

TOPIC: UPDATE ON THE PROCESS TO CONSIDER MODIFICATION TO ADMISSION AND REMEDIAL EDUCATION POLICIES

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I. SUMMARY

State law (§23-1-113 C.R.S.) requires the Colorado Commission on Higher Education (CCHE) to review, revise and align Colorado academic admission standards and remedial education standards by December 15, 2013. This policy review process has four phases: communication and task force meetings, vetting, policy recommendations, and communication with K-12 and higher education.

The purpose of this agenda item is to provide the Commission with an update on our progress.

II. BACKGROUND

The CCHE admission policy was last revised in 2008. Since that time the Colorado State Board of Education adopted new Colorado Academic Standards based on the Common Core State Standards (CCSS), developed an endorsed diploma framework with the Department of Higher Education, and continues full implementation of CAP4K legislative requirements. The last comprehensive revision to the remedial policy was in 2000; minor modifications to the policy occurred periodically since that time. Additionally with the passing of House Bill 12 – 1155, both the Admission standards policy and the Remedial Education policy are required to be aligned by December 15, 2013.

Each policy group—remedial policy and admission policy—has a task force and an advisory board. The task forces meet monthly, while the advisory boards meet once every few months. Task forces are comprised of practitioners from across higher education; the advisory boards are more broadly representative of constituents concerned with and affected by these policies. Please refer to Attachment A for the Admission policy review membership and attachment B for the Remedial Education policy review membership.

III. STAFF ANALYSIS

Both groups have been in a discovery phase, receiving professional presentations giving them a thorough foundation to begin policy review conversations.

The Admission group is discussing the utility of an admission index and the use of alternative measures to demonstrate college readiness. Specifically, they are exploring the concept of mastery as a measure of readiness instead of current HEAR requirements (Carnegie units or “seat

time”). The remedial group is considering revising and differentiating placement scores for students depending on their intended college program of study. Information about each group’s progress is available on the DHE website on the Admission Standards page.

One immediate charge the remedial education task force has is creating policy for the new Supplemental Academic Instruction legislation. A draft policy is currently being reviewed by institutions for feedback. The Department plans to present this policy to the Commission for its approval in November.

IV. STAFF RECOMMENDATIONS

No action is required. This is an information item only.

STATUTORY AUTHORITY

C.R.S. §22-1-113