

El Camino College: Assessment Test Results by Subgroup New Students from High School, Fall 2009 to Fall 2013

This report analyzes the course placement rates and numbers for new high school graduate-aged students entering El Camino College (ECC) over five years by ethnicity and gender. A previously published report examined overall placement rates and is available on the ECC Institutional Research website (<http://www.elcamino.edu/administration/ir/outcomes.asp>). Because graduation date information is not complete and new students to El Camino College can be of any age, the “direct from high school” cohort is approximated as students aged 17 or 18 with a recent test score. Results are first presented by gender, then by ethnicity.

The Reading, Writing, and Mathematics tests place students in a variety of levels depending on test performance. For this report, placements are grouped into categories of similarly-leveled courses. These groups are 1) transfer-level—courses that are equivalent to courses at a 4-year institution, 2) college-preparatory—courses that immediately precede transfer-level courses, and 3) basic skills—courses defined by ECC as basic skills courses (in most cases, more than one level below transfer). The specific ECC courses within each group and their levels below transfer are listed in Appendix A of this report. Disproportionate impact is examined by comparing the 5-year average of the reference groups (males and White students) to the 5-year average of other groups using the 80% rule. For example, if 60% of white students placed into transfer-level math, disproportionate impact may be present for any group under 48% (80% of 60%).

GENDER

Table 1 details the number and percent of students who took each test by gender. Over the past five years, the percentage of assessed men and women has remained at approximately 50% each.

Table 1: Number of Students Taking Placement Tests by Subject and Gender

	2009 (n = 3,166)		2010 (n = 2,723)		2011 (n = 2,545)		2012 (n = 2,642)		2013 (n = 2,716)	
	N	%	N	%	N	%	N	%	N	%
Reading										
Female	1,503	49.8	1,256	48.8	1,159	47.6	1,267	50.3	1,305	50.0
Male	1,513	50.2	1,316	51.2	1,275	52.4	1,252	49.7	1,307	50.0
Total	3,016		2,572		2,434		2,519		2,612	
Writing										
Female	1,503	49.8	1,254	48.7	1,160	47.7	1,266	50.3	1,306	50.0
Male	1,513	50.2	1,320	51.3	1,273	52.3	1,250	49.7	1,307	50.0
Total	3,016		2,574		2,433		2,516		2,613	
Math										
Female	1,525	50.0	1,258	48.2	1,167	47.4	1,291	50.2	1,316	49.9
Male	1,522	50.0	1,350	51.8	1,296	52.6	1,282	49.8	1,322	50.1
Total	3,047		2,608		2,463		2,573		2,638	

Note: The “N” figures at the top represent the total number of students aged 17 or 18 who reported a gender and took assessment tests between the opening of the application window (first week of January for this report) and the September census date in the year noted.

Reading

Figure 1. Reading Test Placement 5-year Trend by Gender

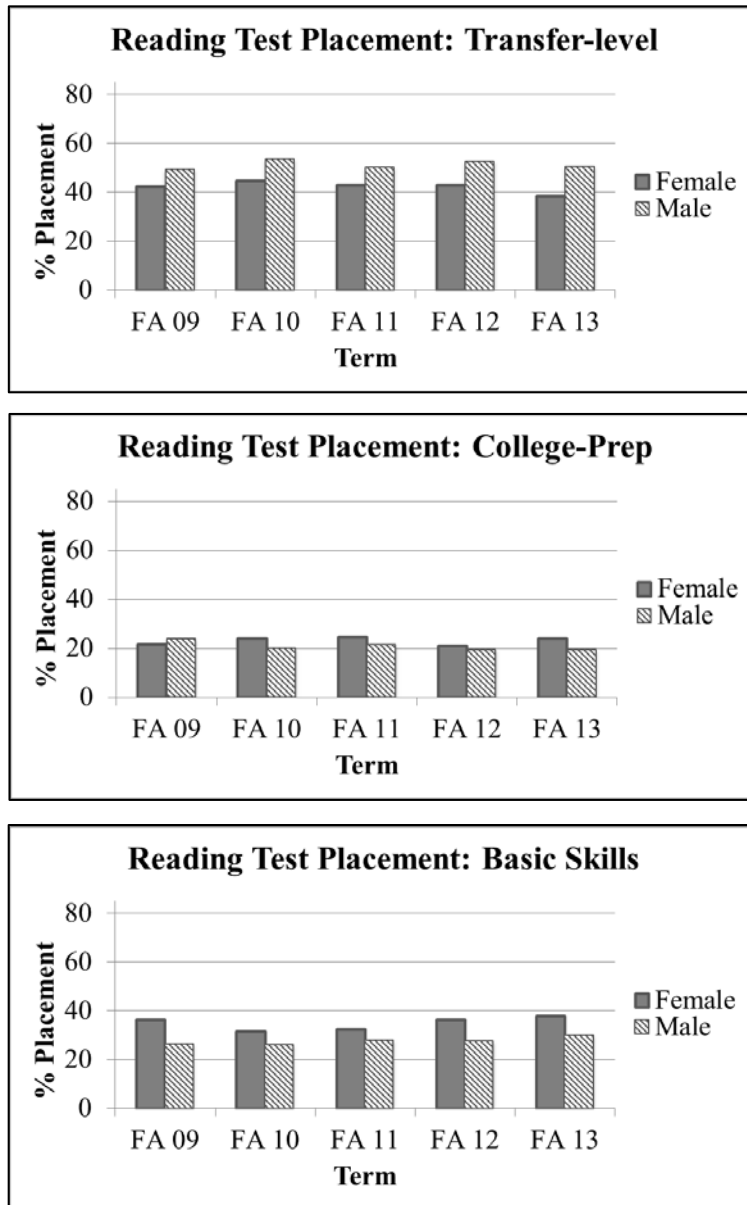


Figure 1 shows the 5-year trend of reading test placements by gender. Actual numbers may be found in Appendix B. Across the five years examined, placement rates stayed relatively consistent. Except for 2013, the most common placements for students remained transfer-level reading. In 2013, women placed into transfer-level reading at the same rate as basic skills (38%).

