

Chaffey College: Math & Quantitative Reasoning

Table 2.1 Assessment/Placement - Math & Quantitative Reasoning

Math & Quantitative Reasoning	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	4511	0	0%	4511	100%	0	0%
African-American	333	0	0%	333	100%	0	0%
American Indian/Alaskan Native	**	0	0%	**	0%	0	0%
Asian/Pacific Islander	276	0	0%	276	100%	0	0%
Hispanic	3145	0	0%	3145	100%	0	0%
Multi-Ethnicity	140	0	0%	140	100%	0	0%
Unknown	181	0	0%	181	100%	0	0%
White Non-Hispanic	436	0	0%	436	100%	0	0%

Table 2.2. Enrollment - Math & Quantitative Reasoning

Math & Quantitative Reasoning	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 Recommended or Required</u> Concurrent Support	5. % of Students Enrolled in Transfer-Level Course <u>with 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	2314	0	0%	2032	88%	282	12%
African-American	150	0	0%	126	84%	24	16%
American Indian/Alaskan Native	**	0	0%	**	0%	0	0%
Asian/Pacific Islander	179	0	0%	168	94%	11	6%
Hispanic	1611	0	0%	1401	87%	210	13%
Multi-Ethnicity	65	0	0%	65	100%	**	0%
Unknown	75	0	0%	62	83%	13	17%
White Non-Hispanic	234	0	0%	210	90%	24	10%

Tables 2.1 and 2.2 - Columns Explained

Assessment/Placement

Column 1 - Total Assessed/Placed: Cohort of students assessed/placed includes 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. All types of concurrent support are reported, including but not limited to: 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 includes first credit enrollment for all first-time students enrolled summer 2019 through spring 2020, including intersessions. The reported counts include first enrollment regardless of where the student was assessed/placed. For example, if a student was assessed/placed in transfer-level Math and enrolled in pre-transfer-level Math coursework, the pre-transfer level enrollment would be reported here. The columns include the number of distinct students enrolled at census regardless of students' educational goals.

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. All types of concurrent support are reported, including but not limited to: 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: Racial/ethnic groups are reported based on MIS reporting categories (<https://webdata.cccco.edu/ded/sb/sb05.pdf>). Consistent with Family Educational Rights and Privacy Act (FERPA) reporting guidelines and recommendations, racial/ethnic groups with fewer than 10 students are suppressed and the identified count has been replaced with "***".
