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 pre-transfer-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).[1]

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.[4]

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.

Footnotes

[1] To date, there is no evidence that shows multi-term sequences outperform direct placement into transfer-level courses.

[2] ***https://assessment.cccco.edu/faqs*** and ***https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705***

[3] ***https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5b6ccfc46d2a73e48620d759/1533857732982/07.18+AB+705+Implementation+Memorandum.pdf***

[4] ***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_Prospective_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 - Evaluating Pre-Transfer/Multi-Term Sequence for Lowest High School GPA Band - Transfer and Unknown/Unreported or Degree Goal

	Students Enrolled in Pre-Transfer/Multi-Term Sequence Sections			Students Enrolled in Transfer-Level Course with or without a Corequisite				Decision Rule				Disproportionate Impact (DI) Analysis for Pre-Transfer Level		
English - Lowest High School GPA Performance Band with an Educational Goal of Degree or Transfer	**1. Total Enrolled**	**2. Subtotal who Completed Transfer-Level Course within One Year**	**3. Throughput Rate**	**4. Total Enrolled**	**2. Subtotal who Completed Transfer-Level Course within One Year**	**6. Throughput Rate**	**7. Throughput Rate Differences**	**8. Statewide Comparison Throughput Rate**	**9. Statewide or Local Comparison Rate Used (based on sample size)**	**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	**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 Pre-Transfer/Multi-Term Sequence for Lowest High School GPA Band - Transfer and Unknown/Unreported Goal

	Students Enrolled in Pre-Transfer/Multi-Term Sequence Sections			Students Enrolled in Transfer-Level Course with or without a Corequisite				Decision Rule				Disproportionate Impact (DI) Analysis for Pre-Transfer Level		
SLAM Math - Lowest High School GPA Performance Band with an Educational Goal of Transfer	**1. Total Enrolled**	**2. Subtotal who Completed Transfer-Level Course within One Year**	**3. Throughput Rate**	**4. Total Enrolled**	**5. Subtotal who Completed Transfer-Level Course within One Year**	**6. Throughput Rate**	**7. Throughput Rate Differences**	**8. Statewide Comparison Throughput Rate**	**9. Statewide or Local Comparison Rate Used (based on sample size)**	**10. Maximize Throughput?**	**11. Decision Conditional on Sample Size?**	**12. DI Action Level**	**13. DI Present (PI, if value<.80)**	**14. DI Present (PPG-1)**
Overall	**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-Transfer/Multi-Term Sequence for Lowest High School GPA Band - Degree Goal

	Students Enrolled in Pre-Degree/Multi-Term Sequence at Degree-Level Sections			Students Enrolled in College-Level Course with or without a Corequisite				Decision Rule				Disproportionate Impact (DI) Analysis for Pre-Transfer Level		
SLAM Math - Lowest High School GPA Performance Band with an Educational Goal of Degree	**1. Total Enrolled**	**2. Subtotal who Completed College-Level Course within One Year**	**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%**	13		**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 Pre-Transfer/Multi-Term Sequence for Lowest High School GPA Band - Transfer and Unknown/Unreported Goal

	Students Enrolled in Pre-Transfer/Multi-Term Sequence Sections			Students Enrolled in Transfer-Level Course with or without a Corequisite				Decision Rule				Disproportionate Impact (DI) Analysis for Pre-Transfer Level		
B-STEM Math - Lowest High School GPA Performance Band with an Educational Goal of Transfer	**1. Total Enrolled**	**2. Subtotal who Completed Transfer-Level Course within One Year**	**3. Throughput Rate**	**4. Total Enrolled**	**5. Subtotal who Completed Transfer-Level Course within One Year**	**6. Throughput Rate**	**7. Throughput Rate Differences**	**8. Statewide Comparison Throughput Rate**	**9. Statewide or Local Comparison Rate Used (based on sample size)**	**10. Maximize Throughput?**	**11. Decision Conditional on Sample Size?**	**12. DI Action Level**	**13. DI Present (PI, if value<.80)**	**14. DI Present (PPG-1)**
Overall	**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 School GPA Band - Degree Goal

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

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

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 required 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*.

