



Academic Affairs

AA-16-3

~~AMENDMENT OF FRESHMAN ASSESSMENT AND PLACEMENT POLICY~~

Act 1052 of 1987 mandated a program of student assessment and placement at Arkansas state institutions of higher education beginning with the fall semester of 1988. The mandate for a student assessment and placement program was renewed under the provisions of Act 1011 of 1991 (Arkansas Code Annotated § 6-61-110), Act 971 of 2009, and Act 899 of 2011.

There is not a change in the statewide minimum placement score of a 19 on the ACT sections of reading, mathematics, and English composition which is aligned with concordant scores on the Scholastic Aptitude Test (SAT) and two other exams published by American College Testing (ACT), Assessment of Skills for Entry and Transfer (ASSET) and Computerized Adaptive Placement and Support System (COMPASS). However, the concordant scores have been updated based on ACT data published in June 2008 and February 2010. The statewide minimum placement score applies to first-time undergraduate students, as defined in the Arkansas Higher Education Student Information System Manual, who enroll in associate or baccalaureate degree programs at Arkansas public colleges and universities; and to any student who enrolls in college-level courses in English composition and college algebra or other comparable mathematics general education core course. The board and administration of any campus may elect to set higher minimum placement scores for reading, mathematics and English composition.

This agenda item proposes to amend Board policy to provide guidelines for measurable exit standards for a student success plan that includes developmental (pre-college level) courses in mathematics, English composition, and reading for student placement and for successful completion of the corresponding initial college-level courses; and to provide guidelines that allow an appropriate college-level applied technical mathematics course to be accepted toward associate degrees in career and technical areas.

~~ADHE Executive Staff Recommendation~~

~~RESOLVED~~, That the Arkansas Higher Education Coordinating Board adopts the amendment of AHECB policy 5.8 Freshman Assessment and Placement Program as outlined in this agenda item beginning Fall 2012.

~~FURTHER RESOLVED~~, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the presidents and chancellors, chief academic officers, chief student

affairs officers, and institutional research officers of all Arkansas public institutions of higher education of this approval.

FURTHER RESOLVED, That the Board instructs the Director to collect student data from the institutions and include data on student success in the student remediation and progression reports currently submitted to the Coordinating Board beginning in 2015.

**FRESHMAN ASSESSMENT AND PLACEMENT PROGRAM
AT ARKANSAS STATE-SUPPORTED COLLEGES AND UNIVERSITIES**

Arkansas Code Annotated § 6-61-110

A first-time entering freshman at a state-supported institution of higher education who is admitted to enroll in an associate or a bachelor's degree program shall be tested by the admitting institution for purposes of placement in either college-level credit courses in English and mathematics or remedial courses in English composition, reading, and mathematics. Remedial courses shall not provide credit toward a degree.

The Arkansas Higher Education Coordinating Board shall determine the test or other criteria to be used; testing procedures and exemptions; minimum scores or criteria below which students at all state-supported institutions of higher education must take remedial courses; and minimum scores or criteria to allow simultaneous enrollment in college-level credit and remedial courses. The Board shall base these decisions on consultation with representatives of the state-supported institutions of higher education; analysis of the placement procedures presently used by institutions in the state; statewide placement testing programs in other states; and pilot projects involving testing of entering freshmen at selected institutions in the state.

The Board, in collaboration with state-supported institutions of higher education, shall develop by institution uniform measurable exit standards for remedial courses that are comparable to the ACT or SAT equivalent required for college-level enrollment in credit courses to be implemented no later than the fall semester of 2010. The Board shall work with state-supported institutions of higher education to develop innovative alternatives to traditional instruction and delivery methods for remedial courses; and provide professional development opportunities to help remedial education faculty gain knowledge in best practices and trends in the instruction and delivery of remedial education.

Statewide Minimum Placement Scores

The mathematics, English composition, and reading placement standards contained in this policy implement Arkansas Code Annotated § 6-61-110. These standards apply to first-time undergraduate students, as defined in the Arkansas Higher Education Student Information System Manual, who enroll in associate or baccalaureate degree programs at Arkansas public colleges and universities; and to any student who enrolls in college-level courses in English composition and college algebra or other comparable college-level mathematics course. A college or university may allow simultaneous enrollment in college-level credit and developmental courses. The board and administration of any campus may elect to set higher minimum scores for enrollment in college-level mathematics and English composition courses. A student must submit the ACT or comparable exam scores to the institution for purposes of admission and course placement.

