## **CCHE** Agenda

April 6, 2000

Boettcher Auditorium Colorado History Museum Denver, Colorado 10:00 a.m.

- I. Approval of Minutes (March 2, 2000)
- II. Report
  - A. Chair's Report Bracken
  - B. Commissioners' Reports
  - C. Advisory Committee Reports
- III. Consent Items

None

- IV. Action Items
  - A. Low Enrollment Program Appeals Samson (30 minutes)
  - B. Financial Aid Policy Samson/O'Connor (15 minutes)
- V. Items for Discussion and Possible Action
  - A. CCHE-Capital Assets Pilot Design Project FY 01-02 Adkins/Ferris (30 minutes)
- VI. Written Reports for Possible Discussion
  - A. <u>Certificates & Degrees Conferred in Public Higher Education 1998-99</u> Chase-Riley
  - B. Concept Papers:
    - 1. <u>Bachelor of Applied Science (BAS) and Bachelor of Applied</u> Technology (BAT) – Evans/Kuepper
    - 2. <u>Bachelor of Arts in Interdisciplinary Studies, Fort Lewis College</u> Lindner
    - 3. <u>Bachelor of Arts in Interdisciplinary/Liberal Arts at Western State</u> College – Lindner
  - C. CCHE-Capital Assets Quarterly Report Adkins
  - D. Degree Program Name Changes Metropolitan State College of Denver Samson
  - E. Report on Out-of-State Instruction Grieder

Colorado Commission on Higher Education (CCHE) April 6, 2000 Agenda Item II, A

TOPIC: CHAIR'S REPORT

PREPARED BY: ALEXANDER E. BRACKEN

This item will be a regular monthly discussion of items that he feels will be of interest to the Commission.

Colorado Commission on Higher Education (CCHE) April 6, 2000 Agenda Item II, B

TOPIC: COMMISSIONERS' REPORT

PREPARED BY: COMMISSIONERS

This item provides an opportunity for Commissioners to report on their activities of the past month.

Colorado Commission on Higher Education (CCHE) April 6, 2000 Agenda Item II, C

TOPIC: ADVISORY COMMITTEE REPORTS

PREPARED BY: ADVISORY COMMITTEE MEMBERS

This item provides an opportunity for Commission Advisory Committee members to report on items of interest to the Commission.

Colorado Commission on Higher Education (CCHE) April 6, 2000 Agenda Item IV, A

TOPIC: LOW ENROLLMENT PROGRAM APPEALS

PREPARED BY: SHARON M. SAMSON

#### I. SUMMARY

This agenda item summarizes the status of the low-demand degree programs that have been operating below CCHI minimum benchmarks for the past three years and the governing board actions regarding these programs. The staff ar focuses on the low-demand degree programs that the governing board did not discontinue, examining them in the context of the state and Commission priorities and the governing board rationale. The governing boards have filed 11 appeals, including four appeals for one-year extensions, two appeals for a two-year extension, four appeals for exemptions beyo those allowable in current policy, and one appeal for a graduate program.

CCHE staff have reviewed the appeal material and prepared recommendations for the degree programs by examining appeals from a statewide perspective. At the April meeting, CCHE staff will present the rationale for its recommendations to the Commission, followed by the governing board representatives who wish to testify on the appeals that are not included in the extensions or potential policy changes.

The staff does not support granting additional exemptions beyond the five undergraduate degree programs allowed in policy. The staff do support: (1) approving four one-year extensions, (2) approving three multi-year extensions, and requesting the State Trustees to reaffirm its recommended list of exempt undergraduate programs.

Under Commission policy, the Commission may act immediately on any actions to approve extensions, but cannot act until the following month to discontinue the degree programs. Under policy, no action is needed for exempt degree program unless a governing board's request exceeds the maximum number allowable under policy. This agenda item will return i May with recommendations for program discontinuance.

## II. BACKGROUND

The background section summarizes the policy history, criteria, and process for reviewing and discontinuing low dem degree programs. It summarizes the actions that have occurred in the previous three years.

#### **Highlights of CCHE's Discontinuance Policy**

In 1986, the Commission adopted the *Policy and Procedures for the Discontinuance of Academic Degree Programs With Low Program Demand*, commonly referred to as CCHE's Discontinuance Policy to fulfill its statutory mandate. The policy specifies the Commission's expectations justifying bona fide need for existing academic degree programs, including the benchmarks indicating low-demand. Between 1986 and 1989, CCHE discontinued 110 degree programs that failed to meet the established benchmarks.

In 1996, the Commission modified the Discontinuance Policy. The major change empowered the governing boards to select which low demand degree programs to discontinue. The ability to make this choice was important because of a modification -- a special exemption privilege for governing boards. Recognizing that small institutions may need to of limited number of low enrollment programs that are central to an institution=s role and mission, the policy allows a governing board to exempt a maximum of five undergraduate low-enrollment undergraduate programs at each institution The policy defines the criterion used to select exemptions -- Centrality of the Program to the Institution=s Role and Mission. "Based on clear evidence that a degree program is critical to the institution=s fulfilling its statutory mission, an institution may exempt it from further examination and review." There are no exemptions for graduate degree programs.

#### **Actions Required Under Policy**

During the past three years, the Commission has notified the governing boards of low demand academic degree programs that is, those programs that fail to meet the minimum enrollment and graduation standards specified in this policy:

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- Baccalaureate degrees must graduate ten students in the most recently reported year or a total of 20 students in the last three years.
- Masters degree programs must graduate three students in the most recently reported year or a total of five in the past three years.
- Doctoral degree programs must graduate at least one student in the most recently reported year or a total of three in the last three years.

Under CCHE policy, each governing board must act on degree programs that remain on the low-demand list for to consecutive years, voting whether to discontinue the degree programs operating below the benchmarks. The governing board shall provide the Commission a summary of its actions and the documentation that supports its actions by April 1 each year. At its December 1999 meeting, the Commission discussed the possibility that an institution may request additional exemptions beyond the five allowed. It expressed its desire to hear the rationale why the governing board could not accommodate the program under appeal with the five exemptions. An appeal is limited to the following factors:

- Centrality of the Program to the Institution
  - <u>=s Role and Mission</u>. "Based on clear evidence that a degree program is critical to the institution=s fulfilling its statutory mission, an institution may exempt it from further examination and review.
- Quality of Educational Experience. In this context, the success of the program =s graduates demonstrates the quality of the educational experience. A detailed, not summary, report of the program=s students showing what career path they pursued after graduation shall substantiate this factor.
- <u>Student Access.</u> The Commission promotes broad access to baccalaureate programs, limited access to master =s degrees, and highly selective access to doctoral programs. In this context, convenience is an insufficient factor to justify access. Clear evidence that other degree programs cannot meet the enrolled students= needs or educational delivery mechanisms shall substantiate this factor.
- <u>Appropriate/Essential Duplication</u>. A comparative analysis that highlights the way a program serves a distinct group of students or fulfills a distinctly different set of program goals shall substantiate this factor.
- Contribution to Economic Development. A degree program may attract external funds to the institution and/or state. A three-year cost-benefit analysis comparing program costs to external funds or other financial analysis shall document this factor.

## III. STAFF ANALYSIS

The staff analysis focuses on the low demand degree programs that the governing board did not discontinue, examining them in the context of the state and Commission priorities and the governing board rationale. To address student access and appropriate/essential duplication adequately, <u>Attachment E</u> provides information on other degree programs offered in the State and data on the programs that the governing boards exempted.

Table 1 lists the governing boards (column 1), the institutions (column 2), and the number of degree programs operating below the benchmark in 1996 (column 3). Columns 4 – 7 describe the current status of the programs identified Low-Demand in column 3. Approximately 23 percent of the low demand degree programs that were not operating above the benchmark in 1996 met the benchmark in 1999 (column 4), 26 percent were closed by governing board action (column 5), and 39 percent were exempted (column 6). The last column lists the number of programs that are filing an appeal (column 7).

Table 1:	Summary of the	Status of Programs Identified	as Low Demand Programs in 1996
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(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Low Demand	Met the Benchmark	GB Closed	GB Exempt	APPEALS
Board of Trustees of the University of Northern	UNC	13	3	5	3	2

Colorado						
Regents of the University of Colorado	UCB	16	5	4	5	2
	UCCS	3			3	0
	UCD	8	2	2	4	0
	UCHSC	3	1	2		0
State Board of Agriculture	CSU	12	2	6	4	0
	FLC	6	1	1	4	0
	USC	4	1		3	0
State Trustees for the State Colleges in Colorado	ASC	10	2	2	4	2
Coneges in Colorado	MESA	0				0
	METRO	10	1	2	5	2
	WSC	8	1	2	3	2
Trustees for the Colorado School of Mines	CSM	10	4	3	2	1

The analysis focuses on the eleven appeals filed. Each appeal is listed individually with a brief rationale statement provided by the governing board and an accompanying data table. The appeals fall into four categories:

- 1. Appeals requesting one-year extension to meet benchmarks.
- 2. Appeals requesting three-year extension to meet benchmarks.
- 3. Appeals requesting exemptions beyond those allowable in current policy.
- 4. Appeals pertaining to graduate programs.

## **Appeals Requesting One-Year Extension to Meet Benchmarks**

1) The Regents of the University of Colorado, on behalf of the University of Colorado at Boulder, have filed an appeal for a one-year extension for:

INSTITUTION: UCB

DEGREE PROGRAM: Communication (M.A.)

**RATIONALE:** 

The Regents request the extension because (1) its graduation projections indicate that the Communication degree wi graduate 3 students in summer 2000; currently six students are enrolled in the degree program (2) It plans to develope

combined BA/MA degree program for undergraduates to complete the two degrees in five years. At the end of the extension, it will be possible to determine if sufficient interest exists to justify continuing the degree program at the masters' level (Attachment A\*\*).

Communications	MA	1995-96	1996-97	1997-98	1998-99	1999-2000*
Enrollment						
Degrees Granted		1	1	0	1	3

#### **CCHE ANALYSIS**

Staff support granting a one-year extension. The data indicate that the degree program has a reasonable chance of achieving its projected graduation numbers, sufficient to remove the degree program from the low-demand program list.

2) The Regents of the University of Colorado, on behalf of the University of Colorado at Boulder, have filed an appeal for a one-year extension for:

INSTITUTION: UCB

DEGREE PROGRAM: Molecular, Cellular, and Developmental Biology (M.A.)

RATIONALE:

The Regents request the extension because its graduation projections indicate that Molecular, Cellular, and Developi Biology will graduate 5 students in 1999-2000, a number that meets the masters' degree benchmark (Attachment A\*\*).

Molecular, Cellular, and Developmental Biology	MA	1995-96	1996-97	1997-98	1998-99	1999-2000*
Enrollment						
Degrees Granted		0	0	0	0	5

#### **CCHE ANALYSIS**

Staff support granting a one-year extension. The data indicate that the degree program may achieve the projected graduation numbers, sufficient to remove *Molecular*, *Cellular*, *and Developmental Biology* from the low-demand list.

3 & 4) State Trustees for the State Colleges in Colorado, on behalf of Adams State College and Western State College have filed an appeal for a one-year extension for:

**INSTITUTION: ASC** 

DEGREE PROGRAM: Physics (B.S.)

Physics	BS	1995-96	1996-97	1997-98	1998-99	1999-2000*
Enrollment						16

Degrees Granted	1	0	1	0	

INSTITUTION: WSC

DEGREE PROGRAM: Physics (B.S.)

Physics	BS	1995-96	1996-97	1997-98	1998-99	1999-2000*
Enrollment						12
Degrees Granted		3	1	3	2	

## **RATIONALE:**

In response to CCHE's 1996 Low-Demand Program Report, the State Trustees conducted a system-wide study of its Physics degree programs. Adams State and Western State developed a pilot program to determine if it was possible to deliver a collaborative program. The pilot report is due to the Trustees on June 1, 2000, and it will assess if physic instruction can be delivered in a quality manner utilizing technology (Attachment B\*\*).

#### **CCHE ANALYSIS**

Staff support granting a one-year extension. This pilot program is an example of a creative strategy in resolving low-demand program. The use of technology in a collaborative relationship justifies the additional time.

## Appeals requesting multi-year extensions to meet benchmarks.

1) State Trustees for the State Colleges in Colorado, on behalf of Adams State College, has filed an appeal for a t extension for:

INSTITUTION: ASC

DEGREE PROGRAM: Geology (B.S.)

RATIONALE:

The Geology degree program has had three graduates over the past three years and zero graduates in the first year, makin this program ineligible for placement on the exemption list. There are 11 projected graduates for 1999-2000. If all st graduate as planned, the number is sufficient to remove it from the low demand. Since 1996, the Geology program undergoing major curriculum revisions, incorporating Geographic Information Systems (GIS) into the curriculum (Attachment B\*\*)

Geology	BS	1995-96	1996-97	1997-98	1998-99	1999-2000*
Enrollment						30
Degrees Granted		3	0	1	2	11

## **CCHE ANALYSIS**

Staff support this request. There is sufficient documentation to support that the increase in graduation numbers will sustained over time.

2) The Board of Trustees of the Colorado School of Mines has requested a two-year extension:

INSTITUTION: CSM

DEGREE PROGRAM: Chemistry (M.S.)

