***COUNCIL OF***

***DIRECTORS OF STUDENT ACADEMIC SERVICES***

**MINUTES**

**September 16, 2020**

**Zoom**

**10:30 a.m. – 12:00 p.m.**

Inattendance:Laurie Beets,Chris Bingham, Larry Burns, Ramya Chandrashekar, Amy Gazaway, Ebonie Hill, Nick Holmes, Diane Jones, Cheryl Kleeman, James Knecht, Marissa McIntyre, Marilyn Middlebrook, Lance Millis, Linda Millis, Beverly Morris, Rita Peaster, Libby Reigh, Sky Rogers, Shawn Rose, Kristi Seuhs, Candace Thrasher, Deb VanOverbeke, Robin Wilson and Jeanette Mendez, Chair.

1. **Grades First / New CRM Committee – Jeanette Mendez**

Directors were asked to consider serving on a Grades First working group. These individuals should be very familiar with the current system, as well as have recommendations regarding improvements. Committee members are as follows:

Nick Holmes UCA

Marissa McIntyre SSB

Shawn Rose CAS

Kristi Seuhs EHS

Deb VanOverbeke AG

Rita Peaster Registrar

Ebonie Hill Honors

James Knecht UAT

Beverly Morris Tulsa

Sarah Ayres CEAT

1. **Transfer Retention and Transfer Shock Presentation – Cheryl Kleeman and Ramya Chandrashekar**

Transfer students are trending. 40.8% of the 2.8 million post-secondary transfer students started at a public 2-year community college. Students moving between institutions is increasing. Transfer students are very diverse – students of color, veterans, commuters, adult learners, coming from multigenerational homes. OSU has built an institution around the Freshman student ideology, but now we need to create a more significant opportunity for transfer students, as opposed to the reactionary method of considering transfer students as just an additional layer of students. Considerations should include:

* Transfer shock – initial decrease in GPA
* Course transferability – crucial part of transfer student success lies on established existence of transfer articulation agreements
* Institutional structure and policies – many to navigate – state laws and regents’ policies as well as individual university policies
* Student development
  + Identity
  + Developmental vectors – developmental competencies in all areas of life
  + Transition theory – student stress when processing thru changes within their environment

In order for OSU to become more transfer receptive we need to place a higher priority on the transfer student, provide access to individualization and acknowledge their life experiences. Student engagement requires high impact practices (educationally purposeful tasks to engage students academically) and academic integration. Currently for the transfer population at OSU, the average GPA for an incoming transfer student is 3.16, the graduate rate is 63 to 66% and the retention rate is 81% after the first year. It also should be noted that it takes the transfer student on average about 6 years to complete their degree.

Because 74% of OSU’s transfer students are from Oklahoma, we must continue to build healthy relationships with Oklahoma community colleges. In an effort to reach these community colleges, the Transfer / Veteran Student Success Center was created in 2015 to promote seamless transfer into OSU. This office addresses the following:

* Transfer student success – integration, engagement and support
* Student veteran success – serve active duty military, reservists, guardsmen, veterans and military affiliated students
* Transfer academic support – building relationships with Oklahoma community colleges

Several recent achievements at the Transfer and Veteran Success Center are listed below:

* Adoption of the OSU Transfer Pathway Program and S.T.E.P. Initiative
* Establishment of 50+ transfer agreements for the 2019-2020 school year,
* Ranking 2nd in Retention and Graduation Rates from the Department of Veteran Affairs.

The more we work collaboratively to create centralized resources and develop a transfer acceptance culture, the easier it will be to attract transfer students.

1. **New Student Survey of Instruction Pilot – James Knecht**

A working group was created to update the student survey of instruction (SSI). The draft was presented to Faculty Council in April. FC expressed their approval but were concerned that the survey update would not be fully approved by campus administration by the end of Fall 2020. A pilot version was approved for use for the Fall 2020 semester. A final approval will be discussed at a future Faculty Council meeting.

