

Registrar Council

March 7, 2017 10:00AM – 1:00PM (lunch provided)
Colorado Department of Higher Education
1560 Broadway - Suite 1600 - Denver, CO 80202

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 – *Carl Einhaus and Ian Macgillivray, CDHE*

Tracy Barber (UCCS), Dennis Becker (DU), Barb Benedict (PCC), Charlie Couch (UNC), Sonia Gonzalez (FRCC), Theresa Groff (ACC), Ginny Hayes (WSCU), Jim Tisdale (MUS Denver), Paula Martinez (MSU Denver), Lara Medley (CSM), Katie Pederson (College for Financial Planning), Katie Risheill (CSU), Amy Robertshaw (CSU-Pueblo), Kristi Wold-McCormick (CU), Kim Diawara (CU), Tracy Mendoza (CCA), Holly Teal (CMU), Jamie Yarbrough (CSU), Janet Ludwig (MSU Denver), Carl Einhaus (CDHE), Michael Vente (CDHE), Spencer Ellis (CDHE) and Ian Macgillivray (CDHE).

2. Updates from GE Council and Questions from December 12, 2016 GE Council Meeting – *Ian Macgillivray, CDHE; Darcy Briggs – ACC; and Charlie Couch – UNC*

- a) PLA update – CLEP & DSST and other AP/IB exams and Section 6.01 of [PLA Policy](#).
- b) Are there any institutions that don't note which credits on their transcripts were awarded through PLA? **No**. If so, which institutions and would they consider noting PLA credits as such?

PLA Policy Section 6.01

- Does this mean institutions must allow students to test out of EVERY GT Pathways course or each GT Pathways category? Agreed to leave this question open for now. CDHE guidance: At least, have a challenge exam option for every category. Expecting a challenge exam for EVERY course may be a burden but institutions should do their best to accommodate student requests.
- What if the institution uses CLEP as the challenge exam? The dilemma is that challenge exam credit is guaranteed by statute to transfer and apply to GT Pathways credit at the receiving institution but CLEP credit, so far, is not.

PLA Policy Section 6.03 states (yellow highlighted text is proposed edit):

- a) If the student earns the equivalent of a C- or better on an institutionally-devised challenge exam, transcript the credits as earned institutional credit and, at a minimum, include the name and number of the course, the number of institutional credits, **the GT Pathways category**, and note that it was a challenge exam; and



- Something that needs to get figured out eventually: What if CLEP is used as the challenge exam?
- Need time to test this. Create subcommittee to test the implications of making these changes. Carl Einhaus will lead this group. The following individuals volunteered to serve on the subcommittee: Charlie Couch; Lara Medley; Sonia Gonzalez; Theresa Groff; Paula Martinez; Katie Risheill; and Carl will invite Jenyl Johnson from CCCS.
- It would be ideal that challenge exam credit be listed in the earned **Institutional Credit** section of the transcript to ensure receiving institutions will see it and apply it to their own GT Pathways requirements. (Intake advisors don't look in the Transfer Credit area so they don't see challenge exam credit that is guaranteed to transfer and apply.) However, the subcommittee will discuss implications and offer suggestions to the group.
- For example:

INSTITUTION CREDIT:

Fall 2016 PLA Challenge Exam

ENG 121 English Composition I : CO1 3.00 PLA

- From the [October 4, 2016 meeting notes](#):
Registrar Council approved this statement for the memo:
“(Institutions have until July 1, 2017 to make whatever changes are necessary to their own policies and procedures in order to comply with [the instructions on transcribing challenging exams]. It is not required to change transcripts retroactively).” Ian will add to the memo that institutions can choose to use CLEP and other exams as a challenge exam. It was noted that institutions may need guidance on HOW to administer challenge exams.
- c) What does PLA credit look like on your transcript? Please bring examples of transcripts with AP or IB and challenge exam credit transcribed (if these are readily available).
 - d) Need to add GED and other types of PLA to the policy explicitly? **No – not at this time.**
3. WICHE [Interstate Passport](#) – Ian Macgillivray, CDHE
 - a) [see handout: *Interstate Passport - Registrar Responsibilities.pdf*]
 - b) Do gen ed courses from out of state institutions usually transfer in and apply to GT Pathways requirements at your institution? **Yes**
 - c) Is there a great enough need for WICHE Interstate Passport for transfer students who cross state lines? **These courses transfer regardless. Given the fee and the work to participate, not worth it.**
 4. Update on Study Regarding Average Number of Credit Hours Earned by Graduates – Michael Vente, CDHE and Chris Seng, CSU
 - a) How to represent education abroad, programs that require more than 120 credits for graduation, dual majors, minors, changes of majors and etc.?
A lot of this is already collected in SURDS. Studies may be done in future.

5. Validating Concurrent Enrollment Data with IR Directors for Annual CE Report – *Carl Einhaus, CDHE*

Carl and Michael Vente discussed that they sometimes get feedback from institutions and school districts that their Concurrent Enrollment numbers do not match the numbers included in the annual Concurrent Enrollment report. Currently, Michael will send the draft data to the IR Directors who will sign off on their accuracy. It is our hope that the IR Directors consult with Registrars/CE Coordinators/whoever appropriate to verify the data. To ensure communication is flowing in the future, Michael and Carl will send the draft data to the Registrars and CE Coordinators to verify along with the IR Directors.

6. Degree Within Reach Update – *Carl Einhaus, CDHE*

Participation numbers and degrees awarded through Degree Within Reach (Colorado’s reverse transfer program) are increasing. We are now in our 4th round. The community colleges will begin reviewing the course data soon to perform degree audits. The current award data is below:

Degree Within Reach Year Comparison Data

	Participating				# Awarded	% Awarded	
	IHE's	# Eligible	# Opted In	% Opted In		of Opted Ins	of Eligible
First Year ('12-'14)*	21	717	124	17%	68	55%	9.48%
Second Year (7.24.15 data)*	29	3110	379	12%	191	50%	6.14%
Third Year (As of 9.1.16)***	29	5405	613	11.34%	314	51.22%	5.81%
Fourth Year ('16-'17)****	29	6296	847	13.45%			
Totals: (Awarded is actual)		15528	1963	12.64%	573	29.19%	3.69%

* Data outcomes for first round adjusted from CCCS award data submitted in September 2016 (resulted in slight award increases from previous data)

** # Awarded for second year includes 189 from CCCS institutions, and 2 from Aims Community College

*** # Awarded for 3rd round are as September 2016 from CCCS data - more may still be awarded - includes 2 from Aims Community College and 2 from Colorado Mountain College.

****Opt ins as of February 1, 2017 - CCCS will begin performing degree audits in February/March.

7. HEAR Guidelines Subcommittee Update – *Carl Einhaus, CDHE*

FYI topic. A Higher Education Admission Recommended Guidelines committee has been convened to discuss the updates needed to reflect the new admission policy (begins fall 2019). In part, the updates will include information regarding math pathways (see #9 below for more information on math pathways).

8. GTP Course Reapproval Update

9. Math Pathways and Course Scheduling – *Ian Macgillivray, CDHE*

- Instructional deans and VPIs scheduling too many College Algebra sections and not enough Math for the Liberal Arts or Intro to Statistics
- Main point is to prevent students from self-advising into, and prevent advisors from default advising students into, college algebra because it is not appropriate math preparation unless the student’s major requires calculus and it has a high DFW rate, which lowers completion rates.
- More information on Colorado Math Pathways Task Force, including the Final Report with Recommendations, [available here](#).

Next meeting: June 20, 2017, 10:00AM – 12:30PM – Carl already sent the Outlook invite to the Registrar Council.