AB 705 Improvement Plan - Data Addendum Template
Important reminder: 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.
Which colleges need to complete this data addendum? 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.
Which colleges do not need to complete this data addendum? 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.
Data addendum overview: 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.)
What does it mean to maximize throughput? 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.
Reporting throughput for students enrolled in certificate or associate degree programs: 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.

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.

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

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:	
Course name and short description:	

What is the reporting cohort and timeframe? Report on enrollment in courses below transfer-level implemented on or after Fall 2019 th of the traditional developmental math sequence and are not corequisite support courses associated with transfer-level courses. These co include the following: **newly developed** courses designed to prepare students for transfer-level courses, an accelerated course sequence students in a pre-transfer level course, a transfer-level course stretched over two terms, or a jumpstart or bootcamp course that starts st transfer level. Report all enrollments for students who enrolled in the **newly developed** curricular innovation at anytime in Fall 2019, Wir Spring 2020, Summer 2020 and Fall 2020 tracked for one academic year. Report only the **first course of enrollment** for the cohort definit or math in which a student was enrolled. If a student was enrolled in multiple courses over the timeframe, report only the first course of the discipline within the curricular innovation being reported. For example, if a student enrolled in a below-transfer-level Pre-Stat and tra Statistics in the timeframe, only report enrollment in Pre-Stat. College-level math (including intermediate algebra or contextualized versio intermediate algebra) enrollments will be reported in this tab only if it is a new innovation. If it is an existing course, report those enrollm separately in Tab 5.

What if your college has more than one new innovation to report? If your college has multiple scenarios to report, make a copy of this t 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 othe for Statistics-Liberal Arts Math), and an innovative Algebra Preparation for STEM, and a mathematics course for an associate degree or ce 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	**Students Enrolled in Transfer-Level Course with or without a Corequisite**	**Throughp**

	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences
Overall	**0**	**0**		**0**	**0**		
GPA Unknown							
Highest GPA Band							
Middle GPA Band							
Lowest GPA Band							

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, inclu (EW, MW, and W grades) as enrollment in the course.
	For an **educational goal of transfer, unknown or undecided or for associate degree programs or certificat requirements that <u>can</u> be met with transfer-level math**: in Column 1 enter enrollments in innovative belo level course sections and in Column 4 enter enrollments in transfer-level sections with or without a corequ only first disciplinary course enrollments. For example, if a student first enrolls in math below transfer-leve student in Column 1 but not Column 4. Include only first disciplinary course enrollments for columns 1 and of where the student was placed. For example, if a student is placed into transfer-level math but enrolls in below 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 mat requirements that <u>cannot</u> be met with transfer-level math/quantitative reasoning**, in Column 1 enter enr innovative below-college-level course sections (two or more levels below transfer) and in Column 4 enter e college-level sections (one level below transfer) with or without a corequisite. Include only first disciplinary enrollments, regardless of where the student placed.

	College-level courses: courses usually coded one-level-below-transfer that meet local degree requirement in which transfer-level coursework does not satisfy programmatic requirements (e.g., an electrical technol with contextualized math skills). These courses (or higher) should be used for measuring the throughput fo such programs.
Columns 2 and 5 - Subtotal who Completed Transfer-Level within One Year:	Columns 2 and 5 show the number of students who successfully completed a transfer-level course in one y 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 highe grades) a transfer-level course within one year. To calculate the throughput rate, Column 2 is divided by Co 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 fr number in Column 3.
Column 8 - Maximize Throughput?:	This column automatically determines if throughput for students who started below transfer level is equal than throughput for students who start directly at transfer level. "No" means throughput is NOT maximize "Yes" means throughput is maximized. Comparisons are calculated regardless of sample sizes in any categ instances, colleges completing the template are required to submit the completed data template to the CC review. Refer to Tab 1. Instructions Tab for definition of how throughput is calculated.
English GPA Bands:	Highest: HSGPA ≥ 2.6 Middle: HSGPA 1.9 - 2.6 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

