Los Rios Exhibit List

No.	Exhibits
1	Letter that we sent directly to Cosumnes River College on behalf of Mr. Turner
2	American River College AB 705 Validation Report - Pre-Transfer Multi-Term Sequence ("ARC Validation Report - GPA Placement")
3	American River College AB 705 Validation Report - Guided or Self-Placement ("ARC Validation Report - Guided/Self-Placement")
4	Cosumnes River College AB 705 Validation Report - Pre-Transfer Level Placement ("CRC Validation Report - GPA Placement")
5	Cosumnes River College AB 705 Validation Report - Guided or Self-Placement ("CRC Validation Report - Guided/Self-Placement")
6	Folsom Lake College AB 705 Validation Report - Pre-Transfer Level Placement ("FLC Validation Report - GPA Placement")
7	Folsom Lake College AB 705 Validation Report - Guided or Self-Placement ("FLC Validation Report - Guided/Self-Placement")
8	Sacramento City College AB 705 Validation Report - Pre-Transfer Level Placement ("SCC Validation Report - GPA Placement")
9	Sacramento City College AB 705 Validation Report - Guided or Self-Placement ("SCC Validation Report - Guided/Self-Placement")
10	California Community Colleges Chancellor's Office 2019-2020 Annual/Term Student Count Report (Jun. 1, 2021), https://datamart.cccco.edu/ ("CCCCO Annual Student Count Data")
11	Los Rios Community College District, *AB 705 Adoption Submission Form* (June 2019) ("LRCCD AB 705 Adoption Submission Form")
12	Los Rios Community College District, *Guided Self-Placement Method Submission Form* (June 2019)
13	Guided Self-Placement for English and Mathematics at Los Rios Community Colleges, produced by LRCCD on June 16, 2021
14	Los Rios Online Orientation, produced on April 12, 2021
15	Los Rios Guided Self-Placement Process for English, produced on April 12, 2021
16	Los Rios Guided Self-Placement Process for Math, produced on April 12, 2021
17	Public Records Act Request sent on March 4, 2021
18	Data courtesy of California Acceleration Project (CAP) (source data for *Still Getting There*)

Exhibit 1

June 29, 2021

VIA EMAIL

Dr. Edward Bush, President
Cosumnes River College
8401 Center Parkway
Sacramento, CA 95823

**RE: Cosumnes River College's Failure to Meet AB 705 Requirements,
Disproportionately Impacting Black and Latinx Students**

Dear Dr. Bush:

a resident of the Los Rios College District, and others similarly situated, we are writing to express our concern that Cosumnes River College (CRC) is not meeting its obligations under AB 705.[1] Mr. Turner is a current student at Cosumnes River College who has been trapped in pre-transfer math classes since Spring 2019. As you know, AB 705 transformed community college placement and remediation in English and mathematics by effectively eliminating placement assessments, requiring the use of multiple measures to place students, and most importantly, requiring colleges to "maximize the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe." *See* Cal. Educ. Code § 78213(d)(1)(A) (West 2020). An extensive body of research demonstrates that students, as a general matter and regardless of GPA, are more likely to complete transfer-level coursework within a year if they start in transfer-level classes instead of being tracked into remedial classes.[2] This is confirmed by CRC's own validation report,

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[1] As you may be aware, compliance with AB 705 is a minimum condition to receive state aid pursuant to California Education Code 70901(b)(6)(A). Cal. Educ. Code § 70901(b)(6)(A) (West 2020). *See* Cal. Code Regs. tit. 5, § 51110(a) (2021) (referencing minimum conditions contained in subchapter 1 (commencing with section 51000) of chapter 2); Cal. Code Regs. tit. 5, § 51024(c) (2021) (Student Success and Support Program is listed as a minimum condition within subchapter 1 of chapter 2 and requires each community college district to "provide Student Success and Support Program services to its students in accordance with sections 55520-55525"); Cal. Code Regs. tit. 5, § 55522 (2021) (regulations implementing AB 705, which is part of the Student Success and Support Program services that are a minimum condition to receiving state aid (Cal. Code Regs. tit. 5, § 55522 (2021)).

[2] Katie Brohawn, Mallory Newell, and Loris Fagioli, *Enrollment and Success in Transfer-Level English and Math in the California Community Colleges System: Fall 2015 to Fall 2019 Statewide Analysis*, THE RP GROUP 30 (Jan. 2021),https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/AB705_Workshops/AccessEnrollmentSuccess_RPGroup_Final2020-1.pdf (for all GPA bands in transfer-level math, the largest increase in

which shows that students in the lowest GPA band are more than 3.5 times as likely to complete a Statistics Liberal Arts Math ("SLAM") transfer-level math course within a year and nearly six times as likely to complete a Business, Science, Technology, Engineering Math ("B-STEM") transfer-level math course within a year if they enroll directly in a transfer-level section instead of a remedial class.[3]

The research is also unequivocal that remediation drives racial inequity by disproportionately excluding Black and Latinx students from transfer-level classes,[4] which makes them less likely to achieve their higher education goals and more likely to waste money and time in classes that do not help them obtain a degree or transfer to a four-year college.[5] Mr. Turner's experience illustrates this point. Despite taking and passing Honors Algebra 2, Mr. Turner was placed in a remedial math class in the Spring of 2019 after taking an assessment test. While Mr. Turner was not successful in completing the course that term, once AB 705 went into effect in the Fall of 2019, Mr. Turner should have been informed of his rights to be placed in a transfer-level math course under the new placement criteria. However, despite meeting with a counselor several times since the Fall of 2019, Mr. Turner was never informed of his right to be placed in a transfer-level math class. He has since been forced to take the remedial math class a total of three times without successful completion. Had Mr. Turner been placed in a transfer-level math course, CRC's own data shows that he would've been more than three times more likely to have completed his transfer-level math course within a year and be well on his way to obtaining his degree.[6]

Despite the tremendous progress that has been made under AB 705 to reduce racial disparities, significant challenges remain. According to a November 2020 report by Public Policy Institute of California, Black students were still underrepresented in successful completion of transfer-level math at 81 percent of colleges,[7] including CRC.[8] Black students

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throughput was from Fall 2018 to Fall 2019, where specifically students in the middle and lowest GPA bands saw a 14 and 11 percentage point increase, respectively).

[3] *See* Ex. 1, CRC AB 705 Validation Report, Pre-Transfer-Level Placement, Tables 4.2 and 4.4 (Mar. 2021) (on file with Public Advocates).

[4] Katie Hern, Myra Snell, and Leslie Henson, *Still Getting There: How California's AB 705 is (and is not) Transforming Community College Remediation and What Needs to Come Next*, CALIFORNIA ACCELERATION PROJECT 7 (Dec. 2020), https://accelerationproject.org/Portals/0/Documents/Still_Getting_There_Final.pdf (for example, in Fall 2015, Black students were twice as likely and Latinx students nearly twice as likely to begin in remedial math courses than white students).

[5] California Acceleration Project, *Getting There II: A Statewide Progress Report on Implementation of AB 705*, THE CAMPAIGN FOR COLLEGE OPPORTUNITY 3 (Dec. 2019), https://collegecampaign.org/wp-content/uploads/2019/12/Getting-There-II-FINAL.pdf.

[6] *See* Ex. 1, CRC AB 705 Validation Report, Pre-Transfer-Level Placement, Tables 4.2 and 4.4

[7] Marisol Cuellar Mejia, Olga Rodriguez, and Hans Johnson, *A New Era of Student Access at California's Community Colleges*, PUBLIC POLICY INSTITUTE OF CALIFORNIA 58 (Nov2020), https://www.ppic.org/wp-content/uploads/a-new-era-of-student-access-at-californias-community-colleges-november-2020.pdf ("PPIC Report").

[8] Marisol Cuellar Mejia, Olga Rodriguez, and Hans Johnson, *A New Era of Student Access at California's Community Colleges: Technical Appendices*, PUBLIC POLICY INSTITUTE OF CALIFORNIA 11 (Nov. 2020), https://www.ppic.org/wp-content/uploads/1120mcr-appendix.pdf (the 2019 proportionality index for Black students in math at CRC was 0.79, which is considered below equity) ("PPIC Report Technical Appendices").

also have the lowest rate of enrollment in transfer-level math,[9] suggesting that these students are the largest group still directed or counseled to remedial courses, even when remedial courses are optional.[10] The research and local data produced by CRC to the Chancellor's Office consistently demonstrate that when given the opportunity, all students can succeed in college-level courses regardless of race or GPA. Given the strong relationship between direct enrollment and completion (and longer-term higher education outcomes),[11] the single most important variable to achieve racial equity that is within direct control of community colleges like CRC is to eliminate remedial classes and directly enroll all students in transfer-level courses with support if needed.[12]

CRC has undoubtedly made important gains in implementing AB 705. We applaud CRC for enrolling 95 percent of its first-time English students in transfer-level courses and more than doubling its one-term throughput rates.[13] We also recognize that significant gains have been made in math, with triple the number of students starting in transfer-level math courses, a near tripling of throughput for math, and nearing equity for Latinx students in both English and math.[14] However, there is still much work to be done, especially in math, which is deemed to be one of the largest obstacles to students' college success.[15] Specifically:

- CRC is one of thirty-three colleges identified as **weak AB 705 implementers in math**. Colleges are identified as weak AB 705 implementers if less than 70 percent of introductory math sections in their course schedules for Fall 2020 are transfer-level classes.[16] In Fall 2020, only 68 percent of introductory math sections at CRC were transfer-level courses.[17]

- CRC is also **one of twenty-three "lower-access" colleges in math** because it enrolls 65 percent or fewer first-time math students in transfer-level math.[18]

- Unsurprisingly, high proportions of remedial courses and lower access to math is directly linked to lower completion outcomes: **only 32 percent of first-time math takers at CRC completed a transfer-level math course in Fall 2019**,[19] compared to

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[9] Brohawn, *supra*, at 17 (in Fall 2019, the enrollment rate for Black students in transfer-level math was 72 percent as compared to 77 percent for Latinx, 81 percent for white, and 85 percent for Asian students).

[10] *Id.*

[11] *Id.* at 22 (in Fall 2019, more than 2.5 times as many Black students and over three times as many Latinx students who directly enrolled in transfer-level math completed their math courses within a year as compared to Fall 2015).

[12] PPIC Report at 21, 54.

[13] PPIC Report Technical Appendices at 6 (one-term throughput rates for students starting in transfer-level English was 67 percent in 2019 as compared to 31 percent in 2015).

[14] *Id.* at 6,11.

[15] PPIC Report at 55.

[16] Hern, *supra*, at 13.

[17] *See* Ex. 2, data courtesy of California Acceleration Project (CAP). This data is the source data for *Still Getting There* (*see supra* note 4) and the methodology and data collection is explained in the appendix of that report.

[18] PPIC Report at 46; PPIC Report Technical Appendices at 11 (in 2019, CRC had a 64 percent access rate in math).

[19] PPIC Report Technical Appendices at 11.

