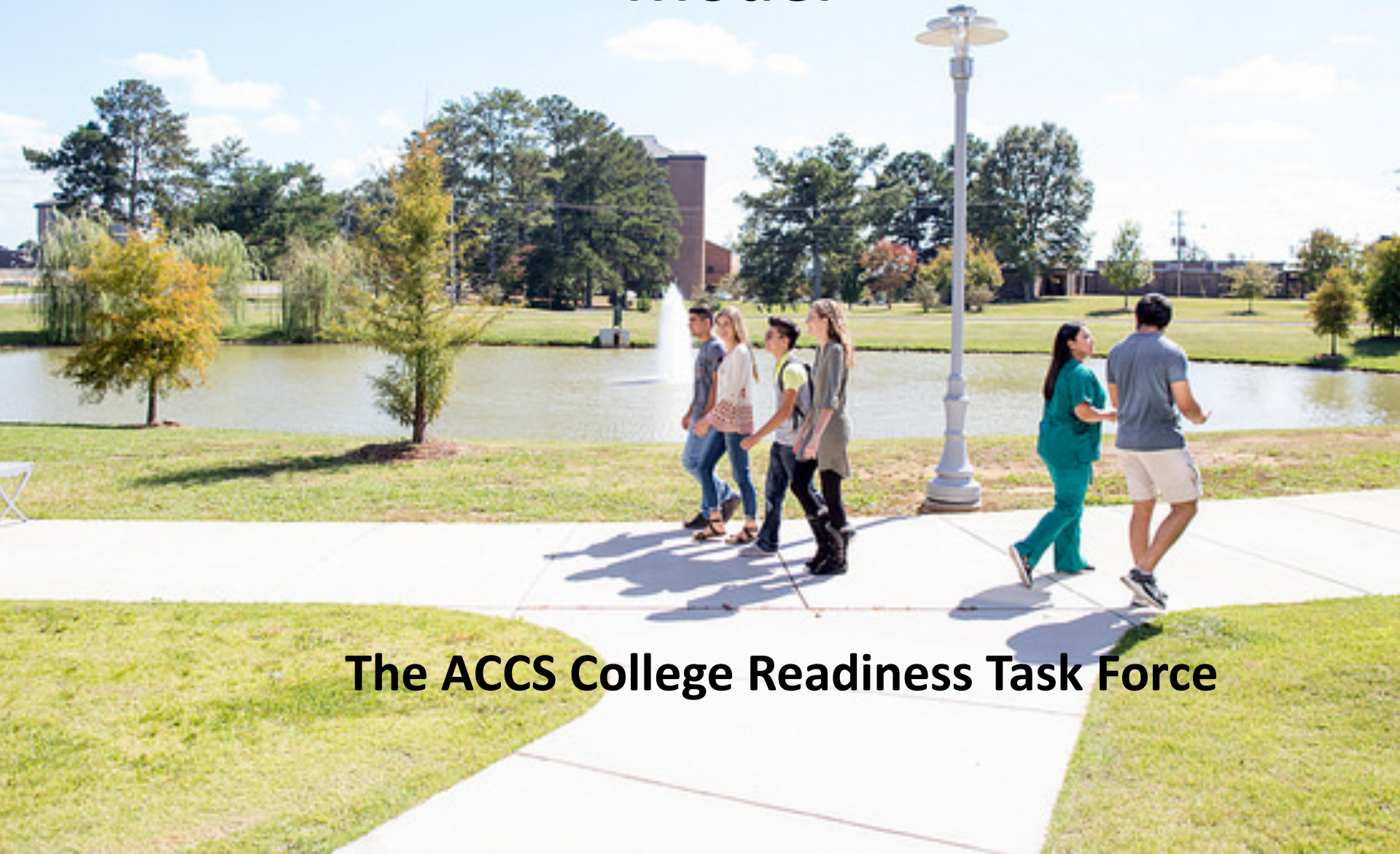


Alabama's Co-Requisite Developmental Model



The ACCS College Readiness Task Force

ALABAMA COMMUNITY COLLEGE SYSTEM

Strategic Plan 2016 – 2018



ACCS Readiness Task Force



AMERICAN DREAMS ARE POWERED BY COLLEGE COMPLETION

At CCA, we're leveraging our Alliance and implementing strategies around the country to close achievement gaps, boost graduation rates and ensure every student has the opportunity to achieve their dreams.

