



GE Council
October 8, 2018, 1:00pm - 4:00pm
Colorado Department of Higher Education
1600 Broadway - Suite 2200
Denver, CO 80202

Webinar URL https://enetlearning.adobeconnect.com/gecouncil/
Call in Number: 1-877-820-7831; Access code: 368215#

DRAFT-AGENDA

Priorities Identified at April 2017 Retreat

- 1. Role of Advisors in Increasing Student Success
2. Implement GT Pathways with Fidelity
3. Data to Support GE Council's Responsibilities (GT Pathways Effectiveness)
4. Prior Learning Assessment Policy with Statewide Cut Scores
5. Degrees with Designation

GE Council Emergenetics Profile

- 88% Analytical: logical problem solver, data driven, learns by mental analysis
• 71% Conceptual: intuitive about ideas, enjoys the unusual, learns by experimenting
• 59% Structural: practical thinker, likes guidelines, cautious of new ideas
• 18% Social: relational, intuitive about people, socially aware, empathic, learns from others

I. GREETINGS & INTRODUCTIONS (1:00-1:05pm)

- 1. Welcome; Introduction of Christina Carrillo, Academic Policy Officer and Advocate (Chris Rasmussen)
2. Attendance (Spencer Ellis)
- Attending: Wayne Artis (PPCC), Ann Bentz (UNC), Darcy Briggs (ACC), Helen Caprioglio (CSU-P), Linda Comeaux (RRCC), Tony Contento (CSU-G), Margaret Doell (ASU), Rhonda Epper (CCD), Michael Gage (PCC), Jeff Franklin (UCD), Aparna Palmer (CMU), Chad Harris (MSUD), Melanie Hulbert (WCU), Alex Ilyasova (UCCS), Kathy Kiser-Miller (CMC), Jeff London (MSUD), Kelly Long (CSU), Ian Macgillivray (CCCS), Carol Kuper (FLC), Scott Reichel (Aims), Patrick Tally (UCB), Mike Lightner (CSU-System), Kim Poast (CHDE), Chris Rasmussen (CDHE), Christina Carrillo (CDHE), Spencer Ellis (CDHE), Carl Einhaus (CDHE)
3. Thank you Spencer!! (Kim Poast and Chris Rasmussen)

II. Adoption of last meeting's notes (1:05-1:10pm)

- [See handout: 2018-09-10 - NOTES.docx]
• Notes were approved



III. INFORMATION ITEMS (1:10-1:45)

1. November meeting - state offices closed for Veterans Day, November 12 (meeting date alternatives November 5 and November 19)
 - Meeting date will be changed to November 5th
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2. Proposed meeting calendar for 2019
 - For a couple of months the meeting will be held on the first Monday rather than the second Monday to align with the Academic Council schedule
 - January 7
 - February 11
 - March 11
 - April 8
 - May 13
 - June 10
 - July 8
 - August 12
 - September 9
 - October 7
 - November 4 (since the 11th is Veterans Day)
 - December 9
 - Calendar invites will be sent to GE Council members for these dates
3. Complete College America related events (Kim Poast/Chris Rasmussen)
 - October 9 - leadership meeting (CAOs and institutional team leads), Denver Chamber of Commerce, 11:30 - 4:00
 - October 26 - Momentum Action Summit/Fac2Fac Conference, Arapahoe Community College, 8:00 - 4:00
4. Open Educational Resources grant RFP (Spencer Ellis)
 - Consider the reporting lag and ask for reports post-receiving the grant (since in many cases institutions will implement programs in 2019 or even 2020 and they will have very limited data, if any, to report by the legislative deadline)
5. STAA for Early Childhood Education - addition of CSU-Pueblo and changes to Colorado Mesa University elective requirements (Chris Rasmussen)
 - The group advised that the updated agreement be shared with ECE faculty around the state for review and comment

IV. DISCUSSION/ACTION ITEMS (1:30 - 4:00pm)

- 1:30: Proposed STAA update to reflect new CCHE Admissions Standards Policy and awarding of AA/AS prior to graduation from high school (Chris Rasmussen and Carl Einhaus)
 - It was suggested that the text “after high school graduation” not be added to the STAA template as proposed
 - It was suggested that even if students who earn the associate before graduating from high school could still be offered the same guarantees outlined in STAAs provided they are admitted to the institution (the terms of the STAA would be no different from “traditional” transfer students)

