

MAINE COMPACT FOR HIGHER EDUCATION
Board of Directors Meeting April 27, 2006 Central Maine Power Company, Augusta
Minutes

Board members present: Wendy Ault, Alan Burton, Mary Cathcart, John Diamond, Sandra Featherman, Joyce Hedlund, Michael Higgins, Richard Pattenaude, Derek Pierce, Colleen Quint, Henry Schmelzer, and Susan Tuthill.

Guests and staff present: Sue Bell, Henry Bourgeois, Dianne Heino, Norm Higgins, and Lynne Miller.

Colleen Quint, vice chair of the board opened the meeting at 9:40 a.m., reviewed the agenda and asked participants to introduce themselves.

Academic Readiness for College. Ms. Quint introduced Professor Lynne Miller, who is with the College of Education and Human Development at the University of Maine and is co-director of the Southern Maine Partnership. Professor Miller recently completed a study for the University of Maine System on the extent to which high school students are prepared academically for college.

Highlights follow of Professor Miller's power point presentation, which was the focus of most of the meeting. Her full power point presentation is appended as Attachment A.

- a. 80% of Maine eighth graders say they want to go to college, 78% of students who begin high school graduate, 70% of seniors intend to go to college, 51-53% actually attend, and about 30% will earn a 4-year degree.
- b. College readiness means a remediation-free postsecondary experience and a 75% probability of earning at least a C or better in a 'gateway', credit-bearing course (i.e. high enrollment in courses in the first year such as biology, literature, world history, math).
- c. Major predictors of academic readiness: reading above grade level to ensure that a student can access texts in gateway courses, and one math course beyond Algebra 2 which doubles the odds of earning a degree.
- d. College graduation rates (6-year) at Maine public universities range from 33% to 70%, compared to a high of 90.1% in private colleges. The UM rate of 60% is second lowest among New England's six land grant universities.
- e. Disconnects between high school and college:
 - A high school diploma is not sufficient to gain admission to college.
 - Completion of a 'college prep' high school curriculum is not sufficient to enter and pass gateway courses in college.
- f. Remediation:
 - 50% of entering full time students, nationally, are placed in remedial courses in universities and colleges;
 - 700 students are enrolled in remedial writing courses, and 1500 are enrolled in remedial math courses at UMS campuses each fall;
 - 37% of incoming students at Maine's community colleges take remedial courses.
- g. Reports to the UMS on college readiness in English and math were reviewed.

Professor Miller concluded her presentation by presenting a statement of college readiness endorsed by the UMS chief academic officers

Statement on College Readiness by the Chief Academic Officers of the University of Maine System:

While the seven campuses of the University of Maine System have different criteria for admission and placement, they all share a common understanding of what comprises an optimal, college-ready high school transcript: Students who succeed in college and graduate on time usually have the following high school preparation:

- English: four years of English courses that incorporate a variety of texts (fiction, non-fiction, essays, memoirs, journalism) and that emphasize expository and analytic writing skills.
- Math: four years of math courses that include at least Algebra 2 and 2 and geometry, taken as separate courses or as an integrated core. The fourth year math course (12th grade) should provide a solid foundation in quantitative and algebraic reasoning. For those students planning to major in mathematics, science or a technical or professional field that requires advanced math skills, a pre-calculus or calculus course is strongly recommended.
- History and social science: at least three years of history and social science in courses that emphasize the reading of primary and secondary texts, the writing of analytic and expository essays, and the use of quantitative data and research findings.
- Science: at least three years of laboratory science – offered as either separate courses or as an integrated core – that includes the study of biology, chemistry and physics. Science courses should emphasize the writing of technical reports, quantitative representations, and analysis of data in addition to traditional content.
- Language other than English: at least two years of study in a language other than English.

Members discussed the report in the context of the Maine Readiness Campaign. Mr. Higgins, who chairs the Campaign's steering committee, outlined the background of the Campaign and the role of the Compact in supporting the Campaign's community Readiness Partnership component.

Maine Higher Education Symposium. Ms. Cathcart was enthusiastic about the Symposium being held at the University of Maine, and described the business school facility Donald P. Corbett Business Building where the Symposium will be held. Mr. Bourgeois presented a draft agenda, which included a forum for gubernatorial candidates; members responded positively to this idea.

Ms. Quint recognized Ms. Featherman for her many years of service to the Compact, and wished her well in her retirement. Ms. Quint thanked the board for a spirited discussion, and adjourned the meeting at 11:45 a.m.

