<table>
<thead>
<tr>
<th><strong>Important reminder:</strong> To date the review of statewide data, individual college data, and college submissions has failed to produce evidence that pre-transfer-level enrollments meet AB 705 requirements. Colleges planning to allow or require continued pre-transfer-level enrollment that cannot submit evidence that it meets the standards of the law will be expected to place and enroll all U.S. high school graduate, certificate, degree and transfer students in transfer-level coursework (with appropriate concurrent support as needed) by fall 2022.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Which colleges need to complete this data addendum?</strong> For colleges that plan to continue placements and/or enrollments into pre-transfer level courses or multi-term transfer-level courses in Fall 2022, the Improvement Plan requires completion of this data reporting template in which colleges will submit local data in an attempt to show completion is maximized for a specific program or student group that enrolls, by requirement or by choice, into pre-transfer level courses or multi-term transfer-level courses.</td>
</tr>
<tr>
<td><strong>Which colleges do not need to complete this data addendum?</strong> The Improvement Plan does not require the submission of data for colleges that will, by fall 2022, both ensure transfer/college level placement in math/quantitative reasoning and English for all U.S. high school graduate students and permit no pre-transfer/college level enrollments, including multi-term transfer-level courses, for students in certificate, degree or transfer programs.</td>
</tr>
<tr>
<td><strong>Data addendum overview:</strong> The data addendum is broken into 4 areas: curricular innovations, locally-derived placement models, guided or self-placement processes, and college-level math. Complete the sections that are relevant to each subgroup of students who enroll below transfer-level (voluntarily or after placement.)</td>
</tr>
<tr>
<td><strong>What does it mean to maximize throughput?</strong> Maximizing throughput means that students enrolling below transfer-level complete a transfer-level course (or college-level course with specific requirements that are not met with transfer-level coursework) within a year at a rate equal to or higher than students with similar high school achievement who begin directly in a transfer-level course. Throughput is calculated within the data addendum by dividing the number of students who start directly at transfer-level and complete the transfer-level course within one full year by the number of students whose first course of enrollment was in a pre-transfer-level course (or college-level) who successfully completed the transfer-level course within one full year.</td>
</tr>
<tr>
<td><strong>Reporting throughput for students enrolled in certificate or associate degree programs:</strong> If students are enrolled in a certificate or associate degree program “with specific requirements that are not met with transfer-level coursework,” then the college must enter data for students enrolling below college-level and those within the same cohort who successfully complete a college-level course in one year to determine if throughput is maximized for students enrolled below college-level.</td>
</tr>
</tbody>
</table>
Indicating if throughput is maximized: After entering all the requested data, the data addendum will indicate if throughput is maximized for the three GPA bands entered (regardless of sample size). If throughput is not maximized it is indicated as "No", and if throughput is maximized for the student population it is indicated as "Yes". In both instances, colleges completing the data addendum are required to submit the completed data addendum to the CCCCO for review.

How to report enrollments: The data addendum includes tabs to report four separate ways in which students are able to enroll below transfer level in newly developed processes the college has created on or after Fall 2019.

Which enrollments should be reported? If your college changed your processes on or after Fall 2019, and students are still able to enroll below transfer-level, please report on students who enrolled any time between Fall 2019 and Fall 2020, after the change was made to capture the most recent enrollment and outcomes based on the process your college is currently using. Report enrollments for any terms in the timeframe in which students were placed below transfer level and track outcomes for one full year. Because the categories overlap, you may be reporting the same cohort in multiple tabs. All prior processes and curriculum for Fall 2019 were previously reported in the Equitable Placement Validation of Practices Template.

Description of the four categories in the data addendum:
1. Curricular innovations: report on enrollment in courses below transfer-level that are not part of the traditional developmental math sequence and are not corequisite support courses associated with transfer-level courses. These courses may include the following: newly developed courses designed to prepare students for transfer-level courses, an accelerated course sequence that starts students in a pre-transfer level course, a transfer-level course stretched over two terms, or a jumpstart or bootcamp course that starts students below transfer level.
2. Local placement model: report on enrollment in courses below transfer-level that result from placement rules that deviate from the statewide default placement rules.
3. Guided or self-placement: report on enrollment in courses below transfer-level that result from placement processes that are used when high school information is not available.
4. College-level math: report on enrollment in existing college-level math sections (including intermediate algebra or contextualized versions of intermediate algebra) for students who enroll (voluntarily or as a result of placement) in math courses appropriate to their educational goal and program of study. Enrollments into newly developed college-level math courses would be reported by copying Tab 5, Table 1, and following the instructions in Tab 2: Curricular Innovations.
### Directions
Enter data into the **blue** cells; all other cells are populated automatically. See definitions for each column and the rows below the table.

