Los Rios Exhibit List

 Letter that we sent directly to Cosumnes River College on behalf of Mr. Turner American River College AB 705 Validation Report - Pre-Transfer Multi-Term Sequence ("ARC Validation Report - GPA Placement") American River College AB 705 Validation Report - Guided or Self-Placement ("ARC Validation Report - Guided/Self-Placement") 	ent
Sequence ("ARC Validation Report - GPA Placement") 3 American River College AB 705 Validation Report - Guided or Self-Placement	ent
3 American River College AB 705 Validation Report - Guided or Self-Placement	ent
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("ARC Validation Report - Guided/Self-Placement")	ent
	ent
4 Cosumnes River College AB 705 Validation Report - Pre-Transfer Level Placem	
("CRC Validation Report - GPA Placement")	
5 Cosumnes River College AB 705 Validation Report - Guided or Self-Placement	
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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 ("Fl	LC
Validation Report - Guided/Self-Placement")	
8 Sacramento City College AB 705 Validation Report - Pre-Transfer Level Placem	ent
("SCC Validation Report - GPA Placement")	
9 Sacramento City College AB 705 Validation Report - Guided or Self-Placement	
("SCC Validation Report - Guided/Self-Placement")	1 .
California Community Colleges Chancellor's Office 2019-2020 Annual/Term Stu	
Count Report (Jun. 1, 2021), https://datamart.cccco.edu/ ("CCCCO Annual Stude	ent
Count Data") 11 Los Rios Community College District, AB 705 Adoption Submission Form (June	2010)
("LRCCD AB 705 Adoption Submission Form")	2019)
12 Los Rios Community College District, Guided Self-Placement Method Submission	nn -
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13 Guided Self-Placement for English and Mathematics at Los Rios Community	
Colleges, produced by LRCCD on June 16, 2021	
Los Rios Online Orientation, produced on April 12, 2021	
Los Rios Guided Self-Placement Process for English, produced on April 12, 202	
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 <i>Still Get</i> .	ting
There)	



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. 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. This is confirmed by CRC's own validation report,

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, including CRC. Black students

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. 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. 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. Specifically:

- CRC is one of thirty-three colleges identified as <u>weak AB 705 implementers in</u> <u>math</u>. 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. In Fall 2020, only 68 percent of introductory math sections at CRC were transfer-level courses. In Fall 2020, only 68 percent of introductory math sections at CRC were
- CRC is also <u>one of twenty-three "lower-access" colleges in math</u> 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: <u>only 32 percent of first-time math</u> <u>takers at CRC completed a transfer-level math course in Fall 2019, 19 compared to the course in Fall 2019, 19 compared </u>

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.

¹⁷See 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.

40 percent of first-time math takers statewide²⁰ 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'

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 transferlevel 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 yesor-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 transferlevel coursework in English and math, in violation of Cal. Code Regs. tit. 5, §

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

³⁵ COSUMNES RIVER COLLEGE 2021–2022 CATALOG, 113 (June 1, 2021), https://crc.losrios.edu/a/20468.

³⁶ See Ex. 7, Los Rios Community College District Online Orientation materials (produced on April 12, 2021).

³⁷ See Ex. 3, LRCCD AB 705 Adoption Submission Form.

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 transferlevel 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 pretransfer level courses about their right to enroll in transfer-level courses with corequisite 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

-

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

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

American River College

Hispanic

Unknown

Multi-Ethnicity

Pacific Islander

White Non-Hispanic

Native American/Alaskan Native

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 curriculular 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 table you are entering data for students enrolled in fall 2019.

Click here for instructions on how to complete the template.

		Table 2	2.1. English - Eva	luating Pre-Tr	ansfer/Multi-Term Sequ	ience for Lowest	High School GPA E	Band - Transfer	and Unknown/Unrepor	ted or Degree G	ioal			
	Students	Enrolled in Pre-Transfer/	Multi-Term	Students En	rolled in Transfer-Level	Course with or			Decision Rule			Disproportionate Impa	act (DI) Analysis f	or Pre-Transfer
		Sequence Sections			without a Corequisite	:							Level	
English - Lowest High School GPA Performance Band with an Educational Goal of Degree or Transfer	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)			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%								
		Tab	le 2.2. SLAM Ma	th - Evaluatin	g Pre-Transfer/Multi-Te	rm Sequence for	Lowest High School	ol GPA Band - T	ransfer and Unknown/l	Jnreported Goa	I			
	Students	Enrolled in Pre-Transfer/	Multi-Term	Students En	rolled in Transfer-Level	Course with or			Decision Rule			Disproportionate Impa	act (DI) Analysis f	or Pre-Transfer
		Sequence Sections			without a Corequisite	:							Level	
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
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									

22.2%

25.0%

44.4%

33.3%

-22.2%

-25.0%

-44.4%

16

0

6

0

9

0

0.0%

0.0%

0.0%

0

8

0

9

3

0

2

0

4

FALSE

FALSE

FALSE

No substantive DI

No substantive DI

No substantive DI

	Students E	nrolled in Pre-Degree,	/Multi-Term	Students En	rolled in College-Level	Course with or			Decision Rule			Disproportionate Impa	ct (DI) Analysis for Pre-Transfe
	Seque	ence at Degree-Level S	Sections		without a Corequisit	е							Level
LAM 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
verall	5	0	0.0%	11	2	18.2%	-18.2%	33.5%	Statewide	FALSE	Conditional		
frican American	0	0		1	0	0.0%							
sian	1	0	0.0%	0	0							No substantive DI	FALSE
ilipino	0	0		0	0								
ispanic	2	0	0.0%	3	1	33.3%	-33.3%					No substantive DI	FALSE
ative American/Alaskan Native	0	0		0	0								
1ulti-Ethnicity	0	0		2	0	0.0%							
acific Islander	0	0		0	0								
/hite Non-Hispanic	1	0	0.0%	3	0	0.0%	0.0%					No substantive DI	FALSE
nknown	1	0	0.0%	2	1	50.0%	-50.0%					No substantive DI	FALSE

		Tab	le 2.4. B-STEM M	ath - Evaluatii	ng Pre-Transfer/Multi-T	erm Sequence for	Lowest High Sch	ool GPA Band -	Transfer and Unknown,	/Unreported Go	al			
	Students E	nrolled in Pre-Transfe	r/Multi-Term	Students En	rolled in Transfer-Level	Course with or			Decision Rule			Disproportionate Impa	act (DI) Analysis	for Pre-Transfer
		Sequence Sections			without a Corequisite	e							Level	
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
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	D-3 I EIVI IVI	ath- Evaluating Pre-Tra	nsier/iviuiti-Terr	ii Sequence for Lov	vest nigii schoo	or dra ballu - Degree de	Jai				
	Students	Enrolled in Pre-Degree/	Multi-Term	Students En	rolled in College-Level (Course with or			Decision Rule			Disproportionate Impa	ct (DI) Analysis fo	r Pre-Transfer
	Sequ	ience at Degree-Level S	ections		without a Corequisite	•							Level	
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
GPA Performance Band with an Educational Goal of Degree	Enrolled	Completed College- Level Course within One Year	Rate	Enrolled	Completed College- Level Course within One Year	Rate	Rate Differences	Comparison Throughput Rate	Comparison Rate Used (based on sample size)	Throughput?	Conditional on Sample Size?	ı	(PI, if value<.80)	(PPG-1)
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.

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. En	glish - Guided	or Self Placement - Low	est High School G	PA Band - Trans	sfer, Unknown	/Unreported or Deg	ree Goal				
		nrolled in Pre-Transfer-L er Guided or Self Placer		Students Enr	olled Directly in Transfe	r-Level Sections						Disproportion	ate Impact (DI) Ar	alysis
English - Lowest High School GPA Performance Band with an Educational Goal of A25	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			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	Students Er	nrolled in Pre-Transfer-L	Level Sections	.2. English - Gu	uided or Self Placement aced Directly in Transfer		GPA - Transfer,			Goal		Disproportion	ate Impact (DI) Ar	alysis
English - High School GPA Unknown	1. Total	er Guided or Self Placer 2. Subtotal who	3. Throughput	4. Total	2. Subtotal who	6 Throughput	7 Throughput	9 Statowido	9. Statewide or	10 Maximiza	11 Docision	12. DI Action Level	13. DI Present	1/L DI Procont
Overall	0	0	3. Illioughput	276	2. 305(0(a) Wild	74%	7. Tilloughput	66.7%	Local	TRUE	Conditional	12. Di Action Level	13. Di Flesellt	14. DI FIESEIIL
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%								

			Table 6.3	3. English - Gui	ided or Self Placement -	All Other GPA bands - Tran	fer, Unknown/Un	reported or Degree	Goal				
		rolled in Pre-Transfer-L er Guided or Self Placei		Students Pla	ced Directly in Transfer-	Level Sections					Disproportion	ate Impact (DI) Anal	lysis
English - All Other High School GPA	1. Total	2. Subtotal who	3. Throughput	4. Total	5. Subtotal who	6. Throughput 7. Through	put 8. Statewide	9. Statewide or	10. Maximize	11. Decision	12. DI Action Level	13. DI Present 14	4. 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													
			Table 6.4. SI	AM Math - Gu	uided or Self Placement	· Lowest High School GPA B	nd - Transfer and	l Unknown/Unrenor	ted Goal				
	Students En	rolled in Pre-Transfer-L			ced Directly in Transfer-		ina - Transier and	onknown, omepor	ica doui		Disproportion	ate Impact (DI) Anal	lysis
	aft	er Guided or Self Placei	ment										
SLAM Math - Lowest High School	1. Total	2. Subtotal who	3. Throughput	4. Total	5. Subtotal who	6. Throughput 7. Through	put 8. Statewide	9. Statewide or	10. Maximize	11. Decision	12. DI Action Level	13. DI Present 14	4. DI Present
GPA Performance Band with an	Enrolled	Completed Transfer-	Rate	Enrolled	Completed Transfer-	Rate Rate	Comparison	Local Comparison	Throughput?	Conditional		(PI, if	(PPG-1)
Educational Goal of Transfer		Level Course within			Level Course within	Differen	es Throughput	Rate Used (based		on Sample		value<.80)	
		One Year			One Year**		Rate	on sample size)		Size?			
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													
			Table 6.5	SI AM Math - (Guided or Self Placemen	t - Unknown High School G	A - Transfer and I	Inknown/I Inreporte	d Goal				
						t - Unknown High School G	A - Transfer and L	Jnknown/Unreporte	d Goal				
		rolled in Pre-Transfer-L er Guided or Self Placei	evel Sections		Guided or Self Placemen ced Directly in Transfer-		A - Transfer and L	Jnknown/Unreporte	d Goal		Disproportion	ate Impact (DI) Anal	lysis
SLAM Math - Unknown High School		er Guided or Self Placer	evel Sections							11. Decision	Disproportion	ate Impact (DI) Anal	
SLAM Math - Unknown High School Overall	aft	er Guided or Self Placer	evel Sections nent	Students Pla	ced Directly in Transfer-	Level Sections				11. Decision Conditional			
	aft 1. Total	er Guided or Self Placer 2. Subtotal who	evel Sections ment 3. Throughput 0% 0%	Students Pla	ced Directly in Transfer- 5. Subtotal who	Level Sections 6. Throughput 7. Through	put 8. Statewide	9. Statewide or	10. Maximize				
Overall	aft 1. Total 10	er Guided or Self Placer 2. Subtotal who 0	evel Sections ment 3. Throughput 0%	Students Pla 4. Total 45	ced Directly in Transfer- 5. Subtotal who 29	6. Throughput 7. Through 64.4% -64.4%	put 8. Statewide	9. Statewide or	10. Maximize		12. DI Action Level		4. DI Present
Overall African American	1. Total 10 1 1 0	er Guided or Self Placer 2. Subtotal who 0 0 0 0	evel Sections ment 3. Throughput 0% 0% 0% 0%	4. Total 45 7 0 0	5. Subtotal who 29 4 0 0	6. Throughput 7. Through 64.4% -64.4% -57.1% -57.1%	put 8. Statewide 63.0%	9. Statewide or	10. Maximize		12. DI Action Level No substantive DI		4. DI Present FALSE FALSE
Overall African American Asian Filipino Hispanic	aft 1. Total 10 1 1 0 2	er Guided or Self Placei 2. Subtotal who 0 0 0	evel Sections ment 3. Throughput 0% 0%	4. Total 45 7 0 0 10	5. Subtotal who 29 4 0 0 4	6. Throughput 7. Through 64.4% -64.4%	put 8. Statewide 63.0%	9. Statewide or	10. Maximize		12. DI Action Level No substantive DI		4. DI Present
Overall African American Asian Filipino Hispanic Native American/Alaskan Native	1. Total 10 1 1 0	er Guided or Self Placer 2. Subtotal who 0 0 0 0	evel Sections ment 3. Throughput 0% 0% 0% 0%	4. Total 45 7 0 0	5. Subtotal who 29 4 0 0	6. Throughput 7. Through 64.4% -64.4% -57.1% -57.1%	put 8. Statewide 63.0%	9. Statewide or	10. Maximize		No substantive DI		4. DI Present FALSE FALSE
Overall African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity	aft 1. Total 10 1 1 0 2	er Guided or Self Placer 2. Subtotal who 0 0 0 0 0 0	evel Sections ment 3. Throughput 0% 0% 0% 0%	4. Total 45 7 0 0 10	5. Subtotal who 29 4 0 0 4	6. Throughput 7. Through 64.4% -64.4% -57.1% -57.1%	put 8. Statewide 63.0%	9. Statewide or	10. Maximize		No substantive DI		4. DI Present FALSE FALSE
Overall African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander	aft 1. Total 10 1 1 0 2 0	er Guided or Self Placer 2. Subtotal who 0 0 0 0 0 0 0 0	evel Sections ment 3. Throughput 0% 0% 0% 0%	4. Total 45 7 0 0 10 0	5. Subtotal who 29 4 0 0 4 0	6. Throughput 7. Through 64.4% -64.4% -57.1% -57.1% -40.0%	put 8. Statewide 63.0%	9. Statewide or	10. Maximize		No substantive DI		4. DI Present FALSE FALSE
Overall African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity	aft 1. Total 10 1 1 0 2 0 0	er Guided or Self Placer 2. Subtotal who 0 0 0 0 0 0 0 0 0 0 0 0	evel Sections ment 3. Throughput 0% 0% 0% 0%	4. Total 45 7 0 0 10 0 4	5. Subtotal who 29 4 0 0 4 0 3	6. Throughput 7. Through 64.4% -64.4% -57.1% -57.1% -40.0% 75.0%	put 8. Statewide 63.0%	9. Statewide or	10. Maximize		No substantive DI		4. DI Present FALSE FALSE

			Table 6.6.	SLAM Math - 0	Guided or Self Placemer	nt - All Other High	n School GPA - T	ransfer and Ur	nknown/Unreported	d Goal				
		nrolled in Pre-Transfer-Ler Guided or Self Place	evel Sections		ced Directly in Transfer-				, , , , , , , , , , , , , , , , , , , ,			Disproportion	nte Impact (DI) Ar	alysis
SLAM Math - All Other High School Overall	1. Total		3. Throughput	4. Total	5. Subtotal who	6. Throughput	7. Throughput	8. Statewide 63.3%	9. Statewide or Statewide	10. Maximize	11. Decision Conditional	12. DI Action Level	13. DI Present	14. DI Present
African American								03.370	Statewide		Conditional			
Asian														
Filipino														
Hispanic														
Native American/Alaskan Native														
Multi-Ethnicity														
Pacific Islander														
White Non-Hispanic														
Unknown														
Olikilowii														
				Table 6.7. SI	LAM Math - Guided or S	elf Placement - L	owest High Sch	ool GPA Band -	Degree Goal					
		olled in Pre-College-Leve Guided or Self Placeme		Students Pla	ced Directly in College-	evel Sections						Disproportion	ate Impact (DI) Ar	alysis
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	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
GPA Performance Band with an	Enrolled	Completed College-	Rate	Enrolled	Completed College-	Rate	Rate	Comparison	Local Comparison		Conditional		(PI, if	(PPG-1)
Educational Goal of Degree		Level Course within			Level Course within		Differences	Throughput	Rate Used (based		on Sample		value<.80)	, - ,
		One Year			One Year**			Rate	on sample size)		Size?		,	
									, , ,					
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. SLA	AM Math - Guided or Se	If Placement - Hi	gh School GPA E	Band Unknown	- Degree Goal					
	Students En	rolled in Pre-College-Le	vel Level after	Students Pla	ced Directly in College-	evel Sections						Disproportion	ite Impact (DI) Ar	alysis
		Guided or Self-Placeme	nt											
SLAM Math - Unknown High School	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
GPA with an Educational Goal of	Enrolled	Completed College-	Rate	Enrolled	Completed College-	Rate	Rate	Comparison	Local Comparison	Throughput?	Conditional		(PI, if	(PPG-1)
Degree		Level Course within			Level Course within		Differences	Throughput	Rate Used (based		on Sample		value<.80)	
		One Year			One Year			Rate	on sample size)		Size?			
Overall	2	0	0%	15	9	60%	-60%	33.5%	Statewide	FALSE	Conditional			
African American	0	0	T 70	4	3	75%	0070	33.370	Statewide	TALSE	Conditional			
Asian	0	0		1	0	0%								
Filipino	0	0		0	0	370								
Hispanic	1	0	0%	2	2	100%	-100%					No substantive DI		FALSE
Native American/Alaskan Native	0	0		0	0	20070	200/0					50.2500110110 21		
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%								
- <u>-</u>														

