

Multiple Measures Policy FAQs

Multiple Measures Webinar: February 3, 2017 - Q&A Chat Questions:

Q1: Does the 5-year date have to be exactly to that date?

A1: You can consider the expiration on a semester basis, if you wish. Just be consistent. Choose exact date or term as the standard for everyone. Ex. Student graduated April 12, 2012 and it is now April 22, 2017, over 5 years using the exact date. However, on a term basis, both dates are within spring semester and could be used.

Q2: Are we rounding GPA?

A2: No, use the GPA exactly as listed on the transcript.

Q3: If your college does not offer co-requisite courses for MTH and the student places into one of the co-req categories listed in the policy, what should happen?

A3: The student needs to take the VPT.

Q4: If your test was equal to BSK and you have taken it twice in the same year, does the student have to wait 5 years to retake the VPT?

A4: No, student can retake the next year. Re-takes are allowed every 12 months.

Q5: What if a student has taken developmental math courses but has a 5-year gap?

A5: If the student has been discontinued, they can be evaluated under the new policy for placement. Previous developmental classes have expired, so new placement is possible with the student starting a new developmental sequence. If they have not been discontinued, then they can continue their in-progress developmental sequence. Expiration of developmental courses taken at your college do not apply to in-progress, currently enrolled students at your college.

Q6: Will there be a new group established for BSK?

A6: No, there will be no new BSK group in SIS.

Q7: Is it “passing” or “completed” for math courses?

A7: There is no wording indicating passing for the approved multiple measure policy. It only says the student must “complete”. Completion (and not a specific grade) is what the research was based on for the cuts chosen by the taskforce and faculty groups. Adding passing into the equation creates an additional criterion not accounted for in the research. *The PPT in the webinar mistakenly used the word “passed” on a slide. That has been corrected in the updated PPT version distributed, sorry!*

Q8: What is a definition of regionally accredited?

A8: Consult with your registrar’s office on whether a college is regionally accredited. The following are the seven active regional accrediting agencies for educational institutions in the United States:^{[4][5]}

- [Middle States Commission on Higher Education](#), formerly part of the [Middle States Association of Colleges and Schools](#) - Postsecondary institutions in [New York](#), [New Jersey](#), [Pennsylvania](#), [Delaware](#), [Maryland](#), the [District of Columbia](#), [Puerto Rico](#), and the [US Virgin Islands](#).
- [New England Association of Schools and Colleges](#) - Educational institutions in the six [New England](#) states ([Connecticut](#), [Maine](#), [Massachusetts](#), [New Hampshire](#), [Rhode Island](#), and [Vermont](#)).

- [Higher Learning Commission](#), formerly part of the [North Central Association of Colleges and Schools](#)^[6] - Educational institutions in [Arkansas](#), [Arizona](#), [Colorado](#), [Iowa](#), [Illinois](#), [Indiana](#), [Kansas](#), [Michigan](#), [Minnesota](#), [Missouri](#), [North Dakota](#), [Nebraska](#), [New Mexico](#), [Ohio](#), [Oklahoma](#), [South Dakota](#), [Wisconsin](#), [West Virginia](#), and [Wyoming](#).
- [Northwest Accreditation Commission](#) for primary and secondary schools and [Northwest Commission on Colleges and Universities](#) (NWCCU) for postsecondary institutions in [Alaska](#), [Idaho](#), [Montana](#), [Nevada](#), [Oregon](#), [Utah](#), and [Washington](#).
- [Southern Association of Colleges and Schools](#) - Educational institutions in [Alabama](#), [Florida](#), [Georgia](#), [Kentucky](#), [Louisiana](#), [Mississippi](#), [North Carolina](#), [South Carolina](#), [Tennessee](#), [Texas](#) and [Virginia](#).
- [Western Association of Schools and Colleges](#) - 4-year educational institutions in [California](#), [Hawaii](#), [Guam](#), [American Samoa](#), [Micronesia](#), [Palau](#), and [Northern Marianas Islands](#), as well as schools for American children in [Asia](#).
- [Accrediting Commission for Community and Junior Colleges](#), formerly part of the Western Association of Schools and Colleges - 2-year educational institutions in [California](#), [Hawaii](#), [Guam](#), [American Samoa](#), [Micronesia](#), [Palau](#), and [Northern Marianas Islands](#), as well as schools for American children in [Asia](#).

Q9: Do you need regional accreditation for high school?

A9: No, you do not need accreditation to apply this policy. All public, private, and home school transcripts, both in and out of state, can be used. Accreditation is only applicable when evaluating college degrees.

Q10: Took VPT in 2013 and enrolled in AUT but no Math or English courses have been taken?