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40 percent of first-time math takers statewide[20] and upwards of 50 percent for higher access colleges that enrolled 90 percent or more of students directly in transfer-level math.[21]

● Equally unsurprising is the connection between lower levels of access, higher proportion of remedial classes, and more stark racial disparities. At CRC, **<u>Black students are seriously underrepresented in successful math completion</u>** with a proportionality index of 0.79, which means that CRC failed to ensure that Black students' success in transfer-level math was proportional to their share of first-time math takers.[22]

CRC's weak implementation of AB 705 in math represents a violation of its obligations under the law. CRC is failing to meet its legal obligations in the following ways:

● **CRC places students in remedial math courses that do not improve the students' likelihood of completing transfer-level courses within a year, in violation of Cal. Code Regs. tit. 5, § 55522(c)(1)(B)(ii) (2021) and Cal. Code Regs. tit. 5, § 55522(c)(2)(B) (2021).** In a departure from the Chancellor's Office's default placement guidelines, which places all students directly in transfer-level courses, CRC follows the Los Rios Community College District (LRCCD) local placement policies, which places some or all students who identify as STEM majors and have not taken Algebra 2 or its equivalent in remedial math courses.[23] While a deviation from default placement rules can be helpful, it is only helpful to the extent that it allows colleges to offer greater access to transfer-level courses and improves corequisite support.[24] However, using this flexibility to require students to take remedial math—as CRC does—makes access to and completion of transfer-level math more restrictive and inequitable.[25] In Fall 2019, the vast majority of students in the lowest HSGPA band enrolled in a remedial B-STEM class and only 5.4 percent successfully completed a transfer-level class within a year.[26] The success rate for students in the same HSGPA band who enrolled directly into a transfer-level B-STEM class was nearly six times higher, demonstrating that enrollment in a remedial class did not improve the students' likelihood of completing the transfer-level course, and in fact, reduced students'

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[20] PPIC Report at 3.

[21] PPIC Report Technical Appendices at 11 and 13 (in Fall 2019, College of the Sequoias enrolled 97 percent of their entering students in transfer-level math and had a 50 percent throughput rate; and Diablo Valley College had 94 percent access and 61 percent throughput rates).

[22] PPIC Report Technical Appendices at 11; *cf.* PPIC Report at 11 (the proportionality index indicates whether students of a particular racial/ethnic background is represented equitably among those starting in transfer-level courses as compared to their representation among all first-time students in transfer-level courses; a proportionality index score of 1 suggests equitable representation).

[23] *See* Ex. 3, Los Rios Community College District, *AB 705 Adoption Submission Form* (June 2019).

[24] PPIC Report at 48-49.

[25] *Id.*

[26] *See* Ex. 1, CRC AB 705 Validation Report, Sheet 5: 4. Pre-Transfer Level Placement, Table 4.4 (Mar. 2021) (on file with Public Advocates).

likelihood of success.[27] Therefore, CRC should immediately stop using LRCCD's local placement policy and instead adopt the Chancellor's Office's default placement guidelines, which places all students directly in transfer-level courses.

- **CRC uses a guided self-placement method that results in remedial math enrollments that do not improve the student's likelihood of completing transfer-level courses within a year, in violation of Cal. Code Regs. tit. 5, § 55522(c)(1)(C) (2021)and Cal. Code Regs. tit. 5, § 55522(c)(2)(B) (2021).** The LRCCD guided placement process is used for students who attended high school in another country, returning students who attended high school more than ten years ago, and for students that do not have a high school GPA.[28] The LRCCD guided self-placement process requires students to assess their academic skills and study habits, including asking yes-or-no self-identifying questions such as: "I have previously been successful in math;" and "I am able to balance the challenge of a math or statistics course with the other obligations in my life."[29] These types of questions can trigger self-doubt and anxiety, especially for students of color and other historically marginalized students, and often leads to under-placement.[30] For example, at CRC, students in the SLAM GSP decision tree who disagree with three out of the five math self-placement questions are placed in a remedial pre-statistics course with no other options.[31] As demonstrated above, the throughput rate for students starting out in remedial SLAM math courses is exponentially lower than students who directly enroll in transfer courses.

  The BSTEM GSP decision tree is even more problematic. Any student who chooses a STEM, Business and Management, or Education metamajor and indicates that they did not successfully complete the equivalent of Intermediate Algebra is only given the option to enroll in a pre-transfer level Intermediate Algebra course.[32] As a result, more students enrolled in remedial B-STEM math classes through guided self-placement than B-STEM transfer-level classes.[33] However, the students who enrolled directly in transfer-level B-STEM sections were more than twice as likely to complete a transfer-level class within a year than those who self-placed in a remedial course.[34] Therefore, CRC's guided self-placement policy must be changed to encourage all students to enroll in transfer-level courses with support, if needed.

- **CRC is failing to inform students of their rights under AB 705 to access transfer-level coursework in English and math, in violation of Cal. Code Regs. tit. 5, §**

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[27] *Id.* (30.8 percent of students in the lowest HSGPA band who directly enrolled in transfer-level B-STEM math completed transfer-level math within one year).

[28] *See* Ex. 3, Los Rios Community College District, *AB 705 Adoption Submission Form* (June 2019).

[29] *See* Ex. 4, Los Rios Community College District, *Guided Self-Placement Method Submission Form* (June 2019).

[30] PPIC Report at 50 (self-assessments ask questions of students that touch on math confidence and anxiety and can lead students to under-place themselves. Researchers recommend that given how common self-assessments are, it is critical to determine whether these questions unintentionally lead students to enroll in remedial courses).

[31] *See* Ex. 5 (Guided Self-Placement for English and Mathematics at Los Rios Community Colleges, produced by LRCCD on June 16, 2021) at 5.

[32] *Id.* at 7-10.

[33] *See* Ex. 6, CRC AB 705 Validation Report, Sheet 7: 6. Guided or Self Placement Tem, Table 6.11.

[34] *Id.*

55522(i)(1-2) (2021). Colleges are required to inform students of their rights to access transfer-level courses, including on the college's website, in the college catalog, and in orientation and advisement materials. Currently, CRC's website is the only place that explicitly mentions AB 705. However, nowhere on the website does it indicate a student's right to enroll directly in transfer-level courses unless they are "highly unlikely to succeed" and "enrollment in pre-transfer-level coursework will improve [their] likelihood of completing transfer-level courses in one-year." *See* Cal. Code Regs. tit. 5, § 55522(c)(2) (2021). Additionally, CRC's college catalog not only fails to mention AB 705, but also states that in order to enroll in transfer-level courses, students must either: (1) be currently enrolled in a prerequisite course; (2) have passed the prerequisite course; or (3) have been placed into the math or English course they want to take.[35] These options are misleading and contrary to AB 705 because they imply that students may be required to take pre-transfer level classes prior to enrolling in transfer-level classes, when in fact, the purpose of AB 705 is to encourage direct enrollment in transfer-level classes. Orientation and advisement materials produced by CRC also do not inform students of their AB 705 rights to access transfer-level courses.[36] Therefore, CRC's website, college catalog, and orientation and advisement materials must be changed to accurately and completely inform students of their rights under AB 705, particularly their right to enroll in transfer-level courses unless research indicates they are highly unlikely to succeed.

- **CRC is failing to provide new placement recommendations for students placed into pre-transfer level math courses prior to July 1, 2019, in violation of Cal. Code Regs. tit. 5, § 55522(c)(4) (2021).** Students who were placed into a pre-transfer level course prior to full implementation of AB 705, like Mr. Turner, are entitled to receive a new placement recommendation. *See* Cal. Code Regs. tit. 5, § 55522(c)(4) (2021). According to the LRCCD retroactive placement plan, "students who received placement 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" (or based on the Guided Self-Placement tool if they do not have GPAs or have outdated GPAs).[37] However, Mr. Turner was never informed about the opportunity to get a revised placement, despite seeing his counselor multiple times after July 1, 2019. More fundamentally, LRCCD's retroactive placement policy is inadequate because it places the onus on students to obtain a revised placement, whereas the regulations place that onus on the district. *See* Cal. Code Regs. tit. 5, § 55522(c)(4) (2021) ("Districts shall provide new placement recommendations for students placed into pretransfer-level . . . courses prior to July 1, 2019, in compliance with this section.").

- **CRC is failing to "maximize the probability that a student will enter and complete transfer-level coursework in . . . mathematics" within one year, as required by Cal. Educ. Code § 78213(d)(1)(A) (West 2020).** CRC has an affirmative obligation to provide the conditions necessary for all students to complete transfer-level coursework in math and English within one year. CRC's high proportion

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of remedial classes is evidence that it is failing to meet this obligation. Extensive research and CRC's own data demonstrate that maximizing completion occurs when students directly enroll in transfer-level courses with support, if needed.[38] Despite this, CRC is enrolling high numbers of students into remedial B-STEM classes, which is reducing their likelihood of completion and costing them precious time, money and lost educational opportunity. AB 705 only permits colleges to enroll students in remedial coursework if "those students are highly unlikely to succeed in transfer-level coursework." *See* Cal. Educ. Code § 78213(d)(2) (West 2020). However, strong implementation of AB 705 at other colleges has proven that nearly all, if not in fact all, students can succeed in transfer-level classes. In fact, if anything, the data suggests that the primary indicator of a student being highly unlikely to succeed in a transfer-level course at a California Community College is their *starting out in a remedial course*. Even if remedial courses are not required, their continued widely-available existence creates a danger that students will be counseled into them or allowed or misled into making uninformed choices to enroll in such classes that are generally being shown to be counter-productive and ineffective means to degree completion. Even CRC's own data fails to demonstrate that any student alleged to be "highly unlikely to succeed" would be more likely to complete a transfer-level course within a year if enrolled in a remedial course as required by the regulations. Therefore, in order to fulfill CRC's duty to maximize student success, it should enroll all students directly in transfer level courses and offer concurrent support where needed.

In summary, to address these violations of AB 705, CRC should do the following:

- Immediately enroll Keishaun Turner in a transfer-level math course with concurrent support;
- Adopt the Chancellor's Default Placement Policy by Fall 2021;
- Amend the guided self-placement process to assess the need for corequisite support instead of the need to take a remedial prerequisite course;
- Amend retroactive placement policy such that prior to the start of each semester, all students who have enrolled in pre-transfer level courses will be informed about their right to enroll in transfer-level courses;
- Audit all Fall 2021 enrollments and take affirmative steps to inform students in pre-transfer level courses about their right to enroll in transfer-level courses with co-requisite support, if needed;
- Inform students of their right to directly enroll in transfer-level courses on CRC's website, in the college catalog, and in orientation and advisement materials;[39]

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[38] *See* Brohawn, *supra*, at 4.

[39] On CRC's college website, in addition to what is stated about AB 705, CRC should include validation report data indicating throughput rates for different GPA bands based on whether students enrolled in remedial or transfer-level courses. Furthermore, CRC should state that students cannot be required to enroll in a remedial course unless specific data shows that they would be highly unlikely to succeed in a transfer-level course and that enrollment in a remedial course will increase their likelihood of completing a transfer-level course within a year. This information should also be consistent in CRC's college catalog and in all orientation and advisement materials, including on the Guided Self-Placement Math/English Placement Options page where students decide which course(s) to enroll in. Finally, this information about student rights to access transfer-level courses should

- Eliminate remedial math courses by Fall 2022 and replace them with transfer-level courses, corequisite classes and other concurrent support except for the rare instance where CRC can demonstrate an individual student's specific circumstances show them to be highly unlikely to succeed in a transfer-level course and that only access to a remedial course will maximize their likelihood of success as required by Title 5 CCR. 55522(c)(2); and
- Use college resources, such as Student Equity and Achievement funds, to provide professional development to faculty to achieve stronger, more consistent, and more equitable pass rates across all sections.

