

College Name: West Hills College Coalinga

Table 1.1. Assessment/Placement - English

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</u> <u>Recommended or Required</u> Concurrent Support	5. % of Students Assessed/Placed into Transfer-Level Course <u>with</u> <u>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	675	520	77%	155	23%	0	0%
African-American	36	17	47%	19	53%	0	0%
American Indian/Alaskan Native	3	3	100%		0%		0%
Asian	10	10	100%		0%		0%
Filipino	0		0%		0%		0%
Hispanic	511	392	77%	119	23%		0%
Multi-Ethnicity	16	14	88%	2	13%		0%
Pacific Islander	4	2	50%	2	50%		0%
Unknown	19	17	89%	2	11%		0%
White Non-Hispanic	76	65	86%	11	14%		0%

Table 1.2. Enrollment - English

	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</u> <u>Recommended or Required</u> Concurrent Support	5. % of Students Enrolled in Transfer-Level Course <u>with</u> <u>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	426	211	50%	215	50%	0	0%
African-American	36	16	44%	20	56%	0	0%
American Indian/Alaskan Native	2	2	100%		0%		0%
Asian	2	2	100%		0%		0%
Filipino	3	2	67%	1	33%		0%
Hispanic	308	143	46%	165	54%		0%
Multi-Ethnicity	14	9	64%	5	36%		0%
Pacific Islander	1	1	100%		0%		0%
Unknown	17	10	59%	7	41%		0%
White Non-Hispanic	43	26	60%	17	40%		0%

Columns Explained

Assessment/Placement

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.

Column 2 - Number of Students Assessed/Placed into Transfer-Level Course without 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.

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.

Enrollment

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 English and enrolled in pre-transfer-level English 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.

Column 2 - Number of Students Enrolled into Transfer-Level Course without 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. English Composition).

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 5 - % of Students Enrolled into Transfer-Level Course with Recommended or Required Concurrent Support: Divides Column 4 by Column 1.

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.

Rows Explained

Racial/Ethnic Groups: 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.

College Name: West Hills College Coalinga

Table 2.1 Assessment/Placement - Math

Math	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	620	388	63%	225	36%	7	1%
African-American	30	8	27%	21	70%	1	3%
American Indian/Alaskan Native	3	3	100%		0%		0%
Asian	10	10	100%		0%		0%
Filipino	0		0%		0%		0%
Hispanic	468	290	62%	173	37%	5	1%
Multi-Ethnicity	14	11	79%	3	21%		0%
Pacific Islander	4	1	25%	3	75%		0%
Unknown	20	16	80%	4	20%		0%
White Non-Hispanic	71	49	69%	21	30%	1	1%

Table 2.2. Enrollment - Math

Math	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	374	258	69%	77	21%	39	10%
African-American	30	16	53%	9	30%	5	17%
American Indian/Alaskan Native	6	5	83%	1	17%		0%
Asian	5	5	100%		0%		0%
Filipino	2	1	50%		0%	1	50%
Hispanic	246	174	71%	52	21%	20	8%
Multi-Ethnicity	9	5	56%	2	22%	2	22%
Pacific Islander	1	1	100%		0%		0%
Unknown	21	13	62%	6	29%	2	10%
White Non-Hispanic	54	38	70%	7	13%	9	17%

Tables 2.1 and 2.2 - 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 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.</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>

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