

# El Camino College

## English Validation Study

### Fall 2012



This report provides analysis of placements and outcomes in English to determine whether the cut scores from the Reading Placement Test (CPTRC) and Writing Placement Test (CPTSS) are set appropriately for these courses. English-1A (*Reading and Composition*) is a 4-unit credit, degree-applicable transfer-level reading and composition course. There are three below transfer-level reading courses: English 84, 82, and 80. All are taken as Pass/No Pass. English-84 (*Developmental Reading and Writing*) is a 3-unit, degree-applicable reading course that is one level below transfer-level English (English-1A, *Reading and Composition*). English-82 (*Introduction to Reading Skills*) is a 3-unit credit, non-degree applicable reading course that is two levels below transfer-level English. English-80 (*Basic Language Skills*) is a 3-unit, non-degree applicable reading course that is three levels below transfer level English. There are three below transfer-level writing courses: English A, B, and C. All three are taken as Pass/No Pass. English-A (*Writing the College Essay*) is a 3-unit credit, degree-applicable college-level writing course that is one level below transfer-level English. English-B (*Introduction to the Composing Process*) is a 3-unit credit, non-degree applicable writing course that is two levels below transfer. English-C is three levels below transfer but is currently not offered at El Camino College Torrance campus. Students who did not place in English 1A had the option of enrolling into a reading course and a writing course simultaneously.

Sections from both the El Camino Torrance Campus and Compton Center were surveyed. At the Torrance Campus, 50 of the 62 sections fully completed the surveys (80% response rate), and 47 of the 53 sections at Compton Center fully completed the surveys (89% response rate). Faculty members were asked to evaluate their students in the first half of the term to assess how well the assessment test placed them into their respective English courses. Based on early course performance, faculty determined whether each student was placed “too low” (should be in a higher English course), “too high” (should be in a lower English course), or “just right” (correct placement). Students in these courses were asked to rate whether or not they felt they were appropriately placed in the correct English course using the same scale as the faculty. These surveys produced a total of 1562 individual ratings (936 from the Torrance Campus and 626 from the Compton Center). However, since students were allowed to take a below-level reading and writing course simultaneously, this resulted in a final sample size of 1418 students (893 from Torrance Campus, 525 from Compton Center) whose Fall 2012 English class was the English course they placed into. Combining the surveys with college records, success rates and disproportionate impact analysis were calculated.

English Course Included in this Study				
Course	Course Subject	Levels Below Transfer-Level English	Required Reading Score	Required Writing Score
English-1A	Reading and Composition	0	81+	95+

<b>Reading Courses Included in this Study</b>			
<i>Course</i>	<i>Course Subject</i>	<i>Levels Below Transfer-Level English</i>	<i>CPTRC Cut Scores</i>
English-84	Developmental Reading & Writing	1	68-80
English-82	Introduction to Reading Skills	2	35-67
English-80	Basic Language Skills	3	0-34

<b>Writing Courses Included in this Study</b>			
<i>Course</i>	<i>Course Subject</i>	<i>Levels Below Transfer-Level English</i>	<i>CPTSS Cut Scores</i>
English-A	Writing the College Essay	1	63-94
English-B	Introduction to College Writing	2	0-62 (Torrance) 49-62 (Compton)
English-C (Compton Only)	Basic English Skills	3	0-48 (Compton)

### Cut Score Analysis

To determine whether or not cut scores continue to be set at appropriate levels, success rates in each course were calculated. These success rates were calculated using grades from the students who participated in the validation survey. The following table shows the success rates of each course including all students, then divided by campus location. The majority of the courses surveyed had a majority of their students successfully pass their respective courses. However, the majority of the lowest leveled reading and writing courses (English 80 and English C, respectively) did not pass the course. Overall, only 43% of the students passed English 80 and 40% from English C.

Table 1  
*Student Success Rates*

<b>Course</b>	<b>Total</b>	<b>Torrance Campus</b>	<b>Compton Center</b>
Reading and Composition			
English 1A	77.9%	76.9%	82.1%
Reading			
English 84	88.0%	90.3%	84.3%
English 82	71.7%	67.4%	78.4%
English 80	43.1%	56.4%	23.1%
Writing			
English A	73.0%	76.9%	69.3%
English B	67.5%	68.5%	66.2%
English C	40.0%	-	40.0%
<b>Total Success Rate</b>	<b>73.7%</b>	<b>75.3%</b>	<b>71%</b>

\*Success rate is defined as the percentage of students earning an A, B, C or P grade out of all students enrolled in the course.

In addition to success rates, faculty rated if each of their students were appropriately placed in their respective courses. The following table shows how many students were in each course and the percentage of students who were rated by faculty as being appropriately placed or misplaced. Overall, faculty felt the majority of students were appropriately placed (82.3%). When comparing the two campuses, there is a discrepancy in regards to the percentage of students who should have been placed lower – faculty at the Compton Center rated 16% of the students to have been placed too high compared to the 6% of students at the Torrance Campus. Also notable is the high percentage of students (22%) in English 80 whose faculty indicated should be placed lower.

