



Academic Council

February 14, 2012

1:00-3:00pm

Department of Higher Education

1560 Broadway - Suite 1600 - Denver, CO 80202

Call-in Number: 1-877-820-7831; Access code: 215368#

Meeting Notes

1. Greetings and Introductions

Kathleen Bollard, Robbyn Wacker, Steve Werman, Peg Bacon, Vicki Golich, Dianne Hegeman, Carol Futhey, Rick Miranda, Frank Novotny, Donna Souther, Vicki Golich, Jess Young, George Dennison, Geri Anderson, Barbara Morris, Ian Macgillivray, Emmy Glancy, Maia Blom, Brad Tyndall

2. Corrections/Discussion of January Meeting Summary Notes [see handout]

Approved Minutes

3. Performance Contract reports were due February 1, 2012.

- PC Reports received from CSU System, CU System, CCCS, WSC, CMU, ASC, UNC and CSM (as of February 15, 2012). Waiting on FLC & MSCD.
- Academic Master Plan Reports received from Aims and CMC (as of January 2012).

Thanks to everyone who got their contract in, just waiting on Fort Lewis College and Metro.

4. Higher Education Bills in the Legislature

- Higher Education Legislation Status [see handout]
- Is there anything DHE needs to know about these bills? Should DHE weigh in on any of these?
 - SB12-106 “Statutory Changes Related to Education” – AC is largely not in favor of this bill. Early Colleges should get HLC accreditation first. Goal of bill is to allow high schools (early colleges) to offer college courses. Early Colleges should get HLC accreditation first. Mission creep is a concern.
 - HB12-1252 “Transparency of Higher Ed Financial Information” - Online data collection requirement; only applies to research institutions. IHEs maintain there is already transparency. Largely opposed to bill.
 - HB12-1144 “Employment Contracts Non-tenure-track Professors” – Mixed feedback. One concern is being locked into a contract with an instructor who turns out not to be a great instructor. Would prefer flexibility.
 - Forthcoming legislation regarding private colleges’ authorization process and clarifying DHE’s roles and protections to students (e.g., require every for-profit takes out some type

of assurances on pre-paid tuition, in the event that the IHE closes); nothing unusual, just trying to get up to speed with other states.

- HB 12-1214: the bill was pulled.

5. Master Planning update and implications for Performance Contract renegotiation

a. Revisions to preamble and 4 goals [see handout: CCHE agenda item on Adopting Statewide Goals]

- Goals have been vetted with CEO's.
- CCHE has not yet approved the goals but wants DHE and the IHEs to move forward with them and the PC process.
- Fifth goal lots of debate, one commissioner said, "We either need to accept the challenge of coming up with measurable goals, or we shouldn't do it at all" Really important to measure this...but how can we be sure is it fair, universal to all different types of IHE's?
- DHE's REQUEST to AC– Bring examples of activities, metrics, and indicators to meet these goals. The first 4 goals are required. An idea for the proposed fifth goal: each IHE chooses how to use it and negotiates with DHE what percent of the PC it will comprise. Metrics for goals should make sense within each IHEs role and mission and what they consider to be important.
- Request to revise Goal 1 to "workforce demands and societal needs."
- Next steps:
 - i. Writer hired to provide a narrative for the Master Plan.
 - ii. NCHEMS will bring info on the national perspective. We will review what other states have done.
 - iii. Now is a good time to refresh your peer groups if you think it's necessary.
 - iv. May – framework draft
 - v. Sept – finalize Master Plan – just has to have the goals, doesn't need to be IHE specific within each category;
 - vi. Tony Dyl in Attorney General's Office is creating a template for the PCs and will vet it with each institution's legal counsel.

b. Volunteers for *Academic Affairs PC Discussion Group*: Geri Anderson, Carol Futhey, George Dennison, Vicki Golich, Kathleen Bollard, Barbara Morris, Frank Novotny, LeeAnn Sappington (Director of Institutional Effectiveness and Assessment, Aims).

c. When/how should this discussion group meet?

- This group will meet prior to each AC meeting.
- Agreed that each member will come up with a couple examples of measurable metrics for each goal before the first discussion group meeting.
- Ian will send out directions in an email for meeting and pre-meeting task and deadline for submission.
- Maybe helpful to look at NCHEMS examples. Ian will send out for first meeting.

6. PWR Endorsed Diploma Criteria Update (Emmy Glancy and Tamara White Johnson)

a. Governing boards that have approved the criteria: CU Regents (2-1-12).

