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)

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.

			Table 6.1. Engl	ish - Guided o	r Self Placement	- Lowest High Sc	hool GPA Band	- Transfer, Unk	nown/Unreport	ted or Degree G	oal			
	Students E	nrolled in Pre-T	ransfer-Level	Students En	rolled Directly in	Transfer-Level						Disproportiona	ate Impact (DI) Ar	alysis
	Sections at	fter Guided or Se	elf Placement		Sections									
English - Lowest High School GPA	1. Total	2. Subtotal	3. Throughput	4. Total	5. Subtotal	6. Throughput	7. Throughput	8. Statewide	9. Statewide	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
Performance Band with an	Enrolled	who	Rate	Enrolled	who	Rate	Rate	Comparison	or Local	Throughput?	Conditional on		(PI <i>,</i> if	(PPG-1)
Educational Goal of A25		Completed			Completed		Differences	Throughput	Comparison		Sample Size?		value<.80)	
		Transfer-Level	l		Transfer-Level			Rate	Rate Used					
		Course within			Course within				(based on					
		One Year			One Year				sample size)					
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														

	Students I	Enrolled in Pre-Tra	ansfer-Level	Students Pl	aced Directly in T	ransfer-Level						Disproportiona	ate Impact (DI) An	alysis
	Sections a	fter Guided or Se	f Placement		Sections									
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	5. Subtotal who Completed Transfer-Level Course within One Year	6. Throughput 7. The Rate Diff	hroughput Rate fferences	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									

		Enrolled in Pre-Tra fter Guided or Sel		Students Pl	aced Directly in T Sections	ransfer-Level						Disproportiona	te Impact (DI) Ar	nalysis
English - All Other High School GPA Bands Students with an Educational Goal of Transfer, Unknown/Unreported or Degree	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year**	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)		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	10070								
	0	0		0	0									
Multi-Ethnicity Pacific Islander	0	0		0	0		l							
	0	0		0			l							
White Non-Hispanic	0	0		0	0 0		l							
Unknown	U	U		U	U									
			Table 6.4. SLA	M Math - Gui	ded or Self Placer	nent - Lowest Hi	gh School GPA	Band - Transfer	r and Unknown,	/Unreported Go	al			
	Students F	Enrolled in Pre-Tra	ansfer-Level	Students Pl	aced Directly in T	ransfer-Level						Disproportiona	te Impact (DI) Ar	nalysis
		fter Guided or Se			Sections							2.56.660.000		
SLAM Math - Lowest High School	1. Total	2. Subtotal	3. Throughput	4. Total	5. Subtotal	6. Throughput	7. Throughput	8. Statewide	9. Statewide	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
GPA Performance Band with an	Enrolled	who	Rate	Enrolled	who	Rate	Rate	Comparison	or Local	Throughput?	Conditional on		(PI, if	(PPG-1)
Educational Goal of Transfer		Completed			Completed		Differences	Throughput	Comparison		Sample Size?		value<.80)	
		Transfer-Level			Transfer-Level			Rate	Rate Used					
		Course within			Course within				(based on					
		One Year			One Year**				sample size)					
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														
CHARGON														
			Table 6.5. SL	.AM Math - G	uided or Self Plac	ement - Unknow	n High School (GPA - Transfer a	ind Unknown/U	Inreported Goal				
	Students F	Enrolled in Pre-Tra	ansfer-Level	Students Pl	aced Directly in T	ransfer-Level						Disproportiona	te Impact (DI) Ar	nalysis
		fter Guided or Se			Sections									
			0 =1	4. Total	5. Subtotal	6. Throughput	7. Throughput	8. Statewide	9. Statewide	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
SLAM Math - Unknown High School	1. Total	2. Subtotal	3. Inrougnput						_					(DDC 1)
SLAM Math - Unknown High School GPA with an Educational Goal of	1. Total Enrolled	2. Subtotal who	3. Inrougnput Rate	Enrolled	who	Rate	Rate	Comparison	or Local	Ihroughput?	Conditional on		(PI <i>,</i> if	(PPG-1)
_						Rate	Rate Differences		or Local Comparison	I hroughput?	Conditional on Sample Size?		(PI, if value<.80)	(PPG-1)
GPA with an Educational Goal of		who Completed			who Completed	Rate		Throughput	Comparison	Inroughput?				(PPG-1)
GPA with an Educational Goal of		who Completed Transfer-Level			who Completed Transfer-Level	Rate			Comparison Rate Used	Inroughput?				(PPG-1)
GPA with an Educational Goal of		who Completed			who Completed	Rate		Throughput	Comparison	Inroughput?				(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													
	Students I	Enrolled in Pre-T	ransfer-Level	Students Pl	aced Directly in T	ransfer-Level						Disproportion	ate Impact (DI) A	nalysis
	Sections a	fter Guided or Se	elf Placement		Sections									
SLAM Math - All Other High School	1. Total	2. Subtotal	3. Throughput	4. Total	5. Subtotal	6. Throughput	7. Throughput	8. Statewide	9. Statewide	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
GPA with an Educational Goal of	Enrolled	who	Rate	Enrolled	who	Rate	Rate	Comparison	or Local	Throughput?	Conditional on		(PI <i>,</i> if	(PPG-1)
Transfer and Unknown/Unreported		Completed			Completed		Differences	Throughput	Comparison		Sample Size?		value<.80)	
		Transfer-Leve	l		Transfer-Level			Rate	Rate Used					
		Course within			Course within				(based on					
		One Year			One Year**				sample size)					
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. SLA	AM Math - Guide	d or Self Placem	ent - Lowest Hig	gh School GPA E	Band - Degree G	ioal				
		Enrolled in Pre-C ter Guided or Se	_	Students P	laced Directly in (Sections	College-Level						Disproportion	ate Impact (DI) A	nalysis
SLAM Math - Lowest High School GPA Performance Band with an Educational Goal of Degree	1. Total Enrolled	2. Subtotal who Completed College-Level Course within One Year		4. Total Enrolled	5. Subtotal who Completed College-Level Course within One Year**	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)		11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	0	0		0	0			13%	Statewide		Conditional			
African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hispanic														

			1	Γable 6.8. SLAI	M Math - Guided	or Self Placeme	nt - High School	GPA Band Unk	nown - Degree	Goal				
	Students Enr	olled in Pre-Colle	ege-Level Level	Students P	aced Directly in C	College-Level						Disproportion	ate Impact (DI) A	nalysis
	after G	Guided or Self-Pla	acement		Sections									
SLAM Math - Unknown High School	1. Total	2. Subtotal	3. Throughput	4. Total	5. Subtotal	6. Throughput	7. Throughput	8. Statewide	9. Statewide	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
GPA with an Educational Goal of	Enrolled	who	Rate	Enrolled	who	Rate	Rate	Comparison	or Local	Throughput?	Conditional on		(PI <i>,</i> if	(PPG-1)
Degree		Completed			Completed		Differences	Throughput	Comparison		Sample Size?		value<.80)	
		College-Level			College-Level			Rate	Rate Used					
		Course within			Course within				(based on					
		One Year			One Year				sample size)					
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									

			1	Table 6.9. SLAN	И Math - Guided	or Self Placemer	nt - All Other Hi	gh School GPA	Bands - Degree	Goal				
	Students	Enrolled in Pre-C	ollege-Level	Students Pl	aced Directly in (College-Level						Disproportion	ate Impact (DI) A	nalysis
	Sections at	fter Guided or Se	If Placement		Sections									
SLAM Math - All Other High School	1. Total	2. Subtotal	3. Throughput	4. Total	5. Subtotal	6. Throughput	7. Throughput	8. Statewide	9. Statewide	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
GPA Bands with an Educational	Enrolled	who	Rate	Enrolled	who	Rate	Rate	Comparison	or Local	Throughput?	Conditional on		(PI, if	(PPG-1)
Goal of Degree		Completed			Completed		Differences	Throughput	Comparison		Sample Size?		value<.80)	
		College-Level			College-Level			Rate	Rate Used					
		Course within			Course within				(based on					
		One Year			One Year				sample size)					
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-S	EM Math - Guided or Self Placement - Lowest High School GPA Bar	d - Transfer and Unknown/Unreported Goal										
Students Enrolled in Pre-Transfer-Level	Students Enrolled in Pre-Transfer-Level Students Placed Directly in Transfer-Level Disproportionate Impact (DI) Analysis											
Sections after Guided or Self Placement	Sections											

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-9	STEM Math - (Guided or Self Pla	acement - Unkno	wn High Schoo	GPA - Transfer	and Unknown,	Unreported Go	al			
		Enrolled in Pre-Tra fter Guided or Sel		Students Pla	aced Directly in T Sections	ransfer-Level						Disproportion	ate Impact (DI) An	nalysis
B-STEM Math - Unknown High	1. Total	2. Subtotal	3. Throughput	4. Total	5. Subtotal	6. Throughput	7. Throughput	8. Statewide	9. Statewide	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
School GPA with an Educational	Enrolled	who	Rate	Enrolled	who	Rate	Rate	Comparison	or Local	Throughput?	Conditional on		(PI <i>,</i> if	(PPG-1)
Goal of Transfer and		Completed			Completed		Differences	Throughput	Comparison	٥.	Sample Size?		value<.80)	, ,
Unknown/Unreported Goal		Transfer-Level			Transfer-Level			Rate	Rate Used				,	
		Course within			Course within				(based on					
		One Year			One Year**				sample size)					
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									
			- 11 242 -											
	Studente F	Enrolled in Pre-Tra			Guided or Self Pl aced Directly in T		ner High School	GPA - Transfer	and Unknown/	Unreported Goa	I	Dienroportions	ate Impact (DI) An	nalveis
		fter Guided or Sel		Students Pla	Sections	iansier-Level						Disproportions	ate impact (DI) All	iaiyəiə
	_		3. Throughput	4. Total	5. Subtotal	6. Throughput	7. Throughput	8. Statewide	9. Statewide	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
B-STEM Math - Unknown High	1. Total	z. Subtotai				Rate	Rate	Comparison	or Local		Conditional on		(PI, if	(PPG-1)
B-STEM Math - Unknown High School GPA with an Educational	1. Total Enrolled	who	Rate	Enrolled	who	nate								. ,
School GPA with an Educational		who		Enrolled		Nate		•						
School GPA with an Educational Goal of Transfer and		who Completed		Enrolled	Completed	nate	Differences	Throughput	Comparison		Sample Size?		value<.80)	
School GPA with an Educational		who Completed Transfer-Level		Enrolled	Completed Transfer-Level	rate		•	Comparison Rate Used					
School GPA with an Educational Goal of Transfer and		who Completed		Enrolled	Completed	nate		Throughput	Comparison					
School GPA with an Educational Goal of Transfer and		who Completed Transfer-Level Course within		Enrolled 23	Completed Transfer-Level Course within	65%		Throughput	Comparison Rate Used (based on	FALSE				

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					
								 _		

		Enrolled in Pre-C	_	Students Pl	aced Directly in (College-Level						Disproportion	ate Impact (DI) A	nalysis
	Sections at	fter Guided or Se	elf Placement		Sections									
B-STEM Math - Lowest High School	1. Total	2. Subtotal	3. Throughput	4. Total	5. Subtotal	6. Throughput 7. Throu	ghput 8. Stat	ewide	9. Statewide	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Presen
GPA Performance Band with an	Enrolled	who	Rate	Enrolled	who	Rate Ra	e Comp	arison	or Local	Throughput?	Conditional on		(PI, if	(PPG-1)
Educational Goal of Degree		Completed			Completed	Differe	nces Throu	ghput	Comparison		Sample Size?		value<.80)	
		College-Level			College-Level		Ra	te	Rate Used					
		Course within			Course within				(based on					
		One Year			One Year**				sample size)					
									. ,					
Overall	0	0		0	0		18	3%	Statewide		Conditional			
African American														
Asian														
Filipino														
Hispanic														
Native American/Alaskan Native														
Multi-Ethnicity														
Pacific Islander														
White Non-Hispanic														
Unknown														

				Table 6.14. I	Math - Guided or	Self Placement	- High School G	PA Band Unkno	wn - Degree Go	al				
	Students Enr	olled in Pre-Coll	ege-Level Level	Students Pl	laced Directly in (College-Level						Disproportiona	ate Impact (DI) A	nalysis
	after G	Guided or Self-Pl	acement		Sections									
B-STEM Math - Unknown High	1. Total	2. Subtotal	3. Throughput	4. Total	5. Subtotal	6. Throughput	7. Throughput	8. Statewide	9. Statewide	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
School GPA with an Educational	Enrolled	who	Rate	Enrolled	who	Rate	Rate	Comparison	or Local	Throughput?	Conditional on		(PI, if	(PPG-1)
Goal of Degree		Completed			Completed		Differences	Throughput	Comparison		Sample Size?		value<.80)	
		College-Level			College-Level			Rate	Rate Used					
		Course within			Course within				(based on					
		One Year			One Year				sample size)					
Overall	0	0		14	7	50%		37.0%	Statewide	TRUE	Conditional			
	T 0	0		14	/			37.0%	Statewide	TRUE	Conditional			
African American	0	0		_ _	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%								

			Tal	ole 6.15. B-ST	EM Math - Guide	ed or Self Placem	nent - All Other I	High School GP	A Bands - Degre	e Goal				
	Students I	Enrolled in Pre-C	ollege-Level	Students P	laced Directly in	College-Level						Disproportiona	ate Impact (DI) An	alysis
	Sections af	ter Guided or Se	If Placement		Sections									
B-STEM Math - All Other High	1. Total	2. Subtotal	3. Throughput	4. Total	5. Subtotal	6. Throughput	7. Throughput	8. Statewide	9. Statewide	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Presen
School GPA Bands with an	Enrolled	who	Rate	Enrolled	who	Rate	Rate	Comparison	or Local	Throughput?	Conditional on		(PI, if	(PPG-1)
Educational Goal of Degree		Completed			Completed		Differences	Throughput	Comparison		Sample Size?		value<.80)	
		College-Level			College-Level			Rate	Rate Used					
		Course within			Course within				(based on					
		One Year			One Year				sample size)					
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									
						Colo	r Legend							
	Enter data her													
	No data displa	yed for this area												
		roughput/No Sul												
			two DI methods s	shows DI										
	Not maximizin	g throughput/Ad	tion Needed - DI	Present										

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 collegelevel/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

See "Tab 10. Methodology" for more details.

Throughput Rate:

Column 9 - Statewide or Local

Depends on overall sample size in Column 5; see "Tab 10. Methodology" for more details.

Comparison Rate Used:

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 o	n 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
Sample Size?:	local throughput rate.
Column 12 - Disproportionate	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
Impact (DI) Action Level:	model does not maximize throughput.
Column 13 - DI Present (PI, if value<.80):	The proportionality index addresses the question, "If a subgroup of students represents 45% of the student body, does that subgroup also represent at least 45% of the students who achieve a specific educational outcome?" A proportionality index of 1.00 indicates that a group's representation among those achieving an educational outcome is identical to that group's representation in the student population. In contrast, a PI value of less than 1.00 indicates that a group's representation among those achieving an educational outcome is lower compared to that same group's representation in the student population. If the proportionality index falls below 80%, then the student group is disproportionately impacted.
Column 14 - DI Present (PPG-1):	The percentage point gap method addresses the question, "Is the difference between the throughput rate of a subgroup and the overall throughput rate (excluding the subgroup) statistically significant?". That is, significance is related to the sample size and the size of the difference. Smaller sample size require larger differences compared to larger sample sizes.

