

Academic Council
MINUTES

March 8, 2011

1:00-3:00pm

Department of Higher Education
1560 Broadway -Suite 1600 - Denver, CO 80202

1. Greetings and Introductions

Present:

Geri Anderson
Diane Hegeman
Steve Roderick
Steve Werman
Vicki Golich
Rick Miranda
Kathleen Bollard
Beth Bean (DHE)
Cheryl Lovell (DHE)
Maia Blom (DHE)

On the phone:

Donna Souther
John Sowell
Peg Bacon
Abe Harraf

2. Corrections/Discussion of February Meeting Summary Notes

Correction: John Sowell was on the phone.

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

a. Performance Contract Review – Master Planning

i. Time line - see CCHE agenda March 4, 2011 for planning timeline

- No CCHE meetings in June/July; August meeting will be retreat + an agenda CCHE meeting.
- Master planning process will finish by 12/2011.
- Performance contracts will follow after the master planning process is finished – a 2012 activity.
- SB11-052 – the master planning process allows for this legislation to play out; some staff support for working with the deadline in this bill; DHE trying to stagger out the process.

Concerns expressed:

- SB11-052 goes back to program reporting which the IHEs aren't too happy about – they loved not reporting, first input by governing boards not until 10/2011? DHE: there will be a proactive approach to getting governing board input before then. DHE is concerned about how much governing board participation there will be.

- Some preference expressed for performance contacts as opposed to the old-style reporting. DHE hasn't heard any discussion about going back to an old reporting style.
 - PCs will probably be extended for another year, in their current form. Some IHEs would like to avoid that because the PCs are outdated and take a lot of time. The PCs are being read by DHE but institutions don't know that. The data reporting is important for DHE, although there is some outdated info – general education, teacher education, etc. Some IHEs would like to know what data reporting is meaningful for DHE and get rid of the rest given budget cuts and reductions in personnel. IHEs want to know what is actually being reviewed by DHE and let the rest go.
- ii. **Continue on with reports, per your contract** – any due dates are to be followed.

b. CAP4K – SB212 – P-20

- i. **Common Core Standards (CCS)** – discussion of SHEEO meeting and other national conversations including PARCC/Smarter Balance
- Lumina Foundation report on The Degree Qualifications Profile (CDL will provide url for phone-ins)
 - Two faculty members (MSCD and CCA) participated in PARCC's Florida conference in January re CCS. The two consortia will do a lot of the leg work re assessments that can be used by the states.
 - Geri Anderson: attended a meeting in Boulder last week with the consortia – CCS is nationally-developed for K-12 education. CO is part of CCS in two disciplines only (math & English). Geri is concerned that postsecondary be involved in this conversation because 1) the final goal is to have kids ready for college, and 2) Colorado has a goal to endorse students as PWR which will ensure admission for them into a moderately selective institution. Need to address the pipeline and the alignment between K-12 and postsecondary. The CCS have been addressed superficially at the campuses but maybe not taken seriously enough by deans, etc.
 - Rick Miranda: a math issue – there is overlap between high school and postsecondary through the pre-calculus course (the “alignment” course) that is taught by everyone. This course provides the connectivity between high school and postsecondary. This course should be made the same everywhere. High schools should be asked (required) to teach this course. One should not take a year off from math in high school if planning to take math in college. It is strange that 4 years of English is required for HEAR but only 3 years for math. [Alignment piece in English would be writing. There isn't a specific course that can be identified.]

- Common core conversation needs to continue and postsecondary needs to be engaged. Want to get high school and postsecondary faculty together to have this conversation.
 - Lumina Report: tries to describe bachelor's degree – what one should know; broken into areas of learning; some states are using this document to establish competencies. **GEC should recalibrate the first two years in the five disciplines – do our competencies make sense now?** Lumina report is a bit too generic. Recalibration of high school grades is important – what does a C mean in high school? Grades are at the discretion of the school district – there is no norm.
 - There is a cultural aspect to the disconnect between high school and postsecondary: postsecondary mission is access; high school mission is success.
- ii. **Across State Transfer/Articulation** – discussion of WICHE project
- WICHE is exploring the possibility of creating an entity that would be a clearing house to review transcripts for courses that are transferrable interstate. This could involve transferring a completed core as a block of courses.
 - Comments: course-by-course clearinghouse is too cumbersome; not willing to tear gtPathways apart. But transferring a core – like the general education core – could be possible. Reciprocity of general education courses makes more sense – to transfer the core block not course by course. No school can afford a course-by-course review of transferable courses. Most schools already have transfer agreements with other states.
- iii. **Next areas of focus: Endorsed Diploma**; potentially modify HEAR; modify reauthorization educator prep to reflect PWR –
- **DISCUSSION** (see reports attached to email)
 - Please read: Implementing the Common Core State Standards (ACE policy brief)
 - Please read: Beyond the rhetoric: Improving College Readiness through coherent state policy (SREB policy brief)
 - This is going to be a summer activity – the endorsed diploma has to be done by December 2011. It will be a PWR-endorsed diploma; a student can still get an ordinary diploma. All parts of the new assessment system (PWR-ready): summative assessment (CSAP replaced by a new system – critical thinking, CCS, etc), formative assessments (daily assessments), quarterly assessments, ICAP. Endorsed diploma implies “absent remediation.”
 - ICAP changes are going to be happening. Comments: the original intent of ICAP was to be an advising tool; the new assessment plan shifts focus of ICAP to accountability. This additional piece of the assessment system is pushing the school districts to go to College in

Colorado. Moderately selective schools won't be able to test for placement?