RATIONALE:

The masters' degree in Chemistry serves a limited number of students. Formerly, this degree served students admitted into the doctoral degree program, who fail the doctoral examination. CSM is currently reviewing the degree program restructuring it to serve students who are interested in the masters' degree. The Board of Trustees held a special meeting discuss this issue on March 28. They examined the data to ascertain if the four students will complete the degree program in the next three years. (Attachment  $C^{**}$ ).

Chemistry	MS	1995-96	1996-97	1997-98	1998-99	1999-2000*
Enrollment						4
Degrees Granted		0	2	0	2	

#### **CCHE ANALYSIS**

Staff supports this request. The data indicate that at least three students will graduate as planned. This number is sufficient to remove it from the low demand.

## Appeals requesting exemptions beyond those allowed in current policy

1) State Trustees for the State Colleges in Colorado, on behalf of Metropolitan State College, have filed an appeal additional exemption beyond five:

INSTITUTION: METRO

DEGREE PROGRAM: African American Studies

RATIONALE:

Metro indicated it would have exempted its African American Studies degree program if it had met the qualifying criteria for exemptions under CCHE's policy – at least one graduate each year. After affirming the low enrollment numbers, Trustees inquired whether several area studies degree programs could be merged under Ethnic Studies. The institutic believes that a stand-alone Black Studies degree program is central to the mission of an urban college and necessary to attract minority faculty (Attachment B\*\*).

African American Studies	BA	1995-96	1996-97	1997-98	1998-99	1999-2000*
Enrollment						6
Degrees Granted		3	2	1	0	0

#### **CCHE ANALYSIS:**

Staff do not support granting Metro an additional exemption beyond the five allowed in policy. Most Colorado instit offering degree programs in this field have low enrollment and graduation numbers. Other institutions have resolve enrollment area studies degree programs by merging several area studies degree programs into an Ethnic Studies degree.

<sup>2)</sup> State Trustees for the State Colleges in Colorado, on behalf of Metropolitan State College, have filed an appeal

additional exemption ocyona five.

**INSTITUTION: METRO** 

DEGREE PROGRAM: Surveying and Mapping

RATIONALE:

Metro indicated that its uniqueness, relationship to future licensure, support from industry support continuing this c program. Most graduates prior to 1998-99 were already employed in the field prior to enrolling in the degree program Recent graduates were hired as project leaders after receiving the Surveying degree. Because the program's expenditu exceed its revenues, Metro has received \$170,000 in support from professional societies, BLM, private and govern employers in the form of software, equipment, and other resources. Metro states that this level of support indicates economic development value of retaining the Surveying and Mapping degree program. (Attachment B\*\*).

Surveying & Mapping	BS	1995-96	1996-97	1997-98	1998-99	1999-2000*
Enrollment						27
Degrees Granted		1	2	1	2	0

#### STAFF ANALYSIS

Staff does not support granting Metro an additional exemption beyond the five allowed in policy. While this may appropriate degree program to protect under an institution's five degree program limit, Metro did not choose to do so.

Appropriate and Necessary Duplication: It is true that Metro is the only institution that offers a four-year degree program in Colorado. The Surveying degree program may be competing with the Civil Engineering Technology degree also offered by Metro. In contrast, the enrollment and graduation numbers in Civil Engineering Technology are strong and sustained. To deal with this low-demand program, Metropolitan State College at Denver may wish to consider merging the two d programs and offer a specialization in CAD drafting and one in surveying.

Student Access: The business community has sent CCHE letters of support, indicating the key courses like Photogrammetry and GIS Databases are essential to the surveying industry. Metro's catalog, however, indicates that courses are not offered on an annual basis. One permanent faculty member supports the Surveying and Mapping de program. Since the curriculum lists 16 required surveying courses, courses like GIS Database Design are offered on two-year rotation and others like Photogrammetry are offered on demand, using adjunct faculty. Students or em professionals may complete a minor in this field; the minor is unaffected by the degree program decision. It is unclear Metro explored delivering the courses that the surveying professionals requested through its cash-funded program.

3) The University of Northern Colorado has filed an appeal to exempt:

INSTITUTION: UNC

DEGREE PROGRAM: Black Studies (B.A.)

RATIONALE:

UNC stated that it would exempt Black Studies (B.A.) as one of the undergraduate degree programs and noted that exercised only three of its five exemptions. Black Studies was not included on the list of programs recommended 1 exemption because it did not graduate any students in 1998-99, making it ineligible for a governing board exemption (Attachment C\*\*).

Black Studies	BA	1995-96	1996-97	1997-98	1998-99	1999-2000*
Enrollment						9

Degrees Granted	4	3	3	0	
8					

#### **CCHE ANALYSIS**

Staff do not support treating the Black Studies degree program as a permanent exception.

Student Access: Most Colorado institutions that offer Black Studies degree programs have low enrollment and grad numbers. Other institutions have used different strategies to provide access to Black Studies courses by merging several area studies degree programs into a single Ethnic Studies degree or offering a minor in Black Studies.

4) The State Trustees, on behalf of Western State College, have filed an appeal to exempt:

INSTITUTION: WSC

DEGREE PROGRAM: Chemistry (B.S.)

RATIONALE:

WSC states that it wishes to exempt Chemistry (B.S.) as one of the undergraduate degree program. It is not included on the list of programs recommended for exemption because it graduated only one student between 1996-97 and 1998-99, making it ineligible for a governing board exemption. It cites several factors including the complimentary role that chemistry plays in its array of science degree programs and its revenue base. Revenues exceed costs by \$49,500, partially attributable to the Thornton Endowment of \$100,000 per year that all science degree programs offered by Western State offer. The Sta Trustees are committed to strengthening the enrollment and graduation numbers by 2004-2005 (Attachment B\*\*).

Chemistry	BS	1995-96	1996-97	1997-98	1998-99	1999-2000*
Enrollment						22
Degrees Granted		1	0	1	0	

#### **CCHE ANALYSIS**

CCHE staff support approving a three-extension for WSC's Chemistry BS degree.

Student Access: Because the Discontinuance Policy was designed to address the vulnerability of small institutions measuring low-demand graduation rates, it appears appropriate to allow a one-time extension for institutions with enrollment below 2,500 FTE for a particular degree program. If the Chemistry program is able to achieve a minimum number of graduates in the three-year period, the governing board will be able to exercise an exemption. The enrollment data indicate that it is reasonable to expect three students to graduate from the Chemistry degree program per year.

## **Appeals Pertaining to Graduate Programs**

1) The Trustees of the University of Northern Colorado has filed an appeal for special exemption for a graduate deprogram:

INSTITUTION: UNC

DEGREE PROGRAM: Interdisciplinary Graduate Studies (Ed.S./D.A.)

RATIONALE:

UNC states that Interdisciplinary Graduate Students is justified based on centrality to UNC's role and mission. UNC offers a broad array of undergraduate degree programs designated to prepare entry-level teachers. Its doctoral degrees le professional leadership roles in education. The Graduate Interdisciplinary Degree provides an opportunity for studen combine two or more disciplines into a doctoral degree program (Attachment D\*\*).

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Interdisciplinary Graduate Studies	Ed.D	1995-96	1996-97	1997-98	1998-99	1999-2000*
Enrollment		0	1	1	1	4
Degrees Granted		1	1	0	0	

#### **CCHE ANALYSIS**

Staff do not support continuing this degree program.

Student Access: Currently, UNC offers 20 doctoral degree programs, and 14 of which are in the field of education. To number suggests that sufficient access to education-related doctoral degrees exist at UNC.

Quality of the Learning Experience: Doctoral degree programs are designed to provide a theoretical foundation and prepare advanced students to conduct original research under the guidance of a senior faculty member. The strength of a doc program relies on the supporting infrastructure, including doctoral seminars where faculty and other doctoral student challenge assumptions and critique the quality of the research. Offering a student-constructed degree at the doctoral leappears counter-intuitive to the characteristics of a strong doctoral degree program. The lack of graduates in this deg program appears to substantiate this fact.

## **Summary Comments**

The staff supports governing board requests for extensions for seven degree programs to meet the policy graduation criteria. Each request is accompanied by supporting data indicating that the governing board has restructured the degree and the student enrollment has increased. It is reasonable to expect the graduation numbers of the seven programs to increat within one or two years. The State Trustees appealed the five undergraduate program limit, requesting addition consideration for two undergraduate degree programs. The intent of the Discontinuance Policy is to focus on student demand and the ability to support a degree program that serves a minimum number of students. It is based on the assumption that an institution can support a limited number of low-demand degree programs but the quality of a low-demand programs suffers beyond five. The purpose of the exemptions is to provide flexibility for small institutions for a limited number of critical programs. Metropolitan State College's enrollment ranks it as the third largest undergradu college in the state. CCHE staff believes that five undergraduate exemptions are sufficient for an institution of this Therefore, it recommends that the State Trustees review its list of recommended exemptions prior to the next Commi meeting and identify its final five exemptions. The Discontinuance Policy states that a governing board shall have opportunity to exempt degree programs but if a governing board is unable to make a choice, the Commission shall evaluate the degree programs and discontinue those that appear to be duplicative or without bona fide demand.

## **Potential Policy Implications**

Staff is seeking the Commission's advice on the policy itself. For the past three years, the Commission played a low-profile role, monitoring the progress of low-demand programs with the governing boards acting as the primary decision-makers. The Commission and the governing boards' roles reversed this year when the first cohort of low-demand degree progreached the three-year milestone. At this meeting, the Commission is assessing the rationale for extending or exempti specific degree programs. It is an appropriate opportunity to assess if the Discontinuance Policy is achieving its in objectives, including:

- a. Does the policy clearly convey the Commission's expectation for the governing boards is to act as the primary decision-makers?
- b. Is the undergraduate exemption limit appropriately defined? Specifically, should there be different limits for large institutions, i.e., less than five?
- c. The policy currently requires a thirty-day period between discussion and discontinuance action. Recently, several Commission policies have eliminated the mandatory wait period between discussion and action (e.g., Degree Approval). Is the two-month discussion/action sequence constructive or does the Commission wish to eliminate the requirement in the Discontinuance Policy, understanding that the Commission can table any decision by choice?

#### IV. STAFF RECOMMENDATION

## **That the Commission**

- 1. Approve the requests for one-year extensions for:
  - a. Adams State College, Physics BS
  - b. University of Colorado at Boulder, Communications MA
  - c. University of Colorado at Boulder, Molecular, Cellular and Development Biology (M.S.)
  - d. Western State College, Physics, BS
- 2. Approve multi-year extension for:
  - a. Adams State College, Geology BS (two-year extension)
  - b. Colorado School of Mines, Chemistry MS (two-year extension)
  - c. Western State College, Chemistry BS (three-year extension)
- 3. Request the State Trustees to reaffirm Metropolitan State College's list of exemptions by April 21.

## **Statutory Authority**

C.R.S.23-1-107 (2) reads:

- a) The commission shall establish, after consultation with the governing boards of institutions, policies and criteria for the discontinuance of academic or vocational programs. The commission shall direct the respective governing boards of institutions, including the board of regents of the university of Colorado, to discontinue an academic or vocational degree program area, as program area is defined in commission policies.
- b) The governing board of a state-supported institution of higher education directed to discontinue an academic or vocational degree program area pursuant to this subsection (2) shall have not more than four years to discontinue graduate and baccalaureate programs and not more than two years to discontinue associate programs following the commission's directive to phase out said program area.
- c) If the commission directs the governing board of an institution to discontinue an academic or vocational degree program area, and the governing board refuses to do so, the commission may require such governing board to remit to the general fund any moneys appropriated for such program area.
- d) Each governing board of the state-supported institutions of higher education shall submit to the commission a plan describing the procedures and schedule for periodic program reviews and evaluation of each academic program at each institution consistent with the role and mission of each institution. The information to be provided to the commission shall include, but shall not be limited to, the procedures for using internal and external evaluators, the sequence of such reviews, and the anticipated use of the evaluations.
- e) Prior to the discontinuance of a program, the governing boards of state institutions of higher education and directed, subject to commission approval, to develop appropriate early retirement, professional retraining, and other programs to assist faculty members who may be displaced as a result of discontinued programs.
- f) The commission shall assure that each institution has an orderly process for the phase-out of the programs.
- \*\* Note: Attachments A-D are not available on the Web. You can call our office or e-mail us at the below address to request a copy.

