



PPIC

PUBLIC POLICY
INSTITUTE OF CALIFORNIA

Determining College Readiness in California's Community Colleges

A Survey of Assessment and Placement Policies

Technical Appendices

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Olga Rodriguez, Marisol Cuellar-Mejia, and Hans Johnson
with research support from Lunna Lopes, Elizabeth Flores, and Kevin Cook

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Appendix A. Survey Design and Administration

Survey Development

The development and administration of a systemwide survey of community college assessment and placement policies and practices took place over the span of winter 2015 and spring 2016. The broad goal of the survey was to provide a descriptive landscape and gain a better understanding of the policies and practices used across the state to assess and place students into math, English, and English as a Second Language (ESL) courses. The survey was developed by PPIC and benefited from extensive review and feedback from the Chancellor's Office assessment staff and assessment committee members, as well as researchers from the RP Group, the Multiple Measures Assessment Project, the Education Insights Center, and the Career Ladders Project. Prior to launching the survey, final revisions were made based on feedback collected from pilot testing done by PPIC education researchers and members of the California Community College Chancellors Office assessment committee, including assessment center coordinators and directors.

The online survey was developed to contain logic that such that respondents would answer or skip questions based on prior responses. For instance, while the survey contains questions about all assessment instrument colleges might use, respondents only see the questions pertaining to the instrument they identify using at their college. Similarly, colleges only completed the survey portion for ESL if they reported using a separate instrument for placement into the ESL sequence. The embedded logic allowed for a more streamlined data collection process by eliminating irrelevant questions.

Sample

The anonymous sample of survey responses comes from 82 of the 113 California Community Colleges. Seventy-five of which administered a separate ESL assessment and provided information about the ESL assessment and placement process. This represents 73 percent of all community colleges in the state, which enroll a total of 77 percent of all full-time equivalent students (FTES) in the system. Colleges responding to the survey are representative of urban, suburban and rural settings.

Table A1 displays summary level information on the characteristics of colleges that did and did not respond to the survey. Overall, there does not appear to be a significant difference between colleges that responded to the survey and those that did not in terms of gender, race/ethnicity, remediation rates and graduation rates—for the most part there is only 1 or 2 percentage point difference between groups. The main difference emerging from this comparison is in terms of full-time equivalent student (FTES) enrollment, non-respondents have on average fewer students, 6,078 compared to 7,482.

TABLE A1

College characteristics of survey respondents and non-respondents

	Non-Respondent	Respondent
Female (%)	55%	53%
White (%)	32%	30%
Latino (%)	40%	42%
African American (%)	8%	7%
Asian and Pacific Islander (%)	12%	12%
Other Race (%)	1%	1%
Math Remediation Rate, Fall 2009 Cohort	66%	64%
English Remediation Rate, Fall 2009 Cohort	52%	54%
Overall Remediation Rate, Fall 2009 Cohort	80%	80%
Graduation Rate, Fall 2014	26%	25%
Average FTES, Fall 2014	6078	7482
Share of FTES in group, Fall 2014	23%	77%
Sample Size	31	82

SOURCES: Survey of Assessment and Placement in California Community Colleges, 2016; IPEDS 2014 Data; Authors' calculations based on CCCCO MIS data.

Data Collection Methodology

The survey was administered online via Qualtrics between February and April 2016. An initial email invitation was sent to prospective participants based on their roles in assessment, student services, and institutional research departments. Contact information was gathered from college websites and the Chancellor's Office list of college staff reporting their colleges' use of EAP. Additionally, per the recommendation of the Chancellor's Office assessment working group, the invitation to complete the survey was also distributed on the California Assessment Association Listserv. Three email reminders and two listserv announcements were sent to respondents before contacting them via phone to encourage participation. Follow-up via phone was conducted over the span of 3 weeks.

Table A2 shows that over half of respondents were housed in their colleges' assessment office and just over a third were in student services. In several cases, our original contacts referred us to individuals in academic affairs (2%) or institutional research (10%) as the most appropriate for completing the survey. One survey respondent did not identify their role at the college.

TABLE A2

Respondents' college office or department

	Percent of Colleges
Assessment (e.g. Director, Coordinator, Technician)	51%
Student Services (e.g. Counselor, Dean of Student Services, Dean of Enrollment Services, Admissions)	35%
Academic Affairs (e.g. VP of Academic Affairs)	2%
Institutional Research (e.g. Dean of Institutional Research, Research Analyst)	10%
Unknown	1%
Sample Size	82

SOURCE: PPIC Survey of Assessment and Placement in California Community Colleges, 2016.

Data Analysis

Survey data were cleaned and analyzed using Excel and STATA. We examined variation in policies and practices reported across colleges and by subject area. Additionally, the survey data were merged with IPEDS data on institutional characteristics and COMIS data on remediation rates to examine the characteristics of low-versus-high cut-score colleges. Due to sample size limitations, this analysis was only conducted for Accuplacer using the Reading Comprehension test for English and the College Level Math test for math. This analysis used t-tests and Chi square tests to examine whether colleges low/high cut-score colleges were significantly different in terms of their remediation rates, gender and racial/ethnic composition and in terms of their other assessment and placement policies, including retesting, multiple measures used and exemptions.