				Table 6.9. SL/	AM Math - Guided or Sel	f Placement - Al	l Other High Sch	ool GPA Bands	- Degree Goal					
		olled in Pre-College-Leve			aced Directly in College-L							Disproportion	ate Impact (DI) A	nalysis
SLAM Math - All Other High School GPA Bands with an Educational Goal	1. Total Enrolled	Guided or Self Placemer 2. Subtotal who Completed College-	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed College-	6. Throughput Rate	7. Throughput Rate	8. Statewide Comparison	9. Statewide or Local Comparison		11. Decision Conditional	12. DI Action Level	13. DI Present (PI, if	14. DI Present (PPG-1)
of Degree		Level Course within One Year			Level Course within One Year		Differences	Throughput Rate	Rate Used (based on sample size)		on Sample Size?		value<.80)	
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														
			Table 6 10 R-	STEM Math - (Guided or Self Placemen	t - Lowest High 9	School GPA Rane	d - Transfer and	l IInknown/IInreno	rted Goal				
	Students En	nrolled in Pre-Transfer-Lo			ced Directly in Transfer-		CHOOL OF A Daile	u - mansier and	onknown, om epo	Tieu Goal		Disproportion	ate Impact (DI) A	nalysis
		er Guided or Self Placen												
B-STEM Math - Lowest High School	1. Total		3. Throughput	4. Total	5. Subtotal who				9. Statewide or			12. DI Action Level	13. DI Present	
GPA Performance Band with an	Enrolled	Completed Transfer-	Rate	Enrolled	Completed Transfer-	Rate	Rate	•	Local Comparison	Throughput?	Conditional		(PI, if	(PPG-1)
Educational Goal of Transfer and		Level Course within			Level Course within		Differences	Throughput	Rate Used (based		on Sample		value<.80)	
Unknown/Unreported Goal		One Year			One Year**			Rate	on sample size)		Size?			
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														
			Toble C 11	CTENA NACAL	Cuided on Calf Discours		inh Cahaal CDA	Transfer and I	University / Development	ad Caal				
	Students Fn	nrolled in Pre-Transfer-Lo			- Guided or Self Placeme		igii Scilool GPA	- Transier and t	onknown/ onreport	eu Guai		Disproportion	ate Impact (DI) A	nalvsis
-	aft	er Guided or Self Placen	nent		·									•
B-STEM Math - Unknown High	1. Total		3. Throughput	4. Total	5. Subtotal who		7. Throughput			10. Maximize		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	A -111 1- 1	0.00	TD/
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 Native American/Alaskan Native	3 0	1	33.3%	0 0	0							No substantive DI	2.28	FALSE
Multi-Ethnicity	5	1	20.0%	1	0	0.0%	20.0%					No substantivo D	1.37	FALSE
Pacific Islander	0	0	20.0%	0	0	0.0%	∠∪.∪%					No substantive DI	1.5/	FALSE
White Non-Hispanic	17	1	5.9%	16	11	68.8%	-62.9%					Action needed	0.40	TRUE
Unknown	17	1	100.0%	16	0	0.0%	100.0%					No substantive DI	6.83	FALSE
OHAHOWH	1	1	100.070	1	U	0.070	100.070					ואט שששנמוונועב טו	0.03	IADL

			- 11 646		0.11.1.0.1671									
					- Guided or Self Placem		h School GPA -	Transfer and L	Jnknown/Unreporte	ed Goal				
		nrolled in Pre-Transfer-I er Guided or Self Place		Students Plac	ced Directly in Transfer-	Level Sections						Disproportion	ate Impact (DI) Ar	alysis
B-STEM Math - Unknown High	1. Total	2. Subtotal who	3. Throughput	4. Total	5. Subtotal who	6. Throughput	7. Throughput			10. Maximize		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	3. Math - Guided or Self	Placement - Low	est High Schoo	GPA Band - De	egree Goal					
	Students Enro	olled in Pre-College-Leve	el Sections after	Students Pla	ced Directly in College-	Level Sections						Disproportion	ate Impact (DI) Ar	alysis
		Guided or Self Placeme	nt											
B-STEM Math - Lowest High School	1. Total	2. Subtotal who	3. Throughput	4. Total	5. Subtotal who	6. Throughput						12. DI Action Level	13. DI Present	
GPA Performance Band with an	Enrolled	Completed College-	Rate	Enrolled	Completed College-	Rate	Rate	Comparison	Local Comparison	Throughput?	Conditional		(PI, if	(PPG-1)
Educational Goal of Degree		Level Course within			Level Course within		Differences	Throughput	Rate Used (based		on Sample		value<.80)	
		One Year			One Year**			Rate	on sample size)		Size?			
								4=0/						
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														
					Math - Guided or Self I		School GPA Bar	nd Unknown - [Degree Goal					
		rolled in Pre-College-Le Guided or Self-Placeme		Students Pla	ced Directly in College-	Level Sections						Disproportion	ate Impact (DI) Ar	iaiysis
B-STEM Math - Unknown High	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
School GPA with an Educational	Enrolled	Completed College-	Rate	Enrolled	Completed College-	Rate	Rate	Comparison	Local Comparison	Throughput?	Conditional		(PI, if	(PPG-1)
Goal of Degree		Level Course within			Level Course within		Differences	Throughput	Rate Used (based		on Sample		value<.80)	
		One Year			One Year			Rate	on sample size)		Size?			
		_			_									
Overall African American	12 0	2 0	17%	26	16	62% 100%	-45%	22.1%	Statewide	FALSE	Conditional			
African American Asian	5	1	20%	2 5	2	60%	-40%					No substantive DI	1.20	FALSE
Filipino	0	0	20/0	2	2	100%	- U/0					INO SUBSTAILTIVE DI	1.20	IADL
Hispanic	1	0	0%	2	1	50%	-50%					Action needed	0.00	TRUE
Native American/Alaskan Native	0	0	0,0	0	0	33/0	55/0					Action necded	0.00	INOL
Multi-Ethnicity	0	0		2	0	0%								
Pacific Islander	0	0		0	0	1								
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
-						•								

				F-bl- C 4F D C	TERRIBOAN Cuidad au	Calf Diagona A	II O+b I I -b C	-hl CDA D	de Berner Cool					
	Students Eng	ollad in Dra Callaga Lava			TEM Math - Guided or S		II Other High S	chool GPA Band	ds - Degree Goal			Dispreparties	ate Impact (DI) A	nalusis
		olled in Pre-College-Leve Guided or Self Placeme		Students Pla	ced Directly in College-	Level Sections						Disproportion	late impact (DI) A	naiysis
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)		11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
								24.20/	61.1. 11.		6. 111			
Overall African American	0	0		0	0			24.2%	Statewide		Conditional			
Asian														
Filipino														
Hispanic														
Native American/Alaskan Native Multi-Ethnicity														
Pacific Islander														
White Non-Hispanic														
Unknown														
						Color Legen	d							
	Enter data he	re				30101 208011	. 							
	No data displa	ayed for this area												
		nroughput/No Substantiv												
	_	on - when one of two DI												
	Not maximizi	ng throughput/Action Ne	eded - DI Preser	t										
						Columns Expla	ined							
Columns 1 and 4 - Total Enrolled:	These column	ns show the number of di	stinct students e	nrolled in fall 2	019 at census with an e			gree, and/or tra	nsfer (transfer also i	ncludes unknow	n/unreported e	ducational goals) who v	vent through the (GSP process and
Columns 2 and 5 - Subtotal who	the number of transfer-level the gateway of These column	course at pre-degree leve of students who started a course who successfully course through the follow and the follow	t pre-transfer lev completed the c ving summer ter per of students p	rel whether or i ollege-level or m. laced via GSP a	not they placed at pre-d transfer-level course wi nd those placed directly	egree level, pre-tr thin one full acade into college-level	ansfer level, or emic year, inclu or transfer-lev	transfer-level unding intersession rel courses out o	using a GSP model. Cons. For example, if a	olumn 4 provide student started who successfully	is the number of in a discipline in completed a co	f students enrolled dire n fall 2019, they would ollege-level or transfer-l	ctly into a college- pe tracked throug evel course within	level or h completion of n one year with
Completed Transfer-Level Course within One Year:	school transc	olumn 2 reflects the num	iber of students	wno completed	the college-level/trans	ter-level course by	GSP placemer	nt model, and Co	olumn 5 snows the s	tudents who coi	npieted a colleg	e-level/transfer-level co	ourse when placed	d using nign
Columns 3 and 6 - Throughput Rate:		•	of students who	uccessfully con	nnleted (C or higher) a t	ransfer-level (or co	ollege-level) co	urse within one	vear. To calculate t	ne throughout ra	nte, divide Colun	nn 2 by Column 1 and C	olumn 5 by Colum	nn 4
	(respectively)			accessian, con	inproced (o or ingrior) a c		oege .eve., ee	u. 50 W.C	year to calculate t		ice, airriae corai	5, 55.4 4	o.a 5 27 co.a	
Column 7 - Throughput Rate Differences:	transfer-level	with a transfer goal, this course sections with or udents who successfully	without a corequ	isite. For stude	nts with a degree goal, i	it shows the differ	ence in throug	hput rates betw	een students who s	uccessfully comp	leted the colleg	e-level course after enr	olling in a pre-trar	•
Column 8 - Statewide Comparison	See "Tab 10. I	Methodology" for more	details.											
Throughput Rate: Column 9 - Statewide or Local Comparison Rate Used:	Depends on o	overall sample size in Colu	umn 5; see "Tab	10. Methodoloរ	gy" for more details.									
Column 10 - Maximize Throughput?	: This column of throughput.	determines if the GSP ma	ximized through	out when comp	pared to the statewide o	r local throughput	rate, per the r	equirements of	AB 705. FALSE mea	ns model does N	OT maximize th	roughput, whereas TRU	E means model m	naximizes
Column 11 - Decision Conditional or Sample Size?:		rall sample size in Colum	n 5; if below a sa	mple size of 10	0, decision is conditiona	al on statewide thr	oughput rate;	if sample size is	above 100, decision	is not condition	al on statewide	throughput rate, but is	based on local thr	roughput rate.
Column 12 - Disproportionate Impact (DI) Action Level:	If either Columnaximize thro	mn 13 or 14 fall below th oughput.	reshold, then co	nsider action; w	hen both columns fall b	pelow threshold, th	hen action is ne	eeded. If neithe	r column fall below	hreshold, then t	here is no subst	antive DI. DI is still disp	ayed even if mod	el does not
Column 13 - DI Present (PI, if value<.80):	1.00 indicates	onality index addresses the sthat a group's represen ng an educational outcor	tation among the	se achieving a	n educational outcome i	is identical to that	group's repres	entation in the	student population.	In contrast, a PI	value of less tha	an 1.00 indicates that a	group's represent	
Column 14 - DI Present (PPG-1):		ge point gap method addize of the difference. Sm						the overall thro	ughput rate (excludi	ng the subgroup) statistically sig	nificant?". That is, signi	ficance is related t	to the sample
						Rows Explain	ied							
Racial/Ethnic Groups:	outcomes tha	nate impact (DI) is also re at are at a substantially lo required to plan, implen	wer level than o	ther groups. Th	e determination of "sub	portionate impact	ts are displayed	-						

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.

	- · · · -		1.0 .1	- I									. /=->	
		olled in Pre-Transfer-Leve lacement Rules or Local	_		olled Directly in Transfer				Decision Rule			Disproportionate Impa	act (DI) Analysis fo	or Pre-Transfe
	Local P	iacement Rules of Local	ivieasures	w	itti oi witilout a corequi	site							Level	
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	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?		12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Presen (PPG-1)
			0.00/			00.00/	22.22	57.00/		54105	0 1::: 1			
Overall	27	0	0.0%	5	4	80.0%	-80.0%	67.0%	Statewide	FALSE	Conditional	N 1		EALCE
African American	4	0	0.0%	0	•	0.00/	0.00/					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	•	0.00/	0			100.00/							
Multi-Ethnicity	1	0	0.0%	2	2	100.0%	-100.0%					No substantive DI		FALSE
Pacific Islander	0	•	0.00/	0			100.00/							
White Non-Hispanic	2	0	0.0%	2	2	100.0%	-100.0%					No substantive DI		FALSE
Unknown	0			0										
		olled in Pre-Transfer-Leve lacement Rules or Local	el Sections using		ent Models for Students i olled Directly in Transfer				Decision Rule			Disproportionate Impa	act (DI) Analysis fo	or Pre-Transfe
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	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Presen
GPA Performance Band with a	Enrolled	Completed Transfer-	Rate	Enrolled	Completed Transfer-	Rate	Rate	Comparison	Local Comparison				(PI, if	(PPG-1)
Transfer Goal		Level Course within			Level Course within		Differences	Throughput	Rate Used (based	0 8 1	Sample Size?		value<.80)	(
		One Year			One Year			Rate	on sample size)				,	
		0			0				o oap.o ozo,					
Overall	12	1	8.3%	61	18	29.5%	-21.2%	63.8%	Statewide	FALSE	Conditional			
Overall African American	12	1 0	8.3%	61 9	18	29.5% 22.2%	-21.2% -22.2%	63.8%	Statewide	FALSE	Conditional	Action needed	0.00	TRUE
								63.8%	Statewide	FALSE	Conditional	Action needed	0.00	TRUE
African American	1			9	2	22.2%		63.8%	Statewide	FALSE	Conditional	Action needed Action needed	0.00	
African American Asian	1	0	0.0%	9 12	2 4	22.2% 33.3%	-22.2%	63.8%	Statewide	FALSE	Conditional			TRUE TRUE FALSE
African American Asian Filipino	1 0 1	0	0.0%	9 12 1	2 4 0	22.2% 33.3% 0.0%	-22.2% 0.0%	63.8%	Statewide	FALSE	Conditional	Action needed	0.00	TRUE
African American Asian Filipino Hispanic	1 0 1 8	0	0.0%	9 12 1 24	2 4 0	22.2% 33.3% 0.0%	-22.2% 0.0%	63.8%	Statewide	FALSE	Conditional	Action needed	0.00	TRUE
African American Asian Filipino Hispanic Native American/Alaskan Native	1 0 1 8 0	0 0 1	0.0% 0.0% 12.5%	9 12 1 24 0	2 4 0 6	22.2% 33.3% 0.0% 25.0%	-22.2% 0.0% -12.5%	63.8%	Statewide	FALSE	Conditional	Action needed No substantive DI	0.00 1.50	TRUE FALSE
African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity	1 0 1 8 0 2	0 0 1	0.0% 0.0% 12.5%	9 12 1 24 0 3	2 4 0 6	22.2% 33.3% 0.0% 25.0%	-22.2% 0.0% -12.5%	63.8%	Statewide	FALSE	Conditional	Action needed No substantive DI	0.00 1.50	TRUE FALSE

			T	hla 4 2 CLAN4	Math Discoment Madel	a for Students in	the Lewest High	School CDA Box	nd Dagree Cool					
		olled in Pre-College-Leve lacement Rules or Local	el Sections using		Math Placement Model rolled Directly in College		tne Lowest High	SCHOOL GPA Ban	Decision Rule			Disproportionate Impa	nct (DI) Analysis f	or Pre-Transfe
SLAM Math - Lowest High School GPA Performance Band with a Degree Goal	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	Local Comparison		11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Presen (PPG-1)
Overall	0	0		6	2	33.3%		23.9%	Statewide	TRUE	Conditional			
African American	0			0				10.070						
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										
		olled in Pre-Transfer-Leve	el Sections using		ent Models for Students olled Directly in Transfe		gh School GPA B	and - Transfer a	and Unknown/Unrep Decision Rule	oorted Goal		Disproportionate Impa		or Pre-Transfe
	Local P	lacement Rules or Local	Measures										Level	
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	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Presen
GPA Performance Band with a	Enrolled	Completed Transfer-	Rate	Enrolled	Completed Transfer-	Rate	Rate	Comparison	Local Comparison	Throughput?	Conditional on		(PI, if	(PPG-1)
Transfer and Unknown/Unreported Goal		Level Course within One Year			Level Course within One Year		Differences	Throughput Rate	Rate Used (based on sample size)		Sample Size?		value<.80)	
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%				Contactional	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	1	33.370	31.0/0					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	1	33.370	23.7/0					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
•	3	0	0.0%	0	•	3.070	5/0					Action needed	0.00	TRUE
Unknown												ACHON NEEDED	(7.00	

			Tal	ole 4.5. B-STEN	Math Placement Mode	els for Students in	the Lowest High	School GPA Ba	nd - Degree Goal					
		olled in Pre-College-Leve lacement Rules or Local	•	Students En	rolled Directly in College	-Level Sections			Decision Rule			Disproportionate Impa	act (DI) Analysis f Level	for Pre-Transfer
B-STEM Math - Lowest High School GPA Performance Band with a Degree Goal	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?		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	U	0.0%	16	5 1	100.0%	-31.3%	17.8%	Statewide	FALSE	Conditional	1		
Asian	2	0	0.0%	3	1	33.3%	-33.3%					No substantive DI		FALSE
Filipino	0	U	0.0%	0	1	33.3/0	-33.3/0					No substantive Di		FALSE
•	3	0	0.00/	8	1	12 50/	12 50/					No substantivo DI		FALSE
Hispanic	0	U	0.0%	0	1	12.5%	-12.5%					No substantive DI		FALSE
Native American/Alaskan Native	· ·			_	0	0.00/								
Multi-Ethnicity	0			1	0	0.0%								
Pacific Islander	0			0		100.00/								
White Non-Hispanic	0			1	1	100.0%								
Unknown	0			2	1	50.0%								
						Color Leger	nd							
	Enter data he	re												
	No data displa	ayed for this area												
		roughput/No Substantive	e DI											
		on - when one of two DI r												
	_	ng throughput/Action Ne												
		0 - 1 - 0 1 - 4 - 1 - 1												
						Columns Expla	ined							
Columns 1 and 4 - Total Enrolled:		s show the number of dis N, MW, and W grades) as												include
Columns 2 and 5 - Subtotal who Completed Transfer-Level Course within One Year:	reflects the nu	s demonstrate the numb umber of students who co For example, if a student	ompleted the pre-	transfer-level o	course, and Column 5 sho	ows the students	who completed a	transfer-level c	course when enrolled	d directly into a t	ransfer-level co			
Columns 3 and 6 - Throughput Rate	: These column	s show the percentage of	f students who su	ccessfully comp	oleted (C or higher) a tra	nsfer-level (or col	ege-level) course	e within one yea	r. To calculate the th	roughput rate, o	livide Column 2	by Column 1 and Colum	nn 5 by Column 4	(respectively).
Column 7 - Throughput Rate:	Differences: [i	insert definition; is missin	g from this tab]											
Column 8 - Statewide Comparison														
Throughput Rate:														
Column 9 - Statewide or Local Comparison Rate Used:	Depending on	overall sample size in Co	lumn 5; see "Tab	10. Methodolo	gy" for more details.									
Column 10 - Maximize Throughput?:	This column d throughput.	etermines if the local mo	del maximized th	roughput wher	compared to the statew	vide or local throu	ghput rate, per t	he requirement	s of AB 705. FALSE m	eans model doe	s NOT maximize	e throughput, whereas T	RUE means mode	el maximizes
Column 11 - Decision Conditional on Sample Size?:	Based on over	rall sample size in Columr	n 5; if below a sam	ple size of 100	, decision is conditional c	on statewide thro	ughput rate; if sa	mple size is abo	ve 100, decision is n	ot conditional or	statewide thro	ughput rate, but is base	d on local throug	hput rate.
Column 12 - Disproportionate Impact (DI) Action Level:		mn 13 or 14 fall below th	reshold, then con	sider action; w	hen both columns fall be	low threshold, the	en action is need	ed. If neither co	lumn fall below thre	shold, then there	e is no substanti	ve DI. DI is still displayed	d even if model d	oes not
Column 13 - DI Present (PI, if	maximize thro	nality index addresses th	o question "If a a	uharoup of ct.	dents represents 450/ -f	the student had	does that sub	oun also represe	ant at least 450/ of th	o studonto whe	achieve a case	fic adjustional autoris	2" A proportions	lity inday of 1.0
value<.80):	indicates that	a group's representation a group's representation educational outcome is lo	among those ach	ieving an educ	ational outcome is ident	ical to that group'	s representation	in the student p	opulation. In contra	st, a PI value of I	ess than 1.00 in	dicates that a group's re		•
Column 14 - DI Present (PPG-1):		ge point gap method add f the difference. Smaller	•				bgroup and the	overall throughp	out rate (excluding th	ne subgroup) sta	tistically signific	ant?". That is, significan	ce is related to th	ne sample size
						Rows Explain	ned							
Racial/Ethnic Groups:	outcomes tha	ate impact (DI) is also red t are at a substantially lour sired to plan, implement,	wer level than oth	er groups. The	determination of "subst									

