Regulatory Petition Exhibit List

No.	Exhibits
1	ELAC Final AB 705 Validation Template, Tab 6 (May 2021)
2	CRC Final AB 705 Validation Template, Tabs 4 and 6 (May 2021)
3	AB 705 F19 & F20 English Math Sections, data courtesy of the California Acceleration Project (CAP)
4	CCC Final AB 705 Validation Template, Tab 4 (May 2021)
5	LBCC Final AB 705 Validation Template Tabs 4 and 6 (May 2021)

Exhibit 1

East Los Angeles College

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

Click here for instructions on how to complete the template.

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

English - Lowest High School GPA Performance Band with an Educational Goal of A25	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Enrolled Directly in Transfer-Level Sections								Disproportionate Impact (DI) Analysis		
	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	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			36%	Statewide		Conditional			
African American														
Asian														
Filipino														
Hispanic														
Native American/Alaskan Native														
Multi-Ethnicity														
Pacific Islander														
White Non-Hispanic														
Unknown														

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

English - High School GPA Unknown with an Educational Goal of Transfer, Unknown/Unreported or Degree	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Placed Directly in Transfer-Level Sections								Disproportionate Impact (DI) Analysis		
	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	0	0		1	0	0%		63.5%	Statewide	TRUE	Conditional			
African American	0	0		0	0									
Asian	0	0		0	0									
Filipino	0	0		0	0									
Hispanic	0	0		1	0	0%								
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	0	0		0	0									
Pacific Islander	0	0		0	0									
White Non-Hispanic	0	0		0	0									
Unknown	0	0		0	0									

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

English - All Other High School GPA Bands Students with an Educational Goal of Transfer, Unknown/Unreported or Degree	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Placed Directly in Transfer-Level Sections								Disproportionate Impact (DI) Analysis		
	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year**	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	0	0		1	1	100%		66.1%	Statewide	TRUE	Conditional			
African American	0	0		0	0									
Asian	0	0		0	0									
Filipino	0	0		0	0									
Hispanic	0	0		1	1	100%								
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	0	0		0	0									
Pacific Islander	0	0		0	0									
White Non-Hispanic	0	0		0	0									
Unknown	0	0		0	0									

Table 6.4. SLAM Math - Guided or Self Placement - Lowest High School GPA Band - Transfer and Unknown/Unreported Goal														
SLAM Math - Lowest High School GPA Performance Band with an Educational Goal of Transfer	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Placed Directly in Transfer-Level Sections								Disproportionate Impact (DI) Analysis		
	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year**	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	0	0		0	0			22%	Statewide		Conditional			
African American														
Asian														
Filipino														
Hispanic														
Native American/Alaskan Native														
Multi-Ethnicity														
Pacific Islander														
White Non-Hispanic														
Unknown														

Table 6.5. SLAM Math - Guided or Self Placement - Unknown High School GPA - Transfer and Unknown/Unreported Goal														
SLAM Math - Unknown High School GPA with an Educational Goal of Transfer and Unknown/Unreported	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Placed Directly in Transfer-Level Sections								Disproportionate Impact (DI) Analysis		
	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year**	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)

	1. Total Enrolled	2. Subtotal	3. Throughput Rate	4. Total Enrolled	5. Subtotal	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local	10. Maximize Throughput?	11. Decision Conditional	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	12	3	25%	63	40	63%	-38%	59.1%	Statewide	FALSE	Conditional			
African American	0	0		0	0									
Asian	2	1	50%	26	21	81%	-31%					No substantive DI	2.00	FALSE
Filipino	0	0		0	0									
Hispanic	9	2	22%	32	15	47%	-25%					No substantive DI	0.89	FALSE
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	0	0		0	0									
Pacific Islander	0	0		0	0									
White Non-Hispanic	0	0		2	2	100%								
Unknown	1	0	0%	3	2	67%	-67%					Action needed	0.00	TRUE

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

SLAM Math - All Other High School GPA with an Educational Goal of Transfer and Unknown/Unreported	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Placed Directly in Transfer-Level Sections								Disproportionate Impact (DI) Analysis		
	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year**	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	71	17	24%	97	49	51%	-27%	59.5%	Statewide	FALSE	Conditional			
African American	0	0		1	1	100%								
Asian	4	1	25%	11	8	73%	-48%					No substantive DI	1.04	FALSE
Filipino	0	0		0	0									
Hispanic	64	15	23%	83	39	47%	-24%					No substantive DI	0.98	FALSE
Native American/Alaskan Native	0	0		1	1	100%								
Multi-Ethnicity	0	0		0	0									
Pacific Islander	0	0		0	0									
White Non-Hispanic	0	0		0	0									
Unknown	3	1	33%	1	0	0%	33%					No substantive DI	1.39	FALSE

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

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

Unknown

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

SLAM Math - Unknown High School GPA with an Educational Goal of Degree	Students Enrolled in Pre-College-Level Level after Guided or Self-Placement			Students Placed Directly in College-Level Sections								Disproportionate Impact (DI) Analysis		
	1. Total Enrolled	2. Subtotal who Completed College-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed College-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	0	0		46	21	46%		39.1%	Statewide	TRUE	Conditional			
African American	0	0		0	0									
Asian	0	0		21	15	71%								
Filipino	0	0		0	0									
Hispanic	0	0		25	6	24%								
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	0	0		0	0									
Pacific Islander	0	0		0	0									
White Non-Hispanic	0	0		0	0									
Unknown	0	0		0	0									

