

Core College Evaluation

PLACING COLLEGE STUDENTS IN COURSES
FOR CREDIT: POSSIBLE SHIFTS IN
PLACEMENT TESTS UNDER THE COMMON
CORE STATE STANDARDS

Kim Austin
Daniel Bugler
Neal D. Finkelstein
Becca Klarin
Susan Mundry
Marie Olson

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WestEd's Evaluation of the Core to College Initiative

Core to College: Preparing Students for College Readiness and Success is a three-year initiative funded by the Lumina Foundation, the William and Flora Hewlett Foundation, the Bill & Melinda Gates Foundation, and the Carnegie Corporation of New York. Rockefeller Philanthropy Advisors serves as the fiscal agent.

Core to College's mission is "to facilitate greater coordination between K–12 and postsecondary education systems around implementation of the Common Core State Standards (CCSS) and aligned assessments." The initiative aims to foster shared ownership of college readiness by the K–12 and postsecondary sectors, including use of the CCSS-aligned assessments to determine a student's readiness for credit-bearing postsecondary courses. Core to College grants have been awarded to teams in Colorado, Florida, Hawaii, Indiana, Kentucky, Louisiana, Massachusetts, North Carolina, Oregon, and Washington.

Each of these state teams has designated an Alignment Director (AD) who is tasked with leading the Core to College work in the state. Through the consulting company Education First, Core to College offers one-on-one and cross-state technical assistance to these ADs. Together, the ADs make up the grant's Learning Network, which provides facilitated peer-to-peer support, information sharing, and multi-state technical assistance to grantee states.

WestEd is providing evaluation services over the course of the initiative. The evaluation plan is designed to synthesize the progress of the initiative and its participating states over the next few years, with a focus on the initiative's primary goals: creating statewide definitions of college and career readiness, using the PARCC and Smarter Balanced assessments to inform decisions about student placement into credit-bearing college courses, and aligning K–12 and postsecondary policies to the CCSS.

WestEd is evaluating the initiative based on five action areas involved in changing policy and practices around the implementation of the CCSS and aligned assessments for improving college readiness. These action areas attempt to encompass the policy, practices, and people dimensions of the Core to College effort; they center around how the policy and practices involved in implementing the CCSS and the alignment of state assessment practices can improve students' readiness for college change over time. The five action areas are strategic planning, infrastructure, stakeholder engagement, policy and governance, and data and analysis.

Cross-state, multi-method, qualitative reports are at the center of the evaluation, which systematically chronicle the progress of the initiative. Reports focus on topics of interest to the funders; the Learning Network; and Education First, the initiative's technical assistance provider. These studies are intended both to illuminate promising strategies and to document challenges.

The WestEd evaluation team understands that each state is approaching the implementation of the CCSS with its own set of parameters and context: differing stakeholders, funding concerns, size and scope, timelines, and internal priorities. The evaluation activities are intended to recognize that variation and highlight how Core to College can learn from it.

Executive Summary

The Core to College Initiative is designed to promote collaboration between the K–12 and higher education sectors in the implementation of the Common Core State Standards and aligned assessments, with the goal of reducing remediation and promoting greater college readiness.

This report examines the Core to College states' current course placement policies and practices, which range from standardized and centralized to varied and decentralized. . In addition, this report explores the current implementation planning efforts for the Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced Assessment Consortium (Smarter Balanced) assessments, along with how these consortia assessments may be integrated into states' existing course placement policies.

As an overarching theme, the Core to College states' Alignment Directors (ADs) consistently reported that, in the (current) absence of the PARCC and Smarter Balanced assessments, it was difficult to project exactly how the assessments would be used, broadly speaking, and specifically how they would be used for placement into credit-bearing higher education courses. The timelines for using the consortia assessments for placement into credit-bearing courses were uncertain as well.

What did emerge from this cycle of evaluation was a fairly clear picture of the existing ways in which current placement tests are used and the processes that states have been following to adopt new tests and set their cut scores. Specifically, the following themes emerged from this evaluation cycle:

- **Each state's current placement policies form the context for the implementation of the forthcoming PARCC and Smarter Balanced assessments.**

WestEd's inventory of placement testing policies revealed considerable variation both within and across the Core to College states. States that have developed centralized placement testing policies over many years will be relying on these existing policy frameworks when they consider how, or whether, to use PARCC and/or Smarter Balanced assessments for placement purposes. It is important to note that a centralized policy does not translate to the use of a single test for placement purposes. On the contrary, WestEd's analysis shows that, in some cases, state policies offer higher education institutions substantial options and discretion

with regard to not only which tests are used, but also how the placement tests are offered to students and how cut scores are set.

- **Agreements on course placement at the institutional level—often situated within regional feeder systems—serve as a framework for how students are enrolled in credit-bearing courses.**

Even in states with strong centralized placement policies, local adoption of course placement practices plays a key role in how students move within and between the K–12 and higher education systems. The Core to College states are in a good position to understand how, and in what ways, locally based changes to placement in entry-level courses can inform additional policy discussions about the use of the PARCC and Smarter Balanced assessments in the course placement process.

- **The ADs, and their states' Assessment Directors, are eagerly awaiting detailed information about the PARCC and Smarter Balanced assessments.**

The ADs reported that, in order to move forward on implementation steps related to the new placement tests, colleagues in their states will need specific information on how the PARCC and Smarter Balanced assessments compare to the existing placement tests that are currently in use. Even with this information, individual states will be conducting their own psychometric studies to assess the relationship between the new assessments and existing tests, and the extent to which the new assessments predict success in college-level coursework. In general, such studies will take time and may slow down the adoption of the PARCC and Smarter Balanced assessments for course placement in credit-bearing courses in college and university settings.

- **Definitions of college readiness can vary even between two- and four-year college systems within the same state, with implications for whether and how placement tests are ultimately used.**

The ongoing discussions of how to use the PARCC and Smarter Balanced assessments for placement in credit-bearing courses provide a vehicle for continuing the essential discussions of instructional alignment between and across the K–12 and higher education sector. Since the Common Core State Standards are intended to signal college readiness across a broad range of higher education institutions, the question of how individual institutions use the consortia assessments for placement purposes will need to be examined by each of the Core to College states as they develop and revise policy.

- **Communication from PARCC and Smarter Balanced about the uses, and limitations, of the consortia assessments as a single measure for course placement purposes will facilitate states' implementation of the assessments.**

Even as the Core to College states develop roadmaps toward adoption of the PARCC and Smarter Balanced assessments, information from the consortia indicates that these assessments might be used along with other measures in the college-level course placement process. The Core to College states are in a unique position to address how to integrate the consortia assessments into current placement policies, and to examine the options for implementing course placement with multiple-measure systems, as suggested in the literature on this topic.

- **Implementing pilot studies in Core to College states could expedite the process for how PARCC and Smarter Balanced assessment adoption unfolds.**

In each of the Core to College states—as varied as they are—the ADs should continue detailed discussions with all stakeholder groups about the anticipated timeline and steps that will be needed for the adoption of the PARCC and Smarter Balanced assessments for placement in credit-bearing courses. Launching pilot studies with faculty may provide an opportunity for assessing the implications of changes to cut scores, curricular alignment, and the mechanisms for how policy will be drafted and formalized at varying levels of governance, between and across systems. The pilot studies could also examine the anticipated savings or costs, and available resources, to support the use of the consortia assessments for course placement purposes.

Introduction

A central goal of the Core to College Initiative is to assist states in making deliberate use of the Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced Assessment Consortium (Smarter Balanced) assessments to help determine students' placement into credit-bearing, college-level, and career-related work. Slated for release in the 2014–15 academic year, the assessments, as described by the respective consortia, can be used for accountability purposes. The assessment results will provide data that will enable states to evaluate students' mastery of the Common Core State Standards and measure student performance and progress across high schools and districts.

If implementation goes as planned, the assessments will facilitate the transition from high school to college or career, so that fewer students will spend time and money in non-credit-bearing, remedial education classes. Remediation and the needs of lower-performing students in mathematics and English language arts will be addressed earlier on in high school.

Currently, states have a range of policies and practices related to students' course placement in higher education institutions. As the states in the Core to College Initiative forge ahead in collaborating with PARCC and Smarter Balanced, they must begin planning how these assessments will inform how students are placed into credit-bearing courses at higher education institutions.

Based on findings from WestEd's interviews and analysis, the body of this report is divided into two primary sections: (1) an examination of the Core to College states' current course placement policies and practices—which range from standard, centralized policies to allowing higher education institutions complete autonomy in setting course placement policies; and (2) an exploration of current implementation planning efforts for the PARCC and Smarter Balanced assessments, along with how these consortia assessments may be integrated into states' existing course placement policies.

Driving Questions

What placement tests for credit-bearing courses are currently being used in each state? Is there variation or consistency in placement tests and cut scores?

How are cut scores set in two-year and four-year institutions of higher education? Is there a centralized state policy in force that dictates this process?

What steps are under way at the state level, and in the states' institutions of higher education, for how the PARCC and Smarter Balanced assessments will be used for course placement in credit-bearing courses?

To offer some initial context, this evaluation report also includes a literature review that explores the decisions behind standardizing course placement practices, what the standardization process entails, and what sorts of variation in course placement practices currently exist across states. In addition, to assist Core to College states in their thinking about course placement policy reform, the literature review identifies several key elements involved in developing and implementing effective course placement policies.

To frame this evaluation report, WestEd conducted an inventory of existing course placement policies and practices in each of the ten Core to College states. This inventory provides a baseline documentation of states' current policies. These state-by-state inventories of placement policies and practices, including cut scores¹, can be found in Appendices A–J.

Methodology

For this cycle of evaluation, WestEd staff gathered data from several sources in each of the ten Core to College states. In addition to conducting interviews with the Alignment Directors (ADs) and their colleagues, WestEd evaluators reviewed documents provided by the ADs, as well as numerous public websites. These documents and online resources included state policy documentation, surveys of placement policy elements, and various community colleges' and other higher education institutions' websites.

WestEd began by reviewing the documents that contained statewide information, and, from there, moved to researching specific information available on the websites of various institutions (see Appendix K). The

schools represented in Appendices A–J are those whose websites offered the most information regarding their course placement practices and policies. It should also be noted that some of these institutions may have additional placement policies that are not publicly described on their websites. For this evaluation, WestEd's research focused more on placement tests and cut scores, and less on the remedial education that is offered to certain students based on their placement test results.



¹ A *cut score* is a benchmark score that determines whether a student must enter remedial education or can be placed directly into a credit-bearing course.

The appendices present information on state or system-wide policies (if applicable) side-by-side with three two-year institutions and three four-year institutions for each Core to College state. As each Core to College state has numerous two- and four-year institutions, WestEd staff chose a handful from each state to review, based on opportunistic information found online. In order to capture a more comprehensive range of policies, where possible, we made considerable effort to not include two campuses within the same system (e.g., University of North Carolina–Charlotte and University of North Carolina–Chapel Hill were not both included).

Literature Review: Implementing Course Placement Policy

Why Do States Standardize Course Placement Policy?

Placement policy reform has been happening across the nation, with some states decades into the process and others in the beginning stages. These placement policy reform efforts often stem from a desire to improve remediation rates and the impact of remedial education courses. For instance, in Achieving the Dream—a 15-state initiative focused on improving academic outcomes of community college students—state teams concluded that “aligning community college placement expectations, standards, and assessments is a key way that policy can reduce the number of students requiring developmental education²” (Collins, 2008, p. 1). This sort of alignment is important, as placement into remedial education courses can affect how quickly students earn a certificate or degree and whether or not they complete a credential at all (Venezia, Bracco, & Nodine, 2010).

Multiple reports (Brown & Niemi, 2007; Burdman, 2012; Collins, 2008; Prince, 2005) indicate that institutions of higher education have hoped that standardized and consistent course placement policies and higher academic standards will improve low student success rates by:

- improving postsecondary institutions’ ability to accurately assess and place students,
- making entrance standards consistent and less confusing for students,
- clarifying college-level performance expectations,
- reducing transfer barriers between institutions,
- articulating course sequences and aligning K–12 and postsecondary curricula, and
- supporting the use of student data to measure outcomes.

In some states, the motivation to standardize course placement policy comes from legislative mandates; for example, in Connecticut, a 2007 legislative act required the creation and implementation of common placement cut scores. These efforts are often motivated by the belief that educational quality can be improved through standardized and consistent course placement and cut-score policies (Prince, 2005). Developing and implementing a

² *Developmental education* is another commonly used term for remedial education.

standardized policy involves a complex process of “corralling disparate placement practices and policies into a coherent placement assessment policy framework” (Collins, 2008, p. 4).

What Does the Standardization Process Look Like?

States have diverse approaches to setting course placement policy, with differing degrees of centralization at both the state and institutional levels. States vary in the degrees to which they have a standard, centrally dictated policy and whether they seek consensus among colleges (Prince, 2005). However, as pressure for policy coherence has grown, course placement policies have increasingly become a state-level issue (Burdman, 2012).

Some states are implementing course placement policy reform and standardization through a variety of policy levers, including mandating testing, specifying placement tests and cut scores, creating customized tests, considering additional factors beyond just placement tests when placing students, and integrating mandatory use of support services. Meanwhile, other states are reducing reliance on placement test scores or banning placement tests altogether (Burdman, 2012; Prince, 2005; Dadgar, Nodine, Bracco, & Venezia, 2013).

States are in different stages of policy reform. For states that are further along in reforming course placement policies, the process has often taken decades. For instance, North Carolina started developing a placement policy in 1993, prompted by a state mandate to set placement tests and cut scores for determining college readiness. In 1999, North Carolina set a statewide policy that specified the placement tests and cut scores; this policy was then reset in 2006 (Collins, 2008).

Florida has one of the more extensive, coordinated, and standardized placement policies in the nation. Its process of making meaningful policy changes has taken seven years of intensive, sustained commitment (Burdman, 2011). As Florida’s Executive Vice Chancellor noted, “There was a lot of work involved, and there were many more steps than we envisioned” (Burdman, 2011, p. 20). A common experience for states engaged in placement policy reform is that setting cut scores is a long-term process of calibration and that “[placement policy] work is never done: it is an iterative process that requires vigilant and continual monitoring and refining” (Collins, 2008, p. 2).

What is the Variation in Placement Policies?

Across the nation’s postsecondary institutions, variation is evident at all levels of placement policies, from the broader aspects of legislation and scope to the specific aspects of tests and cut scores. According to a 2012 National Assessment Governing Board (NAGB) study (Fields & Parsad, 2012), there are approximately 3,650 postsecondary institutions in the United States. However, there is a wide array of policies among the states housing those postsecondary institutions, and fewer than half of all states have placement policies for

remedial courses, specific placement exams, or cut scores (Collins, 2008). When looking at course placement policies across these 3,650 institutions of higher education, there is variation between public and private institutions and between two-year and four-year institutions; there is also policy variation within each of those individual categories. This variation is due to several factors, including the degree of state-level control over community college policy and the degree of commitment of institutional leaders (Prince, 2005).

The variation in course placement policies is also at least partly due to the fact that, depending on the state, policies can be created and administered by a variety of entities, including the state government, a higher education board, or various individuals or departments within each institution. All of these policies are based on the idea of using placement tests and cut scores to determine if a student is college ready or requires remedial education. However, even similar college-readiness terminology used within each of these placement policies can have a variety of different meanings across states. The NAGB study found that “postsecondary education institutions across the nation do not hold a single, common conception of ‘just academically prepared’” (Fields & Parsad, 2012, p. 25) for college-level coursework.

What is the Variation in Placement Tests and Cut Scores?

States have adopted several different approaches to using placement tests, including mandating a single test statewide, allowing institutions to choose among several state-mandated tests, and asking institutions to voluntarily agree on a single placement test (Prince, 2005). While there is significant variation in which placement tests states and institutions choose to use, there is also variation in whether institutions of higher education use course placement tests at all. In the NAGB study, 71 percent of postsecondary education institutions reported using a mathematics placement test, while only 53 percent reported using a reading test. The use of placement tests also varied among categories of institutions. For example, 94 percent of two-year public institutions used a reading placement test, while only 51 percent of four-year public institutions used a reading placement test (Fields & Parsad, 2012). Even within individual institutional systems, placement test usage varies. For example, while it has mandated cut scores, one statewide community college system uses over 40 different placement tests, and each of the system’s colleges chooses which placement tests to offer and how to apply them (Belfield & Crosta, 2012).

Policies regarding cut scores are often even more decentralized than policies regarding placement tests. As Prince (2005) indicates, “[o]nly a small number of states have established minimum passing scores for entry into general education without referral to developmental education; more often, such decisions are left to institutional discretion” (p. 3). Even when there are standardized cut scores for placement tests, institutions respond to student scores in different ways. For instance, some institutions use cut scores to mandate

enrollment in certain remedial courses, others allow students to choose which courses to take (with placement test scores being used as guidance), and still others handle course placement on a case-by-case basis in which counselors take into account other factors beyond just placement test results (Fields & Parsad, 2012). In general, the 2012 NAGB study highlights “the complexity and variability in the use of tests and cut scores by postsecondary education institutions in determining student need for remediation. The procedures in use across the country are not monolithic” (Fields & Parsad, 2012, p. 8).