On average, 42% of women placed into transfer-level reading, 23% into college-prep reading, and 35% into basic skills reading. For men, 51% placed into transfer-level reading, 21% into college-prep, and 28% into basic skills.

More men than women placed into transfer-level reading, whereas more women than men placed into basic skills reading. However, using the 80% rule (41% into transfer-level minimum), there was no evidence of disproportionate impact between men and women on the reading placement test.

Writing

Figure 2. Writing Test Placement 5-year Trend by Gender

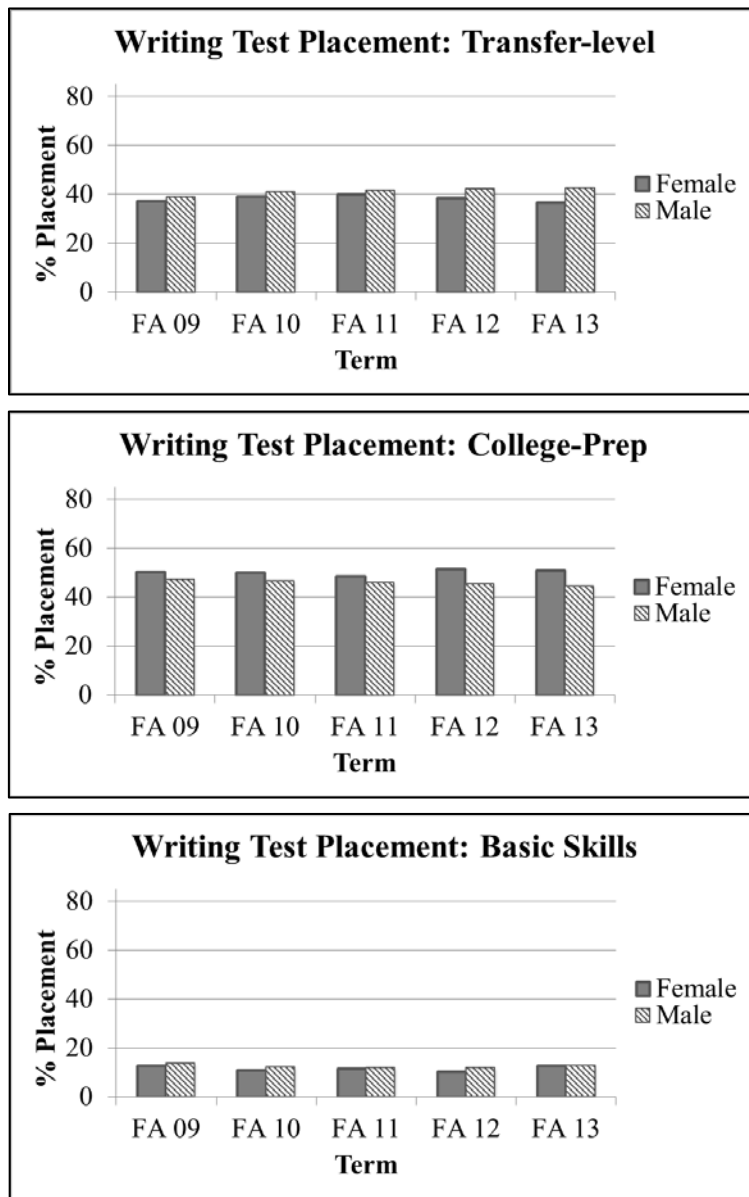


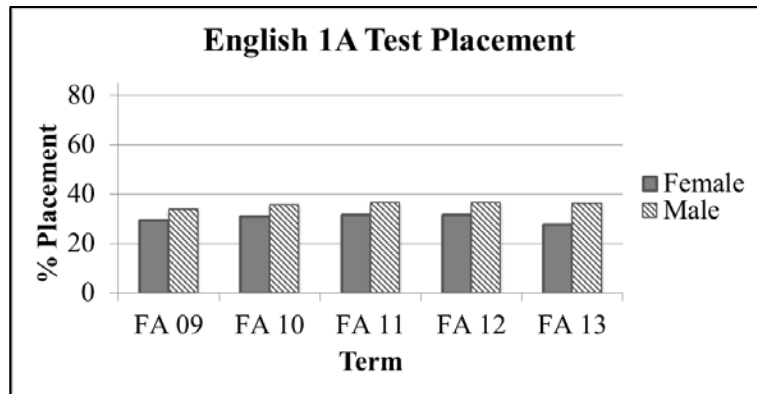
Figure 2 shows the 5-year trend of writing test placements by gender. Actual numbers may be found in Appendix B. Across the five years examined, placement rates stayed relatively consistent. The most common placements for men and women remained college-prep writing.

On average, 38% of women placed into transfer-level writing, 50% into college-prep writing, and 12% into basic skills writing. For men, 41% placed into transfer-level writing, 46% into college-prep writing, and 13% into basic skills writing.

More men than women placed into transfer-level writing, whereas more women than men placed into college prep writing. However, using the 80% rule (33% into transfer-level minimum), there was no evidence of disproportionate impact between men and women on the writing placement test.

English 1A

Figure 3. English 1A Placement 5-year Trend by Gender



To qualify for English 1A (transfer-level reading and writing), examinees must place into the transfer-level in both the Reading and the Writing portions of the assessment test. Figures 1 and 2 above reflect placement rates into the transfer-level course (English 1A) based only on one of these two criteria in order to show academic preparation by subject. Figure 3

reflects actual course placement rates using both the reading and writing qualifying test scores over the past five years. Actual numbers may be found in Appendix B.

