



## SECTION I

### PART E DEVELOPMENTAL EDUCATION

#### 1.00 Introduction

This policy was previously known as the Statewide Remedial Education Policy. The purposes of this policy are 1) to enroll students in credit bearing, college-level courses whenever possible; 2) to prevent unnecessary placement testing of students; and 3) to ensure that each student identified as having developmental education needs is afforded appropriate opportunities to:

- Enter directly into college-level English and mathematics courses; or
- Receive other alternatives to developmental education, such as summer boot camps and refresher courses; or,
- Receive the appropriate co-requisite, Supplemental Academic Instruction (SAI) while enrolled in college-level English and mathematics courses; or
- As a last resort, receive non-college level developmental education.

Institutions shall ensure that developmental students who place into college-level English and mathematics courses with SAI, or place into non-college level developmental education, complete the sequent college-level English and mathematics course(s) required of their programs within the students' first 30 semester credit hours (not including college credits earned while the student was in high school). It should be noted that institutions may also offer SAI to non-developmental education students but that instance is not subject to this policy. Institutions shall also ensure that after students have completed developmental education coursework with a C- or higher that the students are exempt from further placement testing (even if they transfer to another institution) and may enroll in the sequent college-level course the following semester. Institutions shall integrate advising and other student supports early on in the placement process. Prior to first semester registration, institutions shall notify students:

- If they have been identified as needing developmental education;
- Their options for developmental education; and
- Which courses they should register for.

Colorado's Master Plan for higher education, *Colorado Competes*, challenges the state's system of higher education to improve the effectiveness of placement and developmental education and alternatives to it thereby increasing student persistence; decreasing time to completion, especially by recognizing the learning that adults returning to college bring with them; and closing attainment

gaps between wealthier students and students from low-income families, as well as between white students and students of color, in particular, Colorado’s fastest growing ethnic group, Latino students. This policy is aligned with State Board of Education’s Colorado High School Graduation Guidelines, the Commission’s Admissions Standards ([Policy I, F](#)), Statewide Transfer and GT Pathways ([Policy I, L](#)), and Supplemental Academic Instruction ([Policy I, W](#)) policies. This policy applies to all state-supported institutions of higher education admitting students who need to take college-level English or mathematics, including those admitted through cash-funded (extended studies) programs. This policy supports using multiple measures to gauge college-readiness, such as the courses a student completed in high school and GPA, rather than sole reliance on SAT, ACT or other test scores. It should be noted that where this policy discusses “assessment,” that an assessment may be either an exam the student takes or may be some account of the student’s college-readiness, such as the review of a high school transcript.

Readiness for the appropriate college-level mathematics course is one of the largest predictors of student success in college. Special attention should be paid to high school mathematics preparation. Different majors require different mathematics courses, which require different levels of preparation. The College-Ready Math Guidelines at the end of Table 1 should be used to communicate the expectations for college readiness to high school students, K-12 schools, parents and the public. This policy should be used to encourage high school students to improve their academic preparation before entering college.

**This policy contains the following sections:**

- 1.00 Introduction
- 2.00 Statutory Authority
- 3.00 Terminology and Flow Charts for Placement
- 4.00 Table 1 – College-Readiness Assessments and Cut Scores
  - 4.01 College-Ready Math Guidelines
  - 4.02 College-Ready English Guidelines
- 5.00 Students’ Responsibilities
- 6.00 Institutions’ Responsibilities
- 7.00 Students Exempt from Secondary Evaluation
- 8.00 Course Challenge Option
- 9.00 Grievance Procedure and Filing a Student Complaint
- 10.00 Funding
- 11.00 Accountability and Data Reporting

## 2.00 Statutory Authority

23-1-113. Commission directive - admission standards for baccalaureate and graduate institutions of higher education - policy - definitions

(1.5) (a) (I) The commission shall establish and the governing boards shall implement a policy pursuant to section 23-1-113.3 to identify matriculated students who need basic skills courses in English and mathematics and standards and procedures whereby state institutions of higher education may offer basic skills courses as provided in section 23-1-113.3. The commission, in consultation with the governing boards, shall ensure that the policy aligns with the admission policy adopted pursuant to subsection (1) of this section. In identifying the standards for basic skills, the commission may differentiate requirements for mathematics based on the prerequisite skills needed for required courses within a student's declared program of study.

