

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

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

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

### GENDER

Table 1 details the number and percent of students tested by gender. Over the past five years, there have consistently been more women tested than men (~56% female, ~44% male).

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

	2009 (n = 458)		2010 (n = 565)		2011 (n = 453)		2012 (n = 453)		2013 (n = 463)	
	N	%	N	%	N	%	N	%	N	%
<b>Reading</b>										
Female	257	58.3	285	53.1	249	57.0	243	55.6	258	57.3
Male	184	41.7	252	46.9	188	43.0	194	44.4	192	42.7
<b>Total</b>	<b>441</b>		<b>537</b>		<b>437</b>		<b>437</b>		<b>450</b>	
<b>Writing</b>										
Female	256	58.0	287	53.2	248	56.9	243	55.6	254	57.3
Male	185	42.0	252	46.8	188	43.1	194	44.4	189	42.7
<b>Total</b>	<b>441</b>		<b>539</b>		<b>436</b>		<b>437</b>		<b>443</b>	
<b>Math</b>										
Female	250	58.0	278	52.9	250	56.8	240	55.2	257	57.1
Male	181	42.0	248	47.1	190	43.2	195	44.8	193	42.9
<b>Total</b>	<b>431</b>		<b>526</b>		<b>440</b>		<b>435</b>		<b>450</b>	

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

## Reading

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

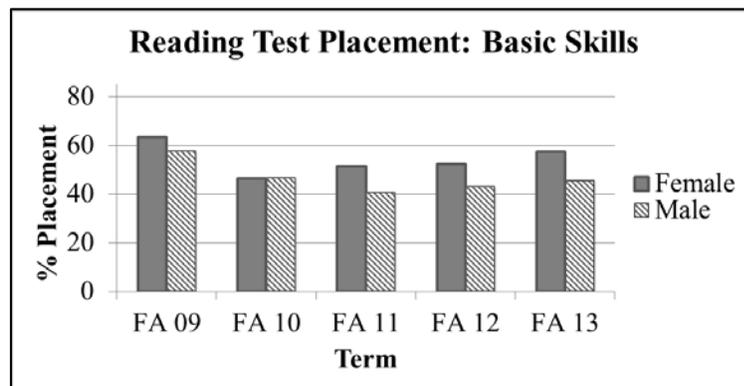
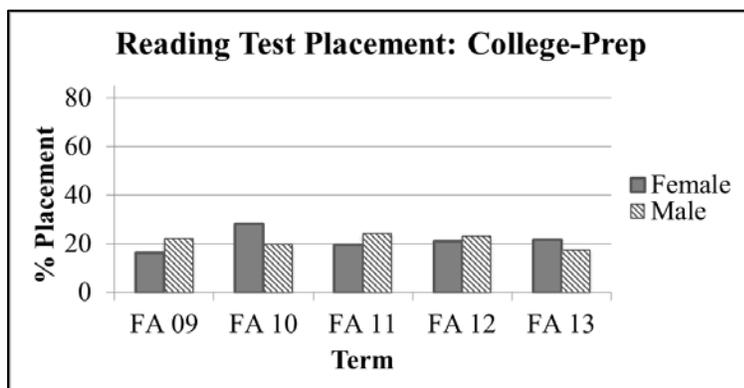
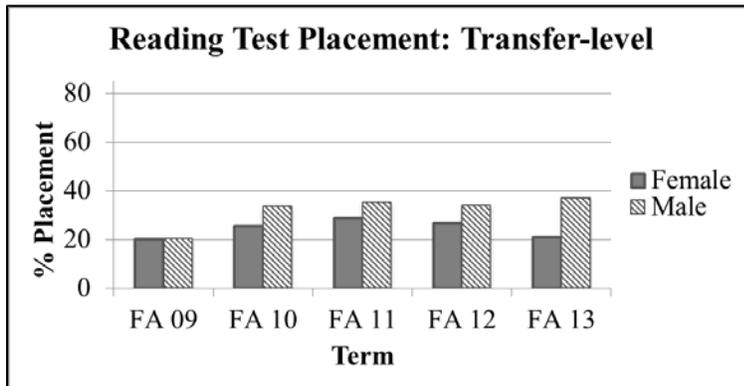


Figure 1 shows the 5-year trend of reading test placements by gender. Actual numbers may be found in Appendix B. Across the five years examined, placement rates stayed relatively consistent with a few exceptions. In 2009, women placed into college-prep reading at a markedly lower rate and basic skills reading at a markedly higher rate than their 5-year averages. This reversed in 2010, when women placed into college-prep reading at a markedly higher rate, and basic skills reading at a markedly lower rate than their 5-year averages. In 2009, men placed into transfer-level reading at a markedly lower rate and basic skills reading at a markedly higher rate than their 5-year averages. In 2011, men placed into basic skills reading at a markedly lower rate than their 5-year average. For both men and women, the most common placement was basic skills reading.

On average, 24% of women placed into transfer-level reading, 22% into college-prep reading, and 54% into basic skills reading. For men, 32% placed into transfer-level reading, 21% into college-prep, and 46% into basic skills.

