



Admission and Transfer Policy Review
Task Force Meeting
December 5th, 2012
9:00 a.m. – 3:00 p.m.
Department of Higher Education, Emily Griffith
1560 Broadway, Suite 1600
Denver, CO 80202

**** DRAFT ****
Minutes

1. Welcome and Greetings

- Andy Burns, Fort Lewis College
- Carl Einhaus, Colorado Community College System
- Heather Boyd, Colorado School of Mines
- Kevin MacLennan, University of Colorado, Boulder
- Renee Orlick, Colorado State University, Ft. Collins
- Vaughn Toland, Metro State University of Denver
- Paula Yanish, Aims Community College
- Lori Kester, Community College of Denver
- Eric Carpio, Adams State University
- Jo O'Brien, Colorado Department of Education
- Staff: Tamara White Johnson, Becky Apter

2. Subcommittee Reports

Mastery

- Looking to move away from seat time
- There are no common course descriptions
- Need ways a student can identify appropriate topics - that are aligned with and which “meet or exceed” diploma requirements – for mastery

Transfer

- Need to be able to tell a student specifically what they need to do in order to be guaranteed admission
- Current transfer policy has some existing language that is usable
- Must consider non-traditional students, particularly in math and communications
- Need to remove the names of articulation agreements that are in the current admissions policy (5.04.01.01)

Index

- Very confusing for students and families to understand
- Class rank is a valid indication of all students
- Core GPA adversely impacts out of state students; is it the best way or should it be a blend of both the index and GPA
- Do we leave the index alone so that flexibility institutions currently have is maintained

Overall

- Cannot get rid of Hear and only use the index
- Could rename Hear to include mastery AND Hear
- Prefer the term proficiency over mastery
- Institutions can create a selectivity tier where within each tier are indicators of what the minimum requirements are for admission

3. Data Analysis

The SURDs data which DHE analyzed reconfirmed that GPA and test scores are very important, and that Hear is just one factor to consider.

4. Partnership for Assessment of Readiness of College and Careers (PARCC) Assessment and Update

- 23 states are participating so far; the assessment is currently being built and pilots will begin in 2013; Colorado will benefit from the information gained during the pilot phase before implementation in SY' 14-15
- Developed College and Career Ready Determinates – a student can score from 1 to 5 with 5 being the highest; if they score a 4 or better in math or English, they have a 75% chance of getting a C or better in their first corresponding college course
- Will augment currently used assessments
- Utilizes the common core standards
- They will complete a crosswalk between ACT and the PARCC assessment; there will also be a comparability scale between other assessments to adequately assess those students who apply from out of state
- There should be no direct difference or impact with athlete students
- This assessment is not a placement tool but can be used for admissions and should not be considered as a mechanism to change an institutions admissions criteria
- Within Colorado: the PARCC assessment would be offered second semester, junior year; the scoring would begin once all school's have completed their testing; still need to determine what the price point will be if a student wishes to take the test again; envision the test could be "on demand" in the future; one advantage is the common core utilization that PARCC offers which ACT and SAT do not

5. Remedial Education Policy Review task force

Andy Burns from the Remedial task force reported on that task force is at a similar point and they are now focusing on supplemental academic instruction; and that there are multiple pathways to show non-remedial needs.