GE Council

September 8, 2014, 1:00-4:00pm
Department of Higher Education
1560 Broadway – Suite 1600
Denver, CO

Webinar URL http://connect.enetcolorado.org/gecouncil/
Call in Number: 1-877-820-7831; **Access code:** 215368#

MEETING NOTES – Approved

I. Greetings and Introductions
   Wayne Artis (CFAC-PPCC)
   Ann Bentz (UNC)
   Al Buyok (CMC)
   Margaret Doell (ASU)
   Erin Frew (CSU-P)
   Mike Lankner (CU System) – guest
   John Lanning (UCD)
   Jeff London (CFAC-MSU Denver)
   Jerry Migler (CCCS)
   Barbara Morris (FLC)
   Richard Nishikawa (UCB)
   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)
   LaTasha Baldwin (DHE)

II. Adoption of last meeting's notes. [See handout: *2014-05-12 - GE Council MTG NOTES – DRAFT*.] Adopted.

III. Information Items

   A. CDHE staff have begun pulling data on how the STAAs are being utilized [See handout: *DwDs Conferred to date.docx*.]
      • Discussion held regarding the transcripting of DwDs. CCCS said DwDs should be indicated on transcripts, but it might vary slightly from campus to campus. DwDs are noted on transcripts as part of the degree audit, after

the degree has been completed. Indicating the DWD on a transcript only after the degree is completed can be a complication for 4-year IHEs: students often apply for admission before their degree is completed, thus the 4-yrs do not know the degree is "with designation." Scott Thompson and Jerry Migler will find out what info is on transcripts before the degree is completed and will report back at the next meeting.

- Another issue raised: how to track STAAs besides using a CIP code. Some campuses use the same CIP code for several different degrees.

B. Fall Fac2Fac is set for October 24, 2014 at Arapahoe Community College. When it's time to communicate with faculty regarding how Fac2Fac work will proceed, acknowledge what was accomplished in April and over the summer. For fall Fac2Fac, better to assign an Assessment Director to a group of faculty rather than have them give a presentation. The new direction will most likely be to revise the *competency criteria* and create measurable learning outcomes for them, and then imbed them in the *content criteria*.

C. gtPathways Review – Fall 2014: deadline for list of IHE course submissions to CDHE by COB September 12, 2014.

D. Alignment between CCHE Policies [I, L: Statewide Transfer and gtPathways](#) and [I, F: Admissions Standards Policy (effective 2016)](#).

E. Transfer Guide Study
   1. Work-study students at CDHE pretended they were transferring to your institution and reviewed some Institutional Transfer Guides linked at [CDHE's website](#). Instructions given: Consult each 4-year institution's transfer guide to see what courses you should take at your community college to ensure a smooth transfer to the 4-year school. Keep a detailed written record regarding each school's transfer guide. Was it user-friendly? What would make it easier to use? Was there anything odd about it? Ian sent these to GE Council 8-25-2014. Common themes from students' feedback:
      a) Scanned documents seemed to make them question if the information was current.
      b) All rows and columns need to be filled in. Can't leave columns in the gtPathways sections blank. They need more guidance for reassurance.
      c) Students were reassured that the information in the guide is current by the way that [FLC](#) and [WSCU](#) presented the guides on their websites in folders labeled with Academic Year. Students appreciated the guides were updated yearly. Also appreciated how past guides are archived and easy to access.
      d) Different colored font should be kept to a minimum and used only to highlight important information. Visually engaging, clearly formatted documents were appreciated.
      e) Contact information for an advisor for the program would be helpful.
      f) Charts should terminate on a single page or reintroduce the column headers at the top of the next page.
      g) Avoid overwhelming students with information.

h) Appreciated the guides that addressed those students who planned to transfer BEFORE completing the associate's degree.
i) "Best Choice" section is unclear. What does "Best Choice" mean?
j) Links to references and course catalogs were appreciated.
k) Lists of classes that students might presume would apply to the major but do NOT were also appreciated to help prevent taking a course that won't apply.
l) Students appreciated seeing the course "equivalents" between the CC and 4-year institution.

See notes under Section IV.A. below.

