Accuplacer Testing Process Improvement

Colorado Mountain College
AQIP Action Team: Testing
Fall 2009

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PROJECT STATEMENT

To define and improve the Accuplacer testing process (College wide) as measured by consistent practices in the following areas:

1. Training of proctors
2. Testing Environment and equipment
3. Preparation resources for students
4. Increased diligence of Accuplacer score entry to Datatel

BACKGROUND

This AQIP Team engaged in addressing a testing related issue at CMC. There are many aspects of testing college-wide but after some discussion it was determined that the test that impacts the most students, faculty, and staff is the Accuplacer.

The Accuplacer test assesses students' reading, writing, and math levels and is one of the primary ways that CMC students prove placement. The results of the Accuplacer play an important role in student success. These results determine which classes the student will begin with, either developmental or college level.

To understand the importance of Accuplacer testing, the AQIP team reviewed Colorado Higher Education policy concerning placement testing. Several years ago the Colorado Department of Higher Education issued a statewide Remedial Education Policy. In this policy the following students must prove their level of ability in the reading, writing, and math areas:

1.   First time degree seeking
2.   Age 17 – 19 including undeclared students
3.   No previous degree who declare: AA, AS, AGS or AAS

Students falling into one of these categories can prove their levels through:

1.   Accuplacer
2.   ACT or SAT scores (completed within the last 5 years)
3.   Associate or higher degree (indicated on CMC application)
4.   Previous college coursework

In 2008, CMC purchased 5,445 Accuplacer test units and in 2009 CMC purchased 8,589 test units. Evidence shows that the number of test units given is steadilty increasing and will continue to increase as the college grows. Due to these factors our team decided to analyze the Accuplacer testing process and practices.

In order to gain a boarder picture of the Accuplacer process, this AQIP team mapped out differences in the current workflow processes used to administer Accuplacer at two commuter campuses, Aspen and Vail/Eagle Valley. The team also sent out a survey to each campus to gather data concerning the people involved in the testing process, testing environment, Accuplacer resources and study guides used by each campus, and technology issues experienced by each campus.

Another area of concern for this team was compliance with the Accpulacer licensing agreement. The Accuplacer Manual states, "The ACCUPLACER License Agreement requires that ALL testing be done in a secure and proctored setting. There are no exceptions to this requirement. No student should be allowed to take the test without the constant supervision of an approved proctor.
*   A human proctor must be physically present throughout the administration of the exam.
*   Web cameras or other monitoring devices may not be used for remote proctoring."

Problems that have been identified regarding this testing process at CMC, including, inconsistency in: proctoring, testing environments, advising prior to and after testing, timely entering of scores into Datatel, staff training, and implementing Accuplacer updates.

OPERATIONAL DEFINITIONS

Accuplacer – The purpose of ACCUPLACER tests is to provide students with useful information about their academic skills in math, English, and reading. The results of the assessment, in conjunction with the student's academic background, goals, and interests, are used by academic advisors and counselors to determine appropriate course selection.

ACT – American College Testing (ACT) program. The ACT is an achievement test that measures student learning from high school and consists of 4 subject components, English, math, reading, and science. The ACT is used as a national college admissions examination.

Advisor - Typically full or part time faculty who provide academic advising to CMC students. Many times these advisors will work with students in their area of study, for example, culinary, outdoor education, ski area operations, etc. These advisors typically do not handle career counseling or personal issues.

College Counselor - Works with students regarding the following topics: academic, career, transfer, testing and some personal issues. Many other duties and committee work are included in their responsibilities.

Developmental Education – Postsecondary remedial education (also known as postsecondary remediation, developmental education, basic skills education, compensatory education, or preparatory education) is large and growing segment of higher education in the United States. It is composed primarily of sequences of increasingly advanced courses designed to bring under-prepared students to the level of skill competency expected of new college freshmen.

Grace Period - There are two state laws, placement testing and immunization, which allow the students time to become compliant. This means that a student may register for their first semester. During this time they must take steps to be in compliance with the law or they will not be able to register for any subsequent semester. For example: a student registers for the Fall Semester; during this time they provide immunization records. Their Datatel record is updated to reflect this information. This will remove the hard hold so they may register for Spring.

Hard Holds - A rule written in Datatel that prevents or stops a student from registration. The reason for the hold must be dealt with before the hold can be lifted. For example: a student owes the college money; they cannot register for classes until the account balance is cleared. Or a student is on Academic Suspension; the student cannot register until they have met with the Academic Standards Committee and they approve a reinstatement on Academic Probation. All of these types of holds are in place due to either CMC policy (business office hold, academic suspension, high school), state law (high school, immunization, placement testing, readmit, selective service) or federal law (social security number). These holds cannot be overridden by registration staff.

Noncourse - This is a "course" created in Datatel for which the student cannot register. It is used to capture test scores and creates a record for the student. This record can then be used as the prerequisite. For example there are noncourses created for Accuplacer, SAT, Computer Proficiency (SAM), college level reading, national exams, etc.

Placement - The academic starting point for students new to CMC. A student's ability level in reading, writing and math are assessed and used to determine proper selection of courses. Four options are available to determine the courses a student is qualified to take: Accuplacer, ACT, SAT and previous college credit. Predetermined cut off scores have been set by the state for placement when using the Accuplacer, ACT or SAT.

Prerequisite - A course or test score required prior to registration in a specific course. For example: a student must have taken BIO-111 (grade of C- or better) prior to enrolling in BIO-222 or a specific placement test score to enroll in ENG-121.

Proctor - Any employee who assists with the administration of testing. Proctoring is typically handled by the counselors or someone from the registration staff (front desk). Testing may include: Accuplacer, exams for CMC distance learning classes, exams from outside colleges and universities, Spanish placement testing, CLEP, computer proficiency, etc.**SAT** – Scholastic Assessment Test (SAT), formerly Scholastic Aptitude Test. The SAT assesses the critical thinking skills students need for academic success in college and consists of three subject tests including reading, writing, and math. The SAT is used as a national college admissions examination.

SAT – Scholastic Assessment Test (SAT), formerly Scholastic Aptitude Test. The SAT assesses the critical thinking skills students need for academic success in college and consists of three subject tests including reading, writing, and math. The SAT is used as a national college admissions examination.

Soft Holds - Alert statements during the registration process. These are attached to the course section. They are for prerequisites and co-requisite checking. Alert statements will also occur if there is a time conflict between two or more sections or when a section is full and the waitlist option is offered. These can be overridden by registration staff.

TABE - The Test for Adult Basic Education (TABE) is a diagnostic test used to determine a person's skill levels and aptitudes. In the reading portion, you'll be tested on your vocabulary and reading comprehension. The English portion will test for spelling, punctuation, grammar, sentence and paragraph structure, etc. The math section doesn't involve much complex math-there are some question on pre-algebra, but mostly it's about basic math, and understanding fractions, percentages, and the decimal system.

Testing - The proctoring of any tests by someone at CMC, typically a designated proctor. This testing can be for a variety of reasons, such as, initial placement into classes at the college, challenge exam for earning college credit, career assessments, exams for classes that students are currently enrolled in (can be either CMC classes or classes from other schools), and national testing for specific careers.

