

CCHE Agenda
February 3, 2000
Denver Public Library
Denver, Colorado
10:00 a.m.

I. Approval of Minutes

II. Reports

- A. Chair's Report – Bracken
- B. Commissioners' Reports
- C. Advisory Committee Reports

III. Consent Items

- A. Colorado Commission on Higher Education Code of Ethics -- Foster (10 minutes)
- B. Follow-Up Report on Newly-Approved Academic Programs -- Samson/Chase-Riley (15 minutes)

IV. Action Items

- A. Colorado Financial Aid Student Expense Budget Parameters for 2000-2001 -- Mullen (10 minutes)

V. Items for Discussion and Possible Action

- A. Teacher Education Policy -- Samson (60 minutes)
- B. CCHE-Technology Advancement Group Program Plan -- Adkins/Hum (10 minutes)
- C. HB 99-1289 Presentation – Foster (15 minutes)

VI. Written Reports for Possible Discussion

- A. Concept Papers: 071
 - (1) Master of Engineering (M.E.) at Colorado State University -- Kuepper
- B. Report of 1998-99 Student Aid Expenditures – O'Connor
- C. Report on Degree Program Approvals and Closures – Chase-Riley
- D. Degree Program Name Changes: Colorado State University – Samson
- E. 1999-2000 Tuition and Fee Report – Mullen
- F. 2000-2001 Commission Meeting Schedule – Foster
- G. Superintendent Teacher Supply and Demand Survey Summary and Superintendent and Principal Fall Discussion Summary – Lindner

Colorado Commission on Higher Education (CCHE)
February 3, 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)
February 3, 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
February 3, 2000
Agenda Item III, A

**TOPIC: COLORADO COMMISSION ON HIGHER EDUCATION
CODE OF ETHICS**

PREPARED BY: TIM FOSTER

I. SUMMARY

The Colorado Commission on Higher Education has expressed a desire to establish ethics guidelines for Commissioners. This policy is established to assure public confidence in the integrity of each Commission member as he or she serves the people of the State of Colorado as a public official with integrity and honesty. The mission of the Colorado Commission on Higher Education is to implement the directives of the General Assembly, and promote and preserve quality, access, accountability, diversity, and efficiency within Colorado public higher education. Colorado public higher education is built on the understanding that both the individual and society benefit from high-quality public and private higher education.

II. BACKGROUND

The Commission has expressed a desire to establish ethics guidelines by which to help each Commissioner reach an ethical decision regarding gifts and benefits.

III. STAFF RECOMMENDATION

That the Commission accept the Commissioner [Code of Ethics Policy](#) to become effective February 3, 2000.

COLORADO COMMISSION ON HIGHER EDUCATION
Commissioner Code of Ethics
POLICY

1. Purpose

Public confidence in the integrity of state government demands that public officials demonstrate the highest ethical standards at all times. Those who serve the people of the State of Colorado as public officials should do so with integrity and honesty, and should discharge their duties in an independent and impartial manner. At the same time, qualified individuals should be encouraged to serve in state government and have reasonable opportunities with all citizens to develop private economic and social interests. This policy strives to accomplish these ends by providing standards by which the conduct of all who serve on the Colorado Commission on Higher Education can be measured.

2. Code of Ethics

All Commissioners of the Colorado Commission on Higher Education:

- a. Shall serve the public with respect, concern, courtesy and responsiveness;
b. Shall demonstrate the highest standards of personal integrity, truthfulness and honesty and shall through personal conduct inspire public confidence and trust in government;
c. Shall not use public office to bestow any preferential benefit on anyone related to the officer, appointee or employee by family, business or social relationship;
d. Shall not disclose or use or allow others to use confidential information acquired by virtue of state employment for private gain;
e. Shall not accept any compensation, gift, payment of expenses or any other thing of value which would influence him or her to depart from the faithful and impartial discharge of his or her duties;
f. Shall not accept any compensation, gift, payment of expenses or any other thing of value as a reward for official action taken;
g. Shall not use state time, property, equipment or supplies for private gain;
h. Shall not knowingly engage in any activity or business which creates a conflict of interest or has an adverse effect on the confidence of the public in the integrity of government.
i. Shall carry out all duties as a public servant by exposing corruption or impropriety in government whenever discovered;
j. Shall support equal access and employment opportunities in state government for all citizens of the State of Colorado.

3. Disclosure

- a. All Commissioners shall submit to the Executive Director of the Colorado Commission on Higher Education within 30 days of appointment, a certificate signed under oath in the form attached as Exhibit A verifying that he or she has read and intends to abide by this Policy.

Adopted by the Colorado Commission
on Higher Education, February 3, 2000

Colorado Commission on Higher Education
Ethics Guidelines

Does a Commissioner need to report the gift?

A Commissioner must report any of the following he or she receives in connection with his or her public service:

- Speaking honoraria, appearance fees, and fees for articles/publications (any amount);
• Gifts of money or cash loans (the value of a loan of money or property is the cost avoided by not borrowing from a source available to the general public) ≥ \$100; non-perishable gifts and loans of real or personal property ≥ \$100;
• Tickets, meals, memberships and other expenses ≥ \$100 including family or guest(s), from any private source that are not reasonably related to your attendance at a community event, meeting or conference, or to your participation in a trade delegation or study visit.

The following need not be reported:

- Tickets, meals, memberships and other expenses from any private source that are reasonably related to a community event— including cultural, educational, civic, political, social and charitable dinners, meetings, conferences, functions and gatherings— where your attendance is not extraordinary given your position on the Commission.
• Public or privately funded travel and related expenses for attending a meeting or conference, or for participating in a trade delegation or study visit;
• Non-money awards publicly presented by an organization in recognition of public service.

*If a Commissioner has any reservations about accepting a gift because it might appear improper or could be construed as a bribe, the gift can be accepted on behalf of the Commission on Higher Education, as appropriate. This means the gift belongs to the State and will remain with the Department of Higher Education after the Commissioner's term expires.

**Ask the question: Would he or she have received this gift if he or she did not hold this position. (Relatives and close friends, for example, would give the gifts whether or not he or she held the position. Therefore, gifts from friends are not received in connection with his or her public service.)

Exhibit A

Certificate of Review and Compliance
Colorado Commission on Higher Education Code of Ethics

I, _____, state under oath that I have read the Colorado Commission on Higher Education Commissioner Code of Ethics Policy of February 3, 2000, and will abide by the Code of Ethics.

Date: _____ Signature: _____

STATE OF COLORADO)
)ss.

CITY AND COUNTY OF DENVER)

Subscribed, sworn to, and acknowledged before me by

_____, this ____ day of _____, _____.

WITNESS MY HAND AND OFFICIAL SEAL.

_____ Notary Public

[SEAL]

_____ Commission expires: _____

Exhibit B

DISCLOSURE OF GIFTS & BENEFITS STATEMENT

Colorado Commission on Higher Education Code of Ethics

All Commissioners shall submit this Statement to the Executive Director of the Colorado Commission on Higher Education.

SIGNATURE: _____

NAME: _____

POSITION: _____

DATE: _____

Must be reported:

- Speaking honoraria, appearance fees, and fees for articles/publications (any amount).
- Gifts of money or cash loans \geq \$100; non-perishable gifts and loans of real or personal property \geq \$100.
- Tickets, meals, memberships and other expenses \geq \$100 including your family or guest(s), from any private source that are not reasonably related to your attendance at a community event, meeting or conference, or to your participation in a trade delegation or study visit.

Need not be reported:

- Tickets, meals, memberships and other expenses from any private source that are reasonably related to a community event – including cultural, educational, civic, political, social and charitable dinners, meetings, conferences, functions and gatherings – where your attendance is not extraordinary given your position on the Commission.
- Public or privately funded travel and related expenses for attending a meeting or conference, or for participating in a trade delegation or study visit.
- Non-money awards publicly presented by an organization in recognition of public service.

ATTACH ADDITIONAL PAGES IF NECESSARY

TOPIC: FOLLOW-UP REPORT ON NEWLY-APPROVED ACADEMIC PROGRAMS

PREPARED BY: SHARON M. SAMSON/PATRICIA CHASE-RILEY

I. SUMMARY

The *February 2000 Follow-Up Report* provides information on all academic degree programs that the Commission has approved within the last five years or that are still operating with provisional status. Enrollment and graduation data are available for those programs that were implemented prior to or during FY 1998-99. The annual follow-up report on newly approved academic programs is one of the Commission's accountability tools. It compares the projected enrollment and graduation numbers originally provided by the proposing institution with their actual enrollment and graduation data. If a degree program meets its projections during its first five years, its approval status moves from provisional to full approval.

In the January 1999 Follow-Up Report, CCHE notified the governing boards of the nine degree programs that scheduled for final review. The staff analysis examines the performance of these programs and concluded that the degree programs met or exceeded the original projections.

- Engineering Systems (M.S., M.E., Ph.D.) at Colorado School of Mines
- Human Performance and Wellness (B.S.) at Mesa State College
- Ethnic Studies (B.A.) at the University of Colorado at Boulder
- Communication (M.A.) at the University of Colorado at Colorado Springs
- Psychology (M.A.) at the University of Colorado at Colorado Springs
- Civil Engineering (Ph.D.) at the University of Colorado at Denver
- Applied Natural Sciences (M.S.) at the University of Southern Colorado

Since there are no outstanding issues associated with the nine degree programs under review, the staff recommends that the Commission vote to move these degree programs to full approval status. If the Commission adopts recommendation, the programs will no longer be included in the follow-up report and the governing boards will be responsible for reviewing the performance of these degrees from this date forward.

Four degree programs were remanded to the governing board for action during the past three years. The governing boards requested the Commission's permission to conduct a full-scale review (CSM), restructure the programs (UNC), or additional time to meet the projections (UCCS). The time has expired for these degree programs. The Commission has the responsibility to consider the approval status of these degree programs and may elect to terminate or give approval based on the performance. CCHE staff will present the reports and recommendations pertaining to the Ph.D. in Environmental Science and Engineering offered by CSM, M.S. in Physics offered by UCCS, Ph.D. in Bio Educational and Ph.D. in Chemical Education offered by UNC for action at the February Commission meeting.

II. BACKGROUND

State law requires the Colorado Commission on Higher Education to approve proposals for new academic degree programs before they are established. In accordance with CCHE policy, the proposing institution provides five enrollment and completion projections. The Commission relies on these projections as an accurate assessment of program demand. As part of its degree approval responsibilities, the Commission monitors the enrollment and graduation performance of recently approved programs. In consultation with the Academic Council, CCHE has recently revised the provisions of the *Policy and Procedures for the Approval of New Academic Programs in State-Supported Institutions of Higher Education in Colorado* as well as the *Review Policy and Procedures for Newly Approved Academic Degree Programs*.

As revised, each policy strengthens the role of governing boards and requires them to assume greater responsibility for program review decisions.

program review decisions.

III. STAFF ANALYSIS

Currently 37 degree programs are in the post-approval review phase. Nine programs were implemented in 1994-95, four in 1995-96, one in 1996-97, seven in 1997-98, 11 in 1998-99, and five in 1999-2000. Four degree programs approved prior to 1993 continue under CCHE review. Since they failed to meet their original projections, the Commission remanded them to their governing boards for a comprehensive review. Enrollment and graduation data are available for the degree programs that were implemented prior to, or during, AY 1998-1999 ([Attachment 1](#)).

The Commission approved nine new academic degree programs during AY 1993-94. The programs admitted the first cohort of students in 1994-95 and therefore, have been operating for five years. According to CCHE policy, these degree programs are subject to Commission review in January 2000.

Engineering Systems (M.S., M.E., and Ph.D.) at Colorado School of Mines

In 1994 CSM proposed three graduate degree programs in Engineering Systems that offer a different approach to engineering. The primary concern was the extent that the degree proposal aligned with CSM's role and mission. The Commission approved these degrees but defined the scope of the degrees to programs that prepare individuals to design, develop, and apply mechanics and structural systems, which focus primarily on problems relevant to the fields of minerals, energy, materials, and the environment." The degree programs met the enrollment and graduation projections. The college delivers the degree programs limiting study to "the areas of energy and power system mechanics and structural systems, and advanced sensing and automation systems."

There are no outstanding staff concerns with the three degree programs.

Human Performance and Wellness (B.A.) at Mesa State College

Mesa proposed a degree program in *Human Performance and Wellness* in 1994 based on student demand for this degree on the western slope. One purpose of this degree is to prepare students to teach physical education. Prior to 1994, students met the licensure requirements under Mesa's *Selected Studies* degree program. The first-year enrollment (57) reflected the number of students that the Physical Education track in Selected Studies attracted. The degree program provided more depth with its dual emphasis on wellness and sport sciences, and subsequently doubled enrollment and graduation numbers, exceeding the initial projections. The degree program exceeds CCHE benchmark for baccalaureate degree programs.

There are no outstanding staff concerns with this program. It is noted that the joint CCHE/CDE 2000-01 review of teacher education programs will examine the performance of the students enrolled in this degree program who are intending to teach.

Communications (M.A.) at the University of Colorado at Colorado Springs

The enrollment and graduation numbers of the Communications M.A. degree program have met the projections during the past five years. The most significant indicator of the demand for this degree is the relatively high graduation numbers, exceeding the projections provided in the degree proposal request. Several faculty members in this department have received national recognition during this period. The strength of the faculty demonstrates the capacity of an institution to offer a graduate degree program.

There are no outstanding staff concerns with this program.

Ethnic Studies (B.A.) at the University of Colorado at Boulder

At the request of the Commission, the Ethnic Studies degree program was included in the follow-up report in 1994. After five years, the degree program's enrollment has increased substantially although with a slight drop in the current year. The number of students who have completed the degree have also risen.

There are no outstanding staff concerns with this program.

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Psychology (M.A.) at the University of Colorado at Colorado Springs

The enrollment and graduation numbers of the Psychology M.A. degree program have met the projections during the past five years. The most significant indicator of the demand for this degree is the relatively high graduation numbers exceeding the projections provided in the degree proposal request. Like Communications, the Psychology faculty members have achieved national status (e.g., appointed to serve on national advisory committees, awarded a Fulbright Grant) during this period. Faculty recognition provides evidence of the institution's capacity to offer a graduate program.

There are no outstanding staff concerns with this program.

Civil Engineering (Ph.D.) at the University of Colorado at Denver

UCD proposed a coordinated degree program in Civil Engineering in 1994. The School of Engineering chose to admit its first cohort of Civil Engineering doctoral students in 1995-96. Despite the fact that only four years of data are available, this degree program has met its projections and exceeded the projection level for programs delivered under the coordinated degree policy. A coordinated degree program is one that is jointly offered by two or more institutions; no institution offers the full curriculum. UCD's Civil Engineering Ph.D. has attracted a significant amount of federal research dollars -- an indicator that the institution has the human resources and research base to provide doctoral education in this field.

There are no outstanding staff concerns with this program.

Applied Natural Science (M.S.) at the University of Southern Colorado

The Commission approved USC's request for an M.A. in Applied Natural Science in 1989. It failed to meet its enrollment and graduation projections. The State Board of Agriculture, after reviewing the performance of this program, chose to suspend admission, strengthen the curriculum and allocate resources to the program. The Commission approved the restructured proposal in 1994. Since that date, the masters' degree has attracted approximately 35 students per year and graduated nine students, double the projected number of students.

There are no outstanding staff concerns with this program.

Future Actions:

Each governing board will receive a letter from the chair of the Commission indicating the status of the degree program at the conclusion of the five-year implementation period. If the data reveal solid performance, the Commission relinquishes its oversight role to the governing board. If the data indicate that the program is not fulfilling its original objectives, the letter will remand the degree program to the governing board for full review and action.

In addition, CCHE informs the governing boards in this annual report about the program status of those approaching the five-year review point. This notification provides an opportunity for governing boards to take appropriate action, if necessary, before the Commission review. The following programs will be in the final year of the follow-up next year:

- Fort Lewis College: Theatre Arts (B.A.)
- University of Colorado at Denver: Engineering (M.E.)
- University of Colorado at Denver: Health and Behavioral Sciences (Ph.D.)
- University of Colorado at Denver: International Business (M.S.)

IV. STAFF RECOMMENDATION

That the Commission adopt the recommendation to move the following degree programs to full approval status.

- Engineering Systems (M.S., M.E., Ph.D.) at Colorado School of Mines
- Human Performance and Wellness (B.S.) at Mesa State College

- Human Performance and Wellness (B.S.) at Mesa State College
- Ethnic Studies (B.A.) at the University of Colorado at Boulder
- Communication (M.A.) at the University of Colorado at Colorado Springs
- Psychology (M.A.) at the University of Colorado at Colorado Springs
- Civil Engineering (Ph.D.) at the University of Colorado at Denver
- Applied Natural Sciences (M.S.) at the University of Southern Colorado

STATUTORY AUTHORITY

23-1-107. Duties and powers of the commission with respect to program approval, review, reduction, and discontinuance. (1) The commission establish criteria or guidelines which define programs and procedures for approval of new academic or vocation program offerings.

23-1-108. The Commission shall prescribe uniform academic reporting policies and procedures to which the gove boards shall adhere.

Certificate and Degree Programs Offered at Colorado Public Colleges

Fiscal Year 1999 - 2000

Inst	Certs	Voc	Acad	Bachelors	Masters	1stProf	PhD	Tot Progs	New *	Del *
ACC	34	28	3	--	--	--	--	65	10	12
AIMS	28	20	3	--	--	--	--	51	20	3
CCA	13	10	3	--	--	--	--	26	9	4
CCD	29	23	3	--	--	--	--	55	16	12
CMC	17	17	3	--	--	--	--	37	9	1
CNCC	6	10	3	--	--	--	--	19	6	-
FRCC	41	28	3	--	--	--	--	72	16	24
LCC	9	4	3	--	--	--	--	16	5	7
MCC	19	8	3	--	--	--	--	30	10	11
NJC	12	12	3	--	--	--	--	27	3	6
OJC	9	5	3	--	--	--	--	17	2	4
PCC	25	30	3	--	--	--	--	58	19	7
PPCC	38	40	3	--	--	--	--	81	22	16
RRCC	29	25	3	--	--	--	--	57	16	7
TSJC	29	22	3	--	--	--	--	54	23	5
ASC	--	--	2	18	6	--	--	26	--	2
CSM	--	--	--	15	23	--	16	54	5	2
CSU	--	--	--	72	61	1	40	174	6	6
FLC	--	--	1	25	--	--	--	26	1	1
MESA	10	11	2	19	1	--	--	43	21	1

**TOPIC: COLORADO FINANCIAL AID STUDENT EXPENSE
BUDGET PARAMETERS FOR 2000-2001**

PREPARED BY: BRIDGET MULLEN

I. SUMMARY

The Commission annually recommends ranges for student living expenses (room and board, transportation, books and supplies, personal, and childcare expenses) for use by postsecondary institutions approved to participate in Colorado student financial assistance programs. The student living expense allowance is important in determining student eligibility for need-based financial assistance. The combination of living expenses and tuition and fees comprises the total cost of attendance from which an expected family contribution (determined by federal formula) is deducted to arrive at a student estimate of financial need. Institutions may use budgets outside the recommended parameters if they are aware that a student faces unusual costs.

The student living expense parameters for 2000-2001 were established by using the results of an extensive Commission survey conducted during 1991. A federal interpretation, in 1992, of requirements in the Federal Higher Education Amendments disallowed institutions to rely solely on general statewide surveys such as CCHE's to establish their individual financial aid budgets. This has prompted CCHE staff to present, in addition to statewide parameters, localized living expenses for areas where Colorado postsecondary institutions exist. These figures are based on the data gathered from the 1991 survey, with subsequent cost-of-living adjustments, and are presented to assist institutions in establishing budgets for their particular population.

The projected Consumer Price Index (CPI) figure of 3.1 percent was used to adjust the 1999-2000 base year figures to arrive at the 2000-2001 student expense parameters. Where necessary, amounts were rounded upwards to the nearest increment.

II. BACKGROUND

Student budget parameters are used by financial aid administrators in determining student eligibility for need-based financial aid. Need-based financial aid (i.e., grants, work-study, and loans) requires a student need analysis. The need analysis is the process of estimating the amount of assistance a student will require, supplementing the resources theoretically available from that student and his or her family. Need analysis has two basic components: (1) the student's cost of attendance which is an estimation of what it will reasonably cost the student to attend a given institution for a given period of time, and (2) an estimation of the ability of the student and his or her immediate family to contribute to the educational cost, commonly called the **expected family contribution**. The expected family contribution (EFC) is obtained by a federally approved formula. The cost of attendance (COA) is a figure determined by institutions. The difference between the COA and the EFC is the amount of eligibility for a need-based student.

CCHE has traditionally provided guidelines and recommendations of statewide cost ranges for institutions to use. A US Department of Education (USDE) interpretation of Section 472 from the Higher Education Act of 1965, as amended, regarding the institutional use of student budgets based on state or national cost-of-living figures, has caused CCHE staff to provide both statewide student budget parameter recommendations and localized budget figures. Section 472 provides that the cost of attendance be calculated "as determined by the institution." The USDE has interpreted "determined by institution" to mean that the institution has both the authority and responsibility to determine reasonable cost elements generally from empirical data, i.e., data based on actual institutional experiences and observations, valid student survey data, housing costs norms from a local realty board, etc. In other words, the USDE expects that institutional determination should be based on modifications of state or national data to allow for local conditions.

The statewide budget survey conducted by CCHE in 1991 has provided the expense base for the recommended reasonable expenses in subsequent years. CCHE has always encouraged institutions to establish average expense allowances (moderate room and board costs, personal expenses, books and supplies, and transportation to and from campus) for their students based on an assessment of costs in the community in which their institution is located.

campus) for their students based on an awareness of costs in the community in which their institution is located.

III. STAFF ANALYSIS

A. CCHE's 2000-2001 Student Living Expenses Recommended Ranges

The Commission's 2000-2001 recommendations are intended to ensure equitable consideration for assistance at all schools. In recognition of the variation of living costs among communities, schools may use budgets outside the recommended parameters if they are aware that their students face unusual costs. Those exceptional expenses, however, are to be reported to CCHE. Costs outside the parameters are not recognized in determining financial need for purposes of allocating student aid funds among institutions.

Institutions will be notified of CCHE's recommended parameters and of the expectation for their use in construction of student expense budgets for 2000-2001. The Colorado Handbook for State-Funded Student Assistance Programs will be updated to reflect the new parameters.

The 2000-2001 monthly living allowances, consistent with federal law and State policy, for room, board, personal expenses, and transportation are:

Table 1: Student Expense Parameters

Students Living with Parents (No Dependents)	Students Living in Institutional Housing (No Dependents)	All Other Students
\$485-\$565/month	Actual cost of room/board plus \$270-\$350/month	\$1,010-\$1,140/month

Local Transportation:

The local transportation portion of the total living costs shown above is approximately \$135 per month. Institutions may choose to individualize their transportation allowance and provide up to 20 cents per mile.

Books and Supplies:

In addition, the recommended range for books and supplies is a yearly allowance of \$535-\$720.

Child Care:

The range is the actual cost of care per child, per month, up to a maximum of \$535 per child per month.

Non-local Transportation:

Institutions may individualize this cost item which is intended to finance two round trips home per year.

Health Insurance/Medical Care:

For institutions that do not have health insurance or medical care funded through student fees, a maximum of \$135 per month is recommended as an addition to the monthly expense allowance.

Computer Allowance:

The cost of attendance regulations in the federal Higher Education Amendments of 1998 provides for a reasonable allowance for the documented rental or purchase of a personal computer. Institutions may include in their student budget for determining eligibility for state financial aid programs an allowance for **documented** rental or purchase of a student

computer.

B. Localized Colorado Living Expense Budgets

To assist institutions in establishing actual budgets, the localized data from the 1991 CCHE Budget Survey is being presented. CCHE, in conjunction with Colorado Student Loan Program staff, have reconfigured the 1991 Survey data location and produced a listing of 16 specific Colorado location categories with corresponding living costs. These figures are presented to assist institutions in establishing budgets for their student population.

The 1991 CCHE survey for the Denver Metropolitan area established student costs as follows:

Table II: Student Budget Base from 1991 CCHE Survey

	Students Living with Parents (Monthly Budget)	All Other Students (Monthly Budget)
Housing	\$122	\$436
Food	\$217	\$209
Transportation	\$23	\$23
Medical	\$9	\$10
Other	\$94	\$108
Total	\$466	\$786

Not included in this calculation is mileage that may be considered in transportation costs. The 1991 survey indicated that students spend between \$95-\$100 per month for transportation only costs. Also **not** included are costs of books and supplies, and costs for child day care.

Considering the Denver Metropolitan area as the base line, (i.e., \$466 and \$786), housing costs for 16 specific Colorado locations were calculated by multiplying the base (\$122 or \$436) by the ratio of average value of residence for the county in question to the average value of residence in Denver. That information was obtained from the 20th Annual Report Department of Local Affairs, Division of Property Taxation. It was assumed that rent costs are an indication of property value. The costs of all other categories were obtained by multiplying the Denver category costs by the ratio of the average wage earned for a particular county to the average wage earned in Denver. The wage data was extracted from the Department of Labor and Employment Labor Market Information Annual Average 1992. The results as originally presented and with adjusted dollar amounts for subsequent years:

To the 2000-2001 costs may be added local transportation costs (\$135 per month) and books and supplies (\$535-\$720).

Table III: 2000-2001 Localized Student Expense Parameters

Location	Students Living with Parents Monthly Budget	All Other Students Monthly Budget

	FY 1992	FY 2000	FY 2001	FY 1992	FY 2000	FY 2001
Denver Metro	\$591	\$606	\$626	\$786	\$990	\$1,023
Alamosa	\$257	\$323	\$334	\$385	\$485	\$501
Boulder	\$490	\$616	\$636	\$872	\$1,098	\$1,134
Colorado Spgs.	\$386	\$485	\$501	\$659	\$829	\$856
Durango	\$337	\$424	\$438	\$623	\$784	\$810
Fort Collins	\$395	\$498	\$514	\$687	\$866	\$895
Glenwood Spgs.	\$350	\$441	\$456	\$625	\$786	\$812
Grand Junction	\$309	\$391	\$404	\$446	\$561	\$580
Greeley	\$352	\$444	\$459	\$568	\$715	\$739
Gunnison	\$296	\$372	\$384	\$527	\$662	\$684
La Junta	\$229	\$288	\$298	\$324	\$407	\$420
Pueblo	\$309	\$391	\$404	\$480	\$603	\$623
Rangley	\$371	\$467	\$482	\$524	\$659	\$681
Sterling	\$269	\$339	\$350	\$405	\$509	\$526
Trinidad	\$225	\$282	\$291	\$296	\$372	\$384

Note: An institution may choose a different methodology other than the one specified above to meet the federal requirement to develop and use localized budget. For example, an institution may wish to use Denver figures as the base line and apply a different adjustment other than the wage data to localize. However, for whatever method used, the institution must document the methodology to support its budgets as reasonable for its location.

IV. STAFF RECOMMENDATION

That the Commission approve the 2000-2001 Student Budget recommendations listed above.

TOPIC: TEACHER EDUCATION POLICY

PREPARED BY: SHARON M. SAMSON

I. SUMMARY

This agenda item introduces a new Teacher Education Policy ([attachment 1](#)). CCHE developed the policy in consultation with the State Board of Education (SBE), governing boards, and institutions. The policy departs from CCHE's former teacher education policy on several points:

- Clarifies CCHE's approval authority for licensure programs.
- Defines a performance-based model and its associated criteria and processes.
- Requires integration of arts and sciences courses, pedagogy courses, and field experiences in a four-year curriculum.
- Establishes a data system that supports a performance-based model, Quality Indicator System (QIS), and CCHE's interests in monitoring the enrollment growth patterns and market demand.

Broad consensus exists on the performance-based model and review processes. Three sections of the proposed policy are still in the development phase: (1) section 3.03 (Definitional terms), (2) Appendix B: Performance Indicators and Measures, and (3) Appendix C: List of Preferred Programs. Issues related to section 3.03 and Appendix C will be resolved by February 15, 2000. The Program Standards and Measures working committee will present its final recommendation Appendix B by the end of February, 2000.

The proposed policy will return for Commission action on March 2, 2000. If the Commission approves the policy in March, it will be effective immediately. In June, the Commission will evaluate any degree proposal that involves licensure authority using the performance-based criteria specified in this policy.

II. BACKGROUND

This section describes the approach CCHE used and the activities that supported the development of the proposed policy.

In May 1999, the Governor signed HB 99-154 into law (C.R.S. 23-1-121). This action initiated a major shift in the way Colorado trains future teachers. C.R.S. 23-1-121 mandates a performance-based model. In such a model, the performance of teacher education candidates and the performance of the institution on pre-defined measures assess the quality of the teacher education learning experience and qualify a program for licensure authority.

To initiate the planning process, CCHE sponsored two statewide meetings. In spring 1999, CCHE invited Dr. William Sanders from the University of Tennessee to present his assessment findings at a teacher education meeting hosted by the University of Northern Colorado (UNC). At the fall faculty-to-faculty conference, the key teacher education issues were further identified and clarified.

To address the market need issue, CCHE met with superintendents, principals, and teaching professionals in several regions of the state to hear their concerns and suggestions for strengthening the quality of existing teacher education programs. A statewide survey supplemented the input from the focus groups. The focus groups identified the need to expand and strengthen the field experience of teacher education candidates. The survey results indicated that projected teacher shortages vary by geographic region and are not isolated to a particular licensure area (e.g., special education). A more detailed description of these two activities is included in agenda item VI-G.

In November 1999, the Governor convened a summit of educational leaders to explore new ways for Colorado to recruit, train, and retain high quality teachers. It was based on the growing consensus among the public and educators that Colorado classrooms do not have a sufficient number of qualified classroom teachers. From the K-12 perspective, Colorado's assessment program (CSAP) is dependent upon the quality of the teacher corps. Without high performing teacher achievement will lag and the schools will not measure up. The central issue from the higher education perspective concerned the most effective way for the Department of Higher Education and the Department of Education (CDE) to

ensure that entry-level teachers are prepared to teach. At the Teacher Education Summit, Dr. William Sanders pre value-added approach as a valid performance measure for assessing the quality of teachers. Based on the response from higher education community, the policy includes this measure as one of the program performance indicators. [Attachment 2](#) briefly describes Dr. Sanders' value-added assessment approach. He currently is assessing student performance in Pueblo 60 School District.

Following the Summit, several working committees formed. A working committee representing all public and private universities offering teacher education programs developed the review process. The *Program Standards and Measures* Committee is developing performance indicators and the authentic performance measures for evaluating new teacher licensure proposals and reviewing existing degree programs. The committee will submit its final recommendations to CCHE on February 27, a week prior to the March Commission meeting. The *Assessment Committee*, chaired by Carol Wilson of the Colorado Partnership, reviewed SBE content standards that every graduate of a licensed program needs to meet and the program performance standards specified in this policy to ensure that the two standards align.

CCHE staff incorporated the recommendations from the Governor's Teacher Education Summit, school superintendents and principals, the various working groups into a single policy. CCHE previewed a preliminary policy that was limited to the goals and criteria with the Academic Council on January 11. CCHE staff introduced the full policy to the vice-presidents, deans of arts and sciences, and deans of education on January 21 (approximately 65 individuals attended the meeting). CCHE staff modified the draft policy to reflect the suggested revisions and clarified those points that were ambiguous. The draft policy is published on CCHE's web site and is open for comments until February 15, 2000.

In addition, the State Attorney General has provided advice regarding the appropriate policy approach to meet the intent of C.R.S. 23-1-121 and facilitate an equitable implementation of the statute. CCHE has worked closely with the Colorado Department of Education during the past seven months. Significant discussion between the two education agencies focused on the PLACE examination and its relevance to a performance-based model.

III. STAFF ANALYSIS

The policy addresses the essential criteria listed in C.R.S. 23-1-121.

A. Clarification of CCHE's approval authority for licensure programs.

Prior to 1999, the SBE granted licensure approval to Schools of Education. Under the new statutory language, CCHE grants licensure approval to programs while CDE confers licensure to graduates of approved programs. This system not only creates a complementary working arrangement between the two education agencies but it ensures that the entire university or college is responsible for the quality of teacher preparation.

B. Definition of a performance-based model.

Performance-based model
is a degree program that is designed to address performance criteria and whose success is evaluated against the criteria. This implies that teacher education programs that fail to meet the performance criteria will not be approved or discontinued. Each curricular element of a performance-based teacher education program is designed to measure the successful performance of the students enrolled in the program.

1. General education core curriculum

The curriculum that provides skills acquisition and broad knowledge across the arts and sciences. Students who complete the general education core curriculum demonstrate proficiency in oral and written communication, mathematics, critical thinking, social sciences, humanities, and science.

2. Academic content/major

The curriculum that provides the content knowledge that aligns with the K-12 content standards. The degree program eligible for entry-level licensure approval include:

- Degree programs in specific fields of study that are aligned with the K-12 content standards.
- Structured interdisciplinary degree programs that are designed to address the K-12 content standards.

3. Professional knowledge

Courses that develop knowledge and skills designed to apply the content knowledge in the classroom, provide instruction in curriculum development and instructional delivery, and link practice to theory.

4. Field-based experience

Experiences designed for students to apply content and professional knowledge in authentic school settings under supervision of teachers and faculty. Field-based training may include a variety of experiences associated with teaching in supervised settings, e.g., observations, assisting licensed teachers in school settings, practica, student teaching and internships or integrate experiences under a partner school model. Student teaching is a field-based experience in which teacher candidates demonstrate their competence to develop curriculum, teach and assess students, and diagnose learning difficulties in a specific classroom setting over an extended period of time independently but under supervision of a lead or master teacher.

Field experiences must account for a minimum of 800 hours in the teacher preparation program, including student teaching and experiences of shorter duration in authentic settings (e.g., mentoring individual students, small group instruction, precollegiate programs).

C. Definition of performance criteria.

The policy specifies performance criteria for evaluating teacher education programs. While many organizations endorse and espouse this approach, no state has adopted performance-based criteria as the state criteria. The proposed teacher education policy will place Colorado in the forefront of teacher education movement.

Tennessee has moved closest to a performance-based system when it used a new K-12 assessment. Specifically, Dr. William Sanders developed a value-added assessment program that measures the gains on student achievement tests. One of the important measures proposed in this policy is the value-added performance of the K-12 students taught by first and third year teachers. It factors out the difference in socioeconomic background of students and focuses on the growth in knowledge of the K-12 students.

