

NORTH DAKOTA UNIVERSITY SYSTEM

The Vital Link to a Brighter Future

TO: Interim Higher Education Committee

FROM: Michel Hillman, Vice Chancellor for Academic and Student Affairs

DATE: August 13, 2010

RE: Plans to Address Developmental (Remedial) Education Issues



The developmental education needs of students have been the focus of several State Board of Higher Education planning discussions the new SBHE Strategic Plan, and, the boards 2011-13 budget request. The SBHE has formally been working with the Joint Board of Education to address this issue. The 2006 P-16 Education Task Force report recommended increased statewide high school graduation requirements and the creation of an Alignment Commission to develop, on a continuing basis, a common set of standards and expectations at all levels of education in North Dakota.

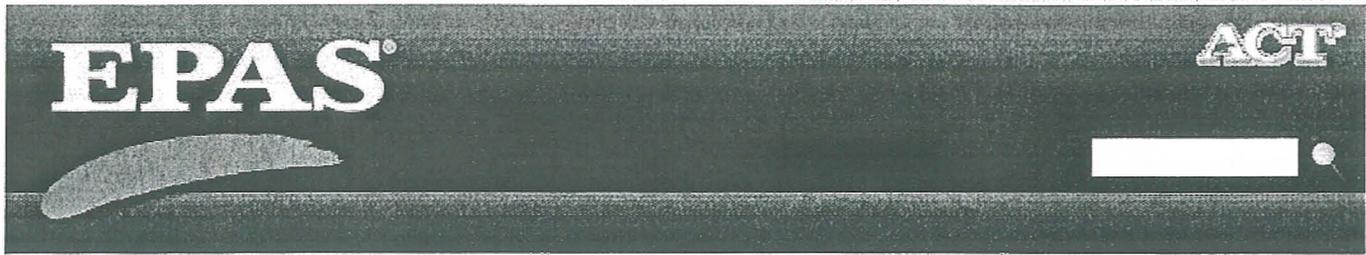
More recently, the Commission on Education Improvement asked that the NDUS define preparation for college by adopting uniform standards for placement into developmental and college level courses. The NDUS and each of its campus presidents have also endorsed the concept of using the new national education standards and specifically the assessment of those standards to guide future placement into college courses.

The SBHE plan to address developmental education issues can be summarized by six points:

- 1) The SBHE will continue to work with the Joint Boards of Education, the Commission on Education Improvement and the executive and legislative branches of North Dakota government in general to define expectations for students at all grade levels. Agreeing upon and clearly defining expectations are the first step in helping all students to be successful.
- 2) HB 1400 implemented statewide administration of the ACT to juniors in North Dakota high schools. This is a milestone in the effort to agree upon and define expectations for students. The next step in this process of helping students to be prepared for college is to give students information on their level of preparation before the "high stakes" ACT test in Grade 11. At its September 2010 meeting, the Joint Boards of Education will be discussing implementation of the complete ACT EPAS system: 8th grade EXPLORE and 10th grade PLAN in addition to the 11th grade ACT exam. PLAN and EXPLORE are relatively inexpensive assessments which let students know if they are on track to be prepared for college when they graduate. Information on EPAS is attached.

