

Report of the  
Consultation Council Task Force on Assessment  
to the Board of Governors of the California Community Colleges

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## Introduction

At their March 6, 2007, meeting, the Board of Governors passed the following motion:

The Chancellor is directed to begin the process of evaluating the implementation of a system-wide uniform, common assessment with multiple measures of all community college students in consultation with the Community College League of California, Academic Senate and other community college partners for consideration and adoption by the Board of Governors by not later than November 2007. This evaluation shall be in concert with the System Strategic Plan and implementation process. In addition, and integral to the above, the Chancellor shall study policy strategies for consideration by the Board of Governors in the following areas: non-barrier access, student success, early assessment, orientation, prerequisites, failure to participate, funding, exemptions.

At the April meeting of the Consultation Council, the council approved the creation of a task force to address the Board's motion, with the membership listed at the front of this report.

Discussions amongst the members of the Board prior to adoption of the motion revealed several motivations beyond the larger goal of improving student success. First, especially in light of the focus brought to the issue by the successful first stages of the Basic Skills Initiative, the Board hoped to establish a common baseline measurement for the system by which to measure improvement in basic skills instruction, which in turn could be used to support further requests of support from the state. Second, the Board was concerned with the testing burden experienced by the increasing numbers of students enrolling at more than one community college. Anecdotal evidence seemed to suggest that students had to be re-assessed at each college they attended before enrollment, which impacted not only students but also implied a waste of limited college resources to fund the re-assessment. Third, several reports reviewed by the Board at its study session immediately preceding the March meeting offered evidence to support mandatory assessment as leading to increased success in basic skills, including the review of the literature done for the Basic Skills Initiative (Center for Student Success 2007).

Because the System is already working through other advisory committees to craft measurements to assess progress in basic skills improvement, the Consultation Council Task Force on Assessment (Task Force) focused its work on conducting a survey on practices related to the process of assessment for placement (See Appendix C for survey questions and summary of closed-ended responses) to address the second and third issues. In this work, the Task Force was assisted by System Office staff from the Research and Planning and Matriculation units. Thanks to the perseverance of staff, responses to the survey were collected from all 109 community colleges in the system.

In addition to the data collected through the survey, this report incorporates MIS data and findings and comments from other reports, several published after the Board of Governors' March meeting. This report also includes information on testing costs presented at the March study session on assessment and recommendations from the Consultation Council's previous Matriculation Assessment/Placement Task Force.

Based on the data from the survey and MIS reports, as well as findings from recently published reports, the Task Force formulated recommendations to bring before the Board of Governors for discussion, approval, and implementation. The report is organized by topic, with pertinent recommendations immediately following the discussion of each topic. A complete list of recommendations is collected together at the end of the report.

### Putting Assessment into a Larger Context

The *California Community Colleges System Strategic Plan* was developed to provide “a comprehensive road map for improving student access and success.” Under Goal B: Student Success and Readiness, the plan specifically recommends the development of “methods to more effectively assess student preparedness levels and to place students in appropriate courses.”

However, assessment for the purposes of placement in a course is but one of the components of matriculation. Matriculation is a process that provides students with a series of steps to follow to promote success in their educational pursuits. When followed, these steps ensure that students have accurate and timely information, assist them to establish educational goals, and help them to achieve these goals. As defined in Title 5 §55520, matriculation *minimally* comprises these components:

- Application for admission
- Assessment
- Orientation
- Counseling or advisement
- Development of an educational plan
- Evaluation of progress
- Support services such as financial aid, health services, tutoring
- Specialized curriculum such as basic skills and English as a Second Language (ESL) courses.

While it is important to address the issues of assessment and placement specifically, the components of matriculation must be supported as a whole to work effectively. For example, without adequate orientation for students to the expectations in academic preparation needed to succeed in a community college, students might defer addressing the needs identified in an assessment process. While assessment may assist a student in determining the best initial steps to take, failure to work with a counselor to develop an educational plan can result in a delay for the student in achieving his/her educational objective.

Nancy Shulock and Colleen Moore’s report *Rules of the Game* (2007) was a review of system policies where the authors looked at the interaction of these policies, rather than at individual policies alone; and their conclusion is that our system operates under interacting policies that actually serve as barriers to student success. Shulock and Moore specifically mention that existing policies encourage students to avoid getting assessed and to avoid or delay enrolling in courses addressing academic preparation, and they make it clear that ultimately the larger context of system policies needs to be reformed in order to address these problems.

Thus, while the Board’s focus on assessment can help to improve student success, the extent to which a singular focus on assessment can improve overall student achievement and the attainment of student goals is limited.

### Assessment of All Community College Students

Mandatory assessment is cited by numerous sources as an effective practice. A good summary of studies that support this contention are found in the Basic Skills Initiative literature review *Basic Skills as a Foundation for Student Success in California Community Colleges* (Center for Student Success 2007).

Mandatory assessment implies that all students are assessed. This is not the current situation in the California Community Colleges. As a part of matriculation practice, under Title 5 §55532 each college may establish policies which exempt students from matriculation, and by extension from assessment for placement. The criteria for setting the exemption policy are left up to the colleges for determination. While this regulatory section specifically allows a college to exempt a student from matriculation if he/she has already attained an associate degree or higher, a college is not required to do so. In addition, there is also a regulatory stipulation that specific criteria may not be used as the sole criterion for establishing an exemption. These criteria include the number of units, a student’s expressed goal or lack thereof, and whether a student is exclusively enrolled in evening classes. What this means is that a college cannot exempt a student from matriculation simply because he has declared a goal of personal enrichment. An additional criterion must be employed as part of the college’s policy. Equally, a college cannot exempt a student from matriculation simply because she is taking fewer than six units. However, a college may exempt a student from matriculation if she has both declared a goal of personal enrichment and is taking fewer than six units.

According to the Task Force survey, criteria for exemption from matriculation vary widely. Of note is the fact that exemption criteria differ depending on the assessment test. In addition, not all colleges exempt students from matriculation even if they hold a bachelor’s degree from a U.S. university. Specifically, six colleges do not exempt students from the English assessment, ten from the mathematics assessment, and 23 from the ESL assessment, even if the student already has a bachelor’s degree.

### *How Many Students are being Assessed*

Based on a review of matriculation data for Fall 2006 (accessed through the Datamart on the System Office website on 09.25.07), college exemption policies can be applied to individual components of the matriculation process. As the tables below show, the numbers of students exempted from these components of matriculation differ.

<b>Orientation</b>	<b>Credit</b>	<b>Non-Credit*</b>
Directed to Orientation	950,791	22,632

Exempted from Orientation	464,478	206,019
Total Enrolled	1,415,269	228,651
Received Orientation	711,354	20,098
Not Received Orientation	702,024	208,489
Refused Orientation	1,891	64
Total Enrolled	1,415,269	228,651

*Table 1. Orientation for Students Enrolled as of Fall 2006*

<b>Placement Assessment Services</b>	<b>Credit</b>	<b>Non-Credit*</b>
Directed to Assessment Testing	983,838	23,212
Exempted from Assessment Testing	431,431	205,439
Total Enrolled	1,415,269	228,651
Participated in Placement Testing Only	579,923	9,119
Participated in Other Measures of Testing Only	62,057	16,644
Received Skills Assessment Services Based on Both of the Above	244,525	3,050
Not Received Placement Testing	526,462	199,791
Refused Assessment Placement Services	2,302	45
Total Enrolled	1,415,269	228,651

*Table 2. Placement Assessment Services for Students Enrolled as of Fall 2006*

<b>Counseling</b>	<b>Credit</b>	<b>Non-Credit*</b>
Directed to Counseling Services	977,895	22,014
Exempted from Counseling Services	437,374	206,637
Total Enrolled	1,415,269	228,651
Received Student Education Plan (SEP) Counseling During the Term	52,218	91
Received Other Counseling During the Term	185,790	4,041
Received SEP and Other Counseling During the Term	179,237	970
Not Received Counseling During the Term	997,449	223,549
Refused Counseling During the Term	575	0
Total Enrolled	1,415,269	228,651

*Table 3. Counseling Services for Students Enrolled as of Fall 2006*

Of the 1,415,269 students enrolled in credit instruction in Fall 2006, 464,478 (32.8%) were exempted from orientation, 431,431 (30.5%) were exempted from assessment, and 437,374 (20.9%) were exempted from counseling services. While these numbers appear high, it is also important to note that MIS data show that 215,183 students enrolled already had an associate degree or higher. A look at the numbers for noncredit instruction show that fewer than 10% of students enrolled in noncredit are directed to matriculation services.

In these tables, the term “directed” equates to the concept of required or mandatory. It is therefore of great relevance and perhaps concern to see how many students fail to receive mandatory matriculation services. Of the students directed to assessment, only 92,729 (9.4%) failed to be assessed. In the area of orientation, the figure is more alarming with 239,437 (25.1%) not receiving mandated orientation. The figure for counseling services is abysmal, with more than half of students (559,500 or 56.1%) failing to receive mandated counseling services.

While the Board has expressed a particular interest in reviewing exemption policies, MIS data make it clear that current funding does not even support the matriculation services that are currently mandated, and in fact, it is in the area of assessment that colleges are doing best. It is impossible to examine the effect of current exemption policies given that currently mandated matriculation components are not fully funded.

Assessment without orientation and counseling services denies a student the information he/she needs to make an informed choice about which classes to take, including the importance of addressing basic skills issues early. The Basic Skills literature review (Center for Student Success 2007) also identifies as an effective practice that “counseling support provided is substantial, accessible, and integrated with academic courses/programs.”

It is clear that simply requiring all directed students be subject to required matriculation components would make a big difference in providing the guidance students need. However, this would come at a significant cost.

#### *The Cost of Fully Funding the Assessment Process*

In order to provide a ballpark figure for the additional cost of fully funding mandated assessment, this report uses information prepared by the System Office (see Appendix A). The System estimates the per student cost of assessing English and mathematics at \$4.65. This figure does not include assessment using a writing sample, which incurs a much higher cost due to the expense of paying for evaluators; nor does the cost extend to staff, equipment, or facilities. For the additional 97,333 students that should be assessed, the cost would amount to slightly over \$452,598.

It is impossible to know how many additional students would need to be assessed were exemption policies more stringent. However, if only students who had already attained a degree were exempted, the total cost to fund assessment for these students beyond our current levels (n=313,581) would be an additional \$1.46 million.

The cost of fully funding mandated counseling services under existing exemption policies would be far greater. To fully fund mandated counseling services (students not served less those exempted; n=560,075), using the current system ratio of counselor to students of 1:1,918 and the conservative estimate of \$60,000 per counselor (factoring in a mix of full- and part-time counselors) would require in excess of \$17 million. If we were to use the ratio of 1:900 recommended by the Consultation Council Task Force on Counseling (Academic Senate 2003), the cost would rise to over \$37 million. Using a Carnegie report recommended ratio of 1:300 cited in that same document, the cost would escalate to \$112 million.

#### *Recommendations*

While the board has expressed an interest in exploring exemption policies as one way to increase the number of students being assessed, since mandatory matriculation services are not even now

being fully funded, an evaluation of the effectiveness of exemption policies is not feasible. Therefore, the Task Force makes the following recommendation in this area.

■ The State should fully fund mandatory matriculation services in order to allow colleges to implement exemption policies based on maximizing student success rather than on financial limitations. Matriculation funding should receive annual COLA and growth funding.

