Ivy Tech Community College of Indiana

POLICY NAME
Initial Course Placement

POLICY NUMBER
ASOM 1.5 (Formerly APPM 13.1)

PRIMARY RESPONSIBILITY
Academic Affairs and Student Affairs

CREATION / REVISION / EFFECTIVE DATES
Created January 2003/ Revised March 2005; January 2006; January 2010; August 2011/Effective Fall 2011; Revised August 2012/Effective immediately; Revised March 5, 2013/Effective immediately; Revised August 2013/Effective immediately/Revised August 2014/Effective immediately; Revised October 2014/Effective immediately; Revised December 2013/Effective immediately; Revised January 2015/Effective January 2016; Revised January 2016/Effective January 2016; Revised July 2016/Effective July 2016; Revised August 2017/Effective August 2017

PURPOSE
The purpose of this policy is to define the methods that serve to place students in appropriate courses based on their skill levels and to provide information for general advisement. In addition, it allows information to be gathered through the entering student questionnaire to provide meaningful data that can be used to profile entering student populations and determine strategies for better serving them.

ORGANIZATIONAL SCOPE OR AUDIENCE
All incoming students, academic advisors

DEFINITIONS

ACCUPLACER: A computer-adaptive placement testing program delivered over the internet.

ACCUPLACER ESL: A computer-adaptive placement testing program delivered over the internet for placement of non-native speakers of English into the appropriate ESOL courses.

ACT – American College Test: A standardized achievement examination for college admissions in the United States.

ASA - Academic Skills Advancement: Remedial courses in English and Math designed to increase student skills to enable them to complete college-level course work.

ASSET: A testing and advising program for placing students into classes in postsecondary institutions.

CLEP - College Level Examination Program: College-level competence achieved outside the college classroom; course credit is given to students earning a satisfactory score on the examination indicating successful mastery of course material.
**College Board:** A not-for-profit membership association representing more than 5,900 colleges, universities and schools, the College Board leads national and international efforts to improve access to and readiness for higher education.

**COMPASS:** Refers to either the Windows-based version, formally titled COMPASS/ESL by ACT, or the Internet-based version, just titled e-COMPASS

**DSST: Dantes Subject Standardized Test:** Credit-by-examination tests designed to allow a student to demonstrate proficiency in an area of study normally taught at a college or university.

**ESL:** English as Second Language: A designation for non-native speakers of the English language; also, the study of the English language by non-native speakers in an English-speaking environment

**Foreign language:** A language other than English

**SAT:** Scholastic Aptitude Test: A standardized achievement examination for college admissions in the United States

**WebCAPE:** A computer-based placement testing program for foreign language

**POLICY**

The entering skills of all degree-declared students must be evaluated prior to initial enrollment at Ivy Tech Community College or at the time of degree declaration.

The entering skills of non-degree-seeking students must be assessed prior to their enrolling in Academic Skills Advancement (ASA) courses, ESOL courses, general education courses, or program-level courses that have ASA courses or other program-level classes as prerequisites.

Non-degree-seeking students may enroll in technical courses for which they meet the prerequisites without participating in the evaluation process and are only required to present evidence of competence, through testing or other means, in relevant subject areas.

**PROCEDURE**

**When Students are Evaluated**

All degree-declared students will be evaluated at the time of initial enrollment at Ivy Tech. All students – degree-seeking and non-degree-seeking – must be evaluated prior to enrolling in Academic Skills Advancement (ASA), English for Speakers of Other Languages (ESOL), or program-level courses that have ASA prerequisites.

Students may request foreign language testing at any point, prior to enrolling in a foreign language course.

**Evaluation options**

- Possession of an associate degree or higher will exempt reading, writing, and math placement for MATH 117, 122 or 123 only
• Completion of comparable ASA or general education courses in writing to exempt writing placement, or math to exempt math placement with a grade of “C-” or better from a regionally accredited institution. For the purposes of exempting the reading portion, prospective students must have completed the highest level of an ASA reading course or a college-level general education course that has reading as a prerequisite.

• Graduation from high school within the last four years and receiving a technical honors diploma, academic honors diploma or a CORE 40 diploma or equivalent (without a graduation examination waiver) with a cumulative GPA of 2.6 or higher on a 4.0 scale or an equivalent will exempt reading and writing placement, and placement into MATH 117, 122, or 123 only. (See GPA equivalency table below). However, in cases where the student’s high school does not use a 4.0 scale, the high school’s published GPA conversion table should be used. For purposes of determining GPA eligibility for high school seniors who have not yet graduated, the cumulative GPA after six semesters may be used. The College reserves the right to consider academic performance in the seventh and eighth semesters of high school in placement decisions, as well. Out-of-state students must demonstrate a high school diploma equivalent to the CORE 40, with equivalency determined by the regional Vice Chancellor for Academic Affairs or designee.

• Achievement of appropriate level test scores in CLEP or DSST indicating college-level writing, reading and/or mathematics skills.

• Acquisition of SAT scores within the last four years: Reading score of 460 will exempt reading placement; writing score of 460 will exempt writing placement; Mathematics scores: of 460 will exempt math placement for MATH 117, 122, 123, and 520 will exempt math placement for 121,127-137.

• Acquisition of PSAT scores within the last four years: PSAT 2014 and earlier: Reading score of 46 will exempt reading placement; writing score of 46 will exempt writing placement; Mathematics score of 46 will exempt math placement for MATH 117, 122, 123; Mathematics score of 48 will exempt math placement for MATH 100 and a Mathematics score of 52 will exempt math placement for 121, 127-141. PSAT 2015 and forward: Reading score of 25 will exempt reading placement; writing score of 26 will exempt writing placement; Mathematics score of 24.5 will exempt math placement for MATH 122 and 123; Mathematics score of 25 will exempt math placement for MATH 100; Mathematics score of 27 will exempt math placement for MATH 121, 127-141.

