Skyline College
(Assessment)
Program Review
Executive Summary

Short Summary of Findings

The Assessment Program has made significant improvements over the past six years. The most significant changes include the shift from paper and pencil testing to computerized testing, the establishment of a drop-in Assessment Center in the One-Stop which has dramatically increased student access to testing services, securing permanent staff at a level commensurate with the duties and responsibilities needed to successfully coordinate the Program's activities, and ongoing data collection and analysis. The Assessment Staff assisted in the implementation of the College's computerized prerequisite checking system and for the first two years coordinated the challenge process for Language Arts Division. The possibility of expanding testing services to include GED, SAT, CLEP and distance proctoring testing, and others have potentials for revenue generation, as well as enrollment growth possibilities. The Assessment Program is integrally related to all instructional and student services programs and plays a key role in student access, retention and success.

Three Strengths of the Program

- Drop-in Assessment Center provides on-demand testing services and immediate test results for students.
- Comprehensive on-line services for students for easy access to testing policies, procedures, brochures, sample test questions and test results.
- Development of testing protocols, proctor guides and overhead materials to ensure consistency in test administration.

Three Suggestions for Improvement

- Increase access by providing off site testing services in feeder high schools (slated for Spring, 2006)
- Increase staffing which will provide additional hours of operation for the Assessment Center and expand testing services.
- Locate larger space for the Assessment Center to better accommodate student access to testing services.

Don Biederman

Don Biederman

Full-Time Faculty/Staff Signatures

Mandy Liang, Program Coordinator

Submitted on: October 3, 2005

SKYLINE COLLEGE
PROGRAM REVIEW SELF STUDY

PART A: Overview of Program

1. State the goals/ focus of this program and how the program contributes to the mission and priorities of the College and District.

The primary goal and focus of the Assessment Program is mandated in state legislation, particularly Assembly Bill 3, the Seymour-Campbell Act of 1986, and Title V regulations as described below:

> *"AB3 and its Title 5 regulations clearly indicate that the primary function of assessment is to assist the student in making decisions about appropriate course level enrollment, major area of study and vocational program choice. Assessment's primary role in matriculation is viewed as providing descriptive and predictive information about students and their 'fit' to courses and programs, thus facilitating their potential for success at the community college" (Standards, Policies and Procedures for the Evaluation of Assessment Instruments Used in California Community Colleges, 4th Ed., Revised March 2001).*

Assessment services contribute to the mission and priorities of the College and District, particularly with respect to providing lower division requirements for transfer, occupational education, and developmental and remedial education. The majority of students completing assessment are matriculating students who plan to complete certificates, degrees and/or transfer requirements for four-year universities. Based on placement information, many students will need to complete pre-collegiate basic skills courses in English and mathematics in preparation for their degree and transfer coursework. Assessment information provides important information regarding course selection and planning to assist students in reaching their educational goals.

The Assessment program also meets district and college priorities for providing our diverse student population with timely access to programs and services that contribute to their retention and success.

2. Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.

The Assessment program coordinates, impacts and interacts with all student services and instructional programs at the College. Matriculating students must complete assessment in order to complete steps to registration, including orientation and counseling services, two significant student services programs. There is also a direct impact between assessment and instruction, as test results guide student placement in English, ESOL and mathematics courses. Other ways in which the Assessment program coordinates and interacts with other programs include:

- Placement test data are shared with managers and are used in making curricular and scheduling decisions, particularly regarding the number of sections needed

for English, ESOL and mathematics courses to meet student demand and ensure student success.

- Placement test data have informed strategic planning efforts at the College by providing information on student demographics and academic preparation, and providing changes in this information over time.
- The placement outcomes have been provided to high school personnel so that they can determine college readiness of their high school seniors. Such information can be useful for high school personnel to determine gaps between high school exit competencies and college entrance information.
- Assessment staff work closely with the Puente, ASTEP, and Honors Transfer programs to identify students eligible to participate in these programs and to provide students with informational materials.
- Assessment staff work closely with the DSPS program to provide disabled students with alternate testing accommodations.
- Assessment staff are participating in a recently established ESOL subcommittee designed to examine and address barriers that may exist for Skyline's ESOL population.
- Assessment staff coordinate with the Learning Center staff for the administration of the prerequisite/corequisite challenge process.
- Assessment staff coordinate with the financial aid staff for the administration of the Ability to Benefit test for students applying for federal financial aid.

3. If the program utilizes advisory boards and/or professional organizations, describe their roles.

The State Chancellor's Office serves as the advisory board for the assessment program. In addition, a statewide Assessment workgroup has been established to oversee the Title V regulations related to the assessment component of matriculation. These regulations outline criteria regarding the use of validated assessment instruments for California Community Colleges. Finally, Skyline's Ed Policy Committee serves as the local advisory board for Matriculation, and is currently being reconstituted to better reflect the appropriate composition. A District Matriculation Committee is also in place which enables ongoing dialogue of matriculation services among faculty and staff at the three colleges. The Matriculation Coordinator and Assessment Coordinator participate in the California Community College Assessment Association Conference (CCCAA) and Region 3 Matriculation Advisory Committee meetings. There are also regular meetings with Skyline deans, faculty, and staff regarding any changes in the Assessment program, including policies and regulations, outreach efforts, and testing services. The assessment staff also maintains currency by participating in monthly staff meetings and informal updates coordinated by the Assessment Coordinator.

