

# **Board of Regents Emergency Policy: Dual Enrollment, Placement and Admissions Criteria Response to COVID-19 Pandemic**

## **Executive Summary**

In response to the rapidly evolving impact on secondary and postsecondary education of the current COVID-19 pandemic, the Board of Regents offers the following guidance due to the cancellation or postponement of standardized tests whose scores are used in determining student eligibility for the following programs: dual enrollment, placement and admissions.

Board of Regents recognizes that as a result of these and other interruptions related to COVID- 19, students may not have been able to complete the standardized testing requirements necessary to demonstrate college readiness and meet minimum admissions eligibility criteria as currently defined in Academic Affairs Policies 2.18 (Placement), 2.22 (Dual Enrollment) and Minimum Admissions Criteria for First-Time Freshmen.

This emergency policy, developed in close consultation with the Louisiana Department of Education, system chief academic officers and LOSFA, provides guidance for students currently enrolled in dual enrollment as well as those seeking to enroll next academic year. It also addresses alternative criteria for placement into college courses and admission to postsecondary institutions. The emergency policy addresses the Board of Regents commitment to mitigate academic barriers caused by this pandemic, which has resulted in disruption of classes and postponement or cancellation of standardized testing and placement assessments. It is our goal to support students through these course disruptions and assist in their transition to or continuation in Louisiana's colleges or universities.

In light of this emergency policy to address disruption related to COVID-19 issues, students meeting these minimum admissions requirements through the Summer 2021 cohort may be admitted as regular admits, and, those who do not meet these requirements will be admitted by exception to Board of Regents policy.

### **Emergency Policy effective date are as follows:**

- Options for current dual enrollment students, Spring 2020
- Prospective Dual Enrollment Policy, Academic Year 2020-21
- Placement and Minimum Admission Standards for First-Time Freshmen into Four-Year Institutions, Academic Year 2020-21 (including Summer 2021)



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### **DUAL ENROLLMENT**

Effective immediately, this interim dual enrollment policy guidance on academic options (number one below) will apply for the Spring 2020 while the remainder of the policy will apply through the 2020-21 academic year.

- 1) All students currently enrolled in one or more dual enrollment courses may choose one of the following three options for Spring 2020 relative to the college credit portion of each course:
  - Complete the college coursework online during the Spring semester 2020 with a final grade; **OR**
  - Transition the course status to “in-progress”/”incomplete” and complete by August 31, 2020 (if “in- progress” or “incomplete” is selected, the course will end in a final grade; if the student does not complete the course, this may result in a failing grade and negatively impact TOPS scholarship eligibility and college GPA); **OR**
  - Withdraw from the college course via an “Administrative Withdrawal” (no grades are posted to the student’s college transcript/record). Note: The administrative withdrawal date is determined by the postsecondary institution. Also, if a high school student chooses to withdraw from the high school portion of the course and the course is needed to complete the TOPS Core curriculum, the student will need to retake the course.

**PROSPECTIVE DUAL ENROLLMENT FOR 2020-21 ACADEMIC YEAR**

2) Students wishing to initiate or continue their participation in dual enrollment for the 2020-21 academic year may be eligible to enroll in academic courses on the Master Articulation Matrix if they meet the following criteria:

- A minimum 2.5 cumulative high school GPA, as determined by the high school, including any GPA adjustments made due to Spring 2020 disruptions in learning;  
**AND**
- Subject-specific demonstration of readiness in Mathematics (for mathematics and science courses) or English (for English, foreign language, history, social science, humanities, or arts survey courses) through either:

1.) Subject-specific minimum scores on any assessment listed in Academic Affairs Policy 2.22 (listed below):

|   | <b>ENGLISH</b>                     | <b>MATHEMATICS*</b>   |
|---|------------------------------------|---|
| ACCUPLACER  | 86 Sent Structure                  | 65 (Elem Alg.)<br>40 (Col-Level Math)*  |
| ACCUPLACER NG   | 250 Writing                        | 250 QRAS  |
| <i>*For College Algebra: <math>\geq 70</math> Accuplacer College-Level Math; <math>\geq 263</math> Accuplacer NG (QRAS) or <math>\geq 250</math> (AAF) are recommended.</i> |                                    |   |
| ASPIRE  | 433                                | 431   |
| MAP   | 245                                | 265   |
| Pre-ACT   | 18                                 | 19  |
| Pre-SAT   | 25WL                               | 500   |
| EOC   | English II:<br>740                 | Algebra I: 760, or<br>Geometry: 750   |
| LEAP 2025   | English II:<br>Mastery or<br>above | Geometry: Mastery or above (for<br>enrollment in non-algebraic Gen.<br>Ed Math)<br><br>Geometry: Mastery or above <i><u>and</u></i><br>completion of Algebra II w/C or<br>better for enrollment in<br>College Algebra |
| ACT   | 18                                 | 19  |
| SAT   | 500 ERW                            | 510 Math  |

**OR**

2.) Counselor recommendation based on overall student performance and grade trends in the subject (see table below).

While the Board of Regents encourages all institutions to follow this policy, we recognize that minimum requirements may be increased for particular courses.