Colorado Commission on Higher Education (CCHE) April 6, 2000 Agenda Item IV, A Attachment E

Overview of Governing Board Decisions Pertaining to Low-Enrollment Degree Programs. Table D-1: Undergraduate Degree Programs Exempted by the Governing Boards

Adams State College	Chemistry (BA/BS) Music (BA) Spanish (BA) Speech-Theatre (BA)
Colorado School of Mines	Geological Engineering (PE) Geophysical Engineering (PE)
Colorado State University	Bio-Agricultural Science (BS) Bio-resource/Agricultural Engineering (BS) Consumer & Family Studies (BS) Engineering Science (BS)
Fort Lewis College	Economics (BA) Philosophy (BA) Physics (BA) Southwest Studies (BA)
Metropolitan State College at Denver	Chicano Studies (BA) Industrial & Technical Studies (BS) Modern Languages (BA) Music Performance (BA) – rename to Music Physics (BA/BS)
University of Colorado at Boulder	Asian Studies (BA) Dance (BA/BFA) Italian (BA) Linguistics (BA) Russian Studies (BA)
University of Colorado at Colorado Springs	Applied Mathematics (BS) Physics (BS) Spanish (BA)

University of Colorado at Denver	French (BA) German (BA) Geology (BS) Physics (BS)
University of Northern Colorado	Mexican American Studies (BA) French (BA) German (BA)
University of Southern Colorado	Business Economics (BS/BA) History (BA) Physics (BS)
Western State College	Economics (BA) Mathematics (BA) Music (BA) Spanish (BA)

Table D-2: Degree Programs Discontinued by the Governing Boards

Adams State College	Hispanic Southwest Studies (BA) Medical Technology (BS)
Colorado School of Mines	Engineer of Mines (PE) <sup>1</sup> Petroleum Engineer (PE) Chemical and Petroleum Refining Engineering (ME) Geophysical Engineering (ME) Metallurgical & Materials Engineering (ME) <sup>2</sup>
Colorado State University	Agricultural Journalism (BA) German (BA) French (BA) Spanish (BA) <sup>3</sup> Pathology (MS) Statistics (BS)
Fort Lewis College	General Science (BS)
Metropolitan State College at Denver	Technical & Industrial Administration (BS) Urban Studies (BA)

University of Colorado at Boulder	Central & East European Studies (BA) Latin American Studies (BA) Mathematical Physics (Ph.D.) Individually Structured Major (BA)
University of Colorado at Colorado Springs	None
University of Colorado at Denver	Design Studies (MS) Applied Mathematics (BS)
University of Colorado Health Sciences Center	Pathology (MS) Pharmaceutical Sciences (MS)
University of Northern Colorado	Elementary Bilingual/Bicultural (MA) Graduate Interdisciplinary Degree (Ed.S) Music Education (MM) Science Education (MA) Special Education/Mental Retardation (MA)
University of Southern Colorado	None
Western State College	French (BA) Technology (BS)

<sup>1</sup> CSM will continue to offer Mining (BS) and Petroleum Engineer (BS).

<sup>&</sup>lt;sup>2</sup> The three ME degree programs are merged into the MS degree programs with the same program name.

<sup>&</sup>lt;sup>3</sup> CSU is merging the three foreign language degree programs into a single Modern Language degree program.

Colorado Commission on Higher Education (CCHE) April 6, 2000 Agenda Item IV, B

TOPIC: FINANCIAL AID POLICY

PREPARED BY: SHARON M. SAMSON/PATTY O'CONNOR

## I. SUMMARY

At the March Commission meeting, CCHE introduced the proposed Financial Aid Policy (<u>Attachment A</u>) that it developed in consultation with a financial aid policy design committee. At the time of the discussion, the need-base index system was still under discussion and has since been resolved.

While 34 states have centralized the administration of state-supported financial aid dollars, Colorado will madecentralized approach to administering financial aid programs under the proposed policy. To achieve the approphalance between accountability and delegated authority under a decentralized system, the policy defines minimum student eligibility parameters for merit, need-based, and work-study programs. The key features of the policy include:

Identifies statewide goals, rather than specifies procedures.

- Directs financial aid, with the exception of Colorado Graduate Merit Awards, to Colorado residents.
- Defines parameters for state-supported merit-based programs that reward academic achievement.
- Directs state-supported need-based dollars to the students with the least ability to pay.
- Promotes student responsibility for educational costs through work-study funding.
- Maximizes students' eligibility for federal financial aid dollars, including tuition tax credits.
- Allows an institution to define its own criteria for institutional funds.

The policy modifications are designed to strengthen student access and to promote a state-supported policy that consistent with the Commission's goals. In addition, the proposed policy streamlines existing management practices: (1) institutions will no longer be required to submit packaging, philosophy, and program plans each year, and Commission will no longer conduct annual compliance or technical assistance site reviews. The policy continues require a financial audit every two years to maintain financial aid eligibility.

If the Commission approves the Financial Aid Policy, it will be effective July 1, 2000. The policy's implement provisions protect current students receiving financial aid and ensure that current financial aid recipients are not at 1 under the policy change.

## II. ISSUES RAISED AT THE PREVIOUS COMMISSION MEETING

At the conclusion of the discussion at the March meeting, the Commission asked CCHE staff to refine the need-bas index framework and explore the issues associated with the proposed definition of "full-time graduate students."

During the past month, financial aid officers assisted CCHE in refining the indexing scheme being used for sel need-based grant recipients. After reviewing additional data correlating income and family contribution, it was agreed to raise the highest priority level to 150% of that required for a PELL grant. This will allow some flexibility in awarding need-based grants to students from families in the lower middle income group. The newly negotiate need-based eligibility point means that the dependent students with family income below \$45,000 will receive top priority for state need-based dollars. Because the current financial aid appropriation does not equate with the documented need of students in the first-priority category, the majority of funds, if not all state-supported, need-ba funds, will be awarded to this group of students.

A correlation between income and family contribution analysis identified three critical points in the need-base population of in-state, undergraduate, degree seeking, full-time students. It included financial aid application data 20,741 dependent and 11,197 independent students enrolled at 2-year and 4-year public institutions. To keep t

correlation straightforward, the analysis excluded the students enrolled at private and proprietary institutions tl participate in state financial aid programs.

Proposed Need-Based Indexing Level	Family Contribution Range	Income Range  - Dependent	Income Range – Independent
1	0 – 4,400	0 - 45,000	0 – 24,000
2	4,401 – 5,850	45,001 – 55,000	24,001 – 33,000
3	5,851 – 6,670	55,001 +	33,001 +

The shaded portions of the income matrix indicate the income groups most likely to benefit from tuition tax refunds under current federal law.

The proposed policy requires students receiving a Colorado Graduate Fellowship to be enrolled as a full-time stud Unlike other states, CCHE's Financial Aid Policy only defines half-time status (four credits per term); full-time enrollment status is only implied in the half-time definition. The unintended consequence is that half-time students a carry more hours per term than financial aid recipients receiving awards that required full-time enrollment status. Student representatives asked CCHE to resolve this inequity.

CCHE researched the definitions used in Colorado and other states to resolve the issue. The following chart show full-time definitions of graduate students used in Colorado for tuition and financial aid purposes.

	Graduate Full-Time Tuition Purposes	Graduate Full-Time Financial Aid Purposes
Adams State College	10	9
Colorado School of Mines	10	10
Colorado State University	9	9
Mesa State College	9	9
University of Colorado- Boulder	9	5
University of Colorado – Colorado Springs	10	5
University of Colorado – Denver	7	5
	10	2

University of Colorado Health Sciences Center	12	2
University of Denver	9	8*
University of Northern Colorado	9	9
University of Southern Colorado	10	9

<sup>\*</sup> or the minimum required by CCHE policy.

Seventeen states have policies that allocate state funds to support need-based graduate grants and fifteen states signaduate merit awards (i.e., fellowships) with state dollars. The fifteen states supporting state-funded graduate merit awards define full-time graduate status as nine credit hours per term or above. Some states use 12 credit hours a definition for full-time graduate status for financial aid purposes. Five states reported that state policy allows institutions to define full-time graduate status for financial aid purposes, but these institutions do not partic state-supported graduate merit financial aid programs. The institutional definitions ranged between six and 15 credit hours per term. From a policy perspective, the difference between full-time graduate status for tuition and finance purposes should be negligible. Colorado is the only state that appears to use different definitions for tuition assessment and financial aid eligibility.

After reviewing the state and national data, CCHE's Financial Aid Policy defines full-time graduate status as nine credit hours per term. This definition applies to state-supported graduate merit awards only; an institution may choose to use a different definition for full-time status for institutional fellowships.

## III. STAFF RECOMMENDATION

That the Commission approve the proposed Financial Aid Policy.

Colorado Commission on Higher Education (CCHE) April 6, 2000 Agenda Item IV, B Attachment A

#### **SECTION VI**

#### PART F STATE-FUNDED STUDENT FINANCIAL AID POLICY

#### 1.00 Introduction

This policy describes the goals, programs, student eligibility criteria for each program, and eligibility standards for institutions participating in Colorado's three primary state-funded student assistance programs:

#### Need-based

aid assists students who cannot otherwise afford to attend college. Colorado Student Grant and Colorado Graduate Grant programs are designed for students with demonstrated need.

#### • Merit-based

- aid recognizes and recruits outstanding students. Colorado Undergraduate Merit and Colorado Graduate Fellowship programs are provided to recognize outstanding academic achievement of students.
- Work-based aid allows students to earn funds to assist in attending eligible educational institutions. It is considered a form of "self-help" assistance, since the student is earning money to help meet educational costs. Employment may be in jobs at eligible Colorado educational institutions, non-profit organizations, governmental agencies, or for-profit organizations. While the majority of funds are reserved for undergraduate students with documented financial need (minimum of 70 percent), a limited number of students who wish to work their way through college may benefit from the work-study program without documenting need.

The state-funded entitlement programs (Native American Tuition Assistance Program, Dependents Tuition Assistance Program) and the federal matching requirement programs (Federal Loan Matching, Leveraging Educational Assistance Program) are statutorily mandated and are referenced in Appendix A

## 2.00 Statutory Authority

Statutory authority for the Colorado Student Grant, Colorado Graduate Grant, Colorado Undergraduate Merit, and Colorado Fellowship programs is contained in 23-3.3-501, C.R.S.

Scholarship and grant program – funding. The commission shall use a portion of any moneys remaining after meeting the requirements of parts 2 and 3 of this article to provide other programs of financial assistance based upon financial need, merit, talent, or other criteria established by the commission for students enrolled at institutions.

Statutory authority for the Colorado Work-Study Program is contained in 23-3.3-401, C.R.S.

Work-study program established – requirements. (1) The commission shall use a portion of any money remaining after meeting the requirements of parts 2 and 3 of this article to provide a work-study program of employment of qualifying students in good standing with the institution in which they are enrolled in positions that are directly under the control of the institution in which the student is enrolled or in positions with non-profit organizations, governmental agencies, or for-profit organizations with which the institution may execute student employment contracts.

- (2) Any in-state student who is enrolled or accepted for enrollment at an institution as an undergraduate may qualify for participation in the work-study program established pursuant to this section.
- (3) Funds appropriated to the commission may also be used by the commission in conjunction with and to supplement funds for current job opportunities or to supplement or match funds made available through any other public or private program for financial assistance. A sum not to exceed thirty percent of the funds allocated by the commission for the work-study program may be used to provide funding on a basis other than financial need. A sum of not less than seventy percent of such money shall be used for students

demonstrating financial need.

#### 3.00 Goals, Principles and Terminology

3.01 Policy Goals for State-Supported Financial Aid

CCHE's Financial Aid Policy is designed to facilitate access for Colorado residents and provide academic incentives promote academic achievement in college.

3.01.01 Need-Based Aid

The goal of need-based student financial aid is to provide financial resources to Colorado residents who otherwise woul unable to pursue postsecondary education.

3.01.02 Merit-Based Aid

The goal of Colorado's Undergraduate Merit Award Program is to recruit and retain undergraduate Colorado resident students who demonstrate high levels of academic achievement.

The goal of Colorado's Graduate Fellowship Program is to recruit and retain highly qualified graduate students by prosupport as teaching or research fellows.

3.01.03 Work-Study Aid

The goal of Colorado's Work-Study Program is to allow Colorado undergraduate resident students to earn funds while enrolled in a Colorado institution of higher education.

3.02 Principles

The Financial Aid Policy is based on the following principles:

- 3.02.01 Financial aid policies and practices should maximize the amount of financial aid funds available for Colora residents by using federal dollars as the initial funding base, and by taking into consideration federal tax credits.
- 3.02.02 Students have a responsibility to contribute toward their cost of education. Student responsibility may demonstrated in several forms, such as a work-study job, outside employment, or earning merit-based scholarships.
- 3.02.03 State financial aid need-based dollars should be directed toward the students with the least ability to pay the cost of higher education.
- 3.02.04 The state and the institutions are co-responsible for ensuring student access to higher education. The state's role is to provide leadership by defining the operating values, specifying the statewide goals, and allocating the funds. T institutions are responsible for creating policies and programs that meet the statewide policy goals by developing the procedures, administering the programs, and making the appropriate decisions to assist individual students in achieveducational goals.

## 3.03 Terminology

Award Year

begins July 1 and ends June 30. All funds appropriated for a particular fiscal year are awarded to students enrolled during the award year.

Colorado Resident Student

is a student who is eligible for in-state tuition classification as defined in Title 23, Article 7, C.R.S. For financial aid purposes, the definition applies to public and non-public institutions.

Cost of Attendance

is the cost of attending the institution, including tuition and fees, books and supplies, room and board, personal expenses and transportation costs. Each year, CCHE establishes parameters for living expenses that are used to establish each institution

cost of attendance.

<u>Dependent Student</u> is one who does not qualify as a self-supporting or independent student.

Eligible Institution

is an educational institution operating in Colorado which meets requirements specified in 23-3.3-101 C.R.S., and can document that it has a governance structure and institutional capability to administer a student aid program. A chang ownership or control of an eligible proprietary institution terminates eligibility. A new application must be submitted by owners.

