

Placement Proposal for Developmental English and Reading, effective Fall 2001

The Council of Postsecondary Education has defined remedial placement for students with ACT subscores less than 18 for the areas of English, mathematics and reading beginning Fall 2001. This necessitates a change in placement procedures for developmental English and reading courses. Following is a proposal designed to implement the CPE Assessment and Placement Guidelines that would take effect for the Fall 2001 semester.

The current guidelines for placement in Developmental reading and English courses are given in the chart below.

Course Placement	ACT Score or Subscore
ENG 090 (Basic Writing)	English subscore 1 - 12
ENG 095 (Developmental Composition)	English subscore 13 - 15
GSL 090 (Developmental Reading I)	Composite* score 1 - 12
GSL 095 (Developmental Reading II)	Composite* score 13-14 or Composite* score 15 - 17 with Reading subscore < 20

* Note that the Reading subscore is based on the ACT Composite score and not on the ACT reading score. Students had the opportunity to take placement tests to demonstrate proficiency if they felt they had been misplaced based on the ACT scores.

Proposed guidelines for placement in Developmental reading and English courses.

Course Placement	ACT Score or Subscore
ENG 090 (Basic Writing)	English subscore 1 - 12
ENG 095 (Developmental Composition)	English subscore 13 - 17
GSL 090 (Developmental Reading I)	Reading subscore 1 - 12
GSL 095 (Developmental Reading II)	Reading subscore 13 - 17

Students would have the opportunity to take placement tests to demonstrate proficiency if they feel they have been misplaced based on the ACT scores.

The proposed changes would have the following impact on current developmental English and reading enrollments. The proposed change to implement CPE Guidelines for English means that students with ACT English scores of 16 or 17 would now have an ENG 095 requirement instead of being placed in ENG 101. Using the entering freshmen data for Fall 2000, there were 290 students with ACT English scores of 16 and 17. This means there would be an increase of 290 students for ENG 095 (and a decrease of 290 students for ENG 101). There were approximately 8% of all students in developmental English courses in the Fall 2000 semester who demonstrated English proficiency based on a writing sample given during the first class

meeting. Overall, we would predict an increase of 267 students in ENG 095 for the Fall 2001 semester. This would not effect the number of English courses currently being offered, only the level of courses offered. The change in the reading requirement, from a ACT Composite score to the ACT Reading score will have an impact on the GSL 090 course. Again using the entering freshmen data for Fall 2000, there were 35 students with an ACT Composite score less than 12 and 123 students with an ACT Reading score less than 12. On the other hand 578 students had ACT Composite scores between 13 and 17 and only 493 had ACT reading scores between 13 and 17. This should mean that approximately the same number of students will be placed in developmental reading courses, but more students would be placed at the GSL 090 level. Approximately 14% of students who had a developmental reading requirement for the Fall 2000 semester were able to demonstrate reading proficiency based on placement tests. Therefore, we predict no increase in the number of students having developmental reading requirements. Following are the actual Fall enrollments for developmental English and reading courses. These were based on enrollments as of September 5, 2000. These enrollments include students who entered semesters other than Fall 2000 and had not yet completed a needed requirement. There were 38 students in GSL 090; 502 students in GSL 095 ; 139 students in ENG 090; and 335 students in ENG 095.

Developmental Education Description, Requirements, and Policies for the Catalog

The developmental education program at Eastern Kentucky University helps students achieve academic success by developing or enhancing skill level proficiencies in the areas of reading, writing, and mathematics needed for success in college-level courses. At EKU all students must demonstrate basic skill proficiencies in the areas of reading, writing, and mathematics as determined by ACT and placement test scores. Since these proficiencies are determined by the ACT test, all students are responsible for having ACT scores and subscores on file at the University. A student whose ACT subscore is less than 18 in the area of reading, English, or mathematics is considered developmental for that area. In the case of transfer students, the University also considers performance at the previous institution. Before confronting a rigorous academic program, students identified through testing as needing additional help in these basic skill areas are placed in developmental courses designed to improve their skills. Listed below are developmental courses offered at Eastern. Please see Part IV of this Catalog for descriptions of these courses.

ENG 090 (Basic Writing)
ENG 095 (Developmental Composition)
GSL 090 (Developmental Reading I)
GSL 095 (Developmental Reading II)
MAT 090 (Prealgebra)
MAT 095 (Developmental Algebra I)

Each course is a three hour institutional credit course. This means that the credit hours for these courses do not apply toward graduation but do count toward enrollment status for such purposes as financial aid eligibility and full-time student status.

Developmental Enrollment and Completion Requirements

Following are the policies concerning developmental enrollment and completion requirements for degree seeking students.

- 1) All full or part time students with developmental requirements in two or more areas must take GSO 102 in the first semester of enrollment.
- 2) All full or part time students with developmental requirements, identified by the ACT and local placement testing, are required to enroll in the specified developmental course(s) during their first and each subsequent semester of enrollment at EKU until all developmental requirements are completed.
- 3) Part-time students must enroll in any required developmental course(s) before attempting course work which carries academic credit other than GSO 102.
- 4) Students with developmental requirements are allowed a maximum of two consecutive terms of university enrollment to successfully complete each required course.
- 5) Students with developmental requirements must complete all required developmental courses by the end of the term in which they attempt their 45th credit hour, including developmental hours. Withdrawal from a developmental course counts as one semester of university enrollment toward the attempted completion of developmental requirements.
- 6) Students not completing developmental requirements as outlined above will be developmentally dismissed from the university until the developmental deficiencies are remediated by some alternative means such as taking the appropriate course(s) at another institution.

Restrictions with Developmental Requirements

- Students with two or more developmental requirements are restricted to 12 hours of university enrollment.
- Students with developmental requirements cannot enroll in a general education mathematics course until all developmental requirements are remediated.
- Students enrolled in MAT 090 (Prealgebra) cannot enroll in any course with the following prefixes: AST, BIO, CHE, CNM, CSC, FOR, GLY, NAT, PHY, SCI, or STA.