

A Summary of Academic Readiness Program for Fall 2010 Senate Council, September 20, 2010

This is an informational report on the status of the Academic Readiness Program at UK. For a full description of the Academic Readiness Program, see the attached "UK Institutional Research Brief: CPE's Mandatory Placement Policy and the Academic Readiness Program (October 2009)"

In brief, students entering UK with an ACT score of < 20 for Reading, < 19 for Math, and/or < 18 for Writing fall into the Academic Readiness category. We are mandated to provide pathways for success for these students. If we admit, we must provide developmental or supplemental coursework to assist students in being successful.

Fall 2010 enrollment of students meeting the ARP criteria has been decreased substantially compared with 2009.

Fall 2010 ARP Statistics

- Total number of ARP Ca = 468
- Math only = 253
- Reading only = 79
- Writing only = 10
- Math + Reading = 50
- Math + Writing = 8
- Reading + Writing = 44
- Math + Reading + Writing = 24

Total with Math Deficiency = 335

Fall 2009 we had 766 total ARP with 478 total with math deficiency.

How are we handling these students?

Students are encouraged, prior to coming to UK, to retake that ACT, to take a course at a Community College, or to work in online software, such as PLATO, to improve their skills.

If the student remains in ARP status, they take a COMPASS test as a secondary placement test. Depending on the score achieved, the student is either confirmed as ARP, or is deemed not to have a deficiency and is removed from ARP status.

September 16, 2010

Once on campus, ARP students are put into developmental or supplemental courses in their freshman year.

For Math, students are placed into MA 108R, MA 108R + 1 hour supplemental workshop, or this year, into UK 090 (taught as MT 065 from BCTC), depending on their COMPASS placement test and whether they have other deficiencies.

Reading students are required to participate in a supplemental reading course that is a companion to ANT 101, HIS 108, or SOC 101. This is coordinated through the P-20 College Readiness Lab in the College of Education.

Writing students are placed into a writing course in their first fall. This is a supplemental course, handled by English, to provide intensive work in writing skills prior to enrollment in ENG 104 in the spring.

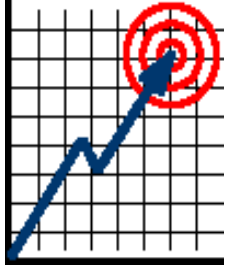
Future Plans

For the 2011 fall cohort, admissions will be deferring admission for students in these categories. Students with deficiencies will be contacted, and told that they must do one or more actions to remove the deficiencies before they are admitted. These actions include:

- Retaking the ACT
- Taking a developmental or supplemental course prior to admission to UK
- Working in an online platform, like PLATO or Carnegie Learning for Math, then doing a secondary placement test, currently the COMPASS test, to determine whether the student should still be in ARP
- Attending summer bridge programming to work on skills in the summer prior to attending UK.

If a student does not show that they have removed the deficiency, they may be denied admission and recommended to attend community college. Students with all three deficiencies remaining will NOT be admitted.

We are also working on ways to help students understand their potential pathways to success. A student with a MATH ACT of 17 is unlikely to experience success in a degree that has to pass through calculus, chemistry, or other science courses. Of course, many students have the ambition to go to medical or other professional schools, or to be in engineering or business. Students need realistic expectations of what it will take to be successful.



UK Institutional Research Brief: CPE’s Mandatory Placement Policy and the Academic Readiness Program

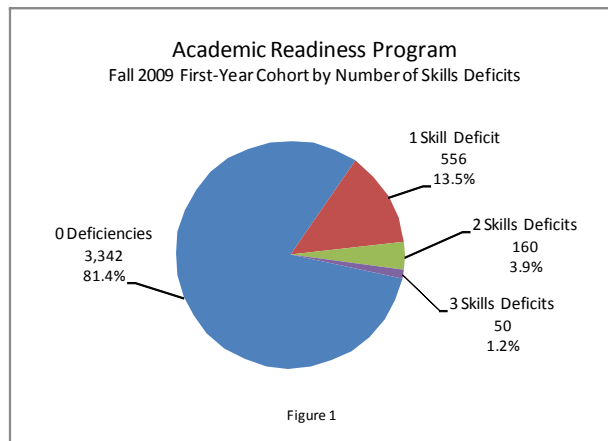
October 2009

Eight years ago, the Council on Postsecondary Education implemented a policy requiring institutions to remediate students who did not meet statewide readiness standards in English, math, and reading. Students who achieved sub-standard scores were required to take a developmental course to improve their skills before being eligible to enroll in a college-level course for credit. Alternatively, students could be placed into a credit-bearing, entry-level course that offers supplementary support, such as extra class sessions, additional labs, tutoring and the like. In 2004 and 2009, CPE amended its Mandatory Placement Policy by adjusting the readiness standards. The revised policy establishes the following system-wide standards on the ACT Assessment¹ to qualify for placement in a college-level course:

- A score of 18 or above in English
- A score of 19 or above in math
- A score of 20 or above in reading

Skill Deficits in the First-Year Cohort

An analysis of first-year students’ scores on standardized tests found that four of five students scored above the system-wide readiness standards in all three skills areas (see Figure 1). Students with skills deficit in one area, typically math, accounted for 13.5 percent of the cohort. And the percentages of students with two and three skills deficits were 3.9 percent and 1.2 percent, respectively.



