

**1. Act on Approval of Multiple Placement Measures for Gateway Math Courses**

*Affordability & Success:  
Retention & On Time Graduation*

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**Summary**

*KBOR policy (Ch. III.A.14.) specifies that systemwide course placement measures will be in place for gateway math courses, and the placement measures will be informed by recommendations from the Systemwide Math Course Placement Committee. To that end, a Systemwide Math Course Placement Committee was formed in February 2024 and the Committee met frequently during the spring semester to develop the systemwide course placement measures recommended below. Academic Affairs staff recommends approval of the multiple placement measures as recommended by the Committee.*

*August 1, 2024*

**Background**

Higher education institutions have often relied upon standardized testing to place students into gateway English and math courses. While there is a place and continued need for these assessments, a course placement system that relies solely upon test scores – which assess a student’s skills and abilities through one assessment on a single day – provides a narrow evaluation. A more holistic approach considers multiple measures for course placement – such as ACT/SAT subject scores, completing certain high school courses, or achieving a requisite high school grade point average. Multiple measures have proven to be a better predictor of success and help reduce unnecessary developmental education placements.

In addition to an overreliance on standardized assessment, Kansas colleges and universities have traditionally operated under a system in which each state university or coordinated institution independently determines if a student is eligible to enroll in a gateway math or English course. As such, with no congruity, there can be up to 32 different standards – one for each higher education institution in the system – to determine if a student qualifies for enrollment in a gateway English or math course. The lack of systemwide college math and English readiness standards has created a missed opportunity to communicate clear expectations to high school teachers and counselors and their students who are planning and preparing for higher education.

Therefore, KBOR policy was updated on May 17, 2023, to reflect this change in thinking. KBOR policy (Ch. II.A.14.b.vii.) states:

*“Systemwide course placement measure” is a high school performance grade standard, requisite ACT/SAT score, or other common assessment mechanism that is recognized by all coordinated and state university institutions to determine if a student is eligible to enroll in a gateway English or math course. These measures are informed by recommendations from the Systemwide Course Placement Math and English Committees and will require approval from the Board of Academic Affairs Standing Committee.*

A Systemwide Math Course Placement Committee was first convened in February 2024. President Flanders attended the first meeting and charged the Committee with developing recommendations for systemwide multiple placement measures for three gateway math courses: College Algebra, Elementary Statistics, and Contemporary Math. The Committee convened on seven occasions this year (February 28, March 22, April 19, May 17, June 10, June 26, July 22) to reach consensus on the proposed recommendations.

**Proposed Multiple Measures by Course**

Per KBOR policy, each student who meets either a systemwide course placement measure OR an institutionally designated\* course placement measure is eligible to enroll in a gateway course without developmental support. Each student meeting neither of the above shall be placed into the gateway course with developmental support.

### **College Algebra**

Math ACT: 22 or higher OR

Math SAT: 540 or higher OR

ALEKS PPL: 46 or higher OR

Accuplacer QAS: 263 or higher OR

HS GPA and Course Grade: 3.25 cumulative GPA (unweighted) **and** B- or higher in Second semester  
Algebra 2 or Integrated Math 3 OR

Institutional Measure\* (including professional discretion)

### **Contemporary Math and Elementary Statistics**

Math ACT: 19 or higher OR

Math SAT: 510 or higher OR

ALEKS PPL: 30 or higher OR

Accuplacer QAS: 255 or higher OR

HS GPA and Course Grade: 3.00 cumulative GPA (unweighted) **and** C- or higher in Second Semester  
Algebra 2 or Integrated Math 3 OR

Institutional Measure\* (including professional discretion)

\*Institutionally designated course placement measure is any course placement measure that is not included in the systemwide course placement measures and is used to determine eligibility to enroll in a gateway English or math course. These measures could include, but are not limited to, vendor-based assessments, homegrown assessments, or an evaluation of non-cognitive factors such as motivation and workplace experiences. These measures are approved at the institutional level and only apply in cases in which the student did not meet any of the applicable systemwide course placement measures ([Ch. III.A.14.b.v.](#)). This category also provides institutions the professional discretion to place students in the gateway course by considering scores on multiple measures as well as non-cognitive factors known to the institution.

### **Next Steps**

The Math Pathways Placement Measures Committee also provided suggestions for implementation. These suggestions will be incorporated into guidelines and best practices developed by KBOR staff and shared in upcoming meetings and professional development trainings.

### **Staff Recommendation**

Board staff recommends the approval of recommendations for multiple measures per course provided by the Systemwide Math Course Placement Committee.

### **Systemwide Math Course Placement Committee Members**

- Butler Community College, Bethany Chandler, Math Faculty
- Coffeyville Community College, Ryan Willis, Math/Physics Faculty
- Emporia State University, Kindra Wells, Instructor of Mathematics
- Fort Hays State University, Keith Dreiling, Department Chair & Professor
- Garden City Community College, Marc Malone, VP for Instructional Services
- Garden City Community College, Nicole Dick, Math Faculty
- Johnson County Community College, Marcelle Cooper, Director of Testing & Assessment
- Kansas State University, Gabe Kerr, Undergraduate Director of Math
- Manhattan Area Technical College, Brian Koch, Math Faculty
- Pittsburg State University, Tim Flood, Chair of Mathematics
- University of Kansas, Mat Johnson, Chair of Mathematics
- Washburn University, Sarah Cook, Chair of Math & Statistics

- Wichita State University, Stephen Brady, College Algebra Program Director
- Wichita State University Tech, Talelia Schroeder, Chair of Mathematics