(II) As part of the policy established pursuant to this paragraph (a), the commission may authorize a state institution of higher education to provide supplemental academic instruction even though the institution is not authorized to provide basic skills courses pursuant to section 23-1-113.3. The institution may receive stipend payments from the state pursuant to section 23-18-202 on behalf of an eligible undergraduate student, as defined in section 23-18-102 (5), who is enrolled in a college-level course that includes supplemental academic instruction.

## 3.00 Terminology and Flow Charts for Placement

**Assessment** means some sort of evaluation of a student's readiness for college-level math and English. Assessment might mean having the student take a test, such as the Accuplacer; or the assessment might be an advisor's evaluation of the scores a student earned on various tests or an evaluation of the student's high school transcript; or assessment might mean the student has a conversation with an advisor about past experiences with learning.

**Primary Evaluation** means the assessment used first and that is used primarily for admission purposes and identifying whether or not students are college ready for English and mathematics. If the student has SAT or ACT scores that are not more than three years old then the institution shall use those, and institutions may choose to use any test scores that are more than three years old. If not, institutions shall use any of the assessments or other college-ready indicators in Table 1 as the primary assessment. Institutions may also use high school GPA, consider the courses taken in high school, or may use an account of the student's

learning that occurred since high school (such as through work experience) or credit awarded through prior learning assessment.

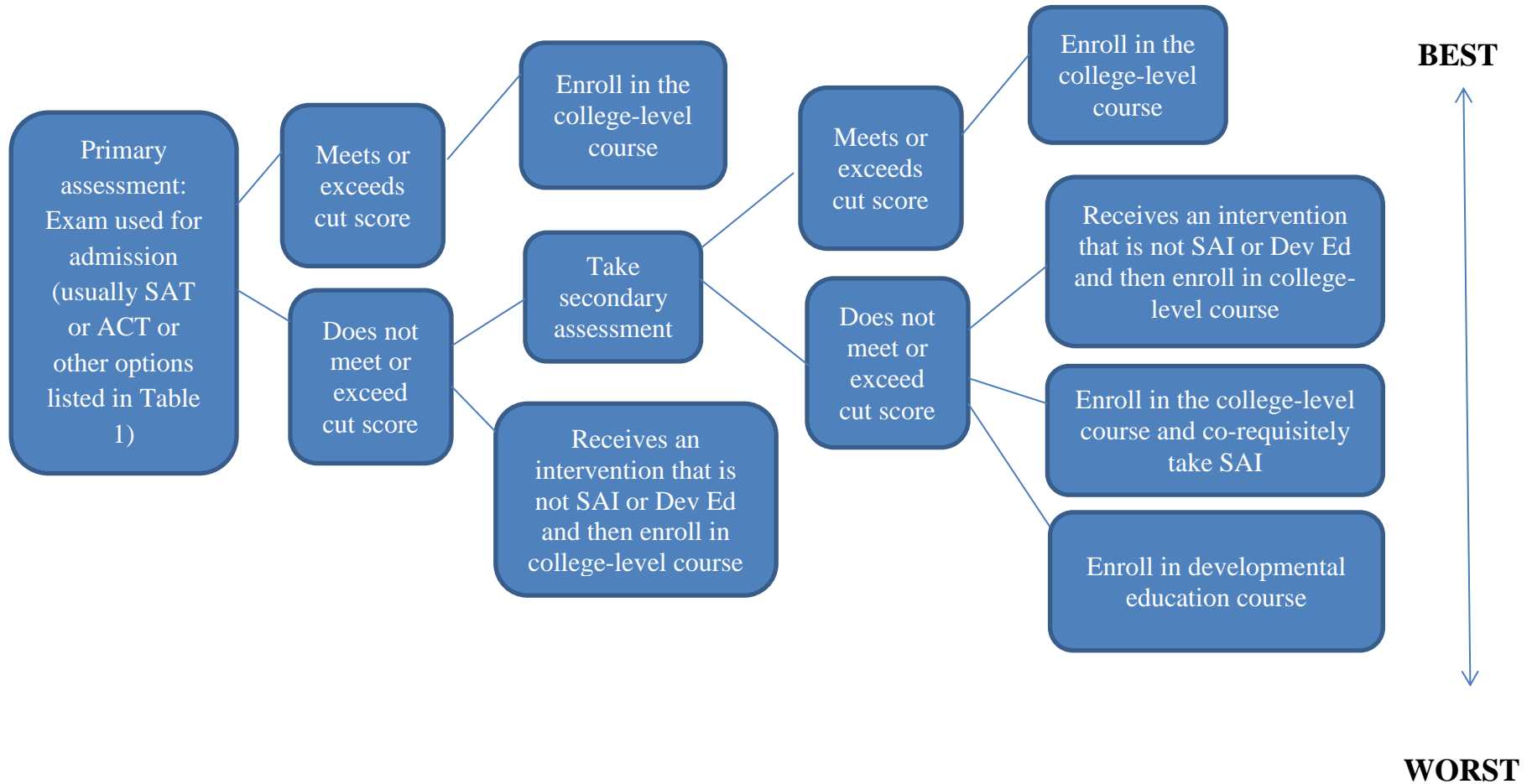
**Secondary Evaluation** means an assessment or other institution-specific secondary-evaluation process used to place a student into courses after admission, when the student's primary assessment is missing or indicates he/she is not college-ready (i.e., did not meet or exceed the cut score in Table 1). The secondary evaluation should be viewed as a second opportunity for the student to avoid being placed into developmental education. Placement exams used to place non-developmental students in higher level English or mathematics courses are not subject to this policy. See Section 7.00: Students Exempt from Secondary Evaluation for more explanation.

