

College Readiness

Montana University System Report, 2011

College Readiness

1) College Readiness

- ❖ What is it?
- ❖ How is college readiness evaluated? (indicators of readiness)
- ❖ What are we doing? (state-level efforts)

2) MUS Admission Standards

- ❖ How do admissions standards relate to readiness?

3) MT Data Points

- ❖ How does Montana compare nationally?
- ❖ Is *college readiness* in Montana improving?
- ❖ Why do so many students need remediation?

College Readiness Definition

“College-ready” is defined as the level of academic preparation necessary to successfully complete entry-level college courses that are required for a degree.

What are entry-level college courses?

In the Montana University System, courses that are numbered “100” and above are considered college-level. Typical entry-level courses are WRIT 101 - College Writing and M 121 - College Algebra. Courses numbered below 100 are considered developmental (designed to develop skills needed to be successful in entry-level college courses.)

College Readiness Indicators

- 1. Courses completed in high school**
 - ❖ Core requirements, college prep program
- 2. Grade point averages, class ranking**
 - ❖ Levels determined by admissions selectivity
- 3. Scores on college entrance exams**
 - ❖ ACT (English = 18, Math = 22)
- 4. Course placement in college**
 - ❖ % of students requiring remediation

State-wide Efforts

1. MUS Writing Assessment Test
 - Nearly 8,000 juniors tested in 2011 (early assessment)
2. GEAR-UP (Gain Early Awareness & Readiness for Undergraduate Programs)
 - Federal grant program administered by OCHE/OPI
 - Recently funded for second 7 year cycle
 - Will provide free ACT testing to all high school students (2013)
3. Early Assessments: ACT's PLAN and EXPLORE; PSAT
4. Common Core State Standards...on the horizon
5. K-20 Shared Policy Goals
6. Linking data: K-12 to Higher Ed (CCN too)
 - Use data to align outcomes with expectations

MUS Admission Standards

Entrance Requirements

In order to be fully admitted to a 4-year university in the MUS, entering high school graduates are required to meet the following standards:

Complete the college preparatory program: mathematics (3 years), English (4 years), science (2 years), social studies (3 years), and electives (2 years) – includes languages, computer science, visual/performing arts, speech, or vocational education.

Demonstrate Mathematics Proficiency: earn an ACT math score of 22, SAT score of 520, or complete the Rigorous Core (i.e. additional year of math, science, and elective added to college prep program)

Demonstrate Writing Proficiency: earn an ACT writing/English score of 18, SAT score of 440; or score 7 or higher on the ACT/SAT essays, or 3.5 or higher on the MUS writing assessment test.

Achieve one of the following requirements:

Earn at least a 2.5 high school GPA; or

Rank in the top half of the school's graduating class; or

Score composite ACT of 22 or higher, or SAT of 1540 or higher (except MSU-Northern requires ACT score of 20, SAT score of 1440).

MUS Admission Standards

Provisional Admission

Provisional admission is granted to:

- ❖ Students who don't meet the writing and math proficiency standards are admitted to 4-year universities on a provisional basis.

Students who are provisionally admitted can gain full admittance by:

- ❖ Earning a "C" or better in developmental courses preparing students for college-level course work (must be done within the first three semesters); or
- ❖ Earning satisfactory scores on individual campus math placement exams; or
- ❖ Completion of an associate of arts or associate of science degree.

MUS Admission Standards

Exemptions

Entrance requirements do NOT apply to the following groups:

- Non-traditional students (those who do not enter college for a period of at least three years following high school graduation);
- Summer-only students; and
- Part-time students taking seven or fewer credits per semester.

In addition, institutions may exempt up to 15% of first-time, full-time undergraduates from the entrance requirements listed above. This exemption is reserved for students with special talents, minorities, and others who demonstrate special needs.

Open Admission

Two-year colleges in the MUS offer open admissions that do not require the academic standards listed above. However, certain programs (such as nursing) have admission standards.

