



# El Camino College Compton Center

## Assessment Test Results

This report displays course placement rates and numbers for first-time/full-time students entering El Camino College (“Compton Center”) in 2013 and 2014. First-time/full-time student data used in this report reflect any student who enrolled in at least 12 units for the first time at Compton Center in either fall 2013 or fall 2014. For this report, designation as a first-time/full-time student may not exclude students who attended previous colleges and/or universities.

Assessment tests are offered in 5 subjects at Compton Center: Reading, Writing, Mathematics, Chemistry, and English as a Second Language (ESL). The Math test consists of 3 different levels: Arithmetic, Elementary Algebra, and College-Level Math. Accuplacer’s computer-adaptive model diverts students to different levels of the math test depending on early pre-test questions and on performance. The Chemistry Test (California Chemistry Diagnostic Test) is a paper and pencil test that is used to place students into the appropriate transfer-level chemistry course, provided they also meet a math prerequisite. The ESL assessment places students into listening/speaking, reading, and writing courses. The numbers of chemistry and ESL examinees remain too small to include in this study.

The following tables highlight the number 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. These test counts typically mirror fluctuations in college enrollment. Table 1 indicates an overall decrease in the number of students who were assessed on the campus of Compton Center in 2014. There was also a decrease in the number of assessed students who enrolled in fall 2014. Table 2 only provides data for students who were assessed off-campus in 2014. Off-campus assessment data did not exist for any years prior to 2014. Only 29% of the total number of students who assessed off-campus enrolled in Compton Center in fall 2014.

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

Test	Unduplicated Number of Students Taking Each Test	
	2013	2014
Reading Comprehension	2,492	2,347
Sentence Skills	2,478	2,338
Math*	2,575	2,412
MATH & ENGL/ESL**	2,274	2,154
Assessed Students (unduplicated)	2,833	2,629
Assessed Students Enrolled in Fall	1,416	1,358

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

\*Took any of the three Math Test

\*\* SSSP Core Service

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

Test	Unduplicated Number of Students Taking Each Test	
	2013	2014
Reading Comprehension		191
Sentence Skills		177
Math*		156
MATH & ENGL/ESL**		155
Total Assessed Students (unduplicated)		196
Total Assessed Students Enrolled in Fall		57

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

\*Took any of the three Math Test

\*\*SSSP Core Service

## RESULTS

The following sections focus on only students considered first-time/full-time students as defined above. The reading, writing, and mathematics tests place students in a variety of levels depending on test performance. 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 Compton Center as basic skills courses (in most cases, more than one level below transfer). The specific Compton Center courses within each group and their levels below transfer-level are listed in the Appendix of this report.

Placement results for 2013 and 2014 in this study are summarized below in Table 2 by number and percentage in each subject and course group. Charts tracking the placement percentages for each subject begin on the following page.

Overall, the assessment test results below indicate that fewer first-time/full-time students took an assessment test in 2014. Within each subject group in 2014, a higher percentage of students placed in basic skills reading, college-preparatory writing, and basic skills math. The same list held true for 2013. Additionally, only a small minority of students who took the math placement exam within each year placed into transfer-level math.

**Table 3: Assessment Results by Test and Course Group\* for First-time/Full-time Students**

	<b>Fall 2013</b> (n=422)		<b>Fall 2014</b> (n=365)	
	N	%	N	%
<b>Reading</b>				
Transfer-level	116	28%	107	31%
College-prep	92	22%	76	22%
Basic Skills	203	49%	160	47%
<b>Total</b>	411		343	
<b>Writing</b>				
Transfer-level	77	19%	79	23%
College-prep	223	55%	187	55%
Basic Skills	108	26%	77	22%
<b>Total</b>	408		343	
<b>Math</b>				
Transfer-level	7	2%	6	2%
College-prep	161	39%	164	47%
Basic Skills	245	59%	180	51%
<b>Total</b>	413		350	

Note: The “n” figures at the top represent the total number of first-time/full-time students who took assessment tests between the opening of the application window (first week of November for this report) and the September census date in the year noted.

\*Specific courses under each “Course Group” are listed in the Appendix of this report.

\*\*Transfer-level placements for Reading and Writing reflect only that portion of the test.

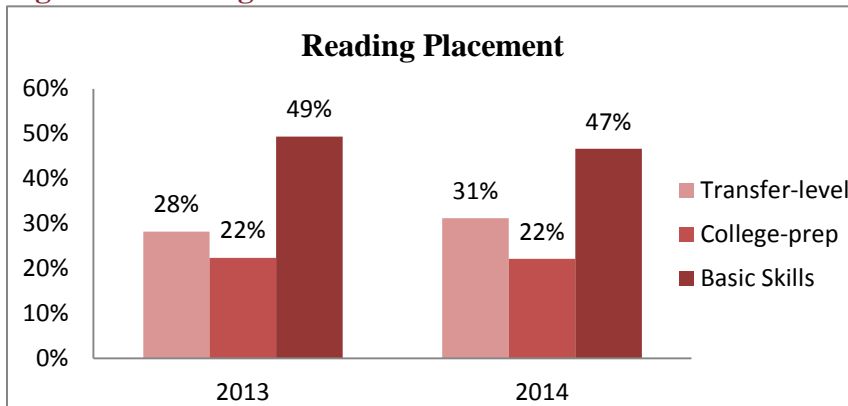
To qualify for enrolment in Transfer-level English, examinees must achieve a qualifying score on both the Reading and Writing portions of the assessment test (see Appendix).

## READING

### Placement Rates

In fall 2013 and 2014, the most common reading placement was at the basic skills level (Figure 1). In 2014, there was a slight decrease in basic skills placements from 49% in 2013 to 47% in 2014. Transfer-level English placement rates increased from 28% in 2013 to 31% in 2014, while college preparatory reading placements remained stable at 22%. On average during the two year period, about 30% of students placed into transfer-level reading, 22% placed into college-prep reading, and 48% placed into basic skills reading.

