Why Are Colleges Required to Complete This Reporting Template?

This evaluation template is intended for colleges to annually report their assessment/placement and enrollment data for English, math, and credit English as a Second Language (ESL) to the Chancellor's Office and can serve as a document that can be made publicly available (e.g., posting to the college website), per requirements of AB 1805.*

Per AB 1805, as a condition for receiving funding pursuant to the Student Equity and Achievement Program, a community college is required to do all of the following:

1. Inform students of their rights (Title 5. Section 55522 and Education Code 78213) to access transfer-level coursework and academic credit ESL

2. Communicate the information described in #1 above in language that is easily understandable, and prominently feature it in the community college catalog, orientation materials, information relating to student placement on the community college's website, and any written communication by a college counselor to a student about the student's course placement options.

3. Annually report both of the following to the Chancellor's Office in a manner and form prescribed by the Chancellor's Office, consistent with the requirements of Section 78213:

   a. The community college's placement policies.

   b. The community college's placement results; a community college shall include the number of students assessed and the number of students placed into transfer-level coursework, transfer-level coursework with concurrent support, and transfer-level or credit ESL coursework, disaggregated by race and ethnicity.

4. Provide for students placed in stand-alone English or mathematics pre-transfer-level coursework an explanation of how effective practices align with the regulations adopted, based on local placement research.

5. Publicly post the college's placement results, including the number of students assessed and the number of students placed into transfer-level coursework, transfer-level coursework with concurrent support, or transfer-level or credit ESL coursework, disaggregated by race and ethnicity.

Colleges may choose to publicly report these data using a locally derived method or may PDF and post to their websites the data tables from the completed template.

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

College Name: Foothill College

Directions: Enter data for students assessed and enrolled in the 2019-2020 academic year into the BLUE cells of Tables 1.1 and 1.2; all other cells are populated automatically. See definitions for each column and the rows below the tables. Be sure to scroll down fully to see all information in the template.

Click here for instructions on how to complete the template

Table 1.1. Assessment/Placement - English							
English	1. Total Assessed/Placed	2. Number of Students Assessed/Placed into Transfer-Level Course *without* Concurrent Support	3. % of Students Assessed/Placed into Transfer-Level Course *without* Concurrent Support	4. Number of Students Assessed/Placed into Transfer-Level Course *with Recommended or Required* Concurrent Support	5. % of Students Assessed/Placed into Transfer-Level Course *with Recommended or Required* 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	**929**	**697**	**75%**	**149**	**16%**	**83**	**9%**
African-American	30	18	60%	10	33%	2	7%
American Indian/Alaskan Native	1	1	100%	0	0%	0	0%
Asian	212	177	83%	23	11%	12	6%
Filipino	21	15	71%	5	24%	1	5%
Hispanic	275	163	59%	67	24%	45	16%
Multi-Ethnicity	131	103	79%	18	14%	10	8%
Pacific Islander	12	6	50%	4	33%	2	17%
Unknown	49	39	80%	9	18%	1	2%
White Non-Hispanic	198	175	88%	13	7%	10	5%

Table 1.2. Enrollment - English							
	1. Total Enrolled	2. Number of Students Who Enrolled in Transfer-Level Course *without* Concurrent Support	3. % of Students Enrolled in Transfer-Level Course *without* Concurrent Support	4. Number of Students Enrolled in Transfer-Level Course *with Recommended or Required* Concurrent Support	5. % of Students Enrolled in Transfer-Level Course *with Recommended or Required* 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	**804**	**553**	**69%**	**218**	**27%**	**33**	**4%**
African-American	27	14	52%	13	48%	0	0%

American Indian/Alaskan Native	1	0	0%	1	100%	0	0%
Asian	196	152	78%	36	18%	8	4%
Filipino	22	18	82%	4	18%	0	0%
Hispanic	220	114	52%	89	40%	17	8%
Multi-Ethnicity	117	85	73%	30	26%	2	2%
Pacific Islander	9	3	33%	5	56%	1	11%
Unknown	44	34	77%	10	23%	0	0%
White Non-Hispanic	168	133	79%	30	18%	5	3%

Columns Explained

Assessment/Placement

Enrollment

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 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 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 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 Assessed/Placed into Transfer-Level Course _without_ Concurrent Support: Divides Column 2 by Column 1.

Column 3 - % of Students Enrolled 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 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 Assessed/Placed into Transfer-Level Course _with Recommended or Required_ Concurrent Support: Divides Column 4 by Column 1.

