

# Education Services Council

Minutes

*April 24, 2009*

|                 |  |
|-----------------|--|
| Banner Portal   | <ul style="list-style-type: none"><li>• Martin Maness of CCCS IT gave a demonstration of the new Banner portal. It is currently in testing at 2 community colleges. Plans are to have all community colleges on board by this time next year.</li><li>• Each college will need a team of about 8 people in order to implement the portal. Implementation will only take about 2 days.</li><li>• The next colleges will be added in June or July of this year. E-mail Pat Fay if you would like to be included in this group.</li></ul>   |
| CCCNS in Banner | <ul style="list-style-type: none"><li>• Wendy Kilgore provided a demonstration of the new CCCNS in Banner. It will go live within a couple of weeks.</li><li>• All faculty will be able to access CCCNS under the Faculty tab in INB. Other staff can be assigned access.</li><li>• CCCNS looks similar to the existing CCCNS. Courses can be access in the official database, the proposed database and the archive database. There will also be an advanced search feature which allows people to search for specific words or phrases.</li><li>• A demonstration will be provided to SFCC before the official rollout although there may be a soft rollout before SFCC gives approval.</li><li>• CCCS IT is working on adding in a timeline for each course that shows where the course is in the process.</li><li>• With the new CCCNS the 30 day posting for each course will begin on the date the course is submitted, rather than on the 5<sup>th</sup> of each month.</li></ul> |
| CDHE updates    | <ul style="list-style-type: none"><li>• Julie Carnahan sent an e-mail earlier this week stating that performance contracts have been extended for one year.</li><li>• Both the Nursing Act and CPA are sunseting this year. In regards to the CPA, in all states except Colorado and one other, 150 credit hours are required. DORA is working with 4-year institutions which offer accounting degrees and expect to have graduates sit for CPA degrees—this may have implications for the community colleges.</li><li>• SB212—DHE has completed meeting with faculty. There seems to be a strand of 5 or 6 competencies that come out for students who graduate from high school to be ready for postsecondary education or CTE. High school graduates who are going to work immediately need the</li></ul>   |

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|                         | <p>same competencies as someone heading into postsecondary.</p> <ul style="list-style-type: none"> <li>• gtPathways is winding down as performance contracts begin to expire. From this point on there will be few courses added. A team of subject area experts will review courses periodically. There will be a fall gtPathways review to allow CU-Boulder and UCCS to get their courses in. Any community college which has courses to submit needs to get them into this review. The review will likely be held in late October or early November.</li> <li>• The Transfer bill died on the senate floor by one vote this week. The good news is that the bill has put transfer on the forefront. DHE and the 4-year institutions want to look at transfer to their institutions rather than statewide. The 4-year institutions have committed designing easy to use advising sheets for each of their 60+60 agreements (these will replace the transfer guides.) These Advising sheets will be available on the institution's website, the DHE website and the CCCS website by December 2009.</li> <li>• DHE has committed to reviewing the Elementary Ed statewide articulation agreements and the Business statewide articulation agreement in the fall of 2009.</li> </ul> |
| Institutional Research  | <ul style="list-style-type: none"> <li>• Just a reminder that disability codes need to be in Banner and updated regularly.</li> <li>• Please let Wendy Kilgore or Carl Einhaus know of any rolling issues that you may be aware of.</li> <li>• Discussion of IR needs that the colleges have, i.e. economic impact of the community colleges, energy and healthcare.</li> </ul>   |
| CCCOnline               | <ul style="list-style-type: none"> <li>• Contract with Desire2Learn was finalized this week. Migration plans are solidifying; training for trainers starts next week. Funding is available to help rural colleges with travel costs.</li> </ul>   |
| CACTE Summer Conference | <ul style="list-style-type: none"> <li>• Stanton Gartin distributed information regarding the 2010 CACTE Summer Conference. This conference has been held in Fort Collins for several years and it would be nice to see it held in other locations around the state. Contact Dan Lucero at CACTE for more information.</li> </ul>   |
| Math in CTE             | <ul style="list-style-type: none"> <li>• Funds have been set aside by CCCS for next year's program. Please contact Scott Stump if you are interested in facilitating a math-in-CTE grant at your institution.</li> </ul>  |
| IT Updates              | <ul style="list-style-type: none"> <li>• Pat Fay and Julie Ouska distributed a draft of the new System President's Procedure regarding e-mail management and retention. The procedure still has to go to the Presidents and the Board for final approval.</li> </ul>  |

