

# El Camino College

## California Benchmarking Project

### Fall 2013 Exploratory Analysis by Course Prerequisite



The California Benchmarking Project (CBP) is a joint effort between the Center for Urban Education (CUE) at the University of Southern California and California Community Colleges to design strategies and tools to promote excellence in basic skills instruction and a strong transfer culture.

An important starting point, according to CUE, is to disaggregate course success rates by race/ethnicity. Large differences in success rates signal areas that require additional focus and provide program planners and leadership with additional information about student achievement.

As reported in the Fall 2013 CBP report, the success rates for African-American students fell below average in every Reading, Writing, and Math course. Asian students (which included Pacific Islanders) and White students had above average success rates in every Reading, Writing, and Math course. Hispanic students did not perform consistently compared to the average, being below average in English 1A, and above average in Math 12 and 40.

#### **Analysis by Course Prerequisite**

Although this project is not currently active at USC, an exploratory analysis was conducted to provide more understanding of the disproportionate success rates between different ethnicities. This extended analysis segregated the data further by dividing each ethnic group by whether or not students were placed into a course by the English or Math placement exam taken within the last 5 years. This was done to see if the achievement gaps still exist between the different ethnic groups who were placed into the course, regardless of how students qualified to enroll. The placement exams have been validated to be an indication of satisfactory knowledge in Math and English; therefore the success rates of the different ethnic groups should not differ greatly if these students began the course as individuals with similar performance levels, assuming all other variables remain equal.

Below are Tables 1-3 showing the success rates of students who were placed into a course by the placement exam taken within the last 5 years, compared to students who were not placed into the course by the placement exam within the last 5 years. The “not placed” students could have been placed into the course by meeting the prerequisite with a previous course at El Camino, at another college, or through the placement exam taken more than 5 years ago. Table 1 details this data for English courses (80, 82, 84, A, B & 1A), Table 2 for non-transferable math courses (12, 23, 40, 73 & 80), and Table 3 for transferable math courses (130, 150, & 170). Below the tables are bar graphs depicting the data for each course.

## **Findings**

After segregating the data, student success discrepancies still existed between different ethnic groups regardless of whether students were placed in a course by the placement exam or by taking the prerequisite course. This implies that even when students of different ethnic backgrounds are approximately equal in knowledge at the beginning of a course, other factors are influencing successful completion of a course, creating the discrepancies in success rates. However, caution should be taken with some of the data regarding certain ethnicities in certain classes due to the small sample of students representing each ethnic group.

