

FINAL BILL REPORT

SB 5712

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Synopsis as Enacted

Brief Description: Encouraging community colleges to use, and inform students of the use of, multiple measures to determine the need for precollege courses.

Sponsors: Senators Kohl-Welles, Bailey, McAuliffe, Frockt, Murray, Baumgartner and Keiser.

Senate Committee on Higher Education
House Committee on Higher Education

Background: In 2010-11, of the 20,575 high school graduates that entered the community and technical college system, 57 percent, a total of 11,633, of these students enrolled in at least one precollege course. Fifty-one percent enrolled in a pre-college math class. Nineteen percent enrolled in writing classes. Eleven percent enrolled in a reading or coordinated reading and writing class. The non-college-level credits from precollege courses do not count toward a degree.

Currently, many colleges in Washington use placement assessments to place students in the appropriate course level. The COMPASS, which is computer adapted, and the ASSET, which is paper and pencil, are assessments that evaluate a student's skill level in reading, writing skills, writing essay, mathematics, and English as a Second Language. The ACCUPLACER is a suite of computer adaptive assessments in English, reading, and mathematics to also help determine course placement.

The State Board for Community and Technical Colleges (SBCTC) has general supervision and control over the state system of community and technical colleges. Currently, SBCTC has a number of initiatives in place to reform precollege education. One effort includes looking at a variety of approaches and options for an assessment and placement system into precollege classes.

Summary: SBCTC must encourage colleges to use multiple measures to determine whether a student must enroll in a precollege course including, but not limited to, placement tests, the SAT, high school transcripts, college transcripts, or initial class performance.

SBCTC must also require colleges to post information about available options for course placement on their websites and in admissions materials.

Votes on Final Passage:

This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not a part of the legislation nor does it constitute a statement of legislative intent.

Senate 49 0
House 90 3

Effective: July 28, 2013.