PROCESS FLOWCHARTS

To begin our AQIP team analysis of the Accuplacer process, we found it essential to look at examples of the Accuplacer process currently used at two of the CMC campuses. The process flowchart on page 8 is representative of the Accuplacer process from the time a student registers and receives a placement test hold on their student account, to the time in which they would be able to continue to register at the Aspen campus. This process can be compared to the process flowchart on page10, which is representative of the processes at the Vail/Eagle Valley Campus.
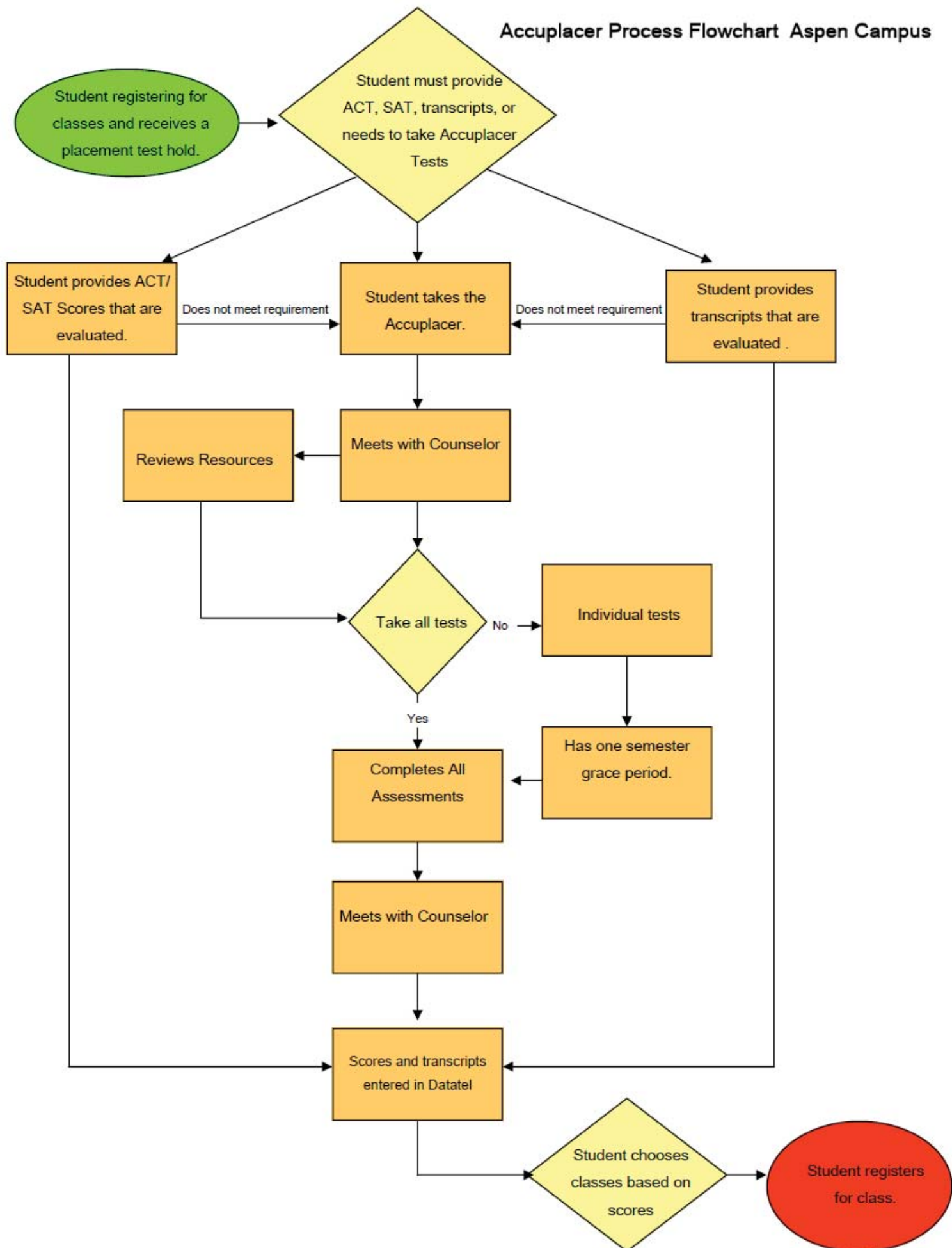
Currently, due to the number of different students, their age, and their academic levels upon entrance to Colorado Mountain College, it is not required to attach placement test scores to student applications. Therefore, student placement scores are requested when a student receives a placement test hard hold (see Appendix 1) upon registering. The placement test hard hold will not allow students to register for certain classes that require reading, writing, or math placement test scores as a requirement or pre-requisite of the class. For example a new student signing up for ENG-121 must provide required test scores or transcripts to show college level reading and appropriate writing levels. A student may meet the placement test hold by providing ACT, SAT, Accuplacer scores, or college transcripts that meet assessment score cut-offs or through the evaluation process are determined to meet the pre-requisite requirements.

If a student's ACT, SAT, or college transcripts does not meet the placement test cutoffs or through evaluation does not meet the pre-requisite requirements for a course, then the student can take the Accuplacer tests in lieu of the other documents. The student is encouraged to meet with a counselor before testing to attain information or resources related to the testing and to schedule a time and day to conduct the testing.

The importance in looking at the process is the need to serve the students and uphold our college value of responsiveness. Students are often registering for classes that fill quickly and have limited spaces, therefore the Accuplacer process has been identified as a possible "bottleneck" area that can hinder or delay a students ability to move forward in the overall registration process.

By examining these process flowcharts and through surveying the other campuses the goal of the Accuplacer AQIP team is to provide college-wide guidelines that will improve all aspects of the current Accuplacer testing process.

Accuplacer Process Flowchart Aspen Campus

Student registering for classes and receives a placement test hold.

Student must provide ACT, SAT, transcripts, or needs to take Accuplacer Tests

Student provides ACT/ SAT Scores that are evaluated.

Does not meet requirement

Student takes the Accuplacer.

Does not meet requirement

Student provides transcripts that are evaluated .

Meets with Counselor

Reviews Resources

Take all tests

No

Individual tests

Yes

Has one semester grace period.

Completes All Assessments

Meets with Counselor

Scores and transcripts entered in Datatel

Student chooses classes based on scores

Student registers for class.

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FLOWCHART DESCRIPTION

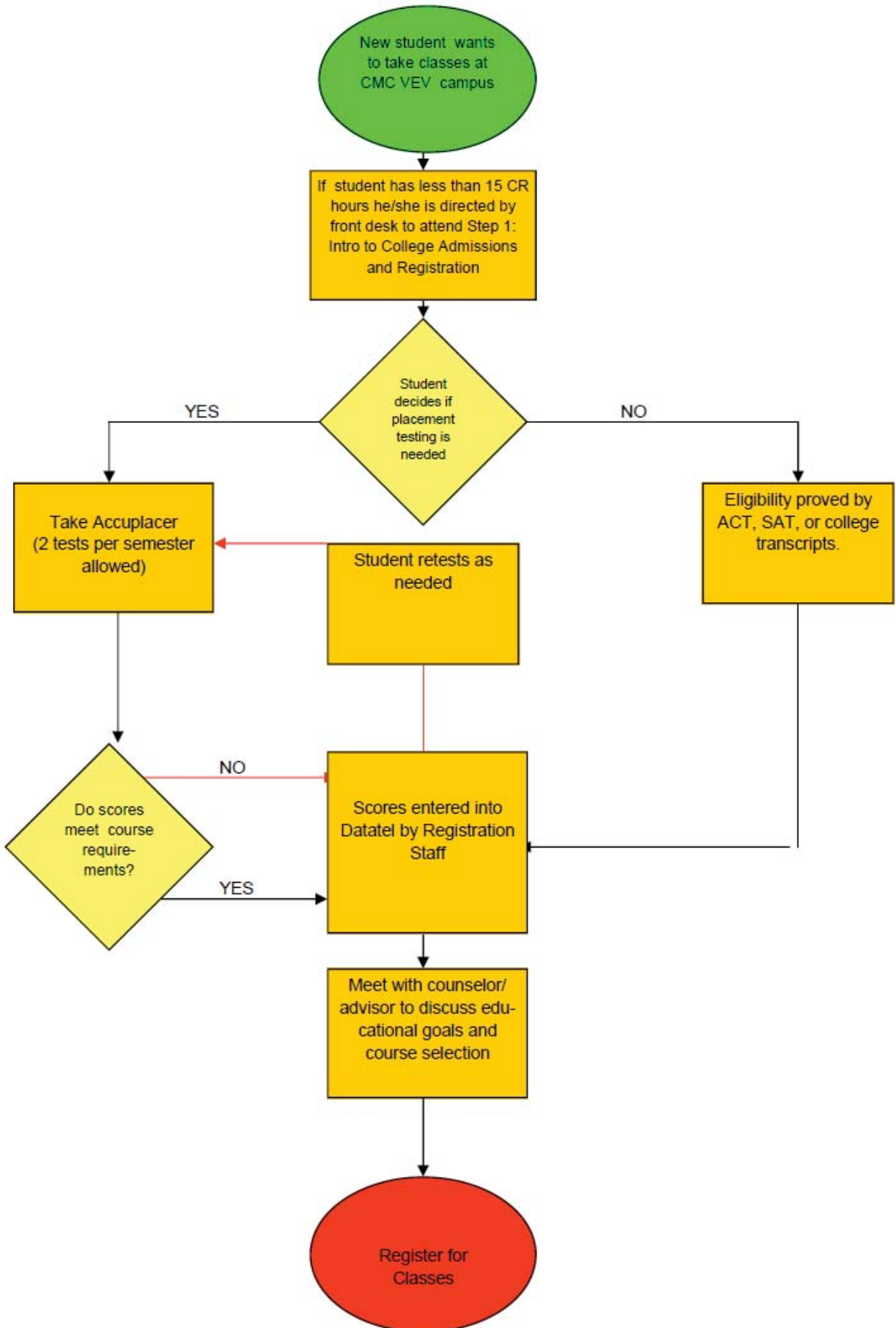Placement Testing Process at Vail-Eagle Valley Campus

Orientation: Students new to CMC who have earned less than 15 credit hours are directed by the front desk staff to attend a "Step One" presentation. "Step One" is a one hour group presentation covering an introduction to CMC and our application, registration and placement process. At the end of "Step One", a student knows what placement qualifications need to be met.

