

HB 4128 -2 STAFF MEASURE SUMMARY

House Committee On Education

Prepared By: Alethia Miller, LPRO Analyst

Sub-Referral To: Joint Committee On Ways and Means

Meeting Dates: 2/5

WHAT THE MEASURE DOES:

Requires each public post-secondary institution (institution) to develop and use an assessment system to determine student eligibility to enroll in lower-division collegiate coursework in English or Mathematics. Sets requirements of assessment system, as specified. Directs an institution using a standardized assessment instrument to ensure that the assessment instrument is culturally responsive and not the primary weight for determining student eligibility. Allows the institution to require a student be placed in a course designed to prepare the student for a lower-division collegiate course in English or Mathematics if the assessment finds that with additional support the student is unlikely to be successful. Requires each institution report to the Higher Education Coordinating Commission a list of what measurements will be used in the assessment system no later than December 31, 2020. Repeals reporting requirement on July 2, 2021. Applies first to students enrolled in institutions during the 2021-2022 academic year. Declare emergency, effective on passage.

REVENUE: May have revenue impact, but no statement yet issued.

FISCAL: May have fiscal impact, but no statement yet issued.

ISSUES DISCUSSED:

EFFECT OF AMENDMENT:

-2 Directs only post-secondary institutions that use an assessment system to determine eligibility to enroll in lower-division coursework in writing or math to use with multiple measurements. Adds Assessment and Learning in Knowledge Spaces, known as ALEKS, to measurements that may be utilized. Changes assessment from “English” to “writing.”

REVENUE: May have revenue impact, but no statement yet issued.

FISCAL: May have fiscal impact, but no statement yet issued.

BACKGROUND:

During September 2018 through July 2019, REI Northwest worked with four Oregon community colleges to provide information on the effectiveness of multiple measure assessments. The study found that in most cases a higher proportion of students are passing college-level math and English by the end of their first academic year when assessed using multiple measures. Some cases show positive results for low-income students and students of color; therefore, it suggests multiple measures close the equity gaps in education.