### Messaging to High School Students

The issue of use of the Early Assessment Program (CSU) with community college students is currently being addressed through legislation (SB946 - Scott). Support for use of the EAP was endorsed by the faculty, CIOs, CSSOs, and matriculation professionals in the work of the Consultation Council's Matriculation Assessment/Placement Task Force in 2006:

If CSU informs a student of his/her readiness for college work as a result of the Early Assessment Program (EAP), CSU English Placement Test (EPT) and/or the Elementary Level Mathematics (ELM) test, community colleges may allow those students to enter directly into Freshman Composition and/or a mathematics course with intermediate algebra as a prerequisite.

In their paper *Beyond the Open Door: Increasing Student Success in the California Community Colleges*, Colleen Moore and Nancy Shulock further explore policies that affect the community colleges and changes that need to be made to foster greater student success. Two of the recommendations they make relate directly to the messages that high school students receive, or rather do not receive, about college. The research that they conducted for the paper reinforces other studies that show that encouraging students to go directly to college after high school yields greater retention and successful outcomes. Thus, their first recommendation is to facilitate this movement directly from high school into community colleges. The second recommendation is that the community colleges need to do a better job of conveying the standards of preparation needed to succeed in college. While they acknowledge that it will be difficult to standardize assessment testing throughout the California Community College system, as is supported by Brown and Niemi (2007), they emphasize that colleges can still increase their communication with high school students.

In the Assessment Task Force survey, colleges were asked about the venues where assessment testing was made available. While it is not surprising that the vast majority of testing is done at the colleges (mathematics: 84.21%; English writing: 84.94%; English reading: 84.92%; ESL: 93.60%), a significant amount of testing is done in the high schools. Of all the assessment testing that takes place in the state, 11.62% of math, 12.15% of English writing, and 12.60% of English reading assessment occur in high schools. Not surprisingly, given the population, the numbers for ESL testing are not as high but still significant at 5.35%.

Given the need for clearer messages to high school students about the academic standards needed to succeed in community colleges, it is encouraging to know that such a significant portion of assessment testing is conducted at the high schools. The need for orientation and counseling services surrounding the assessment process is equally important, and it is to be hoped that

community college counselors and other faculty are able to participate in such assessments. This would be an important follow-up question for future research in this area.

### *Recommendations*

Research supports increased communication with high school students regarding academic preparation for college. With this in mind, the Task Force makes the following recommendation.

- The system should provide the resources to provide increased opportunities for assessment testing in high schools along with information to increase awareness of college expectations.

### A Systemwide Uniform, Common Assessment

The understanding of the task force as to why the Board has asked for uniform common assessments in the areas of English, mathematics, and ESL is that the Board's interest stems largely from two concerns. Currently, colleges expend a significant portion of matriculation budgets on assessment testing, not to mention the matriculation services that support assessment processes. Colleges expend additional resources on the validation of assessment tests and their use as pre-requisites. In addition, the Board has heard that students, who are increasingly moving fluidly between community colleges, are generally subject to retesting at each college they attend. In both cases, resources now devoted to assessment testing, both in terms of money and time, might be redirected to other needy areas if uniform common assessments were in place.

Not surprisingly, considerable resistance to the imposition of a single, uniform common assessment in each subject area was expressed by the constituent groups represented on the Task Force. Local determination of what best supports student success is a deeply ingrained concept in our system. Each college has invested a great deal of time and care in selecting the assessment tests it currently uses, not to mention the time and expense of validating the tests for use with the local population. In some districts, this has led to the development of "homegrown" tests that are specifically tailored to reflect the local curricula and student population. In addition, questions were raised about the ability to validate a statewide-mandated test under current matriculation guidelines.

The topic of common assessment is not limited to the score from an assessment test alone. The topic of "assessment shopping" was raised several times in the Board's discussion, and simple portability of scores would not eliminate this practice. In order to reduce the attractiveness of "assessment shopping," placement recommendations would also need to be standardized, but this requires standardizing the curriculum among colleges. Under the current legislative principles established by the Board, the Board supports the maintenance of local authority and control in the administration of the colleges. Education Code section §70902(b)(7) clearly puts responsibility for curriculum under the joint responsibility of the local board and the academic senates of the district, a significant impediment to the implementation of a statewide curriculum in English, mathematics, or ESL.

*The Number of Assessment Tests Used in the California Community College System*

According to MIS data for 2005-2006 (2006-2007 data is not yet available), the colleges use a total of 92 tests. However, upon analysis, it becomes apparent that different sections of the same test are reported separately in this data, and that the number of discrete tests is far lower, under 30.

The Task Force survey provides a more detailed picture of assessment tests used as of Fall 2006.

<b>English Writing</b>	<b>English Reading</b>	<b>Mathematics</b>	<b>ESL</b>
Accuplacer – 37	Accuplacer – 46	MDTP – 42	CELSA – 47
Compass – 22	Compass – 23	Accuplacer – 41	Compass – 22
CTEP – 15	CTEP – 16	Compass – 19	Accuplacer – 17

*Table 4. The Top 3 Commercial Tests Used in Each Assessment Area (number of colleges)*

In the area of mathematics, 100 colleges reported using a commercial test; eight use a home-grown test; and seven report using some form of self-assessment (colleges could indicate more than one type of test; thus, the total is more than 109). Of the commercial test users, 41 colleges use the College Board’s Accuplacer, 19 use ACT’s Compass, and 42 use CSU’s Mathematics Diagnostic Test Project (MDTP). Five colleges use an additional test aside from these three, and one college uses exclusively a different test. Colleges report offering 233,600 mathematics assessments in Fall 2006 (some students took more than one mathematics assessment, e.g. in algebra and in calculus). One college reports offering no mathematics assessment testing.

In the area of English, 89 colleges report offering assessment testing, and 96 report offering assessment testing in reading.

In the area of English writing, three colleges use a form of self-assessment, 26 use a writing sample, 10 use a homegrown test that is not a writing sample, and 80 use commercially developed tests. Of the commercial test users, 37 use Accuplacer; six use the CCC Assessment and Placement Services (APS), 22 use COMPASS, and 15 use the College Test for English Placement (CTEP). In addition, seven colleges use an additional test instrument not among these four, and four colleges exclusively use tests not among these four. Colleges report offering 176,152 English writing assessments in Fall 2006.

In the area of English reading, 3 colleges use a form of self-assessment, 5 use a homegrown test, and 91 use a commercial test (colleges were able to select more than one answer). Of the commercial test users, 16 colleges use the CTEP; 23 use COMPASS; three use APS; and 46 use Accuplacer; three exclusively use tests not in the top 4; and one uses a different test as an additional test. Colleges report offering 199,628 reading assessments in Fall 2006.

In the area of English as a Second Language, 101 colleges offer assessment testing. Eight use a form of self-assessment, 31 use a writing sample, 14 use a homegrown test that is not a writing sample, and 86 colleges use commercially developed tests. Of those 86, 17 use Accuplacer; 47 use the Combined English Language Skills Assessment (CELSA), and 22 use COMPASS. Two colleges exclusively use tests besides these, and one college uses a different test than these three

as an additional test. Colleges report offering 38,497 ESL assessments in Fall 2006 (some students took more than one assessment, e.g. a writing sample and a commercial test).

From this survey of currently used tests, it is clear that more and more colleges are moving to the use of computerized tests (Accuplacer and COMPASS). Computerized testing automates scoring of tests and also provides flexibility as to when students can take the test, two attractions for assessment administration. Accuplacer and COMPASS are two of the top three tests used in each category.

Brown and Niemi (2007) cite the 94 tests used by the system and the inconsistent message this variation in testing sends high school students in terms of preparation. Only 11 states align high school tests with college preparation requirements. As mentioned above, they recommend making clear to students, even in middle school, what academic expectations are, including placement testing information.

One way of sending a uniform message and generating consistent expectations across community college campuses is to make common the placement testing practices the campuses employ. This might mean determining a limited set of existing assessments to be used, or developing a placement test battery specifically for the community colleges. Such a dramatic shift from existing practices would require involvement at the state level, with the Community College Board of Governors playing a major role in establishing a consistent and coherent placement testing policy. Additional research should be conducted into the alignment of the community college placement tests and other existing placements such as the English Placement Test and the Entry-Level Math Test in use at the other college systems in the state, as well as the alignment between placement tests and the skills actually addressed in the community college classrooms. (p27)

Given the number of recent reports that stress the large number of assessment tests in use in the system, the Task Force was actually surprised by the relatively small number of tests reported on the survey, particularly among the commercial tests. With only three major commercial tests used in each area, there is clearly a commonality that can be exploited to increase portability of test scores between institutions.

#### *Acceptance of Assessment Results between Colleges and Districts*

Anecdotal evidence seemed to suggest that few colleges were willing to accept the assessment results of other colleges, from other districts let alone those in the same district. Moore and Shulock (2007) offer one damning example of this disjuncture in one four-college district:

One college will accept all assessments from the other three with the exception of math assessments at one college; another college will accept reading, writing, and math assessments but none in English as a Second Language (ESL). A third will conditionally accept all assessments from all the other three colleges; a fourth will accept no ESL or math assessments from any of its three sister colleges and will accept only raw (not using the results) scores from two of the three sister colleges in reading while accepting no reading assessments from the third sister college.

However, responses to the Task Force survey suggests that much more acceptance of the assessment results of other colleges and districts is taking place than has been suggested anecdotally.

While 12% of the colleges never accept mathematics assessment results from other colleges, 24% of the colleges *always* accept such results. For English writing, 10.1% always accept results but 14.6% never do. For English reading, equally 13.5% always reject and always accept assessment results from other institutions. Given the wide variations in ESL, we see here the highest percentage of always reject with 40.6% and a lower percentage of always accept at 8.9%. How the colleges accept these results varies.

Of the reasons given for never accepting the assessment results from other colleges, in the area of ESL, most of the colleges cite differences in curriculum. Before an assessment instrument can be used for placement, the instrument must be evaluated for content validity, that is how well the items in the instrument correlate to the subject matter covered in the courses where students will be placed. Given the myriad combinations of ESL courses and the levels of instruction developed specifically for local needs, the commonality of curriculum between colleges, also known as curricular alignment, is low for ESL courses. Hence, the lack of confidence that an assessment instrument used elsewhere will adequately provide the information needed to properly place students into ESL courses. Many people would expect that there would be greater alignment in curriculum in mathematics, and the survey bears this out. While curriculum in ESL is cited as the reason for rejecting assessment results by 82.9%, curriculum was cited in mathematics by only 53.8%. Lack of curricular alignment was cited by 76.9% as a factor in rejecting assessment results in both English reading and writing.

Outside of those who always accept or reject assessment results are the vast majority who accept assessment results under certain conditions: mathematics at 63.9%; English writing at 75.3%; and English reading at 72.9%. Even 50.5% of colleges sometimes accept ESL assessment results.

In mathematics, almost two-thirds of this subset accept the scores if the test is the same, but this does beg the question of why one-third do not. Approximately 58% of these colleges accept the assessment results of other colleges in their districts. Within a few percentage points, the responses are similar for English and ESL.

When results are rejected, lack of curricular alignment is still a major reason (mathematics: 71.0%; English writing: 67.2%; English reading: 71.4%), particularly in ESL with 92.2% citing this issue. Interestingly, difficulty in interpreting raw scores of assessment tests was also high, with all four areas above 77%.

