

# El Camino College

## Assessment Test Results



This report displays course placement rates and numbers for first-time/full-time students entering El Camino College (ECC) 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 El Camino College 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 ECC: Reading, Writing, Mathematics, Chemistry, and English as a Second Language (ESL). The Math test consists of three different levels: Arithmetic, Elementary Algebra, and College-Level Math. 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. Current year test results (n=18) are available upon request. The ESL assessment places students into listening/speaking, reading, and writing courses.

The following tables highlight the numbers of students taking each test on-campus at El Camino College 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 the campus of ECC in 2014. There was also a decrease in the number of assessed students who enrolled in fall 2014. Table 2 indicates the direct opposite results for students who assessed off-campus. The number of students assessed off-campus more than doubled in 2014. Fall enrollment for students who assessed off-campus also doubled in 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	8,239	7,571
Sentence Skills	8,266	7,630
Math*	8,709	8,121
Chem	148	173
ESL**	666	633
MATH & ENGL/ESL***	7,614	6,962
Assessed Students (unduplicated)	10,258	9,678
Assessed Students Enrolled in Fall	5,961	5,851

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

\*Took any of the three Math Test

\*\*Took any of the three ESL 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	427	954
Sentence Skills	426	953
Math*	425	959
MATH & ENGL/ESL**	421	947
Total Assessed Students (unduplicated)	433	966
Total Assessed Students Enrolled in Fall	291	585

*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 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-level are listed in the Appendix of this report.

Placement results for 2013 and 2014 in this study are summarized below in Table 3 by number and percentage in each subject and course group. Charts tracking the year-to-year placement percentages for each subject will follow. Overall, the assessment test results in table 3 indicate that more first-time/full-time students took an assessment test in 2014. This increase may be the result of the ongoing college efforts to ensure that all first-time students complete an orientation, assessment, and an educational plan. Regarding placement rates, the percentage of transfer-level reading placements remained stable in 2014. College preparatory placement rates increased from 22% in 2013 to 23% in 2014. The percentage of basic skills reading placements fell in 2014 to 28% compared to 29% in 2013.

Furthermore, the percentage of transfer-level writing placements remained stable in 2014, whereas in the same year, the percentage of college preparatory writing placements, 49%, rose from 47% in 2013. Additionally, the percentage of basic skills writing placements in 2014, 11% dropped from 12% in 2013. Moreover, the 2014 percentage of transfer-level math placements, 13%, rose from 11% in 2013, whereas, the 2014 percentage of basic skills math placements dropped to 27% compared to 29% in 2013.

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

	2013 (n=1,966)		2014 (n=2,342)	
	N	%	N	%
<b>Reading**</b>				
Transfer-level	847	49%	1,013	49%
College-prep	391	22%	477	23%
Basic Skills	504	29%	572	28%
<b>Total</b>	1,742		2,062	
<b>Writing**</b>				
Transfer-level	716	41%	847	41%
College-prep	827	47%	1,009	49%
Basic Skills	209	12%	223	11%
<b>Total</b>	1,752		2,079	
<b>Math</b>				
Transfer-level	207	11%	275	13%
College-prep	1,098	59%	1,325	60%
Basic Skills	543	29%	592	27%
<b>Total</b>	1,848		2,192	

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.

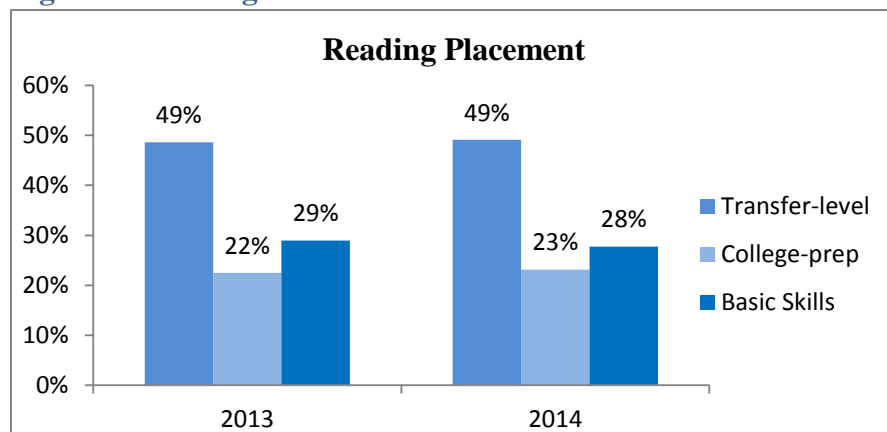
To qualify for enrolment in Transfer-level English, examinees must achieve a qualifying score on both the Reading and Writing portions of the assessment test (see Appendix).

## READING

### Placement Rates

Comparing the year-to-year trend, transfer-level reading placement rates remained steady in 2014. College preparatory placement rates increased slightly from 22% to 23% in 2014, whereas, the basic skills reading placement rates fell slightly in 2014 from 29% to 28% in 2013. Overall, a higher percentage of students placed into transfer-level reading in 2013 and 2014.

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

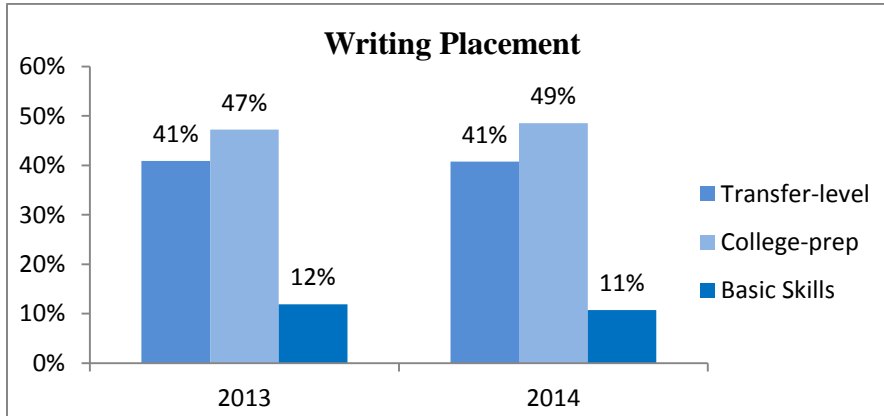


## WRITING

### Placement Rates

The percentage of students who placed into transfer-level writing remained steady in 2014. However, the percentage of students who placed into college-preparatory writing experienced a slight increase in 2014 to 49% from 47% in 2013. Lastly, the percentage of students who placed into basic skills writing fell slightly in 2014 to 11% from 12% in 2013.