Testing: If Accuplacer testing is needed, students attend one of our group Accuplacer testing sessions. After testing, two copies of the student's results are printed out. The student receives one and the other is entered into Datatel by one of the registration staff then filed at the front desk. Sometimes a student's record is not yet in Datatel (no application on file) so the Accuplacer scores are held in the file until they can be entered. Students are allowed two attempts at each Accuplacer subject test per semester.
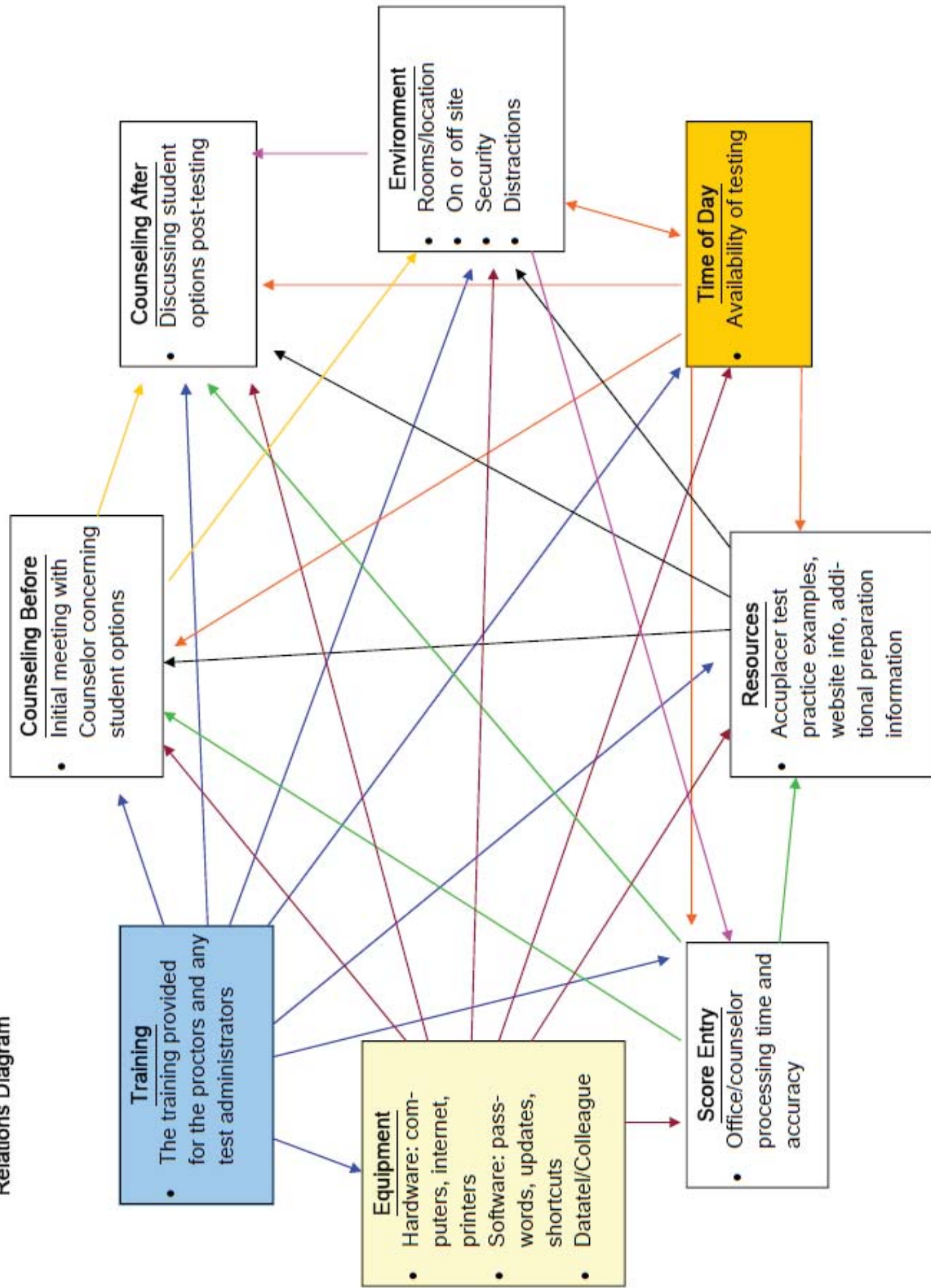
Advising: After Accuplacer testing is complete students schedule an appointment to meet with a counselor/advisor to discuss educational goals, placement results, course selection and registration steps.

Registration: Students complete a registration form and present it to the front desk for registration into classes.

Process Flowchart for Vail/Eagle Valley Campus

New student wants to take classes at CMC VEV campus

If student has less than 15 CR hours he/she is directed by front desk to attend Step 1: Intro to College Admissions and Registration

Student decides if placement testing is needed

YES

NO

Take Accuplacer (2 tests per semester allowed)

Student retests as needed

Eligibility proved by ACT, SAT, or college transcripts.

Do scores meet course requirements?

NO

Scores entered into Datatel by Registration Staff

YES

Meet with counselor/advisor to discuss educational goals and course selection

Register for Classes

AQIP: Accuplacer Testing Process Relations Diagram

Environment
Rooms/location
On or off site
Security
Distractions

Counseling After
Discussing student options post-testing

Time of Day
Availability of testing

Counseling Before
Initial meeting with Counselor concerning student options

Resources
Accuplacer test practice examples, website info, additional preparation information

Training
The training provided for the proctors and any test administrators

Equipment
Hardware: computers, internet, printers
Software: passwords, updates, shortcuts
Datatel/Colleague

Score Entry
Office/counselor processing time and accuracy

ANALYSIS OF RELATIONS DIAGRAM

As a result of the Cause and Effect Diagram, the team was able to identify 3 major issues within the Accuplacer Testing Process: training, equipment, and time of day. This diagram assisted the team in naming the causes vs. the effects. The information is significant because it shows relationships in the proctoring process.

In conclusion, the results of the Relations (Cause & Effect Diagram) indicate that overall training, which had 7 causes, was pivotal to improving the Accuplacer testing process. Implementation of a training program for improving the proctor process will address this issue. Equipment, which had 6 causes, was also an important indicator which relayed the necessity of having operational computers available at each campus. The third issue was time of day that the student tested. Surprisingly, although this issue may be overlooked as significant, greater awareness of this issue may assist counselors, proctors and registration staff in advising students about the best time to test. Improved practices for these 3 issues should increase student success overall when taking the Accuplacer placement test.

Factors	Effect on Other Factors	Effected by other Factors
Training	7	0
Equipment	6	1
Time of Day	5	3
Resources	3	4
Score Entry	3	4
Environment	3	5
Counseling Before	2	5
Counseling After	0	7

Factors that Affect Score Entry

Score Entry

Environment
- Open or closed areas to public
- Office Space
- Too cold or hot
- Climate Control

Machine
- Printers
- Datatel
- Computers
- Internet

Workforce
- Counselor
- Proctor
- Registration Staff
- Central Services
- Full or Part-time Staff

Materials
- Scores
- Reading Results
- Accuplacer Platform
- Updates

Methods
- Datatel form mnemonics
  - TEST
  - TSUM
  - RGPE
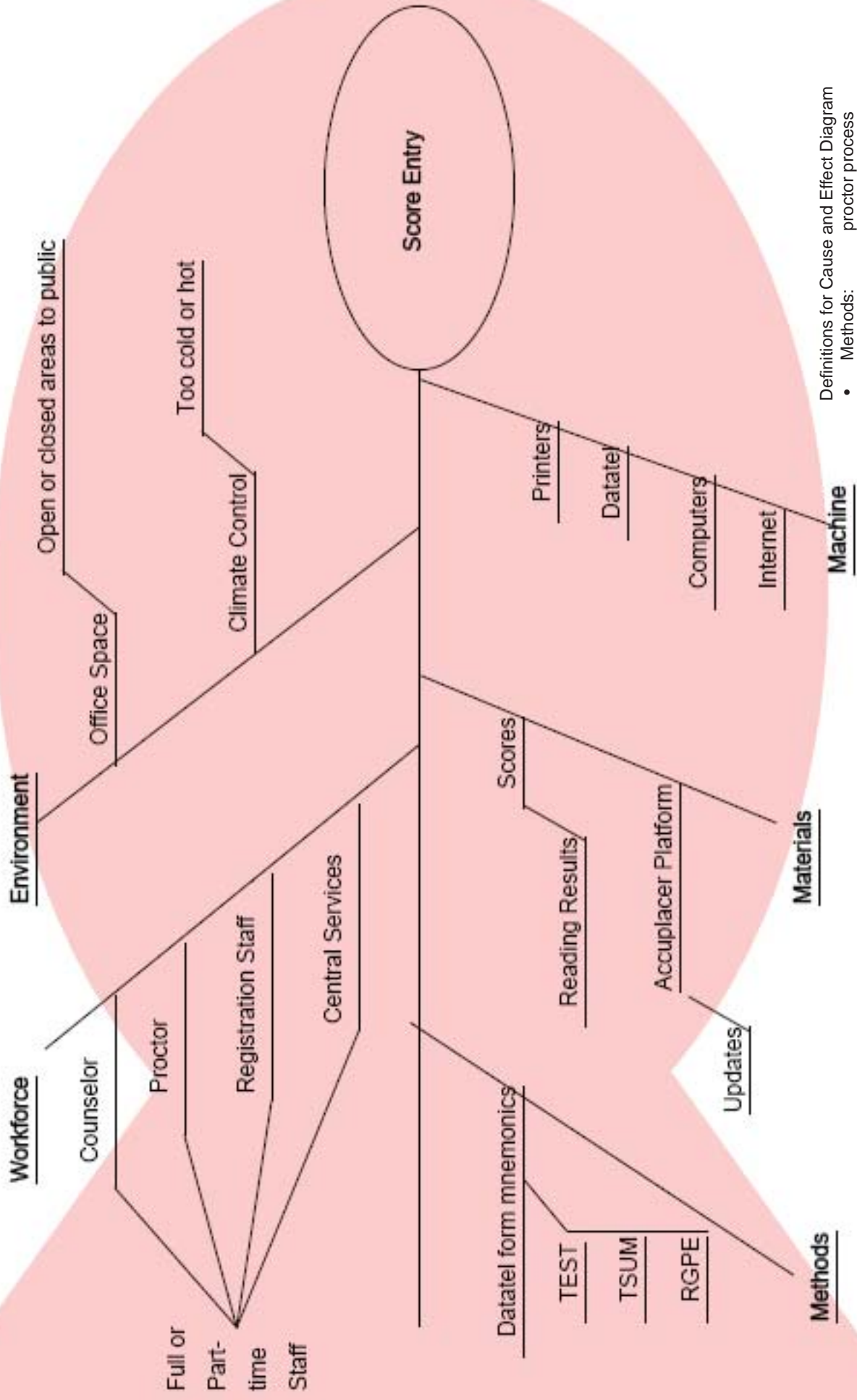
Definitions for Cause and Effect Diagram
- Methods: proctor process
- Machines: computers
- Materials: test space availability
- Workforce: proctors
- Environment: physical conditions

