



Proportion of new students needing pre-college remediation in Math, Writing, or Reading from 1994 to 2005

New students without a college degree who either take more than 12 units or want to take a Math or English class must participate in Gavilan's course placement system. About 12% of Gavilan students have a college degree and are therefore exempt from this process. The placement system employs a combination of objective tests and other measures to determine the class most appropriate to the student's skill level. This report considers placement for native English speakers only and does not include English as a Second Language (ESL) placements. ESL students comprise about 10% of enrollments.

Almost all new students need pre-college remediation in Math (Figure 1). The percentage needing Math remediation has oscillated between 91% and 99% with no clear trend over the last decade. About two-thirds need pre-college remediation in Writing. This proportion has ranged from just under 60% to almost 70% with no indication of a steady increase or decrease over time. Roughly 45% need pre-college remediation in Reading. This has shown the most variability with a minimum of 36% to a maximum of 54% but with no apparent consistent rise or fall over the past 10 years. Data are from the Gavilan College Information System.

Over the past decade, there have been changes in the placement system such as the implementation of new objective tests in 2001 and a refinement of non-test measures. Prior to 2001, Gavilan College used ACT's ASSET test for Math and English skills with final placement determined in conjunction with a counselor to incorporate other factors

such as time since high school and employment derived skills. Since 2001, Gavilan has been using the Mathematics Diagnostic Testing Program (MDTP) and the Comprehensive Test for English Placement (CTEP) in addition to other validated objective measures and counselor input. These upgrades in the placement process complicate historical comparisons and could obscure changes in student skill levels over time. Given these caveats, there is no evidence that current entering Gavilan students have significantly different remediation needs than their predecessors.

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 January 27, 2005

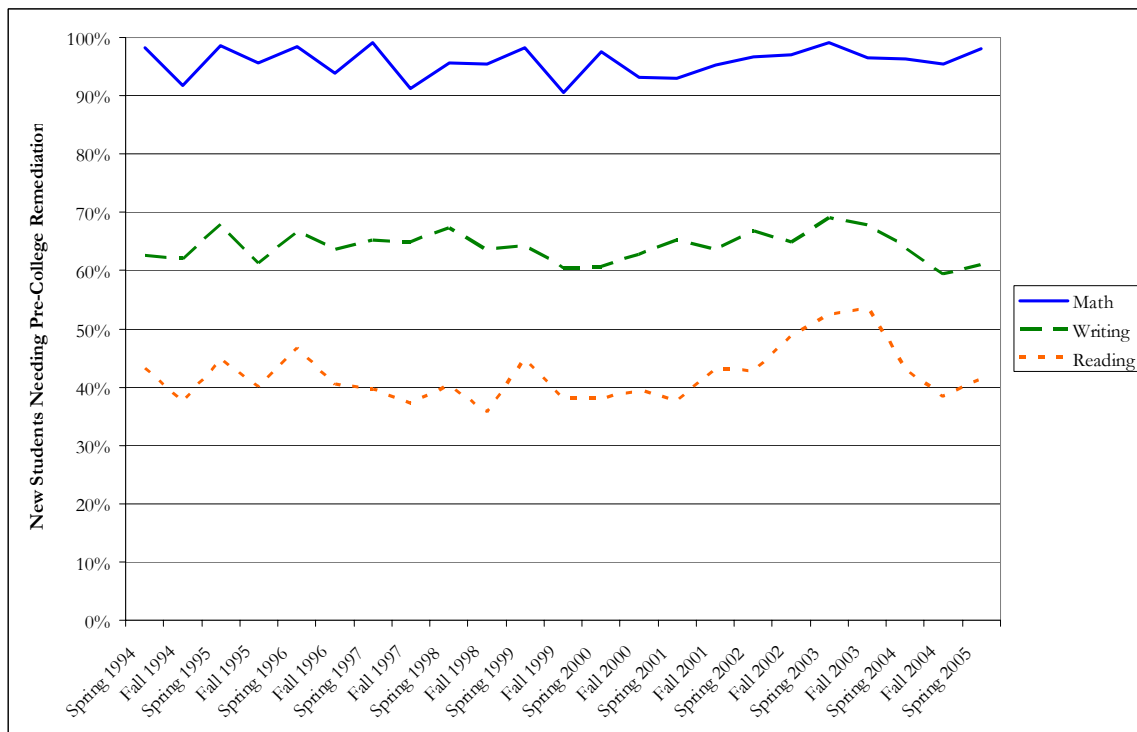


Figure 1. Percent of new Gavilan students who need pre-college remediation.