



ACADEMIC AFFAIRS GUIDELINES

Section 7:	Dual Credit, Credit by Exam, and Placement		
Title:	English and Mathematics Placement Guidelines		
Number (Current Format)	Number (Prior Format)	Date Last Revised	
7.6	XII.E	07/2018	
Reference:	Board of Regents Minutes, August 2016. April 2017 Placement Update at AAC		
Related Form(s):			

1. Policy Overview

1.1. The Board of Regents has developed a standardized placement process to ensure student placement into the Math and English courses most appropriate for their ability and educational background. The Board approved keeping the placement process in Academic Affairs Council (AAC) Guidelines rather than Board policy but changes to the process must go to the Board for approval (Board of Regents, August 2016).

1.2. Academic Preparation

1.2.1. Effective Fall 2012, entering students must show evidence of their level of academic preparation prior to enrollment into their initial mathematics and English courses. All entering students seeking a baccalaureate degree must provide valid ACT/Smarter Balanced scores (within the last five years), or must take the ACCUPLACER examination in the areas of writing skills, mathematics, and reading. All non-degree seeking students enrolling in English and mathematics courses must provide ACT/Smarter Balanced scores or must take the ACCUPLACER examination in the areas of writing skills and mathematics. In addition to scores on these assessments, other information such as high school GPA and curriculum completed may also be considered as placement decisions are made.

1.2.2. Students enrolled prior to Spring 2000 who have already been placed into their initial mathematics and English coursework, and transfer students who have completed equivalent general education coursework in English and mathematics are exempt from this requirement.

Transfer students will be allowed to transfer their placement test scores and continue their sequence of courses in English and/or mathematics.

1.3. Testing Accommodations: Each institution shall give students prior notice that it will provide reasonable accommodations for test takers in keeping with institutional practices implementing the South Dakota Human Relations Act of 1972, the Rehabilitation Act of 1973 and the Americans with Disabilities Act (refer to Board Policy 1:19).

2. Placement Goals

2.1. A placement system enables students to enroll in courses that suit their ability level and background. Students with deficits will receive the remediation they need to progress through the required general education mathematics and English courses with minimal risk of failure. Other students will be tracked into higher-level courses challenging their abilities without overwhelming or boring them. The fit between student ability and course level should increase retention, as students have a greater likelihood of succeeding in courses tailored to their capacity.

3. Testing Instruments

3.1. ACT Assessment: The ACT Assessment administered by ACT was selected as the primary instrument for the placement process. By using students' ACT Assessment scores, the placement process for entering students is streamlined through the elimination of the need for additional testing.

3.2. Smarter Balanced: South Dakota adopted the Smarter Balanced assessment to measure student performance on the Common Core State Standards in the areas of Math and English Language Arts. Beginning with high school Juniors assessed for the first time in April 2015, Smarter Balanced scores may be used when recorded on the official high school transcript. If a school district does not record the Smarter Balanced scores on the official high school transcript, students may submit valid score reports if earning "Advanced" or "Proficient" would result in placement beyond remedial/developmental coursework.

3.3. Secondary Assessment: ACT COMPASS¹ and College Board ACCUPLACER, and NextGenAccuplacer²

3.3.1. The College Board ACCUPLACER testing software has been selected as the secondary assessment instruments. The ACCUPLACER testing system is an internet-delivered assessment program that also uses self-paced modules allowing students to work at their own speed and comfort level. ACCUPLACER measures skills comparable to those measured by the ACT. The ACCUPLACER test does not have a time limit and the scores do not affect admission. Most students take about 20 – 40 minutes per section. The Regental universities operate the ACCUPLACER testing system under a site license agreement with College Board. Only those students who fall into one of the following categories are required to sit for the ACCUPLACER placement test:

3.3.1.1. Student does not have ACT Assessment scores in English and/or Math

3.3.1.2. Student's ACT, or ACCUPLACER Assessment scores are more than 5 years old

3.3.1.3. Student challenges their course placement

3.3.1.4. Student wishes to enroll in Math 123

¹ In June 2015 ACT Inc. announced that the ACT COMPASS would be discontinued after January 15, 2016 with data being available through ACT eCompass until December 31, 2016. Students with a valid COMPASS score may use the score to establish placement within the Regental for up to five years following the date of testing.

