

I. GOALS and OBJECTIVES OF THE COMPREHENSIVE ASSESSMENT POLICY

The primary objective of the Comprehensive Assessment Program is to ensure that all entering students have the skills and knowledge required for success in college-level transfer and occupational courses. The key to accomplishing this goal is implementation of an assessment structure that accurately places students in courses that are appropriate to their skills and knowledge.

Students should be placed at a level which will challenge them but which is not beyond their reach. Students whose assessment results indicate that they need skills assistance will receive instruction to address these areas. Individuals who are not ready to complete Parkland's preparatory coursework will be referred to programs equipped to meet their needs. Accurate and proper placement is the goal of the Comprehensive Assessment Program. Consequently, placements made through assessment procedures are mandatory.

The Comprehensive Program includes assessment in reading, writing, and math skills. Since understanding college-level texts is a key factor in student success, the student's assessed reading level determines eligibility for pre-college and college-level courses.

II. COMPREHENSIVE ASSESSMENT PROGRAM COMMITTEE STRUCTURE

A. Reports to: Instructional Council

B. Role: The Comprehensive Assessment Program Committee develops, implements, reviews, evaluates, and modifies policies and procedures related to comprehensive assessment. The committee also monitors compliance with all program guidelines.

C. Membership:
Department Chair, English and Critical Studies
Department Chair, Mathematics
Department Chair, Social Sciences and Human Services
Director, Assessment
Director, Counseling
Director, Reading Program
Director, Cooperative Learning Center
Director, Advising and Transfer Center
Coordinator of Writing Assessment
Representative, Adult Basic Education
Representative, International Education
Director, Academic Development Center
Dean, Career Programs

D. Leadership: Committee members elect the chair annually.

III. ASSESSMENT PROCEDURES

A. Methods of Assessment: One or any combination of the following methods can be used to assess reading, writing, and mathematical skills:

1. Review of credit earned at any accredited college or university, including Parkland College.
2. Appropriate standardized test scores, such as ACT or SAT scores.
3. Placement testing.

B. Documentation of Assessment Method

1. Grade report indicating completed course or courses with the required grade that is evaluated by appropriate staff in the Counseling Center, Advising and Transfer Center, or Assessment Center. The Counseling Center and Advising and Transfer Center staff will send the paperwork to the Assessment Center so the student's record can be coded.
2. Transcripts indicating completed course or courses with the required grade:
 - a. Official transcript (institution to institution) that is evaluated by appropriate staff in the Office of Admissions and Records who will code the student's record.
 - b. Unofficial transcript (issued to student) that is evaluated by appropriate staff in the Counseling Center, Advising and Transfer Center, or Assessment Center. The Counseling Center and Advising and Transfer Center staff will send the paperwork to the Assessment Center so the student's record can be coded.
3. Standardized test score report with required scores that is evaluated by appropriate staff in the Counseling Center, Advising and Transfer Center, or Assessment Center. The Counseling Center and Advising and Transfer Center staff will send the paperwork to the Assessment Center so the student's record can be coded.
4. Standardized test results with required scores recorded on high school or college transcript that is evaluated by appropriate staff in the Counseling Center, Advising and Transfer Center, or Assessment Center. The Counseling Center and Advising and Transfer Center staff will send the paperwork to the Assessment Center so the student's record can be coded.
5. Any student who indicates that s/he holds a bachelors degree or higher and is registering as a course enrollee, will not be required to provide transcripts unless s/he changes to degree-seeking status. If a student holding a bachelors degree or higher wishes to enroll in a course with a prerequisite that is not obviously covered by the degree they hold, the student will be referred to the appropriate Department Chair, Program Director, counselor, or academic advisor.
6. Students who believe that they can provide evidence of an appropriate skill level by a method other than those outlined must confer with the Director of Reading, Writing Assessment Coordinator, or Math Chair (or their designee). All exceptions to the stated methods will be recorded on screen 48.

