

National Assessment Governing Board WASHINGTON, D.C. 20002 EVALUATING STUDENT NEED FOR DEVELOPMENTAL OR REMEDIAL COURSES AT POSTSECONDARY EDUCATION INSTITUTIONS	FORM APPROVED O.M.B. No.: 3098-0006 EXPIRATION DATE: XX/XX/XXXX 9/30/2013
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Please respond for the institution that matches the institution name and IPEDS ID number printed on the label below. If the information for the institution shown is incorrect, please update directly on the label before returning the survey questionnaire.

DRAFT 6-10-11

VERSION FOR TWO-YEAR INSTITUTIONS

This survey can be completed online at www.nagb-survey.org. We encourage you to complete the survey online if possible. You will need the User ID and Password shown on the label above to log in to the website. Please contact Liam Ristow at nagb-mailbox@westat.com, 1-888-429-6827 (toll-free) or 240-314-2456 if you do not have your User ID or Password.

If you prefer, you may complete this paper version. If you complete the paper version, please provide the following information, keep a copy of the completed questionnaire for your files, and return the original to Westat at the address shown below. We have enclosed a postage-paid envelope for your convenience. You may also fax a copy of the completed questionnaire to 1-800-254-0984 (Attn: NAGB Survey).

Name: _____

Title/position: _____

Telephone number: _____ E-mail: _____

**Thank you. Please keep a copy of the survey for your records.
 Please see page 8 for a list of Frequently Asked Questions (FAQs) regarding the purpose of this study.**

PLEASE RETURN COMPLETED FORM TO: Mail: NAGB Survey (8756.05.03) Westat 1600 Research Boulevard Rockville, Maryland 20850-3195 Fax: 800-254-0984	IF YOU HAVE ANY QUESTIONS OR COMMENTS, CONTACT: Liam Ristow at Westat 1-888-429-6827 or 240-314-2456 E-mail: nagb-mailbox@westat.com
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According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 3098-0006. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, OR if you have any comments or concerns regarding the status of your individual submission of this form, please write directly to National Assessment Governing Board, 800 North Capitol Street, NW, Washington, DC 20002.

Survey Overview and Instructions

This survey examines the test scores used by postsecondary institutions to evaluate whether entering students are academically prepared or in need of developmental or remedial courses in mathematics or reading. The goal of the survey is to identify the test scores **below which** students are deemed in need of developmental or remedial courses (i.e., academically unprepared for entry-level courses). The scores may come from a variety of tests, including:

- Admissions tests such as the ACT or SAT;
- Placement tests such as ACCUPLACER, ASSET, and COMPASS; or
- Institution- or state-developed tests.

Please report based on the tests your institution uses to evaluate entering students who are pursuing a degree program that is designed to transfer to a four-year institution.

Answer all relevant sections, even if your institution does not offer developmental or remedial courses or offers only one or two such courses. Use data from your institutional records whenever possible. If exact data are not available, then give your best estimate.

Definitions

Developmental or remedial courses are generally designed to improve the skills of entering students who are not academically prepared for entry-level college courses, as determined by your institution. This survey focuses on developmental or remedial courses that address skills in **mathematics** and **reading**. ~~Developmental or remedial writing courses should not be considered unless they have a substantial focus on improving reading skills.~~

Please note:

- In most cases, developmental or remedial courses are not credit-bearing and they do not count toward general education or degree requirements.
- Your institution may use other names such as "preparatory," "compensatory," or "basic skills" or some other term to refer to developmental or remedial courses.

Entry-level college courses refer to first-year credit-bearing courses that require college-level mathematics or reading skills, as these skills are defined by your institution. Entry-level college courses typically count toward general education or degree requirements. Please note that a variety of entry-level courses may require college-level mathematics or reading skills, including entry-level humanities, mathematics, and science courses.

Entering students include full-time and part-time students who are new to your institution and are subject to your institution's policy for determining need for developmental or remedial courses.

Instructions for reporting test scores on questions 2 and 6

Questions 2 and 6 ask for the test scores **below which** entering students were identified as in need of remedial or developmental mathematics or reading courses in fall [2019/2011](#). This is one of many student placement determinations using tests such as the ACT, SAT, or placement tests (i.e., ACCUPLACER, ASSET, COMPASS, or tests developed within an institution or state).

The example of a placement test score scale below shows different placement outcomes at different score ranges or points. In this example, **the correct score point to report on questions 2 and 6 is indicated with an arrow**. Please note that the scores shown do not represent those on an actual test and may not match your institution's placement policy.