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|                          | <ul style="list-style-type: none"> <li>• Discussion regarding the process by which modifications to Banner will be made. IT may create a task force for cross listing. Testing is a hot issue since the people we need to do the testing are users and the users are generally very busy with their jobs. If Schedulers, Deans or VPs are interested in doing testing, please send an e-mail to Geri Anderson.</li> <li>• IT is preparing to upgrade to Banner 8. They expect to get the release from SunGuard in August and to go live November 1, 2009.</li> </ul>  |
| Student Services Updates | <ul style="list-style-type: none"> <li>• See updates, below</li> </ul>  |
| System updates           | <ul style="list-style-type: none"> <li>• Due to budget constraints all future Education Services meetings will be held by Elluminate! Please let Geri Anderson or Laura Mullen know if you need a headset. The schedule of meetings for next year will be published in July.</li> <li>• IT is looking at ways to improve video conferencing in the next budget year.</li> <li>• Remember! AA &amp; AS degrees cannot be designated and any college who currently has designated AA/AS degrees in their catalogs must remove them immediately! If you have articulation agreements you can use them (as a Plan of Study) but you cannot confer a degree as a Plan of Study.</li> </ul> |

## Enrollment Services Update April 2009

### Identity Theft Procedures Task Force

A task force comprised of staff from records, admissions and cashiering is being assembled to develop a set of policy complementing procedures to ensure compliance with 16 CFR 681.2 "Duties regarding the detection, prevention and mitigation of identify theft." The draft policy will be presented to the Board for consideration during the May meeting. This task force will be charged with developing a set of draft procedures by the end of May to be considered for implementation.

### Homeless Youth Taskforce

A taskforce of primarily financial aid staff representing CCCS and 4-year public and private Colorado Universities has been formed to ensure compliance with the McKinney-Vento Act (Title X, Part C of the No Child Left Behind Act). Specifically, the taskforce has been assembled to share existing financial aid and other student services practices for serving homeless students as well as to develop best practices for serving this population. Audrey Osswald, CCCS Director of Financial Aid and Thad Spaulding, ACC Associate Director of Financial aid represent the CCCS colleges.

### College In Colorado Application Update

In cooperation with Aims Community College, we now have a beta version of the 2-year application for admission for the College in Colorado website. The next phase of this project is to integrate the application with Banner so that the data is automatically fed into Banner each time a student applies via this website. Coinciding with this project is the update and revision of the paper application which should be completed in the next month.

### SSAC

At the request of several of the colleges, the April 10<sup>th</sup> meeting called by SSAC to elect new officers was postponed until April 29<sup>th</sup> so that most colleges could hold and tally their student government elections. Current SSAC by-laws require elections in the spring. The April 29<sup>th</sup> meeting is scheduled via Elluminate at 5:00 p.m. in an attempt to increase participation by removing the travel time required for the last meeting and making it later in the day after most have completed classes for the day. We have received several students' "Intent to Run" notifications for the officer positions. Additionally at this meeting, the members hope to have the RFP for optional student healthcare completed as well as approval of the revised by-laws. If we are successful at electing the officers this month, we hope to meet in late summer to set the agenda for next year. The current by-laws have the term start date for officers as July 1<sup>st</sup>. One of the ideas on the table is to have the officers participate in at least part of the SLDC planning meeting which will be held in July and includes planning for next fall's student conference.

