

DOCUMENT RESUME

ED 402 976

JC 970 046

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 TITLE Assessment/Advisement Center Handbook for Community College Testing Centers.
 INSTITUTION Crowder Coll., Neosho, Mo.
 PUB DATE 96
 NOTE 23p.
 PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
 DESCRIPTORS *Academic Advising; *Career Guidance; Community Colleges; *Confidentiality; Models; *School Policy; *Student Personnel Services; Student Placement; *Testing; Two Year Colleges

IDENTIFIERS Crowder College MO

ABSTRACT

Developed by the Assessment/Advisement Center (AAC) at Missouri's Crowder College (CC), this handbook is designed as a model for other community college testing and advisement centers in establishing assessment policies and practices. First, an introduction is provided, describing changes in the role of assessment since the advent of on-line testing and Internet resources. Next the handbook for CC's Assessment/Advisement Center (AAC) is provided, including the following sections: (1) CC's philosophy statement; (2) the AAC's mission statement; (3) a description of services provided by the AAC for students, administrators, faculty, staff, and the college's Board of Trustees; (4) information on the Center's hours of operation, scheduling procedures, and available testing dates from August 1995 to December 1996; (5) a discussion of the Center's policy on providing special testing for disabled students and students without high school diplomas; (6) a description of resource materials available at the AAC for career exploration and skill descriptions; (7) course placement tables for English, reading, numerical skills, and elementary algebra at CC; (8) overviews of the ASSET test, C-Base test (for admission to teacher education programs), American College Testing placement test, high school equivalency test, and other tests provided by the Center; (9) information on procedures for taking tests, general test-taking strategies, and pretest study strategies; and (10) the Center's policy on the confidentiality of test results and interpretations. (TGI)

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Assessment / Advisement Center Handbook

for

Community College
Testing Centers

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Crowder College, Mo.

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With the advent of on-line testing, and internet resources, assessment in community colleges has broadened significantly. Testing, career advisement, assessment procedures and other associated institutional research practices are no longer isolated to paper and No. 2 pencil examinations.

Consequently, the mission of testing / advisement centers on campuses which carryout the days to day assessment procedures have expanded also. Along with this broadened mission are the associated responsibilities and constraints to safeguard the integrity of testing batteries, equipment, software, and student confidentiality. The practices that are necessary to not only disseminate, but to maintain uniform principles of assessment require a compendium of guidelines to inform both student and faculty alike.

This handbook is provided as a model and prototype for other testing / advisement centers. Although no two assessment centers are managed entirely alike, many of their elements and procedures are similar. While some of the information contained has nuances of a "localized" scope, each institution can fashion and streamline their handbook contents to reflect their particular mission functions.

Therefore, practitioners of assessment at community colleges can construct a handbook mirroring their particular objectives. Additionally, many of these services provided by community colleges can be considered privileged resources. Therefore, certain behaviors and characteristic user policies need to be emphatically stated.

A handbook, in turn, permits carefully managed statements of expectations and procedures useful to students and college personnel. Consequently, the parameters of ethical conduct concerning usage and access to these privileged resources are not in question.



ASSESSMENT/ADUISEMENT CENTER

HANDBOOK

**CROWDER COLLEGE
NEOSHO, MO**

C O N T E N T S

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CROWDER COLLEGE PHILOSOPHY STATEMENT

It is the policy of Crowder College to convey certain fundamental values, insofar as possible, to all those enrolled as students...it strongly embraces character building as a proper function of education.

The sanctity of the family is to be encouraged as we recognize the family as a cornerstone of a healthy society. Reference is made to the Northwest Ordinance of 1787 which led to the establishment of land grant colleges which states, "Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged."

This policy in no way takes away from the established goal of competency in and mastery of course content in all offerings at Crowder College.

C. R. E. S. T.

CROWDER RESOURCES FOR EXPANDING STUDENTS' TALENTS ASSESSMENT/ADVISEMENT CENTER

MISSION STATEMENT

The Assessment Center serves as an informational resource for students undecided about a program of study and assists students with individual development.