Additional Tables and Figures

TABLE A3

Characteristics of colleges with low and high assessment test cut scores

	Math		English	
	Low Cut Score	High Cut Score	Low Cut Score	High Cut Score
Female (%)	54	52	50	53
Age 25 or Older	15	16	16	13
White (%)	37	28**	29	36
Latino (%)	36	39	36	35
African American (%)	7	12**	11	8
Asian/Pacific Islander (%)	11	13	17	10*
Pell/BOGG Receipt	62	65	61	63
Graduation Rate	25	23	24	24
Transfer Rate	12	13	14	11
Math Remediation Rate	64	69	65	66
English Remediation Rate	57	60	55	58
Number of Colleges Reporting Cut Scores	40		33	

SOURCES: PPIC Survey of Assessment and Placement in California Community Colleges, 2016. IPEDS, 2016. Authors' calculations based on CCCC MIS data.

NOTES: Significance levels: ***1%, **5%, *10%. High and low-cut scores calculated using the cut scores reported by colleges on the Accuplacer College Level Math exam and the Accuplacer Reading Comprehension exam. Colleges that did not report cut scores or that reported combined cut scores are excluded from this analysis. High cut score is defined as falling above the median of the cut score, below-is defined as falling below the median cut-score.

TABLE A4

Assessment and placement policies at colleges with low and high assessment test cut scores

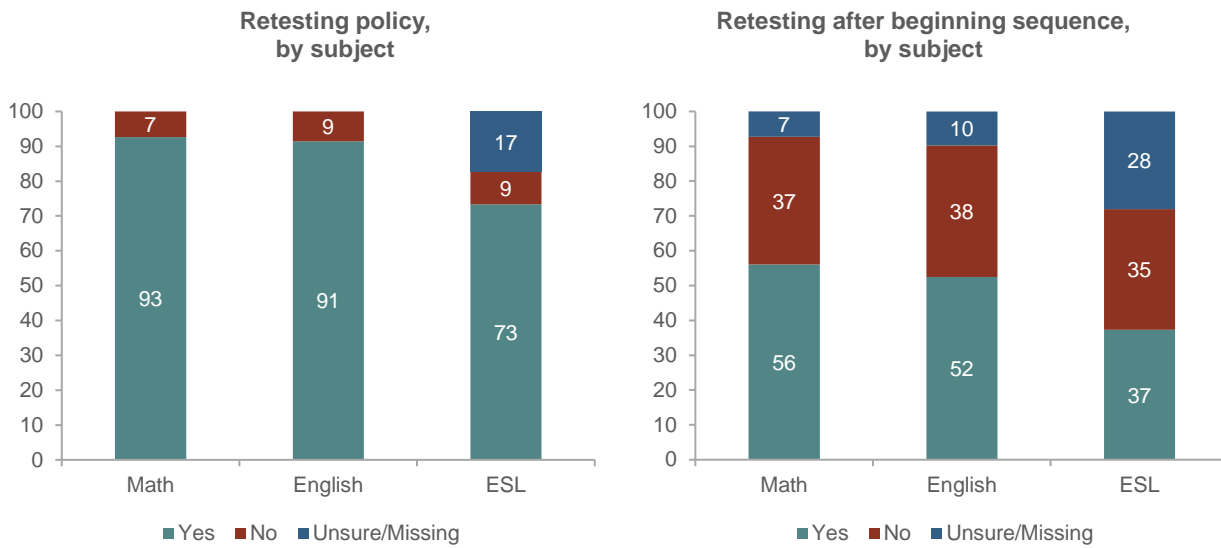
	Math		English	
	Low Cut Score	High Cut Score	Low Cut Score	High Cut Score
<i>Retesting Policy</i>				
Allows Retesting	100%	95%	94%	88%
Mean wait time (days)	101.8	201.2**	169	80.9 *
Allows retesting after start of sequence	70%	55%	59%	41%
<i>Use of multiple measures</i>				
Number of multiple measures	3.7	2.8 **	2.8	2.5
Grades in last HS math/English course	80%	40% ***	35%	35%
EAP	45%	80%**	82%	59%
GPA	50%	20% **	29%	18%
Instructor/Counselor recommendation	30%	25%	12%	29%
Other measures	45%	15% **	18%	6%
Non-cognitive	15%	0%*	6%	6%
<i>Use of test preparation</i>				
Number of test prep activities	2.2	1.8	1.6	1.8
<i>Use of Exemptions</i>				
Number of exemptions	2.4	3.95 ***	3.8	3.5
EAP	50%	80% **	82%	71%
ACT	0%	30% ***	35%	18%
SAT	0%	30% ***	41%	18%
AP	60%	75%	76%	76%
IB	5%	30% **	6%	24%
CLEP	10%	25%	18%	24%
Prior course	75%	100% **	100%	94%
Other	35%	25%	6%	0%
Number of Colleges Reporting Raw Cut-Scores	40		33	

SOURCES: PPIC Survey of Assessment and Placement in California Community Colleges, 2016.

NOTES: Significance levels: ***1%, **5%, *10%. High and low-cut scores calculated using the cut scores reported by colleges on the Accuplacer College Level Math exam and the Accuplacer Reading Comprehension exam. Colleges that did not report cut scores or that reported combined cut scores are excluded from this analysis. High cut score is defined as falling above the median of the cut score, below-is defined as falling below the median cut score.