1. **ACT Updates to the ELPA Guide – James Knecht**

SAT scores have officially been added to the ELPA guide. Super scores will now appear in the ACT line in addition to the individual sub scores and composition score. The Board of Regents changed the verbiage from “developmental education” to “remediation”. J. Knecht encouraged DSAS members to share the new guide with advisors. (See attached Guide to Entry Level Placement Assessment (ELPA) Updated 9-16-20)

L. Burns added that Institutional Research and Analytics (IRA) is in the process of developing a new ELPA score for every area that will include zero reliance on the SAT or ACT score. The new ELPA score would only use information from high school or from a previous institution. Logic is being built into the system to accommodate no ACT / SAT score.

1. **Student Enrollment Communications – Rita Peaster**

Timeline for Spring 2021 enrollment:

* Sixth week of Fall 2020 semester Registrar’s Office (RO) will add advisor holds
* Viewing of the class schedule will be delayed by three weeks to allow RO to update the class schedule to accommodate social distancing and determine which classes will be in person vs. online vs. hybrid.
* Class schedules will be available by October 12
* Priority enrollment will begin November 9

The Registrar’s Office will submit communication to students with the following information:

* Week of September 23:
  + When spring class schedules will be viewable (October 12)
  + Where to find spring enrollment dates
* Week of October 12:
  + Spring class schedules are viewable
  + Plan Ahead feature is available
  + Time to schedule appointment with advisor
  + Enrollment begins November 9
  + Tips for a successful enrollment process

R. Peaster will be working with Erin Petrotta of Brand Management to include this information in their student communication.

1. **Reserve Transfer Update – Rita Peaster**

Between OSU and NOC – reverse transfers have increased 70% for 2019-2020 year. We need to encourage outreach to other institutions in the state as well. Significant takeaway from this year is as follows:

* Early identification of the potential reverse transfer students
* Proactive outreach to students to send transcript to previous institution
* Printing transcripts earlier in the semester before holds have been placed
* Website to explain this process and how it helps. Refine for future

1. **2021 Scholarship Deadline Updates – Libby Reigh**

Many students have not been able to complete standard tests for Fall 21 acceptance. The GPA scholarships proposal has not been approved by upper administration, which means test scores are still required for scholarships. The 11-1-20 opportunity deadline for scholarships has been removed, and the new priority date is now 2-1-21. For those students who have been able to test, there will be some funds available in an effort to remain competitive. The exception report that indicates the number of students admitted through the exception process has increased to 201 students. About one third of applicants have been unable to test due to COVID.

1. **Financial Aid Update – Linda Millis**

The Office of Scholarships and Financial Aid (OSFA) will be meeting with colleges regarding change in scholarship deadline date of 2-1-21 and how that change will affect scholarships. In addition students may begin their Fall 2021 FAFSA application on 10-1-20. Federal Financial Aid awards will be made the first week in December. The Office of Admissions will be encouraging students to apply now. As of this date, OSFA has distributed $125,783,483.00 in loans, grants and scholarships.

1. **Other**
   * Directors expressed concern with excessive amounts of academic alerts that are currently being submitted. There appears to be a duplication of alerts.

How to close cases in STAR *“recommend whenever your advisors encounter multiples of the same alert that they add in a comment of duplicate alert and then mark the duplicate cases as closed. That way they are moved to the Closed Cases section on the student profile pages, and only new or open alerts appear under the Open Cases section. Doing so can also help when they run reports since they can use the “cases” report and sort by open or closed (as well as see the duplicate alert message in the comments field).”*

* + Unintended consequences have occurred regarding the Fall 2020 attendance policy and now students are not attending class. There has been a significant amount of confusion regarding attendance.
  + Miscommunication to students regarding hybrid
    - Focus on “class participation” instead of “attendance optional”
    - Messaging will be approved by Student Success Council, Instruction Council and Provost.
    - Concern that students are not engaged and may end up on academic suspension or probation list
  + C. Thrasher recommended that the message to faculty the tenth week of the semester regarding academic alert be revised to address above-mentioned concerns. A draft will be submitted to the directors for recommendations.