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

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Directions: Enter data into the blue cells in Tables 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.

		olled in Pre-Transfer-Leve	•		•				Decision Rule			Disproportionate Impa		or Pre-Transfe
	Local P	lacement Rules or Local	vieasures	W	ith or without a Corequi	site							Level	
English - Lowest High School GPA Performance Band with an Educational Goal of Transfer,	1. Total Enrolled	2. Subtotal Who Completed Transfer- Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal Who Completed Transfer- Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput	9. Statewide or Local Comparison Rate Used (based	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Presen (PPG-1)
Unknown/Unreported or Degree		One rear			One rear			Rate	on sample size)					
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										
		olled in Pre-Transfer-Leve lacement Rules or Local	l Sections using		ent Models for Students olled Directly in Transfer			ina Transier an	Decision Rule	nteu cou		Disproportionate Impa	oct (DI) Analysis fo Level	or Pre-Transfe
SLAM Math - Lowest High School	1. Total	2. Subtotal who	3. Throughput	4. Total	5. Subtotal who	6. Throughput	7. Throughput	8. Statewide	9. Statewide or	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Presen
GPA Performance Band with a	Enrolled	Completed Transfer-	Rate	Enrolled	Completed Transfer-	Rate	Rate	Comparison	Local Comparison		Conditional on		(PI, if	(PPG-1)
Transfer Goal		Level Course within			Level Course within		Differences	Throughput	Rate Used (based		Sample Size?		value<.80)	(
		One Year			One Year			Rate	on sample size)				,	
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%						1		

			Та	ble 4.3. SLAM	Math Placement Models	s for Students in t	he Lowest High S	School GPA Ban	d - Degree Goal					
		olled in Pre-College-Leve lacement Rules or Local	l Sections using		olled Directly in College				Decision Rule			Disproportionate Impa	ct (DI) Analysis fo	or Pre-Transfe
SLAM Math - Lowest High School GPA Performance Band with a Degree Goal	1. Total Enrolled	2. Subtotal who Completed College- Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed College- Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	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 Preser (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										
					ent Models for Students		gh School GPA Ba	and - Transfer a	<u> </u>	orted Goal				
		olled in Pre-Transfer-Level lacement Rules or Local	•	Students Enr	olled Directly in Transfer	-Level Sections			Decision Rule			Disproportionate Impa	ct (DI) Analysis fo Level	or Pre-Transfe
B-STEM Math - Lowest High School	1. Total	2. Subtotal who	3. Throughput	4. Total	5. Subtotal who	6. Throughput	7. Throughput	8. Statewide	9. Statewide or	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Preser
GPA Performance Band with a	Enrolled	Completed Transfer-	Rate	Enrolled	Completed Transfer-	Rate			Local Comparison	Throughput2	Canditional on		4 44	(PPG-1)
					Completed Hansier-	Nate	Rate	Comparison	Lucai Cumpansum	iiii ougiiput:	Conditional on		(PI, if	
Transfer and Unknown/Unreported		Level Course within			Level Course within	Nate	Rate Differences	Comparison Throughput	Rate Used (based	illiougnput:	Sample Size?		(PI, it value<.80)	, ,
Transfer and Unknown/Unreported Goal		Level Course within One Year			•	nate		•	•	imougnput:			• •	, ,
	148		5.4%	13	Level Course within	30.8%		Throughput	Rate Used (based	FALSE			• •	
Goal	148	One Year	5.4%	13	Level Course within One Year		Differences	Throughput Rate	Rate Used (based on sample size)		Sample Size?	No substantive DI	• •	FALSE
Goal		One Year	,		Level Course within One Year	30.8%	Differences	Throughput Rate	Rate Used (based on sample size)		Sample Size?	No substantive DI Consider action	value<.80)	
Overall African American	18	One Year 8	11.1%	4	Level Course within One Year 4	30.8% 25.0%	-25.4% -13.9%	Throughput Rate	Rate Used (based on sample size)		Sample Size?		value<.80) 2.06	FALSE
Overall African American Asian	18 42	8 2 1	11.1% 2.4%	4 3	Level Course within One Year 4	30.8% 25.0%	-25.4% -13.9%	Throughput Rate	Rate Used (based on sample size)		Sample Size?	Consider action	2.06 0.44	FALSE FALSE
Goal Overall African American Asian Filipino	18 42 7	8 2 1 1 1	11.1% 2.4% 14.3%	4 3 0	Level Course within One Year 4 1 1	30.8% 25.0% 33.3%	-25.4% -13.9% -31.0%	Throughput Rate	Rate Used (based on sample size)		Sample Size?	Consider action No substantive DI	2.06 0.44 2.64	FALSE FALSE FALSE
Overall African American Asian Filipino Hispanic	18 42 7 55	8 2 1 1 2 2	11.1% 2.4% 14.3% 3.6%	4 3 0 3	Level Course within One Year 4 1 1	30.8% 25.0% 33.3%	-25.4% -13.9% -31.0%	Throughput Rate	Rate Used (based on sample size)		Sample Size?	Consider action No substantive DI Consider action	2.06 0.44 2.64 0.67	FALSE FALSE FALSE FALSE
Goal Overall African American Asian Filipino Hispanic Native American/Alaskan Native	18 42 7 55 1	8 2 1 1 2 0	11.1% 2.4% 14.3% 3.6% 0.0%	4 3 0 3 0	Level Course within One Year 4 1 1 1	30.8% 25.0% 33.3% 33.3%	-25.4% -13.9% -31.0% -29.7%	Throughput Rate	Rate Used (based on sample size)		Sample Size?	Consider action No substantive DI Consider action Action needed	2.06 0.44 2.64 0.67 0.00	FALSE FALSE FALSE FALSE TRUE
Overall African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity	18 42 7 55 1	8 2 1 1 1 2 0 0 0	11.1% 2.4% 14.3% 3.6% 0.0% 0.0%	4 3 0 3 0 1	Level Course within One Year 4 1 1 1	30.8% 25.0% 33.3% 33.3% 100.0%	-25.4% -13.9% -31.0% -29.7% -100.0%	Throughput Rate	Rate Used (based on sample size)		Sample Size?	Consider action No substantive DI Consider action Action needed Action needed	2.06 0.44 2.64 0.67 0.00 0.00	FALSE FALSE FALSE FALSE TRUE TRUE

			Та	ble 4.5. B-STEN	1 Math Placement Mode	els for Students in	the Lowest High	School GPA Ba	nd - Degree Goal					
		olled in Pre-College-Leve lacement Rules or Local	Ū	Students Enr	olled Directly in College	-Level Sections			Decision Rule			Disproportionate Impa	ect (DI) Analysis f Level	or Pre-Transfe
B-STEM Math - Lowest High School GPA Performance Band with a Degree Goal	1. Total Enrolled	2. Subtotal who Completed College- Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed College- Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?		12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	5	0	0.0%	16	5	31.3%	-31.3%	17.8%	Statewide	FALSE	Conditional			
African American	0	<u> </u>	0.0%	1	1	100.0%	-51.5/0	17.6%	Statewide	PALSE	Conditional	1		
Asian	2	0	0.0%	3	1	33.3%	-33.3%					No substantive DI		FALSE
Filipino	0	Ü	0.070	0	-	33.370	33.370					140 Substantive Di		TALSE
Hispanic	3	0	0.0%	8	1	12.5%	-12.5%					No substantive DI		FALSE
Native American/Alaskan Native	0	O	0.070	0	1	12.5/0	-12.5/0					NO SUBStantive Di		TALSE
Multi-Ethnicity	0			1	0	0.0%								
Pacific Islander	0			0	O	0.070								
White Non-Hispanic	0			1	1	100.0%								
Unknown	0			2	1	50.0%								
OTIMIOWIT				_	-	30.070								
						Color Leger	nd							
	Enter data hei	re												
	No data displa	yed for this area												
	Maximizing th	roughput/No Substantiv	e DI											
	Consider Action	on - when one of two DI r	nethods shows D											
	Not maximizir	ng throughput/Action Ne	eded - DI Present											
						C-1	to a al							
	T	1 1 6 1			40	Columns Expla		1/	/· · · · · · ·					
Columns 1 and 4 - Total Enrolled:		s show the number of dis N, MW, and W grades) as												iliciude
Columns 2 and 5 - Subtotal who	These column	s demonstrate the numb	er of students en	rolled into pre-1	transfer courses and tho	se enrolled into tr	ansfer-level cour	ses out of the to	otal enrolled who su	ccessfully comple	eted a transfer-l	evel course within one y	ear with a C or b	etter. Column 2
Completed Transfer-Level Course within One Year:	reflects the nu	umber of students who co For example, if a student	ompleted the pre-	transfer-level o	course, and Column 5 sho	ows the students	who completed a	transfer-level c	ourse when enrolled	d directly into a t	ransfer-level co			
Columns 3 and 6 - Throughput Rates	: These column	s show the percentage o	f students who su	ccessfully comp	pleted (C or higher) a tra	nsfer-level (or coll	ege-level) course	within one yea	r. To calculate the th	nroughput rate, c	livide Column 2	by Column 1 and Colum	n 5 by Column 4	(respectively).
Column 7 - Throughput Rate:	Differences: [i	nsert definition; is missir	g from this tab]											
Column 8 - Statewide Comparison	See "Tab 10. N	Methodology" for more d	etails.											
Throughput Rate:														
Column 9 - Statewide or Local Comparison Rate Used:	Depending on	overall sample size in Co	lumn 5; see "Tab	10. Methodolo	gy" for more details.									
Column 10 - Maximize Throughput?:	This column d throughput.	etermines if the local mo	del maximized th	roughput when	compared to the statew	vide or local throu	ghput rate, per t	he requirement	s of AB 705. FALSE m	neans model doe	s NOT maximize	e throughput, whereas T	RUE means mod	el maximizes
Column 11 - Decision Conditional on Sample Size?:	Based on over	rall sample size in Columr	n 5; if below a sam	ple size of 100	, decision is conditional o	on statewide throu	ughput rate; if sa	mple size is abo	ve 100, decision is n	ot conditional or	statewide thro	ughput rate, but is base	d on local throug	hput rate.
Column 12 - Disproportionate Impact (DI) Action Level:	If either Colu	mn 13 or 14 fall below th	reshold, then con	sider action; wl	nen both columns fall be	low threshold, the	en action is need	ed. If neither co	lumn fall below thre	shold, then there	e is no substanti	ve DI. DI is still displayed	d even if model d	oes not
Column 13 - DI Present (PI, if		nality index addresses th	e question "If a c	ubgroup of stu	dents represents 15% of	the student hady	does that subgre	nun also repress	ent at least 15% of th	ne students who	achieve a specif	fic educational outcome	?" A proportions	lity index of 1 C
value<.80):	indicates that	a group's representation	among those ach	nieving an educ	ational outcome is ident	ical to that group'	s representation	in the student p	opulation. In contra	st, a PI value of I	ess than 1.00 in	dicates that a group's re		•
Column 14 - DI Present (PPG-1):		ge point gap method add f the difference. Smaller					bgroup and the o	overall throughp	out rate (excluding th	ne subgroup) sta	tistically signific	ant?". That is, significand	ce is related to th	ne sample size
						Rows Explair	ned							
Racial/Ethnic Groups:	outcomes tha	ate impact (DI) is also red t are at a substantially louing tired to plan, implement,	wer level than oth	er groups. The		ortionate impacts	are displayed reg							

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

			Table 6.1. E	nglish - Guideo	d or Self Placement - Lo	west High Schoo	I GPA Band - Tra	ansfer, Unknov	vn/Unreported or Deg	ree Goal				
		nrolled in Pre-Transfer-Lorer Guided or Self Placen		Students Enro	olled Directly in Transfe	r-Level Sections						Disproportion	nate Impact (DI) Ana	alysis
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 Presen (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										
		nrolled in Pre-Transfer-Lorer Guided or Self Placen	evel Sections		ced Directly in Transfer		ii GFA - ITalisie	i, olikilowii, o	meported of Degree d	Odi		Disproportion	nate Impact (DI) Ana	alysis
English - High School GPA Unknown	1. Total		3. Throughput	4. Total	2. Subtotal who	6. Throughput	7. Throughput	8. Statewide	9. Statewide or Local	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Presen
English - High School GPA Unknown with an Educational Goal of Transfer, Unknown/Unreported or Degree	1. Total Enrolled		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 Presen (PPG-1)
with an Educational Goal of Transfer,		2. Subtotal who Completed Transfer- Level Course within	• .		Completed Transfer- Level Course within		Rate	Comparison Throughput	Comparison Rate Used (based on		Conditional on Sample	12. DI Action Level		
with an Educational Goal of Transfer, Unknown/Unreported or Degree	Enrolled	2. Subtotal who Completed Transfer- Level Course within One Year	Rate	Enrolled	Completed Transfer- Level Course within One Year	Rate	Rate Differences	Comparison Throughput Rate	Comparison Rate Used (based on sample size)	Throughput?	Conditional on Sample Size?	12. DI Action Level No substantive DI		
with an Educational Goal of Transfer, Unknown/Unreported or Degree Overall	Enrolled	2. Subtotal who Completed Transfer- Level Course within One Year	Rate	Enrolled 108	Completed Transfer- Level Course within One Year	Rate	Rate Differences	Comparison Throughput Rate	Comparison Rate Used (based on sample size)	Throughput?	Conditional on Sample Size?		(PI, if value<.80)	(PPG-1)
with an Educational Goal of Transfer, Unknown/Unreported or Degree Overall African American	Enrolled 11 3	2. Subtotal who Completed Transfer- Level Course within One Year	27% 33%	108 18	Completed Transfer- Level Course within One Year	64% 44%	Rate Differences	Comparison Throughput Rate	Comparison Rate Used (based on sample size)	Throughput?	Conditional on Sample Size?	No substantive DI	(PI, if value<.80)	(PPG-1)
with an Educational Goal of Transfer, Unknown/Unreported or Degree Overall African American Asian	11 3 3	2. Subtotal who Completed Transfer- Level Course within One Year	27% 33%	108 18 21	Completed Transfer- Level Course within One Year 69 8 16	64% 44% 76%	Rate Differences	Comparison Throughput Rate	Comparison Rate Used (based on sample size)	Throughput?	Conditional on Sample Size?	No substantive DI	(PI, if value<.80)	(PPG-1)
with an Educational Goal of Transfer, Unknown/Unreported or Degree Overall African American Asian Filipino	11 3 3	2. Subtotal who Completed Transfer- Level Course within One Year 3 1 2	27% 33% 67%	108 18 21 4	Completed Transfer- Level Course within One Year 69 8 16 3	64% 44% 76% 75%	Rate Differences -37% -11% -10%	Comparison Throughput Rate	Comparison Rate Used (based on sample size)	Throughput?	Conditional on Sample Size?	No substantive DI No substantive DI	(PI, if value<.80) 1.22 2.44	(PPG-1) FALSE FALSE
with an Educational Goal of Transfer, Unknown/Unreported or Degree Overall African American Asian Filipino Hispanic	11 3 3 0 1	2. Subtotal who Completed Transfer- Level Course within One Year 3 1 2	27% 33% 67%	108 18 21 4 26	Completed Transfer- Level Course within One Year 69 8 16 3 12	64% 44% 76% 75% 46%	Rate Differences -37% -11% -10% -46%	Comparison Throughput Rate	Comparison Rate Used (based on sample size)	Throughput?	Conditional on Sample Size?	No substantive DI No substantive DI Action needed	1.22 2.44	(PPG-1) FALSE FALSE TRUE
with an Educational Goal of Transfer, Unknown/Unreported or Degree Overall African American Asian Filipino Hispanic Native American/Alaskan Native	11 3 3 0 1	2. Subtotal who Completed Transfer- Level Course within One Year 3 1 2 0 0	27% 33% 67% 0%	108 18 21 4 26 2	Completed Transfer- Level Course within One Year 69 8 16 3 12 2	64% 44% 76% 75% 46% 100%	Rate Differences -37% -11% -10% -46% -100%	Comparison Throughput Rate	Comparison Rate Used (based on sample size)	Throughput?	Conditional on Sample Size?	No substantive DI No substantive DI Action needed Action needed	1.22 2.44 0.00 0.00	FALSE FALSE TRUE TRUE
with an Educational Goal of Transfer, Unknown/Unreported or Degree Overall African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity	11 3 3 0 1 1 2	2. Subtotal who Completed Transfer- Level Course within One Year 3 1 2 0 0	27% 33% 67% 0%	108 18 21 4 26 2	Completed Transfer- Level Course within One Year 69 8 16 3 12 2 2	64% 44% 76% 75% 46% 100% 100%	Rate Differences -37% -11% -10% -46% -100%	Comparison Throughput Rate	Comparison Rate Used (based on sample size)	Throughput?	Conditional on Sample Size?	No substantive DI No substantive DI Action needed Action needed	1.22 2.44 0.00 0.00	FALSE FALSE TRUE TRUE

