

Procedure Title Multiple Measures Course Placement Procedure	Original Adoption Date September 2023	Procedure Number IN-847
Responsible College Division/Department Instruction	Responsible College Manager Title Vice President of Instruction	

Procedure
<p>The purpose of using multiple measures in course placement is to maximize students' opportunities to have success. Using multiple measures gives students more than one way to enter coursework appropriate for them. It is one way to eliminate barriers, promote equity, and support the guided pathway approach. Course placement will be determined by a systematic process and discussion between the student and Advisor/Program Counselor.</p> <p>Following the admissions process, the following is implemented at the point of enrollment into coursework.</p> <ol style="list-style-type: none"> 1. Evaluate Incoming Measures—Prior College Coursework <ol style="list-style-type: none"> a. Student will present any documented college coursework to Admissions Advisors/Program Counselors. If the student has already completed an associate degree or higher, student will not be required to have any further placement measure. Documentation may be an unofficial transcript. Student is placed into college-level (10-) writing, reading, and math courses. b. If student does not have a completed degree, but has college credits, the transcript (unofficial) will be analyzed to review credits in reading or reading-based courses, writing, and/or mathematics. <ol style="list-style-type: none"> 1) If student has 3 credits of college-level writing/English coursework with 2.0 GPA, student is placed in college-level (10-) writing/English courses. 2) If student has 3 credits of college-level reading-based coursework with 2.0 GPA, student is placed in college-level (10-) reading or reading-based courses. 3) If student has 3 credits of college-level math coursework with 2.0 GPA, student is placed in college-level (10-) math courses. c. If no college coursework is presented, the high school transcript is analyzed. This can be an unofficial transcript. <ol style="list-style-type: none"> 1) If student has completed high school AP, CAPP, Transcribed Credit, or IB course in the area of Reading, Writing and/or Mathematics and: <ol style="list-style-type: none"> i. Student has completed course in the area of Writing/English with a 2.0 GPA, student is placed in college-level (10-) writing/English courses. ii. Student has completed course in the area of reading, or a reading-based course, with a 2.0 GPA, student is placed in college-level (10-) reading or reading-based courses.

- iii. Student has completed course in the area of math with a 2.0 GPA, student is placed in college-level (10-) math courses.

2. Evaluate Incoming Measures—Assessment Scores

a. ACT

- i. Students providing documented ACT scores of 18 or above in reading, English, or math, student is placed in college-level (10-) reading, writing, and math courses.
 - 1. If student scores below 18 in any of the individual content areas College Connecting Course placement below is used.
- ii. **If scores are older than five years**, Alternative Placement Options below is used.

b. SAT

- i. Students providing documented SAT scores of 320 or above in reading and/or English, student is placed in college-level (10-) writing, reading, or reading-based courses.
 - 1. If student scores below 320 in reading or English, College Connecting Courses placement below is used.
- ii. Students providing documented SAT scores of 500 or above in math, student is placed in college-level (10-) math courses.
 - 1. If student scores below 500 in math, College Connecting Courses Placement below is used.
- iii. **If scores are older than five years**, Alternative Placement Options below is used.

c. GED/HSED

- i. Students providing documented GED or HSED scores of 165 or above on the Reasoning Through Language Arts exam (WRIT), student is placed in college-level (10-) writing and reading or reading-based courses.
- ii. Students providing documented GED or HSED score of 165 or above on the Mathematical Reasoning exam (MATH), student is placed in college-level (10-) math courses.
- iii. Students receiving scores of less than 165 on the GED or HSED exams, College Connecting Course option below is used.
- iv. **If scores are older than five years**, Alternative Placement Options below is used.

d. Accuplacer

- i. Students who have taken the Accuplacer and received a score of 250 in reading are placed in college-level (10-) reading or reading-based courses.
- ii. Students who have taken the Accuplacer and received a score of 250 in writing

are placed in college-level (10-) writing/English courses.

- iii. Students who have taken the Accuplacer and received a score of 263 in math are placed in college-level (10-) math courses.
- iv. **If scores are older than five years**, Alternative Placement Options below is used.

3. Evaluate Incoming Measures—High School Coursework

- a. Advisor/Counselor will review the overall high school GPA. If GPA is 3.0 or above on a 4.0 scale (or 4.0 on a 5.0 scale), advisor will analyze the coursework in the areas of reading-based courses, such as social sciences or literature courses, writing-based courses, such as English or composition, and math courses.
 - i. **If transcript is older than five years**, Alternative Placement Options below is used.
- b. If student has completed HSED 5.09 program at Lakeshore within the last five years of date analyzed:
 - i. Students with a B or better in Communication Skills 5.09 are placed in college-level (10-) writing and reading or reading-based courses.
 - ii. Students with a C or better in Pre-Algebra 5.09 are placed in college-level (10-) math courses.

4. Alternative Placement Options

- a. If student's placement scores are older than five years or the student does not enter with any of the above measures, the Advisor/Counselor will discuss the following placement options.
 - i. Accuplacer
 - 1. The student can be directed to take the Accuplacer exam in one or more content areas, depending on course enrollment.
 - ii. Student Experience Discussion
 - 1. Discuss rigor or course, recommended course knowledge, and relevant content experience of student.
 - 2. Recommend College Connecting Course(s) and/or college level courses based on discussion. Recommendation can include a combination of College Connecting Course(s), college level course(s), or Academic Support and Tutoring. If Academic Support is recommended, advisor/counselor must submit an Academic Coaching referral through Navigate. Provide details (ex: Just in Time Writing).
 - A. Student Decision: If a student elects to take course(s) outside the advisor/counselor recommendation following the course placement procedure or cannot verify relevant work/life experiences, they must complete the Academic Coaching. If

Academic Coaching is required, advisor/counselor must submit referral through Navigate.

5. College Connecting Course options include:

- a. Concurrent, semester-long courses in reading, writing, and/or math. The Reading/Writing/Math Foundations course is designed for learners needing/seeking more intensive, instructor-led instruction that teaches foundational skills for college course success.
- b. Reading/Writing/Math review, including Tech Math Prep, is designed as a brush-up in each content area. A self-paced, online course is available prior to the term to review foundational skills prior to the course start. Students can access all basic modules or focus on specific skill areas.
- c. Math Essentials for Chemistry and Bridge to Calculus are offered as College Connecting Courses to directly support the corresponding college level (10-) course.

Historical Data, Cross References, and Legal Review

Created/Adopted: September 2023

Review/Revised: 9/9/2024

Cross Reference: [Placement Assessment Policy](#)

Definitions

Reading or reading-based courses: Specific reading courses or courses where significant reading is conducted to supplement the course, such as Sociology, Psychology, History, Literature, etc.