
Which Students Are Included in the Reporting Cohort?

Cohort of Students Assessed/Placed: Cohort of students assessed/placed should include assessment/placement results for first-time students with a credit enrollment in any course, summer 2019 through spring 2020, including intersessions -- not just English, math, or credit ESL courses. Include any measures used to assess/place students, including high school transcript records, assessment/placement tests, guided or self-placement, or other locally derived methods. Report the highest course in which a student was assessed/placed with or without support. In other words, if a student received two math assessments/placements, report the highest assessment/placement based on support type. For example, if a student was assessed/placed in Statistics without support and Precalculus with recommended support, you may report the Statistics without support. Colleges may include courses appropriate to their course offerings including quantitative reasoning or math courses offered outside of the math department, such as business statistics.

Cohort for Student Enrollments: The cohort for student enrollments shall include first credit enrollment for all first-time students enrolled summer 2019 through spring 2020, including intersessions, in the transfer-level course. Include first enrollment regardless of where the student was placed. For example, if a student was assessed/placed in a transfer-level math course and enrolled in a pre-transfer-level course, the pre-transfer-level enrollment would be reported here. These columns shall include the number of distinct students enrolled at census regardless of their educational goal. If end-of-term data are used, include withdrawals (EW, MW, and W grades) as enrollment in the course. Colleges may include courses appropriate to their course offerings including quantitative reasoning or math courses offered outside of the math department, such as business statistics.

Credit ESL Assessment/Placement and Enrollments: Report credit ESL assessment/placement and enrollment only. Colleges that have multiple ESL strands (e.g., listening, speaking, reading, writing) need only report assessments/placements and enrollments in ESL writing and/or integrated sequences, not listening or speaking, as most students who take multiple strands of ESL will likely be enrolled in an ESL writing course.

Ethnicity Reporting: The template requests that colleges report ethnic groups based on MIS reporting categories (<https://webdata.cccco.edu/ded/sb/sb05.pdf>); however, colleges can use discretion in rolling up groups into categories that are most appropriate to the population they serve. For example, if the college has a very small population of Filipino students, they may combine this group with the Asian category. Further, if a college enrolls a large proportion of students from Africa who may not identify as African-American, they may use discretion in reporting the students in the African-American category, Multi-Ethnicity, Unknown category, or other appropriate category.

Footnotes

*https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB1805

Table 1.1. Assessment/Placement - English

English	1. Total Assessed/Placed	2. Number of Students Assessed/Placed into Transfer-Level Course <u>without</u> Concurrent Support	3. % of Students Assessed/Placed into Transfer-Level Course <u>without</u> Concurrent Support	4. Number of Students Assessed/Placed into Transfer-Level Course <u>with</u> <u>Recommended or Required</u> Concurrent Support	5. % of Students Assessed/Placed into Transfer-Level Course <u>with</u> <u>Recommended or Required</u> Concurrent Support	6. Number of Students Assessed/Placed into Pre-Transfer-Level Course or Multi-Term Sequence	7. % of Students Assessed/Placed into Pre-Transfer-Level Course or Multi-Term Sequence
Overall	102	71	70%	31	30%	0	0%
African-American	1	1	100%	0	0%	0	0%
American Indian/Alaskan Native	0		0%	0	0%	0	0%
Asian	36	23	64%	13	36%	0	0%
Filipino	0	0	0%	0	0%	0	0%
Hispanic	46	32	70%	14	30%	0	0%
Multi-Ethnicity	3	2	67%	1	33%	0	0%
Pacific Islander	1	0	0%	1	100%	0	0%
Unknown	7	6	86%	1	14%	0	0%
White Non-Hispanic	8	7	88%	1	13%	0	0%