On average, 30% of women and 36% of men placed into English 1A. More men than women placed into English 1A. However, using the 80% rule (29% into English 1A minimum), there was no evidence of disproportionate impact between men and women in English 1A placement.

Math

Figure 4. Math Placement 5-Year Trend by Gender

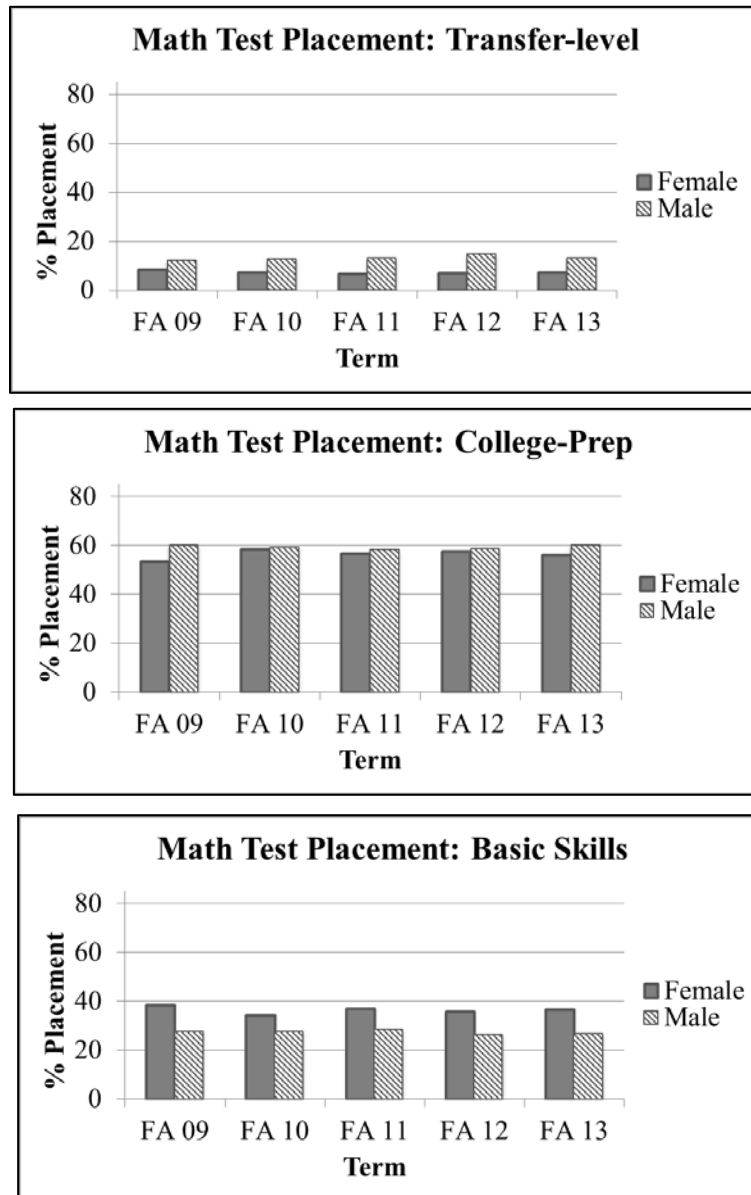


Figure 4 shows the 5-year trend of math test placements by gender. Actual numbers may be found in Appendix B. Across the five years examined, placement rates stayed relatively consistent from 2010 to 2013. The only meaningful change occurred between 2009 and 2010, when the proportion of women who placed into college-prep math increased from 53 to 58%. Rates for men remained relatively steady from 2009 to 2013.

On average, 7% of women placed into transfer-level math, 57% into college prep math, and 37% into basic skills math. For men, 13% placed into transfer-level math, 60% into college-prep math, and 28% into basic skills math.

More men than women placed into transfer-level math, whereas more women than men placed into basic skills math. *Using the 80% rule (10% into transfer-level minimum) suggests that disproportionate impact may be present between men and women on the math placement test.*

ETHNICITY

Table 2 details the number and percent of students who took each test by ethnicity. Over the past five years, the percentage of new students from high school who were Latino increased from ~45% to ~56%. This corresponded with a decrease in the percentage of assessed students who were white, dropping from ~17% to ~10%.

Table 2: Number of Students Taking Placement Tests by Subject and Ethnicity

	2009 (n = 3,166)		2010 (n = 2,723)		2011 (n = 2,545)		2012 (n = 2,642)		2013 (n = 2,716)	
	N	%	N	%	N	%	N	%	N	%
Reading										
African American	418	13.9	403	15.7	363	14.9	381	15.1	396	15.2
Asian	441	14.6	393	15.3	368	15.1	320	12.7	348	13.3
Latino	1,368	45.4	1,206	46.9	1,190	48.9	1,363	54.1	1,472	56.4
White	524	17.4	411	16.0	356	14.6	297	11.8	258	9.9
Other*	265	8.8	161	6.3	157	6.5	158	6.3	138	5.3
Total	3,016		2,574		2,434		2,519		2,612	
Writing										
African American	418	13.9	399	15.5	365	15.0	381	15.1	399	15.3
Asian	441	14.6	394	15.3	371	15.2	318	12.6	346	13.2
Latino	1,367	45.3	1,209	46.9	1,187	48.8	1,363	54.2	1,471	56.3
White	525	17.4	414	16.1	354	14.5	296	11.8	259	9.9
Other*	265	8.8	160	6.2	156	6.4	158	6.3	138	5.3
Total	3,016		2,576		2,433		2,516		2,613	
Math										
African American	414	13.6	397	15.2	356	14.5	377	14.7	392	14.9
Asian	489	16.0	436	16.7	406	16.5	356	13.8	364	13.8
Latino	1,366	44.8	1,202	46.1	1,189	48.3	1,377	53.5	1,482	56.2
White	514	16.9	409	15.7	358	14.5	303	11.8	264	10.0
Other*	264	8.7	166	6.4	154	6.3	160	6.2	136	5.2
Total	3,047		2,610		2,463		2,573		2,638	

Note: The “N” figures at the top represent the total number of students aged 17 or 18 who reported a gender and took assessment tests between the opening of the application window (first week of January for this report) and the September census date in the year noted.