Meeting adjourned at 11:46am

Minutes were recorded by C. Thrasher and K. Roark

# **Guide to Entry Level Placement Assessment (ELPA)**

Every first-time entering OSU student (all new freshmen and new transfer students with fewer than 24 hours) is provided an **Entry Level Placement Assessment (ELPA) Report** (see the last page of this document for a sample: [^Sample ELPA Report](#ELPAReport)) with the student’s academic data, predicted grades in four subject areas (English, mathematics, reading, and science), and recommendations for course placement. The predicted grades in entry level courses at OSU are based on multiple regression formulas generated by the ELPA program. Course placement recommendations are limited to evaluating student preparedness for college-level coursework or the need for developmental (0-level) coursework. The recommendations for course placement follow OSU guidelines that have been approved by the Oklahoma State Regents for Higher Education (OSRHE).

The ELPA Report is intended to be an advising tool that summarizes information needed for course placement. Advisors will also need other information to properly advise most students, including the student’s complete high school transcript [and college transcript(s), if applicable], personal considerations, and career plans.

OSRHE policy on Student Assessment and Remediation states the following concerning “Basic Academic Skills Requirements” as part of “Entry Level Assessment and Course Placement”:

Student competency may be demonstrated and deficiencies removed in basic academic skills English, mathematics, reading and science—through the use of State System ACT/SAT scores, or high school assessments predictive of college course success. Institutions may, within their approved assessment plans, establish higher standards by requiring additional testing of those students meeting or exceeding the minimum ACT/SAT subject test score requirement. The system ACT/SAT subject scores are reviewed by the State Regents and communicated annually. Each institution will use measures for course placement as approved by the State Regents.

A student scoring below the ACT/SAT subject score minimum level will be reviewed with additional information, as approved by the State Regents, to determine the level of readiness for college-level course work or complete remediation in the subject area. A student who is not college ready must begin remediation of basic academic skills deficiencies during the first semester and continue until prepared for college-level course work in the respective subject area. Institutions are responsible for directing students to complete remediation within the first year or 24 college-level credit hours. The president or the president’s designee may allow exceptions on an individual basis for students with extenuating circumstances. All exceptions will be reported to the State Regents. (*OSRHE policy* 3.20.4.B)

### Interpreting the Sections of an ELPA Report

**A. Best Recorded ACT Scores** [^Sample ELPA Report](#ELPAReport)

The ACT scores given on the ELPA Report are the *highest recorded* subscores, Composite score, and Superscore that have been reported for the student. If SAT scores are available (and have been concorded by ACT & SAT), they are converted to equivalent ACT Mathematics, ACT English, ACT Reading, and/or ACT Composite scores. SAT subscores cannot be converted to ACT Science subscores. Converted SAT scores are shown on an ELPA Report as ACT scores. As stated above, OSHRE policy requires students with basic academic skills deficiencies (defined as earning any ACT subscore below 19, or, for Math, new SAT Math Section [SAT R Math, offered since March 2016] score is below 530 or, for English and Reading, new SAT Evidenced-Based Reading and Writing [SAT R Evidence-Based R&W, offered since March 2016] score is below 480) who do not have PGI calculations above 2.0 for the subject (see section D below) to begin remediation of these deficiencies during their first semester and must successfully remediate all deficiencies within the first year or 24 college-level hours attempted. This total does not include the remedial course hours. Processes for remediating basic academic skill deficiencies are described below.

**B. OSU Placement Scores** [^Sample ELPA Report](#ELPAReport)

The student’s highest recorded, current scores on the OSU English Placement Exam, OSU Math Placement Exam, and OSU Reading Placement Exam appear in this section. See sections E and F below for more information on these exams, including placement cut scores.

**C. High School Data** [^Sample ELPA Report](#ELPAReport)

High School GPAs (cumulative and core), class rank, and class size are shown in this section.

1. High School Units indicate the number of high school courses taken in each subject area (English, Math, Social Studies, Science, American History, Other, totaling 15 units). *Curricular deficiencies* occur when a student has not taken the required number of high school units in a subject area. According to OSRHE policy, curricular deficiencies must be remediated (by college or developmental courses) within the first 24 college-level hours attempted. Deficiencies in high school curricular units may be remediated by coursework from another higher education institution or, for English, mathematics, reading, or science, on the basis of ACT subscores of 19 or higher in each subject area or by secondary testing (such as the OSU English, Reading, or Math Placement Exams). Curricular deficiencies CANNOT be remediated using the PGI coefficient or high school GPA.
2. Subject GPAs are given as the average GPAs for courses taken in the core curriculum areas (English, Math, Social Studies, and Science).

