



MIS STUDENT PLACEMENT (SL): SUBMISSION REPORT, 2023-24

Introduction

The MIS SL (Student Placemen) report for the 2023-24 academic year was submitted by the FHDA CCD (Foothill-De Anza Community College District) to the CCCCO (California Community Colleges Chancellor's Office) on September 24, 2024. In this document we compare data submitted in this report for the last two academic years (2022-23 and 2023-24).

The MIS SL report includes data for placement in English, mathematics or ESL (English as a Second Language) courses at the colleges during the reporting academic year.

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 2024)*

Overview of data analysis

This document shows data for course placement services in the areas of English, math or ESL at De Anza and Foothill 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 includes placement records for 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 during the academic year), a second group was formed that included only students who registered at the college after receiving placement services. Subsequently, a third group was formed that included only students

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 Data may include placement based of high school GPA (as reported by the student in the college admissions application), use of self-guiding tools developed by the college, or individual counseling/advising. Student records are shown in the Banner-SOATEST form.

who registered in any course with a TOP (Taxonomy of Programs) or course subject code related to the area for which they received placement services. In this document, emphasis is given to this third group for placement services are most relevant to these students. The purpose is to exclude students who might not have the need or intention to register in English or math placement but received placement services as part of the college application process.

Data Highlights

This section summarizes key findings shown in tables and figures at the end of this document. Percentage figures shown in these tables and figures are not mutually exclusive for students may receive multiple course placements within a subject area at the same college throughout the academic year (e.g., students received placement upgrades within a course sequence during the academic year).

- Data in Table I.A shows that the number of students who received course placement services for English, math or ESL and later registered in a related course at De Anza dropped 3.8% (7,695 from 8,003) in 2023-24 when compared to the prior academic year. At Foothill, the headcount for this group dropped 7.6% (5,384 from 5,827) over the same period. Specific to ESL course placement, the headcount at De Anza increased 19.5% (1,509 from 1,263); at Foothill, it dropped 9.0% (284 from 312). Course registration rates for prior years are likely to be somewhat higher for the time used to search for registration activity is larger.
- Data in Table I.B shows headcount statistics by subject area for students who received course 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 2023-24 (math: 69.0% and 65.8% at De Anza and Foothill, respectively; English: 56.0% and 56.1% at De Anza and Foothill, respectively). ESL accounted for 19.6% and 5.3% of the total headcount for this group at De Anza and Foothill, respectively, during the same academic year.
- Data in Figure I.A shows a significant increase for the number of students who received course placement services at De Anza between 2022-23 and 2023-24 across subject areas: English, 79.1%; math, 62.0%; and ESL, 19.5%. However, data for De Anza in Figure I.B show that the share of students who later registered in at least one related course dropped in 2023-24 when compared to the prior academic year: English, 13% (from 24%); math, 12% (from 22%); and ESL, 23% (from 43%).
- Data in Figure I.A for Foothill shows a headcount increase (i.e., percentage change) for placement services between 2022-23 and 2023-24 for English (34.7%) and math (11.8%); data for ESL shows a headcount drop of 9% during the same period. In Figure I.B, the data for Foothill shows that excluding ESL the share of students who later registered in a related course dropped in 2023-24 when compared to the prior year: English, 12% (from 17%); and, math, 12% (from 16%). For ESL, the percentage increased to 69% from 60% the prior year.
- Related to *math placement type score* (STEM vs SLAM pathway), data in Figure 2 for students who received math placement services at De Anza in 2023-24 and later

registered in a related course shows that 84% were placed in a STEM pathway and 32% in a SLAM pathway, compared to 77% and 34%, respectively, the prior academic year.

- Data for Foothill in Figure 2 shows that about 70% of students who received math placement services in 2022-23 and 2023-24 and later registered in a related course were placed in a STEM pathway during the corresponding academic year. The percentage for those placed in a SLAM pathway in 2023-24 was 43%, about 18 points lower when compared to 2022-23.
- Data in Figure 3 shows that in 2023-24 most course placements for English or math at De Anza and Foothill followed state rules (i.e., placement levels based on high school GPA and/or related course grade). For the group of students who registered in a related course after placement, the data shows differences across colleges, including: (a) all English course placements at De Anza during the last two academic years were based on state rules while at Foothill about 24% were based on other procedures developed locally; and (b) the percentage for math course placements at Foothill based on local rules in the last two academic years were higher than those at De Anza (e.g., in 2023-24, 30% at Foothill and 24% at De Anza).
- Regarding *guided course placement*, data in Figure 4 show that most placements at the colleges in the last two academic years were not based on *guided or self-guided* methods; however, the data show an increase in the use of these methods in 2023-24 when compared to the prior academic year. For students who registered in a related course after placement, English *guided self-placement* accounted for 13% of the group headcount at De Anza—up from 10% the prior academic year. For math, *guided self-placement* accounted for 24% of the headcount in this group—up from 17% the prior academic year.
- Data in Figure 4 for the group of students who registered in a related course after receiving math placement at Foothill in 2024-25 shows that 19% were based on *guided placement*, up from 16% the prior year, and 12% on *guided self-placement*, up from 9% the prior year. English *guided* and *self-guided* placements for this group accounted for 12% each in 2023-24, about the same when compared to the prior year.
- Data in Table 5 show that in 2023-24 there were not placements for English, math or ESL courses based on standardized tests at De Anza or Foothill.
- Data for placement level (SL06) in Table 6 for the group of students who received course placement services in 2023-24 and later registered in a related course show the following:
 - o English: All placements in 2023-24 at both colleges were for courses at the transfer level. The percentage for students placed at a transfer level course with support required was 20% and 26% at De Anza and Foothill, respectively.
 - o Math: All placements in 2023-24 at De Anza were for courses at the transfer level; at Foothill, more than 99%. The percentage for students placed at a transfer level course with support required was 10% and 43% at De Anza and Foothill, respectively.