OUR STRATEGIES

15 TO FINISH

Boost the number of students who are on track for on-time graduation by encouraging enrollment in 15 credits each semester (30 credits per year, including summers). Financial aid dollars, as well as institutional process and practice, should support that standard.

WHY? What the data shows



A photograph of two students, a man and a woman, sitting on a white ledge in front of a window. The man is on the left, wearing a dark jacket, and the woman is on the right, wearing a light-colored top. An open book lies on the ledge between them. The scene is brightly lit, suggesting a sunny day.

Redesigning America's Community Colleges

Thomas R. Bailey

Shanna Smith Jaggars

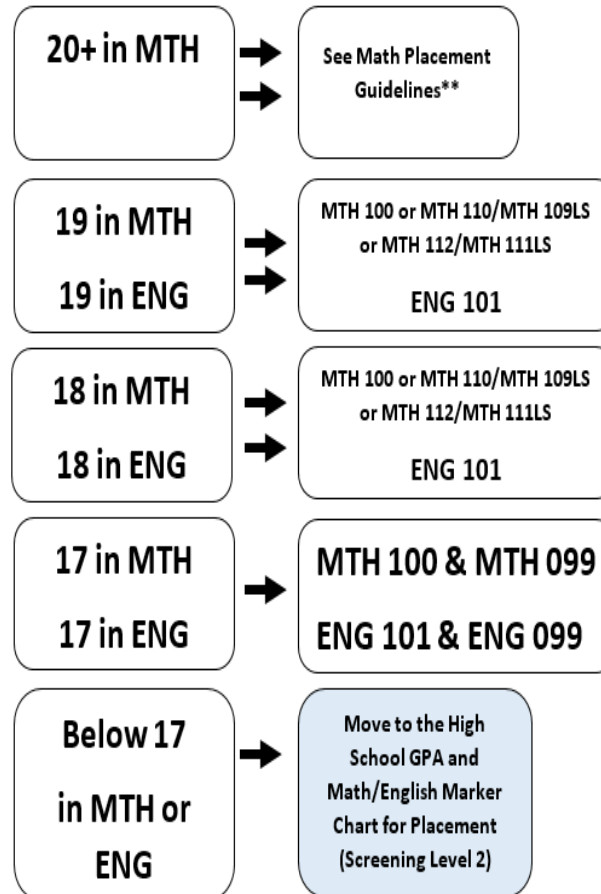
Davis Jenkins

A CLEARER PATH TO STUDENT SUCCESS

Screening Level 1:

ACT Placement Chart

Always use ACT scores to **FIRST** screen for placement for Developmental Students.
Never skip this Level. If an ACT score is not available or is over 5 years old, move to the Level 2 chart (High School GPAs and Grade Markers)



NOTE: Composite ACT scores **MAY NOT** be used for placement in math and English courses. Scores cannot be older than 5 years.

Math Placement Guidelines

(Used only in conjunction with ACT math subscore of 20 or higher)

4 th Year High School Math Course	Course Placement
Algebra I	MTH 100 Intermediate College Algebra or MTH 246 Mathematics of Finance
Algebra II	MTH 110 Finite Math or MTH 112 Pre-Calculus Algebra or MTH 113 Pre-Calculus Trigonometry or MTH 115 Pre-Calculus Algebra & Trig or MTH 231 Math for Elem Ed Teacher I or MTH 232 Math for Elem Ed Teacher ii or MTH 265 Elementary Statistics
Pre- Calculus	MTH 113 Pre-Calculus Trigonometry or MTH 115 Pre-Calculus Algebra & Trig or MTH 120 Calculus and Its Applications or MTH 125 Calculus I
Calculus	MTH 120 Calculus and Its Applications or MTH 125 Calculus I

