CITY COLLEGE OF SAN FRANCISCO  
NON-CREDIT MATRICULATION & ASSESSMENT

1. Colleges that offer classes in the following non-credit programs or program types are eligible for Non-Credit Matriculation funding:
   - ESL
   - Citizenship
   - Adult Basic Ed / High School, GED prep
   - DSPS
   - Child Development & Family Studies
   - Short-term Vocational (e.g. Trade Skills, Culinary Arts, etc.)

2. At a minimum, students are to be provided with the following three Matriculation Services*:
   - Assessment (of English/ESL, Math skills)
   - Orientation (to non-credit programs and services)
   - Counseling (to help students develop a program of study)

   At CCSF, students participate in all three components, then register for classes in one visit to campus. However, Matriculation regulations provide for flexibility in scheduling the non-credit orientation component either before or after the start of classes.
   *While CCSF’s provision of these services to non-credit students pre-dates the advent of Non-Credit Matriculation, Matric funding has enabled us to deliver the services in a more systematic, comprehensive, and sometimes, customized manner for special populations.

3. Non-Credit Assessment Practices (as with credit placement practices...)
   - Title 5 Matriculation regulations require that multiple measures (not test score alone) provide the basis for course/program placement recommendations. Multiple measures include test results + additional measures of student readiness (e.g. prior coursework completed, work experience...)
   - Any assessment instrument (e.g. objective test, writing sample, interview) used to assist in determining course/program placement recommendations must be reviewed according to the CCCCO-mandated test validation process and receive approval for use in a college’s placement process.

   Required test validation studies:
   A) If using an approved, 2nd-party (published) placement test, colleges must conduct and have on file the following studies:
      - Content validity
      - Rationale for initial setting of cut-scores
      - Disproportionate impact (of placement on various groups of students)

   B) If locally-managing a published test or using a locally-developed test, colleges must conduct and submit documentation of the following studies to the CCCCO to seek Initial, Probationary Approval:
      - Content validity
      - Lack of cultural and linguistic bias (which may be provided by publisher)
      - Rationale for initial setting of cut-scores

   For Initial, Full Approval: Colleges must also provide evidence of
      - Reliability (which may be provided by publisher)
      - Plan to monitor for Disproportionate Impact
Considerations when selecting an approved, published test: item-content match w/ focus of curriculum, ease of administration, availability and cost of computerized and/or paper/pencil versions

Considerations re local development of a test: item-writing tasks, match w/ focus of curriculum, low cost of paper-pencil administration, need for computerization

Computerized vs. Paper-pencil testing

Computerized testing
  - Pros: Immediate turn-around of results
  - Potential for more flexible scheduling
  - Fewer test items in adaptive computerized tests (Because the program immediately scores items as they are answered, skill-level is identified in fewer items, decreasing test-taking time)
  - Cons: Requires some familiarity with computers
  - Requires computer lab
  - Technical staff needed
  - High costs of published computerized tests

Paper-pencil testing
  - Pros: Flexibility re group size and location of testing
  - Low cost of published tests (free, if locally developed)
  - Does not require computer experience
  - Cons: Test results cannot be provided immediately due to scoring time required
  - Longer test-taking time due to greater number of items that must be administered to identify skill-level

4. CCSF Non-Credit Placement Testing

Placement instruments:
- Assessment of basic skills (for placement) is offered to two student populations:
  - Non-native English speakers: CCSF Non-Credit ESL Placement Test (Listening & Reading, per statewide CCC ESL curriculum guide) - developed by CCSF ESL faculty, approved by the CCCCO
  - Native English speakers: Piloting the CASAS ECS test of Reading and Math; will seek CCCCO approval for the use of the test in April 2007.
- Because placement assessment, orientation, counseling, and registration for classes occur in one Matriculation visit, the placement process is necessarily limited to 1.5 hours.

Staffing and Logistics
- Three full-time and three part-time examiners administer, score, and print results of non-credit placement tests.
- ESL placement assessment occurs at 5 main campuses (where non-credit ESL classes are offered), and occasionally, their satellite sites or requested locations (e.g. high schools, public agencies).
- Adult Basic Ed placement assessment occurs at 2-3 main campuses (where adult basic ed or H.S./GED courses are offered).
- Non-credit placement testing occurs throughout the year, heaviest during the months prior to the start of the semester.
- ESL Dept faculty advisors are available at most testing sites to assist students and counselors with questions about placement results and readiness for ESL courses.
Modes of test administration

At this time, paper-pencil tests are administered most frequently. However, when the two computer assessment labs (at the Downtown and John Adams campuses) become fully operational, we will administer computerized versions of the placement tests.

Kitty Moriwaki
Assessment and Prerequisite Coordinator
Office of Matriculation and Assessment
City College of San Francisco
(415) 239-3752
kmoriwak@ccsf.edu