

WEST VIRGINIA
SECRETARY OF STATE
KEN HECHLER
ADMINISTRATIVE LAW DIVISION

Form #5

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OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

**NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE
OR A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW**

AGENCY: State College System Board of Directors TITLE NUMBER: 131

CITE AUTHORITY: WV Code 18B-1-1e

RULE TYPE: PROCEDURAL _____ INTERPRETIVE X _____

EXEMPT LEGISLATIVE RULE _____
CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

AMENDMENT TO AN EXISTING RULE: YES _____, NO X _____

IF YES, SERIES NUMBER OF RULE BEING AMENDED: _____

TITLE OF RULE BEING AMENDED: _____

IF NO, SERIES NUMBER OF NEW RULE BEING ADOPTED: 51

TITLE OF RULE BEING ADOPTED: Preparation of Students for College

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE
EFFECTIVE DATE OF THIS RULE IS July 30, 1997

X David R. Ice
6/30/97

TITLE 131
INTERPRETIVE RULES
STATE COLLEGE SYSTEM OF WEST VIRGINIA
BOARD OF DIRECTORS
SERIES 51

FILED

JUN 30 3 52 PM '97

OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

TITLE: PREPARATION OF STUDENTS FOR COLLEGE

SECTION 1. GENERAL

- 1.1 Scope - This rule sets forth minimum levels of knowledge, skill and competency a student needs to possess to be prepared for college and establishes processes for communicating this information and procedures for assuring that teacher education programs prepare educators in getting K-12 students ready for college.

- 1.2 Authority - W. Va. Code §18B-1-1e

- 1.3 Filing Date -

- 1.4 Effective Date -

SECTION 2. PURPOSE

- 2.1 The purpose of this rule is to implement the provisions of W. Va. Code §18B-1-1e which call for the State College and University Systems of West Virginia to develop a joint rule on preparation of students for college. The goals are for public higher education to collaborate with public education to achieve the following:
 - 2.1.1 To assist students in the planning and preparation for success in college and other post-secondary education if their education major interests require such formal education after high school;

 - 2.1.2 To establish the minimum expected level of knowledge, skill and competency a student must possess to be prepared fully for college or other post-secondary education at state institutions of higher education;

 - 2.1.3 To implement a method for communicating the minimum level of knowledge, skill and competency to students, parents, educators and

counselors in the public schools, and admission officers, advisers and faculty in the higher education institutions; and

- 2.1.4 To assure that the teacher preparation programs in state institutions of higher education prepare educators to, at a minimum, deliver instruction necessary to prepare students fully for college and other post-secondary education or gainful employment.

SECTION 3. ASSISTING STUDENTS IN PREPARING FOR COLLEGE

- 3.1 The state colleges and universities shall work collaboratively with schools to increase educational opportunities and standards for potential college students and to increase the number of students who complete the core curriculum. Among these efforts will be institutional initiatives to:

- 3.1.1 Improve ACT/SAT scores of high school students;

- 3.1.2 Increase the percentage of high school students going to college;

- 3.1.3 Provide more opportunities for high school students to complete college courses while still in high school; and

- 3.1.4 Increase retention of students after they enter college.

- 3.2 The state colleges and universities in collaboration with the K-12 schools shall conduct college awareness programs that reach students from the elementary grades through high school. These programs shall provide opportunities to visit the college, to meet faculty, and to learn the importance of motivation and achieving academic excellence. Students in the eighth grade should be encouraged to take the academic core courses during their high school years. It is important that the institutions work with school officials, counselors, parents and teachers to disseminate information effectively on preparing for success in college.

SECTION 4. MINIMUM LEVELS OF KNOWLEDGE, SKILL AND COMPETENCY NEEDED FOR COLLEGE

- 4.1 Though levels of preparation, knowledge and skills needed for success in a particular academic program may vary, there are certain minimal knowledge and skill levels students should possess on entering a higher education institution. In order to attain these levels, students should be encouraged to take rigorous coursework in high school and to complete the core curriculum.

