



Council on Instruction
Policy Workshop
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Educational Partnerships

Contents

- **Placement & Assessment Reforms**
- Math Pathways Update
- 3.20 Student Assessment and Remediation
- Reverse Transfer

Course Placement

Colleges and universities have traditionally placed students into developmental courses based on their performance on standardized tests.

The ACT minimum subject test scores for entry-level assessment:

Math	19
English	19
Science	19
Reading	19

The SAT minimum subject test scores for entry-level assessment:

Math	510
English	510
Reading	510

Purpose - Not Placement

Nationally, public institutions of higher education have developed a comprehensive intake process to discern students' academic goals, career goals and overall college readiness, including both academic and non-cognitive measures. Through this process, students can choose a broad area of study or more specific meta-major thereby enrolling in appropriate gateway courses, particularly in math, that will enable them to enter a program of study in their first academic year.

Multiple Measures

Standardized testing is no longer the primary means of assessing if a student is prepared for college-level coursework. Under a multiple measures approach, colleges and universities incorporate two or more criteria to determine course placement (mathematics and English). Criteria include but are not limited to high school GPA, high school courses, class ranking and degree of study.

Students should contact colleges or universities for specific information related to the use of multiple measures.

Multiple Measures

Students can demonstrate college readiness through a variety of measures:

- HS GPA
- Computer Placement Test
- ACT/SAT

A series of decision steps can also assist in determining the appropriate math course:

- How many years a student has been out of high school
- Student's intended major
- High school transcripts
- Non-cognitive assessments



The Corequisite Strategy

Single Semester

COREQUISITE
SUPPORT COURSE

COLLEGE LEVEL
GATEWAY COURSE

The corequisite course is focused on the content taught in the college-level course with background learning that either needs to be reactivated or built upon.

Engagement vs Remediation



Recitation classes **allow students to learn and review the material in a small group environment.**

This often fosters confidence in students to participate and ask questions in the class, without the pressure of a large audience.

Corequisite Models

- Additional class-time
- An additional class period or two
- Required lab with mentors

“Co-requisite Support” is a process in which students who are below college-ready in math, English or reading enroll in a gateway general education course and receive additional non-credit academic support. The non-credit academic support may include, but is not limited to, an additional course, tutoring, an online lab, and peer study groups.

Students should contact colleges or universities for specific co-requisite opportunities.

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Complete College America

- Goal to increase the number of degrees and certificates earned in Oklahoma by 67 percent by 2023.
- Multiple initiatives:
 - Institutional Degree Completion Plans/Academic Plans
 - 15 to Finish
 - Math Success Initiative
 - Reverse Transfer
 - Cooperative Agreement Programs
- CCA Summit:
 - Institutional teams - professional development
 - Webinar series focused on initiatives

A Pathways Approach in Math

Traditional math remediation:

All students must test out of -- or make it through -- the remedial algebra sequence, regardless of its relevance to their intended program of study

A pathways approach:

Colleges begin by asking *which* college-level math students will take for their program of study and whether Algebra is needed to be successful there.

Mathematics Reform

Historically, the algebra-to-calculus pathway has been the default college mathematics requirement for students. However, over the last decade it has become clear that this pathway doesn't reflect changes in the types of quantitative skills many students need in their lives and careers.

In response, OSRHE has implemented diversified mathematics pathways. These pathways help ensure that students enroll in mathematics courses that align with their degree of study and the needs of their future career.

New GE Options

“Gateway General Education Course” is an introductory collegiate course that fulfills a general education requirement in a core academic subject area and does not require a prerequisite course for enrollment. These commonly include, but may not be limited to, English Composition, Quantitative Reasoning, College Algebra, Introduction to Statistics, and Functions and Modeling.

New Gen Ed Math Options

Gateway mathematics course options include:

- **Quantitative Reasoning** – This course requires students to think critically and apply mathematics to interpret data, draw conclusions, and solve problems within a disciplinary or interdisciplinary context.

Degrees of study may include art, art history, elementary education, English, foreign language, history, music and theater.

- **Functions and Modeling** – This course models real-world problems with the intent of developing appropriate mathematics models and communicating results in a clear and effective manner.

Degrees of study may include accounting, business administration, economics, finance and marketing.