4. Explain how this program meets the needs of our diverse community.

A variety of assessment data are regularly collected (e.g. placements by ethnicity) and test validation studies conducted (see Part B, Curriculum, #4) to ensure that the needs

of Skyline's diverse community are being met. These data are available upon request. In addition, providing on-demand computerized testing with flexible hours has responded to the needs of Skyline's diverse population.

In addition, all matriculating students (i.e. those students pursuing degrees, certificates, planning to transfer and those without a defined educational goal) are required to complete placement testing, as well as orientation and counseling, prior to registering for classes. During the counseling session, counselors review students' test results and recommend courses and programs of study for students, as well as provide referrals to support services to increase student retention and success.

Other efforts coordinated by the Assessment Center staff, which are designed to address the needs of Skyline's diverse student body include:

- Working closely with a variety of special programs designed to recruit and retain underrepresented student populations. For example, students achieving certain scores on the English placement test are sent program information about PUENTE and ASTEP, which informs students of their eligibility for participation in these support programs.
- Providing disabled students with testing accommodations through coordinated efforts of the Assessment and DSPS staffs.
- Administering the Ability to Benefit (ATB) test to students who do not possess a high school diploma or GED and wish to apply for federal financial aid.
- Translating the assessment brochure into multiple languages, including Spanish, Chinese, and Tagalog.
- Hiring staff in the Assessment Center who can speak different languages, including Mandarin, Cantonese, Tagalog, Spanish, Hindi, and Punjabi.

5. If the program has completed a previous self-study, evaluate the progress made toward previous goals.

The Assessment program has not completed a formal self study. However, an ongoing evaluation of the program is in place. The assessment staff, including Saturday testing staff, meet regularly to review assessment procedures and processes and make changes as needed. Most recently, assessment staff met with faculty and staff from the Counseling Division to better coordinate efforts among the various matriculation components, particularly assessment and orientation. Furthermore, a survey is being distributed every spring semester to collect student feedback and thus improve testing services. The Assessment program also prepares an annual work plan which outlines assessment activities for the coming year. These plans are reviewed during the course of the year to determine progress toward meeting established goals. All proctors are professionally trained to administer assessment instruments using standardized procedures. A PowerPoint presentation has been developed for paper-pencil testing to ensure consistency of testing guidelines and instructions.

PART B: Curriculum

1. Describe how the courses offered in the program meet the needs of the discipline(s) and the students. (This may be answered through descriptive narrative evaluation or quantitative research).

The assessment instruments used at Skyline to make placement recommendations to students may be viewed as analogous to courses in a departmental curriculum. Each test instrument measures the readiness of students to undertake a specific level of study in the English, math, or ESOL curricula. The tests act as prerequisite courses for higher levels of study. Assessment meets the needs of students and counselors by identifying those courses for which students appear to have the requisite knowledge for success. At the same time, assessment results assure faculty in affected disciplines that students with appropriate placement scores are prepared to cope with course requirements.

In addition to its relationships with the instructional divisions, the Assessment program provides critical information to many of our student support programs by identifying those students who request information on or may benefit from special services.

The Assessment program conducts ongoing research to monitor the effectiveness of test instruments in meeting the needs of faculty and students. Some examples of what these studies have demonstrated include:

- Positive statistical correlations between placement recommendations and final grades.
- Strong concurrence between faculty and student opinions on student readiness for courses.
- Clear evidence that students with qualifying placement scores achieve higher success rates than students without qualifying placement results.
- Documentation that assessment instruments measure the same prerequisite skills used by faculty for each course for which a placement recommendation is possible.
- Identification that some student demographic groups experience disproportionate impact in the assessment process. Puente, ASTEP, and English courses designed for non-native speakers are examples of institutional responses to these data.

2. State how the program has remained current in the discipline(s).

The Skyline Assessment program is kept current through a variety of approaches including:

- Full and complete responses to all State regulatory requirements.
- Regular meetings and coordination with Cañada and College of San Mateo assessment personnel.
- Attendance and idea sharing at conferences and regional matriculation meetings.
- Coordination with the State Matriculation Coordinator and participation on the State Matriculation listserve.
- Frequent communication with recognized experts in assessment practices.

- Research and data gathering on best practices and new initiatives in testing.
- Ongoing interaction with faculty and student services personnel. These interactions often lead to improvements and modifications that benefit students.

3. *If the student population has changed, state how the program is addressing these changes.*

Demographic changes in the student population over the review period have not been dramatic but instructional changes, societal changes, and significant changes in matriculation and registration requirements have provided challenges for the Assessment program. Perhaps the most noteworthy change in the student population has been the increased need for greater access and flexibility in the assessment process. Much of this was brought about by increased competition for courses, priority registration policies, computerized prerequisite blocking, prerequisite enforcement policies, and an institutional desire to streamline the matriculation process.

