



GE Council

December 10, 2018, 1:00pm - 4:00pm
Colorado Department of Higher Education
1600 Broadway - Suite 2200
Denver, CO 80202

Webinar URL <https://enetlearning.adobeconnect.com/gecouncil/>
Call in Number: 1-877-820-7831; Access code: 368215#

AGENDA--NOTES

Priorities Identified at April 2017 Retreat

1. Role of Advisors in Increasing Student Success
2. Implement GT Pathways with Fidelity
3. Data to Support GE Council's Responsibilities (GT Pathways Effectiveness)
4. Prior Learning Assessment Policy with Statewide Cut Scores
5. Degrees with Designation

GE Council Emergenetics Profile

- 88% Analytical: logical problem solver, data driven, learns by mental analysis
- 71% Conceptual: intuitive about ideas, enjoys the unusual, learns by experimenting
- 59% Structural: practical thinker, likes guidelines, cautious of new ideas
- 18% Social: relational, intuitive about people, socially aware, empathic, learns from others

I. GREETINGS & INTRODUCTIONS (1:00-1:05pm)

1. Welcome
(Chris Rasmussen)
2. Attendance
(Christina Carrillo)

- **Attending: Wayne Artis (CFAC-PPCC), Ann Bentz (UNC), Darcy Briggs (CCCS-ACC), Helen Caprioglio (CSU-P), Linda Comeaux (CCCS-RRCC), Tony Contento (CSU-G), Margaret Doell (ASU), Jeff Franklin (UCD), Aparna Palmer (CMU), Chad Harris (MSUD), Melanie Hulbert (WCU), Alex Ilyasova (UCCS), Kathy Kiser-Miller (CMC), Jeff London (CFAC-MSUD), Kelly Long (CSU), Ian Macgillivray (CCCS), Carol Kuper (CCCS-SFCC-MCC), Scott Reichel (Aims), Patrick Tally (UCB), Mike Lightner (CU-System), Kim Poast (CHDE), Chris Rasmussen (CDHE), Christina Carrillo (CDHE)**
- **Edited on 1/15/19 to include Charlie Couch (UNC).**

II. Adoption of last meeting's notes (1:05-1:10pm)

1. **[See handout: 2018-10-08 - NOTES.docx]**
 - **Notes approved with minor revisions to attendance (Wayne Artis and Jeff London requested that CFAC appear behind their names, as they are**



representatives of CFAC on GEC; Mike Lightner is with CU-System, not CSU-System; Carol Kuper is with CCCS-SFCC-MCC, not FLC).

III. INFORMATION ITEMS (1:10-1:30)

1. Meeting calendar for 2019
2. Complete College America (CoCoAm) related initiatives
 - Reflections/Feedback on Momentum Pathways Event/Fac2Fac Conference, October 26, Arapahoe Community College
 - Feedback from those in attendance at the summit was positive. Wayne Artis suggested that more work needs to be done with Math Pathways and suggested that a meeting between the math department chairs for both 2yr and 4yr institutions would be helpful.
 - The question was asked about how do we implement these initiatives (the Complete College America “Game Changers” at the ground level with our students with fidelity?
 - Report from the national convening, December 4-6
 - Kim and Chris were unable to attend the national convening in Chicago; Megan McDermott represented CDHE. Kelly Long and Chad Harris attended and provided summaries of their experiences and take-aways.
 - Discussed the “Purpose First” initiative (better aligning academic and career plans from the start of degree or credential program) and embedding career advising with academic advising. How can we partner with our K-12 counterparts to really start the career advising piece?
 - On that note, have we considered inviting someone from CDE to be a part of the GE Council, or at least to attend a meeting?
 - Discussed how the reality for many of our students is that they are part-time, not full-time, students. Data from CoCoAm is largely for full-time students. How can we implement these initiatives while helping our students balance the reality of their lives (jobs, children, etc.)?
 - Next steps for Colorado (e.g., institutional action plans, winter/spring convenings, additional technical support)
(Kim Poast/Kelly Long/Chad Harris/Chris Rasmussen)
 - Institutions have asked for sample action plans from other states. Kim has asked CoCoAm staff for these and will send them out when she receives them. Emphasized that the samples are merely a tool to help guide implementation work over the next couple of years. Encouraged institutions to not stress out if they do not have the exact data that is asked for in the planning document.
 - Melanie Hulbert from WCU has been asked to join CoCoAm as a content expert.
 - Department staff will debrief with others who attended the convening and start mapping out the technical support to be provided (including convenings or regional meetings) over the course of the next 6-9 months.