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+705+Implementation+Memorandum.pdf.pdf***

** ***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_Prospective_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.

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

	Students Enrolled in Pre-Transfer-Level Sections Using Local Placement Rules or Local Measures			Students Enrolled Directly in Transfer-Level Sections with or without a Corequisite				Decision Rule				Disproportionate Impact (DI) Analysis for Pre-Transfer Level		
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														

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

	Students Enrolled in Pre-Transfer-Level Sections using Local Placement Rules or Local Measures			Students Enrolled Directly in Transfer-Level Sections				Decision Rule				Disproportionate Impact (DI) Analysis for Pre-Transfer Level		
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			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 4.3. SLAM Math Placement Models for Students in the Lowest High School GPA Band - Degree Goal

	Students Enrolled in Pre-College-Level Sections using Local Placement Rules or Local Measures			Students Enrolled Directly in College-Level Sections					Decision Rule			Disproportionate Impact (DI) Analysis for Pre-Transfer Level		
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			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 4.4. B-STEM Math Placement Models for Students in the Lowest High School GPA Band - Transfer and Unknown/Unreported Goal

	Students Enrolled in Pre-Transfer-Level Sections using Local Placement Rules or Local Measures			Students Enrolled Directly in Transfer-Level Sections					Decision Rule			Disproportionate Impact (DI) Analysis for Pre-Transfer Level		
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			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 4.5. B-STEM Math Placement Models for Students in the Lowest High School GPA Band - Degree Goal

	Students Enrolled in Pre-College-Level Sections using Local Placement Rules or Local Measures			Students Enrolled Directly in College-Level Sections					Decision Rule			Disproportionate Impact (DI) Analysis for Pre-Transfer Level		
B-STEM Math - Lowest High School GPA Performance Band with a Degree Goal	**1. Total Enrolled**	**2. Subtotal who Completed College-Level Course within One Year**	**3. Throughput Rate**	**4. Total Enrolled**	**5. Subtotal who Completed College-Level Course within One Year**	**6. Throughput Rate**	**7. Throughput Rate Differences**	**8. Statewide Comparison Throughput Rate**	**9. Statewide or Local Comparison Rate Used (based on sample size)**	**10. Maximize Throughput?**	**11. Decision Conditional on Sample Size?**	**12. DI Action Level**	**13. DI Present (PI, if value<.80)**	**14. DI Present (PPG-1)**
Overall			**0.0%**			**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 also includes unknown/unreported educational goals). If end of term data is used, include withdraws (EW, MW, and W grades) as enrollment in the course. Column 1 shows the number of students placed into pre-transfer level via a local model and Column 4 provides the number of students enrolled directly in transfer level.
Columns 2 and 5 - Subtotal who Completed Transfer-Level Course within One Year:	These columns demonstrate the number of students enrolled into pre-transfer courses and those enrolled into transfer-level courses out of the total enrolled who successfully completed a transfer-level course within one year with a C or better. Column 2 reflects the number of students who completed the pre-transfer-level course, and Column 5 shows the students who completed a transfer-level course when enrolled directly into a transfer-level course within one full academic year, including intersessions. For example, if a student started in a discipline in the fall, they would be tracked through completion of the transfer-level/college-level course through the following summer term.
Columns 3 and 6 - Throughput Rate:	These columns show the percentage of students who successfully completed (C or higher) a transfer-level (or college-level) course within one year. To calculate the throughput rate, divide Column 2 by Column 1 and Column 5 by Column 4 (respectively).
Column 7 - Throughput Rate:	Differences: [insert definition; is missing from this tab]
Column 8 - Statewide Comparison Throughput Rate:	See "Tab 10. Methodology" for more details.
Column 9 - Statewide or Local Comparison Rate Used:	Depending on overall sample size in Column 5; see "Tab 10. Methodology" for more details.
Column 10 - Maximize Throughput?:	This column determines if the local model maximized throughput when compared to the statewide or local throughput rate, per the requirements of AB 705. FALSE means model does NOT maximize throughput, whereas TRUE means model maximizes throughput.
Column 11 - Decision Conditional on Sample Size?:	Based on overall sample size in Column 5; if below a sample size of 100, decision is conditional on statewide throughput rate; if sample size is above 100, decision is not conditional on statewide throughput rate, but is based on local throughput rate.
Column 12 - Disproportionate Impact (DI) Action Level:	If either Column 13 or 14 fall below threshold, then consider action; when both columns fall below threshold, then action is needed. If neither column fall below threshold, then there is no substantive DI. DI is still displayed even if model does not maximize throughput.
Column 13 - DI Present (PI, if value<.80):	The proportionality index addresses the question, “If a subgroup of students represents 45% of the student body, does that subgroup also represent at least 45% of the students who achieve a specific educational outcome?” A proportionality index of 1.00 indicates that a group’s representation among those achieving an educational outcome is identical to that group’s representation in the student population. In contrast, a PI value of less than 1.00 indicates that a group’s representation among those achieving an educational outcome is lower compared to that same group’s representation in the student population. If the proportionality index falls below 80%, then the student group is disproportionately impacted.
Column 14 - DI Present (PPG-1):	The percentage point gap method addresses the question, “Is the difference between the throughput rate of a subgroup and the overall throughput rate (excluding the subgroup) statistically significant?". That is, significance is related to the sample size and the size of the difference. Smaller sample size require larger differences compared to larger sample sizes.