MATHEMATICS

A comprehensive mathematics course such as college algebra, college mathematics, college statistics, *quantitative literacy/reasoning or higher level, college mathematics course may be applied toward an **associate or baccalaureate degree from a state-supported college or university in Arkansas. Any mathematics course used to meet the 35-credit hour state minimum general education core requirement for the associate or bachelor's degree must be approved for inclusion in the Arkansas Course Transfer System (ACTS). Some college mathematics courses may not be accepted toward degree majors in science, technology, engineering and mathematics (STEM).

Students scoring 19 or above on the mathematics section of the Enhanced ACT, 460 or above on the math portion of recentered SAT, 39 or above on the ASSET Intermediate Algebra test, or 41 or above on the COMPASS Algebra test may enroll in a college-level mathematics course. (Beginning Fall 2013, students scoring 36 or above on the COMPASS Algebra test may be placed in college mathematics courses for non-STEM majors; with a score of 41 or above used for placement in college algebra and higher level, college mathematics courses with college algebra as a prerequisite course.) Students with a state minimum score on an approved state+common core assessment for college readiness, or who successfully complete a state approved ++college transition course in mathematics literacy with a state minimum score also may enroll in a college-level mathematics course. Students not meeting the standard must successfully complete a developmental (pre-college level) mathematics course or state approved student success plan, demonstrating achievement in intermediate algebra or other appropriate pre-college level mathematics course, for enrollment in a college-level mathematics course or simultaneous enrollment in a college-level and a developmental course (or course modules) in mathematics.

*A quantitative literacy/reasoning course currently is under development and will be piloted by 5 Arkansas universities in 2012-13. This course will be listed in the Arkansas Course Transfer System (ACTS) as a college mathematics course during the pilot period which will guarantee course transfer. ADHE will review the pilot results and, in consultation with math faculty at 4-year and 2-year institutions, determine if the quantitative literacy/reasoning course description and learning objectives can be included in ACTS beginning Fall 2013 which would allow all Arkansas colleges and universities to develop the course as a general education core course guaranteed for transfer.

**An appropriate non-remedial, college-level applied technical mathematics course may be accepted toward an associate degree in a career or technical area with the course placement determined using a state minimum math sub-score of 16 or above on the ACT, or comparable score on the COMPASS Algebra test [21 or above] or ASSET Intermediate Algebra test [31 or above], or determined using state approved enrollment criteria for ability to benefit. (Arkansas Code Annotated § 6-61-134) The non-remedial, college-level applied technical mathematics course accepted toward career and technical associate degree programs will not meet the mathematics course requirement for the 35-credit hour state minimum general education core unless this mathematics course (description and learning objectives) is approved for inclusion in the Arkansas Course Transfer System. Typically, career and technical associate degree programs are not designed for transfer to bachelor's degrees without an articulation agreement between institutions.

ENGLISH COMPOSITION

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Students scoring 19 or above on the English section of the Enhanced ACT, 470 or above (and beginning Fall 2013 scoring 450 or above) on writing SAT, 45 or above on the ASSET Writing Skills test, or 75 or above (and beginning Fall 2013 scoring 80 or above) on the COMPASS Writing Skills test may enroll in college-level English composition courses. Students with a state minimum score on an approved state +common core assessment for college readiness, or who successfully complete a state approved +college transition course in literacy also may enroll in a college-level English composition course. Students not meeting the standard shall successfully complete a developmental course in English composition or state approved student success plan before being awarded credit for freshman English.

A freshman English composition course may be taken simultaneously with a required developmental composition course (or course modules). Any English composition/writing course used to meet the 35-credit hour state minimum general education core requirement for the associate or bachelor's degree must be approved for inclusion in the Arkansas Course Transfer System.