² NextGen Accuplacer concordance scores were made available in 2018. Currently, the Board of Regents schools will transfer to the new test after add/drop of Fall 2018.

3.4. Index Scores

3.4.1. Math Index – The Math Index utilizes high school GPA (HSGPA) and Math ACT (MATH ACT) scores. The calculation is as follows $((250 * HSGPA) + (17 * MATH ACT))$ (SAT scores are converted to ACT equivalent scores).

3.4.2. Challenge Index – The challenge index is a function of high school GPA (HS GPA) and ACCUPLACER College Math (ACM) scores. The calculation is as follows $((290 * HS GPA) + ACM + 220)$. The ACM score is the ACCUPLACER College Level Math Score. If the student does not reach the College Level Math Module, no challenge score is calculated.

3.4.3. The ACCUPLACER testing system is an internet-delivered assessment program that also uses self-paced modules allowing students to work at their own speed and comfort level. ACCUPLACER measures skills comparable to those measured by the ACT. The ACCUPLACER test does not have a time limit and the scores do not affect admission. Most students take about 20 – 40 minutes per section. The Regental universities operate the ACCUPLACER testing system under a site license agreement with College Board.

4. Placement Process

4.1. Consistent Placement Process

4.1.1. A consistent placement process will be employed across the South Dakota Unified System of Public Higher Education, and pertain to both degree seeking and non-degree seeking students.

4.1.2. Institutions may pilot new remedial/developmental course structures that may require unique placement requirements if approved by the System Vice President for Academic Affairs. After three years of a pilot design data must be evaluated to determine appropriate changes to the system placement process or the consistent alignment of placement procedures will be re-established for pilot institutions.

4.2. Initial English Placement

4.2.1. First-Time Students with Valid ACT or Smarter Balanced Scores

4.2.1.1. For all students with valid ACT or Smarter Balanced Assessment scores, the English/Language Arts scores will be used to determine placement into the initial English course.

4.2.1.2. Placement is determined by the ACT, Smarter Balanced, and ACCUPLACER Placement Score matrix (Appendix A).

4.2.1.3. Valid ACT or Smarter Balanced Assessment scores are those scores that were earned by the student within five (5) years of the date of initial enrollment within the Regental system.

4.2.1.4. If a student has multiple ACT scores, the highest ACT English score are used for placement purposes.

4.2.2. First-Time Students without Valid ACT Scores

4.2.2.1. Students without valid ACT or Smarter Balanced Assessment scores must sit for the ACCUPLACER Writing placement exams.

4.2.2.2. Placement is determined by the ACT, Smarter Balanced, , or ACCUPLACER Placement Score matrix (Appendix A).

4.2.2.3. Valid ACT or Smarter Balanced Assessment scores are those scores that were earned by the student within five (5) years of the date of initial enrollment within the Regental system.

4.2.3. International Students

4.2.3.1. International, non-native English speakers and immigrant, non-native English speaking students are not exempt from Board policies 2:7 and 2:26.

4.2.3.2. Each institution may develop a process for determining whether international students should be required to enroll in ESL courses prior to enrollment in ENGL 031, 032, 033, 039, 101 or 103.

4.2.3.3. Upon completion of required ESL coursework, international students will be tested using the ACCUPLACER writing placement exam to determine whether they are sufficiently prepared to enroll in ENGL 101 or require additional remediation. An example of an institutional process is provided in Appendix C.

4.2.4. Regental Student Placement in Pre-General Education English Courses

4.2.4.1. Regental students seeking degrees from a Regental institution other than the Regental university offering the pre-general education English course in which the Regental student enrolls, will be placed in ENGL 031, ENGL 032, ENGL 033, or ENGL 039 according to the guidelines of the Regental university offering the course.