A10: If the student is currently enrolled at the college but did not take any Math/English previously, then they should abide by their current VPT scores and/or re-take the VPT if the previous scores have expired and/or they wish to re-take the VPT. They should not be retroactively evaluated by the new policy. However, if they **have been discontinued** and are re-enrolling in the college (i.e. starting the entry process over), they can be re-evaluated under the new policy. *The retroactive rule is to simplify implementation of the policy, not make it more complicated. If you have a compelling reason to apply the new policy to a current student, you do not have to be wedded to the retroactive ruling.*

Q11: Student has applied previously to the college, completed VPT but has not taken any courses. They graduated within the last 5 years, can they use their high school transcript to try to meet some of the new conditions?

A11: Yes. They would still be considered a new student since they did not take enroll at the institution. See answer to Question 10 for more detail.

Q12: Does an International or ESL student need to take an ESL placement test if they meet one of the multiple measures listed in the policy (i.e. SAT cut, HS GPA, etc.).

A12: No. If the student meets one of the multiple measures mentioned in the policy for English, then no ESL test is necessary. They are considered to have appropriate college-level English skills. If they do not meet one of those requirements then they would take whatever test is appropriate for their situation (i.e. ESL/VPT). See statement #5 of the new policy:

5. Any **student who is not placed** by the above criteria will take the Virginia Placement Test, or **ESL-specific test**, as appropriate...

Q13: If we have previously expired VPT test scores in SIS under the 2-year rule, do we now need to go back and reactivate them?

A13: No, just have the student re-qualify under the new policy. There is no need to retroactively change previous actions on a student's account. If the student does not have current placement results, even if currently enrolled, they can be evaluated under the new policy (unless they have already started their developmental sequence of classes). **It is not retroactive, if you are not changing their current situation.** A student with no current placement results needs new evaluation.

Q14: If a student takes a college-level Math course that is at the MTE 1-5 level, ex. Math for Liberal Arts at another college and transfers that course into your college, do they need to take the VPT to qualify to take a MTE 1-9 level Math course such as Pre-Calc (i.e. do they get credited for MTE 1-9)?

A14: That is a college-specific question and a local decision based on your college's requirements. However, if a student has a college-level math course, how important is it to make them take the VPT? This is a good opportunity for a math faculty member or counselor to have a conversation with the student about their math background, student goals, explain the concerns, and determine if testing, coreq model, or direct placement are right for the student. *If the student has a college degree, though, they should be placed directly into the college level category without placement testing as stated in policy statement #1.*

Q15: Where does it say a student's highest placement should take precedence?

A15: #5 statement in the first section of the policy.

Other Frequently Asked Questions:

Retroactive Application of Policy Questions:

The policy is not meant to be applied retroactively. This means it applies to incoming students, not to currently enrolled* students who have already been placed. **Retroactive application means you are changing a student's current situation.** Some examples:

- If a student is currently enrolled AND has current placement results, they should **not** be re-assessed under this new policy.
- If a currently enrolled student has started their developmental sequence, they should **not** be re-assessed under the new policy.
- If a student has been discontinued and wishes to re-enroll, they need a new evaluation. The new policy applies.
- If a student has been discontinued, but previously started their developmental sequence and the classes are within the 5-year expiration limit they are in a gray area. They **can choose**. They can continue where they left off or be assessed under the new policy.
- If a student has been discontinued, but previously started their developmental sequence and the classes are expired (over the 5-year limit), they need a new evaluation. The new policy applies.
- If a currently enrolled student has expired VPT results, but has not begun their developmental sequence, they need a new evaluation. The new policy applies.
- Dual Enrollment students may choose to be re-assessed under this new policy when they enter the college as "General Admission" students (see *VCCS Policy 6.0.1*). Again, this policy applies to "general admission" students, not current dual enrollment admissions students. When they enter the college as new, general admission students they have the opportunity to gain re-assessment based on their new status. However, these students may also use their un-expired VPT results from dual enrollment admissions, if they wish. There is no need to re-test them.

- In other situations, make the best decision for the student. Retroactivity is meant to simplify implementation by not forcing colleges to go back and pull current student placements and re-assess everyone - **not to be an obstacle to making the best choice for the student.**

*Enrolled = registered and attending classes

We understand that the multiple measures does NOT apply for dual enrollment admissions. However, what about high school students who are taking courses that are not considered “dual enrollment”?

- Any student who is currently in high school is considered a dual enrollment student and the Dual Enrollment Admissions policy 6.0.1.1 applies. VCCS policy does not differentiate between dual students who take classes as part of a high school contract, take them on their own as concurrent students, are home school students, etc. All students who are still in high school fall under 6.0.1.1 admissions criteria and are not in the scope of this policy. They must also meet standard course pre-requisites as dictated by your college (i.e. VPT, SAT, previous coursework).

What is the earliest VPT/SAT/ACT score date, etc. that can be used for the 5-year cut off?