In response to the changing student population, in 2001-02 Student Services managers implemented a plan to create a Testing Center with "on-demand" computerized testing as a prominent element in the assessment options for students. Computerized testing has been especially well received by students and has eliminated a troublesome blockage in the matriculation process. Assessment program staff have produced a variety of electronic and paper outreach materials to inform current and prospective students of assessment options.

Additional improvements include the production of an Assessment Center brochure (available in English, Spanish, Tagalog and Chinese), a PowerPoint presentation for the in-person group testing sessions to ensure consistency of information, and a user-friendly course guide to facilitate student use of placement recommendations.

4. All courses in this program should be reviewed and, if appropriate, modified every six years. If this has not occurred, please list the courses and explain.

All assessment instruments used by the college undergo a rigorous validation process and must be approved by the California Community Colleges Chancellor's Office. Tests are valid for a period of six years and must be revalidated for continued use. Because the validation process is extensive and time-consuming, review efforts are always in progress. During the past three years, tests have been reviewed in these areas:

- Content Validity - Congruence between test content and course prerequisite skills.
- Consequential Validity - Student and faculty agreement of appropriateness of placement recommendations.
- Criterion Validity - Relationship between test scores and classroom performance.
- Adequacy of Cut Scores - Do cut scores appropriately differentiate placement levels?
- Disproportionate Impact - Identification of demographic groups that consistently score below expected norms.

A timeline has been established to ensure that state-mandated validation is completed on schedule. In the event that validation studies reveal any particular issues with the assessment instruments, they are reviewed with appropriate faculty and staff.

5. If external accreditation or certification is required, please state the certifying agency and status of the program.

The Assessment program is guided, in part, by matriculation regulations through the State Chancellor's Office and all testing instruments must be State approved. At this time, all tests are fully approved. The Assessment program also documents all aspects of its operations and is fully prepared for a site visitation by the State Matriculation Office. The status of site visits is not certain at this time due to state budget constraints.

6. Discuss plans for future review and program modification.

Program review and modification will continue to be ongoing. A schedule of assessment instrument validation efforts exists through the year 2012. Planning is now in progress to expand the testing facilities and better meet the high demand for services at peak periods. Options for online testing will be explored, and increased coordination with orientation and counseling services is a priority. The Assessment program will monitor and respond to statewide trends in assessment as appropriate and will continue to work with faculty to enhance student success.

PART C: Faculty and Staff

1. List major development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.

Consistent with the College's "Students First" philosophy, the assessment staff is dedicated to providing efficient and timely services to students. The Assessment Coordinator has engaged in a number of development activities which have resulted in better services for students and the accomplishment of program goals. The most significant has been the development of the computerized testing program. With tremendous support from the institution and student services staff, the Assessment program has evolved from offering a limited number of Saturday paper-pencil testing sessions to providing drop-in computerized testing on a daily basis throughout the year. This service enables students with a variety of work and outside commitments to complete assessment during the day and evening on a drop-in basis and obtain test results immediately upon the completion of the assessment. The implementation of the computerized program has reduced student attendance at Saturday sessions from approximately 200 to no more than 60 students. Effective July 2005, a new computerized ESOL test was implemented, which now affords ESOL students with equal access to drop in placement testing as their native English counterparts.

Additional development activities which have resulted in program accomplishments over the past six years include:

- Participation in college events, such as GEPP (a super-Saturday testing and orientation program for graduating seniors, including those with disabilities) and the bi-annual High School Counselor breakfast, at which assessment information is provided to attendees.
- Development of a comprehensive assessment brochure and placement testing webpage to provide testing information through a variety of different avenues. Web information includes sample test questions and immediate student access to test results via WebSMART.
- Improvements and updates in the assessment brochure, including its availability in multiple languages (English, Spanish, Chinese, and Tagalog).
- Development and administration of an online student survey to gather student feedback about their experiences with the Saturday paper-pencil and drop-in computerized placement testing.
- Access to students' placement information by faculty via web.
- Development of test manuals and protocols to ensure consistency in testing administration.

Projected Staff Needs:

While the Assessment program continues to develop creative strategies to increase student success, it does not have an adequate operating budget to support necessary staff and operating expenses. A thirty (30) percent reduction in the statewide matriculation budget in 2002-03 severely impacted the entire matriculation program at Skyline, including the Assessment program. This reduction resulted in limited Center hours and the elimination of the discretionary budget (for more details, see Budget, Section E). As a result, a number of projects were suspended (e.g. offsite testing) or discontinued and student access to testing services, due to dramatically reduced Center hours, became a critical issue.

In 2005-06, with limited salary savings from a vacated position funded by matriculation, the Assessment Program was able to hire temporary classified staff and a limited number of student proctors to provide additional evening testing hours during peak registration periods and to provide overflow testing in the CALT lab when student waits became especially long. However, this is short term solution to a larger staffing issue...

A **1.0 permanent Instructional Aide** position is needed to provide adequate coverage for the Center. (See Budget Request, Part E for further details). Without this position, student access to testing at a variety of days and times will be an ongoing issue for the College.

