



COLORADO

Department of
Higher Education

1600 Broadway, Suite 2200
Denver, CO 80202

Jared Polis
Governor

Dr. Angie Paccione
Executive Director

Meeting	CCHE Standing Committee on Student Success & Academic Affairs January 21, 2021 9:00 - 11:00 a.m.
Location	Remote only - Zoom Meeting
Call-In Information	https://us02web.zoom.us/j/84681176421?pwd=d2VvM053U0JuTW92SWkyWFImOWhPQT09 Passcode: 764847
Meeting Participants	CCHE SS&AA Standing Committee
Meeting Objectives	Discuss student success and academic affairs topics in Colorado to advance practices and policies

ATTENDANCE

Commissioners & Advisors

Chair Brittany Stich	x	Berrick Abramson	x	Vanecia Kerr		Sarah Hughes	x
Eric Tucker	x	Mark Cavanaugh		Wayne Artis	x	Steven Trujillo	X
Misti Ruthven	x	Leah Porter	x	Landon Pirius	x		

CDHE Staff

Kim Poast	x	Carl Einhaus	X	Chris Rasmussen	X	Christina Carrillo	X
Heather DeLange		Brittany Lane	x	Spencer Ellis	X	Shelley Banker	
Brandon McReynolds		Beverly Jones	X				

Guests

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AGENDA

Approximate Time	Topic	Presenter
9:00 a.m.	Greetings and Introductions & future meeting date/times	<i>Chair Stich, CCHE</i>
9:05 a.m.	Approve notes from the November meeting	<i>Chair Stich, CCHE</i>
NOTES:	<i>Commissioner Stich called the meeting to order at 9:03 am. Commissioner Tucker moved to approve November meeting notes. Commissioner Abramson seconded the motion. Notes approved unanimously.</i>	





<p>9:05 a.m.</p>	<p>Any compelling discussion on informational items. Attachments included in meeting invite.</p> <ol style="list-style-type: none"> 1) Program approvals (see “DRAFT Agenda Feb 5”) 2) OER applications update (40 proposals received, from 25 different institutions, proposing a total of \$1.4 million in OER specific projects (\$800k available for funding). Finalists will be shared at the March CCHE meeting for approval from CCHE) 3) Equity (PLA updates - PPCC Presentation at Feb 5 CCHE Business Meeting) 4) Ed Prep Reauthorization Spotlights (two private IHE’s that are exceling) 	<p><i>Chair Stich, CCHE</i></p>
<p>NOTES:</p>	<p><i>Program approvals—3 programs from CCD triggers statutory requirement for CCHE approval. Staff is in the process of recommending approval after engaging in stakeholder engagement. AAS degree in Cannabis does require CCHE approval because of cannabis; suggestion from one 4yr IHE that BAS degree should not have “science” in program title; felt it was up to CCCS to call the program what they felt was appropriate.</i></p> <p><i>OER—finalists will be coming to this group in February and to the Commission in March. How does it compare to last year generally? IHEs who have been doing it for awhile are asking for more money. Similar interest to last year. Profile of the applicants? 2yr vs. 4yr? Diversity of students served? Who are we serving with the applications we are receiving? Spencer will put something together for Commissioner Abramson. Is there reporting on the backend of who is using it or more front-end reporting? Grantees are required to submit progress reports and holistic reports at the end. One of the goals of the OER Council is to collect more data. Need to continue to think about ways to make OER sustainable even though grant funding is going away after next year.</i></p> <p><i>PLA—mainly a presentation from PPCC in regard to their PLA program. Also, to provide a quick update on the IHEs and their use of PLA, as well as how they are tracking. We have begun working with the colleges and universities on how they can track, record, and report their PLA data.</i></p>	





	<p><i>Ed prep—Rocky Mountain College of Art + Design (RMCAD) and Regis University were highlighted as two private IHEs that have had recent site visits and are doing incredibly well with educator preparation. Candidates reported that they chose RMCAD because it was an art school first. Candidates are clearly practitioners - their art is clearly at the center of the program. Also notable was how all of the faculty are not just content experts, but educators modeling good teaching.</i></p> <p><i>Regis University centers a practice of “cura personalis” or care of the whole person. This philosophy is center in the program, the faculty/staff and students. Faculty and staff certainly care for their candidates who in turn care deeply for teaching and the P-12 students they’ve encountered so far. Regis has also been incredibly responsive to the field - incorporating culturally, linguistically, and diverse education or special education into all of their initial licensure programs.</i></p>	
9:20 a.m.	<p>Discuss Reauthorization Revamp</p> <p><i>An additional outcome of educator preparation program (re)authorization was created in SB20-158. Conditional approval will be allowed as a step between full reauthorization and probation. IHEs with programs authorized with conditional approval can still admit new students. This outcome can be used for programs that may not demonstrate evidence required for full (re)authorization or are attempting an innovative practice and may require more time to demonstrate full alignment to the performance indicators under any standard/domain.</i></p> <p><i>SB20-158 also codified the new domains/standards for reauthorization which will be used for program approval / reauthorization.</i></p>	Brittany Lane, CDHE
NOTES:	<ul style="list-style-type: none"> • Ed Prep slides included • Dr. Lane asked that any members interested in serving on a short-term Ed Prep policy subcommittee let her and Dr. Boggs know. 	





