



## NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

*Thomas A. Stith III*

*President*

### NUMBERED MEMO CC21-030

**TO:** Community College Presidents

**CC:** Chief Academic Officers, Chief Student Development Administrators, Career and College Readiness Directors

**FROM:** Dr. Kimberly Gold  
Senior Vice President/Chief Academic Officer

**SUBJECT:** Developmental and Supplemental Education Placement

**DATE:** June 18, 2021

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The purpose of this memorandum is to provide guidance for colleges regarding Developmental and Supplemental Education. Recognizing that the RISE model as well as other past Developmental Education models have demonstrated promising results but also highlighted areas where improvement may be needed, as of summer 2021, the official pilot phase for Reinforced Instruction for Student Excellence (RISE) will be considered complete. Although the pilot phase has ended, it is anticipated that many colleges will continue with the co-requisite model.

Based on the lessons learned from the RISE pilots, colleges will be provided flexibility to deliver transition, developmental, and co-requisite courses starting in summer 2021. Recognizing that colleges provide instruction to meet the needs of their local community, this memo provides both requirements that must be adhered to by all colleges and flexible options to assist colleges as they adopt local policies regarding the delivery of developmental education.

#### **Requirements**

- Courses delivered must be part of the Combined Course Library.  
**Note:** To accommodate flexibility, manual adjustments in Colleague may be needed to implement local practices. DMA and DRE courses appear in the Combined Course Library as obsolete. However, the teach out option (TO status in local Colleague) will allow colleges to access those courses.
- Colleges are required to enter the high school Unweighted GPAs of **all** incoming students. The Unweighted GPA should be captured in the “**XRISE screen**” of Colleague as this information will be necessary in assessing which practices are most effective in facilitating successful completion of math and English requirements. This information will be important as we move forward as a System to define longer-term policy related to NCCCS developmental/supplemental education.

**Note:** GPA should not be recorded for CCP students with GPA < 2.8. A GPA >2.2 should be recorded for other Innovative High Schools students.

- Colleges shall collect and record the student PowerSchool/UID number as listed on the High School transcript from each student who graduates from a NC Public High School. This information will be used to access students CCRG Tier Test scores. The student PowerSchool/UID number should be recorded on the **XNCA** form in Colleague in the **High School ID** field.
- Colleges shall publish local guidelines that describe the placement of students. At a minimum, the local guidelines should describe how students will be placed based on the following Unweighted GPA thresholds: 1.99 and below, 2.0-2.199, 2.2-2.39, 2.4-2.59, 2.6-2.799, 2.8+. Guidelines must be published at the stated GPA ranges to ensure transparency for students as well as to provide information so that other colleges can determine the placement of students transferring between institutions.
- Colleges should place students entering college with at least an Unweighted GPA of 2.8 in college-level courses.
- High School students who score a 4 or 5 on the Math 3 EOC are exempt from CCRG and therefore may be placed in college level math.
- Students entering college with either an Unweighted GPA below 2.2 OR who do not have other placement criteria to indicate college readiness should be placed in a transition or developmental course. Students in this GPA range may be offered a placement test to determine eligibility to enter college-level coursework or to identify specific areas of remediation needs.
- As colleges determine practices for supporting students in their academic pathways, attention should be paid to Career and College Ready Graduates (CCRG). Students who have mastered the required CCRG assessments while in high school should be considered college ready when entering college. (See placement guidelines included.)
- Per State Board Code, CCP and CIHS students are prohibited from taking DMA and DRE courses and BSP 4002 and BSP 4003 Courses. However, CCP and CIHS students may take supplemental courses as well as MAT 003 and ENG 002. (Reference SBCC 1D 400.11)

#### **Flexible Options Determined by Local Policy**

- Students with an Unweighted GPA between 2.2 and 2.79 may register for any gateway math or English with a corresponding corequisite or colleges may choose to support student readiness using other support methods including but not limited to developmental courses.
- Colleges may use MAT-003, ENG-002, BSP-4002, BSP-4003, co-requisite courses, or Developmental Education (DMA/DRE) courses for remediation.
- Students may be offered an option to take a placement test.

- High School graduates who have not successfully completed Math 2 should not be placed via their high school GPA. The student should register for the math and English Transition or Developmental Education courses. These students should not be instructed to take a placement test unless required to meet program-specific admission or credentialing standards (e.g., allied health and public safety programs).

Please let me know if you have questions about Developmental/Supplemental Education, and do not hesitate to contact me.