Respectfully submitted,

Henry Bourgeois
Compact Executive Director

Attachment A (Lynne Miller's presentation) follows.

Academic Readiness for College : What Does it Mean?

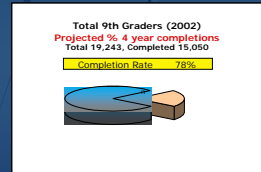
Lynne Miller, University of Southern Maine

College of Education and Human Development/
Southern Maine Partnership
Russell Chair in Philosophy and Education

April, 2006

What We Know About Maine Kids

- 80% of Maine eighth graders say they want to go to college
- 78% of students who begin high school graduate



Maine Kids

- Less than 50% of students who matriculate at Maine's public universities graduate within six years
- Of all Maine graduating seniors in 2005
 - 65-70% of those enrolled in public schools (including the 11 town academies) took the SAT
 - 51-53% attended a two or four year college in the fall
 - about 30% will earn a bachelor's degree

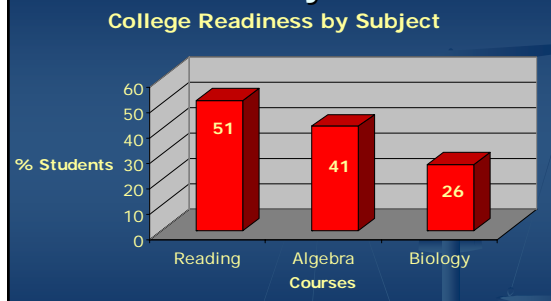
What is going on?

- There are many variables: economics, cultural and social capital, etc.
- Academic Preparation is the one variable we can control

Academic Readiness As Defined by the ACT Study

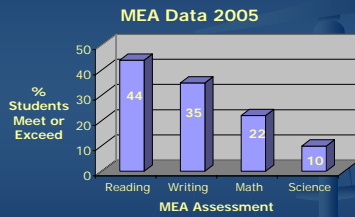
- A remediation-free post-secondary experience
- 75% probability of earning at least a C and a 50% of earning a B or better in a "gateway", credit bearing course

ACT Study Results



Source: (2005) ACT, Inc.

MEA Data 2005



Gateway Courses

- Gateway courses: high enrollment courses in the first year (psychology, biology, sociology, accounting, philosophy, literature, world history, etc)
- Math is a gateway course

What is the Major Predictor of Academic Readiness?

- The High School Course of Study!!
 - Reading above grade level ensures a student can access texts in gateway courses
 - One math course beyond Algebra 2 doubles the odds of earning a degree

Comparing Courses: 11th Grade English

Honors

- Develop skills in reading, public speaking and writing
- Chronological and critical understanding of American literature
- Challenging reading load (10 or more novels plus short stories and poetry)
- Express understanding in clear, organized manner through class discussion and written assignments, expository and analytic writing
- Write a research paper, with hypothesis, supporting evidence, and conclusion
- Required summer reading list

“College Prep”

- Develop skills in grammar, vocabulary, oral presentations and speeches
- Surveys American literature
- Studies works from college preparatory anthology and selected novels
- Composition focuses on narrative and descriptive essays and introduces expository writing
- Research paper required

Comparing Courses: Algebra 2

Honors

- Studies a class of functions—definition, graphs, properties, and mathematical models.
- Topics covered include:
 - Linear
 - Quadratic
 - Exponential
 - Logarithmic
 - Rational algebraic
 - Irrational algebraic
 - Higher degree functions
 - Conic sections
 - Sequences
 - Probability
 - Statistics

“College Prep”

- Extends and reviews concepts learned in Algebra 1
- Introduces more advanced subjects
 - Logarithms
 - Coordinate geometry
 - Probability

- From Readiness ... to Graduation

... to Graduation

- Credit momentum: earning 20 or more credits in the first year
 - Students who enter college with 4-6 credits already earned have more credit momentum
 - AP courses
 - Dual enrollments
 - College summer school

... to Graduation

- Entry within one year of graduation
- Few withdrawals or course repeats
- Intentional use of summer school
- Continuous enrollment as a full time student
- Passing the “portal courses” of College Writing and College Math
- Passing key introductory courses

... to Graduation

- Traditionally transferring from a community college or 4 year transfer (no swirling: nomadic attendance at multiple colleges)
- Student effort: positive grade trend

... to Graduation

- Within six years
 - 54-58% earn a degree from the school where they began
 - another 8 -10% earn a degree from a school other than where they began for total graduation rate of 62-68%
- Within 8.5 years: 70 percent earn a degree somewhere

