

STATE OF COLORADO



DEPARTMENT OF HIGHER EDUCATION

John Hickenlooper
Governor

Lt. Gov. Joseph A. Garcia
Executive Director

GE Council

February 10, 2014, 1:00-4:00pm
Department of Higher Education
1560 Broadway - Suite 1600
Denver, CO

MEETING NOTES - Approved

I. Greetings and Introductions

Wayne Artis (CFAC-PPCC)
Ann Bentz (UNC)
Margaret Doell (ASU)
Erin Frew (CSU-P)
John Lanning (UCD)
Jeff London (CFAC-MSU Denver)
Jerry Migler (CCCS)
Barbara Morris (FLC)
Pete McCormick (FLC)
Kathy Pickering (CSU-FC)
Jeff Reynolds (AIMS)
Terry Schliesman (WSCU)
Rae Shevalier (MSU Denver)
Scott Thompson (CCCS-NJC)
Sandy Veltri (CCCS-FRCC)
Rex Welshon (UCCS)
Steve Werman (CMU)
Ian Macgillivray (DHE)
Maia Blom (DHE)
Scott Mendelsberg (DHE)

II. Adoption of last meeting's notes: *see handout: 2014-01-13 - GEC Meeting - Draft Minutes.* Approved.

III. Information Items

A. Backlash against Colorado Academic Standards/Common Core

1. Clarification from CDE: We have found a need to tap into supporters of Colorado's new standards from higher ed to provide a counterbalance to critiques that appear in the news. We want to be able to work with some of our supporters in higher ed to coordinate some op eds as needed. Contact: Colsman_M@cde.state.co.us and Julie.Poppen@dhe.state.co.us
2. SB 14-136 introduced 1/27/14: CONCERNING IMPLEMENTATION OF STANDARDS-BASED EDUCATION, AND, IN CONNECTION THEREWITH, DELAYING ADMINISTRATION OF NEW STATEWIDE ASSESSMENTS BY ONE YEAR AND CREATING A TASK FORCE TO STUDY IMPLEMENTATION OF COLORADO ACADEMIC STANDARDS.

- B. PARCC item reviewer recruitment & sample test questions
1. Ian sent you the following information to forward to math and communications faculty: [See: *PARCC State Educator Reviewer Recruitment Process and Expectations.pdf*]
Ian M. will re-send this request containing some additional language from the DHE to help solicit faculty participation. Note: PARCC is doing a comparability study with the Smarter Balanced Consortium's assessment, as well as existing assessments like ACT and SAT.
 2. Also, sample items are available at www.parcconline.org/computer-based-samples. To get a true understanding of the range of rigor, item types and functionalities, users are encouraged to try out items across all grades and to provide feedback.
 3. Something to try: Have GT-CO1, CO2 and MA1 instructors look at sample questions. They can ask themselves, "Is this what current students can do when they come into my class?" If not, under the new Colorado Academic Standards, they may have more students in the future who can do this. Could this make a difference for gtPathways learning outcomes/expectations?
 - Some folks had trouble getting into the test questions.
 - Several GEC members see the CAS as being very rigorous and an improvement.
 - Ian re-sent step by step instructions for accessing the test items.
- C. CCHE Policy I, L: Statewide Transfer Policy [see handout: *i-partl_revision_2014-01-15_IKM.docx*]
1. Ian has not received any requested changes. The only change to this version from the one sent out at the last meeting was tweaking the footnote on accepting credits from area vocational schools (section 5.02.05 and repeated for 8.06).
No four-year schools accept credits from area vocational schools.
 2. Will be on Commission's March 14, 2014 agenda for approval (note this date is corrected from the last meeting's agenda). Reminder: CCHE policies are not set in stone. They're easy to revise and reapprove when needed.
The policy will move forward for approval by CCHE on March 14, 2014.
- D. Discussion on statewide cut scores for Advanced Placement exams
1. GEC agreed they would start this conversation on their individual campuses with admissions and institutional reporting reps and Lt. Governor wrote a letter to support.
 2. In regard to CSU's plan we discussed previously, CSU has a service contract to have 10 years of student performance data analyzed to indicate how course prerequisites, gateway courses, and other dimensions like AP cut scores impact the likely performance of students in subsequent courses and in their major. May have data later this year. Not able to send a protocol but may have information for the Data Advisory Group to determine what might work for others.
 - CSU offered to come to next GEC meeting to discuss how they are doing this study.
 - The same presentation needs to be done for Academic Council. This issue is academic in nature and needs approval and support from the provosts.
 - First step: gather data from all campuses (2- and 4-yr) regarding AP exams and the courses they are linked to on each campus: include AP exam, cut score accepted/required, corresponding course, credits awarded.

