

ACADEMIC AFFAIRS POLICY 2.18
MINIMUM PLACEMENT REQUIREMENTS for Entry-Level, College-Level
MATHEMATICS and ENGLISH

Purpose. This policy establishes uniform guidelines for the placement of students in entry-level, college-level courses in Mathematics and English. It 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;
- establish an entry-level foundation/basic skills measure; and
- increase the retention and graduation rates of college students;

General Consideration. ACT’s national benchmarks are based on empirical studies of student performance in college: they are the minimum ACT subject-area test score to indicate a 50% chance of obtaining at least a “B” (or ~75% chance of at least a “C”) in the corresponding credit-bearing college courses: 18 ACT English; 22 ACT Math (College Algebra). The minimum scores guidelines for placement in college-level, degree credit English or mathematics courses mirror the national benchmarks but recognize that not all majors begin with College Algebra, and not all freshmen are ready to begin in courses that apply to their major.

College Course/ Course Area	ACT Subscore	SAT Subscore	ACCUPLACER
English Composition	18 ENGLISH	500 ERW	86 Sentence Skills
College Mathematics	19 MATH *	510 MATH	65 Elementary Algebra *
- Passing grade in college-level English or Math, or ≥C grade in an appropriate developmental English/ Math course within the last 18 months. - *For College Algebra: >20 ACT or >520 SAT Math, or ≥70 Accuplacer Colg-Lvl Math recommended. - Alternate placement measures for Dual Enrollment students who have not yet taken the ACT in high school are addressed in the DE policy, AA 2.22. - Other nationally normed placement assessment instruments, as approved by the Board of Regents.			

The Board of Regents recognizes that while a single cut score on an assessment may be an efficient measure, it provides only limited information on a student’s level of college readiness. Therefore, the placement benchmarks described above should be used in conjunction with other factors to determine whether and how an institution should provide accompanying support. The decision to enroll a college student in an entry-level degree credit course rests with the institution.

In 2017, Regents contracted with Dr. George Noell, of the LSU Psychology Department, to analyze several years of data on early high school End of Course (EOC) examinations in English II, Algebra I, and Geometry as predictors for ACT subscores in English and Mathematics to be earned later in high school. The study found a strong relationship between all three EOCs and the ACT English or Math subscores, consistent whether the relevant EOC was taken 1, 2, or 3 years prior to the ACT.

Very soon after the study was completed, the EOC tests were abandoned as a new LEAP

2025 high school course measurement series was implemented. To date there is not enough comparable data available to repeat the EOC analysis, but high schools have asked if provisional scores could be established until a full study could be done to validate and/or adjust their use in the policy.

Subject	EOC Study (Max Score = 800)*			LEAP 2025 (Max Score = 850)
	Score	% w required ACT Score	% [= EOC score/800]	Range for <i>Mastery Level</i>
ENGLISH II	740	86%	93%	750-793
GEOMETRY	750	86%	94%	750-782

* It is important to note that students who did not take the Algebra EOC until 10th grade were excluded from the Algebra EOC data due to generally poor performance on the ACT as Juniors; given that the Geometry EOC is taken further along in a student's career, it appeared to be the stronger predictor of the two.

Therefore, for students who have not yet taken the ACT/SAT in high school, BoR staff in consultation with Math post-secondary faculty have determined that A.A. 2.18 and AA.2.22 will present eligibility criteria for the purpose of meeting the ACT requirement for General Education dual enrollment courses based on Math pathways.

A.A. 2.18 and AA 2.22 recommends a LEAP 2025 Geometry score of *Mastery* or above for matriculation in non-algebraic General Education math courses and a proficiency level of *Mastery* or above in Geometry and completion of Algebra II with a grade of "C" or better for matriculation in College Algebra.

In 2022, when there are at least three years of data for students who have completed both the LEAP 2025 and the ACT, staff will repeat the analysis of scores to determine whether they should be revised

Requirements for Placement.

A College or University must assess basic student readiness based on one of the instruments listed above; the placement score must be recorded and reported in SSPS for new and first-time freshman students. An institution may add its own placement system or require further assessment to determine final placement, validated on the principle that students should have a 50% probability of making at least a "B" in the course, or 75% probability of making at least a "C". When a broader review suggests readiness and the campus bypasses minimum placement recommendations, it has the obligation to address and remediate academic weaknesses of such students to support academic success.