What Lessons Have Been Learned?

When engaging in placement policy reform and standardization efforts, Core to College states may be interested in considering lessons learned by other states. Following are several key elements involved in effective course placement policies:

- *Placement policy has interconnected elements and must be addressed as a whole.* In the process of examining cut-score policies, states often find themselves addressing additional, related issues, such as placement exams, placement policies, and standards of college readiness (Collins, 2008). Higher education course placement policies are also connected to K–12 policies and are part of larger statewide policy initiative discussions about the challenge of aligning high school and postsecondary standards (Burdman, 2012). In addition, new placement policies may impact budgets and hiring, depending on the number of students needing remedial courses (Collins, 2008). States have learned that there are risks involved if placement policy is not addressed systematically: “On their own, mandatory developmental education placement and cutoff scores run the risk of driving up the number of individuals who enroll in developmental education without increasing their success in either developmental or credit programs” (Prince, 2005, p. 8).
- *Involvement and collaboration across sectors and levels promote success.* When developing their standardized placement policies, both Connecticut and Florida made cross-sector coordination and faculty involvement a key part of their successful processes (Burdman, 2011). In general, the most promising assessment improvement initiatives rely on collaboration between K–12 schools and postsecondary institutions (Burdman, 2011).
- *Communication with students is key.* Venezia, Bracco, and Nodine (2010) report that institutions are increasingly recognizing the importance of providing information to students regarding placement tests’ structure, expectations, and importance in advance of placement tests—a practice that has been found to have a positive effect on the validity of the test scores.
- *Using multiple tests and measures may be beneficial.* States are considering using multiple criteria for course placement, including high school course performance,

passing a specifically aligned senior-year course, and results from the upcoming PARCC and/or Smarter Balanced assessments (Burdman, 2012). In their review of a statewide community college system and its placement tests, Belfield and Crosta found that “[h]igh school transcripts may yield more information across the range of attributes. Thus, the optimal decision rule may be to combine information from a placement test and a high school transcript” (2012, p. 4). In North Carolina, a Developmental Education Initiative team has commissioned a new placement test that is better aligned with the state’s curriculum; the team is also considering asking colleges to use high school grades and other measures, in addition to test scores, for placement decisions (Burdman, 2012).

From reviewing the literature on placement policy and statewide standardization, it is evident that states have a variety of motivations and approaches, and that the process of implementing a common placement policy is often long and complex. The literature also shows that elements related to placement policy—such as definitions of college readiness, placement tests, and cut scores—vary greatly across institutions nationwide.

Variation in Course Placement Policies and Practices

The Core to College Initiative provides a new opportunity to understand current state, regional, and institutional course placement policies. It also offers a useful opportunity to document promising course placement practices, and potential challenges, that are associated with the transition to the Common Core State Standards.

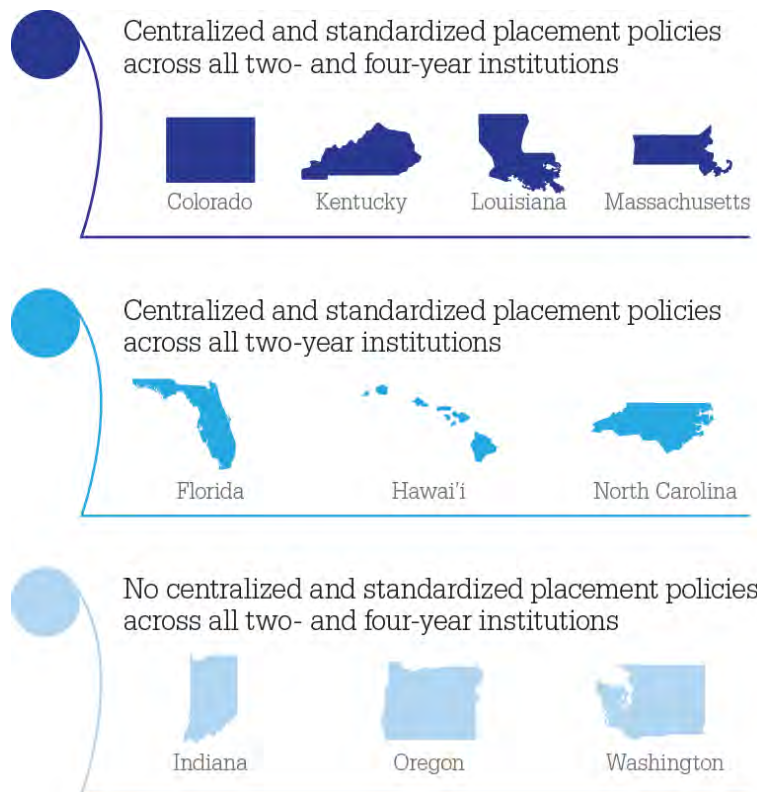
Across the Core to College states, current course placement policies and practices vary. Several states, such as Kentucky and Louisiana, have set placement tests and respective cut scores that apply across all of their postsecondary institutions. Other states, such as Florida and Hawaii, have consistent policies in place across their community college systems, but not across their four-year institutions. Even greater variation is apparent in higher education systems such as those found in Oregon and Washington, where a decentralized approach allows individual community colleges and universities to select placement tests and set cut scores.

In addition to the wide variation in policies related to placement tests and cut scores, there is also significant variation in which placement tests are used by the Core to College states. Common placement tests include ACCUPLACER, COMPASS, and ASSET, all of which students take either before or upon arrival at college. Some higher education institutions use scores from the SAT or ACT—both of which students have already taken for admission—to determine course placement. In addition, many institutions depend on faculty-created tests.

Looking ahead to states' adoption of the PARCC and/or Smarter Balanced assessments—and to the use of these assessments for course placement purposes—it is useful to understand the current policy landscape in each of the Core to College states. It is also helpful to clearly understand how institutions in each state select tests and implement cut scores for placement in credit-bearing courses.

In an effort to describe the current placement policy landscape in each state, WestEd compiled a placement test inventory for each of the Core to College states. Appendices A–J provide summaries of the Core to College states' placement policies and cut scores. Each appendix includes a policy overview for the respective state, as well as specific examples of placement test and cut-score practices for three selected community colleges and three selected four-year universities.

The states' levels of centralization and standardization cluster around three fairly distinct policy practices.



Four states—Colorado, Kentucky, Louisiana, and Massachusetts—have standardized placement policies across all two- and four-year institutions; three states—Florida,³ Hawaii, and North Carolina—have common placement policies across all two-year institutions; and three states—Indiana, Oregon, and Washington—do not have any common policies across all two- and four-year institutions.

States with Common Placement Policies across All Two- and Four-Year Institutions

Colorado, Kentucky, Louisiana, and Massachusetts all have state-level entities that have set centralized course placement policies across all of their two- and four-year institutions. While each of these states has standardized statewide policies, there is some variation at the institutional level in how the course placement practices are implemented.

³ The Florida College System (FCS) is made up of 28 institutions, including community colleges and state colleges. The FCS is governed by the State Board of Education, and is separate from the state's university system.

For example, Susan Lane, AD in **Massachusetts**, reports that despite the existence of a state policy requiring common, consistent assessments to determine course placement, there is still variation across the state in what is used and in how placement testing occurs. Lane also points out that, although the state policy is clear, there has not been a major emphasis on ensuring consistency in implementation, which would be needed in the future if there is a change in policy.

A 2009 survey of placement practice in Massachusetts' community colleges revealed differences in practice across institutions in the following areas: test exemption practice, math cut scores, use of calculators during placement tests, and whether re-testing is allowed (Solomon, 2010). In relation to the math cut scores, the Massachusetts Department of Higher Education (2013) states that "[t]he College Board's ACCUPLACER Computerized Placement Test is used to test mathematics basic skills. Cut-off scores are 40 on the College Level Math test or 82 on the ACCUPLACER Elementary Algebra test. All students take the math test." However, a review of the placement policies posted on the websites of several universities and colleges in Massachusetts revealed variety in acceptable cut scores on these ACCUPLACER mathematics tests (see Appendix G).

According to the 2009 survey (Solomon, 2010), one of the reasons that institutions may vary in their course placement practices is that many have voiced displeasure with the value of information provided by the ACCUPLACER test. For example, for mathematics assessment, faculty commented that the ACCUPLACER results do not help them learn what students know. Faculty also commented that, because the state does not use the ACCUPLACER diagnostic tools that provide analysis of what students know, the limitations of the ACCUPLACER test on its own result in a one-size-fits-all approach.

In **Louisiana**, the state's Board of Regents has built a deliberate policy structure that identifies the specific placement tests, and their respective cut scores, for entrance into credit-bearing entry-level mathematics and English college courses. It is particularly notable that this common placement policy is used across all community colleges and four-year institutions. In mathematics, for example, explicit cut scores for placement are communicated to students for the SAT, ACT, COMPASS, and ASSET tests. Thus, the state intends for high school students to use this publicly available information (compiled in Appendix F) to align their studies to colleges' and universities' expectations.

However, in practice, Louisiana's individual college and university placement policies differ slightly from state policy, much like those of institutions in Massachusetts. Cut scores vary, and not all placement tests are advertised as accepted for placement purposes.

In **Kentucky**, the passage of Senate Bill 1 in 2009 mandated that education stakeholders from three agencies—the Council on Postsecondary Education, the Education Professional Standards Board, and the Kentucky Department of Education—collaborate in establishing

and overseeing decisions on postsecondary placement exams and their respective cut scores. As a result of laws overseeing college admission regulation, these three key groups reviewed placement test data from thousands of students at nine state universities, developed “essential standards” (a set of learning outcomes based on the Common Core State Standards), and established cut scores for entry-level placement. As a result, Kentucky’s public higher education system operates under a unified entry-level placement test system that extends to all state community colleges and universities.

This statewide effort moved forward with the overarching goal of increased data-driven decision-making. AD Shannon Gilkey suggests that as the state collects more student performance data, these data could eventually inform the state’s decision-making process regarding education spending. He comments, “To see universities using data moves us in the right direction.”

States with Common Placement Policies across All Two-Year Institutions

While the states described in the preceding section have policies that apply to all two- and four-year institutions, other Core to College states have standardized course placement policies that apply to all community colleges, while allowing four-year institutions to decide their own institutional placement testing practices.

In **Florida**, the State Board of Education governs the Florida College System. State Board Rule 6A-10.0318 dictates the Florida College System’s placement tests and cut scores. Currently, there are only five tests used for course placement—Florida Comprehensive Assessment Test (FCAT) 2.0, Postsecondary Education Readiness Test (PERT), ACCUPLACER, SAT, and ACT—as dictated by State Board Rule 6A-10.0318. This rule applies only to the Florida College System. The Florida State University System, which is a separate entity with its own Board of Governors, does not follow the same course placement policies and practices as the Florida College System. With the exception of one institution, Florida’s state universities have relatively rigorous acceptance policies, and, as such, they do not offer remedial coursework. Thus, students who are admitted to the Florida State University System are deemed ready for entry-level courses. Should students require remediation, they must transfer to a Florida college (i.e., two-year institution) and complete the remedial courses there. For Florida’s data inventory summary, see Appendix B.

Hawaii’s community college system is similar to the Florida College System in that it has one systematic and centralized policy across all campuses for placement into credit-bearing courses. However, Hawaii’s four-year institutions do not have this sort of systemwide policy. At the four-year universities, a more decentralized, campus-by-campus practice exists. For instance, mathematics faculty at the University of Hawaii–Manoa have created their own placement test. By contrast, the University of Hawaii–Hilo has a policy that students who

have been admitted to the university can take any entry-level course; however, if entering students want to take a course above entry level, they must take the university's own institutional placement test. Meanwhile, the University of Hawaii–West Oahu uses COMPASS, SAT, or ACT, as well as certain Advanced Placement courses, for entry-level placement purposes. For more information about Hawaii's policies and practices, see Appendix C.

States without Common Placement Policies across Two- and Four-Year Institutions

As discussed in the literature review, there are several reasons why states or systems may enact common placement testing and cut-score policies, such as making entrance standards consistent and less confusing for students and reducing transfer barriers between institutions. However, several of the Core to College states operate without any overarching statewide or systemwide placement policy in place, which results in significant variation in placement test and cut-score practices across individual institutions of higher education. The institutions in these states value the flexibility to create placement policies that meet the needs of the student populations that they serve.

Oregon's higher education system includes 17 community colleges and eight four-year institutions; each individual institution sets its own placement process. Examples of these are highlighted in Appendix I. Oregon's system varies statewide with regard to which placement tests are used and how cut scores are determined. Some colleges and universities use the same placement test, but there is a large variation in cut scores across institutions. AD Lisa Reynolds reports that the state's institutions are used to their autonomy and would be reluctant to give that up. In particular, Reynolds indicates that some community colleges have made emphatic arguments about their need for differential levels of student course placement and support within their institutions. In addition, Oregon's community colleges have voiced displeasure at the idea of sharing common cut scores with its four-year institutions, in part because the community colleges have an automatic admissions policy, so it would not be fair to hold its students to the same standards as those of the more academically selective university system. Reynolds' key message concerning course placement policies is that discussion of these topics could prove challenging, as it is a "difficult discussion to get off the ground."

In **Washington**, there is significant variation in community college placement tests (see Appendix J), as well as a significant amount of variation in course content across school districts. AD Bill Moore identifies this variation in high school curriculum as particularly significant, saying, "There is no centralized curriculum, so it's hard to have centralized placement." While Moore notes that there is some interest in increased common placement testing at the regional level, he comments that any shift toward more standardized placement

practices feels fairly slow-moving, and that there is no critical mass of people or institutions clamoring to move toward regional or statewide standardization of placement testing practices.

Indiana's Ivy Tech Community College (IVCC) system has a system-wide placement test policy that all of the regional campuses use. All of the state's community colleges are part of the IVCC system except Vincennes University, a two-year college that sets its own placement test policy. As shown in Appendix D, Vincennes University's ACCUPLACER cut scores are substantially lower than the cut scores required for IVCC placement. Appendix D also shows that there is variation between the IVCC system and Vincennes University in the specific assessments used for course placement—both use the ACCUPLACER, but the IVCC system also uses SAT, PSAT, and ACT, while Vincennes University also uses ASSET and COMPASS—and that comparing the IVCC systems' cut scores to some of the state's four-year universities shows additional variation, with similar reading cut scores but vastly different mathematics cut scores.

Course Placement Test Resources for Students and Parents

As there is clearly a wide range of course placement practices within and across states, it is particularly helpful when states can provide high school students and their parents with targeted resources and supports for determining course placement practices and college readiness *ahead* of entering college. Navigating the websites of various two- and four-year institutions for clear information about course placement testing and cut-score requirements can be both tedious and confusing. However, certain states, such as North Carolina and Florida, have programs to support high school students in understanding their states' course placement processes and determining their own readiness for credit-bearing coursework.

The Early Mathematics Placement Testing (EMPT) Program at East Carolina University in North Carolina helps students and parents navigate the various mathematics placement procedures across the state's 58 community colleges and 17 University of North Carolina System universities. In addition to offering free practice placement tests for high school students, the EMPT Program produces an annual guide detailing the state colleges' and universities' various course placement procedures. This guide lists the general, standardized course placement policy for the community colleges, along with detailed placement test and cut-score information for the universities. This guide, along with an EMPT Guide for Parents and Guardians, is included in Appendix L.

Florida's efforts to educate students and parents about gauging college readiness and understanding course placement practices focus on annual assessments throughout elementary, middle, and high school, with college readiness assessments beginning in 10th grade. Since 1998, the state has administered its own test for assessing student

achievement and identifying remediation needs prior to high school graduation. The Florida Comprehensive Assessment Test (FCAT) 2.0 is administered to students in grades 3–10 and assesses student achievement of the Next Generation Sunshine State Standards. Students in 10th grade take the FCAT 2.0 assessments in English, reading, and mathematics. Students who do not score at level five (the highest level) in any of the subject areas of the FCAT 2.0 in 10th grade take Florida’s Postsecondary Readiness Test (PERT) in their junior year of high school. Students who pass the PERT are deemed college ready. Students who do not pass are enrolled in transitional courses (called “intensives”) during their senior year of high school. If they pass the transitional courses, they are determined to be college ready. For students who graduate without having passed transitional courses, other tests, such as ACCUPLACER, SAT, and ACT, may be used to determine college readiness. Florida’s assessment structure—aimed at reducing remediation rates—creates an innovative early-feedback system, building educational supports into the high school curriculum and letting high school students know if they are ready for the demands of college coursework prior to high school graduation and ahead of arriving on a college campus.

