## When Are Colleges Required to Complete this Template?

This evaluation template is intended to help colleges evaluate curricular structures under AB 705 and Title 5 requirements for students who enrolled in fall 2019. Colleges are required to use this template to evaluate their AB 705 implementation if any of the following four scenario applied at that time:

- 1 Students with an educational goal of transfer enrolled in a pre-transfer-level course;
- 2 Students with an educational goal of degree enrolled in a pre-degree-level course;
- 3 Students with an educational goal of certificate that requires transfer-level English or college-level math enrolled in a pre-degree-level course; OR
- 4 Students with a transfer or degree goal enrolled in a multi-term sequence in which they took either (1) a pretransfer-level course in one term and a transfer-level course in a following term, or (2) a transfer-level course stretched over two terms (i.e., stretch curriculum).<sup>1</sup>

If students at your college were not able to enroll in any of the above four scenarios, you do not need to complete this portion of the template and can move to Tab 3. You only need to provide data for the scenarios that applied to your college. If required to enter data for any of the four scenarios above, first enter data into Tab 10, Table 10.1, cells B6 and B10:B17 first, then proceed to Tab 2. Tab 10 is used to calculate the comparison throughput rates for your college disaggregated by ethnicity. If you have developed more than one new curriculular approach in English or math, they need to be submitted in separate tables. If this is the case, copy Tab 2 and replicate it and submit data for each unique curricular approach.

## Why Is Evaluation Required under AB 705?

Title 5, § 55522.a.1 and § 55522.a.2, requires California Community Colleges (CCC) to increase the number of students with a goal of transfer to a four-year institution, who enter and complete transfer-level English and mathematics (or quantitative reasoning) courses within one year; and to increase the number of students who enter and complete transfer-level or the required college-level English and mathematics (or quantitative reasoning) course within one year among students with a goal of earning a certificate or a local associate degree. This new regulation seeks to minimize disproportionate impacts on students caused by traditional placement practices. Further, title 5, § 55522.c.ii states that placement methods using localized research must be supported by data and research showing throughput rates at or above those achieved by direct placement into a transfer-level course (or college-level courses where appropriate). Such data and research must be validated within two years of the adoption method.

Further, title 5, § 55522.C.2 states that placement methods shall not authorize placement of students into a remedial sequence or pre-transfer coursework in English or mathematics (or quantitative reasoning) unless the student is highly unlikely to succeed in the college-level or transfer-level course, and enrollment in pre-transfer-level coursework will improve the student's likelihood of completing transfer-level/college-level courses in one year. Title 5, § 55522.c.1.B.ii refers to this scenario as the "throughput rate." The throughput rate is defined here as the percentage of students attempting and successfully completing the college-level or transfer-level English or math course appropriate to a students' education goal with a grade of C or better within a full academic year, including intersessions. For example, if a student started in a math course in the fall term, they would be tracked to completion of the college-level or transfer-level math (or quantitative reasoning) course through the following summer term.

## Which Students Are Included in the Cohort?

Colleges should have planned to collect the data that allow for an evaluation of the throughput rate of students who participated in any of the four scenarios listed above compared to similar students who were enrolled in standalone transfer-level or college-level courses. If changes to course placement or scheduling do not allow for a comparison group, historical data will need to be used for comparison. For colleges that participated in the Multiple Measures Assessment Project (MMAP), CalPass Plus can provide a retrospective file of students who were previously placed and enrolled at each institution by high school GPA band to use as a comparison.<sup>4</sup>

Per AB 705, only students who are highly unlikely to succeed in college-level or transfer-level coursework (appropriate to their educational goal) are allowed to be placed into pre-transfer-level prerequisite courses. **No student outside the lowest high school performance band should be placed into pre-transfer/pre-college level courses.** Therefore, evaluation of the four scenarios above should focus on students in the lowest band of high school performance. Additionally, the law only applies to certificate or degree- and transfer-seeking students, as defined locally or using a student's informed educational goal. As such, additional filters should be applied to include only these student groups and detailed instructions on creating the cohorts are included under each table on the next tab.

<sup>1</sup> To date, there is no evidence that shows multi-term sequences outperform direct placement into transfer-level courses.

Footnotes

https://assessment.cccco.edu/faqs and https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\_id=201720180AB705

<sup>&</sup>lt;sup>3</sup> https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5b6ccfc46d2a73e48620d759/1533857732982/07.18+AB+70 5+Implementation+Memorandum.pdf

<sup>&</sup>lt;sup>4</sup> https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/GuidesforImplementingMultipleMeasures/MMAP-Data-Match-Guide-10\_26\_15\_1.pdf and https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/GuidesforImplementingMultipleMeasures/MMAP\_Prospec

tive\_File.pptx.pdf

#### Southwestern College

Directions: Enter data into the blue cells in Tables 2.1 through 2.5; all other cells are populated automatically. See definitions for each column and the rows below the tables. Be sure to scroll down fully to see all information in the template. If you have developed more than one new curriculular approach in English or math, they need to be submitted in separate tables. If this is the case, copy Tab 2 and replicate it and submit data for each unique curricular approach in a separate tab. In these tables you are entering data for students enrolled in fall 2019.

### Click here for instructions on how to complete the template.

		Table 2.1.	English - Evaluat	ing Pre-Trans	fer/Multi-Term S	Sequence for Lov	vest High School G	PA Band - Trans	fer and Unknow	n/Unreported o	or Degree Goal			
	Students Enro	lled in Pre-Trans	fer/Multi-Term	Students En	rolled in Transfe	r-Level Course			Decision Rule			Disproportionate Impa	ict (DI) Analysis fo	or Pre-Transfer
		Sequence Section	ns	with	or without a Cor	equisite							Level	
English - Lowest High School GPA	1. Total	2. Subtotal	3. Throughput	4. Total	2. Subtotal	6. Throughput	7. Throughput	8. Statewide	9. Statewide	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
Performance Band with an	Enrolled	who	Rate	Enrolled	who	Rate	Rate Differences	Comparison	or Local	Throughput?	Conditional on		(PI, if	(PPG-1)
Educational Goal of Degree or		Completed			Completed			Throughput	Comparison		Sample Size?		value<.80)	. ,
Transfer		Transfer-Level			Transfer-Leve			Rate	Rate Used		•			
		Course within			Course within	1			(based on					
		One Year			One Year				sample size)					
Overall	20		0.0%	47	25	53.2%	-53.2%	63.9%	Statewide	FALSE	Conditional			
African American						0.0%								
Asian														
Filipino														
Hispanic	20			44	24	54.5%								
Native American/Alaskan Native														
Multi-Ethnicity														
Pacific Islander														
White Non-Hispanic						50.0%								
Unknown														
		Table 2	.2. SLAM Math -	Evaluating Pr	e-Transfer/Mult	i-Term Sequence	e for Lowest High S	chool GPA Band	- Transfer and l	Jnknown/Unrej	oorted Goal			
	Students Enro	olled in Pre-Trans Sequence Section	fer/Multi-Term ns	Students En with	rolled in Transfe or without a Cor	r-Level Course equisite			Decision Rule			Disproportionate Impa	ict (DI) Analysis fo Level	or Pre-Transfer
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	<b>Rate Differences</b>	Comparison	or Local	Throughput?	Conditional on		(PI, if	(PPG-1)
Educational Goal of Transfer		Completed			Completed			Throughput	Comparison		Sample Size?		value<.80)	
		Transfer-Level			Transfer-Leve	I		Rate	Rate Used					
		Course within			Course within	I			(based on					
		One Year			One Year				sample size)					
Overall	51		3.9%	50	15	30.0%	-26.1%	59.6%	Statewide	FALSE	Conditional			
African American			0.0%			100.0%	-100.0%					Action needed	0.00	TRUE
Asian						0.0%								
Filipino			0.0%									Action needed	0.00	TRUE
Hispanic	46		4.3%	46	14	30.4%	-26.1%					No substantive DI	1.11	FALSE
Native American/Alaskan Native														
Multi-Ethnicity						0.0%								
Pacific Islander														
White Non-Hispanic			0.0%			0.0%	0.0%					Action needed	0.00	TRUE
Unknown			0.0%									Action needed	0.00	TRUE

			Table 2.3.	SLAM Math -	Evaluating Pre-1	Fransfer/Multi-T	erm Sequence for I	Lowest High Sch	nool GPA Band -	Degree Goal				
	Students Enro	lled in Pre-Degr	ee/Multi-Term	Students En	rolled in College	-Level Course			Decision Rule			Disproportionate Impa	ct (DI) Analysis fo	or Pre-Transfer
	Sequence	e at Degree-Leve	el Sections	with c	or without a Core	equisite							Level	
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 Differences	Comparison	or Local	Throughput?	Conditional on		(PI, if	(PPG-1)
Educational Goal of Degree		Completed			Completed			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%			23.1%	-23.1%	36.4%	Statewide	FALSE	Conditional			
African American														
Asian			0.0%									No substantive DI		FALSE
Filipino			0.0%		_							No substantive DI		FALSE
Hispanic			0.0%	12		25.0%	-25.0%					No substantive DI		FALSE
Native American/Alaskan Native														
Multi-Ethnicity			0.0%			0.0%	0.0%					No substantive DI		FALSE
Pacific Islander														
White Non-Hispanic														
Unknown														

		Table 2.	4. B-STEM Math	- Evaluating P	re-Transfer/Mult	i-Term Sequenc	e for Lowest High S	School GPA Ban	d - Transfer and	Unknown/Unre	eported Goal			
	Students Enro	olled in Pre-Trans	fer/Multi-Term	Students En	rolled in Transfer	-Level Course			Decision Rule			Disproportionate Impa	act (DI) Analysis fo	or Pre-Transfer
		Sequence Section	ns	with	or without a Core	quisite							Level	
<b>B-STEM Math - Lowest High School</b>	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	<b>Rate Differences</b>	Comparison	or Local	Throughput?	Conditional on		(PI, if	(PPG-1)
Educational Goal of Transfer		Completed			Completed			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	85		0.0%	115	33	28.7%	-28.7%	49.6%	Local	FALSE	Conditional			
African American			0.0%									No substantive DI		FALSE
Asian			0.0%			100.0%	-100.0%					No substantive DI		FALSE
Filipino			0.0%			42.9%	-42.9%					No substantive DI		FALSE
Hispanic	66		0.0%	101	28	27.7%	-27.7%					No substantive DI		FALSE
Native American/Alaskan Native														
Multi-Ethnicity			0.0%			25.0%	-25.0%					No substantive DI		FALSE
Pacific Islander														
White Non-Hispanic			0.0%			0.0%	0.0%					No substantive DI		FALSE
Unknown			0.0%			0.0%	0.0%					No substantive DI		FALSE

