

# El Camino College Compton Center

## Assessment Test Results

### Fall 2014-Fall 2016

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#### EXECUTIVE SUMMARY

This report displays assessment test placements first-time/full-time students entering El Camino College Compton Center (Compton Center) in fall 2014, fall 2015, and fall 2016. First-time/full-time students are students who enrolled in at least 12 units for the first time at Compton Center. Assessment tests included in this report are in the following subjects: Reading, Writing, Mathematics, and English as a Second Language (ESL). The Math test consists of three different levels: Arithmetic, Elementary Algebra, and College-Level Math.

There are interesting findings from this report. First, there was a decrease in the number of students who took a placement test on-campus and subsequently enrolled at Compton Center in 2016. In comparison, there was an increase in the number of students who took an assessment test off-campus and subsequently enrolled at Compton Center in 2016. These trends may be due to the ongoing efforts of Compton Center towards strengthening its relationship with our feeder high schools and the community. Second, the results illustrate variations in transfer-level placement rates in reading (31%), writing (20%), and math (3%). This suggests that Compton Center is serving a diverse student body with various college preparation levels.

Regardless of the reason why students placed where they did, Compton Center students are likely to place into at least one basic skills course. As evidenced in the Student Success Scorecard (<http://scorecard.cccco.edu>), students whose lowest level of English or math is at the basic skills level are much less likely to transfer or earn a degree within six years. The placement data in this report should be considered when planning interventions to encourage student success at Compton Center. It should also be noted that assessment tests are only one of the multiple measures that can be used by Compton Center to determine the appropriate class placement for a student.

## ASSESSMENTS

The following tables highlight the numbers of students taking each test on-campus at Compton Center and off-campus regardless of first-time/full-time status. Students repeating the same test are counted only once in the unduplicated counts. Table 1 indicates an overall decrease in the number of students who were assessed on campus in the past three years. Table 2 indicates the direct opposite results for students who assessed off-campus. The number of students assessed off-campus has increased steadily over the past three years. In fall 2016, almost half of the students who assessed off-campus enrolled at Compton Center.

**Table 1: Number of Students Taking Placement Tests by Subject On-Campus**

Test	Unduplicated Number of Students Taking Each Test		
	Fall 2014	Fall 2015	Fall 2016
Reading Comprehension	2,347	2,119	1,936
Sentence Skills	2,338	2,113	1,926
Math*	2,418	2,241	2,063
Math & English**	2,154	1,940	1,758
Assessed Students (unduplicated)	2,627	2,461	2,270
Assessed Students Enrolled in Fall	1,435	1,350	1,240

Note: Test dates are from November 1 to Last Day to add classes for Fall (First week of September)

\*Took any of the three Math Test

\*\*Core Service Assessment Requirement: completion of math, reading, and writing (or ESL) placement exams.

**Table 2: Number of Students Taking Placement Tests by Subject Off-Campus**

Test	Unduplicated Number of Students Taking Each Test		
	Fall 2014	Fall 2015	Fall 2016
Reading Comprehension	191	229	318
Sentence Skills	177	225	316
Math*	157	237	320
Math & English**	156	213	316
Assessed Students (unduplicated)	193	254	330
Assessed Students Enrolled in Fall	94	142	149

Note: Test dates are from November 1 to Last Day to add classes for Fall (First week of September)

\*Took any of the three Math Test

\*\*Core Service Assessment Requirement: completion of math, reading, and writing placement exams.

## PLACEMENTS

The following sections only focus on first-time/full-time students who took an assessment test between November 1 and the last day to add classes for fall. The reading, writing, and mathematics tests place students in a variety of levels depending on test performance. These groups are:

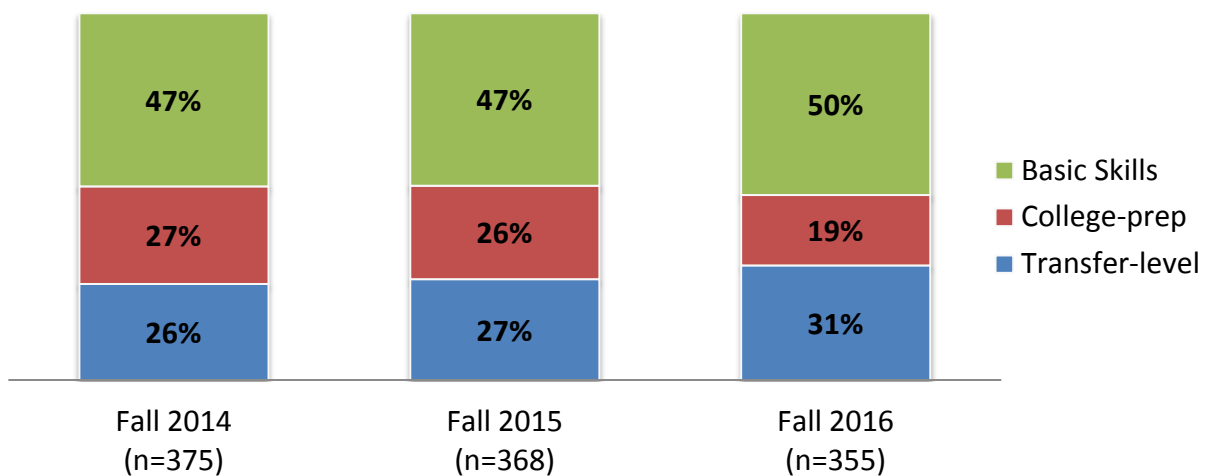
- **Transfer-level** - courses that are equivalent to courses at a 4-year institution
- **College preparatory** - courses that immediately precede transfer-level courses
- **Basic skills** - courses defined by ECC as basic skills courses