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

SLAM Math - All Other High School GPA Bands with an Educational Goal of Degree	Students Enrolled in Pre-College-Level Sections after Guided or Self Placement			Students Placed Directly in College-Level Sections								Disproportionate Impact (DI) Analysis		
	1. Total Enrolled	2. Subtotal who Completed College-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed College-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	0	0		80	35	44%		39.3%	Statewide	TRUE	Conditional			
African American	0	0		0	0									
Asian	0	0		7	5	71%								
Filipino	0	0		0	0									
Hispanic	0	0		66	28	42%								
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	0	0		1	0	0%								
Pacific Islander	0	0		0	0									
White Non-Hispanic	0	0		3	0	0%								
Unknown	0	0		3	2	67%								

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

	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Placed Directly in Transfer-Level Sections						Disproportionate Impact (DI) Analysis

B-STEM Math - Lowest High School GPA Performance Band with an Educational Goal of Transfer and Unknown/Unreported Goal	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year**	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	0	0		0	0			26%	Statewide		Conditional			
African American														
Asian														
Filipino														
Hispanic														
Native American/Alaskan Native														
Multi-Ethnicity														
Pacific Islander														
White Non-Hispanic														
Unknown														

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

B-STEM Math - Unknown High School GPA with an Educational Goal of Transfer and Unknown/Unreported Goal	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Placed Directly in Transfer-Level Sections								Disproportionate Impact (DI) Analysis		
	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year**	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	5	2	40%	16	12	75%	-35%	49.0%	Statewide	FALSE	Conditional			
African American	0	0		0	0									
Asian	0	0		7	6	86%								
Filipino	0	0		1	1	100%								
Hispanic	4	1	25%	8	5	63%	-38%					Action needed	0.63	TRUE
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	0	0		0	0									
Pacific Islander	0	0		0	0									
White Non-Hispanic	1	1	100%	0	0							No substantive DI	2.50	FALSE
Unknown	0	0		0	0									

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

B-STEM Math - Unknown High School GPA with an Educational Goal of Transfer and A176Unknown/Unreported	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Placed Directly in Transfer-Level Sections								Disproportionate Impact (DI) Analysis		
	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year**	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	3	1	33%	23	15	65%	-32%	58.4%	Statewide	FALSE	Conditional			
African American	0	0		0	0									

	Students Enrolled in Pre-College-Level Sections after Guided or Self Placement			Students Placed Directly in College-Level Sections										
Asian	0	0		4	3	75%								
Filipino	0	0		1	1	100%								
Hispanic	3	1	33%	18	11	61%	-28%					No substantive DI	1.00	
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	0	0		0	0									
Pacific Islander	0	0		0	0									
White Non-Hispanic	0	0		0	0									
Unknown	0	0		0	0									

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

B-STEM Math - Lowest High School GPA Performance Band with an Educational Goal of Degree	Students Enrolled in Pre-College-Level Sections after Guided or Self Placement			Students Placed Directly in College-Level Sections								Disproportionate Impact (DI) Analysis		
	1. Total Enrolled	2. Subtotal who Completed College-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed College-Level Course within One Year**	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	0	0		0	0			18%	Statewide		Conditional			
African American														
Asian														
Filipino														
Hispanic														
Native American/Alaskan Native														
Multi-Ethnicity														
Pacific Islander														
White Non-Hispanic														
Unknown														

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

B-STEM Math - Unknown High School GPA with an Educational Goal of Degree	Students Enrolled in Pre-College-Level Level after Guided or Self-Placement			Students Placed Directly in College-Level Sections								Disproportionate Impact (DI) Analysis		
	1. Total Enrolled	2. Subtotal who Completed College-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed College-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	0	0		14	7	50%		37.0%	Statewide	TRUE	Conditional			
African American	0	0		1	1	100%								
Asian	0	0		5	4	80%								
Filipino	0	0		0	0									
Hispanic	0	0		6	2	33%								
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		1	0	0%								
Unknown	0	0		1	0	0%								

B-STEM Math - All Other High School GPA Bands with an Educational Goal of Degree	Students Enrolled in Pre-College-Level Sections after Guided or Self Placement			Students Placed Directly in College-Level Sections							Disproportionate Impact (DI) Analysis			
	1. Total Enrolled	2. Subtotal who Completed College-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed College-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	0	0		9	3	33%		44.8%	Statewide	TRUE	Conditional			
African American	0	0		0	0									
Asian	0	0		0	0									
Filipino	0	0		0	0									
Hispanic	0	0		9	3	33%								
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	0	0		0	0									
Pacific Islander	0	0		0	0									
White Non-Hispanic	0	0		0	0									
Unknown	0	0		0	0									