**Course subject area (select and enter only one):** English, SLAM or B-STEM:

**Educational goal of cohort (select and enter only one):** Transfer/Unknown/Undecided, Degree or Certificate:

### What is the reporting cohort and timeframe?
Report all students who were placed using the **newly developed** guided or self-placement model (GSP) and enrolled in an English or math/quantitative reasoning course for the first time in Fall 2019, Winter 2020, Spring 2020, Summer 2020 and Fall 2020 tracked for one academic year. Report only the first course of enrollment in English or math/quantitative reasoning in which a student enrolled after interacting with the GSP model. If a student was enrolled in multiple courses over the timeframe, report only the first course of enrollment in the discipline after interacting with the GSP model. For example, if a student enrolled in a below-transfer-level Pre-Stat and transfer-level Statistics in the timeframe, only report enrollment in Pre-Stat.

### What if your college has more than one new innovation to report?
If your college has multiple scenarios to report within a category, make a copy of this tab and complete it for each scenario. For example, if your college had pre-transfer-level enrollments in SLAM (e.g., Pre-Stats or Statway I or other preparation for Statistics-Liberal Arts Math), and an innovative Algebra Preparation for STEM, and a mathematics course for an associate degree or certificate with requirements that cannot be met with transfer-level math, you will need to complete Tab 2 three times, once for each intervention.

<table>
<thead>
<tr>
<th>Students Enrolled in Pre-Transfer/Multi-Term Course Sections</th>
<th>Students Enrolled in Transfer-Level Course with or without a Corequisite</th>
<th>Throughput Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Total Enrolled</td>
<td>2. Subtotal who Completed Transfer-Level Course within One Year</td>
<td>3. Throughput Rate</td>
</tr>
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<td>6. Throughput Rate</td>
</tr>
<tr>
<td>7. Throughput Rate Differences</td>
<td>8. Maximize Throughput?</td>
<td></td>
</tr>
</tbody>
</table>

#### Overall

- **Total Enrolled:** 31
- **Throughput Rate:** 22.6%
- **Transfer-Level Course within One Year:** 521
- **Throughput Rate:** 71.0%
- **Differences:** -48.4%
- **Maximize Throughput:** No

#### GPA Unknown

- **Total Enrolled:** 13
- **Throughput Rate:** 40.6%
- **Transfer-Level Course within One Year:** 99
- **Throughput Rate:** 75.6%
- **Differences:** -45.0%
- **Maximize Throughput:** No

#### Highest GPA Band

- **Total Enrolled:** 11
- **Throughput Rate:** 18.2%
- **Transfer-Level Course within One Year:** 304
- **Throughput Rate:** 77.3%
- **Differences:** -59.1%
- **Maximize Throughput:** No

#### Middle GPA Band

- **Total Enrolled:** 6
- **Throughput Rate:** 16.7%
- **Transfer-Level Course within One Year:** 100
- **Throughput Rate:** 55.0%
- **Differences:** -38.3%
- **Maximize Throughput:** No

#### Lowest GPA Band

- **Total Enrolled:** 1
- **Throughput Rate:** 0.0%
- **Transfer-Level Course within One Year:** 18
- **Throughput Rate:** 55.0%
- **Differences:** -27.8%
- **Maximize Throughput:** No

### Columns Explained

Columns 1 and 4 - **Total Enrolled:**

These columns show the number of distinct students enrolled at census. If end of term data are used, include withdraws (EW, MW, and W grades) as enrollment in the course.

For an educational goal of transfer, unknown or undecided or for associate degree programs with requirements that **can be met with transfer-level math**: in Column 1 enter enrollments in below-transfer-level course sections after interacting with the GSP model and in Column 4 enter enrollments in transfer-level sections with or without a corequisite. Include only first disciplinary course enrollments. For example, if a student first enrolls in math below the transfer-level, after interacting with the GSP model, include the student in Column 1 but not Column 4. Include only first disciplinary course enrollments, regardless of where the student was placed. For example, if a student is placed into transfer-level math but enrolls in a math course below the transfer-level, include that student in Column 1.

**Transfer-level courses**: courses that fulfill general education requirements for English composition or for math/quantitative reasoning upon transfer to a university.

For math, students with an educational goal of associate degree who are in associate programs with math requirements that **cannot be met with transfer-level math/quantitative reasoning**, in Column 1 enter enrollments below-college-level course sections (two or more levels below transfer) after interacting with the GSP model and in Column 4 enter enrollments in college-level sections (one level below transfer) with or without a corequisite. Include only first disciplinary course enrollments, regardless of where the student placed.
**College-level courses**: courses usually coded one-level-below-transfer that meet local degree requirements for programs in which transfer-level coursework does not satisfy programmatic requirements (e.g., an electrical technology program with contextualized math skills). These courses (or higher) should be used for measuring the throughput for students in such programs. For example, when reporting students with an associate degree or certificate goal in a program with requirements that cannot be met with a transfer-level math course, in column 2 report pre-college level enrollments and in column 3 report college-level (or higher) completion for the cohort. In column 4, report college-level enrollments and in column 5, report college-level (or higher) completion for the cohort.

