

Those HI not fortunate enough to acquire a Post Office position are often grossly underemployed, and would welcome training in an alternative, more challenging skill.

Post-secondary technical education is not available in Georgia, because the vocational technical schools do not have the support system necessary to work intensively with the HI. The 12-week program proposed here would provide HI participants with the training they need to find the skilled jobs they desire.

Because most of the HI residents now in this area are originally from other parts of Georgia, some participants would be placed in jobs outside the Floyd County area. Companies and agencies in Macon, Augusta, Atlanta and Savannah have already indicated their willingness to hire HI students trained in data entry skills. All students would be placed in the area of their choice if possible.

Since the HI trainees would be placed in jobs with hearing co-workers, an equal number of hearing persons would also be included in this training program, pairing one hearing person with one HI person. In this type of pilot program, it is believed that the exposure of HI students to hearing students without sign language capabilities and vice-versa would benefit and encourage both groups to develop communication skills. It would especially benefit the HI students who would have to learn to communicate (or teach the hearing to understand) their needs and desires within the classroom situation, and subsequently within the work place.

## II. PROJECT ACTIVITIES

### A. PROJECT DESCRIPTION

1. Project Curriculum Outline (See Appendix A)
2. Selection of Trainees - FJC would select participants from interested former HI FJC students who are JTPA eligible, other HI persons, and those hearing persons who desire data entry training and are certified JTPA eligible. Recruitment would be completed through vocational rehabilitation counselors, Georgia School for the Deaf counselors, local Departments of Labor, and others. In order to comply with Georgia Department of Education guidelines on HI class size, a maximum of eight (8) HI students would be accepted for training.
3. Criteria for Successful Project Completion - To successfully complete the training each participant would be expected to:
  - A. Demonstrate the ability to successfully encode sample material into a computer;

B. Process encoded material onto hard copy (print form);

C. Complete exit examination from academic areas.

B. PROJECT IMPLEMENTATION SCHEDULE (See Attachment B)

C. PROGRAMMATIC AND FINANCIAL GOAL SUMMARIES (See Attachment C)

D. ASSURANCES (See Attachment D)

E. BUDGET FORMS (See Attachment E)

F. PLACEMENT INCENTIVE SCHEDULE (See Attachment F)

### III. DESCRIPTION OF FLOYD JUNIOR COLLEGE

#### A. GENERAL INFORMATION

In 1968 the Board of Regents of the University System of Georgia authorized the establishment of Floyd Junior College in Floyd County. The college, which began operating in 1970, was established to provide opportunities for the physical, intellectual, and cultural development of the people in the community it serves. It proposes to meet the educational and cultural needs of the community, in part, through its public service program, which offers non-credit courses of special interest to the community.

Data Entry for the Hearing and Hearing Impaired will be offered as part of the Public Service Program, awarding Continuing Education Units to those participants who successfully complete the training. FJC has offered similar training since Spring, 1983 when it was conducted through CETA. The training has continued to be offered through JTPA, along with Computer-Based Bookkeeping, Individual Referral, STEP, HIRE, and Youth Employability Enhancement. Cash-in-bank report is on file at Coosa Valley Area Planning and Development Commission.

B. STAFFING PATTERNS - Staff for operating the project would include the college's project coordinator, interpreter, instructors, secretary, placement personnel and counselors. The project coordinator, under the direction of the Chairman of Social Sciences and the Dean of the College, would be responsible for all program activities. Two part-time instructors in computer, two part-time academic instructors, a part-time interpreter, and a part-time staff member to provide counseling, employability skills training, and placement services would all work together to assure the success of the program. (See Attachment G)

- C. An organizational chart depicting all relationships follows:

PRESIDENT, FLOYD JUNIOR COLLEGE

DEAN OF THE COLLEGE

CHAIRMAN, DIVISION OF SOCIAL SCIENCE

PROJECT COORDINATOR  
COORDINATOR, HUMAN SERVICE PROGRAMS

JTPA INSTRUCTORS JTPA  
COUNSELOR/RECRUITER  
JOB DEVELOPER/PLACEMENT  
INTERPRETER

SECRETARY

- D. FISCAL CONTROLS - The fiscal management procedures at Floyd Junior College contained in "Business Procedures Manual Vol. I Revised" published by the Board of Regents of the University System of Georgia, would be followed in administering this contract. These procedures require annual audits by the State Department of Audits.
- E. EQUIPMENT AND SUPPLIES - Tutoring would be conducted at the Georgia School for the Deaf computer laboratory for HI students. The remainder of the training would be conducted at Floyd Junior College.
- F. GRIEVANCE PROCEDURE - Students with a grievance concerning the training program would report the problem to the instructor. Individual counseling and discussion would follow. Unresolved conflicts would be referred to the Project Coordinator, and if still unresolved, would then be referred to a higher level in the organization until resolution occurred, with any JTPA procedural concerns being directed to CVAPDC.

- D. Attach a curriculum outline for the project. (see Attachment B)
- E. Describe the length of training and the number of participants per training cycle.

The training will last 12 weeks. This proposal would have sixteen (16) students.

- F. Describe conditions (other than job placement) under which trainees will be terminated (e.g. lack of attendance, failing grades, uncooperative behavior, lack of motivation, etc.).

All students who are experiencing poor grades or demonstrating poor attendance, uncooperative behavior or low motivation would be counseled individually. It has been our experience that this approach tends to alleviate such problems and increases the chance for project completion. Students who are not able to complete the training due to illness, poor attendance, or lack of interest in the training would be put into placement status. Conditions, other than job placement, that would warrant project termination would include no job placement, health problems, refused to continue in program, found ineligible after enrollment, and death.

- G. Describe how trainees will be placed in unsubsidized employment in order to meet your performance goals. Identify staff positions responsible for trainee placement.

The person described as Placement/Counselor will be responsible for coordinating with Vocational Rehabilitation and other agencies, as well as business and industry around the state, to secure placement for all students. An Advisory Council, composed of Vocational Rehabilitation counselors, GSD staff, and local businessmen, will be formed to assist in placement efforts. Employability skills training will include emphasis on getting and retaining employment. During the 90-day placement, students will be tracked to assure their success in obtaining employment; leads will be furnished to all students. Letters and other means of encouragement will be employed. Some initial contact has been made with businesses around the state to assist in placement of the HI.



# PROGRAMMATIC GOAL SUMMARY

Coosa Valley Private Industry Council

1st Quarter			2nd Quarter			3rd Quarter			4th Quarter		
JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
I. TRAINING STATUS											
A. ACTIVE											
1. Carry-over from Previous Month							0	16	15	11	0
2. New Enrollments/Transfers							16	0	0	0	0
3. Total Served (1+2)							16	16	15	11	0
B. NON-ACTIVE											
1. Transfers to Other Projects							0	1	0	0	0
*2. Transfers to Placement/Holding							0	0	2	11	0
3. Obtained Employment							0	0	2	0	0
4. Other Youth Positive Terminations							0	0	0	0	0
5. Early Negative Terminations							0	0	0	0	0
6. Total Leaving Training (1 + 2 + 3 + 4 + 5)							0	1	4	11	0
TOTAL IN TRAINING AT END OF MONTH (A.3 - B.6)							16	15	11	0	0
II. PLACEMENT/HOLDING STATUS											
A. ACTIVE											
1. Carry-over from Previous Month							0	0	1	0	4
*2. Transfers from Training							0	1	2	11	0
3. Total Served (1 + 2)							0	1	3	11	4
B. NON-ACTIVE											
1. Transfers to Other Projects							0	1	0	0	0
2. Obtained Employment							0	0	2	5	2
3. Other Youth Positive Terminations							0	0	1	1	0
4. Negative Terminations							0	0	0	1	0
5. Total Leaving Placement/Holding (1 + 2 + 3 + 4)							0	1	3	7	2
TOTAL IN PLACEMENT/HOLDING AT END OF MONTH (A.3 - B.5)							0	1	0	4	2

CONTRACTOR/PROJECT ID: \_\_\_\_\_

DATE: \_\_\_\_\_

MODIFICATION NUMBER: \_\_\_\_\_

SIGNATURE OF CONTRACTOR'S AUTHORIZING OFFICIAL: \_\_\_\_\_

CONCURRENCE OF AGENCY: \_\_\_\_\_

ATTACHMENT C  
SHORT-TERM FINANCIAL GOAL SHEET

CONTRACTOR'S NAME: Floyd Junior College

DATE OF SUBMISSION: Nov. 21, 1986

CONTRACT NUMBER: \_\_\_\_\_

DATE OF REVISION: \_\_\_\_\_

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
PERFORMANCE PAYMENTS												
1. Enrollment/Tuition @ \$1,320								\$21,120	21,120	21,120	21,120	21,120
2. Placement @ \$750											4,500	9,000
3. Retention @ 480												2,880
TOTAL								\$21,120	21,120	21,120	25,620	\$33,000

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ESTIMATED PORT SERVICE PAYMENTS								\$1,656	3,864	6,624	6,624	6,624
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ATTACHMENT D  
COOSA VALLEY PRIVATE INDUSTRY COUNCIL  
ASSURANCES FOR SHORT-TERM TRAINING CONTRACTORS

The applicant assures the Coosa Valley Private Industry Council that projects funded under the provisions of the Job Training Partnership Act (P.L. 97-300) shall be operated in compliance with the Act; federal regulations promulgated pursuant to the Act published in the Federal Register; policies and rulings by the Governor of Georgia, the Governor's Advisory Council on Job Training Coordination; and administrative issuances by the Georgia Department of Labor and the PIC's administrative entity, Coosa Valley APDC. The applicant further assures that:

1. It possesses legal authority to apply for these funds; that a resolution, motion or similar action has been duly adopted or passed as an official act of the recipient's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the recipient to act in connection with the application and to provide such additional information as may be required.
2. It will provide to Coosa Valley APDC certification of time and attendance of JTPA participants, training plans and other information as required.
3. It will allow staff members to attend training sessions held by Coosa Valley APDC to familiarize the applicant's staff with JTPA provisions.
4. It will refer potential participants to one of the area intake centers for proper completion of the intake process.
5. That this proposal is made without prior understanding, agreement, or connection with any corporation, firm, or person submitting a bid for the same materials, supplies, or equipment and is in all respects fair and without collusion or fraud. Collusive bidding is a violation of state and federal law and can result in fines, prison sentences and civil damage awards.
6. It will comply with Section 167 of the Job Training Partnership Act of 1982 (P.L. 97-300) and in accordance with the Governor's policy of non-discrimination, no person in the United States shall, on the ground of race, color, national origin, religion, sex, age, handicap, or political affiliation or belief, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the recipient receives financial assistance under the Job Training Partnership Act and will immediately take any measures necessary to effectuate this agreement.
7. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being

motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business or other ties.

8. It will retain all records pertinent to this grant for a period of three years beginning on the date the final expenditure report for the project is submitted. The aforementioned records will be retained beyond the three years if any litigation or audit is begun or if a claim is instituted involving the records this contract covers. In these instances, the records will be retained until litigation or audit claim has been finally resolved.
9. It will agree that any duly authorized representatives from the United States Department of Labor, the Comptroller General of the United States, the Georgia Department of Labor, the Coosa Valley APDC, or the Private Industry Council for SDA 17 shall have access to any books, documents, papers, and records which are directly pertinent to this contract for the purpose of monitoring program activities, making an audit, examination, excerpts, and transcriptions.
10. It will furnish or submit evidence of a fidelity bond posted on those having responsibility for the expenditure of funds under the proposed contract in an amount sufficient to assure sound fiscal practices in order to assure the Federal Government, the State, and the Coosa Valley Private Industry Council for SDA 17 against loss of such funds.
11. No JTPA funds will be used for political or sectarian activities, or to assist, promote, or deter union organizing.

21 Nov 86  
Date

BY: [Signature]  
Signature of Authorized Official

ATTACHMENT E  
SHORT TERM TRAINING PROGRAMS  
BUDGET

PROPOSING AGENCY: Floyd Junior College

BEGIN DATE: Jan 1, 1987

END DATE: June 30, 87

PERFORMANCE PAYMENTS	Per Trainee	Number of Trainees	Total Budget
1. Enrollment Fee	<u>\$1,320</u>	<u>16</u>	<u>\$21,120</u>
2. Placement Incentive	<u>750</u>	<u>12</u>	<u>9,000</u>
3. Retention Incentive	<u>480</u>	<u>6</u>	<u>2,880</u>
TOTAL BUDGET	<u></u>	<u></u>	<u>\$33,000</u>

ATTACHMENT F  
PLACEMENT INCENTIVE SCHEDULE

NAME OF AGENCY: Floyd Junior College

List Occupations Alphabetically.

<u>OCCUPATIONAL TRAINING</u>	<u>MINIMUM WAGE AT PLACEMENT</u> <u>(Per Hour)</u>
1. <u>Accounting Clerk, Data Processing</u>	<u>\$4.75</u>
2. <u>Attendance Clerk</u>	<u>3.50</u>
3. <u>Auxiliary Equipment Operator</u>	<u>4.25</u>
4. <u>Billing Typist/Clerk</u>	<u>3.75</u>
5. <u>Check Processing Clerk</u>	<u>4.00</u>
6. <u>Computer Operator</u>	<u>4.35</u>
7. <u>Data Entry Clerk</u>	<u>4.35</u>
8. <u>Fee Clerk</u>	<u>4.00</u>
9. <u>Mortgage Accounting Clerk</u>	<u>4.75</u>
10. <u>Payroll Clerk, Data Processing</u>	<u>4.75</u>
11. <u>Tabulating Machine Operator</u>	<u>4.00</u>
12. <u>Timekeeper</u>	<u>4.00</u>
13. _____	_____
14. _____	_____
15. _____	_____
16. _____	_____
17. _____	_____
18. _____	_____
19. _____	_____
20. _____	_____

(Additional sheets may be used as necessary.)

HI - APPENDIX G  
JOB DESCRIPTIONS  
DATA ENTRY TRAINING

PART-TIME INSTRUCTORS

DEFINITION

Under minimal supervision, coordinates and/or conducts all training aspects of the program; performs related work as required.

EXAMPLES OF DUTIES

Develops training schedule; develops and conducts all data entry training at FJC; coordinates and supervises computer lab assistant; counsels students.

NECESSARY KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of computers and data entry skills. Knowledge of, and some skill in American Sign Language, group dynamics, various teaching methods, human relations and problem-solving. Ability to adapt teaching methods to special needs of participants.

EDUCATIONS AND EXPERIENCE

Minimum of bachelor's degree in computers, business or a related field. Experience in teaching and/or counseling helpful. Salary based on experience and education.

NOTE: This position will be filled by two instructors, one hearing impaired and one hearing. Each will work with the assistance of an interpreter. The HI instructor will also provide tutorial assistance at GSD for HI students.

COUNSELING/COMPUTER LAB ASSISTANT

Under minimal supervision, assist data entry students when working on computing, performs some record keeping activities and counseling with students; assists in supervision of internships.

EXAMPLES OF DUTIES

Assist students when using the computer software; provide students with individual assistance concerning any computer problems; counsel with students regarding placement, internships.

NECESSARY KNOWLEDGE, SKILLS AND ABILITIES

Knowledge and skill in basic computer procedures. Knowledge of American Sign Language helpful.

EDUCATION AND EXPERIENCE

Some training in computers. Associate degree helpful. Previous experience as a teaching assistant or similar duties preferred.

### PLACEMENT /COUNSELOR

Under minimal supervision coordinates placement of internship positions and employment; counsels students in job related matters; works with Vocational Rehabilitation counselors to secure employment for handicapped students; conducts Employability Skills Training.

#### EXAMPLES OF DUTIES

Coordinates efforts of Vocational Rehabilitation, FJC and Georgia DOL in securing placements for students; supervises internship placement; Develops and teaching Employability Skills component; locates internship positions; counsels with students; assists in screening and testing applicants.

#### NECESSARY KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of, and some skill in, human relations and recordkeeping; ability to work with other agencies; knowledge of special needs of the HI; some ability with ASL; ability to locate employment opportunities; knowledge of employability skills requirements; ability to teach classes.

#### EDUCATION AND EXPERIENCE

Minimum of associate degree in field of education or behavioral science; experience in classroom teaching; previous work in placement helpful; some experience in working with and coordinating with other agencies.

### MATH INSTRUCTOR

Under minimal supervision conducts classes for HI and hearing students in fundamental business math; coordinates with instructors to assure skills needed for data entry are included in course.

#### EXAMPLES OF DUTIES

Develops and conducts class in business mathematics; Coordinates with Data Entry instructors to keep students up to date in math skills; administers exit exam to determine proficiency level at end of course.

#### NECESSARY KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of and ability in curriculum construction for handicapped and normal students; ability to perform all mathematical computations needed for data entry and communicate math principles to students; skill in ASL helpful.

## EDUCATION AND EXPERIENCE

Minimum of bachelors degree in mathematics; previous classroom experience in math field; some experience in working with HI helpful.

## COMMUNICATIONS INSTRUCTOR

Under minimal supervision conducts classes for HI and hearing students in fundamental communications; coordinated with instructors to assure skills needed for data entry are included in course.

## EXAMPLES OF DUTIES

Develops and conducts class in communications; Coordinates with Data Entry instructors to keep students up to date in communication skills.

## NECESSARY KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of and ability in curriculum construction for handicapped and normal students in communication skills; skill in ASL helpful.

## EDUCATION AND EXPERIENCE

Minimum of bachelors degree in Humanities; previous classroom experience in communications field; some experience in working with HI helpful.

## RECRUITER/COUNSELOR

### DEFINITION

Under minimal supervision coordinates and conducts all recruitment; counsels with students concerning personal and class related problems; performs related work as required.

### EXAMPLES OF DUTIES

Develops news releases and radio spots as required; answers inquiries regarding Data Entry Training; keeps in regular contact with the Georgia Department of Labor (DOL) regarding eligibility of applicants; coordinates with Vocational Rehabilitation; assists in screening and testing applicants.

### NECESSARY KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of, and some skill in, human relations and recordkeeping; ability to understand special needs of potential

applicants; ability to express self well in writing; some knowledge of American Sign Language; knowledge of special problems of HI.

#### EDUCATION AND EXPERIENCE

Minimum of associate degree in field of education, psychology, social work or related studies preferred. Experience in teaching, working with representatives of other agencies and/or career counseling helpful. Salary based on experience and education.

