

## Shasta College Math and English Placement Principles

*Overview: Shasta College is committed to student success. Research indicates that a student's past academic performance is a superior predictor of college success. Further, students succeed in transfer level English and math courses at higher rates if they are permitted to enroll directly into those courses. To that end, the college will use multiple measures including high school transcripts and guided self-placement to ensure that students are placed into the highest course possible.*

- Shasta College will maximize the probability that students will enter and complete transfer-level coursework in English and math within one year.
- Shasta College will not require students to enroll in remedial English or math coursework that lengthens their time to complete a degree unless placement research that includes consideration of high school grade point average and coursework shows that those students are highly unlikely to succeed in transfer-level coursework.
- Shasta College will encourage students to enroll in additional concurrent support, including additional language support for ESL students, during the same semester that they take the transfer-level English or math course, but only if it is determined that the support will increase a student's likelihood of passing the transfer-level English or math course.
- Shasta College strives to minimize the impact on student financial aid and unit requirements for the degree by exploring embedded support and low or noncredit support options.
- Shasta College will place all students whose program of study requires transfer-level coursework, and for whom transfer is the goal, with high school performance records within ten years of graduation, into transfer-level English. Learn more in the [initial guidance in English placement memo](#).