**Cut Score** means the score on an assessment the student must meet or exceed to show they are college-ready, which prevents the institution from placing the student into developmental education. Institutions may use cut scores lower than those listed in Table 1 but shall not set cut scores higher than those listed in Table 1. Students who do not meet the cut score on the primary evaluation shall have the opportunity to complete a secondary evaluation. If the student does not meet or exceed the cut score on the secondary evaluation then they may be placed into college-level courses, Supplemental Academic Instruction (SAI) or developmental education coursework.

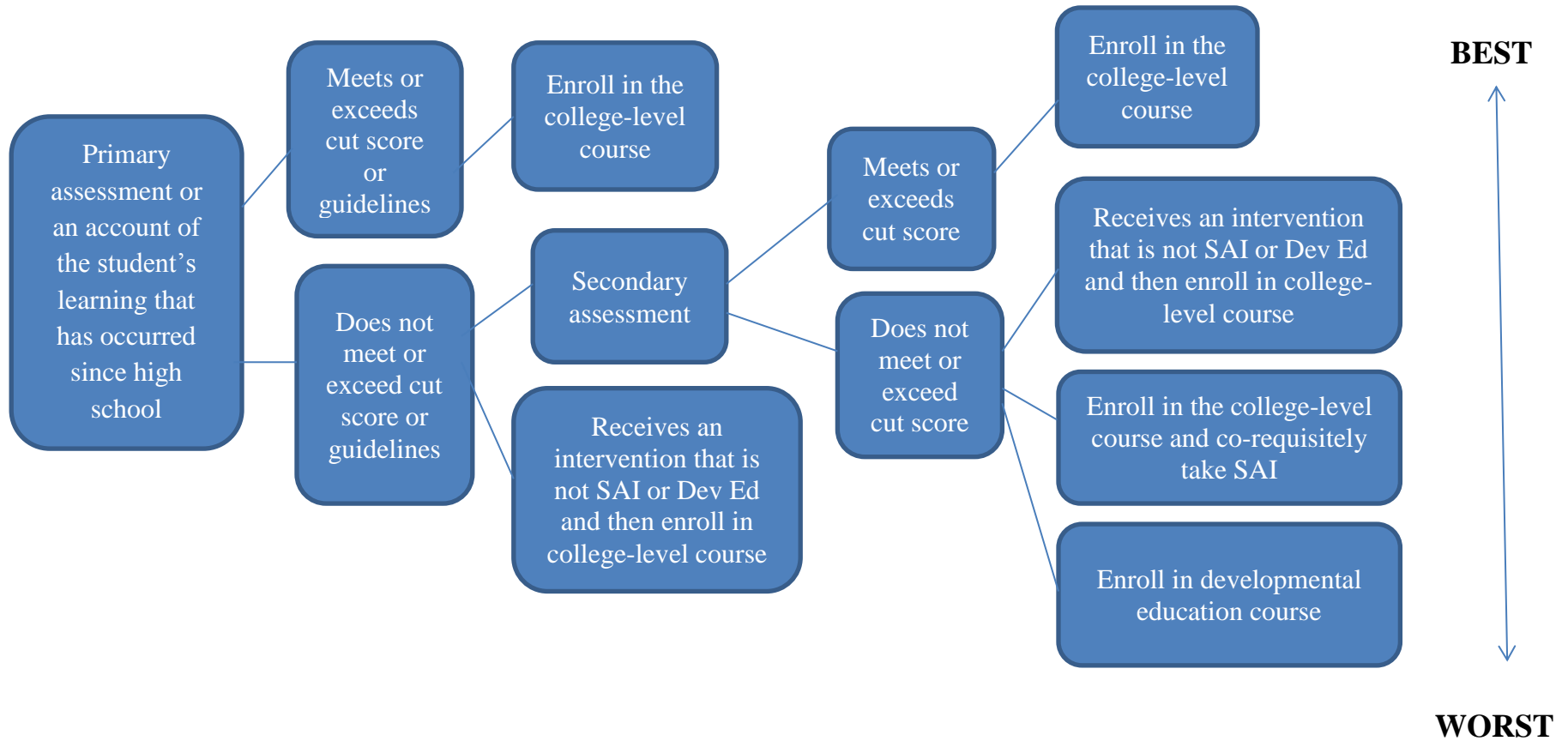
**Developmental Education:** Sometimes referred to as “basic skills” or “remedial” courses, these courses are not college-level, are not worth credit, do not apply to certificate or degree requirements, and delay graduation. At Colorado colleges and universities, these courses usually start with a zero to signify they are below college-level, such as with MAT 055: Algebraic Literacy.

**Supplemental Academic Instruction (SAI):** SAI is sometimes referred to as “co-requisite developmental education.” For most students, SAI is a better option than traditional non-college-level developmental education. With SAI, students enroll in the college-level English or mathematics course appropriate for their chosen degree program and at the same time (co-requisitely) take SAI to give them extra help and increase the likelihood they will pass the college-level English or mathematics course. SAI may include, but is not limited to, a supplemental course, tutoring, an online lab, peer study groups, and etc.

**Figure 1: Flow Chart for Placement at Four-Year Institutions, Including Students at Metropolitan State University of Denver Who Are Nineteen Years of Age or Less**



**Figure 2: Flow Chart for Placement at Community Colleges and Students at Metropolitan State University of Denver Who Are Twenty Years of Age or More**



4.00

**Table 1 - College-Readiness Assessments and Cut Scores**

Table 1 below provides scores on assessments that institutions may use in identifying students who may need developmental education in English and mathematics. Institutions may use cut scores lower than those listed in Table 1 but shall not set cut scores higher than those listed in Table 1. If a student gets a score that is lower than the cut scores listed in the table below, then that is an indication the student may have developmental education needs. If the student has SAT or ACT scores that are not more than three years old then the institution shall use those, and institutions may choose to use SAT and ACT scores that are more than three years old. If not, institutions shall use any of the tests or other college-ready indicators in Table 1 as the primary assessment. Institutions may also use an account of the student’s learning that occurred since high school (such as through work experience) or credit awarded through prior learning assessment.