### *Use of Other Commonly Offered Tests*

The Task Force also used the survey to ascertain the use of other tests commonly taken by high school students and recent high school graduates. These include Advanced Placement (AP), the International Baccalaureate (IB), the SAT and ACT, and the CSU entry tests for English and

mathematics known respectively as the English Placement Test (EPT) and the Entry-Level Mathematics (ELM) test.

Of these tests, the AP exams are the most widely used by the community colleges in any fashion. For the most part, the result of an AP exam is used to grant course credit and occasionally unit credit. In this way, the AP exam serves as fulfillment of a degree/certificate/general education requirement or a pre-requisite. A few colleges also use the AP exam as one of the multiple measures used in the assessment process. Overall, however, the AP exam was not designed for and is clearly not used as a means for placement over a range of courses.

The other tests are used with the same frequency as AP exam results as one of the multiple measures. However, in all other respects, these other tests are used far less for any curricular purpose.

### *Recommendations*

While the Task Force was not able to recommend a single common uniform assessment test in any of the areas, it is clear that the field is moving in the direction of uniformity in many respects. As stated above, the technological advantages of using Accuplacer and COMPASS are prompting many colleges to adopt these two tests for all areas. In addition, the MDTP is widely used in mathematics and the CELSA for ESL. As of the writing of this report, the California Community College Assessment Association is looking into the development of a system ESL assessment test, which would be available for use within the system at no cost. If such a test is developed, market forces will undoubtedly prompt serious consideration of its adoption across the state.

It should be noted that staff from Disabled Students Programs and Services (DSPP) at colleges across the state have commented that there are significant accessibility issues with Accuplacer. The High Tech Center Training Unit (HTCTU) is in the process of gathering further information on this issue, but this concern on the part of DSPP staff shows another important consideration when choosing assessment tests.

In looking at the extent to which colleges accept the assessment results from other institutions, the responses were more positive than expected. Such efforts should be encouraged, and as noted previously, the small number of commercial tests used in each area can facilitate this.

Curricular issues appear to be the number one impediment to instituting a common assessment test across the state. More research needs to be done to investigate whether curriculum is intractably individualized at the colleges or whether there are commonalities that can be exploited. The general agreement of the Task Force members is that basic skills and ESL courses are too varied in focus and content to be very promising in such research. However, degree-applicable courses may be a better subject of research given the definitions that exist in Title 5 and the course descriptions that were formerly employed under the Course Articulation Number (CAN) system for transfer courses.

With these considerations in mind, the Task Force makes the following recommendations.

- A statewide system for the sharing of assessment testing data should be established. This system would facilitate the portability of assessment testing data and the intra-institutional use of student assessment testing data.
- Given the limited number of commercial tests used in the system, a comparability table should be developed for the test results from these tests. This effort would facilitate the intra-institutional use of student assessment testing data.
- The system should support the efforts of the California Community College Assessment Association to develop an ESL assessment test available for statewide use.
- The system should support a pilot project which explores the alignment across colleges of course outcomes for Freshman Composition, the course one level below Freshman Composition, and the course commonly known as English 1B/101B as a first step in researching the feasibility of implementing a common assessment.

### Concluding Thoughts

There are many issues that the Assessment Task Force was not able to explore. In the course of formulating and administering the survey, participants and interested parties raised issues worthy of further exploration. One of the most vocal groups includes those involved in noncredit. Noncredit has, until recently, been overlooked as a significant pathway to foster student success in higher education. With enhanced noncredit funding afforded through SB361, presentations on the topic to the Board of Governors, and the publication of the Academic Senate paper *The Role of Noncredit in the California Community Colleges*, the vital role that noncredit plays in academic preparation and as a pathway to degrees, certificates, and transfer, has been highlighted. While limited, matriculation funds are provided specifically for students enrolled in noncredit courses and programs, including in the areas of assessment and orientation. More research is needed to ascertain the status of matriculation services in noncredit and what further support is needed to strengthen this pathway to further higher education.

Several issues raised by the 2006 Matriculation Assessment/Placement Task Force recommendations still need to be addressed. In addition to echoing the need for more attention to noncredit issues, the recommendations include reviewing matriculation regulation, the need for training for matriculation officers, and fostering collaboration between assessment and curriculum development.

The reports cited elsewhere in this report also raise other issues that have not been explored, including the issues of the use of multiple measures, revisiting the process for validation of pre-requisites, how to hire more counselors and matriculation personnel within the restraints of the 50% Law, mandatory placement and timelines for remediation.

Finally, the Board's own motion raises other issues that still need to be explored, including the relationship of changes in matriculation policy and access and exemption policies. With that in mind, the Task Force concludes its report with the following recommendation.

■ The Task Force should be continued, with support from the System Office and the Board of Governors, in order to address further assessment issues such as noncredit assessment and placement, validation of prerequisites, multiple measures. The Task Force should identify and prioritize further research to support future recommendations.

## Summary of Task Force Recommendations

- The State should fully fund mandatory matriculation services in order to allow colleges to implement exemption policies based on maximizing student success rather than on financial limitations. Matriculation funding should receive annual COLA and growth funding.
- The system should provide the resources to provide increased opportunities for assessment testing in high schools along with information to increase awareness of college expectations.
- A statewide system for the sharing of assessment testing data should be established. This system would facilitate the portability of assessment testing data and the intra-institutional use of student assessment testing data.
- Given the limited number of commercial tests used in the system, a comparability table should be developed for the test results from these tests. This effort would facilitate the intra-institutional use of student assessment testing data.
- The system should support the efforts of the California Community College Assessment Association to develop an ESL assessment test available for statewide use.
- The system should support a pilot project which explores the alignment across colleges of course outcomes for Freshman Composition, the course one level below Freshman Composition, and the course commonly known as English 1B/101B as a first step in researching the feasibility of implementing a common assessment.
- The Task Force should be continued, with support from the System Office and the Board of Governors, in order to address further assessment issues such as noncredit assessment and placement, validation of prerequisites, multiple measures. The Task Force should identify and prioritize further research to support future recommendations.

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## Appendices

### *Appendix A. The Cost of Standardized Assessment Instruments*

#### **The Cost of Standardized Assessment Instruments**

The five most widely used assessment instruments currently approved for statewide use by community colleges in California are: **ACCUPLACER**'s CPT and Companion tests published by the College Board, **COMPASS** published by ACT, **MDTP** developed by faculty from UC, CSU and the Community Colleges; **CTEP** developed by faculty from California Community Colleges, and **CELSA** published by the Association of Classroom Teacher Testers (ACTT).

Two of the major test publishers are located outside of California: The College Board, which publishes Accuplacer, is located in New York, New York, and American College Testing Services (ACT), the publisher of COMPASS, is located in Iowa City, Iowa. Mathematics Diagnostic Testing Project, the publisher of MDTP, Pacific College Testing, the publisher of CTEP and the Association of Classroom Teacher Testers (ACTT), the publisher of CELSA are located in La Jolla, Santa Barbara, and Montecito, California, respectively.

While Accuplacer and COMPASS have tests for Mathematics, English and ESL, the other three tests were developed exclusively for Mathematics, English or ESL. Within Mathematics and English, there are numerous subtests. For Mathematics, the subtests include arithmetic, elementary or pre-algebra, algebra, trigonometry and calculus. For English, reading, writing, language usage, structure, grammar and comprehension are subtest domains.

**Accuplacer's** tests are for Arithmetic, Elementary Algebra, College Level Mathematics, Sentence Skills and Reading Comprehension. Their ESL instrument consists of Sentence Meaning, Reading Skills and Language Use. **COMPASS's** tests include Numerical Skills, Pre-Algebra, Algebra, Reading, and E-Write. Their ESL instrument consists of Listening, Reading and Grammar Usage and ESL E-Write. **MDTP's** tests include Elementary Algebra, Intermediate Algebra, Calculus Readiness, and Algebra Readiness. **CTEP's** tests include Sentence Structure and Grammar, Sentence and Syntax Skills and Reading Comprehension. **CELSA** assesses the English language skills of non-native speakers. The costs for these tests are as follows:

ACCUPLACER tests are \$1.55 per unit, except for the WritePlacer and Listening subtests which cost \$4 per unit. The publisher does not charge any annual license fee.

COMPASS charges an annual license fee of \$450 per college and has a per-unit cost between \$1.15 and \$1.35, dependent upon the number of units purchased by the college.

MDTP charges an annual license fee between \$400 and \$800 depending on the size of the college, and costs an additional \$0.60 per unit.

CTEP charges an annual license fee of \$400 to \$4,000 depending on the size of the institution, and costs an additional \$0.25 per unit.

CELSA charges an annual license fee between \$195 and \$995 depending on the number of students tested per year at the college, and costs an additional \$0.60 per unit.

Most students are assessed in mathematics and English or ESL. The per-student cost of assessment is higher if a writing test is included. The writing portion includes the cost of two faculty raters per student, and a third faculty member if there is a significant difference between the readers' scores and another opinion is necessary. Recently, publishers have attempted to produce electronic protocols to grade writing assessments; these can be quite costly. For paper-and-pencil tests, there are costs associated with scanning software and processes. If college policies permit students to retake their placement tests, or include testing in their challenge processes, the cost of testing increases. This is also true when potential students decide not to enroll after having been given the placement tests. Some colleges report a per-student cost of approximately \$5.20, excluding the writing portion.

The statewide costs depend on the total numbers of students tested, the numbers of units used, the numbers of tests repeated, the numbers of students assessed in writing, the numbers of students taking Mathematics, English and/or ESL assessments since these costs are variable, and the costs for applicable annual license fees.

Colleges may also choose to use their own faculty created or managed test(s). These tests must be approved by the Chancellor before they can be used. The approval process includes validation for test validity, cut scores, the absence of test bias and disproportionate impact. Besides the five major tests, currently there are 112 tests approved for local use but many are infrequently used.

A conservative estimate is that \$12 million is needed to increase the number of students who are assessed for course placement. Assuming that the Board of Governors' motion on Assessment will result in assessment tests administered to more students, a placeholder budget request has been prepared for the 2008-09 budget process. Assuming that half of those who should receive this service are assessed each year, an additional \$12 million dollars would be needed. This is based on the cost of purchasing additional assessment instruments, paying faculty to rate writing samples, and hiring additional assessment staff to administer these tests in high schools, community agencies, and other locations outside the colleges. Note that we need not add software license costs as we are assuming that colleges will use the license(s) they already have. There are significant additional costs for counselors to interpret the scores, add companion measures, advise students on course placement and develop education plans. Those costs are separately included within other components of the budget proposal, requesting \$15.1 million to complete the restoration of Matriculation funding that was cut in 2002-03 and \$10 million specifically for additional full-time counselors.

**Appendix 1**  
**Cost of Standardized Assessment Instruments**

		Licence	\$ per unit	Vol Disc	\$ per student
<b>1 ACCUPLACER</b>					
	Paper & Pencil (Companion)	\$0	\$1.55		\$4.65
	Computerized (CPT)		\$1.55		
	Writeplacer		\$4.00		\$4.00
	Listening Subtest		\$4.00		\$4.00
<b>2 ACT COMPASS</b>					
	Paper & Pencil (ASSET)*	\$450			\$6.47
	Computerized (COMPASS)	\$450	\$1.35	\$1.15	\$4.05
	e-Write		\$4.00		\$4.00
<b>3 MDTP</b>					
	<5000	\$400	\$0.60		\$0.60
	>4999	\$800			
<b>4 CTEP</b>					
	<2000	\$400	\$0.25		\$0.25
	2001-5000	\$600			
	5001-10000	\$800			
	10001-15000	\$1,200			
	15001-20000	\$1,600			
	20001-30000	\$2,000			
	30001-50000	\$3,000			
	>50000	\$4,000			
<b>5 CELSA</b>					
	1-60	\$195	\$0.60		\$0.60
	61-200	\$295			
	201-400	\$450			
	401-750	\$675			
	751-1200	\$995			

\* ACT validated COMPASS, the computerized version, but not the paper-and-pencil ASSET tests. Asset requires the purchase of test booklets and score sheets.

