

PARKLAND COLLEGE COMPREHENSIVE ASSESSMENT PROGRAM

I. GOALS and OBJECTIVES

The primary objective of the Comprehensive Assessment Program (CAP) is to ensure that all entering students have the skills and knowledge required for success in college-level transfer and occupational courses. The key to accomplishing this goal is the implementation of an assessment structure that accurately places students in courses that are appropriate to their skills and knowledge.

Students should be placed at a level which will challenge them but which is not beyond their reach. Students whose assessment results indicate that they need skills assistance will receive instruction to address these areas. Individuals who are not ready to complete Parkland's preparatory coursework will be referred to resources to meet their needs. Accurate and proper placement is the goal of the Comprehensive Assessment Program. Consequently, placements made through assessment procedures are mandatory.

The Comprehensive Assessment Program includes assessment in reading, writing, and mathematics skills. Since understanding college-level texts is a key factor in student success, the student's assessed reading level determines eligibility for pre-college and college-level courses.

II. COMPREHENSIVE ASSESSMENT PROGRAM COMMITTEE STRUCTURE

- A. Reports to: College Council
- B. Role: The Comprehensive Assessment Program Committee develops, implements, reviews, evaluates, and modifies policies and procedures related to comprehensive assessment. The committee also monitors compliance with all program guidelines.
- C. Membership:
 - Department Chair, Engineering Science & Technologies
 - Department Chair, Humanities
 - Department Chair, Mathematics
 - Department Chair, Social Sciences and Human Services
 - Director, Admissions and Records
 - Director, Assessment
 - Director, Center for Academic Success
 - Director, Composition
 - Director, Counseling and Advising
 - Director, Developmental Composition
 - Director, Pre-College ESL Program
 - Director, Reading Program
 - Dean, Adult Education and Workforce Development
 - Vice President for Academic Services (interim chair)

III. ASSESSMENT PROCEDURES

- A. Methods of Assessment: One or any combination of the following methods can be used to assess skills in reading, writing, and mathematics:
 - 1. Review of credit earned at any accredited college or university, including Parkland College.
 - 2. Appropriate standardized test scores, such as ACT or SAT scores.
 - 3. Placement testing.

- B. Documentation of Assessment Method
 - 1. Transcripts indicating completed course or courses with the required grade:
 - a. An official transcript (institution to institution) will be evaluated by appropriate staff in the Office of Admissions and Records, who will code the student's record.
 - b. An unofficial transcript (issued to student) will be evaluated by appropriate staff in the Counseling and Advising Center. The Counseling and Advising Center staff will send the paperwork to the Assessment Center so the student's record can be annotated.
 - 2. The following reports are evaluated by appropriate staff in the Counseling and Advising Center. The Counseling and Advising Center staff will send the paperwork to the Assessment Center so the student's record can be annotated.
 - a. A grade report indicating completed course or courses.
 - b. A standardized test score report with the required scores.
 - c. Standardized test results with the required scores recorded on a high school or college transcript.
 - 3. Any student who indicates that she or he holds an associate's degree or higher and is registering as a course enrollee will not be required to provide transcripts unless she or he changes to degree-seeking status when official transcripts will be required. If a student holding an associate's degree or higher wishes to enroll in a course with a prerequisite that is not obviously covered by the degree they hold, the student will be referred to the appropriate department chair, program director, counselor, or academic advisor.
 - 4. Students who believe that they can provide evidence of an appropriate skill level by a method other than those outlined must confer with the director of reading, director of composition, director of developmental composition, or mathematics department chair (or their designees). All exceptions to the stated methods will be annotated in the student records system.

IV. READING SKILLS

- A. Assessment based on credits earned
 - 1. Evidence of college-level reading skills based on credits earned at another college or university:
 - a. Earned an associate's degree or higher from a college or university where