**Figure 1: Reading Assessment Test Placement Rates**

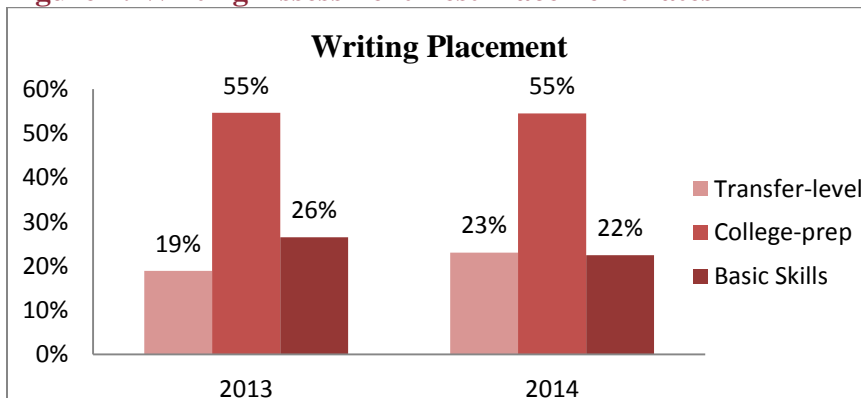


## WRITING

### Placement Rates

As can be seen in Figure 2, the most common writing placement was at the college preparatory level. The college preparatory placement rate has remained steady around 55%. Across the two year period, placements into the transfer-level increased from 19% in 2013 to 23% in 2014. The opposite took place for basic skills placements. Basic skills writing placements decreased from 26% in 2013 to 22% in 2014.

**Figure 2: Writing Assessment Test Placement Rates**



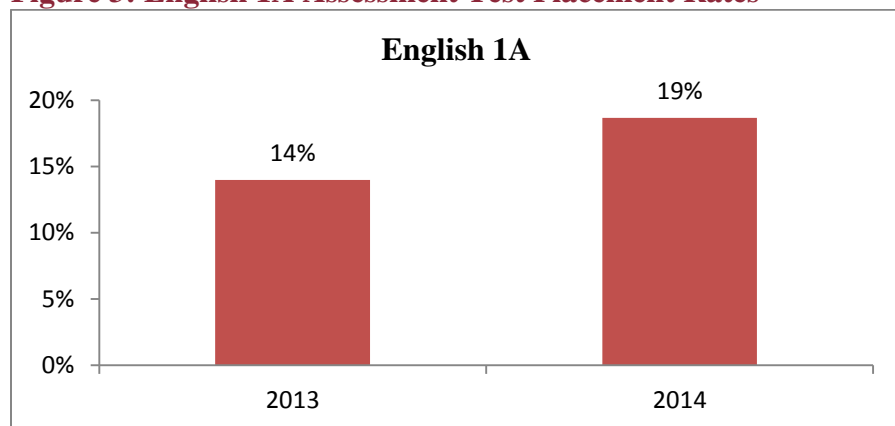
## ENGLISH 1A

### Placement Rates

To qualify for English 1A (transfer-level reading and writing), examinees must place into 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 reflect academic preparation by subject. Figure 3 below reflects actual course placement rates using both the reading and writing qualifying test scores. The rate

of new first-time/full-time students qualifying for English 1A has increased from 14% in 2013 to 19% in 2014.

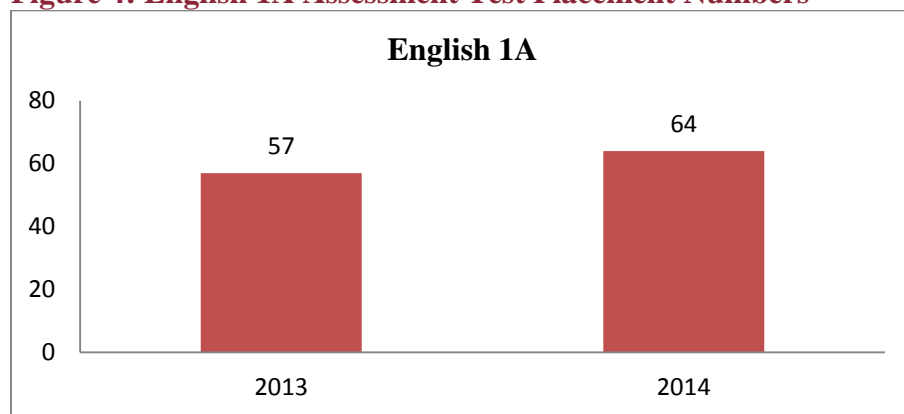
**Figure 3: English 1A Assessment Test Placement Rates**



### Placement Numbers

The number of students who placed into English 1A for reading and writing in 2014 has increased to 64 in comparison to 57 in 2013. The two year average was 61.

**Figure 4: English 1A Assessment Test Placement Numbers**

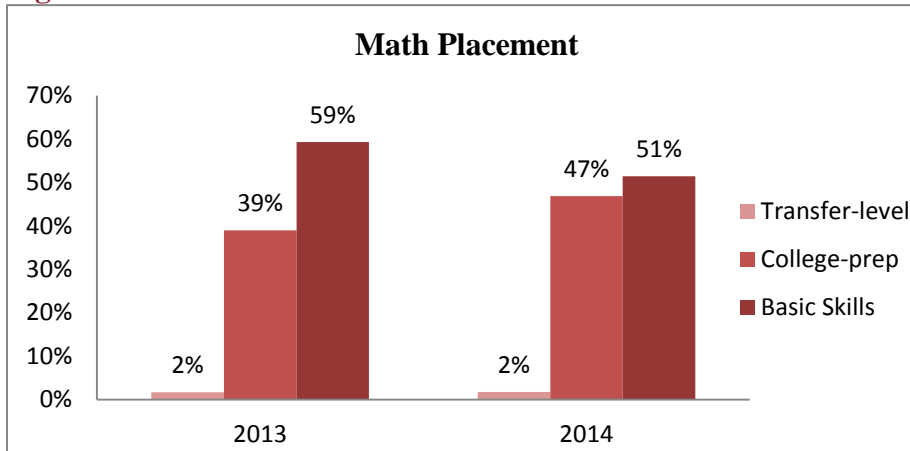


## MATHEMATICS

### Placement Rates

In contrast to the reading and writing assessments, only a small minority of students who took the math placement exam qualified for transfer-level mathematics. Math transfer placement rates have remained relatively stable between 2013 and 2014. First-time/full-time students continue to place into transfer-level math at 2% (see Appendix for a complete list of courses at this level). Average placement rates into transfer-level, college-prep, and basic skills math courses were 2%, 43%, and 55%, respectively.

**Figure 5: Math Assessment Test Placement Rates**



## **ENGLISH AS A SECOND LANGUAGE**

The English as a Second Language (ESL) assessment is used for placement into the ESL course series and consists of a computerized reading skills test, a questionnaire, an English writing sample, an oral interview, and an orientation to the College. However, only a very small percentage of first-time/full-time students take the ESL tests and are thus not included in this study.