**Appendix 2**  
**Estimate of Cost to serve more students in Matriculation Assessment**

	Number	Unit Cost	Total
Cost of Assessment (English, Math)	400,000	\$4.65	\$1,860,000
Raters for Writing Assessment	40,000	\$44.00	\$1,760,000
Information Package	400,000	\$0.65	\$260,000
Staff Cost (\$55,000 plus 35% benefits)	109	\$74,250.00	\$8,093,250
<b>TOTAL Additional Assessment Cost</b>			<b>\$11,973,250</b>

**Appendix 3**  
**Approved Standardized Assessment Instruments**

- 1 **College Board ACCUPLACER - Computerized (CPT) & Paper and Pencil (Companion)**
- 2 **ACT COMPASS (Computerized)**
- 3 **UC/CSU Mathematics Diagnostic Testing Project (MDTP) - Computerized & Paper and Pencil**
- 4 **College Tests for English Placement (CTEP) - Computerized & Paper and Pencil**
- 5 **COMBINED ENGLISH LANGUAGE SKILLS ASSESSMENT (CELSA) - Computerized & Paper and pencil**

## **Appendix 4**

### **Brief Descriptions of The Major Assessment Instruments**

**ACCUPLACER** is a computer-adaptive placement testing program delivered over the Internet. Scoring is available immediately after testing. The scores contain student test scores, and information about course placement based on institutional placement scores. WritePlacer is for the writing assessment portion.

**COMPASS** is a computer-adaptive and internet-delivered test used to help place students into appropriate courses. According to their website, it maximizes the information postsecondary schools need to ensure student success in measuring the students' skills in reading, writing, mathematics, and ESL. It provides fast and accurate results to help you make the right course placement decisions. The system also includes 26 diagnostic tests in the areas of math, reading, and writing skills, and e-Write, an electronically scored direct writing assessment that provides near immediate test results.

**CTEP**, the College Test for English Placement is designed to assess students' skills in reading and writing. The Reading Comprehension test consists of seven reading selections and 35 multiple choice questions. The Sentence Structure and Grammar test contains 30 multiple choice grammar questions, and the Sentence & Syntax Skills test contains 40 fill-in-the-blank questions testing both grammar and comprehension.

Test 1 Reading Comprehension (35 questions, 35 minutes)

Test 2 Sentence Structure and Grammar (30 questions, 20 minutes)

Test 3 Sentence and Syntax Skills (40 questions, 15 minutes)

**CSU/UC MDTP** Mathematics Diagnostic Testing Project was developed and supported by The California State University (CSU) and the University of California (UC) in 1977. The current workgroup members include faculty from CSU, UC, community colleges, and secondary schools. The workgroup is assisted in its test development through the consulting services of the Educational Testing Service.

**CELSA** (Combined English Language Skills Assessment) has two test forms for placing students into seven levels of proficiency from low-beginning to advanced-plus. Each 45 minute test has 75 items with 4 choices. Reliabilities are .93-.94 and the forms correlate at .90. This test is approved as a Federal Financial Aid "Ability to Benefit" test. It is freed from bias.

**Appendix 5**  
**Approved Standardized Assessment Instruments**

**College Board ACCUPLACER** Companion=Paper-and pencil & CPT=Computerized

ACCUPLACER ARITHMETIC  
ACCUPLACER ELEMENTARY ALGEBRA  
ACCUPLACER COLLEGE LEVEL MATH  
ACCUPLACER SENTENCE SKILLS  
ACCUPLACER READING COMPREHENSION

ACCUPLACER - ESL SENTENCE MEANING  
ACCUPLACER - ESL READING SKILLS  
ACCUPLACER - ESL LANGUAGE USE

**ACT COMPASS (COMPUTERIZED)**

ACT COMPASS NUMERICAL SKILLS/PRE-ALGEBRA  
ACT COMPASS ALGEBRA  
ACT COMPASS READING  
ACT COMPASS WRITING

ACT COMPASS ESL LISTENING, READING and GRAMMAR USAGE

ACT COMPASS E-WRITE  
ACT COMPASS ESL E-WRITE

**UC/CSU Mathematics Diagnostic Testing Project (MDTP) - Paper-and-pencil & Computerized**

UC/CSU MDTP ELEMENTARY ALGEBRA  
UC/CSU MDTP INTERMEDIATE ALGEBRA  
UC/CSU MDTP PRE-CALCULUS READINESS  
UC/CSU MDTP ALGEBRA READINESS

**College Tests for English Placement (CTEP) - Paper-and-Pencil & Computerized**

CTEP SENTENCE STRUCTURE AND GRAMMAR  
CTEP SENTENCE AND SYNTAX SKILLS  
CTEP READING COMPREHENSION

**COMBINED ENGLISH LANGUAGE SKILLS ASSESSMENT (CELSA) - Paper-and pencil & Computerized**

COMBINED ENGLISH LANGUAGE SKILLS ASSESSMENT (CELSA)

## Appendix 6 Acronyms and Abbreviations

ACT	American College Testing
ACTT	Association of Classroom Teacher Tester
CELSA	Combined English Language Skills Assessment
CPT	Computerized Placement Test
CTEP	College Test of English Placement
MDTP	Mathematics Diagnostic Testing Project

## Appendix 7 Locally Developed & Locally Managed Assessment Instruments

	Assessment Instrument	Count
1	ACT ASSET NUMERICAL SKILLS	1
2	ACT ASSET READING	2
3	ACT ASSET WRITING	2
4	<b>ACT COMPASS College Algebra</b>	<b>4</b>
5	<b>ACT COMPASS ESL Listening, Reading and Grammar Usage</b>	<b>6</b>
6	ACT COMPASS Geometry	1
7	ACT COMPASS Trigonometry	4
8	ALGEBRA ASSESSMENT II (FORMS A & B)	2
9	APS COMPUTATION	2
10	APS READING	5
11	APS WRITING	9
12	ASSESSMENT OF WRITTEN ENGLISH (AWE)	1
13	BIOLOGY TEST	1
14	CALCULUS TEST	1
15	COLLEGE ALGEBRA (Local test)	1
16	COLLEGE BOARD DTLs CONVENTIONS OF WRITTEN ENGLISH	3
17	COLLEGE BOARD DTLs CRITICAL REASONING	1
18	COLLEGE BOARD DTLs READING COMPREHENSION	4
19	COLLEGE BOARD DTLs SENTENCE STRUCTURE	2
20	COLLEGE BOARD DTMS ARITHMETIC	1
21	COLLEGE BOARD DTMS ELEMENTARY ALGEBRA	2
22	COLLEGE BOARD DTMS INTERMEDIATE ALGEBRA	1
<b>23</b>	<b>COLLEGE TEST FOR ENGLISH PLACEMENT (CTEP)</b>	<b>2</b>
24	COMPARATIVE GUIDANCE & PLACEMENT (APPLIED ARITHMETIC)	1
25	CONTINUING EDUCATION ESL PLACEMENT TEST	1
26	DEGREES OF READING POWER (DRP)	3
27	DEGREES OF READING POWER (FOR ESL COURSES)	1
28	DESCRIPTIVE TEST OF LANGUAGE SKILLS (SENTENCE STRUCTURE)	1
29	ELEMENTARY ALGEBRA TEST	1
30	ENGLISH PLACEMENT TEST	2
31	ENGLISH READING AND WRITING	1
32	ENGLISH WRITING SAMPLE (Local)	46

33	ESL COMPUTER ADAPTIVE PLACEMENT TEST	1
34	ESL GRAMMAR/WRITING TEST	1
35	ESL LISTENING/SPEAKING TEST	1
36	ESL OBJECTIVE TEST (GESL)	1
37	ESL PLACEMENT TEST	2
38	ESL WRITING SAMPLE (Local)	31
39	INTERMEDIATE ALGEBRA PLACEMENT TEST	2
40	MATH PLACEMENT TEST	1
41	MATHEMATICS ASSESSMENT TEST	1
42	NELSON-DENNY	3
43	NON-CREDIT ESL PLACEMENT TEST	1
44	NON_NATIVE SPEAKERS WRITING	1
45	PRE ALGEBRA TEST	1
46	SECONDARY LEVEL ENGLISH PROFICIENCY	2
47	STANFORD DIAGNOSTIC READING TEST (FORM A)	2
48	TEST OF ADULT BASIC EDUCATION (TABE)	1
49	TEST OF ENGLISH LANGUAGE DEVELOPMENT (TELD)	2
Note: Approved for statewide use are in bold.		

## *Appendix B. Matriculation Assessment/Placement Task Force Recommendations*

California Community Colleges  
Matriculation Assessment/Placement Task Force (August 2006)

### Recommendations:

1. If CSU informs a student of his/her readiness for college work as a result of the Early Assessment Program (EAP), CSU English Placement Test (EPT) and/or the Elementary Level Mathematics (ELM) test, community colleges may allow those students to enter directly into Freshman Composition and/or a mathematics course with intermediate algebra as a prerequisite.
2. Faculty should always be involved in the selection of assessment tests, cut score validation, selection of companion measures for placement, and the use of assessment in establishing pre-requisites, corequisites and advisories.
3. All matriculation assessment/placement documents should be reviewed for readability and usability.
4. Change timeline so that second-party test publishers submit validation data prior to January meeting of Assessment Workgroup (rather than June) in the fifth year of a six-year cycle to allow colleges time to respond and perform local validations if not submitted.
5. The System Office needs to remind colleges that they need to be in compliance with matriculation regulations and needs to enforce the matriculation regulation that colleges perform local research into the efficacy of local matriculation processes.
6. The Matriculation Unit in the Systems Office should be consulted in the development of memos concerning matriculation issues before they go out to the field.
7. While retaining the spirit and the reasons for the implementation of matriculation regulations, Title 5 regulations for assessment/placement should be reviewed for ongoing utility.
8. The Matriculation Unit needs additional staffing and funding to support the needs of the system.

### Additional suggestions:

- At both the local and the system level, greater and continuous education regarding the matriculation assessment/placement must take place emphasizing the participation of both academic affairs and student services.
- Assessment and curriculum are inextricably connected, and these should be reviewed in tandem on an on-going basis by faculty, staff, and administrators.
- There needs to be continued recognition of the needs of noncredit instruction and services and the need to involve and include noncredit in matriculation assessment/placement discussions.
- There should be continued and increased support for articulation between the community colleges, high schools and four-year institutions.

- There needs to be additional on-going assessment/placement training for matriculation officers, faculty, staff, and administrators.
  - The System Office has existing matriculation and assessment/placement materials available, many of which are targeted to a general audience. Such materials need to be better publicized.
  - The CCC Assessment Association provides technical assistance to local colleges to help with assessment/placement questions and to assist colleges with compliance with matriculation regulations. This needs to be better publicized.
- 

*Appendix C. Assessment Task Force Survey – Summary of Closed-Ended Question Responses*

The responses are summarized in graphical format beginning on the next page.

