

**Colorado Commission on Higher Education**  
**Standing Committee on Student Success & Academic Affairs**  
**April 7, 2017 10:45 am – 11:45 am**  
**Location: Colorado Department of Higher Education, Rachel B. Noel Conference Rm**

For visual: Webinar URL <https://enetlearning.adobeconnect.com/gecouncil/>

**For audio: Call In: 1-877-820-7831 then enter 156473#**

**NOTES**

1. Greetings & Introductions – *Chairman Anderson, CCHE*

In attendance: Commissioners Anderson, Garcia, McGimpsey, Moses and Gannett; Tim Flanagan, Carl Einhaus, and Ian Macgillivray, CDHE.

2. Approve notes from last two meetings – *Chairman Anderson, CCHE*

- [see handout: *SSAA Standing Committee NOTES 2017-02-03.docx*]
- [see handout: *SSAA Standing Committee NOTES 2017-03-03.docx*]

Approved. Ian gave a PLA update that was requested to go on the CCHE agenda for March but did not. GE Council is working on potential areas of alignment in the remaining AP and IB exams, as well as CLEP, to see if agreement can be reached on awarding credit for those, in which case they would be added to the approved tables posted on CDHE's website.

3. Revisions to Commission Policy I, E: Statewide Remedial Education Policy – *Ian Macgillivray, CDHE*

- [see CCHE agenda item V, C]

Questions raised:

- a) Have the enrollment numbers in remedial courses and revenue generated from remedial courses changed over time? If there is a downward trend, that would indicate institutions are moving away from traditional remedial education. CDHE looked at past Remedial Reports to answer this question:

Answer: The number of remedial courses and the total costs for developmental education have decreased each year since at least FY 2011-2012. These figures are available in the annual remedial reports on Table 8 which can be found [here](#).

- FY 11-12: \$58.4 million

- FY 12-13: \$56.1 million
- FY 13-14: \$47.1 million
- FY 14-15: \$39.3 million
- FY 15-16: \$29.6 million (currently unpublished figure)

During those years, the number of students flagged as needing remediation have generally decreased (except for this upcoming year). However, the remedial rate has slightly increased the past two years.

- b) UCB’s School of Liberal Arts & Sciences is moving away from College Algebra and instead using a statistics course that includes some algebraic modeling (a recommendation of the Math Pathways Task Force). What are the reactions of students and parents when they find out that college algebra is no longer the preferred college math course?

CDHE posed this question to UCB math faculty and advisors and they said:

- “I haven't heard anything about our decision to no longer offer college algebra (I do know there was a little pushback from the dean's level until we introduced supplemental instruction for students who need it in our Precalculus course).”
- “I haven't heard much of anything from students and parents yet - but it will probably mostly affect incoming students, and they're probably not yet aware of the change.”

- c) Regarding the March 2017 Colorado Math Pathways Survey Results, can we add a #4 under the section “Proposed Key Next Steps” that includes messaging math pathways to K12, especially high school counselors, math teachers, and district math curriculum coordinators? CDHE will work on this with the Math Pathways Task Force.

4. Revisions to Service Area, COF & Extended Studies Policies – *Ian Macgillivray, CDHE Tabled.*

5. Concurrent Enrollment Advisory Board Annual Memo – *Carl Einhaus, CDHE*

- [see handout: *CEAB memo 2016\_Final.docx*]

The standing committee would like to see the results from CDHE’s staff’s analysis of taking CE/dual enrollment on a college campus vs. at the student’s high school. Also, there is interest in seeing more data in the future regarding how CE enrollment impacts student success (enrollment, retention, GPA, and attainment rates). The data team does have this on their “to investigate” list.

From the Data Team:

- Currently, we are working with a researcher at UCCS on the CE/dual enrollment delivery location question. He will be looking at student outcomes based on where they took CE/dual enrollment (high school campus vs. IHE campus). The final analysis should be available sometime this summer.
- We are currently re-running our analysis on how CE enrollment impacts student success (enrollment, retention, GPA, and attainment rates). We hope those updated figures will be available sometime over the next few months.