**Table 1 – College-Ready Assessments and Cut Scores**

<b>Assessment Test</b>	<b>English Comp I (GT-CO1): Introductory Writing Cut Score*</b>	<b>CTE &amp; Quantitative Reasoning Math Cut Score*</b>
New SAT (taken March 2016 and later)	470 Evidence-Based Reading and Writing	500 Math Section
Old SAT	430 Critical Reading	460
ACT	18	19
Community College Placement Test	5 Written Essay (WRES) and 96 Reading Adaptive Assessment (READ) <u>or</u> 6 on WRES and 80 on READ	106 Basic Algebra Adaptive Assessment (BAAD)
Next-Generation Accuplacer	[score not yet available] Reading Comprehension <u>and/or</u> [score not yet available] Writing	[score not yet available] Quantitative Reasoning, Statistics and Algebra (QAS) <u>and/or</u> [score not yet available] Advanced Algebra Functions (AAF)

<b>Assessment Test</b>	<b>English Comp I (GT-CO1): Introductory Writing) Cut Score*</b>	<b>CTE &amp; Quantitative Reasoning Math Cut Score*</b>
Classic Accuplacer	80 Reading Comprehension and/or 95 Sentence Skills	61-85 Elementary Algebra
GED® (Beginning in 2014)	165 Reasoning Through Language Arts	165 Mathematical Reasoning
HiSET	15 Language Arts – Reading and/or 15 Language Arts - Writing	15 Math
TASC	580 Language Arts - Reading and/or 560 Language Arts – Writing plus 6 on the Writing Essay	560 Math
PARCC 11 <sup>th</sup> Grade English Language Arts/Literacy & Mathematics	Level 3 if student continues to take challenging English courses (as determined by the institution) through high school graduation  <u>OR</u> Level 4	Level 3 if student continues to take challenging math courses (as determined by the institution) through high school graduation  <u>OR</u> Level 4
SBAC 11 <sup>th</sup> Grade English Language Arts/Literacy & Mathematics	Level 3 if student continues to take challenging English courses (as determined by the institution) through high school graduation  <u>OR</u> Level 4	Level 3 if student continues to take challenging math courses (as determined by the institution) through high school graduation  <u>OR</u> Level 4

#### **\*4.01 College-Ready Math Guidelines**

It should be noted that the college-ready mathematics cut scores in Table 1 are for Career and Technical Education (CTE) or “Quantitative Reasoning” mathematics courses and do not reflect the level of preparation needed to be successful in College Algebra, Trigonometry, Pre-Calculus and Calculus. Whereas a 500 or more on the New SAT Math Section indicates readiness for CTE and “Quantitative Reasoning” and “Mathematics for the Liberal Arts”



courses (the math courses required in most Arts & Humanities degrees), a score higher than 500 is needed to indicate readiness for the math required in most STEM, Business and Health Sciences degrees and these cut scores vary by institution. Students should use the math pathways and readiness cut scores below as guidance to best prepare while still in high school for the college math they will eventually need. If students are not ready to take the required math course their first semester of college then their college graduation will likely be delayed.

