Much more than a series of tests, COMPASS® is a comprehensive computerized adaptive testing system that helps place students into appropriate courses and maximizes the information postsecondary schools need to ensure student success.

The COMPASS/ESL exams are given regularly; please contact UACCH Testing Center at 870-722-8247 to make an appointment. The UACCH Testing Center is open Monday-Thursday 8a-4:30p and Friday 8a-3p.

*UACCH offices close during Christmas and Spring Breaks. Summer hours do vary.

Visit: [www.act.org](http://www.act.org) for more information.
Tips for Taking the COMPASS/ESL

1. Relax! The COMPASS/ESL tests are designed to help you succeed in school. Your scores help you and your institution determine which courses are most appropriate for your current level of knowledge and skills. Once you identify your academic strengths and weaknesses, you can get the help you need to improve underdeveloped skills before they interfere with your learning.

2. You will be able to concentrate better on the test if you get plenty of rest and eat properly before the test. You should also arrive a few minutes early so you can find the testing area, restrooms, etc., and have time to find satisfactory seating and gather your thoughts before the testing begins.

3. Be sure you understand the directions for each test before that test session begins. Ask questions if you need to.

4. Read each question carefully until you understand what the question is asking. If answering an item requires several steps, be sure you consider them all.

5. If you have a problem or question during the test, raise your hand and the test administrator or proctor will help you. Although they cannot answer test questions for you, they can help you with other types of problems.

Remember this is not a pass or fail test; it is strictly for placement purposes to enable us to best help you. Students will be allowed to take the COMPASS/ESL Test a total of two (2) times. After the first exam has been administered, a re-test fee of $5.00 will be charged to UACCH students for retaking the exam. *Other fees may apply for Non-UACCH students.


Here are some other great sites that can be used to help you prepare for your COMPASS exam:

The [City University of New York](http://www.cuny.edu/academics/testing/cuny-assessment-tests/resources.html) offers practice tests that look exactly like the COMPASS tests: [http://www.compassstestquestions.com/](http://www.compassstestquestions.com/)

[http://www.dekalbtech.edu/admissions/testing_guides.php](http://www.dekalbtech.edu/admissions/testing_guides.php)
UACCH Admissions Policy

The College's "open door" admissions policy reflects the institution's philosophy of providing educational opportunities for all citizens within its service area. Admission to the College does not insure admission to a particular course or program of study. Students seeking admission for the first time should use the following procedure:

1. Complete an Application for Admission which may be obtained from the Registrar’s Office or online at www.uacch.edu. If the request is made by mail, the address is:

   **Registrar’s Office**
   University of Arkansas Community College at Hope
   P.O. Box 140
   Hope, AR  71802-0140

2. Submit a high school transcript, GED, and official college transcripts from all previously attended colleges.

3. Provide proof of two vaccines against of measles and one immunization against rubella. This requirement is mandatory for those students born after January 1, 1957, who plan to enroll for full-time course work.

4. Take placement tests. Students enrolling must submit ACT scores or take the COMPASS/ESL exam prior to meeting with an advisor. Students must complete all required tests before registering for classes. No transcripts or tests are required for community service courses. The enrollment category of each student will be established initially on the best information available and will be re-evaluated based upon the student’s goals, test scores, past performance, and academic progress during each registration period. Students will be allowed to take the COMPASS exam on campus a total of two (2) times for placement into classes. There are fees for the COMPASS exam, please see the Testing Center for more information.