- Margaret D. will prepare a template for gathering these data. It will be sent to GEC for review & verification before sending it to campuses to fill in. The most recent data (fall 2013) should be collected.
 - DHE will create/finalize the spreadsheet that contains information from all campuses. The spreadsheet will help determine if/how IHEs are different from each other.
 - Second step: review data from CSU study.
3. College Board provided these links and handouts:
- a) <http://aphighered.collegeboard.org/research-reports>. See especially: [A Comparison of College Performances of AP and Non-AP Student Groups in 10 Subject Areas \(2008\)](#).
 - b) See: *Talking Points and Research Support for AP Exam Scores of 3.docx*.
 - c) Public high school student participation and performance: <http://media.collegeboard.com/digitalServices/pdf/ap/rtn/9th-annual/9th-annual-ap-report-state-supplement-colorado.pdf>
 - d) List of every type of AP course and exam offered: <https://apstudent.collegeboard.org/apcourse>
 - e) You will find the exam score chart that correlates grades to exam scores of 3, 4, 5 at <http://aphighered.collegeboard.org/exams/scoring>. These are each based on comparability studies that validate score alignment to corresponding A B C. Let me know if other questions arise.
 - f) Our College Board rep is Adina Chapman. [<mailto:achapman@collegeboard.org>]. She is happy to field questions.

E. gtPathways Reviews - to continue or not continue?

The current schedule for gtPathways reviews will stay the same, for now.

Last month's meeting's notes:

E. In the interest of giving us all a break and giving us time to address quality/consistency in gtPathways, how does everyone feel about putting the brakes on the quantity by stopping (at least for a year or two) any future gtPathways course nominations, reviews and approvals...

GEC members will share this idea on their campuses and the topic will be decided at a future meeting. The spring 2014 review will take place as planned.

IV. Discussion/Action Items

- A. Pending STAAs - Could/should institutions accept the terms of *pending* agreements now? *No. Students should be advised to follow the Institutional Transfer Guide until there is a signed STAA in effect.*
- B. Update on P20 Regional Partnership work and implications for April 2014 Faculty-to-Faculty Conference
 1. Reminder: April 7, 2014 GEC meeting is cancelled. GEC members might plan on participating in the SAI summit, April 17.
 - a) Will some of the same faculty be attending both?
 - b) Should we frame some of the SAI Summit language around importance of consistency in gtPathways to tee up Fac2Fac? (Tamara White)
 2. Ian & GEC representatives report out on meetings with P20 Regional Partnerships (i.e., what do they propose for moving forward? Can the alignment work they've done inform a potential revision at Faculty-to-Faculty? Can we utilize the P20 Regional Partnership structure as "work groups" in between Faculty-to-Faculty meetings? Other?).

The P20 work should be made available in advance to the F2F participants. The P20 regional structure could be used somehow for work groups in between F2F conferences.