READING

Students scoring 19 or above on the Reading Section of the Enhanced ACT, 470 or above on the reading section of the recentered SAT, 43 or above on the ASSET Reading skills test or 82 or above (and beginning Fall 2013 scoring 83 or above) on COMPASS Reading Skills will be considered to have met minimal reading skill requirements. Students with a state minimum score on an approved state +common core assessment for college readiness, or who successfully complete a state approved +college transition course in literacy also will be considered to have met minimal reading skill requirements. Students not meeting the standard shall enroll in a developmental reading course (or course modules) during their first or second semester in college and each subsequent semester, if necessary, until the reading development plan is completed successfully.

State Approved Assessment and Placement Examinations

ACT—American College Testing Program—Enhanced ACT Assessment Test

SAT—College Board—Recentered Scholastic Aptitude Test

ASSET—American College Testing Program—Assessment of Skills for Successful Entry and Transfer

COMPASS—American College Testing Program—COMPASS Placement and Diagnostic Tests

+Common core assessments currently are under development in collaboration with the Arkansas Department of Education and the Partnership for Assessment of Readiness for College and Careers (PARCC)

++College transition courses currently are under development in collaboration with the Arkansas Department of Education and the Southern Regional Education Board (SREB)

Guidelines for Measurable Exit Standards for Developmental Courses

A student must demonstrate mastery of designated core competencies in the subject areas of mathematics, English composition, and reading. The core competencies and assessment instruments must be selected and/or developed in partnership with institutional subject area faculty and developmental education faculty. Institutions also must implement a student success plan or administer a national post-test examination to determine the effectiveness of developmental courses and other

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criteria in improving academic preparation for student success in college-level coursework requiring higher-level skills in reading, writing and mathematics.

Institutional Student Success Plan—Essential Elements

An institution must implement a state approved student success plan for students assessed for placement in a developmental course in mathematics, English composition and/or reading. The student must be formally engaged in student success plan activities prior to enrollment in college-level courses in mathematics or English composition or while simultaneously enrolled in college-level courses in mathematics and English composition. The student success plan must include the following elements:

- 1) Diagnostic Testing and Evaluation of Academic Performance
 - Could include use of high school grade point average (GPA), grades in prerequisite high school courses, and recognized state or national assessments and transition courses for college readiness
 - Could include use of departmental pre-tests, initial writing samples, COMPASS or other standard assessments;
- 2) Academic Advising and Counseling
 - Use of individualized student success plan that includes the degree check list and other items used to monitor student progress such as registration hold until academic advising, early alert system
- 3) Mandatory Orientation
- 4) Academic Student Support
 - Provide description of other institutional criteria for student success, if utilized
- 5) Developmental Education Courses/Innovative and Varied Instructional Approaches
 - Use of developmental courses
 - Could include use of blended or accelerated models (Institutions will determine the minimum course placement sub-score for students enrolled simultaneously in college-level and blended or accelerated developmental courses (or course modules) in English composition, reading and mathematics.)
- 6) Evaluation and Assessment of Student Learning
 - Provide description of exit standards or capstone assessment (could include projects, portfolios, common final exams, COMPASS post-test, etc.)
 - Provide data on student success in developmental course (or student success plan activities) and the requisite college-level course
- 7) Faculty Professional Development
 - Activities designed to improve teaching methods, stay abreast of developmental education strategies, and training in relevant technologies
 - Employment of sufficient number of well-credentialed faculty
- 8) Annual Plan Evaluation
 - Student Success Plan Report submitted to ADHE (annually by July 1 beginning in 2013, and biennially by July 1 beginning in 2017) that includes details on diagnostic testing, placement, capstone assessments, student success rates in developmental and requisite college-level courses

Approval of Institutional Student Success Plan

An institution must submit a student success plan to the Arkansas Department of Higher Education for review and approval by June 30, 2012, for implementation in Fall 2012; or by June 30 of any year prior to Fall implementation. A description of the structure of the organizational unit for the student success plan must be included. Plan modifications must be reported to ADHE.

Post-Test Examination

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A post-test examination score comparable to the ACT placement threshold will not be required for student enrollment in college-level courses if an institution implements a state approved student success plan for Fall 2012. The board and administration of any campus may elect to include in a student success plan the requirement of a national or institutional post-test examination and/or course placement score for enrollment in college-level mathematics and English composition courses.