			Table 2.5.	B-STEM Math-	- Evaluating Pre-	Transfer/Multi-	Term Sequence for	Lowest High Sc	hool GPA Band	Degree Goal				
	Students Enro	olled in Pre-Degr	ee/Multi-Term	Students En	rolled in College	-Level Course			Decision Rule			Disproportionate Impa	ct (DI) Analysis fo	or Pre-Transfer
	Sequenc	e at Degree-Leve	el Sections	with c	or without a Core	equisite							Level	
B-STEM Math - Lowest High School	1. Total	2. Subtotal	3. Throughput	4. Total	5. Subtotal	6. Throughput	7. Throughput	8. Statewide	9. Statewide	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
GPA Performance Band with an	Enrolled	who	Rate	Enrolled	who	Rate	Rate Differences	Comparison	or Local	Throughput?	Conditional on		(PI, if	(PPG-1)
Educational Goal of Degree		Completed			Completed			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	12		0.0%	10		10.0%	-10.0%	33.5%	Statewide	FALSE	Conditional			
African American						0.0%								
Asian														
Filipino			0.0%			0.0%	0.0%					No substantive DI		FALSE
Hispanic			0.0%			12.5%	-12.5%					No substantive DI		FALSE
Native American/Alaskan Native														
Multi-Ethnicity			0.0%									No substantive DI		FALSE
Pacific Islander														
White Non-Hispanic			0.0%									No substantive DI		FALSE
Unknown														

	Color Legend
	Enter data here
	No data displayed for this area
	Maximizing throughput/No Substantive DI
	Consider Action - when one of two DI methods shows DI
	Not maximizing throughput/Action Needed - DI Present
	Columns Explained
Columns 1 and 4 - Total Enrolled:	These columns show the number of distinct students enrolled in fall 2019 at census with an educational goal of certificate, degree and/or transfer (transfer shall also include students with an undecided/unknown educational goal). If end of term data is used, include withdraws (EW, MW, and W grades) as enrollment in the course. Column 1 includes innovative curriculum sections and column 4 demonstrates transfer-level sections with or without a corequisite. The definition of a transfer-level course may be specific to a particular institution but should include the first-level English composition or math course that fulfills composition or math requirements for university transfer. The college-level course meets local degree requirements but usually is coded as one level below transfer (e.g., Intermediate Algebra).
Columns 2 and 5 - Subtotal who Completed Transfer-Level/College- Level Course within One Year:	These columns show the number of students from each group out of the total enrolled at census in fall 2019 who completed a transfer-level or college-level course within one full academic year, including intersessions. For example, if a student started in a discipline in the fall, they would be tracked through completion of the gateway course through the following summer term.
Columns 3 and 6 - Throughput Rate	: These columns show the percentage of students who successfully completed (C or higher) a transfer-level course within one year. To calculate the throughput rate, divide Column 2 by Column 1 and Column 5 by Column 4 (respectively).
Column 7 - Throughput Rate Differences:	For students with a transfer goal, this column shows the difference in throughput rates between students who successfully completed the transfer-level course after enrolling in a pre-transfer-level course and students who successfully completed transfer-level course sections with or without a corequisite. For students with a degree goal, it shows the difference in throughput rates between students who successfully completed the college-level course after enrolling in a pre-transfer-level course and students who successfully completed to course after enrolling in a pre-transfer-level course and students who successfully completed college-level course after enrolling in a pre-transfer-level course and students who successfully completed college-level course sections with or without a corequisite. The results in Column 7 are calculated by subtracting the number of students in Column 6 from the number in Column 3.
Column 8 - Statewide Comparison	See "Tab 10. Methodology" for more details.
Column 9 - Statewide or Local	Depending on overall sample size in Column 5; see "Tab 10. Methodology" for more details.
Column 10 - Maximize Throughput?:	This column determines if the local model maximized throughput when compared to the statewide or local throughput rate, per the requirements of AB 705. FALSE means model does NOT maximize throughput, whereas TRUE means model maximizes throughput.
Column 11 - Decision Conditional or Sample Size?:	Based on overall sample size in Column 5; if below a sample size of 100, decision is conditional on statewide throughput rate; if sample size is above 100, decision is not conditional on statewide throughput rate, but is based on local throughput rate.
Column 12 - Disproportionate Impact (DI) Action Level:	If either Column 13 or 14 fall below threshold, then consider action; when both columns fall below threshold, then action is needed. If neither column fall below threshold, then there is no substantive DI. DI will still be displayed even if model is not maximizing throughput.
Column 13 - DI Present (PI, if value<.80):	The proportionality index addresses the question, "If a subgroup of students represents 45% of the student body, does that subgroup also represent at least 45% of the students who achieve a specific educational outcome?" A proportionality index of 1.00 indicates that a group's representation among those achieving an educational outcome is identical to that group's representation in the student population. In contrast, a PI value of less than 1.00 indicates that a group's representation among those achieving an educational outcome is lower compared to that same group's representation in the student population. If the proportionality index falls below 80%, then the student group is disproportionately impacted.
Column 14 - DI Present (PPG-1):	The percentage point gap method addresses the question, "Is the difference between the throughput rate of a subgroup and the overall throughput rate (excluding the subgroup) statistically significant?". That is, significance is related to the sample size and the size of the difference. Smaller sample size require larger differences compared to larger sample sizes.
	Rows Explained
Racial/Ethnic Groups:	Disproportionate impact (DI) is also required to be evaluated in assessment processes. Disproportionate impacts are displayed regardless if the model maximizes throughput. In general terms, DI exists when one or more subgroups of students have outcomes that are at a substantially lower level than other groups. The determination of "substantial" is somewhat arbitrary, but a few indices have been created to guide decisions, such as the 80% rule and the proportionality index. If DI is detected, the college is required to plan, implement, and evaluate efforts to eliminate DI.

# When Are Colleges Required to Complete This Template?

This evaluation template is intended for colleges to evaluate placement structures under AB 705 and Title 5 requirements for students enrolled in fall 2019. Colleges are <u>required</u> to use this template to evaluate their AB 705 implementation if the following scenario applied at that time:

In fall 2019, your college placed students, who had an educational goal of transfer, degree or certificate requiring transfer-level English or college-level math or quantitative reasoning, and for whom you had high school trancript data, using a local placement model other than the statewide default placement rules<sup>\*</sup>.

If your college used the default placement rules to place all students with high school transcript data, you do not need to complete Tab 4 and can move to Tab 5. If required to enter data for the scenario above, first enter data into Tab 10, Table 10.1, cells B6 and B10:B17 (if you have not done so already), then proceed to Tab 4. Tab 10 is used to calculate the comparison throughput rates for your college disaggregated by ethnicity. If you have developed more than one new placement approach in English or math, they need to be submitted in separate tables. If this is the case, copy Tab 4 and replicate it and submit data for each unique approach. Do not report students placed via a Guided or Self-Placement model in Tab 4; enter them into Tab 6.

## Why Is Evaluation Required under AB 705?

Title 5, § 55522.a.1 and § 55522.a.2, requires California Community Colleges (CCC) to increase the number of students with a goal of transfer to a four-year institution, who enter and complete transfer-level English and mathematics (or quantitative reasoning) courses within one year; and to increase the number of students who enter and complete transfer-level or the required college-level English and mathematics (or quantitative reasoning) course within one year among students with a goal of earning a certificate or a local associate degree. This new regulation seeks to minimize disproportionate impacts on students caused by traditional placement practices. Further, title 5, § 55522.c.ii states that placement methods using localized research must be supported by data and research showing throughput rates at or above those achieved by direct placement into a transfer-level course (or college-level courses where appropriate). Such data and research must be validated within two years of the adoption method.

Further, title 5, § 55522.C.2 states that placement methods shall not authorize placement of students into a remedial sequence or pre-transfer coursework in English or mathematics (or quantitative reasoning) unless the student is highly unlikely to succeed in the college-level or transfer-level course, and enrollment in pre-transfer-level coursework will improve the student's likelihood of completing transfer-level/college-level courses in one year. Title 5, § 55522.c.1.B.ii refers to this scenario as the "throughput rate." The throughput rate is defined here as the percentage of students attempting and successfully completing the college-level or transfer-level English or math course appropriate to a students' education goal with a grade of C or better within a full academic year, including intersessions. For example, if a student started in a math course in the fall term, they would be tracked to completion of the college-level or transfer-level math (or quantitative reasoning) course through the following summer term.

## Which Students Are Included in the Cohort?

Colleges should have planned to collect the data that allow for an evaluation of the throughput rate of students who participated in the scenario listed above compared to similar students who were placed in standalone transfer-level or college-level courses. If changes to course placement do not allow for a comparison group, historical data will need to be used for comparison. For colleges that participated in the Multiple Measures Assessment Project (MMAP), CalPass Plus can provide a retrospective file of students who were previously placed and enrolled at each institution by high school GPA band to use as a comparison.\*\*

Per AB 705, only students who are highly unlikely to succeed in certificate, college-level or transfer-level coursework (appropriate to their educational goal) are allowed to be placed into pre-transfer-level prerequisite courses. **No student outside the lowest high school performance band should be placed into pre-transfer/pre-college level courses.** Therefore, evaluation of the scenario above should focus on students in the lowest band of high school performance. Additionally, the law only applies to certificate or degree- and transfer-seeking students, as defined locally or using a student's informed educational goal. As such, additional filters should be applied to include only these student groups and detailed instructions on creating the cohorts are included under each table on the next tab.

### Footnotes

https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5b6ccfc46d2a73e48620d759/1533857732982/07.18+AB+70 5+Implementation+Memorandum.pdf.pdf

<sup>\*\*</sup> https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/GuidesforImplementingMultipleMeasures/MMAP-Data-Match-Guide-10\_26\_15\_1.pdf and

<sup>\*\*</sup> https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/GuidesforImplementingMultipleMeasures/MMAP\_Prospec tive\_File.pptx.pdf

#### Southwestern College

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

#### Click here for instructions on how to complete the template.

		Та	ble 4.1. English P	lacement Mo	dels for Students i	in the Lowest Hi	gh School GPA Ba	and - Transfer, U	Inknown/Unrep	orted or Degree	Goal			
	Students I Sections Usin	Enrolled in Pre-Tr g Local Placemen Measures	ansfer-Level t Rules or Local	Students En Sections	rolled Directly in with or without a	Transfer-Level Corequisite			Decision Rule			Disproportionate Impa	act (DI) Analysis fo Level	or Pre-Transfer
English - Lowest High School GPA Performance Band with an Educational Goal of Transfer, Unknown/Unreported or Degree	1. Total Enrolled	2. Subtotal Who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal Who Completed Transfer-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	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			63.9%	Statewide		Conditional			
African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown														
		т	able 4.2. SLAM N	1ath Placemer	nt Models for Stud	dents in the Low	est High School G	PA Band - Trans	sfer and Unknov	vn/Unreported	Goal			
	Students I Sections usin	Enrolled in Pre-Tr g Local Placemen	ansfer-Level t Rules or Local	Students En	rolled Directly in Sections	Transfer-Level			Decision Rule			Disproportionate Impa	act (DI) Analysis fo Level	or Pre-Transfer
SLAM Math - Lowest High School GPA Performance Band with a Transfer 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	51		3.9%	50	15	30.0%	-26.1%	59.6%	Statewide	FALSE	Conditional			
African American Asian Filipino			0.0%			100.0% 0.0%	-100.0%					Action needed Action needed	0.00	TRUE
Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander	46		4.3%	46	14	30.4% 0.0%	-26.1%					No substantive DI	1.11	FALSE
White Non-Hispanic Unknown			0.0% 0.0%			0.0%	0.0%					Action needed Action needed	0.00 0.00	TRUE TRUE