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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. E	inglish - Guide	d or Self Placement - Lo	west High Schoo	l GPA Band - Tra	ansfer, Unknov	wn/Unreported or Deg	ree Goal				
		nrolled in Pre-Transfer-L ter Guided or Self Placen		Students Enro	olled Directly in Transfe	r-Level Sections						Disproportion	nate Impact (DI) An	alysis
English - Lowest High School GPA Performance Band with an Educational Goal of Transfer,	1. Total Enrolled	Completed Transfer- Level Course within	3. Throughput Rate	4. Total Enrolled	2. Subtotal who Completed Transfer- Level Course within	6. Throughput Rate	7. Throughput Rate Differences	Comparison Throughput	9. Statewide or Local Comparison Rate Used (based on	10. Maximize Throughput?	11. Decision Conditional on Sample	12. DI Action Level	13. DI Present (PI, if value<.80)	
Unknown/Unreported or Degree		One Year			One Year			Rate	sample size)		Size?			
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										
		nrolled in Pre-Transfer-L ter Guided or Self Placen	evel Sections		Guided or Self Placemen		h GPA - Transfe	r, Unknown/U	nreported or Degree G	ioal		Disproportion	nate Impact (DI) An	alysis
English - High School GPA Unknown	1. Total	2. Subtotal who	3. Throughput	4. Total	2. 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 Presen
with an Educational Goal of Transfer,	Enrolled	Completed Transfer-	Rate	Enrolled	Completed Transfer-	Rate	Rate	Comparison	Comparison Rate	Throughput?	Conditional		(PI, if value<.80)	(PPG-1)
Unknown/Unreported or Degree		Level Course within			Level Course within		Differences	Throughput	Used (based on		on Sample			
		One Year			One Year			Rate	sample size)		Size?			
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
						78%								

			Table 6	2 English G	uided or Self Placement	All Other CDA	hands Transfe	or Unknown/U	proported or Dograe 6	coal coal				
		nrolled in Pre-Transfer-L ter Guided or Self Placen	evel Sections		ced Directly in Transfer		parius - Transie	er, Olikilowii/O	ineported of Degree C	ioai		Disproportion	nate Impact (DI) An	alysis
English - All Other High School GPA Bands Students 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	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	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%								
		nrolled in Pre-Transfer-L ter Guided or Self Placen	evel Sections		Guided or Self Placemen ced Directly in Transfer		ichool GPA Ban	d - Transfer an	d Unknown/Unreport	ed Goal		Disproportion	nate Impact (DI) An	alysis
SLAM Math - Lowest High School GPA	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
Performance Band with an	Enrolled	Completed Transfer-	Rate	Enrolled	Completed Transfer-	Rate	Rate	Comparison	Comparison Rate	Throughput?	Conditional		(PI, if value<.80)	(PPG-1)
Educational Goal of Transfer		Level Course within			Level Course within		Differences	Throughput	Used (based on		on Sample			
		One Year			One Year**			Rate	sample size)		Size?			
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 Placeme	ent - Unknown H	igh School GPA	- Transfer and	Unknown/Unreporte	d Goal				
		nrolled in Pre-Transfer-Lor er Guided or Self Placen		Students Pla	ced Directly in Transfer	-Level Sections						Disproportion	ate Impact (DI) An	alysis
SLAM Math - Unknown High School GPA with an Educational Goal of Transfer and Unknown/Unreported	1. Total Enrolled		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)	I 10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	
Overall	7	2	29%	18	11	61%	-33%	63.8%	Statewide	FALSE	Conditional			
African American	1	0	0%	7	4	57%	-57%	03.0%	Statemac	171202	Conditional	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	•	3370	0	-	3070	1770					No substantive bi	1.17	171232
Multi-Ethnicity	1	0	0%	1	1	100%	-100%					Action needed	0.00	TRUE
Pacific Islander	0	O	070	1	0	0%	-100/0					Action needed	0.00	INOL
White Non-Hispanic	0			2	2	100%								
Unknown	0			1	0	0%								
	U		<u> </u>	_	<u> </u>	1 0/0								
			Table 6.6	. SLAM Math	- Guided or Self Placem	ent - All Other Hi	igh School GPA	- Transfer and	Unknown/Unreported	d Goal				
		nrolled in Pre-Transfer-L er Guided or Self Placen		Students Pla	ced Directly in Transfer	-Level Sections						Disproportion	iate Impact (DI) An	alysis
SLAM Math - All Other High School	1. Total	2. Subtotal who	3. Throughput	4. Total	5. Subtotal who	6. Throughput	7. Throughput	8. Statewide	9. Statewide or Local	I 10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Presen
GPA with an Educational Goal of	Enrolled	Completed Transfer-	Rate	Enrolled	Completed Transfer-	Rate	Rate	Comparison	Comparison Rate	Throughput?	Conditional		(PI, if value<.80)	
Transfer and Unknown/Unreported		Level Course within			Level Course within		Differences	Throughput	Used (based on		on Sample		(,	(
Transfer and Onknown, Omeported		One Year			One Year**		Differences	Rate	sample size)		Size?			
Overall	0	0		0	0			64.1%	Statewide		Conditional			
African American	0	Ţ.		0				0270	otateac		00110101101			
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										
				7-1-1-67	CLARA RALLE CUITA LA	Calf Diagram	1t 11'-b C	-lL CDA D	d Danna Carl					
	Students Enro	olled in Pre-College-Leve	l Sections after		SLAM Math - Guided or aced Directly in College-		- Lowest High S	CHOOL GPA Band	d - Degree Goal			Disproportion	nate Impact (DI) An	alvsis
		Guided or Self Placemer	nt											
SLAM Math - Lowest High School GPA	1. Total		3. Throughput	4. Total	5. Subtotal who				9. Statewide or Local		11. Decision	12. DI Action Level	13. DI Present	
Performance Band with an	Enrolled	Completed College-	Rate	Enrolled	Completed College-	Rate	Rate	Comparison	Comparison Rate	Throughput?	Conditional		(PI, if value<.80)	(PPG-1)
Educational Goal of Degree		Level Course within			Level Course within		Differences	Throughput	Used (based on		on Sample			
		One Year			One Year**			Rate	sample size)		Size?			
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 Pacific Islander	0			0										
Macitic Islandor	0			0										
	^		l l	^										
White Non-Hispanic Unknown	0			0										

				Table 6.8. SI	AM Math - Guided or S	en Placement - F	nigii School Gr	A Band Unknow	vn - Degree Goal					
		rolled in Pre-College-Lev Guided or Self-Placemer		Students Pla	ced Directly in College-	Level Sections						Disproportion	nate Impact (DI) Anal	lysis
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 1 (PI, if value<.80)	14. DI Presen (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. SI	AM Math - Guided or S	elf Placement - /	All Other High S	School GPA Rand	ds - Degree Goal					
		olled in Pre-College-Leve Guided or Self Placemer					The Control of the Co	CHOOL OF A BUIL	us begree dour			Disproportion	nate Impact (DI) Anal	lysis
SLAM Math - All Other High School	1. Total		3. Throughput	4. Total	5. Subtotal who	6. Throughout	7. Throughput	8. Statewide	9. Statewide or Local	10. Maximize	11. Decision	12. DI Action Level	13. DI Present 1	14. DI Presen
GPA Bands with an Educational Goal	Enrolled	Completed College-	Rate	Enrolled	Completed College-	Rate	Rate	Comparison	Comparison Rate	Throughput?	Conditional	12. 5.7.00.01. 2000.	(PI, if value<.80)	(PPG-1)
of Degree		Level Course within			Level Course within		Differences	Throughput	Used (based on		on Sample		(1.1) 11 (4.14.4)	(
o. Deg.ee		One Year			One Year		Directices	Rate	sample size)		Size?			
Overall	0	0		0	0			24.0%	Statewide		Conditional			
African American	0			0										
Asian	0			0										
Filipino	0			0 0										
Hispanic Native American/Alaskan Native	0			0										
Multi-Ethnicity	0			0										
Pacific Islander	0			0										
White Non-Hispanic														
-	0			_										
Unknown	0			0										
Unknown	_			0										
Unknown	0			0 0 -STEM Math -	Guided or Self Placeme		n School GPA Ba	and - Transfer a	nd Unknown/Unrepo	rted Goal				
	0 Students Er aft	nrolled in Pre-Transfer-L er Guided or Self Placen	evel Sections nent	0 0 -STEM Math -	ed Directly in Transfer-	Level Sections							nate Impact (DI) Anal	
B-STEM Math - Lowest High School	Students Er aft 1. Total	er Guided or Self Placen 2. Subtotal who	evel Sections nent 3. Throughput	0 0 -STEM Math - Students Place 4. Total	ed Directly in Transfer- 5. Subtotal who	Level Sections 6. Throughput	7. Throughput	8. Statewide	9. Statewide or Local	10. Maximize	11. Decision	Disproportion 12. DI Action Level	13. DI Present 1	14. DI Presen
B-STEM Math - Lowest High School GPA Performance Band with an	0 Students Er aft	er Guided or Self Placen 2. Subtotal who Completed Transfer-	evel Sections nent	0 0 -STEM Math -	ed Directly in Transfer- 5. Subtotal who Completed Transfer-	Level Sections	7. Throughput Rate	8. Statewide Comparison	9. Statewide or Local Comparison Rate		Conditional			
B-STEM Math - Lowest High School GPA Performance Band with an Educational Goal of Transfer and	Students Er aft 1. Total	er Guided or Self Placen 2. Subtotal who Completed Transfer- Level Course within	evel Sections nent 3. Throughput	0 0 -STEM Math - Students Place 4. Total	5. Subtotal who Completed Transfer- Level Course within	Level Sections 6. Throughput	7. Throughput	8. Statewide Comparison Throughput	9. Statewide or Local Comparison Rate Used (based on	10. Maximize	Conditional on Sample		13. DI Present 1	14. DI Presen
B-STEM Math - Lowest High School GPA Performance Band with an	Students Er aft 1. Total	er Guided or Self Placen 2. Subtotal who Completed Transfer-	evel Sections nent 3. Throughput	0 0 -STEM Math - Students Place 4. Total	ed Directly in Transfer- 5. Subtotal who Completed Transfer-	Level Sections 6. Throughput	7. Throughput Rate	8. Statewide Comparison	9. Statewide or Local Comparison Rate	10. Maximize	Conditional		13. DI Present 1	14. DI Presen
B-STEM Math - Lowest High School GPA Performance Band with an Educational Goal of Transfer and	Students Er aft 1. Total	er Guided or Self Placen 2. Subtotal who Completed Transfer- Level Course within	evel Sections nent 3. Throughput	-STEM Math - Students Place 4. Total Enrolled	5. Subtotal who Completed Transfer- Level Course within	Level Sections 6. Throughput	7. Throughput Rate	8. Statewide Comparison Throughput	9. Statewide or Local Comparison Rate Used (based on	10. Maximize	Conditional on Sample		13. DI Present 1	14. DI Presen
B-STEM Math - Lowest High School GPA Performance Band with an Educational Goal of Transfer and Unknown/Unreported Goal Overall	Students Er aft 1. Total Enrolled	er Guided or Self Placen 2. Subtotal who Completed Transfer- Level Course within	evel Sections nent 3. Throughput	-STEM Math - Students Place 4. Total Enrolled	5. Subtotal who Completed Transfer- Level Course within	Level Sections 6. Throughput	7. Throughput Rate	8. Statewide Comparison Throughput	9. Statewide or Local Comparison Rate Used (based on	10. Maximize	Conditional on Sample		13. DI Present 1	14. DI Presen
B-STEM Math - Lowest High School GPA Performance Band with an Educational Goal of Transfer and Unknown/Unreported Goal Overall African American	Students Er aft 1. Total Enrolled	er Guided or Self Placen 2. Subtotal who Completed Transfer- Level Course within One Year	evel Sections nent 3. Throughput	-STEM Math - Students Place 4. Total Enrolled	5. Subtotal who Completed Transfer- Level Course within One Year**	Level Sections 6. Throughput	7. Throughput Rate	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize	Conditional on Sample Size?		13. DI Present 1	14. DI Presen
B-STEM Math - Lowest High School GPA Performance Band with an Educational Goal of Transfer and Unknown/Unreported Goal Overall African American Asian	Students Er aft 1. Total Enrolled	er Guided or Self Placen 2. Subtotal who Completed Transfer- Level Course within One Year	evel Sections nent 3. Throughput	O O O O O O O O O O O O O O O O O O O	5. Subtotal who Completed Transfer- Level Course within One Year**	Level Sections 6. Throughput	7. Throughput Rate	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize	Conditional on Sample Size?		13. DI Present 1	14. DI Presen
B-STEM Math - Lowest High School GPA Performance Band with an Educational Goal of Transfer and Unknown/Unreported Goal Overall African American Asian Filipino	Students Er aft 1. Total Enrolled	er Guided or Self Placen 2. Subtotal who Completed Transfer- Level Course within One Year	evel Sections nent 3. Throughput	O O O O O O O O O O O O O O O O O O O	5. Subtotal who Completed Transfer- Level Course within One Year**	Level Sections 6. Throughput	7. Throughput Rate	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize	Conditional on Sample Size?		13. DI Present 1	14. DI Presen
B-STEM Math - Lowest High School GPA Performance Band with an Educational Goal of Transfer and Unknown/Unreported Goal Overall African American Asian Filipino Hispanic	Students Er aft 1. Total Enrolled	er Guided or Self Placen 2. Subtotal who Completed Transfer- Level Course within One Year	evel Sections nent 3. Throughput	O O O O O O O O O O O O O O O O O O O	5. Subtotal who Completed Transfer- Level Course within One Year**	Level Sections 6. Throughput	7. Throughput Rate	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize	Conditional on Sample Size?		13. DI Present 1	14. DI Presen
B-STEM Math - Lowest High School GPA Performance Band with an Educational Goal of Transfer and Unknown/Unreported Goal Overall African American Asian Filipino Hispanic Native American/Alaskan Native	Students Er aft 1. Total Enrolled	er Guided or Self Placen 2. Subtotal who Completed Transfer- Level Course within One Year	evel Sections nent 3. Throughput	O O O O O O O O O O O O O O O O O O O	5. Subtotal who Completed Transfer- Level Course within One Year**	Level Sections 6. Throughput	7. Throughput Rate	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize	Conditional on Sample Size?		13. DI Present 1	14. DI Presen
B-STEM Math - Lowest High School GPA Performance Band with an Educational Goal of Transfer and Unknown/Unreported Goal Overall African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity	Students Er aft 1. Total Enrolled	er Guided or Self Placen 2. Subtotal who Completed Transfer- Level Course within One Year	evel Sections nent 3. Throughput	O O O O O O O O O O O O O O O O O O O	5. Subtotal who Completed Transfer- Level Course within One Year**	Level Sections 6. Throughput	7. Throughput Rate	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize	Conditional on Sample Size?		13. DI Present 1	14. DI Presen
B-STEM Math - Lowest High School GPA Performance Band with an Educational Goal of Transfer and Unknown/Unreported Goal Overall African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander	Students Er aft 1. Total Enrolled 0 0 0 0 0 0 0 0 0 0 0 0 0	er Guided or Self Placen 2. Subtotal who Completed Transfer- Level Course within One Year	evel Sections nent 3. Throughput	O O O O O O O O O O O O O O O O O O O	5. Subtotal who Completed Transfer- Level Course within One Year**	Level Sections 6. Throughput	7. Throughput Rate	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize	Conditional on Sample Size?		13. DI Present 1	14. DI Presen
B-STEM Math - Lowest High School GPA Performance Band with an Educational Goal of Transfer and Unknown/Unreported Goal Overall African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity	Students Er aft 1. Total Enrolled	er Guided or Self Placen 2. Subtotal who Completed Transfer- Level Course within One Year	evel Sections nent 3. Throughput	O O O O O O O O O O O O O O O O O O O	5. Subtotal who Completed Transfer- Level Course within One Year**	Level Sections 6. Throughput	7. Throughput Rate	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize	Conditional on Sample Size?		13. DI Present 1	14. DI Presen

			Table 6.11.	B-STEM Math	n - Guided or Self Placen	nent - Unknown	High School GP	A - Transfer an	d Unknown/Unreport	ed Goal				
		nrolled in Pre-Transfer-Ler Guided or Self Placen		Students Pla	ced Directly in Transfer	-Level Sections						Disproportion	nate Impact (DI) An	alysis
B-STEM Math - Unknown High School GPA with an Educational Goal of Transfer and Unknown/Unreported Goal	1. Total Enrolled		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)	
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		h - Guided or Self Place		High School GP	A - Transfer and	d Unknown/Unreport	ed Goal				
		nrolled in Pre-Transfer-L er Guided or Self Placen		Students Pla	ced Directly in Transfer	-Level Sections						Disproportion	nate Impact (DI) An	alysis
B-STEM Math - Unknown 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
GPA with an Educational Goal of	Enrolled	Completed Transfer-	Rate	Enrolled	Completed Transfer-	Rate	Rate	Comparison	Comparison Rate	Throughput?	Conditional		(PI, if value<.80)	
Transfer and		Level Course within			Level Course within		Differences	Throughput	Used (based on		on Sample		(,,	(/
A176Unknown/Unreported		One Year			One Year**		2	Rate	sample size)		Size?			
A170011Kilowily olireported		One real			One rear			nate	Sample Size,		oize.			
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 Se	elf Placement - Lo	owest High Sch	ool GPA Band -	Degree Goal					
:		olled in Pre-College-Leve Guided or Self Placemer		Students Pla	aced Directly in College-	Level Sections	-					Disproportion	nate Impact (DI) An	alysis
B-STEM Math - Lowest High School	1. Total		3. Throughput	4. Total	5. Subtotal who	6. Throughput	7. Throughnut	8. Statewide	9. Statewide or Local	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
GPA Performance Band with an	Enrolled	Completed College-	Rate	Enrolled	Completed College-	Rate	Rate	Comparison	Comparison Rate	Throughput?	Conditional	TEL DI ACCIONI LEVEI	(PI, if value<.80)	
Educational Goal of Degree	Linoneu	Level Course within	nucc	Linoileu	Level Course within	nate	Differences	Throughput	Used (based on	Jugiiput:	on Sample		(1.1) 11 Value \100)	(5-1)
Educational Goal of Degree		One Year			One Year**		Differences	Rate	sample size)		Size?			
		one real			One real			nute	sumple size/		3120.			
Overall	0	0		0	0			12%	Statewide		Conditional			
African American	0	<u> </u>		0	<u> </u>			12/0	Jiaiewiue		Conditional			
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										
	U			U		L								

