

EFFECTIVE FALL 2016

4.13 Kentucky Community and Technical College System Student Assessment and Placement Policy

Students enrolling in a college credit course for the purpose of earning credit applicable toward an educational credential who meet college readiness benchmarks as identified by the Council on Postsecondary Education’s College Readiness indicators may enroll in college-level coursework. In addition to the college readiness benchmarks included in the tables found in sections 4.13.1.1 and 4.13.2.3, the Council on Postsecondary Education recognizes a GED score of 165 or higher, a PARCC Level 4 or a Smarter Balanced Level 4 as indicators of college readiness with no developmental, co-requisite or supplemental coursework required in reading, writing, and quantitative reasoning (below college algebra). Students who do not demonstrate college or career readiness for their academic plan must remedy the identified skill deficiencies by enrollment in transitional education courses, entry-level courses with approved supplementary academic support, co-requisite courses, or approved college readiness intervention(s) within the first two terms of enrollment per Council on Postsecondary Education regulation 13 KAR 2:020. Enrollment shall continue consecutively until the designated academic skill levels are attained.

Students with 12 or more credit hours at the 100 level or above in general education courses with a 2.0 GPA are exempt from reading placement requirements and are considered college ready in reading. However, all students must meet individual course pre-requisites such as those for entry-level English and mathematics courses.

This assessment and placement policy specifically applies to all credential-seeking students, students who transition from non-credential seeking to credential seeking, and students who are undecided about their choice of program as of Fall 2016, except students in programs identified in Attachment 1.

4.13.1 General Provisions

Minimum placement scores in reading, English, and mathematics are included in each placement chart to indicate the level of academic skills required for placement in KCTCS courses and programs. Approved methods of assessment and placement are:

- Cumulative unweighted high school GPA at the end of first semester senior year
- ACT
- SAT
- ASSET (not be administered after November 30, 2016)
- COMPASS (not be administered after November 30, 2016)
- KYOTE
- TABE - A
- Wonderlic
- EdReady

Official scores on COMPASS and KYOTE placement tests given by the Kentucky Department of Education will be accepted by KCTCS for placement purposes consistent with the KCTCS-KDE COMPASS Data Exchange Memorandum of Agreement (2010).

Students scoring below the college readiness standards *may* be eligible for high quality basic skills instruction through Kentucky Adult Education. Students with college readiness scores below the benchmark can take the Test of Adult Basic Education (TABE) at the local KYAE Center to determine eligibility.

Students with disabilities may request accommodation consistent with the provisions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

4.13.1.1 Associate Degree-Seeking Students

Opportunities exist for students to build their foundational skills necessary to demonstrate college readiness, including but not limited to co-requisite instruction, transitional coursework, intensive short-term bridge programs and other approved interventions. Refer to Attachment 3 for a list of approved interventions.

MATHEMATICS COURSE PLACEMENT

ACT	SAT	COMPASS ³ Algebra Domain	ASSET ³	KYOTE	TABE A	Wonderlic	KCTCS Courses
27 or higher	610 or higher	83-99	NA	NA	NA	NA	MAT 170, MAT 175 or any course listed below
22 or higher	510 or higher	50-99	El. Alg. 46-55 Int. Alg. 43-55	CA 14 or higher	NA	Quantitative 330 or higher	MAT 150 or any course listed below
19-21	460 or higher	36-49	El. Alg. 41-45 Int. Alg. 39-42	CA 7-13 or MP 22 or higher	NA	Quantitative 288 or higher	MAT 150 with supplemental instruction ¹ ; MAT 146, MAT 105, MAT 110, MAT 116, MAT 126 or any course listed below
18		31-35	El. Alg. 39-40 Int. Alg. 36-38	MP 18-21	NA	Quantitative 275 or higher	Intermediate Algebra or MAT 126 with supplemental instruction ² or any course listed below

¹MAT 100 or other co-requisite support are options for supplementary academic support for MAT 150.