By assessing and addressing each students' skills, knowledge, and, experiences, learning assistance and supplemental instruction can be planned, encouraged, and incorporated as a service to the student. Crowder College is engaged in the attainment of appropriate academic interventions for each student on a personal basis.

Through equipping students for the future as lifelong learners, Crowder College is privileged to become a partner in their progress.

The Assessment / Advisement Center
is a TITLE III function

Cecilia Morris, Activity Director
Erik Hilgendorf, Coordinator
Fran Trentham, Clerical Assistant

ASSESSMENT / ADVISEMENT SERVICES

The C.R.E.S.T. Center provides comprehensive testing and advisement services for Crowder College: Students, Administration, Faculty, Staff, and Board.

SERVICES INCLUDED:

- * Assessment Testing
- * Correspondence Testing
- * Instructional Testing
- * Makeup Testing
- * Institutional Research
- * Revrac Reading Tests
- * LASSI Study Styles Inventory
- * Career Advising CAMPBELL
- * ACT * Asset
- * CAAP Graduating Exam
- * C-base
- * GED
- * Academic Advising
- * Special Testing
- * Proctoring
- * Referrals
- * Career Interest & Guidance
- * College Recruitment Videos
- * Testing Tutorials
- * Resume / Interview Videos
- * Assist Enrollment / Registration
- * Core Advisors

HOURS OF OPERATION

Monday-Thursday: 7:30 a.m. to 6:30 p.m.

Friday: 7:30 a.m. to 5:00 p.m.

LOCATION

NEWTON HALL

2ND FLOOR

451-3223 (707)

NOTE: Tests will not be administered during the last hour and a half of operation prior to closing!

SCHEDULING PROCEDURES

APPOINTMENTS PREFERRED

Usually, tests can be administered daily between 8:30-4:30. However, appointments allow us to make every arrangement possible to serve the students of Crowder College. Occasionally, a conference or other traveling obligation interrupts our testing schedule. Appointments permit flexibility!

Please call extension 204 or 214 for scheduling.

TESTING DATES

GED	ACT	C-BASE
Aug. 16/95	Oct. 28/95	Sept. 27/95
Sept. 20/95	Dec. 9/95	Nov. 29/95
Oct. 04/95	Feb. 3/96	Jan. 24/96
Oct. 25/95	Apr. 13/96	Mar. 27/96
Nov. 15/95	June 8/96	June 26/96
Dec. 06/95		
Jan. 17/96		
Jan. 31/96		
Feb. 21/96		
Mar. 13/96		
Mar. 27/96		
Apr. 17/96		
May. 15/96		
May 29/96		
June 19/96		
July 17/96		
Aug. 14/96		
Sept. 11/96		
Sept 25/96		
Oct. 16/96		
Nov. 6/96		
Nov. 20/96		
Dec. 4/96		

SPECIAL TESTING

Crowder College will extend every effort to accommodate special testing requests.. Crowder College complies with the requirements of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973.

Most special tests have generous provisions for requests of: extra time, scribes, large print editions, etc., for individuals who can verify through *appropriate documentation* their need. Test Companies do not permit Colleges to stock special test items; therefore, students are urged to allow sufficient time in making special testing requests.

Students without a H.S. diploma who desire admittance to Crowder College, and are applying for financial aid need to take the **ABILITY TO BENEFIT TEST**. Dr. Robert Foree administers this test at the Vocational Technical School. (ext. 409)

CAREER INTEREST, SKILL & GUIDANCE EXPLORATION

...*"The journey of a thousand miles begins with a single step..."*

Crowder College is proud to announce the introduction of the Newly Revised CAMPBELL Interest & Skill Inventory!

For nearly 60 years *Campbell* has guided people on their career journeys. The proven standard, the Campbell inventory reflects today's constant pattern of change in the world of work.

The Campbell features a personal snapshot of:

- * 58 General Occupational Themes
- * 29 Basic Scales
- * 7 Orientation Scales
- * 2 Special Scales
- * Computerized "On-Line"

The Campbell Provides:

- * Attractive-Easy to Read Graphics
- * Targeted Narrative
- * Career Exploration/Development
- * Educational Planning
- * Personal Counseling
- * Gender-Neutral terms
- * Individual Profile Report Printout
- * Test Time only 35 min.

