

Student Proficiency Standards for Participation in Concurrent Enrollment Programs

All students in grades 9 through 12 are eligible to enroll in Concurrent Enrollment/Senior Year Plus provided the following.

In response to the most recent guidance from the Iowa Department of Education on March 23, 2020, Iowa Valley Community College District has developed a list of multiple measures of proficiency to consider adopting. These measures come into play when high school students choose to enroll in concurrent enrollment Liberal Arts classes. This does not apply to participation in Career and Technical Education concurrent enrollment classes.

1. Testing

- a. Proficiency on ACT Assessment
 - i. English/Writing = 18
 - ii. Reading = 18
 - iii. Math = 19, **or**
- b. Proficiency on SAT Assessment
 - i. English/Writing = 430
 - ii. Math = 510, **or**
- c. Proficiency on Accuplacer for those courses with pre-requisite, **or**
- d. An equivalent average rating on recent Fastbridge, MAP, or other test applicable to the intended course enrollment (discipline/subject specific).

2. Proficiency in the corresponding content area on most recent administration of the statewide assessment.

- a. Proficiency in the corresponding content area (Math, Science, English Language Arts, Reading) on the most recent Iowa Statewide Assessment of Student Progress (ISASP) test.

3. Individual review of student transcripts

- a. Does the student show progress in improvement in coursework? Are grades improving over time? Evaluation of a student's transcript may be reviewed in entirety or may be evaluated within a specific discipline or subject area.
- b. 9th or 10th graders identified as gifted and talented according to code.
- c. Student success in Advanced Placement or other Concurrent Enrollment classes.

4. Coursework

- a. The student shall have previous high school course performance of a "C" or higher linked to the intended college course enrollment (discipline/subject specific), **or**
- b. Student success in prior concurrent enrollment coursework of a "C" or higher (inclusive of *all successes*; including CTE coursework), **or**
- c. The student's coursework may be assessed as proficient by the high school

- counselor or team of faculty/staff using a related coursework portfolio, or
- d. Proficiency in previous corresponding high school coursework based on a standards-based grading system, this would be a score of a “3” or “4” which indicates proficiency in most standards-based grading systems.

5. Grade Point Average (GPA)

- a. The student’s GPA shall show improvement over time versus a certain point on a four-point scale, or
- b. Have a high school GPA of 2.0 in the corresponding discipline or subject area, or c. Have a cumulative high school GPA of 2.0, or
- c. Utilize the GPA established by the postsecondary institution which reflects that of traditionally admitted first-time freshmen within the corresponding discipline or subject area.

Non-academic Measures of College Readiness

Critical behaviors needed for success in college often include those aligned to nonacademic measures. School counselors and academic advisors play a critical role in helping students understand the rigor and expectations of college-level coursework in order for students to be adequately prepared to be successful in these opportunities.

The nonacademic measures of college readiness provided below would be appropriate to use when advising students and assist in determining college readiness. These measures should not be used alone in determining whether a student should access Senior Year Plus opportunities as they are less objective than the academic measures listed above or the assessment scores students will have received to demonstrate proficiency through the ISASP. Rather, these measures may be utilized in conjunction with both assessment test scores and measures of college readiness to look at a student holistically and to help guide conversations with students when discussing course opportunities.

6. High school discipline specific instructor recommendation.

7. The student’s skills may be assessed as proficient by a high school counselor or teacher using the following criteria:

- a. Maturity
 - demonstrates self-advocacy and communication of academic needs
 - successfully manages academics, work, extracurricular and other commitments
 - takes responsibility for their learning and success
- b. Academic skills or standing
 - satisfactory attendance record
 - successfully completes related high school coursework
 - completes assignments by due date, including assigned readings
 - demonstrates self-motivation as a learner

c. Personal traits/dispositions

- demonstrates respect for others
- exhibits intellectual curiosity and openness to new ideas
- works well as part of a team
- demonstrates honesty and ethical decision-making
- willingness to devote time each week outside of class to study, review and prepare for coursework

8. Monitored academic support from a counselor, teacher or designated staff member at the secondary or postsecondary institution. Research indicates that students who may fall below what is deemed “college ready”, but are close to college-ready range, are likely to succeed in college-level coursework with additional academic support.

Iowa Department of Education guidance should be viewed as advisory unless it's specifically authorized by state statute, according to Iowa Code section 256.9A. This does not apply to administrative rules, declaratory orders, or materials required by federal law or courts.

9. Postsecondary Academic Advising

The student may meet with an academic advisor for evaluation at the postsecondary institution prior to enrollment in a college-level course. The advisor should evaluate the student to determine if they are prepared to be successful in college-level coursework and provide a recommendation to the high school counselor.