*Other ethnicities comprise Filipino, American-Indian or Alaskan Native, Pacific Islander, those with two or more ethnicities, and those who were unknown or declined to state. Given that examinations of disproportionate impact among the heterogeneous “other” ethnic group would likely prove uninformative, subsequent analyses describe and compare only the first four ethnic groups.

Reading

Figure 5. Reading Placement 5-year Trend by Ethnicity

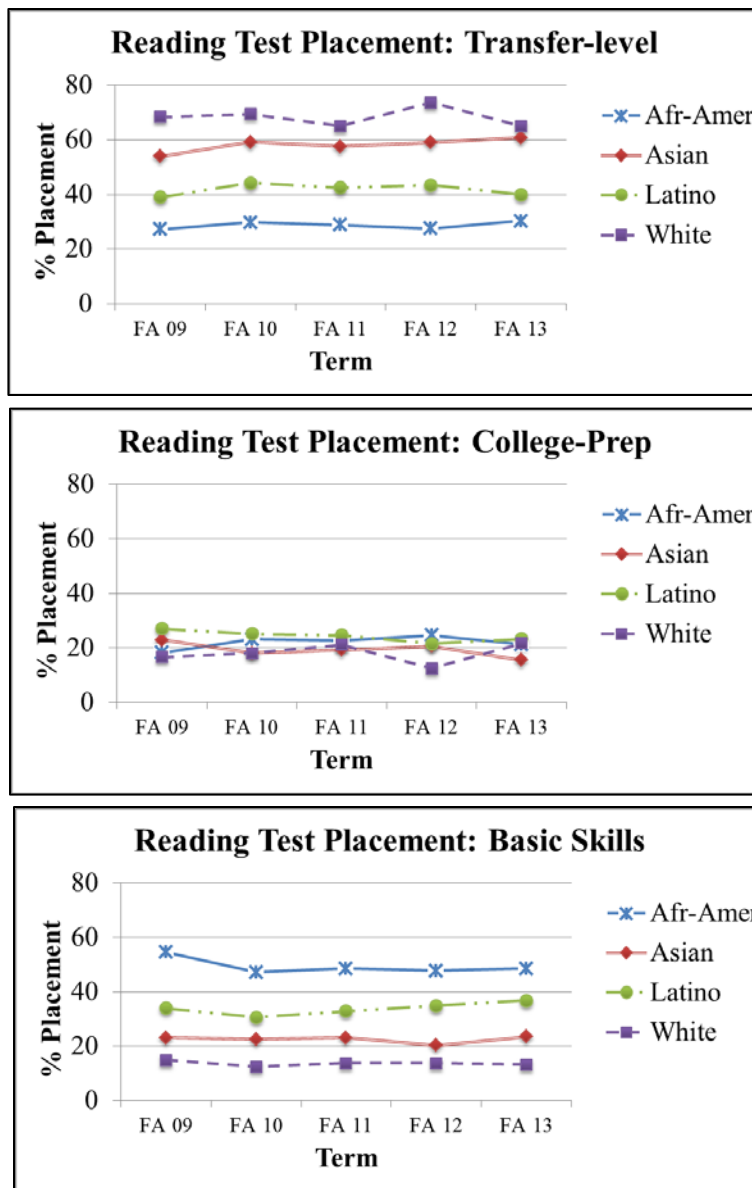


Figure 5 shows the 5-year trend of reading test placements by ethnicity. Actual numbers may be found in Appendix C. Across the five years examined, placement rates stayed relatively consistent with a few exceptions. Between 2009 and 2010, the percent of African American students placed into basic skills reading decreased from 55% to 47%. Between 2011 and 2012, the percent of White students placed into transfer-level reading increased from 65% to 74%, and college prep reading decreased from 21% to 12%. This appears to have been limited to 2012, as the placement rates returned to their 2011 levels in 2013.

On average, 29% of African American students placed into transfer-level reading, 22% into college-prep reading, and 49% into basic skills reading. For Asian students, an average of 58% placed into transfer-level reading, 19% into college-prep reading, and 23% into basic skills reading. For Latino students, an average of 42% placed into transfer-level reading, 24% into college-prep reading, and 34% into basic skills reading. For White students, an average of 68% placed

into transfer-level reading, 18% into college-prep reading, and 26% into basic skills reading.

More White students placed into transfer-level reading than any other ethnicity. Similarly, White students had the lowest level of placement into basic skills reading. *Using the 80% rule (54% into transfer-level minimum) suggests that there may be disproportionate impact for African American and Latino students on the reading placement test.*