Thank you for your attention to this important civil rights issue. We would be happy to meet with you via conference call or Zoom to discuss the contents of this letter and opportunities to close racial opportunity gaps at CRC by moving toward stronger and more equitable implementation of AB 705. Please let us know within 30 days whether you are in agreement with the concerns we have raised and are willing to provide the relief requested. If we are unable to resolve matters with CRC and LRCCD, we are prepared to pursue more formal legal measures, including, but not limited to a minimum conditions complaint to the Chancellor's Office.

Sincerely,

Jetaun Stevens
Senior Staff Attoney

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be included in CRC's Online Orientation landing page, particularly in the "Plan Your Class Schedule" and "Enroll in Classes" tabs.

Exhibit 2

Directions: Enter data into the blue cells in Tables 2.1 through 2.5; 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. If you have developed more than one new curricular approach in English or math, they need to be submitted in separate tables. If this is the case, copy Tab 2 and replicate it and submit data for each unique curricular approach in a separate tab. In these tables you are entering data for students enrolled in fall 2019.

Click here for instructions on how to complete the template.

Table 2.1. English - Evaluating Pre-Transfer/Multi-Term Sequence for Lowest High School GPA Band - Transfer and Unknown/Unreported or Degree Goal

English - Lowest High School GPA Performance Band with an Educational Goal of Degree or Transfer	Students Enrolled in Pre-Transfer/Multi-Term Sequence Sections			Students Enrolled in Transfer-Level Course 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	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		47	21	44.7%		66.7%	Statewide	TRUE	Conditional			
African American	0	0		4	0	0.0%								
Asian	0	0		4	2	50.0%								
Filipino	0	0		0	0									
Hispanic	0	0		24	10	41.7%								
Native American/Alaskan Native	0	0		2	2	100.0%								
Multi-Ethnicity	0	0		0	0									
Pacific Islander	0	0		1	1	100.0%								
White Non-Hispanic	0	0		10	6	60.0%								
Unknown	0	0		2	0	0.0%								

Table 2.2. SLAM Math - Evaluating Pre-Transfer/Multi-Term Sequence for Lowest High School GPA Band - Transfer and Unknown/Unreported Goal

SLAM Math - Lowest High School	Students Enrolled in Pre-Transfer/Multi-Term Sequence Sections			Students Enrolled in Transfer-Level Course with or without a Corequisite				Decision Rule				Disproportionate Impact (DI) Analysis for Pre-Transfer Level		
	1. Total	2. Subtotal who	3. Throughput	4. Total	5. Subtotal who	6. Throughput	7. Throughput	8. Statewide	9. Statewide or Local	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
Overall	34	0	0.0%	46	16	34.8%	-34.8%	63.0%	Statewide	FALSE	Conditional			
African American	1	0	0.0%	4	3	75.0%	-75.0%					No substantive DI		FALSE
Asian	2	0	0.0%	4	2	50.0%	-50.0%					No substantive DI		FALSE
Filipino	0	0		0	0									
Hispanic	16	0	0.0%	18	4	22.2%	-22.2%					No substantive DI		FALSE
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	6	0	0.0%	8	2	25.0%	-25.0%					No substantive DI		FALSE
Pacific Islander	0	0		0	0									
White Non-Hispanic	9	0	0.0%	9	4	44.4%	-44.4%					No substantive DI		FALSE
Unknown	0	0		3	1	33.3%								

Table 2.3. SLAM Math - Evaluating Pre-Transfer/Multi-Term Sequence for Lowest High School GPA Band - Degree Goal

SLAM Math - Lowest High School	1. Total	2. Subtotal who	3. Throughput	4. Total	5. Subtotal who	6. Throughput	7. Throughput	8. Statewide	9. Statewide or Local	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
	Students Enrolled in Pre-Degree/Multi-Term Sequence at Degree-Level Sections			Students Enrolled in College-Level Course with or without a Corequisite				Decision Rule				Disproportionate Impact (DI) Analysis for Pre-Transfer Level		
Overall	5	0	0.0%	11	2	18.2%	-18.2%	33.5%	Statewide	FALSE	Conditional			
African American	0	0		1	0	0.0%								
Asian	1	0	0.0%	0	0							No substantive DI		FALSE
Filipino	0	0		0	0									
Hispanic	2	0	0.0%	3	1	33.3%	-33.3%					No substantive DI		FALSE
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	0	0		2	0	0.0%								
Pacific Islander	0	0		0	0									
White Non-Hispanic	1	0	0.0%	3	0	0.0%	0.0%					No substantive DI		FALSE
Unknown	1	0	0.0%	2	1	50.0%	-50.0%					No substantive DI		FALSE

Table 2.4. B-STEM Math - Evaluating Pre-Transfer/Multi-Term Sequence for Lowest High School GPA Band - Transfer and Unknown/Unreported Goal

B-STEM Math - Lowest High School	1. Total	2. Subtotal who	3. Throughput	4. Total	5. Subtotal who	6. Throughput	7. Throughput	8. Statewide	9. Statewide or Local	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
	Students Enrolled in Pre-Transfer/Multi-Term Sequence Sections			Students Enrolled in Transfer-Level Course with or without a Corequisite				Decision Rule				Disproportionate Impact (DI) Analysis for Pre-Transfer Level		
Overall	61	6	9.8%	47	21	44.7%	-34.8%	52.9%	Statewide	FALSE	Conditional			
African American	5	0	0.0%	5	2	40.0%	-40.0%					Action needed	0.00	TRUE
Asian	8	2	25.0%	8	5	62.5%	-37.5%					No substantive DI	2.54	FALSE
Filipino	0	0		0	0									
Hispanic	22	1	4.5%	16	6	37.5%	-33.0%					Consider action	0.46	FALSE
Native American/Alaskan Native	2	0	0.0%	0	0							Action needed	0.00	TRUE
Multi-Ethnicity	2	0	0.0%	3	0	0.0%	0.0%					Action needed	0.00	TRUE
Pacific Islander	1	0	0.0%	1	1	100.0%	-100.0%					Action needed	0.00	TRUE
White Non-Hispanic	18	2	11.1%	13	6	46.2%	-35.0%					No substantive DI	1.13	FALSE
Unknown	3	1	33.3%	1	1	100.0%	-66.7%					No substantive DI	3.39	FALSE

Table 2.5. B-STEM Math- Evaluating Pre-Transfer/Multi-Term Sequence for Lowest High School GPA Band - Degree Goal

B-STEM Math - Lowest High School GPA Performance Band with an Educational Goal of Degree	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)
	Students Enrolled in Pre-Degree/Multi-Term Sequence at Degree-Level Sections			Students Enrolled in College-Level Course with or without a Corequisite				Decision Rule				Disproportionate Impact (DI) Analysis for Pre-Transfer Level		
Overall	8	2	25.0%	9	3	33.3%	-8.3%	22.1%	Statewide	TRUE	Conditional			
African American	1	0	0.0%	2	0	0.0%	0.0%					Action needed	0.00	TRUE
Asian	2	1	50.0%	1	1	100.0%	-50.0%					No substantive DI	2.00	FALSE
Filipino	0	0		0	0									
Hispanic	3	1	33.3%	1	0	0.0%	33.3%					No substantive DI	1.33	FALSE
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	0	0		0	0									
Pacific Islander	0	0		0	0									
White Non-Hispanic	2	0	0.0%	4	2	50.0%	-50.0%					Action needed	0.00	TRUE
Unknown	0	0		1	0	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 shall also include students with an undecided/unknown educational goal). If end of term data is used, include withdraws (EW, MW, and W grades) as enrollment in the course. Column 1 includes innovative curriculum sections and column 4 demonstrates transfer-level sections with or without a corequisite. The definition of a transfer-level course may be specific to a particular institution but should include the first-level English composition or math course that fulfills composition or math requirements for university transfer. The college-level course meets local degree requirements but usually is coded as one level below transfer (e.g., Intermediate Algebra).
Columns 2 and 5 - Subtotal who Completed Transfer-Level/College-Level Course within One Year:	These columns show the number of students from each group out of the total enrolled at census in fall 2019 who completed a transfer-level or college-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 gateway 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 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	See "Tab 10. Methodology" for more details.
Column 9 - Statewide or Local	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 will still be displayed even if model is not maximizing 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 3

American 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 A25	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														
Asian														
Filipino														
Hispanic														
Native American/Alaskan Native														
Multi-Ethnicity														
Pacific Islander														
White Non-Hispanic														
Unknown														

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

English - High School GPA Unknown	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	2. Subtotal who	3. Throughput	4. Total	2. Subtotal who	6. Throughput	7. Throughput	8. Statewide	9. Statewide or	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
Overall	0	0		276	205	74%		66.7%	Local	TRUE	Conditional			
African American	0	0		35	22	63%								
Asian	0	0		48	37	77%								
Filipino	0	0		0	0									
Hispanic	0	0		45	31	69%								
Native American/Alaskan Native	0	0		2	2	100%								
Multi-Ethnicity	0	0		15	9	60%								
Pacific Islander	0	0		3	3	100%								
White Non-Hispanic	0	0		117	93	79%								
Unknown	0	0		11	8	73%								

English - All Other High School GPA	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	2. Subtotal who	3. Throughput	4. Total	5. Subtotal who	6. Throughput	7. Throughput	8. Statewide	9. Statewide or	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
Overall	0	0		0	0			69.2%	Statewide		Conditional			
African American														
Asian														
Filipino														
Hispanic														
Native American/Alaskan Native														
Multi-Ethnicity														
Pacific Islander														
White Non-Hispanic														
Unknown														

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														
Asian														
Filipino														
Hispanic														
Native American/Alaskan Native														
Multi-Ethnicity														
Pacific Islander														
White Non-Hispanic														
Unknown														

SLAM Math - Unknown High School	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	2. Subtotal who	3. Throughput	4. Total	5. Subtotal who	6. Throughput	7. Throughput	8. Statewide	9. Statewide or	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
Overall	10	0	0%	45	29	64.4%	-64.4%	63.0%	Statewide	FALSE	Conditional			
African American	1	0	0%	7	4	57.1%	-57.1%					No substantive DI		FALSE
Asian	1	0	0%	0	0							No substantive DI		FALSE
Filipino	0	0		0	0									
Hispanic	2	0	0%	10	4	40.0%	-40.0%					No substantive DI		FALSE
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	0	0		4	3	75.0%								
Pacific Islander	0	0		3	1	33.3%								
White Non-Hispanic	5	0	0%	17	14	82.4%	-82.4%					No substantive DI		FALSE
Unknown	1	0	0%	4	3	75.0%	-75.0%					No substantive DI		FALSE

