

CLASS Supplemental Report: Assessment Questions November 12, 2009

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								Total
	Pre-Collegiate Math AND English		Pre-Collegiate English Only		Pre-Collegiate Math Only		College Level		
	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.