Writing

Figure 6. Writing Placement 5-year Trend by Ethnicity

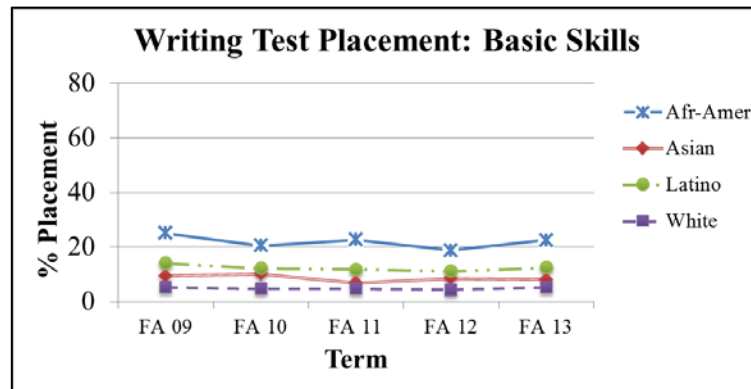
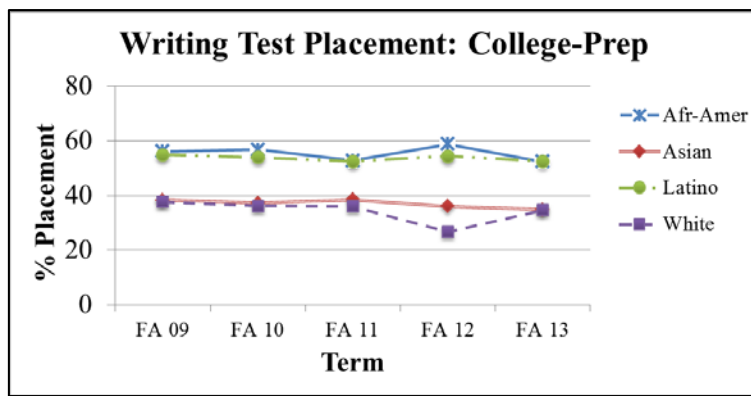
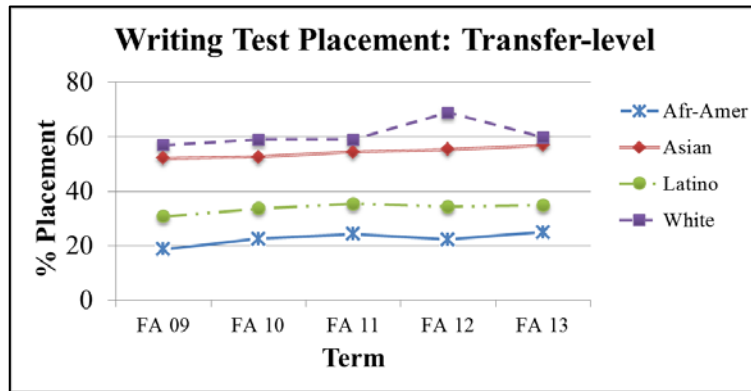


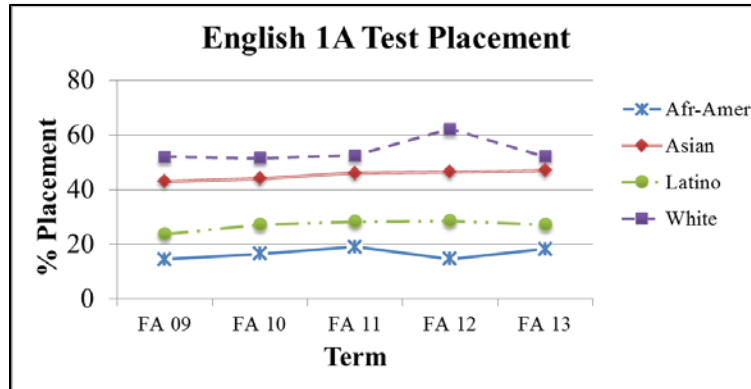
Figure 6 shows the 5-year trend of writing test placements by ethnicity. Actual numbers may be found in Appendix C. Across the five years examined, placement rates stayed relatively stable within ethnicity with one exception. Between 2011 and 2012, the percent of White students placed into transfer-level writing increased from 59% to 69% and college-prep fell from 36% to 27%. This appears to have been limited to 2012, as the placement rates returned to their 2011 levels in 2013.

On average, 23% of African American students placed into transfer-level writing, 55% into college-prep writing, and 22% into basic skills writing. For Asian students, an average of 54% placed into transfer-level writing, 37% into college-prep writing, and 9% into basic skills writing. For Latino students, an average of 34% placed into transfer-level writing, 54% into college-prep writing, and 12% into basic skills writing. For White students, an average of 60% placed into transfer-level writing, 35% into college-prep writing, and 5% into basic skills writing.

More White students placed into transfer-level writing than any other ethnicity. Similarly, White students had the lowest level of placement into basic skills writing. *Using the 80% rule (48% into transfer-level minimum) suggests that there may be disproportionate impact for African American and Latino students on the writing placement test.*

English 1A

Figure 7. English 1A Placement 5-year Trend by Ethnicity



To qualify for English 1A (transfer-level reading and writing), examinees must place into the transfer-level in both the Reading and the Writing portions of the assessment test. Figures 5 and 6 above reflect placement rates into the transfer-level course (English 1A) based only on one of these two criteria in order to show academic preparation by subject. Figure 7

reflects actual course placement rates using both the reading and writing qualifying test scores over the past five years. Actual numbers may be found in Appendix C. Across the five years examined, placement rates stayed relatively consistent with one exception. Between 2011 and 2012, the percent of White students placed into English 1A increased from 53% to 62%. This appears to have been limited to 2012, as the placement rates returned to their 2011 levels in 2013.

On average, 17% of African American, 45% of Asian, 27% of Latino, and 54% of White students placed into English 1A. More White students placed into English 1A than any other ethnicity. *Using the 80% rule (43% into English 1A minimum) suggests that there may be disproportionate impact for African American and Latino students in English 1A placement.*