3. Share any “final documents” from P20 Regional Partnerships. (Ian & Maia will have to provide these handouts later.)
 4. Faculty requested some reading to help them prepare for Fac2Fac. Do you think articles like this would help? [See: *Inside Higher Ed article on General Education Framework.pdf*]
- C. Planning of April 18, 2014 Fac2Fac [See *handout: Fac2Fac Planning - 2014-02-10.*]
1. The Day’s Charge/Goal
 - a) Big Goals (statewide measurable learning outcomes)
 - i. GT-CO1 has the same measurable learning outcomes at every institution so a student who transfers doesn’t miss anything or repeat the same content/skills in GT-CO2.
 - ii. Same for GT-CO2 and GT-CO3.
 - iii. College Algebra: Ensure consistent preparation for STEM and social & behavioral sciences.
 - iv. Intro to Statistics: Ensure consistent preparation for social & behavioral sciences/applied sciences as well as higher level statistics/research methods (where applicable).
 - v. Math for Liberal Arts: Ensure consistent preparation for basic literacy in quantitative reasoning.
 - vi. GT-CO and GT-MA courses contain the learning outcomes expected by faculty in Social & Behavioral Sciences, AHUM, and Natural & Physical Sciences coursework.
 - b) Review of gtPathways content and competency criteria for Written Communication and Mathematics
 - i. What were they created to accomplish? Transfer.
 - ii. Are they still accomplishing “that”? Yes, but could be improved. Also have additional factor of accreditors’ increased scrutiny of general education.
 - iii. Do they need to be tweaked? How so?
 - iv. What needs to change? What needs to stay the same?
 - v. How do we assure that the criteria’s goals are being met?
 - vi. Have your institutions’ general education requirements changed since these content and competencies were first created?
 - vii. Goals for Today
 - viii. For each course, draft measurable learning outcomes.
 2. Breakout group structure - planning for the day - suggestions:
 - Do a common lunch with initial report out and then they can go when they’re “done” at end of day.
 - GT-CO1, 2 & 3 meet together at first with option to break into subgroups later in day or have them meet in subgroups first and then come together to compare identified learning outcomes.
 - Break up the 3 math groups.
 - Ask IEBC for opinion.
 3. Faculty recruitment - four faculty per campus; to be recruited by GEC members.
 4. GEC involvement

The following GEC members plan to attend F2F and assist with the discussions:

 - Wayne Artis (CFAC-PPCC)
 - Ann Bentz (UNC)

- Margaret Doell (ASU)
- Erin Frew (CSU-P)
- John Lanning (UCD)
- Jeff London (CFAC-MSU Denver)
- Jerry Migler (CCCS)
- Barbara Morris (FLC)
- Pete McCormick (FLC)
- Richard Nishikawa (UCB)
- Kathy Pickering (CSU-FC)
- Rae Shevalier (MSU Denver)
- Scott Thompson (CCCS-NJC)

5. Flat-rate Travel Reimbursement

D. Revise Institutional Transfer Guides

Transfer guides need to be revised. They should contain necessary (specific) info for the degree. Four-year IHEs need to make sure they include recommendations for Degrees with Designation (DWDs) / STAAs. Transfer guides stay in effect even after a STAA for the same degree gets approved.

1. Will you please go here <http://higher.ed.colorado.gov/Academics/Transfers/Guides/default.html> and click on your institution to see where it takes you? Then click on a couple other institutions to compare. Thanks!
2. 23-1-125 (1)(d): “Students have a right to know which courses are transferable among the state public two-year and four-year institutions of higher education;”
3. Given statute, should 4-year institutions be required to use the Institutional Transfer Guides?
4. Besides what courses to take as part of the associate’s, could the guides list courses to take as part of the bachelor’s and during which semester they should be taken (structured schedule)? This could also result in class schedules that avoid conflicts and prevents on-time completion.
5. How do we ensure consistency and that they’re kept up-to-date?
6. Scott and Jeff agreed to collaborate on a template everyone can use.

V. ARTICULATION AGREEMENTS

A. **Phase 4: Procurement of Signatures**

1. **Geology** - Final STAA sent to IHEs on 12/16/13. Still need signatures from CMU and UCB.

B. **Phase 3: Final Review**

1. **Communication** - V.1 sent to GEC on 12/23/13 for GEC review; deadline 1/31/14. *Will move to V.2 of Phase 3: the final campus review.*
2. **Geography** - V.2 sent to GEC for final campus review; deadline: 1/31/14. Still need to hear from CMC.
3. **Philosophy** - V.2 sent to GEC for final campus review; deadline: 1/31/14. Still need to hear from CMC ~~FLC, and MSUD.~~

C. **Phase 2: ICIR**

1. **Art History** - V.2 sent to GEC on 12/20/13; deadline: 2/7/14. Still need to hear from ~~CCCS and~~ CMC.