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CAUSE AND EFFECT DIAGRAM OF SCORE ENTRY

One of the issues with Accuplacer and registration is inconsistency in data entry of Accuplacer scores. The team decided to use the Cause and Effect diagram as the most effective way for brainstorming. We used the five components of workforce, environment, methods, materials and machines to start our process.

The results of this brainstorming indicated that there are several factors that can affect score entry. While some causes may be out of our control such as computers down or printers malfunctioning it appeared that with appropriate training many of these factors would decrease. This training would include best practices on actual data entry (appropriate mnemonics) and correct interpretation of scores. Another way to ensure accurate data entry is to investigate automatic downloading of scores from Accuplacer to Datatel.

Current CMC Accuplacer Testing Times

CMC Location	Individual Testing?	Group Testing?	Peak time Hours per Week	Non-Peak Hours per week	Who proctors?	Details
Aspen	Y	N	25 /wk	1.5	Reg staff & counselor	All individual testing
Breckenridge	Y	N	N/A	2	FT counselor & Admin Staff	All Accuplacer testing is on demand, individual basis by counselor
Carbondale	Y	Y	6 hr group/wk	N/A	PT counselor & admin staff	Reg staff is learning how to proctor
Dillon	Y	N	N/A	N/A	FT counselor & admin staff	Front desk proctors on occasion. All Accuplacer testing is on demand. Testing is done on two computers in lobby
Glenwood Ctr	Y	Y	6 hr group/wk	N/A	FT counselor	N/A
Leadville	Y	Y	N/A	2 hr	FT counselor & Reg staff	5 group sessions during peak in summer
Spring Valley	Y	Y	Group in labs	1.5	FT counselors	No computers available so non peak Accu is done on the counselors' personal computers.
Steamboat	Y	Y	N/A	10	FT counselors and advisors	N/A
Vail-Eagle Valley	Y	Y	Group 6 hrs /wk	6	Reg staff	Reg staff does proctoring. Group testing during peak times, indiv during non-peak
West Garfield	Y	N	N/A	N/A	FT Reg & Admin Staff	All testing is individual

Larry Dutmer   11/17/09

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ACCUPLACER STUDENT RESOURCES

In an attempt to define and implement consistent practices college wide in Accuplacer, we (the AQIP Accuplacer Action Team), noted one of the areas needing improvement was to provide students with reliable and updated practice testing materials and resources. An email request for samples of these study materials was sent to each of the Colorado Mountain College campuses.

Resource samples were received from all eleven Colorado Mountain College sites. The following article represents the name of the person who submitted the resource, the name of the campus/site it was received from, the document title(s), and the number of pages in the document. Upon receipt an alphabetic key reference letter was assigned to each document. Please see key for explanation.

In addition, page two of this article defines the most widely used Accuplacer documents college wide. The top 4 documents are listed along with the number of campuses/sites they are used by.

KEY

DOCUMENT TITLE	EXHIBIT LETTER
What Kinds of Questions are on ACCUPLACER	A
Accuplacer Study Guides	B
Elementary Algebra Resources	C
Reading Comprehension Resources	D
Sentence Skills Resources	E
Accuplacer Study Guides	F
Accuplacer Sample Questions for Students	G
Basic Skills Assessment Placement Scores for Accuplacer	H
Accuplacer Study Guide Zone	I
Proctor's Directions for Accessing Accuplacer on the Internet	J
Accuplacer Study Guide Sites	K
Request for Off-Site Placement Testing	L
Student Guide to Assessment & Placement Testing	M
Career Ready 101 Software	N

West Garfield Campus Katie Rust		Number of Pages	Exhibit Number
✓ **What kinds of questions are on ACCUPLACER**	2 sided	10	A
✓ **Accuplacer Study Guides** (list of websites; Revision Date: 04/20/08	1 sided		B
✓ **Elementary Algebra Resources** (Online sites & study guides)	1 sided		C
✓ **Reading Comprehension Resources** (Online sites & study guides)	1 sided		D
✓ **Sentence Skills Resources** (Online sites & study guides)	1 sided		E
✓ **Accuplacer Study Guides** (list of websites)	2 sided	2 pages	F
Dillon Campus Dawn Zoni			
✓ **Accuplacer Study Guides** (list of websites; Revision Date: 10/11/07)			B
✓ **Accuplacer Sample Questions for Students** (Revised December 2007)	1 sided	23	G
Alpine Campus Amy Phillips			
✓ **Accuplacer Study Guides** (list of websites; Revision Date: 04/20/08)	1 sided		B
Aspen Campus Monique Turek, M.A. & Rebecca Arrington			
✓ **Accuplacer Study Guides** (list of websites; Revision Date: 04/20/08)	1 sided		B
✓ **Basic Skills Assessment Placement Scores for** **Accuplacer, ACT & SAT – 2008-2009 Academic** **Year** **(Revised 04/30/2009)**	1 sided		H
✓ **Accuplacer Sample Questions for Students** (Revised December 2007)	1 sided	20	G
✓ **Accuplacer Study Guide Zone** (website: **www.studyguidezone.com/accuplacertest.htm**	1 sided	2	I
Edwards – VEV Campus Larry Dutmer			
✓ **Accuplacer Study Guides** (list of websites; Revision Date: 06/04/09)	1 sided		B
✓ **Accuplacer Sample Questions for Students** (Revised December 2007)	1 sided	9	G
✓ **Basic Skills Assessment Placement Scores for** **Accuplacer, ACT & SAT – 2008-2009 Academic** **Year** **(Revised 7/8/2008)**	1 sided		H

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		Number of Pages	Exhibit Number
Carbondale Deb Burleigh			
✓ Proctor's Directions for Accessing Accuplacer (CPT) on the Internet and Administering the Test (10-22-09)	1 sided	3	J
✓ Accuplacer Study Guide Sites	(half page)		K
✓ Request for Off-Site Placement Testing	1 sided		L
✓ Career Ready 101 software	Software	N/A	N
Roaring Fork/Glenwood Center Debbie Arnold		Number of Pages	Exhibit Number
✓ Student Guide to Assessment & Placement Testing (2010-2011)	Fold out		M
✓ What kinds of questions are on Accuplacer	2 sided	20 pages	A
Timberline-Leadville Connie Lugenbeal		Number of Pages	Exhibit Number
✓ Accuplacer Study Guides (list of websites; Revision Date: 10/11/07	1 sided		B
Roaring Fork/Spring Valley Jen Brennan		Number of Pages	Exhibit Number
✓ Accuplacer Study Guides (list of websites; Revision Date: 10/11/07	1 sided		B
✓ What kinds of questions are on Accuplacer	2 sided	9 pages	A
Buena Vista Jody Latchaw		Number of Pages	Exhibit Number
✓ Accuplacer Study Guides (list of websites; Revision Date: 04/20/08	1 sided		B

Most Widely Used Accuplacer Documents		
Document Name	**Exhibit Number**	**Used by Number Campuses**
Accuplacer Study Guides (list of websites: Revision Date)s 4) 4-20-08, 3) 10-11-07, 1) 6-4-09	B	8
Accuplacer Sample Questions for Students 3) Revised December 2007 All 3 contained different number of pages: 23, 20 & 9	G	3
What kinds of questions are on Accuplacer No revision date. All 3 contained different number of pages: 20, 10 & 9	A	3
Basic Skills Assessment Placement Scores for Accuplacer, ACT & SAT – 2008-2009 Academic Year 1) Revised 7/8/2008), 1) Revised 4/30/09	H	2

TECHNICAL ISSUES INVOLVING ACCUPLACER

As part of our investigation into the various problems surrounding Accuplacer testing, the AQIP team requested a copy of Service Desk call logs pertaining to Accuplacer technical issues (see Appendix ***). From the information that the service desk provided, we were able to classify the calls into the defined categories below:

Issue Related To Accuplacer Logged With Helpdesk	2006	2007	2008	2009
Computer & Hardware Issues	2	1		2
Connectivity & Internet issues	1	1		3
Datatel Issues	1	4	2	1
Login Issues				1
Printer Issues		1	2	1
Student Resource Issues				1
Software Issues	3	5	3	2
Setup Requests	3	1	1	2

Definitions:

Computer & Hardware Issues – relate to the computer freezing, or shutting down unexpectedly.

