

# El Camino College

## Assessment Test Results

### Fall 2014-Fall 2016

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#### EXECUTIVE SUMMARY

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

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 2016. In comparison, there was an increase in the number of students who took an assessment test off-campus and subsequently enrolled at ECC in 2016. These trends may be due to the ongoing efforts of the college towards strengthening its relationship with our feeder high schools and the community. Second, the results illustrate variations in transfer-level placement rates in reading (56%), writing (46%), and math (15%). This suggests that ECC is serving a diverse student body with various college preparation levels.

The analysis by subgroup illustrated several examples of possible disproportionate impact. At El Camino College, female students were disproportionately placed into transfer-level math than male students. Both African-American and Latino students were less likely than White students to be placed into transfer-level reading, writing, math, and placed into English 1A.

Regardless of the reason why students placed where they did, African-American and Latino students are likely 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 six years. The placement data in this report should be considered when planning interventions to encourage student success at ECC. It should also be noted that assessment test are only one of the multiple measures that can be used by the college to determine the appropriate class placement for a student.

## ASSESSMENTS

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 campus in the past three years. There was an increase in the number of students who completed the core service assessment requirement. Table 2 indicates the direct opposite results for students who assessed off-campus. The number of students assessed off-campus has increased steadily over the past three years. In Fall 2016, over half of the students who assessed off-campus enrolled at ECC.

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

Test	Unduplicated Number of Students Taking Each Test		
	Fall 2014	Fall 2015	Fall 2016
Reading Comprehension	7,570	7,115	6,585
Sentence Skills	7,629	7,142	6,623
Math*	8,250	7,871	7,441
ESL**	731	827	818
Math & English/ESL***	7,050	6,514	6,876
Assessed Students (unduplicated)	9,478	9,199	8,675
Assessed Students Enrolled in Fall	5,412	5,311	5,208

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

\*Took any of the three Math Test

\*\*Took any of the three ESL Test

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

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

Test	Unduplicated Number of Students Taking Each Test		
	Fall 2014	Fall 2015	Fall 2016
Reading Comprehension	954	1,259	1,478
Sentence Skills	953	1,257	1,479
Math*	959	1,262	1,488
Math & English**	947	1,255	1,464
Assessed Students (unduplicated)	965	1,277	1,503
Assessed Students Enrolled in Fall	570	777	875

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

\*Took any of the three Math Test

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

## PLACEMENTS

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

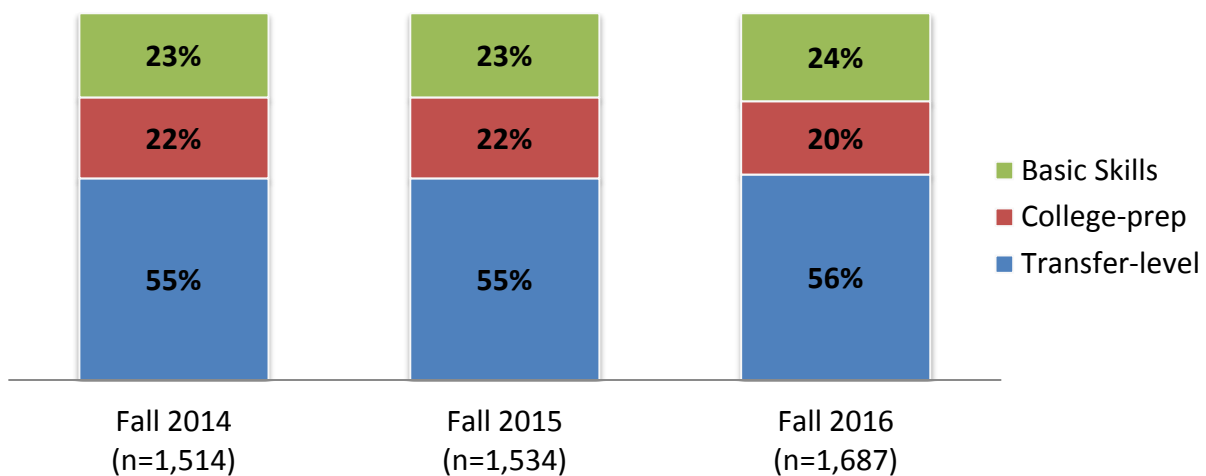
- **Transfer-level** - courses that are equivalent to courses at a 4-year institution
- **College preparatory** - courses that immediately precede transfer-level courses
- **Basic skills** - courses defined by ECC as basic skills courses