The new policy retains two strong elements of the CCHE's Teacher Education Policy adopted in 1997. The policy promoted multiple entry points into teacher education programs, emphasizing the need for articulation agreements between two-year and four-year institutions. Negotiated transfer agreements that specify the general education requirements of teacher preparation program is a required performance measure. The proposed policy strengthens the language pertaining to field-based experiences. Formerly, CCHE strongly endorsed diverse field experiences. Under the statute, an entry-level teacher preparation program must provide at least 800 hours of field experience in a supervised learning environment. The new policy language lists examples of field experiences that include partner schools, mentoring of individual students, student teaching. More significant, the new policy ties performance to field experience. The evidence of a quality program includes demonstration of teaching skills and ability to apply content knowledge in the K-12 school setting. This requirement is dependent upon frequent interaction between the supervising college faculty and the student teachers including constructive feedback prior to final assessment.

D. Definition of approval and review processes.

The policy incorporates the approval process for new degree programs with the approval process for entry-level licensure. The Commission will act on degree proposals seeking licensure approval in January and June. Theoretically, the commission can recommend degree approval for a program but withhold licensure authority. The process acknowledges the integration of arts and sciences with pedagogy. Several institutions are developing new interdisciplinary proposals to address the content needs of the elementary education teacher described by superintendents and national teacher education experts. This transition may necessitate an additional time to approve new programs prior to January 2000. CCHE is polling the governing boards to determine if this is necessary.

Section 6.0 describes three accountability mechanisms and review process: the major review conducted jointly by CCHE and CDE, the five-year program review and the annual performance analysis. The major review will occur between July 2000 and June 30, 2001. Each institution will schedule a review during this period. A team representing the key teacher education constituencies will visit the campus to examine the programs. The team will recommend reauthorization of

education constituencies will visit the campus to examine the programs. The team will recommend reauthorization or licensure approval for programs that document the quality of the teacher candidates and the ability of the program to graduate students in four academic years.

E. Integration of arts and sciences courses, professional knowledge courses, and field experience into a four-year curriculum.

This statutory criterion has necessitated the redesign of teacher education programs, not incremental adjustments, and presents significant challenges to the institutions. The four-year model has generated support from students interested in becoming teachers and school district personnel.

F. A data system that supports a performance-based model, Quality Indicator System (QIS), and CCHE's 1289 interests in monitoring the enrollment growth patterns and market demand.

The institutions are cooperating in coding the programs and reporting the students admitted into entry-level licensure programs. Currently, CCHE's data systems are unable to identify the students that enroll in licensure programs or meet licensure requirements.

One important change in the proposed policy is the absence of language requiring national accreditation. Under the former teacher education policy, the need for external accreditation was critical since CCHE did not specify evaluation measures and was not part of the review process. In contrast, a performance-based model inherently defines the quality and accountability requirements that affect all institutions offering teacher education in Colorado. National Council Accreditation of Teacher Education (NCATE) and Teacher Education Accreditation Council (TEAC), the two national accrediting agencies, are interested in forming a partnership with CCHE to build on the proposed performance model.

In summary, CCHE's policy substantively shifted with the changes in legislation. The new policy evolved from the former policy language that supported partnerships and delegated accountability to national accrediting agencies. The proposed policy specifies performance criteria, develops a data infrastructure that spans K-12, State Board of Education and higher education, and holds each program approved for teacher education licensure accountable for the performance of its graduates in the K-12 classroom. In essence, it is an "enabling" policy.

The proposed policy implies that decisions pertaining to teacher education need to be coordinated between arts and sciences and education. Consequently, the academic vice-presidents at each institution assumed the leadership for the development of programs that intend to prepare new teachers.

Attachment 1

SECTION I

PART P TEACHER EDUCATION POLICY

1.00 Introduction

This policy outlines the criteria and procedures for approving and evaluation performance-based teacher licensure programs in Colorado. The statutory criteria are translated into specific performance measures that new or existing programs must meet to qualify its graduates for state licensure. Institutions of higher education will meet the performance criteria by designi teacher education programs that emphasize strong content area knowledge.

The policy applies to all programs operating in Colorado that prepare classroom teachers. It does not apply to programs prepare school administrators or special service licensure areas (e.g., school nurse, occupational therapist).

2.00 Statutory Authority

By statute, the Colorado Commission on Higher Education has responsibility to define the criteria and guidelines for education academic degree programs. The statute (C.R.S. 23-1-107(1)) reads:

The commission shall review and approve, consistent with the institutional role and mission and statewide educational needs, the proposal for any new program before its establishment in any institution. No institution shall establish a new program without first receiving the approval of the commission. As used in this subsection (1), "new program" includes any new curriculum that would lead to a new vocational or academic degree. T commission shall further define what constitutes an academic or vocational program and shall establish criteria or guidelines that define programs and procedures for approval of new academic or vocational program offerings.

and C.R.S. 23-1-121 which states:

Institutions of higher education must ensure that persons who are preparing to enter the education profession learn to practice their profession in accordance with the principles of standards-based education, as defined in section 22-53-301. It is therefore the intent of the General Assembly that, in consultation with the state board education, the state standards and assessments adoption and implementation council, and appropriate school district boards of education, the commission adopt the necessary policies and procedures to ensure that institutions of higher education include the precepts of standards-based education in the curriculum for persons who are preparing to enter the teaching profession. Such policies and procedures shall not limit the authority of the state board of education to evaluate and approve the programs of teacher preparation offered at Colorado institutions of higher education.

3.00 Goals, Principles, and Terminology

3.01 Policy Goals

3.01.01 The primary goal of CCHE's *Teacher Education Policy* is to design a performance-based model that outlines the design, program evaluation criteria, and performance measures of programs licensed to prepare teachers. To address the policy goal, the policy.

3.01.02 Establishes the requirements for teacher preparation programs, including entry licensure programs and endorsements [23-1-121 (2)].

3.01.03 Specifies the process and protocol for a statewide review of all programs with current licensure approval, beginning July 1, 2000 and concluding June 30, 2001. The licensure of any program that is not reauthorized in this period will terminate.

3.01.04 Requires annual monitoring of the effectiveness of teacher preparation programs [23-1-121 (3)].

3.01.05 Requires a periodic review of teacher education programs (min. at least once every 5 years)

3.01.05 Requires a periodic review of teacher education programs (min. at least once every 5 years).

3.01.06 Implements procedures for collecting and reviewing evaluative data of teacher education programs, including performance on professional tests.

3.01.07 Proposes a process for developing an institutional reward system for faculty and supervising teachers that rewards field base activity.

3.01.08 Specifies a process for collaborating with the governing boards to define the information to be included in the annual report to the education committees of the General Assembly.

3.01.09 Requires an annual report on the performance and quality of teacher education programs to the legislative education committees, beginning January 2002 [22-60.5-116.5].

3.02 Principles

CCHE's *Teacher Education Policy* is based on the following principle

3.02.01 Educator preparation is a shared enterprise among the Colorado Commission on Higher Education, the Colorado State Board of Education, institutions of higher education, and school districts. In this context, the Commission on Higher Education has responsibility for the approval and review of degree programs designed to prepare teachers while the Colorado State Board of Education is authorized to develop the criteria for the content areas that align with the K-12 content standards.

3.02.02 Programs designed to prepare teachers must be capable of responding to rapidly changing needs or requirements for school district positions, e.g.:

- Technology and its role in instructional delivery,
- Ability to communicate with parents and guardians regarding educational progress and student behavior.
- Ability to assess student learning and modify curriculum based on assessment results.
- Classroom management techniques.
- Ability to apply knowledge to the workplace in ways that enhance student learning.

3.02.03 The strength of teacher preparation program is measured by the degree that the arts and sciences, pedagogy and field experiences are integrated.

3.03 Terminology

Approved program refers to the licensure approval of a degree program designed to prepare entry-level teachers that has been reviewed pursuant to provisions of C.R.S. 23-1-121 and determined by the Commission to meet the performance-based standards established by the Commission. At a minimum, requirements for teacher preparation programs shall ensure that each program may be completed within four academic years, is designed on a performance-based model, and includes specific elements such as 800 hours of field experience.

Assessment means the methods used to collect evidence of what a student knows and can do.

Content Standards are the specific statements of what a student should know or be able to do in specified academic areas. The State Board of Education adopted model content standards that define what students enrolled in Colorado's K-12 public schools should know and be able to do at certain threshold points in their schooling—at fourth grade, at eighth grade and as they approach graduation from high school—in order to be considered proficient in subject content areas. All students in a teacher education program will be tested on their knowledge and ability to teach the content that applies to the teaching level or area.

Content standards for licensure are the standards defined and adopted by the State Board of Education. They define the skills and abilities a teacher applicant must demonstrate prior to licensure, including [cite sections from CDE Rules and Regs].

Degree program, as defined in statute, means a CCHE-approved program of study with a defined curriculum that leads to a formal diploma

as defined in statute, means a CCHE approved program of study with a defined curriculum that leads to a formal diploma. For non-public institutions, a degree program means an institution-approved program of study with a defined curriculum leads to a formal diploma.

Endorsement

is the designation on a license or an authorization to teach a specific grade or developmental level (e.g., elementary), subject area (e.g., language arts), or special service area (e.g., bilingual).

Entry-level licensure programs include baccalaureate degrees, post-baccalaureate programs, and teacher-in-residence programs. Under C.R.S. 23-1-121 CCHE will specifically approve entry-level programs for licensure.

Licensure

may refer to the licensure of teacher candidates to teach in Colorado public schools or the licensure approval of programs that prepare candidates to teach.

The State Board of Education is the agency authorized to license teacher education candidates, including provisional license for entry level educators, professional license for experienced educators, and master certification for highly accomplished educators. Provisional licenses are issued to persons who hold bachelors' degrees, have completed a degree program that is approved for licensure or an alternative licensure program, and have demonstrated professional competencies as specified by the Colorado State Board of Education.

The Colorado Commission of Higher Education is the agency authorized to license programs to prepare teacher education candidates.

Partner

School

refers to a K-12 school at which a professional community of higher education faculty and master teachers jointly prepare future teachers. Classes, practica, and activities occur on-site. In a partner school relationship, the higher education faculty are resident a significant portion of each week, classroom teachers model best practices, and prospective teacher candidates fully participate in the teaching/learning environment over an extended period of time (i.e., minimum of one year but may extend through all four years of the approved program).

Masters' Teacher Education programs are designed to extend the knowledge of teachers who hold provisional licensure. Graduate level programs are designed to provide a program of study that prepares students to attain the advanced knowledge and skills to meet the requirements of a Master Teacher or expand content knowledge to qualify for an additional endorsement area. Appendix B lists the institutions that have statutory authority to offer graduate degree programs in the field of education.

Performance-based

model

is a degree program that is designed to address performance criteria and whose success is evaluated against the criteria. It implies that teacher education programs that fail to meet the performance criteria will not be approved or discontinued.

Each curricular element of a performance-based teacher education program is designed to measure the successful performance of the students enrolled in the program. Sections 4.02 – 4.08 of this policy specify the performance measures that apply to each component.

1) General education core curriculum

The curriculum that provides skills acquisition and broad knowledge across the arts and sciences. Students who complete the general education core curriculum demonstrate proficiency in oral and written communication, mathematics, critical thinking, social sciences, humanities, and science.

2) Academic content/major:

The curriculum that provides the content knowledge that aligns with the K-12 content standards. The degree programs eligible for entry-level licensure approval include:

- Degree programs in specific fields of study that are aligned with the K-12 content standards. Appendix A lists the preferred degree programs that CCHE and SBE recognize as aligned with K-12 content areas.
- Structured interdisciplinary degree programs that are designed to address the content standards

- structured interdisciplinary degree programs that are designed to address the content standards.

3) Professional knowledge

Courses that develop knowledge and skills designed to apply the content knowledge in the classroom, provide instruction in curriculum development and instructional delivery, and link practice to theory.

4) Field-based experience

Experiences designed for students to apply content and professional knowledge in authentic school settings under the supervision of teachers and faculty. Field-based training may include a variety of experiences associated with teaching in supervised settings, e.g., classroom observations, assisting licensed teachers in school settings, practica, student teaching and internships or integrate all experiences under a partner school model. Student teaching is a field-based experience in which teacher candidates demonstrate their competence to develop curriculum, teach and assess students, and diagnose learning difficulties in a specific classroom setting over an extended period of time independently but under supervision of a lead or master teacher.

Field experiences must account for a minimum of 800 hours in the teacher preparation program, including student teaching and experiences of shorter duration in authentic settings (e.g., mentoring individual students, small group instruction, precollegiate programs).

Post Baccalaureate Teacher Education Program
is designed to supplement the academic background of students who have completed an undergraduate degree program Bachelor of Arts (BA) or Bachelor of Science (BS). This program is intended for people who decide upon a teaching career after college graduation or those interested in changing careers. In most cases, post-baccalaureate credits apply toward graduate degree graduation requirements (e.g., Masters' degree).

Quality Indicator System
refers to CCHE's accountability policy that measures and rewards institutions for performance on specified indicators.

4.00 Criteria for a Performance Based Teacher Education Program

4.01 Beginning July 1, 2000, Colorado teacher preparation programs that are approved for entry-level licensure shall meet the content standards and performance standards specified in statute. The statutory performance criteria are further described in 4.02 through 4.08.

4.01.01 New proposals will be evaluated on the evidence supporting a performance-based model and the ability of graduates to complete the degree and licensure requirements within four academic years.

4.01.02 Programs that are currently licensed will be redesigned and evaluated against the same criteria as new proposals.

4.02 Each program will demonstrate that it has a comprehensive admissions system including screening and counseling students interested in teaching. The evidence includes but is not limited to evidence documenting that the student has mastered the basic skills (e.g., ACT score of 20 or above on English and math tests, successful completion of remedial courses, B or better in College composition and college math).

4.03 Each program will demonstrate that it has an on-going screening and counseling of teacher candidates by practicing teachers or faculty members. Evidence the advising policies, assessment points designed within the degree program involvement of both arts and science and education faculty in the advising or counseling practices.

4.04 Each program will demonstrate that its course work and field-based training integrates theory and practice and educates teacher candidates in methodologies, practices, and procedures of teaching standards-based education, specifically in teaching to the state model content standards.

4.05 The curriculum of each program will ensure that teacher education candidates complete a minimum of 800 hours supervised field based experience that relates to predetermined learning standards. The proposal will specify the specific learning standards of the field-based experience (e.g., classroom management, the use of technology in the classroom, ability to assess and communicate academic progress to parents).

4.06 Each program will document the demonstrated performance of its graduates. This measure includes the placement rates, induction needs, first-year teaching survey data, and value-added analysis of performance of K-12 students of first & third year teachers.

4.07 Each program will provide ongoing, comprehensive assessment including evaluation of each teacher candidate's subject matter and professional knowledge and ability to demonstrate skill in applying the professional knowledge base. This measure includes but is not limited to the performance of its students on PLACE Examinations or equivalent content recognized by the CCHE.

5.00 Approval Process for New Degree Programs and Licensure

5.01 CCHE will follow its existing program approval process, considering new proposals in January and June each year.

5.02 Proposals that are seeking licensure approval will undergo a peer review process but the peer review of the content will be conducted by the State Board of Education.

5.03 If the State Board of Education recommends that the content portion of the degree is aligned with the K-12 model content standards and the performance standards adopted in March 2000, CCHE shall review the proposal using the performance based criteria specified in Section 4 of this policy.

5.04 If the State Board of Education decides that the content does not meet the standards, CCHE will disapprove the licensure request.

6.00 Review Processes for Approved Licensure Programs

6.01 Licensure authority of all programs with current licensure approval that is not reauthorized between July 1, 2000, concluding June 30, 2001 will expire. CCHE in collaboration with the Colorado Department of Education will review the teacher education programs for each program that an institution requests licensure renewal.

6.01.01 Process

The process for existing programs with current licensure approval will be accomplished through preliminary review conducted by an outside auditor and joint reviews of the State Board of Education (SBE) and the CCHE.

6.01.01.01 An early review will be negotiated by the CCHE with an outside auditor to be completed in March 2000 to assess strengths and deficiencies of teacher education programs as they relate to the performance standards. This review will also include recommendations for ways the state can assist or accelerate the transition from the current model performance-based model.

6.01.01.02 Each institution will tentatively schedule the week that it wishes to be reviewed by July 15, 2000. CCHE will coordinate the review schedule and post it on the web by July 31, 2000, including scheduling any institution that has identified the preferred review dates.

6.01.01.03 Each institution will confirm the final review dates 60 days prior to the scheduled review, including the licensure areas and associated degree programs that the institution is requesting reauthorization. The licensure authority of any program that is not listed will automatically sunset without further action. The institution will inform all students currently enrolled in the program regarding its status.

6.01.01.04 The review team will provide an institution with a summary of initial findings. An institution may submit a rejoinder to address the findings or if necessary, request a second review to address the findings of the joint review panel and provide supplemental information.

6.01.01.05 CCHE will prepare a recommendation using the findings of the joint review team and share this recommendation 60 days before the June 1, 2001 Commission meeting.

6.01.01.06 At the June 2001 meeting, the Commission will vote on the staff recommendation. Licensure approval requires seven affirmative Commission votes. A governing board may appeal the staff recommendations to the Commission on Higher Education at the June 2001 Commission meeting. However, the Commission's action is binding.

6.01.01.07 If a program does not meet the criteria stated in SB 99-154 and CCHE policy, the Commission may vote to put the program on a one-year probation or deny the program. A probationary program may not admit students and may not admit students who will not graduate in four years to other programs.

6.01.01.08 If an institution is denied approval for a program in June 2001, the dissolution of licensure authority immediately. This means that the students who are currently admitted into a teacher education program and enrolled may graduate and meet the licensure standards in effect when they were admitted. The institution may not admit or enroll new students effective July 1, 2001.

6.01.02 Protocol

6.01.02.01 CCHE will conduct a preliminary review of existing programs using an external consultant to identify areas that necessitate special attention during the transition to a performance-based system.

6.01.02.02 CCHE will conduct an on-site review at which all programs that are seeking licensure approval will be evaluated against the performance criteria defined in this policy. Appendix B provides a detailed list of performance indicators and measures.

6.01.02.03 Each review team will include the designated CCHE and CDE representatives. In addition, the review team will have at least three other members who represent the key teacher education constituents, including school district representatives, institutions of higher education, parent representatives, student teacher candidate representative, and experts in performance-based teaching, and professional schools.

6.01.02.04 Materials for the site visits and other material required will be requested 30 days prior to the scheduled site visit.

6.01.02.05 Institutions of higher education may request a site review at any time beginning July 1, 2000. If an institution has not requested a site visit by December 2000, the CCHE will schedule the review and notify the institution.

6.01.02.06 CCHE will develop the protocol for the site review teams with the State Board of Education and the institutions of higher education. The protocol for the site visits will be based on recommendations of the Measurement and Assessment Committee.

6.02 Five-Year Review Cycle.

6.02.01 To address the policy goal of continuous improvement of teacher preparation programs, each program approved for licensure, CCHE policy requires that each approved program undergo a periodic review.

6.02.02 The statute specifies that an institution review each degree program at least once every seven years and review programs approved for teacher licensure at least once every five years.

6.03 Process for developing an institutional reward system.

CCHE will convene a working group to explore ways to incorporate developing a system that recognizes the level of involvement of faculty in field-based activity. The committee will present the recommendations to the Commission on or before September 2001.

7.00 Data Reporting and Accountability

7.01

CCHE in consultation with the governing boards will define the necessary data elements to monitor and evaluate performance standards defined in statute and CCHE policy. To meet state and federal reporting dates, the mandatory collecting evaluative data pertaining to teacher education programs, including performance on professional tests, is July 2000. Institutions are encouraged to provide data for 1999 – 2000 if possible on student enrollment.

7.02 CCHE will collaborate with the governing boards to specify the information and the approach for conducting evaluation of teacher education programs that will be provided in the annual report to the education committees of the General Assembly.

7.03 Beginning January 2002, CCHE will submit an annual report on the performance, quality, and effectiveness of teacher education programs to the Senate and House of Representatives education committees.

7.04

CCHE and CDE will develop a memorandum of understanding that facilitates data sharing among the agencies regarding the key performance indicators, including but not limited to district placement of graduates and CSAP scores of students first-year teachers. The sharing of data among state agencies for educational purposes is supported in state law and will conform to state and federal privacy laws (i.e., release of information in summary form only).

Appendix A. PREFERRED DEGREE PROGRAMS for CLASSROOM TEACHERS

DEGREE PROGRAMS THAT ARE ALIGNED WITH COLORADO
K-12 CONTENT STANDARDS

LICENSURE AREA	DEGREE PROGRAMS
Early Childhood	Human Development Liberal Arts English/Linguistics
Elementary Education	Liberal Arts/Interdisciplinary English Math History Geography Social Sciences Biology, Chemistry, Environmental Science
Middle School	Liberal Arts/Interdisciplinary English Math History Geography Social Sciences Applied Natural Sciences, Biology, Chemistry, Environmental Science, Geology, Physics
Secondary	Liberal Arts/Interdisciplinary English Math History Geography Applied Natural Sciences, Biology, Chemistry, Environmental Science, Astronomy, Geology, Physics
Art K-12	Art
Bilingual	English Spanish

Foreign Language	Modern Languages Spanish French German Japanese
Music K-12	Music Education
Physical Education K –12	Kinesiology, Human Performance, Exercise & Sports Science
Special Education	Special Education (Education Comm. recognized that this degree may be a 5-year baccalaureate) English/Linguistics Liberal Arts/Interdisciplinary
Speech	Speech
Theatre	Theatre, Performing Arts

The source of this list is the input from Colorado superintendents and principals. If a degree program is not listed for a particular licensure level, it is because the degree's content does not directly relate to the content taught in a K-12 classroom or the scope is too narrow.

Omissions from this list are intentional, notably Black Studies, Hispanic Studies, Women's Studies, and Psychology.

CCHE will not consider a student-constructed degree for teacher licensure; CCHE's long-standing policy has been to consider such degrees ineligible for teacher preparation.

The list of eligible degree programs is still under discussion. Additions and deletions may be proposed until February 15, 2000. Please supply supporting evidence including the performance on the content portion of the PLACE exam to support any additions. CCHE will collaborate with SBE regarding additional requests.

Appendix B.

PROGRAM PERFORMANCE INDICATOR	MEASURES
Admission System	<p>Mastery of basic skills by entering students, demonstrated by one or more of the following:</p> <ul style="list-style-type: none"> ● ACT score of 20 or above. ● Ability to pass placement tests in math and English. ● Successful completion of basic skills course. <p>Existence of signed transfer agreements between Colorado community colleges and the four-year college that identify required general education courses and enable students to transfer into the university with junior standing.</p>

Curriculum Design and Content	<p>Recommended general education requirements that prepare teacher candidates with the essential knowledge and skills to function in any classroom.</p> <p>Percent of students who completed degree program in 4 academic years and curriculum design.</p> <p>Scores of students on college sophomore exam or PLACE Liberal Arts test.</p>
Teaching, Assessment, and Diagnosis Skills of College Faculty	<ul style="list-style-type: none"> • FTE faculty members assigned to the institution's initial teacher preparation program. • Total hours spent in K-12 school settings by faculty members. • Average number of hours per year spent in K-12 settings per FTE faculty member assigned to the initial teacher preparation program.
Student Retention and Academic Progress	Retention rates of students admitted into teacher education preparation programs
Student Achievement	PLACE scores on content test for students enrolled in program for most recent 3 years.
Student Support & Guidance	Data system that provides the capacity to monitor academic progress and deficiencies.
Ability to use technology demonstrated by students in student teaching assignments.	Criteria for evaluating student teaching experience.
Strong field based experiences	Criteria for selecting cooperating teachers and list of co-operating teachers that meet criteria that will be assigned to teacher Ed candidates

[The chart above is essentially a placeholder. It will be overlaid by stronger performance measures under development by the working committee.]

Appendix C: ROLE AND MISSION OF PUBLIC FOUR-YEAR COLLEGES AND UNIVESITIES

Masters' programs are restricted to certain institutions, including **Adams State College, Colorado State University, the University of Colorado at Boulder, University of Colorado at Colorado Springs, University of Colorado at Denver** and the **University of Northern Colorado**.

Doctoral programs in teacher education are restricted to certain institutions, including **Colorado State University, the University of Colorado at Boulder, University of Colorado at Denver** and the **University of Northern Colorado**.

The **University of Northern Colorado** has a statutory role as the primary institution for teacher education, with responsibility for statewide delivery of instruction.

Academic growth: Study casts new light on District 60 test scores
By PETER STRESCINO
The Pueblo Chieftain

School District 60 students made some significant gains in academic growth scores measured during the past three school years, except in the middle-school area, according to research by a renowned statistician.

The district hired William Sanders, a University of Tennessee mathematician, who has developed the "value-added" method to chart student growth and teacher effectiveness.

Terra Nova test scores were used by Sanders to measure student growth against a national average. In composite analysis, using reading, math and language arts testing for the 1997-98 and 1998-99 school years, District 60 students showed growth in every grade analyzed (fourth through 10th), and exceeded the national average 11 of the 14 reported years (two years times seven grades).

Fourth-graders posted the biggest composite gains over testing they completed in their third-grade year, the study said. The 1997-98 fourth-grade class gained an average 29.9, percent and the 1998-99 gained 21.7. The national growth average for those years was 18 percent.

Value-added results measure growth. They are not raw test results. The method simply measures growth from one period to the next. The smallest composite growth occurred in a predictable place, the sixth grade. District sixth-graders, fresh from the elementary-school experience, grew about 5 percent each year in composite results, against the national average of 9 percent growth.

"The sixth grade declined in academic achievement (in reading). We see it as a gap in professional development," said interim Superintendent Joyce Bales. "We have to find out where the children are (academically) when they leave fifth grade, and what the expectations are as they enter sixth grade." Bales said that children during that time are entering an entirely new part of their lives academically, physically and psychologically. "The children enter a whole new climate in middle school," she continued. "Elementary school is more nurturing, students stay with the same teacher most of the day and the middle schools are bigger, the work harder and they are changing classes more."

Bales said part of the answer may be improved dialogue between fifth-grade teachers and sixth-grade teachers about the strengths and weaknesses of students.

School board President Jack Rink said the Sanders' numbers confirmed what has been going on in the district, improvement at the lower grades and "real problems" at the middle- and high-school levels. "The improvement

shows we're doing the right things, and in some places show big improvement," he said. "But I'm concerned about the kids in the higher grades who have not had the benefit of some of the recent innovations. "The question remains, how can we make some immediate improvements in middle school, high school and in particular at the alternative schools."

Elementary schools

All the results listed below are from 1998-99 school-year testing.) Bessemer Elementary led the way in reading gains, in fourth-grade testing (improvement from third to fourth), with an average 50.4 percent growth, measured against the national reading growth average of 14 percent. Haaff and Beulah Heights students gained more than 30 percent during that time, and only two district elementary schools, Baca (9.9 percent) and South Park (2 percent) grew less than the national average.

Bessemer also led in recorded growth from fourth- to fifth-grades, with a 56.6 percent growth rate in reading against the national average of 10 percent. Columbian Elementary recorded a 44 percent growth for its fifth-grade testers. Ten schools fell below the national average, and Heritage Elementary fifth graders of last year showed no growth at all, posting a 1.3 percent decline.

In math testing of last school year's fourth-grade classes, Bradford Elementary led the way, with a 44.7 percent improvement, measured against a national growth for that grade of 22 percent improvement. Bessemer was next, with a 43.6 percent improvement, and Park View also improved more than 30 percent (31.7). Six district elementary schools fell below the national average growth, but none actually declined.

Columbian fifth-graders showed the most growth in math, improving more than 51 percent from their fourth-grade test scores. Bessemer (38.2 percent), Park View and Irving also improved more than 30 percent. The national average improvement was 18 percent. Nine district elementaries improved below the average, but none declined.

Middle schools

Corwin Middle School, which this year implemented the Lindamood-Bell reading program, saw the largest sixth-grade reading growth last year, at 5.1 percent, just above the 5 percent national average increase for that grade. All of the other district middle schools fell below that standard, with Freed (-1.9 percent), Heaton (-3), Risley (-5.5) and Roncalli (-5.9) declining, according to Sanders' report.

However, last year's seventh graders at Roncalli showed 16.4 percent growth from their sixth-grade reading abilities. Corwin seventh-graders (11.7 percent growth) joined them as the only seventh grades above the national average of 10 percent improvement. Risley seventh-graders declined 5.5 percent from their sixth-grade reading scores.

In eighth-grade reading improvement, Corwin (11.4 percent) and Roncalli (9.4) again were the only schools to gain above the national (9 percent) improvement average, although all eighth-grade classes did show growth.

Risley sixth-graders made dramatic improvement over their fifth-grade math scores, growing 35 percent in that area, way above the 15 percent national improvement rate for sixth-graders. All other city sixth-grades

failed to reach a 15 percent improvement, but all did improve their math testing scores.

Seventh-grade math testing results rose at least 11 percent last year, and Freed (25.7 percent), Corwin (19.2), Heaton (15.5), Risley (15.5) improved above the national 13 percent growth level.

In eighth-grade improvement, Heaton (19.9 percent growth), Pitts (17.1), Roncalli (15.6) and Corwin (15.2) exceeded the national 14 percent growth rate. Risley and Freed eighth-graders improved, but not to that level.

High schools

Centennial High School freshmen improved their reading scores 12.1 percent, more than six times the national average increase of 2 percent. South (10.8 percent improvement), East (7) and Central (5.5) all improved more than the national benchmark.

Central sophomores improved their Terra Nova reading scores by 26.1 percent, almost three times the national average of 9 percent. South (13.8 percent improvement), East (12.8) and Centennial (12.1) sophomores also improved more than the national average.

It was much the same in ninth-grade math. All the high schools improved more than the norm of 9 percent. Centennial freshmen led the way with a 22.8 percent improvement in math. Central (16.6), South (16.1) and East (13.8) also improved more than that mark.

Central sophomores displayed 23.6 percent growth in their Terra Nova tests, almost four times the average national gain of 8 percent. South (21.1 percent gain), Centennial (16.1) and East (13.4) also topped the mark.

The growth information for individual schools and students will be available at the schools, Bales said. She said the Sanders' method will be used as a pilot program in other Colorado school districts. It can be used to measure teacher effectiveness better than most tools developed, she said. "We will use it for professional development," Bales said. She said she wanted to allay fears that it will be used for punitive purposes for teachers deemed ineffective by the measurement. "Some teachers are scared of it," she said. "But we will maintain confidentiality of children and teachers. It is a tool to help us improve." The work by Sanders cost the district about \$25,000, a district spokeswoman said.

Colorado Commission on Higher Education
February 3, 2000
Agenda Item V, B

TOPIC: CCHE-TECHNOLOGY ADVANCEMENT GROUP PROGRAM PLAN

PREPARED BY: JEANNE ADKINS AND RICK HUM

I. SUMMARY

The CCHE-Technology Advancement Group (TAG) staff has drafted a Program Plan for the Advanced Technol Program (included as [Attachment 2](#)). The Program Plan incorporated the guidance in the enabling legis recommendations from the state performance audit, direction from the administration, and concerns expressed by the Joint Budget Committee and other members of the General Assembly.

In formulating an action plan for the TAG programs for the future, an advisory Committee, The Science and Technology Advisory Committee, has been formed under the chairmanship of Commissioner Dean Quamme. The committee met for its initial meeting January 14. Committee members received a copy of the draft Program Plan meeting, and intend to discuss it for a recommendation to the commission at the February 3 advisory committee meeting.

II. BACKGROUND

The Colorado Advanced Technology Institute (CATI) program was transferred to CCHE on July 1, 1999, as a result of the passage of HB99-1359. This legislation provides general direction for the Advanced Technology Program now called CCHE-Technology Advancement Group (CCHE-TAG). A Performance Audit was underway of the CATI program at the time the legislature incorporated it into CCHE. The audit was completed in September 1999 of the Advanced Technology Program and included nine recommendations concerning the direction and administration program.

The Science and Technology Committee has been created to provide direction for the CCHE-TAG program and to make recommendations to CCHE concerning long-term funding and programmatic issues affecting TAG. The Science and Technology Committee (membership is included as [Attachment 1](#)) met for the first time on January 14, 2000. The committee will meet again on February 3, 2000, at 1 p.m. The primary topic of the second meeting will be "How measure the success of the CCHE-TAG programs."

The enabling legislation requires that the program be developed in conjunction with institutions of higher education and the Office of Innovation and Technology. After the advisory committee has completed its review, the plan will be forwarded to the institutions and the Office of Innovation and Technology.

Other issues, including the long-term funding resources for the programs, will be discussed at future meetings. Once recommendations are completed they will be forwarded to the commission for review and action.

III. STAFF RECOMMENDATION

No formal action is requested at this time. The draft Program Plan is provided to the commission for any comments or questions before it is forwarded to the institutions, the Office of Innovation and Technology and the Office of Economic Development for their input. This item will be brought back to the Commission for action in March or April.

Attachments: 1. [Science and Technology Committee Membership](#)
2. [Draft Program Plan](#)

CCHE – TAG Science and Technology Committee Membership

Dean Quamme	MACTEC Environmental Restoration Services, LLC. Past member of the CATI commission. Current member of the Colorado Commission on Higher Education.
Merc Mecure	Ph.D., CEO, CMD Optics. Founder of Ball Aerospace, very active in the Photonics industry in the state. Former CATI Commissioner. Currently serves on the Colorado Advanced Photonics Technology Center Board.
Jerry Donahue	President, Boulder Technology Incubator. Currently serves on the OIT Science and Technology Committee.
Lynn Taussig	M.D., President and CEO of National Jewish Medical Research Center. Former CATI Commissioner. He currently serves on the CVC Board. Is a member of the OIT Science and Technology Committee.
Rick Ambrose	Vice President, Space Systems, Raytheon Systems and Director of Colorado Operations. Former CATI Commissioner – on most recent commission. He has designated Mary Petryszyn as a participant in his absence.
Representative Ron May	Colorado Springs legislator who has headed several IT Committees and is interested in technology issues.
Representative Bill Swenson	Longmont legislator who served on CATI Commission and has long-term interest in technology/technology transfer issues.

Colorado Commission on Higher Education

Technology Advancement Group

Draft

Program Plan

Draft of October 25, 1999

Mission

To establish Colorado as the acknowledged world leader in selected technologies so as to be the location of preference for conduct of education, research, product development, and manufacturing in these technologies.

Statutory Direction

The Colorado Commission on Higher Education – Technology Advancement Group (CCHE-TAG) is authorized by Colorado Revised Statute § 23-1-106.5 and § 23-1-106.6 as follows:

23-1-106.5. Duties and powers of the commission with regard to advanced technology.