5. All students shall be evaluated for the purpose of determining conditional or unconditional admissions status.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>ACT</th>
<th>ASSET</th>
<th>COMPASS</th>
<th>COURSE PLACEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>16 or less</td>
<td>42 or less</td>
<td>81 or less</td>
<td>Reading ENGL 0063</td>
</tr>
<tr>
<td>English/Writing</td>
<td>11 or less</td>
<td>34 or less</td>
<td>19 or less</td>
<td>Basic Writing ENGL 0043</td>
</tr>
<tr>
<td>English/Writing</td>
<td>12-18</td>
<td>35-44</td>
<td>20-74</td>
<td>Advanced Writing ENGL 0053</td>
</tr>
<tr>
<td>Reading</td>
<td>19 or above</td>
<td>43 or above</td>
<td>82 or above</td>
<td>Composition I ENGL 1013 (English/Writing Score also required)</td>
</tr>
<tr>
<td>English/Writing</td>
<td>19 or above</td>
<td>45 or above</td>
<td>75 or above</td>
<td>Composition I ENGL 1013 (Reading Score also required)</td>
</tr>
</tbody>
</table>

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</tr>
</thead>
<tbody>
<tr>
<td>Business Math</td>
<td>15 or above</td>
<td>30 or above</td>
<td>27 or above (PA) or 19 or above (AL)</td>
<td>College Mathematics for Business BUSS 1113</td>
</tr>
<tr>
<td>Math*</td>
<td>13-14</td>
<td>26-29</td>
<td>26 or less (PA) or 18 or less (AL)</td>
<td>Pre-Algebra MATH 0013</td>
</tr>
<tr>
<td>Math*</td>
<td>15-16</td>
<td>30-35</td>
<td>27-40 (PA) or 19-25 (AL)</td>
<td>Elementary Algebra MATH 0023</td>
</tr>
<tr>
<td>Math*</td>
<td>17-18</td>
<td>36-41</td>
<td>41 or above (PA) or 26-40 (AL)</td>
<td>Intermediate Algebra MATH 1033</td>
</tr>
<tr>
<td>Math*</td>
<td>19 or above</td>
<td>42 or above</td>
<td>41 or above (AL)</td>
<td>College Algebra MATH 1053 or Math for Teachers I MATH 2013</td>
</tr>
</tbody>
</table>

* The Mathematics test used for ASSET and COMPASS will be the Elementary Algebra Test.

Note: No mathematics course less sophisticated than College Algebra may be applied toward a Baccalaureate degree from a public university in AR.
Mathematics Placement

Multiple-choice items in each of the five mathematics placement areas test the following:

- **basic skills**—performing a sequence of basic operations
- **application**—applying sequences of basic operations to novel settings or in complex ways
- **analysis**—demonstrating conceptual understanding of principles and relationships in mathematical operations

View a small sample of non-secure test items for:

- **Numerical Skills/Prealgebra**
- **Algebra**
- **College Algebra**

Calculator Guidelines

Calculators may be used on the COMPASS/ESL Test and will be provided for loan to each test taker by the UACCH Testing Center. To ensure the fairness for all test takers, to avoid disturbances in the testing room, and to protect the security of the testing materials and process, the following types of calculators are **not** permitted:

- Pocket organizers
- Handheld or laptop computers
- Electronic writing pads or pen-input devices
- Models with a QWERTY (typewriter) keypad
- Models with built-in capability to simplify algebraic expressions, multiply polynomials, or factor polynomials (often called Computer Algebra Systems), for example, CFX-9970G, TI-89, and TI-92.

Note: ACT monitors new calculators as they become available. For the latest list of prohibited calculators, students are invited to check ACT’s Web site ([www.act.org](http://www.act.org)) or call toll free 800/498-6481 for a recorded message.
Numerical Skills/Pre-algebra Placement

(Averages: Means, Medians, and Modes)
1. What is the average (arithmetic mean) of 8, 7, 7, 5, 3, 2, and 2?
   A. $\frac{37}{5}$
   B. $\frac{46}{6}$
   C. $\frac{47}{6}$
   D. 5
   E. $\frac{65}{6}$

(Basic Operations with Decimals)
2. Ben is making wooden toys for the next arts and crafts sale. Each toy costs Ben $1.80 to make. If he sells the toys for $3.00 each, how many will he have to sell to make a profit of exactly $36.00?
   A. 12
   B. 20
   C. 30
   D. 60
   E. 108