## **RESULTS BY SUBGROUP**

The following figures and tables will analyze the course placement rates and numbers for first-time/full-time students at Compton Center over two years by gender and ethnicity.

Disproportionate impact is examined for gender by comparing the two year average of the reference group (males) to the two year average of females using the 80% rule. For example, if 60% of male students placed into transfer-level math, disproportionate impact may be present for female groups under 48% (80% of 60%). Disproportionate impact could not be tested in ethnicity for English 1A and math because the reference group was too small.

## **GENDER**

The following tables disaggregate the number and percent of first-time/full-time students who placed into transfer-level, college-preparatory, or basic skills reading, writing, or mathematics by gender. The below charts reflect placement rates for each year separately.

## READING

### Placement Rates

**Figure 6: Reading Placement 2-year Trend by Gender**

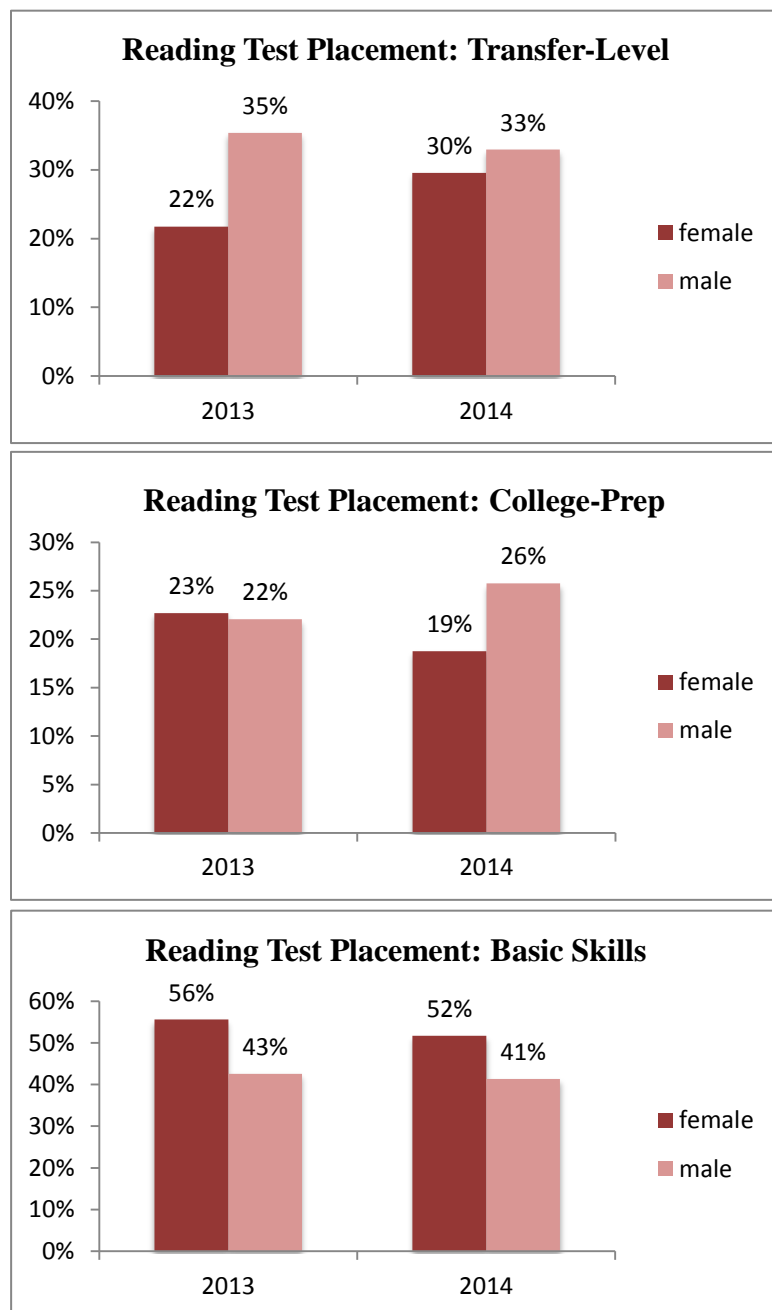


Figure 6 shows the two-year trend of reading test placements by gender. Actual numbers may be found in Appendix B. Across the two years examined, placement rates varied. In 2014, females placed into transfer-level reading at 30% compared to 22% in 2013, whereas, female placements into college-prep and basic skills courses decreased from 23% to 19% and 56% to 52% respectively.

In 2014, transfer-level and basic skills placements for males decreased from 35% to 33% and 43% to 41% respectively. In contrast, college-prep placements for males increased in 2014 from 22% in 2013 to 26%.

For both males and females, the most common placement was basic skills reading. On average, 26% of females placed into transfer-level reading, 21% into college-prep reading, and 54% into basic skills reading. For males, 34% placed into transfer-level reading, 24% into college-prep, and 42% into basic skills. A higher percentage of

males than females placed into transfer-level reading, whereas a higher percentage of females than males placed into basic skills reading. *Using the 80% rule (27% into transfer-level minimum) suggests that disproportionate impact may be present for females on the reading placement test.*

