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Strategic Initiative Grant: Exploring Best Practices for Identification, Assessment, Course Placement, Support Services, and Academic Monitoring of First Year students whose ACT writing scores indicate needs for skill building.

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Abstract and Glossary of Terms

The authors share some of the research about Generation 1.5 students as well as other students whose academic writing skills may need development. We relate some data from MSU, from state of Minnesota reports, and from federal studies and discuss some of the reading and writing issues for these students. We describe the possible roles of Adult Basic Education (ABE), community colleges, and MSU in developmental writing coursework and explore assessment tools utilized. We describe some models of writing development around the state and the nation, and finally describe some consequences of doing nothing, piloting project(s), and implementing a program for identifying, assessing and monitoring academic writing at MSU.

Glossary (Taken from the Grantmakers Concerned with Refugees Website)

1.5 generation. Children born abroad but brought to the receiving society before adolescence; sometimes treated as "second generation" in sociological studies because these immigrants' language proficiency, educational levels, and other characteristics resemble those of the second generation

ELL. English language learners (ELLs) are children whose first language is not English and who are in the process of learning English; sometimes referred to as English learners (EL). Also see limited English proficient (LEP).

ESL. English as a second language (ESL) is an educational approach to teach non-English speakers in the use of the English language. For primary and secondary students, ESL instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language (as opposed to content), and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream classrooms, an immersion program, or a bilingual education program.

Limited English Proficient (LEP). A term used to describe people who are not fluent in English. Definitions of this term are not always consistent across different contexts. The Census, government agencies, and many experts define LEP individuals to include anyone over the age of five who speaks English less than "very well." LEP is also the term used by the federal government and most states and local school districts to identify those students who have insufficient English to succeed in English-only classrooms. In the K-12 school context, English language learner (ELL) or English learner (EL) is used increasingly in place of LEP.

<http://www.gcir.org/immigration/glossary>

Audience: English Department, Modern Languages Department, Director of Admissions, Provost, Vice President of Institutional Diversity, Dean of Memorial Library

1. Introduction

We would like to express our gratitude for the Strategic Initiative Grant and the opportunity to explore this topic. We are thankful to the University for supporting us in this effort.

Kellian Clink has a BA in English, a Master's in Journalism, a Master's in Library & Information Science, and a Specialist Degree in Educational Leadership. She has been at Minnesota State University since 1987. She has served on the General Education Committee and served on the most recent assessment committee on Writing Intensive Courses at the University.

Amy Mukamuri's name did not appear on the original grant application. She holds a BA in English and a MA in TESL/Applied Linguistics. Amy has worked with writers domestically and internationally in the field of higher education. She has been at MSU for 4 years and for the past 3 years has served on the Assessment for Course Placement Committee for MnSCU.

The Writing Intensive (Gen Ed Category 1c) Assessment reports and ACT scores suggest that there are incoming freshman who do not have the writing skills necessary to excel academically. Another indicator comes from faculty in a variety of disciplines (The College of Education, Mass Communications, and Nursing) at MSU who indicate that students entering coursework in these majors are not prepared to write for academic purposes. All of these departments require further writing assessments before admitting students into their majors. Kelly Krumweide (Nursing faculty and Student Relations Coordinator at MSU) wrote in an e-mail about the rationale behind having an essay exam to enter the nursing program.

The essay piece was recommended to the nursing faculty organization by the nursing undergraduate admissions and progressions committee. Over the past few years, the committee and overall nursing faculty organization has recognized the need for improved writing skills for students across the board. The faculty noticed that even students who received an "A" in English 101 often have poor writing skills....With the entrance examination and essay, we are hoping students are not just working towards getting an "A" in their prerequisite courses to be admitted into the nursing program. We are hoping students take the time to truly learn what they need to know to be successful in nursing. So the undergraduate admissions and progressions committee recommended changing the admission criteria to include the essay and entrance examination. The nursing faculty organization voted to approve the recommendation" (e-mail correspondence, 1/20/09).

The strategic initiative grant allowed us to explore how other universities assess, place, and monitor admitted students in their initial college career in order to propose strategies at Minnesota State University, Mankato (MSU) for helping students become strong readers/thinkers/writers. We recognize that there are larger enrollment management issues as we consider future first year student classes but we know that incoming students need academic support in writing and reading. We argue herein the need to assess incoming students for writing and reading ability, based on ACT cut scores, in order to monitor and support students as they develop these skills for academic purposes.

While we have no local data at MSU beyond anecdotal evidence to support it, we believe that many current (and future) students are Generation 1.5. We do not at MSU identify students by language spoken at home, but these are students who are not born in the US but have attended public schools in the US and likely speak a language other than English at home. The research indicates that this population, along with other underrepresented students, need help developing academic writing skills. Singhal (2004) writes that "In most cases these learners have limited proficiency in their first language and have not acquired the academic register or academic writing styles of even their native language. While they may see themselves as native-English

speakers because of their social and verbal skills, they are often less skilled in the academic skills necessary for college-level courses and the cognitive and linguistic demands of discipline-specific academic classes in English language institutions of higher learning” (p. 1). Another scholar, Gwen Gray Schwartz, uses the term cross-over students to describe “the student who straddles at least two cultures and two languages, to varying degrees” (Gray Schwartz, 2004, 44). The Conference on Composition and Communication (Appendix A) describes and makes recommendations regarding this population, including the recommendation to have multiple means of assessing their writing, and class sizes of no more than 15 for effective pedagogy.

The dramatic increase in new Minnesotans has been studied by the Department of Employment and Economic Development, The Governor’s Governor's Workforce Development Council, Minnesota’s Department of Education, Minnesota’s Office of Higher Education, and MnSCU, among others. Most of these organizations have studied issues related to new Minnesotans and made recommendations and policies. However, there are only two longitudinal studies we are aware of regarding the success of English Language Learners in higher education. A personal communication with Barb Schlaefler of Minnesota’s Office of Higher Education indicated there were *no* studies, but there are a few. One of these is an important study that was generated from within the MnSCU system by Gene Evans. In collaboration with Century College and Minneapolis Community and Technical College, Ms. Evans looked at a cohort of entering ESL students at both institutions. She studied this cohort of students over a five year period and looked at assessment, course placement and successful completion of college course work. We refer to this study later but it is important to note that the ESL students who were identified through assessment measures and placed into course work that helped them develop academic skills in reading and writing outperformed the ESL students who did not opt to take recommended course work.

As MSU continues to explore recruitment and retention strategies, these are important publications as they argue for the value of coursework and resources for developing writers for this population that is the most obvious student population for improving enrollment. Additionally, the MnSCU Assessment for Course Placement Committee (ACPC) continues to develop policies and procedures that address assessment and course placement for the MnSCU system and MSU is the only institution that currently does not assess students for course placement in reading and/or writing.

The authors of this document have no expertise in curricular matters, only a deep and abiding concern about our incoming and current students’ writing skills. Currently, MSU does not identify generation 1.5 students or monitor graduating students’ writing skills. What follows, then, is what can be gleaned by studying state and federal documents, the literature in the field, and the models near at hand. This information is provided as a starting place for stakeholders to study the issues involved. The document is arranged so that the underlying issues are articulated and the question is asked whether it is MSU’s role to address the issues. Finally, we will propose some alternative ideas that might be used to identify, assess, place, assist, and monitor the success of the students MSU accepts. We also offer that if a cohort of these students is identified in the fall of 2009 (through the Accuplacer exam for writing and reading based on ACT cut off scores or lack of Act scores), that we could, with the support of our supervisors, monitor this cohort to look at the overall success of these students.

2. Limitations

There are limitations as to what we currently know and can predict about student academic needs as well as what role MSU plays in supporting those academic needs. We do not know what percentages of new Minnesotans are being adequately served through Adult Basic Educations (ABE) services. Are new Minnesotans taking course work to develop academic skills through ABE or are they enrolling in community colleges or state universities without appropriate academic preparation? We currently do not know if it is the

role of the university (as opposed to community colleges or ABE) to teach developmental academic writing skills. MnSCU policy would indicate that it is not the role of the university; however, because MSU does not currently have an assessment or course placement policy for reading and writing, it is possible that students who are need more help with writing and reading at the university level are not identified until they are in academic crisis. Students who enroll in Composition 101 are assessed during the first day/week of class but some students do not take Composition 101 until later in their academic career. We do not know if these students are struggling with academic writing without any support. While there are models and data suggesting that coursework and student support systems do improve students' academic performance, we do not know that these additional supports for academic writing would guarantee student success in college, though we think it likely they would help. Finally, there is a question as to whether students who enter the university with limited English and/or writing skills are exiting the university with the skills they need to become gainfully employed. Are new Minnesotans writing adequately by the time they graduate to function in their chosen professions? We don't monitor their writing skills as they approach graduation, so we don't know. We do know that new Minnesotans are often under-employed.

Although the rate of employment is very high among immigrants and refugees, they are among the lowest income families in the state. Immigrant and refugee workers are more likely to earn low wages, to work multiple part-time jobs and to receive no benefits from their employers. *Lack of education, language barriers, poor training, discrimination, geographic isolation and lack of bargaining power are among the key factors that limit immigrant and refugees' earnings. And, an additional untapped labor pool may exist within the population of foreign-born women*" (Governor's Workforce Development Council, 2006, p. 3).

Because we do not assess and identify students when they enter the university, we are not able to monitor their progress.

3. Assumptions

Any intentional efforts to identify assess, place, and monitor students who need help developing skill sets will cost money and in the current economic situation, it is unlikely that new money will be found to fund such efforts. Also, student writing would have to be a paramount university priority in order to ensure that such efforts will be pursued. This is not the job of any one department or college. In order for all graduates to have strong writing/critical thinking skill, this will have to be an institutional goal with the highest value placed on it. Prioritizing measures to assess, place, and monitor student writing needs to be investigated and pursued by the English Department, the General Education/Diverse Cultures, Assessment and UCAP Committees, as well as the administration of the university. It has to be a university-wide effort. Policies will need to be written and summer orientation will be affected by the need for assessment tests. Classes will likely have to be introduced and passed by the General Education/Diversity Committee and paid for by the university. On a positive note, President Obama's Economic Stimulus Plan is projected to expand Pell Grants, the most important federal aid program for college students. "Obama campaigned to expand the program, which this year granted up to \$4,700 each to about 6 million students, virtually all with family incomes under \$50,000. Congress and presidents have not fully funded Pell Grants for 30 years. But now they may come close by allocating \$15.6 billion for the grants in the stimulus package" (Babington, 2009). This might allow universities to fund new programs for students.

4. Nature of the Problem: MSU, MN, U.S.

Some MSU indicators: Studies would indicate that some students' entering MSU need help building their writing skills for academic work, regardless of language background. Two writing intensive studies did indicate grave concerns by the assessors, and although the studies represent the students' work while still in the

first couple of years of college, their conclusions are indicative of some kind of problem. The first Writing Intensive Assessment study (Fitzsimons et al, 2002) reported that “slightly more than one-quarter of students represented in the sample fell short of the college-level standard in writing skills and organization, with one-third falling below the standard in providing credible sources and evidence to support their assertions.” The more recent Writing Intensive Assessment Report (O’Meara et al, 2006-2007) asserts that the committee was genuinely concerned and disappointed at the lack of quality in the samples they read. “The results were so consistently under expectations that the committee felt—to a person—that a systematic revision of the way in which we conceptualize and deliver writing instruction is in order.” These reports both examined general education categories, and the authors noted in both cases that students may acquire writing skills later in their degrees.

An article by Cindy Olson and Dr. Anne O’Meara reveals concerns with MSU student writing as it relates to reading skills: “It appears that college instructors need to be much more explicit in their discussions of reading strategies and spend some class time assessing and addressing students’ reading skills. Teachers in both college focus groups—the composition teachers and the teachers of courses outside of English—spoke about this problem in several areas, which boiled down to the students’ inability to understand WHAT is being said (the content), HOW (recognizing the presentation and argument strategies being used), and WHY (recognizing and questioning both the content and the strategies). This inability to read well also shows up in student writing both in terms of how they put their own writing together (a lack of models to call on) and in terms of their ability to read their own writing critically—to re-read, assess, and revise effectively” (Olson and O’Meara, 2007, 31). These may not be completely reflective of students’ entering skill sets for academic writing, but they do indicate that there are issues with writing ability.

We acknowledge the complexity of writing assessment as articulated by Alderson and Bachman (2002), “...while the history of writing assessment goes back for centuries, it continues to be one of the most problematic areas of language to assess. This is partly because of the vast diversity of writing purposes, styles, and genres, but primarily because of the subjectivity of the judgments involved in assessing samples of writing” (as cited in Weigle, 2002). Although writing assessment remains complex, there are some benchmarks that might guide assessment and course placement at MSU. According to ACT, the level of achievement required for students to have a high probability of success (75% chance of earning a C or better, 50% change of a B or better) in such credit bearing college courses as English Composition is 18. According to the Office of Institutional Research at MSU, the ACT English sub-scores of 136 entering MSU students in 2008-2009 was 18 or below and 69 students enrolled at MSU without providing any ACT scores. If there were an assessment policy in place at MSU in the fall of 2008, this would have required that we test a cohort of 205 entering first year students.

