CRC Exhibit List

No.	Exhibits
1	CRC AB 705 Validation Report - Pre-Transfer Level Placement
2	Data courtesy of California Acceleration Project (CAP) (source data for *Still Getting There*)
3	Los Rios Community College District, *AB 705 Adoption Submission Form* (June 2019)
4	Los Rios Community College District, *Guided Self-Placement Method Submission Form* (June 2019)
5	Guided Self-Placement for English and Mathematics at Los Rios Community Colleges, produced by LRCCD on June 16, 2021
6	Cosumnes River College AB 705 Validation Report - Guided or Self-Placement
7	Los Rios Community College District Online Orientation materials (produced on April 12, 2021)

Exhibit 1

Cosumnes River College

Directions: Enter data into the blue cells in Tables 4.1 through 4.5; all other cells are populated automatically. See definitions of each column and the rows below the tables. Be sure to scroll down fully to see all information in the template. If you have developed more than one new placement approach in English or math, they need to be submitted in a separate tables. If this is the case, copy Tab 4 and replicate it and submit data for each unique approach. In these tables you are entering data for students enrolled in fall 2019.

Click here for instructions on how to complete the template.

Table 4.1. English Placement Models for Students in the Lowest High School GPA Band - Transfer, Unknown/Unreported or Degree Goal

English - Lowest High School GPA Performance Band with an Educational Goal of Transfer, Unknown/Unreported or Degree	Students Enrolled in Pre-Transfer-Level Sections Using Local Placement Rules or Local Measures			Students Enrolled Directly in Transfer-Level Sections with or without a Corequisite				Decision Rule				Disproportionate Impact (DI) Analysis for Pre-Transfer Level		
	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	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	27	0	0.0%	5	4	80.0%	-80.0%	67.0%	Statewide	FALSE	Conditional			
African American	4	0	0.0%	0								No substantive DI		FALSE
Asian	5	0	0.0%	1	0	0.0%	0.0%					No substantive DI		FALSE
Filipino	1	0	0.0%	0								No substantive DI		FALSE
Hispanic	14	0	0.0%	0								No substantive DI		FALSE
Native American/Alaskan Native	0			0										
Multi-Ethnicity	1	0	0.0%	2	2	100.0%	-100.0%					No substantive DI		FALSE
Pacific Islander	0			0										
White Non-Hispanic	2	0	0.0%	2	2	100.0%	-100.0%					No substantive DI		FALSE
Unknown	0			0										

Table 4.2. SLAM Math Placement Models for Students in the Lowest High School GPA Band - Transfer and Unknown/Unreported Goal

SLAM Math - Lowest High School GPA Performance Band with a Transfer Goal	Students Enrolled in Pre-Transfer-Level Sections using Local Placement Rules or Local Measures			Students Enrolled Directly in Transfer-Level Sections				Decision Rule				Disproportionate Impact (DI) Analysis for Pre-Transfer Level		
	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	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	12	1	8.3%	61	18	29.5%	-21.2%	63.8%	Statewide	FALSE	Conditional			
African American	1	0	0.0%	9	2	22.2%	-22.2%					Action needed	0.00	TRUE
Asian	0			12	4	33.3%								
Filipino	1	0	0.0%	1	0	0.0%	0.0%					Action needed	0.00	TRUE
Hispanic	8	1	12.5%	24	6	25.0%	-12.5%					No substantive DI	1.50	FALSE
Native American/Alaskan Native	0			0										
Multi-Ethnicity	2	0	0.0%	3	2	66.7%	-66.7%					Action needed	0.00	TRUE
Pacific Islander	0			0										
White Non-Hispanic	0			10	3	30.0%								
Unknown	0			2	1	50.0%								

Table 4.3. SLAM Math Placement Models for Students in the Lowest High School GPA Band - Degree Goal

SLAM Math - Lowest High School GPA Performance Band with a Degree Goal	Students Enrolled in Pre-College-Level Sections using Local Placement Rules or Local Measures			Students Enrolled Directly in College-Level Sections				Decision Rule				Disproportionate Impact (DI) Analysis for Pre-Transfer Level		
	1. Total Enrolled	2. Subtotal who Completed College-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed College-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	0	0		6	2	33.3%		23.9%	Statewide	TRUE	Conditional			
African American	0			0										
Asian	0			0										
Filipino	0			1	1	100.0%								
Hispanic	0			2	0	0.0%								
Native American/Alaskan Native	0			0										
Multi-Ethnicity	0			0										
Pacific Islander	0			2	0	0.0%								
White Non-Hispanic	0			1	1	100.0%								
Unknown	0			0										

Table 4.4. B-STEM Math Placement Models for Students in the Lowest High School GPA Band - Transfer and Unknown/Unreported Goal

B-STEM Math - Lowest High School GPA Performance Band with a Transfer and Unknown/Unreported Goal	Students Enrolled in Pre-Transfer-Level Sections using Local Placement Rules or Local Measures			Students Enrolled Directly in Transfer-Level Sections				Decision Rule				Disproportionate Impact (DI) Analysis for Pre-Transfer Level		
	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	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	148	8	5.4%	13	4	30.8%	-25.4%	53.7%	Statewide	FALSE	Not conditional			
African American	18	2	11.1%	4	1	25.0%	-13.9%					No substantive DI	2.06	FALSE
Asian	42	1	2.4%	3	1	33.3%	-31.0%					Consider action	0.44	FALSE
Filipino	7	1	14.3%	0								No substantive DI	2.64	FALSE
Hispanic	55	2	3.6%	3	1	33.3%	-29.7%					Consider action	0.67	FALSE
Native American/Alaskan Native	1	0	0.0%	0								Action needed	0.00	TRUE
Multi-Ethnicity	7	0	0.0%	1	1	100.0%	-100.0%					Action needed	0.00	TRUE
Pacific Islander	1	0	0.0%	1	0	0.0%	0.0%					Action needed	0.00	TRUE
White Non-Hispanic	14	2	14.3%	1	0	0.0%	14.3%					No substantive DI	2.64	FALSE
Unknown	3	0	0.0%	0								Action needed	0.00	TRUE

Table 4.5. B-STEM Math Placement Models for Students in the Lowest High School GPA Band - Degree Goal

B-STEM Math - Lowest High School GPA Performance Band with a Degree Goal	Students Enrolled in Pre-College-Level Sections using Local Placement Rules or Local Measures			Students Enrolled Directly in College-Level Sections				Decision Rule				Disproportionate Impact (DI) Analysis for Pre-Transfer Level		
	1. Total Enrolled	2. Subtotal who Completed College-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed College-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	5	0	0.0%	16	5	31.3%	-31.3%	17.8%	Statewide	FALSE	Conditional			
African American	0			1	1	100.0%								
Asian	2	0	0.0%	3	1	33.3%	-33.3%					No substantive DI		FALSE
Filipino	0			0										
Hispanic	3	0	0.0%	8	1	12.5%	-12.5%					No substantive DI		FALSE
Native American/Alaskan Native	0			0										
Multi-Ethnicity	0			1	0	0.0%								
Pacific Islander	0			0										
White Non-Hispanic	0			1	1	100.0%								
Unknown	0			2	1	50.0%								

Color Legend	
	Enter data here
	No data displayed for this area
	Maximizing throughput/No Substantive DI
	Consider Action - when one of two DI methods shows DI
	Not maximizing throughput/Action Needed - DI Present

Columns Explained

Columns 1 and 4 - Total Enrolled: These columns show the number of distinct students enrolled in fall 2019 at census with an educational goal of certificate, degree, and/or transfer (transfer also includes unknown/unreported educational goals). If end of term data is used, include withdraws (EW, MW, and W grades) as enrollment in the course. Column 1 shows the number of students placed into pre-transfer level via a local model and Column 4 provides the number of students enrolled directly in transfer level.

Columns 2 and 5 - Subtotal who Completed Transfer-Level Course within One Year: These columns demonstrate the number of students enrolled into pre-transfer courses and those enrolled into transfer-level courses out of the total enrolled who successfully completed a transfer-level course within one year with a C or better. Column 2 reflects the number of students who completed the pre-transfer-level course, and Column 5 shows the students who completed a transfer-level course when enrolled directly into a transfer-level course within one full academic year, including intersessions. For example, if a student started in a discipline in the fall, they would be tracked through completion of the transfer-level/college-level course through the following summer term.

Columns 3 and 6 - Throughput Rate: These columns show the percentage of students who successfully completed (C or higher) a transfer-level (or college-level) course within one year. To calculate the throughput rate, divide Column 2 by Column 1 and Column 5 by Column 4 (respectively).

Column 7 - Throughput Rate: Differences: [insert definition; is missing from this tab]

Column 8 - Statewide Comparison Throughput Rate: See "Tab 10. Methodology" for more details.

Column 9 - Statewide or Local Comparison Rate Used: Depending on overall sample size in Column 5; see "Tab 10. Methodology" for more details.

Column 10 - Maximize Throughput?: This column determines if the local model maximized throughput when compared to the statewide or local throughput rate, per the requirements of AB 705. FALSE means model does NOT maximize throughput, whereas TRUE means model maximizes throughput.

Column 11 - Decision Conditional on Sample Size?: Based on overall sample size in Column 5; if below a sample size of 100, decision is conditional on statewide throughput rate; if sample size is above 100, decision is not conditional on statewide throughput rate, but is based on local throughput rate.

Column 12 - Disproportionate Impact (DI) Action Level: If either Column 13 or 14 fall below threshold, then consider action; when both columns fall below threshold, then action is needed. If neither column fall below threshold, then there is no substantive DI. DI is still displayed even if model does not maximize throughput.

Column 13 - DI Present (PI, if value<.80): The proportionality index addresses the question, "If a subgroup of students represents 45% of the student body, does that subgroup also represent at least 45% of the students who achieve a specific educational outcome?" A proportionality index of 1.00 indicates that a group's representation among those achieving an educational outcome is identical to that group's representation in the student population. In contrast, a PI value of less than 1.00 indicates that a group's representation among those achieving an educational outcome is lower compared to that same group's representation in the student population. If the proportionality index falls below 80%, then the student group is disproportionately impacted.

Column 14 - DI Present (PPG-1): The percentage point gap method addresses the question, "Is the difference between the throughput rate of a subgroup and the overall throughput rate (excluding the subgroup) statistically significant?". That is, significance is related to the sample size and the size of the difference. Smaller sample size require larger differences compared to larger sample sizes.

Rows Explained

Racial/Ethnic Groups: Disproportionate impact (DI) is also required to be evaluated in assessment processes. Disproportionate impacts are displayed regardless if the model maximizes throughput. In general terms, DI exists when one or more subgroups of students have outcomes that are at a substantially lower level than other groups. The determination of "substantial" is somewhat arbitrary, but a few indices have been created to guide decisions, such as the 80% rule and the proportionality index. If DI is detected, the college is required to plan, implement, and evaluate efforts to eliminate DI.