## WRITING Placement Rates

**Figure 7: Writing Placement 2-year Trend by Gender**

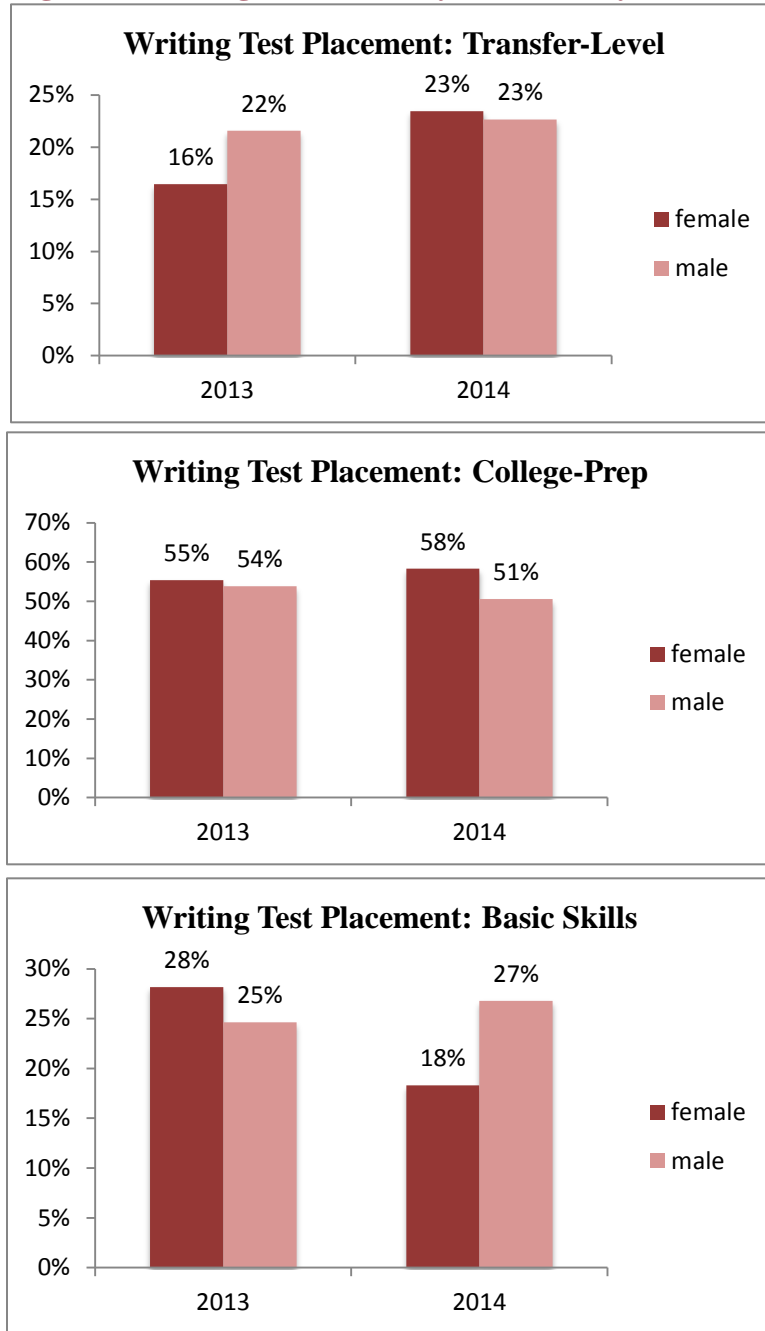


Figure 7 shows the two-year trend of writing test placements by gender. Actual numbers may be found in Appendix B. Across the two years examined, placement rates varied. In 2014, females placed into transfer-level writing at 23% compared to 16% in 2013. Female placements into college-prep also increased from 55% to 58% whereas, basic skills placements decreased from 28% to 18% in 2014.

In 2014, transfer-level and basic skills placements for males increased from 22% to 23% and 25% to 27% respectively. In contrast, college-prep placements for males decreased in 2014 from 54% in 2013 to 51%.

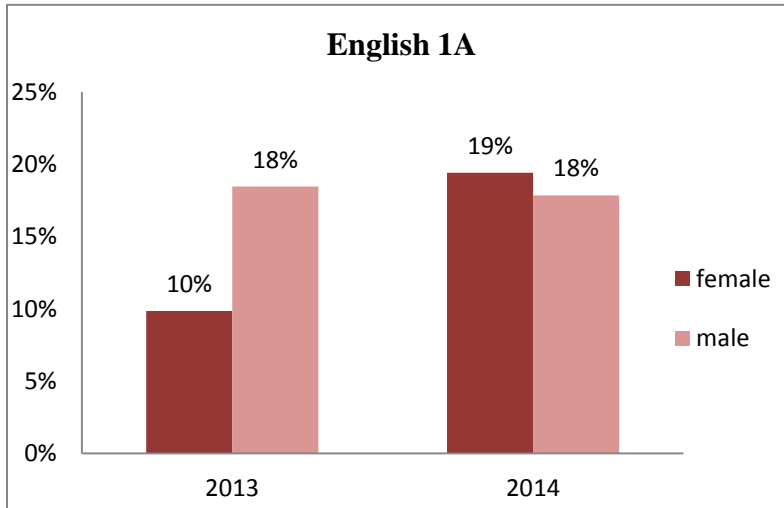
For both males and females, the most common placement was college-prep writing. On average, 20% of females placed into transfer-level writing, 57% into college-prep writing, and 23% into basic skills writing. For males, 23% placed into transfer-level reading, 53% into college-prep, and 26% into basic skills. On average, a

higher percentage of males than females placed into transfer-level writing and basic skills writing. *Using the 80% rule (18% into transfer-level minimum) suggests that there was no disproportionate impact present for females on the writing placement test.*



## ENGLISH 1A Placement Rates

**Figure 8: English 1A Placement 2-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 6 and 7 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 8 reflects actual course placement rates using both

the reading and writing qualifying test scores in 2013 and 2014. Actual numbers may be found in Appendix B. On average, 15% of females and 18% of males placed into English 1A. A higher percentage of males than females placed into English 1A. *Using the 80% rule (14% into English 1A minimum) suggests that there is no disproportionate impact present for females in English 1A placement.*