Eligible Program is a program of education or training which:

- admits, as regular students, only persons having a certificate of graduation from a secondary school (high school graduates), the recognized equivalent of that certificate (GED), or persons beyond the age of compulsory school attendance in the State of Colorado who have been shown to have the ability to benefit from the education or training offered:
- leads to an associate, bachelor, professional, or higher degree, or;
- is at least a two-year program which is acceptable for full credit toward a bachelors degree, or;
- is at least a one-year program leading to a certificate or a degree that prepares a student for gainful employment in a recognized occupation, or;
- is, for a proprietary institution or a postsecondary vocational institution, a program that provides at least 600 clock hours, 16 semester or trimester hours, or 24 quarter hours of undergraduate instruction offered during a minimum of 15 weeks of instruction, leading to a certificate or degree which prepares students for gainful employment in a recognized occupation.

Eligible Student

is one who is enrolled in an eligible program as a "regular student." A "regular student" is defined as a student who is enrolled or accepted for enrollment at an institution for the purpose of obtaining a degree, certificate, or other recorducational credential offered by that institution.

Expected Family Contribution (EFC)

is the amount that the student's family is expected to contribute towards cost of attendance, usually based on the family income and assets, as evaluated by the formula known as "Federal Needs Analysis Methodology" specified in federal law.

Financial Need Need

is the difference between the student's budget and the student's and family's resources as evaluated by the formula kno "Federal Needs Analysis Methodology" specified in federal law.

Full-time Graduate Student is a graduate student who is enrolled in at least nine semester or quarter hours per academic term.

Full-time Undergraduate Student is an undergraduate student who at minimum is enrolled for:

- twelve semester or quarter hours per regular academic term; or
- twenty-four clock hours per week.

In determining an undergraduate student's enrollment status, credits earned in basic skills courses may only be included for the first two semesters if the student is full-time.

Graduate student is a

degree-seeking student who is in attendance at an institution of higher education and is enrolled in an academic proginstruction beyond the baccalaureate level. The term includes any portion of a program leading to either a degree baccalaureate degree, or a first-professional degree when at least three years of study at the pre-baccalaureate degree level are required for entrance into a program leading to such a degree. A student admitted as a special/provisional graduate student is eligible for financial aid for one term only.

Half-time Graduate Student is a graduate student who enrolls in four to eight semester or quarter hours per academic term.

Half-time Undergraduate Student is an undergraduate student who enrolls in:

- six to eleven semester or quarter hours per regular academic term; or
- twelve to twenty-three clock hours per week.

Independent Student

is a student who meets the requirements for self-supporting or independent student status as defined in federal regulations and policy (Public Law 99-498 Section 480 - October 17, 1986).

Professional Discretion

is the authority delegated to the Colorado financial aid administrators to exercise judgment in special circumstances wh student has substantively met the state eligibility parameters but circumstances beyond the student's control make the student technically ineligible for state financial aid. The state relies on the financial aid administrator to make such decisions that are in the best academic interest of the student. Because professional discretion provides limited flexibility to be exercised only in special circumstances, the financial aid administrator is solely responsible for ruling on the exception and documenting the decision.

<u>Professional</u> <u>Student</u> is a student who is enrolled in the schools of professional veterinary medicine, law, dentistry and medicine (M.D. program only).

State-funded student assistance refers to the state dollars appropriated to fund the following programs:

- Need-based Programs are the financial aid programs that use "expected family contribution" or income category as a necessary criterion in making the award, including:
  - Colorado Student Grant
  - Colorado Graduate Grant
  - Colorado Leveraging Educational Assistance Partnership (CLEAP) formerly known as Colorado Student Incentive Grant (CSIG)
- Non-need-based Funds are those programs that may be awarded on criteria that do not include "expected family contribution" or income category as a necessary criterion, including:
  - Colorado Undergraduate Merit
  - Colorado Graduate Fellowship
- Colorado Work-Study

Colorado also approves special appropriations for certain groups of individuals (e.g., Tuition Assistance Programs Dependents of Deceased or Permanently Disabled Members of the Colorado National Guard, Law-Enforcement Personnel or POW/ MIA, Native American Tuition Assistance Program). These funds are referred to as categorical programs and ha special criteria typically tied to funding.

Undergraduate Student Student

is a student who is enrolled at an eligible institution for the purpose of obtaining a postsecondary certificate, associate degree, or first baccalaureate degree. The following limits apply to certain enrollment situations:

- Undergraduate students admitted as special students, and students enrolled exclusively in basic skills courses, are eligible for one term.
- Basic skills/remedial credits can be included in calculating a student's enrollment status up to the point where a student has attempted 30 total semester credit hours (remedial plus non-remedial).
- Students concurrently enrolled in high school are not eligible for any program of state-funded student assistance, including students enrolled under the Postsecondary Options Act.
- Students are considered as undergraduate students when they are enrolled in study abroad, continuing education, technology-delivered courses, or consortium courses if:
  - The student is admitted to a degree or certificate program at the home institution.
  - The credits are applicable toward the program as if the credits were earned in regular courses at the home institution and the student's transcript at the home institution shows the individual classes taken.
  - When the courses are offered by another institution, written agreements exist between the

institutions describing the acceptance of the courses toward the program to which the student is admitted prior to that enrollment.

## 4.00 Institutional Eligibility

## 4.01 Eligible Institutions

Institutions eligible for undergraduate financial aid must meet the requirements specified in 23-3.3-101 C.R.S., and include the following:

- state-supported two- and four-year institutions;
- state local district colleges;
- state area vocational/technical schools:
- non-public colleges, universities, and vocational (proprietary) schools. For these institutions, eligibility is legally tied to ownership. A change in ownership or control of a non-public institution terminates eligibility. A new application must be submitted by the current owners.

Institutions eligible for graduate financial aid must meet the requirements specified in 23-3.3-101 C.R.S., and includ following:

- state-supported institutions offering graduate programs;
- non-public colleges and universities offering graduate programs which have applied and been approved for participation.

## 4.02 Application Process

The Commission accepts requests from institutions that wish to participate in state-funded financial aid programs each fall. To apply, the legal representative of the institution must submit an application (Appendix C) and attach evidence documenting that the institution has:

- operated two years in Colorado under the current ownership;
- administered federal financial aid programs for the two years under the current ownership; and
- participated in a federal audit of the financial aid operations and resolved any outstanding audit findings.

#### 4.03 Maintenance of Eligibility

In order for an approved postsecondary education institution to maintain eligibility to administer state-funded studer assistance programs to its students, the following minimum administrative standards must be met:

- utilization of Colorado Student Aid funds consistent with policy;
- timely and corrected submission of required reports to CCHE;
- demonstration of compliance with policy guidelines set forth for administration of Colorado student aid funds;
- performance of a financial audit every two years; and
- resolution of audit concerns prior to the start of the following award year.

#### 5.00 Student Eligibility

To be considered for a state-supported financial aid award, all students must meet the following requirements:

- be a U.S. citizen, permanent resident, or eligible non-citizen based on federal Title IV eligibility requirements for federal student aid;
- have registered for selective service, if required;
- be in good standing and demonstrate academic progress according to the institution's published Standards of Satisfactory Academic Progress for financial aid purposes;
- undergraduate students are eligible for state financial aid until they graduate, but not to exceed a maximum of 150% of the program's graduation requirements (credit hours), or the maximum defined by institutional policy, if more restrictive.

Colorado funds two state need-based financial aid grant programs, the Colorado Student Grant Program and the Colo Graduate Grant Program, for Colorado residents.

#### 5.01.01 Colorado Student Grant

Colorado Student Grant is awarded annually. To be eligible to receive a Colorado Student Grant, the student must me following minimum eligibility requirements:

- be an undergraduate student enrolled in an approved certificate or degree program;
- be a Colorado resident;
- be enrolled at least half-time (i.e., six credit hours per term);
- show documented financial need.

#### 5.01.02 Colorado Graduate Grant

Colorado Graduate Grant is awarded annually. To be eligible to receive a Colorado Graduate Grant, the student must meet the following minimum eligibility requirements:

- be a graduate student, enrolled in an approved degree program;
- be a Colorado resident:
- be enrolled at least half-time (i.e., four credit hours per term);
- show documented financial need.

## 5.01.03 Eligibility Limits for Need-Based Grants

To ensure that state need-based dollars are directed to eligible Colorado resident students who have the least ability to pay for their education, CCHE policy defines three funding levels. Using Expected Family Contribution, the institution will award need-based dollars to level 1 applicants. Level 2 applicants will be considered after meeting the need of leve applicants. Reasonable administrative practices, such as application deadlines, are recognized as realistic and appropriate.

## Level 1: Students with the Least Ability to Pay

Students with an Expected Family Contribution (EFC) between zero and 150% of that required for a PELL grant. The minimum undergraduate award for this group of students is \$1,500 or the maximum amount of unmet need, whichever is less. The minimum graduate award is \$1,000. The maximum award is \$5,000.

## Level 2: Students with Documented Need and Moderate Ability to Pay

Students with an EFC that is twice that required for the minimum Pell grant award. Maximum award for this category of students is \$2,500, or the maximum amount of unmet need, whichever is less.

## Level 3: Students with Documented Need and Average Ability to Pay

All other students who demonstrate financial need as calculated by the federal methodology. Maximum award for this category of students is \$500.

## 5.02 Student Eligibility for Merit-Based Financial Aid Programs

Colorado funds two state merit-based financial aid grant programs, Colorado Undergraduate Merit and Colorado C Fellowship. State-supported merit aid is awarded annually. Students must qualify for these competitive awards each ye meeting all criteria. Institutions may adopt other eligibility criteria, in accordance with their institutional role and mission. The policy minimum standards only imply that a student may be considered for a merit award. They do not guarantee a award.

## 5.02.01 Colorado Undergraduate Merit

To be eligible to receive a Colorado Undergraduate Merit Award, the student must meet the following minimum requirements:

- be an undergraduate student enrolled as a degree or certificate seeking student;
- be a Colorado resident;
- continuing students must demonstrate academic excellence by achieving and maintaining at least a 3.0 cumulative college GPA at the institution in which they are enrolled;
- prospective freshmen applying for merit-based aid must provide evidence of academic achievement, as defined by the institution, in one or more of the following areas:
  - high school GPA or high school rank from an accredited high school;
  - standardized test scores;
  - competitive process or portfolio review.

While freshmen applicants may receive initial merit awards on these criteria, renewal of merit aid is contingent upon achieving and maintaining a cumulative college GPA of 3.0 or better.

## 5.02.02 Colorado Graduate Fellowship

To be eligible for a Colorado Graduate Fellowship, the student must meet the following minimum eligibility requirements:

- be a graduate student enrolled in an approved degree program;
- be enrolled full-time (i.e., nine credit hours per term).

## 5.03 Student Eligibility for Work-Based Financial Aid Program

In order to participate in the Colorado Work-Study Program, a student must meet the following eligibility requirements:

- be an undergraduate student in an approved certificate or degree program;
- be a Colorado resident;
- be enrolled at least half-time in an eligible program, except during vacation periods between consecutive terms of enrollment;
- show documented need. This criterion applies to at least 70 percent of work-based funds. The institution has the discretion to use up to 30 percent of work-based funds to award to students on a basis other than need.

#### 5.04 Professional Discretion

The state financial aid eligibility parameters are designed to apply to all financial aid recipients. This policy recogniz however, that circumstances may exist in which the state financial aid parameters do not adequately address a particu student's situation. Financial aid administrators may exercise professional discretion on a case-by-case basis. The need special treatment as well as the action taken must be adequately documented in the student's record.

#### 6.00 Implementation

New requirements for administering programs go into effect July 1, 2000.

To assure a smooth transition for currently enrolled students, the following conditions will apply:

- 6.01 Undergraduate students who were enrolled in the 1999-2000 academic year will maintain eligibility for meritprograms under the financial aid guidelines published in CCHE's Policy Manual on July 1, 1999. These students may awarded based on the following requirements:
  - three additional years for Fall 1999 Freshmen;
  - two additional years for Fall 1999 Sophomores;
  - one additional year for Fall 1999 Juniors.

This statement does not preclude these students from receiving merit aid beyond this point if they meet the new 1 requirements.

6.02 Incoming undergraduate students may be considered for merit awards in the 2000-2001 year based on the July 1, 1999, requirements, but must meet the new minimum criteria for any succeeding years.

- 6.03 New requirements for all new and currently enrolled graduate students receiving merit-based aid go into effect on July 1, 2000.
- 6.04 Institutional packaging policies established after July 1, 2000, must reflect the new policy criteria for awarding students in the 2001-2002 academic year. Students awarded financial aid for the 2000-2001 academic year may be award based on the July 1, 1999, policy requirements.

The Commission will review Policies for State-Funded Student Assistance Programs – the goals and the outcomes - three years after the effective date.

Colorado Commission on Higher Education (CCHE) April 6, 2000 Agenda Item V, A

TOPIC: CCHE-CAPITAL ASSETS PILOT DESIGN PROJECT FY01-02

PREPARED BY: JEANNE ADKINS AND LAUREEN FERRIS

## I. SUMMARY

The Commission Capital Assets Subcommittee in reviewing capital project proposals last fall concluded that information developed in the program plans by institutions was sometimes insufficient and outdated and made rendering decisions on project prioritization or approval difficult.