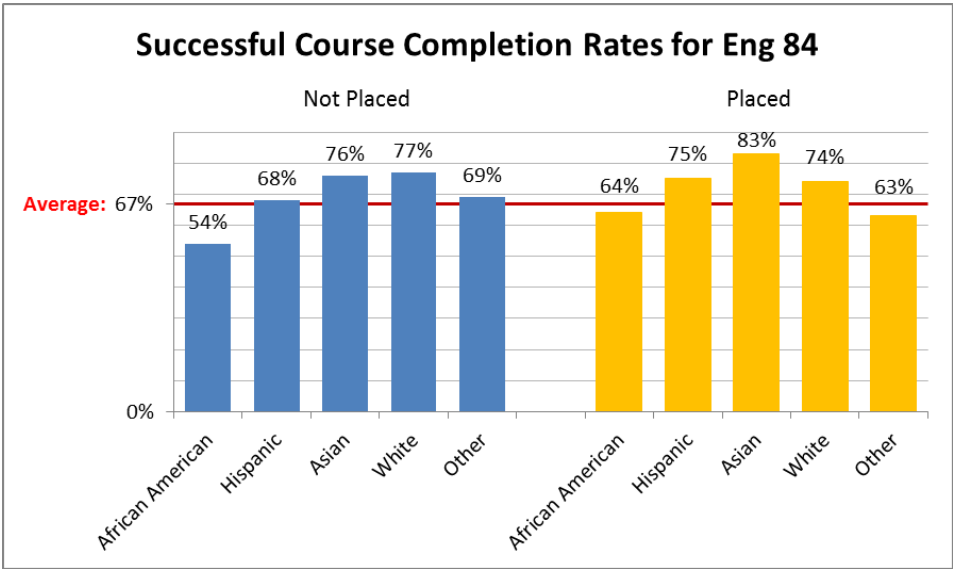
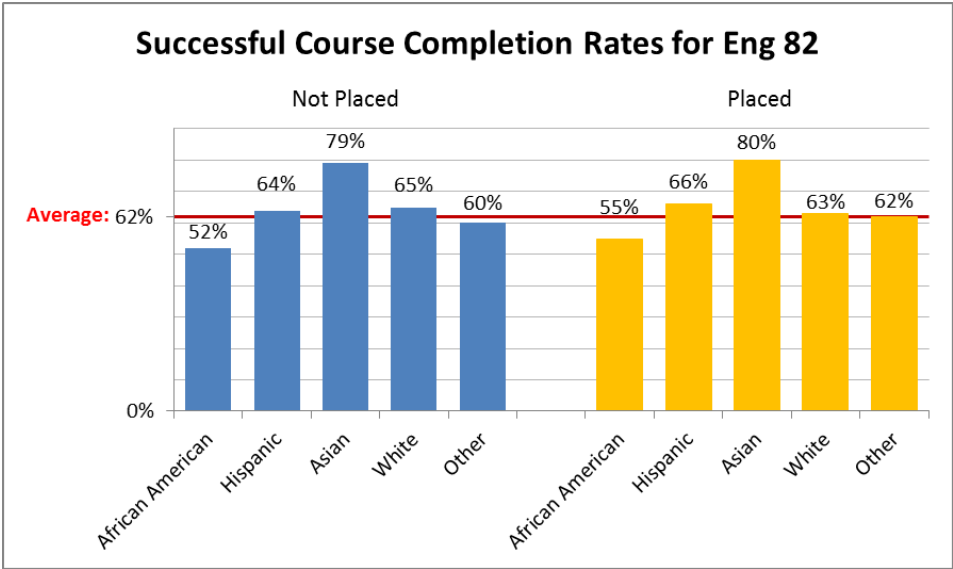
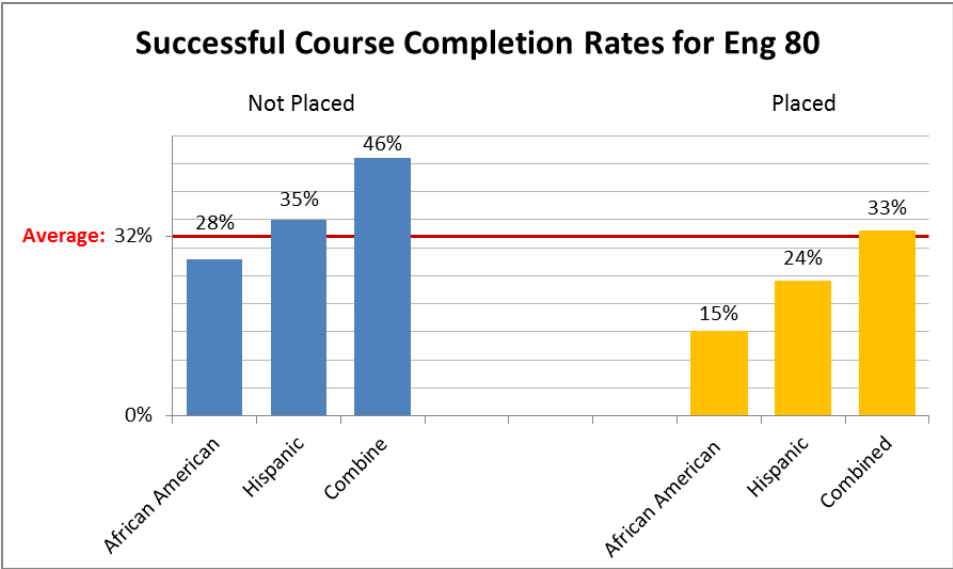
**Table 1: Success Rates for English Reading and Writing - Not Placed vs. Placed Students**