There were some courses where there was a high percentage of students who instructors felt should have been placed higher, such as English 84 and English B. Examination of these students showed a higher success rate than the success rate of their respective English course. The assessment scores of these students showed a wide range of test scores – they were not clustered near the cut scores. Therefore, lowering cut scores would not assist all students who faculty thought should've been placed higher. However, this finding could support the need for alternative assessment measures to appropriately place all students. We also found a few instructors who rated a higher percentage of their students as needing to be placed higher when compared to other instructors. This could demonstrate a bias in some instructors' ratings. Therefore, caution should be taken when considering faculty ratings.

Table 2  
Faculty Ratings - Fall 2012

Course	Both Campuses				Torrance Campus				Compton Center			
	<i>n</i>	Appropriate Placement	Should be Place Lower	Should be Place Higher	<i>n</i>	Appropriate Placement	Should be Place Lower	Should be Place Higher	<i>n</i>	Appropriate Placement	Should be Place Lower	Should be Place Higher
Reading and Composition												
English 1A	272	94.5%	3.3%	2.2%	216	94.0%	3.2%	2.8%	56	96.4%	3.6%	0.0%
Reading												
English 84	267	82.8%	7.1%	10.1%	165	86.1%	6.7%	7.3%	102	77.5%	7.8%	14.7%
English 82	360	77.2%	13.9%	8.9%	221	82.8%	7.2%	10.0%	139	68.3%	24.5%	7.2%
English 80	65	78.5%	21.5%	0.0%	39	84.6%	15.4%	0.0%	26	69.2%	30.8%	0.0%
Writing												
English A	408	82.8%	13.0%	4.2%	203	88.2%	6.9%	4.9%	205	77.6%	19.0%	3.4%
English B	160	71.3%	8.8%	20.0%	92	60.9%	6.5%	32.6%	68	85.3%	11.8%	2.9%
English C	30	86.7%	6.7%	6.7%	-	-	-	-	30	86.7%	6.7%	6.7%
<b>Total</b>	<b>1562</b>	<b>82.3%</b>	<b>10.3%</b>	<b>7.4%</b>	<b>936</b>	<b>85.0%</b>	<b>6.4%</b>	<b>8.5%</b>	<b>626</b>	<b>78.1%</b>	<b>16.1%</b>	<b>5.8%</b>

Students were also asked to rate whether they were appropriately placed into the English course they were enrolled in. The majority of students (81%) in all English courses surveyed indicated that they were placed in the right course, while 18% of students indicated that they should have been placed in a higher leveled course (20% from the Torrance Campus, 13% from Compton Center). When compared to faculty ratings, students were less likely to indicate that they should have been placed in a lower course.

Table 3  
Student Ratings – Fall 2012

Course	Both Campuses				Torrance Campus				Compton Center			
	<i>n</i>	Appropriate Placement	Should be Place Lower	Should be Place Higher	<i>n</i>	Appropriate Placement	Should be Place Lower	Should be Place Higher	<i>n</i>	Appropriate Placement	Should be Place Lower	Should be Place Higher
Reading and Composition												
English 1A	272	97.1%	2.9%	0.0%	216	98.1%	1.9%	0.0%	56	92.9%	7.1%	0.0%
Reading												
English 84	267	73.8%	0.0%	26.2%	39	72.1%	0.0%	27.9%	26	76.5%	0.0%	23.5%
English 82	360	72.5%	0.6%	26.9%	221	65.2%	0.9%	33.9%	139	84.2%	0.0%	15.8%
English 80	65	69.2%	6.2%	24.6%	165	66.7%	5.1%	28.2%	102	73.1%	7.7%	19.2%
Writing												
English A	408	86.8%	1.2%	12.0%	203	83.3%	1.0%	15.8%	205	90.2%	1.5%	8.3%
English B	160	78.1%	1.3%	20.6%	92	72.8%	0.0%	27.2%	68	85.3%	2.9%	11.8%
English C	30	66.7%	6.7%	26.7%	-	-	-	-	30	66.7%	6.7%	26.7%
<b>Total</b>	1562	81.0%	1.5%	17.5%	936	78.7%	1.1%	20.2%	626	84.5%	2.1%	13.4%

### Disproportionate Impact

A disproportionate impact analysis was conducted to examine whether results from the English placement test impacts certain groups of students differently than others. There is a potential for disproportionate impact on students based on their gender, ethnicity, age, and disability. The subgroups for each of these categories are compared to a minimum standard to determine whether certain subgroups do not meet the standard. The standard is defined as 80% of the placement rate for a given historical majority group. The historical majority group and standard rates are indicated at the bottom of each table. Subgroups with placement rates below the 80% standard are highlighted. For each category (gender, ethnicity, age, and disability), data regarding the percentage of students of each subgroup in each course, how each subgroup was divided amongst the courses, and the disproportionate impact values are reported.

## Gender

Tables 4-6 illustrate the percentage of students who identify as male and female for each course. Overall, in English 1A, there is approximately an equal percentage of men and women. As the English courses decrease in level, more women outnumber men, making up the majority of the lower leveled courses. This general trend was seen at both campuses.