- (1) The commission, in consultation with the governing boards of institutions of higher education and the office innovation and technology created in the office of the governor, shall:
 - (a) Establish priorities for the distribution of equipment and moneys available to the institutions of higher education according to its assessment of the long-range goals and capabilities of such institutions;
 - (b) Integrate the needs of advanced technology industries in the state with the commission's overall master plan process and academic planning process;
 - (c) Facilitate technology transfers and cooperation between academic research programs and advanced technology industries;
 - (d) Distribute equipment and moneys among institutions of higher education based upon priorities established pursuant to paragraph (a) of this subsection (1);
 - (e) Receive annual reports from the various institutions of higher education on the use of allocated equipment and moneys.
- (2) The priorities established pursuant to paragraph (a) of subsection (1) of this section shall take into account the following objectives:
 - (a) Avoiding unnecessary duplication of programs, particularly at the graduate level of instruction;
 - (b) Establishing centers of excellence in research and teaching for specialties at various campuses of the institutions of higher education, subject to available appropriations;
 - (c) Considering industry needs for technical training at the associate, baccalaureate, and graduate levels and for in-service and continuing education;

(d) Encouraging cooperation among institutions of higher education and local communities and other governmental entities;

(e) Developing the necessary infrastructure to support distance learning, telemedicine, economic development, an enhanced citizen access. The commission shall work cooperatively with the chief technology officer in the office innovation and technology in the development of such necessary infrastructure.

(f) Increasing efficiency in funding through elimination of costly duplication and gaps in infrastructure that cause the misuse of state resources.

(3) In conjunction with institutions of higher education, the commission may promote and establish research centers and, in connection with the administration and operation of any such centers established in cooperation with institutions of higher education, the commission may:

(a) Enter into any contract or agreement not inconsistent with this article for the benefit of the centers;

(b) Purchase, lease, trade, or otherwise hold real or personal property, whether tangible or intangible;

(c) In conjunction with institutions of higher education, appoint professional and support staff to work in and administer the centers or jointly administer such centers; and

(d) Procure insurance.

(4) (a) The commission is specifically empowered to receive and expend grants, gifts, and bequests, specifically including state and federal funds and other funds available, to the institute and to contract with the United States and any other legal entities with respect thereto.

(b) Contributions of advanced technology equipment, grants, gifts, or bequests from private sources, including but not limited to advanced technology companies, individuals, and foundations, to the institute may be designated by commission to a specific institution of higher education or may be nondesignated.

(c) Any nondesignated equipment, grants, gifts, or bequests received may be utilized for advanced technology research institutions of higher education and for maintaining state-of-the-art laboratory equipment at such institutions.

(d) Contributions of advanced technology equipment, grants, gifts, or bequests from private sources, including but not limited to advanced technology companies, individuals, and foundations, may be designated by the commission to research centers in the fields of advanced technology research.

(5) The commission may appoint advisory committees or individuals to advise and assist the commission and suggest solutions for the problems and needs of advanced technology industries and institutions of higher education.

(6) The commission shall work cooperatively with the chief technology officer in the office of innovation and technology created in the office of the governor and with the state board for community colleges and occupational education to promote the development and use of the Colorado customized training program created in section 23-60-306 to provide the skilled labor force required by advanced technology businesses establishing or expanding facilities in Colorado. A special appropriation shall be made for the purposes of this subsection (7) subsection (6) which shall be funded only through general appropriations to the Colorado advanced technology institute commission for advanced technology programs.

(7) (a) On July 1, 1999, all items of property, real and personal, including office furniture and fixtures, books, documents and records of the Colorado advanced technology institute and the Colorado advanced technology commission are transferred to the Colorado commission on higher education.

(b) On and after July 1, 1999, whenever the Colorado advanced technology institute or the Colorado advanced technology commission is referred to or designated by any contract or other document, such reference or designation shall be deemed to apply to the Colorado commission on higher education. All contracts entered into by said institute or commission prior to July 1, 1999, are hereby validated, with the Colorado commission on higher education succeeding to all rights

obligations under such contracts. Any appropriation of funds to said institute from prior fiscal years open to satisfaction under such contracts shall be transferred and appropriated to the Colorado commission on higher education for the payment of such obligations.

23-1-106.6. Duties and powers of the commission with respect to technology transfers

(1) The commission, in consultation with the office of innovation and technology created in the office of the governor, shall:

(a) In all its program efforts, endeavor to facilitate the transfer of newly created technologies from the laboratory to the private sector for the start-up of new businesses, to add product lines to established firms, or to introduce technologies into mature industries in order to strengthen the state's existing economic base; and

(b) Assess the technology transfer potential of all academic programs targeted for investment and development.

(2) No special appropriation shall be made for the purposes of this section, which shall be funded only through appropriations to the advanced technology program costs.

Program Area Selection

The Colorado Commission on Higher Education – Technology Advancement Group (CCHE-TAG) supports programs that are intended to be technology transfer initiatives for specific advanced technology program areas. The current program areas are:

- Bioscience;
- Information Technology; and
- Advanced Materials Fabrication and Processing.

Over time, CCHE-TAG may select new program areas or discontinue old ones. After consultation with the Governor's Office of Innovation and Technology, the Office of Economic Development and the institutions of Higher Education, determines a given program area has greater potential in a number of the following factors:

- Potential for economic development;
- High potential for success as measured by:
 - Near-term payback,
 - Technology has advanced to the point it is ready to go,
 - High visibility nationally and internationally, and
 - The technology is complementary to current advanced technology in the state.
- Colorado can be competitive in the marketplace;
- Technology transfer would serve the need of Colorado's private sector;
- There is demonstrated involvement by the private sector;
- There is federal involvement;
- There is multi-campus involvement on an on-going basis; and
- There is potential for the programs to become self-supporting.

The advancement of technology transfer has three definable stages. Although a program or projects within a program likely to be aimed at aspects included in more than one phase, it is useful to compare programs that are primarily targeted at the same specific phase:

- Phase 1: Applied Research
- Phase 2: Product or Process Development
- Phase 3: Commercialization

Criteria for Funding Specific Programs

The criteria for selection of funding priorities in these phases of technology transfer will be similar but the criteria

weighted differently for the three phases.

The CCHE will make the final approval of funding on Higher Education (CCHE) with recommendations from the Science and Technology Committee and the ranked recommended funding by CCHE-TAG staff. The staff recommendations will be based on the following criteria:

- Builds on the Institutions' strengths and previous successes
- Considers Colorado Industry needs for technical training at the:
 - associate, (A)
 - baccalaureate, (B)
 - graduate levels (G)
 - in-service, and (I)
 - continuing education (C)
- Establishes centers of excellence in research and teaching subject to available appropriations
- Provides opportunities for developing the necessary infrastructure to support:
 - distance learning
 - telemedicine
 - support economic development
 - enhanced citizen access
- Industry Involvement
- Federal Involvement
- Competitiveness – Colorado has the potential to be a leader
- Non-duplicative of other programs, particularly at the graduate level of instruction
- Has the potential for this program to take research in Colorado in a significant, new direction
- Increases efficiency in funding through elimination of costly duplication and gaps in infrastructure that cause the misuse of state resources
- Has potential for success
- Encourages cooperation among the institutions of higher education, local communities and other governmental entities
- Provides opportunity for rural areas of the state to economy benefit from development of technology
- Has the potential for becoming self-supporting
- Provides a balance of Applied Research, Product/Process Development and Commercialization within a program area and within a program

The advisory committee has received a copy of the draft Program Plan but has not had time to discuss it and recommendation to the commission concerning its elements.

{The following pages are working tables of possible weighted-scores for the criteria in the three phases.}

Applied Research		
Criteria	Priority	Possible Maximum Score
Industry involvement	High	10
Has the potential for this program to take research in Colorado in a significant new direction	High	9
Considers Colorado Industry needs for technical training at the: associate, baccalaureate, graduate levels, in-service and continuing education	High	8
Has potential for success	High	8
Has the potential for becoming self-supporting	High	8

Has the potential for becoming self-supporting	High	9
Builds on the institutions' strengths and previous successes	High	8
Establishes centers of excellence in research and teaching, subjects to annual appropriations	High	8
Federal involvement	High	8
Encourages cooperation among the institutions of higher education, local communities and other governmental entities	High	7
Competitiveness - Colorado has the potential to be a leader	High	6
Increases efficiency in funding through elimination of costly duplication and gaps in infrastructure that cause the misuse of state resources	High	6
Provides a balance of applied research, product/process development and commercialization within a program area and within a program		4
Non-duplicative of other programs, particularly at the graduate level of instruction		4
Provides opportunity for rural areas of the state to economically benefit from development of technology	Low	3
Provides opportunities for developing the necessary infrastructure to support: distance learning, telemedicine, support economic development, enhanced citizen access	Low	3

Total Maximum Scores		100

Product or Process Development

Criteria	Priority	Possible Maximum Score
Industry involvement	High	10
Has potential for success	High	10
Competitiveness - Colorado has the potential to be a leader	High	10
Has the potential for becoming self-supporting	High	10
Builds on the institutions' strengths and previous successes	High	10
Has the potential for this program to take research in Colorado in a significant new direction	Medium	9
Encourages cooperation among the institutions of higher education, local communities and other governmental entities	High	8
Increases efficiency in funding through elimination of costly duplication and gaps in infrastructure that cause the misuse of state resources	High	8

gaps in infrastructure that cause the misuse of state resources	High	6
Provides a balance of applied research, product/process development and commercialization within a program area and within a program		6
Non-duplicative of other programs, particularly at the graduate level of instruction		4
Considers Colorado Industry needs for technical training at the: associate, baccalaureate, graduate levels, in-service and continuing education	Low	3
Establishes centers of excellence in research and teaching, subjects to annual appropriations	Low	3
Federal involvement	Low	3
Provides opportunity for rural areas of the state to economically benefit from development of technology	Low	3
Provides opportunities for developing the necessary infrastructure to support: distance learning, telemedicine, support economic development, enhanced citizen access	Low	3

		100

Commercialization

Criteria	Priority	Possible Maximum Score
Industry involvement	High	10
Considers Colorado Industry needs for technical training at the: associate, baccalaureate, graduate levels, in-service and continuing education	High	10
Competitiveness - Colorado has the potential to be a leader	High	10
Has the potential for this program to take research in Colorado in a significant new direction	High	9
Provides a balance of applied research, product/process development and commercialization within a program area and within a program		9
Has potential for success	High	8
Provides opportunity for rural areas of the state to economically benefit from development of technology	High	8
Has the potential for becoming self-supporting	High	7
Increases efficiency in funding through elimination of costly duplication and gaps in infrastructure that cause the misuse of state resources	High	7
Encourages cooperation among the institutions of higher education, local communities and other governmental entities		6
Non-duplicative of other programs, particularly at the graduate level of instruction		4

Builds on the institutions' strengths and previous successes	Low	3
Establishes centers of excellence in research and teaching, subjects to annual appropriations	Low	3
Federal involvement	Low	3
Provides opportunities for developing the necessary infrastructure to support: distance learning, telemedicine, support economic development, enhanced citizen access	Low	3

		100

Colorado Commission on Higher Education (CCHE)
February 3, 2000
Agenda Item V, C

TOPIC: HB 99-1289 PRESENTATION

PREPARED BY: TIM FOSTER

I. SUMMARY

Executive Director Tim Foster will review the elements of the [HB 99-1289 Study](#) that were presented to the Joint House and Senate Education Committee.

HIGHER EDUCATION 2000
Past, Present, and Future
House Bill 99-1289, Report 1
January 2000

In the last legislative session, the General Assembly directed the Colorado Commission on Higher Education to conduct a two-year study of various elements of the state's higher education system, evaluate the findings of those studies and make recommendations in specific areas to the legislature where change should be implemented. The first phase HB99-1289 is completed.

Although elements of HB99-1289 have been addressed with annual reports to the General Assembly and the Commission, no general overview of higher education has been conducted for more than a decade.

Commission staff have spent the past six months analyzing in-depth the following issues:

- Overview: Future forecasts; Access/Quality; Admission Issues; Resource Use; Vouchers; TABOR Impacts
- Duplication of efforts in reporting and information gathering in higher education and curriculum, program and degree duplication ([Chapter 1A](#) and [Chapter 1B](#));
- Administrative cost analysis of governing boards in Colorado ([Chapter 2](#));
- A 10-year analysis of the total budget expenditures of higher education institutions ([Chapter 3](#));
- A 10-year historical analysis of total higher education revenues from all sources ([Chapter 4](#));
- A 10-year analysis of tuition and fee growth in Colorado compared to other states ([Chapter 5](#));
- An examination of graduate education delivery and graduate education funding in Colorado ([Chapter 6](#));
- An examination of remedial instruction in higher education and its costs to Colorado ([Chapter 7](#));
- A study of the impacts of the state's personnel system on higher education ([Chapter 8](#));
- An assessment of the state's higher education enrollment, retention and transfer policies ([Chapter 9](#));
- An analysis of the Quality Indicator System results for the current year ([Chapter 10](#));
- An analysis of capital maintenance expenditures and needs on the state's 28 campuses ([Chapter 11](#));
- An assessment of the impact of distance learning on higher education today and the potential for this learning modality in the future ([Chapter 12](#));
- An historical analysis and peer comparison of faculty salaries in higher education in Colorado ([Chapter 13A](#) and [Chapter 13B](#)).

Specific issues addressed in the first study year focus on many of the same questions addressed by the Commission developing a new Higher Education Master Plan:

Executive Summary

Chapter 1A – Reporting, Management Duplication

The Colorado Commission on Higher Education examined three areas of reporting in this study:

- State government statutory directives that mandate reporting by all state agencies, including higher education governing boards and institutions;
- Reporting requirements affecting higher education governing board and institutions required by statute and CCHE policy; and
- Reporting resulting from federal government mandates and national oversight agency requirements, including reporting for federally required non-governmental agency accreditation of institutions, colleges and degree programs.

Key Findings

- The Budget Data Book reporting system now required of governing boards and institutions should be re-examined to determine whether another reporting format – perhaps one used for an existing financial report – would provide a more accurate total financial picture to policymakers. This review should incorporate pending General Accounting Standards Board requirements (GASB).
- Since the level of reporting is limited, legislators should consider repealing personnel reporting requirements for higher education and incorporating the information into financial reporting requirements.
- The General Assembly should repeal the requirement for a 5-year capital facilities plan. Information presented currently is insufficient to evaluate the validity of the projects proposed beyond the year in which the institution seeks funding and program plans are submitted. CCHE capital and academic policies should be further consolidated to eliminate dated elements.
- CCHE and institutions should cooperatively examine current federal data requests to ensure accuracy common definitions and elimination of duplicated information gathering.

An Overview

Existing and new federal government higher education administrative reporting requirements are significant and growing. Most result from the federal Higher Education Act. Federal reporting requirements are often a condition of student aid research grant funding.

On the state side, higher education institutions have various reporting obligations as a part of the state's general government statutes. CCHE's statutes also affect higher education reporting requirements. Higher education institutions have a number of statutory administrative reporting obligations to other state governmental agencies. Those requirements for higher education are about the same or less than expected of other state agencies. State agencies higher education interfaces regularly include: Department of Personnel/General Support Services, Department of Education, Office of State Planning and Budgeting, Legislative State Auditor's Office and Joint Budget Committee and the House and Senate Education Committees.

General Financial Reporting

Higher education has significantly greater financial autonomy than other agencies. The General Assembly appropriates funds for higher education institutions in the form of a lump sum for each of the six governing boards and Auraria, based on the CCHE distribution formula.

The Colorado Financial Reporting System (COFRS) contains financial information about all state government agencies including higher education governing boards and institutions. However, higher education information is summary level data. The more limited higher education reporting resulted from a 1990 state controller decision. Under the State Controller's statute (CRS 24-30-202-27), institutions were included on COFRS but were required to provide only data reports readily accessible or generated by institutions. Higher education summary level data meets minimum state requirements.

One group interested in seeing more financial information from higher education is the Governmental Accounting

One group interested in seeing more financial information from higher education is the Governmental Accounting Standards Board (GASB). Currently, higher education institutions and the Controller's Office are working on a plan addressing the GASB 34 requirements. By statute (CRS 24-30-202-27), the controller must consult with CCHE before adopting, amending, or repealing rules affecting or creating reporting requirements applicable to Colorado institutions of higher education. These requirements will add to the administrative reporting workload for higher education unless the new requirements are a replacement for existing reports.

Information Technology

All state agencies, except higher education, must annually make requests for new information technology to the Commission on Information Management (IMC) as a part of the annual Information Management Action Plans (IMA). Higher Education information technology projects are reviewed by CCHE and submitted to the capital construction committee for appropriations. The IMC receives little or no information from higher education. Of the \$480 million in capital construction requests from higher education institutions to CCHE, approximately \$53 million are information technology related. At CCHE's request, IMC staff accompanied CCHE staff to review technology project requests for FY00-01 program year. The input was valuable in determining the validity of several projects and recommendations for project modifications were made as a result. This cooperative effort should be expanded.

General Requirements

Higher education is subject to many of the same administrative reporting requirements as other state agencies. While the State Department of Personnel's statutes mandate that all state agencies and institutions of higher education keep data in the personnel system's database (EMPL) updated, overall, the higher education data validity is limited. This reporting requirement should be repealed, and the information generated should be incorporated into the overall financial requirements.

Overall, higher education has either fewer general statutory requirements than other state agencies or has been exempted from standard reporting requirements. However, although institutions have significant budget flexibility, they rarely accommodate the mandated indirect costs assigned by the legislature, the fleet management costs, any benefit increase mandated for classified staff and all salary survey costs within whatever annual appropriation is made.

CCHE Statutory Review

CCHE's relationship with the state's public institutions has developed over the past three decades. Created in 1966, the commission functions as the General Assembly's coordinating agency for higher education institutions.

Duties and powers delegated to the commission apply to all state-supported institutions of higher education, including, but not limited to, all post-secondary institutions supported fully or partially by state funds, junior colleges and community colleges, extension programs of the state-supported universities and colleges, local district colleges and area vocational schools.

CCHE-required reporting includes: Information management and database reports submitted to the General Assembly and federal agencies; budgetary information submitted to the JBC and OSPB; capital program plans and master planning documents; and higher education requests, which are submitted to the Capital Development Committee, and academic requirements for new degree approval, discontinuance of degrees and creation of new programs.

CCHE Finance, Budget Role

The legislature appropriates funds for higher education institutions in a lump sum for each of the six governing boards and for the Auraria Higher Education Center pursuant to CCHE's formulas. Statutes require that CCHE, in conjunction with the governing boards, develop the Department of Higher Education's funding request and determine the funding formulas for the general fund and cash funds. Higher education institutions also have the authority to roll-forward unexpended funds to the future fiscal year statutorily.

One of the most significant reporting requirements affecting higher education institutions is CCHE's budget data books. The budget data books represent a significant reporting requirement. While the data books provide a wealth of data on state's institutions, the information reflects only state-appropriated funds or 49% of the total higher education expenditures.

in the state. Further, the financial information is in a different format from other financial information maintained institutions. CCHE should work with the institutions and the GASB panel to develop a new, more inclusive financial reporting system.

Capital Project Review

CCHE is charged with review and approval of campus master plans and program plans for all higher education construction projects. Statutory obligations include:

- Coordinate higher education capital construction budgeting and five-year capital improvements and programming, CRS 23-1-106(6)(7).
- After consultation with the institutions and governing boards, develop and recommend to the governor and the general assembly statewide plans for higher education in the state, CRS 23-1-108(1)(a).
- Approve higher education lease-purchases, CRS 23-1-106(8).

The commission works with the State Buildings Division and OSPB to ensure that higher education funding requests consistent with state policies, plans, priorities, and to ensure cost effectiveness in space allocations. The requirement for a five-year construction/renovation/maintenance plan should be repealed. These plans change significantly from year to year depending on resources available and are not valid planning documents. They reflect "wish lists," not real needs.

CCHE's capital assets program planning is a prerequisite to higher education capital construction budget recommendations.

Student Assistance

Significant state and federal reporting evolves from the state need-based and merit financial aid reporting and federal financial aid and student loan funding. Efforts to streamline this reporting on both a state and federal level are being explored.

Information Research

To respond to legislative and executive branch inquiries, CCHE requests data from governing boards and institutions. Higher education institution personnel report that they feel as if they are constantly responding to new and old requests for information. A coordinated effort is underway by the commission to examine all data requests and ensure common definitions and common reporting efforts are employed wherever possible.

Resources should be focused on ensuring the accuracy of data over time.

Federal Reporting

Like most institutions nationally, Colorado's institutions spend significant personnel resources maintaining databases and producing data reports for the federal government.

In 1993 the General Assembly directed the Colorado Legislative Council to review federal laws affecting Colorado higher education. Numerous federal laws and regulations affect higher education institutions and additional requirements have been imposed since that review.

Most result from the Higher Education Act, which regulates teacher quality, institutional aid, student financial assistance and federal loan programs, international education programs, graduate and post-secondary improvement programs, and various studies and data collection efforts on a diverse list of policy issues affecting higher education.

The National Center for Education Statistics (NCES) IPEDS surveys represent one of the more significant federal data collection requirements affecting higher education. CCHE coordinates the data gathering from Colorado institutions of higher education.

Reporting also is required by the Federal Depository Library Program, the U.S. Information Agency (for exchange students), and the Department of Agriculture (for animal welfare for research institutions), to cite just a few.

Besides a laundry list of general federal reporting requirements ranging from reports to the IRS and Selective Service specific higher education institutions are often required, as a condition of federal aid, to submit detailed information programs and activities that are duplicated by state and other oversight agencies (i.e., accreditation agencies). It is important to note that accreditation is a non-governmental reporting function. Although some federal laws require accreditation, no state law or policy does. Nevertheless, these requirements add to the reporting burdens placed on higher education.

Common complaints about the federal reporting among institutions are that they are overly burdensome, often redundant or overlapping, conflicting and often unrelated to higher education's purpose.

Executive Summary

Chapter 1B – Curriculum Duplication

During the course of conducting the research necessary to fulfill the study requirements of HB 99-1289 the Commission on Higher Education (CCHE) examined Colorado's public institutions of higher education to determine whether unnecessary duplication of degree programs exists. This chapter examines:

- The programs offered by Colorado institutions and how areas of potential duplication can be identified.
- How new programs are approved and existing programs are reviewed for continuation or elimination, and whether that review system is effective.
- How Colorado's degree programs compare with other states with comparable public higher education systems.

An Overview

CCHE holds the statutory authority for approving new degree programs. It is responsible for ensuring that degree programs are consistent with statutory roles and missions, meet market demand, and do not create unnecessary duplication.

Degree programs, to a great extent, exemplify an institution's identity and strengths. For this reason, degree approval and continuation are of great importance to Colorado's institutions of higher learning. New degree programs are generally initiated by interested faculty members who must take into consideration market demand as well as the quality of the educational experience and the availability of a similar educational experience in other institutions.

In accordance with the General Assembly's 1985 directives, CCHE is charged with ensuring access to public education and guarding against unnecessary duplication. Access is interpreted to mean broad access to undergraduate degree programs, selective access to masters' degree programs, and limited access to doctoral programs. The statutory role and mission of each institution further provides boundaries to differentiate institutions by the type and breadth of offerings.

Fiscal accountability requires continual attention by CCHE to the relevancy of degree programs to the role and mission of each institution. It also requires CCHE's sensitivity to duplication within the system overall.

Analysis

The number of approved degree programs has actually declined from FY 1985 to FY 1999, from 1,780 to 1,111. Associate degrees offered by Colorado's community colleges have declined from 861 to 319; bachelors' degrees declined from 503 to 403 and masters' degrees have declined from 279 to 250. Doctoral degrees declined from 137 in 1985 to 122 and have climbed back to 135 in 1999.

CCHE Oversight Process

CCHE has two policies that address degree program duplication:

- *Policies and Procedures for the Approval of New Academic Degree Programs*, and
- *Discontinuance of Low-Demand Academic Degree Programs* (the "Discontinuance Policy").

Degree approval consists of six criteria, including unnecessary duplication with other degree programs. Analysis of duplication is not limited solely to the public system of higher education, but includes an examination of the offerings of private colleges and universities, as well as reciprocity agreements Colorado has negotiated with other states.

Under its Discontinuance Policy, CCHE has established minimum graduation benchmarks – ten graduates for a bachelors' level degree program, three graduates per year for a masters' level program, and one graduate per doctoral degree program. Degree programs that operate below these are subject first to governing board review. Governing boards must restructure the program to improve graduation rates or discontinue the program within three years from the

date the program is identified as a low-demand program. In April 1989, CCHE discontinued 110 degree programs. April 2000, CCHE again will act to discontinue low-performing degree programs that the governing boards 1 discontinued voluntarily.

Key Findings

- General education courses comprise a common set of foundation courses that are essential to the education of all undergraduates. A common core curriculum exists within all of Colorado's community colleges, which provide students with mobility and access to a broad array of baccalaureate programs at Colorado's four-year institutions with minimal loss of credit to the student.
- No common general education curriculum exists among the four-year institutions.
- At the baccalaureate level, program duplication appears to be appropriately monitored by CCHE's Discontinuance Policy, although there is evidence that some undue program duplication may exist within the Denver metro area.
- At the graduate level, some evidence of duplication exists. It is recommended that this be examined more extensively in the second phase of the HB 99-1289 study, which focuses on governance issues.
- Compared with other states, Colorado has a relatively large number of public institutions with the authority to grant doctoral degrees.
- At the doctoral level, the duplication between the three primary research universities appears appropriate and sustainable. However, duplication at the doctoral level may not be cost-effective for the State. Future doctoral degree proposals should be weighed in terms of their potential for excellence, external research funding, and national leadership in the field.

Key Recommendations

- CCHE should conduct an annual audit of degree programs, including an examination of printed and web-based college catalogs.
- CCHE should develop a method to represent enrollment shifts within degree program areas using dynamic modeling for use in assessing whether duplication exists when considering new degree proposals.
- In response to the Governors' education agenda which challenges public higher education institutions to increase the reputation of their graduates, as well as ensure they have advanced critical thinking skills, communication skills, problem-solving skills and advanced skills in the use of technology, CCHE should examine the creation of a common general education curriculum emphasizing these four critical elements, including developing common course numbers for all institutions.
- Since an exam administered at the conclusion of the sophomore year may provide an effective means to measure the quality of the general education portion of the curriculum, CCHE should evaluate several such tests and implement the one that provides the greatest educational value and valid results.
- Colorado should provide incentives to encourage the development of new courses in science, math, and engineering, and expand access to these programs through electronic delivery.

Executive Summary

Chapter 2 – Governing Board, Central and System Costs

This chapter examines the costs of governing board, central administration, and system services provided by governing boards and systems.

Determination of the actual costs required more analysis than legislators or CCHE staff initially contemplated. Because systems vary in organizational structure and because the way each system identifies, quantifies, and institutions for central services differs dramatically, CCHE was faced with the challenge of making comparison between similar services treated in entirely different ways.

Key Findings

- Because of the great variances among data elements, no conclusions about actual costs could be drawn. The General Assembly should consider the value of directing all governing boards and systems to implement a single common system of data collection and auditing to address the question of actual costs in a meaningful manner.
- Misunderstanding about costs could be eliminated if the reporting of such costs identified and explained the purpose of all charge backs and Indirect Cost Recovery funds.
- Increased costs of governing boards and increased centralization of systems did not result in stabilized or reduced administrative costs for institutions.

Executive Summary

Chapter 3 - Higher Education Revenues

The Colorado Commission on Higher Education analyzed financial statements of Colorado public institutions of higher education from 1989 through 1999. Sources of revenue were detailed. Changes in both current and constant dollars were reported to see trends in revenue sources. Summaries for governing boards help to describe institutional variations.

Key Findings

- Revenues to Colorado public institutions of higher education increased by 85% between 1989 and 1999, from \$1.4 billion to \$2.6 billion. State general fund appropriations increased at a higher rate between 1994 and 1999 than for the previous period.
- As a percentage of total revenue, state general fund appropriations declined as a share of total revenue throughout the period. Student tuition and fees rose as a share during the first five years, but declined during the second half of the decade. Federal funds increased significantly over the period.
- The CU system received 31% of state general fund appropriations and 43% of student tuition and fees. The State Board of Agriculture (CSU system) accounted for 23% of appropriations and 24% of tuition and fees.
- State general fund appropriations were the largest single share of revenue for three governing boards. Federal funds were the largest at two and tuition the largest at one.

Overview

Revenue to Colorado's public institutions of higher education increased by \$1.2 billion during the past decade, from \$1.4 billion in 1989 to \$2.6 billion in 1999. Colorado state general fund appropriations rose by nearly 50% over the period, from \$431 million to \$646 million. Student tuition and fees more than doubled in ten years, rising from \$316 million to \$616 million. Federal grants and contracts nearly tripled, from \$218 million to \$639 million.

State general fund appropriations rose at nearly twice the rate in the second half of the 1989-1999 period. Student tuition and fees, however, increased faster during the first part of the decade. State general fund appropriations fell as a share of revenue from 30% to less than 25% over the period. Tuition and fee revenue increased and declined. Federal funds jumped from 15% to 24%.

In inflation-adjusted (constant dollars) terms, total revenue to higher education increased by 6% between 1989 and 1994. It jumped by 21% over the next five-year period. State general fund appropriation declined by 5% for the first five years and increased by 10% in the next five. Student tuition and fees rose by 32% in the first and 7% in the next five years. The General Assembly sought to "buy-down" tuition increases during the second period with increased general fund support. Even adjusting for inflation, federal grants and contracts doubled over the period.

The University of Colorado System generated \$1.2 billion in FY 1999. CSU was the next largest at \$639 million. The community college system generated \$370 million in receipts and the state colleges received \$195 million. The independent boards received the smallest amounts with the University of Northern Colorado at \$122 million and the Colorado School of Mines at about \$86 million.

CU and CSU received almost 55% of state general fund appropriations. Community colleges collected 25% of that source. Nearly two-thirds of student tuition and fees were generated by the CU and CSU system. Over 84% of federal grants and contracts went to CU and CSU.

State of Colorado general funds were the largest revenue source for the community colleges, state colleges and the University of Northern Colorado. Federal funds were the largest for CU and CSU. Student tuition and fees were the largest single source for the Colorado School of Mines. State appropriations amounted to 22% of the total receipts for CSM, 23% for CSU and less than 17% for the CU system. State appropriations accounted for 44% of revenue for the community colleges, 36% for state colleges and about 24% for UNC. Nearly 20% of CU's total revenue and 25% of CSU's was generated from

state colleges and about 34% for UNC. Nearly 50% of CU's total revenue and 25% of CSU's was generated from federal funds. Student tuition and fee receipts were less than 31% for any school, averaging only 23% of the total revenue. They ranged from a high of 31% for CSM and 30% for UNC, to 22.9% for both CSU and the community colleges and 21.6% for CU.

Executive Summary

Chapter 4 - Higher Education Total Costs, Budget

The Colorado Commission on Higher Education analyzed the financial statements (both audited and unaudited) of Colorado public institutions of higher education from FY 1989 through FY 1999. The commission tracked these outlays in current (unadjusted for inflation) and constant (adjusted for inflation) dollars by category of expenditure (i.e., instruction). Summaries for governing boards help to describe institutional variations.

Key Findings

- Total expenditures to all Colorado public institutions of higher education increased from \$1.4 billion to \$2.6 billion (85%) from FY 1989 to FY 1999. As a percentage of total outlays, state appropriations (unrestricted funds) increased 47%, from \$876 million to \$1.3 billion over the ten year period.
- Instruction outlays, as a percentage of all higher education expenditures, declined over the past 10 years. Research expenditures share of total outlays rose over the period. General campus administrative cost categories remained constant from FY 1989 to FY 1999.
- Over the past decade, state general fund support of Colorado public higher education as a proportion of total funding has decreased. Higher education is funded through unrestricted funds (e.g., general and cash funds appropriated by the General Assembly and restricted funds (i.e., federal or donor funds for specific purposes). In FY 1989 unrestricted funds comprised 79 percent of all outlays. Restricted funds were about 21 percent of total expenditures. In FY 1999, restricted funds increased to 31.5 percent of total outlays while general funds decreased to 68.5 percent.
- The CU system spent 43% of total instruction higher education expenditures and 68.5% of all research spending in FY 1999. The CSU system accounted for 19% of all instructional spending and 26% of all research outlays.

Overview

Colorado public institutions of higher education expenditures increased by \$1.2 billion or 86% during the past decade from \$1.4 billion in FY 1989 to \$2.6 billion in FY 1999. Within that amount, Long Bill higher education appropriations rose by \$420 million, or 47%, from \$876 million to \$1.3 billion. Total higher education expenditures increased by 61% over the past decade. Appropriated expenditures (general fund) increased at a rate of 3.9%

Instruction expenditures rose by 73% from \$464 million in FY 1989 to \$803 million in FY 1999. Research outlays more than doubled in ten years, rising from \$164 million to \$383 million. Scholarships and fellowships expenditures more than tripled, from \$78.7 million to \$328 million. Auxiliary operating expenditures doubled from \$122 million to \$244 million over the decade.

Two significant adjustments occurred during the period that significantly affected

the expenditure levels. First, the CU and CSU systems assumed responsibility for administering the federal direct loan to students program in FY 1995, increasing the scholarships and fellowships expenditure category by approximately \$170 million. Second, University Hospital associated with the University of Colorado Health Sciences Center reorganized in statute as a private enterprise in 1990. This resulted in a reduction of \$122 million in the CU system hospital and clinics expenditures.

Instruction expenditures made up 30.6% of the total state higher education expenditures in FY 1999, down from 32.7% in FY 1989. The second largest expenditure category -- research -- was up from 11.6% of total expenditures in FY 1989 to 14.6% in FY 1999. Scholarships and fellowships outlays made up 12.5% of the total expenditures in FY 1999, followed by auxiliary operating expenditures at 9.5% for FY 1999. Higher education general administrative functions (public service, academic support, student services, institutional support, and operations and maintenance of plant) made up 27% of the total expenditures throughout the decade.

In inflation-adjusted (constant dollars) terms, total higher education expenditures to higher education increased 6

between 1989 and 1994. These expenditures (constant dollars) jumped 20.5% from 1995 to 1999. Instruction expenditures increased by 14% for the first five years (1989 to 1994) and increased by 5.6% in the last five years (1995-1999). Research rose by 34% in the first five years and 20.6% in the past five years. Auxiliary operating expenditures increased 42% over the past decade.

