

SURDS Undergraduate Applicant File – Field Definitions

Anything in track changes is a question from Ian.

27	73	ACT English	<p>Definition: Score achieved on ACT examination in English section that is used for assessment <u>Does this mean that this is the field that flags students as being remedial in English if they score lower than 18 on the ACT English?</u></p> <p>Codes/Notes: The ACT Score should be based the highest component score regardless of administration of the test.</p> <p>Missing Value: Blank, if unknown or unavailable</p> <p>Edit Specs: Error if not blank and value < 1 or > 36; also, error if blank and any of ACT: Math (Assessment), ACT: Science, ACT: Reading (Assessment) or ACT: Composite are not blank. Error if blank and Writing Assessment Indicator = '01'.</p> <p>Format: Numeric, 2 place integer</p> <p>Updates: December 7, 1989; became required reporting and separated subscores from composite to allow for differing test administrations, July 1, 2002. ; Updated, May 2013 to allow multiple administrations;</p>
28	75	ACT Math	<p>Definition: Score achieved on ACT examination in mathematics section that is used for assessment and used by institutions to calculate ACT composite (Field 25 of UAF) <u>Does this mean that this is the field that flags students as being remedial in math if they score lower than 19 on the ACT Math?</u></p> <p>Codes/Notes: The ACT Score should be based the highest component score regardless of administration of the test.</p> <p>Missing Value: Blank, if unknown or unavailable</p> <p>Edit Specs: Error if not blank and value < 1 or > 36; also, error if blank and any of ACT: English (Assessment), ACT: Science, ACT: Reading (Assessment) or ACT: Composite are not blank. Error if blank and Math Assessment Indicator = '01'.</p> <p>Format: Numeric, 2 place integer</p> <p>Updates: June 1991; became required reporting and separated subscores from composite to allow for differing test administrations, July 2002. ; Updated, May 2013 to allow multiple administrations;</p>
29	77	ACT Science	<p>Definition: Score achieved on ACT examination in the science section and used by institutions to calculate ACT composite (Field 25 of UAF)</p> <p>Codes/Notes: The ACT Score should be based the highest component score regardless of administration of the test. Blank, if unknown or unavailable.</p>

			<p>Missing Value:</p> <p>Edit Specs: Error if not blank and value < 1 or > 36; also, error if blank and any of ACT: English (Assessment), ACT: Math (Assessment), or ACT: Reading (Assessment) or ACT: Composite are not blank.</p> <p>Format: Numeric, 2 place integer</p> <p>Updates: December 1989; became required reporting and separated subscores from composite to allow for differing test administrations, July 2002.; Updated, May 2013 to allow multiple administrations;</p>
30	79	ACT Reading	<p>Definition: Score achieved on ACT examination in the reading comprehension section that is used for assessment and used by institutions to calculate ACT composite (Field 25 of UAF)</p> <p><u>Do any institutions use the ACT Reading score to determine whether a student is remedial or not? I ask, because the CCHE Remedial Policy, Table 1 doesn't specify remedial cut scores for Reading.</u></p> <p>Codes/Notes: The ACT Score should be based the highest component score regardless of administration of the test.</p> <p>Missing Value: Blank, if unknown or unavailable.</p> <p>Missing Value: Blank, if unknown or unavailable.</p> <p>Edit Specs: Error if not blank and value < 1 or > 36; also, error if blank and any of ACT: English (Assessment), ACT: Math (Assessment), ACT: Science or ACT: Composite are not blank. Error if blank and Reading Assessment Indicator = '01'.</p> <p>Format: Numeric, 2 place integer</p> <p>Updates: December 1989; June 1991; became required reporting and separated subscores from composite to allow for differing test administrations, July 2002. ; Updated, May 2013 to allow multiple administrations;</p>
31	81	SAT Verbal	<p>Definition: The score achieved on the verbal or language section of the Scholastic Aptitude Test (SAT) exam that is used for the assessment decision. The March 2016 SAT redesign calls this "Evidenced-Based Reading and Writing". Combined with the SAT Math score, the calculated composite is used by DHE in the calculation of the index score. Report even if ACT scores also are available.</p> <p><u>Does this mean that this is the field that flags students as being remedial in English if they score lower than 470 on the SAT Evidence-Based Reading and Writing?</u></p> <p>Codes/Notes: The SAT Score should be based the highest component score regardless of administration of the test.</p> <p>Missing Value: Blank, if unavailable.</p> <p>Edit Specs: Error if not blank and value < 200 or > 800, or if not blank and SAT: Math (Admissions) is blank.</p>