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	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	2. Subtotal who	3. Throughput	4. Total	5. Subtotal who	6. Throughput	7. Throughput	8. Statewide	9. Statewide or	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
Overall	0	0		0	0			63.3%	Statewide		Conditional			
African American														
Asian														
Filipino														
Hispanic														
Native American/Alaskan Native														
Multi-Ethnicity														
Pacific Islander														
White Non-Hispanic														
Unknown														

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														
Asian														
Filipino														
Hispanic														
Native American/Alaskan Native														
Multi-Ethnicity														
Pacific Islander														
White Non-Hispanic														
Unknown														

Table 6.8. SLAM Math - Guided or Self Placement - High School GPA Band Unknown - Degree Goal

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	2	0	0%	15	9	60%	-60%	33.5%	Statewide	FALSE	Conditional			
African American	0	0		4	3	75%								
Asian	0	0		1	0	0%								
Filipino	0	0		0	0									
Hispanic	1	0	0%	2	2	100%	-100%					No substantive DI		FALSE
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	0	0		0	0									
Pacific Islander	0	0		0	0									
White Non-Hispanic	1	0	0%	7	3	43%	-43%					No substantive DI		FALSE
Unknown	0	0		1	1	100%								

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			33.8%	Statewide		Conditional			
African American														
Asian														
Filipino														
Hispanic														
Native American/Alaskan Native														
Multi-Ethnicity														
Pacific Islander														
White Non-Hispanic														
Unknown														

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														
Asian														
Filipino														
Hispanic														
Native American/Alaskan Native														
Multi-Ethnicity														
Pacific Islander														
White Non-Hispanic														
Unknown														

B-STEM Math - Unknown High	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	2. Subtotal who	3. Throughput	4. Total	5. Subtotal who	6. Throughput	7. Throughput	8. Statewide	9. Statewide or	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
Overall	41	6	14.6%	35	25	71.4%	-56.8%	52.9%	Statewide	FALSE	Conditional			
African American	2	0	0.0%	5	3	60.0%	-60.0%					Action needed	0.00	TRUE
Asian	12	1	8.3%	10	9	90.0%	-81.7%					Consider action	0.57	FALSE
Filipino	1	1	100.0%	2	2	100.0%	0.0%					No substantive DI	6.83	FALSE
Hispanic	3	1	33.3%	0	0							No substantive DI	2.28	FALSE
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	5	1	20.0%	1	0	0.0%	20.0%					No substantive DI	1.37	FALSE
Pacific Islander	0	0		0	0									
White Non-Hispanic	17	1	5.9%	16	11	68.8%	-62.9%					Action needed	0.40	TRUE
Unknown	1	1	100.0%	1	0	0.0%	100.0%					No substantive DI	6.83	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	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	2. Subtotal who	3. Throughput	4. Total	5. Subtotal who	6. Throughput	7. Throughput	8. Statewide	9. Statewide or	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
Overall	0	0		0	0			61.8%	Statewide		Conditional			
African American														
Asian														
Filipino														
Hispanic														
Native American/Alaskan Native														
Multi-Ethnicity														
Pacific Islander														
White Non-Hispanic														
Unknown														

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			17%	Statewide		Conditional			
African American														
Asian														
Filipino														
Hispanic														
Native American/Alaskan Native														
Multi-Ethnicity														
Pacific Islander														
White Non-Hispanic														
Unknown														

Table 6.14. Math - Guided or Self Placement - High School GPA Band Unknown - Degree Goal

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	12	2	17%	26	16	62%	-45%	22.1%	Statewide	FALSE	Conditional			
African American	0	0		2	2	100%								
Asian	5	1	20%	5	3	60%	-40%					No substantive DI	1.20	FALSE
Filipino	0	0		2	2	100%								
Hispanic	1	0	0%	2	1	50%	-50%					Action needed	0.00	TRUE
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	0	0		2	0	0%								
Pacific Islander	0	0		0	0									
White Non-Hispanic	5	1	20%	13	8	62%	-42%					No substantive DI	1.20	FALSE
Unknown	1	0	0%	0	0							Action needed	0.00	TRUE

Table 6.15. B-STEM Math - Guided or Self Placement - All Other High School GPA Bands - Degree Goal													
	Students Enrolled in Pre-College-Level Sections after Guided or Self Placement			Students Placed Directly in College-Level Sections							Disproportionate Impact (DI) Analysis		
B-STEM Math - All Other High School GPA Bands with an Educational Goal of Degree	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			24.2%	Statewide		Conditional			
African American														
Asian														
Filipino														
Hispanic														
Native American/Alaskan Native														
Multi-Ethnicity														
Pacific Islander														
White Non-Hispanic														
Unknown														

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-college 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 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 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 4

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

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 5

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

	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Enrolled Directly in Transfer-Level Sections								Disproportionate Impact (DI) Analysis		
English - Lowest High School GPA Performance Band with an Educational Goal of Transfer, Unknown/Unreported or Degree	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

	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Placed Directly in Transfer-Level Sections								Disproportionate Impact (DI) Analysis		
English - High School GPA Unknown with an Educational Goal of Transfer, Unknown/Unreported or Degree	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										

Table 6.8. SLAM Math - Guided or Self Placement - High School GPA Band Unknown - Degree Goal

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										

Table 6.9. SLAM Math - Guided or Self Placement - All Other High School GPA Bands - Degree Goal

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										

Table 6.10. B-STEM Math - Guided or Self Placement - Lowest High School GPA Band - Transfer and Unknown/Unreported Goal

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 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 6

Folsom Lake 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	0	0		0	0			68.1%	Statewide		Conditional			
African American														
Asian														
Filipino														
Hispanic														
Native American/Alaskan Native														
Multi-Ethnicity														
Pacific Islander														
White Non-Hispanic														
Unknown														

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	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	2. Subtotal	3. Throughput	4. Total	5. Subtotal	6. Throughput	7. Throughput	8. Statewide	9. Statewide	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
Overall	0	0		31	10	32.3%		64.7%	Statewide	TRUE	Conditional			
African American	0	0		0	0									
Asian	0	0		3	1	33.3%								
Filipino	0	0		1	1	100.0%								
Hispanic	0	0		12	5	41.7%								
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	0	0		2	0	0.0%								
Pacific Islander	0	0		0	0									
White Non-Hispanic	0	0		11	3	27.3%								
Unknown	0	0		2	0	0.0%								

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

SLAM Math - Lowest High School	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	2. Subtotal	3. Throughput	4. Total	5. Subtotal	6. Throughput	7. Throughput	8. Statewide	9. Statewide	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
Overall	0	0		2	0	0.0%		38.9%	Statewide	TRUE	Conditional			
African American	0	0		0	0									

	1. Total	2. Subtotal	3. Throughput	4. Total	5. Subtotal	6. Throughput							
Asian	0	0		0	0								
Filipino	0	0		0	0								
Hispanic	0	0		2	0	0.0%							
Native American/Alaskan Native	0	0		0	0								
Multi-Ethnicity	0	0		0	0								
Pacific Islander	0	0		0	0								
White Non-Hispanic	0	0		0	0								
Unknown	0	0		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	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	2. Subtotal	3. Throughput	4. Total	5. Subtotal	6. Throughput	7. Throughput	8. Statewide	9. Statewide	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
Overall	0	0		92	32	34.8%		54.4%	Statewide	TRUE	Conditional			
African American	0	0		2	0	0.0%								
Asian	0	0		6	3	50.0%								
Filipino	0	0		1	1	100.0%								
Hispanic	0	0		24	11	45.8%								
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	0	0		6	2	33.3%								
Pacific Islander	0	0		1	0	0.0%								
White Non-Hispanic	0	0		47	14	29.8%								
Unknown	0	0		5	1	20.0%								

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	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	2. Subtotal	3. Throughput	4. Total	5. Subtotal	6. Throughput	7. Throughput	8. Statewide	9. Statewide	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
Overall	0	0		3	0	0.0%		22.8%	Statewide	TRUE	Conditional			
African American	0	0		0	0									
Asian	0	0		0	0									
Filipino	0	0		0	0									
Hispanic	0	0		2	0	0.0%								
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	0	0		1	0	0.0%								
Pacific Islander	0	0		0	0									
White Non-Hispanic	0	0		0	0									
Unknown	0	0		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). 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 7

Folsom Lake 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 Performance Band with an Educational Goal of A2S	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 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			42%	Statewide		Conditional			
African American														
Asian														
Filipino														
Hispanic														
Native American/Alaskan Native														
Multi-Ethnicity														
Pacific Islander														
White Non-Hispanic														
Unknown														

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

English - High School GPA Unknown	1. Total	2. Subtotal	3. Throughput	4. Total	2. Subtotal	6. Throughput	7. Throughput	8. Statewide	9. Statewide	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
Overall	0	0		41	35	85%		68.1%	Statewide	TRUE	Conditional			
African American	0	0		4	3	75%								
Asian	0	0		3	3	100%								
Filipino	0	0		2	2	100%								
Hispanic	0	0		9	9	100%								
Native American/Alaskan Native	0	0		1	1	100%								
Multi-Ethnicity	0	0		2	1	50%								
Pacific Islander	0	0		0	0									
White Non-Hispanic	0	0		19	15	79%								
Unknown	0	0		1	1	100%								

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

English - All Other High School GPA	1. Total	2. Subtotal	3. Throughput	4. Total	5. Subtotal	6. Throughput	7. Throughput	8. Statewide	9. Statewide	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
Overall	0	0		0	0			70.6%	Statewide		Conditional			
African American														
Asian														
Filipino														
Hispanic														
Native American/Alaskan Native														
Multi-Ethnicity														
Pacific Islander														
White Non-Hispanic														
Unknown														

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			28%	Statewide		Conditional			
African American												No substantive DI		FALSE
Asian												No substantive DI		
Filipino														
Hispanic												No substantive DI		
Native American/Alaskan Native														
Multi-Ethnicity												No substantive DI		
Pacific Islander												No substantive DI		FALSE
White Non-Hispanic														
Unknown														

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

SLAM Math - Unknown High School	1. Total	2. Subtotal	3. Throughput	4. Total	5. Subtotal	6. Throughput	7. Throughput	8. Statewide	9. Statewide	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
Overall	0	0		19	13	68.4%		64.7%	Statewide	TRUE	Conditional			
African American	0	0		0	0									
Asian	0	0		1	1	100.0%								
Filipino	0	0		1	1	100.0%								
Hispanic	0	0		4	1	25.0%								
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	0	0		3	1	33.3%								
Pacific Islander	0	0		0	0									
White Non-Hispanic	0	0		9	8	88.9%								
Unknown	0	0		1	1	100.0%								

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	1. Total	2. Subtotal	3. Throughput	4. Total	5. Subtotal	6. Throughput	7. Throughput	8. Statewide	9. Statewide	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
Overall	0	0		0	0			65.0%	Statewide		Conditional			
African American														
Asian														
Filipino														
Hispanic														
Native American/Alaskan Native														
Multi-Ethnicity														
Pacific Islander														
White Non-Hispanic														
Unknown														

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			3%	Statewide		Conditional			
African American														
Asian														
Filipino														
Hispanic														
Native American/Alaskan Native														
Multi-Ethnicity														
Pacific Islander														
White Non-Hispanic														
Unknown														

