

## Matriculation Assessment/Placement Task Force Recommendations

### Recommendations:

1. If CSU informs a student of his/her readiness for college work as a result of the Early Assessment Program (EAP), CSU English Placement Test (EPT) and/or the Elementary Level Mathematics (ELM) test, community colleges may allow those students to enter directly into Freshman Composition and/or a mathematics course with intermediate algebra as a prerequisite.
2. Faculty should always be involved in the selection of assessment tests, cut score validation, selection of companion measures for placement, and the use of assessment in establishing pre-requisites, corequisites and advisories.
3. All matriculation assessment/placement documents should be reviewed for readability and usability.
4. Change timeline so that second-party test publishers submit validation data prior to January meeting of Assessment Workgroup (rather than June) in the fifth year of a six-year cycle to allow colleges time to respond and perform local validations if not submitted.
5. The System Office needs to remind colleges that they need to be in compliance with matriculation regulations and needs to enforce the matriculation regulation that colleges perform local research into the efficacy of local matriculation processes.
6. The Matriculation Unit in the Systems Office should be consulted in the development of System Office memos concerning matriculation issues before they go out to the field.
7. While retaining the spirit and the reasons for the implementation of matriculation regulations, Title 5 regulations for assessment/placement should be reviewed for ongoing utility.
8. The Matriculation Unit needs additional staffing and funding to support the needs of the system.

### Additional suggestions:

- At both the local and the system level, greater and continuous education regarding the matriculation assessment/placement must take place emphasizing the participation of both academic affairs and student services.
- Assessment and curriculum are inextricably connected, and these should be reviewed in tandem on an on-going basis by faculty, staff, and administrators.

## APPENDIX C

- There needs to be continued recognition of the needs of noncredit instruction and services and the need to involve and include noncredit in matriculation assessment/placement discussions.
- There should be continued and increased support for articulation between the community colleges, high schools and four-year institutions.
- There needs to be additional on-going assessment/placement training for matriculation officers, faculty, staff, and administrators.
- The System Office has existing matriculation and assessment/placement materials available, many of which are targeted to a general audience. Such materials need to be better publicized.
- The CCC Assessment Association provides technical assistance to local colleges to help with assessment/placement questions and to assist colleges with compliance with matriculation regulations. This needs to be better publicized.