### Training Wiki Update

The wiki continues to get an average of about 3 visitors daily and resources are added on a regular basis. Recent additions include the following:

- Financial Aid Data Load
- Working Suspense Files
- Activating User Defined Fields
- Batch Posting Documents for Verification and Comments
- Assigning Budget Groups
- Transfer Monitoring Daily Process
- The HEOA Implementation staff guide
- SSB faculty reference guide

Near future updates will include the following:

- Certificates of completion will be available for use on the wiki this month. This will allow employees, if requested by their supervisors, to furnish proof of wiki visits.
- Introduction to INB Admissions training resources will be available in May.

As we post these training modules, we will remove the out-of-date information from the shared P drive.

# CACTE Summer Conference

## Proposal to host the 2010 CACTE Summer Conference

### Conference host requirements:

- Large meeting room for 250 people at round tables
- 8 breakout rooms for groups ranging from 30 – 100 people
- Exhibit area for 20-25 vendors, must have electricity access for most vendors
- 125 motel rooms
- Meals – 1 breakfast, 2 luncheons, 1 awards dinner
- Technology – LCD projector(s) & screens(s) for opening session, screens needed in most breakout rooms also. Divisions usually provide their own projectors and laptops.

### Questions I have asked, but have not received an answer to yet:

- If someone wants to submit a proposal to host the 2010 CACTE summer conference, is there a form that needs to be filled out or can it be a word document as long as it addresses the main items?
- Does the Marriott guarantee room rates and meal prices a year in advance?
- If someone wishes to submit a proposal, can they just bring it to CACTE or do they need to send it a head of time? If so, what date would you need them by?

### Vision

- Encourage CACTE to develop a rotating conference schedule that moves the conference around the state then return to Fort Collins every other year or every third year.
- Will offer the opportunity to expose conference attendees to outstanding programs in other secondary and post-secondary institutions and the opportunity to experience different industry tours.

### Contact Information

Dan R. Lucero

Colorado ACTE Executive Director

970.669.4160

## CCCS CTE Updates 4/22/09

### Program Approval, Banner and SURDS

A spreadsheet with each institution's information was emailed out in March to begin the review process. I have heard from NJC, TSJC, OJC, FRCC and CCA. Please contact me to set up a review time with you or your staff at your convenience.

### Changes to Articulation Requirements for Program Approval:

With the Perkins reauthorization of 2006, the Act put in place the following definition of Articulation Agreement:

ARTICULATION AGREEMENT.—The term 'articulation agreement' means a written commitment—

- (A) that is agreed upon at the State level or approved annually by the lead administrators of—
  - (i) a secondary institution and a postsecondary educational institution; or
  - (ii) a subbaccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary educational institution; and
- (B) to a program that is:
  - (i) designed to provide students with a nonduplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and
  - (ii) linked through credit transfer agreements between the 2 institutions described in clause (i) or (ii) of subparagraph (A) (as the case may be).

Based on the underlined statement above, CCCS found it necessary to adjust past practices related to the articulation section of the program approval process. Previously, articulation agreements were accepted for secondary program approvals, regardless of the date of the agreement. Program Directors will check the Articulation Agreement date and request that a revised date be included if the date is previous to the prior academic year.

In addition, CCCS is establishing a process through which the Program Directors to review and annually approve and post statewide agreements.

Contact Scott Stump, Dean of Career & Technical Education at [scott.stump@cccse.edu](mailto:scott.stump@cccse.edu) with questions.

### Plan of Study Requirements for 2009-2010 and Beyond

As many of you know, Perkins 2006 required that each district or college receiving Perkins funds have **one** approved Plan of Study in place to qualify for FY 2008-2009 funding. This requirement will continue throughout the duration of the Act.

For the Academic Years 2009-2010 and beyond, CCCS will request from the Perkins contact for each consortium or individual district verification that the Plan of Study approved last year is still valid available to students. If verification is received no additional Plan of Study will be required for Perkins local plan approval. However, if the approved Plan of Study has been modified or eliminated from the district, a new Plan of Study will need to be submitted for review and approval.