3. Updates (and thank you!) on:

- Re-submission of GT Pathways courses (following 2016 revision to GT Pathways content criteria and competencies)
 - Christina provided an update regarding the timeline of re-submissions. CDHE has asked institutions to send outstanding course re-submissions for the first grouping in the original calendar (areas GT-CO1, GT-CO2, GT-CO3, and GT-MA1) by December 19; CDHE has also asked that outstanding GT-SC1 courses (second grouping in the original calendar) are resubmitted by December 19 if possible.
 - Many institutions have communicated with Christina regarding their plans for re-submission. Communication is encouraged if institutions find themselves unable to meet communicated deadlines.
 - Christina will provide a list of courses that are yet to be submitted in each content area; however, this information can also be found on the department [website](#) (notes in the far right column will indicate if a course has been re-approved).
 - Ultimately, the Department would like to be back on track for the originally established May 15, 2019 deadline for re-submission of courses in all areas except GT-SS2 and GT-SS3 (which are due November 24, 2019).
 - Wayne would like it noted that CCCS has one GT-CO3 course, HIS 265, that will be re-submitted with the other HIS courses for review. It will be “late” for the GT-CO3 submission but “on-time” for the GT-HI1 submissions.
 - A question/comment was brought forth about having a diversity requirement within GT-Pathways, possibly within the AH or HI areas? As it stands students can avoid courses that specifically address diversity/world cultures if they do not take an SS3 course. It was suggested that we may not wish to go this route given that we are still in the process of aligning courses following a major revision to the content/competency framework in 2016. One alternative discussed was for CDHE, perhaps with the blessing of GE Council and/or Academic Council, to send institutions a memo encouraging faculty to incorporate SS3 content and competencies (or related explorations of diversity/cultures/equity) into a variety of courses across GT-Pathways categories (which some institutions are already doing). It would be helpful to hear from faculty/institutions who are already doing so.
- Prior Learning Assessment policy course equivalencies and portfolio review information (+ CCHE presentation)
 - Spencer Ellis presented an update to the CCHE on Thursday, December 6 regarding the PLA policy implementation. Points of interest included that all but one institution has submitted its course equivalency tables for CLEP/DSST and military occupations (and CDHE is in discussion with the remaining institution).

- Only a handful of institutions have not submitted their URLs for portfolio review processes. The Academic Affairs team is working with those specific institutions if they have reached out and asked for additional time or if they have communicated that they are working on it.
- Transfer directories / transfer guides (Christina Carrillo/Chris Rasmussen)
 - All transfer directories and transfer guide links are updated on the CDHE website. Thanks to everyone for confirming your links!

IV. DISCUSSION/ACTION ITEMS (1:30 - 4:00pm)

1. STAA for Early Childhood Education - addition of CSU-Pueblo and changes to Colorado Mesa University elective requirements (Chris Rasmussen)
 - At the suggestion of the GE Council at the October meeting, ECE faculty were consulted regarding the changes to the STAA. No objections to the new agreement were made.
2. Clarification of GT-Pathways curriculum and distribution of content area requirements
 - A question came up about how students can distribute the required 6 credits in the GT-AH area, and their “free elective” in the AH/HI/SS cluster. Do the two courses in AH need to be from two different areas, or can the 6 credits come from the same GT-AH area? Also, does the “free elective” need to be in a content area that isn’t covered in the other 12 credits taken?
 - There was consensus that CCHE policy allows the two GT-AH courses (6 credits) to come from the *same* GT-AH area. Similarly, CCHE policy is that the “free elective” in the AH/HI/SS cluster *can* be taken in a content area that has already been covered (so, conceivably, a student could take three courses in the same AH area and meet GT-Pathways requirements).
 - However, CCCS policy requires the two AH courses (6 credits) to come from *two different areas*, and for the “free elective” to come from a different content area as well, so that the five courses in the AH/HI/SS cluster are from five different content areas. The advising guide for HS counselors was written with this in mind. UNC reported that they also require the AH courses to be taken in different content areas, so students who transfer to UNC before earning the AA/AS and who take two AH courses in the same content area are required to take an additional AH course in a different content area.
 - Chris said that clarifying language will be added to both the CCCS policy and to the advising guide ([HS document](#))
 - A question was asked about GT-CO2 and GT-CO3 credits. If a student transfers from CSU or CU with a GT-CO2 credit and transfers to an institution that does not offer GT-CO3 courses, does that institution then require the student to go back and take a GT-CO1 course? Or, do they just give the student credit for a GT-CO1 course and require the student to take another GT-CO2 course (degree requirement is 6 credits, either

