POLICY TITLE
Academic Skills Advancement Programs

POLICY NUMBER
ASOM 4.1 (Formerly APPM 1.3)

PRIMARY RESPONSIBILITY
Academic Affairs

CREATION / REVISION / EFFECTIVE DATES
Effective January 2010

PURPOSE
The Academic Skills Advancement program includes courses and other services to
develop and refine basic academic skills such as reading, writing, communication,
mathematics and problem solving. Courses within the Academic Skills Advancement
program strengthen students’ skills and successful completion satisfies general
education and professional coursework entry requirements.

ORGANIZATIONAL SCOPE OR AUDIENCE
Academic Affairs

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

Assessment: A systematic process that allows for the estimation of skill
competencies. Resulting information is reviewed and used as a baseline to drive
changes for the purpose of improvement.

POLICY
The College assumes within its mission the responsibility to offer basic academic skills
instruction and services designed to prepare people with skills and knowledge to
successfully complete their program of study and enter the job market or pursue further
higher education. When a student demonstrates by diagnostic testing or assessment, or
even after the beginning of a course, that he/she does not possess the basic skills and
knowledge necessary to complete the desired course or program, the student must
complete the appropriate Academic Skills Advancement course(s) before attending
any course for which the identified skill gap has been determined critical to success.
Students may simultaneously enroll in any course, including program level, for which
all prerequisites have been met. Successful completion of any officially approved
technical certificate, associate of applied science degree, or associate of science degree
requires mastery of the basic academic skills.
PROCEDURE
Academic Skills Advancement services provided include diagnostic testing and assessment, tutoring, academic and career advising. The College identifies academically deficient students through a number of appropriate assessments. Beginning October 1, 2012 ACCUPLACER is the primary placement tool. All students are required to assess unless an Assessment Substitution has been appropriately filed documenting satisfactory completion of one of the stipulations therein (i.e., prior assessment, adequate SAT scores, and/or successful completion of related college level coursework - see Policy 1.5). Once assessed, the College recommends their proper placement into courses that will best prepare them to pursue and successfully complete their programs of study.

Students will successfully remediate before progressing to the next higher academic skills remedial course or program-level course for which the identified skills are needed for successful completion. To more adequately define “successfully remediate,” and ensure compliance with College policy, required Academic Skills Advancement courses must be completed with a grade of “C” or better. A common, end-of-course assessment shall be administered in all sections.

When a student assesses into the lowest level of Academic Skills Advancement math course, it will be recommended that he/she retest within the last two weeks of the course. If placement retest scores indicate that remediation is no longer needed, he/she will progress into the appropriate program-level course. If placement retest scores continue to indicate a lack of basic skills and knowledge necessary to complete the desired course or program, the student must complete the remediation sequence as initially placed and as current progression suggests. Placement retest scores shall not stop progression if the student has a grade of “C” or better in the course, nor factor into student’s course grade.

Should a student require both Academic Skills Advancement reading coursework and Academic Skills Advancement mathematics, students are required to take and successfully complete, with a grade of “C” or better, Academic Skills Advancement reading coursework before proceeding to Academic Skills Advancement math courses.

Academic Skills Advancement courses shall be offered in a variety of formats (face to face, online or hybrid) and in a variety of time frames. In addition to courses scheduled in a 16-week time frame, students shall have access to Academic Skills Advancement courses scheduled in an 8-week time frame. Such scheduling shall enable students at every campus to complete two 3-credit courses in math during fall and spring semesters.

Tutorial services are provided in the basic skills subject areas as well as most general education and some technical program areas. Academic advising is available to students to ensure appropriate course placement. The College provides career counseling to potential students and to current students to assist them in making program and career choices that are realistic and congruent with their interests and aptitudes. Placement services are provided to assist with and enhance the successful job placement of students.

Academic Skills Advancement courses are non-degree credit courses; credit awarded does not count toward certificate/degree completion or graduation.
REFERENCES
1.5 Initial Course Placement
http://www.ivytech.edu/policies/initial-course-placement.pdf

RESOURCE PERSON
Vice Chancellor for Academic Affairs and/or Vice Chancellor for Student Affairs