FIGURE A1

Retesting policies are flexible across the state



SOURCE: PPIC Survey of Assessment and Placement in California Community Colleges, 2016.

TABLE A5

The student groups for which multiple measures were used to determine placement varied widely

Math	Percent of colleges using measure	All students	Recent HS graduates	Non-traditional students	Challenge	Students request	Other students
Grade in last math course	61%	56%	28%	4%	14%	18%	0%
Early Assessment Program	58%	24%	50%	9%	7%	30%	11%
High school GPA	37%	45%	24%	3%	10%	10%	0%
Instructor/counselor recommendation	30%	54%	8%	12%	23%	15%	8%
Non-cognitive assessment	5%	75%	0%	0%	0%	0%	25%

English	Percent of colleges using measure	All students	Recent HS graduates	Non-traditional students	Challenge	Students request	Other students
Early Assessment Program	64%	23%	54%	2%	8%	23%	10%
Grade in last English course	41%	64%	27%	3%	15%	12%	6%
High school GPA	33%	67%	22%	0%	7%	11%	7%
Instructor/counselor recommendation	30%	54%	13%	0%	21%	13%	8%
Non-cognitive assessment	4%	67%	0%	0%	0%	0%	33%

ESL	Percent of colleges using measure	All students	Recent HS graduates	Non-traditional students	Challenge	Students request	Other students
Instructor/counselor recommendation	20%	67%	0%	0%	13%	13%	7%
Grade in last English course	12%	78%	22%	0%	0%	0%	0%
High school GPA	8%	83%	17%	0%	0%	0%	0%
Early Assessment Program	5%	0%	100%	0%	0%	0%	0%
Non-cognitive assessment	1%	0%	0%	0%	0%	0%	100%

SOURCES: PPIC Survey of Assessment and Placement in California Community Colleges, 2016.

NOTES: Categories not mutually exclusive.

Appendix B. Survey Instrument

SURVEY OF CALIFORNIA COMMUNITY COLLEGE ASSESSMENT AND PLACEMENT POLICIES AND PRACTICES

Thank you for taking our survey.

Your college's participation in this survey will help inform state and college policymakers and practitioners about the basic skills assessment and placement policies and practices implemented at California Community Colleges. This information will be used as part of a broader project on basic skills in community colleges. **Your responses will be treated confidentially, and you or your college will not be identified in reports.**

The following questions are about your college's assessment and placement policies and practices for credit students during the 2014-2015 academic year.

Note that we ask about the last academic year in order to establish a benchmark of what your college was doing prior to the implementation of reforms associated with the Common Assessment Initiative.

We appreciate your cooperation and thank you in advance for helping us understand your college's assessment and placement policies and practices.

THANK YOU IN ADVANCE FOR YOUR PARTICIPATION!

Background Questions

- 1) What is your college's name? (drop down menu)

Introductory Questions *(to help route the respondent to appropriate survey sections)*

- 2) During the 2014-2015 academic year, did your college offer any of the following test-preparation activities? Please select all that apply.
 - i) Practice tests
 - ii) Study guides
 - iii) Test-prep books
 - iv) Test-prep workshops
 - v) Other (write in)
 - vi) No test preparation activities provided.
- 3) During the 2014-2015 academic year, did your college use separate placement tests to assess the English skills and English as a Second Language (ESL) skills of incoming students to determine appropriate placement?
 - a) Yes, my college uses separate tests to assess English and ESL skills
 - b) No, my college does not use separate tests to assess English and ESL
 - c) Don't know

Next question will appear for colleges selecting "Yes" in Question 3

- i) During the 2014-2015 academic year, how were students directed to take the ESL placement test?
 - (1) Students chose to take ESL test with no advising
 - (2) Students were advised to take ESL test based on academic background (e.g. prior ESL course taking)
 - (3) Students were advised to take ESL test based on non-academic information (e.g. non-native English speakers, recent immigrants)
 - (4) Students did not pass English or reading/writing test
 - (5) Other (please specify)

Math Assessment and Placement

The following questions are about your college's math assessment and placement policies and practices during the 2014-2015 academic year. A reminder that we ask about the last academic year in order to establish a benchmark of what your college was doing prior to the implementation of reforms associated with the Common Assessment Initiative. Please note that when asking about specific cut scores, we only ask about the cut scores used for placement into transfer-level courses, not for lower-level basic skills courses.

- 4) Please examine the list below. If any of these measures were used to **waive** students from the math placement test during the 2014-2015 academic year, please provide the criteria used for waiver (i.e. minimum test score or grade requirement).

Please select all that apply.