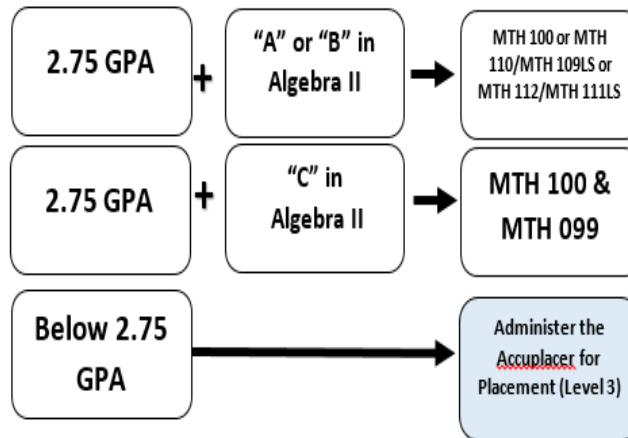
Screening Level 2:

High School GPA & Grade Markers

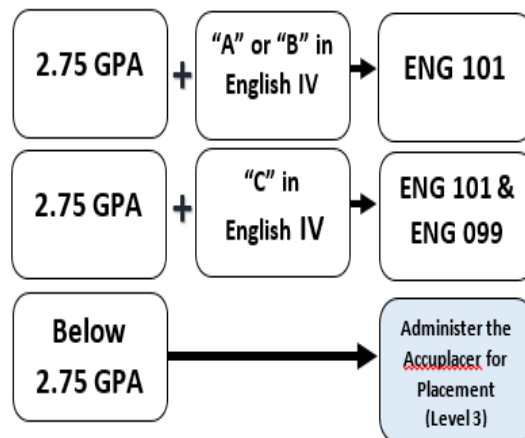
Always use Level 2 placement if an ACT score is not available or is over 5 years old.
If a student has under a 2.75 GPA, skip this step and move to Level 3 Placement (Accuplacer)
to place the student. Never skip this step. All GPA's have to be reviewed.

NOTE: GPA and grades earned cannot be older than 5 years.

Mathematics Placement Chart (only use if ACT is less than 17)



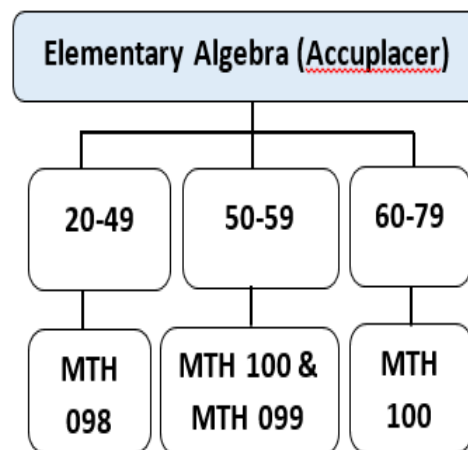
English Placement Chart (only use if ACT is less than 17)



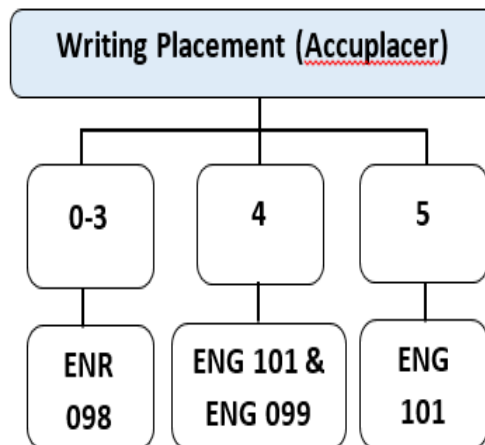
Screening Level 3:

Accuplacer Placement

Never use the Level 3 Placement unless a student did not clear Level 1 (ACT) and Level 2 (High School GPA with ENG/MTH Markers) screening. Only students with LESS than a 17 on the ACT and less than a 2.75 GPA should be tested via Accuplacer (and placed by those means).



Note: MTH 116 has no applicable pre-requisite or placement score relevance.



English Co-Requisite Model



Math Co-Requisite Model



Professional Development



Implementation



Next Steps: 2019-20



A young woman with long, dark, wavy hair is smiling broadly at the camera. She is wearing a bright blue sweatshirt with a white circular logo on the chest that reads "ROTARACT" around a globe and a large "R". She is sitting at a dark table with her hands clasped. To her right, the arm and hand of another person wearing a green shirt are visible. The background is blurred, showing an indoor setting with white structural elements. The text "PELL Grants" is overlaid in the bottom left corner.

PELL Grants