

**WEST VIRGINIA  
SECRETARY OF STATE  
NATALIE E. TENNANT  
ADMINISTRATIVE LAW DIVISION**

Form #5

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2010 OCT 29 AM 11:33

WEST VIRGINIA  
SECRETARY OF STATE

**NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE  
OR A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW**

AGENCY: WV Council for Community and Technical College Education TITLE NUMBER: 135

CITE AUTHORITY: WV Code 18B-2B-6

RULE TYPE: PROCEDURAL  INTERPRETIVE

EXEMPT LEGISLATIVE RULE

CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

AMENDMENT TO AN EXISTING RULE: YES  NO

IF YES, SERIES NUMBER OF RULE BEING AMENDED: Series 21

TITLE OF RULE BEING AMENDED: Freshman Assessment and Placement Standards

IF NO, SERIES NUMBER OF RULE BEING PROPOSED: \_\_\_\_\_

TITLE OF RULE BEING PROPOSED: \_\_\_\_\_

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE  
EFFECTIVE DATE OF THIS RULE IS <sup>NOV.</sup> October 29, 2010

  
Authorized Signature

**TITLE 135  
PROCEDURAL RULE  
WEST VIRGINIA COUNCIL FOR COMMUNITY AND TECHNICAL COLLEGE  
EDUCATION**

FILED  
2010 OCT 29 AM 11:34  
OFFICE OF THE SECRETARY OF STATE

**SERIES 21  
FRESHMAN ASSESSMENT AND PLACEMENT STANDARDS**

**§135-21-1. 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-2B-6
- 1.3. Filing Date - October 29, 2010
- 1.4. Effective Date - ~~October~~ <sup>NOV.</sup> 29, 2010

**§135-21-2. 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 and baccalaureate degrees, 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 which can be applied toward an undergraduate academic degree.

**§135-21-3. Definitions.**

- 3.1. Developmental Education. ..

Developmental education programs and services commonly address academic preparedness, diagnostic assessment and placements, development of general and discipline-specific learning strategies, and affective barriers to learning. Developmental courses are "pre-college" courses and do not count toward a baccalaureate degree, an A.A. degree, an A.S. degree, or an A.A.S. degree.

Developmental education includes, but is not limited to all forms of learning assistance, such as tutoring, mentoring, and supplemental

instruction; personal, academic, and career counseling; academic advisement; and coursework.

### 3.2. Stretch Courses.

Stretch courses are credit-bearing courses that extend over one or two semesters, to give more time to those students who may need additional experience in college-level mathematics or writing. Stretch courses are designed for English or math students who are capable, but who might need more time. Course materials are the same as those in the traditional course, but additional activities, tutorials, etc. are provided in an extended delivery format.

## §135-21-4. Mathematics.

- 4.1. Students may not enroll at any two-year or four-year institution in West Virginia public colleges and universities in a mathematics course which is designed to be applied toward a baccalaureate degree, an associate of arts (A.A.) degree, an associate of science (A.S.), an associate of applied science (A.A.S.) degree at a four-year college or university or an A.A., A.S. or A.A.S. degree at a community college unless the minimum score prescribed below is earned on one of the following tests:
  - 4.1.a. A score of 19 on the mathematics section of the American College Testing Program's ACT Assessment Test.
  - 4.1.b. A score of 460 on the quantitative portion of the College Board's Scholastic Assessment (SAT-1).
  - 4.1.c. A scaled score of 40 on the numerical test *and* 38 on the elementary algebra test of the American College Testing Program's Assessment of Skills for Successful Entry and Transfer (ASSET).
  - 4.1.d. A scaled score of 59 on the pre-algebra test and a scaled score of 36 on the algebra test of the American College Testing Program's Computerized Adaptive Placement Assessment and Support System (COMPASS).
  - 4.1.e. A scaled score of 85 on the arithmetic test and 84 on the elementary algebra test of the College Board's ACCUPLACER Testing System.
  - 4.1.f. Nationally-normed test scores, such as the Mathematical Association of America Basic Algebra test, with Chancellor's approval.

- 4.2. Students not meeting this standard must successfully complete a program or programs in developmental (pre-college level) mathematics in order to be placed in mathematics courses which count toward a baccalaureate degree, an A.A. degree, an A.S. degree, or an A.A.S. degree. Institutions may require students who do not meet the standard to complete such courses at another institution or design equivalent coursework, such as stretch courses, or programs with approval of the Council Chancellor, as a pre-requisite to freshman placement.
- 4.3. A transfer student who has successfully completed the developmental course or its equivalent may enroll in a credit-bearing course in mathematics or transfer to another West Virginia state college or university and shall be deemed to have met the placement standard at the receiving institution and shall not be required to enroll in a developmental course or its equivalent at a West Virginia state college or university in mathematics. The assessment measure and score by which the student met the placement standard in mathematics shall be recorded on the student's transcript.