Connectivity & Internet Issues – relate to the internet service and connection to Accuplacer.

Datatel Issues – Relate to how scores are entered in Datatel, production of reports from Datatel.

Login Issues – pertain to login requests or password requests.

Printer Issues – relate to the ability to print Accuplacer reports from Accuplacer results page.

Student Resource Issues – related to online student resources for Accuplacer

Software Issues – related to Accuplacer links on desktop, messages from Accuplacer website, pop-up software, etc.

Set-up Requests – requests for additional computer stations, desktop set-up or link made available for a testing event.

The Service desk was also asked what type of information or resources would help make it more efficient for them to provide support for the campuses. The following is their response:

The Service Desk has noticed with the latest employee moves, that we were uncertain as to whom to turn to for troubleshooting information for placement testing, including Accuplacer, SAM Challenge, ACT and SAT. Actually, placement testing support has been a rather gray area for our Service Desk. The following would assist us in our ability to support placement testing. This request is for documentation that we could refer to, when assisting our proctors.

- We would be interested in having a document outlining where to find technical support for these various online assessments including websites and 800 number support.
- Current login information would be valuable along with the details of administering the assessments.
- A list of current CMC contacts that are experienced with administering these assessments would also be helpful to us.

From this information it can be deduced that increased training and the creation of an Accuplacer training manual would not only benefit the employees who current provide the Accuplacer testing, but the Service Desk would also benefit. By providing the opportunity for the Service Desk staff to participate in Accuplacer training and to have access to an Accuplacer manual, it would increase their support capabilities for real-time technical issues. The Service Desk's technical expertise could be used in the creation of a Trouble Shooting section within the Accuplacer training manual and elevate the increase in Service Desk calls regarding Accuplacer.

Note: Some percentages may not total 100% because some survey questions asked respondents to "check all that apply".

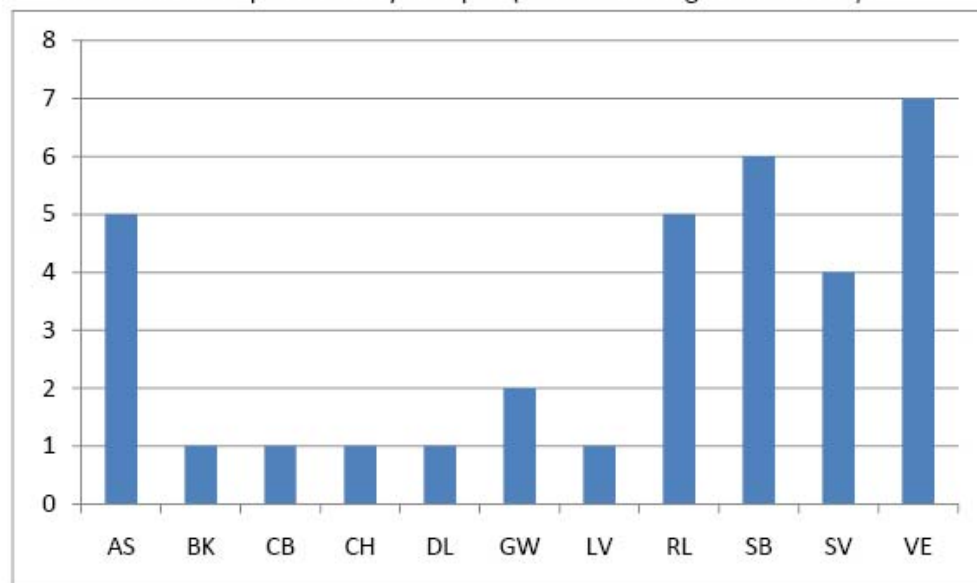## 1. Do you administer the Accuplacer test at your campus?

#	Answer		Response	%
1	Yes		40	98%
2	No		1	2%
	Total		41	100%

Statistic	Value
Mean	1.02
Variance	0.02
Standard Deviation	0.16
Total Responses	41

2. If you administer the Accuplacer test(s), list your name/job title:

Number of Respondents by Campus (14 were College Counselors)

Text Response
Connie Lugeanbeal, College Counselor
Debra Burleigh- College Counselor
Ann (Coddy) Berens, Front Desk
Robin Dove, College Counselor
Jody Latchaw, Counselor/Advisor
Jen Brennan, College Counselor
Rebecca Arrington, Executive Assistant to the Campus CEO
Dan Schaffrick, Interim Counselor, currently at Alpine Campus
Debra Arnold, College Counselor
Kearstin Cameron - Success Center Coordinator, RFC Campus
Emma Axelson, Admin. Tech
Larry Dutmer, College Counselor
Janet Rivera, Associate Professor of Developmental Studies
Janet Thrasher, Administration, Learning Services, Edwards
Jean Kramlich - Student Services Counselor
Jeanne McCann, Office Manager of Learning Services
Kelly Bejarano, Administrative Assistant
Coddy (Ann) Berens, Front Desk
Alpine Campus, DSC
Anne Maclean, Administrative Assistant II
Mary Ann Looby, Counselor
Jane Szucs , Instructional Supervisor of Developmental Education and College Success
Debra Farmer, Disability Services Coordinator
Pam Slaven, Administrative Aide
Linda, Administrative Tech
Amy Phillips, Counselor
Kathleen Rust, Administrative Tech
Lisa Runck, College Counselor
Deb Nicholson, Admin. Asst. II
Christine Tinner, Adjunct Faculty

| Linda Shoup, Accounts Manager |
| Heather Weems, Culinary Assistant |
| Dawn Zoni, Student Development Counselor |
| Jennifer Franke, PT Dev/Ed and ESL Coordinator (Alpine Campus) |
| Brian Hoza, Campus Dean of Student Affairs |
| Carol Carlson, Dual/Concurrent Enrollment |
| Vincent, Admin Tech |
| |
| |

Statistic	Value
Total Responses	39

3. Have you undergone adequate training related to Accuplacer?

29% of responses indicate inadequate Accuplacer training.

#	Answer		Response	%
1	Strongly Agree		4	10%
2	Agree		25	61%
3	Disagree		12	29%
4	Strongly Disagree		0	0%
	Total		41	100%

Statistic	Value
Mean	2.20
Variance	0.36
Standard Deviation	0.60
Total Responses	41

4. How does a student schedule Accuplacer testing at your campus? Check all that apply.

90% of responses indicate that Accuplacer was offered by appointment; 83% offered to walk-in.

#	Answer		Response	%
1	Appointment		37	90%
2	Walk-In		34	83%
3	Group		23	56%
4	Off-Site		20	49%

Statistic	Value
Total Responses	41

5. Does your campus provide student counseling/advising prior to administering the Accuplacer?

Only 10% of responses indicate that they "always" provide students with counseling/advising prior to testing. However, 90% of responses "sometimes" provide counseling/advising.

#	Answer		Response	%
1	Always		4	10%
2	Sometimes		37	90%
3	Never		0	0%
	Total		41	100%

Statistic	Value
Mean	1.90
Variance	0.09
Standard Deviation	0.30
Total Responses	41

6. What testing preparation resources does your campus provide to students? Check all that apply.

Survey responses indicate the need for offering consistent and updated resources college-wide.

#	Answer		Response	%
1	Website		35	85%
2	Study Guides		30	73%
3	Practice Questions		19	46%
4	Power Point		2	5%
5	Orientation		10	24%
6	Referral to other professional staff		14	34%
7	Other, please list		2	5%

Other, please list
GED Labs
I talk to students about the accuplacer

Statistic	Value
Total Responses	41

7. Where does your testing occur? Check all that apply.

17% of responses indicate that "individual offices" are used for testing; 44% for "off-site" testing.