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Directions: Enter data into the **blue** cells; all other cells are populated automatically. See definitions for each column and the rows below th

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:	
Placement rule (define and describe local rules):	

What is the reporting cohort and timeframe? Report all students who were placed using the **newly developed** local placement model, and English or math/quantitative reasoning course for the first time in Fall 2019, Winter 2020, Spring 2020, Summer 2020 and Fall 2020 tracked year. Report only the first course of enrollment in English or math/quantitative reasoning in which a student enrolled after interacting with t model. If a student was enrolled in multiple courses over the timeframe, report only the first course of enrollment in the discipline after inte local placement model. For example, if a student enrolled in a below-transfer-level Pre-Stat and transfer-level Statistics in the timeframe, on 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 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 oth for Statistics-Liberal Arts Math), and an innovative Algebra Preparation for STEM, and a mathematics course for an associate degree or certi 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			Students Enrolled in Transfer-Level Course with or without a Corequisite			Through
	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences
Overall	**0**	**0**		**0**	**0**		
GPA Unknown							
Highest GPA Band							

Middle GPA Band							
Lowest GPA Band							

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 w MW, and W grades) as enrollment in the course.
	For an **educational goal of transfer, unknown or undecided or for associate degree programs or certificates wi that <u>can</u> be met with transfer-level math**: in Column 1 enter enrollments in below-transfer-level course section with the local placement model and in Column 4 enter enrollments in transfer-level sections with or without a c Include only first disciplinary course enrollments. For example, if a student first enrolls in math below transfer-le student in Column 1 but not Column 4. Include only first disciplinary course enrollments for columns 1 and 4, re the student was placed. For example, if a student is placed into transfer-level math but enrolls in a math course level, include that student in Column 1.
	Transfer-level courses: courses that fulfill general education requirements for either English composition or ma reasoning upon transfer to a university.
	For math, students with an **educational goal of associate degree who are in associate degree programs with m that <u>cannot</u> be met with transfer-level math/quantitative reasoning**, in Column 1 enter enrollments below-coll sections (two or more levels below transfer) after interacting with the local placement model and in Column 4 e in college-level sections (one level below transfer) with or without a corequisite. Include only first disciplinary co regardless of where the student placed.
	College-level courses: courses usually coded one-level-below-transfer that meet local degree requirements for which transfer-level coursework does not satisfy programmatic requirements (e.g., an electrical technology prog contextualized math skills). These courses (or higher) should be used for measuring the throughput for students programs. For example, when reporting students with an associate degree or certificate goal in a program with <u>cannot</u> be met with a transfer-level math course, in column 2 report pre-college level enrollments and in colum level (or higher) completion for the cohort. In column 4, report college-level enrollments and in column 5, repor 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 w (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, incl transfer-level course within one year. To calculate the throughput rate, Column 2 is divided by Column 1, and Co Column 4, respectively.
Column 7 - Throughput Rate:	The results in Column 7 are automatically calculated by subtracting the number of students in Column 6 from th Column 3.
Column 8 - Maximize Throughput?:	This column automatically determines if throughput for students who started below transfer level is equal to or throughput for students who start directly at transfer level. "No" means throughput is NOT maximized, whereas throughput is maximized. Comparisons are calculated regardless of sample sizes in any category. In both instanc completing the template are required to submit the completed data template to the CCCCO for review. Refer to Instructions Tab for definition of how throughput is calculated.
English GPA Bands:	Highest: HSGPA ≥ 2.6; Middle: HSGPA 1.9 - 2.6; 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 I Precalculus; Lowest: HSGPA ≤ 2.6 and no Precalculus

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Directions: Enter data into the **blue** cells; all other cells are populated automatically. See definitions for each column and the rows be

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-placem (GSP) and enrolled in an English or math/quantitative reasoning course for the first time in Fall 2019, Winter 2020, Spring 2020, Sumr Fall 2020 tracked for one academic year. Report only the first course of enrollment in English or math/quantitative reasoning in whicl enrolled after interacting with the GSP model. If a student was enrolled in multiple courses over the timeframe, report only the first c enrollment in the discipline after interacting with the GSP model. For example, if a student enrolled in a below-transfer-level Pre-Stat 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, 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 c other preparation for Statistics-Liberal Arts Math), and an innovative Algebra Preparation for STEM, and a mathematics course for an degree or certificate with requirements that cannot be met with transfer-level math, you will need to complete Tab 2 three times, on intervention.