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

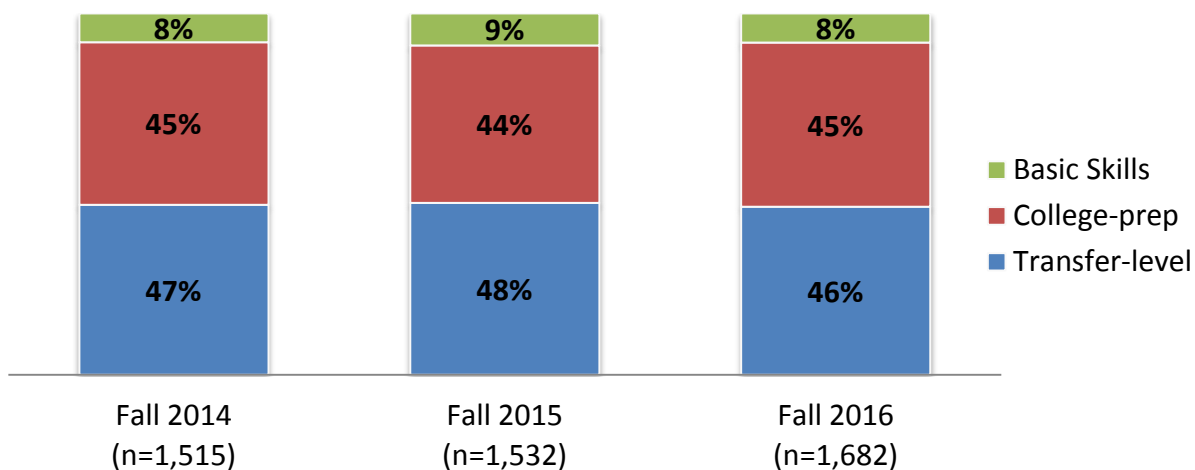
Charts 1-3 summarize the percentage of students placed in each subject and course group. Over the past three years there has been an increase first-time/full-time students taking the reading, writing, and math assessment tests. This increase may be the result of the ongoing college efforts to ensure that all first-time students complete an orientation, assessment, and an educational plan.

The percentage of students placed into the course groups has remained consistent over the past three years. Transfer-level courses are the most common placement for reading and writing. Over half of students placed into transfer-level reading while a little under half placed into transfer-level writing. Almost two-thirds of students placed into college-prep math with only 15% placing into college-level math in fall 2016.

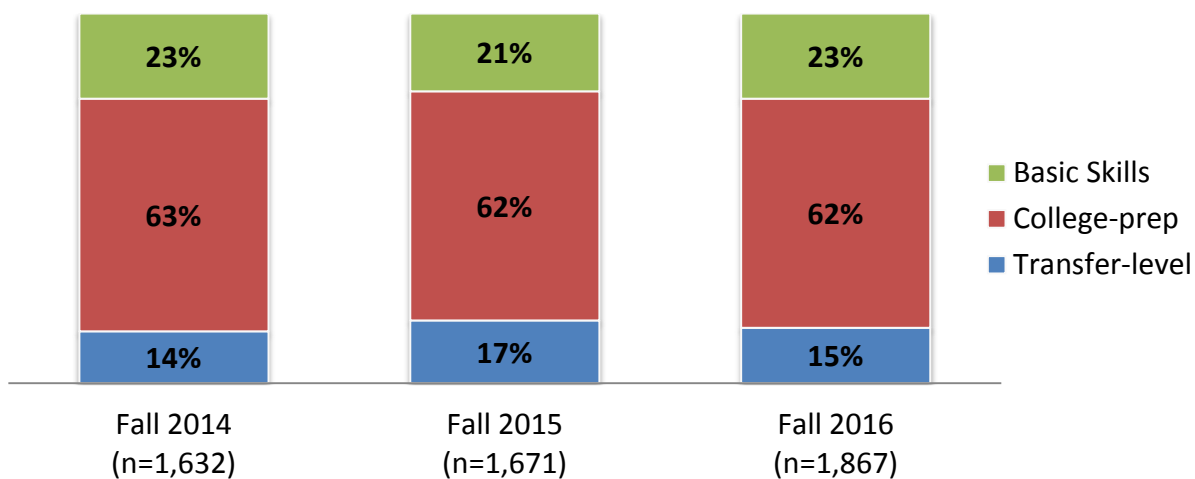
**Chart 1: Assessment Results by Course Group – Reading**



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



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



## English as a Second Language

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.