Table 4  
*Gender by Course – Both Campuses*

Both Campuses							
Gender	Eng 1A (N = 272)	Eng 84 (N = 267)	Eng 82 (N = 360)	Eng 80 (N = 65)	Eng A (N = 408)	Eng B (N = 160)	Eng C (N = 30)
Female	46.0%	56.9%	61.9%	64.6%	60.3%	57.5%	73.3%
Male	54.0%	43.1%	38.1%	35.4%	39.7%	42.5%	26.7%
<b>Total</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 5  
*Gender by Course – Torrance Campus*

Torrance Campus							
Gender	Eng 1A (N = 216)	Eng 84 (N = 165)	Eng 82 (N = 221)	Eng 80 (N = 39)	Eng A (N = 203)	Eng B (N = 92)	Eng C (N = 0)
Female	45.4%	55.8%	61.1%	53.8%	55.2%	53.3%	-
Male	54.6%	44.2%	38.9%	46.2%	44.8%	46.7%	-
<b>Total</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	-

Table 6  
*Gender by Course - Compton Center*

Compton Center							
Gender	Eng 1A (N = 56)	Eng 84 (N = 102)	Eng 82 (N = 139)	Eng 80 (N = 26)	Eng A (N = 205)	Eng B (N = 68)	Eng C (N = 30)
Female	48.2%	58.8%	63.3%	80.8%	65.4%	63.2%	73.3%
Male	51.8%	41.2%	36.7%	19.2%	34.6%	36.8%	26.7%
<b>Total</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Taking the same data regarding gender and placement, Tables 7 and 8 examined how students belonging to each gender were placed amongst the courses. Table 7 specifically examined each gender's placement in reading. The majority of female students from both the Torrance

Campus (39%) and Compton Center (45%) were placed in English 82. The majority of male students from the Torrance Campus were placed in English 1A (40%), while the majority of male Compton Center students were placed in English 82 (40%).

Table 7  
*Placement by Gender in Reading Courses*

Course	Both Campuses		Torrance Campus		Compton Center	
	Female (N = 542)	Male (N = 422)	Female (N = 346)	Male (N = 295)	Female (N = 196)	Male (N = 127)
Reading and Composition						
English 1A	23.1%	34.8%	28.3%	40.0%	13.8%	22.8%
Reading						
English 84	28.0%	27.3%	26.6%	24.7%	30.6%	33.1%
English 82	41.1%	32.5%	39.0%	29.2%	44.9%	40.2%
English 80	7.7%	5.5%	6.1%	6.1%	10.7%	3.9%
<b>Total</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 8 examined specifically each gender’s placement in writing. The majority of female students from both the Torrance Campus (43%) and Compton Center (60%) placed in English A. The majority of male students from the Torrance Campus (47%) placed in English 1A, while the majority of Compton Center male students (53%) placed in English A.

Table 8  
*Placement by Gender in Writing Courses*

Course	Both Campuses		Torrance Campus		Compton Center	
	Female (N = 485)	Male (N = 385)	Female (N = 259)	Male (N = 252)	Female (N = 226)	Male (N = 133)
Reading and Composition						
English 1A	25.8%	38.2%	37.8%	46.8%	11.9%	21.8%
Writing						
English A	50.7%	42.1%	43.2%	36.1%	59.3%	53.4%
English B	19.0%	17.7%	18.9%	17.1%	19.0%	18.8%
English C	4.5%	2.1%	-	-	9.7%	6.0%
<b>Total</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The reference group or historical majority group for gender is male. Females are underrepresented in the percentage of students who assessed into English 1A.

Table 9  
Disproportionate Gender Placement

Course	Both Campuses		Torrance Campus		Compton Center	
	Female	Male	Female	Male	Female	Male
	(N = 810)	(N = 608)	(N = 481)	(N = 412)	(N = 329)	(N = 196)
English 1A	15.4%	24.2%	20.4%	28.6%	8.2%	14.8%
Below college level English	84.6%	75.8%	79.6%	71.4%	91.8%	85.2%
<b>80% of Majority (Male)</b>	19.4%		22.9%		11.8%	

\*highlighted percentages indicate disproportionate impact

### Age Group

Tables 10-12 show the age make-up of each English course, first using both campuses' data (Table 9), and then separated by campus (Table 10 and 11). Overall, the majority age group is 17-19 for both campuses. However, the disparity in percentage of younger and older students was smaller at the Compton Center.

Table 10  
Age by Course - Both Campuses

Both Campuses							
Age	Eng 1A (N = 272)	Eng 84 (N = 267)	Eng 82 (N = 360)	Eng 80 (N = 65)	Eng A (N = 408)	Eng B (N = 160)	Eng C (N = 30)
<17	0.4%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%
17-19	77.6%	68.5%	66.4%	44.6%	70.1%	46.9%	36.7%
20-24	14.3%	16.5%	20.8%	29.2%	19.4%	27.5%	26.7%
25-29	3.7%	6.7%	5.6%	12.3%	3.7%	11.3%	6.7%
30-39	3.3%	3.7%	4.2%	6.2%	3.4%	8.8%	13.3%
40+	0.7%	3.7%	3.1%	7.7%	3.4%	5.6%	16.7%
<b>Total</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 11  
Age by Course - Torrance Campus