## APPENDIX A

### DATA ENTRY TRAINING PROGRAM For Hearing and Hearing Impaired

#### OUTLINE

##### Overview of Computers

- Build computer-related vocabulary
- Improve typing, academic skills

##### Care of Computers

- Booting the system
- Examples of software
- Initializing discs

##### Data Entry

- Begin keyboarding
- Practice using word processing programs
- Practice using data base programs
- Practice using spread sheet programs

##### Computer Awareness Test

- Successfully input practice data
- Print hard copy

##### Employability Skills Training

- Academic Remediation in Math, Reading and English  
as needed

##### Internship

*Late*

TO: James D. McKeel

FROM: Melvin J. Perry (M)

DATE: April 8, 1988

RE: Placement Report. JTPA Hearing-impaired

#### EMPLOYER CONTACT LOG

3/1           Floyd Medical Center (Rome) Telephoned personnel office. Was informed that there no vacancies.

3/4           Home Federal Saving and Loan (Rome) Met with director of accounting. Most data entry operations are dispursed among positions within the company. There are no full-time DE positions. The job most appropriate for deaf individuals is check proofing. There are no vacancies.

              Revco Drugs (Riverbend Mall) Met with store manager regarding DE position. Hearing loss would not prevent an employee form performing assigned duties of this position. Discussed program and indicated that several participants may be interested. Agreed that Sat. morning would be good time for manager to receive applications. Informed participants.

3/8           Reeves Transportation Company (Calhoun) Met with personnel director to discuss duties of DE positions advertised in the newspaper. One position is still vacant. It is 100% DE work and hearing loss would not present problem in preforming assigned tasks. The position is night work. Possible benefits available to the company through Vocational Rehabilitation for hiring a handicapped employee was also discussed. Participants were informed to position.

              CTI (Calhoun) Met with supervisor regarding advertisement for positions in DE. Supervisor indicated desire to hire individuals capable of typing "50-60 WPM with ability to improve" so that 500 orders can be typed in one shift. This is beyond level of participants. Night work only. No present vacancies, but the supervisor indicated he would contact Floyd College as vacancies occured.

3/10

Coosa Baking Co. (Rome) Met with office manager. CBC does not have personnel dept. as such. Hiring is done through Labor Dept. There are not DE positions and most production work would prove difficult for hearing-impaired individuals since most machinery is monitored by auditory alarms. No positions available and not enthusiastic about hiring deaf people.

Greenwood Mills (Lindale) Met with personnel director to discuss available DE positions. There is a very small clerical staff there are no full-time DE positions at the Lindale Mill. Most DE work is done in Greenwood, SC. One deaf employee does work in the shipping dept. Most production jobs are hazardous to deaf individuals and employment is restricted to certain areas.

Hostess Cake Kitchens (Rome) Was unsuccessful in two attempts to contact the personnel director.

The Peanut Factory (Rome) Attempted to telephone company executive earlier, but was unable to contact. Telephone call was not returned. Stopped by offices as was informed that all hiring is done through the Labor Dept.

Valley Vend Inc. (Rome) Visited offices. Was informed that all hiring is done through Labor Dept.

3/18

Zartic Inc. (Cedartown) Was unable to follow-up on announcement of clerical position at Zartic, but informed participants.

Rubber Stamp Co. (Atlanta) Was unable to follow-up because of wrong telephone number.

3/22

Coosa Valley Steel (Rome) Contacted regarding announcement for DE position. Was informed that company is small and that individual would be required to answer phone and other duties as assigned and the good hearing and speech were necessary.

4/5

Floyd Medical Center (Rome) Visited personnel office. No DE or clerical positions currently available.

Northwest Regional Hospital (Rome) Visited personnel office. Was informed that there are no clerical positions available. Reservations were expressed for safety of hearing-impaired

individuals in a regional mental health hospital setting.

4/7

Crown-Craft (Calhoun) After two attempts was unable to talk with personnel director.

Harbinger (Calhoun) Stopped by offices, but personnel director was not in.

## REACTIONS

Placement services for hearing-impaired JTPA participants present unique problems.

- 1) Communication between placement counselor and participants is difficult. Although counselor knows sign language, it is still difficult to relay information to participants via family members and others. This problem was further confounded by the fact that placement counselor was employed part-time.
- 2) There is still much resistance among business and industry toward hiring deaf people. While some are receptive, I feel that it would have been beneficial to establish contact with personnel officers before JTPA training began.
- 3) Because of communication problems referred to in no. 1, the requirement of placement in employment within 90 days of completion of training may be unrealistic for such severely handicapped individuals.

Program recommendations are:

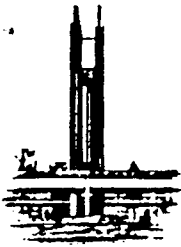
- 1) Placement counselor serving hearing-impaired JTPA participants should be full-time and should begin at least as early as initiation of training program, if not before. Placement counselor should be engaged in job development as well as placement.
- 2) A more detailed description of job analysis in the service area is needed. The present training, while valuable, did not produce the desired results because of job designs which require more than DE skills.

# JTPA INCOME-ELIGIBILITY GUIDELINES

<u>Family Size</u>	<u>Poverty Level</u>		
	<u>Rome</u>	<u>C'T</u>	<u>C'V S'V</u>
1	\$ 5,500		\$ 5,500
2	7,400		7,400
3	9,700		9,300
4	11,980		11,240
5	14,140		13,260
6	16,530		15,510

Amount to be added for each additional family member over 6:

\$ 2,390	\$ 2,250
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A Two-Year Unit of the University System of Georgia

# Floyd College

P.O. Box 1864, Rome, Georgia 30163-1801

November 22, 1988

To: Tom Melton  
From: Jim McKeel  
Re: Audit report suggesting non-compliance with terms of  
JTPA Contract 17-8-11-686  
(Hearing Impaired Data Entry)

This program had thirteen participants. The audit findings were based upon files for four of these thirteen.

## Finding (A)

"The contract requires that prior to participating in the program prospective enrollees must be tested and evaluated in basic reading, writing and math skills. We found that none of these students had been tested as required by terms of the contract".

## Response (A)

The contract in question does not require that prospective enrollee's must be formally tested and evaluated in basic reading, writing and math skills. The exact statement in the contract (as found in Attachment B, #B-3) is as follows.

### Entry Criteria:

Hearing impairment; elementary reading, writing and math skills, strong desire to learn data entry and to work.

Of the thirteen participants, nine were formally tested prior to training. Test scores (BSE's) had not been transferred to the JTPA files at the time of the audit but have been transferred subsequently.

Four participants were not tested. Of these four, three were older hard-of-hearing ladies well known to the project staff. Based upon their knowledge of the participants, the participants' personal and work history and their language skills, the staff judged them to clearly have the reading, math, and writing skills necessary to succeed in the program.

The fourth person was, up until the very beginning of the training, very uncertain as to entering the program. This fact and some communication problems with this applicant caused a delay in his being tested. As the participant entered the program at the last minute and because he was a former student (for several years) of the program coordinator, had completed high school and was thirty years of age, formal testing was not considered necessary.

In the future, if this program is conducted again, staff will be required to acquire test scores on all applicants prior to their participation in the program unless other satisfactory measures are available. A review of files will be required prior to an individual entering training and a comparison made to provisions of the contract. Any deficiency in an individual file will have to be corrected prior to that individual entering training. A follow-up review of files will be conducted within 5 days after training has begun to doubly insure that nothing has been inadvertently overlooked. If measures other than formal tests are used appropriate notes will be made in the participants file.

#### Finding (B)

Attachment D of the contract requires the College to maintain an individual training file on each participant that includes certain specific documentation including counseling notes, test grades and job seeking skills activity records. The following deficiencies were noted in regard to our examination of the four files:

- (1) Two the files did not have the required counseling notes. It should be noted that the students involved were deaf and could not read sign language.
- (2) Two other student files did not contain test grades as the students did not return the tests to the College.
- (3) One of the four files reviewed did not include documentation of job seeking skills activity as required.

#### Response (B)

(1) As noted above, the two students involved were hearing impaired but did not know sign language. Consequently they did not communicate (counsel with) the program counselor who herself is hearing impaired. The program counselor was routinely making notes as she talked with the other participants. The two non sign language participants were being counseled by the program coordinator and teaching assistant who are hearing individuals.

Tom Melton  
Page 3

The coordinator and teaching assistant (who did not have access to the files) failed to enter their notes in the files before the audit was conducted, these notes have been entered subsequently.

In the future, if this program is conducted again, any staff providing counseling services will be instructed to write and enter notes directly into the file or pass the notes to the principal counselor to do so immediately after the counseling session takes place.

(2) As noted above, the students did not return the tests, and this was after considerable encouragement to do so. The tests grades had been recorded in the instructor's grade book, but had not been transferred to the students' files at the time of the audit. This has been corrected (the test grades have been entered in the files).

In the future, similar efforts as were made will be undertaken to have such activities/tests returned for the files. It should be noted, however, that it would be impractical to expect all students to always comply. In the future a copy of the instructor's grade book will be placed in each students' file.

(3) We are somewhat confused as to what is being addressed in this statement. If it is referring to the documentation of placement activities we are unable to identify a file that does not have a notation (either on the EDP, a letter of referral or, a counseling note reference) of job referrals. In the instance where the job referrals had not been entered on the EDP this has been corrected.

If the statement is in reference to job seeking skills training, let it be noted that all students were taught job seeking skills in the classroom. A copy of the curriculum outline has been placed in each file.

If the program is conducted in the future, all files will be reviewed periodically and compared to a checklist of activities which will include placement activities and job seeking training. Any deficiencies will be corrected as immediately as possible.



A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA

# FLOYD JUNIOR COLLEGE

DIVISION OF HUMANITIES

P. O. BOX 1864  
ROME, GEORGIA 30161

August 10, 1984

## MEMORANDUM

TO: English Faculty *P.D.*  
FROM: Philip E. Dillard, Chairman  
RE: Notes on Regents' Test Results, Summer 1984

First-timers: FJC ranked 13th in the System this summer, climbing from 21st in summer 1983 and 18th in summer 1982. Even happier are the passing percentages for our first-timers: 71% this time, 59% last summer, and 61% in 1982. There were 42 first-timers; of these, 34 passed the essay and 34 passed the reading portion (not always the same students), yielding a passing rate of 80.95% on reading and on essay. The System rate for first-timers passing the essay was 74.18% (against our 80.95%), but the System rate for first-timers passing the reading portion was 82.07% (against our 80.95%). All of these rates are good.

Repeaters: The picture was not so bright for our repeaters. Nine took the reading portion, of whom 6 passed. That passing rate for essay repeaters (66.67%) compares favorably with the other junior colleges (61.48%) and the System (55.69%). But of the 12 repeaters who took the reading portion only 2 passed. That rate (16.67%) does not look good against the 44.21% passing rate for junior colleges and the 45.77% rate for the System.

ab

pc: Dr. McCorkle  
Dr. Walraven  
Mr. Boyd  
i Dr. Trimble

BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA

244 WASHINGTON STREET, S.W.  
ATLANTA, GEORGIA 30334

OFFICE OF THE VICE-CHANCELLOR  
FOR  
ACADEMIC AFFAIRS

November 12, 1982

*Sullivan*

M E M O R A N D U M

TO: Chief Academic Affairs Officers

FROM: W. Ray Cleere *[Signature]*  
Vice Chancellor for Academic Affairs

SUBJECT: Change in Regents' Test Administration Procedures

Effective Winter Quarter, 1983, the procedures for Regents' Test administration will be changed. Students who have failed both the reading and essay part of the Regents' Test will be permitted to retake only one part at a quarterly administration. Previously, students who had failed both parts were required to retake both parts on each attempt. The change in procedure was approved by the Board on November 9-10, 1982.

The revised administration procedure does not involve a change in policy for the Regents' Test. Students who have taken and failed both parts of the test by the quarter in which they will earn 75 credit hours are still required to enroll in remedial courses in both reading and writing each quarter until they have passed one or both parts of the test. (However, part-time students taking only one course per quarter may take remediation and repeat the test in only one area.)

Recently, some questions have been raised about the interpretation of Regents' Test policy and procedures. Clarification appears to be necessary so that interpretation is more consistent across institutions. I am requesting that you submit to me any questions or concerns you may have about the interpretation of Regents' Test policy or procedures. A committee will then be appointed to work on the clarification of these issues.

Copy: Chancellor Vernon Crawford  
Vice Chancellor H. Dean Propst  
Presidents, University System of Georgia

RECEIVED  
DEAN

Timble

UNIVERSITY SYSTEM OF GEORGIA  
244 WASHINGTON STREET, S.W.  
ATLANTA, GEORGIA 30334

OFFICE OF THE CHANCELLOR

January 14, 1983

MEMORANDUM

TO: Presidents, University System of Georgia  
Regents' Test Coordinators

FROM: Vernon Crawford *Vernon Crawford*  
Chancellor

SUBJECT: An Interpretation of the Regents' Test Requirement

Students who fail the reading portion of the Regents' Test shall not be held to a higher passing standard at a subsequent retaking of the test than was in effect at the time of their original attempt. This interpretation is retroactive.

Some students who failed the reading portion of the test achieved a score upon retaking it which would have been a passing grade except for the fact that the minimum passing score had been raised in the interim. Their grade was recorded as a failure. The effect of the interpretation stated in the paragraph above is that all such students have passed the reading portion of the test. When students in that category have been identified the test coordinators and records officers at their institutions will be notified of the change in their grade from fail to pass.

cc: Members, Board of Regents  
Central Office Staff  
Dr. Kathleen Burke

THE UNIVERSITY SYSTEM OF GEORGIA  
REGENTS' TESTING PROGRAM

Box 868 Georgia State University University Plaza Atlanta, Georgia 30303

October 1, 1982

MEMORANDUM

TO: Chief Academic Officers

FROM: Kathleen Burk, Director 

SUBJECT: Sample Reading Test Form

Copies of a sample form of the Regents' Testing Program Reading Test have been distributed to the Test Coordinator at each institution. This sample form, which was used in the Summer Quarter, 1982 administration, is available for use at institutions. It will not be used again in a Regents' Test administration. A discussion of possible uses for this sample form is enclosed.

The Test Coordinator is responsible for maintaining the security of the sample form. An examination copy of the form, along with other materials describing the Reading Test, is available through the Test Coordinator. The Test Coordinators have been instructed to make the examination copy available to instructors and administrators. However, if the sample form is to be useful, security of the form must be maintained. Arrangements for administration of the form should be made through the Test Coordinator.

Within the limits of test security and appropriate test use, decisions about how the sample form is used should be made by the person responsible for Regents' Test remediation with the assistance of the Test Coordinator. Care should be taken to prevent too much exposure of students to the sample form. For example, if the sample form is to be used for screening students enrolled in remediation, it may not be appropriate to also use the form as practice for students who have not yet taken the test.

Additional information about the Reading Test is provided in the enclosed document entitled Specifications of the Skills and Content Covered by the Regents' Reading Test. Included in this document are detailed descriptions of the skills tested and the types of items included on the Reading Test. This information should be useful in the preparation of students enrolled in remedial reading courses.

The user's manual for the Regents' Reading Test, which will provide more information about this test, has not been completed. It should be available in Winter Quarter. However, additional information, including a summary of the survey on Regents' Test remediation and a document which describes the development, validity, reliability, and results of the Regents' Testing Program, will be available within the next few weeks.

Enclosures

cc: Presidents, as information  
Members of Academic Committees on English and Developmental Studies, as information  
Chancellor Vernon Crawford  
Dr. H. Dean Propst  
Dr. W. Ray Cleere

RECEIVED

OCT 5 1982

DEAN

## USING THE SAMPLE FORM

Form 20, the sample form of the Regents' Reading Test, is available through the Regents' Test Coordinator at each institution. The Test Coordinators also have available the key and the conversion table, which is used to convert number-right scores to the scaled scores reported for the Reading Test. The Test Coordinators are responsible for maintaining the security of this form. They have, however, been instructed to make the form available for examination to instructors concerned with the Regents' Reading Test.

Four possible uses of the sample Reading Test form mentioned in responses to the recent survey on Regents' Test remediation were use of the form for 1) practice for students, 2) diagnosis of students' problems, 3) screening students enrolled in remedial classes to determine whether they are ready to retake the Reading Test, and 4) providing information that could be used by instructors in the development of class materials related to the skills tested. These uses are discussed below.

### Practice for Students

Administering the test to students so that they can become more familiar with the format of the test and the types of skills tested is an appropriate use of the sample form. Form 20 may be administered to students who have not yet taken the test so that they know what to expect at the actual test administration, and it may be administered to students enrolled in a remedial class as practice in taking the test.

### Diagnosing Students' Problems

Instructors should be careful in using the results from the administration of the sample form to diagnose the strengths and weaknesses of individual students. Although it is possible to score the items from the four skill categories separately, the resulting subscores may provide misleading diagnoses. Two problems limit the usefulness of subscore interpretation: 1) the subscores are based on smaller numbers of items than is the total test score and thus are less reliable, and 2) the skills tested are highly related to each other. Often, the correlations between subscores, which indicate the extent of the relationship between subscores, are almost as high as the reliability of the subscores. When this occurs, the differences between subscores are greatly influenced by random error. Interpretation of these differences (e.g., "Bill is weaker in inferential comprehension than in literal comprehension.") is often inaccurate.

Some of the skill categories tested on the sample form are more difficult than others. These differences in difficulty should be taken into account if subscores are interpreted. Provided below for each of the four skill categories of the Reading Test is a summary of the results from the administration of Form 20 to 3,164 students in Summer Quarter, 1982. The number of items, average score, and average percentage of items answered correctly is shown for each skill category.

<u>Category</u>	<u>Number of Items</u>	<u>Average Score</u>	<u>Average Percentage of Items Answered Correctly</u>
vocabulary	12	7.7	64
literal	13	9.8	75
inferential	21	16.8	80
analysis	12	8.4	70

Most of the students in reading remediation classes will score below the average percentages indicated above, and, in general, these students tend to have scores that deviate from the average percentages by approximately the same amount for each category. When a student's deviations from the average percentages are similar across categories, no differential diagnosis of strengths and weaknesses is possible. When a student's deviations differ from one category to another, the problems mentioned above must be considered. Because differences between subscores are influenced to a large extent by random error, only very large differences in the deviations of the subscores from the average percentages should be used in the diagnosis of strengths and weaknesses.

### Screening

Faculty at a few institutions have indicated that they plan to use the sample form to determine whether students enrolled in remediation are prepared to retake the Reading Test. The sample form may be used for this purpose; however, caution should be exercised in using the form for this type of screening. With any test, some fluctuations in students' scores from one administration to another are expected. Although the Reading Test is quite reliable, there are many variables (for example, changes in the way an individual feels from one day to another, differences in the sampling of specific passages and test items, and differences in the conditions of test administration) that could cause a student to get somewhat different scores on two administrations of the test. Also, because practice in taking the test may result in an increase in scores, students' scores may be higher on the actual administration of the Regents' Test than on the screening test that precedes it.

