As of November 2009, data to answer placement-related CLASS questions are **not available via the Cal-PASS SMART Tool or MIS**. This supplemental report addresses assessment-related questions based on local data and a modified cohort as recommended by CLASS.

**Cohort Questions**

6. Modified question: *What is the number and percent of students, assessed during the Fall 2006 assessment period and enrolled in any course in Fall 2006, who were assessed as performing at the* ***COLLEGIATE level*** *vs.* ***PRE-COLLEGIATE/BASIC SKILLS level****?* Note that this is **not** the CLASS cohort.

Question 6 is answered below based on local assessment data, and the cohort described above, as recommended by the CLASS project. Note that question 6 is also answered in the main report based on CLASS cohort enrollments and using the Cal-PASS SMART Tool.

Table 1. *Number and Percent of Students\* Assessed as Performing at the Pre-Collegiate Level*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| College  Attended (Fall 2006) | Pre-Collegiate Course Recommendation | | | | | | | | |
| **Pre-Collegiate Math AND English** | | **Pre-Collegiate English Only** | | **Pre-Collegiate Math Only** | | **College Level** | | **Total** |
|  | **N** | ***%*** | **N** | ***%*** | **N** | ***%*** | **N** | ***%*** |  |
| Cuyamaca | 213 | *29.5%* | 220 | *30.5%* | 87 | *12.0%* | 202 | *28.0%* | 722 |
| Grossmont | 441 | *17.7%* | 985 | *39.5%* | 130 | *5.2%* | 937 | *37.6%* | 2,493 |
| Both  CC & GC | 15 | *17.6%* | 25 | *29.4%* | 6 | *7.1%* | 39 | *45.9%* | 85 |
| District Total | **669** | ***20.3%*** | **1,230** | ***37.3%*** | **223** | ***6.8%*** | **1,178** | ***35.7%*** | **3,300** |

\* Students were assessed from July to October of 2006 and enrolled in any GCCCD course in Fall 2006.

Districtwide, 3,300 students were assessed for Fall 2006 and subsequently enrolled in any Fall 2006 course. Approximately two thirds of these students were placed into pre-collegiate math and/or English. At Grossmont College, approximately 62% of students were placed into pre-collegiate math and/or English, while at Cuyamaca College, 72% of students were placed into pre-collegiate math and/or English. A higher proportion of Cuyamaca College students were assessed into both pre-collegiate math and English, or pre-collegiate math only, than students at Grossmont College. Historically, a higher proportion of Cuyamaca College students tend to place into pre-collegiate math than do Grossmont College students; this could help to explain the differences seen above.

**CLASS Queries**

1. CLASS Question: Of those cohort students who were assessed as not **COLLEGIATE-ready**, what percentage enrolled in at least one **PRE-COLLEGIATE/BASIC SKILLS** course in their first term of enrollment? Disaggregate this percentage by race/ethnicity and gender, in addition to the rate for all cohort students.

Modified question: *Of Fall 2006 students who were assessed for Fall 2006 as not* ***COLLEGIATE-ready****, what percentage enrolled in at least one recommended* ***PRE-COLLEGIATE/BASIC SKILLS*** *course in their first term of enrollment? Disaggregate this percentage by race/ethnicity and gender, in addition to the rate for all cohort students.* Note that this is **not** the CLASS cohort.

Tables 2 and 3 show, of the students assessed into pre-collegiate math and/or English for Fall 2006, the number and percent of students who took at least one recommended pre-collegiate course in Fall 2006. Districtwide, approximately 63% of students who were assessed at the pre-collegiate level took at least one recommended pre-collegiate course in Fall 2006.

Table 2. *Number and Percent of Students Assessed at the Pre-Collegiate Level Taking One or More Recommended Pre-Collegiate Course in Fall 2006 by Gender*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| College  Attended (Fall 2006) | Gender | Took at Least One Recommended Pre-Collegiate Course Fall 2006 | | Took No Recommended Pre-Collegiate Courses Fall 2006 | | Total |
|  |  | **N** | ***%*** | **N** | ***%*** |  |
| Cuyamaca | **Female** | 157 | *60.9%* | 101 | *39.1%* | 258 |
| **Male** | 168 | *65.6%* | 88 | *34.4%* | 256 |
| **Unknown** | 5 | *83.3%* | 1 | *16.7%* | 6 |
| CC Total | | **330** | ***63.5%*** | **190** | ***36.5%*** | **520** |
| Grossmont | **Female** | 556 | *65.0%* | 300 | *35.0%* | 856 |
| **Male** | 434 | *63.1%* | 254 | *36.9%* | 688 |
| **Unknown** | 6 | *50.0%* | 6 | *50.0%* | 12 |
| GC Total | | **996** | ***64.0%*** | **560** | ***36.0%*** | **1,556** |
| Both  CC & GC | **Female** | 8 | *34.8%* | 15 | *65.2%* | 23 |
| **Male** | 9 | *40.9%* | 13 | *59.1%* | 22 |
| **Unknown** | 0 | *0.0%* | 1 | *100.0%* | 1 |
| Both CC & GC Total | | **17** | ***37.0%*** | **29** | ***63.0%*** | **46** |
| District Total | **Female** | 721 | *63.4%* | 416 | *36.6%* | 1,137 |
| **Male** | 611 | *63.3%* | 355 | *36.7%* | 966 |
| **Unknown** | 11 | *57.9%* | 8 | *42.1%* | 19 |
| GCCCD Total | | **1,343** | ***63.3%*** | **779** | ***36.7%*** | **2,122** |