- a) Early Assessment Program (EAP) (write in EAP status accepted)
 - b) ACT (write in test score)
 - c) SAT (write in test score)
 - d) AP (write in test score)
 - e) IB (write in test score)
 - f) CLEP (write in test score)
 - g) Completion of transfer-level math from another college (write in grade)
 - h) Other (please specify)
 - i) None. Our college does not waive students from the assessment process in Math.
- 5) During the 2014-2015 academic year, which of the following measures did your college use to assess the math skills of incoming students to determine their readiness for transfer level courses? Please select all that apply.
 - a) Placement Test Score
 - b) High School GPA

- c) Grade in last math course
- d) Early Assessment Program (EAP) /Smarter Balanced Math Score
- e) Instructor/Counselor Recommendations
- f) Non-Cognitive Assessment
- g) Other Measures (please specify)

Questions 6-7 will appear for colleges selecting “Placement Test Scores”

- 6) During the 2014-2015 academic year, which of the following **placement tests** did your college use to assess the math skills of incoming students to determine their readiness for transfer-level courses?
- a) Accuplacer
 - b) Compass
 - c) Math Diagnostic Testing Project (MDTP)
 - d) Local/Campus Developed Exam (please specify)
 - e) Other Assessment Exams (please specify)

Next set of questions will appear separately for each assessments tests selected

- i. During the 2014-2015 academic year, which of the following **Accuplacer** tests did your college use to determine readiness for transfer-level math? For each test selected, please write in the minimum test score required for placement into transfer-level math. Please select all that apply.
 - i) Arithmetic (write in test score)
 - ii) Elementary Algebra (write in test score)
 - iii) College Level Math (write in test score)
 - iv) Other (please specify name of tests(s) and minimum test score(s))

- i. During the 2014-2015 academic year, which of the following **Compass** tests did your college use to determine readiness for transfer-level math? What minimum test scores were used for placement into transfer-level math? Please select all that apply.
 - i) Numerical Skills/Pre-Algebra (write in test score)
 - ii) Elementary Algebra (write in test score)
 - iii) College Algebra (write in test score)
 - iv) Trigonometry/Pre-Calculus (write in test score)
 - v) Other (please specify name of test(s) and minimum test score(s))

- i. During the 2014-2015 academic year, which of the following **Math Diagnostic Testing Project (MDTP)** tests did your college use to determine readiness for transfer-level Math? What minimum test scores were used for placement into transfer-level math? Please select all that apply.
 - i) Algebra Readiness (write in test score)
 - ii) Elementary Algebra (write in test score)
 - iii) Intermediate Algebra (write in test score)
 - iv) Pre-Calculus Readiness (write in test score)
 - v) Other (please specify name of test(s) and minimum test score(s))

- i. During the 2014-2015 academic year, which of the following **Local/Campus Developed Exam(s)** did your college use to determine readiness for transfer-level Math? What minimum test scores were used for placement into transfer-level math? Please select all that apply.
 - i) Arithmetic (write in test score)
 - ii) Elementary Algebra (write in test score)
 - iii) Intermediate Algebra (write in test score)
 - iv) Trigonometry/Pre-Calculus (write in test score)
 - v) Other (please specify name of form(s) and cut-score(s))

- 7) During the 2014-2015 academic year, did your college have a retesting policy for math?

If yes: please specify how long students have to wait to re-take the test. Please write in the number of days, weeks or months students must wait.

- a) Yes (please specify)

- b) No
- 8) During the 2014-2015 academic year, could a student at your college re-take the math placement test after having begun the math sequence? (e.g. retest to skip basic skills levels)
- a) Yes
 - b) No
 - c) Don't know

Questions a) – b) will appear for each measure selected:

You indicated that during the 2014-2015 academic year, your college used High School GPA to assess the math skills of incoming students to determine their readiness for transfer level courses.

- a) What rule was used for High School GPA to determine placement into transfer-level math (e.g. GPA cut-off, etc.)? Please write-in rule.
- b) For which students was High School GPA used to determine placement into transfer-level math? Please select all that apply.
 - a) All students
 - b) Recent high school graduates
 - c) Non-traditional students
 - d) Students who challenge initial placement
 - e) Students who request use of measure
 - f) Other students (please specify)

You indicated that during the 2014-2015 academic year, your college used Grade in last math course to assess the math skills of incoming students to determine their readiness for transfer level courses.

- a) What rule was used for Grade in last math course to determine placement into transfer-level math (e.g. grade cut-off, etc.)? Please write-in rule.
- b) For which students was Grade in last math course used to determine placement into transfer-level math? Please select all that apply.
 - a) All students
 - b) Recent high school graduates
 - c) Non-traditional students
 - d) Students who challenge initial placement
 - e) Students who request use of measure
 - f) Other students (please specify)

You indicated that during the 2014-2015 academic year, your college used Early Assessment Program (EAP)/Smarter Balanced Math Score to assess the math skills of incoming students to determine their readiness for transfer level courses.

- a) What rule was used for EAP/Smarter Balanced Math Score to determine placement into transfer-level math (e.g. test cut-score, etc.)? (write-in rule)
- b) For which students was EAP/Smarter Balanced Math Score used to determine placement into transfer-level math? Please select all that apply.
 - a) All students
 - b) Recent high school graduates
 - c) Non-traditional students
 - d) Students who challenge initial placement
 - e) Students who request use of measure
 - f) Other students (please specify)

You indicated that during the 2014-2015 academic year, your college used Instructor/Counselor Recommendation to assess the math skills of incoming students to determine their readiness for transfer level courses.

- a) What rule was used for **Instructor/Counselor Recommendation** to determine placement into transfer-level math (e.g. X placement recommendation by Instructor/counselor, etc.)? Please write-in rule.
- b) For which students was **Instructor/Counselor Recommendation** used to determine placement into transfer-level math? Please select all that apply.
 - a) All students
 - b) Recent high school graduates
 - c) Non-traditional students
 - d) Students who challenge initial placement
 - e) Students who request use of measure
 - f) Other students (please specify)

You indicated that during the 2014-2015 academic year, your college used a Non-Cognitive Assessment to assess the math skills of incoming students to determine their readiness for transfer level courses.