More men than women placed into transfer-level reading, whereas more women than men placed into basic skills reading. *Using the 80% rule (26% into transfer-level minimum) suggests that disproportionate impact may be present between men and women on the reading placement test.*

## Writing

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

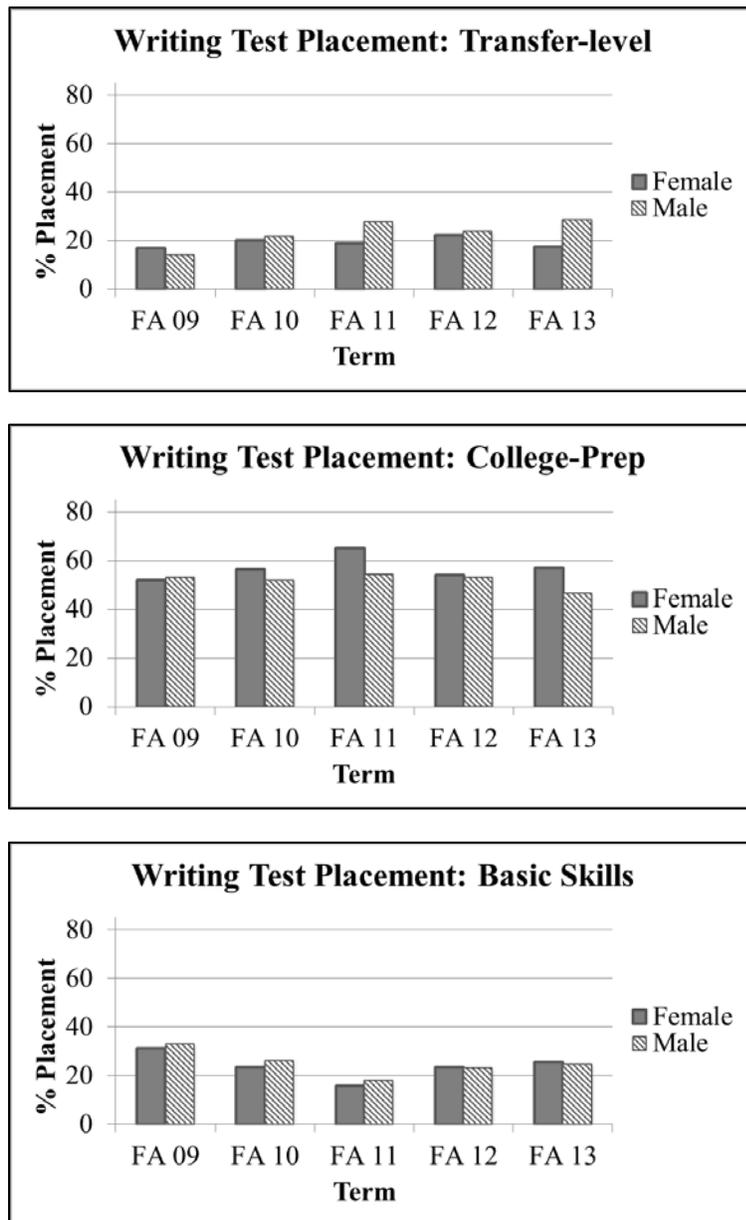


Figure 2 shows the 5-year trend of writing test placements by gender. Actual numbers may be found in Appendix B. In 2009, women placed into college-prep writing at a markedly lower rate than their 5-year average. This reversed in 2011, when women placed into college-prep writing at a markedly higher rate, and basic skills writing at a markedly lower rate than their 5-year average. In 2009, men placed into transfer-level writing at a markedly lower rate and basic skills writing at a markedly higher rate than their 5-year average. In 2011, men placed into basic skills writing at a markedly lower rate, and in 2013 placed into transfer-level writing at a markedly higher rate than their 5-year average. For both men and women, the most common placement was college-prep writing.

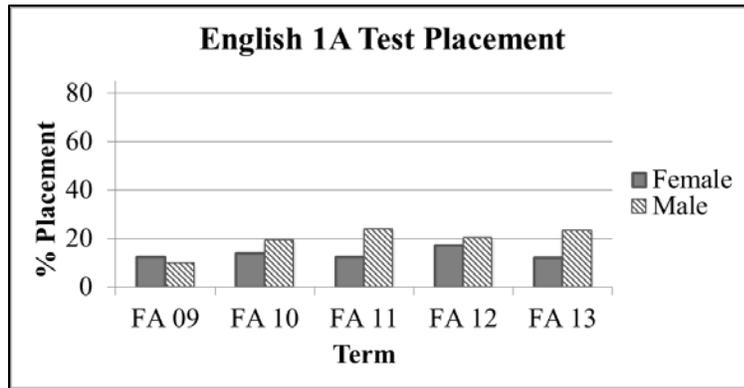
On average, 19% of women placed into transfer-level writing, 57% into college-prep writing, and 24% into basic skills writing. For men, 23% placed into transfer-level writing, 52% into college-prep, and 25% into basic skills.

More men than women placed into transfer-level and basic skills writing. However, using the 80%

rule (18% into transfer-level minimum), there was no evidence of disproportionate impact between men and women on the writing placement test.