Considering the Use of Consortia Assessments for Course Placement Purposes

Overall, ADs indicated that in order to implement the PARCC or Smarter Balanced assessments for course placement, they will need to have the opportunity to understand the technical characteristics of the assessments and study their utility. Most ADs commented that adoption of new consortia assessment cut scores to use for placement into credit-bearing courses is anywhere from four to seven years away. This would follow initial administration of the new Common Core State Standards (CCSS)–based consortia assessments in 2014–15 and the correlating research on the validity and reliability of the assessments. While some states are building in policy placeholders that indicate that PARCC and/or Smarter Balanced assessments will be used for course placement purposes, other states report faculty resistance to replacing current placement tests.

Climate and Context for Implementing PARCC and Smarter Balanced Assessments

With implementation of the PARCC and Smarter Balanced assessments two years away, states are currently focused on developing campus or regional teams for assessment and curriculum review; convening key stakeholders and building communication channels for input on policy; and laying the groundwork for eventual policy changes related to the three primary Core to College objectives. The primary focus for many ADs continues to be building awareness of the CCSS and aligned assessments. ADs are also using existing work groups and state government task forces to review admission practices and policies, and remediation in general, with an eye toward how the PARCC and Smarter Balanced assessments can help with placement testing practices.

AD John Denning of North Carolina has set up the Common Core Engagement Group for Higher Education. The group's convenings build awareness of the CCSS among a diverse group of stakeholders, including deans, faculty, assessment specialists, and college provosts. The group acts as a sounding board for issues that arise about the implementation of the CCSS. Within this group, there is significant support for the promise of the Smarter

Balanced assessments, but, at the same time, a concern about the rate of their development. North Carolina will not move toward using these assessments in course placement decisions until they are finalized.

Several states report concerns about planning to use the PARCC and/or Smarter Balanced assessments as course placement tests, as well as resistance from key stakeholders—in particular, campus faculty. Washington’s Bill Moore comments, “It’s hard to sell a product when it is essentially vaporware.” He also notes that, in Washington, “standardized placement seems like a long shot.” On the other hand, many community college faculty in Washington are unhappy with current course placement tests; there have been numerous and increasing discussions about regional or institutional test reform, including the possibility of combining transcript data and Smarter Balanced assessment results to determine course placement.

The ADs from both Washington and Oregon commented that buy-in for using PARCC and Smarter Balanced assessments for course placement purposes could be improved by involving faculty in more pilot testing of the assessments, and by granting access to a full sample test and set of rubrics, which would give faculty more exposure and comfort with the tests.

Colorado and Indiana postsecondary institutions are deeply committed to using ACCUPLACER for course placement purposes, and, even acknowledging its imperfections, ADs in these states report that they are not likely to give up current practices that are firmly embedded across their states. Indiana’s AD, Trish Włodarczyk, says that PARCC assessments may be used with confidence within five to seven years to indicate when students can place out of remediation, but it is not likely that PARCC assessments would be used to replace current course placement tests offered by mathematics and English departments. Similarly, Colorado’s AD, Emmy Glancy, reports that implementation of PARCC assessments for course placement purposes is not immediately imminent. She says, “In five years, we’ll be comfortable embedding the [PARCC] cut score”—once studies have shown the PARCC assessments’ validity and reliability.

Massachusetts also uses ACCUPLACER for course placement purposes, but there is a wide variety in implementation throughout the state, and, as previously discussed, faculty are unhappy with it. Massachusetts’ AD, Susan Lane, is holding an Assessment Forum for higher education faculty in March 2013 to help higher education stakeholders understand the PARCC assessments. She says the intention is to target “the right people” (e.g., remedial mathematics faculty) and really “get into the weeds” about the PARCC assessments. She anticipates that there will be people who do not like PARCC and who need opportunities to raise concerns and questions. She hopes PARCC can provide data that will be both useful

and actionable, but she notes that a new policy alone is not sufficient; institutions need clear implementation guidelines.

Some states, such as Florida, have clear legislative pathways and systems in place for implementing new policy across all of their postsecondary institutions. For instance, because of Florida's development of the Florida Comprehensive Assessment Test (FCAT), state leadership has a policy roadmap to follow. The FCAT efforts have also created a number of communication tools that will enable Florida to spread the word about PARCC implementation. However, Florida AD Cassandra Brown comments that faculty have expressed concerns about the hard work they have already put into Florida's state standards and definitions of college-ready competencies, and that, as a result, faculty are not widely discussing placement or policy changes related to PARCC. Florida faculty have, however, expressed interest in a validation study of the PARCC assessments, with the goal of determining a cut score that corresponds to a 70 percent success rate in college courses.

Evolving Plans for Course Placement Practices

Many ADs view the consortia assessments as simply another set of tests in the mix. These ADs are considering combinations of a wide variety of other indicators—including ACCUPLACER and grade point average (GPA)—for use in course placement decisions.

For example, Colorado AD Emmy Glancy comments that Colorado is developing a holistic, “mastery-based” student profile that could include PARCC benchmarks, SAT scores and/or ACT scores, Advanced Placement scores, International Baccalaureate scores, course grades, and TOEFL and/or language test scores. Glancy's colleagues are also working on a differentiated cut score that varies depending on the student's intended degree, with the ultimate goal of “meeting students where they are.” As part of this process, they are working with K–12 colleagues to clarify common course descriptions and common transcripts. Colorado is also currently in the process of revising its admissions and remediation policy. The new admissions and placement policies will include a placeholder for PARCC assessments.

Several institutions in Washington, which currently has no centralized placement policy, are moving toward updated course placement practices. For instance, some Washington community colleges are creating matrices that combine students' most recent math courses taken, grades earned, and time since the courses were taken. In addition, several regional partnerships across the state are exploring ways to move away from traditional standardized tests. As part of their work, these groups are also considering common placement approaches within their partnerships.

North Carolina's AD, John Denning, says that “after reviewing ten years of data on GPA and course performance” and reviewing well-regarded literature on the subject, his colleagues

feel that GPA is a better predictor of course performance than test scores. He shared that there is some discussion of including GPA in course placement decisions, at least for the North Carolina Community College System (NCCC). NCCC plans to revise its course placement system this spring, and both new course placement tests and student GPA are being discussed for inclusion in the revised system.

Hawaii is currently building a state longitudinal data system (SLDS), which will enable the state to analyze placement and performance data. The state plans to use its SLDS to better understand outcomes of students enrolling in an Algebra 2 transitional course; this course will be designed to help students who have not been able to meet the benchmarks of the Smarter Balanced assessments. The Hawaii P-20 (a statewide partnership led by the Executive Office on Early Learning, the Hawaii State Department of Education, and the University of Hawaii System) and its colleagues at the state's Department of Education and the University of Hawaii system have both experience with and capacity to understand the impact of the Smarter Balanced assessments as they roll out. At the same time, these stakeholders are proceeding with caution because the consortium assessments' reach and complete purpose are still unclear.

Across the Core to College states, faculty are interested in what diagnostic databases will be available from PARCC and Smarter Balanced to help with placing students in and out of remedial education and what mechanisms will be in place to share data across K-12 and postsecondary institutions.

Considerations for Future Discussion

Based on the publicly available information that WestEd staff gathered about course placement policies in each of the Core to College states, along with WestEd's interviews with ADs and their colleagues, there are several key considerations for further discussion and deliberation through the Learning Network and other dissemination channels. As an overarching theme, the ADs consistently reported that in the (current) absence of the PARCC and Smarter Balanced assessments, it was difficult to project exactly how the tests would be used, broadly speaking, and specifically how they would be used for placement into credit-bearing higher education courses. The timelines for using the consortia assessments for placement purposes were uncertain as well.

What did emerge from this cycle of evaluation was a fairly clear picture of the existing ways in which current placement tests are used and the processes that states have been following to adopt new tests and set their cut scores. Even amid the uncertainty about the consortia assessments, the ADs in each state continue to convene K–12 and higher education colleagues and other stakeholders in order to share information and begin discussions about the potential for using these assessments for course placement purposes following their anticipated 2014–15 release.

The following additional themes emerged from this evaluation cycle:

- **Each state's current placement policies form the context for the implementation of the forthcoming PARCC and Smarter Balanced assessments.**

WestEd's inventory of placement testing policies revealed considerable variation both within and across the Core to College states (see Appendices A–J). States that have developed centralized placement testing policies over many years will be relying on these existing policy frameworks when they consider how, or whether, to use PARCC and/or Smarter Balanced assessments for placement purposes.

It is important to note that a centralized policy does not translate to the use of a single test for placement purposes. On the contrary, WestEd's analysis shows that, in some cases, state policies offer higher education institutions substantial options and discretion with regard to not only which tests are used, but also how the

placement tests are offered to students and how cut scores are set. States that have successfully adopted a centralized statewide placement policy can serve as examples; Florida's system provides the clearest example in the Core to College network of how a centralized state policy has standardized the placement process across institutions.

- **Agreements on course placement at the institutional level—often situated within regional feeder systems—serve as a framework for how students are enrolled in credit-bearing courses.**

Even in states with strong centralized placement policies, local adoption of course placement practices plays a key role in how students move within and between the K–12 and higher education systems. Locally implemented changes in remedial education placement policies are underway across the country. For instance, there are numerous examples, within the Core to College states, of efforts in community colleges to improve placement test outcomes by enabling students to prepare for their tests. In addition, many institutions have intake strategies that provide students with information on and options for course placement.

Most importantly, the courses that students are placed into, particularly at the community college level, are highly varied, both within and across states. By contrast, there are also examples—such as in Indiana, where institutions of higher education are standardizing their coursework—where the differences between courses of the same name have been narrowed as a way to provide students with clarity about course objectives and expectations. The Core to College states are in a good position to understand how, and in what ways, these ongoing, locally based changes to placement in entry-level courses can inform additional policy discussions about the use of the PARCC and Smarter Balanced assessments in the course placement process.

- **The ADs, and their states' Assessment Directors, are eagerly awaiting detailed information about the PARCC and Smarter Balanced assessments.**

The ADs reported that, in order to move forward on implementation steps related to new placement tests, colleagues in their states will need specific information on how the PARCC and Smarter Balanced assessments compare to the existing placement tests that are currently in use. This includes information about the content of the new assessments in both English language arts and mathematics, and about how cut scores will be determined to signal readiness for college-level work. Several, but not all, of the ADs are aware that the assessment consortia will be providing some of this information to its member states.

Even with this information, individual states will be conducting their own psychometric studies to assess the relationship between the new assessments and existing tests, and the extent to which the new assessments predict success in college-level coursework. For instance, both Hawaii and Kentucky provided clear examples of how their state systems would conduct additional psychometric studies to understand the relative performance of the PARCC and Smarter Balanced assessments to those tests currently being used for course placement in credit-bearing courses. In general, such studies will take time and may slow down the adoption of the PARCC and Smarter Balanced assessments.

- **Definitions of college readiness can vary even between two- and four-year college systems within the same state, with implications for whether and how placement tests are ultimately used.**

The ongoing discussions of how to use the PARCC and Smarter Balanced assessments for course placement provide a vehicle for continuing the essential discussions of instructional alignment between and across the K–12 and higher education sectors. Finding basic information on how placement tests are used in four-year institutions in a number of the Core to College states was challenging; in these states, placement test information was more readily accessible for two-year institutions. Unsurprisingly, cut scores are generally substantially higher in the four-year institutions. The relative transparency of the information on two-year colleges signals that the issue of course placement policy is most acute at these institutions, where remediation rates are traditionally higher than at the more selective four-year colleges.

Since the Common Core State Standards are intended to signal college readiness, the question of selectivity cannot be ignored. Each of the Core to College states continues to make progress on statewide definitions of college and career readiness, and each AD has made inroads in including stakeholders from both two-year and four-year institutions when attempting to define these terms.

- **Communication from PARCC and Smarter Balanced about the uses, and limitations, of the consortia assessments as a single measure for course placement purposes will facilitate states' implementation of the assessments.**

Even as the Core to College states develop roadmaps toward adoption of the PARCC and Smarter Balanced assessments, information from the consortia indicates that these assessments might be used along with other measures in the college-level course placement process. The ADs would be well served by engaging in ongoing discussions with the PARCC and Smarter Balanced teams about how the consortia assessments can, and should, be used for course placement purposes: for instance, what other measures might be needed, and how would those measures fit

with existing course placement testing that is underway? The Core to College states are in a unique position to address how to integrate the consortia assessments into current placement policies, and to examine the options for implementing course placement with multiple-measure systems, as suggested in the literature on this topic.

- **Implementing pilot studies in Core to College states could expedite the process for how PARCC and Smarter Balanced assessment adoption unfolds.**

In each of the Core to College states, as varied as they are, the ADs should continue detailed discussions with all stakeholder groups about the anticipated timeline and steps that will be needed for the adoption of the PARCC and Smarter Balanced assessments for placement in credit-bearing courses. Some of the ADs have already begun this process, particularly with engagement of higher education faculty on the subject of placement policy. Launching pilot studies with faculty may provide an opportunity for assessing changes to cut scores, curricular alignment, and the mechanisms for how policy will be drafted and formalized at varying levels of governance, between and across systems. To the extent that data systems and data collection processes are developed through the use of pilot studies, these systems and processes may pave the way for additional efficiencies following the release of the consortia assessments in 2014–15. The pilot studies could also examine the likely costs, and available resources, to support the use of the consortia assessments.

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Appendix A: Colorado Placement Policies

These appendices present information on state or system-wide policies (if applicable) side-by-side with three two-year institutions and three four-year institutions as relevant for each Core to College state. To gather this information, WestEd reviewed documents that contained statewide information, and, from there, moved to researching specific information available on the websites of various institutions (see Appendix K). These documents and online resources included state policy documentation, surveys of placement policy elements, and various community colleges' and other higher education institutions' websites.

As each Core to College state has numerous two- and four-year institutions, WestEd staff chose a handful from each state to review, based on opportunistic information found online. The schools represented in these appendices are those whose websites offered the most information regarding their course placement practices and policies. In order to capture a more comprehensive range of policies, where possible, we made considerable effort to not include two campuses within the same system. It should also be noted that some of these institutions may have additional placement policies that are not publicly described on their websites.

Colorado Four-Year Public Institutions

n=14

		Statewide placement test policy	Colorado State University	University of Colorado, Colorado Springs	University of Colorado, Denver
Which tests are currently being used for placement?	ACCUPLACER	✓			✓
	SAT	✓		✓	✓
	ACT	✓		✓	✓
	Locally developed test		✓	✓	
	MYMathTest				✓
What is the cut score for placement into credit-bearing courses? * Placement test exemption scores	ACCUPLACER ELEMENTARY ALGEBRA	85			85
	ACCUPLACER SENTENCE SKILLS	95			
	ACCUPLACER READING	80			
	SAT MATH	460			560
	SAT ENGLISH/WRITING	440		410	
	SAT READING	430	600		
	ACT MATH	19			24
	ACT ENGLISH/WRITING	18		14	
	ACT READING	17	26*		
	MYMATHTEST				17
Is placement testing mandatory?		Yes	Yes	Yes	Not listed
What placement test policy elements exist?		<ul style="list-style-type: none"> • Mandatory placement testing to be considered college ready and not take remedial courses • Placement test exemption possible through test scores or college credits 	<ul style="list-style-type: none"> • Mandatory placement testing for math and English only • Placement decisions can be challenged • Math test is used for placement into high-level courses • Placement test exemption possible through test scores or college credits 	<ul style="list-style-type: none"> • Mandatory placement testing for certain majors and classes • Transfer course credits are good for two years 	<ul style="list-style-type: none"> • Students are not required to take placement test recommended course

NOTE: This chart represents a sampling of institutions. It contains information from state policy, if applicable, and from the websites of the institutions listed above. The institutions in this chart may have additional policies not found in WestEd's internet research. Empty cells indicate a placement test that is not used or cut scores that are not available.

Colorado Community Colleges

n=13

		Statewide placement test policy	Arapahoe Community College	Colorado Northwestern Community College	Red Rocks Community College
Which tests are currently being used for placement?	ACCUPLACER	✓	✓	✓	✓
	SAT	✓	✓	✓	✓
	ACT	✓	✓	✓	✓
What is the cut score for placement into credit-bearing courses?	ACCUPLACER ELEMENTARY ALGEBRA	85	85	85	85
	ACCUPLACER SENTENCE SKILLS	95	95	95	95
	ACCUPLACER READING	80	80	80	80
	SAT MATH	460	460	500	500
	SAT ENGLISH/WRITING	440	440	440	440
	SAT READING	430	440	440	430
	ACT MATH	19	19	19	19
	ACT ENGLISH/WRITING	18	18	18	18
	ACT READING	17	17	17	17
Is placement testing mandatory?		Yes	Yes	Yes	Yes
What placement test policy elements exist?		<ul style="list-style-type: none"> • Mandatory placement testing to be considered college ready and not take remedial courses • Placement test exemption possible through test scores or college credits 	<ul style="list-style-type: none"> • Mandatory for all students seeking a degree or certificate • Placement test exemption possible through test scores or college credits • Colorado Community College and Occupational Education System (of which ACC is a member) sets placement test policy 	<ul style="list-style-type: none"> • ACCUPLACER is not an admissions exam. There is no pass or fail; ACCUPLACER is an evaluation tool 	<ul style="list-style-type: none"> • SAT/ACT scores are valid for five years in reading/writing and two years in math

NOTE: This chart represents a sampling of institutions. It contains information from state policy, if applicable, and from the websites of the institutions listed above. The institutions in this chart may have additional policies not found in WestEd's Internet research. Empty cells indicate a placement test that is not used or cut scores that are not available.

