

College Name: West Hills College Lemoore

Table 1.1. Assessment/Placement English

English	1. Total Assessed/Placed	2. Number of Students Assessed/Placed into Transfer Level Course <i>without</i> Concurrent Support	3. % of Students Assessed/Placed into Transfer Level Course <i>without</i> Concurrent Support	4. Number of Students Assessed/Placed into Transfer Level Course <i>with Recommended or Required</i> Concurrent Support	5. % of Students Assessed/Placed into Transfer Level Course <i>with Recommended or Required</i> 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	1353	1112	82%	241	18%	0	0%
African American	52	43	83%	9	17%		0%
American Indian/Alaskan Native	11	9	82%	2	18%		0%
Asian	48	46	96%	2	4%		0%
Filipino	27	20	74%	7	26%		0%
Hispanic	903	720	80%	183	20%		0%
Multi Ethnicity	44	38	86%	6	14%		0%
Pacific Islander	5	5	100%		0%		0%
Unknown	45	34	76%	11	24%		0%
White Non Hispanic	218	197	90%	21	10%		0%

Table 1.2 Enrollment English

	1. Total Enrolled	2. Number of Students Who Enrolled in Transfer Level Course <i>without</i> Concurrent Support	3. % of Students Enrolled in Transfer Level Course <i>without</i> Concurrent Support	4. Number of Students Enrolled in Transfer Level Course <i>with Recommended or Required</i> Concurrent Support	5. % of Students Enrolled in Transfer Level Course <i>with Recommended or Required</i> 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	815	612	75%	200	25%	3	0%
Unknown	19	13	68%	6	32%		0%
White Non Hispanic	128	106	83%	22	17%		0%

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. 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.

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.

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. 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.

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.

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Table 2.1 Assessment/Placement

Math	1. Total Assessed/Placed	2. Number of Students Assessed/Placed into Transfer Level Course <i>without</i> Concurrent Support	3. % of Students Assessed/Placed into Transfer Level Course <i>without</i> Concurrent Support
Overall	1279	916	72%
Unknown	39	25	64%
White Non Hispanic	204	162	79%

Table 2.2 Enrollment

Math	1. Total Enrolled	2. Number of Students Who Enrolled in Transfer Level Course <i>without</i> Concurrent Support	3. % of Students Enrolled in Transfer Level Course <i>without</i> Concurrent Support
Overall	674	325	48%
Unknown	25	7	28%
Asian Native	3	3	100%
Black	15	8	53%
Hispanic	18	10	56%
White	472	225	48%
White Non Hispanic	14	6	43%
White Hispanic	4	1	25%
Other	16	6	38%
Other	107	59	55%

Tables 21 and 22 Columns Explained

Assessment/Placement	Enrollment
<p>Column 1 Total 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 not just English, math, or ESL courses.</p>	<p>Column 1 Total Enrolled: The cohort for student enrollments shall include first credit enrollment for all first time students enrolled summer 2019 through spring 2020, including intersessions. Include first enrollment regardless of where the student was assessed/placed. For example, if a student was assessed/placed in transfer level Math course and enrolled in pre transfer level Math coursework, 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 withdraws (EW, MW, and W grades) as enrollment in the course.</p>
<p>Column 2 Number of Students Assessed/Placed into Transfer Level Course <u>without</u> 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.</p>	<p>Column 2 Number of Students Enrolled into Transfer Level Course <u>without</u> 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. Statistics or Precalculus).</p>
<p>Column 3 % of Students Assessed/Placed into Transfer Level Course <u>without</u> Concurrent Support: Divides Column 2 by Column 1.</p>	<p>Column 3 % of Students Enrolled into Transfer Level Course <u>without</u> Concurrent Support: Divides Column 2 by Column 1.</p>
<p>Column 4 Number of Students Assessed/Placed into Transfer Level Course <u>with Recommended or Required</u> 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.</p>	<p>Column 4 Number of Students Enrolled into Transfer Level Course <u>with Recommended or Required</u> 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. 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.</p>
<p>Column 5 % of Students Assessed/Placed into Transfer Level Course <u>with Recommended or Required</u> Concurrent Support: Divides Column 4 by Column 1.</p>	<p>Column 5 % of Students Enrolled into Transfer Level Course <u>with Recommended or Required</u> Concurrent Support: Divides Column 4 by Column 1.</p>
<p>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).</p>	<p>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).</p>
<p>Column 7 % of Students Assessed/Placed into Pre Transfer Level Course or Multi Term Sequence: Divides Column 6 by Column 1.</p>	<p>Column 7 % of Students Enrolled into Pre Transfer Level Course or Multi Term Sequence: Divides Column 6 by Column 1.</p>

Rows Explained

Racial/Ethnic Groups. The template requests that colleges report ethnic groups based on MIS reporting categories (<https://webdata.cocaco.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.