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

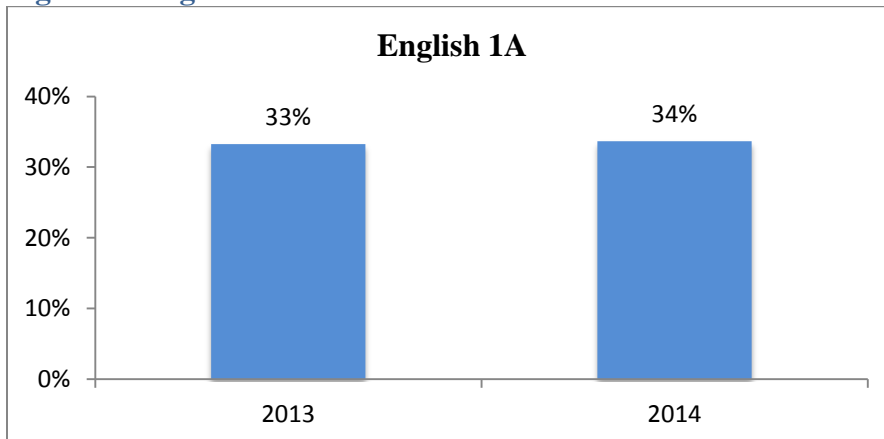


## ENGLISH 1A

### Placement Rates

To qualify for English 1A (transfer-level reading and writing), examinees must place into 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 below reflect actual course placement rates using both the reading and writing qualifying test scores. Overall, placement rates have increased slightly from 33% in 2013 to 34% in 2014.

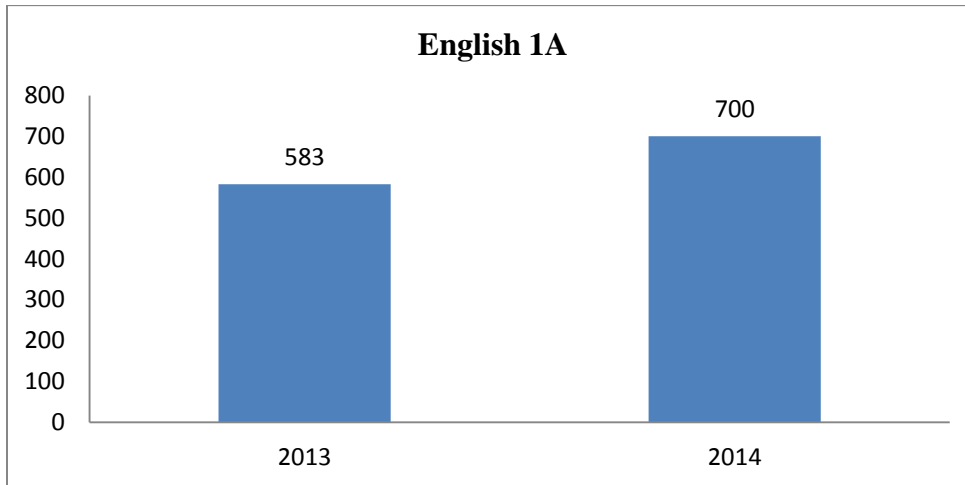
**Figure 3: English 1A Assessment Test Placement Rates**



## Placement Numbers

As a whole, figure 4 indicates that the number of students who placed into English 1A for reading and writing has increased from 2013 to 2014, rising from 583 to 700 students respectively.

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

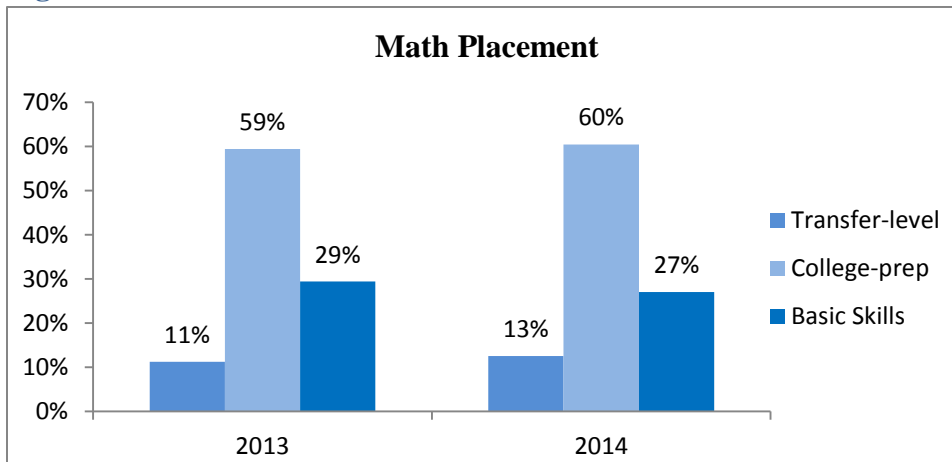


## MATHEMATICS

### 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. The percentage of students who placed into transfer-level and college preparatory math increased slightly from 11% to 13% and 59% to 60% in 2014 respectively. The percentage of students who placed into basic skills math fell slightly from 29% in 2013 to 27% in 2014.

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



## ENGLISH AS A SECOND LANGUAGE

### Placement Rates

The English as a Second Language (ESL) assessment consists of a computerized reading skills test, a questionnaire, an English writing sample, an oral interview, and an orientation to the college. The comprehensive ESL assessment places students into Listening/Speaking (Oral), Reading, and Writing courses. These courses are listed by level in the Appendix.

Compared to 2013, a lower percentage of students placed into college-preparatory oral, reading, and writing ESL courses in 2014. However, a higher percentage of students placed into basic skills oral, reading, and writing ESL courses in 2014. Additionally, a lower percentage of students placed into transfer-level writing in 2014.

**Table 4: Assessment Test Results by ESL Test Category and Course Group**

Placements	Fall 2013 (n=1,966)		Fall 2014 (n=2,342)	
	N	%	N	%
<b>Oral</b>				
College-prep	137	95.1%	134	89.9%
Basic Skills	7	4.9%	15	10.1%
<b>Total</b>	144		149	
<b>Reading</b>				
College-prep	116	78.4%	112	74.7%
Basic Skills	32	21.6%	38	25.3%
<b>Total</b>	148		150	
<b>Writing</b>				
Transfer-level	3	2.1%	1	0.7%
College-prep	118	81.4%	107	70.4%
Basic Skills	24	16.6%	44	28.9%
<b>Total</b>	145		152	

### RESULTS BY SUBGROUP

The following figures and tables will analyze the course placement rates and numbers for first-time/full-time students at ECC over two years by gender and ethnicity. Disproportionate impact is examined by comparing the two year average of the reference groups (males and White students) to the two-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

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 followed by ethnicity. The charts below reflect placement rates for each year separately.