²Enrollment permitted only with concurrent supplementary instruction. *College designated supplemental instruction must offer supplementary academic support, such as extra class sessions, additional labs, tutoring, and increased monitoring of students, beyond that usually associated with an entry-level course.*

³COMPASS and ASSET will not be administered after November 30, 2016.

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ACT	SAT	COMPASS Algebra Domain ³	ASSET ³	KYOTE	TABE A	Wonderlic	KCTCS Courses
17		25-30	El. Alg. 34-38 Int. Alg. 33-35	MP 15-21	NA	Quantitative 265 or higher	MAT 105, MAT 110, or MAT 116 with supplemental instruction ² or any course listed below
16		16-30	El. Alg. 27-38 Int. Alg. 26-35	MAT 055= MP 6-11 MAT 065= MP 12-17	NA	Quantitative 250 or higher	MAT 062, MAT 065, MAT 075 or any course listed below
		COMPASS Pre-algebra Domain³					
		42-99	N. Skills 38-55	MP 12-17	10.2 -12.9	Quantitative 250 or higher	MAT 062, MAT 065, MAT 075 or any course listed below
		24-41	N. Skills 25-37	MP 6-11	6.4-.10.1	Quantitative 200 or higher	MAT 055
		Less than 24	N. Skills 23-24	MP 0-5	Less than 6.4	Quantitative less than 200	ARI 030 or Refer to Adult Basic Education

²Enrollment permitted only with concurrent supplementary instruction. *College designated supplemental instruction must offer supplementary academic support, such as extra class sessions, additional labs, tutoring, and increased monitoring of students, beyond that usually associated with an entry-level course.*

³COMPASS and ASSET will not be administered after November 30, 2016.

READING COURSE PLACEMENT

ACT	SAT	COMPASS³	ASSET³	KYOTE	TABE A	Wonderlic	KCTCS Courses
ACT 20 or higher	470 Critical Reading	85-100	44-55	20 or higher	12.2-12.9	Verbal 325 or higher	No reading required
19		83-84	43		11.4-12.1	NA	Entry-level courses with concurrent enrollment in RDG 185, or supplemental instruction ^{1, 2}
15 or higher		70-82	38- 42		9.0-11.3	NA	RDG 030 ² or DRE 030 ²
12 or higher		49-69	32-37		5.5-8.9	NA	RDG 020
		48 and below	No score available		5.4 and below	Verbal 179 or less	Refer to Adult Basic Education for Reading

¹Supplemental instruction, such as extra class sessions, additional labs, tutoring, RDG 100, and increased monitoring of students beyond that usually associated with an entry-level course, to be developed and provided at the college.

²After the completion of this option students can move to entry level courses without additional supplemental instruction. NOTE: Students with 12 or more credit hours at the 100 level or above in general education courses with a 2.0 GPA have met college readiness benchmarks in reading are exempt from reading placement requirements.

³COMPASS and ASSET will not be administered after November 30, 2016.

ENGLISH COURSE PLACEMENT

ACT	SAT	COMPASS	ASSET	KYOTE	TABE A	Wonderlic	KCTCS Courses
18 or above	Writing 430 or Critical Reading 450	74 -100	43-55	6 or higher	12.8-12.9	Verbal 310 or higher	ENG 101
14 or higher		39-73	38-42		9.6-12.7	NA	ENC 091
12 or higher		26-38	33-37		8.1-9.5	NA	ENC 090 or ARI 010
		25 and below			8.0 and below	204 and below	Refer to Adult Basic Education for English

Note: ENG 100 or other co-requisite support are options for supplementary academic support for ENG 101.

4.13.1.2 Certificate and Diploma-Seeking Students

KCTCS has determined cut-off scores for placing students in certificate and diploma programs. Certificate and diploma programs with their cut-off scores are presented in Attachment 2 (COMPASS). Colleges may exempt students enrolled in selected certificate and diploma programs from assessment and placement in mathematics, English, and reading by using the waiver process described below.