- a) Which **Non-Cognitive Assessment** was used? (please specify)
- b) What rule was used for **Non-Cognitive Assessment** to determine placement into transfer-level math (e.g. assessment cut-score, etc.)? Please write-in rule.
- c) For which students was a **Non-Cognitive Assessment** used to determine placement into transfer-level math? Please select all that apply.
 - a) All students
 - b) Recent high school graduates
 - c) Non-traditional students
 - d) Students who challenge initial placement
 - e) Students who request use of measure
 - f) Other students (please specify)

The following 4 questions will appear for all respondents:

- 9) Please briefly describe how your college **combined the measures** used to assess the math skills of incoming students to determine the appropriate placement into math courses.(write in)
- 10) During the 2014-2015 academic year, did your college use any of the following **other** placement policies or practices to assess the math skills of incoming students to determine their readiness for transfer-level courses? Please select all that apply.
 - a) Student self-placement policies and practices
 - b) Departmental placement policies and practices
 - c) Faculty placement policies and practices
 - d) Other (please specify)
 - e) No other placement policy or practice is used
- 11) What changes, if any, to the math assessment and placement policies and practices, are under discussion at your college? (Check all that apply).
 - a) Change in placement instrument
 - b) Change in standards used to determine college readiness
 - c) Change(s) related to the Common Assessment Initiative
 - d) Change in measures used for placement (please specify)
 - e) Other change(s) **not** related to the Common Assessment Initiative (please specify)
 - f) None
- 12) What else would you like to share about your college's math assessment and placement policies and practices? Please take this opportunity to provide additional details about the math assessment and placement process that were not captured in the survey. (write in)

English Assessment and Placement

The following questions are about your college's *English* assessment and placement policies and practices during the 2014-2015 academic year. A reminder that we ask about the last academic year in order to establish a benchmark of what your college was doing prior to the implementation of reforms associated with the Common Assessment Initiative. Please note that when asking about specific cut scores, we only ask about the cut scores used for placement into transfer-level courses, not for lower-level basic skills courses.

- 13) Please examine the list below. If any of these measures were used to **waive** students from the *English* placement test during the 2014-2015 academic year, please provide the criteria used for waiver. (i.e. minimum test score or grade requirement).

Please select all that apply.

- i) Early Assessment Program (EAP) (please write in EAP status accepted)
 - ii) ACT (please write in test score)
 - iii) SAT (please write in test score)
 - iv) AP (please write in test score)
 - v) IB (write in test score)
 - vi) CLEP (write in test score)
 - vii) Completion of transfer-level English course from another college (write in minimum grade required)
 - viii) Other (please specify name of test(s) and cut-score(s))
 - ix) None, our college does not waive students from the assessment process in English.
- 14) During the 2014-2015 academic year, which of the following measures did your college use to assess the *English* skills of incoming students to determine their readiness for transfer-level courses? Please select all that apply.
- a) Placement Test Scores
 - b) High School GPA
 - c) Grade in last English course
 - d) Early Assessment Program (EAP)/Smarter Balanced English Score
 - e) Instructor/Counselor Recommendations
 - f) Non-Cognitive Assessment
 - g) Other Measures (please specify)

Questions 15-16 will appear for colleges selecting "Placement Test Scores"

- 15) During the 2014-2015 academic year, which of the following **placement tests** did your college use to assess the *English* skills of incoming students to determine their readiness for transfer-level courses? Please select all that apply.
- a) Accuplacer
 - b) Compass
 - c) College Test for English Placement (CTEP)
 - d) Local/Campus Developed Exam (please specify)
 - e) Other Assessment Exam (please specify)

Next set of questions will appear separately for each assessments tests selected

- i. During the 2014-2015 academic year, which of the following **Accuplacer** tests did your college use to determine readiness for transfer-level English? What minimum test scores were used for placement into transfer-level English? Please select all that apply.
 - i) Reading Comprehension (write in test score)
 - ii) Sentence Skills (write in test score)
 - iii) Grammar Skills (write in test score)
 - iv) Writing Sample (write in test score)
 - v) Other (please specify name of form(s) and cut-score(s))
- i. During the 2014-2015 academic year, which of the following **Compass** tests did your college use to determine readiness for transfer-level English? What minimum test scores were used for placement into transfer-level English? Please select all that apply.

- i) Reading Comprehension (write in test score)
- ii) Sentence Skills (write in test score)
- iii) Grammar Skills (write in test score)
- iv) Writing Sample (write in test score)
- v) Other (please specify name of form(s) and cut-score(s))

i. During the 2014-2015 academic year, which of the following **College Test for English Placement (CTEP)** tests did your college use to determine readiness for transfer-level English? What minimum test scores were used for placement into transfer-level English? Please select all that apply.

- i) Reading Comprehension (write in test score)
- ii) Sentence Skills (write in test score)
- iii) Grammar Skills (write in test score)
- iv) Writing Sample (write in test score)
- v) Other (please specify name of form(s) and cut-score(s))

i. During the 2014-2015 academic year, which of the following **Local/Campus Developed Exam(s)** did your college use to determine readiness for transfer-level English? What minimum test-scores were used for placement into transfer-level English? Please select all that apply.