## READING Placement Rates

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

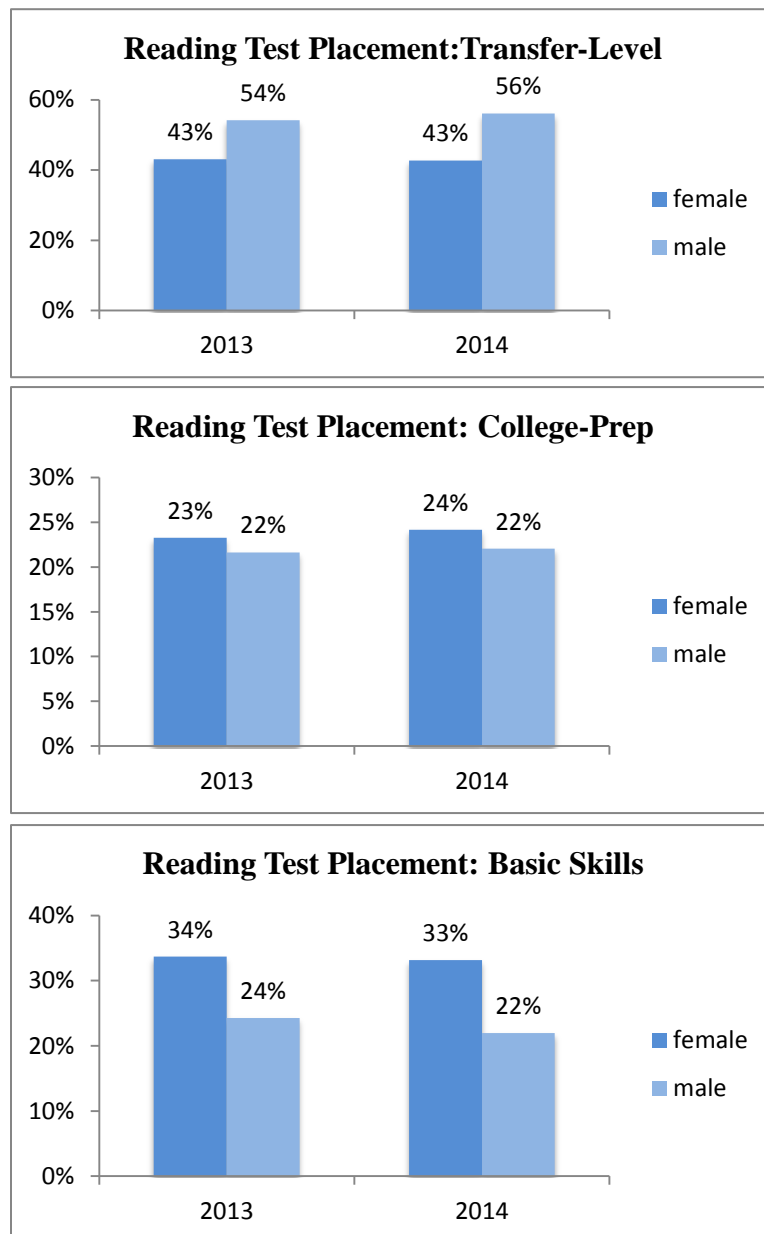


Figure 6 shows the two-year trend of reading test placements by gender. Actual numbers may be found in Appendix B. Across the two years examined, placement rates varied. The most common placement for both male and female students was transfer-level reading. In 2014, 56% of males placed into transfer-level reading versus 43% of female students. Whereas, 33% of females placed into basic skills reading compared to 22% of male students in 2014.

On average, 55% of males placed into transfer-level reading, 22% into college-prep reading, and 23% into basic skills reading. For females, 43% placed into transfer-level reading, 24% into college-prep, and 34% 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 (44% into transfer-level minimum), there may be evidence of disproportionate*