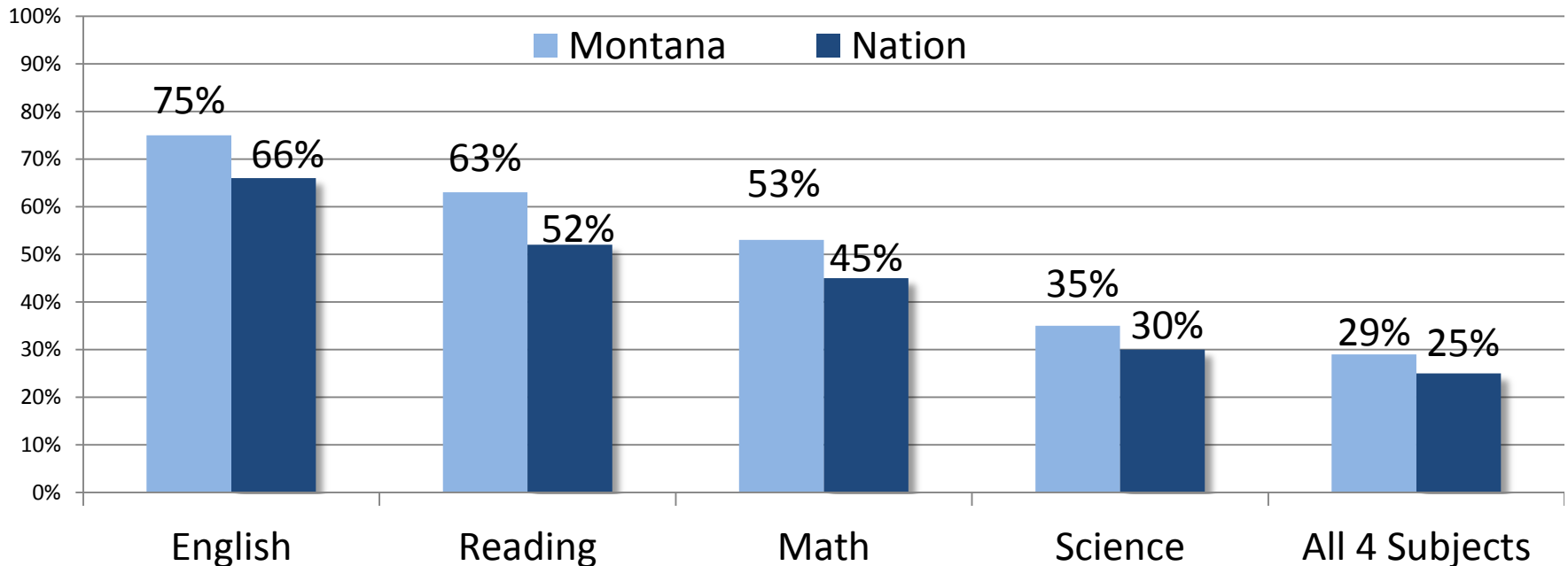
A high school degree or GED is required for admission to all degree programs.

