

## Poast, Kim

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**From:** McCallin, Dr. Nancy [Nancy.McCallin@cccs.edu]  
**Sent:** Wednesday, June 30, 2010 4:43 PM  
**To:** Munn, Rico; Poast, Kim  
**Cc:** McCallin, Dr. Nancy; Gianneschi, Matt; Anderson, Geri; Bowman, Linda  
**Subject:** Comments on HESP Recommendations on Pipeline

Rico,

Thank you for your request that the CEOs review the recommendations from the subcommittees. The following are our comments and questions related to the pipeline recommendations presented last week:

**Goal 1:** The Colorado HE System should support statewide efforts towards increasing the number and diversity of students of all ages pursuing HE-R1

**Tactic:** Extend ICAP requirements to colleges and Workforce Centers.

**CCCS response:** Colorado's CTE program, administered by CCCS, has already begun the work of expanding the plans of study (ICAP) into our postsecondary programs. In the interest of facilitating smooth transitions for students and assuring efficient use of state resources, we would encourage other higher education institutions and work force centers to utilize the plans of study we have already developed.

**Tactic:** Automatic notification from IHE's of College acceptance based on meeting postsecondary and workforce readiness.

**CCCS response:** Two of the state's community colleges, Community College of Aurora and Community College of Denver, are piloting similar programs. Rather than developing a statewide effort, we would recommend evaluating the success of the two pilot programs at the end of the 2011-12 academic year.

**Goal 2:** The Colorado HE System should take the lead in defining & addressing the needs of remediation/developmental Education R2.

**Tactic:** Provide funds to Community Colleges to take the lead in redesigning Developmental Education: clarify standards and timing for 030,060,090

**P-20:** Address unfunded state of adult basic education

**Tactic:** Adopt minimum standards for open enrollment

**Tactic:** Allow for delivery options via 4-year colleges (090), workforce centers (adult learners), etc. Not new agency but targeted funding and collaborations.

**Tactic:** Align index score and ability to offer remediation at the various institutions.

**CCCS Response:** In accordance with our statutory mission, the community colleges have invested significant resources to provide developmental education using research-based best practices. Provision of developmental education requires the community college to hire specialized faculty and provide significant support services. This developmental mission was given to community colleges in recognition that duplication of developmental education across all institutions would be more costly to the system as a whole, similar to the fact that only certain institutions are allowed to offer graduate programs per their missions. Given the State's very limited resources devoted to HE and the fact that community colleges are available throughout the state, it is inappropriate to duplicate developmental programs currently provided by the community colleges by expanding the role of developmental education to 4-year institutions. Additionally, we have programs in place where local community colleges actually offer developmental education for 4-year institutions. The delivery is transparent to the students and financial aid is completed via the 4 year institution. If substantial numbers of students who are not academically prepared to successfully complete college-level work are being admitted to four-year institutions, perhaps an evaluation of admission index scores is in order.

The community colleges can provide the committee with information on the variety of initiatives related to the redesign of our developmental sequence and competencies. We have just completed the first year of a two-year study of developmental mathematics. The Ford Foundation commissioned a study of costs and outcomes of three successful community college programs for academically underprepared students. We would welcome the opportunity to share the project outcomes with the Pipeline Committee. An overview based on sound research may help the committee understand the complexity and high costs of delivering developmental education.

We support an evaluation of how the state can better meet the needs for adult basic education.

**Goal 3:** The Colorado HE System should take the lead in expanding access to Accelerated Coursework

**Tactic:** Allow students to take courses that interest them, i.e. not necessarily linear approach thru' core

**CCCS Response:** I do not understand what is meant by this recommendation. Further clarification would be helpful.

**Goal 4:** The Colorado HE System should address the configuration of HE institutions and services to students' needs with an emphasis on the efficient provision of appropriate and affordable coursework and pathways to success  
R4

**Tactic:** Promote seamless transfer from 2-year to 4-year colleges and expedite completion

**Tactic:** Explore merging CCCS and CDHE

**CCCS Response:** During the last legislative session, CCCS sponsored legislation which required the successful completion of 14 statewide transfer agreements by 2016. We are pleased that the legislation passed unanimously and was signed by the Governor. We concur with the committee that it is critical to expeditiously implement these statewide transfer agreements.

We were unsuccessful in our attempts to understand the tactic to explore merging CCCS and CDHE and therefore suggest it be dropped altogether.

Please know that I very much appreciate the time and energy that each of the sub-committee members and DHE staff has devoted to redefining Colorado's HE System. However, I must emphasize again our first priority must be to resolve the issues associated with funding.

Thanks,

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