Example of a placement test score scale (0–100)

Score	Placement outcome
80 or above	Students are placed into college courses above entry-level or into academic programs with advanced skills requirements (e.g., engineering, physics, and mathematics programs)
50 to 79	Students are placed into entry-level college courses
50	Students scoring below this level are in need of remedial or developmental courses. Students scoring at or above this level are placed into entry-level college courses
40 to 49	Students are placed into the highest level of remedial or developmental courses
39 or below	Students are placed into lower levels of remedial or developmental courses

On questions 2 and 6, report only the score **below which** students needed developmental or remedial courses

Directions: If your institution did not have **any** entering students in fall 20102011 who were pursuing a degree program designed to transfer to a four-year institution, please check this box , complete the cover page, and return the questionnaire.

Section A. Evaluating Need for Developmental or Remedial Mathematics Courses

1. In fall 20102011, did your institution use ACT, SAT, or placement tests (i.e., ACCUPLACER, ASSET, COMPASS, or other tests developed by your institution or state) to evaluate whether entering students were in need of developmental or remedial mathematics courses (i.e., not academically prepared for entry-level courses that require college mathematics skills)?

- Consider tests used to evaluate entering students who were pursuing a degree program designed to transfer to a four-year institution.
- Consider any use of ACT, SAT, or placement test scores to determine the need for remediation, even if your institution does not offer developmental or remedial mathematics courses or offers only one or two such courses.

Yes..... 1 (Continue with question 2.)

No..... 2 (Skip to question 3.)

2. In Column B, please check the box for each ACT, SAT, or placement test that your institution used in fall 20102011 to evaluate whether entering students were in need of developmental or remedial mathematics courses. In Column C, for each test used, write the score **below which** students were identified as in need of developmental or remedial mathematics courses.

- *Please refer to the instructions on page 3 for an example of how to report test scores for this question.*
- *If different scores were used to identify students for different levels of developmental or remedial mathematics courses, report the score used for the highest level of remedial mathematics course.*
- *If different scores were used for either requiring or recommending developmental or remedial mathematics courses, report the highest score used.*
- *Please refer to the instructions on page 3 for an example of how to report test scores for this question.*

A. ACT, SAT, or placement test (Score ranges shown in parentheses)	B. Test used to evaluate entering students	C. Score below which developmental or remedial mathematics courses were needed
ACT Subject Tests		
a. Mathematics (1-36).....	<input type="checkbox"/>	_____
b. Composite score (1-36).....	<input type="checkbox"/>	_____
SAT Reasoning Test		
c. Mathematics (200-800).....	<input type="checkbox"/>	_____
d. SAT total score including Writing (600-2400).....	<input type="checkbox"/>	_____
e. SAT total score excluding Writing (400-1600).....	<input type="checkbox"/>	_____
ACCUPLACER		
f. Arithmetic (20-120)	<input type="checkbox"/>	_____
g. Elementary Algebra (20-120).....	<input type="checkbox"/>	_____
h. College-Level Mathematics (20-120).....	<input type="checkbox"/>	_____
ASSET		
i. Numerical Skills (23-55).....	<input type="checkbox"/>	_____
j. Elementary Algebra (23-55).....	<input type="checkbox"/>	_____
k. Intermediate Algebra (23-55).....	<input type="checkbox"/>	_____
l. College Algebra (23-55).....	<input type="checkbox"/>	_____
COMPASS		
m. Pre-Algebra placement domain (1-99).....	<input type="checkbox"/>	_____
n. Algebra placement domain (1-99).....	<input type="checkbox"/>	_____
o. College Algebra placement domain (1-99).....	<input type="checkbox"/>	_____
Other mathematics placement tests		
p. Other test 1 (<i>specify</i>): _____	<input type="checkbox"/>	Not applicable.
_____	<input type="checkbox"/>	
_____	<input type="checkbox"/>	
q. Other test 2 (<i>specify</i>): _____	<input type="checkbox"/>	
_____	<input type="checkbox"/>	

r. Other test 3 (specify): _____



COMMENT BOX FOR QUESTION 2: Please provide additional details about your response to question 2 here. For example, if you reported more than one score for the ACCUPLACER, ASSET, or COMPASS tests, respectively, please confirm that these are scores below which students were in need of remedial or developmental mathematics.

- For example, describe how students are placed based on the scores you provided.