| Columns 2 and 5 - Subtotal who Completed Transfer-Level Course within One Year: | Columns 2 and 5 show the number of students who successfully completed a transfer-level course in one year with a C or better (including P grades) out of the cohorts defined in Columns 1 and 4 respectively. |
| Columns 3 and 6 - Throughput Rate: | These columns automatically calculate the percentage of students who successfully completed (C or higher, including P grades) a transfer-level course within one year. To calculate the throughput rate, Column 2 is divided by Column 1, and Column 5 by Column 4, respectively. |
| Column 7 - Throughput Rate Differences: | The results in Column 7 are automatically calculated by subtracting the number of students in Column 6 from the number in Column 3. |
| Column 8 - Maximize Throughput?: | This column automatically determines if throughput for students who started below transfer level is equal to or greater than throughput for students who start directly at transfer level. "No" means throughput is NOT maximized, whereas "Yes" means throughput is maximized. Comparisons are calculated regardless of sample sizes in any category. In both instances, colleges completing the template are required to submit the completed data template to the CCCC0 for review. Refer to Tab 1. Instructions Tab for definition of how throughput is calculated. |

**English GPA Bands:**
- Highest: HSGPA ≥ 3.4
- Middle: HSGPA 2.6 - 3.3
- Lowest: HSGPA < 1.9

**SLAM GPA Bands:**
- Highest: HSGPA ≥ 3.0
- Middle: HSGPA 2.3 - 2.9
- Lowest: HSGPA < 2.3

**B-STEM GPA Bands:**
- Highest: HSGPA ≥ 3.4 OR HSGPA ≥ 2.6 AND enrolled in a HS Calculus course
- Middle: HSGPA ≥ 2.6 or Enrolled in HS Precalculus
- Lowest: HSGPA < 2.6 and no Precalculus
What is the reporting timeframe? Students who receive the curricular innovation, local placement model, guided or self-placement, or enrolled in college-level math at anytime in Fall 2019, Winter 2020, Spring 2020, Summer 2020 and Fall 2020 tracked for one academic year, including intersessions. For example, if a student started in a discipline in the fall, they would be tracked through completion of the gateway course (college-level or transfer-level course appropriate to their educational goal) through the following summer term.

Which students are included in the cohort for curricular innovations and college-level math? Report enrollments for all students who received the innovation and whose first course of enrollment in English or math/quantitative reasoning was in the intervention and within the timeframe tracked for one year. If a student was enrolled in multiple courses over the timeframe, report only the first or lowest course of enrollment in the discipline. For example, if a student was enrolled in intermediate algebra, precalculus, and calculus in the one-year timeframe, only report enrollment in intermediate algebra as the initial enrollment.

Which students are included in the cohort for local placement model and guided or self-placement? Report students who received the new placement method at any time and who enrolled in the discipline for the first time within the timeframe tracked for one year. Report enrollments regardless of where the student was placed. For example, if the guided or self-placement model placed students into a transfer-level course, but a student self-placed into a below transfer-level course after engaging with the GSP model, report the students' enrollment in the below transfer-level course.

What if your college has more than one new innovation to report in the same tab? If your college has multiple scenarios to report within a category listed in Tabs 2, 3, 4 or 5, make a copy of the respective tab and complete it for each scenario. For example, if your college had pre-transfer-level enrollments in SLAM (e.g., Pre-Stats or Statway I or other preparation for Statistics-Liberal Arts Math), and an innovative Algebra Preparation for STEM, and a Technical Math course taken by associate degree students, you will need to complete Tab 2 three times, once for each of the three newly developed interventions.

How is the data to be disaggregated within the data addendum? The data addendum requests that you compare students within the same GPA band as defined in the default placement rules which can be found here: https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5b6ccfc46d2a73e48620d759/1533857732982/07.18+AB+705+Implementation+Memorandum.pdf.pdf.

What are the English GPA bands? Highest: HSGPA ≥ 2.6 Middle: HSGPA 1.9 - 2.6 Lowest: HSGPA < 1.9

What are the SLAM GPA bands? Highest: HSGPA ≥ 3.0 Middle: HSGPA 2.3 - 2.9 Lowest: HSGPA ≤ 2.3

What are the B-STEM GPA bands? Highest: HSGPA ≥ 3.4 OR HSGPA ≥ 2.6 AND enrolled in a HS Calculus course Middle: HSGPA ≥ 2.6 or Enrolled in HS Precalculus Lowest: HSGPA ≤ 2.6 and no Precalculus
Where can I find more information about what is to be reported in the data addendum? Additional instructions are included within each tab specific to the requirements of the tab.
### Directions:
Enter data into the blue cells; all other cells are populated automatically. See definitions for each column and the rows below the table.

