

COLORADO COMMISSION ON HIGHER EDUCATION

April 4, 2003
Denver Public Library
Denver, CO

MINUTES

Commissioners

Present: Judith Altenberg; Ray Baker; Terrance L. Farina; Peggy Lamm, Chair; "Pres" Montoya; Ralph J. Nagel; Gully Stanford; James Stewart, Vice Chair; Dean Quamme; and William Vollbracht.

Advisory Committee

Present: Wayne Artis; Ryan McMaken.

Commission Staff

Present: Timothy E. Foster, Executive Director; Brian Burnett; JoAnn Evans; Carol Futhey; Jim Jacobs; William Kuepper; Diane Lindner; Sharon Samson; and Sonia Schaible.

I. Call to Order

Chair Peggy Lamm called the regular meeting of the Colorado Commission on Higher Education (CCHE) to order at 10:00 a.m. in the Lower Level Conference Room at the Denver Public Library in Denver, Colorado.

Action: Commissioner Quamme moved approval of the minutes of the March 7, 2003, regular meeting and the March 14, 2003, special teleconference meeting. Commissioner Stewart seconded the motion, and the motion carried unanimously. The minutes of March 14, 2003, will be corrected to show that Commissioner Montoya was absent.

II. Reports

A. Chair's Report

Chair Lamm thanked everyone for attending the meeting especially the Commissioners who travel from around the state. She reported that it continues to be a difficult time and a lot of people in higher education are working very hard to deal with the state budget crisis.

The Chair reported that Commissioner Weaver was excused absent.

B. Commissioners' Reports

Commissioner Montoya reported that a recent article in the *Hispanic Outlook* featured four Hispanic Colorado community college presidents: Drs. Christine Johnson, President of the Community College of Denver; Frank Armijo, President of Trinidad State Junior College; Thomas Gonzales, President of Front Range Community College; and Joseph Garcia, President of Pikes Peak Community College.

Commissioner Farina reminded the Commission that at its Advance the Commission reaffirmed its governing principles one of which is in particular to provide aid to students. The Commission also focuses on retention and graduation. He expressed the importance

of focusing on those governing principles when faced with making difficult decisions during these challenging fiscal times.

C. Advisory Committee Reports

No reports.

D. Public Comment

Mr. George Walker spoke in support of not raising tuition.

III. Consent Items

A. Teacher Education Authorization

(1) Teacher Education Authorization: Johnson and Wales

Johnson and Wales University requested teacher education authorization for its *Business and Marketing*, baccalaureate degree programs leading to licensure in Business and Marketing Education.

Initial authorization for teacher education at an institution requires that the institution design the programs to meet the six statutory performance standards and develop an assessment plan to provide performance data for future reviews as specified in statute.

The State Board of Education has reviewed Johnson and Wales' admissions and counseling system, content, and mastery of skills at its March 2003 meeting. The State Board of Education recommended that CCHE consider this proposal. CCHE staff reviewed Johnson and Wales' field experience and assessment plan.

Staff Recommendation

That the Commission approve the authorization for Johnson and Wales' baccalaureate programs leading to Business Education and Marketing Education licensure with the understanding that a full assessment plan be in place by June 2003 and that Johnson and Wales provide annual teacher education data files to CCHE.

(2) Teacher Education Authorization: University of Northern Colorado

The 1999 Teacher Education legislation requires that each approved teacher education program undergo state review every five years. Two institutions, Colorado State University and the University of Northern Colorado (UNC), volunteered for the pilot review under the new performance model. The reviews conducted this year at the University of Northern Colorado served two purposes:

- Comprehensive review of all approved teacher education programs and their performance data.
- Concurrent review with the National Council of Accreditation of Teacher Education (NCATE) to streamline the accreditation visit protocol and requirements and align NCATE to Colorado performance standards.

