

Council on Postsecondary Education
January 16, 2009

Revisions to Minimum College Admission Requirements

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| <p>ACTION: The staff recommends that the Council approve the revised administrative regulation 13 KAR 2:020 guidelines for admission to the state-supported postsecondary education institutions in Kentucky.</p> |
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13 KAR 2:020 is Kentucky's comprehensive administrative regulation, set by the Council on Postsecondary Education, that establishes minimum requirements for entering Kentucky's public colleges and universities, conditional admissions qualifications, transfer admissions and advising obligations, dual credit provisions, and institutional responsibilities to students who start college unprepared for college-level work.

The regulation was last revised in 2007 and established common statewide college readiness standards for English, reading, and mathematics that increased the statewide standard of readiness in mathematics to an ACT sub-score of 19 and the statewide standard of readiness in reading to an ACT sub-score of 21; required the postsecondary institutions to implement placement tests for all students falling below the thresholds; and ensured that these students would enroll in developmental courses and receive appropriate help in their first term. The revised regulation was to be implemented fall 2009. The Council included in its 2008-2010 budget request funds to support the work of the institutions, develop an integrated college readiness and underprepared student accountability/funding initiative, make infrastructure improvements, and create professional development that targets readiness. Due to state revenue reductions, these funds were not made available. Nevertheless, all of the public colleges and universities have redesigned their developmental education programs and have worked collaboratively in an effort to fully implement requirements set forth in the revised regulation.

Throughout recent years, policies and courses for underprepared students were reviewed by two- and four-year institutions and aligned with credit-bearing courses. KCTCS developed common curricula that have made the evaluation of coursework a much more systematic process at the transfer four-year institutions. The on-line Kentucky Early Mathematics Placement Test that reflected a statewide collaboration of the mathematics community and helped define college readiness for mathematics is being expanded by the Kentucky On-Line Testing (KYOTE) project. KYOTE began in the spring of 2006. A large and representative group of postsecondary mathematics faculty, including math faculty from all eight state universities, 12 of the 16 KCTCS institutions, and three independent colleges, developed, discussed, modified, and approved a college readiness, college algebra, and calculus

placement test. There is work between and among institutions in developing writing prompts for writing placement assessments to determine college readiness in English composition. A statewide reading group comprised of institutional representatives is reviewing reading assessments with the goal of developing a common reading assessment that could be used statewide free of charge to all postsecondary education institutions. Several local groups are working collaboratively with middle and high schools to create better understanding of college readiness so that more students enter postsecondary education institutions and the workforce with needed literacy and mathematical skills. The Kentucky model for developing on-line assessments is of great interest to other states as we move forward in addressing college readiness as a nation.

Nevertheless, all two-year and four-year public institutions in the Commonwealth will not be fully prepared by fall 2009 to implement all requirements set forth in the 2007 revised regulation. Each institution has reviewed admission criteria and developed plans for addressing the needs of an increased number of students requiring developmental or supplemented coursework to bring them to college readiness; however, the 2007 legislation was passed after materials had been developed at several institutions for the recruitment of fall 2009 entering students. The result was that the new standards of placement were not included in many of the materials distributed during 2008-09 and many prospective students, parents, high school guidance counselors, principals, and other K-12 school administrators were not informed.

In late fall 2007 and early spring 2008, institutions began assessing the impact of the ACT sub-score revisions for purposes of assessment and placement; however, this occurred during the time campus administrators were planning for budget reductions and attempting to maintain current programs and services. The impact related to the number of students was determined to be significant. For the average state institution, the number of underprepared students in mathematics who would need developmental or supplemented courses and services increased from 42.5 percent to 50.7 percent, and the number of underprepared students in reading who would need developmental or supplemented courses and services increased from 21 percent to 47.8 percent. There are few reading specialists in the state for adult learners, resulting in a shortage of those trained to address underprepared reading students. These instructors were not already present at the institutions for reassignment as was the case in mathematics, and new positions had to be created in an effort to address the increased need in reading. It has been difficult for several institutions to hire enough reading specialists to comply with the fall 2009 date for implementation of the regulation.