Mathematics college-level courses (also referred to as “math pathways”) usually vary by the type of degree program, as follows:

- **Career and Technical Education (CTE):** The college-level mathematics course is often contextualized in the vocation, such as “Technical Mathematics” or “Math for Clinical Calculations.” CTE programs are usually certificates or A.A.S. or B.A.S. degrees.
  - Readiness for CTE math courses is indicated by the cut scores in the column titled “CTE & Quantitative Reasoning Math Cut Score” in Table 1 above.
- **Arts & Humanities:** The college-level mathematics course is often called something similar to “Math for the Liberal Arts” or “Quantitative Reasoning” for degrees in Arts & Humanities fields like Art, English, History and Philosophy. These programs are usually A.A. and B.A. degrees.
  - Readiness for Arts & Humanities math courses is indicated by the cut scores in the column titled “CTE & Quantitative Reasoning Math Cut Score” in Table 1 above.
- **Social & Behavioral Sciences:** The college-level mathematics course is usually “Introduction to Statistics” for degrees in Social & Behavioral Science fields like Anthropology, Criminal Justice, Psychology and Sociology. These programs are usually A.A. and B.A. degrees.
  - Readiness for Statistics is indicated by a New SAT Math Section score between approximately 500 - 550, depending on the selectivity of the college or university.
- **STEM, Business & Health Sciences:** The college-level mathematics course is usually “Calculus I” for degrees in Science, Technology, Engineering and Math (STEM) degrees; many Business degrees; and certain Health Science degrees. These programs are usually A.S. or B.S. degrees.
  - Readiness for College Algebra and Pre-Calculus is indicated by a New SAT Math Section score between approximately 550 - 610, depending on the selectivity of the college or university. Readiness for Calculus I is indicated by a New SAT Math Section score between approximately 640 - 760, depending on the selectivity of the

college or university.

#### **4.02 College-Ready English Guidelines**

It should be noted that the college-ready English cut scores in Table 1 do not reflect the level of preparation needed to be successful in GT-CO2: Intermediate Writing, which is the first English course in the two-course sequence at University of Colorado Boulder and Colorado State University – Ft. Collins. Whereas a 470 or more on the New SAT Evidence-Based Reading and Writing section indicates readiness for GT-CO1: Introductory Writing (the first writing course at most institutions), a score higher than 470 is needed to indicate readiness for the first writing course at Colorado State University – Ft. Collins and University of Colorado Boulder. If students are not ready to take the required first writing course their first semester of college then their college graduation will likely be delayed.

#### **5.00 Students' Responsibilities**

Students shall:

- Take any required assessments prior to registering for classes for the first term of enrollment.
- Provide to the institution official assessment scores and transcripts with developmental education and college-level courses completed.
- Take Supplemental Academic Instruction or other developmental education coursework, including sequent English and mathematics coursework within the first 30 semester credit hours if identified as needing developmental education.

#### **6.00 Institutions' Responsibilities**

**6.01** If a student has SAT or ACT scores that are not more than three years old then the institution shall use those, and the institution may choose to SAT and ACT scores that are more than three years old. Students scoring at or above the cut score (see Table 1) shall be eligible to enroll in the college-level course and are exempt from further assessment. Students and school counselors should note, however, that the mathematics cut scores in Table 1 indicate college-readiness for quantitative reasoning courses only, like Mathematics for the Liberal Arts. Students in a program that requires Introduction to Statistics, College Algebra, or Calculus, for example, may need additional preparation before they are ready for one of those math courses. Likewise, the English cut scores in Table 1 indicate

college-readiness for GT Pathways Written Communication I (GT-CO1) courses, but not higher level courses, like GT-CO2, that are the first English courses students take at Colorado State University – Ft. Collins and University of Colorado Boulder.