4.13.2 Special Provisions

4.13.2.1 Students with Borderline Scores

KCTCS colleges, at their discretion, may place credential-seeking students who score below the system-wide standard into an entry-level college course, if the course offers supplementary academic support, such as extra class sessions, additional labs, tutoring, and increased monitoring of students, beyond that which is usually associated with an entry-level course. Students whose placement score is within one placement domain of the minimum admission level for the desired course or program may enroll in the course or program with evidence of the completed supplemental academic support. The completion of this supplemental academic support must be documented. Co-requisite course placement, where a student is placed in a supplementary course along with the credit-bearing course, is an evidence-based approach that is appropriate for students with borderline test scores.

4.13.2.2 Waivers

A college may establish procedures to exempt students from placement determinations based on assessment results. The procedure must include the conditions under which a waiver will be granted. The college must identify the students who are granted a waiver and the reason for the waiver. The college's waiver policy must be on file in the college and system Academic Affairs Office.

KCTCS ADMINISTRATIVE POLICIES AND PROCEDURES

4.13.2.3 Co-requisite Model ***

Some KCTCS colleges provide co-requisite model instruction options in addition to or in place of transitional coursework. In the co-requisite model of instruction, students are placed into a credit-bearing course while developmental needs are met through additional instruction concurrent to the course. The following tables allow for placement of students into credit-bearing courses and designated co-requisite support for those colleges offering such options. . KCTCS colleges may develop similar placement models for co-requisite instruction the purpose of research. College models should be documented with the Vice Chancellor of Academics Office and data of student success shared within the colleges. Research findings will be used to determine future policy for assessment and placement for the system.

**COURSE PLACEMENT FOR CO-REQUISITE COURSES
Quantitative Reasoning Placement Table**

ACT	SAT	KYOTE	TABE A	H. S. GPA*	Wonderlic Quantitative	EdReady**	KCTCS Courses
27 or higher	610 or higher	NA	NA	NA	NA	NA	MAT 170, MAT 175 or any course listed below
22 or higher	510 or higher	CA 14 or higher	NA	3.0 or higher	330 or higher	TBA	MAT 150 or any course listed below
19 or higher	NA	CA 7-13 or MP 22 or higher	NA	NA	275 or higher	TBA	MAT 150 w/co-requisite, or MAT 105, MAT 110, MAT 116, MAT 126, MAT 146 or any courses listed below
15 or higher	NA	MP 18-21	NA	NA	230 – 314	TBA	MAT 146 w/co-requisite or MAT 126 w/co-requisite or any courses listed below
12 or higher	NA	MP 12 – 17	6.4 or higher	NA	199 – 229	TBA	MAT 105 w/co-requisite, MAT 110 w/co-requisite, or MAT 116 with co-requisite
11 or less	NA	MP 11 or less	6.3 or less	NA	198 or less	TBA	Transitional Course or Alternate Format: ABE, Boot camp, etc.

*Unweighted High School GPA at the end of the fall semester of the senior year; scores will be adjusted as data become available.

**Under development--EdReady scores will be adjusted as data become available.

*** The corequisite policy outlined here is for pilot purposes at the colleges who elect to utilize the scales. Data will be collected from those colleges to evaluate the effectiveness of the placements.

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Reading and Writing Placement Table

ACT	SAT	KYOTE	TABE A	H. S. GPA¹	Wonderlic	EdReady²	KCTCS Courses
Reading 20 or Higher and English 18 or higher <i>No remediation necessary</i>	Writing 430 or above or Critical Reading 450 or higher	Reading 20 or higher and English 6 or higher	Reading 12.2 or higher and Writing 12.8 or higher	3.0 or higher	325 or higher	TBA	ENG 101 and no reading required
Reading 20 or higher and English 12-17 <i>Remediation in writing only</i>	NA	Reading 20 or higher and English 3-5	Reading 12.2 or higher and Writing 8.1 – 12.7	NA	NA	TBA	ENG 101 with up to 2 hours of Writing Co-Requisite
Reading 12 – 19 and English 18 or higher <i>Remediation in reading only</i>	NA	Reading 6 – 19 and English 6 or higher	Reading 7.3-12.1 and Writing 12.8 or higher	NA	NA	TBA	ENG 101 and Reading Intensive Course with up to 2 hours of Reading Co-requisite ³
Reading 12-19 and English 12-17 <i>Remediation in reading and writing</i>	NA	Reading 6-19 and English 3-5	Reading 7.3-12.1 and Writing 8.1-12.7	NA	180 or higher	TBA	ENG 101 with up to 4 hours of Reading and Writing Co-requisite ⁴
Reading or Writing 11 or less	NA	Reading 5 or less or English 1-2	Reading 7.3 or less or Writing 8.0 or less	NA	179 or less	TBA	Alternate Format: Transitional Course, ABE, Boot camp, etc.