Table 1.2. Enrollment - English

	1. Total Enrolled	2. Number of Students Who Enrolled in Transfer-Level Course <u>without</u> Concurrent Support	3. % of Students Enrolled in Transfer-Level Course <u>without</u> Concurrent Support	4. Number of Students Enrolled in Transfer-Level Course <u>with</u> <u>Recommended or Required</u> Concurrent Support	5. % of Students Enrolled in Transfer-Level Course <u>with</u> <u>Recommended or Required</u> Concurrent Support	6. Number of Students Enrolled in Pre-Transfer-Level Course or Multi-Term Sequence	7. % of Students Enrolled in Pre-Transfer-Level Course or Multi-Term Sequence
Overall	575	331	58%	86	15%	158	27%
African-American	4	4	100%	0	0%	0	0%
American Indian/Alaskan Native	4	3	75%	0	0%	1	25%
Asian	115	82	71%	14	12%	19	17%
Filipino	0	0	0%	0	0%	0	0%
Hispanic	307	157	51%	46	15%	104	34%
Multi-Ethnicity	9	6	67%	2	22%	1	11%
Pacific Islander	3	3	100%	0	0%	0	0%
Unknown	117	66	56%	20	17%	31	26%
White Non-Hispanic	16	10	63%	4	25%	2	13%

Tables 1.1 and 1.2 - Columns Explained

Assessment/Placement

Column 1 - Total Assessed/Placed: Cohort of students assessed/placed should include assessment/placement results for first-time students with a credit enrollment in any course, summer 2019 through spring 2020 -- not just English, math, or ESL courses.

Column 2 - Number of Students Assessed/Placed into Transfer-Level Course without Concurrent Support: These columns show the number of distinct students out of the total assessed/placed (Column 1) in the academic year who were assessed/placed into a transfer-level or degree-applicable course without concurrent support.

Column 3 - % of Students Assessed/Placed into Transfer-Level Course without Concurrent Support: Divides Column 2 by Column 1.

Column 4 - Number of Students Assessed/Placed into Transfer-Level Course with Recommended or Required Concurrent Support: These columns show the number of distinct students out of the total assessed/placed (Column 1) in the academic year who were assessed/placed into a transfer-level or degree-applicable course with recommended or required concurrent support. Include all types of concurrent support. The college can define what encompasses concurrent support, but examples may include: corequisite support courses, additional course units, lab units, credit or noncredit units, supplemental learning activities, recommended or required tutoring including embedded tutoring or supplemental instruction.

Column 5 - % of Students Assessed/Placed into Transfer-Level Course with Recommended or Required Concurrent Support: Divides Column 4 by Column 1.

Column 6 - Number of Students Assessed/Placed into Pre-Transfer-Level Course or Multi-Term Sequence: This column shows the number of distinct students out of the total assessed/placed (Column 1) in the academic year who were assessed/placed into a pre-transfer-level course or multi-term sequence (e.g., a transfer-level course stretched over two terms or a pre-transfer-level course as a prerequisite to a transfer-level course) or in any standalone course effectively prior to the transfer-level course (e.g., an optional brush up or refresher course that may or may not be at the transfer level).

Column 7 - % of Students Assessed/Placed into Pre-Transfer-Level Course or Multi-Term Sequence: Divides Column 6 by Column 1.

Enrollment

Column 1 - Total Enrolled: The cohort for student enrollments shall include first credit enrollment for all first-time students enrolled summer 2019 through spring 2020, including intersessions. Include first enrollment regardless of where the student was assessed/placed. For example, if a student was assessed/placed in transfer-level English and enrolled in pre-transfer-level English coursework, the pre-transfer level enrollment would be reported here. These columns shall include the number of distinct students enrolled at census regardless of their educational goal. If end-of-term data are used, include withdraws (EW, MW, and W grades) as enrollment in the course.

Column 2 - Number of Students Enrolled into Transfer-Level Course without Concurrent Support: These columns show the number of distinct students out of the total enrolled (Column 1) in the academic year who were enrolled in a transfer-level or degree-applicable course without concurrent support. Report enrollment in the gateway transfer-level course when reporting transfer-level enrollment (e.g. English Composition).

Column 3 - % of Students Enrolled into Transfer-Level Course without Concurrent Support: Divides Column 2 by Column 1.

