MIS STUDENT PLACEMENT (SL): SUBMISSION REPORT, 2022-23

Introduction

The MIS SL (Student Placemen) report for the 2022-23 academic year was submitted by the FHDA CCD (Foothill-De Anza Community College District) to the CCCCO (California Community Colleges Chancellor's Office) on November 7, 2023. This document provides a summary of the data submitted for the last two academic years (2021-2022 and 2022-23).

The MIS SL report includes data for course placement services in English, mathematics or ESL (English as a Second Language) provided at the colleges during the reporting year (2022-23). Documentation on the methods used to extract and process the data for the report are available at the FHDA Institutional Research MIS website,[1] including:

- *FHDA MIS Reports, Student Placement (SL): Methods and Procedures (October 2021)*
- *MIS_SL_TEST_SCORE_LK: Crosswalk of Banner-SOATEST codes and MIS SL Codes (November 2023)*

Overview

This document shows data for course placement services in the areas of English, math or ESL at De Anza College and Foothill College during the last two academic years. Statistics presented here include headcounts by subject area (i.e., English, math or ESL), type (e.g., math STEM, math SLAM, ESL writing, ESL integrated), placement rules (e.g., use of high school GPA based on state rules, local placement rules not based on high school GPA), guided placement (i.e., use of guided or self-guided placement tools), standardized testing (use of standardized tests in ESL placement), and placement level (e.g., transfer level with support required or recommended, below transfer level).[2]

Data for this report include any student or college applicant who received placement services during the academic year.[3] From this first group (students or applicants who received placement services at the college), a second group was formed that included only those who registered at the college after receiving placement services. Subsequently, a third group was formed that included only students who registered in any course with a TOP (Taxonomy of Programs) or course subject code related to the area for which they

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[1] https://research.fhda.edu/mis_reports/mis_sl_student_placement/index.html

[2] Details on the MIS SL report are available at: https://webdata.cccco.edu/ded/sl/sl.htm

[3] Placement services may vary; this may include placement based of high school GPA data from the college admissions application, use of self-guiding tools developed by the college, or based on individual counseling/advising.

received placement services. In this document, emphasis is given to this third group for placement services are likely most relevant to these students (i.e., students may receive placement in English and math courses when they apply to the college, independently of their intent or need to register in these courses).

Data Highlights

This section summarizes key findings based on the data shown in tables and figures at the end of this document. Percentage figures are not mutually exclusive for students may receive multiple course placement services within a subject area at the same college throughout the academic year.

- Data in Table 1.A show that the number of students who received placement services for English, math or ESL and later registered in a related course at De Anza dropped 18.4% (minus 1,554) in 2022-23 when compared to the number for the prior academic year. At Foothill, the headcount for this group dropped 41.6% (minus 3,449) over the same period. On the other hand, the headcount for ESL placements in this group at Foothill increased 200% (plus 192) in 2022-23, compared to the prior academic year.
- Data in Table 1.B show headcount statistics by subject area for students who received placement services and later enrolled in at least one related course. Data in this table shows that more than half of these students received math and English placement services in 2022-23 (math: 66.3% and 63.5% at De Anza and Foothill, respectively; English: 54.9% and 52.5% at De Anza and Foothill, respectively). ESL accounted for 16.3% and 6.0% of the total headcount for this group at De Anza and Foothill, respectively, in the same academic year.
- Data in Figure 1.A suggests significant changes in the methods used for English or math course placement at Foothill between 2021-22 and 2022-23 The number of students who received English and math placement services at this college dropped 69.2% (minus 40,418) and 57.2% (minus 34,078), respectively, between the last two academic years.[4]
- Data in Table 1.B show that students who received ESL placement services were more likely to enroll at the college (independently of the course subject) than those who received math or English placement services. For example, 58% and 68% of students who received ESL placement services at De Anza and Foothill, respectively, in 2022-23 later registered at the college. For math, college enrollment rates in 2022-23 were 50% and 52% at De Anza and Foothill, respectively; for English, 52% at both colleges.
- Regarding rates for enrollment in the subject area (i.e., the headcount for those who received placement services in the subject area divided by the headcount of those who later registered in at least one related course), data in Table 1.B show that in

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[4] In 2021-22, Foothill may have processed placement data for several prior academic years.

- 2022-23 ESL had the highest registration rate across colleges: 38% at De Anza and 56% at Foothill. Math had the lowest: 17% at De Anza and 12% Foothill.
- Related to *math placement type score* (STEM vs SLAM pathway), data in Figure 2 show that 63% of students who received math placement services at De Anza in 2022-23 were placed in a STEM pathway; 41% in SLAM. At Foothill, the opposite: 72%, were placed in a SLAM pathway compared to 58% in STEM.
- Enrollment rates in Figure 2 show that 22% of students placed in a STEM pathway at De Anza in 2022-23 later enrolled in a math course, compared to 14% of those placed in a SLAM pathway. Foothill data also show a higher enrollment rate for students placed in a STEM pathway, 14%, when compared to students placed in a SLAM pathway, 10%, during this academic year. [5]
- Data in Figure 3 show that in 2022-23 most course placements for English or math at De Anza and Foothill followed state rules regarding the use of high school GPA; however, there was an increase in the headcount for placements using rules other than high GPA. For students who received placement for math courses and later registered in a related course, data in this figure show that 20% and 30% at De Anza and Foothill, respectively, were placed based on rules other than high school GPA. This is an increase when compared to14% and 15% for De Anza and Foothill, respectively, the prior academic year. Similarly, data for Foothill show an increase in the percentage of students placed in English courses based on rules other than high school GPA: 26% in 2022-23—up from 11% the prior academic year—for those who registered in the course after receiving placement services.
- Regarding *guided course placement*, data in Figure 4 show that most placements at the colleges in 2022-23 were not based on *guided or self-guided* methods; however, the data show an increase for the use of these tools when compared to the prior academic year. For students who registered in a related course after placement, English guided *self-placement* accounted for 11% of the total headcount at De Anza— up from 9% the prior academic year. For math, guided self-placement accounted for 20% of the headcount in this group—up from 14% the prior academic year.
- When compared to De Anza, data in Figure 4 suggest more activity for *guided or self-guided placements* at Foothill in both English and Math. In 2022-23, *guided placement* accounted for 20% of the headcount for students who received math placement services and registered in a related course at Foothill—up from 5% the prior year. Math *guided-self placement* accounted for 11%—up from 3% the prior year. Among students who received placement services for English and later registered in a related course, *guided placement* accounted for 12% of the total headcount in 2022-23—up from 7% the prior year; *guided self-placement* accounted for14% —up from 4% the prior year.
- Data in Table 5 show that in the last two academic years standardized tests were only used for ESL course placement at De Anza—56% (511 of 1,121) of the total