2. Describe the orientation process for new faculty and staff (include student workers such as tutors and aides).

The Assessment Center is often the first contact new students have with Skyline College. Therefore, it is crucial to build a positive image of the College and to establish a congenial relationship with students during their initial college experience. The multilingual, knowledgeable and friendly assessment staff take pride in providing excellent testing services to Skyline's diverse population. Committed to the "students first" philosophy, all staff and student workers are involved in an orientation and ongoing training program to provide the best services for students. Orientation and training activities are provided by the Assessment Coordinator, which include:

- Initial training for all new temporary classified and student workers using materials have been developed to assist staff understand and implement state and local regulations, policies and procedures regarding assessment.
- Workshops for staff and student proctors on a variety of topics, including customer service, dealing with conflict, time management, and computer programs.
- Test protocol documents to ensure consistency in test administration. A test proctor manual has been developed, as well as a PowerPoint presentation for the in-group testing sessions to ensure consistency in delivery of test information.
- A user-friendly course placement test course guide to facilitate student and counselor use of placement recommendations (see attached).
- Presentations, as needed, by the Assessment Coordinator at counseling and registration meetings to provide updates on changes in testing information, Assessment Center hours, etc.

4. *If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.*

Additional staffing to accommodate extended hours and support for the Center. A 1.0 Instructional Aide position is needed. Additional staff will enable the college to provide greater access to assessment for students and to provide off-site assessment in the high schools. (See Part E: Budget Request for more detailed information).

PART D: Facilities, Equipment, Materials and Maintenance

1. Discuss the effectiveness of the facilities, equipment, equipment maintenance, and materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.

The Assessment program is housed in small area of the Student Services One Stop Center. The Center is equipped with eleven (11) computer workstations, including one workstation for students with disabilities. In recent years, the number of students who wish to take the placement test(s) has greatly exceeded the spaces available. During peak registration periods, the Center is unable to accommodate all students waiting to complete the assessment. There may often be 20 or more students in the hallway waiting for an available computer workstation. Furthermore, during these peak periods, it is not

uncommon for students to wait more than one hour to access the Center. There are tentative plans for a possible relocation of the Assessment Center to a larger room on the 3rd floor in Building 2 which would house twenty five (25) computer workstations and a proctor viewing area. This would help alleviate the current bottleneck that exists in the matriculation and registration process for students and impacts on student access to services. Until such time that a larger facility is located, additional staff and access to additional computer labs is critical to meet student need for testing services.

2. List projected needs.

Due to the severe budget cuts in the statewide matriculation program (30% reduction in 2002-2003), there are no more discretionary funds in the matriculation budget for equipment purchases or maintenance, purchase of test units, salaries for student proctors, and development of program flyers and brochures. At the present time, these expenses are covered by the Counseling Division budget. Projected needs include:

- **Replacement and New Computers**: The 11 computers in the Assessment Center were purchased four years ago and are in need of replacement. In addition, if a larger space for the Assessment Center is located, additional computer purchases will also be necessary.

- **Operating Budget**: An operating budget for the Assessment program is needed to cover equipment purchases/maintenance, testing units, proctors, program flyers/brochures and miscellaneous supplies.

- **Larger Assessment Center**: A larger space is needed to ensure adequate student access to testing services. This space needs to house 25 computer work station and have a viewing area for the proctors.

3 . Describe the use of technology in the program and discuss if technology is current and comparable to other college and business or industry.

The Assessment program is completely dependent upon technology to deliver on-demand assessment services to students. All testing is completed online by students, with the exception of large Saturday test sessions which are administered using paper-pencil tests.

The assessment instrument software is current and meets state guidelines.

4. If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?

PART E: Budget Request

1. What resources (staff, facilities, equipment and/or supplies) will be needed in the next six years?

The statewide cuts in the matriculation budget (30%) eliminated nearly all the discretionary budget for matriculation, which was used to hire test proctors, purchase test units, maintain test site licenses, and the production and dissemination of flyers and brochures, and general supplies. In addition, salary increases for those staff funded by matriculation have impacted on the operating budget.

The following resources will be needed in the next six years:

1. Staff
A full-time, classified Instructional Aide position. Currently, the Center has only one permanent employee who works 37.5 hours per week. Temporary classified staff and student workers provide additional support with salary savings from a vacated matriculation position. In order to expand the hours of operation to better meet the needs of Skyline's diverse population and to provide the Program Services Coordinator time to complete required assessment uploads and state required test validation and research, additional support staff are needed. Additional staffing would also enable the college to expand assessment services, including:

- providing "for-profit" proctoring services for students distance learning/correspondence classes
- becoming a "for-profit" testing center for the administration of the GED, CLEP or SAT tests
- providing an additional location, in addition to the Learning Center, for students to schedule make up exams
- providing the needed space for additional testing accommodations for students with disabilities

2. Financial Resources
An adequate operating budget for discretionary items is needed to cover equipment purchases and maintenance, hire test proctors, purchase test units, maintain test site licenses, the production and dissemination of flyers and brochures, and general supplies.