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

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.
4. Incorporated sample problems or assignments, assessment instruments, or tests, including those designed for skill assessment.
5. Requested students to solve problems, answer curricular questions, present demonstrations/examples of 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 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.

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

	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Enrolled Directly in Transfer-Level Sections								Disproportionate Impact (DI) Analysis		
English - Lowest High School GPA Performance Band with an Educational Goal of 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						100%								
Native American/Alaskan Native														
Multi-Ethnicity														
Pacific Islander														
White Non-Hispanic														
Unknown														

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

	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Placed Directly in Transfer-Level Sections								Disproportionate Impact (DI) Analysis		
English - High School GPA Unknown with an Educational Goal of Transfer, Unknown/Unreported or Degree	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	8	0	0%	110	95	86%	-86%	**63.9%**	**Local**	**FALSE**	**Conditional**			
African American						67%								
Asian														
Filipino				10		80%								
Hispanic			0%	83	74	89%	-89%							
Native American/Alaskan Native						100%								
Multi-Ethnicity						33%								
Pacific Islander														
White Non-Hispanic						100%								
Unknown						80%								

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

	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Placed Directly in Transfer-Level Sections								Disproportionate Impact (DI) Analysis		
English - All Other High School GPA Bands Students with an Educational Goal of Transfer, Unknown/Unreported or Degree	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year**	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall			0%	30	20	67%	-67%	**66.5%**	**Statewide**	**FALSE**	**Conditional**			
African American			0%									No substantive DI		FALSE
Asian														
Filipino			0%			0%	0%					No substantive DI		FALSE
Hispanic			0%	25	16	64%	-64%					No substantive DI		FALSE
Native American/Alaskan Native														
Multi-Ethnicity														
Pacific Islander														
White Non-Hispanic						100%								
Unknown														

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

	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Placed Directly in Transfer-Level Sections								Disproportionate Impact (DI) Analysis		
SLAM Math - Lowest High School GPA Performance Band with an Educational Goal of Transfer	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year**	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall						100%		**22%**	**Statewide**	**TRUE**	**Conditional**			
African American						100%								
Asian														
Filipino														
Hispanic						100%								
Native American/Alaskan Native														
Multi-Ethnicity														
Pacific Islander														
White Non-Hispanic														
Unknown														

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

	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Placed Directly in Transfer-Level Sections								Disproportionate Impact (DI) Analysis		
SLAM Math - Unknown 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	26		12%	18	17	94%	-83%	**59.6%**	**Statewide**	**FALSE**	**Conditional**			
African American			0%			100%	-100%					Action needed	0.00	TRUE
Asian														
Filipino			0%			100%	-100%					Action needed	0.00	TRUE
Hispanic	16		13%	13	12	92%	-80%					No substantive DI	1.08	FALSE
Native American/Alaskan Native														
Multi-Ethnicity			0%			100%	-100%					Action needed	0.00	TRUE
Pacific Islander														
White Non-Hispanic			0%									Action needed	0.00	TRUE
Unknown			50%									No substantive DI	4.33	FALSE