To qualify for enrolment in transfer-level English, examinees must achieve a qualifying score on both the reading and writing portions of the assessment test. The specific Compton Center courses within each group and their levels below transfer-level are listed in the Appendix.

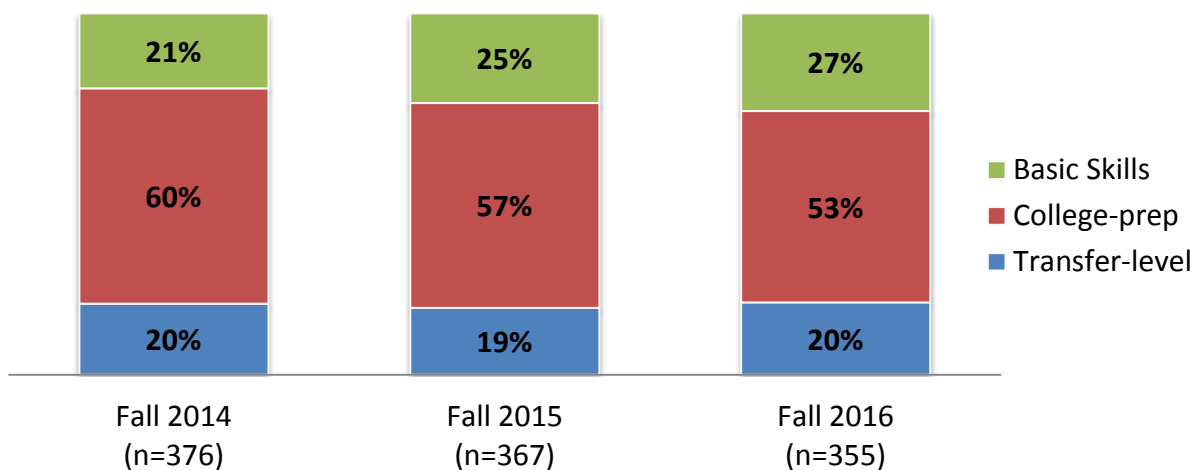
Charts 1-3 summarize the percentage of students placed in each subject and course group. Over the past three years there has been a decrease in first-time/full-time students taking the reading, writing, and math assessment tests. This decrease may be the result of the decrease in overall enrollment at Compton Center.

The percentage of students placed into the course groups has remained consistent over the past three years. Basic skills courses are the most common placement for reading, and college-prep courses are the most common placement for writing. About half of students placed into basic skills reading while more than half placed into college-prep writing. Almost all students placed into basic skills or college-prep math with only 3% placing into college-level math in fall 2016.

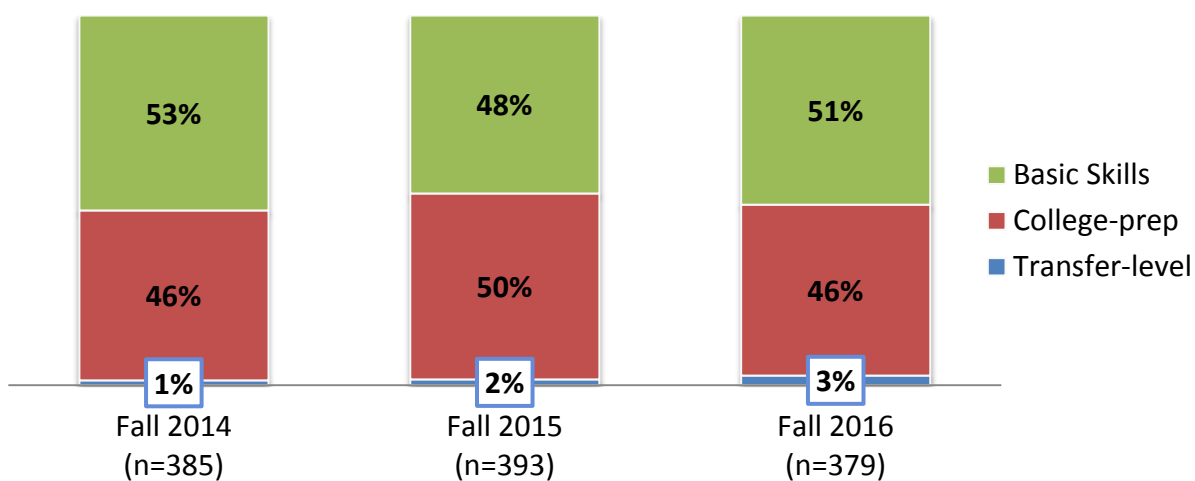
**Chart 1: Assessment Results by Course Group – Reading**