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[5] This does not imply causation; students in a STEM pathway may be more likely to enroll, independently of placement.

headcount for students who received ESL course placement services and later registered in a related course. At Foothill, only a very small number (less than 1%) of the ESL placements were based on standardized tests during the last two year.

- Data for placement level (SL06) in Table 6.B for students who received course placement services in 2022-23 and later registered in a related course show the following:
  - o English placement: 78.1% and 88.7% were placed at a *transfer-with no support recommended* level at De Anza and Foothill, respectively; for *transfer-level with support required*, the data show 22.4% and 13.6% at De Anza and Foothill, respectively.
  - o Math placement: 90.8% and 74.1% were placed at a *transfer-with no support recommended* level at De Anza and Foothill, respectively; *for transfer-level with support required* the data show 10.4% and 58.8% at De Anza and Foothill, respectively.
  - o ESL: 2.7% and 49.0% were placed at a *transfer-with no support recommended* level at De Anza and Foothill, respectively; *for transfer-level with support recommended* the data show 36.6% and 0.3% at De Anza and Foothill, respectively.
- In Figure 7, data for students who registered in at least one English or math course after receiving related placement services in 2022-23 show the following:
  - o English placement: 22% and 14% at De Anza and Foothill, respectively, were placed at a *transfer level with support required*—same for De Anza and down from 25% for Foothill during the previous academic year.
  - o Math placement: 10% and 59% at De Anza and Foothill, respectively, were placed at *transfer level with support required*—down from 13% and 54% at De Anza and Foothill, respectively, the prior academic year.

Table 1.A. Headcount by College, Subject, Registration Status and Academic Year

Subject	Received Placement Services		Received Placement Services & Registered at the College		Received Placement Services & Registered in Related Course		Change	
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23	Count	Percent
De Anza								
ENGL	18,709	19,159	10,865	9,935	4,754	3,780	(974)	-20.5%
MATH	25,668	26,615	14,567	13,429	6,331	4,564	(1,767)	-27.9%
ESL	2,400	2,962	1,596	1,711	1,129	1,121	(8)	-0.7%
Total	**26,521**	**27,582**	**15,192**	**14,072**	**8,433**	**6,879**	**(1,554)**	**-18.4%**
Foothill								
ENGL	58,431	18,013	18,132	9,377	5,006	2,537	(2,469)	-49.3%
MATH	59,573	25,495	20,881	13,275	5,516	3,066	(2,450)	-44.4%
ESL	128	516	106	352	96	288	192	200.0%
Total	**65,857**	**26,491**	**22,170**	**13,978**	**8,281**	**4,832**	**(3,449)**	**-41.6%**

Table 1.B. Received Placement Services & Registered in Related Course: Headcount by College, Subject and Academic Year

Subject	Received Placement Services & Registered in Related Course				Change
	2021-22		2022-23		
	Count	Percent	Count	Percent	
De Anza					
ENGL	4,754	56.4%	3,780	54.9%	-1.4%
MATH	6,331	75.1%	4,564	66.3%	-8.7%
ESL	1,129	13.4%	1,121	16.3%	2.9%
Total	**8,433**	**100.0%**	**6,879**	**100.0%**	
Foothill					
ENGL	5,006	60.5%	2,537	52.5%	-7.9%
MATH	5,516	66.6%	3,066	63.5%	-3.2%
ESL	96	1.2%	288	6.0%	4.8%
Total	**8,281**	**100.0%**	**4,832**	**100.0%**	

> Total is for all students who received course placement in English, ESL or math during the academic year and later registered in a related course subject (e.g., received math placement and later registered in a math course).

Notes

Statistics are not mutually exclusive for students may receive placement services in more than one subject area.

Figure 1.A. Student Headcount by College, Subject, Registration Status and Academic Year

Legend: Placement, Registered-College, Registered-Course Subject

De Anza 2021-22:
- ENGL: Placement 18,709; Registered-College 4,754
- MATH: Placement 25,668; Registered-College 6,331
- ESL: 2,400; 1,129

De Anza 2022-23:
- ENGL: Placement 19,159; 3,780
- MATH: Placement 26,615; 4,564
- ESL: 2,962; 1,121

Foothill 2021-22:
- ENGL: Placement 58,431; 5,006
- MATH: Placement 59,573; 5,516
- ESL: 128; 96

Foothill 2022-23:
- ENGL: Placement 18,013; 2,537
- MATH: Placement 25,495; 3,066
- ESL: 516; 288

Figure 1.B. Percentage of the Placement Headcount by College, Subject, Registration Status and Academic Year