Torrance Campus							
Age	Eng 1A (N = 216)	Eng 84 (N = 165)	Eng 82 (N = 221)	Eng 80 (N = 39)	Eng A (N = 203)	Eng B (N = 92)	Eng C (N = 0)
<17	0.0%	1.2%	0.0%	0.0%	0.0%	0.0%	-
17-19	82.4%	78.8%	74.7%	46.2%	80.3%	56.5%	-
20-24	10.2%	12.1%	20.4%	33.3%	15.8%	26.1%	-
25-29	3.2%	6.1%	3.2%	10.3%	1.5%	9.8%	-
30-39	3.2%	1.2%	1.4%	2.6%	2.0%	4.3%	-
40+	0.9%	0.6%	0.5%	7.7%	0.5%	3.3%	-
<b>Total</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Table 12  
Age by Course - Compton Center

Compton Center							
Age	Eng 1A (N = 56)	Eng 84 (N = 102)	Eng 82 (N = 139)	Eng 80 (N = 26)	Eng A (N = 205)	Eng B (N = 68)	Eng C (N = 30)
<17	1.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
17-19	58.9%	52.0%	53.2%	42.3%	60.0%	33.8%	36.7%
20-24	30.4%	23.5%	21.6%	23.1%	22.9%	29.4%	26.7%
25-29	5.4%	7.8%	9.4%	15.4%	5.9%	13.2%	6.7%
30-39	3.6%	7.8%	8.6%	11.5%	4.9%	14.7%	13.3%
40+	0.0%	8.8%	7.2%	7.7%	6.3%	8.8%	16.7%
<b>Total</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Tables 13-18 show how each age group was placed amongst the courses. Table 13-15 specifically examined each age group's placement in reading. These tables show where each age group's initial reading skills were placed by course. Overall, the majority of each age group placed in a reading course below college level. The majority of students from each age group from the Torrance campus placed in a higher reading course than the Compton Center students.



Table 13  
*Placement by Age in Reading Courses – Both Campuses*

Both Campuses						
Course	<17	17-19	20-24	25-29	30-39	40+
	(N = 3)	(N = 662)	(N = 177)	(N = 56)	(N = 38)	(N = 28)
Reading and Composition						
English 1A	*	31.9%	22.0%	17.9%	23.7%	7.1%
Reading						
English 84	*	27.6%	24.9%	32.1%	26.3%	35.7%
English 82	*	36.1%	42.4%	35.7%	39.5%	39.3%
English 80	*	4.4%	10.7%	14.3%	10.5%	17.9%
<b>Total</b>	*	100.0%	100.0%	100.0%	100.0%	100.0%

\*Numbers suppressed due to low counts.

Table 14  
*Placement by Age in Reading Courses – Torrance Campus*

Torrance Campus						
Course	<17	17-19	20-24	25-29	30-39	40+
	(N = 2)	(N = 491)	(N = 100)	(N = 28)	(N = 13)	(N = 7)
Reading and Composition						
English 1A	*	36.3%	22.0%	25.0%	53.8%	*
Reading						
English 84	*	26.5%	20.0%	35.7%	15.4%	*
English 82	*	33.6%	45.0%	25.0%	23.1%	*
English 80	*	3.7%	13.0%	14.3%	7.7%	*
<b>Total</b>	*	100.0%	100.0%	100.0%	100.0%	*

\*Numbers suppressed due to low counts.

Table 15  
*Placement by Age in Reading Courses – Compton Center*

Compton Center						
Course	<17	17-19	20-24	25-29	30-39	40+
	(N = 1)	(N = 171)	(N = 77)	(N = 28)	(N = 25)	(N = 21)
Reading and Composition						
English 1A	*	19.3%	22.1%	10.7%	8.0%	0.0%
Reading						
English 84	*	31.0%	31.2%	28.6%	32.0%	42.9%
English 82	*	43.3%	39.0%	46.4%	48.0%	47.6%
English 80	*	6.4%	7.8%	14.3%	12.0%	9.5%
<b>Total</b>	*	100.0%	100.0%	100.0%	100.0%	100.0%

\*Numbers suppressed due to low counts.

Table 16-18 specifically examined each age group's placement in writing. These tables show where each age group's initial writing skills were placed. Overall, the majority of each age group placed in a writing course below college level. Generally, a higher percentage of students ages 17-19 placed in English 1A than the other age groups.

Table 16  
*Placement by Age in Writing Courses – Both Campuses*

Both Campuses						
Course	<17	17-19	20-24	25-29	30-39	40+
	(N = 1)	(N = 583)	(N = 170)	(N = 45)	(N = 41)	(N = 30)
Reading and Composition						
English 1A	*	36.2%	22.9%	22.2%	22.0%	6.7%
Writing						
English A	*	49.1%	46.5%	33.3%	34.1%	46.7%
English B	*	12.9%	25.9%	40.0%	34.1%	30.0%
English C	*	1.9%	4.7%	4.4%	9.8%	16.7%
<b>Total</b>	*	100.0%	100.0%	100.0%	100.0%	100.0%

\*Numbers suppressed due to low counts.