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- 3) The SBHE adopted a systemwide definition of “Developmental” courses and uniform placement standards into developmental courses, effective Fall 2012 (attached). The intent of this new policy is not to place students into developmental courses. It is to provide clear guidance on higher education expectations of students so that students are prepared to succeed in college. Students are encouraged to address any developmental deficiencies before they attend college full time. High school courses, summer courses, self study, tutoring, etc. are all available to students to address deficiencies. The chancellor will be considering assessments in addition to the ACT sub-tests that students can use to demonstrate proficiency. For example, many campuses administer the ACT COMPASS – an ACT assessment that is highly correlated with the ACT. The advantage of other assessments is that students don’t need to wait for national test administration dates to complete them.
- 4) Universities are encouraged to develop partnerships where community colleges meet the developmental needs of students on the university campus. Developmental education is a primary focus and an area of expertise for community colleges.
- 5) The NDUS plans on making extensive use of its data warehouse and the new state longitudinal data system to provide feedback reports on the success of students. The feedback reports will be provided to high schools and other campuses to help to determine if students had the foundation for success. Within the university system, for example, how do students who have completed English 110 at a particular campus do in English 120 after transferring to another campus?
- 6) A key component of the SBHE plan to address the developmental needs of students is built into the boards 2011-13 budget request. The request includes \$4.3M for a Technology Infrastructure Pool to “address systemwide infrastructure needs to enhance efficiency, increased collaboration, and student success. For example, licensing, maintenance, off-site hosting, limited personnel support, consulting in support of new technologies, applications of services.” In addition to other possible initiatives, several proposed uses of this pool would specifically target developmental needs on all eleven system campuses. For example, students in developmental courses would have access to the MyLabs package which provides immediate access to learning objects which address deficiencies in many subject areas. Systemwide online tutoring services could be provided by SmartThinking and campuses could stay in better touch with student needs through StudentVoice. Given that developmental course needs are systemwide needs, system contracts for these services would provide an effective as well as efficient system response. For example, a systemwide agreement for StudentVoice services would cost approximately ½ the cost of 11 separate campus contracts.



Educational Planning and Assessment

ACT's EPAS[®] Educational Planning and Assessment System was developed in response to the need for all students to be prepared for high school and the transitions they make after graduation.

The EPAS system provides a longitudinal, systematic approach to educational and career planning, assessment, instructional support, and evaluation. The system focuses on the integrated, higher-order thinking skills students develop in grades K-12 that are important for success both during and after high school.

EPAS focuses on a number of key transition points that young people face:

- **8th/9th grade**—Preparing for high school studies
- **10th grade**—Planning and preparing for college and the workplace
- **11th/12th grade**—Being ready for life after high school

EPAS is unique in that its programs can be mixed and matched in ways that meet the needs of individual schools, districts, or states. However, each program includes the four components that form the foundation of EPAS:

- **Student Planning**—Process through which students can identify career and educational goals early and then pursue those goals.
- **Instructional Support**—Support materials and services to help classroom teachers prepare their students for the coming transitions. This component reinforces the direct link between the content and skills measured in the EPAS programs and those that are taught in high school classrooms. See also the [College Readiness Standards](#).
- **Assessment**—Student achievement is assessed at three key transition points in EPAS—8th/9th, 10th, and 11th/12th grades—so that academic progress can be monitored to ensure that each student is prepared to reach his/her post-high school goals.
- **Evaluation**—An academic information monitoring service that provides teachers and administrators with a comprehensive analysis of academic growth between EPAS levels.

These four components of EPAS work together to respond to the needs of students, teachers, and school administrators in concrete and effective ways. EPAS helps:

Students:

- Identify career and educational options

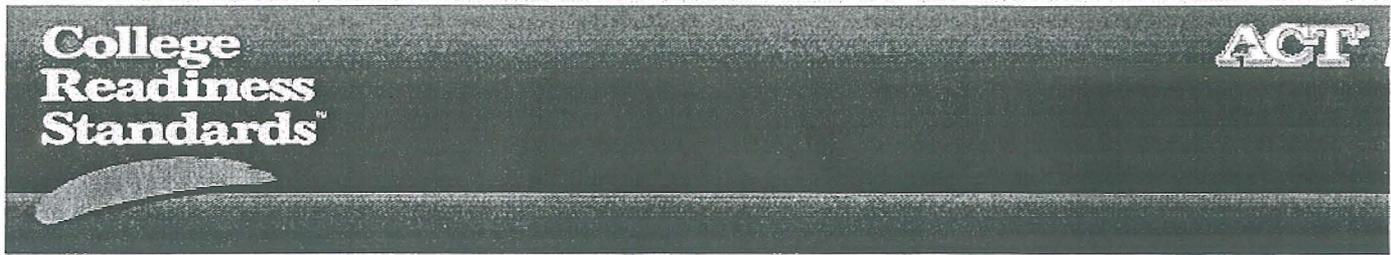
- Establish goals
- Determine courses needed to fulfill plans
- Evaluate educational/career progress

