PimaCountyCommunityCollegeDistrict
Administrative Procedure

AP Title: **Placement**

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PURPOSE

Both cognitive and non-cognitive factors provide important information as to the likelihood of student success in College courses. By following a multiple measures structure, the College provides more effective placement for incoming students. To ensure the cognitive factors are indicative of the student's abilities, preparation for the College's placement tests is critical.

~~**SECTION 1: Pre-Placement Tutorial**~~

~~The purpose of the Pre-Placement Tutorial is to provide a clear understanding of the structure of the placement tests, the role it plays in enrollment, and to provide opportunities to practice.~~

~~1.1   The Pre-Placement Tutorial is a required step in the registration process for all students seeking a certificate, degree, or to take courses to transfer to another institution of higher education.~~

SECTION 1 2: Placement Tools

~~Selection of College placement tools and appropriate cut scores falls under the purview of the appropriate College Discipline Area Committees (CDAC) (Math, Reading, Writing, English as a Second Language and Student Success) and the Provost's Office. Either area can initiate the selection of placement measures and will jointly participate in the process. The Provost has final approval for all recommendations. The process includes reviewing, benchmarking, and identifying best practices, along with ADA accessibility, financial and operational considerations.~~

Selection of College placement tools and appropriate cut scores falls under the purview of the appropriate Discipline Faculty Committees (DFC) (Math, Reading, Writing, English as a Second Language, and Sciences) and the Provost's Office. Either area can initiate the selection of placement measures and will jointly participate in the process. The Provost has final approval for all recommendations. The process includes reviewing, benchmarking, and identifying best practices, along with ADA accessibility, financial and operational considerations.

~~2.1   Every three years a placement task force including members from each CDAC will be convened to review the existing process and identify areas for improvement.~~

~~2.2   The College will conduct validation studies to determine the effectiveness of the tool(s), score ranges, and decision matrix. The task force will analyze the results of the studies and determine next steps.~~

~~2.3   The CDACs will recommend cognitive and non-cognitive placement tools with associated cut scores to the task force.~~

~~2.4   The task force will recommend a placement decision matrix based on the placement tools.~~

1.1   Every three years a placement task force including members from each DFC will be convened to review the existing process and identify areas for improvement.

1.2   The College will conduct validation studies to determine the effectiveness of the tool(s), score ranges, and decision matrix. The task force will analyze the results of the studies and determine next steps.

1.3   The DFCs will recommend cognitive and non-cognitive placement tools with associated cut scores to the task force.

1.4   The task force will recommend a placement decision matrix based on the placement tools.

SECTION 2: Placement Process

The College placement process will be administered on-site, virtually and/or in contracted/hosted locations.

2.1   The placement process includes a Multiple Measures option for eligible high school graduates or equivalencies and placement assessments for all students. In lieu of reading and writing placement tests, English language learners should take the English as a Second Language placement test.

2.2   Placement assessments are offered for English as a Second Language, mathematics, reading, sciences, Spanish and writing.

2.3   The placement assessment for mathematics, reading and writing includes the ability to increase one's placement level with mastery of learning module content.

2.4   The Standard Operating Procedure for the various placement tests dictate retake fees and time between attempts as both may vary by test type.

2.5   Placement coaches support students throughout the placement process.

SECTION 3: English Proficiency

3.1   International students who have satisfied the minimum English Proficiency requirements are placed by the College placement evaluation process; and, students who have not satisfied the minimum English Proficiency requirements will take the ESL placement test for enrollment into English as a Second Language courses.

3.2   English language learners will take the ESL placement test for enrollment into English as a Second Language courses.

SECTION 4: Non-Credit Learning Opportunities (NCLO)

The College provides free opportunities for students to increase their knowledge, skills, and abilities in mathematics, reading, and writing. The non-credit learning opportunities introduce students to valuable skills exhibited by successful students and acquaint students with the College's support services.

4.1   NCLOs will be scheduled annually by the College Readiness and Student Success (CRSS) Division in conjunction with campus administrators.

4.2   Each campus will provide NCLOs to include, but not limited to, summer prep opportunities.

4.3   NCLO outcomes will be reported by the Dean of CRSS to the Provost's office annually as an element of continuous improvement.

SECTION 3: Placement Process

College placement tests will be administered on-site and/or in contracted/hosted locations. In lieu of reading and writing placement tests, English language learners should take the English as a Second Language placement test.

3.1   There is no fee for placement tests for the first two attempts.

3.2   Students will be charged a re-take fee for any subsequent attempt within the last 3 years

SECTION 4: International Students

4.1   International students who have satisfied the minimum English Proficiency requirements are placed by the College placement evaluation process.

4.2   International students who have not satisfied the minimum English Proficiency requirements will take the ESL placement test for enrollment into English as a Second Language courses.

SECTION 5: Non-Credit Learning Opportunities (NCLO)

The College provides free opportunities for students to increase their knowledge, skills, and abilities in mathematics, reading, and writing. The non-credit learning

opportunities introduce students to valuable skills exhibited by successful students and acquaint students with the College's support services.

5.1   NCLOs will be scheduled annually by the Developmental Education Council and Campus Developmental Education Teams in conjunction with campus administrators.

5.2   Each campus will provide NCLOs.

5.3   NCLO outcomes will be reported by the Dean of Developmental Education to the Provost's office annually as an element of continuous improvement.