Legend: Registered-College, Registered-Course Subject

De Anza 2021-22:
- ENGL: 58% / 25%
- MATH: 57% / 25%
- ESL: 67% / 47%

De Anza 2022-23:
- ENGL: 52% / 20%
- MATH: 50% / 17%
- ESL: 58% / 38%

Foothill 2021-22:
- ENGL: 31% / 9%
- MATH: 35% / 9%
- ESL: 83% / 75%

Foothill 2022-23:
- ENGL: 52% / 14%
- MATH: 52% / 12%
- ESL: 68% / 56%

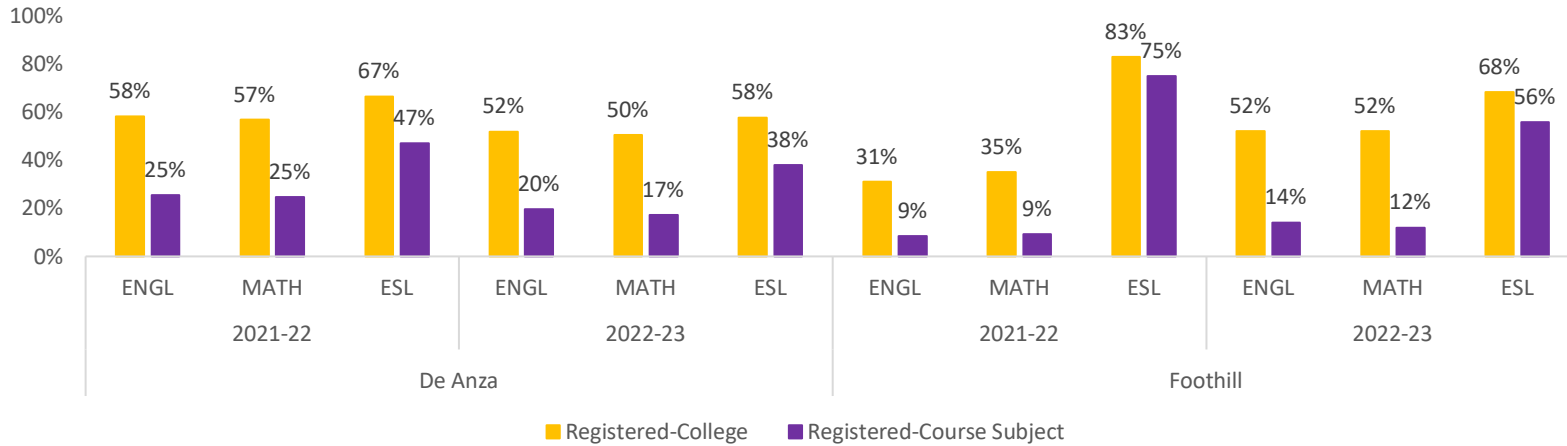**Table 2. SL02 Placement Type: Headcount by College, Subject, Registration Status and Academic Year**

Subject	SL02 Plac Type	Received Placement Services		Received Placement Services & Registered at the College		Received Placement Services & Registered in Related Course		Change	
		2021-22	2022-23	2021-22	2022-23	2021-22	2022-23	Count	Percent
De Anza									
ENGL	ENGL	18,709	19,159	10,865	9,935	4,754	3,780	(974)	-20.5%
	Total	18,709	19,159	10,865	9,935	4,754	3,780	(974)	-20.5%
MATH	MATH-STEM	15,944	16,796	9,534	8,981	4,809	3,685	(1,124)	-23.4%
	MATH-SLAM	10,653	10,818	5,808	5,253	2,155	1,477	(678)	-31.5%
	Total	**25,668**	**26,615**	**14,567**	**13,429**	**6,331**	**4,564**	**(1,767)**	**-27.9%**
ESL	ESL-Writing	715	757	573	584	497	497	-	0.0%
	ESL-Reading	159	197	133	155	101	123	22	21.8%
	ESL-Speaking/Listenir	567	684	450	525	405	454	49	12.1%
	ESL-Integrated	1,713	2,251	1,044	1,167	651	661	10	1.5%
	Total	**2,400**	**2,962**	**1,596**	**1,711**	**1,129**	**1,121**	**(8)**	**-0.7%**
Foothill									
ENGL	ENGL	58,431	18,013	18,132	9,377	5,006	2,537	(2,469)	-49.3%
	Total	58,431	18,013	18,132	9,377	5,006	2,537	(2,469)	-49.3%
MATH	MATH-STEM	42,174	14,864	13,612	8,219	3,662	2,271	(1,391)	-38.0%
	MATH-SLAM	24,441	18,414	11,559	9,248	2,961	1,804	(1,157)	-39.1%
	Total	**59,573**	**25,495**	**20,881**	**13,275**	**5,516**	**3,066**	**(2,450)**	**-44.4%**
ESL	ESL-Writing	108	440	89	308	80	246	166	207.5%
	ESL-Speaking/Listenir	-	54	-	33	-	32	32	-
	ESL-Integrated	20	34	17	22	16	21	5	31.3%
	Total	**128**	**516**	**106**	**352**	**96**	**288**	**192**	**200.0%**

Notes

Headcount percentages are not mutually exclusive for students may place at different levels throughout the academic year.

MATH-SLAM: Statistics or Liberal Arts Mathematics (SLAM) pathway; able to register in precalculus, but support is required.

MATH-STEM: Business, Science, Technology, Engineering or Mathematics (B-STEM) pathway; able to register in precalculus without support.

Figure 2. SL02 Placement Type, Math: Percentage of Total Placement and Enrollment Rate by Placement Type and Academic Year

De Anza

	MATH-STEM	MATH-SLAM
2021-22		
Placement/Total	62%	42%
College Enroll Rate	60%	55%
Math Enrollment Rate	30%	20%
2022-23		
Placement/Total	63%	41%
College Enroll Rate	53%	49%
Math Course Enroll Rate	22%	14%