			<p>Format: Numeric, 3 place integer</p> <p>Updates: July 1987; Updated, May 2013 to allow multiple administrations;</p>
32	84	SAT Math	<p>Definition: The score achieved on the mathematics section of the Scholastic Aptitude Test (SAT) exam that is used for the assessment decision. Combined with the SAT Verbal score, the calculated composite is used by DHE in the calculation of the index score. Report even if ACT scores also are available.</p> <p><u>Does this mean that this is the field that flags students as being remedial in math if they score lower than 500 on the SAT Math section?</u></p> <p>Codes/Notes: The SAT Score should be based the highest component score regardless of administration of the test.</p> <p>Report even if ACT scores are also available.</p> <p>Missing Value: Blank, if unavailable.</p> <p>Edit Specs: Error if not blank and value < 200 or > 800, or if not blank and SAT: Verbal (Assessment) is blank.</p> <p>Format: Numeric, 3 place integer</p> <p>Updates: Implemented, July 2002; Updated, May 2013 to allow multiple administrations;</p>
33	87	GED Score	<p>Definition: Score achieved on the Tests of General Educational Development.</p> <p><u>There is a new GED as of 2014. Does this field need updating?</u></p> <p>Codes/Notes: The GED examination is a test of equivalency for the high school diploma. It is used as a measurement for students who do not have a high school diploma but have taken the GED. It is evaluated against the GED standards described in the DHE Admission Standards Policy.</p> <p>Beginning in January 2002, testing centers began administering a new version of the test. The differentiating identifier of the 2002 version is a three-digit score. Scores from the previous 1988 version cannot be combined with scores on the 2002 series (i.e., scores must be from the same version, either 1988 or 2002).</p> <p>Because the score from the 2002 version is three digits, convert that score to two digits for SURDS reporting by dividing it by 10. If necessary, round to the nearest integer, rounding .5 up.</p> <p>Missing Value: Blank, if unknown or unavailable.</p> <p>Edit Specs: Error if not blank and value < 20 or > 80; Year of High School Graduation must be blank if score reported in GED field. Error if not in admitted status</p> <p>Format: Numeric, 2 place integer</p> <p>Updates: Added error listing for age range, June 1996; added provisions for 2002 test, July 2002.</p>

44	142	Math Assess Ind	<p>Definition: The basis for assessing if this student needs remediation in mathematics. Do not report the basis for determining course level placement within remedial mathematics.</p> <p><u>How do we define “remedial mathematics?”</u></p> <ol style="list-style-type: none"> <u>1. The student got a lower cut score than the remedial cut scores in Table 1 of the CCHE Remedial Policy? or</u> <u>2. The student was placed into a remedial course, regardless of their cut score on one of the assessments in Table 1 of the Remedial Policy?</u> <p><u>This matters because, for instance, a student could get a 20 on ACT Math and so would not be considered “remedial” as far as the CCHE Remedial Policy goes. If the student gets placed directly into Math for the Liberal Arts without any remediation, then it’s clear the student is not considered “remedial.”</u></p> <p><u>BUT, if the student needs College Algebra for her declared major and gets placed into remedial math because her ACT Math cut score was not high enough to indicate success in College Algebra at that institution, then is she considered “remedial?” (*Note, the Math cut score for College Algebra varies from 19 to 27, depending on the institution.)</u></p> <p><u>This also has implications for SAI. If institutions are using “SAI” for students who are not considered remedial per the CCHE Remedial Policy, but whose cut scores weren’t quite high enough to indicate success in College Algebra or Pre-Calc, then is it really SAI as statute defines it?</u></p> <p><u>CCHE SAI Policy:</u></p> <p><u>3.04 “Supplemental Academic Instruction means co-requisite instruction in writing [English] or mathematics for students with limited academic deficiencies who are placed into college-level course work [numbered 100 or 1000 or higher] that is approved for statewide transfer [i.e., gtPathways] pursuant to section 23-1-125(3). ‘Supplemental academic instruction’ does not include prerequisite basic skills courses” [§23-1-113(11)(e), C.R.S.]. SAI courses may be credit-bearing and eligible to receive Colorado Opportunity Fund (COF) stipend payments, pursuant to §23-1-113(1.5)(a)(II), C.R.S., or noncredit-bearing, in which case, shall not be eligible for COF stipend payments, pursuant to §23-18-102(11) and §23-18-201(1), C.R.S. Institutions shall determine if SAI credits will be applied to degree requirements.</u></p> <p>Codes/Notes: 00 - Assessment pending <u>Should these options align with Table 1 of the CCHE Remedial Policy?</u></p> <p>01 - ACT (mathematics section)</p> <p>02 - COMPASS (Mathematics Test) <u>This test no longer exists.</u></p> <p>03 - Accuplacer</p> <p>04 - ASSET <u>Not sure what this is.</u></p> <p>05 - SAT (mathematics/quantitative)</p> <p>06 - Institutionally-designed instrument</p> <p>98 - Assessment waived</p> <p>99 - Assessment exempted</p> <p>Enrolled students who have not been assessed and do not fall into one of the exempt categories below should be reported as pending. An assessment is waived (or not applicable) only when a student has a documented learning disability.</p>