Appendix B: Florida Placement Policies

These appendices present information on state or system-wide policies (if applicable) side-by-side with three two-year institutions and three four-year institutions as relevant for each Core to College state. To gather this information, WestEd reviewed documents that contained statewide information, and, from there, moved to researching specific information available on the websites of various institutions (see Appendix K). These documents and online resources included state policy documentation, surveys of placement policy elements, and various community colleges' and other higher education institutions' websites.

As each Core to College state has numerous two- and four-year institutions, WestEd staff chose a handful from each state to review, based on opportunistic information found online. The schools represented in these appendices are those whose websites offered the most information regarding their course placement practices and policies. In order to capture a more comprehensive range of policies, where possible, we made considerable effort to not include two campuses within the same system. It should also be noted that some of these institutions may have additional placement policies that are not publicly described on their websites.

Florida Four-Year Public Institutions

n= 12

		Four-year institution placement test policies overview***	Florida State University	University of North Florida	University of South Florida
Which tests are currently being used for placement?	ACCUPLACER	No system-wide policy in place		✓	✓
	SAT		✓		✓
	ACT		✓		✓
What is the cut score for placement into credit-bearing courses? * Placement test exemption scores **Admissions scores	ACCUPLACER COLLEGE-LEVEL MATH				40
	SAT MATH		500**	460*	
	SAT ENGLISH/WRITING		500**		
	SAT READING		500**		
	ACT MATH		21**	19*	
	ACT ENGLISH/WRITING		21**		
	ACT READING		22**		
Is placement testing mandatory?		Varied – no consistent policy	Yes	Yes	No
What placement test policy elements exist?		<ul style="list-style-type: none"> Varied – no consistent policy 	<ul style="list-style-type: none"> Placement testing can be used to earn credit 	<ul style="list-style-type: none"> Mandatory placement testing for math and writing Students can be exempt from math placement testing based on SAT and ACT scores Writing self-placement also available 	

***A statewide policy exists for the four-year institutions that fall within the Florida College System but not for the public four-year institutions outside of that system.

NOTE: This chart represents a sampling of institutions. It contains information from state policy, if applicable, and from the websites of the institutions listed above. The institutions in this chart may have additional policies not found in WestEd's internet research. Empty cells indicate a placement test that is not used or cut scores that are not available.

Florida Colleges

n=28

		Community and state college system-wide placement test policy	Broward College	College of Central Florida	Tallahassee Community College
Which tests are currently being used for placement?	ACCUPLACER	✓	✓	✓	✓
	PERT	✓	✓	✓	✓
	FCAT	✓	✓		✓
	SAT	✓	✓	✓	✓
	ACT	✓	✓	✓	✓
What is the cut score for placement into credit-bearing courses? * Placement test exemption scores	ACCUPLACER ELEMENTARY ALGEBRA	72	72	72	72
	ACCUPLACER WRITING/ENGLISH	83	83	83	83
	ACCUPLACER READING	83	83	83	83
	PERT MATH	113	113	113	113
	PERT WRITING/ENGLISH	99	99	99	99
	PERT READING	104	104	104	104
	FCAT READING	FCAT 2.0: 262			262
	FCAT WRITING/ENGLISH		4		
	SAT MATH	440	440	440	440
	SAT ENGLISH/WRITING	440	440	440	440
	SAT READING	440	440	440	440
	ACT MATH	19	19	19	19
	ACT WRITING/ENGLISH	17	17	17	17
	ACT READING	18	18	18	18
Is placement testing mandatory?		Yes	Yes	Yes	Yes
What placement test policy elements exist?		<ul style="list-style-type: none"> State Board of Education and Board of Governors developed and implemented a common placement test to assess basic computation and communication skills of students intending to enter a degree program at any public postsecondary institution. 	<ul style="list-style-type: none"> CPT, SAT, ACT, FCAT, and PERT are authorized placement tests, per State Board Rule 6A-10.0315, F.A.C. 		<ul style="list-style-type: none"> Placement test exemption possible through test scores or college credits SAT/ACT scores must be less than two years old

NOTE: This chart represents a sampling of institutions. It contains information from state policy, if applicable, and from the websites of the institutions listed above. The institutions in this chart may have additional policies not found in WestEd's internet research. Empty cells indicate a placement test that is not used or cut scores that are not available.

Appendix C: Hawaii Placement Policies

These appendices present information on state or system-wide policies (if applicable) side-by-side with three two-year institutions and three four-year institutions as relevant for each Core to College state. To gather this information, WestEd reviewed documents that contained statewide information, and, from there, moved to researching specific information available on the websites of various institutions (see Appendix K). These documents and online resources included state policy documentation, surveys of placement policy elements, and various community colleges' and other higher education institutions' websites.

As each Core to College state has numerous two- and four-year institutions, WestEd staff chose a handful from each state to review, based on opportunistic information found online. The schools represented in these appendices are those whose websites offered the most information regarding their course placement practices and policies. In order to capture a more comprehensive range of policies, where possible, we made considerable effort to not include two campuses within the same system. It should also be noted that some of these institutions may have additional placement policies that are not publicly described on their websites.

Hawaii Four-Year Public Institutions

n=3

		Four-year institution placement test policies overview	University of Hawaii-Hilo	University of Hawaii-Manoa	University of Hawaii-West Oahu
Which tests are currently being used for placement?	COMPASS	No system-wide policy in place	✓		✓
	SAT		✓	✓	✓
	ACT		✓	✓	✓
	Locally developed test		✓		
What is the cut score for placement into credit-bearing courses? * Placement test exemption scores	SAT MATH			630*	
	SAT ENGLISH/WRITING				510*
	ACT MATH			29*	
	ACT ENGLISH/WRITING				22*
Is placement testing mandatory?		Varied – no consistent policy	No	Yes	Yes
What placement test policy elements exist?		<ul style="list-style-type: none"> • Varied — no consistent policy • Placement tests often used to place into high-level classes • Placement tests often locally developed 	<ul style="list-style-type: none"> • Placement testing requirements depend on chosen major, academic history, and other factors • Placement test exemption possible through test scores or college credits • Locally developed writing placement test 	<ul style="list-style-type: none"> • BMAT Math Placement Exam required for placement into certain math courses • BMAT score is valid for one year • Placement test exemption possible through test scores or college credits 	<ul style="list-style-type: none"> • Mandatory placement testing for math and English, but not reading • Placement test exemption possible through test scores or college credits

NOTE: This chart represents a sampling of institutions. It contains information from state policy, if applicable, and from the websites of the institutions listed above. The institutions in this chart may have additional policies not found in WestEd's internet research. Empty cells indicate a placement test that is not used or cut scores that are not available.

Hawaii Community Colleges

n=7

		Community college system-wide placement test policy	Honolulu Community College	Kaua'i Community College	Windward Community College
Which tests are currently being used for placement?	COMPASS	✓	✓	✓	✓
	SAT			✓	
	ACT		✓	✓	
What is the cut score for placement into credit-bearing courses? * Placement test exemption scores	COMPASS ALGEBRA	50	47	50	50
	COMPASS WRITING	74	74	74	74
	COMPASS READING	79	79	79	79
	SAT MATH				
	SAT ENGLISH/WRITING		550	510*	
	SAT READING		550	510*	
	ACT MATH				
	ACT ENGLISH/WRITING		24	22*	
	ACT READING		24	22*	
Is placement testing mandatory?		Yes	Yes	Yes	Yes
What placement test policy elements exist?		<ul style="list-style-type: none"> Starting in Spring 2006, all community colleges were required to comply with the system-wide placement test policy 	<ul style="list-style-type: none"> Placement test exemption possible through test scores or college credits 	<ul style="list-style-type: none"> Placement test exemption possible through test scores or college credits 	<ul style="list-style-type: none"> Placement test scores are valid for two years Placement test exemption possible through test scores or college credits

NOTE: This chart represents a sampling of institutions. It contains information from state policy, if applicable, and from the websites of the institutions listed above. The institutions in this chart may have additional policies not found in WestEd's internet research. Empty cells indicate a placement test that is not used or cut scores that are not available.

Appendix D: Indiana Placement Policies

These appendices present information on state or system-wide policies (if applicable) side-by-side with three two-year institutions and three four-year institutions as relevant for each Core to College state. To gather this information, WestEd reviewed documents that contained statewide information, and, from there, moved to researching specific information available on the websites of various institutions (see Appendix K). These documents and online resources included state policy documentation, surveys of placement policy elements, and various community colleges' and other higher education institutions' websites.

As each Core to College state has numerous two- and four-year institutions, WestEd staff chose a handful from each state to review, based on opportunistic information found online. The schools represented in these appendices are those whose websites offered the most information regarding their course placement practices and policies. In order to capture a more comprehensive range of policies, where possible, we made considerable effort to not include two campuses within the same system. It should also be noted that some of these institutions may have additional placement policies that are not publicly described on their websites.

Indiana Four-Year Public Institutions

n=14

		Four-year institution placement test policies overview	Indiana University, Purdue	Indiana University, South Bend	University of Southern Indiana
Which tests are currently being used for placement? **	ACCUPLACER	No system-wide policy in place			✓
	COMPASS		✓		
	Locally Developed Test		✓		
	SAT		✓	✓	✓
	ACT		✓		✓
What is the cut score for placement into credit-bearing courses? * Placement test exemption scores	COMPASS PRE-ALGEBRA		55		
	SAT MATH				640*
	SAT READING			460*	420*
	ACT MATH				29*
	ACT READING				17*
Is placement testing mandatory?		Varied – no consistent policy	Yes	Yes	Yes
What placement test policy elements exist?		<ul style="list-style-type: none"> Varied — no consistent policy Students sometimes referred to community colleges for remedial classes ACT and SAT commonly used for placement purposes 	<ul style="list-style-type: none"> Mandatory placement testing for math and reading English guided self-placement Students not meeting admissions standards may be invited to Summer Success Academy, or are deferred to a local community college to complete preparatory courses prior to eligibility for admissions and enrollment 	<ul style="list-style-type: none"> Placement test exemption possible through test scores or college credits Developmental education classes taught by Ivy Tech Community College instructors on IU South Bend campus Use of an unidentified placement exam 	<ul style="list-style-type: none"> Placement test exemption possible through test scores or college credits Students with no English test scores will be put into English 100

**Institutions often use College Level Examination Program (CLEP) for students to receive credits through examination and to provide indirect placement guidance.

NOTE: This chart represents a sampling of institutions. It contains information from state policy, if applicable, and from the websites of the institutions listed above. The institutions in this chart may have additional policies not found in WestEd's internet research. Empty cells indicate a placement test that is not used or cut scores that are not available.

Indiana Community Colleges

n=31

		Community College system-wide placement test policy	Ivy Tech Community College system-wide policy*	Vincennes University (only Indiana community college not in Ivy Tech system)
What tests are currently being used for placement?	ACCUPLACER	No system-wide policy in place	✓	✓
	COMPASS			✓
	ASSET			✓
	SAT		✓	
	ACT		✓	
What is the cut score for placement into credit-bearing courses?	ACCUPLACER ARITHMETIC			34
	ACCUPLACER ELEMENTARY ALGEBRA		40	
	ACCUPLACER SENTENCE SKILLS		80	60
	ACCUPLACER READING		76	55
	COMPASS PRE-ALGEBRA			25
	COMPASS WRITING			32
	COMPASS READING			62
	ASSET WRITING			35
	ASSET READING			33
	ASSET NUMERICAL SKILLS			33
	SAT MATH		460	
	SAT ENGLISH/WRITING		460	
	SAT READING		460	
	ACT MATH		18	
	ACT ENGLISH/WRITING		17	
	ACT READING		18	
Is placement testing mandatory?		Varied – no consistent policy	Yes	Yes
What placement test policy elements exist?		<ul style="list-style-type: none"> Varied – no consistent policy 	<ul style="list-style-type: none"> Placement test exemption possible through test scores or college credits IVCC also accepts PSAT scores for placement 	<ul style="list-style-type: none"> Placement test exemption possible through test scores or college credits

*All Ivy Tech Community Colleges share one central website that holds placement test information for all campuses.

NOTE: This chart represents a sampling of institutions. It contains information from state policy, if applicable, and from the websites of the institutions listed above. The institutions in this chart may have additional policies not found in WestEd's internet research. Empty cells indicate a placement test that is not used or cut scores that are not available.

Appendix E: Kentucky Placement Policies

These appendices present information on state or system-wide policies (if applicable) side-by-side with three two-year institutions and three four-year institutions as relevant for each Core to College state. To gather this information, WestEd reviewed documents that contained statewide information, and, from there, moved to researching specific information available on the websites of various institutions (see Appendix K). These documents and online resources included state policy documentation, surveys of placement policy elements, and various community colleges' and other higher education institutions' websites.

As each Core to College state has numerous two- and four-year institutions, WestEd staff chose a handful from each state to review, based on opportunistic information found online. The schools represented in these appendices are those whose websites offered the most information regarding their course placement practices and policies. In order to capture a more comprehensive range of policies, where possible, we made considerable effort to not include two campuses within the same system. It should also be noted that some of these institutions may have additional placement policies that are not publicly described on their websites.

Kentucky Four-Year Public Institutions

n=8

		Statewide public postsecondary placement test policy	Eastern Kentucky University	Northern Kentucky University	University of Kentucky
Which tests are currently being used for placement?	COMPASS	✓	✓	✓	✓
	SAT	✓	✓	✓	✓
	ACT	✓	✓	✓	✓
	KYOTE*	✓	✓	✓	✓
	Locally developed test		✓		
What is the cut score for placement into credit-bearing courses?	COMPASS MATH	36	36	36	36
	COMPASS ENGLISH	74	74	74	72
	COMPASS READING	85	85	85	85
	SAT MATH	460	460	460	460
	SAT ENGLISH/WRITING	430	430	430	430
	SAT READING	470	470	470	470
	ACT MATH	19	19	19	19
	ACT ENGLISH/WRITING	18	18	18	18
	ACT READING	20	20	20	20
	KYOTE MATH	22	22	22	22
	KYOTE COLLEGE ALGEBRA	14	14		
	KYOTE ENGLISH	6	6	6	
	KYOTE READING	20	20	19	
Is placement testing mandatory?		Yes	Yes	Yes	Yes
What placement test policy elements exist?		<ul style="list-style-type: none"> Statewide placement policy is applicable to any student entering a Kentucky public postsecondary institution Policy does not mandate remedial placement of students earning less than one of the ACT required scores 	<ul style="list-style-type: none"> Students identified through testing as needing additional help in any basic skill area are required to enroll in and successfully complete developmental courses designed to improve their skills for that area 		<ul style="list-style-type: none"> Placement test exemption possible through test scores or college credits ALEKS (Assessment and Learning in Knowledge Spaces) used to test into high-level courses

*Kentucky Online TEsting: The KYOTE Placement Exam Program is a delivery and development system for standardized examinations used to measure preparedness for college-level learning.

NOTE: This chart represents a sampling of institutions. It contains information from state policy, if applicable, and from the websites of the institutions listed above. The institutions in this chart may have additional policies not found in WestEd's internet research. Empty cells indicate a placement test that is not used or cut scores that are not available.

Kentucky Community Colleges

n=16

		Statewide public postsecondary placement test policy	Kentucky Community and Technical College System (KCTCS) Policy*
Which tests are currently being used for placement?	COMPASS	✓	✓
	ASSET		✓
	SAT	✓	✓
	ACT	✓	✓
	KYOTE**	✓	✓
What is the cut score for placement into credit-bearing courses?	COMPASS MATH	36	36
	COMPASS ENGLISH	74	74
	COMPASS READING	85	85
	ASSET ELEMENTARY ALGEBRA		41
	ASSET ENGLISH		43
	ASSET READING		44
	SAT MATH	460	460
	SAT ENGLISH/WRITING	430	430
	SAT READING	470	470
	ACT MATH	19	19
	ACT ENGLISH/WRITING	18	18
	ACT READING	20	20
	KYOTE MATH	22	CA 7 and MP 27
	KYOTE ENGLISH	6	6
	KYOTE READING	20	20
Is placement testing mandatory?		Yes	Yes
What placement test policy elements exist?		<ul style="list-style-type: none"> Statewide placement policy is applicable to any student entering a Kentucky public postsecondary institution Policy does not mandate remedial placement of students earning less than one of the ACT required scores 	<ul style="list-style-type: none"> Students not demonstrating college readiness must enroll in transitional or entry-level courses with approved supplementary academic support within the first two terms of enrollment, per Council on Postsecondary Education regulation 13 KAR 2:020

*All Kentucky community colleges share one central website that holds standard placement test information for all campuses.

