The comments and answers to open-ended questions provided by the respondents to the Regents’ Test Survey are shown below. The comments are arranged in order of the numerical response the respondent chose on the rating scale for the preceding question. The numerical response is provided before each comment. Following each comment is the respondent’s position and type of institution: Academic Vice President, English faculty or administrator, Regents’ Test Coordinator (TC), Vice President for Student Affairs (VPSA), Registrar or Admissions Director (Reg), Learning Support/Developmental Studies faculty or administrator (LS/DS), other/miscellaneous (Misc), research university (Research), state university (Univ), and associate-level institution (Assoc).

I. PURPOSE OF THE REGENTS’ TEST
The purpose of the Regents’ Test is to ensure that all graduates (at the transfer associate degree or baccalaureate level) of any System institution have certain minimum skills in reading comprehension and writing.

1. Is there a continuing need for a Systemwide method of certifying that all students have these minimum skills? (Circle the number on the following scale that best indicates your position.)

   YES, STRONGLY AGREE 1 2 3 4 5 NO, STRONGLY DISAGREE

   Explain why or why not.

   1 This is a basic assessment of educational outcomes for part of our general education program. We must do this for SACS and we should do it for our own information. (Academic VP/Univ)
   1 Assessment tool (Academic VP/Assoc)
   1 All students who graduate from System should demonstrate minimum standards in reading and writing. (Academic VP/Assoc)
   1 I think the results of the present test still indicate a need for certifying that all students have basic skills. (Academic VP/Assoc)
   1 We need to be accountable (Academic VP/Univ)
   1 English courses throughout the system seem to be less demanding each year in terms of student competencies. The Regents’ exam is the only systemwide assessment of a student’s skills. (Academic VP/Univ)
   1 Serves as accountability to public and legislature (Academic VP/Assoc)
   1 Obviously institutions must successfully produce graduates with minimum skills. Some standardizing reference action must be used to assure minimum is reached! (Academic VP/Univ)
   1 Students still have serious writing problems. (Academic VP/Assoc)
   1 This is the only exam that has “consequences” for students who cannot meet requirements (English/Univ)
   1 There are still colleges where students have low passing rates, indicating that there are deficiencies whether within students, faculty or schools in general. (English/Assoc)
   1 To verify students’ reading/writing skills; to help assess instruction and learning; to help insure academic credibility for the US (English/Associate)
Evaluation of writing skills is uneven. Certain minimal skills should be required throughout the University System. (English/Univ)

In this age of accountability the Regents’ Test is an absolute necessity. (English/Assoc)

Minimum skills should be tested, but they should be prerequisites for college. (English/Assoc)

Until an institution achieves a 90% or above first time pass rate, it needs to be reminded that too many of its students continue to pass Freshman composition (and other courses) without achieving minimum competency in reading and writing. (English/Univ)

If Georgia & Univ. System is to attain national stature, we cannot graduate functionally illiterate people. (English/Assoc)

Current changes in admissions standards, to the semester system, and for transferability require this check. (English/Univ)

Graduates need these minimum skills in order to succeed in the business world. (TC/Assoc)

As long as the Univ System serves such a divergent group of students, a systemize instrument is the only means of certifying competency in a fair, impartial manner. (TC/Univ)

Results each quarter show continuing need. When 90% or more at all institutions pass, we can eliminate the test. (TC/Assoc)

A systemize method for certifying that all graduates possess minimum skills in the areas of reading comprehension and writing should be implemented. That method should afford the University System of Georgia member schools with some uniformity of policy, if not practice, in their endeavor to ensure that their graduates are sufficiently prepared to meet or exceed expectations in the areas of reading and writing. (TC/Univ)

It gives assurance to supporters of higher education that graduates possess minimal skills as evidenced by the ability to read well and write comprehensively. (TC/Univ)

Public accountability (also SACS) does ensure some minimum proficiency. (Academic VP/Univ)

(a) Some students improve their basic skills in preparing for these exams; (b) when students lack basic skills we need to know it. (VPSA/Assoc)

This is one of our strongest outcome measures (VPSA/Univ)

I feel we owe it to our students and to our taxpayers. (VPSA/Assoc)

A review of performance on Regents’ Test suggests that many students are not minimumly prepared. (Academic VP/Assoc)

Students continue to enter the system with varying levels of reading comprehension and writing skills. All students must attain a minimum measured skill level in order for system to maintain its integrity as a quality educational system. (Reg/Univ)

The test ensures the System’s accountability for its graduates’ basic skills. (LS/DS/Univ)

We need to ensure minimal skills. (LS/DS/Assoc)

To ensure literacy and to measure institutional effectiveness in general education. (LS/DS/Assoc)

Institutions differ. We should provide some consistency. This is especially true when students transfer and, as admissions standards rise, there will be more. (LS/DS/Assoc)

We need the Regents’ Test in reading to continue so the people of Georgia will know our graduates have basic reading skills. (Misc/Univ)
Since our university system is multi-tiered we need to be reassured that minimum skills are achieved. (Misc/Assoc)

Students are graduating from high school with very poor reading and writing skills. (Misc/Univ)

Inconsistent instruction, cheating, etc. mandate continuing need. (Misc/Assoc)

It acts as a check on teaching levels in basic English courses, and therefore, ensures that minimum skills are attained. (Misc/Assoc)

Without it, some institutions will graduate students who cannot read and/or write with competence. (Misc/Univ)

SACS Criteria 3. That is, the Regents’ Test helps institutions assess student learning outcomes in the core curriculum. (Misc/Univ)

It is the only measure of writing competency. Most (80-99%) classes do not ask for students to write! English classes are the exception. A cursory reading will prove my point! (Misc/Assoc)

George F. Will stated recently, “…that there are too many students who have neither the aptitudes nor the attitudes that should be prerequisites for going to college.” Higher education needs to insure that students who have not acquired appropriate aptitudes and respect for the dignity of learning not receive the blessings of a college degree. (Misc/Assoc)

Such a test serves as a means of accountability. (Misc/Univ)

Serves as accountability to public & legislature (Academic VP/Univ)

Students and teachers need to know these skills are important (English/Assoc)

it exists, and it’s far cheaper than its alternatives (English/Research)

must have means of assessing proficiency whether at national level or system level. (English/Univ)

The Regents’ Test provides consistency throughout the University System in measuring these certain minimum skills in reading comprehension and writing. (TC/Assoc)

Failure rate is significant indicating a need to continue this instrument until the new enrollment standards take effect. (TC/Univ)

Standardized means of comparing the level of student competencies across all system schools. (TC/Assoc)

There is a minimum skill set sought for admissions (VPSA/Univ)

I believe that conferring a degree should indicate a certain level of competence. In principle, I think we should NOT need a test. Reality is that some students manage to graduate with weak skills. (Reg/Univ)

Our graduates are being held accountable for the skills they should have by the taxpayers and employers. Unfortunately, a system-wide rather than institution by institution assessment is necessary. (Reg/Univ)

Yes, but this is not a graduation/outcome exam; more a point in time exam. In fact, for some transfer students it is an entrance exam. (Reg/Research)

I feel that Regents’ Testing should remain a part of all System colleges and universities. The test does assure that there is a minimum competency level in reading and writing that all students and schools must demonstrate as a means of showing skill levels that all post-secondary students possess in the System. Accountability that comes from Regents’ Test scores in reading and writing can be translated into dollars and cents in the Legislature. Graduates with two and/or four year degrees from System schools did pass the same minimum
competency exam - The Regents’ Test. The test is a minimum level of quality assurance on the post-secondary level. (LS/DS /Associate)

Could be useful in the accountability efforts of the System, which are gaining steam. (Misc/Univ)

Until consistency is maintained across all University system institutions in teaching reading comprehension and writing, some form of minimal level certification needs to be maintained. (Misc/Assoc)

has different value at different institutions  (VPSA/Research)

I would hope that exiting targeted classes (i.e., English 100 & 102, psych & history) would signify a level of competence that certifies this; not how well one tests under pressure. The Freshman Essay measures this here.  (Misc/Assoc)

If students pass Eng 111 & 112 along with other courses requiring writing, there should be no need for further testing. Insuring consistency in Eng 111 within the University System would seem more appropriate. (LS/DS /Univ)

A baccalaureate degree in itself should certify that students have attained a reasonable competency in reading and writing. (Misc/Assoc)

This requirement does not necessarily identify students with reading and writing deficiencies. It’s not always valid. (Misc/Univ)

new admission requirements  (Academic VP/Univ)

Freshman English should be a better indication of reading and writing ability than a single test.  (Academic VP/Univ)

Each institution should be held accountable for assessment.  (English/Assoc)

Essay writing is simply too complex to be considered a basic skill testable in one hour. Efforts for improving writing should be directed toward instruction at the institutional level. (English/Research)

The purpose(s) should be served as high school test (a la NY State Regents’ Test) -presumably a graduation requirement for college-bound students.  (English/Univ.)

Passing courses with clear competencies should be sufficient — otherwise we make our own courses seem irrelevant.  (VPSA/Assoc)

Course work at the institution indicates more clearly a student’s ability and preparation. The ability to perform under Regents’ Test conditions is a special ability that is not often duplicated in the workplace or in academia.  (LS/DS /Univ)

Students with poor communication skills should not be completing classes successfully (Misc/Assoc)

2. Is the Regents’ Test an appropriate method for the certification of such competence?  

YES, STRONGLY AGREE  1  2  3  4  5  NO, STRONGLY DISAGREE

If no, what alternative methods would better serve this purpose?