- English is the primary and official language and the medium of instruction.
- b. Completed and earned a C or higher in at least two courses in a reading-focused discipline (see Reading Focused List on page 8). Questions regarding the criteria of “reading-focused” should be forwarded to the Director of Reading or the appropriate Department Chair.
 - c. Is a University of Illinois student attending Parkland College under the concurrent enrollment agreement.
2. Evidence of college-level reading skills based on credits earned at Parkland:
 - a. Completed CCS 099 with a C or higher.
 - b. Earned an associate’s degree at Parkland.
 - c. Completed and earned a C or higher in at least two courses in a reading-focused discipline (see Reading Focused List on page 8). Questions regarding the Reading Focused List should be forwarded to the Director of Reading or the appropriate Department Chair.
- B. Assessment based on standardized test scores that are no more than three (3) years old
1. ACT test: Reading score of 20 or higher
 2. SAT test: Critical Reading score of 570 or higher.
 3. An Advanced Placement Exam score of either 4 or 5 on the AP English Language and Composition exam or the AP English Literature and Composition exam; student also receives credit for ENG 101.
 4. ACCUPLACER test (Parkland version): Reading score of 81 or higher.
- C. Assessment based on placement testing
1. Parkland College uses ACCUPLACER, a computer-adaptive testing program, to assess students’ reading ability. The ACCUPLACER Reading Placement Exam measures one’s ability to refer, reason, and evaluate in relation to college-level text.
 2. ACCUPLACER Reading Placement Exam scores expire in three (3) years. If a student does not enroll within three years of the date of testing, they must retake the ACCUPLACER Reading Placement Exam.
 3. College-level reading ability is determined by a score of 81 or higher on the ACCUPLACER Reading Placement Exam.
 4. Students who believe that the results of the ACCUPLACER Reading Placement Exam do not accurately reflect their skills may retake the test once. Retest fees may apply.
 5. Retest procedures:
 - a. A minimum waiting period of 48 hours is required to retake the ACCUPLACER Reading Placement Exam. To have the best chance of improving their assessment scores, students are encouraged to complete a ACCUPLACER preparatory session.
 - b. The higher score is used for placement.
 - c. Students who wish to test for the third time must present their rationale of request to the Director of Reading. Students *may* be required to complete a ACCUPLACER preparatory session prior to receiving permission to retest. If permission is granted, the Director of Reading will annotate the student’s record.
 - d. Students who are enrolled in CCS 098 and CCS 099 may not re-test after

instruction has begun without permission from the Director of Reading or Humanities Department Chair.

- e. Any retest fees are the responsibility of the student and must be paid prior to re-taking the test.
- f. Dual credit students: Students who took the ACCUPLACER Reading Placement Exam for the purpose of dual credit placement while they were in high school are permitted two additional attempts at the ACCUPLACER for placement into non-dual credit courses.
- g. Only the Director of Reading or the Humanities Department Chair (or designee) can make exceptions to these retest procedures.

D. Eligibility for courses based on reading placement

1. Placement categories based on the ACCUPLACER Reading Placement Exam:

- a. Below CCS 098 Placement
 - 1) Students may enroll only in the courses that appear for this level on the Reading Limited List.
 - 2) Students may not enroll for more than a total of five (5) credit hours per semester in courses on the Reading Limited List.
- b. CCS 098 Placement
 - 1) Students may only register for courses on the Reading Limited List.
 - 2) Students who are course enrollees and are registering for one course may take any course that is approved for this level on the Reading Limited List.
 - 3) Course enrollees taking more than one course or students who are in a certificate or degree program must enroll in CCS 098 along with other courses that are approved for this reading level. They may also be required to take a pre-college course in English and/or mathematics if their assessment indicates a deficiency in those subjects.
 - 4) Students at this level may take a maximum of 14 credit hours, although 12 hours is strongly recommended.
 - 5) Students may not enroll solely in online courses.
- c. CCS 099 Placement
 - 1) Students may register for college-level courses for which they meet the prerequisites on the condition they are concurrently enrolled in CCS 099. The first day of the college-level classes may not precede the first day of the CCS 099 class by more than three weeks. Students may also be required to take a pre-college course in English and/or mathematics if their assessment indicates a deficiency in those subjects.
 - 2) Students who are course enrollees and registering for only one course may take any course for which they meet the prerequisites.
 - 3) Course enrollees taking more than one course or students who are in a certificate or degree program must enroll in CCS 099.
 - 4) Students at this level may take a maximum of 16 credit hours.
 - 5) Students may not enroll solely in online courses.
- d. No CCS course required
 - 1) Students at this level may take any course for which they meet the prerequisites.