Foothill

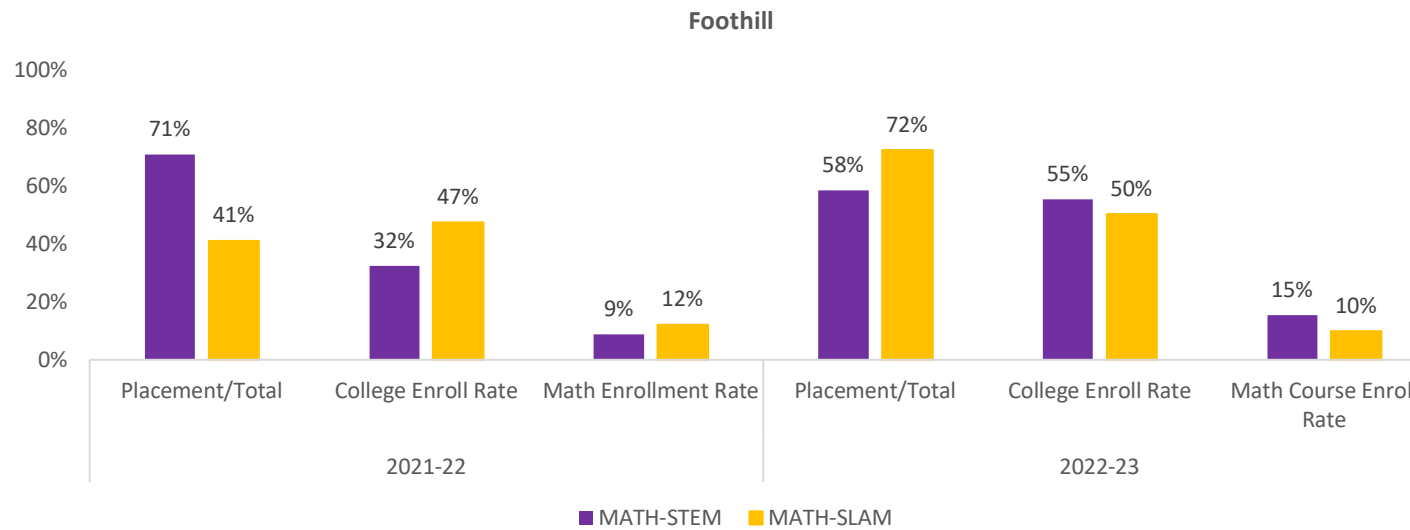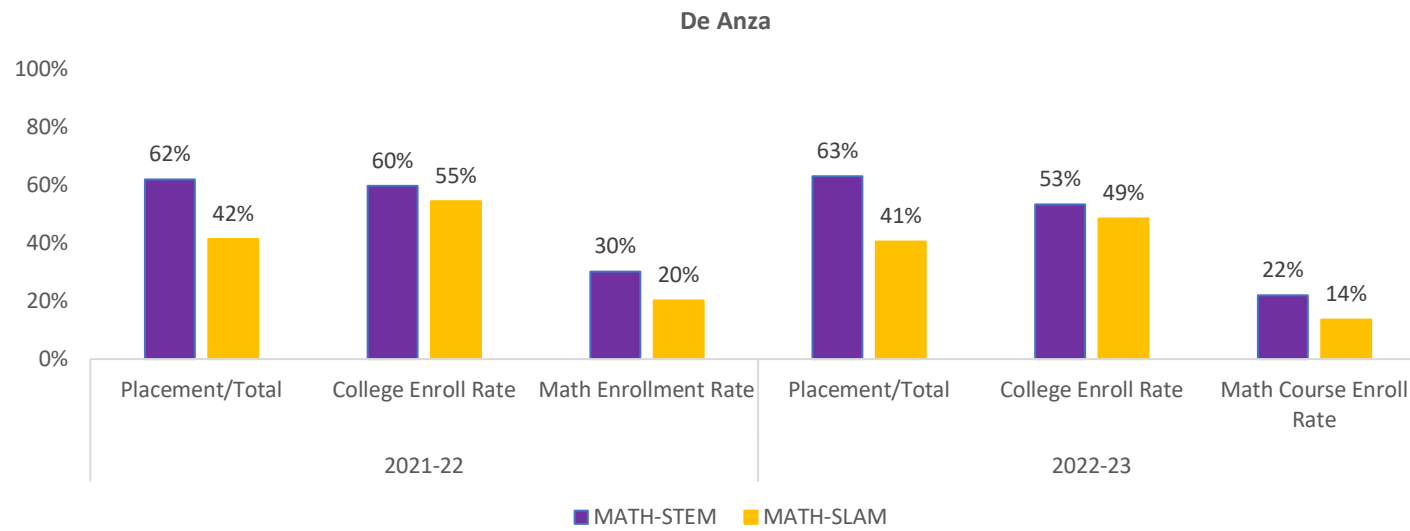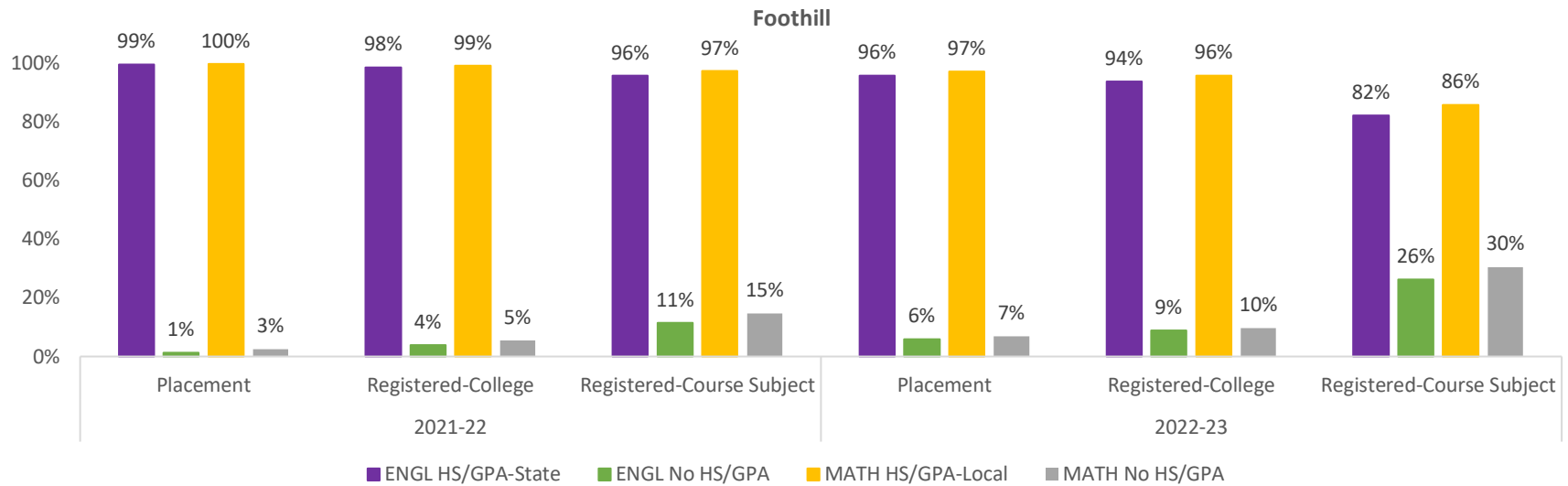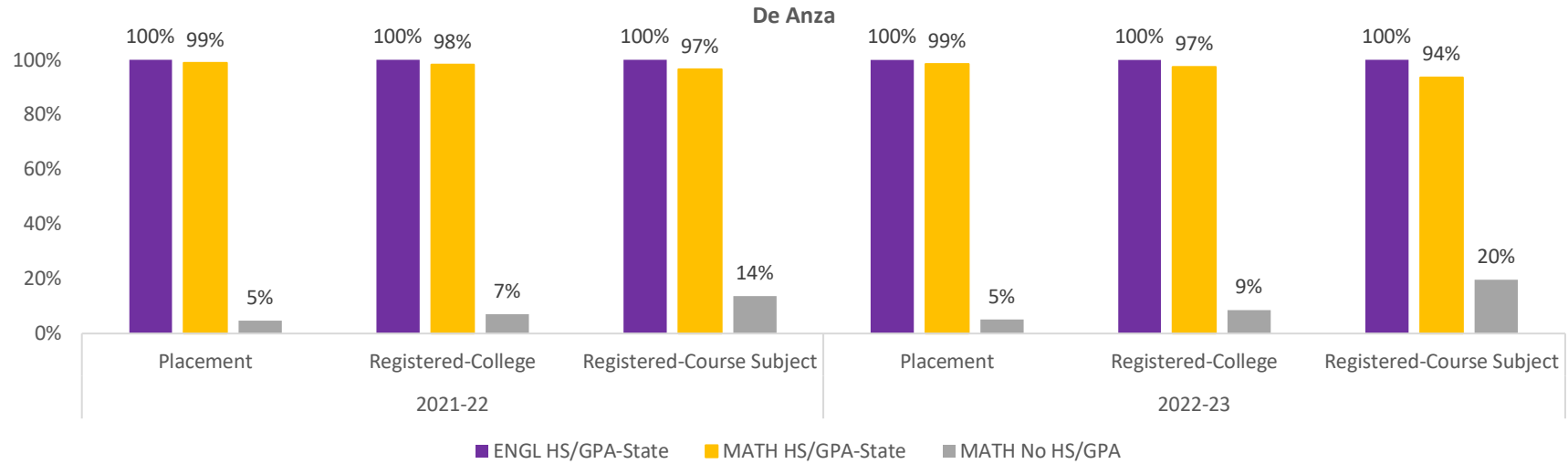|	MATH-STEM	MATH-SLAM
2021-22		
Placement/Total	71%	41%
College Enroll Rate	32%	47%
Math Enrollment Rate	9%	12%
2022-23		
Placement/Total	58%	72%
College Enroll Rate	55%	50%
Math Course Enroll Rate	15%	10%