We plan to collect data on the extent of score fluctuation for students repeating the Reading Test. Although we do not have adequate data at this time to estimate this instability, we know that it occurs for this test as well as for any other test. Therefore, instability should be taken into account when the sample test form is used for screening. It would not be reasonable to require that students earn a score of 61 (the minimum passing score) on the sample form before they are allowed to retake the Regents' Test; many of the students with scores slightly below 61 on the sample form could pass the test at the actual administration, and a few of the students with scores well below 61 could pass the test at the actual test administration. Therefore, if the sample form is used for screening, only those students who score substantially below 61 and whose performance is verified by poor class performance and poor performance on other tests should be prevented from retaking the test until they receive further remediation.

### Preparing Course Material

Examination of the sample form should be useful to instructors in the development of course materials for remedial classes. Instructors can use the sample form to get an idea of the types of items used and the level of difficulty of the test. (It would be inappropriate, of course, to use the specific passages or items in course materials.) The document entitled Specifications of the Skills and Content Covered by the Regents' Reading Test should be more useful than the sample form to instructors who need information about what is tested. This document, which provides a detailed description of the skills tested and the types of items used to test each skill, should be of use in the development of instructional materials related to these skills.

THE UNIVERSITY SYSTEM OF GEORGIA  
REGENTS' TESTING PROGRAM

Box 868 Georgia State University University Plaza Atlanta, Georgia 30303

June 3, 1982

MEMORANDUM

TO: Directors of Developmental Studies  
English Department Heads

FROM: Kathleen Burk *KB*

RE: Description of Revised Regents' Reading Test

As you know, the Committee on the Regents' Reading Test and the Testing Subcommittee of the Academic Committee on English are working on a revision of the Regents' Testing Program Reading Test. The first revised form of the test will be used for the summer quarter test administration.

The enclosed description of the revised test should be useful in preparing students for the summer testing. In the fall, a more extensive description of the test and a sample test form will be available.

Please make sure that all faculty members involved in preparing students for the Regents' Test are informed of the revisions.

cc: Presidents, as information  
Test Coordinators, as information  
Dr. W. Ray Cleere

enclosure

KB/ss



## REVISION OF REGENTS' READING TEST

The Regents' Testing Program Reading Test is being revised by the Committee on the Regents' Reading Test. The first revised form of the test will be used for the summer quarter test administration. In the fall, an extensive description of the test and a sample test form will be available. The following description is provided to aid in the preparation of students for the summer testing.

### Skill Categories

(These four categories replace the six categories used for previous forms of the test.)

**Vocabulary**: entails identifying the meanings of words as they are used in passages. The student may use context clues, structural analysis and/or a general understanding of the meaning of the passage to determine the meaning of a word. (Note that this approach to measuring vocabulary is different from that used in the past: the words tested will no longer appear in a separate section of the test.)

**Literal Comprehension**: entails recognizing information and ideas presented explicitly in passages. Literal comprehension items require a student to recognize (1) details or facts, (2) a sequence of events, (3) a comparative relationship, (4) a cause and effect relationship, or (5) the referent for which a word or group of words has been substituted in a passage. Literal comprehension items do not necessarily use the exact wording used in the passage. However, the information, ideas, or concepts to which these items refer are explicitly presented in the passage.

**Inferential Comprehension**: entails synthesizing and interpreting material that is presented in a passage. Inferential comprehension items involve the following skills: (1) identifying the main idea of a passage or paragraph when this idea is not explicitly identified in the text as the main idea ; (2) inductive reasoning, including drawing conclusions, making generalizations, and identifying implied comparative, causal, spatial, or temporal relations; (3) deductive reasoning, which involves applying the ideas presented in the passage to a new situation; and (4) interpretation of figurative or other language when this interpretation entails more than just a paraphrase of the language used in the passage.

**Analysis**: is concerned with how or why a passage is written rather than what a passage is about. In general, analysis items require inferences to be made about the style, purpose, or organization of a passage. Questions may concern the tone or literary devices used in the passage. Analysis items may also require the student to identify a functional relationship between portions of a passage. (One format for items concerned with functional relationships involves asking the student to choose, for the beginning of a sentence, an appropriate transitional word or phrase that would logically connect the sentence to the one that precedes it.)

### Test Specifications

The test consists of ten passages with five to eight items for each passage. In all, there are sixty items on the test. The categories of Vocabulary, Literal Comprehension, and Analysis will each be assessed by twelve to fourteen items. There are twenty to twenty-four items for the Inferential Comprehension category.

Passages on the test are from textbooks, literary works, magazines, newspapers, and other written material that, in the judgment of committee members, college students should be able to comprehend.

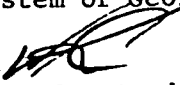
**BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA**  
244 WASHINGTON STREET, S.W.  
ATLANTA, GEORGIA 30334

OFFICE OF THE VICE-CHANCELLOR  
FOR  
ACADEMIC AFFAIRS

October 11, 1983

MEMORANDUM

TO: Chief Academic Officers  
University System of Georgia

FROM: W. Ray Cleere   
Vice Chancellor for Academic Affairs

SUBJECT: (1) Clarification of Regents' Test Policies  
(2) Procedures for Handicapped Students

Attached are notes on the interpretation of the policy for the Regents' Testing Program. This clarification, a result of the work of the Review Committee on Regents' Test Policy, addresses most of the common questions about interpretation of the policy and should produce greater consistency in interpretation across institutions.

Many questions have been raised about the treatment of handicapped students under the provision of the policy for "extraordinary situations." The committee declined to clarify this issue until further information is available on the types of students to whom this provision is applied and on the procedures currently used by schools to implement this provision. In order to obtain this information, we are requesting that the attached form be completed for each student whose competence is certified through a special procedure or through special administration or grading of the Regents' Test (e.g., extended time limit, individualized administration, or local grading). The form should be completed for all students treated under the "extraordinary situation" provision from Fall Quarter, 1983 through Spring Quarter, 1984.

Send the completed forms to Kathleen Burk (Box 868, Georgia State University, Atlanta, Georgia 30303).

Please call me or Dr. Burk if you have questions about the form or the interpretation of the policy.

Attachment

Copy: Chancellor Vernon Crawford  
Executive Vice Chancellor H. Dean Propst  
Presidents  
Dr. Kathleen Burk  
Test Coordinators  
Members of Review Committee

REGENTS' TESTING PROGRAM \*  
Policy and Notes on Interpretation

An examination to assess the competency level in reading and writing of all students enrolled in undergraduate degree programs in University System institutions shall be administered. The following statement shall be the policy of the Board of Regents of the University System of Georgia on this examination.

Each institution of the University System of Georgia shall assure the other institutions, and the System as a whole, that students obtaining a degree from that institution possess literacy competence, that is, certain minimum skills of reading and writing.

The Regents' Testing Program has been developed to help in the attainment of this goal. The objectives of the Testing Program are: (1) to provide Systemwide information on the status of student competence in the areas of reading and writing; and (2) to provide a uniform means of identifying those students who fail to attain the minimum levels of competence in the areas of reading and writing.

Passing the Regents' Test is defined as having passed all components of the Test by scoring above the cutoff score specified for each component. The test may be administered either in its entirety or as one or more components depending on the needs of the students. If one component of the Test is passed, that component need not be retaken; this provision is retroactive to all students who have taken the Test in any form since the inception of the program.

The intent of this policy is that passing the Regents' Test occur before the end of the student's sophomore year, that is, before the completion of 105 hours of degree credit. Students who fail the test must retake and pass the Test. Each institution shall provide an appropriate program of remediation and shall require deficient students to participate in that program prior to retaking the test.

A student holding a baccalaureate or higher degree from a regionally accredited institution of higher education will not be required to complete the Regents' Test in order to receive a degree from a University System institution.

*(A "regionally accredited institution" is an institution accredited by one of the seven accreditation agencies in the U.S. or a foreign equivalent.)*

In order to implement effectively the goals of the Testing Program:

1. Students enrolled in undergraduate degree programs shall pass the Regents' Test as a requirement for graduation. Students, including transfer students and/or readmitted students, may take the Test after they have completed the required basic core English courses. They may be required to take the Test in the quarter after they have earned 45 hours of degree credit if the Test has not been passed previously. Institutions, however, may not delay initial testing beyond the students' having earned the 60th hour of degree credit.

*(The last sentence applies to all students regardless of whether they have completed required English courses.)*

\* Notes on the interpretation of the policy are in italics and indented.

2. All students who have taken and have not passed the Regents' Test during the quarter in which they will have earned 75 hours of degree credit shall take the appropriate nondegree credit course or courses in remedial reading and/or remedial writing in each quarter of attendance until they have passed all components of the Test.

*(This requirement refers only to students who have taken and not passed the test. However, most institutions also impose this requirement on students who have not taken the test before completing 75 hours of credit. Because institutions are responsible for enforcing the requirement that students take the test before they earn 75 credit hours, the application of the remediation requirement to students who have not taken the test is an appropriate, if not necessary, method of enforcement.)*

*Students who have taken the Test and not passed either part are required to take remediation in both reading and writing each quarter. Such students may not take reading remediation one quarter and essay remediation the following quarter. The only exception that may be made is for part-time students taking one remedial course and no degree credit courses.*

*Students who have earned 75 degree credit hours before completing required English courses may not use these courses to fulfill the remediation requirement. Such students must receive remediation in addition to any required English course they may be taking.*

*The policy requires remediation during the quarter in which students will earn 75 hours of degree credit. However, it has been reported by many institutions that it is impossible to predict the number of hours a student will complete in a quarter. Thus, many institutions require remediation in the quarter immediately following the completion of 75 hours. This appears to be a reasonable implementation of the remediation requirement.*

*At a few institutions, students take required remediation one quarter and take the Test the following quarter; thus, these students are not taking remedial courses in each quarter of attendance. Schools use this procedure so that students can receive a full quarter of remediation before retaking the Test. This procedure is permissible pending the completion of research on remedial practices. However, schools using this procedure should carefully evaluate the progress of students to ensure that this procedure is not delaying students' completion of Regents' Test requirements.)*

3. Having passed the Regents' Test shall not be a condition of transfer into an institution. All transferring students from within the System shall be subject to all provisions of this policy. Students from institutions outside the System who transfer into a System institution with 60 or more degree credit hours shall take the Test during the initial quarter of enrollment and in subsequent quarters shall be subject to all provisions of this policy.
4. Students whose mother tongue is other than English may be exempted from taking the Regents' Test by the institution provided appropriate local procedures are employed to certify the literacy competence of those students earning a degree.

5. For extraordinary situations, each institution shall develop special procedures for certifying the literacy competence of students. A written description of those procedures shall be submitted to the Chancellor for approval. A record of the action shall be reported by the Chancellor to the Education Committee of the Board of Regents. Such procedures shall include provision for remediation if needed and formal examination prior to certifying competency. Such examination shall equal or exceed the standards of the Regents' Testing Program.
6. A student may request a formal review of his/her failure on the essay component of the Regents' Test if that student's essay received at least one passing score among the three scores awarded and if the student has successfully completed the courses in English composition required by the local institution. This review will be conducted in accordance with Board approved procedures.
7. These revised procedures shall be followed by all students effective January 1, 1980.
8. Remedial work as required under the above policy shall be in keeping with regulations in satisfaction of federal and state student financial assistance and such other eligibility programs.

*(It is essential that institutions provide remedial courses that meet the requirements for financial aid. In those instances where courses are offered that do not meet these regulations, other options must be available that do qualify. Institutions that are currently offering such courses may continue to do so, but the practice will be reviewed in order to be ensure that students are receiving the assistance needed.)*

9. These regulations shall not prohibit institutions from increasing requirements affecting the Regents' Testing Program, provided such increased requirements are authorized by the Chancellor, and provided further that such requirements are published in the official catalog of the institution prior to implementation. Such additional requirements shall in no way affect the transfer of students from one institution to another or the readmission of students to University System institutions.
10. A student who fails both parts of the Regents' Test and who is required to participate in remediation shall be allowed to take the reading and essay portions of the Test in separate quarters. (Minutes, April, 1972, pp. 554-55; November, 1972, p. 166; June, 1973, pp. 481-85; November, 1978, pp. 88-9, November, 1982)

## REGENTS' TESTING PROGRAM

### Procedure for Review Process (As Amended, November 13-14, 1979)

1. The review will be initiated at the campus level, with procedural matters to be determined by the institution. The on-campus review, however, will be conducted by the three (3) faculty members designated by the institution as a review panel.
2. The on-campus review panel may (1) sustain, by majority opinion, the essay's failing score, thus terminating the review process, or (2) recommend by majority opinion, the re-scoring of the essay by the Regents' Testing Program central office. The student will be notified concerning the results of the on-campus review.
3. If the on-campus panel recommends re-scoring of the essay, that recommendation will be transmitted in writing, along with a copy of the essay, to the office of the system Director of the Regents' Testing Program. The Director will utilize the services of three (3) experienced Regents' essay scorers other than those involved in the original scoring of the essay to review the essay, following normal scoring procedures for the essay component of the Regents' Test. The decision of this panel on the merits of the essay will be final, thus terminating the review process. The student will be notified through the institution, concerning the results of the review.

*(The following information is from the Chancellor's memo of December 28, 1979:*

*A student must initiate the review procedure by mid-term of his/her first quarter of enrollment after the quarter in which the essay was failed. The review must be initiated, however, within one calendar year from the quarter in which the failure occurred.*

*All the applicable regulations of the Regents' Test Policy remain in effect for those students whose essays are under review, including those regulations relating to remediation and to retaking the Test.*

*A decision by the on-campus review panel to terminate the review process is final; this decision cannot be appealed through any other office.)*

REGENTS' TESTING PROGRAM  
STUDENT TESTED WITH SPECIAL PROCEDURES

This form must be completed for each student who is treated under the "extraordinary situation" provision of the Regents' Testing Program policy. The use of any alternate procedure for certifying competence or any special procedure for administering or grading the Regents' Test (e.g., extended time limit, individualized administration, local grading) must be reported.

NAME OF STUDENT \_\_\_\_\_

SOCIAL SECURITY NUMBER \_\_\_\_\_

NAME OF PERSON COMPLETING FORM \_\_\_\_\_

1. PROCEDURES USED TO CERTIFY COMPETENCE

For which part(s) of the Regents' Test was a special procedure used to certify competence?

Describe the special examination procedure used and the standards used to evaluate performance.

2. DIAGNOSIS AND SUPPORTING INFORMATION

What specific problem was diagnosed?

If the primary problem diagnosed is a physical handicap rather than a learning disability, go on to Part 3. Answer the following questions if the student has been diagnosed as learning disabled.

When was the the student first identified as learning disabled?

How and by whom was the diagnosis made? (Describe documentation used as the basis for classifying the student as learning disabled.)

3. PREVIOUS ATTEMPTS TO FULFILL REGENTS' TEST REQUIREMENTS

Has the student taken the Regents' Test at a regular administration? If so, how many times?

Has the student taken remedial courses? If so, how many times?

4. ACADEMIC HISTORY

What special assistance in completing course requirements has been provided to the student?

Have course requirements been altered in any way for this student? If so describe.

Credit hours earned \_\_\_\_\_ GPA \_\_\_\_\_

# REGENTS' TESTING PROGRAM SCHEDULE

Fall, 1981 - Summer, 1982

Quarter	Fall, 1981	Winter, 1982	Spring, 1982	Summer, 1982
Test Orders Due	October 9	January 22	April 9	July 2
Testing Period	October 26-27	February 8-9	April 26-27	July 12-13
Tests Returned	October 30	February 12	April 30	July 16
First Essay Scoring	November 7	February 20	May 8	July 24
Second Essay Scoring	November 14	February 27	May 15	July 31
Quarterly Report	November 23	March 8	May 24	August 9
Deadline for Submitting Essays for Review	February 10	April 28	July 14	October 27

ANALYSIS AND CORRELATION  
OF  
THE REGENTS TEST AND BASIC SKILLS EXAMINATION

BY  
Ophelia H. Hancock  
May 28, 1979

ANALYSIS AND CORRELATION  
OF  
THE REGENTS TEST AND BASIC SKILLS EXAMINATION

The Board of Regents adopted a policy statement in November, 1972, that making a satisfactory score on the Regents Test would be a requirement for graduation.<sup>1</sup>

The Regents Test is an examination to assess the competency level in reading and writing of those students enrolled in degree programs in the University System. It is the responsibility of each institution of the University System of Georgia to assure the other institutions, and the System as a whole, that students obtaining a degree from that institution possess the basic competence of reading and writing.<sup>2</sup> Therefore, the Regents Test is administered in each college and university in the University System to help in the attainment of this goal.

The objectives of the test are: 1) to provide Systemwide information on the status of the students' competence in the areas of reading and writing; and 2) to provide a uniform means of identifying those students who fail to attain minimum levels of competence expected of graduates in the areas of reading and writing.<sup>3</sup>

The test is considered as a unit; therefore, a student failing either the reading or writing section of the test must retake the entire test and must pass all sections of the test at the same administration.<sup>4</sup>

The passing score on the test was set at 51 and remained there until the Fall quarter of 1978. At that time the Regents recommended the passing score for the reading portion of the test be increased to 59 effective Fall quarter, 1978; to 60 effective Fall quarter, 1979; and to 61 effective Fall quarter, 1980. This recommendation was passed by the Board of Regents and became effective Fall of 1978.<sup>5</sup>

Each institution was charged with the responsibility of providing an appropriate program of remediation for students who failed the test. When the Regents Test became a requirement for graduation, Macon Junior College required those students who failed the reading portion of the test to either audit C&CS 91 (Reading) or take C&CS 91 for credit. In either case the student must complete the course before taking the test again.<sup>6</sup>

With 51 as a passing score on the reading portion of the test there were no failures at Macon Junior College; therefore, there was no need to use the remediation policy. This situation changed when, as mentioned earlier in this report, the score was raised. When the change became effective, there were failures on the reading portion of the test. These students were advised into C&CS 91 (Reading) according to the existing policy. Each reading teacher felt the course was somewhat fundamental and did not satisfactorily meet the needs of these students. At this time, Macon Junior College offered an advanced reading course, Reading 100, for students not required to take reading but wanting to improve their reading skills. The reading faculty and the department chairman recommended that those failing the reading portion of the Regents Test be placed, whenever possible, in Reading 100 where their needs could be met more adequately. In this way the skills tested on the Regents Test could be reviewed; after which a competency test could be given as a predictor of success on the Regents Test. The reading faculty also recommended that the Basic Skills Examination (BSE) be used for this purpose. The next step was to decide the BSE score that could be used as this predictor of success. It is the hope of this author that this study will give some guidelines for this decision.

