



COLORADO

Department of
Higher Education

Academic Council

December 9, 2014

1:00-3:00pm

Department of Higher Education

1560 Broadway -Suite 1600 - Denver, CO 80202

Call-in Number: 1-877-820-7831; Access code: 215368#

To join the webinar: <http://connect.enetcolorado.org/r6rviwp1tfy/>

Agenda

1. Greetings and Introductions
2. Approval of Last Meeting's Notes [see handout: *2014-11-11- NOTES-AC.docx*]
3. Thought Leadership in College Completion – Focused Discussion Series
 - a. Issue #4 – Prior Learning Assessment (PLA), by Jon Bellum (CSU-Global Campus) and Frank Novotny (ASU).
4. Update from October discussion with Deans/Directors of Extended Studies – Rhonda & Ian
 - a. Various capacities to serve as a “welcome mat” for adult learners
 - b. Little capacity to advocate for adult students bringing in prior learning credit.
 - c. Colorado Revised Statute 23-1-125(4) states that institutions "...shall grant full course credits to students for the [gtPathways] core courses they successfully test out of, free of tuition for those courses."
 - i. There was a suggestion to ask institutions for information on how they are implementing this statute and to collect data on number of tries and pass rates in a SURDS file.
5. GE Council review of possible common PLA cut scores for AP, CLEP, others? – Ian
 - a. The following accept a 3 on every AP exam: California State University System, Florida, Indiana, Kentucky, Minnesota, North Dakota, Ohio, and South Carolina. The following accept a 3 on almost every AP exam and 4's on some, esp. in science, math & World Languages: Oregon, South Dakota and West Virginia. All these states also set 50 as the minimum CLEP score and 4 as the minimum on most IB exams [see handout: *State AP Policies with Ians notes.docx*]
 - b. Jennifer Schneider from CSU's office of Institutional Research presented data from a study CSU is doing on student performance based on AP test scores. She found there are some AP exams for which there is little difference between a test score of 3, 4, or 5 in impact on a student's college level performance. For instance, there was no significant difference in students' grades in MATH 161: Calculus for Physical Scientists II regardless of how they completed the prior course in the sequence, MATH 160: Calculus for Physical Scientists I (whether through taking MATH 160 at CSU, at a



community college, or getting credit for it because they got a 3 or higher on the AP exam). However, she found there were some AP exams for which there were significant differences (e.g., Psychology and Chemistry). In almost all cases, students who scored 3 or higher performed significantly better than students with no AP score.

- c. Tennessee example: <https://secure.collegefortn.org/Adults/default.aspx>
 - d. Feedback from accrediting agencies and CU health programs on acceptance of PLA and online credit in undergraduate work.
6. Extended Studies, COF, Service Area and Regional Education Provider Policy and Statute [See handout: *CHART - Extended Studies-Service Areas-COF Policies 2014-12-04.docx*] – Rhonda, Ian
 7. Finalized Admissions Policy and Institutional Admission Standards – Carl Einhaus