			<p>Institutions may exempt student from assessment requirements. The exemptions are limited to: <u>I think this section needs to be brought in line with the Remedial Policy Section 6.00 (especially the upcoming version as this will likely change). This makes it sound like CDHE is interested in testing every student possible, whereas the new focus is to prevent students from being tested unless there's good evidence they would benefit from a placement test.</u></p> <ul style="list-style-type: none"> A. Students who have earned a baccalaureate degree; B. Students who have earned a transfer-oriented associate degree (i.e., A.A. or A.S.); excludes AGS and AAS graduates; C. Student who are pursuing a vocational certificate; D. Students who have been previously assessed in mathematics at a Colorado public institution; E. Students who have successfully completed a remedial course in mathematics; F. Student who have successfully completed a college-level course in mathematics; G. All concurrently enrolled high school students until they are matriculated as degree-seeking by an institution; H. Exchange students (students coming from another institution, state, or country for study for a defined period of time (e.g., academic term or year). I. Students classified as non-degree-seeking. <p>Note 1: Successfully completed refers to students earning a grade of C- or higher or a Satisfactory completion.</p> <p>Note 2: If an institution's assessment requirement is more stringent than DHE's (e.g., requiring assessment of certificate-seekers), institutions should report the assessment and its related fields.</p> <p>Missing Value: Blanks acceptable only when admission status = 1 or 2. Blank for admission status = 3 acceptable if student level = 19 or 20.</p> <p>Edit Specs: Error if value > 06 except 98 and 99.</p> <p>Format: AlphaNumeric, 2 place integer</p> <p>Updates: Implemented, FY2002</p>
45	144	Math Placement	<p>Definition: The indicator if student is required by the institution to be remediated in mathematics.</p> <p><u>Same question here as in Field 44. How do we define "remedial?"</u></p> <p>Codes/Notes: 0 - No assessment reported (for student whose assessment is pending, waived, or exempted)</p> <p>1 - Yes, this student requires mathematics remediation</p> <p>2 - No, this student does not require mathematics remediation</p> <p>See Figure VII for valid combinations of this field and assessment indicator.</p> <p>Missing Value: Blanks acceptable only when admission status = 1 or 2. Blank for admission status = 3 acceptable if student level = 19 or 20.</p>