*impact for females on the reading placement test.*

## WRITING Placement Rates

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

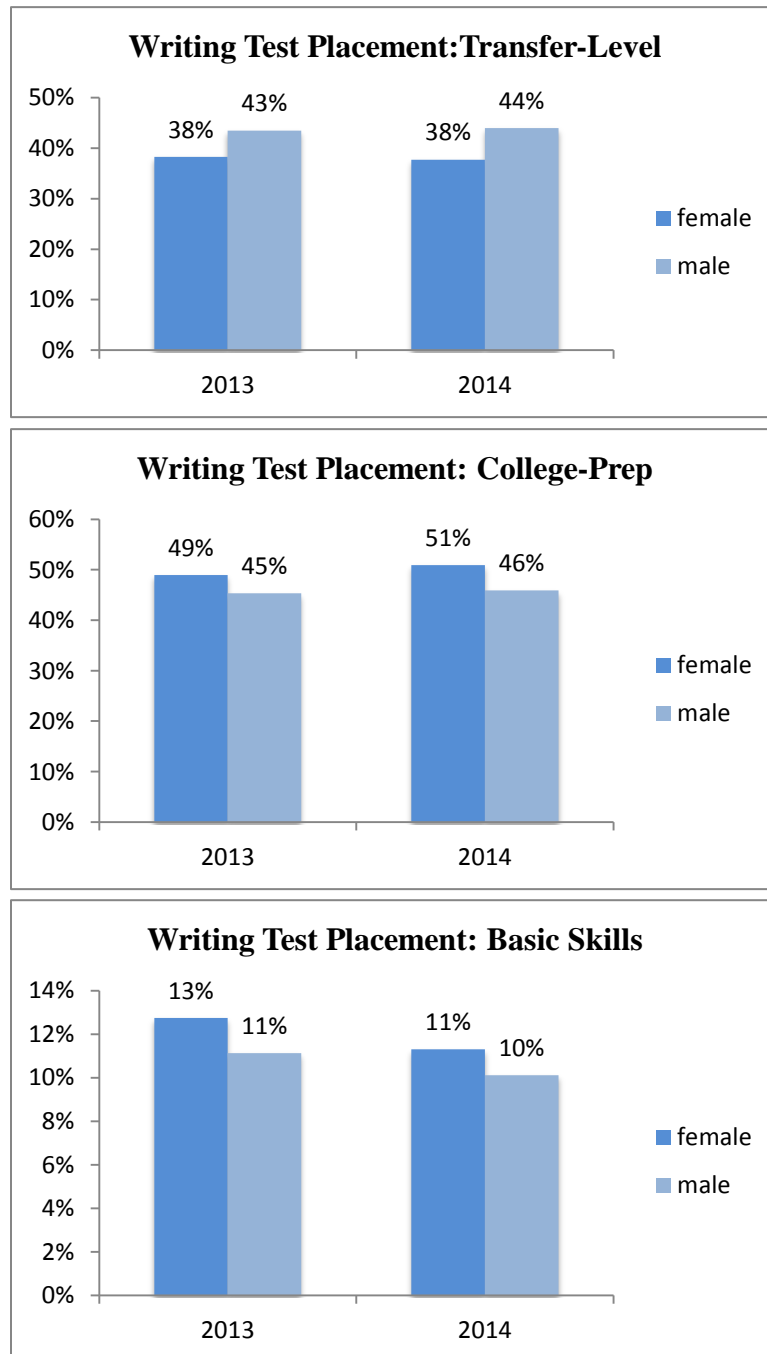


Figure 7 shows the two year trend of writing test placements by gender. Actual numbers may be found in Appendix B. Across the two years examined; transfer placement rates for females remained steady, while male placement rates experienced a slight increase in 2014. The most common placements for males and females remained college preparatory writing.

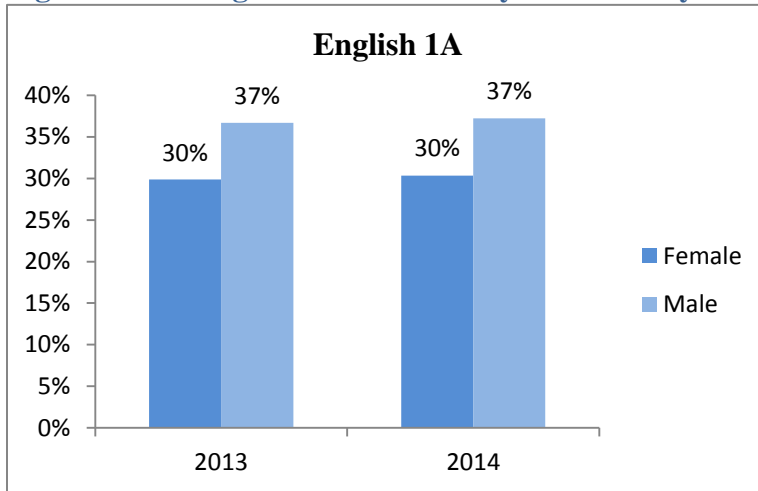
On average, 38% of females placed into transfer-level writing, 50% into college-prep writing, and 12% into basic skills writing. For males, 44% placed into transfer-level writing, 46% into college-prep writing, and 11% into basic skills writing.

A higher percentage of males than females placed into transfer-level writing, whereas a higher percentage of females than males placed into college-prep and basic skills writing. *Using the 80% rule (35% into transfer-level minimum), there was no evidence of disproportionate impact for females on the writing placement test.*



## ENGLISH 1A Placement Rates

**Figure 8: Writing Test 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 over

the past two years. Actual numbers may be found in Appendix B. On average, 30% of females and 37% of males placed into English 1A. A higher percentage of males than females placed into English 1A. *Using the 80% rule (30% into English 1A minimum), there was no evidence of disproportionate impact for females in English 1A placement.*

