



COLORADO

Department of
Higher Education

Academic Council

August 11, 2015

1:00-3:00pm

Department of Higher Education

1560 Broadway - Suite 1600 - Denver, CO 80202

Call-in Number: 1-877-820-7831; Access code: 368215#

To join the webinar: <http://connect.enetcolorado.org/r6rviwp1tfy/>

****Draft**** Notes

1. Greetings and Introductions

In attendance: Kathleen Bollard and Mike Lightner (CU System), David Moon for Mary Coussons-Read (UCCS), Steve Werman for Carol Futhey (CMU), Vicki Golich (MSU-Denver), Diane Hegeman (CCCS), Jerry Migler (CCCS), Rick Miranda (CSU-FC), William Niemi (WSCU), Donna Norwood (Aims), Frank Novotny (ASU), Terry Parker and Kay Schneider (CSM), Robbyn Wacker (UNC), Ian Macgillivray, Maia Blom, & Rhonda Epper (CDHE).

2. Approval of Last Meeting's Notes [see handout: *2015-05-12- NOTES-AC.docx*]

Approved

3. GE Council Update – Ian Macgillivray, CDHE

- Discussed revision of gtPathways competencies with Susan Albertine (AAC&U) and assessment directors from institutions to make sure statewide competencies won't negatively affect institutions' own competencies and assessment.
- Discussed PLA, Constituent Review Team membership, and sharing AC notes with GEC as soon as possible.

4. Lumina Technical Assistance Grant – Student Success Inventory and Convening [see handout: *CDHE inventory report 150723.pdf*]

- CDHE has been awarded a second Technical Assistance grant from Lumina to host a statewide convening on Student Success and Guided Pathways. The convening will be in November (TBD), and will be built around the Student Success Inventory study conducted earlier this year.

5. Constituent Review Team Nominations - Prior Learning Assessment process

- a) Academic Council recommends members to CCHE [see handout: *Constituent Review Team potential members.docx*]
 - AC members will send ranked list of preferences for each position.
 - Agreed there should be 2- and 4-year registrars on the CRT. CCHE will need to approve that eventually.



6. Prior Learning Assessment – Phase 1, Goal 1: General Education

- a) For standardized exam credit that can be applied toward fulfillment of gtPathways curriculum categories, the task now is to try and identify which institutions can agree to a minimum cut score of 3 for AP, 4 for IB, 50 for CLEP, and 400 for DSST – and for which of the most common exams. [See 4 handouts:]

1. *AP Exam Credit and Cut Scores 2015-07-29.docx*
2. *CLEP Exam Credit and Cut Scores 2015-07-29.docx*
3. *DSST Exam Credit and Cut Scores 2015-07-29.docx*
4. *IB Exam Credit and Cut Scores 2015-07-29.docx*

*Note: These tables are the same as July 14, 2015 except that all cut score rows, except the minimum row, have been deleted to focus our attention on the minimum.

- Possible data that will suffice as evidence that a certain cut score is needed at an IHE:
 - DFW rate by score (also, DF rate)
 - GPA profile by score
 - Overall 4- or 6-year graduation rate
- Questions about data:
 - For report titled “AP Students in College: An Analysis of Five-Year Academic Careers,” pg. 9, Table 2, find out if students who are included in the 3 column took the equivalent course on the campus even though they placed out of it. That would skew the data. Also find out the withdrawal rate from the subsequent course because that would skew the GPA for the course.
 - For states like FL and OH that mandated a 3, do they accept a 3 without condition or are there footnotes?

From: Brigham, Cathy [mailto:cbrigham@collegeboard.org]

Sent: Friday, August 21, 2015 9:05 AM

To: Macgillivray, Ian

Subject: RE: questions about Table 2 in "AP Students in College"

1. Of the students who are included in the 3 column, did any of them go ahead and take the equivalent course on the campus even though they placed out of it? (that would skew the data)

On page 2 under the Data Analysis – Question 1 section, the authors state: “For a course to be included in the estimate, two conditions had to be met: At least five students had to follow the usual course sequence by taking the lower-level course in the subject area before taking the higher-level course. In addition, at least one student with an AP grade of 3 or higher on the relevant AP Exam must have taken the intermediate course without previously taking the introductory course.” So, in order to be included in the study, the non-AP group had to have taken the intro course and then the intermediate course, and the AP group had to have taken the intermediate course without taking the intro course. In other words – if a student had placed out of the course and taken the course anyway, they were excluded from the study.

2. What are the withdrawal rates from the subsequent course? In other words, if a student placed out of BIO 101 because they passed the AP Bio exam, and then enrolled in BIO 102, did any of them withdraw because that would skew the GPA in the column “**Average Differences in Course Performance**”?

The variable of interest is students’ grades. A grade is not assigned unless a student completes a course, so any students who withdrew from the sequent course would not be included in these analyses. On the other hand, it is possible that a student placed out of BIO 101 through AP, enrolled in

BIO 102 and withdrew. The research study did not have access to withdrawal records before census date, but since the results are based only on those grades awarded, the data should not be skewed by this population.

- Need to iron out amounts of credit given and cut scores.
- Convene Fac2Fac meetings via webinar. Institutions should first start discussions on campus so faculty aren't coming in cold.
- September 8 Academic Council meeting: no in-person meeting but hold date in case need to check in on phone.
- October 13 – AC plan to meet.
- Rhonda is requesting from College Board the scores for all Colorado students who have taken AP exams by institution