## Fullerton College 2021 AB1805 Report

		Table 1.1.	Assessment/Plac	ement - 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</u> <u>Reauired</u> Concurrent Support	5. % of Students Assessed/Placed into Transfer-Level Course <u>with</u> <u>Recommended or</u> <u>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	3773	3051	81%	602	16%	120	3%
African-American	91	73	80%	15	16%	3	3%
American Indian/Alaskan Native	10	9	90%	0	0%	1	10%
Asian	267	221	83%	29	11%	17	6%
Filipino	84	69	82%	11	13%	4	5%
Hispanic	2463	1970	80%	440	18%	53	2%
Multi-Ethnicity	114	92	81%	13	11%	9	8%
Pacific Islander	7	5	71%	2	29%	0	0%
Unknown	211	168	80%	38	18%	5	2%
White Non-Hispanic	526	444	84%	54	10%	28	5%
		Tabl	e 1.2. Enrollment	- English			
		2. Number of Students Who	3. % of Students Enrolled in Transfer-	4. Number of Students Enrolled in Transfer-Level	5. % of Students Enrolled in Transfer-	6. Number of Students Enrolled in	7. % of Students Enrolled in Pre-

	1. Total Enrolled	Students Who Enrolled in Transfer- Level Course <u>without</u> Concurrent Support	Level Course without Concurrent	Course <u>with</u>	Enrolled in Transfer- Level Course <u>with</u> <u>Recommended or</u> <u>Required</u> Concurrent Support	Students Enrolled in Pre-Transfer-Level Course or Multi- Term Sequence	Final Structures Enrolled in Pre- Transfer-Level Course or Multi- Term Sequence
Overall	3421	2734	80%	687	20%	0	0%
African-American	80	58	73%	22	28%	0	0%
American Indian/Alaskan Native	9	7	78%	2	22%	0	0%
Asian	246	214	87%	32	13%	0	0%
Filipino	82	72	88%	10	12%	0	0%
Hispanic	2280	1769	78%	511	22%	0	0%
Multi-Ethnicity	101	94	93%	7	7%	0	0%
Pacific Islander	7	7	100%	0	0%	0	0%
Unknown	171	132	77%	39	23%	0	0%
White Non-Hispanic	445	381	86%	64	14%	0	0%
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		Table 2.1 Ass	essment/Plac	ement - Math			
Math	1. Total Assessed/Place d	2. Number of Students Assessed/Place d into Transfer- Level Course <u>without</u> Concurrent Support	3. % of Students Assessed/Place d into Transfer- Level Course <u>without</u> Concurrent Support	4. Number of Students Assessed/Place d 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/Place d into Pre- Transfer-Level Course or Multi- Term Sequence	7. % of Students Assessed/Placed into Pre-Transfer Level Course or Multi-Term Sequence
Overall	3800	3403	90%	49	1%	348	9%
African-American	91	80	88%	3	3%	8	9%
American Indian/Alaskan Native	9	8	89%	0	0%	1	11%
Asian	303	287	95%	1	0%	15	5%
Filipino	81	75	93%	0	0%	6	7%
Hispanic	2444	2168	89%	34	1%	242	10%
Multi-Ethnicity	114	100	88%	1	1%	13	11%
Pacific Islander	7	5	71%	0	0%	2	29%
Unknown	227	202	89%	5	2%	20	9%
White Non-Hispanic	524	478	91%	5	1%	41	8%
		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</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	2893	2210	76%	203	7%	480	17%
African-American	62	46	74%	6	10%	10	16%
American Indian/Alaskan Native	7	5	71%	0	0%	2	29%
Asian	256	218	85%	13	5%	25	10%
Filipino	69	56	81%	6	9%	7	10%
Hispanic	1885	1412	75%	140	7%	333	18%
Multi-Ethnicity	86	69	80%	5	6%	12	14%
Pacific Islander	6	4	67%	1	17%	1	17%

66%

81%

12%

4%

33

57

22%

15%

18

14

97

303

148

374

Unknown

White Non-Hispanic

Table 3.1. Assessment/Placement - Credit ESL - Writing or Integrated Sequence									
1. Total Assessed/Place d	2. Number of Students Assessed/Place d 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/Place d into Transfer- Level Course <u>with</u> <u>Recommended</u> <u>or Required</u> Concurrent Support	6. Number of Students Assessed/Place d into Pre- Transfer-Level Course or Multi- Term Sequence	7. % of Students Assessed/Placed into Pre-Transfer- Level Course or Multi-Term Sequence			
178	0	0%	1	1%	177	99%			
1	0	0%	0	0%	1	100%			
0	0	0%	0	0%	0	0%			
75	0	0%	0	0%	75	100%			
4	0	0%	0	0%	4	100%			
51	0	0%	0	0%	51	100%			
3	0	0%	0	0%	3	100%			
0	0	0%	0	0%	0	0%			
34	0	0%	1	3%	33	97%			
10	0	0%	0	0%	10	100%			
	1. Total Assessed/Place d 178 1 0 75 4 51 3 0 34	1. Total Assessed/Place d2. Number of Students Assessed/Place d into Transfer- Level Course without Concurrent Support178017801000075040511000340	1. Total Assessed/Place d2. Number of Students Assessed/Place d into Transfer- Level Course without Concurrent Support3. % of Students Assessed/Placed into Transfer- Level Course without Concurrent Support17800%100%000%7500%400%5100%300%3400%	1. Total Assessed/Place d2. Number of Students Assessed/Place d into Transfer- Level Course without Concurrent Support3. % of Students Assessed/Placed into Transfer- Level Course without Concurrent Support4. Number of Students Assessed/Placed into Transfer- Level Course without Concurrent Support17800%1100%000%00100%0100%0100%0300%03400%0	1. Total Assessed/Place d2. Number of Students Assessed/Placed dinto Transfer- Level Course without Concurrent Support3. % of Students Assessed/Placed into Transfer- Level Course without Concurrent Support4. Number of Students Assessed/Placed into Transfer- Level Course with Recommended or Required Concurrent Support5. % of Students 	1. Total Assessed/Place d2. Number of Students Assessed/Place d into Transfer- Level Course without Concurrent Support3. % of Students Assessed/Place linto Transfer- Level Course without Concurrent Support5. % of Students Assessed/Place d into Transfer- Level Course with Concurrent Support6. Number of Students Assessed/Place d into Transfer- Level Course with Recommended Or Required Concurrent Support6. Number of Students Assessed/Place d into Transfer- Level Course with Recommended Or Required Concurrent Support6. Number of Students Assessed/Place d into Transfer- Level Course with Concurrent Support17800%11%177100%00%1100%00%1100%00%1100%00%3100%00%3100%00%3100%00%3300%00%3300%00%3300%13%33<			

Table 3.2. En	rollment - Cre	dit ESL - Writi	ng or Integrate	d Sequence	
			4 Number of		

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 into 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	137	0	0%	0	0%	137	100%
African-American	1	0	0%	0	0%	1	100%
American Indian/Alaskan Native	0	0	0%	0	0%	0	0%
Asian	58	0	0%	0	0%	58	100%
Filipino	0	0	0%	0	0%	0	0%
Hispanic	43	0	0%	0	0%	43	100%
Multi-Ethnicity	3	0	0%	0	0%	3	100%
Pacific Islander	0	0	0%	0	0%	0	0%
Unknown	27	0	0%	0	0%	27	100%
White Non-Hispanic	5	0	0%	0	0%	5	100%