- ESL: 55% and 30% were placed at a transfer level 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 and 2023-24 show that between these two academic years:
 - English: The percentage for students required to register in a support class at De Anza dropped 4 points (20% from 24%); at Foothill, it increased 12 points (26% from 14%).
 - Math: The percentage for students required to register in a support class at De Anza dropped 2 points (10% from 12%); at Foothill, it dropped 19 points (43% from 62%).

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 | | | |
|-----------------|-----------------------------|---------|---|---------|--|---------|-------|---------|
| | 2022-23 | 2023-24 | 2022-23 | 2023-24 | 2022-23 | 2023-24 | Count | Percent |
| | Change | | | | | | | |
| De Anza | | | | | | | | |
| ENGL | 19,159 | 34,305 | 10,484 | 12,086 | 4,594 | 4,312 | (282) | -6.1% |
| MATH | 26,615 | 43,109 | 14,265 | 16,237 | 5,982 | 5,309 | (673) | -11.3% |
| ESL | 2,962 | 6,532 | 1,797 | 2,564 | 1,263 | 1,509 | 246 | 19.5% |
| Total | 27,582 | 43,901 | 14,955 | 16,787 | 8,003 | 7,695 | (308) | -3.8% |
| Foothill | | | | | | | | |
| ENGL | 18,013 | 24,270 | 9,869 | 11,298 | 3,039 | 3,019 | (20) | -0.7% |
| MATH | 25,495 | 28,491 | 14,038 | 13,593 | 4,106 | 3,541 | (565) | -13.8% |
| ESL | 516 | 410 | 359 | 315 | 312 | 284 | (28) | -9.0% |
| Total | 26,491 | 29,831 | 14,765 | 14,516 | 5,827 | 5,384 | (443) | -7.6% |

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 |
|-----------------|--|---------|---------|---------|--------|
| | 2022-23 | | 2023-24 | | |
| | Count | Percent | Count | Percent | |
| De Anza | | | | | |
| ENGL | 4,594 | 57.4% | 4,312 | 56.0% | -1.4% |
| MATH | 5,982 | 74.7% | 5,309 | 69.0% | -5.8% |
| ESL | 1,263 | 15.8% | 1,509 | 19.6% | 3.8% |
| Total | 8,003 | 100.0% | 7,695 | 100.0% | |
| Foothill | | | | | |
| ENGL | 3,039 | 52.2% | 3,019 | 56.1% | 3.9% |
| MATH | 4,106 | 70.5% | 3,541 | 65.8% | -4.7% |
| ESL | 312 | 5.4% | 284 | 5.3% | -0.1% |
| Total | 5,827 | 100.0% | 5,384 | 100.0% | |

Total in Table 1.B refers to any students who received placement services in English, ESL or math during the academic year and registered in a related course subject (e.g., received math placement and later registered in a math course) on or after the term of the placement.

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

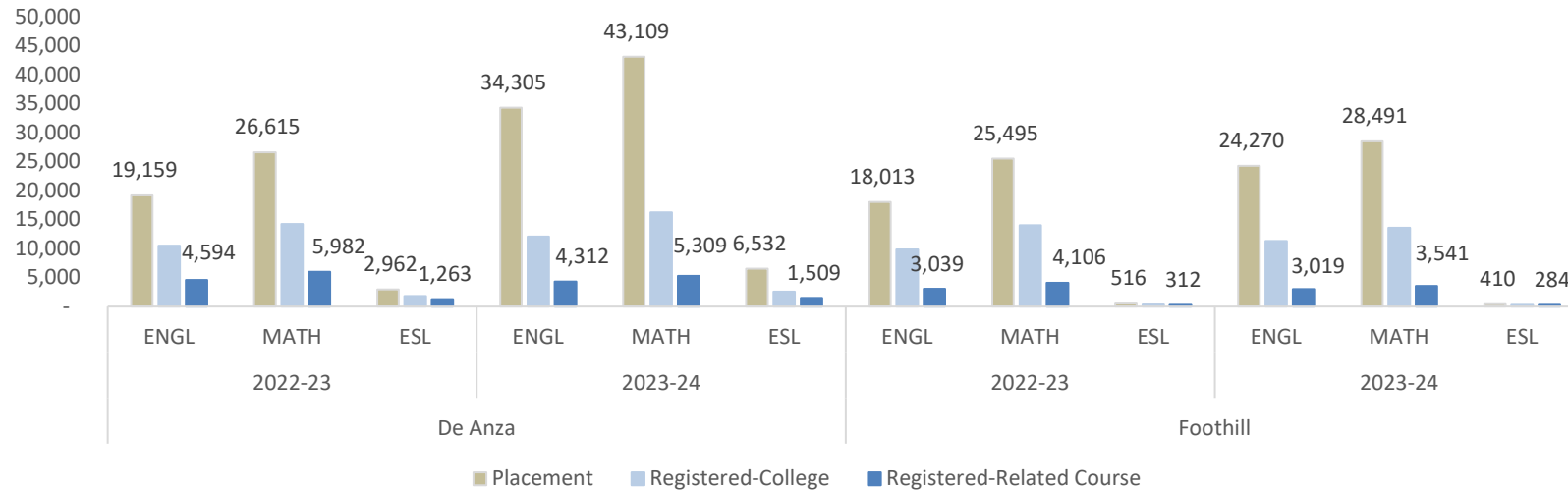


Figure 1.B. Percentage of the Placement Headcount by College, Subject, Registration Status and Academic Year