**Kentucky Online Testing: The KYOTE Placement Exam Program is a delivery and development system for standardized examinations used to measure preparedness for college-level learning.

NOTE: This chart represents a sampling of institutions. It contains information from state policy, if applicable, and from the websites of the institutions listed above. The institutions in this chart may have additional policies not found in WestEd's internet research. Empty cells indicate a placement test that is not used or cut scores that are not available.

Appendix F: Louisiana Placement Policies

These appendices present information on state or system-wide policies (if applicable) side-by-side with three two-year institutions and three four-year institutions as relevant for each Core to College state. To gather this information, WestEd reviewed documents that contained statewide information, and, from there, moved to researching specific information available on the websites of various institutions (see Appendix K). These documents and online resources included state policy documentation, surveys of placement policy elements, and various community colleges' and other higher education institutions' websites.

As each Core to College state has numerous two- and four-year institutions, WestEd staff chose a handful from each state to review, based on opportunistic information found online. The schools represented in these appendices are those whose websites offered the most information regarding their course placement practices and policies. In order to capture a more comprehensive range of policies, where possible, we made considerable effort to not include two campuses within the same system. It should also be noted that some of these institutions may have additional placement policies that are not publicly described on their websites.

Louisiana Four-Year Public Institutions

n=14

		Statewide placement test policy	Louisiana State University	Louisiana Tech	University of Louisiana, Lafayette
Which tests are currently being used for placement?	COMPASS	✓		✓	
	ASSET	✓			
	SAT	✓	✓	✓	✓
	ACT	✓	✓	✓	✓
	Locally developed test		✓		✓
What is the cut score for placement into credit-bearing courses?	COMPASS ALGEBRA	40			
	COMPASS WRITING	68			
	ASSET MATH	43			
	ASSET WRITING	44			
	SAT MATH	460	460	460	
	SAT ENGLISH/WRITING	450	450	450	
	ACT MATH	19	19	19	19
	ACT ENGLISH/WRITING	18	18	18	18
Is placement testing mandatory?		Yes	Yes	Yes	Yes
What placement test policy elements exist?		<ul style="list-style-type: none"> Colleges or universities may not establish minimum scores for entry-level college math or English courses that are higher or lower than those set by state policy Institutions may require further assessment of students who already meet required minimums to determine their final placement in entry-level college math or English courses 	<ul style="list-style-type: none"> Placement test exemption possible through test scores or college credits Placement tests can be used to place into high-level classes LSU local placement exams cannot lower a student's placement ALEKS* is also used for placement into Calculus The locally developed test is supplemental 	<ul style="list-style-type: none"> Placement test exemption possible through test scores or college credits Placement tests can be used to test for credit Placement tests can only be attempted once 	<ul style="list-style-type: none"> Placement test exemption possible through test scores or college credits Placement tests can be used to place into high-level classes

*Assessment and Learning in Knowledge Spaces (ALEKS) is a Web-based, artificially intelligent assessment and learning system that primarily tests math skills.

NOTE: This chart represents a sampling of institutions. It contains information from state policy, if applicable, and from the websites of the institutions listed above. The institutions in this chart may have additional policies not found in WestEd's internet research. Empty cells indicate a placement test that is not used or cut scores that are not available.

Louisiana Community Colleges

n=16

		Statewide placement test policy	Bossier Parish Community College	Delgado Community College	Louisiana Technical Colleges
Which tests are currently being used for placement?	COMPASS	✓	✓	✓	✓
	ASSET	✓		✓	✓
	SAT	✓			✓
	ACT	✓	✓	✓	✓
What is the cut score for placement into credit-bearing courses?	COMPASS ALGEBRA	40			
	COMPASS WRITING	68			
	ASSET MATH	43			41
	ASSET WRITING	44			
	SAT MATH	460			
	SAT ENGLISH/WRITING	450			
	ACT MATH	19	18	18	17
	ACT ENGLISH/WRITING	18	18	18	17
	ACT READING		17	17	19
Is placement testing mandatory?		Yes	Yes	Yes	Yes
What placement test policy elements exist?		<ul style="list-style-type: none"> Institutions cannot set minimum scores for entry-level college math or English courses that are higher or lower than those set by state policy. However, institutions can require further assessment of students who already meet required minimums to determine their final placement in entry-level college math and English courses. 	<ul style="list-style-type: none"> Placement test exemption possible through test scores or college credits Developmental education classes transfer to other institutions but do not satisfy degree requirements 	<ul style="list-style-type: none"> Students are required to take COMPASS, ASSET, and ACT, except when adequate ACT scores or prior course credit have been accepted Applicants will not be refused admission to the college because of test scores ACT scores are valid for three years 	<ul style="list-style-type: none"> Placement test exemption possible through test scores or college credits Test scores are valid for three years Students who do not meet required placement scores must enroll in developmental education

NOTE: This chart represents a sampling of institutions. It contains information from state policy, if applicable, and from the websites of the institutions listed above. The institutions in this chart may have additional policies not found in WestEd's internet research. Empty cells indicate a placement test that is not used or cut scores that are not available.

Appendix G: Massachusetts Placement Policies

These appendices present information on state or system-wide policies (if applicable) side-by-side with three two-year institutions and three four-year institutions as relevant for each Core to College state. To gather this information, WestEd reviewed documents that contained statewide information, and, from there, moved to researching specific information available on the websites of various institutions (see Appendix K). These documents and online resources included state policy documentation, surveys of placement policy elements, and various community colleges' and other higher education institutions' websites.

As each Core to College state has numerous two- and four-year institutions, WestEd staff chose a handful from each state to review, based on opportunistic information found online. The schools represented in these appendices are those whose websites offered the most information regarding their course placement practices and policies. In order to capture a more comprehensive range of policies, where possible, we made considerable effort to not include two campuses within the same system. It should also be noted that some of these institutions may have additional placement policies that are not publicly described on their websites.

Massachusetts Four-Year Public Institutions

n=14

		Statewide placement test policy	Bridgewater State University	Fitchburg State University	University of Massachusetts, Lowell
Which tests are currently being used for placement?	ACCUPLACER	✓	✓	✓	✓
	SAT	✓	✓		
	ACT				✓
	Locally developed writing test	✓		✓	✓
What is the cut score for placement into credit-bearing courses? *Placement test exemption scores	ACCUPLACER ELEMENTARY ALGEBRA	82**	72	82	
	ACCUPLACER COLLEGE MATH	40	48		
	ACCUPLACER READING	68		68	
	SAT MATH		540		
	SAT ENGLISH/WRITING	600*		600*	
	SAT READING	500*		500*	550*
	ACT READING				24*
Is placement testing mandatory?		Yes	Yes	Yes	Yes
What placement test policy elements exist?		<ul style="list-style-type: none"> • Per Board of Higher Education's accountability for the quality of public higher education, each institution must assess the basic academic skills of entering students • Common testing instruments and identical cut scores are used on all campuses • To test basic writing skills, campuses use an impromptu writing sample that is evaluated by local campus faculty using common scoring guidelines • No exemption from math placement testing 	<ul style="list-style-type: none"> • Placement exam scores are used in connection with other factors to inform course selection for math and English courses 	<ul style="list-style-type: none"> • Students cannot register for courses unless they have completed required placement tests • ACCUPLACER used only for reading and math 	<ul style="list-style-type: none"> • ACCUPLACER used only for reading and math • Does not accept ACCUPLACER scores from other institutions

**For students taking the ACCUPLACER Elementary Algebra Exam who will enroll in mathematics courses outside of the algebra sequence such as quantitative reasoning, finite mathematics, elementary teacher education mathematics, and statistics, a cut score of 72, one standard error of measurement below 82, may be used for placement.

NOTE: This chart represents a sampling of institutions. It contains information from state policy, if applicable, and from the websites of the institutions listed above. The institutions in this chart may have additional policies not found in WestEd's internet research. Empty cells indicate a placement test that is not used or cut scores that are not available.

Massachusetts Community Colleges

n=15

		Statewide placement test policy	Bristol Community College	Cape Cod Community College	Massasoit Community College
Which tests are currently being used for placement?	ACCUPLACER	✓	✓	✓	✓
	SAT	✓			
	Locally developed writing	✓	✓		
What is the cut score for placement into credit-bearing courses? <small>*Placement test exemption scores</small>	ACCUPLACER ELEMENTARY ALGEBRA	82	72	82**	
	ACCUPLACER COLLEGE MATH	40		40	
	ACCUPLACER SENTENCE SKILLS			68***	
	ACCUPLACER READING	68	68	68***	68
	SAT ENGLISH/WRITING	600*			
	SAT READING	500*			
Is placement testing mandatory?		Yes	Yes	Yes	Yes
What placement test policy elements exist?		<ul style="list-style-type: none"> Per Board of Higher Education's accountability for the quality of public higher education, each institution must assess the basic academic skills of entering students Common testing instruments and identical cut scores are used on all campuses To test basic writing skills, campuses use an impromptu writing sample that is evaluated by local campus faculty using common scoring guidelines There is no exemption from math placement testing 	<ul style="list-style-type: none"> Only accepts ACCUPLACER scores 	<ul style="list-style-type: none"> Placement test exemption possible through test scores or college credits 	<ul style="list-style-type: none"> Policy in accordance with state policy Placement test exemption possible through test scores or college credits

**This cut score is to place into Math 110, 140, 150, or 165. If a student scores 58, it is possible to take Math 110, but only if the student also takes Math 171 or has certain majors.

***Students with this score are eligible to take the English 050 and 101 intensive pair option.

NOTE: This chart represents a sampling of institutions. It contains information from state policy, if applicable, and from the websites of the institutions listed above. The institutions in this chart may have additional policies not found in WestEd's internet research. Empty cells indicate a placement test that is not used or cut scores that are not available.

Appendix H: North Carolina Placement Policies

These appendices present information on state or system-wide policies (if applicable) side-by-side with three two-year institutions and three four-year institutions as relevant for each Core to College state. To gather this information, WestEd reviewed documents that contained statewide information, and, from there, moved to researching specific information available on the websites of various institutions (see Appendix K). These documents and online resources included state policy documentation, surveys of placement policy elements, and various community colleges' and other higher education institutions' websites.

As each Core to College state has numerous two- and four-year institutions, WestEd staff chose a handful from each state to review, based on opportunistic information found online. The schools represented in these appendices are those whose websites offered the most information regarding their course placement practices and policies. In order to capture a more comprehensive range of policies, where possible, we made considerable effort to not include two campuses within the same system. It should also be noted that some of these institutions may have additional placement policies that are not publicly described on their websites.

North Carolina Four-Year Public Institutions

n=17

		Four-year institution placement test policies overview	North Carolina Central University	North Carolina State University	University of North Carolina, Chapel Hill
Which tests are currently being used for placement?	ACCUPLACER	No system-wide policy in place	✓		
	SAT		✓	✓	✓
	ACT		✓		✓
	Locally developed test		✓	✓	
What is the cut score for placement into credit-bearing courses? <small>* Placement test exemption scores</small>	SAT MATH		480*		
	SAT READING		530*		
	ACT MATH		20*		
	ACT READING		22*		
Is placement testing mandatory?		Varied – no consistent policy	Yes	Yes	No
What placement test policy elements exist?		<ul style="list-style-type: none"> Varied — no consistent policy Placement tests often used to place into high-level classes Placement tests are often locally developed 	<ul style="list-style-type: none"> Placement test exemption possible through test scores or college credits ACCUPLACER scores not listed 	<ul style="list-style-type: none"> Mandatory NCSU Math Skills Test for math placement if no SAT Math Level 2 Subject Test score Self placement for writing Can be exempt from first-year writing requirement based on test scores 	<ul style="list-style-type: none"> Tests used for placement into high-level courses

NOTE: This chart represents a sampling of institutions. It contains information from state policy, if applicable, and from the websites of the institutions listed above. The institutions in this chart may have additional policies not found in WestEd's internet research. Empty cells indicate a placement test that is not used or cut scores that are not available.

North Carolina Community Colleges

n=58

		Community college system-wide placement test policy	Cape Fear Community College	Central Piedmont Community College	Robeson Community College
Which tests are currently being used for placement?	ACCUPLACER	✓	✓	✓	✓
	COMPASS	✓	✓	✓	✓
	ASSET	✓	✓	✓	✓
What is the cut score for placement into credit-bearing courses?	ACCUPLACER ARITHMETIC	55	55	55	55
	ACCUPLACER SENTENCE SKILLS	86	86	86	86
	ACCUPLACER READING	80	80	80	80
	COMPASS PRE-ALGEBRA	47	47	47	47
	COMPASS WRITING	70	70	70	70
	COMPASS READING	81	81	81	81
	ASSET NUMERICAL SKILLS	41	41	41	41
	ASSET WRITING	41	41	41	41
	ASSET READING	41	41	41	41
Is placement testing mandatory?		Yes	Yes	Yes	Yes
What placement test policy elements exist?		<ul style="list-style-type: none"> • Placement tests are not admissions tests and should be used only in the manner for which the publisher intended them, to place students in appropriate courses • Placement testing shall be mandatory for all students taking curriculum-level courses with a developmental prerequisite • All colleges should have written policies governing placement testing practices 	<ul style="list-style-type: none"> • Scores are valid for five years • If students are not proficient, they must take the developmental courses • Mandatory placement testing for most programs, unless students are exempted through test scores or college credits 	<ul style="list-style-type: none"> • Mandatory placement testing, unless students are exempted through test scores or college credits • Mandatory placement testing for math and English 	<ul style="list-style-type: none"> • Scores are valid for five years • All developmental courses must be completed with a "C" or higher to advance to the next level

NOTE: This chart represents a sampling of institutions. It contains information from state policy, if applicable, and from the websites of the institutions listed above. The institutions in this chart may have additional policies not found in WestEd's internet research. Empty cells indicate a placement test that is not used or cut scores that are not available.

Appendix I: Oregon Placement Policies

These appendices present information on state or system-wide policies (if applicable) side-by-side with three two-year institutions and three four-year institutions as relevant for each Core to College state. To gather this information, WestEd reviewed documents that contained statewide information, and, from there, moved to researching specific information available on the websites of various institutions (see Appendix K). These documents and online resources included state policy documentation, surveys of placement policy elements, and various community colleges' and other higher education institutions' websites.

As each Core to College state has numerous two- and four-year institutions, WestEd staff chose a handful from each state to review, based on opportunistic information found online. The schools represented in these appendices are those whose websites offered the most information regarding their course placement practices and policies. In order to capture a more comprehensive range of policies, where possible, we made considerable effort to not include two campuses within the same system. It should also be noted that some of these institutions may have additional placement policies that are not publicly described on their websites.

Oregon Four-Year Public Institutions

n=7

		Four-year institution placement test policies	Oregon Institute of Technology	Southern Oregon University	University of Oregon
Which tests are currently being used for placement?	ACCUPLACER	No system-wide policy in place	✓	✓	
	SAT		✓	✓	✓
	ACT		✓	✓	✓
	Locally developed test			✓	✓
What is the cut score for placement into credit-bearing courses?	ACCUPLACER COLLEGE ALGEBRA		57	30	
	ACCUPLACER WRITING		50		
	ACCUPLACER READING		82		
	SAT MATH			500	550
	ACT MATH			20	25
Is placement testing mandatory?		• Varied - no consistent policy	Yes	Yes	Yes
What placement test policy elements exist?		<ul style="list-style-type: none"> • Most institutions require math testing but not reading or writing • Varied - no consistent policy • Institutions do not use any other criteria besides placement tests for placement decisions 	<ul style="list-style-type: none"> • Placement test exemption possible through test scores or college credits • Placement test scores from Klamath Community College accepted 	<ul style="list-style-type: none"> • Placement testing only mandatory for math • Placement test exemption possible through test scores or college credits • Locally developed math test 	<ul style="list-style-type: none"> • Placement testing only mandatory for math for certain courses/majors • Locally developed math test

NOTE: This chart represents a sampling of institutions. It contains information from state policy, if applicable, and from the websites of the institutions listed above. The institutions in this chart may have additional policies not found in WestEd's internet research. Empty cells indicate a placement test that is not used or cut scores that are not available.