While computerized systems of scoring writing are not where they need to be to provide accurate writing scores across the board, it is postulated that with very low scores, the Accuplacer exam (with Writeplacer as an option for writing assessment), is able to key in on some major issues in writing and should be able to identify students who need additional help. A study done by Edmund Jones concludes “If most of the quality of an essay is directly attributable to length and some mechanical and grammar errors, then the great majority of essays will be scored reliably” (Jones, pg. 113). This instrument has been endorsed by the Chancellor’s office and is being used by both the four year and two year MnSCU institutions. St. Cloud State, for example, uses a cut score of 18 on the ACT writing sub score, and then requires students to take the Accuplacer exam for course placement. Please see Appendix F for St. Cloud State’s course placement policies for students who take the Accuplacer.

Some MN indicators: A July 2007 report from the Citizens League summarizes the issues: the number of traditional students entering our colleges is decreasing. Minnesota is a magnet for immigrants and refugees but we do not thoroughly track the success of this population in the K12 system, much less in higher education in Minnesota. A recent report from the Minnesota Office of Higher Education (MOHE) notes that 18-22 year-old-

college-going population is flat, “About 65 percent of Minnesota's high school graduates enroll in postsecondary education following graduation. Participation rates of graduating Minnesota high school seniors enrolling directly in college have shown year-to-year changes but are generally flat. Unless high school to college participation rates increase—especially among low-income students, students of color and other students who are traditionally underrepresented in post-secondary education—colleges will have a smaller pool of students from which to recruit” (MOHE, 2008).

An excellent report by the Minnesota Minority Education Partnership (MMEP) notes that while 78 percent of 10th graders in Minnesota tested as proficient or above in reading, only 23 percent of English Language Learners did so. “There are large racial disparities in the college readiness indicators among [ACT] test takers as well.” (MMEP, 2009, 44)

The Assistant Director of MN Department of Employment and Economic Development (DEED), Oriale Casale, reports that “Minnesota’s strong economy during the late 1990s through 2000 drew both legal immigrants and undocumented workers in search of jobs. The influx of immigrants actually peaked in 2002 and has only begun to slow in 2003. Immigration is projected to contribute the largest share of population growth in Minnesota over the next several decades. Lower than average educational attainment as well as a lack of English language skills are potential barriers to entry into the workforce for new Americans” (Casale, 2005).

The Governor’s Workforce Development Council’s most recent report states, “Minnesota faces long-term labor shortages that will make it imperative to ensure that the talent pool employers can draw from includes every job-seeker. That includes refugees and immigrants; individuals with disabilities; youth; veterans; older workers seeking phased retirement or retirement jobs; individuals from different cultures; public assistance recipients; displaced homemakers; ex-offenders; homeless; migrant workers seeking a stable location; et. al” (Lescher & Wiley, 2007).

Some national indicators: The most recent study from the Department of Education states that between 1979 and 2006, the number of school-age children (children ages 5–17) who spoke a language other than English at home increased from 3.8 to 10.8 million, or from 9 to 20 percent of the population in this age range (NCES, 2008). The U.S. Department of Education’s National Center for Educational Statistics (NCES) reports that “from 1979 to 1999, the population of 5- to 24-year-olds increased by 6 percent. In contrast, the percentage who spoke a language other than English at home increased by 118 percent during this period, and the percentage who spoke a language other than English at home and who spoke English with difficulty increased by 110 percent” (NCES, 2003). These NCES statistics point to a need for English instruction on many fronts; Adult Basic Education, support for Limited English Proficiency instruction in the elementary and secondary schools, and developmental work in colleges. Additionally, it has been argued that institutions of learning have an ethical obligation to identify and assist individuals who may be marginalized because of refugee or immigrant status. The United Nations High Commissioner for Refugees stated that education is not only a fundamental human right but also an essential component of refugee children’s rehabilitation (McBrien, 2005, 330).

Based on these indicators and specific needs on this campus the concluding argument by di Gennaro in her article *Assessment of Generation 1.5 Learners for Placement into College Writing Courses* is important:

It is not enough for writing program administrators to recognize the existence of different types of L2 learners. We must also adopt or design assessment procedures to help us identify these different groups of learners if we are to provide them with the most appropriate placement options, ensuring that our tests serve as door-openers rather than gate-keepers (di Gennaro, 2008, p. 78).

5. Community College and/or University Role in Developmental Education, ESL and English Instruction

Please refer to Appendix B for MnSCU's definitions regarding the role of technical colleges, community colleges and universities within the system.

Based on these definitions, developmental classes seem to be the purview of the community colleges. However, the university offers Math 98, so it is not entirely inconsistent to consider offering developmental level reading/writing classes; in fact, English 100 seems already to be along these lines. Please refer to Appendix C for bulletin copy of courses at MSU and specifically English 100 and ESL courses. Additionally, we know that in order to meet enrollment goals in the coming years, MSU will need to recruit students from non-traditional and/or underrepresented groups. In order to ensure these students succeed at MSU, we will need to know the academic skill sets they have when they enter the university so that they can be placed in appropriate course work and find services that will help them be successful. We are not claiming that all students from non-traditional and/or underrepresented groups will need academic skill set building, but those who do should be identified so we can help them succeed at MSU.

While our proposal comes later, we envision seeing classes that precede Composition 101, one being a developmental course in Reading and one a developmental course in Writing. English 100 can continue to be provided for cohorts of students that are identified but it must be required. Students will not choose to take course work if they are not required to do so and this is true for English 100 and ESL 210. Some of our admitted students would perhaps benefit from intentional courses in reading and introductory courses in writing taught by teachers who understand the pedagogical applications for helping students who do not come to university with academic literacy skills.

The literature discussing ESL and Generation 1.5 students revolves around two major issues: the difference between incoming international students who have a solid background in academic literacy in a language other than English and our new Minnesotans who may not have academic literacy in any language; and secondly the stigma students associate with being identified as ESL. In addition to these groups, there are likely developmental writers that fall into neither of these categories, and those students' skill sets may not be identified during their first year of study at MSU. If that is the case, is this impacting retention? Do students succeed without appropriate assessment and course placement? To ensure that no students slip between the cracks of educational attainment, it is critical to identify this group as well as any other developing writers and assess and monitor their progress at university (ideally by objective tests and writing samples).

Studies that explore the identification, assessment and tracking of students who need to develop academic literacy skills have not regularly been the subject of longitudinal studies in the U.S. or Minnesota. Although these studies are limited, there was the previously mentioned study completed by Jean Evans, Director for Assessment Research at MnSCU. Evans writes in her memo to Chief Academic and Student Affairs Officers as well as ESL Coordinators in 2003, "The ESL Subcommittee of the MnSCU Assessment for College Readiness Committee commissioned this study to provide baseline information on the assessment, enrollment, demographic composition, placement, and academic success of ESL student at MnSCU institutions" (p.1). She describes her study in the executive summary, "Nearly 300 new entering ESL students were followed academically for a one year period from Fall Semester 1998-Fall Semester 1999; an additional 127 new-entering ESL students were followed academically for a five year period from Fall Quarter 1994 – Fall Semester 1999> Data from the Computerized Assessment and Placement Program (CAPP) were matched with student demographic and enrollment data for the purposes of this report" (p. i). More details about the study as well as the finding can be found in her report so we emphasize just three important findings here, "Students who finish ESL classes stay in college longer than students who take some ESL or no ESL. Students who finish Reading and Writing classes have higher Grade Point Averages than students who take some ESL, and much higher GPAs than students who take no ESL. Many students who skip ESL classes withdraw from classes" (Evans, 2000). This provides evidence that students identified and placed into appropriate course work are more successful than their counterparts who are not identified and/or are not required participate in coursework.

Everything we have read leads us to think that the University should consider assessing *all students*: ESL, Generation 1.5, and developing academic writers, initially through ACT English sub scores, followed by Accuplacer (MnSCU mandated) to place them into appropriate coursework. That coursework may take place at community colleges if MSU is not interested in providing such courses. Amy Mukamuri has had ongoing conversations with Brian Fors, the Dean of Liberal Arts at South Central Community College (SCC), about ESL course work options for students at SCC. Dr. Fors is proposing a change in the ESL curriculum and that coursework will be available to students beginning in the fall of 2009. Additionally, Dr. Fors is working toward finalizing a document that shows some options for students who graduate from Adult Basic Education courses in Mankato. (See Appendix G) This document highlights proposed coursework that students with developing literacy can take to prepare them for entrance into MSU or other four year institutions. This document will be completed by the end of March 2009 and will be distributed to stakeholders as appropriate.

Generation 1.5, Crossover, Limited English Proficiency, Non-native Speakers of English, English Language Learners, are just a few of the phrases used to describe recent immigrants, refugees and others whose academic English skills are limited. However articulated, this population presents a relatively new challenge for Minnesota, at least in the number of students who fall under this category in our K12 system. Generation 1.5 was coined by sociologists Rumbaut and Ima, and “was used first to describe the population of Southeast Asian refugee youth...They said that the 1.5 generation are neither part of the ‘first’ generation of their parents, the responsible adults who were formed in the homeland, who made the fateful decision to leave it and to flee as refugees to an uncertain exile in the United States, and who are thus defined by the consequences of that decision and by the need to justify it; nor are these youths part of the ‘second’ generation of children who are born in the U.S., and for whom the homeland mainly exists as a representation consisting of parental memories and memorabilia, even though their ethnicity may remain well defined...they are in many ways marginal to both the new and old worlds, for while they straddle both worlds, they are in some profound sense fully part of neither of them” (Rumbaut & Ima, 1988, p. 22).

While voluntary immigrants, refugees, illegal immigrants all have different life stories, language experiences, and barriers to overcome, Minnesota will respond to their needs as it is our culture to do so. A 2000 issue of *Daedalus* is dedicated to exploring the culture of Minnesota an article describes the values of Minnesotans and the possible reasons for the statistically anomalous influx of immigrants to this state, as opposed to others:

More likely, what is happening is a revitalization of many of the state's traditional values-
-Minnesota's new settlers share a strong religious sense, a commitment to family, a thirst
for education, and a willingness to work hard to achieve for themselves and their
children. Quite likely the similarity of values new immigrants find is one reason this
rather unlikely state is welcoming such numbers of people from elsewhere in the world
(O’Keefe, 2000, 266)

In the last 20 years, Minnesota has welcomed an unprecedented number of refugees. Some refugees come from places where their language only has recently been made written, as was the case with the Hmong and is now the case with Nuer. The pedagogical issues for teaching English to these new students are complex. Traditionally ESL courses at MSU have been designed to teach a cohort of students with pre-existing understanding of the nature of academic prose, the habit of interacting with academic arguments, and with some experience of writing for an academic audience; even if in a language entirely different than English. The new Minnesotans may not have exposure to Bloom’s taxonomy of cognitive domains for reading and dealing with the academic language they will encounter in the college classroom: knowledge, comprehension, application, analysis, synthesis, and evaluation. For a useful overview of some of the characteristics of Generation 1.5 students described in the literature, below is a chart reproduced from a 2004 article by Meena Singhal in *The Reading Matrix*:

Nontraditional ESL learners	<p>These students were born here or came to the United States when they were very young. They are culturally very much like the average American teenager but to some extent do follow traditional customs, traditions, and expectations at home.</p> <p>Some of these students may be in-migrants, parachute kids, or transitionals. Some Generation 1.5 students exhibit dialect features rather than ESL features because they may identify with a particular racial/ethnic group such as Latinos or African Americans.</p>
Ear learners	<p>For the most part, they have learned English by listening, and not through extensive reading and writing. Many may also be living in home or community environments where English is not the dominant language. Their language may exhibit community dialect features and English learner features.</p>
Limited knowledge of home language	<p>They are often academically illiterate in their home language. Some do not know how to speak, read or write in their home language, even at the very basic level. Some older Generation 1.5 students may serve as “language brokers” or “translators” to facilitate communication between their parents and younger siblings.</p>
Growing knowledge of English	<p>While their knowledge of English continues to improve in college, they tend to lag behind native speakers in reading and writing skills.</p>
Good oral/aural skills	<p>These students may sound like native speakers because they learned English from speaking and listening to it. They have also been immersed in school life and the culture in the United States and are comfortable with that. They can explain ideas clearly through oral communication. Because they are aural learners, non-salient grammatical structures are missing from their linguistic repertoire and because they are also very oral, they tend to have well-developed communicative strategies to compensate for morpho-syntactic problems.</p>
Inexperienced readers and writers	<p>For the most part, these students have read novels and fiction in high school and not familiar with a variety of academic texts. Some have been misdiagnosed and prematurely mainstreamed or placed into ESL classes, and some have been placed in remedial or low track classes and therefore can be described as basic writers. Others may have taken honors classes in high school but they have limited in any academic vocabulary. They have received almost no grammar instruction and are not familiar with parts of speech or the language of grammar.</p>

An article by Gwen Gray Schwartz (Gray Schwartz, 2004, 41) points to the Second Language Writing Special Interest Group of the Conference on College Composition and Communication’s *Statement on Second Language Writing and Writers in College Composition and Communication* in 2001 which states:

“We urge writing teachers and writing program administrators to recognize the regular presence of second-language writers in writing classes, to understand their characteristics, and to develop instructional and administrative practices that are sensitive to their linguistic and cultural needs. We also urge graduate program in writing-related fields to offer courses in second language writing theory,

research, and instruction in order to prepare writing teachers and scholars for working with a college student population that is increasingly diverse both linguistically and culturally.” (p. 41)

Schwartz’s argument cautions that our writing classes must be inclusive of all learners and/or we should provide additional opportunities for students to develop academic skills in writing and reading.

