

CFAC Meeting

October 10, 2014, 8:30am -3pm

Colorado Department of Higher Education

In Attendance: Wayne Artis, (Pikes Peak CC), Dawn Mathis (Pueblo CC), Mary Stromberger (CSU-Ft. Collins), Jeff London (MSU-Denver)), Nick Saenz (Adams State), Jo Ann Beine (Arapahoe CC), Bobby Pace (CC of Aurora), Jessica Kruger (Colorado Northwestern CC), Candace Garrod (Red Rocks CC), Fred Boettcher (Otero JC), Phil Crossley (Western), Melinda Piket-May (CU-System Faculty Council Chair), Mike Mincic, CSU-Pueblo), Ronda Monheiser (Northeastern JC), *Ian Macgillivray* (DHE), Lt. Governor called away at last minute and unable to attend.

Minutes

9:30 Welcome, Introductions

-Ian Macgillivray welcomed CFAC to the DHE and Wayne Artis began introductions and provided context for the discussion of HB1319 and how it addresses funding of Higher Ed. institutions in Colorado. CCHE is required to finalize funding mechanism proposal to the legislature by January. Legislation mandating a revised funding mechanism driven by desire to match funding to effort and success in meeting goals and objectives of the CCHE Strategic plan for Higher Ed.

-In October, the CCHE approved the definitions of the criteria to be included in the funding mechanism, now beginning to develop the formula to be used in calculating funding distribution.

-(Minutes previously approved over e-mail during Spring 2014 and posted on DHE website (Institutional Groups link). Minutes to be approved by e-mail in weeks following each meeting, then posted to DHE website.

Implementation of HB 1319, aka The Speaker's Bill. Kachina Weaver (Project Manager for HB 1319 Implementaion, DHE)

-Kachina Weaver reminds that info. on the HB1319 implementation process is also posted to DHE website. Also observes that Colorado's revised higher ed. funding model and process is being closely watched by many groups across the country.

-A Public Outreach advisory group developed broadly informed plan for public meetings, and where they are held, as well as developing the specific factors included in the funding formula. Over 20 regional meetings have been held to solicit public input. Many have been very well attended; a few less so.

-Another group has focused on "Cost Driver Analysis" to better understand what is leading to rising costs in higher ed. This project doesn't conclude until end of Academic year in spite of initial intent to factor its findings into the funding model. Future modifications of model can be further informed by the Cost-Driver findings.

-A separate Funding Allocation Model team also gathering data to inform the model.

-Ms. Weaver notes that the meetings of these teams have been remarkably collegial and collaborative especially given the different perspectives of different types of institutions, and anxiety around the uncertainty of how changes in the funding model could impact institutions.

-October is devoted to testing preliminary versions of the funding model, with expectation of presenting draft during November

-DHE believes that the new funding model will allow greater clarity and transparency regarding how higher ed. is funded and improved ability to relate funding and performance. In response to question, Ms. Weaver notes that there is less overlap btw. existing performance contract stipulations and the HB1319 than initially anticipated. Possibly going to lead to/require repeal of SB 52 (that established performance contracts and some additional funding based on performance indicators in those contracts (once historic base funding restored). The HB1319 team is quite aware of both frustration and uncertainty regarding the potential implications of both mandates being in place and has expectation of the need for revisions to the funding model in future years.

Funding Model Components and Priorities

-Now going to include specific metrics based on role and mission and on performance, and will allow each institution to specify a few additional metrics. The "Role and Mission" criteria in the model intended to be applied differently to each institution; the Performance standards intended to be applied universally.

-Some of the metrics may require or encourage institutions to change certain policies and practices in order to better measure, define, or monitor the key variables (e.g. student completion of 'gateway' courses within first 30 cr)

-Some revisions, input on the need for revisions, may be more easily made in the next version of the model than in the present one (for example, considering additional or different definitions of 'completion' esp. for Access institutions with populations of students not necessarily intending to complete a certificate);

-CFAC members invited to indicate our prioritization of the metrics using the same scale, and to send our responses to Kachina by Tuesday....