			<p>Edit Specs: Error if value ≥ 3.</p> <p>Format: Numeric, 1 place integer</p> <p>Updates: Implemented, FY2002</p>
46	145	<p>Writing Assess Ind</p> <p><u>Is “Writing” the same as “English?”</u></p>	<p>Definition: The basis for assessing if this student needs remediation in writing. Do not report the basis for determining course level placement within remedial writing.</p> <p>Codes/Notes: 00 - Assessment pending <u>Out of line with Table 1 CCHE Remedial Policy.</u></p> <p>01 - ACT (English section)</p> <p>02 - COMPASS (Language Test)</p> <p>03 - Accuplacer</p> <p>04 - ASSET (Language Usage Test)</p> <p>05 - SAT (verbal)</p> <p>06 - Institutionally-designed instrument</p> <p>98 - Assessment waived</p> <p>99 - Assessment exempted</p> <p>Enrolled students who have not been assessed and do not fall into one of the exempt categories below should be reported as pending. An assessment is waived (or not applicable) only when a student has a documented learning disability.</p> <p>Institutions may exempt student from assessment requirements. The exemptions are limited to: <u>May need to update this per Section 6.00 in Remedial Policy.</u></p> <ol style="list-style-type: none"> 1. Students who have earned a baccalaureate degree; 2. Students who have earned a transfer-oriented associate degree (i.e., A.A. or A.S.); excludes AGS and AAS graduates; 3. Student who are pursuing a vocational certificate; 4. Students who have been previously assessed in writing at a Colorado public institution; 5. Students who have successfully completed a remedial course in writing; 6. Student who have successfully completed a college-level course in writing; 7. All concurrently enrolled high school students until they are matriculated as degree-seeking by an institution; 8. Exchange students (students coming from another institution, state, or country for study for a defined period of time (e.g., academic term or year). 9. Students classified as non-degree-seeking. <p>Note 1: Successfully completed refers to students earning a grade of C- or higher or a Satisfactory completion.</p> <p>Note 2: If an institution’s assessment requirement is more stringent than DHE’s (e.g., requiring assessment of certificate-seekers), institutions should report the assessment and its related fields.</p> <p>Missing Value: Blanks acceptable only when admission status = 1 or 2. Blank for admission status = 3 acceptable if student level = 19 or 20</p> <p>Edit Specs: Error if value > 06 except 98 and 99.</p>

			<p>Format: AlphaNumeric, 2 place integer</p> <p>Updates: Implemented, FY2002</p>
47	147	Writing Placement	<p>Definition: The indicator if student is required by the institution to be remediated in writing. <u>Would it make sense to use “English” so it’s in line with the Remedial Policy?</u></p> <p>Codes/Notes: 0 - No assessment reported (for student whose assessment is pending, waived, or exempted) 1 - Yes, this student requires writing remediation 2 - No, this student does not require writing remediation</p> <p>Missing Value: Blanks acceptable only when admission status = 1 or 2. Blank for admission status = 3 acceptable if student level = 19 or 20</p> <p>Edit Specs: Error if value >= 3.</p> <p>Format: Numeric, 1 place integer</p> <p>Updates: Implemented, FY2002</p>
48	148	Reading Assess Ind	<p>Definition: The basis for assessing if this student needs remediation in reading. Do not report the basis for determining course level placement within remedial reading. <u>If Reading is that important then shouldn’t it have cut scores in the Remedial Policy?</u></p> <p>Codes/Notes: 00 - Assessment pending 01 - ACT (Reading section) 02 - COMPASS (Reading Skills Test) 03 - Accuplacer 04 - ASSET (Reading Skills Test) 05 - SAT (Verbal) 06 - Institutionally-designed instrument 07 - Nelson-Denny exam 98 - Assessment waived 99 - Assessment exempted</p> <p>Enrolled students who have not been assessed and do not fall into one of the exempt categories below should be reported as pending. An assessment is waived (or not applicable) only when a student has a documented learning disability.</p> <p>Institutions may exempt student from assessment requirements. The exemptions are limited to:</p> <ol style="list-style-type: none"> 1. Students who have earned a baccalaureate degree; 2. Students who have earned a transfer-oriented associate degree (i.e., A.A. or A.S.); excludes AGS and AAS graduates; 3. Student who are pursuing a vocational certificate; 4. Students who have been previously assessed in reading at a Colorado public institution; 5. Students who have successfully completed a remedial course in reading; 6. All concurrently enrolled high school students until they are matriculated as