IV. READING SKILLS

A. Assessment Procedures

1. Evidence of college-level reading skills based on credits earned
 - a. Bachelors degree or higher from a college or university where English is the language of instruction.
 - b. Completed and earned within the last five years a C or higher in at least two 100-level courses in a reading-intensive discipline (e.g., psychology, sociology, biology, composition, literature, business). Questions regarding uncertainty of "reading-intensive" should contact the Director of Reading or English and Critical Studies Chair.
 - c. Completed CCS 099 within the last five years with a C or higher.
 - d. University of Illinois students attending Parkland College under the concurrent enrollment agreement.
2. Evidence of college-level reading skills based on standardized test scores
 - a. ACT scores
 - 1) 24 or higher RDG
 - 2) 20, 21, 22, 23 RDG AND 23 or higher COMP
 - b. SAT scores
 - 1) Before April 1995: Verbal score of 490 or above
 - 2) April 1995 or after: Verbal score of 570 or above
3. Evidence of college-level reading skills based on placement testing
 - a. Score of 83 or higher on the COMPASS Reading Test.

- b. Score of 81 or 82 on the Reading Test AND 88-99 on the Vocabulary Test and 85-99 on the Comprehension Test.
 - c. Students who earn a score of 4 or 5 on either the Advanced Placement exam on Language and Composition or on Literature and Composition receive credit for ENG 101 and demonstrate college-level reading skills.
 - d. Reading level evaluated at college-level through assessment of on-line students.
4. Retest procedures for reading placement
- a. A student may retake the reading test once.
 - 1) The first retest may be taken 48 hours after the initial test.
 - 2) The Director of Reading must give permission via a note on Screen 48 for a second retest.
 - b. Only the Director of Reading or the English and Critical Studies Chair can make exceptions to these retest procedures.
- B. Eligibility for courses based on reading placement
1. Placement categories based on COMPASS reading test
- a. Below CCS 098 Placement
 - 1) Students may only enroll in the courses for this level on the Reading Limited List.
 - 2) Students may not enroll for more than a total of 5 credit hours per semester from courses on the Reading Limited List.
 - b. CCS 098 Placement
 - 1) Students who are course enrollees and registering for one course may take any course that is approved for this level.
 - 2) Course enrollees taking more than one course or students who are in a certificate or degree program must enroll in CCS 098 along with other courses that are approved for this reading level. They may also be required to take a pre-college course in English and/or math if their assessment indicates a deficiency in those subjects.
 - 3) Students at this level may take a maximum of 14 credit hours, though 12 hours is strongly recommended.
 - c. CCS 099 Placement
 - 1) Students who are course enrollees and registering for only one course may take any course for which they meet the prerequisites.
 - 2) Course enrollees taking more than one course or students who are in a certificate or degree program must enroll in CCS 099. They may also be required to take a pre-college course in English and/or math if their assessment indicates a deficiency in those subjects.
 - 3) Students at this level may take a maximum of 16 credit hours.
 - d. No CCS course required
 - 1) Students at this level may take any course for which they meet the prerequisites.
 - 2) Students may benefit from enrolling in CCS 099.
2. Student progress through CCS course sequence
- a. *Student-initiated withdrawal*: Students who want to drop or withdraw from a CCS course must first see the Director of Reading (or designee). Failure to complete reading requirements can result in administrative withdrawal from 100-level courses.
 - b. *Department-initiated withdrawal*: Students who are not in compliance with CAP policy regarding reading and are still enrolled in college-level classes may be withdrawn from all college-level, reading-intensive courses. Department Chairs will be informed of students not in compliance and will make appropriate decisions on a case-by-case basis.

- c. *CCS Grades and Reading Level*: Students who receive a C or higher in a CCS course but who do not place into the next level based on the end-of-semester assessment can advance to the next level. However, enrollment in ALS 130 concurrent with subsequent coursework will be strongly recommended. All recommendations will be recorded on screen 048.
- d. *CCS 099 and Non-attendance*: Students who do not attend CCS 099 between the first and tenth day of the CCS 099 course will be dropped from CCS 099. Students who have stopped attending at midterm will receive a W for CCS 099. The Director of Reading will monitor student progress and performance.
- e. *Pre-registration and CCS 098 Students*: CCS 098 students who pre-register for CCS 099 and for college-level, reading-intensive courses but whose final CCS 098 grade makes them ineligible for the courses selected, will be identified and contacted by the Director of Reading.

C. Reading Limited List

1. Department chairs and program directors generate a list of courses that are not reading intensive. The Director of Reading updates this list annually.
2. Students who complete a course or courses on the Reading Limited List must provide proof of their reading proficiency when enrolling in a course or courses that require an appropriate reading level.