			Tab	le 4.3. SLAM N	1ath Placement N	lodels for Stude	nts in the Lowest	High School GP	A Band - Degree	e Goal				
	Students Enro using Local Pla	lled in Pre-Colleg acement Rules or	e-Level Sections Local Measures	Students En	rolled Directly in Sections	College-Level			Decision Rule			Disproportionate Impa	ct (DI) Analysis f Level	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)	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%			23.1%	-23.1%	36.4%	Statewide	FALSE	Conditional			
African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown			0.0% 0.0% 0.0%	12		25.0% 0.0%	-25.0% 0.0%					No substantive DI No substantive DI No substantive DI No substantive DI		FALSE FALSE FALSE FALSE
		Ta	able 4.4. B-STEM	Math Placeme	nt Models for Stu	dents in the Low	est High School	GPA Band - Tran	sfer and Unkno	wn/Unreported	Goal		. (51)	
	Students I Sections usin	Enrolled in Pre-Tr g Local Placemen Measures	ansfer-Level It Rules or Local	Students En	Sections	Transfer-Level			Decision Rule			Disproportionate Impa	ct (DI) Analysis f Level	or Pre-Transfer
B-STEM Math - Lowest High School GPA Performance Band with a 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	85	0	0.0%	115	33	28.7%	-28.7%	49.6%	Local	FALSE	Conditional			
African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander	66		0.0% 0.0% 0.0% 0.0%	101	28	100.0% 42.9% 27.7% 25.0%	-100.0% -42.9% -27.7% -25.0%					No substantive DI No substantive DI No substantive DI No substantive DI No substantive DI		FALSE FALSE FALSE FALSE FALSE
Unknown			0.0%			0.0%	0.0%					No substantive DI		FALSE
	·													
	Students Enro using Local Pla	lled in Pre-Colleg acement Rules or	e-Level Sections Local Measures	Students En	rolled Directly in Sections	College-Level	nts in the Lowes	t High School G	PA Band - Degre	e Goal		Disproportionate Impa	ct (DI) Analysis f	or Pre-Transfer
B-STEM Math - Lowest High School GPA Performance Band with a Degree Goal	1. Total Enrolled	2. Subtotal who Completed College-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed College-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	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%			10.0%	-10.0%	33.5%	Statewide	FALSE	Conditional	1		
Atrican American Asian Filipino Hispanic Native American/Alaskan Native			0.0% 0.0%			0.0% 0.0% 12.5%	0.0% -12.5%					No substantive DI No substantive DI		FALSE FALSE
Multi-Ethnicity Pacific Islander			0.0%									No substantive DI		FALSE
White Non-Hispanic Unknown			0.0%									No substantive DI		FALSE

	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 egal of certificate degree and/or transfer (transfer also includes unknown/unreported educational egals). If end of term data is
	transfer level.
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
Completed Transfer-Level Course within One Year:	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 course through the following summer term.
Columns 3 and 6 - Throughput Rate:	These columns show the percentage of students who successfully completed (C or higher) a transfer-level (or college-level) course within one year. To calculate the throughput rate, divide Column 2 by Column 1 and Column 5 by Column 4 (respectively).
Column 7 - Throughput Rate:	Differences: [insert definition; is missing from this tab]
Column 8 - Statewide Comparison Throughput Rate:	See "Tab 10. Methodology" for more details.
Column 9 - Statewide or Local Comparison Rate Used:	Depending on overall sample size in Column 5; see "Tab 10. Methodology" for more details.
Column 10 - Maximize Throughput?:	This column determines if the local model maximized throughput when compared to the statewide or local throughput rate, per the requirements of AB 705. FALSE means model does NOT maximize throughput, whereas TRUE means model maximizes throughput.
Column 11 - Decision Conditional on Sample Size?:	Based on overall sample size in Column 5; if below a sample size of 100, decision is conditional on statewide throughput rate; if sample size is above 100, decision is not conditional on statewide throughput rate, but is based on local throughput rate.
Column 12 - Disproportionate Impact (DI) Action Level:	If either Column 13 or 14 fall below threshold, then consider action; when both columns fall below threshold, then action is needed. If neither column fall below threshold, then there is no substantive DI. DI is still displayed even if model does not maximize throughput.
Column 13 - DI Present (PI, if value<.80):	The proportionality index addresses the question, "If a subgroup of students represents 45% of the student body, does that subgroup also represent at least 45% of the students who achieve a specific educational outcome?" A proportionality index of 1.00 indicates that a group's representation among those achieving an educational outcome is identical to that group's representation in the student population. In contrast, a Pl value of less than 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 Pl value of less than 1.00 indicates that a group's representation among those achieving an educational outcome is identical to that group's representation. 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.

# When Are Colleges Required to Complete This Template?

This evaluation template is intended for colleges to evaluate their Guided or Self-Placement (GSP) model under AB 705 and Title 5 requirements. Colleges are required to use this template to evaluate their AB 705 implementation if any of the following scenarios apply to their GSP model. In fall 2019 did your college use a guided or self-placement process that:

1 Placed students who have an educational goal of transfer into a pre-transfer-level course.

- 2 Placed students who have an educational goal of degree into a pre-degree-level course.
- 3 Placed students who have usable high school performance data available.
- <sup>4</sup> Incorporated sample problems or assignments, assessment instruments, or tests, including those designed for skill assessment.

Requested students to solve problems, answer curricular questions, present demonstrations/examples of

5 course work designed to show knowledge or mastery of prerequisite skills, or demonstrate skills through tests or surveys.

If your college's GSP model does not fall into any of the four scenarios above, you do not need to complete Tab 6. You only need to provide data for the scenarios that apply to your college. If required to enter data for any of the four scenarios above, first enter data into Tab 10, Table 10.1, cells B6 and B10:B17, if you have not done so already, then proceed to Tab 6. Tab 10 is used to calculate the comparison throughput rates for your college disaggregated by ethnicity.

## Why Is Evaluation Required Under AB 705?

Title 5, § 55522.a.1 and § 55522.a.2, requires California Community Colleges (CCC) to increase the number of students with a goal of transfer to a four-year institution, who enter and complete transfer-level English and mathematics (or quantitative reasoning) courses within one year; and to increase the number of students who enter and complete transfer-level or the required college-level English and mathematics (or quantitative reasoning) course within one year among students with a goal of earning a certificate or a local associate degree. This new regulation seeks to minimize disproportionate impacts on students caused by traditional placement practices. Further, title 5, § 55522.c.ii states that placement methods using localized research must be supported by data and research showing throughput rates at or above those achieved by direct placement into a transfer-level course (or college-level courses where appropriate). Such data and research must be validated within two vears of the adoption method.

Further, title 5, § 55522.C.2 states that placement methods shall not authorize placement of students into a remedial sequence or pre-transfer coursework in English or mathematics (or quantitative reasoning) unless the student is highly unlikely to succeed in the college-level or transfer-level course, and enrollment in pre-transfer-level coursework will improve the student's likelihood of completing transfer-level/college-level courses in one year. Title 5, § 55522.c.1.B.ii refers to this scenario as the "throughput rate." The throughput rate is defined here as the percentage of students attempting and successfully completing the college-level or transfer-level English or math course appropriate to a students' education goal with a grade of C or better within a full academic year, including intersessions. For example, if a student started in a math course in the fall term, they would be tracked to completion of the college-level or transfer-level math (or quantitative reasoning) course through the following summer term.

Chancellor's Office guidance on guided and self placement defines guided placement as: A process by which students choose tool used to encourage a student to reflect on his or her academic history and educational goals that may include the student evaluating their familiarity and comfort with topics in English or mathematics. After completing the process, students will receive their course placement. It also defines self placement as the process in which a student chooses their placement after consideration of the self-assessment survey results and other relevant factors. Survey results may culminate in course recommendations, but not placement. This survey may be part of the college's student onboarding process.

# Which Students Are Included in the Cohort?

Colleges should have planned to collect the data that allow for an evaluation of the throughput rate of students who participated in the four scenarios listed above compared to similar students enrolled directly in standalone transfer-level or college-level courses. If changes to course placement do not allow for a comparison group, historical data will need to be used for comparison. For colleges that participated in the Multiple Measures Assessment Project (MMAP), CalPass Plus can provide a retrospective file of students who were previously placed and enrolled at each institution by high school GPA band to use as a comparison.\*

Per AB 705, colleges are required to evaluate the four scenarios above for all student groups, therefore the tables are broken out into three groups: (1) students in the lowest high school GPA band, (2) students with unknown GPA, and (3) students in All Other GPA Bands. Additionally, the law applies to certificate, degree- and transfer-seeking students, as defined locally or using a student's informed educational goal. As such, additional filters should be applied to include only these student groups and detailed instructions on creating the cohorts are included under each table on Tab 6.

### Footnotes

https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/GuidesforImplementingMultipleMeasures/MMAP-Data-Match-Guide-10\_26\_15\_1.pdf and https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/GuidesforImplementingMultipleMeasures/MMAP\_Prospec tive\_File.pptx.pdf

#### Southwestern College

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

### Click here for instructions on how to complete the template.

			Table 6.1. Engl	ish - Guided o	r Self Placement	- Lowest High Sch	ool GPA Band	- Transfer, Unkı	nown/Unreport	ed or Degree Go	al			
	Students E Sections af	nrolled in Pre-Tr ter Guided or Se	ransfer-Level elf Placement	Students En	rolled Directly in Sections	Transfer-Level						Disproportiona	ite Impact (DI) Ar	nalysis
English - Lowest High School GPA Performance Band with an Educational Goal of A25	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	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%	1	1	100%	-100%	36%	Statewide	FALSE	Conditional			
African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown						100%								
			Table 6.2	English - Guio	ded or Self Placer	ment - Unknown	High GPA - Trar	nsfer, Unknown	/Unreported or	Degree Goal				
	Students E Sections af	nrolled in Pre-Tr ter Guided or Se	ransfer-Level elf Placement	Students Pl	aced Directly in T Sections	ransfer-Level						Disproportiona	ite Impact (DI) Ar	nalysis
English - High School GPA Unknown with an Educational Goal of Transfer, Unknown/Unreported or Degree	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall			0%	110	95	86%	-86%	63.9%	Local	FALSE	Conditional			
African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hispanic			0%	10 83	74	67% 80% 89% 100% 33%	-89%							
Unknown						80%								