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

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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 *without* Concurrent Support	3. % of Students Assessed/Placed into Transfer-Level Course *without* Concurrent Support	4. Number of Students Assessed/Placed into Transfer-Level Course *with Recommended or Required* Concurrent Support	5. % of Students Assessed/Placed into Transfer-Level Course *with Recommended or Required* 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	1990	1990	100%	0	0%	0	0%
African-American	90	90	100%	0	0%	0	0%
American Indian/Alaskan Native	4	4	100%	0	0%	0	0%
Asian	494	494	100%	0	0%	0	0%
Filipino	41	41	100%	0	0%	0	0%
Hispanic	492	492	100%	0	0%	0	0%
Multi-Ethnicity	227	227	100%	0	0%	0	0%
Pacific Islander	16	16	100%	0	0%	0	0%
Unknown	120	120	100%	0	0%	0	0%
White Non-Hispanic	506	506	100%	0	0%	0	0%

Table 2.2. Enrollment - Math

Math	1. Total Enrolled	2. Number of Students Who Enrolled in Transfer-Level Course *without* Concurrent Support	3. % of Students Enrolled in Transfer-Level Course *without* Concurrent Support	4. Number of Students Enrolled in Transfer-Level Course *with Recommended or Required* Concurrent Support	5. % of Students Enrolled in Transfer-Level Course *with Recommended or Required* 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	**825**	**729**	**88%**	**92**	**11%**	**4**	**0%**
African-American	25	24	96%	1	4%	0	0%
American Indian/Alaskan Native	1	0	0%	1	100%	0	0%
Asian	220	203	92%	17	8%	0	0%
Filipino	19	19	100%	0	0%	0	0%
Hispanic	220	182	83%	37	17%	1	0%
Multi-Ethnicity	103	92	89%	10	10%	1	1%
Pacific Islander	12	10	83%	2	17%	0	0%
Unknown	46	40	87%	6	13%	0	0%
White Non-Hispanic	179	159	89%	18	10%	2	1%

Tables 2.1 and 2.2 - Columns Explained

Assessment/Placement	Enrollment
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 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.
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 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. Statistics or Precalculus).

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.

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.

College Name: Foothill College

Directions: Enter data for students assessed and enrolled in the 2019-2020 academic year into the BLUE cells of Table 3.1 and Table 3.2; all other cells are populated automatically. See definitions for each column and the rows below the tables. Be sure to scroll down fully to see all information in the template.

Click here for instructions on how to complete the template

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 *without* Concurrent Support	3. % of Students Assessed/Placed into Transfer-Level Course *without* Concurrent Support	4. Number of Students Assessed/Placed into Transfer-Level Course *with Recommended or Required* Concurrent Support	5. % of Students Assessed/Placed into Transfer-Level Course *with Recommended or Required* 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	147	0	0%	0	0%	147	100%
African-American	0	0	0%	0	0%	0	0%
American Indian/Alaskan Native	0	0	0%	0	0%	0	0%
Asian	87	0	0%	0	0%	87	100%
Filipino	1	0	0%	0	0%	1	100%
Hispanic	8	0	0%	0	0%	8	100%
Multi-Ethnicity	0	0	0%	0	0%	0	0%
Pacific Islander	0	0	0%	0	0%	0	0%
Unknown	31	0	0%	0	0%	31	100%
White Non-Hispanic	20	0	0%	0	0%	20	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 *without* Concurrent Support	3. % of Students Enrolled in Transfer-Level Course *without* Concurrent Support	4. Number of Students Enrolled in Transfer-Level Course *with Recommended or Required* Concurrent Support	5. % of Students Enrolled into Transfer-Level Course *with Recommended or Required* 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	**105**	**0**	**0%**	**0**	**0%**	**105**	**100%**
African-American	0	0	0%	0	0%	0	0%
American Indian/Alaskan Native	0	0	0%	0	0%	0	0%
Asian	54	0	0%	0	0%	54	100%
Filipino	1	0	0%	0	0%	1	100%
Hispanic	8	0	0%	0	0%	8	100%
Multi-Ethnicity	0	0	0%	0	0%	0	0%
Pacific Islander	0	0	0%	0	0%	0	0%
Unknown	25	0	0%	0	0%	25	100%
White Non-Hispanic	17	0	0%	0	0%	17	100%

Columns Explained

Assessment/Placement

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.

Enrollment

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. Transfer-Level ESL equivalent to 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 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.

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.

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Rows Explained

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