



To: House Committee on Education
From: Richard Donovan, Legislative Services Specialist
Re: House Bill 4128
Date: February 4, 2020

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Chair Doherty, Vice Alonso Leon and Helt, members of the committee:

On behalf of OSBA membership, including 197 school districts, 19 Education Service Districts, and 17 community colleges throughout the state of Oregon, thank you for the opportunity to testify in support of House Bill 4128.

For years, the Legislature has recognized the challenges facing Oregon students in the transition from high school to a college or university. The perils of this time, including personal independence, personal financial responsibility, and the challenge of a new learning environment, have been immediate enough that multiple bills over the years have sought to ease this transition. Consider the examples of: Senate Bill 254 (2011), which created an oversight system to support accelerated college credit programs; Senate Bill 222 (2013) established the Accelerated Learning Committee to explore programs that enable students to obtain college credits while still in high school; HB 2658 (2013) required community colleges to distribute information to public high school students; HB 2979 (2013) formed the then-most-current study on common course numbering for lower-division courses; and SB 418 (2015), which directed a study of the efficacy of state tuition-waiver programs for community college students. This area has been fertile ground for legislation.

However, the problem of remedial education, sometimes called developmental education, has been a challenge to Oregon postsecondary students this entire time. The methods by which a student is placed in college or university directly impacts achievement, including how likely a given student is to graduate or otherwise earn a credential. Best practices in this area, including the use of multiple measures, have been documented by national education experts, including the Education Commission of the States.

HB 4128 would move the methods of student placement forward. It would require the use of multiple measures and directly challenge a main source of students in need of remedial/developmental education. I encourage your support for HB 4128.