

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	5. % of Students	6. Number of	7. % of Students
				Students Assessed/ Placed into Transfer-Level Course <u>with</u> <u>Recommended or Required</u> Concurrent Support	Assessed/ Placed into Transfer-Level Course <u>with</u> <u>Recommended</u> Concurrent Support	Students Assessed/ Placed into Pre-Transfer-Level Course or Multi-Term Sequence	Assessed/ Placed into Pre-Transfer-Level Course or Multi-Term Sequence
Overall	1601	1601	100%	0	0%	0	0%
African-American	131	131	100%		0%		0%
American Indian/Alaskan Native	9	9	100%		0%		0%
Asian	155	155	100%		0%		0%
Filipino	0	0	0%		0%		0%
Hispanic	847	847	100%		0%		0%
Multi-Ethnicity	16	16	100%		0%		0%
Pacific Islander	9	9	100%		0%		0%
Unknown	60	60	100%		0%		0%
White Non-Hispanic	374	374	100%		0%		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	5. % of Students	6. Number of	7. % of Students
				Students Enrolled in Transfer-Level Course <u>with</u> <u>Recommended or Required</u> Concurrent Support	Enrolled in Transfer-Level Course <u>with</u> <u>Recommended</u> Concurrent Support	Students Enrolled in Pre-Transfer-Level Course or Multi-Term Sequence	Enrolled in Pre-Transfer-Level Course or Multi-Term Sequence
Overall	971	971	100%	0	0%	0	0%
African-American	67	67	100%		0%		0%
American Indian/Alaskan Native	3	3	100%		0%		0%
Asian	103	103	100%		0%		0%
Filipino	0	0	0%		0%		0%
Hispanic	531	531	100%		0%		0%
Multi-Ethnicity	12	12	100%		0%		0%
Pacific Islander	6	6	100%		0%		0%
Unknown	38	38	100%		0%		0%
White Non-Hispanic	211	211	100%		0%		0%

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	1724	1317	76%	407	24%	0	0%
African-American	132	95	72%	37	28%		0%
American Indian/Alaskan Native	9	5	56%	4	44%		0%
Asian	173	152	88%	21	12%		0%
Filipino	0		0%		0%		0%
Hispanic	881	648	74%	233	26%		0%
Multi-Ethnicity	16	13	81%	3	19%		0%
Pacific Islander	9	8	89%	1	11%		0%
Unknown	105	89	85%	16	15%		0%
White Non-Hispanic	399	307	77%	92	23%		0%

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	816	634	78%	161	20%	21	3%
African-American	55	40	73%	12	22%	3	5%
American Indian/Alaskan Native	4	3	75%	0	0%	1	25%
Asian	97	85	88%	11	11%	1	1%
Filipino			0%		0%		0%
Hispanic	407	309	76%	89	22%	9	2%
Multi-Ethnicity	12	10	83%	2	17%	0	0%
Pacific Islander	4	4	100%	0	0%	0	0%
Unknown	58	45	78%	11	19%	2	3%
White Non-Hispanic	179	138	77%	36	20%	5	3%

College Name: College of the Canyons

Table 3.1. Assessment/Placement - Credit ESL - Writing or Integrated Sequence

Credit ESL	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</u> <u>or Required</u> Concurrent Support	5. % of Students Assessed/Placed into Transfer-Level Course <u>with</u> <u>Recommended</u> <u>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	108	57	53%	0	0%	51	47%
African-American	1	0	0%		0%	1	100%
American Indian/Alaskan Native	0	0	0%		0%		0%
Asian	17	13	76%		0%	4	24%
Filipino	0	0	0%		0%		0%
Hispanic	27	12	44%		0%	15	56%
Multi-Ethnicity	1	0	0%		0%	1	100%
Pacific Islander	0	0	0%		0%		0%
Unknown	45	19	42%		0%	26	58%
White Non-Hispanic	17	13	76%		0%	4	24%

Table 3.2. Enrollment - Credit ESL - Writing or Integrated Sequence

Credit ESL	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</u> <u>or Required</u> Concurrent Support	5. % of Students Enrolled in Transfer-Level Course <u>with</u> <u>Recommended</u> <u>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	66	33	50%	0	0%	33	50%
African-American	0	0	0%		0%		0%
American Indian/Alaskan Native	0	0	0%		0%		0%
Asian	3	0	0%		0%	3	100%
Filipino	0	0	0%		0%		0%
Hispanic	11	5	45%		0%	6	55%
Multi-Ethnicity	0	0	0%		0%		0%
Pacific Islander	0	0	0%		0%		0%
Unknown	43	22	51%		0%	21	49%
White Non-Hispanic	9	6	67%		0%	3	33%