4.2.4.2. An exception will be made for the pre-general education English courses offered at University Center. At the University Center, all students being placed in a pre-general education English course will be placed in ENGL 033.

4.3. Initial Mathematics Placement

4.3.1. First-Time Students with Valid ACT Score and High School GPA

4.3.1.1. For all students with valid ACT scores and High School GPA, the Mathematics Index score will be used to determine placement into the initial mathematics courses (see Appendix B).

4.3.1.2. Placement into Math 123 requires both the approved Mathematics Index score higher and an appropriate ACCUPLACER Calculus score (see Appendix B).

4.3.1.3. Valid ACT or Smarter Balanced Assessment scores are those scores that were earned by the student within five (5) years of the date of initial enrollment within the Regental system.

4.3.1.4. If a student has multiple ACT scores, the highest ACT Mathematics score is used for placement purposes.

4.3.1.5. When calculating the Mathematics Index score the current High School GPA will be used for determining student placement. If a final GPA would result in a higher placement, students may request that institutions re-calculate the Mathematics Index to accommodate the higher level placement.

4.3.2. First-Time Students without Valid ACT Scores and/or High School GPA

4.3.2.1. Students without valid ACT must sit for the ACCUPLACER mathematics placement exams to determine placement into coursework.

4.3.2.2. Students without a high school GPA will be placed in all courses based on the appropriate ACT, ACCUPLACER, or Smarter Balanced score as depicted in Appendix B.

4.3.2.3. Valid ACCUPLACER scores are those scores that were earned by the student within five (5) years of the date of initial enrollment within the Regental system.

4.4. Additional Student Classifications

4.4.1. Transfer Students

4.4.1.1. Transfer students who have not completed the necessary general education coursework in English and/or mathematics from an accredited institution are subject to the placement requirements outlined in section IV.B.1 or IV.C.1. Transfer students who have official ACT, Smarter Balanced, or ACCUPLACER placement scores may transfer those scores from the first university. Students seeking to transfer English or mathematics courses from a South Dakota Technical Institute may do so under the current Technical Institute General Education Agreement. English or mathematics courses that are not covered in this agreement may not be used to establish initial placement within the Regental system.

4.4.1.2. Effective Spring 2006, if a mathematics course equivalent to MATH 101 has been successfully completed (a grade of A, B, C, or S), the student may follow the appropriate mathematics course sequence at the second university without additional placement testing.

4.4.2. High School Students Enrolling in Dual Credit Courses

High school students enrolling in dual credit English and/or mathematics courses are subject to the placement requirements outlined above for first-time students based on the availability of valid ACT or Smarter Balanced scores.

4.4.3. Distance Education Students

4.4.3.1. Distance education students who have not completed the equivalent of ENGL 101 (per IV.A.4.b) and/or MATH 101 (per IV.B.4.b), are subject to the placement requirements outlined above for first-time students based on the availability of valid ACT or Smarter Balanced Assessment scores.

4.4.3.2. Those students without valid ACT or Smarter Balanced Assessment scores may take the appropriate ACCUPLACER placement exam at any one of

the six Regental universities or at an approved testing site. Their scores will be sent to the institution offering the distance education course.

4.4.4. Non-Regental Students

The availability of the ACCUPLACER placement exam for students enrolling in courses at non-Regental institutions is determined by each Regental university. The Regental university may charge such students a fee to cover the costs associated with the administration of the placement exam.

4.4.5. Students with SAT Scores

4.4.5.1. For all students with valid SAT scores, the SAT Evidence-Based Reading and Writing (formerly “Writing plus Critical Reading” or “Verbal”) and SAT Math exam scores will be equated to ACT English and ACT Math scores based on scoring information provided by ACT, Inc. and the College Board.

4.4.5.2. Placement is determined by the ACT, Smarter Balanced or ACCUPLACER Placement Score matrix (Appendix A).

4.4.5.3. Valid SAT scores are those scores that were earned by the student within five (5) years of the date of initial enrollment within the Regental system.