While the specific levels of knowledge, skill and competency needed to be successful in post-secondary education may vary among types of institutions and within academic programs, mastery of the following essential skill areas and minimum levels of attainment should assure success in a community and technical college, baccalaureate institution or other initial post-secondary education setting.

4.2 Essential skill areas and minimum levels of attainment needed on entering college are:

4.2.1 English

A student will be able to:

- Demonstrate proficient use of English punctuation and spelling;
- Demonstrate proficiency in grammar and usage, including the ability to write complete, grammatical sentences with some variety in syntax; and
- Write an essay with a central idea or thesis, an introduction, body, and conclusion; paragraphs with topic sentences and supporting details; appropriate word choice; and clear flow of ideas from one part to another.

4.2.2 Reading/Study Skills

Proficient reading skills are essential for success in every academic field, particularly humanities, social sciences, and natural sciences. Similarly, effective study skills are essential for all academic areas. A successful college student must be able to:

- Use word analysis to determine the meaning of unfamiliar words;
- Use context clues to determine the meaning of unfamiliar words;
- Read for the main idea;
- Read for information;
- Make inferences;
- Understand figurative language;
- Draw conclusions and predict outcomes;
- Recognize organizational patterns;
- Generalize;
- Evaluate ideas;
- Manage time effectively;
- Develop good notetaking and outlining skills for both in-class and out-of-class activities; and
- Develop good test-taking skills

4.2.3 Mathematics

Algebra and geometry serve as gatekeepers to successful college work. Students who successfully complete algebra and geometry in high school are more likely to enter college and complete college than other students. An entering college student must be able to:

- Simplify numerical expressions and evaluate algebraic expressions;
- Represent problems and solve linear algebraic equations, systems of equations, and inequalities;
- Use the laws of exponents and simplify square roots;
- Factor polynomials by applying various methods;
- Graph linear equations by the slope-intercept, point-slope, and x and y intercept methods;
- Add, subtract, multiply, and divide rational expressions;
- Solve quadratic equations with real roots by factoring, completing the square, and using the quadratic formula;
- Apply the Pythagorean Theorem in solving practical problems and in deriving the special right angle ratios;
- Develop basic concepts of analytical geometry such as formulas for distance, slope, and midpoint;
- Collect, organize, and interpret data using graphs, charts, and tables; and
- Demonstrate the ability to use logarithms.

4.2.4 Communication

Good skills in communication are important for success in college. A student must be able to:

- Demonstrate a knowledge and understanding of the fundamentals of effective communication;
- Demonstrate the ability to identify and use effective strategies for formal and informal speaking situations in public, group, work and personal settings;
- Demonstrate the ability to identify and use different listening skills appropriate for diverse types and purposes of listening;
- Demonstrate the ability to identify and use communication strategies to enhance relationships and resolve conflicts.

4.2.5 Critical thinking, analysis, reasoning

It is important that a beginning college student possess the ability to analyze, reason and think critically. These complex skills are essential to

all academic areas, but are particularly crucial to success in the natural sciences and social studies. A student must have at least minimal skills to:

- Understand and interpret data;
- Evaluate conflicting viewpoints;
- Demonstrate creative thinking and problem solving;
- Solve problems rationally; and
- Demonstrate “common sense.”

4.2.6 Science

Proficiency in science incorporates mathematics and social issues into the learning of basic scientific concepts. Students must be able to:

- Identify a problem, recognize relevant/necessary information for problem solving and inductively form a theory;
- Develop a hypothesis to test a given theory;
- Conduct a scientific inquiry and produce a written or oral report;
- Solve problems which integrate science and mathematics with technology;
- Apply scientific methods and knowledge to individual and social issues;
- Recognize the diversity and unity of our natural world;
- Recognize the basic components of matter, cells, and tissue;
- Recognize levels of organization for living and non-living systems.

