

Morehead State University

College Readiness/Success Initiatives

University College, an administrative unit in Academic Programs, houses the office of First Year Programs and Academic Services (FYPAS). FYPAS provides a variety of courses, activities, and support services structured around a holistic approach to systematic student academic growth and development through transition and retention programs. College readiness at MSU involves both student preparation and student adaptation. Interventions take place prior to fulltime enrollment and continue after the student enrolls at MSU.

Transition to university academic life/College readiness:

- **Student Orientation and Registration (SOAR)** is an important element of a student's transition to MSU. All incoming students are required to attend. A primary goal is course selection and registration, but the program also provides an overview of college life, acquaints students with the campus, and provides an opportunity to interact with faculty and advisors in their chosen program. It includes information on placement testing.
- Students entering with ACT scores below the 18, 19, and 20 thresholds in English, Math, and Reading are tested for course placement using COMPASS or KYOTE (in Math) prior to SOAR and are placed in developmental and/or college level courses based on those results. Some courses that include supplemental instruction are being developed and students will be placed based on scores and commitment to supplemental instruction. Developmental courses include reading (EDEL 096 and 097); English (ENG 090 and 099); and Mathematics (MATH 090; 091; 093). Reading courses will move in 2010 from the College of Education to FYPAS. English and Math courses are scheduled and administered in those academic departments. Coordination of testing, placement, and tracking of developmental courses takes place in FYPAS.
- Students with two or more developmental needs are placed in the **Provisional Studies Program**. As part of intrusive academic advising, their class attendance is monitored. Students are expected to attend classes regularly as a condition of continued enrollment. They sign a contract during SOAR agreeing to classroom attendance policies, mandatory weekly study tables, and specific meeting times with academic advisors.
- Since many students place into DE courses because of weak test-taking skills, FYPAS is developing test-taking workshops and encouraging students at SOAR to take the ACT residual to improve ACT scores and thus avoid developmental course time and tuition if possible.
- New at MSU in the Fall, 2010 semester is the **First Year Seminar**, an innovative new course developed as part of General Education redesign. A requirement for all entering students and transfers with fewer than 24 credit hours, the course is specifically designed to assist students in making the transition to academic life. A common theme, "fact or fiction" and a common book, "Unspun," unite the nearly 50 sections that will be offered. Theme and readings are chosen by faculty committee and will change annually.

- FYPAS has developed and implemented an **advising syllabus** (appended), an intentional articulation of what first-year students will gain in the advising process. Each advising interaction has a specific goal so both advisors and students know what is expected and what learning outcomes are to be achieved. The ultimate goal is to move beyond course selection and schedule build as the primary advising function. (<http://www.moreheadstate.edu/advising/>)
- FYPAS (<http://www.moreheadstate.edu/firstyear/>) has developed a more comprehensive set of webpages that are interactive and thoughtfully linked to other University functions, offices, and requirements, including financial aid. (<http://www.moreheadstate.edu/acs/>)
- **Summer Success Academy**, (<http://www.moreheadstate.edu/success/>) a bridge program for students with two or more developmental needs, is currently in its fourth year. Scheduled for June 21 through July 30, 2010, it includes instruction in two developmental areas and one general education course. This summer the academy has been increased from 5 weeks to 6. Daily sessions include course work, study tables, tutoring, and occasional workshops on such things as time management and study skills. Follow up activities take place during the second semester and a sophomore retention initiative is being planned for 2009 SSA graduates.
- **MSU's Tutoring and Learning Center** (<http://www.moreheadstate.edu/tutoring/index.aspx?id=43582>) is open daily from 8 a.m. to 6 p.m. It offers free tutoring in individual and group settings and a monitored setting in which students complete required study tables for the Provisional Studies Program or the Probation Recovery Program.
- **Complete Success** (<http://www.moreheadstate.edu/complete/>) enables KCTCS graduates to complete their four year degree at MSU with online options and scholarship assistance.
- **TRIO Programs** (<http://www.moreheadstate.edu/trio/>) are federally funded. At MSU they include Student Support Services, Upward Bound, Talent Search, Gear Up Kentucky, and KET-GED Connection.
- **Early Alert/Retention Alert.** In conjunction with the Student Life, MSU faculty and advisors use the Retention Alert as an online tool to notify advisors when students get into academic difficulty through low or failing grades or poor attendance.