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9:35 a.m.	<p>Equity and Statute:</p> <ol style="list-style-type: none"> 1) HB19-1206 (Supplemental Academic Instruction) updates: Review of CDHE process/procedures/supports for IHEs implementing aforementioned bill (see the 2 HB19-1206 attachments) 2) Innovation Policy updates 	Spencer Ellis & Chris Rasmussen, CDHE
NOTES:	<p><i>IHEs know their students better than anyone; are not seeing the equity gap closing but are seeing students succeeding</i></p> <p><i>School districts are still asking CCCS for standalone dev ed courses for concurrent enrollment.</i></p>	
9:50 a.m.	<p>COVID Updates</p> <ol style="list-style-type: none"> 1) CCCS data (see invite Excel attachments and notes explaining data at bottom of agenda) 2) Decision on agenda 	Landon Pirius (CCCS) and group
NOTES:	<p><i>18% reduction in first gen students vs. 1% reduction in non-first gen students; putting underrepresented students further behind. Access piece is significant. Pass rates—not too surprised because classes were moved online and consistent with online rates; students are not passing classes at the same rate as they were; gaps are even wider b/c they are just not showing up.</i></p> <p><i>Second document—added new leading indicator last year (percentage of students who are enrolled at census date but don't complete) were lower in that see 3% spike from fall semester; number of IHEs have utilized early alert tools, advising tools, to try and get this number down; just community colleges data, not sure what is happening at 4-year colleges; how can we find out what is happened at other colleges? We don't have current data as CCCS because they can pull it themselves; CDHE is more delayed; we won't have enrollment data until March 2021 for fall 2020; these are the exact things that the commission wants to see but don't know if they'll be able to get this type of data. Can we ask 4-yrs to provide their data so we can see what the landscape looks like? Enrollment fall/spring student retention fall/spring. COVID is affecting students differently and want to understand/know how. Disaggregation by student demographic. CCCS is seeing great disparities for first gen, Pell eligible, and students of color. K-12 also has interesting data points but also mindful of the social aspects of this difficult time.</i></p>	





	<p><i>Loss of learning and social advancement that is happening in both K-12 and higher ed. The loss of learning is something that needs to be acknowledged and addressed.</i></p> <p><i>Need to talk about money and need to talk honestly about the loss of learning that is happening right now. How is this going to affect the need for remediation? Are we going to see more students need more remediation and how are we going to handle that?</i></p>	
10:15 a.m.	<p>Ongoing agenda item: Update on student success initiatives centered on equity in DHE (COSI, GEAR UP, funding, etc.)</p>	<p><i>Discussion (all)</i></p>
NOTES:	<p><i>Meeting adjourned at 10:46 AM</i></p>	
Next meeting date:	<p>Thursday, February 18, 2021, 9 - 11 a.m.</p>	

ACTION ITEMS

Issue	Action / Next Step	Assigned To & Date Assigned





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Notes from Landon Pirius regarding the CCCS Data (Excel attachments):

On the call yesterday, a couple of you mentioned that you have looked at student success data for fall semester compared to previous fall semester. Prior to the break I had asked system IR to produce similar reports system-wide disaggregated by student demographic. Attached are two reports:

1. Grade distribution and pass rate comparing fall 2020 with previous fall semesters. Similar to what some of you said, overall success rates are down across all demographics. Equity gaps remained fairly consistent.
2. % of students who were enrolled but earned no credits. This is an early success indicator and part of our annual reporting to the Board. This report compares fall 2020 with previous fall semesters. You can see a spike this fall semester. I know some colleges have put strategies in place to help students who enroll, accumulate debt, but earn no credits – ideally before a student becomes a statistic in this report. Given the spike, the importance of developing strategies cannot be overstated.

We did not break down by college, but I felt these data points would be helpful for you. Let me know if you have questions,

Landon

Landon K. Pirius, Ph.D.

Vice Chancellor for Academic and Student Affairs