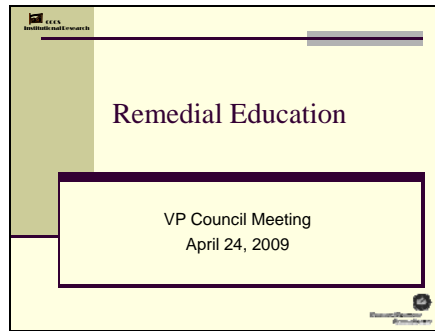
CCCS believes that Plans of Study are critical to the success of students and an important component of a quality program. Based on that, beginning with the 2009-2010 academic year, a plan of study will be required for each new program and renewing program at time of approval.

### **Program Approval Updates**

Over the next 6 months, CCCS will be reprogramming the Program Approval site to increase user efficiency and to increase data accuracy. Updates will include but not be limited to:

- Defined users for each institution
  - Primary User (Main CTE Administrator)
  - Secondary Users (Dean or Director Level)
- Automatic Program Naming by CIP
- Articulation Requirement Updates
- Note changes to Awards for entry to Banner and SURDS
- Require “Effective Date” of Changes
- Connect Awards to Banner Program Code
- Financial Aid and post on SSB will be assigned by award

Slide 1

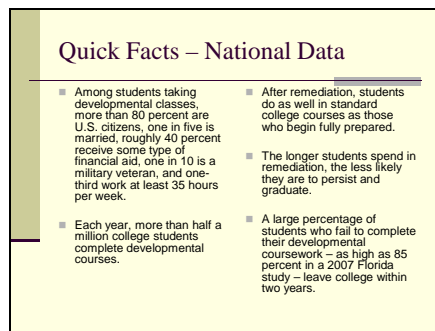


Remedial Education

VP Council Meeting  
April 24, 2009

The slide features a yellow background with a dark green vertical bar on the left. At the top left, there is a small logo for the Colorado Community College System. At the bottom right, there is a small logo for the Colorado Community College System. The title "Remedial Education" is centered in a large, dark font. Below the title, a white box with a dark border contains the text "VP Council Meeting" and "April 24, 2009".

Slide 2

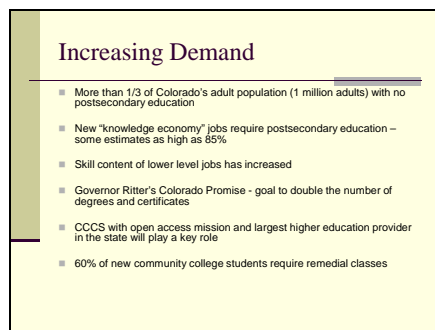


Quick Facts – National Data

- Among students taking developmental classes, more than 80 percent are U.S. citizens, one in five is married, roughly 40 percent receive some type of financial aid, one in 10 is a military veteran, and one-third work at least 35 hours per week.
- Each year, more than half a million college students complete developmental courses.
- After remediation, students do as well in standard college courses as those who begin fully prepared.
- The longer students spend in remediation, the less likely they are to persist and graduate.
- A large percentage of students who fail to complete their developmental coursework – as high as 85 percent in a 2007 Florida study – leave college within two years.

The slide features a yellow background with a dark green vertical bar on the left. The title "Quick Facts – National Data" is centered in a dark font. Below the title, there are six bullet points arranged in two columns, providing national data on remedial education.

Slide 3



Increasing Demand

- More than 1/3 of Colorado's adult population (1 million adults) with no postsecondary education
- New "knowledge economy" jobs require postsecondary education – some estimates as high as 85%
- Skill content of lower level jobs has increased
- Governor Ritter's Colorado Promise - goal to double the number of degrees and certificates
- CCCS with open access mission and largest higher education provider in the state will play a key role
- 60% of new community college students require remedial classes

The slide features a yellow background with a dark green vertical bar on the left. The title "Increasing Demand" is centered in a dark font. Below the title, there are six bullet points arranged in two columns, discussing the increasing demand for postsecondary education in Colorado.