- Need to define “endorsed diploma” – legislation says PWR-endorsed means students will be admitted if they don't need remediation.

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

School Codes for the Exchange of Data (SCED) is a course classification system for pre-secondary and secondary education. The purpose is to maintain longitudinal course data that stays with a student and thereby promotes an easy exchange of records as students transfer from one school to another and eventually onto higher education. A common course classification system also facilitates the use of an electronic transcript. SCED was developed by NCES (the National Center for Education Statistics) and took 4 years to complete. The course descriptions were drawn from existing state and school district course catalogs. Each course is given a 5-digit code that maps to subject area and course within that subject. The project in Colorado is called the Statewide Standard Course Code Mapping Project and it is in the early stages of ensuring each subject area is represented and discussing with schools and districts timelines for collection. Schools are required to map all of their course data by 2012. The working group is also currently trying to identify the data elements they want to collect when schools upload their course information. This project has positive implications for college admissions and P-20 data sharing.

c. **Faculty to Faculty Conference – April 8th - CCCS Conference Center – Lowery**

Biology, Chemistry, Physics will have online lab discussions. English and Criminal Justice disciplines will continue discussions re articulation agreements.

d. **GE Council** – update and progress on transfer/articulation agreements – 5 more coming your way for signature – History, Math, Psychology-BA, Psychology-BS, and Spanish

- Question of electives as part of curriculum in articulation agreements. Philosophical aspect of what an elective is: This is an advising issue. Add this to next month's agenda for a more robust discussion.
- These five agreements are ready despite this philosophical discussion.

e. **HEAR (Higher Education Association of the Rockies) Conference** – April 15th – Tivoli Center

Colorado Legislative Update with Matt Gianneschi, Deputy Executive Director (DHE) as keynote speaker; 1:30 – 4:15pm Tivoli Student Union, Room 320 B and C, Auraria Campus, Denver \$20; www.coloradohear.org

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

Call in Number 1-866-258-0959 access code: *1770121*

- i. CiC Pre-collegiate conference March 25th
 - ii. DHE/ACT Postsecondary Forum (**June 15th**) Cable Center/DU
Information will follow: requests for programs, save the date, etc.
Program submissions highlighting best practices that focus on ethnic achievement gap are encouraged.
 - g. **Shining the Light on Remediation** – CDE/DHE paper – see email attachment
Lukewarm response at best to this report– not a huge outcry. Need to study the efficacy of intervention next.
 - h. **Online Enrollment – Webcast on March 9th 10am** – please register if interested
 - i. reporting proposal
 - ii. State Authorization Rules
 - i. **Update on Credit Hour Discussion** –
 - i. Reviewing your policy on credit hours – thanks for sending examples
Federal requirements say state must take active role in monitoring this topic. Hopefully draft language that is more assertive will be brought to AC in future.
- FYI on current CCHE Policy
- ii. Policy for FTE -
<http://higher.ed.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.”

- iii. Guidelines for FTE -
<http://higher.ed.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.”

4. Updates/Items of interest to Academic Affairs Council

- a. **March 4, 2011 Commission Meeting** - Dr. Abe Harraf
 - Four-year degrees approved for CMC – Bus Admin and Sustainability Studies;
 - Performance funding question by Julie Harris – no definitive research on this; no other state had such a high percentage (25%) slotted for performance

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funding as Colorado – starts in 2016 – to allow for finishing flexibility plan; \$555M reduced to \$519M in the budget.

- Discussion on master planning – the timeline, etc.
- Dr. Harraf recommends review of SB11 052.

- b. **College Friday – April 8th**
 - c. **Dates for 2011 AC:** Jan 11th; Feb 8th; March 8th; April 12th; May 10th; June 14th; July 12th; Aug 9th; Sept 13th; Oct 11th; Nov 8th; and Dec 13th
 - d. **Legislative Issues:** SB11-1077; SB11-052; SB11-070; GE sunset
5. **Institutional Sharing** – items of interest to others, please share
Alex Cranberg – will request section-by-section costs spreadsheet from all IHEs, including faculty rating scale, and cost paid to faculty for the section. Alex Cranberg is on Board of Regents for Texas. House Bill titled: “Higher Ed Inst Course Transparency.”
6. **Other Business?**
Possibility of changing time of this meeting to morning – nobody likes that idea.