Graduation Rates at Maine Public Universities

Campus	4 Year	5 Year	6 Year
UMO	30%	54%	60%
UMA	8%	23%	23%
UMF	32%	52%	56%
UMFK	11%	43%	50%
UMM	14%	35%	44%
UMPI	9%	24%	31%
USM	12%	28%	33%
MMA	NA	NA	70%

Education Trust 2005

Maine Private Colleges : Six Year Graduation Rates

- Bowdoin 90.1%
- Bates 88.5 %
- Colby 86.4%
- College of the Atlantic 82.3 %
- St Joseph's 61.9%
- UNE 56.6%
- Husson 53.7%
- Thomas 52.1%
- Unity 46.7%
- MeCA 36.1%

New England Public Universities Six Year Graduation Rates

- UNH 72.6%
- UVM 69.9%
- UConn 69.8%
- UMass 64.0%
- URI 56.0%
- Keene State 51.2%
- Plymouth State 42.7%

What are the Disconnects?

Disconnect # 1:

High School Graduation ≠ College Admission

- A high school diploma is not sufficient to gain admission to college

HS Graduation vs. College Admission Requirements

	Min. Me Grad.	Min. College Admission
English	4	4
Math	2	3 - Alg 1,2 & Geom senior math preferred
Social Studies/US History	2	2 - 3 preferred
Science	2-one lab	2 - three lab preferred
Foreign Language	0	2
Health/PE	1.5	0
Fine Arts	1	0
Computer competence		

Disconnect #2:

College Admission ≠ Placement into and Readiness for “Gateway” Courses

- Completion of a “College Prep” high school curriculum is not sufficient to enter and pass “gateway” courses

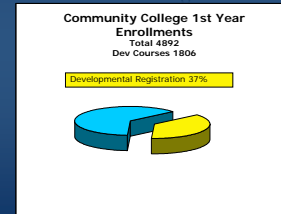
Admission vs. Placement and Readiness

- High school graduates are accepted to college as full time students but are unprepared for college work
- They have to enroll in developmental courses before they can proceed to the gateways
- They pay tuition for these courses but do not earn credit toward graduation

Admission vs. Placement

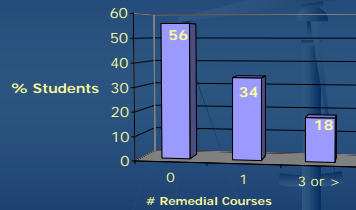
- Nationally, every year 50% of entering full time students are placed in remedial courses in universities and college
- At UMaine Campuses
 - Over 700 students are enrolled in remedial or "developmental" writing courses each fall
 - Over 1500 are enrolled in remedial or "developmental" math courses each fall

At Maine Community Colleges: 37% of incoming Students Take Remedial Courses



Remediation And Graduation

6 Year Graduation Rates



Source: Kirst, M. (2004). The high school/college disconnect. *Educational Leadership*, 62(3), 51-55.

The Paradox of Remedial Courses

- Students who enroll in remedial courses have slowed momentum in the first two years
- Students who successfully pass through remedial courses gain momentum in later years

Overview of Developmental Writing Courses at UMaine Campuses

Campus	SAT Cut-off	Placement Test	Development Course Enrollments
UMA	530	Accuplacer	188 (plus 157 in reading)
UMF	490	Local Test	84
UMFK	500	Accuplacer	24 (plus 36 in reading)
UMM	480	Accuplacer	25
UMAINE	420	In-class diagnosis	48
UMPI	500	Accuplacer	81 (plus 38 in reading)
USM	550	Local Test	366
MMA		None	None

Fall, 2004 L. Miller

Developmental Courses in Math at UMaine Campuses

Campus	SAT Cut-off	Placement Test	Development Course Enrollments
UMA	500	Accuplacer	661
UMF	450	Local Test	25
UMFK	500	Accuplacer	0
UMM	470	Accuplacer	74
UMAINE	NA	Local test for everyone	58
UMPI	490	Accuplacer	152
USM	480	Local Test	545
MMA	NA	None	None

Fall, 2004 L. Miller

First Gatekeeper for Placement: The SAT

- UMF catalog statement:
 - UMF does not require standardized tests...as part of the admission process. However, students who wish to submit test scores may do so. The SAT I is used for placement purposes. Students who do not provide SAT scores and students with scores below a cutoff point will be required to take mathematics and writing placement tests before enrolling in UMF mathematics or writing courses.