An institution that chooses not to implement a student success plan as outlined in this policy must submit written notification to ADHE by June 30, 2012, that the administration of a national post-test examination will be continued as outlined in the institution's AHECB approved plan in compliance with Act 971 of 2009; and that the institution will use the developmental exit assessment as a means to determine the success of its developmental education program. Each institution will determine if developmental students who do not attain a post-test score comparable to the ACT threshold have the academic skills necessary for success in college-level coursework. (The Arkansas Higher Education Coordinating Board may choose to establish statewide minimum scores for the state approved post-test examinations based on the effectiveness of developmental courses and other criteria in improving academic preparation for student success in college-level courses in English composition and college algebra or other comparable college-level mathematics courses.)

State Approved Developmental Course Pre-Test Examinations

Mathematics—COMPASS, ASSET, ACT, SAT, ACT and MyMath Test combined

English—COMPASS, ASSET, ACT, SAT, COMPASS E-Write

Reading—COMPASS, ASSET, ACT, SAT, Nelson-Denny, ACT and Essay combined

State Approved Developmental Course Post-Test Examinations

Mathematics—COMPASS, ASSET, ACT, SAT, MyMath Test, TABE

English—COMPASS, ASSET, ACT, SAT, COMPASS E-Write, TABE, COMPASS and Essay combined

Reading—COMPASS, ASSET, ACT, SAT, Nelson-Denny, TABE

Data Reporting

All institutions must submit to ADHE (via the AHECB Student Information System) the ACT or comparable course placement scores in mathematics, English, and reading for all first-time students who enroll in associate and bachelor's degree programs.

The institution also must record in the individualized student success plan (by Fall 2013) the ACT or comparable course placement scores or the related (successfully completed) developmental course number and title for any student who enrolls in English composition and mathematics courses that meet the requirements for the 35-credit hour state minimum general education core.

Placement scores and developmental course completion information for non-degree seeking, transfer, and visiting students will not be reported to ADHE via the Student Information System, but this information must be recorded in the individualized student success plan should ADHE request data on all students enrolled in college-level English composition and mathematics general education core courses.

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The institution must report to ADHE the course grade earned in the requisite college-level course in English composition and mathematics for those students placed and enrolled in developmental courses in mathematics, English composition and reading.

Institutions without a state approved student success plan also must report the ACT or comparable post-test scores for the students placed, enrolled and completing developmental mathematics, English composition, and reading courses.

ADHE will submit a report on student remediation, progression and success to the Arkansas Higher Education Coordinating Board.

For institutions that choose to use the post-test examinations only rather than implement a student success plan, ADHE staff will analyze developmental student success based on developmental course grades, post-test scores, and college-level course grades to determine the effectiveness of the developmental courses in improving college preparation. The results from the analysis of student success will be included in the ADHE remediation report to the Coordinating Board.

Policy Adopted: Agenda Item No. 9, October 13, 1989

Policy Amended: Agenda Item No. 27, October 20, 1995

Policy Amended: Agenda Item No. 22, April 19, 2002

Policy Amended: Agenda Item No. 3, January 29, 2010; April 30, 2010

Policy Amended: Agenda Item No. 4, April 27, 2012

TABLE 1. College Placement/Pre-tests (AHECB Approved—April 30, 2010)

Institution	English	Math	Reading
4-Year			
ASU	Compass	Compass	Compass/Nelson-Denny
ATU	ACT/Compass	ACT/Compass	ACT/Compass
HSU	ACT/Compass/Asset	ACT/Compass/Asset	ACT/Compass/Asset
SAUM	ACT/Compass/Asset/ SAT	ACT/Compass/Asset/ SAT	ACT/Compass/Asset/ SAT
UAF	ACT and Essay	ACT and MyMathTest	ACT and Compass
UAFS	Compass	Compass	Compass
UALR	Compass	*	Compass
UAM	ACT/Compass/Asset/ SAT	ACT/Compass/Asset/ SAT	ACT/Compass/Asset/ SAT
UARB	Compass	Compass	Compass
UCA	Compass	Compass	Compass
2-Year			
ANC	Compass/Asset	Compass/Asset	Nelson-Denny
ASUB	ACT/Compass/Asset/SAT	ACT/Compass/Asset/SAT	ACT/Compass/Asset/SAT
ASUMH	ACT/Compass	ACT/Compass	ACT/Compass
ASUN	Compass	Compass	Compass
BRTC	Asset	Asset	Asset
CCCUA	Compass/Asset	Compass/Asset	Compass/Asset
EACC	Compass/Asset	Compass/Asset	Compass/Asset
MSCC	ACT/Compass	ACT/Compass	ACT/Compass
NPCC	ACT/Compass/Asset	ACT/Compass/Asset	ACT/Compass/Asset