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

Columns Explained	
Columns 1 and 4 - Total Enrolled:	These columns show the number of distinct students enrolled in fall 2019 at census with an educational goal of certificate, degree, and/or transfer (transfer also includes unknown/unreported educational goals) who went through the GSP process and enrolled in a course at pre-degree level or pre-transfer level compared to students who enrolled directly at degree or transfer level. If end of term data is used, include withdraws (EW, MW, and W grades) as enrollment in the course. Column 1 shows the number of students who started at pre-transfer level whether or not they placed at pre-degree level, pre-transfer level, or transfer-level using a GSP model. Column 4 provides the number of students enrolled directly into a college-level or transfer-level course who successfully completed the college-level or transfer-level course within one full academic year, including intersessions. For example, if a student started in a discipline in fall 2019, they would be tracked through completion of the gateway course through the following summer term.
Columns 2 and 5 - Subtotal who Completed Transfer-Level Course within One Year:	These columns demonstrate the number of students placed via GSP and those placed directly into college-level or transfer-level courses out of the total enrolled who successfully completed a college-level or transfer-level course within one year with a C or better. Column 2 reflects the number of students who completed the college-level/transfer-level course by GSP placement model, and Column 5 shows the students who completed a college-level/transfer-level course when placed using high school transcript data.
Columns 3 and 6 - Throughput Rate:	These columns show the percentage of students who successfully completed (C or higher) a transfer-level (or college-level) course within one year. To calculate the throughput rate, divide Column 2 by Column 1 and Column 5 by Column 4 (respectively).
Column 7 - Throughput Rate Differences:	For students with a transfer goal, this column shows the difference in throughput rates between students who successfully completed the transfer-level course after enrolling in a pre-transfer-level course and students who successfully completed transfer-level course sections with or without a corequisite. For students with a degree goal, it shows the difference in throughput rates between students who successfully completed the college-level course after enrolling in a pre-transfer-level course and students who successfully completed college-level course sections with or without a corequisite. The results in Column 7 are calculated by subtracting the number of students in Column 6 from the number in Column 3.
Column 8 - Statewide Comparison Throughput Rate:	See "Tab 10. Methodology" for more details.
Column 9 - Statewide or Local Comparison Rate Used:	Depends on overall sample size in Column 5; see "Tab 10. Methodology" for more details.
Column 10 - Maximize Throughput?:	This column determines if the GSP maximized throughput when compared to the statewide or local throughput rate, per the requirements of AB 705. FALSE means model does NOT maximize throughput, whereas TRUE means model maximizes throughput.

Column 11 - Decision Conditional on Sample Size?:	Based on overall sample size in Column 5; if below a sample size of 100, decision is conditional on statewide throughput rate; if sample size is above 100, decision is not conditional on statewide throughput rate, but is based on local throughput rate.
Column 12 - Disproportionate Impact (DI) Action Level:	If either Column 13 or 14 fall below threshold, then consider action; when both columns fall below threshold, then action is needed. If neither column fall below threshold, then there is no substantive DI. DI is still displayed even if model does not maximize throughput.
Column 13 - DI Present (PI, if value<.80):	The proportionality index addresses the question, "If a subgroup of students represents 45% of the student body, does that subgroup also represent at least 45% of the students who achieve a specific educational outcome?" A proportionality index of 1.00 indicates that a group's representation among those achieving an educational outcome is identical to that group's representation in the student population. In contrast, a PI value of less than 1.00 indicates that a group's representation among those achieving an educational outcome is lower compared to that same group's representation in the student population. If the proportionality index falls below 80%, then the student group is disproportionately impacted.
Column 14 - DI Present (PPG-1):	The percentage point gap method addresses the question, "Is the difference between the throughput rate of a subgroup and the overall throughput rate (excluding the subgroup) statistically significant?". That is, significance is related to the sample size and the size of the difference. Smaller sample size require larger differences compared to larger sample sizes.

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

Exhibit 2

Cosumnes River College

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

Click here for instructions on how to complete the template.

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

English - Lowest High School GPA Performance Band with an Educational Goal of Transfer, Unknown/Unreported or Degree	Students Enrolled in Pre-Transfer-Level Sections Using Local Placement Rules or Local Measures			Students Enrolled Directly in Transfer-Level Sections with or without a Corequisite				Decision Rule				Disproportionate Impact (DI) Analysis for Pre-Transfer Level		
	1. Total Enrolled	2. Subtotal Who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal Who Completed Transfer-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	27	0	0.0%	5	4	80.0%	-80.0%	67.0%	Statewide	FALSE	Conditional			
African American	4	0	0.0%	0								No substantive DI		FALSE
Asian	5	0	0.0%	1	0	0.0%	0.0%					No substantive DI		FALSE
Filipino	1	0	0.0%	0								No substantive DI		FALSE
Hispanic	14	0	0.0%	0								No substantive DI		FALSE
Native American/Alaskan Native	0			0										
Multi-Ethnicity	1	0	0.0%	2	2	100.0%	-100.0%					No substantive DI		FALSE
Pacific Islander	0			0										
White Non-Hispanic	2	0	0.0%	2	2	100.0%	-100.0%					No substantive DI		FALSE
Unknown	0			0										

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

SLAM Math - Lowest High School GPA Performance Band with a Transfer Goal	Students Enrolled in Pre-Transfer-Level Sections using Local Placement Rules or Local Measures			Students Enrolled Directly in Transfer-Level Sections				Decision Rule				Disproportionate Impact (DI) Analysis for Pre-Transfer Level		
	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	12	1	8.3%	61	18	29.5%	-21.2%	63.8%	Statewide	FALSE	Conditional			
African American	1	0	0.0%	9	2	22.2%	-22.2%					Action needed	0.00	TRUE
Asian	0			12	4	33.3%								
Filipino	1	0	0.0%	1	0	0.0%	0.0%					Action needed	0.00	TRUE
Hispanic	8	1	12.5%	24	6	25.0%	-12.5%					No substantive DI	1.50	FALSE
Native American/Alaskan Native	0			0										
Multi-Ethnicity	2	0	0.0%	3	2	66.7%	-66.7%					Action needed	0.00	TRUE
Pacific Islander	0			0										
White Non-Hispanic	0			10	3	30.0%								
Unknown	0			2	1	50.0%								