In view of the above considerations it was proposed to the Academic Council at Macon Junior College that the present test policy regarding students failing the reading portion of the test be changed. The new policy would

read: "A student who fails the reading portion of the exam may not retake the Regents Test until he has subsequently registered for credit in either C&CS 91 (Reading) or Reading 100 (Advanced Reading Skills) and has obtained the signature of his reading instructor, certifying that the student has attained a degree of reading proficiency approximating that required by the Regents Test."<sup>7</sup> This proposal was passed by a unanimous vote and will appear in the 1979-80 catalog and will become effective Fall quarter 1979.

As the reading faculty attempt to adjust Reading 100 to meet the needs of these students the skills tested on the Regents Test should be examined closely. Due to security on the Regents Test it was not possible to conduct an item analysis of the test but the skills tested are:

1. Vocabulary - ability to differentiate connotation and denotation
2. Reproduce ideas - comprehension of subject-predicate, pronoun-antecedent, modifier-object modified, and dependent-independent clause relationships. Noting frequency of mention and recalling sequences of ideas or facts
3. Translate ideas and make inferences - ability to identify ideas when they are stated in different forms. Ability to choose the main idea and to make specific inferences
4. Analyze presentation - ability to recognize and to appraise literary devices and forms such as tone, logical structure, and other aspects of literary style
5. Criticize the selection - ability to criticize constructively the author's ideas, purpose, and presentation<sup>8</sup>

Prerequisite to a decision on the exact BSE score that would correlate closely with the Regents passing score, this author felt the need to examine the objectives and conduct an item analysis of the BSE to determine if the two tests cover the same skills.

The BSE was designed to evaluate certain basic skills where Scholastic Aptitude Test scores and high school grade point average indicate the possibility of skill deficiencies. The BSE indicates the level of readiness and achievement which a student has reached in relationship to pre-determined proficiencies in the basic skills.<sup>9</sup> The test is used to place students in any or all of the Special Studies classes. It is then used, along with teacher evaluations, as a measurement of achievement to allow exit from these classes. This author hopes to be able to use it as a predictor of success or failure on the Regents Test.

There are three forms of the BSE, Forms 5, 6, and 7, which were designed to be comparable. The major advantage of having three separate tests is for re-testing. The one used for initial testing at Macon Junior College is Form 5; therefore, this form was used in the item analysis.

It should be noted that when several examiners classify questions under a specific skill category it is possible that they may classify the same question under different skill headings. Therefore, the following item analysis is the interpretation of this author and may differ from an interpretation made by another examiner.

ITEM ANALYSIS OF BSE - FORM 5	
SKILLS TESTED	QUESTIONS
Vocabulary and Context Clues	6, 12, 15, 16, 18, 24, 29, 31, 34, 43
Identification of Main Ideas	1, 11, 19, 25, 30, 37, 41
Identification of Significant Details	5, 7, 10, 26, 33 36, 39, 40, 42
Implied Meanings	4, 14, 21, 23
Organizational Pattern and Purpose	2, 9, 20, 27, 35, 38
Drawing Conclusions	8, 28, 32
Fact vs. Opinion	3, 17, 22

The skills tested on the BSE test correlate closely with those tested on the Regents Test. According to this author's interpretation the Regents test more skills on literary form and style and also has more emphasis on critical reading than does the BSE.

In conducting this survey, thirty students who were preparing to take the Regents Test Spring Quarter, either for the first time or as a repeater, were administered the BSE one week prior to taking the Regents Test. The two scores were then paired and by using linear regression analysis, to get an equation for predicting the Regents scaled score from the BSE, the following results were found:

BSE	PREDICTED	REGENTS
68	65	71
71	68	68
72	69	68
76	74	68
69	66	71
72	69	64
65	62	70
72	69	80
64	60	52
81	79	77
71	68	63
79	77	74
72	69	75
66	63	61
64	60	62
62	58	56
72	69	78
62	58	53
68	65	60
62	58	57
68	65	60
62	58	57
60	56	57
76	74	80
74	72	68
64	60	57
68	65	62
69	66	66
68	65	63
65	62	68
64	60	60
74	72	66

\*Note: All scores are reported in scaled scores.

The results showed that a 65 scaled score on the BSE predicted a Regents score of 62 which is three points higher than the passing score is at present; two points higher than for the Fall of 1979 and only one point for the Fall of 1980. A BSE scaled score of 64 showed a predicted score of 60 which is just passing under the present system. The actual scores obtained on the test for a 64 and below BSE scaled score were 52, 62, 56, 53, 57, 57, 57, and 60 which means that 78% making 64 and below failed to pass the test and the two that passed with a BSE of 64 passed with a marginal score.

Therefore, this author would recommend that due to the facts presented in this study that the scaled score of 65 (raw score of 24) on the BSE be set as the cut-off score to be used as a success predictor on the Regents Test. This score should be a tentative cut-off score that can be adjusted when further study indicates the need.

Furthermore, it is the recommendation of this author that unless future BSE tests contain more critical interpretation that the reading faculty at Macon Junior College should design a supplement to the BSE that tests critical reading skills to be used, not as a part of the placement into or the exit from Special Studies, but in conjunction with the BSE test as a success predictor on the Regents Test.

Therefore, based on this study, a scaled score of 65 on the BSE test is the most reliable predictor for passing the Regents Test that is presently available. There is a definite need for more complete information and a study involving a much larger percentage of students taking the Regents Test so that the correlation of the scores would be more valid.

## Footnotes

<sup>1</sup>George L. Simpson, Memorandum to Presidents of University System of Georgia, 3 May 1976.

<sup>2</sup>"Regents Testing Program," Minutes, Board of Regents Meeting, 7-8 Nov. 1972.

<sup>3</sup>University System of Georgia, The System Summary, Vol. 14, Nov. 1978, p. 10.

<sup>4</sup>Ibid.

<sup>5</sup>John W. Hooper, Memorandum to Presidents of University System of Georgia, 2 Aug. 1978.

<sup>6</sup>Robert T. Trammell and Laurence W. Fennelly, Memorandum to Neal Hagood, 28 Jan. 1977.

<sup>7</sup>Robert A. Kelly, Memorandum to All Members of Academic Council, 12 April 1979.

<sup>8</sup>Regents of the University System of Georgia, Report of Results, Spring 1979.

<sup>9</sup>University System of Georgia, Basic Skills Examination Users Manual, Summer, 1977, p. 1.

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Hooper, John W. Memorandum to Presidents of University System of Georgia,  
2 Aug. 1978.

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3 May 1976.

Trammell, Robert T. and Laurence W. Fennelly. Memorandum to Neal Hagood,  
28 Jan. 1977.

Regents of the University System of Georgia, Report of Results, Spring 1979.

University System of Georgia, Basic Skills Examination User's Manual, Summer  
1977.

An examination to assess the competency level in reading and writing of those students enrolled in degree programs in University System institutions will be administered. The following statement shall be the policy of the Board of Regents of the University System of Georgia on this examination.

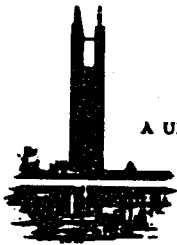
It is the responsibility of each institution of the University System of Georgia to assure the other institutions, and the System as a whole, that students obtaining a degree from that institution possess the basic competence of academic literacy, that is, certain minimum skills of reading and writing.

The Regents' Testing Program has been developed to help in the attainment of this goal. The objectives of the testing program are: (1) to provide System-wide information on the status of student competence in the areas of reading and writing; and (2) to provide a uniform means of identifying those students who fail to attain minimum levels of competence expected of graduates in the areas of reading and writing.

In order to implement effectively the goals of the Testing Program:

1. *Students enrolled in degree programs will be required to take and pass the Regents' Test. Passing the test is a requirement for graduation. Students may take the test after they have completed the required basic core English courses. They will be required to take the test in the quarter after they have completed their 45th degree quarter hour if it has not been taken and passed previously. Students who have not passed the test by the time they have earned 75 quarter credit hours (exclusive of P. E. Activity Courses and ROTC) must give priority to taking remedial or review English, reading and writing courses until they pass the test. Each institution is directed to develop procedures that will require its students to pass the Regents' Test prior to being classified as a junior year student. Students who have not passed the Regents' Test by the time they have earned 105 quarter credit hours (excluding P.E. Activity Courses and ROTC) must be denied taking further credit courses and be limited to taking only remedial or review English, reading and writing courses until they do pass the Regents' Test.*
2. *Having passed the Regents' Test shall not be a condition to transfer into an institution. All transfers within the System will be subject to paragraph 1, above. Students from colleges outside the System who transfer into a System institution in the lower division category and who have not passed the test must do so in accordance with paragraph 1, above. Students who transfer into an institution from outside the System in the classification of junior or senior and who have not passed the Regents' Test must take the test in the first quarter of their attendance. If they fail the test, they must be restricted to taking remedial or review courses in English, reading and writing until they have passed the Regents' Test.*
3. *Students whose mother tongue is other than English may be exempted by the institution provided appropriate local procedures are employed to certify the competence of those students earning a degree.*

4. The test is to be considered as a single unit and will be administered as such; passing the test is defined as scoring above the cutoff on all components of the test at the same administration.
5. Students who fail the test must retake and pass the test. Each institution will provide an appropriate program of remediation and may require deficient students to participate in the program prior to retaking the test.
6. For extraordinary situations, each institution will develop special procedures for certifying the competency of students. A written description of these procedures will be submitted to the Chancellor's office for approval. Such procedures will include provision for remediation if needed and formal examination prior to certifying competency. Such examination will equal or exceed the standards of the Regents' Testing Program.
7. *Each institution shall include in its catalog a copy of the Regents' Policy on the Regents' Testing Program.*
8. *These revised procedures shall be followed by all students, effective July 1, 1979.*



A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA

# FLOYD JUNIOR COLLEGE

P. O. BOX 1864  
ROME, GEORGIA 30161

## DIVISION OF HUMANITIES

March 20, 1980

Dear \_\_\_\_\_:

This letter is to notify you that you have failed one or both portions of the Regents' Test administered Winter Quarter, 1980. Your scores were as follows: READING \_\_\_\_\_ ESSAY \_\_\_\_\_. The passing score for the reading test is 60 or above. The passing score for the essay is a rating of 2 or higher from two of the three raters. A student who failed the essay but received one rating or 2 or better may request to review his essay with Mrs. Starnes. If the essay is good enough to suggest that there was an error in scoring, the student may request that the essay be reviewed by an on-campus review committee. If the committee feels that the essay was scored incorrectly, it will send the essay to the Regents' Testing Office in Atlanta with the recommendation that it be examined by a Review Committee there.

As of January 1, 1980, students are required to retake only the part/parts of the Test that they failed. Students who failed the essay part must register for and take English 060 or audit English 101 before they may retake the Test. Students who failed the reading portion must register for and take Education 020 or audit Education 020 before they may retake the Test. STUDENTS WHO HAVE EARNED 75 HOURS OF ACADEMIC CREDIT ARE REQUIRED TO REGISTER FOR APPROPRIATE REVIEW COURSES EVERY QUARTER THEY ARE ENROLLED UNTIL THEY HAVE PASSED BOTH SECTIONS OF THE TEST.

The essay portion of the Test will be returned to us in about two weeks. I shall be happy to discuss your test with you at that time.

Sincerely,

Jo Anne Starnes  
Regents' Test Coordinator

je



A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA

# FLOYD JUNIOR COLLEGE

P. O. BOX 1864  
ROME, GEORGIA 30161

## *DIVISION OF HUMANITIES*

### ALTERNATE PROCEDURES FOR REGENTS' TEST EXCEPTIONS

#### 1. Students for Whom English is a Second Language

These students must take the test first during the regular administration. If they fail, they may request a special administration.

The special administration shall consist of the reading portion of the BSE Test with slightly extended time limits. The essay portion of the test will be similar to the essay portion of the Regents' Test except that the student may have one and one half hours to complete the essay and may use any type of dictionary that he deems useful.

The test will be graded at FJC. Sixty-five shall be considered the minimum passing score for the BSE reading test. The essay shall be graded by three English instructors, using the standards applied in grading the Regents' essay test. Two out of three graders must give the essay a passing grade.

#### 2. Handicapped Students

Students with a certifiable handicap may request a special administration. The test given shall be the BSE reading test and an essay test similar to the Regents' essay test. The passing score shall be the same as that described above.

The type of administration will be adjusted to accommodate the handicap of the individual student.



A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA

# FLOYD JUNIOR COLLEGE

P. O. BOX 1864  
ROME, GEORGIA 30161

## *DIVISION OF HUMANITIES*

### MEMORANDUM

TO: Warren Akin	Dean Walraven
Ken Anderson	President McCorkle
Jelene Cuff	Richard Trimble
Fred Green	George Pullen
Joseph Mayson	Jerry Shelton
Sheila McCoy	Belen Nora
Larry Moshier	Tom Berry
Jo Anne Starnes	David Cook

FROM: Philip E. Dillard

The following observations might help us relate our English program to the Regents Test results for Summer 1979.

One hundred students took the test, and forty-two failed it. Seven of those failed the reading portion alone, and seven failed the essay portion alone, leaving twenty-eight who failed both parts. Six had never taken any English course on our campus. That leaves thirty-six students for whom we are in some measure responsible.

Twelve had taken English 201 or a higher-numbered English course, but nine of that twelve had passed with a grade of C. Eighteen had passed English 102, twelve of them with a C. Six had attempted English 101: three had failed it, one had passed with a C, and two had passed it with A or B. Thirteen of the thirty-six had started in our Special Studies courses. Twenty-two of the thirty-six made a grade of C in the last English course they passed.

PED:je

8/27/79

## REGENTS' READING PROGRAM

(As Amended, November 13-14, 1979)

An examination to assess the competency level in reading and writing of all students enrolled in undergraduate degree programs in University System institutions shall be administered. The following statement shall be the policy of the Board of Regents of the University System of Georgia on this examination.

Each institution of the University System of Georgia shall assure the other institutions, and the System as a whole, that students obtaining a degree from that institution possess literacy competence, that is, certain minimum skills of reading and writing.

The Regents' Reading Program has been developed to help in the attainment of this goal. The objectives of the Reading Program are: (1) to provide Systemwide information on the status of student competence in the areas of reading and writing; and (2) to provide a uniform means of identifying those students who fail to attain the minimum levels of competence in the areas of reading and writing.

Passing the Regents' Test is defined as having passed all components of the Test by scoring above the cutoff score specified for each component. The test may be administered either in its entirety or in one or more components depending on the needs of the students. If one component of the Test is passed, that component need not be repeated; this provision is retroactive to all students who have taken the Test in any form since the inception of the program.

The intent of this policy is that passing the Regents' Test occur before the end of the student's sophomore year, that is, before the completion of 65 hours of degree credit. Students who fail the test must retake and pass the test. Each institution shall provide an appropriate program of remediation and shall require deficient students to participate in that program prior to retaking the test.

A student holding a baccalaureate or higher degree from a regionally accredited institution of higher education will not be required to complete the Regents' Test in order to receive a degree from a University System institution.

In order to implement effectively the goals of the Reading Program:

1. Students enrolled in undergraduate degree programs shall pass the Regents' Test as a requirement for graduation. Students, including transfer students and/or readmitted students, may take the Test after they have completed the required basic core English courses. They may be required to take the Test in the quarter when they have earned 45 hours of degree credit if the Test has not been passed previously. Institutionally, however, may not delay initial testing beyond the student's having earned the 60th hour of degree credit.
2. All students who have taken and have not passed the Regents' Test during the quarter in which they will have earned 65 hours of degree credit shall take the appropriate nondegree credit course or courses in remedial reading and/or remedial writing in each quarter of attendance until they have passed all components of the Test.
3. Having passed the Regents' Test shall not be a condition of transfer into an institution. All transferring students from within the System shall be subject to all provisions of this policy. Students from institutions outside the System who transfer into a System institution with 60 or more degree credit hours shall take the Test during the initial quarter of enrollment and in subsequent quarters shall be subject to all provisions of this policy.
4. Students whose mother tongue is other than English may be exempted from taking the Regents' Test by the institution provided appropriate local procedures are employed to certify the literacy competence of those students earning a degree.
5. For extraordinary situations, each institution shall develop special procedures for certifying the literacy competence of students. A written description of those procedures shall be submitted to the Chancellor for approval. A record of the action shall be reported by the Chancellor to the Education Committee of the Board of Regents. Such procedures shall include provision for remediation as needed and formal examination prior to certifying competency. Such examination shall equal or exceed the standards of the Regents' Reading Program.
6. A student may request a formal review of his/her failure on the essay component of the Regents' Test if that student's essay received at least one passing score among the three scores awarded and if the student has successfully completed the courses in English composition required by the local institution. This review will be conducted in accordance with Board approved procedures.
7. These reading procedures shall be followed by all students effective January 1, 1980.
8. Remedial work as required under the above policy shall be in keeping with regulations in satisfaction of federal and state student financial assistance and such other eligibility programs.
9. These regulations shall not prohibit institutions from increasing requirements affecting the Regents' Reading Program, provided such increased requirements are authorized by the Chancellor, and provided further that such requirements are published in the official catalog of the institution prior to implementation. Such additional requirements shall in no way affect the transfer students from one institution to another or the readmission of students to University System institutions. (Minutes, April, 1972, pp. 554-55; November, 1972, p. 166; June, 1973, pp. 481-82; November, 1976, pp. 88-9)

*Richard Trimble*  
*True*  
*[Signature]*  
*9/26/79*

Minutes of the Meeting of the  
Administrative Committee on Testing  
UNIVERSITY SYSTEM ADVISORY COUNCIL

September 26, 1979

The committee was convened at 10 a.m. in the office of the Board of Regents of the University System of Georgia.

The committee was briefed on the history of the testing program, as well as on the prior history of the committee itself. Chancellor Vernon Crawford and Vice Chancellor George A. Christenberry visited with the committee and before leaving, Chancellor Crawford charged the group with examining the fairness and validity of the Regents' Test, noting also that the scope of the activities of the committee should encompass in due time a review of all of the testing programs in the University System.

Dr. Edward Loveland was elected chairperson by acclamation, and Dr. Grady Anderson was elected unanimously as chairperson elect.

Dr. Loveland invited several guests present to make comments appropriate to the committee's charge. Dr. Robert Rentz stated he would provide whatever information and data the committee desired; he knew the committee would be as objective as professionals would be expected to be; and, he was particularly pleased that the committee anticipated a continuous review of the validity of the examination.