MT Data Points

ACT College Ready Benchmarks

College Readiness of MT High School Students, 2011

% of ACT Tested Meeting ACT College Readiness Benchmarks

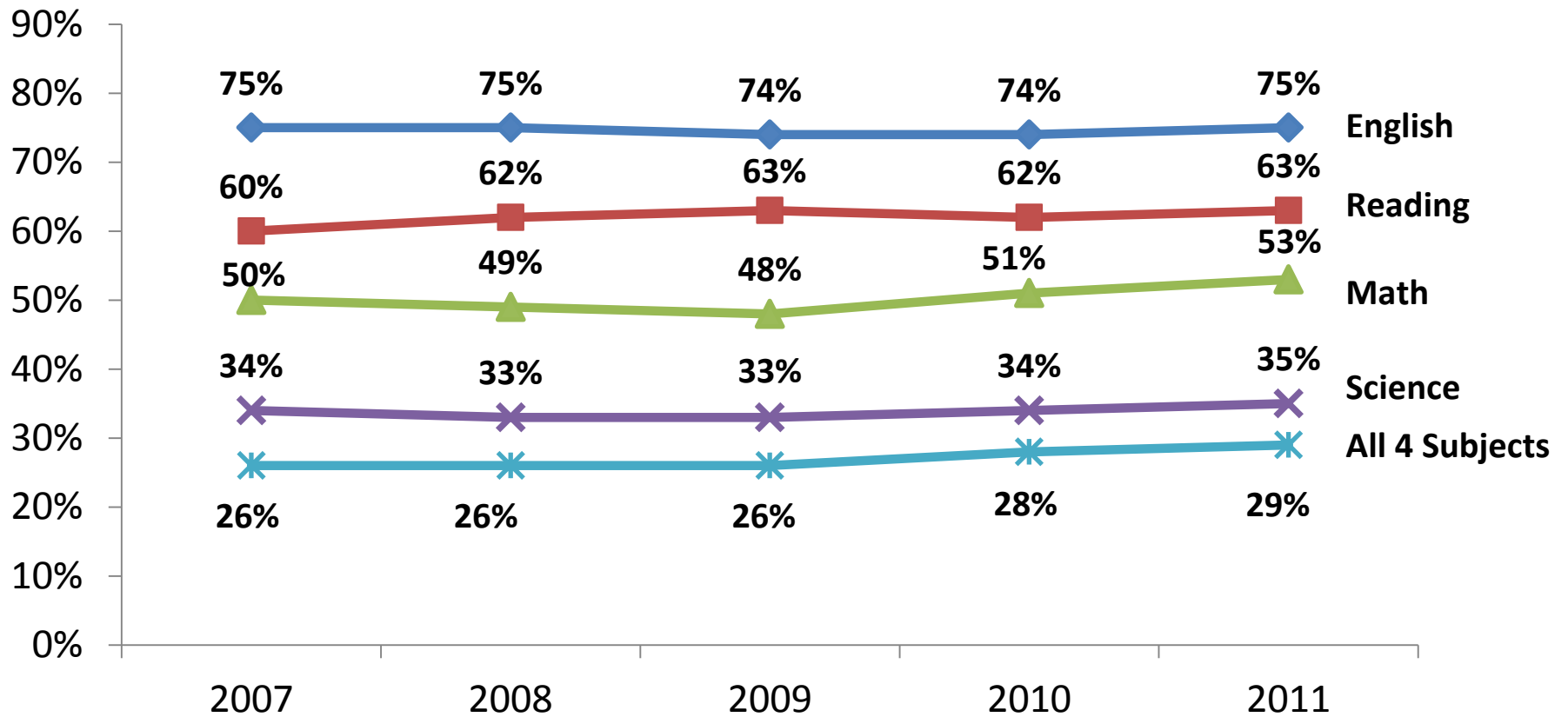


In 2011, approximately 6,000 out of 10,000 high school graduates in Montana took the ACT. The chart below displays the percentage of 2011 Montana high school graduates meeting college readiness benchmarks in comparison to national averages.

MT Data Points

ACT College Ready Benchmarks

College Readiness of MT High School Students, 2007 - 2011
% of ACT Tested Meeting ACT College Readiness Benchmarks

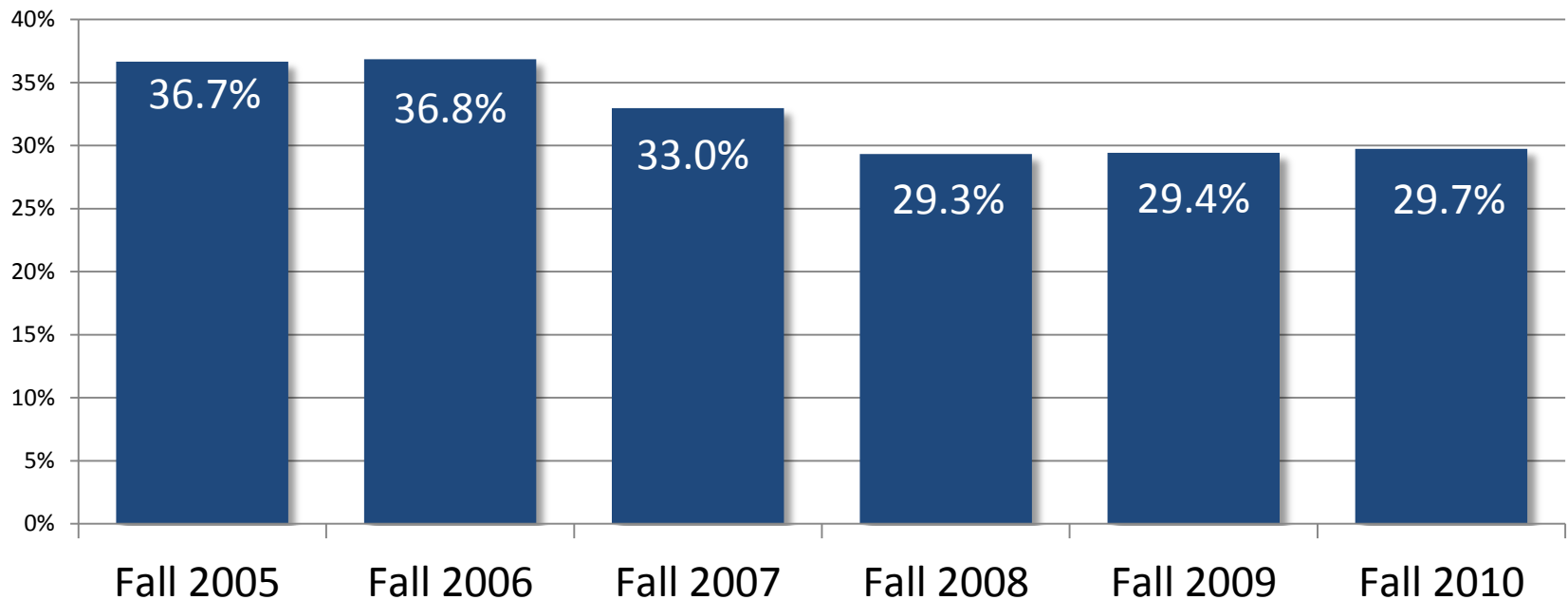


MT Data Points

Remediation Rates

Remediation Rates of Montana Public High School Graduates

% of entering freshmen enrolling in at least one developmental course



Source: OCHE, MUS Data Warehouse

In Fall 2010, 3,546 recent Montana high school graduates entered the MUS, of which, 1,055 enrolled in at least one remedial English or Math course.