- CO-1 + CO-2, or CO-2 + CO-3)? Or does this mean the institution will be required to develop a GT-CO3 course? Chris advised that in this situation, the receiving institution should award CO-1 credit for the completed CO-2 course and require the student to take a second CO-2 course, so that the student completes the CO-1 + CO-2 requirement.
3. CCCS addition of ENG 131: Technical Writing as a GT-CO1 course—provides two options to meet the CO1 requirement (ENG 121 and ENG 131)
 - There was discussion surrounding HOW new GT Pathways courses are being approved. The process change agreed to by the GE Council in 2016 was for institutions to affirm (through their chief academic officer) that GE courses (new and re-submitted) included the content and competencies required for a given area, and to submit those directly to CDHE for addition to the GT-Pathways database. There is no longer a review of courses by the GE Council or by larger faculty groups beyond the developing/sponsoring institution.
 - The Department is “approving” new GT Pathways courses and entering them into the GT Pathways database based upon the belief that the institution has done its due diligence and vetted the course with its faculty and provost.
 - Concerns were aired by some members of the GE Council that a statewide faculty review of NEW courses is no longer being done.
 - Concerns were also expressed about ENG 131 not being a composition course and not being a good fit with the CO-1 content and competencies, and that the course is mainly for engineering majors (not broadly applicable to the liberal arts and sciences). Ian reported that the course was developed by a group of faculty and specifically aligned with CO-1 content criteria and competencies.
 4. Science Courses in Current STAAs - when the original STAAs were developed, 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 with 7 science credits. Older STAAs might benefit from revising these course options?
 - No discussion surrounding this topic occurred this month; Chris suggested that this could be addressed with a broader, near-future review of all STAAs.
 5. Clarification of “Generic Transfer Courses” in Prior Learning Assessment (Ian MacGillivray)
 - No discussion surrounding this topic, as questions and clarification occurred with each individual institution and the issue has been resolved.
 6. STAA efficacy - first pull of data through Spring 2018 on associate degree earners, transfer, and bachelor’s degree completion
 - Additional data elements or questions to assess efficacy and inform future work (building on October discussion)?
 - Chris presented data pulled from SURDS that demonstrates a clear association between completion of DwDs, transfer to four-year institutions, and completion of the bachelor’s degree.

- It was suggested that CDHE disaggregate data further by part-time status, gender, race, etc.
 - Would be useful for advisors to be involved in the STAA conversation.
 - 2yr advisors will be surveyed in January after the start of the semester to look at their understanding/use of STAAs.
7. Process for proposal, review, and approval of new STAAs
 8. Process and timeline for review, revision, and resubmission of existing STAAs
 - Chris presented proposals for each of these items (7 and 8) with a suggestion that STAAs be grouped in a matter similar to meta-majors/guided pathways/academic pathways. The STAA review process will occur within the broader context of our work with Complete College America, and begin in the first half of 2019.
 9. PARKING LOT (January/February): Proposed CCE policy on institutional penalties for requiring more credits of transfer students pursuing degrees through STAAs than of native students in the same degree program
 10. PARKING LOT: STAA in Chemistry - allow MAT 203 *or* MAT 204 (similar to STAAs for physics and for mathematics)
(Chris Rasmussen + Patrick Tally, CU-Boulder)
 11. PARKING LOT: April 2017 GE Council retreat priorities - revisit
(Chris Rasmussen)
 12. PARKING LOT: Strategy for assessing the efficacy of STAAs
(Chris Rasmussen)
 13. PARKING LOT: World Languages - credit awards vs. level placement with CLEP/AP/IB
 14. PARKING LOT: C-minus vs. solid C for GT Pathways/STAA transfer
 15. PARKING LOT: PLA credits/equivalencies - strategies for making data available (future of CDHE charts/tables? Reference to institutional/system websites?)