								Dania Onknown	- Degree Goal					
		rolled in Pre-College-Lev Guided or Self-Placemer		Students Pla	ced Directly in College-	Level Sections						Disproportion	nate Impact (DI) And	alysis
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 Preso (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	00/	0								No substantino Di		EALCE
White Non-Hispanic	1	0	0%	0								No substantive DI		FALSE
Unknown	0			0										
					STEM Math - Guided or		All Other High	School GPA Ba	nds - Degree Goal					
		olled in Pre-College-Leve Guided or Self Placemer		Students Pla	ced Directly in College-	Level Sections						Disproportion	nate Impact (DI) Ana	alysis
B-STEM Math - All Other 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 Prese
GPA Bands with an Educational Goal	Enrolled	Completed College-	Rate	Enrolled	Completed College-	Rate	Rate	Comparison	Comparison Rate	Throughput?	Conditional		(PI, if value<.80)	(PPG-1)
of Degree		Level Course within			Level Course within		Differences	Throughput	Used (based on		on Sample			
		One Year			One Year			Rate	sample size)		Size?			
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 1	0	00/								
Multi-Ethnicity Pacific Islander	0			-	0	0%								
White Non-Hispanic	0			0 0										
· .	0			0										
Unknown	U			U										
						Color Leg	end							
	Enter data he													
	No data displa	yed for this area												
	No data displa Maximizing th	yed for this area roughput/No Substantiv												
	No data displa Maximizing th	yed for this area		DI										
	No data displa Maximizing th Consider Action	yed for this area roughput/No Substantiv	methods shows											
	No data displa Maximizing th Consider Action	yed for this area roughput/No Substantiv on - when one of two DI r	methods shows			Columns Exp	plained							
	No data displa Maximizing th Consider Actio Not maximizin	yed for this area roughput/No Substantiv on - when one of two DI r	methods shows eded - DI Presen	t	2019 at census with an e	•		legree, and/or ti	ransfer (transfer also i	ncludes unknow	n/unreported ed	ducational goals) who w	ent through the GSI	P process an
Columns 1 and 4 - Total Enrolled:	No data displa Maximizing th Consider Actio Not maximizing	nyed for this area roughput/No Substantiv on - when one of two DI r ng throughput/Action Ne	methods shows eded - DI Presen	nrolled in fall :		educational goal	of certificate, d							
Columns 1 and 4 - Total Enrolled:	No data displa Maximizing th Consider Actio Not maximizin These column enrolled in a co	ryed for this area rroughput/No Substantiv on - when one of two DI in g throughput/Action Ne	methods shows eded - DI Presen stinct students e I or pre-transfer	nrolled in fall i	ed to students who enro	educational goal olled directly at d	of certificate, degree or transfe	er level. If end o	f term data is used, in	clude withdraws	(EW, MW, and	W grades) as enrollmen	t in the course. Colu	ımn 1 shows
Columns 1 and 4 - Total Enrolled:	No data displa Maximizing th Consider Actio Not maximizin These column enrolled in a controlled in a controlle	ayed for this area roughput/No Substantiv on - when one of two DI r og throughput/Action Ne s show the number of dis ourse at pre-degree leve	nethods shows eded - DI Presen stinct students e I or pre-transfer pre-transfer lev	nrolled in fall i level compare el whether or	ed to students who enro not they placed at pre-o	educational goal olled directly at d degree level, pre	of certificate, d egree or transfe -transfer level,	er level. If end o or transfer-leve	f term data is used, in I using a GSP model. C	clude withdraws olumn 4 provide	(EW, MW, and sthe number of	W grades) as enrollmen students enrolled direc	t in the course. Coluctly into a college-lev	imn 1 shows vel or transf
Columns 1 and 4 - Total Enrolled:	No data displated Maximizing the Consider Action Not maximizing. These column enrolled in a control the number of level course were serious as a control to the number of	roughput/No Substantivon - when one of two DI registroughput/Action Newsons show the number of disourse at pre-degree levels students who started at	nethods shows eded - DI Presen stinct students e I or pre-transfer pre-transfer leved the college-le	nrolled in fall i level compare el whether or	ed to students who enro not they placed at pre-o	educational goal olled directly at d degree level, pre	of certificate, d egree or transfe -transfer level,	er level. If end o or transfer-leve	f term data is used, in I using a GSP model. C	clude withdraws olumn 4 provide	(EW, MW, and sthe number of	W grades) as enrollmen students enrolled direc	t in the course. Coluctly into a college-lev	imn 1 shows vel or transf
Columns 1 and 4 - Total Enrolled:	No data displa Maximizing the Consider Action Not maximizing These column enrolled in a country the number of level course we gateway course	ayed for this area roughput/No Substantiv on - when one of two DI r ng throughput/Action Ne s show the number of dis ourse at pre-degree leve f students who started at who successfully complete	nethods shows eded - DI Presen stinct students e I or pre-transfer pre-transfer leved the college-le summer term.	nrolled in fall : level compare rel whether or vel or transfer	ed to students who enro not they placed at pre- -level course within one	educational goal olled directly at d degree level, pre e full academic ye	of certificate, degree or transfe- transfer level, ear, including in	er level. If end o or transfer-level tersessions. For	f term data is used, in I using a GSP model. C example, if a student	clude withdraws olumn 4 provide started in a disci	(EW, MW, and sthe number of ipline in fall 2019	W grades) as enrollment students enrolled direc 9, they would be tracked	t in the course. Coluctly into a college-level through completion	umn 1 shows vel or transfo on of the
Columns 1 and 4 - Total Enrolled: Columns 2 and 5 - Subtotal who	No data displated Maximizing the Consider Action Not maximizing. These column enrolled in a content the number of level course with gateway course. These column these column these column these column that is a column to the number of the number of level course with the number of level	ryed for this area rroughput/No Substantiv on - when one of two DI in g throughput/Action Ne s show the number of dis rourse at pre-degree leve f students who started at who successfully complete se through the following	stinct students e l or pre-transfer pre-transfer pre-transfer leved the college-le summer term. er of students p	nrolled in fall i level compare rel whether or vel or transfer	ed to students who enro not they placed at pre- -level course within one and those placed directl	educational goal olled directly at d degree level, pre e full academic ye y into college-lev	of certificate, degree or transfe- transfer level, ear, including in	er level. If end o or transfer-level tersessions. For evel courses out	of term data is used, in I using a GSP model. C example, if a student t of the total enrolled	clude withdraws olumn 4 provide started in a disci who successfully	(EW, MW, and as the number of ipline in fall 2019 completed a co	W grades) as enrollmen students enrolled direc 9, they would be tracked llege-level or transfer-le	t in the course. Coluctly into a college-level through completion evel course within or	imn 1 shows vel or transf on of the ne year with
Columns 1 and 4 - Total Enrolled: Columns 2 and 5 - Subtotal who Completed Transfer-Level Course	No data displated Maximizing the Consider Action Not maximizing. These column enrolled in a content the number of level course with gateway course. These column these column these column these column that is a column to the number of the number of level course with the number of level	roughput/No Substantivon - when one of two DI registroughput/Action Newson - when one of two DI registroughput/Action Newson - when one of discourse at pre-degree lever for successfully complete the through the following see through the following seemonstrate the numb Column 2 reflects the number of successfully complete the successfully complete the seemonstrate the number of successfully complete the successfully complete the seemonstrate the number of successfully complete the seemonstrate the number of successfully complete the successfully co	stinct students e l or pre-transfer pre-transfer pre-transfer leved the college-le summer term. er of students p	nrolled in fall i level compare rel whether or vel or transfer	ed to students who enro not they placed at pre- -level course within one and those placed directl	educational goal olled directly at d degree level, pre e full academic ye y into college-lev	of certificate, degree or transfe- transfer level, ear, including in	er level. If end o or transfer-level tersessions. For evel courses out	of term data is used, in I using a GSP model. C example, if a student t of the total enrolled	clude withdraws olumn 4 provide started in a disci who successfully	(EW, MW, and as the number of ipline in fall 2019 completed a co	W grades) as enrollmen students enrolled direc 9, they would be tracked llege-level or transfer-le	t in the course. Coluctly into a college-level through completion evel course within or	imn 1 show vel or transf on of the ne year with
Columns 1 and 4 - Total Enrolled: Columns 2 and 5 - Subtotal who Completed Transfer-Level Course within One Year:	No data displated Maximizing the Consider Action Not maximizing. These column enrolled in a control the number of level course with gateway course these column a C or better, school transcript.	roughput/No Substantivon - when one of two DI registroughput/Action Newson - when one of two DI registroughput/Action Newson - when one of discourse at pre-degree lever for successfully complete the through the following see through the following seemonstrate the numb Column 2 reflects the number of successfully complete the successfully complete the seemonstrate the number of successfully complete the successfully complete the seemonstrate the number of successfully complete the seemonstrate the number of successfully complete the successfully co	stinct students e I or pre-transfer r pre-transfer leved the college-le summer term. er of students p	nrolled in fall : level compare rel whether or vel or transfer laced via GSP a s who complet	ed to students who enro not they placed at pre- -level course within one and those placed directl ted the college-level/tra	educational goal olled directly at degree level, pre full academic ye y into college-level cours	of certificate, degree or transfe- transfer level, ear, including in rel or transfer-le e by GSP place	er level. If end o or transfer-level tersessions. For evel courses out ment model, an	If term data is used, in I using a GSP model. Contact example, if a student to f the total enrolled to d Column 5 shows the	clude withdraws olumn 4 provide started in a disci who successfully students who co	(EW, MW, and sthe number of ipline in fall 201s completed a coompleted a collection of the completed a collection of the completed a collection of the colle	W grades) as enrollmen students enrolled direct 9, they would be tracked llege-level or transfer-lege-level (t in the course. Colu tily into a college-leved through completion evel course within or course when placed	imn 1 shows vel or transf on of the ne year with using high

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.

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.

		Enrolled in Pre-T g Local Placeme	ransfer-Level nt Rules or Local		rolled Directly in vith or without a				Decision Rule			Disproportionate Impa	ct (DI) Analysis for Level	Pre-Transfe
English - Lowest High School GPA Performance Band with an Educational Goal of Transfer, Unknown/Unreported or Degree	1. Total Enrolled	Measures 2. Subtotal Who Completed Transfer-Level Course within		4. Total Enrolled	5. Subtotal Who Completed Transfer-Level Course within	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present 1 (PI, if value<.80)	4. DI Presen (PPG-1)
Overall	0	One Year		0	One Year			68.1%	sample size) Statewide		Conditional			
African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown														

		Т	able 4.2. SLAM N	lath Placement	Models for Stu	dents in the Lowe	est High School G	PA Band - Trans	sfer and Unknov	vn/Unreported (Goal		
	Students E	nrolled in Pre-T	ransfer-Level	Students En	rolled Directly in	Transfer-Level			Decision Rule			Disproportionate Impa	act (DI) Analysis for Pre-Transfer
	Sections using	g Local Placeme	nt Rules or Local		Sections								Level
		Measures											
SLAM Math - Lowest 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		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													
	Students Enrolled in Pre-College-Level			Students Enrolled Directly in College-Level			Decision Rule				Disproportionate Impact (DI) Analysis for Pre-Transfer		
	Sections using Local Placement Rules or Local			Sections						Level			
		Measures											
SLAM Math - Lowest 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		2	0	0.0%		38.9%	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	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														
	Students Enrolled in Pre-Transfer-Level			Students Enrolled Directly in Transfer-Level					Decision Rule		Disproportionate Impact (DI) Analysis for Pre-Transfer			
	Sections using Local Placement Rules or Local		Sections								Level			
	Measures													
B-STEM Math - Lowest 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		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															
	Students Enrolled in Pre-College-Level			Students Enrolled Directly in College-Level				Decision Rule					Disproportionate Impact (DI) Analysis for Pre-Transfer		
Sections using Local Placement Rules or Local			Sections								Level				
Measures															
B-STEM Math - Lowest 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		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.

