

CCHE Agenda
October 5, 2000
Higher Education Advanced Technology Center
9075 E. Lowry Blvd., Bldg. 965
Denver, Colorado 80220
9:00 a.m.

I. Approval of Minutes (August 9, 2000)

II. Reports

- A. Chair's Report – Nagel
- B. Commissioners' Reports
- C. Advisory Committee Reports
- D. Public Comment

III. Consent Items

- A. New Policy on Review of Leases for any Purpose – Adkins/Hoffman
- B. Advanced Technology Fund Policy, Priorities and Selection Criteria – Adkins/Hum
- C. Auraria Tivoli Theater Project – Adkins (Handout)
- D. Auraria Higher Education Center, Regional Transportation District and City and County of Denver Land Exchanges, Easements, Light Rail Station Construction, Parking Lot and Street Improvements, Reprographics Demolition and Reconstruction and Land Purchase – Adkins (Handout)
- E. Adams State College – School of Business Addition/Remodel – Adkins (Handout)
- F. University of Colorado Center for Visualization and Visual Simulation – Adkins (Handout)
- G. University of Colorado Health Sciences Center Fitzsimons Land Conveyance – Adkins (Handout)

IV. Action Items

- A. Performance Funding System for FY 2001-02 – Kieft/Jacobs
- B. Election of Officers – Foster

V. Items for Discussion and Possible Action

- A. Facilities Master Plans
 - 1. University of Southern Colorado Facilities Master Plan – Adkins/Hoffman
 - 2. University of Colorado at Boulder Facility Master Plan – Adkins/Ferris

VI. Written Reports for Possible Discussion

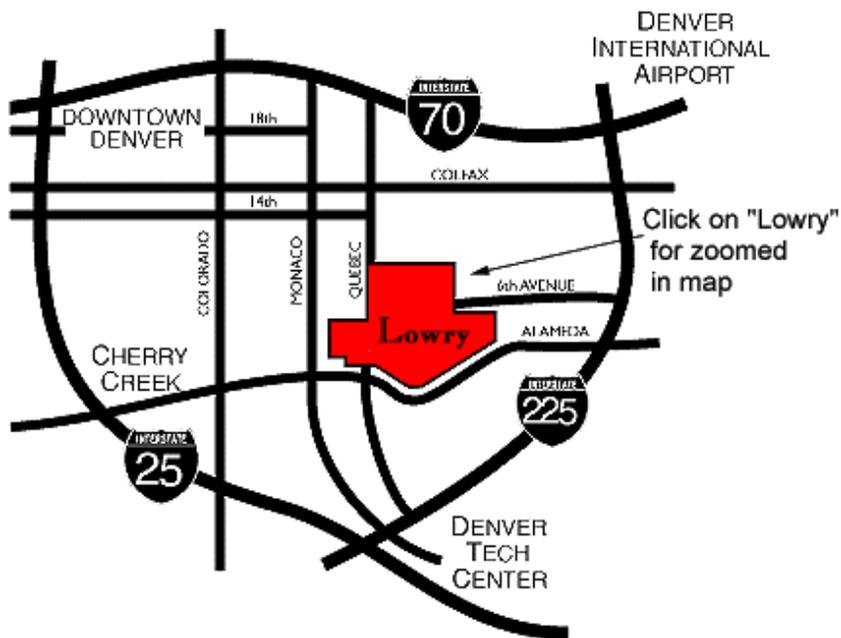
- A. *Governor's Opportunity Scholarship Report – Zambrano
- B. *Statewide Diversity Report – Lindner/Chase-Riley

C. Concept Paper

1. Bachelor of Arts in Human Development at Metropolitan State College of Denver (MSCD) – Kuepper

D. Report on Out-of-State Instruction – Breckel

*Presentations

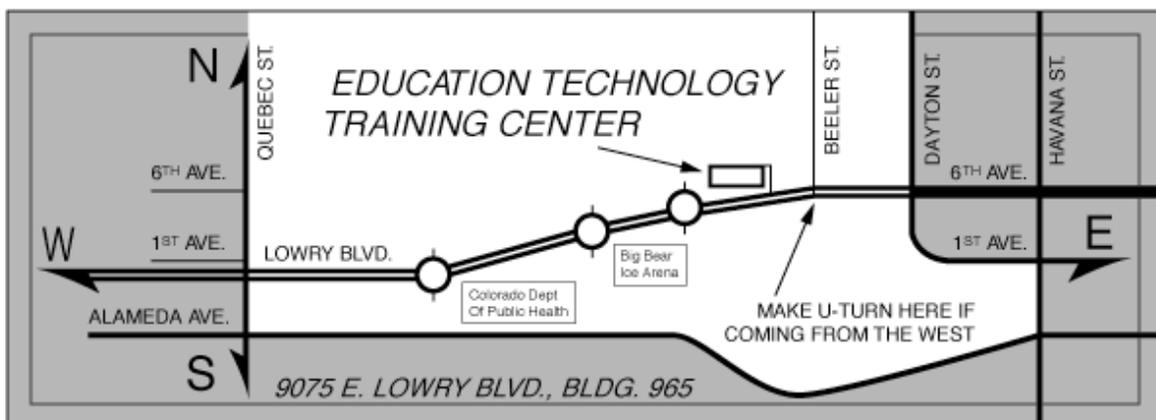


Education Technology Training Center
9075 E. Lowry Blvd., Bldg. 965

Denver CO 80220
303-365-8888

Coming from the West, traveling east: Enter the Lowry facility off Quebec Street on Lowry Blvd. You will drive around three "roundabouts". After the third round-about, you will see the ETTC immediately on your left. Lowry Blvd is a divided road so you will have to drive past the building about 800' so that you can make a U turn.

Coming from the East, traveling west: Enter the Lowry facility off Dayton Street on 6th Ave. Drive approximately 1 ½ blocks and you will see the ETTC on your right.



Colorado Commission on Higher Education
Capital Assets Subcommittee
August 9, 2000

MINUTES

Commissioners

Present: Ray Baker, Chair; Ralph Nagel; Peggy Lamm; and Bill Vollbracht.

Staff Present: Tim Foster, Executive Director; Jeanne Adkins; Lauren Ferris; and Gail Hoffman.

Commissioners and guests participated by telephone: Commissioner Robert Hessler; Commissioner James Stewart; Julie Poppen; Nancy Hart; President Alexander (Sandy) Bracken, John Bliss, and Jim Topping.

Commissioner Baker, chair of the Capital Assets Subcommittee reported that Commissioner Quamme was absent.

I. Colorado State University Fine Arts Remodel/Addition

The State Board of Agriculture brought the remodeling and renovation proposal of the old Fort Collins High School to the Commission last year and was denied. The Commission's recommendation was to initiate a pilot project this year. The institution resubmitted a more expansive program plan.

The committee wants to accommodate the institution's request but would not like to get into the practice of reviewing facility requests out of sequence. Although there are deadline dates that require urgent action, the subcommittee needs more time to review the project.

Commissioner Baker stated that the capital assets subcommittee did not want to set precedence by acting on capital projects independently. The committee wants to assure that the appropriate funding mechanisms are in place to assure the completion of the project.

Commissioner Vollbracht also expressed his concern about approving individual project requests out of sequence. The Commission prefers to review all capital construction requests once a year.

Ms. Adkins explained that the new conceptual design plan more clearly outlined the intent of the facility. The renovations and additions to the Old Fort Collins High School will house the new University Center for the Arts. A phasing process has been developed for the transition and construction. The legislature has set aside the phased-funding for this project, upon the Commission's approval.

Staff Recommendation:

CCHE staff recommend the revised program plan for the Old Fort Collins High School Center for the Arts be funded under the following conditions:

1. The institution should resubmit the budget forms for the plan as a three-phased state project excluding the 500-seat concert hall. Although the institution believes this facility is integral to the total project, staff disagree. In fact, should the funds for this portion of the project not be raised by the institution, the remainder of the project can stand separately. The projected State Historical Society grant funds should be allocated to the first three phases of the project.
2. To eliminate costs to the institution, simultaneous design should be allowed, but the institution should fund the design and engineering and all site work related to the concert hall with cash funds.
3. Actual construction of the concert hall should not begin until the institution has submitted that segment as a SB202 project and indicated how its maintenance and operation will be funded with cash funds with long-term and that the construction funds for the facility, including contingency funds, are in hand. An external issue raised with this addition is the lack of parking space in the plan. The current on-site parking accommodates the renovation, but does not accommodate use of an additional 500-seat facility. The revised SB 202 plan for this project should address that issue.
4. Budget documents outlining the project in this manner should be submitted to CCHE in amended form no later than September 15, 2000, to allow the appropriate changes to be made and reflected in the FY01-02 higher education capital budget.

Action: Commissioner Vollbracht moved approval of the staff recommendation. Commissioner Baker seconded the motion and the motion carried unanimously.

II. University of Colorado at Boulder Law School

Ms. Adkins reviewed the request from the Regents of the University of Colorado for Commission approval to construct a new Law School at Boulder. The CCHE staff have received the executive summary regarding the law school, however, additional supporting information beyond the executive summary would be necessary for final approval. Before a final proposal will be put forth, it is her hope that the institution would submit a full proposal. The institution's arguments for the project include enrollment growth, accreditation issues, deficiencies in current library space and the potential loss of external funding are not sufficient justification for the building. CCHE staff does not support the project at this time. The institution's issue of accreditation is not persuasive; the deficiencies in the current library do not demand a new building. All the institution's objective could be met by other means should the institution choose to do so.

Dr. Alexander Bracken, Interim President of the University of Colorado, spoke in support of moving forward with the approval of the project. He was particularly concerned whether the institution could maintain the external fund raising commitments.

The Commission discussed a timetable to receive and review the required documentation from the University. The Commission did not feel comfortable approving a project that the staff does not support. All the discussion to date has been worthwhile and the Commission doesn't want to see the opportunity for the University to be lost.

Staff Recommendation:

That the University of Colorado at Boulder raises \$12.7 million in non-state funds for the CU Law School construction.

There was no formal action taken at this meeting. The Commission will reconvene as a full Commission once CCHE staff receive the additional documentation from the University of Colorado. The University reported that the documentation would be provided.

Colorado Commission on Higher Education (CCHE)
October 5, 2000
Agenda Item II, A

TOPIC: CHAIR'S REPORT

PREPARED BY: RALPH NAGEL

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)

October 5, 2000

Agenda Item II, B

TOPIC: COMMISSIONERS' REPORT

PREPARED BY: COMMISSIONERS

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

Colorado Commission on Higher Education (CCHE)
October 5, 2000
Agenda Item II, C

TOPIC: ADVISORY COMMITTEE REPORTS

PREPARED BY: ADVISORY COMMITTEE MEMBERS

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

Colorado Commission on Higher Education (CCHE)
October 5, 2000
Agenda Item II, D

TOPIC: PUBLIC COMMENT

PREPARED BY: TIM FOSTER

This item provides an opportunity for public comment on any item unrelated to the meeting agenda. A sign-up sheet is provided on the day of the meeting for all persons wishing to address the Commission or issues not on the agenda. Speakers are called in the order in which they sign up. Each participant begins stating his/her name, address and organization. Participants are asked to keep their comments brief and not repeat what others have said.

Colorado Commission on Higher Education (CCHE)
October 5, 2000
Agenda Item III, A

TOPIC: NEW POLICY ON REVIEW OF LEASES FOR ANY PURPOSE

PREPARED BY: GAIL HOFFMAN AND JEANNE ADKINS

I. SUMMARY

Commission staff recommends approval of a new policy developed in accordance with Colorado statute, C.R.S. 23-1-106 (8), which requires Commission approval of any acquisition of real property conditional upon or requiring expenditures of state-controlled funds or federal funds, whether acquisition is by lease, lease-purchase, purchase, gift, or otherwise, and C.R.S. 23-31-136, requiring review and approval of leases for the State Board of Agriculture.

The proposed policy would require institutions to submit reports on leases twice a year to the Commission. The reports, submitted electronically, would be due May 15 and December 15. The reports would include all leases, regardless of the purpose or amount. (Most leases are typically entered into July 1, the beginning of the fiscal year, or January 1, the beginning of the calendar year.)

The information requested in the reports would be used to build a database on all leases at all institutions. From the database, CCHE will be able to better evaluate the expense and square footage of leases and thus be better able to determine whether leasing in certain circumstances is less costly than building. The database will allow CCHE to track the uses of leased space, as well as to assure that leased space is not being used to further make a case for building programs. In fact, this appears to be the legislative intent in adopting the language requiring approval of leases by CCHE.

Certain leases have been exempt from CCHE review and approval. Exempt leases in past policy are:

- CCHE authorized Outreach Programs, including Fully Sponsored Programs;
- Community college instructional facility rentals, including Adams State and Mesa State two-year course offerings within their service areas;
- Auraria constituent institutions that support academic programs, including the renewal of existing leases, pursuant to C.R.S. 23-70-114.

Leases would be handled differently depending on their dollar amounts. The categories of leases would be:

- Leases of \$75,000 or less on an annual basis would be included on the reports due to CCHE twice a year as waiver requests from the program planning process. This

amount corresponds to the statutory ceiling for waivers of program plans in C.R.S. 23-1-136.5 (4).

- These proposed leases would be submitted electronically to CCHE. The electronic form would be posted on the CCHE Web site. Institutions would fill out the form and send via email to the Capital Assets staff.
- Leases costing more than \$75,000

annually will need to be submitted to CCHE as electronic program plans following the requirements in Sections 3.00 and 4.00 of Part E – Guidelines for Facilities Program Planning and Section 7.03 of the lease approval policy concerning electronic filing information attached. Staff will review and pass onto the Director, Policy and Planning, for signature. The form would then be sent back to the institution. The form would include additional information, such as a brief analysis of space needs done in table form, a comparative analysis of other possible leased spaces, and annual operating costs under the proposed lease terms. It also should include a financial comparison of lease alternatives.

II. BACKGROUND

Colorado statutes in 23-1-106 (8) require the Commission to approve leases. The wording is quite specific. "*Any acquisition or utilization of real property by a state-supported institution of higher education which is conditional upon or requires expenditures of state-controlled funds or federal funds shall be subject to the approval of the commission, whether acquisition is by lease, lease-purchase, purchase, gift, or otherwise.*" (Emphases added.)

In the past, CCHE had a policy requiring program plans for leases. The policy seemed to require a program plan for every lease, no matter the size. Many leases apparently also were approved verbally over the telephone. Colorado State University, an institution that has a number of leases around the state, never requests CCHE approval of any lease or project costing less than \$50,000. The reasons are that the number of projects that fit in that category would be literally in the hundreds a year, and neither CSU nor CCHE has the staff to handle that. CCHE approval is required for CSU leases specifically in C.R.S. 23-31-136.

The revised Policy E – Guidelines for Facilities Program Planning that the Commission approved July 1, 1999, deleted a section on rental of off-campus facilities. In the absence of a lease policy, CCHE has been approving leases as waivers from program planning requirements if they have been less than \$250,000 over the lease period. For leases costing more than \$250,000 over the lease period, CCHE has required program plans.

The [attached policy](#) is an addition to the revised Policy E – Guidelines for Facilities Program Planning as the Commission approved it in 1999.

Policy E also states that rental of off-campus *instructional* facilities (emphasis added) is a capital assets decision. The attached policy corrects that oversight to include rental of property for any purpose as a capital assets decision.

This policy is an attempt to address the statutory obligation of CCHE to review and approve leases, while not unduly impeding the need for institutions to respond to critical needs in a timely and efficient manner.

If emergencies exist for an institution – a building suddenly poses a safety or health risk to staff or students, staff suggests that institutions request an immediate waiver from CCHE and work with staff to accommodate the schedule required to meet the emergency.

III. STAFF RECOMMENDATION

That the Commission approve the attached policy to replace the section on rental of off-campus spaces that was earlier deleted from Policy E – Guidelines for Facilities Program Planning. This policy will be in effect for the December 15 reports on leases that will need to be submitted to CCHE.

Colorado Commission on Higher Education (CCHE)
October 5, 2000
Agenda Item III, A
Attachment A

PART E GUIDELINES FOR FACILITIES PROGRAM PLANNING

2.00 Facility Program Planning – Document Preparation Guidelines

The CCHE guidelines for the preparation of facility program plans have been coordinated with revisions to the Buildings Program guidelines for facility program planning by non-higher education agencies. These coordinated revisions emphasize the integration of master plan policies, educational programming and capital facility decisions.

CCHE guidelines address the following categories of capital assets decisions:

- the remodeling/renovation of functionally obsolete space;
- the expansion of an existing facility or construction of all new facilities, or acquisition of real property;
- major instructional or scientific equipment purchases, defined as capital construction, pursuant to statute;
- utilities and site improvements;
- rental of off-campus ~~instructional~~ space FOR ANY PURPOSE.

5.00 PLANNING FOR LEASES OF SPACE FOR ANY PURPOSE

ANY ACQUISITION OR UTILIZATION OF REAL PROPERTY BY A STATE-SUPPORTED INSTITUTION OF HIGHER EDUCATION, WHICH IS CONDITIONAL UPON OR REQUIRES EXPENDITURE OF STATE-CONTROLLED FUNDS OR FEDERAL FUNDS SHALL BE SUBJECT TO THE APPROVAL OF THE COLORADO COMMISSION, WHETHER ACQUISITION IS BY LEASE, LEASE-PURCHASE, PURCHASE, GIFT OR OTHERWISE. C.R.S. 23-1-106(8)

5.01 REPORTING REQUIREMENTS FOR LEASES

ELECTRONIC REPORTS ON LEASES SHALL BE DUE TO CCHE ON THE FOLLOWING DATES:

- DECEMBER 15 — SHOULD INCLUDE ALL LEASES TO BE EXECUTED JANUARY 1 FOR THE NEXT CALENDAR YEAR THROUGH JUNE 1.
- MAY 15 — SHOULD INCLUDE ALL LEASES TO BE EXECUTED JUNE 1 OR FOR THE REMAINDER OF THE YEAR.

THE REPORTS ON LEASES SHOULD INCLUDE THE FOLLOWING INFORMATION:

- NAME OF INSTITUTION
- IF EACH LEASE IS NEW OR IS A LEASE RENEWAL
- NAMES OF LESSORS FOR EACH LEASE
- SQUARE FOOTAGE OF EACH LEASE
- PURPOSE OF EACH LEASE USING NATIONAL CENTER FOR EDUCATION STATISTICS (NCES) CODES:
 - 100 (CLASSROOMS)
 - 200 (LABS)
 - 300 (OFFICE)
 - 400 (STUDY)
 - 500 (SPECIAL USE)

- 500 (SPECIAL USE)
- 600 (GENERAL USE)
- 700 (SUPPORT)
- 800 (HEALTH)
- 900 (RESIDENTIAL)
- 000 (UNCLASSIFIED)
- 999 (NONASSIGNED)
- PROGRAM OR FUNCTION FOR EACH LEASE PROPOSED (I.E., PROVIDE IMPROVED CLASSROOM AND SUPPORT SPACE FOR MASTER'S PROGRAM IN BUSINESS ADMINISTRATION IN DOWNTOWN DENVER)
- TERM OF EACH LEASE (FROM WHAT DATE TO WHAT DATE)
- ADDRESS OF EACH LEASED PROPERTY

- ANNUAL COST OF EACH LEASE

- COST PER SQUARE FOOT OF EACH LEASE
- SOURCE OF FUNDING FOR LEASE ("CASH FUNDED" MUST BE DESCRIBED)
- SPECIAL REQUIREMENTS FOR EACH LEASE, IF ANY

5.02 REQUIREMENTS FOR DIFFERENT CATEGORIES OF LEASES

THE DOLLAR AMOUNT OF EACH LEASE DETERMINES THE REQUIREMENTS FOR CCHE REVIEW AND APPROVAL. THE CATEGORIES AND THEIR REQUIREMENTS ARE:

- LEASES OF LESS THAN \$75,000 A YEAR.

FOR LEASES OF LESS THAN \$75,000 ANNUALLY, THE INSTITUTION WOULD REPORT IN APPROPRIATE BIENNIAL REPORTING PERIOD AS ESTABLISHED IN E, 5.01 TO CCHE VIA ELECTRONIC FILING ON A FORM TO BE POSTED ON THE CCHE WEB SITE. INSTITUTIONS WILL FILL OUT THE FORM AND SUBMIT IT ELECTRONICALLY. STAFF WILL REVIEW THE INFORMATION SUBMITTED FOR THE WAIVER REQUEST AND ELECTRONICALLY TRANSMIT THE WAIVER APPROVAL OR DENIAL TO THE INSTITUTION. THIS DOES NOT TAKE THE PLACE OF REVIEW OF THE ACTUAL EXECUTED LEASES BY THE STATE BUILDINGS DIVISION. ONCE CCHE APPROVES SUCH LEASES, THEY MUST BE INCLUDED IN THE APPROPRIATE BIENNIAL LEASE REPORT.