The CU system spent \$1.2 billion (46 %) of the total higher education budget in FY 1999. CSU was next, spending \$647 million (25%) of the total budget. The community college system expended \$361 million (14%) and the State College system spent \$196 million (8%). The University of Northern Colorado spent \$123.7 million (5%) and the Colorado School of Mines spent about \$85.5 million (3%) of all higher education funds.

Combined, CU and CSU had 62% of the total instructional expenditures in FY 1999. The community colleges spent 21% of all instruction funds statewide. Nearly two-thirds of all auxiliary operating outlays were spent by the CU and CSU systems. They also accounted for 94% of all state higher education research expenditures and 74% of all scholarship and fellowship spending.

Executive Summary

Chapter 5 – Ten-Year Resident Tuition, Fee Growth

House Bill 99-1289 seeks answers to the historical growth of tuition and fees in Colorado compared to other states in an effort to determine whether Colorado's level of state funding, the level of tuition funding and fees are comparable.

Key Findings

- In the 1994-99 timeframe tuition increases have been fairly uniform, rising by about 13% to 15%.
- Ten-year increases reflect the impact of tuition buy-down policies -- a \$20 million investment by the General Assembly -- and 1992 voter-imposed TABOR revenue limits.
- The ten-year resident tuition and fee increases ranged from a high of 80% at the University of Colorado at Denver to a low of 40% at the University of Colorado at Boulder.
- Tuition growth exceeded personal income growth from 1988-1993 for all institutional categories.
- In the 1993-98 period, tuition growth was considerably below that of personal income growth.
- Personal income growth was stable compared to inflation over the decade. However, tuition growth pre-TABOR exceeded inflation and declined post-TABOR.

Tuition Growth

Percentage changes for the most recent five-year period (Fiscal Years 1994 – 1999) for four-year institutions range from a low of 13% at Mesa to a high of 47% for students at Metro. The average increase for two-year institutions was 13% in the same five-year timeframe, while the state's research institution tuition increases were 15% at the University of Colorado at Boulder (UCB), 13% at Colorado State University (CSU), and 13% at the Colorado School of Mines (CSM).

The ten-year increases reflect a much greater range. For example, the two-year colleges across the state saw average tuition increases between 1988 and 1998 of 62%. Metropolitan State College (Metro) (67%), the University of Colorado at Colorado Springs (UCCS) (70%) and the University of Colorado-Denver (UCD) (71%) exceeded percentage of increase.

In FY 1998-99, resident tuition ranged from \$4,508 for the Colorado School of Mines to \$1,320 for the community college system, which has a uniform tuition rate. Tuition for the other two research institutions was \$2,444 for University of Colorado at Boulder and \$2,286 for Colorado State University.

Fee History

During the past decade mandatory fees for all students -- within the TABOR revenue limits -- have generally doubled across the board. Fees more than tripled at UCD (203%), although fees at UCD are among the lowest in the state. Fees rose by 172% at UCCS, and 150% at UNC.

Examples of mandatory fees include technology fees, student organization fees, and intramural athletic fees.

Western State recorded the smallest gain in fees at 45% for the decade. However, Western had the highest fee total \$468 per full-time equivalent (FTE) in FY 1989. Its FY99 fees of \$680 are the second highest.

Trinidad State Junior College (-70.3%) Lamar Community College (-33.9%) and Western State (-15.5%) actually showed declines in these fees in the five-year period of FY 94-99.

During these past five years, however, that growth rate greatly diminished, with the exception of the community college system. Between 1994 and 1999, the range in the growth rate for fees ranged from a high of 62% for community colleges to a low of 28% for CSU and the University of Northern Colorado. Adams State recorded a 58% increase in fees over the five-year period.

gain in fees during the past five years, followed by the University of Southern Colorado (45%) and Fort Lewis College (44%).

Total Tuition, Fees

A more accurate picture of higher education costs to students in Colorado combines both tuition and fees together.

Over the past decade, resident tuition and fee increases ranged from a high of 80% at the University of Colorado Denver to a low of 40% for the University of Colorado at Boulder. The community college system reported an increase of 68% for the decade in resident tuition and fees. Tuition and fee changes during the past five years were more restrained.

Inflation-Adjusted Growth

In constant dollars (inflation-adjusted), resident tuition growth ranged from a 15.8% increase at Metro to a 0.5% decline at the Colorado School of Mines between 1989 and 1999. During the past five years, however, resident tuition fell in constant dollars for every institution in the state except for Metro.

Five institutions reported decreases in combined tuition and fees during the past five years. These decreases, adjusted for inflation, were:

- UCB -- 7.1%;
- CSM -- 1.5%
- CSU -- 0.9%
- UNC -- 0.8%
- UCCS -- 5.7%

National, Colorado Comparisons

Resident tuition and required fees at Colorado public institutions of higher education rose at a slower rate compared with other states during the past decade.

Tuition and fee increases over the ten-year period 1989-1999 show Colorado schools rank 43rd of 46 in terms of percent increase in tuition and fees. (Information is not available for four states).

Community Colleges Higher

Colorado's community colleges, however, reported increases in tuition and fees that exceeded national gains. In ten-year period, Colorado community college tuition and fee increases on a percentage basis were exceeded by on seven other states.

In FY 1999, Colorado's resident tuition of \$3,038 was 18% below the national average of \$3,686. Ten years earlier,

Colorado resident tuition and fees were five percent above the national average.

Colorado placed 46th in its increase in college and state university growth for resident undergraduate tuition and fees over the past decade. While resident undergraduate tuition and required fees increases averaged 96% nationwide between 1989 and 1999 for the college and state university sector, they rose by 67% in Colorado.

In FY 1999 college tuition in Colorado for this sector totaled \$2,238 -- about 23% below the national average of \$2,915. Colleges and state universities were about 10% below the national average in resident undergraduate tuition and fees in FY 1989.

Community College Trends

Tuition and fee increases for Colorado's community colleges were strikingly different than for the other institutions of higher education.

The state is at the national average in both non-resident college tuition growth and FY 1999 totals for non-resident tuition and fees for its college and state university system.

Policy Questions Raised

As a result of the CCHE pricing study, scheduled for completion in 2000, the Commission and the General Assembly should look at the relationship between tuition, fees and total educational costs.

Current information available fails to address some significant questions:

- Is there a relationship between tuition and quality?
- Should tuition remain relatively low at the research and four-year institutions?
- Is tuition at the community colleges too high?
- Should tuition be based more on the ability to pay?
- Should fees be made more uniform?
- Should fees reflect different costs? That is, should fees be more of the same across the board for all students?
Or, should fees be pegged to user costs and reflect different rates for different activities.

Executive Summary

Chapter 6 – Graduate Program Delivery, Funding

House Bill 99-1289 directed CCHE to examine how Colorado funds graduate programs compared with other states. This chapter looks at graduate program funding and delivery and also examines the accessibility of graduate programs to Colorado citizens.

Major Findings

- In 1999, Colorado public institutions of higher education offered 390 graduate programs, including five first professional (post-baccalaureate degrees such as law), 250 masters' and 135 doctoral programs.
- Almost half of these were delivered by Colorado's two largest research institutions: Colorado State University (26%) and the University of Colorado at Boulder (22%). Eight other institutions offered the remainder.
- At the masters' level, the number of engineering degree programs surpassed the number of education degree programs in 1998, 39 and 36 programs, respectively.
- At the doctoral level, the life sciences (i.e., Biology) is the leading group of doctoral degree programs with 25 programs. Engineering programs are in second place among doctoral programs with 21 programs, followed by programs in the physical sciences with 16 programs.
- In 1998-99, a total of 136,228 full time equivalent (FTE) students were enrolled at Colorado colleges and universities at both the graduate and undergraduate level. Of these, 91% (123,565) were undergraduate students and 9% (12,663) were graduate students. These numbers include both resident and non-resident students.
- Approximately 78 % of all graduate students at Colorado's four-year institutions are Colorado residents. The institutions were not able to provide data on whether these students originated as Colorado residents or became Colorado residents once being accepted into a graduate program. Institutions report the residency of graduate degree-seekers at the time of enrollment, not at the time of application.
- Because of the way budgets are prepared in Colorado, institutions do not distinguish between funding for graduate programs and funding for undergraduate programs. There has been no separate funding of graduate education for more than 10 years in this state. Funding of graduate programs is part of the overall funding of institutions, not a separate and distinct allocation within that funding. It is therefore not possible to compare the level of funding for graduate programs in Colorado with funding levels for graduate programs in other states.
- Allocation of resources in support of graduate programs is done by each governing board and institution within the context of mission and annual operating budgets. There is no uniformity in the method of allocation across governing boards. Each governing board's graduate programs have differing cost requirements (faculty salaries, research, etc.)
- From the available data, CCHE has determined that general fund support for graduate students at four-year institutions is significantly greater than undergraduate support.
- In addition to general fund support, graduate programs receive significant resources from federal and private research grant programs.
- Graduate-level degree programs and courses are provided to Colorado citizens through three mechanisms: (1) on-campus, state-funded degree programs; (2) off-campus, state-funded degree programs; and (3) cash-funded Extended Studies degree programs and courses.
- State-funded, off-campus programs were created by the Colorado General Assembly in 1985 under HB 1187 as a means of providing greater opportunities for rural Coloradans to access higher education, including graduate education.
- In 1972, out of concerns about duplication of effort, inter-institutional competition and access, the Colorado General Assembly created the off-campus Extended Studies Program.
- Approximately 9,226 students took courses off-campus through the Extended Studies Program in 1998-99. These courses included both graduate and undergraduate courses. Extended Studies programs are all cash-funded; that is, they do not receive a budget allocation from general funds.

Recommendations

- CCHE should consider changing the budget process to require governing boards and institutions to break out expenditures for graduate and undergraduate education.

Executive Summary

Chapter 7 -- Remedial Education: Too much, not enough?

Few issues in American higher education have attracted as much attention in recent years as college-level remediation. In many ways, remediation stands at the center of the academic challenges that confront state policy makers, campus faculty and administrators.

If a student is inadequately prepared to enroll in college level courses, then it is difficult for these students to complete a baccalaureate degree program in four years.

This paper addresses the central question posed by the General Assembly concerning remedial education: How much time and resources are devoted toward remedial education and is it needed? Remedial policy approaches used in other states are described. The chapter profiles the Colorado student who enrolls in one or more remedial classes and concludes with key findings and recommended practices.

Importance to the Legislature

From the legislative perspective, the key policy issues include cost, quality and institutional mission. The state's bill for college level remediation in the current year is \$19.8 million. A key question, therefore, concerns how much of higher education's resource base is spent to provide remedial services to students under-prepared to enter college or who lack the skills necessary to complete their degree programs. Should the state support remedial education or should it be a cash enterprise? Which institutions should offer it?

HB99-1289 seeks to determine the scope of remedial education being offered in the higher education system, concern about the rising numbers of students needing remediation. This issue has been a long-term concern of legislative policy-makers in Colorado, the Commission on Higher Education, which has monitored remedial instruction for a decade, and nationally.

A 1995 Colorado Community Colleges and Occupational Education System (CCCOES) study established the first, system-wide demographic profile of remedial students. A 1997 survey conducted by the State Higher Education Executive Officers (SHEEO) provides comprehensive information on state activities in remedial education.

By legislative directive, not all institutions may provide remedial instruction in Colorado. Institutions providing these services include the 15 community colleges, Adams State College and Mesa State College. Approximately 60 percent of Colorado institutions provide remedial courses in reading, writing and mathematics.

No statewide policy requires entering freshmen students to take placement tests, although by board policy, all full-time students enrolling in Colorado community colleges are required to take a placement test.

Key Findings

Colorado's typical remedial education student profile is a Colorado resident, white, young and cannot meet CCHE statewide admission standards. Minority students are over-represented in this group.

- Eighteen percent of all students enrolled in Colorado's community colleges took one or more remedial classes in 1997-98.
- The highest proportions of 1997-98 remedial students are found in urban/suburban community colleges.
- Remedial education serves two different markets – the younger recently graduated high school student who lacks necessary math and writing skills and the older student returning to college who needs refresher courses.
- While 29 percent of community college students are under 22 years old, 43 percent of students enrolled in remedial courses are under 22. Students between 22 and 35 are proportionally represented in remedial classes. Students over 35 are enrolled in remedial classes at higher rates.

55 are enrolled in remedial classes at higher rates.

- Of the 18,000 students enrolled in remedial education in 1997-98, approximately six thousand (5,714) were recent high school graduates, i.e., graduated from high school in 1996 or 1997.
- Colorado high school graduates account for a greater percentage of students enrolled in remedial education in 1997-98 than previously. In 1997-98, 48 percent were recent high school graduates compared to 42 percent in 1993-94.
- Approximately 92 percent of students in remedial classes are classed as in-state students.
- Sixty percent of the remedial students enrolled in only one remedial course while 23 percent enrolled in two remedial courses. Fifteen percent enrolled in three or more remedial courses.

A recent six-year study analyzed remedial student performance and non-remedial student performance (Karl Van Et 1997). After completing the remedial courses, the remedial students perform as well as non-remedial students college-level math and English courses.

Policy Recommendations

Currently, Colorado supports remedial education at \$19.8 million. More than 18,000 students were taking remedial instruction in the state. Community colleges are partnering with local school districts, providing feedback to the high schools on recent high school graduates who need remedial assistance to help identify weaknesses in K-12 curricula and improve learning for all students.

1. Colorado students are most likely to require remedial math instruction. By improving high school students' mathematics skills, Colorado can potentially decrease the number of remedial students and the dollars spent to support remedial education.
2. Colorado should require students whose placement tests indicate a need for remediation to take those courses early by limiting the length of time students are eligible to qualify for financial aid and state support.
3. A uniform way of identifying remedial enrollments should be created and CCHE should track the academic progress of students who require remediation before beginning college level study to identify effective practices, including those delivered by technology.

Effective remediation is an indicator of the system performance; thus Colorado should incorporate this measure into its Quality Indicator System.

Executive Summary

Chapter 8 – Higher Education Personnel System Impacts

This chapter addresses the policy question: What is the impact of the state personnel system on higher education institutions and does it affect the system's flexibility and accountability?

Analyses were performed which examined the (1) growth in the various personnel groups, (2) growth in salaries of each personnel group, (3) makeup of the state classified workforce and its impact on higher education, (4) flexibility that institutions possess relative to managing the state classified workforce, (5) competitive issues faced by institutions relative to the state classified workforce, and (6) benefits paid to the various employee groups.

Key Findings and Recommendations

- The number of higher education classified staff consisting primarily of clerical, skilled craft and maintenance workers increased slightly or (in the case of clerical) declined overall.
- The job classes that saw the largest average salary increases over the past ten years were regular exempt faculty followed by exempt staff (executive/administrative) and professional (non-faculty).
- Based on institutionally reported data, classified staff had the highest average benefit increases.
- Classified staff average salary increases kept pace with or exceeded inflation. The increases still were lower than the average increases for all classified state employees. Department of Personnel figures show that for the past five years (1995-1999), state classified staff increases averaged about 16.81 percent. The primary reason for the lower increases in higher education is that institutional classified staff are primarily clerical and crafts employees who (like their counterparts in general government) have received lower salary survey increases over the past five years.
- Classified staff average salary increases were higher than average faculty increases over five years (1995-1999).
- Exempt staff had the highest increases in numbers of new staff and average salary increases.
- When compared with general government classified staff, higher education data shows that the number of classified employees in higher education increased at about half the rate of general state government.
- The Department of Personnel found that the average salary of state classified personnel in general government was about \$3,467 a month versus \$2,700 a month in higher education. This reflects the fact that many of the classified staff in higher education are in the lower salary levels (i.e., clerical/secretarial) of state government.
- With few exceptions (CU system and Trustees of State Colleges), most of the state's institutions pay their classified staff at or slightly below the Department of Personnel's estimated annual average salary (\$2,700/month and \$32,400/year) for classified staff in higher education. The reasons for this is that institutions probably are using the flexibility afforded them in hiring new staff at lower starting salaries or that classified staff in higher education have less time in service than classified staff in the general government agencies.
- Classified staff present an added issue to higher education since they require that administrators operate a separate personnel system for what represents about one-fourth of the total higher education personnel. State personnel rules are complex and require a great deal of effort by higher education officials, thus increasing overall costs of higher education personnel functions.
- Data from Colorado Northeastern Junior College indicate that converting former local district staff to state classified positions resulted in increased personnel costs.
- Higher education officials believe that classified staff annual salary and merit increases limit their ability to effectively manage institutional personnel budgets.
- State Personnel system rules requiring higher education institutions to hire state classified staff on federal grants present an additional issue for colleges and universities when the grant term expires. Institutions cannot terminate the classified staff when the grant expires and the classified staff have bumping rights for other similar classified positions in the institution.
- Data provided by the governing boards shows that classified staff salaries as a percentage of total institutional personnel budgets statewide have declined over the past five years.

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Chapter 9 – Enrollment, Retention, Transfer, and Graduation

CCHE studied the admission and enrollment dynamics in Colorado public higher education institutions. The primary purpose of the study was to determine whether Colorado enrollment patterns vary from national trends, how long Colorado students take to complete an undergraduate degree, the relationship between retention rates and graduation rates, the differences in graduation rates among the various fields of study, and what barriers, if any, exist to timely degree completion.

An Overview

Recognizing the connection between a strong state economy and the educational level of Colorado citizens, the leg leadership has challenged higher education to increase the percentage of high school graduates attending college. Strategic for accomplishment of this goal include enlarging institutional capacity, offering more degree programs at more sites, and by increasing student retention and graduation rates. The latter provides the opportunity to use state resources mor efficiently. Policy makers need to consider this strategy when making decisions about enrollment growth, capita construction, and funding of the higher education system.

Enrollment trends may also demonstrate to institutions that students are having trouble realizing their degree goal: Graduation rates show potential students which institutions will give them the greatest probability of success. Further, general public gauges institutional quality and success in part on the level of graduation that each achieves.

Analysis

The Commission's study focuses on degree-seeking students. The two entry points into higher education, admission transfer, and the two exit points, attrition and graduation, are examined. Applying the definitions used in the ACT nation study enabled CCHE to compare Colorado enrollment patterns to national patterns.

Key Findings

- Colorado's retention rates are fairly comparable to retention rates in other states. The national data show that 71% of four-year college freshmen and 53% of community college freshmen return for the sophomore year.
- Seventy percent of freshmen enrolled at Colorado's public colleges enrolled at the same institution the following fall. This has increased from the 1995 freshmen-to-sophomore retention rate of 68%. Most importantly, Colorado's retention rate is improving while the national average is flat.
- National studies indicate that the students who are most likely to persist and graduate from college are those who had the strongest academic records. Colorado colleges with high freshmen admission standards, i.e., those colleges that admit freshmen with the strongest pre-college academic records, have the highest retention rates in the system. Colorado's selective admission institutions (CSU and UCB) have higher retention rates than selective institutions in other states.
- Students who complete the core curriculum at a Colorado community college graduate from four-year institutions at considerably higher rates than community college students who transfer less than the required 33 credit hours. Colorado community college students who complete an Associate of Arts (AA) or an Associate of Science (AS) lose no credits when transferring and enter the four-year colleges as juniors. Community college students with vocational certificates or degrees often lose credit for the remedial and vocational courses that fulfill the degree requirements.
- Transfer policies and transcript evaluation practices in Colorado do not appear to delay graduation of transfer students. Poor advising -- both pre-transfer and post-transfer -- may negatively impact a transfer student's ability to graduate in a timely manner.
- Four-year college students who declare a major in their sophomore year are more likely to graduate in four years than those who have not.
- The pattern of change in student retention rates at Colorado public colleges and universities indicates that incremental improvement will occur when something is valued by an institution (1985 – 1995). When an indicator is politically important it changes more radically. The legislative interest in retention rates under the Quality Indicator legislation

(1995 – 1999) has elevated retention to statewide importance. The importance of retention rates to the QIS system coincides with an atypical increase in Colorado retention rates.

- While advising systems vary in quality and intensity, any institutional shortcoming may be compounded by student behavior. Not only do students avoid advising sessions, but in some cases, they ignore or postpone acting on advice. For example, a student's test scores may indicate weakness in mathematical skills, but the student fails to enroll in remedial course work.

Key Recommendations

1. The importance of the enrollment study to policy decisions suggests that CCHE should expand this analysis in two areas – (1) examine in-depth those patterns that appear to help students succeed, and (2) assist college presidents who are committed to improving the quality of undergraduate education by conducting requested research studies. For example, several institutions requested a longitudinal study of students who are enrolled in postsecondary options and those who earn advanced placement credit. Specifically, do entering freshmen who have earned college credit during high school graduate more quickly than freshmen who begin college without prior credit?
2. Legislative interest in the Quality Indicator System has elevated retention rates to statewide importance. CCHE should direct QIS performance funding to colleges with retention gains.
3. Expand and improve the quality of higher education academic data. The state would be in a better position to answer policy questions if the database is expanded and the quality controls strengthened. CCHE developed a student database in 1986 to respond to the legislative issues identified in HB 85-1187. Yet, using that database, it is not possible to answer key policy questions. For example, it is not possible to determine the remedial course patterns without a special study. The data design should be complete by December 2000 so that all institutions can report the new data elements in the next academic year, i.e., July 2001 – June 2002. The proposed timing is critical for mandated state and federal reports.
4. The higher education academic community supports establishing common data definitions and using them unilaterally to the maximum extent possible. During the HB99-1289 study, the inconsistency and incompleteness of the data submitted by the institutions often required using less than desirable data for the analysis. It became obvious that the definitions used historically are insufficient to describe the student profiles or enrollment patterns or to assist prospective students make informed college enrollment choices.
5. CCHE should adopt statewide policies or incentives that promote stronger advising practices and early correction of academic deficiencies. Proposed financial aid policies are moving in this direction but only apply to students receiving state financial aid. Policy should be developed that can be monitored through the statewide data system. This approach provides an opportunity to reward institutions through the Quality Indicator System for taking initiative and action on this educationally relevant indicator. College students themselves have expressed strong interest in improving the advising systems at the colleges and universities.
6. Advisors and faculty at community colleges and four-year institutions should encourage students to choose a major during their sophomore year.
7. It is recommended that CCHE collaborate with CDE to evaluate the progress of the students enrolled in pre-collegiate programs and their level of academic preparation. In the past year, college presidents have expanded the campus pre-collegiate programs and the state is piloting a middle school pre-collegiate program. These programs offer solid transition strategies until Colorado's K-12 system has fully implemented its standards-based education system.
8. CCHE should explore ways to support pre-collegiate initiatives. The intent of the Postsecondary Options statute is to provide a bridge between high school and college. In some instances, the statute is being used as a tuition-free strategy for the first year of college. On the other hand, precollegiate programs may meet the intent of the statute better than the current arrangements with school districts.
9. CCHE should change the transfer standards in the Statewide Admission Policy. While Colorado has a strong commitment to transfer, its admission policies are not aligned with the data on student performance. The policy should encourage students to complete an associate transfer degree or the core curriculum prior to transfer.

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Chapter 10 – Quality Indicator System Assessment

The first part of this chapter presents the nine quality indicators, data, and benchmarks which comprised the quality indicator system for 1999. Several general conclusions are reached. In response to SB 99-229, a more comprehensive quality indicator system for the future is presented in the second portion of the chapter. It includes a set of 29 indicators.

Key Findings and Recommendations

- With few exceptions, graduation rates for the four-year institutions lag behind national benchmarks for similar institutions. Governing boards and institutions should develop and implement strategies to improve the rates.
- For the higher education system as a whole, the instructional productivity of full-time faculty is high. Among the four-year institutions, however, the productivity is attributable to faculty who do not enjoy either a tenured or tenure-track appointment. Governing boards and institutions should develop and implement a more equitable distribution of teaching workload among all types of full-time faculty.
- The instructional productivity of faculty varies greatly from institution to institution. For those institutions with instructional productivity less than their comparable institutions, aggressive steps should be taken by the governing boards and institutions to increase instructional productivity to the level of their comparable institutions. The highest instructional productivity level among similar institutions should be the benchmark applied to all the institutions of similar type.
- For the higher education system as a whole, the achievement rates of students on comprehensive tests and licensure examinations are outstanding. However, the performance of students from particular institutions on certain tests or examinations shows that some weaknesses may exist in certain programs. These institutions and their governing boards should undertake immediate reviews of these programs and take action to correct the weaknesses.
- Institutional support expenditures (i.e., administrative expenditures) as a percent of institutional operating budgets vary significantly among similar institutions. For those institutions with higher institutional support expenditures, reducing administrative costs should be a high priority. The lowest percent among similar institutions should be the benchmark applied to all the institutions of similar type.
- Since the quality indicator system focuses on undergraduate education, the General Assembly should consider separating the funding for graduate education from the funding for undergraduate education so the latter can be more directly linked to the quality indicator system.

An Overview

In 1996, the General Assembly passed HB 96-1219 – the Higher Education Quality Assurance Act – which outlined General Assembly’s expectations for a quality indicator system. In the 1999 legislative session, SB 99-229 was passed signed into law by Governor Owens. SB 99-229 refined HB 96-1219.

During 1999, the CCHE and governing boards worked collaboratively to follow the directives of HB 96-1219 w implementing SB 99-229. This work took two forms. First, a core set of nine indicators was established for use during 1999. Second, a more extensive and comprehensive system for the future was established, comprised of 29 indicators. T nine core indicators are included among the 29 indicators.

The data acquired in 1999 for the nine indicators led to several general conclusions. However, HB 96-1219 requires : specific follow-up, due by January 30, 2000, from the governing boards and institutions, which will present their conclusions along with their strategies and actions in response to the data.

Nine Indicators and Data for 1999 with General Conclusions

Indicator #1: Graduation Rates and Credits for Degree

The graduation rate portion of this indicator measures graduation rates after 4, 5, and 6-years of the respective entering class of first-time, full-time, degree-seeking freshmen.

The second portion of this indicator applies to only the four-year institutions and measures the percent of students who complete their baccalaureate degree having earned no more than 110% of the required number of credits for the degree. A general conclusion reached from the data for graduation rates at the four-year institutions is that with few exceptions graduation rates lag behind national benchmarks for similar institutions. Governing boards and institutions should develop and implement strategies to improve the rates.

Indicator #2: Faculty Instructional Productivity

This indicator measures the percent of a 40-hour work week that full-time faculty devote to teaching and teaching-related activity (e.g., preparation for teaching, grading of papers and tests, advising students, office hours, e-mail interaction with students). Overall, instructional productivity is high among full-time faculty. However, in the four-year institutions, workload is disproportionately borne by faculty that are neither tenured nor on a tenure-track appointment. One general conclusion reached from the data is that the instructional workload in the four-year institutions should be more evenly distributed among all full-time faculty. Another conclusion is that if one institution can achieve a particular productivity level, the other institutions of similar type should also be able to achieve that same productivity level. Thus, the benchmark for all the institutions of similar type should be set at the productivity level of the institution with the highest level.

Indicator #3: Freshmen Persistence

Research shows a strong correlation between high graduation rates and high freshmen retention and persistence rates. The most probable time for students to dropout of higher education is during or at the end of their first year of enrollment (often the freshman year). Thus, retention and persistence of freshmen is given a high priority by institutions in terms of student support and intervention activities. The percent of first-time, full-time, degree seeking freshmen who began their higher education career in summer or fall of 1997 and persisted in Colorado public higher education is this indicator.

Indicator #4: Achievement Rates

How well institutions have prepared their students is captured, in part, by how well graduating students perform on comprehensive examinations, tests, and discipline or professional-specific licensure examinations. The percent of students or graduates taking various licensure, professional association, major field, or graduate school admission tests or examinations for the first time who passed are reported as achievement rates for this indicator. Mean scores and/or pass rates on Colorado's PLACE test (teacher preparation), Graduate Record Examination (general knowledge), Unified Examination (accounting), Registered Nurse Licensure Examination (nursing), Practical Nurse Licensure Examination (nursing), Radiologic Technology Examination (radiology), Fundamentals of Engineering Examination (engineering), several other tests/examinations utilized by at least one institution constitute this indicator. For the higher education system as a whole, the achievement rates are outstanding. However, the performance of students from particular institutions on certain tests or examinations shows that some weaknesses may exist in certain programs. A general conclusion reached from the data is that these institutions and their governing boards should undertake immediate reviews of these programs and take action to correct the weaknesses.

Indicator #5: Lower Division Class Size

Integrated with comprehensive advising and counseling, appropriate intervention techniques, and extensive student support systems, the provision of small classes during the first few semesters of a student's collegiate experience is one method institutions can employ to improve freshman retention and persistence. The average headcount enrollment in lower division classes is reported as this indicator. With only a few exceptions, all institutions have met or exceeded the benchmark.

Indicator #6: Approved and Implemented Diversity Plan

Each institution was directed by CCHE to develop a plan for enhancing diversity at the institution. That plan, if approved by the institution's governing board and accompanied by a statement from the governing board that the resources inherent in the plan have been committed to accomplishing the plan, constitutes this indicator. All institutions have complied with this indicator.

Indicator #7: Institutional Support Costs

The budget category most closely encompassing what is considered administration is the category labeled "institutional

support". The administrative efficiency of an institution is reflected in the percent of its overall operating budget that devoted to institutional support. The lower the percent, the more administratively efficient is the institution. Certain conditions affect the administrative efficiency of an institution. The categorization of certain expenditures by the institution, the enrollment size of the institution, the institution's overall general fund, and the admission selectivity of the institution are examples of such conditions. A general conclusion from the data is that administrative efficiency varies significantly among similar institutions. For those institutions with higher administrative expenditures as a percent of their overall operating budget, reducing administrative expenditures should be a priority. Also, the most efficient of the institutions should serve as the benchmark for all the other similar institutions.

Indicators #8 and #9: Institution-Specific Indicators Selected by the Institution

The diversity of role and mission among Colorado's public institutions of higher education cannot be adequately taken account by a common set of indicators. The quality indicator system must recognize and honor this diversity. The diversity of institutions is accommodated by having the institutions identify two indicators which measure the uniqueness of institution.

Future Quality Indicator System

The nine indicators listed above, along with 20 other indicators, comprise the quality indicator system for the future. Among the additional indicators are: (1) an assessment of foundational skills and general literacy competence of students nearing the completion of the institution's general education program, (2) a graduation year assessment of the student's knowledge in his/her major field, vocational, or training area, and (3) percent of baccalaureate and associate degree programs requiring no more than 120 or 60 credits respectively. As with the quality indicator system utilized, institution-specific indicators will continue to be included in the quality indicator system for the future.

Executive Summary
Chapter 11 – Capital/Maintenance

(WILL BE AVAILABLE AT A LATER DATE)

Executive Summary

Chapter 12 — Distance Learning: Colorado Access

In HB99-1289 the General Assembly seeks to answer several questions concerning distance learning. Distance learning is the use of technology to deliver instruction. It does not include correspondence courses or technology-enhanced instruction in the normal classroom. Central questions posed are:

- Can Colorado institutions use distance learning to more effectively and efficiently meet the demands of diverse populations across the state?
- Can distance learning make higher education more accessible?
- Can distance learning make higher education more affordable?
- Is there a role for privatization in the delivery of distance learning?
- Is distance learning in Colorado and its delivery system comparable to the use of technology in other states?

In examining the current status of distance learning, CCHE looked at the current use of distance learning techniques and technologies by institutions, including:

- support amounts paid to the institutions by CCHE;
- charges to students by institutions and entities other than the institutions;
- reimbursements to students for such charges; and
- the potential for increased use of distance learning techniques and technologies in meeting future demand for higher education, especially in rural areas.

Key Recommendations

- CCHE and the governing boards should explore ways to share the development and/or delivery of distance learning courses and/or programs that have significant high enrollment across several institutions.
- CCHE and the governing boards should explore ways to aggregate their purchasing power in the procurement of outside services that support distance learning.
- CCHE and the institutions should examine a funding model for the support of distance learning.
- On a pilot basis, CCHE and the institutions should experiment with ways to increase the efficiency of distance learning beyond what is possible with the traditional classroom model.
- CCHE should support efforts of the state to ensure telecommunications infrastructure is available in all regions of the state adequate to provide distance learning services to all citizens.
- Efforts to enhance the opportunities for rural residents to complete bachelors' degrees should be emphasized by both CCHE and the institutions. One focus on this effort involves CCHE's budget recommendation for FY00-01 to implement a Rural Education Access Program, allowing community colleges to purchase education services for local residents.

General Findings

- Access, convenience, and quality are three benefits of distance learning classes to students.
- Distance learning classes are typically teacher-led and involve a defined group of students who all begin and end the course together.
- A number of degrees may be obtained entirely through distance learning.

Enrollment Impacts

- Participation in distance learning classes is significant, totaling 27,031 (headcount, some duplication possible in numbers) students in 1999.
- Some institutions have been more aggressive in offering distance learning than others.

Class Size Differences

- While distance learning class sizes are typically capped at the traditional classroom size of 20-25 students to accommodate students/teacher interaction, distance learning class sizes are in fact smaller, averaging about 10 to 12 students per course.
- A current drop in online class size may suggest that too many institutions are targeting the same market.

Various Media Options

- Online (typically Web-based) classes dominate. Their use is rapidly expanding relative to other media.
- Course offerings and enrollments of video-based classes (whether one-way or two-way interactive) are declining.
- Distance learning is most used (69 percent) by students in lower division distance courses.
- Community colleges offer 78 percent of the distance learning courses overall and also 78 percent of lower division distance courses.
- Significant distance learning offerings exist at each level of instruction and for both types of institutions (two-year and four-year or more).

Discipline, Field Area

- Distance learning courses are broadly offered across the full spectrum of disciplines.
- Liberal arts courses are offered more than any other type.
- There are substantial offerings in engineering and the sciences.
- There may be an opportunity to share course development costs across institutions; the community colleges serve the substantial proportion of lower division enrollments in Social Sciences, Business and Management, Letters, Psychology, Computer and Information Sciences, and Mathematics.
- There are significant additional costs associated with distance learning, technological and organizational.
- Costs associated with development differ from costs associated with delivery.
- Costs also differ by medium used. Due to high cost for telecommunications connections, interactive video may have higher ongoing costs than online. However, online programs typically have higher up-front development costs on a course-by-course basis.
- The increased costs per student are not offset by larger class size – class sizes are smaller than average and are limited by the "class" format of current distance learning approaches.
- Increased cost may, however, be compensated through savings in classroom space at the margin (e.g., where overall institutional enrollment is increasing and new capital construction is required).
- The same outside services are procured by a number of institutions. Opportunity exists for aggregating purchasing power.
- Students are willingly paying modest extra fees for the convenience of distance learning.

Cost Recovery

- Almost all (80 percent) of distance learning courses are offered as Resident Instruction and thus are eligible to receive state reimbursement.