Building Section and Proceeding of an Proceeding Section of Transfer Locate Received and Proceeding Section and Proceeding Section of Transfer Locate Received Action of Transfer Locate Received Action of Transfer Locate Received Action of Transfer Locate Received Action of Transfer Locate Received Action of Transfer Locate Received Action of Transfer Locate Received Action of Transfer Locate Received Action of Transfer Locate Received Action of Transfer Locate Received Action of Transfer Locate Received Action of				Table 6.3.	English - Guid	ed or Self Placen	nent - All Other (	GPA bands - Tra	nsfer, Unknowr	n/Unreported or	r Degree Goal					
Date Hull Notion (LAN)         1. Yould 2. Jakked 3. Throughout A. 1. Transfor A. Throughout A. 1. Statewide 3. Advances 3. In Cention 2.12. Of Advances 3. In Cention 2.12. Of Advances 3. In Cention 3.12. Of Advances 3. In		Students E	Enrolled in Pre-Tra	ansfer-Level	Students Pla	aced Directly in T Sections	ransfer-Level						Disproportion	ate Impact (DI) Ar	nalysis	
Operation         Particip	English - All Other High School GPA Bands Students with an Educational Goal of Transfer, Unknown/Unreported or Degree	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year**	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)	
Affair         Affair<	Overall			0%	30	20	67%	-67%	66.5%	Statewide	FALSE	Conditional				
Timpion Migranic Missies Amarian Missies Amarian Missies Amarian Missies Amarian Missies Amarian Missies Missies Missies Amarian Missies Missie	African American Asian			0%									No substantive DI		FALSE	
Nie warden keine Ander Jahren Antere Mater Schlicher Weiter Keine Higenich Unterennen Weiter Keine Higenich Unterennen Keine Mater Jahren Verweit Weiter Keine Higenich Unterennen Keine Mater Jahren Verweit Weiter Keine Higenich Weiter Keine	Filipino			0%			0%	0%					No substantive DI		FALSE	
Name:         Name: <th< td=""><td>Hispanic</td><td></td><td></td><td>0%</td><td>25</td><td>16</td><td>64%</td><td>-64%</td><td></td><td></td><td></td><td></td><td>No substantive DI</td><td></td><td>FALSE</td></th<>	Hispanic			0%	25	16	64%	-64%					No substantive DI		FALSE	
Unincom         Table 6         Unincom         Table 6         Unincom         Disproprio         Dispropri         Disproprio         Disproprio	Native American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hispanic						100%									
Table 6.4. SLAM Math - Guided or Self Placement - Lowerst High School GPA Band - Tranfer and Unknown/Unreported Goal         Students Fonolided in Portransfer-Level SLAM Math - Lowerst High School CPA Band With an Education of Cool of Tranfer       Students Fonolige Mathematic Band Mathematic Education of Cool of Tranfer       Disproportionation in Revel Band Mathematic Completed Transfer-Level       Disproportionation in Revel Band Mathematic Completed Transfer-Level       Disproportionation in Revel Band Mathematic Sample Size?       Disproportionation in Revel Band Mathematic Ma	Unknown															
Students functed in Fre-Transfer-Level         Disproprotinuite Impact (D) Analysis           Students functed of Self Piscement         Disproprotinuite Impact (D) Analysis           Students functed of Self Piscement         Disproprotinuite Impact (D) Analysis           Students functed of Self Piscement         Disproprotinuite Impact (D) Analysis           Students functed of Self Piscement         Disproprotinuite Impact (D) Analysis           Students functed of Self Piscement         Disproprotinuite Impact (D) Analysis           Completed         Throughput A Throughput A Throughput C Throughput C Completed Transfer-Level Course within         Completed Transfer Level         Disproprotinuite Impact (D) Analysis           Overall         Course within One Vera**         Disproprotinuite Impact (D) Analysis           Disproprotinuite Impact (D)         Disproprotinuite Impact (D) Analysis           Course within One Vera**         Disproprotinuite Impact (D) Analysis           Disproprotinuite Impact (D)         Disproprotinuite Impact (D) Analysis           Disproprotinuite Impact (D)         Disproprotinuite Impact (D) Analysis           Disproprotimpact Impact (D)         Disproprotinuite				Table 6.4. SLA	M Math - Gui	ded or Self Place	ment - Lowest Hi	igh School GPA	Band - Transfer	r and Unknown/	/Unreported Goa	ıl				
Operation         Sections		Students E	nrolled in Pre-Tra	ansfer-Level	Students Pla	aced Directly in T	ransfer-Level						Disproportion	ate Impact (DI) Ar	nalysis	
skum numer Lowest High School (BPA Efformance Same Muth an Exolution 1, Troughpurt 4, Total 5, Subtoid 5, Throughpurt 4, Troughpurt 4, Troughp		Sections a	fter Guided or Sel	If Placement		Sections								40.01-	44.815	
Conversion       Conversion       Completed       more completed       Completed Transfer Level Course within One Year*       Other Serversion       Completed (based on sample size)       Introduction (based on sample size)       (1) // (1) /	SLAM Math - Lowest High School	1. Total Enrolled	2. Subtotal	3. Throughput	4. Total Enrolled	5. Subtotal	6. Throughput	7. Throughput	8. Statewide	9. Statewide	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present	
Normalization     Transfer-Level Course within One Year     Transfer-Level Course within One Year**     Fase Course within Done Year**     Rate Course within Done Year*     Rate Course within Done Year*     Rate Course within Done Year*     Rate Course within Done Year*     Rate Course within Done Year**     Rate Course within Done Year*     Rate Course within Done Year**     Rate Course within Done Year**     Rate Course within Done Year**     Rate Course within Done Year**     Rate Course within Done Year*     Rate Course within Done Year**     Rate Course within Done Year*     Rate Course within Done Year     Rate Differences     Rate Pace Year     Rate Differences     Rate Pace Year     Rate Differences     Rate Pace Year     Rate Pace Year     Rate Differences     Rate Pace Year	Educational Goal of Transfer	Enroneu	Completed	Nate	Enroneu	Completed	Rate	Differences	Throughput	Comparison	moughput	Sample Size?		(FI, II value<.80)	(FFG-1)	
Our eventOur eventOre YearCourse within sample sizeRueConditional sample sizeOreallStatewideTRUEConditional sample sizeRueConditional sample sizeOreallStatewideStatewideRueConditional sample sizeStatewideRueConditional sample sizeOreallStatewideStatewideRueStatewideRueConditional sample sizeStatewideRueConditional sample sizeOreallStatewideSt			Transfer-Level			Transfer-Level			Rate	Rate Used				· · · · · <b>,</b>		
One YearOne Year*sample size)OverallArican American Asian Asian Asian Multi-Ethinkity Unknown $IUUY_{intermetten}/Alaskan NativeMulti-EthinkityUnknownIUUY_{intermetten}/Alaskan NativeMulti-EthinkityUnknownIUUY_{intermetten}/Alaskan NativeMulti-EthinkityUnknownIUUY_{intermetten}/Alaskan NativeMulti-EthinkityIUUY_{intermetten}/Alaskan NativeMulti-EthinkityUnknownIUUY_{intermetten}/Alaskan NativeMulti-EthinkityIUUY_{intermetten}/Alaskan NativeMulti-Ethin$			Course within			Course within				(based on						
Operall       IDD/S       22%       Statewide       TRUE       Conditional         African American Alaskan Native Multi-Ethnicity Paefic Islander       IDD/S       22%       Statewide       TRUE       Conditional         Number Networks Analyse Multi-Ethnicity Paefic Islander       IDD/S       22%       Statewide       TRUE       Conditional         Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement - Unknown High School GPA - Transfer and Unknown/Unreported Goal       Disproportionate Impact (DI) Analysis         Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement - Unknown High School GPA - Transfer and Unknown/Unreported Goal       Disproportionate Impact (DI) Analysis         Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement - Unknown High School GPA - Transfer and Unknown/Unreported Goal       Disproportionate Impact (DI) Analysis         Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement - Unknown High School GPA - Transfer and Unknown/Unreported Goal       10 Maximite 11. Decision (Placement - Completed Transfer-Level Course within One Year**       Statewide Differences       9. Statewide Differences       10. Maximite 11. Decision (Placement - Completed Transfer-Level Course within One Year**       10. Maximite Biologic Completion - Completed Transfer-Level Course within One Year**       10. Maximite Biologic Completion - Completed Transfer-Level Course within One Year**       10. Maximite Biologic Completion - Completed Transfer-Level Course within One Year**       10. Maxim			One Year			One Year**				sample size)						
African American Asian Filipino Hispanic Uninkown       Student Errolled in Per Transfer Level White Non-Hispanic Uninkown       Students Errolled in Per Transfer Level Students Errolled in Per Transfer Level Sections after Guide of Self Placement - Unknown High School GPA - Transfer and Unknown/Unreported Goal Sections after Guide of Self Placement - Unknown High School GPA - Transfer and Unknown/Unreported Goal Sections after Guide of Self Placement - Unknown High School GPA - Transfer and Unknown/Unreported Goal of Transfer and Unknown High School of GPA with a Educational Goal of Transfer and Unknown/Unreported       1. Total 2. Subtrati 3. Throughput Multi-Enhicity White Non-Hispanic Unknown       Students File Sections after Guide of Self Placement - Unknown High School GPA - Transfer and Unknown/Unreported Goal of Transfer and Unknown/Unreported       12. Di Action Level Sections after Guide of Self Placement Sections after Guide of Self Placement Sections       8. Statewide who Rate       9. Statewide Rate       9. Statewide Rate       10. Maximize Rate       11. Decision Transfer Jevel Rate       11. Decision Sample Size       12. Di Action Level (Pi, If (Pi, If (PFG-1) value<-28)	Overall						100%		22%	Statewide	TRUE	Conditional				
Asian Hispanic Mitore American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown/ Multi-Ethnicity Pacific Islander Students Enrolled in Pre-Transfer-Level Students Enrolled in Pre-Transfer-Level Compreted Transfer-Level Compreted Scienter Sci	African American						100%									
Filipino Hypanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hipanic Unknown     Image: Students Enrolled in Pre-Transfer-Level Students Enrolled in Pre-Transfer-Level Sections affer Guided or Self Placement - Unknown High School GPA - Transfer and Unknown/Unreported Goal     Image: Students Enrolled in Pre-Transfer-Level Students Enrolled in Pre-Transfer-Level Students Enrolled in Pre-Transfer-Level Students Enrolled in Pre-Transfer-Level Students Enrolled who Rate     Students Enrolled in Pre-Transfer-Level Students Enrolled who Rate     Students Enrolled in Pre-Transfer-Level Students Enrolled who Rate     Statewide Procupation     9. Statewide Statewide Differences Rate     9. Statewide Statewide Nor Local     10. Maxime Statewide Statewide Nor Local     10. Maxime Statewide Statewide Completed     10. Maxime Statewide Statewide Nor Local     10. Maxime Statewide Statewide Nor Local     10. Maxime Statewide Statewide Nor Statewide Nor Local     10. Analysis       Overall     26     1. Total Completed     3. Throughput Who Rate     6. Throughput Pre-Statewide Nor Local     9. Statewide Statewide Nor Statewide Nor Local     10. Maxime Statewide Nor Statewide Nor Local     10. Analysis       Overall     26     12. Nor Level Nor Verative Nor V	Asian															
Inspanic Multi-Ethnicity Partific Islander White Non-Hispanic Unknown Students Enrolled in Pre-Transfer-Level Students Enrolled in Pre-Transfer-Level Students Enrolled in Pre-Transfer-Level Students Enrolled in Self Placement Students Placed Directly in Transfer-Level Students Placed Directly in Transfer-Level Completed Transfer-Level Completed Transfer-Level Completed Transfer-Level Course within One Year** One Year* Students Placed Directly in Transfer-Level Students Place Directly in Transfer-Level Students Pla	Filipino						100%									
Pacific Islander White Non-Hispanic Unknown White Non-Hispanic Unknown White Non-Hispanic Unknown White Non-Hispanic Unknown White Non-Hispanic Unknown White Non-Hispanic Unknown White Non-Hispanic Unknown White Non-Hispanic Unknown White Non-Hispanic Unknown Unk	Native American/Alaskan Native Multi-Ethnicity						100%									
White Non-Hispanic Unknown       Table 6.5       Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement       Students Placed Directly in Transfer-Level Sections after Guided or Self Placement       Students Placed Directly in Transfer-Level Sections after Guided or Self Placement       Students Placed Directly in Transfer-Level Sections after Guided or Self Placement       Students Placed Directly in Transfer-Level Sections after Guided or Self Placement       Students Placed Directly in Transfer-Level Sections after Guided or Self Placement       Students Placed Directly in Transfer-Level Sections after Guided or Self Placement       Students Placed Directly in Transfer-Level Comparison       Statewide or Local       9. Statewide Or Local       10. Maximize Transfer-Level Compresent Nhroughput?       11. Decision Compresent Comparison       12. DI Action Level Sample Size?       13. DI Present (Pl, if (Pl, if (PPG-1)       14. DI Present (Pl, if (PPG-1)         Overall       26       12%       18       17       94%       -83%       59.6%       Statewide Sample Size?       Sample Size?       Value<-80)	Pacific Islander															
Sindeminion         Table 6.5. SLAM Math - Guided or Self Placement       Unknown High School GPA - Transfer and Unknown/Unreported Goal         Disproportionate Impact (DI) Analysis         Students Enrolled or Self Placement       Students Placed Directly in Transfer-Level Sections after Guided or Self Placement       Disproportionate Impact (DI) Analysis         Students Enrolled or Self Placement       Students Placed Directly in Transfer-Level Completed       Disproportionate Impact (DI) Analysis         Students Enrolled or Self Placement       Students Anolyse       9. Students Incoughput 7. Throughput 8. Statewide 9. Statewide 0 or Local Comparison o	White Non-Hispanic															
Students Enrolled in Pre-Transfer-Level       Students Enrolled in Pre-Transfer-Level       Disproportionate Impact (DI) Analysis         Students Enrolled in Pre-Transfer-Level       Students Enrolled in Pre-Transfer-Level       Disproportionate Impact (DI) Analysis         Completed       Subtotal 3. Throughput 7. Throughput 7. Throughput 7. Throughput Comparison       On total       13. DI Present 14. DI Present (PP. If         Transfer-Level       Completed       Completed       Completed       Disproprionate Impact (DI) Analysis         One Year       Completed       Completed <th col<="" td=""><td>UNKNOWN</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></th>	<td>UNKNOWN</td> <td></td>	UNKNOWN														
Students stridied in Pier Parsier-Level       Students stridied or Self Placement       Sections       Sections after Guided or Self Placement       Sections       Sectio		Chudanta	unalladia Das Ta	Table 6.5. SI	AM Math - G	uided or Self Plac	ement - Unknov	vn High School (	GPA - Transfer a	ind Unknown/U	Inreported Goal		Discuss action		- husta	
SLAM Math - Unknown High School       1. Total       2. Subtotal       3. Throughput       4. Total       5. Subtotal       6. Throughput       Rate       Rate       0       0       10. Maximize       11. Decision       12. DI Action Level       13. DI Present       14. DI Present         GPA with an Educational Goal of       Transfer-Level       Completed       Transfer-Level       Differences       Differences       Throughput       8. Statewide       9. Statewide       10. Maximize       11. Decision       12. DI Action Level       13. DI Present       14. DI Present         Transfer-Level       Completed       Transfer-Level       Differences       Differences       Throughput       8. Statewide       9. Statewide       0. Maximize       11. Decision       12. DI Action Level       13. DI Present       14. DI Present         Overall       26       12%       18       17       94%       -83%       59.6%       Statewide       0. Maximize       10. Maximize       10. Diversion       14. DI Present		Sections a	fter Guided or Sel	ansfer-Level If Placement	Students Pla	Sections	ransfer-Level						Disproportion	ate impact (DI) Ar	alysis	
GPA with an Educational Goal of Transfer and Unknown/Unreported Transfer-Level Course within One Year       Rate Completed Transfer-Level Course within One Year**       Rate Completed Transfer-Level Course within One Year**       Rate Completed Transfer-Level Course within One Year**       Comparison Rate Used (based on sample size)       Throughput Sample Size?       Conditional on Sample Size?       (PI, if yalue<.80)       (PPG-1)         Overall       26       12%       18       17       94%       -83%       59.6%       Statewide       FALSE       Conditional on Sample Size?       Action needed       0.00       TRUE         Arican American Asian Filipino       0%       13       12       92%       -80%       Interview       Interview       Action needed       0.00       TRUE         Hispanic Native American/Alaskan Native Whith On-Hispanic       16       13%       13       12       92%       -80%       Interview       Interview       Action needed       0.00       TRUE         Pacific Islander White Non-Hispanic       0%       Interview       -100%       -100%       Interview       Interview       Action needed       0.00       TRUE         Action needed       0.00       TRUE       Interview       -100%       -100%       Interview       Interview       Action needed       0.00       TRUE	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	
Transfer and Unknown/Unreported     Completed     Completed     Differences     Throughput     Comparison     Sample Size?     value<.80)       Transfer-Level Course within One Year     Transfer-Level Course within One Year     Course within One Year     Course within One Year     Sample Size?     Value<.80)	GPA with an Educational Goal of	Enrolled	who	Rate	Enrolled	who	Rate	Rate	Comparison	or Local	Throughput?	Conditional on		(PI, if	(PPG-1)	
Transfer-Level Course within One Year       Transfer-Level Course within One Year**       Rate Rate Used (based on sample size)         Overall       26       12%       18       17       94%       -83%       59.6%       Statewide       FALSE       Conditional         African American Asian Filipino       0%       100%       -100%       -100%       -100%       -100%       Action needed       0.00       TRUE         Native American/Alaskan Native Multi-Ethnicity       16       13%       13       12       92%       -80%       -10%       -10%       No substantive DI       1.08       FALSE         Native American/Alaskan Native Multi-Ethnicity       0%       100%       -100% <td< td=""><td>Transfer and Unknown/Unreported</td><td></td><td>Completed</td><td></td><td></td><td>Completed</td><td></td><td>Differences</td><td>Throughput</td><td>Comparison</td><td></td><td>Sample Size?</td><td></td><td>value&lt;.80)</td><td></td></td<>	Transfer and Unknown/Unreported		Completed			Completed		Differences	Throughput	Comparison		Sample Size?		value<.80)		
Course within     Cour			Transfer-Level			Transfer-Level			Rate	Rate Used						
Overall     26     12%     18     17     94%     -83%     59.6%     Statewide     FALSE     Conditional       African American Asian     0%     10%     -100% <td></td> <td></td> <td>Course Within</td> <td></td> <td></td> <td>One Vear**</td> <td></td> <td></td> <td></td> <td>(based on sample size)</td> <td></td> <td></td> <td></td> <td></td> <td></td>			Course Within			One Vear**				(based on sample size)						
Overall         26         12%         18         17         94%         -83%         59.6%         Statewide         FALSE         Conditional           Africa American         0%         10%         -100%			one real			She rear				5311pic 51201						
Arrican American       0%       100%       -100%       Action needed       0.00       TRUE         Asian       0%       100%       -100%       -100%       Action needed       0.00       TRUE         Filipino       0%       100%       -100%       -100%       Action needed       0.00       TRUE         Filipino       0%       13       12       92%       -80%       No substantive DI       1.08       FALSE         Native American/Alaskan Native       0%       100%       -100%       -100%       Action needed       0.00       TRUE         Pacific Islander       0%       100%       -100%       -100%       Action needed       0.00       TRUE         White Non-Hispanic       0%       0%       100%       -100%       -100%       Action needed       0.00       TRUE         Ustroamer       0%       0%       100%       -100%       -100%       Action needed       0.00       TRUE         Variance       0%       0%       100%       -100%       -100%       Action needed       0.00       TRUE         Ustroamer       0%       0%       0%       -100%       -100%       Action needed       0.00       TRUE	Overall	26		12%	18	17	94%	-83%	59.6%	Statewide	FALSE	Conditional	A strain in a select	0.00	TOUL	
Action needed       0.00       TRUE         Filipino       16       13%       13       12       92%       -80%       No substantive DI       1.08       FALSE         Native American/Alaskan Native       Multi-Ethnicity       0%       100%       -100%       -100%       Action needed       0.00       TRUE         Pacific Islander       0%       100%       -100%       -100%       Action needed       0.00       TRUE         White Non-Hispanic       0%       100%       -100%       -100%       -100%       Action needed       0.00       TRUE         Usbrown       0%       100%       -10	African American Asian			0%			100%	-100%					Action needed	0.00	IRUE	
Hispanic 16 13% 13 12 92% -80% No substantive DI 1.08 FALSE Native American/Alaskan Native DI 1.08 FALSE Multi-Ethnicity 0% 100% -100% Action needed 0.00 TRUE Pacific Islander 0% 0% - 100% -100% Action needed 0.00 TRUE	Filipino			0%			100%	-100%					Action needed	0.00	TRUE	
Native American/Alaskan Native     Native American/Alaskan Native     Action needed     0.00     TRUE       Multi-Ethnicity     0%     100% -100%     Action needed     0.00     TRUE       Pacific Islander     0%     Action needed     0.00     TRUE       White Non-Hispanic     0%     Action needed     0.00     TRUE       Uktronume     50%     No substantive DU     4.23     FAUSE	Hispanic	16		13%	13	12	92%	-80%					No substantive DI	1.08	FALSE	
Pacific Islander 0% Action needed 0.00 TRUE	Native American/Alaskan Native Multi-Ethnicity			0%			100%	-100%					Action needed	0.00	TRUE	
write won-rispanic 0% Action needed 0.00 TRUE	Pacific Islander			0.01									A set and set and set of	0.00	TOUL	
	White Non-Hispanic Unknown			0% 50%									No substantive D	4 33	FAISE	