Total of three approvals and CSU

b. First readings at Aims, **EMC**, CMU &WSC.

- Metro – concerned that all districts won't have the capacity to provide these courses
- All AA/AS courses are available online, which provides may address this capacity and equity issue; 3 year pilot and cost study will inform statewide implementation
- Adams first read went well, March meeting agenda
- UNC – May meeting agenda
- Aims – first reading went fine, March meeting agenda

- FLC – some concerns and questions. Emmy will follow up.

OTHER DHE UPDATE – CCHE Admission and Remedial Education Policy Review Task Force still accepting nominations – please email tamara.johnson@dhe.state.co.us to contact Tamara Johnson if you are interested.

- Selection process will begin soon, work will take place between now and Summer 2013
- Index or admission criteria? Yes, everything is on the table, this review and revision of CCHE policies and since the index is part of the policy, it will be considered
- AC wants to ensure that we have all IHEs represented

7. Issues around Ensuring Seamless Transfer (this discussion will also go to Admission Council on February 16)

- Point of the discussion is to understand where the misalignments are and why they exist and what we need to do about the misalignment...will this require statute or policy change?
- Question: How do we ensure that transfer students who complete an AA/AS are not required to complete additional lower division core requirements or additional credits beyond the 60 credits at the receiving institution? OR What are the obligations of the receiving institution that are incurred as a result of the completion of an associate's degree? (Two of those obligations include fulfilling the lower division core curriculum requirements and having a minimum of 60 credits towards graduation).
 - IHEs are required to bring in gtPathways courses to fulfill lower division requirements but they may not apply to major requirements. IHEs are in compliance with the 60 + 60 rule.
 - CCCS is requesting cut scores on all AP, IB and CLEP tests from the 4-year institutions. CCCS will go with the highest score. Will Aims, CMC, ASC & CMU also go with the highest score. Ian is compiling responses and will bring to next AC meeting.
 - Point: Per statute, the courses in AA/AS degrees get applied individually in transfer.
 - Question: Should we have a statewide policy in regards to accepting standardized credit for prior learning exams as part of the entire AA/AS degree and gtPathways program completion transfer regardless of the acceptable score for credit of that exam at an institution? For example, if your institution accepts AP credit for college algebra with a score of 4 or higher, will you accept the entire AA/AS degree if college algebra is transcribed from a CCCS institution with a score of 3?
 - Question: Should receiving institutions honor competency based decisions from 2-years? Does this change if it's part of an AA/AS?
 - Tabled for now. In the meantime, so few cases, it's handled on an individual basis.
 - Question: Should we use a "gtPathways program completion stamp" and would that imply "block transfer" and also imply all courses within the degree are guaranteed to transfer?
 - Already being used. Does not imply block transfer. It's an easy way to show a student has completed the gtPathways curriculum.
 - Question: Must an IHE accept in transfer all gtPathways courses less than 10 years old that meet general education requirements?" (Answer: §23-1-108(7)(f)(I) states, "If, not more than ten years prior to transferring into an undergraduate degree program, a student earns credit hours that are required for graduation from the undergraduate degree program, the credit hours shall apply to the completion of the student's graduation requirements from the undergraduate degree program following the transfer." This statute does not distinguish between LAS degrees and other types of degrees.
 - AC agrees answer is "yes" and this is what happens on campuses.
 - Question: Must an IHE accept all coursework less than 10 years old that meets degree requirements regardless of the degree? (Answer: §23-1-125(1)(g) states, "A student's credit for the completion of the core requirements and core courses shall not expire for ten years from the date of initial enrollment and shall be transferrable.")
 - This depends on what happens with item 8 below.

