



Admission Council Meeting **NOTES**

Thursday, December 8, 2016, 2:00-4:00pm
Department of Higher Education
1560 Broadway, Suite 1600 (16th Floor), Denver, CO 80202, Emily Griffith Room

Attendance:

Bernadine DeGarbo	TSJC	Mathew Cox	UCCS
Carl Einhaus	DHE	Timalyn O'Neill	CSU
Darcy Briggs	ACC	Vaughn Toland	MSUD
Eric Carpio	Adams	Lauren Shondeck	Western
Ian Macgillivray	DHE	Sharaya Cowan	Mesa
Kevin MacLennan	CU Boulder	Cyndee Stewart	Aims
Kim Medina	Mines		

1. Greetings and Introductions

2. Freshmen and Transfer Admission Videos have been posted to the front page of the online admission standards tool: <https://www.coadmissionstool.org/>

3. Higher Education Updates:
 - a. Election results: lots of unknowns on higher education impact – Betsy DeVos picked as Secretary of Education
 - b. Prior Learning Assessment & Math Pathways progressing
 - c. Gearing up for legislative session (begins January 11th)
 - d. Good news: in early November the Governor announced his budget request which includes an overall higher education General Fund increase of 3.1 percent which includes a 2.5% increase for the public institutions of higher education. We’ll see what is approved in the spring.
 - e. Legislators focusing on Concurrent Enrollment
 - f. Joint Budget Committee requested course applicability study
 Vaughn Toland asked if there was any known legislation that will be proposed surrounding transfer in Colorado. Carl and Ian are not aware of any concrete plans for transfer legislation, but there is certainly interest in the topic by our Joint Budget Council liaison.

4. Non-Reporting AP Scores (Ian Macgillivray, Director of Academic Affairs)
 - a. There’s a problem with students taking the AP exams but not having their scores sent to IHEs. (see attached analysis of Colorado AP students)
 - b. Is there a penalty for getting a low score on an AP exam? Not at any Colorado public institution of higher ed. Some highly selective institutions in the U.S. do consider AP scores for admissions so there may be a penalty at one of those schools. Check with DU and CC to see if they do this.
 - c. Not really related, but: What does your institution do when you get an AP score report for student you’ve never heard of previously? It often goes to the Registrar’s Office so the admissions folks wouldn’t even see it. When received, some will put it in a file and/or create a inquirer record for them in the recruitment system and will project out a potential term the



student would start at their institution and reach out to the student with their options and admissions information (treat them as a prospect).

- d. Ideas for getting the message out that it's better for students to have their scores sent to IHEs even though they may get a low score on the exam? We need to approach this carefully so we don't give bad advice.

Questions and answers Ian received from AP/College Board:

- Is there information on how many Colorado students take which AP exams and how well they do? Answer: Here's the national report and probably the Colorado data would not differ much: <https://secure-media.collegeboard.org/digitalServices/pdf/research/2015/Program-Summary-Report-2015.pdf> Also, College Board offered to provide Colorado specific data should we want it.
- Sometimes AP courses are offered as Concurrent Enrollment. Can the CE folks help get the message out about sending report scores to IHEs? Answer: Will discuss with CDE for options/ideas.
- How many schools can a student have their AP score sent to? Answer: At time of Exam administration, students can select one free score per exam to send to one college/university.
- What's the cost to request scores being sent after students take the exam? Answer: \$15 for final transcript: <https://apstudent.collegeboard.org/help#faq40>

5. Proposed Admission Policy Updates Recommendations and Discussion

To guide this conversation, Carl used the document he sent out the day of the meeting which included tracked proposed changes. These are just proposed changes at this time and will be well vetted.

- a. HEAR revisions: transition from "Requirements" to "Recommendations or Guidelines" – subcommittee will likely be formed to make recommendations
The group liked the idea of transitioning from "requirements" to "guidelines". A subcommittee will be formed to make recommendations for making clarifications about HEAR to better reflect the reality of how high school course work impacts admission to the institution and programs of study. Ian, Carl, Darcy Briggs (ACC), and potentially Timalyn O'Neill (CSU) will serve on the subcommittee. Ian will also solicit a few faculty members, especially as it relates to effectively communicating math pathway information.
- b. Guarantee Transfer GPA (course grade requirement is "C" – desire expressed for it to be consistent with Transfer Policies which is "C-")
No concerns were expressed with this. As a reminder, one of the eligibility criteria for the guarantee is that the student will need at least a 2.0 overall GPA.
- c. "Minimum" verbiage for transfer GPA – change to "Recommended Transfer GPA"?
More discussion needed. The idea of a recommended transfer GPA was liked, but to be eligible for the Guarantee Transfer Admission a minimum GPA is required.
- d. Remove reporting requirement for students admitted who do not meet College-Readiness indicators (new policy, section 4.01.01)
All were in favor with this proposed change.

6. Additional Items?

None.

7. Follow up from last meeting and reminders:

- a. Be sure to include discussion of whether to include in SURDS reporting if competency based education was used to fulfill HEAR

8. Topics for next meeting? Discuss Transfer GPA wording in new policy.

9. Next meeting: **Thursday, February 9th, 2 – 4 pm**

New Policy Discussions

- **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).]