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

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

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

B-STEM Math - Lowest High School GPA Performance Band with a Transfer and Unknown/Unreported Goal	Students Enrolled in Pre-Transfer-Level Sections using Local Placement Rules or Local Measures			Students Enrolled Directly in Transfer-Level Sections			Decision Rule					Disproportionate Impact (DI) Analysis for Pre-Transfer Level		
	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	148	8	5.4%	13	4	30.8%	-25.4%	53.7%	Statewide	FALSE	Not conditional			
African American	18	2	11.1%	4	1	25.0%	-13.9%					No substantive DI	2.06	FALSE
Asian	42	1	2.4%	3	1	33.3%	-31.0%					Consider action	0.44	FALSE
Filipino	7	1	14.3%	0								No substantive DI	2.64	FALSE
Hispanic	55	2	3.6%	3	1	33.3%	-29.7%					Consider action	0.67	FALSE
Native American/Alaskan Native	1	0	0.0%	0								Action needed	0.00	TRUE
Multi-Ethnicity	7	0	0.0%	1	1	100.0%	-100.0%					Action needed	0.00	TRUE
Pacific Islander	1	0	0.0%	1	0	0.0%	0.0%					Action needed	0.00	TRUE
White Non-Hispanic	14	2	14.3%	1	0	0.0%	14.3%					No substantive DI	2.64	FALSE
Unknown	3	0	0.0%	0								Action needed	0.00	TRUE

Table 4.5. B-STEM Math Placement Models for Students in the Lowest High School GPA Band - Degree Goal													
	Students Enrolled in Pre-College-Level Sections using Local Placement Rules or Local Measures			Students Enrolled Directly in College-Level Sections				Decision Rule				Disproportionate Impact (DI) Analysis for Pre-Transfer Level	
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?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	5	0	0.0%	16	5	31.3%	-31.3%	17.8%	Statewide	FALSE	Conditional			
African American	0			1	1	100.0%								
Asian	2	0	0.0%	3	1	33.3%	-33.3%					No substantive DI		FALSE
Filipino	0			0										
Hispanic	3	0	0.0%	8	1	12.5%	-12.5%					No substantive DI		FALSE
Native American/Alaskan Native	0			0										
Multi-Ethnicity	0			1	0	0.0%								
Pacific Islander	0			0										
White Non-Hispanic	0			1	1	100.0%								
Unknown	0			2	1	50.0%								

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

Columns Explained	
Columns 1 and 4 - Total Enrolled:	These columns show the number of distinct students enrolled in fall 2019 at census with an educational goal of certificate, degree, and/or transfer (transfer also includes unknown/unreported educational goals). If end of term data is used, include withdraws (EW, MW, and W grades) as enrollment in the course. Column 1 shows the number of students placed into pre-transfer level via a local model and Column 4 provides the number of students enrolled directly in transfer level.
Columns 2 and 5 - Subtotal who Completed Transfer-Level Course within One Year:	These columns demonstrate the number of students enrolled into pre-transfer courses and those enrolled into transfer-level courses out of the total enrolled who successfully completed a transfer-level course within one year with a C or better. Column 2 reflects the number of students who completed the pre-transfer-level course, and Column 5 shows the students who completed a transfer-level course when enrolled directly into a transfer-level course within one full academic year, including intersessions. For example, if a student started in a discipline in the fall, they would be tracked through completion of the transfer-level/college-level course through the following summer term.
Columns 3 and 6 - Throughput Rate:	These columns show the percentage of students who successfully completed (C or higher) a transfer-level (or college-level) course within one year. To calculate the throughput rate, divide Column 2 by Column 1 and Column 5 by Column 4 (respectively).
Column 7 - Throughput Rate:	Differences: [insert definition; is missing from this tab]
Column 8 - Statewide Comparison Throughput Rate:	See "Tab 10. Methodology" for more details.
Column 9 - Statewide or Local Comparison Rate Used:	Depending on overall sample size in Column 5; see "Tab 10. Methodology" for more details.
Column 10 - Maximize Throughput?:	This column determines if the local model maximized throughput when compared to the statewide or local throughput rate, per the requirements of AB 705. FALSE means model does NOT maximize throughput, whereas TRUE means model maximizes throughput.
Column 11 - Decision Conditional on Sample Size?:	Based on overall sample size in Column 5; if below a sample size of 100, decision is conditional on statewide throughput rate; if sample size is above 100, decision is not conditional on statewide throughput rate, but is based on local throughput rate.
Column 12 - Disproportionate Impact (DI) Action Level:	If either Column 13 or 14 fall below threshold, then consider action; when both columns fall below threshold, then action is needed. If neither column fall below threshold, then there is no substantive DI. DI is still displayed even if model does not maximize throughput.
Column 13 - DI Present (PI, if value<.80):	The proportionality index addresses the question, "If a subgroup of students represents 45% of the student body, does that subgroup also represent at least 45% of the students who achieve a specific educational outcome?" A proportionality index of 1.00 indicates that a group's representation among those achieving an educational outcome is identical to that group's representation in the student population. In contrast, a PI value of less than 1.00 indicates that a group's representation among those achieving an educational outcome is lower compared to that same group's representation in the student population. If the proportionality index falls below 80%, then the student group is disproportionately impacted.
Column 14 - DI Present (PPG-1):	The percentage point gap method addresses the question, "Is the difference between the throughput rate of a subgroup and the overall throughput rate (excluding the subgroup) statistically significant?". That is, significance is related to the sample size and the size of the difference. Smaller sample size require larger differences compared to larger sample sizes.

