



Academic Council

April 10, 2012

1:00-3:00pm

Department of Higher Education

1560 Broadway -Suite 1600 - Denver, CO 80202

Call-in Number: 1-877-820-7831; Access code: 215368#

Meeting Notes

1. Greetings and Introductions

In attendance: Frank Novotny, Geri Anderson, Diane Hegeman, Steve Werman, Rick Miranda, George Dennison, Barbara Morris, Jeff Reynolds, Vicki Golich, Peg Bacon, Kathleen Bollard, Robbyn Wacker, Jess Young, Sandy Veltri

2. Corrections/Discussion of March Meeting Summary Notes [see handout] **Approved**

3. Higher Education Bills in the Legislature

a. HB 12-1072 Concerning Credit for Prior Learning signed into law

- Adds “(4.5) Prior learning. Beginning in the 2012-14 academic year, each public institution of higher education shall adopt and make public a policy or program to determine academic credit for prior learning” to [C.R.S. 23-1-125].
- **Reaffirms existing law. Charges governing boards with adopting policies beginning 12-13 year, if they haven’t already done so.**

b. SB 12-164 Concerning the Operation of Private Postsecondary Institutions introduced

- **Introduced in senate Education last week. Clarifies reauthorization, probationary status, surety instruments, fees, moving support away from CCHE to relieve the public institutions from shouldering the cost, collection of data to mirror what public institutions report.**

c. FY 2013 Budget update (Julia Ramsey)

- **Cuts to higher ed not as deep as originally proposed. \$5.8M cut in total. Governor’s office was very encouraging to push for more higher ed funding. Financial Aid is held harmless.**

4. Master Planning update and implications for Performance Contract renegotiation

a. Feedback from March 13 Master Planning meeting.

b. April 17 Master Planning meeting to be held at Auraria Campus, Tivoli Room 320 B&C. Focus: Measuring progress toward statewide goals discussed at the last meeting.

- **Ian checked RSVPs for AC members.**
- **NCHEMS will present again and will include U of Alaska data.**

- Happy Haynes and Monte Moses will help facilitate.
 - In May, we'll look at institution-specific numbers to see what measuring the goals might look at the individual campuses.
 - August 2-3, CCHE retreat at CMC Glenwood Springs campus – will try to finalize the master plan goals.
 - CCHE will adopt the plan in September after vetting all procedures with the institutions.
 - Regarding master plans, document is being vetted internally. Mark Stevens has been retained to write it. Describes the process and how to fit it in. Document will likely be sent in late May, early June timeframe.
 - DHE will keep governing boards advised throughout the process with regard to process and timelines.
5. Follow-up on gtPathways applying only to LAS degrees.
- a. At the last meeting AC agreed their preference would be to change the law [23-1-108.5(2)(c)] to apply only to LAS degrees and not have to do the paperwork of getting waivers from CCHE.
 - b. DHE would like to discuss this further.
 - Potential unintended consequence of trying to change the law to apply only to LAS degrees is it could invite a lot of scrutiny and might backfire. For instance, run the risk of having to specify every degree which may or may not fit with gtPathways and then one could be missed and statute would have to be run again to include it. CCHE has had the ability to waive certain aspects of programs offered at the institutions so this is probably a better approach. Gives the chance to talk through issues. DHE could run an amendment to an existing bill this session or next.
 - Really doesn't affect ASC or FLC.
 - Ian will follow up on April 17th for preferred plan of action.
6. Update on Postsecondary Progress and Price Sensitivity reports. (Beth Bean and Nakia Collins) [see Price Sensitivity Summary and Postsecondary Success of High School Graduates handouts]
- Price Sensitivity Study – Data limited to four-year institutions and students who applied for financial aid. Increases in tuition do have an effect. The increases have different effects for different populations. Low income - about a 10% decrease for every \$1000 increase. Black and Hispanic students - about 8% decrease per \$1000. On the flip side, for higher socioeconomic students, for every \$1000 increase, 3% increase in likelihood of pursuing higher ed at that institution. Question: Is this study about consumer habits in general or about higher ed in particular? How do these findings compare to the body of literature from economics in regards to prices for other goods and services? DHE should pursue this question.
 - Postsecondary progress and success of high school graduates – Starting with high school cohort. Made possible with SASID and Student Clearinghouse data. 67% of this high school graduating class (2009) enrolls in higher education somewhere in the country. We have been underreporting up to this point. Georgia is using the same cohort but have differing specifics.
 - CSU has a similar report that should be on the website.
7. Update on Admissions and Remedial Education policies review process. (Tamara White Johnson)
- a. Task Force membership
 - Task force will meet every month
 - Advisory council will meet 3 or 4 times throughout the process.
 - Task force will approach CCHE with recommendations
 - How will the people be chosen from the institutions? Tamara has contacted the Student Affairs VPs or enrollment management people for recommendations.

