GE Council
January 14, 2019, 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

I.   **GREETINGS & INTRODUCTIONS** (1:00-1:05pm)
1. Welcome
   (Chris Rasmussen)
2. Attendance
   (Christina Carrillo)
   In attendance: Wayne Artis (CFAC-PPCC); Laurel Becker (WSCU); Ann Bentz (UNC); Darcy Briggs (CCCS-ACC); Helen Caprioglio (CSU-P); Tony Contento (CSU-G); Margaret Doell (ASU); Rhonda Epper (CCCS-CCD); Jeff Franklin (UCD); Chad Harris (MSUD); Melanie Hulbert (WSCU); Alex Ilyasova (UCCS); Carol Kuper (CCCS-SFCC-MCC); Mike Lightner (CU System); Jeff London (CFAC-MSUD); Mike Macklin (CCCS); Pete McCormick (FLC); Aparna Palmer (CMU); Scott Reichel (Aims); Katie Rieshell (CSU); Patrick Tally (UCB); Chris Tombari (CCCS-CCA); Kim Poast (CDHE); Chris Rasmussen (CDHE); Christina Carrillo (CDHE); Chloe Mugg (CDHE)

II. **Adoption of last meeting's notes** (1:05-1:10pm)
1. *[See handout: 2018-12-10- GE Council - NOTES.docx]*
   • Notes approved with minor revision to attendance (Charlie Couch was in attendance last month)

III. **INFORMATION ITEMS (**1:10-2:00)
1. Legislative proposal on *Erasing Equity Gaps through Supplemental Academic Instruction* – stakeholder consultation process
   (Chloe Mugg)
   • Our legislative team was given permission by the Governor's Office to move forward with soliciting feedback from stakeholder groups on a legislative proposal on development education and supplemental academic instruction (SAI).
   • The proposal is a continuation of discussions and departmental efforts over the past few years to move institutions toward more effective, research-supported approaches to helping students prepare for college-level work in math and English (including SAI).

These efforts have been accelerated by our work with Complete College America.

- This proposal will provide additional flexibility in two key areas:
    - 4-year institutions will no longer need to apply for CCHE approval to offer SAI.
    - Concurrent Enrollment statute currently allows only high school seniors to enroll in traditional remedial courses. This proposal would allow any student in grades 9-12 to enroll in an SAI course *so long as it is attached to a gateway college-level course and they are academically prepared for it.*
- We are still working toward a 2020 timeline, either for full implementation, or for institutions to develop plans to move fully to SAI by X date.
    - This timeline may be difficult for institutions that have deep commitments to traditional development models and/or have been resistant toward co-requisite remediation.
- Question: What are some barriers toward implementation? What might make this difficult for institutions to implement by 2020?
- Some members voiced concern about having a piece of legislation that states that all remediation needs to go away. One example provided is the "parachute" courses offered at CCD. All students are placed into co-req remediation courses but a few request to fall back into a traditional dev ed course if they are struggling. This allows students to evaluate and place themselves. Gives students more control over their educational journey/pathway. Instructors also provide testing at the beginning of the semester and some movement occurs (both up and down). Many members voiced support for the "parachute" model that CCD currently employs.
- Some institutions might need more time before making a rather radical change to their curriculum.
- Faculty need professional development for this new pedagogy with SAI.
    - Could CDHE ask each institution for a plan to see how they will implement SAI by 2020? And offer institutions the opportunity to argue for how/why they need to offer traditional dev ed courses for some students?
- One council member expressed continued concern about the validity and reliability of some of the assessments that are used, suggesting the need to ensure that multiple measures are employed.
- Can we do this through policy and not legislation? Why is a statutory change necessary?