- LEASES OF MORE THAN \$75,000 ANNUALLY.

LEASES OF MORE THAN \$75,000 DURING THE LEASE PERIOD WILL NEED TO BE SUBMITTED TO CCHE AS ELECTRONIC PROGRAM PLANS FOLLOWING THE REQUIREMENTS OUTLINED IN SECTIONS 3.00 AND 4.00 OF POLICY E – GUIDELINES FOR FACILITIES PROGRAM PLANNING.

FOR LEASES GREATER THAN \$75,000 ANNUALLY, THE FOLLOWING ADDITIONAL ELECTRONIC INFORMATION ALSO WILL BE REQUIRED ON THE ELECTRONIC FILING:

- A SUMMARY AND JUSTIFICATION OF THE LEASE PROPOSAL;
- A BRIEF EXPLANATION ABOUT WHY THE FUNCTION OR PROGRAM CANNOT BE HOUSED IN EXISTING STATE-OWNED OR INSTITUTION SPACE;
- A BRIEF ANALYSIS OF SPACE NEEDS DONE IN TABLE FORM;
- A COMPARATIVE ANALYSIS OF OTHER POSSIBLE LEASED SPACES THAT MEET THE SPACE REQUIREMENTS LOCATED WITHIN THE TARGETED AREA;
- ANNUAL LEASE AND OPERATING COSTS UNDER THE PROPOSED LEASE TERM; AND
- TIME BY WHICH THE LEASE NEEDS TO BE EXECUTED.

THESE LEASES MAY NOT BE EXECUTED BY THE INSTITUTION UNTIL APPROVAL IS RECEIVED FROM THE EXECUTIVE DIRECTOR OR HIS DESIGNEE ONCE CCHE APPROVES THEM. THE

FROM THE EXECUTIVE DIRECTOR OR HIS DESIGNEE. ONCE CCHP APPROVES THEM, ALL INSTITUTIONS MUST INCLUDE THEM IN THE APPROPRIATE BIENNIAL REPORT TO ELECTRONICALLY.

Colorado Commission on Higher Education (CCHE)
October 5, 2000
Agenda Item III, B

**TOPIC: ADVANCED TECHNOLOGY FUND POLICY, PRIORITIES
AND SELECTION CRITERIA**

PREPARED BY: JEANNE ADKINS AND RICK HUM

I. BACKGROUND

HB 00-1430 creates an "Advanced Technology Fund" that will receive 1/3 of the funds collected by the Waste Tire Recycling Development Fee. The fee has been reduced to \$.75 per tire from \$1 per tire effective July 2000. DOLA will still receive \$.50 from each tire and the remainder will be deposited in the Advanced Technology Fund. Additionally, "...All interest derived from the deposit and investment of moneys in the fund shall be credited to the fund. The moneys in the fund are hereby continuously appropriated to the Commission for the purposes specified... (by providing research funding and technology transfer capital to individuals public or private entities seeking to develop or implement waste diversion or recycling projects)." "...an moneys deposited in the Advanced Technology Fund...shall be used solely to finance research, development and technology transfer with regard to waste diversion and recycling strategies, and shall include research development and technology transfer regarding waste tires." These are quoted directly from HB 00-1430 (Attachment 2).

The revenue anticipated in the Advanced Technology Fund for FY 2000/2001 is estimated at \$600,000.

Selection Criteria and Policies for Advanced Technology Fund projects: HB 00-1430 states "The Commission shall adopt a policy for the expenditure of such moneys which shall contain priorities and selection criteria for providing research funding and technology funding." We have drafted these policies, priorities and selection criteria. They are included as Attachment 1 for the approval by the Commission.

II. NEXT STEPS

Following Commission approval of the policies, priorities and criteria, the staff will prepare the detailed Request For Proposals (RFP) that will be distributed. The Science and Technology Committee will approve the RFP and staff and the Committee will develop the review process for the evaluation and ranking of proposals received. The Committee will recommend to the Commission the funding for the first round of projects. All projects will be subject to similar contractual language as the current Technology Advanced Programs including the Intellectual Property provisions.

III. COMMITTEE/STAFF RECOMMENDATION

The Science and Technology Committee recommends approval of the policy, priorities and criteria providing research funding and technology funding as presented.

- Attachments: 1. Proposed Policy, Priorities and Criteria
 2. HB 00-1430

CCHE-TAG Advanced Technology Fund

Policy: The Commission on Higher Education through the Technology Advancement Group (CCHE-TAG) shall issue project awards to higher education institutions, or qualifying public or private entities in the State of Colorado for research, development and technology transfer with regard to waste diversion and recycling strategies and shall include research, development and technology transfer regarding waste tires.

Priorities: The following priorities are established for the consideration of project proposals.

1. Projects with Colorado higher education institution research involvement,
2. Projects that divert or recycle major contributors to Colorado's wastestream,
3. Industry or sponsoring entity involvement in the research to facilitate technology transfer,
4. Projects that are perceived to have high potential for success beyond the pilot project proposed,
5. Projects that involve environmentally damaging materials,
6. Projects that encourage cooperation between public and private entities involved in waste diversion and recycling,
7. Projects that provide an opportunity for rural Colorado to economically benefit from development of technology,
8. Projects that have committed federal funds,
9. Projects that encourage cooperation among the institutions of higher education, local communities and other governmental entities,
10. Projects that involve recycling tires,
11. Projects that have the potential to take waste diversion and recycling research in Colorado in a significantly new direction,
12. Projects that consider Colorado industry needs for technical training, and
13. Projects that increase effectiveness in funding through avoidance of cost duplication and utilizes existing infrastructure.

Project Selection Criteria: All projects proposed would be evaluated based on the selection criteria on the following page.

Program: _____ Scored By: _____ Date: _____

Criteria	Score
Industry or Sponsoring Entity involvement	
Has the potential for success-beyond the pilot project proposed	12
Proposed project involves Colorado Higher Education Research	13
Proposed project involves a major contributor to Colorado's wastestream	13
Proposed project involves environmentally damaging materials	9
Proposed project encourages public/private cooperation in waste diversion and/or recycling	9
Provides opportunity for rural areas of the state to economically benefit from development of technology	7
Federal involvement	6
Encourages cooperation among the institutions of higher education, local communities and other governmental entities	6
Proposed project involves recycling tires	4
Has the potential for this program to take waste diversion and/or recycling research in Colorado in a significant new direction	3
Considers Colorado Industry needs for technical training at the: associate, baccalaureate, graduate levels, in-service and continuing education	3
Increases effectiveness in funding through elimination of costly duplication and gaps in infrastructure that cause the misuse of state resources	3
Competitiveness - Colorado has the potential to be a leader	N/A
Provides a balance of applied research, product/process development and commercialization within a program area and within a program	N/A
Non-duplicative of other programs, particularly at the graduate level of instruction	N/A

Builds on the institutions' strengths and previous successes	N/A
Establishes centers of excellence in research and teaching, subjects to annual appropriations	N/A
Provides opportunities for developing the necessary infrastructure to support: distance learning, telemedicine, support economic development, enhanced citizen access	N/A
Total Scores	100

Colorado Commission on Higher Education (CCHE)
October 5, 2000
Agenda Item III, B
Attachment 2

**Second Regular Session
Sixty-second General Assembly**

LLS NO. 00-0965.01 Jeff Conway

HOUSE BILL 00-1430

STATE OF COLORADO

BY REPRESENTATIVES Stengel, Fairbank, Gotlieb, Hagedorn, Hefley, Hoppe, Kester, King, Larson, Lee, Mace, May, McPherson, Nuñez, Sinclair, Smith, Swenson, Webster, Zimmerman; also SENATOR Teck.

REREVISED

A BILL FOR AN ACT
CONCERNING THE CREATION OF THE ADVANCED TECHNOLOGY FUND FOR
USE BY THE COLORADO COMMISSION ON HIGHER EDUCATION.

Bill Summary

(Note: This summary applies to this bill as introduced and does not necessarily reflect any amendments that may be subsequently adopted.)

Creates the advanced technology fund ("fund"). Specifies that the sources of moneys for the fund shall be transfers from:

- The economic development fund;
- State and federal funds, other available funds, and any grants, gifts, and bequests from public or private sources; and
- Any appropriations made to the fund by the general assembly.

Requires the Colorado commission on higher education to expend moneys in the fund to finance research, development, and technology transfer with regard to waste diversion and recycling strategies or environmental alternatives.

Requires, in each fiscal year, the immediate transfer to the fund of 50% of the moneys in the economic development fund that had originated in the waste tire recycling development cash fund.

Be it enacted by the General Assembly of the State of Colorado:

SECTION 1. 23-1-106.5, Colorado Revised Statutes, is amended BY THE ADDITION OF A NEW SUBSECTION to read:

23-1-106.5. Duties and powers of the commission with regard to advanced technology - fund created. (8) (a) THERE IS HEREBY

CREATED IN THE STATE TREASURY THE ADVANCED TECHNOLOGY FUND. THE FUND SHALL CONSIST OF MONEYS TRANSFERRED THERETO PURSUANT TO SECTION 25-17-202 (3), C.R.S., ANY MONEYS AVAILABLE TO THE COMMISSION PURSUANT TO SUBSECTION (4) OF THIS SECTION THAT THE COMMISSION TRANSMITS TO THE STATE TREASURER TO BE CREDITED TO THE FUND, AND ANY MONEYS APPROPRIATED TO THE FUND BY THE GENERAL ASSEMBLY. ALL INTEREST DERIVED FROM THE DEPOSIT AND INVESTMENT OF MONEYS IN THE FUND SHALL BE CREDITED TO THE FUND. THE MONEYS IN THE FUND ARE HEREBY CONTINUOUSLY APPROPRIATED TO THE COMMISSION FOR THE PURPOSES SPECIFIED IN PARAGRAPH (b) OF THIS SUBSECTION (8).

(b) THE COMMISSION SHALL EXPEND MONEYS IN THE ADVANCED TECHNOLOGY FUND TO FINANCE RESEARCH, DEVELOPMENT, AND TECHNOLOGY TRANSFER WITH REGARD TO WASTE DIVERSION AND RECYCLING STRATEGIES OR ENVIRONMENTAL ALTERNATIVES BY PROVIDING RESEARCH FUNDING AND TECHNOLOGY TRANSFER CAPITAL TO INDIVIDUALS OR PUBLIC OR PRIVATE ENTITIES SEEKING TO DEVELOP OR IMPLEMENT WASTE DIVERSION OR RECYCLING PROJECTS FOR MATERIAL OR PRODUCTS OF ANY KIND OR FOR ENVIRONMENTAL, RESEARCH, DEVELOPMENT, AND TECHNOLOGY TRANSFER PROGRAMS IN THE STATE FOR

MATERIALS AND PRODUCTS OF ANY KIND. THE COMMISSION SHALL ADOPT A POLICY FOR THE EXPENDITURE OF SUCH MONEYS WHICH SHALL CONTAIN PRIORITIES AND THE CRITERIA FOR PROVIDING RESEARCH FUNDING AND TECHNOLOGY TRANSFER.

(c) NOTWITHSTANDING ANY OTHER PROVISION OF THIS SUBSECTION (8), ANY MONEYS DEPOSITED IN THE ADVANCED TECHNOLOGY FUND PURSUANT TO SECTION 25-17-202 (3), C.R.S., SHALL BE USED SOLELY TO FINANCE RESEARCH, DEVELOPMENT, AND TECHNOLOGY TRANSFER WITH REGARD TO WASTE DIVERSION AND RECYCLING STRATEGIES, AND SHALL INCLUDE RESEARCH, DEVELOPMENT, AND TECHNOLOGY TRANSFER REGARDING WASTE TIRES.

(d) THE COMMISSION SHALL BIENNIALLY REPORT TO THE GENERAL ASSEMBLY ABOUT THE STATUS OF FINANCING THE EFFORTS DESCRIBED IN PARAGRAPHS (b) AND (c) OF THIS SUBSECTION (8), INCLUDING AN ASSESSMENT OF THE ACTIVITIES OF INDIVIDUALS OR ENTITIES RECEIVING GRANTS FROM THE FUND.

SECTION 2. 25-17-202 (1) (a) and (3), Colorado Revised Statutes, are amended to read:

25-17-202. Waste tire recycling development fee - cash fund

created. (1) (a) (I) On and after January 1, 1994, AND PRIOR TO JULY 1, 2000, a recycling development fee of one dollar shall be collected on any waste motor vehicle tire for any passenger vehicle, including any truck, weighing less than fifteen thousand pounds. In addition, such fee shall be collected on truck tires, including truck tractor, trailer, and semitrailer, weighing more than fifteen thousand pounds; except that no fee shall be collected for tires that are recapped or otherwise reprocessed for use. The fee authorized by this section shall be collected only at such time as the owner of the tire delivers or transfers the waste tire to a retailer of new tires for disposal.

(II) ON AND AFTER JULY 1, 2000, THE RECYCLING DEVELOPMENT FEE DESCRIBED IN SUBPARAGRAPH (I) OF THIS PARAGRAPH (a) SHALL BE SEVENTY-FIVE CENTS.

(3) (a) The department of revenue shall transmit the fee with a report of its direct and indirect administrative costs in complying with this section to the state treasurer, who shall credit the same to the waste tire recycling development cash fund, which fund is hereby created. The general assembly shall make annual appropriations out of the fund to the department of revenue in an amount equal to the department of revenue's direct and indirect administrative costs, but which amount shall not exceed three and one-third percent of the total amount of fees transmitted to the treasurer. PRIOR TO JULY 1, 2000, the remaining moneys in the fund shall be subject to annual appropriation by the general assembly to the department of local affairs for allocation to the Colorado housing and finance authority for the purposes described in section 29-4-719.1 (2) (f), C.R.S., and to the division of local government for the purposes described in section 24-32-114, C.R.S., and in subsection (3.2) of this section.

(b) ON AND AFTER JULY 1, 2000, THE REMAINING MONEYS IN THE FUND SHALL BE SUBJECT TO ANNUAL APPROPRIATION BY THE GENERAL ASSEMBLY AS FOLLOWS:

(I) NO MORE THAN TWO-THIRDS SHALL BE APPROPRIATED TO THE DEPARTMENT OF LOCAL AFFAIRS FOR ALLOCATION TO THE DIVISION OF LOCAL GOVERNMENT FOR THE PURPOSES DESCRIBED IN SECTION 24-32-114, C.R.S., AND IN SUBSECTION (3.2) OF THIS SECTION; AND

(II) THE REMAINING FUNDS SHALL BE APPROPRIATED TO THE COMMISSION ON HIGHER EDUCATION FOR THE PURPOSES DESCRIBED IN SECTION 23-1-106.5 (8), C.R.S.

(c) In accordance with section 24-36-114, C.R.S., all interest derived from the deposit and investment of moneys in the fund shall be credited to the general fund. At the end of any fiscal year, all unexpended and unencumbered moneys in the fund shall remain therein and shall not be credited or transferred to the general fund or any other fund.

SECTION 3. Safety clause. The general assembly hereby finds, determines, and declares that this act is necessary for the immediate preservation of the public peace, health, and safety.

Colorado Commission on Higher Education (CCHE)
October 5, 2000
Agenda Item III, C

TOPIC: AURARIA TIVOLI THEATER PROJECT

PREPARED BY: JEANNE ADKINS

I. SUMMARY

The Auraria Higher Education Center seeks Commission approval to renovate the theater area of the Tivoli Building on the Auraria Campus. The AMC Movie Theaters formerly leased the theaters, which has vacated its lease. The campus has a potential new user for the facility that with renovation would incorporate both an education program and ultimately the Denver Film Society/Denver International Film Festival.

II. BACKGROUND

The Auraria Campus was home to the AMC occupied 12-plex until the firm closed its theater operation last year. The multiplex was constructed in 1985 and has had only minor renovation since.

This project would convert the 12-screen complex into four state-of-the-art movie theaters that would include 16mm, 35mm, video, HDT and satellite downlink capability. The program plan includes a 5,000-square-foot gallery and lobby with concession and catering service space. Also included is 4,000 square feet of office to accommodate the Denver Film Society/Denver International Film Festival staff.

Auraria's proposal combines the education resources of two institutions: the College of Arts and Media at University of Colorado at Denver, which jointly operates a commercial film/video production program in partnership with Red Rocks Community College. The new program would provide a campus-based film exhibition program allowing students to view a variety of national and international films and meet with filmmakers.

As envisioned, the program would dually provide K-12 teachers an opportunity to bring students to Auraria to view films and meet with filmmakers whose subjects relate to K-12 elementary and secondary curricula. A teacher education program is proposed to train teachers on using the film medium to teach and enhance subject understanding for today's more visually oriented K-12 students.

No state funds are proposed in the renovation of the space to accommodate this program. The UC-D proposes funding for the project will come from donations resulting from a partnership with a corporate film partner (the name of the partner will be announced publicly if project approvals are forthcoming) and the non-profit Denver Film Society/Denver International Film Festival. Auraria has indicated that should the donations not be forthcoming through the University of Colorado Foundation for the project it will not seek state funds nor use its own cash funds for the renovation of the project.

Auraria is seeking approval for the project, however, because it sees overall campus advantages for the program and the ability to use the now vacant theater space productively.

The project budget is estimated to be between \$3 and \$5 million depending on the ability of the corporate partner to raise the necessary gifts and grants for the foundation.

Auraria anticipates beginning an accelerated design/build schedule in November to enable occupancy by September 15, 2001, a timetable that will allow the facility to host the Denver International Film Festival in October 2001.

III. STAFF RECOMMENDATION

That the Commission approve the Auraria Higher Education Center's request to renovate the current 12-the complex. The funding source will be gifts, grants and donations from the University of Colorado Foundation solicited by a corporate partner in conjunction with the University of Colorado-Denver College of Arts and Media and will encumber no state funds to renovate the space. The estimated project cost is \$3 to \$5 million.

Colorado Commission on Higher Education (CCHE)
 October 5, 2000
 Agenda Item III, D

**TOPIC: AURARIA HIGHER EDUCATION CENTER, REGIONAL
 TRANSPORTATION DISTRICT AND CITY AND COUNTY
 OF DENVER LAND EXCHANGES, EASEMENTS, LIGHT RAIL
 STATION CONSTRUCTION, PARKING LOT AND STREET
 IMPROVEMENTS, REPROGRAPHICS DEMOLITION AND
 RECONSTRUCTION AND LAND PURCHASE**

PREPARED BY: JEANNE ADKINS

I. SUMMARY

The Auraria Higher Education Center (AHEC) has submitted a request for Colorado Commission on Higher Education (CCHE) approval to accommodate several integrated project requests involved in the extension of current light rail line by the Regional Transportation District. The line extension proposed is from its Colfax-Stout east-west route north to Larimer/Lawrence and east again to Coors Field. Needed to accommodate this project are multiple entity land exchanges and easements, a land purchase, paving and drainage for two parking lots and a street and approval to demolish a portion of an existing building to accommodate the right-of-way grant. Also included is the construction of a new Auraria Light Rail Station at the west end of existing Lawrence Street Pedestrian Mall.

II. BACKGROUND

To accommodate the rail line easement, a portion of the current Reprographics and Warehouse Building will need to be demolished. Initial discussions indicated that the entire building would need to be demolished, however, further work on the project has resulted in a mutually agreed decision between RTD and AHEC to remove only a portion of the building. The estimated cost – paid totally by RTD – is slightly more than \$500,000. The building will still serve two of its functions, Book Center storage and reprographics (printing operations) for campus.

In the land exchanges necessary to accommodate both the easements for the rail line extension and the Auraria Light Rail Station, Auraria will fund from its parking auxiliary revenues up to \$500,000 of the station construction with RTD picking up the balance if costs exceed that estimate.

The City and County of Denver, in compensating Auraria for vacation of parking for easements, will pay \$485,000 of the estimated costs to pave and make drainage improvements on 5th Street, now a dirt road that lacks sufficient drainage. The existing Denver storm sewer cannot handle the increased discharge from the area and must be upgraded. Auraria will pay the remaining \$315,000 of that project from CFE in its parking auxiliary enterprise fund. An additional \$2.2 million from the fund will pave and provide drainage improvements on adjacent Lots A and E, both currently dirt parking lots for AHEC. The total 5th Street and parking lot project cost is estimated at \$3 million.

All of the projects are expected to begin engineering and design work this fall to ensure simultaneous construction for all entities.