**D. PGI Coefficient** [^Sample ELPA Report](#ELPAReport)

The PGI (Predicted Grade Index) coefficient represents a student’s predicted grade in selected entry level courses. Predictions are based on formulas using high school GPA, high school core curriculum grades, and highest ACT scores (Mathematics subscore for Math PGI calculations, English subscore for English PGI calculations, and Composite score for Reading and Science PGI calculations). A PGI coefficient of 2.0 or higher indicates that the student has a 70% chance of making a ‘C’ or better in a college course in that subject area. The PGI may be used to alert the advisor and the student to potential difficulty; the PGI serves as a reminder that OSU grades may be considerably lower than those the student received in high school. Note that PGI coefficients may only be used to clear academic skills deficiencies, NOT curricular deficiencies.

##### E. Enrollment Restrictions (Remediation Requirements) [^Sample ELPA Report](#ELPAReport)

##### This section brings the student’s academic information together to give recommendations and/or requirements for course placement. Students with ACT subscores of 19 or above in English, Mathematics, Reading, or Science are not required to complete remediation for academic or curricular deficiencies in those four areas. Students with ACT subscores below 19 are further evaluated using the criteria below. By OSRHE policy, *basic academic skills deficiencies* occur if a student’s ACT subscore in one of the four subject areas is below 19 OR, for Math, if the student’s SAT Exam Math Section (SAT R Math) score is below 530, OR, for English and Reading, if the student’s SAT Exam Evidence-Based Reading and Writing Section (SAT R Evidenced-Based R&W) score is below 480. *Curricular deficiencies* occur if the student did not complete the required number of high school units in each area. OSRHE policy requires that students with academic or curricular deficiencies remediate these deficiencies by completing remedial/developmental courses or by demonstrating proficiency through secondary testing or other means described below.

1. **Missing data:** If the student’s ACT (or SAT) scores or high school grades were not entered into the system at the time the ELPA Report was generated, the report may state “insufficient information to advise on remediation status” (in the English, Math, Reading, and/or Science areas). In these cases, the advisor should review the student’s ACT (or SAT) and high school information (if available) to determine appropriate placement. The advisor may also require that the student take secondary assessments such as the National ACT Exam, the ACT Residual Exam, the OSU Math Placement Exam, the OSU English Placement Exam, or the OSU Reading Placement Exam to determine appropriate placement. If the student’s high school subject units were not entered into the system at the time the ELPA Report was generated, the report may state “insufficient data – Missing high school \_\_\_\_\_ units” (in the Social Studies, American History, or other areas). In these cases, the advisor should review the student’s high school information (if available) to determine appropriate placement.
2. **English:** Completion of a remedial/developmental English course (UNIV 0133[[1]](#footnote-1) at OSU or equivalent) is required when:

* The student’s ACT English subscore is below 14, OR
* The student’s ACT English subscore is between 14 and 18 and English PGI coefficient is below 2.0, OR
* Curricular deficiencies in English are indicated.

Alternatively, students may meet the English remediation requirement by:

* Scoring 263 or greater on the OSU English Placement Exam (ACCUPLACER Next-Generation Writing),
* Scoring 19 or greater on the English section of the National ACT Exam or the ACT Residual Exam,
* Scoring 14 to 18 on the English section of the National ACT Exam or the ACT Residual Exam AND having a PGI[[2]](#footnote-2) score of 2.0 or greater,
* Scoring a 480 or greater on the SAT Exam's Evidenced-Based Reading and Writing Section (SAT R Evidenced-Based R&W, offered March 2016 or later), OR
* Successfully completing UNIV 01331 or equivalent.