<table>
<thead>
<tr>
<th>Students Enrolled in Pre-Transfer/Multi-Term Course Sections</th>
<th>Students Enrolled in Transfer-Level Course with or without a Corequisite</th>
<th>Throughput Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Total Enrolled</td>
<td>2. Subtotal who Completed Transfer-Level Course within One Year</td>
<td>3. Throughput Rate</td>
</tr>
<tr>
<td>4. Total Enrolled</td>
<td>5. Subtotal who Completed Transfer-Level Course within One Year</td>
<td>6. Throughput Rate</td>
</tr>
<tr>
<td>7. Throughput Rate Differences</td>
<td>8. Maximize Throughput?</td>
<td></td>
</tr>
</tbody>
</table>

#### Overall
- Total: 135
- Subtotal who completed Transfer-Level Course: 8
- Throughput Rate: 5.9%
- Total: 193
- Subtotal who completed Transfer-Level Course: 135
- Throughput Rate: 69.9%
- Throughput Rate Differences: -64.0%
- Maximize Throughput?: No

#### GPA Unknown
- Total: 45
- Subtotal who completed Transfer-Level Course: 3
- Throughput Rate: 6.7%
- Total: 35
- Subtotal who completed Transfer-Level Course: 28
- Throughput Rate: 74.3%
- Throughput Rate Differences: -67.6%
- Maximize Throughput?: No

#### Highest GPA Band
- Total: 21
- Subtotal who completed Transfer-Level Course: 2
- Throughput Rate: 9.5%
- Total: 109
- Subtotal who completed Transfer-Level Course: 84
- Throughput Rate: 77.1%
- Throughput Rate Differences: -67.8%
- Maximize Throughput?: No

#### Middle GPA Band
- Total: 46
- Subtotal who completed Transfer-Level Course: 2
- Throughput Rate: 4.3%
- Total: 36
- Subtotal who completed Transfer-Level Course: 19
- Throughput Rate: 52.8%
- Throughput Rate Differences: -48.4%
- Maximize Throughput?: No

#### Lowest GPA Band
- Total: 23
- Subtotal who completed Transfer-Level Course: 1
- Throughput Rate: 4.3%
- Total: 13
- Subtotal who completed Transfer-Level Course: 6
- Throughput Rate: 46.2%
- Throughput Rate Differences: -41.8%
- Maximize Throughput?: No

#### Columns Explained

**Columns 1 and 4 - Total Enrolled:** These columns show the number of distinct students enrolled at census. If end of term data are used, include withdraws (EW, MW, and W grades) as enrollment in the course.

For an educational goal of transfer, unknown or undecided or for associate degree programs with requirements that can be met with transfer-level math in Column 1 enter enrollments in below-transfer-level course sections after interacting with the GSP model and in Column 4 enter enrollments in transfer-level sections with or without a corequisite. Include only first disciplinary course enrollments. For example, if a student first enrolls in math below the transfer-level, after interacting with the GSP model, include the student in Column 1 but not Column 4. Include only first disciplinary course enrollments, regardless of where the student was placed. For example, if a student is placed into transfer-level math but enrolls in a math course below the transfer-level, include that student in Column 1.

**Transfer-level courses:** courses that fulfill general education requirements for English composition or for math/quantitative reasoning upon transfer to a university.

For math, students with an educational goal of associate degree who are in associate programs with math requirements that cannot be met with transfer-level math/quantitative reasoning, in Column 1 enter enrollments below-college-level course sections (two or more levels below transfer) after interacting with the GSP model and in Column 4 enter enrollments in college-level sections (one level below transfer) with or without a corequisite. Include only first disciplinary course enrollments, regardless of where the student placed.
**College-level courses:** courses usually coded one-level-below-transfer that meet local degree requirements for programs in which transfer-level coursework does not satisfy programmatic requirements (e.g., an electrical technology program with contextualized math skills). These courses (or higher) should be used for measuring the throughput for students in such programs. For example, when reporting students with an associate degree or certificate goal in a program with requirements that cannot be met with a transfer-level math course, in column 2 report pre-college level enrollments and in column 3 report college-level (or higher) completion for the cohort. In column 4, report college-level enrollments and in column 5, report college-level (or higher) completion for the cohort.

| Columns 2 and 5 - Subtotal who Completed Transfer-Level Course within One Year: | Columns 2 and 5 show the number of students who successfully completed a transfer-level course in one year with a C or better (including P grades) out of the cohorts defined in Columns 1 and 4 respectively. |
| Columns 3 and 6 - Throughput Rate: | These columns automatically calculate the percentage of students who successfully completed (C or higher, including P grades) a transfer-level course within one year. To calculate the throughput rate, Column 2 is divided by Column 1, and Column 5 by Column 4, respectively. |
| Column 7 - Throughput Rate Differences: | The results in Column 7 are automatically calculated by subtracting the number of students in Column 6 from the number in Column 3. |
| Column 8 - Maximize Throughput?: | This column automatically determines if throughput for students who started below transfer level is equal to or greater than throughput for students who start directly at transfer level. "No" means throughput is NOT maximized, whereas "Yes" means throughput is maximized. Comparisons are calculated regardless of sample sizes in any category. In both instances, colleges completing the template are required to submit the completed data template to the CCCCO for review. Refer to Tab 1. Instructions Tab for definition of how throughput is calculated. |