	Students Enrolled in Pre-Transfer/Multi-Term Course Sections			Students Enrolled in Transfer-Level Course with or without a Corequisite			Throughp
	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences
Overall	**0**	**0**		**0**	**0**		
GPA Unknown							

Highest GPA Band							
Middle GPA Band							
Lowest GPA Band							

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, inclu
	For an **educational goal of transfer, unknown or undecided or for associate degree programs with requir** in below-transfer-level course sections after interacting with the GSP model and in Column 4 enter enrollm disciplinary course enrollments. For example, if a student first enrolls in math below the transfer-level, afte Column 4. Include only first disciplinary course enrollments, regardless of where the student was placed. F 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 m
	For math, students with an **educational goal of associate degree who are in associate programs with matl reasoning**, in Column 1 enter enrollments below-college-level course sections (two or more levels below tr in college-level sections (one level below transfer) with or without a corequisite. Include only first disciplina
	College-level courses: courses usually coded one-level-below-transfer that meet local degree requirement requirements (e.g., an electrical technology program with contextualized math skills). These courses (or hig programs. For example, when reporting students with an associate degree or certificate goal in a program column 2 report pre-college level enrollments and in column 3 report college-level (or higher) completion f 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 y 1 and 4 respectively.
Columns 3 and 6 - Throughput Rate:	These columns automatically calculate the percentage of students who successfully completed (C or higher 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 fr

Column 8 - Maximize Throughput?:	This column automatically determines if throughput for students who started below transfer level is equal "No" means throughput is NOT maximized, whereas "Yes" means throughput is maximized. Comparisons a colleges completing the template are required to submit the completed data template to the CCCCO for re calculated.
English GPA Bands:	Highest: HSGPA ≥ 2.6; Middle: HSGPA 1.9 - 2.6; 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 Enrolle Precalculus; Lowest: HSGPA ≤ 2.6 and no Precalculus

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view. Refer to Tab 1. Instructions Tab for definition of how throughput is

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Directions: Enter data into the **blue** cells; all other cells are populated automatically. See definitions for each column and the rows tables. If your college does not offer college-level math, do not complete this tab.

Math pathway: B-STEM:	
Course name and short description:	

Why is this tab included? AB 705 states, "The bill would also authorize the board of governors to establish regulations that ensure students who seek a goal other than transfer, and who are in certificate or degree programs with specific requirements that are n transfer-level coursework, a community college maximizes the probability that a student will enter and complete the required coll coursework in [English and] mathematics within a one-year timeframe." The bill further states, "The bill would prohibit a commun district or college from requiring students to enroll in remedial [English or] mathematics coursework that lengthens their time to c degree unless placement research that includes consideration of high school grade point average and coursework shows that thos highly unlikely to succeed in transfer-level coursework in [English and] mathematics." This tab provides colleges an opportunity to enrollments into a college-level course (or below) and the successful completion of the gateway course (college-level or transfer le appropriate to a students educational goal.

What course enrollments are reported in this tab? Report all existing college-level math course enrollment for students with a tra (including unknown and undecided) or students with a degree or certificate goal enrolled in programs with specific requirements t with transfer-level coursework. Newly created college-level math courses (including intermediate algebra or contextualized versio intermediate algebra) should be reported in Tab 2: Curricular Innovations.