As seen in Table 3 on the next page, there has been in students taking ESL assessment test over the past three years. The percentage of students placed into the course groups has remained consistent. College-prep courses are the most common placement for Oral, Reading, and Writing ESL courses. Over three-quarters of ESL students place into college-prep Oral and Reading with 71% placing into college-level writing all three years.

**Table 3: Assessment Test Results by ESL Test Category and Course Group**

	Fall 2014 (n=206)		Fall 2015 (n=235)		Fall 2016 (n=304)	
	#	%	N	%	N	%
<b>Oral</b>	200		223		293	
College-prep	176	88%	199	89%	256	87%
Basic Skills	24	12%	24	11%	37	13%
<b>Reading</b>	203		231		303	
College-prep	149	73%	182	79%	245	81%
Basic Skills	54	27%	49	21%	58	19%
<b>Writing</b>	202		231		299	
Transfer-level	3	1%	7	3%	5	2%
College-prep	143	71%	165	71%	211	71%
Basic Skills	56	28%	59	26%	83	28%

*Note:* The “n” figures at the top represent the total number of first-time/full-time students who took the Oral, Reading, or Writing ESL assessment tests between November 1 to Last Day to add classes for Fall.

## RESULTS BY SUBGROUP

The following section will analyze the course placement rates in reading, writing, and math for first-time/full-time students at ECC by gender and ethnicity. Disproportionate impact is examined by comparing the three-year average of the reference groups (males and White students) to the three-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%).

### Reading

#### *Placements by Gender*

Table 4 shows the three-year trend of reading test placements by gender. Across the three years examined, the most common placement for both male and female students was transfer-level reading. On average, 50% of females placed into transfer-level reading, 23% into college-prep reading, and 27% into basic skills reading. For males, 61% placed into transfer-level reading, 20% into college-prep, and 19% into basic skills. Using the 80% rule (using 49% into transfer-level as the minimum), there was no evidence of disproportionate impact for females on the reading placement test although females place into transfer-level and college-prep reading at a lower rate than males.

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

	Fall 2014		Fall 2015		Fall 2016		Average
	#	%	#	%	#	%	%
<b>Female</b>	788		752		811		
Transfer-level	378	48%	387	51%	419	52%	50%
College-prep	190	24%	176	23%	166	20%	23%
Basic Skills	220	28%	189	25%	226	28%	27%
<b>Male</b>	726		782		876		
Transfer-level	461	63%	456	58%	524	60%	61%
College-prep	141	19%	164	21%	179	20%	20%
Basic Skills	124	17%	162	21%	173	20%	19%

#### *Placements by Ethnicity*

Table 5 shows the three-year trend of reading test placements by ethnicity. Across the three years examined, placement rates varied slightly with a few exceptions. White students have the highest rate of placing into transfer-level reading with an average of 76% over three years. White students also have the lowest rate of placing into basic skills reading with a three-year average of 10%. Using the 80% rule (using 61% into transfer-level as the minimum) suggests that there may be disproportionate impact for African American and Latino students on the reading placement test.

**Table 5: Reading Assessment Test Results by Ethnicity**

	Fall 2014		Fall 2015		Fall 2016		Average
	#	%	#	%	#	%	%
<b>African-American</b>	136		154		145		
Transfer-level	55	40%	60	39%	57	39%	40%
College-prep	33	24%	44	29%	37	26%	26%
Basic Skills	48	35%	50	32%	51	35%	34%
<b>Asian</b>	215		254		271		
Transfer-level	150	70%	160	63%	179	66%	66%
College-prep	32	15%	47	19%	45	17%	17%
Basic Skills	33	15%	47	19%	47	17%	17%
<b>Latino</b>	859		808		931		
Transfer-level	408	47%	404	50%	458	49%	49%
College-prep	216	25%	193	24%	217	23%	24%
Basic Skills	235	27%	211	26%	256	27%	27%
<b>White</b>	195		218		231		
Transfer-level	151	77%	161	74%	176	76%	76%
College-prep	30	15%	35	16%	29	13%	15%
Basic Skills	14	7%	22	10%	26	11%	10%
<b>Other*</b>	109		100		109		
Transfer-level	75	69%	58	58%	73	67%	65%
College-prep	20	18%	21	21%	17	16%	18%
Basic Skills	14	13%	21	21%	19	17%	17%

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

Note: Groups highlighted in red may be disproportionately impacted according to the 80% rule.

## Writing

### Placements by Gender

Table 6 shows the three-year trend of writing test placements by gender. Across the three years examined, the most common placement for female students was college-prep writing and for male students it was transfer-level writing. On average, 45% of females placed into transfer-level writing, 46% into college-prep writing, and 8% into basic skills writing. For males, 49% placed into transfer-level writing, 43% into college-prep, and 9% into basic skills. Using the 80% rule (using 49% into transfer-level as the minimum), there was no evidence of disproportionate impact for females on the writing placement test.

