

**Admission and Transfer Policy Review
Task Force and Advisory Board meeting
February 8, 2013**

Meeting Notes

Transfer Subcommittee group discussion

Subcommittee Recommendations

- Policy should provide a definition of a transfer student and to whom transfer admission standards apply
- Transfer student is any student who has achieved any college credits after high school diploma or GED.
- Transfer standards apply to students with more than 12 credits
- GPA cut offs for each IHE in the policy are fine
 - Each IHE was fine with the current listed GPA except Mines

Subcommittee revision suggestions:

- Transfer standards apply to students with 24 or more credits
 - 24 credits is potentially 2 semesters of college work
 - More consistent with other states
 - Research from previous presentations, 24 credits is linked to more student success
- GPA
 - Policy should give IHE's guidance on how to calculate the transfer GPA
- The 24 credits should be made up of:
 - Highly recommended that they complete college level math and English
 - Recommend gtPathways
- Guarantee Admission for students who have completed an Associate's degree from a Colorado community college with a C- or better to any Colorado institution of higher education. If they have completed the Math and English they get priority consideration at a CO IHE with 24 credits or 15 credits.
- Differentiate between college level and college prep in GPA calculation?
- Provide various pathways to students
- Flexibility to institutions
- Non-traditional students get X years of forgiveness.

Transfer Standards questions to be considered:

?gtPathways at UCD in liberal arts but not into competitive fields (CSU too). Do you mean like this?

- Response: All IHE's can admit to the IHE, but not a particular program. There are articulation agreements of guaranteed transfer. (Mines would opt out.)
- Non-traditional path is a big piece. CU has a similar program now. IHE data will support these policy recommendations. If you've been out for 2-3 years instead of having your full record, you can do work with extended studies. Helpful with vets, and the changing economy. This is a good piece. Do you want the policy to dictate this?

Calculation of GPA – are you comfortable with the state determining this GPA?

- Yes, GPA will be determined using only college level above 100/1000 level courses.
- Yes, it will help us be clear for students and families.

?Would you recognize an AAS degree for guaranteed?

There is a matrix between AA/AS and AAS

?What credits constitute the 24?

College level is 100/1000 level and above.

?SAI can be 100/1000 or below. Will it be considered as credit or GPA?

?So instead of being admitted in January they won't be admitted until May? Are there other disadvantages to the 24 credit hour transfer standard application?

- Research says we are helping students be successful, but we need to consider these.
- S/U grading may help with not including remedial courses in transfer GPA.
- Help protect IHE's from having to recalculate every GPA for every student. Remember out of state students too.

HEAR Subcommittee group discussion:

?Should foreign language requirement be an elective?

- One year is not enough; need more of an immersion experience for students
- Originally it was two years of a foreign language but was quickly reversed; do not want to be a clearing house for courses counting; up to the district to adhere to HEAR
- What if we call it “other academic coursework”? Still include language such as “. . . does not guarantee admission”
- Needs to remain at two years and be a requirement, it's the current world we live in

- ?Is this a requirement for admissions into college or graduate from college?
- We have CiC research to support the need for foreign language, but do students need it to get INTO college.
- ?What about bilingual students - benefit vs. deficit

?What is HEAR doing; in relation to grad guidelines?

- Districts seem to do what they want without following HEAR
- CDE website; mastery vs. rigor;

?Carnegie units

- Flipped with mastery

Let's make the best decisions at this moment with the information we have at this time

?How many students meet the foreign language requirement? One year? Two years?;

?did you consider the students who are window admits? The subcommittee considered it but did not reach a definite conclusion.

Index Subcommittee group discussion

Holistic reviews require more staff

A separate admissions policy for out of state students?

Current policy has some good elements

New WICHE data shows a decline in Colorado graduates but after two-ish years, the down turn will reverse; expectation that there will be more students admitted but it does not mean they will be more successful in college; think about graduation rates on the back end

Trying to make it more flexible at a time when there is unprecedented changes occurring; need to make sure Colorado families understand it as clearly as possible; need every student on campus to be successful.

Index Standards questions to be considered:

?Does Colorado have the largest admissions window in the country – a large part is about redistribution; 4-5 years ago CU Boulder was down to individual students; MSUD issue is the transfer window; connotation that window students are not as successful but it has proven that they are more successful because of the support programs that are in place; want to allow institutions flexibility to make the decisions

Does CCHE need to regulate because each institution knows which students will be successful?

- CU is not competing with UNC; institutions need to be comparable, not always competing against each other; funding is based on results; tie funding to retention rates; if policy is made too restrictive, it automatically eliminates a large number of students who might be successful but don't have all the advantages

?How is the index calculated – can be misleading; class rank inflates it; pick whichever is higher currently. Can class rank be eliminated?

?Should letter be given grades for clubs/pre collegiate programs? Should the policy distinguish between academic GPA vs. overall GPA? How would we operationalize that? Would this adversely impact out of state students? Mastery may not necessarily be reflected in an academic GPA.

?Do we need a special education index – trying to ensure any recommendation does not adversely impact any special/specific groups

?Could it look like a student profile – do not want any SURDS file out in front of families

Decisions Made:

Competency Demonstration and HEAR

- Concurrent Enrollment proxy must be credit in a gtPathways course.
- The last course in a series of remedial education will count toward the credit requirement for math and or English
- GPA will be cumulative.
- ICAP and 21st Century Skills will not be part of the requirements.
- Foreign Language will remain part of HEAR.

Transfer

- Calculation of GPA will be of all work transcribed. Using the policy of the sending institution.
- SAI credits will be accounted for as the previous institutions accounted for then.
- The transfer policy will be applied to students with 24 credits or more.

Decisions Tabled:

- Students must complete 24 credits at the point of application

