

AGENDA ITEM V B

Proposed Revisions to Academic Affairs Policy 2.18

Minimum Requirements for Entry-Level, College-Level Mathematics and English

BACKGROUND INFORMATION

[AA Policy 2.18](#), *Minimum Requirements for Entry-Level, College-Level Mathematics and English*, is an Academic Affairs policy originally approved by the Board of Regents in 2003 after a study (conducted by and with ACT, and repeated in 2006) of data on student performance in English composition, College Algebra, and other gateway mathematics courses taken by entering freshmen in their first year of college. The policy established minimum scores for placement in entry-level, degree credit courses in those two subject areas and directed that, while a postsecondary institution may not establish minimum scores that are higher or lower than those in the policy, an institution may require further assessment beyond the minimum cut scores to determine optimum student placement, e.g., in calculus-based College Algebra vs. non-calculus-based ('applied') mathematics courses.

The Board of Regents is currently engaged in a pilot study of delivery of entry-level English and mathematics with a co-requisite developmental/support course to determine whether it would be appropriate to lower the readiness breakpoints for students enrolling in a co-requisite program.

STAFF SUMMARY

Current policy includes four nationally normed test score measures to determine edibility for enrollment in entry-level, degree credit English and mathematics courses: ACT subscore; SAT subscore, COMPASS Algebra or Writing scores; or ASSET Elementary Algebra or Writing Skills scores. Recently, the four System Presidents collectively requested that the Regents consider adding additional options based on the student's performance in relevant high school (HS) courses or ACT composite.

Their rationale was, essentially, that the HS core courses are designed to prepare a student for college or career, and completion with at least a "C+" average should indicate preparation for college work. The Regents' HS Core requires English I-IV and four courses in mathematics, beginning with Algebra I, Geometry, and Algebra II. BoR staff believes that in a strong high school whose graduates have traditionally done well in college/university freshman coursework, a 2.5 (C+) average, or better, in the four core content area courses should correlate with college readiness. Likewise, an ACT Composite score of at least 25, which averages the English, Mathematics, Science Reasoning, and Reading subscores, suggests that the student is generally ready for college and should be able to successfully complete a basic English composition and mathematics gateway course.

In the absence of data either supporting or contradicting that logic, BoR staff believe that the policy could be adjusted unless or until further study of student performance indicates that different options would be more appropriate indicators of student preparation. The two recommendations were shared with the system presidents and statewide chief academic officers for comment. Based on concerns voiced by campus representatives, the policy recommendation was adjusted to establish a floor for GPA or ACT Composite: institutions may establish a higher measure for these two indicators based on their knowledge of high school rigor and/or student performance at that campus.

The attachment reflects the AA 2.18 policy, with changes highlighted. The policy will be reviewed after at least one year of implementation data are available.

STAFF RECOMMENDATION

The staff recommends approval of the changes to Academic Affairs Policy 2.18, Minimum Requirements for Entry-Level, College-Level Mathematics and English, to allow universities to consider, in addition to scores on nationally normed tests (e.g., ACT, Compass):

- 1- A minimum of 2.5 Math [or English] GPA on the 4 Regents' Core HS Mathematics [or English] courses;***
- 2- A minimum ACT Composite of at least 25***

LOUISIANA BOARD OF REGENTS, Academic Affairs Policy 2.18

Minimum Requirements for Placement in Entry Level, College Level English and Mathematics Courses

(Scores below the minima indicate need for developmental course/support.)

Purpose. This policy is designed to: establish clear and consistent goals for the level of academic achievement expected of high school students in two subject areas fundamental to success in college; encourage high school students to improve their academic preparation for college; increase the retention and graduation rates of students; provide greater similarity of educational experience across a variety of institutions.

General Consideration. A college or university may not establish minimum subject test scores for entry-level, college-level Mathematics or English courses that are higher or lower than those set forth below; however, an institution may establish higher subject GPA or ACT Composite requirements to increase the probability of student success. A college or university *may also* require further assessment of students who already meet required minimums to determine their final placement in individual entry-level, college-level courses in Mathematics and English, e.g., campuses may establish placement scores for calculus-based vs non-calculus-based entry-level Mathematics.

Requirements for Placement into Entry-Level, College-Level Mathematics	
Mathematics	<p>To enroll in an entry-level, college-level Mathematics course designed to fulfill general education requirements of undergraduate academic degrees, a student must attain a minimum of either:</p> <ul style="list-style-type: none"> • 19 ACT-<i>Mathematics</i>; or • 460-470 SAT-<i>Quantitative</i>; or • 40 COMPASS <i>Algebra</i>; or • 43 ASSET <i>Elementary Algebra</i>; or • 2.5 Math GPA* on the 4 Regents' HS Core Mathematics courses; or • ACT Composite $\geq 25^*$
Requirements for Placement into Entry-Level, College-Level ENGLISH	
English	<p>To enroll in an entry-level, college-level English course designed to fulfill general education requirements of undergraduate degrees, a student must attain a minimum of either:</p> <ul style="list-style-type: none"> • 18 ACT-<i>English</i>; or • 450 SAT-<i>Verbal</i>; or • 74 COMPASS <i>Writing</i>; or • 44 ASSET <i>Writing Skills</i>; or • 2.5 English GPA* on the 4 Regents' HS Core English courses; or • ACT Composite $\geq 25^*$

*** Institutions may establish higher GPA or ACT Composite for enrollment in college-level courses to increase probability of student success.**

BoR Co-Requisite Pilot Program, 2015-2016
In 2015-16, authorized institutions may invite students with an ACT subscore of ≥ 16 (English) or ≥ 17 (Mathematics) to enroll in a gateway course with a co-requisite developmental/supplementary course, followed by a second ENGL/MATH course in the Gen Education sequence.