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

	Fall 2014		Fall 2015		Fall 2016		Average
	#	%	#	%	#	%	%
<b>Female</b>	786		751		806		
Transfer-level	348	44%	362	48%	353	44%	45%
College-prep	375	48%	331	44%	384	48%	46%
Basic Skills	63	8%	58	8%	69	9%	8%
<b>Male</b>	729		781		876		
Transfer-level	365	50%	370	47%	423	48%	49%
College-prep	306	42%	338	43%	380	43%	43%
Basic Skills	58	8%	73	9%	73	8%	9%

*Placements by Ethnicity*

Table 7 shows the three-year trend of writing test placements by ethnicity. Across the three years examined, White students have the highest rate of placing into transfer-level writing with three-year average of 66%. White students also have the lowest occurrence of placing into basic skills writing with a three-year average of 4%. Using the 80% rule (using 53% into transfer-level as the minimum) suggests that there may be disproportionate impact for African American and Latino students on the writing placement test.

**Table 7: Writing Assessment Test Results by Ethnicity**

	Fall 2014		Fall 2015		Fall 2016		Average
	#	%	#	%	#	%	%
<b>African-American</b>	136		150		145		
Transfer-level	36	26%	50	33%	51	35%	32%
College-prep	81	60%	74	49%	79	54%	54%
Basic Skills	19	14%	26	17%	15	10%	14%
<b>Asian</b>	216		253		270		
Transfer-level	128	59%	160	63%	164	61%	61%
College-prep	73	34%	71	28%	86	32%	31%
Basic Skills	15	7%	22	9%	20	7%	8%
<b>Latino</b>	861		812		924		
Transfer-level	354	41%	316	39%	336	36%	39%
College-prep	426	49%	427	53%	500	54%	52%
Basic Skills	81	9%	69	8%	88	10%	9%
<b>White</b>	195		218		232		
Transfer-level	128	66%	150	69%	150	65%	66%
College-prep	64	33%	61	28%	68	29%	30%
Basic Skills	--	--	--	--	14	6%	4%

*Table 7 continued on next page*



Table 7 continued

	Fall 2014		Fall 2015		Fall 2016		Average
	#	%	#	%	#	%	%
<b>Other*</b>	107		99		111		
Transfer-level	67	63%	56	57%	75	68%	62%
College-prep	37	35%	36	36%	31	28%	33%
Basic Skills	--	--	--	--	--	--	5%

Cells of size 10 or fewer are not presented.

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

Note: Groups highlighted in red may be disproportionately impacted according to the 80% rule.

## English 1A

### Placements by Gender

To qualify for English 1A, examinees must place into the transfer-level in both the reading and the writing portions of the assessment test. Tables 4-7 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. Table 8 reflects English 1A placement rates out of the total number of students who took both reading and writing test over the past three years. On average, 37% of females and 43% of males placed into English 1A. Using the 80% rule (using 34% into English 1A as the minimum), there was no evidence of disproportionate impact for females in English 1A placement.

Table 8: English 1A Placements by Gender

	Fall 2014		Fall 2015		Fall 2016		Average
	#	%	#	%	#	%	%
<b>Female</b>	783		745		802		
English 1A	287	37%	289	39%	294	37%	37%
<b>Male</b>	723		778		871		
English 1A	325	45%	327	42%	377	43%	43%

### Placements by Ethnicity

Table 9 reflects English 1A placement rates out of the total number of students who took both reading and writing test over the past three years. Across the three years examined, placement rates stayed relatively consistent. On average, 25% of African American, 54% of Asian, 32% of Latino, and 60% 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 (using 48% into English 1A as the minimum) suggests that there may be disproportionate impact for African-American and Latino students in English 1A placement.

**Table 9: English 1A Placements by Ethnicity**

	Fall 2014		Fall 2015		Fall 2016		Average
	#	%	#	%	#	%	%
<b>African-American</b>	136		150		145		
English 1A	32	24%	36	24%	38	26%	25%
<b>Asian</b>	215		253		268		
English 1A	117	54%	136	53%	145	54%	54%
<b>Latino</b>	854		804		922		
English 1A	285	33%	262	33%	290	31%	32%
<b>White</b>	194		217		230		
English 1A	119	61%	133	61%	135	59%	60%
<b>Other*</b>	107		99		108		
English 1A	59	55%	49	49%	63	58%	54%

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

Note: Groups highlighted in red may be disproportionately impacted according to the 80% rule.