Teachers and Counselors:

- Effectively guide students
- Advise the best course of study based on student plans
- Deliver effective instruction
- Evaluate student progress
- Evaluate instruction

School and District Administrators:

- Document success in meeting academic standards
- Evaluate the effectiveness of specific educational programs
- Monitor progress toward desired educational outcomes
- Provide career and educational planning, instructional support, assessment, and longitudinal evaluation
- Verify student progress from grades 8 through 12



College Readiness Standards

Explaining What College Readiness Scores Mean

View or Print the Standards

- English
- Mathematics
- Reading
- Science
- Writing

ss Standards Reports

The **College Readiness Standards™** statements are intended to help you understand the meaning of the scores earned in EXPLORE®, PLAN®, and the ACT® (ACT's three curriculum-based assessment programs).

Whether you're a parent, teacher, counselor, or student, these sets of statements can help you:

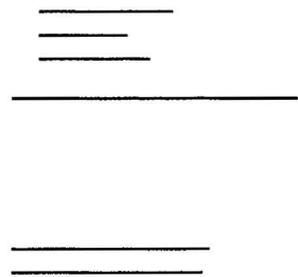
- communicate widely shared learning goals and educational expectations
- relate the test scores to the types of skills needed for success in high school and beyond
- understand the increasing complexity of skills across the score ranges in English, mathematics, reading, and science

EXPLORE, PLAN, and the ACT measure students' progressive development of knowledge and skills in the same academic areas from grades 8 through 12. Therefore, the scores from these three programs can help educators monitor students' academic growth over time.

The College Readiness Standards are complemented by suggested learning experiences for students wishing to further develop their knowledge and skills.

The College Readiness Standards serve as a direct link between what students have learned and what they are ready to learn next. The suggested learning experiences, in turn, provide links between the Standards in one score range and those in the next higher score range. The ideas for progressing to the next score range demonstrate ways that information learned from standardized test results can be used to inform classroom instruction.

The College Readiness Standards are also linked to college instruction. More than 40 years of research has shown that performance on the ACT is directly related to first-year college grade point average.



8/12/2010

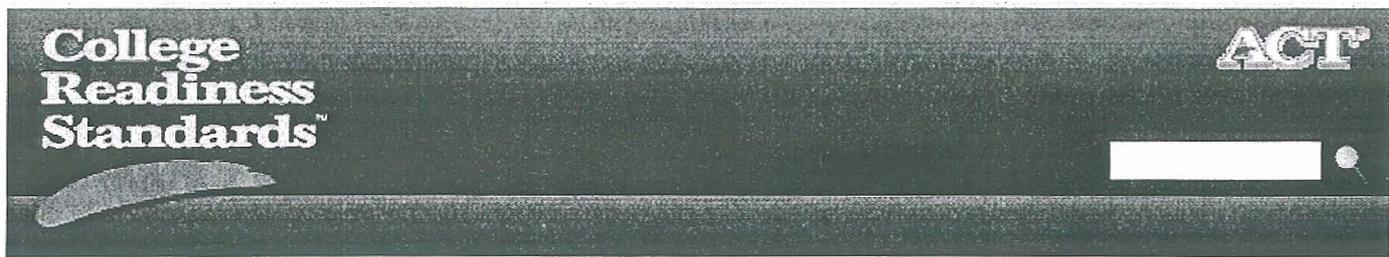


College Readiness Standards Reports

The [College Readiness Standards Reports](#) allow you to compare students' performance with others' nationwide and to make decisions about students' future academic growth. The reports, along with their interpretive guides and worksheets, help you to interpret and use students' test scores and connect the test results to classroom practice.