			Table 6	3 English - G	uided or Self Placement	- All Other GPA	hands - Transfe	ar Unknown/U	nreported or Degree 6	Soal				
	Students Er	nrolled in Pre-Transfer-Le			ced Directly in Transfer-		Danus - Transie	er, Olikilowii, O	ineported of Degree C	1041		Disproportion	ate Impact (DI) An	alysis
	aft	er Guided or Self Placem	nent											
English - All Other High School GPA	1. Total	2. Subtotal who	3. Throughput	4. Total	5. Subtotal who	6. Throughput	7. Throughput	8. Statewide	9. Statewide or Local	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Prese
Bands Students with an Educational	Enrolled	Completed Transfer-	Rate	Enrolled	Completed Transfer-	Rate	Rate	Comparison	Comparison Rate	Throughput?	Conditional		(PI, if value<.80)	(PPG-1)
Goal of Transfer,		Level Course within			Level Course within		Differences	Throughput	Used (based on		on Sample			
Unknown/Unreported or Degree		One Year			One Year**			Rate	sample size)		Size?			
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%								
		nrolled in Pre-Transfer-Lo er Guided or Self Placem	evel Sections		Guided or Self Placemen ced Directly in Transfer-		School GPA Ban	d - Transfer an	d Unknown/Unreport	ed Goal		Disproportion	ate Impact (DI) An	alysis
SLAM Math - Lowest High School GPA	1. Total	2. Subtotal who	3. Throughput	4. Total	5. Subtotal who	6. Throughput	7. Throughput	8. Statewide	9. Statewide or Local	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Preser
Performance Band with an	Enrolled	Completed Transfer-	Rate	Enrolled	Completed Transfer-	Rate	Rate	Comparison	Comparison Rate	Throughput?	Conditional		(PI, if value<.80)	(PPG-1)
Educational Goal of Transfer		Level Course within			Level Course within		Differences	Throughput	Used (based on		on Sample			
		One Year			One Year**			Rate	sample size)		Size?			
Overall	0	0		0	0			27%	Statewide		Conditional			
Overall African American	0	0		0	0			27%	Statewide		Conditional			
		0			0			27%	Statewide		Conditional			
African American	0	0		0	0			27%	Statewide		Conditional			
African American Asian	0	0		0	0			27%	Statewide		Conditional			
African American Asian Filipino	0 0	0		0 0 0	0			27%	Statewide		Conditional			
African American Asian Filipino Hispanic	0 0 0 0	0		0 0 0 0	0			27%	Statewide		Conditional			
African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander	0 0 0 0	0		0 0 0 0	0			27%	Statewide		Conditional			
African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity	0 0 0 0 0	0		0 0 0 0 0	0			27%	Statewide		Conditional			

			Table 6.5	. SLAM Math -	- Guided or Self Placeme	ent - Unknown H	igh School GPA	- Transfer and	Unknown/Unreporte	d Goal				
		nrolled in Pre-Transfer-Ler Guided or Self Placen		Students Pla	ced Directly in Transfer	-Level Sections						Disproportion	ate Impact (DI) An	alysis
SLAM Math - Unknown High School GPA with an Educational Goal of Transfer and Unknown/Unreported	1. Total Enrolled		3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer- Level Course within One Year**	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	I 10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	
Overall	7	2	29%	18	11	61%	-33%	63.8%	Statewide	FALSE	Conditional			
African American		0	0%	7	4	57%	-57%	03.070	Statewide	TALJE	Conditional	Action needed	0.00	TRUE
Asian	2	1	50%	4	3	75%	-25%					No substantive DI	1.75	FALSE
Filipino	0	-	30/0	0	, and the second se	1070	2070						2170	.,
Hispanic	3	1	33%	2	1	50%	-17%					No substantive DI	1.17	FALSE
Native American/Alaskan Native	0	-	3370	0	-	3070	2770					No substantive bi	1.17	171232
Multi-Ethnicity	1	0	0%	1	1	100%	-100%					Action needed	0.00	TRUE
Pacific Islander	0	· ·	070	1	0	0%	10070					Action needed	0.00	INOL
White Non-Hispanic	0			2	2	100%								
Unknown	0			1	0	0%								
	0		1	_	<u> </u>	070								
			Table 6.6	. SLAM Math	- Guided or Self Placem	ent - All Other Hi	gh School GPA	- Transfer and I	Unknown/Unreported	d Goal				
		nrolled in Pre-Transfer-L er Guided or Self Placen		Students Pla	ced Directly in Transfer	-Level Sections						Disproportion	ate Impact (DI) An	alysis
SLAM Math - All Other High School	1. Total	2. Subtotal who	3. Throughput	4. Total	5. Subtotal who	6. Throughput	7. Throughput	8. Statewide	9. Statewide or Local	I 10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Presen
GPA with an Educational Goal of	Enrolled	Completed Transfer-	Rate	Enrolled	Completed Transfer-	Rate	Rate	Comparison	Comparison Rate	Throughput?	Conditional		(PI, if value<.80)	(PPG-1)
Transfer and Unknown/Unreported		Level Course within			Level Course within		Differences	Throughput	Used (based on	٠.	on Sample			
		One Year			One Year**			Rate	sample size)		Size?			
Overall	0	0		0	0			64.1%	Statewide		Conditional			
African American	0			0	-			¥ 112,1						
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										
	Charlente Franc	alladia Bra Callaga Lava	ol Cookiono ofton		SLAM Math - Guided or		Lowest High S	chool GPA Band	d - Degree Goal			Diamanantian	anta lunga at (DI) An	- le sata
		olled in Pre-College-Leve Guided or Self Placemer	nt									Disproportion	ate Impact (DI) An	•
SLAM Math - Lowest High School GPA	1. Total		3. Throughput		5. Subtotal who				9. Statewide or Local		11. Decision	12. DI Action Level	13. DI Present	
Performance Band with an	Enrolled	Completed College-	Rate	Enrolled	Completed College-	Rate	Rate	Comparison	Comparison Rate	Throughput?	Conditional		(PI, if value<.80)	(PPG-1)
Educational Goal of Degree		Level Course within			Level Course within		Differences	Throughput	Used (based on		on Sample			
		One Year			One Year**			Rate	sample size)		Size?			
Overall	0	0		0	0			5%	Statewide		Conditional			
African American	0			0										
Asian	0			0										
Filipino	0			0										
	0			0										
Hispanic	0			0										
Native American/Alaskan Native	_													
Native American/Alaskan Native Multi-Ethnicity	0			0										
Native American/Alaskan Native Multi-Ethnicity Pacific Islander	0			0										
Native American/Alaskan Native Multi-Ethnicity	0			_										

				Table 6.8. SI	.AM Math - Guided or S	Self Placement - I	ligh School GP	A Band Unknow	n - Degree Goal					
		rolled in Pre-College-Lev Guided or Self-Placeme		Students Pla	ced Directly in College-	Level Sections						Disproportion	nate Impact (DI) Analy	/sis
SLAM Math - Unknown High School GPA with an Educational Goal of Degree	1. Total Enrolled	2. Subtotal who Completed College- Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed College- Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present 14 (PI, if value<.80)	4. 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										
			1	-										
					AM Math - Guided or S		All Other High S	chool GPA Ban	ds - Degree Goal					
		olled in Pre-College-Leve Guided or Self Placeme		Students Pla	ced Directly in College-	Level Sections						Disproportion	nate Impact (DI) Analy	/sis
SLAM Math - All Other High School	1. Total	2. Subtotal who	3. Throughput	4. Total	5. Subtotal who	6. Throughput	7. Throughput	8. Statewide	9. Statewide or Local	10. Maximize	11. Decision	12. DI Action Level	13. DI Present 14	4. DI Presen
GPA Bands with an Educational Goal	Enrolled	Completed College-	Rate	Enrolled	Completed College-	Rate	Rate	Comparison	Comparison Rate	Throughput?	Conditional		(PI, if value<.80)	(PPG-1)
of Degree		Level Course within			Level Course within		Differences	Throughput	Used (based on		on Sample			
		One Year			One Year			Rate	sample size)		Size?			
Overall	0	0		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										
	0 0			0 0										
Multi-Ethnicity	_			_										
Multi-Ethnicity Pacific Islander	0			0										
Multi-Ethnicity Pacific Islander White Non-Hispanic	0			0 0 0										
Multi-Ethnicity Pacific Islander White Non-Hispanic	0 0	nrolled in Pro-Transfer-I		0 0 0 0	Guided or Self Placeme		School GPA Ba	and - Transfer a	nd Unknown/Unrepo	rted Goal		Disprepartion	ate Impact (DI) Analys	ıcic
Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown	0 0 0 0 Students En	nrolled in Pre-Transfer-L er Guided or Self Placen	evel Sections nent	0 0 0 0 -STEM Math -	ced Directly in Transfer	-Level Sections							nate Impact (DI) Analy:	
Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown B-STEM Math - Lowest High School	Students En afte	er Guided or Self Placen 2. Subtotal who	evel Sections nent 3. Throughput	0 0 0 0 STEM Math - Students Pla 4. Total	ced Directly in Transfer	-Level Sections 6. Throughput	7. Throughput	8. Statewide	9. Statewide or Local	10. Maximize	11. Decision	Disproportion 12. DI Action Level	13. DI Present 14	4. DI Presen
Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown B-STEM Math - Lowest High School GPA Performance Band with an	0 0 0 0 Students En	er Guided or Self Placen 2. Subtotal who Completed Transfer-	evel Sections nent	0 0 0 0 -STEM Math -	sed Directly in Transfer- 5. Subtotal who Completed Transfer-	-Level Sections	7. Throughput Rate	8. Statewide Comparison	9. Statewide or Local Comparison Rate		Conditional		13. DI Present 14	
Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown B-STEM Math - Lowest High School	Students En afte	er Guided or Self Placen 2. Subtotal who	evel Sections nent 3. Throughput	0 0 0 0 STEM Math - Students Pla 4. Total	5. Subtotal who Completed Transfer- Level Course within	-Level Sections 6. Throughput	7. Throughput	8. Statewide	9. Statewide or Local	10. Maximize	Conditional on Sample		13. DI Present 14	4. DI Presen
Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown B-STEM Math - Lowest High School GPA Performance Band with an	Students En afte	er Guided or Self Placen 2. Subtotal who Completed Transfer-	evel Sections nent 3. Throughput	0 0 0 0 STEM Math - Students Pla 4. Total	sed Directly in Transfer- 5. Subtotal who Completed Transfer-	-Level Sections 6. Throughput	7. Throughput Rate	8. Statewide Comparison	9. Statewide or Local Comparison Rate	10. Maximize	Conditional		13. DI Present 14	4. DI Presen
Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown B-STEM Math - Lowest High School GPA Performance Band with an Educational Goal of Transfer and	Students En afte	er Guided or Self Placen 2. Subtotal who Completed Transfer- Level Course within	evel Sections nent 3. Throughput	0 0 0 0 STEM Math - Students Pla 4. Total	5. Subtotal who Completed Transfer- Level Course within	-Level Sections 6. Throughput	7. Throughput Rate	8. Statewide Comparison Throughput	9. Statewide or Local Comparison Rate Used (based on	10. Maximize	Conditional on Sample		13. DI Present 14	4. DI Presen
Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown B-STEM Math - Lowest High School GPA Performance Band with an Educational Goal of Transfer and Unknown/Unreported Goal Overall	Students En afte	er Guided or Self Placen 2. Subtotal who Completed Transfer- Level Course within	evel Sections nent 3. Throughput	0 0 0 0 STEM Math - Students Pla 4. Total	5. Subtotal who Completed Transfer- Level Course within	-Level Sections 6. Throughput	7. Throughput Rate	8. Statewide Comparison Throughput	9. Statewide or Local Comparison Rate Used (based on	10. Maximize	Conditional on Sample		13. DI Present 14	4. DI Presen
Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown B-STEM Math - Lowest High School GPA Performance Band with an Educational Goal of Transfer and Unknown/Unreported Goal Overall African American	Students En aft 1. Total Enrolled	er Guided or Self Placen 2. Subtotal who Completed Transfer- Level Course within One Year	evel Sections nent 3. Throughput	O O O O O O O O O O O O O O O O O O O	5. Subtotal who Completed Transfer- Level Course within One Year**	-Level Sections 6. Throughput	7. Throughput Rate	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize	Conditional on Sample Size?		13. DI Present 14	4. DI Presen
Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown B-STEM Math - Lowest High School GPA Performance Band with an Educational Goal of Transfer and Unknown/Unreported Goal Overall African American Asian	Students En aft 1. Total Enrolled	er Guided or Self Placen 2. Subtotal who Completed Transfer- Level Course within One Year	evel Sections nent 3. Throughput	O O O O O O O O O O O O O O O O O O O	5. Subtotal who Completed Transfer- Level Course within One Year**	-Level Sections 6. Throughput	7. Throughput Rate	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize	Conditional on Sample Size?		13. DI Present 14	4. DI Presen
Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown B-STEM Math - Lowest High School GPA Performance Band with an Educational Goal of Transfer and Unknown/Unreported Goal Overall African American Asian Filipino	Students En aft 1. Total Enrolled	er Guided or Self Placen 2. Subtotal who Completed Transfer- Level Course within One Year	evel Sections nent 3. Throughput	0 0 0 0 0 -STEM Math - Students Pla 4. Total Enrolled	5. Subtotal who Completed Transfer- Level Course within One Year**	-Level Sections 6. Throughput	7. Throughput Rate	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize	Conditional on Sample Size?		13. DI Present 14	4. DI Presen
Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown B-STEM Math - Lowest High School GPA Performance Band with an Educational Goal of Transfer and Unknown/Unreported Goal Overall African American Asian Filipino Hispanic	Students En aft 1. Total Enrolled	er Guided or Self Placen 2. Subtotal who Completed Transfer- Level Course within One Year	evel Sections nent 3. Throughput	O O O O O O O O O O O O O O O O O O O	5. Subtotal who Completed Transfer- Level Course within One Year**	-Level Sections 6. Throughput	7. Throughput Rate	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize	Conditional on Sample Size?		13. DI Present 14	4. DI Presen
Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown B-STEM Math - Lowest High School GPA Performance Band with an Educational Goal of Transfer and Unknown/Unreported Goal Overall African American Asian Filipino Hispanic Native American/Alaskan Native	Students En aft 1. Total Enrolled	er Guided or Self Placen 2. Subtotal who Completed Transfer- Level Course within One Year	evel Sections nent 3. Throughput	0 0 0 0 0 -STEM Math - Students Pla 4. Total Enrolled	5. Subtotal who Completed Transfer- Level Course within One Year**	-Level Sections 6. Throughput	7. Throughput Rate	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize	Conditional on Sample Size?		13. DI Present 14	4. DI Presen
Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown B-STEM Math - Lowest High School GPA Performance Band with an Educational Goal of Transfer and Unknown/Unreported Goal Overall African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity	Students En aft 1. Total Enrolled	er Guided or Self Placen 2. Subtotal who Completed Transfer- Level Course within One Year	evel Sections nent 3. Throughput	0 0 0 0 0 Students Pla 4. Total Enrolled	5. Subtotal who Completed Transfer- Level Course within One Year**	-Level Sections 6. Throughput	7. Throughput Rate	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize	Conditional on Sample Size?		13. DI Present 14	4. DI Presen
Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown B-STEM Math - Lowest High School GPA Performance Band with an Educational Goal of Transfer and Unknown/Unreported Goal Overall African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander	Students En aft 1. Total Enrolled	er Guided or Self Placen 2. Subtotal who Completed Transfer- Level Course within One Year	evel Sections nent 3. Throughput	0 0 0 0 0 Students Pla 4. Total Enrolled	5. Subtotal who Completed Transfer- Level Course within One Year**	-Level Sections 6. Throughput	7. Throughput Rate	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize	Conditional on Sample Size?		13. DI Present 14	4. DI Presen
Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown B-STEM Math - Lowest High School GPA Performance Band with an Educational Goal of Transfer and Unknown/Unreported Goal Overall African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity	Students En aft 1. Total Enrolled	er Guided or Self Placen 2. Subtotal who Completed Transfer- Level Course within One Year	evel Sections nent 3. Throughput	0 0 0 0 0 Students Pla 4. Total Enrolled	5. Subtotal who Completed Transfer- Level Course within One Year**	-Level Sections 6. Throughput	7. Throughput Rate	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize	Conditional on Sample Size?		13. DI Present 14	4. DI Presen