As good as we have.  I don’t know of a replacement  (Academic VP/Assoc)

good method, but travel is a problem for faculty raters  (English/Assoc)

Yes — it uses the entire essay to assess competence and has realistic reading passages.  (English/Assoc)

It’s OK.  (Misc/Assoc)

I think math component should be added.  (Misc/Univ)
1 I wish I could provide a solution. All institutions should institute writing in all classes. Reduce the size of classes. Change the curriculum to emphasize writing. More money on undergraduate education. (Misc/Assoc)

2 Campuses could administer alternatives - or, students with good SAT’s and A’s in 1101, 1102 could be exempt. Some of the faculty here believe the time limit is too short. One suggested that reading and writing should be consolidated. (Academic VP/Univ)

2 Until someone comes up with a better system to insure quality. (Academic VP/Assoc)

2 There is always another method!! Would it be as cost efficient? Could it be implemented across the system rapidly? I feel any system should not be under the control of the parent institution but under a neutral agency. (TC/Univ)

2 Math concepts and computational skills should be added. (TC/Univ)

2 perhaps it could be satisfied by other means as well . . . maybe an AP score  (VPSA/Research)

2 Idea is good - test should be more stringent. (Reg/Assoc)

2 The Regents’ Test is an appropriate method of testing for reading and writing competency. (LS/DS /Associate)

2 The current test needs to be administered via computer, but the concept of the RTP is OK. (LS/DS /Univ)

2 But not if students have an unlimited number of times to take the test. Does that measure competency or perseverance? (Misc/Univ)

2 Yes, though other methods could be devised. (Misc/Univ)

3 I would be open to alternative tests/methods  (English/Univ)

3 National standardized instrument, particulary the Reading Test  (English/Univ)

3 No. Reading, English, Math or Praxis (test developed)  (LS/DS /Assoc)

3 Test OK, shouldn’t be timed  (LS/DS /Univ)

3 The skill level required for 2 year vs 4 year are different. However, if the test is measuring minimal skills, it may be appropriate if it truly measures what it purports to measure. (Misc/Assoc)

4 Reading Portion → use SAT verbal & CPE

4 Essay Portion → use SAT verbal & CPE

4 Eng 111 & 112 courses should be the final certification of reading and English competencies. (LS/DS /Univ)

4 The reading portion of the Regents’ Test serves this purpose; however, the writing portion is a joke. The criteria for writing seems to reflect the minimum skill level of a fourth grader. Raise the bar. Use a standardized writing exam--at the college level. (Misc/Assoc)

5 Develop a writing assessment based on a simulation of an experience one might expect to have in a “real life” situation. No one in “real life” is asked to write a 50 min. essay on a surprise topic. (Academic VP/Univ)

5 “C” or better in Freshman English. (Academic VP/Univ)

5 Standard exam for exit of second English Comp. course & math course ---- Area A (Academic VP/Univ)

5 not anymore  (Academic VP/Univ)

5 One-hour timed exercise is not an ideal way to test writing competence — at least not in the current format  (English/Univ)
5 The Regents' Test doesn't seem to test compositional skills, but a small subset of these skills. (English/Research)

5 Test is counterproductive; too many professors and some entire departments teach to the test, by teaching a 3-pt. 5-paragraph essay. We should be teaching our students to put thought into writing. (English/Assoc)

5 College courses which properly evaluate the skills. (VPSA/Assoc)

5 Course grades and overall performance. (LS/DS /Univ)

- It seems that we should make sure that the method, if any, used mirrors the delivery methods (computerized instruction ➔ computerized tests) (Misc/Assoc)

3. Is the Regents’ Test an effective response to public and legislative calls for accountability in a public system of higher education?

   YES, STRONGLY AGREE 1 2 3 4 5 NO, STRONGLY DISAGREE

   Is there a better alternative for meeting this need? Explain.

1 No — writing an entire essay on a choice of four topics is the test of literacy — the reading test is excellent and reliable. The rating policy is excellent as a tool for articulation and for raising standards. (English/Assoc)

1 There may be a better alternative method however, the present test is serving the purpose of accountability in a public system of higher education. Therefore, there is not a need for a better alternative to respond to the public and legislative calls for accountability. (TC/Univ)

1 Gives partial accountability (VPSA/Univ)

1 I think the Regents’ Test in collaboration with grades earned in core courses which require considerable reading and writing should meet that response. The Regents’ Test is the check and balance for grade inflation. (LS/DS /Univ)

2 A more comprehensive assessment program with multiple measures (Academic VP/Assoc)

2 It works only because they don’t think carefully about it. See response to 2* (Academic VP/Univ)

2 Keep it simple! Its simplicity accounts in part at least for its survival. (Academic VP/Assoc)

2 I don’t know how much the “public” really understands. Although I don’t advocate it, a test benchmarked against a National standard would be more effective. (Academic VP/Univ)

2 It is one effective response. There may be additional ways to be accountable - our outcomes assessment for example. (TC/Assoc)

2 Math competency might be considered. (TC/Assoc)

2 Possibility of time modification. (LS/DS /Assoc)

2 Add mathematics (LS/DS /Assoc)

2 The scores and school placement within the percentage of students passing is a tangible way to show legislators and the public how well students are prepared or are becoming prepared to deal with basic skills that people need in any future employment situation. (LS/DS /Associate)

2 There is a need for some type of evaluation. Don’t know of anything that is better than the Regents’ Test. (Misc/Assoc)

2 In spite of its flaws, the current method does provide accountability. (Misc/Univ)

2 Place competency testing in the high school. (Misc/Univ)

3 An appropriate response if appropriate standards are developed and maintained (English/Univ)
Perhaps we (system) should look carefully at the RT results, and if appropriate, utilize the results more effectively to this end. (Academic VP/Assoc)

Perhaps better dissemination of existing policies and procedures is needed. (Misc/Univ)

Tighter admission standards might be more effective. (Misc/Assoc)

If it truly measures what it purports to measure, then I agree. It is difficult to understand how students make A’s & B’s in classes, yet not pass the test on several occasions — I think this raises questions about accountability. (Misc/Assoc)

We must be leery of political pressures and tactics from legislators. Best determined by institution. (English/Univ)

Course assessment, merit pay, & SACS accreditation are sufficient measures of effectiveness. (English/Assoc)

We do not have better tools at the moment. (LS/DS/Univ)

The concept is a sufficiently effective response, but the test is not difficult enough to measure skills college graduates should have. Also, data need to be used at the institutional level to improve curric/instr (LS/DS/Assoc)

The faculty of each school has the opportunity to identify students who are unable to read or write at the college level. Perhaps these students should be sent into remediation. (Misc/Assoc)

Faculty development to improve instruction (Academic VP/Univ)

Writing assessments such as portfolios. (English/Research)

focus standards-assessment on high school level (English/Univ)

Too many of the essays we grade and pass indicate students are writing to formula. This is not writing. (English/Assoc)

College courses which properly evaluate the skills. (VPSA/Assoc)

The Regents’ Test is okay, you simply don’t need it. Set guidelines across the University System regarding English. If students pass Eng 111 in the USG that should meet accountability needs. If not, higher education has a serious dilemma of inconsistency among its schools of higher education. (LS/DS/Univ)

Overall academic performance in multiple situations; large lecture, small discussion, reading intensive courses, writing intensive courses. (LS/DS/Univ)

Again, it measures how well one performs in structured settings, on standardized tests more than knowledge. (Misc/Assoc)

Standardized tests in the social sciences, sciences, and humanities among others should be administered as exit criteria from each discipline area. Too many teachers do not require students to read, write, or master discipline content.

- It is one measure that assesses only reading and writing. It is not a “true” assessment document. (Academic VP/Assoc)
4. Has the Regents’ Test been useful in documenting assessment of general education for accreditation requirements?

    YES, STRONGLY AGREE  1  2  3  4  5  NO, STRONGLY DISAGREE

Should the test be revised to better serve this purpose? If so, describe appropriate revisions.

1. I see no immediate need for such revision. (English/Assoc)
2. Yes, the exam should be extended to ninety minutes for both parts. Students need more time to write. (English/Assoc)
3. The best test we ever developed - Georgia should be proud of the Regents’ Testing Program/ (TC/Assoc)
4. Yes, in Gainesville College’s 1991 Self-Study, the Regents’ Test is cited as a “comprehensive examination which most Gainesville College students eventually take...” (90), Information about the Regents’ Test is included in the discussion about the different means of “measuring the effectiveness of instruction” (90) (LS/DS /Associate)
5. Give all takers 90 mins, instead of 60. (Misc/Assoc)
6. Yes, if they don’t ask too many questions about it. (Academic VP/Univ)
7. Include math (Academic VP/Assoc)
8. Use of computers for writing papers; four topics not two (English/Assoc)
9. As good as any instrument we have at present that is not connected to any specific discipline or department, especially English (English/Univ)
10. Yes, useful. Not all we should do. (TC/Assoc)
11. Math addition (TC/Assoc)
12. It helped us meet SACS requirements (VPSA/Assoc)
13. Should also include math skills. (Reg/Assoc)
14. It would be ideal for the test to include quantitative sections. Furthermore, it would be ideal to expand the inferential comprehensive section to include questions pertaining to critical thinking. (Misc/Univ)
15. Overall academic performance in multiple situations; large lecture, small discussions, reading intensive courses, writing intensive courses. (LS/DS /Univ)
16. Design the test(s) — if used — with general ed. outcomes (possibly “real world”) more clearly in view (English/Univ)
17. Include critical thinking skills. (TC/Univ)
18. I feel a math component would be an added assessment. (VPSA/Assoc)
19. Yes  Provide a math component (LS/DS /Assoc)
20. Add mathematics (LS/DS /Assoc)
21. A direct connection between performance and accreditation is not evident. (Misc/Univ)
22. No — The Regents’ Test (especially the essay portion) does not test for the writing skills that we teach: Contemplation, research, discovery, revision, etc. (English/Assoc)
23. The Regents’ Test documents only two aspects of general education. A math component should be added and a computer literacy component should be considered. (Reg/Univ)
24. The test is simply too easy; standards for passing need to be raised (LS/DS /Univ)
4 Discipline specific exit tests should be developed and implemented. As a developmental studies reading instructor, I am no longer surprised when my students cannot pass my reading tests nor the CPE, but can make A's and B's in social science courses. Why? Because they are not required to read in many of the courses. (Misc/Assoc)

4 Also many students report experiencing a great deal of distress over not passing the test (stigma, the cost of remediation) so they are dealing more with their ability to write under pressure than their ability to write. (Misc/Assoc)

5 It only tests English and writing. (Academic VP/Univ)

5 The test should not be revised; it should be eliminated. (Academic VP/Univ)

5 No - as a test of minimum competency, it cannot (nor should) determine the much higher standards of competency called for by SACS (English/Univ)

5 No (English/Research)

5 No. Revise English courses. If students pass 45 to 75 hours of credit college work and can’t pass the Regents, something is wrong with the courses. If the Regents’ Test measures accurate cohesive and spontaneous writing abilities in its essay section and reading comprehension and inference in its reading section, why not incorporate these measures in a standardized English 111, 112 and other courses (Philosophy 110, etc.)?