Overall, the review team concurred that the University of Northern Colorado's teacher education programs approved in 2001 demonstrated quality and met the state standards for admission, content, and mastery of skills standards defined in

statute. However, the team identified two areas of concern, specifically the counseling system for the elementary education program and poor performance by Social Science majors on the content examination. UNC will need to resolve these concerns by June 2003.

Staff Recommendation

That the Commission reauthorize the University of Northern Colorado to offer teacher education programs in Early Childhood, Elementary Education, Secondary Math, Secondary Science, Secondary Social Studies, Special Education, with the understanding that it address the two areas of concern on or before June 30, 2003.

Action: Commissioner Montoya made a motion to move Consent Agenda Item III A (2) to Discussion and Possible Action. Commissioner Nagel seconded the motion and the motion carried unanimously.

Dr. Sharon Samson outlined the process of teacher education performance review. UNC was one of two schools that volunteered for NCATE new performance review and UNC received full accreditation as a result of the concurrent review. The CCHE review of UNC revealed the strengths and quality of the program include an assessment system that looks at critical indicators. The concerns that were revealed from the review recommend revision to the advisement in elementary education. The staff recommendation is to reauthorize the program.

Dr. Marlene Strathe, Provost and Academic Vice President of UNC; Dr. Phil Wishon, Assistant Dean of College of Education; Professor Linda Button, Co-Chair of Department of Elementary Education at UNC were available to respond to Commission concerns.

Commissioner Montoya stated that the state review provides an opportunity for frank discussions about teacher education concerns. His primary interest in this review relates to the low number of Colorado high school students who do not go to college and teachers perhaps are not being prepared as well to teach high school students.

He pointed out a specific area of concern. Based on his observations, Commissioner Montoya does not believe that UNC is committed to diversity. He advocated that the CUMBRES program move from the minority affairs office to the School of Education. He raised questions about how UNC intends to expand the CUMBRES program. He commented that the Commission's goals of access, retention and recruitment are not addressed in the report. He asked for information on the number of students who complete the program, and the success of minority students in the PTEP program. Commissioner Montoya also had questions about the ESL program, and the GPA, and increased field experience preparation for teacher candidates in diversity. The Urban Program is very successful.

He asked for clarification on the statement regarding the candidates' knowledge of standards and assessment because it is at a level that exceeds that of cooperating teachers. Dr. Samson responded that the assessment expert wrote a statement on the review team and it was based on interviews with Weld 6 school administrators.

Commissioner Stanford asked for the diversity composition of the PTEP student population.

Dr. Wishon responded that UNC would like to increase the number of minority teacher education candidates. The Urban Education Center program that enrolls Denver residents is predominantly composed of minority students. He further stated that the

School of Education is not opposed to housing the CUMBRES program but that the institution choose to house the program in the President's Minority Affairs Office so that students supported by CUMBRES have the option of enrolling in all degree programs, not just pursuing a teacher education program.

Action: Commissioner Montoya made a motion to table action on this item to allow more time to review the data. Commissioner Nagel seconded the motion and the motion carried unanimously.

B. Issuance of Bonds and Notes to Finance Authority Loans to Colorado Institutions of Higher Education; Submission of Section 23-3-1-208(1)(B)(1) Report

The Colorado Student Obligation Bond Authority (CSOBA) has been granted the power, under Section 23-3.1-206(h), Colorado Revised Statutes, to make loans to Colorado institutions of higher education for the purposes of funding student loans. CSOBA is permitted to use proceeds of bonds and notes to finance such authority loans but must submit a written report to the Commission pursuant to Section 23-3.1-208(1)(b)(I), Colorado Revised Statutes, prior to the issuance of such bonds and notes. The report is required to set forth certain specific information regarding the bonds and notes to be issued by CSOBA and the terms and conditions of authority loans to be made to Colorado institutions of higher education using proceeds of such bonds and notes.

Staff Recommendation

That the Commission accept the written report submitted pursuant to Section 23-3.1-208(1)(b)(I). Attachment A: Section 23-3.1-208(1)(b)(I) Report.