## MATHEMATICS

### Placement Rates

**Figure 9: Math Placement 2-year Trend by Gender**

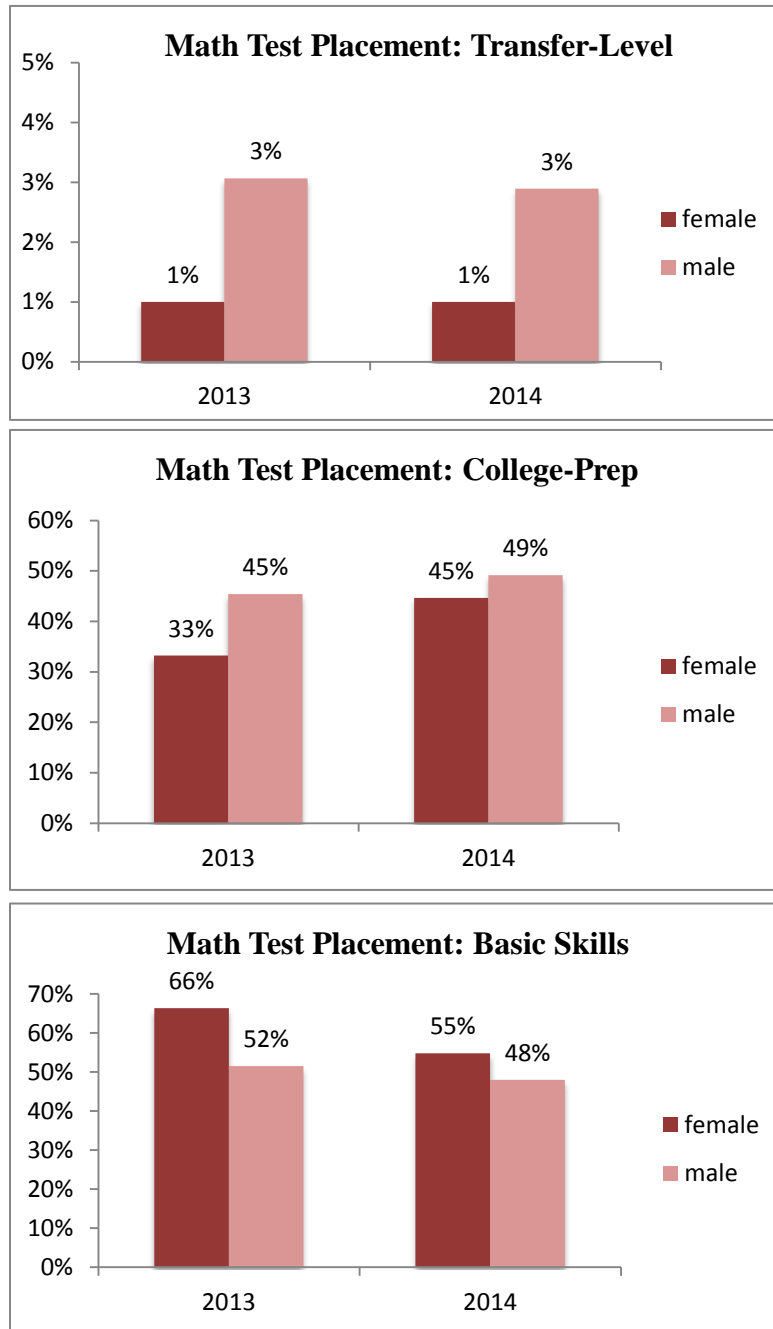


Figure 9 shows the two-year trend of math test placements by gender. Actual numbers may be found in Appendix B. Across the two years examined, placement rates for males and females varied with one exception. In 2014, transfer-level placements for females remained stable at 1%. College-prep placements for females increased from 33% to 45% in 2014, whereas basic skills placements declined in 2014 from 66% to 55%.

For both males and females, the most common placement was basic skills math. On average, 1% of females placed into transfer-level math, 39% into college-prep math, and 61% into basic skills math.

For males, 3% placed into transfer-level math, 47% into college-prep math, and 50% into basic skills math. A higher percentage of males than females placed into transfer-level math, whereas a higher percentage of females than males placed into basic skills math. *Using the 80%*

*rule (2% into transfer-level minimum) suggests that disproportionate impact may be present for females on the math placement test.*

## ETHNICITY

The following tables disaggregate the number and percent of first-time/full-time students who placed into transfer-level, college-preparatory, or basic skills reading, writing, or mathematics by ethnicity. The below charts reflect placement rates for each year separately.

## READING

### Placement Rates

**Figure 10: Reading Placement 2-year Trend by Ethnicity**

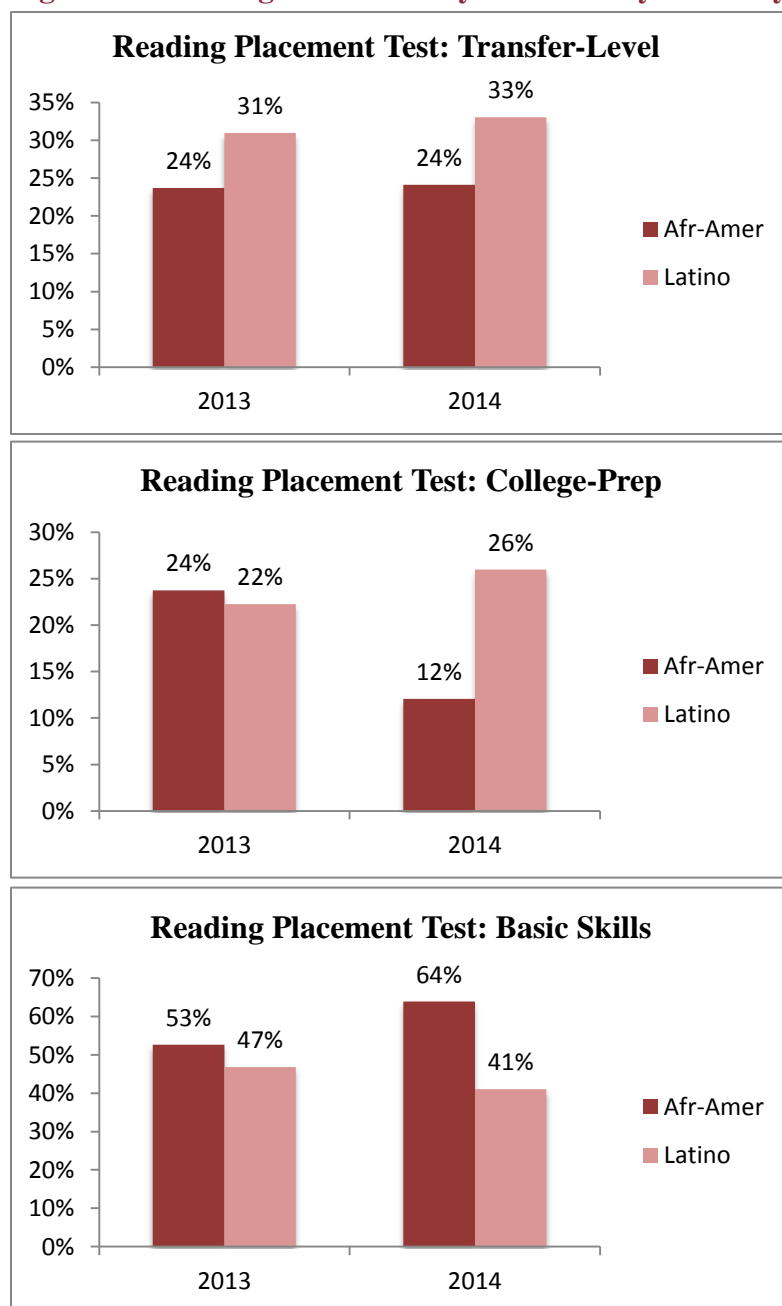


Figure 10 shows the two-year trend of reading test placements by ethnicity. Due to low numbers, rates for Asian and White students are not depicted in the figure. Actual numbers may be found in Appendix C. In 2014, African-American students placed into transfer-level remained steady at 24%. In 2014, African-Americans placed into college-prep at 12% and 64% for basic skills. In 2013 and 2014, the most common placement for African American and Latino students was basic skills reading.