**English GPA Bands:** Highest: HSGPA ≥ 3.4; Middle: HSGPA 3.0 - 3.4; Lowest: HSGPA < 3.0
**SLAM GPA Bands:** Highest: HSGPA ≥ 3.0; Middle: HSGPA 2.7 - 2.9; Lowest: HSGPA ≤ 2.7
**B-STEM GPA Bands:** Highest: HSGPA ≥ 3.4 OR HSGPA ≥ 2.6 AND enrolled in a HS Calculus course; Middle: HSGPA ≥ 2.6 or Enrolled in HS Precalculus; Lowest: HSGPA ≤ 2.6 and no Precalculus
### Columns Explained

**Columns 1 and 4 - Total Enrolled:**
These columns show the number of distinct students enrolled at census. If end of term data are used, include withdraws (EW, MW, and W grades) as enrollment in the course.

For an **educational goal of transfer, unknown or undecided or for associate degree programs with requirements that can be met with transfer-level math**: in Column 1 enter enrollments in below-transfer-level course sections after interacting with the GSP model and in Column 4 enter enrollments in transfer-level sections with or without a corequisite. Include only first disciplinary course enrollments. For example, if a student first enrolls in math below the transfer-level, after interacting with the GSP model, include the student in Column 1 but not Column 4. Include only first disciplinary course enrollments, regardless of where the student was placed. For example, if a student is placed into transfer-level math but enrolls in a math course below the transfer-level, include that student in Column 1.

**Transfer-level courses:** courses that fulfill general education requirements for English composition or for math/quantitative reasoning upon transfer to a university.

For math, students with an **educational goal of associate degree who are in associate programs with math requirements that cannot be met with transfer-level math/quantitative reasoning**, in Column 1 enter enrollments below-college-level course sections (two or more levels below transfer) after interacting with the GSP model and in Column 4 enter enrollments in college-level sections (one level below transfer) with or without a corequisite. Include only first disciplinary course enrollments, regardless of where the student placed.
College-level courses: courses usually coded one-level-below-transfer that meet local degree requirements for programs in which transfer-level coursework does not satisfy programmatic requirements (e.g., an electrical technology program with contextualized math skills). These courses (or higher) should be used for measuring the throughput for students in such programs. For example, when reporting students with an associate degree or certificate goal in a program with requirements that cannot be met with a transfer-level math course, in column 2 report pre-college level enrollments and in column 3 report college-level (or higher) completion for the cohort. In column 4, report college-level enrollments and in column 5, report college-level (or higher) completion for the cohort.

| Columns 2 and 5 - Subtotal who Completed Transfer-Level Course within One Year: | Columns 2 and 5 show the number of students who successfully completed a transfer-level course in one year with a C or better (including P grades) out of the cohorts defined in Columns 1 and 4 respectively. |
| Columns 3 and 6 - Throughput Rate: | These columns automatically calculate the percentage of students who successfully completed (C or higher, including P grades) a transfer-level course within one year. To calculate the throughput rate, Column 2 is divided by Column 1, and Column 5 by Column 4, respectively. |
| Column 7 - Throughput Rate Differences: | The results in Column 7 are automatically calculated by subtracting the number of students in Column 6 from the number in Column 3. |
| Column 8 - Maximize Throughput?: | This column automatically determines if throughput for students who started below transfer level is equal to or greater than throughput for students who start directly at transfer level. “No” means throughput is NOT maximized, whereas “Yes” means throughput is maximized. Comparisons are calculated regardless of sample sizes in any category. In both instances, colleges completing the template are required to submit the completed data template to the CCCCO for review. Refer to Tab 1. Instructions Tab for definition of how throughput is calculated. |

<p>| English GPA Bands: | Highest: HSGPA ≥ 2.6; Middle: HSGPA 1.9 - 2.6; Lowest: HSGPA &lt; 1.9 |
| SLAM GPA Bands: | Highest: HSGPA ≥ 3.0; Middle: HSGPA 2.3 - 2.9; Lowest: HSGPA ≤ 2.3 |
| B-STEM GPA Bands: | Highest: HSGPA ≥ 3.4 OR HSGPA ≥ 2.6 AND enrolled in a HS Calculus course; Middle: HSGPA ≥ 2.6 or Enrolled in HS Precalculus; Lowest: HSGPA ≤ 2.6 and no Precalculus |</p>
<table>
<thead>
<tr>
<th>Course subject area (select and enter only one): English, SLAM or B-STEM:</th>
<th>SLAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational goal of cohort (select and enter only one): Transfer/Unknown/Undecided, Degree or Certificate:</td>
<td>Undecided, Degree or Certificate</td>
</tr>
</tbody>
</table>