Dr. Susan Ellzey, Chairperson of the Academic Committee on English, expressed concerns for the need for an appeals procedure; she anticipates problems with the requirement that students take the test every quarter until they pass. Dr. Jean Hiler, Chairperson of the Academic Committee on Special Studies, discussed the role of that committee in remediation and suggested that the students be required to complete a quarter of remediation before they retake the test. She described the development of the Basic Skills Examination for those students who appear weak; she explained that the Special Studies personnel mainly were responsible for remediation; and, they have the responsibility to get these students geared up to take the Regents' Test. She emphasized also the need for students to take a full quarter of remediation. She drew attention to the experience of some students failing Part I and passing Part II and then retaking the exam and failing Part II and passing Part I.

Dr. Shott, as Chairperson of the Administrative Committee on Academic Affairs, expressed concern for the grading of the essay tests. Vice Chancellor Propst emphasized the need for a review of all testing programs, and expressed a concern about uniform testing for all units, raising the question, "Are we overruling local faculties?" He emphasized the need for a review of the Major Area Test, noting that it appeared to be of little benefit to anyone.

Mr. Steve Callahan, a student member, stated that students were concerned about the grading of the essays as well as with the possibility of cultural bias in the choice of essay topics. He also expressed concern for the need for a process of appeals (review). Mr. Davison Virgil, the other student member of the committee, expressed concern about reasons given for failing grades on essays and supported the institution of an appeals (review) procedure.

He also urged more student input into the identification of topics for the essay. Both student members of the committee stated that most students were in sympathy with the carrying out of a Regents' Testing Program, but objected to some of the procedures employed.

Dr. Loveland suggested that the committee might proceed with its deliberations with the establishment of a subcommittee on major area exams and a subcommittee on assimilation of Regents' Testing Program data for study and review. He drew attention to two bills in Congress which relate to the activities of testing programs. He noted that the American Council on Education has testified on the question of the propriety of Congress to make such laws; and, that the AAUP was involved in hearings on both bills. If passed, the bills concerned will have an impact on admissions testing.

Dr. Thomas McDonald noted that the majority of the students pass the Regents' Test, that the exam is really of no great severity, and that the trauma is with students who fail the test. He described a review procedure which had been discussed by the Testing Subcommittee of the Special Studies Academic Committee. Dr. McDonald gave some examples of complaints from students about essay grades.

The group engaged in a general discussion of the essay test, including the following issues: criteria for grading; instruction of the students; essay topics; the possibility of the students' submitting topics; instruction to graders; and, the conditions of scoring sessions.

The group was urged to attend scoring sessions and to examine copies of the test. The suggestion was offered that the graders of the test should come from all faculty groups rather than just from the English faculty. The committee was urged to review the APA standards relative to the matters at hand.

The meeting was adjourned at 2 p.m. after having agreed to reconvene at 10 a.m. on November 12, 1979 in the office of the Board of Regents.

\* \* \* \*

Subsequent to the meeting of the committee and through the efforts of Dr. Rentz's office, the following information was made available to each member of the Regents' Testing Subcommittee\*: (1) H.R. 3564, 96th Congress First Session /To require all education admissions testing conducted through interstate commerce, and all occupational admissions testing (which affects commerce) to be conducted with sufficient notice of test subject matter and test results and other purposes./ (2) H.R. 9494, 96th Congress First Session, to require certain information to be provided to individuals who take standardized educational admissions test and for other purposes. (3) A one-page summary identifying testing programs in the University System of Georgia, giving the program name, test used, to whom administered, where administered, test content, and decision function; these refer to admissions testing program; Special Studies Tests; Regents' Testing Program; and, major area exams. (4) A copy of the handbook on the Regents' Testing Program, prepared for the members of the Board of Regents of the University System of Georgia, dated

February 1979, and (5) a copy of the new--Rater Handbook for the Regents' Testing Program, dated October 1979.

These five references will be provided to the other committee members at the November 12 meeting.

\* Bashaw, Fincher, James, Loveland, Virgil, and Zachert

# ADMINISTRATIVE COMMITTEE ON TESTING

Representatives present at the meeting held on September 26, 1979

Albany State College

Armstrong State College

Augusta College

Dalton Junior College

Georgia Institute of Technology

Georgia State University

Medical College of Georgia

Savannah State College

University of Georgia

Valdosta State College

-  
Davison Virgil (Student)

-  
Frank Chou

Harris Mynatt

Edward H. Loveland

Steve Callahan (Student)

Richard M. Smith

Grady Anderson

Virginia Zachert

Shirley James

W. L. Bashaw

Cameron L. Fincher

W. Ray Cleere

## GUESTS

Gainesville Junior College

North Georgia College

Gordon Junior College

Regents' Office

M. Jean Hiler

Hugh Shott, II

Susan Ellzey

R. Robert Rentz

Thomas McDonald

J-10 Regents' Testing Program

An examination to assess the competency level in reading and writing of all students enrolled in undergraduate degree programs in University System institutions shall be administered. The following statement shall be the policy of the Board of Regents of the University System of Georgia on this examination:

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The Regents' Testing Program has been developed to help in the attainment of this goal. The objectives of the Testing Program are: (1) to provide Systemwide information on the status of student competence in the areas of reading and writing; and (2) to provide a uniform means of identifying those students who fail to attain the minimum levels of competence in the areas of reading and writing.

Passing the Regents' Test is defined as having passed all components of the Test by scoring above the cutoff score specified for each component. The Test may be administered either in its entirety or as one or more components depending on the needs of the students. If one component of the Test is passed, that component need not be retaken; this provision is retroactive to all students who have taken the Test in any form since the inception of the program.

The intent of this policy is that passing the Regents' Test occur before the end of the student's sophomore year, that is, before the completion of 105 hours of degree credit. Students who fail the test must retake and pass the Test. Each institution shall provide an appropriate program of remediation and shall require deficient students to participate in that program prior to retaking the test.

In order to implement effectively the goals of the Testing Program:

1. Students enrolled in undergraduate degree programs shall pass the Regents' Test as a requirement for graduation. Students, including transfer students and/or readmitted students, may take the Test after they have completed the required basic core English courses. They may be required to take the Test in the quarter after they have earned 45 hours of degree credit if the Test has not been passed previously. Institutions, however, may not delay initial testing beyond the student's having earned the 60th hour of degree credit.
2. All students who have taken and have not passed the Regents' Test during the quarter in which they will have earned 75 hours of degree credit shall take nondegree credit courses in remedial reading and/or remedial writing in each quarter of attendance until they have passed all components of the Test.
3. Having passed the Regents' Test shall not be a condition of transfer into an institution. All transferring students from within the System shall be subject to all provisions of

this policy. Students from institutions outside the System who transfer into a System institution with 60 or more degree credit hours shall take the Test during the initial quarter of enrollment and in subsequent quarters shall be subject to all provisions of this policy.

4. Students whose mother tongue is other than English may be exempted from taking the Regents' Test by the institution provided appropriate local procedures are employed to certify the literacy competence of those students earning a degree.
5. For extraordinary situations, each institution shall develop special procedures for certifying the literacy competence of students. A written description of those procedures shall be submitted to the Chancellor for approval. A record of the action shall be reported by the Chancellor to the Education Committee of the Board of Regents. Such procedures shall include provision for remediation if needed and formal examination prior to certifying competency. Such examination shall equal or exceed the standards of the Regents' Testing Program. (Minutes, April 1972, pp. 554-555; November, 7-8, 1972, p. 166; June, 1973, pp. 481-485)
6. These revised procedures shall be followed by all students effective January 1, 1980.
7. Remedial work as required under the above policy shall be in keeping with regulations in satisfaction of federal and state student financial assistance and such other eligibility programs.

8. These regulations shall not prohibit institutions from increasing requirements affecting the Regents' Testing Program, provided such increased requirements are authorized by the Chancellor, and provided further that such requirements are published in the official catalog of the institution prior to implementation. Such additional requirements shall in no way affect the transfer students from one institution to another or the readmission of students to University System institutions.

These recommended revisions to the Board of Regents Policy J-10 . . . Regents' Testing Program shall be implemented at a time to be designated by the Chancellor of the University System of Georgia. Appropriate action shall be taken by the proper authorities to validate interim practices related to the Regents' Testing Program policies among the units of the University System of Georgia including the recommendations made by the Advisory Council under date of August 7, 1979, for the accountability of each component of the Test passed.

copies - Floyd Junior College Copy May 8, 1979\*

for Johnne Starnes  
Richard Trimble  
Dean Walraven

Doctor Bob Rentz discussed policy changes in the Regents Testing Program. The Chancellor appointed an Ad Hoc Committee of System Presidents. They wrote a draft of recommended changes and the full group of Presidents made some changes because there was some ambiguity. The policy will go into effect on July 1, 1979. Doctor Rentz explained and interpreted the sentences and the paragraph in the Regents' policy and distributed a group of questions and answers which were discussed at length:

TOPIC: REGENTS TESTING PROGRAM

Revised procedures approved November, 1978 shall be followed by all students effective July 1, 1979. This means Fall Quarter, 1979 will be the first term these new procedures will be applied.

STATEMENTS, QUESTIONS AND INTERPRETATION

1. Paragraph 1, page 178:

"Students enrolled in degree programs will be required to take and pass the Regents' Test."

Response: All students enrolled in baccalaureate and associate degree programs must pass the test. The policy does not apply to master's, specialist's, and doctor's degrees. Persons that hold an earned baccalaureate or a higher degree from an accredited institution are exempt.

- \* — Nash: "For a student who has 45 credit hours and has not registered for or taken the RT, one option is to ~~not~~ prevent the student from registering the next quarter."
  - Dalton Jr. has cards punched which student picks up with his class cards at registration.
  - Other schools used "administrative probation" which has same effect as academic probation, no permanent record on transcript, however.
  - Institutions are "encouraged" to insist students take English courses before 45 hours (Nash: "encourage," of course, means "require.")
- (notes cont. on p. 6)

Doctor Rentz noted that Doctor Hooper issued a memorandum to all Presidents on August 2, 1978, in which he stated that no exceptions other than the ones listed in the Memorandum to the Presidents would be allowed.

2. Paragraph 1, page 178:

"Passing the test is a requirement for graduation."

Response: No exceptions other than those provided for in the Regents' Policy.

3. Paragraph 1, page 178:

"Students may take the test after they have completed the required basic core English courses."

Response: Students may take the test after having satisfactorily completed the required basic core English courses. If only one course in English is required by a particular program the student may be allowed to take the test after satisfactorily completing the course. Students that exempt English courses through credit by examination programs may take the test after it is determined that the course requirements in English have been satisfied.

✱ 4. Paragraph 1, page 178:

"They will be required to take the test in the quarter after they have completed their 45th degree quarter hour if it has not been taken and passed previously."

Response: Students must take the test after completing their 45th hour although they may not have completed the basic core requirements in English. It would be wise for a student to take the test in each of the following quarters until it is passed, subject to the institution's remediation policy.

A motion (Bruce Shutt - Peggy Sammons) to change the word "completed" to "earned" passed unanimously.

Another motion (Walter Jones - Annette Satterfield) was made to change "their 45th degree quarter hour" to "their 45th quarter credit hour" in order to be consistent with the 105 quarter credit hour statement in the latter part of the same paragraph. The motion failed. There was a consensus, however, that making "degree quarter credit hours" consistent throughout the paragraph would be desirable.

5. Paragraph 1, page 178:

"Students who have not passed the test by the time they have earned seventy-five quarter credit hours (exclusive of P. E. Activity Courses and ROTC) must give priority to taking remedial or review English, reading and writing courses until they pass the test."

Response: The institution must provide "an appropriate program of remediation," for those students who need to improve their reading and writing skills in order to pass the Regents' Test.

6. Paragraph 1, page 178:

"Each institution is directed to develop procedures that will require its students to pass the Regents' Test prior to being classified as a junior year student. Students who have not passed the Regents' Test by the time they have earned 105 quarter credit hours (excluding P. E. Activity Courses and ROTC) must be denied taking further credit courses and be limited to taking only

remedial or review English, reading and writing courses until they do pass the Regents' Test.

The difference between remedial and review courses is mostly semantics. Some institutions offer institutional credit for remedial work (courses numbered 099 and below) while review courses are for self improvement only and no credit is awarded. CEU's could be awarded for review courses.

7. Paragraph 2, page 178:

"Having passed the Regents' Test shall not be a condition to transfer into an institution."

Response: This means that students must not be denied admissions because of failure to pass the Regents' Test. Further the receiving institution must afford the student an opportunity to improve basic skills in order to pass the Regents' Test.

8. Paragraph 2, page 178:

"All transfers within the System will be subject to paragraph 1, above. Students from colleges outside the System who transfer into a System institution in the lower division category and who have not passed the test must do so in accordance with paragraph 1, above. Students who transfer into an institution from outside the System in the classification of junior or senior and who have not passed the Regents' Test must take the test in the first quarter of their attendance. If they fail the test, they must be restricted to taking remedial or review courses in English reading and writing until they have passed the Regents' Test.

Response: Out-of-System transfer students that transfer into the System with 105 quarter hours or more may be allowed to take the test prior to starting their first quarter. This procedure would give such students at least two opportunities before they are prevented from taking further credit work.

Out-of-System transfer students that have 105 credits or more and who fail to pass the Regents' Test in their first quarter of attendance will not be allowed to take any further credit work. If a student has preregistered and paid his fees he should be allowed a full refund if he decided to withdraw from school rather than take remedial work.

9. QUESTION: As applied to the Regents' Test, what is a quarter in attendance? How do we count non-system transfers who withdraw and continue to take the test?

ANSWER: A student that enrolls, pays necessary fees, and attends classes is considered to be in attendance. If the student withdraws for non-academic reasons and receives the symbol "W" for all courses he will not be considered as having been in attendance. Count only students that enroll and pay fees.

10. QUESTION: How will the remedial course restriction be considered when placing students on probation and/or dismissal?

ANSWER: This is up to the institution.

11. QUESTION: How will the remedial course restriction be considered when relating to eligibility for financial aid...for athletics...since these students will not reach "junior status"?

ANSWER: Students may receive Financial Aid and VA benefits for required remedial instruction. Athletic eligibility is determined by the

respective athletic conferences and associations.

12. QUESTION: Can an institution adopt a more restrictive policy and include physical education activity courses and ROTC in the credit hours to be tallied? This would need to be checked at the 105 credit hour benchmark, but would certainly simplify monitoring to that point.
- ANSWER: No.
13. QUESTION: With reference to the Regents' Testing Program schedule for several years we have requested permission from Dr. Rentz's office to test on a third day. This has always been granted. It will be necessary for us to expand even further and I request permission to test as the demand indicates during the week the test is scheduled. I anticipate this will be four days although a fifth might be required.
- ANSWER: All institutions should adhere to the testing schedule.
14. QUESTION: Is the assumption that such remediation must be a course, or can a substantive reading and/or writing workshop suffice?
- ANSWER: Institutional matter.
15. QUESTION: How are failures on the Regents' Test to be communicated among institutions relative to transfer students?
- ANSWER: Failures are not recorded on the transcript.
16. QUESTION: Is there any possibility of separating the reading and writing portions of the test in order to enable institutions to develop remediation programs which address the students' specific deficiencies.
- ANSWER: Scores are presently separated.
17. QUESTION: What are the circumstances regarding transient students? Whose responsibility is the transient? Is transiency refused to a student who has accrued 45 hours unless the Regents' Test is required at the transient institution? Is the student required to return to his parent institution to take the Regents' Test? Is transiency refused to a student who has accrued 75 hours and must "give priority to remediation"?
- ANSWER: Institutional matter with the receiving institution.
18. QUESTION: Must the entire text of the Regents' Revised Policy on the Regents' Test be reprinted in the catalog, including #6 and #8?
- ANSWER: Yes.
19. QUESTION: Effective date for policy is July 1, 1979. Should we "roll back" classifications for junior and seniors who have yet to satisfy the Regents' Exam? Will students with 105+ hours at the start of Fall Quarter be restricted to remedial courses? December 1979 degree candidates may have to enroll an extra quarter as a result.
- ANSWER: a. No b. Yes

- currently there is no provision for readmissions of students who accumulated 45, 75 or 105 hours before these regulations went (or came) into effect. Thus a student who has been out since 1970 must conform to these guidelines. (Unfortunately, this nonprovision works against old students who do not have the advantage of out-of-system admissions.)
- remediation is a "remedial" course, therefore, in effect a Special Studies course or most comparable.

Administrative Committee on Records and Admissions

6

20. QUESTION: Who is responsible for enforcing the 75 hour rule - who will prescribe remediation?  
ANSWER: Institutional matter.
21. QUESTION: How will the remedial course restriction be considered when placing students on probation/dismissal?  
ANSWER: Institutional matter.
22. QUESTION: Will the Testing and Evaluation Center require students with 0-44 hours show proof of completing the basic English core prior to registering for the exam?  
ANSWER: Institutional matter.
23. QUESTION: Will these requirements also apply to Evening students? Will we need to monitor these students? Will students on restriction in the day program be allowed to enroll in night school?  
ANSWER: Policy applies to all students not specifically excluded by the policy.
24. QUESTION: Who will be responsible for SONAT students?  
ANSWER: The institution that registers, receives fees, keeps their record.
25. QUESTION: Will the institution have to guarantee English 101-102 to each freshman? Will it be necessary to control drops in these courses? If the Arts and Sciences Dean issues the drop cards - from whom will students from outside the college seek permission to drop?  
ANSWER: Institutional matter.
26. QUESTION: What effect will these changes have on athletic and financial aid eligibility (students may not reach junior classification)?  
ANSWER: Student taking required remedial courses are eligible for financial aid and VA benefits. Athletics eligibility is determined by the respective athletic conferences and associations.
27. QUESTION: Can the institution adopt a more stringent policy and include PE and ROTC credits in the credit hours to be tallied?  
ANSWER: No.

105

UNIVERSITY SYSTEM OF GEORGIA  
244 WASHINGTON STREET, S. W.  
ATLANTA, GEORGIA 30334

OFFICE OF THE VICE CHANCELLOR

August 2, 1978

*Copy to  
Mr. [unclear]  
Special Studies*

MEMORANDUM

TO: Presidents  
University System of Georgia

FROM: John W. Hooper *J. W.*

RE: Changes in Regents' Test Requirements

The Ad Hoc Committee that was appointed to review the Regents' Test made their report on March 20. Among their recommendations were the following:

1. The passing score for the reading portion of the Regents' Test be increased to 59 effective Fall Quarter, 1978; to 60 effective Fall Quarter, 1979; and to 61 effective Fall Quarter, 1980.
2. The time for the essay portion of the Regents' Test be increased to 60 minutes with the time for the reading portion of the Regents' Test to be maintained at 60 minutes.