Column 4 - Number of Students Enrolled into Transfer-Level Course with Recommended or Required Concurrent Support: These columns show the number of distinct students out of the total enrolled (Column 1) in the academic year who were enrolled in a transfer-level or degree-applicable course with recommended or required concurrent support. Include all types of concurrent support. The college can define what encompasses concurrent support, but examples may include: corequisite support courses, additional course units, lab units, credit or noncredit units, supplemental learning activities, recommended or required tutoring including embedded tutoring or supplemental instruction.

Column 5 - % of Students Enrolled into Transfer-Level Course with Recommended or Required Concurrent Support: Divides Column 4 by Column 1.

Column 6 - Number of Students Enrolled into Pre-Transfer-Level Course or Multi-Term Sequence: This column shows the number of distinct students out of the total enrolled (Column 1) in the academic year who were enrolled in a pre-transfer-level course or multi-term sequence (e.g., a transfer-level course stretched over two terms or a pre-transfer-level course as a prerequisite to a transfer-level course) or in any standalone course effectively prior to the transfer-level course (e.g., an optional brush up or refresher course that may or may not be at the transfer level).

Column 7 - % of Students Enrolled into Pre-Transfer-Level Course or Multi-Term Sequence: Divides Column 6 by Column 1.

Rows Explained

Racial/Ethnic Groups: The template requests that colleges report ethnic groups based on MIS reporting categories (<https://webdata.cccco.edu/ded/sb/sb05.pdf>); however, colleges can use discretion in rolling up groups into categories that are most appropriate to the population they serve. For example, if the college has a very small population of Filipino students, they may combine this group with the Asian category. Further, if a college enrolls a large proportion of students from Africa who may not identify as African-American, they may use discretion in reporting the students in the African-American category, Multi-Ethnicity, Unknown category, or other appropriate category.

Table 2.1 Assessment/Placement - Math

Math	1. Total Assessed/Placed	2. Number of Students Assessed/Placed into Transfer-Level Course <u>without</u> Concurrent Support	3. % of Students Assessed/Placed into Transfer-Level Course <u>without</u> Concurrent Support	4. Number of Students Assessed/Placed into Transfer-Level Course <u>with</u> <u>Recommended</u> <u>or</u> <u>Required</u> Concurrent Support	5. % of Students Assessed/Placed into Transfer-Level Course <u>with</u> <u>Recommended</u> <u>or</u> <u>Required</u> Concurrent Support	6. Number of Students Assessed/Placed into Pre-Transfer-Level Course or Multi-Term Sequence	7. % of Students Assessed/Placed into Pre-Transfer-Level Course or Multi-Term Sequence
Overall	106	52	49%	54	51%	0	0%
African-American	1	1	100%	0	0%	0	0%
American Indian/Alaskan Native	0	0	0%	0	0%	0	0%
Asian	38	16	42%	22	58%	0	0%
Filipino	0	0	0%	0	0%	0	0%
Hispanic	48	23	48%	25	52%	0	0%
Multi-Ethnicity	3	1	33%	2	67%	0	0%
Pacific Islander	1	0	0%	1	100%	0	0%
Unknown	7	6	86%	1	14%	0	0%
White Non-Hispanic	8	5	63%	3	38%	0	0%

Table 2.2. Enrollment - Math

Math	1. Total Enrolled	2. Number of Students Who Enrolled in Transfer-Level Course <u>without</u> Concurrent Support	3. % of Students Enrolled in Transfer-Level Course <u>without</u> Concurrent Support	4. Number of Students Enrolled in Transfer-Level Course <u>with</u> <u>Recommended</u> <u>or</u> <u>Required</u> Concurrent Support	5. % of Students Enrolled in Transfer-Level Course <u>with</u> <u>Recommended</u> <u>or</u> <u>Required</u> Concurrent Support	6. Number of Students Enrolled in Pre-Transfer-Level Course or Multi-Term Sequence	7. % of Students Enrolled in Pre-Transfer-Level Course or Multi-Term Sequence
Overall	663	422	64%	1	0%	240	36%
African-American	6	5	83%	0	0%	1	17%
American Indian/Alaskan Native	3	0	0%	0	0%	3	100%
Asian	171	127	74%	1	1%	43	25%
Filipino	0	0	0%	0	0%	0	0%
Hispanic	274	146	53%	0	0%	128	47%
Multi-Ethnicity	9	7	78%	0	0%	2	22%
Pacific Islander	4	3	75%	0	0%	1	25%
Unknown	166	113	68%	0	0%	53	32%
White Non-Hispanic	30	21	70%	0	0%	9	30%

