | MATH50 |  |  | MATH51 |  | Grand Total |
| Faculty <br> Rating | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 2 | 3 |  |
| I should have been advised to enroll in a LOWER LEVEL course. | 3 |  | 1 | 27 | 9 |  | 19 | 5 | 4 |  | 68 $6.5 \%$ |
| I BELONG in this course | 30 | 6 | 7 | 318 | 108 | 2 | 209 | 140 | 46 | 18 | $\begin{array}{r} 884 \\ 84.8 \% \end{array}$ |
| I should have been advised to enroll in a HIGHER LEVEL course. | 7 | 2 |  | 22 | 15 |  | 15 | 17 | 3 | 9 | 90 $8.6 \%$ |
| Grand Total | 40 $83.3 \%$ | 88 | $\begin{array}{r} 8 \\ 1.6 \% \\ \hline \end{array}$ | 367 $72.4 \%$ | 132 $26.0 \%$ | 2 | 243 | 162 $39.8 \%$ | 53 $66.3 \%$ | 27 $33.7 \%$ | $\begin{array}{r} 1042 \\ 100.0 \% \\ \hline \end{array}$ |


| Placement Survey | Faculty Rating |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | LERN48 |  |  | LERN49 |  |  | MATH50 |  |  | MATH51 |  |  | Grand Total |
| Student <br> Rating | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 |  |
| I should have been advised to enroll in a LOWER LEVEL course. |  |  |  | 1 | 7 |  |  | 2 |  |  |  |  | $\begin{array}{r} 10 \\ 1.0 \% \\ \hline \end{array}$ |
| I BELONG in this course | 3 | 30 | 7 | 27 | 318 | 22 | 19 | 209 | 15 | 4 | 46 | 3 | $\begin{array}{r} 703 \\ 67.5 \% \\ \hline \end{array}$ |
| I should have been advised to enroll in a HIGHER LEVEL course. |  | 6 | 2 | 9 | 108 | 15 | 5 | 140 | 17 |  | 18 | 9 | $\begin{array}{r} 329 \\ 31.6 \% \end{array}$ |
| Grand Total | $\begin{array}{r} 3 \\ 6.3 \\ \% \end{array}$ | $\begin{array}{r} 36 \\ 75.0 \\ \% \end{array}$ | $\begin{array}{r} 9 \\ 18.8 \% \end{array}$ | $\begin{array}{r} 37 \\ 7.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 433 \\ 85.4 \% \end{array}$ | $\begin{array}{r} 37 \\ 7.3 \% \\ \hline \end{array}$ | $\begin{array}{r} 24 \\ 5.9 \% \end{array}$ | $\begin{array}{r} \hline 351 \\ 86.3 \\ \% \end{array}$ | $\begin{array}{r} 32 \\ 7.8 \% \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ 5.0 \\ \% \end{array}$ | $\begin{array}{r} 64 \\ 80.0 \% \\ \hline \end{array}$ | 12 15.0 $\%$ | $\begin{array}{r} 1042 \\ 100.0 \\ \% \end{array}$ |

## Success Rates of Placed Reading Courses

This section displays how successful DRP tested students are when they enroll in the placed course for the first time. A total of 4008 students enrolled in placed reading courses during our study period. The number is much smaller than the tested population
because reading courses were not part of the graduation requirement until recently. The following tables compare DRP tested students' success rates in first placed reading courses by ethnicity, gender, age group, and disability. The courses are broken down into two levels: higher and lower levels.

Success rates of higher level reading courses by ethnicity show that DRP tested students are quite successful with at least a $60 \%$ pass rate, regardless of ethnicity (not counting those ethnic groups with number lower than 10). African American students have lower pass rates in the lower level reading courses than in the higher level ones.