Partial Demolition of Reprographics & Remodeling	Regional Transportation District	Auraria Higher Education Center	City and County of Denver
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	\$500,000 (estimate)		
5 th Street Paving and Drainage	--	\$315,000 (CFE)	\$485,000
Parking Lot A & E paving and drainage	--	\$2.2 million (CFE)	--
Auraria Light Rail Station Construction	All costs exceeding \$500,000	\$500,000 (CFE)	--
Lease land purchase for Parking	--	\$1.95 million (CFE)	--

III. STAFF RECOMMENDATION

That the Commission approve the following integrated projects totaling \$5,450,000 of Cash Funds Exempt (CFE) to be drawn from the Auraria Higher Education Center’s parking auxiliary expenditures:

1. Demolition of a portion of the Auraria Reprographics building (estimated at \$500,000+) by the Regional Transportation District and reconstruction of the building to house two of its current functions – reprographics and book storage (no institutional funds).
2. Purchase of land currently leased by AHEC for parking from its owner, Public Service Co., at a negotiated price of \$1.95 million (\$15.50 per square foot) of CFE.
3. Approval of right-of-way easements between AHEC and RTD and the City and County of Denver to accommodate the rail lines and the new Auraria Station and the paving of 5th Street.
4. Paving of 5th Street and the accompanying drainage construction and paving and drainage work on Lots A and E to be owned and operated by Auraria (\$2.45 million).

Colorado Commission on Higher Education (CCHE)
October 5, 2000
Agenda Item III, E

**TOPIC: ADAMS STATE COLLEGE – SCHOOL OF BUSINESS
ADDITION AND REMODEL**

PREPARED BY: JEANNE ADKINS AND LAUREEN FERRIS

I. SUMMARY

The Capital Assets Subcommittee (Commissioners Ray Baker, Ralph Nagel and Bill Vollbracht) met in September of 1999, to discuss the prioritization of projects requesting funding for the fiscal year 2000–01. At that time it was determined that four of the current projects were promising, but each needed more research and development so the Commission could more fairly evaluate the proposals. Adams State College had developed its Business Addition and Remodeling plan 1997. The age of the plan rendered some information outdated and made it difficult to evaluate how the original proposal accommodated new teaching modalities.

The Commission decided to place this project within the "pilot program" in hopes that funding the project through conceptual design would enable it to be developed into a more current and technologically sound project.

II. BACKGROUND

Only the unrestricted amounts to fund the conceptual design process were allocated to projects within the pilot program, and may be spent by the institutions without further approval by the CCHE and the legislative committees. For the Adams State College renovation and addition to the existing building, the legislature allocated first-year architecture and design funding within the current Long Bill. However, that funding is restricted by footnote and may not be spent until the Commission has approved the revisions to the project plans and forwarded the revisions with a recommendation to the CDC and JBC.

The revised proposal for the School of Business was received by the CCHE in July, and has been reviewed. The project has been recommended to the Commission for approval based on the staff analysis ([Attachment A](#)) and a recommendation for continuation of the architectural design services. Should the commission agree, the project recommendation would be referred to the Capital Development Committee and the Joint Budget Committee for action.

III. STAFF ANALYSIS

The completed staff analysis of the amended plan is attached in a review matrix form. See attached matrix for detailed information. However, the Commission should note that the

project costs exceed the costs proposed in the original program plan. Staff has concluded this is a reasonable increase and the increase reflects a realistic examination of the integration of technology within the Business program at the college and incorporates that technology into the project construction plans.

The original project cost estimate was \$4,114,325. The cost included the expensive addition of a theater-style classroom and total replacement of mechanical and electrical systems. However, the integration of technology was limited in the plan, a deficiency noted by the Commission in its initial review.

The re-submitted conceptual design incorporates technology throughout the program plan and accommodates the campus' distance learning goals. The campus serves an important regional student population base and distance learning is integral to this program's ability to serve that population through its off-campus programs, including its Rural Education Access Program (a Commission initiative) delivery of a business degree to students at Otero, Lamar and Trinidad community colleges.

The new cost of the project incorporating the technology changes and redesigning the auditorium addition to accomplish the institutional goals more efficiently is \$6,082,590. Of that cost, if the Commission recommends release of the restricted funding, \$479,000 has been appropriated. An additional \$5,603,596 would be allocated in the coming budget cycle to complete the project.

IV. STAFF RECOMMENDATION

That the Commission approve the program plan for the Adams State College – School of Business renovation and addition for a total new square footage of 3,500 and renovation of 20,600 square feet. The total project cost is estimated at \$6,082,590.

Program Plan Evaluation Matrix FY 2000 - 2001
Institution: Adams State College
Project Name: School of Business Building Renovation and Addition
(Pilot Program)CCHE Review by: Lauren Ferris

Rating Category	Criteria	Evaluation comments and Points	Special Considerations
<p>Key: 1 = Poor, 2 = Satisfactory, 3= Good TOTAL SCORE: 19.4, See Recommendations</p>			
<p>Conformance / Integration with Master Plans</p> <ul style="list-style-type: none"> ● Academic ● Facilities ● Technology <p><i>CCHE Policy III, Part E: 1.03 (B),4.01 (4), 2.00, 4.01 (5)</i> <i>CCHE Policy III, Part L: 1:01, 2.04, 3.06, 5.04, 6.01</i> <i>CCHE Policy III, Part L: 1.04 (A), (C)</i> <i>CCHE Policy III, Part L: 3.00</i> <i>C.R.S. 23-1-106(5)</i></p>	<p>Summary report of how program request integrates with the institution's facility, technology and academic, master planning.</p>	<p>2.6 The school of business building is an existing facility and has a prominent importance to the campus plan as a whole.</p> <p>Currently it has some weakness in its relationship to the master plan goals, but the small addition and reworking of the exterior will help mitigate this problem, and improve how it works with the overall campus facility goals.</p>	
<p>Implementation of a campus wide Long Term Controlled Maintenance Plan</p> <ul style="list-style-type: none"> ● Preservation of Existing Facility 	<p>Summary report of how the institution' has implemented a long-term controlled maintenance plan and how it will be affected by the new request</p>	<p>2.3 The building has gone through some major remodels in the last 20 years. Starting out as a being use as a classroom building.</p> <p>No capital construction dollars have been spent on this facility</p>	<p>Note: this building currently has a Facility Condition Index Number of 73.0.</p>

<ul style="list-style-type: none"> • Long Term Controlled Maintenance Plan <p> <i>CCHE Policy III, Part L: 2.04</i> <i>CCHE Policy III, Part L: 3.03 (B), (C), (D), (E), (F), (G), (H), (I)</i> <i>CCHE Policy III, Part L: 3.05 (C, and (D)</i> <i>CCHE Policy III, Part L: 3.04</i> <i>CCHE Policy III, Part L: 5.04</i> <i>CCHE Policy III, Part L: 6.00 (D)</i> <i>CCHE Policy III, Part L: 6.03 (A)</i> </p>	<p>For restoration projects:</p> <p>Indicates past and current efforts to preserve existing facilities</p>	<p>and no major controlled maintenance dollars have been allocated to it.</p> <p>No information is provided in the program plan about current CM plans that would not be necessary if total remodel funded</p> <p>No information provided about need and funding for future controlled maintenance.</p>	
<p>System Level Relationships</p> <ul style="list-style-type: none"> • Benefit or contribution to system (or Governing Board) • Related impact on other Institutions • System wide space allocation review <p> <i>CCHE Policy III, Part E: 1.03 (A)</i> <i>CCHE Policy III, Part L: 1.04 (A)</i> <i>CCHE Policy III, Part L: 2.03 (A)</i> <i>CCHE Policy III, Part L: 4.01</i> <i>CCHE Policy III, Part L: 6.02 (A)</i> </p>	<p>A clear summary of goals of the Governing Boards and the States priorities</p> <p>How well is the space allocated for the specific programs for the entire system? How does it contribute to improving the statewide education plan</p>	<p>2.8</p> <p>This is probably the most important element of the facility request. The school cannot proclaim huge enrollment increases, but this program has historically been a program of excellence. Without some upgrade in facilities and technology, the program lacks the ability to continue to provide excellence to its regional student population.</p>	
<p>Institutional Program Benefit</p>	<p>Integration of co-utilization of ...</p>	<p>2.6</p> <p>This is again the most</p>	<p>Note: this program also delivers distance learning</p>

<ul style="list-style-type: none"> • Multi-program oriented • Square Footage Allocations w/ Justification • Need / Purpose NCES Standard codes • Improvements to existing program <p><i>CCHE Policy III, Part F:3.00, 4.00, 13.00, 17.00</i> <i>CCHE Policy III, Part E: 4.01(4) and (6); 4.02 (1)</i> <i>CCHE Policy III, Part L, 6.02</i></p>	<p>space with multiple programs Appropriate footages allocated to house programs Solve long term space deficiencies</p> <p>Allocations appropriate to the proposed function Evaluates allocations as related to NEA purpose codes</p> <p>Summary of existing program accommodations</p>	<p>important contribution the facility renovation makes. It takes a stable program and helps bring it to a more appropriate level of technology integration and proper teaching modalities.</p> <p>The school intends to incorporate some services to its K-12 programs in the curriculum.</p>	<p>programs which will be enhanced with the upgrade. They serve an important regional area.</p>
<p>Historic Enrollment Trends</p> <ul style="list-style-type: none"> • Historical degree trends • Historical program enrollment • Existing program evaluations <p><i>CCHE Policy III, Part L: 5.01 (B)</i> <i>CCHE Policy III, Part L: 5.02</i> <i>CCHE Policy, Part L: 6.02 (B) and (C)</i></p>	<p>Summary includes background on past degree trends, enrollment Includes an evaluation of existing program benefit systemwide</p>	<p>2.0 This is a strong program on the campus but does show enrollment declines over the past few years.</p>	<p>The program plan does not assume an importance in the enrollment figures, instead, it is using the decrease in enrollment as a reason for some remodeling and upgrade requirements.</p>
<p>Program Justification</p> <ul style="list-style-type: none"> • Student benefit, statewide • Thorough comparative analysis of Alternatives • Re-Use of vacated space and allocation to priority uses • Planned funding for remodel of vacated space • Future enrollment projections • Summary presentation of project options 	<p>Shows direct student educational benefit related to construction and/or remodel</p> <p>Summary includes through presentation of possible options and thorough analysis of options</p> <p>All vacated spaces are re-utilized, required, and remodel funds indicated</p> <p>Enrollment projections substantiated by CCHE and campus</p>	<p>2.3 This is an important program to the campus. It has been a program of emphasis since the campus was started. The upgrades my very well help increase its enrollment.</p> <p>More so, it will increase the student benefit and help the curriculum keep up with the employment requirements.</p>	

<p>CCHE Policy III, Part E: 4.01(6) and (7) CCHE Policy, III, Part I L: 6.03 (A), (B) and (C)</p>	<p>CCHE and campus historical data</p>		
<p>Evaluation of Systems</p> <ul style="list-style-type: none"> • Materials, mechanical systems, equipment • Cost allocation per system • Allocation for IT systems <p>CCHE Policy III, Part E: 4.03 (1) C.R.S. 23-1-106(5) C.R.S. 24.37.5-106 Submittal of Plans C.R.S. 24.37.5-201(4) Reporting to OIT C.R.S. 24.37.5-202 Technology Purchases/Standards C.R.S. 24-37.5-204 OIT Supervision of State Agencies</p>	<p>Review appropriateness and longevity of materials and systems proposed with respect to future controlled maintenance issues</p> <p>Do proposed systems have sufficient longevity</p> <p>Are future technology consideration being planned for and accommodated</p>	<p>2.5 Most systems are targeted to be replaced, and the overall cost per square foot for the remodel are low. The cost for new construction is modest as well.</p> <p>Some cost increases have occurred over the life of the program plan but those are due to:</p> <ul style="list-style-type: none"> • General construction cost increases • Increases in technology requirements and costs • Need for short term placement solutions which were not previously required 	
<p>Budget / Cost Estimate</p> <ul style="list-style-type: none"> • Cost per square foot • Systems cost allocation • Life-cycle cost analysis • Funding requirements <p>CCHE Policy III, Part E: 4.03 (3); 4.03 (4)</p>	<p>A basic evaluation of cost per square foot allocations for building materials and systems show that the budget falls within range of similar projects</p> <p>Includes outline for future life-cycle cost needs and funding.</p>	<p>2.5 The estimate shows \$81.12 per square foot cost for the remodel. This is a low number for an average remodel, but an assumption had been made that this is because little or no restoration is required on the buildings exterior.</p> <p>Life-cycle cost analysis is included, with not additional information.</p>	<p>Confirm assumption on building exterior.</p>

Recommendations:

- Now that it has been re-worked and re-evaluated, this project has received relatively high mark in terms of the program plan content.
- Not only is the building in need of repair, abatement, and upgrade, but the program has an urgent need for

extensive upgrades, as well.

- The new program plan more clearly satisfies the needs for the department, takes into account some future needs, and plans better for technology upgrades.
- The new design is also a more economical solution than the original project. It may cost more overall, but the money is being allocated more effectively.
- Some of the cost increase is due to basic construction costs. But the remainder reflects the department's effort to re-evaluate the technology requirements and integrate the findings of that re-evaluation to create a more competitive program.
- Not only is the building in need of some upgrade, but the program changes provide for a more effective learning experience for students that incorporates the new technology teaching modalities. This program serves a large regional student population and integrates important distance learning goals in the construction project.
- It should be given a high placement on the priority list and given a high urgent need classification.

Project: School of business and Economics Renovation Phase 2 of 2	Institution: Adams State College
Original Submittal Date: May 1997,	Revised Submission: July 2000
Total Original Project Cost: \$4,114,325	Revised Submission Total Project Cost: \$5,082,590
Current Appropriation: \$479,000 restricted 1st phase A&E	Phase 2 Appropriation: \$5,603,596
--	New Square Footage: 3,500 gsf
--	Renovation Square Footage: 20,600 gsf

Colorado Commission on Higher Education (CCHE)
October 5, 2000
Agenda Item III, F

**TOPIC: UNIVERSITY OF COLORADO CENTER FOR
VISUALIZATION AND VISUAL SIMULATION**

PREPARED BY: JEANNE ADKINS

I. SUMMARY

The University of Colorado at Boulder seeks Colorado Commission on Higher Education approval of its modification program plan to renovate the campus Nuclear Physics Laboratory building to accommodate virtual reality equipment in a new center to be operated cooperatively by UCB and BP Amoco/ARCO. The renovation will be supported by funding from BP/ARCO, which will also equip the center. The cost is estimated at \$1,495,000. The equipment would be moved from its current location in Plano, TX and research virtual reality applications in the petrochemical industry.

II. BACKGROUND

The request for \$1.4 million in Cash Funds Exempt will renovate 7,800 square feet of space in the existing Nuclear Physics Laboratory building on the Boulder East Campus. The facility was built in 1960 and an addition was completed in 1964. According to the institution's request, the facility currently houses faculty, graduate students, and staff conducting research for the Physics Department as well as lab facilities.

The new center, which requires a "cave" environment, will include staff offices, computer facilities, a conference room, storage areas and a reception area. The plan contemplates a separate entrance to the center that will require alteration of the adjacent parking lot, landscaping and a new façade on the existing bare concrete exterior.

When the project was submitted, staff raised several issues to the institution concerning this use for the facility:

1. The institution reports a deficit of lab space in its facility master plan pending CCHE action. The proposal appears to remove existing lab space and increase that deficit.
2. The institution reports a deficit in faculty office space and in graduate student research and office space. This project removes existing space allocated to both of those functions as well.

Regent Norwood Robb was concerned these issues might impact CCHE's review of the project. He toured the existing building and provided a series of photographs of the building's existing rooms and uses to staff and executive director. After viewing the photographs, initial staff concerns related to this project have been addressed.

It is apparent from the photographs that many of the rooms involved are used for long-term storage and are not actively being used for class/lab functions. On the day the photographs were taken, there were no cars in the parking lot of the building and most rooms appear to function as both long-term and short-term storage. Several rooms stored conference tables, computer boxes, conference chairs, desks, old research equipment, etc.

Discussions between Regent Robb and Executive Director Tim Foster resulted in a joint conclusion that a full assessment of this building and others on the Boulder campus would be productive. The questions raised by the reported use of the existing facility and the reality portrayed in the pictures is significant. Regent Robb and Director Foster concluded that CCHE staff should work with UCB facilities staff to outline a study of campus facilities and an inventory of actual uses for all buildings. In particular, the study should focus on assessing the current use of facilities defined as classrooms and as faculty and research space. All areas are reported as having space deficits.

Approval of the project would result in its referral to the Capital Development Committee for its October 10, meeting.

III. STAFF RECOMMENDATION

1. That the Commission approve the Center for Visualization and Visual Simulation on the Boulder East Campus to accommodate a virtual reality research "cave" jointly operated by UCB and BP Amoco/ARCO. BP Amoco/Arco will provide the \$1,495,000 to renovate the existing building to house the equipment it will also donate and move from Plano, TX.
2. That the Commission endorse Regent Robb's proposal for a joint assessment of reported facility/space usage and actual functions at UCB and staff be directed to work jointly with UCB officials to accomplish this review with a report jointly presented to the Regents and to the Commission in June 2001.

Colorado Commission on Higher Education (CCHE)
October 5, 2000
Agenda Item III, G

**TOPIC: UNIVERSITY OF COLORADO HEALTH SCIENCES
CENTER FITZSIMONS LAND CONVEYANCE**

PREPARED BY: JEANNE ADKINS

I. SUMMARY

The University of Colorado Health Sciences Center (UCHSC) has requested approval of the Colorado Commission on Higher Education for the transfer of property – 108 acres – at the Old Fitzsimons Army Hospital site from the United States Department of Education to the University of Colorado. Acceptance of the conveyance will bring the total property at the site owned by the University of Colorado to 196 acres. This is second of three anticipated conveyances.

II. BACKGROUND

Normally, staff would exercise its delegated authority to approve this project and forward the conveyance to Office of State Planning and Budgeting, the Joint Budget Committee and the Capital Development Commission. However, since the Fitzsimons UCHSC project is under current review, staff has referred the issue of accepting the conveyance to the Commission.

The University of Colorado Board of Regents at its August 2000, meeting approved the conveyance of 108 acres of property at Fitzsimons and authorized its system president to negotiate the documents to complete the transfer of property. The conveyance, if CCHE approval is granted, is expected to occur by mid-October.

The University is requesting CCHE approval of the conveyance. Its negotiation will bring the total property owned by the system at the Fitzsimons site to 196 acres.

Previous conveyances approved by the Commission occurred in 1998 – 88 acres of land and corresponding buildings and personal property conveyed by the Department of Education in 1997. The Public Benefit Conveyance requires the institution to use the property for educational purposes for a minimum of 30 years in accordance with the initial conveyance plan approved by the U.S. Department of Education.

A third conveyance is expected involving an additional 31 acres, including buildings and personal property, in 2008. The property, generally containing housing units, is adjacent to and abuts the existing University of Colorado property on the east and west. The Fitzsimons Redevelopment Authority now uses it.

III. STAFF RECOMMENDATION

That the Commission approve the conveyance of the 108 acres of property at Fitzsimons to the University of Colorado from the U.S. Department of Education at no cost to the institution or the state.

Colorado Commission on Higher Education (CCHE)
October 5, 2000
Agenda Item IV, A

TOPIC: PERFORMANCE FUNDING SYSTEM FOR FY 2001-02

PREPARED BY: RAY KIEFT AND JIM JACOBS

I. SUMMARY

A performance funding system was initially developed and implemented last year. Based upon last year's experiences and drawing upon the suggestions of the various groups and individuals that have assisted CCHE staff during the past several months, a revised and improved performance funding system has been developed. The governing board CEOs, CFOs, and the Quality Indicator Advisory Committee – comprised of both governing board academic officers and institutional research/data staff, a faculty representative of the Colorado Faculty Advisory Council, and a student representative of the Colorado Student Association – all contributed to development of the system. The system has the unanimous support of these groups. The performance funding system complies with the statutory directives regarding the allocation of general fund based on institutional performance related to statewide expectations and goals as measured by the quality indicator system (see Statutory Authority, Appendix A).

II. BACKGROUND

The Colorado General Assembly seeks to have each institution of higher education working toward achieving "...a high quality, efficient, and expeditious undergraduate education..." (23-13-104, CRS). The State Auditor, in a June 1996 performance audit of CCHE, recommended that the Commission should improve oversight by "...creating monitoring and assessment mechanisms so that demonstrated progress toward the achievement statewide goals can be linked to the governing boards' future funding levels." The audit report further recommended that the Commission "...in concert with the new legislative directives, should revise the accountability program by instituting the use of performance indicators that measure the achievement of statewide goals and provide useful performance information to Colorado citizens." In 1996, the first statute regarding performance indicators was adopted. While CCHE analyses of performance indicators have been conducted since 1996, ultimate adoption of a funding system using performance indicators was implemented as part of the FY 2000-01 funding process. During the past spring and summer, CCHE staff has been working with the governing boards to revise and improve the process based on the experiences of last year and suggestions offered by participants and observers of the process.