			Table 6.6. S	LAM Math - G	uided or Self Plac	cement - All Othe	er High School G	PA - Transfer a	nd Unknown/U	nreported Goal				
	Students E Sections af	nrolled in Pre-Tra fter Guided or Sel	ansfer-Level f Placement	Students Pla	aced Directly in T Sections	ransfer-Level						Disproportiona	ite Impact (DI) Ar	alysis
SLAM Math - All Other High School GPA with an Educational Goal of Transfer and Unknown/Unreported	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%			43%	-43%	60.0%	Statewide	FALSE	Conditional			
African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown			0%			50%	-40%							
				Table 6 7 SI	AM Math - Guide	d or Self Placem	ent - Lowest Hig	h School GPA B	and - Degree G	oal				
	Students I Sections af	Enrolled in Pre-Co fter Guided or Sel	ollege-Level f Placement	Students Pl	laced Directly in (	College-Level	ent Lowesting					Disproportiona	ite Impact (DI) Ar	alysis
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 Educational Goal of Degree	Enrolled	who Completed College-Level Course within One Year	Rate	Enrolled	who Completed College-Level Course within One Year**	Rate	Rate Differences	Comparison Throughput Rate	or Local Comparison Rate Used (based on sample size)	Throughput?	Conditional on Sample Size?		(PI, if value<.80)	(PPG-1)
Overall	0	0		0	0			12%	Statewide		Conditional			
African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown														
				Table 6.8. SLAI	M Math - Guided	or Self Placeme	nt - High School	GPA Band Unk	nown - Degree (	Goal				
	Students Enr after G	olled in Pre-Colle Guided or Self-Pla	ge-Level Level cement	Students Pl	laced Directly in Sections	College-Level						Disproportiona	ite Impact (DI) Ar	alysis
SLAM Math - Unknown High School GPA with an Educational Goal of Degree	1. Total Enrolled	2. Subtotal who Completed College-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed College-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	2	0	0%	9	2	22%	-22%	36.4%	Statewide	FALSE	Conditional			
African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander			0%			0% 100% 20% 0%						No substantive DI		FALSE
White Non-Hispanic			01/									No substantius D		FALCE
Unknown			0%									No substantive DI		FALSE