Recently, CPE staff obtained data on the performance of students in reading based on ACT scores. Based on the review of that information, it is recommended that the administrative regulation be revised to set the reading readiness standard at 20 instead of 21. The 2007 revised regulation also required mandatory testing for all students scoring below the system-wide standards at an additional and significant financial cost to the institutions. Finally, the revised regulation required that students enroll in needed developmental coursework in their first term of enrollment. Since the majority of newly-entering students enroll in the fall semester, institutions face difficult course scheduling challenges.

To address the challenges faced by the institutions, the recommended revisions to this regulation would first delay implementation of all requirements from fall 2009 to fall 2010 and, secondly, would require students to enroll in needed developmental coursework within their first two terms rather than their first term. Dr. Sue Cain, a recognized expert in the area of developmental education at Eastern Kentucky University, has been hired by the Council to serve as system-level lead staff from January 2009 to May 2009 with the responsibility of working with the institutions to ensure full compliance with requirements set forth in the revised regulation by fall 2010.

The process of revising an administrative regulation, established by the Legislative Research Commission, will be initiated with Council approval of this revised regulation. The administrative regulation will go through a public hearing and review by the Administrative Regulation Subcommittee and the Interim Joint Committee on Education.

1 COUNCIL ON POSTSECONDARY EDUCATION

2 (Proposed Amendment)

3 13 KAR 2:020. Guidelines for admission to the state-supported postsecondary education
4 institutions in Kentucky.

5 RELATES TO: KRS 156.160, 164.001, 164.011, 164.020(3) and (5), 164.030

6 STATUTORY AUTHORITY: KRS 164.020(8)

7 NECESSITY, FUNCTION, AND CONFORMITY: KRS 164.020(8) requires the council to
8 set the minimum qualifications for admission to the state-supported postsecondary education
9 institutions. It is the intent of the council that all students have available to them an opportunity
10 for postsecondary education appropriate to their interests and abilities. This administrative
11 regulation establishes the minimum qualifications related to admission at state-supported
12 postsecondary education institutions. The college readiness standards established in this
13 administrative regulation shall not release institutions from the requirements contained in 13
14 KAR 2:060, degree program approval; equal opportunity goals.

15 Section 1. Definitions. (1) "Adult student" means a student who is twenty-one (21) years of
16 age or older.

17 (2) "Council" is defined by KRS 164.001(7).

1 (3) "Developmental course" means a college or university class or section that prepares a
2 student for college-level study and does not award credit toward a degree.

3 (4) "Institution" or "institutions" means a state-supported postsecondary education institution
4 as defined in KRS 164.001(11).

5 (5) "KCTCS" means the Kentucky Community and Technical College System as defined in
6 KRS 164.001(11).

7 (6) "Systemwide [~~System-wide~~] standard" means an ACT Assessment sub-score of eighteen
8 (18) in English, nineteen (19) in mathematics, or twenty (20) [~~twenty-one (21)~~] in reading.

9 Section 2. Minimum Qualifications for Institutional Admission as First-time Students. (1)(a)
10 Except as provided by paragraph (b) of this subsection, an applicant seeking to enter a
11 community and technical college shall have fulfilled the minimum requirements for admission to
12 a degree program established by the Kentucky Community and Technical College System
13 consistent with this administrative regulation if the applicant has:

- 14 1. Graduated from a public high school or a certified nonpublic high school; or
- 15 2. Earned a high school general equivalency diploma [~~certificate~~] (GED).

16 (b) The Kentucky Community and Technical College System may choose to exempt students
17 who are eligible to pursue a GED from the requirements of paragraph (a) of this subsection if the
18 KCTCS publishes the exemption policy in the student catalog.

19 (c) An applicant to a community-college type program at a university shall: [~~take the ACT~~
20 ~~Assessment.~~]

- 21 1. Satisfy [~~Have satisfied~~] the minimum requirements for admission to a two (2) year degree
22 program established by the admitting institution consistent with this administrative regulation;
23 and

1 2. Take the ACT Assessment.