- *Academic* standing should be considered separately from *admission* standing
- CCHE may want to reconsider the transfer admissions policy in light of GE Council concerns
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- 1:40: Inventory of GT Pathways courses needing to be resubmitted and timeline/accountability for compliance (following 2016 revision to GT Pathways content criteria and competencies) (Chris Rasmussen)
 - CDHE staff have begun to inventory the courses that haven't yet been resubmitted according to the timeline sent to institutions in October 2016
 - The first group of courses (CO1, CO2, CO3, MA1) was due to be resubmitted by February 28, 2017; of these, 20 of 160 courses remain to be resubmitted. Staff will communicate directly with institutional reps about individual courses.
 - The second group of courses (SC1, SC2) was due to be resubmitted by May 15, 2017 (SC1 BIO, CHEM, PHYS) and November 24, 2017 (SC1 GEOG, GEOL, other, and all SC2); of these, 230 of 312 courses remain to be resubmitted.
 - There was discussion about possibly revisiting the AH and SS competencies and content criteria given concerns of faculty on at least one campus. There was related discussion about syllabus requirements. The group affirmed the work that had been done by statewide faculty groups in developing the revised criteria/competencies and offered suggestions for how to structure syllabi and how to work with faculty to design/structure courses as needed to align with GT Pathways requirements. It was suggested that faculty create “maps that map to a map” to align specific institutional curricular requirements to the GT Pathways framework.
 - Given the large number of courses remaining to be resubmitted, staff will develop a proposed path forward
- 1:50: Everything Statewide Transfer Articulation Agreements!
 - Strategy for assessing the efficacy of STAAs
 - Process for proposal, review, and approval of new STAAs
 - Process and timeline for review, revision, and resubmission of existing STAAs
 - Example: STAA in Chemistry (proposal to allow MAT 203 *or* MAT 204, similar to STAAs for physics and for mathematics) (Chris Rasmussen)
 - Example: Science courses in current STAAs (when the original STAAs were developed, 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 with 7 science credits. Older STAAs might benefit from revising these course options?)
- 3:00: Imagining the next generation of tools/processes that facilitate student mobility toward degree completion (Articulation/Transfer 2.0/3.0).

- Want to know the answers to Chris’s proposed research questions about the use and efficacy of STAAs before jumping into a conversation about what to do next with STAAs/transfer.
- Outcomes for community college transfer students as compared to other community college students; then you can compare ‘larger’ transfer population (those from a 4-year); in-state, out-of-state,
- What data do we want every year? We want to be able to look at requests and have an annual report about transfer (and use of STAAs) with a standard set of questions.
- If we are tracking credits (and thinking about CCA agenda), we should disaggregate for race and socioeconomic status.
- Suggest attending the Data Advisory Group to get everyone on the same page.
- Do we track students “who go missing in data”? For example, CCCS examines transfer through the National Clearinghouse.
- How do we evolve the STAAs in terms of curriculum? What is their natural “expiration date” given the evolution of knowledge and practice in the disciplines?
- What is the review process? What is the process by which we reconvene faculty for review?
- To what extent must IHEs participate in STAAs? What is the threshold for a “statewide” agreement (was suggested that it be at least three institutions)?
- The timeline will never match up because there will always be an IHE revising its curriculum. So what is the timeline?
- IHEs should have the authority to ask for a review “at any time” (Wayne).
- A different model: Cal State System says “you cannot transfer in” until you complete your associate degree
- Similar model in Florida for financial penalty for the student to transfer before completing the associate
- Suggest a 5-year cycle for reviewing STAAs (which is similar to the timeline for institutional program review
- What are the requirements and what “forces” someone to have to join an STAA?
- We might reach out to institutions that are not currently part of an STAA and invite them to the table when the agreement is revisited.
- What is the mechanism for IHEs to withdraw from a STAA? Might we add an advance notice provision, for example 24 months.
- There is divergence in this process, some who want to operate outside of the STAA.
- Point: we must outline consequences and processes for the student.
- ACC and CCCS would like to open the discussion for a STAA/DwD with the CDHE for a Computer Science degree.
- PPCC discussing a Journalism STAA.
- There was also a Public Health STAA on the table.

- More community colleges are doing AAS transfer agreements; for example, architectural studies programs from CCD and UCD
- What is the process for establishing a statewide articulation agreement?
- Bring program to GE Council, then identify who should convene (at GE Council’s discretion) to discuss this further
- What is the CDHE’s criteria on the number of STAAs? This will help dictate how and when they are proposed?
- For new STAAs, might first ask institutions if they have any existing agreements in place and use those as templates.
- If an STAA were to be revised in a substantive way, there would need to be provisions whereby students already enrolled could complete their degree under the terms of the current STAA.
- As part of a review process, it would be helpful to know how often CCCS courses are offered and at what locations throughout the system.
- For new STAAs, criteria might include some demonstration of need/demand for degrees in the discipline/program.
- The hope, from CCD, do NOT impede pathways for students which have been being built out in 8 semester increments; do not confuse or impede students. Concerns about creating even more options/pathways when many institutions are trying to simplify and reduce the number of initial pathways available to students.
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- 3:30: April 2017 GE Council retreat priorities - revisit
 - We did not get to this item on the agenda
- PARKING LOT: World Languages - credit awards vs. level placement with CLEP/AP/IB
- PARKING LOT: C-minus vs. solid C for GT Pathways/STAA transfer
- PARKING LOT: PLA credits/equivalencies - strategies for making data available (future of CDHE charts/tables? Reference to institutional/system websites?)