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

	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Placed Directly in Transfer-Level Sections								Disproportionate Impact (DI) Analysis		
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	[redacted]		0%	[redacted]		43%	-43%	60.0%	Statewide	FALSE	Conditional			
African American	[redacted]			[redacted]		50%		[redacted]						
Asian														
Filipino														
Hispanic			0%			40%	-40%							
Native American/Alaskan Native														
Multi-Ethnicity														
Pacific Islander														
White Non-Hispanic														
Unknown														

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

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

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

	Students Enrolled in Pre-College-Level Level after Guided or Self-Placement			Students Placed Directly in College-Level Sections								Disproportionate Impact (DI) Analysis		
SLAM Math - Unknown High School GPA with an Educational Goal of Degree	1. Total Enrolled	2. Subtotal who Completed College-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed College-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	2	0	0%	9	2	22%	-22%	**36.4%**	Statewide	FALSE	Conditional			
African American	[redacted]			[redacted]		0%		[redacted]						
Asian						100%								
Filipino			0%									No substantive DI		FALSE
Hispanic						20%								
Native American/Alaskan Native														
Multi-Ethnicity						0%								
Pacific Islander														
White Non-Hispanic														
Unknown			0%									No substantive DI		FALSE

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

	Students Enrolled in Pre-College-Level Sections after Guided or Self Placement			Students Placed Directly in College-Level Sections								Disproportionate Impact (DI) Analysis		
SLAM Math - All Other High School GPA Bands with an Educational Goal of Degree	1. Total Enrolled	2. Subtotal who Completed College-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed College-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	0	0		1	0	0%		36.6%	Statewide	TRUE	Conditional			
African American						0%								
Asian														
Filipino														
Hispanic														
Native American/Alaskan Native														
Multi-Ethnicity														
Pacific Islander														
White Non-Hispanic														
Unknown														

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

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

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

	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Placed Directly in Transfer-Level Sections								Disproportionate Impact (DI) Analysis		
B-STEM Math - Unknown High School GPA with an Educational Goal of Transfer and Unknown/Unreported Goal	1. Total Enrolled	2. Subtotal who Completed Transfer-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed Transfer-Level Course within One Year**	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	16	2	13%	49	30	61%	-49%	49.6%	Statewide	FALSE	Conditional			
African American			0%									Action needed	0.00	TRUE
Asian			0%			100%	-100%					Action needed	0.00	TRUE
Filipino			0%			75%	-75%					Action needed	0.00	TRUE
Hispanic			25%	40	23	58%	-33%					No substantive DI	2.00	FALSE
Native American/Alaskan Native														
Multi-Ethnicity			0%			100%	-100%					Action needed	0.00	TRUE
Pacific Islander						0%								
White Non-Hispanic			0%			100%	-100%					Action needed	0.00	TRUE
Unknown						100%								

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

	Students Enrolled in Pre-Transfer-Level Sections after Guided or Self Placement			Students Placed Directly in Transfer-Level Sections								Disproportionate Impact (DI) Analysis		
B-STEM Math - Unknown High School GPA with an Educational Goal of Transfer and A176Unknown/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	3	0	0%	9	2	22%	-22%	**58.9%**	**Statewide**	**FALSE**	**Conditional**			
African American														
Asian														
Filipino														
Hispanic			0%			22%	-22%							
Native American/Alaskan Native														
Multi-Ethnicity														
Pacific Islander														
White Non-Hispanic														
Unknown														

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

	Students Enrolled in Pre-College-Level Sections after Guided or Self Placement			Students Placed Directly in College-Level Sections								Disproportionate Impact (DI) Analysis		
B-STEM Math - Lowest High School GPA Performance Band with an Educational Goal of Degree	1. Total Enrolled	2. Subtotal who Completed College-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed College-Level Course within One Year**	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall				1	0	0%		**17%**	**Statewide**	**TRUE**	**Conditional**			
African American														
Asian														
Filipino														
Hispanic						0%								
Native American/Alaskan Native														
Multi-Ethnicity														
Pacific Islander														
White Non-Hispanic														
Unknown														