## MATHEMATICS Placement Rates

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

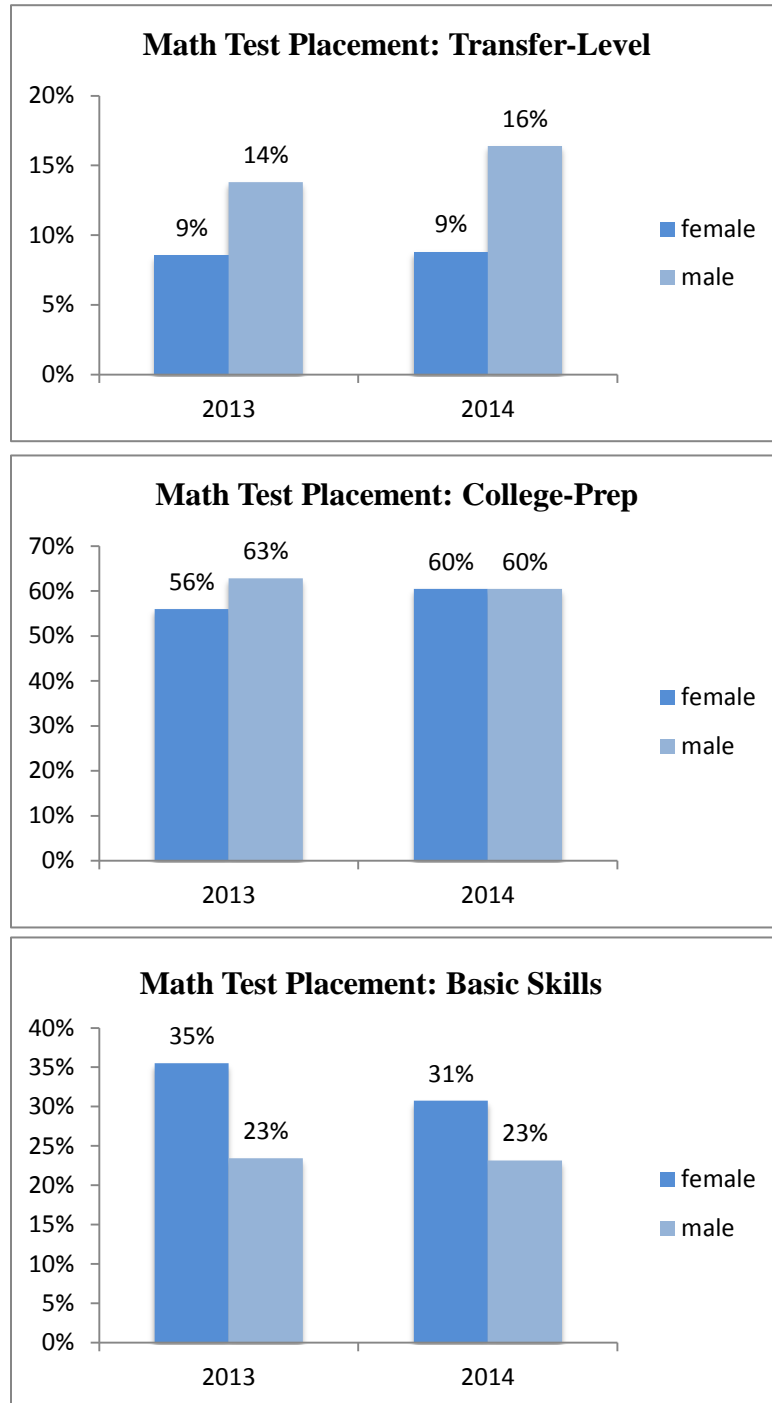


Figure 9 shows the two-year trend of math test placements by gender. Actual numbers may be found in Appendix B. Across the two years examined for males and females, math placements varied with one exception. Transfer-level female placement rates remained steady, whereas male placement rates increased from 14% to 16% in 2014. Basic skills placement rates for females decreased in 2014 to 31% from 35% in 2013.

The most common placement for males and females remained college preparatory writing. College preparatory placements for females increased in 2014, whereas placements for males decreased in 2014. On average, 9% of females placed into transfer-level math, 58% into college prep math, and 33% into basic skills math. For males, 15% placed into transfer-level math, 62% into college-prep math, and 23% 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 (12% into transfer-level minimum) suggests that disproportionate impact may be present for females on the math placement test.*

## ETHNICITY

### READING

#### Placement Rates

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

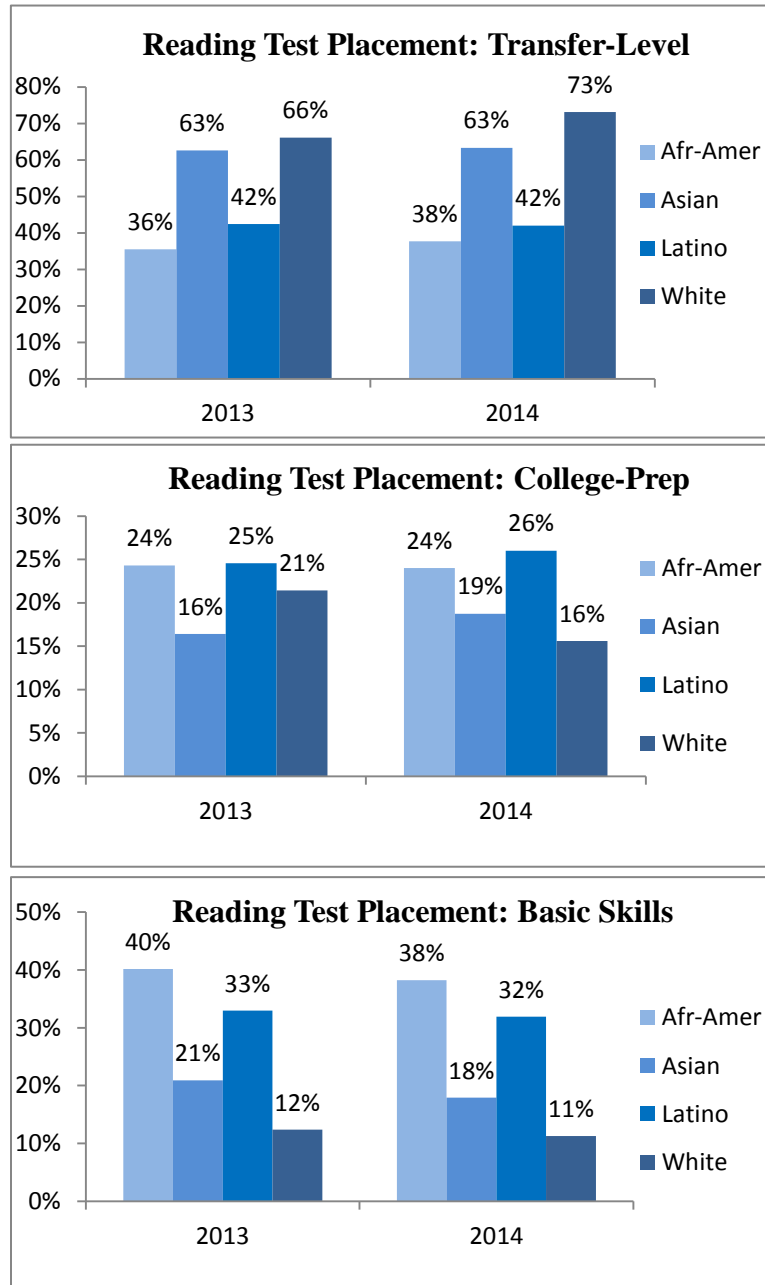


Figure 10 shows the two-year trend of reading test placements by ethnicity. Actual numbers may be found in Appendix C. Across the two years examined, placement rates varied with a few exceptions. Between 2013 and 2014, the percent of African-American students who placed into transfer-level reading increased from 36% to 38% and the percentage of White students who placed into transfer-level reading increased from 66% to 73%.

College-preparatory placements increased from 16% to 19% for Asian students and 25% to 26% for Latino students in 2014. College-preparatory placements decreased from 21% in 2013 to 16% in 2014 for White students. Basic skills placements for all ethnicities experienced slight decreases in 2014 compared to 2013.

