

# Hazard Community and Technical College's Implementation Procedures for the 2015-2016 KCTCS Assessment and Placement Policy, Effective Fall 2015

## *Who must be assessed and take the courses recommended by an approved assessment test?*

- A. **First time Credential-seeking** (certificate, diploma, or associate degree) **students** entering for the fall 2010 semester or later, including students who intend to transfer to another college or university.
- B. **Credential-seeking transfer students** (from outside KCTCS) who have not successfully completed college level English and/or math.
- C. Students who are **undecided** about their choice of program.
- D. **Transient students** who plan to take English or math courses and have not successfully completed college level English and/or math or who need to meet a prerequisite for a specific course.
- E. **High school students** who are planning to take English and/or math courses, or to meet other college level course prerequisites.
- F. **Non-credential seeking students** who have not successfully completed college-level English and /or math and change to credential-seeking status.

**\*COMPASS scores are valid for a period of three years from the date of test for the purposes of this assessment and placement policy.**

## *Who is exempt from assessment for course placement?*

- Students seeking continuing education certificate programs. These are certificates for short term trainings for workers already in the workforce who need to upgrade their skills in a particular aspect of their current job or who need extra training for promotion at their current job.
- Students enrolled in the following certificate and diploma programs:
  1. Detailer (C)
  2. Electro Hydraulic Technician (C)
  3. Industrial Maintenance Electrical Mechanic (C)
  4. Industrial Maintenance Mechanic Level I (C)
- Students enrolled in certificate programs with a requirement of 18 credits or less.
- Students who do not intend to seek an educational credential (certificate, diploma, associate degree); these students cannot receive financial aid.

## ***Retesting Policy***

Students may request a retest with the COMPASS, KYOTE, or TABE, Level A. Students who choose to retest with the COMPASS will be charged \$7.00 per section (Math, English, Reading) to retest (or a total of \$20.00 for all three sections). The KYOTE is a free computerized assessment. The COMPASS and KYOTE are given in the HCTC Testing Centers.

The TABE is an Adult Ed assessment tool and can be taken in any Adult Education Center in our service counties.

**Students will be encouraged to remediate their skills before retesting.**

Students who choose to retest will complete the following steps:

### For the COMPASS or KYOTE

1. Arrange a time for retesting at HCTC by contacting the Testing Center on the Hazard Campus or the Lees College Campus.
2. For the COMPASS, go to the Business Office, pay \$7.00 per section (Math, English, Reading or a total of \$20.00 for all three sections), and receive a receipt.
3. Bring the receipt (if applicable) to the scheduled test location and time, and let the test administrator know whether you will be taking the COMPASS or KYOTE.
4. Take the COMPASS or KYOTE.
5. The test administrator will keep one copy of the new test scores and give one copy to the student. The new COMPASS scores, including the date of testing, will be automatically loaded into PeopleSoft through the same batch process that original placement test scores are uploaded. KYOTE scores must be hand entered. Both processes may mean a slight delay between when the retest was taken and when the scores will be viewable in PeopleSoft.
6. If placement is changed as a result of retesting, students, along with assistance from their advisors, should work on a schedule change. Changes will only be processed ***before the end of the drop/add period.***

For the TABE, Level A

1. The students should visit the Adult Education Center in their home county and discuss their desire to take a verification test.
2. Adult Education personnel will give a copy of the test results to the student and report the results to HCTC. There will be a short delay before TABE results are entered in PeopleSoft.
3. If placement is changed as a result of retesting, students, along with assistance from their advisors, should work on a schedule change. Changes will only be processed *before the end of the drop/add period*.

***Reminder: Students are charged for the COMPASS; the KYOTE and TABE are free.***

***Additional notes about advising developmental students***

1. It is important to **present the assessment and placement policy as a positive opportunity**. It is the advisor's responsibility to make sure the policy is administered consistently and fairly in every case. Advisors need to communicate to their advisees their belief in the importance of developmental education. **KCTCS course placement standards must be followed.**
2. If you encounter **students who seem resistant to taking the courses into which they have assessed**, you can remind them of the following facts:
  - Mandatory assessment and placement is the statewide policy for all Kentucky public 2 and 4-year institutions; thus, these same guidelines are being implemented at all state institutions.
  - Developmental classes are an opportunity to fill gaps that may have resulted from missed school, time out of school, lack of seriousness about high school, or other reasons.
  - Much learning is sequential. It is necessary to master each level before progressing to the next higher level in order to maximize your chances for success;
  - Remind students that they have the option of working with Adult Education to remediate their skills **prior to classes beginning**. Additionally, Adult Ed will administer the TABE test to verify placement. In other words, if students want to take responsibility for their learning and placement, we have established the procedures for that opportunity.
  - Show students a course syllabus or the textbook for the class they want to take. A careful look at the required material may deter a student from taking a too-difficult class—or give that student the necessary confidence to tackle a higher level course.
  - We offer accelerated learning options such as stacked, redesign, and co-requisite courses. Highly motivated students can potentially work through their developmental courses in one semester or less.
  - Any other reasons that the advisor is aware of that will stress the importance of taking the appropriate classes.