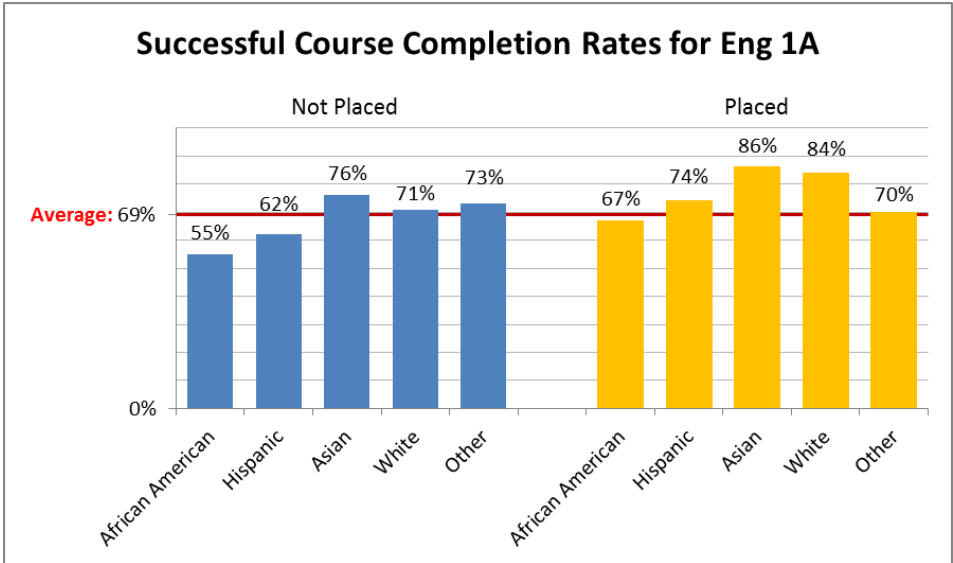
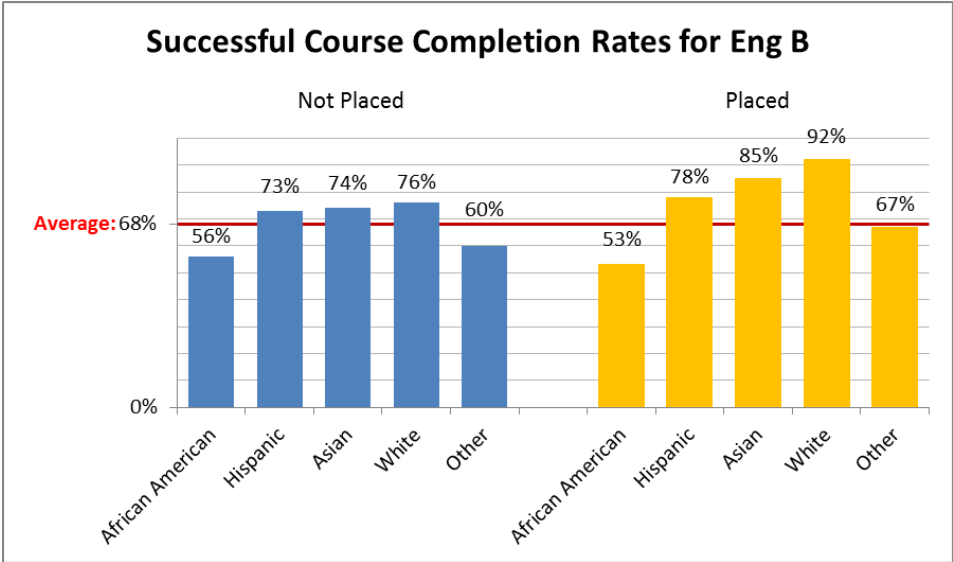
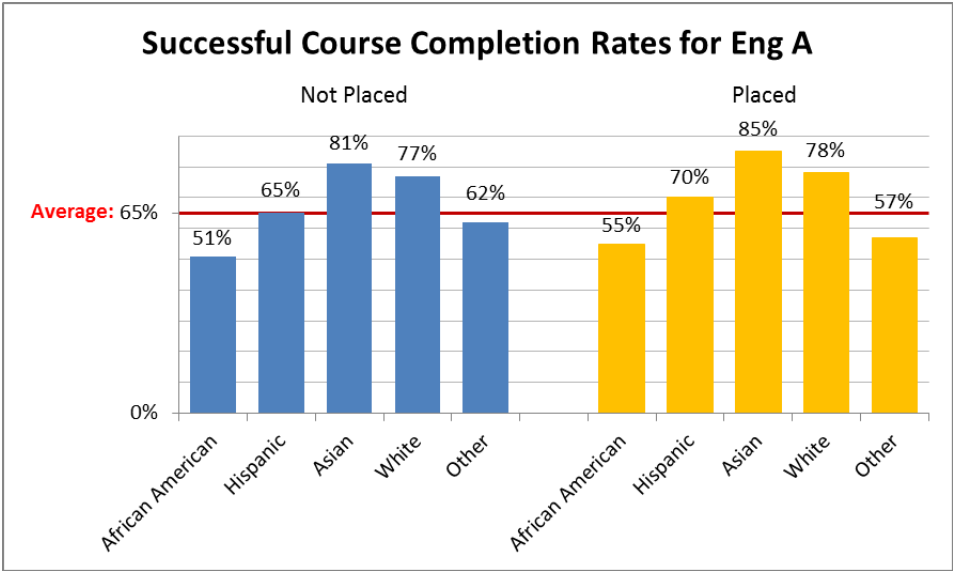
**Fall 2013**