**What is the reporting cohort and timeframe?** Report all students who were placed using the newly developed guided or self-placement model (GSP) and enrolled in an English or math/quantitative reasoning course for the first time in Fall 2019, Winter 2020, Spring 2020, Summer 2020 and Fall 2020 tracked for one academic year. Report only the first course of enrollment in English or math/quantitative reasoning in which a student enrolled after interacting with the GSP model. If a student was enrolled in multiple courses over the timeframe, report only the first course of enrollment in the discipline after interacting with the GSP model. For example, if a student enrolled in a below-transfer-level Pre-Stat and transfer-level Statistics in the timeframe, only report enrollment in Pre-Stat.

**What if your college has more than one new innovation to report?** If your college has multiple scenarios to report within a category, make a copy of this tab and complete it for each scenario. For example, if your college had pre-transfer-level enrollments in SLAM (e.g., Pre-Stats or Statway I or other preparation for Statistics-Liberal Arts Math), and an innovative Algebra Preparation for STEM, and a mathematics course for an associate degree or certificate with requirements that cannot be met with transfer-level math, you will need to complete Tab 2 three times, once for each intervention.

### Columns Explained

**Columns 1 and 4 - Total Enrolled:** These columns show the number of distinct students enrolled at census. If end of term data are used, include withdraws (EW, MW, and W grades) as enrollment in the course.

**Transfer-level courses:** courses that fulfill general education requirements for English composition or for math/quantitative reasoning upon transfer to a university.

For an educational goal of transfer, unknown or undecided or for associate degree programs with requirements that can be met with transfer-level math: in Column 1 enter enrollments in below-transfer-level course sections after interacting with the GSP model and in Column 4 enter enrollments in transfer-level sections with or without a corequisite. Include only first disciplinary course enrollments. For example, if a student first enrolls in math below the transfer-level, after interacting with the GSP model, include the student in Column 1 but not Column 4. Include only first disciplinary course enrollments, regardless of where the student was placed. For example, if a student is placed into transfer-level math but enrolls in a math course below the transfer-level, include that student in Column 1.

For math, students with an educational goal of associate degree who are in associate programs with math requirements that cannot be met with transfer-level math/quantitative reasoning, in Column 1 enter enrollments below-college-level course sections (two or more levels below transfer) after interacting with the GSP model and in Column 4 enter enrollments in college-level sections (one level below transfer) with or without a corequisite. Include only first disciplinary course enrollments, regardless of where the student placed.

### Students Enrolled in Pre-Transfer/Multi-Term Course Sections

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<tr>
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<tr>
<td>7. Throughput Rate Differences</td>
<td>8. Maximize Throughput?</td>
<td></td>
</tr>
</tbody>
</table>

**Overall**

- Total Enrolled: 47
- Subtotal who Completed Transfer-Level Course within One Year: 1
- Throughput Rate: 2.1%
- Total Enrolled: 12
- Subtotal who Completed Transfer-Level Course within One Year: 4
- Throughput Rate: 33.3%
- Differences: -31.2%
- Maximize Throughput? No

**GPA Unknown**

- Total Enrolled: 9
- Subtotal who Completed Transfer-Level Course within One Year: 3
- Throughput Rate: 11.1%
- Total Enrolled: 4
- Subtotal who Completed Transfer-Level Course within One Year: 2
- Throughput Rate: 50.0%
- Differences: -38.9%
- Maximize Throughput? No

**Highest GPA Band**

- Total Enrolled: 10
- Subtotal who Completed Transfer-Level Course within One Year: 0
- Throughput Rate: 0.0%
- Total Enrolled: 2
- Subtotal who Completed Transfer-Level Course within One Year: 1
- Throughput Rate: 25.0%
- Differences: -25.0%
- Maximize Throughput? No

**Middle GPA Band**

- Total Enrolled: 20
- Subtotal who Completed Transfer-Level Course within One Year: 0
- Throughput Rate: 0.0%
- Total Enrolled: 4
- Subtotal who Completed Transfer-Level Course within One Year: 2
- Throughput Rate: 50.0%
- Differences: -50.0%
- Maximize Throughput? No

**Lowest GPA Band**

- Total Enrolled: 8
- Subtotal who Completed Transfer-Level Course within One Year: 0
- Throughput Rate: 0.0%
- Total Enrolled: 2
- Subtotal who Completed Transfer-Level Course within One Year: 0
- Throughput Rate: 0.0%
- Differences: Yes
**Column 2 and 5 - Subtotal who Completed Transfer-Level Course within One Year:**

Columns 2 and 5 show the number of students who successfully completed a transfer-level course in one year with a C or better (including P grades) out of the cohorts defined in Columns 1 and 4 respectively.