New SAT Requirements

- **Math:** requires mastery of math through Algebra 2;
- **Critical Reading:** requires critical reading of long and short texts
- **Writing:** requires ability to answer multiple choice grammar and style questions and to compose a writing sample

New SAT Writing

- A sense of happiness and fulfillment, not personal gain, is the best motivation and reward for one's achievement. Expecting a reward of wealth or recognition for achieving a goal can lead to disappointment and frustration. If we want to be happy in what we do in life, we should not seek achievement for the sake of winning wealth and fame. The personal satisfaction of a job well done is its own reward.
- *Assignment: Are people motivated to achieve by personal satisfaction rather than by money or fame? In 25 minutes, plan and write an essay in which you develop your point of view on this issue. Support your position with reasoning and examples taken from your reading, studies, experience, or observation*

11th Grade MEA Writing Prompt

- What if there were eight days in a week?

Write about how you would use the additional day

Second Gatekeeper: The Placement Test

- The **Accuplacer** is a self-paced, un-timed computerized placement test that is used by UMA, UMFK, UMM, and UMPI and all seven community college campuses.
 - The College Board publishes [The Accuplacer Online Student Guide](#)
 - Students can practice taking the test at this site: http://www.testpreview.com/accuplacer_practice.htm

Second Gatekeeper

- USM , UMF, and UMaine use tests that are developed on the individual campus
- USM sample tests are published on-line at
 - <http://www.usm.maine.edu/testing/testing/pdfs/samplemath.pdf> (MATH)
 - <http://www.usm.maine.edu/testing/testing/pdfs/sampleenglish.pdf> (WRITING)

Making Connections and Creating Pathways : High School to College

- Ensure that Maine students who aspire to college have access to a course of study that adequately prepares them for college level work without remediation.
- Ensure that those who don't aspire will have assistance in changing their aspirations and how they think about their futures
- Ensure that more Maine students who enter our public universities progress toward a degree in a timely fashion

College Readiness in Writing: Report to the Field

Chancellor's Committee Report on College Readiness in Writing Presented to the Board of Trustees of the University of Maine System (June 2005)

Major Premise: Writing is Essential to Understanding



- Correct standard written English is assumed
- Creating complex theses is required
- Distinguishing analysis from summary is critical
- Writing goes beyond personal experience puts the "college" in college writing

Writing is Essential Understanding



- Bloom's Taxonomy of higher critical thinking skills is stressed
 - Analysis
 - Synthesis
 - Evaluation
- Complex ideas are immediately confronted
- Readings extend beyond literature and include academic articles across the disciplines

High School vs. College Experience

"I am not asking how you feel about this issue; I'm asking what you think about this issue."

- College writing is expository or analytical (seldom narrative) and moves beyond personal experience
 - University focus = Abstraction
 - Argument
 - Analysis
 - Discussion
 - Writing about Texts

College Writing: Sample Assignment English 100

- Near the end of her essay, Tompkins writes, "What this means for the problem I've been addressing is that I piece together the story of European-Indian relations as best I can, believing this version up to a point, that version not at all, another: almost entirely, according to what seems reasonable and plausible given everything I know. And this is, as I have shown, what I was already doing in the back of my mind without realizing it, because there was nothing else I could do"
- Please write a four page essay in which you consider Tompkins's conclusion. Do you agree with her? How do you evaluate evidence that Tompkins presents to support her position? Finally, it is important that you make clear somewhere in your essay what you think Tompkins's conclusion is

Sample Writing Assignment: School and Society

- A 10-15 page research paper
 - Cover sheet with title
 - Introduction that describes the topic
 - A literature review using peer review articles or book chapters
 - A description of your methods
 - A discussion of findings
 - Properly and consistently formatted list of references, using APA format

ESP 102/126 Formal Laboratory Reports

- Laboratory reports are your tool for expressing what you did, why you did it, and what you learned in the process. Even if your understanding of the procedure, techniques, and results is perfect and your results error-free, a poorly written report will suggest that you did not understand what you have done. Good writing is good writing, be it creative fiction, an editorial, journal article, or scientific communication. Writing reports is not difficult if you remember a few guidelines about writing and the structure of a good report.
- Your formal lab report must have the following components in the following order.
 - Title
 - Introduction
 - Materials and Methods
 - Results
 - Discussion
 - Literature cited

Preparing for College Writing: Writing about a Text

- Students need to understand the expectations for reading the text and writing about it
- Students need to learn explicitly how to read the text
 - Walk through the text with a teacher
 - Point out the features of a text
 - Know how to get the most out of a text