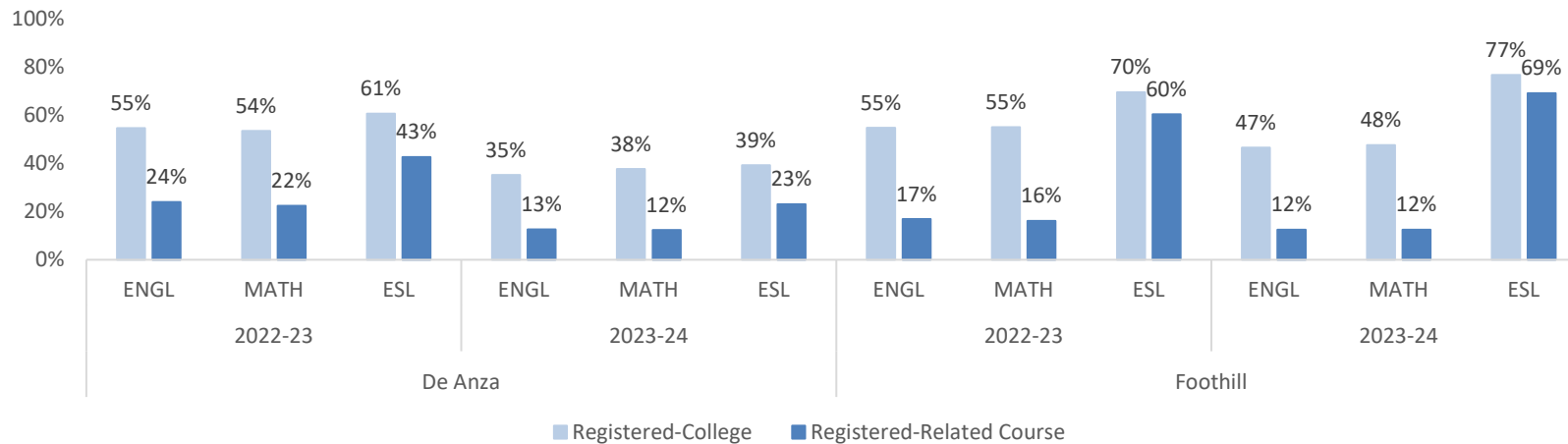


Table 2. SL02 Placement Type: Headcount by College, Subject, Registration Status and Academic Year

| Subject | SL02 Plac Type | Received Placement Services | | Received Placement Services & Registered at the College | | Received Placement Services & Registered in Related Course | | Change | |
|-----------------|------------------------|-----------------------------|---------|---|---------|--|---------|----------------|---------------|
| | | 2022-23 | 2023-24 | 2022-23 | 2023-24 | 2022-23 | 2023-24 | Count | Percent |
| | | De Anza | | | | | | | |
| ENGL | ENGL | 19,159 | 34,305 | 10,484 | 12,086 | 4,594 | 4,312 | (282) | -6.1% |
| | Total | 19,159 | 34,305 | 10,484 | 12,086 | 4,594 | 4,312 | (282) | -6.1% |
| MATH | MATH-STEM | 16,796 | 33,071 | 9,424 | 12,070 | 4,624 | 4,439 | (185) | -4.0% |
| | MATH-SLAM | 10,818 | 11,375 | 5,668 | 5,228 | 2,031 | 1,706 | (325) | -16.0% |
| | Total | 26,615 | 43,109 | 14,265 | 16,237 | 5,982 | 5,309 | (673) | -11.3% |
| ESL | ESL-Writing | 757 | 344 | 596 | 257 | 527 | 214 | (313) | -59.4% |
| | ESL-Reading | 197 | 349 | 159 | 262 | 134 | 218 | 84 | 62.7% |
| | ESL-Speaking/Listening | 684 | 739 | 539 | 554 | 486 | 497 | 11 | 2.3% |
| | ESL-Integrated | 2,251 | 6,263 | 1,241 | 2,377 | 775 | 1,357 | 582 | 75.1% |
| | Total | 2,962 | 6,532 | 1,797 | 2,564 | 1,263 | 1,509 | 246 | 19.5% |
| Foothill | | | | | | | | | |
| ENGL | ENGL | 18,013 | 24,270 | 9,869 | 11,298 | 3,039 | 3,019 | (20) | -0.7% |
| | Total | 18,013 | 24,270 | 9,869 | 11,298 | 3,039 | 3,019 | (20) | -0.7% |
| MATH | MATH-STEM | 14,864 | 17,096 | 8,675 | 8,347 | 2,857 | 2,491 | (366) | -12.8% |
| | MATH-SLAM | 18,414 | 14,611 | 9,801 | 7,118 | 2,538 | 1,529 | (1,009) | -39.8% |
| | Total | 25,495 | 28,491 | 14,038 | 13,593 | 4,106 | 3,541 | (565) | -13.8% |
| ESL | ESL-Writing | 440 | 390 | 313 | 302 | 268 | 271 | 3 | 1.1% |
| | ESL-Speaking/Listening | 54 | 11 | 33 | 9 | 32 | 9 | (23) | -71.9% |
| | ESL-Integrated | 34 | 10 | 24 | 5 | 23 | 5 | (18) | -78.3% |
| | Total | 516 | 410 | 359 | 315 | 312 | 284 | (28) | -9.0% |