MATH Target Courses overall campus-wide success rates by term by Course

| Success | 1 |  |  |  |  |  |  |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
|  |  |  |  |  |  |  |  |
| Count of <br> STUDENT_ID | CRS_ID |  |  |  |  |  |  |
|  | LERN48 | LERN49 | MATH50 | MATH51 | MATH51A | MATH51B | Grand <br> Total |
| EFF_TRM 20033 | $60.95 \%$ | $54.53 \%$ | $52.54 \%$ | $47.25 \%$ | $57.20 \%$ | $50.00 \%$ | $52.29 \%$ |
| 20041 | $60.61 \%$ | $68.93 \%$ | $73.55 \%$ | $62.31 \%$ | N/A | $100.00 \%$ | $68.98 \%$ |
| 20042 | $55.75 \%$ | $55.40 \%$ | $56.34 \%$ | $48.86 \%$ | $49.80 \%$ | $64.65 \%$ | $53.75 \%$ |
| 20043 | $43.38 \%$ | $52.32 \%$ | $51.69 \%$ | $52.21 \%$ | $63.38 \%$ | $59.82 \%$ | $52.20 \%$ |
| 20051 | $64.58 \%$ | $71.29 \%$ | $75.27 \%$ | $69.50 \%$ | N/A | $90.91 \%$ | $72.47 \%$ |
| 20052 | $51.01 \%$ | $52.37 \%$ | $56.93 \%$ | $52.29 \%$ | $52.11 \%$ | $46.03 \%$ | $53.72 \%$ |
| 20053 | $47.99 \%$ | $49.33 \%$ | $51.22 \%$ | $46.74 \%$ | $60.58 \%$ | $45.35 \%$ | $49.33 \%$ |
| 20061 | $76.74 \%$ | $77.46 \%$ | $78.74 \%$ | $58.31 \%$ | N/A | $75.00 \%$ | $71.78 \%$ |
| 20062 | $50.00 \%$ | $47.29 \%$ | $59.91 \%$ | $46.65 \%$ | $43.72 \%$ | $57.89 \%$ | $51.30 \%$ |
| Grand Total | $53.69 \%$ | $54.52 \%$ | $57.81 \%$ | $50.90 \%$ | $54.12 \%$ | $60.36 \%$ | $54.60 \%$ |


| Average Success Rate of Placed Math <br> Courses | Not Passed |  | Passed |  | Grand Total |  |  |
| :--- | :--- | ---: | ---: | ---: | ---: | ---: | ---: |
| Course <br> Level | Ethnicity | Count | Percent | Count | Percent | Count | Percent |
| High <br> (MATH 50 <br>  <br> MATH51) | African American/Non- <br> Hispanic | 102 | $44.54 \%$ | 127 | $55.46 \%$ | 229 | $100.00 \%$ |
|  | American Indian/Alaskan <br> Native | 7 | $38.89 \%$ | 11 | $61.11 \%$ | 18 | $100.00 \%$ |
|  | Asian | 132 | $25.29 \%$ | 390 | $74.71 \%$ | 522 | $100.00 \%$ |
|  | Declined to State | 74 | $30.77 \%$ | 9 | $69.23 \%$ | 13 | $100.00 \%$ |
|  | Filipino | 697 | $26.33 \%$ | 207 | $73.67 \%$ | 281 | $100.00 \%$ |
|  | Hispanic | 36 | $31.03 \%$ | 1412 | $66.95 \%$ | 2109 | $100.00 \%$ |
|  | 9 | $37.50 \%$ | 15 | $68.97 \%$ | 116 | $100.00 \%$ |  |
|  | Other Non-White |  |  |  |  |  |  |
|  | Pacific Islander |  |  |  |  |  |  |