Standard Envirole         Descentional and Proceedings Linking					Table 6.9. SLAI	M Math - Guided	or Self Placemer	nt - All Other Hi	gh School GPA E	Bands - Degree (	Goal				
Link Holdsmithy Glance         Disclose Later United and State Transmitted         3.5.0001         Science 1.5.0000         Science 1.5.00000         Science 1.5.00000         Science 1.5.00000         Science 1.5.00000         Science 1.5.000000         Science 1.5.000000         Science 1.5.000000         Science 1.5.000000         Science 1.5.000000         Science 1.5.000000         Science 1.5.0000000         Science 1.5.0000000         Science 1.5.0000000         Science 1.5.0000000 <t< td=""><td></td><td>Students E</td><td>Inrolled in Pre-Co</td><td>ollege-Level</td><td>Students Pl</td><td>laced Directly in (</td><td>College-Level</td><td></td><td></td><td></td><td></td><td></td><td>Disproportiona</td><td>te Impact (DI) Ana</td><td>alysis</td></t<>		Students E	Inrolled in Pre-Co	ollege-Level	Students Pl	laced Directly in (	College-Level						Disproportiona	te Impact (DI) Ana	alysis
Unit Notifier         Line State         Line		Sections af	ter Guided or Sel	Placement		Sections									
Detect         Process         Process <th< td=""><td>SLAM Math - All Other High School GPA Bands with an Educational Goal of Degree</td><td>1. Total Enrolled</td><td>2. Subtotal who Completed College-Level Course within One Year</td><td>3. Throughput Rate</td><td>4. Total Enrolled</td><td>5. Subtotal who Completed College-Level Course within One Year</td><td>6. Throughput Rate</td><td>7. Throughput Rate Differences</td><td>8. Statewide Comparison Throughput Rate</td><td>9. Statewide or Local Comparison Rate Used (based on sample size)</td><td>10. Maximize Throughput?</td><td>11. Decision Conditional on Sample Size?</td><td>12. DI Action Level</td><td>13. DI Present (PI, if value&lt;.80)</td><td>14. DI Present (PPG-1)</td></th<>	SLAM Math - All Other High School GPA Bands with an Educational Goal of Degree	1. Total Enrolled	2. Subtotal who Completed College-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed College-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Michan Amerikan Balan Biplion Biplion Biplion Biplion Biplion Biplion Biplion Biplion Biplion Biother Michael Analysis Biblion Biother Michael Analysis Biblion Biother Michael Analysis Biblion Biother Michael Analysis Biblion Biother Michael Analysis Biblion Bipl	Overall	0	0		1	0	0%		36.6%	Statewide	TRUE	Conditional			
Table 6.10. B-STEM Math. Guided or Self Placement - Lowest High School GPA Band Transfer and Unknown/Unreported Geal       Disproportionate Impact (D) Analysis         Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement - Lowest High School GPA Band Transfer and Unknown/Unreported Geal       2.01 Action Level 10.01 Analysis       2.01 Action Level 11.0 Ecition       12.01 Action Level 12.01 Action Level 13.01 Present 14.01 Present 4.004 Color Transfer and Unknown/Unreported Geal       10.01 Analysis         After American Guides within Course within Co	African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown						0%								
Students Frontled in Pre-Transfer-Level         Disproportionate impact (Di) Analysis           Sections after Guided or Self Frazement Sections         Disproportionate impact (Di) Analysis           Students Frontled in Pre-Transfer-Level Completed Transfer-Level Completed Transfer-Level Course within One Year         Students Frontlem II. Decision Troncephort Completed Transfer-Level Course within One Year         Offer constance Completed Transfer-Level Course within One Year         Offer constance Transfer-Level Course within One Year         Disproportionate Impact (DI) Analysis           Versill         Offer constance Course within One Year         Offer constance Transfer-Level Course within One Year         Disproportionate Impact (DI) Analysis           Versill         Offer constance Transfer-Level Course within One Year         Offer constance Transfer-Level Course within One Year         Disproportionate Impact (DI) Analysis           Versill         Offer constance Transfer-Level Students Frontlew II. Decision One Year         Disproportionate Impact (DI) Analysis           Versill         Offer constance Transfer-Level         Offer constance Transfer-Level         Offer constance Transfer-Level         Disproportionate Impact (DI) Analysis           Students Eronlede In Pre-Transfer-Level Students Eronled In Pre-Transfer-Level<				Table 6.10. B-S	TEM Math - G	uided or Self Plac	ement - Lowest I	High School GP/	A Band - Transfe	er and Unknowr	n/Unreported G	oal			
Still Muth. Lowest High School (Barberformscheiden with an ducelsonal Goal of Transfer auf linknown/Linegoried Goal         1. Total Errolled Errolled Errolled (Completed Transfer auf Completed Transfer auf Differences         5. Subtotal Errolled (Based on sample Size?         1.2. Di Action Level (P, H) value: 40)         1.2. Di Action Level (P, H) value: 40		Students E Sections af	nrolled in Pre-Tra ter Guided or Sel	ansfer-Level If Placement	Students Pla	aced Directly in T Sections	ransfer-Level						Disproportiona	te Impact (DI) An	alysis
pipe Performance Band with an       Enrolled       who       Rate       Enrolled       who       Rate       Enrolled       ornepartion       ornepartion       ornepartion       sample Size?       waller-Sait         Vertain Gaid of Transfer Level       Originary and sample Size?       Vertain Gaid of Transfer Level       Vertain Gaid	B-STEM Math - Lowest High School	1. Total	2. Subtotal	3. Throughput	4. Total	5. Subtotal	6. Throughput	7. Throughput	8. Statewide	9. Statewide	10. Maximize	11. Decision	12. DI Action Level	13. DI Present	14. DI Present
ducition local of Transfer and honown/Lingenet Goal transfer Lavel Course within honown/Lingenet Goal transfer Lavel Course within honown/Lingenet Goal transfer Lavel transfer Lavel Course within honown/Lingenet Goal transfer Lavel transfer	GPA Performance Band with an	Enrolled	who	Rate	Enrolled	who	Rate	Rate	Comparison	or Local	Throughput?	Conditional on		(PI, if	(PPG-1)
Inductory (Unreported Goal)       Transfer-Level Course within One Yar       Transfer-Level Course within One Yar       Transfer-Level Our Yar       Rate Statewide Course within Unreported Goal       Rate FALSE       Conditional Conditional FALSE       Conditional Course within Course within Unreported Goal       FALSE       Conditional Course within Course within Unreported Goal       FALSE       Conditional Course within Course within Unreported Goal       FALSE       Conditional Course within Course wit	Educational Goal of Transfer and		Completed			Completed		Differences	Throughput	Comparison		Sample Size?		value<.80)	
Course within One Year*(Day 2007) (Day 2017)(Day 2017) (Day 2017)Nor Year*(Day 2017) (Dig 2017)(Day 2017) (Dig 2017)(Day 2017) (Dig 2017)(Day 2017) (Dig 2017)Nor Year*(Dig 2017) (Dig 2017)(Dig 2017)(Dig 2017)<	Unknown/Unreported Goal		Transfer-Level			Transfer-Level			Rate	Rate Used					
One YearOne Year**sample size)Merall0%0%0%0%28%StatewidePALSEConditionalInfrian American state American/Alaskan Native Auff-Edite Bander White Kon-Hispanic Inknown/Unreported Goal0%			Course within			Course within				(based on					
Decral       0%       0%       0%       0%       0%       Statewide       FALSE       Conditional         Virian American stain tipinon hispanic hateve American/Alaskan Native Autil: Ethnicity ratific Islander Ninknown       V       0%       0%       0%       0%       0%       0%       V			One Year			One Year**				sample size)					
Ministerian Matrican Mative Mathingtonic Mitganic Multi-Ethnicity acdfic Manapure Completed Multi-Ethnicity Multi-Ethnicity acdfic Mathingtonic Multi-Ethnicity M	Overall			0%			0%	0%	26%	Statewide	FALSE	Conditional			
sian itigianic itigianic itative American/Alaskan Native Auti-Ethnicity course Withi honown/Unreported Goal Transfer-Level Sections after Guide of Self Placement Sections after Guide of Self Placement Completed Course within One Year* Sections after Guide Octoo Sections after Octoo Sections	African American														
nignon tative American/Alaskan Native Audit-Ethnicity actific Islander White Non-Hispanic Inknown	Asian														
hand methanicits and methanicits and the metha	Filipino			00/			09/	09/							
Inknown       Image: State of the state of	nispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hispanic			0%			0%	0%							
Table 6.11. B-STEM Math - Guided or Self Placement - Unknown High School GPA - Transfer and Sections after Guided or Self Placement       Students Enrolled in Pre-Transfer-Level Sections       Students Placement       Disproportionate Impact (DI) Analysis         P-STEM Math - Unknown High Chool GPA with an Educational Goal Or Transfer and Inknown/Unreported Goal       1. Total       2. Subtotal       3. Throughput       4. Total       5. Subtotal       6. Throughput       7. Throughput       8. Statewide       9. Statewide       0. Maximize       11. Decision       12. DI Action Level       13. DI Present       14. DI Present         Coorpleted       who       Rate       Completed       Comparison       0. Rate       Action needed       0.00       TRUE         Verail       0%       2       13%       49       30       61%       -49%       49.6%       Statewide       FALSE       Conditional       Conditional <td>Unknown</td> <td></td>	Unknown														
Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement Cool GPA with an Educational ioal of Transfer and Inknown/Unreported Goal       Students Placed Directly in Transfer-Level Sections       Students Placed Directly in Transfer-Level Sections       Students Placement Sections       Disproportionate Impact (DI) Analysis         Verall       1. Total       2. Subtotal       3. Throughput Known/Unreported Goal       4. Total       5. Subtotal       6. Throughput Known/Unreported       8. Statewide Completed       9. Statewide or Local       10. Maximize or Local       11. Decision Throughput?       12. DI Action Level Completed       13. DI Present (PP. I)         Nore Year       Completed       Completed       Completed       Differences       Transfer-Level       Transfer-Level       Transfer-Level       Transfer-Level       Transfer-Level       Transfer-Level       Transfer-Level       Transfer-Level       Transfer-Level       0ne Year**       49       30       61%       -49%       49.6%       Statewide       FALSE       Conditional on Sample Size?       Action needed       0.00       TRUE         Nisian       0%       0%       100%       -100%       -75%       -75%       -75%       -75%       -75%       -75%       -75%       -75%       -75%       -75%       -75%       -75%       -75%       -75%       -75%       -75%       -75% <td></td> <td></td> <td></td> <td>Table 6.11. B</td> <td>-STEM Math - (</td> <td>Guided or Self Pla</td> <td>acement - Unkno</td> <td>wn High Schoo</td> <td>GPA - Transfer</td> <td>and Unknown/</td> <td>Unreported Goa</td> <td>al</td> <td></td> <td></td> <td></td>				Table 6.11. B	-STEM Math - (	Guided or Self Pla	acement - Unkno	wn High Schoo	GPA - Transfer	and Unknown/	Unreported Goa	al			
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         soal of Transfer and Inknown/Unreported Goal       Completed       Completed       Differences       Throughput       Comparison       or Local       Throughput?       Conditional on       Sample Size?       value<.80)		Students E Sections af	nrolled in Pre-Tra ter Guided or Sel	ansfer-Level If Placement	Students Pla	aced Directly in T Sections	ransfer-Level						Disproportiona	te Impact (DI) An	alysis
chool GPA with an Educational isoal of Transfer and Unknown/Unreported Goal       Enrolled Completed Transfer-Level       who Completed Transfer-Level       Rate Differences       Comparison Throughput Rate       Or Local Rate       Throughput? Comparison       Conditional on Sample Size?       (PI, if value80)       (PPG-1)         Jnknown/Unreported Goal       Transfer-Level Course within One Year       Transfer-Level Course within       Transfer-Level       Transfer-Level Course within       Rate       Rate<	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
joint of Transfer and Completed       Completed       Completed       Differences       Throughput       Comparison       Sample Size?       value<.80         Inknown/Unreported Goal       Transfer-Level       Transfer-Level       Rate       Rate Used       Rate Used <t< td=""><td>School GPA with an Educational</td><td>Enrolled</td><td>who</td><td>Rate</td><td>Enrolled</td><td>who</td><td>Rate</td><td>Rate</td><td>Comparison</td><td>or Local</td><td>Throughput?</td><td>Conditional on</td><td></td><td>(PI, if</td><td>(PPG-1)</td></t<>	School GPA with an Educational	Enrolled	who	Rate	Enrolled	who	Rate	Rate	Comparison	or Local	Throughput?	Conditional on		(PI, if	(PPG-1)
Intranser-Level       ITansfer-Level       Rate       Rate       Rate Used	Goal of Transfer and		Completed			Completed		Differences	Throughput	Comparison		Sample Size?		value<.80)	
Course within     Sample size       Diverall     16     2     13%     49     30     61%     -49%     49.6%     Statewide     FALSE     Conditional       Verall     0%     100%     -100%     -100%     -100%     Action needed     0.00     TRUE       Isian     0%     -5%     -75%     -75%     -75%     -75%     Action needed     0.00     TRUE       Isianic     25%     40     23     58%     -33%     -10%     No substantive DI     2.00     FALSE       Auti-Ethnicity     25%     40     23     58%     -33%     -10% <t< td=""><td>Unknown/Unreported Goal</td><td></td><td>ranster-Level</td><td></td><td></td><td>ranster-Level</td><td></td><td></td><td>Kate</td><td>Kate Used</td><td></td><td></td><td></td><td></td><td></td></t<>	Unknown/Unreported Goal		ranster-Level			ranster-Level			Kate	Kate Used					
Observal         16         2         13%         49         30         61%         -49%         49.6%         Statewide         FALSE         Conditional           Vorall         0%         100%         -100%         -100%         Action needed         0.00         TRUE           Isian         0%         100%         -100%         -100%         Action needed         0.00         TRUE           ilipino         0%         75%         -75%         -75%         -75%         Action needed         0.00         TRUE           Aluti-Ethnicity         25%         40         23         58%         -33%         Image: False         Image: False         No substantive DI         2.00         FALSE           Aluti-Ethnicity         0%         -         100%         -100%         - <td< td=""><td></td><td></td><td>One Year</td><td></td><td></td><td>One Year**</td><td></td><td></td><td></td><td>sample size)</td><td></td><td></td><td></td><td></td><td></td></td<>			One Year			One Year**				sample size)					
Dyperal         10         2         13%         49         30         61%         -4%         49.6%         Statewide         FALSE         Conditional           Virican American         0%         100%         -100%         -100%         Action needed         0.00         TRUE           Isian         0%         75%         -75%         -75%         Action needed         0.00         TRUE           Itipanic         25%         40         23         58%         -33%         Image: Conditional         No substantive DI         2.00         FALSE           Auti-Ethnicity         25%         40         23         58%         -33%         Image: Conditional         No substantive DI         2.00         FALSE           Auti-Ethnicity         0%         -         100%         -100%         -         Action needed         0.00         TRUE           Vite Non-Hispanic         0%         -         100%         -100%         -         Action needed         0.00         TRUE           Jnknown         0%         -         100%         -100%         -         -         Action needed         0.00         TRUE										,					
Anticin American         0%         Important american         Action needed         0.00         IRDE           Isian         0%         100%         -100%         Action needed         0.00         TRUE           Isian         0%         75%         -75%         Action needed         0.00         TRUE           Isipanic         25%         40         23         58%         -33%         No substantive DI         2.00         FALSE           Auti-Ethnicity         0%         -100%	Overall			13%	49	30	61%	-49%	49.6%	Statewide	FALSE	Conditional	Action peopled	0.00	TOUL
Stati.     100%     100%     100%     Action needed     0.00     TRUE       tispanic     25%     40     23     58%     -33%     No substantive DI     2.00     FALSE       lative American/Alaskan Native	Annean American Asian			0%			100%	-100%					Action needed	0.00	TRUE
Alispanic     Adv     23     58%    33%     No substantive DI     2.00     FALSE       Jative American/Alaskan Native     Mosubstantive DI     2.00     FALSE       Judit-Ethnicity     O%     100%    100%     Action needed     0.00     TRUE       Visite Non-Hispanic     0%     100%    100%     Action needed     0.00     TRUE       Judit-Ethnicity     0%     100%    100%    100%     Action needed     0.00     TRUE       Judit-Stander     0%     100%    100%    100%    100%    100%    100%       Judit-Stander     0%     100%    100%    100%    100%    100%    100%	Filipino			0%			75%	-75%					Action needed	0.00	TRUE
Addive American/Alaskan Native     Action needed     0.00     TRUE       Julti-Ethnicity     0%     100%     -100%     Action needed     0.00     TRUE       Vacific Islander     0%     0%     100%     -100%     Action needed     0.00     TRUE       Vite Non-Hispanic     0%     100%     -100%     -100%     -100%     -100%     -100%     -100%	Hispanic			25%	40	23	58%	-33%					No substantive DI	2.00	FALSE
Auti-Ethnicity       0%       100%       -100%       Action needed       0.00       TRUE         racific Islander       0%       0%       Action needed       0.00       TRUE         Vhite Non-Hispanic       0%       100%       -100%       Action needed       0.00       TRUE         Jnknown       100%       -100% <td>Native American/Alaskan Native</td> <td></td>	Native American/Alaskan Native														
Vhite Non-Hispanic     0%     100%     -100%       Jnknown     100%     100%     100%	Multi-Ethnicity Pacific Islander			0%			100%	-100%					Action needed	0.00	TRUE
Jnknown 100%	White Non-Hispanic			0%			100%	-100%					Action needed	0.00	TRUE
	Unknown						100%								

