



SCC English, Math, and English as Second Language (ESL) Placements and Enrollments Data

2019-2020

Compiled by the Planning, Research, and Institutional
Effectiveness (PRIE) Office

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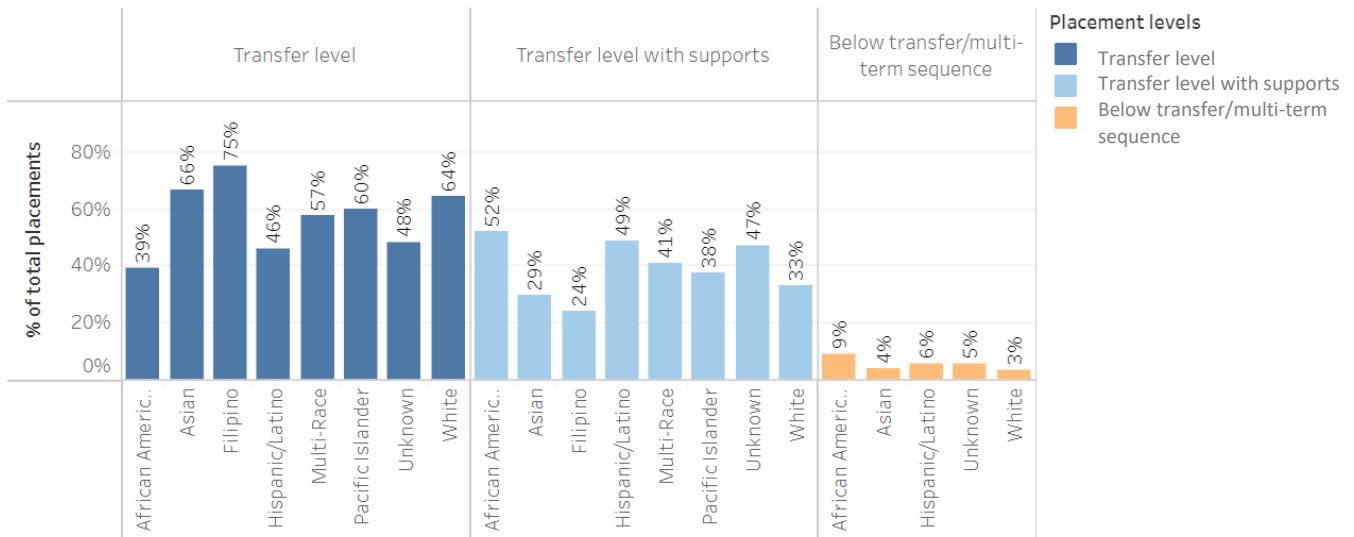
SCC First-time in college students, Placements - English, 2019-2020

* Groups with N < 10 are not shown

Choose a subject

- English
- ESL
- Math

Ethnicity	Transfer level	Transfer level with supports	Below transfer/multi-term sequence	Grand Total
African American	165	220	37	422
Asian	343	152	21	516
Filipino	60	19	*	80
Hispanic/Latino	633	675	79	1,387
Multi-Race	152	108	*	265
Native American	*	*		13
Pacific Islander	24	15	*	40
Unknown	87	85	10	182
White	478	245	24	747
Grand Total	1,947	1,527	178	3,652