IN ADDITION,

The Assessment Center provides:

A complete integrated career package including videos and resources concerning:

- * Interviewing Hints
- * Scholarships/Financial Aid
- * College Applications
- * Resumes
- * Occupational Handbooks
- * College Catalogs
- * University/College Videos

The Assessment Center endeavors to aid your "*journey of a thousand miles*" by helping you put your "*best foot forward*" !

PLACEMENT

BASED ON ASSET & ACT SCORES
[SCORES ARE NOT BASED ON 100 PTS.]

ENGLISH		APPROPRIATE CLASS
<u>ASSET</u>	<u>ACT</u>	
23-29	ACT -14	Communications 60
30-31	ACT 15-16	Communications 80
32-40	ACT 17-18	English 100
41-45	Decision Zone	English 100 or 101
45-52	ACT 19-25	English 101
52-54, 26+	Decision Zone	English 102 or 103

READING	APPROPRIATE CLASS
<u>ASSET</u>	
33 or below	Read Enhancement I *
34-39	Read Enhancement II*
40-42	Read Across Curriculum (strongly recommended)
43+	College Level Reading
*Mandatory if full time or degree seeking	

Two+ developmental courses= Integrated Science

PLACEMENT

*BASED ON ASSET & ACT SCORES
[SCORES ARE NOT BASED ON 100 PTS.]*

MATH. APPROPRIATE CLASS

NUMERICAL SKILLS

<u>ASSET</u>	<u>ACT</u>	
42 & less	ACT -12	Math 40 Arithmetic
43-50	ACT -12	Math 50 Basic Algebra
48-55	Decision Zone	Math 50/ Elem. Algebra
	ACT 13-18	MATH 100 or 107
	ACT 19-22	MATH 101
	ACT 23+	Calculus 110

ELEMENTARY ALGEBRA (Students w/ 1+ yr. H.S. Algebra)

25-29		Take Numerical Test
30-39	Decision Zone	Math 40 / 50
40-47	1yr. H.S. Algebra with grade of "C+"	Math 50
	2yrs. H.S. Algebra with grade of "C+"	Math 100
48-55	1yr. H.S. Alg. with grade of "C+"	Math 100 / 107
	2yrs. H.S. Alg. with grade of "C+"	Math 101

TEST OVERVIEW

ASSET TEST

The ASSET test is an educational advising, course placement, and retention planning tool developed by ACT specifically to serve students entering community and technical colleges. The ASSET consists of three Basic skills Measures:

- * Reading Skills (25 min.)
 - * Writing Skills (25 min.)
 - * Numerical Skills (25 min.)
- or
- * Advanced Math (25 min.)

The ASSET test involves *no cost* to the student. If students plan ahead, they are welcome to take advantage of a study guide with sample ASSET problems.

Appointments are *preferred*, but the ASSET is administered on a walk-in basis **Mon.-Fri. 8:30-11:30 12:30-4:00.**

Advising concerning test results are immediate.

TEST OVERVIEW

C-BASE TEST

Missouri transfer schools require Teacher Ed. applicants to have passed the C-Base *before* admission to their Teacher Education program.

C-Base or COLLEGE BASE is a test of general education that assesses knowledge and skills in four subject areas: English, Mathematics, Science, and Social studies.

In all, the four subjects are divided into nine clusters of topics; these clusters are in turn divided into twenty-three discrete skills.

C Base consists of 180 questions divided approximately equally among the four subjects. There is an essay too!

Additionally, the C-Base measures three competencies: interpretive, strategic, and adaptive reasoning.

- * Cost \$35.00 (subject to change)
- * Students' study guide available
- * Administered on 5 preset dates
- * Approx. 4 hr. test
- * Wednesday afternoon testing
- * Special testing available

TEST OVERVIEW

ACT

The ACT consists of tests in four areas:: English, Mathematics, Reading, and Science Reasoning. Students often take the ACT in H.S. due to the fact that many colleges use ACT test scores to determine scholarship awards. However, persons who already possess a H.S. diploma can still take advantage of scholarship awards at Crowder through an exemplary score. Consequently, pre-test planning can be very beneficial. National test dates are predetermined by ACT.

