COURSE PLACEMENT & MULTIPLE MEASURES

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Improving our future by degrees

HIGHER EDUCATION REFORM

Over the past several years, faculty, staff and administrators at Oklahoma's colleges and universities have worked hard to ensure that every Oklahoman who desires a college education has the support to achieve that goal. Higher education is not about making a certain score on a test, it's about meeting each student where they are. To that end, we have engaged in innovative work to assess each student holistically. Higher education has moved beyond a heavy reliance on college admission testing; while these tests are a valuable tool in determining a students' college readiness, they are only one of many. We now look at a variety of factors in college admission and course placement, such as high school GPA and course rigor. These measures, as well as those described in detail below, enforce the idea that students are individuals, not test scores.

Purpose — Not Placement

Nationally, higher education has developed a comprehensive intake process to discern students' academic goals, career goals and overall college readiness, including both academic and non-cognitive measures. Through this process, students can choose a broad area of study or more specific meta-major, thereby enrolling in appropriate gateway courses, particularly in math, that will enable them to enter a program of study in their first academic year.

Multiple Measures

Standardized testing is no longer the primary means of assessing if a student is prepared for college-level coursework. Under a multiple measures approach, colleges and universities incorporate two or more criteria to determine course placement (mathematics and English). Criteria include, but are not limited to, high school GPA, high school courses, class ranking and degree of study.

Remediation Reform

Oklahoma's higher education institutions have implemented co-requisite supports to replace traditional remediation models. Co-requisite remediation is a critical component of a comprehensive student success strategy for those traditionally deemed unprepared. The co-requisite model allows students to enroll in college-level gateway courses while receiving the just-in-time support they need to master the subject.

There are many different approaches to co-requisite support that have proven to dramatically increase success rates in college-level courses. While there are differences in approach, all are designed to provide students more time on task on the content and skills that are essential for success in the college-level course.

"Co-requisite Support" is a process in which students who are below college-ready in math, English or reading enroll in a gateway general education course and receive additional non-credit academic support. The non-credit academic support may include, but is not limited to, an additional course, tutoring, an online lab, and peer study groups.

For more information about multiple measures and co-requisite support, contact Dr. Rachel Bates, OSRHE Associate Vice Chancellor for Educational Partnerships, at rbates@osrhe.edu.

Students should contact colleges or universities for multiple measures and specific co-requisite opportunities.