

Resolution FY 2015-03

Adoption of the Uniform Standards for Remediation-Free Status

WHEREAS, the General Assembly in HB 153 required the presidents of all state institutions of higher education to establish uniform statewide standards in mathematics, science, reading and writing that each student enrolled in a state institution of higher education must meet to be considered in remediation free status, and

WHEREAS, the presidents of the state institutions of higher education established Uniform Standards for Remediation-Free Status, and

WHEREAS, the Board of Trustees of each state institution is required to adopt the Uniform Standards for Remediation-Free Status and any required assessments into the institution's policies.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Edison Community College hereby adopts the Uniform Standards for Remediation-Free Status, any required assessments and any future modification of the Uniform Standards for Remediation-Free or required assessments.

FURTHER BE IT RESOLVED that the Board of Trustees adopts the attached Recommended Assessments to Determine College Readiness/Remediation-Free Status in English Language Arts Literacies, Math and Science, as passed by legislature in December of 2013.

September 24, 2014

**Recommended Assessments to Determine College Readiness / Remediation-Free Status
in English Language Arts Literacies**

English Assessments for Placement into English Composition

Assessment	Threshold Score*
ACT	18 English Exam
SAT	440 Writing

Reading Assessments for Placement into All First Level Transfer Credit-Bearing College Courses

Assessment	Threshold Score*
Enhanced ACT Reading Score	21
SAT Reading Score	450

*Admitted students achieving or exceeding the English and Reading scores on this page are guaranteed exemption from placement into non-credit remedial courses on the basis of English Language Arts (ELA) literacies and are guaranteed exemption from requisite institutional placement testing for purposes of remedial placement based on ELA literacies.

It is emphasized that institutions are not required to place students scoring below the threshold score into remedial courses. Students scoring below the threshold score are subject to institutional placement procedures to gain eligibility to enroll in credit-bearing courses. Such procedures could include but not be limited to review of high school grade point average, a writing assessment, and a review of previous college work.

It is recommended that institutional policies provide for innovative, effective models of academic support for students scoring below the threshold scores, including supplemental instruction, co-enrollment in credit-bearing courses, and/or refresher courses delivered in a module format.

**Recommended Assessments
to Determine College Readiness / Remediation-Free Status
in Math and Science**

Of note, the threshold Math ACT score included in these recommendations differs from the Math/Science panel recommendation of an ACT Math threshold score of 24. OCRAC discussed the wide range of credit-bearing Math courses that meet program and degree requirements for students who do not major in Science/Technology/Engineering/Math/Medicine (STEMM) programs. OCRAC recommends a Math ACT threshold score of 22, and strongly recommends that further statewide work on placement practices examine the need for

differentiated Math threshold scores for STEMM and non-STEMM majors.

OCRAC's recommendation of an ACT math score threshold of 22 signals the need for institutions to design and offer non-remedial general education mathematics or other quantitative and logical analysis courses that meet degree program requirements. Such courses could include liberal arts math, contemporary math, logic or quantitative reasoning, technical or applied math, finite math, or elementary statistics among others.

English Assessments

Assessment Threshold	Threshold Score*
ACT	18 English Exam
SAT	430 Writing 450 Critical Reading

Reading Assessments

Assessment	Threshold Score*
Enhanced ACT Reading Score	21
SAT Reading Score	450

Math Assessments

Assessment	Threshold Score*
ACT Math Sub-Score	22
SAT Math Score	520

*Admitted students achieving or exceeding these scores are **guaranteed exemption from placement into non-credit remedial courses and are guaranteed exemption from requisite institutional placement testing for purposes of remedial placement.**

It is emphasized that institutions are not required to place students scoring below the statewide threshold score into remedial courses. Students scoring below the threshold score are subject to institutional placement procedures to gain eligibility to enroll in credit-bearing courses. Such procedures should include review of high school grade point average and other assessments, and a review of previous college work.

Science Assessments for STEM Majors

To assess a prospective STEM major's preparedness for success in college level courses, it is important to assess their math abilities, reading comprehension, and science reasoning skills. The Math and Science Panel does not recommend setting a threshold score for the ACT Science exam, as the focus of this assessment is on science reasoning and not science content, thereby making the assessment redundant to the reading comprehension assessment.

For STEM majors, there is significant advantage in mastering some core chemistry content to be considered ready for the first college level chemistry courses. To determine whether students are ready for success in college level science courses for majors, an assessment

is needed to determine if they have mastered the science content; however, such an assessment that is appropriate, readily available for use at the high school level, and affordable is not currently available. The Ohio Department of Education plans to institute end-of-course assessments for Physical Science and Biology high school courses to be administered in 2014-15 and will likely develop end-of-course assessments for Chemistry and Physics courses subsequently. The Math and Science Panel recommends that these end-of-course assessments be adopted as indicators as soon as they are available.

Until better assessments of science content knowledge are available, the Math and Science Panel recommends that campuses be allowed to use their own assessments of science content to supplement the other sources of information such as ACT scores, high school grade point average (GPA), and other indicators of college readiness in determining the college readiness in science for STEM majors.

Assessing College Readiness in Cognitive and Non-Cognitive Skills

In addition to mastery of content knowledge, to be college ready in the 21st century, students must demonstrate mastery of cognitive learning strategies, responsibility for their own learning, time management, study skills and habits, critical thinking abilities and non-cognitive skills required for postsecondary success. Mastery of these skills is included as a key part of a multifaceted college readiness definition for Ohio students.