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

	Students Enrolled in Pre-College-Level Level after Guided or Self-Placement			Students Placed Directly in College-Level Sections								Disproportionate Impact (DI) Analysis		
B-STEM Math - Unknown High School GPA with an Educational Goal of Degree	1. Total Enrolled	2. Subtotal who Completed College-Level Course within One Year	3. Throughput Rate	4. Total Enrolled	5. Subtotal who Completed College-Level Course within One Year	6. Throughput Rate	7. Throughput Rate Differences	8. Statewide Comparison Throughput Rate	9. Statewide or Local Comparison Rate Used (based on sample size)	10. Maximize Throughput?	11. Decision Conditional on Sample Size?	12. DI Action Level	13. DI Present (PI, if value<.80)	14. DI Present (PPG-1)
Overall	2	0	0%	5	4	80%	-80%	**33.5%**	**Statewide**	**FALSE**	**Conditional**			
African American														
Asian						100%								
Filipino			0%									No substantive DI		FALSE
Hispanic						75%								
Native American/Alaskan Native														
Multi-Ethnicity														
Pacific Islander														
White Non-Hispanic														
Unknown			0%									No substantive DI		FALSE

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

	Students Enrolled in Pre-College-Level Sections after Guided or Self Placement			Students Placed Directly in College-Level Sections								Disproportionate Impact (DI) Analysis		
B-STEM Math - All Other High School GPA Bands with an Educational Goal of Degree	**1. Total Enrolled**	**2. Subtotal who Completed College-Level Course within One Year**	**3. Throughput Rate**	**4. Total Enrolled**	**5. Subtotal who Completed College-Level Course within One Year**	**6. Throughput Rate**	**7. Throughput Rate Differences**	**8. Statewide Comparison Throughput Rate**	**9. Statewide or Local Comparison Rate Used (based on sample size)**	**10. Maximize Throughput?**	**11. Decision Conditional on Sample Size?**	**12. DI Action Level**	**13. DI Present (PI, if value<.80)**	**14. DI Present (PPG-1)**
Overall	0	0		1	0	0%		**40.4%**	**Statewide**	**TRUE**	**Conditional**			
African American														
Asian														
Filipino														
Hispanic						0%								
Native American/Alaskan Native														
Multi-Ethnicity														
Pacific Islander														
White Non-Hispanic														
Unknown														