Course	Ethnicity	Not Placed		Placed	
		<i>n</i>	Success Rate	<i>n</i>	Success Rate
Eng 80	African-American	40	28%	26	15%
	Hispanic	48	35%	33	24%
	Combined	13	46%	9	33%
	Grand Total	101	34%	68	22%
Eng 82	African-American	185	52%	130	55%
	Hispanic	542	64%	452	66%
	Asian	70	79%	60	80%
	White	48	65%	41	63%
	Other	15	60%	13	62%
	Grand Total	860	62%	696	65%
Eng 84	African-American	200	54%	83	64%
	Hispanic	696	68%	344	75%
	Asian	101	76%	46	83%
	White	65	77%	43	74%
	Other	42	69%	24	63%
	Grand Total	1104	67%	540	74%
Eng A	African-American	303	51%	197	55%
	Hispanic	1105	65%	840	70%
	Asian	166	81%	132	85%
	White	117	77%	96	78%
	Other	58	62%	46	57%
	Grand Total	1749	65%	1311	69%
Eng B	African-American	123	56%	68	53%
	Hispanic	232	73%	127	78%
	Asian	34	74%	20	85%
	White	21	76%	12	92%
	Other	10	60%	3	67%
	Grand Total	420	68%	230	72%
Eng 1A	African-American	287	55%	83	67%
	Hispanic	895	62%	471	74%
	Asian	293	76%	179	86%
	White	162	71%	166	84%
	Other	73	73%	67	70%
	Grand Total	1710	65%	969	77%

\* Course completion with a grade of C or better or a "pass" notation is considered "successful."

\*\* "Other" group consist of "Native American", "Two or more races", and "Unknown" groups.





**Table 2: Success Rates for Non-transferable Math - Not Placed vs. Placed Students**

**Fall 2013**

Course	Ethnicity	Not Placed		Placed	
		<i>n</i>	Success Rate	<i>n</i>	Success Rate
Math 12	African-American	214	46%	128	46%
	Hispanic	492	57%	311	58%
	Asian	31	81%	19	79%
	White	36	58%	24	54%
	Other	23	65%	16	56%
	Grand Total	796	55%	498	55%
Math 23	African-American	165	41%	36	44%
	Hispanic	446	52%	153	52%
	Asian	57	65%	18	61%
	White	66	74%	19	74%
	Other	34	44%	***	***
	Grand Total	768	52%	232	53%
Math 40	African-American	171	33%	***	***
	Hispanic	468	50%	28	46%
	Asian	72	61%	***	***
	White	114	65%	12	64%
	Other	47	36%	***	***
	Combined	***	***	12	40%
Grand Total	872	49%	51	51%	
Math 73	African-American	154	40%	41	49%
	Hispanic	569	47%	262	54%
	Asian	124	61%	74	72%
	White	145	61%	75	63%
	Other	60	45%	24	42%
	Grand Total	1052	49%	476	57%
Math 80	African-American	131	35%	78	38%
	Hispanic	740	44%	487	46%
	Asian	249	66%	180	69%
	White	151	57%	100	56%
	Other	62	45%	44	52%
	Grand Total	1333	49%	889	52%

