**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 | 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 (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 enrollment in the discipline after interacting with the GSP model. For example, if a student enrolled in a below-transfer-level Pre-Stat 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, on intervention.

<table>
<thead>
<tr>
<th></th>
<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 Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>1. Total Enrolled</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>GPA Band</td>
<td>Column 1</td>
<td>Column 2</td>
<td>Column 3</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------</td>
<td>----------</td>
<td>----------</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>
</tbody>
</table>

**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 withdrawals (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 below-transfer-level course sections after interacting with the GSP model and in Column 4 enter enrollments in disciplinary course enrollments. For example, if a student first enrolls in math below the transfer-level, after interacting with the GSP model, include that student in Column 1. 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 the student in Column 1.

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

**College-level courses:** courses usually coded one-level-below-transfer that meet local degree 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.

**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.

**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 recalculated.

<table>
<thead>
<tr>
<th>English GPA Bands:</th>
<th>Highest: HSGPA ≥ 2.6; Middle: HSGPA 1.9 - 2.6; Lowest: HSGPA &lt; 1.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLAM GPA Bands:</td>
<td>Highest: HSGPA ≥ 3.0; Middle: HSGPA 2.3 - 2.9; Lowest: HSGPA ≤ 2.3</td>
</tr>
<tr>
<td>B-STEM GPA Bands:</td>
<td>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</td>
</tr>
</tbody>
</table>
Directions: Enter data into the blue cells; all other cells are populated automatically. See definitions for each column and the rows below the 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.
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.

**Columns Explained**

- **Educational goal of transfer**: For an educational goal of transfer, unknown or undecided or for associate degree programs where requirements can be met with transfer-level math:
  - In Column 1, enter enrollments in below-transfer-level course sections after interacting with the GSP model.
  - 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.

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

- **Requirements that cannot be met with transfer-level math/quantitative reasoning**: 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. 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**: 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.

- **Percentage of students**: 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**: The results in Column 7 are automatically calculated by subtracting the number of students in Column 6 from the number in Column 3.
to or greater than throughput for students who start directly at transfer level. Refer to Tab 1. Instructions Tab for definition of how throughput is calculated regardless of sample sizes in any category. In both instances, view. 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.