On a Pilot basis, a college student with up to 3 points below the minimum subscore (as low as 15 ACT English; 16 ACT Math) may be enrolled in an entry-level, college-level English or Mathematics course, provided that the campus provides a 1-3 hour/week co-requisite support component to promote student learning. Co-requisite academic support services could include a corresponding remedial/review section; expanded course hours/week (5-hours vs 3-hours); mandatory math/writing labs; expanded office hours; etc.

The BoR will monitor success of students with less than the minimum placement guidelines, focusing on: English/math course grades; semester/term GPA; enrollment persistence; and graduation/completion. Entering and returning classes in 2018-19 to 2020-21 will be reviewed, with an update and recommendation to the Board of Regents in Spring 2019 and 2020 regarding the impact and recommendations re: continuation of the Pilot.

-- Minimum Admission/Placement Score Guides --
A supplement to AA Policy 2.18

Alternative minimum scores are offered below for college-level enrollment—including dual enrollment, for students who have not taken the ACT in high school, or whose ACT sub scores do not meet the criteria listed in AA 2.18. As always, postsecondary institutions may set higher scores for placement in particular courses or for admission purposes.

	ENGLISH	MATHEMATICS*
For <u>High School Dual Enrollment</u> students who have not yet taken the ACT in high school**		
ASPIRE	433	431
EOC	English II: 740	Algebra I: 760, or Geometry: 750
LEAP 2025***	ENGL II: Mastery or Above	Geometry: Mastery or above (for enrollment in non- algebraic Gen. Ed Math) Geometry: Mastery or above and completion of Algebra II w/C or better for enrollment in College Algebra.
Pre-ACT	18	19
Pre-SAT	500 ERW	510
<p>* For College Algebra, 435 Aspire, 22 Pre-ACT Math, 770 Algebra I EOC, 760 Geometry EOC or 818 Algebra I or 808 Geometry LEAP 2025 is recommended.</p> <p>** ACT confirms that ASPIRE and Pre-ACT are predictive measures to aid in focusing HS instruction and <u>do not</u> replace ACT: if a student has taken the ACT in HS, the ACT score or one of the alternates listed below must apply.</p> <p>*** Regents staff will conduct analytical studies in 2022 to validate or adjust use of LEAP 2025 scores in this policy.</p>		

-- Minimum Admission/Placement Score Guides --(cont.)

A supplement to AA Policy 2.18

For students who have taken the ACT/SAT after the 9th grade or have completed (or are no longer enrolled in) High School.		
ACT	18	19
SAT	500 ERW (430-440 pre 2015)	510 (460-470 pre-2015)
ACCUPLACER	86 Sent Struc	65 (Elem Alg) 40 (Col-Lvl Math)
ACCUPLACER NG	250 Writing	250 (QRAS)
* <i>For College Algebra, >20 ACT Math; >520 SAT Math: ≥ 70 Accuplacer Colg-Lvl Math; ≥ 263 Acplcr NG (QRAS) or ≥250 (AAF) is recommended.</i>		

In lieu of the instruments listed above, a college or university may propose its own alternate placement system, but such a system must be validated on the principle that students shall meet, at a minimum, the same level of academic achievement as would have been defined by equivalent scores on the ACT. Proposals for alternate placement systems, with corresponding data, must be presented to the BoR Office of Academic and Student Affairs for approval by the Board of Regents.

Optional, Pilot: for co-requisite delivery of introductory college-level English or mathematics, with the mandatory provision of supporting services necessary for student success -- a 1-3 hour/week co-requisite support component to promote student learning. Co-requisite academic support services could include expanded course hours/week (e.g., 5-hours vs 3-hours); a corresponding remedial/ review section; mandatory math/writing labs; expanded faculty office hours; etc. Institution will report on student support; student success will be monitored. <u>Not for Dual Enrollment (or PR admission status).</u>		
	ENGLISH	MATHEMATICS
ACT	15	16
SAT	450 ERW	430
ACCUPLACER	65 Sent Struc	44 Elem Alg
ACCUPLACER NG	240 Writing	240 QRAS (Col Alg: 256 QRAS / 237 AAF)

Note: SAT scores updated 3 July 2018 from the 2018 ACT/SAT Concordance Tables, released June 2018. Accuplacer Next Generation scores added, 31 Oct 2018. LEAP 2025 scores added 11 Dec 2019.