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. SLO2 Placement Type, Math: Percentage of Enrollment Group by Placement Type and Academic Year

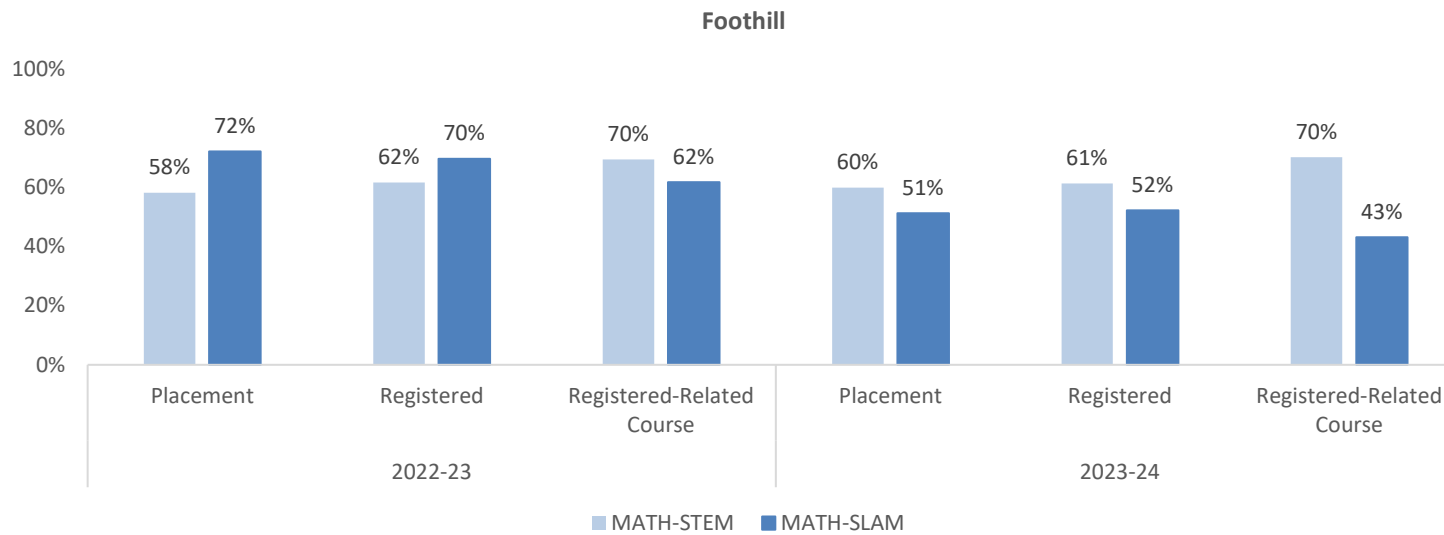
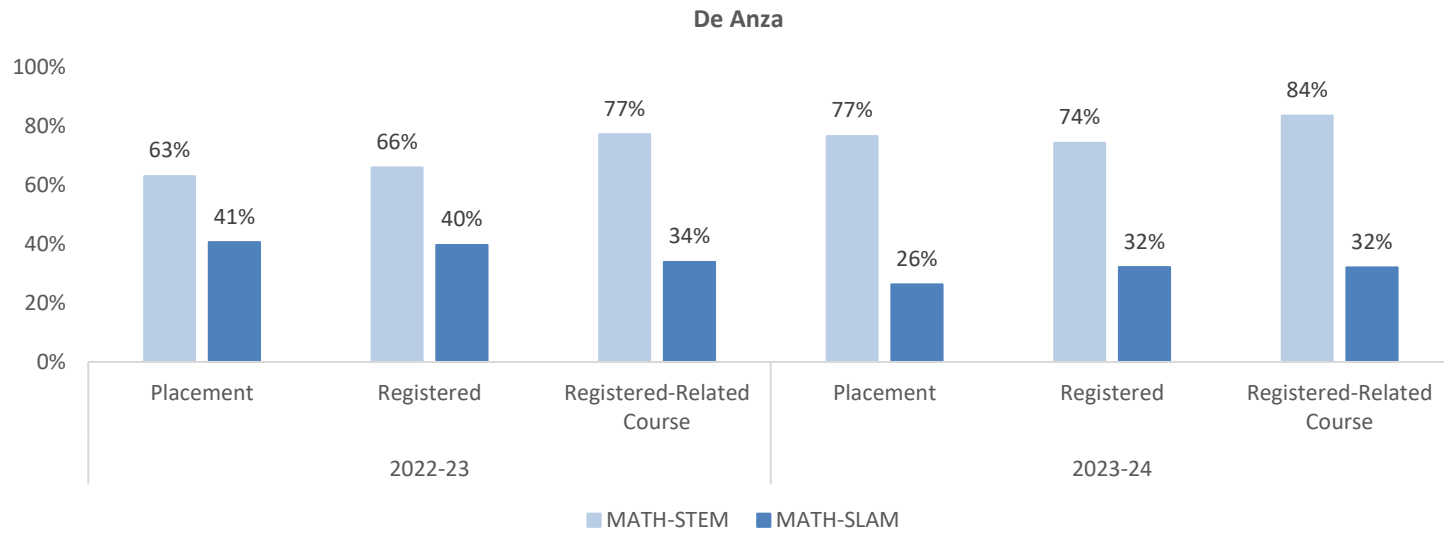
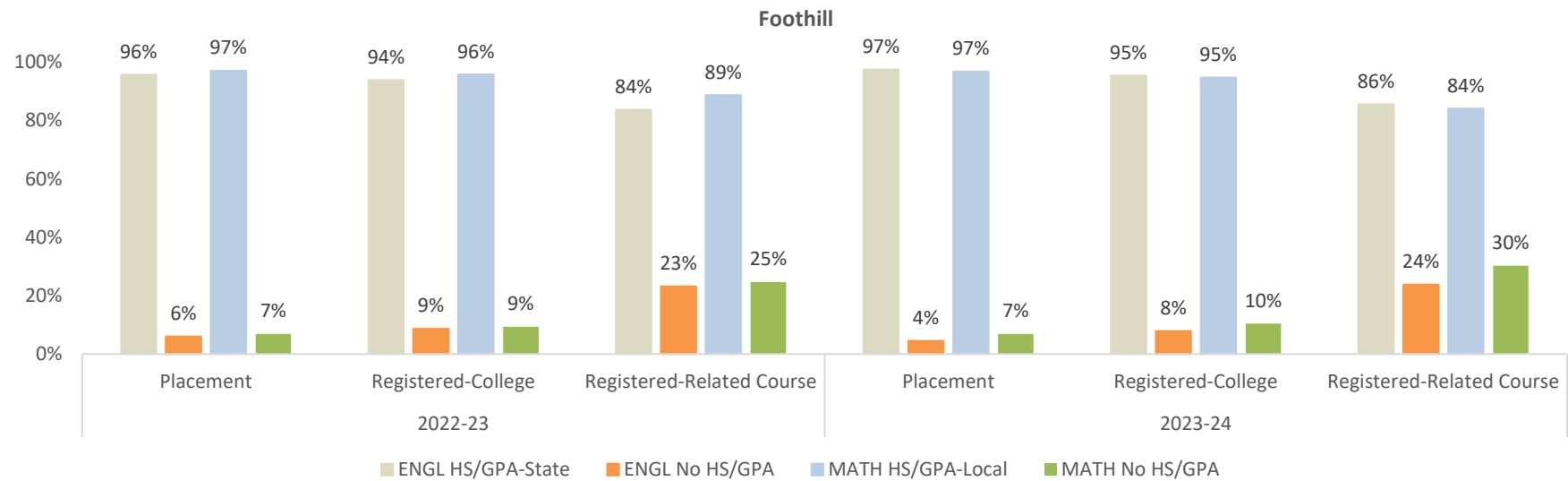
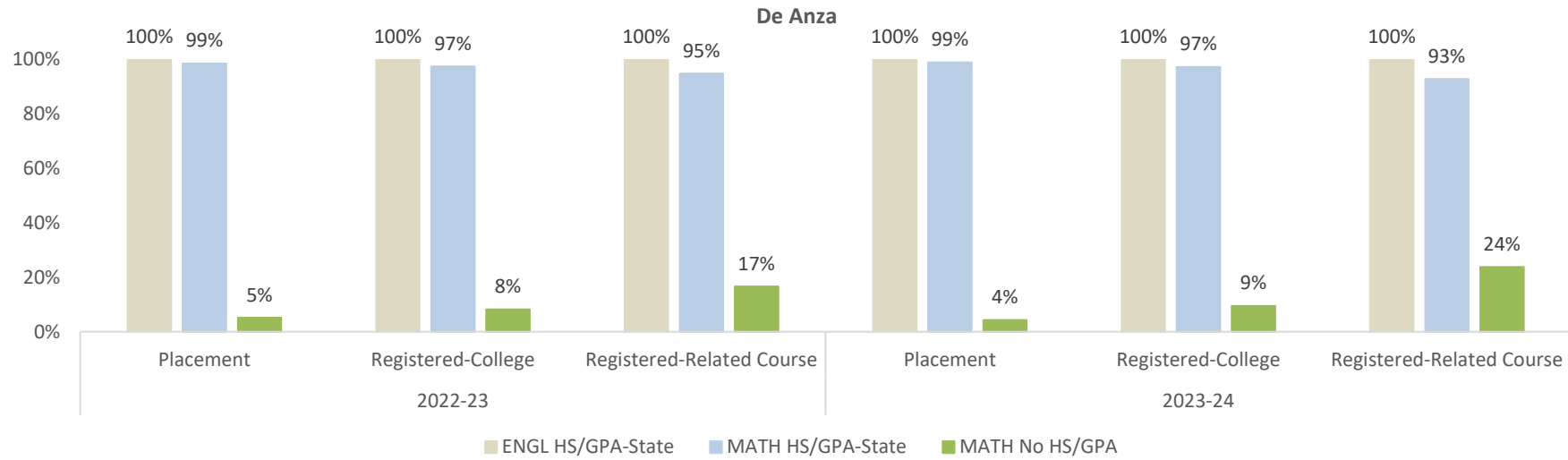