3. Facilities
A larger space for testing is needed to meet student demand. The Assessment Center currently houses only 11 computer work stations, which is inadequate during peak registration periods. A larger facility, which would house twenty-five (25) work stations and a partitioned test proctor viewing area are needed.

4. Equipment
The 11 computers are in need of replacement at the present time. In addition, funds to purchase additional computers, should the larger testing facility be secured will be needed.

2. If appropriate, discuss methods the program could share resources with other programs in the College and District.

At the current time, the Assessment program is sharing resources with other programs in the College. The Counseling Division is sharing student workers to help in the Assessment Center during peak registration periods. Several classified staff from the Career and Transfer Centers, Counseling Division and DSPS program regularly assist with all the Saturday test sessions. Finally, the Counseling Division is covering all discretionary expenses for the assessment program.

PART F: Access

1. Discuss how and to what extent has this program contributed to expanding access to students.

Student access has increased dramatically with the establishment of the drop-in Assessment Center in 2001. Prior to this time, students were required to complete paper-pencil testing on limited Saturdays during the year. This created a bottleneck in the registration and enrollment process for students. The drop-in Center is currently open four days a week and three evenings. The majority of students now complete testing in the Center, such that the Program has reduced the number of Saturday sessions and has found that the numbers of students testing on Saturdays has dropped from approximately 200 to approximately 50 – 60 students per session.

Increasing student access to assessment continues to be a priority for the Assessment program. With a permanent Coordinator now in place and computerized testing functioning effectively, the assessment staff will reinstate the offsite assessment program in the high schools. Two feeder schools have been identified and will pilot this program in Spring, 2006. The assessment software will be installed on computers in the high school, which will enable any high school student, particularly juniors and seniors, to complete their assessment offsite. This approach will provide greater access to services by students who are considering enrollment at Skyline.

PART G: Student Satisfaction Survey

Almost 1500 students have been surveyed about their experiences with the Assessment program since the opening of the One-Stop Center. In spring, 2002, 520 test takers completed an anonymous paper survey soliciting their feelings about their experiences with the "paper and pencil" testing program. Responses for students taking the ESL assessment test were coded so that they could be compared with results for native

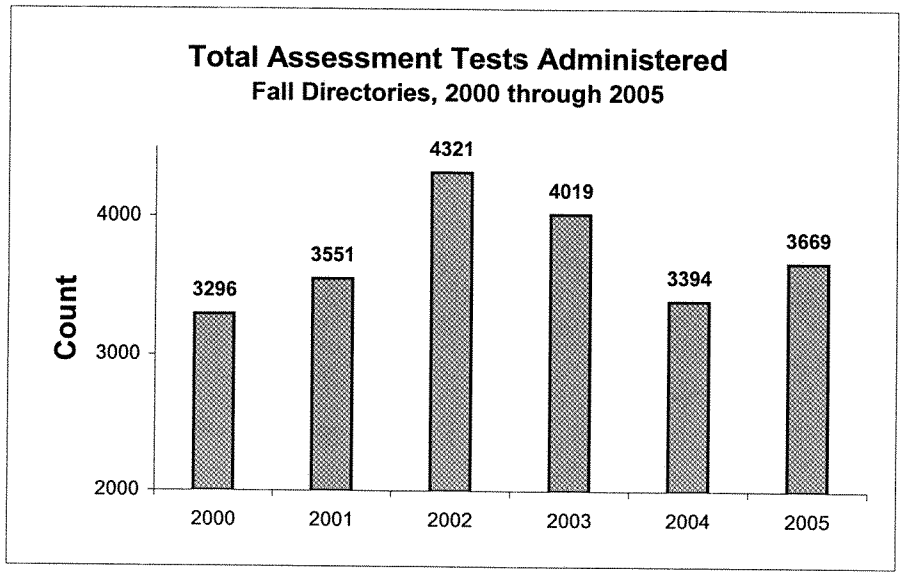
speakers. When the computerized testing option was introduced for fall 2002, 283 students completed a similar survey with overlapping questions so that responses to the two testing options could be compared. In 2003-2004, an additional 687 students completed an online survey, which had been loaded on to the computers in the testing room. Detailed responses to all surveys are available on request. Analyses of the results of the three surveys indicate:

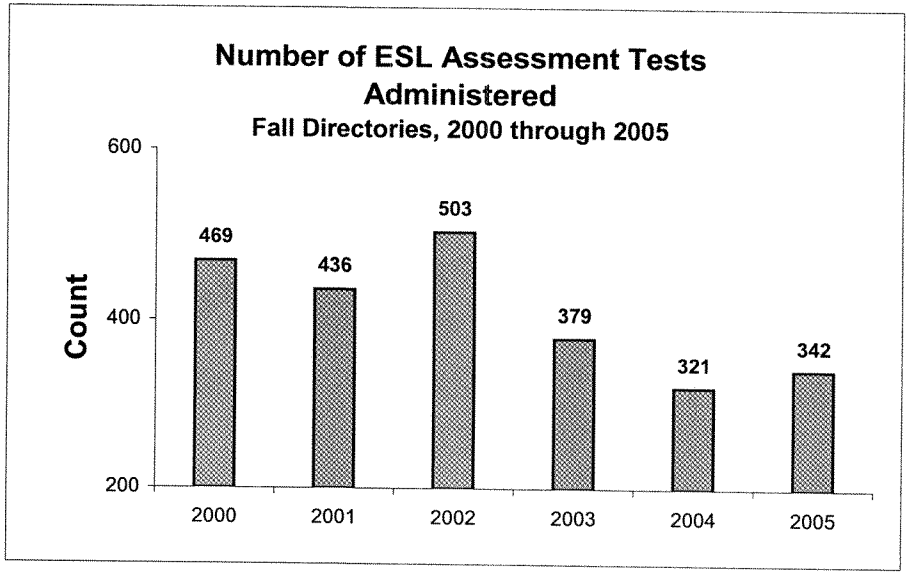
- Students felt a very high level of satisfaction (>90%) with the Assessment Center staff, explanations of what to expect, instructions for taking the tests, the manner in which they were greeted, the comfort level of the testing environment, and their overall level of satisfaction with their assessment process. These response patterns were consistent across all surveys.
- The online survey showed that approximately 60% of students had viewed the sample test questions provided on the college web site. For all three surveys, a similar percentage of test takers indicated that the tests provided a fair measure of their skills. These results are of interest and may indicate an area where improvements can be made.
- Students using the computerized testing program were asked to identify the reason they elected that option. Not surprising, 59% indicated convenience as the primary reason. Of interest was the fact that 20% of those surveyed indicated that they actually had a preference for computerized testing.
- The response patterns for ESL test takers were very similar to those of native speakers. No evidence of language barriers was evident in the responses.

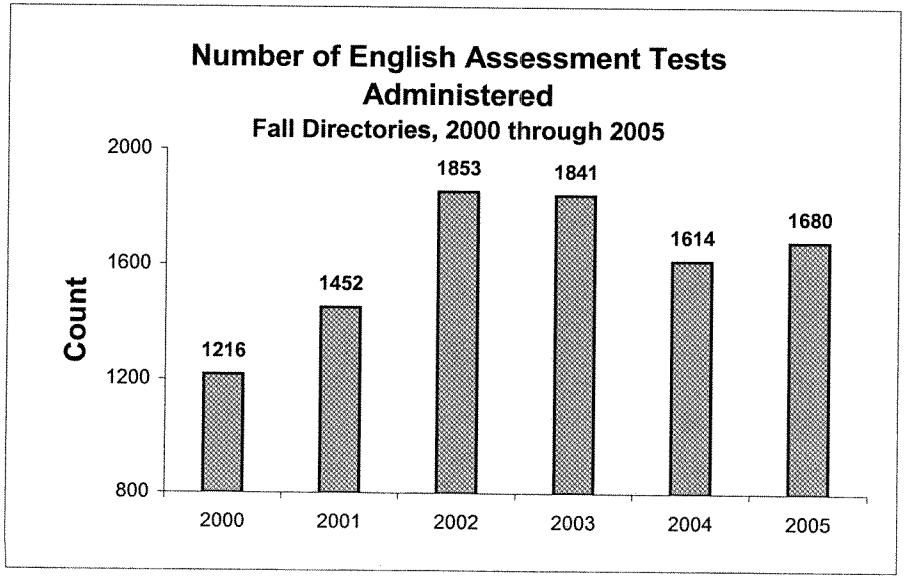
Assessment Data

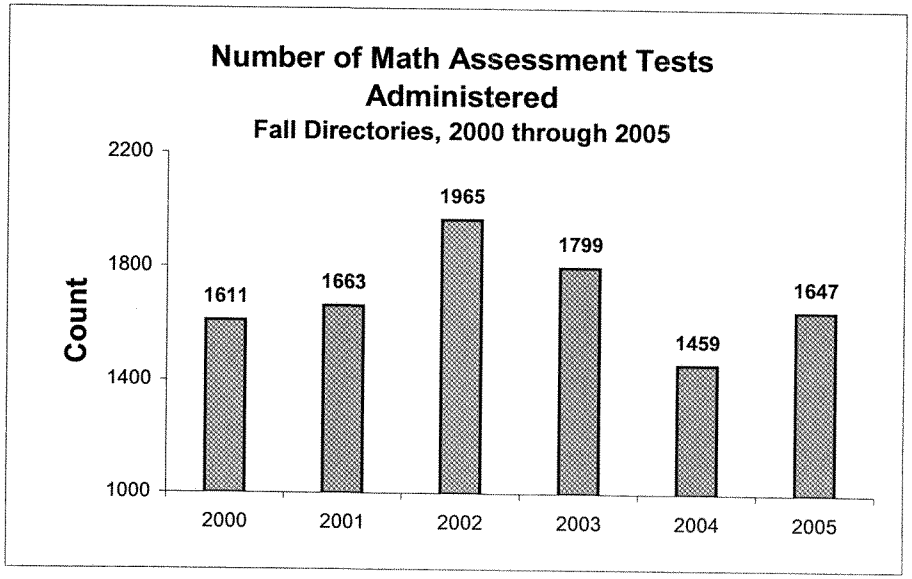
A sampling of assessment data are attached for your review. Additional data and validation studies, as referred to in the Program Review Self-Study, are available upon request.