¹ The comparable standards as measured by the SAT are 450 in Verbal (for English), 470 in Math, and 490 in Verbal (for reading).

Academic Readiness Program

Students identified as eligible for the Academic Readiness Program (ARP) based on sub-standard ACT or SAT scores must demonstrate their proficiency within the first two academic semesters that a student is enrolled. The Director of Retention and Student Success works with each student's college to determine whether the student has displayed evidence of meeting readiness standards in these basic skill areas. To increase students' likelihood of success, UK offers several opportunities for students to demonstrate proficiencies—even before they start classes at the University. During the spring or summer prior to their arriving at UK, students can:

- earn an acceptable score on the COMPASS Placement Test taken at a local ACT Testing Center or at no cost at the UK Compass Testing Center;
- fulfill the college-approved learning contract for Academic Readiness Online Tutoring offered free to eligible students; or
- complete successfully a developmental education course at a local community college.

After they enroll at UK, students with deficient skills in math have the option of taking and successfully completing a remedial math course. ARP students requiring supplemental instruction in English are typically placed in a new "writing workshop" developed by the UK Writing Program's faculty and researchers. This one-credit-hour section includes content and objectives from ENG 104, thus serving as a type of advance organizer for students who (upon showing success in the workshop) will enroll in ENG 104 this spring.

Students who do not meet the readiness standard in reading have other interventions designed to improve their skills. The deans of Arts & Sciences and Agriculture agreed last year to support the needs of students in the Academic Readiness Program who require supplemental instruction in reading. Five new "Reading Lab" one-credit-hour sections for ARP students enrolled in ANT 160, HIS 108, SOC 101 and GEN 100 are taught by graduate students trained in their disciplines and in the instruction of critical reading skills. A partnership with the Collaborative Center for Literacy Development includes the reading lab instructor training, oversight of the new classes to assure quality in critical reading skills instruction, open clinics offered to ARP students during the fall and spring semesters, and regular evaluation reports.

ARP Pipeline Statistics at a Glance

The ARP Pipeline presented in Table 1 shows the numbers of students in the Fall 2009 cohort with deficits in the three skill areas, along with statistics on placement and related interventions. A total of 478 students, 11.6 percent of the first-year cohort, scored below the readiness standard in math. Nearly, one in ten (8.8%) placed out of remedial math on the basis of a university placement test. Half of the students (53.3%) with deficiencies in this area were enrolled on or before September 1 in a developmental math course, including nine students who took the course at a community college during the summer. And one-fourth (23.8%) of students who fell below the math readiness standards were recommended other interventions, such as online tutoring, to remediate their deficiencies.

Table 1
The Academic Readiness Program Placement Pipeline

Deficient Skill Area	Scored Below Statewide Standard	Placed Out Using Univ. Placement Test		Enrolled on or before 9/1 In Develop. or Supp. Course		Enrolled in College Credit-Bearing Course		Recommended Other Intervention		Unassigned As of 9/1	
	No.	No.	%	No.	%	No.	%	No.	%	No.	%
Math	478	42	8.8%	255	53.3%	48	10.0%	111	23.2%	22	4.6%
English	183	67	36.6%	39	21.3%	29	15.8%	16	8.7%	32	17.5%
Reading	365	135	37.0%	95	26.0%	60	16.4%	38	10.4%	37	10.1%

Students with skills deficits in reading constituted the next largest group. Table 1 shows 365 students, 8.9 percent of the freshman cohort, fell below the system-wide standard. Over one-third (37.0%) of these students were able to raise their proficiency level in reading, as assessed by a university placement test, so that they did not require further remediation. One-fourth of the students (26.0%) with reading deficits were enrolled in a credit-bearing social science course that also offered supplementary instruction in reading.

Finally, a total of 183 students fell below the readiness standards in English. A substantial share of these students, 36.6%, was able to score above the readiness standard in this discipline area. Of the students with an identified deficiency in English, however, nearly one in five (17.5%) was unassigned either to a credit-bearing section that offered supplementary help or some other remedial intervention.