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NAC	ACT/Compass	ACT/Compass	ACT/Compass
NWACC	ACT/Compass	ACT/Compass	ACT/Compass
OTC	Compass E-Write	ACT/Compass	Nelson-Denny
OC	Compass	Compass	Compass
PCCUA	Compass/Asset	Compass/Asset	Compass/Asset/Nelson-Denny
PTC	Compass	Compass	Compass
RMCC	ACT/Compass/Asset	ACT/Compass/Asset	ACT/Compass/Asset
SACC	Compass	Compass	Nelson-Denny
SEAC	Compass	Compass	Compass
SAUT	Compass	Compass	Compass
UACCB	ACT/Compass/Asset/ SAT	ACT/Compass/Asset/ SAT	ACT/Compass/Asset/ SAT
UACCH	ACT/Compass/Asset	ACT/Compass/Asset	ACT/Compass/Asset
UACCM	ACT/Compass	ACT/Compass	ACT/Compass

* 19 ACT is required for Intermediate Algebra.

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Table 2. Developmental Course Post-Tests (AHECB Approved—April 30, 2010)

Institution	English	Math	Reading
4-Year			
ASUJ	Compass	Compass	Compass/Nelson-Denny
ATU	Compass	Compass	Compass
HSU	Asset	Asset	Asset
SAUM	Compass	Compass	Compass
UAF	Compass and Essay	MyMathTest	Compass
UAFS	Asset	Asset	Asset
UALR	Compass	*	Compass
UAM	Asset	Asset	Asset
UAPB	Compass	Compass	Compass
UCA	Compass	Compass	Compass
2-Year			
ANC	Compass/Asset	Compass/Asset	Nelson-Denny
ASUB	ACT/Compass/Asset/SAT	ACT/Compass/Asset/SAT	ACT/Compass/Asset/SAT
ASUMH	Compass	Compass	Compass
ASUN	Compass	Compass	Compass
BRTC	Asset	Asset	Asset
CCCUA	Compass/Asset	Compass/Asset	Compass/Asset
EACC	Compass/Asset	Compass/Asset	Compass/Asset
MSCC	Compass	Compass	Compass
NPCC	TABE	TABE	TABE
NAC	Compass	Compass	Compass
NWACC	Compass E-Write	Compass	Compass
OTC	Compass E-Write	Compass	Nelson-Denny
QC	Compass	Compass	Compass
PCCUA	Compass/Asset/ACT	Compass/Asset/ACT	Compass/Asset/ACT/Nelson-Denny
PTC	Compass	Compass	Compass
RMCC	Compass/Asset	Compass/Asset	Compass/Asset
SACC	Compass	Compass	Nelson-Denny
SEAC	Compass	Compass	Compass
SAUT	Compass	Compass	Compass
UACCB	Compass/Asset	Compass/Asset	Compass/Asset
UACCH	Compass	Compass	Compass
UACCM	ACT/Compass	ACT/Compass	ACT/Compass

* 19 ACT is required for Intermediate Algebra.

Student Placement into General Education Core Courses

Policy Statement

Student preparedness for college level courses is an important variable in student success rates. This policy addresses placement standards necessary for enrollment of students into mathematics, English composition, and reading based on appropriate indicators of potential student success rates. All institutions must adopt appropriate placement measures which are supported by student success data.

Applicable Arkansas Code

Arkansas Code Annotated § 6-61-110

Definitions

ACT Benchmarks: College readiness benchmarks adopted by ACT based on students' likelihood of success in credit-bearing first year college courses.

ACT Equivalent: Tests or other measures that can be used to approximate college readiness benchmarks. These criteria should be based on national, state, or institutional level data analytics establishing the likelihood of student success.

