



Admission and Transfer Policy Review
Task Force and Advisory Board meeting

November 9, 2012

9am – 3pm

TILT Building, Room 104-105

Colorado State University

**** DRAFT ****

Minutes

1. Greetings

Kevin MacLennan, University of Colorado Boulder
Sean Broghammer, University of Northern Colorado
Renee Orlick, Colorado State University
Vaughn Toland, Metro State University of Denver
Carl Einhaus, Colorado Community College System
Craig Wesley, Western State Colorado University
Paul Yanick, CCCS/Aims Community College
Heather Boyd, Colorado School of Mines
Andy Burns, Fort Lewis College
Jo O'Brien, Colorado Department of Education
Staff: Tamara White, Becky Apter

2. Post Secondary Outcomes from High School, Jo O'Brien, Colo. Dept. of Education

Currently, 50% of students graduating from a Colorado high school with a diploma do not have the necessary skills for post secondary education and require remediation. If those students go directly into the workforce they can't write or do basic numeracy, and it takes two to three times more effort to train them. They should be scoring 22-24 on the ACT instead of the current benchmark of 17.

CDE is currently working to develop a set of guidelines for high school graduation for adoption by May 2013. In June, work began by a group of educators and community members to draft and refine guidelines. Districts will have the 2013-14 school year to adopt either the state's guidelines or to develop their own that meet or exceed the state's. Then, implementation of the new standards will begin with the ninth grade class of 2014-15 for their graduation in 2018.

Guiding principles

- Create a meaningful high school diploma
- Student ownership
- Flexibility

Criteria

- Students must demonstrate mastery of academic content areas
- Students must demonstrate mastery of 21st century learning skills such as critical thinking, collaboration and self direction
- Students must complete key components of the Individual Career and Academic Plans (ICAP)

Feedback from the Task Force included ensuring that transcribing is authentic and consistent, and that kids are required to show proof of completion.

3. Update, Dr. Matt Gianneschi, Deputy Executive Director, Colorado Department of Higher Education

Higher education has come a long way since 2000 when there was no statewide remediation policy, no ACT and no higher education admission requirements. While there are still challenges it is more like fine tuning than a complete system overhaul.

PARCC Assessment

29 states have adopted the Partnership for Assessment of Readiness for College and Careers (PARCC) which utilizes five levels of readiness but with standards that are higher than currently in use which will result in fewer students meeting the criteria initially. Those who do meet the criteria will have a 75% chance of earning a C or better in English or college level math.

Next steps: develop a standard description of what college readiness means; PARCC staff working out a 12-18 month implementation process to begin in 2014.

Index

The index has gotten weaker due to grade inflation and it really should come down to an academic GPA plus a rigor element; performance, grades and rigor. This does not put any added workload on the districts

Currently, the index is hard to explain to families and you don't want to make it harder. Could eliminate the current chart and have a simplified view that a student can figure out where they fit then communicate what readiness is, not how to get there.

4. High School Counselor, Corey Canty

She has worked to help parents understand what post secondary opportunities there are in Colorado. The terminology is extremely hard for them to understand the possibilities that exist and how things can impact a kid's degree choice. Moving to mastery would make it easier to communicate to families so that they can understand.

5. ACT Assessment/College Readiness Benchmarks, Kaliko Oligo

ACT's College Readiness Benchmarks are the minimum ACT test scores required for students to have a high probability of success in credit-bearing college courses in English composition, social sciences, college algebra or biology. These courses are the most commonly taken by first-year college students.

English comp	18
Social sciences	21
College algebra	22

Students who meet an ACT benchmark have approximately 50% chance of earning a B or better and approximately 75% of earning a C or better in the corresponding college course(s).

6. Subcommittees

Members of the task force volunteered to participate in one of three subcommittees on:

- transfer
- index
- mastery

Each subcommittee will develop a policy and bring back to the task force for discussion at the next meeting in December.

7. Remedial Education Policy Review task force update

The Remedial Education task force has also agreed upon guiding principles and goals.

Guiding Principles:

Colorado Statewide Remedial Education policy values clear communication between the primary stakeholder groups, (1) students, (2) K-12 and higher education, (3) the public.

The policy is informed by data, best practices and alignment with P-12, high school graduation guidelines, statewide admissions standards, and transfer policy. For each of the stakeholder groups the policy is flexible and actionable to allow multiple pathways to educational success. The policy promotes a shared sense of responsibility and ownership among stakeholders.

Goals:

The Remedial Education policy is designed:

- 1) To prepare students to be successful in credit bearing (courses, specifically) math and English courses.
- 2) To provide accurate and timely information regarding course, degree and support options for students identified as under-prepared.
- 3) To provide transparency by informing stakeholders, (1) students, (2) K-12 and higher education, (3) the public about outcomes of remediation.

8. Action Items and Next Meeting

- The next meeting is December 5th at the DHE offices in Denver
- Will need to develop an “elevator speech” to use with stakeholders so the messaging is consistent
- Will need to take a draft of the new policy to the Advisory board in March