During prioritization discussions, committee members decided to propose a pilot project for the coming fiscal year would focus on developing better cost and project development information. The General Assembly's Capit Development Committee and Joint Budget Committee agreed to allow CCHE to develop a new concept design procusing these projects as the foundation.

Attachment A, for your review and discussion, outlines the four phases staff suggest for this capital process. Up evaluation of the results of the study of these four projects, staff will recommend that this process either replace the existing program plan process or that the existing process be maintained.

## II. BACKGROUND

Statutes and CCHE policy require that CCHE approve program plans for capital construction, regardless of the source of funding, for projects over \$500,000. Waiver is an option for projects under \$500,000 and may be considered bet \$500,000 and \$1.5 million for cash-funded projects.

Most projects above \$500,000 that involve a request for state funding, even if the funding incorporates institutional cash funds or federal funds, must now submit a program plan prior to being eligible for prioritization and ultimate funding i the Long Bill. The program plan must be approved by CCHE by statute (23-1-106 (5)) prior to expenditure of any fund on the proposed project regardless of source.

While reviewing the program plans submitted for funding in the current fiscal year, the Capital Assets Subcommi meeting with staff, concluded that in some cases, information on which to evaluate a proposal was not sufficiently justified under the current program plan requirements. Assessing the tie to academic planning at the institution was general in the program plans to draw legitimate conclusions concerning overall academic needs and priorities and he those needs would be addressed by the facility proposed.

The discussions lead to a conclusion that greater emphasis needed to be placed on connecting the academic planning at an institution with the facility planning. The committee in presenting the prioritization list to the Capital Devel Committee in December proposed that four projects be funded in FY00-01 as pilot projects to accomplish this goal. One project involves an extensive renovation-remodel at Adams State College, another involves remodeling and an extensive addition to a facility at CSU, a third project involves remodeling one building and building another new one at UNC, and the fourth involves a project at the Fitzsimons site for the medical center.

The diversity of the projects selected should allow an assessment of the proposed process under the most co-circumstances for facility funding requests.

All projects are either totally state-funded as proposed or involve a mix of state and cash-funded financing.

The CDC and JBC approved the proposals contingent on CCHE acting to approve the program plans for these projec Both committees have asked that the ultimate recommendations be brought back to them for review.

Although the Long Rill has not been approved by the General Assembly it appears that one or more of these projects

will be included this year for funding. That requires that CCHE have the policy in place under which these project proceed to meet the goals of the pilot.

Attachment A is a proposal of the four-phase pilot project. Sufficient information should be available after the first year to assess the validity of moving forward in this manner for all projects in the future.

## III. STAFF RECOMMENDATION

No formal action is required. The report is submitted for Commission review and discussion.

## **OR OPTION 2**

Staff recommends the Commission tentatively approve the guidelines for the pilot projects and that any cha recommended following review by a professional committee that includes architects and the State Buildings Divis director be reviewed by the Capital Assets Subcommittee for inclusion in the project guidelines this year.

Evaluation of the pilot project should occur as staff and the subcommittee review the project submittals and a report will be made to the Commission in November.

Attachment A: 8% Design Development Concept Proposal

Colorado Commission on Higher Education (CCHE) April 6, 2000 Agenda Item V, A Attachment A

# Proposed Requirements Conceptual Design Development – Review Package Colorado Commission on Higher Education Capital Assets

#### Phase 1:

## Part A – Design Development Concept Report

This phase will consist of a written report outlining the requirements for the proposed capital project. This docume should be brief and concise and should clearly address the following:

- Three viable options available to the institution to resolve the perceived facility need.
- The existing programmatic requirements to be satisfied by the project.
- An assessment of how students and/or the campus benefit directly from the proposal.
- Enrollment or program growth statistics, which document the need for the project (both historically documented and projected statistics). This should include a competitive redundancy analysis that focuses on which programs are growing and/or declining and where enrollment shifts are occurring.
- How the proposal is integrated with the previously submitted academic master plan for the institution and what academic needs it will satisfy.
- An assessment of how the proposal impacts the projections for the campuses within the same governing board and other institutions that may offer similar academic programming.
- The project size, and estimated cost with inflationary considerations factored into the cost development.
- Possible areas physically impacted by any proposed remodel, renovation or demolition.
- Existing conditions survey done by a third party for any existing buildings affected.
- Direct impact of proposal in meeting current physical master plan concepts, including overall campus density, parking considerations (if applicable), any infrastructure upgrades necessary, and implementation of technology systems.

## Part B - Cost Estimate Outline Determining the Applicable Fee

The concept report should also include a fee estimate should the project be chosen to continue into the conceptual design phase. These fees may be established using the following methods.

Presently, the Professional Services fees are 10% of the project construction cost (not total project cost), and are allotted as follows:

- 15% of that fee is spent to develop the first phase Schematic Design Phase.
- 20% of the fee is the second phase Design Development Phase.
- 40% of the fee is the final drawing -- Construction Document Phase.
- The remaining fee is applied to the Bidding and Construction Administration Phase.

#### Criteria A:

Since the new Concept Design Document asks for basically 1/2 of the Schematic Design Phase to be completed submitted for review to approve continued funding, the fee would equate to approximately 8% of the total Profes Services Fee.

## Criteria B:

With some projects, costs are not developed enough and are not available during the initial phase of the project Therefore, information is not specific enough to develop the fee totals so the second option would be to propose a range of 2-2.5% of the construction costs, which is usually 60-70% of the total project cost. The basis for these can be developed from historical costs with inflationary measures applied.

Criteria C:

Some projects have a lower total project cost, and 2% of the construction cost is not enough to do the initial design phase. In these cases, using the 8% process to determine the fee will be necessary.

Below are some examples of the criteria as it might be applied:

## Example A: A high technology building that will house a new program with task-specific program requirements

This project's complexity would require an extended amount of base research. The total project cost is high enough to use the 8% equation, and enough detail should be available to calculate the fee using this method.

Estimated Total Project Cost	\$28,500,000
Estimated Construction Costs (65% total cost)	\$18,500,000
Estimated Professional Services	\$ 2,800,000
Criteria A: 8% of total professional services)	\$ 224,000

Total fee for concept development review package

**Example B:**A basic classroom building addition - This project type is basic enough, that a preliminary cost estimate could be developed using historical cost data percentage increases for inflation. For example, if approximately 65,000 GSF is required, historically similar size projects on this campus would put the potential cost estimate at \$195 per square foot.

Estimated Total Project Cost	\$12,675,000
Estimated Construction Costs (65% total cost)	\$ 8,238,750
Criteria B: 2% of total professional cost)	\$ 164,775

Total fee for concept development review package

**Example C:** A 28,000-square-foot library addition - This project is estimated to cost approximately \$200 per square foot. This option would generate a conceptual development review package fee of only \$29,120, which is 8% of the fees for the total estimated construction costs. This total would not be appropriate to fund the initial study, so in the example, the fee should be calculated by using the 2.5% of the total construction cost.

Total Project Cost	\$ 5,600,000
Construction Costs	\$ 3,640,000
Professional Services	\$ 364,000

Criteria A: \$29,120 (8% of professional fees)

Criteria B: \$91,000 (2.5% of the construction cost)

Criteria B would provide an appropriate professional fee to develop the concept development review package.

Once the preliminary phase I report is reviewed and approved, the institutions would be given the funding approve continue into phase II.

## Phase II:

#### **Conceptual Design Development Report – Basic Elements**

These requirements appry to an project types.

- New construction
- Building Additions
- Building Renovations
- Building Restoration
- Facility Remodels
- Technology Upgrades
- Infrastructure Upgrade and Expansion

The architect selected for this initial phase should be used consistently throughout the project contingent upon a positive performance evaluation by the institutions at the end of the 8% process.

The concept of continuity will help alleviate duplication, create more ownership in the preliminary process, misconceptions from one phase to another.

All cost estimate information and fees should assume that the project would be constructed within the fiscal yea following the completion and submittal of the 8% report. Should the project not get funded, a new estimate wou developed and submitted the following year and updated figures would be applied with appropriate inflationary allocated. No project would remain on the list for consecutive years, the conceptual work, however, would stand originally submitted and all cost estimates and relevant enrollment and program growth projections would be revised.

The goal of the report is to:

- Document the programming process.
- Thoroughly develop building requirements and verify programmatic growth projections made in Phase 1 for proposed project.
- Document conceptual design specific to building type and program requirements and building systems to be utilized.
- Outline of proposed building materials.
- Inventory of included spaces, and equipment to be included.
- Establish a construction budget that will be maintained throughout the design and construction process.
- Further develop the concept submitted in Phase I concept paper.
- Provide information on long-term maintenance of facility, including estimate of additional operating costs and how those costs will be integrated in the institutional operating budget.

This report should contain all information pertinent to making a clear decision on the appropriateness of the project and its financing. The report should include but is not limited to:

- Initial implications on the current approved master plan.
- Enrollment or program growth statistics, which document the need for the project (both historically documented and projected statistics).
- A summary analysis of spatial requirements.
- Diagrammatic documentation of all required relationships (including vertical relationships).
- Building materials system outline (proposed).
- Basic siting concepts.
- Outline summary of all required systems (including mechanical, electrical, technology, structural and any specialty systems).
- Specific technology requirements and system applications.
- Code analysis.
- Life-cycle cost analysis on systems, construction type and operations (completed project operating expenses and funding source).
- Projected controlled maintenance requirements and the future funding source for that element.
- An inventory list of all areas, services, equipment and technology components to be included in the final product (for construction document and post-construction evaluations).

#### Phase III:

## **Construction Document Analysis Report**

A summary report will be submitted which outlines spaces, equipment and systems to be included at the compronstruction to confirm the submittal made at the end of the 8% submittal package. Any changes should be cl documented and submitted for review.

#### Phase IV:

## **Post-Construction Analysis Report**

Within 90 days following construction completion, each institution will submit to CCHE and State Buildi post-construction document to be provided to them by CCHE. This document will record the following information:

- Construction Type
- Material Systems
- Mechanical Systems
- Technology Systems
- Operations Plan (including funding)
- Controlled Maintenance plan (including funding)
- Total Construction Budget Utilization (including contingencies)

It will also include a Post-Occupancy evaluation describing the value engineering process that took place du construction. This information should track back to the inventory list submitted in the first phase of the 8% development.

NOTE: All written documentation noted above shall be submitted electronically.

Colorado Commission on Higher Education (CCHE) April 6, 2000 Agenda Item VI, A

TOPIC: CERTIFICATES & DEGREES CONFERRED IN

**PUBLIC HIGHER EDUCATION 1998-99** 

PREPARED BY: PATRICIA CHASE-RILEY

## I. SUMMARY

The <u>attached</u> report

summarizes the certificates and degrees granted to students. Colorado public colleges and universities confapproximately 31,000 awards during 1998-99. The data brief analyzes the program completion trends at the state including by sector, level, program area, race, and gender. The data are presented for information only; no subsequence action by the Commission is anticipated.

## II. BACKGROUND

The Certificate and Degrees Conferred in Public Higher Education Report is an annual publication that provides information on the number of degrees awarded. The data are central to program evaluation and review, low-den programs, and the Quality Indicator System. The institutions submitted the data and have verified its accurac completeness.

## III. STAFF ANALYSIS

Program area and degree level attainment indicates the academic interests and commitment of the student population and the educational system as a whole. The number and level of degrees conferred is one accountability measur Colorado's public higher education system.

The data brief, entitled *Certificates and Degrees Conferred in Public Higher Education*, is attached. A complete listing of certificates and degrees conferred by institution is available on CCHE's web site at <www.state.co.us/cche/degtoc.html>

## Appendix A

## STATUTORY AUTHORITY

The Commission, under the authority of 23-1-108 (6), C.R.S.,

"shall report annually to the governor and the general assembly on institutional and board performanc responsiveness to statewide objectives set forth by the commission in its master plan."

Colorado Commission on Higher Education (CCHE) April 6, 2000 Agenda Item VI, A Attached Report

## Certificates and Degrees Conferred in Colorado Publicly-Supported Colleges and Universities

#### **EXECUTIVE SUMMARY**

This annual data brief is produced by the Colorado Commission on Higher Education (CCHE) to provide information on certificates an degrees awarded at 28 public higher education institutions.

The degrees granted file is used to monitor trends in the numbers and types of degrees conferred, provide productivity statistics discontinuance, and recently used to provide data on the numbers of degrees granted in high technology areas.

This brief describes graduates by institutional sector, degree level, academic discipline, race/ethnicity, and gender.

Summary highlights for FY 1999 include:

• Colorado public colleges and universities awarded 31,239 certificates and degrees in FY 1999, a 1.2 percent increase over the prior year.

State Total - By Institution Type (Table 1)

- The three research universities awarded over one third of the degrees (36.8 percent of the total state degrees). While the University of Colorado Health Sciences Center conferred 2.2 percent of the total degrees awarded.
- The nine baccalaureate colleges awarded 35.5% of the total state degrees.
- The twelve community colleges and the Local District Colleges awarded the remainder of the degrees awarded (21.1 and 4.3 percent of the state degrees respectively).