¹Unweighted High School GPA at the end of the fall semester of the senior year; scores will be adjusted as data become available.

²**Under development**--EdReady scores will be adjusted as data become available.

³Students with writing scores eligible for ENG 101, but reading scores indicating a co-requisite need will place into ENG 101 and a Reading Intensive Course with a reading co-requisite.

⁴Remediation must include reading and writing not to exceed a total of four hours.

4.13.2.4 High School Students

High school students must meet the same placement standards as college students.

4.13.2.5 English as a Second Language (ESL)

Some KCTCS colleges offer instruction to non-native English speakers. The ESL portion of the ACT/COMPASS (reading and grammar/usage) should be administered to non-native English speakers to determine appropriate placement in entry-level or ESL courses. ESL students will take COMPASS for mathematics placement.

ENGLISH AS A SECOND LANGUAGE	
READING ASSESSMENT AND COURSE PLACEMENT	
92-99	Entry-level course
80-91	ESL 053 (High-Intermediate Reading for Non-Native Speakers)
65-79	ESL 052 (Improved College Reading for Low-Intermediate Non-Native Speakers)
38-64	ESL 051 (Introduction to College Reading for Non-Native Speakers)
1-37	Refer to Adult Basic Education
ENGLISH (GRAMMAR/USAGE) ASSESSMENT AND COURSE PLACEMENT	
94-99	ENG 101
84-93	ESL 063 (Foundations of College Writing III for Non-Native Speakers)
63-83	ESL 062 (Foundations of College Writing II for Non- Native Speakers)
42-62	ESL 061 (Foundations of College Writing I for Non-Native Speakers)
1-41	Refer to Adult Basic Education

Note: Grammar and usage scores are to be used in conjunction with a writing sample.

<u>2-2-00</u>	<u>6-19-01; 3-16-04; 10-4-05; 8-30-06; 5-10-07; 10-29-09; 1-31-11; 3-1-11; 2-27-11; 4-25-13; 4-9-14; 6-19-14; 3-2-15; 6-22-16</u>	<u>6-19-01; 3-16-04; 10-4-05; 8-30-06; 5-10-07; 10-29-09; 1-31-11; 3-1-11; 2-27-12; 4-25-13; 4-9-14; 6-19-14; 3-2-15; 6-22-16</u>
Date Approved by President, KCTCS	Date(s) of Last Review <i>(Include all dates in chronological order)</i>	Date(s) of Last Revision <i>(Include all dates in chronological order)</i>

<u>(SIGNED)</u>	<u>6-22-16</u>	<u>(SIGNED)</u>	<u>6-22-16</u>
Recommended by	Date	President, KCTCS	Date

Certificate and Diploma-Seeking Students: Exempt from Assessment and Placement

Students who enroll in the following certificate and diploma programs at any college are exempt from assessment and placement requirements. Students who are enrolled in continuing education certificate programs at any college are exempt from assessment and placement requirements. Other exemptions may be granted through the college waiver process.

Credentials having 18 credits or below will be exempt from assessment and placement requirements. For credentials that have a range of credits with the low end being below 19 hours and the high end being over 19 hours, exemption only applies to credentials completed in 18 hours or less.

