

EXHIBIT 3

The Collegiate Learning Assessment Act

Summary

This model policy requires public colleges and universities to administer the Collegiate Learning Assessment (CLA) to all students during their freshman and senior years. The schools would also be required to publish the results, broken down by academic majors.

The act focuses on transparency in student-learning outcomes as the first step toward raising public awareness about areas of academic strength and weakness in certain schools and majors. This would guide prospective students toward schools and majors shown to yield significant increases in learning.

Model Policy

Section 1. Title. This Act shall be known as “Collegiate Learning Assessment Act.”

Section 2. Definitions.

(A) In this Act:

(1) “Institution of higher education” means any public technical institute, public junior college, public senior college or university, public state college, or other agency of higher education as defined in this section. “Institution of higher education” does not include medical or dental units.

Section 3. Student Learning Outcomes for Institutions of Higher Education.

(A) All institutions of higher education will administer the Collegiate Learning Assessment or a similar assessment to measure student learning outcomes, foster a transparent student learning environment, and increase accountability of institutions of higher education.

(B) The Collegiate Learning Assessment will be administered to:

- (1) all incoming students prior to first enrolled semester;
- (2) all students who have completed 48 credit hours at or above the 100 level; and
- (3) all graduating students in the last semester of undergraduate enrollment.

(C) Students who meet the eligibility requirements but, due to extenuating circumstances are unable to sit for the examination may petition the Vice President for Academic Affairs for a deferment prior to the test date or no later than the final day of the semester in which the examination should have been taken. Students granted deferments will sit for the examination during the next administration following the end of the deferment.

(D) Failure to sit for the examination as scheduled, whether initially or following a deferment will result in denial of subsequent registration at all institutions of higher education. Students who have been denied registration due to failure to take the proficiency examination may apply for readmission after two academic terms (fall, spring, or summer). If readmitted, they must sit for the examination during the next administration. Failure to do so will result in immediate administrative withdrawal.

(E) Transfer students are subject to and must meet the proficiency examination requirements.

(F) Each university is authorized to charge students fees to cover the cost of retesting.

(G) Participation in the proficiency examination as scheduled constitutes an excused absence. The institutions of higher education will supply each student with a notice to that effect. Students required to participate in the proficiency examination process may not be penalized in either their courses or in official university activities. Students required to participate in the proficiency examination will be allowed to make up any class events, including quizzes and exams, given during their absence. Students must be assured equity by being given make up exams, quizzes/assignments of equivalent content and expectations and within a reasonable time of the excused absence.

(H) All institutions of higher education are required to report the results of the CLA to {insert appropriate state education board} in accordance with established reporting procedures.

(I) All institutions of higher education are required to publish individual student scores on their respective official transcripts.

Section 4. {Severability clause.}

Section 5. {Repealer clause.}

Section 6. {Effective date.}

Approved by the ALEC Legislative Board of Directors September 29, 2013.

Honest Transcript Act

Summary

The Honest Transcript Act looks to correct grade inflation by requiring all public colleges and universities to include on student transcripts—alongside the individual grade the student received for each class—the average grade given by the professor for the entire class. This would help potential employers learn whether a given high grade-point average signifies superlative talent or merely that the student completed undemanding courses.

The bill does not seek to make universities do anything differently; it only asks them to make transparent for students, parents, and taxpayers what it is they are doing.

Model Policy

Section 1. Title. This Act shall be known as the “Honest Transcript Act.”

Section 2. Definitions.

(A) In this Act:

(1) “Institution of higher education” means any public technical institute, public junior college, public senior college or university, public state college, medical or dental unit, or other agency of higher education as defined in this section.

Section 3. Average Grade Reporting on Transcripts.

(A) Subject to Subsection (C), all institutions of higher education shall include on each student’s transcript, for each course listed therein, the average grade as determined by Subsection (B).

(B) The average grade for each course shall be determined by averaging the final grades of all students that were:

(1) assigned a final grade for the same course at the same institution of higher education;

(2) assigned his or her final grade by the same professor or instructor; and

(3) assigned his or her final grade for the course during the same academic period.

(C) Institutions of higher education are exempt from the requirements of this section with respect to courses:

(1) for which the student to whom the transcript pertains is one of ten or fewer students that have received grades qualified for averaging under Subsection (B); or

(2) that are offered to students on a pass/fail basis or for independent study credit.

Section 4. Administration.

The {insert appropriate state education board} shall adopt rules necessary to administer the provisions of this Act, as soon as practicable after this Act takes effect.

Section 5. {Severability clause.}

Section 6. {Repealer clause.}

Section 7. {Effective date.}

Approved by the ALEC Legislative Board of Directors September 29, 2013.