Tables 2.1 and 2.2 - Columns Explained

Assessment/Placement	Enrollment
<p>Column 1 - Total Assessed/Placed: Cohort of students assessed/placed should include assessment/placement results for first-time students with a credit enrollment in any course, summer 2019 through spring 2020 -- not just English, math, or ESL courses.</p>	<p>Column 1 - Total Enrolled: The cohort for student enrollments shall include first credit enrollment for all first-time students enrolled summer 2019 through spring 2020, including intersessions. Include first enrollment regardless of where the student was assessed/placed. For example, if a student was assessed/placed in transfer-level Math course and enrolled in pre-transfer-level Math coursework, the pre-transfer level enrollment would be reported here. These columns shall include the number of distinct students enrolled at census regardless of their educational goal. If end-of-term data are used, include withdraws (EW, MW, and W grades) as enrollment in the course.</p>
<p>Column 2 - Number of Students Assessed/Placed into Transfer-Level Course <u>without</u> Concurrent Support: These columns show the number of distinct students out of the total assessed/placed (Column 1) in the academic year who were assessed/placed into a transfer-level or degree-applicable course without concurrent support.</p>	<p>Column 2 - Number of Students Enrolled into Transfer-Level Course <u>without</u> Concurrent Support: These columns show the number of distinct students out of the total enrolled (Column 1) in the academic year who were enrolled in a transfer-level or degree-applicable course without concurrent support. Report enrollment in the gateway transfer-level course when reporting transfer-level enrollment (e.g. Statistics or Precalculus).</p>
<p>Column 3 - % of Students Assessed/Placed into Transfer-Level Course <u>without</u> Concurrent Support: Divides Column 2 by Column 1.</p>	<p>Column 3 - % of Students Enrolled into Transfer-Level Course <u>without</u> Concurrent Support: Divides Column 2 by Column 1.</p>
<p>Column 4 - Number of Students Assessed/Placed into Transfer-Level Course <u>with Recommended or Required</u> Concurrent Support: These columns show the number of distinct students out of the total assessed/placed (Column 1) in the academic year who were assessed/placed into a transfer-level or degree-applicable course with recommended or required concurrent support. Include all types of concurrent support. The college can define what encompasses concurrent support, but examples may include: corequisite support courses, additional course units, lab units, credit or noncredit units, supplemental learning activities, recommended or required tutoring including embedded tutoring or supplemental instruction.</p>	<p>Column 4 - Number of Students Enrolled into Transfer-Level Course <u>with Recommended or Required</u> Concurrent Support: These columns show the number of distinct students out of the total enrolled (Column 1) in the academic year who were enrolled in a transfer-level or degree-applicable course with recommended or required concurrent support. Include all types of concurrent support. The college can define what encompasses concurrent support, but examples may include: corequisite support courses, additional course units, lab units, credit or noncredit units, supplemental learning activities, recommended or required tutoring including embedded tutoring or supplemental instruction.</p>
<p>Column 5 - % of Students Assessed/Placed into Transfer-Level Course <u>with Recommended or Required</u> Concurrent Support: Divides Column 4 by Column 1.</p>	<p>Column 5 - % of Students Enrolled into Transfer-Level Course <u>with Recommended or Required</u> Concurrent Support: Divides Column 4 by Column 1.</p>
<p>Column 6 - Number of Students Assessed/Placed into Pre-Transfer-Level Course or Multi-Term Sequence: This column shows the number of distinct students out of the total assessed/placed (Column 1) in the academic year who were assessed/placed into a pre-transfer-level course or multi-term sequence (e.g., a transfer-level course stretched over two terms or a pre-transfer-level course as a prerequisite to a transfer-level course) or in any standalone course effectively prior to the transfer-level course (e.g., an optional brush up or refresher course that may or may not be at the transfer level).</p>	<p>Column 6 - Number of Students Enrolled into Pre-Transfer-Level Course or Multi-Term Sequence: This column shows the number of distinct students out of the total enrolled (Column 1) in the academic year who were enrolled in a pre-transfer-level course or multi-term sequence (e.g., a transfer-level course stretched over two terms or a pre-transfer-level course as a prerequisite to a transfer-level course) or in any standalone course effectively prior to the transfer-level course (e.g., an optional brush up or refresher course that may or may not be at the transfer level).</p>
<p>Column 7 - % of Students Assessed/Placed into Pre-Transfer-Level Course or Multi-Term Sequence: Divides Column 6 by Column 1.</p>	<p>Column 7 - % of Students Enrolled into Pre-Transfer-Level Course or Multi-Term Sequence: Divides Column 6 by Column 1.</p>