5 I strongly support faculty evaluation of students — not one single test. (VPSA/Assoc)

5 The most unfortunate aspect of the Regents’ Test is the fact that it’s often the “luck of the draw” who passes and who doesn’t — this is especially true with the groups of essay graders. Marginal students sometimes pass when “Honors” students do not. (TC/Univ)

5 - Not sure the test should be used for accreditation purposes — that makes it an institution-oriented tool, instead of a student-oriented tool. (Reg/Assoc)

5 Should a mathematics (or quantitative reasoning) assessment be added to the Regents’ Test? (Assume that the math skills expected of all transfer associate degree and baccalaureate graduates could be identified and that we could ensure that such skills are included in the curriculum for all students.)

YES, STRONGLY AGREE 1 2 3 4 5 NO, STRONGLY DISAGREE

1 Computer skills too. (Academic VP/Assoc)

1 Assessment tool and (perhaps) a motivating factor for students. (Academic VP/Assoc)

1 Math is one of our “essential skills” — why would it not be tested? (Academic VP/Assoc)

1 We should make sure that all students reach a level of competence in Area A before continuing. (Academic VP/Univ)

1 If we are going to continue the English and reading, we should test math. (English/Assoc)

1 in a technological society computational skills become more, not less, important (English/Univ)

1 If we are going to have such a test, it should be multi-disciplinary. It would be better to eliminate it. (English/Assoc)

1 Along with reading and writing, math is an essential skill. (My colleagues in mathematics actively desire math to be included in the RT.) (English/Assoc)

1 Math is one of the 3 R’s after all (English/Assoc)

1 A bit of an assumption (TC/Assoc)

1 Part of Core Curriculum (TC/Assoc)
Mathematics is an essential part of any good education and the test would be a stronger assessment tool with a math section. (Reg/Univ)

to measure mathematical reasoning (LS/DS /Univ)

Even a minimal college algebra test would suffice (LS/DS /Assoc)

A liberal arts education requires competence in reading, writing, and computational skills (as well as cultural literacy gained in social sciences and computer skills.) (LS/DS /Univ)

Correct logical reasoning is essential for any career. (Math)

Area A, basic skills, should have a uniform standard. (Math)

There may be a problem at some schools with a gap between time when math courses are taken and tested on at some places. (Math)

Yes. We need to verify skill levels at least at minimal competence levels. (Misc/Assoc)

I see this as being as essential and as threatened as reading and writing. (Misc/Assoc)

Surely our students should show basic competence in Math as well as in reading and writing. (Misc/Univ)

High school graduates have very little mathematics, also (Misc/Univ)

To better contribute to institutions’ assessments of student learning outcomes. (Misc/Univ)

This component would encompass another area the public expects college students to be competent in. It also would reflect the general mode of most tests — SAT, Praxis and GRE. (Misc/Univ)

I needed a certain level of quantitative reasoning skills in order to be admitted to college; why not to exit? If the reason is due to passing a college level math course, then why isn’t this true for English? (Misc/Assoc)

Students must have and demonstrate proficiency in computation and mathematical reasoning skills. (Misc/Assoc)

Again, there is a degree of accountability. However, no student should be required to take it. Anyone passing pre-calculus with a C or better should also be exempt. (Academic VP/Univ)

I had not thought about it and, frankly, I have not heard any discussion on my campus about it, but it seems reasonable (English/Univ)

The entrance placement exam (CPE) is useful in identifying weakness in math and gives some indication what these weaknesses are. (TC/Univ)

Another skill test the public holds us accountable for. (VPSA/Univ)

If indeed the skills can be identified and included in the curriculum (LS/DS / Univ)

It would allow us to compare our students with others. It would be an additional motivating factor for students. It would be an additional assessment too! (Misc/Assoc)

I would need to have this assessment requirement addressed by math and science instructors. (English/Univ)

Mathematics skills are certainly important but I’m not sure if a mathematics assessment should be added to the Regents’ Test. (TC/Assoc)

The thought of developing a math test which would be fair to all students — since math requirements for degrees vary widely — is burdensome. Reading and writing are justified because those skills are used daily. (TC/Univ)

I feel a math component would be an added assessment. (VPSA/Assoc)

The range of math skills required for various degrees would make such an instrument hard to construct. (Reg/Univ)
3 Would also need to address use of this portion (Math) for AAS degrees since some institutions (appropriately, in my opinion) require the RT for AAS degree recipients. (Reg/Assoc)

3 I am concerned about the identifiable math skills that would be assessed. (Math)

3 Some problems: 1) What technology would students be allowed to use 2) How soon after math class will test be taken 3) How do you assess skills in math modeling/college algebra/pre-calc, etc. On the whole I think there should be some kind of quantitative test for college students. (Math)

3 I don’t think this can be accomplished. (Math)

4 No — the test would be similar to Florida’s CLAST test and take too long or would need to be shortened and lose effectiveness in testing literacy. (English/Assoc)

4 but only provided the level of testing is worth the testing (LS/DS/Univ)

4 It is important in reading because nothing else directly looks at it. It is important in writing because it provides a third party looking at subjective material outcomes. Math is graded objectively and outcomes can be verified locally. (VPSA/Univ)

4 Our math curriculum is very strong and placement requirement higher than many USG schools. (Reg/Assoc)

4 Considering differing requirements in Area A, showing specific competency beyond what is required by P-16 would be difficult to impossible. (Math)

4 I don’t think the common math skills can be identified (Math)

4 The math models course may be a very good math course, but the math in math modeling may be on the level of 7th grade math for the average 7th grader. (Math)

5 If we only had meaningful admissions, students and instruction these add on tests would not be necessary. (Academic VP/Univ)

5 A single test is no better for determining competency in quantitative reasoning than for reading or writing. (Academic VP/Univ)

5 Again, state-standard testing seems better served at high school level (English/Univ)

5 Different degree requirements for different majors necessitate varied levels of knowledge of math. (English/Assoc)

5 A grade given in a math course should be far less subjective than those given in English composition courses. Therefore, as a system we should be able to use grades in introductory math as a barometer of math skills. (TC/Research)

5 No, since much of what is performed on any job is specific to that particular job, a mathematics (or quantitative reasoning) assessment added to the Regents’ Test appears unnecessary. Many jobs/careers require the barest minimum of basic math skills, consequently, major areas only require participant to enroll in rudimentary math courses. Any assessment therefore might well be tailored above the level where many majors are or beneath the level of math and/or science majors. (TC/Univ)

5 Requiring Math as a core curriculum class (skills taught should include the basic and practice skills that need to be used daily) should be sufficient. The Regents’ Exam should not become an upper level placement test. (TC/Univ)

5 Only if math/science major (VPSA/Univ)

5 Passing the class is enough (VPSA/Assoc)

5 Assumption is faulty! And, failing having a standardized math class for core, I don’t see how we could make the assumption. (Reg/Univ)
If such skills are included in the curriculum then final exams should ensure competency. University system-wide standard could be given to schools to be included in their curriculum — the same as the additional Regents’ measurements. (LS/DS /Univ)

Just as unnecessary as the other two. However, it would be a logical extension of the principle. (LS/DS / Univ)

I do not think that mathematics assessment should be added to the Regents’ Test. Reading and writing are required in some form in every college course that any student with any major must take in post-secondary education. Mathematics is not. Yes, mathematics is important, but specialization becomes the key word. Many majors only require one mathematics course, and the students in those majors may have little use of complex math functions ever again in other courses. The math that students may encounter will be tailored to the particular needs of an area. Math should not be assessed in Regents’ Testing. The individual mathematics courses should do the assessment. (LS/DS /Associate)

This assumption is not one with which I can agree. Past performance in the University System does not encourage me to believe that any test would reflect a reasonable solution to the question of common mathematical knowledge. No test is preferable to a bad test ― which would result in an artificial barrier to students advancing in their degree programs. (Math)

We would be at a disadvantage in nursing due to our large number of older non-traditional students who learned math skills under a different method. (Misc/Assoc)

Because College Algebra is not required of all students, the test could only be geared to basic math concepts acquired in high school. These skills are already included in the high school exit exam. Why duplicate? (Misc/Univ)

Once again the institution should hire instructors who teach and certify what they teach. (Misc/Assoc)

If a student is able to complete core requirements in mathematics then that student can theoretically do basic and college level math. (Misc/Assoc)

Math is not crucial in too many occupations like mine! Do not do this! (Misc/Assoc)

Course competence should satisfy this. (Misc/Assoc)

- Difficult to say, on one hand, the enormity of such a method is daunting; on the other, we shouldn’t allow fatigue to cloud our reasoning on the issue. (Misc/Univ)

Because the new admissions requirements are tiered by sector, it has been suggested that passing the Regents’ Test be a requirement for students transferring from an associate-level institution to a university (in addition to serving as a graduation requirement for all students). Do you agree?

YES, STRONGLY AGREE  1   2   3   4   5   NO, STRONGLY DISAGREE

The students should be college-level writers. (English/Assoc)

I believe there is merit here but there are also potential problems for students who wish to complete specific number of courses. (Academic VP/Assoc)

Given the demand for university space and the difficulty of determining exact number of hours (for last quarter of sending institution) it should be a transfer requirement. (Academic VP/Research)

Elitist! However maybe everyone who transfers should be required to pass it first. This is not going to happen. (Academic VP/Univ)

But only if we retain the test. (Academic VP/Univ)

For example, such as nursing, yes. Others no. (English/Assoc)
Assuming that the test exists at all (English/Univ)

It should not be the function of a regional or state university to “remediate” someone who has completed 2 years at another institution. (TC/Univ)

May cause undue hardships for transfers. (TC/Univ)

Only if more money is given to remediate and teach necessary skills. (Misc/Assoc)

Other factors may influence the student’s ability to pass at a certain institution. (Misc/Assoc)

Until a degree is required from an associate-level institution as a requirement for a student to transfer to a university, passing the Regents’ Test should not be a transfer requirement. (LS/DS/Associate)

If they don’t pass the exit exams (Area A) then use LS. (Academic VP/Univ)

No, unless native students at university level are also required to pass before beginning junior year. (TC/Assoc)

The same “rising juniors” criteria should apply to all students, regardless of point of origin. (VPSA/Assoc)

Transferring students already face many bureaucratic challenges when transferring. To require Regents passage would create yet another obstacle. (Reg/Assoc)

Adds barriers and delays movement (Reg/Research)

That would put transfer students at a disadvantage since they would have to pass it by the time they transfer. Others have until graduation. (LS/DS/Univ)

Some (many) students would fail to graduate (Misc/Assoc)

7. For students in universities, should there be a limit to how many credit hours students may be allowed to earn before passing the test?