Future Potential

- National studies have not found a difference in the instructional outcomes between distance learning and traditional classroom instruction.
- Distance learning appears to be suitable across a broad spectrum of disciplines and levels of instruction.
- Distance learning has the potential to support degree completion.
- Distance learning has the potential to support short-term education needs.
- Distance learning has the potential to facilitate college-high school articulation.
- Distance learning has the potential to deliver training to business sites.
- For distance learning to reach its potential, functional specialization may have to occur. Market forces may lead to the unbundling of the various functions of teaching – development, delivery, technology support, and assessment.

Existing Barriers

- Distance learning is best suited to mature students with developed learning skills who can work independently (no matter at what age this occurs).
- Home access to PCs and the Internet is still not available in the majority of homes, but this is changing rapidly.
- The state's telecommunications infrastructure is inadequate at present to support broadband distance learning (e.g., interactive video) in all regions of the state, but the state has a strategic plan in place to address this.
- Full-scale deployment of distance learning is hampered by a lack of funding for basic distance learning infrastructure, including course development resources, student services, and delivery technology.
- Adequate incentives for faculty to participate may be lacking.

Executive Summary

Chapter 13A – Faculty Salaries

The Colorado Commission on Higher Education examined faculty salaries to determine if there had been growth/decline in faculty salaries at Colorado public institutions of higher education and to compare this data with similar institutions both in-state and out-of-state.

Key Findings

- Average faculty salaries (current dollars unadjusted for inflation) for Colorado full-time faculty increased 300.7 percent from 1970-71 to 1996-97. The national average was 299.7 percent.
- The average salary for Colorado faculty was \$50,095 in 1996-97, slightly below the national average of \$50,829.
- Colorado Mountain College (CMC) and Aims had average faculty salaries 12 to 21 percent lower than national averages in 1998-99.
- Combined all other Colorado community colleges were 10 percent below the national average.
- Of the state's baccalaureate schools only Metro had average faculty salaries at or near national averages.
- UCD and UCCS average faculty salaries were at or near national averages.
- Of the state's doctoral/research institutions only UCB was above the national average.
- Overall, average four-year faculty salaries compared with the inflation have met or exceeded inflation for the past decade except in 1989-90.
- Overall, average two-year faculty salaries have fallen below the rate of inflation.
- On average, the gap between average female and male faculty salaries has increased at all Colorado institutions (four-year and two-year).
- At Colorado two-year and four-year institutions, the numbers of faculty (part-time and full-time) have increased faster than student FTE and student headcount numbers from 1989-90 to 1998-99.
- Statewide, instructional expenditures as a percent of total institutional expenditures have remained at about 30 to 36 percent of all higher education expenditures for the past ten years.
- Faculty turnover rates at the community college system have remained relatively constant at about nine percent a year for the past five years.
- Faculty turnover rates at the four-year schools have remained relatively constant at the UC and CSU systems. Turnover has increased at CSM, UNC and the State Colleges.

Background to Issue

Higher education employees nationwide increased slightly from 1993 to 1997, as did the number of student full-time equivalent (SFTE) enrollments according to the National Education Association's (NEA) September 1999 edition of *Update*. From 1993 to 1997, the number of full-time faculty nationwide increased less than ½ of a percent. Part-time faculty increased about five percent.

Methodology

CCHE's used methods similar to those used by the National Center for Higher Education Management Systems (NCHEMS) in *Faculty salaries at Public Colleges and Universities in Colorado: Their Relative Levels and Their Role in Faculty Recruitment and Retention* (issued to the Legislative Audit Committee in 1990). National data sources were used to construct comparisons between average faculty salaries at Colorado colleges and universities and average faculty salaries at higher education institutions nationally. CCHE also used national classifications of institutions developed by the Carnegie Foundation for the Advancement of Teaching and peer groups identified by Colorado institutions of higher education to comparisons.

Key Definitions

This report describes salaries in terms of current dollars (i.e., unadjusted for inflation) and constant dollars (i.e., adjusted for inflation). Average salaries are used to compare faculty salaries in Colorado with salaries nationwide. The focus here is on faculty with 9/10-month contracts. About 86 percent of all college faculty nationwide are on 9/10-month contracts. The remaining 14 percent of faculty are on 11/12-month contracts. UCHSC and CSU have most of the 11/12 month contract faculty. The data here compare 9/10-month average faculty salaries in Colorado at institutions throughout the U.S. Salaries for faculty on 11/12-month contracts are not included in this analysis except for the UCHSC where it is compared with other national peers (i.e., specialized institutions).

Review of NCES Findings

National Center for Education Statistics (NCES) data show that Colorado average faculty salaries (for faculty 9/10-month contracts) fell below national averages in the mid-1970 and for much of the 1980s. More recently, Colorado average faculty salaries (current dollars) improved in the late 1980s and by the 1990s Colorado faculty salaries have been close to national averages.

From 1970-71 to 1996-97, average salaries (in current dollars) for all Colorado full-time faculty on 9/10-month contracts increased 300.7 percent. The national average was 299.7 percent. The average salary of Colorado high education faculty was \$50,095 in 1996-97, slightly below the national average of \$50,829. Eighteen states (mostly on the East Coast) had average salaries higher than Colorado faculty, 31 states had average faculty salaries lower than Colorado. When compared with other neighboring states, only Arizona's full-time faculty fared better than Colorado faculty in terms of average salaries (current dollars).

Types of Colorado Institutions

Higher education institutions can be categorized in a number of ways. For example, institutions can be defined as public, private or church-related. Within these designations, institutions can be further delineated by characteristics such as institutional size, role and mission, budget, type of programs offered, research capabilities, etc. In 1973, 1986 and 1999, the Carnegie Foundation for the Advancement of Teaching developed and revised an institutional classification system for U.S. higher education. Carnegie categories CCHE used to compare Colorado institutions with national peers were:

- Doctoral institutions (UCB, CSM and CSU),
- Comprehensive institutions (UNC, UCCS and UCD),
- Baccalaureate institutions (ASC, USC, Mesa, Metro, Fort Lewis and WSC),
- Two-year institutions with faculty assigned to ranks—professor, assistant professor, associate professor, lecturer (CMC and Aims), and
- Two-year institutions where faculty are not assigned ranks (all other public community colleges).

Comparing Colorado institutions only with other Colorado public institutions by these Carnegie classifications show that:

- ACC, CCA FRCC, LCC and PPCC had the highest average faculty salaries when compared with other Colorado two-year colleges except CMC and Aims from 1989-90 to 1998-99.
- CMC had higher average faculty salaries than Aims from 1989-90 to 1998-99.
- Metro, Fort Lewis and USC had the highest average faculty salaries of the state's baccalaureate colleges and universities.
- UCD had the highest average faculty salaries of the state's comprehensive universities.
- UCB had the highest average faculty salaries of the state's doctoral universities.

Colorado Faculty Salaries Compared with Carnegie Peer Groups by Rank

When the average faculty salaries of Colorado community college faculty are compared to their national peers' average faculty salaries for FY 1998-99, data indicate that:

- Aims and CMC had average full-time faculty salaries 12 to 21 percent lower than similar community colleges.

- All other Colorado community colleges had average full-time faculty salaries on average, ten percent below similar community colleges nationwide.

When the average faculty salaries of Colorado four-year public institution faculty are compared with their respective Carnegie national peer groups for FY 1998-99, the data indicate that:

- Of the state's baccalaureate schools, only Metro had average faculty salaries at or near national averages.
- UCD and UCCS average faculty salaries were above or near, respectively, average faculty salaries at comparable universities nationwide.
- UNC average faculty salaries were below average faculty salaries at other comprehensive universities nationwide.
- UCB had average faculty salaries above average full-time faculty salaries when compared with other doctoral universities nationwide.
- CSU and CSM average faculty salaries were below the national averages for doctoral schools in 1998-99. Prior to 1998-99, CSM's average faculty salaries were at or above the national norms.

Colorado Faculty Salaries Compared With Institution Peers

In September 1999, CCHE, in conjunction with representatives from each of the governing boards, identified the following specific peer institutions to compare Colorado faculty salary data with institutionally recognized peers.

Data from NCES from FY 1994-95 to FY 1998-99, indicate that:

- Average faculty salaries at the UCHSC were above UCHSC U.S. peer institutions.
- UCD average faculty salaries have been above averages for their peer institutions. UCCS faculty salaries are about average for these peers.
- UNC's are lower than the comprehensive group peers.
- Average faculty salaries at UCB and CSU are lower than their peers.
- Average faculty salaries at Metro are lower than its peers.
- USC, Fort Lewis and WSC are at or near their peers.
- ASC and Mesa faculty salaries are lower than their peers.
- CSM has consistently been above the average for its peer institutions except in FY 1998-99. This may be a data problem.
- Average faculty salaries at the State's urban community colleges (CCD, PPCC and PCC) are below their peers.
- Average faculty salaries at the State's suburban community colleges (ACC, Aims, CCA, FRCC, and RRCC) are below their peers.
- Average faculty salaries at the State's rural community colleges (CMC, LCC, MCC, NJC, OJC, TSJC and NJC) reveal that CMC, LCC and OJC are at or near their peers. The others (NJC, MCC, TSJC and NJC) are below the averages.

Comparison of Colorado Average Faculty Salaries with the Consumer Price Index

The NEA has reported that average faculty salaries, when compared with inflation, have declined .8 percent since 1970s.

When Colorado average faculty salaries (constant dollars) are compared to the CPI:

- Overall, average full-time four-year faculty salaries compared with the CPI appear to have met or exceeded inflation for all years except 1989-90 for the last decade
- Overall, average full-time two-year faculty salaries as compared with the CPI appear to have been below the rate of inflation for the entire decade

Comparison of Average Faculty Salaries by Gender

The NEA 1998 *Almanac of Higher Education* states that nationwide male faculty members earned more than females in 1996-97, regardless of institutional level control. The salary gap (nationally) in 1996 was \$9,515 in public institutions and \$11,863 in independents. Since 1995-96, the wage disparity (nationally) has increased by almost 3 percent in each sector. Barring several minor exceptions, men also earned more at every rank.

Data from Colorado public institutions of higher education show that:

- On average, the gap between average female and average male faculty salaries at Colorado public four-year schools increased over the past ten years. In 1989-90, on average male faculty at four-year institutions made about \$3,951 more than female faculty. In 1998-99, the difference was about \$10,959.
- On average, the gap between average female and average male faculty salaries at Colorado public two-year institutions also increased. In 1989-90, on average, male faculty made about \$2,769 more than female faculty. In 1998-99, the difference was about \$6,667.

Comparison of Average Faculty Salaries by Discipline

Colorado four-year faculty average salaries compared with faculty salaries for the same disciplines nationwide for 1998-99 shows that the lowest average faculty salaries were in fine arts, languages, and home economics while, as might be expected, the highest average salaries were in engineering, accounting computers and business administration

Data for the community colleges show that there are fewer significant differences between disciplines such as business and technology-related fields and such disciplines as visual arts and languages in the two-year schools than there are in the four-year institutions.

Comparison of Student FTE and Headcount with Total Faculty

As a part of the HB 1289 report, CCHE requested that Colorado public institutions of higher education provide data on faculty numbers to compare with increases in students both headcount and FTE. Previously, CCHE's information on faculty were reported as a part of its reports that came from two sources — the NCES Fall Staff surveys done every other year and the CCHE surveys done in intervening years. CCHE's review of the data indicates that it was incomplete and often unreliable. Continuity of reporting period, uniformity of methods for calculating faculty (FTE) and numerous other issues limit the comparability of data among institutions and governing boards.

At the four-year level, student FTE and student headcount increased six percent and eight percent, respectively, from 1989-90 to 1998-99. At the same time, total faculty (part-time and full-time) increased 48 percent. Four-year full-time faculty increased 29 percent and part-time faculty increased 89 percent

At the two-year level, student FTE and student headcount increased 19 percent and 15 percent, respectively, from 1989-90 to 1998-99. Total faculty (part-time and full-time) increased 84 percent during that period with full-time faculty increasing seven percent and part-time faculty increasing 112 percent.

Instructional Expenditures Compared With Total Expenditures

Data show that Colorado public institutions of higher education spend on average about 30 to 36 percent of their budgets on instruction related expenditures. The instruction expenditures range from a low in FY 1999 of 24 percent at the CSU system to a high of about 48 percent at SBCCOE/CCCOES. The trends over the past ten years show instructional expenditures as a percent of total expenditures have:

- decreased from 33 to 30 percent at CSM.
- decreased from 32 to 28 percent at the CU system.
- decreased from 31 to 24 percent at the CSU system.
- remained relatively constant at the Trustees of State Colleges system.
- decreased from 54 to 48 percent at the SBCCOE/CCCOES system.
- remained relatively constant at UNC.

Comparison of Faculty Turnover Rates

Data from the community colleges show that faculty turnover rates have increased in the past five years. Community college faculty turnover is about nine percent per year.

For the four-year schools:

- University of Colorado faculty turnover has remained at about two to three percent per year from 1995 to 1999.
- CSM faculty turnover at CSM faculty turnover increased to about nine percent per year for the past two years.
- State College system faculty turnover increased to about seven to eight percent over CSU system faculty turnover has remained relatively constant at about four to five percent for the system for the past five years.
- UNC faculty turnover has increased over the past three years.

Executive Summary

Chapter 13B – Part-Time Faculty Salary Analysis

Part-time faculty teach significant numbers of college and university courses and are, therefore, a key point of contact between higher education institutions and students. Today, 43 percent of all faculty positions nationally are part-time or non-tenure track positions. In 1970 only 22 percent of faculty were part-time.

In Colorado about 86 percent of all community college faculty are part-time. About 43 percent of all four-year faculty are part-time or non-tenured.

Key Findings

- Data on part-time faculty salaries and average workloads is limited.
- Forty-three percent of faculty nationally are part-time. In Colorado, 86 percent of all two-year faculty and 43 percent of four-year faculty are part-time or non-tenured.
- CCHE calculated that the average part-time faculty salary was \$4,505 and \$7,457 at the two-year and four-year schools, respectively in 1998-99.
- The top concern of part-time faculty is compensation.
- The CU system is ahead of most schools in the nation in addressing part-time faculty pay and benefit issues.
- Data on faculty salaries by ethnicity is not available nationally or in Colorado.
- The ethnic make-up of all higher education staff has not changed much in Colorado in a decade.

A 1998 CU study found that part-time/non-tenure track faculty taught:

- 51 percent of the total undergraduate credit hours at UCCS and 37 percent of the upper division credit hours in 1998.
- 46 percent of the total student credit hours at UCD in 1997-98.
- 49 percent of the total student credit hours at UCB including 59 percent of lower division student credit hours, 42 percent of upper division and 19 percent of graduate and professional level hours.

Part-Time Faculty Numbers and Salaries

Data on numbers of part-time non-tenure track faculty are available but information on their salaries, benefits and their average workloads are very limited. Using data reported by the community colleges, CCHE found that the two-year schools (excluding Aims and CMC) employed 6,014 total faculty in 1999. Of these, 864 (14 percent) full-time and 5,150 (86 percent) were part-time.

Community college part-time (adjunct) faculty are most likely to teach business, English, health professions, visual arts or social science courses. Similarly, full-time faculty are most likely to teach in health professions, business, English and mathematics.

The average salary for part-time community college faculty calculated by CCHE was \$4,505 in 1998-99.

Data show that, collectively, the state's four-year schools employed 9,117 total faculty, including 3,919 (43 percent) part-time and 5,198 (57 percent) full-time in 1998-99. Four-year part-time (non-tenured) faculty are most likely to teach courses in health, social sciences, education, visual arts or business. There is little difference in the most common fields taught by full-time and part-time faculty. Four-year full-time faculty are most likely to teach courses in health, social sciences, biological sciences, engineering or business. The average salary calculated by CCHE for all part-time faculty teaching at four-year institutions statewide (excluding ASC and UNC) was \$7,457 in 1999.

Part-Time Faculty Issues

A 1998 CU system report, "Nontenure-Track Faculty" of 205 of non-tenure track faculty found that:

- 99 (48%) cited unfair pay as their number one concern.
- 94 (46%) expressed dissatisfaction with CU policy related to lack of equity and absence of clarity regarding their role.
- 70 (34%) felt their contribution is not valued by the CU or their campus departments.
- 55 (27%) were satisfied with their position at CU.
- 52 (25%) included job insecurity, late employment notification, inability to move into tenure-track positions.

A separate study of two-year community colleges found that low salary was the primary area of concern by part-time faculty.

Steps to Address Part-time Issues

The CU system has begun to address various part-time faculty issues. CU's has created an Instructor Bill of Rights that provides more job security for part-time and non-tenure track faculty by setting a floor for salaries, providing for at least a one-year contract and allowing benefits for faculty who teach at least three years. CU is ahead of the nation in responding to the increasing numbers of part-time and non-tenure track faculty and by addressing various compensation and benefit issues.

CU's model may be worth consideration by the state's institutions. As the number of part-time faculty increase, issues related to these faculty will need to be addressed both by individual governing boards and from a state perspective.

Ethnic Diversity in Colorado Higher Education Institutions

Faculty salaries are a primary focus of HB 99-1289. However, the legislation requests analyses of faculty salaries based on a number of other attributes including ethnicity. Data on average faculty salaries by ethnicity is not available from NCES except as a part of the IPEDS Fall Staff surveys that report such information by salary band rather than averages. Thus, it is not possible to identify average faculty salaries by ethnicity nor is it possible to compare salaries by ethnicity with overall faculty salaries statewide or nationally.

While data on salaries (faculty or all other employee groups) are not available at the ethnic level, information is available about the ethnic make-up of higher education personnel. The mix of different ethnic groups working in all job classifications — part-time and full-time and by type of job (e.g., skilled crafts, administrative, clerical, etc.) in Colorado public institutions of higher education has changed slightly, over the past decade. Data show that the number of white males and females working in higher education decreased by about two percent over the past decade. The number of African-Americans also decreased one percent. Conversely, the number of Hispanics and Asians working in higher education increased two percent and one percent, respectively. Native Americans remained stable at one percent of the total staff (faculty, administrative and executive) working in higher education.

Colorado Commission on Higher Education (CCHE)
February 3, 2000
Agenda Item VI, A

TOPIC: CONCEPT PAPERS

PREPARED BY: WILLIAM G. KEUPPER

I. SUMMARY

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

[*Master of Engineering \(M.E.\) at Colorado State University*](#)

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 qu answered 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, cap 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 requir 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 recommendati 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)
February 3, 2000
Agenda Item VI, A(1)

**TOPIC: CONCEPT PAPER: MASTER OF ENGINEERING (M.E.) AT
COLORADO STATE UNIVERSITY**

PREPARED BY: WILLIAM G. KUEPPER

I. BACKGROUND

Colorado State University has submitted a concept paper for a Master of Engineering (M.E.) degree. The proposed degree is, essentially, a course-only program intended as a professional degree for students and practicing engineers who need updated skills but lack the time or need for a traditional research-based graduate degree. The concept paper notes that the proposed degree is similar to the Master of Electrical Engineering (M.E.E.) degree approved for CSU in 1998. The M.E. authorization would permit all departments in the College to offer a professionally oriented, course-only, master's degree, and, if the degree is approved, the existing M.E.E. would be incorporated in it. The proposed degree program also is similar to programs offered at major engineering schools throughout the U.S.

The concept paper points out the increasing complexities in all aspects of engineering and the substantial workforce needs of Colorado in several engineering fields. All courses required in the degree program already are being offered in the College.

Because Colorado State University has a comprehensive engineering school, with 2,000 students, and has statutory authority to offer master's and doctoral degrees, institutional role and mission would not appear to be an issue. In the matter of program duplication, there currently are M.E. programs at three University of Colorado campuses (Boulder, Colorado Springs, and Denver) and at the Colorado School of Mines. While the potential impact on these programs would be addressed in a full proposal, no governing board has, at the concept paper stage, raised a concern over program duplication.

II. ISSUES TO BE ADDRESSED IN PROPOSAL

After discussions between Commission staff and representatives of the governing board and the institution, it was agreed that the following will be included in a full proposal for a Master of Engineering degree:

1. A clear curricular distinction between the proposed degree program and the non-thesis Master's option (referred to as Plan B) already offered in the College of Engineering.
2. The effect of the proposed degree on the enrollments in CSU's existing master's degrees in Engineering, particularly the non-thesis (Plan B) programs.
3. Data supporting the contention that there is a significant need and demand for the new degree, i.e., the need to offer a professionally oriented master's degree at CSU in engineering fields other than electrical.
4. A list of those departments in the College of Engineering which will be participating in the degree.
5. How quality control will be maintained in a graduate degree program which has no thesis and no comprehensive exam, including plans for assessment of student learning outcomes.
6. Because of its orientation toward serving the professional engineer, any considerations being given to having the program supported, partially or fully, on a cash-funded basis.
7. Distinctions between the proposed degree and existing M.E. programs in Colorado, and how the delivery of the program via distance learning technology might impact these other programs.

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 Master of Engineering (M.E.) Degree program at Colorado State University.

Attachment 1

MASTER OF ENGINEERING AT COLORADO STATE UNIVERSITY

INTRODUCTION

The College of Engineering at Colorado State University is proposing the establishment of a new Master of Engineering degree under the recently approved Plan C Master's program. The proposed degree is similar to the Plan C Master's program recently approved for the Department of Electrical and Computer Engineering at Colorado State to offer a professional degree for students and practicing engineers who need updated skills but lack the time or need for a traditional research-based graduate degree. Other state universities in Colorado offer M.S. degrees in engineering, but the proposed degree program will be unique in its organization and responsiveness to the career needs of all engineers.

The proposed Master of Engineering program is similar to successful programs in place at other United States universities such as Stanford University, State University of New York at Buffalo, Cornell University (since the 1960s) and the Massachusetts Institute of Technology (since the 1980s). The master's degrees offered by these universities have proven valuable in offering advanced education for in-service engineers who need to balance career advancement and professional development. This will become more urgent in the 21st century workplace, which will require higher skills in a population with more hurdles to overcome in the form of minority status, age, and family responsibilities.

As a Land Grant University, Colorado State is dedicated to providing high quality educational programs to the people and industry of the state in many areas including Engineering. The proposed program will improve the quality of the College of Engineering graduate program by providing a professional degree at the post-baccalaureate level responsive to the needs of those working in industry as well as present and future undergraduate students. The proposed degree will go a long way toward improving access to and efficiency of graduate education for Colorado citizens.

Current graduate degree programs in Engineering at Colorado State are the M.S. Plan A, the M.S. Plan B, Plan C (Electrical and Computer Engineering only), and the Ph.D. degrees. As implemented in the Engineering Departments these degrees, with the exception of Plan C in Electrical and Computer Engineering, involve research components that constitute the basis for the M.S. thesis, the M.S. technical paper, or the Doctoral dissertation. In many cases, requirements for research and a final oral exam make these degrees unattractive to practicing engineers in industry, government and consulting firms. The proposed Plan C program offers new possibilities for students interested in graduate courses beyond the B.S. level but who lack the time or need to be involved in formal research. A Master of Engineering degree would be obtained from a set of courses focused on graduate knowledge that can advance their skills in all areas of engineering requiring advanced knowledge but do not necessarily require formal research programs.

GOALS AND NEEDS

The specific goals of the Master of Engineering program in the College of Engineering are:

- Provide a graduate level practice-based educational program beyond the B.S. degree, but distinct from the traditional research-oriented M.S. degree.
- Develop a professional degree that closely meets the specific needs of engineers working in industry, government and consulting firms.
- Develop a high-quality, flexible Master's degree program to prepare engineers for the rapid and revolutionary technological changes challenging the engineering profession.

The reasons and need for this degree are as follows:

- The complexity of the problems associated with all aspects of engineering including communications, computer

- The complexity of the problems associated with all aspects of engineering including communications, computer technology, biomedical advances, bioresources, infrastructures and the environment are increasing. Demands placed on graduates require advanced knowledge of processes and designs. These subjects are at the heart of the nation's health, welfare, economy and environment. Additional skills are required for engineers designing, constructing, and operating the equipment, facilities and structures, and these skills can only be obtained through additional advanced study.
- The Department of Labor has indicated an increased need for engineers in the workforce. In addition to the growth, aging engineers will require replacement and younger engineers require upgrades to their skills.
- Many engineers with a practice-oriented career path see the need for additional education beyond the B.S. but they have only limited interest in the existing research-oriented Plan A or Plan B M.S. programs. In many ways, the Plan C Master's program meets a technical need for engineers in the same way the M.B.A. degree meets the needs of people in management.
- Students enrolling in a Plan C degree would increase per course enrollment at Colorado State and raise the efficiency and productivity of our graduate program by better utilizing existing resources. This will result in an improved slate of graduate courses and enhance the quality and breadth of our graduate program by injecting experienced engineers who can discuss industry problems into our classrooms.

ACADEMIC REQUIREMENTS

The admission criteria are similar to those for the existing Master of Science (M.S.) degree programs in Engineering except that:

- GRE and GMAT scores are not required.
- Applicants with undergraduate degrees from accredited engineering programs are eligible for admission.
- Applicants from related backgrounds may apply and may enter the program subject to demonstrating competence in a set of undergraduate courses specified by individual departments.

Graduation requirements are:

- Minimum of 30 course credits, 15 of which must be earned in the student's engineering department.
- No independent study credits will count toward graduation.
- 21 credits must be earned after formal admission to the Graduate School.
- 24 credits must be earned at Colorado State University.
- 24 credits must be from courses of 500 level or above.
- A thesis or project paper is not required.
- A final examination is not required.

PROGRAM ADMINISTRATION

The administrative structure for the Master of Engineering will have the following characteristics:

- Each student will be assigned a Faculty Advisor. There would be no graduate committee in the sense of what is employed in the existing M.S. and Ph.D. programs. Oversight of the quality of the student's program of study would rest with the advisor and the Department Head. The Faculty advisor and the Department Head will approve each student's academic program.
- Each Department in the College of Engineering will determine if there will be a set of core courses required in their field. Faculty in the area of study in which the Master of Engineering is offered will define the core courses and other requirements of the program.
- The Master of Engineering is considered a terminal degree and cannot normally be used as a qualification to enter the Ph.D. program.

The Master of Engineering degree will require no new courses. However, if the population of our graduate program increases due to the new Master of Engineering students, we may be able to offer a more diverse portfolio of graduate courses, which will benefit students in all of our graduate degree programs. No new faculty positions are required to implement the proposed program. Each Department will be responsible for administering its program.

All other existing University policies regarding master's degree programs apply to the Master of Engineering option.

STUDENTS

This proposed program addresses growing demands in engineering practice for engineers to have more academic coursework than can be offered in the 4-year B.S. degree. However, the Master of Engineering degree is not designed to prepare the student to continue into the Ph.D. program. The students are expected to be those with an interest in graduate education but who do not need the formal research component of traditional M.S. programs. As a result, we expect this degree to have only limited impact on existing M.S. and Ph.D. enrollments other than in the Plan B program. It will attract students presently enrolled in the M.S. Plan B program, and we expect the Master of Engineering program to comprise students from Plan B plus additional students from professional ranks. It is anticipated that the total graduate enrollment in the College will increase by between 5 and 10 percent as a result of this degree. Since the courses supporting the Master of Engineering degree are already offered for existing programs, no additional burden will be placed on the instructional, research or service operations, although typical graduate class sizes would increase. We foresee no significant effect of the Master of Engineering degree on existing resources such as the library or computing facilities. Since students normally choose universities on the basis of location and program strengths, we see little impact of the Master of Engineering degree on graduate enrollments at other institutions in the State.

We view this degree as a professional or practice-oriented degree whose primary recipient would be the practicing engineer in industry. The 30 credit hour requirement would mean that a full-time student could complete the Master of Engineering program in one year. The Master of Engineering degree may appeal to persons who wish to pursue a degree program through videotaped (distance-learning) lectures as well as on-campus instruction. Programs awarding M.S. degrees have been available through videotaped distance-learning, but students were required to defend a research project or to take a final examination on campus, and in some cases were required to attend classes on campus for a semester. The College of Engineering has participated in a video-based program previously referred to as SURGE (State University Resources in Graduate Education) and now called CSUN (Colorado State University Network for Learning) for over 20 years. The Plan C program has the potential to reach engineers throughout Colorado and the nation through the distance-learning program and will form an important component of our future distance-based program that is designed to bring education to engineers in remote parts of the state and region. The College is presently evaluating how to respond to future needs and opportunities to deliver site-based graduate education to Colorado engineers through distance-education, and we expect the Plan C program to be a central part of our future program.

For example, at a recent Civil Engineering Industrial Advisory Group meeting, suggestions were made to provide off-campus instruction at the Denver campus and to make more classes available in the late afternoon and at night. Changes in class times could significantly increase the appeal of the Master of Engineering program. Graduate students working for local consulting firms and industry presently comprise about 5 percent of the total graduate student population. Discussions with some of these students indicate that they and their co-workers would be more inclined to take classes offered in the late afternoon or at night.

The students in the Master of Engineering program will take the same courses as the M.S. students. We do not expect the Master of Engineering students to be any less qualified than the M.S. students who are taking the same courses. Master of Engineering students will be required to take regular courses for a traditional grade and maintain a 3.0 cumulative grade point average for courses contained in their graduate program of study. However, Master of Engineering students will not take a final comprehensive examination, nor will they be allowed to use independent study credit toward the 30 credits.

ACCOUNTABILITY

Evaluation of each of the Master of Engineering programs will involve the department's Industrial Advisory Committee or Board (IAC or IAB) and graduates of the program. The IAC/IAB are composed of engineers in private practice, from local, state and federal agencies, and from local industry. Examples of Colorado firms and agencies represented on some Departmental committees include CH2M Hill, Coors, the State Engineer's Office, the Colorado Department of Transportation, Hewlett Packard, Lockheed/Martin, Seagate, Maxtor and IBM. The IAC/IAB will be asked to evaluate the Master of Engineering plan once approved. Graduates of the program will be surveyed at one and five year graduation. A Faculty Committee in each Department will collect data, analyze the degree, and recommend modifications to the program.

SUMMARY

In summary, the College of Engineering at Colorado State proposes a new academic degree under the university's recently approved Plan C Master's program. It would provide a professional graduate degree which is flexible responsive to the needs of those working in industry, as well as other students, and it would improve access to, efficiency of, graduate education for Colorado citizens. It would offer new possibilities for students interested in graduate education but who lack the time or need to be involved in formal research beyond that contained in grad courses. Future needs for graduate education in engineering will be driven by the complexity of problems associated with the various disciplines and the environment, such as those made apparent by Colorado's rapid growth. The College is in a good position to offer the degree due to its record of achievement and strong graduate programs. It will be able offer the degree without new resources by offering it in tandem with existing graduate programs which respond traditional, research-oriented student needs. Evaluation of the program will involve the Departments' Industrial Advisory Committees or Boards, graduates of the program, and the faculty in each Department.

TOPIC: REPORT OF 1998-99 STUDENT AID EXPENDITURES

PREPARED BY: PATTY O'CONNOR

I. SUMMARY

Attached is the . The Colorado General Assembly has provided significant increases in funding for student aid programs 1998-99 State-Funded [Financial Aid Report](#) over the past five years. This year's report shows that although state funds continue to be a relatively small portion of all aid awarded, with the increased funding, the percentage has increased slightly from 8% to 8.5%. A detailed description of program funding may be found in the report.

II. BACKGROUND

Postsecondary education benefits both the individual and society. It is the key to individual self-sufficiency and to the economic strength of the state. Student financial aid is assistance to students to help them meet the expenses attending college. It may be in the form of need-based grants, merit-based grants, employment or loans. During 1998-99 academic year, more than 122,000 students, about 1/3 of all Colorado students, were reported to receive some form of financial aid.

Student aid in Colorado is based on the premise that students (and their parents or spouse, if applicable) have the primary responsibility for paying for their postsecondary education. Student financial aid seeks to "level the playing field" by providing equal opportunity to otherwise qualified students whose personal or family resources are insufficient to cover the cost of attending college.

For the 1998-99 fiscal year, the Colorado General Assembly appropriated \$67,191,382 for Colorado student financial aid funding. Authorization for these appropriations is found in 23-3.3-102 and 23-3.5-103, C.R.S. A ten-year history of financial aid appropriations can be found in Table 1.

State Programs: Total Appropriations (from Long Bills including supplementals)									
TABLE 1									
--	Need	--	Merit	Tot Need,	--	Vet	Law /	Native	Total
--	Based	Work	Based	Work,	Federal	Tuit	POW	Amer.	State
Year	Grants	Study	Awards	Merit	Match	Asst.	Asst.	& Other	Aid
1990-91	11,033,697	9,552,181	9,662,922	30,248,800	1,205,849	15,000	20,747	1,613,612	33,104,008
1991-92	12,783,697	9,302,181	9,662,922	31,748,800	1,205,849	15,000	20,747	1,827,893	34,818,289
1992-93	13,833,697	9,872,181	10,112,922	33,818,800	1,290,849	15,000	20,747	2,082,801	37,228,197
1993-94	17,833,697	10,132,181	10,302,922	38,268,800	1,510,849	15,000	20,747	2,419,727	42,235,123
1994-95	18,133,697	10,332,181	10,452,922	41,921,800	1,515,849	15,000	20,747	2,622,801	46,518,710

1994-95	20,433,697	10,833,986	10,466,482	41,734,165	1,815,986	15,000	20,747	2,932,850	46,518,748
1995-96	25,108,435	11,153,986	11,216,482	47,478,908	2,076,350	--	50,747	3,180,966	52,786,966
1996-97	27,356,431	12,277,985	12,340,481	51,974,902	2,076,350	--	50,747	3,233,225	57,335,219
1997-98	30,489,141	12,707,714	12,726,591	55,923,451	2,076,350	--	50,747	3,756,602	61,807,145
1998-99	34,109,277	13,702,484	13,217,490	61,029,256	2,076,350	--	50,747	4,035,034	67,191,382
1999-00	38,423,152	14,248,944	13,826,078	66,498,174	2,076,350	--	50,747	4,386,802	73,012,073

III. STAFF ANALYSIS

State financial aid funds are allocated to public, independent and proprietary institutions based on policies and procedures for the administration of the funds contained in the CCHE *Colorado Handbook for State-Funded Student Assistance Programs*.

The Commission allocates the funds appropriated among the participating colleges and universities in Colorado. Institutions make awards to students based on statutory and Commission policy requirements. As a part of these requirements, institutions must submit an annual report of expenditures to the Commission.

