POLICY NAME
ACCUPLACER Course Placement

POLICY NUMBER
ASOM 1.5.1

PRIMARY RESPONSIBILITY
Academic Affairs and Student Affairs

CREATION / REVISION / EFFECTIVE DATES
Created January 2015/effective immediately; Revised June 2015/effective immediately; Revised July 2015/Effective October 2015

PURPOSE
The purpose of this policy is to define the role and procedures of ACCUPLACER testing to place students in appropriate courses based on their skill levels and to provide information for general advisement.

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.

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

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

POLICY
The entering skills of all degree-declared students must be assessed prior to initial enrollment at Ivy Tech Community College or at the time of degree declaration, either by establishing competency in academic disciplines or through placement testing. Students unable to provide evidence of competence are required to participate in ACCUPLACER testing to establish their academic skill levels for course placement.

Similarly, 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. Non-degree-seeking students may select to be evaluated in only the relevant sub-test(s) of ACCUPLACER or ACCUPLACER ESL based on the specific course(s) desired (e.g., math).

Campuses of Ivy Tech Community College must use ACCUPLACER to evaluate the entering skills of their students. The results of these evaluations will be used for academic advising and course placement. Table 13.1 (see page 7 of 8); Course Placement displays the currently adopted placement scores for ASA, English for Speakers of Other Languages (ESOL), and selected program-level courses. Students must take ACCUPLACER even if they elect the lowest level ASA course. Students must take ACCUPLACER ESL in order to enroll in any ESOL course.

**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 test prior to enrolling in Academic Skills Advancement (ASA), English for Speakers of Other Languages (ESOL), or program-level courses that have ASA prerequisites.

**Evaluation Instruments to be Used**

Campuses must use ACCUPLACER:

- ACCUPLACER is a computer adaptive test that adjusts the difficulty level of the questions to match the ability of the tester. ACCUPLACER is comprised of three subject areas: mathematics, reading and WritePlacer. ACCUPLACER is internet based. All degree-seeking students must take WritePlacer, reading diagnostic, and elementary algebra/diagnostic strands, unless they qualify for an Exemption.
- ACCUPLACER ESL: is a computer adaptive test that adjusts the level of difficulty of the questions to match student ability. ACCUPLACER ESL has five components: Sentence Meaning, Language Use, Reading Skills, Listening and WritePlacer ESL.

**How Course Placement is to be Implemented**

**Initial Placement Testing for ACCUPLACER**

The administration of ACCUPLACER and ACCUPLACER ESL will allow for regional implementation – i.e., testing individually, by group, or on-demand, so long as standardization of administration and quality control are maintained.

The administration will follow the “Test Administration Process” described in the *ACCUPLACER User Guide*.

ACCUPLACER requires a state/system administrative model. An Institutional Administrator will be responsible for creating and editing branching profiles, creating and editing background questions, and creating one platform with each testing center represented. Campuses will identify one individual who is responsible for initial course placement supervision. College personnel will refer to *The ACCUPLACER Program Manual and User’s Guide for specific test administration guidelines*. 
Students with disabilities who request testing accommodations will be referred to the campus Disability Support Services Coordinator. Documentation is required for accommodations. For purposes of initial course placement, English as a Second or Other Language (ESOL) is not a disability and thus no special accommodations will be made.

**How ACCUPLACER Results are to be Used**

- Uniform statewide ACCUPLACER placement scores are to be used for placement into appropriate Academic Skills Advancement (ASA) or program-level courses that have ASA or other program-level courses as prerequisites.

- Initial placement scores are not to be used to determine entry into programs with selective admissions requirements.

- While not required to re-assess, students who have initial placement scores older than two years are strongly encouraged to have their skills re-assessed.

- Students who do not meet the minimum required scores in entry-level ASA courses should be referred to appropriate community or College resources. If students meet the minimum in one or two areas, they may enroll into entry-level courses where they meet the course pre-requisite.

- Students should be referred to the ACCUPLACER ESL by Advisor, Instructor, or Test Administrator on a case by case basis.

- There will be no in class testing for possible re-placement. The College has chosen ACCUPLACER and will depend on ACCUPLACER’s reliability and validity.

**Student-Initiated Retesting**

- New, re-admitted, or dual enrollment students may retake the placement assessment. Total number of tests, including initial test, are limited to three per year for each subject area (reading, writing, math) with the date of the first test in each subject area marking the beginning of the one year period for that subject area. Therefore, students should be advised to utilize practice exams, refresh skills, obtain tutoring, etc. prior to the assessment. The dates available for retesting may be limited in some locations.

- Once the student’s ASA/ESOL course meets, he/she may not retest to advance to a higher course placement.

- When multiple scores are present, the course placement most advantageous to the student will be used.

- When factors other than the examinee’s ability are believed to have influenced the previous testing, such as testing center environment or computer failure, a retest shall be administered regardless of the student’s semester limit. In such situations, any retest fees may also be waived at the discretion of regional staff or administrators.

- Student’s switching math pathways may retest to determine accurate math placement. This
retest will not count toward retest limit and no retest fee will be administered.

REFERENCES

ASOM 1.5 – Initial Course Placement
Appendix A – Advising charts for ACCUPLACER strands

RESOURCE PERSON
Vice Chancellor for Academic Affairs
Vice Chancellor for Student Affairs