By Degree Type (Table 2)

• Twenty-five percent of the awards were associate degrees and certificates; 54 percent baccalaureate degrees; 16 percent master's degrees; 2 percent first-professional degrees; and 2 percent doctoral degrees.

By Gender and Ethnicity (Tables 3 and 4)

• Females received nearly 56 percent of all awards, outnumbering males at all degree levels except the doctoral level. Minority students received 15.8 percent of degrees.

By Program Major (Tables 5 and 6)

• The largest number of degree recipients (10,338) majored in Arts and Humanities, followed by Business Marketing (5,109), then Health Science (3,507).

Contact the Commission for additional detailed information or visit our web site at: <www.state.co.us/cche/degtoc.html>

Table 1 -Total Certificates and Degrees Granted by Institution Type

Institution	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	Sector %
CSM	634	589	493	446	459	458	441	493	590	584	611	713	645	637	5.5%
CSU	3,944	3,944	3,887	3,861	3,925	3,976	4,278	4,514	4,381	4,457	4,501	4,833	4,872	4,985	43.4%
UCB	4,390	4,599	4,923	4,959	5,384	5,549	5,645	5,988	6,012	5,901	5,479	5,501	5,496	5,873	51.1%
ResUniv Tot	8,968	9,132	9,303	9,266	9,768	9,983	10,364	10,995	10,983	10,942	10,591	11,047	11,013	11,495	36.8%
ASC	336	392	378	483	556	417	424	462	462	458	441	427	525	458	4.1%
FLC	495	480	493	500	512	533	450	549	529	572	592	629	711	694	6.3%
MESA	501	572	566	626	559	617	667	638	561	566	653	554	615	697	6.3%
METRO	1,514	1,594	1,625	1,846	2,116	1,928	2,029	2,022	1,954	2,109	2,142	1,958	2,116	2,000	18.0%
UCCS	685	631	619	679	730	772	862	916	908	932	941	995	1,153	1,176	10.6%
UCD	1.428	1.366	1.538	1.524	1.681	1.811	1.897	2.170	2.179	2.195	2.357	2.584	2.468	2.645	23.8%

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UNC	1,928	1,859	1,897	1,957	1,972	1,973	2,156	2,327	2,374	2,490	2,344	2,401	2,460	2,417	21.8%
USC	695	545	499	581	515	579	610	683	758	760	756	788	779	625	5.6%
WSC	432	461	446	434	380	272	342	391	334	313	362	388	361	390	3.5%
Univ/Col Tot	8,014	7,900	8,061	8,630	9,021	8,902	9,437	10,158	10,059	10,395	10,588	10,724	11,188	11,102	35.5%
ACC	492	520	546	585	622	684	834	816	838	751	933	852	832	812	12.3%
CCA	108	107	135	152	196	231	268	324	361	354	409	393	316	298	4.5%
CCD	499	412	450	589	579	589	615	685	740	817	807	751	745	626	9.5%
FRCC	568	607	764	738	986	908	1,083	1,122	1,242	1,209	1,316	1,227	1,335	1,468	22.2%
LCC	71	98	70	122	101	128	114	151	138	145	137	127	143	123	1.9%
MCC	80	144	114	142	141	149	137	222	248	236	281	258	206	211	3.2%
NJC	_	-	-	-	-	_	-	-	-	-	-	262	321	324	4.9%
OJC	134	168	122	137	141	180	202	165	244	245	230	216	232	244	3.7%
PCC	248	341	308	342	303	355	386	365	444	463	507	450	536	450	6.8%
PPCC		597	761	760	707	709	721	625	748	823	855	855	874	828	12.5%
RRCC	363	340	332	386	337	456	396	529	548	612	678	723	696	696	10.5%
TSJC	259	225	255	228	275	267	284	305	279	345	347	411	472	526	8.0%
ComCol Tot	2,822	3,559	3,857	4,181	4,388	4,656	5,040	5,309	5,830	6,000	6,500	6,525	6,708	6,606	21.1%
UCHSC	483	484	477	433	479	495	629	632	669	667	662	710	687	700	2.2%
AIMS	520	476	579	674	651	712	679	753	679	734	716	690	666	716	53.6%
CMC	206	220	215	236	413	344	529	523	520	592	434	504	495	501	37.5%
CNCC		105	100	112	100	112	104	135	128	130	126	130	108	119	8.9%
NJC	323	339	319	281	251	229	235	208	253	218	242	-	_	-	-
LocDist Tot	1,049	1,140	1,213	1,303	1,415	1,397	1,547	1,619	1,580	1,674	1,518	1,324	1,269	1,336	4.3%
State Tot	21,336	22,215	22,911	23,813	25,071	25,433	27,017	28,713	29,121	29,678	29,859	30,330	30,865	31,239	-
Prior year Inc %	-	4.0%	3.0%	3.8%	5.0%	1.4%	5.9%	5.9%	1.4%	1.9%	0.6%	1.6%	1.7%	1.2%	-

\*Table 2 - Percent Certificates and Degrees Granted by Degree Level Awarded in Fiscal Year 1999

Institution	Cert	Vocational AAS	AGS	Academic AA/AS	Bach	Master	First Prof	PhD	FY 1999 Total #'s
CSM	-	-	-	-	68%	25%	-	8%	63
CSU	-	-	-	-	74%	19%	3%	4%	4,98
UCB	-	-	-	-	74%	18%	2%	5%	5,87
ResUniv <i>Tot</i>	-	-	-	-	74%	19%	2%	5%	11,49
ASC	-	-	-	6%	54%	-	41%	-	45
FLC	-	-	-	-	100%	-	-	-	69
MESA	6%	9%	-	7%	78%	0%	-	-	69
METRO	-	-	-	-	100%	-	-	-	2,00
UCCS	-	-	-	-	64%	36%	-	0%	1,170

State Tot	10%	7%	2%	6%	54%	16%	2%	2%	31,239
LocDist Tot	42%	22%	4%	33%	-	-	_	-	1,336
CNCC	19%	29%	10%	42%	-	-	-	-	119
СМС	43%	21%	6%	31%	-	-	-	-	501
AIMS	45%	21%	1%	33%	-	-	-	-	716
UCHSC	-	-	-	-	35%	24%	35%	6%	700
ComCol Tot	37%	30%	11%	22%	-	-	-	-	6,606
TSJC	63%	20%	1%	16%	-	-	-	-	526
RCC	39%	28%	8%	25%	-	-	-	-	696
PPCC	10%	42%	31%	17%	-	-	-	-	828
PCC	30%	47%	10%	14%	-	-	-	-	450
OJC	32%	16%	9%	43%	-	-	-	-	244
NJC	17%	28%	16%	40%	-	-	-	-	324
MCC	48%	23%	1%	28%	-	-	-	-	211
LCC	37%	19%	4%	40%	-	-	-	-	123
FRCC	49%	24%	6%	21%	-	-	-	-	1,468
CCD	49%	30%	12%	10%	-	-	-	-	626
CCA	9%	23%	13%	55%	-	-	-	-	298
ACC	39%	37%	8%	17%	-	-	-	-	812
Univ/Col Tot	0%	1%	-	1%	72%	25%	_	1%	11,102
WSC	-	-	-	-	100%	-	-	-	390
USC	-	-	-	-	91%	9%	-	-	625
UNC	-	-	-	-	69%	28%	-	3	2,417
UCD	-	-	-	-	44%	55%	-	1%	2,645

Table 3 - Percent Degrees Awarded by Race/Ethnicity in FY1999

Degree	Black	Native American	Asian	Hispanic	White	Total*
Doctoral	1.2	0.0	2.2	3.0	67.0	694
1st Prof.	2.1	1.5	7.4	8.3	77.6	527

Note: Totals may not equal 100% due to rounding. \*To view this Table with <u>number of Degrees</u>, rather than Percentages

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Master	1.9	0.6	3.7	3.8	73.8	5,138
Bachelor	2.1	1.4	4.4	7.5	79.4	16,759
AA/AS/AGS	5.2	1.1	2.1	12.4	74.4	2,736
AAS	3.4	1.4	2.3	12.0	77.7	2,325
Cert.	3.0	1.2	2.1	16.7	73.6	3,060
State Total %	2.5	1.2	3.7	8.4	77.0	100%
State Total #'s	773	371	1,148	2,636	24,060	31,239

<sup>\*</sup> Totals include Non-Resident Aliens and Unknown/Unreported Race/Ethnicity

Table 4 - Percent Degrees Awarded by Gender in FY1999

Degree	Male	Female	Total*
Doctoral	64.0	36.0	694
1st Prof.	45.4	54.6	527
Master	45.0	55.0	5,138
Bachelor	44.9	55.1	16,759
AA/AS/AGS	39.6	60.4	2,736
Cert.	43.1	56.9	3,060
State total %	44.1	55.9	31,239

<sup>\*</sup> Totals include Unknown/Unreported Gender

Program Area	Cert	Voc Assoc	Acad Assoc	Bach	Master	First Prof	PhD	Total
Agriculture	96	133	-	305	56	-	20	610
Architec & Design	-	-	-	189	120	-	-	309
Arts & Humanities	60	148	2,736	6,425	820	-	149	10,338
Business & Marktg	639	532	-	2,907	1,027	-	4	5,109
Communication	3	17	-	965	91	-	8	1,084
Computer Science	-	-	-	273	170	-	14	457
Education	-	-	-	37	1,207	-	85	1,329
Engineering/Tech	95	160	-	1,303	693	-	135	2,386
Health Science	1,211	760	-	736	394	389	17	3,507
Home Economics	177	88	-	326	52	-	3	646
Law	43	44	-	-	-	138	-	22
Math	-	-	-	245	68	-	36	349
Natural Resources	-	9	-	1,126	69	-	12	1,216
Public Admin.	382	199	-	327	143	-	11	1,062
Sciences	-	-	-	1,519	228	-	200	

								1,947
Technical Trades	354	235	-	76	-	-	_	
								665
Grand Total	3,060	2,325	2,736	16,759	5,138	527	694	31,239

To see which major areas comprise **Arts & Humanities**, see Table 6.

Table 6 – General Program Areas

General Area Title	CIP * Area	Student Major
Agriculture	01	AGRIBUSINESS / AGRICULTURE
Agriculture	02	AGRICULTURAL SCIENCES
Architecture & Design	04	ARCHITECTURE AND DESIGN
Arts & Humanities **	42	PSYCHOLOGY
Arts & Humanities	24	LIBERAL/GENERAL STUDIES
Arts & Humanities	50	VISUAL AND PERFORMING ARTS
Arts & Humanities	05	AREA AND ETHNIC STUDIES
Arts & Humanities	45	SOCIAL SCIENCES
Arts & Humanities	25	LIBRARY SCIENCES
Arts & Humanities	38	PHILOSOPHY AND RELIGION
Arts & Humanities	23	LETTERS
Arts & Humanities	30	INTERDISCIPLINARY STUDIES
Arts & Humanities	16	FOREIGN LANGUAGES
Business & Marketing	52	BUSINESS AND MANAGEMENT
Business & Marketing	08	MARKETING AND DISTRIBUTION
Business & Marketing	07	BUSINESS (ADMIN. SUPPORT)
Business & Marketing	06	BUSINESS AND MANAGEMENT
Communication	10	COMMUNICATIONS TECHNOLOGIES
Communication	09	COMMUNICATIONS
Computer Science	11	COMPUTER AND INFORMATION SCI.
Education	13	EDUCATION
Engineering/Engr Tech	15	ENGINEERING RELATED TECHN.
Engineering/Engr Tech	14	ENGINEERING
Health Science	17	ALLIED HEALTH
Health Science	18	HEALTH SCIENCES
Health Science	51	HEALTH SCIENCES
Home Economics	20	HOME ECONOMICS - VOCATIONAL
Home Economics	19	HOME ECONOMICS
Law	22	LAW
Math	27	MATHEMATICS
Natural Resources	03	NATURAL RESOURCES
Natural Resources	31	PARKS AND RECREATION
Public Admin.	43	PROTECTIVE SERVICES
Public Admin.	44	PUBLIC AFFAIRS

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Sciences	26	LIFE SCIENCES
Sciences	40	PHYSICAL SCIENCES
Technical Trades	46	CONSTRUCTION TRADES
Technical Trades	47	MECHANICS AND REPAIRERS
Technical Trades	12	CONSUMER / PERSONAL SERVICES
Technical Trades	48	PRECISION PRODUCTION
Technical Trades	49	TRANSPORTATION
Technical Trades	41	SCIENCE TECHNOLOGIES

<sup>\*</sup> Classification of Instructional Programs (CIP) code is a standardized way of classifying student majors.

<sup>\*\*</sup>The most popular general area in fiscal year 1999 was Arts & Humanities, which is comprised of the above highlighted student majors.

