College Name: Hartnell 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 *without* Concurrent Support	3. % of Students Assessed/Placed into Transfer-Level Course *without* Concurrent Support	4. Number of Students Assessed/Placed into Transfer-Level Course *with Recommended or Required* Concurrent Support	5. % of Students Assessed/Placed into Transfer-Level Course *with Recommended or Required* 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	**2583**	**2070**	**80%**	**513**	**20%**	**0**	**0%**
African-American	44	39	89%	5	11%		0%
American Indian/Alaskan Native	5	5	100%		0%		0%
Asian	95	83	87%	12	13%		0%
Filipino	0		0%		0%		0%
Hispanic	2152	1693	79%	459	21%		0%
Multi-Ethnicity	46	40	87%	6	13%		0%
Pacific Islander	6	6	100%		0%		0%
Unknown	119	100	84%	19	16%		0%
White Non-Hispanic	116	104	90%	12	10%		0%

Table 1.2. Enrollment - English

	1. Total Enrolled	2. Number of Students Who Enrolled in Transfer-Level Course *without* Concurrent Support	3. % of Students Enrolled in Transfer-Level Course *without* Concurrent Support	4. Number of Students Enrolled in Transfer-Level Course *with Recommended or Required* Concurrent Support	5. % of Students Enrolled in Transfer-Level Course *with Recommended or Required* 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	**1874**	**1351**	**72%**	**460**	**25%**	**63**	**3%**
African-American	38	33	87%	5	13%		0%
American Indian/Alaskan Native	5	5	100%		0%		0%
Asian	68	56	82%	12	18%		0%
Filipino	0		0%		0%		0%
Hispanic	1555	1090	70%	413	27%	52	3%
Multi-Ethnicity	36	28	78%	5	14%	3	8%
Pacific Islander	5	5	100%		0%		0%
Unknown	79	58	73%	16	20%	5	6%
White Non-Hispanic	88	76	86%	9	10%	3	3%

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.

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 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).

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

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 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: Hartnell College

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 *without* Concurrent Support	3. % of Students Assessed/Placed into Transfer-Level Course *without* Concurrent Support	4. Number of Students Assessed/Placed into Transfer-Level Course *with Recommended or Required* Concurrent Support	5. % of Students Assessed/Placed into Transfer-Level Course *with Recommended or Required* 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	**2506**	**1164**	**46%**	**508**	**20%**	**834**	**33%**
African-American	20	13	65%	3	15%	4	20%
American Indian/Alaskan Native	2	1	50%	1	50%		0%
Asian	97	55	57%	18	19%	24	25%
Filipino	0		0%		0%		0%
Hispanic	2124	960	45%	436	21%	728	34%
Multi-Ethnicity	51	29	57%	8	16%	14	27%
Pacific Islander	2	2	100%		0%		0%
Unknown	109	49	45%	30	28%	30	28%
White Non-Hispanic	101	55	54%	12	12%	34	34%

Table 2.2. Enrollment - Math

Math	1. Total Enrolled	2. Number of Students Who Enrolled in Transfer-Level Course *without* Concurrent Support	3. % of Students Enrolled in Transfer-Level Course *without* Concurrent Support	4. Number of Students Enrolled in Transfer-Level Course *with Recommended or Required* Concurrent Support	5. % of Students Enrolled in Transfer-Level Course *with Recommended or Required* 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	**1477**	**760**	**51%**	**300**	**20%**	**417**	**28%**
African-American	9	6	67%	1	11%	2	22%
American Indian/Alaskan Native	1		0%	1	100%		0%
Asian	56	37	66%	9	16%	10	18%
Filipino	0		0%		0%		0%
Hispanic	1249	622	50%	264	21%	363	29%
Multi-Ethnicity	30	19	63%	5	17%	6	20%
Pacific Islander	1	1	100%		0%		0%
Unknown	65	32	49%	14	22%	19	29%
White Non-Hispanic	66	43	65%	6	9%	17	26%

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.

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 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).

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

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.

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.