5. Exceptions

5.1. Placement into a Higher Course

5.1.1. Students who wish to enroll in courses that are higher than indicated by their placement scores may challenge their placement by sitting for the ACCUPLACER examination. This provision may not be used to gain entry into MATH-123 or higher for those students without a qualifying Mathematics Index score, Mathematics Challenge Index Score or ACT mathematics subtest score.

5.1.2. Students completing courses through the Virtual High School and South Dakota My Life College Readiness Course shall be given the opportunity to take the ACCUPLACER test at the completion of the course. This shall count toward initial placement into a Regental institution. ACCUPLACER scores obtained in this course shall be accepted into the Math Placement Index and added to the Math Placement Matrix.

5.1.3. A student who is still unable to earn the necessary prerequisite for enrollment in the higher course may request an exception by submitting a completed exception form to the Vice President for Academic Affairs or designee.

5.1.4. Students seeking an exception must provide evidence, to the satisfaction of the VPAA or designee of the university offering the course, that they have the necessary level of preparation to have a reasonable chance of successfully completing the higher level course. Evidence the VPAA or designee may take into consideration when deciding whether to grant an exception includes high school coursework, level of motivation, etc.

5.1.5. Exceptions must be approved prior to the official add/drop date for the term in which the student is enrolled.

5.1.6. Students challenging their placement must pay a testing fee as determined by SDBOR to cover the cost of ACCUPLACER testing.

5.1.7. High school dual credit (HSDC) students may take an initial ACCUPLACER exam to determine dual credit eligibility. After initial placement, they may take challenge ACCUPLACER exams to determine placement in subsequent HSDC coursework. Once HSDC students have enrolled into the Regental system they are precluded from multiple challenges and shall follow the prescribed placement guidelines as outlined in the placement matrices.

5.1.8. Students challenging their placement³ are permitted two challenges via the ACCUPLACER and may not retest after they have started Mathematics course sequence at a Regental Institution.

5.1.9. Students wishing to challenge test into MATH 123 (Calculus I) are limited to one initial placement and one challenge opportunity.

5.1.10. Students experiencing extenuating circumstances may appeal to the Institutional VPAA for additional challenge testing opportunities.

5.2. Inappropriate Enrollment

5.2.1. Unless granted an exception, students are required to enroll in the initial English and mathematics coursework indicated by the placement process.

5.2.2. Regental universities will use the prerequisite course checking function of the Colleague software to insure students are enrolled appropriately.

5.2.3. Students who disregard placement directives and are found to be enrolled in the incorrect course will be administratively withdrawn from that course and notified.

6. Completion of Pre-General Education Courses in English and Mathematics

6.1. Effective Fall 2003, students are required to complete pre-general education courses in a timely manner (Board Policy 2:7). Pre-general education courses include ENGL 031, ENGL 032, ENGL 033, ENGL 099, MATH 021, MATH 091, MATH 092, MATH 093, MATH 095 and MATH 101.

6.2. Completion of Pre-General Education Courses

6.2.1. Pre-general education courses include ENGL 031, ENGL 032, ENGL 033, MATH 021, MATH 095, and MATH 101.

6.2.2. Students placed in pre-general education courses must enroll in and complete the courses within the first 30 credit hours attempted, and follow recommendation as outlined in the [General Education Implementation Guidelines](#).

6.2.3. Students who are placed into MATH 021 are expected to successfully complete both MATH 021 and MATH 101 before enrolling in MATH 102. However, a student who performs exceptionally well in MATH 021 may petition the VPAA to bypass MATH 101 and enroll in MATH 102 as their next mathematics course. These students

³ The initial challenge and placement represent the only two opportunities to take the ACCUPLACER by students once they have enrolled in the Regental system.

must sit for the ACCUPLACER Math placement exam and earn scores that meet or exceed the placement score necessary for enrolling in MATH 102.