Table 3. SL03 Placement Rules: Headcount by College, Subject, Registration Status and Academic Year

| Subject | SL03 Placement Rules | Received Placement Services | | Received Placement Services & Registered at the College | | Received Placement Services & Registered in Related Course | | Change | |
|-----------------|----------------------|-----------------------------|---------------|---|---------------|--|--------------|--------------|-------------|
| | | 2022-23 | 2023-24 | 2022-23 | 2023-24 | 2022-23 | 2023-24 | Count | Percent |
| | | De Anza | | | | | | | |
| ENGL | HS/GPA-State | 19,158 | 34,290 | 10,483 | 12,072 | 4,593 | 4,303 | (290) | -6% |
| | No HS/GPA | 1 | 19 | 1 | 18 | 1 | 12 | 11 | 1100% |
| | Total | 19,159 | 34,305 | 10,484 | 12,086 | 4,594 | 4,312 | (282) | -6% |
| MATH | HS/GPA-State | 26,218 | 42,618 | 13,898 | 15,791 | 5,673 | 4,925 | (748) | -13% |
| | No HS/GPA | 1,367 | 1,851 | 1,177 | 1,535 | 994 | 1,262 | 268 | 27% |
| | Total | 26,615 | 43,109 | 14,265 | 16,237 | 5,982 | 5,309 | (673) | -11% |
| ESL | HS/GPA-Local | 56 | 66 | 37 | 34 | 19 | 17 | (2) | -11% |
| | No HS/GPA | 2,962 | 6,532 | 1,797 | 2,564 | 1,263 | 1,509 | 246 | 19% |
| | Total | 2,962 | 6,532 | 1,797 | 2,564 | 1,263 | 1,509 | 246 | 19% |
| Foothill | | | | | | | | | |
| ENGL | HS/GPA-State | 17,235 | 23,662 | 9,263 | 10,777 | 2,545 | 2,584 | 39 | 2% |
| | No HS/GPA | 1,074 | 1,087 | 855 | 885 | 706 | 719 | 13 | 2% |
| | Total | 18,013 | 24,270 | 9,869 | 11,298 | 3,039 | 3,019 | (20) | -1% |
| MATH | HS/GPA-Local | 24,760 | 27,578 | 13,448 | 12,870 | 3,643 | 2,978 | (665) | -18% |
| | No HS/GPA | 1,749 | 1,954 | 1,312 | 1,421 | 1,014 | 1,071 | 57 | 6% |
| | Total | 25,495 | 28,491 | 14,038 | 13,593 | 4,106 | 3,541 | (565) | -14% |
| ESL | No HS/GPA | 516 | 410 | 359 | 315 | 312 | 284 | (28) | -9% |
| | Total | 516 | 410 | 359 | 315 | 312 | 284 | (28) | -9% |

Figure 3. SLO3 Placement Rules, English and Math: Headcount Percentage by College, Subject, Registration Status and Academic Year