These recommendations have now been approved by the Academic Committee on English, the Administrative Committee on Academic Affairs, and the Presidents. These two recommendations will be implemented with the 1978 Fall Quarter administration of the exam.

You are requested to take the necessary steps to inform and prepare your students for these changes.

cc: Chancellor George L. Simpson, Jr.  
Chief Academic Officers ✓  
Academic Committee on English  
Test Coordinators

REPORT OF THE REGENTS' TEST COORDINATORS'  
MEETING - October 9, 1978

The following subjects were discussed during the meeting:

1. Special Testing - Coordinators were reminded that there will be no more special testing after Spring Quarter, 1979.
2. Changes in Testing Procedures - Because comparison studies indicated that the previous scaled score of 51 on the reading test was below the score used for exit from the developmental reading program, the passing score on the objective reading portion of the test has been raised to 59, effective Fall Quarter. The passing score will be raised to 60 beginning Fall, 1979 and to 61 beginning Fall, 1980.

In addition the time allotted for the essay has been increased to one hour.

3. Remediation - A show of hands indicated that all schools except three or four (including Floyd Junior College) are now requiring that students take some kind of remediation before re-taking the Regents' Test. Schools were reminded that the change in the passing requirement for the reading portion of the test will probably make it necessary for schools to consider some type of remediation in reading as well as in writing.

The current testing schedule is designed to allow short remediation courses at the beginning of each quarter. (The test is now given during the fourth week of the quarter.)

4. Exemptions from the Regents' Test - In principle every student is expected to pass the Regents' Test. "For extraordinary situations, each institution will develop special procedures for certifying the competency of students. A written description of these procedures will be submitted to the Chancellor's office for approval." (Regents' Testing Program procedures) Dr. Rentz stated that he did not have copies of the procedures from many of the schools. He wants them to be sent in immediately. His office does audits on three or four schools a year to compare graduation lists with Regents' Test results. He urged that schools should keep good records of the procedures used for students who had been granted permission to exempt the Regents' Test and that these records be available for inspection. Schools may not simply waive the test requirement.

## PROPOSED POLICY FOR STUDENTS WHO ARE UNABLE TO TAKE THE REGENTS' TEST

### 1. Students for Whom English Is a Second Language

These students may elect to take the test during the regular administration or request a special administration.

Special administration shall consist of the reading portion of the CGP Test with slightly extended time limits. The essay portion of the test will be similar to the essay portion of the Regents' Test except that the student may have one and one half hours to complete the essay and may use any type of dictionary that he deems useful.

The test will be graded at FJC. Sixty-five shall be considered the minimum passing score for the CGP reading test. The essay shall be graded by three English instructors, using the standards applied in grading the Regents' essay test. Two out of three graders must give the essay a passing grade.

### 2. Handicapped Students

Students with a medically certifiable handicap may request a special administration. The test given shall be the CGP reading test and an essay test similar to the Regents' essay test. The passing score shall be the same as that described above.

The type of administration will be adjusted to accommodate the handicap of the individual student.

REGENTS' TEST RESULTS

NO. OF STUDENTS TAKING TEST			PASSED	FAILED			% PASSING		SYSTEM
				ESSAY	READING	BOTH	REP	1st	RANKING
Fall 1976	-	54	45	9	0	0	1	53	2nd
Wint 1977	-	56	46	10	0	0	9	47	1st
Spr 1977	-	59	42	16	1	0	15	44	9th
Sum 1977	-	39	30	9	0	0	15	24	5th
Fall 1977	-	70	42	28	0	0	14	56	21st
Wint 1978	-	88	57	28	1	2	25	63	14th
Spr 1978	-	96	67	26	0	3	25	71	10th
Sum 1978	-	47	31	15	0	1	19	28	17th



A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA

*Dr. Trimble*

# FLOYD JUNIOR COLLEGE

P. O. BOX 1864  
ROME, GEORGIA 30161

## DIVISION OF HUMANITIES

August 1, 1978

### MEMORANDUM

TO: Dr. Wesley C. Walraven, Dean of the College  
FROM: Ernest L. Martin

SUBJ: Summer Quarter 1978 Regents' Test Results

At the risk of sounding like Chicken Little, I want to issue another warning about the adverse impact of the new reading standards for the Regents' Test going into effect this fall. That new standard, as you know, requires a student to achieve a scaled score of 59 on the reading portion, supposedly one point higher than the Special Studies reading cut-off for exit.

A total of 47 took the Regents' Test this summer; of that number, 65.96% achieved passing ratings on the two sections of the test.

However, under the new Fall Quarter reading standards, 5 students who passed this time would have failed reading. Had these standards been in effect this summer, FJC's passing rate would have dropped to 54%. A total of 17 students would be in need of reading remediation, whatever writing problems they might have.

Thus, the system-wide study which holds that the overall passing rate for the system will drop only 5 points is true--when applied to the system. However, in an institution the size of FJC, a difference of only 4 or 5 students can have a dramatic impact on the passing rate.

I therefore urge you again to consider the need for a separate remediation course in reading for Regents' Testing failures; the present EDU 020 is inadequate to do the job, largely because the reading section of the Regents' Test puts heavy emphasis upon vocabulary, figurative language, and authorial motivation. It is, therefore, not merely a matter of satisfying a time limit, but a matter of cognitive skills and knowledge as well. The number of testing failures, you may safely assume, will continue to grow, since many students will now face dual obstacles, whereas in the past they faced only one--writing.

cc: Dr. Richard Trimble ✓  
Mrs. Jo Anne Starnes

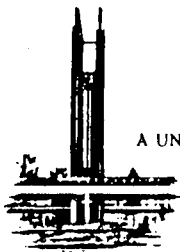
REGENTS' TEST SURVEY

<u>ARTER:</u>	<u>FIRST TIME</u>	<u>PASSED (51-58)</u>			<u>FAILED</u>	<u>%FAILED</u>	<u>REPEATERS</u>	<u>PASSED (51-58)</u>			<u>FAILED</u>	<u>%FAILED</u>
11 1975	49	35	(1)		14	29%	8	6	(-)		2	25%
ater 1976	71	50	(-)		21	30%	8	5	(-)		3	38%
ring 1976	33	21	(1)		12	36%	5	3	(-)		2	40%
ummer 1976	25	14	(-)		11	44%	4	4	(1)		0	0%
11 1976	53	45	(2)		8	15%	1	0	(-)		1	100%
ater 1977	47	39	(1)		8	17%	9	7	(-)		2	22%
ring 1977	44	32	(1)		12	27%	15	10	(2)		5	33%
ummer 1977	24	20	(-)		4	17%	15	10	(1)		5	33%
11 1977	56	38	(2)		18	32%	14	4	(-)		10	71%
Winter 1978	63	47	(2)		16	25%	25	10	(1)		15	60%
Spring 1978	71	53	(5)		18	25%	25	14	(2)		11	44%
Summer 1978	28	19	(6)		9	32%	19	12	(6)		7	37%
1975-76 TOTAL	178	120	(2)		58	33%	25	18	(1)		7	28%
1976-77 TOTAL	168	136	(4)		32	19%	40	27	(3)		13	33%
1977-78 TOTAL	218	157	(15)		61	28%	83	40	(9)		43	52%
1975-78 TOTAL	564	413	(21)		151	27%	148	85	(13)		63	43%

Comparison of Percentage Passing Regents' Test Based  
on Current ("Old") and Proposed ("New")  
Reading Cut-Off Scores for Spring 1978

*Tremble*

	Repeaters			First Time Examinees			Total		
	#	Percent Old	Percent New	#	Percent Old	Percent New	#	Percent Old	Percent New
Georgia Tech	180.	59.44	58.33	812.	78.82	78.20	992.	75.30	74.60
Southern Tech	53.	58.49	58.49	60.	55.00	51.67	113.	56.64	54.87
Georgia State	450.	42.22	40.22	636.	67.30	65.09	1086.	56.91	54.79
Medical College	25.	64.00	60.00	11.	54.55	54.55	36.	61.11	58.33
University of Ga.	378.	68.25	66.67	1201.	79.43	77.94	1579.	76.76	75.24
Albany State	64.	32.81	14.06	52.	44.23	26.92	116.	37.93	19.83
Armstrong State	41.	53.66	53.66	125.	65.60	62.40	166.	62.65	60.24
Augusta College	30.	63.33	60.00	65.	63.08	61.54	95.	63.16	61.05
Columbus College	114.	50.00	47.37	182.	62.64	60.44	296.	57.77	55.41
Fort Valley State	26.	42.31	30.77	32.	43.75	28.13	58.	43.10	29.31
Georgia College	67.	68.66	67.16	112.	61.61	54.46	179.	64.25	59.22
Georgia Southern	129.	48.06	44.96	219.	74.43	70.32	348.	64.66	60.92
Ga. Southwestern	59.	45.76	40.68	99.	68.69	60.61	158.	60.13	53.16
North Georgia	43.	37.21	27.91	60.	56.67	48.33	103.	48.54	39.81
Savannah State	20.	35.00	5.00	78.	51.28	33.33	98.	47.96	27.55
Valdosta State	60.	70.00	60.00	245.	75.51	71.02	305.	74.43	68.85
West Georgia	130.	49.23	41.54	184.	66.30	60.87	314.	59.24	52.87
Abraham Baldwin	41.	70.73	51.22	122.	77.05	65.57	163.	75.46	61.96
Albany Junior	38.	73.68	71.05	100.	61.00	55.00	138.	64.49	59.42
Brunswick Junior	14.	57.14	42.86	55.	60.00	52.73	69.	59.42	50.72
Clayton Junior	77.	55.84	50.65	181.	68.51	64.09	258.	64.73	60.08
Dalton Junior	50.	40.00	34.00	96.	66.67	60.42	146.	57.53	51.37
Floyd Junior	25.	56.00	48.00	71.	74.65	67.61	96.	69.79	62.50
Gainesville Junior	24.	70.83	62.50	89.	66.29	59.55	113.	67.26	60.18
Kennesaw College	25.	76.00	64.00	128.	73.44	67.97	153.	73.86	67.32
Macon Junior	47.	63.83	57.45	96.	69.79	62.50	143.	67.83	60.84
Middle Georgia	47.	61.70	55.32	43.	74.42	51.16	90.	67.78	53.33
South Georgia	40.	55.00	45.00	49.	63.27	48.98	89.	59.55	47.19
Gordon Junior	6.	100.00	100.00	75.	94.67	89.33	81.	95.06	90.12
Emanuel County Jr.	3.	100.00	66.67	19.	68.42	57.89	22.	72.73	59.09
Bainbridge Junior	7.	71.43	57.14	14.	71.43	64.29	21.	71.43	61.90
Atlanta Junior	44.	43.18	20.45	70.	40.00	27.14	114.	41.23	24.56
Waycross Junior	2.	50.00	50.00	14.	85.71	78.57	16.	81.25	75.00
Total System	2359.	54.64	49.64	5395.	71.58	67.43	7754.	66.43	62.02



A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA

# FLOYD JUNIOR COLLEGE

P. O. BOX 789  
ROME, GEORGIA 30161

November 15, 1974

## MEMORANDUM

To: English Faculty  
From: Ernest L. Martin *E. L. Martin*  
Subj: Results of Fall, 1974, Administration of the Regents Test

Taking test: 49  
Passing: 42

### PERCENTAGE PASSING

Institution (FJC)	85.71%
Junior College Norm	74.06%
System Norm	73.57%

### RANK ORDER ACCORDING TO SYSTEM

<u>Category</u>	<u>Number of Schools</u>	<u>Rank in Reading (FJC)</u>	<u>Rank in Essay (FJC)</u>	<u>Overall</u>
University System	31	1st	3rd	2nd
Junior Colleges	14	1st	2nd	<del>2nd</del>

### Comment:

A very fine job. Accept my heartiest congratulations.

*File - Rising Jr.*

*Martw*

UNIVERSITY SYSTEM OF GEORGIA  
244 WASHINGTON STREET, S. W.  
ATLANTA, GEORGIA 30334

OFFICE OF THE CHANCELLOR

March 1, 1973

MEMORANDUM

TO: Presidents, University System of Georgia

FROM: George L. Simpson, Jr. *W*

There is reason for misunderstanding in the present policy relating to the Rising Junior Test.

The policy, copy attached, clearly indicates that all students must take the Rising Junior Test and that it is a requirement for graduation.

At the same time, paragraph five of this policy allows institutions individually to develop their own means of correcting deficiencies in students who fail the test, and of certifying that these deficiencies have been corrected. While this is a situation that has many advantages and one that perhaps in many of the institutions is to be preferred, on a System-wide program of this type there is need for a common procedure. I would not feel strongly about this if this were a complicated or high level kind of test; but we are seeking to establish a minimum basis that is generally agreed upon.

For this reason, and to insure the full value of the test in its effect on the student when he or she arrives as freshman, I think we must insist that all who fail the test must again take it and pass it before being certified for graduation.

There may well be emergency cases involved here, especially as it affects terminal programs and transferring students, when some other method must be devised on an individual basis. This may be done, provided permission is received from Dr. Pounds in this office and provided all such methods are forwarded in due course to the English committee for review.

Attachment

cc: Chairman W. Lee Burge  
Vice Chancellor John O. Eidson  
Dr. John W. Hooper  
Dr. Mackin R. Pounds

Received  
12-8-73  
Humanities

RISEING JUNIOR TESTING PROGRAM

An examination to assess the competency level in reading and writing of those students who have completed two years in University System institutions will be administered. The following statement shall be the policy of the Board of Regents of the University System of Georgia on this examination.

It is the responsibility of each institution of the University System of Georgia to assure the other institutions, and the System as a whole, that students obtaining a degree from that institution possess the basic competence of academic literacy, that is, certain minimum skills of reading and writing.

The University System Junior Testing Program is being developed to help in the attainment of this goal. The objectives of the testing program are: (1) to provide System-wide information on the status of student competence in the areas of reading and writing; and (2) to provide a uniform means of identifying those students who fail to attain minimum levels of competence, expected of rising juniors, in the areas of reading and writing.

In order to effectively implement the goals of the Testing Program:

1. Students are expected to demonstrate competence in the areas of reading and writing at such time as they become "rising juniors" (60-75 quarter hours).
2. To meet this requirement, all students enrolled in institutions of the University System must, at the appropriate time, participate in the University System Junior Testing Program.
3. The attainment of satisfactory scores on the test shall be evidence of competence and shall satisfy the requirement. Such competence will be a requirement of the institution for the graduation of the student.
4. Should a student fail to attain acceptable scores, he may appeal to his institution for independent review.
5. Each institution will be responsible for developing its own independent review procedures. It should be clear that the final decision regarding the student's completion of this requirement should rest with his institution and should not be dependent upon the results of a single testing.

UNIVERSITY SYSTEM OF GEORGIA  
244 WASHINGTON STREET, S. W.  
ATLANTA, GEORGIA 30334

OFFICE OF THE VICE CHANCELLOR

July 6, 1973

President David B. McCorkle  
Floyd Junior College  
Rome, Georgia 30161

Dear President McCorkle:

I have reviewed the results of the past year's administration of the Rising Junior Examination. This review indicates that an average of only 70.17% of students at your institution attained satisfactory scores on the essay portion of the test.

I am sure you are aware of this and that you are taking steps to increase the writing performance of your students. I would like to have a brief report from you indicating what you are already doing and any future plans you have made for improving the situation.

We know that a number of your staff members are devoting much time and effort to this. We hope, however, that you yourself will stay close to it and give it as much time and thought as you can. At any time that we can be helpful to you in your planning for improvement, please let us know.

Sincerely,

  
John O. Eidson

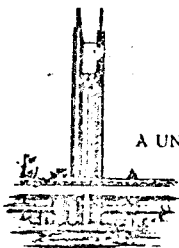
JOE:dw

cc: Chancellor George L. Simpson, Jr.  
Dr. John W. Hooper  
Dr. Haskin Pounds

RECEIVED

JUL - 9 1973

PRESIDENT



A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA

## FLOYD JUNIOR COLLEGE

P. O. BOX 789  
ROME, GEORGIA 30161

July 10, 1973

Dr. John O. Eidson, Vice Chancellor  
Regents of the University System of Georgia  
244 Washington Street, S.W.  
Atlanta, Georgia 30334

Dear Doctor Eidson:

This report is in response to your letter of July 6, in which you noted that only 70.17% of our students attained satisfactory scores on the essay portion of the Rising Junior Examination and in which you requested information about present procedures and future plans for improving the situation.

We at Floyd Junior College are well aware of this situation, and I have discussed it at length this summer with Dean Wesley C. Walraven, Mr. Ernest L. Martin, Acting Chairman of the Division of Humanities, and Dr. Richard Trimble, recently recommended to be Director of our Developmental Studies Program. Out of a series of meetings dealing with this topic have come the following recommendations, to be implemented at the beginning of Fall Quarter, 1973, for improving the writing performance of our students:

1. The course structure of our two basic English composition courses, English 100 and 101, will be revised this summer in order to place increased emphasis on essay writing under a timed situation without the aid of dictionaries and case-books. At the present time, students enrolled in these courses are permitted to use such aids, and are allowed more than the thirty minutes the Rising Junior Examination permits to write the essay. We shall, of course, continue to emphasize the fundamentals and mechanics of correct writing, but the program of instruction in essay writing will be intensified. This revision in course structure will also call for more than the minimal six essays presently required in these courses.

Dr. John O. Eidson  
Atlanta, Georgia

July 10, 1973  
Page Number 2.

2. At the present time plans are being formulated for instituting a writing laboratory to be staffed by the English faculty and to be used in connection with our developmental and our freshman composition courses. Effective Fall, 1973, students will be referred to this writing laboratory when they exhibit weaknesses in certain areas of writing competence. This laboratory will supplement the instruction in composition courses and will enable English instructors to place increased emphasis on essay writing.
3. Instructors in all disciplines will be urged to cooperate in the effort to improve our students' writing performance by calling bad writing habits exhibited in course work to the attention of students and by insisting on good English usage. In this manner, we hope to gain reinforcement of instruction in English composition courses.
4. Students will be required to take the basic English composition courses during the first three quarters of their work at Floyd Junior College. Many students performing poorly on the essay portion of the Rising Junior Examination have not had college-level instruction in English composition before taking the test. By adopting a uniform policy governing enrollment for English composition courses, we hope to show significant improvement in our students' performance on the test.

We are also investigating additional ways to improve our developmental program.

Your assistance is appreciated.