8. Should gtPathways apply only to LAS degrees or to all associate's and bachelor's degrees?
 AC agreed should only apply to LAS degrees and if it's necessary to change statute and CCHE policy then that's what should happen. Ian sent links to CCHE transfer policy and statute for institutions to take some time to review and consider this.
- a. It has been interpreted that gtPathways should apply to all degrees. Points that support that:
 - §23-1-108.5(2)(c) states, "General education courses' means the group of courses offered by an institution of higher education that every student enrolled in the institution must successfully complete to attain an associate's or bachelor's degree."
 - CCHE Policy I, L: Statewide Transfer Policy, section 5.02, states, "...in all majors at all public institutions..." The policy also defines "general education" as "...the general body of knowledge and skills that the recipient of any undergraduate degree conferred by an institution should possess."
 - §23-1-125(1)(e) does not distinguish between LAS degrees and other degrees.
 - b. The practice thus far has been to apply it only to LAS degrees. Points that support that:
 - Non-LAS degrees are aligned to national accreditation standards that require specific cores different than the more generalizable cores of LAS degrees.
 - CCHE Policy I, L: Statewide Transfer Policy, section 5.01 refers to "liberal arts and sciences degrees."
 - c. Statute, policy and practice are not aligned. What should we change: statute or policy? And why? If we were to change statute, what are the justifications to get the General Assembly to agree with us? If we were to change policy and practice, what are the salient points around that?
9. What Is Your Institutional Process/Protocol for gtPathways Quality Assurance & Compliance?
- a. Is it aligned with HLC accreditation?
 - b. How to ensure compliance/integrity with the syllabus that was originally approved?
 - c. How do you know your advisors know about gtPathways courses?
 - d. Should gtPathways be mentioned somewhere in the syllabi of gtPathways courses?
 - e. Does your institution have a renewal process?
 - GE 25 Council posed this question
 - AC responded each institution has its own internal processes to monitor quality
 - The concern was about drifting occurring within IHEs and state; and how the state may be able to assess these courses to ensure quality and continuous improvement.
 - Is it assessing the course success or the success of transferability of credits? They weren't intended to be common course, common expectations, the outcomes are more important.
 - Several GE members, probably more about their own IHE-level breakdown in communication, not a big picture thing
 - AC and DHE agree we want to know if students are transferring smoothly, performing as well as native students, etc. It's these questions, not course-level outcomes, that are important. Big picture question: Is gtPathways meeting state needs? Look at outcomes.
 - REQUEST - Members of AC, please talk to your GE Council reps regarding this.
10. Disability Services Follow-up
- a. Ian and Kim Poast met with CO-WY Consortium of Disability Support Programs on January 13, 2012. They no longer have a website with resources because it wasn't used much and there's nobody to maintain it. Kim is checking to see if DHE could host that.
 - b. They currently use a listserv and informally contact one another to share resources.
 - c. Kim has touched base with CDE to see about using the library system to share resources.
 - d. Considering ways to put pressure on publishers to make their materials ADA compliant. Legislation? Coordinating with departments and faculty to use textbooks that are more compliant than others?

- e. One idea was for each institution to pay into a salary for a coordinator at DHE. Another idea is to explore something like a BOCES to share resources. **AC was not in favor of this idea.**
- f. What are the implications for concurrent enrollment? Should the K-12 school provide support services (IDEA) or should the institution of higher education (ADA)?
 - **None, this issue was already addressed by Attorney General and Concurrent Enrollment Advisory Board. Ian will provide summary statement of decision and guidance.**

11. Should CCHE Reverse Its Decision Prohibiting Bachelor’s Degrees in Early Childhood Education (ECE) and Elementary Education (ELED)?

a. Results of poll:

Institution	Allow BA in ECE	Allow BA in ELED
CCCS	Yes	Yes
CMC	Yes	Yes
CSU	Yes	Yes
CSU-Pueblo	No opposition	No opposition
MSCD	Yes	Yes
UCB	Yes	No
UCCS	Yes	Yes
UCD	Need to discuss	Needs the most discussion
UNC	Yes	Yes
Colorado Christian	Yes	No
University of Phoenix	Yes	Yes

b. Other points to consider:

- i. A 'generalist' K-8 (ELED) license puts many teachers in middle schools, where the teachers SHOULD be content experts in the courses they teach, i.e. 6th grade math & science teacher; 8th grade Humanities teacher; 7th grade Language Arts teacher.
- ii. The lack of a 4-year ECE degree was one of the things that every reviewer of our federal Early Learning Challenge Fund proposal commented on. While removing this rule will not create a degree, it will be a step in the right direction – it will also allow us to report progress if another ELCF round happens.
 - **All in support of ECE change**
 - **Need more time to discuss ELED**
 - **Ian will encourage CCODE and LAS content faculty to continue discussions in regard to ELED degrees.**

12. Reports Released to General Assembly

- a. Educator Preparation Report [see handout]
- b. Remedial Education Report [see handout]
- c. Concurrent Enrollment Report (coming in March)
 - **All reports are online and were emailed to AC.**

13. Other Business?