#	Answer		Response	%
1	Computer Lab		32	78%
2	Learning Lab		18	44%
3	Classroom		6	15%
4	Library		6	15%
5	Individual Offices		7	17%
7	Designated Testing Areas		28	68%
10	Off-site		18	44%
9	Other		1	2%

Other
lobby computers

Statistic	Value
Total Responses	41

8. Do any of these locations present challenges?

58% of responses indicate that some locations present challenges for successful testing.

#	Answer		Response	%
1	Yes		1	3%
2	No		17	43%
3	if yes, please explain		22	55%
	Total		40	100%

if yes, please explain
Lab usage
Environmental
We do not have a spare computer to test students we have to use our offices and then are displaced while they test. Also, students testing in large group obviously have distractions and this is not the best testing environment.
Scheduling of room
The designated testing room near the counselors' offices is the most convenient; other locations present scheduling issues, distractions, and other challenges
Individual offices results in the person not being able to work in their office while the student is taking the test, and there is always the potential the student could look at the workers files, paperwork.
noise from hallway, off site computer access, off site internet access, off site computer lab availability
On large group testing days, there is no proctor watching the testing. Also, we need more testing dates.
group accuplacer dates and times don't work for some students, and testing room has only two computers, which are also used for other exams
With the new Accuplacer website I was unable to administer the test at the local high school.

Noise

Direct supervision is lacking at times

At times too loud/distracting

No consistent protocol for offsite testing

Space is limited

It would be very helpful if we had a testing center on campus that students could go to for Accuplacer and all other tests. Then we would not be sending them back and forth to different folks and offices. At Alpine we do have a small testing office directly across from the Counselor offices but it is hard to coordinate the one space when we are over flowing with students.

There are only three computers in out testing area.

I lose my office for 1-2 hours when I could be working on projects. Computer lab can be loud. There are issues at times with off-site as far as logging in or having the student complete the correct test.

Off-site location in Basalt can be a bit noisy in the classroom.

Lobby can be noisy

Competing peak time activity, close quarters, numbers at group testing slows down system

Tight space, computer system load during peak times

Statistic	Value
Mean	2.53
Variance	0.31
Standard Deviation	0.55
Total Responses	40

9. Who provides the interpretation of the student score(s)? Check all that apply.

44% of responses indicate test interpretation by test proctor, 95% by counselor, 72% by an advisor, 44% by registration staff and 15% by other.

#	Answer		Response	%
1	Proctor		17	44%
2	Counselor		37	95%
3	Advisor		28	72%
4	Registration Staff		17	44%
5	Other, please list		6	15%

Other, please list
document posted: Basic Skills Assessment Placement Scores for Accupalcer, ACT, and SAT distributed by CMC
sometimes, faculty advisors
distance proctor
counselor's tech
Instructors
myself

Statistic	Value
Total Responses	39

10. What steps do you take once the student has completed the Accuplacer? Check all that apply.

Responses indicate a need for consistent testing and follow-up practices college-wide.

#	Answer		Response	%
1	Print Results		38	97%
2	Enter scores into Datatel		24	62%
3	Register Student		18	46%
4	Refer Student to Advisor		18	46%
5	Refer Student to Counselor		24	62%
6	Interpret Results for Students		30	77%

Statistic	Value
Total Responses	39

11. Who is responsible for entering the Accuplacer scores into Datatel? Check all that apply.

Responses indicate need for consistent Accuplacer score entry into Datatel.

#	Answer		Response	%
1	Counselor		27	73%
2	Advisor		9	24%
3	Registration Staff		24	65%
4	Central Services		7	19%
6	Other		7	19%

Other
Support Staff
When we do our New Student Registration we (registration, counselors, anyone available) enter scores in Datatel so that students can register without placement holds
Student Support Services Staff
Admissions officer
Admissions
Admissions, Nancy Hays
Janice Bell

Statistic	Value
Total Responses	37

12. Who is responsible for communicating Accuplacer updates to your campus proctors?

64% of responses indicate that communications regarding Accuplacer updates are received from a variety of sources.

#	Answer		Response	%
1	Counselor		21	64%
2	Adviser		5	15%
3	Registration Staff		2	6%
4	Central Services		16	48%

Statistic	Value
Total Responses	33

13. How do they communicate these updates? Check all that apply.

Most widely used method of updates is email.

#	Answer		Response	%
1	E-Mail		33	100%
2	Training		4	12%
3	Meetings		8	24%
4	Written		3	9%
5	Telephone		4	12%

Statistic	Value
Total Responses	33

14. Are updates communicated effectively?

33% of responses indicate that Accuplacer updates are not communicated effectively.

#	Answer		Response	%
1	Strongly Agree		3	9%
2	Agree		20	61%
3	Disagree		10	30%
4	Strongly Disagree		0	0%
	Total		33	100%

Statistic	Value
Mean	2.21
Variance	0.36
Standard Deviation	0.60
Total Responses	33

15. Please list other comments, concerns and/or challenges regarding Accuplacer.
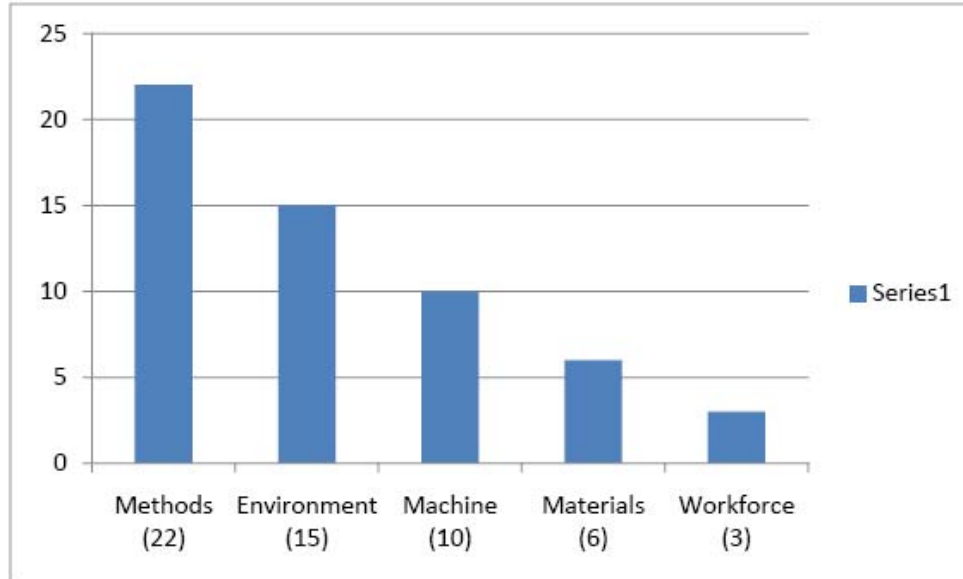
This chart represents a collection of comments from questions 8 and 15. Our AQIP team categorized those responses based on their topic content regarding the following areas -Methods, Environment, Machine, Materials, or Workforce.

Definitions for Pareto Chart
- Methods: proctor process
- Machines: computers
- Materials: test space availability
- Workforce: proctors
- Environment: physical conditions

Text Response
It seems that everytime we have a new platform we test to see if it works properly during our New Student Registration (75 students). This is unacceptable, this is the students first intro to CMC. There is no place to record the Mat 060 test in Datatel. Who is responsible for watching the number of testing units that are available? There are problems with instructors giving their own assessments in math and english after students have taken accuplacer and been placed in that course.
Password changes from the campus password for Accuplacer testing to the computer password can cause some inconviences.
I think a training would be beneficial to all involved in administering the new platform.
I think it's great you're working to improve this process--consistency is important! Thanks.
retrieval of scores from Accuplcaer site can be difficult if a print out is not made immediately after testing
Report menu is too hard to use. It uses up valuable advising time.

Training has been spotty and piecemeal, so it's been hard to see the big picture and answer all questions regarding accuplacer. I run into issues as I administer the test, which I feel reflects on my crediblity and professionalism. It would be great to have a solid training session to get a complete overview of accuplacer, as well as how to run effective reports and troubleshoot if problems are encountered during testing periods.

I have talked to Krisan about needing group logins and passwords. I have been given access for print group reports. Thank you.

How quickly are accuplacer scores input into Datatel after a student completes the test?
the new platform has been difficult to get individual results

People are still allowing students to take it multiple times; testing is still being used as exit exam for dev ed classes; print out is still not correctly reflecting the courses or levels that the student should register for

I think that a central location and individual who coordinates testing including the Accuplacer would be a huge step in the right direction and would offer needed support to the folks who are trying to coordinate so many different things (i.e. Counselors). In addition the math Accuplacer as a placement tool is NOT working for our students at Alpine. We find that we need to do a secondary placement at the beginning of the course and we sometimes have close to half the class that needs to move down a level becasue they are not prepared for the course they are placed in and then half of that remaining half are not successful. I know that this is an issue at the state and national levels and it sounds like there continues to be confusion about what to do.

The actual format of Accuplacer - questions have been misaligned during testing to a point where you cannot decipher what the actual question is or the possible answers (examples provided to Krisan in Sept.). Faculty do not appear to "agree" with the the placement of students (usually in core classes, Eng, Math) and have told students to drop down to a lower level course despite Accuplacer's suggested placement. Trying to find reports for students who have taken it in the past.