2. Student progress through the CCS course sequence:
 - a. Student-initiated withdrawal:
 - 1) Students who want to withdraw from a CCS course must first see the Director of Reading (or designee).
 - 2) Withdrawal from CCS 099 can result in administrative withdrawal from reading-focused courses.
 - b. Instructor-initiated drops and withdrawal:
 - 1) Students who do not attend the first two class meetings of CCS 098 or CCS 099 will be dropped from their CCS class.
 - 2) Students who stop attending their CCS class before midterm will be withdrawn with a grade of W.
 - 3) Students who are not in compliance with the CAP policy regarding reading may be withdrawn from all college-level, reading-focused courses by department chairs who will make appropriate decisions on a case-by-case basis.
 - c. Students must receive a C or higher in CCS 098 to advance to CCS 099; students must receive a C or higher in CCS 099 to fulfill reading requirements.
 - d. CCS 098 students who pre-register for CCS 099 and for college-level, reading-focused courses in the following semester but whose final CCS 098 grade makes them ineligible for the courses selected, will be identified and contacted by the Director of Reading (or designee).

E. Reading-Limited and Reading-Focused Lists

1. Department chairs and program directors will generate a list of courses that are reading-limited and a list of courses that are reading-focused. Department chairs are responsible for updating these lists by February 1 annually and submitting them to the Dean of Academic Services, so that changes can go into effect March 1 annually for the next academic year.
2. Students who place into CCS 098 will be developing the following reading skills and are thus only eligible for classes that are on the Reading Limited list:
 - a. Identifying the topic in a piece of writing
 - b. Articulating the thesis
 - c. Paraphrasing key concepts
 - d. Identifying key support for concepts
 - e. Identifying authorial bias

F. Criteria for Listing Classes as Reading-Focused

1. There are four main considerations when characterizing the reading intensity of a Parkland course:
 - a. The purpose of the reading / the instructor's expectations

- b. The assessment of student comprehension of reading assignments
 - c. The degree of personal responsibility
 - d. The amount of required reading
2. "Reading-focused" shall be defined as follows:
- a. Purpose of reading/Instructor expectations: The student reads for information, to perform a task, and for literary experience; student must understand both explicit and implicit material, interpret, make reader/text connections, and think critically about the text's content and structure.
 - b. Assessment of student comprehension of reading assignments: There is a combination of classroom assignments, both individual and group; two or more exams; possibly quizzes (quizzes and exams should ask students to demonstrate comprehension and the ability to apply key concepts); and one or more papers, each with a 15-page minimum.
 - c. Degree of personal responsibility: The student is responsible for understanding the content and being prepared to use it on exams or for projects even if readings were not discussed in class.
 - d. Amount of required reading: The minimum is 600 pages during the course (35 pages a week).
3. Department chairs will use this definition of "reading-focused" as a guideline in identifying courses offered in their departments for the Reading Focused list.

V. WRITING SKILLS

- A. Assessment based on credits earned
1. Transfer credit
 - a. The Humanities Department does not accept remedial course work in composition as transfer credit or meeting the prerequisite for any developmental ENG course, ENG 101, or ENG 106. Students who took a remedial or developmental course at another college or university must take Parkland's ACCUPLACER English Placement Exam.
 - b. Students who have earned a bachelor's degree from any fully accredited American college or university, regardless of specific course work, fulfill the ENG 101-102 degree requirement.
 - c. Students who have taken ENG 101 or its equivalent and received a grade of C or higher, regardless when the course was completed, may register for ENG 102.
 2. Parkland credit
 - a. Students placed in a developmental English composition class (ENG 098 or ENG 099) can satisfy the requirements for admission to college-level English composition by:
 - 1) writing a college entry-level essay at the completion of ENG 098 or ENG 099.
 - 2) passing ENG 099 with a grade of A or B within the last three years.
Students who have completed ENG 099 with a grade of A or B outside of the three-year limit will take the ENG 101 placement essay to verify readiness for ENG 101.
 - b. Students who have taken ENG 101 and received a grade of C or higher, regardless when the course was completed, may register for ENG 102.
- B. Assessment based on standardized test scores that are no more than three (3) years old
1. For placement into ENG 101
 - a. ACT test: English score of 20 or higher
 - b. SAT test: Writing score of 470 or higher
 2. For placement into ENG 106
 - a. ACT English score of 25 or higher and an ACT Reading score of 25 or higher
 - b. SAT Writing score of 570 or higher
 3. For placement into ENG 102
 - a. Students who earn a score of 4 or 5 on either the Advanced Placement English Language and Composition Exam or the Advanced Placement English Literature and Composition Exam receive credit for ENG 101 and qualify for ENG 102.
 - b. Students who take the CLEP College Composition Modular exam, earn at least a 50, and write an essay evaluated as College Level 1 receive proficiency credit for ENG 101 and qualify for ENG 102.
- C. Assessment based on placement testing
1. Parkland College uses ACCUPLACER, a computer-adaptive testing program, to place students into English (ENG) courses. The ACCUPLACER English Placement Exam measures knowledge of usage and mechanics (punctuation, grammar, and sentence

