



COLORADO

Department of  
Higher Education

## GE Council

February 9, 2015, 1:00-4:00pm  
Department of Higher Education  
1560 Broadway - Suite 1600  
Denver, CO

Webinar URL <http://connect.enetcolorado.org/gecouncil/>  
Call in Number: 1-877-820-7831; Access code: 215368#

### MEETING NOTES - APPROVED

#### I. Greetings and Introductions

Wayne Artis (CFAC-PPCC)  
Ann Bentz (UNC)  
Margaret Doell (ASU)  
Rhonda Gonzales (CSU-P)  
John Lanning (UCD)  
Mike Lightner (CU System) - guest  
Jeff London (CFAC-MSU Denver)  
Jerry Migler (CCCS)  
Barbara Morris (FLC)  
Richard Nishikawa (UCB)  
Joe Petrone (CSU-G)  
Kathy Pickering (CSU-FC)  
Terry Schliesman (WSCU)  
Kay Schneider (CSM)  
Rae Shevalier (MSU Denver)  
Scott Thompson (CCCS-NJC)  
Sandy Veltri (CCCS-FRCC)  
Rex Welshon (UCCS)  
Steve Werman (CMU)  
Lisa Snyder (FLC) - guest  
Shelly Ray Parsons (Aims) - guest  
Ian Macgillivray (CDHE)  
Maia Blom (CDHE)

- II. Adoption of last meeting's notes [*See handout: 2015-01-12 - GE Council Retreat - NOTES - Draft.docx*] Notes are approved provided the following changes (*in blue italics*) are made to section V., third "arrow" bullet - "Develop prior learning assessment policy with statewide cut scores", page 6:  
... GEC must construct a proposed solution. There is Member consensus that the GEC must make recommendations *concerning a prior learning assessment*



*policy or a policy will be imposed on the GEC and the schools. Statewide cut scores may not be part of these recommendations.*

III. Information Items

IV. Discussion/Action Items

A. Fac2Fac Conference, April 24, 2015. Arapahoe Community College.

1. Vet revised competencies with faculty at Fac2Fac. [*See handouts: 1) DRAFT proposed gtPathways Competencies\_ 2015-01-30.docx and 2) DRAFT - gtP Quantitative Literacy Competency - 2015-02-03.docx*]  
Guests: Lisa Snyder, Director of Assessment, FLC and Shelly Ray Parsons, Director of Academic Assessment, Aims CC.
  - Invite Colorado Regional Assessment Consortium (CORAC)?
  - Also invite faculty from GT-AH, HI, SS, SC or vet electronically?
  - Lisa Snyder and Shelly Ray Parsons shared their process for revising the gtPathways competencies: made sure the competencies are aligned with the LEAP VALUE rubrics, the WICHE Passport Initiative, and the Multi-State Collaborative. More and more states/schools across the nation are adopting the LEAP rubrics. Snyder and Parsons did not use LEAP verbatim but have tried to adjust them specifically for Colorado.
  - Question: “Optional” competencies will work in the categories (content areas) much like the current “ORs” do, i.e.,: “competency in written communication or technology” (S&BS).
  - Question: Math - if competencies remain the same, will the content tracks be different for the three gateway courses?
  - Comments:
    - Re-doing competencies is not a good idea.
    - Re-doing competencies is a good idea. Finish revision of competencies and vet with faculty.
    - Past interpretation of statute concerning competencies - *only* those listed in statute were to be used.
    - New interpretation of statute - statute does not limit the competencies to those listed, as long as those listed are included.
  - *Fac2Fac tentative plan* - address competency revisions:
    - Opening session - general overview with Susan Albertine from AAC&U
    - Morning breakouts - the 6 categories/content areas review revisions.
    - Afternoon breakouts - the content areas mingle and discuss, i.e., Math goes with Natural & Physical Sciences; Writ Comm goes with AHUM....
    - At least one GEC member and one Director of Assessment will facilitate breakouts.
2. Convene Written Communications faculty to pick up where they left off revising content. **On hold.**
  - Also, can we collapse GT-CO3 into GT-CO2?
3. Convene Mathematics faculty to consider recommendations from [Math Pathways Task Force](#). **On hold until there are recommendations.**

- Separate categories for different gateway math courses (e.g., GT-MA1, GT-MA2 and so on)?
- Further revision of math content on hold to give time for Math Pathways Task Force recommendations to be considered.

