

COLLEGE AND PROGRAM ADMISSIONS AND STUDENT ABILITY TO BENEFIT POLICY

The technical college system accepts the responsibility to produce technicians who are competent to meet the assessed needs of business and industry and at the same time to assist individuals in achieving educational and occupational objectives consistent with their potential.

In order to fulfill this educational mission and to promote the achievement of individuals with varied potential, open admissions is defined as a practice which (1) admits to the college all citizens who can benefit from available learning opportunities, and (2) places into specific programs of study those students whose potential for success is commensurate with expected standards of performance.

The definition of open admissions requires a commitment to use a program to assess student potential and to provide appropriate developmental and remedial programs of study to meet those needs. It is recognized that funding developmental and remedial programs to support this definition of open admissions should be commensurate with the commitment made to this educational activity.

In support of this definition, each technical college shall develop the following procedures:

1. Develop appropriate assessment procedures for college and program admission guidelines and the assessment of competency in basic skills. Section 23 of Act 1101 of 1991 must be followed in assessment and admission of students in associate degree programs.
2. Identify the specific entry level skills required for admission into each program.
3. Determine and establish a minimum feasible performance level for admission into developmental studies. The level should reflect an analysis of the entry level requirements for each curriculum and an analysis of the capabilities and limitations of the developmental studies program.

Those students not eligible for entry into developmental studies shall be admitted into the college adult education program or referred to the local school district adult basic educational program.

4. Establish articulation procedures between developmental studies and each curriculum program. Minimum competencies in math, reading, and language should be defined for placement into each curriculum. The

measurement methods should be reliable and valid.

5. Follow standards and procedures for academic probation and suspension for those students who do not maintain satisfactory progress.

Approved: Agenda Item No. 10
October 4, 1991