NOTE: All course prerequisites apply. COMPASS/ACT scores may be required if prerequisites include college-level placement in English or mathematics.

Diplomas and Certificates*:

- Detailer (C)
- Electro Hydraulic Technician (C)
- Industrial Maintenance Electrical Mechanic (C)
- Industrial Maintenance Mechanic Level I (C)

*Certificates with 18 credits or less are not listed here; refer to KCTCS catalog.

Certificate and Diploma-Seeking Students: COMPASS, TABE, KYOTE, and WorkKeys Scores

For students seeking a certificate or diploma, minimum assessment scores in mathematics, reading, and English (writing) are required for program admission. Each certificate and diploma program is assigned an admission placement level. Refer to *KCTCS COMPASS Program Admission Criteria, Fall 2012*, included with this attachment, for appropriate scores for programs. Students intending to enroll in these programs are not exempt from admission requirements; however, concurrent enrollment in program courses and academic-related (transitional) instruction is permitted. Certificates approved in 2006 or later individually specify assessment and program placement levels, which may differ from, but not be less than those presented in the chart below. Certificates embedded in associate degree programs may have placement levels less than the minimum ACT scores required for associate degrees.

NOTE: All course prerequisites apply. Placement scores may be required if course prerequisites include college-level placement in English or mathematics and there is not a corresponding WorkKeys or TABE – A Score equivalent.

CERTIFICATE/DIPLOMA ASSESSMENT AND PROGRAM PLACEMENT					
MATHEMATICS (Pre-Algebra Domain)					
	COMPASS	ASSET	TABE A	KYOTE	WorkKeys
I	42	38	10.2	MP 12-17	NA
II	34	35	8.6	MP 6-11	NA
III	25	31	6.7		NA
IV	17	23	4.6	MP 0-5	NA
READING					
	COMPASS	ASSET	TABE A	WorkKeys	
I	80	42	10.7	79	
II	74	39	9.6	75	
III	64	36	8.0	73	
IV	44	23	5.1	73	
ENGLISH (Writing)					
	COMPASS	ASSET	TABE A	WorkKeys	
I	64	41	11.3	NA	
II	49	39	10.1	NA	
III	36	37	9.3	NA	
IV	14	23	5.8	NA	

**KENTUCKY COMMUNITY AND TECHNICAL COLLEGE
SYSTEM**

**COMPASS
PROGRAM ADMISSIONS CRITERIA
Fall 2016**

**COMPASS
UNCONDITIONAL ADMISSIONS
SCORES**

**MASTER LIST
MATH – READING – WRITING**

Alternate Admissions

Students who do not meet the admission criteria listed below, may qualify for alternate admission by meeting one or more of the follow criteria:

- Scoring an ACT composite score of 17.
- Earning 12 credit hours of postsecondary college level (non-transitional education) work in the last 7 years.
- Complete the appropriate Transitional Education course(s) sequence.
- Meeting Ability to Benefit (students who have not obtained a high school diploma or its equivalency) complete a Department of Education approved exam with appropriate scores or satisfactorily complete 6 credit hours or the equivalent coursework applicable toward a degree or certificate offered by the institution making the determination. Students meeting ability to benefit and seeking federal financial aid funds must be enrolled in an eligible career pathway defined as:
 - Concurrently enrolls participants in connected adult education and eligible postsecondary programs;
 - Provides counseling and supportive services to identify and attain academic and career goals;
 - Provides opportunities for acceleration to attain recognized credentials or degrees;
 - Provides structured course sequences that are contextualized and allow students to advance to higher levels of education and employment;
 - Is organized to meet the needs of adults;
 - Is aligned with the education and skill needs of the regional economy;
 - Has been developed and implemented in collaboration with partners in business, workforce development, and economic development

Students who successfully complete all course work without providing qualifying scores are not required to take the Assessment & Placement test at the end of the course work to earn a credential.

NOTE: All course prerequisites apply. Placement scores may be required if course prerequisites include college-level placement in English or mathematics and there is not a corresponding WorkKeys or TABE –A Score equivalent. Alternate admission criteria do not apply to programs that have a separate selective admission policy.