			<p>degree-seeking by an institution;</p> <p>7. Exchange students (students coming from another institution, state, or country for study for a defined period of time (e.g., academic term or year).</p> <p>8. Students classified as non-degree-seeking.</p> <p>Note 1: Successfully completed refers to students earning a grade of C- or higher or a Satisfactory completion.</p> <p>Note 2: If an institution's assessment requirement is more stringent than DHE's (e.g., requiring assessment of certificate-seekers), institutions should report the assessment and its related fields.</p> <p>Missing Value: Blanks acceptable only when admission status = 1 or 2. Blank for admission status = 3 acceptable if student level = 19 or 20.</p> <p>Edit Specs: Error if value > 07 except 98 and 99.</p> <p>Format: AlphaNumeric, 2 place integer</p> <p>Updates: Implemented, FY2002</p>
49	150	Reading Placement	<p>Definition: The indicator if student is required by the institution to be remediated in reading.</p> <p><u>Problem here is there are no statewide cut scores for reading so it's institution-specific.</u></p> <p>Codes/Notes: 0 - No assessment reported (for student whose assessment is pending, waived, or exempted)</p> <p>1 - Yes, this student requires reading remediation</p> <p>2- No, this student does not require reading remediation</p> <p>Missing Value: Blanks acceptable only when admission status = 1 or 2. Blank for admission status = 3 acceptable if student level = 19 or 20.</p> <p>Edit Specs: Error if value >= 3.</p> <p>Format: Numeric, 1 place integer</p> <p>Updates: Implemented, FY2002</p>

51	153	SAT Verbal Assess	<p>Definition: FIELD REMOVED</p> <p>Codes/Notes: FIELD REMOVED FIELD REMOVED</p> <p>Missing Value: FIELD REMOVED</p> <p>Edit Specs: FIELD REMOVED</p>
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			<p>Format: Numeric, 3 place integer</p> <p>Updates: Implemented, July 2002; Removed, May 2013 -</p>
52	156	SAT Math Assess	<p>Definition: FIELD REMOVED</p> <p>Codes/Notes: FIELD REMOVED FIELD REMOVED</p> <p>Missing Value: FIELD REMOVED</p> <p>Edit Specs: FIELD REMOVED</p> <p>Format: Numeric, 3 place integer</p> <p>Updates: Implemented, July 2002; Removed, May 2013 -</p>

CCHE Remedial Policy, Table 1 – College-Ready Assessment Cut Scores

Assessment Test	English Cut Score	CTE & Quantitative Reasoning Math Cut Score*
New SAT (taken March 2016 and later)	470 Evidence-Based Reading and Writing	500 Math Section
Old SAT	430 Critical Reading	460
ACT	18	19
Community College Placement Test	5 Written Essay (WRES) and 96 Reading Adaptive Assessment (READ) <u>or</u> 6 on WRES and 80 on READ	106 Basic Algebra Adaptive Assessment (BAAD)
New Accuplacer (available fall 2016)	[score not yet available] Reading Comprehension <u>and/or</u> [score not yet available] Writing	[score not yet available] Quantitative Reasoning, Statistics and Algebra (QAS) <u>and/or</u> [score not yet available] Advanced Algebra Functions (AAF)
Old Accuplacer	80 Reading Comprehension <u>and/or</u> 95 Sentence Skills	61 Elementary Algebra
GED® (Beginning in 2014)	165 Reasoning Through Language Arts	165 Mathematical Reasoning
HiSET	15 Language Arts – Reading <u>and/or</u> 15 Language Arts - Writing	15 Math
TASC	580 Language Arts - Reading <u>and/or</u> 560 Language Arts – Writing plus 6 on the Writing Essay	560 Math
PARCC 11 th Grade English Language Arts/Literacy & Mathematics	Level 3 if student continues to take challenging English courses (as determined by the institution) through high school graduation <u>OR</u>	Level 3 if student continues to take challenging math courses (as determined by the institution) through high school graduation <u>OR</u>

	Level 4	Level 4
SBAC 11 th Grade English Language Arts/Literacy & Mathematics	<p>Level 3 (2583) if student continues to take challenging English courses (as determined by the institution) through high school graduation</p> <p><u>OR</u></p> <p>Level 4 (2682)</p>	<p>Level 3 (2628) if student continues to take challenging math courses (as determined by the institution) through high school graduation</p> <p><u>OR</u></p> <p>Level 4 (2718)</p>