It is recommended that colleges and universities administer **authentic assessments** of college readiness in order to ensure students are best positioned for success when beginning their postsecondary experiences. Authentic assessments confront students with the kinds of problems they will encounter as college students and subsequently as professionals and engaged citizens. In authentic assessments, students are required to draw upon a wide variety of skills, accessing and drawing meaning from multiple information sources to develop cogent responses (Austin, 2010)¹. Authentic assessments must be based on a multi-faceted definition of college readiness, and if used effectively, can help reform the placement process in colleges and universities.

Multiple-Measure Assessment Approach

College and work readiness in math, reading, and writing must be determined through the use of multiple-measure assessment approaches that include evaluation of key academic and nonacademic risk factors. Effective placement relies on effective assessment of student learning and performance on tasks directly related to the tasks students will be doing in the courses into which they are placed. Effective assessment practices must consider multiple measures, including but not limited to high school performance, ACT scores, previous college experience, and non-cognitive assessments.

Assessing Non-Cognitive Skills

Non-cognitive skills include a range of behaviors that reflect greater student self-awareness, self-monitoring, and self-control—study skills, work habits, time management, help-seeking behavior, and social problem-solving skills. Meeting the developmental demands of

college requires behavioral, problem-solving, and coping skills that allow students to successfully manage new environments and the new academic and social demands of college².

It is strongly recommended that institutions implement **authentic assessments** of students' non-cognitive skills among the multiple measures employed to determine optimal placement and support measures for student persistence and success. While the results of assessment of noncognitive skills should not place a student into remedial coursework, they should be used to inform individualized planning for targeted support and resources to strengthen identified skills requiring strengthening.

Available assessments of non-cognitive skills include the Noel-Levitz College Student Inventory (CSI) and integrated assessment, and the Grit-S Assessment (Duckworth, A., & Quinn, P., 2009). Duckworth, Peterson, Matthews, and Kelly (2007) introduced the construct of grit, defined as trait-level perseverance and passion for long-term goals, and showed that grit predicted achievement in challenging domains over and beyond measures of talent.

In addition to non-cognitive assessments, a number of advising software packages are available to support individualized academic planning to support persistence and completion.

UNIFORM STATEWIDE STANDARDS for REMEDIATION-FREE STATUS
Established by the Presidents of Ohio's Public Colleges and Universities
December, 2012

Language in HB 153 (FY12-FY13 operating budget bill):

Section 3345.061 (F) Not later than December 31, 2012, the presidents, or equivalent position, of all state institutions of higher education, or their designees, jointly shall establish uniform statewide standards in mathematics, science, reading, and writing each student enrolled in a state institution of higher education must meet to be considered in remediation-free status. The presidents also shall establish assessments, if they deem necessary, to determine if a student meets the standards adopted under this division. Each institution is responsible for assessing the needs of its enrolled students in the manner adopted by the presidents. The board of trustees or managing authority of each state institution of higher education shall adopt the remediation-free status standards, and any related assessments, into the institution's policies. The chancellor shall assist in coordinating the work of the presidents under this division.

For the purposes of the following standards and assessments, a student deemed remediation free in a subject will be eligible to enroll in a college credit-bearing course in that subject, including dual enrollment and Postsecondary Enrollment Option courses. These remediation-free standards and thresholds are not intended to replace institutional placement policies. Each institution may adopt and implement placement policies to ensure that each student is provided the best opportunity to succeed in his/her course of study. Admitted students who are deemed remediation free are still subject to any pre-requisite and placement testing requirements for

specific academic programs. The standards, expectations, and assessment thresholds in this document are recommended for implementation beginning with the Summer 2013 academic term.

College Readiness Indicators – assessment thresholds to guarantee “remediation free” status at any public post-secondary institution in Ohio

A student who meets or exceeds the following thresholds will be deemed as remediation free and eligible to enroll in a college credit-bearing course at any of Ohio’s public institution of higher education.

Readiness Area	ACT	SAT	Accuplacer	COMPSAA
English Sub Score	18 (or higher)	Writing 430 (or higher)	Sentence Skills 88 or > 5 on Writeplacer	This assessment is not recommended.
		Critical Reading 450 (or higher)		Reading Scale Score 88
Reading Sub Score	21 (or higher)	450 (or higher)	80	Reading Scale Score 88
Mathematics Sub Score	22 (or higher)	520 (or higher)	108EA or 69CLM	Algebra Scale Score 52

- *Until better assessments of science content knowledge are available, institutions should continue to use their own assessments of science content to supplement the other sources of information such as ACT scores, high school grade point average (GPA), and other indicators of college readiness in determining the college readiness in science.*
- Assessment exam scores will be valid for two years from the completion of that assessment, after which institutions may require students to repeat an assessment to determine the currency of their college readiness.
- Institutions are not required to place students scoring below the threshold score into remedial courses. Students scoring below the threshold score are subject to institutional placement procedures to gain eligibility to enroll in credit-bearing courses. Such procedures could include but are not be limited to: review of high school GPA, a writing assessment, and a review of previous college work.
- These remediation-free thresholds are not intended to determine eligibility for admission to any college or university. Each institution has its established admission requirements.

Admitted students who have achieved or exceeded these scores are guaranteed exemption from institutional placement into noncredit remedial courses.

- These remediation-free standards and thresholds are not intended to replace institutional placement policies. Admitted students who are deemed remediation free are still subject to any pre-requisite and placement testing requirements for specific academic programs. Similarly, placement testing may be required for students who do not achieve the remediation-free threshold, to determine the appropriate initial class – which may be a for-credit class if indicated by the placement examination.