



Admission and Transfer Policy Review

Task Force Meeting

January 8th, 2013

9:00 a.m. – 3:00 p.m.

Lowry Conference Center

Building 697, 1061 Akron Way

Aurora, CO 80230

**** DRAFT ****

Minutes

1. WELCOME AND GREETINGS

- Andy Burns, Fort Lewis College
- Sean Broghammer, University of Northern Colorado
- Eric Carpio, Adams State University
- Renee Orlick, Colorado State University
- Vaughn Toland, Metro State University of Denver
- Carl Einhaus, Colorado Community College System
- Paula Yanish, Aims Community College
- Heather Boyd, Colorado School of Mines
- Bitsy Cohn, Colorado Community College System
- Staff: Tamara White Johnson, Emmy Glancy, Becky Apter

2. Subcommittee Reports

Transfer

- Changing the definition of when to apply the criteria to 24 rather than “more than 12” which is similar to what many other states are currently practicing; indicators show it makes students more likely to succeed
- Considering whether to allow guaranteed admission for students who have an AA/AS with a C- or better

HEAR/mastery

- Would continue to use HEAR but would also include a mastery element that students will need to show demonstration of in some way, similar to the CDE proposed scorecard

3. Policy Development

HEAR

- Change content areas to math, science, social studies, reading/writing + one “other”

- The “other” will be transcribed and coded based on common core course codes
- Should make language broader and less prescriptive
- Want to include AP/IB scores as an “other” indicator
- Would include college level course work
- Show that they met a benchmark such as ACT, SAT, PARCC, etc. and will refer to remedial policy requirements
- Want to include GPA if districts can develop a standardized weighting system throughout the state; this must be part of the discussion
- Include a table that explains all the options

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- Wondering why change it except that the distribution is higher than it once was
- Need some data before knowing what steps to take
- Include class rank?
- Data shows that GPA is a more valid predictor than test scores by a 2 to 1 margin
- Develop a table that lists each school and what the minimum requirement is:

| | Mines | CSU | Ft. Lewis |
|---------------------|--------------|------------|------------------|
| Endorsed Diploma | Yes | Yes | no |
| Minimum Test Score | 25 | 20 | 19 |
| Minimum GPA | 3.0 | 2.5 | 2.0 |
| # of Dev Ed Courses | 0 | 0 | 1 |

- It could be relabeled and used as a grid, an example of which is above
- Policy states the information must be published and publicly locatable
- Could use the grid above in marketing materials and on websites and leave it out of the policy itself; DHE would release new numbers annually.
- Conclusion is to keep it as it is pending receipt of new data; Andy Burns and Sean Broghammer to draft options once they receive new data

4. National Center for Higher Education Management Systems (NCHEMS)

This is a transfer report which uses 11 years’ worth of SURDS data from public institutions. It examined:

- First to second year retention: a student who enrolled in any term
- Two year to four year schools transfers: beginning at a community college any time

There were a couple things to note:

- Money matters with retention from first to second year; money in the form of grant aid which generally goes to younger students
- GPA is the highest predictor
- Enrollment intensity matters
- There is a need to factor in race and ethnicity

5. College Board

I need your help here. This is when I left for the airport.

Next Meeting:

Friday, Feb. 8th includes the Advisory Board