CCHE PLA Policy Implementation Timeline

October
DHE inventories PLA course equivalency data and contacts institutions as needed.
DHE assembles information tables for posting to website.
Portfolio review links requested by DHE.
November
Portfolio review links/policy due to DHE.
Reporting and data collection process finalized; information posted to website.
December
Initial report to CCHE

V. Reminder: GT PATHWAYS - Roll-out of new requirements.

- 1) Course submission forms posted here: <http://higher.ed.colorado.gov/Academics/Transfers/>. Go to GT Pathways section; click on folder icon at “Submission/Verification Forms” bullet.

The timeline for re-submission of GT Pathways courses is as follows:

Due Date	GT Pathways Content Areas & Courses
February 28, 2017 <ul style="list-style-type: none"> • Written Communication • Mathematics TOTAL: ~160 courses	<ul style="list-style-type: none"> • GT-CO1: ~14 courses • GT-CO2: ~26 courses • GT-CO3: ~20 courses • GT-MA1: ~100 courses <ul style="list-style-type: none"> ○ Math for Liberal Arts/Quant Reasoning: ~16 courses ○ Stats (& Probability): ~9 courses ○ College Algebra: ~15 courses ○ Pre-calc & Calculus I, II, III: ~41 courses ○ Trig (&Analytic Geometry): ~6 courses ○ Finite: ~3 courses
May 15, 2017 <ul style="list-style-type: none"> • Natural & Physical Science w/Lab TOTAL: ~169 courses	<ul style="list-style-type: none"> • GT-SC1: ~169 courses <ul style="list-style-type: none"> ○ BIO: ~48 courses ○ CHEM: ~46 courses ○ PHYS: ~75 courses
November 24, 2017 <ul style="list-style-type: none"> • Natural & Physical Science w/Lab (continued) and Natural & Physical Science - lecture only TOTAL: ~143 courses	<ul style="list-style-type: none"> • GT-SC1: ~33 courses <ul style="list-style-type: none"> ○ GEOG: ~5 courses ○ GEOL: ~22 courses ○ Other (meteorology, oceanography, etc.): ~6 • GT-SC2: ~110 <ul style="list-style-type: none"> ○ BIO: ~16 courses ○ CHEM: ~19 courses ○ PHYS: ~14 courses ○ GEOG: ~1 course ○ GEOL: ~14 courses ○ ASTRONOMY: ~12 courses ○ ENV: ~10 courses ○ Other (meteorology, oceanography, etc.): ~6 courses
May 15, 2018 <ul style="list-style-type: none"> • Arts & Expression • Ways of Thinking TOTAL: ~164 courses	<ul style="list-style-type: none"> • GT-AH1: ~104 <ul style="list-style-type: none"> ○ ART: ~36 courses ○ MUS: ~30 courses ○ THE: ~23 courses ○ DANCE: ~5 courses • GT-AH3: ~60 <ul style="list-style-type: none"> ○ PHI: ~49 courses ○ REL: ~10 courses
November 24, 2018 <ul style="list-style-type: none"> • Literature & Humanities • World Languages TOTAL: ~176 courses	<ul style="list-style-type: none"> • GT-AH2: ~114 <ul style="list-style-type: none"> ○ What are the right categories to put here? • GT-AH4: ~62
May 15, 2019 <ul style="list-style-type: none"> • History • Economic or Political Systems TOTAL: ~222 courses	<ul style="list-style-type: none"> • GT-HI1: ~146 courses (all HIS) • GT-SS1: ~76 courses <ul style="list-style-type: none"> ○ ECON: ~33 courses ○ POL: ~29 courses
November 24, 2019 <ul style="list-style-type: none"> • Geography • Human Behavior, Culture, or Social Frameworks TOTAL: ~188 courses	<ul style="list-style-type: none"> • GT-SS2: ~23 courses (all GEOG) • GT-SS3: ~165 courses <ul style="list-style-type: none"> ○ ANT: ~28 courses ○ SOC: ~41 courses ○ Women's, LGBT and Gender Studies: ~20 courses (a little overlap with SOC & PSY) ○ PSY: ~30 courses

Please note this timeline is flexible and CDHE will allow for individual institutions' time constraints and other specific circumstances. Eligible Courses must be part of the institution's general education core and must be offered at least once every two years (for Colorado Community College System, course can be offered anywhere in the system). Courses can be submitted on the forms provided at <http://higher.ed.colorado.gov/Academics/Transfers/> under "GT Pathways" and in the folder labeled "Submission/Verification Forms."