structure) as well as rhetorical style for effective writing (strategy, organization, and methods). The test includes a reading section which helps determine placement in the appropriate English course. This reading score does not serve as a reading placement score.

2. ACCUPLACER English Placement Exam scores expire in three (3) years. If a student does not enroll in the course into which they placed within three (3) years of the date of testing, they must retake the ACCUPLACER English Placement Exam.
3. A student who places into ENG 099 by scoring 73 – 106 on the ACCUPLACER English Placement Exam and 30 – 120 on the ACCUPLACER Reading Placement exam is encouraged to write the ENG 101 placement essay.
4. Students who score below 73 and believe that the results of the ACCUPLACER English Placement Exam do not accurately reflect their skills may retake the ACCUPLACER English Placement Exam once.
5. Retest procedures:
 - a. A student who places into ENG 098 or ENG 099 by scoring below 73 on the ACCUPLACER English Placement Exam may retake the ACCUPLACER English Placement Exam after a minimum waiting period of 48 hours. To have the best chance of improving their assessment scores, students are encouraged to review key material.
 - b. The higher score is used for placement.
 - c. If a student takes the ENG 101 placement essay and still places into ENG 099, the student may retake the ENG 101 placement essay once.
 - d. Students who are enrolled in ENG 098 or ENG 099 may not retest during the first week of classes. Each ENG placement is automatically reviewed the first week of class. The review is based on an in-class writing exercise assigned in the first or second class meeting. The instructor submits recommendations to a faculty review committee, which makes the final placement decision.
 - e. An appeal process is available after the retest and review options have been exhausted if additional evidence of ability can be presented. A student must see the Director of Composition for more information about this appeal process.
 - f. Any retest fees are the responsibility of the student and must be paid in the Business Office prior to re-taking the test.
 - g. Dual credit students: Students who took the ACCUPLACER Writing Placement Exam for the purpose of dual credit placement while they were in high school are permitted two additional attempts at the ACCUPLACER for placement into non-dual credit courses.
 - h. Only the Director of Composition or the Humanities Department Chair (or designee) can make exceptions to these retest procedures.
6. Inappropriate initial testing:

A student who has taken the ACCUPLACER English Placement Exam and whose written work indicates that s/he would benefit from the ESL composition track will be recommended to move to an ESL class. The process leading to the recommendation includes the following:

 - a. Instructor consultation with the Director of ESL Composition and the Director of Composition or Director of Developmental Composition
 - b. Notations of the recommendation in the student's records
 - c. Placement into the appropriate ESL class based on the student's writing sample
 - d. Removal of requirements for developmental reading (CCS) course work, if any,

on condition that student accepts the ESL composition track recommendation

A student who has taken the ESL ACCUPLACER placement exam and whose written work indicates that s/he would benefit from the English composition track will be recommended to move to an English composition class. The process leading to the recommendation includes the following:

- a. Instructor consultation with the Director of Composition or Director of Developmental Composition and Director of ESL Composition
- b. Notations of the recommendation in the student's records
- c. Placement into the appropriate English class based on the student's writing sample
- d. Taking the ACCUPLACER reading placement exam to determine if developmental reading (CCS) is required

VI. ENGLISH AS A SECOND LANGUAGE (ESL)

A. Assessment based on credits earned

1. Transfer credit:

- a. Students who do not have English as their native language and who have earned a bachelor's degree from any fully accredited U.S. college or university, regardless of specific coursework, fulfill the ESL 101 and ESL 102 degree requirements, are not required to take the ACCUPLACER ESL Placement Exam, and may enroll in college-level courses if they meet the prerequisites.
- b. Students who do not have English as their native language and who have earned a bachelor's degree from a foreign college or university where English is the primary and official language and medium of instruction are not required to take the ACCUPLACER ESL Placement Exam.
- c. Students who do not have English as their native language and who have earned a bachelor's degree from a foreign college or university where English is not the primary and official language and medium of instruction are required to take the ACCUPLACER ESL Placement Exam.
- d. The Humanities Department does not grant course substitution for college-level composition courses taken at foreign universities.
- e. Students who have taken ESL 101 or its equivalent at another U.S. college or university and received a grade of C or higher may register for ESL 102. Equivalency will be determined by the Chair of the Humanities Department.
- f. The Humanities Department does not accept remedial coursework in ESL composition or English composition as transfer credit or as meeting the prerequisite for ESL 099 or ESL 101.

