

UAR Number: 128.05

Title: College Readiness

Originator: Provost and Vice President for Academic Affairs

Initial Adoption: 11/27/2001

Revision Dates: 11/11/2008, 3/01/2010, 4/27/2011, 11/26/2018

Purpose: To outline requirements for students who have ACT sub scores below 18 for English, 19 for Mathematics, and 20 for Reading.

Procedural References: Kentucky Administrative Regulation 13 KAR 2.020

Scope (Who is Covered by this UAR?): Undergraduate Students

Description: Students are required to take the appropriate core general education courses that will prepare them for success at the University. In order to determine placement in the appropriate courses, scores on statewide College Readiness Indicators (as directed by the Kentucky Council on Postsecondary Education), that were taken not more than four years prior, will be used. These Indicators can be found at [http:// http://cpe.ky.gov/policies/collegereadiness.html](http://cpe.ky.gov/policies/collegereadiness.html).

1. Students demonstrating academic readiness via their scores on the ACT (or equivalent) shall be placed in credit-bearing courses in their respective curriculum pathway and shall not be required to enroll in a non-credit bearing developmental course.
2. A student who does not demonstrate academic readiness via scores on the ACT (or equivalent) shall be administered an academic readiness placement exam only in the area in which the student does not meet the benchmark. Based on scores on the placement exam, the student then will be placed in a corequisite (or “enhanced”) course in the appropriate curriculum pathway in any areas for which the student still has not met the academic readiness standards. Corequisite (or “enhanced”) courses are those which pair just-in-time supplemental instruction in a content area with traditional course content (e.g., supplemental instruction in writing paired with an introductory writing course, supplemental instruction in mathematics paired with an introductory mathematics course, etc.) Students shall not be required to enroll in or complete a non-credit-bearing developmental course in any academic readiness area.
 - a. Mathematics placement

Students in a curriculum pathway requiring MATH 123, MATH 131, or MATH 135 should have an ACT subscore in mathematics of 19 or higher (or equivalent as outlined in the College Readiness Indicators document); however students with a mathematics subscore of 18 or below (or equivalent) will be required to satisfactorily complete a corequisite or “enhanced” version of the mathematics general education courses associated with their curriculum pathway (i.e., MATH 123E – Introduction to Statistics; MATH 131E – General Mathematics Problem Solving; or MATH 135E – Mathematics for Technical Students).

Students in a curricular pathway requiring MATH 152 should have an ACT subscore in mathematics of 22 or higher (or equivalent as outlined in the College Readiness Indicators document); however students with a mathematics subscore of 21 or below (or equivalent) will be required to satisfactorily complete MATH 152E – College Algebra.

Students in curricular pathways requiring MATH 174 and MATH 175 must meet prerequisite requirements for enrollment.

b. Writing I placement

Students entering ENG 100 should have an ACT subscore in English of 18 or higher (or equivalent as outlined in the College Readiness Indicators document); however students with a subscore in English of 17 or below (or equivalent) will be required to satisfactorily complete ENG 100E.

c. Reading placement

Students with an ACT subscore in Reading of 19 or below (or equivalent as outlined in the College Readiness Indicators document) will be required to satisfactorily complete a corequisite or “enhanced” version of the First Year Seminar course that provides supplemental instruction in reading (i.e., FYS 101E). Students with a subscore in Reading of 20 or higher (or equivalent) enroll in FYS 101.

In addition, students entering the University with a high school grade point average of between 2.0 to 2.49 must enter into a learning contract prior to enrolling for courses. A “learning contract” is a student success document signed by the student and designated institutional representative that outlines: 1) advising, mentoring, tutoring, and supplemental services expectations; 2) learning goals and expectations; 3) expectations for participation in financial literacy training; 4) the process by which student progress will be monitored; and 5) the length of the contract.