6.3. Credit Hours and Grades

6.3.1. Credit hours for the pre-general education courses are included in the total number of credit hours attempted.

6.3.2. The grades assigned for courses numbered less than 100 will be RI, RS and RU.

SOURCE:

BOR August 2016; May 2017 (Clerical); July 2017 (Clerical); AAC February 2018; AAC July 2018.

Appendix A

ACT, Smarter Balance, COMPASS, and ACCUPLACER Placement Scores for English Effective SP18/SU18, Next Gen SP19

University	Course(s)	ACT Scores	COMPASS	ACCUPLACER Classic	ACCUPLACER Next Gen	Smarter Balance
<i>Pre-General Education</i>						
BHSU	ENGL 032 Basic Writing: 2cr/ENGL 101C Core English	ACT English: 1 to 17	Writing: 1 to 73	Sentence Skills: 0-85	Writing: 200- 262	0 - 2582
DSU & NSU	ENGL 033 Basic Writing: 3 credits*	ACT English: 1 to 17	Writing: 1 to 73	Sentence Skills: 0-85	Writing: 200 – 262	0 - 2582
SDSMT	ENGL 033 Basic Writing: 3 credits*	ACT English: 1 to 12	Writing: 1 to 32	Sentence Skills: 0-52	Writing: 200 – 236	0-2492
	ENGL 032 Basic Writing: 2 credits*	ACT English: 13 or 14	Writing: 33 to 48	Sentence Skills: 53-70	Writing: 237 – 249	0-2492
	ENGL 031 Basic Writing: 1 credit*	ACT English: 15 to 17	Writing: 49 to 73	Sentence Skills: 71-85	Writing: 250 – 262	2493-2582
SDSU	ENGL 033 Basic Writing: 3 credits*	ACT English: 1 to 13	Writing: 1 to 38	Sentence Skills: 0-52	Writing: 200 – 236	0-2492
	ENGL 032 Basic Writing: 2 credits*	ACT English: 14 to 17	Writing: 39 to 73	Sentence Skills: 53-85	Writing: 237 – 262	2493-2582
USD	ENGL 032 Basic Writing: 2 credits*	ACT English: 1 to 17	Writing: 1 to 73	Sentence Skills: 0-85	Writing :200 - 262	0-2582
<i>General Education</i>						
BHSU, DSU, NSU, SDSM&T, SDSU, USD	ENGL 101 Composition I	ACT English: 18 to 36	Writing: 74 to 100	Sentence Skills: 86-120	Writing: 263 +	2583 or higher

*Depending on the university, enrollment in ENGL 031/032/033 may occur either concurrently or sequentially with ENGL 101.