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Folsom Lake College														
Directions: Enter data into the blue of	ells in Tables 6	i.1 through 6.15; a	all other cells ar	e populated au	tomatically. See	definitions for e	ach column and	the rows below	the tables. Be	sure to scroll do	wn fully to see a	all information in the te	mplate. Enter data	for students
who enrolled in the course in fall 201														
Click here for instructions on how to	complete the	template.												
			Table 6.1 Engl	lish - Guided or	r Self Placement -	Lowest Wish S	hool GPA Band	- Transfer Unk	nown/Unrenor	ted or Degree G	ical			
		nrolled in Pre-Tra	ansfer-Level		olled Directly in 1		aloui or A build	- Transier, Olin	nown, omepoi	ted or begree e	1001	Disproportion	ate Impact (DI) A	nalysis
English - Lowest High School GPA	Sections af	ter Guided or Sel	f Placement 3. Throughput		Sections	6. Throughput	7 Throughout	9 Statemida	0 Statemide	10. Maximize	11 Desision	12. DI Action Level		
Performance Band with an	Enrolled	who	Rate	Enrolled	who	Rate	Rate	Comparison	or Local	Throughput?	Conditional	12. DI ACTION LEVEI	(PI, if	(PPG-1)
Educational Goal of A25		Completed Transfer-Level			Completed Transfer-Level		Differences	Throughput Rate	Comparison Rate Used		on Sample Size?		value<.80)	
		Course within One Year			Course within One Year				(based on sample size)					
Overall	0	0			0			42%	Statewide		Conditional			_
African American Asian								42/0	Jutewide		Conditional			
Filipino														
Hispanic Native American/Alaskan Native														
Multi-Ethnicity Pacific Islander														
White Non-Hispanic Unknown														
United														
	Students F	nrolled in Pre-Tra			ded or Self Placen aced Directly in To		High GPA - Tra	insfer, Unknowi	n/Unreported o	r Degree Goal		Disproportion	ate Impact (DI) A	nalysis
	Sections af	ter Guided or Sel	f Placement		Sections									
English - High School GPA Unknown Overall	1. Total	2. Subtotal	3. Throughput	4. Total 41	2. Subtotal 35	6. Throughput 85%	7. Throughput	8. Statewide 68.1%	9. Statewide Statewide	10. Maximize TRUE	11. Decision Conditional	12. DI Action Level	13. DI Present	14. DI Present
African American Asian	0	0		4 3	3	75% 100%								
Filipino Hispanic	0	0		2 9	2 9	100% 100%								
Native American/Alaskan Native	0	0		1	1	100%								
Multi-Ethnicity Pacific Islander	0	0		0	0	50%								
White Non-Hispanic Unknown	0	0		19 1	15 1	79% 100%								
			Table 6.2	. English - Guid	ed or Self Placem	ent - All Other	SPA bands - Tr	ansfer. Unknow	n/Unreported	or Degree Goal				
		nrolled in Pre-Tra	insfer-Level		aced Directly in T			, Similion	,			Disproportion	ate Impact (DI) A	nalysis
English - All Other High School GPA	Sections af 1. Total	ter Guided or Sel 2. Subtotal	f Placement 3. Throughput	4. Total	Sections 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 African American	0	0	3	0	0	3	3.400	70.6%	Statewide		Conditional		· · · · · · · · · · · · · · · · · · ·	
Asian														
Filipino Hispanic														
Native American/Alaskan Native Multi-Ethnicity														
Pacific Islander White Non-Hispanic														
Unknown														
			Table 6.4. SLA	AM Math - Guid	ded or Self Placen	nent - Lowest H	igh School GPA	Band - Transfe	r and Unknowr	/Unreported G	oal			
		nrolled in Pre-Tra		Students Pla	aced Directly in To Sections	ransfer-Level						Disproportion	ate Impact (DI) A	nalysis
SLAM Math - Lowest High School	1. Total	2. Subtotal	3. Throughput		5. Subtotal	6. Throughput			9. Statewide	10. Maximize		12. DI Action Level	13. DI Present	
GPA Performance Band with an Educational Goal of Transfer	Enrolled	who Completed	Rate	Enrolled	who Completed	Rate	Rate Differences	Comparison Throughput	or Local Comparison	Throughput?	Conditional on Sample		(PI, if value<.80)	(PPG-1)
		Transfer-Level Course within			Transfer-Level Course within			Rate	Rate Used (based on		Size?			
		One Year			One Year**				sample size)					
Overall	0	0		0	0			28%	Statewide		Conditional	-		_
African American Asian														
Filipino Hispanic														
Native American/Alaskan Native Multi-Ethnicity														
Pacific Islander														
White Non-Hispanic Unknown														
			Table 6.5. S	LAM Math - Gu	uided or Self Place	ement - Unkno	vn High School	GPA - Transfer	and Unknown/	Unreported Goa	ıl			
		inrolled in Pre-Tra	insfer-Level		uided or Self Place		vn High School	GPA - Transfer	and Unknown/	Unreported Goz	ıl	Disproportion	ate Impact (DI) Ar	nalysis
SLAM Math - Unknown High School		ter Guided or Sel	insfer-Level		aced Directly in To Sections					10. Maximize		Disproportion 12. DI Action Level		
SLAM Math - Unknown High School Overall African American	Sections af	ter Guided or Sel	insfer-Level f Placement	Students Pla	aced Directly in To Sections	ransfer-Level								
Overall African American Asian	Sections af 1. Total 0 0 0	2. Subtotal 0 0 0	insfer-Level f Placement	4. Total 19 0 1	sections 5. Subtotal 13 0 1	6. Throughput 68.4%		8. Statewide	9. Statewide	10. Maximize	11. Decision			
Overall African American Asian Filipino Hispanic	Sections af 1. Total 0 0 0 0 0	2. Subtotal 0	insfer-Level f Placement	4. Total	seed Directly in Ti Sections 5. Subtotal 13 0 1 1 1	6. Throughput 68.4%		8. Statewide	9. Statewide	10. Maximize	11. Decision			
Overall African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity	Sections af 1. Total 0 0 0 0 0 0 0 0 0 0 0 0 0 0	2. Subtotal 0 0 0 0	insfer-Level f Placement	4. Total 19 0 1	seed Directly in Ti Sections 5. Subtotal 13 0 1 1 0 1 1 1 1 1 1 1 1 1	6. Throughput 68.4% 100.0% 100.0%		8. Statewide	9. Statewide	10. Maximize	11. Decision			
Overall African American Asian Filipino Hispanic Native American/Alaskan Native	Sections af 1. Total 0 0 0 0 0 0 0	2. Subtotal 0 0 0 0	insfer-Level f Placement	4. Total 19 0 1	seed Directly in Ti Sections 5. Subtotal 13 0 1 1 1	6. Throughput 68.4% 100.0% 100.0% 25.0% 33.3% 88.9%		8. Statewide	9. Statewide	10. Maximize	11. Decision			
Overall African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander	Sections af 1. Total 0 0 0 0 0 0 0 0 0 0 0 0 0	2. Subtotal 0 0 0 0	insfer-Level f Placement	4. Total 19 0 1	seed Directly in Ti Sections 5. Subtotal 13 0 1 1 0 1 1 1 1 1 1 1 1 1	6. Throughput 68.4% 100.0% 100.0% 25.0% 33.3%		8. Statewide	9. Statewide	10. Maximize	11. Decision			
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Overall African American Alaina African American Alaina African American Alaina African American Alaina African American Multis Ethnicity Pacific Islander White Non-Hippanic Unknown SLAM Mash - All Other High School Overall African American African American Multis Ethnicity Pacific Islander White Non-Hippanic Unknown SLAM Mash - Lowest High School OFA Performance Band with an Echicational Gool of Depte Overall African American Alaina Filiphon Overall African American Alaina Filiphon Overall African American Alaina Filiphon Overall Michael American Alaina Filiphon Overall Michael American Alaina Filiphon Overall Michael American Alaina Filiphon Overall Michael American Multis Chanicity Pacific Islander White Non-Hippanic Unknown	Sections of Students England	Enrolled in Pre-Torilled in Pre-Called Or Self-Pla	Table 6.6.3 Thoughput Table 6.6.3 Throughput Table 6.6.3 Throughput Table 6.6.3 Throughput Table 6.6.3 Throughput Table 6.6.3	Students Pia 4. Total 10 1 1 4. Total 10 1 1 4 4 0 9 9 1 1 Table 6.7. Students Pia	MM Math - Guided Math - Guided aced Directly in To	6. Throughput 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 100 0% 10	7. Throughput er High School 17. Throughput ent - Lowest H Rate Differences	B. Statewide 64.795 GPA - Transfer a 8. Statewide 65.0% 8. Statewide Company 65.0% 8. Statewide 75.0%	9. Statewide and Unknown/Information 9. Statewide Statewide 9. Statewide 10. Statewide Statewide Statewide Statewide Statewide Statewide Statewide	10. Maximize TRUE Jureported Goa 10. Maximize 10. Maximize Throughput?	11. Decision Conditional 11. Decision Conditional 11. Decision Conditional on Sample Size? Conditional	Disproportion 12. Di Action Level Disproportion 12. Di Action Level Disproportion 12. Di Action Level	13. DI Present ate Impact (DI) Al 13. DI Present (Pi, If value<.80)	14. Di Present salysis 14. Di Present 14. Di Present (PPG-1)
Overall African American Asian Filiphon	Section 5	Enrolled in Pre-Trielled in Pr	Table 6.6. 3. Throughput Table 6.6. 3. Throughput Table 6.7. 3. Thro	Students Pia 4. Total 10 1 1 4. Total 10 1 1 4 4 0 9 9 1 1 Table 6.7. Students Pia	MAMATH - Guided inced Directly in To Matth - Guided area of the Colors o	A consideration of the conside	7. Throughput ert High School ent - Lowest H 7. Throughput Rate Differences nt - High School 7. Throughput	8. Statewide 64.795 GPA - Transfer a 8. Statewide 65.0% gh School GPA I 8. Statewide Comparison Through graph 336 336 8. Statewide Comparison GPA Band Unit	Statewide ind Unknown/II ind Unknown/II Statewide ind Unknown/II Statewide	10. Maximize TRUE Jnreported Goa 10. Maximize 10. Maximize Throughput?	11. Decision Conditional 11. Decision Conditional 12. Decision Conditional Conditional Conditional Conditional Conditional Conditional	Disproportion 12. Di Action Level Disproportion 12. Di Action Level Disproportion 12. Di Action Level	13. DI Present 13. DI Present 13. DI Present 13. DI Present 13. DI Present (Pi, If value - 80) 14. DI Present (Pi, If value - 80)	14. Di Present salysis 14. Di Present 14. Di Present (PPG-1)
Overall African American Asian Asian Asian Asian Asian Asian Asian Asian Asian Musti-Ethnicity Pacific Islander White Non-Hispanic Unknown SLAM Math - All Other High School Owerall Asian Asian Filipino Hispanic Unknown SLAM Math - Lowest High School Owerall Asian Asian Filipino Hispanic Unknown SLAM Math - Lowest High School Owerall Asian Asi	Sections of Students En	terrolled in Pre-Total and the Guided or Self 2. Subtotal 0 0 0 0 0 0 0 0 0 0 0 0 0	Table 6.6. 3. Throughput Table 6.6. 4. Throughput Table 6.6. 5. Thro	Students Pia 4. Total 10 11 11 12 13 10 11 14 14 16 16 17 18 18 18 18 18 18 18 18 18 18 18 18 18	MM Math - Guidee MM M M M M M M M M M M M M M M M M M	ander Level 100.0% 100.0% 100.0% 33.3% 8100.6% 8100.6% 4 or Self Placement - All O'D Arthroughput do of Self Placement - All O'D Arthroughput and or Self Placement - All O'D Arthroughput Arthroughput	7. Throughput ent High School 7. Throughput ent - Lowest H Rate Differences nt - High School 7. Throughput	8. Statewide 64.7% GPA - Transfer a 8. Statewide 65.0% 8. Statewide Comparison Throughput Rate 336 8. Statewide Comparison Statewide	Statewide Ind Unknown/II Statewide	10. Maximize TRUE Jarreported Goa 10. Maximize 10. Maximize 10. Maximize	11. Decision 11. Decision 12. Decision 13. Decision 14. Decision 15. Decision 16. Decision 17. Decision 18. Decision 19. Decision 19. Decision 19. Decision	Disproportion 12. Di Action Level Disproportion 12. Di Action Level Disproportion 12. Di Action Level	13. DI Present ate Impact (DI) Ai 13. DI Present 13. DI Present 13. DI Present 14. DI Present 13. DI Present 14. DI Present 15. DI Present 16. DI Present 17. DI Present 18. DI Present 18. DI Present 19. DI Pre	14. Di Present halysis 14. Di Present 14. Di Present (PPG-1)
Overall African American Asian Filiphon	Sections of Students En	Arrolled in Pre-Total Enrolled in Pre-Total O O O O O O O O O O O O O	Table 6.6. 3. Throughput Table 6.6. 4. Throughput Table 6.6. 5. Thro	Students Pia 4. Total 10 11 11 12 13 10 11 14 14 16 16 17 18 18 18 18 18 18 18 18 18 18 18 18 18	AM Math - Guided Math - Guided or Set Plac and Directly in Ti and the set of the set	ander Level 100.0% 100.0% 100.0% 33.3% 8100.6% 8100.6% 4 or Self Placement - All O'D Arthroughput do of Self Placement - All O'D Arthroughput and or Self Placement - All O'D Arthroughput Arthroughput	7. Throughput ert High School ent - Lowest H 7. Throughput Rate Differences nt - High School 7. Throughput	8. Statewide 64.7% GPA - Transfer 2 8. Statewide 65.0% 8. Statewide 65.0% 10 GPA Band Unit 93% 11 GPA Band Unit 12 Statewide Comparison Throughput Rate 8. Statewide Comparison Throughput Throughput Rate	Statewide Ind Unknown/II Statewide Ind Unknown/II Statewide	10. Maximize TRUE Jarreported Goa 10. Maximize 10. Maximize 10. Maximize	11. Decision Conditional 11. Decision Conditional 12. Decision Conditional Conditional Conditional Conditional	Disproportion 12. Di Action Level Disproportion 12. Di Action Level Disproportion 12. Di Action Level	13. DI Present 13. DI Present 13. DI Present 13. DI Present 13. DI Present (Pi, If value - 80) 14. DI Present (Pi, If value - 80)	14. Di Present halysis 14. Di Present 14. Di Present (PPG-1)
Overall African American Asian	Students En Studen	Arrolled in Pre-Total Enrolled in Pre-Total Output Description Descripti	Table 6.6. 3. Throughput Table 6.6. 4. Throughput Table 6.6. 5. Thro	Students Pia 4. Total 10 11 11 12 13 10 11 14 14 16 16 17 18 18 18 18 18 18 18 18 18 18 18 18 18	AM Math - Guided or Set John Sections Subtotal Subtotal 1 1 1 1 1 1 1 1 1 1 1 1 1 1 0 8 8 1 1 1 0 0 8 8 1 1 0 0 8 8 1 1 0 0 8 8 1 0 0 8 8 8 1 0 0 8 8 8 8	and returned to the company of the c	7. Throughput ert High School ent - Lowest H 7. Throughput Rate Differences nt - High School 7. Throughput	B. Statewide 64.795 GPA - Transfer a 8. Statewide 65.0% 8. Statewide 65.0% 8. Statewide 7. Statewide 7. Statewide 7. Statewide 8. Statewide 7. Statewide 8. Statewide 8. Statewide 7. Statewide 8. Statewide	9. Statewide and Unknown/I/ 9. Statewide 3. Statewide 9. Statewide 9. Statewide 10 Statewide	10. Maximize TRUE Jureported Goa 10. Maximize 10. Maximize Throughput?	11. Decision Conditional 11. Decision Conditional 11. Decision Conditional Conditional Conditional Conditional Conditional Size?	Disproportion 12. Di Action Level Disproportion 12. Di Action Level Disproportion 12. Di Action Level	13. DI Present 13. DI Present 13. DI Present 13. DI Present 13. DI Present (Pi, If value - 80) 14. DI Present (Pi, If value - 80)	14. Di Present halysis 14. Di Present 14. Di Present (PPG-1)
Overall African American Alaina African American Alain Filiphon Overall SLAM Math - Lowest High School OFA Performance Band with an Echicational Goal of Degree SLAM Math - Lowest High School OFA Performance Band with an Echicational Goal of Degree SLAM Math - Lowest High School OFA Performance Band with an Echicational Goal of Degree Overall African American Alaina Filiphon Unknown SLAM Math - Unknown High School OFA with an Educational Goal of Degree Overall Overall Overall Overall	Sections of Students Enrolled Students Enrolled Students Enrolled Students Enrolled	Enrolled in Pre-Treil	Table 6.6. 3. Throughput Table 6.6. 4. Throughput Table 6.6. 5. Thro	Students Pia 4. Total 10 1 1 1 4. Total 10 1 1 4. Total 4. Total 0 0 1 Table 6.7. SLP Table 6.8. SLACH 10 1 1 1 1 1 1 1 1 1 1 1 1	MM Math - Guided aced Directly in To Subtotal 1 0 0 1 1 0 0 1 0 0 0 0 0 0 0 0 0 0 0	and returned to the company of the c	7. Throughput ert High School ent - Lowest H 7. Throughput Rate Differences nt - High School 7. Throughput	8. Statewide 64.7% GPA - Transfer 2 8. Statewide 65.0% 8. Statewide 65.0% 10 GPA Band Unit 93% 11 GPA Band Unit 12 Statewide Comparison Throughput Rate 8. Statewide Comparison Throughput Throughput Rate	Statewide Ind Unknown/II Statewide Ind Unknown/II Statewide	10. Maximize TRUE Jarreported Goa 10. Maximize 10. Maximize 10. Maximize	11. Decision Conditional 11. Decision Conditional 12. Decision Conditional Conditional Conditional Conditional	Disproportion 12. Di Action Level Disproportion 12. Di Action Level Disproportion 12. Di Action Level	13. DI Present 13. DI Present 13. DI Present 13. DI Present 13. DI Present (Pi, If value - 80) 14. DI Present (Pi, If value - 80)	14. Di Present halysis 14. Di Present 14. Di Present (PPG-1)
Overall African American Asian	Sections of Students En	Enrolled in Pre-Tree Diled in Pre-Colle Completed Congeted Con	Table 6.6. 3. Throughput Table 6.6. 4. Throughput Table 6.6. 5. Thro	Students Pia 4. Total 119 0 1 1 14 4. Total 0 9 1 1 1 4. Total 0 0 3 5 Students Pia 4. Total 0 0 1 1 4. Total 1 4. Total 1 5 Students Pia 4. Total 1 6. Total 1 7 7 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	MM Math - Guided Sections S. Subtotal 13 0 1 1 1 0 1 0 1 1 0 1 1 0 1 0 1 1 0 1 0 1 1 0 1 0 1 0 1 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0	and refused to the company of the co	7. Throughput ert High School ent - Lowest H 7. Throughput Rate Differences nt - High School 7. Throughput	B. Statewide 64.795 GPA - Transfer a 8. Statewide 65.0% Statewide 65.0% 8. Statewide Chronical and Comparison Rate 376 8. Statewide Comparison Throughput Rate	9. Statewide and Unknown/I/ 9. Statewide 3. Statewide 9. Statewide 9. Statewide 10 Statewide	10. Maximize TRUE Jureported Goa 10. Maximize 10. Maximize Throughput?	11. Decision Conditional 11. Decision Conditional 11. Decision Conditional Conditional Conditional Conditional Conditional Size?	Disproportion 12. Di Action Level Disproportion 12. Di Action Level Disproportion 12. Di Action Level	13. DI Present 13. DI Present 13. DI Present 13. DI Present 13. DI Present (Pi, If value - 80) 14. DI Present (Pi, If value - 80)	14. Di Present halysis 14. Di Present 14. Di Present (PPG-1)
Overall Africa American Alaina Africa American Alaina Africa American Alaina Africa American Alaina Multic Sthnicity Pacific Islander White Ron-Hispanic Uninform SLAM Math - All Other High School Overall Alaina Filipina Native American/Alaiskan Native Multis Sthnicity Pacific Islander White Ron-Hispanic Uninform SLAM Math - Lorent High School Overall SLAM Multi- Lorent High School Overall SLAM Math - Lorent High School Overall SLAM Math - Lorent High School Overall SLAM Math - Unincom High School Overall SLAM Math - Unincom High School Overall Alaina Overall African American Alaina	Sections of Sectio	ter Guided or Sel 2. Subtotal 0 0 0 0 0 0 0 0 0 0 0 0 0	Table 6.6. 3. Throughput Table 6.6. 4. Throughput Table 6.6. 5. Thro	Students Pia	AM Math - Guided acad Directly in To Subtotal 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1	and returned to the company of the c	7. Throughput ert High School ent - Lowest H 7. Throughput Rate Differences nt - High School 7. Throughput	B. Statewide 64.795 GPA - Transfer a 8. Statewide 65.0% Statewide 65.0% 8. Statewide Chronical and Comparison Rate 376 8. Statewide Comparison Throughput Rate	9. Statewide and Unknown/I/ 9. Statewide 3. Statewide 9. Statewide 9. Statewide 10 Statewide	10. Maximize TRUE Jureported Goa 10. Maximize 10. Maximize Throughput?	11. Decision Conditional 11. Decision Conditional 11. Decision Conditional Conditional Conditional Conditional Conditional Size?	Disproportion 12. Di Action Level Disproportion 12. Di Action Level Disproportion 12. Di Action Level	13. DI Present 13. DI Present 13. DI Present 13. DI Present 13. DI Present (Pi, If value - 80) 14. DI Present (Pi, If value - 80)	14. Di Present halysis 14. Di Present 14. Di Present (PPG-1)

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1. G. Guided or Self-Placement Tem

	Table 6.6. Math - Guided of Self-Pacellent - All Other High School Gra Ballus - Hallster Goal Only													
	Students Enn	olled in Pre-Trans	fer Level after	Students Pl	aced Directly in T	ransfer Level						Disproportion	ate Impact (DI)	Analysis
	Gui	ded or Self-Place	ment		Sections									
									9. Statewide					
Math - Unknown HSGPA		2. Subtotal			5. Subtotal				or Local					
Performance Band with an		who			who			8. Statewide	Comparison					
ducational Goal of Transfer		Completed TL			Completed TL		7. Throughput	Comparison	Rate Used		11. Decision		13. DI Present	
	1. Total	1. Total Course within 3. Throughput						Throughput	(based on	10. Maximize	conditional on		(PI, if	14. DI Present
	Enrolled	One Year	Rate	Enrolled	One Year**	Rate	Differences	Rate	sample size)	Throughput?	sample size?	12. DI Action Level	value<.80)	(PPG-1)
verall	88	53	60.2%	79	36	45.6%	14.7%	#REF!	Statewide		Conditional			
frican-American	9	5	55.6%	12	3	25.0%	30.6%					No substantive DI		FALSE
sian	6	4	66.7%	8	3	37.5%	29.2%					No substantive DI		FALSE
lipino	3	1	33.3%	4	3	75.0%	-41.7%					No substantive DI		FALSE
spanic	23	14	60.9%	15	9	60.0%	0.9%					No substantive DI		FALSE
ative American/Alaskan	4	3	75.0%	5	3	60.0%	15.0%					No substantive DI		FALSE
ulti-Ethnicity	9	5	55.6%	5	3	60.0%	-4.4%					No substantive DI		FALSE
scific Islander	4	1	25.0%	12	3	25.0%	0.0%					No substantive DI		FALSE
hite Non-Hispanic	22	16	72.7%	10	6	60.0%	12.7%					No substantive DI		FALSE
nknown	8	4	50.0%	8	3	37.5%	12.5%					No substantive DI		FALSE