## Slide 4

### Colorado Demographics

- The need is roughly split in half across recent high school grads and adults, with just over 50% of remedial students age 21 or older
- Consistent with national data, the largest percentage of remedial students are enrolled in math courses.
- Low-income and minority students are overrepresented

## Slide 5

### Remedial Math

- Math completion is a significant barrier to overall student success.
- Nationally and in Colorado, the greatest remedial need is in the subject of math
- However, students in remedial math courses experience the lowest pass rate compared to other subjects
- Nationally and in Colorado, less than half of students enrolled in a remedial math sequence complete it
- Most CCCS remedial math students do not place into the highest level remedial course – requiring a remedial math sequence, consisting of a set of two or more courses and multiple semesters prior to earning college credit

## Slide 6

### CCCS Longitudinal Remedial Math Study

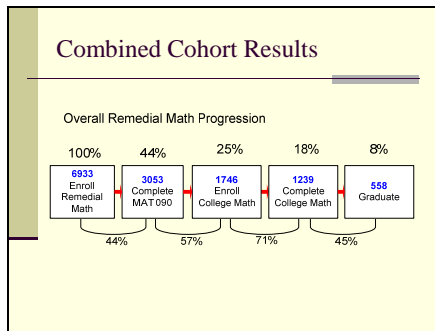
- Followed three cohorts of remedial math students
- Each cohort was based on new students enrolled in the three levels of remedial math
- Tracked for four years (13 semesters)

Slide 7

### Enrollment by Math Level

- 24% 030
- 42% 060
- 34% 090
- More minority, younger and female than overall new student cohort
- Students in lowest level math even more overrepresented by ethnic minorities than other two cohorts

Slide 8



Slide 9

### Comparison Among Cohorts

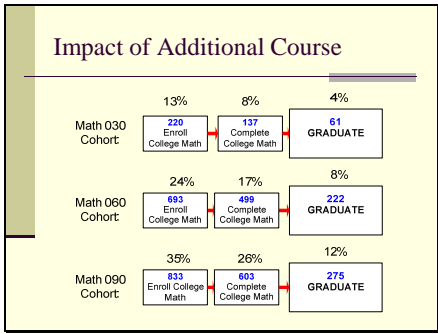
- Greatest numbers exited early
- Those in lower levels did just as well in equivalent remedial course as those who started in upper level – until college math
- **The majority exited due to course non-completion**, but significant numbers didn't attempt the next course in the sequence

Slide 10

### Comparison Among Cohorts, cont.

- National study found greater loss between courses
- More than 40% of CCCS remedial completers did not attempt college math
- Of those who did, delayed enrolling in college math on average more than 3 terms

Slide 11



Slide 12

### Conclusions

- Students exit early in sequence
- Lower-level beginners just as successful in subsequent courses until college math
- More students leave due to course non-completion
- A significant number do not attempt next course

Slide 13

### Conclusions, cont.

- Persisting students progressed through remedial sequence quickly, but delay college math
- Addition of a course reduces college-level math completion and graduation rate by as much as half

Slide 14

### Future Directions

- Further analysis of points of transfer
- Gather data on overall retention
- ✓ Comparison of college-level math completion rates for those who did not require math remediation
- Follow students for a longer period of time
- Evaluation of placement testing
- Research to understand lower college math completion rate for 030 cohort

Slide 15

### Comparison with College-Level Cohort

Completion Rate of College-Level Math by Cohort

|                        |     |
|------------------------|-----|
| ■ 030 Cohort           | 62% |
| ■ 060 Cohort           | 72% |
| ■ 090 Cohort           | 72% |
| ■ College-Level Cohort | 79% |