Table 3. SL03 Placement Rules: Headcount by College, Subject, Registration Status and Academic Year

| Subject | SL03 Placement Rules | Received Placement Services | | Received Placement Services & Registered at the College | | Received Placement Services & Registered in Related Course | | Change | |
		2021-22	2022-23	2021-22	2022-23	2021-22	2022-23	Count	Percent
					De Anza				
ENGL	HS/GPA-State	18,709	19,158	10,865	9,934	4,754	3,780	(974)	-20%
	No HS/GPA	-	1	-	1	-	-	-	-
	Total	**18,709**	**19,159**	**10,865**	**9,935**	**4,754**	**3,780**	**(974)**	**-20%**
MATH	HS/GPA-State	25,368	26,218	14,301	13,069	6,110	4,271	(1,839)	-30%
	No HS/GPA	1,227	1,367	1,031	1,154	862	899	37	4%
	Total	**25,668**	**26,615**	**14,567**	**13,429**	**6,331**	**4,564**	**(1,767)**	**-**
ESL	HS/GPA-Local	44	56	31	33	13	13	-	0%
	No HS/GPA	2,400	2,962	1,596	1,711	1,129	1,121	(8)	-1%
	Total	**2,400**	**2,962**	**1,596**	**1,711**	**1,129**	**1,121**	**(8)**	**-1%**
					Foothill				
ENGL	HS/GPA-State	58,113	17,235	17,855	8,784	4,785	2,080	(2,705)	-57%
	No HS/GPA	804	1,074	690	839	570	664	94	16%
	Total	**58,431**	**18,013**	**18,132**	**9,377**	**5,006**	**2,537**	**(2,469)**	**-49%**
MATH	HS/GPA-Local	59,320	24,760	20,666	12,695	5,359	2,628	(2,731)	-51%
	No HS/GPA	1,495	1,749	1,145	1,274	811	935	124	15%
	Total	**59,573**	**25,495**	**20,881**	**13,275**	**5,516**	**3,066**	**(2,450)**	**-44%**
ESL	No HS/GPA	128	516	106	352	96	288	192	200%
	Total	**128**	**516**	**106**	**352**	**96**	**288**	**192**	**200%**

Figure 3. SL03 Placement Rules, English and Math: Headcount Percentage by College, Subject, Registration Status and Academic Year

