
Admissions, Placement, and Remediation

Why Align Admissions, Placement, and Remediation Policies?

- When students are **fully** admitted to four-year programs, they should be ready to take college-level, credit-bearing courses.
 - When students are **provisionally** admitted to four-year programs, their academic gaps should be closed as soon as possible to improve their chances to succeed in college.
 - Students who can demonstrate proficiency in math or writing should be placed into credit-bearing courses, regardless of the MUS campus they attend.
 - Students who cannot demonstrate proficiency in math or writing should be placed into remedial courses, regardless of the MUS campus they attend.
 - When students transfer from two-year to four-year programs, they should know how their proficiencies can be demonstrated.
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How do these policies help us achieve our Strategic Plan?

- They will increase retention and completion rates by ensuring appropriate placement.
- They help increase high school students' preparedness by clearly communicating expectations.
- They improve system efficiency and effectiveness.
- They improve the accuracy and consistency of system data on remediation.
- They improve articulation and transferability.

Composition Placement Policy

- Complies with directive in Policy 301.16 (Writing Proficiency) to determine how that policy should be applied to exempted students and how that policy should impact writing placement exams administered on the campuses.
 - Was developed with input from all the MUS campuses.
 - Sets thresholds on writing assessments taken in high school for students 1) to be placed in college-level courses without on-campus testing; 2) to challenge their placement; and 3) to be placed in remedial courses.
 - Aligns placement practices for exempted students, as well as students on two-year and four-year campuses.
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Mathematics Proficiency Admissions Standard Revisions

- Aligns the threshold for **full** admissions with placement into college-level coursework, setting a clear, honest mathematics proficiency target for high school students.
 - Provides **provisional** admission status for students who place into remedial courses in a four-year program, ensuring that the university will provide those students with appropriate advising.
 - Aligns thresholds for full admissions with thresholds for demonstrating proficiency when students transfer into a four-year program.
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Developmental Education Policy Draft

- Aligns definition of developmental coursework with admissions policy and placement practices, based on test scores.
- Requires that developmental coursework be clearly identified with course numbers that beginning in "0."
- Identifies colleges with two-year missions as the primary providers of developmental education and sets expectation that four-year campuses will work with their affiliated two-year colleges to meet the needs of provisionally-admitted students.
- Requires annual report on placement and remediation to analyze remedial education in the MUS.
- Allows credit for courses that may be considered remedial in a four-year program for AAS degrees or certificates.

2010 MONTANA UNIVERSITY SYSTEM ADMISSION POLICIES

In order to be admitted to any of the four-year campuses of Montana University System, students must meet a combination of admissions standards, on the MUS website at <http://mus.edu/admissions.asp>.

FIRST, Admissions Policy 301.1, requires that students meet one of three minimum requirements:

Minimum admissions exam scores:	ACT Composite	SAT Total
MSU-Northern, UM-Western	20	1440
MSU-Billings & Bozeman	22	1540
UM-Missoula and MT Tech of UM	22	1540

OR have at least a 2.5 high school GPA (grade point average);
OR rank in top half of school's graduating class.

AND, students must complete the **Board of Regents' College Preparatory Program** in high school. There are two tracks of college prep courses, the minimum core, established in 1991, and the rigorous core, adopted in 2002 as part of the math proficiency standard. OCHE maintains and posts the lists of each high school's core on the website: <http://mus.edu/asa/hscp/index.asp> Students graduating in 2010 or later must complete the **Rigorous Core** to be eligible for a Montana University System Honor Scholarship.

Course	Minimum Core	Years	Rigorous Core	Years
Mathematics	Algebra I, II, and Geometry (or the sequential content equivalent).	3	Algebra I, II, and Geometry (or the sequential content equivalent) and a course beyond Algebra II (such as Trigonometry, Pre-Calculus, Calculus, Computer Math, or course equivalent)	4
English	Written and oral communication skills and literature	4	Written and oral communication skills, literature, and a designated college-prep composition or research-writing course	4
Science	2 lab sciences: one year must be earth science, biology, chemistry or physics	2	Full year each: General, physical or earth science; biology; chemistry or physics	3
Social Studies	Global studies (world history, world geography), American history, and government. Economics, American Indian history or other third-year course	3	Global studies (world history, world geography), American history, and government. Economics, American Indian history or other third-year course. Recommend: ½ yr of other courses such as psychology, humanities	3
Electives	World language, computer science, visual and performing arts, or vocational education	2	2 years of a second language, music, fine arts, speech/debate, career and technical education (such as information technology, computer science)	3

AND, students must satisfy the **Mathematics Proficiency** standard (Policy 301.15):

Minimum Score of 22 on **ACT**, 520 on **SAT**, math (quantitative) score, OR

Minimum Score of 3 or above on the **AP** Calculus AB or BC Subject Examinations, OR

Minimum Score of 50 on **CLEP** College Algebra, College Algebra-Trigonometry, Calculus or Trigonometry) (or current ACE Recommended Score for Awarding Credit) is also allowed OR

Minimum Grades of C in each math course of the High School **Rigorous Core** including 4 years of math (Algebra I & II, Geometry and a course beyond Algebra II)

Exceptions and additional details are available at: <http://mus.edu/borpol/bor300/301-15.pdf>.

AND, students must satisfy the **Writing Proficiency** standard (Policy 301.16) according to this phase-in schedule:

Assessment	Fall 2007	Fall 2008	Fall 2009 +
ACT Writing Subscore on Optional Writing Test or	5	6	7
ACT Combined English/Writing Score or	16	17	18
Essay Score Writing Section of SAT or	5	6	7
SAT Writing Section Score or	390	420	440
AP English Language Literature Examination or	3	3	3
MUS Writing Assessment	2.5	3	3.5

OR a Minimum Score of 50 on CLEP Subject Exam in Composition.

Exceptions and additional details are available at: <http://mus.edu/borpol/bor300/301-16.pdf>

Students who do not meet the Writing and/or Mathematics Proficiency standards may enter a four-year program under **Provisional Admissions**:

If a student has not yet demonstrated the ability to meet mathematics or writing proficiency standards, the student may be admitted to a 2-year degree program or admitted provisionally to a 4-year program. Before gaining full admission status, the provisionally admitted student may prove appropriate proficiency by re-taking one or more of the listed assessments to earn the required score or earn a grade of C- or better in the math or composition course that is the prerequisite to the course that satisfies the general education program requirements. If students have been provisionally admitted, they must achieve full admission status before the end of three semesters or the completion of 32 credits in the Montana University System, whichever event occurs first.