POLICY NAME
Initial Course Placement

POLICY NUMBER
ASOM 1.5

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 October 2017, revised April 2019, effective immediately; revised September 2019, effective November 2019

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 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

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

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

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.
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.

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.

World 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 World languages.

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. 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.

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.

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 developmental, English for Speakers of Other Languages (ESOL), or program-level courses that have prerequisites. Students may request World language testing at any point, prior to enrolling in a World language course.

Evaluation options

- Possession of an associate degree or higher will exempt reading, writing, and math placement for MATH 122 or 123 only.

- Completion of comparable developmental 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 developmental 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 122 or 123 only. (See GPA equivalency in ASOM 1.5, Appendix A). 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 juniors and seniors who have not yet graduated, the cumulative GPA through their most recently completed semester of high school will be used in placement. Out-of-state students must demonstrate a high school diploma equivalent to the CORE 40, with equivalency determined by the campus 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.

● Acquirement of SAT scores within the last four years: Reading score of 25 or 460 ERW will exempt reading placement; writing score of 27 or 460 ERW will exempt writing placement; Mathematics scores of 460 will exempt math placement for MATH 122, 123, and 520 will exempt math placement for 121, 127-137.

● Acquirement of PSAT scores within the last four years: PSAT 2015 and forward: Reading score of 25 or 430 ERW will exempt reading placement; writing score of 26 or 430 ERW will exempt writing placement; mathematics score of 24.5 or higher will exempt math placement for MATH 122 and 123; mathematics score of 25 or higher will exempt math placement for MATH 043; mathematics score of 27 or higher will exempt math placement for MATH 135, 136, 137, and 141.

● Acquirement of ACT scores within the last four years: English score of 17 will exempt writing placement; reading score of 18 or higher will exempt reading placement; mathematics scores of 18 or higher will exempt math placement for MATH 122 and 123; and 24 or higher will exempt math placement for MATH 135, 136, 137, and 141.

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

All evidence must be documented in writing and maintained in the student’s file.

REFERENCES
Appendix A: Advising chart
ASOM 1.5.1: ACCUPLACER Course Placement
ASOM 1.5.2: WebCAPE placement

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