- 6.02** Institutions shall ensure a secondary evaluation process is in place and is administered prior to registering for classes for the first term of enrollment if students have not provided the information in Table 1 or tested below the college-ready cut scores in Table 1. The purpose of the secondary evaluation is to confirm whether or not the student should be placed into college-level coursework.
- 6.03** Institutions may have their own policies that allow students to decline placement in developmental education or Supplemental Academic Instruction. That is, institutions may make placement advisory and allow students to decline developmental education and to take the college-level course regardless of their primary and secondary assessment results.
- 6.04** Institutions shall ensure that each student identified as needing developmental education coursework is provided with written notification identifying which state institutions offer Supplemental Academic Instruction and other developmental education courses, including any online courses.
- 6.05** Institutions shall ensure that students identified as having developmental needs take Supplemental Academic Instruction or other developmental education coursework, including the sequent English and mathematics coursework within the student's first 30 semester credit hours.
- 6.06** Institutions shall inform students needing remediation of the requirement to complete it within the first 30 semester credit hours.
- 6.07** Institutions shall:
- Specify the test administration policy, including dates and location of test administration (e.g., contract with another college).
  - Specify its practices for informing students regarding the availability of alternatives to developmental education, such as the challenge exam option, Supplemental Academic Instruction and developmental education courses, including any online courses.
  - Specify the practices for determining how the students who are identified as needing developmental courses have satisfied the developmental requirements.
  - Ask transfer students if they are currently enrolled in or have just completed developmental education at the sending institution because, in these instances, it will not be reflected on the student's transcript.

- Submit developmental and Supplemental Academic Instruction data to the Colorado Department of Higher Education.

## 7.00 Students Exempt from Secondary Evaluation

The following students are exempt from secondary evaluation.

### 7.01 Passing Score on a Primary Assessment from Table 1

- **English:** Students who have a passing score on one of the English assessments found in Table 1 within the past three years are exempt from secondary evaluation in English if they enroll in GT-CO1: Introductory Writing. Students are not exempt from secondary evaluation in English and may be subject to a placement test, at the institution's discretion, if they need to take GT-CO2: Intermediate Writing at Colorado State University – Ft. Collins or University of Colorado Boulder.
- **Mathematics:** Students who have a passing score on one of the mathematics assessments found in Table 1 within the past three years are exempt from secondary evaluation in mathematics if they enroll in a quantitative reasoning or CTE math course. Students are not exempt from secondary evaluation in mathematics and may be subject to a placement test, at the institution's discretion, if they need to take a mathematics course that requires a higher level of preparation than CTE math or quantitative reasoning/Math for the Liberal Arts, including but not limited to Introduction to Statistics, College Algebra, Pre-calculus and Calculus.

### 7.02 Completed Developmental Education Coursework

- **English:** Students who completed the developmental education course(s), with a C- or higher, that are the pre-requisite to GT-CO1: Introductory Writing (even if the developmental education course was completed at another institution prior to transferring). Students are not exempt from secondary evaluation in English and may be subject to a placement test, at the institution's discretion, if they need to take GT-CO2: Intermediate Writing at Colorado State University – Ft. Collins or University of Colorado Boulder.
- **Mathematics:** Students who completed the developmental education course(s), with a C- or higher, that are the pre-requisite to the college-level mathematics course (even if the developmental education course was completed at another institution prior to transferring). That is, students who pass MAT 050: Quantitative Literacy with a C- or higher are exempt from further testing if they enroll in the institution's CTE

math/quantitative reasoning/Math for the Liberal Arts course (or whatever course is considered to be sequent to MAT 050). However, students who pass MAT 050: Quantitative Literacy with a C- or higher and then want to enroll in College Algebra may be tested, at the institution's discretion, because MAT 050 is not preparation for College Algebra. Students who pass MAT 055: Algebraic Literacy with a C- or higher are exempt from further testing if they enroll in the sequent College Algebra course.

**7.03** Completed a College-Level English or Mathematics Course

- **English:** Students who completed, with a C- or higher, a college-level GT Pathways-approved English course are exempt from secondary evaluation and shall not be prohibited from enrolling in the next English course in the sequence.
- **Mathematics:** Students who completed, with a C- or higher, a college-level GT Pathways-approved mathematics course are exempt from secondary evaluation and shall not be prohibited from enrolling in the sequent mathematics course (where there is a sequence).

**7.04** Students who earned an A.A. or A.S. degree, unless the student did not pass the GT-CO2 and GT-MA1 course with a C- or better.