2. Complete College America related initiatives
    - Next steps for Colorado (e.g., institutional action plans and webinar, winter/spring convenings, additional technical support)
    - Institutional best practices aligned with CCHE Master Plan *Colorado Rises* (Kim Poast/Chris Rasmussen)

- Official institutional commitment signings by CEOs have been on hold until the new CDHE Executive Director is on board.
- CCCS will sign on as one entity instead of having each individual college sign on.
- There will be a webinar on January 25 at 9:00 AM to discuss Institutional Action Plans.
  - Kim asked Complete College America if they would provide examples of planning documents from other colleges around the nation. They declined, citing privacy concerns. Kim is asking institutions to fill out the documents to the best of their ability.
- The date for the Complete College America institutional Planning Academy will be determined soon – likely

3. Updates (and thank you!) on:
   - Re-submission of GT Pathways courses (following 2016 revision to GT Pathways content criteria and competencies)
     - All GT-CO1, GT-CO2 updated; one outstanding GT-CO3 course
     - Five outstanding GT-MA1 courses
     - 105 outstanding GT-SC1 courses (52%)
     - 63 outstanding GT-SC2 courses (57%)
     - 53 outstanding GT-AH1 courses (53%)
     - 62 outstanding GT-AH2 courses (54%)
     - 31 outstanding GT-AH3 courses (52%)
     - 47 outstanding GT-AH4 courses (76%)
       - Reaffirmed that many institutions have communicated with Christina about their plans for re-submission.
   - Prior Learning Assessment policy course equivalencies and portfolio review information
     - CLEP/DST Tables – drafts for posting to CDHE website
       - Reviewed drafts of both CLEP and DSST tables.
       - One institution is communicating with Christina on data and will re-submit soon.
       - The Department hopes to get the tables uploaded to the website in the next couple of weeks.
     - AP/IB Tables – timeline to review and update/affirm info (Christina Carrillo/Chris Rasmussen)
       - Asked members to review AP/IB tables for inconsistencies, and to ensure that transfer courses and course equivalencies are aligned with the revised PLA policy.
       - Christina will re-send documents to institutions this week.
       - Deadline for submission is February 28, 2019.
       - The Department asks that all institutions respond and confirm/affirm that the information is correct, even if no changes are required.

IV.   DISCUSSION/ACTION ITEMS (2:00 – 4:00pm)

1. Draft revision of CCHE policy Section 1, Part L: Statewide Transfer and gtPathways Policy
   - Comply with SB 18-069 on institutional penalties for requiring more credits of transfer students pursing degrees through STAAs than of native students in the same degree program
   - Clarify GT-Pathways curriculum requirements (including distribution of choices in AH/HI/SS)
   - Reflect 2016 revision of GT-Pathways competencies and 2018 revision to CCHE Prior Learning Assessment policy
   - Remove references to repealed or sunsetted statutes and policies (e.g., 2013 Performance Contracts)
   - Change language to reflect statutory/policy change and institutional name changes (e.g., "area vocational schools" to "area technical colleges"; "Delta-Montrose Technical College" to "Technical College of the Rockies"; "Degree Within Reach" to "Colorado Reverse Transfer")
   - For continued discussion: core curriculum institutional requirements vs. transfer requirements, and areas of difference (UNC, CCCS, perhaps others)
     - Chris presented proposed changes to the policy that reflect the areas listed.
     - The proposed changes will be presented to the Commission for discussion at its February 7 meeting, and for action at its March 7 meeting.
     - Council feedback/concern was primarily in two areas: 1) that a comparison of "total time required to receive the degree" (from statute) should assume substantially similar enrollment patterns between a transfer student and a native student; and 2) language around "non gtPathways courses and transferability needs to be examined for clarity and accuracy.
     - The proposed changes will also be presented to Academic Council; feedback can be provided until Wednesday, February 20, when the action item needs to be finalized for the CCHE March meeting agenda book.