**INTERNATIONAL STUDENTS**

OSRHE policy states that international undergraduate students are required to meet equivalent academic performance standards to those listed in this document. Additional *admissions* requirements for English must be met for first-time undergraduates “for whom English is a second language.” These students “shall be required to present evidence of proficiency in the English language prior to admission, either as first-time students to the system or by transfer from another non-system college or university. The State Regents adopted this policy to ensure that students will have a reasonable chance to succeed at a higher education institution based on their ability to comprehend, read, and write the English language.” (*OSRHE policy* 3.9.5)

Advisors should be aware that international undergraduate students have met the OSRHE English proficiency requirement through one of several standards, but their ELPA Report still may only contain limited information to assist in placement (as many international students may not have taken the ACT or SAT exams). As such, these students may benefit from taking the OSU English and/or Reading Placement Exams. OSU also offers sections of International Freshman Composition I (ENGL 1123) and International Freshman Composition II (ENGL 1223), which are specifically designed for students whose native language is not English.

1. **Math:** The OSU Math Placement Exam (ALEKS) is required for placement into the following MATH, STAT and CS courses unless a student has previously earned credit in a prerequisite mathematics course (passing with a minimum grade of ‘C’):

|  |  |  |  |
| --- | --- | --- | --- |
| **To place into the following MATH or STAT course:** | **Minimum OSU MATH Placement Exam Score Required:** | **OR** | **Student must Earn a Minimum Grade of ‘C’ in:** |
| **MATH 1493** Applications of Modern Mathematics | **25** | OR | MATH 1483 or MATH 1513 |
| **MATH 1483** Mathematical Functions and Their Uses | **35** | OR | MATH 1513 |
| **MATH 1483** Mathematical Functions and Their Uses (MATH 1483 with corequisite) | **25-34** | OR | None (Sections are only for students who do NOT require “Prep for Calculus” or Calculus) |
| **MATH 1513** College Algebra | **40** | OR | MATH 1483 |
| **MATH 1513** College Algebra (MATH 1513 with corequisite) | **30-39** | OR | None |
| **MATH 1583** Applied Geometry and Trigonometry | **50** | OR | MATH 1483 or MATH 1513 |
| **MATH 1813** Preparation for Calculus | **56** | OR | MATH 1513 |
| **MATH 1813** Preparation for Calculus (MATH 1813 with corequisite) | **53-55** | OR | None |
| **MATH 2103** Business Calculus | **60** | OR | MATH 1483 or MATH 1513 or MATH 1715 or MATH 1813 |
| **MATH 2123** Calculus for Technology Programs I | **65** | OR | MATH 1613, MATH 1715 or MATH 1813 |
| **MATH 2144** Calculus I | **75** | OR | MATH 1613, MATH 1715 or MATH 1813 |
| **MATH 2144** Calculus I (MATH 2144 with corequisite) | **70-74** | OR | None |
| **MATH 2153** Calculus II | **N/A** | OR | MATH 2144 |
| **MATH 2163** Calculus III | **N/A** | OR | MATH 2153 |
| **MATH 2233** Differential Equations | **N/A** | OR | MATH 2153 |
| **STAT 2013** Elementary Statistics | **50** | OR | MATH 1483 or MATH 1513 |
| **STAT 2013** Elementary Statistics (STAT 2013 with corequisite) | **30-49** | OR | None |
| **STAT 2023** Elementary Statistics for Business and Economics | **50** | OR | MATH 1483 or MATH 1513 |
| **STAT 2053** Elementary Statistics for the Social Sciences | **50** | OR | MATH 1483 or MATH 1513 |
| **STAT 4013** Statistical Methods I | **60** | OR | MATH 1513 |
| **STAT 4053** Statistical Methods I for the Social Sciences | **60** | OR | MATH 1513 |

Additionally, completion of a remedial/developmental math course (UNIV 0123[[3]](#footnote-3) at OSU or equivalent) is required when:

* The student’s ACT Mathematics subscore is below 19 AND the student’s Math PGI is below 2.0, OR
* Curricular deficiencies in mathematics are indicated.

Alternatively, students may meet the Mathematics remediation requirement by:

* Having a PGI[[4]](#footnote-4) of 2.0 or greater for any OSU mathematics course,
* Earning a score of 30 or greater on the OSU Math Placement Exam,
* Scoring 19 or greater on the Mathematics section of the National ACT Exam or the ACT Residual Exam,
* Scoring a 530 or greater on the Math Section of the new SAT Exam (SAT R Math Section, offered March 2016 or later),
* Scoring a 460 or greater on the Math Section of the Old SAT Exam (SAT Mathematics, offered prior to March 2016),
* Successfully completing UNIV 01233 or equivalent, OR
* Earning a high school math GPA[[5]](#footnote-5) of 3.0 or higher.