## English 1A

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



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

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

On average, 14% of women and 19% of men placed into English 1A. More men than women placed into English 1A. *Using the 80% rule (16% into English 1A minimum) suggests that disproportionate impact may be present between men and women in English 1A placement.*

## Math

**Figure 4. Math Placement 5-Year Trend by Gender**

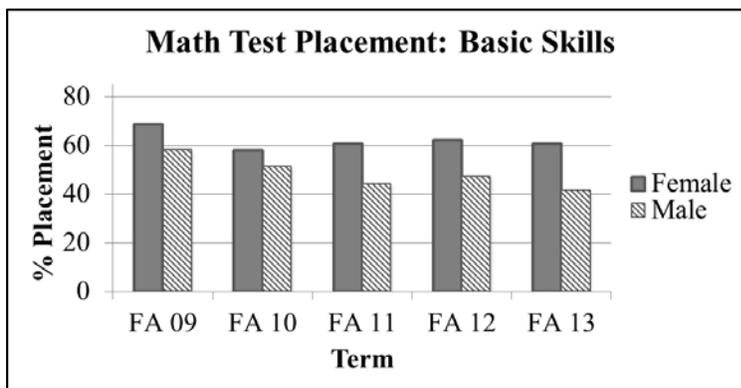
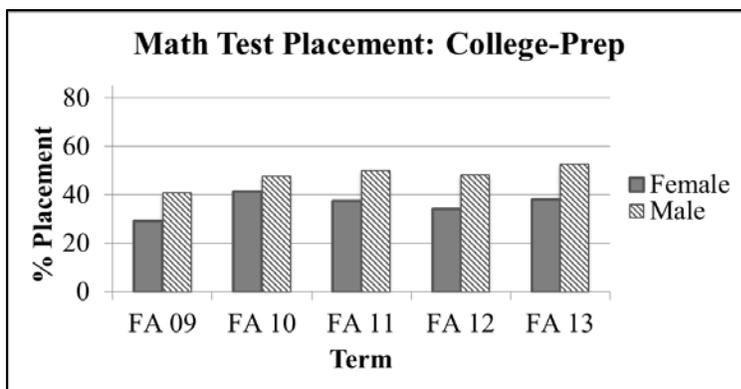
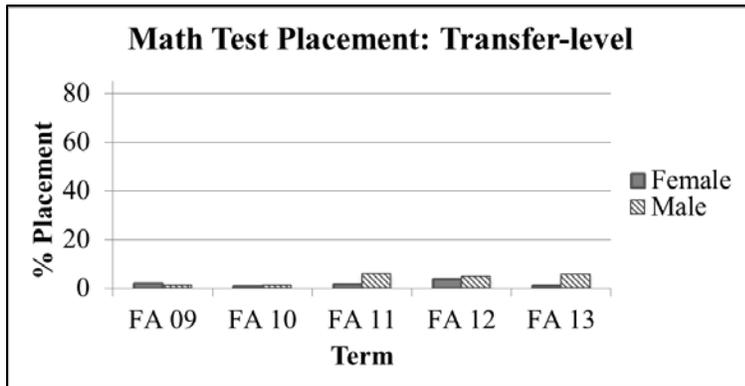


Figure 4 shows the 5-year trend of math test placements by gender. Actual numbers may be found in Appendix B. Placement numbers improved between 2009 and 2010 for both men and women, with more students placing in college-prep and fewer in basic skills math from. After 2010, placement rates remained relatively stable with the exception of 2013, where a markedly lower percentage of males were placed into basic skills math compared to the 5-year average. Across the five years studied, the most common math placement for women was basic skills. For men, the most common placement was basic skills math in 2009 and 2010, but changed to college-prep math from 2011 onward.

On average, 2% of women placed into transfer-level math, 36% into college prep math, and 61% into basic skills math. For men, 4% placed into transfer-level math, 48% into college-prep math, and 48% into basic skills math.

More men than women placed into transfer-level math, whereas more women than men placed into basic

skills math. *Using the 80% rule (3% into transfer-level minimum) suggests that disproportionate impact may be present between men and women on the math placement test.*

## ETHNICITY

Table 2 details the number and percent of students who took each test by ethnicity. Over the past five years, the percentage of new students from high school who were African American decreased from ~42% to ~24%. This corresponded with an increase in the percentage of assessed students who were Latino, increasing from ~52% to ~67%.

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

	2009 (n = 458)		2010 (n = 565)		2011 (n = 453)		2012 (n = 453)		2013 (n = 463)	
	N	%	N	%	N	%	N	%	N	%
<b>Reading</b>										
African American	184	41.7	202	37.6	140	32.0	118	27.0	111	24.7
Asian	--	--	19	3.5	20	4.6	12	2.7	12	2.7
Latino	229	51.9	286	53.3	242	55.4	278	63.6	301	66.9
White	--	--	--	--	13	3.0	--	--	--	--
Other*	17	3.9	22	4.1	22	5.0	21	4.8	20	4.4
<b>Total</b>	<b>441</b>		<b>537</b>		<b>437</b>		<b>437</b>		<b>450</b>	
<b>Writing</b>										
African American	183	41.5	203	37.7	139	31.9	118	27.0	108	24.4
Asian	--	--	19	3.5	19	4.4	12	2.7	11	2.5
Latino	230	52.2	287	53.2	242	55.5	278	63.6	298	67.3
White	--	--	--	--	13	3.0	--	--	--	--
Other*	17	3.9	22	4.1	23	5.3	21	4.8	20	4.5
<b>Total</b>	<b>441</b>		<b>539</b>		<b>436</b>		<b>437</b>		<b>443</b>	
<b>Math</b>										
African American	180	41.8	187	35.6	136	30.9	116	26.7	109	24.2
Asian	--	--	19	3.6	20	4.5	14	3.2	10	2.2
Latino	220	51.0	289	54.9	249	56.6	277	63.7	304	67.6
White	--	--	--	--	13	3.0	--	--	--	--
Other*	19	4.4	23	4.4	22	5.0	21	4.8	21	4.7
<b>Total</b>	<b>431</b>		<b>526</b>		<b>440</b>		<b>435</b>		<b>450</b>	