# CCC Assessment Survey

1. Please enter the following information.			
		Response Percent	Response Count
Respondent LAST Name:	<input type="text"/>	100.0%	109
Respondent FIRST Name:	<input type="text"/>	100.0%	109
College Name:	<input type="text"/>	100.0%	109
Current Job/Position Title:	<input type="text"/>	100.0%	109
Telephone Number (Format 123-456-9999):	<input type="text"/>	100.0%	109
Email:	<input type="text"/>	100.0%	109
<i>answered question</i>			<b>109</b>
<i>skipped question</i>			<b>0</b>

2. How long have you worked in your current position at this college?				
		Response Average	Response Total	Response Count
Years		5.98	652	109
Months		3.58	390	109
<i>answered question</i>			<b>109</b>	
<i>skipped question</i>			<b>0</b>	

3. Does your college use Mathematics assessment tests? (Includes self-assessment and locally-developed tests)			
		Response Percent	Response Count
Yes	<input type="text"/>	99.1%	108
No	<input type="text"/>	0.9%	1
<i>answered question</i>			<b>109</b>
<i>skipped question</i>			<b>0</b>

4. For Mathematics assessment, does your college use the following tests?			
	Yes	No	Response Count
Self-Assessment	7.4% (8)	<b>92.6% (100)</b>	108
Approved Locally-developed test (not self-assessment)	6.5% (7)	<b>93.5% (101)</b>	108
Approved Commercial test -- If yes, please provide test name below	<b>92.6% (100)</b>	7.4% (8)	108
	<i>answered question</i>		<b>108</b>
	<i>skipped question</i>		<b>1</b>

5. If your college uses an approved commercial test for this discipline, please enter the test name(s) below. If you DO NOT use a commercial test, enter NA and go to the next question.			
			Response Count
			108
	<i>answered question</i>		<b>108</b>
	<i>skipped question</i>		<b>1</b>

6. In order to help the Board of Governors understand the scope of assessment testing in the system, tell us how many students (duplicated headcount) were assessed in Mathematics at your college in the Fall 2006 term. Please include tests and retests in the count.				
		Response Average	Response Total	Response Count
<b>Number of Mathematics Assessments (Fall 2006)</b>		<b>2,162.96</b>	<b>233600</b>	<b>108</b>
	<i>answered question</i>			<b>108</b>
	<i>skipped question</i>			<b>1</b>

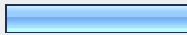
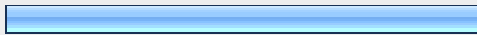

**7. Mathematics: Approximately what percentage (%) of Mathematics assessments were conducted in the following locations or modality during the Fall 2006 term? Please round to the nearest whole number. Percentages should sum to 100%.**

	Response Average	Response Total	Response Count
<b>At a college/campus assessment center - proctored (%)</b>	<b>84.21</b>	<b>9011</b>	<b>107</b>
At off-site locations - proctored (%)	5.86	469	80
At high schools - proctored (%)	11.62	1057	91
At adult schools/in conjunction with noncredit programs - proctored (%)	0.11	8	72
Unproctored – online (e.g., at home, in open computer lab) (%)	3.12	228	73
Other (%)	0.44	27	62
	<b>answered question</b>		<b>108</b>
	<b>skipped question</b>		<b>1</b>

**8. If you entered a percentage for "Other," please explain.**

	Response Count
	12
	<b>answered question</b>
	<b>12</b>
	<b>skipped question</b>
	<b>97</b>

**9. Does your college accept Mathematics assessment results from other colleges?**

	Response Percent	Response Count
Always accept 	24.1%	26
<b>Sometimes accept</b> 	<b>63.9%</b>	<b>69</b>
Never accept 	12.0%	13
	<b>answered question</b>	
	<b>108</b>	
	<b>skipped question</b>	
	<b>1</b>	

**10. How does your college handle Mathematics assessment results from other colleges?**

	Always	Sometimes	Never	Response Count
If the test is the same, we accept the scores	<b>69.2% (18)</b>	15.4% (4)	15.4% (4)	26
If the test is the same, we accept the placement recommendation	<b>76.9% (20)</b>	23.1% (6)	0.0% (0)	26
If the test is different, we accept the placement recommendation	<b>65.4% (17)</b>	34.6% (9)	0.0% (0)	26
My college accepts the assessment results from other colleges in my district for placement	<b>92.3% (24)</b>	3.8% (1)	3.8% (1)	26
My college accepts the assessment results from colleges outside my district for placement	<b>76.9% (20)</b>	23.1% (6)	0.0% (0)	26
The acceptance of another college's assessment results is subject to a recency requirement	<b>46.2% (12)</b>	15.4% (4)	38.5% (10)	26
If there is a recency requirement, please explain:				14
<b><i>answered question</i></b>				<b>26</b>
<b><i>skipped question</i></b>				<b>83</b>

**11. Are any of the following conditions the reason(s) that your college does not accept Mathematics assessment results from other colleges?**

	Reason	Not a reason	Response Count
Lack of alignment in curriculum	<b>53.8% (7)</b>	46.2% (6)	13
Differences in cut scores	<b>69.2% (9)</b>	30.8% (4)	13
Other tests do not meet the needs of our curriculum	15.4% (2)	<b>84.6% (11)</b>	13
The other colleges use other multiple measures	46.2% (6)	<b>53.8% (7)</b>	13
It is difficult to interpret the raw scores of other colleges	<b>53.8% (7)</b>	46.2% (6)	13
Faculty decisions	<b>69.2% (9)</b>	30.8% (4)	13
Other Reasons (if none, check "Not a Reason")	23.1% (3)	<b>76.9% (10)</b>	13
		If "Other Reasons," please explain:	3
		<b><i>answered question</i></b>	<b>13</b>
		<b><i>skipped question</i></b>	<b>96</b>


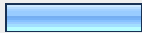
**12. If you sometimes accept Mathematics assessment results from other colleges, how does your college handle these results?**

	Always	Sometimes	Never	Response Count
If the test is the same, we accept the scores	<b>65.2% (45)</b>	26.1% (18)	8.7% (6)	69
If the test is the same, we accept the placement recommendation	34.8% (24)	<b>37.7% (26)</b>	27.5% (19)	69
If the test is different, we accept the placement recommendation	14.5% (10)	<b>60.9% (42)</b>	24.6% (17)	69
My college accepts the assessment results from other colleges in my district for placement	<b>58.0% (40)</b>	21.7% (15)	20.3% (14)	69
My college accepts the assessment results from colleges outside my district for placement	8.7% (6)	<b>76.8% (53)</b>	14.5% (10)	69
The acceptance of another college's assessment results is subject to a recency requirement	<b>42.0% (29)</b>	17.4% (12)	40.6% (28)	69
If there is a recency requirement, please explain:				42
<b><i>answered question</i></b>				<b>69</b>
<b><i>skipped question</i></b>				<b>40</b>

**13. If you sometimes DO NOT accept Mathematics assessment results from other colleges, please indicate the reasons below.**

	Reason	Not a reason	Response Count
Lack of alignment in curriculum	<b>71.0% (49)</b>	29.0% (20)	69
Differences in cut scores	<b>55.1% (38)</b>	44.9% (31)	69
Other tests do not meet the needs of our curriculum	<b>68.1% (47)</b>	31.9% (22)	69
The other colleges use other multiple measures	37.7% (26)	<b>62.3% (43)</b>	69
It is difficult to interpret the raw scores of other colleges	<b>81.2% (56)</b>	18.8% (13)	69
Faculty decisions	<b>53.6% (37)</b>	46.4% (32)	69
Other Reasons (if none, check "Not a Reason")	23.2% (16)	<b>76.8% (53)</b>	69
If "Other Reasons," please explain:			21
<i>answered question</i>			<b>69</b>
<i>skipped question</i>			<b>40</b>

**14. Does your college use Writing assessment tests? (Includes self-assessment, writing samples, and locally-developed tests)**

		Response Percent	Response Count
Yes		<b>81.7%</b>	89
No		18.4%	20
<i>answered question</i>			<b>109</b>
<i>skipped question</i>			<b>0</b>

15. For Writing assessment, does your college use any of the following tests?			
	Yes	No	Response Count
Self-Assessment	3.4% (3)	<b>96.6% (86)</b>	89
Writing Sample	29.2% (26)	<b>70.8% (63)</b>	89
Approved Locally-developed test (not self-assessment or writing sample)	11.2% (10)	<b>88.8% (79)</b>	89
Approved Commercial test -- If yes, please provide test name below	<b>89.9% (80)</b>	10.1% (9)	89
	<i>answered question</i>		<b>89</b>
	<i>skipped question</i>		<b>20</b>

16. If your college uses an approved commercial test for this discipline, please enter the test name(s) below. If you DO NOT use a commercial test, enter NA and go to the next question.			
			Response Count
			89
	<i>answered question</i>		<b>89</b>
	<i>skipped question</i>		<b>20</b>

17. In order to help the Board of Governors understand the scope of assessment testing in the system, tell us how many students (duplicated headcount) were assessed in Writing at your college in the Fall 2006 term. Please include tests and retests in the count, as well as partial assessments (e.g., completed a writing test, but not the writing sample).				
		Response Average	Response Total	Response Count
Number of Writing Assessments (Fall 2006)		1,979.24	176152	89
	<i>answered question</i>			<b>89</b>
	<i>skipped question</i>			<b>20</b>


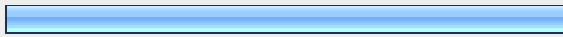
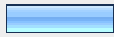
**18. Writing: Approximately what percentage (%) of Writing assessments were conducted in the following locations or modality during the Fall 2006 term? Please round to the nearest whole number. Percentages should sum to 100%.**

	Response Average	Response Total	Response Count
At a college/campus assessment center - proctored (%)	84.94	7560	89
At off-site locations - proctored (%)	6.23	405	65
At high schools - proctored (%)	12.15	899	74
At adult schools/in conjunction with noncredit programs - proctored (%)	0.11	6	56
Unproctored – online (e.g., at home, in open computer lab) (%)	0.53	30	57
Other (%)	0.00	0	49
	<i>answered question</i>		<b>89</b>
	<i>skipped question</i>		<b>20</b>

**19. If you entered a percentage for "Other," please explain.**

	Response Count
	6
	<i>answered question</i>
	<b>6</b>
	<i>skipped question</i>
	<b>103</b>

**20. Does your college accept Writing assessment results from other colleges?**

	Response Percent	Response Count
Always accept 	10.1%	9
<b>Sometimes accept</b> 	<b>75.3%</b>	67
Never accept 	14.6%	13
	<i>answered question</i>	
	<b>89</b>	
	<i>skipped question</i>	
	<b>20</b>	

