House Bill 4128

Sponsored by Representatives HELT, DOHERTY; Representatives ALONSO LEON, BARKER, BONHAM, DRAZAN, HELM, LIVELY, NERON, SMITH DB, STARK, ZIKA, Senators DEMBROW, FINDLEY, ROBLAN (Presession filed.)

SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure as introduced.

Requires each public post-secondary institution of education to develop and use assessment system to determine student eligibility to enroll in lower-division collegiate coursework in English or mathematics. Sets forth requirements of assessment system.

Requires each institution to report to Higher Education Coordinating Commission list of what measurements will be used in assessment system no later than December 31, 2020.

Declares emergency, effective on passage.

A BILL FOR AN ACT

- Relating to academic courses at post-secondary institutions of education; and declaring an emer-2 3 gency.
- Be It Enacted by the People of the State of Oregon:
 - SECTION 1. (1) Each public post-secondary institution of education in this state shall develop and use an assessment system to determine student eligibility to enroll in lowerdivision collegiate coursework in English or mathematics. The assessment system must utilize multiple measurements.
 - (2) Measurements that may be utilized as part of the assessment system developed under subsection (1) of this section include:
 - (a) High school grade point average.
 - (b) A score on a high school equivalency test such as the General Educational Development (GED) test.
 - (c) Grades received in high school coursework related to the lower-division collegiate coursework in which the student seeks to enroll. High school coursework related to lowerdivision collegiate mathematics coursework may include courses in quantitative reasoning, statistics or advanced algebra.
 - (d) Standardized assessment instruments administered by the public post-secondary institution of education.
 - (e) Education or employment history.
 - (f) Qualitative assessments.
 - (3) If a public post-secondary institution of education chooses to include a standardized assessment instrument as one of the multiple measurements utilized in the assessment system developed under this section, the institution:
- (a) Must ensure that the standardized assessment instrument is culturally responsive; 25 and
 - (b) May not assign primary weight to the result of the standardized assessment instrument when determining student eligibility to enroll in lower-division collegiate coursework.

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- (4) A public post-secondary institution of education may require a student to be placed in a course designed to prepare the student for enrollment in lower-division collegiate coursework in English or mathematics only if the institution determines, based on the assessment system developed under this section, that even with additional academic support the student is unlikely to be successful in the lower-division collegiate coursework in which the student seeks to enroll.
- <u>SECTION 2.</u> No later than December 31, 2020, each public post-secondary institution of education shall develop and report to the Higher Education Coordinating Commission a list of the multiple measurements that will be included in the assessment system that the institution has developed and will use under section 1 of this 2020 Act.

SECTION 3. Section 2 of this 2020 Act is repealed on July 2, 2021.

<u>SECTION 4.</u> Section 1 of this 2020 Act first applies to the placement of students who first enroll at a public post-secondary institution of education in this state during the 2021-2022 academic year.

<u>SECTION 5.</u> This 2020 Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this 2020 Act takes effect on its passage.