Table 17  
*Placement by Age in Writing Courses – Torrance Campus*

Torrance Campus						
Course	<17 (N = 0)	17-19 (N = 393)	20-24 (N = 78)	25-29 (N = 19)	30-39 (N = 15)	40+ (N = 6)
Reading and Composition						
English 1A	*	45.3%	28.2%	36.8%	46.7%	*
Writing						
English A	*	41.5%	41.0%	15.8%	26.7%	*
English B	*	13.2%	30.8%	47.4%	26.7%	*
English C	*	-	-	-	-	-
<b>Total</b>	*	100.0%	100.0%	100.0%	100.0%	*

\*Numbers suppressed due to low counts.

Table 18  
*Placement by Age in Writing Courses – Compton Center*

Compton Center						
Course	<17 (N = 1)	17-19 (N = 190)	20-24 (N = 92)	25-29 (N = 26)	30-39 (N = 26)	40+ (N = 24)
Reading and Composition						
English 1A	*	17.4%	18.5%	11.5%	7.7%	0.0%
Writing						
English A	*	64.7%	51.1%	46.2%	38.5%	54.2%
English B	*	12.1%	21.7%	34.6%	38.5%	25.0%
English C	*	5.8%	8.7%	7.7%	15.4%	20.8%
<b>Total</b>	*	100.0%	100.0%	100.0%	100.0%	100.0%

\*Numbers suppressed due to low counts.

The historical majority age group is 17-19. This is the traditional college-entry age group. There is evidence of disproportionate impact in the majority of the older age groups (20 years old and up), with these age groups placing lower than expected into English 1A. Lower placements could be the result of students in these age groups returning to college after being in the workforce for a number of years.

Table 19  
*Disproportionate Age Placement- Both Campuses*

Both Campuses						
Course	<17 (N = 3)	17-19 (N = 936)	20-24 (N = 288)	25-29 (N = 82)	30-39 (N = 60)	40+ (N = 49)
English 1A	*	22.5%	13.5%	12.2%	15.0%	4.1%
Below college level English	*	77.5%	86.5%	87.8%	85.0%	95.9%
<b>80% of Majority (17-19)</b>	18.0%					

\*Numbers suppressed due to low counts.

\*\*Highlighted percentages indicate disproportionate impact

Table 20  
*Disproportionate Age Placement – Torrance Campus*

Torrance Campus						
Course	<17 (N = 2)	17-19 (N = 670)	20-24 (N = 150)	25-29 (N = 40)	30-39 (N = 20)	40+ (N = 11)
English 1A	*	26.6%	14.7%	17.5%	35%	18.2%
Below college level English	*	73.4%	85.3%	82.5%	65.0%	81.8%
<b>80% of Majority (17-19)</b>	21.3%					

\*Numbers suppressed due to low counts.

\*\*Highlighted percentages indicate disproportionate impact

Table 21  
*Disproportionate Age Placement – Compton Center*

Compton Center						
Course	<17 (N = 1)	17-19 (N = 266)	20-24 (N = 138)	25-29 (N = 42)	30-39 (N = 40)	40+ (N = 38)
English 1A	*	12.4%	12.3%	7.1%	5.0%	0.0%
Below college level English	*	87.6%	87.7%	92.9%	95.0%	100.0%
<b>80% of Majority (17-19)</b>	9.9%					

\*Numbers suppressed due to low counts.

\*\*Highlighted percentages indicate disproportionate impact

## Disability

Tables 22-24 show the percentage of self-reported disabled students in each course. The majority of students in each course are not disabled. The percentage of disabled students in

the English courses increased as the courses decrease in level for both writing and reading courses.

Table 22  
*Disability by Course – Both Campuses*

Both Campuses							
Disability	Eng 1A (N = 272)	Eng 84 (N = 267)	Eng 82 (N = 360)	Eng 80 (N = 65)	Eng A (N = 408)	Eng B (N = 160)	Eng C (N = 30)
Yes	0.7%	1.5%	4.4%	36.9%	2.7%	14.4%	36.7%
No	99.3%	98.5%	95.6%	63.1%	97.3%	85.6%	63.3%
<b>Total</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 23  
*Disability by Course – Torrance Campus*

Torrance Campus							
Disability	Eng 1A (N = 216)	Eng 84 (N = 165)	Eng 82 (N = 221)	Eng 80 (N = 39)	Eng A (N = 203)	Eng B (N = 92)	Eng C (N = 0)
Yes	0.5%	1.8%	5.4%	38.5%	3.9%	20.7%	-
No	99.5%	98.2%	94.6%	61.5%	96.1%	79.3%	-
<b>Total</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	-

Table 24  
*Disability by Course – Compton Center*

Compton Center							
Disability	Eng 1A (N = 56)	Eng 84 (N = 102)	Eng 82 (N = 139)	Eng 80 (N = 26)	Eng A (N = 205)	Eng B (N = 68)	Eng C (N = 30)
Yes	1.8%	1.0%	2.9%	34.6%	1.5%	5.9%	36.7%
No	98.2%	99.0%	97.1%	65.4%	98.5%	94.1%	63.3%
<b>Total</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Tables 25-26 show where the disabled students were placed based on their assessed reading and writing skills. The majority of disabled students from both campuses were placed in English courses below transfer-level.