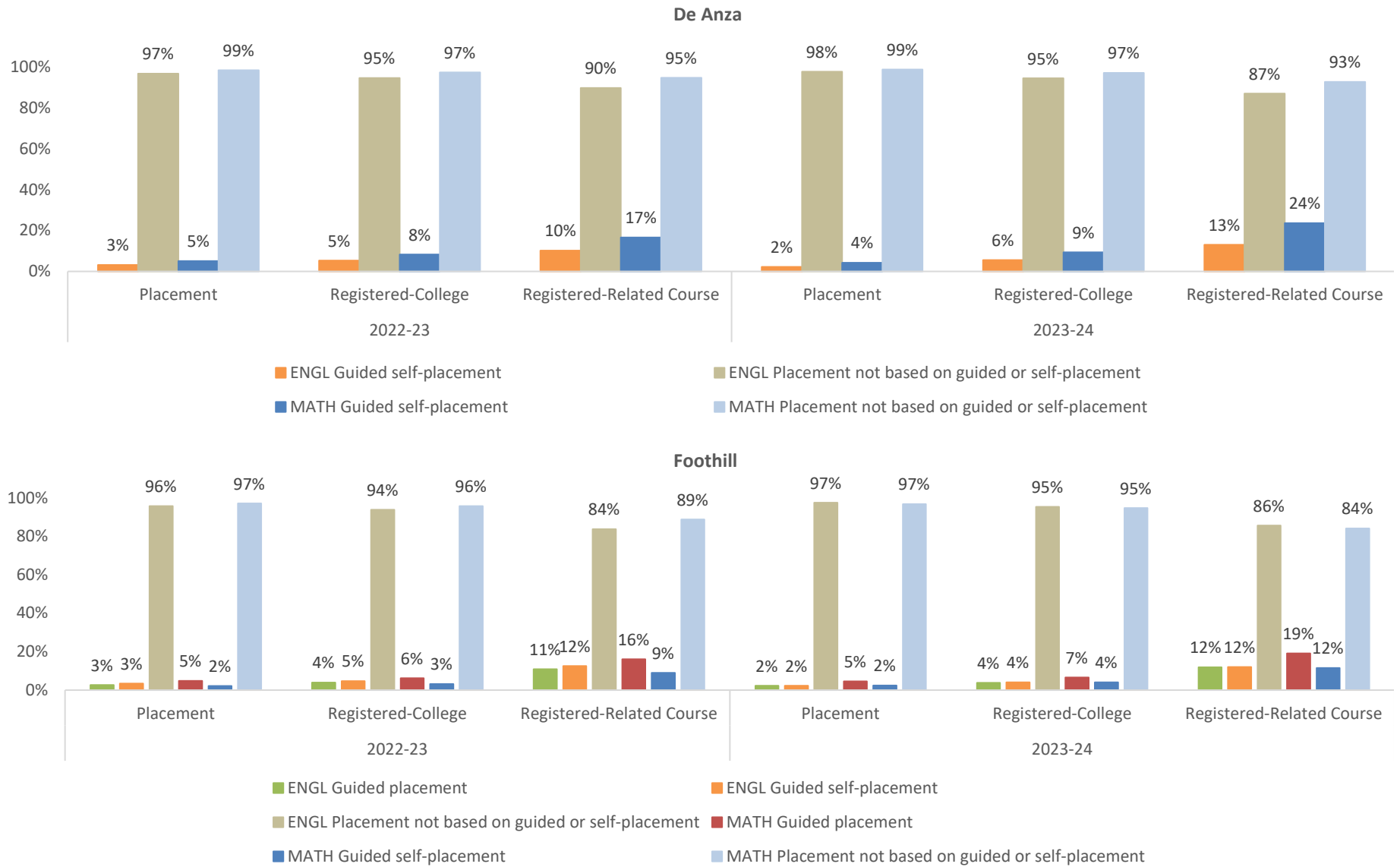
Notes

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

| | | | | | | | | Change | |
|-----------------|---|-----------------------------|---------|---|---------|--|---------|--------|---------|
| Subject | SL04 Guided Placement Status | Received Placement Services | | Received Placement Services & Registered at the College | | Received Placement Services & Registered in Related Course | | | |
| | | 2022-23 | 2023-24 | 2022-23 | 2023-24 | 2022-23 | 2023-24 | Count | Percent |
| De Anza | | | | | | | | | |
| ENGL | Guided self-placement | 608 | 781 | 555 | 670 | 469 | 565 | 96 | 20% |
| | Placement not based on guided or self-placement | 18,560 | 33,542 | 9,936 | 11,432 | 4,129 | 3,758 | (371) | -9% |
| | Total | 19,159 | 34,305 | 10,484 | 12,086 | 4,594 | 4,312 | (282) | -6% |
| MATH | Guided self-placement | 1,364 | 1,838 | 1,175 | 1,524 | 992 | 1,258 | 266 | 27% |
| | Placement not based on guided or self-placement | 26,218 | 42,622 | 13,898 | 15,794 | 5,673 | 4,927 | (746) | -13% |
| | Total | 26,615 | 43,109 | 14,265 | 16,237 | 5,982 | 5,309 | (673) | -11% |
| ESL | Guided self-placement | 215 | 1,522 | 169 | 1,169 | 153 | 1,030 | 877 | - |
| | Placement not based on guided or self-placement | 2,761 | 5,029 | 1,639 | 1,411 | 1,121 | 493 | (628) | -56% |
| | Total | 2,962 | 6,532 | 1,797 | 2,564 | 1,263 | 1,509 | 246 | 19% |
| Foothill | | | | | | | | | |
| ENGL | Guided placement | 469 | 542 | 393 | 430 | 329 | 358 | 29 | 9% |
| | Guided self-placement | 610 | 547 | 466 | 456 | 379 | 362 | (17) | -4% |
| | Placement not based on guided or self-placement | 17,236 | 23,662 | 9,264 | 10,777 | 2,546 | 2,584 | 38 | 1% |
| | Total | 18,013 | 24,270 | 9,869 | 11,298 | 3,039 | 3,019 | (20) | -1% |
| MATH | Guided placement | 1,216 | 1,285 | 876 | 896 | 658 | 678 | 20 | 3% |
| | Guided self-placement | 556 | 696 | 449 | 546 | 368 | 410 | 42 | 11% |
| | Placement not based on guided or self-placement | 24,760 | 27,578 | 13,448 | 12,870 | 3,643 | 2,978 | (665) | -18% |
| | Total | 25,495 | 28,491 | 14,038 | 13,593 | 4,106 | 3,541 | (565) | -14% |
| ESL | Guided self-placement | 510 | 404 | 353 | 311 | 307 | 280 | (27) | -9% |
| | Placement not based on guided or self-placement | 8 | 7 | 8 | 5 | 7 | 5 | (2) | -29% |
| | Total | 516 | 410 | 359 | 315 | 312 | 284 | (28) | -9% |

Figure 4. SLO4 Guided Placement Status, English and Math: Headcount Percentage by College, Subject, Registration Status and Academic Year



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 | |
|-----------------|---|-----------------------------|----------|---|----------|--|----------|--------------|--------------|
| | | 2022-23 | 2023-24 | 2022-23 | 2023-24 | 2022-23 | 2023-24 | Count | Percent |
| | | De Anza | | | | | | | |
| ENGL | Placement not based on standardized assessment test | 19,159 | 34,305 | 10,484 | 12,086 | 4,594 | 4,312 | (282) | -6% |
| | Total | 19,159 | 34,305 | 10,484 | 12,086 | 4,594 | 4,312 | (282) | -6% |
| MATH | Placement not based on standardized assessment test | 26,615 | 43,109 | 14,265 | 16,237 | 5,982 | 5,309 | (673) | -11% |
| | Total | 26,615 | 43,109 | 14,265 | 16,237 | 5,982 | 5,309 | (673) | -11% |
| ESL | Standardized assessment test | 1,012 | - | 726 | - | 658 | - | (658) | -100% |
| | Placement not based on standardized assessment test | 1,975 | 6,532 | 1,090 | 2,564 | 623 | 1,509 | 886 | - |
| | Total | 2,962 | 6,532 | 1,797 | 2,564 | 1,263 | 1,509 | 246 | 19% |
| Foothill | | | | | | | | | |
| ENGL | Placement not based on standardized assessment test | 18,013 | 24,270 | 9,869 | 11,298 | 3,039 | 3,019 | (20) | -1% |
| | Total | 18,013 | 24,270 | 9,869 | 11,298 | 3,039 | 3,019 | (20) | -1% |
| MATH | Placement not based on standardized assessment test | 25,495 | 28,491 | 14,038 | 13,593 | 4,106 | 3,541 | (565) | -14% |
| | Total | 25,495 | 28,491 | 14,038 | 13,593 | 4,106 | 3,541 | (565) | -14% |
| #REF! | Placement not based on standardized assessment test | 516 | 409 | 359 | 314 | 312 | 283 | (29) | -9% |
| | Total | 516 | 410 | 359 | 315 | 312 | 284 | (28) | -9% |