- Any incoming, new student with a SAT/ACT/VPT can use any of these scores as long as they have taken them within the last 5 years. A current student can not use something they took before enrolling, since this policy was not in effect when they entered the college. They have already been assessed under the rules that were in effect when they enrolled. However, an incoming student could use the score from the SAT they took anytime in the 5 years preceding their enrollment. Currently, that would be Spring of 2012 or after.

For developmental coursework taken at another VCCS college or non-VCCS college, when does the 5-year period begin? For example, is this only effective for students who complete a developmental course beginning Spring 2017 or does this policy apply to anyone who has completed a developmental course since Spring of 2012?

- In this example, since Spring of 2012. If the student has coursework or test results that are not expired at the time of the policy’s application they can use them.

If we use a December (end of 1st semester) High School GPA for graduating seniors, if the student’s final high school GPA is higher, can we use that instead?

- Yes.

If a student falls in a co-req eligible category, how do we determine which MTE’s are satisfied?

- Individual MTE’s are not satisfied with this placement. Students are able to enroll in a credit course with the appropriate coreq (MCR) course. Upon passing the CREDIT course, the required prerequisite MTE’s for that course are added to the student group page as satisfied. Example: MTH 161 Precalc I with MCR 6 – student passes MTH 161, then all MTE 1-9 are added as satisfied. For MTH 154, only MTE 1-5 will be satisfied. A student needing MTE 1-3 for an accounting class (example) would have to take the VPT to determine if those modules are satisfied if wanting to enroll in the ACC class prior to completion of the credit math course. This only applies to the special co-requisite placement categories.

What about students who have successfully completed dual enrollment English and math?

- They already have a college transcript and have completed the courses for which the policy is intended, so the policy does not apply to their situation.

Other FAQs:

- SAT scores have 10-point ranges, Ex. you will never see 471-479 score
- Students can take the “Calculus only” VPT to qualify for Calculus-level courses. OR
- Colleges can set their own multiple measure cuts for Calculus placement. *Ex. 3.2 GPA and Pre-Calculus in High School. SAT score of 560 on Math.*
- The policy is not retroactive and only applies to students enrolling in Summer 2017 term and beyond
- Evaluate using the standard VCCS-accepted high school diplomas: Standard, Modified Standard, Advanced, GAD
- All criteria are valid for 5-years, including VPT scores
- “Completed” means finished and did not withdraw from the course, the grade in the high school course does not matter
- This policy does not impact Dual Enrollment Admissions Criteria (6.0.1.1)
- Workgroups are currently at work to expand this policy to include dual enrollment students and non-traditional age students (i.e. those who graduated over 5 years ago)

NOTE on PeopleSoft SIS recording of scores:

Several questions were submitted which concerned the entering or finding of data in SIS. We are currently working on set up and documentation for Multiple Measures implementation. More information and training for SIS staff will be released shortly.

NOTE on the “Gray Areas”:

Every student may not fall neatly into the policy guidelines and placement categories. When a student falls into this “gray area”, your college may have to make a judgement call. When doing so, please base your decision on the intent and purpose of the new policy:

- to more accurately place students into college-level courses,
- to give them credit for previous work and skills learned,
- to not base a student’s future on one high stakes test or one measure of competency

Whenever reasonable, err on the side of progressing the student rather than holding them back. Present the options and let them make an informed choice, if possible.

Forming Your College Approach:

All of the above answers are simply interpretations, based on the stated intent and purpose of the new Multiple Measures policy. In some cases, they are based on common sense rules about whom the policy was designed to benefit. This is intended as guidance. However, that does not mean the answers must apply to every student situation. We deal with a diverse population of students, with diverse academic backgrounds, and a diverse set of needs. Colleges should remember the “human factor” in all decision-making. We want our students to succeed. This new policy is designed around research on what helps students achieve success and completion (i.e. building on previous work, setting higher expectations for them, giving them more control over their educational progress, predictive nature of high school GPA, and faster progression to college-level classes). If you have a student who would benefit from a different interpretation, do not obey the rules at the expense of the student.

In that vein, we recommend your college form a vision and process for how you will implement this policy. Ensure everyone is on the same page, so that when unusual situations arise everyone knows the overarching goals and the way to approach unique student situations.

Establishing guiding principles allows a more consistent application of policy and eases confusion with all involved. Examples:

- When a student does not fall neatly into the policy categories, we will choose the highest class level available to the student...
- Decisions will be based on the best interest of the student. We, as a college, define that as...
- We will evaluate all of the student's work and confidence level to make a recommendation based on...
- Present all of the options to the student and let them make their own choice, giving them control and responsibility in their educational process...
- Consult with the Director of X to make the final decision...
- Let's come up with a list of "what if" scenarios and decide how we as a college wish to approach each of these, keeping in mind the overarching purpose of the policy, then distribute to all advisors...
- If a student with a special situation could benefit from re-assessment under the new policy, we will...
- Or whatever works for your institution...