**Chart 2: Assessment Results by Course Group – Writing**



**Chart 3: Assessment Results by Course Group – Math**



## RESULTS BY SUBGROUP

### Reading

#### *Placements by Gender*

Table 3 shows the three-year trend of reading test placements by gender. Across the three years examined, the most common placement for both male and female students was basic skills reading. On average, 28% of females placed into transfer-level reading, 22% into college-prep reading, and 50% into basic skills reading. For males, 29% placed into transfer-level reading, 26% into college-prep, and 45% into basic skills.

**Table 3: Reading Assessment Test Results by Gender**

	Fall 2014		Fall 2015		Fall 2016		Average
	#	%	#	%	#	%	%
<b>Female</b>	182		173		209		
Transfer-level	47	26%	52	30%	59	28%	28%
College-prep	45	25%	38	22%	38	18%	22%
Basic Skills	90	49%	83	48%	112	54%	50%
<b>Male</b>	193		198		146		
Transfer-level	51	26%	49	25%	52	36%	29%
College-prep	55	29%	56	29%	30	21%	26%
Basic Skills	87	45%	90	46%	64	44%	45%

### *Placements by Ethnicity*

Table 4 shows the three-year trend of reading test placements by ethnicity. Across the three years examined, placement rates varied slightly with a few exceptions. Latino students have the highest rate of placing into transfer-level reading with an average of 29% over three years. Latino students also have the lowest rate of placing into basic skills reading with a three-year average of 46%.

**Table 4: Reading Assessment Test Results by Ethnicity**

	Fall 2014		Fall 2015		Fall 2016		Average
	#	%	#	%	#	%	%
<b>African-American</b>	71		90		72		
Transfer-level	16	23%	23	26%	20	28%	25%
College-prep	16	23%	18	20%	16	22%	22%
Basic Skills	39	55%	49	54%	36	50%	53%
<b>Latino</b>	283		263		260		
Transfer-level	77	27%	76	29%	82	32%	29%
College-prep	80	28%	74	28%	46	18%	25%
Basic Skills	126	45%	113	43%	132	51%	46%
<b>Other*</b>	21		15		23		
Transfer-level	--	--	--	--	--	--	27%
College-prep	--	--	--	--	--	--	20%
Basic Skills	12	57%	11	73%	8	35%	53%

*Cells of size 10 or fewer are not presented.*

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

## Writing

### *Placements by Gender*

Table 5 shows the three-year trend of writing test placements by gender. Across the three years examined, the most common placement for female and male students was college-prep writing. On average, 19% of females placed into transfer-level writing, 57% into college-prep writing, and 24% into basic skills writing. For males, 20% placed into transfer-level writing, 55% into college-prep, and 25% into basic skills.

**Table 5: Writing Assessment Test Results by Gender**

	Fall 2014		Fall 2015		Fall 2016		Average
	#	%	#	%	#	%	%
<b>Female</b>	181		173		208		
Transfer-level	34	19%	38	22%	35	17%	19%
College-prep	116	64%	91	53%	114	55%	57%
Basic Skills	31	17%	44	25%	59	28%	24%
<b>Male</b>	195		194		147		
Transfer-level	40	21%	30	15%	36	24%	20%
College-prep	108	55%	117	60%	74	50%	55%
Basic Skills	47	24%	47	24%	37	25%	25%

### *Placements by Ethnicity*

Table 6 shows the three-year trend of writing test placements by ethnicity. Across the three years examined, Latino students have the highest rate of placing into transfer-level writing with three-year average of 20%. Students with other ethnicities have the lowest occurrence of placing into basic skills writing with a three-year average of 20%.

