

Minimum Baccalaureate Admission Standards

Background

In July 2013, the UA Board of Regents submitted a developmental education report to the legislature in accordance with a recommendation made by the Alaska Advisory Task Force on Higher Education and Career Readiness in 2011. That report contained the following table of graduation rates for full-time students:

Table 3. Annual 4-Year Bachelor Degree Completion Rate with C or Better
 2011-2012 Alaska Statewide Graduation Rates

Category	2011-2012	2010-2011	2009-2010
Experimental	10.1%	22.1%	Any Developmental
Traditional	4.4%	18.7%	Some Remediation

and English in six annual cohorts had completed a baccalaureate within six years and only 4.4% of those requiring some remediation in both subjects did so.

About 4% of recent high school graduates and 1% of post traditional students entering UA baccalaureate programs annually need significant remediation; the figures for some remediation are 11% and 3% respectively. Minimum baccalaureate admission standards, if implemented, would direct one or both of these student groups to certificate, associate, or baccalaureate preparation programs. This approach is consistent with states that have separate community college and university systems.

The Statewide Academic Council agreed to move the following recommendation to the Faculty Alliance in July 2013.

The Statewide Academic Council (SAC) recommends that the three faculty senates set a minimum baccalaureate admission standard for the UA system and students that do not meet the admission standard, where historical data indicates substantial success in remediating given below modeled after UAF's admission criteria.

MOTION: The _____ Faculty Senate moves to adopt a common minimum baccalaureate admission standard across the UA system. Individual programs and individual institutions may set baccalaureate

ACT subject-area tests represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. Based on a sample of 214 institutions and more than 230,000 students from across the United States, the benchmarks are median course placement values for these institutions and as such represent a typical set of expectations. The ACT College Readiness Benchmarks are (content of paragraph and table copied from <http://www.act.org/solutions/college-career-readiness/college-readiness-benchmarks/>) :

College Course	ACT Subject-Area Test	The ACT Benchmark
English Composition	English	18
College Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23