Native American/Alaskan Native Multi-Ethnicity	0	0		0	0								
Pacific Islander White Non-Hispanic	0	0		2	0	50%							
Unknown	U	0		Table 6 0 61 AB	4 Mark Cuided	or Salf Diagona	ant All Other H	iah Sahaal CDA	Bands Dagson	Cool			
	Students E	inrolled in Pre-Co	ollege-Level		A Math - Guided aced Directly in Sections		ent - All Other H	ign School GPA	Bands - Degree	Goal		Disproportiona	te Impact (DI) Analysis
SLAM Math - All Other High School GPA Bands with an Educational	1. Total Enrolled	2. Subtotal	3. Throughput	4. Total Enrolled	5. Subtotal		7. Throughput			10. Maximize	11. Decision Conditional	12. DI Action Level	13. DI Present 14. DI Present
Goal of Degree	Enrolled	who Completed College-Level Course within	Rate	Enrolled	who Completed College-Level Course within	Rate	Rate Differences	Comparison Throughput Rate	or Local Comparison Rate Used (based on	Throughput?	on Sample Size?		(PI, if (PPG-1) value<.80)
A		One Year			One Year			20.20/	sample size)		6		
Overall African American Asian	0	0		0	0			39.2%	Statewide		Conditional		
Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown													
					ided or Self Plac		t High School GF	A Band - Transf	fer and Unknow	n/Unreported G	oal		
	Students E Sections af	nrolled in Pre-Tra ter Guided or Sel	insfer-Level f Placement	Students Pla	sced Directly in 1 Sections	ransfer-Level							te Impact (DI) Analysis
B-STEM Math - Lowest High School GPA Performance Band with an	1. Total Enrolled	who	3. Throughput Rate	4. Total Enrolled	5. Subtotal who	6. Throughput Rate	7. Throughput Rate	Comparison	or Local	10. Maximize Throughput?	Conditional	12. DI Action Level	13. DI Present 14. DI Present (PI, if (PPG-1)
Educational Goal of Transfer and Unknown/Unreported Goal		Completed Transfer-Level Course within One Year			Completed Transfer-Level Course within One Year**		Differences	Throughput Rate	Comparison Rate Used (based on sample size)		on Sample Size?		value<.80)
Overall	0	0		0	0			32%	Statewide		Conditional		
African American Asian Filipino Hispanic Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown													
			Table 6.11. B-	STEM Math - 0	Guided or Self Pl	acement - Unkn	own High Schoo	ol GPA - Transfer	r and Unknown	/Unreported Go	al		
		nrolled in Pre-Tra ter Guided or Sel	ansfer-Level		sced Directly in 1							Disproportiona	te Impact (DI) Analysis
B-STEM Math - Unknown High Overall	1. Total		3. Throughput	4. Total 20		6. Throughput 80.0%	7. Throughput	8. Statewide 54.4%	9. Statewide Statewide	10. Maximize TRUE	11. Decision Conditional	12. DI Action Level	13. DI Present 14. DI Present
African American Asian	0	0		0 5	0 4	80.0%							
Filipino Hispanic	0	0		6	0 6	100.0%							
Native American/Alaskan Native Multi-Ethnicity	0	0		2	0 2	100.0%							
Pacific Islander White Non-Hispanic	0	0		7	0	57.1%							
Unknown	0	0		0	0								
	Students E	nrolled in Pre-Tra			Guided or Self Pl aced Directly in 1		ther High Schoo	I GPA - Transfer	and Unknown	Unreported Go:	bl .	Disproportiona	te Impact (DI) Analysis
B-STEM Math - Unknown High	Sections af	ter Guided or Sel 2. Subtotal	f Placement 3. Throughput	4. Total	Sections 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 African American	0	0		0	0			63.3%	Statewide		Conditional		
Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown													
				Table 6.13.	Math - Guided	or Self Placemen	nt - Lowest High	School GPA Bar	nd - Degree Go	ı			
	Students E Sections af	inrolled in Pre-Co ter Guided or Sel	ollege-Level f Placement	Students PI	aced Directly in Sections	College-Level						Disproportiona	te 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 14. Di Present (PI, if (PPG-1) value<.80)
Overall African American	0	0		0	0			20%	Statewide		Conditional		
Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown													
	Shudan -	alled in Pro-	ee les :-!!		Math - Guided or		t - High School G	PA Band Unkno	own - Degree G	sal		Bloom 15	In land (DI) * - 1 - 1
B-STEM Math - Unknown High	Students Enri after G	olled in Pre-Colle iuided or Self-Pla 2. Subtotal	cement	Students Pl	Sections 5. Subtotal		7. Throughput	9 Shar	0.5845	10. Maximize	11 Decision		te Impact (DI) Analysis 13. DI Present 14. DI Present
B-STEM Matn - Unknown High School GPA with an Educational Goal of Degree	Enrolled	who Completed College-Level Course within One Year	Rate	Enrolled	who Completed College-Level Course within One Year	Rate	Rate Differences	Comparison Throughput Rate	or Local Comparison Rate Used (based on sample size)		Conditional on Sample Size?	12. DI Action Level	(PI, if (PPG-1) value<.80)
Overall	0	0		1	1	100%		22.8%	Statewide	TRUE	Conditional		
African American Asian	0	0		0 1 0	0 1	100%							
Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander Whispanic Unknown	0 0 0 0 0	0 0 0 0 0		0 0 0	0 0 0 0 0 0 0								
			Ta	ble 6.15. B-STI	EM Math - Guide	d or Self Placer	nent - All Other	High School GP/	A Bands - Degre	e Goal			
	Students E Sections af	inrolled in Pre-Co	ollege-Level		aced Directly in Sections							Disproportiona	te Impact (DI) Analysis
B-STEM Math - All Other High School GPA Bands with an	1. Total Enrolled		3. Throughput Rate	4. Total Enrolled		6. Throughput Rate	7. Throughput Rate	8. Statewide Comparison	9. Statewide or Local	10. Maximize Throughput?	11. Decision Conditional	12. DI Action Level	13. DI Present 14. DI Present (PI, if (PPG-1)
Educational Goal of Degree		Completed College-Level Course within One Year			Completed College-Level Course within One Year		Differences	Throughput Rate	Comparison Rate Used (based on sample size)	F	on Sample Size?		value<.80)
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						-	w Lear - 1					1	
	Enter data her					Colo	r Legend						
	Maximizing th	ryed for this area roughput/No Sub on - when one of t		chouse DI									

Self Placement - All Other		_			_									
	Students	-		Students	_							Disproportionate		
	Enrolled in			Placed								Impact (DI) Analysis		
		•			_								•	
									9. Statewide					
Math - Unknown HSGPA		2. Subtotal			5. Subtotal				or Local					
Performance Band with an		who			who			8. Statewide	Comparison					
Educational Goal of Transfer		Completed TL			Completed TL		7. Throughput	Comparison	Rate Used		11. Decision		13. DI Present	
	1. Total	Course within	3. Throughput	4. Total	Course within	6. Throughput	Rate	Throughput	(based on	10. Maximize	conditional on		(PI, if	14. DI Present
	Enrolled	One Year	Rate	Enrolled	One Year**	Rate	Differences	Rate	sample size)	Throughput?		12. DI Action Level	value<.80)	(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

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4. Guided or Self-Placement Term

2

	Not maximizing throughput/Action Needed - DI Present
	Columns Explained
lumns 1 and 4 - Total Enrolled:	These columns show the number of distinct students enrolled in fall 2019 at certificate, degree, and/or transfer from fer 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 trem data is used, include withdraws (CW, MW, and W gnades) as enrollment in the course. Column 1 shows the number of students who started at pre-transfer level where or not they placed at pre-degree level, per-transfer level, column 4 provides the number of students valves started any experience or transfer level; and 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 gatewy course through the following summer the following summer the following summer than the following summer the students.
lumns 2 and 5 - Subtotal who impleted Transfer-Level Course thin One Year:	These columns demonstrate the number of students placed via GSP and those placed directly into college-level or transfer-level course 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.
lumns 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).
lumn 7 - Throughput Rate fferences:	For students with a trainfler goal, this column shows the difference in throughput rates between students who successfully completed the trainfler-level course and re-rorlling in a per-trainfler-level course and students who successfully completed trainfler-level course and students who successfully completed the trainfler-level course and students who successfully completed course and students who
lumn 8 - Statewide Comparison roughput Rate:	See "Tab 10. Methodology" for more details.
lumn 9 - Statewide or Local imparison Rate Used:	Depends on overall sample size in Column 5; see "Tab 10. Methodology" for more details.
lumn 10 - Maximize roughput?:	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.
lumn 11 - Decision Conditional 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.
lumn 12 - Disproportionate spact (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 DL DI is still displayed even if model does not maximize throughput.
lumn 13 - DI Present (PI, if lue<.80):	The proportionality index addresses the question. "If a subgroup of students represents \$5% 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 in more those achieving an educational controme is definited to that a group's representation in the student population. If the proportionality index falls below 80%, then the student population. If the proportionality index falls below 80%, then the student population is proportionality index falls below 80%, then the student population is proportionality index falls below 80%, then the student population is proportionality index falls below 80%, then the student proportionality index falls below 80% in the student proportionality index falls below 80%.
lumn 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
cial/Ethnic Groups:	Disproportionate impact (DII) is also required to be evaluated in assessment processes. Disproportionate impacts are displayed regardless if the model maximizes throughput. In general terms, DF exists when one or more subgroups of suddents have uncomes that are at a substantially lower level hand 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.

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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.

		Та	ble 4.1. English P	lacement Mod	lels for Students i	n the Lowest Hiរុ	gh School GPA Ba	nd - Transfer, U	Inknown/Unrep	orted or Degree	e Goal			
	Students E	nrolled in Pre-T	ransfer-Level	Students En	rolled Directly in	Transfer-Level			Decision Rule			Disproportionate Impa	act (DI) Analysis f	or Pre-Transfer
	Sections Usin	g Local Placeme	nt Rules or Local	Sections v	with or without a	Corequisite							Level	
		Measures												
English - Lowest 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
Performance Band with an	Enrolled	Who	Rate	Enrolled	Who	Rate	Rate	Comparison	or Local	Throughput?	Conditional on		(PI, if	(PPG-1)
Educational Goal of Transfer,		Completed			Completed		Differences	Throughput	Comparison		Sample Size?		value<.80)	
Unknown/Unreported or Degree		Transfer-Level			Transfer-Level			Rate	Rate Used					
		Course within			Course within				(based on					
		One Year			One Year				sample size)					
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													
	Students E	nrolled in Pre-T	ransfer-Level	Students En	rolled Directly in	Transfer-Level			Decision Rule			Disproportionate Impa	act (DI) Analysis for Pre-Transfer	
	Sections using	g Local Placeme	nt Rules or Local		Sections								Level	
	Measures M Math - Lowest High School 1. Total 2. Subtotal 3. Thro													
SLAM Math - Lowest 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	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													
	Students E	nrolled in Pre-C	College-Level	Students Enr	olled Directly in	n College-Level			Decision Rule			Disproportionate Impa	ct (DI) Analysis for Pre-Transfer
	Sections using	Local Placeme	nt Rules or Local		Sections								Level
		Measures											
SLAM Math - Lowest 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		5 1 20.0%				28.8%	Statewide	TRUE	Conditional		
African American 0 0 0													

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		

		Та	ble 4.4. B-STEM N	/lath Placemen	t Models for St	udents in the Low	est High School (GPA Band - Trar	nsfer and Unkno	wn/Unreported	Goal		
	Students E	nrolled in Pre-T	ansfer-Level	Students Enr	olled Directly in	Transfer-Level			Decision Rule			Disproportionate Impa	act (DI) Analysis for Pre-Transfer
	Sections using	g Local Placemer	nt Rules or Local		Sections								Level
		Measures											
B-STEM Math - Lowest 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	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 N	Math Placement	Models for Stude	ents in the Lowes	t High School G	PA Band - Degre	ee Goal				
	Students	Enrolled in Pre-0	College-Level	Students En	rolled Directly ir	n College-Level			Decision Rule			Disproportionate Impa	act (DI) Analysis	for Pre-Transfer
	Sections using	g Local Placeme	nt Rules or Local		Sections								Level	
		Measures												
B-STEM Math - Lowest 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	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								
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.

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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

	Church of	and to Dec To			Self Placement		chool GPA Band	- Transfer, Unk	nown/Unrepor	ted or Degree G	oal	Discourse	A- I (DI) A-	-11-
		Enrolled in Pre-Tr fter Guided or Se		Students Enr	olled Directly in Sections	ranster-Level						Disproportiona	te Impact (DI) An	iaiysis
English - Lowest High School GPA Performance Band with an Educational Goal of A25	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year		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 Prese (PPG-1)
Overall	0	0		0	0			39%	Statewide		Conditional			
African American Asian	0	0		0	0									
ilipino	0	0		0	0									
lispanic Jative American/Alaskan Native	0	0		0	0									
Aulti-Ethnicity	0	0		0	0									
Pacific Islander	0	0		0	0									
White Non-Hispanic Unknown	0	0		0	0									
	Chardente I	Enrolled in Pre-Tr			or Self Placemen		gh School GPA -	Transfer, Unkn	own/Unreporte	ed or Degree Go	al	Disconsistent	4- I (DI) A	at at
		inrolled in Pre-17 fter Guided or Se		Students Pla	aced Directly in 1 Sections	ranster-Level						Disproportiona	te Impact (DI) An	naiysis
nglish - High School GPA Unknown			3. Throughput	4. Total	2. Subtotal		7. Throughput			10. Maximize		12. DI Action Level	13. DI Present	14. DI Pres
Overall African American	36 8	26 4	72% 50%	153 22	114	75% 59%	-2% -9%	66.0%	Local	TRUE	Conditional	Consider action	0.69	FALSE
Asian	11	10	91%	36	29	81%	10%					No substantive DI	1.26	FALSE
ilipino	0	0	E TO	5	4	80%	4007					Consider 1	0.70	F
Hispanic Native American/Alaskan Native	7 0	4 0	57%	32 1	22 1	69% 100%	-12%					Consider action	0.79	FALSE
Multi-Ethnicity	3	3	100%	9	6	67%	33%					No substantive DI	1.38	FALSE
Pacific Islander White Non-Hispanic	0 5	0 4	80%	1 38	1 31	100% 82%	-2%					No substantive DI	1.11	FALSE
Wnite Non-Hispanic Unknown	2	1	50%	38 9	31 7	78%	-2%					Consider action	0.69	FALSE
	•					•								
					ed or Self Placen		GPA bands - Tra	ınsfer, Unknow	n/Unreported o	or Degree Goal				
		Enrolled in Pre-Tr fter Guided or Se		Students Pla	aced Directly in 1 Sections	ransfer-Level						Disproportiona	te Impact (DI) An	nalysis
English - All Other High School GPA	1. Total		3. Throughput	4. Total		6. Throughput	7. Throughput	8. Statewide	9. Statewide	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Pres
Overall	0	0		2	0	0%		68.6%	Statewide	TRUE	Conditional			
African American Asian	0	0 0		0	0									
Filipino	0	0		0	0									
Hispanic	0	0		2	0	0%								
Native American/Alaskan Native Multi-Ethnicity	0	0		0	0									
Pacific Islander	0	0		0	0									
White Non Hispania														
White Non-Hispanic Unknown	0	0		0	0									
Unknown	0	0		0	0									
			Table 6.4. SLA	0		nent - Lowest H	ligh School GPA	Band - Transfe	r and Unknown	n/Unreported G	pal			
	0 Students E	0 Enrolled in Pre-Tr	ansfer-Level	0 M Math - Guid	0 led or Self Placer aced Directly in 1		ligh School GPA	Band - Transfe	r and Unknown	n/Unreported G	pal	Disproportiona	te Impact (DI) An	nalysis
Unknown	Students E Sections at	0 Enrolled in Pre-Tr fter Guided or Se	ansfer-Level If Placement	0 M Math - Guid Students Pla	0 led or Self Placer aced Directly in 1 Sections	ransfer-Level								
Unknown SLAM Math - Lowest High School GPA Performance Band with an	0 Students E	0 Enrolled in Pre-Tr fter Guided or Se	ansfer-Level	0 M Math - Guid Students Pla	0 led or Self Placer aced Directly in 1 Sections 5. Subtotal who	ransfer-Level	ligh School GPA 7. Throughput Rate			10. Maximize	11. Decision Conditional on	Disproportiona 12. DI Action Level	te Impact (DI) An 13. DI Present (PI, if	14. DI Pres
	Students E Sections at 1. Total	0 Enrolled in Pre-Tr fter Guided or Se 2. Subtotal who Completed	ransfer-Level If Placement 3. Throughput Rate	0 M Math - Guid Students Pla 4. Total	led or Self Placer aced Directly in 1 Sections 5. Subtotal who Completed	ransfer-Level 6. Throughput	7. Throughput	8. Statewide Comparison Throughput	9. Statewide or Local Comparison	10. Maximize	11. Decision		13. DI Present	14. DI Pres
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SLAM Math - Lowest High School GPA Performance Band with an Edducational Goal of Transfer Overall African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown SLAM Math - Unknown High School Overall African American Asian Filipino Hispanic Hispanic Unknown SLAM Math - Unknown High School Overall African American Native American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown	Students Sections al	Enrolled in Pre-Tr fter Guided or Se 2. Subtotal who Completed Transfer-Level Course within One Year 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Table 6.5. SI ansfer-Level Table 6.5. SI ansfer-Level If Placement Table 6.6. SI ansfer-Level Table 6.6. SI	0 M Math - Guic Students Pi 4. Total Enrolled 0 0 0 0 0 0 0 0 0 0 0 Students Pi 4. Total 32 8 4 0 7 0 1 1 0 1 1 LAM Math - Gu Students Pi 4. Total 4. Total 4. Total 5. Total 4. Total 4. Total 4. Total 4. Total 5. Total	ed or Self Places seed Directly in 1 Sections Sections Sections Sections Sections Sections Sections Sections One Year** O O O O O O O O O O O O O O O O O O	ement - Unknown Faster Seven S	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate 26% GPA - Transfer a 8. Statewide 62.4% 8. Statewide 8. Statewide 8. Statewide	9. Statewide or Local Comparison Rate Used (based on sample size) Statewide Statewide Statewide Statewide Statewide Statewide Statewide Statewide Statewide 9. Statewide 9. Statewide Statewide Statewide Statewide Statewide	10. Maximize Throughput? Unreported Goa 10. Maximize TRUE	11. Decision Conditional on Sample Size? Conditional 11. Decision Conditional	Disproportiona 12. DI Action Level	13. DI Present (Pi, if value<.80) te Impact (DI) An	14. Di Pre: (PPG-1
Juknown SLAM Math - Lowest High School SPA Performance Band with an Educational Goal of Transfer Diverall African American Asian Filipino Hispanic Vative American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hispanic Juknown SLAM Math - Unknown High School Diverall African American Asian Filipino Hispanic Vative American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hispanic Juknown SLAM Math - All Other High School Diverall SLAM Math - All Other High School Diverall	Students Sections at	Enrolled in Pre-Tr fter Guided or Se 2. Subtotal who Completed Transfer-Level Course within One Year 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Table 6.5. Si ansfer-Level If Placement Table 6.5. Si ansfer-Level Table 6.6. Si ansfer-Level If Placement	0 M Math - Guid Students Pi 4. Total Enrolled 0 0 0 0 0 0 0 0 0 Students Pi 4. Total 32 8 4 0 7 7 0 1 1 0 1 1 1 AM Math - Gu Students Pi 4. Total 0	eld or Self Place seed Directly in 1 Sections Sections Subtotal O O O O O O O O O O O O O	ement - Unknown Faster Seven S	7. Throughput Rate Differences wn High School 7. Throughput er High School	8. Statewide Comparison Throughput Rate 26% GPA - Transfer : 8. Statewide 62.4%	9. Statewide or Local Comparison Rate Used (based on sample size) Statewide 9. Statewide Statewide Statewide	10. Maximize Throughput? Unreported Goa 10. Maximize TRUE	11. Decision Conditional on Sample Size? Conditional 11. Decision Conditional	Disproportiona 12. DI Action Level Disproportiona Disproportiona	13. DI Present (Pi, if value<.80) te impact (Di) An 13. Di Present	14. Di Pre: (PPG-1
Juknown SLAM Math - Lowest High School SPA Performance Band with an Edducational Goal of Transfer Diverall African American Asian Hilipino Hilspanic Varieve American/Alaskan Native Multi-Ethnicity Acafic Islander White Non-Hispanic Junknown SLAM Math - Unknown High School Overail African American Asian Hilipino Hispanic Junknown SLAM Math - All Other High School Overail African American Asian SLAM Math - All Other High School Overail African American Asian All All Other High School Overail African American Asian All All Other High School Overail African American Asian	0 Students E Sections al 1. Total 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Enrolled in Pre-Tr fter Guided or Se 2. Subtotal who Completed Transfer-Level Course within One Year 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Table 6.5. Si ansfer-Level If Placement Table 6.5. Si ansfer-Level Table 6.6. Si ansfer-Level If Placement	0 M Math - Guic Students Pli 4. Total Students Pli 9 M M Math - Guic Students Pli 11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	eld or Self Place seed Directly in 1 Sections 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	ement - Unknown Faster Seven S	7. Throughput Rate Differences wn High School 7. Throughput er High School	8. Statewide Comparison Throughput Rate 26% GPA - Transfer a 8. Statewide 62.4% 8. Statewide 8. Statewide 8. Statewide	9. Statewide or Local Comparison Rate Used (based on sample size) Statewide Statewide Statewide Statewide Statewide Statewide Statewide Statewide Statewide 9. Statewide 9. Statewide Statewide Statewide Statewide Statewide	10. Maximize Throughput? Unreported Goa 10. Maximize TRUE	11. Decision Conditional on Sample Size? Conditional 11. Decision Conditional	Disproportiona 12. DI Action Level Disproportiona Disproportiona	13. DI Present (Pi, if value<.80) te impact (Di) An 13. Di Present	14. Di Pre: (PPG-1
Jaknown Jak	Students Students	Enrolled in Pre-Tr fter Guided or Se 2. Subtotal who Completed Transfer-Level Course within One Year 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Table 6.5. Si ansfer-Level If Placement Table 6.5. Si ansfer-Level Table 6.6. Si ansfer-Level If Placement	0 M Math - Guic Students Pic A. Total Enrolled 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	ed or Self Place: seed Directly in 1 Sections Sections Completed Course within 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	ement - Unknown Faster Seven S	7. Throughput Rate Differences wn High School 7. Throughput er High School	8. Statewide Comparison Throughput Rate 26% GPA - Transfer a 8. Statewide 62.4% 8. Statewide 8. Statewide 8. Statewide	9. Statewide or Local Comparison Rate Used (based on sample size) Statewide Statewide Statewide Statewide Statewide Statewide Statewide Statewide Statewide 9. Statewide 9. Statewide Statewide Statewide Statewide Statewide	10. Maximize Throughput? Unreported Goa 10. Maximize TRUE	11. Decision Conditional on Sample Size? Conditional 11. Decision Conditional	Disproportiona 12. DI Action Level Disproportiona Disproportiona	13. DI Present (Pi, if value<.80) te impact (Di) An 13. Di Present	14. Di Pre: (PPG-1
Juknown SLAM Math - Lowest High School SPA Performance Band with an dducational Goal of Transfer Doverall African American Assian Silipino Hispanic Native American/Alaskan Native Multi-Ethnicity Acafic Islander White Non-Hispanic Juknown SLAM Math - Unknown High School Doverall African American Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hispanic Juknown SLAM Math - All Other High School Doverall Mrican American Alisian Hispanic Juknown SLAM Math - All Other High School Doverall Mrican American Hispanic Hispanic Hispanic Hispanic Hispanic Hispanic Hispanic Hispanic Hispanic	Students Sections al	Enrolled in Pre-Tr fter Guided or Se 2. Subtotal who Completed Transfer-Level Course within One Year 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Table 6.5. Si ansfer-Level If Placement Table 6.5. Si ansfer-Level Table 6.6. Si ansfer-Level If Placement	0 M Math - Guic Students Pli 4. Total Students Pli 9 M M Math - Guic Students Pli 11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	eld or Self Place seed Directly in 1 Sections 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	ement - Unknown Faster Seven S	7. Throughput Rate Differences wn High School 7. Throughput er High School	8. Statewide Comparison Throughput Rate 26% GPA - Transfer a 8. Statewide 62.4% 8. Statewide 8. Statewide 8. Statewide	9. Statewide or Local Comparison Rate Used (based on sample size) Statewide Statewide Statewide Statewide Statewide Statewide Statewide Statewide 9. Statewide 9. Statewide 9. Statewide 9. Statewide 9. Statewide 9. Statewide	10. Maximize Throughput? Unreported Goa 10. Maximize TRUE	11. Decision Conditional on Sample Size? Conditional 11. Decision Conditional	Disproportiona 12. DI Action Level Disproportiona Disproportiona	13. DI Present (Pi, if value<.80) te impact (Di) An 13. Di Present	14. Di Pre: (PPG-1
Unknown SLAM Math - Lowest High School GPA Performance Band with an Educational Goal of Transfer Overall African American Aslain Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown SLAM Math - Unknown High School Overall Hispanic Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hispanic Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown	Students Sections al 1. Total	Enrolled in Pre-Tr fter Guided or Se 2. Subtotal who Completed Transfer-Level Course within One Year 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Table 6.5. Si ansfer-Level If Placement Table 6.5. Si ansfer-Level Table 6.6. Si ansfer-Level If Placement	0 M Math - Guid Students Pli 4. Total Enrolled 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	eld or Self Placer sced Directly in 1 Sections	ement - Unknown Faster Seven S	7. Throughput Rate Differences wn High School 7. Throughput er High School	8. Statewide Comparison Throughput Rate 26% GPA - Transfer a 8. Statewide 62.4% 8. Statewide 8. Statewide 8. Statewide	9. Statewide or Local Comparison Rate Used (based on sample size) Statewide Statewide Statewide Statewide Statewide Statewide Statewide Statewide 9. Statewide 9. Statewide 9. Statewide 9. Statewide 9. Statewide 9. Statewide	10. Maximize Throughput? Unreported Goa 10. Maximize TRUE	11. Decision Conditional on Sample Size? Conditional 11. Decision Conditional	Disproportiona 12. DI Action Level Disproportiona Disproportiona	13. DI Present (Pi, if value<.80) te impact (Di) An 13. Di Present	14. Di Pre: (PPG-1
Juknown SLAM Math - Lowest High School SPA Performance Band with an Edducational Goal of Transfer African American Alsian Hilipino Hispanic Jukit-Ethnicity Pacific Islander White Non-Hispanic Juknown SLAM Math - Unknown High School Overall Hifrican American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hispanic Juknown SLAM Math - Hispanic Juknown SLAM Math - All Other High School Overall Micron American Juknown SLAM Math - All Other High School Overall Micron American Juknown SLAM Math - All Other High School Overall Micron American Juknown Math - All Other High School Overall Micron American Juknown Math - All Other High School Overall Micron American Juknown Math - All Other High School Overall Micron American Juknown Math - All Other High School Overall Micron American Juknown Math - All Other High School Overall Micron American Juknown Math - All Other High School	Students Students	Enrolled in Pre-Tr fter Guided or Se 2. Subtotal who Completed Transfer-Level Course within One Year 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Table 6.5. Si ansfer-Level If Placement Table 6.5. Si ansfer-Level Table 6.6. Si ansfer-Level If Placement	0 M Math - Guic Students Pic A. Total Enrolled 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	eld or Self Place seed Directly in 1 Sections Subtotal who Completed Course within 0 0 0 0 0 0 0 0 0 0 0 0 0 1 1 Sections Subtotal 19 4 4 0 0 5 0 1 1 0 5 0 1 1 0 0 5 5 0 1 1 0 0 5 0 0 0 0	ement - Unknown Faster Seven S	7. Throughput Rate Differences wn High School 7. Throughput er High School	8. Statewide Comparison Throughput Rate 26% GPA - Transfer a 8. Statewide 62.4% 8. Statewide 8. Statewide 8. Statewide	9. Statewide or Local Comparison Rate Used (based on sample size) Statewide Statewide Statewide Statewide Statewide Statewide Statewide Statewide 9. Statewide 9. Statewide 9. Statewide 9. Statewide 9. Statewide 9. Statewide	10. Maximize Throughput? Unreported Goa 10. Maximize TRUE	11. Decision Conditional on Sample Size? Conditional 11. Decision Conditional	Disproportiona 12. DI Action Level Disproportiona Disproportiona	13. DI Present (Pi, if value<.80) te impact (Di) An 13. Di Present	14. Di Pre: (PPG-1