Informed Student Document Act

Summary

To aid students and their parents, the Informed Student Document Act would publish the following outcomes by which a state's universities can be compared:

1. "Sticker-price" tuition relative to other institutions
2. Net price, after grants and scholarships, relative to other institutions
3. Retention rate relative to other institutions
4. Graduation rate relative to other institutions
5. Average student debt relative to other institutions
6. Loan repayment rates relative to other institutions
7. Employment potential relative to other institutions.
8. Average starting salaries for each academic major (gleaned from national employment surveys).

In addition to posting this information online, all potential applicants to a state college or university would receive this document in their application packet.

Model Policy

Section 1. Title. This Act shall be known as "Informed Student Document Act."

Section 2. Definitions.

(A) In this Act:

(1) "Institutions of higher learning" means any public technical institute, public junior college, public senior college or university, medical or dental unit, public state college, or other agency of higher education as defined in this section.

Section 3. Informed Student Document for Prospective Students and Their Parents.

(A) The {insert appropriate state education board} shall maintain for each institution to which this subchapter applies an informed student document that is designed for use by prospective students of the institution and their parents, but also available to the public, legislators and other interested policy makers.

(B) The informed student document required by this section must identify:

(1) the institutional grouping to which the institution is assigned under the {insert appropriate state education board} higher education accountability system; and

(2) the institution's in-state and out-of-state peer institutions.

(C) For purposes of this section, information required to be included in the informed student document regarding the institution's in-state or out-of-state peer institutions must be listed in the form of the average of that information for those institutions unless otherwise prescribed by {insert appropriate state education board} rule.

(D) The informed student document must include the following information relating to the institution for the most recent state fiscal year for which the information is available and compare that information to the same information for the state fiscal year preceding the most recent state fiscal year for which the information is available and the state fiscal year preceding the most recent state fiscal year for which the information is available by five years:

(1) under the heading "COSTS":

(a) the average annual total academic costs for a resident undergraduate student enrolled in 30 semester credit hours:

(i) at the institution; and

(ii) at the institution's in-state and out-of-state peer institutions;

(b) net annual total academic costs for a resident undergraduate student enrolled in 30 semester credit hours, after grants and scholarships:

(i) at the institution; and

(ii) at the institution's in-state and out-of-state peer institutions;

(c) average student debt:

(i) at the institution; and

(ii) at the institution's in-state and out-of-state peer institutions;

(d) loan repayment rates:

(i) at the institution; and

(ii) at the institution's in-state and out-of-state peer institutions;

(2) under the heading "STUDENT SUCCESS":

(a) the retention rate of first-time, full-time, degree-seeking entering undergraduate students:

(i) enrolled in the institution after one academic year and after two academic years; and

(ii) enrolled in the institution's in-state peer institutions after two academic years;

(b) the four-year, five-year, and six-year graduation rates of full-time bachelor's degree-seeking students:

(i) at the institution; and

(ii) at the institution's in-state and out-of-state peer institutions;

(c) the average number of fall and spring semesters of enrollment attempted by a student to obtain a bachelor's degree:

(i) at the institution; and

(ii) at the institution's in-state peer institutions;

(d) Collegiate Learning Assessment scores:

(i) at the institution; and

(ii) at the institution's in-state and out-of-state peer institutions;

(3) under the heading "EMPLOYMENT":

(a) employment potential:

(i) at the institution; and

(ii) at the institution's in-state and out-of-state peer institutions;

(b) job placement of students within the first three years of graduation; and

(c) income of college alumni over the first twenty years of their careers;

(4) under the heading "ADMISSIONS":

(a) the middle 50 percent test score range of first-time undergraduate students at the institution whose Scholastic Assessment Test (SAT) scores were in the 25th to 75th percentile of students' scores at that institution;

(b) the middle 50 percent test score range of first-time undergraduate students at the institution whose American College Test (ACT) scores were in the 25th to 75th percentile of students' scores at that institution

(c) the percentage of the students who applied for first-time undergraduate admission to the institution who were offered admission to the institution;

(d) the percentage of students admitted from the top ten percent of Texas high school class.

(E) It will be required for the prospective student or legal guardian of the prospective student to verify the entire informed student document has been read on the institution of higher education's website prior to the completion of the application for each institution of higher education.

(F) The powers and duties of {insert appropriate state education board} apply to the informed student document as outlined in {insert state higher education regulations if applicable}.

(G) The duties of institutions of higher education apply to the informed student document as outlined in {insert state higher education regulations if applicable}.

(H) The informed student document will be made available to the public, legislators and other interested policy makers on the {insert appropriate state education board website and the institution's website in accordance with procedures outlined in {insert state higher education regulations if applicable}}.

Section 4. {Severability clause.}

Section 5. {Repealer clause.}

Section 6. {Effective date.}

Approved by the ALEC Legislative Board of Directors September 29, 2013.