3. In fall 20102011, did your institution use any criteria **other than** ACT/SAT tests or placement tests to evaluate whether entering students were in need of developmental or remedial mathematics courses (i.e., not academically prepared for entry-level courses that require college mathematics skills)?

- Consider other criteria such as high school graduation or end-of-course exams, high school records, Advanced Placement (AP) or International Baccalaureate (IB) test scores, or faculty recommendations.

Yes.....1 (Continue with question 4.)
 No.....2 (Skip to question 5.)

4. Please check the box for each criterion that your institution used in fall 20102011 to evaluate whether entering students were in need of developmental or remedial mathematics courses (i.e., not academically prepared for entry-level courses that require college mathematics skills).

Criterion	Used to evaluate entering students
a. High school graduation tests or end-of-course tests.....	<input type="checkbox"/>
b. High school grades (including grade point average).....	<input type="checkbox"/>
c. Highest high school mathematics course completed.....	<input type="checkbox"/>
d. Advanced Placement (AP) or International Baccalaureate (IB) test scores.....	<input type="checkbox"/>
e. Faculty recommendation.....	<input type="checkbox"/>
f. Other (specify)_____	<input type="checkbox"/>

COMMENT BOX FOR QUESTION 4: If you have information that may explain how the criteria were used to evaluate student need for remedial or developmental mathematics, please provide it here. Please provide additional details about your response to question 4 here. For example, describe how the criteria you reported are used to evaluate entering students.

Section B. Evaluating Need for Developmental or Remedial Reading Courses

~~Please note: Developmental or remedial **writing** courses should not be considered reading courses unless they have a substantial focus on improving reading skills.~~

5. In fall ~~2010~~2011, did your institution use ACT, SAT, or placement tests (i.e., ACCUPLACER, ASSET, COMPASS, or other tests developed by your institution or state) to evaluate whether entering students were in need of developmental or remedial reading courses (i.e., not academically prepared for entry-level courses that require college reading skills)?
- Consider tests used to evaluate entering students who were pursuing a degree program designed to transfer to a four-year institution.
 - Consider any use of ACT, SAT, or placement test scores to determine the need for remediation, even if your institution does not offer developmental or remedial reading courses or offers only one or two such courses.
- Yes..... 1 (Continue with question 6.)
 No..... 2 (Skip to question 7.)

6. In Column B, please check the box for each ACT, SAT or placement test that your institution used in fall ~~2010~~2011 to evaluate whether entering students were in need of developmental or remedial reading courses. In Column C, for each test used, write the score **below which** students were identified as in need of developmental or remedial reading courses.
- ~~Please refer to the instructions on page 3 for an example of how to report test scores for this question.~~
 - ~~If different scores were used to identify students for different levels of developmental or remedial reading courses, report the score used for the highest level of remedial reading course.~~
 - ~~If different scores were used for either requiring or recommending developmental or remedial reading courses, report the highest score used.~~
 - Please refer to the instructions on page 3 for an example of how to report test scores for this question.

A. ACT, SAT, or placement test (Score ranges shown in parentheses)	B. Test used to evaluate entering students	C. Score below which developmental or remedial reading courses were needed
ACT Subject Tests		
a. Reading (1-36).....	<input type="checkbox"/>	_____
b. Composite score (1-36).....	<input type="checkbox"/>	_____
SAT Reasoning Test		
c. Critical Reading (200-800).....	<input type="checkbox"/>	_____
d. SAT total score including Writing (600-2400).....	<input type="checkbox"/>	_____
e. SAT total score excluding Writing (400-1600).....	<input type="checkbox"/>	_____
ACCUPLACER		
f. Reading Comprehension (20-120)	<input type="checkbox"/>	_____
ASSET		
g. Reading Skills (23-55).....	<input type="checkbox"/>	_____
COMPASS		
h. Reading placement domain (1-99).....	<input type="checkbox"/>	_____
Nelson-Denny Reading Test		
i. Nelson-Denny Reading test (0-172).....	<input type="checkbox"/>	_____
Other reading placement tests		

- j. Other test 1 (specify): _____
- k. Other test 2 (specify): _____
- l. Other test 3 (specify): _____

Not applicable.

COMMENT BOX FOR QUESTION 6: *If you have information that may explain how the ACT/SAT scores or any other test scores were used to evaluate student need for remedial or developmental reading, please provide it here. Please provide additional details about your response to question 6 here. For example, describe how students are placed based on the scores you provided.*

7. In fall 2010-2011, did your institution use any criteria **other than** ACT/SAT tests or placement tests to evaluate whether entering students were in need of developmental or remedial reading courses (i.e., not academically prepared for entry-level courses that require college reading skills)?