Co-Requisite Remediation: Credit-bearing college courses with embedded remedial assistance. Under this model, remediation occurs simultaneously with credit-bearing course enrollment.

Credit-bearing courses: Courses offered for college credit.

Fast Track Remediation: Remedial courses offered to students in a compressed format, the objective of which is to shorten the time necessary to prepare a student for credit-bearing courses.

Remediation: Courses or other interventions offered to prepare students for credit-bearing college courses. Traditionally, remedial courses have been offered in a semester-long format and bear no college credit.

Procedures

The mathematics, English composition, and reading placement standards contained in this policy implement Arkansas Code Annotated § 6-61-110. These standards apply to first-time undergraduate students, as defined in the Arkansas Higher Education Student Information System Manual, who enroll in associate or baccalaureate degree programs at Arkansas public colleges and universities; and to any student who enrolls in college-level courses in English composition and college algebra or other comparable college-level mathematics course.

- A college or university may allow simultaneous enrollment in college-level credit and developmental courses.

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- The board and administration of any campus may elect to set minimum scores for enrollment in college-level mathematics and English composition courses based on established and documented criteria which demonstrate the students' ability to succeed.
- A student must submit to the institution for purposes of admission and course placement the ACT or comparable exam scores or alternative methods of assessment as determined by the admitting institution. All first time entering freshman shall be assessed for placement into *credit-bearing courses* by at least one of the following methods:
 - an objective examination
 - previous coursework and/or career training
 - or other criteria as the institution deems suitable on the basis of appropriate data analysis

The placement assessment should reflect a better than 75 percent likelihood of the student's ability to earn a "C" or better grade in the course in which the student is placed. A student's reading level should be strong enough for them to earn a "C" or better in courses that require substantial reading such as courses in the sciences, humanities, and social sciences. Using the ACT college readiness benchmarks (<https://www.act.org/solutions/college-career-readiness/college-readiness-benchmarks/>) as a standard, assessment measures should approximate established ACT ranges. Schools are encouraged to use more than one measure, especially if the ACT equivalent is below the benchmarks set for each subject.

Ideally students should possess a readiness for credit-bearing courses and the institution admitting them should develop and refine a system to determine this. Nationally normed exams, while a clear indicator for high ability, may eliminate students able to benefit from brief remediation or refresher work. Institutions are encouraged to find effective ways to address this category of student, without requiring full semester remediation. Alternatively, students who meet standardized exam benchmarks may exhibit other indicators of difficulty with college level work, such as a low GPA on past academic work. These other indicators may demonstrate a need for additional student support even for students who meet benchmarks and should be considered in placement decisions.

Placement plans should be adopted, and evaluated, on the basis of institutional student success data. Institutions will develop placement models that provide appropriate justification for student course placements and allow for follow-up evaluation of placement effectiveness.

MATHEMATICS

Each institution shall establish a matrix of assessment measures to evaluate the preparedness or readiness of students in each of the math courses in ACTS. Typical math courses have been listed in the matrix below. However, institutions which offer other courses which meet the

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general education math requirement may add those in the space provided. Measures for establishing readiness of students may include one or more of the following:

- ACT exam
- Other standardized and normed exams
- High school academic performance
- Assessment of student motivation to succeed
- Other measures supported by sufficient analysis of predicted student success

ACT benchmarks establish a 22 as a cutoff score for student success in college algebra at a 75 percent or greater rate. However, other measures can provide equally important data regarding student preparedness and likelihood of success. As such, schools are encouraged to use more than one measure if the ACT or ACT-equivalent is below 22 to ensure that students are placed at the appropriate course level.

Using the ACT benchmarks as a standard, assessment measures should approximate the following ACT ranges. The ranges indicated in the matrix are not fixed but can be varied based on institutional data. For each cell, indicate the placement measure(s) to be employed and the course level/course design in which students will be placed.

- Each placement measure, other than national, standardized exams, should be accompanied by appropriate analysis to justify adoption of the measure, such as past success rates of students with similar characteristics
- Course levels or course designs include the range of traditional credit-bearing, credit-bearing with required lab/tutoring, co-requisite remedial, fast-track remedial, semester-long remedial, and adult basic education. It is anticipated that levels of student intervention will increase as student preparedness indicators decrease.