Students who clear mathematics remediation must still earn the required placement score on the OSU Math Placement Exam or have earned credit in the appropriate prerequisite course to enroll in the courses listed above.

1. **Reading:** Completion of a remedial/developmental reading course (UNIV 0153[[6]](#footnote-6) at OSU or equivalent) is required when:

* The student’s ACT Reading subscore is below 19, AND the student’s Reading PGI is below 2.0, OR
* Curricular deficiencies in reading are indicated.

Alternatively, students may meet the reading remediation requirement by:

* Scoring 263 or greater on the OSU Reading Placement Exam (ACCUPLACER Next-Generation Reading),
* Scoring 19 or greater on the Reading section of the National ACT Exam or the ACT Residual Exam,
* Scoring 2.0 or higher on the reading PGI2,
* Scoring a 480 or greater on the SAT Exam's Evidenced-Based Reading and Writing Section (SAT R Evidenced-Based R&W, offered March 2016 or later), OR
* Successfully completing UNIV 01536 or equivalent.

Students with enrollment restrictions due to a reading remediation requirement may enroll in a college-level social science or humanities course if concurrently enrolled in UNIV 01536.

1. **Science:** Completion of a remedial/developmental science reading course (UNIV 01536 at OSU or equivalent) is required when:

* The student’s ACT Science subscore is below 19 AND the student’s Science PGI is below 2.0, OR
* Curricular deficiencies in science are indicated.

Alternatively, students may meet the science remediation requirement by:

* Scoring 19 or greater on the Science section of the National ACT Exam or the ACT Residual Exam,
* Scoring 2.0 or higher on the science PGI2, OR
* Successfully completing UNIV 01536 or equivalent.

Students with enrollment restrictions due to a science remediation requirement may enroll in certain college-level science courses if they are concurrently enrolled in UNIV 01536.

The OSU Math Placement Exam is required for placement into the following science courses unless a student has previously earned credit in a prerequisite mathematics course (passing with a minimum grade of ‘C’):

|  |  |  |  |
| --- | --- | --- | --- |
| **To place into the following science course:** | **Minimum OSU MATH Placement Exam Score Required:** | **OR** | **Student must Earn a Minimum Grade of ‘C’ in:** |
| **CHEM 1215** Chemical Principles I | **56** | OR | MATH 1483 or MATH 1513 |
| **CHEM 1314** Chemistry I | **56** | OR | MATH 1483 or MATH 1513 |
| **CHEM 1414** General Chemistry for Engineers | **56** | OR | MATH 1483, MATH 1513, MATH 1613 or a higher level MATH course |
| **CS 1113** Computer Science I | **60** | OR | MATH 1513 |
| **GEOL 1114** Physical Geology | **56** | OR | MATH 1513 |
| **PHYS 1114** College Physics I | **56** | OR | MATH 1513 |

1. **Social Studies (Citizenship), American History, and Other:** Enrollment restrictions in these subject areas are related to curricular deficiencies only (ACT subscores are not used). If a curricular deficiency is detected in any of these areas, the ELPA Report will state that one or more additional courses in that area are required. Advisors should check the student’s transcript(s) for more current high school or transfer data.

**F. Additional Information about Secondary Testing**

A student who is required or recommended to complete remediation based on the ELPA Report may meet the remediation requirement by passing a secondary assessment in the appropriate subject area. Current secondary testing options include the National ACT Exam (for English, Mathematics, Reading, and Science), the ACT Residual Exam (for English, Mathematics, Reading, and Science), the OSU Math Placement Exam (mathematics only), the OSU English Placement Exam (English only), and the OSU Reading Placement Exam (reading only). For information on fees, test restrictions, and requirements, contact the OSU Testing Center at 744-5958 or visit <https://testing.okstate.edu/>

1. OSU English Placement Exam (ACCUPLACER Next-Generation Writing) and OSU Reading Placement Exam (ACCUPLACER Next-Generation Reading). OSU uses two of the College Board’s ACCUPLACER Next-Generation exams for English and reading placement. These exams are administered, at no cost to students, at the OSU Testing Center on the OSU-Stillwater campus, at the OSU-Tulsa Testing Center on the OSU-Tulsa campus, and during select times during New Student Orientation & Enrollment summer sessions. The minimum passing scores for each subject area are shown below. ACCUPLACER scores (or other placement test scores) from institutions other than those named above are *not* accepted. Students may take the placement test for either subject area two times. Additional attempts beyond two require approval from the Director of University Assessment and Testing.