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

Cosumnes River College

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

Click here for instructions on how to complete the template.

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

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

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

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

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

English - All Other High School GPA Bands Students with an Educational Goal of Transfer, Unknown/Unreported or Degree	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Placed Directly in Transfer-Level Sections								Disproportionate Impact (DI) Analysis		
	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year**	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	0	0		3	2	67%			69.5%	Statewide	TRUE	Conditional		
African American	0			1	1	100%								
Asian	0			0										
Filipino	0			0										
Hispanic	0			0	0									
Native American/Alaskan Native	0			0										
Multi-Ethnicity	0			1	0	0%								
Pacific Islander	0			0										
White Non-Hispanic	0			0										
Unknown	0			1	1	100%								

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

SLAM Math - Lowest High School GPA Performance Band with an Educational Goal of Transfer	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Placed Directly in Transfer-Level Sections								Disproportionate Impact (DI) Analysis		
	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year**	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	0	0		0	0				27%	Statewide		Conditional		
African American	0			0										
Asian	0			0										
Filipino	0			0										
Hispanic	0			0										
Native American/Alaskan Native	0			0										
Multi-Ethnicity	0			0										
Pacific Islander	0			0										
White Non-Hispanic	0			0										
Unknown	0			0										

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

SLAM Math - Unknown High School GPA with an Educational Goal of Transfer and Unknown/Unreported	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Placed Directly in Transfer-Level Sections								Disproportionate Impact (DI) Analysis		
	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year**	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	7	2	29%	18	11	61%	-33%	63.8%	Statewide	FALSE	Conditional			
African American	1	0	0%	7	4	57%	-57%					Action needed	0.00	TRUE
Asian	2	1	50%	4	3	75%	-25%					No substantive DI	1.75	FALSE
Filipino	0			0										
Hispanic	3	1	33%	2	1	50%	-17%					No substantive DI	1.17	FALSE
Native American/Alaskan Native	0			0										
Multi-Ethnicity	1	0	0%	1	1	100%	-100%					Action needed	0.00	TRUE
Pacific Islander	0			1	0	0%								
White Non-Hispanic	0			2	2	100%								
Unknown	0			1	0	0%								

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

SLAM Math - All Other High School GPA with an Educational Goal of Transfer and Unknown/Unreported	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Placed Directly in Transfer-Level Sections								Disproportionate Impact (DI) Analysis		
	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year**	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	0	0		0	0			64.1%	Statewide		Conditional			
African American	0			0										
Asian	0			0										
Filipino	0			0										
Hispanic	0			0										
Native American/Alaskan Native	0			0										
Multi-Ethnicity	0			0										
Pacific Islander	0			0										
White Non-Hispanic	0			0										
Unknown	0			0										

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

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

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

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

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

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

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

B-STEM Math - Lowest High School GPA Performance Band with an Educational Goal of Transfer and Unknown/Unreported Goal	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Placed Directly in Transfer-Level Sections								Disproportionate Impact (DI) Analysis		
	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year**	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	0	0		0	0			31%	Statewide		Conditional			
African American	0			0										
Asian	0			0										
Filipino	0			0										
Hispanic	0			0										
Native American/Alaskan Native	0			0										
Multi-Ethnicity	0			0										
Pacific Islander	0			0										
White Non-Hispanic	0			0										
Unknown	0			0										

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

B-STEM Math - Unknown High School GPA with an Educational Goal of Transfer and Unknown/Unreported Goal	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Placed Directly in Transfer-Level Sections								Disproportionate Impact (DI) Analysis		
	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year**	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	28	6	21%	15	8	53%	-32%	53.7%	Statewide	FALSE	Conditional			
African American	3	2	67%	0								No substantive DI	3.11	FALSE
Asian	11	3	27%	8	6	75%	-48%					No substantive DI	1.27	FALSE
Filipino	0			2		0%								
Hispanic	4	0	0%	1		0%	0%					Action needed	0.00	TRUE
Native American/Alaskan Native	0			0										
Multi-Ethnicity	0			0										
Pacific Islander	0			0										
White Non-Hispanic	7	0	0%	4	2	50%	-50%					Action needed	0.00	TRUE
Unknown	3	1	33%	0								No substantive DI	1.56	FALSE

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

B-STEM Math - Unknown High School GPA with an Educational Goal of Transfer and A176Unknown/Unreported	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Placed Directly in Transfer-Level Sections								Disproportionate Impact (DI) Analysis		
	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year**	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	0	0		2	2	100%		62.6%	Statewide	TRUE	Conditional			
African American	0			0										
Asian	0			1	1	100%								
Filipino	0			0										
Hispanic	0			0										
Native American/Alaskan Native	0			0										
Multi-Ethnicity	0			0										
Pacific Islander	0			0										
White Non-Hispanic	0			0										
Unknown	0			1	1	100%								

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

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

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

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

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

Columns Explained

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

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

Rows Explained

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

Exhibit 3

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

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

Exhibit 4

Contra Costa 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

Click here for instructions on how to complete the template.