At the moment, I don't know how scores are entered and how or if they are communicated to me as a proctor. I have an administrator code, so I can find any scores I wish. I didn't know we needed to communicate them to me.

Placement does not always seem appropriate for student's ability. Could be a testing anxiety issue.

Need formal, even informal training to administer Accuplacer. Making all person(s) responsible for knowing the basics and responsibilities of administering the Accuplacer is absolutely necessary.

Statistic	Value
Total Responses	16

FORCE FIELD ANALYSIS

In the team's efforts to develop an improvement theory and implementation plan we chose to use the process called a Force Field Analysis. This is a technique for analyzing the forces that will aid or hinder in reaching an objective.

Our desired change is to create consistent Accuplacer practices. We feel that the best way to achieve this is through training.

Goal: Develop Consistent Accuplacer Practices

Driving Forces	Restraining Forces
Students	Time: training and test proctoring
AQIP Testing Team	Cost: training and seated proctors
CLT Administrative Support	Materials and resources: Availability? and Up-to-date?
Proctors, Counselors, and campus staff	Eleven sites: distance, priorities, budget, staffing
Faculty	Facility differences: room availability and environment
Parents	Resistance to change: staff & students
Strategic Plan 　　Goal 2: Improve Assessment 　　Goal 5: Increase Efficiency	Technology: Computers (Hardware, Internet, Datatel)

Action to be taken: Training

- Develop Accuplacer best practices
- Develop training program
- Plan training with Counselors, RegUsers, and Proctors

Implementation Gantt Chart - Accuplacer Testing Improvement

	Activity	Who	When 2010											
			Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
1	Create CMC Accuplacer Training Manual	Committee	▣	▣										
2	Introduce Upcoming Accuplacer Changes at Reg Users Meeting	Dev Educ Program		▣										
3	Introduce upcoming Accuplacer changes at Counselors Meeting	Dev Educ Program		▣										
4	Print CMC Accuplacer Training Manuals	Dev Educ Program												
5	Create CMC On-line Accuplacer Tutorial	Committee & Tech Train Coordinator		▣	▣	▣	▣	▣						
6	Develop On-going CMC Training Schedule	Dev Educ Program	▣	▣	▣									
7	Implement CMC Proctor Training	Dev Educ Program	▣	▣	▣	▣	▣							
8	Develop Testing Coordinator Position	Committee												
9	Implement On-going Consistent Group Training	Dev Educ Program						▣	▣	▣	▣	▣		
10	If approved - Hire Proctors at each Campus	Campuses			▣	▣	▣							
11	Create Web-based Accuplacer Resources	Dev Educ Program & Web Master	▣	▣	▣	▣	▣	▣						
12	If approved - Print Revised Study Guides	Dev Educ Program	▣	▣										
13	Request that IT create Interface between Accuplacer & Datatel to Upload Scores	Dev Educ Program & IT	▣	▣	▣									
14	Conduct Follow-up Survey	Dev Educ Program												▣

Steering Committee Feedback

Team Name: Accuplacer Improvement Team   Date: December 1, 2009

Idea for Improvement   Support

Training of Proctors

1. Create Accuplacer list-serve to provide monthly updates – **COMPLETED**   _____

2. Create CMC Accuplacer Training Manual   _____

3. Receive funds for printing Accuplacer Training Manual: $1,500   _____

4. Create CMC on-line tutorial version of training manual;

   Develop with CMC Technology Training Coordinator in IT   _____

5. Develop on-going training schedule   _____

6. Implement proctor training; campuses identify proctors for training   _____

7. Develop testing coordinator position to oversee college-wide testing process   _____

Environment and Equipment (Abide by Accuplacer License Agreement)

8. Implement consistent group testing practices   _____

9. Fund hiring of proctors at each campus: $22,759   _____

   (total annual cost college-wide)

Preparation Resources for Students

10. Create web-based Accuplacer student resources; work with CMC Web Master   _____

11. Fund printing of revised student study guides: $600 for 1,000 copies   _____

Increased Diligence of Accuplacer Score Entry into Datatel

12. Request that CMC IT create an interface between Accuplacer and Datatel to

    upload Accuplacer scores more efficiently/accurately; currently hand-entered   _____

Ancillary Recommendations:

    1. Conduct follow-up survey with Accuplacer proctors in one year – Dec 2010

    2. Utilize Resource 25 room scheduling software for Accuplacer testing

Team Feedback Meeting – Date:_____

Sponsors: Ann Harris and Mark McCabe   _____   Leader: Krisan Crow_____

ACKNOWLEDGMENTS

The AQIP Accuplacer Action Team would like to take this opportunity to thank Dr. Stanley Jensen for his specialized training in implementation of quality leadership, personal and team coaching and building Colorado Mountain College as "First Choice". We, as the AQIP Accuplacer Action Team, have learned valuable tools to work together "To create a better future".

We are also grateful to the following Colorado Mountain College staff for their personal assistance and expertise in assembling this report:

Jen Brennan

Deb Burleigh

Amy Phillips

In working through this continuous process improvement we could not have completed this report without the assistance and experience of Colorado Mountain Colleges' counselors, advisors, registration staff, and proctors. Their feedback and participation through the survey and numerous email communications were invaluable.

Mission: "To create a better future"
Creating a better future for our students, our communities,
our partners and our team members.

APPENDIX

EXHIBIT A

Annual Estimated Accuplacer Proctor Expense College Wide

This is an estimate of the annual cost for proctored group Accuplacer testing.

Weeks per Year		Test Sessions per Week	Total Sessions
Peak (2+4+4)*	10	2	20
Non-Peak	39	1	39
Holiday	3	0	0
Total Group Sessions / Campus			59

59	Total Group Session per site
X 2	Hours per session
118	Total annual group session hours per site
X $17.53	Hourly proctor rate (est.) $15/hr + 16.85% benefits
$2,069	Funding annual per site
X 11	Sites
$22,759	Estimated College Wide Annual Group Accuplacer Proctor Cost

*Summer 2 weeks + Fall 4 weeks + Spring 4 weeks.

EXHIBIT B - CMC SERVICE DESK LOG

Open Date	Incident Description
01/17/2008	Attempting to do a query to get Accuplacer scores. Client thinks the field is called STNC but can't find it. Needs assistance finding the appropriate field(s).
01/29/2008	Would like to take a yearly Accuplacer report and count how many times students tested for the various courses.
03/31/2009	Future student Laura Latchovich was taking the Accuplacer placement resource when when Internet Explorer failed. Can not find the unfinished report on Accuplaceronline.com.
04/19/2006	Would like to know if the computers have the software necessary for her classes to take the Accuplacer.
04/19/2007	Client received an email stating that her Accuplacer account was on hold due to 5 failed attempt on sending emails to kgeorgine@coloradomtn.edu. The email stated that DSN lookup "coloradomtn.edu" was not successful.
05/01/2009	Far left computer in the testing lab is slow and lost connection during an accuplacer test.
05/04/2006	At the Glenwood Center Learning Lab, there are unwanted popup messages in Accuplacer.
05/10/2007	Add Accuplacer to Start Menu in Glenwood Center Labs.
05/16/2007	Accuplacer Testing in progress in Glenwood Center Lab 2. Not able to print to printer. Has attempted to redirect print jobs to Lab 1 with no success. Voice mail delivered at 4:32 p.m.
05/27/2009	Cody Koots would like to know CMC's Accuplacer login. He needs to take CMC's Accuplacer assessments from Mesa State College.
05/28/2009	Verify that pop-up blockers do not affect the Accuplacer site on computers in both labs in Bristol before June 17th.
06/01/2007	Requesting computer resources for June jumpstart and nursing pre-registration June 5 - 9:00-2:00 Pre-registration for nursing students - Requesting the use of 3 laptops and a printer June 21 - 1:00-3:00 Accuplacer Testing - Room 128 & Quigley Library (tentative) - 4:45-5:30 LASSI -Room 128 June 22 - 10:30-4:00 Mezzanine - Requesting the use of 3 laptops and a printer
06/22/2006	Jump Start - Problems reported with workstations used for testing in Quigley Lab. Further investigataion found the problem to have been experienced by one student taking the supplement Accuplacer test found in Blackboard.
06/22/2007	Add additional score field into Datatel for Accuplacer. Accuplacer Write Test.
06/29/2009	Need the computers in Bristol (both labs) tested just before July 15th, to prepare for the Accuplacer test during our orientation.
07/02/2009	Change favorites link for Accuplacer to current live site in labs 1, 2, and 2F.
07/07/2008	Ensure that library computer labs 319 and 321 are ready for SOAR on the 17th and 18th of July. Test Accuplacer access.
07/07/2009	Would like a way to pull information on AccuPlacer scores to determine if students are in district or out of district, and if they are reg. ed or dev. ed. Would like to see students GPA for each term as well as students declared major or certification.
07/09/2009	Computer ceased responding during Accuplacer test.
07/10/2007	On Thursday the12th of July, we will be administering approximately 30 accuplacer tests. We will need to have the scores rolled over/converted by Friday the 13th, at 10:30 a.m. for the registration process.
07/27/2009	Lobby printer HP 2300n will not print a student accuplacer result. It just hangs in queue. Printer will not initialze.
07/28/2009	Computer in room 110 used for Accuplacer testing is running slowly and takes a long time to boot.
07/28/2009	Requests that a second computer be setup in Room 110 for Accuplacer testing. Computer may require additional ethernet port.
08/01/2007	Glenwood Center Computer Labs 1 and 2 had links to Accuplacer and SCape placements tests off of the Start Key. Please restore this feature.