COMPASS Math scores listed below are for Pre-Algebra Domain scores unless designated.

General Area – ADVANCED INTEGRATED TECH

Math	Reading	Writing
31	70	74

General Area – AFRICAN AMERICAN STUDIES

Math	Reading	Writing
36	85	74

General Area – AGRICULTURAL TECHNOLOGY

Math	Reading	Writing
34	74	49

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General Area – AIR CONDITIONING TECHNOLOGY

Math	Reading	Writing
42	80	64

General Area – APPALACHIAN STUDIES

Math	Reading	Writing
42	80	64

General Area – APPLIED ENGINEERING TECHNOLOGY

Math	Reading	Writing
42	76	67

General Area – APPLIED PROCESS TECHNOLOGIES

Math	Reading	Writing
42	80	64

General Area – ARTS ADMINISTRATION

Math	Reading	Writing
42	80	64

General Area – AUTOMOTIVE TECHNOLOGY

Math	Reading	Writing
34	74	49

General Area – AVIATION ELECTRONICS

Math	Reading	Writing
34	74	49

General Area – AVIATION MAINTENANCE TECHNOLOGY

Math	Reading	Writing
34	74	49

General Area – BIOMEDICAL TECHNOLOGY

Math	Reading	Writing
42	80	64

General Area – BIOTECHNOLOGY LABORATORY TECHNICIAN

Math	Reading	Writing
50	84	74

General Area – BROADCAST TELEVISION PRODUCTION

Math	Reading	Writing
42	80	64

General Area – BUSINESS ADMIN SYSTEMS

Program Area (Major)	Math	Reading	Writing
C/D			
Business Administration Systems		42	80
Medical Information Technology		34	80
Office Systems Technology		34	74
Scores for all OST Programs except those listed below	D		
		25	64
Data Entry Operator		C	36
Receptionist		C	