Exhibit 2

	Regions	Math Intro Trans Sections, including enhanced		Math Standalone Remedial Sections		Math % Intro Sections at Transfer-level		English Comp Sections, including enhanced		English Stand-alone Remedial Sections		English % Intro Sections that are Transfer-level Comp		Sections of Corequisite Support or Enhanced BSTEM math	Sections of Corequisite Support or Enhanced SLAM math	Sections of Corequisite Support or Enhanced Comp	% of Intro Math Sections that are BSTEM
		Fall 2020	Fall 2019	Fall 2020	Fall 2019	Fall 2020	Fall 2019	Fall 2020	Fall 2019	Fall 2020	Fall 2019	Fall 2020	Fall 2019	Fall 2020	Fall 2020	Fall 2020	Fall 2020
Allan Hancock College	South Central Coast	36	37	24	29	60%	56%	57	58	5	3	92%	95%	3	0	0	52%
American River College	North/Far North	98	100	74	130	57%	43%	105	117	2	9	98%	93%	2	4	6	38%
Antelope Valley College	South Central Coast	82	80	41	39	67%	67%	81	70	10	31	89%	69%	0	0	4	21%
Bakersfield College	Central/Mother Lode	103	100	37	27	74%	79%	158	154	12	4	93%	97%	12	23	60	43%
Barstow Community College	Inland Empire/Desert	23	29	3	9	88%	76%	33	25	0	1	100%	96%	15	18	17	35%
Berkeley City College	Bay Area	36	32	4	4	90%	89%	28	47	0	0	100%	100%	2	2	14	47%
Butte College	North/Far North	71	72	17	17	81%	81%	70	80	2	1	97%	99%	8	4	5	59%
Cabrillo College	Bay Area	50	59	8	28	86%	68%	65	59	3	44	96%	57%	2	5	21	59%
Cañada College	Bay Area	22	22	7	8	76%	73%	26	28	1	2	96%	93%	0	21	10	38%
Cerritos College	Los Angeles/Orange County	104	108	71	72	59%	60%	156	150	1	19	99%	89%	0	4	0	32%
Cerro Coso Community College	Central/Mother Lode	25	21	9	6	74%	78%	17	18	5	4	77%	82%	5	15	22	44%
Chabot College	Bay Area	60	58	11	15	85%	79%	56	51	12	15	82%	77%	25	40	0	39%
Chaffey College	Inland Empire/Desert	130	106	41	53	76%	67%	112	95	5	35	96%	73%	1	9	5	35%
Citrus College	Los Angeles/Orange County	66	80	7	8	90%	91%	52	68	4	2	93%	97%	1	4	9	48%
City College of San Francisco	Bay Area	74	72	27	35	73%	67%	90	87	15	5	86%	95%	15	31	45	39%
Clovis Community College	Central/Mother Lode	40	48	11	8	78%	86%	47	53	0	0	100%	100%	11	6	43	55%
Coastline Community College	Los Angeles/Orange County	40	36	11	15	78%	71%	37	28	3	2	93%	93%	4	15	30	39%
College of Alameda	Bay Area	10	15	2	5	83%	75%	21	16	4	10	84%	62%	5	0	13	42%
College of Marin	Bay Area	25	25	2	5	93%	83%	23	22	8	8	74%	73%	3	11	0	42%
College of San Mateo	Bay Area	34	35	10	10	77%	78%	44	42	0	0	100%	100%	0	0	2	31%
College of the Canyons	South Central Coast	100	98	22	29	82%	77%	69	71	4	0	95%	100%	11	12	12	45%
College of the Desert	Inland Empire/Desert	55	47	20	22	73%	68%	81	83	12	29	87%	74%	0	0	0	29%
College of the Redwoods	North/Far North	29	41	5	6	85%	87%	26	33	1	5	96%	87%	7	22	23	34%
College of the Sequoias	Central/Mother Lode	76	78	0	6	100%	93%	126	140	0	0	100%	100%	4	5	5	56%
College of the Siskiyous	North/Far North	7	7	2	2	78%	78%	11	12	0	0	100%	100%	20	20	10	35%
Columbia College	Central/Mother Lode	9	11	8	6	53%	65%	12	13	0	0	100%	100%	1	1	10	38%
Compton College	Los Angeles/Orange County	26	25	17	30	60%	45%	34	27	3	10	92%	73%	0	0	0	37%
Contra Costa College	Bay Area	26	24	18	18	59%	57%	43	43	0	0	100%	100%	0	0	9	50%
Copper Mountain College	Inland Empire/Desert	13	13	7	11	65%	54%	12	12	6	9	67%	57%	0	0	0	43%
Cosumnes river College	North/Far North	82	59	38	33	68%	64%	70	73	7	5	91%	94%	0	0	16	35%
Crafton Hills College	Inland Empire/Desert	44	40	7	11	86%	78%	58	52	2	10	97%	84%	6	7	14	49%
Cuesta College	South Central Coast	45	49	20	20	69%	71%	46	51	8	7	85%	88%	3	8	12	37%
Cuyamaca College	San Diego/Imperial Counties	36	35	2	5	95%	88%	28	26	0	0	100%	100%	2	11	6	46%
Cypress College	Los Angeles/Orange County	85	88	28	23	75%	79%	87	74	15	26	85%	74%	2	4	13	39%
De Anza College	Bay Area	77	76	13	17	86%	82%	85	76	10	11	89%	87%	17	30	29	45%
Diablo Valley College	Bay Area	106	94	15	30	88%	76%	112	122	1	4	99%	97%	5	8	7	36%
East Los Angeles College	Los Angeles/Orange County	88	82	86	80	51%	51%	111	133	14	21	89%	86%	9	12	21	39%
El Camino College	Los Angeles/Orange County	107	119	39	46	73%	72%	129	149	10	11	93%	93%	4	3	21	36%
Evergreen Valley College	Bay Area	60	37	6	29	91%	56%	58	43	5	19	92%	69%	4	4	22	49%
Feather River College	North/Far North	4	4	3	4	57%	50%	6	7	1	2	86%	78%	19	24	40	62%
Folsom Lake College	North/Far North	43	47	9	10	83%	82%	47	47	14	4	77%	92%	2	3	11	39%
Foothill College	Bay Area	32	34	6	8	84%	81%	36	38	2	2	95%	95%	0	0	4	41%
Fresno City College	Central/Mother Lode	87	96	16	16	84%	86%	137	162	0	20	100%	89%	0	4	35	54%
Fullerton College	Los Angeles/Orange County	97	87	17	35	85%	71%	162	140	0	4	100%	97%	6	12	23	43%
Gavilan College	Bay Area	26	26	10	19	72%	58%	25	31	6	21	81%	60%	12	20	31	45%
Glendale Community College	Los Angeles/Orange County	42	45	45	53	48%	46%	58	61	4	8	94%	88%	11	17	255	60%
Golden West College	Los Angeles/Orange County	43	47	4	5	91%	90%	67	64	0	0	100%	100%	0	15	0	37%
Grossmont College	San Diego/Imperial Counties	80	105	20	20	80%	84%	91	96	1	64	99%	60%	4	5	8	43%
Hartnell College	Bay Area	50	46	16	25	76%	65%	62	69	5	6	93%	92%	11	10	13	52%
Imperial Valley College	San Diego/Imperial Counties	28	34	10	13	74%	72%	46	42	9	10	84%	81%	7	9	30	46%
Irvine Valley College	Los Angeles/Orange County	56	56	11	13	84%	81%	64	66	0	1	100%	99%	2	7	7	43%