What is the reporting timeframe: Report all enrollments for students enrolled in existing sections of college-level math (including algebra or contextualized versions of intermediate algebra) at anytime in Fall 2019, Winter 2020, Spring 2020, Summer 2020 and F tracked for one academic year. If a student was enrolled in multiple courses over the timeframe, report only the first course of enr

How to report students with an associate degree or certificate goal in programs where math requirements that <u>cannot</u> be met v level math/quantitative reasoning: Report students with a degree or certificate goal in programs where math requirements canno transfer-level math/quantitative reasoning in Table 1 who are enrolled (voluntarily or as a result of placement) in a college-level m the BSTEM pathway. Disaggregate students by GPA band using the B-STEM rules.

How to report students with a transfer, unknown, undecided goal: Report students with a transfer (or unknown or undecided) go who are enrolled (voluntarily or as a result of placement) in a college-level math course in the BSTEM pathway. Disaggregate stude band using the B-STEM rules.

What if your college needs to report additional intermediate algebra or versions of intermediate algebra enrollments for studer pathway? If students on the SLAM pathway are allowed to enroll in college-level math (including intermediate algebra or contextu of intermediate algebra) duplicate Tab 5 and report the SLAM GPA bands and courses associated with that pathway.

Table 1. Students with a Degree or Certificate Goal in Programs with Math Requirements Not Satisfied by Transfer-level C

	Students Enrolled in College-Level or Below			Students Enrolled Directly in Transfer Level with or without a Corequisite			Throughp
Degree Goal	1. Total Enrolled	2. Subtotal who Completed College-Level or Higher within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed College-Level or Higher within One Year	6. Throughput Rate	7. Throughput Rate Differences
Overall	**444**	**157**	**35.4%**	**421**	**212**	**50.4%**	**-15.0%**
GPA Unknown	96	46	47.9%	106	74	69.8%	-21.9%
Highest GPA Band*	41	27	65.9%	65	41	63.1%	2.8%
Middle GPA Band**	173	55	31.8%	169	79	46.7%	-15.0%
Lowest GPA Band***	134	29	21.6%	81	18	22.2%	-0.6%

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

Table 2. Students with a Transfer Goal including Unknown and Undecided

	Students Enrolled in College-Level or Below	Students Enrolled Directly in Transfer Level with or without a Corequisite	Throughp

Transfer, Unknown, Undecided Goal	1. Total Enrolled	2. Subtotal who Completed Transfer-Level within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer Level within One Year	6. Throughput Rate	7. Throughput Rate Differences
Overall	**1877**	**125**	**6.7%**	**6603**	**3760**	**56.9%**	**-50.3%**
GPA Unknown	405	40	9.9%	1115	811	72.7%	-62.9%
Highest GPA Band*	222	22	9.9%	1929	1432	74.2%	-64.3%
Middle GPA Band**	749	52	6.9%	2669	1284	48.1%	-41.2%
Lowest GPA Band***	501	11	2.2%	890	233	26.2%	-24.0%

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	
	Table 1. Students with a Degree or Certificate Goal in Programs with Math Requirements <u>Not</u> Satisfied by Transfer-level Math/Quantitative Reasoning	**Table**
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.	These columns sl used, include wit
	For students with an **educational goal of associate degree or certificate who are enrolled in programs with math requirements that cannot be met with transfer-level math/quantitative reasoning**, in Column 1 enter enrollments in college-level sections (or lower) and in Column 4 enter enrollments in transfer-level math with or without a corequisite. Include only first math course enrollments, regardless of where the student placed. For example, if a student is placed into transfer-level math but enrolls in intermediate algebra or contextualized versions of intermediate algebra, include that student in Column 1.	For students with enrollments in co level sections wit example, if a stu include the stude regardless of wh math but enrolls include that stud

