

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 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 of the following:

1. Inform students of their rights (Title 5, Section 55522 and Education Code 78213) to access transfer-level coursework and academic c
2. Communicate the information described in #1 above in language that is easily understandable, and prominently feature it in the comm
3.
 - a.
 - b.
- 4.
- 5.

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 student 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:

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

College Name: Foothill College

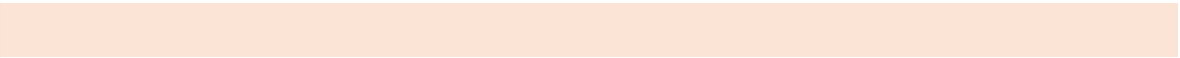
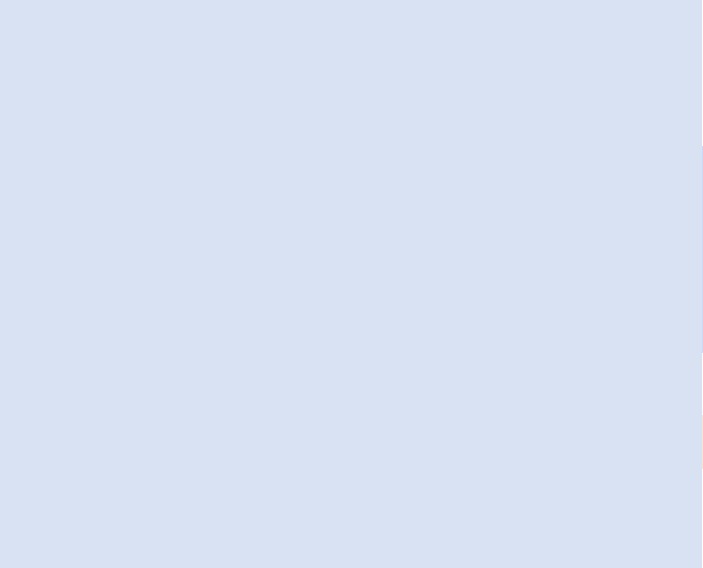
Directions: Enter data for students assessed and enrolled in the 2019-2020 academic year into the BLUE cells of Tables 1.1 and 1.2; all other cells are pre-filled.

[Click here for instructions on how to complete the template](#)

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 Recommended or Required</u> Concurrent Support	5. % of Students Assessed/Placed into Transfer-Level Course <u>with 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	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%

	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	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%



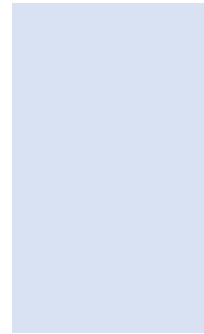
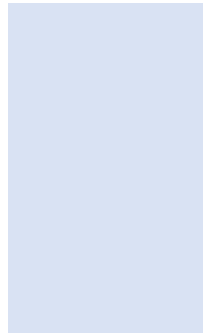
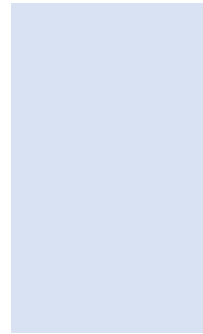
Math

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



Column 4 - Number of Students Assessed/Placed into Transfer-Level Course with Recommended or Required Concurrent Support: These

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

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 Recommended or Required</u> Concurrent Support	5. % of Students Enrolled into 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	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

Enrollment

Column 2 - Number of Students Assessed/Placed into Transfer-Level Course without Concurrent Support: These columns show the number of

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.