

Developmental Education Policies

All data points for all states

Filters:

April 2021

50-State Comparisons on each data point are [here](#).

| STATE | Is there a state or systemwide developmental education assessment and placement policy? | Entity | Policy description | Source | Are approved assessment instruments identified? If so, which assessments are used or allowed? | Are uniform cut scores identified? If so, what are the cut scores for these common assessments? ACT, ACCUPLACER, COMPASS, SAT | Source | Are multiple measures allowed to determine placement? If so, which measures are used or allowed? | Source | Are instructional methods addressed? If so, which methods are used or allowed? | Source | Is prerequisite support addressed? If so, is it required or allowed? | Source |
|------------|---|---|--|---|--|---|---|---|---|--|--|--|--|
| Alabama | Yes. | Alabama Community College System Board of Trustees | Chancellor's Procedures for the Alabama Community College System requires mandatory placement in developmental education courses, advising and instruction. | Chancellor's Procedure for Board Policy 722.01 | No policy identified. | No policy identified. | No policy identified. | | | Yes. Colleges are authorized to offer varied instructional formats. | Chancellor's Procedure for Board Policy 722.01 | No policy identified. | |
| Alaska | No assessment and placement policy identified. | Board of Regents of the University of Alaska System | Board of Regents of the University of Alaska System policy states that developmental courses will be offered. | Board Policy P10.04.080 | No policy identified. | No policy identified. | No policy identified. | | | No policy identified. | | No policy identified. | |
| Arizona | Yes. | Arizona Board of Regents | Arizona Board of Regents policy authorizes community colleges to require students to complete developmental coursework if it is determined the student lacks basic competencies. | Board Policy 2-121: Undergraduate Admission | No policy identified. | No policy identified. | | Yes, including: transcript evaluation, placement testing, or other methods. | Board Policy 2-121: Undergraduate Admission | No policy identified. | | No policy identified. | |
| Arkansas | Yes. | Arkansas Higher Education Coordinating Board | Arkansas Higher Education Coordinating Board policy requires institutions to adopt placement plans and assessment measures, and provides guidelines for cut-off scores. Board policy requires the technical college system to develop assessment and articulation procedures between developmental education and each program. | Coordinating Board Policy for Student Placement into General Education Core Courses (3.08) and College and Program Admissions And Student Ability to Benefit (4.05) | Yes. Approved assessments include: ACT. | Math: ACT - 22 English: ACT - 18 | Coordinating Board Policy for Student Placement into General Education Core Courses (3.08) and College and Program Admissions And Student Ability to Benefit (4.05) | Yes, including: other standardized and normed exams, high school academic performance, and non-cognitive factors. | Coordinating Board Policy for Student Placement into General Education Core Courses (3.08) and College and Program Admissions And Student Ability to Benefit (4.05) | Yes, including: corequisite courses, enrollment in credit-bearing courses with required labs/tutoring, fast-track or semester long developmental education courses. | Coordinating Board Policy for Student Placement into General Education Core Courses (3.08) | Allowed. | Coordinating Board Policy for Student Placement into General Education Core Courses (3.08) |
| California | Yes. | California State University Board of Trustees | California State University Board of Trustees policy no longer requires mandated placement into developmental education. First-time, first year students who require developmental education are required to participate in the Early Start Program. | Executive Order 1110 | No. CSU shall establish systemwide placement standards. However, a public facing website identifies cut scores for the ACT and SAT that may require enrollment in the Early Start Program. | No policy identified. | Executive Order 1110 | Yes, including: high school and collegiate academic performance, standardized and normed exams, and early assessment scores. | Executive Order 1110 | Yes. Supportive course models may include corequisite enrollment, supplemental instruction or stretch formats. Prebaccalaureate instruction must be offered concurrently with a credit-bearing course. | Executive Order 1110 | Allowed. | Executive Order 1110 |
| | Yes. | Board of Governors of the California Community Colleges | State education code directs the Board of Governors of the California Community Colleges to establish a common assessment system. A student may not be required to enroll in developmental education courses that lengthen time-to-degree. | Cal. Educ. Code § 78213 | No. The Board of Governors must establish a common assessment system, to be used as one of multiple measures. | No policy identified. | Cal. Educ. Code § 78213 | Yes, including: standardized and normed exams, interviews, high school and collegiate academic performance, non-cognitive factors, and certificates/licenses. | Cal. Educ. Code § 78213 | Yes. A community college may require a student to enroll in concurrent support if the support will increase likelihood of passing the course. | Cal. Educ. Code § 78213 (d.2) | Allowed. | Cal. Educ. Code § 78213 (d.2) |

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|----------------------|---|--|--|--|---|--|--|---|---|--|--|---|--|
| Colorado | Yes. | Colorado Commission on Higher Education | The Commission on Higher Education provides scores on common assessments that institutions may use to identify students who require developmental education. | Section I Part E, Developmental Education | Yes. Approved assessments include: SAT, ACT, Community College Placement Test, ACCUPLACER, and the GED. | Colleges may adopt lower cut scores, but may not adopt higher scores. Cut scores are not reflective of the level of readiness for college algebra or higher, or intermediate writing. Math: ACT - 19 ACCUPLACER (classic) - 61 SAT (new) - 500 SAT (old) - 460 English: ACT - 18 ACCUPLACER (classic) - 80 on reading comprehension and/or 95 on sentence skills SAT (new) - 470 SAT (old) - 430 | Section I Part E, Developmental Education, 4.00 | Yes, including: high school transcript (courses taken and overall GPA), test (ACCUPLACER), and advisor's evaluation of various tests (e.g., SAT). | Section I Part E, Developmental Education, 3.00 | Yes, including: summer boot camps, refresher courses, peer tutoring, corequisites, and other supplemental academic instruction. | Section I Part E, Developmental Education, 1.00 | Allowed. | Section I Part E, Developmental Education, 1.00 and 3.00 |
| Connecticut | Yes. | Connecticut State University System | State statute requires that if the Connecticut State University System or a community technical college determines a student is likely to succeed in college level work with supplemental support, the institution must offer developmental education support that is embedded in the college level course. | Conn. Gen. Stat. Ann. § 10a-157a | No policy identified. | No policy identified. | Yes, including: commonly accepted measures. | Conn. Gen. Stat. Ann. § 10a-157a | Yes. Institutions must offer embedded support in the college-level course. If the institution determines the student to be below the skill level required to be successful in the college level course, the institution must offer one semester of intensive support. Transitional college readiness programs must be offered to students determined to be below the skill level required to be successful in the intensive semester. | Conn. Gen. Stat. Ann. § 10a-157a | Required. | Conn. Gen. Stat. Ann. § 10a-157a | |
| | Yes. | Board of Regents of the Connecticut State Colleges and University System | Board of Regents of the Connecticut State Colleges and University System policy suspends former policies and authorizes institutions to develop, test and refine placement methods to comply with state statute. | Board Policy 1.9 Community College Suspension of Placement Policy | No. Institutions may administer the ACCUPLACER test. | No policy identified. | Yes, including: commonly accepted measures. | Board Policy 1.9 Community College Suspension of Placement Policy | No policy identified. | No policy identified. | No policy identified. | No policy identified. | |
| Delaware | No policy identified. | | | | No policy identified. | No policy identified. | No policy identified. | | | No policy identified. | | No policy identified. | |
| District of Columbia | No assessment and placement policy identified. | | Municipal regulations direct the University to establish a comprehensive educational summer program for applicants who do not meet regular admissions standards. | D.C. Mun. Regs. tit. 8-B, § 708 | No policy identified. | No policy identified. | No policy identified. | | | No policy identified. | | No policy identified. | |
| Florida | Yes. | State Board of Education and Board of Governors | State statute directs the State Board of Education and Board of Governors to develop and implement a common placement test. | Fla. Stat. Ann. § 1008.30 | Yes. Approved assessments include: ACT, ACCUPLACER, SAT, and Florida Postsecondary Readiness Test. | Math: ACT - 19 Next-Generation ACCUPLACER, Quantitative Reasoning, Algebra, and Statistics - 242 SAT - 24 English: ACT, English - 17 ACT, reading - 19 Next-Generation ACCUPLACER, reading, writing - 245 SAT, reading test - 24 SAT, writing and language test - 25 | Fla. Admin. Code Ann R. 6A-10.0315 | Yes, including: high school academic performance, college academic performance, work experience, and non-cognitive factors. | Fla. Stat. Ann. § 1008.30 | Yes. The board of trustees of each institution in the Florida College System must develop a plan to implement developmental education strategies. Strategies may utilize modularized instruction, compressed course structure, contextualized course structures related to meta-majors, corequisite instruction or tutoring. | Fla. Stat. Ann. § 1008.30; Fla. Stat. Ann. § 1008.02 | Allowed. | Fla. Stat. Ann. § 1008.30; Fla. Stat. Ann. § 1008.02 |
| | Yes. | Florida State University System Board of Governors | Florida State University System Board of Governors regulations require first time students who do not meet cut scores to complete developmental education requirements at Florida Agricultural and Mechanical University or at Florida College System institutions. Students must be continuously enrolled in assigned developmental courses until they satisfy the requirements for passing them. | Board Regulations Chapter 6.008 Postsecondary College-Level Preparatory Testing, Placement, and Instruction for State Universities | Yes. Approved assessments include: ACT, ACCUPLACER, SAT, and Florida Postsecondary Readiness Test. | Math: ACT - 19 Next-Generation ACCUPLACER, Quantitative Reasoning, Algebra, and Statistics - 242 SAT - 24 English: ACT, English - 17 ACT, reading - 19 Next-Generation ACCUPLACER, reading, writing - 245 SAT, reading test - 24 SAT, writing and language test - 25 | Board Regulations Chapter 6.008 Postsecondary College-Level Preparatory Testing, Placement, and Instruction for State Universities | No. | Board Regulations Chapter 6.008 Postsecondary College-Level Preparatory Testing, Placement, and Instruction for State Universities | No policy identified. | | No policy identified. | |

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| | Yes. | Florida State Board of Education | The State Board of Education requires that a student admitted to the Florida College System whose score on a placement test indicates a need for developmental education must be advised of all options and allowed to enroll in the option of their choice. | State Board of Education Rule 6A-10.0315 | Yes, including: ACT, ACCUPLACER, SAT, and Florida Postsecondary Readiness Test. | Math: ACT - 19 Next-Generation ACCUPLACER, Quantitative Reasoning, Algebra, and Statistics - 242 SAT - 24 English: ACT, English - 17 ACT, reading - 19 Next-Generation ACCUPLACER, reading, writing - 245 SAT, reading test - 24 SAT, writing and language test - 25 | State Board of Education Rule 6A-10.0315 | No. | State Board of Education Rule 6A-10.0315 | No policy identified. | | No policy identified. | |
| Georgia | Yes. | University System of Georgia Board of Regents | The University System of Georgia requires that associate or baccalaureate degree seeking students must be evaluated for placement in English (reading/writing) and math. | Board of Regents Policy 3.3.7 Learning Support Programs and Academic and Student Affairs Handbook 2.9 Learning Support | Yes. Approved assessments include: ACT, SAT (old and new), Classic Accuplacer, and Next Generation Accuplacer. | Institutions may set higher scores. Math: ACT - 17 SAT (old) - 400 SAT (new) - 440 Classic Accuplacer Elementary Algebra - 67 Next-Generation Quantitative Reasoning, Algebra, and Statistics Test - 258 Reading/Writing: ACT English or Reading - 17 SAT (old) Critical Reading - 430 SAT (new) Evidence-Based Reading and Writing - 480 Classic Accuplacer Reading Comprehension 61 and WritePlacer 4 Next-Generation Reading Comprehension 237 and WritePlacer 4 | Academic and Student Affairs Handbook 2.9.1.2 Evaluation for Learning Support Placement | Yes. Students may exempt developmental education requirements based on any of the following: ACT, SAT, or Accuplacer scores, high school grade point average, or calculated math and English indices that combine test scores and/or high school grade point averages. | Academic and Student Affairs Handbook 2.9.1.2 Evaluation for Learning Support Placement | Yes. Developmental education courses are to be offered exclusively in a corequisite format. | Academic and Student Affairs Handbook 2.9.1.3 Rules Regarding Learning Support Program Operation | Required. | Academic and Student Affairs Handbook 2.9.1.3 Rules Regarding Learning Support Program Operation |
| | Yes. | State Board of the Technical College System of Georgia | State Board of the Technical College System of Georgia policy manual outlines assessment and placement methods to evaluate a student's readiness for a program. | State Board Policy: 6.2.1 | Yes. Approved assessments include: ACT, SAT, ELA Milestones, GED, Classic ACCUPLACER, and ACCUPLACER NexGen. | Cut scores are provided for degree programs and diploma programs and can be found in state board procedure. | State Board Policy: 6.2.1p.a2 | Yes, including: high school academic performance and college academic performance. | State Board Policy: 6.2.1p | No policy identified. | | No policy identified. | |
| Hawaii | No policy identified. | | | | No policy identified. | No policy identified. | | No policy identified. | | No policy identified. | | No policy identified. | |
| Idaho | Yes. | Idaho State Board of Education | The Idaho State Board of Education requires that each institution must maintain a diagnostic testing mechanism for English language arts and math, and provide necessary measures to students who are identified as needing additional academic support. Beginning in fall 2020, students in need of additional support will not be required to complete a developmental course prior to enrollment in certain gateway courses. | Governing Policies and Procedures III.S | No. ACT, SAT or other diagnostic placement tests are determined by the institution. | No policy identified. | Governing Policies and Procedures III.S and III.Q | No policy identified. | Governing Policies and Procedures III | Yes, including: corequisite support, corequisite course models, embedded models, and emporium models. | Governing Policies and Procedures III.S | Allowed. | Governing Policies and Procedures III.S |
| Illinois | Yes. | Illinois Board of Higher Education | State statute requires each university and community college to submit to the Board of Higher Education or the Illinois Community College Board, respectively, a plan to scale evidence based reforms to maximize the probability a student will be placed in and successfully complete an introductory English or math course within 2 semesters. | 110 Ill. Comp. Stat. Ann. 175/100-30 | No. | No policy identified. Colleges are encouraged to use scores set forth in recommendations approved by the Illinois Council of Community College Presidents. | 110 Ill. Comp. Stat. Ann. 175/100-15 | Yes, including: high school academic performance, college academic performance, other standardized, and normed exams. | 110 Ill. Comp. Stat. Ann. 175/100-15 | No policy identified. | | No policy identified. | |
| Indiana | No policy identified. | | | | No policy identified. | No policy identified. | | No policy identified. | | No policy identified. | | No policy identified. | |

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| Iowa | No policy identified. | | The Department of Education convened a developmental education work group to study developmental education in state and submitted a final report in July 2018. The department regularly reports on developmental education outcomes at the state's community colleges. | | No policy identified. | No policy identified. | | No policy identified. | | No policy identified. | | No policy identified. | |
| Kansas | Yes. | Kansas Board of Regents | The Kansas Board of Regents has issued recommended guidelines regarding developmental education assessment and placement. | 2018 Placement Assessment Guidelines | Yes. The ACCUPLACER is the recommended assessment exam. Approved assessments include: ACT, ACCUPLACER, SAT, and the GED. | Math: ACCUPLACER, quantitative reasoning, algebra and statistics - 250 English: ACCUPLACER, reading and writing - 255 | 2018 Placement Assessment Guidelines | Yes, including: high school academic performance, locally developed tests, and noncognitive factors. | 2018 Placement Assessment Guidelines | No policy identified. | | No policy identified. | |
| Kentucky | Yes. | Kentucky Administrative Regulations | Administrative regulations state that a student who does not demonstrate academic readiness will only be required to take an academic readiness placement exam in the area in which they do not meet the benchmark. A student admitted to a college in the KCTCS system may not be required to enroll in more than one developmental course in their curriculum pathway. An undergraduate student enrolled in a public university may not be required to enroll in a developmental course in any academic readiness area. | 13 Ky. Admin. Regs. 2:020 (Section 7) | No policy identified. | No policy identified. | | No policy identified. | | Yes. Students in the KCTCS systems shall have access to corequisite or credit bearing courses. Students enrolled in a public university shall be placed in a corequisite course. | 13 Ky. Admin. Regs. 2:020 | Required. | 13 Ky. Admin. Regs. 2:020 |
| | Yes. | Kentucky Council on Postsecondary Education | The Kentucky Council on Postsecondary Education has issued recommended principles for developmental education and intervention programming. | Kentucky's Guiding Principles for Developmental Education and Postsecondary Intervention Programming | Yes. Approved assessments include: ACT, SAT, KY Online Testing, GED, and ALEKS. | Math: ACT - 19 SAT - 500 English: ACT - 18 SAT - 480 on evidence based reading and writing or 25 on the writing and language test Reading: ACT - 20 SAT - 480 on evidence based reading and writing or 25 on reading test | Kentucky Council on Postsecondary Education College Readiness Indicators, Beginning 2019-20 | Yes, including: high school academic performance and college academic performance. | Kentucky's Guiding Principles for Developmental Education and Postsecondary Intervention Programming | Yes, including: embedded models, corequisite course models, and student support bridge programming. | Kentucky's Guiding Principles for Developmental Education and Postsecondary Intervention Programming | Required. | 13 Ky. Admin. Regs. 2:020 |
| | Yes. | Kentucky Community and Technical College System | The Kentucky Community and Technical College System policy supplements policy requirements outlined in administrative regulations. | KCTCS Assessment and Placement Policy 4.13 | Yes. Approved assessments include: ACT, ACCUPLACER, ALEKS, EdReady, GED, GPA, KY Online Testing, SAT, TABE-A and Wonderlic. | Math: ACT - 19 SAT - 500 English: ACT - 18 SAT - 480 Reading: ACT - 20 SAT - 480 on evidence based reading and writing or 25 on reading test | KCTCS Assessment and Placement Policy 4.13 | No. | KCTCS Assessment and Placement Policy 4.13 | Yes. Students shall have access to a corequisite or credit-bearing content course in the curriculum pathway within the first academic year of enrollment. | KCTCS Assessment and Placement Policy 4.13 | Required. | 13 Ky. Admin. Regs. 2:020, KCTCS Assessment and Placement Policy 4.13 |
| Louisiana | Yes. | Louisiana Board of Regents | The Louisiana Board of Regents has established uniform guidelines for student placement. | Board of Regents Academic Affairs Policy 2.18 | Yes. Approved assessments include: ACT, ACCUPLACER, ASPIRE, EOC, Pre-ACT, Pre-SAT, and SAT. | Cut score for college algebra is higher than the score for college math. Cut score included here is for college math. Math: ACT - 19 ACCUPLACER, elementary algebra - 65 SAT - 510 English: ACT - 18 ACCUPLACER, sentence skills - 86 SAT - 500 | Board of Regents Academic Affairs Policy 2.18 | Yes. Placement scores should be used in conjunction with other factors. | Board of Regents Academic Affairs Policy 2.18 | Yes. Institutions may pilot programs for students who score up to 3 points below the cut score. The students may enroll in college-level courses that provide corequisite support, including a remedial/review section, expanded course hours, labs or expanded office hours. | Board of Regents Academic Affairs Policy 2.18 | Allowed. | Board of Regents Academic Affairs Policy 2.18 |
| Maine | No policy identified. | | | | No policy identified. | No policy identified. | | No policy identified. | | No policy identified. | | No policy identified. | |

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| Maryland | No policy identified. | | A Student Outcome and Achievement Report from the Maryland Association of Community Colleges states that community colleges agreed to standardize assessment procedures, tests and cut scores. | | No policy identified. | No policy identified. | | No policy identified. | | No policy identified. | | No policy identified. | |
| Massachusetts | Yes | Massachusetts Department of Higher Education, Board of Higher Education | The Massachusetts Board of Higher Education recommends institutions use multiple measures to make placement decisions, adopt multiple mathematics pathways, and implement corequisite support. | Board Policy No. AAC 19-23 | Yes, including: Accuplacer. | Math: H.S. GPA - 2.7 Accuplacer - 262 (Quantitative Reasoning and Statistics Math Pathways), 268 (Calculus Math Pathways) English: H.S. GPA - 2.7 SAT - 500-600 Accuplacer - 245-259 | Board Policy No. AAC 19-08 and 19-23 | Yes, including high school GPA, SAT, and Accuplacer. | Board Policy No. AAC 19-08 and 19-23 | Yes, including: corequisite support. | Board Policy No. AAC 19-23 | Allowed. Students who require remediation should have the opportunity to complete their college-level math course within one year of enrollment, preferably within a co-requisite model. | Board Policy No. AAC 19-23 |
| Michigan | No policy identified. | | | | No policy identified. | No policy identified. | | No policy identified. | | No policy identified. | | No policy identified. | |
| Minnesota | Yes. | Board of Trustees of the Minnesota State Colleges and Universities | Board of Trustees of the Minnesota State Colleges and Universities policy directs the Chancellor to identify a system-endorsed placement instrument. | Board Policy 3.3 Assessment for Course Placement and System Procedure 3.3.1 Assessment for Course Placement | Yes. The instrument are outlined in System Procedures. The ACCUPLACER is the designated instrument, however students may present an ACT score. | Math: SAT - 530 ACT - 22 ACCUPLACER, elementary algebra - 76 ACCUPLACER, college math - 50 Reading and Writing: SAT - 480 ACT, English - 18 ACT, reading - 21 ACCUPLACER - 78 | System Procedure 3.3.1 Assessment for Course Placement | Yes, including high school GPA, SAT, and Accuplacer. | System Procedure 3.3.1 Assessment for Course Placement | Yes, including: corequisite support. | System Procedure 3.3.1 Assessment for Course Placement | Allowed. | System Procedure 3.3.1 Assessment for Course Placement |
| Mississippi | Yes. | Mississippi Institutions of Higher Learning Board of Trustees | Mississippi Institutions of Higher Learning Board of Trustees policy states that students who fail to meet admission standards may be admitted and required to participate in a year long academic support program and/or the summer developmental program. | IHL Board Policy 602.C | A review of a student who does not meet admission standards will consider ACT scores, however ACT scores are not required. Equivalent SAT scores may be submitted. | Students who score below the cut score will be encouraged to participate in the year long academic support program. ACT Composite - 16 | IHL Board Policies 602.B & 602.C | Yes, including: high school academic performance, other standardized and normed exams, and noncognitive factors. | IHL Board Policy 602.C | Yes, including: a year long academic support program and a summer developmental program. The Year-Long Academic Support Program consists of classroom, individual, and computer-assisted instruction along with career counseling in a laboratory setting. | IHL Board Policies 602.D and 602.E | Allowed. Intermediate (remedial) courses may be delivered through a corequisite model coupled with a credit bearing gateway course. | IHL Board Policy 608.E |
| Missouri | Yes. | Missouri Department of Higher Education and Coordinating Board | Missouri Department of Higher Education & Coordinating Board for Higher Education provide a statewide placement policy that is applicable to any incoming student entering a Missouri public postsecondary institution. | Coordinating Board for Higher Education Principles of Best Practices in Remedial Education, 9.0 | Yes, including ACT, SAT, Accuplacer, Asset, and Compass. | Math: ACT - 22 COMPASS - 66 SAT - 510 Reading: ACT - 18 COMPASS - 81 SAT - 360 | Coordinating Board for Higher Education Principles of Best Practices in Remedial Education, 9.2 | Yes, including: SAT, ACT, high school GPA, high school end-of-course examination scores, or an institutional created assessment instrument. | Coordinating Board for Higher Education Principles of Best Practices in Remedial Education, 9.0, and RSMo 173.005(7). | Yes, including: corequisite support, bridge program, competency-based sequence. | Coordinating Board for Higher Education Principles of Best Practices in Remedial Education, 5.7-5.8 and RSMo 173.005(7). | Allowed. | Coordinating Board for Higher Education Principles of Best Practices in Remedial Education, 5.7-5.8 and RSMo 173.005(7). |
| Montana | Yes. | Board of Regents of Higher Education | Board of Regents of Higher Education for the Montana University System policy identifies community colleges as the primary provider of developmental coursework, details course numbers and timing for completion. | Board of Regents Policy & Procedures Manual Section 301.18, Developmental Education | Admission policy states that college readiness can be demonstrated through the following assessments: ACT and SAT. | Math: ACT - 22 SAT - 27.5* English: ACT - 18 SAT - 25* | Board of Regents Policy & Procedures Manual Section 301.1, Admission Requirements | No policy identified. | | No policy identified. | | No policy identified. | |
| Nebraska | No assessment and placement policy identified. | Coordinating Commission for Postsecondary Education | State statute authorizes the Coordinating Commission for Postsecondary Education to adopt developmental education policies. The Commission is also authorized to issue guidelines that emphasize community colleges as the primary providers of developmental education. | Neb. Rev. Stat. Ann. § 85-1413 | No policy identified. | No policy identified. | None | No policy identified. | | No policy identified. | | No policy identified. | |
| Nevada | Yes. | Nevada System of Higher Education Board of Regents | Nevada System of Higher Education Board of Regents policy outlines uniform cut scores for course placement. | NSHE Board Policy Title 4, Chapter 16, Section 1 | Yes. Approved assessments include: ACT, PARCC, SAT, and Smarter Balanced. | Math: ACT - 22 SAT (new) - 530 SAT (old) - 500 English: ACT, English - 18 ACT, ELA - 20 SAT (new) - 480 SAT (old) - 500 | NSHE Board Policy Title 4, Chapter 16, Section 1 | Yes, including: high school GPA, course selection and performance in the senior year of high school, and other standardized and normed exams. | NSHE Board Policy Title 4, Chapter 16, Section 1 | Yes, including: corequisite support. Beginning fall 2021, traditional forms of remediation shall not be offered and remedial courses may be offered when they serve as a mandatory corequisite for a gateway course. | NSHE Board Policy Title 4, Chapter 16, Section 1 (Effective Fall 2021) | Required. | NSHE Board policy Title 4, Chapter 16, Section 1 (Effective Fall 2021) |
| New Hampshire | No policy identified. | | | | No policy identified. | No policy identified. | | No policy identified. | | No policy identified. | | No policy identified. | |

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| New Jersey | No policy identified. | | In 2020, the Student Success Working Group created by the State of New Jersey Office of the Secretary of Higher Education issued recommendations for alternatives to traditional developmental education. | | No policy identified. | No policy identified. | | No policy identified. | | No policy identified. | | No policy identified. | |
| New Mexico | No policy identified. | | In 2016, the New Mexico English and New Mexico Math remediation task forces issued recommendations for English and math placement and course models. | | No policy identified. | No policy identified. | | No policy identified. | | No policy identified. | | No policy identified. | |
| New York | No assessment and placement policy identified. | New York Community Colleges | State statute requires the state university trustees to develop a comprehensive plan to develop a developmental education program, to be implemented as part of the master plan at each state university of New York community college. | N.Y. Educ. Law § 6303-A | No policy identified. | No policy identified. | | Yes. | N.Y. Educ. Law § 6303-A(3)(a) | Yes, including: accelerated developmental education offerings, incorporating developmental instruction into college-level program as introductory courses or integrated into the course, supplemental academic support, consolidated course schedules, advisement models and tutoring. | N.Y. Educ. Law § 6303-A | Allowed. | N.Y. Educ. Law § 6303-A(3)(c) |
| | No assessment and placement policy identified. | State University of New York Trustees | State University of New York Trustees policy clarifies the state university of New York's position on offering credit for developmental education and encourages campuses to devote appropriate attention to the awarding of academic credit. | SUNY Board policy AA Doc. No. 1005 | No policy identified. | No policy identified. | | No policy identified. | | Yes, including: inclusion of noncredit elements in a credit bearing course. | SUNY Board policy AA Doc. No. 1005 | No policy identified. | |
| | Yes. | University Provost of CUNY | A memo from the University Provost of CUNY reviews changes for placement and assessment starting with the spring 2020 entering class. | University Provost Memo, dated December 13, 2018. Changes in Remedial Assignment Practices and Academic Policy Brief OAA-19-01 dated September 4, 2019. | Yes. A Proficiency Index is used, which includes SAT, ACT, New York State Regents Exams, and overall H.S. GPA. | Math: SAT (new) - 530ACT - 21 English: SAT - 480ACT - 20 | University Provost Memo, dated December 13, 2018. Changes in Remedial Assignment Practices and Academic Policy Brief OAA-19-01 dated September 4, 2019. | Yes, including: high school GPA. | University Provost Memo, dated December 13, 2018. Changes in Remedial Assignment Practices and Academic Policy Brief OAA-19-01 dated September 4, 2019. | Yes, including: corequisite support. | University Provost Memo, dated December 13, 2018. Changes in Remedial Assignment Practices and Academic Policy Brief OAA-19-01 dated September 4, 2019. | Required. | University Provost Memo, dated December 13, 2018. Changes in Remedial Assignment Practices and Academic Policy Brief OAA-19-01 dated September 4, 2019. |
| North Carolina | Yes. | State Board of Community Colleges | State Board of Community Colleges multiple measures policy establishes an index used to determine college readiness for recent high school graduates. | NCCCS Policy, Multiple Measures for Placement, August 2016 | Yes. The policy outlines an index of high school GPA and required assessment scores. Student with a GPA older than 5 years or assessment scores must take the approved assessment. The approved assessment is the NC DAP, administered using ACCUPLACER. | Cut scores are dependent on the high school GPA, and can be found in the NCCCS index. | NCCCS Policy, Multiple Measures for Placement, August 2016 and Student Services, Regulations and Policies | Yes. The placement index uses high school GPA alongside an assessment score. | NCCCS Policy, Multiple Measures for Placement, August 2016 | Yes, including: corequisite support. | NCCCS Policy, Multiple Measures for Placement, August 2016 | Allowed. | NCCCS Policy, Multiple Measures for Placement, August 2016 |
| North Dakota | Yes. | North Dakota University System | North Dakota University System policy sets uniform cut scores for course placement. | NDUS Procedures 402.1.2 Student Placement into College Courses | Yes. Approved assessments include: ACCUPLACER, ACT, ACT Aspire, ACT Plan, ALEKS, COMPASS, EdReady, MAA Maplesoft, Pearson, SAT, and Smarter Balanced. | Colleges and Universities are required to use math and English cut scores. Institutions may elect to use the science and reading scores included in the policy. | NDUS Procedures 402.1.2 Student Placement into College Courses | No. | NDUS Procedures 402.1.2 Student Placement into College Courses | Yes, including: corequisite support. | NDUS Procedures 402.1.2 Student Placement into College Courses | Allowed. | NDUS Procedures 402.1.2 Student Placement into College Courses |
| Ohio | Yes. | Ohio State Statutes | State statute directs the presidents of all state institutions to jointly establish uniform, statewide standards that each student must meet in order to be considered remediation free. Each institution is responsible for assessing the needs of its students. | Ohio Rev. Code Ann. § 3345.061 | No policy identified. | No policy identified. | | No policy identified. | | No policy identified. | | No policy identified. | |

| STATE | Is there a state or systemwide developmental education assessment and placement policy? | Entity | Policy description | Source | Are approved assessment instruments identified? If so, which assessments are used or allowed? | Are uniform cut scores identified? If so, what are the cut scores for these common assessments? ACT, ACCUPLACER, COMPASS, SAT | Source | Are multiple measures allowed to determine placement? If so, which measures are used or allowed? | Source | Are instructional methods addressed? If so, which methods are used or allowed? | Source | Is corequisite support addressed? If so, is it required or allowed? | Source |
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| | Yes. | Ohio Presidents of State Higher Education Institutions | The presidents of state higher education institutions have established statewide standards in math, science, reading and writing to comply with state statute. | Uniform Statewide Standards for Remediation Free Status | Yes. Approved assessments include: ACT, ACCUPLACER classic, ACCUPLACER Next Gen, GED, and SAT. | The standards do not replace institutional placement policies. Institutions may not adopt higher scores, but may use lower scores. Math: ACT - 22 ACCUPLACER, classic - 55 ACCUPLACER, Next Gen quantitative reasoning or advanced algebra - 263 SAT (new) - 530 English: ACT - 18 ACCUPLACER, classic - 88 on sentence skills or 5 on WritePlacer ACCUPLACER, Next Gen - 263 on writing or 5 on WritePlacer SAT (new) - 480 Reading: ACT - 22 ACCUPLACER, classic - 80 ACCUPLACER, Next Gen = 250 SAT (new) - 480 | Uniform Statewide Standards for Remediation Free Status | Yes, including: high school or prior postsecondary grade point average, an institutional writing assessment, a portfolio, or recommendation of high school instructor or counselor. | Uniform Statewide Standards for Remediation Free Status | Yes, including: corequisite support and supplemental instruction. | Uniform Statewide Standards for Remediation Free Status | Allowed. | Uniform Statewide Standards for Remediation Free Status |
| Oklahoma | Yes. | Oklahoma State Regents for Higher Education | Oklahoma State Regents for Higher Education procedures require each college and university to develop a plan to evaluate students and determine college readiness and course placement. Minimum cut scores are outlined. | State Regents Academic Affairs Procedure 3.20 | Yes. Approved assessments include: ACT and SAT. | Cut scores for science are included in the policy. Math: ACT - 19 SAT (new) - 530 English: ACT - 19 SAT (new) - 480 Reading: ACT - 19 SAT (new) - 480 | State Regents Academic Affairs Procedure 3.20 | Yes, including: high school academic performance, college academic performance, and noncognitive factors. | State Regents Policy, Chapter 3: Academic Affairs 3.20.4 (E) | Yes, including: corequisite support. | State Regents Policy, Chapter 3: Academic Affairs 3.20.2 and 3.20.3(C) | Allowed. | State Regents Policy, Chapter 3: Academic Affairs 3.20.2 and 3.20.3(C) |
| Oregon | No policy identified. | | HB2681 (2015) convened a work group to examine and make recommendations on course placement at community colleges, including a statewide assessment. Language was repealed on January 1, 2017. | | No policy identified. | No policy identified. | | No policy identified. | | No policy identified. | | No policy identified. | |
| | No policy identified. | | A statutorily created work group submitted a report to the Higher Education Community College and Department of Education. The recommendations were not binding, however, the community college presidents and university provosts agreed to incorporate the Smarter Balanced assessment into placement decisions. | | No policy identified. | No policy identified. | | No policy identified. | | No policy identified. | | No policy identified. | |
| Pennsylvania | No assessment and placement policy identified. | | State statute requires all public institutions to provide developmental programs, when required. | 22 Pa. Code § 31.33 (b)(3) | No policy identified. | No policy identified. | | No policy identified. | | No policy identified. | | No policy identified. | |
| Rhode Island | No policy identified. | | The Office of the Postsecondary Commissioner launched a state-wide corequisite remediation-at-scale initiative in spring 2018. | | No policy identified. | No policy identified. | | No policy identified. | | No policy identified. | | No policy identified. | |
| | No policy identified. | | A public webpage on the Community College of Rhode Island website offers indicates the ACCUPLACER assessment is required, and scores will be used for placement. | | No policy identified. | No policy identified. | | No policy identified. | | No policy identified. | | No policy identified. | |

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| South Carolina | Yes. | South Carolina Commission on Higher Education | The South Carolina Commission on Higher Education requires that only two-year institutions offer developmental education courses, and notes that the University of South Carolina decided all developmental students would enroll in enriched sections of entry level courses. | Commission Policies on Developmental Education in South Carolina | No. The policy states the technical colleges should develop common criteria for competencies based on common assessment instruments. | No policy identified. | Commission Policies on Developmental Education in South Carolina | Yes, including: noncognitive factors. | Commission Policies on Developmental Education in South Carolina | Yes. Developmental courses should meet at least four times per week. | Commission Policies on Developmental Education in South Carolina | No policy identified. | |
| | Yes. | South Carolina Technical College System | South Carolina Technical College System procedure includes guidelines for each college to follow. | State Board Procedure 3-2-101.1 | No. Each college should determine minimum placement criteria. | No policy identified. | State Board Procedure 3-2-101.1 | Each college should determine minimum placement criteria. | State Board Procedure 3-2-101.1 | No policy identified. | | No policy identified. | |
| South Dakota | Yes. | South Dakota Board of Regents | The South Dakota Board of Regents has issued English and math placement guidelines for public universities. | BOR Guideline 7.6: English and Mathematics Placement Guidelines | Yes. Guidelines include an index score matrix that uses high school GPA and assessment scores. Approved assessments include: ACT, ACCUPLACER, SAT, and Smarter Balanced. | The placement index uses high school GPA alongside assessment score. | BOR Guideline 7.6: English and Mathematics Placement Guidelines | Yes. The placement index uses high school GPA alongside assessment score. | BOR Guideline 7.6: English and Mathematics Placement Guidelines | No policy identified. | | No policy identified. | |
| Tennessee | Yes. | Tennessee Board of Regents | Tennessee Board of Regents academic guidelines outline developmental education assessment and placement, and a learning support framework for the state community colleges and technical colleges. | Board Policies, Learning Support: 2.03.00.02 | Yes. Approved assessments include: ACT, SAT, or other assessments. | Math: ACT - 19 SAT (new) - 500 Reading: ACT - 19 SAT (new) - 500 | Board Policies, Learning Support: 2.03.00.02, Exhibit 2 | No. | Board Policies, Learning Support: 2.03.00.02, Exhibit 2 | Yes, including: corequisite support. | Board Policies, Learning Support: 2.03.00.02, Exhibit 1 | Required. | Board Policies, Learning Support: 2.03.00.02, Exhibit 1. |
| Texas | Yes. | Texas Higher Education Coordinating Board | The Texas Higher Education Coordinating Board requires every public higher education institution to assess the academic skills of every entering student. | 19 Tex. Admin. Code § 4.51 et. seq. | Yes. The only approved assessment is the TSI Assessment offered by the College Board. | Cut scores for the TSI Assessment are included in the policy. | 19 Tex. Admin. Code § 4.51 et. seq. | Yes, including: high school academic performance, work experience, and noncognitive factors. | 19 Tex. Admin. Code § 4.51 et. seq. | Yes, including: corequisite support. | 19 Tex. Admin. Code § 4.62 | Required. | 19 Tex. Admin. Code § 4.62(a) (8) |
| Utah | No assessment and placement policy identified. | | State statute requires all community colleges to provide developmental education. | Utah Code Ann. § 53B-16-202 | No policy identified. | No policy identified. | No policy identified. | No policy identified. | No policy identified. | No policy identified. | | No policy identified. | |
| Vermont | No policy identified. | | | | No policy identified. | No policy identified. | No policy identified. | No policy identified. | No policy identified. | No policy identified. | | No policy identified. | |
| Virginia | Yes. | Virginia Community College State Board | Virginia Community College State Board policy requires colleges to follow VCCS guidelines and procedures when assessing students for course placement. | VCCS Student Development Services, Student Development, Placement, Section 6.4.0.2 | Yes. The policy includes an assessment index of high school GPA and high school coursework. Approved assessments include: ACT, GED, SAT, and the Virginia Placement Test. | Math: ACT - 22 SAT - 530 English: ACT - 18 SAT - 480 | VCCS Student Development Services, Student Development, Placement, Section 6.4.0.2 | Yes, including: high school academic performance and college academic performance. | VCCS Student Development Services, Student Development, Placement, Section 6.4.0.2 | Yes, including: corequisite support (for math only). | VCCS Student Development Services, Student Development, Placement, Section 6.4.0.2.2 | Allowed. | VCCS Student Development Services, Student Development, Placement, Section 6.4.0.2.2 |
| Washington | Yes. | Student Achievement Council | State statute requires the Student Achievement Council to work with the state board for community and technical colleges, the workforce training and education coordinating board, and the four year institutions to encourage the use of multiples measures to determine course placement. | Wash. Rev. Code Ann. § 28B.77.020 (7) (a)(ii) | No policy identified. | No policy identified. | | The use of multiple measures is encouraged. Measures include: placement tests, SAT, and high school transcripts. | Wash. Rev. Code Ann. § 28B.77.020 (7) (a)(ii) | No policy identified. | | No policy identified. | |
| West Virginia | Yes. | West Virginia Higher Education Policy Commission and the Council for Community and Technical College Education | State statute directs the Higher Education Policy Commission and the Council for Community and Technical College Education to jointly approve and implement uniform placement standards, which became effective in 2019. | W. Va. Code Ann. § 18B-18-4 (a)(17); W. Va. Code Ann. § 18B-28-6 (c) (39); W. Va. Code R. 133-21 et. seq. and W. Va. Code R. 135-21 et. seq. | Yes. Approved assessments include: SAT, ACT, ACCUPLACER, and other assessments or end-of-course exams as approved by the Chancellor. | Math: ACT - 19 ACCUPLACER - 76 on elementary algebra or 40 on college math SAT - 510 English: ACT - 18 ACCUPLACER (Next Generation) - 250 on writing SAT - 480 Reading: ACT - 17 SAT - 23 ACCUPLACER (Next Generation) - 252 on reading comprehension | W. Va. Code R. 133-21 et. seq. and W. Va. Code R. 135-21 et. seq. | Yes, including: high school GPA. | W. Va. Code R. 133-21 et. seq. and W. Va. Code R. 135-21 et. seq. | Yes, including: corequisite support, other academic support programs such as extra class sessions, accelerated learning program, supplemental instruction, and tutoring. | W. Va. Code R. 133-21 et. seq. and W. Va. Code R. 135-21 et. seq. | Allowed. | W. Va. Code R. 133-21 et. seq. and W. Va. Code R. 135-21 et. seq. |

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| Wisconsin | Yes. | University of Wisconsin System Board of Regents | University of Wisconsin System Board of Regents policy requires students to be assessed for course placement. | Regent Policy Document 4-8 | Yes. For students who score below the system established college readiness levels, each institution has authority over assessments and criteria to determine course placement. Approved assessments include: ACT, SAT, and UW system placement test. | Cut scores vary across institutions. | Regent Policy Document 4-8 and University of Wisconsin System, Center for Placement Testing | Institutions have authority over performance criteria. | Regent Policy Document 4-8 | Yes, including: strategies to accelerate students' progress into college-level courses. | Regent Policy Document 4-8 | Allowed. | Regent Policy Document 4-8 |
| Wyoming | Yes. | University of Wyoming | University of Wyoming policy states that students who do not meet admission requirements may be admitted with support. | Admission of Students, UW Regulation 2-201 | Yes. Approved assessments include: ACT and SAT. | ACT composite - 21 SAT (new) composite - 1060 | Admission of Students, UW Regulation 2-201 | Yes. The admission index uses high school GPA alongside assessment score. | Admission of Students, UW Regulation 2-201 | Yes. Students admitted with support must participate in an academic transition program. | Admission of Students, UW Regulation 2-201 | No policy identified. | |