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

				Table 6.6. Ma	th - Guided or Se	elf Placement - A	All Other High So	chool GPA Band	ds - Transfer Go	al only				
	Students Enro	olled in Pre-Tran	sfer Level after	Students Pl	aced Directly in T	ransfer Level						Disproportion	ate Impact (DI	Analysis
	Guid	ded or Self-Place	ment		Sections									
Math - Unknown HSGPA Performance Band with an Educational Goal of <u>Transfer</u>	4 7-4-1	2. Subtotal who Completed TL		4 Tabel	5. Subtotal who Completed TL		7. Throughput	8. Statewide Comparison	Rate Used	10 11	11. Decision		13. DI Present	
	1. Total		3. Throughput	4. Total	Course within			Throughput	(based on		conditional on		(PI, if	14. DI Present
	Enrolled	One Year	Rate	Enrolled	One Year**	Rate	Differences	Rate	sample size)	Throughput?	 _	12. DI Action Level	value<.80)	(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

6. Guided or Self-Placement Tem

		Enrolled in Pre-Co		Students Pla	aced Directly in O	College-Level						Disproportiona	ite Impact (DI) A	nalysis
SLAM Math - Lowest High School	1. Total		3. Throughput	4. Total		6. Throughput	7. Throughput		9. Statewide	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
GPA Performance Band with an Educational Goal of Degree	Enrolled	who Completed College-Level Course within One Year	Rate	Enrolled	who Completed College-Level Course within One Year**	Rate	Rate Differences	Comparison Throughput Rate	or Local Comparison Rate Used (based on sample size)	Throughput?	Conditional on Sample Size?		(PI, if value<.80)	(PPG-1)
Overall African American	0	0		0	0			6%	Statewide		Conditional			
Asian American	0	0		0	0									
Filipino	0	0		0	0									
Hispanic Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	0	0		0	0									
Pacific Islander White Non-Hispanic	0	0		0	0									
Unknown	0	0		0	0									
			Т	able 6.8. SLAN	1 Math - Guided	or Self Placeme	nt - High Schoo	I GPA Band Unk	nown - Degree	Goal				
	Students Enr	olled in Pre-Colle			aced Directly in (8			Disproportiona	ite Impact (DI) A	nalysis
SLAM Math - Unknown High School	after (Guided or Self-Pla 2. Subtotal	3. Throughput	4. Total	Sections 5. Subtotal			8. Statewide	9. Statewide	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	
GPA with an Educational Goal of	Enrolled	who	Rate	4. Total Enrolled	who	6. Throughput Rate	Rate	Comparison	or Local	Throughput?		12. DI Action Level	(PI, if	(PPG-1)
Degree		Completed College-Level Course within One Year			Completed College-Level Course within One Year		Differences	Throughput Rate	Comparison Rate Used (based on sample size)		Sample Size?		value<.80)	
Overall	0	0		5	2	40%		28.8%	Statewide	TRUE	Conditional			
African American Asian	0	0		2	1 0	50% 0%								
Filipino	0	0		1	0	0%								
Hispanic Native American/Alaskan Native	0	0		1 0	1	100%								
Multi-Ethnicity	0	0		0	0									
Pacific Islander White Non-Hispanic	0	0		0	0									
Unknown	0	0		0	0									
				able 6.0 SLAM	1 Math - Guided	or Salf Placama	nt - All Other Hi	ah School GDA	Rands - Dograo	Goal				
	Students	Enrolled in Pre-Co			aced Directly in (iit - Ali Other III	gii scilooi di A	Danus - Degree	doar		Disproportiona	ite Impact (DI) Ai	nalysis
	Sections at	fter Guided or Se	If Placement		Sections									
SLAM Math - All Other High School GPA Bands with an Educational	1. Total Enrolled	2. Subtotal who	3. Throughput Rate	4. Total Enrolled	5. Subtotal who	6. Throughput Rate	7. Throughput Rate	8. Statewide Comparison	9. Statewide or Local	10. Maximize	11. Decision Conditional on	12. DI Action Level	13. DI Present (PI, if	14. DI Present (PPG-1)
Goal of Degree	Elifolieu	Completed College-Level Course within One Year	rate	Emolieu	Completed College-Level Course within One Year	Rate	Differences	Throughput Rate	Comparison Rate Used (based on sample size)	imougnput	Sample Size?		value<.80)	(FFG-1)
Overall	0	0		1	1	100%		29.0%	Statewide	TRUE	Conditional			
African American	0	0		0	0	100%		29.0%	Statewide	IKUE	Conditional			
Asian	0	0		0	0									
Filipino Hispanic	0	0		0	0 1	100%								
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity Pacific Islander	0	0		0	0									
White Non-Hispanic	0	0		0	0									
Unknown	0	0		0	0									
					ided or Self Plac		High School GP	A Band - Transf	er and Unknow	n/Unreported	Goal			
		nrolled in Pre-Tr fter Guided or Se		Students Pla	ced Directly in T Sections	ranster-Level						Disproportiona	ite Impact (DI) A	nalysis
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		0	0									
Asian Filipino	0	0		0	0									
Hispanic	0	0		0	0									
Native American/Alaskan Native Multi-Ethnicity	0	0		0	0									
Pacific Islander	0	0		0	0									
White Non-Hispanic Unknown	0	0		0	0 0									
			Table 6 11 P.	STEM Math	iuided or Self Pla	cement - Univ	nwn High Cab-	I GPA - Transf-	r and Unknow	/Unreported C	nal			
	Students F	nrolled in Pre-Tr			iced Directly in T		own nigh school	ura - Iranste	anu onknown	, om eported G	vai	Disproportions	ite Impact (DI) A	nalysis
	Sections at	fter Guided or Se	If Placement		Sections									
B-STEM Math - Unknown High Overall	1. Total	2. Subtotal	3. Throughput	4. Total 29	5. Subtotal 20	6. Throughput 69.0%	7. Throughput	8. Statewide 52.3%	9. Statewide Statewide	10. Maximize TRUE	11. Decision Conditional	12. DI Action Level	13. DI Present	14. DI Present
African American	0	0		3	3	100.0%		-2.5/0						
Asian Filipino	0	0		11 0	11 0	100.0%								
Hispanic	0	0		2	1	50.0%								
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity Pacific Islander	0	0		1 0	0	0.0%								
White Non-Hispanic	0	0		8	3	37.5%								
Unknown	0	0	<u></u>	4	2	50.0%								
					Guided or Self Pla		her High Schoo	GPA - Transfer	and Unknown,	/Unreported Go	al			
		nrolled in Pre-Tr		Students Pla	ced Directly in T	ransfer-Level						Disproportiona	ite Impact (DI) A	nalysis
B-STEM Math - Unknown High	Sections at 1. Total	fter Guided or Se 2. Subtotal	If Placement 3. Throughput	4. Total	Sections 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	onput	1	0	0%	onput	61.4%	Statewide	TRUE	Conditional		cscill	
African American Asian	0	0		0	0									
Asian Filipino	0	0		0	0									
Hispanic	0	0		1	0	0%								
Native American/Alaskan Native	0	0		0	0	1								
Multi-Ethnicity	0	0		0	0									
Pacific Islander	0	0		0	0									

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Self Placement - All Other														
	Students Enrolled in Pre	•		Students Placed	- -							Disproportionate Impact (DI) Analysis	_	
Math - Unknown HSGPA Performance Band with an Educational Goal of Transfer		2. Subtotal who Completed TL			5. Subtotal who Completed TL		7. Throughput	8. Statewide Comparison	9. Statewide or Local Comparison Rate Used		11. Decision		13. DI Present	t
Educational Goal of Transier	1. Total		3. Throughput	4. Total		6. Throughput		Throughput	(based on	10. Maximize	conditional on		(PI, if	14. DI Present
	Enrolled	One Year	Rate	Enrolled	One Year**	Rate	Differences	Rate	sample size)	Throughput?	sample size?	12. DI Action Level	value<.80)	(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

6. Guided or Self-Placement Tem

		Enrolled in Pre-Co			Math - Guided or laced Directly in C		t - Lowest High	School GPA Ba	nd - Degree Go	al		Disproportion	ate Impact (DI) An	alysis
B-STEM Math - Lowest High School GPA Performance Band with an Educational Goal of Degree	Sections af 1. Total Enrolled	who Completed College-Level Course within	if Placement 3. Throughput Rate	4. Total Enrolled	who Completed College-Level Course within	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	or Local Comparison Rate Used (based on	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Preser (PPG-1)
		One Year			One Year**			4.407	sample size)					
Overall African American	0	0		0	0			14%	Statewide		Conditional			
Asian Filipino Hispanic Native American/Alaskan Native	0 0 0	0 0 0		0 0 0	0 0 0									
Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown	0 0 0	0 0 0		0 0 0	0 0 0									
				Table 6.14. I	Math - Guided or	Self Placement	- High School G	PA Band Unkno	wn - Degree G	pal				
		olled in Pre-Colle			laced Directly in C		U					Disproportion	ate Impact (DI) An	alysis
B-STEM Math - Unknown High School GPA with an Educational Goal of Degree	1. Total Enrolled	who Completed College-Level Course within	3. Throughput Rate	4. Total Enrolled	who Completed College-Level Course within	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Prese (PPG-1)
		One Year			One Year				sample size)					
Overall African American	0	0		0	0	67%		21.6%	Statewide	TRUE	Conditional			
Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity	0 0 0 0	0 0 0 0		1 0 1 0	1 0 0 0 1	100% 0% 100%								
Pacific Islander White Non-Hispanic	0	0		0	0									
Unknown	0	0		0	0									
					EM Math - Guideo		ent - All Other	High School GP	A Bands - Degre	e Goal				
		Enrolled in Pre-Co ter Guided or Sel		Students P	laced Directly in C Sections	ollege-Level						Disproportion	ate Impact (DI) An	alysis
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 Prese (PPG-1)
Overall	0	0		0	0			24.7%	Statewide		Conditional			
African American Asian Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown	0 0 0 0 0 0	0 0 0		0 0 0 0 0 0	0 0 0 0 0									
, manowin														
	Enter data her	e				Colo	Legend							
	No data displa	yed for this area roughput/No Sub	estantivo DI											
		n - when one of		shows DI										
	Not maximizin	ig throughput/Ac	tion Needed - D	l Present										
						Column	s Explained							
	through the G grades) as enr provides the n example, if a s	SP process and en ollment in the co number of studen tudent started in	nrolled in a cour urse. Column 1: ts enrolled direc a discipline in f	se at pre-degr shows the nun tly into a colle all 2019, they	ee level or pre-tra mber of students v ege-level or transf would be tracked	ensfer level com who started at p er-level course through comple	pared to stude re-transfer leve who successfull tion of the gate	nts who enrolled I whether or no y completed the way course thr	d directly at deg t they placed at college-level or ough the follow	ree or transfer l t pre-degree leve r transfer-level e ring summer ter	level. If end of te el, pre-transfer le course within on m.	known/unreported edu rm data is used, include evel, or transfer-level us e full academic year, inc	withdraws (EW, I ing a GSP model. cluding intersessio	MW, and W Column 4 ns. For
Completed Transfer-Level Course within One Year: Columns 3 and 6 - Throughput Rate:	course within level/transfer- These column	one year with a C level course whe s show the perce	or better. Colu n placed using h	mn 2 reflects t iigh school tra	the number of stu nscript data.	dents who com	pleted the colle	ge-level/transfe	r-level course b	y GSP placemen	nt model, and Co	sfully completed a colle lumn 5 shows the stude out rate, divide Column	nts who complete	d a college-
Column 7 - Throughput Rate Differences:	successfully co course after e	vith a transfer go ompleted transfer	r-level course se ransfer-level co	ctions with or urse and stude	without a corequ	isite. For stude	its with a degre	e goal, it shows	the difference	in throughput ra	ites between stu	ig in a pre-transfer-level dents who successfully nn 7 are calculated by si	completed the col	lege-level
Column 8 - Statewide Comparison Throughput Rate:	See "Tab 10. N	Methodology" for	more details.		ethodology" for m	ore details.								
Column 10 - Maximize			GSP maximized t	hroughput wh	nen compared to t	he statewide o	local throughp	ut rate, per the	requirements o	f AB 705. FALSE	means model do	oes NOT maximize throu	ighput, whereas T	RUE means
column 11 - Decision Conditional on ample Size?:	Based on over local throughp	out rate.										ditional on statewide the		
mpact (DI) Action Level: Column 13 - DI Present (PI, if value<.80):	even if model The proportio proportionalit	does not maximi: nality index addre y index of 1.00 in	ze throughput. esses the question dicates that a gr	on, "If a subgroup's represe	oup of students re	epresents 45% o	of the student b	ody, does that s utcome is identi	ubgroup also re	present at least p's representati	45% of the stud on in the studen	ents who achieve a spe t population. In contras the proportionality inde	cific educational o t, a PI value of less	utcome?" A than 1.00
Column 14 - DI Present (PPG-1):	student group The percentag	is disproportiona e point gap meth	ately impacted. nod addresses th	e question, "I		etween the thro	oughput rate of	a subgroup and	the overall thro			group) statistically signif		
						Rows	Explained							
			also required to			ocesses. Dispro	oortionate impa					t. In general terms, DI ex		

Sacramento City College AB 705 Validation Report.xlsx



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

		Annual 2019-2020 Annual 2019-2020							
		Student Count	Student Count (%)						
Los Ric	os CCD Total	106,514	100.00 %						
An	nerican 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 %						
Co	sumnes 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 %						
Fo	lsom 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 %						
Sa	cramento 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							
	Multi-Ethnicity	1,882	6.28 %						
	Pacific Islander	296	0.99 %						
	Unknown	934	3.12 %						
	White Non-Hispanic	7,976							

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

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.