III. STAFF ANALYSIS

The governing board CEOs, governing board CFOs, Quality Indicator Advisory Committee, and CCHE staff agreed on a set of ten performance measures/quality indicators to be used in the performance funding system for FY 2001-02 as outlined in TEN QUALITY INDICATORS, BASE POINTS, AND BONUS POINTS FOR USE IN THE PERFORMANCE FUNDING PROCESS FOR FY 2001-02 ([Attachment 2](#)). In summary form, these ten performance measures are:

- 1A) four-, five-, and six-year baccalaureate graduation rates (four-year institutions only).
- 1B) three-year graduation rate (two-year institutions only).
- 2) faculty teaching workload.
- 3) freshmen retention in the same institution rate.
- 4A) achievement scores on licensure, professional, graduate school admission, and other examinations of baccalaureate seniors and graduates.
- 4B) career and technical graduates employed or continuing their education (two-year institutions only)

- 4) career and technical graduates employed or continuing their education (two-year institutions only).
- 5) institutional support expenditures per FTE student.
- 6) availability of general education program lower division core courses required of freshmen.
- 7) Support and success of minority students.
- 8) number of credits required for degree.
- 9) institution-specific (identified by the institution).
- 10) institution-specific (identified by the institution).

Institutional performance related to each respective measure will be scored as outlined in SCORING PROCESS FOR PERFORMANCE FUNDING FOR FY 2001-02 ([Attachment 3](#)).

Performance benchmarks exist for each measure. An area of improvement in this year's system is that to the extent possible, the benchmarks are specific to each institution (some institutions may have the same benchmark) and, for the majority of the measures, are national in scope having been determined for a national peer comparison comprised of institutions of similar role & mission. The remaining non-institution-specific measures have benchmarks associated with overall performance in Colorado.

Institutions earn base points for performance up to the benchmark and bonus points for performance exceeding benchmark. At least ninety-five percent of the funds available for the performance funding system will be distributed based on the percentage of base points earned while five percent of the funds are associated with number of bonus points earned. Although 5% of the funds available for the performance funding system is relatively small amount – it would have been approximately \$600,000 last year and 0.1% of the total general fund base of the governing boards – it does respond to criticism expressed last year that no recognition was given for exceptional performance (i.e., performance exceeding the benchmark). The relationship of the 95% Fund and the 5% Fund is outlined in PERFORMANCE FUNDING PROCESS FOR FY 2001-02 ([Attachment 1](#)).

IV. STAFF RECOMMENDATION

That the Commission adopt the performance measures and the performance funding process for 2001-02.

Appendix A

STATUTORY AUTHORITY

23-1-105 Duties and powers of the commission with respect to appropriations.

(2) The commission shall make annual systemwide funding recommendations, after consultation with the governing boards of institutions, for the state-supported institutions of higher education to the general assembly and the governor. In making its recommendations, the commission shall consider each governing board's and each institution's level of achievement of the statewide expectations and goals specified in section 23-13-104, as measured by data collected through the quality indicator system established in section 23-13-105.

(3.7) (a) For fiscal year 1999-2000 and for fiscal years thereafter, the commission, in collaboration with the governor, the speaker of the house of representatives, the president of the senate, the majority and minority leaders of the house of representatives and the senate, the chairpersons of the education committees of the house of representatives and the senate, and the joint budget committee may recommend that the general assembly appropriate moneys to provide incentives and reward to those state-supported institutions of higher education that have achieved or are making satisfactory progress toward achieving the statewide expectations and goals specified in section 23-13-104. The group shall base its recommendation on data collected through the quality indicator system and annually reported pursuant to section 23-13-105. Any moneys appropriated pursuant to this subsection (3.7) shall be in addition to any moneys that may be appropriated as base funding.

(c) Beginning with the recommendations made by the commission for fiscal year 2000-2001, and for each

thereafter, the commission shall make a recommendation to the joint budget committee concerning whether an amount equal to or less than the amount appropriated to a governing board under this subsection (3.7) for the previous fiscal year should be included to increase the amount appropriated to the governing board as base funding for the coming fiscal year.

23-13-105 Quality Indicator System – development - implementation - reports

1. (a) The commission and the governing boards shall develop a quality indicator system to measure the overall performance of the statewide system of higher education and each governing board's and each institution's performance in achieving the statewide expectations and goals as set forth in section 23-13-104. At a minimum, the quality indicator system shall measure achievement in the following areas:
 - I. Institutional performance in achieving the goals for improved faculty and administrative efficiency and productivity and student performance;
 - II. Student satisfaction and success, including access to services at all levels and the affordability of the institution;
 - III. Employer satisfaction;
 - IV. The level of performance of the statewide system of higher education and progress toward meeting the statewide goals and expectations; and
 - V. Institutional performance in achieving increased productivity and effectiveness in providing services to students.

23-13-105 (1) (b)

The commission shall, in cooperation with the governing boards, establish standards within each major goal area that will allow a year-to-year comparison of each institution's progress toward achieving the specific goal.

23-13-105 (2) (a)

The commission, in cooperation with the governing boards, periodically shall review and revise a set of statewide quality indicators within the areas specified in subsection (1) of this section to be reported by every institution. The commission shall select the quality indicators to generate data measuring the overall performance of the statewide system of higher education with regard to the statewide expectations and goals. When reviewing and revising statewide quality indicators, the commission shall modify the indicators as necessary to generate the necessary information for measuring the performance of the statewide system of higher education and individual institutions against the standards established by the commission for each goal.

23-13-107 Funding incentives to achieve the statewide expectations and goals.

1. Beginning in the fiscal year 1999-2000, the commission shall annually review each governing board's and each institution's performance based on data received through the quality indicator system and determine whether the governing board or institution has achieved or is making satisfactory progress toward achieving the statewide expectations and goals. For each fiscal year, the commission may make the following recommendations:
 - a. If the commission determines that a governing board or institution is not making satisfactory progress toward achieving one or more of the statewide expectations and goals, it may recommend to the joint budget committee that the governing board be required to set aside up to one percent of its general fund appropriation for specific application to improving its performance on the statewide expectations and goals. If the joint budget committee adopts the commission's recommendation, the amount to be set aside shall be specified in a footnote to the general appropriations bill.
 - b. If the commission determines that a governing board or institution has achieved or is making satisfactory progress toward achieving the statewide expectations and goals, it may recommend to the joint budget committee that the governing board or institution receive additional funding as a reward for achievement

FOR REMOVAL.

PERFORMANCE FUNDING PROCESS FOR FY 2001-02

I. ASSUMPTIONS

1. CCHE will request a 6% increase in general fund for the Department of Higher Education.
2. Resident FTE enrollment increases for each governing board will be funded prior to funding for performance. If the net effect of resident FTE enrollment change for a governing board is a resident FTE enrollment decline from the governing board's FY 2000-01 total resident FTE enrollment, the general fund base of that governing board will be decreased an amount associated with the magnitude of the resident FTE enrollment decline. Resident FTE enrollment change for the UC-Health Sciences Center and CSU Veterinary Medicine program will not be included.
3. Following the funding associated with resident FTE enrollment change, funding associated with performance is the priority of the Commission.
4. Within the funds available for the funding of performance, funding increases for the UC-Health Sciences Center, CSU Veterinary Medicine Program, and the CSU agencies will be determined.
5. Within the funds available for the funding of performance, funding associated with decision items will be determined.
6. The amount of general fund for performance will be considered to consist of two performance sub-funds:
 - i) 95% Fund – funding for performance up to and including the benchmark, and
 - ii) 5% Fund – funding for performance exceeding the benchmark.

(NOTE 1: The exact percent of funds available in each fund will depend on the extent to which institutions exceed the benchmarks for the indicators. It is the intent that 5% be the upper limit of the funds devoted to funding performance that exceeds the benchmarks. If less than 5% of the funds are required, the balance will revert to the other fund).

(NOTE 2: Depending on the experiences gained during the FY 2001-02 performance funding process, CCHE may consider gradually increasing the upper limit of the percent of funds devoted to funding performance exceeds the benchmarks).

(NOTE 3: Beginning with the FY 2002-03 performance funding process, CCHE may consider awarding points based on improvement in performance from the actual performance levels established by each institution in the FY 2001-02 process).

7. The amount of general fund for performance for each governing board will be determined by the level of individual institutional performance associated with the ten performance indicators listed in "TEN QUALITY INDICATORS, ASSIGNED POINTS, AND BONUS POINTS FOR USE IN THE PERFORMANCE FUNDING PROCESS FOR FY 2001-02" (Attachment 1).

II. PROCESS FOR DETERMINING FUNDING ALLOCATIONS FOR PERFORMANCE

1. Institutional performance on each of the ten indicators is determined by the earning of points by the institution for performance related to the benchmark for each indicator. If insufficient data exists for any indicator for any institution, that indicator does not "count" in determining the total points

- any indicator for any institution, that indicator does not count in determining the total points earned by that institution. The total possible points that an institution can earn is adjusted to reflect the "missing" indicator. In determining this adjustment, the institution shall neither be advantaged or disadvantaged in terms of its relationship to institutions that do earn points for this indicator.
2. The points earned by an institution are determined by the process described in "SCORING PROCESS FOR PERFORMANCE FUNDING FOR FY 2001-02" (Attachment 2).
 3. The **assigned points earned** for each of the indicators #1A - #8 may exceed 180 points (if performance exceeds the benchmark).
 4. **Assigned points earned** are comprised of two components – **base points earned** (which may not exceed 180 points for any indicator) and **bonus points earned** (which are the points earned above 180 points for performance exceeding the benchmark).
 5. The institution's **base points earned** and **bonus points earned** are each totaled and summed together to determine the **total points earned**.
 6. The **total bonus points earned** may not exceed 5% of the institution's **total points earned**.
 7. The institution's **total points earned** are divided by 1,800 points (10 performance indicators x 180 points each) to determine the **percent of total possible assigned points earned** (it is possible for an institution's **total points earned** to exceed 1,800 points and thus its **percent of total possible assigned points earned** to exceed 100%).
 8. A **role & mission weighting factor** for each institution is calculated by dividing the institution's FY 2000-01 general fund base – with governing board/system central administration general fund costs and "charge backs" included based on a total funds basis and less one-time funds – by the total of these general fund base amounts for all the institutions (excluding the UC-Health Sciences Center, CSU Veterinary Medicine program, and CSU agencies).
 9. The **percent of total possible assigned points earned** is converted to the **weighted percent of total possible assigned points earned** by multiplying the **percent of total possible assigned points earned** by the **role & mission weighting factor**.
 10. The sum of the **weighted percent of total possible assigned points earned** by institutions governed by a governing board determines the **governing board performance funding percent**.

III. INFORMATION REGARDING THE 5% FUND ASSOCIATED WITH BONUS POINTS

- By limiting the number of bonus points an institution can earn to no more than 5% of its total points earned, the total funds associated with the funding of bonus points will not exceed 5% of the total available funds.
- It is possible and permissible that the total funds associated with the funding of bonus points will be less than 5% of the total available funds.
- This approach to the funding of performance that exceeds the benchmarks assures that, for each institution, bonus points earned and base points earned are each worth exactly the same dollar amount.

Colorado Commission on Higher Education (CCHE)
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Agenda Item IV, A
Attachment 2

**TEN PERFORMANCE INDICATORS, BASE POINTS, AND BONUS POINTS FOR USE IN THE
PERFORMANCE FUNDING PROCESS FOR FY 2001-02**

TEN PERFORMANCE INDICATORS

1A. BACCALAUREATE GRADUATION RATES – (four-year institutions only)

Baccalaureate graduation rate for entering first-time, full-time, degree-seeking freshmen cohorts:

- Fall 95 cohort for 4-year graduation rate;
- Fall 94 cohort for 5-year graduation rate;
- Fall 93 cohort for 6-year graduation rate.

A different benchmark will be established for each four-year institution. The benchmarks will be the expected graduation rate based on national comparative institutional data from the Consortium for Student Retention I Exchange of the Center for Institutional Data Exchange and Analysis.

1B. THREE-YEAR GRADUATION RATE – (two-year institutions only)

Three-year graduation rate for entering Fall 1996 semester first-time, full-time, degree-seeking freshmen cohort (excluding students who enroll for basic skills education courses during their first year).

A different benchmark will be established for each two-year institution. The benchmarks will be the expected graduation rate based on national comparative institutional data taken from comparison institutional groups.

(Note: To recognize the role & mission of two-year institutions, transfer and persistence rates will be included in overall QIS report, to the extent possible)

2. FACULTY TEACHING WORKLOAD (all institutions)

The number of weekly direct teaching contact hours (TYPE A) during the AY 1999-2000 by full-time tenured, full-time tenure-track, and other full-time faculty.

Different benchmarks will be established for various types of institutions (e.g., research universities, universities, state colleges, community colleges). Benchmarks will be the national average for each type of institution based on national comparative institutional data taken from the National Study of Postsecondary Faculty.

(Note: To recognize the dimension of faculty teaching workload, individualized instruction (Type B) will be included in the overall QIS report, to the extent possible)

3. FRESHMEN RETENTION IN THE SAME INSTITUTION RATE (all institutions)

Retention rate for Summer or Fall 1998 semester/quarter entering first-time, full-time, degree-seeking freshmen enrolled in the same institution in the Fall 1999 semester.

A different benchmark will be established for each institution. The benchmarks will be the expected freshman retention rates based on national comparative institutional data from the Consortium for Student Retention I Exchange of the Center for Institutional Data Exchange and Analysis (4-year institutions) and national institution comparison groups (2-year institutions).

4A. ACHIEVEMENT SCORES ON LICENSURE, PROFESSIONAL, GRADUATE SCHOOL ADMISSION, AND OTHER EXAMINATIONS TAKEN BY BACCALAUREATE GRADUATES DURING FY 1998-99 AND FY 1999-2000 (four-year institutions only)

Average passing scores or rates achieved by test-takers on various licensure, professional, graduate school admission, and other examinations taken during FY 1998-99 and FY 1999-2000.

Average passing scores or rates for currently enrolled undergraduates who take one or more of the following examinations or tests during FY 1998-99 and FY 1999-2000: GRE general, PLACE Co examinations, all test-takers without advanced degrees for CPA, all test-takers for Nursing, and all test-takers for Engineering examinations (in engineering fields which the institutions require the examinations). Benchmarks are national or Colorado passing scores or rates.

4B. FY 1998-99 CAREER AND TECHNICAL GRADUATES EMPLOYED OR CONTINUING THEIR EDUCATION DURING FY 1999-2000 (two-year institutions only)

Percent of FY 1998-99 certificate and A.A.S. graduates employed or continuing their education.

Benchmark = 85% of graduates

(NOTE: This benchmark may increase to 95% effective AY 2001-02).

5. INSTITUTIONAL SUPPORT EXPENDITURES PER FTE STUDENT (all institutions)

Institutional support expenditures per FTE student serve as a proxy for the level of expenditures for administration.

A different benchmark will be established for each institution. The benchmarks will be established based on performance levels of national comparison institutional groups.

6. AVAILABILITY DURING AY 1999-2000 OF GENERAL EDUCATION PROGRAM LOWER DIVISION CORES COURSES REQUIRED OF FRESHMEN (all institutions)

For every thirty entering first-time, full-time Fall 1999 semester/quarter adjusted headcount freshmen, one section of each general education program lower division core course required of all freshmen enrolled in the institution or, if applicable, the largest college/school of the institution, will be offered during AY 1999-2000. Headcount is adjusted by removing students who are excluded through: (1) testing out, (2) entering with relevant AP credit, (3) entering with HS concurrent credit, (4) those not required to take the course, and (5) those not eligible (requiring remediation). For two-year institutions, only AA and AS degree-seeking freshmen students are included.

Benchmark is the number of sections offered. Benchmark = 80% times the number of entering first-time, full-time adjusted Fall 1999 semester/quarter freshmen headcount (adjusted) divided by 30.

(NOTE: The benchmark will increase to 100% effective AY 2001-02)

7. SUPPORT AND SUCCESS OF MINORITY STUDENTS (all institutions)

Institutional commitment to supporting minority student achievement and success as demonstrated by a composite of: (1) retention rate of entering, first-time, full-time, degree-seeking freshmen minority students, and (2) 6-year graduation rate (4-year institutions) or 3-year graduation rate (2-year institutions) of minority students.

A different benchmark will be established for each institution. The benchmarks will be the expected retention graduation rates for minority students based on national comparative institutional data from the Consortium of Student Retention Data Exchange of the Center for Institutional Data Exchange and Analysis (4-year institutions) and national comparison institutional groups (2-year institutions).

8. NUMBER OF CREDITS REQUIRED FOR DEGREE (all institutions)

The percentage of baccalaureate and associate (A.A. and A.S.) degree programs requiring no more than 120 credits (baccalaureate) or 60 credits (A.A. and A.S.). Degree programs with course and program standards associated with accreditation or professional association guidelines that specify competency or outcome requirements necessitating more credits beyond 60 or 120 for degree completion are excluded.

(Note: Institutions providing evidence that curriculum and program revisions are underway to achieve the 120 or credit requirement for at least 80% of the degree programs by January 2001 will be recognized as achieving benchmark).

Benchmark = 80%. **(NOTE: Benchmark will be 100% effective AY 2001-02).**

9 & 10. INDICATORS SELECTED BY INSTITUTION (all institutions)

- limited to undergraduate
- if possible, should have comparability to national or state benchmark/standard
- must be institutional in scope and not for a particular program, activity, or organizational unit of the institution
- approved by the institution's governing board
- approved by CCHE staff

In recognition of the diversity of Colorado's higher education system and the individuality of each institution-specific indicators, which demonstrate the institution's efforts to promote and enhance quality, efficiency or expediency at the undergraduate level by utilizing its own means and approaches, are identified by the institution and subsequently approved by its respective governing board and CCHE staff.

BASE POINTS

Each of the ten indicators is assigned 180 base points.

BONUS POINTS

Performance exceeding the benchmark for each of the indicators #1A - #8 can earn bonus points. Indicators #9 & #10 have no bonus points associated with them.

(Note: For a description of the scoring process for performance funding, see the companion documents: "SC PROCESS FOR PERFORMANCE FUNDING FOR FY 2000-01" and "PERFORMANCE FUNDING PROCESS FOR FY 2000-01")

Colorado Commission on Higher Education (CCHE)
October 5, 2000
Agenda Item IV, A
Attachment 3

SCORING PROCESS FOR PERFORMANCE FUNDING FOR FY 2001-02

1. Each of the ten indicators has **180 base points**.
2. For each indicator, the **expected level of performance** is determined (based on the benchmark for the indicator).
3. Each institution's **actual performance** for the indicator is divided by the **expected level of performance** to determine the **percent of performance achieved**.
4. The **percent of performance achieved** is multiplied by the **180 base points** to determine the **assigned points earned**.
5. **Assigned points earned** for each of the indicators #1A - #8 may exceed 180 points (if **actual performance** exceeds the **expected level of performance**).
6. **Assigned points earned** are comprised of two components: (1) **base points earned** (which may not exceed 180 points for any indicator) and **bonus points earned** (which are the points earned above 180 points for performance exceeding the benchmark).
7. The institution's **base points earned** and **bonus points earned** are each totaled and summed together to determine the **total points earned**.
8. The total funds associated with the funding of bonus points will not exceed 5% of the total available funds.

Colorado Commission on Higher Education (CCHE)
October 5, 2000
Agenda Item IV, B

TOPIC: ELECTION OF OFFICERS

PREPARED BY: TIMOTHY E. FOSTER

I. SUMMARY

Commission Bylaws require that the Commission elect a chair and vice-chair to serve for the next year.

II. STAFF RECOMMENDATION

That the Commission elect a chair and vice-chair to serve through its October 2001 meeting.

Colorado Commission on Higher Education (CCHE)
October 5, 2000
Agenda Item V, A (1)

**TOPIC: UNIVERSITY OF SOUTHERN COLORADO 2000
FACILITIES MASTER PLAN**

PREPARED BY: JEANNE ADKINS AND GAIL HOFFMAN

I. SUMMARY

The University of Southern Colorado Facilities Master Plan 2000, submitted to CCHE this spring, replaces the last master plan approved in 1975. The new master plan was developed with the assumption that the full-time equivalent enrollment at the university will grow 1.85% from the 1997-1998 FTE enrollment of 3,653 to 4,340 for Phase I (2005-2006). For Phase II (2017-2018), the master plan projects the average annual FTE enrollment growth from Phase I to Phase II of 1.7% to reach 5,260. By Phase III (2026-27), the university anticipates FTE enrollment growth will reach 6,000 for an average annual growth of 1.23%.

The focus of the master plan is on using existing facilities and upgrading others with the latest in technology and design. Facilities targeted in the master plan for remodeling and updating through the end of Phase I (2005-06) include:

- Life Sciences and Physics/Math (both projects are under construction)
- HPER/Massari Remodel
- Library
- Languages/Psychology Building
- Art/Music Building

The Five-Year Construction Plan submitted to CCHE this summer also includes renovation of the ASET Building. This renovation had not been in the master plan for Phase I. The ASET Building renovation is being undertaken primarily to meet space needs for the Computer Information Systems program.