- i) Reading Comprehension (write in test score)
- ii) Sentence Skills (write in test score)
- iii) Grammar Skills (write in test score)
- iv) Writing Sample (write in test score)
- v) Other (please specify name of form(s) and cut-score(s))

16) Did your college have a retesting policy for **English**?

If yes: please specify how long students have to wait to re-take the test. Please write in the number of days, weeks or months students must wait.

- i) Yes (please specify)
- ii) No

17) During the 2014-2015 academic year, could a student at your college re-take the **English** placement test after having begun the English sequence? (e.g. retest to skip basic skills levels)

- a) Yes
- b) No
- c) Don't know

Next set of questions will appear separately for each measure selected:

You indicated that during the 2014-2015 academic year, your college used High School GPA to assess the English skills of incoming students to determine their readiness for transfer level courses.

- a) What rule was used for **High School GPA** to determine placement into transfer-level English (e.g. GPA cut-off, etc.)? Please write-in rule.
- b) For which students was **High School GPA** used to determine placement into transfer-level English? Please select all that apply.
 - a) All students
 - b) Recent high school graduates
 - c) Non-traditional students
 - d) Students who challenge initial placement
 - e) Students who request use of measure
 - f) Other students (please specify)

You indicated that during the 2014-2015 academic year, your college used Grade in last English course to assess the English skills of incoming students to determine their readiness for transfer level courses.

- a) What rule was used for **Grade in last English course** to determine placement into transfer-level English (e.g. grade cut-off, etc.)? Please write-in rule.

- b) For which students was **Grade in last English course** used to determine placement into transfer-level English? Please select all that apply.
- a) All students
 - b) Recent high school graduates
 - c) Non-traditional students
 - d) Students who challenge initial placement
 - e) Students who request use of measure
 - f) Other students (please specify)

You indicated that during the 2014-2015 academic year, your college used Early Assessment Program (EAP)/Smarter Balanced English Score to assess the English skills of incoming students to determine their readiness for transfer level courses.

- a) What rule was used for **EAP/Smarter Balanced English Score** to determine placement into transfer-level English (e.g. test cut-score, etc.)? Please write-in rule.
- b) For which students was **EAP/Smarter Balanced English Score** used to determine placement into transfer-level English? Please select all that apply.
 - a) All students
 - b) Recent high school graduates
 - c) Non-traditional students
 - d) Students who challenge initial placement
 - e) Students who request use of measure
 - f) Other students (please specify)

You indicated that during the 2014-2015 academic year, your college used Instructor/Counselor Recommendation to assess the English skills of incoming students to determine their readiness for transfer level courses.

- a) What rule was used for **Instructor/Counselor Recommendation** to determine placement into transfer-level English (e.g. X placement recommendation by Instructor/counselor, etc.)? Please write-in rule.
- b) For which students was **Instructor/Counselor Recommendation** used to determine placement into transfer-level English? Please select all that apply.
 - a) All students
 - b) Recent high school graduates
 - c) Non-traditional students
 - d) Students who challenge initial placement
 - e) Students who request use of measure
 - f) Other students (please specify)

You indicated that during the 2014-2015 academic year, your college used a Non-Cognitive Assessment to assess the English skills of incoming students to determine their readiness for transfer level courses.

- a) Which **Non-Cognitive Assessment** was used? (please specify)
- b) What rule was used for **Non-Cognitive Assessment** to determine placement into transfer-level English (e.g. assessment cut-score, etc.)? Please write-in rule.
- c) For which students was a **Non-Cognitive Assessment** used to determine placement into transfer-level English? Please select all that apply.
 - a) All students
 - b) Recent high school graduates
 - c) Non-traditional students
 - d) Students who challenge initial placement
 - e) Students who request use of measure
 - f) Other students (please specify)

The following questions will appear for all respondents:

- 18) Please briefly describe how your college **combined the measures** used to assess the English skills of incoming students to determine the appropriate placement into English courses. (write in)

- 19) During the 2014-2015 academic year, did your college use any of the following **other** placement policies or practices to assess the English skills of incoming students to determine their readiness for transfer-level courses? Please select all that apply.
- Student self-placement policies and practices
 - Departmental placement policies and practices
 - Faculty placement policies and practices
 - Other (please specify)
 - No other placement policy or practice is used
- 20) What changes, if any, to the English assessment and placement policies and practices, are under discussion at your college? Please select all that apply.
- Change in placement instrument
 - Change in standards used to determine college readiness
 - Change(s) related to the Common Assessment Initiative
 - Change in measures used for placement (please specify)
 - Other change(s) **not** related to the Common Assessment Initiative (please specify)
 - None
- 21) What else would you like to share about your college's English assessment and placement policies and practices? Please take this opportunity to provide additional details about the math assessment and placement process that were not captured by the survey. (write in)

English as a Second Language Assessment and Placement

The following questions are about your college's English as a Second Language (ESL) assessment policies and practices during the 2014-2015 academic year. A reminder that we ask about the last academic year in order to establish a benchmark of what your college was doing prior to the implementation of reforms associated with the Common Assessment Initiative. Please note that when asking about specific cut scores, we only ask about the cut scores used for placement into transfer-level courses, not for lower-level basic skills courses.