**PLACEMENT AND MINIMUM ADMISSION STANDARDS FOR FIRST-TIME FRESHMEN INTO FOUR-YEAR INSTITUTIONS THROUGH SUMMER 2021**

This policy works in conjunction with existing Regents policies for Placement (Ac. Af. 2.18) and Minimum Admissions Standards. Should a student not have ACT or SAT test scores on file, or in the event students do not achieve minimum placement test scores, Regents Core and GPA must still be used to admit students.

- **Institutions note that eligibility for TOPS Scholarships by law requires specific standardized test scores. Admission via this interim policy of applicants who do not have or do not achieve the test scores required for TOPS will not be eligible for these scholarships.**

Institutions may consider the following Interim Policy Guidelines for admission through Summer 2021.

- 1) Students who have met the Regents Core and GPA (Flagship: 3.0; Statewide: 2.5 and Regional: 2.0) requirements for admission, but have no ACT or SAT score on file to demonstrate proficiency in English (ACT:18 or SAT: ERW 500) and Math (ACT:19 or SAT: MATH 510) may meet subscore admissions or placement criteria by:
  - a. Successfully completing postsecondary departmental exams and/or placement assessments at the institution where they plan to enroll, (see table below); **OR**
  - b. Successfully completing placement assessments offered by community colleges and submitting scores to the institution where they plan to enroll (see table below); **OR**
  - c. In keeping with Regents' Minimum Admissions Criteria policy, institutions can still evaluate for other factors in addition to minimum admissions requirements. Institutions with applicants who have not met the minimum test score requirements, or have no scores available as required by the Board of Regents Minimum Admissions Criteria for First-Time Freshmen, may rely on other factors, such as trends in academic performance, rigor of coursework, challenging high school curriculum, class rank, special talents or quality of extracurricular activities, to determine final admission (see table below); **OR**
  - d. Enrolling in co-requisite support in course(s) where the student is deficient
- 2) Incoming students from non-English speaking countries who do not have access to the TOEFL or IELTS English proficiency exams (per Academic Affairs 2.18) due to disruptions caused by COVID19, may meet English proficiency requirements through the Duolingo English exam if accepted by the institution. Scores on the Duolingo English exam must be concorded and comparable to the current TOEFL and IELTS minimum scores needed to indicate proficiency.

This interim policy for placement and minimum admission standards for first-time freshmen is in effect through Summer 2021 and may be amended by the Board of Regents as circumstances require.

### SSPS Data Entry Guidance

**Dual Enrollment Reporting:** Courses transitioned to “In Progress” or “Incomplete” status will be reported as “IP” as the course grade for SSPS file submission. For Administrative Withdrawal, the course grade will be reported as “AW” and will not be included in GPA calculations nor appear on a college student transcript.

In addition to the placement test types listed below, a new code designated as “Z” for “Counselor Recommendation” has been added and should be reported in the English/Math placement test type field for preparatory students (dual enrollment) only.

**Admissions Reporting:** Students who have met the Regents Core and GPA requirements for admission but have no ACT or SAT score on file will have a “G” reported for the admission test type field.

| <b>English Placement Test Type</b>  | <b>Code</b> | <b>Math Placement Test Type</b>  | <b>Code</b> |
|---|-------------|--|-------------|
| Accuplacer Sentence Skills  | C           | Accuplacer Arithmetic  | B           |
| Accuplacer Next Generation - Writing  | H           | Accuplacer College-Level Math  | C           |
| ACT   | A           | Accuplacer Elem Algebra  | D           |
| ASPIRE  | Q           | Accuplacer Next Generation – Arithmetic  | J           |
| ASSET Writing Skills  | 9           | Accuplacer Next Generation – QAS   | K           |
| COMPASS-Writing   | 8           | Accuplacer Next Generation – AAF   | L           |
| ELS 112 – Intensive English   | U           | ACT  | A           |
| EOC (End of Course)   | 4           | ASSET Elem. Algebra  | 9           |
| International English Language Testing System (IELTS)   | E           | ASPIRE   | Q           |
| LEAP 2025   | 5           | COMPASS-Algebra  | 8           |
| MAP   | V           | EOC (End of Course)  | 4           |
| Postsecondary Departmental Exam   | G           | Postsecondary Departmental Exam  | G           |
| Michigan Test of English Language Proficiency (MTELP)   | F           | LEAP 2025  | 5           |
| Pre-ACT   | W           | MAP  | V           |
| Pre-SAT   | Y           | Pre-ACT  | W           |
| SAT (2016) – Writing & Language Test  | R           | Pre-SAT  | Y           |
| SAT (Pre-March 2016)  | S           | SAT (2016) – Math Section  | R           |
| Test of English as a Foreign Language (TOEFL – Paper)   | T           | SAT (Pre-March 2016)   | S           |
| Test of English as a Foreign Language (TOEFL – Computer)  | X           | Recently passed a qualifying developmental or co-requisite Math course with grade $\geq$ “C” | M           |
| Test of English as a Foreign Language (TOEFL – Internet)  | I           | Counselor Recommendation (for preparatory students only)                                     | Z           |
| Test of English as a Foreign Language (Duolingo)  | L           | No Score Available   | N           |
| Recently passed a qualifying developmental or co-requisite English course with grade $\geq$ “C” | P           |  |             |
| Counselor Recommendation (for preparatory students only)  | Z           |  |             |
| No Score Available  | N           |  |             |