I_NAME	Cert	AAS	AA/AS/AGS	BACH	MASTER	1ST PROF	DOCTORAL	State Total
CSM				431	157		49	63
CSU				3,703	952	142	188	4,98
UCB				4,351	1,077	138	307	5,87
Res Univ	0	0	0	8,485	2,186	280	544	11,49
ASC			26	245	187			458
FLC				694				694
MESA	38	65	50	543	1			697
METRO				2,000				2,000
uccs				754	420		2	1,176
UCD				1,164	1,443		38	2,64
UNC				1,674	672		71	2,41
USC				566	59			62
WSC				390				390
Univ/Coll	38	65	76	8,030	2,782	0	111	11,102
ACC	315	299	198					812
CCA	27	68	203					298
CCD	304	189	133					626
FRCC	718	354	396					1,468
LCC	46	23	54					123
мсс	102	48	61					21
NJC	55	89	180					324
OJC	79	39	126					24
PCC	134	210	106					450
PPCC	79	350	399					828
RRCC	271	198	227					696
TSJC	333	106	87					526
Comm Coll	2,463	1,973	2,170	0	0	0	0	6,606

UCHSC				244	170	247	39	700
AIMS	324	149	243					716
СМС	213	103	185					501
CNCC	22	35	62					119
Loc Dist	559	287	490	0	-0	0	0	1,336
Grand Total	3,060	2,325	2,736	16,759	5,138	527	694	31,239

Colorado Commission on Higher Education (CCHE) April 6, 2000 Agenda Item VI, B

TOPIC: CONCEPT PAPERS

PREPARED BY: WILLIAM G. KUEPPER

#### I. SUMMARY

This agenda item presents the concept papers submitted to the Commission during the past month, including:

- 1. B.A.S./B.A.T. Bachelor of Applied Science and Bachelor of Applied Technology at the University of No Colorado.
- 2. Bachelor of Arts in Interdisciplinary Studies at Fort Lewis College.
- 3. Bachelor of Arts in Interdisciplinary/Liberal Arts at Western State College.

This report includes a summary of the issues identified by CCHE staff and a copy of the concept paper. No action required of the Commission at this time, but if the Commission wishes to have additional issues addressed or quanswered in the full proposal, these can be added to those in the staff report.

#### II. Background

Approval by the Commission of a new degree program proposal is a two-stage process. The governing boards sub concept paper to the Commission that provides an opportunity for the Commission to identify potential state issues prior to developing the full proposal. In contrast, the full proposal includes details about curriculum, financing, car construction needs, and other implementation details.

#### **Stage 1: Concept Paper**

Before an institution develops a full proposal, the governing board or its staff shall submit a short concept paper to CCHE that outlines the proposed program goals, the basic design of the program, the market it plans to serve, and reasons why the program is appropriate for the institution and its role and mission. CCHE policy does not require governing board to approve the concept paper.

After the Commission staff reviews the concept paper, a staff member meets with representatives of the governing board to discuss issues and concerns related to the proposed degree. The staff presents the issues that need to be addressed in the full degree program proposal. A concept paper may be submitted by the governing board at any time and may included on any Commission agenda.

#### **Stage 2: Full Degree Proposal**

The full proposal for a new degree program reaches the Commission only after undergoing review by, and receiv approval from, the governing board. The request for new degree approval must include:

- A complete degree program proposal as defined by the governing board policy.
- The institution's responses to the peer review comments.
- Tables of enrollment projections, physical capacity estimates, and projected expense and revenue estimates.
- An analysis by the governing board of the potential quality, capacity, and cost-effectiveness of the proposed degree program.
- The governing board's response to the issues identified in the Commission's review of the concept paper.

In addition, graduate degree programs require review by an external consultant. The Commission staff selects and contacts the external consultant; the governing board staff reviews the list of potential reviewers.

Once the governing board approves a proposal, the Commission staff prepares an analysis of the proposal, an institutional profile giving additional context for the institution's capacity and market demand, and a recommendation based on the statutory criteria.

The Commission only considers degree proposals at its January or June meetings. This provides the Commission opportunity to examine the proposals in the context of statewide need.

Colorado Commission on Higher Education (CCHE) April 6, 2000 Agenda Item VI, B (1)

TOPIC: CONCEPT PAPER: BACHELOR OF APPLIED SCIENCE (BAS) AND

**BACHELOR OF APPLIED TECHNOLOGY (BAT)** 

PREPARED BY: JOANN EVANS/WILLIAM G. KUEPPER

#### I. BACKGROUND

The University of Northern Colorado (UNC) has submitted a concept paper for a Bachelor of Applied Science (BAS) and a Bachelor of Applied Technology (BAT). The two degrees have been developed in conjunction with, and have the support of, the Colorado Community College and Occupational Education System, and Aims Community College. The degrees are described as "transfer only" in that they require a person to have completed an Associ Applied Science (AAS) degree to be admitted to the proposed degree programs at UNC.

The concept paper describes the BAT and BAS as affording a student with an occupational/technical background "the opportunity for more training and advancement in their career by pursuing a bachelor's degree uniquely different from the traditional Bachelor of Arts (BA) or Bachelor of Science (BS)." The programs are designed to add to a student's "marketable occupational skills and competencies" and prepare them "to assume manageria administrative positions."

The proposed degrees would require 60 credits beyond those earned for the AAS degree. Those 60 credits woul consist of 40 credits of applied discipline related core courses, 12 credits of electives within distribution requirements in leadership and management, communication, technology, and planning and evaluation, and 8 credits in practica o an internship.

The Bachelor of Applied Technology initially would have a major in Technical and Resource Management, at Bachelor of Applied Science would have a major in Allied Health. Both degrees would be offered by the Colleg Health and Human Sciences, but include courses from three other UNC colleges--Arts and Sciences, Education Business.

The proposed programs broaden and expand the linkages between four-year institutions and the community colleges. It is planned that the programs would be offered not only on the UNC campus but, also, with the support of ceducation technology, at Community Colleges campuses and other sites.

While no other public institution in Colorado currently offers a BAT or BAS degree, this sort of degree, the conc paper notes, is found in many other states.

#### II. ISSUES TO BE ADDRESSED IN PROPOSAL

After discussions between Commission staff and representatives of the governing board and the institution, it intention of the University of Northern Colorado to prepare and submit a full proposals for a Bachelor of A Technology and a Bachelor of Applied Sciences. It was agreed at that meeting that program duplication is not an issue that needs to be addressed more expansively than done in the concept paper. It was further agreed that I following would be included in the full proposal:

- 1. How the two proposed degrees reflect the university's role and mission, and how UNC is appropriately positioned to be the first public institution in Colorado to offer the BAT and BAS degrees? While the mission University of Northern Colorado would not appear to preclude the offering of these two degrees, why should UNC be the public institution at which these degrees are introduced in this state?
- 2. Specifics on the distinguishing characteristics of the two proposed degrees. How do they differ from the BA or

BS degrees offered at UNC, and how do they differ from one another?

- 3. An elaboration of the general education requirements that would be met by students earning either of thes degrees, and how these requirements contribute to the distinctiveness of the BAS and BAT.
- 4. An assessment of potential student demand for the proposed degrees and how employment opportunities would be enhanced for those holding either of the two degrees.
- 5. How the program will emphasize student-centered learning, the use of technology, and student responsibilearning.
- 6. The resources the university currently has, and would need, to offer these degrees.

#### III. INFORMING THE GOVERNING BOARD

Following this meeting, the Commission shall inform the governing board about the above matters, and any additional issues that the Commission may raise about the proposed Bachelor of Applied Technology (BAT) Bachelor of Applied Science (BAS) degrees at the University of Northern Colorado.

Colorado Commission on Higher Education (CCHE) April 6, 2000 Agenda Item VI, B (2)

TOPIC: CONCEPT PAPER: BACHELOR OF ARTS IN

INTERDISCIPLINARY STUDIES, FORT LEWIS COLLEGE

PREPARED BY: DIANE LINDNER

#### I. BACKGROUND

The staff of the State Board of Agriculture has forwarded a concept paper for an interdisciplinary major at Fort Lew College that responds to the Commission's newly adopted Teacher Education policy reforming teacher education programs. The interdisciplinary program is intended to provide students who are planning a career in education with option of pursuing a broad-based interdisciplinary program of study. Secondly, the interdisciplinary program is intended to provide an academic foundation for students seeking Colorado Early Childhood Teacher Licensure, which include grades 1–6.

Fort Lewis College is a liberal arts school currently approved for fifteen degree programs leading to teacher licensu 1998-99, Fort Lewis College recommended 159 students for teacher licensure making them the seventh largest t preparation institution in the state of Colorado (out of a total of 16).

The proposed interdisciplinary degree is intended to provide a holistic approach to liberal arts education.

#### II. STAFF ANALYSIS

- The proposed interdisciplinary degree is within the institution's pursuit of its role and mission through undergraduate, public, four—year liberal arts college. The liberal arts focus requires general studies, including the fine arts, humanities, social sciences, mathematics and the natural sciences.
- Students will receive education that includes a minimum of 800 hours of field experience as well as training in the sciences, mathematics, social studies and language arts content.
- The institution indicates that the proposed program is designed to fit the K-12 performance-based assessment program by building heavily on content areas.
- The program is designed to be completed within the four-year statutory limit.
- There are existing resources to implement the program; courses for the program will be selected from the existing array of offerings in the English, math, sciences, history, geography and teacher education to provide professional knowledge, student teaching aligned to K-12 content standards.

# III. ITEMS TO BE ADDRESSED IN THE PROPOSAL

After review of the concept paper, staff recommends that the institution and governing board develop the proposal to include much more detail in two areas especially:

- How the curriculum design specifically aligns with the K-12 content, performance-based standards for teacher licensing.
- How the institution proposes to assess and measure that the teacher education candidates have achieved the specified skills in each standards element, emphasizing demonstrations of the competencies of candidates as they work with children in field settings.
- How assessment of candidates is integrated into teacher preparation and the intensity of the experiences of the candidates with children in the field.
- How the overall teacher education program proposes to meet the criterion in SB154 related to institutions of higher education as adopted in CCHE policy in March 2000.
- Adoption of admission criterion.
- Multiple entry points exist for students considering teacher education.
- A screening process identifies successful teacher education candidates.
- A counseling process advising teacher education candidates on the expectations of candidates.

- Curriculum design integrates field experience with content knowledge.
- The program identifies the knowledge, skills or dispositions to be developed in each course and field experience.
- Program design ensuring student teachers have a comprehensive, supervised field experience in a professional
  development school that provides strong role models, continuous feedback and support from both college faculty
  and supervising teachers.
- Design includes comprehensive assessment of candidate's knowledge of subject matter.

Staff recommends that the 2000-2001 program review be conducted under authorization of the recently adopted to education policy in April 2000. This review will be conducted jointly by the CCHE and the State Board of Education. The CCHE and SBE recommendations should be presented at the June meeting of the Commission as it considers new proposals.

#### IV. INFORMING THE GOVERNING BOARD

Following this meeting, the Commission shall inform the governing board about the above matters, and any additional issues that the Commission may raise about the proposed Bachelor of Arts degree in Interdisciplinary Programs.

Colorado Commission on Higher Education (CCHE) April 6, 2000 Agenda Item VI, B (3)

TOPIC: CONCEPT PAPER: BACHELOR OF ARTS IN

INTERDISCIPLINARY/LIBERAL ARTS, WESTERN

STATE COLLEGE

PREPARED BY: DIANE M. LINDNER

#### I. SUMMARY

The Trustees of The State Colleges have forwarded a concept paper for an interdisciplinary major at Western State College that intends to respond to changes in the way that Colorado institutions of higher education prepare tead mandated in the Commission's newly adopted Teacher Education policy. The proposed degree program will prostudents who are planning a career in elementary education with a program that is aligned with the current standards for teacher education and provides depth and breadth not typically present in a single major. In addition to a liberal arts core and teacher preparation coursework, students will have a choice from three areas of emphasis: special e science/math and humanities. The degree will be offered in 120 credit hours.

Western State College is a four-year liberal arts college with approval for eleven degree programs that prepare candidates, all of which are at the undergraduate level. In 1998-99, Western State College recommended 59 students for teacher licensure, thirty of whom were in the Elementary Education program area.

#### II. STAFF ANALYSIS

- The proposed interdisciplinary degree is within the institution's pursuit of its role and mission through public, four-year liberal arts college. The liberal arts focus requires general studies, including the areas of geography, history, political science, chemistry, geology, physics, biology, English, communication, and the arts.
- The program is designed to be extremely broad in the area of liberal arts and includes 48 credit hours of liberal arts, 49 credit hours of elementary education and 18-23 in the program specialty area. The program fits within the four-year requirement, at 120 credit hours.
- The proposed program is intended to be aligned with the Colorado K-12 performance-based assessment program
- The program has written intentions of developing assessment instruments to measure the students' abilities to demonstrate proficiency in the content standards as defined by the State Board of Education
- There are existing resources to implement the program; course offerings for the program are currently offered.

