

**Remedial Education Policy Review
Task Force and Advisory Board meeting**

February 22, 2013

9am – 4pm

Lowry Conference Center
1061 Akron Way
Building 697, Room 100 B&C
Denver, CO 80230

Call in Information: 1-877-820-7831, 771154#

Meeting Goals:

- Continue reviewing the Remedial Policy
- Continue Subcommittee discussions

8:45 am *Refreshments and light breakfast*

9:00 am Welcome and Update

[SEE HANDOUTS]

- Review Guiding Principles
- Review Policy Goals
- Review Timeline and Progress to date
- Admission Standards Policy review update

10:00 am Subcommittee review and feedback

Cut Score Subcommittee:

DISCUSSION POINTS

- Reading Cut Scores: decision point is whether to include it in the policy or embed it in the writing score; data to validate that the reading score is predictive of success (see Bitsy)
 - Pro: 4-year IHEs don't teach reading; CCCS combined literacy across content areas
 - Con: Potential message to field about not valuing reading; can we ensure alignment with K12 standards (Reading, Writing, and Communicating) and early literacy efforts
- Writing Cut Scores: decision point focused on preserving the policy; use SAT essays and ACT writing; to be verified by data this summer.
- Math Cut Scores: Continue with the bucket idea (range of scores that determine placement) e.g.:
 - lower range = remedial needed

- middle range = maybe; determined by secondary assessment,
- high range = no remediation
- Comments: Students outside these ranges can still be further assessed to determine their appropriate placement. Students may not be remedial based on their program of study.
- DEFERRED POLICY DECISION
 - Subcommittee determine exact scores when we have the data this summer
 - In process: LIST DATA POINTS TO BE COLLECTED AND OTHER DETAILS
 - Joint adoption between SBE and CCHE required (see C.R.S.)

Differentiated Placement Subcommittee:

DISCUSSION POINTS:

- Values around: permitting IHE flexibility and predictability for students; use of metrics to inform process; creating a system of alignment at IHE-level on each side of giving/receiving end
- Considerations: expectations for different majors; undeclared majors; need to involve faculty in gateway courses

APPROVED POLICY DECISIONS:

- Embed IHE flexibility within policy (e.g. allow IHE to go outside or around ranges?)

TBD POLICY DECISIONS:

- Math: should algebra be the default gateway course?
- Definitions to include in policy front matter (credit-bearing coursework,; remediation purpose for completion; see KY admissions policy)

Assessment Subcommittee:

DISCUSSION POINTS:

- Comments: Recognize some states are pulling out of the national assessments. One source said the change was because the states have the money to develop their own assessment system. (Bloomberg.edu)
- Other considerations: role of GED; workforce assessment tools; use of “primary vs. secondary” terms; crosswalk of scores;
- Recommend support for: letter after 11th grade college and career readiness (CCR) assessment (like CiC used to do). CDE and CiC are working on this idea.
- Discussion on Secondary Assessments:
 - Does the SAI policy provide guidance around secondary assessments
 - Should these be considered secondary level assessments: GED, Workforce Keys, consider non-cognitive assessments

- Note to group: *Keep what Rob wrote about secondary assessment but add a Comments and questions:
- Notes: Cindy Somers may have information/data to help us determine placement for statistics.
- Comments: Can the data from ACT be made public?

APPROVED POLICY DECISIONS:

1. Primary Assessments - Add SAT/ACT subscore in English as a placement measure
2. Policy will include six assessments (SAT/ACT/Accuplacer/Compass/PARCC/Smarter Balanced) (see below)
3. Acknowledge that the National Assessment Consortia are still being developed in the policy

TBD POLICY DECISIONS:

1. CCCS assessment included in the primary assessment?

Noon

Working Lunch

Policy revision work

(CONTINUED)

PROPOSED DRAFT POLICY: AS APPROVED

“Colorado accepts six assessment instruments for determining if the first-time student is college ready in mathematics, writing and reading based on the relevant cut scores listed in Attachment B. Each institution must accept ACT and SAT at a minimum. Institutions of higher education can choose to also use any or all of the following approved placement assessments listed: Accuplacer, Compass, PARCC, Smarter Balanced.

“In addition to the placement assessments, institutions can use “secondary criteria” which are defined as a nationally or institution developed assessment as a compliment to the placement assessment, usually diagnostic as defined by the institution.”

3:30 pm

Evaluation

Next time

4:00 pm

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