De Anza

Legend: ENGL HS/GPA-State, MATH HS/GPA-State, MATH No HS/GPA

	2021-22			2022-23		
	Placement	Registered-College	Registered-Course Subject	Placement	Registered-College	Registered-Course Subject
ENGL HS/GPA-State	100%	100%	100%	100%	100%	100%
MATH HS/GPA-State	99%	98%	97%	99%	97%	94%
MATH No HS/GPA	5%	7%	14%	5%	9%	20%

Foothill

Legend: ENGL HS/GPA-State, ENGL No HS/GPA, MATH HS/GPA-Local, MATH No HS/GPA

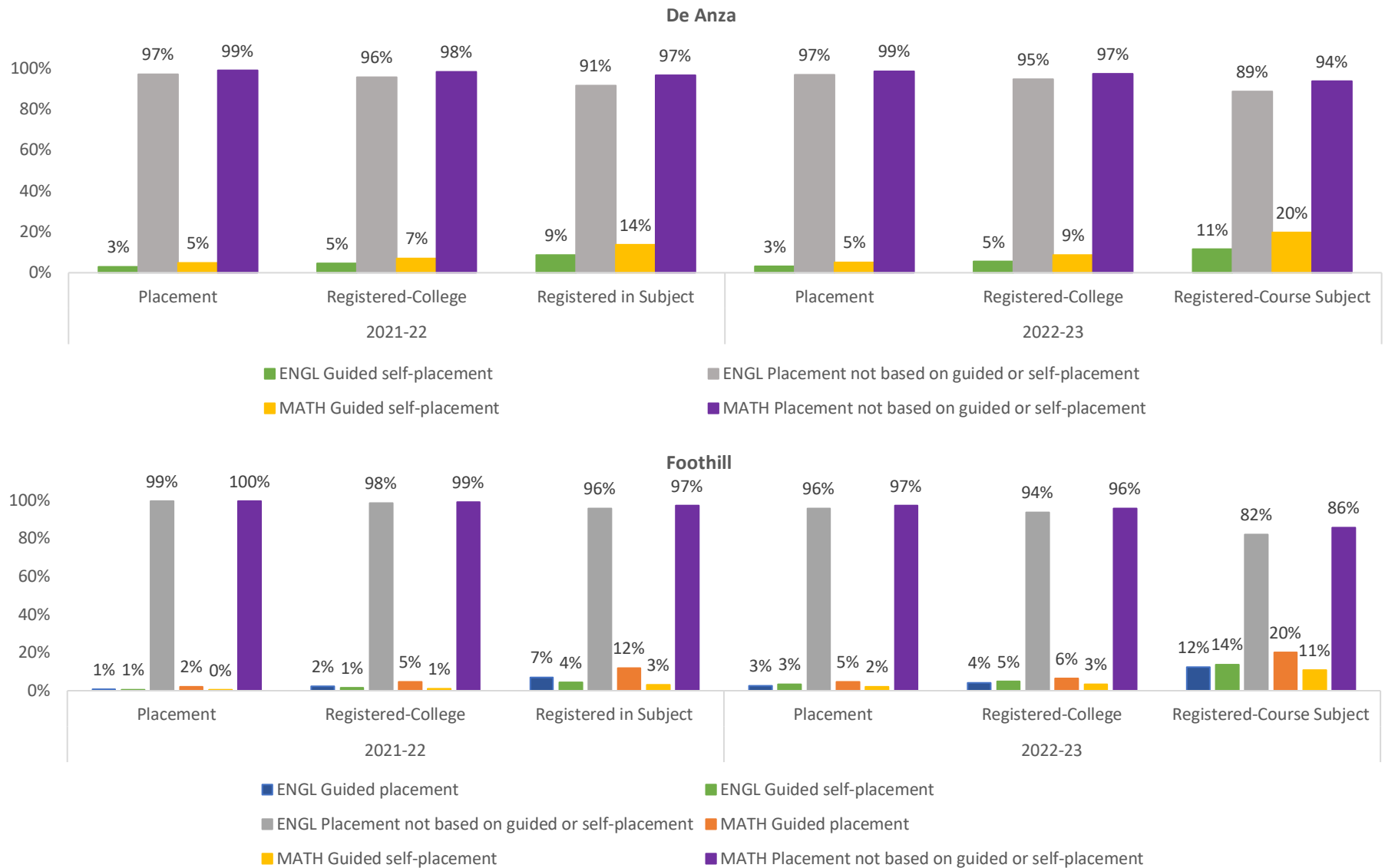|	2021-22			2022-23		
	Placement	Registered-College	Registered-Course Subject	Placement	Registered-College	Registered-Course Subject
ENGL HS/GPA-State	99%	98%	96%	96%	94%	82%
ENGL No HS/GPA	1%	4%	11%	6%	9%	26%
MATH HS/GPA-Local	100%	99%	97%	97%	96%	86%
MATH No HS/GPA	3%	5%	15%	7%	10%	30%

Notes

Statistics are not mutually exclusive for students may receive multiple placement services during the academic year.

Table 4. SL04 Guided Placement Status: Headcount by College, Subject, Registration Status and Academic Year