One issue is that students feel stigmatized if placed in ESL or identified as ESL. While there is mention made of this phenomena in much of the literature, there is one article in particular that traces the relationship between identity and writing “The institutional markers of ESL, ESOL, or ELL are often rejected by ‘Generation 1.5’ students who wish to move beyond the status of English language learner and to leave those markers behind in mainstream classes, particularly upon arriving at large college campuses” (Ortmeier-Hooper, 2008, 410). Some students have resisted the ESL label for fear that they will be stigmatized as “less-able” and held back (Gray-Schwartz, 2004, 51). One writer, in *College English*, wrote “the myth of linguistic homogeneity—the assumption that college students are by default native speakers of a privileged variety of English—is seriously out of sync with the sociolinguistic reality of today’s U.S. higher education as well as the U.S. society at large... We need to re-imagine the composition classroom as a multilingual space where the presence of language differences is the default” (Matsuda, 2006, 641-649). The implications of these arguments can guide the training of composition teachers, as well as inform the assessment and placement of college students into appropriate course work. But, how can the composition professor teach students whose reading/thinking/writing skills are at such vastly disparate places? We are not composition teachers, but common sense tells us that it may be more effective to teach students who have similar needs in academic writing and reading development.

It is important that we explore the needs of a growing population of learners in the state when considering programmatic changes and needs. And, we should continue to recognize that Generation 1.5 and ESL students are not the only populations of students struggling with writing at the college level. A National Assessment of Adult Literacy (NAAL- <http://nces.ed.gov/naal/>), study of more than 19,000 participants showed that over all, Americans are less literate than when the last assessment was done about a decade ago. The following definitions followed by a chart show the change in literacy:

Changes between 1992 and 2003

Prose literacy

The knowledge and skills needed to perform prose tasks, (i.e., to search, comprehend, and use continuous texts). Examples include editorials, news stories, brochures, and instructional materials.

Document literacy

The knowledge and skills needed to perform document tasks, (i.e., to search, comprehend, and use non-continuous texts in various formats). Examples include job applications, payroll forms, transportation schedules, maps, tables, and drug or food labels.

Quantitative literacy

The knowledge and skills required to perform quantitative tasks, (i.e., to identify and perform computations, either alone or sequentially, using numbers embedded in printed materials). Examples include balancing a checkbook, figuring out a tip, completing an order form or determining the amount.

Less than or some high school	Down 9 points in prose
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High school graduate	Down 6 points in prose
College graduate	Down 11 points in prose and 14 points in document
Graduate studies/degree	Down 13 points in prose and 17 points in document

MnSCU policy makes it seem as though developmental education has been relegated to the community colleges, but math is apparently an exception at MSU and if there is room for Math 98 perhaps there is room for developmental reading and writing courses as well. But, for what students? For any students determined to have the need. As our recruitment and retention efforts change with the changing population of students in Minnesota, we must be prepared to provide appropriate course work and/or academic services that give all students the opportunity to succeed at MSU.

6. Identifying Developing Writers; how students are identified here and elsewhere

The University of Minnesota asks incoming students whether English is their native language. Their application pamphlet indicates that if the student has ACT English and/or reading scores of 17 or lower (or SAT critical reading [verbal] score of 420 or lower), they may be asked to submit scores from the Michigan English Language Assessment Battery (MELAB) or Test of English as a Foreign Language (TOEFL). This is significant since, between 1979 and 2006, the number of American school-age children (children ages 5–17) who spoke a language other than English at home increased from 9 to 20 percent of the population in this age range (NCES, 2008). It does make sense to identify these learners and ask these questions, even if only to see how many of these students we have at MSU. An article from a University of Minnesota researcher states:

Perhaps the assumption is that refugee students are not college or university-bound...A more plausible explanation is that this population is an invisible one. As permanent residents or citizens, they are difficult to identify; indeed many institutions choose not to. Consequently they may not be required to take a language proficiency test, or to complete an ESL program before taking academic classes. However, it seems that many of these students are not succeeding academically at the post-secondary level, and are either dropping out or flunking out. (Bosher, 1992, 4)

What are the consequences of not identifying these students? They cannot currently be invited to participate in special programming, academic tutoring, or advising that will help them. ESL and underrepresented students tend to have fewer skills to access these kinds of services or even knowledge of their existence. Therefore, relying on their ability to navigate the system to secure their own success leaves those students, who need help the most, lost. We cannot know if this student population is successfully graduating from college, much less whether they graduate with the academic skills they need to succeed professionally. We hope that the university will take action to identify ESL as well as any other students that exhibit needs for academic English assistance.

7. Models

1. University of Minnesota's Commanding English Program (CE)

While bureaucratically complex, CE seems like an ideal learning situation for English Language Learners. CE is a two-semester sequence of courses at the University of Minnesota offered to freshmen for whom English is not the first language. Through a curriculum of credit-bearing courses, students work on academic English while taking some of the standard courses (speech, biology, freshman composition, literature, etc.) typical of the

freshman year. The program aims high but builds support in the way of reading adjunct courses, small class size, tutors in every writing class, special advising, and a teaching staff that is well-trained and enthusiastic. Commanding English is a one-year program within the General College (GC) of the University of Minnesota (U of M) that seeks to enhance the academic literacy skills of freshmen non-native speakers of English. The program enrolls between 45 and 60 students per year. It operates as a learning community where students enroll in a prescribed set of introductory courses in science, social science and humanities as well as courses in speech, reading and writing.

A student applied to the University of Minnesota and if he/she has been in the U.S. for fewer than 8 years and the Reading or English part scores on the ACT test is below 18, he/she is required to take the Michigan English Language Assessment Battery (MELAB) and score between 65 and 79 on that test, or take the TOEFL (Test Of English as a Foreign Language) and score between 51 and 79.

The primary theories that drive CE programming are “content-based language instruction, multiculturalism, and a broad view of developmental education” (Christensen, 2005, pg 21). Literacy development continues to be central to the current CE program.

Commanding English has a program director, seven instructors, three advisors, and three writing consultants. The director’s responsibilities include overseeing and coordinating the staffing, budget, curriculum, outreach, recruitment, and assessment of the CE program. The instructional staff is responsible for teaching, fostering a positive learning environment for the CE students, research in their individual field of specialty, peer and student evaluation of their classes, and professional service and development.

A 2006 assessment of Commanding English noted that “The students in this sample significantly improved their ability to listen, write, and read English, as measured by the TOEFL exam. The amount that students’ scores changed varied, but overall there was an increase in scores between entering and exiting the program. This indicates the CE program is meeting its goal of improving academic literacy. However, there are no established criteria for evaluating how much of an improvement is needed to be successful after leaving the program.” The study also concluded that students GPA goes down after leaving CE and CE allows under-prepared immigrant students to attend the U of M in a supportive program designed to increase their English literacy, academic confidence and sense of belonging. This evaluation suggests that CE students experience substantial benefits from their participation in the program. However ongoing concerns remain about students’ post-CE performance and the alignment of the program’s objectives with students’ career aspirations. In addition, further evaluation of the program’s effectiveness will benefit from more specific articulation of expected student outcomes and systematic collection of data about the development of students’ skills” (Franko, 2006, 89).

2. The LLAS Program

The LLAS program began at MSU in 2004. It was modeled after the CE program and modified based on staffing and funding. In its inception, the LLAS program had one coordinator who also provided the instruction. Below is a chart showing the retention of LLAS students from the programs 2004/2205, 2005/2006, and 2006/2007. The retention rates from the first three years of the program indicate need for development but do show that a percentage of students was retained and are succeeding academically. One of the greatest challenges of that program was identifying the students and inviting them to participate. In order for the program to be truly successful, enrollment should be required. Currently, it is unclear whether MSU continues to have a LLAS program. While some services are being provided through the Center for Academic Success (CAS), according to the current interim director of the CAS, who was contacted to find out how students are being identified and what programming is in place, indicated that the program exists but students no longer take the ESL 210 course. We were not provided any numbers. We do not know how the CAS is currently identifying LLAS students or how those students are being served. The previous Coordinator of the

LLAS program, Amy Mukamuri, recently started the English for Academic Purposes (EAP) program through the Division of Institutional Diversity. That program is currently serving 28 students. The EAP Program is also modeled after the CE program. Some students opted voluntarily to enroll in the EAP and others were required to enroll as part of their enrollment in the College Access Program (CAP). These students are required to take ESL 210 and are intrusively advised and monitored by the CAP director and advisors. As data from the outcomes of that program become available, it will be shared with stakeholders. Below is data from the first three years of the LLAS program only.

Cohort	Total Number of Participants	Retention Rate (%)
2004/2005	28	46%
2005/2006	20	55%
2006/2007	17	53%

Although the above retention rates could be improved, a cohort of students identified are continuing their studies at MSU. The charts below show the GPAs of students retained. Programs like this will only work if students are assessed and then required to enroll in course work that helps them develop the academic literacy skills they need.

GPAs of the 33 students retained:

GPA	Number of Students	Percentage of participants
1.5 or above	0	0%
2.0 or above	6	18%
2.5 or above	10	30%
3.0 or above	9	27%
3.5 or above	8	24%
4.0	0	0%

The LLAS program is currently not identifying or placing students into course work. However, the English for Academic Purposes is attempting to place and identify students. We suggest that the EAP program has access to the Accuplacer scores and is able to promote its services to this population. Ideally, EAP participation would be required based on Accuplacer scores.

3. The English for Speakers of Other Languages (ESOL) Institute

A partnership program between Century College and Metropolitan State University, the institute, begun in fall 2003, provides students whose primary language is other than English a range of courses, workshops and support services designed to help each student master the skills of college level American English. Instruction is given in the skill areas of reading, writing, listening and speaking American English. Century College and Metropolitan State University cooperatively offer full-time day ESOL classes at the Metropolitan State University St. Paul Campus. Courses include: Grammar and Writing II, Reading II, Listening and Speaking II, Grammar and Writing III, Reading III, Listening and Speaking III, Grammar and Writing IV, Reading IV, Listening and Speaking IV, English for Speakers of other Languages - Individualized Study, Occupational

English for Speakers of Other Languages - Grammar, Occupational English for Speakers of Other Languages - Writing, Occupational English for Speakers of Other Languages - Reading, Directed Grammar Study. As determined in the longitudinal study by Evans, students enrolling in this coursework are more successful than students who do not enroll in ESL coursework. Students who enroll are also being retained at Metro State and Century at higher rates than students who are not taking appropriate course work.

4. North Hennepin Community College, English for Speakers of Other Languages (ESOL) Advising Services.

Students whose first language is not English or students who did not go to school in the U.S grades 5-12 are encouraged to meet with the ESOL Advisor. Campus resources include the following: ESOL Advising; the ESOL advisor helps students select appropriate ESOL classes and assists with course planning for degree programs and transfer requirements, ESOL classes and/or developmental coursework, Academic English Language Proficiency Certificate; this certificate recognizes that a student in the ESOL program has demonstrated a high level of proficiency in academic English language and literacy skills to support academic and career success. The Academic English Language Proficiency Certificate includes Peer Tutoring for ESOL Students and Peer Tutoring Services are offered for many courses at North Hennepin Community College. “Our peer tutors are currently enrolled students who have been successful in the courses they are tutoring, and have received recommendations from faculty. Tutoring is offered individually, by group, in classroom/lab or online. Tutoring is a free service offered to all students and is limited to two hours per week per subject”. The Peer tutoring, math resources and the writing center includes; Student Success Workshops which address topics in five goal areas; Academic Planning, Academic Strategies, Technology for College, Career Planning, Personal Development, and the Conversation Partners Program. “The Conversation Partners Program is a voluntary program that pairs students who are in ESOL classes with students, staff and faculty at North Hennepin Community College. The goal of the program is to strengthen discussion skills, expand knowledge of cultures, and build relationships across the NHCC campus”. The courses include: College Vocabulary Development I (2 Credit(s)), Reading Skills Development (4 Credit(s)), English Language Skills Development (5 Credit(s)), Listening and Speaking Skill Development (4 Credit(s)), College Vocabulary Development II (2 Credit(s)), Academic Reading and Study Skills (4 Credit(s)), Academic Writing Skills Development (4 Credit(s)), Academic Listening and Speaking (4 Credit(s)), English Pronunciation (2 Credit(s)), College Reading and Studying Skills (4 Credit(s)), College Writing Skills Development (4 Credit(s)), Listening and Speaking for College Success (4 Credit(s)).

5. The City University of New York (CUNY)

This institution plays an important role in access to higher education for immigrants through the CUNY Language Immersion Program (CLIP). Some important factors that are arguments for a program like CLIP:

- In 2000, a significant portion of CUNY’s first-time freshmen were foreign-born; additionally, 55 percent of freshman at CUNY community colleges were foreign-born.
- At LaGuardia Community College in Queens as of 2006, immigrant students made up about 60 percent of the student population, representing 150 countries and speaking about 110 different languages.

CLIP is a rigorous immersion in academic English. Classes meet 25 hours a week in day or evening sessions (five hours per day or evening, Monday through Friday). The class work is subsidized by the state of NY and the students do not tap into their financial aid eligibility until they start their formal college work. The CLIP program, started in 1960, expanded steadily from 663 students at six colleges in 1996, to more than 3,000 a year at nine colleges today.

