

BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES

Second Reading

BOARD ACTION

Proposed Amendment to Policy 3.3 Assessment for College Readiness

1 **INTRODUCTION**

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3 The Office of the Chancellor is submitting an amendment to Policy 3.3 Assessment for College
4 Readiness.

5
6 **BACKGROUND**

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8 The Board of Trustees approved this policy in 1997. Over time it has become clear that the policy does
9 not provide the specificity needed for institutional decision-making in terms of placing students in
10 developmental or college-level courses. Moreover, there has been controversy over the selection of one
11 instrument as the system-endorsed course placement instrument. A Committee on College Readiness
12 began work to revise the policy and develop a procedure for its implementation about two years ago. The
13 committee has recently completed the first phase of its work and has submitted its recommendations on
14 policy and procedure language as well as a recommendation on the system endorsed course placement
15 instrument to the Senior Vice Chancellor for Academic and Student Affairs. These recommendations are
16 reflected in the proposed policy amendment.

17
18 **CONSULTATION**

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20 Consultation has occurred as follows:

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- 22 • A system-wide committee began reviewing the policy in 2004.
 - 23 • Review and comment requested on the proposed policy actions from faculty, students,
24 administrators, staff, statewide student associations, statewide faculty associations and other
25 employee association groups through system-wide constituent mailing - 2/17/06
 - 26 • Reviewed with Chief Academic Officers and/or Chief Student Affairs Officers and Deans –
27 5/26/05; 10/26/05; 2/23/06
 - 28 • Reviewed with Assessment for College Readiness Committee – 3/30/05; 1/27/06
 - 29 • Reviewed at MSCF Meet and Confer - 9/15/05
 - 30 • Reviewed at IFO Meet and Confer – 4/8/05; 9/30/05
 - 31 • Reviewed at MSUAASF Meet and Confer - 1/20/06
 - 32 • Reviewed with the Academic and Student Affairs Policy Council - 2/17/05; 4/5/05; 9/13/05;
33 11/15/05; 1/25/06; 4/10/06
 - 34 • Reviewed with Leadership Council - 2/7/06; 4/4/06; 5/2/06

35 **RECOMMENDED COMMITTEE ACTION**

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37 The Educational Policy Committee recommends that the Board of Trustees adopt the following motion:

38
39 **RECOMMENDED MOTION**

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41 The Board of Trustees approves the proposed amendment to Policy 3.3 Assessment for College Readiness
42 and the repeal of Carry Forward SU Policy 4.9 Presentation of ACT Scores for Enrollment in a Minnesota
43 State University.

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Second Reading

BOARD POLICY

Chapter 3. EDUCATIONAL POLICIES

Section 3. ASSESSMENT FOR COLLEGE READINESS

3.3 Assessment for College Readiness Course Placement

~~Minnesota State Colleges and Universities are dedicated to supporting student success. As part of that commitment to student success, Minnesota State Colleges and Universities has developed a process to assess the reading, writing and mathematics skills of new entering students to develop minimum assessment standards for access to the college level curriculum, and to develop a set of developmental education courses to bring students with inadequate skills to the minimum standard.~~

~~Adherence to this policy offers many benefits to students and faculty of the MnSCU institutions:~~

- ~~1. Supports students through emphasis on access and success by ensuring they have or develop skills to compete in the college level curriculum;~~
- ~~2. Increases success in college level courses, resulting in improvement in persistence and graduation rates;~~
- ~~3. Eases transfer among MnSCU institutions since a single, portable assessment method will be in place at all MnSCU institutions;~~
- ~~4. Assures the integrity of the college level curriculum can be maintained by ensuring students enrolled in courses have achieved the prerequisite academic skill levels;~~
- ~~5. Allows development of seamless and successful transitions from high school to college. Explicit benchmarks for college readiness can be connected to high school graduation standards.~~

Part 1. Incoming Student Assessment Purpose. ~~The purpose of this policy is to improve student success in college and university courses through student assessment and course placement that addresses reading comprehension, written English, and mathematics knowledge and skills.~~

~~Subpart A. Each college and university shall require all students to complete an incoming student assessment that includes basic measures of reading comprehension, writing, and mathematics on system endorsed tests, except as provided in Subpart C. The incoming student assessment shall not be used to make admissions decisions.~~

~~Subp. B. Upon recommendation of the Assessment for College Readiness Committee, the Chancellor or designee may approve the local adoption of an alternative to the system endorsed instrument in no more than two of the three subject area measures in reading, writing, and mathematics.~~

~~Subp. C. Each college and university shall develop campus guidelines which exempt some students from all or portions of the incoming student assessment based on presentation of~~

1 transcript or equivalent evidence of adequate preparation or prior education, enrollment in
2 non-credit continuing education or customized training, or enrollment in a one- or two-
3 course program of study.