Subject	SL04 Guided Placement Status	Received Placement Services		Received Placement Services & Registered at the College		Received Placement Services & Registered in Related Course		Change	
		2021-22	2022-23	2021-22	2022-23	2021-22	2022-23	Count	Percent
					De Anza				
ENGL	Guided self-placement	563	608	491	543	414	434	20	5%
	Placement not based on guided or self-placement	18,158	18,560	10,383	9,399	4,348	3,349	(999)	-23%
	Total	**18,709**	**19,159**	**10,865**	**9,935**	**4,754**	**3,780**	**(974)**	**-20%**
MATH	Guided self-placement	1,227	1,364	1,031	1,152	862	897	35	4%
	Placement not based on guided or self-placement	25,368	26,218	14,301	13,069	6,110	4,271	(1,839)	-30%
	Total	**25,668**	**26,615**	**14,567**	**13,429**	**6,331**	**4,564**	**(1,767)**	**-28%**
ESL	Guided self-placement	-	215	-	159	-	130	130	-
	Placement not based on guided or self-placement	2,400	2,761	1,596	1,563	1,129	1,001	(128)	-11%
	Total	**2,400**	**2,962**	**1,596**	**1,711**	**1,129**	**1,121**	**(8)**	**-1%**
					Foothill				
ENGL	Guided placement	499	469	423	387	351	316	(35)	-10%
	Guided self-placement	307	610	269	456	219	350	131	60%
	Placement not based on guided or self-placement	58,113	17,236	17,855	8,785	4,785	2,081	(2,704)	-57%
	Total	**58,431**	**18,013**	**18,132**	**9,377**	**5,006**	**2,537**	**(2,469)**	**-49%**
MATH	Guided placement	1,259	1,216	944	847	652	613	(39)	-6%
	Guided self-placement	246	556	211	440	166	333	167	101%
	Placement not based on guided or self-placement	59,320	24,760	20,666	12,695	5,359	2,628	(2,731)	-51%
	Total	**59,573**	**25,495**	**20,881**	**13,275**	**5,516**	**3,066**	**(2,450)**	**-44%**
ESL	Guided self-placement	127	510	105	346	95	283	188	198%
	Placement not based on guided or self-placement	2	8	2	8	2	7	5	250%
	Total	**128**	**516**	**106**	**352**	**96**	**288**	**192**	**200%**

Figure 4. SL04 Guided Placement Status, English and Math: Headcount Percentage by College, Subject, Registration Status and Academic Year

De Anza

ENGL Guided self-placement
ENGL Placement not based on guided or self-placement
MATH Guided self-placement
MATH Placement not based on guided or self-placement

Foothill

ENGL Guided placement
ENGL Guided self-placement
ENGL Placement not based on guided or self-placement
MATH Guided placement
MATH Guided self-placement
MATH Placement not based on guided or self-placement

Notes: Statistics are not mutually exclusive for students may receive multiple placement services during the academic year.

Table 5. SL05 Placement Test Status: Headcount by College, Subject, Registration Status and Academic Year

Subject	SL05 Placement Test Status	Received Placement Services		Received Placement Services & Registered at the College		Received Placement Services & Registered in Related Course		Change	
		2021-22	2022-23	2021-22	2022-23	2021-22	2022-23	Count	Percent
					De Anza				
ENGL	Placement not based on standardized assessment test	18,709	19,159	10,865	9,935	4,754	3,780	(974)	-20%
	Total	18,709	19,159	10,865	9,935	4,754	3,780	(974)	-20%
MATH	Placement not based on standardized assessment test	25,668	26,615	14,567	13,429	6,331	4,564	(1,767)	-28%
	Total	25,668	26,615	14,567	13,429	6,331	4,564	(1,767)	-28%
ESL	Standardized assessment test	1,008	1,012	766	713	688	627	(61)	-9%
	Placement not based on standardized assessment test	1,403	1,975	838	1,017	448	511	63	-
	Total	**2,400**	**2,962**	**1,596**	**1,711**	**1,129**	**1,121**	**(8)**	**-1%**
					Foothill				
ENGL	Placement not based on standardized assessment test	58,431	18,013	18,132	9,377	5,006	2,537	(2,469)	-49%
	Total	58,431	18,013	18,132	9,377	5,006	2,537	(2,469)	-49%
MATH	Placement not based on standardized assessment test	59,573	25,495	20,881	13,275	5,516	3,066	(2,450)	-44%
	Total	59,573	25,495	20,881	13,275	5,516	3,066	(2,450)	-44%
ESL	Standardized assessment test	2	1	2	1	2	1	(1)	-50%
	Placement not based on standardized assessment test	127	516	105	352	95	288	193	203%
	Total	**128**	**516**	**106**	**352**	**96**	**288**	**192**	**200%**

Table 6.A MIS SL06 Placement Level: Headcount by College, Subject, Placement Level and Registration Status, 2022-23

Subject	MIS SL06 Placement Level	Placement Count	Registered at the College		Registered in Related Course	
			Count	Perc of Placement	Count	Perc of Placement
			De Anza			
ENGL	Transfer-level and no support recommended	15,087	7,796	52%	2,953	20%
	Transfer-level with support required	4,118	2,164	53%	845	21%
	Total	**19,159**	**9,935**	**52%**	**3,780**	**20%**
MATH	Transfer-level and no support recommended	23,109	11,634	50%	4,145	18%
	Transfer-level with support required	3,684	1,917	52%	476	13%
	Total	**26,615**	**13,429**	**50%**	**4,564**	**17%**
ESL	Transfer-level and no support recommended	36	31	86%	30	83%
	Transfer-level with support recommended	1,762	876	50%	410	23%
	One level below transfer	198	156	79%	123	62%
	Two levels below transfer	363	293	81%	248	68%
	Three levels below transfer	332	242	73%	212	64%
	Four levels below transfer	231	133	58%	114	49%
	Five levels below transfer	125	64	51%	59	47%
	Six levels below transfer	12	1	8%	1	8%
	Total	**2,962**	**1,711**	**58%**	**1,121**	**38%**

Table 6.A MIS SL06 Placement Level: Headcount by College, Subject, Placement Level and Registration Status, 2022-23

| Subject	MIS SL06 Placement Level	Placement Count	Registered at the College Count	Registered at the College Perc of Placement	Registered in Related Course Count	Registered in Related Course Perc of Placement
				Foothill		
ENGL	Transfer-level and no support recommended	15,812	8,303	53%	2,251	14%
	Transfer-level with support recommended	1	1	100%	1	100%
	Transfer-level with support required	2,297	1,152	50%	345	15%
	Total	**18,013**	**9,377**	**52%**	**2,537**	**14%**
MATH	Transfer-level and no support recommended	14,864	8,219	55%	2,271	15%
	Transfer-level with support required	18,409	9,244	50%	1,803	10%
	One level below transfer	9	8	89%	2	22%
	Two levels below transfer	0	0	-	0	-
	Three levels below transfer	1	1	100%	0	0%
	Total	**25,495**	**13,275**	**52%**	**3,066**	**12%**
ESL	Transfer-level and no support recommended	275	187	68%	141	51%
	Transfer-level with support recommended	1	1	-	1	-
	One level below transfer	84	69	82%	62	74%
	Two levels below transfer	89	66	74%	56	63%
	Three levels below transfer	31	22	71%	19	61%
	Four levels below transfer	55	34	62%	33	60%
	Five levels below transfer	15	10	67%	10	67%
	Six levels below transfer	19	11	58%	10	53%
	Total	**516**	**352**	**68%**	**288**	**56%**