*Note:* The “N” figures at the top represent the total number of students aged 17 or 18 who reported a gender and took assessment tests between the opening of the application window (first week of January for this report) and the September census date in the year noted. Cells of size 10 or fewer are not presented.

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

## Reading

Figure 5. Reading Placement 5-year Trend by Ethnicity

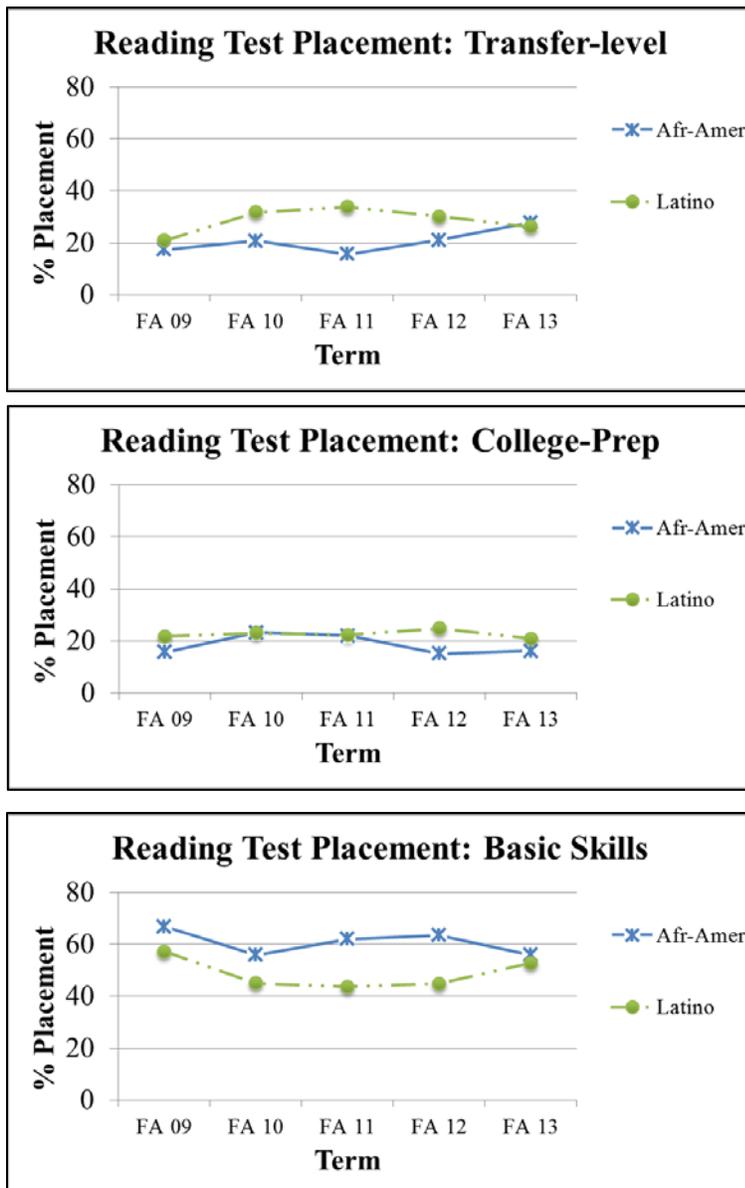


Figure 5 shows the 5-year trend of reading test placements by ethnicity. Due to low numbers, rates for Asian and White students are not depicted in the figure. Actual numbers may be found in Appendix C. Across the five years examined, placement rates stayed relatively consistent with a few exceptions. In 2009, African American and Latino students placed into basic skills reading at a markedly higher rate and Latino students placed into transfer-level reading at a markedly lower rate than their 5-year averages. In 2013, African American students placed into transfer-level reading at a markedly higher rate than their 5-year average. Across all five years, 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 5-year averages allow for inclusion of data for each ethnic group. On average, 20% of African American students placed into transfer-level reading, 19% into college-prep reading, and 61% into basic skills reading. For

Asian students, an average of 65% placed into transfer-level reading, 21% into college-prep reading, and 14% into basic skills reading. For Latino students, an average of 29% placed into transfer-level reading, 23% into college-prep reading, and 49% into basic skills reading. For White students, an average of 65% placed into transfer-level reading, 19% into college-prep reading, and 16% into basic skills reading.