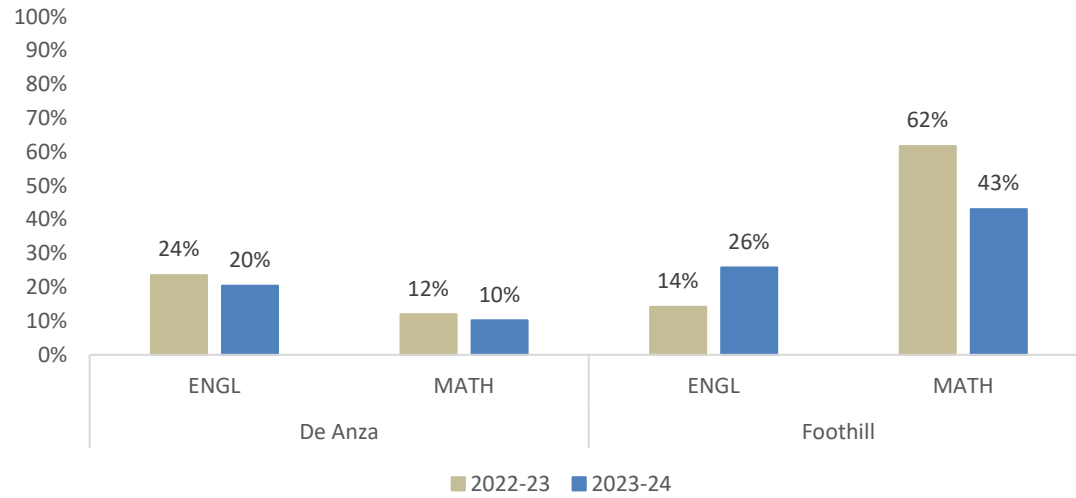
Table 6 MIS SL06 Placement Level: Headcount by College, Subject, Placement Level and Registration Status, 2023-24

| Subject | MIS SL06 Placement Level | Registered at the College | | Registered in Related Course | |
|---------|--|---------------------------|------------|------------------------------|------------|
| | | Count | Percent | Count | Percent |
| ENGL | Transfer-level and no support recommended | 10,172 | 84% | 3,451 | 80% |
| | Transfer-level with support required | 1,957 | 16% | 881 | 20% |
| | Total | 12,086 | 100% | 4,312 | 100% |
| MATH | Transfer-level and no support recommended | 14,645 | 90% | 4,862 | 92% |
| | Transfer-level with support required | 1,785 | 11% | 545 | 10% |
| | Total | 16,237 | 100% | 5,309 | 100% |
| ESL | Transfer-level and no support recommended | 0 | - | 0 | - |
| | Transfer-level with support recommended | 1,788 | 70% | 825 | 55% |
| | One level below transfer | 262 | 10% | 218 | 14% |
| | Two levels below transfer | 318 | 12% | 291 | 19% |
| | Three levels below transfer | 247 | 10% | 216 | 14% |
| | Four levels below transfer | 138 | 5% | 131 | 9% |
| | Five levels below transfer | 39 | 2% | 35 | 2% |
| | Six levels below transfer | 0 | 0% | 0 | 0% |
| | Total | 2,564 | 100% | 1,509 | 100% |

Table 6 MIS SL06 Placement Level: Headcount by College, Subject, Placement Level and Registration Status, 2023-24

| Subject | MIS SL06 Placement Level | Registered at the College | | Registered in Related Course | |
|---------|--|---------------------------|-------------|------------------------------|-------------|
| | | Count | Percent | Count | Percent |
| ENGL | Transfer-level and no support recommended | 8,511 | 75% | 2,388 | 79% |
| | Transfer-level with support recommended | 0 | 0% | 0 | 0% |
| | Transfer-level with support required | 2,987 | 26% | 780 | 26% |
| | Total | 11,298 | 100% | 3,019 | 100% |
| MATH | Transfer-level and no support recommended | 8,347 | 61% | 2,491 | 70% |
| | Transfer-level with support required | 7,111 | 52% | 1,528 | 43% |
| | One level below transfer | 9 | 0% | 2 | 0% |
| | Three levels below transfer | 0 | 0% | 0 | 0% |
| | Total | 13,593 | 100% | 3,541 | 100% |
| | Transfer-level and no support recommended | 96 | 30% | 84 | 30% |
| ESL | Transfer-level with support recommended | 1 | 0% | 1 | 0% |
| | One level below transfer | 83 | 26% | 75 | 26% |
| | Two levels below transfer | 77 | 24% | 70 | 25% |
| | Three levels below transfer | 72 | 23% | 67 | 24% |
| | Four levels below transfer | 9 | 3% | 9 | 3% |
| | Five levels below transfer | 0 | 0% | 0 | 0% |
| | Six levels below transfer | 5 | 2% | 5 | 2% |
| | Total | 315 | 100% | 284 | 100% |

Figure 7. Registered in Course Subject: 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).