IV. Discussion/Action Items

A. Revise Institutional Transfer Guides [See handout: *Institutional Transfer Guide TEMPLATE-2014-07-21.docx*]
1. CDHE staff worked with community college advisors over the summer and they all agree this version is good to go, except for the remaining questions on other requirements, like diversity, and AAA courses. The advisors emphasized this will be a very useful tool for them and students and are very appreciative of this work.
2. CDHE staff will run this template by community college student focus groups to ensure it is comprehensible to them before it is finalized.
3. The expectation is that each 4-year institution will complete one of these for each bachelor's degree, post them and keep them updated on their website, and CDHE will link to each institution's page at http://highered.colorado.gov/Academics/transfers/Guides/default.html. Not sure what to do for:
    a) CSM – pre-requisite courses taken care of by the new Pre-Engineering Advising Guide? Is their current link fine?
    b) CSU-Global Campus – accepts any AA or AS from a Colorado community college without any stipulations on coursework. Is their current link fine?

Nancy West (Director of Advising at FRCC) and two FRCC colleagues participated in this discussion via phone. Issues raised:
1. STAAs/DwDs v. Transfer Guides (TGs) – if both exist for a degree, there needs to be language in the TG about the STAA. Can there be both for one degree? Point made that STAAs/DwDs do not trump an institutional transfer guide. They both can be used and one might be "better" for a student depending on that student's situation / circumstances. For instance, do they know which 4-year institution they will attend? Or will they transfer prior to completing the AA/AS?
2. Speech course requirement – it is a *graduation* requirement for CCCS; thus, it needs to remain a part of the TG. STAAs are flexible with the Speech requirement.
3. DwDs have been positive for students: 1) they help students to focus on an area of interest, and 2) most students do not know to

which 4-yr they want to transfer and the DwD will transfer anywhere in CO.
4. TGs are useful for best choices / recommended courses. TGs should mirror the DwDs, otherwise TGs can be confusing.
5. Can AAA 101 or 109 courses be transferable? This issue will be addressed later; the related language will removed from the transfer guide template.

B. Advising Guide for Community College Pre-Engineering Students [See handout: *CDHEpreengin _2014-08-01.docx*.]
   1. CCCS is comfortable with this version. CDHE staff recommends replacing the current Engineering Agreement with this document, and on this page: http://highered.colorado.gov/Academics/Transfers/Students.html move it from "Other Transfer Agreements" to "Institutional Transfer Guides" and remove the matrices.
   2. Also, institutions will need to provide contact information (see last page of the handout).
   Engineering advising guide sent via email to GE Council on 9/10/2014 with instructions to vet with appropriate faculty, compile comments and contact information at end of document, and return to Ian or bring to October GE Council meeting. GE Council agreed the "Advising Guide" should have its own category and not be listed with transfer guides/agreements on CDHE's website.

C. Fall 2014 gtPathways Review – set for completion on November 7, 2014
   1. gtPathways Review Nomination Form: Science courses and co-requisite lab issue; how should science courses be submitted? [See handout: *#COURSE NOMINATION FORM – Revised 2014-08-25 DRAFT – SCI1 and SC2 ISSUE*.] Original intent of SC1 designation: an integrated lab and lecture course. The co-requisite designation needs to be clarified. Students can separately register for and/or drop co-requisite courses. Some IHEs cannot have co-requisite courses be designated separately as SC1 and SC2.
   GT-SC1 course tables need to be reviewed (http://highered.colorado.gov/Academics/Transfers/gtPathways/Curriculum/Courses.aspx?cat=GT-SC1). Look at the 3.00 credit courses and courses/labs listed like:

   CMU   PHYS   105/105L   Physics by Inquiry and Laboratory

   Need to figure out if the 3.00 credits is for the lecture, the lab, or ?? When there are two courses/labs listed (in this case PHYS 105 and PHYS 105L), then we need to know the credits for both.

D. Collection of Cut Scores for Advanced Placement Exams
   1. IHEs to continue sending their info to CDHE. The most recent data (fall 2013) should be sent. This information can be used to update the spreadsheet and determine if/how IHEs are different. [See handout for what CDHE has received so far: *AP Comparison Chart – MASTER LIST – Draft FINAL, 2014-07.xlsx*.] Still need to hear from UCB and UCD; reminded 8-27-14.

V. ARTICULATION AGREEMENTS
- GEC agreed that re-visiting the current STAAs before adding more to the pipeline made the most sense. One caveat – if there are "single 4-year institution" STAAs (like the AG and Horticulture agreements), faculty are welcome to present a "completed" STAA to GEC for review, and processing through the protocol phases.
- In re Phase 3, V.1 – the GEC final review of the agreement – it was decided that the GEC reps for IHEs not participating in an agreement are free to abstain from or not respond during this V.1 of Phase 3.
- STAA template should be revised in the following manner:
  o Limitations section: add language regarding auditions and portfolios.
  o Add guaranteed admission idea from the revised Admissions Policy.
  o Add language regarding: student must tell intake advisor that they are following a STAA/DwD.