**Table 6: Writing Assessment Test Results by Ethnicity**

	Fall 2014		Fall 2015		Fall 2016		Average
	#	%	#	%	#	%	%
<b>African-American</b>	68		90		71		
Transfer-level	10	15%	14	16%	15	21%	17%
College-prep	39	57%	42	47%	36	51%	52%
Basic Skills	19	28%	34	38%	20	28%	31%
<b>Latino</b>	286		262		261		
Transfer-level	58	20%	53	20%	53	20%	20%
College-prep	175	61%	156	60%	134	51%	57%
Basic Skills	53	19%	53	20%	74	28%	22%
<b>Other*</b>	22		15		23		
Transfer-level	--	--	--	--	--	--	17%
College-prep	10	45%	10	67%	18	78%	63%
Basic Skills	--	--	--	--	--	--	20%

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

## English 1A

### Placements by Gender

To qualify for English 1A, examinees must place into the transfer-level in both the reading and the writing portions of the assessment test. Tables 3-6 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. Table 7 reflects English 1A placement rates out of the total number of students who took both reading and writing test over the past three years. On average, 16% of females and 16% of males placed into English 1A.

**Table 7: English 1A Placements by Gender**

	Fall 2014		Fall 2015		Fall 2016		Average
	#	%	#	%	#	%	%
<b>Female</b>	180		173		208		
English 1A	29	16%	31	18%	29	14%	16%
<b>Male</b>	192		194		145		
English 1A	34	18%	23	12%	30	21%	16%

## Placements by Ethnicity

Table 8 reflects English 1A placement rates out of the total number of students who took both reading and writing test over the past three years. On average, 13% of African American, 20% of Latino, and 15% of students with other ethnicities placed into English 1A. A higher percentage of Latino students placed into English 1A than any other ethnicity.

**Table 8: English 1A Placements by Ethnicity**

	Fall 2014		Fall 2015		Fall 2016		Average
	#	%	#	%	#	%	%
<b>African-American</b>	68		90		71		
English 1A	--	--	11	12%	11	15%	13%
<b>Latino</b>	283		262		259		
English 1A	77	27%	42	16%	45	17%	20%
<b>Other*</b>	21		15		23		
English 1A	--	--	--	--	--	--	15%

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

## Mathematics

### Placements by Gender

Table 9 shows the three-year trend of math test placements by gender. The most common placement for female students was basic skills math, with the exception of fall 2015, and for male students it was college-prep math. On average, 1% of females placed into transfer-level math, 44% into college-prep math, and 55% into basic skills math. For males, 3% placed into transfer-level, 51% into college-prep, and 46% into basic skills.

**Table 9: Math Assessment Test Results by Gender**

	Fall 2014		Fall 2015		Fall 2016		Average
	#	%	#	%	#	%	%
<b>Female</b>	188		183		216		
Transfer-level	--	--	--	--	--	--	1%
College-prep	77	41%	93	51%	89	41%	44%
Basic Skills	110	59%	88	48%	123	57%	55%
<b>Male</b>	197		210		163		
Transfer-level	--	--	--	--	--	--	3%
College-prep	100	51%	105	50%	86	53%	51%
Basic Skills	93	47%	101	48%	71	44%	46%

*Cells of size 10 or fewer are not presented.*

### Placements by Ethnicity



Table 10 shows the three-year trend of math test placements by ethnicity. Across the three years examined, African American students have the highest rate of placing into transfer-level math with three-year average of 4%. Latino students have the lowest occurrence of placing into basic skills math with a three-year average of 46%.

**Table 10: Math Assessment Test Results by Gender**

	Fall 2014		Fall 2015		Fall 2016		Average
	#	%	#	%	#	%	%
<b>African-American</b>	73		94		76		
Transfer-level	--	--	--	--	--	--	4%
College-prep	18	25%	34	36%	27	36%	32%
Basic Skills	52	71%	60	64%	44	58%	64%
<b>Latino</b>	293		283		280		
Transfer-level	--	--	--	--	--	--	2%
College-prep	150	51%	157	55%	138	49%	52%
Basic Skills	141	48%	120	42%	137	49%	46%
<b>Other*</b>	19		16		23		
Transfer-level	--	--	--	--	--	--	0%
College-prep	--	--	--	--	10	43%	45%
Basic Skills	10	53%	--	--	13	57%	55%

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

## APPENDIX -COURSES BY GROUP

### Reading and Writing

Course Group	Levels Below Transfer	Reading Course	Writing Course
Transfer-Level	--	English 1A – Reading & Composition	English 1A –Reading & Composition
College-Prep	1	English 84 - Developmental Reading & Writing	English A – Writing the College Essay
Basic Skills	2	English 82 – Introduction to Reading Skills	English B - Introduction to the Composing Process
	3	English 80 – Basic Language Skills	English C – Basic English Skills

### Mathematics

Course Group	Levels Below Transfer	Math Course
Transfer-Level	--	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
College-Prep	1	Math 80 – Intermediate Algebra for Science, Technology, Engineering, and Mathematics Math 73 – Intermediate Algebra for General Education
	2	Math 60 – Elementary Geometry Math 40 – Elementary Algebra
Basic Skills	3	Math 23 – Pre-Algebra
	4	Math 12 – Basic Arithmetic Skills