2. Parkland credit:

- a. Students who have completed ESL 099 may advance to ESL 101 if
 - 1) they earned a C or higher in ESL 099 within the last three years, or
 - 2) they placed into ESL 101 based on an ESL writing sample within one year.
- b. Students who have completed ESL 101 with a C or higher may advance to ESL 102.
- c. ESL students need special permission from the Director of ESL Composition to advance from ESL 099 to ENG 101 or from ESL 101 to ENG 102. Students must have earned an A in their ESL class and received a written recommendation from their ESL instructor in order to apply for the transition from ESL to ENG. Permission will be annotated in the student's record.
- d. ESL students need the written recommendation of their ENG instructor to advance from ENG 099 to ESL 101 or from ENG 101 to ESL 102. Permission will be annotated in the student's record.

B. Assessment based on standardized test scores that are no more than two (2) years old

1. The TOEFL is an internationally recognized test of English proficiency whose scores are accepted by Parkland for placement purposes. TOEFL scores may come from either the paper-based version of the test or the Internet-based version of the test. (The computer-based version of the test is no longer administered, and thus CBT scores are no longer accepted by Parkland.)

2. Students with high scores on the TOEFL
 - a. Have scores that fall into these ranges:
 - 1) Paper-based version: 500 or higher
 - 2) Internet-based version: 61 or higher
 - b. Are not required to take Parkland's ACCUPLACER ESL Placement Exam.
 - c. Must take the ACCUPLACER Math Placement Exam and do the ESL Writing Sample in order to determine course placements.
 - d. May enroll in college-level courses if they meet the prerequisites.
3. Students with intermediate scores on the TOEFL
 - a. Have scores that fall into these ranges:
 - 1) Paper-based version: 470-499
 - 2) Internet-based version: 52-60
 - b. Are required to take Parkland's ACCUPLACER ESL Placement Exam.
 - c. Most likely will be placed into one, two, or three Pre-College ESL classes plus one or two reading-limited classes.
4. Students with low scores on the TOEFL
 - a. Have scores that fall into these ranges:
 - 1) Paper-based version: below 470
 - 2) Internet-based version: below 52
 - b. Are required to take Parkland's ACCUPLACER ESL Placement Exam.
 - c. Most likely will be placed into only Pre-College ESL classes.
5. Parkland does not accept other types of standardized ESL test scores, including IELTS scores and scores from Institutional TOEFL exams or intensive English programs. The only exception is that scores from UIUC's Intensive English Institute (IEI) are accepted as long as they are no more than two years old.

C. Assessment based on placement testing

1. Parkland College uses ACCUPLACER, a computer-adaptive testing program, to place students into English as a Second Language (ESL) courses. Those who score high may be able to handle college-level material intended for native speakers but may still benefit from ESL support. The ACCUPLACER ESL Placement Exam consists of four subtests: listening comprehension, reading comprehension, sentence meaning, and language use.
 - a. ACCUPLACER ESL Placement Exam scores expire in one (1) year. If a student does not enroll in the course into which they placed within a year of the date of testing, they must retake the ACCUPLACER ESL Placement Exam.
 - b. If a student does not enroll in the course into which they placed within a year of the date of testing but spends the semester(s) elsewhere, engaged in activities to improve their English language skills, they should retake the ACCUPLACER ESL Placement Exam before enrolling in any Parkland course. Assessment Center staff will review the student's documentation that additional study has taken place and determine eligibility for another test.
 - c. Students who wish to enroll in Pre-College ESL courses only, whether on a full-time or part-time basis, are encouraged but not required to take the ACCUPLACER ESL Placement Exam.
2. Students will be placed into one of four groups based on the total of their subscores

(listening, reading, sentence meaning, and language use):