CLIP uses a content-based approach to English language instruction. Students develop their language skills through specially designed courses that introduce topics in history, literature, science and the arts. They

read level-appropriate fiction and non-fiction, and draft and revise essays in response to their reading. They conduct Internet and library research and make oral presentations. CLIP students also visit museums and civic institutions relevant to their coursework.

Through the exploration of a college-like content, students develop their general knowledge base while they improve their reading, writing, oral communication and research skills—the academic literacy needed for success in college. Each semester students begin a new course, at a more advanced level of language proficiency, in a new content area. Over 2,000 CLIP alumni have graduated from a CUNY college with an average GPA of 3.1. CLIP students develop bonds and support networks that help them succeed as they continue in their studies at a CUNY college.

6. California State University, Los Angeles (CSLA)

An ESL for Academic Purposes program was proposed at CSLA in 1996. Although this institution already had ESL coursework and some programming available at the time of the proposal, faculty and staff realized that there were academic literacy needs not being met. “The ESL program described was designed to address the needs of matriculated students at both the undergraduate and graduate levels, who are found to be lacking in English language developments even though they are eligible for admission to the University” (Galvin, p. 4). One appealing aspect of this program is the advisory committee. Also, the proposal for the coursework was developed by an interdisciplinary group of faculty. CSLA created a Test of English for Academic Purposes as a mechanism for identifying and placing students. “The test is designed to measure multiple competencies (listening, speaking, reading, writing, vocabulary, grammar, discourse features, etc.) and is performance oriented, with academic materials, tasks, and contexts drawn from the CSLA academic environment. The proposed ESL program for CSLA would consist of three courses – a sub collegiate class (ESL 080), a lower division class (ESL 100) and an upper-division class (ESL 300). The three classes are designed to mirror the academic demands placed on students who undertake the CSLA GE curriculum. They are content-based, reflecting the topic found in the existing GE courses. These topics are linked by “threads” designed to assist the students in applying the learned language concepts to other contexts. And they are designed to maximize the computer-related technology necessary for success in the University (internet resources, on-line databases, etc.)” (Galvin p. 5).

- **Accuplacer Cut scores**

Previously, many MnSCU institutions were using Compass as a course placement tool. When the MnSCU policy mandated that Accuplacer be the instrument of choice, many institutions had to switch. Appendix E shows cut scores from 2006, when Compass was still being used as well as cut scores for Accuplacer from 2007 for placement in to Math, Reading, Grammar, Writing and ESL courses. Since MnSCU now mandates Accuplacer as the course placement tool, the following information focuses on Accuplacer.

An article about Accuplacer’s predictive validity for English for developmental language purposes, though, is largely cautionary, saying that “although the Accuplacer tests assess reading comprehension and sentence structure skills, they do not directly measure writing skills, which is the primary focus of the upper level English courses. Hence, this mismatch between course content and test content may have impacted the accuracy of the placement predictions” (James, 2006). Although the English Accuplacer OnLine tests assess reading comprehension and sentence structure skills, they do not directly measure writing skills, which is the primary focus of the upper level English courses. Hence, this mismatch between course content and test content may have impacted the accuracy of the placement predictions. Other researchers (Behrman, 2000; Southard & Clay, 2004) have come to similar conclusions, namely that a predictive relationship between multiple choice English tests and performance in composition courses does not exist. Of course, other issues such as inaccurate cut scores or the lack of alternate measures also may have contributed to the statistical findings. As for the lower level course (English 040), it is more likely that the smaller sample size impacted the significance of the

analysis, as the test scores do seem to have moderate predictive powers especially when utilizing the proposed cutoff scores” (James, 2006, p. 6).

All institutions in the MnSCU system, with the exception of MSU, assess students for writing ability with the Accuplacer exam. The authors are aware that the MSU English department is currently drafting a policy that may be implemented in fall 2009. Given that, it is important to note what other MnSCU institutions are doing with cut scores and course placement.

The Assessment for Course Placement Committee (ACPC) has organized a variety of subgroups that have spent the past two years looking at assessment and course placement in various disciplines. Subgroups include; Reading, Writing, Math, Assessment, and ESL and each sub group has and continues to make recommendations for minimum cut scores at MnSCU institutions. The recommendations by each subgroup can be found at the ACPC URL <http://www.courseplacement.project.mnscu.edu/> and each subgroup recommendation is also listed in Appendix D.

One advantage to the Accuplacer exam is that every student is required to answer a series of background questions prior to taking the exam. These background questions can provide a great deal of information about a student’s academic experiences. These questions, along with how a student answers particular exam questions, can also help create a branching profile for an institution. For example, if a student answers that the language spoken at home is primarily Somali, and then begins to take the Accuplacer exam and does not score well on the first set of questions, the test can be programmed to automatically branch that student into the ESL version of Accuplacer. The ability to identify students’ academic backgrounds as they begin university coursework can help academic advisors a great deal. Knowing this information is also helpful as institutions want to monitor student’s progress toward graduation.

9. MSU Current Strategies and Programs addressing academic writing and other academic skill sets

At the outset of this document, we discussed the writing intensive assessment reports. MSU has a Category 1A and 1C component of general education communication skills, as well as a speech component. The intent is that the two writing intensive classes (20 pages, 10 revised) help students improve their writing and that as they proceed throughout their academic career, they gain additional writing experience and feedback in their majors. However, the assessment reports would indicate that this perhaps isn’t working as well as we might like. Additionally, anecdotal evidence from faculty from every discipline would indicate that MSU faculty are uncomfortable with their students’ writing skills.

It is interesting to note that in some disciplines at MSU, students are required to pass rigorous writing and content exams to be formally accepted into majors. A few examples at MSU are the College of Education (COE), the College of Nursing (CN) and the Mass Communications Department. Some descriptions (from the MSU bulletin as well as correspondence follow):

COE --During the Writing Assessment lab, you will complete a timed essay and a 45-minute diagnostics skills test, both online. Your essay and diagnostic skills test will be corrected. The results may be used to refer you to the Center for Academic Success for assistance with your writing and as a result, delay your admission into Professional Education.

Mass Communications: Students who have attained the 3.0 GPA for the above courses will then be considered for admission to MASS 221, but only after completing the department’s diagnostic exam, which is offered during particular dates and times each semester. The exam is a 50-minute long objective test over English grammar, punctuation, spelling and vocabulary. Refer to the Department's Diagnostic Exam Study Guide. After all applicants have taken the exam in a given term, faculty choose who enter the program for the following term by considering each applicant’s diagnostic-exam score in conjunction with overall GPA and prerequisite grades.

College of Nursing: The essay piece was recommended to the nursing faculty organization by the nursing undergraduate admissions and progressions committee. Over the past few years, the committee and overall nursing faculty organization has recognized the need for improved writing skills for students across the board.

The Institutional Diversity English Institute (IDEI) provides academic support in reading, writing, and computer literacy for underrepresented students. Students are eligible to participate in the programming in the IDEI during their entire length of study at MSU. Certain populations are also targeted for bridge programming. These programs are growing but one population currently targeted is the Adult Basic Education students in Mankato. There are approximately 30 students participating in D2L courses in which they practice writing assignments, get feedback from tutors, and ask questions of tutors about the college experience. Similar D2L programs that will act as bridges for larger groups of underrepresented students are in the development stages. The IDEI has a writing lab which is available to students seeking help with any aspect of writing. Peer tutors help with writing assignments. The IDEI also has a collaborative project with the Student Support Services through TRIO. Tutors provide on line tutors for any SSS students who need help. This semester the College of Nursing and the Institutional Diversity English Institute are piloting a program to help students continue to practice academic language and testing strategies to help them enter the Nursing program. This program is being piloted by Kelly Krumweide (SRC for the College of Nursing) and Amy Mukamuri, Director of the IDEI. Results from this pilot will be shared but we hope that this intentional programming will help potential nursing students get accepted into the program.

The CAP Program and the Contract Program in the Center for Academic Success (CAS) currently serve academically at risk students. Both of those programs should have annual reports that should be looked at to determine what is working to help at risk students. From our general understanding, students served through those programs are succeeding at MSU. Our primary concern is for the students not identified and not enrolled in either the CAP or the Contract program. This is a growing population of students. We propose that the Division of Institutional Diversity has an opportunity to help identify these students through the IDEI. Students who scores 16 or below on the ACT sub score would take the Accuplacer and based on scores could be placed into specific course work and/or required to attend tutorial sessions in the IDEI to address language and writing needs.

The CAS's mission statement reports: The Center for Academic Success is the primary comprehensive academic support resource for the University. It provides academic support programs to assist students with their development as confident, independent and active learners in accordance with the stated mission and goals of Minnesota State University Mankato.

MSU does address the needs of some ESL students. However, when comparing the programming currently offered at MSU to the programs we researched for this project, it is clear we need to grow our programming. Some elements that are particularly attractive are outlined in section 10.

10. Discussion

The University of Minnesota CE and New York's CLIP programs are models that seem most connected to overall academic success. They appeal because they contextualize the writing instruction and integrate the language learning into the academic content. The academic language then is not contrived, but rather the language of the real textbook and the real syllabi. On the other hand, the courses that are intentionally about language, structure, vocabulary, pronunciation, and listening are also appealing, as they would give the students

the skeletal structure of language to build on. Regarding future and current students, Singhal writes, “They have received almost no grammar instruction and are not familiar with parts of speech or the language of grammar”. (Singhal, 2004). While speech and grammar can be taught in the context of a discipline specific course textbook, it is also helpful to provide materials that are intentionally focused on the underlying structure of the English language.

Some of the features we liked in these models include:

- tutors in every writing class (U of MN)
- pre-and post-assessment of the program (U of MN)
- peer-tutoring (North Hennepin)
- workshops such as; Academic Planning, Academic Strategies, Technology for College, Career Planning, and Personal Development.
- multidisciplinary advisory committee
- comprehensive assessment that guides the course placement of the students
- small class sizes
- credit bearing courses
- partnerships between institutions
- ESL advisors
- conversation partners

11. Proposals

The university is under huge financial constraints at this time in its history. When the grant was awarded, this was not the case. While it is difficult to envision the university taking on new initiatives, we would like to provide different alternative proposals.

- We could do nothing. The materials quoted and cited would indicate that the problems are not going to go away, however, and this population is growing in Minnesota and likely the area where we could realize an increase in enrollment, through having desirable programs and recruiting this population. Therefore, doing nothing might have unintended consequences on enrollment.
- We could assess, identify and monitor the students we already have, so we could discern if there is a problem with writing skills as the students approach graduation.
- We could pilot a small project, provide intentional academic advising and interventions that might include course placement and tutoring with the students at the bottom of the ACT sub score range and monitor their progress throughout 4 years.
- Be ready in the event that the new President’s economic stimulus plan has room for educational initiatives like this.

Ideally, the authors would propose that the incoming students for fall 2009 be assessed for writing ability through the appropriate Accuplacer tests, if their ACT English sub scores are 16 or below, or if they do not provide ACT scores. Based on their Accuplacer scores and based on all other MnSCU institutions who assess and place students in writing and reading courses based on Accuplacer cut scores, we propose that these students are monitored and advised about course placement options currently available at MSUM; ESL 210, ESL 101, ESI 202, and English 100 as appropriate. We also propose that these students be required to attend tutoring sessions in the IDEI and that this incoming cohort of students be monitored longitudinally.

We also propose that an advisory committee be formed to oversee these students’ progress and make recommendations for programming and course work. They would perhaps use this document as a spring board for conversations about MSU programming for this population.

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Appendix A

Conference on College Composition and Communication, January 2001

CCCC Statement on Second Language Writing and Writers

Part One: General Statement

The Conference on College Composition and Communication (CCCC) recognizes the presence of a growing number of second-language writers in institutions of higher education across North America. As a result of colleges and universities actively seeking to increase the diversity of the student population, second-language writers have become an integral part of higher education, including writing programs.

Second-language writers are found in writing programs at all levels -- from basic writing and first-year composition to professional writing and writing across the curriculum -- as well as in writing centers. Although providing additional linguistic support in the forms of intensive language programs and special second-language sections of writing courses may be helpful they will not remove the responsibility of writing teachers, researchers, and administrators to address second-language issues because the acquisition of a second language and second-language literacy is a time-consuming process that will continue through students' academic careers and beyond.

Second-language writers include international visa students, refugees, and permanent residents as well as naturalized and native-born citizens of the United States and Canada. Many of them have grown up speaking languages other than English at home, in their communities, and in schools; others began to acquire English at a very young age and have used it alongside their native language. To many, English may be the third, fourth, or fifth language. Many second-language writers are highly literate in their first language, while others have never learned to write in their mother tongue. Some are even native speakers of languages without a written form.

Second-language writers -- who have come from a wide variety of linguistic, cultural, and educational backgrounds -- may have special needs because the nature and functions of discourse, audience, and persuasive appeals often differ across linguistic, cultural and educational contexts. Furthermore, most second-language

writers are still in the process of acquiring syntactic and lexical competence -- a process that will take a lifetime. These differences are often a matter of degree, and not all second-language writers face the same set of difficulties. While some native speakers of English may face similar difficulties, those experienced by second-language writers are often more intense.

For these reasons, we urge writing teachers and writing program administrators to recognize the regular presence of second-language writers in writing classes, to understand their characteristics, and to develop instructional and administrative practices that are sensitive to their linguistic and cultural needs. We also urge graduate programs in writing-related fields to offer courses in second-language writing theory, research, and instruction in order to prepare writing teachers and scholars for working with a college student population that is increasingly diverse both linguistically and culturally.