Sincerely,

David B. McCorkle  
President

DBMcC/da

UNIVERSITY SYSTEM OF GEORGIA  
244 WASHINGTON STREET, S. W.  
ATLANTA, GEORGIA 30334

OFFICE OF THE VICE CHANCELLOR

am t  
per Martin

July 19, 1973

President David B. McCorkle  
Floyd Junior College  
P. O. Box 789  
Rome, Georgia 30161

RECEIVED

JUL 20 1973

PRESIDENT

Dear President McCorkle:

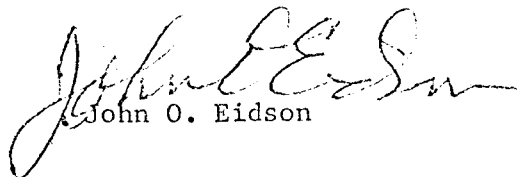
Thank you for your letter of July 10 outlining the steps that you are taking for improving the ability of your students in writing.

Your first point is certainly a good one. It is not possible to teach writing without having these students do a good deal of it, and the raising of a minimum of six essays required in your basic courses in English composition should be helpful.

Also, the writing laboratory which you are instituting and the requirement that all students take the basic English composition courses during their first three quarters of work should be helpful moves.

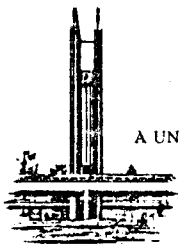
As you investigate additional ways to improve your developmental program, we will be glad to hear from you again. We want to be of assistance to you in any way that we can.

Sincerely,

  
John O. Eidson

JOE:dw

cc: Chancellor George L. Simpson, Jr.  
Dr. John W. Hooper  
Dr. Haskin Pounds



A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA

# FLOYD JUNIOR COLLEGE

P. O. BOX 789  
ROME, GEORGIA 30161

July 23, 1973

## M E M O R A N D U M

TO: Dr. David B. McCorkle, President

FROM: Ernest L. Martin, Acting Chairman  
Division of Humanities

SUBJECT: Study of Floyd Junior College Student Performance on the Rising Junior Test

In compiling and presenting the data used in completing the attached study of past performance of Floyd Junior College students on the Rising Junior Test, I have attempted to be as concise as possible. As a matter of procedure, I began by gathering certain information about every Floyd Junior College student who has taken the test in the past. This information included the individual's scores on both the objective writing and the essay parts of the test; the number of English courses the individual had completed before taking the test (succeeding courses were excluded); the grades the student had received in those courses; the instructors of those courses; where those courses were taken; and when those courses were taken.

Since the number of students in each of the four categories used in this study differed considerably, I employed a percentage basis for comparative purposes. For your information, there were 8 students who had taken no English courses prior to taking the test (37.5% passed); 7 students who had taken only English 099 or 100 before taking the test (therefore the data was insufficient for performance projection purposes); 26 students who had com-

Memorandum - p. 2  
To: Dr. McCorkle  
Re: Rising Junior Test Performance

pleted only English 101. 78 students had finished the English sequence through English 102 only; and 162 students had finished either English 201 or an English elective, for both of which completion of 101 and 102 is a prerequisite. The total number of students included in this study was 278.

Incidentally, I found in surveying my data concerning the institutions at which a student had taken English 101 that there was no apparent difference in performance between students taking English 101 elsewhere and those taking English 101 at Floyd Junior College. Indeed, as this study suggests, it is my opinion now that we have been over-estimating the importance of the first freshman-level composition course.

I have appended my conclusions drawn from the data presented. You are, of course, free to draw your own.

STUDENT PERFORMANCE ON WRITING SECTIONS  
NEW GRADING CRITERIA

<u>Last English Course Completed</u>	<u>Passing %</u>	<u>Failing %</u>
ENG 100	57.1	48.9
ENG 101	50.0	50.0
ENG 102	70.5	29.5
ENG 201 or Elective	74.7	25.3
ALL STUDENTS	70.7	29.3

DISTRIBUTION OF FAILURES BY PERCENTAGES

<u>Last English Course Completed</u>	<u>Failing Objective Only</u>	<u>Failing Essay Only</u>	<u>Failing Both Sections</u>
ENG 100	66.7	0.0	33.3
ENG 101	0.0	38.5	61.5
ENG 102	8.7	69.6	21.7
ENG 201 or Elective	12.2	82.9	4.9
ALL STUDENTS	11.2	68.8	10.0

DISTRIBUTION BY PERCENTAGES  
OBJECTIVE WRITING TEST  
(46 or above passing)

<u>Scaled Score Range (20-80)</u>	<u>LAST ENGLISH COURSE COMPLETED</u>			or <u>English 201 Elective</u>
	<u>ENG 100</u>	<u>ENG 101</u>	<u>ENG 102</u>	
30-45	42.9%	23.1%	9.0%	4.3%
46-55	57.1%	46.2%	39.7%	43.2%
56-65	0.0%	23.1%	34.6%	32.1%
66-80	0.0%	7.6%	16.7%	20.4%

DISTRIBUTION BY PERCENTAGES-- ESSAY  
(2 or above passing)

<u>ESSAY SCORE</u>	<u>LAST ENGLISH COURSE COMPLETED</u>			or <u>ENG 201 ELECTIVE</u>
	<u>ENG 100</u>	<u>ENG 101</u>	<u>ENG 102</u>	
1	14.3	50.0	26.9	22.2
2	85.7	46.1	59.0	59.9
3	0.0	3.8	14.1	17.9
4	0.0	0.0	0.0	0.0

# SCALED SCORE AND ESSAY AVERAGES

<u>LAST ENGLISH COURSE COMPLETED</u>	<u>SCALED SCORE AVERAGE-OBJECTIVE</u>	<u>ESSAY AVERAGE</u>
ENG 100*	40.1	1.86
ENG 101	52.6	1.56
ENG 102	55.4	1.87
ENG 201 or ENG Elective	62.6	1.96

\*Only seven students were included in this category, a number obviously insufficient on which to base reliable projections.

## CONCLUSIONS

1. There is a high correlation between the number of English courses a student takes prior to taking the Rising Junior Test and his performance on that test. The highest group passing percentage and the highest objective and essay averages came from those students completing 102 and at least one literature course (201 or English elective). Next highest in these categories were those students completing English 102 before taking the test. The most significant improvement in performance on the objective writing test comes from those students taking English 201 or an English elective. The most significant improvement in performance on the essay portion comes from those students completing English 102. This overall pattern holds true for both objective and essay portions of the test. The pattern itself suggests that there is a great deal of validity to the assertion that students learn to write by reading good models and by extended practice. The percentage of students scoring in the middle (56-65) and high (66-80) ranges of the objective test and scoring 3 on the essay increases dramatically after a student has completed English 102 or 201.
2. As previously indicated, the number of students completing English 100 only before taking the test is not significant enough to provide a representative sampling. However, the 26 students completing English 101 only before taking the test do provide an indication of the performance of future students in this category. They can also provide an indication of maximum levels of performance that can be expected of students completing only English 100, since it is certainly over-optimistic to assume that English 100 students will perform any better than or even as well as English 101 students.

Given the assumptions, it can be predicted that 50 to 70 percent of those students taking either English 100 or 101 only will fail the Rising Junior Test. The magnitude of the trouble facing those students in career programs calling only for English 100 or 101 is such that at least one third of these students will be taking remedial work for test purposes in any given year within the near future. If at least 400 students are enrolled in programs of this type within two years, at least 200 and probably 240 will fail the test and probably 120 will be taking remediation in a given year. These are numbers which our English faculty is simply unequipped to handle. While improvements in course quality can reduce these numbers somewhat, no one course can hope to provide the background in reading and writing which the performance of English 102 and 201 students has shown to be necessary for even marginally adequate performance of Floyd Junior College students as a group on the test. If this test remains applicable to all students enrolled in degree programs, regardless of academic or vocational orientation, then it will be necessary for the administrative and academic officers at Floyd Junior College to re-assess their priorities. By reducing the English requirements in career programs to a minimum, we will be demonstrating a callous disregard for the welfare of the students signing up for these programs, and we will be abdicating our responsibilities for their education.

3. Even given significant improvement in course quality in the English offering, at a minimum all degree programs should call for English 101 and 102. Even this would probably place our overall failing percentage at around 15 percent. Nevertheless, we must recognize that few miracles can be accomplished within the space of 10 weeks and that learning to write

is not a totally mechanical process.

4. As career program enrollment climbs to about 50 percent of the total college enrollment, it is important to note that career students account for only five percent of the total number of students taking the test in the past. If only 71 percent of all students taking the test in the past would have passed if the recently instituted three-part passing requirement had been in effect when they took the test, then it is safe to assume, given the findings of this study, that the future passing percentage will be much lower when career students taking only English 100 or 101 are represented in significant numbers among students taking the test. A safe prediction of total passing percentage one year from now would be about 60 percent or less, barring exemption of career students from the test requirement. We can safely expect to hear from Vice Chancellor Eidson about this.
5. We are helpless to do very much about those students who have already completed English requirements this past year and who are scheduled to take the Rising Junior Test next year. There is always a one-year lag because of the 60-75 quarter hour requirement for taking the test. However, now is the time to do some serious thinking and work toward assuring that the Rising Junior Test will pose no serious obstacle to the academic progress of our students in the future.

THE IMPACT OF REVISED GRADING STANDARDS  
ON RISING JUNIOR TEST  
PERFORMANCE AT  
FLOYD JUNIOR COLLEGE

A report prepared by the  
Division of Humanities

July 31, 1973

## INTRODUCTION

Effective Summer Quarter, 1973, new grading policies governing the Rising Junior Test went into effect. In the past, a student could pass the test by scoring in the 11th percentile on the objective reading test and by scoring in the 11th percentile on the objective writing test; an alternative method for passing the writing sections of the test was to score a 2 or better on the essay. The most important change in grading policy concerns the provision which previously enabled a student to pass the writing test by passing only one of the two sections. Most Floyd Junior College students were passing the writing test by achieving satisfactory scores on the objective writing test; a large number of students had been receiving failing grades on the essay portion. However the new grading policies require a student to pass all three sections of the test (objective reading, objective writing, and essay) at the same administration of the test before receiving certification of reading and writing competence. The effect of this new policy on Floyd Junior College students was a matter of considerable uncertainty.

This study was undertaken for the purpose of ascertaining what changes would occur in the passing percentage of Floyd Junior College students taking the test under the new guidelines and what changes, if any, would be called for in preparing our students to demonstrate reading and writing competence, as defined by the new policies. Certain information about every student at Floyd Junior College taking the test in the past was assembled and from that information was extrapolated a predicted passing percentage for certain categories of students scheduled to take the test in the future. These extrapolations were predicated on the

assumptions that the quality of our English composition program remained constant and that all students in degree programs at Floyd Junior College would be required to pass the test before receiving a degree.

The information collected on each of the 280 students who have taken the test in the past included (1) scores of each student on the writing sections of the test, and (2) English courses and grades taken and received by each student prior to taking the test. Once this information had been assembled, five categories of students were set up as a means of determining what correlation, if any, exists between formal English course preparation and performance on the writing sections of the test. These categories consisted of (1) those students who had taken no college-level English courses before taking the test; (2) those students taking only English 099 or 100, developmental courses, prior to taking the test; (3) those students taking English 101, including those who had done remedial work through taking English 099 or 100 before enrolling in the course; (4) those students completing the English sequence through 102 before taking the test (exclusive of those who had gone on to take a higher level English course); and (5) those students who had completed English 201 or else had taken an English elective course. The aim of this procedure was to determine what effect the new policies would have on students in each of these categories through analyzing the past performance of students in these groups. This method had the additional advantage of providing a means of determining the possible effect of college-level English courses on performance on the writing sections of the test. In particular, it provided a means of measuring the possible impact of the new grading policies on students enrolled in certain types of degree programs now offered at Floyd Junior College.

The charts which follow and the conclusions based on those charts were constructed by assuming that the new policies were already in effect and were applicable to students taking the test in the past. In the past, our passing percent-

age on the writing test has been about 93%. However, most of the students (about 96%) taking the test in the past have been those enrolled in transfer degree programs, and most of these students have completed at least English 102 before taking the test. Starting in Fall Quarter, 1973, many of the students enrolled in the new career programs now calling for only one English course will begin to take the Rising Junior Test. The possible effect of the new grading policies on these students and the total effect on the Floyd Junior College failure rate has been a matter of vital concern to officers of the college, and the following charts have been completed with the idea of providing some insight into the future. While information about students taking only English 100 or 101 is somewhat inconclusive (only 32 students fall into these categories), the performance of these few students and the fact that many students with much better English preparation would have failed the test, had the new guidelines been in effect when they took it, do not augur well for career students taking the test in the future.

STUDENT PERFORMANCE ON WRITING SECTIONS  
NEW GRADING CRITERIA

<u>LAST ENGLISH COURSE COMPLETED</u>	<u>(NUMBER) PASSING%</u>	<u>(NUMBER) FAILING %</u>
NONE	( 3 ) 37.5	( 5 ) 62.5
ENG 100	( 3 ) 50.0	( 3 ) 50.0
ENG 101	(13) 50.0	(13) 50.0
ENG 102	(55) 70.5	(23) 29.5
ENG 201 or ELECTIVE	(121) 74.7	(41) 25.3
ALL STUDENTS	(195) 69.6	(85) 30.4

DISTRIBUTION OF FAILURES

<u>LAST ENGLISH COURSE COMPLETED</u>	<u>FAILING OBJECTIVE TEST ONLY (NO.) %</u>	<u>FAILING ESSAY ONLY (NO.) %</u>	<u>FAILING BOTH SECTIONS (NO.) %</u>
NONE	( 0 ) 0.0	( 2 ) 40.0	( 3 ) 60.0
ENG 100	( 2 ) 66.7	( 0 ) 0.0	( 1 ) 33.3
ENG 101	( 0 ) 0.0	( 5 ) 38.5	( 8 ) 61.5
ENG 102	( 2 ) 8.7	(16) 69.6	( 5 ) 21.7
ENG 201 or ELECTIVE	( 5 ) 12.2	(34) 82.9	( 2 ) 4.9
ALL STUDENTS	( 9 ) 10.6	(57) 67.1	(19) 22.3

# OBJECTIVE WRITING TEST DISTRIBUTION BY GROUP

<u>SCALED SCORE RANGE (20-80)</u>	<u>NONE</u>	<u>ENG 100</u>	<u>ENG 101</u>	<u>ENG 102</u>	<u>201 or ELECTIVE</u>
30-45 (failing)	(3) 37.5	(3) 50.0	(6) 23.1	(7) 9.0	(7) 4.3
46-55 (low range passing)	(3) 37.5	(3) 50.0	(12) 46.2	(31) 39.7	(70) 43.2
56-65 (middle range passing)	(2) 25.0	(0) 0.0	(6) 23.1	(27) 34.6	(52) 32.1
66-80 (high range passing)	(0) 0.0	(0) 0.0	(2) 7.6	(13) 16.7	(33) 20.4

# ESSAY DISTRIBUTION BY GROUP

<u>ESSAY SCORE</u>	<u>NONE</u>	<u>ENG 100</u>	<u>ENG 101</u>	<u>ENG 102</u>	<u>201 or ELECTIVE</u>
1 (Failing)	(5) 62.5	(1) 16.7	(13) 50.0	(21) 26.9	(36) 22.2
2 (Minimal passing)	(3) 37.5	(5) 83.3	(12) 46.1	(46) 59.0	(77) 59.9
3 (Good)	(0) 0.0	(0) 0.0	( 1) 3.8	(11) 14.1	(29) 17.9
4 (Outstanding)	(0) 0.0	(0) 0.0	( 0) 0.0	( 0) 0.0	( 0) 0.0

# SCALED SCORE AND ESSAY AVERAGES

<u>LAST ENGLISH COURSE COMPLETED</u>	<u>SCALED SCORE AVERAGE - OBJECTIVE (20-80)</u>	<u>ESSAY AVERAGE (1-4)</u>
NONE	48.8	1.38
ENG 100	46.8	1.83
ENG 101	52.6	1.56
ENG 102	55.4	1.87
ENG 201 or ELECTIVE	62.6	1.96

## CONCLUSIONS

1. The new grading criteria will significantly increase the percentage of students failing the Rising Junior Test. The following are some predictions based on past performance of students in each of the five groups:

- (a) Of those taking no English courses prior to taking the test, probably 60% will fail. Those with above average SAT scores will in all likelihood pass the test regardless of the number of English courses taken, while those with low achievement in composition skills will fail at least one part of the test. Perhaps the failing percentage will be somewhat higher than the 60% predicted, since students in the NONE category are most likely to be those who feel so insecure about their writing abilities that they have avoided the English courses required in their programs. Only eight students in the NONE category have taken the test to date, a number obviously too small to be representative of the performance of students in this group as a whole.
- (b) Of students taking only English 099 or 100 before taking the test, probably 60% will fail. The failing percentage in this category will be higher than for the NONE category, since in the NONE category some students with high SAT scores are included, while almost all the students in the ENG 100 category have demonstrated low achievement in writing skills on placement tests administered prior to their entry to the course. These students will also labor under the disadvantage of having no college-level composition course prior to taking the test, since English 100 is a developmental course which may be applied toward graduation requirements in certain career programs. Again, only six students taking the test in the past have fallen into this category, a number on which absolute predictions cannot be based. However, it is certainly unrealistic to assume that English 100 students will perform

any better than English 101 students. The failing percentage for students in the latter category is currently 50%.

- (c) Of students taking English 101 only, including those who have taken English 100 prior to entry to the first college-level composition course, approximately 50% will fail. The percentage of failures will probably be somewhat lower (perhaps 45%), but it is unrealistic to assume that ten weeks of instruction will necessarily prepare a student to pass a test which has been designed primarily with transfer students in mind--those students with two or three college-level English courses behind them. The past performance of students in this category has shown that the essay in particular poses a serious obstacle. A student can learn the fundamentals in ten weeks; however, it takes considerably longer for many students to become articulate in expressing their thoughts within a timed situation. This ability increases significantly after a student has completed the second college-level composition course. In other words, and to use an analogous situation, a student must have a mastery of college algebra before he is prepared to handle trigonometry. To carry the analogue further, the Rising Junior Test is measuring minimal competence in trigonometry. In many cases, we are asking students who have had high school algebra or at best college algebra to pass it.

It is interesting to note that the average scaled score of students in the English 101 category is 52.6, about seven points above passing, while the average essay score is 1.56, well below the 2.00 necessary for passing this section of the test. In addition, only 3.8% of English 101 students have scored 3 on the essay; 50% of these students have scored 1 (failing). Moreover, 69.3% of these students have placed in the lowest two categories in performance on the objective writing test. In comparison, students completing English 102 score an average of 9 points

Conclusions - p. 3

above passing on the objective test, average 1.87 on the essay (only .13 below passing), and the percentage placing in the lowest two categories on the objective writing test decreases to 48.7%, while 73.1% place in the 2 and 3 ranges on the essay portion. It is also interesting to note that while only 3.8% of English 101 students score in the 3 (good) category on the essay, this percentage increases to 14.1% for English 102 and to 17.9% for English 201 or Elective students. With each succeeding English course, the writing performance of students increases significantly, and this increase is reflected not only in performance on the essay but also in performance on the objective writing test. Apparently, a student's grasp of the fundamentals becomes firmer as he progresses through the English sequence, and his ability to organize and express his thoughts clearly and coherently becomes greater.