On average, 37% of African-American students placed into transfer-level reading, 24% into college-prep reading, and 39% into basic skills reading. For Asian

students, an average of 63% placed into transfer-level reading, 18% into college-prep reading, and 20% into basic skills reading. For Latino students, an average of 42% placed into transfer-level reading, 26% into college-prep reading, and 33% into basic skills reading. For White

students, an average of 70% placed into transfer-level reading, 19% into college-prep reading, and 12% into basic skills reading. A higher percentage of 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 (56% into transfer-level minimum) suggests that there may be 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**

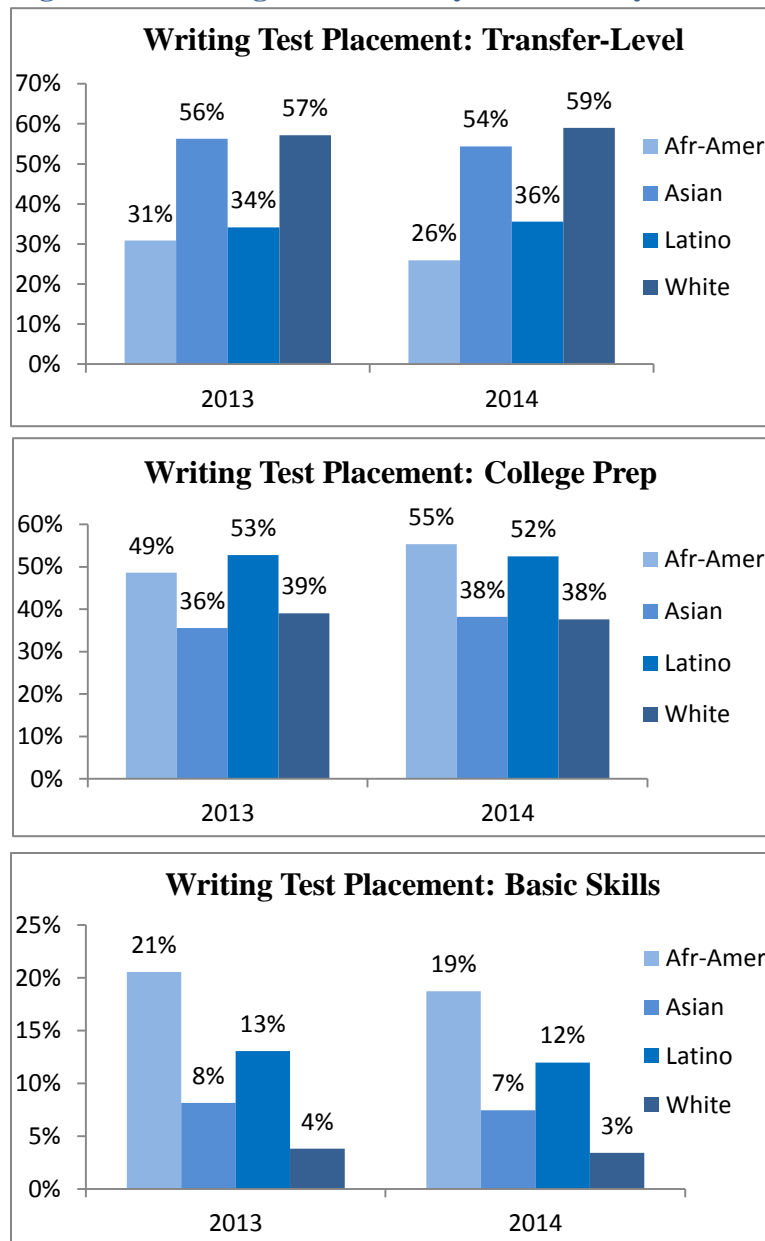


Figure 11 shows the two-year trend of writing test placements by ethnicity. Actual numbers may be found in Appendix C. Across the two years examined, placement rates varied. Between 2013 and 2014, the percent of African-American and Asian students who placed into transfer-level writing decreased from 31% to 26% and 56% to 54% respectively.

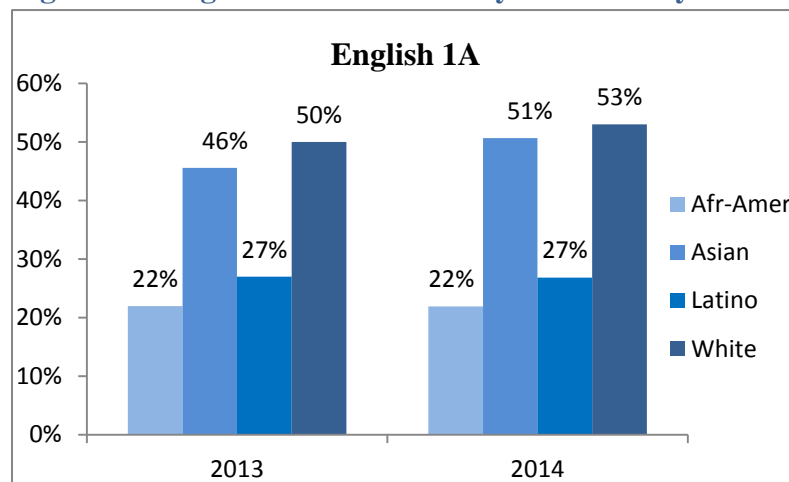
The percent of Latino and White students who placed into transfer-level writing increased from 34% to 36% and 57% to 59% respectively. College preparatory placement rates for African American and Asian students increased in 2014 whereas, placement rates for Latino and White students experienced a slight decrease in 2014. Basic skills placement rates experienced a slight decrease for all ethnicities between 2013 and 2014.

On average, 29% of African-American students placed into transfer-level writing, 52% into college-prep writing, and 20% into basic skills writing. For Asian students, an average of 55% placed

into transfer-level writing, 37% into college-prep writing, and 8% into basic skills writing. For Latino students, an average of 35% placed into transfer-level writing, 53% into college-prep writing, and 13% into basic skills writing. For White students, an average of 58% placed into transfer-level writing, 39% into college-prep writing, and 4% into basic skills writing. A higher percentage of 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 (46% into transfer-level minimum) suggests that there may be 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 on 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. Actual numbers may be found in Appendix C. Across the two years examined, placement rates stayed relatively consistent for African-American and Latino students. However, the percent of White and Asian students who placed into English 1A increased from 50% to 53% and 46% to 51% respectively. On average, 22% of African American, 49% of Asian, 27% of Latino, and 52% of White students placed into English 1A. A higher percentage of White students placed into English 1A than any other ethnicity. *Using the 80% rule (42% into English 1A minimum) suggests that there may be disproportionate impact for African-American and Latino students in English 1A placement.*