On average, White students were more likely to be placed into transfer-level reading than any other ethnicity. Similarly, White students were one of the least likely ethnicities to be placed into basic skills reading. *Using the 80% rule (52% into transfer-level minimum) suggests that there may be disproportionate impact for African American and Latino students on the reading placement test.*

## Writing

**Figure 6. Writing Placement 5-year Trend by Ethnicity**

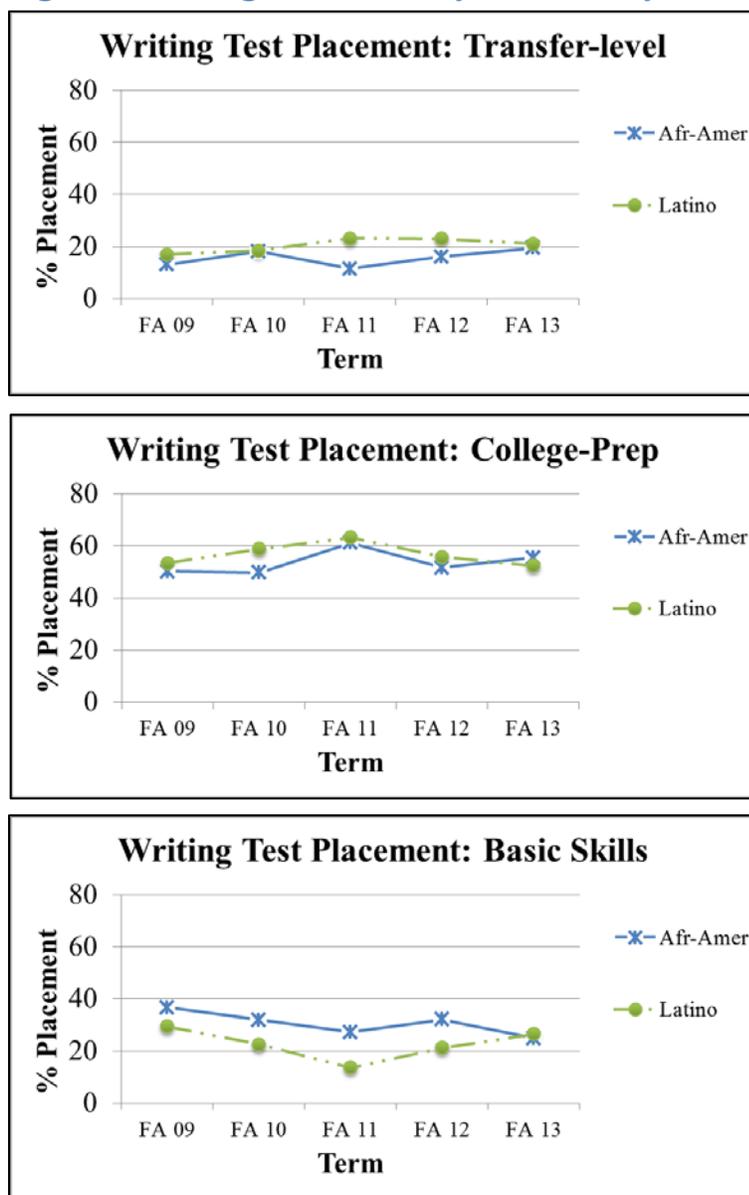


Figure 6 shows the 5-year trend of writing test placements by ethnicity. Due to low numbers, rates for Asian and White students are not depicted in the figure. Actual numbers may be found in Appendix C. Across the five years examined, placement rates stayed relatively consistent with a few exceptions. In 2009, African American and Latino students placed into basic skills writing at a markedly higher rate than their 5-year averages. In 2011, African American and Latino students placed into college-prep writing at a markedly higher rate and Latino students placed into basic skills writing at a markedly lower rate than their five year averages. In 2013, African American students placed into basic skills writing at a markedly lower rate than their 5-year average. Across all five years, the most common placement for African American and Latino students was college-prep writing.

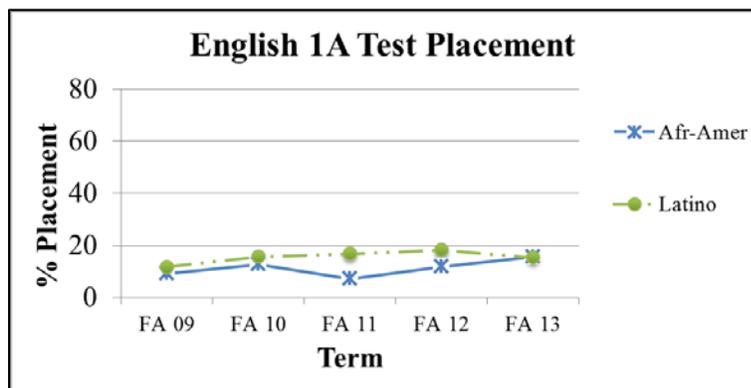
Due to the small sample sizes, annual placement rates are not presented for White or Asian students. However, using the 5-year averages allow for inclusion of data for each ethnic group. On average,

16% of African American students placed into transfer-level writing, 53% into college-prep writing, and 31% into basic skills writing. For Asian students, an average of 59% placed into transfer-level writing, 36% into college-prep writing, and 5% into basic skills writing. For Latino students, an average of 21% placed into transfer-level writing, 57% into college-prep writing, and 23% into basic skills writing. For White students, an average of 49% placed into transfer-level writing, 47% into college-prep writing, and 5% into basic skills writing.