**§135-21-5. English Composition.**

- 5.1. Students may not enroll at any two-year or four-year institution in West Virginia public colleges and universities in an English composition course which is designed to be applied toward a baccalaureate degree, an A.A. degree, an A.S. degree, or an A.A.S. degree at a four-year college or university or an A.A., A.S, or A.A.S. degree at a community college unless the minimum score prescribed below is earned on one of the following tests:
  - 5.1.a. A score of 18 on the English section of the ACT.
  - 5.1.b. A score of 450 on the verbal portion of the SAT-1.
  - 5.1.c. A scaled score of 38 on the writing skills test of the ASSET.
  - 5.1.d. A scaled score of 71 on the English Skills test of the American College Testing Programs Computerized Adaptive Placement Assessment and Support System (COMPASS).
  - 5.1.e. A scaled score of 88 on the Sentence Skills test of the College Board's ACCUPLACER Testing System.
  - 5.1.f. Satisfactory performance on a writing sample administered by each institution, with Chancellor's approval.
- 5.2. Students not meeting this standard must successfully complete a program or programs in developmental (pre-college level) English composition in

order to be placed in English composition courses which count toward a baccalaureate degree, an A.A. degree, an A.S. degree, or an A.A.S. degree. Institutions may require students who do not meet the standard to complete such courses at another institution or design equivalent coursework, such as stretch courses, or programs with approval of the Council Chancellor as a pre-requisite to freshman placement.

- 5.3. A transfer student who has successfully completed the developmental course or its equivalent may enroll in a credit-bearing course in English or transfer to another West Virginia state college or university and shall be deemed to have met the placement standard at the receiving institution and shall not be required to enroll in a developmental course or its equivalent at a West Virginia state college or university in English. The assessment measure and score by which the student met the placement standard in English shall be recorded on the student's transcript.

**§135-21-6. Reading.**

- 6.1. Students scoring 17 on the reading section of the ACT, 420 or above on the verbal section of the SAT-1, 36 on the reading skills test of the ASSET, 30 percentile above on the Nelson-Denny Reading Test, 75 on the reading test of the American College Testing Programs Computerized Adaptive Placement Assessment and Support System (COMPASS), or 79 on the Reading Comprehensive test of the College Board's ACCUPLACER Testing System will be considered to have met minimal reading skill requirements at those institutions which have developmental programs in reading.
- 6.2. Institutions in the state higher education system are encouraged to provide assistance for students who do not meet the standard and who are enrolled in a program leading to an associate or bachelor's degree.
- 6.3. A student having met the placement standard in reading on transfer to another West Virginia state college or university shall be deemed to have met the placement standard at the receiving institution and shall not be required to enroll in a developmental course in reading. The assessment, measure and score by which the student met the placement standard in reading shall be recorded on the student's transcript.

**WV Council for Community and Technical College Education  
Meeting of October 21, 2010**

**ITEM:** Final Approval of Revision to Series 21, Freshman Assessment and Placement Standards

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Council for Community and Technical College Education approves Series 21, Freshman Assessment and Placement Standards, for final filing with the Secretary of State.

**STAFF MEMBER:** Mark Stotler

**BACKGROUND:**

Series 21, Freshman Assessment and Placement Standards, establishes freshman assessment and placement standards for institutions in assignment to initial credit-bearing courses in English and mathematics. The procedural rule sets forth assessments in English and mathematics, such as ACT subsection scores, or equivalent measures, that institutions employ in determining whether entering first-time students are eligible to enroll in initial credit-bearing courses in the two fields. Students not meeting the standard(s) are required to successfully complete a developmental program in the respective field.

At the August 20, 2010 Council meeting, the revised rule was approved for filing with the Secretary of State for the thirty-day public comment period. The revised rule would provide alternatives to non-credit developmental education courses such as stretch courses. The revision would provide institutions the flexibility to utilize such alternatives with the approval of the Chancellor. Another revision, would add an additional assessment measure for determining preparedness in mathematics. The change would permit the use of nationally-normed test scores, such as the Mathematical Association of America Basic Algebra test, with the Chancellor's approval. A commensurate rule has already received final approval by the West Virginia Higher Education Policy Commission.

Council staff received eight comments from staff at four community and technical colleges. Several general comments reflected the role of the community colleges and the option of offering stretch courses and are summarized below.

**Exclusive role of Community Colleges:** Several individuals were under the impression that the delivery of developmental courses by four-year institutions violates Section 8B-3C-8 of the West Virginia Code which states that a part of the

core institutional mission of community and technical colleges is, "Developmental/remedial education courses...."