Oregon Community Colleges

n=17

		Community College system placement test policies overview	Central Oregon Community College	Clackamas Community College	Portland Community College
Which tests are currently being used for placement?	ACCUPLACER	No system-wide policy in place	✓		✓
	COMPASS		✓	✓	✓
	ASSET		✓	✓	✓
	SAT			✓	✓
	ACT			✓	✓
What is the cut score for placement into credit-bearing courses?	ACCUPLACER COLLEGE MATH		36		
	ACCUPLACER COLLEGE ALGEBRA				84
	ACCUPLACER ENGLISH/WRITING		95		95
	ACCUPLACER READING		81		84
	COMPASS ALGEBRA		83	83	83
	COMPASS WRITING		71	79	79
	COMPASS READING		84	81	82
	ASSET COLLEGE ALGEBRA		35	41	37
	ASSET WRITING		43	45	45
	ASSET READING		43	42	43
	SAT MATH			490	550
	SAT ENGLISH/WRITING				460
	SAT READING			470	
	ACT MATH			22	25
	ACT ENGLISH/WRITING			19	24
Is placement testing mandatory?		Varied – no consistent policy	Yes	Yes	Yes
What placement test policy elements exist?		<ul style="list-style-type: none"> • Varied — no consistent policy • All community colleges have mandatory placement testing, but not all require reading tests • No institutions use any other criteria besides placement tests for placement decisions 	<ul style="list-style-type: none"> • Only administers ACCUPLACER, but accepts COMPASS and ASSET 	<ul style="list-style-type: none"> • Not required if student has previous college credits • Mandatory placement testing for math and writing but not reading 	<ul style="list-style-type: none"> • Only administers COMPASS and ASSET, but accepts ACCUPLACER, SAT, and ACT scores • ACT and SAT scores must be within the last 2 years

Not all of the community colleges currently use mandatory placement, although the few who currently use placement as advisory are shifting this year towards mandatory placement.

NOTE: This chart represents a sampling of institutions. It contains information from state policy, if applicable, and from the websites of the institutions listed above. The institutions in this chart may have additional policies not found in WestEd's internet research. Empty cells indicate a placement test that is not used or cut scores that are not available.

Appendix J: Washington Placement Policies

These appendices present information on state or system-wide policies (if applicable) side-by-side with three two-year institutions and three four-year institutions as relevant for each Core to College state. To gather this information, WestEd reviewed documents that contained statewide information, and, from there, moved to researching specific information available on the websites of various institutions (see Appendix K). These documents and online resources included state policy documentation, surveys of placement policy elements, and various community colleges' and other higher education institutions' websites.

As each Core to College state has numerous two- and four-year institutions, WestEd staff chose a handful from each state to review, based on opportunistic information found online. The schools represented in these appendices are those whose websites offered the most information regarding their course placement practices and policies. In order to capture a more comprehensive range of policies, where possible, we made considerable effort to not include two campuses within the same system. It should also be noted that some of these institutions may have additional placement policies that are not publicly described on their websites.

Washington Four-Year Public Institutions

n=10

		Four-year institution placement test policies overview	University of Washington, Tacoma	Washington State University, Vancouver	Western Washington University
Which tests are currently being used for placement?	ACCUPLACER	No system-wide policy in place	✓		
	SAT				✓
	ACT				✓
	ALEKS*			✓	
	Math Placement Test**				✓
What is the cut score for placement into credit-bearing courses?	ACCUPLACER COLLEGE-LEVEL MATH		35		
	SAT MATH				480
	ACT MATH				18
	ALEKS (MATH)			20%	
	MATH PLACEMENT TEST				145
Is placement testing mandatory?		Varied – no consistent policy	Yes	Yes	Yes
What placement test policy elements exist?		<ul style="list-style-type: none"> Varied — no consistent policy 	<ul style="list-style-type: none"> Remedial courses must be taken at Tacoma Community College 	<ul style="list-style-type: none"> The SAT, ACT and Washington Math Placement Exam will no longer be used for WSU-Vancouver mathematics placement The WSUV Writing Placement Exam requires students to write two essays 	<ul style="list-style-type: none"> No English placement test Placement test exemption possible through test scores or college credits

*Assessment and Learning in Knowledge Spaces (ALEKS) is a Web-based, artificially intelligent assessment and learning system that primarily tests math skills.

**The Math Placement Test (MPT) is a statewide test created by faculty from participating institutions to help students, with the assistance of their academic advisers, select first-year mathematics courses for which they are best prepared. The program is managed by the Office of Educational Assessment on behalf of participating institutions.

NOTE: This chart represents a sampling of institutions. It contains information from state policy, if applicable, and from the websites of the institutions listed above. The institutions in this chart may have additional policies not found in WestEd's internet research. Empty cells indicate a placement test that is not used or cut scores that are not available.

Washington Community and Technical Colleges

n=34

		Community college placement test policies	Highline Community College	North Seattle Community College	Yakima Valley Community College
Which tests are currently being used for placement?	ACCUPLACER	No system-wide policy in place		✓	
	COMPASS		✓	✓	✓
	ASSET			✓	
	SAT			✓	
	ACT			✓	
What is the cut score for placement into credit-bearing courses?	ACCUPLACER ENGLISH			86	
	ACCUPLACER READING			86	
	COMPASS ALGEBRA		71	71	71
	COMPASS WRITING		65	84	82
	COMPASS READING		88	84	78
	ASSET ENGLISH			43	
	ASSET WRITING			45	
	SAT ENGLISH/WRITING			520	
	SAT READING			520	
	ACT ENGLISH/WRITING			20	
Is placement testing mandatory?		Varied - no consistent policy	Yes	Yes	Yes
What placement test policy elements exist?		<ul style="list-style-type: none"> Varied - no consistent policy 96% of community colleges have mandatory placement based on results of tests 	<ul style="list-style-type: none"> Placement test exemption possible through test scores or college credits 	<ul style="list-style-type: none"> COMPASS is the main test, but the college accepts scores from other tests 	<ul style="list-style-type: none"> Only accepts COMPASS scores Mandatory course placement based on placement test scores

*The Math Placement Test (MPT) is a statewide test created by faculty from participating institutions to help students, with the assistance of their academic advisers, select first-year mathematics courses for which they are best prepared. The program is managed by the Office of Educational Assessment on behalf of participating institutions.

NOTE: This chart represents a sampling of institutions. It contains information from state policy, if applicable, and from the websites of the institutions listed above. The institutions in this chart may have additional policies not found in WestEd's internet research. Empty cells indicate a placement test that is not used or cut scores that are not available.

Appendix K: Webpage References for Placement Policies Appendices

This appendix lists the websites that WestEd staff reviewed to identify course placement policies of various two- and four-year institutions in each state.

NOTE: Additional school websites were researched in order to find schools with adequate information to report. We have not listed the websites of institutions whose information was not included in the appendices.

COLORADO	
<i>Statewide Policy</i>	
Statewide Remedial Education Policy	http://highered.colorado.gov/Publications/Policies/Current/i-parte.pdf
<i>Colorado State University</i>	
Placement Exams	http://www.otp.colostate.edu/fv-placement-exams.aspx
Placement Information	http://www.math.colostate.edu/placement/placement.shtml
FAQs about the Math Placement Exam	http://www.math.colostate.edu/placement/MPE_FAQ.shtml
Composition Placement/Challenge Examination Information	http://composition.colostate.edu/placement.html
<i>University of Colorado - Colorado Springs</i>	
Online-Math Placement Test	http://www.uccs.edu/math/student-resources/mpt.html
Writing Program Placement Guidelines	http://www.uccs.edu/english/rhetoric-and-writing/placement-guidelines.html
<i>University of Colorado - Denver</i>	
Placement and Prerequisites	http://www.ucdenver.edu/academics/colleges/CLAS/Departments/math/program_info/courseinfo/undergradcourses/Pages/PlacementPrerequisites.aspx
<i>Arapahoe Community College</i>	
Placement Testing	http://www.arapahoe.edu/student-resources/testing-center/placement-testing
ACCUPLACER Course Recommendations	http://www.arapahoe.edu/student-resources/testing-center/accuplacer/accuplacer-course-recommendations
<i>Colorado Northwestern Community College</i>	
Counseling and Career Planning ACCUPLACER/ Placement Testing	http://www.cncc.edu/cms/content/counseling-and-career-planning-accuplacerplacement-testing
<i>Red Rocks Community College</i>	
ACCUPLACER Testing	http://www.rrcc.edu/assessment/accuplac_test.html
ACCUPLACER Scoring Sheet	http://www.rrcc.edu/assessment/pdfs/AccuplacerScoreMatrix.pdf

FLORIDA	
<i>Statewide Policy</i>	
Florida College Entry-Level Placement Test (CPT)	http://www.fldoe.org/asp/fcelpt/
2012 Florida Statutes	http://www.flsenate.gov/Laws/Statutes/2012/1008.30
Revision to State Board of Education Rule 6A-10.0315, Florida Administrative Code	http://www.fldoe.org/fcs/OSAS/Correspondence/pdf/02-12Rule6ARevision.pdf
<i>Florida State University</i>	
Freshman Requirements	http://admissions.fsu.edu/freshman/admissions/requirements.cfm
Testing to Earn College Credit	http://newnole.fsu.edu/academiclife2.html#testing
<i>University of North Florida</i>	
College Placement Testing	http://www.unf.edu/testing/CPT.aspx
Math Placement Exam Information	http://www.unf.edu/orientation/freshmen/Placement_Exam_-_Math.aspx
Writing Placement Exam	http://www.unf.edu/orientation/freshmen/Placement_Exam_-_English.aspx
Freshmen Orientation FAQs	http://www.unf.edu/orientation/freshmen/Freshmen_-_FAQ.aspx
<i>University of South Florida</i>	
ACCUPLACER College Placement Test	http://uc.usf.edu/testing/CPTHandout1011.pdf
<i>Broward College</i>	
Testing	http://www.broward.edu/admissions/testing/Pages/default.aspx
Placement Testing Table	http://www.broward.edu/admissions/testing/Pages/testing_table.aspx
<i>College of Central Florida</i>	
Placement Tests	http://www.cf.edu/departments/sa/ss/testing/placement.htm
Testing Information	http://www.cf.edu/smartcatalog/testing.htm
<i>Tallahassee Community College</i>	
Placement Testing Information	https://www.tcc.fl.edu/Future/TypeOfStudent/Pages/Placement-Testing-Information.aspx
Testing Center	https://www.tcc.fl.edu/Current/Academics/TestingCenter/Pages/default.aspx

HAWAII	
<i>Policy</i>	
University of Hawai'i Memorandum – Implementing the Agreed Upon COMPASS Practices	http://www.hawaii.edu/vpaa/cms/Implementing_Agreed_Compass_Test_Practices_0916051.pdf
<i>University of Hawai'i – Hilo</i>	
Placement Exams	http://hilo.hawaii.edu/kilohana/placements.php
Math Placement Exam	http://hilo.hawaii.edu/kilohana/mathpe.php
Advising Information for the Math Placement Exam	http://hilo.hawaii.edu/studentaffairs/advising/documents/Math_Placement_for_Advising.pdf
<i>University of Hawai'i – Manoa</i>	
Placement Exam	http://math.hawaii.edu/wordpress/placement-exam/
Department of Mathematics - Exemptions	http://math.hawaii.edu/home/pdf/Exceptions.pdf
<i>University of Hawai'i – West Oahu</i>	
Testing Services	http://westoahu.hawaii.edu/wlccompass
<i>Honolulu Community College</i>	
Placement Testing	http://www2.honolulu.hawaii.edu/?q=node/84
Admissions - Freshman	http://www2.honolulu.hawaii.edu/?q=content/freshman
Student Placement Testing and Developmental Education Class Assignment	http://www2.honolulu.hawaii.edu/sites/www2.honolulu.hawaii.edu/files/policies-placement-testing.pdf
<i>Kaua'i Community College</i>	
Placement Exemptions	http://info.kauaicc.hawaii.edu/admissions/fa/Placement.htm
Google Search Keyword through school website: placement	http://www.google syndicated search.com/u/KauCC?q=placement&Submit=Submit
<i>Windward Community College</i>	
Placement Tests	http://windward.hawaii.edu/Placement_Tests/
COMPASS Placement Scores for English	http://windward.hawaii.edu/Placement_Tests/English_Scores.php
COMPASS Placement Scores for Math	http://windward.hawaii.edu/Placement_Tests/Math_Scores.php

INDIANA	
<i>Indiana University – Purdue</i>	
Placement Testing at IUPUI	http://tc.iupui.edu/testing/students/
English Guided Self-Placement	http://english.uc.iupui.edu/
COMPASS Mathematics Placement Test at IUPUI	http://tc.iupui.edu/testing/students/compass.asp
Summary of Mathematics Prerequisite Checks	http://tc.iupui.edu/testing/students/prereqchart.pdf
<i>Indiana University – Southbend</i>	
Placement Exams	https://www.iusb.edu/exams/
English Placement Exam	https://www.iusb.edu/exams/english.php
Reading Placement Exam	https://www.iusb.edu/exams/reading.php
Math Placement Exam	https://www.iusb.edu/exams/math.php
<i>University of Southern Indiana</i>	
Placement Testing	http://www.usi.edu/acadskil/placement.asp
Placement Testing - Mathematics	http://www.usi.edu/acadskil/placement-math.asp
Placement Testing - English	http://www.usi.edu/acadskil/placement-eng.asp
Placement Testing - Reading	http://www.usi.edu/acadskil/placement-reading.asp
<i>Ivy Tech Community College system wide policy</i>	
Assessment	http://www.ivytech.edu/assessment/
Placement	http://www.ivytech.edu/assessment/placement.html
Placement Scores	http://www.ivytech.edu/assessment/placement-scores.html
<i>Vincennes University</i>	
Degree-seeking Admissions Requirements	http://www.vinu.edu/content/degree-seeking-admission-requirements
Minimum College Readiness Scores	http://www.vinu.edu/content/minimum-college-readiness-scores

KENTUCKY	
<i>Eastern Kentucky University</i>	
Placement Testing	http://www.testing.eku.edu/placement
Developmental Proficiency Placement Tests	http://www.testing.eku.edu/developmental-proficiency-placement-tests
<i>Northern Kentucky University</i>	
Placement Tests	http://testing.nku.edu/placement.html
Test Score Standards	http://testing.nku.edu/placement.html#standards
Placement Score Interpretation	http://testing.nku.edu/content/dam/TestingServices/docs/Placement%20Score%20Chart%20Fall%202012.pdf
<i>University of Kentucky</i>	
Placement Testing	http://www.uky.edu/AE/prospective/placement_testing.html
FAQs Placement Testing Online	http://www.uky.edu/AE/prospective/faq.html
Placement Testing - Math	http://www.uky.edu/AE/prospective/placement_math.html
Placement Testing - Reading	http://www.uky.edu/AE/prospective/placement_reading.html
Placement Testing - Writing	http://www.uky.edu/AE/prospective/placement_writing.html
<i>Community College System-wide Policy</i>	
College Readiness and Developmental Education Overview	http://cpe.ky.gov/policies/academicinit/deved/
College Readiness Indicators – Council on Postsecondary Education	http://cpe.ky.gov/NR/rdonlyres/78B3510A-CECD-4157-8F20-3E3499707DAA/0/CollegeReadinessIndicators.pdf
KCTCS Policies and Procedures	http://legacy.kctcs.edu/employee/policies/volumell/4_13.pdf

LOUISIANA	
<i>State Policy</i>	
Academic Affairs Policy 2.18 Minimum Requirements for Entry-Level, College-Level Mathematics and English	http://regents.louisiana.gov/index.cfm?md=pagebuilder&tmp=home&pid=106
<i>Louisiana State University</i>	
Placement and Credit	https://www.math.lsu.edu/ugrad/PlacementCredit
Academic and Placement Information – Math Placement	http://uiswcmsweb.prod.lsu.edu/orientation/AcademicInformation/item23461.html#MathPlacement
Academic and Placement Information – English Placement	http://uiswcmsweb.prod.lsu.edu/orientation/AcademicInformation/item23461.html#EnglishPlacement
<i>Louisiana Tech</i>	
Testing	http://www.latech.edu/admissions/freshman/testing.shtml
<i>University of Louisiana – Lafayette</i>	
Placement Exams	http://studentsuccess.louisiana.edu/?q=node/31
Placement and Testing	http://ulorientation.com/placement-testing
Mathematics Placement and Credit Information	http://www.louisiana.edu/Academic/Sciences/MATH/placecredit.html
Mathematics Placement Exam Schedule	http://www.louisiana.edu/Academic/Sciences/MATH/placement.html
<i>Bossier Parish Community College</i>	
Placement Testing	http://www.bpcc.edu/academics/placementtesting.html
<i>Delgado Community College</i>	
Placement Test For First Time Freshman ONLY	http://www.dcc.edu/departments/testing/placement/
COMPASS Testing	http://www.dcc.edu/campus/ltc/stud-srv/compass/
Freshman Enrollment Steps	http://www.dcc.edu/departments/admissions/first-time-freshman/high-school-grad/
<i>Louisiana Technical Colleges</i>	
ACT/COMPASS Placement Testing	http://www.greateracadianaregion.net/admissions/placement_testing.htm
Placement Scores	http://greateracadianaregion.net/edu/Portals/0/catalog/LTC_Placement_Scores_Updated_Summer_2009(1).pdf