Table 6.8. SLAM Math - Guided or Self Placement - High School GPA Band Unknown - Degree Goal

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		5	2	40%		38.9%	Statewide	TRUE	Conditional			
African American	0	0		1	0	0%								
Asian	0	0		1	1	100%								
Filipino	0	0		0	0									
Hispanic	0	0		1	0	0%								

Table 6.6. Math - Guided or Self Placement - All Other High School GPA Bands - Transfer Goal only

Math - Unknown HSGPA Performance Band with an Educational Goal of Transfer	1. Total Enrolled	2. Subtotal who Completed TL Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed TL 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	88	53	60.2%	79	36	45.6%	14.7%	#REF!	Statewide		Conditional			
African-American	9	5	55.6%	12	3	25.0%	30.6%					No substantive DI		FALSE
Asian	6	4	66.7%	8	3	37.5%	29.2%					No substantive DI		FALSE
Filipino	3	1	33.3%	4	3	75.0%	-41.7%					No substantive DI		FALSE
Hispanic	23	14	60.9%	15	9	60.0%	0.9%					No substantive DI		FALSE
Native American/Alaskan	4	3	75.0%	5	3	60.0%	15.0%					No substantive DI		FALSE
Multi-Ethnicity	9	5	55.6%	5	3	60.0%	-4.4%					No substantive DI		FALSE
Pacific Islander	4	1	25.0%	12	3	25.0%	0.0%					No substantive DI		FALSE
White Non-Hispanic	22	16	72.7%	10	6	60.0%	12.7%					No substantive DI		FALSE
Unknown	8	4	50.0%	8	3	37.5%	12.5%					No substantive DI		FALSE

Native American/Alaskan Native	0	0		0	0	
Multi-Ethnicity	0	0		0	0	
Pacific Islander	0	0		0	0	
White Non-Hispanic	0	0		2	1	50%
Unknown	0	0		0	0	

Table 6.9. SLAM Math - Guided or Self Placement - All Other High School GPA Bands - Degree Goal

	Students Enrolled in Pre-College-Level Sections after Guided or Self Placement			Students Placed Directly in College-Level Sections								Disproportionate Impact (DI) Analysis		
SLAM Math - All Other High School GPA Bands with an Educational Goal of Degree	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			39.2%	Statewide		Conditional			
African American														
Asian														
Filipino														
Hispanic														
Native American/Alaskan Native														
Multi-Ethnicity														
Pacific Islander														
White Non-Hispanic														
Unknown														

Table 6.6. Math - Guided or Self Placement - All Other

Math - Unknown HSGPA Performance Band with an Educational Goal of Transfer	1. Total Enrolled	2. Subtotal who Completed TL Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed TL 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	88	53	60.2%	79	36	45.6%	14.7%	#REF!	Statewide		Conditional			
African-American	9	5	55.6%	12	3	25.0%	30.6%					No substantive DI		FALSE
Asian	6	4	66.7%	8	3	37.5%	29.2%					No substantive DI		FALSE
Filipino	3	1	33.3%	4	3	75.0%	-41.7%					No substantive DI		FALSE
Hispanic	23	14	60.9%	15	9	60.0%	0.9%					No substantive DI		FALSE
Native American/Alaskan	4	3	75.0%	5	3	60.0%	15.0%					No substantive DI		FALSE
Multi-Ethnicity	9	5	55.6%	5	3	60.0%	-4.4%					No substantive DI		FALSE
Pacific Islander	4	1	25.0%	12	3	25.0%	0.0%					No substantive DI		FALSE
White Non-Hispanic	22	16	72.7%	10	6	60.0%	12.7%					No substantive DI		FALSE
Unknown	8	4	50.0%	8	3	37.5%	12.5%					No substantive DI		FALSE

Table 6.10. B-STEM Math - Guided or Self Placement - Lowest High School GPA Band - 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		
B-STEM Math - Lowest High School GPA Performance Band with an Educational Goal of Transfer and Unknown/Unreported Goal	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	Conditional	0	0			32%	Statewide		Conditional			
African American			No substantive DI											FALSE
Asian			No substantive DI											FALSE
Filipino			No substantive DI											FALSE
Hispanic			No substantive DI											FALSE
Native American/Alaskan Native			No substantive DI											FALSE
Multi-Ethnicity			No substantive DI											FALSE
Pacific Islander			No substantive DI											FALSE
White Non-Hispanic			No substantive DI											FALSE
Unknown			No substantive DI											FALSE

Table 6.11. B-STEM Math - Guided or Self Placement - Unknown High School GPA - 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		
B-STEM Math - Unknown High	1. Total	2. Subtotal	3. Throughput	4. Total	5. Subtotal	6. Throughput	7. Throughput	8. Statewide	9. Statewide	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
Overall	0	0		20	16	80.0%		54.4%	Statewide	TRUE	Conditional			
African American	0	0		0	0									
Asian	0	0		5	4	80.0%								
Filipino	0	0		0	0									
Hispanic	0	0		6	6	100.0%								
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	0	0		2	2	100.0%								
Pacific Islander	0	0		0	0									
White Non-Hispanic	0	0		7	4	57.1%								
Unknown	0	0		0	0									

Table 6.12. B-STEM Math - Guided or Self Placement - All other High School GPA - 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		
B-STEM Math - Unknown High	1. Total	2. Subtotal	3. Throughput	4. Total	5. Subtotal	6. Throughput	7. Throughput	8. Statewide	9. Statewide	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
Overall	0	0		0	0			63.3%	Statewide		Conditional			
African American														
Asian														
Filipino														
Hispanic														
Native American/Alaskan Native														
Multi-Ethnicity														
Pacific Islander														
White Non-Hispanic														
Unknown														

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

	Students Enrolled in Pre-College-Level Sections after Guided or Self Placement			Students Placed Directly in College-Level Sections								Disproportionate Impact (DI) Analysis		
B-STEM Math - Lowest High School GPA Performance Band with an Educational Goal of Degree	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			20%	Statewide		Conditional			
African American														
Asian														
Filipino														
Hispanic														
Native American/Alaskan Native														
Multi-Ethnicity														
Pacific Islander														
White Non-Hispanic														
Unknown														

Table 6.14. Math - Guided or Self Placement - High School GPA Band Unknown - Degree Goal

	Students Enrolled in Pre-College-Level Level after Guided or Self-Placement			Students Placed Directly in College-Level Sections								Disproportionate Impact (DI) Analysis		
B-STEM Math - Unknown High School GPA with an Educational Goal of Degree	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	1	100%		22.8%	Statewide	TRUE	Conditional			
African American	0	0		0	0									
Asian	0	0		1	1	100%								
Filipino	0	0		0	0									
Hispanic	0	0		0	0									
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	0	0		0	0									
Pacific Islander	0	0		0	0									
White Non-Hispanic	0	0		0	0									
Unknown	0	0		0	0									

Table 6.15. B-STEM Math - Guided or Self Placement - All Other High School GPA Bands - Degree Goal

	Students Enrolled in Pre-College-Level Sections after Guided or Self Placement			Students Placed Directly in College-Level Sections								Disproportionate Impact (DI) Analysis		
B-STEM Math - All Other High School GPA Bands with an Educational Goal of Degree	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			23.9%	Statewide		Conditional			
African American														
Asian														
Filipino														
Hispanic														
Native American/Alaskan Native														
Multi-Ethnicity														
Pacific Islander														
White Non-Hispanic														
Unknown														

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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-degree 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 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 8

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	13	3	23.1%	25	7	28.0%	-4.9%	66.0%	Statewide	FALSE	Conditional			
African American	3	0	0.0%	4	0	0.0%	0.0%					Action needed	0.00	TRUE
Asian	0	0		1	0	0.0%								
Filipino	0	0		0	0									
Hispanic	9	3	33.3%	16	5	31.3%	2.1%					No substantive DI	1.44	FALSE
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	0	0		0	0									
Pacific Islander	0	0		1	1	100.0%								
White Non-Hispanic	0	0		1	1	100.0%								
Unknown	1	0	0.0%	2	0	0.0%	0.0%					Action needed	0.00	TRUE

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	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	2. Subtotal	3. Throughput	4. Total	5. Subtotal	6. Throughput	7. Throughput	8. Statewide	9. Statewide	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
Overall	2	0	0.0%	59	16	27.1%	-27.1%	62.4%	Statewide	FALSE	Conditional			
African American	0	0		12	2	16.7%								
Asian	1	0	0.0%	6	0	0.0%	0.0%					No substantive DI		FALSE
Filipino	0	0		1	1	100.0%								
Hispanic	1	0	0.0%	25	7	28.0%	-28.0%					No substantive DI		FALSE
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	0	0		4	1	25.0%								
Pacific Islander	0	0		1	0	0.0%								
White Non-Hispanic	0	0		6	4	66.7%								
Unknown	0	0		4	1	25.0%								

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

SLAM Math - Lowest High School	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	2. Subtotal	3. Throughput	4. Total	5. Subtotal	6. Throughput	7. Throughput	8. Statewide	9. Statewide	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
Overall	0	0		5	1	20.0%		28.8%	Statewide	TRUE	Conditional			
African American	0	0		0	0									

	1. Total	2. Subtotal	3. Throughput	4. Total	5. Subtotal	6. Throughput		
Asian	0	0		0	0			
Filipino	0	0		0	0			
Hispanic	0	0		5	1	20.0%		
Native American/Alaskan Native	0	0		0	0			
Multi-Ethnicity	0	0		0	0			
Pacific Islander	0	0		0	0			
White Non-Hispanic	0	0		0	0			
Unknown	0	0		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	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	2. Subtotal	3. Throughput	4. Total	5. Subtotal	6. Throughput	7. Throughput	8. Statewide	9. Statewide	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
Overall	3	0	0.0%	38	10	26.3%	-26.3%	52.3%	Statewide	FALSE	Conditional			
African American	2	0	0.0%	5	0	0.0%	0.0%					No substantive DI		FALSE
Asian	1	0	0.0%	4	2	50.0%	-50.0%					No substantive DI		FALSE
Filipino	0	0		1	1	100.0%								
Hispanic	0	0		15	2	13.3%								
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	0	0		4	1	25.0%								
Pacific Islander	0	0		1	1	100.0%								
White Non-Hispanic	0	0		4	1	25.0%								
Unknown	0	0		4	2	50.0%								

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	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	2. Subtotal	3. Throughput	4. Total	5. Subtotal	6. Throughput	7. Throughput	8. Statewide	9. Statewide	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
Overall	4	1	25.0%	12	2	16.7%	8.3%	21.6%	Statewide	TRUE	Conditional			
African American	0	0		2	0	0.0%								
Asian	0	0		1	0	0.0%								
Filipino	0	0		0	0									
Hispanic	0	0		5	1	20.0%								
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	1	0	0.0%	2	0	0.0%	0.0%					Action needed	0.00	TRUE
Pacific Islander	0	0		0	0									
White Non-Hispanic	2	1	50.0%	2	1	50.0%	0.0%					No substantive DI	2.00	FALSE
Unknown	1	0	0.0%	0	0							Action needed	0.00	TRUE

Color Legend

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	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 9

Sacramento City 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 A25	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			39%	Statewide		Conditional			
African American	0	0		0	0									
Asian	0	0		0	0									
Filipino	0	0		0	0									
Hispanic	0	0		0	0									
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	0	0		0	0									
Pacific Islander	0	0		0	0									
White Non-Hispanic	0	0		0	0									
Unknown	0	0		0	0									

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

English - High School GPA Unknown	1. Total	2. Subtotal	3. Throughput	4. Total	2. Subtotal	6. Throughput	7. Throughput	8. Statewide	9. Statewide	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
Overall	36	26	72%	153	114	75%	-2%	66.0%	Local	TRUE	Conditional			
African American	8	4	50%	22	13	59%	-9%					Consider action	0.69	FALSE
Asian	11	10	91%	36	29	81%	10%					No substantive DI	1.26	FALSE
Filipino	0	0		5	4	80%								
Hispanic	7	4	57%	32	22	69%	-12%					Consider action	0.79	FALSE
Native American/Alaskan Native	0	0		1	1	100%								
Multi-Ethnicity	3	3	100%	9	6	67%	33%					No substantive DI	1.38	FALSE
Pacific Islander	0	0		1	1	100%								
White Non-Hispanic	5	4	80%	38	31	82%	-2%					No substantive DI	1.11	FALSE
Unknown	2	1	50%	9	7	78%	-28%					Consider action	0.69	FALSE

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

English - All Other High School GPA	1. Total	2. Subtotal	3. Throughput	4. Total	5. Subtotal	6. Throughput	7. Throughput	8. Statewide	9. Statewide	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
Overall	0	0		2	0	0%		68.6%	Statewide	TRUE	Conditional			
African American	0	0		0	0									
Asian	0	0		0	0									
Filipino	0	0		0	0									
Hispanic	0	0		2	0	0%								
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	0	0		0	0									
Pacific Islander	0	0		0	0									
White Non-Hispanic	0	0		0	0									
Unknown	0	0		0	0									

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	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			26%	Statewide		Conditional			
African American	0	0	FALSE	0	0									
Asian	0	0		0	0									
Filipino	0	0	FALSE	0	0									
Hispanic	0	0	FALSE	0	0									
Native American/Alaskan Native	0	0	FALSE	0	0									
Multi-Ethnicity	0	0		0	0									
Pacific Islander	0	0	FALSE	0	0									
White Non-Hispanic	0	0		0	0									
Unknown	0	0	FALSE	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	1. Total	2. Subtotal	3. Throughput	4. Total	5. Subtotal	6. Throughput	7. Throughput	8. Statewide	9. Statewide	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
Overall	0	0		32	19	59.4%		62.4%	Statewide	TRUE	Conditional			
African American	0	0		8	4	50.0%								
Asian	0	0		4	4	100.0%								
Filipino	0	0		0	0									
Hispanic	0	0		7	5	71.4%								
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	0	0		1	1	100.0%								
Pacific Islander	0	0		0	0									
White Non-Hispanic	0	0		11	5	45.5%								
Unknown	0	0		1	0	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	1. Total	2. Subtotal	3. Throughput	4. Total	5. Subtotal	6. Throughput	7. Throughput	8. Statewide	9. Statewide	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
Overall	0	0		0	0			62.7%	Statewide		Conditional			
African American	0	0		0	0									
Asian	0	0		0	0									
Filipino	0	0		0	0									
Hispanic	0	0		0	0									
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	0	0		0	0									
Pacific Islander	0	0		0	0									
White Non-Hispanic	0	0		0	0									
Unknown	0	0		0	0									

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

Table 6.6. Math - Guided or Self Placement - All Other High School GPA Bands - Transfer Goal only

Math - Unknown HSGPA Performance Band with an Educational Goal of Transfer	Students Enrolled in Pre-Transfer Level after Guided or Self-Placement			Students Placed Directly in Transfer Level Sections								Disproportionate Impact (DI) Analysis		
	1. Total Enrolled	2. Subtotal who Completed TL Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed TL 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	88	53	60.2%	79	36	45.6%	14.7%	#REF!	Statewide		Conditional			
African-American	9	5	55.6%	12	3	25.0%	30.6%					No substantive DI		FALSE
Asian	6	4	66.7%	8	3	37.5%	29.2%					No substantive DI		FALSE
Filipino	3	1	33.3%	4	3	75.0%	-41.7%					No substantive DI		FALSE
Hispanic	23	14	60.9%	15	9	60.0%	0.9%					No substantive DI		FALSE
Native American/Alaskan	4	3	75.0%	5	3	60.0%	15.0%					No substantive DI		FALSE
Multi-Ethnicity	9	5	55.6%	5	3	60.0%	-4.4%					No substantive DI		FALSE
Pacific Islander	4	1	25.0%	12	3	25.0%	0.0%					No substantive DI		FALSE
White Non-Hispanic	22	16	72.7%	10	6	60.0%	12.7%					No substantive DI		FALSE
Unknown	8	4	50.0%	8	3	37.5%	12.5%					No substantive DI		FALSE

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			6%	Statewide		Conditional			
African American	0	0		0	0									
Asian	0	0		0	0									
Filipino	0	0		0	0									
Hispanic	0	0		0	0									
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	0	0		0	0									
Pacific Islander	0	0		0	0									
White Non-Hispanic	0	0		0	0									
Unknown	0	0		0	0									

Table 6.8. SLAM Math - Guided or Self Placement - High School GPA Band Unknown - Degree Goal

SLAM Math - Unknown High School GPA with an Educational Goal of Degree	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		5	2	40%			28.8%	Statewide	TRUE	Conditional		
African American	0	0		2	1	50%								
Asian	0	0		1	0	0%								
Filipino	0	0		1	0	0%								
Hispanic	0	0		1	1	100%								
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	0	0		0	0									
Pacific Islander	0	0		0	0									
White Non-Hispanic	0	0		0	0									
Unknown	0	0		0	0									

Table 6.9. SLAM Math - Guided or Self Placement - All Other High School GPA Bands - Degree Goal

SLAM Math - All Other High School GPA Bands with an Educational Goal of Degree	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	1	100%			29.0%	Statewide	TRUE	Conditional		
African American	0	0		0	0									
Asian	0	0		0	0									
Filipino	0	0		0	0									
Hispanic	0	0		1	1	100%								
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	0	0		0	0									
Pacific Islander	0	0		0	0									
White Non-Hispanic	0	0		0	0									
Unknown	0	0		0	0									

Table 6.10. B-STEM Math - Guided or Self Placement - Lowest High School GPA Band - Transfer and Unknown/Unreported Goal

B-STEM Math - Lowest High School GPA Performance Band with an Educational Goal of Transfer and Unknown/Unreported Goal	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			30%	Statewide		Conditional			
African American	0	0	FALSE	0	0									
Asian	0	0	FALSE	0	0									
Filipino	0	0	FALSE	0	0									
Hispanic	0	0	FALSE	0	0									
Native American/Alaskan Native	0	0	FALSE	0	0									
Multi-Ethnicity	0	0	FALSE	0	0									
Pacific Islander	0	0	FALSE	0	0									
White Non-Hispanic	0	0	FALSE	0	0									
Unknown	0	0	FALSE	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	1. Total Enrolled	2. Subtotal	3. Throughput	4. Total	5. Subtotal	6. Throughput	7. Throughput	8. Statewide	9. Statewide	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
Overall	0	0		29	20	69.0%		52.3%	Statewide	TRUE	Conditional			
African American	0	0		3	3	100.0%								
Asian	0	0		11	11	100.0%								
Filipino	0	0		0	0									
Hispanic	0	0		2	1	50.0%								
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	0	0		1	0	0.0%								
Pacific Islander	0	0		0	0									
White Non-Hispanic	0	0		8	3	37.5%								
Unknown	0	0		4	2	50.0%								

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	1. Total Enrolled	2. Subtotal	3. Throughput	4. Total	5. Subtotal	6. Throughput	7. Throughput	8. Statewide	9. Statewide	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
Overall	0	0		1	0	0%		61.4%	Statewide	TRUE	Conditional			
African American	0	0		0	0									
Asian	0	0		0	0									
Filipino	0	0		0	0									
Hispanic	0	0		1	0	0%								
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	0	0		0	0									
Pacific Islander	0	0		0	0									
White Non-Hispanic	0	0		0	0									
Unknown	0	0		0	0									

Table 6.6. Math - Guided or Self Placement - All Other

Math - Unknown HSGPA Performance Band with an Educational Goal of Transfer	1. Total Enrolled	2. Subtotal who Completed TL Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed TL 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	88	53	60.2%	79	36	45.6%	14.7%	#REF!	Statewide		Conditional			
African-American	9	5	55.6%	12	3	25.0%	30.6%					No substantive DI		FALSE
Asian	6	4	66.7%	8	3	37.5%	29.2%					No substantive DI		FALSE
Filipino	3	1	33.3%	4	3	75.0%	-41.7%					No substantive DI		FALSE
Hispanic	23	14	60.9%	15	9	60.0%	0.9%					No substantive DI		FALSE
Native American/Alaskan	4	3	75.0%	5	3	60.0%	15.0%					No substantive DI		FALSE
Multi-Ethnicity	9	5	55.6%	5	3	60.0%	-4.4%					No substantive DI		FALSE
Pacific Islander	4	1	25.0%	12	3	25.0%	0.0%					No substantive DI		FALSE
White Non-Hispanic	22	16	72.7%	10	6	60.0%	12.7%					No substantive DI		FALSE
Unknown	8	4	50.0%	8	3	37.5%	12.5%					No substantive DI		FALSE

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			14%	Statewide		Conditional			
African American	0	0		0	0									
Asian	0	0		0	0									
Filipino	0	0		0	0									
Hispanic	0	0		0	0									
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	0	0		0	0									
Pacific Islander	0	0		0	0									
White Non-Hispanic	0	0		0	0									
Unknown	0	0		0	0									

Table 6.14. Math - Guided or Self Placement - High School GPA Band Unknown - Degree Goal

B-STEM Math - Unknown High School GPA 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		3	2	67%		21.6%	Statewide	TRUE	Conditional			
African American	0	0		0	0									
Asian	0	0		1	1	100%								
Filipino	0	0		0	0									
Hispanic	0	0		1	0	0%								
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	0	0		1	1	100%								
Pacific Islander	0	0		0	0									
White Non-Hispanic	0	0		0	0									
Unknown	0	0		0	0									

Table 6.15. B-STEM Math - Guided or Self Placement - All Other High School GPA Bands - Degree Goal

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		0	0			24.7%	Statewide		Conditional			
African American	0	0		0	0									
Asian	0	0		0	0									
Filipino	0	0		0	0									
Hispanic	0	0		0	0									
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	0	0		0	0									
Pacific Islander	0	0		0	0									
White Non-Hispanic	0	0		0	0									
Unknown	0	0		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 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 10

California Community Colleges Chancellor's Office
Student Enrollment Status Summary Report