Due to the small sample sizes, annual placement rates are not presented for White or Asian students. However, using the two year averages allow for inclusion of data for each ethnic group. On average, 24% of African American students placed into transfer-level reading, 18% into college-prep reading, and 59% into basic skills reading. For Asian students, an average of 17% placed into transfer-level reading,

while no percentage of Asian students placed into college-prep reading, and 84% into basic skills reading. For Latino students, an average of 32% placed into transfer-level reading, 24% into college-prep reading, and 44% into basic skills reading. For White students, an average of 13% placed into transfer-level reading, 63% into college-prep reading, and 25% into basic skills reading. *Using the 80% rule (10% into transfer-level minimum) suggests that there was no disproportionate impact for African American and Latino students on the reading placement test.*

## WRITING

### Placement Rates

**Figure 11: Writing Placement 2-year Trend by Ethnicity**

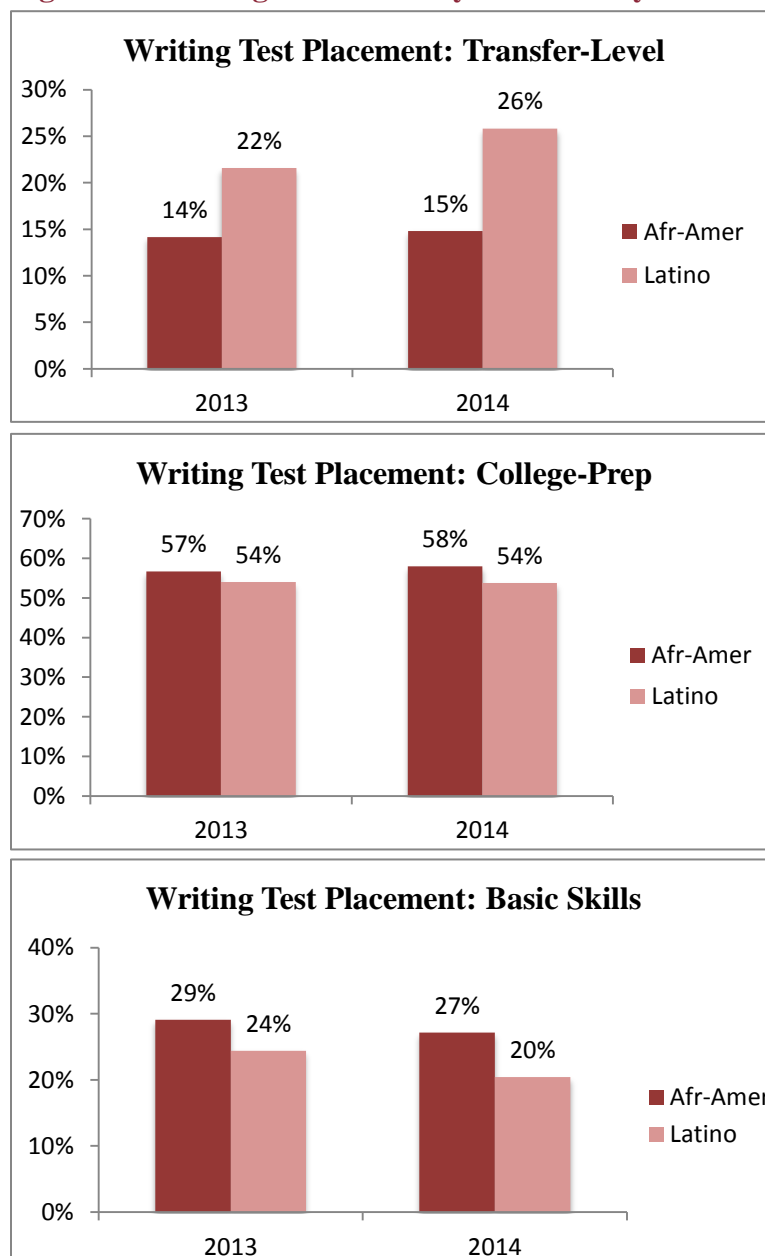


Figure 11 shows the two-year trend of writing test placements by ethnicity. Due to low numbers, rates for Asian and White students are not depicted in the figure. Actual numbers may be found in Appendix C.

In 2014, African-American students placed into transfer-level writing at 15% compared to 14% the previous year. In 2014, African-Americans placed into college-prep at 58% and 27% for basic skills. In 2013 and 2014, the most common placement for African American and Latino students was college-prep writing.

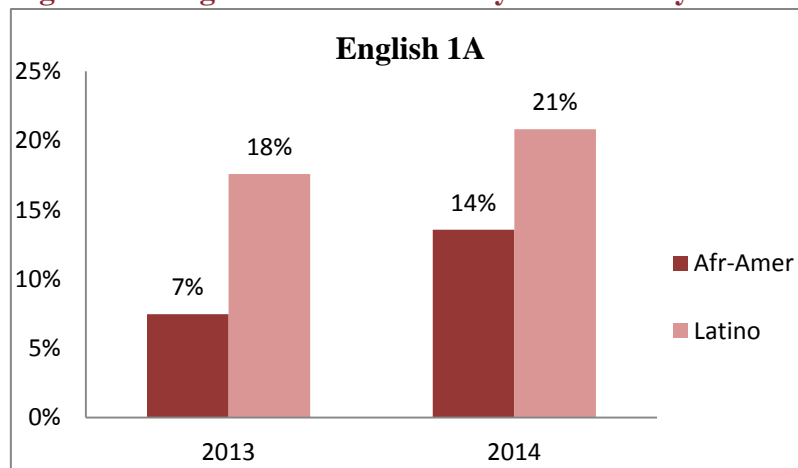
Due to the small sample sizes, annual placement rates are not presented for White or Asian students. However, using the two year averages allow for inclusion of data for each ethnic group. On average, 15% of African American students placed into transfer-level writing, 58% into college-prep writing, and 28% into basic skills writing. For Asian students, an

average of 17% placed into transfer-level writing, 38% into college-prep writing, and 46% into basic skills writing. For Latino students, an average of 24% placed into transfer-level writing, 54% into college-prep writing, and 22% into basic skills writing. For White students, an average of 17% placed into transfer-level writing, 74% into college-prep writing, and 10% into basic skills writing. *Using the 80% rule (14% into transfer-level minimum) suggests that there was no disproportionate impact for African-American and Latino students on the writing placement test.*

## ENGLISH 1A

### Placement Rates

**Figure 12: English 1A Placement 2-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 10 and 11 above reflect placement rates into the transfer-level course (English 1A) based only one of these two criteria in order to show academic

preparation by subject. Figure 12 reflects actual course placement rates using both the reading and writing qualifying test scores in 2013 and 2014. Due to low numbers, rates for Asian and White students are not depicted in the figure. Actual numbers may be found in Appendix C. Across the two years examined, placement rates varied. The percent of African-American and Latino students who placed into English 1A increased from 7% to 14% and 18% to 21% respectively.

