

GUIDELINES FOR POLICY
902.02: INSTITUTIONAL EFFECTIVENESS: REPORTING PLACEMENT
RESULTS TO LOCAL SUPERINTENDENTS

I. Purpose

To inform superintendents of the public school districts in the service area of the preparedness for college-level work of recent school system graduates.

II. Reporting Criteria

Reporting date: June 30 of each year

Reporting period: summer, fall, and spring terms immediately preceding the reporting date.

III. Selection Criteria

The report should include only those students

- A. who graduate the previous spring from the specified school system;
- B. who enroll as first-time freshmen at the reporting institution during the summer, fall, or spring terms immediately preceding the reporting date; and
- C. who were assessed for English, reading, and/or math course placement.

Students who transfer from other colleges and universities should be excluded.

IV. Aggregate Examination Results

For the purposes of this report, aggregate examination results shall be defined as the number and percentage of students who were determined through the institution's established assessment procedure to be eligible for college-level courses. Also, the number and percentage of the specified students who were required to complete satisfactorily developmental course work prior to enrolling in college-level courses. Student-specific data will not be reported. The reporting format is attached.

V. Minimum Number of Students for Reporting

If the number of students identified through the selection criteria is less than 10, data should not be reported to the school system. Smaller numbers may be inadequate to represent the performance of students from the school system and not sufficient to protect the confidentiality of data for specific students.

VI. Assessment Procedure

Institutions in The Alabama College System assess student preparation for college-level work with the ACT/ASSET, COMPASS, or equivalent SAT or ACT scores. This should be explained in the cover letter that accompanies the report. A recommended cover letter is included.

(May 2005)

SAMPLE LETTER

Dear (School system representative):

Improvement in the education of people in our service area is a goal we share. Feedback from employers of our students and from institutions to which our students transfer helps our faculty and staff to evaluate the success of our efforts in teaching and learning. Institutional effectiveness depends upon information that helps us make informed decisions.

Information concerning the status of graduates from your school system who enter (college name) may be of significance to your educational planning. (Institution name) assesses preparedness for college-level instruction using (ACT/ASSET or COMPASS) and the ACT Assessment. The enclosed report details the preparedness of 20__ graduates from your school system.

I encourage you to contact me if you have questions about this report. We appreciate the opportunity to provide postsecondary education to students who graduate from (name of system/school).

Sincerely,

(Institution representative)

SAMPLE REPORT

COLLEGE-LEVEL MATH AND ENGLISH ELIGIBILITY*

Academic Term(s) Reported: Summer, 20__ through Spring, 20__

School System: (Print system name here)

<u>Percent</u>	<u>Number</u>
Total assessed for math placement from the school system	_____
Number eligible for college-level math courses, assessed with ACT/ASSET	_____
Number eligible for college-level math courses, assessed with ACT	_____
Number eligible for college-level math courses, assessed with COMPASS	_____
Total number eligible for college-level math	_____
Percent eligible for college-level math	_____
Percent required to complete satisfactorily specified developmental coursework prior to enrolling in college-level math	_____
	100%
Total assessed for English placement from the school system	_____
Number eligible for college-level English courses, assessed with ACT/ASSET	_____
Number eligible for college-level English courses, assessed with ACT	_____
Number eligible for college-level English courses, assessed with COMPASS	_____
Total number eligible for college-level English	_____
Percent eligible for college-level English	_____
Percent required to complete satisfactorily specified developmental coursework prior to enrolling in college-level English	_____
	100%
Total assessed for reading placement from the school system	_____
Number eligible for college-level reading courses, assessed with ACT/ASSET	_____
Number eligible for college-level reading courses, assessed with ACT	_____
Number eligible for college-level reading courses, assessed with COMPASS	_____
Total number eligible for college-level reading	_____
Percent eligible for college-level reading	_____
Percent required to complete satisfactorily specified developmental coursework prior to enrolling in college-level reading	_____
	100%

**Selection Criteria: This report includes students who graduated the previous spring from the specified school system; enrolled as first-time freshmen at the reporting college during the summer, fall, or spring terms immediately preceding the reporting date; and were assessed for English, reading, and/or math course placement. Students who transfer from other colleges or universities are not included.*