2. GT-Pathways request process for program waivers
   - History, data, and landscape
   - Waiver proposal – Bachelor of Science in Nursing programs at Arapahoe, Colorado Northwestern, Front Range, Morgan, Pikes Peak and Pueblo Community Colleges; and Trinidad State Junior College
   - Questions to consider for waiver requests:
     - Why it is important that a GT-Pathways waiver be granted for this program?
     - How will the institution ensure that the program includes a "core of courses" that provide a general education through which "students demonstrate competency in reading, critical

thinking, written communications, mathematics, and technology" (from CRS 23-1-125(3))?

- What additional degree requirements, such as those associated with accreditation and licensure, make it difficult to include the full GT-Pathways in the program curriculum?
- How will the absence of a GT-Pathways waiver potentially harm students (if, for example, it extends the time to degree beyond four years, or results in certain critical courses being left out of a program)?
  - Chris presented some history and data on GT-Pathways waivers that have been granted for selected academic programs, including a large group of programs in June 2013, including all bachelor's degree programs at Colorado School of Mines. As of January 2019, 62 programs across the state have received waivers, including 20 at Mines. Not counting the programs at Mines, waivers have been granted for 5.9% of all bachelor's degree programs statewide, mostly in nursing, engineering and other STEM fields, business, and applied sciences (BAS programs).
  - The council considered the proposed questions for evaluating waiver requests and recommended a few additional/modifications:
    - In regard to accreditation and licensure, ask not what makes it "difficult" but rather "impossible" to include the full GT-Pathways curriculum, and what makes it impossible (provide specifics).
    - In regard to the "core of courses", ask how the general education provided will respond to the 10 competencies of the GT Pathways curriculum.
    - Ask about the nature of the degree relative to the profession, including work pathways for students entering the program.
    - Ask how students would be disadvantaged in transfer by including the full GT-Pathways curriculum, or how the institution would ensure that a waiver from GT-Pathways would not disadvantage students in transfer.
  - The council then considered the CCCS BSN request. It was noted that these are completion degrees and not programs into which many students are likely to transfer without already having the AND.
  - It was suggested that a liberal arts curriculum (such as GT-Pathways) is very much apropos and needed for BSN nurses, as the whole idea is to prepare them to be critical thinkers and leaders in healthcare settings.

3. Proposed addition of Community College of Aurora to the STAA in Theatre (Chris Tombari, Dean for Academic Affairs for the School of Liberal Arts)
   - Interest from the community for CCA to be added to STAA.
   - Local high school is interested in creating a pipeline from their school to CCA for this specific program.
   - Questions were asked regarding how many students are enrolled in the program, graduation rates, how many transfer and complete bachelor's degrees. Chris Tombari from CCA will get back to CDHE Academic Affairs team with those specific answers to pass along to council members.

4. GT-Pathways course submissions/approvals
   - Continued from December: 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)
   - From October 2016 CDHE memo: "CDHE and GE Council reserve the right to convene faculty to conduct in-depth reviews if circumstances call for it (such as to resolve complaints about a particular course)"
     - There is an interest to gather faculty from both 2-year and 4-year institutions to discuss relevant issues in their discipline, specifically transferability.
     - It was noted that CCCS could also re-position this course as a CO-2, as there are 5-6 technical writing and related courses in the GT-Pathways database as CO-2 courses
   - Proposed CSU Global self-paced options for existing GT Pathways courses, using Self-Study Assessments
     - CSU Global's courses are eight weeks in duration. They created these courses to let students move through them at their own pace.
     - Instructors are readily available to provide feedback and to assist students as needed.
     - Several council members had questions regarding the rigor of the assessments that will be used. CSU Global informed council members that students will have two proctored exams as well as a writing assignment.
     - Council members raised the point of whether it was the role of this body to approve of an institution's course submission. The institution has received approval from their provost and accrediting body to move forward with this modality. It was stated that in the spirit of collegiality, this was brought forth to the council for an opportunity for members to ask questions, since it was something new.
     - A request was made for CSU Global to provide syllabi for these new SSA course sections for council members to review.
   - Place new/course submissions GE Council agenda as information items (as is done with Academic Council and new/modified/closed programs)

- Starting in February, Christina will list new and closed courses on the agenda as information items.