YES, STRONGLY AGREE  1  2  3  4  5 NO, STRONGLY DISAGREE

If so, what should the semester credit-hour limit be?

1  60 semester hours (Academic VP/Assoc)
1  same as now (Academic VP/Assoc)
1  The same as for students in other units of the system. (Academic VP/Assoc)
1  60 semester hours or less (Academic VP/Assoc)
1  60 hours (Academic VP/Univ)
1  30 semester hours (Academic VP/Univ)
1  30 (Academic VP/Univ)
1  60 (English/Assoc)
1  30 (English/Assoc)
1  90 semester hours (English/Univ)
1  Not beyond end of junior year or semester (English/Univ)
1  Same as AA students (English/Assoc)
1  60 semester hours (English/Univ)
1  30 semester hours (English/Univ)
1  one half the required credit hours to graduate. (English/Assoc)
1  12 (English/Assoc)
1  60 (English/Univ)
1  no more than 60 hours (English/Univ)
1  60 semester hours (English/Univ)
1  30 semester hours (English/Univ)
Students in universities should be required to take and pass the Regents’ Test by the beginning of the sophomore year. (45 credit-hours) (TC/Univ)

80 semester credit hours (TC/Univ)

Around 80 — Gives them time to go through some remedial classes before academic progress stops. This will create problems with institutions who are engaged in the numbers war!! Hard to enforce. (TC/Univ)

Should be system-wide regardless of institution. (VPSA/Univ)

The same as an Associate degree student would before being eligible to earn a degree. (Reg/Assoc)

No more than 90 semester credit hours earned — no more academic hours until test is passed. (LS/DS /Univ)

Yes, students at universities should pass the Regents’ Test before accumulating 60 semester hours. (LS/DS /Associate)

90 hours (Misc/Univ)

48 (Misc/Univ)

45-50 (Misc/Assoc)

30-45 (Misc/Assoc)

60 semester hours. Should be able to pass by the time general core is completed. (Misc/Assoc)

nine hours (Misc/Univ)

90 semester hours (Misc/Univ)

30 (Misc/Assoc)

The same as for those students at the associate degree level, (Academic VP/Assoc)

I am getting feedback that it should be 60 hours. I personally would go for 75. (Academic VP/Univ)

45 - 60 (Academic VP /Assoc)

18? 27? (English/Assoc)

60? 63? (English/Assoc)

45-60 (English/Research)

assuming the existence of the test (English/Univ)

same as quarter - hour equivalent (TC/Assoc)

70 (Reg/Univ)

60 (Reg/Assoc)

60 - 90 (LS/DS /Univ)

45-48 (Misc/Assoc)

36 (Misc/Univ)

70 hours (quarter) (VPSA/Univ)
3. 75 (LS/DS/Assoc)
5. Not if this is an outcome/graduation test. (Reg/Research)
5. Same as now, for now (LS/DS/Univ)
  - Use L.S. courses and make student stay in these until they exit (Academic VP/Univ)
  - The equivalent of two full-time years of study — about 48 semester hours. (Misc/Assoc)
  - Yes (Misc/Univ)

8. Are there other purposes that the Regents’ Test should serve? If so, describe.

  - It should be seen as a method for quality control (Reading) and for encouraging “best practices” in the teaching of writing skills (Academic VP/Univ)
  - To make certain (at least probable) that students will be able to deal with complex ideas. (Academic VP/Univ)
  - If you talk to the English Faculty who grade the test you know the tests have never worked. (Academic VP/Univ)
  - Since it is a minimum standard test, probably not (English/Assoc)
  - Assessment of instruction (English/Assoc)
  - college entrance exam (English/Assoc)
  - Let’s not load too much onto one test. (English/Assoc)
  - Screening device for admission to degree programs (English/Univ)
  - A sense of history - Are we improving? (TC/Assoc)
  - attest to basic math skills (TC/Univ)
  - It should be eliminated. (VPSA/Assoc)
  - Perhaps two levels of the Regents’ Test. One to graduate with an Associate degree, another for a 4-yr degree. (Reg/Research)
  - The philosophical need for the Regents’ Test should be transformed into University System wide curriculums. If this occurs, pass the course, pass the competencies. (LS/DS/Univ)
  - no, if we’re not careful we’ll end up with “mission creep” to the point the purpose is completely clouded. (LS/DS/Univ)
  - To police grade inflation (which does not ensure accountability for basic skills). (LS/DS/Univ)
  - The Regents’ Test could be an effective tool to measure the efficiency of each institution in the system. (Misc/Assoc)
  - It forces students to take basic skills classes more seriously. (Misc/Assoc)
  - Could be used internally to define “upper division” standing in senior institutions. (Misc/Univ)
II. EXEMPTIONS/ALTERNATIVES FOR SPECIFIED GROUPS OF STUDENTS

The following suggestions have been made for exempting certain students from the Regents’ Test:

9. As admissions standards and student preparation for college increase, many students at some institutions will enter college with the competence required by the test. It has been suggested that students whose admission information shows a very high probability (e.g., 95%) of passing the test on their first attempt be allowed to substitute other test performance for the Regents’ Test. For example, a student with an SAT-Verbal score of 510 has at least a 95% chance of passing reading, and a student with an AP English Language score of 4 or an SAT II English Writing score of 600 has at least a 95% chance of passing the essay part of the Regents’ Test. (Information about these tests is available at www.collegeboard.org.)

Do you agree that students should be exempted from taking part of the Regents’ Test on the basis of their scores on the following tests?

- SAT I Verbal (exempt from reading)
  - YES, STRONGLY AGREE 1 2 3 4 5 NO, STRONGLY DISAGREE

- AP English Language (exempt from essay)
  - YES, STRONGLY AGREE 1 2 3 4 5 NO, STRONGLY DISAGREE

- SAT II English Writing (exempt from essay)
  - YES, STRONGLY AGREE 1 2 3 4 5 NO, STRONGLY DISAGREE

- ACT Reading (exempt from reading if an appropriate score can be identified)
  - YES, STRONGLY AGREE 1 2 3 4 5 NO, STRONGLY DISAGREE

Should higher or lower scores than those indicated in the example above be considered for exempting students from the Regents’ Test? If so, explain.

- SAT I-VERBAL — higher than 510, though (English/Univ)
- SAT I-VERBAL — 550 (English/Research)
- SAT I-VERBAL — Both are good ideas but a long term research study needs to be in place to compare the success rate of these “high” end students in 1st and 2nd level Freshman English. (TC/Univ)
- SAT I-VERBAL — I believe any type of exemption would create significant problems with the Regents’ Test as an assessment instrument (TC/Univ)
- SAT I-VERBAL — Having students in the pool would serve as a validity check on the Regents’ Test I would think. (Reg/Univ)
- SAT I-VERBAL — The SAT Verbal score of 510 is not high enough. (LS/DS/Associate)
- SAT I-VERBAL — Difference between aptitude and achievement (Misc/Univ)
- AP English Language — Development is still a problem for some students with a 4. (LS/DS/Associate)
- SAT II-Writing / ACT Reading — Local Academic Dept will not be comfortable with this. (TC/Univ)
- SAT II-Writing / ACT Reading — Until I see the number included in the study that generated this statistic, I cannot adequately assess this score. (LS/DS /Assoc)
- No - the probability should be high (Academic VP/Assoc)
- Higher. We’ve all had students fail whose records indicate they should have passed. (Academic VP/Assoc)
- That level seems about right (Academic VP/Univ)
- All students should take the test; SAT or ACT Scores are not necessarily current. The Regents’ Test is a current assessment. (Academic VP/Assoc)
- Probably higher to get the percentage rate to 99% if possible. This would eliminate arguments about “marginal” possibilities. (English/Univ)
- No — exempting students with an SAT Verbal 510 or higher would be very useful for us (English/Research)
- If any doubt exists about a student’s scores/competency, he/she should be required to take test (English/Assoc)
- Yes, I think the exemption on the basis of the Verbal SAT needs to be closer to 600 (English/Univ)
- No score at all should exempt them, kids are testwise and are not taught the essay, and close to half need remedial instruction in reading. (English/Assoc)
- 550 for SAT (English/Univ)
- not enough data or information available to answer (English/Univ)
- No. I can’t imagine a study which could clearly identify the SAT/ACT score at which a score below means student wouldn’t pass RT or score above means student would pass RT. (TC/Univ)
- Conducting a study with a sample population for System institutions in order to establish a norm should assist with establishing the higher or lower scores. (TC/Univ)
- No. Although many students may enter college at or near the level of competence required by the test, all students should be required to take the test. Probability does not always equate to performance, and if the test is to be a certification of students at the beginning of their sophomore year, then all students must take the test. Higher scores on various assessment tests should not be a consideration in exempting students from the Regents’ Test. (TC/Univ)
- No lower; may be right (TC/Assoc)
- Start high and if evidence is found for lowering, then do so. (TC/Univ)
- Let’s continue to require everybody to take the test. It’s an educational experience. Also how would success rates be affected, fewer passing? How would the public view that? How would raters’ responses be affected? We need the good ones in the mix for contrast. (TC/Assoc)
- I think so because we are determining “certain minimum skills” rather than determining excellence. This should be considered both in terms of philosophy as well as score. (VPSA/Research)
- Lower — let’s remember why we started this! (VPSA/Assoc)
- No. This would be just another “nightmare” for institutions to keep up with and track. We are currently drowning in exceptions. (Reg/Univ)
- While I am not opposed to exempting these students, I’m not sure I see the point. Will it aid in recruiting? Will it cut down on administration costs?
ACT Reading - We need a universally accepted exam that every college administers. (LS/DS /Univ)

Students shouldn’t be exempted; good to certify students on three different measures: SAT I, AP, SAT II, RTP. (LS/DS /Univ)

Higher. I would suggest SAT scores of 550. (Misc//Univ)

Yes — a little higher SAT score but only if the chance of passing the Regents’ Test goes up a little. (Misc/Univ)

All students, regardless of admission test scores, should be required to meet the same standards. Possible exception: ESOL (Misc/Univ)

No — these are entering students and will learn reading and writing skills in college classes. These are skills that are honed throughout life — are we ever “perfect” writers and readers? (Misc/Assoc)

Lower scores (Misc/Univ)

I think that all students should take the Regents’ Test. This is fair. (Misc/Assoc)

Should scores from any other assessments be used to exempt students from the Regents’ Test? If so, explain.