- (d) As already indicated, the likelihood of an English 102 student's passing the test is considerably higher than for English 101 students. This study shows that 70.5% of students completing English 102 before taking the test have passed, compared to 50% for English 101 students as a group. It is safe to predict that at least 70% of the students in this category will pass the test in the future. These students have the advantage of not only an additional ten weeks of instruction, but also further practice in essay writing. In addition, these students do not have the dual and often contradictory task of learning the fundamentals, a prerequisite for good writing, while at the same time attempting to master the essay. In English 102 they can focus on good writing without having to worry about committing blunders about which they have not received instruction. Moreover, they have had the opportunity to read good writing models, and

Conclusions - p. 4

the importance of the process of learning to write by imitation should not be under-estimated.

- (e) The students with the greatest likelihood of passing the test are those who not only have completed English 102, but who have the additional advantage of having taken English 201 or an English elective. Almost 75% of students in this category have passed the test, and it is safe to assume that this percentage will hold for future students taking the test. These students perform better than any other group in all areas. They have a higher percentage placing in both the high-range passing category on the objective test as well as in the 3 category on the essay. In addition, the lowest percentage failing the objective as well as the essay portion occurs in this group (4.3% and 22.2%, respectively). The average scaled score on the objective portion climbs from 52.6% for English 101 students and 55.4% for English 102 students to 62.6% for English 201 or elective students, the greatest increase for any course. In addition, the average essay score goes from 1.56 for English 101 students and 1.87 for English 102 students to 1.96 for these students, only .04 below a passing average. It is obvious that a betting man would put his money on these horses.

2. Given these findings, it is safe to say that the greatest impact of the new grading criteria will be felt by students enrolled in career programs calling only for English 100 or 101. At best, only 50% of these students will pass the test, assuming that every student takes English 101; at worst, the failure rate could be as high as 65%. Such estimates suggest not only a significant decline in numbers of students graduating from these programs within a normal time span, but also a large increase in work-load for the English faculty. It is the responsibility of the

Conclusions - p. 5

institution, according to Board of Regents policy, to provide remediation for students failing the test. Under ordinary circumstances, a failure rate of 30% would create a controlled academic chaos. However, if 60% of the career students and 25% of the transfer students are required to undergo remediation, the situation will be intolerable for both students and faculty. Instead of the usual 5 or 6 students undergoing remediation in a given quarter, anywhere from 40 to 60 students will be doing such work. In Fall Quarter, 1973, approximately 140 students are scheduled to take the test. Assuming that 40 of these are career students taking English 100, 20 are career students taking English 101, 20 are transfer students completing English 102, and 60 are transfer students taking English 201 or an English elective, at the predicted failure levels for each group a total of 55 of these students would be reporting for remediation at the beginning of Winter Quarter. The old procedure of assigning one or two students to each English instructor will no longer be feasible. Even if formal classroom sessions were created, such numbers would require a minimum of four lecture sessions, given the day-evening enrollment of our student body and the tight scheduling around work hours which frequently prevails as a practice. Even this, the most expedient means of dealing with the immediate problem, would require the equivalent of 1 1/3 full-time instructors of English per quarter. The expected drain on manpower, however, says nothing about the direct effect of the new policy on the students themselves, beyond the obvious fact that students will be inconvenienced and slowed in their academic progress. A student whose path to graduation is suddenly obstructed by a somewhat unexpected obstacle is hardly likely to be happy, nor is the fallout from the blast at public relations likely to be salutary to Floyd Junior College. In some cases, students who would otherwise graduate in due time may choose to drop out of degree programs from a sense of

discouragement and frustration. There is little doubt, too, that recruitment of students will be directly affected. Much of the increase in enrollment at Floyd Junior College in the past two years has been attributable to a concerted effort to attract marginally qualified students who previously had never considered attending college by creating degree programs with a practical orientation and a minimum of traditional academic content. However, the necessary response to the new test policies will practically eliminate the attractiveness of such programs. Moreover, there will no doubt be considerable distortion of the truth when students explain to prospective students the nature of the test and its function. In short, the new testing policy will force a revision of recruiting policy and recruiting targets to a certain extent, and for a short term many prospective students may reconsider their decision to pursue a college education. In the long run, students will come to accept the inevitability of the Rising Junior Test, once they understand that its application will not be limited to or administered by the local institution, and the long-term effect will be an increase in academic quality.

3. At a minimum, every degree program at Floyd Junior College will have to be revised to include at least English 101 and 102. Otherwise, the lambs will have been led to slaughter. Given the new guidelines, it is an act tantamount to academic fraud to lead a student to believe that he will be able to receive a degree after he has completed a program of study which calls only for English 100 or 101 in the area of composition. Unless the recommended revisions are incorporated into existing degree programs and all future programs, students will become the targets of a massive game of academic table tennis. Immediate action on this recommendation is urgent. Presently, students who take the test do so when they have accumulated 60 to 75 quarter hours. This means that the most immediate action will have no benefit for most students scheduled to take the test in the forthcoming academic

year, since most have completed their English requirements and changes in degree programs cannot be retroactive. It is already too late to avoid the academic slaughter in the 1973-74 year; however, quick action will insure that a minimum of students will be faced with the prospect of being frustrated in their academic goals. It is already clear that English 100 or 101 will not accomplish the goal of preparing an acceptable percentage of students to pass the test. To adopt a wait-and-see policy will be to place the careers of many of these students in jeopardy.

4. The new test policies will necessitate an intensification of efforts to improve the quality and effectiveness of English composition courses. In particular, course structures and grading policies will have to be revised to place increased emphasis on essay writing. The ultimate criterion for passing an English composition course must be a student's demonstrated ability to write at appropriate levels of competence for each course in the sequence. The relatively poor performance of Floyd Junior College students on the essay portion of the test alone points to the need for revision of present instructional methods and standards. It is interesting to note that of 280 students taking the test to date, not one student has received a rating of 4 on the essay portion of the test. This fact in itself points to the need for the English faculty to reevaluate its composition program and to institute one which will more adequately prepare students for the test. If this test measures minimal literacy, as defined by the Board of Regents, then 80 of the 85 students failing the writing portion of the test to date have been illiterate and yet have received passing grades in one or more English courses. This fact alone ought to answer the objections of the habitual carpers who feed on the assumption that the English program at Floyd Junior College consists of a number of killer courses designed to apply ivory-tower

Conclusions - p. 8

standards to helpless students. Indeed, the evidence points to the contrary assumption: that on the whole the English program at Floyd Junior College has been too weak in academic standards and the instructors too lenient in grading policies.

5. English instructors alone cannot create an effective composition program unassisted. The objective of maintaining good standards in writing must be the task of every faculty member and administrator at Floyd Junior College. Sloppy writing habits cannot be allowed to pass without comment, no matter what the course or academic discipline in which such work appears. This study indicates that many students probably fail the essay portion of the test because there has been no reinforcement of the good writing habits learned in English courses. For instance, 89.4% of all Floyd Junior College students failing the Rising Junior Test do so either wholly or in part because of an unacceptable essay. It is no doubt unrealistic to assume that all these students received inadequate instruction in the English composition courses on writing the essay. Students are prone to return to careless writing habits unless they are made conscious of the need for good written work. Time and again English instructors hear the following comment from many of their students: "Mr. X, you say that good writing is necessary for college students. Well, I'm taking course A from Mr. Y, and he says he doesn't care how we write, just as long as he gets the general idea of what we're writing." Such an attitude on the part of Mr. Y results in time in the student's forgetting whatever good writing habits he might have learned, and in the long run both the student and the college are hurt. The responsibility for maintaining acceptable standards of writing competence must be accepted by the entire college; it cannot be relegated to a small group. Such a rigid concept of departmentalization belongs in graduate schools, not in a small institution such as

Conclusions - p. 9

Floyd Junior College.

In order to insure a successful composition program, there must be not only cooperation within the college, but also understanding of the methods and aims of such a program. Every instructor should familiarize himself with the details of the placement program and understand that the aim of English placement is to meet the needs of the individual student as well as to insure maximum effectiveness of each composition course. An adviser who seeks to place a student who belongs in English 100 into a 101 section in the long run does both the student and the composition program itself a disservice. All too frequently, either the student performs at failing or marginal levels or else the instructor has to resort to lowering the level of instruction for the entire class to accommodate such students. Academic advisers must understand that in doing what they perceive as a favor for an advisee they are in effect injuring both the advisee and his classmates.

Finally, every faculty member and administrator should become familiar with the nature and purpose of the test. In the first place, the Rising Junior Test is not the brainchild of a conspiratorial and demonic English faculty. While members of the Regents' Academic Committee on English were given some input into the creation and nature of the test, the decision to implement such an instrument came from the Chancellor's office. For those who are so naive about the inner workings of University System politics as to believe that English instructors gathered and imposed this test on the Chancellor, the Brooklyn Bridge lies ready for buying. Moreover, to argue about whether the test is fair or the policy just is to evade the issue. We have no choice about the test or the policy, and to grouse about either does nothing to help the students who are faced with the task of passing the test. Like the pregnant wife who discovers that her clothes no

Conclusions - p. 10

longer fit her, we should be concerned with making new academic clothes, not with throwing brickbats at our academic husbands.

An examination to assess the competency level in reading and writing of those students enrolled in degree programs in University System institutions will be administered. The following statement shall be the policy of the Board of Regents of the University System of Georgia on this examination.

It is the responsibility of each institution of the University System of Georgia to assure the other institutions, and the System as a whole, that students obtaining a degree from that institution possess the basic competence of academic literacy, that is, certain minimum skills of reading and writing.

The Regents' Testing Program has been developed to help in the attainment of this goal. The objectives of the testing program are: (1) to provide System-wide information on the status of student competence in the areas of reading and writing; and (2) to provide a uniform means of identifying those students who fail to attain minimum levels of competence, expected of graduates, in the areas of reading and writing.

In order to effectively implement the goals of the Testing Program:

1. Students enrolled in degree programs will be required to take and pass the test. They may take the test in the quarter after they have completed their 45th quarter credit hour and must take the test in the quarter after they have completed their 75th hour. Passing the test is a requirement for graduation. Each institution should develop procedures that will require students to take the test prior to proceeding into the junior year.
2. Students who transfer into an institution, who have completed in excess of 45 hours and who have not taken and passed the test must do so at the first opportunity; however, passing the test is not a condition for transfer.
3. Students whose mother tongue is other than English may be exempted by the institution provided appropriate local procedures are employed to certify the competence of those students earning a degree.
4. The test, although consisting of several parts, is to be considered as a single unit and will be administered as such; passing the test is defined as scoring above the cutoff on each of the parts of the test at the same administration.
5. Students who fail the test must retake and pass the test. Each institution will provide an appropriate program of remediation and may require deficient students to participate in the program prior to retaking the test.
6. For extraordinary situations, each institution will develop special procedures for certifying the competency of students. A written description of these procedures will be submitted to the Chancellor's office for approval. Such procedures will include provision for remediation and formal examination prior to certifying competency. Such examination will equal or exceed the standards of the Regents' Testing Program.

(Minutes, April 1972, pp. 554-555)

(Minutes, November 7-8, 1972)

*Agreed: McCorkle*

*Martin*

*D. Cook*

*Pullen*

*Trimble*

# OBJECTIVE WRITING TEST DISTRIBUTION BY GROUP

<u>SCALED SCORE RANGE (20-80)</u>	<u>NONE</u>	<u>ENG 100</u>	<u>ENG 101</u>	<u>ENG 102</u>	<u>201 or ELECTIVE</u>
30-45 (failing)	(3) 37.5	(3) 50.0	(6) 23.1	(7) 9.0	(7) 4.3
46-55 (low range passing)	(3) 37.5	(3) 50.0	(12) 46.2	(31) 39.7	(70) 43.2
56-65 (middle range passing)	(2) 25.0	(0) 0.0	(6) 23.1	(27) 34.6	(52) 32.1
66-80 (high range passing)	(0) 0.0	(0) 0.0	(2) 7.6	(13) 16.7	(33) 20.4

## ESSAY DISTRIBUTION BY GROUP

<u>ESSAY SCORE</u>	<u>NONE</u>	<u>ENG 100</u>	<u>ENG 101</u>	<u>ENG 102</u>	<u>201 or ELECTIVE</u>
1 (Failing)	(5) 62.5	(1) 16.7	(13) 50.0	(21) 26.9	(36) 22.2
2 (Minimal passing)	(3) 37.5	(5) 83.3	(12) 46.1	(46) 59.0	(77) 59.9
3 (Good)	(0) 0.0	(0) 0.0	( 1) 3.8	(11) 14.1	(29) 17.9
4 (Outstanding)	(0) 0.0	(0) 0.0	( 0) 0.0	( 0) 0.0	( 0) 0.0

## SCALED SCORE AND ESSAY AVERAGES

<u>LAST ENGLISH COURSE COMPLETED</u>	<u>SCALED SCORE AVERAGE - OBJECTIVE (20-80)</u>	<u>ESSAY AVERAGE (1-4)</u>
NONE	48.8	1.38
ENG 100	46.8	1.83
ENG 101	52.6	1.56
ENG 102	55.4	1.87
ENG 201 or ELECTIVE	62.6	1.96

STUDENT PERFORMANCE ON WRITING SECTIONS  
NEW GRADING CRITERIA

<u>LAST ENGLISH COURSE COMPLETED</u>	<u>(NUMBER) PASSING%</u>	<u>(NUMBER) FAILING %</u>
NONE	( 3 ) 37.5	( 5 ) 62.5
ENG 100	( 3 ) 50.0	( 3 ) 50.0
ENG 101	(13) 50.0	(13) 50.0
ENG 102	(55) 70.5	(23) 29.5
ENG 201 or ELECTIVE	(121) 74.7	(41) 25.3
ALL STUDENTS	(195) 69.6	(85) 30.4

DISTRIBUTION OF FAILURES

<u>LAST ENGLISH COURSE COMPLETED</u>	<u>FAILING OBJECTIVE TEST ONLY (NO.) %</u>	<u>FAILING ESSAY ONLY (NO.) %</u>	<u>FAILING BOTH SECTIONS (NO.) %</u>
NONE	( 0 ) 0.0	( 2 ) 40.0	( 3 ) 60.0
ENG 100	( 2 ) 66.7	( 0 ) 0.0	( 1 ) 33.3
ENG 101	( 0 ) 0.0	( 5 ) 38.5	( 8 ) 61.5
ENG 102	( 2 ) 8.7	(16) 69.6	( 5 ) 21.7
ENG 201 or ELECTIVE	( 5 ) 12.2	(34) 82.9	( 2 ) 4.9
ALL STUDENTS	( 9 ) 10.6	(57) 67.1	(19) 22.3

# DEVELOPMENTAL STUDIES

## 1988-1989 ANNUAL REPORT SUMMARY

Each summer quarter, University System institutions are requested to complete a Developmental Studies Annual Report survey, which includes information on the number of students in each Developmental Studies subject area, Developmental Studies exit, and success of former Developmental Studies students who take Core Curriculum courses. A copy of the survey with system statistics is attached. This summary is based primarily on the institutional surveys from Summer Quarter, 1988 through Spring Quarter, 1989, along with data from the Student Information Reporting System (SIRS).

Shown in Table 1 are the percentages of entering freshmen enrolled in Developmental Studies in 1988-1989. The percentages of students by subject area, as well as the total percentage of students enrolled in at least one Developmental Studies course, are provided for each institution. Systemwide, 42% of the entering freshmen students enrolled in at least one Developmental Studies course. (This percentage includes students who "volunteered" or were advised to enroll in Developmental Studies as well as students who were required to enroll in Developmental Studies.) Approximately 53% of the two-year college, 46% of the senior college, and 18% of the university entering freshmen enrolled in at least one Developmental Studies course. The System percentage of students in Developmental Studies increased 2% from 1987-1988 to 1988-1989; the university and two-year college percentages were stable, but the percentage of students in Developmental Studies at the senior-college level increased by 4%. Systemwide, more students enrolled in Developmental Studies courses in mathematics (31%) than in English (21%) or reading (18%).

There is substantial variability across institutions, even among those of the same type, in the percentage of students enrolled in Developmental Studies. While some of this variability is related to differences in the qualifications of students, much of the variability is a result of different

standards used to place students in Developmental Studies. For example, a few institutions require that all entering freshmen be screened with the Collegiate Placement Examination (CPE), and some institutions have substantially higher CPE requirements than others.

Shown in Table 2 are the exit rates for students who entered Developmental Studies in Fall Quarter, 1987. Only students who attended full-time in Fall, 1987, and who had not attended college previously are included. Systemwide, 64% of these students had exited Developmental Studies as of Summer Quarter, 1989.

Although students are allowed up to four quarters in Developmental Studies before initial suspension, many students need only one quarter of Developmental Studies work. Shown in Table 3 and summarized in Figure 1 are the number of quarters spent in Developmental Studies for students who exited in 1988-1989. In English and reading, a majority of the students who exited did so after only one quarter. In mathematics, 41% exited after one quarter, and 79% exited by the second quarter. The lower one-quarter exit rate in mathematics may be a function of the curriculum: at some institutions, all Developmental Studies mathematics students are required to complete a two-quarter sequence of courses before being eligible for exit. In each of the three subject areas, over 90% of student who exited did so by the end of three quarters.

The exit data shown in Tables 2 and 3 indicate substantial variability across institutions and types of institutions. These differences in exit rates across institutions reflect not only any differences in the qualifications of students but also differences in the requirements for Developmental Studies placement and exit.

An indication of the success of students who completed Developmental Studies is their performance in Core Curriculum coursework. Shown in Table 4 and summarized in Figure 2 are the percentages of former Developmental Studies and non-Developmental Studies students passing the first Core Curriculum course in English, social science, and mathematics. (Students are shown as former Developmental Studies students in English or mathematics if they took a Developmental Studies course in the area. For students enrolled in Developmental Studies reading, social science

was used as the first Core Curriculum course. A "D" grade is considered a passing grade unless the institution requires the student to repeat the course for graduation credit.) Again, there is considerable variability in passing rates of both Developmental Studies and non-Developmental Studies students across institutions. In general, while the Developmental Studies students performed somewhat lower than other students, most of the former Developmental Studies students were successful in their first Core Curriculum courses.