[CORPORATE HOME](#) [ABOUT ACT](#) [ACT SITE INDEX](#) [CONTACTING ACT](#)

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College Readiness Standards

View or Print the Standards

- English
- Mathematics
- Reading
- Science
- Writing

College Readiness Standards Reports

The Standards in Action

ACT Education Home

Linking Assessment to Instruction

The **College Readiness Standards Reports** provide information for each testing program: [EXPLORE®](#), [PLAN®](#), and [the ACT®](#). This information can be used to:

- map the development of your students' knowledge and skills in English, mathematics, reading, and science
- analyze your students' progress to identify areas of strength and areas that need more attention
- help determine next steps in the instructional planning process

College Readiness Standards Reports can be found:

- for the ACT, Table 1.6 of the ACT Profile Report
- for EXPLORE and PLAN, Table 1c of the Profile Summary Report

Tools to Be Used with College Readiness Standards Reports

The *Connecting College Readiness Standards to the Classroom* publication sets are available:

- [for EXPLORE](#)
- [for PLAN](#)
- [for the ACT](#)

Each set includes the following:

- **content-specific guides**, designed for teachers. These guides:
 - interpret the reports
 - describe the tests
 - provide sample test questions by level of difficulty
 - include information on how to help support low-scoring students
 - include sample instructional activities
 - provide the College Readiness Standards and

Download

[College Readiness Standards](#)
(PDF; 36 pages, 484KB)

For EXPLORE, PLAN, and the ACT (includes ideas for progress)

The **College Readiness Standards** are sets of statements intended to help you understand what the scores earned in EXPLORE, PLAN, and the ACT mean.

Contact Us

To learn more about the College Readiness Standards, please contact:

ACT Educational Services—11MS

500 ACT Drive
P.O. Box 168
Iowa City, IA 52243-0168
Phone: 319/337-1040
Fax: 319/337-1790
Email: epas@act.org

ideas for educational experiences from which students might benefit

- include information to assist teachers as they assess students' readiness for college coursework
- an **administrator's guide** that includes test descriptions, score interpretation information, a curriculum review activity, and information about college readiness

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Other useful tools include the [Instructional Support Workshop Materials](#).

Answering Questions to Improve Instruction

The information in the College Readiness Standards Reports helps answer questions like:

- How can your instructional emphasis be modified to produce improved results?
- What special support, if any, do your students need?
- How can your instructional program be made more effective?
- What additional steps can be taken to increase learning?
- What are the gaps in your curriculum, if any?

More information . . .

[Explaining What College Readiness Scores Mean](#)

**SUMMARY AND RECOMMENDATION
INTRODUCTION AND FIRST READING
AMENDED SBHE POLICIES 402.1.1 AND 402.2
AND NEW SBHE POLICIES 402.1.2 AND 403.9**

Summary

The North Dakota Commission on Education Improvement, through its Curriculum, Assessments, Scholarships, Technology, Transition to Work and College (CASTT) has asked that the NDUS define preparation for college by adopting uniform standards for placement into developmental and college level courses. The objective of uniform standards is to provide clear guidance to high schools, students and their parents regarding appropriate academic preparation for college. The Academic Affairs Council undertook the task of responding to this request. Due to time constraints, the AAC was not able to engage in extended discussion and review of placement standards. Two separate conference call discussions led to consensus on several recommendations, although it would be fair to say that some institution representatives may prefer slightly different standards.

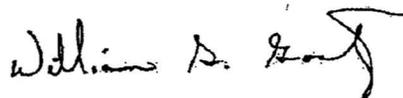
The consensus recommendations include: Amendments to Policy 402.1.1 to clarify a requirement that most applicants must submit scores from the ACT or SAT test and delete language under which institutions were authorized to permit substitution of the ACT compass; a new Policy 402.1.2 relating to student placement into college courses, which, effective with the Fall 2011 term, will require minimum ACT English sub-test scores for enrollment in English 110 or other non-developmental English course and minimum ACT Mathematics sub-test scores for enrollment in Mathematics 103 or other non-developmental mathematics course at NDUS four-year universities; amendments to Policy 402.2, relating to admissions requirements for older-than-average students; and a new policy 403.9, which adopts a uniform definition of developmental courses. In addition, the AAC recommended minor edits to Policy 402.4, relating to transfer students (addressed in recommended amendments elsewhere on the meeting agenda).