2 (2)(a) Except as provided in paragraph (b) of this subsection, an applicant shall have fulfilled
3 the minimum requirements for admission to a baccalaureate program at a university if the
4 applicant has:

5 1. Graduated from a public high school or a certified nonpublic high school;

6 2. Completed the precollege curriculum established in Section 3 of this administrative
7 regulation; and

8 3. Taken the ACT Assessment.

9 (b) An applicant who has earned a high school general equivalency diploma ~~{certificate}~~
10 (GED) or who is a graduate of a noncertified nonpublic high school, including a home school,
11 may be admitted to a baccalaureate program at a university by taking the ACT Assessment and
12 by scoring at levels established by a university.

13 (3) Notwithstanding the provisions of subsections (1) and (2) of this section, a university may
14 substitute the SAT for the ACT Assessment. The ACT RESIDUAL, ASSET Testing Program,
15 COMPASS Testing Program, or ACCUPLACER Testing Program may be substituted for the
16 ACT Assessment requirement for an adult student.

17 (4) An institution shall establish a written policy for admitting a student if an applicant has
18 attended a noncertified or nonpublic high school and completed a course of study. Noncertified
19 nonpublic schools shall include a home school.

20 (5) A nonresident seeking admission to a baccalaureate degree program at a university shall
21 complete:

22 (a) The ACT recommended college core courses for the precollege curriculum which are ~~{is}~~
23 listed in the Benefits of a High School Core Curriculum, ACT 2006; or

1 (b) A college preparatory curriculum comparable to Kentucky's precollege curriculum
2 established in Section 3 of this administrative regulation.

3 (6)(a) A university may, under extenuating circumstances, admit a student who has not met
4 the testing requirements of subsection (2)(a)3 of this section if the university has a written policy
5 defining extenuating circumstances.

6 (b) If a university admits a student under paragraph (a) of this subsection, the student shall
7 satisfy the provisions of subsection (2)(a)3 of this section during the first semester of enrollment.

8 (7) A university may establish, in writing, additional admission criteria to supplement these
9 minimum requirements.

10 Section 3. Precollege Curriculum. (1) An applicant to a baccalaureate degree program at an
11 institution shall complete twenty-two (22) or more approved high school units including the
12 following courses in the precollege curriculum. The precollege curriculum established in this
13 section shall include the following categories and courses of study:

14 (a) Four (4) units of high school study in English/language arts, specifically including
15 English I, English II, English III, and English IV or AP English ~~1, 2, 3, 4~~

16 (b) Except as provided in subparagraphs 1, 2, and 3 of this paragraph, three (3) units of high
17 school study in mathematics, including algebra I, algebra II, and geometry.

18 1. An integrated, applied, interdisciplinary, or technical/occupational course may be
19 substituted for a traditional algebra I, geometry ~~[Algebra I, Geometry]~~, or algebra II course if the
20 course meets the appropriate content standards described in the Program of Studies, which is
21 incorporated by reference in 704 KAR 3:303.

22 2. A mathematics course whose content is more rigorous than algebra I shall be accepted as a
23 substitute for algebra I.

1 3. An algebra I course ~~[may be]~~ taken prior to high school ~~[and]~~ shall be counted as a
2 required mathematics course if the academic content of the course is at least as rigorous as the
3 appropriate high school algebraic thinking standards outlined in the Program of Studies, which is
4 incorporated by reference in 704 KAR 3:303.

5 (c) Three (3) units of high school study in science, to include physical science, life science,
6 and earth and space science. At least one (1) unit shall be a laboratory course. ~~[;]~~

7 (d) Three (3) units of high school study in social studies, from the following content areas:
8 United States history, economics, government, world geography, and world civilization;

9 (e) One-half (1/2) unit in health education. ~~[;]~~

10 (f) One-half (1/2) unit in physical education. ~~[;]~~

11 (g) One (1) unit in history and appreciation of visual and performing arts. ~~[; and]~~

12 (h) Two (2) units in the same foreign language unless:

13 1. The applicant's local school has diagnosed the student as having a learning disability as set
14 forth in KRS 157.200 and 707 KAR 1:280 or 707 KAR 1:310; and

15 2. Either:

16 a. The school has ~~[has]~~ determined that the learning disability precludes the student from
17 successfully completing a foreign language course; or

18 b. The applicant demonstrates linguistic competence and awareness of a foreign language at
19 least equivalent to two (2) years of high school language.