|  | Unknown | 3 | $33.33 \%$ | 6 | $66.67 \%$ | 9 | $100.00 \%$ |
| :--- | :--- | ---: | ---: | ---: | ---: | ---: | ---: |
|  | White | 246 | $26.48 \%$ | 683 | $73.52 \%$ | 929 | $100.00 \%$ |
| High Total |  | 1310 | $30.82 \%$ | 2940 | $69.18 \%$ | 4250 | $100.00 \%$ |
| Low <br>  <br> LERN49) | African American/Non- <br> Hispanic | 242 | $51.93 \%$ | 224 | $48.07 \%$ | 466 | $100.00 \%$ |
|  | American Indian/Alaskan <br>  <br> Native | 8 | $38.10 \%$ | 13 | $61.90 \%$ | 21 | $100.00 \%$ |
|  | Asian | 86 | $40.19 \%$ | 128 | $59.81 \%$ | 214 | $100.00 \%$ |
|  | Declined to State | 5 | $55.56 \%$ | 4 | $44.44 \%$ | 9 | $100.00 \%$ |
|  | Filipino | 69 | $38.33 \%$ | 111 | $61.67 \%$ | 180 | $100.00 \%$ |
|  | Hispanic | 1345 | $41.09 \%$ | 1928 | $58.91 \%$ | 3273 | $100.00 \%$ |
|  | Other Non-White | 45 | $34.35 \%$ | 86 | $65.65 \%$ | 131 | $100.00 \%$ |
|  | Pacific Islander | 10 | $38.46 \%$ | 16 | $61.54 \%$ | 26 | $100.00 \%$ |
|  | Unknown | 5 | $62.50 \%$ | 3 | $37.50 \%$ | 8 | $100.00 \%$ |
|  | White | 236 | $33.15 \%$ | 476 | $66.85 \%$ | 712 | $100.00 \%$ |
|  | 2051 | $40.69 \%$ | 2989 | $59.31 \%$ | 5040 | $100.00 \%$ |  |
| Low Total |  | 3361 | $36.18 \%$ | 5929 | $63.82 \%$ | 9290 | $100.00 \%$ |
| Grand Total |  |  |  |  |  |  |  |


| Average Success Rate of Placed <br> Math Courses | Not Passed |  | Passed |  | Grand Total |  |  |
| :--- | :--- | ---: | ---: | ---: | ---: | ---: | ---: |
| Course Level | Gender | Count | Percent | Count | Percent | Count | Percent |
|  <br> MATH51) | Female | 525 | $25.50 \%$ | 1534 | $74.50 \%$ | 2059 | $100.00 \%$ |
|  | Male | 784 | $35.83 \%$ | 1404 | $64.17 \%$ | 2188 | $100.00 \%$ |
|  | Unknown | 1 | $33.33 \%$ | 2 | $66.67 \%$ | 3 | $100.00 \%$ |
| High Total |  | 1310 | $30.82 \%$ | 2940 | $69.18 \%$ | 4250 | $100.00 \%$ |
|  <br> LERN49) | Female | 1124 | $36.79 \%$ | 1931 | $63.21 \%$ | 3055 | $100.00 \%$ |
|  | Male | 927 | $46.77 \%$ | 1055 | $53.23 \%$ | 1982 | $100.00 \%$ |
|  | Unknown |  | $0.00 \%$ | 3 | $100.00 \%$ | 3 | $100.00 \%$ |
| Low Total |  | 2051 | $40.69 \%$ | 2989 | $59.31 \%$ | 5040 | $100.00 \%$ |
| Grand Total |  | 3361 | $36.18 \%$ | 5929 | $63.82 \%$ | 9290 | $100.00 \%$ |