- b. What the review process is going to look like.
8. Follow-up: Issues around Ensuring Seamless Transfer
- a. DHE collected all cut scores for AP, IB and CLEP tests from the 4-year institutions and delivered them to CCCS.
- CCCS, ASC & Aims agreed to go with the highest scores.
 - CMC and WSC want more time to discuss whether they will go with the highest cut scores.
 - CMU wants to know what the highest scores are before agreeing to use them. How to get CMU this information?
 - FLC has some questions [see handout]
 - DANTES Subject Standardized Tests (DSST): a “series of 38 examinations in college subject areas that are comparable to the final or end-of-course examinations in undergraduate courses. ACE recommends 3 semester hours of credit per test. DANTES funds paper-based DSST testing for eligible Service members and civilian examinees at Base Education Offices and at National Test Centers (NTC) offering the Internet-Based Testing (IBT) DSSTs.”
(http://www.dantes.doded.mil/Sub%20Pages/Exams/Exams_DSST.html)
 - AC came up with list of questions/responses to FLC’s questions. Ian will send them to FLC for further comment and AC will readdress this next meeting.
 - GE Council will be asked to query their appropriate people the following questions regarding DSST’s:
 1. Do you use these tests?
 2. If so, which ones?
 3. What cut scores do you use?
- b. How to ensure consistency across the state for students? Do we need to standardize or create a policy saying institutions will honor one another’s admission decisions?
- AC will revisit this at the May 8 meeting.
9. Follow up on decision to allow degrees with emphases/concentrations to participate in articulation agreements.
- Language that GE Council drafted for articulation agreements to clarify options for students.
 - GE and AC are two councils in the same house. This issue needs to be vetted by both councils together. Suggesting a few from each council get together to come to consensus with regard to participation in articulation agreements when an institution does not have a degree in the major but a degree in a different major with an emphasis/concentration in the major of the articulation agreement.
 - Concern around gray areas: concern over what criteria are going to be used. Is there language within the template to provide students the guidance they need? Suggestions for gray areas: Credit hour minimum in the discipline, functional equivalent of a major?, curriculum review by faculty discipline group?
 - Members of Academic Council who will be part of discussion group with GE Council: Kathleen Bollard, Geri Anderson (?), Vicki Golich (?), Frank Novotny (?). Ian will set this up.
10. CCHE decisions on Early Childhood Education and Elementary Education bachelor’s degrees.
- a. CCHE would like further discussion on the issue of bachelor’s degrees in Elementary Education.
- b. The main argument against allowing a bachelor’s in Elementary Education is that elementary teachers should have a content major. However, two of the three institutions responding in the negative below offer a liberal arts major or individually structured major with elementary licensure, not a content major. So, if that’s the argument, then should CCHE enforce its 1986 decision and require a content major with elementary education?

- c. The three institutions that voted “no” or “needs the most discussion” below prepare about 15% of all Elementary Education candidates, according to SURDS data. Should they be allowed to essentially “veto” this decision? CCHE wants to hear all opinions but may not wait for consensus.

Table 1: Early Childhood and Elementary Education Majors Poll Results

Institution	Allow bachelor’s in Early Childhood Education	Allow bachelor’s in Elementary Education
CCCS	Yes	Yes
CMC	Yes	Yes
CSU	Yes	Yes
CSU-P	No opposition	No opposition
MSCD	Yes	Yes
UCB	Yes	No
UCCS	Yes	Yes
UCD	Need to discuss	Needs the most discussion
UNC	Yes	Yes
Colorado Christian	Yes	No
University of Phoenix	Yes	Yes

11. CCHE Policy Revision: Policy IV: Statewide Extended Studies [see handout]

- a. Has been vetted with CAOs, CFOs, Statewide Extended Studies Deans & Directors, and DHE staff.
- b. Will most likely go to May CCHE meeting for final approval.
 - Kathleen would like to see the track changes draft of the policy. Ian will send.

12. Other Business?