*Response: While developmental education is a mission of the community colleges, there is no expressed prohibition on the delivery of developmental courses by four-year schools. Under the duties of the Commission, the Code provides that the Commission, "Establish and implement a uniform standard jointly with the Council to determine which students shall be placed in remedial or developmental courses. The standard shall be aligned with college admission tests and assessment tools used in West Virginia and shall be applied uniformly by the governing boards throughout the public higher education system."*

**Stretch courses:** 1) Stretch courses allow four-year institutions to teach developmental courses, 2) Stretch courses are not capable of meeting the needs of students who do not meet placement standards, 3) Stretch courses are often taught by adjuncts whereas developmental courses are typically taught by developmental educators who have special training, 4) Developmental education is a separate field of study with its own best practices and research, and the research does not support stretch courses.

*Response: Four-year institutions already teach developmental education. Stretch courses are successfully being used at other four-year institutions across the country and have been used recently at Mountwest Community and Technical College and Shepherd University.*

A few comments offered possible revisions and are summarized below:

Comment: Section 6.2 which encourages assistance in reading should be revised to read, "Institutions in the state higher education system must require successful completion of a developmental program in reading and are encouraged to provide other relevant assistance for students who do not meet the standards and who are enrolled in a program leading to an associate or bachelor's degree."

*Response: There have been discussions in the past regarding the use of a reading placement. At this time, there has been no consensus to move forward on this front.*

Comment: To ensure that the revised approaches are in the best interests of the students the following provisions are recommended to be implemented:

- a) Make clear the student learning outcomes and assessments for each proposed course to allow students to make an informed decision as to whether or not the course is appropriate for them.
- b) Make clear the incoming expectations for the course are established so students who test below traditional developmental skills placement are directed to appropriate coursework in Adult Basic Education.
- c) Track the performance of students not only in the "stretch" courses but the subsequent coursework they take in that area to make sure they meet the incoming expectations of that course.

- d) Provide adequate professional staffing of supplemental support services.
- e) Ensure that enrollments in such "stretch" courses be limited to the students for which they were designed and not open to any student who would qualify for other existing college-credit-courses.

*Response: While many of these recommendations are worthy for consideration as the revisions are being implemented, they are not necessary to implement the changes called for in the revised policy. Institutions will be encouraged to follow many of these recommendations. It must be made clear that the use of stretch courses is purely optional by the institution.*



WEST VIRGINIA COUNCIL FOR COMMUNITY AND TECHNICAL COLLEGE EDUCATION

Robert L. Brown, Chair • James L. Skidmore, Chancellor

## **SUMMARY**

**Title 135**

**Procedural Rule**

**WV Council for Community and Technical College Education**

**Series 21**

***Freshman Assessment and Placement Standards***

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

APPENDIX B

**FISCAL NOTE FOR PROPOSED RULES**

Freshman Assessment and Placement Standards

Rule Title: \_\_\_\_\_

Type of Rule:  Legislative  Interpretive  Procedural

Agency: WV Council for Community and Technical College Education

Address: 1018 Kanawha Blvd., East, Suite 700  
 Charleston, WV 25301  
 James L. Skidmore, Chancellor

Phone Number: 304-558-0265 Email: skidmore@wvctcs.org

**Fiscal Note Summary**

Summarize in a clear and concise manner what impact this measure will have on costs and revenues of state government.

There are no direct costs associated with this rule.

**Fiscal Note Detail**

Show over-all effect in Item 1 and 2 and, in Item 3, give an explanation of Breakdown by fiscal year, including long-range effect.

<b>FISCAL YEAR</b>			
Effect of Proposal	Current Increase/Decrease (use "-")	Next Increase/Decrease (use "-")	Fiscal Year (Upon Full Implementation)
<b>1. Estimated Total Cost</b>	0.00	0.00	0.00
Personal Services			
Current Expenses			
Repairs & Alterations			
Assets			
Other			
<b>2. Estimated Total Revenues</b>	0.00	0.00	0.00

Freshman Assessment and Placement Standards

Rule Title: \_\_\_\_\_

Rule Title: \_\_\_\_\_

**3. Explanation of above estimates (including long-range effect):**

Please include any increase or decrease in fees in your estimated total revenues.

There are no direct costs associated with this rule.

**MEMORANDUM**

Please identify any areas of vagueness, technical defects, reasons the proposed rule would not have a fiscal impact, and/or any special issues not captured elsewhere on this form.

Objective of this rule: This rule establishes freshman assessment and placement standards for institutions in assignment to initial credit-bearing courses in mathematics and English.

Date: 08/24/10

Signature of Agency Head or Authorized Representative