**21. How does your college handle Writing assessment results from other colleges?**

	Always	Sometimes	Never	Response Count
If the test is the same, we accept the scores	<b>66.7% (6)</b>	22.2% (2)	11.1% (1)	9
If the test is the same, we accept the placement recommendation	<b>88.9% (8)</b>	11.1% (1)	0.0% (0)	9
If the test is different, we accept the placement recommendation	<b>100.0% (9)</b>	0.0% (0)	0.0% (0)	9
My college accepts the assessment results from other colleges in my district for placement	<b>88.9% (8)</b>	0.0% (0)	11.1% (1)	9
My college accepts the assessment results from colleges outside my district for placement	<b>100.0% (9)</b>	0.0% (0)	0.0% (0)	9
The acceptance of another college's assessment results is subject to a recency requirement	11.1% (1)	22.2% (2)	<b>66.7% (6)</b>	9
If there is a recency requirement, please explain:				3
<b><i>answered question</i></b>				<b>9</b>
<b><i>skipped question</i></b>				<b>100</b>

**22. Are any of the following conditions the reason(s) that your college does not accept Writing assessment results from other colleges?**

	Reason	Not a reason	Response Count
Lack of alignment in curriculum	<b>76.9% (10)</b>	23.1% (3)	13
Differences in cut scores	<b>84.6% (11)</b>	15.4% (2)	13
Other tests do not meet the needs of our curriculum	<b>84.6% (11)</b>	15.4% (2)	13
The other colleges use other multiple measures	46.2% (6)	<b>53.8% (7)</b>	13
It is difficult to interpret the raw scores of other colleges	<b>76.9% (10)</b>	23.1% (3)	13
Faculty decisions	<b>84.6% (11)</b>	15.4% (2)	13
Other Reasons (if none, check "Not a Reason")	0.0% (0)	<b>100.0% (13)</b>	13
		If "Other Reasons," please explain:	0
		<b>answered question</b>	<b>13</b>
		<b>skipped question</b>	<b>96</b>

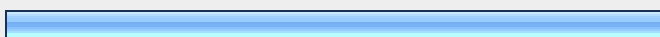

**23. If you sometimes accept Writing assessment results from other colleges, how does your college handle these results?**

	Always	Sometimes	Never	Response Count
If the test is the same, we accept the scores	<b>64.2% (43)</b>	28.4% (19)	7.5% (5)	67
If the test is the same, we accept the placement recommendation	32.8% (22)	<b>43.3% (29)</b>	23.9% (16)	67
If the test is different, we accept the placement recommendation	10.4% (7)	<b>74.6% (50)</b>	14.9% (10)	67
My college accepts the assessment results from other colleges in my district for placement	<b>61.2% (41)</b>	20.9% (14)	17.9% (12)	67
My college accepts the assessment results from colleges outside my district for placement	10.4% (7)	<b>82.1% (55)</b>	7.5% (5)	67
The acceptance of another college's assessment results is subject to a recency requirement	35.8% (24)	17.9% (12)	<b>46.3% (31)</b>	67
If there is a recency requirement, please explain:				36
<b><i>answered question</i></b>				<b>67</b>
<b><i>skipped question</i></b>				<b>42</b>

**24. If you sometimes DO NOT accept Writing assessment results from other colleges, please indicate the reasons below.**

	Reason	Not a reason	Response Count
Lack of alignment in curriculum	<b>67.2% (45)</b>	32.8% (22)	67
Differences in cut scores	<b>55.2% (37)</b>	44.8% (30)	67
Other tests do not meet the needs of our curriculum	<b>61.2% (41)</b>	38.8% (26)	67
The other colleges use other multiple measures	29.9% (20)	<b>70.1% (47)</b>	67
It is difficult to interpret the raw scores of other colleges	<b>79.1% (53)</b>	20.9% (14)	67
Faculty decisions	<b>53.7% (36)</b>	46.3% (31)	67
Other Reasons (if none, check "Not a Reason")	28.4% (19)	<b>71.6% (48)</b>	67
If "Other Reasons," please explain:			21
			<b>answered question</b>
			<b>67</b>
			<b>skipped question</b>
			<b>42</b>

**25. Does your college use Reading assessment tests? (Includes self-assessment and locally-developed tests)**

		Response Percent	Response Count
Yes		88.1%	96
No		11.9%	13
<b>answered question</b>			<b>109</b>
<b>skipped question</b>			<b>0</b>

26. For Reading assessment, does your college use the following tests?			
	Yes	No	Response Count
Self-Assessment	3.1% (3)	<b>96.9% (93)</b>	96
Approved Locally-developed test (not self-assessment)	5.2% (5)	<b>94.8% (91)</b>	96
Approved Commercial test -- If yes, please provide test name below	<b>94.8% (91)</b>	5.2% (5)	96
	<i>answered question</i>		<b>96</b>
	<i>skipped question</i>		<b>13</b>

27. If your college uses an approved commercial test for this discipline, please enter the test name(s) below. If you DO NOT use a commercial test, enter NA and go to the next question.			
			Response Count
			96
	<i>answered question</i>		<b>96</b>
	<i>skipped question</i>		<b>13</b>

28. In order to help the Board of Governors understand the scope of assessment testing in the system, tell us how many students (duplicated headcount) were assessed in Reading at your college in the Fall 2006 term. Please include tests and retests in the count.				
		Response Average	Response Total	Response Count
Number of Reading Assessments (Fall 2006)		2,079.46	199628	96
	<i>answered question</i>			<b>96</b>
	<i>skipped question</i>			<b>13</b>

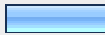
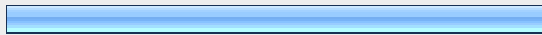
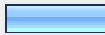
29. Reading: Approximately what percentage (%) of Reading assessments were conducted in the following locations or modality during the Fall 2006 term? Please round to the nearest whole number. Percentages should sum to 100%.

	Response Average	Response Total	Response Count
At a college/campus assessment center - proctored (%)	84.92	8152	96
At off-site locations - proctored (%)	6.10	409	67
At high schools - proctored (%)	12.60	1008	80
At adult schools/in conjunction with noncredit programs - proctored (%)	0.05	3	57
Unproctored – online (e.g., at home, in open computer lab) (%)	0.48	28	58
Other (%)	0.00	0	51
	<i>answered question</i>		<b>96</b>
	<i>skipped question</i>		<b>13</b>

30. If you entered a percentage for "Other," please explain.

	Response Count
	5
	<i>answered question</i>
	<b>5</b>
	<i>skipped question</i>
	<b>104</b>

31. Does your college accept Reading assessment results from other colleges?

	Response Percent	Response Count
Always accept 	13.5%	13
Sometimes accept 	72.9%	70
Never accept 	13.5%	13
	<i>answered question</i>	
	<b>96</b>	
	<i>skipped question</i>	
	<b>13</b>	

**32. How does your college handle Reading assessment results from other colleges?**

	Always	Sometimes	Never	Response Count
If the test is the same, we accept the scores	<b>69.2% (9)</b>	15.4% (2)	15.4% (2)	13
If the test is the same, we accept the placement recommendation	<b>92.3% (12)</b>	7.7% (1)	0.0% (0)	13
If the test is different, we accept the placement recommendation	<b>92.3% (12)</b>	7.7% (1)	0.0% (0)	13
My college accepts the assessment results from other colleges in my district for placement	<b>92.3% (12)</b>	0.0% (0)	7.7% (1)	13
My college accepts the assessment results from colleges outside my district for placement	<b>100.0% (13)</b>	0.0% (0)	0.0% (0)	13
The acceptance of another college's assessment results is subject to a recency requirement	15.4% (2)	15.4% (2)	<b>69.2% (9)</b>	13
If there is a recency requirement, please explain:				4
<b><i>answered question</i></b>				<b>13</b>
<b><i>skipped question</i></b>				<b>96</b>

**33. Are any of the following conditions the reason(s) that your college does not accept Reading assessment results from other colleges?**

	Reason	Not a reason	Response Count
Lack of alignment in curriculum	<b>76.9% (10)</b>	23.1% (3)	13
Differences in cut scores	<b>69.2% (9)</b>	30.8% (4)	13
Other tests do not meet the needs of our curriculum	<b>61.5% (8)</b>	38.5% (5)	13
The other colleges use other multiple measures	46.2% (6)	<b>53.8% (7)</b>	13
It is difficult to interpret the raw scores of other colleges	38.5% (5)	<b>61.5% (8)</b>	13
Faculty decisions	<b>61.5% (8)</b>	38.5% (5)	13
Other Reasons (if none, check "Not a Reason")	7.7% (1)	<b>92.3% (12)</b>	13
		If "Other Reasons," please explain:	2
		<b>answered question</b>	<b>13</b>
		<b>skipped question</b>	<b>96</b>



**34. If you sometimes accept Reading assessment results from other colleges, how does your college handle these results?**

	Always	Sometimes	Never	Response Count
If the test is the same, we accept the scores	<b>62.9% (44)</b>	31.4% (22)	5.7% (4)	70
If the test is the same, we accept the placement recommendation	30.0% (21)	<b>48.6% (34)</b>	21.4% (15)	70
If the test is different, we accept the placement recommendation	10.0% (7)	<b>65.7% (46)</b>	24.3% (17)	70
My college accepts the assessment results from other colleges in my district for placement	<b>55.7% (39)</b>	27.1% (19)	17.1% (12)	70
My college accepts the assessment results from colleges outside my district for placement	5.7% (4)	<b>82.9% (58)</b>	11.4% (8)	70
The acceptance of another college's assessment results is subject to a recency requirement	37.1% (26)	17.1% (12)	<b>45.7% (32)</b>	70
If there is a recency requirement, please explain:				40
<b><i>answered question</i></b>				<b>70</b>
<b><i>skipped question</i></b>				<b>39</b>

**35. If you sometimes DO NOT accept Reading assessment results from other colleges, please indicate the reasons below.**

	Reason	Not a reason	Response Count
Lack of alignment in curriculum	<b>71.4% (50)</b>	28.6% (20)	70
Differences in cut scores	<b>60.0% (42)</b>	40.0% (28)	70
Other tests do not meet the needs of our curriculum	<b>65.7% (46)</b>	34.3% (24)	70
The other colleges use other multiple measures	35.7% (25)	<b>64.3% (45)</b>	70
It is difficult to interpret the raw scores of other colleges	<b>77.1% (54)</b>	22.9% (16)	70
Faculty decisions	<b>54.3% (38)</b>	45.7% (32)	70
Other Reasons (if none, check "Not a Reason")	15.7% (11)	<b>84.3% (59)</b>	70
If "Other Reasons," please explain:			18
			<b>answered question</b>
			<b>70</b>
			<b>skipped question</b>
			<b>39</b>

**36. Does your college use ESL assessment tests? (Includes self-assessment, writing samples, and locally-developed tests)**

		Response Percent	Response Count
Yes		92.7%	101
No		7.3%	8
			<b>answered question</b>
			<b>109</b>
			<b>skipped question</b>
			<b>0</b>

<b>37. For ESL assessment, does your college use the following tests?</b>			
	Yes	No	Response Count
Self-Assessment	7.9% (8)	<b>92.1% (93)</b>	101
Writing Sample	30.7% (31)	<b>69.3% (70)</b>	101
Approved Locally-developed test (not self-assessment or writing sample)	13.9% (14)	<b>86.1% (87)</b>	101
Approved Commercial test -- If yes, please provide test name below	<b>85.1% (86)</b>	14.9% (15)	101
	<i>answered question</i>		<b>101</b>
	<i>skipped question</i>		<b>8</b>

<b>38. If your college uses an approved commercial test for this discipline, please enter the test name(s) below. If you DO NOT use a commercial test, enter NA and go to the next question.</b>			
			Response Count
			101
	<i>answered question</i>		<b>101</b>
	<i>skipped question</i>		<b>8</b>

<b>39. In order to help the Board of Governors understand the scope of assessment testing in the system, tell us how many students (duplicated headcount) were assessed in ESL at your college in the Fall 2006 term. Please include tests and retests in the count.</b>				
		Response Average	Response Total	Response Count
Number of ESL Assessments (Fall 2006)		381.16	38497	101
	<i>answered question</i>			<b>101</b>
	<i>skipped question</i>			<b>8</b>


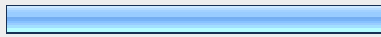
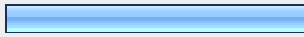
40. ESL: Approximately what percentage (%) of ESL assessments were conducted in the following locations or modality during the Fall 2006 term? Please round to the nearest whole number. Percentages should sum to 100%.