No, I personally want to see reading and writing competencies assessed by multiple methods . . . SAT, Regents’ Test, writing across the curriculum, PRAXIS. I worry about the 5% with 500-600 SAT’s who would not pass the Regents’ Test. We need to identify these students and assist them, especially if they are majoring in areas such as education. (Academic VP/Univ)

Put these tests at the admission level and give Freshman another and if students don’t pass them they should not be admitted to any system institutions except two-year colleges. (Academic VP/Univ)

Probably not. Why further complicate student notification and record keeping? (Academic VP/Assoc)

If the test is kept, the correlations should be used to exempt. Testing these students is a waste of resources. (LS/DS /Univ)

If valid, yes (Academic VP/Univ)

TOEFL students should be exempt from the Regents’ Test requirement. (English/Univ)

May consider Praxis I scores as these become available (English/Univ)

No. There needs to be some consistency and uniformity of standards (English/Univ)

The verbal score of 510 is too low, more in line with AP score of 3 rather than 4 (English/Univ)

Sophomore/Junior Diagnostic (English/Univ)

We should either eliminate the test or make everyone take it. I see no need to create a population of second-class students who are not exempt. Furthermore, figuring out who is and is not exempt would be a logistical nightmare that BANNER would make even worse. (English/Assoc)

No, the purpose of the RT is as a system-wide instrument which is a condition of graduation, not connected to scores earned for entrance purposes. (TC/Univ)

Grade of A in both English 101 and 102 are comparable (TC/Assoc)

Investigate the CLEP English Composition with Essay.
- Exemptions create unnecessary tracking systems. Administratively, attempts should be made to lessen paperwork. Enhancements of technology to determine who should or should not take the test would be essential. Either have uniform standards or no standards. (TC/Univ)
- Why not?? I strongly disagree with exempting any degree seeking student from the requirement. To do so will likely remove some of our best prepared students from the test-taking population. This skews data and makes them less meaningful. (VPSA/Univ)
- Keep the same inventories for everyone. (VPSA/Univ)
- Passing Learning Support English and Reading should exempt from Regents - Essay & Reading tests. These students have had a remedial course and assessment with COMPASS. (LS/DS/Univ)
- No — If they are competent, then the Regents’ Test will confirm that competence. The Regents’ Test should be the glue that holds the accountability process together. (LS/DS/Univ)
- The problem will be deciding which tests are acceptable for exemption and which are not. (LS/DS/Univ)
- If there is a mathematics section use a Math SAT (Misc/Univ)
- Performance on Praxis. (Misc/Univ)
- All students should take the Regents’ Test. (Misc/Univ)
- No, these are the most widely accepted. (Misc/Univ)
- COMPASS and/or CPE (Misc/Assoc)
- No! Too hard to keep track of too much cheating on other tests. Simply for record keeping. (Misc/Assoc)

10. The Professional Standards Commission has instituted a requirement effective in 1999 that students applying for teacher certification must pass Praxis I, which includes tests in reading, writing, and math. (Specific information about Praxis I may be found on the PSC website at http://gapsc.com/TeacherTesting.html.) The cost to the student is $60 for the paper-and-pencil version and $85 for a computer-administered version. The PSC has requested that teacher education students passing this test be exempted from the Regents’ Test. Which of the following best indicates your position concerning the use of the Praxis reading and writing tests as a substitute for the reading and essay parts of the Regents’ Test?

- Exempt those students with Praxis I scores indicating a high probability of passing the corresponding part of the Regents’ Test (assuming that data can be obtained on students taking both tests and that such a score can be determined)
- if exemption by other tests allowed.
- only if Praxis is normed against RTP (LS/DS/Univ)

- Exempt all teacher education students who pass Praxis I

- Do not exempt students from the Regents’ Test on the basis of Praxis I scores.

- Normally, our students would have taken the Regents’ Test prior to education majors taking the Praxis I. (Academic VP/Assoc)
- we are in deep trouble if we begin exempting discipline specific students, teacher ed especially  (English/Univ)
- Again, we need multiple assessments. This is not a duplication of efforts as much as a validation process.  (Academic VP/Univ)
- Students should develop college-level skills before they get to college or at least within the first year of college.  (English/Univ)
- If someone can pass Praxis I, but not the Regents’ Test, then that person needs remediation before being allowed access to teaching jobs.  (TC/Assoc)
- Actually it’s $75 for 97-98 testing year since Praxis certification folks would have to take all 3 parts at least the 1st time.  (TC/Univ)
- Our methods are extensive. Would they exempt students who pass the Regents’ Test?  (VPSA/Univ)
- The Regents’ Test standardizes the process.  (LS/DS /Univ)
- NOTE: Praxis I is a pre-test regarding the major. Therefore, it serves a different purpose than does the Regents’ Test.  (Misc/Univ)

____Other (explain)

- The requirement of the Praxis Exam is evidence of what I am saying — the Regents’ Test has not assessed literacy.  (Academic VP/Univ)
- However, Praxis I is taken at a time in training much beyond usual (required) Regents’ testing time of 45 quarter hours. Using Praxis I defeats need of timely passing of Regents.  (Academic VP/Univ)
- Students should have the basic skills before they enter college or gain them within the first year  (English/Univ)
- Again, if the RT is a condition of graduation from USG, it should be across the board.  (TC/Univ)
- Not until data shows high positive correlation. Only then should discussion occur.  (Misc/Univ)
- Having students in the pool would serve as a validity check on the Regents’ Test, I would think.  (Reg/Univ)

If any exemptions are made based on Praxis scores, should the Praxis alternative be available to all students who want to take Praxis rather than limited to those in teacher education? 

YES, STRONGLY AGREE  1     2  3  4  5 NO, STRONGLY DISAGREE

1 Any door out should be made available to all who need to use one.  (TC/Assoc)
1 Please don’t limit access to any one major at the exclusion of others. The appearance would create problems.  (VPSA/Assoc)
1 In fairness, must do this. If some can use PRAXIS scores, all must be eligible to.  (Reg/Assoc)
1 Who pays $ ?  (Misc/Univ)
2 It would provide an alternative gate for students needing to complete the requirement by a time period.  (VPSA/Research)
3 With the cost factor it is not likely to be a viable alternative.  (TC/Univ)
5 Then everyone will look for an exemption or some other test to take.  (English/Assoc)
5 This is the problem with using it at all; the Regents’ Test will be undermined  (English/Univ)
especially from a cost factor and availability of test dates  (TC/Univ)
Why would some one pay $60-$85 to take PRAXIS — when Regents’ Test is free?  (Reg/Univ)
- Try a pilot project before making any commitments.  (Academic VP/Univ)
- I am obviously way off the “radar screen” in my views from the conventional wisdom on these tests.  (Academic VP/Univ)
- no exemptions  (English/Assoc)
- The Regents’ Test, though far from perfect has been a good quality control device. Let’s keep it intact and require passing for graduation for all students.  (TC/Assoc)
- Praxis should never replace Regents’ Testing. Praxis is given at a later point in a student’s post-secondary career; as a result, schools would not be alerted to students who need to reassess their choice of attending a college and/or university as early, nor would the students be made aware of their weaknesses in comprehension or writing at an early point in their studies.  (LS/DS/Assoc)
- No exemption — The test results are most meaningful if all students’ results are in the statistics.  (Misc/Research)

11. Should an alternative be available for local certification of competence as a substitute for the Regents' Test?  (For example, if an institution can show that 95% of its students completing freshman English pass the test, that institution could exempt students from the test the following year and certify competence locally.)

YES, STRONGLY AGREE  1  2  3  4  5  NO, STRONGLY DISAGREE
If you support local certification, provide suggestions for how it might be done.

1 The example above looks good — maybe 90% is better  (English/Univ)
1 An alternative could be made available for local certification of competence as a substitute for the Regents’ Test by establishing an exit review board for students completing freshman English. If the review board certified 95% of its students with minimum passing standards, then the institution would be able to certify competence locally and exempt students from the test the following year.  (TC/Univ)
1 Many institutions use final exams taken under test conditions. These could be used for writing if they correlate. Test performance in social science might approximate the reading. Strong correlation needed institutionally.  (LS/DS/Univ)
1 Completing a rigorous, first-year composition sequence should be enough to certify that students are able to read at a college level.  (Misc/Assoc)
2 Could be approved annually based on institutional scores; first time should be based on previous three years’ scores.  (Misc/Univ)
3 There needs to be a system validation on a periodic basis. Local institutions have changes in leadership and philosophies.  (Academic VP/Univ)
3 Sophomore/Junior Diagnostic  (English/Univ)
3 If this is to occur, frequent evaluation of performance must be conducted. There would still be need for some form of standard measure that would be acceptable among University System institutions. What would it be?  (TC/Univ)
3 May lose accountability of system-wide test.  (Reg/Research)
4 seems too complicated  (English/Univ)
Allowing local institutions to certify competency removes the impartiality of an “anonymous” essay. We’ve all had students we liked so much that they were awarded a grade higher than what they actually deserved. (TC/Univ)

No, there should be no substitutions for the Regents’ Test at this time. (LS/DS/Assoc)

There is a need for quality control/quality assurance in any testing program — Regents’ serves that purpose (Academic VP/Univ)

I believe State Univ System standards should be maintained (English/Assoc)

if we keep the exam (English/Assoc)

This will develop a situation of TWO with no Regents’ Test requirements. (TC/Assoc)

That would take us back to “home cooking” and that is not uniform around the state. (TC/Assoc)

How would we keep up with their transfer students? (Reg/Univ)

Don’t trust it! If it worked, more students would be passing. (LS/DS/Univ)

- I believe we should screen students at admission not later. (Academic VP/Univ)

- Very elitist! (Academic VP/Assoc)

- Can we trust local certification? (LS/DS/Univ)

- Definitely not. Defeats the whole purpose. (Misc/Research)

12. Should an alternative method of certifying competence (at the System level) be available for students who continue to fail the reading test after many attempts?