On average, White students were one of the most likely ethnicities to be placed into transfer-level writing. Similarly, White students were one of the least likely ethnicities to be placed into basic skills writing. *Using the 80% rule (39% into transfer-level minimum) suggests that there may be disproportionate impact for African American and Latino students on the writing placement test.*

## English 1A

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



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

rates using both the reading and writing qualifying test scores over the past five years. 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 five years examined, placement rates stayed relatively consistent for African American and Latino students..

Due to the small sample sizes, annual placement rates are not presented for White or Asian students. However, using the 5-year averages allow for inclusion of data for each ethnic group. On average, 11% of African American, 53% of Asian, 16% of Latino, and 44% of White students placed into English 1A. White students were more likely to place into English 1A than African American or Latino students. *Using the 80% rule (35% into English 1A minimum) suggests that there may be disproportionate impact for African American and Latino students in English 1A placement.*

## Math

**Figure 8. Math Placement 5-year Trend by Ethnicity**

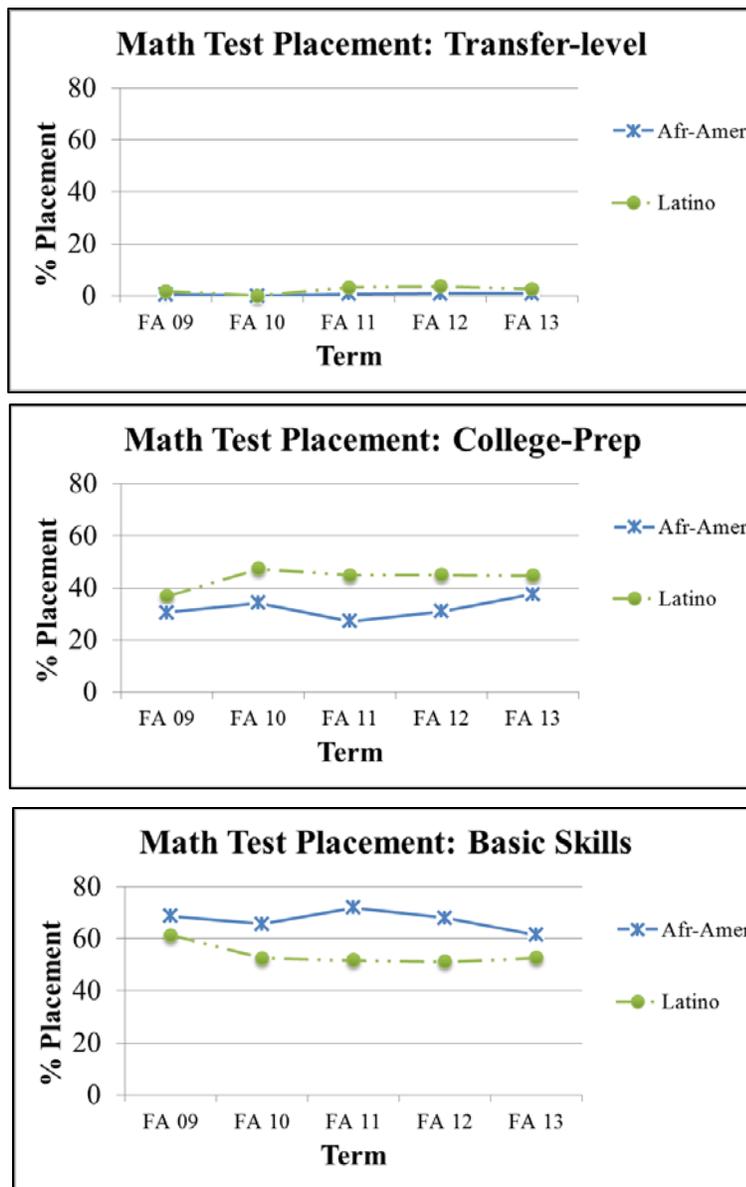


Figure 8 shows the 5-year trend of math test placements by ethnicity. Due to low numbers, rates for Asian and White students are not depicted in the figure. Actual numbers may be found in Appendix C. Across the five years examined, placement rates stayed relatively consistent with a few exceptions. In 2009, Latino students placed into basic skills math at a markedly higher rate and college-prep math at a markedly lower rate than their 5-year averages. Across all five years, the most common placement for African American and Latino students was basic skills math.

Due to the small sample sizes, annual placement rates are not presented for White or Asian students. However, using the 5-year averages allow for inclusion of data for each ethnic group. On average, 1% of African American students placed into transfer-level math, 32% into college-prep math, and 67% into basic skills math. For Asian students, an average of 22% placed into transfer-level math, 61% into college-prep math, and 16% into basic skills math. For Latino students, an average of 2% placed

into transfer-level math, 44% into college-prep math, and 54% into basic skills math. For White students, an average of 17% placed into transfer-level math, 60% into college-prep math, and 24% into basic skills math.