College	Region	Math Intro Trans Sections, including enhanced		Math Standalone Remedial Sections		Math % Intro Sections at Transfer-level		English Comp Sections, including enhanced		English Stand-alone Remedial Sections		English % Intro Sections that are Transfer-level Comp		Sections of Corequisite Support or Enhanced BSTEM math	Sections of Corequisite Support or Enhanced SLAM math	Sections of Corequisite Support or Enhanced Comp	% of Intro Math Sections that are BSTEM
Lake Tahoe Community Co	North/Far North	9	8	7	10	56%	44%	9	8	1	3	90%	73%	8	12	34	41%
Laney College	Bay Area	27	27	15	13	64%	68%	25	29	7	10	78%	74%	4	7	23	48%
Las Positas College	Bay Area	59	53	21	25	74%	68%	56	79	4	6	93%	93%	2	4	5	44%
Lassen College	North/Far North	6	16	1	5	86%	76%	6	7	2	3	75%	70%	0	0	8	38%
Long Beach City College	Los Angeles/Orange County	77	75	60	63	56%	54%	157	126	24	89	87%	59%	0	0	16	36%
Los Angeles City College	Los Angeles/Orange County	50	52	23	15	68%	78%	57	59	9	8	86%	88%	0	4	8	49%
Los Angeles Harbor Colleg	Los Angeles/Orange County	51	63	14	15	78%	81%	41	39	9	11	82%	78%	3	7	14	44%
Los Angeles Mission Colle	Los Angeles/Orange County	53	44	32	38	62%	54%	32	26	2	2	94%	93%	6	8	6	47%
Los Angeles Pierce Colleg	Los Angeles/Orange County	89	88	27	30	77%	75%	85	77	13	17	87%	82%	2	5	7	49%
Los Angeles Southwest Co	Los Angeles/Orange County	38	34	6	12	86%	74%	24	31	1	7	96%	82%	1	4	9	49%
Los Angeles Trade-Tech C	Los Angeles/Orange County	22	23	25	20	47%	53%	25	20	6	16	81%	56%	8	21	10	62%
Los Angeles Valley College	Los Angeles/Orange County	80	65	28	27	74%	71%	80	73	14	0	85%	100%	2	1	11	47%
Los Medanos College	Bay Area	57	56	20	20	74%	74%	52	55	8	8	87%	87%	1	7	11	45%
Mendocino College	North/Far North	13	22	7	9	65%	71%	15	21	2	23	88%	48%	2	6	10	38%
Merced College	Central/Mother Lode	48	48	32	37	60%	56%	69	76	4	4	95%	95%	10	11	23	30%
Merritt College	Bay Area	15	15	1	2	94%	88%	20	23	2	6	91%	79%	0	6	7	21%
Miracosta College	San Diego/Imperial Counties	74	77	20	16	79%	83%	98	87	25	8	80%	92%	3	2	8	55%
Mission College	Bay Area	34	31	8	15	81%	67%	28	28	5	4	85%	88%	3	6	144	50%
Modesto Junior College	Central/Mother Lode	50	60	16	23	76%	72%	102	106	3	28	97%	79%	0	0	11	44%
Monterey Peninsula Colleg	Bay Area	40	38	11	14	78%	73%	39	40	10	11	80%	78%	0	2	5	45%
Moorpark College	South Central Coast	91	74	25	35	78%	68%	75	88	9	10	89%	90%	0	11	19	38%
Moreno Valley College	Inland Empire/Desert	39	44	9	12	81%	79%	144	51	0	10	100%	84%	14	25	30	54%
Mt. San Antonio College	Los Angeles/Orange County	131	110	62	82	68%	57%	148	140	18	19	89%	88%	0	0	0	50%
Mt. San Jacinto College	Inland Empire/Desert	101	95	15	16	87%	86%	130	130	2	6	98%	96%	2	4	20	36%
Napa Valley College	Bay Area	26	25	7	10	79%	71%	37	43	10	13	79%	77%	3	26	4	35%
Norco College	Inland Empire/Desert	50	49	9	10	85%	83%	45	48	0	8	100%	86%	1	5	11	25%
Ohlone College	Bay Area	42	46	13	17	76%	73%	50	47	8	12	86%	80%	0	0	5	23%
Orange Coast College	Los Angeles/Orange County	78	71	14	15	85%	83%	89	95	17	37	84%	72%	2	2	4	31%
Oxnard College	South Central Coast	34	36	20	15	63%	71%	38	42	10	17	79%	71%	2	4	6	33%
Palo Verde College	Inland Empire/Desert	16	12	1	1	94%	92%	19	15	2	3	90%	83%	0	9	11	22%
Palomar College	San Diego/Imperial Counties	121	93	65	63	65%	60%	128	130	1	18	99%	88%	6	27	22	21%
Pasadena City College	Los Angeles/Orange County	168	176	0	0	100%	100%	191	148	0	0	100%	100%	0	5	9	54%
Porterville College	Central/Mother Lode	28	27	0	0	100%	100%	35	40	0	0	100%	100%	0	7	8	47%
Reedley College	Central/Mother Lode	66	85	5	2	93%	98%	48	83	0	2	100%	98%	27	10	23	59%
Rio Hondo College	Los Angeles/Orange County	64	75	23	26	74%	74%	94	85	6	27	94%	76%	4	0	9	32%
Riverside City College	Inland Empire/Desert	96	91	8	9	92%	91%	127	112	6	10	95%	92%	0	0	0	44%
Sacramento City College	North/Far North	108	112	30	44	78%	72%	76	126	16	36	83%	78%	1	4	0	29%
Saddleback College	Los Angeles/Orange County	50	52	10	15	83%	78%	104	91	5	8	95%	92%	20	18	0	52%
San Bernardino Valley Coll	Inland Empire/Desert	94	76	51	76	65%	50%	109	99	6	24	95%	80%	9	11	0	38%
San Diego City College	San Diego/Imperial Counties	50	57	49	42	51%	58%	66	68	7	9	90%	88%	0	0	0	49%
San Diego Mesa College	San Diego/Imperial Counties	76	81	26	28	75%	74%	104	98	7	10	94%	91%	2	7	16	42%
San Diego Miramar College	San Diego/Imperial Counties	32	42	11	18	74%	70%	44	41	4	8	92%	84%	4	6	17	33%
San Joaquin Delta College	Central/Mother Lode	62	64	18	24	78%	73%	81	95	0	5	100%	95%	3	6	7	60%
San Jose City College	Bay Area	33	34	3	11	92%	76%	36	34	10	6	78%	85%	9	7	23	50%
Santa Ana College	Los Angeles/Orange County	93	101	19	22	83%	82%	114	118	1	3	99%	98%	3	10	11	37%
Santa Barbara City College	South Central Coast	72	79	9	9	89%	90%	118	119	2	4	98%	97%	3	5	15	33%
Santa Monica College	Los Angeles/Orange County	119	123	55	67	68%	65%	198	203	11	12	95%	94%	5	6	14	45%
Santa Rosa Junior College	Bay Area	71	69	34	31	68%	69%	103	84	11	25	90%	77%	2	5	13	66%
Santiago Canyon College	Los Angeles/Orange County	61	58	7	12	90%	83%	62	56	0	2	100%	97%	26	22	62	53%
Shasta College	North/Far North	34	41	28	40	55%	51%	45	45	5	15	90%	75%	5	7	12	50%
Sierra College	North/Far North	114	98	13	30	90%	77%	134	143	4	2	97%	99%	1	9	17	50%
Skyline College	Bay Area	51	33	16	17	76%	66%	49	51	1	0	98%	100%	0	0	2	40%
Solano Community College	Bay Area	51	51	14	17	78%	75%	47	39	0	1	100%	98%	2	1	13	47%
Southwestern College	San Diego/Imperial Counties	93	96	54	59	63%	62%	116	115	7	23	94%	83%	5	9	5	44%
Taft College	Central/Mother Lode	25	23	11	16	69%	59%	27	24	2	7	93%	77%	15	20	24	52%
Ventura College	South Central Coast	50	53	15	12	77%	82%	72	76	4	8	95%	90%	0	0	12	42%
Victor Valley College	Inland Empire/Desert	69	81	7	13	91%	86%	88	108	4	6	96%	95%	8	2	26	40%
West Hills College Coaling	Central/Mother Lode	12	18	2	3	86%	86%	14	12	0	0	100%	100%	8	17	45	62%
West Hills College Lemoor	Central/Mother Lode	32	37	5	7	86%	84%	24	39	0	0	100%	100%	4	7	30	57%
West Los Angeles College	Los Angeles/Orange County	45	40	24	20	65%	67%	42	29	4	4	91%	88%	0	0	3	33%
West Valley College	Bay Area	52	53	20	14	72%	79%	48	46	5	4	91%	92%	11	50	12	57%
Woodland Community Coll	North/Far North	17	16	7	11	71%	59%	21	25	1	3	95%	89%	2	4	26	42%
Yuba College	North/Far North	31	31	16	18	66%	63%	43	45	2	2	96%	96%	0	3	3	53%

Exhibit 3

AB 705 Adoption Submission Form (Responses for questions 1 through 3)
Submitted by Los Rios Community College District (American River College, Cosumnes River College, Folsom Lake College and Sacramento City College)

1. Please describe your district's localized placement method.

Students who enroll in one of the four colleges in the Los Rios District receive course placements based upon their self-reported high school GPA. In general, students are placed into transfer-level courses in English and math or in transfer-level courses with a co-requisite, depending on their GPA. Students who identify as STEM majors may be placed in Intermediate Algebra if they have not taken Algebra 2, Intermediate Algebra, or Integrated Math 3 in high school as the State's default placement model is based upon the assumption that the student has completed Intermediate Algebra.) Those who attended high school in another country, those who do not have GPAs to report, and/or those whose GPAs are more than 10 years old are referred to the Guided Self-placement tool developed in the district by discipline faculty leads in ESL, English, and Math from the four colleges.

2. Why does your district believe this localized placement method will be effective?

Our district's preliminary data show a substantial increase in student placements directly into transfer-level math and English using our placement models. For example, in fall 2017 9.4% of first-time freshman were placed into transfer-level math using the old assessment test process. In fall 2018, 56.3% of first-time freshman were placed directly into transfer-level math using GPA placement. In fall 2017, 48% of first-time freshmen placed into transfer-level English via assessment test while in fall 2018 67.6% of first-time freshman were placed into transfer-level English using GPA. Noteworthy were the reductions in the number of students being placed one level or two levels below transfer in English and math. Given that the gaps between levels of math and English have been reduced, if not eliminated in most cases, it is safe to assume that the pipeline effect has—at the very least—been reduced. When we look at the numbers of underserved students who now place directly into transfer-level English or math, data show similar trends in placement by GPA.

Members of the District Research Council have been appointed to the district's AB705 Implementation Workgroup and have been tasked with validating throughput data to ensure our throughput rates in math and English are at or above those achieved by direct placement into a transfer-level course.

3. Please disclose your district's plan to implement retroactive placement recommendations as part of the Adoption Plan.

All students who apply for the fall 2019 academic year have been placed as described in #1 since April 15, 2019. Students who applied for the fall 2018, spring 2019 or summer 2019 term received revised placements based upon self-reported GPA in April of 2019. Those students who received placements prior to fall 2018 can take their high school transcripts to the placement center at their college to receive a placement based upon their GPA. Students who received placements prior to fall 2018 but who do not have GPAs, have GPAs more than 10 years old, or attended high school in another country are directed to the Guided Self-placement tool to receive a recommended revised placement.

Exhibit 4

Guided Self-Placement Method Submission Form (Responses for questions 1 through 3)
Submitted by Los Rios Community College District (American River College, Cosumnes River College, Folsom Lake College and Sacramento City College)

Please describe your districts Guided and Self Placement Processes.
Los Rios Community College District convened two committees, one for English and one for Math to develop the Guided Self Placement tool. The committees comprised of faculty discipline leads in both math and English from each of the four colleges in the district. The tool was developed for students who did not receive course placements via GPA. This group of students included students who attended high school in another country, students whose GPA's were more than ten years old and students who did not have a GPA; the system referred these students to the Guided Self Placement tool.

The faculty discipline leads developed the series of questions on the Guided Self Placement to help guide the students to a recommended course best suited to their needs. The questions focused on confidence level in the discipline, current experience in math and/or English in the workplace and previous courses taken in math and/or English in high school and how well the student felt they did in these courses. The questions were then reviewed by research staff from both the district and the colleges for bias, question redundancy and mutual exclusiveness of the questions.
The students are presented with the series of questions that guides them to the course recommendations based upon their answers.

English as a Second Language students have the option to either go to the college Placement Center to take the ESL assessment or could elect to go through the English Guided Self Placement portion of the tool.

Please provide the questionnaire for your district's Guided and Self Placement Methods.

American River College, Cosumnes River College, Folsom Lake College and Sacramento City College: Guided Self Placement

Welcome to the Guided Self-Placement Process for English!
At [college name], we are committed to helping students reach their potential in college and achieve their professional goals after graduation. College reading, writing, and critical thinking skills are the foundation of many courses, so it's important to begin with the English class that's right for you. As a part of this process, we will ask you a few questions about your background and experience, so you can determine the best English course to take next semester.

English as a Second Language questions:

Is English your first or primary language?
Yes
No
If the student answers yes, they are guided to the English Self Guided Placement questions.
If the student answers no, they are directed to several other questions:

Did you attend a high school in the US for three or more years?
Yes
No

If yes, did your high school experience include any coursework for English Language Learners (ELL students).
Yes
No

If student responds yes then the student is asked:
I sometimes have trouble expressing myself in English.
Yes
No

If the student answers this series of questions predominantly 'yes' the student has the option to go to the college Placement Center to take the ESL assessment or could elect to go through the English Guided Self Placement portion of the tool for a placement in English.

