



REPORT

Rancho Santiago Community College District Disproportionate Impact Study of CTEP Test

September 2015

The College Tests for English Placement (CTEP) is fully approved by the California Community Colleges Chancellor's Office (CCCCO) for use in placing students into English courses at Rancho Santiago Community College District (RSCCD) colleges: Santa Ana College (SAC) and Santiago Canyon College (SCC). This study is part of an ongoing effort to ensure equity in placement testing by evaluating whether student placements significantly differ by ethnicity, gender, age and disability.

Assessment results of students who tested during Spring 2014 through Spring 2015 were analyzed utilizing the EEOC¹ guidelines suggested by California Community Colleges Chancellor's Office (CCCCO). The tested population composed of 2,432 SAC and 1,370 SCC students who took the CTEP test. For the purpose of this study, disproportionate impact is analyzed for two levels: remedial (English N50, N60 and 061) and college/transfer level (English 101 or higher).

For each level, a comparison was made between the placement rate of each subgroup and the placement rate of the reference group multiplied by 80%. The subgroup with the highest count was chosen as the reference group. Demographic groups falling below the 80% threshold indicate disproportionate impact and are highlighted in red. If disproportionate impact is observed, faculty and staff will need to develop and implement a plan to correct the disparity.

¹ The "80% Rule" methodology compares the percentage of each disaggregated subgroup attaining an outcome to the percentage attained by a reference subgroup. The methodology is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice.

Findings:

Disproportionate Impact by Ethnicity

Latinos are the largest ethnic group at both SAC and SCC (78% and 48%, respectively), so it was used as the standard for comparison. At SAC, White students placed into remedial level English courses at 21 percentage points lower than that of Latinos, indicating disproportionate impact; however, given the fact that most White students placed into college/transfer level courses, this disproportionate impact is not considered a serious violation and thus there is no need for action at this time. Therefore, there is no evidence of disproportionate impact for placement into remedial level. Similarly at SCC, Asian/Pacific Islander and White subgroups placed into college/transfer level English courses at significantly higher rates. For placement into college/transfer level English courses, all ethnic subgroups at SAC and SCC exceeded the 80% thresholds; therefore, there is no evidence of disproportionate impact.

Disproportionate Impact by Gender

Male students comprised slightly over half of the sampled population at both SAC and SCC (52% and 53%, respectively) and were used as the standard for comparison. The placement rates for female students exceeded 80% of male placement rates; there is no evidence of disproportionate impact for gender.

Disproportionate Impact by Age

Students age 21 or younger represented the majority of the sampled population (67% at SAC and 81% at SCC) and used as the standard for comparison. For placement into English courses, all of the age subgroups exceeded the 80% thresholds; therefore, there is no discernable disproportionate impact.

Disproportionate Impact by Disability

SAC and SCC have very few disabled students (2% at each college) in comparison to the general student body. Students with no disabilities were used as the standard for comparison. Data shows evidence of a potential disproportionate impact for placement into the transfer level English courses for both SAC and SCC; however, there is insufficient number of students (16 and 12 students, respectively) to draw any conclusions.

Conclusion:

Disproportionate impact was conducted for all placements into remedial and college/transfer level English courses during 2014-15 school year. Results of the analysis suggested there is no evidence of disproportionate impact involving the ethnicity, gender, age and disability of the student tested. The colleges will continue to monitor disproportionate impact regularly as well as continue to support programs aimed at increasing English achievement for all students.

Santa Ana College
Disproportionate Impact Analysis by English Course Level

| | Total Count | Remedial Level Placement | | College/Transfer Level Placement | |
|--|-------------|--------------------------|------------|----------------------------------|-------|
| | n | n | % | n | % |
| ETHNICITY | | | | | |
| African-American | 58 | 20 | 34% | 38 | 66% |
| Latino | 1889 | 653 | 35% | 1236 | 65% |
| Asian/Pac.Islander | 148 | 44 | 30% | 104 | 70% |
| White | 215 | 30 | *14% | 185 | 86% |
| Other | 52 | 9 | **17% | 43 | 83% |
| Non-Respondents | 70 | 18 | **26% | 52 | 74% |
| 80% of reference group (Latino) | | | 28% | 52% | |
| GENDER | | | | | |
| Female | 1168 | 353 | 30% | 815 | 70% |
| Male | 1261 | 421 | 33% | 840 | 67% |
| Not Reported | 3 | 0 | n/a | 3 | 100% |
| 80% of reference group (Male) | | | 27% | 53% | |
| AGE | | | | | |
| 21 years old or younger | 1637 | 488 | 30% | 1149 | 70% |
| 22-29 | 593 | 198 | 33% | 395 | 67% |
| 30-39 | 138 | 55 | 40% | 83 | 60% |
| 40-49 | 42 | 20 | 48% | 22 | **52% |
| 50+ | 22 | 13 | 59% | 9 | **41% |
| 80% of reference group (<=21) | | | 24% | 56% | |
| DISABILITY | | | | | |
| Non-DSPS | 2394 | 752 | 31% | 1642 | 69% |
| DSPS | 38 | 22 | 58% | 16 | **42% |
| 80% of reference group (Non-DSPS) | | | 25% | 55% | |

**Although the placement rate is not within the 80% rule, this disproportionate impact is explainable and justifiable, as noted in prior pages.*

*** too few students to draw conclusions*

Santiago Canyon College
Disproportionate Impact Analysis by English Course Level

| | Total Count | Remedial Level Placement | | College/Transfer Level Placement | |
|--|-------------|--------------------------|------------|----------------------------------|-------|
| | n | n | % | n | % |
| ETHNICITY | | | | | |
| African-American | 28 | 16 | 57% | 12 | 43% |
| Latino | 658 | 301 | 46% | 357 | 54% |
| Asian/Pac. Islander | 110 | 29 | *26% | 81 | 74% |
| White | 483 | 87 | *18% | 396 | 82% |
| Other | 51 | 11 | **22% | 40 | 78% |
| Non-Respondents | 40 | 17 | 43% | 23 | 58% |
| 80% of reference group (Latino) | | | 37% | 43% | |
| GENDER | | | | | |
| Female | 644 | 220 | 34% | 424 | 66% |
| Male | 720 | 239 | 33% | 481 | 67% |
| Not Reported | 6 | 2 | 33% | 4 | 67% |
| 80% of reference group (Male) | | | 27% | 53% | |
| AGE | | | | | |
| 21 years old or younger | 1105 | 368 | 33% | 737 | 67% |
| 22-29 | 205 | 67 | 33% | 138 | 67% |
| 30-39 | 34 | 15 | 44% | 19 | 56% |
| 40-49 | 14 | 8 | 57% | 6 | **43% |
| 50+ | 12 | 3 | **25% | 9 | 75% |
| 80% of reference group (<=21) | | | 27% | 53% | |
| DISABILITY | | | | | |
| Non-DSPS | 1336 | 439 | 33% | 897 | 67% |
| DSPS | 34 | 22 | 65% | 12 | **35% |
| 80% of reference group (Non-DSPS) | | | 26% | 54% | |

**Although the placement rate is not within the 80% rule, this disproportionate impact is explainable and justifiable, as noted in prior pages.*

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