General Area – BUSINESS MANAGEMENT & MARKETING

Algebra	Math	Reading	Writing
	36	85	74

General Area – COLLISION REPAIR TECHNOLOGY

Math	Reading	Writing
34	74	49

General Area – COMPUTER AIDED DRAFTING & DESIGN

Math	Reading	Writing
42	64	64

General Area – COMPUTER & INFORMATION TECHNOLOGIES

Math Reading Writing
42 80 64

General Area – COMPUTERIZED MANUFACTURING AND MACHINING

Math Reading Writing
42 74 49

General Area – CONSTRUCTION TECHNOLOGY

Math Reading Writing
25 64 36

General Area – COSMETOLOGY

Math Reading Writing
25 74 49

General Area – CRIMINAL JUSTICE

Math Reading Writing
42 80 64

General Area – CULINARY ARTS

Math Reading Writing
42 80 64

General Area – DENTAL ASSISTING

Math Reading Writing
42 80 64

General Area – DIAGNOSTIC MEDICAL SONOGRAPHY

Math Reading Writing
42 80 64

General Area – DIESEL TECHNOLOGY

Math Reading Writing
34 74 49

General Area – DIGITAL GAME AND SIMULATION DESIGN

Math Reading Writing
42 80 64

General Area – ENERGY MANAGEMENT

Math Reading Writing
34 64 45

General Area – ENERGY SYSTEMS

Math Reading Writing
42 80 64

General Area – ENERGY TECHNOLOGIES

Math Reading Writing
42 80 64

General Area – ENGINEERING & ELECTRONICS TECHNOLOGY

Math Reading Writing
42 80 64

General Area – ENVIRONMENTAL TECHNOLOGY

Math Reading Writing
34 74 49

General Area – EQUINE STUDIES

Math Reading Writing
42 80 64

General Area – FINANCIAL AND CUSTOMER SERVICES

Math Reading Writing
42 80 64

General Area – FIRE/RESCUE SCIENCE TECHNOLOGY

Math Reading Writing
34 74 49

General Area – GEOGRAPHIC INFORMATION SYSTEMS TECH

Math Reading Writing
42 80 64

KCTCS ADMINISTRATIVE POLICIES AND PROCEDURES

General Area – GLOBAL STUDIES

Math	Reading	Writing
42	80	64

General Area – HEALTH CARE FOUNDATIONS

Math	Reading	Writing
25	64	36

General Area – HEALTHCARE TECHNOLOGY MANAGEMENT

Math	Reading	Writing
42	80	64

General Area – HEALTH EDUCATION

Algebra	Math	Reading	Writing
	25	80	64

General Area – HEALTH AND WELLNESS TECHNOLOGY

Math	Reading	Writing
42	80	64

General Area – HEALTH INFORMATION TECHNOLOGY

Math	Reading	Writing
42	80	64

General Area – HEALTH PHYSICS

Math (Algebra Domain)	Math (Pre- Algebra Domain)	Reading	Writing
36	N/A	83	68

General Area – HEAVY EQUIPMENT OPERATOR

Math	Reading	Writing
25	64	36

General Area – HISTORICAL INFORMATION MANAGEMENT

Math	Reading	Writing
42	80	64

General Area – HISTORIC PRESERVATION TECHNOLOGY

Math	Reading	Writing
42	80	64

General Area – HOMELAND SECURITY/EMERGENCY MANAGEMENT SPEC

Math	Reading	Writing
25	85	67

General Area – HORTICULTURE

Math	Reading	Writing
25	64	36

General Area – HUMAN SERVICES

Math	Reading	Writing
42	80	64

General Area – INDUSTRIAL CHEMICAL TECHNOLOGY

Math	Reading	Writing
42	80	64

General Area – INFORMATION MANAGEMENT AND DESIGN

Math	Reading	Writing
42	80	64

General Area – INSTRUCTIONAL DESIGN & LEARNING TECHNOLOGY

Math	Reading	Writing
34	74	49

General Area – INSURANCE RISK MANAGEMENT

Math	Reading	Writing
42	80	64

General Area – INTEGRATED ENGINEERING TECHNOLOGY

Math (Algebra Domain)	Math (Pre- Algebra)	Reading	Writing
31	42	85	74

General Area – INTERACTIVE DESIGN

Math	Reading	Writing
34	74	49

General Area – INTERDISCIPLINARY EARLY CHILDHOOD EDUCATION

Math	Reading	Writing
34	74	49

General Area – INVASIVE CARDIOLOGY

Math	Reading	Writing
42	80	64

General Area – LOCOMOTIVE TECHNOLOGY

Math	Reading	Writing
42	80	64

General Area – LOGISTICS AND OPERATIONS MANAGEMENT

Math	Reading	Writing
42	80	64

General Area – MANUFACTURING ENGINEERING TECHNOLOGY

Math	Reading	Writing
42	80	64

General Area – MANUFACTURING INDUSTRIAL TECHNOLOGY

Program Area (Major)	Math	Reading	Writing
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Electrical Technology	42	74	49
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Industrial Maintenance Technology	34	74	49
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General Area – MARINE TECHNOLOGY

