



**Colorado Commission on Higher Education
Standing Committee on Student Success & Academic Aff:....
October 24, 2016 10:45 am – 11:45 am**

Location: Cornerstone 166, Aims Community College, 5401 W 20th St, Greeley, CO 80634

For audio: Call In: 1-877-820-7831 then enter 128479#

NOTES

1. Greetings & Introductions – *Chairman Anderson, CCHE*
 2. Approve notes from last meeting [see handout: *SSAA Standing Committee NOTES 2016-09-01.docx*] – *Chairman Anderson Approved*
 3. Dual/Concurrent Enrollment – *Carl Einhaus, CDHE*
 - a) [see handout: *Dual-enrollment high school programs are oversold but they do have value - The Washington Post.pdf*]
 - b) [see handout: *Colorado dual-enrollment bill helps ease college path.pdf*]
 - c) [see handout: *Are Dual-Enrollment Programs Overpromising- Education Week.pdf*]
- **Carl started the conversation referring to the articles Commissioner Anderson shared on Concurrent Enrollment that suggests students/parents have been “oversold” on CE. Given that CE in Colorado is unfunded, it has proven very successful in terms of increase participation, especially among student populations who historically are less likely to attend higher education, and data shows CE students have higher GPA’s and retention rates when they attend college. Communications to districts/students/families in terms of course applicability to degree programs absolutely need to be improved, and CE should not be expressed as the savior to all of education’s woes, but CE is a successful program.**
 - **The Lean process conducted last December examined the pain points of CE and made recommendations for improvements. CE is certainly going through some growing pains.**
 - **One of the recommendations of the Lean process was that full time position(s) be hired at the state level to provide needed supports to CE. There’s no funded position for CE at CDE or CDHE currently but CDE is working on securing funding for a position.**
 - **Even if a student’s CE credit may not apply to their eventual certificate/degree program, the experience of participating in a college-level course is probably worth it in and of itself but the student and parents need to know up-front that the credits likely will not apply to degree requirements.**



4. Communicating with K12 to Move the Needle on Master Plan Goal 2: Improving Student Success – *Chairman Anderson and CDHE Staff*
 - a) Rather than “ensuring transferability” (Revisiting the Master Plan: Goal 2: Student Success), SS&AA staff believes a better approach is to help K12 understand the difference between credit transfer vs. applicability so that HS students choose college credits that will apply to their intended program [see handout: *CDHE-Ensuring College-Readiness and Applicability of Credits Earned During High School.docx*]
 - b) Math Pathways Communication Plan with K12 [see handout: *Communication Plan for Math Pathways with K12.docx*]
 - c) See math pathways information at end of CCHE Remedial Policy revision on today’s CCHE agenda.
 - CDHE staff is working with CDE Concurrent Enrollment and math content folks to get this information on CDE’s website.
 - HEAR requirements largely driven by UCB and CSU and the HEAR requirements in turn largely drive high school math graduation requirements. In some districts this means all students are on a liberal arts & sciences degree/Calculus Pathway, even though not all students will pursue liberal arts & sciences degrees and, even if they do, not all of them will need college algebra and calculus (the distribution of enrollments across the 3 math pathways at institutions that are currently aligned to the concept is about 33% of students in QuantThinkingPath, StatPath and CalcPath. And data shows that of the ~33% in CalcPath many of them will never make it to calculus because the major doesn’t require it or they switch majors.)
 - Commissioners asked if SAT and ACT math content is aligned to math pathways. Ian is checking with Ken Woods (SAT) and Jo Martell (SAT).

5. Inclusive Higher Education Act – *Carl Einhaus, CDHE*
 - a) [see handout: *Fact-Sheet-Inclusive Higher Ed Act (3).docx*]
 - Carl discussed the Inclusive Higher Education Act and the three pilot IHEs (UNC, ACC, and UCCS) who are participating. It is serving a mostly ignored student population (students with intellectual and developmental disabilities) but is certainly costly. The hope is that through time, costs to conduct the program decrease and become more sustainable.
 - In the meantime, great work is being done to serve the students at the pilot IHEs – UNC’s program was highlighted by Channel 7:
<http://www.thedenverchannel.com/about/community-affairs/special-olympics/new-program-helping-unc-students-with-developmental-disabilities-get-education-find-dream-job>

6. Student Complaint Regarding AP Credits – *Ian Macgillivray, CDHE*
 - a) [see handout: *student complaint re AP credit.pdf*]
 - b) [AP credit table](#)
Tabled

