

Admissions and Transfer Policy Review Task Force 06/08/2012

Introductions

List of Attendee's

Review from May 22nd Meeting

- Tamara quickly went through the highlights from Matt's presentation especially for those individuals who were not at that meeting. Specifically what was the charge he challenged the group with.
- The Policy review is a statutory requirement of every three years
- The PWR Endorsed Diploma and CAP4K revisions will coincide with both the Admissions and the Remedial Education Policy review task forces policy's
- The Admissions and the Remedial task force will align in the future
- The Admissions task force will form committees
- The "Best Policy" pictures from the first meeting were discussed

Policy Discussion

- There is a need for an elevator speech on the task force's activities, what's being done and why
- There was some discussion around how previous task forces worked and how the current policy was developed
- There needs to be clear intent about the policy with a clear idea of how it will be distributed and communicated
- This could work against some two year schools
- There needs to be more education about the process, the ratios and why they matter
- Who is responsible for developing a communication strategy?
- In the end, there will be a review of how well the policy goals have been met.
- Tamara mentioned that DHE had learned from the HEAR implementation, and how tiered and index policy's have a poor public perception. Out of state students are affected by adjustments, changes, etc. to HEAR.

Sonia Brandon Index Recalibration Presentation

- Conducted a data review of the 2003 index looking for any shifts
- GPA is not standardized so more points get awarded to that
- Also found grade inflation so more students get a higher index score
- Impact is on the "tails schools" those with the lowest index scores – 70-80 cut scores
- 100 is the mean index
- Currently the index is not aligned with the Remedial Education Policy
- The current model was reviewed based using a pseudo model with ACT math and English scores.
- The predictive validity was then reviewed.
- ACT scores are highly predictive; more math students are successful because they are deductive vs. inductive

DHE Research – Beth Bean

- See PowerPoint presentation

Question list:

- Are we designing a guide for admissions for institutions or a policy for admitting students?
- Is the intention not to filter students to a specific institution and not to tier or rank them?
- Do we need an index?
- Are we creating a guide for admissions or a guarantee?
- How is this going to impact implementation at the institutions?