			Table 6.11.	B-STEM Math	- Guided or Self Placem	ent - Unknown	High School GP	A - Transfer and	d Unknown/Unreport	ed Goal				
		nrolled in Pre-Transfer-L er Guided or Self Placen		Students Pla	ced Directly in Transfer-	Level Sections						Disproportion	ate Impact (DI) Ana	alysis
B-STEM Math - Unknown High School GPA with an Educational Goal of Transfer and Unknown/Unreported Goal	1. Total Enrolled		3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer- Level Course within One Year**	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	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		2,72	0			-75							
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	_	30,0	3070					No substantive DI	1.56	FALSE
			3370										2.50	.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
			Table 6.12	B-STEM Matl	ı - Guided or Self Placer	nent - All other I	High School GP	A - Transfer and	d Unknown/Unreporte	ed Goal				
		nrolled in Pre-Transfer-L er Guided or Self Placen		Students Pla	ced Directly in Transfer-	Level Sections						Disproportion	ate Impact (DI) Ana	alysis
B-STEM Math - Unknown High School	1. Total	2. Subtotal who	3. Throughput	4. Total	5. Subtotal who	6. Throughput	7. Throughput	8. Statewide	9. Statewide or Local	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
GPA with an Educational Goal of	Enrolled	Completed Transfer-	Rate	Enrolled	Completed Transfer-	Rate	Rate	Comparison	Comparison Rate	Throughput?	Conditional		(PI, if value<.80)	(PPG-1)
Transfer and		Level Course within			Level Course within		Differences	Throughput	Used (based on		on Sample		(, ,	, - ,
A176Unknown/Unreported		One Year			One Year**			Rate	sample size)		Size?			
A17001Kilowii, Gili epoliteu		One real			One rear			nate	Sumple Size,		3.20.			
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%								
			10 6		13. Math - Guided or Se		owest High Scho	ool GPA Band -	Degree Goal					
		olled in Pre-College-Leve Guided or Self Placemer		Students Pla								Disproportion	ate Impact (DI) Ana	aiysis
m amma a a a a d				4. Total	5. Subtotal who	C Throughput	7. Throughnut	8. Statewide	9. Statewide or Local	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
B-STEM Math - Lowest High School	1. Total	2. Subtotal who	3. Throughput	4. TOtal	5. Subtotal Wilo	6. Inrougnput	, , , , , oabubac							
B-STEM Math - Lowest High School GPA Performance Band with an	1. Total Enrolled	2. Subtotal who Completed College-	3. Throughput Rate	Enrolled	Completed College-	Rate	Rate	Comparison	Comparison Rate	Throughput?	Conditional		(PI, if value<.80)	(PPG-1)
										Throughput?	Conditional on Sample		(PI, if value<.80)	(PPG-1)
GPA Performance Band with an		Completed College-			Completed College-		Rate	Comparison	Comparison Rate	Throughput?			(PI, if value<.80)	(PPG-1)
GPA Performance Band with an		Completed College- Level Course within			Completed College- Level Course within		Rate	Comparison Throughput	Comparison Rate Used (based on	Throughput?	on Sample		(PI, if value<.80)	(PPG-1)
GPA Performance Band with an		Completed College- Level Course within			Completed College- Level Course within		Rate	Comparison Throughput	Comparison Rate Used (based on	Throughput?	on Sample		(PI, if value<.80)	(PPG-1)
GPA Performance Band with an Educational Goal of Degree	Enrolled	Completed College- Level Course within One Year		Enrolled	Completed College- Level Course within One Year**		Rate	Comparison Throughput Rate	Comparison Rate Used (based on sample size)	Throughput?	on Sample Size?		(PI, if value<.80)	(PPG-1)
GPA Performance Band with an Educational Goal of Degree Overall	Enrolled 0	Completed College- Level Course within One Year		Enrolled 0	Completed College- Level Course within One Year**		Rate	Comparison Throughput Rate	Comparison Rate Used (based on sample size)	Throughput?	on Sample Size?		(PI, if value<.80)	(PPG-1)
GPA Performance Band with an Educational Goal of Degree Overall African American	Enrolled 0 0	Completed College- Level Course within One Year		Enrolled 0 0	Completed College- Level Course within One Year**		Rate	Comparison Throughput Rate	Comparison Rate Used (based on sample size)	Throughput?	on Sample Size?		(PI, if value<.80)	(PPG-1)
Overall African American Asian	0 0 0	Completed College- Level Course within One Year		0 0 0	Completed College- Level Course within One Year**		Rate	Comparison Throughput Rate	Comparison Rate Used (based on sample size)	Throughput?	on Sample Size?		(PI, if value<.80)	(PPG-1)
Overall African American Asian Filipino	0 0 0 0	Completed College- Level Course within One Year		0 0 0 0	Completed College- Level Course within One Year**		Rate	Comparison Throughput Rate	Comparison Rate Used (based on sample size)	Throughput?	on Sample Size?		(PI, if value<.80)	(PPG-1)
Overall African American Asian Filipino Hispanic	0 0 0 0 0	Completed College- Level Course within One Year		0 0 0 0	Completed College- Level Course within One Year**		Rate	Comparison Throughput Rate	Comparison Rate Used (based on sample size)	Throughput?	on Sample Size?		(PI, if value<.80)	(PPG-1)
Overall African American Asian Filipino Hispanic Native American/Alaskan Native	0 0 0 0 0 0	Completed College- Level Course within One Year		0 0 0 0 0	Completed College- Level Course within One Year**		Rate	Comparison Throughput Rate	Comparison Rate Used (based on sample size)	Throughput?	on Sample Size?		(PI, if value<.80)	(PPG-1)
Overall African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity	0 0 0 0 0 0 0	Completed College- Level Course within One Year		0 0 0 0 0 0	Completed College- Level Course within One Year**		Rate	Comparison Throughput Rate	Comparison Rate Used (based on sample size)	Throughput?	on Sample Size?		(PI, if value<.80)	(PPG-1)

				Table 6.1	4. Matii - Guided of Seli	That the same of t	Bil School Gl A L	Band Unknown	- Degree Goal					
		rolled in Pre-College-Le Guided or Self-Placeme		Students Pla	ced Directly in College-	Level Sections						Disproportion	nate Impact (DI) An	alysis
B-STEM Math - Unknown High School GPA with an Educational Goal of Degree	1. Total Enrolled	2. Subtotal who Completed College- Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed College- Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Prese (PPG-1)
Overall	6	0	0%	4	3	75%	-75%	17.8%	Statewide	FALSE	Conditional			
African American	0	<u> </u>	1 7%	0	<u> </u>	73/8	-7376	17.6%	Statewide	FALSE	Conditional			
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										
	Ch. danta France	Hadia Bas Callaga Laur			STEM Math - Guided or		- All Other High	School GPA Ba	inds - Degree Goal			Diaman anti-		-1
		Guided or Self Placeme		Students Pla	ced Directly in College-	Level Sections						Disproportion	nate Impact (DI) An	aiysis
B-STEM Math - All Other High School	1. Total	2. Subtotal who	3. Throughput	4. Total	5. Subtotal who	6. Throughput		8. Statewide	9. Statewide or Local	10. Maximize		12. DI Action Level	13. DI Present	14. DI Preser
GPA Bands with an Educational Goal	Enrolled	Completed College-	Rate	Enrolled	Completed College-	Rate	Rate	Comparison	Comparison Rate	Throughput?	Conditional		(PI, if value<.80)	(PPG-1)
of Degree		Level Course within			Level Course within		Differences	Throughput	Used (based on		on Sample			
		One Year			One Year			Rate	sample size)		Size?			
Overall	0	0		1	0	0%		20.3%	Statewide	TRUE	Conditional			
African American	0	0		0	0	U%		20.5%	Statewide	TRUE	Conditional			
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										
	Enter data he	70				Color Leg	gend							
		yed for this area												
		roughput/No Substantiv	ıo DI											
the state of the s		roughput/190 Substdfittl	/こ レ!											
				וח										
	Consider Actio	on - when one of two DI	methods shows											
	Consider Actio		methods shows											
	Consider Actio	on - when one of two DI	methods shows			Columns Ex	plained							
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Column 7 - Throughput Rate	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
Differences:	transfer-level course sections with or without a corequisite. For students with a degree goal, it shows the difference in throughput rates between students who successfully completed the college-level course after enrolling in a pre-transfer-level
	course and students who successfully completed college-level course sections with or without a corequisite. The results in Column 7 are calculated by subtracting the number of students in Column 6 from the number in Column 3.
Column 8 - Statewide Comparison	See "Tab 10. Methodology" for more details.
Throughput Rate:	
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.

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		Math												Sections of			
		Intro										English %			Sections of	Sections of	% of Intro
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		Sections,		Standalone		Sections at		Comp Sections,		English Stand-alone	2	Sections that are		Enhanced	Support or	-	Sections
		including		Remedial		Transfer-		including		Remedial	•	Transfer-		BSTEM	Enhanced	Enhanced	that are
		enhanced		Sections		level		enhanced		Sections		level Comp		math	SLAM math		BSTEM
	Regions	Fall 2020	Fall 2019		Fall 2019	Fall 2020	Fall 2019	Fall 2020	Fall 2019	Fall 2020	Fall 2019	Fall 2020	Fall 2019	Fall 2020	Fall 2020	Fall 2020	Fall 2020
Allan Hancock College	South Central Coast	36	37	24	29	60%	56%	57	58		5	3 92%	6 95%	3	3 (0	52%
American River College	North/Far North	98	100	74	130	57%	43%	105	117	:	2	9 98%	6 93%	2	2 4	1 6	38%
Antelope Valley College	South Central Coast	82	80	41	39	67%	67%	81	70	10) 3	81 89%	69%	() () 4	21%
Bakersfield College	Central/Mother Lode	103		1	27		79%	158	154	1:	2	4 93%		12			
Barstow Community Colle	ر Inland Empire/Desert	23			9	88%	76%	33	25	(1 1009		15			
Berkeley City College	Bay Area	36			4	90%	89%	28	47			0 1009		2			
Butte College	North/Far North	71					81%	70	80			1 97%		8			59%
Cabrillo College	Bay Area	50			28		68%	65	59	;		14 969		2			59%
Cañada College	Bay Area	22			8	76%	73% 60%	26 156	28			2 96% 19 99%		(
Cerritos College	Los Angeles/Orange County	104				59% 74%	78%	17	150 18			4 779		Ę			
Cerro Coso Community Co Chabot College	Bay Area	60					79%	56	51	1:		15 829		25			39%
Chaffey College	Inland Empire/Desert	130					67%	112	95			35 96%		20	1 9		35%
Citrus College	Los Angeles/Orange County			1		90%	91%	52	68			2 93%		,			48%
City College of San Franci		74		1			67%	90	87	1:		5 869		15			
Clovis Community College		40		1		78%	86%	47	53			0 100%		11			
	€ Los Angeles/Orange County			1			71%	37	28	;	3	2 93%		4	15	30	
College of Alameda	Bay Area	10		2	5	83%	75%	21	16		4 1	0 849	62%		5 (13	42%
College of Marin	Bay Area	25	25	2	5	93%	83%	23	22		3	8 749	6 73%	3	3 11	0	42%
College of San Mateo	Bay Area	34	35	10	10	77%	78%	44	42	()	0 1009	6 100%	() () 2	31%
College of the Canyons	South Central Coast	100		1			77%	69	71		-	0 95%		11			
College of the Desert	Inland Empire/Desert	55					68%	81	83	1:		29 879		(=*:-
College of the Redwoods	North/Far North	29		1		85%	87%	26	33			5 96%		ī			
College of the Sequoias	Central/Mother Lode	76	78			100%	93%	126	140		=	0 1009		2			56%
College of the Siskiyous	North/Far North	9	/	2		78%	78% 65%	11	12			0 100% 0 100%		20			
Columbia College Compton College	Central/Mother Lode Los Angeles/Orange County					53% 60%	45%	12 34	13 27		-	0 100% 0 92%		(I 10) 0	37%
Contra Costa College	Bay Area	26					57%	43	43			0 1009		(50%
comina coota comoge	Bay / woa			10		0070	01 70	1	10	·	_	0 1007	10070	`	,	,	0070
Copper Mountain College	· ·	13			11	65%	54%	12	12			9 679		(
Cosumnes river College	North/Far North	82					64%	70	73			5 919		(,		
Crafton Hills College	Inland Empire/Desert	44					78%	58	52			0 97%		6			
Cuesta College	South Central Coast	45					71%	46	51			7 85%		3			
Cuyamaca College	San Diego/Imperial Counties					95%	88%	28 87	26 74		-	0 100%		2			46%
Cypress College De Anza College	Los Angeles/Orange County Bay Area	85 77					79% 82%	87 85	74 76	1: 1:		26 85% ⊧1 89%		2 17	-		
Diablo Valley College	Bay Area	106					76%	112	122			4 99%		1 <i>i</i>			45% 36%
East Los Angeles College	•						51%	111	133	1-	-	21 899		Ç			
El Camino College	Los Angeles/Orange County						72%	129	149	10		1 939		4			
Evergreen Valley College		60					56%	58	43			929		4			
Feather River College	North/Far North	4	4	3	4	57%	50%	6	7		1	2 869	6 78%	19) 24	40	62%
Folsom Lake College	North/Far North	43	47	9	10		82%	47	47	1-	4	4 779	6 92%	2			
Foothill College	Bay Area	32				84%	81%	36	38	:	2	2 95%	6 95%	() () 4	41%
Fresno City College	Central/Mother Lode	87					86%	137	162	(20 100%		(
Fullerton College	Los Angeles/Orange County						71%	162	140	(4 100%		6			
Gavilan College	Bay Area	26		1			58%	25	31			21 819		12			
=	Los Angeles/Orange County				53		46%	58	61	4		8 949		11			
Golden West College	Los Angeles/Orange County				5	91%	90%	67	64	(0 1009		(
Grossmont College	San Diego/Imperial Counties	80 50					84% 65%	91	96 60			6 93%		4			43%
Hartnell College Imperial Valley College	Bay Area San Diego/Imperial Counties							62 46	69 42	:		6 93% 0 84%		11			
Irvine Valley College	Los Angeles/Orange County								66		9 I)	1 100%		2			
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AB 705 Data.xlsx 1 F19 & F20 English Math Sections

