



Academic Policy

Policy Type:	Mandatory Assessment and Placement
Policy Number:	1027
Date Adopted:	2/15/2005
Version:	6.00
Review Cycle:	Annually
Date Last Reviewed:	09/08/2023
Office Responsible:	Academic Dean Academic
Reviewing Committee:	Council Prerequisite
Related Policies:	Policy
Related Laws:	N/A

POLICY SUMMARY:

Mandatory Assessment and Placement ensures that students start in the most appropriate courses for their pathways and that supports are in place to assist students in developing skills and abilities to succeed in college courses and complete a college degree or certificate.

SCOPE:

Applies to all students seeking to enroll in credit instruction. Decisions for course placement of guest students attending Jackson College to earn credit to transfer to their home institution are made in conjunction with their home school counselor or advisor and considers the most appropriate fit with exploratory maps.

POLICY STATEMENT:

Support for success in college level work will be provided in several ways:

Multiple Measures

- Students who earned at least a 2.75 GPA in high school may choose to take college courses based on their Pathway map.
- Students with less than a 2.75 GPA in high school may use SAT or ACT scores to show reading, writing and math levels. Student Success Navigators may consider high school coursework and grades as indicators for course selection.
- Students who have been out of high school for more than 3 years or who have less than a 2.75 GPA may be asked to complete math, reading, or writing assessments. Work and community experience will be considered in the Navigator and student decisions of where to start with their Pathway map.
- Transfer-in students will be placed based on prior college coursework.

- If students have prior college courses showing successful completion of 12 credits, they are considered ready for College Composition and to have met any reading requirements.
- New Student Intake surveys help students choose pathways and identify student strengths and opportunities.
- Writing prompts developed by composition faculty may be used to determine placement or used for appeals.
- A math assessment developed by JC math faculty may be used to determine placement or used for appeals.
- College offices using Accuplacer for placement or community partner requests are responsible for unit costs and must use assigned testing site.

Placement Scores: Course placement score ranges defined by this policy (Attachment A) shall be reviewed annually and approved by Academic Council. These are used as a guide in conjunction with high school transcripts and work experience to enroll students into co-requisite developmental courses. Students required to meet Ability to Benefit will follow the Title IV federal requirements.

Co-requisites and contextual learning: For students needing extra support in developing skills, developmental education courses will be offered as co-requisites. Instructors may provide reviews and demonstrate necessary skills in the curriculum. Instructors may require student participation in tutoring, instructional labs and supplemental instruction.

Early Alert/Dropout Detective: Instructors will refer students facing challenges or needing help. Referrals may be to the Student Success Navigator, a Coach or the Center for Student Success.

College Success Resources: Instructors are able to refer students to a variety of resources provided by Jackson College, such as Tutoring, Supplemental Instruction, Labs, and the Center for Student Success, including College Catch-Up Workshops.

First-year seminar course: First-semester degree-seeking students must enroll in a first-year seminar course. This course is designed to help all students develop the skills, inner qualities and external behaviors needed to take charge of their academic and career success. Students entering JC with at least 24 completed college credits and a GPA of 2.0 or higher and students who seek admissions into a second-admissions health program may be waived from taking a first-year seminar course.

To receive college credit for courses completed in other countries, students must have those transcripts translated in English and evaluated by an approved U.S. credit evaluation service.

Accommodations

Any student who would like special assistance, an accommodation, or information offered in an alternative format should contact the Center for Student Success (CSS).

Available accommodations for students with a documented disability consist of, but are not limited to:

- Sign Language Interpreters
- Print Enlargement
- Quiet Testing Place
- Test Reader

To be eligible for accommodations through CSS, students are required to provide written documentation of their disability. Documentation must be signed and dated by a qualified professional and not more than three years old.

Change Log:

Date Of Change	Description of Change	Source of Review and Recommendations
12/21/2011	To combine Mandatory Assessment and Mandatory Placement policies	N. Miller M. Shields R.Woods
7/18/2012	Update Math ACT Scores to align with Statewide practices	R. Woods M. Bouman
3/13/2013	Annual review and update for multiple points of assessment	Curriculum Committee
12/10/2018	Updated to reflect assessment changes	Foundation Studies
2/10/20	Corrected language for International transcripts, placement support for students with disability, generalized FYS/SEM language. Updates to Attachment A.	Academic Council Monica Bouman
9/8/2023	Updated to reflect new success resources and new early alert platform.	Monica Bouman

CORE INTERPRETATION

Assessment	Math	Reading	Writing
Redesigned SAT Test Scores	10-14 REF CSS 15-21 MAT 019/MAT 030 22-25 MAT 030, MAT 033 or MAT 039 26-28 MAT 130, MAT 131, MAT 210 29-31 MAT 133, MAT 139 32-34 MAT 141 35+ MAT 151	10-15 REF CSS 16-19 ENG 080 20-24 ENG 085 <i>Old SAT</i> 200-230 ENG 080 240-300 ENG 085/086	10-19 REF CSS 20-24 ENG 090/091 25+ ENG 131
SAT Section Scores	200-300 REF CSS 310-500 MAT 019/030 510-520 REF NAV to select MAT 033/039, 131, 133 or 139 530-800 REF NAV to select MAT 139, 141 or 151	200-300 REF CSS 310-390 ENG 080 400-470 ENG 085/086	200-450 REF CSS 460-500 ENG 090/091 510+ ENG 131
High School GPA	HS GPA 2.75+ in conjunction with Assessment Scores if needed	<2.75 See Assessment Scores 2.75+ Places out of reading course	HS GPA 2.75+ in conjunction with Assessment Scores if needed