(Basic Operations with Fractions)
3. How many yards of material from a 24-yard length of cloth remain after
   3 pieces, each $\frac{3}{2}$ yards long, and 5 pieces, each $2\frac{1}{2}$ yards long, are removed?
   A. $\frac{24}{1}$
   B. $\frac{44}{5}$
   C. $\frac{46}{5}$
   D. $10\frac{4}{5}$
   E. $10\frac{6}{5}$
4. Phillip charged $400 worth of goods on his credit card. On his first bill, he was not charged any interest, and he made a payment of $20. He then charged another $18 worth of goods. On his second bill a month later, he was charged 2% interest on his entire unpaid balance. How much interest was Phillip charged on his second bill?
   A. $8.76
   B. $7.96
   C. $7.60
   D. $7.24
   E. $6.63


These items are not actual items from COMPASS® but are similar in content and format. These items are presented for illustrative purposes and do not constitute a full representation of item content.

Sample Questions

Algebra Placement

(Elementary Algebra: Linear Equations in One Variable)
1. A student has earned scores of 87, 81, and 88 on the first 3 of 4 tests. If the student wants an average (arithmetic mean) of exactly 87, what score must she earn on the fourth test?  
   A. 85  
   B. 86  
   C. 87  
   D. 92  
   E. 93

(Elementary Algebra: Basic Operations with Polynomials)
2. Which of the following expressions represents the product of 3 less than twice x and 2 more than the quantity 3 times x?  
   A. \(-6x^2 + 25x + 6\)  
   B. \(6x^2 + 5x + 6\)  
   C. \(6x^2 - 5x + 6\)  
   D. \(6x^2 - 5x - 6\)  
   E. \(6x^2 - 13x - 6\)
(Elementary Algebra: Substituting Values into Algebraic Expressions)

3. If \( x = -1 \) and \( y = 2 \), what is the value of the expression \( 2x^3 - 3xy \)?
   A. 8  
   B. 4  
   C. -1  
   D. -4  
   E. -8

(Intermediate Algebra: Rational Expressions)

4. For all \( r \neq \pm 2 \), \( \frac{r^2 - 5r + 6}{r^2 - 4} = ? \)
   A. \( r + 2 \)  
   B. \( r - 2 \)  
   C. \( r + 3 \)  
   D. \( r - 2 \)  
   E. \( r + 2 \)

(Coordinate Geometry: Linear Equations in Two Variables)

5. What is the equation of the line that contains the points with \((x,y)\) coordinates \((-3,7)\) and \((5,-1)\)?
   A. \( y = 3x - 2 \)  
   B. \( y = x + 10 \)  
   C. \( y = -\frac{3}{2}x + 8 \)  
   D. \( y = -\frac{3}{2}x + \frac{11}{2} \)  
   E. \( y = -x + 4 \)

Answers:

|---|------|------|------|------|------|

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Sample Questions

College Algebra Placement

(Complex Numbers)
1. For \( i = \sqrt{-1} \), if \( 3i (2 + 5i) = x + 6i \), then \( x = \) ?
   A. \(-15\)
   B. 5
   C. \(5i\)
   D. \(15i\)
   E. \(27i\)

(Functions)
2. If \( f(4) = 0 \) and \( f(6) = 6 \), which of the following could represent \( f(x) \) ?
   A. \(3x - 4\)
   B. \(x + 2\)
   C. \(x - 4\)
   D. \(\frac{3}{2}x + 6\)
   E. \(3x - 12\)

Answers:
1. A  2. E

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Reading Placement

The Reading Placement Test can help determine if students have the skills to succeed in standard entry-level college courses or if they need developmental reading courses or other instructional support.