We also stress the need for further investigations into issues surrounding second-language writing and writers in the context of writing programs. Since those issues permeate all aspects of writing theory, research, and instruction -- from textual features and composing processes to collaborative strategies and writing assessment, we encourage scholars and researchers of writing to include second-language perspectives in developing theories, designing studies, analyzing data, and discussing implications.

Part Two: Guidelines for Writing Programs

Placement

Decisions regarding the placement of second-language writers into writing courses should be based on students' writing proficiency rather than their race, native-language background, nationality, or immigration status. Nor should the decisions be based solely on the scores from standardized tests of general language proficiency or of spoken language proficiency. Instead, scores from the direct assessment of students' writing proficiency should be used, and multiple writing samples should be consulted whenever possible. Writing programs should work toward making a wide variety of placement options available -- including mainstreaming, basic writing, and second-language writing as well as courses that systematically integrate native and nonnative speakers of English. Furthermore, writing programs should inform students of the advantages and disadvantages of each placement option so that students can make informed decisions.

Assessment

Writing prompts for placement and exit exams should avoid cultural references that are not readily understood by people who come from various cultural backgrounds. To reduce the risk of evaluating students on the basis of their cultural knowledge rather than their writing proficiency, students should be given several writing prompts to choose from when appropriate. The scoring of second-language texts should take into consideration various aspects of writing (e.g., topic development, organization, grammar, word choice), rather than focus only on one or two of these features that stand out as problematic.

Class Size

Since working with second-language writers often requires additional feedback and conference time with the instructor, enrollments in mainstream writing classes with a substantial number of second-language writers should be reduced; in classes made up exclusively of second-language writers, enrollments should be limited to a maximum of 15 students per class.

Credit

Second-language sections of composition courses should be offered for credit that can be used toward satisfying the writing requirement. Second-language writing courses prerequisite to required composition courses should

be offered for credit that can be used toward satisfying the foreign-language requirement and should receive the same credit accorded other prerequisite composition courses.

Teacher Preparation

Any writing course -- including basic writing, first-year composition, advanced writing, and professional writing as well as second-language writing courses -- that enrolls any second-language writers should be taught by a writing teacher who is able to identify and is prepared to address the linguistic and cultural needs of second-language writers.

Teacher Support

Writing programs should offer pre-service and in-service teacher preparation programs in teaching second-language writing. Writing programs should also provide resources for writing teachers, including textbooks and readers on the teaching of second-language writing as well as reference materials such as dictionaries and grammar handbooks for language learners. Moreover, writing programs should encourage -- and offer incentives for -- writing teachers to attend workshops on teaching second-language writers that are presented at professional conferences such as CCCC and Teachers of English to Speakers of Other Languages (TESOL).

Appendix B

MnSCU Definitions and MSU Course Bulletin Information

MnSCU defines developmental and compares it to college level courses in its policies (<http://www.mnscu.edu/board/procedure/303p1.html>):

Part 1. Definitions.

Subpart A. College-level courses. A college-level course is a college or university course that meets college-level standards. Credits earned in a college-level course apply toward the requirements of a certificate, diploma, or degree.

Subpart B. Developmental-level course. A developmental-level course is a course designed to prepare a student for entry into college-level courses. Developmental-level course credits do not apply toward a certificate, diploma, or degree.

Further, MnSCU clarifies in the following site:

(<http://www.mnscu.edu/media/mediaguide/differences.html?Action=category&category=1>

What are the differences between community colleges, technical colleges, combined community and technical colleges and state universities?

Technical colleges offer education for employment - courses and programs that teach specific knowledge and skills leading to particular jobs. The programs range in length from three months to two years.

Community colleges provide the first two years of a four-year college education. Graduates of community colleges can transfer to Minnesota state universities and other colleges to complete four-year degrees.

Community colleges offer general education courses, occupational programs and developmental and college preparatory courses for those who need to brush up on basic skills.

Combined technical and community colleges are two-year colleges that offer a mix of technical college and community college courses and programs. These colleges offer the opportunity to start a bachelor's degree or pursue a two-year career program leading immediately to employment.

Minnesota's four-year state universities offer courses and programs leading to bachelor's masters and advanced degrees. Programs are offered in liberal arts and sciences and in professional fields.

Appendix C

The following bulletin copy describes English 100 as well as all current English as a Second Language Courses offered at MSU 2007-2008:

ENG 100 (4) Introduction to Composition

A writing course that progresses from personal writing to writing about readings and the use of sources. This course does not fulfill general education requirement 1A.

English as a Second Language:

Courses in English as a second language (ESL) are intended to help international students and other students who are non-native speakers of English at Minnesota State Mankato. These courses are advanced level second language courses which prepare students to meet the language demands of academic study. Placement into the ESL program occurs at the beginning of each semester for newly admitted students, including students who have transferred to Minnesota State Mankato from other institutions. International students must register for and complete any required ESL courses during their first semester of study in Mankato. Specific information regarding the testing and placement process may be secured from the office of the Department of Modern Languages and also from the Office of International Students. Students interested in teaching English as a second language should see the Teaching English as a Second Language (TESL) section of this bulletin.

POLICIES/INFORMATION

GPA Policy. A grade of “C” or better must be earned in order for the student to fulfill the ESL requirement.

COURSE DESCRIPTIONS

ESL 101 (4) Advanced Academic English for Non-Native Speakers

Listening to academic lectures, taking notes, reading textbook material, summarizing and relating information from various sources. Study skills, writing answers to essay questions, and practice giving oral presentations. Fall, Spring

ESL 201 (4) Advanced Composition for Non-Native Speakers I

Grammar topics on the sentence level, sentence combining, and discourse structures. Writing skills include paraphrase, paragraph organization, library work, editing and revising. Fall

ESL 202 (4) Advanced Composition for Non-Native Speakers II

Same as ESL 201, with further work in writing as a way to process information. Fall, Spring

ESL 210 (1-4) Special Topics

Special interest courses devoted to specific topics within the field of English as a Second Language. Topics vary, and course may be retaken for credit under different topic hea

Appendix D

The following includes direct copy from the Assessment for Course placement (ACPC) Web site (<http://www.courseplacement.project.mnscu.edu/>)

Reading Subgroup Recommendations:

Recommended:

- * The reading cut score is 78. Below that number students should be placed in developmental courses.
- * The ACT benchmark sub score in reading is 21. Campuses are encouraged to conduct validity studies for reading if they decide to use the ACT as part of their placement testing plan. MNSCU is also encouraged to gather data for research in this area.

Rationale:

- * The reading cut score of 78 corresponds to at least a 67% rate of student success in first year college level students in intensive reading courses according to the Minnesota State Colleges and Universities System Placement Validity Study.
- * The reading cut score of 78 has been validated with studies predicting college success in at least three Minnesota community college institutions.
- * Other states have conducted predictive validity studies and the cut score of 78 is in line with these studies.
- * Four MnSCU colleges have reading cut scores above 78.

Assessment for Course Placement Committee

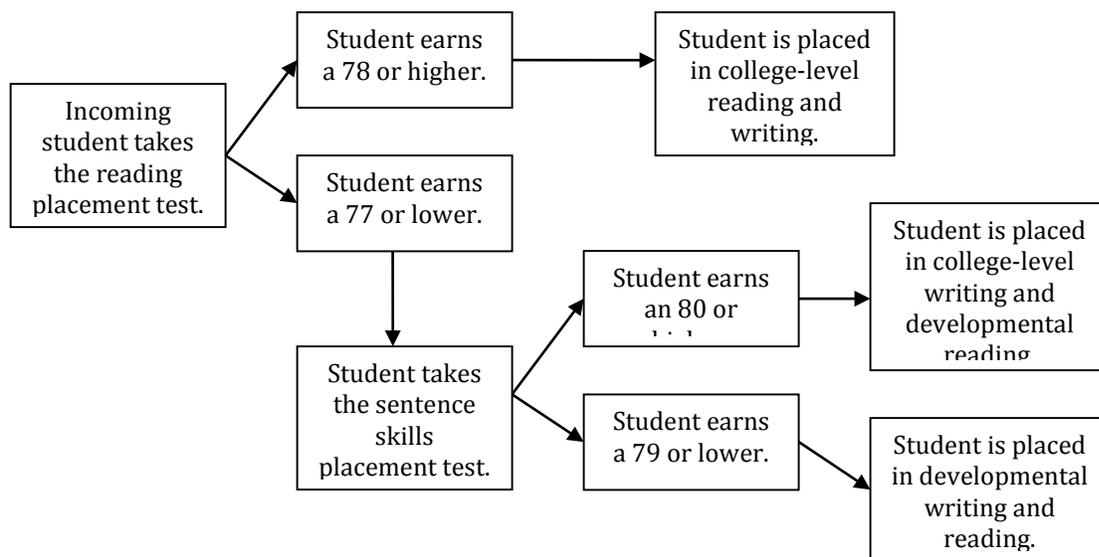
Writing Subgroup Report, Compiled March 27, 2007

Committee charge: *recommend a minimum ACCUPLACER cut score, to be used by all Minnesota Colleges and Universities, that indicates that the student is ready for an introductory college level writing course.*

Writing Subgroup Members: Scott Wrobel (Anoka-Ramsey Community College), Carol Mohrbacher (St. Cloud State University), Stacy Janicki (Ridgewater College), Tom Matos (Saint Paul College), Jean Juelich (Anoka Technical College), Ethan Krase (Winona State University), Karsten Piper (Minnesota West Community and Technical College), and Michael Berndt (Normandale Community College)

Recommended:

- If a student passes the reading test with a cut score of 78 or higher, the student will be placed into first year college writing courses.
- If a student scores below 78 on the reading test, the student will automatically take the sentence skills test.
- If the student scores an 80 or higher on the sentence skills test, the student will be placed into first year college writing courses. If the student scores below 80, the student will be placed into developmental coursework.
- Here is a flowchart representing the recommendations:



Rationale:

- The group has tentatively concluded that the Reading test is a more reliable predictor of student success in college-level writing courses and thus, ought to be weighed more heavily than the students' results in the Sentence-Skills test.
- The English Faculty Skills Survey suggests that reading comprehension competencies are at least equally desired by faculty as students enter college-level writing courses, as writing competencies in the areas of grammar and mechanics.
- The College Board's February 2007 *Minnesota State Colleges and Universities System Placement Validity Study* strongly indicates that the Reading test is more reliable than the Sentence Skills test in determining student success in college-level writing courses.

- Therefore, we have chosen to use the same cut score suggested by the reading group.
- Both the Reading and the Sentence-Skills cut scores correspond to at least a 67% rate of student success in first year college level writing courses according to the *Minnesota State Colleges and Universities System Placement Validity Study*.

Please share your feedback and comments via the comment box by April 13. The committee meets again to make its final recommendation on April 26.

Thank-you.

WRITING

Because articulate expression in writing is valued by our culture and has intrinsic value for the lifelong growth of the individual, students prepared for baccalaureate studies should be able to compose, edit, and revise writing that is purposeful, audience-centered, meaningful, and in keeping with the conventions of educated communities.

PURPOSE

STUDENTS PLANNING TO ATTEND A MINNESOTA STATE UNIVERSITY SHOULD BE ABLE TO:

- Produce writing that demonstrates a clear purpose: to inform, persuade, entertain, redress grievances, recall, or respond to requests.

RECOMMENDED SKILLS INCLUDE THE ABILITY TO

- Formulate and support a thesis idea that is an expression of the writing's purpose.
- Write as a means of personal or artistic expression.
- Analyze a subject in writing.
- Apply ideas in writing to practical situations or other fields of study.
- Synthesize in writing information and ideas from several sources.
- Evaluate and make judgments in writing.
- Writing abilities that enable learning: effective note-taking, summary and precis writing skills.

AUDIENCE STUDENTS PLANNING TO ATTEND A MINNESOTA STATE UNIVERSITY SHOULD BE ABLE TO:

- Produce writing that demonstrates a planned effect on an intended audience.

RECOMMENDED SKILLS INCLUDE THE ABILITY TO: .

- Demonstrate knowledge that cultural differences can affect communication.

- Demonstrate awareness of and be able to produce gender-fair language in their writing and understand that some diction and dialect can complicate communication. The study of dialect or of the history of the English language can also provide bridges across cultural differences. .
- Identify the expectations and needs of readers.
- Discover and accept the responsibility for the effect intended by the writing and any course of action it implies. .
- Create writing in a style that is appropriate to the demands of the audience and the situation.
- Demonstrate knowledge of the appropriate uses of abstract and concrete language and the ability to use language to engage the senses. .
- Use figures of speech appropriately and effectively.
- Take on several points of view on a topic, often demonstrated through successful role- playing.
- Write for different means of publication (bulletin boards, oral reading, newspapers, literary magazines).

PROCESS

STUDENTS PLANNING TO ATTEND A MINNESOTA STATE UNIVERSITY SHOULD

BE ABLE TO:

- Produce writing that demonstrates familiarity with their own writing process, especially the invention and revision stages.

RECOMMENDED SKILLS INCLUDE THE ABILITY TO:

- Use various group and individual strategies to discover and generate ideas, organize thoughts, and clarify relationships before composing (e.g., brainstorming, free writing, clustering, role playing, etc.).
- Incorporate collaboration and discussion with self-reflection. .
- Integrate reading and personal experience in the writing process, including summary and precise skills, as part of the drafting process. .
- Search and research a topic to find material to develop ideas.
- Organize according to purpose and audience. .
- Revise writing to develop a personal style and a style appropriate to audience. .
- Demonstrate editorial abilities to evaluate writing in individual and peer editing settings.
- Share writing through collaborating with others at several stages in the writing process including the final draft. There may be several means of publishing this draft.
- Develop a comfort with and enthusiasm for writing that will result in writing becoming a lifelong activity.