Table 25  
*Placement by Disability in Reading Courses*

Course	Both Campuses		Torrance Campus		Compton Center	
	Yes (N = 46)	No (N = 918)	Yes (N = 31)	No (N = 610)	Yes (N = 15)	No (N = 308)
Reading and Composition English 1A	4.3%	29.4%	3.2%	35.2%	6.7%	17.9%
Reading English 84	8.7%	28.6%	9.7%	26.6%	6.7%	32.8%
English 82	34.8%	37.5%	38.7%	34.3%	26.7%	43.8%
English 80	52.2%	4.5%	48.4%	3.9%	60.0%	5.5%
<b>Total</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 26  
*Placement by Disability in Writing Courses*

Course	Both Campuses		Torrance Campus		Compton Center	
	Yes (N = 47)	No (N = 823)	Yes (N = 28)	No (N = 483)	Yes (N = 19)	No (N = 340)
Reading and Composition English 1A	4.3%	32.8%	3.6%	44.5%	5.3%	16.2%
Writing English A	23.4%	48.2%	28.6%	40.4%	15.8%	59.4%
English B	48.9%	16.6%	67.9%	15.1%	21.1%	18.8%
English C	23.4%	2.3%	-	-	57.9%	5.6%
<b>Total</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

\*Numbers suppressed due to low counts.

The historical majority group for the disability category is students with no reported disability. There is evidence of disproportionate impact on students with disabilities who placed in English 1A.

Table 27  
*Disproportionate Disability Placement*

Course	Both Campuses		Torrance Campus		Compton Center	
	Yes	No	Yes	No	Yes	No
	(N = 83)	(N = 1335)	(N = 55)	(N = 838)	(N = 28)	(N = 496)
English 1A	2.4%	20.2%	1.8%	25.7%	3.6%	11.1%
Below college level English	97.6%	79.8%	98.2%	74.3%	96.4%	88.9%
<b>80% of Majority (No)</b>	16.2%		20.6%		8.9%	

\*highlighted percentages indicate disproportionate impact

### Ethnicity

Tables 28-30 show the ethnic make-up of each course surveyed. Overall, the majority ethnic group in every English course was Hispanic, followed by African Americans (except in English 1A).

Table 28  
*Ethnicity by Course – Both Campuses*

Both Campuses							
Ethnicity	Eng 1A (N = 272)	Eng 84 (N = 267)	Eng 82 (N = 360)	Eng 80 (N = 65)	Eng A (N = 408)	Eng B (N = 160)	Eng C (N = 30)
African American	9.9%	19.1%	23.6%	43.1%	22.3%	32.5%	50.0%
American Indian/ Alaskan Native	0.0%	0.7%	0.0%	0.0%	0.5%	0.0%	3.3%
Asian	9.9%	9.4%	7.8%	6.2%	5.4%	6.3%	3.3%
Hispanic	52.9%	57.7%	62.2%	49.2%	62.0%	52.5%	40.0%
Pacific Islander	1.5%	0.4%	0.6%	0.0%	1.2%	0.6%	0.0%
White	17.6%	8.6%	2.5%	1.5%	2.9%	5.0%	0.0%
2 or more	7.7%	3.7%	2.2%	0.0%	4.9%	1.3%	3.3%
Unknown or declined	0.4%	0.4%	1.1%	0.0%	0.7%	1.9%	0.0%
<b>Total</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 29  
*Ethnicity by Course – Torrance Campus*

Torrance Campus							
Ethnicity	Eng 1A (N = 216)	Eng 84 (N = 165)	Eng 82 (N = 221)	Eng 80 (N = 39)	Eng A (N = 203)	Eng B (N = 92)	Eng C (N = 0)
African American	5.6%	10.3%	15.4%	30.8%	12.3%	22.8%	-
American Indian/ Alaskan Native	0.0%	0.0%	0.0%	0.0%	0.5%	0.0%	-
Asian	12.0%	12.7%	11.3%	7.7%	8.9%	9.8%	-
Hispanic	51.9%	60.0%	66.5%	59.0%	64.5%	58.7%	-
Pacific Islander	0.9%	0.0%	0.5%	0.0%	1.0%	1.1%	-
White	21.3%	12.7%	3.2%	2.6%	3.9%	6.5%	-
2 or more	8.3%	3.6%	2.3%	0.0%	7.9%	0.0%	-
Unknown or declined	0.0%	0.6%	0.9%	0.0%	1.0%	1.1%	-
<b>Total</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	-