Reminder: GT PATHWAYS - Roll-out of new requirements.

1) Course submission forms posted here:

<http://higher.ed.colorado.gov/Academics/Transfers/> . Go to GT Pathways section; click on folder icon at “Submission/Verification Forms” bullet.

The timeline for re-submission of GT Pathways courses is as follows:

Due Date	GT Pathways Content Areas & Courses
February 28, 2017 <ul style="list-style-type: none"> • Written Communication • Mathematics TOTAL: ~160 courses	<ul style="list-style-type: none"> • GT-CO1: ~14 courses • GT-CO2: ~26 courses • GT-CO3: ~20 courses • GT-MA1: ~100 courses <ul style="list-style-type: none"> ○ Math for Liberal Arts/Quant Reasoning: ~16 courses ○ Stats (& Probability): ~9 courses ○ College Algebra: ~15 courses ○ Pre-calc & Calculus I, II, III: ~41 courses ○ Trig (&Analytic Geometry): ~6 courses ○ Finite: ~3 courses
May 15, 2017 <ul style="list-style-type: none"> • Natural & Physical Science w/Lab TOTAL: ~169 courses	<ul style="list-style-type: none"> • GT-SC1: ~169 courses <ul style="list-style-type: none"> ○ BIO: ~48 courses ○ CHEM: ~46 courses ○ PHYS: ~75 courses
November 24, 2017 <ul style="list-style-type: none"> • Natural & Physical Science w/Lab (continued) and Natural & Physical Science - lecture only TOTAL: ~143 courses	<ul style="list-style-type: none"> • GT-SC1: ~33 courses <ul style="list-style-type: none"> ○ GEOG: ~5 courses ○ GEOL: ~22 courses ○ Other (meteorology, oceanography, etc.): ~6 • GT-SC2: ~110 <ul style="list-style-type: none"> ○ BIO: ~16 courses ○ CHEM: ~19 courses ○ PHYS: ~14 courses ○ GEOG: ~1 course ○ GEOL: ~14 courses ○ ASTRONOMY: ~12 courses ○ ENV: ~10 courses ○ Other (meteorology, oceanography, etc.): ~6 courses
May 15, 2018 <ul style="list-style-type: none"> • Arts & Expression • Ways of Thinking TOTAL: ~164 courses	<ul style="list-style-type: none"> • GT-AH1: ~104 <ul style="list-style-type: none"> ○ ART: ~36 courses ○ MUS: ~30 courses ○ THE: ~23 courses ○ DANCE: ~5 courses • GT-AH3: ~60 <ul style="list-style-type: none"> ○ PHI: ~49 courses ○ REL: ~10 courses
November 24, 2018 <ul style="list-style-type: none"> • Literature & Humanities • World Languages TOTAL: ~176 courses	<ul style="list-style-type: none"> • GT-AH2: ~114 <ul style="list-style-type: none"> ○ What are the right categories to put here? • GT-AH4: ~62
May 15, 2019 <ul style="list-style-type: none"> • History • Economic or Political Systems TOTAL: ~222 courses	<ul style="list-style-type: none"> • GT-HI1: ~146 courses (all HIS) • GT-SS1: ~76 courses <ul style="list-style-type: none"> ○ ECON: ~33 courses ○ POL: ~29 courses
November 24, 2019 <ul style="list-style-type: none"> • Geography • Human Behavior, Culture, or Social Frameworks TOTAL: ~188 courses	<ul style="list-style-type: none"> • GT-SS2: ~23 courses (all GEOG) • GT-SS3: ~165 courses <ul style="list-style-type: none"> ○ ANT: ~28 courses ○ SOC: ~41 courses ○ Women’s, LGBT and Gender Studies: ~20 courses (a little overlap with SOC & PSY) ○ PSY: ~30 courses

Please note this timeline is flexible and CDHE will allow for individual institutions' time constraints and other specific circumstances. Eligible Courses must be part of the institution's general education core and must be offered at least once every two years (for Colorado Community College System, course can be offered anywhere in the system). Courses can be submitted on the forms provided at <http://higher.ed.colorado.gov/Academics/Transfers/> under "GT Pathways" and in the folder labeled "Submission/Verification Forms."