2. **Biology** - sent to GEC on 1/21/14; deadline 2/18/14. Still need to hear from CCCS, CMC, ~~CSU-P, MSUD~~, UCB, UCD, UNC, and WSCU.
MSUD had wanted to add a footnote or text insertion to p. 3 in the paragraph "Students who which to use credit awarded by exam..." that included language such as: "courses earned by credit for prior learning are subject to review by the receiving institution." The GEC decided this addition was not necessary.
3. **Chemistry** - V.3 sent to GEC on 1/2/14; deadline 2/14/14. Still need to hear from CCCS, CMU, CSM (?),MSUD, UCB, and UCD.
 - a. Issues from CSU-FC to be resolved regarding reverse transfer. [See handout: CHEM STAA & Reverse Transfer Issues - Email String.]
Jerry Migler and Sandy Veltri will look into this issue at the CCCS to find out how it was decided and why. Confirmation is needed from CCCS that reverse transfer in the Chemistry STAA would be acceptable.
 - b. See question, "Will Degrees with Designation be awarded through Reverse Transfer?" in middle of page at <http://degreewithinreach.org/advisorsregistrars/>
 - c. UCD brought forth two questions to consider/discuss:
 - (i) The importance of department and college advising is paramount for students under this chemistry agreement given that two lower division general education (gtPathways) courses must be taken at the 4-yr institution, and within a short time frame, to fulfill the gtPathways/AS requirements. Is there language that could be modified/inserted to emphasize the importance of early advising at the 4-yr institution? Ian M. and John L. will write additional language to add to agreement for GEC to review.
 - (ii) While the chemistry articulation agreement forbids the use of an online delivery format for organic chemistry lecture or lab, would CCCS accept an online organic course in transfer to fulfill the articulation agreement?
4. **English** - UNC indicated they could make V.2a work. Still need to hear from UCB; reminder email sent 1/27/14. UCB advised that this STAA should move to the next phase.
5. **Music** - sent to GEC on 12/04/13 for ICIR; deadline 1/31/14. Still need to hear from CMU, CSU-P, UCB, and UCCS.
6. **Physics** - V.2 sent to GEC on 12/30/13 for ICIR; deadline - 2/5/14. Still need to hear from ~~CCCS~~, CMC, and UCB.
7. **Studio Art** - V.2 sent to GEC on 1/23/14; deadline is 2/21/14. Still need to hear from AIMS, CCCS, CMC, CMU, ~~MSUD~~, UCCS, and UNC.
8. **Theatre** - sent 12/4/13 to GEC for ICIR; deadline 1/31/14. Still need to hear from UCB, UCCS, and UCD.

D. Phase 1: Curriculum Worksheet Creation & Verification - NONE

E. Phase 0: For Future Planning (Parking Lot)

1. **Engineering**
 - a. John Lanning will make an attempt at a draft Engineering guide. It will include 30-40 credits of common engineering-friendly credits (including appropriate Gen Ed courses) to see if a guide of this ilk would work instead of the current Engineering STAA.
2. **Music Education**
3. **Mass Communication**
4. **Gateway Math Courses in Current STAAs**
 - a) At some point the older STAAs could probably use a revisit to determine the appropriate Math course for the degree. In the past usually MAT-121 was the

default that everyone could agree upon, but certainly Mat-135 Statistics or Mat-120 Math for Liberal Arts could work for many degrees. This can/should wait until after a possible revision of GT-MA1 content and competencies?

5. **Science Courses in Current STAAs**

a) When the original STAAs were made, the CCCS system had no GT-SC2 (non-lab) science courses, so there was no way to finish the Science requirement in 7 credits. Now that the CCCS system has non-lab GT-SC2 courses it is possible to complete an associate's with 7 science credits and older STAAs might benefit from revising these course options?

6. **gtPathways Review Nomination Form**: Science courses and co-requisite lab issue; how should science courses be submitted? Last discussed at December 9, 2013 meeting. Still needs resolution.

VI. OTHER BUSINESS?