MASSACHUSETTS	
<i>State policy</i>	
Common Assessment	http://www.mass.edu/forstudents/admissions/placement.asp
<i>Bridgewater State University</i>	
Placement Testing	http://www.bridgew.edu/TestingServices/placement/placement.cfm
Mathematics Placement Information	http://www.bridgew.edu/AAC/mathplacement.cfm
<i>Fitchburg State University</i>	
Required Placement Testing Notice for New Freshman and Transfer Students	http://www.fitchburgstate.edu/academics/academic-support/placement-center/placement-testing-required-placement-testing-notice-for-new-freshman-and-transfer-students/#results
What Do My Placement Test Scores Mean?	http://www.fitchburgstate.edu/academics/academic-support/placement-center/placement-testing-what-do-my-placement-test-scores-mean/
<i>University of Massachusetts- Lowell</i>	
Assessment Testing Overview	http://www.uml.edu/Assessment-Testing/overview.aspx
About the Tests	http://www.uml.edu/Assessment-Testing/about-tests.aspx
<i>Bristol Community College</i>	
Placement Testing	http://www.bristolcc.edu/enrollment_center/assessment/index.cfm
What Your Placement Test Scores Mean	http://www.bristolcc.edu/enrollment_center/assessment/ac_test_meaning.cfm
<i>Cape Cod Community College</i>	
ACCUPLACER	http://www.capecod.edu/web/math/accup
Google Search Keyword through school website: math placement	http://www.google.com/cse?cx=015689967651483218016%3Amo1bl_msh-0&ie=UTF-8&q=placement&sa=Go#gsc.tab=0&qsc.q=math%20placement&qsc.page=1
Google Search Keyword through school website: English placement	http://www.google.com/cse?cx=015689967651483218016%3Amo1bl_msh-0&ie=UTF-8&q=placement&sa=Go#gsc.tab=0&qsc.q=english%20placement
<i>Massasoit Community College</i>	
Placement Testing	http://www.massasoit.mass.edu/acad/test_assess/test_place.cfm
Reading References and Standards	http://www.massasoit.mass.edu/acad_depts/humanities_finearts/english/Reading/readreference_standards.cfm

NORTH CAROLINA	
North Carolina Central University	
Placement Testing	http://www.nccu.edu/academics/universitycollege/universitytesting/placementTesting.cfm
North Carolina State University	
Placement Tests	http://www.ncsu.edu/fyc/emails/placement_tests.html
Placement Testing for First-Year Students	http://newstudents.ncsu.edu/firstyear/placement.php
University of North Carolina – Chapel Hill	
Placement Information	http://math.unc.edu/for-undergrads/placement-info
Placement Credit	http://www.admissions.unc.edu/Academics/Credit/#English
General Community College Policy	
North Carolina Community College System Placement Testing Policy	http://www.nccommunitycolleges.edu/Stu_Dev_Services/docs/Placement%20Test%20Info/Placement%20Test-Numbered%20Memo-8-06.pdf
Cape Fear Community College	
Testing Services	http://cfcc.edu/cts/cts2.htm
General Information About Placement Testing	http://cfcc.edu/cts/GeneralInformation.html
Placement Test Information	http://cfcc.edu/cts/assetinfo.htm
Placement Testing Frequently Asked Questions	http://cfcc.edu/cts/assetfaq.htm
Placement Test Advising Guide	http://cfcc.edu/cts/assetinfo2.htm
Central Piedmont Community College	
Placement Testing	http://www.cpcc.edu/testing_assessment/placement-testing?searchterm=placement
Mandatory Placement Testing Policy	http://www.cpcc.edu/testing_assessment/placement-testing/mandatory-placement-testing-policy/mandatory-placement-testing-policy
Placement Test Cut Scores	http://www.cpcc.edu/testing_assessment/placement-testing/placement-test-cut-scores
Robeson Community College	
Placement Testing	http://robeson.edu/current-students/counseling/placement-testing/
Placement Test Advising Guide	http://robeson.edu/wp-content/uploads/2012/05/placementtest1.pdf

OREGON	
<i>Oregon Institute of Technology</i>	
Placement Testing	http://www.oit.edu/prospective-students/student-support/cflat/testing/placement-testing
<i>Southern Oregon University</i>	
Mathematics Department Placement Test Scores	http://www.sou.edu/math/placement/test_scores.html
Mathematics Department Placement Testing	http://www.sou.edu/math/placement.html
<i>University of Oregon</i>	
Testing Center Home	http://testing.uoregon.edu/
Writing Placement at the University of Oregon	http://testing.uoregon.edu/PlacementTesting/WritingPlacement/GeneralInformation/tabid/95/Default.aspx
Mathematics Placement at the University of Oregon	http://testing.uoregon.edu/PlacementTesting/MathPlacement/GeneralInformation/tabid/94/Default.aspx
<i>Central Oregon Community College</i>	
Taking the Placement Test	http://www.cocc.edu/CAP/CAP-Center-Testing/Taking-the-Placement-Test/
Placement Test Results	http://www.cocc.edu/CAP/CAP-Center-Testing/Placement-Test-Results/
<i>Clackamas Community College</i>	
Placement Testing	http://www.clackamas.edu/placement_testing.aspx
<i>Portland Community College</i>	
Placement Tests	http://www.pcc.edu/resources/testing/placement/
ASSET and COMPASS Placement	http://www.pcc.edu/resources/testing/placement/documents/compass-cutoff-scores.pdf

WASHINGTON	
<i>Policy</i>	
Academic Placement Testing Program	http://www.washington.edu/oea/services/aptp/index.html
<i>University of Washington – Tacoma</i>	
Placement Testing	http://www.tacoma.uw.edu/undergraduate-education/placement-testing
Math placement test	http://www.tacoma.uw.edu/undergraduate-education/math-placement-test
<i>Washington State University, Vancouver</i>	
Math Placement Exam	http://studentaffairs.vancouver.wsu.edu/student-affairs/math-placement-test
Math Placement Chart	http://studentaffairs.vancouver.wsu.edu/student-affairs/math-placement-chart
Writing Placement Exam	http://cas.vancouver.wsu.edu/writing-assessment/writing-placement-exam
<i>Western Washington University</i>	
Math Placement Test	http://www.wvu.edu/assess/mathplace.shtml#mpl_geninfo
<i>Highland Community College</i>	
Course Placement based on COMPASS Scores	http://testingcenter.highline.edu/compass.placement.php
COMPASS	http://testingcenter.highline.edu/compass.php
COMPASS Exception	http://testingcenter.highline.edu/compassexception.php
<i>North Seattle Community College</i>	
Placement Based on Testing At Other Schools	https://northseattle.edu/placement-tests/placement-testing-other-schools
English Scores and Placement	http://webshare.northseattle.edu/testing/NSCC%20Scores/EnglishMath%20scores%20placement.pdf
Explanation of Scores	https://northseattle.edu/scores/explanation-scores
<i>Yakima Valley Community College</i>	
Placement Testing FAQs	http://www.yvcc.edu/Students/AdmissionsOffice/PlacementTesting/Pages/default.aspx
Placement Testing Information	http://www.yvcc.edu/Students/AdmissionsOffice/PlacementTesting/Documents/General%20Placement%20Information.pdf
COMPASS Placement Registration Guide	http://www.yvcc.edu/Students/AdmissionsOffice/PlacementTesting/Documents/COMPASS%20PLACEMENT%20DOC%20June%202011.pdf

Appendix L: Sample Course Placement Resources: North Carolina



UNC Charlotte

Most entering freshmen at the University of North Carolina at Charlotte take a mathematics placement exam during the SOAR (Student Orientation and Registration) program prior to their first semester of courses. The 2012-2013 Mathematics Placement Test at UNC Charlotte is non-calculator based and consists of 25 questions on algebra. A score of 0 – 11 mandates a student to enroll in MATH 0900, a Basic Mathematics Skills course offered by a local community college on the UNC Charlotte campus. The student will receive 1 hour college credit for this course. A score of 12-17 means that the student may register to take MATH 1100 (College Algebra) or MATH 1103 (Precalculus), depending upon the major. A score of 18 or higher means that the student may register for MATH 1120 (Single Variable Calculus) or MATH 1241 (Differential and Integral Calculus I). It is very important that students be prepared and not let their mathematical skills deteriorate prior to the date of the placement test. Students are well advised to take their mathematics courses as soon as they enroll in college, before they lose the skills that they have gained in high school. Students who are applying for AP Mathematics (Calculus or Statistics) credit need not take the placement exam.

For more information about the UNCC Department of Mathematics, visit: <http://www.math.uncc.edu>
For UNCC math course descriptions, visit: <http://catalog.uncc.edu/undergraduate-catalog/current/course-descriptions/MATH>



UNC Greensboro

All entering students at UNC Greensboro may enroll in MAT 112 (Contemporary Topics in Mathematics), MAT 115 (College Algebra), MAT 150 (Precalculus I), or STA 108 (Elementary Intro. to Probability and Statistics). These courses do not have prerequisites and hence no student is required to take the Mathematics Placement Test in order to enroll into one of them. Science or Business majors with very strong background in precalculus or calculus should consult (at least two months prior to the beginning of a semester via e-mail address: mathplace@uncg.edu) with the Department of Mathematics and Statistics in order to discuss the possibility of taking the Mathematics Placement Test. The Mathematics Placement Test is an hour long, 20-question, non-calculator based test administered on-line (at any time and at any location). Eligibility of being placed in a more advanced course depends on the performance on this test. Additional information can be found at <http://www.uncg.edu/mat/undergraduate/mathplacement.html>.

For more information about the UNC Greensboro Department of Mathematics, visit: <http://www.uncg.edu/mat/index.html>
For UNC Greensboro math course descriptions, visit: <http://www.uncg.edu/mat/matcourse.htm>



UNC Pembroke

Freshmen entering the University of North Carolina at Pembroke take a departmental-developed mathematics placement test during their orientation session prior to their fall semester of classes. The 2012-2013 mathematics placement test at the University of North Carolina at Pembroke is a revised, calculator optional, 42-question test of two batteries. A score of less than 8 on battery one requires the student to enroll in Math 104, a remedial mathematics course. Subsequent scores offer recommendations for enrollment rather than requirements, but statistical data supports our recommendations for placement.

A score range of 8 to 11 on battery one will place students into Math 105 – Math 107 (low), which means the student has the option of taking either Math 105 (Introduction to College Mathematics) or Math 107 (College Algebra). We recommend Math 105. A score range of 12 to 15 on battery one will place students into Math 105 – Math 107 (high), which means the student has the option of taking either Math 105 or Math 107. We recommend Math 107. A score range of 0 to 3 on battery two will place students into Math 108 (Plane Trigonometry). A score range of 4 to 7 on battery two will place students into Math 109 (College Algebra and Trig). A score of over 8 on battery two will place students into Math 221 (Calculus I). Math 105, 107, 108, 109 and Math 221 satisfy general education mathematics requirements.

A student can/or receive credit for any mathematics course based on his placement score. Advanced Placement Testing is available through the University of North Carolina or North Carolina Testing Services.

For more information about the UNCP Department of Mathematics and Computer Science, visit: <http://www.uncp.edu/math/cs/>
For UNCP math course descriptions, visit: http://www.uncp.edu/catalog/pdf/math_cs.pdf (See pages 204-208 of the document)



UNC Wilmington

All entering freshmen at the University of North Carolina at Wilmington take a mathematics placement test during Orientation. The test results, along with the student's intended major, will be used to determine the most appropriate Precalculus, Calculus, or General Education mathematics course for the student. The student's advisor will help in this selection.

The UNCW mathematics placement test covers Algebra I, Algebra II, Advanced Math and some Trigonometry. Students take the test on a computer (no computer skills are necessary); it is multiple-choice

continued...

UNC Wilmington, continued

and untimed; a non-graphing calculator is available on each computer. For more detailed placement information, see the web site: <http://www.uncw.edu/math>.

Most mathematics courses require minimum placement results before a freshman, without appropriate advanced placement or college transfer credit, can enroll in the course. Progress toward satisfying requirements for a major can be delayed if a student's mathematics skills are not brought up to the college level in a timely manner. It is important that students take a mathematics course during their senior year in high school so that skills do not become rusty!

For more information about the UNCW Department of Mathematics and Statistics, visit: <http://www.uncw.edu/math>
For UNCW math course descriptions, visit: <http://catalog.uncw.edu/>. (Scroll down on the left and in box labeled "Search Catalogue" type in "math course descriptions")



Western Carolina University

Undergraduate and transfer students admitted to Western Carolina University who wish to take mathematics beyond entry level courses* are placed according to the WCU Mathematics Placement Criteria shown in the table.

WCU Mathematics Placement Criteria

Mathematics section of SAT (ACT) (less than 3 years old)	AP Calculus	Placement
<540 (23)		College Algebra (Math 130)
≥540 (23)	2	Precalculus (Math 146)
≥580 (25)	2	Calculus I (Math 153)
	AB>2	Calculus II (Math 255)
	BC>2	Calculus III (Math 256)

*There are no placement criteria for students taking only Math 101 - Mathematical Concepts, Math 130 - College Algebra or Math 170 - Applied Statistics

For more information about the WCU Department of Mathematics and Computer Science, visit: <http://www.wcu.edu/8462.asp>
For WCU math course descriptions, visit: <http://catalog.wcu.edu/15select> "Course Information" in the left column, type in the keyword "MATH," and then click on individual math courses.)



Winston-Salem State University

The majority of entering freshmen at Winston-Salem State University take a mathematics placement exam during their orientation session prior to their first semester of college courses. The placement test given for mathematics is the ACCUPLACER Computerized Placement Test. The students are given the Elementary Algebra and the College-Level Mathematics parts of this placement test, both of which are calculator based.

Winston-Salem State University
MATH CUT-OFF SCORES AND COURSE PLACEMENT

Placement Test Taken	SCORE	Course Placement
Elementary Algebra.....	0 - 41	MAT 1306 (Basic Algebra)
Elementary Algebra.....	42 -	MAT 1311 (College Algebra), or MAT 1323 (Fundamentals of Mathematics)
College Level Math.....	10 - 59	MAT 1311 (College Algebra)
College Level Math.....	60 - 75	MAT 1312 (Precalculus I)
College Level Math.....	76 - 85	MAT 1312H (Honors version)
College Level Math.....	86 - 103	MAT 1313 (Precalculus II)
College Level Math.....	104 -	MAT 2317 (Calculus I)

For more information about the WSSU Mathematics Department, visit: <http://www.wssu.edu/college-arts-science/departments/mathematics/default.aspx>
For WSSU math course descriptions, visit: <http://www.wssu.edu/college-arts-science/departments/mathematics/mathematics-course-descriptions.aspx>



For more information, contact:

Ellen Hilgoc, NC EMPT Associate Director
Building 123, 1805 Charles Boulevard, Mail Stop 145,
East Carolina University, Greenville, NC 27858-4353

Phone: 252-328-6418 • Fax: 252-328-2166 • E-mail: ncempr@acempr.org

A North Carolina Early Mathematics Placement Testing* Program



REFERENCE TOOL

Mathematics Placement Procedures at NC Community Colleges and UNC Constituent Institutions



... a comprehensive listing
of placement
procedures and
preparation
suggestions for
students preparing
for college entrance testing

2012-2013

*An early intervention and outreach program of the State of North Carolina

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North Carolina Community Colleges

The majority of students entering a community college in North Carolina take a mathematics placement exam during their summer orientation session or just prior to their first semester of college courses. There are three different types of math placement tests given across the state. Each college establishes their own using statewide criteria for placement into the first college-level math courses. That is, cut-off scores for math placement are standardized across the community college system. These scores are also transferable among the fifty-eight community colleges. The NC EMPT practice placement test includes topics from Algebra I, Geometry, and Algebra II. Community college math placement exams will also ask students to demonstrate proficiency in arithmetic skills, such as fractions, decimals, and percents. It is important that students brush up on these skills.

Students may contact the Mathematics Department of their chosen community college for information about additional math courses that may further prepare them for college.



Appalachian State University

Entering students' SAT math score will be used for placement into college-level mathematics at ASU. A student wishing to place into a calculus course takes the online "Calculus Readiness Test" before coming to orientation. A student not placing into college-level mathematics must successfully complete MAT 0010, a 5-day-a-week course that does not count towards graduation. Not placing into college level mathematics delays a student since MAT 0010 must be successfully completed before a student can take any course with an ND designator. For example, a student must place into college-level mathematics or successfully complete MAT 0010 to take introductory courses in Biology, Chemistry, Computer Science, Economics, General Science, Geology, Mathematics, Physics/Astronomy, and other departments. Transfer students without SAT scores will be required to take an online placement test. Keeping your math skills current is critical.

For more information about the ASU Department of Mathematical Sciences, visit <http://www.mathsci.appstate.edu>
For ASU math course descriptions, visit: http://www.registrar.appstate.edu/catalogs/12_13_undergrad/11_sandsciences.pdf. (See pages 101-107 of the document.)