ACCUPLACER exams cannot be used to clear remediation for science or mathematics. See D3 and D5 above for information on how to clear science or math remediation.

Required Cut Scores for the OSU English and Reading Placement Exams

**OSU English Placement Exam:**

|  |  |
| --- | --- |
| ***ACCUPLACER Next-Generation Writing Score*** | ***Result*** |
| 200 – 262 | UNIV 0133[[7]](#footnote-7) required |
| 263 or higher | No enrollment restrictions |

**OSU Reading Placement Exam:**

|  |  |
| --- | --- |
| ***ACCUPLACER Next-Generation Reading Score*** | ***Result*** |
| 200 – 262 | UNIV 01537 required |
| 263 or higher | No enrollment restrictions |

G. Additional Documentation Procedures

1. During New Student Orientation & Enrollment:

New students may supply official documentation to clear a remediation requirement and/or to re-calculate a PGI coefficient. Such documentation may include:

* Official transcript(s) showing successful completion of high school work or of remedial/developmental or college-level courses at another institution,
* Proof of current enrollment in remedial/developmental or college-level courses at another college or university,
* Official copy of a higher ACT/SAT score, OR
* Copy of secondary exam report.

1. For Continuing Students:

Continuing students may supply official documentation to clear a remediation requirement and/or to recalculate a PGI coefficient. Such documentation may include:

* Official transcript(s) showing successful completion of high school work or of remedial/developmental or college-level courses at another institution,
* Proof of current enrollment in remedial/developmental or college-level courses at another college or university,
* Official copy of a higher ACT/SAT score, OR
* Copy of secondary exam report.

If a new or continuing student supplies proof of current enrollment in remedial/developmental or college-level courses at another college or university, or if the student takes and passes a secondary exam during the enrollment process, the student’s advisor should submit an Advisor Prerequisite Override in Banner.

H. Information on Remediation Reporting in Banner

In addition to the information provided to advisors on the ELPA Report, information on a student’s remediation status for English, math, reading, and science can be found within Banner, in two locations: on the “Prior Education and Testing” tab of the “Student Profile” page, and on the SOATEST screen in Banner Administrative (Banner 9). These screens will contain the following four entries: “Remedial English,” “Remedial Reading,” “Remedial Math,” and “Remedial Science” along with a “Score” for each area. Below are the possible “scores” that could appear here and what each code means in terms of the student’s remediation status in the subject area:

* **0001** - indicates student needs remediation in this subject area
* **5555** or **5551** - indicates remediation in this subject area was cleared by secondary (non-ACT) testing
* **7777** - student does not fall under ELPA requirements; ex: transfer or readmit students who have earned more than 24 hours of college credit
* **9999** – indicates no remediation required in this subject area

Note: Advisors should be aware that these “Scores” for remediation are updated regularly throughout New Student Orientation & Enrollment during the summer months but are updated much less frequently after the fall semester begins. As such, it is important for advisors to review all test scores and other submitted documentation when reviewing a student’s remediation status after the fall semester begins.

OKLAHOMA STATE UNIVERSITY RUN DATE : May 10, 2017

INSTITUTIONAL RESEARCH AND INFORMATION MANAGEMENT PROGRAM : ELPAREM

ELPA Worksheets for term College : \_ \_

NAME: Student, Stu ID: A10000002 Program Date : 2017/07/08

BEST RECORDED ACT SCORES English: 14 Math: 15 Reading: 13 Science: 15 Composite: 14 Superscore: 14

*(SAT scores, if present, were converted to ACT scores before the best value was selected.)*

OSU PLACEMENT EXAM SCORES English: Math: Reading:

HIGH SCHOOL DATA

Cumulative GPA: 3.12 Core GPA: 2.92 High School Rank: 16 Class Size: 48

Units: English 4.00 Math 3.00 Social Studies 2.00 Science 3.00 American History 1.00 Other 3.50

Subject GPAs: English 2.50 Math 2.50 Social Studies 3.25 Science 2.83

*(NOTE: 'Other' units may be counted twice if they are in core subject areas.)*

PGI COEFFICIENTS

English: 2.22 Math 1513: 1.62 Math 1493: 1.82 Math 1483: 1.56 Reading: 1.86 Science: 1.15

ENROLLMENT RESTRICTIONS

English: ACT SUB SCORE IS BELOW 19 BUT IS 14 OR ABOVE. ENGLISH PLACEMENT SCORE IS MISSING. PGI IS 2.0 OR ABOVE. NO ENROLLMENT

RESTRICTIONS.

**OR** ACT SUB SCORE IS BELOW 19. ENGLISH PLACEMENT SCORE IS MISSING. PGI IS 2.0 OR ABOVE. HIGH SCHOOL

ENGLISH UNITS MISSING. COMPLETION OF ONE OF THE FOLLOWING IS REQUIRED:

(1) SCORE 19 OR ABOVE ON THE ACT ENGLISH TEST, OR

(2) SCORE 263 OR ABOVE ON THE ENGLISH PLACEMENT EXAM, OR

(3) SATISFACTORILY COMPLETE UNIV 0133.

Math: ACT SUB SCORE IS BELOW 19. MATH PLACEMENT SCORE IS MISSING. PGI IS BELOW 2.0. MATH GPA IS BELOW 3.0. COMPLETION OF

ONE OF THE FOLLOWING IS REQUIRED:

1. SCORE 19 OR ABOVE ON THE ACT MATH TEST, OR
2. SCORE 30 OR ABOVE ON THE MATH PLACEMENT EXAM, OR
3. SATISFACTORILY COMPLETE UNIV 0123.

Math Placement Exam score is needed to determine eligibility for enrollment in an OSU math or statistics course, or in CS 1113.

Reading: ACT SUB SCORE IS BELOW 19. READING PLACEMENT SCORE IS MISSING. PGI IS BELOW 2.0. COMPLETION OF ONE OF THE FOLLOWING

IS REQUIRED:

1. SCORE 19 OR ABOVE ON THE ACT READING TEST, OR
2. SCORE 263 OR ABOVE ON THE READING PLACEMENT EXAM, OR
3. SATISFACTORILY COMPLETE UNIV 0153.

Science: ACT SUB SCORE IS BELOW 19. PGI IS BELOW 2.0. COMPLETION OF ONE OF THE FOLLOWING IS REQUIRED:

1. SCORE 19 OR ABOVE ON THE ACT SCIENCE TEST, OR
2. SATISFACTORILY COMPLETE UNIV 0153.

Math Placement Exam score is needed to determine eligibility in GEOL 1114, CHEM 1215, CHEM 1314, CHEM 1414, or PHYS 1114.

Social Studies : NO ENROLLMENT RESTRICTIONS. **OR** INSUFFICIENT DATA - MISSING HIGH SCHOOL SOCIAL STUDIES UNITS.

American History : CURRICULAR DEFICIENCY IN HIGH SCHOOL AMERICAN HISTORY UNITS. ADDITIONAL COURSE REQUIRED IN AMERICAN HISTORY. Other : NO ENROLLMENT RESTRICTIONS. **OR** INSUFFICIENT DATA - MISSING OTHER HIGH SCHOOL UNITS.

1. Course offered and transcripted by Northern Oklahoma College. [↑](#footnote-ref-1)
2. PGI scores cannot be used to meet curricular deficiencies. [↑](#footnote-ref-2)
3. Course offered and transcripted by Northern Oklahoma College. [↑](#footnote-ref-3)
4. PGI scores cannot be used to meet curricular deficiencies. [↑](#footnote-ref-4)
5. High school GPA cannot be used to meet curricular deficiencies. [↑](#footnote-ref-5)
6. Course offered and transcripted by Northern Oklahoma College. [↑](#footnote-ref-6)
7. Course offered and transcripted by Northern Oklahoma College. [↑](#footnote-ref-7)