Math

Figure 8. Math Placement 5-year Trend by Ethnicity

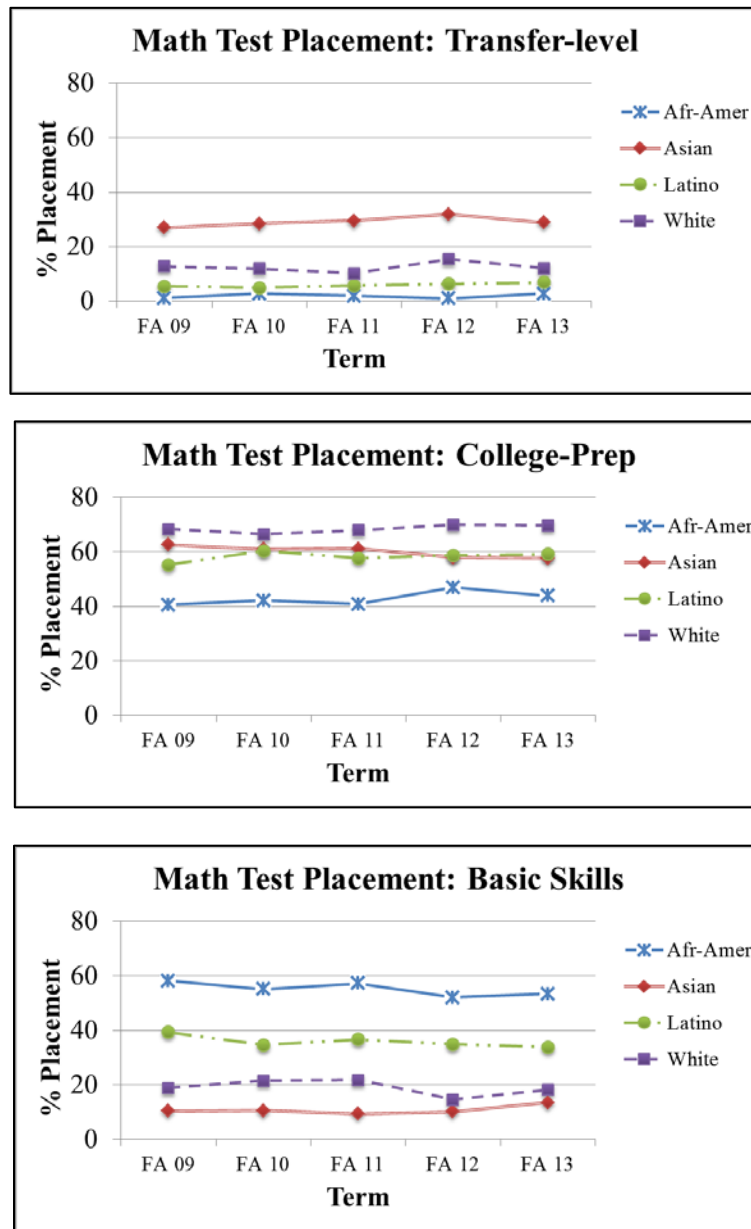


Figure 8 shows the 5-year trend of writing test placements by ethnicity. Actual numbers may be found in Appendix C. Across the five years examined, placement rates stayed relatively stable.

On average, 2% of African American students placed into transfer-level math, 43% into college-prep math, and 55% into basic skills math. For Asian students, an average of 29% placed into transfer-level math, 60% into college-prep math, and 11% into basic skills math. For Latino students, an average of 6% placed into transfer-level math, 58% into college-prep math, and 36% into basic skills math. For White students, an average of 13% placed into transfer-level math, 68% into college-prep math, and 19% into basic skills math.

More Asian students placed into transfer-level math than any other ethnicity. Similarly, Asian students had the lowest level of placement into basic skills math. *Using the 80% rule (10% into transfer-level minimum) suggests that there may be disproportionate impact for*

African American and Latino students on the math placement test.

CONCLUSION

This study provided an analysis of placement by gender and ethnicity for ECC students coming directly from high school (or shortly thereafter). The initial analysis of assessment placement was provided in a previous report (available at: <http://www.elcamino.edu/administration/ir/outcomes.asp>). This report examined changes within and between groups over time. As a whole, student placement remained fairly stable over time within gender and ethnicity. Placement rates for groups were compared to male and White students in order to determine the potential presence of disproportionate impact.

There are several interesting findings from this report. First, men were more likely than women to place into transfer-level math (and conversely, women were more likely than men to place into basic skills math). Second, both African American and Latino students were less likely than White students to be placed into transfer-level and more likely to be placed into basic skills reading, writing, and math. African American and Latino students were also less likely than White students to be placed into English 1A.

There may be several reasons for the differences in placement across gender and ethnicity. Regardless of the reason why students placed where they did, African American and Latino students are more likely than White students to place into a basic skills course. As evidenced in the Student Success Scorecard (<http://scorecard.cccco.edu/>), students whose lowest level of English or math is remedial are much less likely to transfer or earn a degree within 6 years.

These placement figures should be considered when planning interventions to encourage student success at ECC. It should also be noted that assessment placements are only one of the multiple measures that can be used by counselors to determine the appropriate class placement for a student. Counselors may also consider high school grades and GPA, high school courses taken, AP test scores, faculty assessment, and Early Assessment Program (EAP) test results.

APPENDIX A – COURSES BY GROUP

READING & WRITING

Course Group	Levels Below Transfer	Reading	Writing
Transfer-level	--	<ul style="list-style-type: none"> English 1A – Reading & Composition 	<ul style="list-style-type: none"> English 1A – Reading & Composition
College-preparatory	1	<ul style="list-style-type: none"> English 84 (formerly Engl-2R) – Developmental Reading & Writing English 7 – Speed & Power Reading 	<ul style="list-style-type: none"> English A – Writing the College Essay
Basic Skills	2	<ul style="list-style-type: none"> English 82 (formerly Engl-R) – Introduction to Reading Skills 	<ul style="list-style-type: none"> English B – Introduction to the Composing Process
	3	<ul style="list-style-type: none"> English 80 – Basic Language Skills 	