East Carolina University

Many entering freshmen at East Carolina University take a mathematics placement exam prior to their first college courses. The 2012-2013 mathematics placement test at ECU is a 32-question algebra test, which is calculator optional. A four-function calculator may be used and should be brought by the student to orientation for use on the ECU math placement exam. A score of 13 or less on this test requires the student to enroll in a remedial math course. A score of 14 or more allows a student to enroll in MATH 1065 (College Algebra), 1066 (Applied Mathematics for Decision Making), or 2127 (Basic Concepts of Mathematics I), all of which count toward the general education mathematics requirement. Placement into freshman mathematics courses can also be based on SAT mathematics scores. For example, no placement test is required if a student's SAT I math score is 340 or above, OR if the SAT Subject Test – Mathematics Level 2 score is 400 or above, OR if the ACT math score is 20 or above. It is very important that students take a mathematics course during their senior year of high school so that skills are retained.

For more information about the ECU Mathematics Department, visit: <http://www.ecu.edu/math/>
For ECU math course descriptions, visit: <http://www.ecu.edu/academics/schools-colleges/cas/math/> (See pages 460-474 of the document.)
For ECU math placement test review questions, visit: <http://www.ecu.edu/math/> (In left column, click on "Math Placement Test." Then click on "Review Test.")



Elizabeth City State University

ECSU uses Accuplacer, a computer adaptive test, to determine appropriate placement of students into mathematics courses. The placement test is administered to new freshmen and transfer students during the summer orientation sessions and at other designated periods throughout the academic year. Students with SAT (Math) scores greater than or equal to 500 are exempt from testing. The test items include topics involving arithmetic computations, algebra, precalculus and trigonometry. A score below 70 requires students to enroll in a developmental mathematics course, GE 109 (Introduction to College Mathematics), to further develop their mathematical abilities. Students scoring 70 or more may enroll in GE 115 (College Algebra). Students scoring 85 or more may enroll in GE 118 (Pre-Calculus). The calculator-based test contains multiple-choice questions that are untimed. High school students are strongly encouraged to enroll in a mathematics course during their senior year to provide a "smooth" transition into college level mathematics.

For more information about the ECSU Department of Mathematics and Computer Science, visit: <http://www.ecsu.edu/mcs>
For ECSU math course descriptions, visit: http://www.ecsu.edu/undergrad_catalog/mathematics-course-descriptions.htm



Fayetteville State University

Prior to enrollment in a math class, first-time freshmen and certain transfer students at Fayetteville State University (FSU) take a computer adaptive mathematics profile exam during their orientation session. University College makes every effort to place students in courses that correspond to their level of academic preparation. Advisors use high school Grade Point Average (HS GPA), SAT scores, and scores on the Profile placement examination (administered during First Steps) as criteria.

FSU MATH PLACEMENT CRITERIA AND COURSE PLACEMENT	
Placement Criteria	Course Placement
SAT-Math (SATM) Score ≥ 600	MATH 142 – Calculus and Analytical Geometry I
College-Level Math Score ≥ 100	Primarily for math, computer science and science majors
SATM Score ≥ 600	MATH 131 – Algebra and Trigonometry
College-Level Math Score $\geq 80-99$	Primarily for math, computer science and science majors
SATM Score = 500-599	MATH 129 – Precalculus Mathematics I
Algebra Profile Score ≥ 71	For math, computer science, biology, and chemistry majors.
	MATH 129 and MATH 130 together are equivalent to MATH 131
SATM Score = 500-599	MATH 123 – College Algebra
Algebra Profile Score ≥ 71	Math, computer science, biology, and chemistry majors will not be placed in this course.
SATM Score < 500	MATH 121 – Introduction to College Algebra
Algebra Profile Score < 71	

For more information about the FSU Department of Mathematics and Computer Science, visit: <http://www.uncc.edu/mcsct/>
For FSU math course descriptions, visit: <http://catalog.uncc.edu/ug/courses.htm> (Scroll down to courses beginning with MATH.)



NC A&T State University

Since the fall semester of 2011, all incoming freshmen or transfer students will be initially placed into an appropriate Math course based on their highest SAT or ACT Math, or SAT Subject Test – Math Level II scores. A student with an SAT Math score of less than 440, or SAT Subject Math Level II score of less than 430, or ACT Math score of less than 16 will be placed on MATH 099-Intermediate Mathematics, a remedial mathematics course offered by the Center for Academic Excellence. An SAT Math score between 440 and 480, or SAT Subject Math Level II score between 430 and 460, or ACT Math score between 16 and 18 allows the student to enroll in MATH 101-Fundamental Algebra and Trigonometry I (for non-STEM majors) or MATH 103-College Algebra and Trigonometry for Scientists and Engineers (for STEM majors) offered by the Mathematics Department. An SAT Math score between 490 and 540, or SAT Subject Math Level II score between 470 and 530, or ACT Math score between 19 and 21 requires that the student enroll in MATH 110-Precalculus for Engineering Sciences, or MATH 111-College Algebra and Trigonometry, both of which are offered by the Mathematics Department. An SAT Math score of 550 or higher, or SAT Subject Math Level II score of 540 or higher, or ACT Math score of 22 or higher allows the student to enroll in MATH 131-Calculus I also offered by the Mathematics Department.

If a student is not satisfied with his/her initial math course placement, s/he can take the Mathematics Department developed Algebra (for placement of MATH 099, 101, 103, and 111) or Precalculus (for placement of MATH 110 and 131) placement tests. The Algebra placement test contains 35 multiple choice questions, while the Precalculus placement test contains 30 multiple choice questions. The test time for both tests is limited to 50 minutes, and no calculator is allowed in either test. A score of less than 15 in the Math Dept. Algebra placement test requires that the student enroll in MATH 099. A score between 15 and 19 in the Math Dept. Algebra placement test allows the student to enroll in MATH 101 if the student is a non-STEM major or MATH 103 if the student is a STEM major. A score of 20 or higher in the Math Dept. Algebra placement test will place the student in MATH 111. A score between 13 and 16 in the Math Dept. Precalculus placement test requires that the student enroll in MATH 110. A score of 17 or higher allows the student to enroll in MATH 131.

For more information about the NC A&T Department of Mathematics, visit: <http://www.ncat.edu/academics/schools-colleges/cas/math/>
For NC A&T math course descriptions, visit: <http://www.ncat.edu/academics/schools-colleges/cas/math/courses.html>



NC Central University

Undergraduates admitted to North Carolina Central University take non-calculator based mathematics placement tests before registering for classes (unless they are transferring in appropriate credits). Students with a 480 or higher on the SAT-Math section or a 20 or higher on the ACT are exempt from placement testing. Students with less than 480 on the SAT-Math section or less than 20 on the ACT take an Accuplacer assessment (untimed) on elementary algebra and on intermediate algebra. Placement is then made to Introductory College Algebra or to College Algebra. Placement testing is available at the beginning of each semester, during the Early Orientation Programs, and by appointment.

To prepare for the mathematics placement tests, you should review materials and work problems relating to the following topics: arithmetic calculations and algebraic operations; algebraic expressions involving polynomials; exponents and logarithms; graphs of functions; linear and quadratic equations; systems of equations; and

NC Central University, continued

computation of areas, perimeters, surface areas and volume. It is desirable that students take a mathematics course in their senior year in high school. Requirements for a college major may be delayed if mathematics skills are below the expected level.

For more information about the NCCU Department of Mathematics and Computer Science, visit: http://www.nccu.edu/math_csi/
Under grad

For NCCU math course descriptions, visit: http://www.nccu.edu/math_csi/courses.php#math



NC State University

Entering freshmen at NC State are strongly encouraged to have taken the calculator based SAT Subject Test – Mathematics Level 2 placement test before their summer orientation session prior to their first fall semester. A score of less than 430 on this test requires that the student enroll in MA 101 (Intermediate Algebra)*, which does not count towards any degree. A score of 550 or better allows the student to enroll in MA 141 (Calculus I), which is the first course of the three-semester calculus sequence. In addition, upon admission and prior to registration each entering freshman must take the NC State University online skills test. Students who have not taken the SAT Subject Test must use their online skills test score. The SAT Subject Test is preferred.

Between one-fourth and one-third of the students entering NCSU have taken the AP Calculus AB exam or the AP Calculus BC exam and have received placement based on their scores. For more information about placement opportunities, visit <http://www.math.ncsu.edu/undergrad/whichclass.php>, and then click "Placement Information." For prerequisites for all courses, see http://www2.ncs.ncsu.edu/reg_records/crs_cat/MA.html.

For more information about the NCSU Department of Mathematics, visit: <http://www.math.ncsu.edu>
For NCSU math course descriptions, visit: http://www2.ncs.ncsu.edu/reg_records/crs_cat/MA.html (Then click on the math course number for description.)
*MA 101 can only be taken at NCSU during the first and second summer sessions.
MA 161 is an equivalent course offered at NC Community Colleges.



UNC Asheville

Each incoming UNC-Asheville student is asked to visit the Math Placement website before his/her summer registration appointment. This can be done at home or on campus by visiting the Math Department Website: <http://math.unca.edu/>. Click For Students in the blue menu on the right and then select Math Placement in the drop down menu. The website gives the answers to important questions regarding course requirements. It customizes the information needed for students to make the best course selection for their individual plans by asking students about their intended major and math background. We expect that the majority of new students will be able to click their way through the website to determine which math course to take, without ever needing to take a math placement test. However, there are some individual circumstances where a placement test is crucial. Consequently, a 20-question, multiple-choice, calculator-based exam is built into the site. The website supplies all of the placement information directly to the students to help them make the most informed math course decision possible. Obviously, it is in each student's best interest to do the website test without help from anyone else. Calculus course sections will administer pretests at the start of the semester to check that these students are enrolled in the most appropriate course.

For more information about the UNCA Department of Mathematics, visit: <http://math.unca.edu/>
For UNCA math course descriptions, visit: <http://registrar.unca.edu/course-catalog>. Click on the current courses catalog (at the top of the list) and go to page 224-230 within the catalog.



UNC Chapel Hill

Most entering students are required to have results from the SAT Math Level 2 subject test or the ACT math test prior to placement in a math course at UNC-CH. This calculator based exam is NOT given on campus and should be taken as soon after a prospective student's precalculus course as possible, and certainly before arriving at UNC-CH. A score greater than or equal to 520 on the SAT math subject test or 27 on the ACT math test exempts the student from Math 110 (College Algebra). Math 110 counts as elective hours towards graduation, but does not fulfill the mathematics requirement. Scores ranging from 520 through 590 allow the student to enroll in a number of mathematical science courses, including Math 117 (Finite Mathematics), 118 (Selected Topics in Mathematics), 152 (Calculus for Business and Social Sciences), 130 (Trigonometry and Analytic Geometry), 151 (Statistics/Data Analysis), Comp 110 (Introduction to Programming), and a few others, all of which satisfy the general education requirement. A score greater than or equal to 600 on the SAT Math Level 2 subject test or 29 on the ACT math test is needed to place into Math 231 (Calculus I).

For more information about the UNC-CH Mathematics Department, visit: <http://www.math.unc.edu/>
For UNC-CH math course descriptions, visit: <http://www.math.unc.edu/undergrad/courses-descriptions>

*For those students who have never had trigonometry, the SAT Subject Test – Mathematics Level I is acceptable, however, the student cannot place into Math 231 with this version of the SAT.

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Actual college mathematics placement tests are often given during summer orientation sessions, just before college enrollment. Students should be warned not to let their mathematical skills “get rusty” and be reminded to study their algebra and geometry skills just prior to the date of their actual college mathematics placement test.

“The retention of mathematical skills is critical to the correct placement of a student during his or her first semester of college coursework.”

For more information about NC EMPT, please contact your child's mathematics teacher or:

Ellen Hilgoe, Associate Director
NC EMPT Program
136 Building 123, 1805 Charles Blvd.
Mail Stop 145
East Carolina University
Greenville, NC 27858-4353

Phone: 252-328-6418
Fax: 252-328-2166
E-mail: ncempt@ncempt.org



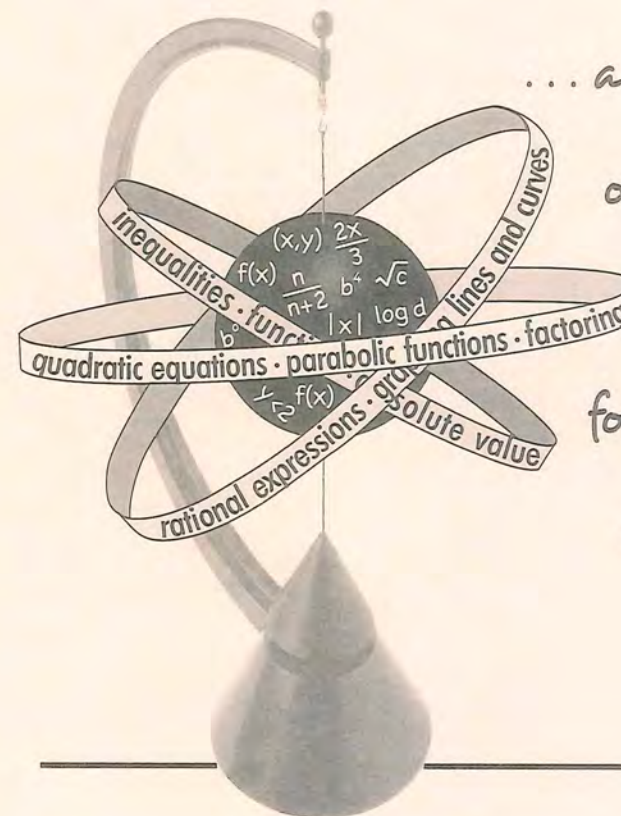
NC EMPT has been continuously directed by the faculty and staff at East Carolina University since the program's inception in 1996.

www.ncempt.org

Visit our web site for a wealth of information about mathematics placement testing at NC community colleges and UNC institutions.

A Guide for Parents and Guardians 2012 - 2013

North Carolina Early Mathematics Placement Testing



... a reality check
of your child's
readiness
for college-level
mathematics

What is an early mathematics placement test?

The vast majority of high school graduates, upon entering The University of North Carolina (UNC) at one of the fifteen universities or the fifty-eight community colleges, will be given a mathematics placement test. Many non-public universities and colleges also require that a math placement test be taken. This test will determine the student's entry level for enrollment in collegiate mathematics. The North Carolina Early Mathematics Placement Testing (NC EMPT) Program hopes to better prepare high school students for collegiate mathematics placement. **By having high school students experience a test that is similar in content to the actual math placement test, the NC EMPT Program provides each student with a realistic early warning of their current mathematical level.**

The thirty-two NC EMPT test questions are based on arithmetic operations, algebra, and geometry. Participation by NC high schools, public and non-public, is voluntary.

Does this test benefit my child?

Yes! One of the major goals of the program is to reduce the percentage of entering freshmen that require mathematics remediation at the college level. By offering students a "snapshot" of their mathematical standing while still in high school, the NC EMPT Program hopes to give students the motivation to retain skills, or take corrective action, while there is still time and help available.



We strongly advise ALL students to continue to take

mathematics courses during each year of high school and to be sure that these skills are increased and maintained.

What is the cost?

There is no cost to participating high schools or students for NC EMPT testing! The State of North Carolina sponsors the NC EMPT Program. However, the need to take remedial mathematics at the college level is very costly in both time and money! Parents and students need to realize that tuition for remedial mathematics courses at the college level has to be paid, but that credit hours for these courses towards a major or towards graduation

are often not received. Students spending time in remedial mathematics courses lose valuable time and are delayed in the completion of other coursework with mathematics prerequisites. The student is often unable to complete degree requirements within four years of college.

When will my child take the NC EMPT test?

The early placement test is a one-hour test that is usually given during a high school class period. Students close to completing Algebra II, or Integrated Math III, or Common Core Math III, as well as students

in higher-level mathematics courses, are eligible to be tested. The tests are graded at the NC EMPT testing center at East Carolina University and results are returned within two weeks. Each participating student will receive an individualized letter that states their score, current placement level, and a list of which test questions were answered correctly or incorrectly. In addition, each student will be provided information about required math courses for their chosen major and placement procedures at their chosen UNC institution or NC community college.

Suggested Levels of the NC EMPT Program / 2012 - 2013			
Student Score (32 questions)	NC EMPT Level*	Predicted First College Course	Explanation
0 - 11	1	Remedial Mathematics	Score indicates the student is not ready for college level math courses and must take remedial mathematics.
12 - 16	2	Borderline - depends on indicated major	Score indicates the student must take remedial mathematics in some choices of major.
17 - 24	3	First Course in College Math	Score indicates the student is ready for a beginning-level college mathematics course. However, a Level 3 score may be considered borderline at some universities for students planning to major in math, science or engineering.
25 - 32	4	Second Course in College Math in some majors	Score indicates a solid high school preparation for college-level mathematics. Some universities may allow a student scoring at Level 4 on their Math Placement test to skip the first college math course, depending on the student's choice of major.

*Note: The level numbers have been reversed from the order used in 1996 - 1999 so that NC EMPT levels will more closely align with the NC Department of Public Instruction ABC's Plan. Level 4 is now the highest level.