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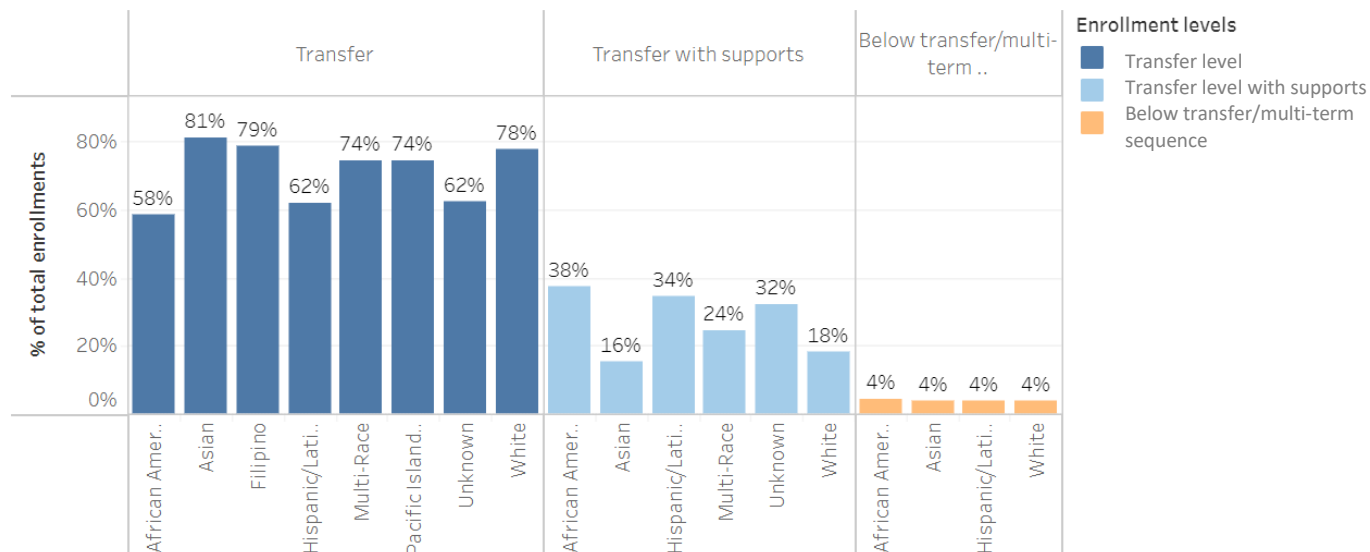
Placements | Enrollments | Note

SCC First-time in college students, Enrollments - **English**, 2019-2020 * Groups with N < 10 are not shown.

Choose a subject

- English
- ESL
- Math

Ethnicity	Transfer	Transfer with supports	Below transfer/multi-term sequence	Grand Total
African American	157	101	11	269
Asian	307	59	14	380
Filipino	44	*	*	56
Hispanic/Latino	647	359	40	1,046
Multi-Race	125	41	*	168
Native American	*	*		*
Pacific Islander	20	*		27
Unknown	78	40	*	125
White	381	90	19	490
Grand Total	1,763	711	96	2,570



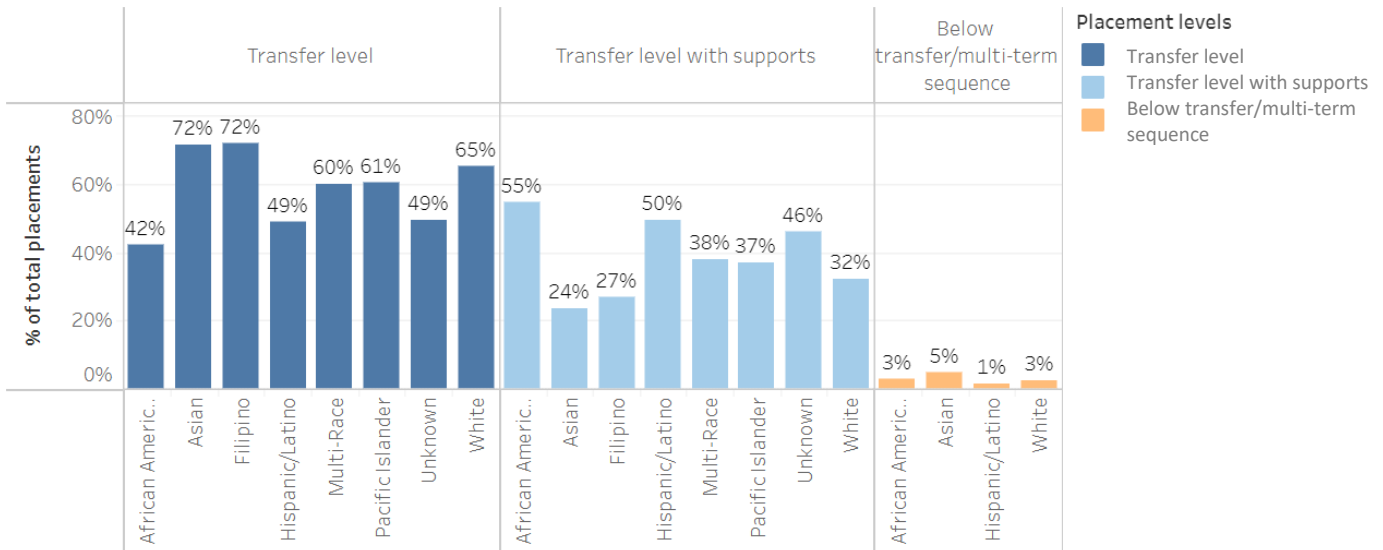
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Placements | Enrollments | Note