MATHEMATICS

Course Group	Levels Below Transfer	Course
Transfer-level	--	<ul style="list-style-type: none"> Math 190 – Calculus Math 160 – Business Calculus Math 180 – Pre-Calculus Math 170 – Trigonometry Math 150 – Elem. Probability & Statistics Math 140 – Finite Math Math 130 – College Algebra Math 120 – Nature of Math Math 115 – Prob. & Stats for Elementary Teachers Math 110 & 111 – Math for Elem. Teachers Computer Science 1, 5, 10
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College-preparatory	1	<ul style="list-style-type: none"> Math 80* – Intermediate Algebra for Science, Technology, Engineering, and Mathematics Math 73* – Intermediate Algebra for General Education Math 60 – Elementary Geometry
	2	<ul style="list-style-type: none"> Math 40 or 41B/43* – Elementary Algebra
Basic Skills	3	<ul style="list-style-type: none"> Math 41A – Elementary Algebra, Part I Math 33* – Extended Elementary Algebra, Part I Math 25 – Pre-Algebra Review Math 23 – Pre-Algebra
	4	<ul style="list-style-type: none"> Math 10A-10B/12 – Basic Arithmetic Skills

* Math 80 replaced Math 70 (Intermediate Algebra) in fall 2009. It is a Calculus-track algebra course.

* Math 73 was inaugurated in fall 2009. It is a non-Calculus track algebra course.

* Math 33 and 43 (Extended Elementary Algebra, Parts I and II) replaced Math 41A and 41B (Elementary Algebra, Parts I and II) in fall 2009.

APPENDIX B – PLACEMENTS BY GENDER

Reading

Gender	El Camino College Entering Fall Cohort										
	2009 (n=3,016)		2010 (n=2,574)		2011 (n=2,434)		2012 (n=2,519)		2013 (n=2,612)		5-year % Avg.
	N	%	N	%	N	%	N	%	N	%	
Female											
Transfer-level	633	42%	560	45%	496	43%	542	43%	501	38%	42%
College-prep	325	22%	302	24%	287	25%	267	21%	312	24%	23%
Basic Skills	545	36%	394	31%	376	32%	458	36%	492	38%	35%
Male											
Transfer-level	750	50%	708	54%	642	50%	661	53%	662	51%	51%
College-prep	361	24%	263	20%	274	21%	244	19%	252	19%	21%
Basic Skills	402	27%	345	26%	359	28%	347	28%	393	30%	28%

Note. Using the 80% (41% into transfer-level minimum), there was no evidence of disproportionate impact between men and women on the reading placement test.

Writing

Gender	El Camino College Entering Fall Cohort										
	2009 (n=3,016)		2010 (n=2,576)		2011 (n=2,433)		2012 (n=2,516)		2013 (n=2,613)		5-year % Avg.
	N	%	N	%	N	%	N	%	N	%	
Female											
Transfer-level	559	37%	490	39%	461	40%	485	38%	477	37%	38%
College-prep	754	50%	626	50%	564	49%	650	51%	664	51%	50%
Basic Skills	190	13%	138	11%	135	12%	131	10%	165	13%	12%
Male											
Transfer-level	590	39%	542	41%	533	42%	531	42%	556	43%	41%
College-prep	715	47%	616	47%	588	46%	572	46%	584	45%	46%
Basic Skills	208	14%	162	12%	152	12%	147	12%	167	13%	13%

Note. Using the 80% (33% into transfer-level minimum), there was no evidence of disproportionate impact between men and women on the writing placement test.

English 1A

Gender	El Camino College Entering Fall Cohort										
	2009 (n=3,016)		2010 (n=2,574)		2011 (n=2,433)		2012 (n=2,516)		2013 (n=2,613)		5-year % Avg.
	N	%	N	%	N	%	N	%	N	%	
Female	443	29%	387	31%	364	31%	397	31%	361	28%	30%
Male	511	34%	468	35%	462	36%	456	36%	473	36%	36%

Note. The numbers presented above reflect the number of students who tested into the transfer-level in both the reading and writing portions of the assessment test. Using the 80% (29% into English 1A minimum), there was no evidence of disproportionate impact between men and women on English 1A placement.

Math

Gender	El Camino College Entering Fall Cohort										
	2009 (n=3,047)		2010 (n=2,610)		2011 (n=2,463)		2012 (n=2,573)		2013 (n=2,638)		5-year % Avg.
	N	%	N	%	N	%	N	%	N	%	
Female											
Transfer-level	128	8%	93	7%	77	7%	89	7%	96	7%	7%
College-prep	812	53%	734	58%	661	57%	741	57%	737	56%	57%
Basic Skills	585	38%	431	34%	429	37%	461	36%	483	37%	37%
Male											
Transfer-level	185	12%	174	13%	169	13%	189	15%	173	13%	13%
College-prep	917	60%	801	59%	756	58%	754	59%	795	60%	60%
Basic Skills	420	28%	375	28%	371	29%	339	26%	354	27%	28%

Note. Using the 80% (10% into transfer-level minimum) suggests that disproportionate impact may be present between men and women on the math placement test.

APPENDIX C – PLACEMENTS BY ETHNICITY

Reading

Ethnicity	El Camino College Entering Fall Cohort										
	2009 (n=3,016)		2010 (n=2,574)		2011 (n=2,434)		2012 (n=2,519)		2013 (n=2,612)		5-year % Avg.
	N	%	N	%	N	%	N	%	N	%	
African American											
Transfer-level	114	27%	120	30%	105	29%	105	28%	120	30%	29%
College-prep	76	18%	93	23%	82	23%	94	25%	84	21%	22%
Basic Skills	228	55%	190	47%	176	48%	182	48%	192	48%	49%
Asian											
Transfer-level	238	54%	233	59%	212	58%	189	59%	212	61%	58%
College-prep	101	23%	71	18%	71	19%	66	21%	54	16%	19%
Basic Skills	102	23%	89	23%	85	23%	65	20%	82	24%	23%
Latino											
Transfer-level	535	39%	534	44%	506	43%	593	44%	588	40%	42%
College-prep	369	27%	303	25%	293	25%	294	22%	342	23%	24%
Basic Skills	464	34%	369	31%	391	33%	476	35%	542	37%	34%
White											
Transfer-level	359	69%	286	70%	232	65%	219	74%	168	65%	68%
College-prep	87	17%	74	18%	75	21%	37	12%	56	22%	18%
Basic Skills	78	15%	51	12%	49	14%	41	14%	34	13%	14%
Other*											
Transfer-level	137	52%	96	60%	83	53%	97	61%	75	54%	56%
College-prep	53	20%	24	15%	40	25%	20	13%	28	20%	19%
Basic Skills	75	28%	41	25%	34	22%	41	26%	35	25%	26%

Note. Using the 80% rule (54% into transfer-level minimum) suggests that there may be disproportionate impact for African American and Latino students on the reading placement test.