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

English - Lowest High School GPA Performance Band with an Educational Goal of Transfer, Unknown/Unreported or Degree	Students Enrolled in Pre-Transfer-Level Sections Using			Students Enrolled Directly in Transfer-Level Sections				Decision Rule				Disproportionate Impact (DI) Analysis for Pre-Transfer		
	1. Total Enrolled	2. Subtotal Who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal Who Completed Transfer-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	1	0	0.0%	60	25	41.7%	-41.7%	63.1%	Statewide	FALSE	Conditional			
African American	0	0		12	2	16.7%								
Asian	0	0		5	4	80.0%								
Filipino	0	0		0	0									
Hispanic	0	0		35	14	40.0%								
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	0	0		3	3	100.0%								
Pacific Islander	0	0		0	0									
White Non-Hispanic	0	0		4	1	25.0%								
Unknown	1	0	0.0%	1	1	100.0%	-100.0%							

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

SLAM Math - Lowest High School GPA Performance Band with a Transfer Goal	Students Enrolled in Pre-Transfer-Level Sections using			Students Enrolled Directly in Transfer-Level Sections				Decision Rule				Disproportionate Impact (DI) Analysis for Pre-Transfer		
	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	1	0	0.0%	53	38	71.7%	-71.7%	57.6%	Statewide	FALSE	Conditional			
African American	0	0		6	3	50.0%								
Asian	1	0	0.0%	5	3	60.0%	-60.0%							
Filipino	0	0		3	3	100.0%								
Hispanic	0	0		35	25	71.4%								
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		3	3	100.0%								
Unknown	0	0		1	1	100.0%								

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

| SLAM Math - Lowest High School GPA Performance Band with a Degree Goal | Students Enrolled in Pre-College-Level Sections using | | | Students Enrolled Directly in College-Level Sections | | | | | Decision Rule | | | | Disproportionate Impact (DI) Analysis for Pre-Transfer | | |
	1. Total Enrolled	2. Subtotal who Completed College-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed College-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	0	0		0	0			27.4%	Statewide		Conditional			
African American	0	0		0	0									
Asian	0	0		0	0									
Filipino	0	0		0	0									
Hispanic	0	0		0	0									
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	0	0		0	0									
Pacific Islander	0	0		0	0									
White Non-Hispanic	0	0		0	0									
Unknown	0	0		0	0									

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

| B-STEM Math - Lowest High School GPA Performance Band with a Transfer and Unknown/Unreported Goal | Students Enrolled in Pre-Transfer-Level Sections using | | | Students Enrolled Directly in Transfer-Level Sections | | | | | Decision Rule | | | | Disproportionate Impact (DI) Analysis for Pre-Transfer | | |
	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	36	0	0.0%	30	20	66.7%	-66.7%	48.2%	Statewide	FALSE	Conditional			
African American	2	0	0.0%	1	0	0.0%	0.0%					No substantive DI		FALSE
Asian	2	0	0.0%	5	4	80.0%	-80.0%					No substantive DI		FALSE
Filipino	1	0	0.0%	3	2	66.7%	-66.7%					No substantive DI		FALSE
Hispanic	24	0	0.0%	17	12	70.6%	-70.6%					No substantive DI		FALSE
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	2	0	0.0%	2	2	100.0%	-100.0%					No substantive DI		FALSE
Pacific Islander	0	0		0	0									
White Non-Hispanic	3	0	0.0%	2	0	0.0%	0.0%					No substantive DI		FALSE
Unknown	2	0	0.0%	0	0							No substantive DI		FALSE

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

| B-STEM Math - Lowest High School GPA Performance Band with a Degree Goal | Students Enrolled in Pre-College-Level Sections using | | | Students Enrolled Directly in College-Level Sections | | | | | Decision Rule | | | | Disproportionate Impact (DI) Analysis for Pre-Transfer | | |
	1. Total Enrolled	2. Subtotal who Completed College-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed College-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	0	0		0	0			24.7%	Statewide		Conditional			
African American	0	0		0	0									
Asian	0	0		0	0									
Filipino	0	0		0	0									
Hispanic	0	0		0	0									
Native American/Alaskan Native	0	0		0	0									
Multi-Ethnicity	0	0		0	0									
Pacific Islander	0	0		0	0									
White Non-Hispanic	0	0		0	0									
Unknown	0	0		0	0									

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

Columns Explained	
Columns 1 and 4 - Total Enrolled:	These columns show the number of distinct students enrolled in fall 2019 at census with an educational goal of certificate, degree, and/or transfer (transfer also includes unknown/unreported educational goals). If end of term data is used, include withdraws (EW,
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
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

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

Exhibit 5

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

Click here for instructions on how to complete the template.