- * Cost \$17.00 to ACT (subject to change)
- * Fill out application (avail. at Student Services or Assessment Center)
- * Take note of Registration deadlines
- * ACT requires late regist. fees (Crowder does not assess or receive this fee)
- * The ACT regist. packet contains a study guide
- * The ACT is a multiple choice test.
- * Test administrations are always on Saturday mornings.
- * Tests last 4 hours

TEST OVERVIEW

GED

The GED corresponds to the general framework of most H.S. curricula. The GED consists of 5 multiple-choice tests: Writing, Social Studies, Science, Literature and the Arts, and Math. In addition, an essay serves as part of the Writing Skills test.

Passing scores are equivalent to performances of graduating seniors.

- * Though Crowder provides many test administrations, demand is high.
- * Crowder offers ABE classes for GED preparation.
- * GED Tests comprise about 8 hours.
- * A formal application has to be forwarded to the state.
- * State fee \$11.00. (subject to change)
- * Upon State permission to test, schedule w/ Assess. Center appt.
- * Crowder fee \$6.00. nonrefundable
- * Fees subject to change.
- ** Individuals scoring 290+ are eligible for the GED scholarship.
- * Tests are on Wednesdays.

TEST OVERVIEW

OTHER TESTS

Information concerning tests such as: Revrac, CLEP, CAAP, LASSI, and others are available upon request from the Assessment Director. Some tests occur only during special test administrations, i.e., graduation.

Other tests such as: Makeups, Instructional, Correspondence, and Telecourses are available by arrangement of the instructor with the Assessment Center.

Other testing needs can be accommodated by arrangement.

Dr. Robert Foree administers the CLEP at Voc-tech on a monthly basis (ext. 409).

STUDENT PROCEDURES FOR TESTING

STUDENTS TAKING TESTS SHOULD:

- * Sign-in at arrival for testing.
- * Cooperate with testing guidelines provided by instructor.
- * Understand tests are secure items.
- * Not request permission for special provisions unless designated by instructor in writing.
- * Ask friends to not accompany them into testing area during testing.
- * Bring all necessary and designated test tools ,i.e., calculators, etc.
- * Students must comply with all Assessment Center test provisions.

GENERAL TEST-TAKING STRATEGIES

- * Pace Yourself
- * Read The Directions Carefully
- * Read Questions Carefully
- * Answer The Easy Questions First
- * Reason Through The Difficult Questions
- * Review Your Work
- * Use All The Time Available To You
- * Answer Every Question
- * Sit In Your Regular Class Seat
- * Avoid Cramming, Plan For A Good Night's Sleep
- * Be Aware Of Qualifying Words In Test Questions Such As: All, Most, Never, Some, Least, And Mainly.

PRETEST STUDY STRATEGIES

- * Do A Self Test
- * Do A Learning/Study Styles Inventory (Lassi)
- * Explore Time Management Skills
- * Speak With Your Instructors Concerning Reviews & Test Elements
- * National Tests Have Review Books
- * Visualize Doing Well On Tests
- * Organized/Plan Ahead For Test Day
- * Inquire About Relaxation Skills
- * Nothing Replaces Being Well Prepared!

CONFIDENTIALITY

Students can rest assured Crowder College protects the confidentiality of all test results and interpretations.

All Crowder employees: staff, faculty, counselors, and administrators who access student information, to accommodate the advising and enrollment processes, comply with the “need to know” basis of safeguarding sensitive subject matter.

We feel it is our privilege to serve our students.



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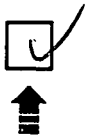
I. DOCUMENT IDENTIFICATION:

Title: <u>Assessment/Advice Center Handbook</u>	
Author(s): <u>ERIK HILGENDORF</u>	
Corporate Source: <u>Crowder college</u>	Publication Date: <u>96 ongoing</u>

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