			Table 6.12. B	-STEM Math -	Guided or Self P	lacement - All ot	her High School	GPA - Transfer	and Unknown/l	Unreported Goa	I			
	Students Enrolled in Pre-Transfer-Level		Students Placed Directly in Transfer-Level				Disproportionate Impact (DI) Analysis			alysis				
B-STEM Math - Unknown High School GPA with an Educational Goal of Transfer and A176Unknown/Unreported	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on cample 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)
		One rear			One rear	-			sample size)					
Overall African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander			0%			22%	-22%	58.9%	Statewide	FALSE	Conditional			
White Non-Hispanic Unknown														
						0.15 PL								
	Churchanter	Franklin Day Co	We we down!	Table 6.13.	Math - Guided	or Self Placemen	t - Lowest High S	School GPA Ban	d - Degree Goal			Diamanatian	to low of (DI) An	- h - e t -
	Sections at	fter Guided or Sel	f Placement	Students Pl	Sections	college-Level						Disproportiona	ite impact (DI) An	aiysis
B-STEM Math - Lowest High School GPA Performance Band with an Educational Goal of Degree	1. Total Enrolled	2. Subtotal who Completed College-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed College-Level Course within One Year**	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall				1	0	0%		17%	Statewide	TRUE	Conditional			
African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown						0%								
				Table 6.14. I	Vath - Guided o	Self Placement	- High School GF	A Band Unkno	wn - Degree Goa	al				
	Students Enr after C	olled in Pre-Colle Guided or Self-Pla	ge-Level Level cement	Students Pl	aced Directly in Sections	College-Level						Disproportiona	ite 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 (Pl, if value<.80)	14. DI Present (PPG-1)
Overall	2	0	0%	5	4	80%	-80%	33.5%	Statewide	FALSE	Conditional			
African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Hender			0%			100% 75%						No substantive DI		FALSE
White Non-Hispanic														
Unknown			0%									No substantive DI		FALSE