The following is the new schedule for all of the STAAs currently in the pipeline:
- **By September 8: Any STAA in Phase 2 will move to Phase 3**
- **By October 13: Move all to Phase 4 for signatures**
- **By November 10: All signatures collected**
- **December 4: To CCHE for approval**

A. **Phase 4: Procurement of Signatures**
1. **Geography** – sent to Academic Council (cc GEC) on 5/23/14; deadline 7/11/14. Going to CCHE on September 4, 2014. Approved, and posted on CDHE website.
2. **Philosophy** – sent to Academic Council (cc GEC) on 5/23/14; deadline 7/11/14. Going to CCHE on September 4, 2014. Approved, and posted on CDHE website.
3. **Communication** – final sent to Academic Council (cc to GEC) on 8/28/14 for procuring signatures; deadline 9/12/14.

B. **Phase 3: Final Review**
1. **Art History** – V.1 sent to GEC on 7/16/14 for *final GEC review*; deadline: 8/29/14. Will move to V.2 – final *campus* review.
2. **Biology** – V.1 sent to GEC on 8/28/14 for *final GEC review*; deadline 9/12/14.
3. **Chemistry** – V.1 sent to GEC on 8/29/14 for *final GEC review*; deadline 9/12/14.
4. **Horticulture Business Management** – sent to GEC on 8/25/14 for *final GEC review*; deadline – 9/5/14. Will move to V.2 – final *campus* review.
5. **English** – V.2 sent to GEC on 8/4/14 for final CAMPUS review; deadline 9/3/14.
   a) Footnote 3: Realized it was being used for World Language (and maybe other requirements) at the institution and not specific to a BA English. Might be better to tweak STAA template, under "Limitations" to include other institutions' requirements, besides just CU System's MAPS. [See handout: *Statewide Transfer Articulation Agreement – ENGLISH – Phase 3, V.2 – Final CAMPUS Review – 2014-07-18.docx*.]
   b) Also a suggestion we might consider: using the 8-credit elective window in this STAA as a place to caution students that there is a foreign language requirement at the receiving institution (and list those

institutions) and they should use those electives to meet that requirement.

6. **Physics** – V.2 sent to GEC on 8/28/14 for *final CAMPUS review*; deadline – 9/26/14.
7. **Studio Art** – V.1 sent to GEC on 8/25/14 for GEC review; deadline – 9/5/14. Will move to V.2 – final *campus* review.

C. **Phase 2: ICIR**
1. **Music** – sent to GEC on 12/04/13 for ICIR; deadline 1/31/14. Still need to hear from UCB and UCCS. Re-sent to UCB and UCCS on 7/15/14. *Still need to hear from UCB*. Will move to Phase 3, V.1. Add "Limitation" language re auditions/portfolios.
   a) UCB's Query. Tweak "Limitations" in STAA template or add footnote to all performing arts agreements? [See handout: *UCB Query on Music STAA.docx*.]
2. **Theatre** – sent 12/4/13 to GEC for ICIR; deadline 1/31/14. Still need to hear from UCB, UCCS, and UCD. Re-sent to UCB, UCCS, and UCD on 7/14/14. *Still need to hear from UCB*. Will move to Phase 3, V.1.   Add "Limitation" language re auditions/portfolios.

D. **Phase 1: Curriculum Worksheet Creation & Verification – NONE**

E. **Phase 0: For Future Planning (Parking Lot)**
1. **ECE & El Ed Agreements:** CDHE staff met with CDE Early Childhood Professional Development staff July 2014 and agreed the ECE programs need more time to implement the Colorado Competencies for Early Childhood Educators before the ECE agreement is revisited. No one is asking to revisit the Elementary Ed agreement so we are sticking with the current version until further notice.

2. **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, MAT-121 was usually the default that everyone could agree upon, but Mat-135 Statistics or Mat-120 Math for Liberal Arts could work for many degrees.

3. **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. Older STAAs might benefit from revising these course options?

4. **gtPathways Approved Courses Review**
   a. Long-term plan for gtPathways is to review currently approved courses with GE Council and flag for removal those courses that are not really Gen Ed. Future data analyses (mentioned above) can help flag courses that are not being utilized.

b. Need to identify issues like UNC's MATH 181: Fundamentals of Mathematics I: Number and Operations and MATH 182: Fundamentals of Mathematics II: Algebra, Probability and Data Analysis (used for educator preparation programs) that are both 3-credits, both gtPathways approved, but both need to be completed (6 credits) to satisfy gtPathways math content/competencies and institutional gen ed requirements even though gtPathways only requires 3 credits.

VI.   OTHER BUSINESS?