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: Hartnell 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 *without* Concurrent Support	3. % of Students Assessed/Placed into Transfer-Level Course *without* Concurrent Support	4. Number of Students Assessed/Placed into Transfer-Level Course *with Recommended or Required* Concurrent Support	5. % of Students Assessed/Placed into Transfer-Level Course *with Recommended or Required* 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	**116**	**5**	**4%**	**8**	**7%**	**103**	**89%**
African-American	0		0%		0%		0%
American Indian/Alaskan Native	0		0%		0%		0%
Asian	5		0%		0%	5	100%
Filipino	0		0%		0%		0%
Hispanic	99	4	4%	8	8%	87	88%
Multi-Ethnicity	0		0%		0%		0%
Pacific Islander	0		0%		0%		0%
Unknown	10	1	10%		0%	9	90%
White Non-Hispanic	2		0%		0%	2	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 *without* Concurrent Support	3. % of Students Enrolled in Transfer-Level Course *without* Concurrent Support	4. Number of Students Enrolled in Transfer-Level Course *with Recommended or Required* Concurrent Support	5. % of Students Enrolled into Transfer-Level Course *with Recommended or Required* 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	**113**	**2**	**2%**	**8**	**7%**	**103**	**91%**
African-American	0		0%		0%		0%
American Indian/Alaskan Native	0		0%		0%		0%
Asian	5		0%		0%	5	100%
Filipino	0		0%		0%		0%
Hispanic	97	2	2%	8	8%	87	90%
Multi-Ethnicity	0		0%		0%		0%
Pacific Islander	0		0%		0%		0%
Unknown	9		0%		0%	9	100%
White Non-Hispanic	2		0%		0%	2	100%

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.

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).

Column 3 - % of Students Assessed/Placed into Transfer-Level Course *without* Concurrent Support: Divides Column 2 by Column 1.

Column 3 - % of Students Enrolled 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 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 Assessed/Placed into Transfer-Level Course *with Recommended or Required* Concurrent Support: Divides Column 4 by Column 1.

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

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.

Why Are Colleges Required to Complete This Reporting Template?

This evaluation template is intended for colleges to annually report their assessment/placement and enrollment data for English, math, and credit English as a Second Language (ESL) to the Chancellor's Office and can serve as a document that can be made publicly available (e.g., posting to the college website), per requirements of AB 1805.*

Per AB 1805, as a condition for receiving funding pursuant to the Student Equity and Achievement Program, a community college is required to do all of the following:

1. Inform students of their rights (Title 5. Section 55522 and Education Code 78213) to access transfer-level coursework and academic credit ESL
2. Communicate the information described in #1 above in language that is easily understandable, and prominently feature it in the community college catalog, orientation materials, information relating to student placement on the community college's website, and any written communication by a college counselor to a student about the student's course placement options.
3. Annually report both of the following to the Chancellor's Office in a manner and form prescribed by the Chancellor's Office, consistent with the requirements of Section 78213:
   a. The community college's placement policies.
   b. The community college's placement results; a community college shall include the number of students assessed and the number of students placed into transfer-level coursework, transfer-level coursework with concurrent support, and transfer-level or credit ESL coursework, disaggregated by race and ethnicity.
4. Provide for students placed in stand-alone English or mathematics pre-transfer-level coursework an explanation of how effective practices align with the regulations adopted, based on local placement research.
5. Publicly post the college's placement results, including the number of students assessed and the number of students placed into transfer-level coursework, transfer-level coursework with concurrent support, or transfer-level or credit ESL coursework, disaggregated by race and ethnicity.

Colleges may choose to publicly report these data using a locally derived method or may PDF and post to their websites the data tables from the completed template.

Which Students Are Included in the Reporting Cohort?

Cohort of Students 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, including intersessions -- not just English, math, or credit ESL courses. Include any measures used to assess/place students, including high school transcript records, assessment/placement tests, guided or self-placement, or other locally derived methods. Report the highest course in which a student was assessed/placed with or without support. In other words, if a student received two math assessments/placements, report the highest assessment/placement based on support type. For example, if a student was assessed/placed in Statistics without support and Precalculus with recommended support, you may report the Statistics without support. Colleges may include courses appropriate to their course offerings including quantitative reasoning or math courses offered outside of the math department, such as business statistics.

Cohort for Student Enrollments: The cohort for student enrollments shall include first credit enrollment for all first-time students enrolled summer 2019 through spring 2020, including intersessions, in the transfer-level course. Include first enrollment regardless of where the student was placed. For example, if a student was assessed/placed in a transfer-level math course and enrolled in a pre-transfer-level course, 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 withdrawals (EW, MW, and W grades) as enrollment in the course. Colleges may include courses appropriate to their course offerings including quantitative reasoning or math courses offered outside of the math department, such as business statistics.

Credit ESL Assessment/Placement and Enrollments: Report credit ESL assessment/placement and enrollment only. Colleges that have multiple ESL strands (e.g., listening, speaking, reading, writing) need only report assessments/placements and enrollments in ESL writing and/or integrated sequences, not listening or speaking, as most students who take multiple strands of ESL will likely be enrolled in an ESL writing course.

Ethnicity Reporting: 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.

Footnotes

*https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB1805