This report describes the assistance that supports all students attending Colorado institutions that receive state financial aid funds, and highlights the state-funded assistance. It includes information on how student eligibility is determined, the types of aid available, who is served with financial aid, and where these students attend school.

EXECUTIVE SUMMARY

This report summarizes Colorado student aid program expenditures for 1998-99. It is divided into three sections. The first section provides an overview of the types and sources of financial aid, specifically the nature and type of the state financial aid programs. Section two defines student eligibility parameters, and section three highlights characteristic financial aid recipients and itemizes the 1998-99 expenditures.

Items of note include:

- The Colorado General Assembly provided \$ 67,191,382 for Colorado student aid programs for the 1998-99 fiscal year. This represents an increase of 8.7% over 1997-98. State student aid appropriations have increased 37% in the past five years.
- Most Colorado financial aid is awarded to students who attend publicly supported institutions (89%). Public four-year institutions received the largest allocation (62%) of state student aid, followed by public two-year institutions (26%), private, non-profit institutions (7%), proprietary institutions (4%), and area vocational schools (1%).
- Students with reported family incomes of less than \$26,000 comprised 45% of all financial aid recipients. Students with reported family incomes of less than \$26,000 comprised 53% of Colorado financial aid recipients.
- Additional characteristics of Colorado financial aid:
 - 91% was distributed to students who demonstrated financial need
 - 95% of the dollars awarded went to undergraduate students
 - Dependent/independent split was almost equal – 51% dependent, 49% independent
 - Full-time students received 92% of the funds and accounted for 87% of the recipients
- The average undergraduate need-based award is \$1,033, and is flat across all income groups. The unmet need of students in the lowest income categories is much higher than that of students in the middle income categories. What this means is that students in the lowest income groups are still "in need", to a greater extent than students in the middle income groups.

SECTION 1: SOURCES AND TYPES OF FINANCIAL AID

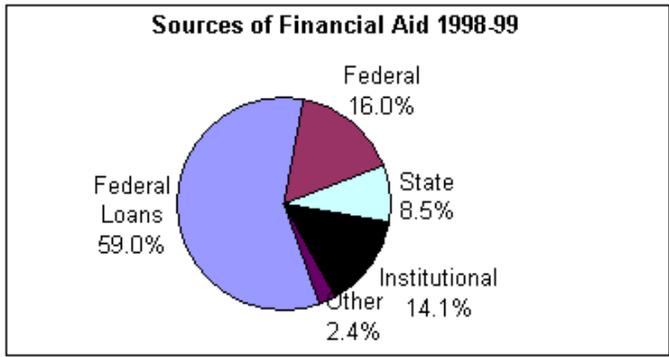
Sources of Financial Aid:

In addition to the student aid provided by the Colorado General Assembly, major amounts of funding are provided by the federal government, and by the private banking community through the various student loan programs. Institutional privately funded student financial aid, as well as federal veterans' benefits, also assist students in meeting their educational expenses. Thus, the sources of financial aid available to students attending colleges and universities are as follows:

Colorado State Government:	\$ 67 million, or 8.5% of all aid	need-based grants, merit-based scholarships, work-study funds, diversity grants, state student incentive grants, nursing scholarships, and categorical programs
Federal Loans:	\$ 472 million, or 59% of all aid	subsidized and unsubsidized Stafford loans, parent loans for undergraduate students
Federal Other:	\$ 127 million, or 16% of all aid	grants, scholarships, work-study, campus-based loans

Institutional Aid: \$ 113 million, grants and work-study funds awarded to students by the institution
or 14% of all aid

Other: \$ 19.4 million, other aid received by the students from outside sources
or 25% of all aid



Types of Financial Aid:

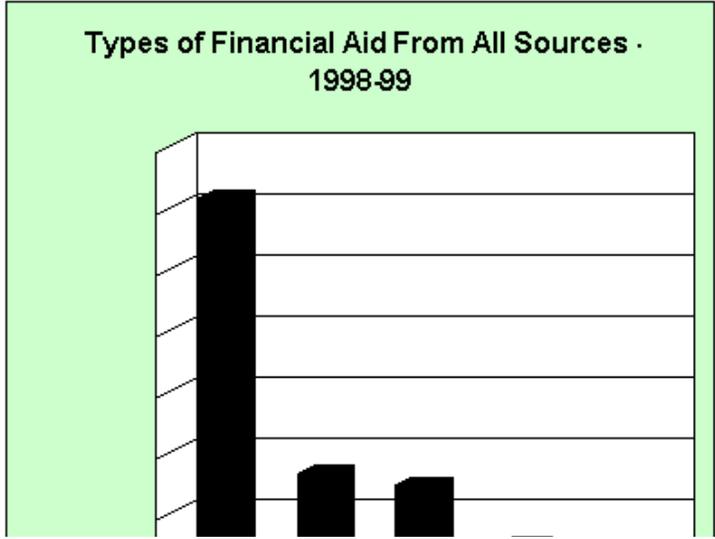
In 1998-99, loans provided the largest source (61.6%) of financial aid in Colorado. Loans and employment are considered "self help" because the student is either working to earn money for college, or will be paying back loans in the future. This "self help" component of the financial aid package accounted for 2/3 of the aid awarded. Gift aid (money that does not have to be repaid) totaled \$267 million, or 1/3 of all financial aid.

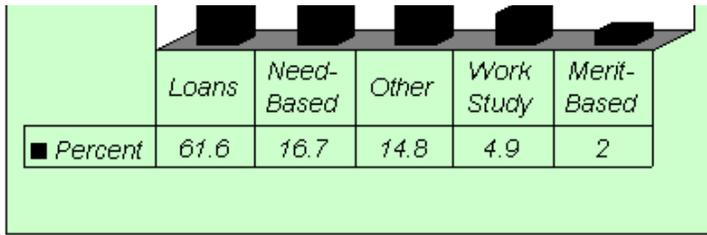
Self Help:

- Loans: \$491 million, or 61.6% of all aid
- Employment: \$39 million, or 4.9% of all aid

Gift Aid:

- Need-based grants: \$133 million, or 16.7% of all aid
- Merit-based scholarships: \$16 million, or 2% of all aid
- Other: \$118 million, or 14.8% of all aid





Colorado Financial Aid:

Purposes and Types of Colorado Funding

Colorado student aid programs serve four main purposes: assisting students who cannot otherwise afford to attend college (need-based), recognizing and recruiting outstanding students (merit-based), meeting federal matching requirements responding to categorical needs. The types of aid provided include need-based grants, merit-based scholarships, work-study funds.

Need-based grants:

Need-based grants are designed for students with documented financial need and do not have to be repaid. They include Colorado Leveraging Educational Assistance Partnership (formerly Colorado Student Incentive Grant), Colorado Student Grant and Colorado Graduate Grant. Financial need is determined by subtracting the student's estimated family contribution from the student's total cost of attendance on an annual basis. The estimated family contribution is determined through a federally specified methodology that assesses individual family financial strength on the basis of income, assets, and family size.

Merit-based scholarships:

Colorado Undergraduate Merit and Colorado Graduate Fellowship programs are provided to recognize outstanding achievement of students. Awards are based on student performance as measured by grade point average, test scores, or recognized talent in a specific area. Family financial circumstances are not a factor in the award decision. Students with documented financial need are not prohibited from receiving merit awards, and applicants for merit awards are encouraged to apply for need-based aid in order to ensure that they have the opportunity to meet their educational costs from a variety of sources.

Work-study funds:

Work-study is considered a form of "self-help" assistance, since the student is actually earning money to help pay educational costs. In Colorado, work aid can be considered both need-based and non need-based. The authorizing statute provides for no less than 70 percent of the Colorado work-study funds to be awarded to students with demonstrated financial need. Up to 30 percent may be awarded to students on a basis other than financial need.

Required federal match:

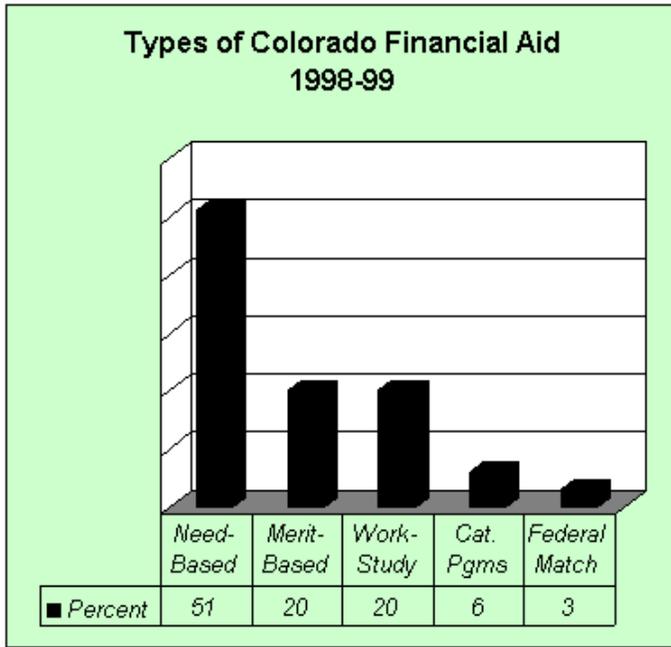
Two federal programs, the Perkins Student Loan Program and the Leveraging Educational Assistance Partnership (LEAP) Program (formerly the State Student Incentive Grant), require a state matching appropriation in order to participate in these programs. Colorado provides the required match in order for Colorado students to receive the benefit of these programs.

Categorical programs:

Law Enforcement/POW Dependents Tuition Assistance is referred to as a categorical program. Eligibility is determined on the basis of service in the armed forces, law enforcement, or fire protection organization. The awards are based on statutory guidelines that were developed in recognition of service to the state. The Native American Tuition Assistance is also considered a categorical program and has its basis in statute.

Colorado State Financial Aid by type:

- Need-based grants: \$ 34.1 million, or 51% of Colorado aid
- Merit-based scholarships: \$ 13.2 million, or 20% of Colorado aid
- Work-study funds: \$ 13.7 million, or 20% of Colorado aid
- Required federal match: \$ 2.1 million, or 3% of Colorado aid
- Categorical programs: \$ 4.1 million, or 6% of Colorado aid



SECTION 2: STUDENT ELIGIBILITY AND DEFINITIONS

Eligibility for need-based funds:

To qualify for need-based financial aid, the cost for a student to attend college must exceed what the student/family is able to pay. This "cost of attendance" is the total estimated expense for a student to attend college during a specific period, usually one academic year. It includes tuition and fees, room and board, transportation, books and supplies, and other personal and miscellaneous expenditures.

The cost of attendance is estimated by the institution within guidelines established by federal and state law, and is compared to the student's Expected Family Contribution (EFC), to determine the student's need for aid. This Expected Family Contribution is the amount that the student/ family is expected to contribute towards the cost of attendance determined by a standard federal methodology mandated by Congress.

Students are eligible to receive financial aid up to the level of their need if funds are available. Since the cost to attend varies among different types of institutions, the student may be eligible for different amounts of aid at different schools. The financial aid administrator at the institution combines the various sources and types of aid (grants, loans, work) financial aid offer or "package", with the goal of meeting the student's need.

Definitions:

Enrollment classification:

Undergraduate:

Full-time – 12 semester or quarter hours per academic term, or 24 clock hours per week for an educational program using clock hours

Half-time – 6 semester or quarter hours per academic term, or 12 clock hours per week for an educational program using clock hours

Graduate:

- Full-time – established by the institution
- Half-time – 4 semester or quarter hours per academic term

Dependency status:

- Independent – Student meets the requirements for self-supporting student status as defined in regulations and policy governing the Federal financial aid programs
- Dependent – A student who does not qualify as a self-supporting student

SECTION 3: CHARACTERISTICS OF COLORADO AID RECIPIENTS

Colorado provides the greatest amount of financial aid to need-based students. Although 65% of the state financial allocation is for need-based aid (need-based grants and 70% of work-study), 91% of the state funds are awarded to students with demonstrated financial need. Students from lower economic levels (family income of less than \$26,000) received a significant portion (53%) of all Colorado aid awarded, including work-study, diversity, and merit awards. Thus, the programs designed to recognize outstanding achievement are also helping to meet student financial need.

Nearly all recipients (97%) of Colorado student aid are Colorado residents. Non-residents are eligible for Undergraduate Merit awards and Graduate Fellowship awards. CCHE policy prohibits schools from awarding more than 12% of their total merit-based funds to non-residents.

While part-time students are eligible for Colorado aid programs, most funds (92%) go to full-time students. 87% of recipients were full-time. In general, full-time students demonstrate a greater financial need due to their higher tuition burden.

Students attending public institutions received 89% of all state aid in 1998-99. Students attending private and proprietary institutions have had access to all Colorado student aid programs since 1983-84. The percentage of funds allocated to private and proprietary institutions has declined slightly over the last 3 years, moving from 12% in 1996-97, to 11% in 1997-98, and 11% in 1998-99.

Just about half of the students receiving Colorado aid are classified as dependent students (51%), and the other half are independent (49%).

Colorado Student Aid Expenditures for 1998-99

The Commission allocates appropriated funds for need-based grants, merit-based grants, work-study programs, and required federal match among participating colleges and universities in Colorado. Institutions make awards to students based on statutory and Commission policy requirements.

Because of the unique entitlement nature of the Law Enforcement/POW/Veteran's Tuition Assistance programs, the Commission administers these programs centrally. Staff receive verification of enrollment and other criteria as required by policy, and authorize payment directly to the institution on behalf of the student.

The statutes authorizing state student aid programs allow expenditures in any program to exceed the original appropriation by up to 10 percent of such appropriation, so long as total expenditures remain within the appropriation for all the student aid programs. This provision permits the most effective use of the funds by making it possible to reallocate funds in response to student needs.

Expenditures by program for 1998-99 and Long Bill reconciliation are shown in Table 2

1998-99 LONG BILL RECONCILIATION Table 2

--	Roll Frwd	--	--	--	Roll Frwd
----	-----------	----	----	----	-----------

--	From	FY 1999	FY 1999	FY 1999	/Reverted
Program	FY 1998	Appropriation	Transfers	Expenditures	to Gen Fnd
Need-Based	0	32,859,277	153,845	33,013,122	0
Merit-Based	0	13,417,490	218,875	13,631,969	4,396 ²
Work-Study	33,052	13,702,484	-383,623	13,266,838	85075 ³
CLEAP ¹ Fed	0	337,912	0	337,912	0
CLEAP ¹ State	0	1,013,210	0	1,013,210	0
Loan Match	0	1,063,140	3,446	1,066,582	0
Part-Time	0	1,250,000	-4,385	1,245,615	0
Nursing	0	238,800	-706	238,094	0
Nat American	0	3,963,929	0	3,963,929	0
Vet/Law/POW	0	50,747	0	25,493	25,254 ²

¹Formerly CSIG

²Reverted to General Fund

³Roll Forward to FY2000

Source: CCHE accounting records

TOPIC: REPORT ON DEGREE PROGRAM APPROVALS AND CLOSURES

PREPARED BY: PATRICIA CHASE-RILEY

I. SUMMARY

This agenda item provides information on the changes in degree program mix within the past five years by institutions. Illustrating the growth and aspirations of institutions, it provides a general context for future poli decisions.

- The total number of degrees and certificates (1,496) is a 3 percent increase in the number of degree offered since 1998-99.
- The volatility of degree and certificates offered by two-year colleges is consistent with their role and mission -- respond to market need.
- The majority of program closures at four-year institutions occurred within the past year as a result of the governing board involvement in low-enrollment, low-demand program review.

Certificate and Degree Programs Offered at Colorado Public Colleges										
Fiscal Year 1999 - 2000										
Inst	Certs	Voc	Acad	Bachelors	Masters	1stProf	PhD	Tot Progs	New *	Del *
ACC	34	28	3	--	--	--	--	65	10	12
AIMS	28	20	3	--	--	--	--	51	20	3
CCA	13	10	3	--	--	--	--	26	9	4
CCD	29	23	3	--	--	--	--	55	16	12
CMC	17	17	3	--	--	--	--	37	9	1
CNCC	6	10	3	--	--	--	--	19	6	-
FRCC	41	28	3	--	--	--	--	72	16	24
LCC	9	4	3	--	--	--	--	16	5	7
MCC	19	8	3	--	--	--	--	30	10	11
NJC	12	12	3	--	--	--	--	27	3	6
OJC	9	5	3	--	--	--	--	17	2	4

PCC	25	30	3	--	--	--	--	58	19	7
PPCC	38	40	3	--	--	--	--	81	22	16
RRCC	29	25	3	--	--	--	--	57	16	7
TSJC	29	22	3	--	--	--	--	54	23	5
ASC	--	--	2	18	6	--	--	26	--	2
CSM	--	--	--	15	23		16	54	5	2
CSU	--	--	--	72	61	1	40	174	6	6
FLC	--	--	1	25	--	--	--	26	1	1
MESA	10	11	2	19	1	--	--	43	21	1
METRO	--	--	--	50	--	--	--	50	1	2
UCB	--	--	--	61	47	1	42	151	8	5
UCCS	--	--	--	24	18	--	2	44	7	1
UCD	--	--	--	31	45	--	6	82	10	1
UCHSC	--	--	--	4	8	4	13	29	4	3
UNC	--	--	--	39	40	--	20	99	2	5
USC	--	--	--	29	3	--	--	32	--	--
WSC	--	--	--	21	--	--	--	21	1	3

Colorado Commission on Higher Education (CCHE)
February 3, 2000
Agenda Item VI, D

TOPIC: DEGREE PROGRAM NAME CHANGES: COLORADO STATE UNIVERSITY

PREPARED BY: SHARON M. SAMSON

I. SUMMARY

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

Institution:	Colorado State University
Current Program Name:	Exercise and Sport Sciences (B.S.)
New Program Name:	Health and Exercise Science (B.S.)
Approved by:	State Board of Agriculture (December 8, 1999)

Rationale:

To align the degree program name with the curricular content of sports medicine, wellness, and teaching.

Scope of Proposed Change:

No substantive change of curriculum or negative impact on students.

Proposed Action by Executive Director:

Approve the name change as requested.

TOPIC: 1999-2000 TUITION AND FEE REPORT

PREPARED BY: BRIDGET MULLEN

I. SUMMARY

This item presents the 1999-2000 report on tuition and fees for the Colorado public institutions of higher education. Overall, the tuition and fee decisions for all governing boards and institutions were made in compliance with the tuition and fee policies established by CCHE pursuant to C.R.S. 23-1-108 (12).

Our analysis of the 1999-2000 tuition and fees includes:

- An analysis of institutional and governing board compliance with policy;
- Summary tables on 1999-2000 tuition and fees for all Colorado public institutions of higher education; and
- Expenses for room, board, and health insurance for the 1999-2000 academic year.

Cost highlights of the 1999-2000 tuition and fees show:

1999-2000 Tuition and Fee Rate Increases	
Resident Tuition	2.4%
Non-Resident Tuition	2.4%
Average Fee Increase per Institution*	.32%
Average Room and Board Cost Increase	3.6%

*Weighted Average by FTE

A national comparison of resident tuition and fees at public institutions of higher education is provided in [Table 12](#). The State of Washington Higher Education Coordinating Board compiled the 1998-99 data. The national average increase for tuition and fees at a university was 4.7 percent for residents and 5.0 percent for nonresidents.

II. BACKGROUND

CCHE staff annually collects information concerning the tuition and fee rates for the public institutions of higher education in Colorado. The 1999-2000 policies were reviewed for compliance with current CCHE policy and compiled into a comparative summary. All information has been reviewed and is included in [Tables 1 through 11](#).

III. STAFF ANALYSIS

A. Tuition: 1999-2000 Rates and Compliance with Legislative and Commission Policy Requirements

1999-2000 Tuition Rate Increases

In general, tuition rates increased by 2.4 percent for resident and non-resident in 1999-2000. Table 1 provides a summary

of the tuition rates for 1999-2000, including percentage increases over 1998-99. Since the number of credits considered full-time varies from campus to campus, a 15 credit hour comparison of tuition rates is provided in Table 2.

Compliance with Footnote 70 of the 1999-2000 Long Bill

Footnote 70 of the 1999-2000 Long Bill states:

Department of Higher Education, Trustees of the State Colleges in Colorado; State Board of Agriculture; Regent University of Colorado; Trustees of the Colorado School of Mines; University of Northern Colorado; State Board of Community Colleges and Occupational Education State System Community Colleges – It is the intent of the General Assembly that the average resident and nonresident tuition rates by Governing Board be raised up to 2.4 percent. The rates are used in order to increase spending authority for program enhancements and this is not an attempt by the General Assembly to set tuition policy. Each Governing Board will give consideration to establishing equity of tuition increases among the campuses under the Governing Board's jurisdiction. In addition to tuition rate increases outlined above, the General Assembly has approved an additional \$142,034 in tuition spending authority for the following programs at the University of Colorado Health Sciences Center; Masters in Public Health; Masters in Biophysics Genetics, and the Child Health/Physician Assistant undergraduate and graduate programs. The University of Colorado is allowed to increase the tuition in these programs in amounts not to exceed the additional spending authority specified above. Also, the General Assembly authorizes the Law School at the University of Colorado at Boulder to increase resident tuition by 7.6 percent and their nonresident tuition by 2.1 percent above the standard increases.

All governing boards are in compliance with Footnote 70.

Compliance with CCHE Policy

The tuition decisions for each institution and governing board were analyzed for compliance with CCHE Tuition Policy. Any exceptions to the policy were noted and further reviewed by staff to determine compliance or non-compliance with policy. The CCHE compliance review found that tuition decisions were made in compliance with the CCHE tuition policy established by CCHE pursuant to C.R.S. 23-1-108 (12). The staff analysis of the governing board compliance with CCHE Tuition Policy follows:

1. Resident Undergraduate Tuition as a Percentage of Cost

CCHE guidelines state that the average tuition rates for full-time, undergraduate resident students – on a governing board basis – should cover between 25 percent and 30 percent of the cost of the academic program, and average tuition rates for full-time non-resident students should cover at least 100 percent of costs. These guidelines do not apply to the Colorado School of Mines.

2. Increases in Undergraduate Tuition Rates

Governing boards shall establish tuition rates based on legislatively set limits on tuition rate increases and other legislative directions regarding tuition rates. Governing boards have the authority to set individual tuition rates and tuition rate increases as long as they comply with legislatively set limits. When appropriate, governing boards may request exceptions from the legislative limit as part of the annual budget request cycle. The CCHE may forward exceptions as part of its governing board budget recommendation to seek legislative approval.

Table 1 presents the percentage increases for all Colorado public colleges and universities. In general, increases were at or below the legislatively set limit of 2.4 percent for resident and non-resident students. There were two exceptions: some programs at the University of Colorado Health Sciences Center and at the University of Colorado at Boulder Law School were authorized by footnote 70 of the 1999-2000 Long Bill to increase their resident and non-resident tuition rates above the standard increases.

B. Fees: 1999-2000 Rates and Compliance with Legislative and Policy Requirements

1999-2000 Fee Rates

Fee increases occurred at fifteen of the institutions. Table 7 presents total mandatory campus-wide student fees for

fee increases occurred at fifteen of the institutions. Table 7 presents total mandatory campus-wide student fees for 1998-99 and 1999-2000, by institution. Detailed student fee information for 1999-2000 is contained in Table 6.

Some additional fee information is shown in the following table:

1999-2000 Student Fees Average Total Campus Wide Mandatory Student Fees			
Institution Type	Average Fees	Average Residential	Average Non-Residential
Four Year	\$527.43	\$612.79	\$242.83
Two Year	\$203.34	\$294.76	\$146.83
All Institutions	\$365.38	\$506.79	\$172.56

New Fees

Four institutions had new fees in 1999-2000. The new fees ranged from a \$.05 per credit hour Student Senate Fee at Lamar Community College to a \$57.50 per year Student Life Center Fee at Fort Lewis College. Table 11 lists all new fees implemented in 1999-2000.

Fee Increases

Fourteen of twenty-six institutions increased student fees in 1999-2000. Fee increases per institution ranged from a \$.05 per year Sports and Recreation Fee at Pikes Peak Community College to a \$34 per year technology fee at the University of Colorado at Denver. The annual average increase in student fees at these fifteen institutions was \$31.53. Five of twenty-six institutions had no change in mandatory student fees from the previous year and seven institutions decreased mandatory student fees by an average of \$91.72. Table 7 is a comparison of mandatory student fees and Table 11 lists a fee increases implemented in 1999-2000.

Compliance with CCHE Policy

The review found that overall; fee decisions were made in compliance with the CCHE fee policy established by C pursuant to C.R.S. 23-1-108 (12).

The student fee decisions for each institution and governing board were analyzed for compliance with CCHE Fee Policy. Any exceptions to the policy were noted and further reviewed by staff to determine compliance or non-compliance with policy. The staff analysis of the governing board compliance with CCHE Fee Policy follows:

1. Notification of Fee Assessments and Fee Increases

CCHE Policy:

Each institution of higher education shall give at least a thirty-day notice of any fee assessment or increase. At a minimum, such notice shall specify:

- The amount of the new fee or fee increase;
- The reason for the fee assessment or increase;
- The purpose for which the institution will use revenues received from the fee assessment or increase; and
- Whether the fee assessment or increase is temporary or permanent and if temporary the renewal date for the fee

Whether the fee assessment or increase is temporary or permanent and, if temporary, the repeat date for the fee assessment or increase.

Discussion:

A review of the mandatory student fee surveys indicates that all institutions provided a thirty-day notice for all assessments and increases for 1999-2000, which included all required components as listed above. Notices were provided by a number of methods, including:

- notices mailed to all students;
- notices communicated through open public meetings with the student government;
- notices in student and local newspapers;
- notices provided in course schedules and campus catalogs;
- notices posted on campus or in administrative offices;
- notices sent to Student Government Associations;
- notices available at registration;
- notices at summer orientation programs; or
- notices on the World Wide Web.

2. Institutional Refund Policy

CCHE Policy:

CCHE Policy designates the authority to establish an institutional refund policy for students who withdraw prior completion of an academic term to each governing board. The policy encourages the governing boards to establish institutional refund policy and clarifies that while there is no state policy, institutions should have such policies in place.

Discussion:

CCHE requires all institutional refund policies to be on file with CCHE. Each year, CCHE requests updated copies as part of its tuition and fees survey. Several schools copied CCHE on refund policies printed in their course catalogs.

3. Billing Requirements for Mandatory Student Fees

CCHE Policy:

CCHE Policy requires institutions to provide the following components on billing requirements for student fees:

- separate disclosure of fees in the annual billing statements;
- a description of all fees, including the purposes for which the institution uses the revenues generated from the fees; and
- identification of any optional fees, including a form to elect not to pay optional fees as part of the billing statements.

Discussion:

A copy of each institution's billing statement was requested along with the tuition and fee survey. The billing statements were examined for compliance with CCHE Policy.

4. Revision to the Institutional Plans for Student Fees

CCHE Policy:

All administrative, course specific, instructional, and student activity fees, must be included in an Institutional Plan Student Fees. A copy of the plan and any revisions must be filed with CCHE. Each plan shall include: defining the student fee proposal and approval process; defining and categorizing all campus-wide mandatory student fees, establishing procedures for student participation in setting student fees at the institution; establishing a complaint resolution process for disputes on student fee proposals. a timeframe of the budget approval and board action of the

tuition and fee action, whether to allow for the use of student fees or tuition for academic facilities construction, procedures for student referendums relating to student fees; and any administrative costs charged to students/studer groups.

Discussion:

- The implementation of SB 97-28, regarding student fees, has required that each institution revise its institutional plan for student fees. Institutions have submitted institutional plans regarding student fees to the CCHE.

In SB 97-28, the Colorado General Assembly requested that the administration of each institution of higher education and the student government in office at the institution at the time of adoption of the fee policies shall establish a fee policy for such institution, subject to the modification and approval of the governing board of the institution, that accordance with the fee policies adopted by the commission.

5. Annual Review and Approval of Student Fees

CCHE Policy:

All governing boards shall annually review and approve all mandatory fees, including administrative fees, student activity fees, and instructional fees (including college specific and program specific fees). Such fees will be charge students only after the review and approval of the governing board.

Discussion:

Review of mandatory student fee surveys for 1999-2000 indicates that all new mandatory student fees and all fee increases have been reviewed and approved by the respective governing boards for 1999-2000.

6. Annual Review and Approval of Course Specific Fees

CCHE Policy:

All governing boards shall annually review and approve all new course specific fees and all increases in course specif fees. Such new fees and fee increases will be charged to students only after the review and approval of the governing board.

Discussion:

Review of the 1999-2000 tuition and fee surveys indicated that all new and increased course specific fees charge 1999-2000 academic year were reviewed and approved by the respective governing boards.

7. Course Specific Fee Revenues

CCHE Policy:

Course specific fee revenues must be used for costs directly related to the course for which they are charged.

Discussion:

All institutions certified that all revenues from course specific fees would be used for only the costs directly related to the course for which they were charged.

8. Course Specific Fees for Sections of the Same Course

CCHE Policy:

All sections of the same course offering must have the same course fee charge for all sections.

Discussion:

DISCUSSION.

All institutions certified that all sections of the same course offerings had the same amount charged for the course specific fees.

9. Changes in Mandatory Student Fees

CCHE Policy:

Each governing board is required to report any changes in current mandatory student fee rates and all new mandatory student fees. Reporting requirements for new and increased mandatory fees shall include why the additional cost was covered by a fee increase or a new fee, rather than by tuition. The date of governing board review and approval must also be reported.

Discussion:

All governing boards are in compliance with this policy for 1999-2000. Table 11 presents the mandatory student fee changes for the 1999-2000 academic year. Mandatory student fee increases occurred at 14 of the 26 colleges and universities.

Table 11 provides information on institutions with new fees in 1999-2000. New fees in 1999-2000 ranged from a \$.05 per credit hour Student Senate Fee at the Pikes Peak Community College to a \$57.50 Student Life Center Fee at Fort Lewis College.

10. Student Financial Aid Policy

CCHE Policy:

In order to continue to assure access, any campus that has a percentage increase in the total amount of resident undergraduate tuition and mandatory campus-wide student fees which is in excess of the percentage increase Denver-Boulder Consumer Price Index (DBCPI), shall be required to utilize 16.5 percent of the revenue generated by the amount of the percentage increase in resident undergraduate tuition and mandatory student fees less either (DBCPI) or the percentage increase in state general fund support of need-based student financial aid (whichever is greater) to increase need-based resident undergraduate student financial aid.

Discussion:

If tuition and fees at a campus increased by a rate greater than both DBCPI (3.3%) and the state general fund support of student need-based financial aid (13.1%), sixteen and one-half percent (16.5%) of the amount of marginal revenue generated would have to be used for institutional need-based financial aid. This requirement applies to all campuses in 1999-2000, which had increases in tuition and fees greater than 13.1 percent.

Appendix A

STATUTORY AUTHORITY

23-1-108 (12) "The commission shall establish tuition and fee policies based on institutional role and mission, and governing boards shall set tuition and fees consistent with such policies. The Commission shall follow the requirements of section 23-1-123 in establishing fee policies pursuant to this subsection (12)."