Table 30  
*Ethnicity by Course – Compton Center*

Compton Center							
Ethnicity	Eng 1A (N = 56)	Eng 84 (N = 102)	Eng 82 (N = 139)	Eng 80 (N = 26)	Eng A (N = 205)	Eng B (N = 68)	Eng C (N = 30)
African American	26.8%	33.3%	36.7%	61.5%	32.2%	45.6%	50.0%
American Indian/ Alaskan Native	0.0%	2.0%	0.0%	0.0%	0.5%	0.0%	3.3%
Asian	1.8%	3.9%	2.2%	3.8%	2.0%	1.5%	3.3%
Hispanic	57.1%	53.9%	55.4%	34.6%	59.5%	44.1%	40.0%
Pacific Islander	3.6%	1.0%	0.7%	0.0%	1.5%	0.0%	0.0%
White	3.6%	2.0%	1.4%	0.0%	2.0%	2.9%	0.0%
2 or more	5.4%	3.9%	2.2%	0.0%	2.0%	2.9%	3.3%
Unknown or declined	1.8%	0.0%	1.4%	0.0%	0.5%	2.9%	0.0%
<b>Total</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%



Tables 31-36 show the percentage of each ethnic group as they were placed in the various English courses. Overall, every ethnic group performed better and placed higher in writing than reading. Tables 31-33 focus on the reading courses. The majority of students who identified as White or identified with two or more ethnicities were placed in English 1A. The majority of African Americans, Asians, and Hispanics were placed in English 82.

Table 31

*Placement by Ethnicity in Reading Courses – Both Campuses*

Both Campuses								
Course	African American (N = 191)	American Indian/ Alaskan Native (N = 2)	Asian (N = 84)	Hispanic (N = 554)	Pacific Islander (N = 7)	White (N = 81)	2 or more (N = 39)	Unknown or declined (N = 6)
Reading and Composition								
English 1A	14.1%	*	32.1%	26.0%	*	59.3%	53.8%	*
Reading								
English 84	26.7%	*	29.8%	27.8%	*	28.4%	25.6%	*
English 82	44.5%	*	33.3%	40.4%	*	11.1%	20.5%	*
English 80	14.7%	*	4.8%	5.8%	*	1.2%	0.0%	*
<b>Total</b>	100.0%	*	100.0%	100.0%	*	100.0%	100.0%	*

\*Numbers suppressed due to low counts.

Table 32

*Placement by Ethnicity in Reading Courses – Torrance Campus*

Torrance Campus								
Course	African American (N = 75)	American Indian/ Alaskan Native (N = 0)	Asian (N = 75)	Hispanic (N = 381)	Pacific Islander (N = 3)	White (N = 75)	2 or more (N = 29)	Unknown or declined (N = 3)
Reading and Composition								
English 1A	16.0%	*	34.7%	29.4%	*	61.3%	62.1%	*
Reading								
English 84	22.7%	*	28.0%	26.0%	*	28.0%	20.7%	*
English 82	45.3%	*	33.3%	38.6%	*	9.3%	17.2%	*
English 80	16.0%	*	4.0%	6.0%	*	1.3%	0.0%	*
<b>Total</b>	100.0%	*	100.0%	100.0%	*	100.0%	100%	*

\*Numbers suppressed due to low counts.

Table 33

*Placement by Ethnicity in Reading Courses – Compton Center*

Compton Center								
Course	African American (N = 116)	American Indian/Alaskan Native (N = 2)	Asian (N = 9)	Hispanic (N = 173)	Pacific Islander (N = 4)	White (N = 6)	2 or more (N = 10)	Unknown or declined (N = 3)
Reading and Composition								
English 1A	12.9%	*	*	18.5%	*	*	30.0%	*
Reading								
English 84	29.3%	*	*	31.8%	*	*	40.0%	*
English 82	44.0%	*	*	44.5%	*	*	30.0%	*
English 80	13.8%	*	*	5.2%	*	*	0.0%	*
<b>Total</b>	100.0%	*	*	100.0%	*	*	100.0%	*

\*Numbers suppressed due to low counts.

Tables 34-36 focus on the writing courses. Overall, the majority of students who identified as Asian, White or identified with two or more ethnicities were placed in English 1A. The majority of African Americans, Hispanics, and Pacific Islander were placed in English A.

Table 34

*Placement by Ethnicity in Writing Courses – Both Campuses*

Both Campuses								
Course	African American (N = 185)	American Indian/Alaskan Native (N = 3)	Asian (N = 60)	Hispanic (N = 493)	Pacific Islander (N = 10)	White (N = 68)	2 or more (N = 44)	Unknown or declined (N = 7)
Reading and Composition								
English 1A	14.6%	*	45.0%	29.2%	40.0%	70.6%	47.7%	*
Writing								
English A	49.2%	*	36.7%	51.3%	50.0%	17.6%	45.5%	*
English B	28.1%	*	16.7%	17.0%	10.0%	11.8%	4.5%	*
English C	8.1%	*	1.7%	2.4%	0.0%	0.0%	2.3%	*
<b>Total</b>	100.0%	*	100.0%	100.0%	100.0%	100.0%	100.0%	*

\*Numbers suppressed due to low counts.

