

Oregon State Board of Education

August 17, 2016

<p>SUBJECT: House Bill 2681 Final Report to Legislature STAFF NAME & OFFICE: Derek Brown, Office of Learning; Lisa Reynolds, Office of Community Colleges and Workforce Development, Higher Education Coordinating Commission</p> <p>SUMMARY: Adopt final House Bill 2681 report to legislative assembly.</p> <p><input type="checkbox"/> New Rule <input type="checkbox"/> Amend Existing Rule <input type="checkbox"/> Repeal Rule</p>	<p><input type="checkbox"/> Consent Agenda</p> <p><input type="checkbox"/> First Reading</p> <p><input checked="" type="checkbox"/> Action (Adoption)</p> <p><input type="checkbox"/> Information</p>
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BACKGROUND

House Bill 2681 (2015) directs the State Board of Education and the Higher Education Coordinating Commission to convene a work group of stakeholders to recommend effective processes and strategies for placing students in community college, including consideration of whether to use a statewide summative assessment for students who are entering a community college directly after high school. The legislation requires the State Board of Education and the Higher Education Coordinating Commission to jointly submit to the interim legislative committees on education a preliminary report based on the work group’s efforts on February 1, 2016 and a final report with recommendations for legislation based on the work group’s efforts on September 15, 2016. The preliminary report was submitted as required.

The attached document contains the final report specified above. This report provides an overview and compilation of the activities undertaken and information gathered by the HB 2681 workgroup and agency staff in support of the prior recommendation for community colleges to move toward using a system of multiple measures for placing students in community college coursework.

The report begins with demographic data on student enrollment in developmental education in Oregon community colleges. A spotlight focus on English Language Learners highlights the share of this demographic group who enrolled in developmental education; the value of multiple measures as a means to better serve English Language Learners is discussed.

In addition to a focus on the use of the statewide summative assessment in placement, other measures discussed in the report include the use of other standardized test scores, high school information, and new measures including the new GED, writing Work Samples, and noncognitive measures. Results of a placement processes and policies survey administered to community colleges are provided.

The report concludes with recommendations regarding data collection and research to evaluate the effectiveness, impact, and costs of community college placement reform efforts.

The report also contains the following appendices:

- The HB 2681 preliminary report
- A chronicle of the work of the Developmental Education Redesign Placement Work Group

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- A research memorandum about the results from the placement processes and policies survey administered to community colleges
- A memorandum about higher education and Smarter Balanced testing from Ben Cannon, Executive Director of the Higher Education Coordinating Commission

The work group meetings continued through March and in May a placement processes and policies survey survey was administered to community colleges to collect information on the implementation of various assessment and placement approaches. In April and July, workgroup members worked to broaden the state's conversation on community college placement to include additional stakeholders by presenting at two statewide conferences. The final report was finalized in early August.

The Student Success and Institutional Collaboration Subcommittee will review the report and provide an adoption recommendation to the full Higher Education Coordinating Commission during its August 4, 2016 meeting. The Higher Education Coordinating Commission will review the report during its August 11, 2016 meeting for adoption. Since there is not a joint board and commission meeting scheduled and the Higher Education Coordinating Commission meets prior to the State Board of Education meeting, should the State Board of Education require additional edits in order to adopt the report, or should the State Board of Education choose not to adopt the report, this information will be sent to the Higher Education Coordinating Commission for their consideration.

SUMMARY OF PREVIOUS BOARD ACTION

The State Board reviewed and approved the HB 2681 preliminary report in January 2016. During this presentation, the State Board asked the presenters to discuss how community colleges share data on student placement when students transfer. Additionally, the State Board requested additional information about demographic data for students impacted be included in the final report.

POLICY ISSUE OR CONCERNS

A research agenda which provides evidence for decision-making on the use of various measures will be vital to evaluate the impact of reform efforts on increasing access and success of all community college students. Currently, though, limited demographic information, as well as longitudinal information, constrains our understanding of the placement, outcomes, and potential interventions to better support our student populations in their pursuit of postsecondary education.

Research questions to consider include:

- What is the predictive validity of various measures on students' college performance? How might
- predictive validity vary by student characteristics that have implications for equity?
- Do changes in placement policy increase college access and success? What are the equity
- implications of the changes?

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CHANGED SINCE LAST BOARD MEETING? (IF APPLICABLE)

- N/A; first read—hasn't been before board
 No; same as last month
 Yes – As follows:

The HB 2681 preliminary report presented to the SBE in January 2016 provided an update on the work that had been completed to that point. Additional work has been completed since January, and this information, including the final recommendations, is included in the final report.

EFFECT OF A “YES” OR “NO” VOTE (AS APPROPRIATE)

EFFECT OF YES VOTE:

If the board adopts this report, it will be submitted to the legislative assembly on behalf of the State Board of Education and the Higher Education Coordinating Commission by September 15, 2016, as required by section 3 of House Bill 2681. If the board does not adopt the report as it was submitted but instead wants to make edits, those edits could be sent to Higher Education Coordinating Committee for their review and these edits would need to be adopted by the board and commission. If both the board and the commission adopt the edits, the report could be sent to the legislative assembly on behalf of the State Board of Education and the Higher Education Coordinating Commission. The timeline of submitting the report by September 15, 2016 would require that this process be expedited.

EFFECT OF NO VOTE:

If the board does not adopt this report, the report will not be able to be submitted to the legislative assembly in accordance with Section 3 of House Bill 2681. Section 3 requires that the report be jointly submitted by both the State Board of Education and the Higher Education Coordinating Committee by September 15, 2016.

STAFF RECOMMENDATION

- Approve Approve next month No recommendation at this time

Hearing Date:

Prompted by:

- State law changes Federal law changes other

House Bill 2681 (2015)

ATTACHMENTS (e.g., OAR with “track changes” ...)

Attachment 1: House Bill 2681 Community College Course Placement Final Report