Appendix B

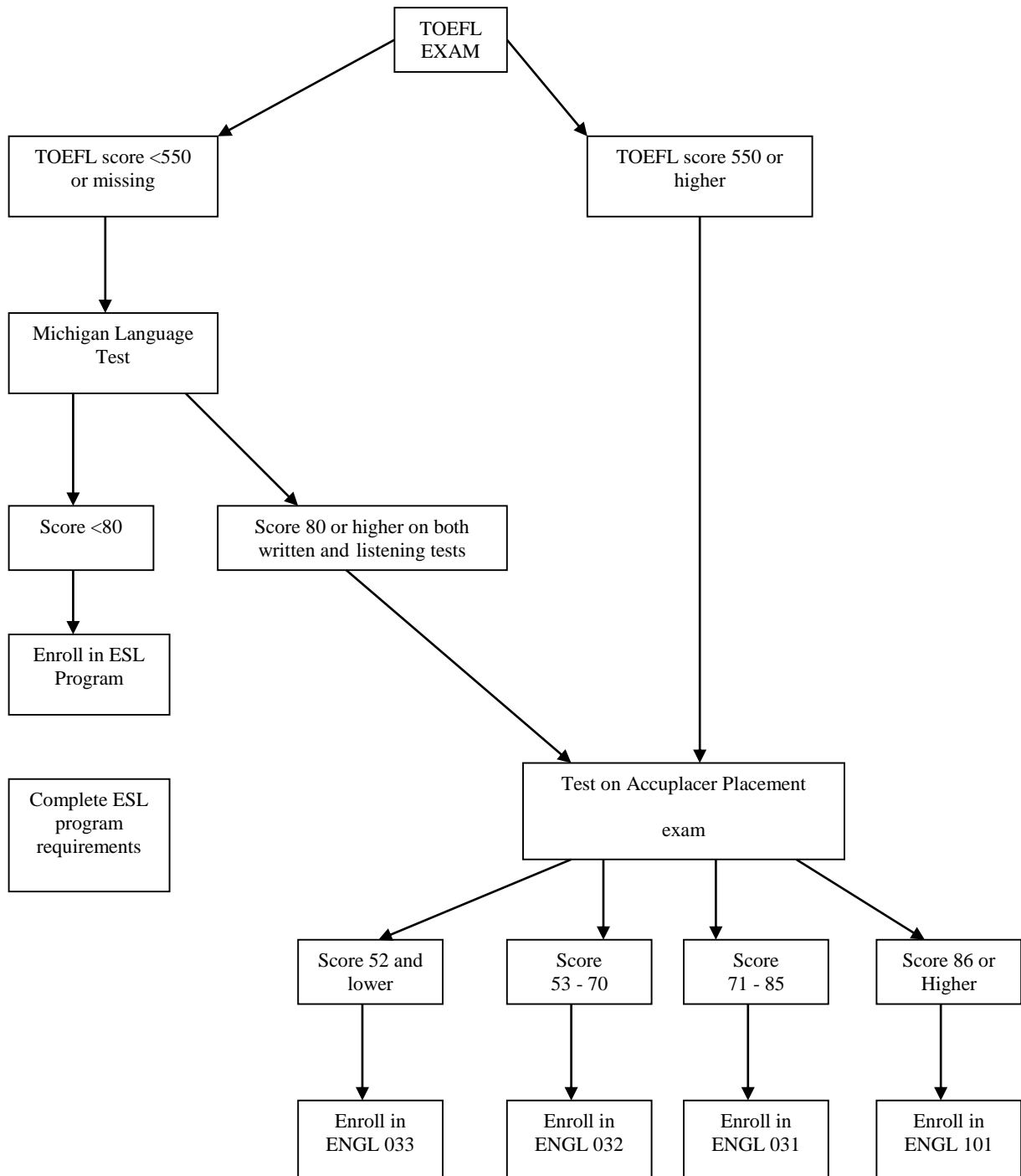
Mathematics Index, ACCUPLACER and Smarter Balanced Placement Scores for Mathematics Effective SP18/SU18, Next Gen SP19 Fall 2018

Course(s)	Mathematics Index (MI)	Accuplacer Score	NEXT GEN	Smarter Balanced	Only if no HS GPA is available and thus no MI is Available	Challenge Index (CI) 290*HS GPA + ACM + 220
MATH 021	0 or higher	Elem Algebra 0 - 43	QAS 200-223	0 - 2542	ACT MATH 1 - 17 or SAT equivalent (see Appendix D)	NA
MATH 095	0 or higher	Elem Algebra 0 - 75	QAS 200-254	0 - 2627	ACT MATH 1 - 19 or SAT equivalent (see Appendix D)	NA
MATH 101 or MATH 102 w/092L or MATH 103 w/093L	950 or higher	Elem Algebra 44 - 75	QAS 224-254	2543 - 2627	ACT MATH 18 - 19 or SAT equivalent (see Appendix D)	950 or higher ⁴
MATH 102 or MATH 103 or MATH 104 or STAT 281 w/091	1150 or higher	Elem Algebra 76 - 120 or College Level 0 - 50	QAS 255-300 or AAF 200-249	2628 or higher	ACT MATH 20 or higher or SAT equivalent (see Appendix D)	1150 or higher
MATH 115 or MATH 120 or MATH 121 or MATH 201 or MATH 281 or STAT 281	1300 or higher	College Level 51-120 or Accuplacer Calculus 1-15	AAF 250-300 or Accuplacer Calculus 1 – 15	NA	ACT MATH 25 or higher or SAT equivalent (see Appendix D)	Challenge Index 1300 or higher
MATH 123 w/123L	1300 or higher AND Accuplacer Calculus 16 or higher	Accuplacer Calculus 16 or higher AND MI 1300 or higher	Accuplacer Calculus 16 or higher AND MI 1300 or higher	NA	ACT MATH 25 or higher AND Accuplacer Calculus 16 or higher	Challenge Index 1300 or higher AND Accuplacer Calculus 16 or higher
MATH 123	1300 or higher AND Accuplacer Calculus 19 or higher	Accuplacer Calculus 19 or higher AND MI 1300 or higher	Accuplacer Calculus 19 or higher AND MI 1300 or higher	NA	ACT MATH 25 or higher AND Accuplacer Calculus 19 or higher	Challenge Index 1300 or higher AND Accuplacer Calculus 19 or higher