Adopting these common placement standards would be consistent with P-20 best practices and other state and federal education policy discussions. The cabinet has reviewed and presidents generally support these consensus recommendations.

Recommendation

I recommend the SBHE adopt the following motion:

“That new SBHE Policies 402.1.2 and 403.9 and amendments to SBHE Policy 402.2 as shown on the attached drafts are approved on introduction and first reading.”



William Goetz, Chancellor

Date of Meeting: April 8, 2010

**NORTH DAKOTA STATE BOARD OF HIGHER EDUCATION
POLICY MANUAL**

SUBJECT: ACADEMIC AFFAIRS

EFFECTIVE: November 18, 2004

Section: 402.1.1 Admission Policies -- Standardized Test Scores

1. Except for those exempt under subsection 2 of this policy, every applicant for undergraduate admission into a bachelors, associate in arts or associate in science program shall submit the scores from the official administration of American College Test (ACT) battery (preferred) or the Scholastic Aptitude Test (SAT). Students applying to enroll in these programs who have not met the ACT or SAT requirement may be admitted provisionally but may not register for courses in a second term until they satisfy this requirement. ~~Beginning with students applying for admission for the fall 2006 term, ACT tests must include the writing essay component.~~
2. The following students are exempt from the requirement in subsection 1:
 - a. Students age 25 or older on the first day of class.
 - b. Students from foreign countries other than Canada.
 - c. Students transferring 24 or more semester credits ~~acceptable~~ accepted into a degree program at the receiving campus.
 - ~~d. Students granted exemptions under established campus procedures.~~
 - ~~e. Students not otherwise exempt who have not taken the ACT or SAT but are permitted under established campus procedures to enroll and substitute the ACT Compass or the College Board Accuplacer, provided that campuses systematically share results of these tests with North Dakota high schools.~~
3. Applicants to undergraduate certificate, diploma and associate in applied science programs are strongly encouraged to take the ACT battery (preferred) or the SAT exam; however, institutions may admit such applicants based on ACT Compass or College Board Accuplacer scores under established institution procedures.
4. The Chancellor shall adopt a procedure providing for an annual report to the Board concerning implementation of this policy.

HISTORY: New Policy. SBHE Minutes, June 26-27, 1985, page 5381.
Amendment SBHE Minutes, March 8-9, 1990, page 5957.
Amendment SBHE Minutes, June 20-21, 2002.
Amendment SBHE Minutes, November 18, 2004.

NORTH DAKOTA STATE BOARD OF HIGHER EDUCATION
POLICY MANUAL

SUBJECT: ACADEMIC AFFAIRS

EFFECTIVE:

Section: 402.1.2 Admission Policies – Student Placement into College Courses

1. Effective with the Fall 2011 term, an ACT English sub-test score of 18 or higher or an ACT COMPASS writing skills scale score of 77 or higher is required for a student to enroll in English 110 or any other non-developmental English course. Students without qualifying ACT or ACT COMPASS scores must successfully complete a developmental English course before enrolling in a non-developmental English course. Institutions may adopt policies requiring higher qualifying scores or additional placement criteria based on the history of student experience at that institution.
2. Effective with the Fall 2011 term, an ACT Mathematics sub-test score of 22 or higher or an ACT COMPASS Algebra scale score of 52 or higher is required for a student to enroll in Mathematics 103 (College Algebra) or any other non-developmental mathematics course at DSU, MaSU, MiSU, NDSU, UND or VCSU. An ACT Mathematics sub-test score of 21 or higher or an ACT COMPASS Algebra scale score of 47 or higher is required for a student to enroll in Mathematics 103 (College Algebra) at BSC, DCB, LRSC, NDSCS or WSC. Students without qualifying ACT or ACT COMPASS scores must successfully complete a developmental mathematics course before enrolling in a non-developmental mathematics course. Institutions may adopt policies requiring higher qualifying scores or additional placement criteria based on the history of student experience at that institution.
3. An ACT Social Sciences sub-test score of 21 or higher and an ACT Science score of 24 or higher are associated with a 50% chance to earn introductory college course grades of a "B" or higher and a 75% chance to earn introductory college course grades of "C" or higher; therefore, students are highly encouraged to prepare themselves to achieve at least these minimum scores.
4. It is highly recommended that all students take the ACT Comprehensive Objective (ACT) exam in their junior year. This exam provides important admission, placement, advising and scholarship qualification information. Completing the exam in the junior year provides the student with the senior year and the summer before after the senior year to address any academic deficiencies at the high school level before entering college.

HISTORY: NEW POLICY.

**NORTH DAKOTA STATE BOARD OF HIGHER EDUCATION
POLICY MANUAL**

SUBJECT: ACADEMIC AFFAIRS

EFFECTIVE: February 22, 2002

Section: 402.2 Admission Policies -- Beginning Freshman Applicants - Baccalaureate Programs

1. A beginning freshman applicant who is a high school graduate may be admitted to baccalaureate programs subject to this policy.
2. Admission to baccalaureate and graduate institutions requires completion of the following high school curriculum, except as provided in subsection 5 of this policy:
 - 4 units of English
 - 3 units of mathematics, algebra I and above
 - 3 units of laboratory science, including at least 1 unit each in 2 or more of the following: in biology, chemistry, physics, or physical science
 - 3 units of social studies, excluding consumer education, cooperative marketing, orientation to social science, and marriage/family

The following high school courses are also strongly recommended: A mathematics course in each year of high school including Algebra II (advanced algebra) and 2 units of a single classical or modern language, including American Sign Language and Native American languages.

3. International students shall be considered for admission if their high school preparation is judged to be equivalent to the above, subject to meeting the TOEFL requirements of Policy 402.9(3).
4. The university system office shall maintain a manual describing specific secondary courses that comply with the above requirements.
5. ~~Students who graduated from high school prior to 1993~~ age 25 or older on the first day of class are exempt from the requirement stated in subsection 2. In addition, Dickinson State University, Mayville State University, Minot State University and Valley City State University may enroll 10% and North Dakota State University and the University of North Dakota may enroll 5% of the previous fall's new freshmen enrollment who have not had the required high school courses, subject to guidelines established by the Chancellor. Each baccalaureate institution shall admit such students through a review procedure established by the campus. Campuses will must track and, under implementing procedures approved by the chancellor, report the progress of all students admitted under this exception.
6. Baccalaureate institutions may establish additional criteria beyond the core curriculum stated in subsection 2 for the admission of students to the institution.

HISTORY: New policy. SBHE Minutes, January 31, 1991, page 6089.
Amendment SBHE Minutes, September 19-20, 1991 page 6162.
Amendment SBHE Minutes, December 17, 1992, page 6309.
Amendment SBHE Minutes, February 21-22, 2002.

**NORTH DAKOTA STATE BOARD OF HIGHER EDUCATION
POLICY MANUAL**

SUBJECT: ACADEMIC AFFAIRS

EFFECTIVE:

Section: 403.9 Developmental Courses

Developmental courses are basic academic skills courses designed to prepare students to complete regular academic degree-credit courses. Effective with the Fall 2010 term, all NDUS courses numbered less than 100 and English 100 and Math 101 and 102 are developmental courses. Developmental courses may count toward a student's full-time course load. Math 102 may be used to meet degree credit requirements in certificate, diploma and A.A.S. programs.

HISTORY: NEW