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 *without* Concurrent Support	3. % of Students Assessed/Placed into Transfer-Level Course *without* Concurrent Support	4. Number of Students Assessed/Placed into Transfer-Level Course *with Recommended or Required* Concurrent Support	5. % of Students Assessed/Placed into Transfer-Level Course *with Recommended or Required* 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

English	1. Total Enrolled	2. Number of Students Who Enrolled in Transfer-Level Course *without* Concurrent Support	3. % of Students Enrolled in Transfer-Level Course *without* Concurrent Support	4. Number of Students Enrolled in Transfer-Level Course *with Recommended or Required* Concurrent Support	5. % of Students Enrolled in Transfer-Level Course *with Recommended or Required* 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%
African-American	33	24	73%	8	24%	1	3%
American Indian/Alaskan Native	7	5	71%	2	29%		0%
Asian	15	14	93%	1	7%		0%
Filipino	23	17	74%	6	26%		0%
Hispanic	558	407	73%	149	27%	2	0%
Multi-Ethnicity	29	23	79%	6	21%		0%
Pacific Islander	3	3	100%		0%		0%
Unknown	19	13	68%	6	32%		0%
White Non-Hispanic	128	106	83%	22	17%		0%

Columns Explained

Assessment/Placement	Enrollment
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 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 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 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 Assessed/Placed into Transfer-Level Course _without_ Concurrent Support: Divides Column 2 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 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 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 Assessed/Placed into Transfer-Level Course _with Recommended or Required_ Concurrent Support: Divides Column 4 by Column 1.	**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 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 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 Assessed/Placed into Pre-Transfer-Level Course or Multi-Term Sequence: Divides Column 6 by Column 1.	**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 Lemoore

Table 2.1 Assessment/Placement - Math

Math	1. Total Assessed/Placed	2. Number of Students Assessed/Placed into Transfer-Level Course *without* Concurrent Support	3. % of Students Assessed/Placed into Transfer-Level Course *without* Concurrent Support	4. Number of Students Assessed/Placed into Transfer-Level Course *with Recommended or Required* Concurrent Support	5. % of Students Assessed/Placed into Transfer-Level Course *with Recommended or Required* 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	1279	916	72%	276	22%	87	7%
African-American	46	31	67%	9	20%	6	13%
American Indian/Alaskan Native	9	7	78%	1	11%	1	11%
Asian	48	42	88%	5	10%	1	2%
Filipino	25	20	80%	3	12%	2	8%
Hispanic	861	596	69%	210	24%	55	6%
Multi-Ethnicity	43	29	67%	12	28%	2	5%
Pacific Islander	4	4	100%		0%		0%
Unknown	39	25	64%	5	13%	9	23%
White Non-Hispanic	204	162	79%	31	15%	11	5%

Table 2.2. Enrollment - Math

Math	1. Total Enrolled	2. Number of Students Who Enrolled in Transfer-Level Course *without* Concurrent Support	3. % of Students Enrolled in Transfer-Level Course *without* Concurrent Support	4. Number of Students Enrolled in Transfer-Level Course *with Recommended or Required* Concurrent Support	5. % of Students Enrolled in Transfer-Level Course *with Recommended or Required* 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	674	325	48%	162	24%	187	28%
African-American	25	7	28%	7	28%	11	44%
American Indian/Alaskan Native	3	3	100%		0%		0%
Asian	15	8	53%	1	7%	6	40%
Filipino	18	10	56%	3	17%	5	28%
Hispanic	472	225	48%	124	26%	123	26%
Multi-Ethnicity	14	6	43%	5	36%	3	21%
Pacific Islander	4	1	25%	3	75%		0%
Unknown	16	6	38%	2	13%	8	50%
White Non-Hispanic	107	59	55%	17	16%	31	29%

Tables 2.1 and 2.2 - Columns Explained

Assessment/Placement	Enrollment
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 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.
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 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. Statistics or Precalculus).
Column 3 - % of Students Assessed/Placed into Transfer-Level Course _without_ Concurrent Support: Divides Column 2 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 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 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 Assessed/Placed into Transfer-Level Course _with Recommended or Required_ Concurrent Support: Divides Column 4 by Column 1.	**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 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 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 Assessed/Placed into Pre-Transfer-Level Course or Multi-Term Sequence: Divides Column 6 by Column 1.	**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.