



Curriculum Procedures Reference Manual

SECTION 26

College Readiness

College-Definitions

Statement of Intent

The North Carolina Community College System recognizes that the following policies are necessary to provide a breadth of opportunity for students to demonstrate college-readiness:

- A framework that ensures all students have the opportunity for success, recognizing that students may need remediation or additional supports to be successful in college-level course work.
- A system of supports that enables students to gain the skills and knowledge needed to successfully complete college-level courses while also maintaining momentum toward timely credential completion.
- A process to continuously evaluate student success and the effectiveness of remediation efforts and additional supports.

The Community College Student

The Community Colleges of North Carolina are committed to providing an open door of opportunity for high-quality, accessible educational opportunities that minimize barriers to post-secondary education and training. Community college students come to our institutions from a variety of different backgrounds to meet an array of personal, professional, and academic goals. In short, our students represent every walk of life in North Carolina. As Dallas Herring once said, "We must take people where they are and carry them as far as they can go." Taking this into account, the 58 community colleges' mission is to ensure that our students leave with the maturity, intellectual adaptability, and other attributes that will position them for success.

College-Readiness Philosophy

Students are college-ready when they have the requisite knowledge and skills needed to succeed in college level courses. College-ready students, as defined by the placement policy, are prepared to enroll, and succeed in entry-level college credit-bearing courses, without the need for mandatory developmental education or supplemental academic supports.

This philosophy guides policies, procedures, and services to equitably support students throughout their academic and professional endeavors.

Admission Standards

State Admission Standards (1D SBCCC 400.2) refer to the criteria used to determine eligibility for entrance into our open-door institutions. Colleges may adopt additional local standards.

Program and Training Eligibility/Selection

Program Eligibility refers to the state and local criteria used to evaluate student applications for enrollment into specialized programs of study. Entry into these programs may be regulated by external occupational boards, commissions, or regulatory bodies. Examples include, but are not limited to, basic law enforcement training (BLET) and health sciences programs. When there is limited program capacity, colleges may establish local criteria for competitive entry programs.

Placement Policy (College-Ready)

In alignment with the college-readiness philosophy, the placement policy establishes the criteria used to identify student readiness to successfully complete college-level course work. Students identified as college-ready may enroll in entry-level, college credit-bearing courses. Students identified as non-college-ready will be provided appropriate academic support.

A student who meets at least one of the following measures is considered college-ready:

- High School and Adult High School GPA
Unweighted 2.8 or higher (within 10 years)
- SAT Scores
 - 480 or higher on Evidenced-Based Reading and Writing
 - 530 or higher in Mathematics
- ACT Scores
 - 18 or higher English
 - 22 or higher Reading
 - 22 or higher Mathematics
- TABE - 11/12 627 Reading, 650 Math (TABE concordance with HSE test)
- GED Scores- 165 on all tests
- HiSET Scores- 15 or higher on all subject tests with a minimum of 4 on the essay
- NROC/EdReady Placement Test
 - English Tier 2: 70 or higher
 - Math Tier 3: 70 or higher
- CCRG
 - English Tier Test 1 and Tier Test 2: Score of 80
 - Math Tier Test 1, 2 and 3: Score of 80