3. **ACT scores should be obtained from each student if at all possible.** It is possible that the ACT scores will exempt the students from taking the COMPASS. If HCTC does not have an ACT score on file, we have no choice but to have them take the COMPASS for placement. Thus if you work with a student who insists his or her ACT scores would exempt them from developmental courses, verify that we have a copy of that score by looking for Test Scores from that student in PeopleSoft.
4. Students who score between 19-21 on the math ACT test, or 36-49 on COMPASS Algebra domain must take MAT 100 along with their College Algebra MAT 150.
5. Students who test at the ABE level should be placed in the lowest level developmental course where they will be required to remediate their basic skills. ABE level students cannot be placed in online developmental courses. Each developmental instructor has the freedom to determine how the remediation is to take place. Developmental instructors will be encouraged to work closely with Adult Education instructors to give students plenty of opportunity to bring their skill levels up to the developmental or college level.
6. Students who receive financial aid can receive aid (if they stay eligible per their GPA and other Standards of Academic Progress [SAP] mandates) for the following maximum amounts:
  - **90 credits for degree programs\***
  - **72 credits for diploma programs\***
  - **48 credits for certificate programs\***

Thus there is ample aid for students who need to use some of their aid for courses that will prepare them for their program courses, such as developmental classes. However, since every W, MP, I, E, F, and AU (audit) grade also counts in the total credits the student attempts, students must be cautioned to take every class seriously and make every effort to successfully pass each course on their first attempt. It doesn't take long for that "extra" 50% to be used up if a student makes a habit of failing or withdrawing from classes.

\*Federal law actually says students can receive aid for 150% of their program of study, but institutions are allowed the flexibility to enforce stricter requirements. At this time, KCTCS has instituted the credit hour amounts for each credential as listed above.

7. Students do not have to take a college level course to be eligible for financial aid. Students taking only developmental courses can receive financial aid.
8. We must take care to place students in courses appropriate to their reading ability; however, in most cases we cannot prevent students from taking college courses based on their reading scores alone. There are several courses which require completion of developmental **reading** prior to enrollment, and there are other courses which require completion of ALL developmental coursework prior to enrollment\*. In all cases, as conscientious advisors, we will want to advise our students to take classes with which they will have the most likelihood of success.

\*HCTC faculty voted to allow developmental students to take communications courses which require completion of developmental reading and writing. These students will be blocked from registering for communications courses in PeopleSoft, but that can be overridden.

\*Students at HCTC are allowed to enroll in BIO 137 after successful completion of MAT 65 as well as reading and writing.

9. Students are encouraged to take advantage of resources such as the RDG/ENG labs, Math labs, and tutoring services.

### ***Student Progression and Tracking in Developmental Courses***

- As completed, developmental classes will be graded (although these grades do not affect the student's grade point average). No D grades are to be given in developmental courses. MP's are appropriate for students falling into the traditional D grade range.
- Students who are enrolled in stacked courses may progress through more than one developmental course in a term based on the instructor's assessment. Stacked class students will not receive credit for more than one class, nor will they be assessed tuition for more than one class. Instead, they will be allowed to bypass additional remedial coursework, to be determined by the instructor on a case by case basis for developmental reading and writing. For example, a student may initially assess into RDG 020 and register for RDG 020. However, by the end of the semester, the student may have made enough progress to have successfully remediated his reading deficiencies. The instructor will then determine that the student does not need additional remedial coursework in reading.
- For developmental math, students will be given the opportunity to complete all developmental work within one semester in the redesign sections. However, completing all developmental coursework is strictly regulated by the students' successful passing scores on all module post-tests as well as course post-tests. Faculty must complete the Developmental Course Credit Form and submit to the Records Office.
- In addition students enrolled in co-requisite courses are bypassing a developmental course. Faculty must complete the Developmental Course Credit Form and submit to the Records Office.

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