Adaptation to university academic life/ College success:

- Probation Recovery(<http://www.moreheadstate.edu/probation/>) is a new initiative undertaken in the Fall, 2009 semester. It requires students on academic probation to develop and follow through on an Academic Recovery Plan that includes meetings with their advisors, regular meetings with instructors, and regular attendance at study tables.

- The pilot **Morgan and Elliott County DREAMS Project** assists first year students from neighboring counties make the transition to college life using mentoring, career exploration, tutoring, and activities to broaden student horizons. A long term goal is to assist in ACT preparation and more focused pre-college planning .

Preparation/College Readiness prior to university enrollment:

- MSU's College Algebra Program (CAP) was designed to enhance the teaching of algebra at seven high schools while improving college readiness in mathematics. In 2009/2010, seven MSU faculty, eight teachers, and 219 students from East Carter, Elliott, Fleming, Lewis, Morgan, Rowan, and West Carter high schools were involved in the program. CAP incorporates content instruction, technology, and instructional partnerships. The Hawkes Learning Systems (HLS), an interactive multimedia courseware, is used to motivate, promote, and assess student learning.

Developmental Testing at Morehead State University

The plan for developmental testing at Morehead State University includes options for students with ACT deficiencies to be tested with the COMPASS and/or KYOTE exams.

COMPASS: COMPASS provides measures of key skills useful for placing students into standard courses in the areas of writing, reading, and mathematics, and if needed, into English as a Second Language courses. The standard COMPASS placement measures, mathematics, reading, and writing, are designed to assist institutions in placing students into appropriate college-credit courses or developmental or preparation courses. COMPASS tests are offered online but must be taken in certified testing centers in a proctored environment. The COMPASS tests are offered in testing centers located throughout the U.S. Each COMPASS test is automatically scored and results made available immediately. The cost for each COMPASS test is \$20-\$50 if taken at an external testing center. If at MSU, the cost would be less than \$20 per test.

KYOTE: The Kentucky Online Testing (KYOTE) project is an outgrowth of the Kentucky Early Mathematics Testing Program (KEMTP) and statewide agreement on standards of college readiness in mathematics among all of Kentucky's public postsecondary institutions. The KYOTE has three modules: math, writing and reading. The KYOTE math module is well advanced with automatic scoring and thus has a high potential for use for developmental testing at colleges and universities. However, the writing and reading modules in KYOTE are not automatically scored. In fact, the writing module is open-response and must be scored by faculty and/or staff who are experienced in English writing. Due to this issue, the KYOTE exam is problematic to use as an instrument for all developmental testing. The KYOTE exam is free of charge.

Students accepted to Morehead State University with ACT deficiencies will be notified that placement testing is required before they can register for classes at SOAR. When invited to register for SOAR, each student will receive an instruction sheet indicating the developmental tests required based on ACT subscores in math, reading, and writing. Those students needing testing will be instructed to complete testing by one of the two (2) following options:

1. Travel to the MSU campus to take the required COMPASS (reading and/or writing) or KYOTE (math only) exams during one of several testing dates offered;
2. Take the COMPASS (math, reading, and/or writing) exam at a testing center closer to their home. An online web site will be provided in which students can locate test centers based on zip code.

Other Kentucky Universities: Several other regional institutions in Kentucky were asked about their plan for developmental testing. Most used either: (1) COMPASS and KYOTE, (2) COMPASS alone, or (3) a test developed in house. No one used KYOTE exclusively. Two of the four institutions providing information required students to do developmental testing on campus either before or during summer orientation. Everyone seemed to be struggling somewhat with how effective their plan would be in this first year of mandated testing.

Placement Testing Process Flowchart

