



### Admission Council Meeting

Thursday, October 13, 2016, 2:00-4:00pm

Department of Higher Education

1560 Broadway, Suite 1600 (16<sup>th</sup> Floor), Denver, CO 80202, Emily Griffith Room

Phone: 877-820-7831; Participant Code: 368215#

Web: <https://enetlearning.adobeconnect.com/admissioncouncil/>

### NOTES

#### Attendance:

Andrew Burns	Fort Lewis	Kim Medina	JWU
Bernadine DeGarbo	TSJC	Kris Binard	FRCC
Carl Einhaus	DHE	Lauren Shondeck	Western
Catherine Wilson	CU Denver	Marilyn Smith	CCCS
Chrissy Holliday	CSU Pueblo	Matthew Cox	UCCS
Darcy Briggs	ACC	Nate Wright	ACC
Eric Carpio	Adams	Sarah Wycaver	Aims
Ian Macgillivray	DHE	Timalyn O'Neill	CSU
Kevin MacLennan	CU Boulder	Vaughn Toland	MSUD

- Greetings and Introductions
- Presentation: Community College Placement Test *AND* Information on CCCS’s new Policy on providing course credit for *GED College Ready+Credit* scores  
*Marilyn Smith, Grants Coordinator, Colorado Community College System*

Using a PowerPoint presentation titled, “*Academic Council Meeting Oct 2016*” which Carl sent out to the Admission Council on October 13<sup>th</sup>, Marilyn provided an overview of the Community College Placement Test (CCPT) which CCCS colleges are now offering. The Accuplacer is still being used in some situations as well. Marilyn confirmed that the CCPT was designed to be used for placement purposes only, and should not be used for college admission. The CCPT scores will not appear on a CCCS transcript. She also provided the details regarding CCCS’s recent policy to award course credit for students who earn at least a 175 on GED subject area tests. GED refers to this score threshold as “College Ready+Credit”. CCCS faculty reviewed the exams and scores to verify that providing course credit was appropriate. The courses awarded credit will appear on CCCS transcripts, but will appear as a transfer credit – four-year institutions will be able to clearly differentiate credit awarded from actual courses taken at a CCCS institution. The statewide Prior Learning Assessment policy may someday include the College Ready+Credit scores (after a review and approval process).

- Admission Index Calculator w New SAT Scores was Updated (per 9/7/16 email from Carl)



4. Reminder of updated admission policies (current and new – per 9/8/16 email from Carl)
  - a. Current policy link:  
<http://highered.colorado.gov/Publications/Policies/Current/i-partf.pdf>
  - b. New policy which begins fall 2019 link:  
[http://highered.colorado.gov/Publications/Policies/Current/i-partf2019\\_Revise.pdf](http://highered.colorado.gov/Publications/Policies/Current/i-partf2019_Revise.pdf)
5. Discussion: For the new policy, if an institution uses something other than HEAR to determine that a student has met the rigor standard, do we want to collect that information in SURDS?

Carl began conversation on the new admission policy section “6.00 Data Reporting...” (relevant section below these notes) which addresses that CCHE will use SURDS data to verify that IHEs are in compliance with their admission standards. As course mix and rigor are a part of the standards, the assumption is that IHEs will still be submitting HEAR completion data. As the new admission policy accommodates the use of competency based education in the academic rigor review process, Carl asked if the council their thoughts on somehow capturing and reporting if they used an applicant’s competency based education in the admission decision process. More conversation will be had in future admission council meetings on this topic – no decisions were made. However, it was expressed that there was value in continuing to report on HEAR data as it is a significant predictor of a student’s success at college. And those present were open to the idea of somehow flagging if competency based education was used to demonstrate a student was college-ready in a subject area. It will need to be discussed further to determine if the operational changes to capture such information will be worth the gained benefit.

#### 6. Potential Future Admission Policy Updates Discussion

- a. HEAR and new remedial/dev ed discussion – how and should we include still?
- b. Guarantee Transfer GPA (course grade requirement is “C” – desire expressed for it to be consistent with Transfer Policies which is “C-“)
- c. “Minimum” verbiage for transfer GPA – change to “mid-50% range” like new freshmen standards? But will still need a single transfer GPA for Guarantee.
- d. College-Readiness section discussion

Carl discussed the above proposed changes to the new admission policy. He will make proposed revisions to the policy and bring it to the admission council for conversation. Most in attendance were in agreement with the proposed changes, but specifics will need to be discussed. In regards to the “4.01.01 College-Readiness” section in the new policy, Carl recommended that the reporting requirement be removed (see relevant section at bottom). This is justified as the spirit of the new policy focusses more on outputs (student retention and credential completion) as opposed to inputs (admission). Additionally, IHEs have already provided how they support student success via a Guided Pathways to Success survey CDHE conducted last year. As a result, we know what IHEs are doing to support student success and do not feel there would be benefit in requiring IHEs to report on how they are supporting students they admit who did not meet a college-ready indicator. IHEs know best what students will be successful at their institutions.

7. Additional Items?
8. Follow up from last meeting:
  - a. GED completers success stats – See 2012 data attachments
  - b. Examples of Competency Based Ed on transcripts - see Westminster and Baxter attachments
9. Topics for next meeting?

