

**TITLE 133
PROCEDURAL RULE
WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION**

**SERIES 21
FRESHMAN ASSESSMENT AND PLACEMENT STANDARDS**

§133-21-1. General.

1.1. Scope. This policy establishes freshman assessment and placement standards for institutions in assignment to initial credit-bearing courses in mathematics and English.

1.2. Authority. -- West Virginia Code §18B-1B-4.

1.3. Filing Date. -- December 19, 2018.

1.4. Effective Date. -- January 19, 2019.

1.5. Repeal of Former Rule. -- Repeals and replaces Title 133, Series 21 which had an effective date of September 23, 2016.

§133-21-2. Policy.

2.1. The policy, Freshman Assessment and Placement Standards, for students in West Virginia public colleges and universities was developed to assure the integrity of associate degrees, baccalaureate degrees, and certificate programs to increase the retention and graduation rates of students, and to encourage high school students to improve their academic preparation for college. The standards for freshman assessment and placement are designed to establish uniform procedures for the placement of students in credit-bearing courses in mathematics and English that can be applied toward an undergraduate academic degree.

2.2. Full or part-time students identified as requiring remediation must enroll in the required co-requisite courses or other entry-level college courses with supplementary academic support in the first year of enrollment.

§133-21-3. Definitions.

3.1. Co-requisite Courses.

3.1.a. Co-requisite courses are credit-bearing courses that provide aligned academic support for the entry-level credit bearing course and are required as a component of the entry-level course. Co-requisite courses are designed for students who did not meet admission requirements for entry level math or English courses. Course content is the same as the traditional credit-bearing course but additional required attendance/instruction and/or participation in academic support structures is required for successful completion of the course.

3.2. Academic Support Programs.

3.2.a. Academic support programs include, but are not limited to, modular course delivery; summer boot camps; extra class sessions; accelerated learning program (ALP) model; supplemental instruction; additional lab instruction; tutoring; and/or other instructional strategies which provide additional in-class or outside-class assistance and monitoring of student progress beyond that usually associated with entry-level

college credit courses.

3.3. Remedial Education.

3.3.a. Remedial education addresses academic preparedness.

§133-21-4. Mathematics Placement Standards.

4.1. Students at any public four-year institution in West Virginia may enroll in a college-level, credit bearing math course without required academic support programs provided the following cut scores have been met:

| Assessment Test | Quantitative Reasoning | Elementary Statistics | College Algebra |
|------------------------------------------------------------------------------------|------------------------|-----------------------|-----------------|
| SAT Math (taken March 2016 and later) | 510 | 520 | 530 |
| ACT Math | 19 | 20 | 21 |
| Next-Generation ACCUPLACER - Quantitative Reasoning, Algebra, and Statistics (QAS) | 250 | 255 | 260 |
| ACCUPLACER - Elementary Algebra | n/a | n/a | 76 |
| ACCUPLACER – college-level math | n/a | n/a | 40 |
| ACCUPLACER – arithmetic test | 85 | n/a | n/a |

*As these new tests are further verified, placement scores will be updated on the Commission website.

4.1.a. Other assessments or end-of-course exams in mathematics as approved by the Chancellor.

4.2. Students not meeting the appropriate math pathway placement score are placed into a college-level, credit-bearing course with required academic support. With Chancellor's permission, institutions can use multiple assessments including factoring the high school GPA.

4.3. A transfer student who has successfully completed remediation at the sending institution shall be deemed to have met the placement standard at the receiving institution.

§133-21-5. English Composition Placement Standards.

5.1. Students at any public four-year institution in West Virginia may enroll in a college level credit bearing English course without required academic support programs provided the following cut scores are met:

| Assessment Test | English Composition |
|---------------------------------------------------------------------|---------------------|
| SAT Evidence-Based Reading and Writing (taken March 2016 and later) | 480 |
| SAT Essay | 13 (combined score) |
| ACT English | 18 |
| Next-Generation ACCUPLACER – Writing | 250 |

*As these new tests are further verified, placement scores will be updated on the Commission website.

5.1.a. Satisfactory performance on a writing sample administered by each institution, with Chancellor's approval.

5.1.b. Other assessments or end-of-course exams in English/language arts as approved by the Chancellor.

5.2. Students not meeting the appropriate English pathway placement score are placed into a college-level, credit-bearing course with required academic support. With Chancellor's permission, institutions can use

multiple assessments including factoring the high school GPA.

5.3. A transfer student who has successfully completed the remediation at the sending institution shall be deemed to have met the placement standard at the receiving institution.

§133-21-6. Reading.

6.1. Students scoring 23 or above on the reading test of the SAT, or 17 on the reading section of the ACT, will be considered to have met minimal reading skill requirements at those institutions.

| Assessment Test | Reading |
|--------------------------------------|---------|
| Next-Generation ACCUPLACER – Reading | 252 |

*As these new tests are further verified, placement scores will be updated on the Commission website.

6.2. Institutions are encouraged to provide assistance for students who do not meet the standard.

6.3. A student having met the placement standard in reading who transfers to another West Virginia state college or university shall be deemed to have met the placement standard at the receiving institution.

§133-21-7. Determination of Placement.

7.1. Students shall be exempt from remedial placement in any form if the student achieves the minimum required score on any of the approved assessment measures identified in Sections 4, 5, and 6 of this policy.

7.2. Institutions shall develop and implement strategies that allow students to progress through college-level, credit-bearing English and mathematics courses in the first year of enrollment at the institution.

7.3. Each postsecondary institution shall file its policy on student academic placement for remedial education deficiencies with the Chancellor's office.