C: President Thomas Stith  
 Mr. Jon Harris  
 Mr. Bryan Jenkins  
 Dr. J.W. Kelley  
 Mr. Nathan Humphrey  
 Ms. Gilda Rubio-Festa  
 Dr. Lisa Eads  
 Ms. Susan Barbita

<p><b>Career and College Ready Graduates (CCRG)</b></p>	<p><b>Placement</b>                  Career and College Ready Graduates (CCRG) placement criteria should be considered when establishing local policy. Students who demonstrate college readiness through completion of CCRG English or Math using the guidelines provided in this document should be considered college ready.</p>
<p>The CCRG Tier Test scores will follow the same general guidelines as MAT 003 and ENG 002. In CCRG Math, a student will need to score 80+ to receive credit for each consecutive Tier. In CCRG English, students will need to score 80+ on Tier 1 (Units 1-6) and Tier 2 (Units 7-10) to receive appropriate credit.</p>	<p><u>CCRG Enhanced English IV</u></p> <ul style="list-style-type: none"> <li>• <b>Score of 80+ on Tier 1 Test</b> – Student can take ENG 111 <i>with</i> the corequisite.</li> <li>• <b>Score of 80+ on both Tier 1 Test and Tier 2 Test</b> – Student can take ENG 111 <i>without</i> a corequisite.</li> </ul> <p><u>CCRG Math</u></p> <ul style="list-style-type: none"> <li>• <b>Score of 80+ on Tier 1 Test</b> – Student can take MAT 110 <i>without</i> a corequisite. Student can take MAT 143* OR MAT 152* <i>with</i> the corequisite.</li> <li>• <b>Score of 80+ on both Tier 1 Test and Tier 2 Test</b> – Student can take MAT 110, MAT 143* or MAT 152* <i>without</i> the corequisite. Student can take MAT 121 OR 171 <i>with</i> the corequisite.</li> <li>• <b>Score of 80+ on all three Tier 1, 2, and 3 Tests</b> – Student can take MAT 110, MAT 143*, MAT 152*, MAT 121 or MAT 171 <i>without</i> a corequisite.</li> </ul> <p>*MAT 143 and MAT 152 require ENG Tier 1 Test Score of 80+</p>

College and Career Ready (CCR)	Placement
BSP 4002 Transition English	<ul style="list-style-type: none"> <li>• <b>Score of 80+ in each Tier 1 Unit (1-6)</b>– Student can take ENG 111 <i>with</i> the corequisite.</li> <li>• <b>Score of 80+ in each Tier 2 Unit (7-10)</b>– Student can take ENG 111 <i>without</i> a corequisite.</li> </ul> <p>Transition Math (BSP 4003) and Transition English (BSP 4002) courses appear in the Combined Course Library. BSP 4003 and BSP 4002 are acceptable pre-requisites for curriculum level courses.</p>
BSP 4003 Transition Math	<ul style="list-style-type: none"> <li>• <b>Score of 80+ on Tier 1 Test</b> – Student can take MAT 110 <i>without</i> a corequisite. Student can take MAT 143* OR MAT 152* <i>with</i> the corequisite.</li> <li>• <b>Score of 80+ on both Tier 1 Test and Tier 2 Test</b> – Student can take MAT 110, MAT 143* or MAT 152* <i>without</i> the corequisite. Student can take MAT 121 OR 171 <i>with</i> the corequisite.</li> <li>• <b>Score of 80+ on all three Tier 1, 2, and 3 Tests</b> – Student can take MAT 110, MAT 143*, MAT 152*, MAT 121 or MAT 171 <i>without</i> a co-requisite.</li> </ul> <p>* MAT 143 and MAT 152 require ENG Tier 1 test score of 80+Transition Math (BSP 4003) and Transition English (BSP 4002) courses appear in the Combined Course Library. BSP 4003 and BSP 4002 are acceptable pre-requisites for curriculum level courses.</p>
GED mastery score of 170 or higher on every section of the GED exam	Student is college ready for any gateway math (MAT 110, MAT 143, MAT 152, MAT 121 or MAT 171), gateway English.
HiSet mastery score of 15 or higher on each section of the exam AND a 4 or higher on the essay portion	Student is college ready for any gateway math, gateway English.
GED or HiSET below mastery level	Student may take the RISE Placement Test or register for the Transition Math (BSP 4003/ MAT 003) and Transition English (BSP 4002/ ENG 002) courses or other developmental Courses (DMA/DRE).
Adult High School (AHS)	Should be placed using guidelines for unweighted GPA in the same manner as other high school GPA scores. (Due to recent grading requirement, GPA calculated as of July 1, 2021, should be used for placement)

Other Criteria	Placement
Students who graduated from a foreign high school	Student may take the RISE Placement Test or register for the Transition Math (BSP 4003/ MAT 003) and Transition English (BSP 4002/ ENG 002) courses or other developmental courses (DMA/DRE).
Any associate degree, Bachelor's degree or higher	Student may be placed in a gateway math and/or gateway English without a co-requisite.

**NOTES:**

1. Colleges may use AP, IB, Cambridge, etc. as valid additional placement measures.
2. For students who apply for admission before they graduate from high school, colleges may consider a student's unweighted cumulative GPA at the end of 1<sup>st</sup> semester of their junior year or ACT/SAT test scores in determining placement.