

College Name: Mt. San Antonio College

Directions: Enter data for students assessed and enrolled in the 2019-2020 academic year into the BLUE cells of Table 3.1 and Table 3.2; 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 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
<b>Overall</b>	<b>359</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>359</b>	<b>100%</b>
African-American	5		0%		0%	5	100%
American Indian/Alaskan Native	0		0%		0%		0%
Asian	291		0%		0%	291	100%
Filipino	5		0%		0%	5	100%
Hispanic	42		0%		0%	42	100%
Multi-Ethnicity	5		0%		0%	5	100%
Pacific Islander	0		0%		0%		0%
Unknown	0		0%		0%		0%
White Non-Hispanic	11		0%		0%	11	100%

**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 Recommended or Required</u> Concurrent Support	5. % of Students Enrolled into 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
<b>Overall</b>	<b>463</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>463</b>	<b>100%</b>
African-American	4		0%		0%	4	100%
American Indian/Alaskan Native	0		0%		0%		0%
Asian	380		0%		0%	380	100%
Filipino	8		0%		0%	8	100%
Hispanic	55		0%		0%	55	100%
Multi-Ethnicity	4		0%		0%	4	100%
Pacific Islander	0		0%		0%		0%
Unknown	0		0%		0%		0%
White Non-Hispanic	12		0%		0%	12	100%

#### Columns Explained

Assessment/Placement	Enrollment
<b>Column 2 - Number of Students Assessed/Placed into Transfer-Level Course <u>without</u> Concurrent Support:</b> 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.	<b>Column 2 - Number of Students Enrolled into Transfer-Level Course <u>without</u> Concurrent Support:</b> 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).
<b>Column 3 - % of Students Assessed/Placed into Transfer-Level Course <u>without</u> Concurrent Support:</b> Divides Column 2 by Column 1.	<b>Column 3 - % of Students Enrolled into Transfer-Level Course <u>without</u> Concurrent Support:</b> 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 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.

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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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