20 (2) In addition to the requirements of subsection (1) of this section, a student shall take five
21 (5) electives. Three (3) of the five (5) electives shall be courses with academic content that is at
22 least as rigorous as that required in the minimum high school graduation requirements and shall
23 be in the following areas of study:

1 (a) Social studies. ~~[;]~~

2 (b) Science. ~~[;]~~

3 (c) Mathematics. ~~[;]~~

4 (d) English/language arts. ~~[;]~~

5 (e) Arts and humanities. ~~[;]~~

6 (f) Physical education and health. A student shall be limited to one-half (1/2) unit as an
7 elective in physical education and to one-half (1/2) unit in health. ~~[;]~~

8 (g) Foreign language. ~~[;]~~

9 (h) Agriculture, industrial technology education, business education, marketing education,
10 family and consumer sciences, health sciences, technology education and career pathways.

11 (3)(a) An integrated, applied, interdisciplinary, or higher level course shall be substituted for
12 a course listed in subsections (1) or (2) of this section, if the substituted course offers the same or
13 greater academic rigor and the course covers or exceeds the minimum required content.

14 (b) Integrated mathematics courses shall be taken as a sequence. A student shall choose
15 either the algebra/geometry sequence or the integrated mathematics sequence.

16 (c) An approved substitute course may include an honors course, advanced placement course,
17 dual credit course, or a course taken at an institution.

18 (4) An institution may establish additional requirements to supplement this minimum
19 academic preparation.

20 (5)(a) An institution shall accept a waiver of a required precollege curriculum course if:

21 1. A student is ~~[physically]~~ unable to complete a course because of a physical handicap;

22 2. A student's handicapping condition meets the requirements of 704 KAR 3:305, Section
23 3(2); and

1 3. The school district superintendent or designee verifies that a student's handicapping
2 condition will prevent the student from completing the course in question.

3 (b) Following a determination that a student is unable to complete a course based upon
4 paragraph (a) of this subsection, a local school may substitute another course in accordance with
5 704 KAR 3:305, Section 3(2).

6 (6) An institution shall determine whether an applicant has met these minimum academic
7 preparation requirements.

8 (7) The precollege curriculum requirement shall apply to:

9 (a) A first-time student pursuing a baccalaureate degree with or without a declared major;

10 (b) A student converting from nondegree status to baccalaureate degree status;

11 (c) A student changing from certificate or associate ~~[-]~~degree level to baccalaureate ~~[-]~~degree
12 level; or

13 (d) A student who, transferring from another institution, has been admitted to baccalaureate
14 ~~[-]~~degree status by the receiving institution.

15 (8) ~~[(9)]~~The following shall be exempted from the requirements of the precollege
16 curriculum:

17 (a) An adult student;

18 (b) A student entering baccalaureate ~~[-]~~degree status with twenty-four (24) or more semester
19 credit hours applicable to a baccalaureate degree with a GPA (grade point average) of at least
20 2.00 on a 4.00 scale;

21 (c) Active duty military personnel, their spouses, and their dependents;

22 (d) A student enrolled in a community or technical college or a community college type
23 program at a university;

1 (e) A nonresident student because he or she is subject to the provisions of Section 2(5) of this
2 administrative regulation; or

3 (f) An international student.

4 Section 4. Conditional Admissions Qualifications. (1) A university shall have the option of
5 admitting conditionally a first-time student applicant to a baccalaureate degree program who has
6 not met the requirements of Section 3 of this administrative regulation. A first-time student
7 admitted conditionally shall remove or otherwise satisfy academic deficiencies in a manner and
8 time period established by the enrolling institution.

9 (2) An institution enrolling students in a baccalaureate degree program under the conditional
10 admission provisions in subsection (1) of this section shall admit conditionally each academic
11 term not more than five (5) percent of a base figure. The base figure shall be the average number
12 of students reported as enrolled with baccalaureate ~~[-]~~degree status over the preceding four (4)
13 years.