On average, White students were one of the most likely ethnicities to be placed into transfer-level math. Similarly, White students were one of the least likely ethnicities to be placed into basic skills math. *Using the 80% rule (13% into transfer-level minimum) suggests that there may be disproportionate impact for African American and Latino students on the math placement test.*

## CONCLUSION

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

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

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

Third, there was a dramatic decrease in African American students and increase in Latino students taking placement exams. This change in demographics overlaps with a 2009 change in the definition of Latino. However, it is unlikely that the increased percentages of Latino students is due to the new definition as the percent of Latino students has continued to increase in each subsequent year. This is echoed in the Compton Center Fact Book (available on the IR website). For example, in the 2008-09 academic year, 49.5% of Compton Center students were African-American compared to 35.6% Latino. This changed to 37.4% African-American and 44.7% Latino in the 2012-13 year. The numbers from this assessment report (~24% African American and ~67% Latino for students entering Fall 2013) suggest that the overall proportion of Latino students will continue to rise while the proportion of African American students will continue to drop.

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

## APPENDIX A – COURSES BY GROUP

### READING & WRITING

Course Group	Levels Below Transfer	Reading	Writing
Transfer-level	--	<ul style="list-style-type: none"> <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> <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>	

### 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	<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.

## APPENDIX B – PLACEMENTS BY GENDER

### Reading

Gender	ECC Compton Center Entering Fall Cohort										
	2009 (n=441)		2010 (n=537)		2011 (n=437)		2012 (n=437)		2013 (n=450)		5-year % Avg.
	N	%	N	%	N	%	N	%	N	%	
<b>Female</b>											
Transfer-level	52	20%	73	26%	72	29%	65	27%	54	21%	24%
College-prep	42	16%	80	28%	49	20%	51	21%	56	22%	22%
Basic Skills	163	63%	132	46%	128	51%	127	52%	148	57%	54%
<b>Male</b>											
Transfer-level	37	20%	85	34%	66	35%	66	34%	71	37%	32%
College-prep	41	22%	50	20%	46	24%	45	23%	34	18%	21%
Basic Skills	106	58%	117	46%	76	40%	83	43%	87	45%	46%

*Note.* Using the 80% (26% into transfer-level minimum) suggests that disproportionate impact may be present between men and women on the reading placement test.

### Writing

Gender	ECC Compton Center Entering Fall Cohort										
	2009 (n=441)		2010 (n=539)		2011 (n=436)		2012 (n=437)		2013 (n=443)		5-year % Avg.
	N	%	N	%	N	%	N	%	N	%	
<b>Female</b>											
Transfer-level	43	17%	58	20%	47	19%	54	22%	44	17%	19%
College-prep	133	52%	162	56%	162	65%	132	54%	145	57%	57%
Basic Skills	80	31%	67	23%	39	16%	57	23%	65	26%	24%
<b>Male</b>											
Transfer-level	26	14%	55	22%	52	28%	46	24%	54	29%	23%
College-prep	98	53%	131	52%	102	54%	103	53%	88	47%	52%
Basic Skills	61	33%	66	26%	34	18%	45	23%	47	25%	25%

*Note.* Using the 80% (18% into transfer-level minimum), there was no evidence of disproportionate impact between men and women on the writing placement test.

## English 1A

Gender	ECC Compton Center Entering Fall Cohort										
	2009 (n=441)		2010 (n=539)		2011 (n=436)		2012 (n=437)		2013 (n=443)		5-year % Avg.
	N	%	N	%	N	%	N	%	N	%	
<b>Female</b>	32	13%	40	14%	31	13%	42	17%	31	12%	14%
<b>Male</b>	18	10%	49	19%	45	24%	39	20%	44	23%	19%

*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% (16% into English 1A minimum) suggests that disproportionate impact may be present between men and women in English 1A placement.

## Math

Gender	ECC Compton Center Entering Fall Cohort										
	2009 (n=431)		2010 (n=526)		2011 (n=440)		2012 (n=435)		2013 (n=450)		5-year % Avg.
	N	%	N	%	N	%	N	%	N	%	
<b>Female</b>											
Transfer-level	--	--	--	--	--	--	--	--	--	--	2%
College-prep	73	29%	115	41%	94	38%	82	34%	98	38%	36%
Basic Skills	172	69%	161	58%	152	61%	149	62%	156	61%	61%
<b>Male</b>											
Transfer-level	--	--	--	--	11	6%	--	--	11	6%	4%
College-prep	74	41%	118	48%	95	50%	94	48%	102	53%	48%
Basic Skills	105	58%	127	51%	84	44%	92	47%	80	41%	48%

*Note.* Cells of size 10 or fewer are not presented. Using the 80% (3% into transfer-level minimum) suggests that disproportionate impact may be present between men and women on the math placement test.

## APPENDIX C – PLACEMENTS BY ETHNICITY

### Reading

Ethnicity	ECC Compton Center Entering Fall Cohort										
	2009 (n=441)		2010 (n=537)		2011 (n=437)		2012 (n=437)		2013 (n=450)		5-year % Avg.
	N	%	N	%	N	%	N	%	N	%	
<b>African American</b>											
Transfer-level	32	17%	42	21%	22	16%	25	21%	31	28%	20%
College-prep	29	16%	47	23%	31	22%	18	15%	18	16%	19%
Basic Skills	123	67%	113	56%	87	62%	75	64%	62	56%	61%
<b>Asian</b>											
Transfer-level	--	--	13	68%	15	75%	7	58%	--	--	65%
College-prep	--	--	--	--	--	--	--	--	--	--	21%
Basic Skills	--	--	--	--	--	--	--	--	--	--	14%
<b>Latino</b>											
Transfer-level	48	21%	91	32%	82	34%	84	30%	79	26%	29%
College-prep	50	22%	66	23%	54	22%	69	25%	63	21%	23%
Basic Skills	131	57%	129	45%	106	44%	125	45%	159	53%	49%
<b>White</b>											
Transfer-level	--	--	--	--	10	77%	--	--	--	--	65%
College-prep	--	--	--	--	--	--	--	--	--	--	19%
Basic Skills	--	--	--	--	--	--	--	--	--	--	16%
<b>Other*</b>											
Transfer-level	--	--	--	--	--	--	10	48%	--	--	33%
College-prep	--	--	12	55%	--	--	--	--	--	--	26%
Basic Skills	13	76%	--	--	--	--	--	--	--	--	40%