4.2.7 Fine and Performing Arts

Recognizing the importance of the fine and performing arts is essential to the well-being of a society. Students should receive exposure in the fine and performing arts in the beginning stages of their education. This significant aspect of life should not be left to chance. Specifically, students must be provided opportunities to:

- Observe the fine and performing arts, namely art, music, theater, and dance;
- Actively participate in activities in the fine and performing arts.

4.2.8 Humanities

The basic humanities explore the worlds of language, literature, classics, philosophy and/or religious studies. Specifically, students must:

- Have the opportunity to participate in the humanities including the study of foreign languages, world literature, the classics, philosophy and/or religious studies;
- Recognize how symbolic texts are valued and revalued over time as each generation examines them anew from its own current perspective;
- Recognize the ways in which cultural values define what an individual experiences as “reality,” influence the channels available for human expression, and affect the perception of an interaction among all areas of experience.

4.2.9 Social Studies

The mastery of basic skills and understanding in the social studies is essential. A student must be able to:

- Gather, classify, interpret, analyze, summarize, synthesize, and evaluate the accuracy of information, i.e., credibility, validity; reliability; comprehensiveness; bias; accuracy; frame of reference; and currency;
- Interpret, critique, and design graphs, tables, timelines, pictures, maps, and cartoons;
- Demonstrate knowledge of the contributions of key men and women and the impact of major historical events;
- Demonstrate knowledge of the development of the United States Constitution, its importance, and the adaptability and applications of its principles in maintaining the political institutions that ensure the liberty and equality of United States citizens.

4.2.10 Technological literacy

The ability to use computers and other forms of telecommunication technology is no longer a luxury. It is a necessity. A student must be able to:

- Keyboard effectively;
- Use computers for word processing and other academic tasks;
- Use technology to communicate and to be an active participant in the information age; and
- Demonstrate the ability to identify and use skills necessary for competent participation in communication across various types of electronic audio and visual media.

4.2.11 Citizenship

It is vital that a beginning college student exhibit good citizenship behavior. While what constitutes good citizenship may be somewhat nebulous, it is clear that a basic understanding of the rights and responsibilities of living in a democratic society is an important part of the educational process. A successful student must be able to:

- Demonstrate an appreciation of democratic values and responsible participation in governing processes;
- Learn to work with others;
- Understand and appreciate diversities among people, groups, and nations; and
- Learn to be respectful of personal dignity.

4.3 Core Curriculum

There is strong evidence that students who complete a rigorous core curriculum in high school perform better in college than those who do not. In 1983, the National Commission on Excellence in Education stated that all high school students should complete at least:

- Four units of English;
- Three units of mathematics (Algebra I and higher);
- Three units of social studies; and
- Three units of science.

The Commission also recommended one-half unit of computer science and two units of foreign language for students planning to attend college. A 1996 study by the Southern Regional Education Board confirmed the importance of completion of a core curriculum. The study revealed:

- Students who take more challenging mathematics courses know more mathematics;
- Students know less about subjects they do not study;
- Students who complete a college preparatory curriculum score higher on college admissions and college placement tests;
- Students who complete a more challenging vocational curriculum like the one recommended in SREB's *High Schools That Work* program perform better and score higher on a national assessment than those who complete a more traditional vocational program; and
- Students who complete a core academic program earn better grades in college courses than those who do not, and fewer of them need to take remedial courses.

Data from the American College Testing Service (ACT) also indicates that students who have taken core courses score significantly higher on ACT exams in English, mathematics, and science reasoning than students who have not taken core courses.

Since data indicate that completion of the core curriculum in high school enhances the opportunities for success in college, prospective college students are encouraged to complete a core curriculum.