5. GT Pathways course syllabi review/audit—process, need?
   - Tabled for next month

6. STAA/transfer report – additional data request and timeline
   - Tabled for next month

7. Process for proposal, review, and approval of new STAAs (call for proposals, late spring convening of faculty groups)
   - Tabled for next month

8. Process and timeline for review, revision, and resubmission of existing STAAs (finalize charge and review criteria in spring – tackle all 34 agreements by June 30, 2020)
   - Tabled for next month

9. Spring Fac2Fac conference?
   - Chris asked members if they had any ideas on how they would like to use this spring's Fac2Fac conference.
     - Are there specific issues your faculty are struggling with?
     - Is this an opportunity for us to work on STAAs?
       - Chris envisions an entirely different process for STAA work but is open to using this conference for this.
     - Could we work on an Engineering certificate or a transfer core?
     - There is some unfinished business with the Math Pathways Task Force that could be worked on.
     - It was suggested that a faculty conference might focus on teaching strategies that enable GT-Pathways courses to be delivered with fidelity in expressing both content criteria and competencies. This might include both pedagogy and assessment.
   - We currently have a location reserved for February 15 but will need to decide quickly whether or not to let it go.

10. PARKING LOT: STAA in Chemistry – allow MAT 203 *or* MAT 204 (similar to STAAs for physics and for mathematics)
11. PARKING LOT: 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's with 7 science credits. Older STAAs might benefit from revising these course options?
12. PARKING LOT: World Languages – credit awards vs. level placement with CLEP/AP/IB
13. PARKING LOT: C-minus vs. solid C for GT Pathways/STAA transfer

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

1) Course submission forms posted here:
   http://highered.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
• Written Communication
• Mathematics
TOTAL: ~160 courses
	• GT-CO1: ~14 courses
	• GT-CO2: ~26 courses
	• GT-CO3: ~20 courses
	• GT-MA1: ~100 courses
	  ○ 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
• Natural & Physical Science w/Lab
TOTAL: ~169 courses
	• GT-SC1: ~169 courses
	  ○ BIO: ~48 courses
	  ○ CHEM: ~46 courses
	  ○ PHYS: ~75 courses

November 24, 2017
• Natural & Physical Science w/Lab (continued) and Natural & Physical Science - lecture only
TOTAL: ~143 courses
	• GT-SC1: ~33 courses
	  ○ GEOG: ~5 courses
	  ○ GEOL: ~22 courses
	  ○ Other (meteorology, oceanography, etc.): ~6
	• GT-SC2: ~110
	  ○ 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
• Arts & Expression
• Ways of Thinking
TOTAL: ~164 courses
	• GT-AH1: ~104
	  ○ ART: ~36 courses
	  ○ MUS: ~30 courses
	  ○ THE: ~23 courses
	  ○ DANCE: ~5 courses
	• GT-AH3: ~60
	  ○ PHI: ~49 courses
	  ○ REL: ~10 courses

<mark>November 24, 2018</mark> • Literature & Humanities • World Languages TOTAL: ~176 courses	• GT-AH2: ~114 ○ What are the right categories to put here? • GT-AH4: ~62

May 15, 2019
• History
• Economic or Political Systems
TOTAL: ~222 courses
	• GT-HI1: ~146 courses (all HIS)
	• GT-SS1: ~76 courses
	  ○ ECON: ~33 courses
	  ○ POL: ~29 courses

November 24, 2019
• Geography
• Human Behavior, Culture, or Social Frameworks
TOTAL: ~188 courses
	• GT-SS2: ~23 courses (all GEOG)
	• GT-SS3: ~165 courses
	  ○ 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://highered.colorado.gov/Academics/Transfers/ under "GT Pathways" and in the folder labled "Submission/Verification Forms."