SCC First-time in college students, Placements - **Math**, 2019-2020 *
 Groups with N < 10 are not shown

- Choose a subject
- English
 - ESL
 - Math

Ethnicity	Transfer level	Transfer level with supports	Below transfer/multi-term sequence	Grand Total
African American	172	223	12	407
Asian	380	125	26	531
Filipino	56	21	*	78
Hispanic/Latino	656	663	19	1,338
Multi-Race	152	96	*	253
Native American	*	*		12
Pacific Islander	23	14	*	38
Unknown	90	84	*	182
White	471	231	18	720
Grand Total	2,004	1,465	90	3,559



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Placements | **Enrollments** | Note

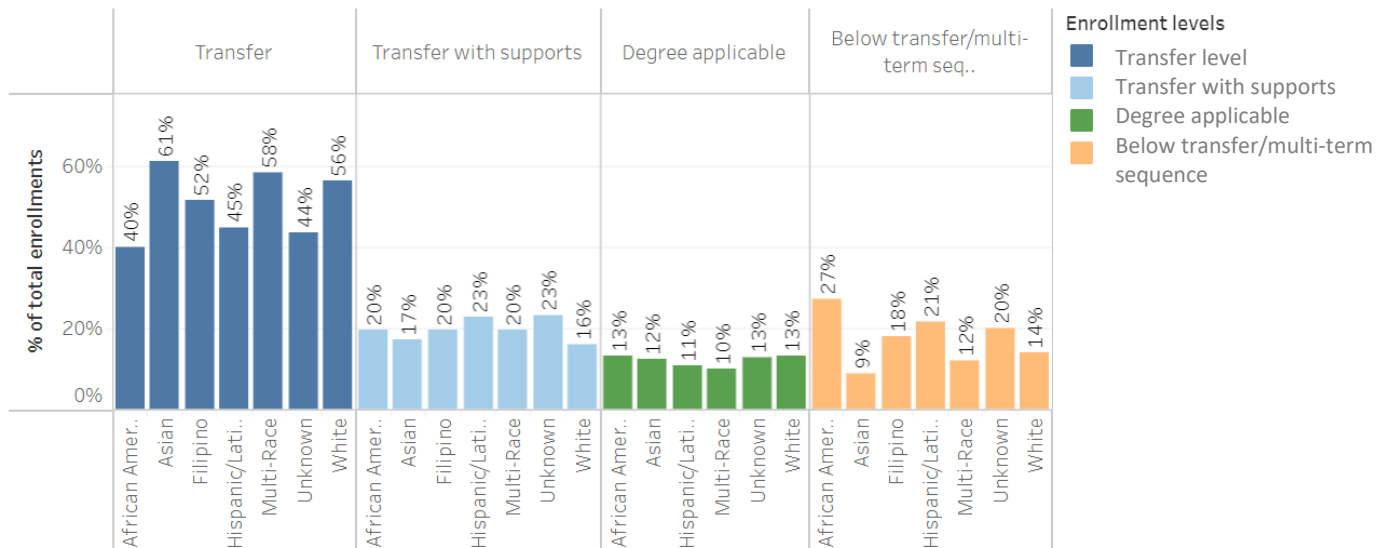
SCC First-time in college students, Enrollments - **Math**, 2019-2020 *

