

CFAC Spring 2015 Meeting Minutes (Friday, February 20, 2015; Colorado DHE)

In Attendance: Wayne Artis, (Pikes Peak CC), Dawn Mathis (Pueblo CC), 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), Willy Hereman (CO School of Mines), Matt Stillwell (Front Range CC), James Ayers (Colorado Mesa),

Guests: Lieutenant Governor Joe Garcia, Executive Director of the Colorado Department of Higher Education; Ian Macgillivray, Director of Academic Affairs, DHE; Kachina Weaver, Chief Policy Officer, DHE.

9:30 - 9:40 **Welcome, Introductions, and Overview** (Wayne Artis, CFAC President)

9:50 – 11:00 **The State of Higher Education**

Lieutenant Governor Joe Garcia, Executive Director of the Colorado Department of Higher Education highlighted the following:

- New Higher Ed. Funding Model: Attempt to better align funding to nature of institutions, reduce fluctuations in budgets due to fluctuating COF stipends and Fee for Service allocations, and take better consideration of factors other than simply enrollment—for example challenge of maintaining access esp. in rural communities: notes importance of maintaining institutions throughout the State and in rural areas, and that costs can be higher in rural area
- More complex, performance-based allocation model. Most of the funds (at least 52% of total Higher Ed. Budget) will go to COF stipends—based on enrollment (notes challenges in defining and measuring success—esp. since institutions with diff. missions have very diff. desired outcomes for students), component based on emphasizing success (30 and 60 cr. check points) in students who needed remediation, and in meeting workforce needs for graduates/certificate holders. Higher number of low-income students leads to a (10%) COF bonus amount, and bonus for higher rates of under-represented minority enrollment; tuition-stability factor (adjustment for rural and lower-enrollment)
- Every school agreed eventually with the final funding model though some institutions funding increased more than others (esp. those with highest enrollment of students with greater challenges to success), but notes that some of the agreement was based on assurance that the funding model can be revised/reconsidered
- Question whether F/S ratio or advisors/student ratio is considered in the funding formula. A: No,
- The model tries to acknowledge additional costs of helping students who enter higher ed. with greater challenges (e.g. first generation students), and is emphasizing factors prioritized in the Higher Ed. Master Plan.
- Higher Ed Master Plan. Deliberately trying to define a few major goals (rather than a very long, rarely consulted document):
 - increase degrees granted,
 - increase success in completion,

Lt. Gov. encourages us to consult the Master Plan:

http://higher.ed.colorado.gov/Publications/General/StrategicPlanning/MasterPlan2012/Master_Plan_Final.pdf

- Notes current effort to define a consistent position on appropriate credit for Prior Learning (PLA), and challenges in implementing/agreeing on a consistent position. Much of the attention is focusing on 'cut scores' for AP exams, whether there are good reasons for different cut scores at different institutions, or for different courses. Asking for data to support different levels of success for students with different AP scores

but acknowledging challenges of working with students coming in with diverse levels of preparation, high levels of incoming students who need remediation in one or more areas, and need to coordinate HS graduation standards with higher ed. admissions/success expectations.

- Reduce degree attainment gap btw majority/minority populations
- Change the fiscal balance in H.E. funding; tuition now the largest component of institutions' budgets.
- Remediation Education Redesign. Some general discussion about aspects of combining reading and writing, and designing remediation as supplemental instruction rather than as separate courses, and of defining success in terms of how those students do in the subsequent coursework.

11:00-12:00 **Campus Reports** (no notes taken)

12:00-12:20 **Implementation of HB14-1319**; Kachina Weaver, Chief Policy Officer, CDHE

- HB 1319 model has been submitted to legislature, CCHE trying to get through without modifying it : concern that several proposed modifications would end agreement about the model;

- SB 117 potentially threatens the funding component for 'bonus' for additional costs associated with extra assistance needed for students from low income, first generation, higher remediation populations. The Bill prohibits any funding solely for race and ethnicity-based considerations. Impact of the bill would likely depend on the interpretation of "solely on the basis". CCHE does not believe that funding to institutions can be interpreted as being only for certain categories of students since any services provided by those funds are available to any student.

- HB 1156 would change how 'completion' is counted, would exclude non-resident students from funding formula; would also significantly impact success/agreement of the funding model....

- SB 131 would create collaboration btw DHE and other state agencies and others to increase support/access for foster children and victims of sex trafficking; likely modeled on programs for ex-offenders (Own Your Future program). Not perceived as threatening implementation.

- CCHE has a 1319 Review Team and Process in place to monitor implementation of the model (if approved), and any need for revision. Trying to encourage legislators to allow the Review Team to address these kinds of policy implications/problematic issues, rather than modifying the funding model by legislation and at this stage....

- Some additional Transitional funding proposed for one year (2015-16) over the increases recommended by the 1319 model.

12:20-1:00 **Lunch**

1:30 -2:30 **Academic Affairs Update** Ian Macgillivray, Director of Academic Affairs, CDHE

gtPathways Competencies Revision

- current competency criteria (2005 version) are outdated, ambiguous and unmeasurable, so being revised by CCHE

- faculty will be involved in vetting new criteria which are based on the LEAP VALUE rubrics (at April Fac to Fac conference). Will be followed by regional and campus consultation with

- will be coordinated with the PASSPORT and LEAP initiatives (for guaranteeing competencies across States) (similar to gtPathways within CO)

- will include rubrics for grading achievement of competencies

- courses which do not require any newly required competencies (once approved) will have to be resubmitted for gtPathways approval

Prior Learning Assessment (PLA)

- As part of reviewing transfer policy and articulation agreements, came to conclusions that a consistent approach to PLA—esp. that recognizes prior learning of non-traditional students returning to higher ed. for credentialing. Hence a review of current approaches to PLA, and CCHE discussing a process for developing recommendations for statewide PLA policy.

- DHE Staff to present proposal to CCHE Commissioners includes 11 suggested goals for a PLA policy (based on current practices in several states). Will regional and campus consultation regarding any proposed policy. DHE proposed development of a policy by end of 2015.

Types of PLA

- Standardized Exams (e.g AP Exams)

- Recommending common cut scores across all institutions. Current discussion about whether there can be agreement;

- notes Ohio's approach to give 'some' credit for a 3 or higher, but institutions can set different standards for 'what credit' is given for that score. CCHE expects conversation to continue about appropriate cut scores, whether a common score is appropriate, and/or reasons for variation.

- Challenge Exams

- students already have right to try and test out of any gtPathways course;

- few students know this, few disciplines have such tests ready (are allowed to charge for giving them)

- Nationally Recognized Published guides (from ACE, ACE Military credit)

- Based on agreed upon standards of ‘certain job positions require work that comprises certain kinds and degrees of learning—so can give credit for having completed that learning

- Portfolio-based assessments

2:50-3:00 **CFAC Business**

- Due to presentations by Lt. Gov. and Director of Academic Affairs that have already covered the most important info. regarding GE Council and CCHE meetings, no additional reports necessary...

- **Agreed: Minutes will be distributed by e-mail from Wayne, requests for clarification/revisions sent to all; non-response will be interpreted as agreement.**

- Wayne notes appreciation for our flexibility in moving meeting at last minute to DHE appreciated; ●

- Proposed/Agreed to regularly hold Spring meeting in Denver so that DHE staff can be present, and hold Fall meeting elsewhere.

- Tentative Fall meeting: **Oct. 16** at Pike’s Peak CC in Colorado Springs

2:56 **Meeting Adjourned**