**Column 3 and 6 - Throughput Rate:**

These columns automatically calculate the percentage of students who successfully completed (C or higher, including P grades) a transfer-level course within one year. To calculate the throughput rate, Column 2 is divided by Column 1, and Column 5 by Column 4, respectively.

**Column 7 - Throughput Rate Differences:**

The results in Column 7 are automatically calculated by subtracting the number of students in Column 6 from the number in Column 3.

**Column 8 - Maximize Throughput?:**

This column automatically determines if throughput for students who started below transfer level is equal to or greater than throughput for students who start directly at transfer level. "No" means throughput is NOT maximized, whereas "Yes" means throughput is maximized. Comparisons are calculated regardless of sample sizes in any category. In both instances, colleges completing the template are required to submit the completed data template to the CCCCO for review. Refer to Tab 1. Instructions Tab for definition of how throughput is calculated.

**English GPA Bands:**

- Highest: HS GPA ≥ 3.0
- Middle: HS GPA 2.3 - 2.9
- Lowest: HS GPA ≤ 2.3

**SLAM GPA Bands:**

- Highest: HS GPA ≥ 3.4 OR HS GPA ≥ 2.6 AND enrolled in a HS Calculus course
- Middle: HS GPA ≥ 2.6 OR Enrolled in HS Precalculus
- Lowest: HS GPA ≤ 2.6 and no Precalculus

**B-STEM GPA Bands:**

- Highest: HS GPA ≥ 3.4 OR HS GPA ≥ 2.6
- Middle: HS GPA ≥ 2.6
- Lowest: HS GPA ≤ 2.6
<table>
<thead>
<tr>
<th>Students Enrolled in Pre-Transfer/Multi-Term Course Sections</th>
<th>Students Enrolled in Transfer-Level Course with or without a Corequisite</th>
<th>Throughput Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Total Enrolled</td>
<td>2. Subtotal who Completed Transfer-Level Course within One Year</td>
<td>3. Throughput Rate</td>
</tr>
<tr>
<td>4. Total Enrolled</td>
<td>5. Subtotal who Completed Transfer-Level Course within One Year</td>
<td>6. Throughput Rate</td>
</tr>
<tr>
<td>7. Throughput Rate Differences</td>
<td>8. Maximize Throughput?</td>
<td></td>
</tr>
</tbody>
</table>

| Overall | 8 | 2 | 25.0% | 111 | 74 | 66.7% | -41.7% | No |
| GPA Unknown | 4 | 2 | 50.0% | 38 | 30 | 73.9% | -28.9% | No |
| Highest GPA Band | 0 | 0 | 0.0% | 33 | 30 | 73.9% | -73.9% | No |
| Middle GPA Band | 4 | 0 | 0.0% | 26 | 13 | 50.0% | -50.0% | No |
| Lowest GPA Band | 0 | 0 | 0.0% | 8 | 1 | 12.5% | -12.5% | No |

**Columns Explained**

**Columns 1 and 4 - Total Enrolled:**

These columns show the number of distinct students enrolled at census. If end of term data are used, include withdraws (EW, MW, and W grades) as enrollment in the course.

**For an educational goal of transfer, unknown or undecided or for associate degree programs with requirements that can be met with transfer-level math:** in Column 1 enter enrollments in below-transfer-level course sections after interacting with the GSP model and in Column 4 enter enrollments in transfer-level sections with or without a corequisite. Include only first disciplinary course enrollments. For example, if a student first enrolls in math below the transfer-level, after interacting with the GSP model, include the student in Column 1 but not Column 4. Include only first disciplinary course enrollments, regardless of where the student was placed. For example, if a student is placed into transfer-level math but enrolls in a math course below the transfer-level, include that student in Column 1.

**Transfer-level courses:** courses that fulfill general education requirements for English composition or for math/quantitative reasoning upon transfer to a university.

**For math, students with an educational goal of associate degree who are in associate programs with math requirements that cannot be met with transfer-level math/quantitative reasoning:** in Column 1 enter enrollments below-college-level course sections (two or more levels below transfer) after interacting with the GSP model and in Column 4 enter enrollments in college-level sections (one level below transfer) with or without a corequisite. Include only first disciplinary course enrollments, regardless of where the student placed.
**College-level courses:** courses usually coded one-level-below-transfer that meet local degree requirements for programs in which transfer-level coursework does not satisfy programmatic requirements (e.g., an electrical technology program with contextualized math skills). These courses (or higher) should be used for measuring the throughput for students in such programs. For example, when reporting students with an associate degree or certificate goal in a program with requirements that cannot be met with a transfer-level math course, in column 2 report pre-college level enrollments and in column 3 report college-level (or higher) completion for the cohort. In column 4, report college-level enrollments and in column 5, report college-level (or higher) completion for the cohort.