The new Admissions Policy and PARCC Assessment. Ian Macgillivray (Director of Academic Affairs) and Carl Einhaus (Director of Student Affairs).

-Ian began by drawing our attention to changes in K-12 Colorado Academic Standards (have now incorporated Common Core), and assessment of achievement; 2014-15 to use new tests (PARCC

(Partnership for Assessment of Readiness for College and Careers) test of English, and Math) that are better aligned to the revised Academic Standards.

-A 'college ready' certification for HS transcripts being piloted in Aurora that guarantees admission to all open, modified open, or moderately selective public institutions of higher education in Colorado, as well as priority consideration for admission into Colorado's selective and highly selective institutions, and placement into credit-bearing courses without the need for remediation.

-CO institutions can begin to base admission on the new PARCC test scores in addition to, or instead of ACT/SAT .

-CDHE (Ian's office) is recruiting 30 Eng. and Math faculty to participate in a Faculty Judgement Study to help set performance standards of academic preparedness for starting Higher Ed. courses.

-DHE also facilitating a "Math Pathways Taskforce" of Math faculty and Chairs to discuss what the best /most appropriate math courses are for incoming students and how to communicate this to students (rather than assuming that "College Algebra" is the course that students should take). Complete College America provided the funding and the The Charles A. Dana Center at the University of Texas at Austin is providing guidance and resources to CDHE to facilitate this process.

Admissions Policy Changes, Carl Einhaus (Director of Student Affairs).

-CDHE Task force (including admissions personnel from all over the state) on admissions policy has been meeting for 2 years, now presenting their recommendations. CO institutions have traditionally used a common index system derived from High School GPA and Test Scores, and have admitted students based on their index score within a defined admissions window. Most institutions communicated desire to abandon the index system because not a good indicator of all the factors (e.g. academic rigor) commonly included in admissions decisions.

-CDHE now replacing the index score system with a web-based admissions tool currently being designed with intent to clarify factors being considered by each institution, declaration of recent historical mid-50% GPA and test scores of past admissions. Has both policy and communication components. Selectivity concept also being reviewed because data show little difference between highly and moderately selective. Admissions council has expressed doubt that selectivity level is a significant measure—but removing it would require a statute change.

-Both Index scores and minimum GPA/test score being removed from admissions policies. Each institution to develop own admissions standards and submit to CDHE for approval for Fall 2019 admissions. Schools may begin using new approach in Fall 2016 if desired, or develop their own transitional approach.

-Transfer admissions process also being revised/clarified. Planning to change definition of a transfer student (who wouldn't have to submit high school transcript if applying to a different institution) to 24 or more hours of post-High School coursework; other students can of course still transfer, but will be

considered as first time applicants). Concurrent enrollment credits will not count toward this 24 cr definition. Each school will have their own minimum GPA requirement for transfer students.

12-12:40 Lunch and further conversation about HB 1319 with Kachina Weaver.

Chair's Report. Wayne Artis

-HB 1319 is consuming the attention of the DHE and CCHE, and will for some time.

-CCHE has continued to request CFAC Chair input on variety of matters and to do so more systematically than in the past (and also to solicit greater input from the public).

1:00 Campus Reports (not recorded)

GE Council Report. Jeff London and Wayne Artis

-GT Pathways - continuing to add courses, does 2 review sessions per year

-Plan to bring math and English faculty together in spring to continue alignment and competency discussions

-Continuing to work on statewide transfer agreements. By December 2014 there will be 28 statewide transfer agreements. See: <http://highered.colorado.gov/Academics/Transfers/Students.html>

- also reviewing methods of calculating GPA for transfer students – differences can cause transfer issues for students

-Need to make better connections between faculty at the different colleges

Elections

The following were elected to the Executive Committee:

Vice-chair: Melinda Picket-May, CU Boulder

4 at-large members: Bobby Pace, CC of Aurora; Nick Saenz, Adams State; Ronda Monheiser, Northeastern JC; Jessica Kruger, Colorado Northwestern CC;

Mike Mincic will continue to serve ex-officio

Date for Spring meeting: February 20th at PPCC