## MATHEMATICS Placement Rates

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

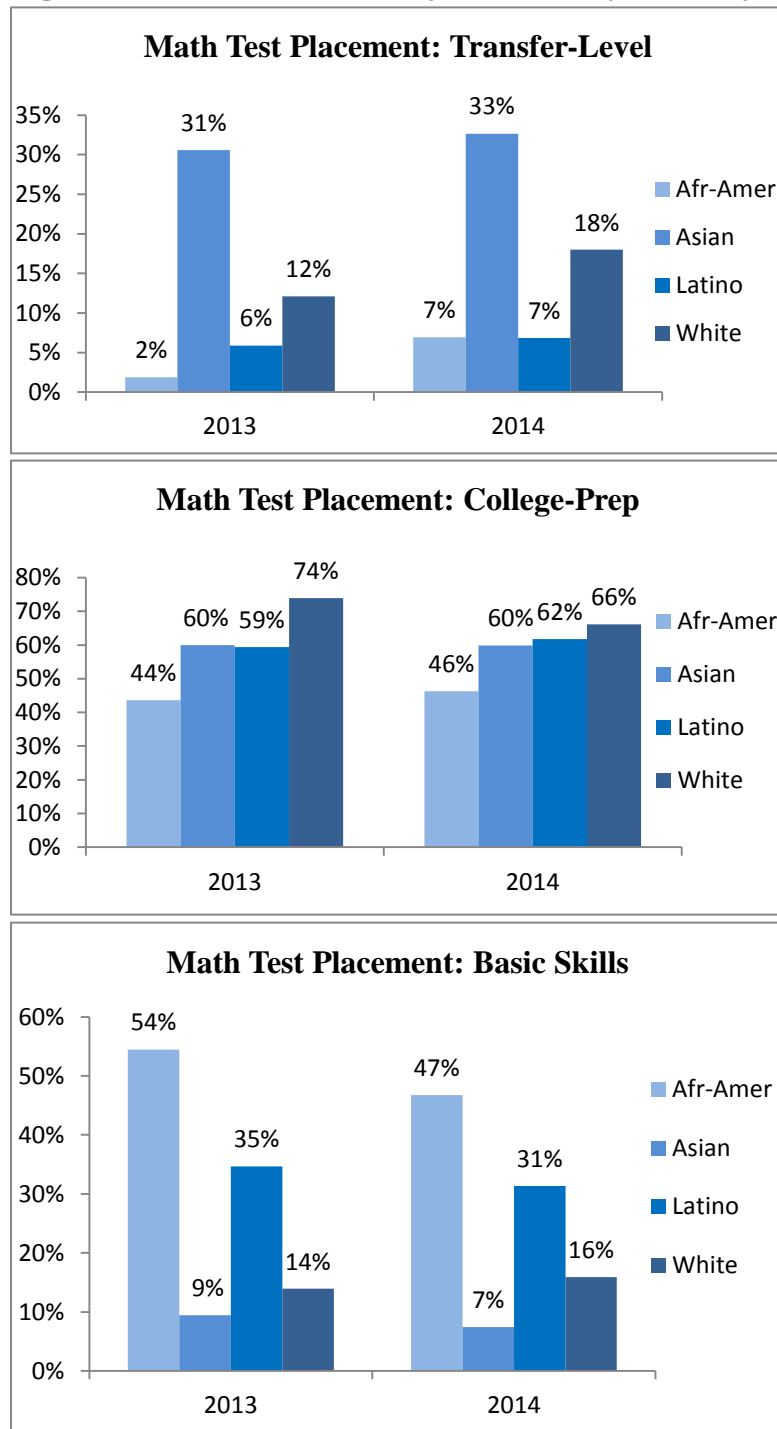


Figure 13 shows the two-year trend of math test placements by ethnicity. Actual numbers may be found in Appendix C. Across the two-years examined, placement rates varied with one exception in Asian college-prep placement rates. On average, 5% of African American students placed into transfer-level math, 45% into college-prep math, and 51% into basic skills math.

For Asian students, an average of 32% placed into transfer-level math, 60% into college-prep math, and 8% into basic skills math. For Latino students, an average of 7% placed into transfer-level math, 61% into college-prep math, and 33% into basic skills math. For White students, an average of 15% placed into transfer-level math, 70% into college-prep math, and 15% into basic skills math.

A higher percentage of 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 (12% 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 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 ECC. 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 ECC in 2014. In comparison, there was an increase in the number of students who took an assessment test off-campus and subsequently enrolled at ECC in 2014. As stated before, this result may be due to the ongoing efforts of the college towards strengthening its relationship with our feeder high schools and the community. 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 (49%), Writing (41%), and Math (13%). This further emphasizes that ECC serves a student body with varied levels of college preparation.

The analysis by subgroup illustrated several examples of possible disproportionate impact. At El Camino College, women were less likely than men to be placed into transfer-level reading and math. 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 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 the college to determine the appropriate class placement for a student.

## APPENDIX A-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 &amp; Composition</li> </ul>	<ul style="list-style-type: none"> <li>English 1A – Reading &amp; Composition</li> </ul>
College- preparatory	1	<ul style="list-style-type: none"> <li>English 84 (formerly Engl-2R)- Developmental Reading &amp; Writing</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</li> </ul>
	3	<ul style="list-style-type: none"> <li>English 80 – Basic Language Skills</li> </ul>	

### Mathematics

Course Group	Levels Below	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> </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	<ul style="list-style-type: none"> <li>Math 40 or 41B/43* – Elementary Algebra</li> </ul>
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> </ul>
	4	<ul style="list-style-type: none"> <li>Math 10A-10B/12 – Basic Arithmetic Skills</li> </ul>

\* 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.



## English as a Second Language (ESL)

Course Group	Levels Below Transfer	Oral (Listening/ Speaking) *	Reading	Writing
Transfer-level	--			<ul style="list-style-type: none"> <li>English 1AX** - Reading &amp; Composition for Foreign Students</li> </ul>
College-preparatory	1	<ul style="list-style-type: none"> <li>ESL 51C – (Advanced)</li> <li>ESL 51B – (Intermediate)</li> </ul>	<ul style="list-style-type: none"> <li>ESL 52C – (Advanced)</li> <li>ESL 52B – (Intermediate)</li> </ul>	<ul style="list-style-type: none"> <li>English A-X – Writing the College Essay</li> <li>ESL 53B – (Intermediate)</li> </ul>
Basic Skills	2	<ul style="list-style-type: none"> <li>ESL 51A – Intro to English Conversation</li> </ul>	<ul style="list-style-type: none"> <li>ESL 52A – Intro to Reading and Vocab. Building</li> </ul>	<ul style="list-style-type: none"> <li>ESL 53A – Elementary Grammar/Writing</li> </ul>

\* Although Listening/Speaking courses indicate “levels below transfer,” they do not directly lead to a transfer-level course such as English 1A.

\*\* To place into transfer-level Reading and Writing (English 1AX), students must achieve a qualifying score on both the Reading and Writing portions of the assessment test. For ESL, students must place into ESL 52C for Reading, and English 1AX for Writing.