- 22) Please examine the list below. If any of these measures were used to **waive** students from the ESL placement test during the 2014-2015 academic year, please provide the criteria used for waiver. (i.e. minimum test score or grade requirement).

Please select all that apply.

- Early Assessment Program (EAP) (write in EAP status accepted)
 - ACT (write in test score)
 - SAT (write in test score)
 - AP (write in test score)
 - IB (write in test score)
 - CLEP (write in test score)
 - Completion of transfer-level English or ESL from another college (write in minimum grade required)
 - Other (please specify)
 - None. Our college does not waive students from the assessment process in ESL.
- 23) During the 2014-2015 academic year, which of the following measures did your college use to assess the English as a Second Language (ESL) skills of incoming students to determine appropriate placement into ESL courses? Please select all that apply.
- Placement Test Scores
 - High School GPA
 - Grade in last English Course
 - Last English course was ESL
 - Number of years of education in the United States
 - Early Assessment Program (EAP)/ Smarter Balanced English Score

- g) Instructor/Counselor Recommendations
- h) Non-Cognitive Assessment
- i) Other Measures (please specify)

Questions 24-25 will appear for colleges selecting “Placement Test Scores”

- 24) During the 2014-2015 academic year, which of the following **placement tests** did your college use to assess the **English as a Second Language (ESL)** skills of incoming students to determine appropriate placement into ESL courses? Please select all that apply.
- a) Accuplacer
 - b) Compass
 - c) College Test for English Placement (CTEP)
 - d) Combined English Language Skills Assessment (CELSA)
 - e) Local/Campus Developed Exam (please specify)
 - f) Other Assessment Exam (please specify)

Next set of questions will appear separately for each assessments tests selected

- i. During the 2014-2015 academic year, which of the following **Accuplacer ESL** tests did your college use to determine appropriate placement into ESL courses?

For each test selected, please write in the minimum test scores required for placement into the highest level of ESL?

Please select all that apply.

- i) Reading Comprehension (write in test score)
 - ii) Sentence Skills (write-in cut-score)
 - iii) Grammar Skills (write in test score)
 - iv) Listening (write in test score)
 - v) Combined Listening, Reading and Grammar Test (write in test score)
 - vi) Writing sample (write in test score)
 - vii) Other (please specify name of form(s) and cut-score(s))
- i. During the 2014-2015 academic year, which of the following **Compass ESL** tests did your college use to determine appropriate placement into ESL courses? What minimum test scores were used for placement into the highest level of ESL? Please select all that apply.
 - i) Reading Comprehension (write in test score)
 - ii) Sentence Skills (write-in cut-score)
 - iii) Grammar Skills (write in test score)
 - iv) Listening (write in test score)
 - v) Combined Listening, Reading and Grammar Test (write in test score)
 - vi) Writing sample (write in test score)
 - vii) Other (please specify name of form(s) and cut-score(s))
 - i. During the 2014-2015 academic year, which of the following **College Test for English Placement (CTEP) ESL** tests did your college use to determine placement into the highest level of ESL? What minimum test scores were used for placement into the highest level of ESL? Please select all that apply.
 - i) Reading Comprehension (write in test score)
 - ii) Sentence Skills (write-in cut-score)
 - iii) Grammar Skills (write in test score)
 - iv) Listening (write in test score)
 - v) Combined Listening, Reading and Grammar Test (write in test score)
 - vi) Writing sample (write in test score)
 - vii) Other (please specify name of form(s) and cut-score(s))
 - i. During the 2014-2015 academic year, which of the following **CELSA (Combined English Language Skills Assessment) ESL** tests did your college use to determine placement into the highest level of ESL? What minimum test scores were used for placement into the highest level of ESL? Please select all that apply.
 - i) Reading Comprehension (write in test score)

- ii) Sentence Skills (write-in cut-score)
- iii) Grammar Skills (write in test score)
- iv) Listening (write in test score)
- v) Combined Listening, Reading and Grammar Test (write in test score)
- vi) Writing sample (write in test score)
- vii) Other (please specify name of test(s) and test score(s))

- i. During the 2014-2015 academic year, which of the following **Local/Campus Developed Exam ESL** forms did your college use to determine placement into the highest level of ESL? What minimum test scores were used for placement into the highest level of ESL? Please select all that apply.
 - i) Reading Comprehension (write in test score)
 - ii) Sentence Skills (write-in cut-score)
 - iii) Grammar Skills (write in test score)
 - iv) Listening (write in test score)
 - v) Combined Listening, Reading and Grammar Test (write in test score)
 - vi) Writing sample (write in test score)
 - vii) Other (please specify name of form(s) and cut-score(s))

25) During the 2014-2015 academic year, did your college have a retesting policy for ESL?

If yes: *please specify how long students have to wait to re-take the test. Please write in the number of days, weeks or months students must wait.*

- i) Yes (please specify)
- ii) No

26) During the 2014-2015 academic year, could a student at your college re-take the ESL placement test after having begun the ESL sequence? (e.g. retest to skip ESL levels)

- a) Yes
- b) No
- c) Don't know

Questions a) – b) will appear for each measure selected:

You indicated that during the 2014-2015 academic year, your college used High School GPA to assess the ESL skills of incoming students to determine their readiness for transfer level courses.