Table 35

*Placement by Ethnicity in Writing Courses – Torrance Campus*

Torrance Campus								
Course	African American (N = 58)	American Indian/ Alaskan Native (N = 1)	Asian (N = 53)	Hispanic (N = 297)	Pacific Islander (N = 5)	White (N = 60)	2 or more (N = 34)	Unknown or declined (N = 3)
Reading and Composition								
English 1A	20.7%	*	49.1%	37.7%	*	76.7%	52.9%	*
Writing								
English A	43.1%	*	34.0%	44.1%	*	13.3%	47.1%	*
English B	36.2%	*	17.0%	18.2%	*	10.0%	0.0%	*
English C	-	-	-	-	-	-	-	-
<b>Total</b>	100.0%	*	100.0%	100.0%	*	100.0%	100%	*

\*Numbers suppressed due to low counts.

Table 36

*Placement by Ethnicity in Writing Courses – Compton Center*

Compton Center								
Course	African American (N = 127)	American Indian/ Alaskan Native (N = 2)	Asian (N = 7)	Hispanic (N = 196)	Pacific Islander (N = 5)	White (N = 8)	2 or more (N = 10)	Unknown or declined (N = 4)
Reading and Composition								
English 1A	11.8%	*	*	16.3%	*	*	30.0%	*
Writing								
English A	52.0%	*	*	62.2%	*	*	40.0%	*
English B	24.4%	*	*	15.3%	*	*	20.0%	*
English C	11.8%	*	*	6.1%	*	*	10.0%	*
<b>Total</b>	100.0%	*	*	100.0%	*	*	100.0%	*

\*Numbers suppressed due to low counts.

The historical majority group for the ethnicity category is White. Overall, the data reveal disproportionate impacts for African American, Asians, Hispanic, Pacific Islander, students who

identified with two or more ethnicities and students who did not report their ethnicity. A higher proportion of these students were placed in below college-level English when compared to White-identified students.

A factor that could contribute to the disproportionate impact under the ethnicity category is the amount of exposure to the English language. Students who do not identify as White may identify another language as their first language, which could put them at a disadvantage during the assessment exam.

Table 37  
*Disproportionate Ethnicity Placement – Both Campuses*

Both Campuses								
Course	African American (N = 321)	American Indian/Alaskan Native (N = 4)	Asian (N = 106)	Hispanic (N = 816)	Pacific Islander (N = 11)	White (N = 105)	2 or more (N = 53)	Unknown or declined (N = 11)
English 1A	8.4%	*	25.5%	17.6%	36.4%	45.7%	39.6%	9.1%
Below College Level English	91.6%	*	74.5%	82.4%	63.6%	54.3%	60.4%	90.9%
<b>80% of Majority (White)</b>	43.4%							

\*Numbers suppressed due to low counts.

\*\*Highlighted percentages indicate disproportionate impact

Table 38  
*Disproportionate Ethnicity Placement – Torrance Campus*

Torrance Campus								
Course	African American (N = 116)	American Indian/Alaskan Native (N = 1)	Asian (N = 96)	Hispanic (N = 536)	Pacific Islander (N = 6)	White (N = 95)	2 or more (N = 37)	Unknown or declined (N = 6)
English 1A	10.3%	*	27.1%	20.1%	*	48.4%	48.6%	*
Below College Level English	89.7%	*	72.9%	79.9%	*	51.6%	51.4%	*
<b>80% of Majority (White)</b>	38.7%							

\*Numbers suppressed due to low counts.

\*\*Highlighted percentages indicate disproportionate impact on minority group

Table 39  
*Disproportionate Ethnicity Placement – Compton Center*

Compton Center								
Course	African American (N = 196)	American Indian/Alaskan Native (N = 3)	Asian (N = 10)	Hispanic (N = 280)	Pacific Islander (N = 5)	White (N = 10)	2 or more (N = 16)	Unknown or declined (N = 5)
English 1A	7.7%	*	10.0%	11.4%	*	20.0%	18.8%	*
Below College Level English	92.3%	*	90.0%	88.6%	*	80.0%	81.2%	*
<b>80% of Majority (White)</b>	16.0%							

\*Numbers suppressed due to low counts.

\*\*Highlighted percentages indicate disproportionate impact on minority group

## Conclusion

The study was conducted to re-validate the use of the Reading Placement Test (CPTRC) and Writing Placement Test (CPTSS). It examines the continuing appropriateness of the established cut scores and disproportionate impact. The cut scores appear to be set at the appropriate level for the English courses based on the large majority of English faculty and students who agreed that the assessment placed students at the appropriate levels.

However, the presence of disproportionate impact based on gender, age, disability, and ethnicity, as well as opinions from instructors who believe that some students were placed inappropriately, hint that alternative assessment methods may be necessary to appropriately place all students. For example, Long Beach City College (LBCC) presented data showing that students' 11<sup>th</sup> grade English-Language Arts (ELA) California Standards Test (CST) score was the best predictor of English placement when compared to high school English grades, high school GPA and AP enrollment. In regards to successful completion of LBCC's English course, students' high school GPA was the best predictor of student success when compared to their high school English grades and ELA CST scores. This research from LBCC suggests a multiple-measures model that examines students' high school GPA, English grades, AP enrollment, and ELA CST to place students in the appropriate English course at the community college. This alternative method could resolve the problem of placing students at a level lower than their skill-set and can potentially assist in lowering the disproportionate impact of gender, age, disability, and ethnicity.