Math	Reading	Writing
29	69	47

General Area – MASONRY

Math	Reading	Writing
25	64	36

General Area – MECHATRONIC SYSTEMS

Math	Reading	Writing
42	80	64

General Area – MEDICAL ADMINISTRATIVE SERVICES

Math	Reading	Writing
42	80	64

General Area – MEDICAL ASSISTING

Math	Reading	Writing
42	80	64

General Area – MEDICAL LABORATORY TECHNICIAN

Math	Reading	Writing
42	80	64

General Area – MINING TECHNOLOGY

Math	Reading	Writing
25	64	36

General Area – MOTORCYCLE TECHNOLOGY

Math	Reading	Writing
34	74	49

General Area – MULTI-SKILLED SYSTEMS TECHNICIAN

Math	Reading	Writing
42	80	64

General Area – NATURAL GAS TECHNOLOGY

Math	Reading	Writing
42	80	64

General Area – NURSING ASSISTANT

Math	Reading	Writing
42	80	64

General Area – PARALEGAL TECHNOLOGY

Math	Reading	Writing
42	85	74

General Area – PARAMEDIC TECHNOLOGY

Math	Reading	Writing
42	80	64

General Area – PHARMACY TECHNOLOGY

Math	Reading	Writing
42	80	64

General Area – PLASTICS PROCESSING

Math	Reading	Writing
42	80	64

General Area – PLUMBING TECHNOLOGY

Math	Reading	Writing
25	64	36

General Area – PRACTICAL NURSING

Math (Algebra Domain)	Reading	Writing
36	85	74

NOTE: Successful completion of required RDG/ARI, ENC and MAT courses will serve in place of COMPASS scores to meet the minimum requirements for admission to the program.

General Area – PROFESSIONAL CRAFT: POTTERY

Math	Reading	Writing
42	80	64

General Area – PROFESSIONAL STUDIO ARTIST

Math	Reading	Writing
42	80	64

General Area – PROJECT LEAD THE WAY

Math	Reading	Writing
25	62	32

General Area – QUALITY MANAGEMENT SYSTEMS

Math	Reading	Writing
42	80	64

General Area – RADIOGRAPHY

Math	Reading	Writing
42	80	64

General Area – REAL ESTATE

Math	Reading	Writing
42	80	64

General Area – RESPIRATORY CARE

Math	Reading	Writing
42	80	64

General Area – SECURITY MANAGEMENT

Math	Reading	Writing
25	64	36

General Area – SURGICAL FIRST ASSISTING

Math	Reading	Writing
42	85	74

General Area – SURGICAL TECHNOLOGY

Math	Math	Reading	Writing
(Algebra Domain)	(Pre- Algebra Domain)		
36	42	85	74

General Area – SURVEYING AND MAPPING TECHNOLOGY

Math	Reading	Writing
42	80	64

General Area – TECHNICAL THEATRE

Math	Reading	Writing
42	80	74

General Area – THEATRE ARTS: FILMMAKING – FROM SCRIPT TO SCREEN

Math	Reading	Writing
42	80	64

General Area – TRUCK DRIVER TRAINING

Math	Reading	Writing
25	64	36

General Area – UPHOLSTERY

Math	Reading	Writing
25	64	36

General Area – VISUAL COMMUNICATION

Math	Reading	Writing
34	74	49

General Area – VOLUMETRIC MEDICAL IMAGING

Math	Reading	Writing
36	85	74

General Area – WELDING TECHNOLOGY

Math	Reading	Writing
25	64	36

General Area – WOMEN AND GENDER STUDIES

Math	Reading	Writing
Algebra 36	85	74

General Area – WOOD MANUFACTURING TECHNOLOGY

Math	Reading	Writing
25	64	36

General Area – WORKPLACE ESSENTIALS

Math	Reading	Writing
35	84	70

General Area – ZOO ANIMAL TECHNOLOGY

Math	Reading	Writing
42	80	64

Opportunities exist for students to build their foundational skills necessary to demonstrate college readiness, including but not limited to transitional coursework, supplemental instruction, intensive short-term bridge programs and other approved interventions. The following list, although not exclusive and all encompassing, represents evidence-based interventions that support college readiness development.

- Co-requisite/co-enrollment in Transitional and Gateway Courses
- Accelerated Reading, Mathematics and Writing Transitional Courses
- Contextualized Technical Courses and Basic Skills Instruction
- Contextualized Transition Courses
- E.E.S. (Educational Enrichment Services)
- Emporium Course Redesigns
- KYAE Partnerships
- Learning Communities and Cohort Models
- Paired Transitional Education Courses (ex. ENC 090-091 courses)
- Summer Bridge and Short-Term Bridge Programs
- Supplemental Instruction Models (*extra class sessions, additional labs, tutoring, and increased monitoring of students, beyond that usually associated with an entry-level course*)