**TABLE 1: FULL-TIME TUITION RATES
FY 1999-2000 TUITION AND FEE SURVEY**

February 3, 2000

INSTITUTION	TUITION RATE INCREASES 1998-99 TO 1999-2000				TUITION RATES 19 99-2000			
	UNDERGRADUATE	UNDERGRADUATE	GRADUATE	GRADUATE	UNDERGRADUATE	UNDERGRADUATE	GRADUATE	GRADUATE
	RESIDENT	NON-RESIDENT	RESIDENT	NON-RESIDENT	RESIDENT	NON-RESIDENT	RESIDENT	NON-RESIDENT
COLORADO STATE UNIVERSITY								
Education and General	2.4%	2.4%	2.4%	2.4%	\$ 2,340	\$ 10,026	\$ 2,694	\$ 10,460
Veterinary Medicine	N/A	N/A	2.4%	2.5%	N/A	N/A	\$ 8,120	\$ 28,520
FORT LEWIS COLLEGE	2.3%	2.4%	N/A	N/A	\$ 1,676	\$ 8,128	N/A	N/A
UNIVERSITY OF SOUTHERN COLORADO	2.4%	2.4%	2.4%	2.4%	\$ 1,808	\$ 8,448	\$ 1,808	\$ 8,448
UNIVERSITY OF NORTHERN COLORADO	2.4%	0.0%	2.4%	0.0%	\$ 2,014	\$ 8,997	\$ 2,382	\$ 9,578
ADAMS STATE COLLEGE	2.4%	2.4%	2.4%	2.4%	\$ 1,530	\$ 5,740	\$ 1,846	\$ 6,884
MESA STATE COLLEGE	2.4%	2.4%	2.4%	2.4%	\$ 1,577	\$ 5,966	\$ 2,708	\$ 9,139
METROPOLITAN STATE COLLEGE	2.4%	2.4%	N/A	N/A	\$ 1,718	\$ 7,039	N/A	N/A
WESTERN STATE COLLEGE	2.4%	2.4%	N/A	N/A	\$ 1,516	\$ 7,028	N/A	N/A
COLORADO SCHOOL OF MINES	2.4%	2.4%	2.4%	2.4%	\$ 4,616	\$ 14,716	\$ 4,616	\$ 14,716
ARAPAHOE COMMUNITY COLLEGE	2.4%	2.4%	N/A	N/A	\$ 1,351	\$ 6,403	N/A	N/A
COLORADO NORTHWESTERN COMMUNITY COLLEGE*	12.6%	10.1%	N/A	N/A	\$ 1,351	\$ 5,128	N/A	N/A
COMMUNITY COLLEGE OF AURORA	2.4%	2.4%	N/A	N/A	\$ 1,351	\$ 6,403	N/A	N/A
COMMUNITY COLLEGE OF DENVER	2.4%	2.4%	N/A	N/A	\$ 1,351	\$ 6,403	N/A	N/A
FRONT RANGE COMMUNITY COLLEGE	2.4%	2.4%	N/A	N/A	\$ 1,351	\$ 6,403	N/A	N/A
LAMAR COMMUNITY COLLEGE	2.4%	9.2%	N/A	N/A	\$ 1,351	\$ 5,128	N/A	N/A

MORGAN COMMUNITY COLLEGE	2.4%	2.4%	N/A	N/A	\$ 1,351	\$ 6,403	N/A	N/A
NORTHEASTERN JUNIOR COLLEGE	2.4%	9.2%	N/A	N/A	\$ 1,351	\$ 5,128	N/A	N/A
OTERO JUNIOR COLLEGE	2.4%	9.2%	N/A	N/A	\$ 1,351	\$ 5,128	N/A	N/A
PIKES PEAK COMMUNITY COLLEGE	2.4%	2.4%	N/A	N/A	\$ 1,351	\$ 6,403	N/A	N/A
PUEBLO COMMUNITY COLLEGE	2.4%	2.4%	N/A	N/A	\$ 1,351	\$ 6,403	N/A	N/A
RED ROCKS COMMUNITY COLLEGE	2.4%	2.4%	N/A	N/A	\$ 1,351	\$ 6,403	N/A	N/A
TRINIDAD STATE JUNIOR COLLEGE	2.4%	9.2%	N/A	N/A	\$ 1,351	\$ 5,128	N/A	N/A
* Effective FY 2000, Colorado Northwestern Community College is part of CCOES. Tuition increases is a reflection of this change.								
UNIVERSITY OF COLORADO-BOULDER								
All-Other	2.4%	2.4%	2.4%	2.5%	\$ 2,444	\$ 15,224	\$ 3,246	\$ 15,012
Business	2.4%	2.4%	2.4%	2.4%	\$ 2,870	\$ 15,888	\$ 3,680	\$ 15,228
MBA Business	N/A	N/A	2.4%	2.4%	N/A	N/A	\$ 3,848	\$ 15,516
Engineering	2.4%	2.4%	2.4%	2.4%	\$ 2,946	\$ 15,944	\$ 3,742	\$ 15,282
Law*	N/A	N/A	9.4%	4.4%	N/A	N/A	\$ 5,208	\$ 17,154
Journalism/Music	2.4%	2.4%	N/A	N/A	\$ 2,498	\$ 15,410	N/A	N/A
UNIVERSITY OF COLORADO-COLORADO SPRINGS								
Lower Division	2.4%	2.4%	N/A	N/A	\$ 2,234	\$ 9,220	N/A	N/A
Upper Division Liberal Arts & Sciences	2.4%	2.4%	N/A	N/A	\$ 2,396	\$ 9,684	N/A	N/A
Upper Division Business & Engineering	2.4%	2.4%	N/A	N/A	\$ 2,438	\$ 9,748	N/A	N/A
Nursing	2.4%	2.4%	2.4%	2.4%	\$ 3,610	\$ 9,748	\$ 4,756	\$ 10,500
GRADUATE								
Non-Professional	N/A	N/A	2.4%	2.4%	N/A	N/A	\$ 2,768	\$ 10,392
Professional	N/A	N/A	2.4%	2.4%	N/A	N/A	\$ 2,928	\$ 10,500
UNIVERSITY OF COLORADO - DENVER								
All Freshman and Sophomores	N/A	N/A	N/A	N/A	\$ 2,068	\$ 11,194	N/A	N/A
Business & Engineering	2.4%	2.5%	N/A	N/A	\$ 2,348	\$ 11,480	N/A	N/A
All Other	5.0%	4.0%	N/A		\$ 2,068	\$ 11,194	N/A	N/A
GRADUATE								

Liberal Arts & Sciences/General	N/A	N/A	2.4%	2.5%	N/A	N/A	\$ 3,068	\$ 12,250
Professional	N/A	N/A	2.4%	2.5%	N/A	N/A	\$ 3,272	\$ 13,040
Engineering & GSPA	N/A	N/A	2.4%	2.5%	N/A	N/A	\$ 3,614	\$ 13,040
Business	N/A	N/A	2.4%	2.5%	N/A	N/A	\$ 3,844	\$ 13,286
Education	N/A	N/A	2.4%	2.5%	N/A	N/A	\$ 3,614	\$ 13,040
UNIVERSITY OF COLORADO - HEALTH SCIENCES CENTER								
UNDERGRADUATE								
Child Health Associate**	24.5%	2.4%	N/A	N/A	\$ 10,453	\$ 23,468	N/A	N/A
Dental Hygiene	2.4%	2.4%	N/A	N/A	\$ 4,469	\$ 15,315	N/A	N/A
Nursing	2.7%	2.4%	N/A	N/A	\$ 4,530	\$ 15,420	N/A	N/A
Pharmacy Yr. 2&3	2.3%	2.5%	N/A	N/A	\$ 4,224	\$ 12,960	N/A	N/A
GRADUATE								
Basic/Clinical Science	N/A	N/A	1.8%	2.3%	N/A	N/A	\$ 2,520	\$ 12,015
Public Health**	N/A	N/A	30.6%	12.6%	N/A	N/A	\$ 7,110	\$ 16,110
Genetic Counseling**	N/A	N/A	31.7%	13.7%	N/A	N/A	\$ 7,110	\$ 16,110
Physical Therapy	N/A	N/A	2.6%	2.5%	N/A	N/A	\$ 5,355	\$ 18,720
Nursing	N/A	N/A	2.6%	2.5%	N/A	N/A	\$ 5,940	\$ 20,070
Pharmacy	N/A	N/A	2.5%	2.4%	N/A	N/A	\$ 3,294	\$ 11,475
PROFESSIONAL								
Dentistry	N/A	N/A	2.4%	2.4%	N/A	N/A	\$ 7,342	\$ 25,911
Medical Student	N/A	N/A	2.4%	2.4%	N/A	N/A	\$ 11,182	\$ 54,576
Nursing	N/A	N/A	2.6%	2.5%	N/A	N/A	\$ 5,940	\$ 20,070
Pharmacy	N/A	N/A	N/A	N/A	N/A	N/A	\$ 7,885	\$ 17,500
* 1999-2000 Long Bill authorized the law school to increase resident tuition 6.6 percent and non-resident tuiti on 2.1 percent above standard increases.								
** The Colorado General Assembly approved additional tuition spending authority to the University of Colorado Health Sciences Center for these programs.								

**TABLE 2: FULL-TIME (15 CREDIT HOURS) TUITION
F Y 1999-2000 TUITION AND FEE SURVEY**

February 3, 2000

INSTITUTION	TUITION RATE INCREASES 1998-99 TO 1999-2000				TUITION RATES 1999-2000			
	UNDERGRADUATE	UNDERGRADUATE	GRADUATE	GRADUATE	UNDERGRADUATE	UNDERGRADUATE	GRADUATE	GRADUATE
	RESIDENT	NON-RESIDENT	RESIDENT	NON-RESIDENT	RESIDENT	NON-RESIDENT	RESIDENT	NON-RESIDENT
COLORADO STATE UNIVERSITY	2.4%	2.4%	2.4%	2.4%	\$ 2,340	\$ 10,026	\$ 2,694	\$ 10,460
FORT LEWIS COLLEGE	2.3%	2.4%	N/A	N/A	\$ 1,676	\$ 8,128	N/A	N/A
UNIVERSITY OF SOUTHERN COLORADO	2.4%	2.4%	2.4%	2.4%	\$ 1,808	\$ 8,448	\$ 1,808	\$ 8,448
UNIVERSITY OF NORTHERN COLORADO	2.4%	0.0%	2.4%	0.0%	\$ 2,014	\$ 8,997	\$ 2,382	\$ 9,578
ADAMS STATE COLLEGE	2.4%	2.4%	2.4%	2.4%	\$ 1,530	\$ 5,740	\$ 1,846	\$ 6,884
MESA STATE COLLEGE	2.4%	2.4%	2.4%	2.4%	\$ 1,577	\$ 5,966	\$ 4,513	\$ 15,231
METROPOLITAN STATE COLLEGE	2.4%	2.4%	N/A	N/A	\$ 1,873	\$ 7,575	N/A	N/A
WESTERN STATE COLLEGE	2.4%	2.4%	N/A	N/A	\$ 1,516	\$ 7,028	N/A	N/A
COLORADO SCHOOL OF MINES	2.4%	2.4%	2.4%	2.4%	\$ 4,616	\$ 14,716	\$ 4,616	\$ 14,716
ARAPAHOE COMMUNITY COLLEGE	2.4%	2.4%	N/A	N/A	\$ 1,689	\$ 8,004	N/A	N/A
COLORADO NORTHWESTERN COMMUNITY COLLEGE*	40.8%	37.7%	N/A	N/A	\$ 1,689	\$ 6,410	N/A	N/A
COMMUNITY COLLEGE OF AURORA	2.4%	2.4%	N/A	N/A	\$ 1,689	\$ 8,004	N/A	N/A
COMMUNITY COLLEGE OF DENVER	2.4%	2.4%	N/A	N/A	\$ 1,689	\$ 8,004	N/A	N/A
FRONT RANGE COMMUNITY COLLEGE	2.4%	2.4%	N/A	N/A	\$ 1,689	\$ 8,004	N/A	N/A
LAMAR COMMUNITY COLLEGE	2.4%	9.2%	N/A	N/A	\$ 1,689	\$ 6,410	N/A	N/A
MORGAN COMMUNITY COLLEGE	2.4%	2.4%	N/A	N/A	\$ 1,689	\$ 8,004	N/A	N/A

NORTHEASTERN JUNIOR COLLEGE	2.4%	9.2%	N/A	N/A	\$ 1,689	\$ 6,410	N/A	N/A
OTERO JUNIOR COLLEGE	2.4%	9.2%	N/A	N/A	\$ 1,689	\$ 6,410	N/A	N/A
PIKES PEAK COMMUNITY COLLEGE	2.4%	2.4%	N/A	N/A	\$ 1,689	\$ 8,004	N/A	N/A
PUEBLO COMMUNITY COLLEGE	2.4%	2.4%	N/A	N/A	\$ 1,689	\$ 8,004	N/A	N/A
RED ROCKS COMMUNITY COLLEGE	2.4%	2.4%	N/A	N/A	\$ 1,689	\$ 8,004	N/A	N/A
TRINIDAD STATE JUNIOR COLLEGE	2.4%	10.9%	N/A	N/A	\$ 1,689	\$ 6,410	N/A	N/A
* Effective FY 2000, Colorado Northwestern Community College is part of CCOES. Tuition increases is a reflection of this change.								
UNIVERSITY OF COLORADO-BOULDER								
All-Other	2.4%	2.4%	2.4%	2.5%	\$ 2,444	\$ 15,224	\$ 3,246	\$ 15,012
Business	2.4%	2.4%	2.4%	2.4%	\$ 2,870	\$ 15,888	\$ 3,680	\$ 15,228
MBA Business	N/A	N/A	2.4%	2.4%	N/A	N/A	\$ 3,848	\$ 15,516
Engineering	2.4%	2.4%	2.4%	2.4%	\$ 2,946	\$ 15,944	\$ 3,742	\$ 15,282
Law*	N/A	N/A	9.4%	4.4%	N/A	N/A	\$ 5,208	\$ 17,154
Journalism/Music	2.4%	2.4%	N/A	N/A	\$ 2,498	\$ 15,410	N/A	N/A
UNIVERSITY OF COLORADO-COLORADO SPRINGS								
Lower Division	2.4%	2.4%	N/A	N/A	\$ 2,234	\$ 9,220	N/A	N/A
Upper Division Liberal Arts & Sciences	2.4%	2.4%	N/A	N/A	\$ 2,396	\$ 9,684	N/A	N/A
Upper Division Business & Engineering	2.4%	2.4%	N/A	N/A	\$ 2,438	\$ 9,748	N/A	N/A
Nursing	2.4%	2.4%	2.0%	2.4%	\$ 3,610	\$ 9,748	\$ 4,756	\$ 10,500
GRADUATE								
Non-Professional	N/A	N/A	2.4%	2.4%	N/A	N/A	\$ 2,768	\$ 10,392
Professional	N/A	N/A	1.7%	2.4%	N/A	N/A	\$ 2,908	\$ 10,500
UNIVERSITY OF COLORADO-DENVER								
All Freshman and Sophomores	N/A	N/A	N/A	N/A	\$ 2,068	\$ 11,194	N/A	N/A
Business & Engineering	2.4%	2.5%	N/A	N/A	\$ 2,348	\$ 11,480	N/A	N/A
All Other	5.0%	4.0%	N/A	N/A	\$ 2,068	\$ 11,194	N/A	N/A
GRADUATE								

Liberal Arts & Sciences/General	N/A	N/A	2.4%	2.5%	N/A	N/A	\$ 3,068	\$ 12,250
Professional	N/A	N/A	2.4%	2.5%	N/A	N/A	\$ 3,272	\$ 13,040
Engineering & GSPA	N/A	N/A	2.4%	2.5%	N/A	N/A	\$ 3,614	\$ 13,040
Business	N/A	N/A	2.4%	0.0%	N/A	N/A	\$ 3,844	\$ 13,286
Education	N/A	N/A	2.4%	6.4%	N/A	N/A	\$ 3,614	\$ 13,040
UNIVERSITY OF COLORADO-HEALTH SCIENCES CENTER								
UNDERGRADUATE								
Child Health Associate**	24.5%	2.4%	N/A	N/A	\$ 10,453	\$ 23,468	N/A	N/A
Dental Hygiene	2.4%	2.4%	N/A	N/A	\$ 4,469	\$ 15,315	N/A	N/A
Nursing	2.8%	2.4%	N/A	N/A	\$ 4,532	\$ 15,420	N/A	N/A
Pharmacy Yr. 2&3	2.8%	2.5%	N/A	N/A	\$ 4,244	\$ 12,960	N/A	N/A
GRADUATE								
Basic/Clinical Science	N/A	N/A	1.8%	2.3%	N/A	N/A	\$ 2,520	\$ 12,015
Public Health**	N/A	N/A	30.6%	12.6%	N/A	N/A	\$ 7,110	\$ 16,110
Genetic Counseling**	N/A	N/A	31.7%	13.7%	N/A	N/A	\$ 7,110	\$ 16,110
Physical Therapy	N/A	N/A	2.6%	2.5%	N/A	N/A	\$ 5,355	\$ 18,720
Nursing	N/A	N/A	2.6%	2.5%	N/A	N/A	\$ 5,940	\$ 20,070
Pharmacy	N/A	N/A	2.5%	2.4%	N/A	N/A	\$ 3,294	\$ 11,475
PROFESSIONAL								
Dentistry	N/A	N/A	2.4%	2.4%	N/A	N/A	\$ 7,342	\$ 25,911
Medical Student	N/A	N/A	2.4%	2.4%	N/A	N/A	\$ 11,182	\$ 54,578
Nursing	N/A	N/A	2.6%	2.5%	N/A	N/A	\$ 5,940	\$ 20,070
Pharmacy	N/A	N/A	N/A	N/A	N/A	N/A	\$ 7,885	\$ 17,500
* 1999-2000 Long Bill authorized the law school to increase resident tuition 6.6 percent and non-resident tuition 2.1 percent above standard increases.								
** The Colorado General Assembly approved additional tuition spending authority to the University of Colorado Health Sciences Center for these programs.								

TABLE 3: RESIDENT UNDERGRADUATE TUITION AS A PERCENTAGE OF COST**FY 1999-2000 TUITION AND FEE SURVEY**

February 3, 2000

RESIDENT

Board/Institution	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000
CCCOES	25.4%	27.5%	29.3%	29.8%	29.4%	26.9%	29.0%	28.8%	32.8%
COLORADO SCHOOL OF MINES	37.0%	39.1%	39.1%	39.0%	38.0%	38.0%	36.8%	36.2%	36.1%
REGENTS	25.8%	26.9%	26.8%	26.3%	23.2%	24.0%	24.0%	25.8%	27.0%
UNIVERSITY OF COLORADO - BOULDER	25.3%	25.5%	25.2%	25.7%	23.7%	24.4%	23.0%	26.2%	25.2%
UNIVERSITY OF COLORADO - DENVER	22.1%	25.1%	25.4%	22.9%	21.4%	21.4%	20.1%	23.4%	36.0%
UNIVERSITY OF COLORADO - COLORADO SPRINGS	32.4%	34.4%	32.6%	31.8%	31.8%	32.2%	29.8%	29.9%	29.0%
STATE BOARD OF AGRICULTURE	27.8%	29.5%	29.3%	28.8%	28.4%	27.3%	28.4%	26.1%	25.9%
COLORADO STATE UNIVERSITY	27.6%	29.4%	29.3%	28.8%	28.6%	27.8%	27.3%	26.6%	26.2%
FORT LEWIS COLLEGE	27.9%	29.6%	28.9%	28.5%	28.0%	27.1%	25.7%	24.7%	24.4%
UNIVERSITY OF SOUTHERN COLORADO	28.4%	30.0%	29.2%	28.8%	27.9%	27.1%	25.9%	26.1%	25.4%
UNIVERSITY OF NORTHERN COLORADO	30.0%	30.2%	29.2%	29.5%	28.7%	28.7%	27.9%	27.5%	28.0%
STATE COLLEGES	29.2%	29.9%	29.8%	27.7%	29.3%	29.3%	29.3%	30.5%	30.7%
ADAMS STATE COLLEGE	26.1%	25.9%	25.8%	27.1%	25.6%	25.4%	24.7%	23.6%	24.0%
MESA STATE COLLEGE	30.7%	30.7%	31.4%	38.8%	30.8%	28.8%	29.0%	27.6%	27.9%

METROPOLITAN STATE COLLEGE	30.3%	31.7%	31.7%	27.1%	32.0%	34.7%	34.2%	33.6%	33.6%
WESTERN STATE COLLEGE	24.9%	25.1%	23.4%	24.1%	24.2%	23.8%	24.6%	23.4%	24.0%

Note: Tuition as a percent of cost is determined by dividing Tuition per FTE by Total Expenditure (General Fund + Tuition) per FTE.

TABLE 3: NON-RESIDENT UNDERGRADUATE TUITION AS A PERCENTAGE OF COST

FY 1999-2000 TUITION AND FEE SURVEY

February 3, 2000

NON-RESIDENT

Board/Institution	1991-1992	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000
CCCOES	101.8%	109.9%	111.7%	119.3%	117.8%	107.8%	125.0%	124.8%	167.7%
COLORADO SCHOOL OF MINES	103.0%	108.5%	113.6%	115.4%	115.0%	116.9%	115.0%	115.3%	115.2%
REGENTS	--	--	--	--	--	--	--	150.2%	148.5%
UNIVERSITY OF COLORADO - BOULDER	126.8%	133.3%	138.3%	142.8%	139.2%	140.8%	140.8%	145.0%	141.5%
UNIVERSITY OF COLORADO - DENVER	97.5%	115.5%	123.1%	115.8%	110.3%	110.3%	107.5%	114.5%	133.0%
UNIVERSITY OF COLORADO - COLORADO SPRINGS	109.3%	119.5%	118.9%	121.5%	123.9%	128.2%	120.4%	123.5%	131.3%
STATE BOARD OF AGRICULTURE	--	--	--	--	--	--	--	115.5%	114.3%
COLORADO STATE UNIVERSITY	97.8%	106.0%	110.9%	114.3%	115.3%	115.0%	114.6%	114.0%	112.3%
FORT LEWIS COLLEGE	113.5%	120.4%	123.5%	127.5%	127.7%	126.0%	121.9%	119.9%	118.1%
UNIVERSITY OF SOUTHERN COLORADO	112.7%	118.9%	120.4%	124.3%	123.0%	121.5%	118.5%	122.1%	118.4%

UNIVERSITY OF NORTHERN COLORADO	106.8%	116.0%	117.9%	124.7%	123.8%	123.8%	125.2%	125.6%	125.1%
STATE COLLEGES	101.6%	105.7%	110.5%	115.1%	115.8%	115.8%	115.8%	108.7%	111.2%
ADAMS STATE COLLEGE	81.8%	83.9%	88.5%	94.1%	90.7%	91.8%	91.0%	88.7%	90.1%
MESA STATE COLLEGE	95.5%	97.8%	106.1%	118.4%	109.7%	108.2%	107.4%	104.3%	105.5%
METROPOLITAN STATE COLLEGE	114.1%	117.8%	124.8%	111.0%	138.4%	134.8%	135.4%	135.9%	136.0%
WESTERN STATE COLLEGE	94.9%	98.6%	97.3%	103.1%	106.0%	106.1%	111.6%	108.8%	111.0%

Note: Tuition as a percent of cost is determined by dividing Tuition per FTE by Total Expenditure (General Fund + Tuition) per FTE.

**TABLE 4: UNDERGRADUATE TUITION RATES
FY 1999-2000 TUITION AND FEE SURVEY**

February 3, 2000

INSTITUTION	FULL-TIME				PART-TIME RATES		
	MIN. NUMBER OF CREDIT HOURS FOR FULL-TIME ENROLLMENT		TUITION		MAX. HRS FOR PART-TIME ENROLLMENT	TUITION (PER CREDIT HOUR)	
	RESIDENT	NON-RESIDENT	RESIDENT	NON-RESIDENT		RESIDENT	NON-RESIDENT
	RESIDENT	NON-RESIDENT	RESIDENT	NON-RESIDENT	ENROLLMENT	RESIDENT	NON-RESIDENT
UNIVERSITY OF COLORADO-BOULDER							
All-Other	9	1	\$ 2,444	\$ 15,224	8	\$ 173	\$ 1,324
Business	9	1	\$ 2,870	\$ 15,888	8	\$ 178	\$ 1,329
Engineering	9	1	\$ 2,946	\$ 15,944	8	\$ 151	\$ 1,284
Journalism/Music	9	1	\$ 2,498	\$ 15,410	8	\$ 148	\$ 1,269
UNIVERSITY OF COLORADO-COLORADO SPRINGS							
Lower Division	12	12	\$ 2,234	\$ 9,220	11	\$ 94	\$ 373
Upper Division Liberal Arts & Sciences	12	12	\$ 2,396	\$ 9,684	11	\$ 101	\$ 389
Upper Division Business & Engineering	12	12	\$ 2,438	\$ 9,748	11	\$ 103	\$ 398
Nursing	12	12	\$ 3,610	\$ 9,748	11	\$ 151	\$ 392
UNIVERSITY OF COLORADO - DENVER							
All Freshman and Sophomores	9	9	\$ 2,068	\$ 11,194	8	\$ 126	\$ 672
Business & Engineering	9	9	\$ 2,348	\$ 11,480	8	\$ 141	\$ 689
General	9	7	\$ 2,068	\$ 11,194	8	\$ 126	\$ 672
UNIVERSITY OF COLORADO - HEALTH SCIENCES CENTER							
Child Health Associate	N/A	N/A	\$ 10,453	\$ 23,468	N/A	N/A	N/A

Dental Hygiene	12	12	\$ 4,469	\$ 15,315	N/A	N/A	N/A
Nursing*	N/A	N/A	\$ 4,530	\$ 15,420	11	\$ 151	\$ 514
Pharmacy Yr. 2&3	11.1	11.1	\$ 4,224	\$ 12,960	11	\$ 176	\$ 540
COLORADO STATE UNIVERSITY	9	9	\$ 2,340.00	\$ 10,026.00	8	\$ 130.00	\$ 557.00
FORT LEWIS COLLEGE	8.5	8.5	\$ 1,676.00	\$ 8,128.00	8	\$ 102.00	\$ 506.00
UNIVERSITY OF SOUTHERN COLORADO	10	10	\$ 1,808.00	\$ 8,448.00	9	\$ 90.00	\$ 442.00
UNIVERSITY OF NORTHERN COLORADO	9	9	\$ 2,014.00	\$ 8,997.00	8	\$ 112.00	\$ 500.00
ADAMS STATE COLLEGE	10	10	\$ 1,530.00	\$ 5,740.00	9.5	\$ 77.00	\$ 287.00
MESA STATE COLLEGE	10	10	\$ 1,577.00	\$ 5,966.00	9	\$ 78.85	\$ 298.30
METROPOLITAN STATE COLLEGE	12	12	\$ 1,718.00	\$ 7,039.20	11	\$ 71.60	\$ 293.30
WESTERN STATE COLLEGE	10	10	\$ 1,516.00	\$ 7,028.00	9	\$ 75.80	\$ 351.40
COLORADO SCHOOL OF MINES	10	10	\$ 4,616.00	\$ 14,716.00	9.5	\$ 154.00	\$ 491.00
ARAPAHOE COMMUNITY COLLEGE	12	12	\$ 1,351.20	\$ 6,403.20	11	\$ 56.30	\$ 266.80
COLORADO NORTHWESTERN COLLEGE	12	12	\$ 1,351.20	\$ 5,127.60	11	\$ 56.30	\$ 213.65
COMMUNITY COLLEGE OF AURORA	12	12	\$ 1,351.20	\$ 6,403.20	11	\$ 56.30	\$ 266.80
COMMUNITY COLLEGE OF DENVER	12	12	\$ 1,351.20	\$ 6,403.20	11	\$ 56.30	\$ 266.80

FRONT RANGE COMMUNITY COLLEGE	12	12	\$ 1,351.20	\$ 6,403.20	11	\$ 56.30	\$ 266.80
LAMAR COMMUNITY COLLEGE	12	12	\$ 1,351.20	\$ 5,127.60	11	\$ 56.30	\$ 213.65
MORGAN COMMUNITY COLLEGE	12	12	\$ 1,351.20	\$ 6,403.20	11	\$ 56.30	\$ 266.80
NORTHEASTERN JUNIOR COLLEGE	12	12	\$ 1,351.20	\$ 5,127.60	11	\$ 56.30	\$ 213.65
OTERO JUNIOR COLLEGE	12	12	\$ 1,351.20	\$ 5,127.60	11	\$ 56.30	\$ 213.65
PIKES PEAK COMMUNITY COLLEGE	12	12	\$ 1,351.20	\$ 6,403.20	11	\$ 56.30	\$ 266.80
PUEBLO COMMUNITY COLLEGE	12	12	\$ 1,351.20	\$ 6,403.20	11	\$ 56.30	\$ 266.80
RED ROCKS COMMUNITY COLLEGE	12	12	\$ 1,351.20	\$ 6,403.20	11	\$ 56.30	\$ 266.80
TRINIDAD STATE JUNIOR COLLEGE	12	12	\$ 1,351.20	\$ 5,127.60	11	\$ 56.30	\$ 213.65

**TABLE 5: GRADUATE TUITION RATES
FY 1999-2000 TUITION AND FEE SURVEY**

February 3, 2000

INSTITUTION	FULL-TIME RATES			PART-TIME RATES		
	MIN. NUMBER OF CREDIT HOURS FOR FULL-TIME ENROLLMENT	TUITION		MAX. HRS FOR PART-TIME ENROLLMENT	TUITION (PER CREDIT HOUR)	
		RESIDENT	NON-RESIDENT		RESIDENT	NON-RESIDENT
UNIVERSITY OF COLORADO-BOULDER						
All Other	9	\$ 3,246	\$ 15,012	8	\$ 181	\$ 834
Business	9	\$ 3,680	\$ 15,228	8	\$ 204	\$ 846
MBA Business	9	\$ 3,848	\$ 15,516	8	\$ 215	\$ 862
Engineering	9	\$ 3,742	\$ 15,282	8	\$ 209	\$ 849
Law	9	\$ 5,208	\$ 17,154	8	\$ 289	\$ 953
UNIVERSITY OF COLORADO-COLORADO SPRINGS						
Non-Professional	10	\$ 2,768	\$ 10,392	11	\$ 118	\$ 425
Professional	10	\$ 2,928	\$ 10,500	11	\$ 124	\$ 430
Nursing	10	\$ 4,756	\$ 10,500	11	\$ 198	\$ 430
UNIVERSITY OF COLORADO-DENVER						
Liberal Arts & Sciences	7	\$ 3,068	\$ 12,252	4	\$ 185	\$ 735
Professional	7	\$ 3,272	\$ 13,040	4	\$ 197	\$ 735
Engineering & GSPA	7	\$ 3,614	\$ 13,040	4	\$ 217	\$ 783
Business	7	\$ 3,844	\$ 13,286	4	\$ 230	\$ 796
Education	7	\$ 3,614	\$ 13,040	4	\$ 204	\$ 735
UNIVERSITY OF COLORADO-HEALTH SCIENCES CENTER						
GRADUATE						
Basic/Clinical Science	--	\$ 2,520	\$ 12,015	--	\$ 56	\$ 267
Public Health	--	\$ 7,110	\$ 16,110	--	\$ 158	\$ 358
Genetic Counseling	--	\$ 7,110	\$ 16,110	11	\$ 158	\$ 358

Physical Therapy	--	\$ 5,355	\$ 18,720	11	\$ 119	\$ 416
Nursing	--	\$ 5,940	\$ 20,070	--	\$ 198	\$ 669
Pharmacy	--	\$ 3,294	\$ 11,475	--	\$ 112	\$ 443
PROFESSIONAL						
Dentistry	--	\$ 7,342	\$ 25,911	N/A	N/A	N/A
Medical Student	--	\$ 11,182	\$ 54,576	N/A	N/A	N/A
Nursing	--	\$ 5,940	\$ 20,070	--	\$ 198	\$ 669
Pharmacy	--	\$ 7,885	\$ 17,500	N/A	N/A	N/A
COLORADO STATE UNIVERSITY						
Education and General	9	\$ 2,694	\$ 10,460	8	\$ 150	\$ 581
Professional Veterinary Medicine	--	\$ 8,120	\$ 28,520	N/A	N/A	N/A
UNIVERSITY OF SOUTHERN COLORADO	10	\$ 1,808	\$ 8,448	9	\$ 90	\$ 422
UNIVERSITY OF NORTHERN COLORADO	9	\$ 2,382	\$ 9,578	8	\$ 132	\$ 532
ADAMS STATE COLLEGE	10	\$ 1,846	\$ 6,884	9.5	\$ 92	\$ 344
MESA STATE COLLEGE	9	\$ 2,708	\$ 9,139	8	\$ 150	\$ 508
COLORADO SCHOOL OF MINES	10	\$ 4,616	\$ 14,716	9.5	\$ 154	\$ 491

**TABLE 6: MANDATORY STUDENT FEES
FY 1999-2000 TUITION AND FEE SURVEY**

February 3, 2000

INSTITUTION	HEALTH SERVICE	STUDENT CENTER	STUDENT GOV'T	STUDENT ACTIVITY	PHYSICAL RECREATION	INTERCOL ATHLETICS	BOND DEBTS	TECH FEE	PARKING FEE	OTHER	ACADEMIC YEAR TOTAL
UNIVERSITY OF COLORADO - BOULDER*	\$ 120.58	\$ 62.64	\$ 35.56	\$ 40.86	\$ 107.74	\$ 57.00	\$ 42.78	\$134.00	--	\$ 73.02	\$ 674.18
UNIVERSITY OF COLORADO - COLORADO SPRINGS	\$ 50.00	\$ 150.00	\$ 6.00	\$ 12.00	\$ 6.00	\$ 100.50	\$ 141.00	\$20.00	\$ 77.00	\$ 31.00	\$ 593.50
UNIVERSITY OF COLORADO - DENVER	\$ 48.00	--	--	\$ 15.00	\$ 9.00	--	--	\$54.00	--	\$213.40	\$ 339.40
UNIVERSITY OF COLORADO - HEALTH SCIENCES CENTER**				\$ 20.00	--	--	--	--	--	--	\$ 20.00
COLORADO STATE UNIVERSITY	\$ 171.75	\$ 100.34	\$ 14.80	\$ 51.28	\$ 82.08	\$ 80.54	\$ 109.93	\$56.00	--	\$103.28	\$ 770.00
FORT LEWIS COLLEGE	\$ 49.00	--	\$ 7.00	\$ 83.00	\$ 38.00	\$ 130.50	\$ 135.50	\$100.00	--	--	\$ 543.00
UNIVERSITY OF SOUTHERN COLORADO	\$ 32.58	\$ 23.56	\$ 18.32	\$ 44.90	\$ 1.60	\$ 70.60	\$ 158.44	\$60.00	--	\$ 88.70	\$ 498.70
UNIVERSITY OF NORTHERN COLORADO	\$ 86.20	\$ 45.16	\$ 26.08	\$ 187.76	\$ 66.32	\$ 83.84	\$ 79.34	\$135.00	--	--	\$ 709.70
ADAMS STATE COLLEGE	\$ 36.00	\$ 32.00	\$ 32.80	\$ 72.20	\$ 7.00	\$ 114.00	\$ 168.00	\$100.00	--	--	\$ 562.00
MESA STATE COLLEGE	\$ 40.46	\$ 33.20	\$ 11.30	\$ 118.96	\$ 36.54	\$ 109.56	\$ 141.98	\$54.00	--	--	\$ 546.00
METROPOLITAN STATE COLLEGE	\$ 28.20	--	\$ 3.08	\$ 93.04	\$ 8.38	\$ 43.00	\$ 109.00	\$68.00	\$ 33.40	\$ 8.00	\$ 394.10
WESTERN STATE COLLEGE	--	\$ 210.00	\$ 18.60	\$ 80.40	\$ 10.80	\$ 148.20	\$ 132.00	\$84.00	--	\$ 8.00	\$ 692.00
COLORADO SCHOOL OF MINES	\$ 90.00	--	\$ 108.00	--	--	\$ 82.00	--	\$70.00	--	\$245.00	\$ 595.00
ARAPAHOE COMMUNITY COLLEGE	--	--	-	\$ 61.20	--	--	\$ 48.00	--	\$ 6.00	\$ 18.00	\$ 133.20
COLORADO NORTHWESTERN COMMUNITY COLLEGE			\$ 50.00	\$ 70.00	\$ 30.00	--	--	--	--	\$ 18.00	\$ 168.00
COMMUNITY COLLEGE OF AURORA	--	\$ 48.00	\$ 6.30	\$ 11.70	--	--	--	--	--	\$ 18.00	\$ 84.00
COMMUNITY COLLEGE OF DENVER	--	--	\$ 96.00	--	--	--	--	--	--	\$ 18.00	\$ 114.00
FRONT RANGE COMMUNITY COLLEGE		--	--	\$ 55.20	--	--	\$ 60.00	--	\$ 19.20	\$ 18.00	\$ 152.40
LAMAR COMMUNITY COLLEGE	\$ 54.90	\$ 60.00	\$ 30.00	\$ 34.80	--	\$ 81.60	--	--	--	\$ 18.00	\$ 279.30

MORGAN COMMUNITY COLLEGE	--	--	--	\$ 60.00	--	--	\$ 72.00	--	--	\$ 18.00	\$ 150.00
NORTHEASTERN JUNIOR COLLEGE	\$ 50.00	--	--	\$ 70.00	\$ 250.00	--	\$ 96.00	\$72.00	--	\$ 18.00	\$ 556.00
OTERO JUNIOR COLLEGE	--	\$ 99.00	--	\$ 19.00	--	\$ 32.00	--	--	--	\$ 18.00	\$ 168.00
PIKES PEAK COMMUNITY COLLEGE	--	--	\$ 16.40	--	\$ 10.50	--	\$ 74.30	--	--	\$ 18.00	\$ 119.20
PUEBLO COMMUNITY COLLEGE	--	--	\$ 15.60	\$ 3.60	--	--	\$ 144.00	--	\$ 25.20	\$ 28.35	\$ 216.75
RED ROCKS COMMUNITY COLLEGE	--	--	\$ 98.40	--	--	--	\$ 98.40	--	\$ 19.20	\$ 18.00	\$ 234.00
TRINIDAD STATE JUNIOR COLLEGE	--	\$ 60.00	--	\$ 48.00	--	\$ 40.00	\$ 108.00	--	\$ 24.00	\$ 22.50	\$ 302.50

* UCB: In addition to these fees, UCB has a mandatory \$200 long term enrollment deposit which is assessed to all students during registration. This is a one-time only fee.