	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).	**Transfer-level co** reasoning upon t
Columns 2 and 5 - Subtotal who Completed College-Level/Transfer-Level within One Year:	Columns 2 and 5 show the number of students who successfully completed a college-level course or higher in one year with a C or better (including P grades) out of the cohorts defined in Columns 1 and 4, respectively.	Columns 2 and 5 course in one yea and 4, respective
Columns 3 and 6 - Throughput Rate:	These columns show the percentage of students who successfully completed (C or higher, including P grades) college-level math or higher within one year. To calculate the throughput rate, Column 2 is divided by Column 1 and Column 5 by Column 4 (respectively).	These columns sh including P grade Column 2 is divid
Column 7 - Throughput Rate Differences	The results in Column 7 are automatically calculated by subtracting the number of students in Column 6	
Column 8 - Maximize Throughput?	This column automatically determines if throughput for students who started below transfer level is equ "No" means throughput is NOT maximized, whereas "Yes" means throughput is maximized. Comparison colleges completing the template are required to submit the completed data template to the CCCCO for calculated.	
SLAM GPA Bands:	Highest: HSGPA ≥ 3.0; Middle: HSGPA 2.3 - 2.9; Lowest: HSGPA ≤ 2.3	

s below the
e that, for ot met with ege-level ity college complete a e students are report evel)
ansfer goal hat are <u>not</u> met ns of
intermediate Fall 2020 rollment.
***with* transfer-** ot be met with ath course in
oal in Table 2 ents by GPA

ıts in a SLAM ualized versions
oursework
ɔut Rates

8. Maximize Throughput?
No
No
Yes
No
No

ɔut Rates

8. Maximize Throughput?
No
No
No
No
No

2. Students with a Transfer Goal including Unknown and Undecided
how the number of distinct students enrolled at census. If end of term data are :hdraws (EW, MW, and W grades) as enrollment in the course.
n an **educational goal of transfer, unknown or undecided,** in Column 1 enter ollege-level sections (or lower) and in Column 4 enter enrollments in transfer- th or without a corequisite. Include only first disciplinary course enrollments. For dent first enrolls in intermediate algebra or versions of intermediate algebra, ent in Column 1 but not Column 4. Include only the first math enrollment ere the student was placed. For example, if a student is placed into transfer-level in intermediate algebra or contextualized versions of intermediate algebra, lent in Column 1.

urses: courses that fulfill general education requirements for math/quantitative transfer to a university.
show the number of students who successfully completed a transfer-level ar with a C or better (including P grades) out of the cohorts defined in Columns 1 ely.
how the percentage of students who successfully completed (C or higher, es) a transfer-level course within one year. To calculate the throughput rate, led by Column 1, and Column 5 by Column 4, respectively.
from the number in Column 3.
ual to or greater than throughput for students who start directly at transfer level. is are calculated regardless of sample sizes in any category. In both instances, r review. Refer to Tab 1. Instructions Tab for definition of how throughput is

1YR English Throughput Rates

Table 1. Students with a Transfer/Associa			
	Students Enrolled in College-Level or Below		
Transfer, Unknown, Undecided Goal	**1. Total Enrolled**	**2. Subtotal who Completed Transfer-Level within One Year**	**3. Throughput Rate**
Overall	**168**	**36**	**21.4%**
GPA Unknown	43	10	23.3%
Highest GPA Band*	83	17	20.5%
Middle GPA Band**	38	8	21.1%
Lowest GPA Band***	4	1	25.0%

ENGLISH GPA Bands:

*Highest: HSGPA ≥ 2.6

**Middle: HSGPA between 1.9 and 2.59

***Lowest: HSGPA <1.9

ıte/Certificate Goal including Unknown and Undecided				
Students Enrolled Directly in Transfer Level with or without a			Throughput Rates	
4. Total Enrolled	5. Subtotal who Completed Transfer Level within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Maximize Throughput?
9598	**6351**	**66.2%**	**-44.7%**	No
1236	971	78.6%	-55.3%	No
6238	4443	71.2%	-50.7%	No
1915	866	45.2%	-24.2%	No
209	71	34.0%	-9.0%	No