CCHE's figures for FTE enrollment show that the university experienced an average enrollment decline of -0.88% from 1990-91 through 1999-2000. Despite this enrollment decline, the institution outlines a need for more than 166,152 square feet of new construction for projected enrollment levels. It proposes building projects to enhance student convenience and arrangement of facilities for students and staff. The new buildings would be:

Phase I

- Education Building, capital construction
- Student Services Building, capital construction

Phase II

Student Housing, cash funded, to house 14% of students on campus, a goal in the 1996-2001 strategic plan. The university currently has housing for 650 students. For the 1998-1999 school year, the university housed 460 students on campus, or about 11% of its 4,035 student headcount. The master plan indicates the university will need 686 beds for Phase I and 829 for Phase II in order to house 14% of the students on campus.

No construction of new buildings is projected for Phase III because that period is beyond the scope of this master plan.

The University of Southern Colorado campus currently has 500,574 assignable square feet (ASF) of space, of which all but 64,050 ASF are in satisfactory condition. However, if the building program outlined in the master plan is implemented, the campus will have 753,403 ASF.

By the time all building projects in the master plan are completed, the campus will have an overall space surplus of 36,559 square feet. The overall space surplus would include some space deficits in:

- Office and Service (3,518 square feet)
- Library and Study (2,000 square feet)
- Student Services (6,948 square feet)

Space surpluses would exist in:

- Classroom and Classroom Service (13,776 square feet)
- Laboratory and Service (35,249 square feet)

Building projects, both renovation and new construction, through the end of Phase II (2017-2018) total about \$60 million in today's dollars. Of those proposed building programs, all but \$5.5 million would be funded through the Capital Construction Fund. The \$5.5 million would be auxiliary funded (student housing and replacement of built kitchen equipment).

II. STAFF RECOMMENDATION

After analysis of the master plan submitted by the University of Southern Colorado, staff recommends the Commission defer approval of the master plan and request the institution and the State Board of Agriculture accomplish the following prior to further assessment of the plan by the Commission:

1. USC reevaluate its enrollment projections in light of the historic enrollment patterns for the institution in the first phase of the plan.
2. Incorporate the vision of the State Board of Agriculture for the institution within the master plan document and outline its relationship to CSU as the board envisions the partnerships outlined in the plan.
3. USC present an assessment of its technology plan and its impact on its facility plans.
4. USC reevaluate its proposed administrative space needs and reassess the growth of its administrative resources in light of its inability to achieve expected enrollment growth.
5. That given historic performance USC reevaluate its graduate/undergraduate projections, its freshman retention rates and retention projections and its enrollment projections in a 10-year window — not the 20-year window outlined in the two-phase plan — using academic year 99-00 as the base year.
6. That the institution provide the "next step" of the *USC in Transition* assessment, providing CCHE with its vision of how it might re-design its curriculum to meet the needs outlined in that intra-institutional assessment.

III. BACKGROUND

Role and Mission

The University of Southern Colorado's mission is contained in the Colorado Revised Statutes 23-55-101:

There is hereby established a university at Pueblo, to be known as the university of southern Colorado, which shall be a general baccalaureate and polytechnic institution with moderately selective admission standards. The university shall offer a limited number of professional and engineering technology programs, education programs, and traditional liberal arts and sciences. All two-year programs shall be phased out by July 1, 1987. The university shall offer selective graduate programs compatible with its polytechnic mission which shall be in academic areas which uniquely serve southeastern Colorado.

The University of Southern Colorado's strategic plan, *USC in Transition*, submitted in December 1999 to university administrators, suggested the following interpretation of the statutory language:

The University of Southern Colorado is a comprehensive regional university with a polytechnic emphasis that integrates the liberal arts with polytechnic learning, a university that utilizes excellence in teaching and scholarship to provide baccalaureate and master's programs preparing students for careers and life in our

scholarship to provide baccalaureate and masters programs, preparing students for careers and life in our globally connected and technologically complex society.

The University of Southern Colorado is part of the State Board of Agriculture System, along with Colorado State University in Fort Collins and Fort Lewis College in Durango. The system was created in 1985 and is governed by the State Board of Agriculture, a nine-member group the governor appoints. The guiding principles of the Agriculture/Colorado State University System are teaching and research, scholarly and creative activity, and service to the city and region. Therefore, the university emphasizes applied research and career-oriented education, with a foundation in the liberal arts.

Community or Service Area

Although CCHE considers the entire state of Colorado the university's service area, most of the students entering the University of Southern Colorado just after high school come from southeastern Colorado. They are from Baca, Bent, Chaffee, Crowley, Custer, Fremont, Huerfano, Kiowa, Las Animas, Otero, Prowers, Pueblo, and Teller counties.

Percentages of High-School Graduates Enrolling at USC

County	Population 1995	Percentages to USC/ Numbers of High School Graduates 1995
Baca	4,443	41.5% (53)
Bent	5,676	19% (58)
Chaffee	14,868	15% (140)
Crowley	4,328	33.3% (42)
Custer	2,718	65% (20)
Fremont	40,202	65.9% (334)
Huerfano	7,071	43.2% (88)
Kiowa	1,726	10.7% (28)
Las Animas	15,440	31.9% (160)
Otero	21,189	38.2% (275)
Prowers	13,685	23.2% (168)
Pueblo	130,181	187.9% (1,078)*
Teller	17,505	3.1% (191)

Sources: USC Office of Finance and Planning, Colorado Department of Education

*** Figure is skewed due to students from outside Pueblo County calling the county their residence after starting college**

In a continued effort to improve service delivery and increase cost effectiveness, the university is exploring partnerships in these areas:

- A master's degree in Education Administration and Leadership. Classes would be taught at USC with students receiving a CSU degree.
- Sharing of resources and information with CSU in student affairs, student advising, residence hall operation, and career services. Cultural exchanges and speaking engagements would be included.
- A continued effort of shared information between the CSU and USC libraries.
- A master's degree in School and Community Counseling with CSU

- A master's degree in School and Community Counseling with CSC.

The university has established the following relationships with the community:

- A District 60 Educational Alliance with Pueblo to improve the performance of students from pre-kindergarten through graduate school.
- A Destination USC program guaranteeing admission to Colorado junior or community college students who have completed 30 hours of college credit while maintaining a 2.0 grade-point average. Those junior college students who have a grade-point average of 3.5 or higher are automatically awarded a Destination USC scholarship.
- Sponsorship of the Pueblo Symphony since the fall of 1996. The symphony is under the direction of a music faculty professor.
- Pueblo Community Compact, with the University of Southern Colorado one of the seven partner organizations taking part in this seven-year effort to prepare more students to undertake postsecondary education.
- Pueblo Economic Development Corporation, a private/public partnership, was formed in 1983 to recruit new business to the Pueblo area. College President Tito Guerrero is active in the organization.
- The Colorado Music Fest, begun in 1994, is a summer event that draws thousands of people to campus to enjoy the entertainment, workshops and camps.
- The university's Department of Science and Mathematics provides administrative support and volunteer help to the Greenway and Nature Center, located on the Arkansas River. In turn, the university uses the center as a site for classroom exercises and university functions.
- The Pueblo School for Arts and Sciences, established in 1994, is a publicly funded charter school that emphasizes the arts. Classes for grades 9-12 are conducted on campus, and the school receives administrative support from university staff through a District 60/USC Educational Alliance.

Campus Site

The university originally owned 850 acres along Colorado 47 northeast of Pueblo's downtown that were donated for the purpose of building a University of Southern Colorado campus. In 1985, the university determined that the campus and anticipated growth could be accommodated on 275 acres.

Over time it has sold the excess property. The city of Pueblo now uses 180 acres for the Walking Stick Golf Course. The university sold 42.8 acres to the Holystone Corporation. Holystone Corporation will build housing sites on the parcels it has purchased. Another sale or transfer of 28 acres was under negotiation while the master plan was being prepared, leaving about 558 acres as campus holdings. Of those acres, 283 are undeveloped. Approximately 326.2 acres, then, might be available for sale.

In addition, the University of Southern Colorado Foundation owns five properties totaling a little under 90 acres, three of them undeveloped. Four of the five properties are in Pueblo, the other is in Colorado City. One of the four Pueblo properties is in downtown Pueblo. One is held for future development, one is leased, one has a transmitter tower and two are vacant.

Recently Approved Master Plan Amendments/Program Plans

In recent years CCHE has approved:

- The Life Sciences and Physics/Math Remodel projects. So far, \$8.08 million has been appropriated. The project is included in the total facilities costs in the master plan and is on the Five-Year Construction Plan for \$2.55 million for FY 2001-02.

IV. PROJECTED ENROLLMENT ANALYSIS

Attainment of enrollment projections through Phase I (2005-2006) does not appear realistic, given the university enrollment history. The expected 2% to 5% growth rate from 1997 through 2000 has not been borne out, as the following information shows.

Current Enrollment Trends

Many USC students are non-traditional, part-time students. The university has seen a decline in number of students since 1989. These are some enrollment trends noted from 1989 through 1997:

USC Student Profile

	1997		1993		1989	
	%	#	#	%	#	%
First-time Undergraduate	583	14%	717	16%	768	18%
First-time Graduates	130	3%	117	3%	146	3%
Transfer	313	8%	452	10%	415	10%
Readmit	273	7%	326	7%	309	7%
Continuing	2,609	64%	2,852	62%	2,619	61%
Senior Citizens	11	0%	17	0%	0	0%
Special	150	4%	122	3%	11	0%

Source: USC Office of Finance and Planning

- Every classification of students *decreased* in number but senior citizens (0 to 11) and special students (11 to 150) from 1989 to 1997.

Data on USC Students Graduating Within Four Years

Fall 87		Fall 88		Fall 89		Fall 90		Fall 91		Fall 92		Fall 93	
#	%	#	%	#	%	#	%	#	%	#	%	#	%
55	9.8	62	9.6	62	8.7	68	10.1	58	10.1	57	8.7	72	11.4

Source: USC Fact Book – Office of Finance and Planning

- Of the entering classes from the fall of 1987 through the fall of 1993, the percentage of students graduating in four years never exceeded 11.4%. By 1999, according to CCHE figures, the completion rate within four years was 10%.
- The longer students are in school, the more apt they are to graduate, but the graduation rate even within six years has never exceeded more than 31%.
- The retention rate is lowest for full-time first-time freshmen admitted, despite their combined high school grade-point averages and standardized test score indices being below 80. Students with indices of 80 or more are automatically admitted to the university.

University of Southern Colorado Enrollment History (1988-2000)

Year	Fall Headcount	%Change	Yearly FTE	%Change
1988-89	3,971	-	3,707	-
1989-90	4,268	7.5%	3,939	6.3%
1990-91	4,343	2.3%	3,935	-0.1%
1991-92*	4,338	-0.1%	3,984	1.3%
1992-93*	4,188	-3.5%	4,064	3.0%

1992-93*	4,400	2.5%	4,004	2.0%
1993-94*	4,583	2.1%	4,040	-0.6%
1994-95*	4,500	-1.8%	4,011	-0.7%
1995-96*	4,331	-3.8%	3,908	-2.6%
1996-97*	4,109	-5.1%	3,683	-5.8%
1997-98*	4,088	-0.5%	3,654	-0.8%
1998-99*	4,035	-1.3%	3,600	-1.5%
1999-00*	4,157	3.0%	3,629	0.8%

Sources: University of Southern Colorado; *CCHE SURDS Database

Note that enrollment growth at the University of Southern Colorado since 1997, the base year for master planning purposes, did not increase the 2% to 5% the master plan predicted.

Projected Enrollment Assumptions

The planning assumptions used in projecting enrollments for Phase I and Phase II were:

- FTE enrollment will stabilize at 89% of fall headcount, from a 1998-1999 headcount-to-FTE ratio of 88.7%.
- Retention rates will remain the same (63.5% from 1996 to 1997).
- New students will arrive at annual growth rates of 2% to 5% for the next five years, then more slowly.
- Non-resident enrollment will remain at approximately 14% of the total FTE enrollment throughout the planning period.
- Fall FTE is 95% of annual FTE.

Based on these assumptions, the university facilities master plan projects 4,850 students during Phase I (2005-2006) and 5,860 during Phase II (2017-18).

University of Southern Colorado Enrollment Projections Summary

--	Fall 1998	Phase I (2005-2006)	Phase II (2017-18)
Headcount	3,746 undergraduate 259 graduate	4,510 undergraduate 340 graduate	5,450 undergraduate 410 graduate
Total	4,005	4,850	5,860
FTE	3,321 undergraduate 108 graduate	4,340 undergraduate 207 graduate	5,260 undergraduate 250 graduate
Total	3,429	4,547	5,510

Source: University of Southern Colorado

Demographic Analysis

Demographic data presented in the master plan does not support the percentage increases that the university projects.

The university's statistics indicate that the percentages of high school graduates enrolling at the University of S Colorado in 1996 were:

- 50% or more from Fremont, Custer, and Pueblo counties;
- 25-40% from Crowley, Otero, Huerfano, Las Animas, and Baca counties; and
- 10-24% from Lake, Chaffee, Cheyenne, Kiowa, Bent, and Brouwers counties.

- 10-24% from Lake, Chaffee, Cheyenne, Kiowa, Bent, and Prowers counties.

Current and Projected Population for USC Primary Service Area

County (CO)	1995	2000	2005	2010	% Increase 1995-2010
Fremont	40,202	43,895	46,504	49,124	18.9%
Custer	2,718	3,959	5,046	6,133	55.7%
Pueblo	130,181	139,899	149,435	159,156	18.2%
Crowley	4,328	4,616	4,721	4,811	10.0%
Otero	21,189	21,991	22,848	23,669	10.5%
Huerfano	7,071	8,274	9,492	10,476	32.5%
Las Animas	15,440	17,481	21,401	22,901	32.6%
Baca	4,443	4,616	4,698	4,819	7.8%
Lake	7,430	9,222	10,204	10,922	31.9%
Chaffee	14,868	17,593	19,191	20,787	28.5%
Cheyenne	2,344	2,404	2,430	2,475	5.3%
Kiowa	1,726	1,802	1,831	1,866	7.5%
Bent	5,676	5,990	6,224	6,446	11.9%
Prowers	13,685	14,279	14,821	15,374	10.9%

Source: Colorado Division of Local Government – Demography Section

While enrollment among recent high school graduates appears to be concentrated in the Pueblo area, the average enrollment by county from 1994-1996 shows a much wider dispersion of counties of origin:

500 students or more: Pueblo
 100-500: Otero, El Paso, and Fremont
 10-100: Baca, Las Animas, Prowers, Crowley, Huerfano, Custer, Chaffee, Kit Carson, Douglas, Jefferson, Arapahoe, Adams, Boulder, Weld, Morgan, Denver, Larimer

A much better predictor of future enrollment may be the future growth of the age cohorts from which University Southern Colorado students are drawn. University figures for 1997 show that 52.8% of the student body was age younger. A little more than 47% were older than 22.

USC Age Distribution by Percent, 1997

<17: 1.5
 18-20: 32.1
21-22: 19.2
Subtotal 52.8

25-29: 14.4
 30-49: 19.9
 50+ 2.2

23-24: 10.6
Subtotal 47.1

Statewide, the 18-24 age cohort is projected to decline annually. The 18-24 cohort is gradually losing its share of the total state population, although a small increase is predicted between 1990 and 2010. The 25-44 age cohort will have a sizable increase statewide between 1990 and 2010, but probably will flatten between 2010 and 2020, according to Colorado Division of Local Government – Demography Division figures cited in the master plan.

The university is not likely to experience a 2% to 5% enrollment increase during Phase I as projected because of:

- Flat or declining enrollment at the university, both before and after the base year of 1997 in the master plan;
- Flat or declining market share of total state population of the two major age cohorts attending USC; and
- The Legislative Council’s historically reliable enrollment projections for higher education that predict an average 1.8% annual enrollment growth statewide for higher education through Fiscal Year 2004-05.

V. FACILITIES NEEDS ANALYSIS

Governing Board Priorities

Although the University of Southern Colorado is part of the State Board of Agriculture, the involvement of the governing board staff in development of the master plan or its recommendations is not evident. Mention is made in the *USC in Transition* report about discussions concerning ways Colorado State University and University of Southern Colorado can cooperate. These discussions were launched at the direction of Dr. Albert Yates, chancellor of the CSU System. But it’s not clear that the master plan was written within any overarching vision for the University of Southern Colorado to which the State Board of Agriculture agreed.

Academic and Facility Needs

Increasing student retention and enrollment are among the goals of the university’s short-term strategic plan, *USC in Transition*, included in the master plan. The main goals of the plan were to:

- Examine budgeting issues impacting FY 2000-2001;
- Evaluate and prioritize existing academic programs and identifying new opportunities;
- Recommend a more efficient organizational structure; and
- Evaluate the potential for Colorado State University and University of Southern Colorado collaboration in academic programs and administrative needs.

As part of the study, the planning group commissioned a study of employment needs in the region. The employer needs were:

- High need for computer education and information technology;
- A decline in the manufacturing sector;
- Significant increases in the social and other service sectors;
- Increasing need for teachers at all levels of certification, particularly in mathematics and the sciences; and
- Stable expectations in the business sector.

The study also grouped academic programs into three tiers. They are:

- *Tier One.*
Demonstrate some number of the following qualities: high quality, significant enrollment and demand for graduates, high placement rates or employability, a unique relationship to the needs of the region or strategic advantage in comparison with other institutions in the region, or the potential to achieve these high levels of performance. (*Biology, Business Administration, Chemistry, Computer Information Systems, Engineering, Exercise Science and Health Promotion, Mass Communications, Psychology, and Sociology.* Those programs

considered nearing Tier One status are Art, Music, and Social Work.)

- *Tier Two.*

May not have many of the qualities contained in Tier One, but the programs are considered essential for a baccalaureate, support the needs of other majors, and have stable supporting enrollments. Also ranked in this tier are specialized programs that are financially viable, have meaningful enrollments, or are responsive to strong community demand. *(Art, English, History, Mathematics, Music, Nursing, Physics, Political Science, Social Work, Spanish, and Speech Communication. Recreation was recommended for placement in both Tier One and Tier Two. Because of enrollment declines, Political Science may be placed in the Tier Three category. However, Political Science is considered important for attainment of a bachelor's degree and as an important component for teacher education programs.)*

- *Tier Three.*

These programs have low or significantly declining enrollment with little or no distinctive uniqueness to the region or employment opportunities. In many cases, their cost and low enrollment can be viewed as financial hardships for the university, which had to undergo budget reductions in 1999-2000 due to lower than expected enrollment. Placement as Tier Three does not mean the programs are scheduled for elimination. Instead, it means the college needs to consider how to raise enrollments or lower costs. *(Auto Parts and Service Management, Civil Engineering Technology, Electronic Engineering Technology, Facilities Management, and Mechanical Engineering Technology)*

The University of Southern Colorado's intent to focus on upgrading existing facilities is commendable.

The space deficits in classroom space projected for the next 10 years align with those priorities. For example, space deficits outlined in Computer Information Systems and Sociology/Anthropology, both Tier One programs, fit with both the *USC* *in* *Transition* study and area employment needs for computer information and social service employment. English/Foreign Languages, a Tier Two program, shows a space deficit as well.

The one building showing higher occupancy than CCHE guidelines suggest is the Health/Physical Education/Recreation Building and Sports Complex, a building planned for additions and remodeling in the master plan. Recreation was recommended for placement in both Tier One and Tier Two. The master plan indicated the building (excluding the gym) is used 143% more hours than provided for in CCHE standards and the student stations are occupied 77.8% of CCHE guidelines.

Construction of facilities for the School of Education (Center for Teaching, Learning and Research), including classrooms and observation/teaching rooms, is one of the projects outlined in the master plan. This School of Education building would probably include offices for the Pueblo School for the Arts and Sciences staff. The staff currently offices off campus at the school itself. Under the new teacher education law, the University of Southern Colorado Center for Teaching, Learning and Research is scheduled for a site review in January 2001.

What isn't clear from the data presented is if existing space is being used as efficiently as it could be. Classes are often scheduled in rooms too large for the class numbers, a situation the master plan states will be alleviated when enrollments increase. In a student feedback report included in the appendices, more than one student complained that it's difficult to find classes scheduled outside the usual 9 a.m. to 1 p.m. Monday through Thursday window. Overall, the university shows a higher percentage of compliance with CCHE space utilization standards on hours of scheduling than with student stations occupied and, in fact, shows overall classroom space surpluses. The space deficits for the few academic programs needing space might not be as great if classes were offered more hours and more days, or underused buildings were available for programs not usually taught in them.

How classrooms are scheduled is not addressed in this master plan. Scheduling classrooms centrally rather than department often can result in better room utilization. Expanding the scheduled class hours could accommodate significantly greater numbers of students in existing facilities.

Administrative Space Needs

Data CCHE collected indicate that the University of Southern Colorado spends its money disproportionate administration. Therefore, the administrative space needs outlined for Technology Services and Physical Plant are viewed skeptically. The projection of space needs for administrative purposes may indicate the university is not attempting to reduce its administrative burden nor is it addressing its organizational inefficiencies.