English Recommended Placement Questions:

I am comfortable with challenging and lengthy readings in my professional and personal life.
I mostly agree with this statement
I mostly disagree with this statement

I am able to discuss a complex or challenging topic after reading about it.
I mostly disagree with this statement
I mostly agree with this statement

I have been successful in past writing classes.
I mostly agree with this statement
I mostly disagree with this statement

When I am given a writing project or assignment, I know how to approach it.
I mostly agree with this statement
I mostly disagree with this statement

I feel comfortable writing multi-paragraph essays or reports on my own.
I mostly agree with this statement
I mostly disagree with this statement

I know how to revise my writing effectively.
I mostly disagree with this statement
I mostly agree with this statement

I feel confident that I can balance the challenge of a writing class with the other obligations in my life without the need of extra support.
I mostly agree with this statement
I mostly disagree with this statement

If the student "mostly agrees" the recommended placement is in Transfer level English Composition; if the student mostly disagrees the recommended placement is Transfer Level English Composition with a co-requisite.

Welcome to the Guided Self-Placement Process for Math!

At [college name], we are committed to helping students reach their potential in college and achieve their professional goals after graduation. Using mathematical techniques and being able to reason mathematically are crucial skills in most fields of study, so it's important to begin with the mathematics class that is right for you and the major you intend to student. As a part of this process, we will ask you a few questions about your background and experience, as well as your goals for the future so you can determine the best Mathematics course to take next semester.

Math Recommended Placement Questions:

I have confidence in my ability to succeed in a math or statistics class without the need of extra support.
Disagree
Agree

I think of myself as a good student with a strong ability to master new information and skills.
Disagree
Agree

How would you best describe your recent experiences involving math?
I sometimes or often use math skills in my work or personal life
I rarely have to use math skills in my work or personal life

I have previously been successful in math.
Disagree
Agree

I am able to balance the challenge of a math or statistics course with the other obligations in my life.
I mostly agree with this statement
I mostly disagree with this statement

I previously passed a math course that covered intermediate algebra concepts beyond the pre-algebra level (such as Algebra 2, Intermediate Algebra, or Integrated Math 3).
No
Yes

Mathematics vary by major or field of study. While at [college name], I plan to study:
Business and Management
Behavioral and Social Sciences (Statistics required)
Liberal Arts
Education
Science, Technology, Engineering or Mathematics

Based upon the preponderance of the answers to the questions as well as the student's major area of study the student receives a recommended math course placement. Depending on the student's major, this will be either a transfer level math course that aligns with the major or a transfer level math course plus a co-requisite. In the case of STEM majors, the student may receive a recommendation to take Intermediate Algebra prior to taking a transfer level STEM math course.

Note: Students always have the ability to return to the start of the English and/or math questionnaire to review other possible course placement recommendations.

Please describe the rubric that will be used to determine the recommended course placement.

The rubric that is used to determine recommended course placement is based upon the student's responses to their work and personal experiences in math and/or English. In general, recommendations are based upon the number of affirmative responses to the series of questions and/or statements in the Guided Self Placement tool with the goal of recommending transfer level to students who have experience in the discipline and are comfortable with their ability to succeed.

Exhibit 5

Guided Self-Placement for English and Mathematics
At Los Rios Community Colleges

Upon enrollment, incoming Los Rios students are assigned placement levels for English and mathematics. For the majority of students, this evaluation process is completed automatically upon enrollment and is based upon their recent high school GPA.

Guided Self-Placement (GSP) is only for incoming Los Rios students who meet one of the following criteria:

(a) Students who attended secondary school in another country and therefore have no high school GPA;

(b) Students who attended an American high school more than 10 years ago and no longer have a current high school GPA; or

(c) Students who do not have a high school GPA for some other reason.

ENGLISH PLACEMENT

ESL/English Determination
For English placement, students are first asked a small set of factual questions to determine if they should continue using the English portion of GSP or be directed to a process for determining English as a Second Language (ESL) placement.

ESL/English 1: Is English your first or primary language?
If the student answers Yes, they continue directly with English GSP.
If the student answers No, they receive additional questions to determine ESL status.

ESL/English 2: Did you attend a high school in the US for 3 or more years?
If the student answers Yes, they receive an additional question to determine ESL/English placement.
If the student answers No, they are directed to ESL placement.

ESL/English 3: Did your high school experience include any coursework for English Language Learners (ELL students)?
If the student answers Yes, they receive an additional question to determine ESL/English placement.
If the student answers No, they continue directly with English GSP.

ESL/English 4: I sometimes have trouble expressing myself in English.
If the student answers Yes, they are directed to ESL placement.
If the student answers No, they continue directly with English GSP.

English Guided Self-Placement

Students are then asked 7 questions with two possible responses: "I mostly agree with this statement" or "I mostly disagree with this statement." The agreement/disagreement responses are randomized with each screen refresh so that the agreement response is not always the first option presented to students on the screen.

(1) I am comfortable with challenging and lengthy readings in my professional or personal life.

(2) I am able to discuss a complex or challenging topic after reading about it.

(3) I have been successful in past writing classes.

(4) When I am given a writing project or assignment, I know how to approach it.

(5) I feel comfortable writing multi-paragraph essays or reports on my own.

(6) I know how to revise my writing effectively.

(7) I feel confident that I can balance the challenge of a college writing class with the other obligations in my life without the need of extra support.

Students' agreement/disagreement responses for each of the 7 questions are counted. If a student agrees with four or more questions, GSP presents a transfer-level English course recommendation to the student that **does not include co-requisite support:**

ARC: ENGWR 300: College Composition (preselected GSP recommendation)
ENGWR 480: Honors College Composition (unselected option for student consideration)

CRC: ENGWR 300: College Composition (preselected GSP recommendation)
ENGWR 480: Honors College Composition (unselected option for student consideration)

If a student disagrees with four or more of questions above, then GSP presents the student with a transfer-level English course that **includes co-requisite support:**

ARC: ENGWR 94 + ENGWR 300: College Composition Combo (preselected recommendation)
ENGWR 480: Honors College Composition (unselected option for student consideration)

CRC: ENGWR 108 + ENGWR 300: College Composition Combo (preselected recommendation)
ENGWR 110: College Reading and Writing Skills (unselected option for student consideration)

On the web page that presents the GSP course recommendation, students have the ability to choose any of the course placements, not just the default recommendation, before receiving their official placement notation. On this page, they are also presented with the ability to re-answer the questions if they are uncomfortable with the recommended placement.

Students are presented with a web page that shows their recommended placement along with some course registration notes. This page also provides an opportunity for students to review their placement and to change their minds before submitting the final placement option to the district course registration system.

MATH PLACEMENT

Mathematics Guided Self-Placement
Students are presented with 5 questions or prompts about their attitudes or experiences with mathematics. These questions have two possible responses, a response associated with a support course recommendation and a response not associated with a support course recommendation. The two responses are randomized with each screen refresh so that the agreement response is not always the first option presented to students on the screen.

(1) *I have confidence in my ability to succeed in a math or statistics class without the need of extra support.*
Agree *(not associated with support course)*
Disagree *(associated with support course)*

(2) *I think of myself as a good student with a strong ability to master new information and skills.*
Agree *(not associated with support course)*
Disagree *(associated with support course)*

(3) *How would you best describe your recent experiences involving math?*
I sometimes or often use math skills in my work or personal life. *(not associated with support course)*
I rarely have to use math skills in my work or personal life. *(not associated with support course)*

(4) *I have previously been successful in math.*
Agree *(not associated with support course)*
Disagree *(associated with support course)*

(5) *I am able to balance the challenge of a math or statistics course with the other obligations in my life.*
I mostly agree with this statement. *(not associated with support course)*
I mostly disagree with this statement. *(associated with support course)*

Students' agreement/disagreement responses for each of the 5 questions are stored and counted.

Algebra Background
Students are asked a factual question about their algebra background. There are two responses Yes or No. These responses are also randomized with each screen refresh so that Yes is not always the first option.

> ***I previously passed a math course that covered intermediate algebra concepts beyond the pre-algebra level (such as Algebra 2, Intermediate Algebra, or Integrated Math 3).***
>
> Yes
> No

The answer to this question is stored and this information is used to make a recommendation if a student selects a BSTEM field from the list below.

Majors/Fields of Study
Because mathematics requirements vary considerable by major or field of study, students are asked to identify a "metamajor" in order to produce a mathematics course recommendation. Here is the list of 5 metamajors presented as radio button options for the students to choose. Note that the order of the metamajors is randomized with each screen refresh so that one metamajor is not always the first option.

- **Business and Management**
  accounting, business, economics, management, marketing, real estate

- **Behavioral and Social Sciences (Statistics Required)**
  administration of justice, anthropology, kinesiology, political science, psychology, sociology

- **Liberal Arts**
  art, art history, communication, English, early childhood education, fashion, film, foreign languages, gerontology, history, humanities, journalism, music, photography, sign language, theatre arts

- **Education**
  elementary education

- **Science, Technology, Engineering, or Mathematics**
  astronomy, biology, biotechnology, chemistry, computer information science, engineering, geography, geographic information systems, geology, health education, mathematics, natural resources, physical science, physics, science

Once a student chooses a metamajor, the GSP provides a course recommendation according to the following:

Statistics and Liberal Arts Majors (SLAM) Decision Tree:

If a student chooses the "**Behavioral and Social Sciences (Statistics Required)**" metamajor,

AND

the student **agrees** with 3 out of the 5 math self-placement questions,

then the GSP presents a transfer-level Statistics course recommendation to the student that **does not include co-requisite support:**

ARC: STAT 300: Statistics (preselected GSP recommendation)
         STAT 480: Honors College Composition (unselected option for student consideration)

CRC: STAT 300: Statistics (preselected GSP recommendation)
         STAT 480: Honors College Composition (unselected option for student consideration)

If a student chooses the "**Behavioral and Social Sciences (Statistics Required)**" metamajor,

AND

the student **disagrees** with 3 out of the 5 math self-placement questions,

then the GSP presents a transfer-level Statistics course recommendation to the student that **includes co-requisite support** or a Statistics course that **prepares students for transfer-level Statistics:**

ARC: STAT 10 + STAT 300: Statistics Combined With Support (preselected GSP recommendation)
         STAT 105: Statway, Part 1 (unselected option for student consideration)

CRC: STAT 100: Pre-statistics (preselected GSP recommendation)

If a student chooses the "**Liberal Arts**" metamajor,

AND

the student **agrees** with 3 or more of the 5 math self-placement questions,

then the GSP presents a transfer-level Liberal Arts mathematics course recommendation to the student that **does not include co-requisite support:**

ARC: MATH 300: Mathematical Ideas (preselected GSP recommendation)
CRC: MATH 300: Mathematical Ideas (preselected GSP recommendation)