| Columns 2 and 5 - Subtotal who Completed Transfer-Level Course within One Year: | These columns automatically calculate the percentage of students who successfully completed (C or higher, including P grades) a transfer-level course within one year. To calculate the throughput rate, Column 2 is divided by Column 1, and Column 5 by Column 4, respectively. |
| Columns 3 and 6 - Throughput Rate: | The results in Column 7 are automatically calculated by subtracting the number of students in Column 6 from the number in Column 3. |
| Column 7 - Throughput Rate Differences: | This column automatically determines if throughput for students who started below transfer level is equal to or greater than throughput for students who start directly at transfer level. "No" means throughput is NOT maximized, whereas "Yes" means throughput is maximized. Comparisons are calculated regardless of sample sizes in any category. In both instances, colleges completing the template are required to submit the completed data template to the CCCCO for review. Refer to Tab 1. Instructions Tab for definition of how throughput is calculated. |

| English GPA Bands: | Highest: HSGPA $\geq$ 3.4 OR HSGPA $\geq$ 2.6 AND enrolled in a HS Calculus course; Middle: HSGPA $\geq$ 2.6 or Enrolled in HS Precalculus; Lowest: HSGPA $\leq$ 2.6 and no Precalculus |
| SLAM GPA Bands: | Highest: HSGPA $\geq$ 3.0; Middle: HSGPA 2.3 - 2.9; Lowest: HSGPA $\leq$ 2.3 |
| B-STEM GPA Bands: | Highest: HSGPA $\geq$ 3.4; Middle: HSGPA $\geq$ 2.6; Lowest: HSGPA $\leq$ 2.6 and no Precalculus |
**Directions:** Enter data into the blue cells; all other cells are populated automatically. See definitions for each column and the rows below the table.

**Course subject area (select and enter only one):** English, SLAM or B-STEM: ENGL

**Educational goal of cohort (select and enter only one):** Transfer/Unknown/Undecided, Degree or Certificate

**What is the reporting cohort and timeframe?** Report all students who were placed using the newly developed guided or self-placement model (GSP) and enrolled in an English or math/quantitative reasoning course for the first time in Fall 2019, Winter 2020, Spring 2020, Summer 2020 and Fall 2020 tracked for one academic year. Report only the first course of enrollment in English or math/quantitative reasoning in which a student enrolled after interacting with the GSP model. If a student was enrolled in multiple courses over the timeframe, report only the first course of enrollment in the discipline after interacting with the GSP model. For example, if a student enrolled in a below-transfer-level Pre-Stat and transfer-level Statistics in the timeframe, only report enrollment in Pre-Stat.

**What if your college has more than one new innovation to report?** If your college has multiple scenarios to report within a category, make a copy of this tab and complete it for each scenario. For example, if your college had pre-transfer-level enrollments in SLAM (e.g., Pre-Stats or Statway I or other preparation for Statistics-Liberal Arts Math), and an innovative Algebra Preparation for STEM, and a mathematics course for an associate degree or certificate with requirements that cannot be met with transfer-level math, you will need to complete Tab 2 three times, once for each intervention.

### Students Enrolled in Pre-Transfer/Multi-Term Course Sections

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Total Enrolled</td>
<td>2. Subtotal who Completed Transfer-Level Course within One Year</td>
<td>3. Throughput Rate</td>
</tr>
<tr>
<td>Overall</td>
<td>10</td>
<td>2</td>
<td>20.0%</td>
</tr>
<tr>
<td>GPA Unknown</td>
<td>4</td>
<td>2</td>
<td>50.0%</td>
</tr>
<tr>
<td>Highest GPA Band</td>
<td>5</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Middle GPA Band</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Lowest GPA Band</td>
<td>1</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>2</td>
<td>20.0%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>50.0%</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>25</td>
<td>92.6%</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>10</td>
<td>55.6%</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>1</td>
<td>33.3%</td>
</tr>
</tbody>
</table>

### Throughput Rates

|                      | 4. Total Enrolled                                          | 5. Subtotal who Completed Transfer-Level Course within One Year        | 6. Throughput Rate |
|                      | 71                                                         | 54                                                                     | 76.1%             |
|                      | 23                                                         | 18                                                                     | 78.2%             |
|                      | 27                                                         | 25                                                                     | 92.6%             |
|                      | 18                                                         | 10                                                                     | 55.6%             |
|                      | 3                                                          | 1                                                                      | 33.3%             |

### Throughput Rate Differences

<table>
<thead>
<tr>
<th></th>
<th>7. Throughput Rate Differences</th>
<th>8. Maximize Throughput?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>-56.1%</td>
<td>No</td>
</tr>
<tr>
<td>GPA Unknown</td>
<td>-28.3%</td>
<td>No</td>
</tr>
<tr>
<td>Highest GPA Band</td>
<td>-92.6%</td>
<td>No</td>
</tr>
<tr>
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- Highest: HSGPA ≥ 3.4 OR HSGPA ≥ 2.6 AND enrolled in a HS Calculus course; Middle: HSGPA ≥ 2.6 or Enrolled in HS Precalculus; Lowest: HSGPA ≤ 2.6 and no Precalculus