

College Name: Allan Hancock College

Directions: Enter data for students assessed and enrolled in the 2019-2020 academic year into the BLUE cells of Tables 1.1 and 1.2; all other cells are populated automatically. See definitions for each column and the rows below the tables. Be sure to scroll down fully to see all information in the template.

[Click here for instructions on how to complete the template](#)

Table 1.1. Assessment/Placement - English

English	1. Total Assessed/Placed	2. Number of Students Assessed/Placed into Transfer-Level Course		3. % of Students Assessed/Placed into Transfer-Level Course		4. Number of Students Assessed/Placed into Transfer-Level Course		5. % of Students Assessed/Placed into Transfer-Level Course		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	
		<u>without</u> Concurrent Support	Concurrent Support	<u>without</u> Concurrent Support	Concurrent Support	<u>with Recommended or Required</u> Concurrent Support	Concurrent Support	<u>with Recommended or Required</u> Concurrent Support	Concurrent Support				
Overall	2939	1930		66%		1009		34%		0		0%	
African-American	100	60		60%		40		40%		0		0%	
American Indian/Alaskan Native	66	34		52%		32		48%		0		0%	
Asian	71	50		70%		21		30%		0		0%	
Filipino	67	49		73%		18		27%		0		0%	
Hispanic	1304	756		58%		548		42%		0		0%	
Multi-Ethnicity	0	0		0%		0		0%		0		0%	
Pacific Islander	38	21		55%		17		45%		0		0%	
Unknown	140	80		57%		60		43%		0		0%	
White Non-Hispanic	1153	880		76%		273		24%		0		0%	

Table 1.2. Enrollment - English

English	1. Total Enrolled	2. Number of Students Who Enrolled in Transfer-Level Course		3. % of Students Enrolled in Transfer-Level Course		4. Number of Students Enrolled in Transfer-Level Course		5. % of Students Enrolled in Transfer-Level Course		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	
		<u>without</u> Concurrent Support	Concurrent Support	<u>without</u> Concurrent Support	Concurrent Support	<u>with Recommended or Required</u> Concurrent Support	Concurrent Support	<u>with Recommended or Required</u> Concurrent Support	Concurrent Support				
Overall	1703	1343		79%		352		21%		8		0%	
African-American	50	34		68%		15		30%		1		2%	
American Indian/Alaskan Native	41	31		76%		10		24%		0		0%	
Asian	27	25		93%		2		7%		0		0%	
Filipino	42	35		83%		7		17%		0		0%	
Hispanic	850	648		76%		198		23%		4		0%	
Multi-Ethnicity	0	0		0%		0		0%		0		0%	
Pacific Islander	21	13		62%		8		38%		0		0%	
Unknown	74	55		74%		19		26%		0		0%	
White Non-Hispanic	598	502		84%		93		16%		3		1%	

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.

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 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 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:

Directions: Enter data for students assessed and enrolled in the 2019-20 academic year into the BLUE cells of Table 2.1 and Table 2.2; all other cells are populated automatically. See definitions for each column and the rows below the tables. Be sure to scroll down fully to see all information in the template.

[Click here for instructions on how to complete the template](#)

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	2939	2939	100%	0	0%	0	0%
African-American	100	100	100%	0	0%	0	0%
American Indian/Alaskan Native	66	66	100%	0	0%	0	0%
Asian	71	71	100%	0	0%	0	0%
Filipino	67	67	100%	0	0%	0	0%
Hispanic	1304	1304	100%	0	0%	0	0%
Multi-Ethnicity	0	0	0%	0	0%	0	0%
Pacific Islander	38	38	100%	0	0%	0	0%
Unknown	140	140	100%	0	0%	0	0%
White Non-Hispanic	1153	1153	100%	0	0%	0	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	1413	663	47%	202	14%	548	39%
African-American	31	10	32%	5	16%	16	52%
American Indian/Alaskan Native	37	18	49%	8	22%	11	30%
Asian	22	17	77%	1	5%	4	18%
Filipino	34	20	59%	6	18%	8	24%
Hispanic	704	286	41%	119	17%	299	42%
Multi-Ethnicity	0	0	0%	0	0%	0	0%
Pacific Islander	15	5	33%	1	7%	9	60%
Unknown	52	17	33%	2	4%	33	63%
White Non-Hispanic	518	290	56%	60	12%	168	32%

Tables 2.1 and 2.2 - 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).

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 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 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 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.

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Column 7 - % of Students Assessed/Placed into Pre-Transfer-Level Course or Multi-Term Sequence: Divides Column 6 by Column 1.

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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.

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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 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	0	0	0%	0	0%	0	0%
African-American	0	0	0%	0	0%	0	0%
American Indian/Alaskan Native	0	0	0%	0	0%	0	0%
Asian	0	0	0%	0	0%	0	0%
Filipino	0	0	0%	0	0%	0	0%
Hispanic	0	0	0%	0	0%	0	0%
Multi-Ethnicity	0	0	0%	0	0%	0	0%
Pacific Islander	0	0	0%	0	0%	0	0%
Unknown	0	0	0%	0	0%	0	0%
White Non-Hispanic	0	0	0%	0	0%	0	0%

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 or Required</u> Concurrent Support	5. % of Students Enrolled into 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
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Overall	31	1	3%	0	0%	30	97%
African-American	2	0	0%	0	0%	2	100%
American Indian/Alaskan Native	0	0	0%	0	0%	0	0%
Asian	2	0	0%	0	0%	2	100%
Filipino	0	0	0%	0	0%	0	0%
Hispanic	21	0	0%	0	0%	21	100%
Multi-Ethnicity	0	0	0%	0	0%	0	0%
Pacific Islander	0	0	0%	0	0%	0	0%
Unknown	2	0	0%	0	0%	2	100%
White Non-Hispanic	4	1	25%	0	0%	3	75%

Columns Explained

Assessment/Placement

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.

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

Enrollment

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. Transfer-Level ESL equivalent to English Composition).

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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).

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