Figures provided to CCHE for the purpose of complying with the Joint Budget Committee request indicate the following 5-year staffing pattern percentages with the base-year as 1994-95 and the comparative year as 1999-2000:

--	Headcount %	FTE %
Faculty *	44%	-8%
Classified	-3%	-9%
Exempt/Admin.	76%	17%
Students	-4%	-10%

* Indicates a greater use of part-time faculty.

Impact of Technology

The Information Technology Master Plan included in the master plan outlines about \$3.73 million in capital investments that will be needed soon or in the future, but doesn't assess the impact of information technology on teaching and the university. The plan notes the university's computing and network infrastructure consists of:

- The main campus;
- Pueblo School for the Arts and Sciences charter school;
- The Greenway and Nature Center west of Pueblo;
- Continuing Education extension offices in downtown Colorado Springs and at Peterson Air Force Base in Colorado Springs;
- McGuire Air Force Base in New Jersey; and
- Altus Air Force Base in Oklahoma.

Additional technological partners are the County of Pueblo, the Arkansas Valley Library District, St. Mary-Corv Medical Center, and Pueblo School District 60 and 70.

Off-campus access to the campus includes a Web presence with university information such as a catalogue, a calendar of campus events, campus news, and faculty/student directories. Some faculty members have Web accessible syllabi and other course-related materials. The library has Web-based access.

The master plan doesn't fully acknowledge the impact of technology. It states some buildings and rooms need to be upgraded for technological purposes, but it doesn't directly address whether distance learning and on-line student services resources might reduce the need for bricks and mortar. In fact, the facilities needs portion of the master plan lists a Student Services Building.

Student Housing

On-campus housing includes two facilities providing room for 650 students. In 1997, 450 students lived in campus housing, or about 11% of the total headcount. The freshman dorm is Belmont Residence Hall, which has rooms for 500 students. All single freshmen whose home addresses are more than a 50-mile distance from the campus are required to live in Belmont Residence Hall. The other facility is University Village at Walking Stick intended largely for sophomores, juniors, and seniors. Freshmen who are older than 21, those whose home addresses are within 50 miles of campus, and freshmen participating in the American Language Academy are all eligible to live in University Village. University Village has the capacity for 150 students in eight separate two-story apartment buildings.

The university has a goal of increasing the percentage of students who live on campus to 14% for both Phase I and Phase II. A second Walking Stick development, planned for Phase I, would allow the university to accommodate

percentage on campus. Additional student housing may be needed in Phase II to keep the percentage of on-campus students up. The rationale for trying to have 14% of the students living on campus is provided in the master plan nor the *USC in Transition* report, but such a goal could help the university attract more students beyond southeastern Colorado. Out-of-state foreign students pay more tuition than in-state students. Student housing would be paid for from auxiliary funds. The plan does not address a commission goal of partnering with the private sector to meet housing needs, an issue raised in the review of recent master plans.

Outdoor Facilities

Through Phase II (2017-18), the university projects it will need the following outdoor facilities:

- Softball field improvements (\$250,000-\$310,000 in state lottery funds)
- Additional storage for Athletic Department equipment, with an adjacent carport for storage of department vehicles. (No cost estimates made.)
- Replacement of tennis courts in Weindling Park with two basketball courts in the same site. The tennis courts are no longer in use due to shifting soils. (\$40,000 in donor funds)
- Intercollegiate Football. Facilities would include three practice fields that would be available for community and student use. A meeting room that would include a locker room, training room, weight room, large meeting room, eight staff offices, and other service space for the football team. Whether this goes forward would depend on campus and community support for bringing intercollegiate football back to USC. (\$1.2-\$2 million from student recreation fees, tuition, and donor funds)
- Soccer Field Improvements. Shelters for players and coaches and a combined press box and storage area adjacent to the field. (\$20,000 in donor funds)
- Indoor Tennis Complex. This complex would replace the outdoor tennis courts. (\$700,000 if built as addition to Massari Building, \$1 million if built as freestanding building on the east side of the campus in donor funds)
- River Trail Connection and Recreational Loop Trail. The trail would connect the campus with the existing Arkansas River Recreational Trail, thus improving student access to destinations around town. (\$40,000 partially from a grant from a student recreation fee grant and other unidentified sources for the connection, \$160,000 in phases from student recreation fees, endowments, and private donations for the Recreational Loop Trail)

These outdoor facilities are intended partly to improve campus life and provide a better sense of community for students.

The necessity of intercollegiate football is questionable, given the relatively small size of the university and co-expressed by faculty about the amount of Education and General Funds money going for athletics already.

Colorado Commission on Higher Education (CCHE)
October 5, 2000
Agenda Item V, A (2)

**TOPIC: UNIVERSITY OF COLORADO AT BOULDER
FACILITY MASTER PLAN**

PREPARED BY: LAUREEN FERRIS AND JEANNE ADKINS

I. SUMMARY

Master Planning Process

The University of Colorado at Boulder (UCB) has a long-standing history for developing, researching and producing master plans, and the most recent one was approved in early 1990. UCB has taken the approach of developing a land use plan that includes guiding principles for future decision-making. The document is a tool to support future more detailed processes that evolve into micro-master plans of specific areas or projects.

The master plan document has been submitted to the Colorado Commission on Higher Education for review and approval. Staff recommendations and review of the master plan will be presented when the University of Colorado-Colorado Springs (UCCS) Master Plan also is submitted as an action item in November 2000.

As requested by the Commission, both master plan recommendations will be reviewed simultaneously to allow the Commission to establish a system-wide picture of planning goals for the CU-System, rather than simply focusing on a single institution.

By statute, the Commission must review and approve a facilities master plan for each institution. C.R.S. 23-1-106 (3) reads:

The commission shall review and approve master planning and program planning for all capital construction projects of institutions of higher education on state-owned or state-controlled land, regardless of the source of funds, and no capital project shall commence except in accordance with an approved master plan, program plan and physical plan.

Chancellor Richard Byyny will give an initial presentation on the UC-B Master Plan and the institutional vision to the Commission at the October 5 meeting and public testimony on issues surrounding the master plan will be heard.

The staff recommendation to the Commission will be made at the November 2, 2000, meeting and the presentation from Chancellor Linda Bunnell-Shade will be given on the UCCS master plan and public testimony will be heard.

Colorado Commission on Higher Education (CCHE)
October 5, 2000
Agenda Item VI, A

TOPIC: GOVERNOR'S OPPORTUNITY SCHOLARSHIP
PREPARED BY: BRIDGET MULLEN AND JAKE ZAMBRANO

I. SUMMARY

The [attached report](#) includes data for the first semester cohort relating to grade point average (GPA) ethnic and gender make-up and student distribution. In 1999 Colorado awarded 287 Governor's Opportunity Scholarships (GOS), and this report reflects the success of that cohort.

II. BACKGROUND

The Governor's Opportunity Scholarship was first created in 1999 by Governor Owens and the Colorado Commission on Higher Education aimed at getting more of Colorado's low-income students to attend a postsecondary institution. Students meeting specific criteria were eligible to apply for the GOS along with other means of financial aid.

The Governor's Opportunity Scholarship Results from The First Cohort

Executive Summary

- College participation rates among Colorado's low-income students are lower than the national average.
- The Colorado Commission on Higher Education initiated the Governor's Opportunity Scholarship program in an attempt to change the enrollment and graduation patterns of low-income students.
- In FY 2000, 287 students are participating in the Governor's Opportunity Scholarship program and it is estimated that 84% will continue as sophomores in FY 2001.
- The majority of the GOS students are from an ethnic origin other than White, Non-Hispanic.

THE COLORADO COMMISSION ON HIGHER EDUCATION THE GOVERNOR'S OPPORTUNITY SCHOLARSHIP RESULTS FROM THE FIRST COHORT

The Governor's Opportunity Scholarships allowed 287 Coloradans to attend institutions of higher learning in 2000. The program is designed to assist students who would not otherwise seek postsecondary educational opportunities. An important part of the program is to track the progress of the scholarship recipients. The purpose of this report is provide progress information and to suggest ways to improve the program in future years.

National data suggest a strong relationship between educational attainment levels and income. People who live in households in the United States with increasing income levels have higher educational levels; people in households with decreasing incomes have lower educational attainment levels. In 1997, according to the U.S. Census Bureau average income for a high school graduate was \$21,680 while a college graduate earned \$40,695.

**Table 1: Average Annual Income for Persons 18 Years and Over
by Educational Attainment**

Educational Attainment	Average Annual Income (1997)
High School Graduate	\$21,680
Some College	\$24,916
Associates Degree	\$29,749
Bachelor's Degree	\$40,695
Master's Degree	\$52,771
Ph.D.	\$79,346
Professional Degree	\$93,714

Source: Tom Mortenson, Postsecondary Education OPPORTUNITY, March 2, 2000

College Participation Rates

College participation rates are strong indicators of a state's economic vitality. Although Colorado ranks first in the number of residents with baccalaureate degrees, Colorado's low-income students have a lower college participation rate (21%) than the national average. In Colorado, only 21% of low-income students go on to college. Colorado

rate (21%) than the national average. In Colorado, only 21% of low-income students go on to college. Colorado's thriving economy will not benefit low-income residents unless enrollment patterns change.

Table 2: Estimated Chance for College by Family Income Quartile (1998)

Income Quartile	Chance for College	Chance for Completion by Age 24
Top	81.8%	57.1%
Third	66.9%	21.1%
Second	52.3%	15.2%
Bottom	35.7%	4.8%

Source: Tom Mortenson, Postsecondary Education OPPORTUNITY, April 12, 2000

Colorado Snapshot

In 1998, there were approximately 34,000 low-income high school students according to the Colorado Department of Education. The Department defines "low income students" as those who participate in the federal free and reduced lunch program. Of these, 7140 are estimated to enroll in postsecondary institutions. Of the 7140, only 5% or 353 students will complete a bachelor's degree before the age of 24 while in Colorado generally, 34% or approximately 857,500 residents over the age of 25 have at least a bachelor's degree.

To increase college participation among low-income students, the Colorado Commission on Higher Education developed a new financial aid program, known as the Governor's Opportunity Scholarship (GOS), in August 1999. The GOS provides assistance to a limited number of low-income students who are able to attend institutions of learning at no cost.

The purpose of the program is to provide financial and counseling support to low-income students by giving them the opportunity to attend institutions of higher learning. From a policy perspective, the program is designed to change enrollment and graduation patterns and at the same time extend greater economic stability to low-income Colorado residents. State and federal financial assistance has been focused on Colorado residents who are least likely to attend college because of financial barriers. During the program's first year (FY2000) 31 public and private institutions provided assistance to 287 students at a cost of \$1.8 million in state grant assistance.

Parameters of the Governor's Opportunity Scholarship Program

Recipients of the GOS are first-time freshmen with significant financial need. According to the Free Application for Federal Student Aid (FAFSA) these students come from families with incomes of less than \$26,000. The recipients attend community colleges, vocational schools, and various public and private four-year Colorado institutions. Participating institutions actively assisted applicants in completing admissions and financial aid forms.

Students are often the first in their families to attend higher education, and the process of applying may be overwhelming to families unfamiliar with the system. Recipients received both academic and financial assistance for 2 or 4 years depending on the type of degree or certificate program in which the student enrolls. Institutions also provided academic support systems, which included tutoring, study groups, academic counseling and peer mentoring to ensure student retention and academic performance.

Financial assistance is renewed as long as the student maintains academic eligibility at the institution, enrolls full-time, and continues to meet the institution's policy regarding satisfactory academic progress for hours completed. Each institution offered a self-help component of work-study and excluded loans from the student's financial aid package. The students are tracked throughout their postsecondary career to determine the effect of the GOS and to measure the academic performance and retention rates.

First Year Recipients

Two hundred eighty-seven GOS recipients enrolled in Colorado institutions of higher education for fall semester, 1999. Each received, at minimum, a federal Pell Grant, a work-study award and a GOS. The average GOS award was \$3100 per semester.

Sixty percent of GOS students are female. GOS students range from 16 to 44 years of age and on average are 20. I come from urban/suburban counties in Colorado while 44% are from a rural county. Although minority status was not a requirement for the GOS award, the population is diverse. Most GOS students are from an ethnic origin other than white, non-Hispanic compared to the state's 89% white, non-Hispanic population.

Table 3: Ethnic Breakdown of GOS Population and the State of Colorado

Ethnic Origin	Total GOS Student Population	GOS at 2-Year Institutions	GOS at 4-Year Institutions	Colorado Population (1997)
White, Non-Hispanic	41%	45%	39%	79%
Hispanic	42%	35%	46%	13%
Black, Non-Hispanic	7%	7%	7%	4%
Asian/Pacific Islander	3%	3%	3%	2%
American Indian/Alaskan Native	3%	3%	3%	1%
Unknown/Not Reported	4%	8%	2%	1%
Total Number of Students	279	101	178	N/A
% Non-White, Non-Hispanic	55%	48%	60%	N/A

Source: The Colorado Commission on Higher Education (fall 1999) and The U.S. Census Bureau (1997)

Ninety-seven percent of recipients enrolled at public institutions. Table 4 shows the distribution of GOS students among the various types of institutions and governing boards.

Table 4: Distribution of Governor's Opportunity Scholarship Recipients

Governing Board	Number of GOS Students FY 2000 Fall Semester Cohort	Percent of GOS Students FY 2000 Fall Semester Cohort
Colorado School of Mines	4	1%
Vocational Schools	8	3%
Private Non-Profit Colleges	8	3%
Local District Colleges	8	3%
Regents of the Univ. of Colorado	17	6%
State Colleges of Colorado	30	10%
State Board of Agriculture	52	18%
University of Northern Colorado	67	23%

Colorado Community College System	93	32%
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Source: The Colorado Commission on Higher Education, SURDS Enrollment and Undergraduate Application Files.

Retention rates and grade point averages are important indicators in measuring student success and will be tracked by the Commission. Sixty-one percent of recipients completed 12 or more credit hours during the fall semester. The average number of credit hours completed was 12 hours. Fifty-eight percent earned at least a 2.0 grade point average and 30% earned at least a B average. Table 5 compares the GOS recipients with first-time freshmen from the participating Colorado institutions. On average, the GOS students completed more credit hours than the first-time freshman population. However, the GOS students earned lower averages in their GPAs. GOS students who do not meet the credit hour or grade point average requirement are given a probationary semester. The freshmen-to-sophomore retention rate within the GOS population is estimated to be 84% compared to a freshmen-to-sophomore retention rate of 70% for all degree-seeking students enrolled in public colleges and universities in Colorado. First semester statistics suggest that GOS students need assistance in maintaining a 2.0 grade point and completing 12 hours. The Commission will be working with institutions to ensure that GOS recipients are meeting the minimum criteria to maintain their scholarship.

Table 5: GOS Recipients Compared to First-Time Freshman Population

Population	Student Type FY 2000 Fall Semester	Average Credit Hours Completed	Average G.P.A.
All Students	GOS Recipient	11.5 Hours	2.06
	First-Time Freshman	10.9 Hours	2.60
2-Year Students	GOS Recipient	10.0 Hours	2.13
	First-Time Freshman	11.1 Hours	2.35
4-Year Students	GOS Recipient	12.2 Hours	2.03
	First-Time Freshman	10.8 Hours	2.74

Conclusion

Data show the long-term benefits of acquiring a bachelor's degree are great. Yet, students from low-income families do not pursue a postsecondary education. The largest barrier to entry into higher education for these students is financial: they simply are not able to pay for college. Low-income families also do not view student loans as overcoming that barrier. On the other hand, they do view grants and scholarships as incentives but find limited resources at both the federal and state levels.

Students from low-income families also face cultural issues as first generation attendees at institutions of higher learning. An important goal of the GOS program is to provide assistance for students to not only enroll in an institution of higher education but also to provide counseling so that these students complete their program.

It appears to be good public policy to broaden the postsecondary educational opportunities for this income group by refocusing financial aid, in particular, need-based grants, toward those students who might not otherwise go to college without the assistance. The Governor's Opportunity Scholarship represents an effort by the Colorado Commission on Higher Education and the General Assembly to change the postsecondary enrollment patterns of low-income students.

The Commission will continue to monitor this program and encourage institutions to support these goals. CCHE will work with institutions to assure that GOS students succeed. A second group of approximately 300 students will be enrolled at Colorado institutions in the fall 2000. The Commission will work with institutions to assure continuing funding.

Colorado Commission on Higher Education (CCHE)
October 5, 2000
Agenda Item VI, B

TOPIC: STATEWIDE DIVERSITY REPORT

PREPARED BY: PATRICIA CHASE-RILEY AND DIANE LINDNER

I. SUMMARY

Under CCHE's Diversity Policy, the Commission annually monitors the state's progress toward access for all its citizens and the governing boards' progress in achieving the institutional access and diversity goals. In October 1999, the Commission accepted the Diversity Plans submitted by the Regents of the University of Colorado, the State Board of Agriculture, the Trustees for The State Colleges of Colorado, the State Board of Community Colleges and Occupational Education, the Trustees of the University of Northern Colorado, and the Trustees of the Colorado School of Mines. This agenda item summarizes the progress on the statewide diversity agenda, identifies institutions that potentially may be lagging in implementing goals, and highlights achievements.

In general, the data depicting undergraduate participation and graduation are the highlight of this report. This is a significant point since providing broad and representative access to a quality undergraduate learning experience is the primary goal of the Diversity Policy. In this context, the undergraduate participation indicators are the leading indicators of policy success. Faculty employment and staffing patterns are indicative of the learning culture – the means to the end. Progress on these indicators lag enrollment and graduation trends, partially because the institution's strategic plans on diversity only recently included these indicators.

Colorado defines underrepresented higher education populations as those students with Hispanic, Asian, Black or Native American descent. Examining the enrollment, graduation, and hiring patterns of these students within Colorado's education system, the 2000 Diversity Report identified the following trends or conditions:

- Of the students graduating from Colorado high schools, 20.7 percent have Hispanic, Asian, Black or Native American parentage. The high school graduation numbers are higher than the total state demographics for this particular group (Table 1).
- Of the in-state students entering Colorado colleges and universities, the data show positive enrollment growth with minority students representing 20.4 percent of the undergraduate enrollment and 12.5 percent of the graduate in-state enrollment, an increase from 10.9 percent in 1998-99 (Table 3).
- The retention rate of in-state minority freshman students rose from 57 percent in 1998 to 59.3 percent in 1999 compared to a 64 percent retention rate among all freshman students (Table 4).
- The participation rates of minority students in undergraduate and graduate degree programs have continuously improved. From fall 1995 to fall 1999, the minority

representation at the undergraduate level has steadily increased from 19 to 20.4 percent. From fall 1995 to fall 1999, the minority representation at the graduate level has steadily increased from 10.9 to 12.5 percent (Table 5).

- Minority students are well represented among the vocational certificates, two-year degree and first-professional (e.g., law, medicine, pharmacy, dentistry, and veterinary medicine) degree recipients (exceeding Colorado's general demographics by race). Minority students are under-represented among baccalaureate and graduate degree recipients (i.e., a difference of four percentage points between minority participation and minority graduation). See Table 6.
- The total number and percentage of minority faculty have steadily increased since 1995 with 1,048 minority faculty members in the system, accounting for 11.7 percent of the full-time faculty members (Table 7).
- Executive and management higher education staff positions are less likely to represent Colorado's demographics by race, showing that minorities compose 13.5 percent of these positions (Table 8).

The Diversity Report is provided for discussion purposes only. No formal Commission action is necessary. The Commission's concerns on the progress for specific institutions will be incorporated into the CCHE's planning process and shared with the governing boards.

II. BACKGROUND

In 1998 the Commission adopted a new affirmative action policy, responding to the governing boards' call for a more comprehensive approach toward diversity. By recognizing the importance of governing board involvement in creating an individualized affirmative action plan for each institution, CCHE adopted a more adaptive approach toward achieving the state's diversity goal. CCHE's revised policy evolved from universal graduation targets to a continuous improvement model. Funding is no longer tied to achievement of graduation numbers. Acceptable diversity plans were characterized by a leadership statement, strategic initiatives with specified timeline, and accountability lines that went directly to the President/Chancellor or Academic Vice-President.

At the same time, the Commission introduced a new initiative – the Governor's Opportunity Scholarship – that provides resources for institutions to recruit low-income students that formerly did not apply to higher education institutions due to financial constraints. While often categorized as a financial aid program, the Governor's Opportunity Scholarship Program (GOS) is a student outreach program that requires participating institutions to provide the academic and student support services necessary for a successful college transition. Agenda Item VI, B provides more information on the first year of the GOS program.

III. STAFF ANALYSIS

POINT ONE: HIGH SCHOOL GRADUATION RATES OF MINORITY STUDENTS

The major focus of this report analyzes the proportion of minority students entering and retained by institutions as well as graduation rates of minorities compared to the general higher education

population. The undergraduate participation rates reflect the high school graduation population – the pool from which community colleges and four-year institutions recruit.