APPLICATION OF THE CONVENTIONS

STUDENTS PLANNING TO ATTEND A MINNESOTA STATE UNIVERSITY SHOULD BE ABLE TO:

- Produce writing that demonstrates successful application of the conventions of academic and public writing.

RECOMMENDED SKILLS INCLUDE THE ABILITY TO:

- Write clearly and concisely using correct standard English. Students must be able to use grammar handbooks as resources.
- Write a variety of grammatical sentence types: simple, compound, complex, compound-complex. .
- Write a variety of rhetorical sentence types, both periodic and cumulative, to achieve the desired meaning and effect.
- Take notes to support both memory and integration of learning.
- Form strategies and reasons for organizing writing.
- Generate and support thesis statements.
- Write within professional and technical writing formats (e.g., letter, directions, resume, etc.).
- Develop and reinforce skills to communicate legibly and efficiently: handwriting, typing, word processing.
- Write within conventions of different publication formats (newspaper, oral presentation, etc.). • Apply the most obvious capitalization rules.
- Use accurate punctuation to achieve clear meaning.
- Apply grammar and usage standards in a way that is consistent with setting and purpose.
- Use figures of speech to heighten intended effects.
- Understand and use basic literary terms like plot, setting, point of view, theme, metaphor, etc., when writing on literary topics.

Comment on Report

Please share comments about Assessment for Course Placement Writing Subgroup Report, compiled March 27, 2007. Due to the size of the posted responses, please scroll down the page to access the comment box.

The following are comments directly taken from the ACPC web site regarding writing assessment. These comments represent faculty at both four year and two year MnsCU institutions.

4/16/2007 My gut agrees with the rationale that the reading test is a better indicator of college writing success than the sentence test; however, neither is the best indicator. Awkward or not, a writing test would be the best indicator. The proposed flowchart has certain elegance, but in the end it's still using apples to measure oranges and we're going to have to continue to live with some weird fruit. If we're lucky, it'll be better weird fruit.

4/11/2007 I wonder why the sentence cut score is lower than that on the information sheet I received (upon request) from our testing specialist. That "break" score is 86 to show ability level. That would seem better to

me. Writeplacer has helped us better guide students at HTC to the appropriate courses. Thanks to all of you who are working on this issue! We needed it!

4/11/2007 Do not set the score low for the sentence skills section. We may want to have a writing sample, but we don't yet, so don't undermine our efforts by setting the test score low. We have two levels of developmental writing (cut off 34.5 and 69.5 for the sentence test with equivalent reading scores). Our cut off for college composition is 89.5 plus college level reading placement. We expect MnSCU to support our efforts to reinforce college-level skills in college-level courses.

4/9/2007 Although I agree with others who have offered their thoughts here that a writing sample would give us a reliable indication of writing concerns, I'm the only full-time writing instructor at our small college, and I could not imagine having to read/evaluate samples for all of our learners each year. I've taught a developmental writing course for thirty years, and only a handful of learners seemed to be incorrectly placed in it (before and after accuplacer was used), so what we've been doing has been working well. I'm not sure why a change is necessary. However, I know you've researched this and although I can't offer an informed opinion about the efficacy of using reading tests to predict success in college-level writing courses, if you have good reason to believe that it does, go for it.

4/9/2007 I agree with the increased emphasis on reading skills. I think the sentence skills score is too low. I also wonder why the committee did not consider a Writeplacer cut score. Since this requires a writing sample, it might address some of the concerns that have been raised.

4/8/2007 First of all, I will say that the cut scores seem appropriate; also, it seems appropriate to weight reading more heavily than the sentence test. And despite the fact that some of my students feel (accurately) that they have been inappropriately placed in a developmental course, those students who persevere do benefit from this extra semester of reading, writing practice and grammar review. There is a danger, however; I wonder what are the effects on retention of placing students incorrectly? These more advanced students are the ones most likely to skip class, recognizing that they already know much of the material. For example, I currently have in my Basic class an "A" writer with a comma-splice problem who is retaking the course after earning a "D," for attendance issues, from another instructor. The essay test would have better measured this student's communications and critical thinking skills (as recommended by the MnTC). I agree with Michael Seward and Jane Leach that the essay placement exam makes more sense. With the current Accuplacer method we're placing students in a writing class without ever seeing their writing. We're using a method of assessing writing competencies—tests—that isn't suited to the complexities of the writing process, and seems to privilege "correctness" over ideas. The following website offers an example of the placement essay approach: <http://www.uc.edu/englishplacement/about.asp>. This method of assessment collects data consistent with the priorities of the English composition course. Another option, which others must have already considered, is that the College Board (Accuplacer) also offers an essay option, described on their site as follows: "Written Essay: This test measures your ability to write effectively, which is critical to academic success. Your writing sample will be scored on the basis of how effectively it communicates a whole message to the readers for the stated purpose. Your score will be based on your ability to express, organize, and support your opinions and ideas, not the position you take on the essay topic. The following five characteristics of writing will be considered: § Focus—The clarity with which you maintain your main idea or point of view; § Organization—The clarity with which you structure your response and present a logical sequence of ideas; § Development and Support—The extent to which you elaborate on your ideas and the extent to which you present supporting details; § Sentence Structure—The effectiveness of your sentence structure; § Mechanical Conventions—The extent to which your writing is free of errors in usage and mechanics." I hope we are moving toward this more suitable method of assessing students.

Please see the ACPC web site for more comments.

ESL Assessment Procedures at MNSCU Institutions

Century College

Tests: Accuplacer ESL (LOEP) Reading, Language Usage, Sentence Meaning, and Listening. Writing sample when needed. CELSA and CELT to show Ability to Benefit.

Students who do not speak English as their primary language and have not studied in a secondary or post-secondary school in the United States for eight years or more take the LOEP. The Language Usage and Sentence Meaning tests are calculated and combined. The Language Usage test score is multiplied by .31, and the Sentence Meaning test score is multiplied by .33. The two tests are then added together to form one single grammar score. Students who test into level 1000 on all of their tests receive a waiver from the ESOL Advocate, which gives the student permission to take the CPT. These students meet with the ESOL Advocate after taking the CPT to decide what classes they should take. Students who finish ESOL 41 and ESOL 42 are given a waiver to take the CPT. Students are later given a recommendation form from their teachers that explains what classes they should take for the next semester.

Dakota CTC, Tests: CELSA

Hennepin Technical College, Tests: LOEP Reading, Language Usage and Listening.

Uses with students who self-identify as ELLs or answer one or both of the following questions: “Were you born in the U.S.?” and/or, “What language do you speak at home?”

Inver Hills Community College, Tests: CPT Reading and LOEP Reading. CELSA and Writing samples may also be given.

All students are first given the CPT Reading test. Students who do not speak English as their primary language and test lower than 63 on the CPT Reading are given the LOEP Reading test. Students are then placed accordingly. If a student scores lower than 75 on the LOEP Reading test, the student will take the CELSA and do a writing sample. Only reading and writing classes are currently offered. No listening/speaking courses are offered at this time.

Minneapolis Community and Technical College, Tests: Accuplacer ESL (LOEP) Reading, Language Usage, Sentence Meaning, and Listening.

Minneapolis and Century have aligned most of their ESOL classes. Century has a 20s level and 1000s level that Minneapolis does not have, and Minneapolis has a 50s level that Century does not have.

Minnesota State CTC, Tests: Accuplacer ESL

North Hennepin CC, Tests: Accuplacer ESL

Northwest TC, Tests: Accuplacer ESL

Riverland College, Tests: CELSA

St. Cloud State University, Tests: Accuplacer ESL Listening and Reading. The Listening is used for placement. The Reading is used for program assessment. Writing sample for the written aspect. The ESL courses can be used for 4 credits of university level electives.

St. Cloud Technical College, Tests: Accuplacer ESL Reading, Sentence Skills and Listening.

St. Paul CTC, Tests: Accuplacer ESL listening, CELSA

There are Recommendations from the Assessment for Course Placement Committee on Retesting (finalized in April, 2008) available at the ACPC web site.

Appendix E

Comparison chart of all MnSCU institutions using Accuplacer or Compass for course placement.

**December 2005 Minimum Cut Score Survey
Primary Instrument and Minimum Cut Score for Transfer Curriculum
January 18, 2006**

Appendix B

Comparison of Minimum Cut Scores Across Institutions

Math

Accuplacer-College Level Math Max. Score: 120

100 Mesabi Range Community and Technical College *For College Algebra -- 50 for Liberal Arts Math*

64 Hennepin Technical College

Itasca Community College

63 Anoka Technical College *OR 109 on Elem. Algebra*

Minnesota State College - Southeast Technical

Minnesota West Community and Technical College

Riverland Community College *(40 w/ counselor approval)*

62.5 Ridgewater College

59.5 Century College *AND above 72.5 on Elementary Algebra*

Metropolitan State University

Minneapolis Community and Technical College

58 Hibbing Community College *For College Alg. (94.5 on Elem Alg test req. for Adv. Algebra)*

Lake Superior College

56 Anoka-Ramsey Community College

50.1 Vermilion Community College

50 Mesabi Range Community and Technical College *For Liberal Arts Math -- 100 For College Algebra*

41 North Hennepin Community College

40.5 Inver Hills Community College *AND 75.5 on Elem. Algebra OR 29.5 with 99.5 on Elem. Algebra*

40 Rainy River Community College *For College Algebra (56 on Elem. Alg. for Liberal Arts Math only)*

30 South Central College *AND 2 years HS Algebra*

29.5 Inver Hills Community College *AND 99.5 on Elem. Algebra OR 40.5 with 75.5 on Elem. Algebra*

Accuplacer-Elementary Algebra Max. Score: 120

109 Anoka Technical College *OR 63 on College Level Math*

94.5 Hibbing Community College *For Adv. Alg. (58 on CLM required for College Algebra)*

85 Northland Community and Technical College

84.5 Fond du Lac Tribal and Community College

81 Dakota County Technical College

61 Central Lakes College

56 Rainy River Community College *For Lib. Arts Math (40 on CLM for College Algebra)*

51 Saint Paul College *AND 57 on Arithmetic*

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Math

Accuplacer-Math Tests

St. Cloud Technical College *Cut score requirements vary by program*

CPT-Elem. Algebra Max. Score: 120

58 Pine Technical College

ASAP/DTMS-Interm. Algebra Max. Score: 30

19 St. Cloud State University *For College Algebra (15 for Statistical Thinking or Mathematical Thinking and 18 for Mathematical Thinking and Modeling)*

18 Minnesota State University, Mankato *(or 19 ACT math subscore)*

St. Cloud State University *For Mathematical Thinking & Modeling (19 for College Algebra*

and 15 for Mathematical Thinking or Statistical Thinking)

Winona State University *For Finite Math and Precalculus (15 for Survey of Math)*

15 Minnesota State University Moorhead

St. Cloud State University *For Mathematical Thinking or Statistical Thinking (19 for College*

Algebra and 18 for Mathematical Thinking & Modeling)

Winona State University *For Survey of Math (18 for Finite Math and Pre-Calculus)*

13 Southwest Minnesota State University *Not Mandatory Placement -Advisement Only (w/ HS record)*

12 Bemidji State University *12-14 Dev. Math 0800 optional*

ASAP/DTMS-Elem. Algebra Max. Score: 35

26 Minnesota State Community and Technical College

24 Rochester Community and Technical College

16 Minnesota State University Moorhead *(Corrick Center students only)*

Compass-Algebra Max. Score: 99

61 Normandale Community College

40 Alexandria Technical College

NONE

Northwest Technical College - Bemidji *No transfer curriculum Math courses. Less than 65 on Accuplacer-Arithmetic requires developmental math.*

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Reading

Accuplacer-Reading Max. Score: 120

90 North Hennepin Community College
 89 Riverland Community College (70 w/ counselor approval)
 83 Inver Hills Community College
 80 Dakota County Technical College
 78 Anoka-Ramsey Community College
 77.5 Century College
 Metropolitan State University
 Minneapolis Community and Technical College
 77.1 St. Cloud State University *Conditional admits only.*
 76 Lake Superior College
 74.5 Hibbing Community College
 74.1 Vermilion Community College
 72 Anoka Technical College
 Hennepin Technical College
 Mesabi Range Community and Technical College
 71 Central Lakes College
 Itasca Community College
 Rainy River Community College
 St. Cloud Technical College
 70.5 Ridgewater College
 70 Saint Paul College
 67 Minnesota State Community and Technical College
 Northwest Technical College - Bemidji
 66 Northland Community and Technical College
 63 South Central College
 55.5 Fond du Lac Tribal and Community College
 54 Minnesota West Community and Technical College

CPT-Reading Max. Score: 120

78 Pine Technical College

ASAP/DTLS-Reading Max. Score: 45

35 Minnesota State University Moorhead (*Corrick Center students only*)
 29 Rochester Community and Technical College
 25 Southwest Minnesota State University *OR 18 ACT Reading. Not Mandatory Placement -Advisement Only w/ HS record.*

