

(Version 1)

Proposed NCCCS Policy Using High School Transcript GPA and/or Standardized Test Scores for Placement (Multiple Measures for Placement)

Proposed Multiple Measures for Placement Policy

1. This policy is effective upon approval by the State Board of Community Colleges for students enrolling in Fall semester 2013. Colleges have up to two years to implement the policy; all colleges must implement the placement policy by Fall semester 2015.
2. This policy applies to an individual who has an official transcript grade point average (GPA) from a high school that is legally authorized to operate in North Carolina and who graduated from that high school within five years of college enrollment.
3. Colleges will use high school GPA and standardized test scores to determine a student's readiness for college-level courses using the criteria described in the table below.
4. Colleges will consider a student's cumulative GPA at the end of 1st semester of 12th grade or ACT/SAT test scores in determining placement for students who apply for admission before they graduate from high school.
5. Colleges will establish local policies regarding using GPA for placement for students graduating prior to 2013 who do not have FRC Codes* on their transcripts and for students with transcripts from out-of-state high schools.
6. The North Carolina Community College System will review student placement and success rates within two years of implementation of this policy and will report to the State Board of Community Colleges.

Unweighted GPA = or > 2.6 And FRC Code 1, 2, 3, or 4*	Student is college ready for any gateway math course and any course that has a DMA prerequisite. Colleges may require students with a GPA <3.0 enrolling in MAT 151, 155, 161, or 171 to take a supplemental math lab as a co-requisite.
Unweighted GPA = or > 2.6 And FRC Code 1, 2, 3, or 4*	Student is college ready for any English course up to and including English 111 and any course that has a DRE prerequisite. Colleges may require students with a GPA < 3.0 enrolling in ENG 110 and ENG 111 to take a supplemental English composition lab as a co-requisite.
Unweighted GPA < 2.6	College will evaluate subject-area ACT or SAT scores to determine if student is college ready in math and English using the following scores (based on national and state validation studies): <u>English:</u> ACT Reading 20 OR ACT English 18 SAT Writing 500 OR SAT Critical Reading 500 <u>Math:</u> ACT Math 22 SAT Math 500
Unweighted GPA < 2.6 and	Student will take the subject-area diagnostic assessment(s) to determine

subject-area score(s) below college ready	placement.** (Colleges will continue to use Accuplacer, Asset or COMPASS until NC's custom diagnostic assessment is fully implemented.)
Students without a recent transcript GPA or without ACT or SAT scores	Student will take the subject-area diagnostic assessment(s) to determine placement.** (Colleges will continue to use Accuplacer, Asset or COMPASS until NC's custom diagnostic assessment is fully implemented.)

*Future Ready Core Transcript Code: Beginning with the 2013 graduating class, high school graduates' transcripts will include a Future Ready Core (FRC) Code of 1 – 9. FRC Codes 1, 2, 3, and 4 indicate that a student's high school course of study included Algebra I, Geometry, Algebra II, and a fourth math suitable for community college and/or university admissions. Both the unweighted high school GPA and the FRC Code will be included in the transcript data download that is being programmed to support the Multiple Measures of Placement Policy.

**Diagnostic Assessment and Placement

Placement cut scores for diagnostic assessments will be developed for developmental math modules in Spring 2013 and for developmental reading/English in Spring 2014. Colleges must use State Board-approved cut scores to place students into the appropriate developmental math (DMA) module or reading/English (DRE) course.

Colleges will establish local policies to allow students who are assessed near college ready on the diagnostic assessment to co-enroll in a college course and the appropriate developmental education module/course that is a prerequisite for the college-level course.

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- January – November 2011 – DEI State Policy Team Contract with CCRC to Conduct Multiple Measures Study
 - November 2011 – Clive Belfield Presentation to DEI
 - April 25, 2012 – Multiple Measures Committee Convened
 - May 22, 2012 – Clive Belfield Presentation to Joint DEI & MMP
 - July 26, 2012 – Tom Bailey Presentation to NCACCP; Program Committee Discussion of Policy
 - July 30, 2012 – Proposed Policy Discussed with Chief Academic and Student Development Officers (3.0 GPA; 2 years)
 - September 27, 2012 – Multiple Measures Committee (Changed 3.0 to 2.6; changed 2 years to 10 years)
 - October 7, 2012 – NCACCP, NCACCIA, NCCCSDA Discussion
 - October 30, 2012 – NCACCP Program Committee (Changed 10 years to 5 years)
 - November 1, 2012 – Chief Academic and Student Development Administrators (Teleconference)
 - November 8, 2012 – DEI State Policy Team (Added FRC Codes; Added option to require supplemental math lab for college transfer math)
 - November 15, 2012 – NCACCP (Changed full implementation date from fall 2014 to fall 2015)

January/February, 2013 – State Board of Community Colleges