## Mathematics

### Placements by Gender

Table 10 shows the three-year trend of math test placements by gender. Across the three years examined, placement rates varied slightly. The most common placement for both male and female students was college-prep math. On average, 11% of females placed into transfer-level math, 64% into college-prep math, and 25% into basic skills math. For males, 20% placed into transfer-level math, 61% into college-prep, and 19% into basic skills. Using the 80% rule (using 16% into transfer-level as the minimum), there is evidence of disproportionate impact for females on the math placement test.

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

	Fall 2014		Fall 2015		Fall 2016		Average
	#	%	#	%	#	%	%
<b>Female</b>	840		825		893		
Transfer-level	83	10%	115	14%	92	10%	11%
College-prep	545	65%	530	64%	555	62%	64%
Basic Skills	212	25%	180	22%	246	28%	25%
<b>Male</b>	792		846		974		
Transfer-level	152	19%	173	20%	194	20%	20%
College-prep	482	61%	503	59%	602	62%	61%
Basic Skills	158	20%	170	20%	178	18%	19%

Note: Groups highlighted in red may be disproportionately impacted according to the 80% rule.

## Placements by Ethnicity

Table 11 shows the three-year trend of math test placements by ethnicity. Across the three years examined, Asian students have the highest rate of placing into transfer-level math with three-year average of 36%. Asian students also have the lowest occurrence of placing into basic skills math with a three-year average of 7%. Using the 80% rule (using 17% into transfer-level as the minimum) suggests that there may be disproportionate impact for African Americans, Latinos and students in the other ethnicities category on the math placement test.

**Table 11: Math Assessment Test Results by Gender**

	Fall 2014		Fall 2015		Fall 2016		Average
	#	%	#	%	#	%	%
<b>African-American</b>	147		154		160		
Transfer-level	12	8%	11	7%	12	8%	8%
College-prep	86	59%	88	57%	75	47%	54%
Basic Skills	49	33%	55	36%	73	46%	38%
<b>Asian</b>	281		334		376		
Transfer-level	100	36%	121	36%	136	36%	36%
College-prep	158	56%	190	57%	217	58%	57%
Basic Skills	23	8%	23	7%	23	6%	7%
<b>Latino</b>	885		831		959		
Transfer-level	68	8%	85	10%	65	7%	8%
College-prep	573	65%	531	64%	614	64%	64%
Basic Skills	244	28%	215	26%	280	29%	28%
<b>White</b>	206		251		258		
Transfer-level	42	20%	53	21%	56	22%	21%
College-prep	134	65%	161	64%	170	66%	65%
Basic Skills	30	15%	37	15%	32	12%	14%
<b>Other*</b>	113		101		114		
Transfer-level	13	12%	18	18%	17	15%	15%
College-prep	76	67%	63	62%	81	71%	67%
Basic Skills	24	21%	20	20%	16	14%	18%

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

Note: Groups highlighted in red may be disproportionately impacted according to the 80% rule.

## APPENDIX -COURSES BY GROUP

### Reading and Writing

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

### Mathematics

Course Group	Levels Below Transfer	Math Course
Transfer-Level	--	Math 190 – Calculus Math 160 – Business Calculus Math 180 – Pre-Calculus Math 170 – Trigonometry Math 150 – Elem. Probability & Statistics Math 140 – Finite Math Math 130 – College Algebra Math 120 – Nature of Math Math 115 – Prob. & Stats for Elementary Teachers Math 110 & 111 – Math for Elem. Teachers
College-Prep	1	Math 80 – Intermediate Algebra for Science, Technology, Engineering, and Mathematics Math 73 – Intermediate Algebra for General Education
	2	Math 60 – Elementary Geometry Math 40 – Elementary Algebra
Basic Skills	3	Math 23 – Pre-Algebra
	4	Math 12 – Basic Arithmetic Skills

## English as a Second Language (ESL)

Course Group	Levels Below Transfer	Oral (Listening/Speaking) *	Reading	Writing
Transfer-Level	--			English 1AX** - Reading & Composition for Foreign Students
College-Prep	1	ESL 51C – (Advanced) ESL 51B – (Intermediate)	ESL 52C – (Advanced) ESL 52B – (Intermediate)	English A-X – Writing the College Essay ESL 53B – (Intermediate)
Basic Skills	2	ESL 51A – Intro to English Conversation	ESL 52A – Intro to Reading and Vocab. Building	ESL 53A – Elementary Grammar/Writing

\* 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.