Table 6.B MIS SL06 Placement Level: Headcount by College, Subject, Placement Level and Registration Status, 2022-23

Subject	MIS SL06 Placement Level	Placement Count	Placement Percent	Registered at the College Count	Registered at the College Percent	Registered in Related Course Count	Registered in Related Course Percent
				De Anza			
ENGL	Transfer-level and no support recommended	15,087	79%	7,796	78%	2,953	78.1%
	Transfer-level with support required	4,118	21%	2,164	22%	845	22.4%
	Total	**19,159**	**100%**	**9,935**	**100%**	**3,780**	**100.0%**
MATH	Transfer-level and no support recommended	23,109	87%	11,634	87%	4,145	90.8%
	Transfer-level with support required	3,684	14%	1,917	14%	476	10.4%
	Total	**26,615**	**100%**	**13,429**	**100%**	**4,564**	**100.0%**
ESL	Transfer-level and no support recommended	36	1%	31	2%	30	2.7%
	Transfer-level with support recommended	1,762	59%	876	51%	410	36.6%
	One level below transfer	198	7%	156	9%	123	11.0%
	Two levels below transfer	363	12%	293	17%	248	22.1%
	Three levels below transfer	332	11%	242	14%	212	18.9%
	Four levels below transfer	231	8%	133	8%	114	10.2%
	Five levels below transfer	125	4%	64	4%	59	5.3%
	Six levels below transfer	12	0%	1	0%	1	0.1%
	Total	**2,962**	**100%**	**1,711**	**100%**	**1,121**	**100.0%**

Table 6.B MIS SL06 Placement Level: Headcount by College, Subject, Placement Level and Registration Status, 2022-23

Subject	MIS SL06 Placement Level	Placement		Registered at the College		Registered in Related Course	
		Count	Percent	Count	Percent	Count	Percent
				Foothill			
ENGL	Transfer-level and no support recommended	15,812	88%	8,303	89%	2,251	88.7%
	Transfer-level with support recommended	1	0%	1	0%	1	0.0%
	Transfer-level with support required	2,297	13%	1,152	12%	345	13.6%
	Total	**18,013**	**100%**	**9,377**	**100%**	**2,537**	**100.0%**
MATH	Transfer-level and no support recommended	14,864	58%	8,219	62%	2,271	74.1%
	Transfer-level with support required	18,409	72%	9,244	70%	1,803	58.8%
	One level below transfer	9	0%	8	0%	2	0.1%
	Two levels below transfer	0	0%	0	0%	0	0.0%
	Three levels below transfer	1	0%	1	0%	0	0.0%
	Total	**25,495**	**100%**	**13,275**	**100%**	**3,066**	**100.0%**
ESL	Transfer-level and no support recommended	275	53%	187	53%	141	49.0%
	Transfer-level with support recommended	1	0%	1	0%	1	0.3%
	One level below transfer	84	16%	69	20%	62	21.5%
	Two levels below transfer	89	17%	66	19%	56	19.4%
	Three levels below transfer	31	6%	22	6%	19	6.6%
	Four levels below transfer	55	11%	34	10%	33	11.5%
	Five levels below transfer	15	3%	10	3%	10	3.5%
	Six levels below transfer	19	4%	11	3%	10	3.5%
	Total	**516**	**100%**	**352**	**100%**	**288**	**100.0%**

Figure 7. Registered in Related Course: Percentage of Total Headcount for Students Placed in Transfer-Level with Support Required by College, Subject and Academic Year
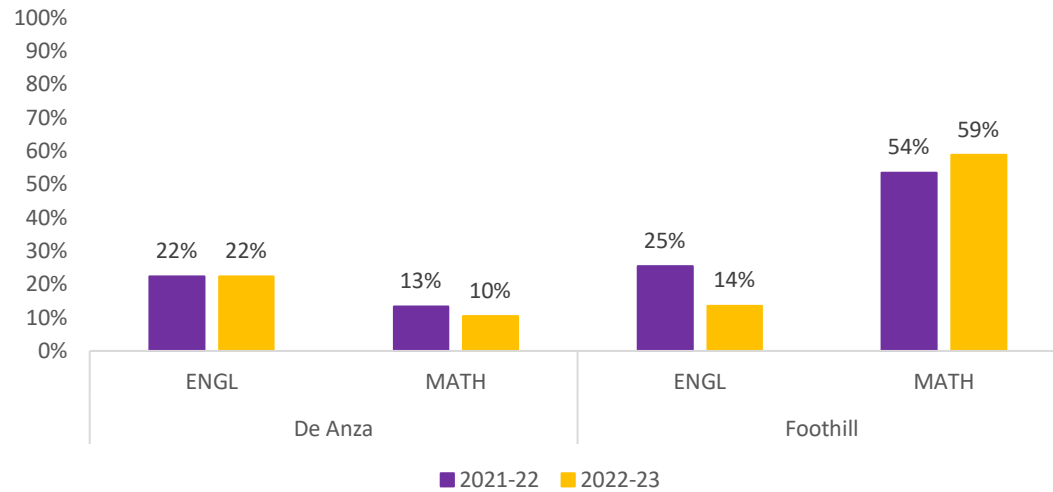
Notes

Data is for the percentage of the total headcount for students who received placement in the academic year and registered later in a related course (i.e., received math placement and registered in at least one math or statistics course).