| Average Success Rate of Placed <br> Math Courses | Not Passed |  | Passed |  | Grand Total |  |  |
| :--- | :--- | ---: | ---: | ---: | ---: | ---: | ---: |
| Course Level | Disability | Count | Percent | Count | Percent | Count | Percent |
|  <br> MATH51) | No Disability | 1285 | $30.93 \%$ | 2870 | $69.07 \%$ | 4155 | $100.00 \%$ |
|  | With Disability | 25 | $26.32 \%$ | 70 | $73.68 \%$ | 95 | $100.00 \%$ |
| High Total |  | 1310 | $30.82 \%$ | 2940 | $69.18 \%$ | 4250 | $100.00 \%$ |
|  <br> LERN49) | No Disability | 1888 | $40.18 \%$ | 2811 | $59.82 \%$ | 4699 | $100.00 \%$ |
|  | With Disability | 163 | $47.80 \%$ | 178 | $52.20 \%$ | 341 | $100.00 \%$ |
| Low Total |  | 2051 | $40.69 \%$ | 2989 | $59.31 \%$ | 5040 | $100.00 \%$ |
| Grand Total |  | 3361 | $36.18 \%$ | 5929 | $63.82 \%$ | 9290 | $100.00 \%$ |


| Average Su Rate of Plac Courses | cess d Math | Not | Passed |  | ssed | Gran | d Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Course Level | Age Group | Count | Percent | Count | Percent | Count | Percent |
| High (MATH 50 \& MATH51) | Under 20 | 973 | 33.77\% | 1908 | 66.23\% | 2881 | 100.00\% |
|  | 20-24 | 249 | 29.36\% | 599 | 70.64\% | 848 | 100.00\% |
|  | 25-29 | 45 | 18.83\% | 194 | 81.17\% | 239 | 100.00\% |
|  | 30-39 | 31 | 17.71\% | 144 | 82.29\% | 175 | 100.00\% |
|  | 40-49 | 8 | 12.12\% | 58 | 87.88\% | 66 | 100.00\% |
|  | 50 and Over | 3 | 7.50\% | 37 | 92.50\% | 40 | 100.00\% |
|  | Unknown | 1 | 100.00\% |  | 0.00\% | 1 | 100.00\% |
| High Total |  | 1310 | 30.82\% | 2940 | 69.18\% | 4250 | 100.00\% |
| Low (LERN48 \& LERN49) | Under 20 | 1321 | 46.66\% | 1510 | 53.34\% | 2831 | 100.00\% |
|  | 20-24 | 428 | 41.11\% | 613 | 58.89\% | 1041 | 100.00\% |
|  | 25-29 | 142 | 30.41\% | 325 | 69.59\% | 467 | 100.00\% |
|  | 30-39 | 100 | 23.31\% | 329 | 76.69\% | 429 | 100.00\% |
|  | 40-49 | 48 | 22.02\% | 170 | 77.98\% | 218 | 100.00\% |
|  | 50 and Over | 12 | 22.22\% | 42 | 77.78\% | 54 | 100.00\% |
| Low Total |  | 2051 | 40.69\% | 2989 | 59.31\% | 5040 | 100.00\% |
| Grand Total |  | 3361 | 36.18\% | 5929 | 63.82\% | 9290 | 100.00\% |

## Conclusion

No disproportionate impact was found for age and gender in this study. Disability group had some evidence showing potential disproportionate impact placing into higher level Reading courses and had lower success rates in the placed courses. Mt. SAC Assessment Center will continue to work with DSPS, faculty, and students to make sure all appropriate accommodations are being offered to disabled students. Possible disproportionate impact was also found on some ethnic groups by DRP placement. Further investigation on DRP tested students' high school backgrounds suggest factors such as low academic performance of attended high schools and low economic status might be contributing to the lower placement rates into higher level Reading courses for some ethnic group students. Analysis of faculty and students' perceptions on the appropriateness of DRP placement support the overall placement by DRP. In addition, more than $75 \%$ of students from impacted ethnic groups and of students with disability in the survey felt that the placement has been appropriate. Except for students with disability, average success rates of Reading courses are acceptable (above 60\%) by
ethnicity, gender and age group where enough data are available. Mt. San Antonio College will continue to collect data and monitor the disproportionate impact, and to collaborate with faculty, all sectors of Student Services, and basic skills enhancement programs to understand the needs of disadvantaged students and to provide proper assistance to help them achieve.