Rows Explained

Racial/Ethnic Groups: The template requests that colleges report ethnic groups based on MIS reporting categories (<https://webdata.cccco.edu/ded/sb/sb05.pdf>); however, colleges can use discretion in rolling up groups into categories that are most appropriate to the population they serve. For example, if the college has a very small population of Filipino students, they may combine this group with the Asian category. Further, if a college enrolls a large proportion of students from Africa who may not identify as African-American, they may use discretion in reporting the students in the African-American category, Multi-Ethnicity, Unknown category, or other appropriate category.

Table 3.1. Assessment/Placement - Credit ESL - Writing or Integrated Sequence

Credit ESL	1. Total Assessed/Placed	2. Number of Students Assessed/Placed into Transfer-Level Course <u>without</u> Concurrent Support	3. % of Students Assessed/Placed into Transfer-Level Course <u>without</u> Concurrent Support	4. Number of Students Assessed/Placed into Transfer-Level Course <u>with</u> <u>Recommended</u> <u>or Required</u> Concurrent Support	5. % of Students Assessed/Placed into Transfer-Level Course <u>with</u> <u>Recommended</u> <u>or Required</u> Concurrent Support	6. Number of Students Assessed/Placed into Pre-Transfer-Level Course or Multi-Term Sequence	7. % of Students Assessed/Placed into Pre-Transfer-Level Course or Multi-Term Sequence
Overall	178	14	8%	0	0%	164	92%
African-American	0	0	0%	0	0%	0	0%
American Indian/Alaskan Native	1	0	0%	0	0%	1	100%
Asian	142	9	6%	0	0%	133	94%
Filipino	0	0	0%	0	0%	0	0%
Hispanic	20	3	15%	0	0%	17	85%
Multi-Ethnicity	0	0	0%	0	0%	0	0%
Pacific Islander	0	0	0%	0	0%	0	0%
Unknown	9	2	22%	0	0%	7	78%
White Non-Hispanic	6	0	0%	0	0%	6	100%

Table 3.2. Enrollment - Credit ESL - Writing or Integrated Sequence

Credit ESL	1. Total Enrolled	2. Number of Students Who Enrolled in Transfer-Level Course <u>without</u> Concurrent Support	3. % of Students Enrolled in Transfer-Level Course <u>without</u> Concurrent Support	4. Number of Students Enrolled in Transfer-Level Course <u>with</u> <u>Recommended</u> <u>or Required</u> Concurrent Support	5. % of Students Enrolled into Transfer-Level Course <u>with</u> <u>Recommended</u> <u>or Required</u> Concurrent Support	6. Number of Students Enrolled in Pre-Transfer-Level Course or Multi-Term Sequence	7. % of Students Enrolled in Pre-Transfer-Level Course or Multi-Term Sequence
Overall	98	0	0%	1	1%	97	99%
African-American	0	0	0%	0	0%	0	0%
American Indian/Alaskan Native	0	0	0%	0	0%	0	0%
Asian	56	0	0%	0	0%	56	100%
Filipino	0	0	0%	0	0%	0	0%
Hispanic	10	0	0%	0	0%	10	100%
Multi-Ethnicity	0	0	0%	0	0%	0	0%
Pacific Islander	0	0	0%	0	0%	0	0%
Unknown	31	0	0%	1	3%	30	97%
White Non-Hispanic	1	0	0%	0	0%	1	100%

