

Demo Project:
Olympic College

Project title:
High School Junior Assessment Project

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Project Update:

Outreach to High School Juniors

As a result of the demo funds and TMP support, Olympic College was able to offer their placement assessment to 531 juniors at seven high schools in six school districts in 2005.

- Bremerton High School, Bremerton School District (129 students)
- Klahowya Secondary School, Central Kitsap School District (95 students)
- North Kitsap High School, North Kitsap School District (140 students)
- Spectrum Community High School, North Kitsap School District (7 students)
- North Mason High School, North Mason School District (70 students)
- Shelton High School, Shelton School District (32 students)
- South Kitsap High School, South Kitsap School District (59)

Each high school held a group follow-up session one week after assessment. At these group sessions, Olympic College shared how incredible the support has been from the High School Administration and Counseling Staff. Olympic College also shared a snapshot of how the juniors placed as a class and how to interpret the individual placement score sheets. Students were able to see how their perception of their college math readiness skills matched their actual placement scores. The High School teams shared how the students could use their information to help guide their math course choices for their senior year.

Each high school used the placement results to guide activities surrounding Senior Year registration. Activities ranged from: course fairs, student-led conferences, one-on-one guidance counseling appointments, and small group advising sessions.

The following are highlights of the project data:

A highly diverse population took the assessment:

- | | |
|---|---|
| • 50% Female | • 66% Caucasian American/White |
| • 44% Male | • 27% Students of Color |
| • 6% Preferred not to respond to gender | • 7% Preferred not to respond to race/ethnicity |

Most students intend to enroll in post-secondary education:

- 42% Four-year College
- 39% Olympic College or other two-year college
- 19% Identified apprenticeship or work; military; other; or left question blank

Most students come from families where neither parent has a baccalaureate degree or higher:

- 64% said neither parent has a baccalaureate degree or higher

Many students said they do not receive help when choosing their high school courses:

- 35% said nobody helps them choose classes
- 34% said a parent or parents helps them choose classes
- 15% said a guidance counselor helps them choose classes
- 16% said siblings, other family members, friends, and others help them choose classes

Many students felt prepared for college level math:

- 20% said they felt very prepared to begin college level math
- 46% said they felt somewhat prepared to being college level math
- 27% said they did not feel adequately prepared
- 7% said they were not sure if they felt prepared for college level math

At the time of the assessment many students were not on track for college level math:

- 41% were below grade level
- 37% were on track to start college level math upon successful completion of a math course during the Senior Year
- 22% were ready at the time of the assessment to start college level math

Most students intended to take math during their Senior year:

- 76% indicated their intention to enroll in a math class their senior year
- 24% indicated that they would not take a math in their senior year

Change in student behavior?

- School districts reported an increase in the numbers of students enrolling for math in the Senior Year.
- One district reported a 71% increase in demand for math classes.

Outreach to High School Math Teachers

In September 2005, Olympic College hosted a dinner for local school district math teachers and curriculum directors; 5 OC representatives hosted and 23 teachers/curriculum directors representing 6 school districts and OSPI were in attendance. At the end of the dinner, the group formed two workgroups:

- Communication – How to communicate the importance of math preparedness to parents and the community
- Curriculum – How to align, assess, develop, and implement effective math instruction.

These two workgroups continue to meet regularly to discuss their topics. They will be reporting their recommendations to the West Sound Educational Leadership Council (WSEL) in May 2006. (The WESEL is a locally formed organization with representatives from Olympic College and the school districts located within Olympic College's service district.)