Assessment Test Administration, Fall Directories*, 2000-2005









* A fall assessment test directory includes all tests given between the second week of a spring semester and the first week of the subsequent fall semester.

from the:

Office of Matriculation

Math Placement Results for Fall 2005 (N=1647)*

	Total Tested	Placement Level													
		Undetermined		MATH 805-806		MATH 111		MATH 110,111		MATH 115,120,122		MATH 125-241		MATH 251	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
All Students	**1647**	**176**	**10.7%**	**324**	**19.7%**	**174**	**10.6%**	**392**	**23.8%**	**327**	**19.9%**	**176**	**10.7%**	**78**	**4.7%**
All Females	786	89	11.3%	184	23.4%	85	10.8%	178	22.6%	138	17.6%	82	10.4%	30	3.8%
All Males	851	85	10.0%	138	16.2%	89	10.5%	214	25.1%	187	22.0%	91	10.7%	47	5.5%
All Asian	445	39	8.8%	44	9.9%	34	7.6%	93	20.9%	98	22.0%	77	17.3%	60	13.5%
All Pac. Islander	70	10	14.3%	21	30.0%	9	12.9%	15	21.4%	10	14.3%	4	5.7%	1	1.4%
All Black	74	10	13.5%	28	37.8%	9	12.2%	17	23.0%	9	12.2%	0	0.0%	1	1.4%
All White	320	25	7.8%	46	14.4%	27	8.4%	96	30.0%	80	25.0%	36	11.3%	10	3.1%
All Hispanic	348	35	10.1%	115	33.0%	62	17.8%	74	21.3%	46	13.2%	14	4.0%	2	0.6%
All Filipino	219	21	9.6%	35	16.0%	20	9.1%	59	26.9%	55	25.1%	28	12.8%	1	0.5%
All Other	111	24	21.6%	27	24.3%	7	6.3%	27	24.3%	16	14.4%	9	8.1%	1	0.9%
All <20 Years	1100	134	12.2%	137	12.5%	113	10.3%	233	21.2%	268	24.4%	148	13.5%	67	6.1%
All 20 or > Years	526	40	7.6%	182	34.6%	58	11.0%	154	29.3%	54	10.3%	27	5.1%	11	2.1%
All Native Speakers	1195	140	11.7%	209	17.5%	132	11.0%	302	25.3%	256	21.4%	119	10.0%	37	3.1%
All ESL	434	33	7.6%	112	25.8%	41	9.4%	88	20.3%	69	15.9%	51	11.8%	40	9.2%

***Data compiled by Don Biederman, Counseling Division**

For the Fall 2005 testing cycle, 1647 MDTP tests were administered. I have provided for your review a breakdown of placement recommendations by some of the categories we are asked to monitor as part of our matriculation efforts. Some noteworthy and long-standing trends that I see in the numbers iclude:

- ✔ Males continue to receive higher placement recommendations than females.
- ✔ The percentages of Black, Pacific Islanders, and Hispanic students receiving placements for MATH 805-806 remain disproportionately high.
- ✔ Students less than 20 years of age received significantly higher placements than students 20 years or older
- ✔ Asian test takers continue to be most likely to receive placements for transfer level math courses.
- ✔ ESL students continue to show a pattern of above average placements for both remedial and transfer level courses.

Jennifer Hughes, Matriculation Coordinator *October 3, 2005*

from the:

Office of Matriculation

Skyline College

For Fall 2005 a total of 1680 Companion tests were administered. We have provided for your review a breakdown of placement recommendations by some of the demographic categories we monitor. Over the next few weeks we will conduct an analysis of the results to determine possible areas of disproportionate impact in the assessment process.

Jennifer Hughes, Matriculation Coordinator *October 3, 2005*

English Placement Results for Fall 2005 (N=1680)*

	Total Tested	Placement Level									
		Undetermined		ENGL 826		ENGL 836		ENGL 105		ENGL 100	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	**1680**	**280**	**16.7%**	**294**	**17.5%**	**707**	**42.1%**	**132**	**7.9%**	**267**	**15.9%**
All Females	807	131	16.2%	140	17.3%	351	43.5%	78	9.7%	134	16.6%
All Males	856	143	16.7%	153	17.9%	353	41.2%	78	9.1%	129	15.1%
All Asian	530	89	16.8%	88	16.6%	200	37.7%	33	6.2%	120	22.6%
All Pac. Islander	66	17	25.8%	9	13.6%	33	50.0%	6	9.1%	1	1.5%
All Black	77	15	19.5%	18	23.4%	30	39.0%	7	9.1%	7	9.1%
All White	312	21	6.7%	45	14.4%	144	46.2%	41	13.1%	61	19.6%
All Hispanic	323	69	21.4%	67	20.7%	138	42.7%	19	5.9%	30	9.3%
All Filipino	201	36	17.9%	38	18.9%	101	50.2%	13	6.5%	13	6.5%
All Other	109	24	22.0%	24	22.0%	44	40.4%	5	4.6%	12	11.0%
All <20 Years	1022	155	15.2%	182	17.8%	463	45.3%	72	7.0%	150	14.7%
All 20 or >Years	644	120	18.6%	108	16.8%	240	37.3%	60	9.3%	116	18.0%
All Native Speakers	1160	150	12.9%	197	17.0%	531	45.8%	105	9.1%	177	15.3%
All ESL	488	123	25.2%	95	19.5%	166	34.0%	22	4.5%	62	12.7%