		Math								Ena	ılish %		Sections of			0/ 51 1
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Lake Tahoe Community Co		9	8 7	10	56%	44%	9	8	1	3	90%	73%	8	12	34	
Laney College	Bay Area	27	27 15	13	64%	68%	25	29	7	10	78%	74%	4	7	23	
Las Positas College Lassen College	Bay Area North/Far North	59 6	53 21 16 1	25 5	74% 86%	68% 76%	56 6	79 7	4 2	6 3	93% 75%	93% 70%	2	4	5 8	
_	Los Angeles/Orange County		75 60		56%	54%	157	126	24	89	87%	59%	0	0	16	
	Los Angeles/Orange County		52 23		68%	78%	57	59	9	8	86%	88%	0	4	8	49%
	Los Angeles/Orange County		63 14		78%	81%	41	39	9	11	82%	78%	3	7	14	
_	etLos Angeles/Orange County Los Angeles/Orange County		44 32 88 27	38 30	62% 77%	54% 75%	32 85	26 77	2 13	2 17	94% 87%	93% 82%	6	8 5	6 7	
	Los Angeles/Orange County		34 6		86%	74%	24	31	13	7	96%	82%	1	4	9	
	Los Angeles/Orange County		23 25	20	47%	53%	25	20	6	16	81%	56%	8	21	10	
	Los Angeles/Orange County		65 28	27	74%	71%	80	73	14	0	85%	100%	2	1	11	
Los Medanos College	Bay Area	57	56 20	20 9	74%	74%	52	55	8 2	8	87% 88%	87%	1 2	7 6	11	
Mendocino College Merced College	North/Far North Central/Mother Lode	13 48	22 7 48 32		65% 60%	71% 56%	15 69	21 76	4	23 4	95%	48% 95%	10	11	10 23	
Merritt College	Bay Area	15	15 1	2	94%	88%	20	23	2	6	91%	79%	0	6	7	
Miracosta College	San Diego/Imperial Counties		77 20		79%	83%	98	87	25	8	80%	92%	3	2	8	
Mission College	Bay Area	34	31 8		81%	67%	28	28	5	4	85%	88%	3	6	144	
Modesto Junior College Monterey Peninsula Colleg	Central/Mother Lode	50 40	60 16 38 11		76% 78%	72% 73%	102 39	106 40	3 10	28 11	97% 80%	79% 78%	0	0	11 5	
Moorpark College	South Central Coast	91	74 25	35	78%	68%	75	88	9	10	89%	90%	0	11	19	
Moreno Valley College	Inland Empire/Desert	39	44 9		81%	79%	144	51	0	10	100%	84%	14	25	30	
Mt. San Antonio College	Los Angeles/Orange County		110 62	82	68%	57%	148	140	18	19	89%	88%	0	0	0	
Mt. San Jacinto College	Inland Empire/Desert	101 26	95 15 25 7	16 10	87% 79%	86% 71%	130 37	130 43	2 10	6 13	98% 79%	96% 77%	2	4 26	20 4	
Napa Valley College Norco College	Bay Area Inland Empire/Desert	50	49 9	10	85%	83%	45	43 48	0	8	100%	86%	3 1	5	11	****
Ohlone College	Bay Area	42	46 13		76%	73%	50	47	8	12	86%	80%	0	0	5	
Orange Coast College	Los Angeles/Orange County		71 14		85%	83%	89	95	17	37	84%	72%	2	2	4	0.70
Oxnard College	South Central Coast	34	36 20		63%	71%	38	42	10	17 3	79%	71%	2	4 9	6	
Palo Verde College Palomar College	Inland Empire/Desert San Diego/Imperial Counties	16 s 121	12 1 93 65	1 63	94% 65%	92% 60%	19 128	15 130	2 1	3 18	90% 99%	83% 88%	6	9 27	11 22	
Pasadena City College	Los Angeles/Orange County		176 0			100%	191	148	0	0	100%	100%	0	5	9	
Porterville College	Central/Mother Lode	28	27 0			100%	35	40	0	0	100%	100%	0	7	8	
Reedley College	Central/Mother Lode	66	85 5		93%	98% 74%	48 94	83	0 6	2 27	100%	98% 76%	27	10	23 9	
Rio Hondo College Riverside City College	Los Angeles/Orange County Inland Empire/Desert	96	75 23 91 8		74% 92%	91%	127	85 112	6	10	94% 95%	92%	0	0	0	
Sacramento City College	North/Far North	108	112 30		78%	72%	76	126	16	36	83%	78%	1	4	0	
Saddleback College	Los Angeles/Orange County		52 10		83%	78%	104	91	5	8	95%	92%	20	18	0	
San Bernardino Valley Col	•	94	76 51	76	65%	50%	109	99	6 7	24	95%	80%	9	11	0	
San Diego City College San Diego Mesa College	San Diego/Imperial Counties San Diego/Imperial Counties		57 49 81 26		51% 75%	58% 74%	66 104	68 98	7	9 10	90% 94%	88% 91%	2	0 7	0 16	
	€ San Diego/Imperial Counties		42 11		74%	70%	44	41	4	8	92%	84%	4	6	17	
San Joaquin Delta College		62	64 18		78%	73%	81	95	0	5	100%	95%	3	6	7	
San Jose City College	Bay Area	33	34 3	11	92% 83%	76% 82%	36	34	10 1	6 3	78% 99%	85% 98%	9	7 10	23 11	
Santa Ana College Santa Barbara City College	Los Angeles/Orange County South Central Coast	93	101 19 79 9		89%	90%	114 118	118 119	2	4	98%	97%	3	5	15	
Santa Monica College	Los Angeles/Orange County		123 55	67	68%	65%	198	203	11	12	95%	94%	5	6	14	
Santa Rosa Junior College	=	71	69 34	31	68%	69%	103	84	11	25	90%	77%	2	5	13	
	Los Angeles/Orange County	61	58 7 41 28	12 40	90% 55%	83% 51%	62	56 45	0 5	2	100% 90%	97%	26 5	22 7	62	
Shasta College Sierra College	North/Far North North/Far North	114	41 28 98 13		90%	77%	45 134	45 143	5 4	15 2	90% 97%	75% 99%	ე 1	9	12 17	
Skyline College	Bay Area	51	33 16		76%	66%	49	51	1	0	98%	100%	0	0	2	
Solano Community Colleg	•	51	51 14		78%	75%	47	39	0	1	100%	98%	2	1	13	
Southwestern College	San Diego/Imperial Counties		96 54		63%	62%	116	115	7	23	94%	83%	5	9	5	
Taft College Ventura College	Central/Mother Lode South Central Coast	25 50	23 11 53 15		69% 77%	59% 82%	27 72	24 76	2 4	7 8	93% 95%	77% 90%	15 0	20 0	24 12	
Victor Valley College	Inland Empire/Desert	69	81 7	13	91%	86%	88	108	4	6	96%	95%	8	2	26	
West Hills College Coaling	· ·	12	18 2	3	86%	86%	14	12	0	0	100%	100%	8	17	45	62%
West Hills College Lemoor		32	37 5		86%	84%	24	39	0	0	100%	100%	4	7	30	
West Los Angeles College West Valley College	Los Angeles/Orange County Bay Area	45 52	40 24 53 20	20 14	65% 72%	67% 79%	42 48	29 46	4 5	4 4	91% 91%	88% 92%	0 11	0 50	3 12	
Woodland Community Col	•	17	16 7	11	72%	59%	46 21	46 25	ວ 1	3	91% 95%	92% 89%	2	4	26	
Yuba College	North/Far North	31	31 16		66%	63%	43	45	2	2	96%	96%	0	3	3	

Contra Costa College

Multi-Ethnicity

Pacific Islander

Unknown

White Non-Hispanic

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.**

	Students En	rolled in Pre-Transfer-Level	Sections Using	Students En	rolled Directly in Transfer	r-Level Sections		·	Decision Rule			Disproportionate Imp	act (DI) Analysis f	or Pre-Transfe
English - Lowest High School GPA	1. Total	2. Subtotal Who	3. Throughput		5. Subtotal Who	6. Throughput	7. Throughput	8. Statewide	9. Statewide or Local	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	
Performance Band with an	Enrolled	Completed Transfer-	Rate	Enrolled	Completed Transfer-	Rate	Rate	Comparison	Comparison Rate	Throughput?	Conditional on		(PI, if value<.80) (PPG-1)
Educational Goal of Transfer,		Level Course within One			Level Course within		Differences	Throughput Rate	Used (based on		Sample Size?			
Unknown/Unreported or Degree		Year			One Year				sample size)					

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. SLA	AM Math Place	ement Models for Studen	ts in the Lowest I	High School GPA	Band - Transfer an	d Unknown/Unreporte	ed Goal				
	Students En	rolled in Pre-Transfer-Leve	el Sections using	Students En	rolled Directly in Transfer	r-Level Sections			Decision Rule			Disproportionate Imp	act (DI) Analysis f	or Pre-Transfer
SLAM Math - Lowest High School	1. Total	2. Subtotal who	3. Throughput	4. Total	5. Subtotal who	6. Throughput	7. Throughput	8. Statewide	9. Statewide or Local	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
GPA Performance Band with a	Enrolled	Completed Transfer-	Rate	Enrolled	Completed Transfer-	Rate	Rate	Comparison	Comparison Rate	Throughput?	Conditional on		(PI, if value<.80)	(PPG-1)
Transfer Goal		Level Course within One	:		Level Course within		Differences	Throughput Rate	Used (based on		Sample Size?			
		Year			One Year				sample size)					
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									

100.0%

100.0%

0

0

3

0

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3

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0

0

				Table 4.3. SLA	M Math Placement Mod	dels for Students i	n the Lowest Hig	h School GPA Band	d - Degree Goal					
	Students Er	nrolled in Pre-College-Level			rolled Directly in College				Decision Rule			Disproportionate Imp	act (DI) Analysis fo	or Pre-Transfer
SLAM Math - Lowest High School GPA Performance Band with a Degree Goal	1. Total Enrolled	2. Subtotal who Completed College-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed College- Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)		11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present
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									
									111 1 /:-					
	Churchaust - F	welled in Due Tues of an I a I			ement Models for Stude		High School GPA	Band - Transfer ar		ted Goal		Dispuser autients 1	and (DI) Ameliate	u Duo Tuon -f-
		rolled in Pre-Transfer-Level 2. Subtotal who		4. Total	olled Directly in Transfe 5. Subtotal who		7 Throughout	8. Statewide	Decision Rule 9. Statewide or Local	10 May!:	11 Desiries	Disproportionate Imp 12. DI Action Level	act (DI) Analysis fo 13. DI Present	
B-STEM Math - Lowest High School GPA Performance Band with a	1. Total Enrolled		3. Throughput	4. Total Enrolled		6. Throughput						12. Di Action Level		
Transfer and Unknown/Unreported	Enrolled	Completed Transfer- Level Course within One	Rate	Enrollea	Completed Transfer- Level Course within	Rate	Rate Differences	Comparison	Comparison Rate	inroughput	Conditional on		(PI, if value<.80)	(PPG-1)
Goal		Year			One Year		Differences	Throughput Rate	Used (based on sample size)		Sample Size?			
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	0.00/	0	0	100.00/	400.00/					No substantino Di		EALCE
Multi-Ethnicity	2	0	0.0%	2	2	100.0%	-100.0%					No substantive DI		FALSE
Pacific Islander	0	0	0.00/	0	0	0.00/	0.00/					Na substantina DI		EALCE
White Non-Hispanic	3	0	0.0%	2	0	0.0%	0.0%					No substantive DI		FALSE
Unknown		U	0.0%	U	U							No substantive DI		FALSE
				Table 4.5. B-ST	EM Math Placement Mo	dels for Students	in the Lowest Hi	gh School GPA Ban	nd - Degree Goal					
	Students Er	nrolled in Pre-College-Level			rolled Directly in College			0	Decision Rule			Disproportionate Imp	act (DI) Analysis fo	or Pre-Transfer
B-STEM Math - Lowest High School	1. Total	2. Subtotal who	3. Throughput	4. Total	5. Subtotal who	6. Throughput	7. Throughput	8. Statewide	9. Statewide or Local	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
GPA Performance Band with a	Enrolled	Completed College-Level	Rate	Enrolled	Completed College-	Rate	Rate	Comparison	Comparison Rate	Throughput?	Conditional on		(PI, if value<.80)	(PPG-1)
Degree Goal		Course within One Year			Level Course within		Differences	Throughput Rate	Used (based on		Sample Size?			
					One Year				sample size)					
Overall	0	0		0	0			24.7%	Statewide		Conditional			
African American	0	0		0	0			<u> </u>	Statewide		Conditional			
Asian	0	0		0	0									
Filipino	0	0		0	0									
Hispanic	0	0		0	0									
rea e	0	0		0	0									
Native American/Alaskan Native	-	•	li l	_	· ·									
Native American/Alaskan Native Multi-Ethnicity	0	0		0	0									
Multi-Ethnicity	0	0 0		0 0	0 0									
-	ŭ	-		0 0 0	· ·									

	Color Legend 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	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
Completed Transfer-Level Course	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
within One Year:	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
	e: 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).
5.1	
Column 7 - Throughput Rate:	Differences: [insert definition; is missing from this tab]
Column 8 - Statewide Comparison	See "Tab 10. Methodology" for more details.
Throughput Rate:	
Column 9 - Statewide or Local	Depending on overall sample size in Column 5; see "Tab 10. Methodology" for more details.
Comparison Rate Used:	
Column 10 - Maximize	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.
Throughput?:	
Column 11 - Decision Conditional	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.
on Sample Size?:	
Column 12 - Disproportionate	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
Impact (DI) Action Level:	throughput.
Column 13 - DI Present (PI, if	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
value<.80):	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

Enter Name of College (college name missing)

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.