<u>Course</u>	<u>ACT Range</u>				
	<u>Below 13</u>	<u>13 – 15</u>	<u>16 – 18</u>	<u>19 – 21</u>	<u>Above 21</u>
<u>College Algebra</u>					
<u>Statistics</u>					
<u>Quantitative Reasoning</u>					
<u>College Math</u>					
<u>Other:</u>					

ENGLISH

Similar to the requirements above, each institution shall establish a matrix of assessment measures to evaluate the preparedness or readiness of students in each of the English courses

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in ACTS, or other courses which meet the general education English requirement. Such measures may include one or more of the following:

- ACT exam
- Other standardized and normed exams
- High school academic performance
- Assessment of student motivation to succeed
- Writing samples
- Other measures supported by sufficient analysis of predicted student success

ACT benchmarks establish an 18 as a cutoff score for student success in English Composition at a 75 percent or greater rate. However, other measures can provide equally important data regarding student preparedness and likelihood of success. As such, schools are encouraged to use more than one measure if the ACT or ACT-equivalent is below 18 to ensure that students are placed at the appropriate course level.

Using the ACT benchmarks as a standard, assessment measures should approximate the following ACT ranges. The ranges indicated in the matrix are not fixed but can be varied based on institutional data. For each cell, indicate the placement measure(s) to be employed and the course level/course design in which students will be placed.

- Each placement measure, other than national, standardized exams, should be accompanied by appropriate analysis to justify adoption of the measure, such as past success rates of students with similar characteristics
- Course levels or course designs include the range of traditional credit-bearing, credit-bearing with required lab/tutoring, co-requisite remedial, fast-track remedial, semester-long remedial, and adult basic education. It is anticipated that levels of student intervention will increase as student preparedness indicators decrease.

<u>Course</u>	<u>ACT Range</u>			
	<u>Below 13</u>	<u>13 – 15</u>	<u>15 – 17</u>	<u>Above 17</u>
<u>English Composition II</u>				
<u>English Composition I</u>				
<u>Fundamentals of Writing</u>				
<u>Other:</u>				

READING

A student's reading level should be strong enough to indicate potential for success at a "C" or better in freshman courses that require substantial reading, such as courses in the humanities

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and social sciences. Each institution shall establish a matrix of assessment measures to evaluate the preparedness or readiness of students in each of the humanities and social science courses in ACTS. Such measures may include one or more of the following:

- ACT exam
- Other standardized and normed exams
- High school academic performance
- Assessment of student motivation to succeed
- Other measures supported by sufficient analysis of predicted student success

ACT benchmarks establish a 22 as a reading cutoff score for student success in social science courses at a 75 percent or greater rate. However, other measures can provide equally important data regarding student preparedness and likelihood of success. As such, schools are encouraged to use more than one measure if the ACT or ACT-equivalent is below 22 to ensure that students are placed at the appropriate course level.

Using the ACT benchmarks as a standard, assessment measures should approximate the following ACT ranges. The ranges indicated in the matrix are not fixed but can be varied based on institutional data. For each cell, indicate the placement measure(s) to be employed and the course level/course design in which students will be placed.

- Each placement measure, other than national, standardized exams, should be accompanied by appropriate analysis to justify adoption of the measure, such as past success rates of students with similar characteristics
- Course levels or course designs include the range of traditional credit-bearing, credit-bearing with required lab/tutoring, co-requisite remedial, fast-track remedial, semester-long remedial, and adult basic education. It is anticipated that levels of student intervention will increase as student preparedness indicators decrease.

<u>Discipline</u>	<u>ACT Range</u>				
	<u>Below 13</u>	<u>13 – 15</u>	<u>16 – 18</u>	<u>19 – 21</u>	<u>Above 21</u>
<u>Geography</u>					
<u>History</u>					
<u>Languages</u>					
<u>Philosophy</u>					
<u>Political Science</u>					
<u>Psychology</u>					
<u>Sociology</u>					
<u>Other:</u>					

Forms

Revision History

Last revision date: Adopted by AHECB on

Previous revisions: