



Developmental Education Policies

Is there a state or systemwide developmental education assessment and placement policy?

Filters:

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Language to include: Depending on the unique higher education governance structure in each state, a state may have several policies included in this resource. System-level initiatives, programs and collaborations are excluded from this review. In a few states, ECS did not identify an assessment and placement policy, but did identify a relevant developmental education policy; those states are noted as “No assessment and placement policy identified.”

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
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
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

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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
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)
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
	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

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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
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
	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
Delaware	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

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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.	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.	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
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

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	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
Hawaii	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
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
Indiana	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.	
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
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)

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	Yes.	Kentucky Council on Postsecondary Education	The Kentucky Council on Postsecondary Education has issued guiding principles for developmental education and intervention programming.	Kentucky's Guiding Principles for Developmental Education and Postsecondary Intervention Programming
	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
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
Maine	No policy identified.			
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.	
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

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Michigan	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
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
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
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

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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
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
New Hampshire	No policy identified.			
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.	
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.	
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

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	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
	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.
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
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

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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
	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
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
Oregon	No policy identified.		HB 2681 (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.	

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	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.	
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)
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.		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.	
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

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	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
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
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
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.
Utah	No assessment and placement policy identified.		State statute requires all community colleges to provide developmental education.	Utah Code Ann. § 53B-16-202
Vermont	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

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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)
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-1B-4 (a)(17), W. Va. Code Ann. § 18B-2B-6 (c)(39), W. Va. Code R. 133-21 et. seq., and W. Va. Code R. 135-21 et. seq.
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
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