14 (3) Although not subject to the precollege curriculum for admission purposes, the precollege
15 curriculum status of students enrolled in a community college ~~[-]~~type program in a university
16 shall be assessed and reported to the Council on Postsecondary Education.

17 (4) An applicant of superior ability, as demonstrated by exceptional academic achievement, a
18 high ACT Assessment score, and social maturity, may be granted early admission. An applicant
19 granted early admission by an institution shall be exempt from the provisions of Sections 2 and 3
20 of this administrative regulation.

21 (5) At the discretion of the institution, a person who does not meet college entrance
22 requirements, including high school students, may enroll in a college course ~~{courses}~~ as a
23 nondegree student.

1 Section 5. Transfer Students. (1) The council's General Education Transfer Policy and
2 Implementation Guidelines, incorporated by reference, shall direct an institution's policy on the
3 acceptance of transfer credits.

4 (2) An institution shall assure that a transferring student receives academic counseling
5 concerning the transfer of credit among institutions.

6 (3) An institution, consistent with the provisions of subsection (1) of this section, shall accept
7 a student's college credit earned when a course is taken both for high school credit and college
8 credit. Credit earned through a dual enrollment arrangement shall be treated the same as credit
9 earned in any other college course.

10 Section 6. Assessment and Placement of Students. (1) The Kentucky Statewide Public
11 Postsecondary Placement Policy in English and Mathematics shall apply to:

12 (a) A first-time student enrolled in an associate or baccalaureate degree program or a
13 certificate or diploma program at an institution;

14 (b) A student who transfers from a degree program at one (1) institution into a degree
15 program at another institution and who has not taken and successfully passed college-level
16 courses in mathematics and English;

17 (c) A student who transfers from a certificate or diploma program into a degree program and
18 who has not taken and successfully passed college-level courses in mathematics and English;

19 (d) A student converting from nondegree status to degree status who has not taken and
20 successfully passed college-level courses in mathematics and English.

21 (2) A nondegree-seeking student shall be exempt from systemwide ~~[system-wide]~~ mandatory
22 assessment and placement policies.

1 (3) Except as provided in subsection (11) of this section, an institution shall use the ACT
2 Assessment to evaluate student competencies in mathematics, English, and reading. An
3 institution may accept scores on the SAT in lieu of the ACT Assessment for placement in
4 college-level courses.

5 (4) If a student ~~is~~ ~~fit~~ determined to have not met the systemwide ~~{system-wide}~~ standards for
6 readiness, an institution shall ~~{for readiness,}~~ use a placement exam to help place a student in the
7 proper course.

8 (5) An institution shall place a student who scores below the systemwide ~~{system-wide}~~
9 standard in mathematics, English, or reading in an:

10 (a) Appropriate developmental course in the relevant discipline; or

11 (b) Entry-level college course, if the course offers supplementary academic support, such as
12 extra class sessions, additional labs, tutoring, and increased monitoring of students, beyond that
13 usually associated with an entry-level course.

14 (6) Effective with the fall semester of 2010 ~~{2009}~~, an institution shall satisfy the provisions
15 of subsection (5) of this section by placing a student in the appropriate developmental course or
16 entry-level college course within the first two academic terms ~~{in the first term}~~ that a student is
17 enrolled.

18 (7)(a) A student shall not be required to enroll in a developmental course in English if the
19 student has a sub₂score on the ACT Assessment of eighteen (18) or higher in English. The
20 student shall be permitted to enroll in a credit-bearing writing course.

21 (b) A student shall not be required to enroll in a developmental course in mathematics if the
22 student has a sub₂score on the ACT Assessment of nineteen (19) or higher in mathematics.

1 1. A student who scores between nineteen (19) and twenty-one (21) shall be permitted to
2 enroll in a credit-bearing mathematics course.

3 2. A student who scores twenty-two (22) through twenty-six (26) on the ACT Assessment in
4 mathematics shall be permitted to enroll in a credit-bearing algebra course.