**7.05** Students pursuing a Career and Technical Education certificate for which there are no English or mathematics requirements (such as Cosmetology).

**8.00** **Course Challenge Option**

Regardless of the results of an institution's assessment of a student's readiness, all students shall have the opportunity to test out of [GT Pathways](#) college-level English and mathematics courses, in accordance with Commission [Policy I, X: Prior Learning Assessment](#) and §23-1-125(4), C.R.S., which states in part

...each public institution of higher education [shall] define a process for students to test out of core courses, including specifying use of a national test or the criteria for approving institutionally devised tests. ...each public institution of higher education shall grant full course credits to students for the core courses they successfully test out of, free of tuition for those courses.

Institutions may charge a fee to administer the course challenge option. If the student does not pass the course challenge option then the student shall be placed according to this policy.

## **9.00 Grievance Procedure and Filing a Student Complaint**

Students who believe their college or university is not following this policy should follow their institution's appeals procedure and are also encouraged to call the Colorado Department of Higher Education at 303-862-3001 and speak to the Director of Academic Affairs or Director of Student Affairs, rather than filing a complaint on the Colorado Department of Higher Education's website.

## **10.00 Funding**

Any state-supported institution of higher education with a two-year statutory role and mission may offer and receive state general funds for basic skills courses.

Any state-supported institution of higher education without a two-year role and mission is prohibited from claiming general fund support for basic skill credit hours. However, these institutions may offer basic skills courses by contracting with a Colorado public community college or on a cash-funded basis, except for Metropolitan State University of Denver and the University of Colorado Denver. Colorado statute states that the Community College of Denver is the only institution on the Auraria campus authorized to deliver basic skills courses – for state support or for cash. These institutions may also offer Supplemental Academic Instruction with college-level courses (if authorized by the Commission).

Institutions of higher education with a two-year statutory role and mission may include basic skills credit hours generated by concurrently enrolled students in the 12<sup>th</sup> grade in the number claimed for state general fund support.

## **11.00 Data Reporting**

Pursuant to 23-1-113.3, C.R.S., institutions shall flag all students who are required to take Supplemental Academic Instruction (co-requisite developmental education) or developmental education courses as such in the SURDS Undergraduate Applicant File (UAF), "Assessment" and "Placement" fields. Also, flag SAI and developmental (remedial) courses as such in the SURDS Student Course Enrollment File, Field: Course Level.

The Commission, "...in consultation with the governing boards, shall ensure the comparability of the placement or assessment tests for the purpose of providing consistent reporting data as such data are required by section 23-1-113.3(4)" [23-1-113(1.5)(b), C.R.S.].

Pursuant to 23-1-113.3(4) (a), C.R.S., the Commission shall transmit annually to the Education Committees of the Senate and the House of Representatives, the

Joint Budget Committee, and the Department of Education, an analysis of the data including:

- The number of students who take non-college level developmental education and/or Supplemental Academic Instruction courses;
- The costs of providing non-college level developmental education and/or Supplemental Academic Instruction courses; and
- Whether students who complete said non-college level developmental education and/or Supplemental Academic Instruction courses successfully complete the requirements for graduation/ transfer/completion.

Pursuant to 23-1-113.3, C.R.S., the Commission shall provide a report to Colorado school districts on the developmental education needs of their recent high school graduates. For that report, recent high school graduates are defined as degree- and non-degree seeking undergraduates. The high school graduation cohort from the Colorado Department of Education will be used to assign developmental education students to a high school and/or district. The Commission shall disseminate the analysis to each Colorado school district, the public high schools within each district and institutions of higher education, complying with Commission's adopted Privacy Policy.

HISTORY: December 5, 2013: CCHE Agenda Item VI, B; December 1, 2016: CCHE Agenda Item III, A; April 7, 2017: CCHE Agenda Item V, C; May 5, 2017: CCHE Agenda Item V, A