Preparing for College Writing: Skills and Competencies

- Evaluating arguments found in reading according to logical rules
- Developing arguments in writing
- Using evidence to support arguments
- Using ideas from reading in new contexts
- Creating coherence between parts of an essay
- Revising sentences for logic and completeness

Preparing for College Writing: Skills and Competencies

- Using subordination, coordination, and parallelism comfortably
- Reading analytical texts that make arguments
- Using academic vocabulary
- Participating in discussions and in peer review of drafts

COLLEGE READINESS in Math

Chancellor's Committee Report on
College Readiness in Math
Presented to the Board of Trustees of
the University of Maine System
(January, 2006 Revised March 2006)

Mathematics is the language of science

“The world demands advanced quantitative literacy, and no matter what a student’s postsecondary field of study ... more than a ceremonial visit to college-level mathematics is called for.”

ESP 101 assignment

- A typical toilet uses 18-26 liters (5-7 gallons) per flush (assume 22 liters per flush). Low-flush toilets use 6 liters (1.5 gallons) per flush. Assume that each of 10,000 university students flushes 5 times per day.
 - How many liters of water would be saved in one day if all toilets were low flush?
 - How many liters could be saved in a year?
- A little over half the students successfully do this calculation

System Wide Standards for General Education Math

- Mathematical Reasoning
- Computation
- Algebra
- Geometry
- Data Analysis and Statistics
- www.maine.edu/collegeready

Preparing Students for College Level Math

- Students who are prepared for general education math are able to
 - perform mathematical operations and manipulations by hand or with a calculator when appropriate
 - understand basic concepts and definitions
 - apply, interpret and communicate results.

Preparing Students for College Level Math

- A senior year math course for all college bound students: not necessarily pre-calc or calc
- Decreased reliance on calculators
- A firm foundation in algebraic and quantitative reasoning
- A math curriculum (middle through high school) that progresses to college ready skills and competencies

Preparing Students for College Math

- Broaden the math teaching repertoire to include new instructional strategies
 - Add to the “tried and true” practices that work for some but not for all
 - Explore Agile Mind and other innovative math teaching approaches
 - Don’t be fenced in by what the “experts” say; innovate

Statement of the UMaine System Chief Academic Officers

- *While the seven campuses of the University of Maine System have different criteria for admission and placement, they all share a common understanding of what comprises an optimal, college-ready high school transcript. Students who succeed in college and graduate on time usually have the following high school preparation...*

English

Four years of English courses that incorporate a variety of texts (fiction, non-fiction, essays, memoirs, journalism) and that emphasize expository and analytic writing skills..

Math

- Four years of math courses that include at least Algebra 1 and 2 and Geometry, taken as separate courses or as an integrated core. The fourth year math (12th grade) math course should provide a solid foundation in quantitative and algebraic reasoning. *For those students planning to major in mathematics, science, or a technical or professional field that requires advanced math skills, a pre-calculus or calculus course is strongly recommended*

History and Social Sciences

- At least three years of *history and social science* in courses that emphasize the reading of primary and secondary texts, the writing of analytic and expository essays, and the use of quantitative data and research findings.

Science

- At least three years of laboratory science—offered as either separate courses or as an integrated core—that includes the study of biology, chemistry, and physics. Science courses should emphasize the writing of technical reports, quantitative representations, and analyses of data in addition to traditional content.

Language other than English

- At least two years of study in a language other than English.

www.maine.edu/collegeready

- Too many students entering college today don't meet college requirements--particularly in writing and mathematics--and must enroll in remedial courses before they can begin their college work. The University of Maine System wants to be sure that every student who aspires to higher education graduates high school with the skills and knowledge that she or he needs to be successful.

[University of Maine System Statement on College Readiness](#)

See what should be part of a college-ready high school transcript

[College Readiness for Mathematics: Level One \(pdf booklet\)](#)

What first-year students need to know to succeed in general education math courses.

[College Readiness in Writing: Reports to the Field \(pdf\)](#)

2005 Report of the UMS Chancellor's Committee on College Readiness

Students are Agents of their Futures

- Wishing doesn't lead to success; preparation and hard work does
- Take the most challenging courses in high school and don't let anyone scare you away
- Read, read, read. Language is power
- The world has gone quantitative: learn math

Students are Agents

- Log onto college sites and look for assignments in gateway courses; if you don't see this, ask for it.
- Aim to enter higher education with 4-6 credits already earned.
- You are the principal agent in your own education. Seize the day or lose it