Groups with N < 10 are not shown.

Choose a subject

- English
- ESL
- Math**

Ethnicity	Transfer	Transfer with supports	Degree applicable	Degree applicable transfer/multi-term with suppor..	Below transfer/multi-term ..	Grand Total
African American	80	39	26		54	199
Asian	218	61	44	*	31	355
Filipino	29	11	*		10	56
Hispanic/Latino	349	178	84	*	167	779
Multi-Race	77	26	13		16	132
Native American			*	*	*	*
Pacific Islander	*	*	*		*	16
Unknown	41	22	12		19	94
White	205	58	48	*	51	363
Grand Total	1,006	402	236	*	350	1,998



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first-time in college students

Placements | Enrollments | Note

SCC First-time in college students, Placements - **ESL**, 2019-2020 *

Groups with N < 10 are not shown

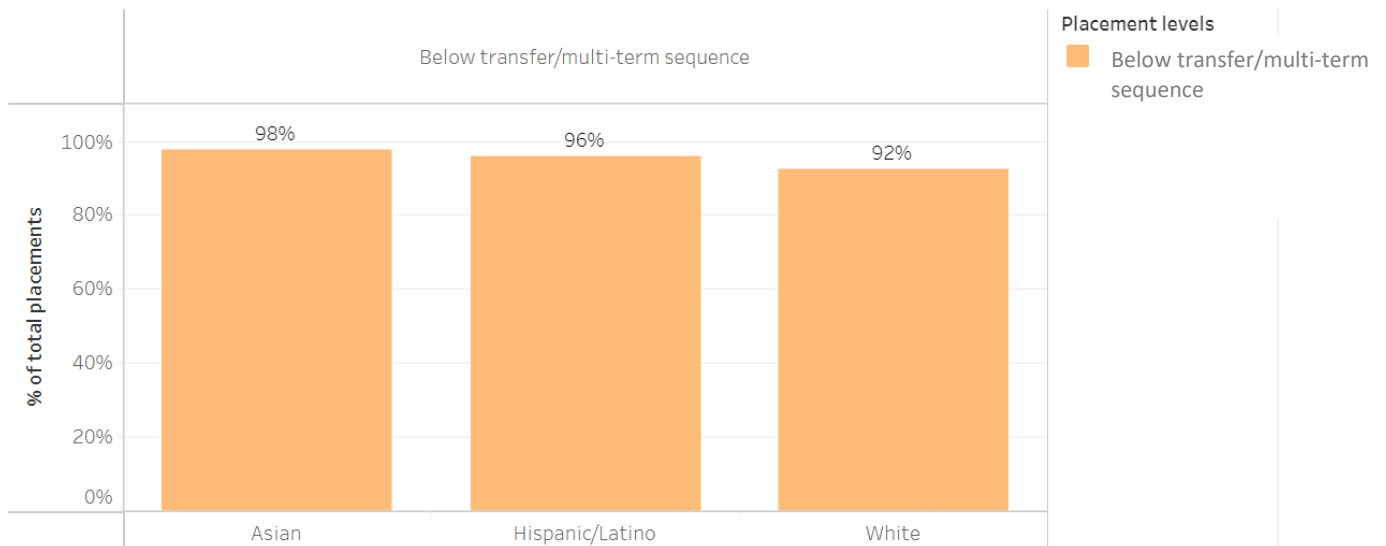
Choose a subject

English

ESL

Math

Ethnicity	Transfer level	Below transfer/multi-term sequence	Grand Total
African American		*	*
Asian	*	120	123
Filipino		*	*
Hispanic/Latino	*	24	25
Multi-Race		*	*
Pacific Islander		*	*
Unknown		*	*
White	*	24	26
Grand Total	*	179	185