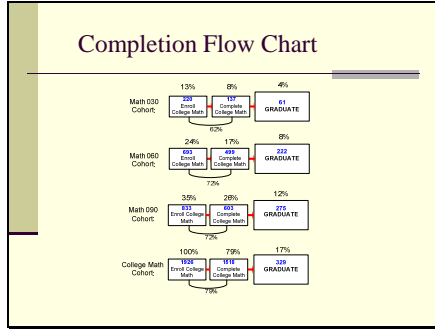
Diagram illustrating completion rates and gaps:

- 030 Cohort: 62%
- 060 Cohort: 72%
- 090 Cohort: 72%
- College-Level Cohort: 79%

Gap between 060/090 cohorts and College-Level Cohort: 7%

Gap between 030 Cohort and 060/090 cohorts: 17%

Slide 16



Slide 17

### Recommended Actions

**The primary report finding is the large percentage of remedial math students who failed to persist due to non-completion of a course.**

- Employ high quality instructors in remedial and gate-keeper math courses.
- Expand technical assistance to replicate learning community strategies.
- Promote co-enrollment of developmental math and student success courses.
- Increase the use of relevant contextualized curriculum in developmental math as a practical answer to the most frequently asked question, "Why do I have to learn this?"
- Make math more relevant to students' long term goals by linking the mastery of math competencies to high-paying jobs in the "knowledge economy."
- Provide enhanced advising for remedial math students.
- Promote the implementation of additional supports, such as tutors and learning labs, which are currently provided at many CCOS colleges.

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### Recommended Actions

**A second critical finding is the negative impact of time on completion of the developmental sequence.**

- Pre-Assessment Advising: The first strategy is to help students understand the importance of preparing for the ACCUPLACER assessment test.
- Maximizing the accuracy of the initial math placement through the following:
  - Better Assessment: Additional assessments could be devised and implemented to better pin-point the appropriate remedial course.
  - Faculty Evaluation: Because math recall decreases over time and may result in artificially lower placement scores, one way to correct for this would be for faculty to evaluate students after the first two weeks of classes with the goal of identifying those students who would be likely to succeed in a higher-level course.
- Linking and accelerating two levels of developmental math with a particular emphasis on Math 030 and Math 060.

## Slide 19

### Recommended Actions

**The report also highlights the importance of students taking developmental math courses and college math in sequence instead of postponing college-level math until the end of their program.**

- Include a focus on the importance of **consecutive math completion** into the syllabi of each developmental math course. Colleges may want to consider mandating course-taking patterns to ensure the highest chance of success.
- Provide students with incentives to enroll in math coursework in successive terms, especially into college math.

## Slide 20

### Recommended Actions

**The issue of under-prepared students is complex.** To address the issue, colleges should collaborate with high schools and college teacher preparation programs to improve math education. Prominent in this work is the alignment of high school mathematics exit competencies with college-level competencies, including the alignment of ACCUPLACER competencies with high school math standards.

## Slide 21

### National Work

Strengthening Pre-collegiate Education in Community Colleges (SPECC) a project of The Carnegie Foundation for the Advancement of Teaching  
[www.carnegiefoundation.org/specc](http://www.carnegiefoundation.org/specc)

SPECC's goal is to foster a culture in which educators work together, informed by evidence, to strengthen under-prepared students' learning. Project participants explored different approaches to classroom instruction, academic support, professional development and assessment. Its niche has been teachers and students working together in the classroom.

## Slide 22

### SPECC

The promising approaches found include:

- High Structure – Providing students with explicit step-by-step guidance for undertaking complicated academic tasks;
- High Challenge – Engaging students in authentic debate and intellectual exchange;
- Intensity – Creating learning experiences that hold students' attention more fully because they are more sustained, more engaging, and "high dosage";
- Intentionality and Learning How to Learn – Helping students understand themselves as learners, know what is expected and why, and master strategies for studying that will help them to succeed; and
- Inquiry and Assessment to Make Learning Visible – Making students' experiences as learners visible to teachers, and to the students themselves, in ways that can inform and support what happens in classrooms.