5 3. A student who scores twenty-seven (27) or higher on the ACT Assessment in mathematics
6 shall be permitted to enroll in a credit-bearing calculus course.

7 (c) A student who has been admitted to an institution and who demonstrates a level of
8 competence by achieving the standards established in the Kentucky Statewide Public
9 Postsecondary Placement Policy in English and mathematics, which is incorporated by reference,
10 and achieves the scores contained in paragraph (a) or (b) of this subsection shall be guaranteed
11 placement in credit-bearing coursework.

12 (8) An adult student who has been admitted without the ACT Assessment test or the SAT
13 may be placed into an appropriate course using:

14 (a) The ACT Residual Test;

15 (b) The ASSET Testing Program;

16 (c) The COMPASS Testing Program;

17 (d) The ACCUPLACER Testing Program; or

18 (e) An institutional placement test.

19 (9) An institution shall be responsible for determining the remediation required including the
20 number of developmental ~~[remedial]~~ courses required, if necessary.

21 (10) Effective with the fall semester of 2010 ~~[2009]~~, an institution shall enroll a student who
22 scores below the statewide standards in an appropriate developmental or entry-level course until
23 readiness ~~[rediness]~~ for credit-bearing courses has been demonstrated. An institution shall ensure

1 that a student who completes a developmental or supplemental course shall enroll in a credit-
2 bearing course in that subject or discipline, or in the case of reading, appropriate course work
3 requiring college-level reading skills.

4 (11)(a) KCTCS shall select campus placement tests for the community and technical colleges
5 that assess mathematics, English, and reading skills.

6 (b) KCTCS may use the ACT Assessment scores or SAT scores to place a student into an
7 appropriate developmental course.

8 (12) ~~{The}~~ KCTCS shall place a degree-seeking student who scores below the systemwide
9 ~~{system-wide}~~ standard in mathematics, English, or reading in an:

10 (a) Appropriate developmental course in the relevant discipline; or

11 (b) Entry-level college course if the course offers supplementary academic support, such as
12 extra class sessions, additional labs, tutoring, and increased monitoring of students, beyond that
13 which is usually associated with an entry-level course.

14 (13) KCTCS may exempt students enrolled in selected certificate and diploma programs
15 from an assessment and placement in mathematics, English, and reading. The list of certificate
16 and diploma programs that exempt students from the required assessment and placement in
17 mathematics, English, and reading shall be published by ~~{the}~~ KCTCS in the student catalog.

18 (14) An institution shall report to the council data that monitors the performance of first-time
19 students in developmental and entry-level courses. The core elements of the first-time students
20 performance monitoring system shall include, as appropriate:

21 (a) ACT or SAT scores;

22 (b) Institutional placement exam results;

1 (c) Information that identifies whether a course is developmental, entry-level, or entry-level
2 with supplementary academic support provided; and

3 (d) Grades in developmental and entry-level courses.

4 Section 7. Incorporation by Reference. (1) The following material is incorporated by
5 reference:

6 (a) "Core Content for Mathematics, High School,"^[1] Version 4.1, 2006,^[2] Kentucky
7 Department of Education;

8 (b) "General Education Transfer Policy and Implementation Guidelines,"^[3] 2004, Council on
9 Postsecondary Education;

10 (c) "Benefits of a High School Core Curriculum,"^[4] 2006, ACT; and

11 (d) "Kentucky Statewide Public Postsecondary Placement Policy in English and
12 Mathematics,"^[5] 2004,^[6]

13 (2) This material may be inspected, copied, or obtained, subject to applicable copyright law,
14 at the Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort,
15 Kentucky, Monday through Friday, 8 a.m. to 4:30 p.m.

Date

Richard A. Crofts, Interim President
Council on Postsecondary Education

APPROVED AS TO FORM:

Date

Dennis L. Taulbee, General Counsel
Council on Postsecondary Education

PUBLIC HEARING: A public hearing on *13 KAR 2:020. Guidelines for admission to the state-supported postsecondary education institutions in Kentucky* shall be held on February 24, 2009 at 10:00 a.m. at the Council on Postsecondary Education, Conference Room A. Individuals interested in being heard at this hearing shall notify this agency in writing by February 17, 2009, five working days prior to the hearing, of their intent to attend. If no notification to attend the hearing is received by that date, the hearing may be cancelled.