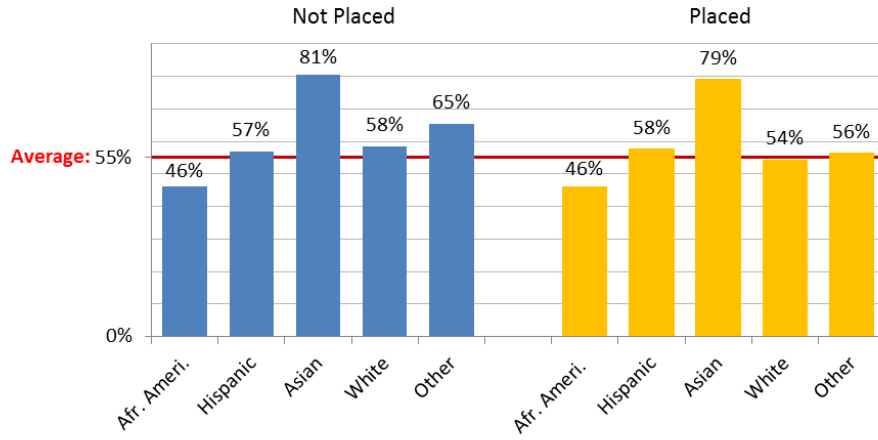
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\*\* "Other" group consist of "Native American", "Two or more races", and "Unknown" groups.

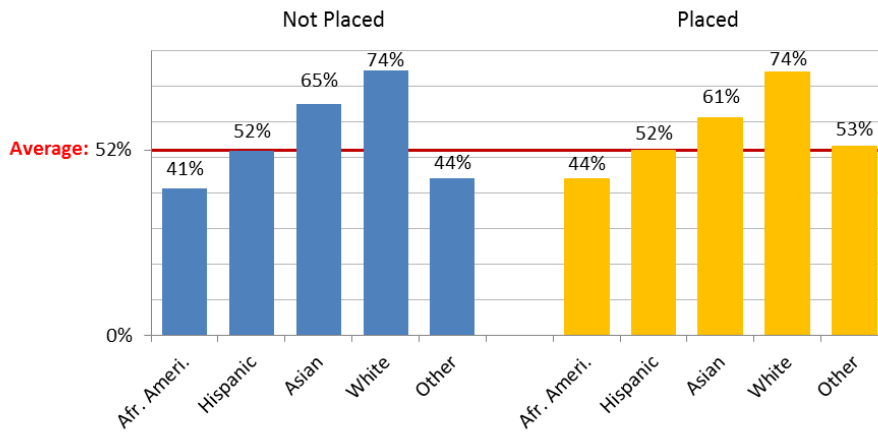
\*\*\* Groups with a total count per course of less than 10 have been suppressed.

\*\*\*\* When ethnic/racial group count is less than 10, group is combined with the "Other" group to form a "Combined Group".

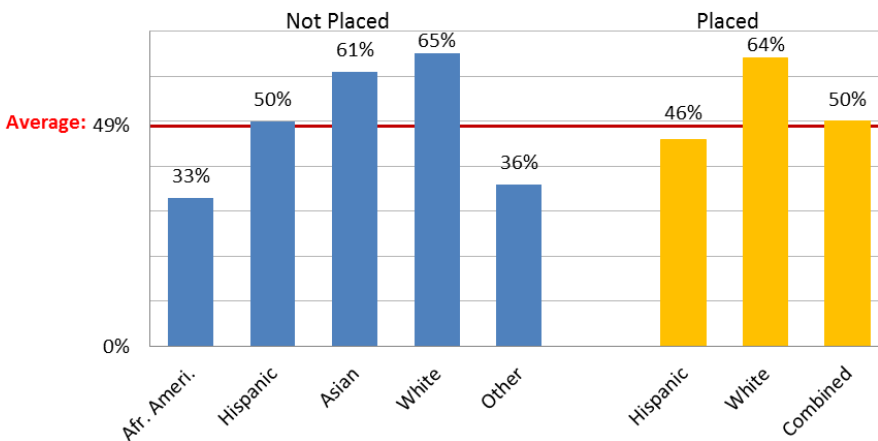
### Successful Course Completion Rates for Math 12