Due to small sample sizes, annual placement rates are not presented for White or Asian students. However, using the two year averages allow for inclusion of data for each ethnic group. On average, about 10% of African-American, 17% of Asian, and 20% of Latino students placed into English 1A. White students did not place into English 1A. A higher percentage of Latino students placed into English 1A than any other ethnicity.

## MATHEMATICS

### Placement Rates

**Figure 13: Math Placement 2-year Trend by Ethnicity**

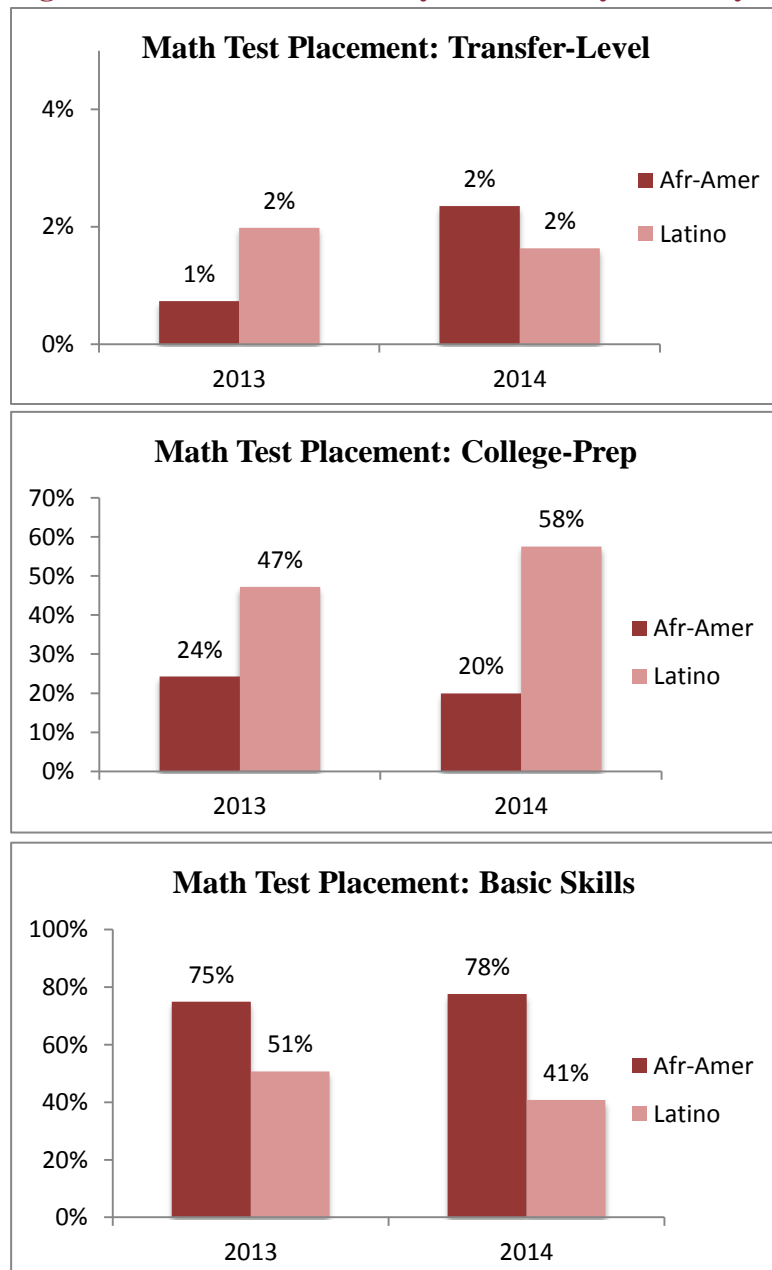


Figure 13 shows the two-year trend of writing test placements by ethnicity. Due to low numbers, rates for Asian and White students are not depicted in the figure. Actual numbers may be found in Appendix C.

In 2014, African American students placed into transfer-level math at 2% compared to 1% the previous year. In 2014, African-Americans placed into college-prep math at 20% and 78% for basic skills. In 2014, transfer-level math placements for Latino students have remained stable at 2%. College-prep placements for Latinos have increased in 2014 to 58% compared to 47% the previous year. Basic skills placements for Latinos decreased in 2014 to 41% compared to 51% the previous year.

Due to the small sample sizes, annual placement rates are not presented for White or Asian students. However, using the two year averages allow for inclusion of data for each ethnic group. On

average, 2% of African American students placed into transfer-level math, 22% into college-prep math, and 77% into basic skills math. Moreover, Asian students did not place into transfer-level math, 46% into college-prep math, and 54% into basic skills math. For Latino students, an average of 2% placed into transfer-level math, 53% into college-prep writing, and 46% into basic skills writing. Furthermore, White students did not place into transfer-level math. In regards to

college-prep math, 45% of white students placed into this level, and 55% into basic skills writing.

## **Conclusion**

This study provided an analysis of general placement results, as well as a breakdown of results by subgroup (ethnicity and gender) of first-time/full-time students who took a placement test at Compton Center. There are several 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 2014. Since data wasn't provided for off-campus assessments in 2013, the decrease in on-campus assessments may be due to students now having the option to assess off-campus. Second, this report illustrates the disparate levels of college preparation that incoming students possess. Over the past two years, transfer-level placement rates varied widely between Reading (31%), Writing (23%), and Math (2%). This further emphasizes that Compton Center serves a student body with varied levels of college preparation.

Regarding the analysis by subgroup, females were less likely than males to be placed into transfer-level reading or math. Furthermore, there was no evidence of disproportionate impact for African-American and Latino students on the reading or writing placement test.