- Consider other criteria such as high school graduation or end-of-course exams, high school records, Advanced Placement (AP) or International Baccalaureate (IB) test scores, or faculty recommendations.

Yes.....1 (Continue with question 8.)

No.....2 (**Stop.** Complete cover page and return questionnaire.)

8. Please check the box for each criterion that your institution used in fall 2010-2011 to evaluate whether entering students were in need of developmental or remedial reading courses (i.e., not academically prepared for entry-level courses that require college reading skills).

Criterion	Used to evaluate entering students
a. High school graduation tests or end-of-course tests.....	<input type="checkbox"/>
b. High school grades (including grade point average).....	<input type="checkbox"/>
c. Highest high school English course completed.....	<input type="checkbox"/>
d. Advanced Placement (AP) or International Baccalaureate (IB) test scores.....	<input type="checkbox"/>
e. Faculty recommendation.....	<input type="checkbox"/>
f. Other (specify) _____	<input type="checkbox"/>

COMMENT BOX FOR QUESTION 8: *If you have information that may explain how the criteria were used to evaluate student need for remedial or developmental reading, please provide it here. Please provide additional details about your response to question 8 here. For example, describe how the criteria you reported are used to evaluate entering students.*

Thank you for completing the survey. Please remember to complete the information on the cover page (name and contact information) before returning the questionnaire.

FREQUENTLY ASKED QUESTIONS

Why is this survey important?

The academic preparedness of entering students for entry-level courses is a major concern for many higher education institutions. This survey will provide otherwise unavailable nationally representative data about the tests and cut-scores used by two-year and four-year institutions to determine student need for remediation in mathematics and reading. Thus, your institution's participation will help address a knowledge gap on this vital issue.

Why was my institution selected? Do I have to do this?

Your institution was randomly chosen to participate in this study. Your institution's participation is voluntary, and there is no penalty if you choose not to answer any or all questions in this survey. Your institution's participation is very important for the success of the study because the answers you provide will be used to represent other institutions similar to yours.

Who is the sponsor of this survey?

The National Assessment Governing Board is the sponsor of this survey. An enclosure provides details about the Governing Board and how this study fits into its overall research program. The Governing Board was established by Congress in 1988 to oversee and set policy for the National Assessment of Educational Progress (NAEP), also known as the Nation's Report Card. NAEP reports regularly to the public on the academic achievement of 4th, 8th and 12th grade students in reading, writing, mathematics, science, and other subjects, such as U.S. history, civics, geography, economics, and the arts. For more information about NAEP, go to <http://nces.ed.gov/nationsreportcard>. For more information about the National Assessment Governing Board, go to <http://www.nagb.gov>.

Will responses from my institution be kept private?

Yes. The information provided by your institution will be kept private to the extent permitted by law. Data for this study will be reported in aggregate form; the information provided by your institution will be combined with other participating institutions to produce statistical summaries and reports. Your institution's name or individual survey responses will not be reported.

Why is this study important? How will the information my institution provides be used?

The National Assessment Governing Board has undertaken a program of research to enable NAEP to report on the academic preparedness of 12th grade students for placement into entry-level credit-bearing college courses. This study is an important part of a program of research that involves more than 30 studies. An enclosure provides details about how this study fits into the overall research program. The data resulting from this survey will be used, along with the results of the other planned studies, to help develop valid statements that can be made about the preparedness of 12th grade students in NAEP reports. Survey results will be provided to your institution after they are finalized.

Who is conducting the survey?

Westat is conducting this survey under contract to the National Assessment Governing Board. Westat is a research company located in Rockville, Maryland.

How much time will it take to complete the survey?

The survey is designed to be completed in 30 minutes or less, including the time for reviewing instructions and completing and reviewing the collection of information.

Whom do I contact if I have questions?

For questions about the survey instructions or survey items, please contact Liam Ristow, the Westat survey manager, at 1-888-429-6827 (toll-free) or 240-314-2456, or by e-mail at nagb-mailbox@westat.com.

For questions about the National Assessment Governing Board and its research program, please contact Ray Fields, Assistant Director for Policy and Research, National Assessment Governing Board, at 202-357-0395, or by e-mail at Ray.Fields@ed.gov.