

Opening Doors to Transferable Courses – Adjustments to Assessment – 1.23.2015

In order to open doors to transferable courses and improve students' ability to access the mathematics and English courses that are most appropriate to their developmental level, the Student Services Council recommends the following actions.

1. **Start a campaign to have students *prepare* for initial assessment and for reassessment.** Promote this effort on the college website and at the testing center.
 - a. Students will be encouraged but not required to utilize the tools below prior to their initial assessment.
 - b. Eliminate the 60-day waiting period for reassessment. Instead require that students dissatisfied with their initial placement demonstrate that they have spent time working to refresh or improve their skills (adequate time on task) and progressed in their abilities (adequate progress) as demonstrated through a variety of independent or guided approaches, discussed below.

2. **Provide access to tools for skill-building.** For both preparation for initial assessment and for skill refreshment in advance of reassessment, students will be directed to a variety of possible tools and encouraged to work through as many modules as they can. In order to provide criteria for Testing Center staff to grant retesting privileges, adequate time on task and progress measures have been listed below. Students will be encouraged to exceed these minimums and work independently to ensure that they place as high as their skills will allow. Testing Center staff will be entrusted to make judgment calls for students whose time on task and progress have come close to meeting the criteria.
 - a. Provide access to two tools:
 - i. *Free* student access to Accuplacer Sample Tests for all. (Longdale publishing. \$750 cost for the college, unlimited users.
<http://www.longsdalepub.com/courses/accuplacer/start/index.html>).
The program provides guided, mostly text-based instruction aligned with

skills on Accuplacer exams and four practice exams for each level, with feedback as to correct answers to problems missed.

1. *Adequate time on task and progress:* Testing Center staff will look up student in system and give green light if student arrives at 70% by fourth practice test, with discretion to go a bit lower if the student has completed all four practice tests and has gotten close.
- ii. *Free access to Accuplacer MyFoundationsLab for students who agree to complete the diagnostic and skills-refreshing modules.* Access for students is established via an in-person visit to the Library and Learning Center to receive an access code and a brief tutorial on the system. Cost of the program is \$16.50 per student for ten-week access to the system. Access codes can be purchased by the college in bulk without expiration dates. The program diagnoses students' current skills and provides a learning/remediation plan. Students follow a self-guided approach to work through the content and improve their assessment scores.
<http://media.collegeboard.com/digitalServices/pdf/accuplacer/accuplacer-myfoundationslab.pdf>
 1. *Adequate time on task and progress:* Testing Center staff will look up student in system and give green light if student has spent at least ten hours working on modules and completed at least two.
- b. Allow students to select from a variety of independent tools, including but not limited to:
 - i. Khan Academy website
 - ii. ALEKS website
 - iii. Smart phone apps
 - iv. In-person and online tutoring and learning programs
 1. *Adequate time on task and progress:* Students will log into their accounts in the Testing Center, bring in printouts, or show their phone apps to Testing Center staff to demonstrate their time on task and progress in the system. Staff will check that the students have spent at least ten hours and advanced at least two levels in the system, with leeway to grant re-testing privileges to those who are close.

3. **Allow multiple measures comparable to CSU Requirements.** Enact a new, across-the-board multiple measures effort including two components – high school transcripts and CSU placement test exemption criteria (shown on the next page). The student would need to meet two conditions to enroll directly into college-level courses, English 101 or Math 101 or other entry-level mathematics courses.

- a. For placement into English 101
 - i. High school transcript showing passing grade in senior-year English *and*
 - ii. Meet one of the EPT exemption criteria below.

- b. For placement into Math 101, 105, 111, 121, 130, 134, or 138
 - i. High school transcript showing passing grade in intermediate algebra *and*
 - ii. Meet one of the ELM exemption criteria below.

- c. Counselors and Admissions Office staff will follow procedures comparable to those followed in placing students via AP tests, as outlined below. In accordance with CSU guidelines, exemptions from the Accuplacer English or mathematics assessment test will be granted only to those who present proof of one of the CSU criteria shown on the next page and high school transcripts showing appropriate course completion as in (a) or (b).

Steps to follow for placement:

- i. Student brings documentation to his or her counselor or the admissions office.
- ii. Counselor or staff collect the documentation and review it to ensure it meets the criteria established above.
- iii. Records are forwarded for inclusion in the student's records.
- iv. Counseling or admissions office will enter the appropriate code in the student's record to enable registration in the appropriate course.

CSU English Placement Test (EPT) Exemption Criteria

https://secure.csumentor.edu/planning/high_school/ept.asp

WHO MUST TAKE THE EPT

The CSU EPT must be completed by all non-exempt entering undergraduates prior to enrollment in any course, including remedial courses. Students who score 147 or above on the EPT will be placed in college-level composition classes.

Exemptions from the EPT are granted only to those who present proof of one of the following:

- A score of "Exempt" or "Ready for college-level English courses" on the CSU Early Assessment Program (EAP) taken along with the English Language Arts California Standard Test in grade 11
- A score of "Conditionally ready for college-level English courses" or "Conditional" on the CSU Early Assessment Program (EAP) taken on grade 11, provided successful completion of the Expository Reading and Writing Course (ERWC), AP English, IB English or an English course approved for extra honors weight on the University of California "a-g" Doorways course list.
- A score of 500 or above on the critical reading section of the College Board SAT Reasoning Test
- A score of 22 or above on the American College Testing (ACT) English Test
- A score of 3 or above on either the Language and Composition or Composition and Literature examination of the College Board Scholastic Advanced Placement Program
- Completion and transfer to CSU of the credits for a college course that satisfies the CSU General Education requirement in English Composition, provided such a course was completed with a grade of C or better

CSU Entry-Level Mathematics Test (ELM) Exemption Criteria

https://secure.csumentor.edu/planning/high_school/elm.asp

Exemptions from the ELM are granted only to those who present proof of one of the following:

- A score of "Exempt" or "Ready for college-level Mathematics courses" on the CSU Early Assessment Program (EAP), taken in grade 11 in conjunction with the CST in Summative High School Mathematics or Algebra II.
- A score of "Conditionally ready for college-level Mathematics courses" or "Conditional" on the CSU Early Assessment Program (EAP) taken in grade 11 along with the California Standards Test in Summative High School Mathematics or Algebra II, provided successful completion of a CSU-approved 12th grade math course that require Algebra II as a prerequisite.
- A score of 550 or above on the mathematics section of the College Board SAT Reasoning Test
- A score of 550 or above on a College Board SAT Subject Test in Mathematics (level 1 or level 2)
- A score of 23 or above on the American College Testing (ACT) Mathematics Test
- A score of 3 or above on the College Board Advanced Placement Calculus AB or Calculus BC exam
- A score of 3 or above on the College Board Advanced Placement Statistics examination
- Completion and transfer to CSU of a college course that satisfies the requirement in Quantitative Reasoning, provided such a course was completed with a grade of C or better