	Annual 2019-2020 Student Count	Annual 2019-2020 Student Count (%)
Los Rios CCD Total	106,514	100.00 %
American River Total	43,252	40.61 %
African-American	3,056	7.07 %
American Indian/Alaskan Native	213	0.49 %
Asian	4,730	10.94 %
Filipino	876	2.03 %
Hispanic	12,182	28.17 %
Multi-Ethnicity	2,297	5.31 %
Pacific Islander	365	0.84 %
Unknown	3,172	7.33 %
White Non-Hispanic	16,361	37.83 %
Cosumnes River Total	20,482	19.23 %
African-American	2,029	9.91 %
American Indian/Alaskan Native	89	0.43 %
Asian	5,023	24.52 %
Filipino	966	4.72 %
Hispanic	5,526	26.98 %
Multi-Ethnicity	1,413	6.90 %
Pacific Islander	263	1.28 %
Unknown	566	2.76 %
White Non-Hispanic	4,607	22.49 %
Folsom Lake Total	12,801	12.02 %
African-American	575	4.49 %
American Indian/Alaskan Native	94	0.73 %
Asian	1,359	10.62 %
Filipino	263	2.05 %
Hispanic	2,625	20.51 %
Multi-Ethnicity	792	6.19 %
Pacific Islander	69	0.54 %
Unknown	572	4.47 %
White Non-Hispanic	6,452	50.40 %
Sacramento City Total	29,979	28.15 %
African-American	2,847	9.50 %
American Indian/Alaskan Native	118	0.39 %
Asian	5,394	17.99 %
Filipino	846	2.82 %
Hispanic	9,686	32.31 %
Multi-Ethnicity	1,882	6.28 %
Pacific Islander	296	0.99 %
Unknown	934	3.12 %
White Non-Hispanic	7,976	26.61 %

Report Run Date As Of : 6/9/2021 5:04:11 PM

Exhibit 11

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 12

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 13

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 14

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) .

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!

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

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

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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:	Eligible 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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Orientation Quiz

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[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](#)

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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Take the Quiz

Orientation Quiz

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

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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Take the Quiz

Exhibit 15

Guided Self-Placement

Welcome to the Los Rios Community College District's Guided Self-Placement Tool!

While you may take classes from any of the four Los Rios colleges (American River College, Cosumnes River College, Folsom Lake College, or Sacramento City College), we recommend that you choose a home college in which to complete your English and mathematics requirements as well as any needed English as a Second Language (ESL) instruction.

Please select the home college in which you plan to take your English, mathematics, or ESL classes:

American River College

Cosumnes River College

Folsom Lake College

Sacramento City College

Los Rios Guided Self-Placement

Student ID: w0000472

(e.g. 1234567 or W1234567)

Password: ··············

(e.g. Same password for eServices and official Los Rios email)

Clear   Login

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Cosumnes River College

Guided Self-Placement

Choose a Subject

Welcome Phil Smith!

Please select one of the subjects below to get started. In general, most students will need to generate a course placement for both English and Mathematics.

English   **Mathematics**

Cosumnes River College

Guided Self-Placement

English Course Placement

Welcome to the Guided Self-Placement Process for English!

At Cosumnes River College, 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.

Next >>

Cosumnes River College

Guided Self-Placement

English Course Placement

Is English your first or primary language?

🔘 **YES**

⚪ **NO**

Next >>

Cosumnes River College

Guided Self-Placement

English Course Placement

Based upon your answers, please explore Cosumnes River College's English classes.

Begin English Placement >>

Cosumnes River College

Guided Self-Placement

English Placement Options

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

- ● **I mostly disagree with this statement.**

- ○ **I mostly agree with this statement.**

Next >

Cosumnes River College

Guided Self-Placement

English Placement Options

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

- ○ **I mostly agree with this statement.**

- ● **I mostly disagree with this statement.**

Next >

Cosumnes River College

Guided Self-Placement

English Placement Options

I have been successful in past writing classes.

- ● **I mostly disagree with this statement.**

- ○ **I mostly agree with this statement.**

Next >

Cosumnes River College

Guided Self-Placement

English Placement Options

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.**

Next >

Cosumnes River College

Guided Self-Placement

English Placement Options

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

- ● **I mostly agree with this statement.**

- ○ **I mostly disagree with this statement.**

Next >

Cosumnes River College

Guided Self-Placement

English Placement Options

I know how to revise my writing effectively.

- ○ **I mostly agree with this statement.**

- ● **I mostly disagree with this statement**

Next >

Cosumnes River College

Guided Self-Placement

English Placement Options

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.

- 🔵 **I mostly disagree with this statement**

- ⚪ **I mostly agree with this statement.**

Next >

Cosumnes River College

Guided Self-Placement

English Placement Options

Based upon your responses to the Guided Self-Placement Questionnaire, the course indicated below is the best match for you. If you are comfortable with this choice, simply hit the Next button. If you are unsure, feel free to select any of the options below, or return to the start of the questionnaire and re-answer the questions to receive a new placement.

---*Your Recommended CRC English Course Placement!*---

🔘 **ENGWR 108 + ENGWR 300: College Composition Combo (6 units)**

This is the same course as English 300, but additional units and time are added to help students practice some of the fundamental reading and writing skills needed to succeed in English 300. Activities in the support class might include breaking down the English 300 reading homework, examining difficult passages, or structuring the essays you are writing for English 300. The English 300 Combo may be a good option for you if you want support and more time working with your instructor while taking English 300, but you should be aware that it will add extra units to your course load.

[Student Testimonials](#)

⚪ **ENGWR 110: College Reading and Writing Skills (4 units)**

This pre-transfer-level course is designed to prepare students for success in classes that require college-level reading and writing. The course will focus on reading fundamentals that will help you better understand college-level texts. The course will also help you strengthen the writing skills you will need to create college-level essays in ENGWR 300. This may be a good choice for someone who does not feel ready to take ENGWR 300, but please be aware that it will add an extra semester of English to your course selections.

⚪ **ENGWR 300: College Composition (3 units)**

This course will help you strengthen the reading, writing, research, and critical thinking skills necessary for success in all your college classes and for successful completion of a college degree or certificate. You will write expository and argumentative essays (6,000 words minimum) using MLA documentation and format. The course also includes reading assignments selected from a variety of transfer-level texts of substantial length.

Student Testimonials

◯ **ENGWR 480: Honors College Composition (3 units)**

In this honors composition course, you'll read and discuss professional essays and one or more books in a seminar-style class with other honors students. You'll compose essays (minimum 6,500 words), conduct independent research, and present your work individually and in groups. Many students who take this course participate in the Honors Program, which provides enhanced benefits for transfer to highly selective four-year colleges and universities.

Student Testimonials

Next >>

Return to Start of Questionnaire

Cosumnes River College

Guided Self-Placement

English Placement — Confirmation

You selected the following CRC English course to enroll in for the upcoming term. Please confirm your selection by hitting the button below, or choose the option to start over. Please allow 24 hours for your placement selection to be recorded in the college's registration system, which will then allow you to enroll in the desired English course(s) if space is available.

● ENGWR 108 + ENGWR 300: College Composition Combo (6 units)

This is the same course as English 300, but additional units and time are added to help students practice some of the fundamental reading and writing skills needed to succeed in English 300. Activities in the support class might include breaking down the English 300 reading homework, examining difficult passages, or structuring the essays you are writing for English 300. The English 300 Combo may be a good option for you if you want support and more time working with your instructor while taking English 300, but you should be aware that it will add extra units to your course load.

Some notes about your selected placement:

- Students with this placement will enroll in the ENGWR 300-Combo courses. This will include ENGWR 300 and a support course taught by the same instructor, ENGWR 108.

- To register, find a section of ENGWR 108 and then register for the connected section of ENGWR 300. All sections of ENGWR 108 are taught with connected sections of ENGWR 300. The courses are taught back-to-back. Both courses need to be in your shopping cart in order to enroll.

Yes! Confirm English Placement Option Above

No, I Want to Start Over

Cosumnes River College

Guided Self-Placement

English Placement — Congratulations!

You have successfully completed the Guided Self-Placement Process for English. Below is a list of your current placements for English and Mathematics. If you have not yet completed the Guided Self-Placement Process for Mathematics, please do so by pressing the Start button below.

My English Placement

ENGWR 108 + ENGWR 300: College Composition Combo (6 units)

My Mathematics Placement

Not Yet Selected.

Start Math Guided Self-Placement

Exhibit 16

Guided Self-Placement

Welcome to the Los Rios Community College District's Guided Self-Placement Tool!

While you may take classes from any of the four Los Rios colleges (American River College, Cosumnes River College, Folsom Lake College, or Sacramento City College), we recommend that you choose a home college in which to complete your English and mathematics requirements as well as any needed English as a Second Language (ESL) instruction.

Please select the home college in which you plan to take your English, mathematics, or ESL classes:

American River College

Cosumnes River College

Folsom Lake College

Sacramento City College

Los Rios Guided Self-Placement

Student ID: | w0000472
(e.g. 1234567 or W1234567)

Password: | ··············
(e.g. Same password for eServices and official Los Rios email)

Clear   Login

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American River College

Guided Self-Placement

Choose a Subject

Welcome Phil Smith!

Please select one of the subjects below to get started. In general, most students will need to generate a course placement for both English and Mathematics.

English   **Mathematics**

American River College

Guided Self-Placement

Math Placement Options

Welcome to the Guided Self-Placement Process for Math!

At American River College, 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's right for you and the major that you intend to study. 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.

[Next >>]

American River College

Guided Self-Placement

Math Placement Options

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

○ **Disagree**

● **Agree**

Next >

American River College

Guided Self-Placement

Math Placement Options

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

○ **Disagree**

● **Agree**

Next >

American River College

Guided Self-Placement

Math Placement Options

How would you best describe your recent experiences involving math?

- ○ **I rarely have to use math skills in my work or personal life.**

- ● **I sometimes or often use math skills in my work or personal life.**

Next >

American River College

Guided Self-Placement

Math Placement Options

I have previously been successful in math.

- 🔘 **Agree**

- ⚪ **Disagree**

Next >

American River College

Guided Self-Placement

Math Placement Options

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

- ○ **I mostly disagree with this statement.**

- ● **I mostly agree with this statement.**

Next >

American River College

Guided Self-Placement

Math Placement Options

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**

Next >

American River College

Guided Self-Placement

Math Placement Options

Mathematics requirements vary by major or field of study.
While at ARC, I plan to study:

○ **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

○ **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

Next >

American River College

Guided Self-Placement

Math Placement Options

Based upon your responses to the Guided Self-Placement Questionnaire, the course indicated below is the best match for you. If you are comfortable with this choice, simply hit the confirmation button. If you are unsure, feel free to select any of the options below, or return to the start of the questionnaire and re-answer the questions to receive a new placement.

Your Recommended ARC Math Course Placement!

  ○ **MATH 372: College Algebra for Calculus (4 units)**

This course provides a rigorous treatment of college-level algebra and its applications, with a particular focus on preparing students for the calculus sequence for Science, Technology, Engineering, and Mathematics (STEM) majors. Topics include polynomial, rational, radical, exponential, absolute value, and logarithmic functions, graphs, and equations; systems of equations; the theory of polynomial equations; analytic geometry including conics; and an introduction to sequences and series. Emphasis is given to analytical reasoning and problem-solving.