Action: Commissioner Quamme moved approval of the staff recommendation for Consent Items III A (1) and III B. Commissioner Nagel seconded the motion and the motion carried unanimously.

IV. Action Items

A. Report on Governing Board Action Regarding Low Demand Programs

In the January 2003 agenda, the Commission published the performance data on programs identified as low demand and at that time provided public notice to governing boards regarding the need to take action on low performing degree programs by April 2003.

Since the governing boards have resolved all low demand programs that needed action by April 2003, no Commission action is required.

Staff Recommendation

No action needed in 2003 by the Commission.

V. Discussion and Possible Action

A. Remedial Report

Dr. Samson reported that in January 2002, CCHE transmitted a summary of the remedial activity to the General Assembly. The primary purpose of the feedback report is to help Colorado schools improve the competency and skills of high school graduates and consequently improve access to higher education for Colorado high school graduates and

succeed in college. The highlights of the 2003 Report show that 36 percent of recent high school graduates require some form of remediation in college. High school students that follow high school core courses (i.e., 4 years of English, 3 years of Mathematics, 3 years of Science, 3 years of Social Studies) fare better with only 21 percent needing remediation in college.

Dr. Samson presented the data which indicates that the policy needs clarification. Not only is it difficult to interpret the data with the variety of remedial assessments used, but it is confusing to students. To address these problems, staff recommend that CCHE, in consultation with the governing boards, review the Remedial Policy and prepare recommendations for revising the current Remedial Policy, clarifying reporting requirements, and revising other academic policies that may be critical to meeting the Remedial Policy goals and statutory intent

Commissioner Stanford suggested that CCHE invite the State Board of Education to participate in the discussion regarding remedial education policy.

Advisory Committee member Wayne Artis encouraged the academic council to seriously study this very important issue.

Staff Recommendation

That the Commission direct its staff to consult with the governing boards to review CCHE's Remedial Policy and prepare recommendations for revising the current Remedial Policy, clarifying reporting requirements, and revising other academic policies that may be critical to meeting the Remedial Policy goals and statutory intent.

Action: Commissioner Stanford made a motion to amend the staff recommendation to include the State Board of Education in the discussion of the Remedial Policy. Commissioner Farina seconded the motion and the motion carried unanimously.

B. Academic Planning Report

There was no discussion of this item at this meeting.

C. Statewide Diversity Report

Jim Jacobs and Carol Futhey presented the Statewide Diversity Report. Jim Jacobs presented a table that showed an ethnic/racial breakdown of Colorado's 2000 Census population, the percent of Colorado public high school graduates and the percentage of in-state public higher education undergraduates. The chart showed that Black, non-Hispanics accounted for 3.7 percent of the state's population, they represented 4.4 percent of high school graduates and 4.2 percent of in-state entering undergraduates. On the other hand, Hispanics accounted for 17.1 percent of the 2000 Census population in the state. However, they represented 14 percent of high school graduates and 13.7 percent of entering in-state undergraduates.

The report also showed the percentage change during the past decade. While the number of Hispanics increased by 73 percent, the number of Hispanic high school graduates rose by 24 percent and the number of Hispanic entering in-state undergraduates grew by only 9 percent. On the other hand, while the number of Blacks in the state population rose by 24 percent, the number of Blacks entering Colorado public higher education rose by 31 percent. While the number of White, non-Hispanics rose by 21 percent during the past decade, they reported only a 7 percent increase in in-state public higher education entering undergraduates.

Carol Futhey presented data and maps shows the relative concentration by ethnicity in the state. In many instances, this is a function of geographic distribution. She pointed out a variety of factors affecting continuation of students into higher education. These include high school dropout rates, academic preparation for college study and increasing competition of students. There is a strong correlation between core (high school) courses and remediation in college. Students of all ethnic backgrounds were less likely to be placed into remedial courses if they had taken a core curriculum in high school.