⁴ CI can be used for challenge-based placement in the bottom five rows of this table. Cut scores are the same as the corresponding MI cut scores for each row.

Appendix C

Example of International Student Placement Process⁵



⁵ SDSU – ACCUPLACER score of 52 and lower = ENGL 013, Score of 53 – 85 = ENGL 039

Appendix D

ACT – SAT Composite Score Concordance

SAT	ACT	Score to use when single score point comparison needed
1600 – 1570	36	1590
1560 – 1530	35	1540
1520 – 1490	34	1500
1480 – 1450	33	1460
1440 – 1420	32	1430
1410 – 1390	31	1400
1380 – 1360	30	1370
1350 – 1330	29	1340
1320 – 1300	28	1310
1290 – 1260	27	1280
1250 – 1230	26	1240
1220 – 1200	25	1210
1190 – 1160	24	1180
1150 – 1130	23	1140
1120 – 1100	22	1110
1090 – 1060	21	1080
1050 – 1030	20	1040
1020 – 990	19	1010
980 – 960	18	970
950 – 920	17	930
910 – 880	16	890
870 – 830	16	850
820 – 780	15	800
770 – 730	14	760
720 – 690	12	710
680 – 650	11	670
640 – 620	10	630
610 – 590	9	590

ACT – SAT Math Score Concordance

SAT range	ACT	Score to use when single score point comparison needed
800	36	
790 – 770	35	780
760	34	
750 – 740	33	740
730 – 720	32	720
710	31	
700 – 690	30	700
680	29	
670 – 660	28	660
650 – 630	27	640
620 – 610	26	610
600 – 590	25	590
580 – 570	24	580
560 – 550	23	560
540	22	
530	21	
520	20	
510	19	
500 – 490	18	500
480 – 460	17	470
450 – 420	16	430
410 – 380	15	400
370 – 350	14	360
340 – 320	13	330
310 – 300	12	310
290 – 280	11	280
270 – 260	10	260

ACT – SAT English / Reading Score Concordance

SAT ERW	ACT English + Reading	SAT ERW	ACT English + Reading
800 – *790	72	520	39
780 – *770	71	510	38
760 – *750	70	500	37
740	69	490	35
730	68	480	34
720	67	470	33
710	66	460	32
700	64	450	31
690	63	440	30
680	61	430	29
670	60	420	28
660	58	410	27
650	57	400	26
640	55	390	25
630	54	380	24
620	52	370	23
610	51	360	22
600	49	350	21
590	48	340	20
580	46	330	19
570	45	320	18
560	44	310	17
550	43	300	16
540	42	290	15
530	40	280	14

Note: * indicates score to be used when a single point is needed.

Note: ERW = Evidence-based Reading and Writing.

Appendix E

ACCUPLACER Next Generation Reading Placement			
	ACT	ACCUPLACER Classic Reading	ACCUPLACER Next Gen Reading
Remedial	ACT Read 1 – 15	20-83	200-262
No Remedial	ACT Read	84-120	263-300