#### III. ITEMS TO BE ADDRESSED IN THE PROPOSAL

After review of the concept paper, staff recommends that the governing board develop the proposal to include much more detail in the curricular area and especially:

- How the curriculum design specifically aligns with the K-12 content, performance-based standards for teacher licensing.
- How the institution proposes to assess and measure that the teacher education candidates have achieved the specified skills in each standards element, emphasizing demonstrations of the competencies of candidates as they work with children in field settings.
- How assessment of candidates is integrated into teacher preparation and the intensity of the experiences of the candidates with children in the field.
- How the curriculum can provide the depth of subject matter important to content while still being a broad, interdisciplinary degree.
- How the overall teacher education program proposes to meet the criterion in SB 154 related to institutions of higher education as adopted in CCHE policy in March 2000.
- Adoption of admission criterion.
- · Multiple enter points exist for students considering toocher education

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- A screening process identifies successful teacher education candidates.
- A counseling process advising teacher education candidates on the expectations of candidates.
- Curriculum design integrates field experience with content knowledge.
- The program identifies the knowledge, skills or dispositions to be developed in each course and field experience.
- Program design ensuring student teachers have a comprehensive, supervised field experience in a professional
  development school that provides strong role models, continuous feedback and support from both college faculty
  and supervising teachers.
- Design includes comprehensive assessment of candidate's knowledge of subject matter.

Staff recommends that the 2000-2001 program review be conducted under authorization of the recently adopted teacher education policy in April 2000. This review will be conducted jointly by the CCHE and the State Board of Education The CCHE and SBE recommendations should be presented at the June meeting of the Commission as it considers degree proposals.

#### IV. INFORMING THE GOVERNING BOARD

Following this meeting, the Commission shall inform the governing board about the above matters, and any additic issues that the Commission may raise about the proposed Bachelor of Arts in Interdisciplinary/Liberal Arts major.

Colorado Commission on Higher Education (CCHE) April 6, 2000 Agenda Item VI, C

TOPIC: CCHE-CAPITAL ASSETS QUARTERLY REPORT

PREPARED BY: JEANNE ADKINS

#### I. **SUMMARY**

The Commission has delegated authority to the executive director, who has subsequently delegated authority to director of policy and planning, to approve program plans, approve waivers and authorize cash-funded proje Commission guidelines and statutory authority.

This written report outlines those projects for which the director of policy and planning has waived the requirement for a program plan in the first quarter of 2000. It also outlines the projects for which spending authority was requinstitutions of the General Assembly and which staff forwarded as approved for that purpose.

#### II. BACKGROUND

Statutes and CCHE policy require that CCHE may waive the requirement for a program plan on capital constru projects, regardless of the source of funding, for projects under \$500,000.

Projects under \$250,000 do not require referral to the General Assembly for inclusion of spending authority within Long Bill fiscal year in which the institution plans to spend the funds as long as those funds are cash and/or federafunds. CCHE approval, however, is necessary before those funds can be encumbered. Generally, institutions submit the significant financial information relating to the project and a conceptual analysis of the proposed scope of work Staff then reviews the proposal and determines whether the information is sufficient to recommend a waiver or whether additional information is needed.

Waivers granted are outlined in Attachment A for the first quarter.

The General Assembly has directed the Commission to review and approve program plans for cash-funded projectined as those projects where institutional funds are used for renovation and/or construction, but which might involve a combination of state capital funds for either construction purposes or maintenance. CCHE also is direct review and approve program plans for externally funded projects where all costs, including maintenance, are cash funds.

All approvals of cash-funded program plans granted in the first quarter of 2000 are included in the report in Attachment A.

Finally, the Commission in 1999, upon the recommendation of the Attorney General's office, redrafted its revie approval policies to conform to the statutory requirement to review higher education leases. Although the Capital Assets subcommittee has discussed a lease review policy, until such a policy is in place, institutions have been requested to submit waiver requests for all leases they seek to renew or modify program plan requests.

Staff is preparing a recommendation on this issue for the subcommittee's review this year.

No formal action is required. The report is submitted for Commission review.

#### Attachments:

A. 1<sup>st</sup> Quarter Report Waivers, Capital Cash-Funded Program Plan Approval.

ct

B. Spreadsheet review of 1<sup>st</sup> Quarter Projects, 2000.

Colorado Commission on Higher Education (CCHE) April 6, 2000 Agenda Item VI, C Attachment A

# Quarterly Report Approved Cash Funded, SB202 Projects, Waivers and Leases December 1999 through March 9, 2000

#### **Cash Funded Projects Approved:**

- Student Residence/Dining Room Renovation, University of Colorado at Boulder, \$56,083,000 (January 20, 2000)
- Auditorium Remodel, University of Colorado Health Sciences Center, \$2,195,296 (December 1, 1999)
- Restoration of Bloedorn Building, Morgan Community College, \$540,797 (February 2, 2000)

#### SB 202 Projects Approved:

- Stadium Lighting, University of Colorado at Boulder, \$850,000 (January 11, 2000)
- Revised Parking Lot Request, Northeastern Junior College, \$230,000 (January 3, 2000)

#### **Program Plan Waivers and Approvals Granted:**

#### **Property Sale and/or Purchase**

- Acquire ½ Acre Surrounded by Pingree Park, Colorado State University, \$10,000 (December 15, 1999)
- Acquisition of Store Property, Mesa State College, \$340,000 (December 16, 1999)
- Purchase of Bennett Property, University of Colorado at Colorado Springs, \$357,000 (January 24, 2000)
- Sale of Space in Tramway Building, Auraria Higher Education Center, sale price \$800,000 with money to go to State General Fund (March 1, 2000)

#### Waiver of Plan-Leases

- Municipal Lease #44 Matrix Assisted Laser Dejorption Mass Spectrometer, Colorado State University, \$212,000 (December 15, 1999)
- Municipal Lease #45 Circular Dichroism Spectrometer, Colorado State University, \$90,712 (December 15, 1999)
- Municipal Lease #46 Digital Instruments Bioscope AFM, Colorado State University, \$120,000 (December 15, 1999)
- Municipal Lease #47 Peripheral Radiology Equipment, \$203,144 (December 15, 1999)
- Municipal Lease #48 Equine Sports Medicine Mobile Unit, \$291,143 (February 10, 2000)
- Transit Center on Campus, Colorado State University, \$0 (January 25, 2000)

#### **Leases Approved:**

- Sublease from Bureau of Land Management for 785 square feet at 2850 Youngfield, Lakewood, Colorado State University, \$11,980 for 1 year with option for second beginning April 1, 2000 (February 28, 2000)
- Equipment Storage at Platteville for 600 square feet at \$1,800 annually beginning February 1, 2000, for a five-year term (January 11, 2000)

Colorado Commission on Higher Education (CCHE) April 6, 2000 Agenda Item VI, C Attachment B

# Colorado Commission on Higher Education Cash Funded and 202 Projects Approved, Waivers and Leases Granted in 2000 for FY 2000-2001

CCHE	Project	Project Type	Institution	Total Project Cost	Funding Sources	Notes
Approved Jan 20-00	Student Residence/Dining Hall Renovation	Cash	University of Colorado - Boulder	\$56,083,000	CFE	
Approved Dec 1-99	Auditorium Remodel	Cash	University of Colorado HSC	\$2,195,296	CF	
Approved Jan 24-00	Purchase of Bennett Property	Waiver	University of Colorado - Colorado Springs	\$357,000	CFE	
Approved Jan 11-00	Stadium Lighting	SB 202	University of Colorado - Boulder	\$850,000	CFE	
			Subtotal CU System	\$59,485,296		
Approved Dec 15-99	Municipal Lease #44- Matrix Assisted Laser Dejorption Mass Spectrometer	Waiver	Colorado State University	\$212,000	CFE	
Approved Dec 15-99	Municipal Lease #45 - Circular Dichroism Spectrometer	Waiver	Colorado State University	\$90,712	CFE	
Approved Dec 15-99	Municipal Lease #46-Digital Instruments Bioscope AFM	Waiver	Colorado State University	\$120,000	CFE	
Approved Dec 15-99	Municipal Lease #47-Peripheral Radiology Equipment	Waiver	Colorado State University	\$203,144	CFE	
Approved Feb 10-00	Municipal Lease #48-Equine Sports Medicine Mobile Unit	Waiver	Colorado State University	\$291,143	CFE	
Approved Dec 15-99	Acquire 1/2 Acre Surrounded by Pingree Park	Waiver	Colorado State University	\$10,000	CFE	
Approved Jan 25-00	Transit Center on Campus	Waiver	Colorado State University	\$0	Fort Collins	
Approved Feb 28-00	Sublease from BLM for Colorado State Forest Service at 2850 Youngfield, Lakewood	Lease	Colorado State University	\$11,980	FF(785 sf)	annual; 1 yr w/option for 2nd, begin 4/00
Approved Jan 11-00	Equipment Storage at Platteville	Lease	Colorado State University	\$1,800	CF(600 sf)	annual; 5 yrs. begin Feb-00

			Subtotal CSU System	\$940,779		
Approved Dec 16-99	Acquisition of Store Property in Grand Junction	Waiver	Mesa State College	\$340,000	CF	\$240,000 purchase; \$100,000 reno.
			Subtotal State Colleges	\$340,000		
Approved March1-00	Sale of Space in Tramway Building	Waiver	Auraria Higher Education Center	\$800,000	CF	all revenues to State General Fund
			Subtotal Auraria	\$800,000		
Approved Feb 02-00	Restoration of Bloedorn Building	Cash	Morgan Community College	\$540,797	CFE	
Approved Jan 3-00	Revised Parking Lot Request	SB 202	Northeastern Junior College	\$230,000	CF	
			Subtotal CCCOES	\$770,797		

Colorado Commission on Higher Education (CCHE) April 6, 2000 Agenda Item VI, D

**TOPIC:** DEGREE PROGRAM NAME CHANGES:

METROPOLITAN STATE COLLEGE OF DENVER

PREPARED BY: SHARON M. SAMSON

#### I. SUMMARY

This agenda item describes the degree program name changes that the Executive Director has approved during t past month.

In November 1997, the Commission adopted a policy requiring Commission approval of name changes that involve substantive changes to the curriculum, a different target population, or expansion of the scope of the degree program. If a request is non-substantive or involves a program merger, the Executive Director approves the requested change.

A. Institution: Metropolitan State College of Denver

Current Program Name: Music Performance (B.A.)

New Name: Music (B.A./B.M.)

Approved by: Trustees of The State Colleges (March 17, 2000)

#### Rationale:

- To align the degree program with other Music programs offered in Colorado.
- To reduce the number of Music degree programs from three to two.
- To focus the curriculum of the Music majors; students will be able to complete the graduation curriculum required for Music without the extra courses required for an IDP degree.

# Scope of Proposed Change:

Merger of degree programs removes Music Performance from low-demand program list.

# Proposed Action by Executive Director:

Approve the name change as requested.

Colorado Commission on Higher Education (CCHE) April 6, 2000 Agenda Item VI, E

TOPIC: REPORT ON OUT-OF-STATE INSTRUCTION

PREPARED BY: TIM GRIEDER

#### I. <u>SUMMARY</u>

The Commission holds statutory responsibility to approve instruction offered out-of-state beyond the seven contiguous states. By action of the Commission in 1986 the Executive Director may act for the Commission to approve or c requests from governing boards for approval of courses and programs to be offered by their institutions. This agend item includes additional instruction that the Executive Director has certified as meeting the criteria for out-of-st delivery. It is sponsored by the Trustees of The State Colleges and the Board of Regents of the University of Colorado.

#### II. <u>BACKGROUND</u>

Prior to 1983, instruction out-of-state was offered at will by Colorado institutions, primarily through the Extende Studies Program, but an Attorney General opinion of July 3, 1980, concluded that there was no authorizing legislatic and out-of-state programs were discontinued. In 1983, the General Assembly enacted legislation that a non-state-funded out-of-state instruction but also required governing board approval. When the instruction is beyond the contiguous states, Commission approval is required as well.

At its meeting of May 2, 1986, the Commission delegated authority to the Executive Director to determine w out-of-state instruction beyond the contiguous states complies with statutory requirements. In June 1986, th Commission received the first notification of out-of-state instruction certified by the Executive Director. Addit approved out-of-state instruction is reported to the Commission as it is received and reviewed.

# III. ACTION

The Executive Director has approved the following out-of-state instruction.

To be delivered by Adams State College:

ED 589, Multicultural Studies/Hawaii delivered in Hawaii May 19-26, 2000; ED 589, Eye Exercises to Make Learning Easy delivered in Hawaii July 12-17, 2000;

ED 589, Simple Self-Healing Techniques delivered in Hawaii March 30-April 9, 2000;

ED 589, *Time to Teach* delivered in Washington February 28, 2000.

To be delivered by Western State College in England, July 15-August 12, 2000:

HIST 397 or HNRS 397, The Historical Landscape of England;

ENG 397 or HNRS 397, The Literary Landscape of England;

COTH 397, ENG 397, or HNRS 397, The Dramatic Landscape of England.

To be delivered by the University of Colorado at Denver:

EDUC 5836, *Employment Consultant Training Program* to be delivered in Utah February 1-3, 2000; in South Dakota February 8-11, 2000; in North Dakota March 7-9, 2000, and in Montana April 25-27, 2000.

EDUC 5836, *Paraeducator Supervision Academy* to be delivered in Japan February 10-11 and February 15-16, 2000; in Korea February 17-18, 2000; and in Germany March 9-10, 2000.

# Appendix A

# **STATUTORY AUTHORITY**

The Commission is given responsibility for approval of out-of-state instruction beyond the contiguous states in  $C.R.S.\ 23-5-116$ .