Disproportionate impact for African-American and Latino students could not be tested for on the math placement test because the reference group (White students) was too small. Although disproportionate impact was not found based on ethnicity, a large percentage of African-American and Latino students did place into basic skills reading and basic skills math.

There may be several reasons for the differences in placement across gender and ethnicity. In general, 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 Compton Center. It should also be noted that assessment placements are only one of the multiple measures that can be used by the college to determine the appropriate class placement for a student.

## APPENDIX-COURSES BY GROUP

### Reading and Writing

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

### Mathematics

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

\* Math 80 replaced Math 70 (Intermediate Algebra) in fall 2009. It is a 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

	2013 (n=422)		2014 (n=365)		2-year % Avg.
	N	%	N	%	
<b>Female*</b>					
Transfer-level	47	22%	52	30%	26%
College-Prep	49	23%	33	19%	21%
Basic Skills	120	56%	91	52%	54%
<b>Male</b>					
Transfer-level	69	35%	55	33%	34%
College-Prep	43	22%	43	26%	24%
Basic Skills	83	43%	69	41%	42%

\* Using the 80% rule (27% into transfer-level minimum) suggests that disproportionate impact may be present for females on the reading placement test.

### Writing

	2013 (n=422)		2014 (n=365)		2-year % Avg.
	N	%	N	%	
<b>Female</b>					
Transfer-level	35	16%	41	23%	20%
College-Prep	118	55%	102	58%	57%
Basic Skills	60	28%	32	18%	23%
<b>Male</b>					
Transfer-level	42	22%	38	23%	23%
College-Prep	105	54%	85	51%	53%
Basic Skills	48	25%	45	27%	26%

Note: Using the 80% rule (18% into transfer-level minimum) suggests that there was no disproportionate impact present for females on the writing placement test.

## English 1A

Gender	Fall 2013 (n=422)		Fall 2014 (n=365)		2-year % Avg.
	N	%	N	%	
<b>Female</b>	21	10%	34	19%	15%
<b>Male</b>	36	18%	30	18%	18%

*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 (14% into English 1A minimum) suggests that there is no disproportionate impact present for females in English 1A placement.*

## Mathematics

	2013 (n=422)		2014 (n=365)		2-year % Avg.
	N	%	N	%	
<b>Female*</b>					
Transfer-level	--	--	--	--	--
College-Prep	72	33%	79	45%	39%
Basic Skills	144	66%	97	55%	61%
<b>Male</b>					
Transfer-level	--	--	--	--	--
College-Prep	89	45%	85	49%	47%
Basic Skills	101	52%	83	48%	50%

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

\*Using the 80% rule (2% into transfer-level minimum) suggests that disproportionate impact may be present for females on the math placement test.

## APPENDIX C-PLACEMENTS BY ETHNICITY

### Reading

	Fall 2013 (n=422)		Fall 2014 (n=365)		2-year % Avg.
	N	%	N	%	
<b>African-American</b>					
Transfer-Level	32	24%	20	24%	24%
College-Prep	32	24%	10	12%	18%
Basic Skills	71	53%	53	64%	59%
<b>Asian</b>					
Transfer-Level	--	--	--	--	17%
College-Prep	--	--	--	--	--
Basic Skills	--	--	--	--	84%
<b>Latino</b>					
Transfer-Level	78	31%	79	33%	32%
College-Prep	56	22%	62	26%	24%
Basic Skills	118	47%	98	41%	44%
<b>White</b>					
Transfer-Level	--	--	--	--	13%
College-Prep	--	--	--	--	63%
Basic Skills	--	--	--	--	25%
<b>Other</b>					
Transfer-Level	--	--	--	--	40%
College-Prep	--	--	--	--	10%
Basic Skills	--	--	--	--	50%

*Note:* Cells of size 10 or fewer are not presented. Using the 80% rule (10% into transfer-level minimum) suggests that there was no 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

	Fall 2013 (n=422)		Fall 2014 (n=365)		2-year % Avg.
	N	%	N	%	
<b>African-American</b>					
Transfer-Level	19	14%	12	15%	15%
College-Prep	76	57%	47	58%	58%
Basic Skills	39	29%	22	27%	28%
<b>Asian</b>					
Transfer-Level	--	--	--	--	17%
College-Prep	--	--	--	--	38%
Basic Skills	--	--	--	--	46%
<b>Latino</b>					
Transfer-Level	54	22%	62	26%	24%
College-Prep	135	54%	129	54%	54%
Basic Skills	61	24%	49	20%	22%
<b>White</b>					
Transfer-Level	--	--	--	--	17%
College-Prep	--	--	--	--	74%
Basic Skills	--	--	--	--	10%
<b>Other</b>					
Transfer-Level	--	--	--	--	24%
College-Prep	--	--	--	--	43%
Basic Skills	--	--	--	--	34%

Note: Cells of size 10 or fewer are not presented. Using the 80% rule (14% into transfer-level minimum) suggests that there was no 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	Fall 2013 (n=422)		Fall 2014 (n=365)		2-year % Avg.
	N	%	N	%	
<b>African-American</b>	--	--	11	14%	13%
<b>Asian</b>	--	--	--	--	17%
<b>Latino</b>	44	18%	50	21%	20%
<b>White</b>	--	--	--	--	--
<b>Other</b>	--	--	--	--	17%

Note: Cells of size 10 or fewer are not presented. Disproportionate impact could not be tested for African-American or Latino students in English 1A placement because reference group was too small. 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.

## Mathematics

	Fall 2013 (n=422)		Fall 2014 (n=365)		2-year % Avg.
	N	%	N	%	
<b>African-American</b>					
Transfer-Level	--	--	--	--	--
College-Prep	33	24%	17	20%	22%
Basic Skills	102	75%	66	78%	77%
<b>Asian</b>					
Transfer-Level	--	--	--	--	--
College-Prep	--	--	--	--	46%
Basic Skills	--	--	--	--	54%
<b>Latino</b>					
Transfer-Level	--	--	--	--	--
College-Prep	119	47%	141	58%	53%
Basic Skills	128	51%	100	41%	46%
<b>White</b>					
Transfer-Level	--	--	--	--	--
College-Prep	--	--	--	--	45%
Basic Skills	--	--	--	--	55%
<b>Other</b>					
Transfer-Level	--	--	--	--	18%
College-Prep	--	--	--	--	27%
Basic Skills	--	--	--	--	56%

*Note:* Cells of size 10 or fewer are not presented. Disproportionate impact could not be tested for African-American or Latino students on the math placement tested because reference group was too small. 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.