New Gen Ed Math Options

Gateway mathematics course options include:

- **Elementary Statistics** This course includes the analysis of data using descriptive statistics, summary statistics, probability and distribution with the intent of developing appropriate use of statistics and communicating results in a clear and effective manner,
Students should contact college for specific degree options.
- **Pre-Calculus**– This course is the first step in the pathway to calculus and is designed explicitly to develop the algebra skills needed for calculus.
Degrees of study may include engineering, chemistry, biology and other STEM majors.

Building on Change – CCMR

OSRHE and OKSDE continue to work with the Southern Regional Education Board and the College and Career Math Readiness course.

- **Project:** High School to College Mathematics Pathways
- **Goals:** The Mathematics Success work team charged with developing systematic, strategic conversations between high schools and colleges.

Building on Change – CCMR

College Career Math Ready is a free course designed for high school seniors who have completed Algebra I, Geometry, and Algebra II, and need a transition course to get them ready for college-level coursework.

The course emphasizes understanding of mathematics concepts rather than memorizing procedures. By engaging students in real-world applications, **College Career Math Ready** develops critical-thinking skills that students will use in college and their careers.

CCMR at SDE: <https://sde.ok.gov/ccmr>



#OKMathReady

Building on Change – ICAP

As high schools begin to implement the ICAP, colleges and universities are currently investigating ways to implement the ICAP as students enter into higher education.

(Eportfolio – high school transcripts – career exploration)

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3.20 Student Assessment and Remediation

3.20.1 Purpose

- Assessment of students fulfills two purposes:
 1. Improvement of teaching and learning; and
 2. Accountability and institutional effectiveness.
 - Course Placement
 - General Education
 - Program Outcomes
 - Student Satisfaction

3.20 Student Assessment and Remediation

3.20.4 Entry Level Assessment and Course Placement

- Students scoring below the ACT subject score minimum level will be reviewed with additional information, as approved by the State Regents, to determine the level of readiness for college-level course work. Another test is not required.
- Institutional entry level assessment programs should include an evaluation of past academic performance, educational goals, study skills, values, self-concept and motivation. A test is not required.

3.20 Student Assessment and Remediation

3.20.4.B Basic Academic Skills Requirements

- Students must begin remediation of basic academic skills deficiencies during the first semester and continue until prepared for college-level course work in the respective subject area.
- Students scoring below the ACT subject score minimum level will be reviewed with additional information, as approved by the State Regents, to determine the level of readiness for college-level course work or successfully complete developmental education in the subject area.

3.20 Student Assessment and Remediation

3.20.5 General Education Assessment

- This assessment is designed to measure the student's academic progress and learning competencies in areas such as communication, critical thinking, mathematics, reading, and writing.
- More than the general education course selection in the first half of the degree program.

3.20 Student Assessment and Remediation

3.20.6 Program Learning Outcomes

- Select instruments to assess learning outcomes for each degree program. Should assess higher level thinking skills in applying learned information. When available and appropriate, nationally standardized instruments will be used.
- All findings will be reported in program reviews as indicated in Academic Program Review policy. Results from nationally standardized instruments will be reported in the Annual Student Assessment Report.

3.20 Student Assessment and Remediation

3.20.7 Student Engagement and Satisfaction

- Student and alumni perceptions are important in the evaluation of academic and campus programs and services. Such perceptions are valuable because they provide an indication of the students' subjective view of events and services which collectively constitute their undergraduate experiences.
- Evaluations of student satisfaction can be accomplished via surveys, interviews, etc. Resultant data will be used for the improvement of programs and services.
- Current practices include NSSE, CCSSE, BCSSE, FSSE, SSI, SRI, IDEA Student Ratings of Instruction, SENSE.

3.20 Student Assessment and Remediation

3.20.8 Assessment Plan and Reporting

- To achieve the purposes of this policy and to accomplish effective and innovative State System assessment, every institution will maintain a current assessment plan that includes a minimum of the assessments required in this policy.
- The plan will be submitted to the State Regents for approval every five years or when substantive changes are made. Report all changes to staff to determine if substantive.

3.20 Student Assessment and Remediation

3.20.8 Assessment Plan and Reporting

- Annually, institutions shall submit to the State Regents a student assessment report containing information related to this policy and the institution's approved plan. Refer to the Academic Affairs Procedures Handbook for details regarding the reporting requirements.
- Due December 2, 2022.

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Reverse Transfer

- “Reverse Transfer” is a process in which credit hours earned by students after transfer to another institution may be applied to certificate or degree requirements at a previously attended institution or institutions. State Regents’ policies regarding requirements and standards for awarding an undergraduate certificate or degree shall apply.

Thank you for joining me today.



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