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

Columns Explained	
Columns 1 and 4 - Total Enrolled:	These columns show the number of distinct students enrolled in fall 2019 at census with an educational goal of certificate, degree, and/or transfer (transfer also includes unknown/unreported educational goals) who went through the GSP process and enrolled in a course at pre-degree level or pre-transfer level compared to students who enrolled directly at degree or transfer level. If end of term data is used, include withdraws (EW, MW, and W grades) as enrollment in the course. Column 1 shows the number of students who started at pre-transfer level whether or not they placed at pre-degree level, pre-transfer level, or transfer-level using a GSP model. Column 4 provides the number of students enrolled directly into a college-level or transfer-level course who successfully completed the college-level or transfer-level course within one full academic year, including intersessions. For example, if a student started in a discipline in fall 2019, they would be tracked through completion of the gateway course through the following summer term.
Columns 2 and 5 - Subtotal who Completed Transfer-Level Course within One Year:	These columns demonstrate the number of students placed via GSP and those placed directly into college-level or transfer-level courses out of the total enrolled who successfully completed a college-level or transfer-level course within one year with a C or better. Column 2 reflects the number of students who completed the college-level/transfer-level course by GSP placement model, and Column 5 shows the students who completed a college-level/transfer-level course when placed using high school transcript data.
Columns 3 and 6 - Throughput Rate:	These columns show the percentage of students who successfully completed (C or higher) a transfer-level (or college-level) course within one year. To calculate the throughput rate, divide Column 2 by Column 1 and Column 5 by Column 4 (respectively).
Column 7 - Throughput Rate Differences:	For students with a transfer goal, this column shows the difference in throughput rates between students who successfully completed the transfer-level course after enrolling in a pre-transfer-level course and students who successfully completed transfer-level course sections with or without a corequisite. For students with a degree goal, it shows the difference in throughput rates between students who successfully completed the college-level course after enrolling in a pre-transfer-level course and students who successfully completed college-level course sections with or without a corequisite. The results in Column 7 are calculated by subtracting the number of students in Column 6 from the number in Column 3.
Column 8 - Statewide Comparison Throughput Rate:	See "Tab 10. Methodology" for more details.
Column 9 - Statewide or Local Comparison Rate Used:	Depends on overall sample size in Column 5; see "Tab 10. Methodology" for more details.
Column 10 - Maximize Throughput?:	This column determines if the GSP maximized throughput when compared to the statewide or local throughput rate, per the requirements of AB 705. FALSE means model does NOT maximize throughput, whereas TRUE means model maximizes throughput.
Column 11 - Decision Conditional on Sample Size?:	Based on overall sample size in Column 5; if below a sample size of 100, decision is conditional on statewide throughput rate; if sample size is above 100, decision is not conditional on statewide throughput rate, but is based on local throughput rate.
Column 12 - Disproportionate Impact (DI) Action Level:	If either Column 13 or 14 fall below threshold, then consider action; when both columns fall below threshold, then action is needed. If neither column fall below threshold, then there is no substantive DI. DI is still displayed even if model does not maximize throughput.
Column 13 - DI Present (PI, if value<.80):	The proportionality index addresses the question, “If a subgroup of students represents 45% of the student body, does that subgroup also represent at least 45% of the students who achieve a specific educational outcome?” A proportionality index of 1.00 indicates that a group’s representation among those achieving an educational outcome is identical to that group’s representation in the student population. In contrast, a PI value of less than 1.00 indicates that a group’s representation among those achieving an educational outcome is lower compared to that same group’s representation in the student population. If the proportionality index falls below 80%, then the student group is disproportionately impacted.
Column 14 - DI Present (PPG-1):	The percentage point gap method addresses the question, “Is the difference between the throughput rate of a subgroup and the overall throughput rate (excluding the subgroup) statistically significant?". That is, significance is related to the sample size and the size of the difference. Smaller sample size require larger differences compared to larger sample sizes.

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

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
English	Does Placement Model Maximize Throughput?	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
SLAM Math - Transfer Goal	Does Placement Model Maximize Throughput?	No	No	Yes	No	No
	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	
B-STEM Math - Degree Goal	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 Legend	
	Maximizing throughput/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					No substantive DI
	Asian					
	Filipino					No substantive DI
	Hispanic					No substantive DI
	Native American/Alaskan Native					
	Multi-Ethnicity					
	Pacific Islander					
	White Non-Hispanic					
	Unknown					

		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	Action needed	Action needed		Action needed	
	Asian					
	Filipino	Action needed	Action needed		Action needed	
	Hispanic	No substantive DI	No substantive DI		No substantive DI	
	Native American/Pacific Islander					
	Multi-Ethnicity				Action needed	
	Pacific Islander					
	White Non-Hispanic	Action needed	Action needed		Action needed	
	Unknown	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	No substantive DI	No substantive DI			
	Filipino	No substantive DI	No substantive DI		No substantive DI	
	Hispanic	No substantive DI	No substantive DI			
	Native American/Pacific Islander					
	Multi-Ethnicity	No substantive DI	No substantive DI			
	Pacific Islander					
	White Non-Hispanic					
	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
B-STEM Math - Transfer Goal	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	
	Hispanic	No substantive DI	No substantive DI		No substantive DI	
	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 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
B-STEM Math - Degree Goal	African-American					
	Asian					
	Filipino	No substantive DI	No substantive DI		No substantive DI	
	Hispanic	No substantive DI	No substantive DI			
	Native American/Pacific Islander					
	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 methods 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 o.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."[1]
Degree/Transfer Students	Transfer (or undecided) seeking students (SB14= A,B,M), Degree seeking students (SB14=C)

[1] ***http://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/data-reports/Equity%20Calculations%20Explained.pdf***