SECTION 5. ACHIEVING MINIMUM LEVELS OF KNOWLEDGE, SKILL AND COMPETENCY NEEDED FOR COLLEGE

5.1 National standardized exams

Two important measures of the preparation of high school students for college are the national standardized examinations, the ACT and SAT tests. Under State College and University System policy, students are normally expected to have achieved at least a score of 17 on the Enhanced ACT exam (810 on the recentered SAT-1 exam) to be eligible for admission to baccalaureate programs. Several of the state colleges and universities have established higher standardized exam scores for admission. Additionally, certain academic degree programs also have a higher ACT score requirement for admission to a program.

Data compiled by ACT indicate that ACT-tested graduates typically have a fifty percent chance of receiving at least a "B" in the courses listed below if they obtain the identified ACT score value or higher.

<u>ACT Assessment Test</u>	<u>COURSE</u>	<u>TYPICAL CUT-OFF SCORE</u>
English	Standard English	18
Mathematics	Elementary Algebra	19
Science Reasoning	Physics	20
Science Reasoning	Chemistry	23

Another important standardized assessment indicator for success in college, is the ACT *Explore* exam which is administered to all eighth grade students in West Virginia schools. Correlation studies prepared by ACT indicate that students who achieve a minimum of 17 on *Explore* should when preparing to enter college achieve a score of 17 or higher on the ACT test. Similarly, a student who achieves a score of 20 on *Explore* should achieve at least a 19 on the ACT exam.

Many West Virginia high school students take the ACT *Plan* assessment in the tenth grade. According to ACT correlation tables, students receiving a 17 on *Plan*

should score at least a 17 on the ACT exam and students receiving a 19 on *Plan* should score at least 19 on the ACT test.

Although higher scores on standardized admission examinations such as the Enhanced ACT or SAT-1 are indications of a greater chance for success in college, the possession of the ACT 17 (SAT 810) minimum score is not essential for admission to college. The Community and Technical Colleges in West Virginia have an open admission policy and provide developmental course opportunities for students who have deficiencies in specific academic areas and who need additional help before enrolling in an academic program.

5.2 West Virginia Board of Education instructional goals and objectives

The new program on instructional goals and objectives being implemented by the West Virginia Board of Education in 1996 will better prepare students for college success. The new instructional program for Adolescent 9-12 education strengthens the academic base for students. Expanded requirements in mathematics and science and new requirements for foreign languages for college preparatory students, particularly when combined with the expanded and comprehensive statewide instructional goals, will provide high school graduates a firmer academic foundation.

One of the goals established for West Virginia schools is that all high school graduates will be fully prepared for college, other post-secondary education or gainful employment. To help realize this goal, the West Virginia Board of Education is developing a plan which will provide a warranty for college-level students who score at the 70th percentile or higher in reading, language and mathematics in the standardized assessment measure. Achievement at this level on the standardized assessment should be another important indicator of the likelihood of success in college.

SECTION 6. COMMUNICATING KNOWLEDGE, SKILL AND COMPETENCY LEVELS

6.1 The state colleges and universities shall expand collaborative efforts with the K-12 schools in making available information on minimum levels of knowledge, skill, and competency that are necessary for successful preparation for college.

6.1.1 State College and University System initiatives described in Section 3.1 of this rule will be effectively implemented in collaborating counties.

6.1.2 System publications on minimum knowledge, skill and competency levels will be issued and disseminated to students, parents, educators and

counselors, as well as to admission officers, advisers and faculty in the state colleges.

- 6.1.3 The State College and University System Boards, using information generated from the public schools electronic portfolio system, shall communicate annually to the West Virginia Board of Education and the Legislative Oversight Commission on Education Accountability the number of graduates from the public schools in the state by high schools who are accepted in the last calendar year for enrollment at each of the state institutions of higher education within one year of graduation, whose electronic portfolio indicated readiness for college or other post-secondary education, and those whose knowledge, skill and competency were below the minimum expected levels for full preparation as defined by the governing boards. The higher education boards also shall report the areas in which the knowledge, skill and competency of the students were below the minimum expected level.