*Other ethnicities comprise Filipino, American-Indian or Alaskan Native, Pacific Islander, those with two or more ethnicities, and those who were unknown or declined to state.

Writing

Ethnicity	El Camino College Entering Fall Cohort										
	2009 (n=3,016)		2010 (n=2,576)		2011 (n=2,433)		2012 (n=2,516)		2013 (n=2,613)		5-year % Avg.
	N	%	N	%	N	%	N	%	N	%	
African American											
Transfer-level	78	19%	90	23%	89	24%	85	22%	100	25%	23%
College-prep	235	56%	227	57%	193	53%	224	59%	209	52%	55%
Basic Skills	105	25%	82	21%	83	23%	72	19%	90	23%	22%
Asian											
Transfer-level	230	52%	207	53%	202	54%	176	55%	197	57%	54%
College-prep	169	38%	147	37%	143	39%	115	36%	121	35%	37%
Basic Skills	42	10%	40	10%	26	7%	27	8%	28	8%	9%
Latino											
Transfer-level	421	31%	408	34%	421	35%	468	34%	514	35%	34%
College-prep	752	55%	653	54%	624	53%	742	54%	773	53%	54%
Basic Skills	194	14%	148	12%	142	12%	153	11%	184	13%	12%
White											
Transfer-level	299	57%	244	59%	209	59%	204	69%	155	60%	60%
College-prep	198	38%	150	36%	128	36%	79	27%	90	35%	35%
Basic Skills	28	5%	20	5%	17	5%	13	4%	14	5%	5%
Other*											
Transfer-level	121	46%	84	53%	73	47%	83	53%	67	49%	49%
College-prep	115	43%	66	41%	64	41%	62	39%	55	40%	41%
Basic Skills	29	11%	10	6%	19	12%	13	8%	16	12%	10%

Note. Using the 80% rule (48% into transfer-level minimum) suggests that there may be disproportionate impact for African American and Latino students on the writing placement test.

*Other ethnicities comprise Filipino, American-Indian or Alaskan Native, Pacific Islander, those with two or more ethnicities, and those who were unknown or declined to state.

English 1A

Ethnicity	El Camino College Entering Fall Cohort										
	2009 (n=3,016)		2010 (n=2,576)		2011 (n=2,433)		2012 (n=2,516)		2013 (n=2,613)		5-year % Avg.
	N	%	N	%	N	%	N	%	N	%	
African American	61	15%	66	17%	70	19%	56	15%	73	18%	17%
Asian	190	43%	174	44%	171	46%	148	47%	163	47%	45%
Latino	325	24%	330	27%	337	28%	390	29%	401	27%	27%
White	273	52%	214	52%	186	53%	184	62%	135	52%	54%
Other*	105	40%	72	45%	62	40%	75	47%	62	45%	43%

Note. The numbers presented above reflect the number of students who tested into the transfer-level in both the reading and writing portions of the assessment test. Using the 80% rule (43% into English 1A minimum) suggests that there may be disproportionate impact for African American and Latino students placed into English 1A.

*Other ethnicities comprise Filipino, American-Indian or Alaskan Native, Pacific Islander, those with two or more ethnicities, and those who were unknown or declined to state.

Math

Ethnicity	El Camino College Entering Fall Cohort										
	2009 (n=3,047)		2010 (n=2,610)		2011 (n=2,463)		2012 (n=2,573)		2013 (n=2,638)		5-year % Avg.
	N	%	N	%	N	%	N	%	N	%	
African American											
Transfer-level	--	--	11	3%	--	--	--	--	11	3%	2%
College-prep	168	41%	167	42%	145	41%	177	47%	172	44%	43%
Basic Skills	241	58%	219	55%	204	57%	196	52%	209	53%	55%
Asian											
Transfer-level	132	27%	124	28%	120	30%	114	32%	105	29%	29%
College-prep	306	63%	266	61%	248	61%	206	58%	210	58%	60%
Basic Skills	51	10%	46	11%	38	9%	36	10%	49	13%	11%
Latino											
Transfer-level	74	5%	60	5%	68	6%	89	6%	103	7%	6%
College-prep	754	55%	725	60%	686	58%	808	59%	877	59%	58%
Basic Skills	538	39%	417	35%	435	37%	480	35%	502	34%	36%
White											
Transfer-level	66	13%	49	12%	37	10%	47	16%	32	12%	13%
College-prep	351	68%	272	67%	243	68%	212	70%	184	70%	68%
Basic Skills	97	19%	88	22%	78	22%	44	15%	48	18%	19%
Other*											
Transfer-level	36	14%	24	14%	14	9%	24	15%	18	13%	13%
College-prep	150	57%	105	63%	95	62%	92	58%	89	65%	60%
Basic Skills	78	30%	37	22%	45	29%	44	28%	29	21%	26%

Note. Cells of size 10 or fewer are not presented. Using the 80% rule (10% into transfer-level minimum) suggests that there may be disproportionate impact for African American and Latino students on the math placement test.

*Other ethnicities comprise Filipino, American-Indian or Alaskan Native, Pacific Islander, those with two or more ethnicities, and those who were unknown or declined to state.