

**Minutes - Corrected  
Academic Council**

**Feb 8, 2011**

**1:00-3:00pm**

Department of Higher Education  
1560 Broadway -Suite 1600  
Denver, CO

**1. Greetings and Introductions**

In attendance:

Steve Werman	MSC
Abe Harraf	UNC
Laura Solano	CSU-P
Donna Souther	AIMS
Jeff Reynolds	AIMS
Russ Meyers	CSU-P
Rick Miranda	CSU
David Moon	UCCS
Kathleen Bollard	CU System
Frank Novotny	ASC
Steve Roderick	FLC
John Sowell	WSC
Geri Anderson	CCCS
Matt Gianneschi	DHE
Cheryl Lovell	DHE
Heather DeLange	DHE
Ian Macgillivray	DHE

**2. Corrections/Discussion of January Meeting Summary Notes**

Approved.

**3. AART (Academic Affairs, Research, and Technology) Activities**

**a. Performance Contract Review**

- i. Final Summary Review presented to CCHE Feb 4, 2011**
- ii. Thanks for sending links to campus strategic plan/master plan**
- iii. Time line (as currently known) is planned as follows:**
  - **HESP Report Finalized Nov 4<sup>th</sup>**
  - **Master Planning Process Approved Dec 2<sup>nd</sup> that includes:**
    - 1) HESP report – The Degree Dividend; 2) strategies to develop specific institutional level plans; and 3) ongoing evaluation to maintain accountability and to address changing conditions)**

iv. **Continue on with reports, per your contract – any due dates and to be followed.**

**b. CAP4K – SB212 – P-20**

i. **Thanks, we have two faculty participating in the PARCC meeting in Feb 16-18, 2011**

**Math representative: James Gray [james.gray@ccaurora.edu](mailto:james.gray@ccaurora.edu)**

**English representative: Jane Vigil-Chapman [chapman@mscd.edu](mailto:chapman@mscd.edu)**

PARCC is really focusing on getting 2- and 4-year faculty together and are looking at high school teachers talking to higher ed faculty to work out potential assessment items.

ii. **Next areas of focus: Endorsed Diploma; potentially modify HEAR; modify reauthorization educator prep to reflect PWR**

If a diploma is PWR endorsed, what does that mean? (won't need remediation is an implication).

Matt explained that the intent wasn't for kids to get an endorsement based on classes they've taken but rather on having mastered standards (that should be embedded in a district's curriculum). So in defining what an endorsed diploma means, we (higher ed community) need to say "these are the standards we expect a student to master by 12<sup>th</sup> grade that will make them ready for postsecondary education."

Also, what are other ways that students might demonstrate mastery beyond seat time, GPA, and state summative assessment scores? (AP and IB exams, CLEP, ICAP, more?) The multiplicity of exams that IHEs use for admissions purposes sends a confusing message to K12.

Moderately selective institutions have a lot at stake because an endorsed diploma will guarantee admission to those IHEs. The legislation also stipulates students with these endorsed diplomas should receive priority at all institutions.

We also need an admissions policy and remedial policy to complement all this by 2014, per Cap4K.

Can we use GE 25's expertise as a place to start, especially around gtPathways? In past discussions, helped for high school instructors to see the content of the gtPathways courses to see what will be expected of "college ready" high school graduates. Should we invite K12 teachers to Faculty to Faculty Conferences for this reason (enhances P20). Do gtPathways competencies need some revision--are they clear enough for K12 to understand what will be expected of their graduates? The *Beyond the Rhetoric* article helps to inform.

Really need to focus on reading, writing, and math. Once they have those basic skills, they can learn the content--doesn't mean less emphasis on lab-based science courses and arts & humanities too.

If interested in being in a working group, let Cheryl know. Each IHE, especially at least the moderately selective, should send a name or two to Cheryl ASAP.

**iii. CDE's SCOOP – Statewide Standard Course Code Crosswalk Project**

Can we at least see indicators/elements they expect to be met in the courses? How will K12 ensure more than just a letter grade but an actual indication of “were the standards associated with that course/code met or not?”

Please get name to Cheryl ASAP to take part in this.

- Timalyn O'Neill, Assistant Director of Operations, Office of Admissions, Colorado State University
- Cindy Carlson, Chair, English Department, MSCD

**c. College Goal Sunday – Feb 13<sup>th</sup> (9News Feb 12<sup>th</sup> in the morning)**

Please promote this.

**d. Electronic Transcript Service**

Please forward this info to registrar's office. Rick Miranda added that Admissions folks at CSU use it find it quite useful.

**e. Closing the Ethnic Achievement Gap - FYI**

Focus on eliminating the ethnic achievement gap in higher ed.

- i. CiC Pre-collegiate conference March 25<sup>th</sup>**
- ii. DHE/ACT Postsecondary Forum (June 15<sup>th</sup> )**

**f. Federal Issues**

- i. Online Enrollment – update pending SHEEO meeting w/USDE**
  - reporting proposal
  - State Authorization Rules

No guidance from USDOE yet. States define physical presence differently.

- ii. Update on Credit Hour Discussion**

- Reviewing your policy on credit hours

CCHE policy below may not be sufficient once USDOE chimes in.

**FYI on current CCHE Policy**

**Policy for FTE -**

<http://highered.colorado.gov/Publications/Policies/Current/v-partb.pdf>

See page “3.02.02 *The policy recognizes the academic integrity of credit hours assignment, relying on institutions to determine the credit hour assignment based on student outcomes and national standards.*”

**Guidelines for FTE -**

<http://highered.colorado.gov/Publications/Policies/Current/v-partb-Guidelines.pdf>

See “**BASE CONTACT HOUR.** *The faculty Base Contact Hour represents a standard measurement of consumption of faculty resources by students. It consists of the number of scheduled minutes of instructional activity involving direct contact of faculty with students in a given term utilizing a particular method of instruction. The standard measurement for a faculty Base Contact Hour except for the instructional activities listed in Table II is:*

*Semester system term: One Base Contact Hour = a minimum of 750 minutes.*

*This translates to a MINIMUM of fifteen 50-minute hours per semester. Quarter system term: One Base Contact Hour = a minimum of 500 minutes. This translates to a MINIMUM of ten 50-minute hours per quarter.”*

iii. State recognition of private IHEs

iv. IHE having “authorization” in any other state where their students reside while enrolled.

**4. Updates/Items of interest to Academic Affairs Council**

**a. Feb 4, 2011 Commission Meeting - Dr. Abe Harraf**

Looks like Feb 17 will be the day some important legislation regarding higher ed planning and performance will be discussed.

**b. Dates for 2011 AC: Jan 11<sup>th</sup>; Feb 8<sup>th</sup>; March 8<sup>th</sup>; April 12<sup>th</sup>; May 10<sup>th</sup>; June 14<sup>th</sup>; July 12<sup>th</sup>; Aug 9<sup>th</sup>; Sept 13<sup>th</sup>; Oct 11<sup>th</sup>; Nov 8<sup>th</sup>; and Dec 13<sup>th</sup>**

**c. Legislative Issues: SB11-1077; SB11-052; SB11-070; GE sunset**  
See e-mail Ian sent for info on legislation.

**5. Institutional Sharing – items of interest to others, please share**

Higher Education Association of the Rockies is planning a legislative update for IHEs on April 15<sup>th</sup>, 1-4pm in the Tivoli on Auraria Campus. Please help spread the word. Heather will send a save the date e-mail.