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Reading

Compass-Reading Max. Score: 99

77 Normandale Community College
 75 Alexandria Technical College

NONE

Bemidji State University
 Minnesota State College - Southeast Technical
 Minnesota State University, Mankato
 Winona State University
 Office of the Chancellor Research and Planning

Writing

Accuplacer-Sentence Skills Max. Score: 120

90 Lake Superior College
 Minnesota State College - Southeast Technical
 North Hennepin Community College *OR 58 with an essay score determined by English Dept.*
 89.5 Century College *AND 77.5 Reading score*
 88 Riverland Community College (73 w/ counselor approval)
 86 Dakota County Technical College
 Hennepin Technical College
 85 Inver Hills Community College
 84.1 St. Cloud State University *Conditional admits only.*
 Vermilion Community College
 84 Anoka-Ramsey Community College
 Itasca Community College
 83.5 Hibbing Community College *OR 68.5 with 74.5 on Reading and advisor approval*
 Metropolitan State University
 Minneapolis Community and Technical College *OR 76.5 with a Reading score of 77.5*
 Ridgewater College
 82 Anoka Technical College
 81 Central Lakes College
 Minnesota West Community and Technical College
 80.5 Fond du Lac Tribal and Community College

80 Rainy River Community College
 78 Minnesota State Community and Technical College
 Northland Community and Technical College
 Northwest Technical College - Bemidji
 73 St. Cloud Technical College
 72 Mesabi Range Community and Technical College
 70 Saint Paul College *AND 7 on Writeplacer AND 70 on Reading*
 66 South Central College

CPT-Sentence Skills Max. Score: 120

87 Pine Technical College

ASAP/DTLS-Writing Max. Score: 40

27 Winona State University

26 Rochester Community and Technical College

Compass-Writing Max. Score: 99

77 Alexandria Technical College

76 Normandale Community College

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Writing

Department Placement Test

Southwest Minnesota State University *Combined score of 50 on DTLS and SMSU English test OR 13*

ACT English Usage Subscore

NONE

Bemidji State University

Minnesota State University Moorhead

Minnesota State University, Mankato

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Primary Instrument, Minimum Cut Scores & Lowest Level Transfer Curriculum Course December 2005 Minimum Cut Score Survey -- Institution Responses January 18, 2006

Appendix C

Alexandria Technical College

Math Compass-Algebra Min. Score: 40

MATH1415 Mathematical Reasoning

MATH1420 Fundamentals of College Algebra

Reading Compass-Reading Min. Score: 75

College Ready

Writing Compass-Writing Min. Score: 77

ENGL 1410 Composition I

Anoka Technical College

Math Accuplacer-College Level Math Min. Score: 63 OR 109 on Elem. Algebra

MATH1500 Mathematical Ideas

MATH1600 College Algebra

Accuplacer-Elementary Algebra Min. Score: 109 OR 63 on College Level Math

MATH1500 Mathematical Ideas

MATH1600 College Algebra

Reading Accuplacer-Reading Min. Score: 72

College Ready

Writing Accuplacer-Sentence Skills Min. Score: 82

ENGL 1108 Composition I

Anoka-Ramsey Community College

Math Accuplacer-College Level Math Min. Score: 56

MATH1100 Math for Liberal Education

MATH1110 Introductory Statistics I

Reading Accuplacer-Reading Min. Score: 78

READ 1106 College Textbook Reading

READ 1108 College Reading III

Writing Accuplacer-Sentence Skills Min. Score: 84

ENGL 1121 College Writing/Critical Reading

Bemidji State University

Math ASAP/DTMS-Interm. Algebra Min. Score: 12 12-14 Dev. Math 0800 optional

Math 1100 Algebra and Mathematical Reasoning

Math 1110 Beginning College Algebra

Reading NONE Min. Score:

Writing NONE Min. Score:

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Central Lakes College

Accuplacer-E Math Elementary Algebra Min. Score: 61

Math 1441 Concepts of Math

Reading Accuplacer-Reading Min. Score: 71

College Ready

Writing Accuplacer-Sentence Skills Min. Score: 81

ENGL 1410 Composition I

Century College

Math Accuplacer-College Level Math Min. Score: 59.5 AND above 72.5 on Elementary Algebra

MATH1025 Statistics

MATH1040 College Algebra

Reading Accuplacer-Reading Min. Score: 77.5

RDNG1000 Critical Reading and Thinking for College

Writing Accuplacer-Sentence Skills Min. Score: 89.5 AND 77.5 Reading score

ENGL 1021 Composition 1

Dakota County Technical College

Math Accuplacer-Elementary Algebra Min. Score: 81

MATS 1300 College Algebra

Reading Accuplacer-Reading Min. Score: 80

College Ready

Writing Accuplacer-Sentence Skills Min. Score: 86

ENGL 1100 Writing and Research Skills

Fond du Lac Tribal and Community College

Math Accuplacer-Elementary Algebra Min. Score: 84.5

MATH1010 College Algebra

Reading Accuplacer-Reading Min. Score: 55.5

College Ready

Writing Accuplacer-Sentence Skills Min. Score: 80.5

ENGL 1001 College Writing I: Composition & Research

Hennepin Technical College

Math Accuplacer-College Level Math Min. Score: 64

MATH2100 Concepts of Math

MATH2150 Introduction to Statistics

MATH2200 College Algebra

Reading Accuplacer-Reading Min. Score: 72

College Ready

Writing Accuplacer-Sentence Skills Min. Score: 86

ENGL 2121 Writing and Research

ENGL 2125 Technical Writing

ENGL 2130 Introduction to Creative Writing

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Hibbing Community College

Accuplacer-College Level Math 58 For College Alg. (94.5 on Elem Alg test req. for Adv.

Algebra)

Math Min. Score:

MATH1040 College Algebra

Accuplacer-Elementary Algebra 94.5 For Adv. Alg. (58 Min. Score: on CLM required for College Algebra)

MATH1020 Advanced Algebra

Reading Accuplacer-Reading Min. Score: 74.5

READ 1320 Efficient College Reading

Writing Accuplacer-Sentence Skills Min. Score: 83.5 OR 68.5 with 74.5 on Reading and advisor approval

ENGL 1060 Freshman Composition

Inver Hills Community College

Accuplacer-College Level Math 29.5 AND 99.5 on Elem. Algebra OR 40.5 with 75.5 on Elem.

Algebra

Math Min. Score:

MATH1101 Math for Liberal Arts

MATH1103 Introduction to Statistics

MATH1113 Math for Decision Making

Accuplacer-College Level Math 40.5 AND 75.5 on Elem. Algebra OR 29.5 with 99.5 on Elem.

Algebra

Min. Score:

MATH1101 Math for Liberal Arts

MATH1103 Introduction to Statistics

MATH1113 Math for Decision Making

Reading Accuplacer-Reading Min. Score: 83

READ 1100 Introduction to Critical Reading

Writing Accuplacer-Sentence Skills Min. Score: 85

ENG 1108 Writing and Research Skills

Itasca Community College**Math Accuplacer-College Level Math Min. Score: 64**

Math 1101 Contemporary Math

Math 1111 College Algebra

Reading Accuplacer-Reading Min. Score: 71

College Ready

Writing Accuplacer-Sentence Skills Min. Score: 84

ENGL 1101 Expository Writing

Lake Superior College**Math Accuplacer-College Level Math Min. Score: 58**

MATH1100 College Algebra

Reading Accuplacer-Reading Min. Score: 76

READ 1450 Introduction to Critical Reading

Writing Accuplacer-Sentence Skills Min. Score: 90

ENGL 1106 College Composition I

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Mesabi Range Community and Technical College**Accuplacer-College Level Math 50 For Liberal Arts Math Math Min. Score: -- 100 For College Algebra**

MATH1511 Foundations of Mathematics I

Accuplacer-College Level Math Min. Score: 100 For College Algebra -- 50 for Liberal Arts Math

MATH1521 College Algebra

Reading Accuplacer-Reading Min. Score: 72

READ 1455 Critical Reading Skills

Writing Accuplacer-Sentence Skills Min. Score: 72

ENGL 1511 College Writing I

Metropolitan State University**Math Accuplacer-College Level Math Min. Score: 59.5**

MATH115 College Algebra

Reading Accuplacer-Reading Min. Score: 77.5

LING 111 Vocabulary Study

READ 112 The Educated Reader: Analytical Reading

Writing Accuplacer-Sentence Skills Min. Score: 83.5

WRIT 131 Writing I

Minneapolis Community and Technical College**Math Accuplacer-College Level Math Min. Score: 59.5**

MATH1110 College Algebra

MATH1140 Introduction to Statistics

MATH1160 Mathematical Ideas

Reading Accuplacer-Reading Min. Score: 77.5

READ 1300 College Textbook Reading

Writing Accuplacer-Sentence Skills Min. Score: 83.5 OR 76.5 with a Reading score of 77.5

ENGL 1110 College English I

Minnesota State College - Southeast Technical**Math Accuplacer-College Level Math Min. Score: 63**

MATH2520 College Algebra

Reading NONE Min. Score:**Writing Accuplacer-Sentence Skills Min. Score: 90**

ENGL 2515 College English

Minnesota State Community and Technical College**Math ASAP/DTMS-Elem. Algebra Min. Score: 26**

MATH1100 World of Math

Reading Accuplacer-Reading Min. Score: 67

College Ready

Writing Accuplacer-Sentence Skills Min. Score: 78

ENGL 1101 College Writing I

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Minnesota State University Moorhead**ASAP/DTMS-Elem. Algebra Math Min. Score: 16 (Corrick Center students only)**

MDS 119 Contemporary Math (Corrick Center Students)

ASAP/DTMS-Interm. Algebra Min. Score: 15

MATH105 Contemporary Math

Reading ASAP/DTLS-Reading Min. Score: 35 (Corrick Center students only)

MDS 113 Introduction to Critical Reading (Corrick Center students)

Writing NONE Min. Score:**Minnesota State University, Mankato****Math ASAP/DTMS-Interm. Algebra Min. Score: 18 (or 19 ACT math subscore)**

MATH112 College Algebra

Reading NONE Min. Score:**Writing NONE Min. Score:**

Minnesota West Community and Technical College

Math Accuplacer-College Level Math Min. Score: 63

MATH1111 College Algebra

Reading Accuplacer-Reading Min. Score: 54

College Ready

Writing Accuplacer-Sentence Skills Min. Score: 81

ENGL 1101 Composition I

Normandale Community College

Math Compass-Algebra Min. Score: 61

MATH1100 College Algebra and Probability

Reading Compass-Reading Min. Score: 77

READ 1106 Critical Reading Skills

Writing Compass-Writing Min. Score: 76

ENGC1101 Freshman Composition

North Hennepin Community College

Math Accuplacer-College Level Math Min. Score: 41

MATH1010 Survey of Mathematics

MATH1031 Math for Elementary Education I

MATH1130 Elementary Statistics

MATH1140 Finite Math

MATH1150 College Algebra

Reading Accuplacer-Reading Min. Score: 90

College Ready

Writing Accuplacer-Sentence Skills Min. Score: 90 OR 58 with an essay score determined by English Dept.

ENGL 1111 Freshman English I

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Northland Community and Technical College

Accuplacer-E Math Elementary Algebra Min. Score: 85

MATH1102 Contemporary Math

MATH1104 Finite Math

MATH1106 Trigonometry

MATH1110 College Algebra

MATH1113 Pre-Calculus

MATH2203 Statistics

Reading Accuplacer-Reading Min. Score: 66

College Ready

Writing Accuplacer-Sentence Skills Min. Score: 78

ENGL 1012 Applied Communications

ENGL 1111 Composition I

Northwest Technical College - Bemidji

NONE No transfer curriculum Math courses. Less than 65 on

Accuplacer-Arithmetic requires developmental math.

Math Min. Score:

Reading Accuplacer-Reading Min. Score: 67

College Ready

Writing Accuplacer-Sentence Skills Min. Score: 78

ENGL 1111 Composition I

Pine Technical College

Math CPT-Elem. Algebra Min. Score: 58

MATH1260 College Algebra

Reading CPT-Reading Min. Score: 78

College Ready

Writing CPT-Sentence Skills Min. Score: 87

ENGL 1276 College Composition

Rainy River Community College

Accuplacer-College Level Math 40 For College Algebra (56 on Elem. Alg. for Liberal Arts Math only)

Math Min. Score:

MATH1140 College Algebra

Accuplacer-Elementary Algebra Min. Score: 56 For Lib. Arts Math (40 on CLM for College Algebra)

MATH1200 Liberal Arts Math

Reading Accuplacer-Reading Min. Score: 71

College Ready

Writing Accuplacer-Sentence Skills Min. Score: 80

ENGL 1010 Composition I

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Ridgewater College

Math Accuplacer-College Level Math Min. Score: 62.5

MATH109 Elements of Algebra and Trigonometry

MATH112 College Algebra

Reading Accuplacer-Reading Min. Score: 70.5

College Ready

Writing Accuplacer-Sentence Skills Min. Score: 83.5

ENGL 121 College Composition I: Critical Reading and Writing

Riverland Community College

Math Accuplacer-College Level Math Min. Score: 63 (40 w/ counselor approval)

MATH1050 Math for Liberal Arts

MATH1110 College Algebra

Reading Accuplacer-Reading Min. Score: 89 (70 w/ counselor approval)

College Ready

Writing Accuplacer-Sentence Skills Min. Score: 88 (73 w/ counselor approval)

ENGL 1101 Freshman English

Rochester Community and Technical College

Math ASAP/DTMS-Elem. Algebra Min. Score: 24

MATH1111 Contemporary Concepts in Math

Reading ASAP/DTLS-Reading Min. Score: 29

College Ready

Writing ASAP/DTLS-Writing Min. Score: 26

ENGL 1117 Reading and Writing Critically I

Saint Paul College

Math Accuplacer-Elementary Algebra Min. Score: 51 AND 57 on Arithmetic

MATH1710 Liberal Arts Mathematics

Reading Accuplacer-Reading Min. Score: 70

College Ready

Writing Accuplacer-Sentence Skills Min. Score: 70 AND 7 on Writeplacer AND 70 on Reading

ENGL 1711 Composition I

South Central College

Math Accuplacer-College Level Math Min. Score: 30 AND 2 years HS Algebra

MATH115 Concepts in Mathematics

MATH120 College Algebra

Reading Accuplacer-Reading Min. Score: 63

College Ready

Writing Accuplacer-Sentence Skills Min. Score: 66

ENGL 100 Composition

SPCH 110 Public Speaking

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Southwest Minnesota State University

ASAP/DTMS-Interm. Algebra 13 Not Mandatory Placement -Advisement Only (w/ HS record)

Math Min. Score:

MATH110 College Algebra

ASAP/DTLS-Reading 25 OR 18 ACT Reading. Not Mandatory Placement - Advisement Only w/ HS record.

