Academic Council

September 13, 2016
1:00-3:00pm

Call-in Number: 1-877-820-7831; Access code: 368215#
To join the webinar: https://enetlearning.adobeconnect.com/academic-council/

Notes

1. Greetings and Introductions – *Tim Flanagan, CDHE*
   In attendance: Jon Bellum (CSU-G), Chris Gilmer (ASU), Diane Hegeman (CCCS-ACC), Deb Kish (Aims), Rick Kreminski (CSU-P), Mike Lightner (CU System), Rick Miranda (CSU-FC), David Moon (UCCS), Barbara Morris (FLC), William Niemi (WSCU), Cynthia Pemberton (CMU), Robbyn Wacker (UNC). Guests: Amanda Bickel (JBC analyst), Tim Pinnow (CMU). CDHE: Tim Flanagan, Maia Blom.
2. Approval of Last Meeting's Notes [see handout: *2016-06-14 - NOTES-AC.docx*] – *Tim Flanagan, CDHE*
   Approved.
3. Transfer Survey – *Tim Flanagan, CDHE* and *Amanda Bickel, Joint Budget Committee Staff, Colorado General Assembly* (Amanda will join by phone 1:15 – 1:45PM.)
   - Registrar Council will convene at CDHE October 4 with Amanda to discuss a survey of transfer practices/procedures and a possible transcript and degree audit pull and analysis.
   - Amanda's concerns: to what extent are credits being lost due to transfer in Colorado; how to gather data that are useful for everyone; wondered about the feasibility of degree audits to see to what extent transfer credits are being applied to degrees. Have IHEs adopted specific policies that encourage departments to accept transfer credits?
   - Academic Council comments:
     o There are two issues for transfer credits: 1) their acceptability in transfer, and 2) their applicability – to either Gen Ed requirements or degree requirements. If a student changes their major, doing so could change how their transfer credits are applied.
     o UCB's DARS system shows what credits are presented for transfer as well as the transfer credits that are accepted. Could UCB be used as a pilot for mining this kind of data?
     o Need to consider how to frame the collection of data; categorizing the students might lead to more "directed" data pulls. For example, there are 4 scenarios:
       1. Students with Degrees with Designation (DwDs);
       2. Students with general AA/AS degrees;
       3. GTP courses – must have C- grade to transfer;
       4. Random "other" students – those who transfer after 1-2 semesters without completing any of the first 3 scenarios.
     o There are a growing number of AAS/AGS students who want to transfer. A closer look needs to be given to them concerning how to award them transfer credit.
     o Would it be useful to limit the initial data pull to in-state 2-year to 4-year transfers? Four-year to 4-year transfers also worth looking at.
     o Could we look at recent grads (from 120-credit degree programs) to see the average number of credits with which these students graduate? How many credits are wasted? What's the profile of these students who have wasted credits?

       o This project could provide an opportunity to develop consistency with all IHEs in the approach to transfer.

4. Revision of CCHE Remedial Policy – *Tim Flanagan, CDHE*
   - Redlined draft policy going to October 24, 2016 Commission meeting for discussion only. [see handout: *SECTION I - Part E - DRAFT 09-07-2016.docx*]
   - Revisions include only a few non-substantive, clarifications plus the inclusion of new assessments and cut scores in Table 1.
   - CDHE is pulling data on how students do in math at 4-year institutions after completing math dev ed at a community college and then transfer. This data will inform a substantive revision slated for early 2017.

5. GE Council Update – *Maia Blom, CDHE*
   a) Revised math requirement for 10 AHUM statewide transfer agreements.
   b) GT Pathways "Review" process: CAOs sign off for accountability/consistency.
   - Discussed the Front End Honor System/Back End Accountability process and what should be included on a syllabus for a GTP course.
     - o Academic Council liked the idea of providing links in the catalog to the content criteria and competencies.
     - o Another option: to put a link on the landing page for a course in the electronic platforms/interfaces.
   - The general AA/AS degree guarantees issue was raised.

Information Items:

A. UCB hosted Dr. Nathan Klingbeil, Engineering, from Wright State University in Dayton, OH. His engineering program found a way to double the graduation rate for traditionally underrepresented students (and increase the rate for ALL students) going into engineering and it aligns with the idea of math pathways. You can see his presentation and a description of how Wright State restructured its math requirements at:

https://engineering-computer-science.wright.edu/research/engineering-mathematics/the-wright-state-model-for-engineering-mathematics-education

B. Each year, ACT provides an analysis of the college and career readiness of US high school graduates. This year's report, *The Condition of College & Career Readiness 2016*, is now available. To view key findings in your state and across the country, click here.

IHE check-in re academic issues on campus:

WSCU: working on 3+2 agreements between undergraduate and graduate programs; Math Pathways Task Force recommendations and GTP revisions are creating work to do.

CMU: remedial/SAI topics are creating work; exploring 3+2 programming.

ASU: reviewing their Gen Ed curriculum through the lens of equity and inclusion; doing a deep-dive look into their developmental ed programs; addressing their HLC issue.

CSU-FC: Gen Ed curriculum review and how to assess Gen Ed; defining rubrics for high impact practices in upper-division courses.

CCCS: next Friday is their annual 2+2 meeting; will be discussing how to review the 5000+ courses in their database in light of the GTP revisions.

CU System: all campuses need to work on being more student-friendly with inter-campus concurrent enrollment; starting a multi-campus, interdisciplinary degree focus.

FLC: have been working on revising their Gen Ed curriculum over the past couple years.

UNC: preparing for HLC re-accreditation; double-digit increase in graduate enrollment.