If a student chooses the "**Liberal Arts**" metamajor,

AND

the student **disagrees** with 3 or more of the 5 math self-placement questions,

then the GSP presents a transfer-level Liberal Arts mathematics course recommendation to the student that **includes co-requisite support,** or, if no co-requisite course is available at the college, **a regular, transfer-level Liberal Arts mathematics course:**

ARC: MATHS 95 + MATH 300: Mathematical Ideas Combined With Support (preselected GSP recommendation)
CRC: Math 300: Mathematical Ideas (preselected GSP recommendation)

Business-Science, Technology, Engineering, or Mathematics (BSTEM) Decision Tree:

If a student chooses the "**Science, Technology, Engineering, or Mathematics**" metamajor,

AND

the student **agrees** with 3 or more of the 5 math self-placement questions,

AND

the student **reports successful completion** of algebra at the level of Intermediate Algebra or Integrated Math 3,

then the GSP presents a transfer-level STEM course recommendation to the student that **does not include co-requisite support:**

ARC: MATH 372: College Algebra for Calculus (preselected GSP recommendation)
        MATH 373: Trigonometry for Calculus (unselected option for student consideration)
        MATH 375: Precalculus (unselected option for student consideration)
        MATH 320/PHIL 324: Symbolic Logic (unselected option for student consideration)

CRC: MATH 335: Trigonometry with College Algebra (preselected GSP recommendation)

If a student chooses the "**Science, Technology, Engineering, or Mathematics**" metamajor,

AND

the student **disagrees** with 3 or more of the 5 math self-placement questions,

AND

the student **reports successful completion** of algebra at the level of Intermediate Algebra or Integrated Math 3,

then the GSP presents a transfer-level STEM course recommendation to the student that **includes co-requisite support:**

ARC: MATHS 72 + MATH 372: College Algebra for Calculus Combined With Support
        (preselected GSP recommendation)
        MATHS 73 + MATH 373: Trigonometry for Calculus Combined With Support
         (unselected option for student consideration)
        MATHS 75 + MATH 375: Precalculus Combined With Support
         (unselected option for student consideration)

CRC: MATHS 76 + MATH 335: Trigonometry with College Algebra Combined With Support
        (preselected GSP recommendation)

If a student chooses the "**Science, Technology, Engineering, or Mathematics**" metamajor,

AND

the student **does not report successful completion** of algebra at the level of Intermediate Algebra or Integrated Math 3,

then the GSP presents an **algebra** course recommendation to the student:

ARC: Math 120: Intermediate Algebra (preselected GSP recommendation)
CRC: Math 120: Intermediate Algebra (preselected GSP recommendation)

If a student chooses the "**Business and Management**" metamajor,

AND

the student **agrees** with 3 or more of the 5 math self-placement questions,

AND

the student **reports successful completion** of algebra at the level of Intermediate Algebra or Integrated Math 3,

then the GSP presents a transfer-level STEM course recommendation to the student that **does not include co-requisite support:**

ARC: MATH 340: Business Calculus (preselected GSP recommendation)
        MATH 342: Business Mathematics (unselected option for student consideration)

CRC: MATH 341: Business Calculus (preselected GSP recommendation)

If a student chooses the "**Business and Management**" metamajor,

AND

the student **disagrees** with 3 or more of the 5 math self-placement questions,

AND

the student **reports successful completion** of algebra at the level of Intermediate Algebra or Integrated Math 3,

then the GSP presents a transfer-level STEM course recommendation to the student that **includes co-requisite support:**

ARC: MATHS 45 + MATH 340: Business Calculus (preselected GSP recommendation)
        MATHS 45 + MATH 342: Business Mathematics (unselected option for student consideration)

CRC: MATH 77 + MATH 341: Business Calculus Combined With Support (preselected GSP recommendation)

If a student chooses the "**Business and Management**" metamajor,

AND

the student **does not report successful completion** of algebra at the level of Intermediate Algebra or Integrated Math 3,

then the GSP presents an **algebra** course recommendation to the student:

ARC: Math 120: Intermediate Algebra (preselected GSP recommendation)
CRC: Math 120: Intermediate Algebra (preselected GSP recommendation)

If a student chooses the "**Education**" metamajor,

AND

the student **agrees** with 3 or more of the 5 math self-placement questions,

AND

the student **reports successful completion** of algebra at the level of Intermediate Algebra or Integrated Math 3,

then the GSP presents a transfer-level STEM course recommendation to the student that **does not include co-requisite support:**

ARC: MATH 310: Mathematical Discovery (preselected GSP recommendation)
        MATH 311: Math Concepts for Elementary School Teachers – Number Systems
        (unselected option for student consideration)

CRC: MATH 310: Mathematical Discovery (preselected GSP recommendation)

If a student chooses the "**Education**" metamajor,

AND

the student **disagrees** with 3 or more of the 5 math self-placement questions,

AND

the student **reports successful completion** of algebra at the level of Intermediate Algebra or Integrated Math 3,

then the GSP presents a transfer-level course recommendation to students who are Education majors that **includes co-requisite support,** or, if no co-requisite course is available at the college, **a regular, transfer-level mathematics course for Education majors:**

ARC: MATH 310: Mathematical Discovery (preselected GSP recommendation)
        MATH 311: Math Concepts for Elementary School Teachers – Number Systems
        (unselected option for student consideration)

CRC: MATH 310: Mathematical Discovery (preselected GSP recommendation)

If a student chooses the "**Education**" metamajor,

AND

the student **does not report successful completion** of algebra at the level of Intermediate Algebra or Integrated Math 3,

then the GSP presents an **algebra** course recommendation to the student:

ARC: Math 120: Intermediate Algebra (preselected GSP recommendation)
CRC: Math 120: Intermediate Algebra (preselected GSP recommendation)

On the web page that presents the GSP course recommendation, students have the ability to choose any of the course placements, not just the default recommendation, before receiving their official placement notation. On this page, they are also presented with the ability to re-answer the questions if they are uncomfortable with the recommended placement.

Students are presented with a web page that shows their recommended placement along with some course registration notes. This page also provides an opportunity for students to review their placement and to change their minds before submitting the final placement option to the district course registration system.

Exhibit 6

Cosumnes River College

Directions: Enter data into the blue cells in Tables 6.1 through 6.15; all other cells are populated automatically. See definitions for each column and the rows below the tables. Be sure to scroll down fully to see all information in the template. Enter data for students who enrolled in the course in fall 2019.

Click here for instructions on how to complete the template.

Table 6.1. English - Guided or Self Placement - Lowest High School GPA Band - Transfer, Unknown/Unreported or Degree Goal

English - Lowest High School GPA Performance Band with an Educational Goal of Transfer, Unknown/Unreported or Degree	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Enrolled Directly in Transfer-Level Sections								Disproportionate Impact (DI) Analysis		
	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	0	0		0	0			40%	Statewide		Conditional			
African American	0			0										
Asian	0			0										
Filipino	0			0										
Hispanic	0			0										
Native American/Alaskan Native	0			0										
Multi-Ethnicity	0			0										
Pacific Islander	0			0										
White Non-Hispanic	0			0										
Unknown	0			0										

Table 6.2. English - Guided or Self Placement - Unknown High GPA - Transfer, Unknown/Unreported or Degree Goal

English - High School GPA Unknown with an Educational Goal of Transfer, Unknown/Unreported or Degree	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Placed Directly in Transfer-Level Sections								Disproportionate Impact (DI) Analysis		
	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	11	3	27%	108	69	64%	-37%	67.0%	Local	FALSE	Conditional			
African American	3	1	33%	18	8	44%	-11%					No substantive DI	1.22	FALSE
Asian	3	2	67%	21	16	76%	-10%					No substantive DI	2.44	FALSE
Filipino	0			4	3	75%								
Hispanic	1	0	0%	26	12	46%	-46%					Action needed	0.00	TRUE
Native American/Alaskan Native	1	0	0%	2	2	100%	-100%					Action needed	0.00	TRUE
Multi-Ethnicity	2	0	0%	2	2	100%	-100%					Action needed	0.00	TRUE
Pacific Islander	0			3	3	100%								
White Non-Hispanic	1	0	0%	23	16	70%	-70%					Action needed	0.00	TRUE
Unknown	0			9	7	78%								

Table 6.3. English - Guided or Self Placement - All Other GPA bands - Transfer, Unknown/Unreported or Degree Goal

English - All Other High School GPA Bands Students with an Educational Goal of Transfer, Unknown/Unreported or Degree	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Placed Directly in Transfer-Level Sections				Disproportionate Impact (DI) Analysis						
	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	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	0	0		3	2	67%		69.5%	Statewide	TRUE	Conditional			
African American	0			1	1	100%								
Asian	0			0										
Filipino	0			0										
Hispanic	0			0	0									
Native American/Alaskan Native	0			0										
Multi-Ethnicity	0			1	0	0%								
Pacific Islander	0			0										
White Non-Hispanic	0			0										
Unknown	0			1	1	100%								

Table 6.4. SLAM Math - Guided or Self Placement - Lowest High School GPA Band - Transfer and Unknown/Unreported Goal

SLAM Math - Lowest High School GPA Performance Band with an Educational Goal of Transfer	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Placed Directly in Transfer-Level Sections				Disproportionate Impact (DI) Analysis						
	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	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	0	0		0	0			27%	Statewide		Conditional			
African American	0			0										
Asian	0			0										
Filipino	0			0										
Hispanic	0			0										
Native American/Alaskan Native	0			0										
Multi-Ethnicity	0			0										
Pacific Islander	0			0										
White Non-Hispanic	0			0										
Unknown	0			0										

Table 6.5. SLAM Math - Guided or Self Placement - Unknown High School GPA - Transfer and Unknown/Unreported Goal

SLAM Math - Unknown High School GPA with an Educational Goal of Transfer and Unknown/Unreported	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Placed Directly in Transfer-Level Sections								Disproportionate Impact (DI) Analysis		
	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	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	7	2	29%	18	11	61%	-33%	63.8%	Statewide	FALSE	Conditional			
African American	1	0	0%	7	4	57%	-57%					Action needed	0.00	TRUE
Asian	2	1	50%	4	3	75%	-25%					No substantive DI	1.75	FALSE
Filipino	0			0										
Hispanic	3	1	33%	2	1	50%	-17%					No substantive DI	1.17	FALSE
Native American/Alaskan Native	0			0										
Multi-Ethnicity	1	0	0%	1	1	100%	-100%					Action needed	0.00	TRUE
Pacific Islander	0			1	0	0%								
White Non-Hispanic	0			2	2	100%								
Unknown	0			1	0	0%								

Table 6.6. SLAM Math - Guided or Self Placement - All Other High School GPA - Transfer and Unknown/Unreported Goal