	Response Average	Response Total	Response Count
At a college/campus assessment center - proctored (%)	93.60	9266	99
At off-site locations - proctored (%)	6.26	413	66
At high schools - proctored (%)	5.35	364	68
At adult schools/in conjunction with noncredit programs - proctored (%)	0.45	27	60
Unproctored – online (e.g., at home, in open computer lab) (%)	0.25	15	59
Other (%)	0.29	15	52
	<i>answered question</i>		<b>101</b>
	<i>skipped question</i>		<b>8</b>

41. If you entered a percentage for "Other," please explain.

	Response Count
	4
	<i>answered question</i>
	<b>4</b>
	<i>skipped question</i>
	<b>105</b>

42. Does your college accept ESL assessment results from other colleges?

	Response Percent	Response Count
Always accept 	8.9%	9
Sometimes accept 	50.5%	51
Never accept 	40.6%	41
	<i>answered question</i>	
	<b>101</b>	
	<i>skipped question</i>	
	<b>8</b>	

**43. How does your college handle ESL assessment results from other colleges?**

	Always	Sometimes	Never	Response Count
If the test is the same, we accept the scores	<b>66.7% (6)</b>	0.0% (0)	33.3% (3)	9
If the test is the same, we accept the placement recommendation	<b>88.9% (8)</b>	0.0% (0)	11.1% (1)	9
If the test is different, we accept the placement recommendation	<b>77.8% (7)</b>	11.1% (1)	11.1% (1)	9
My college accepts the assessment results from other colleges in my district for placement	<b>88.9% (8)</b>	0.0% (0)	11.1% (1)	9
My college accepts the assessment results from colleges outside my district for placement	<b>77.8% (7)</b>	11.1% (1)	11.1% (1)	9
The acceptance of another college's assessment results is subject to a recency requirement	11.1% (1)	0.0% (0)	<b>88.9% (8)</b>	9
If there is a recency requirement, please explain:				1
<b>answered question</b>				<b>9</b>
<b>skipped question</b>				<b>100</b>

**44. Are any of the following conditions the reason(s) that your college does not accept ESL assessment results from other colleges?**

	Reason	Not a reason	Response Count
Lack of alignment in curriculum	<b>82.9% (34)</b>	17.1% (7)	41
Differences in cut scores	<b>63.4% (26)</b>	36.6% (15)	41
Other tests do not meet the needs of our curriculum	<b>68.3% (28)</b>	31.7% (13)	41
The other colleges use other multiple measures	39.0% (16)	<b>61.0% (25)</b>	41
It is difficult to interpret the raw scores of other colleges	<b>61.0% (25)</b>	39.0% (16)	41
Faculty decisions	<b>70.7% (29)</b>	29.3% (12)	41
Other Reasons (if none, check "Not a Reason")	12.2% (5)	<b>87.8% (36)</b>	41
		If "Other Reasons," please explain:	8
		<b><i>answered question</i></b>	<b>41</b>
		<b><i>skipped question</i></b>	<b>68</b>

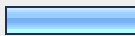
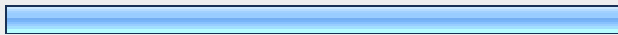
**45. If you sometimes accept ESL assessment results from other colleges, how does your college handle these results?**

	Always	Sometimes	Never	Response Count
If the test is the same, we accept the scores	<b>56.9% (29)</b>	37.3% (19)	5.9% (3)	51
If the test is the same, we accept the placement recommendation	29.4% (15)	<b>51.0% (26)</b>	19.6% (10)	51
If the test is different, we accept the placement recommendation	5.9% (3)	<b>58.8% (30)</b>	35.3% (18)	51
My college accepts the assessment results from other colleges in my district for placement	<b>56.9% (29)</b>	29.4% (15)	13.7% (7)	51
My college accepts the assessment results from colleges outside my district for placement	15.7% (8)	<b>76.5% (39)</b>	7.8% (4)	51
The acceptance of another college's assessment results is subject to a recency requirement	37.3% (19)	21.6% (11)	<b>41.2% (21)</b>	51
If there is a recency requirement, please explain:				30
<b><i>answered question</i></b>				<b>51</b>
<b><i>skipped question</i></b>				<b>58</b>

**46. If you sometimes DO NOT accept ESL assessment results from other colleges, please indicate the reasons below.**

	Reason	Not a reason	Response Count
Lack of alignment in curriculum	<b>92.2% (47)</b>	7.8% (4)	51
Differences in cut scores	<b>64.7% (33)</b>	35.3% (18)	51
Other tests do not meet the needs of our curriculum	<b>82.4% (42)</b>	17.6% (9)	51
The other colleges use other multiple measures	39.2% (20)	<b>60.8% (31)</b>	51
It is difficult to interpret the raw scores of other colleges	<b>84.3% (43)</b>	15.7% (8)	51
Faculty decisions	<b>56.9% (29)</b>	43.1% (22)	51
Other Reasons (if none, check "Not a Reason")	11.8% (6)	<b>88.2% (45)</b>	51
If "Other Reasons," please explain:			8
<b>answered question</b>			<b>51</b>
<b>skipped question</b>			<b>58</b>

**47. Does your college use College Success Skills assessment tests (study skills, introduction to college)? (Includes self-assessment and locally-developed tests)**

		Response Percent	Response Count
Yes		17.4%	19
No		82.6%	90
<b>answered question</b>			<b>109</b>
<b>skipped question</b>			<b>0</b>

48. For College Success Skills assessment, does your college use the following tests?			
	Yes	No	Response Count
Self-Assessment	42.1% (8)	<b>57.9% (11)</b>	19
Approved Locally-developed test (not self-assessment)	5.3% (1)	<b>94.7% (18)</b>	19
Approved Commercial test -- If yes, please provide test name below	<b>57.9% (11)</b>	42.1% (8)	19
	<i>answered question</i>		<b>19</b>
	<i>skipped question</i>		<b>90</b>

49. If your college uses an approved commercial test for this discipline, please enter the test name(s) below. If you DO NOT use a commercial test, enter NA and go to the next question.		
		Response Count
		19
	<i>answered question</i>	<b>19</b>
	<i>skipped question</i>	<b>90</b>

50. Does your college accept College Success Skills assessment results from other colleges?			
		Response Percent	Response Count
Always accept	<input type="text"/>	26.3%	5
Sometimes accept	<input type="text"/>	26.3%	5
<b>Never accept</b>	<input type="text"/>	<b>47.4%</b>	9
	<i>answered question</i>		<b>19</b>
	<i>skipped question</i>		<b>90</b>

**51. How does your college handle College Success Skills assessment results from other colleges?**

	Always	Sometimes	Never	Response Count
If the test is the same, we accept the scores	<b>100.0% (5)</b>	0.0% (0)	0.0% (0)	5
If the test is the same, we accept the placement recommendation	<b>60.0% (3)</b>	0.0% (0)	40.0% (2)	5
If the test is different, we accept the placement recommendation	<b>60.0% (3)</b>	0.0% (0)	40.0% (2)	5
My college accepts the assessment results from other colleges in my district for placement	40.0% (2)	0.0% (0)	<b>60.0% (3)</b>	5
My college accepts the assessment results from colleges outside my district for placement	40.0% (2)	0.0% (0)	<b>60.0% (3)</b>	5
The acceptance of another college's assessment results is subject to a recency requirement	0.0% (0)	20.0% (1)	<b>80.0% (4)</b>	5
If there is a recency requirement, please explain:				1
<b><i>answered question</i></b>				<b>5</b>
<b><i>skipped question</i></b>				<b>104</b>

**52. Are any of the following conditions the reason(s) that your college does not accept College Success Skills assessment results from other colleges?**

	Reason	Not a reason	Response Count
Lack of alignment in curriculum	11.1% (1)	<b>88.9% (8)</b>	9
Differences in cut scores	11.1% (1)	<b>88.9% (8)</b>	9
Other tests do not meet the needs of our curriculum	22.2% (2)	<b>77.8% (7)</b>	9
The other colleges use other multiple measures	0.0% (0)	<b>100.0% (9)</b>	9
It is difficult to interpret the raw scores of other colleges	11.1% (1)	<b>88.9% (8)</b>	9
Faculty decisions	22.2% (2)	<b>77.8% (7)</b>	9
Other Reasons (if none, check "Not a Reason")	44.4% (4)	<b>55.6% (5)</b>	9
		If "Other Reasons," please explain:	6
		<b>answered question</b>	<b>9</b>
		<b>skipped question</b>	<b>100</b>

**53. If you sometimes accept College Success Skills assessment results from other colleges, how does your college handle these results?**

	Always	Sometimes	Never	Response Count
If the test is the same, we accept the scores	40.0% (2)	<b>60.0% (3)</b>	0.0% (0)	5
If the test is the same, we accept the placement recommendation	20.0% (1)	<b>40.0% (2)</b>	<b>40.0% (2)</b>	5
If the test is different, we accept the placement recommendation	20.0% (1)	<b>40.0% (2)</b>	<b>40.0% (2)</b>	5
My college accepts the assessment results from other colleges in my district for placement	20.0% (1)	<b>60.0% (3)</b>	20.0% (1)	5
My college accepts the assessment results from colleges outside my district for placement	20.0% (1)	<b>60.0% (3)</b>	20.0% (1)	5
The acceptance of another college's assessment results is subject to a recency requirement	0.0% (0)	20.0% (1)	<b>80.0% (4)</b>	5
If there is a recency requirement, please explain:				1
<b><i>answered question</i></b>				<b>5</b>
<b><i>skipped question</i></b>				<b>104</b>

**54. If you sometimes DO NOT accept College Success Skill assessment results from other colleges, please indicate the reasons below.**

	Reason	Not a reason	Response Count
Lack of alignment in curriculum	20.0% (1)	<b>80.0% (4)</b>	5
Differences in cut scores	20.0% (1)	<b>80.0% (4)</b>	5
Other tests do not meet the needs of our curriculum	20.0% (1)	<b>80.0% (4)</b>	5
The other colleges use other multiple measures	0.0% (0)	<b>100.0% (5)</b>	5
It is difficult to interpret the raw scores of other colleges	40.0% (2)	<b>60.0% (3)</b>	5
Faculty decisions	<b>60.0% (3)</b>	40.0% (2)	5
Other Reasons (if none, check "Not a Reason")	0.0% (0)	<b>100.0% (5)</b>	5
		If "Other Reasons," please explain:	0
		<b>answered question</b>	<b>5</b>
		<b>skipped question</b>	<b>104</b>

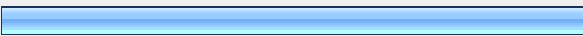
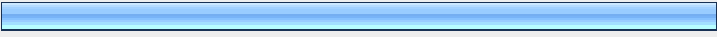