This hearing is open to the public. Any person who wishes to be heard will be given an opportunity to comment on the proposed administrative regulation. A transcript of the public hearing will not be made unless a written request for a transcript is made.

If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation.

Send written notification of intent to be heard at the public hearing or written comments on the proposed administrative regulation to the contact person.

CONTACT PERSON:

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REGULATORY IMPACT ANALYSIS AND TIERING STATEMENT

Administrative Regulation 13 KAR 2:020. Guidelines for admission to the state-supported postsecondary education institutions in Kentucky.

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(1) Provide a brief summary of:

(a) What this administrative regulation does: This administrative regulation sets out the minimum requirements for admission to state-supported institutions and standards for the assessment and placement of students in developmental programs.

(b) The necessity of this administrative regulation: KRS 164.020(8) authorizes the Council on Postsecondary Education to set minimum admission requirements for the state-supported postsecondary education system. The Council has determined that the date for implementation of the standards for when developmental education is required needs to be delayed by one year. We also determined that the statewide standard for reading should be adjusted from twenty-one (21) to twenty (20) because of recent research that shows a high level of success for students with an ACT score of 20. The Council further wishes to require that developmental education work occur in the first academic year of a student's enrollment rather than the first semester. The additional semester will allow institutions to better schedule required course work.

(c) How this administrative regulation conforms to the content of the authorizing statutes: The administrative regulation conforms explicitly to the authorizing statutes.

(d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: The administrative regulation provides guidance to high

school students and parents, K-12 guidance counselors, and other local school officials on what courses and other requirements are necessary for someone to enter a Kentucky state-supported postsecondary education institution. The administrative regulation sets standards for college readiness and requires assessment of students, particularly in English, reading, and mathematics.

(2) If this is an amendment to an existing administrative regulation, provide a brief summary of:

(a) How the amendment will change this existing administrative regulation: The amendment changes the date for implementation of new placement standards in which developmental education is required, and changes the readiness standard in reading from twenty-one (21) to twenty (20).

(b) The necessity of the amendment to this administrative regulation: The Council on Postsecondary Education has determined that a one-year delay in the effective date for the new developmental education standards is in the best interest of the Commonwealth. Institutions that are required to implement the new standards need additional time to prepare and develop courses. Recent research shows that students with a readiness score of twenty (20) perform well in reading intensive courses. By changing the readiness standard to twenty (20), costs for remediation will be reduced without adversely affecting student performance.

(c) How the amendment conforms to the content of the authorizing statutes: The amendment conforms exactly to the authorizing statutes.

(d) How the amendment will assist in the effective administration of the statutes: The purpose of the statutory provision for the Council on Postsecondary Education to set minimum readiness standards supports the Council's strategic agenda calling for a significant increase in college graduates. A one-year delay will assist in implementation.

(3) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: The primary individuals and organizations affected by this regulation are public postsecondary education institutions, local school district officials, the Kentucky Department of Education, and prospective students and their parents.

(4) Provide an assessment of how the above group or groups will be impacted by either the implementation of this administrative regulation, if new, or by the change if it is an amendment: Additional time will allow postsecondary education institutions time to prepare for the new standards.

(5) Provide an estimate of how much it will cost to implement this administrative regulation:

(a) Initially: No additional cost is contemplated as a result of the delay.

(b) On a continuing basis: No additional cost is contemplated as a result of the delay.

(6) What is the source of the funding to be used for the implementation and enforcement of this administrative regulation: Not applicable.

(7) Provide an assessment of whether an increase in fees or funding will be necessary to implement this administrative regulation, if new, or by the change if it is an amendment: Not applicable.

(8) State whether or not this administrative regulation establishes any fees or directly or indirectly increases any fees: No.

(9) TIERING: Is tiering applied? Tiering is not appropriate under these circumstances.