- a. students who score lower than 360 are placed into Pre-College ESL classes.
 - b. students who score between 360 and 400 are placed into Pre-College ESL classes with the option to take the ACCUPLACER Math Placement Exam and enroll in the appropriate math class.
 - c. students who score at least 400 but do not achieve at least an 100 in each of the four subtests are placed into Pre-College ESL classes with the option to take the ACCUPLACER Math Placement Exam and enroll in the appropriate math class.
 - d. students who score at least 400 and achieve at least an 100 in each of the four subtests are allowed to enroll in college-level classes, pending the results of other placement exams. Students who wish to enroll in an academic program are required to do the ACCUPLACER Math Placement Exam and the ESL Writing Sample; results will determine which classes the student may enroll in. Students who wish to enroll in only an ESL writing course do only the ESL Writing Sample. Students who wish to take classes as a course enrollee must meet the course's prerequisites and might not need to take any other placement exams.
3. ESL students who do not achieve at least 100 in each of the four subtests cannot enroll in online courses for degree-seeking purposes.
 4. The ESL Writing Sample places the student into ESL 101, places the student into ESL 099, or determines that the student is not yet ready to enroll in any ESL composition course.
 5. New students who believe that the results of the ACCUPLACER ESL Placement Exam or the ESL Writing Sample do not accurately reflect their skills may retake the test once.
 6. Retest procedures:
 - a. A minimum waiting period of 48 hours is required to retake the ACCUPLACER ESL Placement Exam. To have the best chance of improving their assessment scores, students are encouraged to review key material.
 - b. The higher score is used for placement.
 - c. Students who wish to have a third placement test (a second retest) must obtain permission from the appropriate director of the level into which they placed prior to enrollment in any Parkland course. If permission to retest again is given, the director will annotate the student's record.
 - d. Any retest fees are the responsibility of the student and must be paid in the Business Office prior to re-taking the test.
 7. Student progress through Pre-College ESL:
 - a. Students who score lower than 360 and are placed into Pre-College ESL classes must earn a B or higher in ESL 093, ESL 083, and ESL 073 in order to begin taking math classes.
 - b. Students in the Pre-College ESL Program who earn an A in a particular skill level may attempt to skip a level by also taking the final exam of the next highest level. If a student earns at least an 80% on the final exam of the next highest level, s/he may skip that level.

- c. Students in the Pre-College ESL Program must show proficiency in listening, reading, and grammar before being allowed to take the ESL Writing Sample. If a student earns 100 or higher on the ESL ACCUPLACER Placement Exam for a particular skill, s/he does not need to take a Pre-College ESL class in that skill area. However, s/he must successfully complete (grade of A or B) the highest level(s) of the other skills before being allowed to take the ESL Writing Sample.
8. The “Reading Limited List” is created for native speakers of English and is not intended for ESL students. It should not be used to choose courses for non-native speakers of English. Until an “ESL Reading Limited List” is developed, students who score less than 100-100-100-100 will be enrolled in classes that the advisor deems appropriate.

VII. MATH SKILLS

- A. Assessment based on credits earned
1. Transfer credit: Remedial course work completed within the last two years may be accepted as meeting the prerequisite for a remedial or college-level course at Parkland College and will be evaluated on a case-by-case basis.
 2. Parkland credit: Students must earn a grade of C or higher in most math courses before registering for the next course in the sequence. Grades for MAT 060, 070, 071, 080, 081, 085, 086, 094, 095, and 098 are only valid for placement for two years.
 3. Credit from transfer and Parkland college-level courses is accepted for placement only if the credit was earned during the five years prior to enrolling in the appropriate math course.
- B. Assessment based on placement testing
1. Students who cannot be placed by one of the methods listed in Part A above must take the ACCUPLACER Math Placement Exam or other exam deemed appropriate by the Mathematics Department.
 2. Parkland College uses ACCUPLACER, a computer-adaptive testing program to place students into math courses. The test measures basic skills (such as performing a sequence of operations), the application of knowledge and operations to problems, and the analysis of principles and relationships of operations. These skills are measured in one or more of the following content domains: pre-algebra, algebra, college algebra, or trigonometry.
 3. ACCUPLACER Math Placement Exam scores expire in two (2) years. If a student does not enroll in a math course within two years of the date of testing, they must retake the ACCUPLACER Math Placement Exam before enrolling in a math course. This new assessment is not considered a retest but rather a new placement evaluation.
 4. Students who believe that the results of the placement test do not reflect their level of preparation may retake the ACCUPLACER Math Placement Exam once.
 5. Retest procedures:
 - a. Students are allowed one retake of the assessment exam provided they are not currently taking a math course and have not received a letter grade of W, I, A, B, C, D, F, U, or S in a math class during a semester whose end date is within the two years prior to the retake.
 - b. A minimum waiting period of 48 hours is required between exams. To have the best chance of improving their assessment scores, students are encouraged to review key material from their previous mathematics courses.
 - c. The higher score is used for placement.
 - d. Any retest fees are the responsibility of the student and must be paid in the Business Office prior to re-taking the test.
 - e. Dual credit students: Students who took the ACCUPLACER Mathematics Placement Exam for the purpose of dual credit placement while they were in high school will be permitted two additional attempts at the ACCUPLACER for placement into non-dual credit courses.
 - f. Only the Mathematics Department Chair can make exceptions to these retest