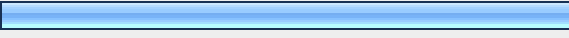
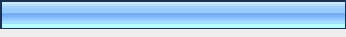

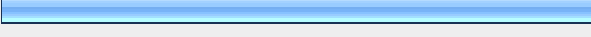
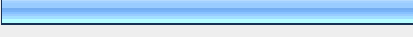

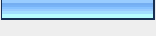
**55. Please indicate whether your college uses any of the the tests specified at the tops of the second through sixth columns in the matrix below (e.g. Advanced Placement), for the reasons listed in the first column (e.g., to fulfill a prerequisite). (Check all that apply)**

	Advanced Placement (AP)	International Baccalaureate (IB)	SAT/ACT	English Placement Test (EPT) for CSU	Entry Level Mathematics Test (ELM) for CSU	Response Count
To fulfill a prerequisite	<b>50.3% (96)</b>	15.2% (29)	7.3% (14)	14.7% (28)	12.6% (24)	191
As part of a multiple measure	<b>28.7% (56)</b>	15.4% (30)	16.9% (33)	20.0% (39)	19.0% (37)	195
In lieu of a course	<b>72.2% (91)</b>	16.7% (21)	3.2% (4)	4.0% (5)	4.0% (5)	126
For placement into transfer-level coursework	<b>49.5% (90)</b>	13.7% (25)	6.6% (12)	16.5% (30)	13.7% (25)	182
To give course credit	<b>78.4% (91)</b>	18.1% (21)	0.0% (0)	1.7% (2)	1.7% (2)	116
To give unit credit	<b>77.1% (81)</b>	21.0% (22)	0.0% (0)	1.0% (1)	1.0% (1)	105
Other (Explain below)	14.8% (4)	<b>29.6% (8)</b>	18.5% (5)	18.5% (5)	18.5% (5)	27
Explain other uses for any of these tests here:						22
<i>answered question</i>						<b>108</b>
<i>skipped question</i>						<b>1</b>



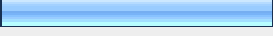

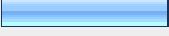
**56. Please describe your college's appeal/challenge process for placement decisions (i.e., how a student can challenge the placement decision based on assessment results).**

	Response Count
	108
<i>answered question</i>	<b>108</b>
<i>skipped question</i>	<b>1</b>

**57. Where can students obtain a description of your college's challenge process? (Check all that apply)**

		Response Percent	Response Count
Assessment Office – (e.g. in-person visit, phone call)		78.9%	86
<b>Counseling Center – (e.g. in-person visit, phone call)</b>		<b>96.3%</b>	105
Other offices on campus – (e.g., in person visit, phone call)		62.4%	68
Online catalog		76.2%	83
Online course schedule		46.8%	51
College website (other than online catalog or online course schedule)		53.2%	58
Hardcopy catalog		79.8%	87
Hardcopy course schedule		55.1%	60
Public area posting (e.g., poster, pamphlet on bulletin board)		11.9%	13
Other (Please explain):		20.2%	22
		<b>answered question</b>	<b>109</b>
		<b>skipped question</b>	<b>0</b>

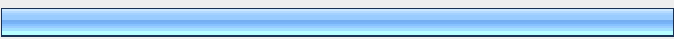
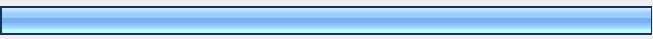
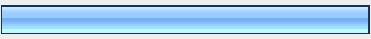
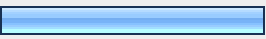
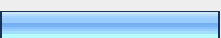
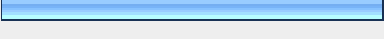
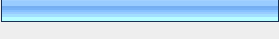
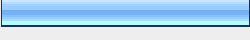

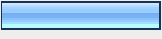
**58. What percentage of placement decisions are challenged at your college?**

		Response Percent	Response Count
More than 20%		0.0%	0
11% to 20%		4.6%	5
6% to 10%		7.3%	8
<b>1% to 5%</b>		<b>36.7%</b>	40
Less than 1%		28.4%	31
Unknown		22.9%	25
		<b>answered question</b>	<b>109</b>
		<b>skipped question</b>	<b>0</b>

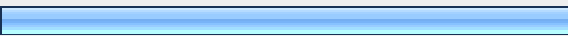


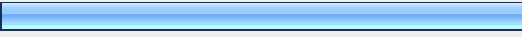
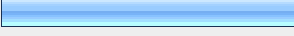
**59. Please describe your college's assessment retest policy (e.g, how often, under what circumstances, who can authorize).**

		Response Count
		108
<i>answered question</i>		<b>108</b>
<i>skipped question</i>		<b>1</b>

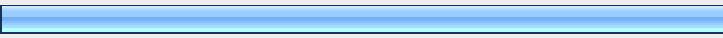
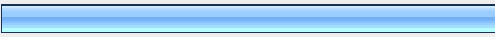
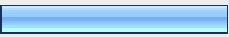
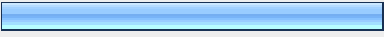
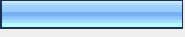

**60. Where can students obtain a description of your college's assessment retest policy? (Check all that apply)**

		Response Percent	Response Count
Assessment Office – (e.g., in-person visit, phone call)		90.7%	98
Counseling Center – (e.g., in-person visit, phone call)		87.0%	94
Other offices on campus – (e.g., in-person visit, phone call)		49.1%	53
Online catalog		35.2%	38
Online course schedule		29.6%	32
College website (other than online catalog or online course schedule)		51.9%	56
Hardcopy catalog		38.0%	41
Hardcopy course schedule		33.3%	36
Public area posting (e.g., poster, pamphlet on bulletin board)		16.7%	18
Other (Please explain):		21.3%	23
<i>answered question</i>			<b>108</b>
<i>skipped question</i>			<b>1</b>

**61. How does your college inform students of their assessment results/placement recommendations? (Check all that apply)**

		Response Percent	Response Count
Receive at the end of assessment testing		76.2%	83
Available online after the test		45.0%	49
Available by phone after the test		15.6%	17
Available on paper for pick up after the test		70.6%	77
Other (Please explain):		39.5%	43
		<b>answered question</b>	<b>109</b>
		<b>skipped question</b>	<b>0</b>

**62. What type of counseling is provided for interpretation of the assessment results? (Check all that apply)**

		Response Percent	Response Count
Individual		97.2%	105
Group		66.7%	72
Online		30.6%	33
Course that serves a counseling function		51.9%	56
Counseling interaction not required		24.1%	26
Other (Please explain):		12.0%	13
		<b>answered question</b>	<b>108</b>
		<b>skipped question</b>	<b>1</b>

**63. Which of the following groups of students are exempted from taking assessment tests for English?**

	Exempted	Not Exempted	Response Count
Holders of an associate degree	<b>84.4% (92)</b>	15.6% (17)	109
Holders of a baccalaureate degree	<b>94.5% (103)</b>	5.5% (6)	109
Students taking fewer than six (6) transferable units in a semester (in conjunction with other criteria)	38.5% (42)	<b>61.5% (67)</b>	109
Students who have taken fewer than six (6) transferable units in total (in conjunction with other criteria)	24.8% (27)	<b>75.2% (82)</b>	109
Students who have taken fewer than twelve (12) transferable units in total (in conjunction with other criteria)	14.7% (16)	<b>85.3% (93)</b>	109
Students who declare a goal of "upgrading job skills"	<b>52.3% (57)</b>	47.7% (52)	109
Students who declare a goal of "personal enrichment"	<b>67.0% (73)</b>	33.0% (36)	109
Students who declare a goal of "career advancement"	45.9% (50)	<b>54.1% (59)</b>	109
Students who do not enroll in an English, Mathematics, or ESL course	41.3% (45)	<b>58.7% (64)</b>	109
Students who are concurrently enrolled in high school	17.4% (19)	<b>82.6% (90)</b>	109
Other (if none, check "Not Exempted")	32.1% (35)	<b>67.9% (74)</b>	109
		Please explain "Other" exemptions:	47
		<b><i>answered question</i></b>	<b>109</b>
		<b><i>skipped question</i></b>	<b>0</b>

**64. Which of the following groups of students are exempted from taking assessment tests for Mathematics?**

	Exempted	Not Exempted	Response Count
Holders of an associate degree	<b>78.9% (86)</b>	21.1% (23)	109
Holders of a baccalaureate degree	<b>90.8% (99)</b>	9.2% (10)	109
Students taking fewer than six (6) transferable units in a semester (in conjunction with other criteria)	35.8% (39)	<b>64.2% (70)</b>	109
Students who have taken fewer than six (6) transferable units in total (in conjunction with other criteria)	22.9% (25)	<b>77.1% (84)</b>	109
Students who have taken fewer than twelve (12) transferable units in total (in conjunction with other criteria)	14.7% (16)	<b>85.3% (93)</b>	109
Students who declare a goal of "upgrading job skills"	49.5% (54)	<b>50.5% (55)</b>	109
Students who declare a goal of "personal enrichment"	<b>65.1% (71)</b>	34.9% (38)	109
Students who declare a goal of "career advancement"	45.9% (50)	<b>54.1% (59)</b>	109
Students who do not enroll in an English, Mathematics, or ESL course	45.0% (49)	<b>55.0% (60)</b>	109
Students who are concurrently enrolled in high school	17.4% (19)	<b>82.6% (90)</b>	109
Other (if none, check "Not Exempted")	29.4% (32)	<b>70.6% (77)</b>	109
		Please explain "Other" exemptions:	45
		<b><i>answered question</i></b>	<b>109</b>
		<b><i>skipped question</i></b>	<b>0</b>

**65. Which of the following groups of students are exempted from taking assessment tests for ESL?**

	Exempted	Not Exempted	Response Count
Holders of an associate degree from a U.S. college	<b>78.9% (86)</b>	21.1% (23)	109
Holders of a baccalaureate degree from a U.S. college or university	<b>87.2% (95)</b>	12.8% (14)	109
Students taking fewer than six (6) transferable units in a semester (in conjunction with other criteria)	37.6% (41)	<b>62.4% (68)</b>	109
Students who have taken fewer than six (6) transferable units in total (in conjunction with other criteria)	30.3% (33)	<b>69.7% (76)</b>	109
Students who have taken fewer than twelve (12) transferable units in total (in conjunction with other criteria)	25.7% (28)	<b>74.3% (81)</b>	109
Students who declare a goal of "upgrading job skills"	49.5% (54)	<b>50.5% (55)</b>	109
Students who declare a goal of "personal enrichment"	<b>59.6% (65)</b>	40.4% (44)	109
Students who declare a goal of "career advancement"	44.0% (48)	<b>56.0% (61)</b>	109
Students who do not enroll in an English, Mathematics, or ESL course	45.9% (50)	<b>54.1% (59)</b>	109
Students who are concurrently enrolled in high school	28.4% (31)	<b>71.6% (78)</b>	109
Other (if none, check "Not Exempted")	27.5% (30)	<b>72.5% (79)</b>	109
		Please explain "Other" exemptions:	41
		<b>answered question</b>	<b>109</b>
		<b>skipped question</b>	<b>0</b>

66. If you have any additional comments or clarifications about your college's assessment processes or any of your responses to this survey, please provide them here.

		Response Count
		43
	<i>answered question</i>	43
	<i>skipped question</i>	66