- Approximately twenty percent of high school graduates are persons of color or have Hispanic surnames.
- This compares favorably with the demographics of in-state undergraduate students – which is composed of 20.4 percent of Hispanic descent or persons of color.

Table 1: HIGH SCHOOL GRADUATES BY RACE						
School Year 1999	White	Black	Hispanic	Asian	Nat. Am.	TOTAL
HS Graduates	29,034	1,609	4,973	1,070	272	36,958
--	79%	4%	13%	3%	.7%	--

POINT TWO: PERCENT IN HOUSEHOLD INCOME CATEGORIES BY RACE

- In Colorado, 43 percent of all families have incomes below \$25,000.
- A disproportionately large percentage of Hispanic, Black and Native Americans have household incomes below \$25,000 – approximately 58 percent – 15 percentage points above the general Colorado population. Only three percent have incomes above \$75,000.
- The distribution of the household incomes of White and Asian families incomes are comparable to the general population with 40 percent of incomes below \$25,000 and 10 percent above \$75,000.

Table 2: INCOME RANGES BY RACE						
INCOME RANGE	WHITE	BLACK	HISPANIC	ASIAN	NAT. AM.	TOTAL
\$0-\$24,999	40%	57%	58%	45%	60%	43%
\$25,000-\$49,999	36%	29%	31%	34%	30%	35%
\$50,000-\$74,999	16%	10%	9%	13%	8%	15%
\$75,000-\$100,000	5%	3%	2%	5%	2%	5%
\$100,000 or more	4%	1%	1%	3%	1%	4%

Source: State Demographer

POINT THREE: PARTICIPATION RATES OF MINORITY STUDENTS

- Colorado in-state students are well represented at the undergraduate level at the 28 publicly supported institutions.
- The participation rates of minority students in undergraduate and graduate degree programs have continuously improved. From fall 1995 to fall 1999, the minority representation at the undergraduate level has steadily increased from 19 to 20.4 percent.

From fall 1995 to fall 1999, the minority representation at the graduate level has steadily increased from 10.9 to 12.5 percent.

- At the graduate level, Colorado ethnic minorities comprise nearly 13 percent of all in-state students enrolled. Faculty recruitment is dependent upon the graduate participation and graduation rates.
- If out-of-state students are included in the minority participation rates (Table 3-B and 3-D), minority participation rates decline approximately one percentage point.

Table3–A: UNDERGRADUATE IN-STATE HEADCOUNT ENROLLMENT (excludes extended studies students)					
Enrolled in calendar fall:	1995	1996	1997	1998	1999
Total in-state undergraduate students	148,648	149,219	151,388	152,849	155,799
Number minority	28,751	29,489	30,407	31,092	31,746
Percent minority	19.3%	19.8%	20.1%	20.3%	20.4%

Table3–B: UNDERGRADUATE TOTAL HEADCOUNT ENROLLMENT (includes out-of-state students)					
Enrolled in calendar fall:	1995	1996	1997	1998	1999
Total Undergraduates	171,425	171,492	174,273	176,761	179,145
Number minority	32,207	32,852	33,909	34,907	35,056
Percent minority	18.8%	19.2%	19.5%	19.7%	19.6%

Table3–C: GRADUATE IN-STATE-HEADCOUNT ENROLLMENT (excludes extended studies students)					
Enrolled in calendar fall:	1995	1996	1997	1998	1999
Total Undergraduates	17,183	16,904	17,049	17,073	16,912
Number minority	1,870	1,902	1,976	2,077	2,106
Percent minority	10.9%	11.3%	11.6%	12.2%	12.5%

Table3–D: GRADUATE HEADCOUNT ENROLLMENT (includes out-of-state students)					
Enrolled in calendar fall:	1995	1996	1997	1998	1999
Total Graduates	21,458	21,108	21,383	21,307	21,132
Number minority	2,191	2,171	2,237	2,370	2,366
Percent minority	10.2%	10.3%	10.5%	11.1%	11.2%

Source: Student Unit record Data system Enrollment File

POINT FOUR: RETENTION RATES OF MINORITY STUDENTS

Table 4 shows the proportion of minority in-state freshmen returning to the same institution compared to all in-state freshmen returning to the same institution.

- The retention rate for minority freshmen increased from 57.5 percent (students enrolled in fall 1997 and returning in fall 1998) to 59.3 percent (students enrolled fall 1998 and returning fall 1999), a gain of 1.7 percentage points (Table 4-A).

- The retention rate of all in-state freshmen returning to the same institution increased from 62.7 percent to 64 percent, a gain of 1.3 percentage points (Table 4-B).
- The gap between minority retention rates and the retention rates of all freshman students continues to average a four percentage point difference during the past five years.

Table 4-A: RETENTION RATES OF MINORITY IN-STATE FRESHMEN RETURNING TO THE SAME INSTITUTION					
First-time full-time In-State minority degree-seekers in first fall enrolled in second fall					
Enrolled in calendar fall:	1994	1995	1996	1997	1998
Number enrolled in first fall semester	3,535	3,688	3,522	3,735	3,861
Number returning second fall semester	2,015	2,130	2,086	2,146	2,290
Retention rate	57.0%	57.8%	59.2%	57.5%	59.3%
Table 4-B: RETENTION RATES OF ALL IN-STATE FRESHMEN RETURNING TO THE SAME INSTITUTION					
Enrolled in calendar fall:	1994	1995	1996	1997	1998
Number enrolled in first fall semester	15,605	16,207	16,185	16,660	17,465
Number returning second fall semester	9,518	10,188	10,189	10,447	11,172
Retention rate	61.0%	62.9%	63.0%	62.7%	64.0%
Source: Student Unit Record Data System (SURDS) and Cohort Tracking System					

POINT FIVE: The graduation rate of full-time, in-state, degree-seeking freshman students who graduate six years later.

Of the first time, degree-seeking freshmen that enrolled in four-year colleges and universities in fall 1993, 44 percent graduated by spring semester 1999. The source data is submitted by the institutions in the Student Unit Record Data System. To calculate the graduation rate, the analysis matches the records of individual students reported on the SURDS Enrollment File with those reported on the SURDS Degrees Granted file. A freshman that graduated any time in the six-year period is included in the graduation number. Only full-time students (i.e., those enrolled for 12 credit hours or more in the initial fall semester) are included because this group of students has a reasonable probability of completing graduation requirements (i.e., approximately 120 – 128 credit hours) in six years.

- While the graduate rate of the entering freshman class is relatively low, the graduation rate of minority students is lower yet, only 32.2 percent graduated six years later from the original institution. The graduation rate of minority students increased 1.6 percent in the last year, but is lower than the fall 1989 minority cohort graduated.
- The gap between the graduation rate of all enrolled undergraduates and minority students has not changed during this period – an 11 percent gap – that has widened to 11.8 percent statewide.
- The four-year colleges with the highest graduation rates for minority students include UC-Boulder, Colorado State University and Colorado School of Mines with six-year graduation rates for minority students of 52.7, 50.7 and 38.7 respectively.

- The four-year colleges and universities that show significant improvement in minority graduation rates include Fort Lewis College, Metro and the UC-Denver. The percent of minority students graduating from UCCS and WSC also increased but the numbers involved are fewer than ten students.
- The percent of minority students graduating from two-year colleges or transferring into four-year colleges has declined from 32.3 to 30.4 percent in the past five years (Table 5-C). However, this decline is less dramatic than the overall graduation and transfer decline that dropped 4.5 percentage points in the past five years (Table 5-D).

Table 5-A: MINORITY IN-STATE STUDENTS GRADUATING WITHIN SIX YEARS AT A FOUR-YEAR COLLEGE OR UNIVERSITY

First-time, full-time minority in-state degree-seekers enrolled in the indicated fall who earn a degree from same institution six years later

First calendar fall:	1989	1990	1991	1992	1993
Number enrolled	1,749	1,863	1,875	1,898	2,016
Number graduating	579	599	568	580	649
Percent of cohort	33.1%	32.2%	30.3%	30.6%	32.2%

Table 5-B: ALL IN-STATE STUDENTS GRADUATING WITHIN SIX YEARS AT A FOUR-YEAR COLLEGE OR UNIVERSITY

First-time, full-time in-state degree-seekers in the indicated fall, degree from same institution

First calendar fall:	1989	1990	1991	1992	1993
Number enrolled	10,446	9,824	8,910	9,155	9,948
Number graduating	4,591	4,240	3,658	3,890	4,382
Percent minority	43.9%	43.2%	41.1%	42.5%	44.0%

Table 5-C: MINORITY IN-STATE GRADUATES & TRANSFERS WITHIN THREE YEARS AT COMMUNITY COLLEGES

First-time, full-time minority in-state degree and certificate-seeking students

First calendar fall:	1992	1993	1994	1995	1996
Entering Cohort	1,502	1,473	1,487	1,529	1,510
Number graduating	236	253	239	268	257
Number transferring	249	219	235	214	202
Percent of graduates and four-year transfers	32.3%	32.0%	31.9%	31.5%	30.4%

Table 5-D: ALL IN-STATE GRADUATES & TRANSFERS WITHIN THREE YEARS AT COMMUNITY COLLEGES

first-time, full-time in-state degree and certificate seeking students

First calendar fall:	1992	1993	1994	1995	1996
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Entering Cohort	5,744	5,751	5,784	5,833	5,620
Number graduating	1,261	1,293	1,219	1,307	1,182
Number transferring	1,090	1,040	1,047	1,009	864
Percent of graduates plus transfer	40.9%	40.6%	39.2%	39.7%	36.4%
Source: Student Unit Record Data System and Cohort Tracking System					

POINT SIX: The number and percent of minorities receiving degrees from publicly supported institutions in Colorado.

The Commission’s over-arching diversity goal is that the system should be accessible to all students regardless of ethnicity or ability to pay. Because the Commission equated graduation rates that were proportional to the percent of in-state residents that graduated from high school, the undergraduate graduation indicator should show the steadiest improvement over time. The data support this assumption.

- Twenty-three percent of students receiving certificates and twenty percent of students receiving two-year associate degrees are minority students – actually exceeding the high school graduation and higher education enrollment percentages.
- Minority students are well-represented among the first professional degree graduates – Dentistry, Law, Medicine, Pharmacy, and Veterinary Medicine – at 19 percent. The Pharmacy degree program offered by the University of Colorado Health Sciences Center leads in the number of minority graduates.
- The percent of minority students receiving a bachelors’ degree lags the minority participation rate by four percent – 20.4 percent of undergraduates are minority students while only 16 percent of undergraduate degree recipients are minority students.
- The percent of minority students receiving a graduate degree in 1999 – 11 percent of masters’ degree recipients and 8 percent of Ph.D. recipients – lags the participation rate of minority students in graduate degree programs (12.5 percent) by 1.5 percent points.
- The percent of vocational certificates awarded to minority students has declined from 1998 while the percent of vocational two-year degrees awarded to minority students has increased. The number of minority students receiving vocational degrees has remained stable but the number of vocational degrees awarded has declined.
- The percent of bachelors’ degrees awarded to minority students has increased by 1 percent from 1998.
- The percent of masters’ degrees awarded to minority students has increased 1.2 percent from 1998, an increase of 28 masters’ degree recipients.
- The percent of doctoral degrees awarded to minority students has declined by 1 percent from 1998, with four fewer degrees awarded to minority students in 1999.

Table 6: DEGREES GRANTED TO IN-STATE STUDENTS					
Fiscal year:	1995	1996	1997	1998	1999
Certificate, Total Enrolled	2,609	2,740	2,635	2,877	2,938

Certificate, Minority	615	629	586	730	686
--	23.6%	23.0%	22.2%	25.4%	23.3%
AAS, Total Enrolled	2,342	2,484	2,402	2,275	2,158
AAS, Minority	435	509	468	437	431
--	18.6%	20.5%	19.5%	19.2%	20.0%
AA/AS/AGS, Total Enrolled	2,240	2,338	2,244	2,402	2,383
AA/AS/AGS, Minority	372	435	427	489	472
--	16.6%	18.6%	19.0%	20.4%	19.8%
Bachelor, Total Enrolled	13,983	13,766	13,864	14,016	14,157
Bachelor, Minority	1,831	1,908	2,077	2,102	2,279
--	13.1%	13.9%	15.0%	15.0%	16.1%
Master, Total Enrolled	3,709	3,656	3,962	4,142	4,058
Master, Minority	348	340	444	411	449
--	9.4%	9.3%	11.2%	9.9%	11.1%
First Prof, Total Enrolled	381	373	386	413	435
First Prof, Minority	71	57	60	75	83
--	18.6%	15.3%	15.5%	18.2%	19.1%
Doctoral, Total Enrolled	464	520	563	508	511
Doctoral, Minority	30	57	47	46	42
--	6.5%	11.0%	8.3%	9.1%	8.2%
Minority Undergraduate degrees	15.4%	16.3%	16.8%	17.4%	17.9%
Minority All State Awards	14.4%	15.2%	15.8%	16.1%	16.7%

Source: SURDS Degrees Granted Files

POINT SEVEN: MINORITY FACULTY REPRESENTATION

Table 7-A depicts minority representation among faculties within the entire system, including the community college faculties. Table 7-B depicts minority representation among four-year faculties where tenure is most prevalent. A tenure-track appointment represents a potentially permanent appointment while non-tenure track faculty appointments are year-to-year contracts and may fluctuate with the enrollment levels. Only full-time faculty data were included in these calculations.

- The total number and percentage of minority faculty have steadily increased since 1995 with 1,048 minority faculty members in the system, accounting for 11.7 percent of the full-time faculty members. The increase may be attributed to the active recruitment of minority faculty.
- In 1995, 20 percent of tenure track appointments were offered to minority faculty members. In 1999, 17 percent of the tenure-track appointments were offered to minority faculty. It is important to note, however, that the number of tenure-track positions is relatively small (i.e., 23 of 130 tenure-track appointments). Consequently, a change of one position accounts for a three-percentage point swing.
- Minority faculty new hires are as likely to be represented in tenure track appointments as they are in non-tenure track positions -- 17 percent. However, minorities represent only 10 percent of the total tenured faculty appointments, reflecting the failure to retain qualified minority faculty.

Table 7-A: MINORITIES AMONG FULL-TIME FACULTY AT TWO-YEAR AND FOUR-YEAR PUBLIC INSTITUTIONS					
Calendar fall:	1995	1996	1997	1998	1999
Total full-time faculty	898	923	962	970	1,048
Percent minority	11.0%	11.3%	11.2%	11.3%	11.7%

Table 7-B: TENURE-TRACK MINORITIES AMONG FULL-TIME FACULTY MEMBERS FOUR-YEAR PUBLIC COLLEGES AND UNIVERSITIES			
Calendar fall:	1995	1997	1999
Tenured Faculty	283	311	305
--	8.2%	8.8%	10.1%
Tenure-track faculty w/o tenure	199	259	200
--	14.0%	14.2%	17.1%
Tenure-track new hires	30	24	23
--	20.4%	14.5%	17.6%

Source: Integrated Postsecondary Education Data System (IPEDS)

POINT EIGHT: MINORITY REPRESENTATION AMONG STAFF

Diversity among college staff is a relatively new diversity indicator. The Commission included this measure when it revised its Diversity Policy to the continuous improvement model. Consequently, the institutions are accountable for continuous improvement beginning from the date the policy was adopted in 1998 or more explicitly in 1999. Five-year data are presented as a context for this analysis in Table 8, although CCHE is interested in the improvement in hiring trends starting in 1999. Percent is the more significant measure of change than the absolute number of minority staff members.

- The percent of minorities employed in executive, administrative and managerial positions declined from 1998 to 1999 – a loss of .6 percent. The actual number has declined by 6 persons. The three-year trend in this staff category will be of greater significance in assessing continuous improvement. In the interim, CCHE will ask the governing boards to examine this from the national perspective.
- The percent of minorities in other professional and clerical positions has remained stable.
-

Two staff categories – technical and paraprofessionals and skilled crafts – show a two percent increase.

Table 8: MINORITIES AMONG STAFF MEMBERS ALL PUBLIC COLLEGES AND UNIVERSITIES					
Calendar fall:	1995	1996	1997	1998	1999
Executive, Administrative, & Managerial	188	201	191	201	195
--	14.4%	14.3%	14.0%	14.1%	13.5%
Other Professionals	502	550	605	639	670
--	14.3%	14.9%	15.3%	15.6%	15.9%
Clerical and Secretarial	608	607	552	552	579
--	21.1%	20.8%	20.6%	20.5%	20.7%
Technical and Paraprofessional	330	320	347	341	340
--	20.5%	20.2%	20.8%	19.4%	21.0%
Skilled Crafts	155	147	155	157	165
--	22.1%	21.6%	21.7%	22.1%	23.3%
Service & Maintenance	746	776	828	820	762
--	46.1%	46.3%	46.6%	44.8%	44.6%

Source: Integrated Postsecondary Education Data System (IPEDS)

Appendix A

STATUTORY AUTHORITY

C.R.S. 23-1-108 The commission, after consultation with the governing boards of institutions and as a part of the master planning process, shall have the authority to:

(f) Adopt statewide affirmative action policies for the commission, governing boards, and state-supported institutions of higher education. Responsibility for implementation of such policies shall be reserved to the governing boards.

Colorado Commission on Higher Education (CCHE)
October 5, 2000
Agenda Item VI, C

TOPIC: CONCEPT PAPERS

PREPARED BY: WILLIAM G. KUEPPER

I. SUMMARY

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

B.A. in Human Development at Metropolitan State College of Denver

This report includes a summary of the issues identified by CCHE staff and a copy of the concept paper. No action is required of the Commission at this time, but if the Commission wishes to have additional issues addressed or questions 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 board submit a 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, capital 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 the reasons why the program is appropriate for the institution and its role and mission. CCHE policy does not require the 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 be 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 receiving 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 proposed institutional profile giving additional context for the institution's capacity and market demand, and recommendation based on the statutory criteria.

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

Colorado Commission on Higher Education (CCHE)
October 5, 2000
Agenda Item VI, C (1)

**TOPIC: CONCEPT PAPER: BACHELOR OF ARTS IN HUMAN
DEVELOPMENT AT METROPOLITAN STATE COLLEGE
OF DENVER (MSCD)**

PREPARED BY: WILLIAM G. KUEPPER

I. SUMMARY

The Board of Trustees of The State Colleges has forwarded a concept paper for a Bachelor of Arts (BA) degree in Human Development to be offered at Metropolitan State College of Denver (MSCD). The proposed degree responds to the Commission's recently adopted Teacher Education policy, and is intended to provide students with a program aligned with the current standards for teacher preparation in Colorado. It would be designed to prepare students for certification in Early Childhood and Elementary Education and could be completed in four years.

The proposed degree would appear to fit within MSCD's statutory role and aligns with the institution's goal of providing "high quality, accessible enriching education that prepares students for successful careers..." At the present time, only Colorado State University offers an undergraduate degree in Human Development.

II. BACKGROUND

The undergraduate degree in Human Development falls within the institution's statutory mission as a "comprehensive baccalaureate institution that offers a variety of liberal arts and science, technical and educational programs." MSCD fulfills its mission by working with "the community at-large and by fostering an atmosphere of scholarly inquiry, creative activity, and mutual respect within a diverse community." The proposed program is viewed by the institution as supporting the quality of its teacher preparation and providing educational opportunities currently not available in the Denver metropolitan area.

The Human Development program is intended to fill "a need for the training of qualified teachers as well as for preparing students who are interested in careers working with children, their families, and individuals across the life span." The concept paper notes the growing need for teachers, especially those working with young children. The interdisciplinary program is designed: 1) to prepare teachers dealing with the substantial developmental differences experienced by young children, 2) for students "interested in careers involving children, families, the elderly, and populations with special needs," and 3) for those who wish to pursue graduate study.

The curriculum is composed 33-39 credit hours of general studies, a 31-33 credit hour Human Development major, an additional 9-12 credit hours of major electives within one of three tracks, and 40-46 hours of teacher licensure requirements. The program can be completed in four years

although, due to the part-time nature of a considerable part of the MSCD student body, it is expected that many students would take longer than that to finish the degree.

Most of the resources necessary to mount the program are in place. One additional faculty member plus reassigned time for program implementation would be required to initiate the program. MSCD is committed to providing, through reallocation, those necessary additional resources to the program should it be approved.

At the present time, only Colorado State University offers an undergraduate degree in Human Development. Program duplication is not an issue.

II. ITEMS TO BE ADDRESSED IN THE PROPOSAL

After reviewing the concept paper, Commission staff have developed a list of issues and questions that warrant further attention, need to be addressed in the full proposal, and considered by the governing board when acting on the proposal. These relate to the curriculum in general, deficiencies in program requirements leading to teaching certification in Early Childhood and Elementary Education, and how the proposed program would fit into the current array of programs at MSCD leading to certification, and the potential impact on those programs.