B. February 13 CCHE DRAFT Agenda Item on Statewide Prior Learning Assessment (PLA) [*See handout: DRAFT-Discussion of Proposed Statewide Prior Learning Assessment Policy.docx*]

1. General discussion/questions.

- PLA policy is a higher priority than gtPathways competency revision - given the PLA deadline of 12/2015.
- Faculty band-width is not enough for two major projects: PLA policy and gtPathways competencies revision. Need to consider the sequence and which one is the priority. From an institutional perspective, the gtP revision is a higher priority.
- The data in agenda item show *what* states did with PLA not *how it has worked*. The data in agenda item don't provide enough info. How was the credit *applied*? Transfer and application of credit are two different aspects of PLA - the *application* of credit is what is critical for students.
- GEC wonders if the current PLA system in CO is really broken. They want to see more disaggregated data showing how the system is broken. Have other states that have done this seen a difference for the better? For instance, what difference did the AP cut score mandates make in Ohio and Florida?
- IHEs need to provide data showing how the current PLA system is working.
- Standardized PLA cut scores do not assist with accomplishing goals in CCHE's Master Plan; they also do not work well with the individual roles & missions of the schools.
- High school advising and marketing of AP is part of the problem.

2. Do you want Ian to convey anything to the Commission?

- Credit is not the issue; it's how the credit gets applied - Gen Ed reqs? Major reqs? Electives?
- It takes time to get good data; it takes good data to make good decisions.
- This process must be data-driven and have adequate faculty involvement.
- How is "success" for students defined? —getting by with C's or higher than that, and measurable learning?
- What about state support (tuition) as regards low graduation rates?
- This is do-able but the timeframe may be unrealistic. Two big issues at one time (competencies & PLA). It takes time to get good data to make these decisions.
- What about an IHEs selectivity? Preserve institutional integrity so student is attracted to the right school so they'll be successful. Recognize different institutions' missions.
- Could we do a differentiated timeline for goals that are easier to "knock out" and longer for more complex goals? (i.e., experiential PLA vs. AP—the assessments are so different)

3. What do you think GE Council’s role could/should be?
  - GEC must be pro-active with this issue or else a policy will be imposed on the GEC and the IHEs.
  - There is a role for both Academic and GE Councils to provide information and a recommendation (on whatever draft policy comes out of this) back to the CCHE. (Discipline-based faculty input)
4. What do you think you will need to help your faculty understand the task and to implement it?
  - The data for Colorado.
  - Bring College Board /AP rep back to GEC with answers to specific data questions posed to her in advance.
  - What are the common questions each DAG member can look into at his/her own campus so we get consistent answers?
  - State tour (like Kachina and Inta did—good example)? Regional meetings by discipline?
  - Pose questions, in advance, to guest speakers.

E. Revisit “2015 Potential Focus” from the Retreat.

1. Do we still agree with this?

	Members’ priority votes
Revise gtPathways competencies and content criteria	9
Implement quality control of gtPathways courses	7
Develop prior learning assessment policy with statewide cut scores	6
Define and implement data to support GE Council’s responsibilities (Request to assign to subcommittee for action, report back to full GE Council members)	5
Maximize Fac2Fac Conferences	5
Develop focused fields/meta majors	2
Make Colorado a LEAP state	2

V. ARTICULATION AGREEMENTS

A. Phase 0: For Future Planning (Parking Lot)

1. ECE & EI Ed Agreements: Maia Blom and Robert Mitchell (CDHE) are coordinating with the faculty to revise these agreements. Goals are to remove MATH 155&156 and SCI 155&156, see if we can reduce the “Other 19 Credits” for the Elem Ed agreement and the “Other 6 Credits” for the ECE agreement.
2. Gateway Math Courses in Current STAAs
  - a. Revisit gateway math courses to ensure appropriateness. Also, current CCCS AS degree requirements prevent Intro to Stats from fulfilling the math requirement for an AS.
3. Science Courses in Current STAAs

- a. When the original STAAs were made, 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's with 7 science credits. Older STAAs might benefit from revising these course options?
- 4. **gtPathways Approved Courses Review**
  - a. Need to identify issues like UNC's MATH 181: Fundamentals of Mathematics I: Number and Operations and MATH 182: Fundamentals of Mathematics II: Algebra, Probability and Data Analysis (used for educator preparation programs) that are both 3-credits, both gtPathways approved, but both need to be completed (6 credits) to satisfy gtPathways math content/competencies and institutional gen ed requirements even though gtPathways only requires 3 credits.
- 5. **Revisions to gtPathways nomination form in re SC1 & SC2 courses**
  - a. gtPathways Review Nomination Form: Science courses and co-requisite lab issue; how should science courses be submitted? [See handout: #COURSE NOMINATION FORM - Revised 2014-08-25 DRAFT - SC11 and SC2 ISSUE.] Original intent of SC1 designation: an integrated lab and lecture course. The co-requisite designation needs to be clarified. Students can separately register for and/or drop co-requisite courses. Some IHEs cannot have co-requisite courses be designated separately as SC1 and SC2.
- 6. **Revisions to STAA template**
  - a. Nomenclature question: degrees with designation v. statewide transfer articulation agreements.
  - b. CMC question - offering both AA/AS degrees and Bachelor's degrees. Maybe we need to tweak the front page and list CMC with the 4-year institutions. We could change: COLORADO PUBLIC FOUR-YEAR INSTITUTIONS OF HIGHER EDUCATION to COLORADO PUBLIC BACCALAUREATE GRANTING INSTITUTIONS

A. OTHER BUSINESS?