YES, STRONGLY AGREE  1  2  3  4  5  NO, STRONGLY DISAGREE

If so, provide suggestions for such an alternative.

1 Yes — If they pass all course work — that is valid. (Academic VP/Assoc)

1 A content-based essay with longer time limits (English/Research)

1 That is what they pay you the big bucks for!! Good idea but I don’t have any idea as to an alternative that would be accurate, effective, comparable, and uniform throughout the University System. (TC/Univ)

1 An alternative could be made available for local certification of competence as a substitute for the reading test by establishing an exit review board who would develop a local reading test that would equate the skills of the Regents’ Test. If the exit review board certified 95% of its students with minimum passing standards, then the institution would be able to certify competency locally. (TC/Univ)

1 Computer Adaptive Testing or other measuring instruments which equate to the same reading difficulty level. The chronic repeaters may need a change in format, if the skills are present. (TC/Univ)

1 Removal of time limitations. (LS/DS/Univ)

1 For students with diagnosed disabilities, alternate accommodations which match their disabilities should be available. (LS/DS/Univ)

1 Students could be certified competent by faculty members or could complete an independent writing project. For example, some colleges require a junior essay, apart from course work, as a graduation requirement. (Misc/Assoc)

2 An alternative would be to make the reading passages more current and interesting for students. (TC/Assoc)
I don’t know of such a test, but if there is one out there that requires basic literacy for passing, make it an option. As you open options on the front end, (e.g. #9), open them on the back end. (VPSA/Assoc)

Perhaps a written test based on discussion type questions (LS/DS/Assoc)

Yes, there needs to be some investigations into an alternative testing device and/or method for the few students who do not pass the Regents’ Test Reading after several attempts. The alternative should not be available until the student has attempted the reading portion three or more times. (LS/DS/Assoc)

Based on some psychometric input. (Misc/Univ)

something similar to the Praxis (Misc/Univ)

Oral exam; scribe; tape recorded answers (for essay) and let student transcribe it — only after several attempts and successful grades in remediation. (Misc/Assoc)

Seems reasonable to consider if ADA is applied. But the reasonable measurement is not within my area of expertise (Academic VP/Univ)

Sophomore/Junior Diagnostic (English/Univ)

This would depend on individual circumstances (TC/Assoc)

What alternative method would you suggest? Possibly departmental exams (VPSA/Univ)

ONLY on an individual, certifiable basis (LS/DS/Univ)

Very rare exceptions (English/Univ)

It seems to me that if this is occurring we have a problem either with “competence” or with the test — let’s get a test that measures competence with no bias and stick to it! (Academic VP/Assoc)

If they can’t read, they shouldn’t be in college! (English/Univ)

A student seeking a degree from one institution should have to meet the same criteria as all other students. Allowing extra time, individualized testing, etc. are suitable options. (TC/Univ)

A college graduate probably should be able to pass a Regents’ Test. (TC/Assoc)

The problem appears to be in the reading area. It is difficult to make up for years of little reading in a few months. Perhaps the Regents should invest funds in a study to improve reading instruction or establish grants to develop model programs. (VPSA/Univ)

I think we don’t need this (Regents’) or any other test. (Misc/Assoc)

Reading is a skill necessary to “shine” as a college graduate. (Misc/Assoc)

If students can’t read they should not be admitted in college. (Academic VP/Univ)

If other evidence indicates that they should pass it, I would want to know why they are having trouble. Interviews. (Reg/Univ)
III. TEST ADMINISTRATION

13. A proposal for computerized administration of the essay portion of the Regents’ Test was developed, recommended by the Academic Committee on English, and approved by the Chief Academic Officers in 1994. Under this proposal, students would have the option of taking the essay test through a computerized system that would include a simple word processor with basic editing functions. The completed essays would be shipped electronically to a System server and then sent electronically to faculty members throughout the system for on-line rating. (A copy of the proposal is on the Regents’ Testing Program website, and a demonstration disk may be obtained from the Regents’ Testing Program Office.) Should such an option be implemented?

YES, STRONGLY AGREE  1  2  3  4  5  NO, STRONGLY DISAGREE

1  As soon as possible. This is a 4 yr. old recommendation! (Academic VP/Assoc)
1  100% of our comp classes are computer-aided. Students should be allowed to compose in the way they’ve been trained and will be required in the future. (English/Univ)
1  Assuming that security can be assured. (English/Assoc)
1  Assuming its existence, length of essay to 90 mins. - (at least) (English/Univ)
1  Assuming security can be maintained. (TC/Assoc)
1  There would also need to be System-wide support to provide facilities and equipment. The Regents’ Test calls for large administration groups. Some campuses cannot ever implement computer testing. (VPSA/Univ)
1  For those schools with the hardware capabilities for this. (VPSA/Assoc)
1  A computerized reading component might be worth consideration. (LS/DS /Assoc)
1  Reading could be done electronically for immediate scoring. (LS/DS /Univ)
1  Yes, computerized administration of the essay portion of the Regents’ Test would expedite the testing process, including on-line grading for those of us who regularly grade Regents’ essays. The only drawback would be for the schools that do not have large numbers of computers, but perhaps the testing could be staggered to accommodate those situations. (LS/DS /Assoc)
1  Absolutely (LS/DS /Univ)
2  But it needs to be voluntary for a few years. (Academic VP/Univ)
2  Sounds as if this change might solve travel problem, but raters still should be compensated (English/Assoc)
2  To keep things uniform, everyone should take the test via computer or vice-versa. (TC/Assoc)
2  Consider having the essay tests scored by computer. (VPSA/Assoc)
2  Revise procedures that are used by the test proctors. (Misc/Univ)
2  Yes, as an option. (Misc/Univ)
2  Depends on the resources of computing at each institution (Misc/Assoc)
2  This is how many of us write essays, reports, etc; however, it seems college students need to be able to write a basic organized essay. (Misc/Assoc)
3  Cheating is a factor so safeguards should be implemented. (English/Assoc)
4  Not until the process or access is more uniform (English/Univ)
5  Students who did not have word processing skills would be discriminated against and the confidentiality of the test would be at risk from computer hackers. (English/Assoc)
5  I disagree with their having the editing help, which would be unavailable to others. If the editing feature was dropped, I would support this option. (Misc/Univ)
-  Use any test at the admission level. (Academic VP/Univ)
14. Should any other changes be made to the administration of the Regents’ Test? Describe.

- Students should have more time for the essay portion. (Academic VP/Assoc)
- From reading all responses it should be clear — I have a problem with using a single test for this purpose. (Academic VP/Univ)
- The tests should be available more often (Academic VP/Univ)
- My faculty all feel that time pressures do not give us an accurate measure of the student. (Academic VP/Univ)
- Use any test at the admission level. (Academic VP/Univ)
- Electronic process for Reading portion of RTP (English)
- Computerized version of reading exam (English/Univ)
- Students should have more time to complete the essay portion. (English/Assoc)
- centers should be moved or there should be compensation for faculty who drive more than 50 miles. (English/Univ)
- more time (English/Univ)
- A similar computerized test should be developed for reading. It could be graded immediately, as soon as the student finishes it. (English/Univ)
- Since most students have completed each part of the test long before the one hour time limit is called, a 45 minute time limit might work better. (TC/Assoc)
- If the essay is done on computer, it should be untimed. (TC/Assoc)
- Computer Adaptive Testing or Computer Based Testing in Reading. (TC/Univ)
- Give our Regents a break and call the test something else. (VPSA/Assoc)
- Consider having the essay tests scored by computer. (VPSA/Assoc)
- Why can’t the reading be computerized too? (Reg/Assoc)
- If the essay portion is computerized, using Spell Check should be allowed. Until computerized administration, hand-held spell checkers should be allowed. Whether or not a person is a good speller does not directly correlate with intelligence and writing skills. (LS/DS /Assoc)
- The reading test should be computerized, too. (LS/DS /Univ)
- Time limit should be extended to 90 minutes with, the understanding that those who wish to do so may leave the testing site after 60 minutes. (Misc/Univ)
- Word Processing /Group Grading (Misc/Assoc)
- Why not reading? (Misc/Univ)
- Administer the test more frequently so students are not under so much pressure. (Misc/Assoc)
- 90 mins. rather than 60 mins. would help some students. (Misc/Assoc)
IV. TESTING AND REMEDIATION POLICIES AND PROCEDURES

15. Junior or senior transfer students have their first two terms of enrollment to take the test and must take remediation if they have not passed by the third term. At some institutions, substantial numbers of transfer students do not take the test during their first two terms and are required to take remediation without ever having taken the test. Should the policy be changed to allow students more than two terms to take the test without remediation even if this additional time would result in delaying graduation for more students?

YES, STRONGLY AGREE 1 2 3 4 5 NO, STRONGLY DISAGREE

If so, when should transfer students be required to take the test?