- a) What rule was used for High School GPA to determine placement into transfer-level English (e.g. GPA cut-off, etc.)? Please write-in rule.
- b) For which students was High School GPA used to determine placement into transfer-level English? Please select all that apply.
 - a) All students
 - b) Recent high school graduates
 - c) Non-traditional students
 - d) Students who challenge initial placement
 - e) Students who request use of measure
 - f) Other students (please specify)

You indicated that during the 2014-2015 academic year, your college used Grade in last English course to assess the ESL skills of incoming students to determine their readiness for transfer level courses.

- a) What rule was used for Grade in last English course to determine placement into transfer-level English (e.g. grade cut-off, etc.)? Please write-in rule.
- b) For which students was Grade in last English course used to determine placement into transfer-level English? Please select all that apply.
 - a) All students
 - b) Recent high school graduates
 - c) Non-traditional students
 - d) Students who challenge initial placement

- e) Students who request use of measure
- f) Other students (please specify)

You indicated that during the 2014-2015 academic year, your college used Early Assessment Program (EAP)/Smarter Balanced English Score to assess the ESL skills of incoming students to determine their readiness for transfer level courses.

- a) What rule was used for EAP/Smarter Balanced English Score to determine placement into transfer-level English (e.g. test cut-score, etc.)? Please write-in rule.
- b) For which students was EAP/Smarter Balanced English Score used to determine placement into transfer-level English? Please select all that apply.
 - a) All students
 - b) Recent high school graduates
 - c) Non-traditional students
 - d) Students who challenge initial placement
 - e) Students who request use of measure
 - f) Other students (please specify)

You indicated that during the 2014-2015 academic year, your college used Instructor/Counselor Recommendation to assess the ESL skills of incoming students to determine their readiness for transfer level courses.

- a) What rule was used for Instructor/Counselor Recommendation to determine placement into transfer-level English (e.g. placement recommendation by Instructor/counselor, etc.)? Please write-in rule.
- b) For which students was Instructor/Counselor Recommendation used to determine placement into transfer-level English? Please select all that apply.
 - a) All students
 - b) Recent high school graduates
 - c) Non-traditional students
 - d) Students who challenge initial placement
 - e) Students who request use of measure
 - f) Other students (please specify)

You indicated that during the 2014-2015 academic year, your college used a Non-Cognitive Assessment to assess the ESL skills of incoming students to determine their readiness for transfer level courses.

- a) Which Non-Cognitive Assessment was used? (please specify)
- b) What rule was used for Non-Cognitive Assessment to determine placement into transfer-level English (e.g. assessment cut-score, etc.)? Please write-in rule.
- c) For which students was a Non-Cognitive Assessment used to determine placement into transfer-level English? Please select all that apply.
 - a) All students
 - b) Recent high school graduates
 - c) Non-traditional students
 - d) Students who challenge initial placement
 - e) Students who request use of measure
 - f) Other students (please specify)

The following questions will appear for all respondents:

- 27) Please briefly describe how your college **combined the measures** used to assess the English as a Second Language skills of incoming students to determine the appropriate placement into ESL courses. (write in)
- 28) During the 2014-2015 academic year, did your college use any of the following **other** placement policies or practices to assess the ESL skills of incoming students to determine their readiness for transfer-level courses? Please select all that apply.
 - a) Student self-placement policies and practices
 - b) Departmental placement policies and practices

- c) Faculty placement policies and practices
- d) Other (please specify)
- e) No other placement policy or practice is used

- 29) What changes, if any, to the ESL assessment and placement policies and practices, are under discussion at your college? (Check all that apply).
- b) Change in placement instrument
 - c) Change in standards used to determine college readiness
 - d) Change(s) related to the Common Assessment Initiative
 - e) Change in measures used for placement (please specify)
 - f) Other change(s) **not** related to the Common Assessment Initiative (please specify)
 - g) None

30) What else would you like to share about your college's ESL assessment and placement policies and practices? (write in)

Concluding Questions

31) What is your job title? (write-in)

- 32) Can PPIC research staff follow up with you to seek clarification for your responses?
- a) Yes
 - b) No

If yes: Please provide us with your email address so that we may contact you for potential clarifications. (write in)

If your college has **documents or worksheets** about the assessment and placement policies and practices that can supplement this survey to help us better understand the process at your college, please **email, mail or fax** them to the principal investigator:

Olga Rodriguez
Research Fellow
Public Policy Institute of California
500 Washington, St., Suite 600
San Francisco, CA 94111
E: Rodriguez@ppic.org
P: (415) 291-4457
F: (415) 291-4401

Thank you for taking the time to complete our survey. If you have any questions about the survey please feel free to contact the principal investigator

END OF SURVEY



PPIC

PUBLIC POLICY
INSTITUTE OF CALIFORNIA

The Public Policy Institute of California is dedicated to informing and improving public policy in California through independent, objective, nonpartisan research.

Public Policy Institute of California
500 Washington Street, Suite 600
San Francisco, CA 94111
T: 415.291.4400
F: 415.291.4401
PPIC.ORG

PPIC Sacramento Center
Senator Office Building
1121 L Street, Suite 801
Sacramento, CA 95814
T: 916.440.1120
F: 916.440.1121