



Remedial Education Policy Review
Task Force Meeting
January 8th, 2013
1:00 p.m. – 3:00 p.m.
Conference Call

**** DRAFT ****
Minutes

1. WELCOME AND GREETINGS

- Karen Raymond, University of Northern Colorado
- Karen Lemke, Adams State University
- Frank Zizza, Colorado State University - Pueblo
- Eric Dunker, Metro State University of Denver
- Bitsy Cohn, Colorado Community College System
- Rob Umbaugh, Aims Community College
- Kay Schneider, Colorado School of Mines
- Cindy Somers, Arapahoe Community College
- John Lanning, University of Colorado – Denver
- Mary Axelson, Colorado Mountain College
- Sonia Brandon, Colorado Mesa University
- Bill Niemi, Western State Colorado University
- Staff: Tamara White Johnson, Emmy Glancy, Becky Apter

2. “Inside Higher Education” article

Observations from this article, distributed electronically, were that the GPA is still the best predictor and that more than one assessment should be used. Also, that there is little commonality or agreement as to the definition of college ready.

3. Subcommittee Reports

Assessment

- Mulling over several questions:
 - All schools must accept each others’ determination – regardless of test or assessment scores – that a student is “remediation free”
 - Is there a different definition for admission to determine if a student is remediation free

- Bottom line is to admit a student and then determine/assess if remediation is needed? Should the student's GPA be used?
- Proposing the use of six possible assessments
- A secondary assessment can be used but doesn't have to be

Cut Scores

- Were originally set in 1999
- ACT helped determine where to place them by using data from five schools over multiple years
- DHE is going back one year to see what's entered, how the student performs and then gather demographic information
- Question is what will new cut scores be for math and English, and does that make a student college ready?

Differentiating Placement

- Used just for math – two different types of placement scores
- The cut score for math should be different based on the students' career path; will they be taking College Algebra or Introduction to Statistics
- If so, is it based on STEM vs. non-STEM, or something else?

Supplemental Academic Instruction

- Trying to determine the statutory limitations of CCHE in regard to enforcement of this.
- Will take a final draft that has some additional clarifying language to one of the upcoming Commission meetings.