		Т	able 4.1. Englis	Placement Mode	els for Students	in the Lowest Hi	gh School GPA Ba	and - Transfer, L	Inknown/Unrep	oorted or Degre	e Goal			
	Students E	nrolled in Pre-	Transfer-Level	Students Enro	olled Directly in	Transfer-Level			Decision Rule			Disproportionate Impa	act (DI) Analysis fo	or Pre-Transfer
	Sections Using	g Local Placeme	ent Rules or Loc	al Sections w	ith or without a	Corequisite							Level	
		Measures												
English - Lowest High School GPA	1. Total	2. Subtotal			5. Subtotal	6. Throughput		8. Statewide	9. Statewide	10. Maximize		12. DI Action Level	13. DI Present	
Performance Band with an	Enrolled	Who	Rate	Enrolled	Who	Rate	Rate	Comparison	or Local	Throughput?	Conditional on	l	(PI <i>,</i> if	(PPG-1)
Educational Goal of Transfer,		Completed			Completed		Differences	Throughput	Comparison		Sample Size?		value<.80)	
Unknown/Unreported or Degree		Transfer-Leve			Transfer-Level			Rate	Rate Used					
		Course within	n		Course within				(based on					
		One Year			One Year				sample size)					
Overall	218	13	6.0%	170	47	27.6%	-21.7%	63.9%	Local	FALSE	Not			
Overall	210	13	0.070	170	47	27.070	-21.7/0	03.976	LUCAI	PALSE	conditional			
African American	29)	2 6.9%	19) 2	2 10.5%	-3.6%					No substantive DI	1.16	FALSE
Asian	7	7	1 14.3%	6	5 2	33.3%	-19.0%					No substantive DI	2.40	FALSE
Filipino														
Hispanic	145	5	9 6.2%	124	1 39	31.5%	-25.2%					No substantive DI	1.04	FALSE
Native American/Alaskan Native	1		0.0%									Action needed	0.00	TRUE
Multi-Ethnicity	12	2	1 8.3%	13	3	3 23.1%	-14.7%					No substantive DI	1.40	FALSE
Pacific Islander	3	3	0.0%	1	Ι (0.0%	0.0%					Action needed	0.00	TRUE
White Non-Hispanic	21	l	0.0%	7	7	14.3%	-14.3%					Action needed	0.00	TRUE
Unknown	_													

	Students E	nrolled in Pre-1				n Transfer-Level	vest High School (, A Dania Trail	Decision Rule	<u> </u>	3 00.	Disproportionate Impa	act (DI) Analysis fo	or Pro-Transfor
			ent Rules or Local		Sections	ii iiaiisiei-Levei			Decision Rule			Disproportionate impo	Level	n Fie-iransiei
SLAM Math - Lowest High School GPA Performance Band with a Transfer Goal	1. Total Enrolled	2. Subtotal who Completed Transfer-Leve Course withir One Year		4. Total Enrolled	5. Subtotal who Completed Transfer-Lev Course withi One Year	Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)		11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	209	5	2.4%	39	5	12.8%	-10.4%	59.4%	Statewide	FALSE	Not conditional			
African American	35	5	0 0.0%	4	4	0 0.0%	0.0%					Action needed	0.00	TRUE
Asian Filipino	6	3	1 16.7%									No substantive DI	6.97	FALSE
Hispanic Native American/Alaskan Native	139	9	3 2.2%	28	8	4 14.3%	-12.1%					No substantive DI	0.90	FALSE
Multi-Ethnicity Pacific Islander	13	3	1 7.7%	;	3	0 0.0%	7.7%					No substantive DI	3.22	FALSE
White Non-Hispanic Unknown	16	6	0 0.0%	•	4	1 25.0%	-25.0%					Action needed	0.00	TRUE

	Students	Enrolled in Pre	-College-Level	Students F	nrolled Dir	ectly in	College-Level			Decision Rule			Disproportionate Impa	ct (DI) Analysis f	or Pre-Transfe
		ng Local Placem	ent Rules or Loca		Sect	-	conege rever			Decision Raic			Disproportionate impa	Level	or the transfe
SLAM Math - Lowest High School	1. Total	Measures 2. Subtotal	3. Throughpu	4. Total	5. Sub	total	6. Throughput	7 Throughput	8. Statewide	9. Statewide	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14 DI Brosoni
GPA Performance Band with a	Enrolled	who	• .	Enrolled	o. sub wh		= -								
	Enrolled	_	Rate	Enrolled		_	Rate	Rate	Comparison	or Local	inrougnput?	Conditional on		(PI, if	(PPG-1)
Degree Goal		Completed			Comp			Differences	Throughput	Comparison		Sample Size?		value<.80)	
		College-Leve			College				Rate	Rate Used					
		Course withi	n		Course					(based on					
O	27	One Year	0.00/	Α	One		0.00/	0.00/	22.20/	samnle size)	FALCE	Canditional			
Overall African American		1	0.0% 0 0.0%	4	1	0	0.0% 0.0%	0.0%	33.3%	Statewide	FALSE	Conditional	No substantive DI		FALSE
		ı	0.0%		ı	U	0.0%	0.0%					NO SUDSTAILLIVE DI		FALSE
Asian															
Filipino	,	24	0.00/		0	0	0.00/	0.00/					No substantina Di		EALCE
Hispanic	2	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%										No substantive DI		FALSE
Unknown	-			_		_									
		Т	able 4.4. B-STEN	Math Placeme	ent Models	for Stud	dents in the Low	est High School (GPA Band - Trar	nsfer and Unkno	wn/Unreported	Goal			
	Students	Enrolled in Pre-					Transfer-Level			Decision Rule			Disproportionate Impa	ct (DI) Analysis f	or Pre-Transfe
	Sections usin	ng Local Placemo	Sections										Level		
B-STEM Math - Lowest High School	1. Total	2. Subtotal	3. Throughpu	4. Total	5. Sub	total	6. Throughput	7. Throughput	8. Statewide	9. Statewide	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
GPA Performance Band with a	Enrolled	who	Rate	Enrolled	wł	10	Rate	Rate	Comparison	or Local	Throughput?	Conditional on		(PI, if	(PPG-1)
Transfer and Unknown/Unreported		Completed			Comp	leted		Differences	Throughput	Comparison		Sample Size?		value<.80)	
					COIIIP										
Goal		Transfer-Leve	el		Transfe				Rate	•		ошр.с сс.			
Goal		Transfer-Leve			Transfe	r-Level			Rate	Rate Used					
Goal		•			-	r-Level within			Rate	•					
	85	Transfer-Leve Course withi		246	Transfe Course	r-Level within Year	31.3%	-18.4%	Rate 49.6%	Rate Used (based on	FALSE	Conditional			
Overall	85	Transfer-Levo Course withi One Year	n		Transfe Course One	r-Level within Year	31.3% 20.0%	-18.4% -20.0%		Rate Used (based on sample size)	FALSE	·	Action needed	0.00	TRUE
Overall	85	Transfer-Levo Course withi One Year	12.9%		Transfe Course One	r-Level within Year				Rate Used (based on sample size)	FALSE	·	Action needed No substantive DI		TRUE FALSE
Overall African American Asian	85	Transfer-Levo Course withi One Year	12.9% 0 0.0%		Transfe Course One	r-Level within Year	20.0%	-20.0%		Rate Used (based on sample size)	FALSE	·		0.00	
Overall African American Asian Filipino		Transfer-Levo Course withi One Year	12.9% 0 0.0%		Transfe Course One	r-Level within Year	20.0%	-20.0%		Rate Used (based on sample size)	FALSE	·		0.00	
Overall African American Asian Filipino Hispanic		Transfer-Leve Course withi One Year 11	12.9% 0 0.0% 2 28.6%		Transfe Course One 7	r-Level within Year 7	20.0% 43.8%	-20.0% -15.2%		Rate Used (based on sample size)	FALSE	·	No substantive DI	0.00 2.21	FALSE
Overall African American Asian Filipino Hispanic Native American/Alaskan Native		Transfer-Leve Course withi One Year 11 7 7	12.9% 0 0.0% 2 28.6%		Transfe Course One 7	r-Level within Year 7	20.0% 43.8% 29.5%	-20.0% -15.2%		Rate Used (based on sample size)	FALSE	·	No substantive DI	0.00 2.21 1.01	FALSE FALSE
Overall African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity		Transfer-Leve Course withi One Year 11 7 7	12.9% 0 0.0% 2 28.6% 8 13.1%		Transfe Course One 7 25 16	r-Level within Year 7 5 7 44	20.0% 43.8% 29.5% 18.2%	-20.0% -15.2% -16.4%		Rate Used (based on sample size)	FALSE	·	No substantive DI No substantive DI	0.00 2.21	FALSE
Overall African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander		Transfer-Leve Course withi One Year 11 7 7	12.9% 0 0.0% 2 28.6% 8 13.1% 0 0.0%		Transfe Course One 7 25 16 49	r-Level within Year 5 7 44	20.0% 43.8% 29.5% 18.2% 0.0%	-20.0% -15.2% -16.4% -18.2%		Rate Used (based on sample size)	FALSE	·	No substantive DI No substantive DI Action needed	0.00 2.21 1.01 0.00	FALSE FALSE TRUE
Overall African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown		Transfer-Leve Course withi One Year 11 7 7	12.9% 0 0.0% 2 28.6% 8 13.1%		Transfe Course One 777 25 16 49 11 4	7 5 7 44 2 0	20.0% 43.8% 29.5% 18.2%	-20.0% -15.2% -16.4%		Rate Used (based on sample size)	FALSE	·	No substantive DI No substantive DI	0.00 2.21 1.01	FALSE FALSE
Overall African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hispanic		Transfer-Leve Course withi One Year 11 7 7	12.9% 0 0.0% 2 28.6% 8 13.1% 0 0.0% 1 12.5%		7: Transfe Course One 1 7: 25 16 49 11 4 40 1	7 5 7 44 2 0 19 0	20.0% 43.8% 29.5% 18.2% 0.0% 47.5% 0.0%	-20.0% -15.2% -16.4% -18.2% -35.0%	49.6%	Rate Used (based on sample size) Local		·	No substantive DI No substantive DI Action needed	0.00 2.21 1.01 0.00	FALSE FALSE TRUE
Overall African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hispanic		Transfer-Leve Course within One Year 11 7 7 81	12.9% 0 0.0% 2 28.6% 8 13.1% 0 0.0% 1 12.5%		Transfe Course One v 725 16 49 11 40 1	r-Level within Year 7 44 2 0 19 0 - ement N	20.0% 43.8% 29.5% 18.2% 0.0% 47.5% 0.0%	-20.0% -15.2% -16.4% -18.2%	49.6%	Rate Used (based on sample size) Local		·	No substantive DI No substantive DI Action needed No substantive DI	0.00 2.21 1.01 0.00 0.97	FALSE FALSE TRUE FALSE
Overall African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hispanic	Students	Transfer-Leve Course within One Year 11 7 7 81 2 8 Enrolled in Pre-	12.9% 0 0.0% 2 28.6% 8 13.1% 0 0.0% 1 12.5% Tak	le 4.5. B-STEM	Transfe Course One 7 25 16 49 11 4 40 1 Math Place Inrolled Dir	r-Level within Year 7 44 2 0 19 0 - ement N	20.0% 43.8% 29.5% 18.2% 0.0% 47.5% 0.0%	-20.0% -15.2% -16.4% -18.2% -35.0%	49.6%	Rate Used (based on sample size) Local		·	No substantive DI No substantive DI Action needed	0.00 2.21 1.01 0.00 0.97	FALSE FALSE TRUE FALSE
Overall African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hispanic	Students	Transfer-Leve Course withi One Year 11 7 7 81 2 8 Enrolled in Preng Local Placement	12.9% 0 0.0% 2 28.6% 8 13.1% 0 0.0% 1 12.5%	le 4.5. B-STEM	Transfe Course One v 725 16 49 11 40 1	r-Level within Year 7 44 2 0 19 0 - ement N	20.0% 43.8% 29.5% 18.2% 0.0% 47.5% 0.0%	-20.0% -15.2% -16.4% -18.2% -35.0%	49.6%	Rate Used (based on sample size) Local		·	No substantive DI No substantive DI Action needed No substantive DI	0.00 2.21 1.01 0.00 0.97	FALSE FALSE TRUE FALSE
Overall African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown	Students Sections usin	Transfer-Leve Course withi One Year 11 7 7 81 2 8 Enrolled in Pre- ng Local Placeme Measures	12.9% 0 0.0% 2 28.6% 8 13.1% 0 0.0% 1 12.5% Take-College-Level ent Rules or Local	le 4.5. B-STEM Students E	Transfe Course One 7 25 16 49 11 4 40 1 Math Place nrolled Dir Sect	r-Level within Year 7 44 2 0 19 0 ement Neectly in 6 ions	20.0% 43.8% 29.5% 18.2% 0.0% 47.5% 0.0%	-20.0% -15.2% -16.4% -18.2% -35.0%	49.6% t High School G	Rate Used (based on sample size) Local FPA Band - Degree Decision Rule	ee Goal	Conditional	No substantive DI No substantive DI Action needed No substantive DI Disproportionate Impa	0.00 2.21 1.01 0.00 0.97	FALSE FALSE FALSE or Pre-Transfe
Overall African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown B-STEM Math - Lowest High School	Students Sections usin	Transfer-Leve Course withi One Year 11 7 7 61 2 8 Enrolled in Preng Local Placeme Measures 2. Subtotal	12.9% 0 0.0% 2 28.6% 8 13.1% 0 0.0% 1 12.5% Take-College-Level ent Rules or Loca 3. Throughpu	le 4.5. B-STEM Students E	Transfe Course One 7 25 16 49 11 40 1 Math Place Inrolled Dir Sect	r-Level within Year 7 5 7 44 2 0 19 0 ement N rectly in rections	20.0% 43.8% 29.5% 18.2% 0.0% 47.5% 0.0% Models for Stude College-Level	-20.0% -15.2% -16.4% -18.2% -35.0% Ints in the Lowes	49.6% t High School G	Rate Used (based on sample size) Local PA Band - Degree Decision Rule	ee Goal	Conditional 11. Decision	No substantive DI No substantive DI Action needed No substantive DI Disproportionate Impa	0.00 2.21 1.01 0.00 0.97 act (DI) Analysis filtevel 13. DI Present	FALSE FALSE FALSE FALSE Or Pre-Transfe
Overall African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown B-STEM Math - Lowest High School GPA Performance Band with a	Students Sections usin	Transfer-Leve Course withi One Year 11 7 7 81 2 8 Enrolled in Pre- ng Local Placeme Measures 2. Subtotal who	12.9% 0 0.0% 2 28.6% 8 13.1% 0 0.0% 1 12.5% Take-College-Level ent Rules or Local	le 4.5. B-STEM Students E	Transfe Course One 7 25 16 49 11 4 40 1 Math Place nrolled Dir Sect	r-Level within Year 7 44 2 0 19 0 ement N ectly in 6 ions	20.0% 43.8% 29.5% 18.2% 0.0% 47.5% 0.0%	-20.0% -15.2% -16.4% -18.2% -35.0% nts in the Lowes 7. Throughput Rate	49.6% t High School G 8. Statewide Comparison	Rate Used (based on sample size) Local PA Band - Degree Decision Rule 9. Statewide or Local	ee Goal	Conditional 11. Decision Conditional on	No substantive DI No substantive DI Action needed No substantive DI Disproportionate Impa	0.00 2.21 1.01 0.00 0.97 oct (DI) Analysis f Level 13. DI Present (PI, if	FALSE FALSE FALSE or Pre-Transfe
Overall African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hispanic	Students Sections usin	Transfer-Leve Course withi One Year 11 7 7 81 2 8 Enrolled in Preng Local Placeme Measures 2. Subtotal who Completed	12.9% 0 0.0% 2 28.6% 8 13.1% 0 0.0% 1 12.5% Take-College-Level ent Rules or Loca 3. Throughpu Rate	le 4.5. B-STEM Students E	Transfe Course One 7 25 16 49 11 4 40 1 Math Place Inrolled Dir Sect S. Sub wh	r-Level within Year 7 44 2 0 19 0 - ement N ectly in 6 ions ototal no leted	20.0% 43.8% 29.5% 18.2% 0.0% 47.5% 0.0% Models for Stude College-Level	-20.0% -15.2% -16.4% -18.2% -35.0% Ints in the Lowes	t High School G 8. Statewide Comparison Throughput	Rate Used (based on sample size) Local PA Band - Degree Decision Rule 9. Statewide or Local Comparison	ee Goal	Conditional 11. Decision	No substantive DI No substantive DI Action needed No substantive DI Disproportionate Impa	0.00 2.21 1.01 0.00 0.97 act (DI) Analysis filtevel 13. DI Present	FALSE TRUE FALSE or Pre-Transfe
Overall African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown B-STEM Math - Lowest High School GPA Performance Band with a	Students Sections usin	Transfer-Leve Course withi One Year 11 7 7 81 2 8 Enrolled in Present Local Placement Measures 2. Subtotal who Completed College-Leve	12.9% 0 0.0% 2 28.6% 8 13.1% 0 0.0% 1 12.5% Tak College-Level ent Rules or Loca 3. Throughpu Rate	le 4.5. B-STEM Students E	Transfe Course One 7 25 16 49 11 4 40 1 Math Place Inrolled Dir Sect 5. Sub Wh Comp	r-Level within Year 7 44 2 0 19 0 - ement N rectly in clions ototal no leted e-Level	20.0% 43.8% 29.5% 18.2% 0.0% 47.5% 0.0% Models for Stude College-Level	-20.0% -15.2% -16.4% -18.2% -35.0% nts in the Lowes 7. Throughput Rate	49.6% t High School G 8. Statewide Comparison	Rate Used (based on sample size) Local PA Band - Degree Decision Rule 9. Statewide or Local Comparison Rate Used	ee Goal	Conditional 11. Decision Conditional on	No substantive DI No substantive DI Action needed No substantive DI Disproportionate Impa	0.00 2.21 1.01 0.00 0.97 oct (DI) Analysis f Level 13. DI Present (PI, if	FALSE FALSE FALSE FALSE Or Pre-Transfe
Overall African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown B-STEM Math - Lowest High School GPA Performance Band with a	Students Sections usin	Transfer-Leve Course withi One Year 11 7 7 81 2 8 Enrolled in Preng Local Placeme Measures 2. Subtotal who Completed	12.9% 0 0.0% 2 28.6% 8 13.1% 0 0.0% 1 12.5% Tak College-Level ent Rules or Loca 3. Throughpu Rate	le 4.5. B-STEM Students E	Transfe Course One 7 25 16 49 11 4 40 1 Math Place Inrolled Dir Sect S. Sub wh	r-Level within Year 7 44 2 0 19 0 ement N ectly in 6 ions total no leted e-Level within	20.0% 43.8% 29.5% 18.2% 0.0% 47.5% 0.0% Models for Stude College-Level	-20.0% -15.2% -16.4% -18.2% -35.0% nts in the Lowes 7. Throughput Rate	t High School G 8. Statewide Comparison Throughput	Rate Used (based on sample size) Local PA Band - Degree Decision Rule 9. Statewide or Local Comparison	ee Goal	Conditional 11. Decision Conditional on	No substantive DI No substantive DI Action needed No substantive DI Disproportionate Impa	0.00 2.21 1.01 0.00 0.97 oct (DI) Analysis f Level 13. DI Present (PI, if	FALSE FALSE FALSE TRUE FALSE Or Pre-Transfer