Five types of reading comprehension passages are included:

- Practical Reading
- Prose Fiction
- Humanities
- Social Sciences
- Natural Sciences

Items have multiple-choice response options. The new format in COMPASS® for Windows makes it possible for students to see and read a passage on one side of the screen while the test questions and answer choices are displayed on the other half of the screen.

View a small sample of nonsecure test items for:

- Humanities
- Practical Reading

Sample Humanities Passage: Reading Placement

When I'm in New York but feeling lonely for Wyoming I look for the Western movie ads in the subway. But the men I see in those posters with their stern, humorless looks remind me of no one I know in the West. In our earnestness to romanticize the cowboy we've ironically disesteemed his true character. If he's "strong and silent" it's because there's probably no one to talk to. If he "rides away into the sunset" it's because he's been on horseback since four in the morning moving cattle and he's trying, fifteen hours later, to get home to his family. If he's "a rugged individualist" he's also part of a team: ranch work is teamwork and even the glorified open-range cowboys of the 1880s rode up and down the Chisholm Trail in the company of twenty or thirty other riders. It's not toughness but "toughing it out" that counts. In other words, this macho, cultural artifact the cowboy has become is simply a man who possesses resilience, patience, and an instinct for survival. "Cowboys are just like a pile
of rocks—everything happens to them. They get climbed on, kicked, rained and snowed on, scuffed up by the wind. Their job is 'just to take it,'" one old-timer told me. Adapted from Gretel Ehrlich, *The Solace of Open Spaces*. ©1985 by Gretel Ehrlich.

(Referring)
1. According to the passage, cowboys are probably "strong and silent" because:
   A. their work leaves them no time for conversation.
   B. they have been cautioned not to complain.
   C. they are stern and humorless.
   D. there is no one nearby to listen to them.
   E. their work makes them too tired to talk.

(Reasoning)
2. For which of the following statements does the passage give apparently contradictory evidence?
   A. The cowboy's work takes endurance.
   B. Cowboys work alone.
   C. Cowboys are adequately paid.
   D. The cowboy's image has become romanticized in American culture.
   E. Cowboys think of themselves as humorless.

Answers:
1. D  
2. B

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Sample Practical Reading Passage: Reading Placement

Regular tune-ups of your heating system will cut heating costs and will most likely increase the lifetime and safety of the system. When a service technician performs a tune-up, he or she should test the efficiency of your heating system.

The technician should measure the efficiency of your system both before and after servicing it and provide you with a copy of the results. Combustion efficiency is determined indirectly, based on some of the following tests: 1) temperature of the flue (or chimney); 2) percent carbon dioxide or percent oxygen in the atmosphere; 3) presence of carbon monoxide in the atmosphere; and 4) draft. Incomplete combustion of fuel is the main contributor to low efficiency. If the technician cannot raise the combustion efficiency up to at least 75% after tuning your heating system, you should consider installing a new system or at least modifying your present system to increase its efficiency.


(Reasoning)
1. The passage suggests that the presence of carbon monoxide in the atmosphere:
   A. can provide information regarding combustion efficiency.
   B. is found in 75% of heating systems tested.
   C. can be reduced by decreasing heating system draft.
   D. is the main cause of low efficiency in heating systems.
   E. is more reliable than flue temperature as an indicator of combustion efficiency.

(Referring)
2. According to the passage, when performing a tune-up of a heating system, the service technician should:
   A. ensure that the combustion efficiency is at least 25%.
   B. modify the heating system before initially measuring efficiency.
   C. measure combustion efficiency both before and after servicing the system.
   D. provide his or her supervisor with a written report of the system's efficiency.
E. ignore the age of the heating system.

Answers:

1. A  
2. C

These items are not actual items from COMPASS® but are similar in content and format. These items are presented for illustrative purposes and do not constitute a full representation of item content.
The Writing Skills Placement Test helps institutions determine whether students are ready for entry-level college writing courses or other courses with significant writing loads, or whether students require developmental writing instruction prior to entry into those courses.