• Acquisition of ACT scores within the last four years: English score of 17 will exempt writing placement; Reading score of 18 will exempt reading placement; Mathematics scores of 18 will exempt math placement for MATH 117, 122, 123 and 24 will exempt math placement for MATH 121, 127-137.

• Acquisition of COMPASS scores within the last four years: Reading score of 80 will exempt reading placement; writing score of 70 will exempt writing placement; Algebra scores 35-51 will exempt math placement in MATH 117, 122, 123, Algebra scores 66+ or College Algebra scores 0-45 will exempt placement for MATH 121, 127-137, College
Algebra score of 46+ or Trigonometry score of 0-45 will exempt math placement for MATH 200/201; College Algebra score of 46+ or Trigonometry score of 46+ will exempt math placement for MATH 211/213/218/221.

- Having achieved, in the last four years, appropriate level test scores on ACCUPLACER placement testing.

All evidence must be documented on the student’s record in the Student Information System.

REFERENCES

Appendix A – Advising charts for ACCUPLACER strands

ASOM 1.5.1 – ACCUPLACER Course Placement
ASOM 1.5.2 – WebCAPE placement

RESOURCE PERSON

Vice Chancellor for Academic Affairs
Vice Chancellor for Student Affairs
<table>
<thead>
<tr>
<th>WRITING</th>
<th>CUSTOM ACCUPLACER</th>
<th>ACCUPLACER</th>
<th>*ACT</th>
<th>*SAT 2015 and earlier</th>
<th>*SAT 2016 and forward</th>
<th>*PSAT 2014 and earlier</th>
<th>*PSAT 2015 and forward</th>
<th>HIGH SCHOOL GPA</th>
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</thead>
<tbody>
<tr>
<td>ENGL 093/073</td>
<td>WritePlacer 2-3</td>
<td>60-79 Sentence Skills</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>ENGL 111</td>
<td>WritePlacer 4-8 and Reading Diagnostic 69-120</td>
<td>80+ Sentence Skills</td>
<td>17</td>
<td>English</td>
<td>460 Writing</td>
<td>27 Writing and Language Test or 510 ERW</td>
<td>46 Writing Skills</td>
<td>26 Writing Skills</td>
</tr>
<tr>
<td>READING</td>
<td>ENGL 083/063</td>
<td>Diagnostic 25-68</td>
<td>55-75 Reading</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>Program Ready</td>
<td>Diagnostic 69-120</td>
<td>76+ Reading</td>
<td>18</td>
<td>Reading</td>
<td>460 Reading</td>
<td>25 Reading Test or 510 ERW</td>
<td>46 Critical Reading</td>
<td>25 Critical Reading</td>
</tr>
<tr>
<td>ENGL 095/075</td>
<td>WritePlacer 2-3 and Reading Diagnostic 25-68</td>
<td>60-79 Sentence Skills and 55+Reading</td>
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<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>FOUN 071</td>
<td>WritePlacer 2-3 and/or Reading Diagnostic 25-68 and/or Math Strands 1, 2 ≥ 5</td>
<td>60-79 Sentence Skills</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
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</tr>
</tbody>
</table>

**MATHEMATICS**

| MATH 080 | ELEM ALG 34-44 or Strands 1, 2, & 3 ≥ 7 | 30-59 ARITH | NA | NA | NA | NA | NA | NA |
| MATH 023 | ELEM ALG 34-69 or Strands 1, 2, 3 ≥ 13 & 4 ≥ 5 | 60-120 ARITH | NA | NA | NA | NA | NA | NA |
| MATH 122 | ELEM ALG 34-69 or Strands 1, 2, 3 ≥ 13 & 4 ≥ 5 | 60-120 ARITH | 18 | Math | 460 | Math | 500 | Math | 46 | Mathematics | 24.5 | Mathematics | **HS GPA 2.6 within last 4 years |
| MATH 123 | ELEM ALG 45-69 or Strands 5, 6, 7 ≥ 9 & 8 ≥ 6 | 40-52 ELEM ALG | 18 | Math | 460 | Math | 500 | Math | 46 | Mathematics | 24.5 | Mathematics | **HS GPA 2.6 within last 4 years |
| MATH 100 | ELEM ALG 70-91 or Strands 5, 6, 7 ≥ 9 & 8 ≥ 6 | 40-52 ELEM ALG | 24 | Math | 520 | Math | 550 | Math | 52 | Mathematics | 27 | Mathematics | NA |
| MATH 135/136 | ELEM ALG 92-120 or Strands 9, 10, & 11 ≥ 9 | 74-120 ELEM ALG | 20 | Math | 480 | Math | 510 | Math | 48 | Mathematics | 25 | Mathematics | NA |
| MATH 137/141 | ELEM ALG 92-120 or Strands 9, 10, & 11 ≥ 9 | 74-120 ELEM ALG | 24 | Math | 520 | Math | 550 | Math | 52 | Mathematics | 27 | Mathematics | NA |
| MATH 200/201 | CLM 61-120 | 61-120 CLM | NA | NA | NA | NA | NA | NA |
| MATH 211/213 | CLM 61-120 | 61-120 CLM | NA | NA | NA | NA | NA | NA |
*SAT, PSAT, ACT, and ACCUPLACER scores are accepted for four years after test was taken.

**Honors/Core 40 Diploma ONLY