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

English - Lowest High School GPA Performance Band with an Educational Goal of Transfer, Unknown/Unreported or Degree	Students Enrolled in Pre-Transfer-Level Sections Using Local Placement Rules or Local Measures			Students Enrolled Directly in Transfer-Level Sections with or without a Corequisite				Decision Rule				Disproportionate Impact (DI) Analysis for Pre-Transfer Level		
	1. Total Enrolled	2. Subtotal Who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal Who Completed Transfer-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	218	13	6.0%	170	47	27.6%	-21.7%	63.9%	Local	FALSE	Not conditional			
African American	29	2	6.9%	19	2	10.5%	-3.6%					No substantive DI	1.16	FALSE
Asian	7	1	14.3%	6	2	33.3%	-19.0%					No substantive DI	2.40	FALSE
Filipino														
Hispanic	145	9	6.2%	124	39	31.5%	-25.2%					No substantive DI	1.04	FALSE
Native American/Alaskan Native	1	0	0.0%									Action needed	0.00	TRUE
Multi-Ethnicity	12	1	8.3%	13	3	23.1%	-14.7%					No substantive DI	1.40	FALSE
Pacific Islander	3	0	0.0%	1	0	0.0%	0.0%					Action needed	0.00	TRUE
White Non-Hispanic	21	0	0.0%	7	1	14.3%	-14.3%					Action needed	0.00	TRUE
Unknown														

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

SLAM Math - Lowest High School GPA Performance Band with a Transfer Goal	Students Enrolled in Pre-Transfer-Level Sections using Local Placement Rules or Local Measures			Students Enrolled Directly in Transfer-Level Sections				Decision Rule				Disproportionate Impact (DI) Analysis for Pre-Transfer Level		
	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	209	5	2.4%	39	5	12.8%	-10.4%	59.4%	Statewide	FALSE	Not conditional			
African American	35	0	0.0%	4	0	0.0%	0.0%					Action needed	0.00	TRUE
Asian	6	1	16.7%									No substantive DI	6.97	FALSE
Filipino														
Hispanic	139	3	2.2%	28	4	14.3%	-12.1%					No substantive DI	0.90	FALSE
Native American/Alaskan Native														
Multi-Ethnicity	13	1	7.7%	3	0	0.0%	7.7%					No substantive DI	3.22	FALSE
Pacific Islander														
White Non-Hispanic	16	0	0.0%	4	1	25.0%	-25.0%					Action needed	0.00	TRUE
Unknown														

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

SLAM Math - Lowest High School GPA Performance Band with a Degree Goal	Students Enrolled in Pre-College-Level Sections using Local Placement Rules or Local Measures			Students Enrolled Directly in College-Level Sections				Decision Rule				Disproportionate Impact (DI) Analysis for Pre-Transfer Level		
	1. Total Enrolled	2. Subtotal who Completed College-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed College-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	27	0	0.0%	4	0	0.0%	0.0%	33.3%	Statewide	FALSE	Conditional			
African American	1	0	0.0%	1	0	0.0%	0.0%					No substantive DI		FALSE
Asian														
Filipino														
Hispanic	21	0	0.0%	3	0	0.0%	0.0%					No substantive DI		FALSE
Native American/Alaskan Native	1	0	0.0%									No substantive DI		FALSE
Multi-Ethnicity	1	0	0.0%									No substantive DI		FALSE
Pacific Islander														
White Non-Hispanic	3	0	0.0%									No substantive DI		FALSE
Unknown														

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

B-STEM Math - Lowest High School GPA Performance Band with a Transfer and Unknown/Unreported Goal	Students Enrolled in Pre-Transfer-Level Sections using Local Placement Rules or Local Measures			Students Enrolled Directly in Transfer-Level Sections				Decision Rule				Disproportionate Impact (DI) Analysis for Pre-Transfer Level		
	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	85	11	12.9%	246	77	31.3%	-18.4%	49.6%	Local	FALSE	Conditional			
African American	7	0	0.0%	25	5	20.0%	-20.0%					Action needed	0.00	TRUE
Asian	7	2	28.6%	16	7	43.8%	-15.2%					No substantive DI	2.21	FALSE
Filipino														
Hispanic	61	8	13.1%	149	44	29.5%	-16.4%					No substantive DI	1.01	FALSE
Native American/Alaskan Native														
Multi-Ethnicity	2	0	0.0%	11	2	18.2%	-18.2%					Action needed	0.00	TRUE
Pacific Islander				4	0	0.0%								
White Non-Hispanic	8	1	12.5%	40	19	47.5%	-35.0%					No substantive DI	0.97	FALSE
Unknown				1	0	0.0%								

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

B-STEM Math - Lowest High School GPA Performance Band with a Degree Goal	Students Enrolled in Pre-College-Level Sections using Local Placement Rules or Local Measures			Students Enrolled Directly in College-Level Sections				Decision Rule				Disproportionate Impact (DI) Analysis for Pre-Transfer Level		
	1. Total Enrolled	2. Subtotal who Completed College-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed College-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	11	1	9.1%	11	0	0.0%	9.1%	28.2%	Statewide	FALSE	Conditional			

Racial/Ethnic Group	Total Enrolled	Subtotal Completed	Throughput Rate	Total Enrolled	Subtotal Completed	Throughput Rate	Throughput Rate		DI Action Level	Value	DI Present
African American	2	0	0.0%						Action needed	0.00	TRUE
Asian	3	0	0.0%	1	0	0.0%	0.0%		Action needed	0.00	TRUE
Filipino											
Hispanic	4	0	0.0%	5	0	0.0%	0.0%		Action needed	0.00	TRUE
Native American/Alaskan Native											
Multi-Ethnicity	1	0	0.0%	2	0	0.0%	0.0%		Action needed	0.00	TRUE
Pacific Islander											
White Non-Hispanic	1	1	100.0%	3	0	0.0%	100.0%		No substantive DI	11.00	FALSE
Unknown											

Color Legend

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

Columns Explained

Columns 1 and 4 - Total Enrolled:	These columns show the number of distinct students enrolled in fall 2019 at census with an educational goal of certificate, degree, and/or transfer (transfer also includes unknown/unreported educational goals). 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.