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

J

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.

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 reanswer 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,

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 reanswer 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.

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 https://www.google.com/maps/d/viewer?

<u>hl=en&mid=1JuwirUWIBqLCUp_rS96WQsXW5HXkwZNH&II=38.558819299999996%2C-121.3149335&z=10)</u> 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 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

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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 <u>eServices</u> ((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 <u>eServices</u> (<a href="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 <u>FAFSA</u> <u>_(http://www.fafsa.gov)_(for citizens and eligible non-citizens) or <u>California Dream Act Application</u> <u>_(https://dream.csac.ca.gov/)_(for undocumented AB540 students).</u> 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.</u>

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 <u>Financial Aid Office</u> <u>(https://losrios.edu/admissions/financial-aid)</u> for information and <u>deadlines</u> <u>(https://losrios.edu/admissions/financial-aid/financial-aid-deadlines)</u>.

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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 <u>Major Change Form</u>
 (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

- <u>ARC Counseling</u> <u>(https://www.arc.losrios.edu/student-resources/counseling)</u>
- (916) 484-8572

Cosumnes River College

- <u>CRC Counseling</u> (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

- <u>SCC Counseling</u> <u>(https://www.scc.losrios.edu/counseling)</u>
- (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).

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 <u>Los Rios website</u> (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 300¹ Introductory Sociology²

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/CSU⁴

General Education: 5AA/AS Area V(b), CSU Area DO, 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 101118

Term: Full Term, January 18 to May 20⁹

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 203¹³
Textbook: See textbook(s) in bookstore¹⁴

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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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 inperson.

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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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



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

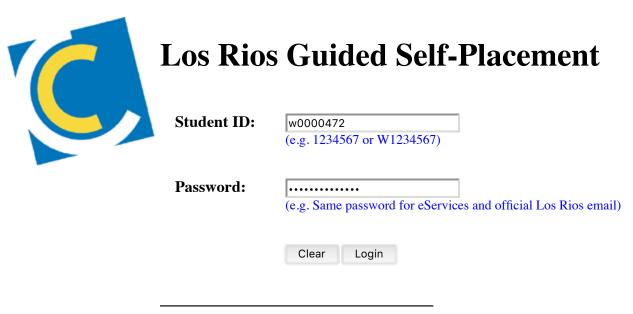




Folsom Lake College

Sacramento City College

4/5/21, 7:17 PM



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1 of 1



Guided Self-Placement

Choose a Subject

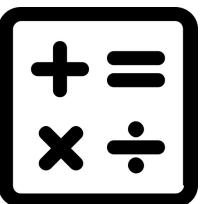
Welcome Phil Smith!

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.





Mathematics



1 of 1 4/5/21, 7:03 PM



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 >>

1 of 1 4/5/21, 7:03 PM



Guided Self-Placement

English Course Placement

-Is English your first or primary language?————						
	• YES					
	O NO					

Next >>

1 of 1 4/5/21, 7:04 PM



Guided Self-Placement

English Course Placement

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



Begin English Placement >>

1 of 1 4/5/21, 7:04 PM



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 >

1 of 1 4/5/21, 7:05 PM



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 >

1 of 1 4/5/21, 7:05 PM



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 >

1 of 1 4/5/21, 7:05 PM



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 >

1 of 1 4/5/21, 7:06 PM



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 >

1 of 1 4/5/21, 7:06 PM



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 >

1 of 1 4/5/21, 7:06 PM



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 >

1 of 1 4/5/21, 7:07 PM



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)

1 of 2 4/5/21, 7:07 PM

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

2 of 2



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

1 of 1 4/5/21, 7:07 PM



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

1 of 1 4/5/21, 7:08 PM

Exhibit 16



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

4/5/21, 7:09 PM



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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1 of 1 4/5/21, 7:09 PM



Guided Self-Placement

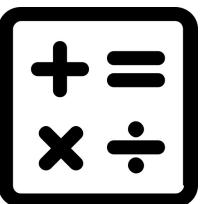
Choose a Subject

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.







Mathematics

1 of 1 4/5/21, 7:09 PM



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 >>

1 of 1 4/5/21, 7:10 PM



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 >

1 of 1 4/5/21, 7:10 PM



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 >

1 of 1 4/5/21, 7:11 PM



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 >

1 of 1 4/5/21, 7:11 PM



Guided Self-Placement

Math Placement Options

I have previously been successful in math.

- Agree
- Disagree

Next >

1 of 1 4/5/21, 7:11 PM



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 >

1 of 1 4/5/21, 7:12 PM



Guided Self-Placement

Math Placement Options

I previously passed a math course that covered intermediate algebra concepts beyond the prealgebra level (such as Algebra 2, Intermediate Algebra, or Integrated Math 3).

- Yes
- o No

Next >

1 of 1 4/5/21, 7:12 PM



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 >

1 of 1 4/5/21, 7:12 PM



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.

1 of 4 4/5/21, 7:13 PM

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)

2 of 4 4/5/21, 7:13 PM

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.

3 of 4 4/5/21, 7:13 PM

Next >>

Return to Start of Questionnaire

4 of 4



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

1 of 1 4/5/21, 7:14 PM



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 <u>Assessment Center website</u> to choose a day and time to take the ESL Assessment Test.

My Mathematics Placement-

MATH 375: Precalculus (6 units)

Done

1 of 1 4/5/21, 7:14 PM



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 <u>ARC Counseling website</u> to get an appointment.

2. Prepare for Your Upcoming Appointment

Print and complete the short form below before your appointment.

1 of 2 4/5/21, 7:14 PM

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
- o 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.

2 of 2 4/5/21, 7:14 PM

Exhibit 17

LATHAM & WATKINS LLP

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: <u>Public Records Act Request</u>

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.

505 Montgomery Street, Suite 2000 San Francisco, California 94111-6538 Tel: +1.415.391.0600 Fax: +1.415.395.8095 www.lw.com

FIRM / AFFILIATE OFFICES

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

Washington, D.C.

Madrid Milan

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- 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

LATHAM & WATKINS LLP

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

								1									
		Math												Sections of			
		Intro						- " .				English %			Sections of	Sections of	% of Intro
		Trans		Math		Math % Intro		English		Facilials		Intro		-		Corequisite	Math
		Sections,		Standalone		Sections at		Comp Sections,		English Stand-alon	۵	Sections that are		Enhanced	Support or	-	Sections
		including		Remedial		Transfer-		including		Remedial	•	Transfer-		BSTEM	Enhanced	Enhanced	that are
		enhanced		Sections		level		enhanced		Sections		level Comp)	math	SLAM math	Comp	BSTEM
	Regions	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	3 929	% 95%	3	3 (0	52%
American River College	North/Far North	98					43%	105	117			9 989		2			38%
Antelope Valley College	South Central Coast	82					67%	81	70			81 899		(21%
Bakersfield College	Central/Mother Lode	103					79%	158	154		-	4 939		12			43%
Barstow Community Colle		23			9	88%	76%	33	25		0	1 1009		15			35%
Berkeley City College	Bay Area	36 71			17	90% 81%	89% 81%	28 70	47 80		0 2	0 100° 1 97°		2			47% 59%
Butte College	North/Far North	50					68%	65	59			14 969		2			59%
Cabrillo College Cañada College	Bay Area Bay Area	22			28 8	76%	73%	26	28			2 96		(38%
Cerritos College	Los Angeles/Orange County				72		60%	156	150			19 999		(32%
Cerro Coso Community Co		25					78%	17	18			4 779					44%
Chabot College	Bay Area	60					79%	56	51			15 829		25			39%
Chaffey College	Inland Empire/Desert	130					67%	112	95			35 96°					35%
Citrus College	Los Angeles/Orange County	66	80	7	8	90%	91%	52	68		4	2 939	% 97%	•	4	9	48%
City College of San Franci		74		27	35	73%	67%	90	87	1	5	5 869	% 95%	15	5 31	I 45	39%
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College of Marin	Bay Area	25					83%	23	22			8 749		(42%
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College of the Desert	Inland Empire/Desert	55					68%	81	83		-	29 879		' (29%
College of the Redwoods	North/Far North	29					87%	26	33			5 969		-			34%
College of the Sequoias	Central/Mother Lode	76					93%	126	140			0 100					56%
College of the Siskiyous	North/Far North	7	7	2			78%	11	12		0	0 1009		20			35%
Columbia College	Central/Mother Lode	9	11	8	6	53%	65%	12	13		0	0 1009	% 100%		1	I 10	38%
Compton College	Los Angeles/Orange County			17	30	60%	45%	34	27		3 1	10 929	% 73%	() (0	37%
Contra Costa College	Bay Area	26	24	18	18	59%	57%	43	43		0	0 100	% 100%	() (9	50%
Copper Mountain College	Inland Empire/Desert	13	13	7	11	65%	54%	12	12		6	9 679	% 57%	() (0	43%
Cosumnes river College	North/Far North	82		38	33		64%	70	73		7	5 919		() () 16	35%
Crafton Hills College	Inland Empire/Desert	44	40	7	11	86%	78%	58	52		2 1	10 979	% 84%	(3 7	7 14	49%
Cuesta College	South Central Coast	45		20	20	69%	71%	46	51		8	7 859	% 88%	3	3 8	3 12	37%
Cuyamaca College	San Diego/Imperial Counties						88%	28	26		-	0 1009		2			46%
Cypress College	Los Angeles/Orange County						79%	87	74			26 859		2	-		39%
De Anza College	Bay Area	77					82%	85	76			11 899		17			
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Evergreen Valley College	Bay Area	60					56%	58	43			19 929					49%
Feather River College	North/Far North	4	4	. 3		57%	50%	6	7			2 869		19			62%
Folsom Lake College	North/Far North	43	47				82%	47	47	1		4 779		2			39%
Foothill College	Bay Area	32			_		81%	36	38			2 95		(41%
Fresno City College	Central/Mother Lode	87	96	16	16	84%	86%	137	162		0 2	20 1009	% 89%	() 4	35	54%
Fullerton College	Los Angeles/Orange County						71%	162	140		-	4 1009		(43%
Gavilan College	Bay Area	26					58%	25	31			21 819		12			45%
	Los Angeles/Orange County				53		46%	58	61			8 949		11			
Golden West College	Los Angeles/Orange County				5	91%	90%	67	64			0 1009		(37%
Grossmont College	San Diego/Imperial Counties						84%	91	96			6 999		4.			43%
Hartnell College	Bay Area	50 28					65% 72%	62 46	69 42			6 93° 10 84°		11			52% 46%
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rancy conege	2007 angology Orange County		1 30	1 ''	10	1 0470	U 0170	1 04	30		•	. 100	.5 5570	4	- '	,	70 /0

AB 705 Data.xlsx 1 F19 & F20 English Math Sections

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		including	Remedial		Transfer-		Sections, ncluding		and-alone emedial		are nsfer-				Enhanced	that are
		enhanced	Sections		level	l l	nhanced		ections		l Comp			LAM math (BSTEM
Lake Tahoe Community C	o 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 7	4	6	93%	93%	2	4	5	44%
Lassen College Long Beach City College	North/Far North Los Angeles/Orange County	77	16 1 75 60	5 63	86% 56%	76% 54%	6 157	7 126	2 24	3 89	75% 87%	70% 59%	0	0	8 16	38% 36%
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	Los Angeles/Orange County		63 14	15	78%	81%	41	39	9	11	82%	78%	3	7	14	44%
_	Los Angeles/Orange County		44 32	38	62%	54%	32	26	2	2	94%	93%	6	8	6	47%
	Los Angeles/Orange County Los Angeles/Orange County		88 27 34 6	30 12	77% 86%	75% 74%	85 24	77 31	13 1	17 7	87% 96%	82% 82%	2	5 4	7 9	49% 49%
<u> </u>	Los Angeles/Orange County		23 25	20	47%	53%	25	20	6	16	81%	56%	8	21	10	
	Los Angeles/Orange County		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	
Merced College	Central/Mother Lode	48	48 32	37 2	60%	56%	69	76	4	4 6	95% 91%	95%	10	11	23 7	
Merritt College Miracosta College	Bay Area San Diego/Imperial Counties	15 74	15 1 77 20	16	94% 79%	88% 83%	20 98	23 87	2 25	8	91% 80%	79% 92%	3	6 2	8	21% 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	= =	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	
Moreno Valley College Mt. San Antonio College	Inland Empire/Desert Los Angeles/Orange County	39 131	44 9 110 62	12 82	81% 68%	79% 57%	144 148	51 140	0 18	10 19	100% 89%	84% 88%	14 0	25 0	30 0	
Mt. San Jacinto College	Inland Empire/Desert	101	95 15	16	87%	86%	130	130	2	6	98%	96%	2	4	20	
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 Oxnard College	Los Angeles/Orange County South Central Coast	78 34	71 14 36 20	15 15	85% 63%	83% 71%	89 38	95 42	17 10	37 17	84% 79%	72% 71%	2	2	4	31% 33%
Palo Verde College	Inland Empire/Desert	16	12 1	13	94%	92%	19	15	2	3	90%	83%	0	9	11	22%
Palomar College	San Diego/Imperial Counties		93 65	63	65%	60%	128	130	1	18	99%	88%	6	27	22	
Pasadena City College	Los Angeles/Orange County		176 0	0		100%	191	148	0	0	100%	100%	0	5	9	
Porterville College	Central/Mother Lode	28	27 0	0		100%	35	40	0 0	0 2	100%	100%	0	7	8	47%
Reedley College Rio Hondo College	Central/Mother Lode Los Angeles/Orange County	66	85 5 75 23	2 26	93% 74%	98% 74%	48 94	83 85	6	27	100% 94%	98% 76%	27 4	10 0	23 9	59% 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		52 10	15	83%	78%	104	91	5	8	95%	92%	20	18	0	52%
San Bernardino Valley Col San Diego City College	I Inland Empire/Desert San Diego/Imperial Counties	94	76 51 57 49	76 42	65% 51%	50% 58%	109 66	99 68	6 7	24 9	95% 90%	80% 88%	9	11 0	0	38% 49%
San Diego Mesa College	San Diego/Imperial Counties		81 26	28	75%	74%	104	98	7	10	94%	91%	2	7	16	
	San Diego/Imperial Counties		42 11	18	74%	70%	44	41	4	8	92%	84%	4	6	17	
San Joaquin Delta College		62	64 18	24	78%	73%	81	95	0	5	100%	95%	3	6	7	
San Jose City College	Bay Area	33	34 3	11	92%	76%	36	34	10	6	78%	85%	9	7	23	
Santa Ana College Santa Barbara City College	Los Angeles/Orange County South Central Coast	93 72	101 19 79 9	22 9	83% 89%	82% 90%	114 118	118 119	1 2	3 4	99% 98%	98% 97%	3	10 5	11 15	
Santa Monica College	Los Angeles/Orange County		123 55	67	68%	65%	198	203	11	12	95%	94%	5	6	14	
Santa Rosa Junior College		71	69 34	31	68%	69%	103	84	11	25	90%	77%	2	5	13	
	Los Angeles/Orange County		58 7	12	90%	83%	62	56	0	2	100%	97%	26	22	62	
Shasta College Sierra College	North/Far North North/Far North	34 114	41 28	40 30	55% 90%	51% 77%	45	45	5 4	15 2	90% 97%	75% 99%	5	7 9	12 17	
Skyline College	Bay Area	51	98 13 33 16	17	76%	66%	134 49	143 51	1	0	98%	100%	0	0	2	40%
Solano Community Colleg		51	51 14	17	78%	75%	47	39	0	1	100%	98%	2	1	13	
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	76 109	4 4	8 6	95%	90%	0	0	12	
Victor Valley College West Hills College Coaling	Inland Empire/Desert	69 12	81 7 18 2	13 3	91% 86%	86% 86%	88 14	108 12	0	0	96% 100%	95% 100%	8 8	2 17	26 45	
West Hills College Lemoor		32	37 5	7	86%	84%	24	39	0	0	100%	100%	4	7	30	
	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	
Woodland Community Col		17	16 7	11	71%	59%	21	25 45	1	3 2	95%	89%	2	4	26 3	
Yuba College	North/Far North	31	31 16	18	66%	63%	43	45	2	2	96%	96%	0	3	3	53%