1 Require them to take the test before allowing registration for second term & have testing available on demand. (Academic VP/Univ)
2 4 terms (English/Research)
1 before graduation: If one is to graduate then one must test to pass. Not required to test to avoid remediation. (TC/Assoc)
1 As soon as they transfer in order to not delay graduation. (Misc/Assoc)
2 no later than 3rd semester after transfer (English/Univ)
2 No later than the 3rd quarter/semester of enrollment (TC/Univ)
2 Yes, if this is a graduation test. (Reg/Research)
2 Transfer students should be required to pass the test before graduation. No further policy is needed. (Misc/Univ)
2 After two attempts. (Misc/Univ)
3 Attempt to stay with policy as written. (Academic VP/Assoc)
3 policy sounds reasonable as written (English/Assoc)
3 Please try to treat transfer students the same way as others are treated. Competency in these skills must be demonstrated upon completion of X hours, or remediation is required. (VPSA/Assoc)
4 But, students transferring should have a written notice of policy with their acceptance letter. (Reg/Univ)
5 Better advising (Academic VP/Assoc)
5 Upon transfer (Academic VP/Assoc)
5 Present schedule is fair. (Academic VP/Univ)
5 The test should be an entrance exam for transfer students, who should be immediately placed in remediation if they cannot pass it (English/Univ)
5 No, I administered this policy for 10 yrs. & found many who simply put off taking the test as long as possible or who ignore it. More time won’t help (Academic VP/Assoc)
5 The first semester if not before admission (English/Univ)
5 The students should be required to take it during the first term. (English/Assoc)
5 Right away (English/Univ)
5 Semesters will allow more time, in effect, than quarters, anyway, in terms of number of weeks. (English/Univ)
5 They should be tested upon entering and required to take remediation their first term if they do not pass the test. (English/Univ)
5 Two terms seems quite enough time to be exempt. (English/Assoc)
5 They should (TC/Assoc)
Transfer students should still be required to take the test 1st term in attendance with delay to 2nd (if they are from outside the system). After that, they should be held to the same standard as everyone else. (TC/Univ)

Policy as is works!! Students given more time would delay the process to the very end resulting in the same problems that the present policy creates. (TC/Univ)

A junior student should be required to take the test the first semester and only be allowed to enroll in remediation if not passed. A senior transfer should be required to take the test before enrolling and take remediation the first semester if not passed. (Reg/Univ)

2 terms is enough time (LS/DS/Univ)

No, they should be required to test immediately. (LS/DS/Univ)

No, juniors and seniors should take remediation after two attempts without passing.

semesters will allow more time, in effect, than quarters, anyway. (English/Univ)

Now that “terms” are semesters, two are enough. (Misc/Univ)

I have taught many transfer students in remediation classes. Some have excellent skills; others lack basic skills to the point I do not understand how they have succeeded in college. Test them ASAP. (Misc/Assoc)

Do a better job of letting students know of the requirements. (Misc/Assoc)

16. The remediation policy applies to all undergraduate students, including those such as military personnel who are not planning to obtain a degree from a System institution. Should students who are not interested in obtaining a degree be exempted from the Regents’ Test requirements even if they have junior or senior standing and attend more than two semesters?

YES, STRONGLY AGREE 1 2 3 4 5 NO, STRONGLY DISAGREE

If so, what documentation should be required to exempt these students from the test and remediation requirements?

No documentation will suffice. I agree that this should be allowed but the policy will be abused. (Academic VP/Univ)

Proof that they will not obtain a degree, maybe in the form of a statement. (English/Assoc)

A letter of certification for the Registrar’s Office that the individual seeking exemption from the test is on a non-degree-seeking track could suffice as documentation. (TC/Univ)

cannot graduate without passing test (Reg/Research)

Any verification that the student is not degree-seeking. (Misc/Assoc)

The problem is policing the policy. It may not be worth it. (Academic VP/Univ)

A notarized statement certifying that they do not seek a degree from a USG institution. I’d also say that if they ever change their minds, they must take the R.T. (English/Assoc)

Signed statement by non-degree seeking student (i.e. those enrolled for personal enrichment or work-related) (TC/Assoc)

Certification that the student does not plan to obtain the degree and notification that should the student change his/her mind, then Regents’ Test Requirements must be met. This should be on file at the local institution and the Central office.

A student could sign a form which states that he/she is not seeking a degree. The Registrar’s office would place the signed form in the student’s folder, and a copy sent to the RT Coordinator. (TC/Research)
2 At minimum — a notarized statement in which they indicate they are not seeking a degree and accept that any credit earned while at the institution will not be applied to a degree. (TC/Univ)

2 If they’ve applied as a non-degree or transient student this should be sufficient. (Misc/Assoc)

2 A signed statement from the student that they are not seeking a degree of any kind. (VPSA/Research)

2 These students should be certified non-degree seeking students. (Reg/Univ)

2 Letter of intention from the student stating that he/she is not interested in obtaining a degree. (Misc/Univ)

3 Much (English/Research)

3 Have candidate sign a statement to their intentions (degree/non-degree); if it changes then they have two semesters to get the test in. System-wide this could become a large bookkeeping problem. (TC/Univ)

4 This should be less of an issue if the SAT alternatives are available (English/Univ)

4 It would be better to allow these students to be in a non-degree-seeking category and therefore not subject to testing. They should be required to pass placement tests if needed. (VPSA/Univ)

4 . . . work toward consistency (VPSA/Univ)

5 Again, tie Regents’ Test to Area A (Academic VP/Univ)

5 No, any student at the junior or senior level should be able to pass the Regents’ Test. If a student cannot pass, he or she has a serious problem with basic communication skills. It does not matter that this person says he or she does not want a degree at this time. There is no logical reason to exempt a student from a test that demonstrates basic skills. (LS/DS/Assoc)

5 How do we know they will never want a degree? sign in blood? (English/Univ)

5 May decide later - (English/Assoc)

5 Military personnel change their minds all of the time. This would just be another exception to track. (Reg/Univ)

5 All student’s stats. (Misc/Research)

- These tests should only be used at the admission level. (Academic VP/Univ)

17. Should alternatives to institutional credit courses be made available for students required to remediate? If so, what alternatives should be made available and who should pay?

- Yes, WWW courses/tutorials should be developed. Asynchronous formats and GSAMS delivered courses for remediation need to be explored. (Academic VP/Univ)

- I do not see a fair way to provide alternatives. (Academic VP/Univ)

- Yes, tutorials in labs, private remediation, independent on-line study could be used. (Academic VP/Assoc)

- Remedial courses should only be possible at the two year colleges. (Academic VP/Univ)

- Maybe this could be outsourced to Sylvan. I don’t like to have full-time faculty doing this. (Academic VP/Univ)

- I believe a “CE” course that the student pays for might have merit. (Academic VP/Assoc)

- Alternatives should be made available, but I’m not sure what those alternatives should be (Academic VP/Assoc)

- Repeat an Eng 101 (Academic VP/Assoc)
- might be reasonable — again not my area of expertise, so I am not sure and do not have a suggestion — student should be responsible (Academic VP/Univ)
- use L.S. courses (Academic VP/Univ)
- external private agencies; student should pay (Academic VP/Assoc)
- There could perhaps be computer-assisted, self-study modules developed. (English/Univ)
- Yes, provided there is a limit on the semester hours that a student may complete (30) before passing the Regents’ Exams. Leave the alternatives to students, but continue to make remedial courses available. (English/Univ)
- Limit students to 30 semester hours that they may earn before passing the Regents’ Test. Then leave alternative methods of remediation to them, provided the institutional courses continue to be offered. (English/Univ)
- Yes. Students should have the option to take private remediation (at their own cost) or on-line, independent study remediation (at the system’s cost).
- Yes. Students should be allowed to present alternative means of remediation per approval by the institution. Students would pay for the alternatives they choose. (English/Univ)
- I do not recommend any alternative. The present process gives us both verification and control over the remediation process. (English/Assoc)
- Yes — the student should pay (English/Univ)
- No, but electronic versions of remediation should be possible. (English/Research)
- Not sure of the alternatives, but student should pay (English/Univ)
- Yes, institutional credit courses or tutorials (English/Univ)
- Yes, but based on individual college/university policy, and the student should pay. (TC/Assoc)
- If alternatives are offered, it should still be the responsibility of the student to pay (financial aid, HOPE grant, whatever) (TC/Univ)
- Yes, independent study, computer instruction programs, etc. The student should pay for services. (TC/Univ)
- Yes. Tutoring services should be made available to students. M.C. has an Academic Support Center and tutoring is free of charge for students. However, tutoring services at other schools might incur a fee which should be the student’s responsibility. (TC/Assoc)
- This is an institutional decision. A reading or writing lab may be better for some students. Different things work for different students — some take a class, some a lab, some will have a tutor, and so on. Who pays? Some things - students; some - institution provides. (TC/Research)
- Students should pay — should be allowed any alternative desired. (TC/Assoc)
- possibly; should be decided at institutional level (TC/Univ)
- Are any private options available that could be endorsed by the System? (VPSA/Assoc)
- Student pays (VPSA/Univ)
- Independent tutoring on a one-to-one basis supported by the academic department or learning support services. (VPSA/Assoc)
- Possibly private programs for more than five attempts (VPSA/Univ)
- Yes computer based programs are available to assist students with specific problems. Time on task could be measured. (Reg/Univ)
- Only if these alternatives are system-wide? (Reg/Assoc)
- Continuing education? Could they do it for less money? (Reg/Univ)
- student should pay (Reg/Research)
- No, students should help defray the costs of remediation. (LS/DS/Univ)
- no, unless it’s on a case-by-case basis, and then the student should pay (LS/DS/Univ)
- If some students are not successful in remediation courses, then other treatments (e.g. laboratory experiences/activities) should be available via academic support services. If this is the only class/activity student participates in, then a fee comparable to that for a 3 hour semester remedial class should be charged to cover the lab/tutorial materials and cost of extra software. (LS/DS/Univ)
- No. Remediation is just that - remediation. The University System gives credit for regular college courses - not remediation. (LS/DS/Assoc)
- No. Classes with instructors work best at DeKalb College (Misc/Assoc)
- Such as what? Who, besides the student, should be considered? (Misc/Univ)
- No. We are using minimum skills — no university credit. (Misc/Assoc)
- Students could meet with counselors in Developmental Studies departments or tutors in instructional support services. Counseling centers would also offer workshops on passing the Regents’ exam. (Misc/Assoc)
- Students should be able to substitute 20 hours spent in a supervised writing center for an institution/credit course in Essay remediation, provided that a set number of assignments are completed. (Misc/Univ)
- 1) keep institution. credit courses 2) allow private remediation businesses to offer their own courses. (Misc/Univ)
- student (Misc/Univ)
- What about students who complete all course work for a degree and move out of state? We can work out testing administrations with other secured testing personnel but not for their remediation. (Misc/Assoc)
- Yes. Remedial courses at expense of the student unless student passed English 101 with a “B” or higher then institution may need to pay.