Cosumnes River College

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

Click here for instructions on how to complete the template.

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

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

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

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

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

English - All Other High School GPA Bands Students with an Educational Goal of Transfer, Unknown/Unreported or Degree	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Placed Directly in Transfer-Level Sections								Disproportionate Impact (DI) Analysis		
	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year**	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	0	0		3	2	67%		69.5%	Statewide	TRUE	Conditional			
African American	0			1	1	100%								
Asian	0			0										
Filipino	0			0										
Hispanic	0			0	0									
Native American/Alaskan Native	0			0										
Multi-Ethnicity	0			1	0	0%								
Pacific Islander	0			0										
White Non-Hispanic	0			0										
Unknown	0			1	1	100%								

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

SLAM Math - Lowest High School GPA Performance Band with an Educational Goal of Transfer	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Placed Directly in Transfer-Level Sections								Disproportionate Impact (DI) Analysis		
	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year**	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	0	0		0	0			27%	Statewide		Conditional			
African American	0			0										
Asian	0			0										
Filipino	0			0										
Hispanic	0			0										
Native American/Alaskan Native	0			0										
Multi-Ethnicity	0			0										
Pacific Islander	0			0										
White Non-Hispanic	0			0										
Unknown	0			0										

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

SLAM Math - Unknown High School GPA with an Educational Goal of Transfer and Unknown/Unreported	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Placed Directly in Transfer-Level Sections								Disproportionate Impact (DI) Analysis		
	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year**	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	7	2	29%	18	11	61%	-33%	63.8%	Statewide	FALSE	Conditional			
African American	1	0	0%	7	4	57%	-57%					Action needed	0.00	TRUE
Asian	2	1	50%	4	3	75%	-25%					No substantive DI	1.75	FALSE
Filipino	0			0										
Hispanic	3	1	33%	2	1	50%	-17%					No substantive DI	1.17	FALSE
Native American/Alaskan Native	0			0										
Multi-Ethnicity	1	0	0%	1	1	100%	-100%					Action needed	0.00	TRUE
Pacific Islander	0			1	0	0%								
White Non-Hispanic	0			2	2	100%								
Unknown	0			1	0	0%								

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

SLAM Math - All Other High School GPA with an Educational Goal of Transfer and Unknown/Unreported	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Placed Directly in Transfer-Level Sections								Disproportionate Impact (DI) Analysis		
	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year**	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	0	0		0	0			64.1%	Statewide		Conditional			
African American	0			0										
Asian	0			0										
Filipino	0			0										
Hispanic	0			0										
Native American/Alaskan Native	0			0										
Multi-Ethnicity	0			0										
Pacific Islander	0			0										
White Non-Hispanic	0			0										
Unknown	0			0										

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

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

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

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

B-STEM Math - Lowest High School GPA Performance Band with an Educational Goal of Transfer and Unknown/Unreported Goal	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Placed Directly in Transfer-Level Sections								Disproportionate Impact (DI) Analysis		
	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year**	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	0	0		0	0			31%	Statewide		Conditional			
African American	0			0										
Asian	0			0										
Filipino	0			0										
Hispanic	0			0										
Native American/Alaskan Native	0			0										
Multi-Ethnicity	0			0										
Pacific Islander	0			0										
White Non-Hispanic	0			0										
Unknown	0			0										

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

B-STEM Math - Unknown High School GPA with an Educational Goal of Transfer and Unknown/Unreported Goal	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Placed Directly in Transfer-Level Sections								Disproportionate Impact (DI) Analysis		
	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year**	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	28	6	21%	15	8	53%	-32%	53.7%	Statewide	FALSE	Conditional			
African American	3	2	67%	0								No substantive DI	3.11	FALSE
Asian	11	3	27%	8	6	75%	-48%					No substantive DI	1.27	FALSE
Filipino	0			2		0%								
Hispanic	4	0	0%	1		0%	0%					Action needed	0.00	TRUE
Native American/Alaskan Native	0			0										
Multi-Ethnicity	0			0										
Pacific Islander	0			0										
White Non-Hispanic	7	0	0%	4	2	50%	-50%					Action needed	0.00	TRUE
Unknown	3	1	33%	0								No substantive DI	1.56	FALSE

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

B-STEM Math - Unknown High School GPA with an Educational Goal of Transfer and A176Unknown/Unreported	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Placed Directly in Transfer-Level Sections								Disproportionate Impact (DI) Analysis		
	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year**	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	0	0		2	2	100%		62.6%	Statewide	TRUE	Conditional			
African American	0			0										
Asian	0			1	1	100%								
Filipino	0			0										
Hispanic	0			0										
Native American/Alaskan Native	0			0										
Multi-Ethnicity	0			0										
Pacific Islander	0			0										
White Non-Hispanic	0			0										
Unknown	0			1	1	100%								

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

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

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

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

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

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

Color Legend

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

Columns Explained

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

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

Rows Explained

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