



Developmental Education Policies

Are multiple measures allowed to determine placement? If so, which measures are used or allowed?

Filters:

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"No policy identified" does not indicate that multiple measures are prohibited. In this resource, the following categories are used:

- Other standardized and normed exams, or locally developed exams.
- High school academic performance (e.g., GPA, transcript, coursework).
- College academic performance (e.g., PLA credit, GPA, transcript, coursework).
- Noncognitive factors (e.g., motivation, attitude, emotions).
- Work experience.

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

STATE	Entity	Are multiple measures allowed to determine placement? If so, which measures are used or allowed?	Source
Alabama	Alabama Community College System Board of Trustees	No policy identified.	
Alaska	Board of Regents of the University of Alaska System	No policy identified.	

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Arizona	Arizona Board of Regents	Yes, including: transcript evaluation, placement testing, or other methods.	Board Policy 2-121: Undergraduate Admission
Arkansas	Arkansas Higher Education Coordinating Board	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)
California	California State University Board of Trustees	Yes, including: high school and collegiate academic performance, standardized and normed exams, and early assessment scores.	Executive Order 1110
	Board of Governors of the California Community Colleges	Yes, including: standardized and normed exams, interviews, high school and collegiate academic performance, non-cognitive factors, and certificates/licenses.	Cal. Educ. Code § 78213
Colorado	Colorado Commission on Higher Education	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
Connecticut	Connecticut State University System	Yes, including: commonly accepted measures.	Conn. Gen. Stat. Ann. § 10a-157a
	Board of Regents of the Connecticut State Colleges and University System	Yes, including: commonly accepted measures.	Board Policy 1.9 Community College Suspension of Placement Policy
Delaware		No policy identified.	
District of Columbia		No policy identified.	

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Florida	State Board of Education and Board of Governors	Yes, including: high school academic performance, college academic performance, work experience, and non-cognitive factors.	Fla. Stat. Ann. § 1008.30
	Florida State University System Board of Governors	No.	Board Regulations Chapter 6.008 Postsecondary College-Level Preparatory Testing, Placement, and Instruction for State Universities
	Florida State Board of Education	No.	State Board of Education Rule 6A-10.0315
Georgia	University System of Georgia Board of Regents	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
	State Board of the Technical College System of Georgia	Yes, including: high school academic performance and college academic performance.	State Board Policy: 6.2.1p
Hawaii		No policy identified.	
Idaho	Idaho State Board of Education	No policy identified.	Governing Policies and Procedures III
Illinois	Illinois Board of Higher Education	Yes, including: high school academic performance, college academic performance, other standardized, and normed exams.	110 Ill. Comp. Stat. Ann. 175/100-15

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Indiana		No policy identified.	
Iowa		No policy identified.	
Kansas	Kansas Board of Regents	Yes, including: high school academic performance, locally developed tests, and noncognitive factors.	2018 Placement Assessment Guidelines
Kentucky	Kentucky Administrative Regulations	No policy identified.	
	Kentucky Council on Postsecondary Education	Yes, including: high school academic performance and college academic performance.	Kentucky's Guiding Principles for Developmental Education and Postsecondary Intervention Programming
	Kentucky Community and Technical College System	No.	KCTCS Assessment and Placement Policy 4.13
Louisiana	Louisiana Board of Regents	Yes. Placement scores should be used in conjunction with other factors.	Board of Regents Academic Affairs Policy 2.18
Maine		No policy identified.	
Maryland		No policy identified.	
Massachusetts	Massachusetts Department of Higher Education, Board of Higher Education	Yes, including high school GPA, SAT, and Accuplacer.	Board Policy No. AAC 19-08 and 19-23
Michigan		No policy identified.	

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Minnesota	Board of Trustees of the Minnesota State Colleges and Universities	Yes, including high school GPA, SAT, and Accuplacer.	System Procedure 3.3.1 Assessment for Course Placement
Mississippi	Mississippi Institutions of Higher Learning Board of Trustees	Yes, including: high school academic performance, other standardized and normed exams, and noncognitive factors.	IHL Board Policy 602.C
Missouri	Missouri Department of Higher Education and Coordinating Board	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).
Montana	Board of Regents of Higher Education	No policy identified.	
Nebraska	Coordinating Commission for Postsecondary Education	No policy identified.	
Nevada	Nevada System of Higher Education Board of Regents	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
New Hampshire		No policy identified.	
New Jersey		No policy identified.	
New Mexico		No policy identified.	
New York	New York Community Colleges	Yes.	N.Y. Educ. Law § 6303-A(3)(a)
	State University of New York Trustees	No policy identified.	

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	University Provost of CUNY	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.
North Carolina	State Board of Community Colleges	Yes. The placement index uses high school GPA alongside an assessment score.	NCCCS Policy, Multiple Measures for Placement, August 2016
North Dakota	North Dakota University System	No.	NDUS Procedures 402.1.2 Student Placement into College Courses
Ohio	Ohio State Statutes	No policy identified.	
	Ohio Presidents of State Higher Education Institutions	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
Oklahoma	Oklahoma State Regents for Higher Education	Yes, including: high school academic performance, college academic performance, and noncognitive factors.	State Regents Policy, Chapter 3: Academic Affairs 3.20.4 (E)
Oregon		No policy identified.	
		No policy identified.	
Pennsylvania		No policy identified.	
Rhode Island		No policy identified.	

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		No policy identified.	
South Carolina	South Carolina Commission on Higher Education	Yes, including: noncognitive factors.	Commission Policies on Developmental Education in South Carolina
	South Carolina Technical College System	Each college should determine minimum placement criteria.	State Board Procedure 3-2-101.1
South Dakota	South Dakota Board of Regents	Yes. The placement index uses high school GPA alongside assessment score.	BOR Guideline 7.6: English and Mathematics Placement Guidelines
Tennessee	Tennessee Board of Regents	No.	Board Policies, Learning Support: 2.03.00.02, Exhibit 2
Texas	Texas Higher Education Coordinating Board	Yes, including: high school academic performance, work experience, and noncognitive factors.	19 Tex. Admin. Code § 4.51 et. seq.
Utah		No policy identified.	
Vermont		No policy identified.	
Virginia	Virginia Community College State Board	Yes, including: high school academic performance and college academic performance.	VCCS Student Development Services, Student Development, Placement, Section 6.4.0.2
Washington	Student Achievement Council	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)

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West Virginia	West Virginia Higher Education Policy Commission and the Council for Community and Technical College Education	Yes, including: high school GPA.	W. Va. Code R. 133-21 et. seq., and W. Va. Code R. 135-21 et. seq.
Wisconsin	University of Wisconsin System Board of Regents	Institutions have authority over performance criteria.	Regent Policy Document 4-8
Wyoming	University of Wyoming	Yes. The admission index uses high school GPA alongside assessment score.	Admission of Students, UW Regulation 2-201