SLAM Math - All Other High School GPA with an Educational Goal of Transfer and Unknown/Unreported	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Placed Directly in Transfer-Level Sections								Disproportionate Impact (DI) Analysis		
	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	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	0	0		0	0			64.1%	Statewide		Conditional			
African American	0			0										
Asian	0			0										
Filipino	0			0										
Hispanic	0			0										
Native American/Alaskan Native	0			0										
Multi-Ethnicity	0			0										
Pacific Islander	0			0										
White Non-Hispanic	0			0										
Unknown	0			0										

Table 6.7. SLAM Math - Guided or Self Placement - Lowest High School GPA Band - Degree Goal

SLAM Math - Lowest High School GPA Performance Band with an Educational Goal of Degree	Students Enrolled in Pre-College-Level Sections after Guided or Self Placement			Students Placed Directly in College-Level Sections								Disproportionate Impact (DI) Analysis		
	1. Total Enrolled	2. Subtotal who Completed College-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed College-Level Course within One Year**	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	0	0		0	0			5%	Statewide		Conditional			
African American	0			0										
Asian	0			0										
Filipino	0			0										
Hispanic	0			0										
Native American/Alaskan Native	0			0										
Multi-Ethnicity	0			0										
Pacific Islander	0			0										
White Non-Hispanic	0			0										
Unknown	0			0										

SLAM Math - Unknown High School GPA with an Educational Goal of Degree	Students Enrolled in Pre-College-Level Level after Guided or Self-Placement			Students Placed Directly in College-Level Sections								Disproportionate Impact (DI) Analysis		
	1. Total Enrolled	2. Subtotal who Completed College-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed College-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	0	0		4	4	100%		23.9%	Statewide	TRUE	Conditional			
African American	0			1	1	100%								
Asian	0			1	1	100%								
Filipino	0			0										
Hispanic	0			0										
Native American/Alaskan Native	0			0										
Multi-Ethnicity	0			0										
Pacific Islander	0			0										
White Non-Hispanic	0			2	2	100%								
Unknown	0			0										

SLAM Math - All Other High School GPA Bands with an Educational Goal of Degree	Students Enrolled in Pre-College-Level Sections after Guided or Self Placement			Students Placed Directly in College-Level Sections								Disproportionate Impact (DI) Analysis		
	1. Total Enrolled	2. Subtotal who Completed College-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed College-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	0	0		0	0			24.0%	Statewide		Conditional			
African American	0			0										
Asian	0			0										
Filipino	0			0										
Hispanic	0			0										
Native American/Alaskan Native	0			0										
Multi-Ethnicity	0			0										
Pacific Islander	0			0										
White Non-Hispanic	0			0										
Unknown	0			0										

B-STEM Math - Lowest High School GPA Performance Band with an Educational Goal of Transfer and Unknown/Unreported Goal	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Placed Directly in Transfer-Level Sections								Disproportionate Impact (DI) Analysis		
	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	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	0	0		0	0			31%	Statewide		Conditional			
African American	0			0										
Asian	0			0										
Filipino	0			0										
Hispanic	0			0										
Native American/Alaskan Native	0			0										
Multi-Ethnicity	0			0										
Pacific Islander	0			0										
White Non-Hispanic	0			0										
Unknown	0			0										

Table 6.11. B-STEM Math - Guided or Self Placement - Unknown High School GPA - Transfer and Unknown/Unreported Goal

B-STEM Math - Unknown High School GPA with an Educational Goal of Transfer and Unknown/Unreported Goal	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Placed Directly in Transfer-Level Sections				Disproportionate Impact (DI) Analysis						
	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	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	28	6	21%	15	8	53%	-32%	53.7%	Statewide	FALSE	Conditional			
African American	3	2	67%	0								No substantive DI	3.11	FALSE
Asian	11	3	27%	8	6	75%	-48%					No substantive DI	1.27	FALSE
Filipino	0			2		0%								
Hispanic	4	0	0%	1		0%	0%					Action needed	0.00	TRUE
Native American/Alaskan Native	0			0										
Multi-Ethnicity	0			0										
Pacific Islander	0			0										
White Non-Hispanic	7	0	0%	4	2	50%	-50%					Action needed	0.00	TRUE
Unknown	3	1	33%	0								No substantive DI	1.56	FALSE

Table 6.12. B-STEM Math - Guided or Self Placement - All other High School GPA - Transfer and Unknown/Unreported Goal

B-STEM Math - Unknown High School GPA with an Educational Goal of Transfer and A176Unknown/Unreported	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Placed Directly in Transfer-Level Sections				Disproportionate Impact (DI) Analysis						
	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	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	0	0		2	2	100%		62.6%	Statewide	TRUE	Conditional			
African American	0			0										
Asian	0			1	1	100%								
Filipino	0			0										
Hispanic	0			0										
Native American/Alaskan Native	0			0										
Multi-Ethnicity	0			0										
Pacific Islander	0			0										
White Non-Hispanic	0			0										
Unknown	0			1	1	100%								

Table 6.13. Math - Guided or Self Placement - Lowest High School GPA Band - Degree Goal

B-STEM Math - Lowest High School GPA Performance Band with an Educational Goal of Degree	Students Enrolled in Pre-College-Level Sections after Guided or Self Placement			Students Placed Directly in College-Level Sections				Disproportionate Impact (DI) Analysis						
	1. Total Enrolled	2. Subtotal who Completed College-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed College-Level Course within One Year**	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	0	0		0	0			12%	Statewide		Conditional			
African American	0			0										
Asian	0			0										
Filipino	0			0										
Hispanic	0			0										
Native American/Alaskan Native	0			0										
Multi-Ethnicity	0			0										
Pacific Islander	0			0										
White Non-Hispanic	0			0										
Unknown	0			0										

B-STEM Math - Unknown High School GPA with an Educational Goal of Degree	Students Enrolled in Pre-College-Level Level after Guided or Self-Placement			Students Placed Directly in College-Level Sections								Disproportionate Impact (DI) Analysis		
	1. Total Enrolled	2. Subtotal who Completed College-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed College-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	6	0	0%	4	3	75%	-75%	17.8%	Statewide	FALSE	Conditional			
African American	0			0										
Asian	4	0	0%	4	3	75%	-75%					No substantive DI		FALSE
Filipino	0			0										
Hispanic	1	0	0%	0								No substantive DI		FALSE
Native American/Alaskan Native	0			0										
Multi-Ethnicity	0			0										
Pacific Islander	0			0										
White Non-Hispanic	1	0	0%	0								No substantive DI		FALSE
Unknown	0			0										

B-STEM Math - All Other High School GPA Bands with an Educational Goal of Degree	Students Enrolled in Pre-College-Level Sections after Guided or Self Placement			Students Placed Directly in College-Level Sections								Disproportionate Impact (DI) Analysis		
	1. Total Enrolled	2. Subtotal who Completed College-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed College-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	0	0		1	0	0%		20.3%	Statewide	TRUE	Conditional			
African American	0			0										
Asian	0			0										
Filipino	0			0										
Hispanic	0			0										
Native American/Alaskan Native	0			0										
Multi-Ethnicity	0			1	0	0%								
Pacific Islander	0			0										
White Non-Hispanic	0			0										
Unknown	0			0										

Color Legend	
	Enter data here
	No data displayed for this area
	Maximizing throughput/No Substantive DI
	Consider Action - when one of two DI methods shows DI
	Not maximizing throughput/Action Needed - DI Present

Columns Explained	
Columns 1 and 4 - Total Enrolled:	These columns show the number of distinct students enrolled in fall 2019 at census with an educational goal of certificate, degree, and/or transfer (transfer also includes unknown/unreported educational goals) who went through the GSP process and enrolled in a course at pre-degree level or pre-transfer level compared to students who enrolled directly at degree or transfer level. If end of term data is used, include withdraws (EW, MW, and W grades) as enrollment in the course. Column 1 shows the number of students who started at pre-transfer level whether or not they placed at pre-degree level, pre-transfer level, or transfer-level using a GSP model. Column 4 provides the number of students who enrolled directly into a college-level or transfer-level course who successfully completed the college-level or transfer-level course within one full academic year, including intersessions. For example, if a student started in a discipline in fall 2019, they would be tracked through completion of the gateway course through the following summer term.
Columns 2 and 5 - Subtotal who Completed Transfer-Level Course within One Year:	These columns demonstrate the number of students placed via GSP and those placed directly into college-level or transfer-level courses out of the total enrolled who successfully completed a college-level or transfer-level course within one year with a C or better. Column 2 reflects the number of students who completed the college-level/transfer-level course by GSP placement model, and Column 5 shows the students who completed a college-level/transfer-level course when placed using high school transcript data.
Columns 3 and 6 - Throughput Rate:	These columns show the percentage of students who successfully completed (C or higher) a transfer-level (or college-level) course within one year. To calculate the throughput rate, divide Column 2 by Column 1 and Column 5 by Column 4 (respectively).

Column 7 - Throughput Rate Differences:	For students with a transfer goal, this column shows the difference in throughput rates between students who successfully completed the transfer-level course after enrolling in a pre-transfer-level course and students who successfully completed transfer-level course sections with or without a corequisite. For students with a degree goal, it shows the difference in throughput rates between students who successfully completed the college-level course after enrolling in a pre-transfer-level course and students who successfully completed college-level course sections with or without a corequisite. The results in Column 7 are calculated by subtracting the number of students in Column 6 from the number in Column 3.
Column 8 - Statewide Comparison Throughput Rate:	See "Tab 10. Methodology" for more details.
Column 9 - Statewide or Local Comparison Rate Used:	Depends on overall sample size in Column 5; see "Tab 10. Methodology" for more details.
Column 10 - Maximize Throughput?:	This column determines if the GSP maximized throughput when compared to the statewide or local throughput rate, per the requirements of AB 705. FALSE means model does NOT maximize throughput, whereas TRUE means model maximizes throughput.
Column 11 - Decision Conditional on Sample Size?:	Based on overall sample size in Column 5; if below a sample size of 100, decision is conditional on statewide throughput rate; if sample size is above 100, decision is not conditional on statewide throughput rate, but is based on local throughput rate.
Column 12 - Disproportionate Impact (DI) Action Level:	If either Column 13 or 14 fall below threshold, then consider action; when both columns fall below threshold, then action is needed. If neither column fall below threshold, then there is no substantive DI. DI is still displayed even if model does not maximize throughput.
Column 13 - DI Present (PI, if value<.80):	The proportionality index addresses the question, "If a subgroup of students represents 45% of the student body, does that subgroup also represent at least 45% of the students who achieve a specific educational outcome?" A proportionality index of 1.00 indicates that a group's representation among those achieving an educational outcome is identical to that group's representation in the student population. In contrast, a PI value of less than 1.00 indicates that a group's representation among those achieving an educational outcome is lower compared to that same group's representation in the student population. If the proportionality index falls below 80%, then the student group is disproportionately impacted.
Column 14 - DI Present (PPG-1):	The percentage point gap method addresses the question, "Is the difference between the throughput rate of a subgroup and the overall throughput rate (excluding the subgroup) statistically significant?". That is, significance is related to the sample size and the size of the difference. Smaller sample size require larger differences compared to larger sample sizes.

