

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

Form #2

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OFFICE WEST VIRGINIA  
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**NOTICE OF A COMMENT PERIOD ON A PROPOSED RULE**

AGENCY: Higher Education Policy Commission TITLE NUMBER: 133

RULE TYPE: Procedural CITE AUTHORITY: West Virginia Code § 18B-1B-4

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: \_\_\_\_\_

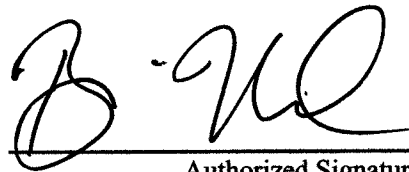
IN LIEU OF A PUBLIC HEARING, A COMMENT PERIOD HAS BEEN ESTABLISHED DURING WHICH ANY INTERESTED PERSON MAY SEND COMMENTS CONCERNING THESE PROPOSED RULES. THIS COMMENT PERIOD WILL END ON August 26, 2010 AT 5:00 PM ONLY WRITTEN COMMENTS WILL BE ACCEPTED AND ARE TO BE MAILED TO THE FOLLOWING ADDRESS:

Higher Education Policy Commission

Attention: Dr. Brian Noland  
Chancellor

1018 Kanawha Boulevard, East, Suite 700  
Charleston, WV 25301

THE ISSUES TO BE HEARD SHALL BE LIMITED TO THIS PROPOSED RULE.



Authorized Signature

ATTACH A **BRIEF** SUMMARY OF YOUR PROPOSAL

TITLE 133  
PROCEDURAL RULE  
WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION  
SERIES 21

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**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 - July 2, 2002
- 1.4. Effective Date - ~~August 1, 2002~~

**§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 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.

**§133-21-3. 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.

**§133-21-34. Mathematics.**

34.1. 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:

34.1.a. A score of 19 on the mathematics section of the American College Testing Program's ACT Assessment Test.

34.1.b. A score of 460 on the quantitative portion of the College Board's Scholastic Assessment (SAT-1).

34.1.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).

34.1.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).

34.1.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.

- 34.2. 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 ~~that do not offer developmental courses~~ may require students who do not meet the standard to complete such courses at another institution or design an equivalent coursework, such as stretch courses, or programs of remediation with approval of the Higher Education Policy Commission Chancellor, as a pre-requisite to freshman placement.
- 34.3. A transfer student having met the placement standard for enrollment 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.

**§133-21-45. English Composition.**

- 45.1. 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:
- 45.1.a. A score of 18 on the English section of the ACT.
- 45.1.b. A score of 450 on the verbal portion of the SAT-1.
- 45.1.c. A scaled score of 38 on the writing skills test of the ASSET.
- 45.1.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).
- 45.1.e. A scaled score of 88 on the Sentence Skills test of the College Board's ACCUPLACER Testing System.
- 45.1.f. Satisfactory performance on a writing sample administered by each institution, with Chancellor's approval.

- 45.2. 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 that do not offer developmental courses may require students who do not meet the standard to complete such courses at another institution or design an equivalent coursework, such as stretch courses, or programs of remediation with approval of the Higher Education Policy Commission Chancellor as a pre-requisite to freshman placement.
- 45.3. A transfer student having met this standard for enrollment 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.

**§133-21-56. Reading.**

- 56.1. 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.
- 56.2. 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.
- 56.3. 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.

APPENDIX B

**FISCAL NOTE FOR PROPOSED RULES**

Rule Title: Freshman Assessment and Placement Standards

Type of Rule:  Legislative  Interpretive  Procedural

Agency: Higher Education Policy Commission

Address: 1018 Kanawha Blvd. East, Suite 700, Charleston, WV 25301  
Contact: Dr. Brian Noland, Chancellor

Phone Number: 304-558-0699 Email: noland@hepc.wvnet.edu

**Fiscal Note Summary**

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

No impact.

**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	0.00	0.00	0.00
Current Expenses	0.00	0.00	0.00
Repairs & Alterations	0.00	0.00	0.00
Assets	0.00	0.00	0.00
Other	0.00	0.00	0.00
<b>2. Estimated Total Revenues</b>	0.00	0.00	0.00

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

Rule Title: Freshman Assessment and Placement Standards

3. **Explanation of above estimates (including long-range effect):**  
Please include any increase or decrease in fees in your estimated total revenues.

There will be no effect on cost or revenue.

**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.

Date: July 27, 2010

Signature of Agency Head or Authorized Representative  


**West Virginia Higher Education Policy Commission  
Meeting of July 23, 2010**

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

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves Series 21, Freshman Assessment and Placement Standards, as revised, for submission to the Secretary of State for a thirty-day public comment period and that if no substantive comments are received that the Commission extends final approval.

**STAFF MEMBER:** Bruce Flack

**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 sub-section 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.

In recent months, several institutions have expressed interest in using alternatives to non-credit developmental education courses. One such approach is the stretch course, a credit-bearing course that extends (stretches) over one or two semesters, to give more time to those students who may need additional experience in college-level mathematics or writing. Course materials are the same as those in the traditional course, but additional activities, tutorials, etc. are provided in an extended delivery format. The proposed revision to Series 21 would provide institutions the flexibility to utilize such alternatives with approval of the Chancellor.

Another revision would add an additional assessment measure for determining preparedness in mathematics. The change (Section 4.1.6) would permit the use of nationally-normed test scores, such as the Mathematical Association of America Basic Algebra test, with Chancellor's approval.

The West Virginia Council for Community and Technical College Education has a commensurate rule for Series 21. The revisions proposed to the Commission's rule will also be added to the Council's rule.