** UCHSC: Additional mandatory fees are dependent on course of study.

**TABLE 7: COMPARISON OF MANDATORY STUDENT FEES
FY 1999-2000 TUITION AND FEE SURVEY**

February 3, 2000

INSTITUTION	1998-1999	1999-2000	DOLLAR CHANGE	PERCENT CHANGE
UNIVERSITY OF COLORADO - BOULDER	\$ 651.98	\$ 674.18	\$ 22.20	3.41%
UNIVERSITY OF COLORADO - COLORADO SPRINGS	\$ 486.00	\$ 593.50	\$ 107.50	22.12%
UNIVERSITY OF COLORADO - DENVER	\$ 285.10	\$ 314.40	\$ 29.30	10.28%
UNIVERSITY OF COLORADO - HEALTH SCIENCES CENTER	\$ 20.00	\$ 20.00	\$ -	0.00%
COLORADO STATE UNIVERSITY	\$ 750.62	\$ 714.00	\$ (36.62)	-4.88%
FORT LEWIS COLLEGE	\$ 472.00	\$ 543.00	\$ 71.00	15.04%
UNIVERSITY OF SOUTHERN COLORADO	\$ 453.00	\$ 498.70	\$ 45.70	10.09%
UNIVERSITY OF NORTHERN COLORADO	\$ 711.70	\$ 709.70	\$ (2.00)	-0.28%
ADAMS STATE COLLEGE	\$ 562.00	\$ 562.00	\$ -	0.00%
MESA STATE COLLEGE	\$ 504.00	\$ 546.00	\$ 42.00	8.33%
METROPOLITAN STATE COLLEGE	\$ 355.40	\$ 394.09	\$ 38.69	10.89%
WESTERN STATE COLLEGE	\$ 680.00	\$ 692.00	\$ 12.00	1.76%
COLORADO SCHOOL OF MINES	\$ 573.00	\$ 595.00	\$ 22.00	3.84%
ARAPAHOE COMMUNITY COLLEGE	\$ 113.20	\$ 133.20	\$ 20.00	17.67%
COLORADO NORTHWESTERN COMMUNITY COLLEGE*	\$ 470.00	\$ 168.00	\$ (302.00)	-64.26%

COMMUNITY COLLEGE OF AURORA	\$ 83.60	\$ 84.00	\$ 0.40	0.48%
COMMUNITY COLLEGE OF DENVER	\$ 273.40	\$ 114.00	\$ (159.40)	-58.30%
FRONT RANGE COMMUNITY COLLEGE	\$ 260.40	\$ 152.40	\$ (108.00)	-41.47%
LAMAR COMMUNITY COLLEGE	\$ 244.20	\$ 279.30	\$ 35.10	14.37%
MORGAN COMMUNITY COLLEGE	\$ 174.00	\$ 150.00	\$ (24.00)	-13.79%
NORTHEASTERN JUNIOR COLLEGE	\$ 556.00	\$ 556.00	\$ -	0.00%
OTERO JUNIOR COLLEGE	\$ 168.00	\$ 168.00	\$ -	0.00%
PIKES PEAK COMMUNITY COLLEGE	\$ 129.24	\$ 119.20	\$ (10.04)	-7.77%
PUEBLO COMMUNITY COLLEGE	\$ 221.25	\$ 221.25	\$ -	0.00%
RED ROCKS COMMUNITY COLLEGE	\$ 193.20	\$ 195.60	\$ 2.40	1.24%
TRINIDAD STATE JUNIOR COLLEGE	\$ 292.60	\$ 302.50	\$ 9.90	3.38%
* Colorado Northwestern Community College reduced its fees as a result of joining CCCOES.				

**TABLE 8: COMPARISON OF STUDENT FEES & RESIDENT UNDERGRADUATE TUITION
FY 1999-2000 TUITION AND FEE SURVEY**

February 3, 2000

INSTITUTION	1998-99	1999-2000	DOLLAR CHANGE	PERCENT CHANGE
UNIVERSITY OF COLORADO - BOULDER				
All-Other	\$ 3,038	\$ 3,118	\$ 80.00	2.63%
Business	\$ 3,544	\$ 3,544	\$ -	0.00%
Engineering	\$ 3,492	\$ 3,620	\$ 128.00	3.67%
UNIVERSITY OF COLORADO - COLORADO SPRINGS				
Lower Division	\$ 2,668	\$ 2,828	\$ 159.50	5.98%
Upper Division Liberal Arts & Sciences	\$ 2,826	\$ 2,990	\$ 163.50	5.79%
Upper Division Business & Engineering	\$ 2,866	\$ 3,032	\$ 165.50	5.77%
UNIVERSITY OF COLORADO - DENVER				
General	\$ 2,255	\$ 2,382	\$ 127.30	5.64%
Business & Engineering	\$ 2,577	\$ 2,662	\$ 85.30	3.31%
UNIVERSITY OF COLORADO - HEALTH SCIENCES CENTER				
Child Health Associate	\$ 8,415	\$ 10,473	\$ 2,058.00	24.46%
Dental Hygiene	\$ 4,384	\$ 4,489	\$ 105.00	2.40%
Nursing	\$ 4,430	\$ 4,550	\$ 120.00	2.71%
Pharmacy Yr. 2&3	\$ 3,080	\$ 4,244	\$ 1,164.00	37.79%
COLORADO STATE UNIVERSITY	\$ 3,037	\$ 3,054	\$ 17.38	0.57%
FORT LEWIS COLLEGE	\$ 2,110	\$ 2,219	\$ 109.00	5.17%
UNIVERSITY OF SOUTHERN COLORADO	\$ 2,219	\$ 2,307	\$ 87.70	3.95%

UNIVERSITY OF NORTHERN COLORADO	\$ 2,679	\$ 2,724	\$ 45.00	1.68%
ADAMS STATE COLLEGE	\$ 2,056	\$ 2,092	\$ 36.00	1.75%
MESA STATE COLLEGE	\$ 2,044	\$ 2,123	\$ 79.00	3.86%
METROPOLITAN STATE COLLEGE	\$ 2,033	\$ 2,112	\$ 79.49	3.91%
WESTERN STATE COLLEGE	\$ 2,160	\$ 2,208	\$ 48.00	2.22%
COLORADO SCHOOL OF MINES	\$ 5,081	\$ 5,211	\$ 130.00	2.56%
ARAPAHOE COMMUNITY COLLEGE	\$ 1,453	\$ 1,484	\$ 31.20	2.15%
COLORADO NORTHWESTERN COMMUNITY COLLEGE	\$ 1,670	\$ 1,519	\$ (150.80)	-9.03%
COMMUNITY COLLEGE OF AURORA	\$ 1,404	\$ 1,435	\$ 31.60	2.25%
COMMUNITY COLLEGE OF DENVER	\$ 1,593	\$ 1,465	\$ (128.20)	-8.05%
FRONT RANGE COMMUNITY COLLEGE	\$ 1,580	\$ 1,504	\$ (76.80)	-4.86%
LAMAR COMMUNITY COLLEGE	\$ 1,564	\$ 1,631	\$ 66.30	4.24%
MORGAN COMMUNITY COLLEGE	\$ 1,494	\$ 1,501	\$ 7.20	0.48%
NORTHEASTERN JUNIOR COLLEGE	\$ 1,876	\$ 1,907	\$ 31.20	1.66%
OTERO JUNIOR COLLEGE	\$ 1,488	\$ 1,519	\$ 31.20	2.10%
PIKES PEAK COMMUNITY COLLEGE	\$ 1,449	\$ 1,470	\$ 21.16	1.46%
PUEBLO COMMUNITY COLLEGE	\$ 1,541	\$ 1,572	\$ 31.20	2.02%
RED ROCKS COMMUNITY COLLEGE	\$ 1,513	\$ 1,547	\$ 33.60	2.22%
TRINIDAD STATE JUNIOR COLLEGE	\$ 1,613	\$ 1,654	\$ 41.10	2.55%

**TABLE 9: EXPENSES FOR ROOM, BOARD & HEALTH INSURANCE
FY 1999-2000 TUITION AND FEE SURVEY**

February 3, 2000

INSTITUTION	1999-2000 ROOM	1999-2000 BOARD	1999-2000 TOTAL	1998-1999 ROOM	1998-1999 BOARD	1998-1999 TOTAL	PERCENT CHANGE ROOM & BOARD	1999-2000 HEALTH INSUR	1998-1999 HEALTH INSUR	PERCENT CHANGE HEALTH INSUR
UNIVERSITY OF COLORADO - BOULDER	--	--	\$ 5,202.00	\$ 2,632.00	\$ 2,276.00	\$ 4,908.00	5.99%	\$ 986.00	\$ 1,170.00	-15.73%
UNIVERSITY OF COLORADO - COLORADO SPRINGS	\$ 3,130.00	\$ 2,450.00	\$ 5,580.00	\$ 2,925.00	\$ 2,400.00	\$ 5,325.00	4.79%	\$ 733.00	\$ 671.00	9.24%
UNIVERSITY OF COLORADO - DENVER	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$ 833.00	\$ 731.00	13.95%
UNIVERSITY OF COLORADO - HEALTH SCIENCES CENTER	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$ 1,182.00	\$ 1,182.00	0.00%
COLORADO STATE UNIVERSITY	\$ 2,286.00	\$ 2,616.00	\$ 4,902.00	\$ 2,232.00	\$ 2,550.00	\$ 4,782.00	2.51%	\$ 860.00	\$ 860.00	0.00%
FORT LEWIS COLLEGE	\$ 2,540.00	\$ 2,182.00	\$ 4,722.00	\$ 2,440.00	\$ 2,140.00	\$ 4,580.00	3.10%	\$ 1,442.50	\$ 1,442.50	0.00%
UNIVERSITY OF SOUTHERN COLORADO	\$ 2,088.00	\$ 2,680.00	\$ 4,768.00	\$ 2,040.00	\$ 2,616.00	\$ 4,656.00	2.41%	\$ 354.00	\$ 354.00	0.00%
UNIVERSITY OF NORTHERN COLORADO	\$ 2,348.00	\$ 2,448.00	\$ 4,796.00	\$ 2,237.00	\$ 2,333.00	\$ 4,570.00	4.95%	\$ 680.00	\$ 680.00	0.00%
ADAMS STATE COLLEGE	\$ 2,580.00	\$ 2,400.00	\$ 4,980.00	\$ 2,540.00	\$ 2,370.00	\$ 4,910.00	1.43%	\$ 280.00	\$ 280.00	0.00%
MESA STATE COLLEGE	\$ 2,438.00	\$ 2,448.20	\$ 4,886.20	\$ 2,300.00	\$ 2,378.20	\$ 4,678.20	4.45%	\$ 659.00	\$ 659.00	0.00%
METROPOLITAN STATE COLLEGE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$ 736.00	\$ 675.60	8.94%
WESTERN STATE COLLEGE	\$ 2,650.00	\$ 2,540.00	\$ 5,190.00	\$ 2,560.00	\$ 2,420.00	\$ 4,980.00	4.22%	\$ 605.00	\$ 570.00	6.14%
COLORADO SCHOOL OF MINES	\$ 2,581.00	\$ 2,400.00	\$ 4,981.00	\$ 2,495.00	\$ 2,285.00	\$ 4,780.00	4.21%	\$ 750.00	\$ 790.00	-5.06%
ARAPAHOE COMMUNITY COLLEGE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
COLORADO NORTHWESTERN COMMUNITY COLLEGE	\$ 1,610.00	\$ 2,580.00	\$ 4,190.00	\$ 1,520.00	\$ 2,430.00	\$ 3,950.00	6.08%	N/A	N/A	N/A
COMMUNITY COLLEGE OF AURORA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$ 153.00	\$ 264.00	-42.05%
COMMUNITY COLLEGE OF DENVER	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$ 329.00	\$ 296.00	11.15%
FRONT RANGE COMMUNITY COLLEGE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
LAMAR COMMUNITY COLLEGE	\$ 1,200.00	\$ 2,880.00	\$ 4,080.00	\$ 1,200.00	\$ 2,880.00	\$ 4,080.00	0.00%	\$ 55.00	\$ -	--

MORGAN COMMUNITY COLLEGE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
NORTHEASTERN JUNIOR COLLEGE	\$ 1,790.00	\$ 2,400.00	\$ 4,190.00	\$ 1,690.00	\$ 2,320.00	\$ 4,010.00	4.49%	N/A	N/A	N/A
OTERO JUNIOR COLLEGE	\$ 1,050.00	\$ 2,524.00	\$ 3,574.00	\$ 1,000.00	\$ 2,470.00	\$ 3,470.00	3.00%	N/A	N/A	N/A
PIKES PEAK COMMUNITY COLLEGE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$ 180.00	\$ -	--
PUEBLO COMMUNITY COLLEGE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
RED ROCKS COMMUNITY COLLEGE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$ 264.00	--	--
TRINIDAD STATE JUNIOR COLLEGE	\$ 1,546.00	\$ 2,724.00	\$ 4,270.00	\$ 1,510.00	\$ 2,660.00	\$ 4,170.00	2.40%	\$ 342.00	\$ 342.00	0.00%

**TABLE 10: STUDENT HEALTH INSURANCE
FY 1999-2000 TUITION AND FEE SURVEY**

February 3, 2000

INSTITUTION	IS HEALTH INSURANCE OFFERED?			ARE STUDENTS REQUIRED TO SUBSCRIBE TO THE PROGRAM?		
	NO	YES	ANNUAL COST	NO	YES	EXPLANATION
UNIVERSITY OF COLORADO - BOULDER	-	X	\$ 986	X	-	Students are billed for the program but the charge can be waived.
UNIVERSITY OF COLORADO - COLORADO SPRINGS	-	X	\$ 733	X	-	Students must sign up to get the program.
UNIVERSITY OF COLORADO - DENVER	-	X	\$ 833	X	-	Students must sign up to get the program. Int'l students are required to sign up.
UNIVERSITY OF COLORADO - HEALTH SCIENCES CENTER	-	X	\$ 1,182	X	-	Student may waive the program with proof of insurance.
COLORADO STATE UNIVERSITY	-	X	\$ 860	X	-	Students are billed for the program but the charge can be waived.
FORT LEWIS COLLEGE	-	X	\$ 1,443	X	-	Students must sign up to get the program.
UNIVERSITY OF SOUTHERN COLORADO	-	X	\$ 354	X	-	Students enroll through the Student Health Center.
UNIVERSITY OF NORTHERN COLORADO	-	X	\$ 680	X	-	Students are billed for the program but the charge can be waived.
ADAMS STATE COLLEGE	-	X	\$ 280	X	-	Students are billed for the program but the charge can be waived.
MESA STATE COLLEGE	-	X	\$ 659	X	-	Students must sign up to get the program.
METROPOLITAN STATE COLLEGE	-	X	\$ 736	X	-	Students are billed for the program but the charge can be waived.
WESTERN STATE COLLEGE	-	X	\$ 605	X	-	Students must sign up to get the program.
COLORADO SCHOOL OF MINES	-	X	\$ 750	X	-	Students are billed for the program but the charge can be waived.
ARAPAHOE COMMUNITY COLLEGE	X	-	-	-	-	-
COLORADO NORTHWESTERN COMMUNITY COLLEGE	X	-	-	-	-	-
COMMUNITY COLLEGE OF AURORA	-	X	\$ 153	X	-	Student must sign up to get the program.
COMMUNITY COLLEGE OF DENVER	-	X	\$ 329	X	-	Student must sign up to get the program.
FRONT RANGE COMMUNITY COLLEGE	X	-	-	-	-	-
LAMAR COMMUNITY COLLEGE	-	X	\$ 55	-	X	The program is mandatory with no waiver.

MORGAN COMMUNITY COLLEGE	X	-	-	-	-	-
NORTHEASTERN JUNIOR COLLEGE	X	-	-	-	-	-
OTERO JUNIOR COLLEGE	X	-	-	-	-	-
PIKES PEAK COMMUNITY COLLEGE	-	X	\$ 180	X	-	Students must sign up to get the program.
PUEBLO COMMUNITY COLLEGE	-	X	N/A	X	-	Students must sign up to get the program.
RED ROCKS COMMUNITY COLLEGE	-	X	\$ 528	X	-	Students must sign up to get the program.
TRINIDAD STATE JUNIOR COLLEGE	-	X	\$ 342	X	-	Students must sign up to get the program.

**TABLE 11: MANDATORY STUDENT FEE CHANGES
FY 1999-2000 TUITION AND FEE SURVEY**

February 3, 2000

INSTITUTION	FEE	NEW FEE	INCREASE IN FEE	DOLLAR INCREASE
UNIVERSITY OF COLORADO - BOULDER	Arts and Cultural Enrichment	-	X	\$0.50/semester
	RTD	-	X	\$1.43/semester
	Health Service	-	X	\$2.42/semester
	Student Center	-	X	\$1.87/semester
	Student Government Operations	-	X	\$1.84/semester
	Student Activities	-	X	\$4.96/semester
	Physical Recreation	-	X	\$4.68/semester
	Student Services	-	X	\$0.98/semester
UNIVERSITY OF COLORADO - COLORADO SPRINGS	Intercollegiate Athletics	-	X	\$.85/credit hour
	Transportation and Safety	-	X	\$3.50/semester
	University Center Bond	X	-	\$2.50/credit hour
UNIVERSITY OF COLORADO - DENVER	Health Service	-	X	\$10.00
	Student Activities	-	X	\$0.30
	Technology	-	X	\$34.00
	Student Information System	-	X	\$10.0
	Health Center	-	X	\$4.00
	Student Center Operations	-	X	\$2.00
	Physical Recreation	-	X	\$3.04

STATE UNIVERSITY	Intercollegiate Athletics	-	X	\$2.00
	Community Services	-	X	\$0.34
	Ombudsman	-	X	\$0.06
	Counseling & Career Center	-	X	\$1.96
	Legal Services	-	X	\$0.12
FORT LEWIS COLLEGE	Health Services	-	X	\$1.00
	Student Life Center	X	-	\$57.50
	Physical Recreation	-	X	\$1.00
	Intercollegiate Athletics - Men's Program	X	-	\$7.00
	Intercollegiate Athletics - Women's Program	X	-	\$5.
UNIVERSITY OF SOUTHERN COLORADO	Concert	X	-	\$30.00
	General Activity	-	X	\$3.30/semester
	Recreation Facility	-	X	\$0.80/semester
	Recreation Program		X	\$0.25/credit hour
ADAMS STATE COLLEGE	Intercollegiate Athletic - Men and Women	-	-	New Budget Distribution (no Fee Increase)
MESA STATE COLLEGE	Student Funded Activities	-	X	\$30.00
	Student Computing Lab	-	X	\$12.00
	Health Services	-	X	\$0.35

STATE COLLEGE	Student Affairs	-	X	\$10.00
	Technology	-	X	\$2.00-\$10.00/semester
	Intercollegiate Athletic	-	X	\$0.50
WESTERN STATE COLLEGE	Student Union	-	X	\$12.00
COLORADO SCHOOL OF MINES	Health Center	-	X	\$18.00
	Associated Students	-	X	\$4.00
COMMUNITY COLLEGE OF AURORA	Student Senate	-	X	\$0.20
LAMAR COMMUNITY COLLEGE	Student Center	X	-	\$2.50/credit hour
	Student Senate	X	-	\$0.05/credit hour
	Student Activity	-	X	\$0.05/credit hour
	Athletic	-	X	\$0.05/credit hour
	Health Center	-	X	\$0.65/credit hour
PIKES PEAK COMMUNITY COLLEGE	Student Center Bond	-	X	\$0.20-\$0.55
	Parking Facilities Bond	-	X	\$0.20-\$0.35
	Student Government Operations	-	X	\$0.10-\$0.20
	Sport/Recreation	-	X	\$0.05-\$0.10
RED ROCKS COMMUNITY COLLEGE	Student Government	-	X	\$0.10/credit hour

LIST OF TABLES 1-11 (FY 1999-2000 Tuition and Fee Survey):

Table 1: [Full-Time Tuition Rates](#)

Table 2: [Full-Time \(15 Credit Hours\) Tuition](#)

Table 3: [Resident Undergraduate Tuition as a Percentage of Cost](#)

Table 4: [Undergraduate Tuition Rates](#)

Table 5: [Graduate Tuition Rates](#)

Table 6: [Mandatory Student Fees](#)

Table 7: [Comparison of Mandatory Student Fees](#)

Table 8: [Comparison of Student Fees & Resident Undergraduate Tuition](#)

Table 9: [Expenses for Room, Board & Health Insurance](#)

Table 10: [Student Health Insurance](#)

Table 11: [Mandatory Student Fee Changes](#)

**TABLE 12: RESIDENT UNDERGRADUATE TUITION AND REQUIRED FEES
1998-99
A NATIONAL COMPARISON**

February 3, 2000

STATE	Universities*	State Universities**	Community Colleges***
	1998-99	1998-99	1998-99
ALABAMA	2,684	2,572	1,239
ALASKA	2,770	N/A	1,968
ARIZONA	2,158	2,158	831
ARKANSAS	3,181	2,615	1,007
CALIFORNIA	4,177	1,878	360
COLORADO*	3,038	2,238	1,855
CONNECTICUT	5,330	3,670	1,814
DELAWARE	4,716	N/A	1,440
FLORIDA	2,114	2,114	1,309
GEORGIA	2,930	2,144	1,386
HAWAII	3,045	N/A	1,004
IDAHO	2,136	2,156	1,179
ILLINOIS	4,586	3,500	1,397
INDIANA	4,069	3,438	2,540
IOWA	2,868	2,860	2,052
KANSAS	2,470	2,165	1,272
KENTUCKY	3,016	2,339	1,140

LOUISIANA	2,841	2,183	1,142
MAINE	4,551	3,320	2,040
MARYLAND	4,699	4,228	2,188
MASSACHUSETTS	5,229	3,337	2,317
MICHIGAN	6,098	3,603	1,656
MINNESOTA	4,602	2,931	2,268
MISSISSIPPI	3,053	2,689	972
MISSOURI	4,439	2,870	1,378
MONTANA	2,880	2,677	1,529
NEBRASKA	3,083	2,336	1,315
NEVADA	2,070	2,070	1,185
NEW HAMPSHIRE	6,555	4,765	N/A
NEW JERSEY	5,718	4,708	2,247
NEW MEXICO	2,241	1,708	664
NEW YORK	4,510	3,917	2,552
NORTH CAROLINA	2,211	1,757	560
NORTH DAKOTA	2,830	2,623	1,840
OHIO	3,879	4,171	2,045
OKLAHOMA	2,633	1,837	1,336
OREGON	3,726	3,305	1,628
PENNSYLVANIA	6,092	4,302	2,042
RHODE ISLAND	4,752	3,149	1,746

SOUTH CAROLINA	3,630	3,350	1,269
SOUTH DAKOTA	3,015	3,008	N/A
TENNESSEE	2,744	2,441	1,240
TEXAS	3,847	2,467	996
UTAH	2,709	1,986	1,429
VERMONT	7,788	4,592	2,692
VIRGINIA	4,866	4,139	1,437
WASHINGTON	3,486	2,652	1,515
WEST VIRGINIA	2,482	2,280	1,526
WISCONSIN	3,405	2,827	2,292
WYOMING	2,330	N/A	1,262
NATIONAL AVERAGE	3,686	2,915	1,544
NATIONAL AVERAGE COLORADO RANK	29	34	14

* The Resident Undergraduate Tuition and Fee Rate for Colorado is the tuition and fee rate at the University of Colorado - Boulder.

** The State Colleges and Universities Resident Undergraduate Tuition and Fee Rate for Colorado is an estimated state average based

on the tuition and fee rates at Adams State College, Fort Lewis College, Metropolitan State College, University of Northern Colorado,

and Western State College.

*** The Community College Resident Undergraduate Tuition and Fee Rate for Colorado is an estimated state average.

Data Source: Washington State Higher Education Coordinating Board Tuition and Fee Survey

Colorado Commission on Higher Education (CCHE)
February 3, 2000
Agenda Item VI, F

TOPIC: 2000-2001 COMMISSION MEETING SCHEDULE

PREPARED BY: TIM FOSTER

I. SUMMARY

The Commission is required, by law, to meet as often as necessary to carry out its duties as defined in Colorado Revised Statute 23 Article 1. Commission By-Laws provide that the Commission shall annually establish a list of meeting dates prior to the start of each fiscal year. The proposed schedule is based on the Commission meeting every six weeks except when holidays preclude.

<u>Date</u>	<u>Location*</u>
July 13-14, 2000	Commission Retreat
August 24, 2000	campus
October 5, 2000	campus
November 16, 2000	Metro area
January 11, 2001	Metro area
February 22, 2001	Metro area
April 5, 2001	Metro area
May 17, 2001	campus
June 28, 2001	campus
August 9-10, 2001	Commission Retreat
September 20, 2001	campus
November 1, 2001	Metro area
December 13, 2001	Metro area

*The locations for the above meetings will be announced after consultation with higher education institutions.

Appendix A

STATUTORY AUTHORITY

C.R.S. 23-1-102(6). The commission shall meet as often as necessary to carry out its duties as defined in this article.

Colorado Commission on Higher Education (CCHE)
February 3, 2000
Agenda Item VI, G

**TOPIC: SUPERINTENDENT *TEACHER SUPPLY AND DEMAND* SURVEY
SUMMARY AND SUPERINTENDENT AND PRINCIPAL FALL
DISCUSSION SUMMARY**

PREPARED BY: DIANE LINDNER

I. SUMMARY

A *Teacher Quality and Demand Survey* was developed to ground the Commission in the number of teachers hired in districts, number of new teachers, projected need over the next five years and areas of teaching with high vacancy rates and hiring difficulties.

Results of the survey indicate there is overall growth in the number of teachers being hired in districts and the expectation is that this growth will increase over the next five years. The largest growth in the last academic year was the areas of Reading (12.6%) and Language Arts (9.0%). Most of the percentage growth was in the two to four per cent range. Superintendents are most concerned that there will be shortages of teachers in mathematics, special education and foreign languages. Also mentioned as potential shortage areas were bilingual educators, vocational educators and art and music teachers. Librarians, physical education teachers and library and media specialists were also areas superintendents listed as being difficult to find.

Smaller districts hired proportionately more teachers with no prior teaching experience than larger districts and rural areas are projecting relatively higher numbers of teachers being needed over the next five years.

The *Superintendents and Principals Fall Discussion Sessions* were held to receive input from all areas of the state regarding the critical skills new teachers need to be successful when they enter the teaching profession. These discussions were used to develop the new teacher education reform policies. The skills defined as critical for success were consistent throughout the state:

- Applied literacy skills
- Reading, writing and numeracy
- Assessing, diagnosing and teaching to different children's learning styles
- Adequate classroom experience and classroom management skills
- Teaching standards-based education

Additional skills were differentiated between grade levels and some differences occurred between urban and rural districts.

ATTACHMENT 1

**SUMMARY OF SUPERINTENDENT
SURVEY ON SUPPLY AND DEMAND**

About the Survey:

The *Teacher Quality and Demand Survey* was mailed out by the Colorado Commission on Higher Education (CCHE) to superintendents throughout the state of Colorado in the fall of 1999. One hundred twenty-two districts out of a total of 176 responded, a 69% response rate.

Impetus for the survey came as a result of the shift in responsibility for licensure program approval from the State Board of Education to the Colorado Commission on Higher Education. Because there is no data system available to analyze teacher supply and demand in Colorado, the Commission wanted to ground its new role in program approval on

teacher supply and demand in Colorado, the Commission wanted to ground its new role in program approval on projected teacher demand.

The survey asked districts to report the total number of teachers in the district, growth in numbers over the last academic year, the number of teachers new to the field, expected retirements and five- year demand in each of eight teaching areas: elementary, foreign language, language arts, math, reading science, social studies and special education.

The survey data was analyzed by Colorado State University on behalf of CCHE. Analysis focused on comparison numbers of teachers currently employed in the content areas with numbers of teachers projected to be employed in content areas. The numbers of retirements were estimated as well. A second analysis of the data separates the large districts from the smaller ones by using the top 10 percentile of districts who reported the total number teachers hired in the eight content areas for the 99-00 academic year. The larger districts were located in the Denver metro area, the Colorado Springs area, and Pueblo.

Aggregate Survey Results on Teacher Supply and Demand:

- Every category of the eight teaching areas surveyed except foreign languages increased its numbers between 1999 and 2000. The largest reported percent increase between the 1999 and 2000 school years occurred in Reading(12.6%) and Language Arts(9.9%)
- Most of the other percentage increases were in a range of 1.9%(Special Education) to 4.4%((Social Studies)
- The percentage of new to existing teachers in the 1999-2000 school year varies from a low of 11.4% and 12.1% for Language Arts and Social Studies respectively, to highs of 16.3% and 16.2% for Math and Special Education respectively.
- The ratio of induction year teachers (new to the profession) to those with experience newly hired in the district varied; the greatest proportion of novice (first year) teachers in its new teaching force was in Reading (47.5%)
- The lowest number of applications per vacant teaching position was Reading and Foreign Languages with 3.7 and 4.5 applicants per vacancy. Elementary teacher vacancies had by far the largest average applicant pool (51.8)
- An estimate of "unmet need" was obtained by asking for the total number of teachers teaching outside their area of endorsement. Special Education is clearly utilizing the largest numbers of teachers outside their area of endorsement followed by Elementary Education while lowest numbers of teachers outside their endorsement areas were Social Studies and Reading.
- In a comparison with the State Board of Education's Emergency Authorizations, the highest numbers of emergency authorizations are issued in Special Education, Linguistically Different and Special Services. The Commission survey did not ask about Linguistically Different and Special Services.
- Special Education and Elementary Education will require the greatest production of teachers to fill the estimated teacher vacancies for the next five years.
- Superintendents are concerned that there will be shortages in mathematics, special education, foreign languages, bilingual educators, vocational educators and art and music teachers. They also listed librarians, physical education teachers and library and media specialists as difficult to find.
- There were significantly fewer applicants for vacant positions in the rural areas when compared to the urban areas.
- Smaller districts hired proportionately more teachers with no prior teaching experience than larger districts.
- Rural areas are projecting relatively higher numbers of teachers being needed over the next five years. At least 1/3 of the new teachers projected will be need in the rural areas.

ATTACHMENT 2

**STATEWIDE SUMMARY
CCHE/SUPERINTENDENTS AND PRINCIPALS
DISCUSSION SESSIONS
CONDUCTED OCTOBER, 1999**

About the Sessions:

Five regional discussion sessions were held across the state to get input from principals, superintendents and teachers on the critical skills new teachers need to be successful when they enter the teaching profession. Additionally, near

the critical skills new teachers need to be successful when they enter the teaching profession. Additionally, people attending were asked to identify what the institutions of higher education were doing a good job and what skills are needed improvement. Finally, discussion centered on how helpful the PLACE exam is in selection of teachers and how the 800 hours of field experience required in SB 99-154 could best be used.

Approximately twenty-one districts were represented at all levels of education: elementary, middle and high school as well as teacher education representatives of higher education. Attendants ranged from superintendents, principals at levels and teachers ranging in experience and education.

Talking points were sent to participants in advance of the sessions with copies of Senate Bill 99-154. Tim Foste Executive Director of the Colorado Commission on Higher Education (CCHE) introduced the sessions and indicated that he wanted to hear how well the institutions of higher education were training teachers from the consumers — people that hired and supervised the teachers. Follow up sessions will gather additional teacher and student input.

These sessions will be used as guides in planning program changes in the institutions of higher education and build stronger K-16 linkages.

Session Results on Skill Strengths and Weaknesses:

- Applied literacy skills (including writing) and reading. It is especially critical in the elementary grades, but must be carried into middle and high school grades. The middle and high school years are when analytical reading is taught through content material.
- Ability to teach reading, writing, and numeracy regardless of their level or content major.
- Understanding, assessing, and responding to children's learning styles. Assessment driven instruction (diagnostic) and using the diagnostics to modify lesson plans, pedagogy and curriculum.
- Ability to assess students and plan teaching methods and curriculum to meet content standards and student learning styles.
- Ability to differentiate instruction methods for diverse learners; diagnosing a student's learning style and having "a bag of tricks" to engage that student.
- Communication skills that enable the teacher to build strong relationships with parents, staff and students. These skills should also allow the teacher to diffuse conflict before it escalates.
- Teaching standards-based education.
- Adequate experience in the classroom that breeds confidence and allows understanding of the broad range of methods of teaching and adjusting to specific district methods.
- Classroom management.

Participants agreed that these skills are not strong enough in teachers who are new to the profession.

There is agreement that teachers do come prepared in content areas (with the exception of literacy and math) and are excited to be in the classroom. As one person explained, "Most of them come out with the twinkle in the eye. They've got the spark... They're ready to jump into the trenches." New teachers, especially those graduating in the last two years, also have basic technology skills and awareness of standards and assessments.

There is broad agreement that elementary teachers need a stronger foundation in literacy mathematics and science. Additionally, smaller districts need secondary level teachers who can teach in more than one area.

Discussion of the best way to manage the 800-hour field experience requirement raised the following ideas:

- More use of partner schools. The better new teachers have come through partner school experiences and have more student teaching hours.
- Get classroom experience early in their education to weed out the students who won't stick with teaching or won't excel.
- Need more coherence in planning the 800 hours. It should not be only "seat-time."
- The structure of staying in a single environment offers more stability and provides an ongoing relationship with a principal for diagnostic and evaluative purposes.
- Set up a model where a school applies to have student teachers and create a culture of a professional development school. The university and school can then use new methods and the university and school benefit

school. The university and school can then use new methods and the university and school benefit.

- Need to expand the partner schools to the areas outside the places near colleges.
- Ensure the professors in the colleges of education have K-12 experience.
- After graduation, a minimum of two years of mentoring by a professor should continue.
- Funding to districts could be partially based upon having more support and advising services to new teachers.

When asked if the PLACE test was useful in hiring and /or evaluating teacher candidates, participants felt there correlation to successful teaching and it is creating more frustration and burdensome expenses on new teachers.