Rows Explained
Racial/Ethnic Groups: Disproportionate impact (DI) is also required to be evaluated in assessment processes. Disproportionate impacts are displayed regardless if the model maximizes throughput. In general terms, DI exists when one or more subgroups of students have outcomes that are at a substantially lower level than other groups. The determination of "substantial" is somewhat arbitrary, but a few indices have been created to guide decisions, such as the 80% rule and the proportionality index. If DI is detected, the college is required to plan, implement, and evaluate efforts to eliminate DI.

Exhibit 7

Dear New Student,

Welcome to the Los Rios Community College District! You are embarking on what many consider to be one of the most meaningful journeys in their lives – pursuing higher education. We believe that you will not only transform your life by pursuing your education, but will transform the world around you.

By choosing to attend community college, you have chosen the most affordable and personal education pathways possible. Community college, through state and federal financial aid options, continues to be the most affordable higher educational option in California.

The Los Rios community college district is one of the largest, most diverse community college districts in the state. You now have access to a variety of degree and certificate programs. Los Rios is committed to serving our students through the values of equity and social justice.

[The Orientation Quiz has helpful tips and steps for your success at Los Rios (https://lrccd.instructure.com/courses/102874/quizzes/583637)](https://lrccd.instructure.com/courses/102874/quizzes/583637) .

Orientation Quiz

Due No due date	**Points** 1	**Questions** 1	**Time Limit** None

Instructions

This page has helpful tips and steps for your onboarding success at Los Rios. Please feel free to read through all or none of the tabs on this page. Once you feel done, select Take the Quiz (at the bottom of the page), select Complete, and then select Submit Quiz!

About Los Rios   Get Financial Help   Log into eServices   Plan your Class Schedule

Enroll in Classes   Connect with student services and college basics   Visit your campus

About Los Rios

Welcome to the Los Rios Community College District, the second-largest community college district in California. We are a public college district that serves the greater Sacramento region, which is a very diverse part of the state. Our colleges believe that diversity and social justice are key parts of your education.

Los Rios includes four colleges:

- American River College
- Cosumnes River College
- Folsom Lake College
- Sacramento City College

Each college operates a main campus and education centers serving students throughout the region. View all the campus locations **here.** **(https://www.google.com/maps/d/viewer?hl=en&mid=1JuwirUWlBqLCUp_rS96WQsXW5HXkwZNH&ll=38.558819299999996%2C-121.3149335&z=10)** Students can take classes in person or online, and have access to both in person and online support services.

Los Rios students have the option to pursue transfer education by completing lower division courses leading to transfer to a four-year college or university, or seek an associate degree or a certificate a wide variety of certificate programs. All of Los Rios degrees and certificates can be found **here.** **(https://losrios.edu/academics/programs-and-majors)**

As a new student (or transfer student), you will want to complete the following steps:

Get Financial Help

Money shouldn't get in the way of getting a college education. The Financial Aid offices are here to help you get the financial support you need.

Log into eServices to:

- Select a major

- Review placement in Math and English
- Check your message center

Plan your class schedule

View your college's website or contact the Counseling Department to learn about resources to help you choose your classes.

Enroll in your classes

You will register for classes online through eServices or in person at the Admissions and Records Office during your enrollment period.

Pay your fees

It's important to pay your fees (or to verify that financial aid has covered all of your costs), to avoid being dropped from your classes.

Connect with student services and college basics!

Each of our colleges offer a wide array of support programs to ensure your success as a college student. It's also important to be aware of the college basics such as your Student Access Card, Parking Permits, the Academic Calendar, important college terms, and more!

Visit your campus

Get connected to your campus by taking a tour, and learning about the awesome support services that your college offers to support your success.

Please feel free to read through all or none of the tabs on this page. Once you feel done, select Take the Quiz (at the bottom of the page), select Complete, and then select Submit Quiz. Once again, welcome to Los Rios!

Take the Quiz

Orientation Quiz

Due No due date	**Points** 1	**Questions** 1	**Time Limit** None

Instructions

This page has helpful tips and steps for your onboarding success at Los Rios. Please feel free to read through all or none of the tabs on this page. Once you feel done, select Take the Quiz (at the bottom of the page), select Complete, and then select Submit Quiz!

<u>About Los Rios</u>   <u>Get Financial Help</u>   <u>Log into eServices</u>   <u>Plan your Class Schedule</u>

<u>Enroll in Classes</u>   <u>Connect with student services and college basics</u>   <u>Visit your campus</u>

Get Financial Help

As a student, you should be aware that fees are typically due at the time of enrollment. Fees can be paid online through your **eServices**   **(https://ps.losrios.edu/psp/student/)** account. You can also pay for your fees in person at your college's Business Services Office. Payment plan options are available. The Los Rios Promise Program covers the cost of tuition for most students and we encourage you to contact the Financial Aid Office to determine if you are eligible.

Keep in mind that you will be dropped from your classes if you do not pay your fees and if you have not applied for a tuition fee waiver. Once enrolled, you must confirm you have a tuition fee waiver by checking your Account Activity on your **eServices**   **(https://ps.losrios.edu/psp/student/?cmd=login&languageCd=ENG&)** account or contact your financial aid office. If you are on a waitlist for a class, you do not owe fees for that class until you are enrolled in the class.

You can apply for a tuition fee waiver by completing a **FAFSA**   **(http://www.fafsa.gov)** (for citizens and eligible non-citizens) or **California Dream Act Application**   **(https://dream.csac.ca.gov/)** (for undocumented AB540 students). Applications are available October 1 of each year to possibility receive aid for the following year. Please schedule an appointment with your financial aid office if you require assistance with applying for aid.

With the exception of the tuition fee waiver that waives tuition for ALL enrolled classes, students receiving Federal or other state Financial Aid are only eligible to receive Financial Aid for courses that are part of their degree or certificate program. This is called "Course Applicability."

Questions? Contact your **Financial Aid Office**   **(https://losrios.edu/admissions/financial-aid)** for information and **deadlines**   **(https://losrios.edu/admissions/financial-aid/financial-aid-deadlines)** .

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Orientation Quiz

Due No due date	**Points** 1	**Questions** 1	**Time Limit** None

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Enroll in Classes   Connect with student services and college basics   Visit your campus

Log into eServices

eServices is your online portal where you will enroll in classes, pay fees, view your academic records, and many other functions.

To log into the eServices portal, enter your User ID and your password (this is the same password as your Canvas password):

- User ID (User ID = W + Student ID)
- Password

Having trouble with your User ID or password? Check out the helpful links on the eServices log in page!

Log into eServices to:

- **Select a major**
  Your ability to enroll in classes will be blocked until you have selected a major for your college. If you are undecided, there are resources at each of our colleges to assist you with picking a major that's right for you!

  - **How do I change my major?**
    There are two ways to change your major. Between semesters you can change your major when you submit your Supplemental Enrollment Form. At all other times you must go to the Admissions Office and submit a Change of Major Form.
    - American River College – Go to the Admissions Office and they will provide the form to complete.
    - Cosumnes River College – Go to the Admissions Office and they will provide the form to complete.
    - Folsom Lake College – Go to the Admissions Office and they will provide the form to complete.
    - Sacramento City College – Complete the **Major Change Form (https://www.scc.losrios.edu/admissionsrecords/files/2014/01/Change-of-Data-form_rev-6-20-11.pdf)** and take it to the Admissions Office.
      NOTE: Be very careful when changing your major. It can impact your **Financial Aid (http://hd.losrios.edu/hd/student/financial-aid/)** .
- **Review placement in Math and English**
  View your math and English placement results in your eServices account. Once you have logged into

eServices, click on the Academic Progress tile, and then click "Placements" on the left-hand navigation bar.

- **Check your message center**
  Check out the Message Center tile in eServices to review important messages about your financial aid, your classes, registration information, and other critical business with the college.

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Plan your Class Schedule

Each college campus offers different services to help you plan your class schedule each semester. It's important that you connect with your college's counseling department to identify what academic planning services are available to you to assist:

American River College

- **ARC Counseling →**   **(https://www.arc.losrios.edu/student-resources/counseling)**
- (916) 484-8572

Cosumnes River College

- **CRC Counseling →**   **(https://www.crc.losrios.edu/student-resources/counseling)**
- (916) 691-7316

Folsom Lake College

- **FLC Counseling →**   **(https://www.flc.losrios.edu/student-resources/counseling)**
- (916) 608-6510

Sacramento City College

- **SCC Counseling →**   **(https://www.scc.losrios.edu/counseling)**
- (916) 558-2204

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Enroll in Classes

Several academic resources will help you with enrolling in classes. These include

eServices

You will log into eServices to enroll in classes.

Priority Registration Appointment

Your priority registration appointment is your first opportunity to enroll in classes. For example, if your registration appointment is 10:00am on December 6th, you can enroll in classes at that time, and any time after. This is available in eServices on the home page. For more information, visit the "**Enroll in Classes (https://losrios.edu/admissions/enroll-in-classes)** " page on the Los Rios website.

College Catalog

The college catalog, which is published annually, is one of the most important documents a student needs to use in order to effectively plan. It describes courses you must take to complete any certificate or degree program the college offers and includes requirements to transfer and/or graduate from a community college. It also explains services you may need as a student to help you succeed. Inside, you'll also find information about your rights and responsibilities as a student. You can purchase a catalog at your college's bookstore, or view current and past catalogs on each college's website (**https://losrios.edu/academics/programs-and-majors/college-catalogs (https://losrios.edu/academics/programs-and-majors/college-catalogs)**).

General Education (GE) Requirements

Understanding general education requirements helps you know what courses are required to earn an associate's degree or for transfer to a four-year college or university. It is important to follow the appropriate general education pattern from the Los Rios college you plan to attend. General Education requirements are taken from a wide range of subjects. There are three different general education patterns from the Associates degree, transfer to a UC (IGETC), and transfer to a CSU.

A major is the academic discipline that you choose to study. You can find major requirements for the Associates degree in the college catalog. If you are planning to transfer to a university, a counselor can help you to select the right courses for your major.

Meeting and working together with a counselor will ensure proper selection of classes based on your educational goals. If you are receiving Financial Aid, you will be paid only for classes that are required for your goal.

Notify your counselor if you have completed Advanced Placement (AP) exams.

Class Schedule

You will also need to examine the class schedule, available from the **Los Rios website (https://losrios.edu/academics/search-class-schedules)** , to find out when and where courses are offered. Prior to every semester, each college publishes a class schedule that outlines the specific classes being offered. The schedule provides:

- a course description
- information regarding the days, times, and locations that classes meet, including the main campuses and education centers
- the class number you will use to register
- in-person classes, online classes, and hybrid classes (classes that are taught both in-person and online)
- information about any prerequisites that may exist for a particular course.