Reading Min. Score:

College Ready

Department Placement Test Combined score of 50 on DTLS and SMSU English test

OR 13 ACT English Usage Subscore

Writing Min. Score:

ENG 102 Rhetoric: The Essay

St. Cloud State University

ASAP/DTMS-Interm. Algebra 15 For Mathematical Thinking or Statistical Thinking (19 for College Algebra and 18 for Mathematical Thinking & Modeling)

Math Min. Score:

MATH193 Mathematical Thinking

ASAP/DTMS-Interm. Algebra 18 For Mathematical Thinking & Modeling (19 for College Algebra and 15 for Mathematical Thinking or Statistical Thinking)

Min. Score:

MATH196 Mathematical Thinking and Modeling

ASAP/DTMS-Interm. Algebra 19 For College Algebra (15 for Statistical Thinking or Mathematical Thinking and 18 for Mathematical Thinking and Modeling)

Min. Score:

MATH112 College Algebra

Accuplacer-Read Reading ing Min. Score: 77.1 Conditional admits only.

ALC 110 Reading and Study Strategies

ALC 120 Power Reading

Writing Accuplacer-Sentence Skills Min. Score: 84.1 Conditional admits only.

ENGL 191 Introduction to Rhetorical and Analytical Writing

St. Cloud Technical College

Math Accuplacer-Math Tests Min. Score: *Cut score requirements vary by program*

Reading Accuplacer-Reading Min. Score: 71

College Ready

Writing Accuplacer-Sentence Skills Min. Score: 73

ENGL 1301 Technical Writing

ENGL 1302 Analytical Writing

Vermilion Community College

Math Accuplacer-College Level Math Min. Score: 50.1

MATH1521 College Algebra

Reading Accuplacer-Reading Min. Score: 74.1

College Ready

Writing Accuplacer-Sentence Skills Min. Score: 84.1

ENGL 1511 College Composition I

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Winona State University

ASAP/DTMS-Interm. Algebra 15 For Survey of Math (18 for Finite Math Min. Score: Math and Pre-Calculus)

MATH100 Survey of Math

MATH110 Finite Mathematics

MATH120 Precalculus

ASAP/DTMS-Interm. Algebra Min. Score: 18 For Finite Math and Precalculus (15 for Survey of Math)

MATH100 Survey of Math

MATH110 Finite Mathematics

MATH120 Precalculus

Reading NONE Min. Score:

Writing ASAP/DTLS-Writing Min. Score: 27

ENGL 111 College Reading and Writing

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APPENDIX F

ST. CLOUD STATE UNIVERSITY COURSE PLACEMENT TESTING POLICY

To support student success and to meet the requirements of MnSCU policy 3.3¹, St. Cloud State University has developed the following procedure for assessing new entering students' skills in reading, writing, and mathematics.

All new incoming students, including transfer students, are required to take the Accuplacer subject tests if one or more of the following conditions apply:

- If the student has fewer than 24 credits
- If the student does not have ACT or SAT equivalent test scores
- If the ACT or SAT equivalent test scores fall below the cut scores determined for English, Reading, and Mathematics for exemption from placement testing.

1. ACT Scores²

Shelf life of ACT equivalent scores for exemption from testing

The shelf life of ACT equivalent scores is 5 years from original test year in order to be considered for exemption. This shelf life applies to the following testing areas: Reading, English, and Mathematics.

Appeal process

See appropriate director or department head for appeal information and forms.

¹ The MnSCU Assessment for Course Place Committee website can be found at <http://www.courseplacement.project.mnscu.edu/>

²See Appendix I for SAT Equivalent scores.

Exemption from testing will be based on ACT scores as follows:

1.a. Reading and English

ACT Reading and English Sub-Scores	Action
21 or above in the Reading subtest OR 18 or above in the English subtest	Student may enroll in English 191
Below 21 in the Reading subtest AND Below 18 in the English subtest	Student will take the Accuplacer Reading subtest

1.b. Mathematics

ACT Math Sub-Score	Highest Class
24 or above	Math 115
23 or above	Math 196, 171, 112
21 or above	Math 193, 072
Below 21	Math 070

NOTE: Students who wish to take 113, 211, 221 must take Calculus Readiness Test. Also any student may take Accuplacer Mathematics test for higher placement than indicated by the ACT score.

1.c. ESL

	ACT Reading and English Sub-Scores Other Standardized Test Scores	Action
Non-native speakers of English who are NOT international students ³	21 or above in the Reading subtest OR 18 or above in the English subtest	Student may enroll in English 191
	Below 21 in the Reading subtest AND Below 18 in the English subtest	1. If the student identifies him/herself as a non-native speaker of English, the student will take the Accuplacer ESL Reading test and College ESL Essay Test unless the student requests to take the Accuplacer Reading test for native speakers of English.

³ According to the definition in MnSCU Board Policy 3.4 Part 1, "An *International Student* is a student who is required to be registered under the Student and Exchange Visitor Information System (SEVIS)."

		2. If the student scores 54 or below on the Accuplacer Reading test for native speakers of English, the student will be required to take the Accuplacer ESL Reading test, College ESL Essay Test, and Accuplacer Listening Test.
Non-native speakers of English who are international students	600 or above in the paper-based TOEFL OR 250 or above in the computer-based TOEFL OR 100 or above in the iBT TOEFL with subscores no less than 25 in reading, writing, and listening For additional exemption criteria, refer to the College ESL Program website (http://www.stcloudstate.edu/esl/exam.asp).	Student may enroll in English 191.
	Below 600 in the paper-based TOEFL OR Below 250 in the computer-based TOEFL OR Below 100 in the iBT TOEFL and one or more subscores less than 25 in reading, writing, and listening OR None of the additional exemption criteria is met.	Student will take the ESL Accuplacer Reading and Listening tests AND College ESL writing test.

2. ACCUPLACER TESTING

The MnSCU Assessment for Course Placement Committee (ACPC), after researching several testing instruments has chosen Accuplacer as the primary testing instrument in Reading, Mathematics, and ESL to assess student skills. Sample questions may be viewed at the Accuplacer website: www.testprepreview.com/accuplacer_practice.htm.

Retesting

Students are allowed one (1) retest in a calendar year.

International students who are non-native speakers of English are required to take required ESL courses during their first semester at SCSU; therefore, retesting is not allowed.

Appeal Process

See appropriate director or department head for appeal information and forms.

Accommodation for students with disabilities

Student will contact Student Disability Services for information regarding testing accommodations, dates, and sites.

The following cut scores in each of the areas determines placement as described below:

2.a. English and Reading

Accuplacer Test Scores	Action
77.5 or above in Reading	Student may enroll in English 191
77.49 or below in Reading	Student will be placed into appropriate Reading AND English courses

2.b. Mathematics

Mandatory placement for ALL students.

Transfer students present evidence of prerequisite for exemption.

Each student presents ACT math score or takes placement test, **EITHER**

- Accuplacer Elementary Algebra (EA) **OR**
- Both Accuplacer Elementary Algebra (EA) and College Level Mathematics (CLM) **OR**
- Calculus Readiness Test

Mathematics and Statistics Courses

	Math 070	Math 072 Math 193 Stat 193	Math 112 Math 171 Math 196	Math 115 Stat 219	Math 211 Math 113 Stat 229	Math 221
ACT math subscore minimum		21	23	24		
Calculus Readiness Test Minimum		16	16	16	19	20
ACCUPLACER minimums	None required	70 EA	76 EA and 50 CLM	76 EA and 50 CLM		

2.c. ESL

Course Placement Tests	Course Placements
------------------------	-------------------

Accuplacer Listening Test	90 or above	Exempt from ESL Listening & Speaking courses
	80 ~ 89.9	ESL Listening & Speaking 201
	70 ~ 79.9	ESL Listening & Speaking 101
	Below 70	No permission to take ESL L&S. Recommended to take IEC courses
College ESL Essay Test & Accuplacer Reading Test When the test scores from these two tests place a student in two different levels of ESL Reading & Writing, the essay test score will be used for the placement decision.	85 or above on the Essay Test AND 100 or above on Accuplacer Reading	Exempt from ESL Reading & Writing courses
	75 ~ 84.9 on the Essay Test OR 90 ~ 99.9 on Accuplacer Reading	ESL Reading & Writing 202
	70 ~ 75 on Essay Test OR Below 90 on Accuplacer Reading	ESL Reading & Writing 102
	Below 70 on Essay Test	No permission to take ESL R&W. Recommended to take IEC courses

Appendix G

English for Academic Purposes

The mission of English for Academic Purposes (EAP) at South Central College is to help English language learners attain their college and career goals through improving their academic language abilities. The EAP program is designed to bridge a student's experience at an ABE (Adult Basic Education/ESL) program to the four-year college or university course. The EAP curriculum offers courses in writing and grammar, and listening and speaking. These courses prepare students to be admitted to and to be successful in subsequent college courses.

In assisting English language learners to attain their college and career goals, Adult Basic Education services (ABE), South Central College (SCC), and Minnesota State University, Mankato (MSUM), have aligned courses to create a pathway for students to follow as they move from one educational level to the next. The goal is to provide the necessary support for students so that they can be successful in education and life in the United States.

The first step for students who are English language learners is to be assessed as to their language skills. Although ABE has its own assessment and placement methods, SCC and MSUM utilize the Accuplacer skills assessment test common throughout the Minnesota State Colleges and Universities (MnSCU) system.

The ESL Accuplacer tests reading skills, sentence meaning, language use and listening skills. The scores that you receive on the ESL Accuplacer tests determine your course placements. (Brian – there is also a Writeplacer – not sure if you plan to use it at SCC but it has been improved and seems to be a good exam for testing writing.....)

English for Academic Purposes Courses - South Central College

EAP0030 - EAP College Writing and Grammar I

EAP College Writing and Grammar I is the first-level course for non-native speakers of English. In this course, students increase proficiency in the writing and reading skills necessary for basic personal and academic communication. Students use process writing techniques to write simple paragraphs, outlines and essays, and gain mastery in the use of the basic structures of the English language while being immersed in culturally and contextually relevant writings and readings. This course does not fulfill a general studies or general education requirement. (4 C: 3 lecture, 1 lab)

EAP0040 - EAP College Writing and Grammar II

EAP College Writing Grammar II is the second-level structure course for non-native speakers of English. In this course, English language learners increase proficiency in the writing and reading skills necessary for personal and academic communication. Students use process writing techniques to write multiple-paragraph assignments through short expository, response or researched essays. Students use sophisticated grammar structures in their writings while immersing themselves in culturally and contextually relevant writings and readings.

Prerequisite(s): EAP0030 or Appropriate Accuplacer Score.

(4 C: 3 lecture, 1 lab)

EAP0031 - EAP Listening and Speaking I

EAP Listening I is designed to provide non-native speakers of English with the foundational academic listening skills necessary to improve performance at the college level. EAP Listening I is intended as a complimentary course to EAP College Writing and Grammar I so students are encouraged to take both classes during the same semester.

(4 C: 3 lecture, 1 lab)

EAP0041 - EAP Listening and Speaking II

EAP Listening II is designed to provide non-native speakers of English with the academic listening skills necessary to improve performance at the college level. EAP Listening II is intended as a complimentary course to EAP College Writing and Grammar II so students are encouraged to take both classes during the same semester.

Prerequisite(s): EAP0040 or Appropriate Accuplacer Score.

(4 C: 3 lecture, 1 lab)

Placement Scores

Writing and Grammar Placement

The combined scores of the Reading Comprehension, Language Usage and Sentence Meaning test will determine placement in the College Writing and Grammar courses.

Score	Writing and Grammar Placement
Below 175	Adult Basic Education
175-220	EAP 030 College Writing & Grammar I
221-267	EAP 040 College Writing & Grammar II
268-360	Consider ESL at MSU-M

Listening Skills Placement

The Accuplacer Listening Skills score will determine placement in the Speaking and Listening courses.

Score	Speaking & Listening Placement
17-55	Adult Basic Education
56-64	EAP 031 Listening and Speaking I
65-74	EAP 041 Listening and Speaking II
75-100	Consider ESL at MSU-M