This test asks students to find and correct errors in essays presented on the computer screen. The test items include the following content categories:

Usage/Mechanics
- Punctuation
- Basic grammar and usage
- Sentence structure

Rhetorical Skills
- Strategy
- Organization
- Style

View a small sample of non-secure test items for the Writing Skills Placement Test.

Sample Essay: Writing Skills Placement

Examinees are presented with an essay similar to the one below and are asked to look for errors in grammar, punctuation, usage, and style. When examinees find what they believe to be errors, they move the mouse pointer to the appropriate part of the text and click the mouse. On the right side of the screen five options appear for revising that area of text. Note that the first option is always identical to the original wording in the text, and thus represents a NO CHANGE option. Examinees can choose to revise any section of the essay. After revising the essay, examinees are routed to two items focusing on rhetorical strategies.

The essay below contains the same number and types of errors that an actual Writing Skills Test unit would contain; however, for demonstration purposes, only a handful of the segments below have been selected for revision. These segments are indicated by bold type, and the items associated with them are shown below. (Note: There are additional errors in the essay that are not in bold that a student in an actual testing situation would need to respond to.)

An increasing number of lakes and rivers in the northern United States invaded are being by a mussel no larger than a fingernail.
The zebra mussel probably steamed aboard a transatlantic ship sometime in the mid-1980s from the Caspian Sea into U.S. waters. Despite its growth was explosive, partly because the species was preyed upon by very few native predators in its new environment. As a consequence, the zebra mussels did find a plentiful food supply. They eat huge amounts of phytoplankton, which tiny free-floating sea organisms that dwell in water. Scientists are concerned when the mussels may compete aggressively with other species that depend on the same food supply.

Others concerned by the invading species are industry, public utilities, and boat owners. Zebra mussels cluster in huge colonies, being anchored themselves to any hard surface. These colonies can clog your water intake pipes of electric and water treatment plants. Fishery specialists are currently casting about and baiting their hooks to gun down control methods that will cause the lowest amount of damage to water supplies and other aquatic species. Two of the alternatives exploring are interrupting the species reproductive cycle and finding a bacterium harmful only to zebra mussels.

(End of Essay)

(Basic Grammar and Usage: Ensuring Grammatical Agreement)

Segment 1

A. An increasing number of lakes and rivers
B. An increasingly number of lakes and rivers
C. A number increasing of lakes and rivers
D. A number increasingly of lakes and rivers
E. An increasing of lakes and rivers

(Style: Avoiding Redundancy)

Segment 2

A. was preyed upon by very few native predators in its new environment.
B. found very few predators in its new environment.
C. found very few native predators and was seldom eaten in its new environment.
D. was preyed on by very few native predator species in its new environment.
E. was seldom eaten or preyed on by native predator species
in its new environment.

(Sentence Structure: Relating Clauses)

Segment 3
A. Scientists are concerned when the mussels
B. Scientists are concerned that if the mussels
C. Scientists are concerned wherein the mussels
D. Scientists are concerned that the mussels
E. Scientists are concerned as if the mussels

(Strategy: Making Decisions about Cohesive Devices)

Item 4 (end-of-passage)
The writer wishes to add a sentence at the end of Paragraph 1 that will serve as a transition between Paragraphs 1 and 2 and will establish the main focus of the essay. Which of the following sentences most effectively fulfills that purpose?

A. The zebra mussel will provide a difficult challenge for public utility managers.
B. The zebra mussel is only the latest in a series of newly introduced species to thrive in the U.S.
C. No one knows how far south and west the zebra mussel is likely to spread, but scientists think they may be on the trail of important clues.
D. Although small in size, the zebra mussel may become a huge problem for pleasure boat owners in North American waterways.
E. Despite its size, however, the zebra mussel may have a dramatic effect on North American waterways.

Answers:


These items are not actual items from COMPASS® but are similar in content and format. These items are presented for illustrative purposes and do not constitute a full representation of item content.