African American	2	0.0%				Action needed	0.00
sian	3	0 0.0%	1	0 0.0%	0.0%	Action needed	0.00
ilipino							
Hispanic	4	0 0.0%	5	0 0.0%	0.0%	Action needed	0.00
Native American/Alaskan Native							
Ոulti-Ethnicity	1	0 0.0%	2	0 0.0%	0.0%	Action needed	0.00
Pacific Islander							
White Non-Hispanic	1	1 100.0%	3	0 0.0%	100.0%	No substantive DI	11.00
Unknown							

	Color Legend 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 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 direct 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 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	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 Fhroughput 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 mpact (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 ralue<.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 stude 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.

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.

			Table 6.1. E	nglish - Guide	d or Self Placement - Lo	west High Schoo	l GPA Band - Tr	ansfer, Unknov	wn/Unreported or Deg	ree Goal				
		nrolled in Pre-Transfer-Lorer Guided or Self Placen		Students Enro	olled Directly in Transfe	r-Level Sections						Disproportion	nate Impact (DI) An	alysis
English - Lowest High School GPA Performance Band with an Educational Goal of Transfer, 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				10,1						
Asian	0			0										
Filipino	0			0										
Hispanic	0			0										
Native American/Alaskan Native	0			0										
Multi-Ethnicity	0			0										
Pacific Islander	0			0										
White Non-Hispanic	0			0										
Unknown	0			0										
		nrolled in Pre-Transfer-Lo er Guided or Self Placen	evel Sections		cuided or Self Placemen		h GPA - Transfe	r, Unknown/U	nreported or Degree (Goal		Disproportion	nate Impact (DI) An	alysis
English - High School GPA Unknown	1. Total	2. Subtotal who	3. Throughput	4. Total	2. Subtotal who	6. Throughput	7. Throughput	8. Statewide	9. Statewide or Local	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
with an Educational Goal of Transfer,	Enrolled	Completed Transfer-	Rate	Enrolled	Completed Transfer-	Rate	Rate	Comparison	Comparison Rate	Throughput?	Conditional		(PI, if value<.80)	(PPG-1)
Unknown/Unreported or Degree		Level Course within			Level Course within		Differences	Throughput	Used (based on		on Sample			
		One Year			One Year			Rate	sample size)		Size?			
Overall	11	3	27%	108	69	64%	-37%	67.0%	Local	FALSE	Conditional			
African American	3	1	33%	18	8	44%	-11%					No substantive DI	1.22	FALSE
Asian	3	2	67%	21	16	76%	-10%					No substantive DI	2.44	FALSE
Filipino	0			4	3	75%								
Hispanic	1	0	0%	26	12	46%	-46%					Action needed	0.00	TRUE
Native American/Alaskan Native	1	0	0%	2	2	100%	-100%					Action needed	0.00	TRUE
Multi-Ethnicity	2	0	0%	2	2	100%	-100%					Action needed	0.00	TRUE
Pacific Islander	0			3	3	100%								
White Non-Hispanic	1	0	0%	23	16	70%	-70%					Action needed	0.00	TRUE
Unknown	0			9	7	78%								

			Table 6	3 English - G	uided or Self Placement	- All Other GPA	hands - Transfe	ar Hnknown/H	nreported or Degree 6	Soal				
	Students Er	nrolled in Pre-Transfer-Le			ced Directly in Transfer-		Danus - Transie	er, Olikilowii/O	ineported of Degree C	1041		Disproportion	nate Impact (DI) An	alysis
	aft	er Guided or Self Placem	nent											
English - All Other High School GPA	1. Total	2. Subtotal who	3. Throughput	4. Total	5. Subtotal who	6. Throughput	7. Throughput	8. Statewide	9. Statewide or Local	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Prese
Bands Students with an Educational	Enrolled	Completed Transfer-	Rate	Enrolled	Completed Transfer-	Rate	Rate	Comparison	Comparison Rate	Throughput?	Conditional		(PI, if value<.80)	(PPG-1)
Goal of Transfer,		Level Course within			Level Course within		Differences	Throughput	Used (based on		on Sample			
Unknown/Unreported or Degree		One Year			One Year**			Rate	sample size)		Size?			
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%								
		nrolled in Pre-Transfer-Lo er Guided or Self Placem	evel Sections		Guided or Self Placemen ced Directly in Transfer-		School GPA Ban	d - Transfer an	d Unknown/Unreport	ed Goal		Disproportion	nate Impact (DI) An	alysis
SLAM Math - Lowest High School GPA	1. Total	2. Subtotal who	3. Throughput	4. Total	5. Subtotal who	6. Throughput	7. Throughput	8. Statewide	9. Statewide or Local	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Preser
Performance Band with an	Enrolled	Completed Transfer-	Rate	Enrolled	Completed Transfer-	Rate	Rate	Comparison	Comparison Rate	Throughput?	Conditional		(PI, if value<.80)	(PPG-1)
Educational Goal of Transfer		Level Course within			Level Course within		Differences	Throughput	Used (based on		on Sample			
		One Year			One Year**			Rate	sample size)		Size?			
Overall	0	0		0	0			27%	Statewide		Conditional			
Overall African American	0	0		0	0			27%	Statewide		Conditional			
		0			0			27%	Statewide		Conditional			
African American	0	0		0	0			27%	Statewide		Conditional			
African American Asian	0	0		0	0			27%	Statewide		Conditional			
African American Asian Filipino	0 0	0		0 0 0	0			27%	Statewide		Conditional			
African American Asian Filipino Hispanic	0 0 0 0	0		0 0 0 0	0			27%	Statewide		Conditional			
African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander	0 0 0 0	0		0 0 0 0	0			27%	Statewide		Conditional			
African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity	0 0 0 0 0	0		0 0 0 0 0	0			27%	Statewide		Conditional			

			Table 6.5	SLAM Math -	- Guided or Self Placeme	ent - Unknown H	igh School GPA	- Transfer and	Unknown/Unreporte	d Goal				
		nrolled in Pre-Transfer-Ler Guided or Self Placen		Students Pla	ced Directly in Transfer	-Level Sections						Disproportion	ate Impact (DI) An	alysis
SLAM Math - Unknown High School GPA with an Educational Goal of Transfer and Unknown/Unreported	1. Total Enrolled		3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer- Level Course within One Year**	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	I 10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	
Overall	7	2	29%	18	11	61%	-33%	63.8%	Statewide	FALSE	Conditional			
African American		0	0%	7	4	57%	-57%	03.070	Statewide	TALJE	Conditional	Action needed	0.00	TRUE
Asian	2	1	50%	4	3	75%	-25%					No substantive DI	1.75	FALSE
Filipino	0	-	3070	0	, and the second se	1070	2070						2170	.,
Hispanic	3	1	33%	2	1	50%	-17%					No substantive DI	1.17	FALSE
Native American/Alaskan Native	0	-	3370	0	-	3070	2770					No substantive bi	1.17	171232
Multi-Ethnicity	1	0	0%	1	1	100%	-100%					Action needed	0.00	TRUE
Pacific Islander	0	· ·	0,0	1	0	0%	10070					Action needed	0.00	INOL
White Non-Hispanic	0			2	2	100%								
Unknown	0			1	0	0%								
	0		1	_	<u> </u>	070						l		
			Table 6.6	. SLAM Math	- Guided or Self Placem	ent - All Other Hi	gh School GPA	- Transfer and I	Unknown/Unreported	d Goal				
		nrolled in Pre-Transfer-L er Guided or Self Placen		Students Pla	ced Directly in Transfer	-Level Sections						Disproportion	ate Impact (DI) An	alysis
SLAM Math - All Other High School	1. Total	2. Subtotal who	3. Throughput	4. Total	5. Subtotal who	6. Throughput	7. Throughput	8. Statewide	9. Statewide or Local	I 10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Presen
GPA with an Educational Goal of	Enrolled	Completed Transfer-	Rate	Enrolled	Completed Transfer-	Rate	Rate	Comparison	Comparison Rate	Throughput?	Conditional		(PI, if value<.80)	(PPG-1)
Transfer and Unknown/Unreported		Level Course within			Level Course within		Differences	Throughput	Used (based on	٠.	on Sample			
		One Year			One Year**			Rate	sample size)		Size?			
Overall	0	0		0	0			64.1%	Statewide		Conditional			
African American	0			0	-			¥ 112,1						
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										
	Charlente Franc	alladia Bra Callaga Lava	al Castiana aftan		SLAM Math - Guided or		Lowest High S	chool GPA Band	d - Degree Goal			Diamanantian	anta lunga at (DI) An	- le sata
		olled in Pre-College-Leve Guided or Self Placemer	nt									Disproportion	ate Impact (DI) An	•
SLAM Math - Lowest High School GPA	1. Total		3. Throughput	4. Total	5. Subtotal who				9. Statewide or Local		11. Decision	12. DI Action Level	13. DI Present	
Performance Band with an	Enrolled	Completed College-	Rate	Enrolled	Completed College-	Rate	Rate	Comparison	Comparison Rate	Throughput?	Conditional		(PI, if value<.80)	(PPG-1)
Educational Goal of Degree		Level Course within			Level Course within		Differences	Throughput	Used (based on		on Sample			
		One Year			One Year**			Rate	sample size)		Size?			
Overall	0	0		0	0			5%	Statewide		Conditional			
African American	0			0										
Asian	0			0										
Filipino	0			0										
	0			0										
Hispanic	0			0										
Native American/Alaskan Native	_													
Native American/Alaskan Native Multi-Ethnicity	0			0										
Native American/Alaskan Native Multi-Ethnicity Pacific Islander	0			0										
Native American/Alaskan Native Multi-Ethnicity	0			_										