*Note.* Cells of size 10 or fewer are not presented. Using the 80% rule (52% into transfer-level minimum) suggests that there may be disproportionate impact for African American and Latino students on the reading placement test.

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

## Writing

Ethnicity	ECC Compton Center Entering Fall Cohort										
	2009 (n=441)		2010 (n=539)		2011 (n=436)		2012 (n=437)		2013 (n=443)		5-year % Avg.
	N	%	N	%	N	%	N	%	N	%	
<b>African American</b>											
Transfer-level	24	13%	37	18%	16	12%	19	16%	21	19%	16%
College-prep	92	50%	101	50%	85	61%	61	52%	60	56%	53%
Basic Skills	67	37%	65	32%	38	27%	38	32%	27	25%	31%
<b>Asian</b>											
Transfer-level	--	--	11	58%	13	68%	--	--	--	--	59%
College-prep	--	--	--	--	--	--	--	--	--	--	36%
Basic Skills	--	--	--	--	--	--	--	--	--	--	5%
<b>Latino</b>											
Transfer-level	39	17%	53	18%	56	23%	64	23%	63	21%	21%
College-prep	123	53%	169	59%	153	63%	155	56%	156	52%	57%
Basic Skills	68	30%	65	23%	33	14%	59	21%	79	27%	23%
<b>White</b>											
Transfer-level	--	--	--	--	--	--	--	--	--	--	49%
College-prep	--	--	--	--	--	--	--	--	--	--	47%
Basic Skills	--	--	--	--	--	--	--	--	--	--	5%
<b>Other*</b>											
Transfer-level	--	--	--	--	--	--	--	--	--	--	27%
College-prep	10	59%	15	68%	16	70%	--	--	10	50%	56%
Basic Skills	--	--	--	--	--	--	--	--	--	--	17%

Note. Cells of size 10 or fewer are not presented. Using the 80% rule (39% into transfer-level minimum) suggests that there may be disproportionate impact for African American and Latino students on the writing placement test.

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

## English 1A

Ethnicity	ECC Compton Center Entering Fall Cohort										
	2009 (n=441)		2010 (n=539)		2011 (n=436)		2012 (n=437)		2013 (n=443)		5-year % Avg.
	N	%	N	%	N	%	N	%	N	%	
<b>African American</b>	17	9%	26	13%	10	7%	14	12%	17	16%	11%
<b>Asian</b>	--	--	--	--	12	63%	--	--	--	--	53%
<b>Latino</b>	27	12%	45	16%	41	17%	51	18%	46	15%	16%
<b>White</b>	--	--	--	--	--	--	--	--	--	--	44%
<b>Other*</b>	--	--	--	--	--	--	--	--	--	--	23%

*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. Cells of size 10 or fewer are not presented. Using the 80% rule (35% into English 1A minimum) suggests that there may be disproportionate impact for African American and Latino students placed into English 1A.

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

## Math

Ethnicity	ECC Compton Center Entering Fall Cohort										
	2009 (n=431)		2010 (n=526)		2011 (n=440)		2012 (n=435)		2013 (n=450)		5-year % Avg.
	N	%	N	%	N	%	N	%	N	%	
<b>African American</b>											
Transfer-level	--	--	--	--	--	--	--	--	--	--	1%
College-prep	55	31%	64	34%	37	27%	36	31%	41	38%	32%
Basic Skills	124	69%	123	66%	98	72%	79	68%	67	61%	67%
<b>Asian</b>											
Transfer-level	--	--	--	--	--	--	--	--	--	--	22%
College-prep	--	--	14	74%	14	70%	--	--	--	--	61%
Basic Skills	--	--	--	--	--	--	--	--	--	--	16%
<b>Latino</b>											
Transfer-level	--	--	--	--	--	--	--	--	--	--	2%
College-prep	81	37%	137	47%	112	45%	125	45%	136	45%	44%
Basic Skills	135	61%	152	53%	129	52%	142	51%	160	53%	54%
<b>White</b>											
Transfer-level	--	--	--	--	--	--	--	--	--	--	17%
College-prep	--	--	--	--	11	85%	--	--	--	--	60%
Basic Skills	--	--	--	--	--	--	--	--	--	--	24%
<b>Other*</b>											
Transfer-level	--	--	--	--	--	--	--	--	--	--	3%
College-prep	--	--	13	57%	15	68%	--	--	13	62%	52%
Basic Skills	14	74%	--	--	--	--	11	52%	--	--	45%

Note. Cells of size 10 or fewer are not presented. Using the 80% rule (13% 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.