***Data compiled by Don Biederman, Counseling Division**

Reading Placement Results for Fall 2005 (N=1680)*

	Total Tested	Placement Level							
		Undetermined		READ 826		READ 836		READ 420	
		Count	%	Count	%	Count	%	Count	%
All Students	**1680**	**229**	**13.6%**	**368**	**21.9%**	**639**	**38.0%**	**444**	**26.4%**
All Females	807	107	13.3%	181	22.4%	312	38.7%	207	25.7%
All Males	856	117	13.7%	186	21.7%	323	37.7%	230	26.9%
All Asian	530	77	14.5%	117	22.1%	174	32.8%	162	30.6%
All Pac. Islander	66	14	21.2%	16	24.2%	28	42.4%	8	12.1%
All Black	77	12	15.6%	21	27.3%	28	36.4%	16	20.8%
All White	312	16	5.1%	47	15.1%	132	42.3%	117	37.5%
All Hispanic	323	54	16.7%	80	24.8%	132	40.9%	57	17.6%
All Filipino	201	29	14.4%	51	25.4%	92	45.8%	29	14.4%
All Other	109	19	17.4%	32	29.4%	38	34.9%	20	18.3%
All <20 Years	1022	131	12.8%	235	23.0%	415	40.6%	241	23.6%
All 20 or > Years	644	93	14.4%	130	20.2%	220	34.2%	201	31.2%
All Native Speakers	1160	121	10.4%	245	21.1%	475	40.9%	319	27.5%
All ESL	488	102	20.9%	118	24.2%	157	32.2%	111	22.7%

***Data compiled by Don Biederman, Counseling Division**

from the:

Office of Matriculation

ESOL Placement Results for Fall 2005 (N=342)*

	Total Tested	Placement Level									
		ESOL 810 ,811		ESOL 820, 821		ESOL 830, 831		ESOL 840, 841		ESOL 400	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	**342**	**60**	**17.5%**	**43**	**12.6%**	**66**	**19.3%**	**80**	**23.4%**	**93**	**27.2%**
All Females	197	40	20.3%	25	12.7%	36	18.3%	46	23.4%	50	25.4%
All Males	142	19	13.4%	16	11.3%	30	21.1%	34	23.9%	43	30.3%
All Asian	129	15	11.6%	17	13.2%	27	20.9%	31	24.0%	39	30.2%
All Pac. Islander	5	0	0.0%	1	20.0%	0	0.0%	1	20.0%	3	60.0%
All Black	1	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
All White	18	2	11.1%	0	0.0%	6	33.3%	3	16.7%	7	38.9%
All Hispanic	135	34	25.2%	17	12.6%	22	16.3%	34	25.2%	28	20.7%
All Filipino	25	2	8.0%	0	0.0%	2	8.0%	8	32.0%	13	52.0%
All Other	23	6	26.1%	4	17.4%	9	39.1%	1	4.3%	3	13.0%
All <20 Years	69	4	5.8%	5	7.2%	13	18.8%	24	34.8%	23	33.3%
All 20-29 Years	125	24	19.2%	18	14.4%	23	18.4%	27	21.6%	33	26.4%
All 30-39 Years	85	15	17.6%	10	11.8%	22	25.9%	21	24.7%	17	20.0%
All 40-49 Years	38	9	23.7%	7	18.4%	2	5.3%	4	10.5%	16	42.1%
All >49 Years	17	4	23.5%	1	5.9%	6	35.3%	3	17.6%	3	17.6%

***Data compiled by Don Biederman, Counseling Division**

For the Fall 2005 testing cycle, 342 students were tested. I have provided for your review a breakdown of placement recommendations by some of the categories we are asked to monitor as part of our matriculation efforts. A new ESL testing program was introduced in July 2005 and the data reflects a mix of the old and new assessment regimes. Placement outcomes for the Fall 2005 cycle are significantly differenet from prior years. The table below shows the percentage distribution of placements for Fall 2001, 2002, and 2005. As you can see, placement distributions have shifted towards higher levels. This information may assist faculty in assessing the adequacy of the cut scores associated with the new testing program.

Jennifer Hughes, Matriculation Coordinator *October 3, 2005*

Comparison of ESOL Placement Outcomes

Testing Period	Number Tested	Placement Level				
		ESOL 810 ,811	ESOL 820, 821	ESOL 830, 831	ESOL 840, 841	ESOL 400
Fall 2005	342	17.5%	12.6%	19.3%	23.4%	27.2%
Fall 2002	503	25.8%	14.3%	22.1%	24.7%	13.1%
Fall 2001	436	28.9%	17.4%	20.0%	22.2%	11.5%

***Data compiled by Don Biederman, Counseling Division**