

3.20 Student Assessment and Remediation

Purpose of Policy

3.20.1

Accountability to the citizens of Oklahoma and external accrediting bodies and continuous improvement of student learning and institutional effectiveness, measurable through assessment programs, are the responsibilities of the State System and each institution.

Policy Procedures

3.20.3 Principles

Each college and university shall assess student performance in achieving its programmatic objectives. Specifically, each institution will develop a plan, subject to State Regents' approval, for the evaluation of students at college entry to determine academic preparation and course placement, general education assessment to determine defined competencies, program outcomes assessment to evaluate the outcomes in the student's major, student engagement, and perception of program quality including satisfaction with support services, academic curriculum, and the faculty. Such evaluation criteria must be tied to stated program outcomes and learner competencies. Data at each level of assessment will be reported to the State Regents annually and will include detailed information designed to ensure accountability throughout the system (Note: Detailed information on assessment reporting guidelines is available in the Forms and Reference Information section).

Related Policy Information

The purpose of assessment is to maximize student success through the assessment process by the systematic gathering, interpretation, and use of information about student learning/achievement to improve instruction. The results of assessment contribute to and are an integral part of the institution's strategic planning and program review process to improve teaching and learning. Assessment is also one mechanism to monitor the effectiveness of the State System. Finally, student assessment is designed to contribute to: (1) assuring the integrity of college degrees and other educational activities/goals, (2) increasing the retention and graduate rates of college students, (3) enhancing the quality of campus life in general, and (4) encouraging high school students to improve their academic preparation for college.

To achieve the above goals, the State Regents implemented assessment requirements for institutions in the State System beginning Fall 1994.

Minimum subject test scores on the ACT are the “first cut” in assessing students’ knowledge levels. The appropriate subject test level for each area (one system score for each subject area) is set by the State Regents through staff work with ACT and the Council on Instruction.

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

Math	19
English	19
Science	19
Reading	19

Students not scoring the required ACT will be placed into courses consistent with the *Student Assessment and Remediation* policy.

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

Math	530 Math*
English	480 Evidenced Based Reading and Writing*
Science	N/A
Reading	480 Evidenced Based Reading and Writing*

* This score is valid for SATs administered on or after March 5, 2016. This score is based on College Board's Concordance Table that was published on May 9, 2016. It is subject to change.

Frequently Asked Questions

1. *Although it is expected that first-time applicants under 21 will present ACT test scores, many have not yet taken it. Is it permissible for the community colleges to use their institutionally approved assessment test as the first-cut test score for placement if the applicant has not taken the ACT?*

Unless the student is admitted under one of the State Regents' special admission provisions, i.e. adult admission, the State Regents' policy states that for admission to a community college a student has to "participate in the ACT program or a similar acceptable battery of tests is eligible for admission to any of the community colleges in the State System. Students utilizing a test other than ACT will have their scores converted to ACT equivalents." The SAT test is the only admission test with a concordance table to ACT.

2. *Are the ACT subscores of 19 required for college admission?*

No, the ACT subscores are an assessment/course placement requirement. The performance admission standards are unaffected by this policy change. Community colleges are, and will remain, open admission institutions.

3. *If a student has the appropriate number of high school units but doesn't have a 19 in that subject area, does the student have a deficiency?*

The student does not have a curricular deficiency, but he/she has to remediate in the weak subject area(s). The assessment procedure is an additional requirement to assist students to be prepared for collegiate level instruction.

4. *Is it mandatory to re-test students with an additional test after they have failed to meet the designated ACT subscore or may they be placed directly into developmental course work?*

In most cases an approved institutional assessment plan will identify a secondary testing procedure, but this is not mandatory, or allow for multiple measures of assessment for course placement. A student scoring below a 19 remediate deficiencies consistent with policy if no other evidence of proficiency is provided (such as secondary testing).

5. *May a student assume responsibility for taking college-level course work and have the requirement waived?*

No, students must provide evidence of proficiency in each subject area or successfully complete a remedial course.

6. *Will the ACT subscore in reading waive a high school history course deficiency?*

No, students with a history deficiency will be required to take an additional collegiate three-hour history course.

7. *Are AAS and certificate students subject to a 24 hour limit on enrollment if deficiencies are not satisfied?*

Not by State Regents' policy. However, it is advantageous for students to take basic skills courses early in their college career to prepare them for the college-level work to follow.

8. *Should remedial/developmental courses be included when determining the maximum 24 hours in which students should remediate?*

Only college-level work can be included in 24 hours.

9. *Can the GED be utilized as another measure?*

No, GED subtest scores may not be utilized to remediate curricular requirements.

10. *May a receiving institution assume that a transfer student with over 24 hours of college-level course work has remediated any curricular deficiencies from both their high school and from their ACT area scores?*

Prior to the State Regents' 1994 policy revisions, an institution could assume that curricular deficiencies were remediated for students with more than 24 credit hours. Now, students have additional time to remediate and that assumption is no longer true. Additionally, a student could have attended two or more institutions (the second school as a transfer probation student), thus allowing more than 24 hours to remediate deficiencies.

11. *To remediate a 2 unit deficiency, does it take 2 appropriate remedial or college level courses to remediate the deficiency?*

Yes, it takes 2 courses in the appropriate subject areas.

12. *What are the four guided electives?*

The four guided electives referred to in earlier versions of this policy refer to the current three units allowed in the "other" category and the citizenship skills requirements. In 1992, the COI approved policy language with 11 required units in English, mathematics, science, and history with four liberal arts and sciences elective units. The State Regents revised the policy to require one unit of citizenship skills. The current policy includes the citizenship skills requirement in the "History and Citizenship Skills" category.

Approval and Revisions

Adopted October 4, 1991. Revised April 15, 1994; June 28, 1995; June 28, 1996; June 29, 2006; and October 22, 2015.

The April 15, 1994 revisions added a section requiring concurrently enrolled high school students to meet assessment requirements before enrolling in courses in each subject area.

The June 28, 1995 revisions defined graduate student assessment and removed secondary assessment for concurrent students.

The June 28, 1996 revisions included requiring all concurrently enrolled high school students to meet the same requirement, including those from accredited high schools, private non-accredited high schools, and home schooled students.

The June 29, 2006 revisions included changing the term “mid-level” assessment to “general education” assessment and moving specific reporting requirements to this handbook.

The October 22, 2015 revisions combined the two policies into one and incorporated changes to align with current terms used nationally regarding student assessment and remediation. The Remediation policy was deleted due to its incorporation into the Assessment policy to create a single policy document addressing both assessment and remediation of student learning.

Related Policies

3.9 Institutional Admission and Retention