18. Should other changes in the Regents’ Test policy and procedures be made to facilitate implementation and enforcement?

- Make the required remediation courses optional — with incentive. (Academic VP/Assoc)
- I believe the Regents should take the SAT II they plan to use to screen “home students” and give it to all entering Freshman and eliminate the other general exams like the Regents’ Exam. Then require graduating seniors to pass a nationally standardized test in their major to graduate. (Academic VP/Univ)
- The institutional credit remediation courses should be optional-with-incentive. For example, a student who has not passed @ 30 hours may either stop taking courses until he/she passes or take institutional remediation along with other college courses. (English/Assoc)
- Educating the faculty and administrators as to the importance of the test would be a high priority. (English/Assoc)
- Yes, those in remediation should have two hours for both sections. (English/Assoc)
- State audits to ensure no one graduates without having passed the Regents’ Test (TC/Assoc)
- Current policy and procedure are sufficient. (TC/Research)
- One of my “pet peeves” is the fact that many students in Regents’ Test remediation have no incentive to take the class/test seriously. Class does not affect GPA, is institutional credit only,
test is “stupid” they say, etc. Until the consequences of not passing the test carry some bite, we’ll continue to have problems.  
(TC/Univ)
- If computerized, the administration should occur throughout the semester.  
(TC/Assoc)
- It ain’t broke; let’s don’t fix it.  
(TC/Assoc)
- Enforce what you have equally throughout system.  
(TC/Univ)
- Computer testing would require a much broader testing “window” than we now operate under. Institutions simply must test too many students per semester to use computers otherwise.  
(VPSA/Univ)
- No other changes should be made in Regents’ Testing at this time. Two years after semester conversion would be the earliest time that any other changes should occur. We should not drastically change an assessment tool that works so well just for the sake of change.  
(LS/DS/Assoc)
- Perhaps an additional “tier” of remediation for students who have not passed the test (either portion) after an excessive number of tries. Perhaps something like 5 failed attempts.  
(Reg/Assoc)
- Not allow waivers of exam to students whose native language is not English. If proving competency of all graduates, apply to all graduates.  
(Reg/Research)
- just make sure the current policies are fully implemented  
(LS/DS/Univ)
- Students who speak English as a second language and who are required to take remediation classes should be placed in a course designed especially for them and taught by an expert in ESOL.  
(Misc/Univ)
- Improve test environment — Increase competence level of proctors and administration.  
(Misc/Assoc)
- The list of topics has become unwieldy and repetitive. Some are not phrased effectively. Given these circumstances, the list needs to be carefully examined and pared.  
(Academic VP/Assoc)
- Investigation of policy towards ESL/Foreign born students. Standardize the policy regarding these students. Have a separate grading system for these students beyond the individual institutions.  
(Misc/Assoc)
- Absolutely: a uniform policy about test anxiety and extended time.  
(Misc/Assoc)
- I would like to see a 4-5 test limit, with students asked to stay out before coming back, similar to low GPA penalties.  
(Misc/Assoc)

V. OTHER

19. What additional information, studies, or reports concerning the Regents’ Test would you find useful?

- A comprehensive cost analysis.  
(Academic VP/Assoc)
- OK now  
(Academic VP)
- I would like to see an historical profile — average grades on the essay for ten years.  
(Academic VP/Univ)
- The materials now supplied are adequate  
(Academic VP/Assoc)
- A breakdown as to how SAT, AP, GPA’s etc. do correspond with the Regents’ passing rates  
(English/Univ)
- Have item analyses been performed on reading test? Perhaps these profiles might help reading instructors.  
(English/Assoc)
- Give exams to control or comparison groups from other states then make a report on how Georgia levels of competence compare. (English/Univ)
- Multiple campuses need a campus by campus reporting of scores so that faculty can assess the effectiveness of composition courses. (English/Assoc)
- RTP Pass/Fail rates by institution on students not having taken ENG 101/102 at the institution they are attending when tested. (English/Univ)
- percentage of students failing the exam who did not take English 102 at their current institution (English/Univ)
- So long as international students are required to pass the test, the Regents must finance the specific remediation efforts that ESL students require. They can’t be remediated in the same way as native speakers. (English/Univ)
- I would like to stress 1) that the Regents’ Essay Test measures almost nothing that we teach in college writing courses and 2) that the Regents’ Test should be eliminated or used as a college entrance exam. Let’s see some high school level accountability. (English/Assoc)
- Research data/analysis on RT over past 20+ years or so (English/Univ)
- If any institution has failure rates higher than 50% they should be placed on a list made available to beginning students. (TC/Assoc)
- Item analysis of the Reading Tests. (TC/Univ)
- It would be useful to know how many students in the university system are failing the Regents’ Reading Test. In addition, what are system schools doing to help students who are chronic failures in this test? It would also be useful to know why some raters of the Essay Test have such a wide disparity between ratings, if they use a standard reading sheet. (TC/Univ)
- Correlation data for GPA vs multiple attempts. (TC/Assoc)
- Investigate what other states are using as their measuring stick. (VPSA/Univ)
- A report of the academic progress for students who have repeated the test four or more times. (VPSA/Assoc)
- From a records perspective, all the info needed is supplied. Maybe a web-based secured format could be developed so an individual student’s test could be accessed (Reg/Assoc)
- Including annual report in summary data part of Norms Data Book would be illuminating. (Reg/Univ)
- We need more practice tests. Students say Form 23 does not even look like a current form in use. (LS/DS /Assoc)
- Studies (ethnographic) of students who “complete” college without ever passing the test. (LS/DS /Univ)
- a) At Gainesville College, we have a number of students who transfer into joint programs that we have with Lanier Tech. These students come in with 60 quarter hours of credit, but have yet to take English 101. We allow them one quarter to take English 101 before they take the Regents’ Test. These students’ names are on our quarterly report from Atlanta as not meeting requirements, but there is no way for us to indicate the status of these students on any report and/or information that we send in. We would like that addition or recognition of this different status to be reflected in Atlanta since other two-year institutions have similar arrangements with technical schools. b) There is not acknowledgment on the quarterly report of students that are in remediation classes when they have accumulated 75 quarter hours and have not taken the Regents’ Test and do not fit in the category of just having transferred from a technical institution with a block of approved hours. That provision was made and mandated several years ago, but once again there is no reporting mechanism that recognizes that the college is
complying with that provision. The quarterly report implies that we are missing these 75+ hour students, but we are not, they are in mandatory remediation. We would like this category noted on the report. c) We would like to have international students (I-20’s) listed on the quarterly reports. Yes, the administration of the Regents’ Test is done in-house, but we send the scores to Atlanta. For some reason their scores are not included on the report for that quarter’s administration even though the scores go in as soon as or earlier than the scores from the Regents’ Essay grading centers. (LS/DS /Assoc)
- A clearer assessment of sub-tests would be helpful. Students are not able to relate to present interpretation. (LS/DS /Univ)
- reporting is sufficiently thorough (LS/DS /Univ)
- Compare Georgia to other states and see how we stack up in student exit skills. (Misc/Assoc)
- Success of International Students. (Misc/Univ)
- It would be useful to have some experts look at this test again from the perspective of what we’re testing and what we certify through the Regents’ Test. Then as a System we should ask whether those data match our intent and our needs. (Misc/Univ)
- It would be useful to have all entering freshman take the Regents’ Test; this would serve as a pre-test in the core, and the existing policies would make students take the test as a post-test in the core. (Misc/Univ)
- Failure on Regents’ Test vs Freshman English Grade. (Misc/Univ)
- I support this move toward uniform standards very strongly. (Misc/Research)
- A more specific analysis of reading scores. (Misc/Univ)
- Extended time policies that are clear, consistent. (Misc/Assoc)
- Report of Results & Correlations (Misc/Univ)

20. Should any changes other than those mentioned above be made to the purpose, content, policy and procedures, or administration of the test? Describe.

- Omit the test entirely — leave certification in basic skills up to individual institutions. Transfer problems sometimes need to be referred to content-area authorities more clearly than they presently are. (English/Research)
- I was disappointed that the Regents did not limit the number of times the exam could be taken. (English/Univ)
- Students should also be tested on critical thinking. A computerized test could be developed. (English/Univ)
- I’d like to see the RT essays rated by English teachers only - whether “regular” English or Developmental Studies English faculty. The English program/faculty is held accountable, not the biology, sociology, etc. (English/Assoc)
- Remind all Univ. System professors that the Regents’ Test is not a “college writing” test but a minimum competency test. (English/Univ)
- A new section should be added to the test—a section on critical thinking. Georgia students are weak in this skill. (English/Univ)
- A less lock-step grading standard that does not encourage formula writing. (English/Univ)
more distinction in reporting passing scores/passing rates of the first timers and repeaters. Overall pass rate does not provide a true picture of which students pass which portion of test. Administrators have only % for both groups thereby getting a distorted picture of performance. (English/ Univ)

Exempt students who take the TOEFL. Eliminate the exam and redirect that money to hire more full-time English, faculty who can greater (over adjuncts) ensure quality teaching of comp. (English/ Assoc)

A list of pass rates should be published in every newspaper in Georgia twice a year. The System should report to the beginning students (all high school seniors?) the pass rates of all system institutions. (TC/ Assoc)

If both sections can be taken on computer, the institutions should be able to administer the test from the beginning of the term to the “Last day to take the Regents’ Test”. (TC/Research)

Make up test at Regents’ Testing Office for those meeting graduation requirements. (VPSA/Research)

Allow flexibility in the testing schedule so that students could take the Regents’ Test at other times during the semester. (VPSA/ Assoc)

Wouldn’t it be nice if passing courses in English, Composition, etc. was evidence enough?? (Reg/ Univ)

If the test is kept, consideration should be given to the timing of the Reading Test. This is an artificial situation since a student can spend whatever time he/she is willing to spend to complete an assignment. (LS/DS / Univ)

Computerization and increase standards for passing — to college level (LS/DS / Univ)

Statistical studies of institution numbers and policies. I think that the test is not being applied evenly across the state. (Misc/Assoc)

A uniform policy about test anxiety (documentation required to receive extended time). (Misc/Assoc)