procedures.

- C. Assessment based on standardized test scores that are no more than two (2) years old

Once a student has taken the ACCUPLACER test, they may request placement based on any of the following conditions.

1. An ACT score of 23 or higher (or SAT Quantitative score of 590) and completion of Algebra I, Geometry, and Algebra II with a grade of C or higher in all classes places a student into MAT 107 and MAT 108.
2. An ACT Math score of 25 or higher or an SAT Quantitative score of 620 or higher and courses in Algebra I (earning a grade of B or higher), Algebra II (earning a grade of B or higher), Geometry (earning a grade of C or higher), and either Pre-Calculus with Trigonometry or Calculus (earning a grade of B or higher) places a student in any course having MAT 124 as a prerequisite..
3. An ACT score of 30 or higher (or SAT Quantitative score of 710 or higher) and completion of Algebra I, Geometry, Algebra II, and either Pre-calculus with Trigonometry or College Algebra and Trigonometry with a B or higher in all classes places a student into MAT 128.
4. Advanced Placement (AP) scores:
 - a. Calculus AB
 - 1) Students earning a score of 3 qualify to take a departmental proficiency test and must pass with an 80% or higher to earn credit for MAT 128.
 - 2) Students earning a score of 4 or 5 receive proficiency credit for MAT 128.
 - b. Calculus BC
 - 1) Students earning a score of 3 receive proficiency credit for MAT 128 and qualify to take a departmental proficiency test, which they must pass with an 80% or higher to earn credit for MAT 129.
 - 2) Students earning a score of 4 or 5 receive proficiency credit for MAT 128 and MAT 129.
 - c. Statistics
 - 1) Students earning a score of 3 qualify to take a departmental proficiency test and must pass with an 80% or higher to earn credit for MAT 108.
 - 2) Students earning a score of 4 or 5 who did not complete pre-calculus in high school with at least a B receive proficiency credit for MAT 108.
 - 3) Students earning a score of 4 or 5 who did complete pre-calculus in high school with at least a B receive proficiency credit for MAT 160.

VIII. PROGRAM-BASED EXCEPTIONS

A. Exemption from CCS

1. Hospitality Industry: Foodservice Sanitation and Foodservice Assistant Certificates
 - a. The Business and Agri-Industries department offers the following set of stackable certificates: Foodservice Sanitation Certificate (BFSC.CER); Foodservice Assistant Certificate (BFSA CER); Foodservice Certificate (BHIF CER). Each certificate is included in the next; the sequence leads to an Associate in Applied Science degree in Restaurant Management (BHIR AAS) or Culinary Arts Management (BHCM AAS).
 - b. Students who have a CCS 098 placement and are interested in pursuing Foodservice Sanitation Certificate (BFSC.CER) alone or in conjunction with the Foodservice Assistant Certificate (BFSA CER) will take HPI 110 concurrently with contextualized sections of ALR 135 and ALR 136 for reading support. The CCS 098 requirement is waived while they are pursuing either of these certificates.
 - c. Students who have a CCS 099 placement and only taking Foodservice Sanitation Certificate (BFSC.CER) and Foodservice Assistant Certificate (BFSA CER) classes may opt to take ALR 135 and ALR 136 in place of CCS 099. However, enrollment in classes beyond Foodservice Assistant Certificate will require enrollment in CCS 099. CCS 099 students are advised to discuss the most appropriate option with a counselor or advisor.
 - d. Upon completion of the Foodservice Assistant Certificate (BFSA CER), CCS students who wish to continue with the Foodservice Certificate (BHIF CER) will be given the option of re-taking the ACCUPLACER reading test for possible higher placements. Student whose placement remains at the CCS 098 level must take CCS 098 to be eligible for continuation in the Foodservice Certificate program.