			Та	ble 6.15. B-STE	M Math - Guide	d or Self Placem	ent - All Other H	ligh School GPA	Bands - Degree	Goal				
	Students Enrolled in Pre-College-Level			Students Pla	tudents Placed Directly in College-Level					Disproportion	ate Impact (DI) An	alysis		
	Sections af	ter Guided or Se	If Placement		Sections									
B-STEM Math - All Other High School GPA Bands with an Educational Goal of Degree	1. Total Enrolled	2. Subtotal who Completed College-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed College-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	0	0		1	0	0%		40.4%	Statewide	TRUE	Conditional			
African American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown		5		*	0	0%			Sutewat		contraction			
						Color	Legend							
	Enter data her	e												
	No data displa	yed for this area												
	Maximizing the	roughput/No Sub	stantive DI											
	Consider Actio	n - when one of t	wo DI methods si	nows DI										
	NOL MAXIMIZIN	g throughput/Ac	LION Needed - DI F	resent										
						Column	s Explained							
Columns 1 and 4 - Total Enrolled:	These columns show the number of distinct students enrolled in fall 2019 at census with an educational goal of certificate, degree, and/or transfer (transfer also includes unknown/unreported educational goals) who went through the GSP process and enrolled in a course at pre-degree level or pre-transfer level compared to students who enrolled directly at degree or transfer level. If end of term data is used, include withdraws (EW, MW, and W grades) as enrollment in the course. Column 1 shows the number of students who started at pre-transfer level whether or not they placed at pre-degree level, pre-transfer level or transfer-level 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 directive intersection.													
Columns 2 and 5 - Subtotal who Completed Transfer-Level Course within One Year:	These columns demonstrate the number of students placed via GSP and those placed directly into college-level or transfer-level courses out of the total enrolled who successfully completed a college-level or transfer-level course within one year with a C or better. Column 2 reflects the number of students who completed the college-level/transfer-level course by GSP placement model, and Column 5 shows the students who completed a college-level/transfer-level course by GSP placement model, and Column 5 shows the students who completed a college-level/transfer-level course by GSP placement model, and Column 5 shows the students who completed a college-level/transfer-level course by GSP placement model.													
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 after enrolling in a pre-transfer-level course after enrolling in a pre-transfer-level course after enrolling in a pre-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 to college-level course after enrolling in a pre-transfer-level course and students who successfully completed college-level course sections with or without a corequisite. The results in Column 7 are calculated by subtracting the number of students in Column 6 from the number in Column 3.													
Column 8 - Statewide Comparison Throughput Rate:	See "Tab 10. N	lethodology" for	more details.											
Column 9 - Statewide or Local Comparison Rate Used:	Depends on ov	erall sample size	in Column 5; see	"Tab 10. Meth	odology" for mo	re details.								
Column 10 - Maximize Throughput?:	This column de maximizes thre	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	Based on over	all sample size in	Column 5; if belo	w a sample size	e of 100, decisior	n is conditional or	n statewide thro	ughput rate; if s	ample size is ab	ove 100, decisio	n is not conditiona	al on statewide through	put rate, but is bas	ed on local
Sample Size ::	throughput rat	e. In 13 or 14 fall be	low threshold th	en consider ad	ion: when both	columns fall helo	w threshold the	an action is need	led If neither co	lumn fall helow	threshold then th	are is no substantive D	DLis still displaye	d even if
Impact (DI) Action Level:	model does no	t maximize throu	ighput.		lon, when both	columns rail belo	w threshold, the	action is need	ieu. Il neither cu	numm fan below	threshold, then ti	lere is no substantive D	i. Di is still displaye	u even n
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 identical to that group's representation. 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.

Southwestern College								
		Pre-Transfer or Multi-Term Sequence for Lowest High School GPA Band	Placement Models for Students in the Lowest High School GPA Band	Guided or Self Placement - Lowest High School GPA Band	Guided or Self Placement - High School GPA Unknown	Guided or Self Placement - All Other GPA Levels		
<b>F</b> 11-1	Does Placement Model Maximize Throughput?	No		No	No	No		
English	Does Placement Model Result in Disproportionate Impact on Some Groups? (Please see "8. Results - Equity" tab for more information)					No Substantive DI		
SLAM Math Transfer Coal	Does Placement Model Maximize Throughput?	No	No	Yes	No	No		
SLAM Math - Transfer Goal	Does Placement Model Result in Disproportionate Impact on Some Groups? (Please see "8. Results - Equity" tab for more information)	Yes	Yes		Yes			
SLAM Math - Degree Goal	Does Placement Model Maximize Throughput?	No	No		No	Yes		
	Does Placement Model Result in Disproportionate Impact on Some Groups? (Please see "8. Results - Equity" tab for more information)	No Substantive DI	No Substantive DI		No Substantive DI			
B-STEM Math - Transfer Goal	Does Placement Model Maximize Throughput?	No	No	No	No	No		
	Does Placement Model Result in Disproportionate Impact on Some Groups? (Please see "8. Results - Equity" tab for more information)	No Substantive DI	No Substantive DI		Yes			
R STEM Moth - Degree Gool	Does Placement Model Maximize Throughput?	No	No	Yes	No	Yes		
	Does Placement Model Result in Disproportionate Impact on Some Groups? (Please see "8. Results - Equity" tab for more information)	No Substantive DI	No Substantive DI		No Substantive DI			
	Color Logand							
	Maximizing throughout/No Substantive DI							
	Not maximizing throughput/Action Needed - DI Present							

			Southwestern College			
		Innovative Curriculum for Lowest High School GPA Band	Placement Models for Students in the Lowest High School GPA Band	Guided or Self Placement - Lowest High School GPA Band	Guided or Self Placement - High School GPA Unknown	Guided or Self Placement - All Other GPA Levels
		DI Level	DI Level	DI Level	DI Level	DI Level
English	African-American Asian Filipino Hispanic Native American/Alaskan Native Multi-Ethnicity Pacific Islander White Non-Hispanic Unknown					No substantive DI No substantive DI No substantive DI
		Innovative Curriculum for Lowest High School GPA Band	Placement Models for Students in the Lowest High School GPA Band	Guided or Self Placement - Lowest High School GPA Band	Guided or Self Placement - High School GPA Unknown	Guided or Self Placement - All Other GPA Levels
		DI Level	DI Level	DI Level	DI Level	DI Level
SLAM Math - Transfer Goal	African-American Asian Filipino Hispanic Native American/Pacific Islander Multi-Ethnicity Pacific Islander	Action needed Action needed No substantive DI	Action needed Action needed No substantive DI		Action needed Action needed No substantive DI Action needed	
	White Non-Hispanic Unknown	Action needed Action needed	Action needed Action needed		Action needed No substantive DI	
		Innovative Curriculum for Lowest High School GPA Band	Placement Models for Students in the Lowest High School GPA Band	Guided or Self Placement - Lowest High School GPA Band	Guided or Self Placement - High School GPA Unknown	Guided or Self Placement - All Other GPA Levels
		DI Level	DI Level	DI Level	DI Level	DI Level
SLAM Math - Degree Goal	African-American Asian Filipino Hispanic Native American/Pacific Islander Multi-Ethnicity Pacific Islander White Non-Hispanic	No substantive DI No substantive DI No substantive DI No substantive DI	No substantive DI No substantive DI No substantive DI No substantive DI		No substantive DI	
	Unknown				No substantive DI	

		Innovative Curriculum for Lowest High School GPA Band	Placement Models for Students in the Lowest High School GPA Band	Guided or Self Placement - Lowest High School GPA Band	Guided or Self Placement - High School GPA Unknown	Guided or Self Placement - All Other GPA Levels
		DI Level	DI Level	DI Level	DI Level	DI Level
	African-American	No substantive DI	No substantive DI		Action needed	
	Asian	No substantive DI	No substantive DI		Action needed	
	Filipino	No substantive DI	No substantive DI		Action needed	
B-STEM Math -	Hispanic	No substantive DI	No substantive DI		No substantive DI	
Transfer Goal	Native American/Pacific Islander					
	Multi-Ethnicity	No substantive DI	No substantive DI		Action needed	
	Pacific Islander					
	White Non-Hispanic	No substantive DI	No substantive DI		Action needed	
	Unknown	No substantive DI	No substantive DI			
		Innovative Curriculum for	Placement Models for	Guided or Self Placement -	Guided or Self Placement -	Guided or Self Placement - All
		Lowest High School GPA	Students in the Lowest High	Lowest High School GPA	High School GPA Unknown	Other GPA Levels
		Band	School GPA Band	Band		
		DI Level	DI Level	DI Level	DI Level	DI Level
	African-American					
	Asian					
	Filipino	No substantive DI	No substantive DI		No substantive DI	
R STEM Math	Hispanic	No substantive DI	No substantive DI			
Degree Cool	Native American/Pacific Islander					
Degree Goar	Multi-Ethnicity	No substantive DI	No substantive DI			
	Pacific Islander					
	White Non-Hispanic	No substantive DI	No substantive DI			
	Unknown				No substantive DI	
			Color Legend			
	No Substantive DI					
	Consider Action - when one of two DI me	ethods shows DI				
	Action Needed - DI Present					

	Definitions
Cohort	Include all students who were enrolled at census in Fall 2019 in their FIRST Math course for Math or their FIRST English course for English at census. Include courses appropriate to the students educational goal of degree or transfer. If end of term data are used, include withdraws (EW, MW and W grades) as enrollment in the course.
HSGPA	The measure of cumulative high school GPA collected by the college. Data source can be CalPass, CCCApply (self-reported), or other methods.
GPA Bands	GPA Bands are determined by the following document https://assessmentplacement.squarespace.com/s/0718-AB-705- Implementation-Memorandumpdf.pdf
Subtotal: Completed Transfer-Level or College-Level Course in One Year	The number of students who successfully completed a transfer-level or college-level (as appropriate) course in the discipline (including math courses outside of the math department such as Psychology Statistics) within one year including intersessions (e.g., for fall 2019 cohort, completed a transfer-level course by summer 2020).
Statewide Comparison Throughput Rate	Statewide throughput rate as calculated in Tab 10 is calculated as follows: the sample consists of all students who enrolled in their first math course or first English course in Fall 2019 and that first course represents a transfer-level or college-level course (e.g., students enrolled directly in transfer level course or degree applicable course as appropriate). A one-term completion of the transfer or college-level course is used as the comparison because data for the full 2019-2020 cohort were not yet available. Throughput rates are further disaggregated by HSGPA bands and racial/ethnic categories.
Statewide or Local Comparison Rate Used (based on sample size)	The statewide or local comparison rate as displayed in Tab 10 used for each college is a weighted average of 1-term throughput rates by ethnicity. The weights represent the proportions of ethnicity groups defined by the college. For instance, if a college has 20% Hispanic students, the statewide 1-term throughput rate for Hispanic students is weighted by 0.2.
Reference Rate for Unknown HSGPA	Unknown HSGPA statewide reference rate is a weighted average of the three HSGPA bands. The weight represents the sample proportion of the three HSGPA bands (see tab 10 for actual proportions). For instance, if students with HSGPA<1.9 represent 20% of all students with known HSGPA, the throughput rate for students with HSGPA<1.9 is weighted by 0.2 towards the unknown HSGPA throughput rate.
Statewide vs. Local Reference Rate	If the cohort of students enrolled directly in transfer-level courses is fewer than 100 students, the statewide throughput rate for students enrolled directly in transfer level courses is used as comparison or reference to determine if throughput is maximized in each scenario. If College Cohort of students enrolled directly in transfer-level courses is 100 students or more, the college throughput rate for students directly placed into transfer level courses is used as reference.
Disproportionate Impact Methodology	Disproportionate Impact (DI) uses both the percentage point gap method (PPG-1) as well as the proportionality index (with a 0.8 cutoff) to check for DI. If one method indicates DI, the cell is highlighted yellow and the field indicates "Consider action." If both methodologies indicate DI, the cell is highlighted red and the field indicates "Action needed." If neither methodology indicates DI, the field indicates "No substantive DI."
Degree/Transfer Students	Transfer (or undecided) seeking students (SB14= A,B,M), Degree seeking students (SB14=C)

<sup>1</sup> http://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/data-reports/Equity%20Calculations%20Explained.pdf