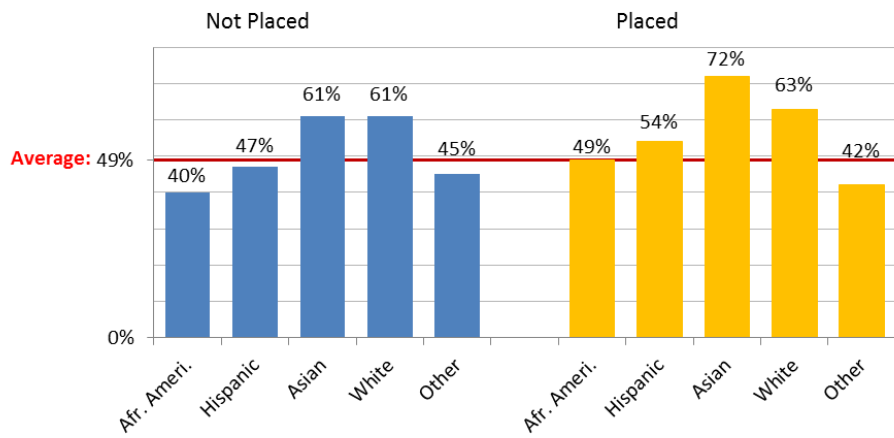
### Successful Course Completion Rates for Math 23



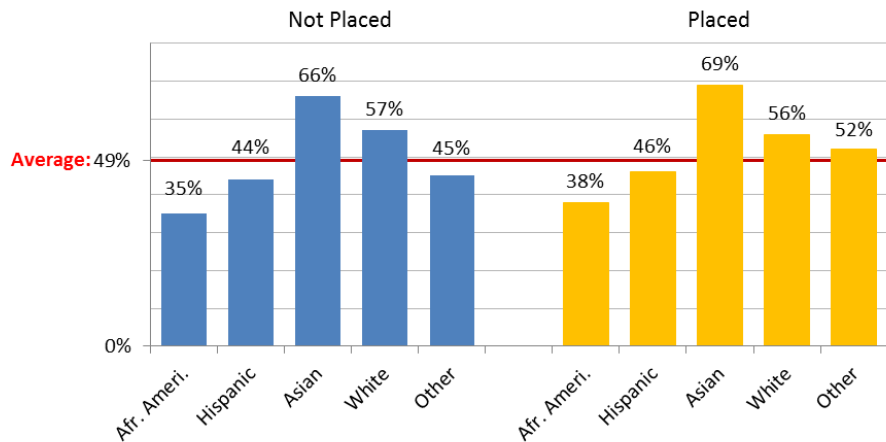
### Successful Course Completion Rates for Math 40



### Successful Course Completion Rates for Math 73



### Successful Course Completion Rates for Math 80





**Table 3: Successful Course Completion Rates for Transferable - Not Placed vs. Placed Students**

**Fall 2013**

Course	Ethnicity	Not Placed		Placed	
		<i>n</i>	Success Rate	<i>n</i>	Success Rate
Math 130	African-American	43	37%	***	***
	Hispanic	174	39%	***	***
	Asian	84	69%	10	100%
	White	58	57%	*	***
	Other	34	44%	***	***
	Combined	***	***	17	88%
	Grand Total	393	48%	27	93%
Math 150	African-American	63	43%	***	***
	Hispanic	334	46%	10	90%
	Asian	130	68%	22	91%
	White	79	58%	***	***
	Other	53	51%	***	***
	Grand Total	659	52%	37	86%
Math 170	African-American	29	45%	***	***
	Hispanic	169	46%	12	50%
	Asian	75	61%	12	92%
	White	55	62%	***	***
	Other	27	48%	***	***
	Combined	***	***	10	70%
	Grand Total	355	52%	34	71%

\* Course completion with a grade of C or better or a "pass" notation is considered "successful."

\*\* "Other" group consist of "Native American", "Two or more races", and "Unknown" groups.

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\*\*\*\* When ethnic/racial group count is less than 10, group is combined with the "Other" group to form a "Combined Group".