1. The conceptual heart of the program is the Human Development core or major. It draws on courses from a number of disciplines. What appears to be lacking is courses or other means of integrating the content and methodology from these various disciplines. The full proposal should articulate where and how this integration takes place.
2. The courses from which a student may choose to complete the nine-credit "Applied Track" requirement are numerous and varied. What purpose does it serve, what integrity is there in that track, and what commonality in perspective or content would exist among students completing it? If it serves a purpose other than expanding the number of courses the student takes in Human Development or related courses, this should be explained in the proposal.
3. The depth of content preparation necessary to align with Elementary Education content standards is not present in the program as it is described in the concept paper, and it would not gain approval for preparing elementary teachers. The Human Development major contains content appropriate for certification in Early Childhood, but that content is not sufficient for Elementary Education. While a minor in elementary education is required of students pursuing the latter certification, the composition of that minor is not specified. Staff assumes that it would consist primarily of courses in pedagogy and not courses necessary to meet content standards. The full proposal must show how the curriculum responds to the content standards for Elementary Education certification or that proposed function of the program should be removed.
4. How does the curriculum design specifically align with the K-12 content, performance-based standards for teacher licensing?
5. How does the institution propose to assess and measure that the teacher education candidates have achieved the specified skills in each standards element,

- emphasizing demonstrations of the competencies of candidates as they work with children in field settings?
6. How will assessment of candidates be integrated into teacher preparation and the intensity of the experiences of the candidates with children in the field?
 7. How does the overall teacher education program propose to meet the criterion in SB154 related to institutions of higher education as adopted in CCHE policy in March 2000?
 - Adoption of admission criterion
 - Multiple entry points exist for students considering teacher education
 - A screening process identifies successful teacher education candidates
 - A counseling process advising teacher education candidates on the expectations of candidates
 - Curriculum design integrates field experience with content knowledge
 - The program identifies the knowledge, skills or dispositions to be developed in each course and field experience
 - Design includes comprehensive assessment of candidate's knowledge of subject matter
 8. MSCD currently offers a number of programs for teacher preparation in Early Childhood and Elementary Education. The impact on the current array of the proposed program is not articulated in the concept paper, but would be an important element in the Commission's consideration of the full proposal. If the proposed program were approved, which MSCD programs currently leading to licensure would no longer continue to serve that function? For example, would this new degree program replace the Behavioral Science degree as an elementary education licensure track?

IV. INFORMING THE GOVERNING BOARD

Following this meeting, the Commission shall inform the Trustees of The State Colleges of the above matters, and any additional issues that the Commission may raise about the proposed Bachelor of Arts degree in Human Development at Metropolitan State College of Denver.

Attachment A: Human Development B.A. Concept Paper

Attachment B: Agenda Item, Approval of Concept Paper

Colorado Commission on Higher Education (CCHE)
October 5, 2000
Agenda Item VI, C (1)
Attachment A

METROPOLITAN STATE COLLEGE
Human Development B.A. Concept Paper
Metropolitan State College of Denver

By statute, Metropolitan State College of Denver is a comprehensive baccalaureate institution offering a wide variety of liberal arts and sciences, technical, and educational programs. The proposed Human Development major supports this role and mission. In addition to responding to the growing need for individuals with knowledge and experience in human development in the community at large, the proposed major addresses the new teacher education policy requirements developed by CCHE to reform teacher education in Colorado (adopted March 2000). The new major provides knowledge that correlates directly with the Early Childhood Teacher Licensure Standards (e.g., knowledge of child development and learning) and with the Elementary Education Teacher Licensure Standards (e.g., knowledge about student literacy development in reading, writing, speaking, viewing, and listening).

Background for Human Development as a major for Teacher Licensure students

The rationale for an interdisciplinary Bachelor of Arts in human development for those seeking teacher licensure comes from the growing body of evidence supporting the relationship between learning and development. Research in psychology and in education in the last twenty years has shown that the process of learning is strongly intertwined with the process of development. For example, a child's learning to read and write cannot be separated from the child's past development and experience, the developmental stage the child is in at the moment of instruction, and the child's family and cultural background. In order for teachers to meet the challenges of educating our children to the fullest, they must have a background in how these processes work together and how to tailor instruction to meet each child's unique readiness to learn. Without an adequate understanding of development and learning, teachers often miss the window of opportunity when the child is most ready to learn. As a result, instruction is aimed either too high—leaving many children behind—or too low—boring and failing to challenge others.

A strong background in human development can enable teachers to foster optimal development and nurture learning for children from infancy through adolescence. As diversity within the school population grows, there is an even greater need to understand how families and other social forces impact children. For this reason, it is important for MSCD to have a major with a broad focus on the entire life span rather than a narrow focus on childhood. Understanding the ways in which parents and society impact children will help teachers to be better prepared to work in partnership with families.

Since the movement to define educational standards began over ten years ago, a number of states have acknowledged the importance of knowing about child development—physical, neurological, cognitive, social and emotional—as well as the need to understand how the process of learning develops with age. Many states require that certified teachers demonstrate breadth of knowledge about how development impacts specific school skills like mathematical understanding and literacy. To qualify for licensure, a student must demonstrate knowledge about the teaching process itself and how teachers impact learning at different stages of development.

Background for Human Development as a major for undergraduates seeking other careers

An additional rationale for the major is that it will also serve undergraduate students not seeking teacher licensure who are interested in careers involving children, families, the elderly, and populations with special needs. Program graduates will be well prepared to pursue advanced degrees in behavioral and social sciences, as well as

professional programs such as counseling. Furthermore, students majoring in human development may seek careers working with children outside of the public schools in programs such as day care, after school care, Head Start, Home Start, and Even Start. The program will provide the academic background necessary for those interested in working in intervention programs for dysfunctional individuals and families, corrections, youth service agencies, employment assistance programs, family services, child protection agencies, education outreach programs, and adoption agencies. As the population ages, there will be a growing need for people interested in working with the elderly. The major will prepare students for work in gerontology programs and nursing homes.

A. Goals

The proposed interdisciplinary major in human development covers development throughout the life span using a multi-disciplinary approach—psychology, biology, sociology, speech and language, health and nutrition, and education.

Program Goals: The proposed human development major will

- promote an understanding of human development across the life span in contexts including families, schools, and social institutions
- emphasize cognitive development and learning and how these principles can be applied in educational settings
- teach theories, empirical methods, and analytic tools for evaluating research in human development and cognition, and for finding solutions to educational and social problems
- stress the integration of theoretical interpretations and empirical findings, which bear upon human development in the life span.
- encourage maximizing the biological potential of the individual throughout the life span
- foster the understanding of socialization and adjustment to biological and environmental change
- facilitate the understanding of the roles of the family, the school, and other institutions in development
- integrate knowledge about personality development and psychological functioning in various cultural settings

Student Outcome Goals: The graduate of the proposed human development major should have knowledge of

- biological, neurological, social, and cultural milestones of individuals throughout the life span
- the central theories, concepts, and empirical methods used in the study of development and learning
- the characteristics of normal physical, social, emotional, cognitive, and language development throughout the life span
- the processes involved in cognitive development, including the development of mathematical understanding, logical and critical thinking, language development, social cognition, and literacy
- the changes in learning abilities that occur throughout the life span, including attention, memory, and problem solving
- the ways that culture and society impact development, including the roles of school, the media, and other social institutions, as well as the effects of ethnicity, race, and gender
- different family systems and how these impact normal development
- how social interactions and personality develop—particularly peer relations, friendships, social problem solving, and interpersonal social behaviors such as aggression, cooperation, altruism, and competitiveness
- the impact of nutrition and health on development throughout the life span

B. Institutional Role and Mission, Planning and Priorities

Metropolitan State College of Denver's mission is to provide a high-quality, accessible, enriching education that prepares students for successful careers, postgraduate education, and lifelong learning in a multicultural, global, and technological society. The proposed human development major will prepare students to enter the professional world equipped with a knowledge base that will enable them to work successfully with people of all ages. Students will be prepared to serve the community regardless of whether they become teachers or work in a related career. MSCD

has a strong teacher licensure program and the largest early childhood program in the state. The proposed major will support the quality of the existing teacher licensure program and provide opportunities currently not available in the metro Denver area.

Because of its interdisciplinary nature and course content, the human development major supports the ideal of diversity. Each area within the major brings a different perspective on development and a different set of empirical methods. Diversity is also addressed by course content that includes cultural and ethnic differences among family systems, child rearing environments, and adult social contexts.

Access to the Program

The proposed major builds upon courses that are already offered on the Auraria campus, at Metro North, and Metro South. Currently taught courses to be used in the proposed major are offered at all times during the day, in the evenings, and on weekends. Course offerings will be rotated so that students will be able to complete the program in eight semesters. There is easy transfer from community colleges with no separate program admission requirements other than admission to MSCD.

C. Bona Fide Program Need; Market Served; Potential Program Duplication

The program fills a need for the training of qualified teachers as well as for preparing students who are interested in careers working with children, their families, and individuals across the life span. As more and more teachers are needed, especially to work with children below the age of eight, it is critical to gear training to the appropriate developmental level. Reductions in class sizes in the early grades and the growing importance of programs that work with children from birth to kindergarten will lead to teacher shortages in Colorado that will be similar to shortages seen in other states such as California. Changes in the Colorado Early Childhood licensure requirements have extended the teaching certificate to include working with infants and toddlers. These children have a wider range of developmental differences requiring different teaching strategies from older children. Emerging research on brain development underscores these differences. The ability to individualize instruction for this age group requires special knowledge of growth and learning patterns that change with age and with historical contexts, as well as knowledge about parents and families.

MSCD is the third largest teacher preparation institution in Colorado, and the program is growing. We estimate that eventually approximately 200 students a year will major in human development because of licensure and/or other career interests. Many states require knowledge of child development and learning for teacher licensure and accept human development as a major.

Human development is also a viable foundation for graduate study leading to research and academic careers in such fields as family studies, developmental psychology, child clinical psychology, applied cognitive development, school psychology, and gerontology. The number of such programs has grown in the last ten years, and commensurate with this increase have been requests for a major specifically devoted to human development.

As the baby-boom generation ages, there will be an increase in demand for professionals specializing in working with families and the elderly. The Human Development major will be in a position to help students along a career path leading to this type of work.

Program Duplication

Currently only one college/university in Colorado offers a similar major—Colorado State University in Fort Collins, and commuting from Denver to Ft. Collins is not practical for most students. Although there is some overlap in course content, the structure and organization of the MSCD human development major is not a duplicate of the one at CSU. Key differences are that the MSCD proposed major has more of a life span emphasis and provides both applied and graduate study tracks.

The human development major is also unique within MSCD. It will provide students an option that they currently do not have. The psychology major, with its heavy statistics and research component, prepares students for research positions and for graduate programs in psychology and related areas. The human services major prepares students to work directly in mental health fields, in client care with troubled and at-risk populations, in corrections, and in social service settings. The social work major prepares students for professional practice in social agencies. While there are minors that cover particular developmental periods or issues (gerontology and parent education, for example), there is no major that encompasses principles of life span development.

D. Program Design

The core courses in the major provide an in-depth exploration of human development from a variety of disciplines with theory, developmental methodology, and upper-division coursework included. In the Cognitive Development and Learning course students will have the opportunity to engage in research or be placed in a relevant service agency or public school for a 45-hour field experience. The capstone experience requires students to write a senior thesis integrating concepts and findings from the diverse perspectives represented in the major. Two tracks in the major provide further options. The applied track is designed for students who plan to work immediately following graduation. Applied electives allow students to specialize in topical areas of particular interest. The graduate school track provides students extra experience with statistics and research methods required for admission to doctoral programs in social and behavioral sciences and in education.

Human Development Core:		Credit Hours	
		New	Existing
PSY 1001	Introduction to Psychology		3
PSY 3280	Development Methods	3	
PSY 1800*	Developmental Educational Psychology (4 credits, existing) OR		4/3
PSY 3250	Child Psychology (3 credits, existing)		
PSY 3340	Cognitive Development and Learning	3	
PSY 3240*	Infancy OR	3	
PSY 3260*	Adolescence (3 credits, existing) OR		
PSY 3270	Adulthood and Aging (3 credits, existing)		
BIO 2310	Human Anatomy and Physiology (3 credits, existing)	4	
HES 2040	Introduction to Nutrition (3 credits, existing) OR	3	
HES 3070	Parental health Care Issues (3 credits, existing)		
HSP 2040	Family Systems (4 credits, existing) OR		4/3
SOC 3410	Family in Transition (3 credits, existing)		
SOC 3400	Childhood & Adolescent Socialization OR		3
EDU 4360	Cultural Influences on the Socialization of Children (3 credits, existing)		
PSY 4960	Senior Thesis (Senior Experience)	3	

TOTAL CORE HOURS: 31/33

* Required of students seeking teacher licensure

Applied Track Electives: Student must take nine semester hours from the following list or from courses in the above list not used to complete the core. Student may not use the same courses to count for the major and for the minor or General Studies. Students pursuing teacher licensure should select from the courses marked with an asterisk.

*AAS 3550-3	The Black Family	*HPS 4500-3	Motor Learning & Development
*CHS 3210-3	The Chicano Family	PSY 2270-3	Death and or Dying
*EDU 3340-4	Administration of Early Childhood Programs	*EDU 3340-4	
HSP 1110-4	Introduction to Disabilities	SOC 3100-3	
HSP 3490-4	Multicultural Issues in Human Services	*PSY 3400-3	Psych. of Exceptional Children
HSP 3500-3	Domestic Violence: Paterns of Relationship Abuse	SOC 1040-3	Intro. to Social Gerontology
HSP 4100-2	Gerontology for Human Services professionals	SOC 3040-3	Contemp. issues in Gerontology
*HSP 4200-2	Child Abuse and Neglect	SOC 3220-3	Race, Gender, and Ethnic Groups
*HSP 4540-2	Youth, Drugs, and Gangs	*SOC 3420-3	Education in a Changing Society
*PAR 2050-3	Introduction to Parent Education	*SPE 3520-3	Language Acquisition
*PAR 3070-3	Working with the contemporary Family	SPE 4760-3	Communication and the Elderly
		SWK 3030-4	Social Work with the Aging

Graduate School Track: Student must take the following three courses in addition to the core:

PSY 2310-3 Introduction to Statistics for Social and Behavioral Sciences

PSY 2320-3 Inferential Statistics

PSY 3310-3 Psychological Research Methods I

TOTAL HOURS FOR THE MAJOR: 40-45

Teacher Licensure:

Students seeking teacher licensure will also need to take the following. Because MSCD is currently creating an elementary education minor and is revising its licensure sequence, the numbers are estimates.

- Early Childhood or Elementary Education minor: 22-25 credits
 - General Studies: 37-39 credits
 - Remaining courses required for licensure: 18-21 credits
-

--	Applied Track	Graduate School Track	Teacher Licensure
Major Core	31-33	31-33	32-33
Major Electives	9-12	9	9-10
Total Major	40-45	40-42	41-43
Minor	18	18	22-25
General Studies	33	33	37-39
Free electives or Licensure	24-29	27-29	18-21
Total	120	120	120-128

E. Resource Needs

New Courses. Only four new courses are proposed: Developmental Methods; Cognitive Development and Learning; Infancy; and the capstone senior experience, Senior Thesis. All other courses are currently being offered. Infancy will be added to the curriculum in psychology irrespective of the proposed major to expose students to this cutting-edge research field. Currently most students at MSCD take PSY 1001, and all students seeking licensure in elementary or early childhood education take PSY 1800. Other courses currently offered can accommodate increased enrollments utilizing current faculty and scheduling.

Faculty Needs. One additional faculty member with a specialty in developmental psychology will be needed to implement the program. This is a need that has already been identified in the recent Psychology Department Program Review.

Space Needs. No additional space needs are anticipated. The Department of Psychology already has two one-way observation rooms that can be utilized for courses such as Developmental Methods, and an open computer lab for student use. The MSCD Child Development Center with its one-way observation rooms and on-going early childhood program will also be utilized. Campus media equipment and existing media resources are adequate for the program.

Reassigned Time/Stipends. Four to six hours for one faculty member for one semester will be needed to organize the major, develop the new courses, and create necessary advising materials.

Colorado Commission on Higher Education (CCHE)
October 5, 2000
Agenda Item VI, C (1)
Attachment B

JUNE 9, 2000

**AGENDA ITEM: APPROVAL OF THE CONCEPT PAPER FOR A NEW
MAJOR PROGRAM IN HUMAN DEVELOPMENT (B.A.)
AT METROPOLITAN STATE COLLEGE OF DENVER (MSCD)**

ISSUE:

Trustee Policy

(5.2) states that the addition of new major programs is subject to review and approval by the Board of Trustees. The current CCHE teacher education policy calls for a two-phase process for new teacher preparation degree programs. The first phase is the development of a Concept Paper, which describes the proposed program, specifically addressing the relationship of the program to the institutional role and mission, avoiding unnecessary duplication, ensuring that the program fits within state priorities and that there is a bona fide need. The institution may move forward to develop the Program Proposal after Board of Trustees approval and subsequent review and comment by CCHE of the Concept Paper. The Program Proposal will ultimately require Board of Trustees, CDE and CCHE approval prior to implementation.

BACKGROUND:

S.B. 154, passed in the 1999 legislative session, mandated changes in the way Colorado institutions of higher education prepare teachers. This proposal from Metropolitan State College of Denver (MSCD) results from those changes caused by S.B. 154. MSCD is requesting the approval of a new major program in Human Development (B.A.). The proposed degree program will provide students with a program that is aligned with the current standards (CCHE and CDE Model Content) for teacher preparation in Colorado (Early Childhood and Elementary Education) and one that can be completed in four years. The curriculum consists of a 31-33 credit hour "Human Development Core" and nine credit hours in either an "Applied" track or a "Graduate School " track. In addition there is a 37-39 credit hour General Education requirement and Teacher Licensure requirements of 40-46 credit hours. This proposal fits within the role and mission of MSCD. The Concept Paper outlines the need for this program within the State and the Denver metropolitan area. While there may be some duplication within the State, there is a documented and on-going need for well-prepared early childhood and elementary teachers. The resources necessary to implement this proposed major include one additional faculty member and reassigned time for program implementation activities. MSCD has committed to reallocating the necessary resources to accommodate this need.

This proposal has been reviewed by all appropriate institutional review bodies and has the support of Metropolitan State College of Denver's President and the Provost. Normal protocol requires Concept Papers to have a reading prior to possible action by the Academic Affairs Committee. Time constraints caused by the implementation of S.B. 154 and the CCHE revised Teacher Education Policy suggest that this protocol be waived for this particular proposal and similar proposals from other State Colleges.

RECOMMENDATION:

The Staff recommends that the Academic Affairs Committee approve the proposed Concept Paper for a Human Development (B.A.) degree at Metropolitan State College of Denver and forward it to the Board of Trustees for their review and possible approval.

Colorado Commission on Higher Education (CCHE)
October 5, 2000
Agenda Item VI, D

TOPIC: REPORT ON OUT-OF-STATE INSTRUCTION

PREPARED BY: ANDREW BRECKEL III

I. SUMMARY

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

II. BACKGROUND

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

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

III. ACTION

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

The Trustees of The State Colleges has submitted a request for approval of courses to be delivered by Adams State College:

ED 582: Spanish/Lozanov Method/ Beginning I to be offered July 10-15, 2000, in Milwaukee, WI.

ED 582: Spanish/Lozanov Method/ Intermediate to be offered July 16-20, 2000, in Milwaukee, WI.

ED 582: Spanish/Lozanov/Advanced to be offered July 21-25, 2000, in Milwaukee, WI.

ED

589: Cognitive Coaching Leadership Seminar to be offered June 26- July 1, 2000, at Lake Tahoe, CA.

ED 589: Enhance Your Memory to be offered August 5-10, 2000, in Wailuku, Maui, Hawaii.

The Board of Regents of the University of Colorado has submitted a request for approval of courses to be delivered by the University of Colorado Health Sciences Center, School of Medicine:

Managing HIV-1 Infection Over the Long Term: Progress and Challenges to be delivered as an out-of-state instructional program in Toronto, Canada on September 17, 2000.

out-of-state instructional program in Toronto, Canada on September 17, 2000.

Issues and Advances in Pulmonary Hypertension Management to be delivered on the internet on various dates beginning September 2000.

The Board of Regents of the University of Colorado has submitted a request for approval of courses to be delivered by the University of Colorado at Colorado Springs.

Special Education Professional Development Courses with Sopris West, consisting of SPED 591-3 and SPED 591-2, described as a one-year out-of-state instructional program to be offered throughout the United States beginning September 1, 2000, and ending June 30, 2001.

Middle School Transition Program, consisting of CURR 570-3, CURR 571-3, VUTT 572-3, CURR 575-3 and CURR 576-3, described as a one year out-of-state instructional program to be offered in Nevada beginning September 8, 2000.

Appendix A

STATUTORY AUTHORITY

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