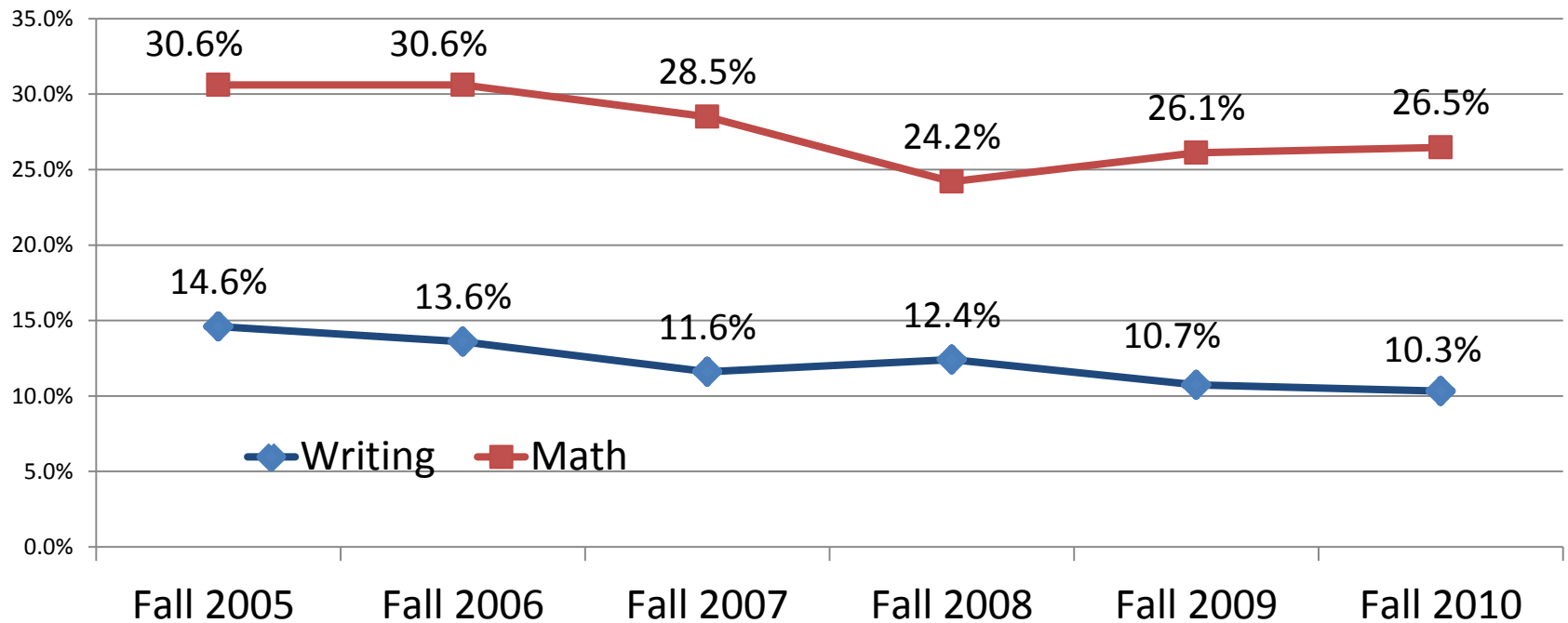
National Comparison: 34% of all new entering college students enrolled in at least one remedial course. source: U.S. Department of Education

MT Data Points

Remediation Rates by Subject

Remediation Rates of MT Public High School Graduates by Subject

% of entering freshmen enrolling in developmental Writing & Math



Source: OCHE, MUS Data Warehouse

Note: students enrolled in both remedial math and writing are counted only once in the total, thus the total amount from the previous slide will not match the sum of math and writing percentages on this slide.

Why are so many in Remediation?

(source: National Center for Public Policy & Higher Education)

1. P–12 and postsecondary expectations are disconnected.
2. Courses and seat time do not guarantee skills and knowledge.
3. Traditional readiness assessments do not measure college readiness.
4. Schools and teachers are not accountable for teaching to college readiness standards.
5. Colleges are not accountable for degree completion.