Open Date	Incident Description
08/02/2006	Having problems running Accuplacer in lab.
08/09/2006	Lost connection to Internet Datatel, and student was bumped off of Accuplacer test. [White Board Appended:] Lost connection to network. [White Board Appended:] Lost connection to Internet in Quigley Lab and workstations at Front Desk. [White Board Appended:] Lost connection to network.
08/13/2009	Accuplacer Guidelines for Remote Testing on DWEB needs to be updated with information at http://professionals.collegeboard.com/profdownload/accuplacer-program-manual.pdf.
08/21/2008	There are no printers on the PCs during Accuplacer placement testing.
08/22/2006	All three computer labs at the Callaway building need to be set up for Accuplacer testing.
08/24/2009	Computers in testing room are losing connection while students are taking Accuplacer tests.
09/05/2008	Accuplacer links are not working.
09/06/2007	Requesting access to DATATEL from home. Justification: Data entry in TSUM from the Accuplacer website. (All campuses). The past 3 or 4 years Client has been able to keep up pretty well. The volume of testing students and accessibility to a campus has become a recent challenge. Has Comcast/DSL.
09/10/2008	Lab 1 - Glenwood Center Add Accuplacer and Placement Test links to workstations.
09/28/2006	Cannot locate where SAT, ACT, and Accuplacer scores are stored in the system.

EXHIBIT C - ACCUPLACER LICENSE AGREEMENT

Accuplacer Program Manual

August 2009

Proctors

The ACCUPLACER License Agreement requires that ALL testing be done in a secure and proctored setting. **There are no exceptions to this requirement.** No student should be allowed to take the test without the constant supervision of an approved proctor. This ensures the integrity of students' test scores and the security of the ACCUPLACER tests. When administering ACCUPLACER, always use Proctor-Level login. This prevents changes being made to the test site and unauthorized access to confidential student and institution information.

- A human proctor must be physically present throughout the administration of the exam.
- Web cameras or other monitoring devices may not be used for remote proctoring.
- The recommended proctor to student ration is one proctor to every fifteen to twenty students.
- Proctor access should be carefully monitored and controlled by the Site Manager and Institution Administrator.
- All proctors should have their own individual password that should be kept confidential and not shared with anyone.

The institution that holds the license agreement with ACCUPLACER is fully responsible for the selection and on-going training of ACCUPLACER proctors. Institutions are encouraged to evaluate carefully each candidate, and to ensure they are familiar with the process, as well as the repercussions for violating the Proctoring Guidelines. Failure to comply with established Proctoring Guidelines can lead to the immediate termination of account access and use at all levels, as well as the forfeiture of any existing test units.

Proctor Eligibility Criteria

- Proctors must be responsible adults familiar with accepted practices for administering standardized tests.
- Proctors may not be a peer of the student.
- Proctors may not be a friend of the student.
- Proctors must have no stake in students' scores.
- Proctors must not be related to the student.
- Proctors may not be employed part- or full-time at a test preparation company.
- Proctors may not administer any ACCUPLACER test being administered to a member of their household or immediate family.
- Proctors must be authorized by the institution to proctor exams in a remote location.

1

Proctor Duties

Proctor duties may vary and include assisting the Institution Administrator and Site Manager in ensuring the security of the ACCUPLACER tests.

- Proctors should be familiar with the administration and test security procedures.
- During test administration, proctors may assist students with equipment during the exam and provide additional scratch paper and pencils if necessary.
- Proctors should walk around the room to ensure students are working on the correct test and to guard against attempts at cheating.
- Proctors should never read, eat, drink, engage in conversation, or perform any activity not related to the test administration.
- Proctors who are familiar with students' specific accommodation needs may administer exams to students with disabilities.
- Proctors may not take any ACCUPLACER test or review in any manner the content of the tests.

Proctor Training

Institution administrators and site managers are expected to provide proctors with specific information about test administration procedures. The Administer Tests lesson found in ACCUPLACER Training Demonstrations can be used to familiarize proctors with general administration procedures. Each proctor should receive contact phone numbers for Institution Administrators and Site Managers where applicable. All parties involved in administering ACCUPLACER exams must adhere to policies outlined in the ACCUPLACER License Agreement.

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EXHIBIT D

RESOURCE 25

Definition: Resource 25 is software recently installed and used college wide at CMC to schedule rooms and resources. At this time the only resources listed are equipment, such as lap top carts, smart board carts, etc.,

Recommend Use: We recommend use of this college wide system to include Accuplacer testing, for assignment of: secure testing rooms & environments, testing by an approved proctor and designation of standard group testing dates and times for each CMC location. In addition, reports providing analysis of the above information will streamline testing and provide a credible placement testing system.

> ➢ It is web interactive therefore all CMC staff shall have access to view, schedule/request a room.
> ➢ Each campus will designate 2 approvers, who will approve the room requests.
>> o Requests will be approved on a daily, bi-daily basis, as need determined by each site.

REQUIREMENTS:

As far as utilizing this for Accuplacer scheduling of testing, we would need to:

> ➢ Designate a room or rooms at each CMC site, as secure/approved testing centers/rooms.
> ➢ Identify in each of those rooms the resources i.e., number of computers with lock down browsers, available for testing.
> ➢ Organize how to handle the scheduling of the tests thru this software
>> o Same users/staff at the front desk would have access already; however use Resource 25 as their scheduling calendar.
> ➢ Require all CMC sites to use Resource 25, until then different schedules, calendars.
>> o Currently 3 or 4 sites use Resource 25
> ➢ Current timeline for all CMC sites to use is 2 years out. Use on trial basis, as requesting, not mandatory.

BENEFITS:

> ➢ Ability to designate certain testing dates, times and locations.
>> o Ensuring use of credible testing room, equipment and "human proctor"
> ➢ Ability to determine proper staffing of "human proctor(s)" for every 15 – 20 students
> ➢ Ability to monitor number of tests given/used at each campus, for data keeping & billing
> ➢ Run monthly, weekly, as needed reports

The following information was obtained from Felix Haeuptle/IT .#Felix and I (Junella), met on 11-06-09. Felix is the Technology Support Specialist overseeing Resource 25 installation college wide.

EXHIBIT E

DOLLARS SPENT ON ACCUPLACER TEST UNITS

2003 – 2009

Note – Students normally take 3 test units each in math, English & reading.

YEAR	$ SPENT	COST OF EACH UNIT	NO. UNITS PURCHASED
2009	$ 15,032.00	1.75	8589
2008	$ 8,985.00	1.65	5445
2007	$ 5,400.00	1.55	3483
2006	$ 8,100.00	1.45	5586
2005	$12,285.00	1.35	9100
2004	$ 5,970.00	1.25	4776
2003	$ 4,500.00	1.15	3913

Information obtained from Datatel vendors file, based on number of dollars submitted to the College Board.

Accuplacer was first utilized by CMC in 2003.

EXHIBIT F

ACCUPLACER TEST UNITS USED BY CMC LOCATIONS

June 30, 2009 – November 20, 2009

Site Name	Units Used
Aspen	174
Leadville	424
Off-Site Testing	109
Roaring Fork	826
Steamboat Springs	482
Summit	238
Chaffee County	190
Vail Eagle Valley	613
West Garfield	494
TOTAL	3,550

Numbers obtained from Accuplacer.org - Test Activity Report on 11-20-09.

EXHIBIT G

CMC College Wide Testing

Credit for Prior Learning

CLEP (College Level Examination Program)
AP (Advance Placement)
DANTES (Defense Activities for Non-Traditional Educational Support)
ECE (Excelsior College Examinations)
IB (International Baccalaureate)

CMC Challenge Exams (comprehensive final exam for course)

Credit for Life Experience (Portfolio) (not really a test)

Placement

Accuplacer
Compass
ACT (American College Testing)
SAT
ASSET
Language placement

Distance Education

Individual instructor/course exams
        CMC
        Other institutions

Proficiency

CMC Computer Proficiency (SAM)
Math exit exams (MAT090)

Other (through CMC Testing Services)

GED (General Educational Development)
LSAT (Law Admissions Test)
GRE (Graduate Record Exam)
Career Guidance
TEAS (Test of Essential Academic Skills)
TOEFL (Test of English as a Foreign Language)