\* Students were assessed from July to October of 2006.

Table 3. *Number and Percent of Students Assessed at the Pre-Collegiate Level Taking One or More Recommended Pre-Collegiate Course in Fall 2006 by Ethnicity*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| College  Attended (Fall 2006) | Ethnicity | Took at Least One Recommended Pre-Collegiate Course Fall 2006 | | Took No Recommended Pre-Collegiate Courses  Fall 2006 | | Total |
|  |  | **N** | **%** | **N** | **%** |  |
| Cuyamaca | African-American | 30 | *62.5%* | 18 | *37.5%* | 48 |
| Asian | 10 | *62.5%* | 6 | *37.5%* | 16 |
| Filipino | 7 | *70.0%* | 3 | *30.0%* | 10 |
| Hispanic | 93 | *65.5%* | 49 | *34.5%* | 142 |
| Native American | 2 | *50.0%* | 2 | *50.0%* | 4 |
| Other | 30 | *71.4%* | 12 | *28.6%* | 42 |
| Pacific Islander | 6 | *75.0%* | 2 | *25.0%* | 8 |
| Unknown | 19 | *76.0%* | 6 | *24.0%* | 25 |
| White | 133 | *59.1%* | 92 | *40.9%* | 225 |
| CC Total | | **330** | ***63.5%*** | **190** | ***36.5%*** | **520** |
| Grossmont | African-American | 115 | *56.9%* | 87 | *43.1%* | 202 |
| Asian | 37 | *62.7%* | 22 | *37.3%* | 59 |
| Filipino | 55 | *69.6%* | 24 | *30.4%* | 79 |
| Hispanic | 253 | *69.5%* | 111 | *30.5%* | 364 |
| Native American | 10 | *52.6%* | 9 | *47.4%* | 19 |
| Other | 36 | *63.2%* | 21 | *36.8%* | 57 |
| Pacific Islander | 30 | *62.5%* | 18 | *37.5%* | 48 |
| Unknown | 54 | *58.7%* | 38 | *41.3%* | 92 |
| White | 406 | *63.8%* | 230 | *36.2%* | 636 |
| GC Total | | **996** | ***64.0%*** | **560** | ***36.0%*** | **1,556** |
| Both  CC & GC | African-American | 3 | *42.9%* | 4 | *57.1%* | 7 |
| Asian | 1 | *100.0%* | 0 | *0.0%* | 1 |
| Filipino | 0 | *0.0%* | 2 | *100.0%* | 2 |
| Hispanic | 5 | *55.6%* | 4 | *44.4%* | 9 |
| Native American |  |  |  |  |  |
| Other | 0 | *0.0%* | 3 | *100.0%* | 3 |
| Pacific Islander | 1 | *50.0%* | 1 | *50.0%* | 2 |
| Unknown | 0 | *0.0%* | 3 | *100.0%* | 3 |
| White | 7 | *36.8%* | 12 | *63.2%* | 19 |
| Both CC & GC Total | | **17** | ***37.0%*** | **29** | ***63.0%*** | **46** |
| District Total | African-American | 148 | *57.6%* | 109 | *42.4%* | 257 |
| Asian | 48 | *63.2%* | 28 | *36.8%* | 76 |
| Filipino | 62 | *68.1%* | 29 | *31.9%* | 91 |
| Hispanic | 351 | *68.2%* | 164 | *31.8%* | 515 |
| Native American | 12 | *52.2%* | 11 | *47.8%* | 23 |
| Other | 66 | *64.7%* | 36 | *35.3%* | 102 |
| Pacific Islander | 37 | *63.8%* | 21 | *36.2%* | 58 |
| Unknown | 73 | *60.8%* | 47 | *39.2%* | 120 |
| White | 546 | *62.0%* | 334 | *38.0%* | 880 |
| GCCCD Total | | **1,343** | ***63.3%*** | **779** | ***36.7%*** | **2,122** |

\* Students were assessed from July to October of 2006.