Reading Limited List

Updated Spring 2007

Department/Unit	Courses Students Placing Below CCS 098 May Take
Business & Agricultural Industries	No courses may be taken
Business Development Center	All classes may be taken
Center for Academic Success	No courses may be taken
Computer Sciences & Information Technology	All CTC courses CIS 156
Engineering Science & Technology	No courses may be taken
Humanities	No courses may be taken
Fine & Applied Arts	No courses may be taken
Health Professions	No courses may be taken
Mathematics	TRN 072
Natural Sciences	KIN 103, 124, 141, 147, 224
Social Sciences and Human Services	
Department/Unit	Courses Students Placing Into CCS 098 May Take
Business & Agricultural Industries	AGB 105, 112, 115, 116, 118, 119, 133, 135, 155, 170, 171, 191, 192, 211, 213, 214, 215, 232, 233, 236, 238, 239, 254, 255, 270, 271, 273, 275, 290, 291 ACC 099, 117, 274 BUS 131, 254 FSS 110 GIS 112, 115, 215 HPI 111, 112, 139 HRT 116, 118, 119
Business Development Center	All classes may be taken
Center for Academic Success	All ALM, ALN, ALR, ALW courses
Computer Sciences & Information Technology	All CTC courses CIS 101, 111, 131, 135, 157, 158, 159, 170, 171, 172, 173
Engineering Science & Technology	All ACR, AFD, AFM, BGM, CAD, CIT, DPE, ELT, HVC, MFT, WLD courses
Humanities	ENG 098, 099 CCS 098 Any ESL course the student places into FRE 100, 120 GER 100, 120 SPA 100, 120
Fine & Applied Arts	MUS 141, 142, 147, 148, 149, 160, 164, 165, 169, 180-280 SPE 150, 151
Health Professions	NAS 111
Mathematics	Any course student places into
Natural Sciences	BIO 100 KIN 103, 124, 141, 147, 183, 224
Social Sciences and Human Services	PSY 109 POS 110

V. WRITING SKILLS

A. Assessment based on credits earned:

1. Transfer credit
 - a. The English and Critical Studies department does not accept remedial course work in composition as transfer credit or meeting the prerequisite for any prep ENG course, ENG 101, or ENG 106. Students who took a remedial or developmental course at another college or university must take Parkland's English placement test.
 - b. Students who have earned a bachelors degree from any fully accredited American college or university, regardless of specific course work, fulfill the ENG 101-102 degree requirement.
 - c. Students who have taken ENG 101 or its equivalent and received a grade of C or higher may register for ENG 102.
2. Parkland credit
 - a. Students placed in a preparatory English composition class (ENG 098 or ENG 099) can satisfy the requirements for admission to college-level English composition by:
 - 1) writing a college-entry level essay at the completion of ENG 098 or ENG 099.
 - 2) passing ENG 099 with an A or B grade.
 - b. Students who have taken ENG 101 and received a grade of C or higher may register for ENG 102.

B. Assessment based on standardized test scores:

1. ENG 101
 - a. ACT test taken in or after October 1989:
 - 1) 23 or higher ENG
 - 2) 20, 21, 22 ENG AND 23 or higher COMP
 - b. ACT test taken before October 1989:
 - 1) 21 or higher ENG
 - 2) 18, 19, 20 ENG AND 21 or higher COMP
 - c. SAT test taken in or after April 1995:
 - Verbal score of 570 or higher
 - d. SAT test taken before April 1995:
 - Verbal score of 490 or higher
2. ENG 106
 - a. ACT test taken in or after October 1989:
 - 26 or higher ENG AND 26 or higher RDG
 - b. ACT test taken before October 1989:
 - 26 or higher ENG - RDG score is not required
 - c. SAT test taken in or after April 1995:
 - Verbal score of 630 or above
 - d. SAT test taken before April 1995:
 - Verbal score of 560 or above
3. ENG 102
 - a. Students who earn a score of 4 or 5 on either the Advanced Placement exam on Language and Composition or on Literature and Composition receive credit for ENG 101 and qualify for ENG 102.
 - b. Students who take the CLEP English Composition (without essay) exam, earn the appropriate score, and write an essay evaluated as College Level 1 receive proficiency credit for ENG 101 and qualify for ENG 102.