## APPENDIX B- PLACEMENTS BY GENDER

### Reading

	2013 (N=1,966)		2014 (N=2,342)		2-year % Avg.
	N	%	N	%	
<b>Female*</b>					
Transfer-level	372	43%	454	43%	43%
College-Prep	201	23%	257	24%	24%
Basic Skills	291	34%	353	33%	34%
<b>Male</b>					
Transfer-level	475	54%	559	56%	55%
College-Prep	190	22%	220	22%	22%
Basic Skills	213	24%	219	22%	23%

\* Using the 80% rule (44% into transfer-level minimum), there may be evidence of disproportionate impact for females on the reading placement test.

## Writing

El Camino College Entering Fall Cohort					
	2013 (N=1,966)		2014 (N=2,342)		2-year % Avg.
	N	%	N	%	
<b>Female</b>					
Transfer-level	333	38%	404	38%	38%
College-Prep	427	49%	546	51%	50%
Basic Skills	111	13%	121	11%	12%
<b>Male</b>					
Transfer-level	383	43%	443	44%	44%
College-Prep	400	45%	463	46%	46%
Basic Skills	98	11%	102	10%	11%

*Note: using the 80% rule (35% into transfer-level minimum), there was no evidence of disproportionate impact for females on the writing placement test.*

## English 1A

El Camino College Entering Fall Cohort					
Gender	Fall 2013 (n=1,966)		Fall 2014 (n=2,342)		2-year % Avg.
	N	%	N	%	
<b>Female</b>	260	30%	325	30%	30%
<b>Male</b>	323	37%	375	37%	37%

*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 (30% into English 1A minimum), there was no evidence of disproportionate for females in English 1A placement.*

## Mathematics

El Camino College Entering Fall Cohort					
	2013 (N=1,966)		2014 (N=2,342)		2-year % Avg.
	N	%	N	%	
<b>Female*</b>					
Transfer-level	78	9%	98	9%	9%
College-Prep	511	56%	672	60%	58%
Basic Skills	324	35%	342	31%	33%
<b>Male</b>					
Transfer-level	129	14%	177	16%	15%
College-Prep	587	63%	653	60%	62%
Basic Skills	219	23%	250	23%	23%

*\* Using the 80% rule (12% into transfer-level minimum) suggests that disproportionate impact may be present for females on the math placement test.*

## APPENDIX C- PLACEMENTS BY ETHNICITY

### Reading

	El Camino College Entering Fall Cohort				
	Fall 2013 (N=1,966)		Fall 2014 (N=2,342)		2-year % Avg.
	N	%	N	%	
<b>African-American*</b>					
Transfer-Level	76	36%	85	38%	37%
College-Prep	52	24%	54	24%	24%
Basic Skills	86	40%	86	38%	39%
<b>Asian</b>					
Transfer-Level	168	63%	152	63%	63%
College-Prep	44	16%	45	19%	18%
Basic Skills	56	21%	43	18%	20%
<b>Latino*</b>					
Transfer-Level	405	42%	527	42%	42%
College-Prep	234	25%	326	26%	26%
Basic Skills	314	33%	400	32%	33%
<b>White</b>					
Transfer-Level	139	66%	169	73%	70%
College-Prep	45	21%	36	16%	19%
Basic Skills	26	12%	26	11%	12%
<b>Other**</b>					
Transfer-Level	59	61%	80	71%	66%
College-Prep	16	16%	16	14%	15%
Basic Skills	22	23%	17	15%	19%

\*Using the 80% rule (56% 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

	El Camino College Entering Fall Cohort				
	Fall 2013 (N=1,966)		Fall 2014 (N=2,342)		2-year % Avg.
	N	%	N	%	
<b>African-American*</b>					
Transfer-Level	66	31%	58	26%	29%
College-Prep	104	49%	124	55%	52%
Basic Skills	44	21%	42	19%	20%
<b>Asian</b>					
Transfer-Level	152	56%	131	54%	55%
College-Prep	96	36%	92	38%	37%
Basic Skills	22	8%	18	7%	8%
<b>Latino*</b>					
Transfer-Level	327	34%	451	36%	35%
College-Prep	505	53%	665	52%	53%
Basic Skills	125	13%	152	12%	13%
<b>White</b>					
Transfer-Level	120	57%	138	59%	58%
College-Prep	82	39%	88	38%	39%
Basic Skills	--	--	--	--	4%
<b>Other**</b>					
Transfer-Level	51	50%	69	62%	56%
College-Prep	40	40%	40	36%	38%
Basic Skills	--	--	--	--	7%

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

\*Using the 80% rule (46% 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

	El Camino College Entering Fall Cohort				
Gender	Fall 2013 (n=1,966)		Fall 2014 (n=2,342)		2-year % Avg.
	N	%	N	%	
<b>African-American*</b>	47	22%	49	22%	22%
<b>Asian</b>	123	46%	122	51%	49%
<b>Latino*</b>	258	27%	340	27%	27%
<b>White</b>	105	50%	124	53%	52%
<b>Other**</b>	46	46%	64	57%	52%

*Note:* The numbers presented above reflect the number of students who tested into the transfer-level in both the reading and writing portion of the assessment test.

*\*Using the 80% rule (42% into English 1A minimum) suggests that there may be disproportionate impact for African-American and Latino students in English 1A placement.*

*\*\*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

	El Camino College Entering Fall Cohort				
	Fall 2013 (N=1,966)		Fall 2014 (N=2,342)		2-Year % Avg.
	N	%	N	%	
<b>African-American*</b>					
Transfer-Level	--	2%	16	7%	5%
College-Prep	93	44%	107	46%	45%
Basic Skills	116	54%	108	47%	51%
<b>Asian</b>					
Transfer-Level	107	31%	114	33%	32%
College-Prep	210	60%	209	60%	60%
Basic Skills	33	9%	26	7%	8%
<b>Latino*</b>					
Transfer-Level	57	6%	86	7%	7%
College-Prep	576	59%	776	62%	61%
Basic Skills	336	35%	394	31%	33%
<b>White</b>					
Transfer-Level	26	12%	43	18%	15%
College-Prep	159	74%	158	66%	70%
Basic Skills	30	14%	38	16%	15%
<b>Other**</b>					
Transfer-Level	13	13%	16	14%	14%
College-Prep	60	59%	75	64%	62%
Basic Skills	28	28%	26	22%	25%

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

\*Using the 80% rule (12% 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.