## Slide 23

### SPECC continued

**An important lesson from the SPECC work is that making instructional changes to support student learning requires greater attention to professional learning. Professional development needs to be:**

- Connected to a vision of student learning, to curriculum, and to assessment;
- Ongoing;
- Collaborative; and
- Rooted in inquiry and evidence about learning.

## Slide 24

### SPECC continued

A keynote of professional development was a focus on inquiry in which teachers formulate and explore questions about their students' learning and then use the answers to improve their teaching. Faculty Inquiry Groups are a form of professional development in which educators work together to identify and investigate questions about their students' learning. For more information on the design and impact of Faculty Inquiry Groups, see "The Promise of Faculty Inquiry for Teaching and Learning Basic Skills" at [www.carnegiefoundation.org/specc](http://www.carnegiefoundation.org/specc).

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### SPECC continued

#### Developing a Culture of Evidence

- Evidence can help identify and catalyze action around problems that might otherwise remain invisible.
- Evidence can enrich understandings of the student learning process and how to improve it.
- Evidence can capture and assess the effectiveness of an experiment or change.

"What is needed is a college-wide culture in which faculty, counselors, department chairs, offices of institutional research, and institutional leaders develop habits and skills of asking questions, gathering information, and engaging in evidence-based decision making to strengthen student learning."

Slide 26

### SPECC Recommendations

- The success of underprepared students must be an institution-wide, core responsibility. Improving the success of underprepared students must be a shared, college-wide responsibility with leadership and commitment at every level.
- Professional development should be reinvented as an intellectually engaging, integral element of the work of an educational institution.
- Institutional research must be expanded to focus more directly on core issues of teaching and learning.
- Community colleges should lead the way in developing richer, more revealing measures of student learning.
- Ongoing larger-scale improvement requires a wider network and infrastructure through which promising developments at individual colleges can be made visible, shared, and built upon.

Slide 27

### National Work

#### Ivy Tech Accelerated Remediation

|  |  |
|--|--|
| <b>Success factors:</b>  | <b>Challenges:</b>   |
| <ul style="list-style-type: none"><li>• Two levels of remediation in one term paired</li><li>• Carefully selected and trained instructors</li><li>• Student expectations are clear</li><li>• Case Management</li><li>• Learning communities</li><li>• Documenting success with data</li><li>• Online Accelerated Remediation (OAR)</li></ul> | <ul style="list-style-type: none"><li>• Proper student screening</li><li>• Students taking advantage of supplemental tutoring and computer software</li><li>• Student motivation</li></ul> |

## Slide 28

### National Work

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#### California Community Colleges Basic Skills Initiative

Four areas of focus that relate to overall effectiveness of developmental education programs:

- Organizational and Administrative Practices
- Program Components
- Staff Development
- Instructional Practices

**California Community Colleges Basic Skills Initiative booklet**  
Includes summary of practices  
<http://www.cccbsi.org/>

**California Community Colleges Basic Skills Initiative Self-Study**  
<http://www.cccbsi.org/self-assessment>

## Slide 29

### Additional Resources

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"All hands on deck" approach  
**Remediation redux: Colleges revisit developmental ed in a bid to boost student success**  
[http://www.luminafoundation.org/publications/focus\\_archive/fall\\_2008/Focus\\_Fall\\_2008.pdf](http://www.luminafoundation.org/publications/focus_archive/fall_2008/Focus_Fall_2008.pdf)

Policy  
**Bridges to Opportunity for Underprepared Adults**  
<http://www.communitycollegecentral.org/>

Staff Development  
**Professional Development**  
College of the Canyons  
<http://www.canyons.edu/offices/pd/>

Cost-revenue model  
**Calculating the Productivity of Innovation  
Using a Simplified Cost-Benefit Analysis to Promote Effective Practice**  
<http://www.cccc.edu/Research/costeffect.html>

## Slide 30

### SBCCOE Requests

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- What policy recommendations do you have for the Board?
- From a policy perspective, what measures should be used to document remedial student success?