Tables 3.1 and 3.2 - Columns Explained

Assessment/Placement	Enrollment
<p>Column 2 - Number of Students Assessed/Placed into Transfer-Level Course <u>without</u> Concurrent Support: These columns show the number of distinct students out of the total assessed/placed (Column 1) in the academic year who were assessed/placed into a transfer-level or degree-applicable course without concurrent support.</p> <p>Column 3 - % of Students Assessed/Placed into Transfer-Level Course <u>without</u> Concurrent Support: Divides Column 2 by Column 1.</p> <p>Column 4 - Number of Students Assessed/Placed into Transfer-Level Course <u>with Recommended or Required</u> Concurrent Support: These columns show the number of distinct students out of the total assessed/placed (Column 1) in the academic year who were assessed/placed into a transfer-level or degree-applicable course with recommended or required concurrent support. Include all types of concurrent support. The college can define what encompasses concurrent support, but examples may include: corequisite support courses, additional course units, lab units, credit or noncredit units, supplemental learning activities, recommended or required tutoring including embedded tutoring or supplemental instruction.</p> <p>Column 5 - % of Students Assessed/Placed into Transfer-Level Course <u>with Recommended or Required</u> Concurrent Support: Divides Column 4 by Column 1.</p> <p>Column 6 - Number of Students Assessed/Placed into Pre-Transfer-Level Course or Multi-Term Sequence: This column shows the number of distinct students out of the total assessed/placed (Column 1) in the academic year who were assessed/placed into a pre-transfer-level course or multi-term sequence (e.g., a transfer-level course stretched over two terms or a pre-transfer-level course as a prerequisite to a transfer-level course) or in any standalone course effectively prior to the transfer-level course (e.g., an optional brush up or refresher course that may or may not be at the transfer level).</p> <p>Column 7 - % of Students Assessed/Placed into Pre-Transfer-Level Course or Multi-Term Sequence: Divides Column 6 by Column 1.</p>	<p>Column 2 - Number of Students Enrolled into Transfer-Level Course <u>without</u> Concurrent Support: These columns show the number of distinct students out of the total enrolled (Column 1) in the academic year who were enrolled in a transfer-level or degree-applicable course without concurrent support. Report enrollment in the gateway transfer-level course when reporting transfer-level enrollment (e.g. Transfer-Level ESL equivalent to English Composition).</p> <p>Column 3 - % of Students Enrolled into Transfer-Level Course <u>without</u> Concurrent Support: Divides Column 2 by Column 1.</p> <p>Column 4 - Number of Students Enrolled into Transfer-Level Course <u>with Recommended or Required</u> Concurrent Support: These columns show the number of distinct students out of the total enrolled (Column 1) in the academic year who were enrolled in a transfer-level or degree-applicable course with recommended or required concurrent support. Include all types of concurrent support. The college can define what encompasses concurrent support, but examples may include: corequisite support courses, additional course units, lab units, credit or noncredit units, supplemental learning activities, recommended or required tutoring including embedded tutoring or supplemental instruction.</p> <p>Column 5 - % of Students Enrolled into Transfer-Level Course <u>with Recommended or Required</u> Concurrent Support: Divides Column 4 by Column 1.</p> <p>Column 6 - Number of Students Enrolled into Pre-Transfer-Level Course or Multi-Term Sequence: This column shows the number of distinct students out of the total enrolled (Column 1) in the academic year who were enrolled in a pre-transfer-level course or multi-term sequence (e.g., a transfer-level course stretched over two terms or a pre-transfer-level course as a prerequisite to a transfer-level course) or in any standalone course effectively prior to the transfer-level course (e.g., an optional brush up or refresher course that may or may not be at the transfer level).</p> <p>Column 7 - % of Students Enrolled into Pre-Transfer-Level Course or Multi-Term Sequence: Divides Column 6 by Column 1.</p>

Rows Explained

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