

Placement Validation Plan Fall 2013

Self-Evaluation 2013: Standard IIB3e

(advised by CSM dean of PRIE; adapted by Cañada dean of PRIE;
create by the Placement Validation Team*)

1. Find the data analysis used at CAN to initially establish cut score rules for course placements.
 - COMPASS: Math
 - COMPASS: English
 - COMPASS: ESL

2. Examine trends in the proportion of placements at various levels.
 - MATH 811, 110, 120, MATH 125, 130, 140, 200, and 241.
 - Reading 826, 836
 - ENGL 826, 836, 848, and 100
 - ESL Grammar: ESL 800, 921, 922, 923, 924, 400
 - ESL Listening: ESL 800, Level 1, Level 2, Level 3, Level 4, ESL 400
 - ESL Reading: ESL 800, 911, 912, 913, 914, 400
 - a. Have there been shifts in the proportion of students placing at the various levels?
 - Placement # at various levels for the past 3 years?
 - ENGL
 - MATH
 - ESL
 - b. Are there demographic changes in student course placements levels—disproportionate impact analysis.
 - Placement # for gender and ethnicity at various levels for the past 3 years?
 - ENGL
 - MATH
 - ESL
 - c. Examine trends in success rates and grade distributions associated with initial course placements—perhaps
 - looking at success/fail rates in relation to individual cut scores (e.g., score of 38, 39, 40, 41, etc).
 - ENGL cut score of ...
 - MATH cut score of...
 - ESL cut score of...

3. Ask respective discipline faculty if they have any concerns about the adequacy of placement tests? (for example, faculty may have a concern about increasing numbers of new students placing into coursework 'not ready' or without all the skills necessary to succeed. Cut score rules may need to be adjusted?)
 - faculty survey to faculty about this question.

4. Ask student about the “adequacy” of their initial course placements (Math, English, ESL) after taking placement tests.
 - student survey to student about this question.
5. Timeline
 - a. October 2, 2013:
 - Review the plan and assign work (completed 10/2/2013 ✓)
 - Conclusion (To do list)
 - 2a, 2b, 2c: Chialin
 - 3 and 4: Chialin will provide the list of students and faculty
 - 3 and 4: Kim will support for the dissemination of the surveys to faculty and students.
 - Decision on the survey item: Do you feel you were appropriately placed into this course?
 - Decision on how and when to disseminate:
 - Paper and pencil surveys—students and faculty
 - Help from Counseling department staff for disseminating to individual classes and collect the completed survey at the same time
 - The week of November 18 for dissemination, back up 1st week of December
 - b. November 6, 2013:
 - Review 2a, 2b, 2c results.
 - Decide survey items for faculty and students (completed 10/2/2013 ✓)
 - How and when to disseminate? (made decision 10/2/2013 ✓)
 - c. December 4, 2013:
 - Results of the survey
 - Decision of the cut scores
 - When and how to share the information with faculty
 - When and how to implement the cut scores
 - Write up the report

*Placement Validation Team:

Kim Lopez, Dean of Counseling

Bob Haick, former Placement Office Supervisor

Jeanne Stalker, Placement Office Supervisor

Chialin Hsieh, Dean of Planning, Research, and Institutional Effectiveness