SECTION 7. TEACHER PREPARATION PROGRAMS

- 7.1 Teacher preparation programs in the state colleges and universities shall be designed so that educators completing the programs will be able to deliver instruction to K-12 students that will adequately prepare them fully for college or other post-secondary education or gainful employment.
- 7.2 It is important that the teacher education departments be cognizant of changing course unit requirements for high school graduates and prepare teacher education graduates who can effectively teach courses in the core curriculum and in applied academic areas.
- 7.3 Each college or university with a teacher preparation program will submit a report to the chancellor by June 30, 1997 on how its teacher preparation program will carry out the charge in Section 6.1 of this rule.

SECTION 8. FUTURE POLICY DEVELOPMENT

- 8.1 It is the intent of the State College and University Systems to work closely with the K-12 school systems in West Virginia in enabling students to move readily from the K-12 schools into the state colleges and universities. As the new K-12 instructional goals and objectives of the West Virginia Board of Education are developed and implemented, the State College and University Systems will establish policies as necessary that address academic expectations for beginning college students, admission standards and assessment of student learning.

FISCAL NOTE FOR PROPOSED RULES

Rule Title: 131-51 Preparation of Students for College

Type of Rule Legislative Interpretive Procedural

Agency State College System Board of Directors

1. Effect of Proposed Rule	ANNUAL		FISCAL YEAR		
	Increase	Decrease	Current	Next	Thereafter
Estimated Total Cost	\$	\$	\$	\$	\$
Personal Services					
Current Expense					
Repairs and Alterations	N/A	N/A	N/A	N/A	N/A
Equipment					
Other					

2. Explanation of above estimates

There will be no direct cost increases that result from the implementation of this rule. It is likely, however, that the rule will stimulate other changes, e.g. expanded assessment programs and expanded admission standards which at a later date would have cost implications.

3. Objectives of these rules

The major objective is to implement the statutory goals of identifying knowledge, skill and competency essential for high school graduates to succeed in college.

4. Explanation of Overall Economic Impact of Proposed Rule

A. Economic Impact on State Government

N/A

B. Economic Impact on Political Subdivisions; Specific Industries; Specific groups of citizens.

N/A

C. Economic Impact on Citizens/Public at Large

N/A

Date:

7/25/96



Signature of Agency Head or Authorized Representative

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(Plus all the volunteer help we can get)

TO: MARIE CARTER

AGENCY: BD OF DIRECTORS

FROM: JUDY COOPER, DIRECTOR, ADMINISTRATIVE LAW DIVISION

DATE: August 7, 1997

THE ATTACHED RULE FILED BY YOUR AGENCY HAS BEEN ENTERED INTO OUR COMPUTER SYSTEM. PLEASE REVIEW, PROOF AND RETURN IT WITH ANY CORRECTIONS. IF THERE ARE NO CORRECTIONS, PLEASE SIGN THIS MEMO AND RETURN IT TO THIS OFFICE. YOU WILL BE SENT A FINAL VERSION OF THE RULE FOR YOUR RECORDS.

PLEASE RETURN EITHER THE CORRECTED RULE OR THIS FORM WITHIN TEN (10) WORKING DAYS OF THE DATE YOU RECEIVED THIS REQUEST. CALL IF YOU HAVE ANY QUESTIONS.

SERIES: 51 TITLE: 131 BD OF DIRECTORS

* THE ATTACHED RULE HAS BEEN REVIEWED AND IS CORRECT.

SIGNED: _____

TITLE OF PERSON SIGNING: _____

DATE: _____

OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

SEP 3 9 27 AM '97

FILED

* THE ATTACHED RULE HAS BEEN REVIEWED AND NEEDS CORRECTING. THE CORRECTIONS HAVE BEEN MARKED.

SIGNED: Marie Carter /bb

TITLE OF PERSON SIGNING: Special Asst. to the Chancellor

DATE: 8/29/97

NOTE: IF YOU ARE NOT THE PERSON WHO HANDLES THIS RULE, PLEASE FORWARD TO THE CORRECT PERSON.