B. Exemption from assessment

1. Medical Assisting: Career Advancement (GCMA.CER)
Students in the Medical Assisting career advancement certificate program are exempt from taking the ACCUPLACER reading, writing, and mathematics assessment tests. Students are already working in the healthcare field and are selected by employers for career advancement training.
2. Hearing Instrument Dispenser certification:
Students taking HCS 190, 191, 192, and 193 as course equivalents for certification as Hearing Instrument Dispensers are exempt from taking the reading, writing, and mathematics assessments.
3. Adult Education Accelerating Opportunities (AO) students:
Students selected for the Accelerating Opportunities program will be granted a temporary waiver from ACCUPLACER testing. Program students are pre-GED students who are selected for AO based on the TABE tests and must have a minimum TABE-based 6th grade reading level. As AO students, they will work towards earning an industry-recognized certificate in one year. Upon completion of the certificate, students may choose to advance to the next level of certification. Students who choose to continue must take the ACCUPLACER placement tests.
4. Union Apprenticeship Certificates:
Students who are pursuing only union apprenticeship or “trades” certificates through union

apprenticeship schools are exempt from ACCUPLACER testing. ACCUPLACER testing is required if “trades” students choose to take courses beyond their apprenticeship certificate.

5. Illinois Fire Service Institute (IFSI):

Through a collaborative partnership with the University of Illinois Fire Service Institute, Parkland provides college credit for students who take IFSI courses. IFSI students who are course enrollees are exempt from ACCUPLACER testing. ACCUPLACER testing is required if an IFSI student decides to earn an Associate’s degree in Fire Science or other credential at Parkland.

6. Police Training Institute (PTI):

Through a collaborative partnership with the University of Illinois Police Training Institute, Parkland provides college credit for students who take PTI courses. PTI students who are course enrollees are exempt from ACCUPLACER testing. ACCUPLACER testing is required if a PTI student decides to earn an Associate’s degree in Criminal Justice or other credential at Parkland.

7. Dual Credit for Career Courses:

Department chairs overseeing career courses may use high school GPA as evidence of a high school student’s academic readiness to take dual credit college-level courses with career course prefixes instead of ACCUPLACER assessment scores. In such cases, the department chairs and the appropriate academic deans will assume the responsibility of communicating to these students the expectations for reading, composition, and math readiness in degree and certificate programs and help these students work toward readiness per CAP upon their graduation from high school.

IX. SUMMARY OF ACCUPLACER PLACEMENT EXAM RESULTS

PLACEMENT	READING	ENGLISH/Sentence Skills	ESL	MATH¹
College-level	81-120	107-120 with a Reading score of 86-101; or 85-106 with a Reading score of 85-120; 107-120 with a Reading score of 102-120 places into ENG 106	400 or higher with at least 100 in each of the 4 subsections TOEFL iBT: 61 or higher TOEFL paper-based: 500 or higher	101 or higher on the Elementary Algebra test
Developmental OR For non-native speaker students: English as a Second Language	Generally 30-80	Generally 20-105 if Reading score is at least 30 Eligibility for writing sample: 73-106 with Reading score of 30-120	B 360-399 Students at this level may take the Math placement exam TOEFL iBT: 52-60 TOEFL paper-based: 470-499	0-58 on the Arithmetic test AND 6-10 on the Computational Skills test; or 59-120 on the Arithmetic test; or 56-100 on the Elementary Algebra test
Below developmental OR For non-native speaker students: Pre-college ESL only	20-29	Reading score is 20-29 and English score is lower than 20	Below 360 TOEFL iBT: below 52 TOEFL paper-based: below 470	0-59 on the Arithmetic test AND 0-5 on the Computational Skills test

¹These Math cut-off scores are based on the ACT ACCUPLACER Exam and are not to be interpreted as ALEKS cut-off scores.

Updated to reflect change from COMPASS to ACCUPLACER, December 2015