Ivy Tech Community College of Indiana

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; revised September 2019, effective November 2019

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

ACCUPLACER Next Generation QAS: The Quantitative Reasoning, Algebra, and Statistics test

ACCUPLACER Next Generation AAF: The Advanced Algebra and Functions test

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

Developmental coursework: Remedial courses in English and math designed to increase student skills to enable them to complete college-level course work

ESOL: English Speakers of Other Languages: 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. Note: Students who are pursuing coursework that does not require English or math assessment may wait to take the ACCUPLACER if they later pursue coursework that does require English and/or math assessment.
Similarly, the entering skills of non-degree-seeking students must be assessed prior to their enrolling in developmental courses, ESOL courses, general education courses, or program-level courses that have developmental courses or other program-level classes as prerequisites or co-requisites.

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).

Ivy Tech campuses use ACCUPLACER as one of the multiple options used to evaluate the entering skills of their students. The results of these evaluations will be used for academic advising and course placement. The ASOM 1.5, Appendix A, Course Placement Chart, displays the currently adopted placement scores for developmental English and math, English for Speakers of Other Languages (ESOL), and selected program-level courses. Students must take ACCUPLACER or provide documentation of an alternate, approved placement option. Students must take ACCUPLACER ESL in order to enroll in any ESOL course.

**PROCEDURES**

**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 developmental, English for Speakers of Other Languages (ESOL), or program-level courses that have developmental prerequisites or co-requisites.

**Evaluation Instruments**
Campuses must use ACCUPLACER or an alternate, approved placement program.

- 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, Writing/WritePlacer. Degree-seeking students must take the following assessments: Math, Reading, Writing, unless they have met pre-requisite requirements by another placement measure. Students who score in the 250–256 range in writing will take the Writeplacer as a final determination of their writing placement.

- ACCUPLACER ESL is a computer adaptive test that adjusts the level of difficulty of the questions to match student ability. ACCUPLACER ESL components include Reading, Language Use, and Listening.
Course Placement Implementation

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

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.

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, thus no special accommodations will be made.

Using ACCUPLACER Results:

- Uniform statewide ACCUPLACER placement scores are to be used for placement into appropriate developmental or program-level courses that have developmental 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 developmental 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.
- An advisor, instructor, or test administrator on a case-by-case basis should refer students to ACCUPLACER ESL.
- There will be no in-class testing for possible re-placement.
- Student-Initiated Retesting: New, re-admitted, or dual enrollment students may retake the placement assessment. The total number of tests, including the initial test, is limited to three per year for each subject area (reading, writing, and math) with the date of the first test in each subject area marking the beginning of the one-year period for that subject area. Students should be referred to the Ivy Prep Program after an unsuccessful exam attempt. The dates available for retesting may be limited in some locations.
- Once the student’s developmental/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.

• Students switching math pathways may retest to determine accurate math placement or complete the Ivy Prep Program. This retest will not count toward the retest limit.

REFERENCES
ASOM 1.5: Initial Course Placement
Appendix A: Placement/advising charts

RESOURCE PERSONS
Vice Chancellor for Academic Affairs
Vice Chancellor for Student Affairs