The Diversity Report discussed retention and graduation rates by ethnicity and race, as well as the awarding of associate, baccalaureate and graduate degrees. In addition, it also portrayed the race and ethnicity of full-time faculty, faculty new hires and full-time staff. A section on the Governor's Opportunity Scholarship (GOS) program was included to point out that 44 percent of total GOS students were from underserved groups. That is more than double their percentage share of in-state undergraduates. In fiscal year 2002, 83 percent of the in-state students met or exceed the index for admission. There were significant differences among ethnic groups. However, of all the students admitted through the "window" – institutions are allowed to admit 20 percent of their total who do not meet entrance requirements – 31 percent were from underrepresented groups and 64 percent were from the White, non-Hispanic category. Commissioners asked Jim Jacobs and Carol Futhey a variety of questions concerning the background and implications of the study. The diversity report will impact the development of the admissions policy.

VI. Written Reports for Possible Discussion

A. Report on Approved Undergraduate Degree Programs

The Commission accepted the Report on Approved Undergraduate Degree Programs. The report shows that the Commission has 391 approved four-year degree programs off which 65 degree programs require more than 120 hours. The report also identifies the number of requirements in a major, required supporting courses, and prerequisites for the major.

Academic Council is working with its constituent institutions on reducing credit hours by June 2003. The discussion has raised a policy issue concerning the appropriate graduation credit limit for professional degree programs – is 128 reasonable for professional degrees or should that be expanded to 140, or to 183 to accommodate the highest number of graduation credits?

B. Concept Paper

(1) Bachelor of Arts in Anthropology at the University of Northern Colorado

The University of Northern Colorado submitted a concept paper for a Bachelor of Arts (B.A.) degree program in Anthropology. The university currently offers an anthropology emphasis within its program in Interdisciplinary Studies. The anthropology emphasis program has 40 majors.

The proposed program as within the mission of UNC as a "general baccalaureate...university." Further, anthropology is an appropriate liberal arts degree program for an institution like UNC.

C. CCHE-Capital Assets Quarterly Reports (Waivers, Cash-Funded and SB 92-202 Projects; and Leases)

The Commission accepted the Capital Assets Quarterly Reports on Waivers, Cash-Funded and SB 92-202 Projects; and Leases.

D. Financial Aid Status

The Commission accepted the Financial Aid Status Report.

E. Degree Program Name Changes

The Commission accepted the report on Program Name Changes and Endorsement Titles under Delegated Authority approved by the Executive Director:

(1) Institution: Metropolitan State College of Denver
Current Degree Program Title: Bachelor of Arts in Industrial Design Program (B.A.)

Revised Degree Program Title: Bachelor of Science in Industrial Design Program (B.S.)

Rationale:

MSCD's Industrial Design Program was reviewed for possible accreditation by the National Association of Schools of Art and Design (NASAD) in 2002. One concern noted from NASAD was that the Industrial Design Program awards a B.A., which NASAD considers to be a "liberal arts" degree, and not a B.S., which is considered to be a "professional" degree. NASAD noted that the Bachelor of Arts in Industrial Design at Metro "appears to approach NASAD curricular standards for the professional Bachelor of Science degree in Industrial Design."

Scope of Proposed Change:

No change in curriculum will be made as a result of the name change. Students currently enrolled in the existing programs will be notified of the change.

F. Report on Out-of-State Instruction

The Commission accepted the report on out-of-state instruction as follows:

The Board of Regents of the University of Colorado has submitted a request for an out-of-state instructional program to be delivered by the University of Colorado at Colorado Springs.

"SPED 598, Summer Reading Camp: Improve the Reading Success of Struggling Students! – Primary Grades (1 semester hour) and – Intermediate and Middle School Grades (1 semester hour)," described herein as a one-year out-of-state instructional program to be offered in California, Virginia, Florida, Texas, Alaska, Hawaii, Oregon, Idaho and Washington.

Action: Commissioner Quamme moved to adjourn. Commissioner Nagel seconded the motion and the meeting adjourned at 12:03 p.m.