  ○ **MATH 373: Trigonometry for Calculus (4 units)**

This course provides a rigorous treatment of trigonometry and its applications, with a particular focus on preparing students for the calculus sequence for science, technology, engineering, and mathematics (STEM) majors. Emphasis is given to the study of trigonometric functions from numerical, graphical, and algebraic descriptions. Topics include functions and their graphs, transformations of functions, geometric properties of circles and triangles, degree and radian measurements of angles, right triangle trigonometry, reference angle trigonometry, unit circle trigonometry, graphs and transformations of trigonometric functions, verifying and applying trigonometric identities, inverse trigonometric functions, solving trigonometric equations, solving triangles using the Law of Sines and the Law of Cosines, vectors, the polar coordinate system, and roots and powers of complex numbers including De Moivre's Theorem.

  ● **MATH 375: Precalculus (6 units)**

This course provides a rigorous treatment of the foundational mathematical concepts and skills that will prepare students for the calculus sequence for science, technology, engineering, and mathematics (STEM) majors. Topics include polynomial, absolute value, rational, radical, exponential, and logarithmic functions, with graphing and applications; trigonometric functions and their inverses, including graphs, proving identities, trigonometric equations, and solving triangles; systems of equations and inequalities; analytic geometry and conics; vectors and polar coordinates; and an introduction to sequences and series. It emphasizes analytical reasoning and problem-solving.

  ○ **MATH 320/PHIL 324: Symbolic Logic (3 units)**

○ MATHS 72 + MATH 372: College Algebra for Calculus Combined With Support (6 units)

This is the same course as MATH 372 (4 units) but it is combined with 2 additional units of support. Activities in the support class include additional explanations of lecture content, in-class problem solving support for homework and other assignments, and arithmetic and algebraic review for various college algebra topics in MATH 372. The College Algebra for Calculus Combined With Support course may be a good option for you if you want more time working with your instructor and to receive additional in-class support for learning the college algebra content, but you should be aware that it will add 2 extra units to your course load.

○ MATHS 73 + MATH 373: Trigonometry for Calculus Combined With Support (6 units)

This is the same course as MATH 373 (4 units) but it is combined with 2 additional units of support. Activities in the support class include additional explanations of lecture content, in-class problem solving support for homework and other assignments, and arithmetic and algebraic review for various trigonometry topics in MATH 373. The Trigonometry for Calculus Combined With Support may be a good option for you if you want more time working with your instructor and to receive additional in-class support for learning the trigonometry content, but you should be aware that it will add 2 extra units to your course load.

○ MATHS 75 + MATH 375: Precalculus With Support (9 units)

This is the same course as MATH 375 (6 units) but it is combined with 3 additional units of support. Activities in the support class include additional explanations of lecture content, in-class problem solving support for homework and other assignments, and arithmetic and algebraic review for various precalculus topics in MATH 375. Precalculus Combined With Support course may be a good option for you if you want more time working with your instructor and to receive additional in-class support for learning the precalculus math content, but you should be aware that it will add 3 extra units to your course load.

Next >>

Return to Start of Questionnaire

American River College

Guided Self-Placement

Mathematics Placement — Confirmation

You selected the following ARC mathematics course to enroll in for the upcoming term. Please confirm your selection by hitting the Start button below, or choose the option to start over. Please allow 24 hours for your placement selection to be recorded in the college's registration system, which will then allow you to enroll in the desired mathematics course(s) if space is available.

● MATH 375: Precalculus (6 units)

This course provides a rigorous treatment of the foundational mathematical concepts and skills that will prepare students for the calculus sequence for science, technology, engineering, and mathematics (STEM) majors. Topics include polynomial, absolute value, rational, radical, exponential, and logarithmic functions, with graphing and applications; trigonometric functions and their inverses, including graphs, proving identities, trigonometric equations, and solving triangles; systems of equations and inequalities; analytic geometry and conics; vectors and polar coordinates; and an introduction to sequences and series. It emphasizes analytical reasoning and problem-solving.

Yes! Confirm Math Placement Option Above

No, I Want to Start Over

American River College

Guided Self-Placement

Mathematics Placement — Congratulations!

You have successfully completed the Guided Self-Placement Process for Math. Below is a list of your current placements for English and Mathematics. If you have not yet completed the Guided Self-Placement Process for English, please do so by pressing the button below.

My English as a Second Language (ESL) Placement

Please visit the American River College Assessment Center or go to the [Assessment Center website](#) to choose a day and time to take the ESL Assessment Test.

My Mathematics Placement

MATH 375: Precalculus (6 units)

Done

American River College

Guided Self-Placement

Next Step: Make Your Educational Plan

Congratulations, Phil!

Now that you have successfully completed the Guided Self-Placement Process and have your placement results, you are ready to meet with a counselor to develop your first semester educational plan. This plan will outline which courses you should take at American River College to meet your educational goals.

1. **Schedule a Counseling Appointment**

   Get professional advice about your academic plans by scheduling a Counseling appointment. Visit the ARC Counseling website to get an appointment.

2. **Prepare for Your Upcoming Appointment**

   Print and complete the short form below before your appointment.

ARC Student Phil Smith (0000472)

What kind of jobs or careers are you interested in after college?

What types of subjects (majors) would you like to study in college? *(If you are not sure, think about subjects that interested you in high school and write those down.)*

I was assessed for an English as a Second Language (ESL) course at the ARC Assessment Center. *(Remember to bring the ESL course placement recommendation you received to your counseling appointment.)*

My English course placement recommendation is ENGWR 94 + ENGWR 300: College Composition Combo (5 units + 1 unit of Pass/No Pass support courses).

My mathematics course placement recommendation is MATH 375: Precalculus (6 units).

On the day of your appointment, remember to bring:
- Valid photo ID
- High school transcripts
- AP, CLEP, or IB test scores, if you've taken any of these tests
- College transcripts, if you have previously attended another college

---

3. **Qualify for Priority Enrollment**

If you create your education plan by April 1 (for summer or fall semester) or November 1 (for spring semester), then you qualify for priority enrollment. Priority enrollment lets you enroll earlier than other students, so you can get into classes you want before they fill up.

Exhibit 17

LATHAM&WATKINS LLP

FIRM / AFFILIATE OFFICES

Beijing	Moscow
Boston	Munich
Brussels	New York
Century City	Orange County
Chicago	Paris
Dubai	Riyadh
Düsseldorf	San Diego
Frankfurt	San Francisco
Hamburg	Seoul
Hong Kong	Shanghai
Houston	Silicon Valley
London	Singapore
Los Angeles	Tokyo
Madrid	Washington, D.C.
Milan	

March 4, 2021

VIA EMAIL

Office of the General Counsel
Los Rios Community College District
Attn: Public Records Act Request
1919 Spanos Court
Sacramento, CA
ShererK@losrios.edu

Re: Public Records Act Request

To: Whom it May Concern

This letter is submitted pursuant to the California Public Records Act, California Government Code Section 6250 et seq. and Article I, Section 3 of the California Constitution. This request seeks access to, or copies of, the following public records in the possession, custody, or control of Los Rios Community College District, American River College, and/or Consumnes River College:

1. Any and all written procedures established by Los Rios Community College District pursuant to the requirements under California Code of Regulations Title 5, § 55534(a).

2. Any and all Los Rios Community College District, American River College, and/or Consumnes River College policies and procedures related to student grievances, complaints, or challenges brought pursuant to California Code of Regulations Title 5, § 55522(c), specifically those grievances or complaints brought regarding English and Mathematics Placement methods.

3. Any and all policies and procedures related to how Los Rios Community College District, American River College, and/or Consumnes River College receives, assesses, responds to, or adjudicates prerequisite/corequisite challenge forms, and any relevant timelines for those actions.

4. Any and all policies and procedures related to how Los Rios Community College District, American River College, and/or Consumnes River College receives, assesses, responds to, or adjudicates grievances filed under the student non-academic complaint form/general grievance form, and any relevant timelines for those actions.

5. Any and all policies and procedures related to how matriculation complaints may be brought at Los Rios Community College District, American River College, and/or Consumnes River College, including how Los Rios Community College District, American River College, and/or Consumnes River College receives, assesses, responds to, or adjudicates those complaints, and any relevant timelines for those actions.

6. Any and all policies and procedures related to how grievances, complaints, or challenges may be brought against Los Rios Community College District, American River College, and/or Consumnes River College regarding Los Rios Community College District's, American River College's, and/or Consumnes River College's failure to comply with its statutory duties under California Education Code section 78213, including how Los Rios Community College District, American River College, and/or Consumnes River College receives, assesses, responds to, or adjudicates those complaints, and any relevant timelines for those actions.

7. Any and all documents identifying Los Rios Community College District's, American River College's, and/or Consumnes River College's placement methods under California Code of Regulations Title 5, § 55522(c) in effect now and since Fall 2019.

8. Any and all guided placement and self-placement questionnaires or templates used by the Los Rios Community College District, American River College, and/or Consumnes River College in effect now and since Fall 2019.

9. Any and all assessment tests used by Los Rios Community College District, American River College, and/or Consumnes River College to place students in English and mathematics since Fall 2019.

10. Any and all orientation and advisement materials used by Los Rios Community College District, American River College, and/or Consumnes River College since Fall 2019.

11. Any and all written communications by Los Rios Community College District's, American River College's, and/or Consumnes River College's counseling services identifying, describing, referring to, or otherwise explaining students' course placement options or students' rights or responsibilities under California Education Code section 78213 since Fall 2019.
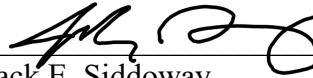
If you determine that some but not all of the information is exempt from disclosure and that you intend to withhold it, I ask that you redact it for the time being and make the rest available as requested. If, for any reason, you decide to withhold or otherwise redact information contained in your files relating to the public records described above on the basis of privilege or otherwise, please provide a statement describing the nature of any such material and the basis for any such decision, citing the legal authorities on which Los Rios Community College District, American River College, and/or Consumnes River College relies.

We request that you furnish documents electronically to Jack Siddoway via email at Jack.Siddoway@lw.com if at all possible. In the alternative, please provide a copy of the records

in their native electronic format on CD-ROM or other media that will enable us to load the records onto a computer. When providing electronic records, please include metadata. In the event you are unable to provide the requested documents electronically, we hereby agree to pay standard copying costs and other reasonable costs necessary for the above requested documents up to fifty dollars ($50.00). Please contact me prior to incurring any costs in excess of fifty dollars ($50.00).

We anticipate your response within ten (10) working days of receipt of this letter, as required by Government Code Section 6253(c). To the extent certain reports and/or data are available before others, we ask that you please provide such documents on a rolling basis. If you have any questions regarding this request, please call me at (415) 395-8186. I can also be reached via e-mail at Jack.Siddoway@lw.com. Thank you in advance for your prompt attention to this matter.

Best regards,

Jack E. Siddoway
of LATHAM & WATKINS LLP
505 Montgomery Street, Suite 2000
San Francisco, California 94111-6538
(415) 395-8186

Exhibit 18

	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 Colleg	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 Co	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 Francis	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 Colle	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 Colle	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 College	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 Coalinga	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%