4
5 **~~Part 2. Minimum Standards for Access to General Education Courses.~~**

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7 Subp. A. Upon recommendation from the Assessment for College Readiness Committee,
8 the Chancellor or designee shall establish assessment test minimum standards for access to
9 general education courses. Colleges and universities may set standards for access to
10 general education that are higher (but not lower) than the minimum standards established
11 by the Chancellor.

12
13 Subp. B. Each college and university shall require students who score below the minimum
14 standards to complete successfully appropriate developmental education either through
15 courses or other means before enrolling in selected general education courses.

16
17 Subp. C. Each college and university shall establish and publish a process for making
18 justifiable exceptions to developmental education requirements (see Procedures).

19
20 **Part 3-2. Developmental Education, Course Placement Assessment.**

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22 **Subpart A. College and University Policy.** Each college and university shall provide for
23 or refer students to developmental education programs that prepare students for entry into
24 college-level courses. develop and implement a course placement policy that addresses
25 how student knowledge and skills shall be assessed for course placement decisions
26 according to Procedure 3.3.1 Course Placement.

27
28 **Subpart B. System-Endorsed Placement Instrument.** The chancellor shall select the
29 system-endorsed placement instrument for assessment of reading comprehension, written
30 English, and mathematics according to Procedure 3.3.1 Course Placement.

31
32 **~~Part 4 Annual Report on College Readiness Standards.~~**

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34 Each college and university shall annually report their assessment data, according to system
35 reporting procedures.

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37 **Part 5. Definitions**

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39 The following definitions are important to interpretation of the assessment
40 Policy:

41
42 *College level:* courses offered by a college or university numbered above 100 which count
43 toward the credit requirements of a certificate, diploma, associate degree, or baccalaureate
44 degree.

45
46 *General education:* courses in the college-level curriculum in college algebra, composition,
47 and reading-intensive arts and sciences courses, e.g., biology, western civilization.
48 Specification of reading-intensive courses to which minimum reading standards apply is
49 the responsibility of each institution.

1 ~~*Developmental education: courses numbered below 100, intended for students who do not*~~
2 ~~*meet minimum assessment standards and which do not count toward a certificate, diploma,*~~
3 ~~*associate degree, or baccalaureate degree.*~~

Date of Implementation: 9/1/98,

Date of Adoption: 5/21/97,

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BOARD ACTION

Proposed Repeal of Carry Forward SU Policy 4.9 Presentation of ACT Scores for Enrollment in a Minnesota State University

~~4.9 Presentation of ACT Scores for Enrollment in a Minnesota State University~~

~~Subdivision 1. Purpose.~~

~~The purpose of this policy is to establish a uniform requirement that students seeking to matriculate in a Minnesota State University provide an American College Testing (ACT) Assessment.~~

~~Subdivision 2. Definition.~~

~~The ACT Assessment is a comprehensive system providing scores on tests in four skills areas (English, mathematics, reading, and science reasoning), self-reported high school grade and course information, a student profile, and an interest inventory. This information is summarized on individual ACT College reports and provided to colleges/universities designated by students.~~

~~Subdivision 3. Applicability.~~

~~This policy shall apply to New Entering Freshmen seeking to enroll within three (3) years of graduation from high school.~~

~~Subdivision 4. Transfer and Non-Traditional Students.~~

~~Each university may select and administer the ACT or an alternative assessment instrument to non-traditional students and to students transferring from other postsecondary institutions within three years of graduation from high school who have not completed an AA or baccalaureate degree. Each university may charge a fee for the assessment administered.~~

~~Subdivision 5. Implementation.~~

~~This policy shall be phased in beginning in Fall 1994 and shall be fully implemented in Fall 1995.~~