				Table 6.8. S	AM Math - Guided or S	Self Placement - I	High School GP	A Band Unknov	vn - Degree Goal				
		rolled in Pre-College-Le Guided or Self-Placeme		Students Pla	ced Directly in College-	Level Sections						Disproportion	ate Impact (DI) Analysis
SLAM Math - Unknown High School GPA with an Educational Goal of Degree	1. Total Enrolled	2. Subtotal who Completed College- Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed College- Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present 14. DI Presen (PI, if value<.80) (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 C.O. C	And Marks Coulded a Co	olf Diggs and the	All Oth an III-l	School CD4 D	do Dogge Cool				
	Students Enr	olled in Pre-College-Leve	al Sactions after		.AM Math - Guided or S		All Other High S	chool GPA Ban	ds - Degree Goal			Disproportion	nate Impact (DI) Analysis
		Guided or Self Placeme	nt										inipace (DI) Alialysis
SLAM Math - All Other High School	1. Total	2. Subtotal who	3. Throughput	4. Total	5. Subtotal who	6. Throughput	7. Throughput	8. Statewide	9. Statewide or Local	10. Maximize	11. Decision	12. DI Action Level	13. DI Present 14. DI Presen
GPA Bands with an Educational Goal	Enrolled	Completed College-	Rate	Enrolled	Completed College-	Rate	Rate	Comparison	Comparison Rate	Throughput?	Conditional		(PI, if value<.80) (PPG-1)
of Degree		Level Course within			Level Course within		Differences	Throughput	Used (based on		on Sample		
		One Year			One Year			Rate	sample size)		Size?		
Overall	0	0		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	S STEM Math	Guided or Self Placeme	ant - Lowest High	School GDA R	and - Transfor a	nd Unknown/Unrono	rted Goal			
	Students E	nrolled in Pre-Transfer-L			ced Directly in Transfer		1 SCHOOL GFA D	aliu - Italisiei a	illa Olikilowii/Olirepo	iteu doai		Disproportion	nate Impact (DI) Analysis
	aft	er Guided or Self Placer	ment										
B-STEM Math - Lowest High School	1. Total		3. Throughput		5. Subtotal who				9. Statewide or Local		11. Decision	12. DI Action Level	13. DI Present 14. DI Presen
GPA Performance Band with an	Enrolled	Completed Transfer-	Rate	Enrolled	Completed Transfer-	Rate	Rate	Comparison	Comparison Rate	Throughput?	Conditional		(PI, if value<.80) (PPG-1)
Educational Goal of Transfer and		Level Course within			Level Course within		Differences	Throughput	Used (based on		on Sample		
Unknown/Unreported Goal		One Year			One Year**			Rate	sample size)		Size?		
	0	0		0	0			31%	Statewide		Conditional		
Overall	0			0									
African American	0		1	0									
African American Asian	0			_									
African American Asian Filipino	0			0									
African American Asian Filipino Hispanic	0			0									
African American Asian Filipino Hispanic Native American/Alaskan Native	0 0 0			0									
African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity	0 0 0 0			0 0 0									
African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander	0 0 0 0			0 0 0 0									
African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity	0 0 0 0			0 0 0									

			Table 6.11.	B-STEM Math	- Guided or Self Placen	nent - Unknown	High School GP	A - Transfer an	d Unknown/Unreport	ed Goal				
		nrolled in Pre-Transfer-Ler Guided or Self Placen		Students Pla	ced Directly in Transfer-	Level Sections						Disproportion	ate Impact (DI) Ana	alysis
B-STEM Math - Unknown High School GPA with an Educational Goal of Transfer and Unknown/Unreported Goal	1. Total Enrolled		3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer- Level Course within One Year**	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	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	ŭ	0,0	0		0,0	0,0					71000111100000	0.00	11.02
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	-	3070	3070					No substantive DI	1.56	FALSE
		-	. 55,5			ı							2.00	.,
			Table 6.12	. B-STEM Mat	n - Guided or Self Placer	nent - All other	High School GP	A - Transfer and	d Unknown/Unreport	ed Goal				
		nrolled in Pre-Transfer-L er Guided or Self Placen		Students Pla	ced Directly in Transfer-	Level Sections						Disproportion	ate Impact (DI) An	alysis
B-STEM Math - Unknown High School	1. Total		3. Throughput	4. Total	5. Subtotal who	6. Throughput	7. Throughput	8. Statewide	9. Statewide or Local	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
GPA with an Educational Goal of	Enrolled	Completed Transfer-	Rate	Enrolled	Completed Transfer-	Rate	Rate	Comparison	Comparison Rate	Throughput?	Conditional		(PI, if value<.80)	(PPG-1)
Transfer and		Level Course within			Level Course within		Differences	Throughput	Used (based on		on Sample		(1.7.1.1.1.1.1.1.1.1.1.7)	(
A176Unknown/Unreported		One Year			One Year**		2	Rate	sample size)		Size?			
A170011Kilowii, Olireporteu		One real			One real			nate	sample size,		oize.			
Overall	0	0		2	2	100%		62.6%	Statewide	TRUE	Conditional			
African American	0			0										
Asian	0			1	1	100%								
Filipino	0			0										
Hispanic	0			0										
Native American/Alaskan Native	0			0										
Multi-Ethnicity	0			0										
Pacific Islander	0			0										
White Non-Hispanic	0			0										
Unknown	0			1	1	100%								
				Table 6	13. Math - Guided or Se	If Placement - L	west High Sch	nol GPA Rand -	Degree Goal					
	Students Enro	olled in Pre-College-Leve	el Sections after				west riigh sen	oo. G. 7. Bana	Degree dour			Disproportion	nate Impact (DI) Ana	alysis
		Guided or Self Placemen												
B-STEM Math - Lowest High School	1. Total	2. Subtotal who	3. Throughput	4. Total	5. Subtotal who	6. Throughput	7. Throughput	8. Statewide	9. Statewide or Local	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	
GPA Performance Band with an	Enrolled	Completed College-	Rate	Enrolled	Completed College-	Rate	Rate	Comparison	Comparison Rate	Throughput?	Conditional		(PI, if value<.80)	(PPG-1)
Educational Goal of Degree		Level Course within			Level Course within		Differences	Throughput	Used (based on		on Sample			
		One Year			One Year**			Rate	sample size)		Size?			
Overall	0	0		0	0			12%	Statewide		Conditional			
Overall African American	0	0		0	0			12%	Statewide		Conditional			
		0			0			12%	Statewide		Conditional			
African American	0	0		0	0			12%	Statewide		Conditional			
African American Asian	0	0		0 0	0			12%	Statewide		Conditional			
African American Asian Filipino	0 0	0		0 0 0	0			12%	Statewide		Conditional			
African American Asian Filipino Hispanic	0 0 0 0	0		0 0 0 0	0			12%	Statewide		Conditional			
African American Asian Filipino Hispanic Native American/Alaskan Native	0 0 0 0	0		0 0 0 0	0			12%	Statewide		Conditional			
African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity	0 0 0 0 0	0		0 0 0 0 0	0			12%	Statewide		Conditional			

				1 abie 6.14	4. Matii - Guided of Seli	riacement - m	gii Scilooi GFA L	Band Unknown	- Degree Goal					
		rolled in Pre-College-Le Guided or Self-Placeme		Students Pla	ced Directly in College-	Level Sections						Disproportion	nate Impact (DI) An	alysis
B-STEM Math - Unknown High School GPA with an Educational Goal of Degree	1. Total Enrolled	2. Subtotal who Completed College- Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed College- Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Presei (PPG-1)
Overall	6	0	0%	4	3	75%	-75%	17.8%	Statewide	FALSE	Conditional			
African American	0		1 7%	0	<u> </u>	73/8	-7370	17.6%	Statewide	FALSE	Conditional			
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		1						No substantive DI		FALSE
Unknown	0			0										
					STEM Math - Guided or		- All Other High	School GPA Ba	inds - Degree Goal					
		olled in Pre-College-Leve Guided or Self Placeme		Students Pla	iced Directly in College-	Level Sections						Disproportion	nate Impact (DI) An	alysis
B-STEM Math - All Other High School	1. Total	2. Subtotal who	3. Throughput	4. Total	5. Subtotal who	6. Throughput		8. Statewide	9. Statewide or Local	10. Maximize		12. DI Action Level	13. DI Present	14. DI Preser
GPA Bands with an Educational Goal	Enrolled	Completed College-	Rate	Enrolled	Completed College-	Rate	Rate	Comparison	Comparison Rate	Throughput?	Conditional		(PI, if value<.80)	(PPG-1)
of Degree		Level Course within			Level Course within		Differences	Throughput	Used (based on		on Sample			
		One Year			One Year			Rate	sample size)		Size?			
Overell	0	0		1	0	0%		20.29/	Statowida	TDUE	Conditional			
Overall African American	0	0		0	U	U%		20.3%	Statewide	TRUE	Conditional			
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										
			'			1								
						Color Leg	gend							
	Enter data her													
		yed for this area												
	Maximizing th	roughput/No Substantiv	/e DI											
		on - when one of two DI												
		on - when one of two DI og throughput/Action Ne												
						Columns Ex	plained							
	Not maximizir	g throughput/Action Ne	eeded - DI Preser	nt	2019 at census with an		•	egree, and/or ti	ransfer (transfer also i	ncludes unknow	n/unreported e	ducational goals) who w	ent through the GS	P process and
Columns 1 and 4 - Total Enrolled:	Not maximizir	g throughput/Action Ne	eeded - DI Preser	enrolled in fall		educational goa	l of certificate, d					ducational goals) who w W grades) as enrollmen		
Columns 1 and 4 - Total Enrolled:	Not maximizing These column enrolled in a column	g throughput/Action Ne s show the number of d ourse at pre-degree leve	eeded - DI Preser	enrolled in fall	ed to students who enro	educational goal	l of certificate, d degree or transfe	er level. If end o	of term data is used, in	clude withdraws	(EW, MW, and		t in the course. Colu	ımn 1 shows
Columns 1 and 4 - Total Enrolled:	These column enrolled in a c	g throughput/Action Ne s show the number of d ourse at pre-degree leve f students who started a	eeded - DI Preser istinct students e el or pre-transfer it pre-transfer le	enrolled in fall level compare vel whether or	ed to students who enro not they placed at pre-	educational goal olled directly at o degree level, pre	I of certificate, d degree or transfo e-transfer level,	er level. If end o or transfer-leve	of term data is used, inc I using a GSP model. C	clude withdraws olumn 4 provide	(EW, MW, and s the number of	W grades) as enrollmen	t in the course. Colu tly into a college-le	ımn 1 shows vel or transfeı
Columns 1 and 4 - Total Enrolled:	These column enrolled in a c the number or level course w	g throughput/Action Ne s show the number of d ourse at pre-degree leve f students who started a	istinct students eel or pre-transfer t pre-transfer ted the college-le	enrolled in fall level compare vel whether or	ed to students who enro not they placed at pre-	educational goal olled directly at o degree level, pre	I of certificate, d degree or transfo e-transfer level,	er level. If end o or transfer-leve	of term data is used, inc I using a GSP model. C	clude withdraws olumn 4 provide	(EW, MW, and s the number of	W grades) as enrollment f students enrolled direc	t in the course. Colu tly into a college-le	ımn 1 shows vel or transfer
Columns 1 and 4 - Total Enrolled:	These column enrolled in a c the number or level course w gateway cours	s show the number of dourse at pre-degree lever f students who started a cho successfully complet the through the following	istinct students eel or pre-transfer transfer leted the college-leted the college-letes summer term.	enrolled in fall level compare yel whether or evel or transfer	ed to students who enro not they placed at pre- -level course within one	educational goal olled directly at o degree level, pro e full academic y	l of certificate, d degree or transfo e-transfer level, ear, including in	er level. If end o or transfer-level tersessions. For	of term data is used, ind I using a GSP model. Cor example, if a student	clude withdraws olumn 4 provide started in a disci	(EW, MW, and s the number of pline in fall 201	W grades) as enrollment f students enrolled direc	t in the course. Colutly into a college-led through completion	imn 1 shows vel or transfer on of the
Columns 1 and 4 - Total Enrolled: Columns 2 and 5 - Subtotal who	These column enrolled in a cithe number or level course wigateway cours These column	s show the number of dourse at pre-degree lever f students who started a cho successfully complet the through the following s demonstrate the numless.	istinct students e el or pre-transfer t pre-transfer le ted the college-le s summer term. ber of students p	enrolled in fall level compare yel whether or evel or transfer	ed to students who enro not they placed at pre- -level course within one and those placed directl	educational goal olled directly at o degree level, pro e full academic y y into college-le	l of certificate, d degree or transfo e-transfer level, ear, including in vel or transfer-lo	er level. If end o or transfer-leve tersessions. For evel courses out	of term data is used, ind I using a GSP model. Corexample, if a student t of the total enrolled w	clude withdraws olumn 4 provide started in a disci who successfully	(EW, MW, and s the number of pline in fall 201 completed a co	W grades) as enrollment f students enrolled direc 9, they would be tracked	t in the course. Colutly into a college-led through completions	imn 1 shows vel or transfer on of the ne year with
Columns 1 and 4 - Total Enrolled: Columns 2 and 5 - Subtotal who	These column enrolled in a cithe number or level course wigateway cours These column	s show the number of dourse at pre-degree lever f students who started a cho successfully complete through the following s demonstrate the numl Column 2 reflects the number of the successfully completes the numl column 2 reflects the number of the successfully compared to the number of the successfully compared to the number of the successful the successful the number of the successful the suc	istinct students e el or pre-transfer t pre-transfer le ted the college-le s summer term. ber of students p	enrolled in fall level compare yel whether or evel or transfer	ed to students who enro not they placed at pre- -level course within one and those placed directl	educational goal olled directly at o degree level, pro e full academic y y into college-le	l of certificate, d degree or transfo e-transfer level, ear, including in vel or transfer-lo	er level. If end o or transfer-leve tersessions. For evel courses out	of term data is used, ind I using a GSP model. Corexample, if a student t of the total enrolled w	clude withdraws olumn 4 provide started in a disci who successfully	(EW, MW, and s the number of pline in fall 201 completed a co	W grades) as enrollmen f students enrolled direc 9, they would be tracked ollege-level or transfer-le	t in the course. Colutly into a college-led through completions	imn 1 shows vel or transfer on of the ne year with
Columns 1 and 4 - Total Enrolled: Columns 2 and 5 - Subtotal who Completed Transfer-Level Course within One Year:	These column enrolled in a cithe number or level course wigateway cours These column a C or better. school transcr	s show the number of dourse at pre-degree lever f students who started a cho successfully complet the through the following so demonstrate the number of the data.	istinct students e el or pre-transfer et pre-transfer le ed the college-le s summer term. ber of students pumber of student	enrolled in fall level compare yel whether or evel or transfer laced via GSP	ed to students who enro not they placed at pre- i-level course within one and those placed directl ted the college-level/tra	educational goal olled directly at o degree level, pro e full academic y y into college-le ansfer-level cour	I of certificate, d degree or transfe e-transfer level, ear, including in vel or transfer-lose se by GSP place	er level. If end o or transfer-level tersessions. For evel courses out ment model, an	of term data is used, in I using a GSP model. Containing a GSP model. Containing a student at of the total enrolled with a Column 5 shows the	clude withdraws olumn 4 provide started in a disci who successfully students who co	(EW, MW, and s the number of ipline in fall 201 completed a co pmpleted a colle	W grades) as enrollmen f students enrolled direc 9, they would be tracked ollege-level or transfer-le	t in the course. Colutly into a college-led through completion well course within occurse when placed	imn 1 shows wel or transfer on of the ne year with using high

Column 7 - Throughput Rate	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
Differences:	transfer-level course sections with or without a corequisite. For students with a degree goal, it shows the difference in throughput rates between students who successfully completed the college-level course after enrolling in a pre-transfer-level
	course and students who successfully completed college-level course sections with or without a corequisite. The results in Column 7 are calculated by subtracting the number of students in Column 6 from the number in Column 3.
Column 8 - Statewide Comparison	See "Tab 10. Methodology" for more details.
Throughput Rate:	
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.