Here's an example from the class schedule:

SOC 300[1] Introductory Sociology[2]

American River College

Hours:	54 hours LEC
Prerequisite:	None.[3]
Advisory:	Eligble for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340
Transferable:	Course Transferable to UC/CSU[4]
General Education:	[5]AA/AS Area V(b),[6]CSU Area D0,[7] IGETC Area 4J
C-ID:	SOCI 110

This course examines principles and basic concepts in sociology. It includes the study of institutions, culture, social organization, group interaction, social stratification, economy, politics, social movements, and urbanization. This course is not open to students who have completed SOC 480.

Section Detail

Section:	LEC 10111[8]
Term:	Full Term, January 18 to May 20[9]
Instruction Mode:	On Campus[10]
Enrollment Status:	Open Seats 30 of 45
Day and time:	[11]M/W, 9:00 am to 10:20 am[12]
Instructor:	S. Mokhtarzada
Location:	Main Campus DaviesHall 203[13]
Textbook:	See textbook(s) in bookstore[14]

NOTE: The use of web-based tools (i.e. Internet, Canvas, etc) is required in this section.

1. The subject and course number, SOC (or Sociology) 300
2. The course title is Introductory Sociology
3. There are no prerequisites
4. This course is transferable to both the CSU and UC systems
5. The course fulfills an AA/AS Area GE requirement
6. The course fulfills a CSU transfer GE requirement
7. The course fulfills an IGETC area requirement
8. The class number, which is needed in order to register for the class, is 10111
9. The class is a full term, 16-week course
10. The class is taught on campus (not an online or hybrid course)
11. The first class section listed meets on Mondays and Wednesdays
12. Class meetings are scheduled from 9:00 a.m. until 10:20 a.m.
13. The class meets at the college's main campus in Davies Hall, Room 203
14. Textbook information is available by clicking on the link titled Textbook

Understanding how to read the class schedule will help you effectively plan out each semester.

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Connect with student services and college basics!

The following are important resources to you as a college student:

- Academic Calendar
- Important Terms
- College Basics
  - Student Access Card
  - Parking Permit
  - Universal Transit Pass
- Student Services
- Student Rights and Responsibilities

Academic Calendar

An additional source of valuable information is the **Academic Calendar (https://losrios.edu/admissions/academic-calendar)**. The calendar includes a number of important dates; including semester begin/end dates, scheduled holidays/campus closures, as well as links to the final exam schedule and other information you will find useful in planning for each semester. You can access the academic calendar by visiting your campus website.

Important Terms

There are many terms, or new vocabulary words, that are specific to the college environment. This can be a bit confusing for new students. If you hear your professor or counselor using a word you are unfamiliar with, it's okay to ask what it means. You can also jot the word down in your notes, and look it up later.

You can look up terms related to college degrees and registration procedures on your college's website or the index section of your College Catalog.

Let's review some terms that are common in the college environment.

An Associate Degree is the degree awarded by a community college upon satisfactory completion of a degree program.

General Education (GE) Requirements are a specific group of courses required of all students in college who are working toward a degree, regardless of major. These are also called Breadth Requirements. GE courses are designed to give students exposure to material outside of their major. Consult the College Catalog or academic counselor for general education requirements for the associate degree.

A major is a student's primary field of study or area of concentration. A major is important for students planning for a certificate, degree, or transfer to a four-year institution.

A prerequisite is a requirement that must be met before enrolling in a particular course—usually an assessment test score, a prior course, or previously demonstrated knowledge. The course descriptions in the College Catalog and the listings in the Class Schedule include course prerequisites, if any exist.

If you feel that you can meet course requirements without taking the prerequisite, you can challenge the course based on any of the following criteria:

- You have knowledge or ability to succeed in the course without the prerequisite.
- The course which provides the prerequisite/corequisite is not readily available.
- You believe that the prerequisite/corequisite is discriminatory or being applied in that manner.
- You believe that the prerequisite/corequisite was established in violation of regulations and/or the established district approved policy and procedures.

A semester is half of an academic year, usually 16 weeks.

A Student Education Plan, or iSEP, is an electronic education plan created by a counselor with the student's input. This is linked to the student's eServices account.

A syllabus is a typed summary of course requirements and assignments that is distributed by professors, usually on the first day of class.

A hybrid course is one in which a portion of the course is online and another portion of the course is attended in-person.

Online classes are held online through Canvas, a digital learning environment.

College Basics

The following are some of the staples/fundamental resources that will be critical as you begin your journey as a new student:

- Student Access Card
  The Student Access Card is your official identification at your college and you'll need it in order to access many of the services, such as checking out books from the library or printing services in any college computer labs. You should always carry your Access Card with you. To find out where to get your Student Access Card at your campus, check the college website.

- Parking Permits
  If you want to park a vehicle on any Los Rios campus at any time, you will be subject to a parking fee. You can purchase a semester parking permit for $40 for an automobile or $25 for a motorcycle online through eServices or in-person at your college's business office. Your permit is good at any of the colleges in the

District. Daily permits can also be purchased for $2 at machines located in the parking lots. Vehicles not properly displaying a valid parking permit or daily parking ticket will be issued a parking citation.

- Regional Transit Pass Card
  As a Los Rios student, you have access to use public transit bus and light rail systems at a greatly reduced rate. Your Student Access Card is your transit pass. For your Student Access Card to be valid as a Regional Transit pass, it must have the current Universal Transit Pass semester sticker attached. Check your college website for additional information about how to obtain and use the Regional Transit Pass.

Student Services

Each of the Los Rios colleges provides a variety of support services to help you achieve success.

Not all of the support services may apply to you, but the ones that do may be invaluable during your time at Los Rios.

Campus Library

The library supports your research and information needs. The librarians and library staff can assist you in finding the items or information you need, including research assistance. At your college library, you'll not only have access to books and DVDs, but also the research databases that contain high-quality information not found in Google. You will also have short-term access to textbooks for some of the college's most popular classes. Our libraries also offer classes on how to conduct research, and they provide a quiet place to study or use a computer.

Bookstore

Your college also has a bookstore where you can purchase your textbooks, college gear and other supplies. You can find a link in the class schedule or in eServices connecting your schedule to the textbooks you'll need, if you would prefer to purchase them online.

Student Health Services

Each college offers health services; a variety of wellness programs, preventative care, and resource information are available to you through this office. Please see your campus website's search option to obtain more information.

Other Services

There are many other resources and services available to you as a Los Rios student, including:

Athletics- All of the Los Rios colleges are members of the California Community College Athletic Association, and each college offers a range of athletic teams. Check with your college to see what sports teams are offered.

CalWORKs- supports students who are parents and are currently receiving CalWORKs cash aid through the County or are transitioning off of CalWORKs

Counseling - Counselors are available to assist students in clarifying and planning academic goals, and to connect students to educational programs and career opportunities.

Disabled Students Programs and Services, or DSPS- supports students who have physical, psychological and/or learning disabilities

Extended Opportunity Program and Services, or EOPS/CARE- supports educationally and economically disadvantaged students

Financial Aid- provides a comprehensive range of financial resources including state and federal grants, scholarship, and loans that will assist students to meet their educational costs and academic goals.

Student Life and Leadership- provides opportunities for students to engage in campus activities, clubs and leadership roles

Tutoring/Writing Assistance – Offers free tutoring. It's available in almost every academic subject, in addition to free assistance with reading, writing and language skills.

Veterans Services- provides assistance to veterans and dependents of veterans who may be eligible for various VA educational benefits, as well as assistance with the onboarding process and transition to college.

There are additional programs that are unique to each campus. Be sure to check your college website for more information.

Student Rights and Responsibilities

This section will address important information about your rights, responsibilities and resources as a student of the Los Rios Community College District. As a student, you will be introduced to new environments, cultures, and experiences. These values better prepare you to transfer and to take the next steps in your career. They are also a part of our policies and regulations.

Rights & Responsibilities - Conduct

As a community college district, each of our colleges must follow the policies and regulations that have been written by our State and local leaders.

Some of these policies and regulations explain the expectations for student conduct that are often called the "Student Rights & Responsibilities" or "Standards of Student Conduct".

These regulations were created to serve as a guide for students to understand how to engage in learning and avoid behaviors that disrupt learning and risk the health and safety of our campus communities. They also inform students of the consequences that they could face if they violate any of these behaviors.

These regulations discuss matters such as:

- The requirement of identifying an education and career goal
- Expression of personal opinion through free assembly, organizations, and participation on campus matters that directly affect students
- Tolerance of diverse opinions inside the classroom and on college grounds
- Violation of the rights of others in all forms
- The proper use of college computers and computer systems
- Maintenance of the District as a drug and alcohol free space
- Just student academic evaluation
- Filing of grievances

Rights & Responsibilities - Rights

The "Rights & Responsibilities" also outline the resources that can help students to resolve situations that may disrupt your learning.

There are people on campus that can help you to address sensitive or confidential incidents as they occur on or around campus. Some examples of resources that our colleges offer include support for instances of discrimination

by other students, staff or faculty, access to resources for students with disabilities, and support for incidents of sexual harassment and sexual violence.

If you feel that your learning is being interrupted by something that is out of your control, or by something that is disrupting your academics, please reach out to a faculty or staff person of the college.

For more detailed information about the "Student Rights & Responsibilities", please contact your campus Equity or Discipline officer.

Each college website has a page listing student resources:

- **American River College** (https://www.arc.losrios.edu/student-resources)
- **Cosumnes River College** (https://www.arc.losrios.edu/student-resources)
- **Folsom Lake College** (https://www.flc.losrios.edu/student-resources)
- **Sacramento City College** (https://www.scc.losrios.edu/successcoaching/success-tips/campus-resources/)

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Visit your campus

We encourage you to visit your college to familiarize yourself with the campus, student services, and faculty and staff. All colleges offer tours; additionally, some colleges offer in-person orientations, so that you can learn about the processes and services that are specific to your campus.

Tours

- **American River College**   **(https://www.arc.losrios.edu/why-arc/take-a-tour)**
- **Cosumnes River College**   **(https://www.crc.losrios.edu/services/outreach/campus-tours)**
- **Folsom Lake College**   **(https://www.flc.losrios.edu/why-flc/take-a-tour)**
- **Sacramento City College**   **(https://www.scc.losrios.edu/outreach/campustours/)**

In-person Orientations

- **Folsom Lake College**   **(https://www.flc.losrios.edu/admissions/orientation/in-person-orientation)**
- **Sacramento City College**   **(https://www.scc.losrios.edu/outreach/person-campus-orientation/)** "

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