C. Assessment based on placement testing:

1. Parkland College uses COMPASS, a computerized-adaptive testing program, to place students in English (ENG) courses. The English placement test measures knowledge of punctuation, basic grammar usage, sentence structure, and effective writing skills such as organization and style. The test includes a reading section to help determine placement in the appropriate English course.
2. English placement scores can be used regardless of the time between testing and enrolling in an ENG course.
3. Students who believe that the results of the English placement test do not accurately reflect their skills may retake the test.
4. Retest procedures
 - a. A student who places into ENG 099 and has scored 50 or more on the COMPASS English placement test is encouraged to write the ENG 101 placement essay.
 - b. If a student takes the ENG 101 placement essay and still places into ENG 099, the student may retake the ENG 101 placement essay once.
 - c. A student who places into ENG 098 or ENG 099 and scores below 50 on the COMPASS English placement test may:
 - 1) retake the COMPASS English placement test after 48 hours.
 - 2) retest a second time after one semester since the date of the first retest.
 - d. Each ENG placement is automatically reviewed the first week of class. The review is based on an in-class writing exercise assigned the first or second class meeting. The instructor submits recommendations to a faculty review committee, which makes the final placement decision.
 - e. An appeal process is available after the retest and review options have been tried and additional evidence of ability can be presented. A student must see the Coordinator of Writing Assessment for more information about this appeal process.

VI. MATH SKILLS

A. Assessment based on credit earned

1. Transfer credit
 - The Math department accepts remedial course work completed within the last two years as meeting the prerequisite for a remedial or college-level course at Parkland College.
2. Parkland credit
 - Students must earn a grade of C or higher in most math courses before registering for the next course in the sequence. Grades for MAT 094, 095, and 098 are only valid for placement for two years.
3. Credit from transfer and Parkland courses is accepted only if the credit was earned during the five years previous to enrolling in the appropriate math course.

B. Assessment based on standardized test scores

1. An ACT MAT score of 25 or higher or a SAT score (taken after April 1995) of 620 or higher AND courses in Algebra I, Algebra II, Geometry, and Pre-Calculus with Trigonometry or Calculus places a student in any course having MAT 124 as a prerequisite. Placement into MAT 128 also requires knowledge of trigonometry.
2. Students with an ACT score lower than 25 or a SAT score lower than 620, must take the math placement test.
3. Advanced Placement (AP) scores:
 - a. Calculus AB:
 - 1) score of 3: must pass a proficiency test with an 80% or above to earn credit for MAT 128.
 - 2) score of 4 or 5: receive proficiency credit for MAT 128.
 - b. Calculus BC:
 - 1) score of 3: receive proficiency credit for MAT 128 but must pass a proficiency test with an 80% or above to earn credit for MAT 129.
 - 2) score of 4 or 5: receive proficiency credit for MAT 128 and MAT 129.

C. Assessment based on placement testing

1. Parkland College uses COMPASS, a computerized-adaptive testing program, to place students in math courses. The test measures basic skills such as performing a sequence of operations, applying operations to problems, and analyzing principles and relationships of operations. These skills can be measured in one or more of these areas of math: prealgebra, algebra, college algebra, or trigonometry.
2. Math placement scores are valid for two years from the date of testing.
 - a. If a student does not take a math course in the two years following the test, she or he must test again before enrolling in a math course.
 - b. The student is then allowed a retest after a period to review the material.
3. Students who believe that the results of the assessment test do not reflect their level of preparation may retake the math placement exam after a period to review the material.
4. Retest procedures
 - a. Students may retest once. To have the best chance of improving their assessment scores, students are encouraged to review key material from their previous mathematics courses.
 - 1) A minimum of 48 hours is required between exams.
 - 2) The highest score is used for placement.
 - 3) Students requesting a second retest must present a written rationale and a review plan to the Chair of the Mathematics Department who then decides if the student may retest again.
 - b. Students must receive permission from the Math Chair to take a retest once they have enrolled, withdrawn, or completed a course in a math sequence within the two years after receiving a grade.
 - c. Only the Math Chair can make exceptions to these procedures.

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