



NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
H. Martin Lancaster, President

MEMORANDUM

TO: Developmental Education Coordinators/Lead Instructors
Basic Skills Directors
Student Services Officers

FROM: Edith Lang, Program Coordinator for Developmental Education
Randy Whitfield, Director of Basic Skills

DATE: October 2, 2000

SUBJECT: Referral of Students to Basic Skills in Lieu of Developmental Courses

Informal research leads us to conclude that practices of referral of high school graduates to basic skills for remediation are very inconsistent across the state. Based on sound educational theory and practical auditing considerations, we offer the following guidelines for these referrals.

Most high school graduates who enter the college intending to pursue a curriculum degree, diploma or certificate should be enrolled in curriculum courses or prerequisite developmental courses. Occasionally, there will be high school graduates whose scores on the placement test are extremely low in one or more areas. Curriculum counselors/developmental education personnel should then administer a second test to these students, using an instrument that reports scores by grade level or has an equivalency scale score. (Basic skills personnel can provide guidance in choosing an appropriate test for this purpose.) Only those students whose scores indicate a level below 9th grade (or its equivalent scale score) may be referred to basic skills. For your convenience, a list of cut scores for the most frequently used tests is attached.

Dual enrollment in basic skills and developmental/curriculum course is appropriate in a very limited number of cases. Students enrolled in basic skills reading/language courses should not be enrolled in any developmental/curriculum courses. However, students whose reading and language skills are consistent with developmental/curriculum courses may be simultaneously enrolled in basic skills math and developmental/curriculum courses that have no math content.

High school graduates who are not enrolled in curriculum programs may enroll in basic skills courses. High school graduates functioning below 9th grade level (or its equivalent scale score) on a standardized assessment may be enrolled in Adult Basic Education (ABE), English as a Second Language (ESL), or Compensatory Education (CED). High school graduates who are functioning on 9th - 12.9 grade level (or the equivalent scale scores) may enroll in basic skills as HSG (high school graduate). **Since high school graduates functioning on high school level are not the main target audience for basic skills, enrolling them should be on a very limited basis.** This category was developed to serve adults, especially in workplace classes, who wanted to improve a specific skill, but did not plan to enter a curriculum program. Students who are functioning above the high school level need to look for other options for remediation.

Due to Title II (Adult Education and Family Literacy Act) of the Workforce Investment Act, all students entering basic skills classes must be assessed by a standardized test. Students can no longer "self-refer" into the program.

If you have any questions regarding this information, please contact Edith Lang or Randy Whitfield at 919/733-7051, ext. 431 and ext. 721, respectively.

Enclosure

c: Presidents
Chief Academic Officers
Senior Continuing Education Administrators
Dr. Delores Parker

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