ENGLISH AS SECOND LANGUAGE (ESL) Enrollments, 2019-2020, for SCC

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first-time in college students

Placements | Enrollments | Note

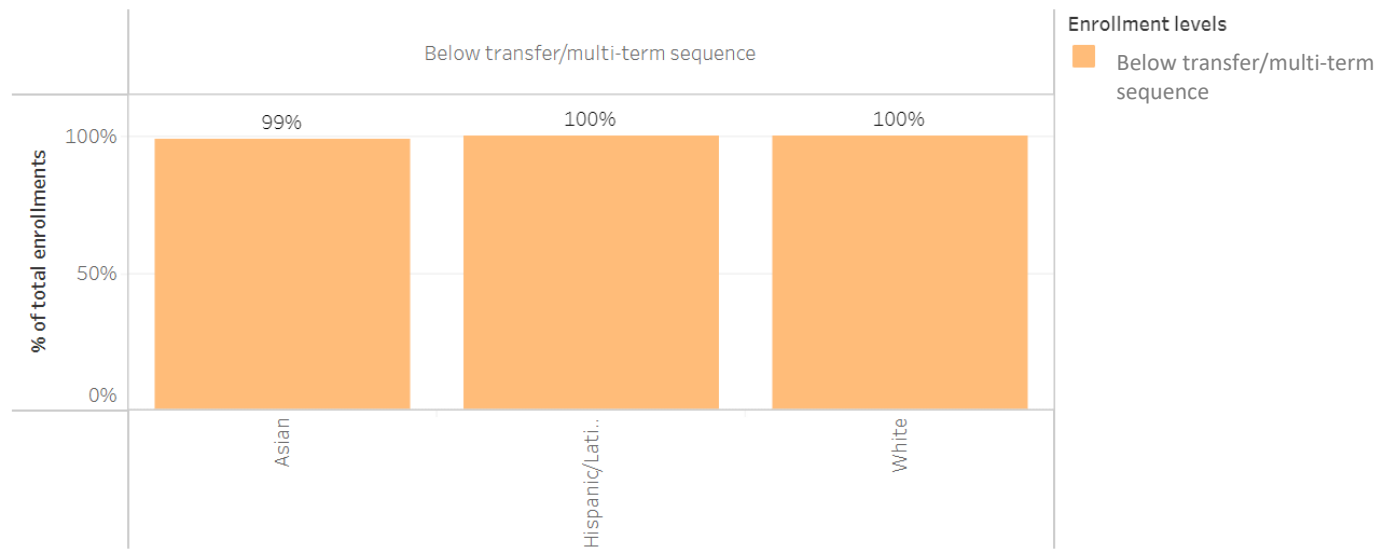
SCC First-time in college students, Enrollments - **ESL**, 2019-2020 *

Groups with N < 10 are not shown.

Choose a subject

- English
- ESL
- Math

Ethnicity	Transfer	Below transfer/multi-term sequence	Grand Total
African American		*	*
Asian	*	151	152
Filipino		*	*
Hispanic/Latino		24	24
Multi-Race		*	*
Unknown		*	*
White		35	35
Grand Total	*	226	227



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The information presented in this document uses a district-wide common dataset following guidance from the CCCCO regarding AB 1805 reporting requirements, accessible at

https://survey.gizmolibrary.s3.amazonaws.com/library/33727/AB1805_Reporting_Template_Final.xlsx

Below is an excerpt from the guidance regarding 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.