10. Next meeting: **December 8<sup>th</sup>** or wait until January 12<sup>th</sup>?

**It was decided that December 8<sup>th</sup> was the best date for the next meeting. After the meeting, Carl sent an Outlook invitation to Admission Council members for a reoccurring meeting which will take place the second Thursday of every other month.**

## New Policy Discussions

**New Policy:** [http://higher.ed.colorado.gov/Publications/Policies/Current/i-partf2019\\_Revise.pdf](http://higher.ed.colorado.gov/Publications/Policies/Current/i-partf2019_Revise.pdf)

6.00 Data Reporting and Analysis Institutions shall report annually all undergraduate first-time and transfer applicants, including those for summer terms, to the Commission on the SURDS Undergraduate Applicant File. SURDS data will be used to monitor the compliance of institutions with the Commission's admissions standards and to evaluate the impact of the policy on institutions and students. An institution must keep at least one, complete, prior year of files and records to document admissions decisions.

Each spring, using SURDS data, the Department will prepare an annual report on institutional performance to include the retention of first-time and transfer students. The Commission will monitor and report this data, along with admissions, enrollment, retention and completion of different student populations, including resident/non-resident status, students receiving financial aid, by type and level, and background characteristics such as gender and ethnicity. Data will be reported by institution for in-state and out-of-state students and will be reported by high school and school district level for in-state students, per C.R.S. 23-1-108.

4.01.02.03 Rigor Institutions will set a performance indicator using rigor of students' high school program of study. Research indicates the best preparation for success in college is for a student to take a rigorous high school curriculum. Institutions can assess rigor in multiple ways, recognizing that students engaged in competency based high school programs of study and those in traditional seat time based programs may have different methods of demonstrating rigor. Institutions' performance indicators should accommodate these different demonstrations of rigor, including, but not limited to, the following: A. Quantity and quality of completed high school core-content courses. Strong preparation in English and mathematics is highly recommended for all college-bound students. Students also should complete significant core-content coursework in social and behavior sciences, natural and physical sciences, arts and humanities, world languages and academic electives; For students in traditional seat-time based programs, the minimum requirements for course completion include the seventeen academic units of the Higher Education Admission Requirements (HEAR) according to the distribution outlined below: Academic Area English 4 Units Mathematics 4 Units Natural Science 3 Units Social Science 3 Units World Language 1 Unit Academic Electives 2 Units TOTAL 17 Units Note: An academic unit, often referred to as a Carnegie unit, is equivalent to one full school year of credit in a specific subject.

### Current Policy:

<http://higher.ed.colorado.gov/Publications/Policies/Current/i-partf.pdf>

5.07 Reporting of Data Institutions shall report all undergraduate freshmen and transfer applicants, including those for summer terms, to the Commission on the SURDS Undergraduate Applicant File. These data will be used to monitor the compliance of institutions with the Commission's standards and to evaluate the impact of the policy on institutions and students. An institution must keep up at least one, full, prior year of files and records to document admissions decisions.

Each year the Commission staff will collect data on enrollment, transfer, and freshmen admission standards for all institutions and will prepare a report for Commission consideration. The Commission then will formally review the report and reconsider the question of whether the ultimate standards designated under the policy should be retained or modified and whether the implementation schedule should continue on track

## HEAR and Remedial Discussion

From current policy:

4.02.03.02 Successful completion (grade of "C" or better) of certain remedial (basic skills) mathematics and English writing courses at certain levels (see Table 1) will be accepted as equivalent to high school level, HEAR qualifying courses.

Table 1: Comparability of HEAR Qualifying Remedial Level (Basic Skills) College Courses to High School Level, HEAR Qualifying Courses

Subject	Course Description/Level	HEAR Units
English Writing	English Language Fundamentals (e.g. 060)	1
English Writing	Basic Composition (e.g. 090)	1
Mathematics	Pre-Algebra (e.g. 060)	1
Mathematics	Introductory Algebra (e.g. 090)	1
Mathematics	Survey of Algebra (e.g. 106)	1*

\*The successful completion of Survey of Algebra will be considered comparable to four years of high school level, HEAR qualifying mathematics courses.

- Carl notes: Why is Survey of Algebra specifically called out here? Why not just state "college level courses may satisfy the subject area requirement" – or do we even want that?
- Also, referencing previous conversations regarding the new Dev Ed courses and CCCS's information that they were not designed to equate to a high school course, should we remove remedial from HEAR completely? Or keep as reflected above but just with the new course information?
- Regarding below College-Readiness Requirement – I have recommended changes below, but want to have a discussion regarding removing the reporting requirement as we are more concerned about outputs (retention and graduation).

- **4.01.01 College-Readiness Requirement**

~~Students admitted to four-year institutions must be college-ready as defined by the state's Remedial Education Policy (Commission Policy section I Academic Affairs Statewide Remedial Education Policy part E).~~ Institutions may admit students scoring below the college-ready cut scores in Commission Policy section I Academic Affairs, Part E: Statewide Remedial Education Policy and place them in college-level courses with some type of support, including but not limited to Supplemental Academic Instruction (SAI) based on the institution's secondary evaluation process (Commission Policy section I Supplemental Academic Instruction part W).

Institutions enrolling students below college-ready as defined in the Remedial Education Policy who are not served through some type of support like SAI must report to the Commission by December 31st of that year on the number of students, how the institution is supporting ensuring those students succeed and how enrolling those students is consistent with the institution's role and mission (see section 5.00 of this policy). ]

---